



# OREGON AT-A-GLANCE SCHOOL PROFILE

## Kairos PDX

PRINCIPAL: Zalika Gardner | GRADES: K-5 | 3635 N Williams, Portland 97227 | 503-567-9820

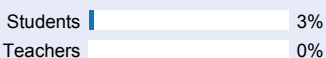


### Students We Serve

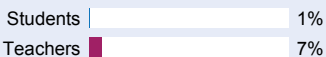


### DEMOGRAPHICS

#### American Indian/Alaska Native



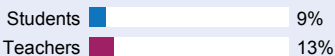
#### Asian



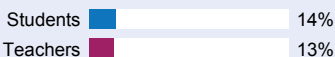
#### Black/African American



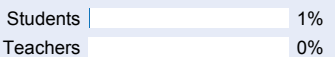
#### Hispanic/Latino



#### Multiracial



#### Native Hawaiian/Pacific Islander



#### White



\*

Ever English Learners



**5**

Languages Spoken

**14%**

Students with Disabilities

**79%**

Required Vaccinations

**39%**

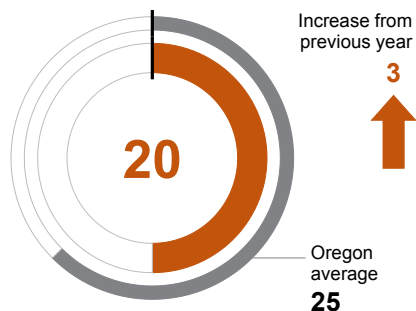
Free/Reduced Price Lunch

\*<10 students or data unavailable

### School Environment

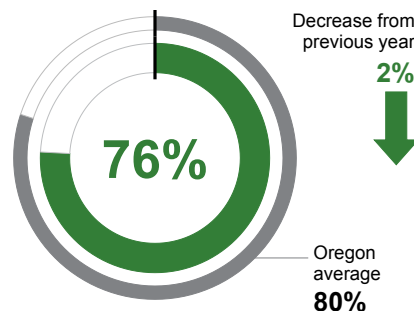
#### CLASS SIZE

Median class size.



#### REGULAR ATTENDERS

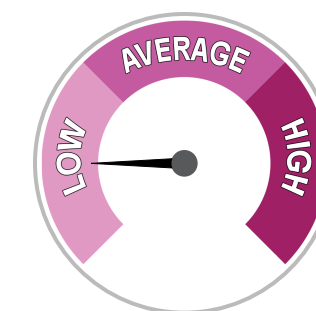
Students who attended more than 90% of their enrolled school days.



### Academic Progress

#### INDIVIDUAL STUDENT PROGRESS

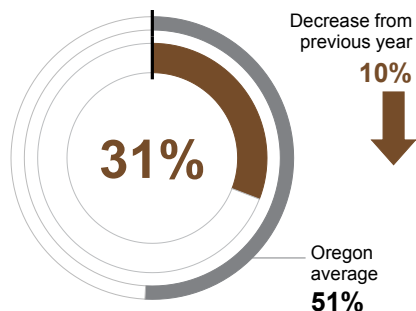
Year-to-year progress in English language arts and mathematics.



### Academic Success

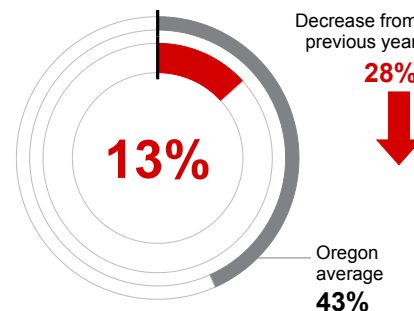
#### ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



#### MATHEMATICS

Students meeting state grade-level expectations.



#### SCIENCE

Students meeting state grade-level expectations.



### School Goals

Kairos is Greek... for a special moment in time and we believe we are creating this time and space for children and families. Our mission is to eliminate the prolific racial achievement and opportunity gaps by cultivating confident creative compassionate leaders. Our Learning Academy a very special place. We believe that attacking systemic racism is essential to achieving our mission and we are passionate about being voices for change in our city. We support the whole child: academically, socially, emotionally and culturally.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

We work hard to make our school a place where all students and families feel welcome and included. We understand how important it is to keep our students feeling safe, both physically and emotionally. You will hear us call our students leaders. We want to surround them with language that reminds them who they are. We value giving students feedback when they are meeting expectations because we believe students do best when we are patient, kind and clear. We believe students do best when they know we see them as capable and use words to build them up.



# OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

## Kairos PDX



PRINCIPAL: Zalika Gardner | GRADES: K-5 | 3635 N Williams, Portland 97227 | 503-567-9820

### Our Staff (rounded FTE)



**13**

Teachers



**9**

Educational assistants



**<1**

Counselors



**58%**

Average teacher turnover rate



**20%**

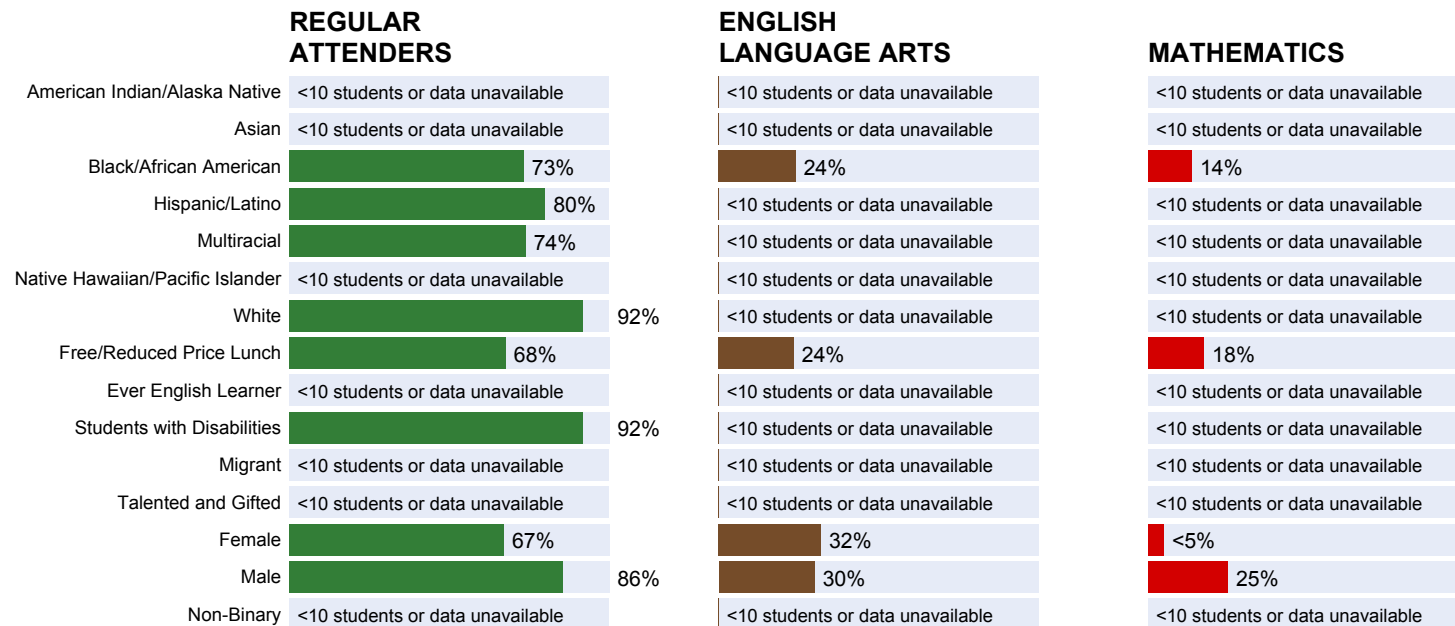
% of licensed teachers with more than 3 years of experience



**Yes**

Same principal in the last 3 years

### Outcomes



### About Our School

#### BULLYING, HARASSMENT, AND SAFETY POLICIES

KairosPDX has created policies to help our schools provide safe environments for every student. This includes teaching students and staff about bullying and harassment, and providing methods to report and respond to any of these incidents. We employ curriculum supports to equip students with skills to recognize and report bullying behavior. We hold school wide expectations of respect, responsibility, honesty, service and excellence. We know children need chances to make choices, make mistakes (that's how you learn) and take responsibility for their actions. Students are held accountable and taught to reflect and repair if they have caused harm.

#### EXTRACURRICULAR ACTIVITIES

Extracurricular activities vary. Please check the website for seasonal details.

#### PARENT ENGAGEMENT

We believe that children must be supported in the context of their families. As the first and most powerful teachers families are invited to participate in their child's education through 4 specific conference meetings throughout the year. In addition, we offer periodic family engagement events to support families interactions with their students and family nights to connect families to our school curriculum. We will inform you of these school events and celebrations through our newsletters and other media.

#### COMMUNITY ENGAGEMENT

We appreciate our community neighbors and want them to feel welcome to join us in supporting the success of our students. Please contact us if you and your community organization are interested in providing support, and we will be happy to talk with you about options.

# 2018-19 ESSA Accountability Details Report

Public Version - October 17, 2019

**District:** Portland SD 1J

**School:** Kairos PDX

The Accountability Details Report displays the data for indicators used by the accountability system to identify schools for comprehensive or targeted supports as required by Oregon's State Plan under the Every Student Succeeds Act (ESSA). The accountability system uses six indicators for elementary and middle schools. These indicators include English language arts (ELA) Achievement and Growth, Mathematics Achievement and Growth, Regular Attenders, and On Track to English language proficiency (ELP). For more information concerning indicators and their definitions and calculations, please refer to the [Report Card Policy and Technical Manual](#). Arrows (up ↑ or down ↓) indicate the change in the rating level of the indicator from the previous year.

### Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	ELA Growth	Math Achievement	Math Growth	Regular Attenders	On Track to ELP
All Students	Not Identified	Level 1 ↓	Level 1	Level 1 ↓	Level 1	Level 2	Not Rated
Economically Disadvantaged	Not Identified	Level 2*	Not Rated	Level 2	Not Rated	Level 1	
English Learners	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Students with Disabilities	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Level 4 ↑	
Underserved Race/Ethnicity	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
American Indian/ Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Native Hawaiian/ Pacific Islander	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Black/African American	Not Identified	Level 2*	Not Rated	Level 2*	Not Rated	Level 2*	
Hispanic/Latino	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Level 2*	
Asian	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
White	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Level 4	
Multi-racial	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Level 2	

Suggested Level of Support for 1819: **Not Identified**

Suggested Level of Support for 1718: **Not Identified**

Met ELA and Math Participation target (95%) for all student groups: **No** (details on pages 4 and 7)

Received Title I Funds in 2018-19: **No**

Please note the following:

- Indicator ratings that display 'Not Rated' refer to student groups that do not meet the minimum n-size to receive a rating.
- The English learner student group has different inclusion rules for particular indicators. The On Track to ELP, 9th Grade On-Track, and Regular Attenders indicators include current year English learners only. The ELA and Mathematics Achievement, Growth, and Assessment Participation indicators include current year English learners as well as monitored English learners (four years). The Graduation and Completer indicators include students who were English learners at any time during high school.
- The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
- The Underserved Race/Ethnicity group is eligible to be identified for targeted improvement only when none of the four student groups that comprise it have sufficient data to be considered for identification.

## English Language Arts Academic Achievement Details

**District:** Portland SD 1J

**School:** Kairos PDX

The English Language Arts (ELA) Achievement indicator displays the percentage of students who are meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	33
Level 1	<33

### State Long Term Goal: 80%

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Percent	*	38.9	28.6	31.4	3-year Average	Level 1
All Students - Adjusted Denominator	*	18	49	*		
Economically Disadvantaged - Percent	*	41.7	22.2	30.3	3-year Average	Level 2*
Economically Disadvantaged - Adjusted Denominator	*	12	18	*		
English Learners - Percent	*	*	*	*	Not Rated	Not Rated
English Learners - Adjusted Denominator	*	*	*	*		
Students with Disabilities - Percent	*	*	*	7.7	Not Rated	Not Rated
Students with Disabilities - Adjusted Denominator	*	*	*	*		
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*		
Black/African American - Percent	*	33.3	22.6	25.5	3-year Average	Level 2*
Black/African American - Adjusted Denominator	*	12	31	*		
Hispanic/Latino - Percent	*	*	*	*	Not Rated	Not Rated
Hispanic/Latino - Adjusted Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*		
Underserved Race/Ethnicity - Percent	*	38.5	22.9	26.9	3-year Average	Not Applicable
Underserved Race/Ethnicity - Adjusted Denominator	*	13	35	*		
Asian - Percent	*	*	*	*	Not Rated	Not Rated
Asian - Adjusted Denominator	*	*	*	*		
White - Percent	*	*	*	50.0	Not Rated	Not Rated
White - Adjusted Denominator	*	*	*	*		
Multi-racial - Percent	*	*	*	*	Not Rated	Not Rated
Multi-racial - Adjusted Denominator	*	*	*	*		

Note: An \* next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

## English Language Arts Academic Growth Details

**District:** Portland SD 1J

**School:** Kairos PDX

The English Language Arts (ELA) Growth indicator displays the median growth percentile, the count of students with growth percentiles, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). ‘\*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size to receive a rating.

English Language Arts Growth Level	Cut
Level 5	60
Level 4	55
Level 3	45
Level 2	40
Level 1	<40

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Median	*	*	24.5	32.5	3-year Average	Level 1
All Students - Denominator	*	*	16	*		
Economically Disadvantaged - Median	*	*	*	33.0	Not Rated	Not Rated
Economically Disadvantaged - Denominator	*	*	*	*		
English Learners - Median	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator	*	*	*	*		
Students with Disabilities - Median	*	*	*	*	Not Rated	Not Rated
Students with Disabilities - Denominator	*	*	*	*		
American Indian/Alaska Native - Median	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*		
Black/African American - Median	*	*	33.5	34.5	Not Rated	Not Rated
Black/African American - Denominator	*	*	10	*		
Hispanic/Latino - Median	*	*	*	*	Not Rated	Not Rated
Hispanic/Latino - Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Median	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*		
Underserved Race/Ethnicity - Median	*	*	33.0	34.0	Not Rated	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*	11	*		
Asian - Median	*	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Median	*	*	*	*	Not Rated	Not Rated
White - Denominator	*	*	*	*		
Multi-racial - Median	*	*	*	*	Not Rated	Not Rated
Multi-racial - Denominator	*	*	*	*		

## English Language Arts Participation Details

**District:** Portland SD 1J

**School:** Kairos PDX

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. The applied rate for the participation status is the higher of the current year value or the three-year average after meeting the minimum n-size of 20. 'Not Rated' means the student group did not meet minimum size requirements in order to receive a rating.

### Participation Target: 94.5%

Student Group	2016-17	2017-18	2018-19	3-year Average	Status based on	Status
All Students - Percent	80.0	94.4	88.2	89.2	3-year Average	Not Met
All Students - Denominator	5	18	51	74		
Economically Disadvantaged - Percent	66.7	91.7	89.5	88.2	3-year Average	Not Met
Economically Disadvantaged - Denominator	3	12	19	34		
English Learners - Percent	--	--	--	--	Not Rated	Not Rated
English Learners - Denominator	0	0	0	0		
Students with Disabilities - Percent	0.0	66.7	66.7	61.5	Not Rated	Not Rated
Students with Disabilities - Denominator	1	3	9	13		
American Indian/Alaska Native - Percent	--	--	100.0	100.0	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	0	0	1	1		
Black/African American - Percent	80.0	91.7	90.6	89.8	2018-19 Rate	Not Met
Black/African American - Denominator	5	12	32	49		
Hispanic/Latino - Percent	--	100.0	100.0	100.0	Not Rated	Not Rated
Hispanic/Latino - Denominator	0	1	4	5		
Native Hawaiian/Pacific Islander - Percent	--	--	--	--	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	0	0	0	0		
Underserved Race/Ethnicity - Percent	80.0	92.3	91.9	90.9	2018-19 Rate	Not Met
Underserved Race/Ethnicity - Denominator	5	13	37	55		
Asian - Percent	--	--	--	--	Not Rated	Not Rated
Asian - Denominator	0	0	0	0		
White - Percent	--	100.0	66.7	75.0	Not Rated	Not Rated
White - Denominator	0	3	9	12		
Multi-racial - Percent	--	100.0	100.0	100.0	Not Rated	Not Rated
Multi-racial - Denominator	0	2	5	7		

# Mathematics Academic Achievement Details

**District:** Portland SD 1J

**School:** Kairos PDX

The Mathematics Achievement indicator displays the percentage of students who are meeting the mathematics achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

Mathematics Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	21
Level 1	<21

## State Long Term Goal: 80%

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Percent	*	38.9	12.2	20.0	3-year Average	Level 1
All Students - Adjusted Denominator	*	18	49	*		
Economically Disadvantaged - Percent	*	50.0	16.7	30.3	3-year Average	Level 2
Economically Disadvantaged - Adjusted Denominator	*	12	18	*		
English Learners - Percent	*	*	*	*	Not Rated	Not Rated
English Learners - Adjusted Denominator	*	*	*	*		
Students with Disabilities - Percent	*	*	*	7.7	Not Rated	Not Rated
Students with Disabilities - Adjusted Denominator	*	*	*	*		
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*		
Black/African American - Percent	*	33.3	12.9	19.1	3-year Average	Level 2*
Black/African American - Adjusted Denominator	*	12	31	*		
Hispanic/Latino - Percent	*	*	*	*	Not Rated	Not Rated
Hispanic/Latino - Adjusted Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*		
Underserved Race/Ethnicity - Percent	*	38.5	11.4	19.2	3-year Average	Not Applicable
Underserved Race/Ethnicity - Adjusted Denominator	*	13	35	*		
Asian - Percent	*	*	*	*	Not Rated	Not Rated
Asian - Adjusted Denominator	*	*	*	*		
White - Percent	*	*	*	33.3	Not Rated	Not Rated
White - Adjusted Denominator	*	*	*	*		
Multi-racial - Percent	*	*	*	*	Not Rated	Not Rated
Multi-racial - Adjusted Denominator	*	*	*	*		

Note: An \* next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

# Mathematics Academic Growth Details

**District:** Portland SD 1J

**School:** Kairos PDX

Mathematics Growth Level	Cut
Level 5	60
Level 4	55
Level 3	45
Level 2	40
Level 1	<40

The Mathematics Growth indicator displays the median growth percentile, the count of students with growth percentiles, and the corresponding rating for each student group.

The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Median	*	*	12.5	21.5	3-year Average	Level 1
All Students - Denominator	*	*	16	*		
Economically Disadvantaged - Median	*	*	*	8.5	Not Rated	Not Rated
Economically Disadvantaged - Denominator	*	*	*	*		
English Learners - Median	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator	*	*	*	*		
Students with Disabilities - Median	*	*	*	*	Not Rated	Not Rated
Students with Disabilities - Denominator	*	*	*	*		
American Indian/Alaska Native - Median	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*		
Black/African American - Median	*	*	15.5	35.0	Not Rated	Not Rated
Black/African American - Denominator	*	*	10	*		
Hispanic/Latino - Median	*	*	*	*	Not Rated	Not Rated
Hispanic/Latino - Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Median	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*		
Underserved Race/Ethnicity - Median	*	*	14.0	30.0	Not Rated	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*	11	*		
Asian - Median	*	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Median	*	*	*	*	Not Rated	Not Rated
White - Denominator	*	*	*	*		
Multi-racial - Median	*	*	*	*	Not Rated	Not Rated
Multi-racial - Denominator	*	*	*	*		



## Mathematics Participation Details

**District:** Portland SD 1J

**School:** Kairos PDX

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. The applied rate for the participation status is the higher of the current year value or the three-year average after meeting the minimum n-size of 20. 'Not Rated' means the student group did not meet minimum size requirements in order to receive a rating.

### Participation Target: 94.5%

Student Group	2016-17	2017-18	2018-19	3-year Average	Status based on	Status
All Students - Percent	80.0	94.4	88.2	89.2	3-year Average	Not Met
All Students - Denominator	5	18	51	74		
Economically Disadvantaged - Percent	66.7	91.7	89.5	88.2	3-year Average	Not Met
Economically Disadvantaged - Denominator	3	12	19	34		
English Learners - Percent	--	--	--	--	Not Rated	Not Rated
English Learners - Denominator	0	0	0	0		
Students with Disabilities - Percent	0.0	66.7	66.7	61.5	Not Rated	Not Rated
Students with Disabilities - Denominator	1	3	9	13		
American Indian/Alaska Native - Percent	--	--	100.0	100.0	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	0	0	1	1		
Black/African American - Percent	80.0	91.7	90.6	89.8	2018-19 Rate	Not Met
Black/African American - Denominator	5	12	32	49		
Hispanic/Latino - Percent	--	100.0	100.0	100.0	Not Rated	Not Rated
Hispanic/Latino - Denominator	0	1	4	5		
Native Hawaiian/Pacific Islander - Percent	--	--	--	--	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	0	0	0	0		
Underserved Race/Ethnicity - Percent	80.0	92.3	91.9	90.9	2018-19 Rate	Not Met
Underserved Race/Ethnicity - Denominator	5	13	37	55		
Asian - Percent	--	--	--	--	Not Rated	Not Rated
Asian - Denominator	0	0	0	0		
White - Percent	--	100.0	66.7	75.0	Not Rated	Not Rated
White - Denominator	0	3	9	12		
Multi-racial - Percent	--	100.0	100.0	100.0	Not Rated	Not Rated
Multi-racial - Denominator	0	2	5	7		

## Regular Attenders Details

**District:** Portland SD 1J

**School:** Kairos PDX

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

Regular Attenders Level	Cut
Level 5	93
Level 4	89
Level 3	85
Level 2	78
Level 1	<78

### State Long Term Goal: 93%

Student Group	Grade Range	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Percent	K-5	87.7	77.7	76.2	79.2	3-year Average	Level 2
All Students - Denominator		81	121	168	370		
Economically Disadvantaged - Percent	K-5	80.5	68.5	67.7	71.3	3-year Average	Level 1
Economically Disadvantaged - Denominator		41	54	65	160		
English Learners - Percent	K-5	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator		*	*	*	*		
Students with Disabilities - Percent	K-5	90.0	81.8	91.7	87.5	2018-19 Rate	Level 4
Students with Disabilities - Denominator		10	22	24	56		
American Indian/Alaska Native - Percent	K-5	*	*	*	45.5	Not Rated	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	*		
Black/African American - Percent	K-5	87.5	72.9	73.3	76.2	3-year Average	Level 2*
Black/African American - Denominator		40	59	86	185		
Hispanic/Latino - Percent	K-5	*	*	80.0	75.9	3-year Average	Level 2*
Hispanic/Latino - Denominator		*	*	15	*		
Native Hawaiian/Pacific Islander - Percent	K-5	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*		
Underserved Race/Ethnicity - Percent	K-5	85.4	71.8	72.0	74.8	3-year Average	Not Applicable
Underserved Race/Ethnicity - Denominator		48	71	107	226		
Asian - Percent	K-5	*	*	*	*	Not Rated	Not Rated
Asian - Denominator		*	*	*	*		
White - Percent	K-5	90.0	87.5	91.9	89.9	2018-19 Rate	Level 4
White - Denominator		20	32	37	89		
Multi-racial - Percent	K-5	91.7	83.3	73.9	81.1	3-year Average	Level 2
Multi-racial - Denominator		12	18	23	53		

Note: An \* next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

## On Track to English Language Proficiency (ELP) Details

**District:** Portland SD 1J

**School:** Kairos PDX

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

On Track to ELP Level	Cut
Level 5	80
Level 4	68
Level 3	56
Level 2	32
Level 1	<32

### State Long Term Goal: 80%

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
Current English Learners - Percent	*	*	*	*	Not Rated	Not Rated
Current English Learners - Denominator	*	*	*	*		

# General Information

Name of School: KairosPDX Learning Academy Public Charter School

Name of Board Chair/President: Marsha Williams

Phone Number of Board Chair/President: 503-567-9820

Email of Board Chair/President: marsha@kairospdx.org

Name and Title of Contact Person: Zalika Gardner

Mailing Address of Contact Person: P.O. Box 1210, Portland, OR 97212

Phone Number of Contact Person: 503-567-9820

Email of Contact Person: zalika@kairospdx.org

School's Initial Opening Date: August 4, 2014

Current Grades Enrolled: K-5

Grade Levels to be Served at Full Enrollment<sup>1</sup>: K-5

Maximum Projected Enrollment (at full capacity)<sup>2</sup>: 244

  
\_\_\_\_\_  
Signature of School Director/Principal

1/2/2020  
Date

  
\_\_\_\_\_  
Signature of Board Chair/President

1/2/2020  
Date

<sup>1</sup> This refers to the grade structure that has been approved by the district, rather than as an anticipated or desired future grade structure.

<sup>2</sup> This refers to the maximum student enrollment that has been approved by the district, rather than an anticipated or desired future student enrollment.

# KairosPDX Learning Academy Public Charter School

Application for Renewal

Presented to Portland Public Schools

January 2, 2020

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## KairosPDX Learning Academy Public Charter School Executive Summary

1. Provide the enrollment and demographic information for the current school year in the table below. Fill in only the white fields. Report percentages where indicated.

Current Year Enrollment and Demographic Information													
Total Enrollment by Grade													
K	1	2	3	4	5	6	7	8	9	10	11	12	Total
47	39	45	34	32	19								216
Number of Students on Waiting List by Grade													
K	1	2	3	4	5	6	7	8	9	10	11	12	Total
8	4	9	9	7									42
Gender by Percentage								Female	57.15	Male	42.85		
Ethnicity/Race by Percentage													
Asian	Black/ African American	Hispanic/ Latino	American Indian/ Alaskan Native	Pacific Islander	White	Multi- Racial							
.46	46.58	12.3	2.7	.46	25.46	12.04							
Special Populations by Percentage													
Students with Disabilities	English Language Learners	Homeless Students	Eligible for Free and Reduced Meals (by Direct Certification)	TAG									
13.89	3.24	.92	26.38	.92									

KairosPDX Learning Academy Public Charter School (Kairos) is a K-5 school located in North Portland founded by 5 women, 4 of whom identify as Black/African-American. The mission of KairosPDX is to eliminate prolific racial achievement and opportunity gaps by cultivating confident, creative, compassionate leaders. We believe that considering our own identity, biases and experiences is a necessary step toward igniting change. Educators at Kairos are invested in our mission and participate in creating structures, developing school culture and communicating our work to families and the larger community. Educators work together to support the whole child – academically, socially, emotionally and culturally, using published curriculum, current research and children’s own interests to build their learning experience.



KairosPDX Core Values guide daily interactions:

**Respect:** Believe each person matters; Speak positively where possible to do so with authenticity; Voice concerns and problem solve with expressed positive regard;

**Responsibility:** Dependable; Choose self-reflection and participation in solutions; Be conscious of blaming language; What response are you able to provide?;

**Honesty:** Move in empathy; Own mistakes; Maintain consistency in what is said to people and about people;

**Service:** See a need, fill a need;

**Excellence:** Go above and beyond expectations.

Our Habits for Success provide a tangible foundation for our social-emotional instruction:

**Zest:** Enthusiasm for learning, and trying out ideas;

**Grit:**Willingness to try again despite disappointment

**Discipline:** Ability to follow through and fully engage;

**Self control:**Social emotional regulation;

**Optimism:** Ability to reflect on and expect good things;

**Gratitude:** Appreciation for what they have/do;

**Empathy:** Ability to connect and relate to others;

**Curiosity:** Interest in the world and the possibilities around them.

Rooted in the neuroscience of love, the Kairos LOVE framework shapes our school culture. Our approach to learning is resiliency-oriented, culturally responsive, anti-racist, Black centric, and data informed. We operate a year- round model with an innovative weekly schedule to support both student choice and teacher collaboration time. We place family engagement at the center of our work with quarterly family conferences and after school opportunities to engage. We refer to our students as Leaders articulating our belief in their capacity for the confidence, creativity and compassion that the world needs now and into the future.

We value data, reflection, feedback and continuous improvement as we work together on behalf of our children and families. Our Smarter Balanced Assessment trends closely mimic our NWEA MAP assessments with 2017-18 being our strongest year so far, for both reading and math overall. Regarding percentage of black students reaching proficient range, according to Oregon Department of Education data, within the district schools with enough black students proficient on the Smarter Balanced assessment to have data displayed **KairosPDX was the only school from North Portland and the only school that is majority students of color to make the top 10.** KairosPDX out performed the district in the percentage of black students meeting proficiency standards (2x in reading and 3x in math) and in the percentage of black students failing (@ 30% less). We are not yet where we want to be but we are already raising the academic bar for black students.

KairosPDX recognizes that we are at an incredible crossroads as a community and Kairos was born to be a solution. Gentrification has damaged our once culturally grounded enclaves and benign neglect has perpetuated grave inequities. These inequities have created islands of poverty that exist on both the economic and intellectual landscape. The chains of discrimination still allow decisions to be made that benefit some children while abandoning others. The opportunity to stem the tide of mediocrity and complicity in perpetuation of the status quo lies before us here today as we think about who Kairos is and what Kairos is doing.





## KairosPDX Learning Academy Record of Performance

### A. Academic Performance

1. In brief, describe whether or not the school has met its **academic performance expectations** over the term of the contract.

From the moment we opened KairosPDX Learning Academy Public Charter School we made an active decision to hold ourselves accountable for learning and results. Each year, goals are set and success is tracked so we can create interventions where needed and respond to the needs of the individual child. We choose to be "data informed" rather than "data driven" to remind ourselves that we are **student driven and student-centered**. The Northwest Education Association (NWEA) Measures of Academic Progress (MAP) for primary grades is a nationally normed assessment tool providing real-time formative assessment information. A student's "expected RIT score" growth is a national benchmark provided by NWEA using their database of thousands of students tested nationwide. The expected growth is calculated against other students with the same beginning RIT score. Because this benchmark is individually established for each student, the results (comparison of actual to expected growth) can be rolled up school-wide across grade levels in a meaningful way. Growth goals are created by NWEA based upon other students with similar raw scores and provide an ideal tool for tracking growth. With each assessment cycle we examine the data in search of patterns to influence our practice. We make curriculum and structural shifts based on what the data reveals. Heading into the 2016-17 school year, based on double digit growth the year before, we set an ambitious goal for 90% of our children to meet their literacy growth targets. Unfortunately, we did not make that goal, but actually fell back to our original 31% reading and 47% of students' math growth scores. Following the 2016-17 data cycle we strengthened foundational skills work and created systems for differentiation for the 2017-18 school year. We chose to again aim high for 90% of our students making their literacy growth goals and orientated our returning teaching team to the importance of culturally relevant practices. We developed weekly reflection and observation cycles to give teachers information in real time and equipped our classroom supports with strong leadership and commitment to Kairos LOVE. **Our efforts paid off.** While not making the 90% goal, Kairos students displayed tremendous growth. NWEA defines meeting expected growth as having 50% of students meeting their individual expected growth goals. When/if that happens, a school is said to have reached 100% of expected growth. In the 2017-18 school year 66% of our students met their NWEA MAP Math goals while 55% of our students met their Reading growth goals which means we exceeded the 100% of expected growth. A summary of our growth data is as follows\*:

NWEA 2017-18	Fall to Winter		Winter to Spring		Full Year		Benchmark
Metric	Math	Reading	Math	Reading	Math	Reading	
% of NWEA expected growth	135%	128%	103%	67%	120%	105%	100%
% of students meeting NWEA expected growth	63%	62%	53%	48%	66%	50%	50%

\* for full data set see Appendix A and B

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Because our goal is to ensure that our students are closing the gap by growing at a faster rate than their peers, NWEA also allows us to gage growth by looking at percentage/rank. We want our students improving their percentile position until they meet or exceed the 75% which we, on our own, have determined is on-track for college. In the 2017-18 school year:

- 61% of all students improved their percentile position in Reading (grew faster than nationally normed peers); or held onto a position as ready for college (75%+)
- 73% of all students improved their percentile position in Math (grew faster than their nationally normed peers); or held onto a position as ready for college (75%+)

2017-18 was also our first year of SBAC data. We are clear, that with 17 students testing, **there are not enough data points for this data to be reliable.** The following data from the PPS dashboard represents our early trends looking at whole school and black student success. Given our mission, this is important.

SBAC 2017-18	KairosPDX Whole School		KairosPDX Black Students		PPS Black students	
	ELA	Math	ELA	Math	ELA	Math
Exceeds	6%	5%	10%	10%	8%	*
Meets	35%	38%	30%	30%	14%	10%
Nearly meets	41%	38%	40%	30%	22%	21%
Does not meet	18%	19%	20%	30%	57%	66%

Using the ODE data for 2017-18 SBAC scores (aggregating scores for grades 3,4, & 5 to get the number of students at Kairos and all schools to be as large as possible) we looked closer at black students to evaluate our work toward our mission.

In proficiency in ELA for Black students across PPS:

Kairos ranked 7th out of 40 schools with enough black students proficient on the SBAC to have data displayed.

In proficiency in Math for Black students across PPS:

Kairos ranked 4th out of 32 schools with enough black students proficient on the SBAC to have data displayed.

Regarding both Reading and Math for Black students:

Within the district schools with enough Black students proficient on the SBAC to have data displayed, **KairosPDX was the only school from North Portland and the only school that is majority students of color to make the top 10.** KairosPDX outperformed the district overall in both the percentage of Black students meeting and exceeding (2x in reading and 3x better in math) and the percentage of Black students failing (@ 30% less). We are not yet where we want to be but we are already raising the academic bar for Black students.

Tracking Black student success PROFICIENT = Meets / exceeds (looking for a higher number)		
	ELA	Math
KairosPDX	40%	40%
PPS	22%	13%

Tracking Black student success FAILING = Does not meet (looking for a lower number)		
	ELA	Math
KairosPDX	20%	30%
PPS	57%	66%

Despite these successes, it is important to acknowledge that KairosPDX did not meet the academic standard for ELA on our 2017-18 Performance Review. Overall, our ELA proficiency rate was 15.7% below the district average and we take this seriously. Considering the difference in demographics between the district and KairosPDX test takers,

KairosPDX demographics of test takers		PPS demographics of test takers	
Multiple*	6%	Multiple	10%
*one Black parent	6%		
White	18%	White	58%
Pac. Islander	0	Pac. Islander	1%
Native American	0	Native American	>1%
Latino	6%	Latino	16%
Black	65%	Black	8%
Asian	0	Asian	7%
<b>Historically Underserved</b>	<b>76%</b>	<b>Historically Underserved</b>	<b>25% / 35% with multiple</b>
<b>Other</b>	<b>24%</b>	<b>Other</b>	<b>75%/ 65%</b>

it is important to note that in this same Performance Report KairosPDX met the ELA standard for special populations, a statistic more aligned to the specificity of the mission of KairosPDX.

ELA	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>Economically Disadvantaged</b>						
% meets/exceeds	41.7	12	33.6	+8.1	54	<b>Meets</b>
<b>English Learners</b>						
% meets/exceeds	*	*	<5	*	54	N/A
<b>Students with Disabilities</b>						
% meets/exceeds	*	*	35.4	*	54	N/A
<b>Historically Underserved Races/Ethnicities</b>			(OR Report Card)			
% meets/exceeds	38.5	13	30.3	+8.2	54	<b>Meets</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

Likewise, KairosPDX **exceeded** the district benchmark for Math in both historically underserved and economically disadvantaged populations.

MATH	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>Economically Disadvantaged</b>						
% meets/exceeds	50	12	22.5	+27.5	43	<b>Exceeds</b>
<b>English Learners</b>						
% meets/exceeds	*	*	6.5	*	43	N/A
<b>Students with Disabilities</b>						
% meets/exceeds	*	*	29.8	*	43	N/A
<b>Historically Underserved Races/Ethnicities</b>			(OR Report Card)			
% meets/exceeds	38.5	13	20.9	+17.6	43	<b>Exceeds</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

THIS IS VERY GOOD NEWS, indicating a trajectory toward our vision of serving the district's most vulnerable students within a culturally affirming whole child focused school environment.

The 2017-18 data, **especially the NWEA MAP growth data with its multiple data points and more reliable numbers of students**, provide encouragement that our culturally responsive practices and continuous improvement cycles are indeed improving outcomes for KairosPDX students. We compared our student growth to the national network of NWEA schools and were thrilled to find that as a whole school our growth ranked in the **top half for Reading** at the 55th percentile and the **top quartile for Math** at the 79th percentile.

2017-18 MAP Math Student Group	Fall to Winter		Winter to spring		Full year	
	National Rank	% of expected growth	National Rank	% of expected growth	National Rank	% of expected growth
Whole School	77%	130%	48%	99%	79%	120%
Kindergarten	55%	108%	72%	119%	64%	112%
1 <sup>st</sup> Grade	99%	174%	1%	66%	94%	130%
2 <sup>nd</sup> Grade	99%	146%	38%	103%	94%	128%
3 <sup>rd</sup> Grade	91%	118%	99%	126%	98%	119%
4 <sup>th</sup> Grade	*	*	*	*	*	*

2017-18 MAP Reading	Fall to Winter		Winter to Spring		Full Year	
	Student Group	National Rank	% of expected growth	National Rank	% of expected growth	National Rank
Whole School	65%	121%	6%	61%	55%	107%
Kindergarten	25%	103%	1%	63%	15%	88%
1 <sup>st</sup> Grade	95%	124%	19%	87%	79%	116%
2 <sup>nd</sup> Grade	99%	159%	1%	46%	91%	122%
3 <sup>rd</sup> Grade	99%	148%	10%	44%	88%	128%
4 <sup>th</sup> Grade	*	*	*	*	*	*

Our goal for 2018-19 was to continue what worked in 2017-18. We leaned into literacy with a full time teacher collaborator and new curriculum. Continuity was our goal, simply extending our success from the 5 of 7 classrooms in 2017-18 to reach more than 120% growth, to all 9 of the classrooms in 2018-19. Instead, 2018-19 provides a case study for how school culture impacts student success.

If the 2017-18 school year was marked by staff cohesion, continuity, engagement and success, the 2018-19 school year was marked by expansion, turnover, disengagement and failure. We added 50 K - 5 students and 20 new staff. We lost 5 founding staff members (all of whom held leadership positions) to a variety of both planned and unplanned transitions. This change coupled with pressure to leave our building, increased expenses and unavailable resources hurt our capacity and impact. The difference between 2017-18 and 2019-20 was in the experience of the adults and the morale of the building. The children remained their brilliant capable selves. Below is a summary of our 2017-18 and 2018-19 NWEA MAP data \*:

NWEA MAP Math	2017-18 Full Year		2018-19 Full Year	
	Student Group	Number of students	% of expected growth	Number of students
Whole School	106	120%	152	70%
Kindergarten	42	112%	31	84%
1 <sup>st</sup> Grade	27	130%	45	63%
2 <sup>nd</sup> Grade	22	128%	33	54%
3 <sup>rd</sup> Grade	11	119%	24	109%
4 <sup>th</sup> Grade	*	*	15	34%

\*Please see Appendix C for complete 2018-19 data set

NWEA MAP Reading	2017-18 Full Year		2018-19 Full Year	
	Student Group	Number of students	% of expected growth	Number of students
Whole School	105	107%	154	71%
Kindergarten	42	88%	33	77%
1 <sup>st</sup> Grade	28	116%	45	55%
2 <sup>nd</sup> Grade	22	122%	34	67%
3 <sup>rd</sup> Grade	11	128%	24	105%
4 <sup>th</sup> Grade	*	*	15	66%

\*Please see Appendix D for complete 2018-19 data set

A similar downturn was evident in our second year of SBAC data. With only 42 students testing, **there are not enough data points for this data to be reliable.** However, the following data from the PPS dashboard represents our early trends looking at whole school and black student success.

SBAC 2018-19	KairosPDX Whole School		KairosPDX Black Students		PPS Black Students	
	ELA	Math	ELA	Math	ELA	Math
Exceeds	9%	7%	7%	4%	7%	*
Meets	22%	7%	17%	10%	12%	8%
Nearly meets	33%	44%	50%	34%	19%	21%
Does not meet	36%	42%	32%	52%	62%	68%

Math proficiency fell from 35% to 7%, followed in severity by a 13% drop in ELA. Of the 11 students with ELA scores in both years and 13 students with math scores in both years (out of the original 17 students tested in 2017-18), we had 7 cases of scores falling from Passing to Nearly Meeting, and no scores moved in the opposite direction. As you can imagine, this resulted in a dramatic reduction in the passing rate for just this tiny subset of students in 2018-19 impacting the Oregon Report over all.

KairosPDX received Falls far below standard on our 2018-2019 Performance Review in both ELA and Math, while garnering a Meets standard for Special Populations. Kairos' 2019-20 Performance Plan addresses disappointing state assessment achievement results and has established ELA goals that target reading fluency in all grades and foundational skills at the kindergarten level for success in subsequent grades.

Despite the downturn, Black students at KairosPDX still outpaced black students district-wide but by less than the previous year:

Tracking Black student success PROFICIENT = Meets / exceeds (looking for a higher number)		
	ELA	Math
KairosPDX	24%	14%
PPS	19%	8%

Tracking Black student success FAILING = Does not meet (looking for a lower number)		
	ELA	Math
KairosPDX	38%	52%
PPS	62%	68%

We can do so much better.

Has KairosPDX met performance expectations? Well, we know how to equip our teachers to be effective instructors for black students. We know how to fully engage young learners to bring their authentic selves and to make school relevant for families and students of color. We know how to address behavior change through mindful and reflective practice. We know how to support students to be proud of who they are.

We need to be able to hire strong and diverse instructors and then retain and support the staff we train. Capacity matters, resource matters and having the capacity to do our work requires deeper investment.

Examination of the difference between 2017-18 and 2018-19 offers a powerful example of Kairos LOVE at its finest: consistent behavior strategies, relationship at the center, growth mindset practiced by students and adults, organized and focused culturally relevant teaching, family communication and involvement, high expectations for student engagement and learning, consistent teacher PD, and reflective practice held by supportive community. It also highlights the insidious nature of school culture at its worst: lack of capacity, reward and punishment as motivation, teacher stress, poor classroom community, stress and blame, negativity and discouragement, emotional struggle, student rebellion behavior, and ritual compliance.

2017-18 and 2018-19 offer a new clarity of the essential nature of our unique school culture and the ingredients of what it takes for black children to thrive. Our response is to do what we have always done, what we were founded to do. Our response is to reflect, shift, and focus, using **what we know now** to support student brilliance. Our imperative now is to build a sustainable infrastructure for recruiting, training, supporting and empowering staff who passionately pursue the work of eliminating prolific racial achievement and opportunity gaps by cultivating confident, creative and compassionate leaders. With your support and investment, we can do this.

KairosPDX Learning Academy is an example of innovative child-centered practices that pushes academic rigor, social-emotional strength, and a commitment to supporting racial identities. As one parent, new to the Kairos community in 2018-19 wrote:

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*During our first conference with the classroom teachers, my husband and I cried when seeing the way Kairos reports out so thoroughly on each child - the teachers truly takes the time to know the kids to understand where they can grow and to note where they are strong. My children have also really grown when it comes to their own racial identity and their own social justice consciousness. It is a beautiful thing to see. ~ **Parent of a second and third grade Kairos Leader***

Our foundation is set. Kairos is poised to help black kids both at Kairos Learning Academy, and beyond to fly.

2. Using data from the "Sources of Data" section of this application, describe the trends in performance<sup>1</sup> over the term of the contract in the following categories: See Appendices E. through H. for the student performance by grade, race/ethnicity and special population for Reading and Math.
3. Describe the major **academic goals of the school** over the term of the contract. Explain how these have been met/not met.

Our SBAC trends closely mimic our NWEA scores with 2017-18 being a strong year for both reading and math overall. Our goals continue to remain high, focusing on growth with each classroom reaching 120% or more of overall growth in reading and math on NWEA in addition to exceeding district standards on the SBAC. With small numbers and variable data we continue to strive toward these goals focused on creating the school culture in which student brilliance is revealed. Excellence in testing is not our goal; it is one indicator of school success. Neuroscience underscores how essential developing social, emotional skills and a positive cultural identity to make ignite academic achievement.

KairosPDX continues to emphasize the Habits for Success we developed school-wide for both students and adults. The practices of zest, grit, gratitude, empathy, optimism, self-control, discipline and curiosity are research-based and incorporated into weekly assemblies, family conferences and staff evaluation cycles. These habits provide a tangible foundation for our social-emotional instruction.

School-wide mindful practice is also critical in our work. Professional development sessions begin and end with goal setting and reflection in acknowledgement of the importance of value-neutral feedback to facilitate growth. Our reflection room promotes mindful practices and an attitude of LOVE as discussed here: (Appendix I.) <https://www.seattletimes.com/opinion/yoga-and-love-in-a-school-that-helps-children-of-color-excel/>

Kairos LOVE is defined in our community as care + commitment. It is a values based statement that reminds each of us to do our own work to ensure a safe and welcoming place for learning. We are committed for the long haul and our image of the child maintains high expectations for both achievement and community membership. We continue to center relationship within a community of belonging, understanding this is the environment in which children best learn and thrive.

Our core values drive our work. They include: **Respect:** Believe each person matters; Speak positively where possible to do so with authenticity; Voice concerns and problem solve with expressed positive regard  
**Responsibility:** Dependable; Choose self-reflection and participation in solutions; Be conscious of blaming

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<sup>1</sup> Trends in performance include growth and negative growth.



language; What response are you able to provide? **Honesty:** Move in empathy; Own mistakes; Maintain consistency in what is said to people and about people **Service:** See a need, fill a need **Excellence:** Go above and beyond expectations

Equity is manifest in classrooms where students use earphones when needed or take 5 minutes in the “calming corner” or the “green square” without fear of being teased or stigmatized. Our school counselor is integrated into classrooms and is accessible to children. Student voice is honored and words matter. Every Kairos Leader can tell you about the “Zones of Regulation” and their prefrontal cortex with the conviction that all emotions are good ones.

Our student support approach includes a process of conflict resolution called “repair” that is anchored in empathy and rehumanization. Students learn to be star listeners and to speak from the heart, normalizing conflict and resolution. Peer conflicts are mediated with care and adults prioritize the feelings and experiences of children.

KairosPDX knows that families are their children's first and most powerful teachers. In addition to 4 family conferences each year, over 300 children and families celebrate their students' success at an all-school Winter Celebration in December, and another 250 attended Kindergarten Graduation in June. The KairosPDX Family Engagement organizer works directly with students and families enrolled in the school to provide culturally relevant parenting, child-development, general health, mentorship and academically focused opportunities. Topics reflect the mutually decided upon interests and needs of KairosPDX Learning Academy as well as the larger needs of the black community. In the past few years, we have partnered with The Children's Museum, OMSI, Powells, Books not Bars and Wells Fargo to deliver quality opportunities for children and families to learn together. We provide food and childcare for each event and average 40 participants engaging in topics together.

Our Kairos Family Council (KFC) is in its 4th school year of operation. Monthly meetings averages 50 people per meeting. Their special events include a Harvest Festival celebration attended by over 200 children and their families, holiday hearts to support families during the holiday season and a Uniform re-love opportunity for our community to pass down gently used uniforms to younger Kairos leaders.

**Key Kairos Instructional Tenets remain as follows:**

Inquiry based instruction - affording children opportunities to ask questions, wonder, play, experiment and take risks. Classrooms honor children's thinking and push children to hypothesize, investigate and adjust their thinking based on new information.

Cultural Affirmation - Utilizing Black and/or African Culture as a foundational focus area to produce positive schema for children around black identity thereby actively countering pervasive false and demeaning narratives.

Anti-racist education- Looking at positions of power, privilege and oppression and working intentionally to dismantle the racial systems of white supremacy to avoid replicating the disproportionately harmful impact on the educational experience and outcomes for Black children

Integration of Creativity and Play- Play as a child's primary learning tool is understood and utilized. Through materials work and explore children are engaged in a true melding of thinking and feeling. Research supports the positive impacts of play including relationship, impulse control, perspective taking and imagination. Despite the pressures to make academic content static and repetitive, KairosPDX reserves time for the gift of play each day.

In 2018-19 we graduated our first 5 students who now attend neighborhood middle schools. They report that good social skills, caring about your learning and knowing how to take a breath are notable gifts of attending Kairos. We are preparing young leaders to thrive.

4. Describe the major academic recommendations from the district over the term of the contract. Explain how these have/have not been implemented.

KairosPDX received 2 recommendations in the 2018-19 Performance Review:

**A. Attendance:** With two years and a row of not meeting district average:

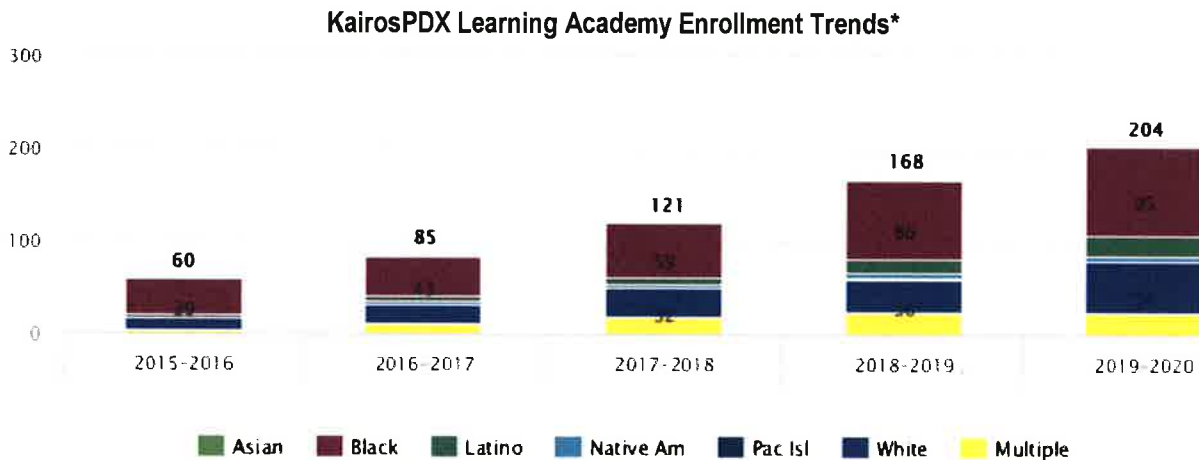
KairosPDX: 2017-18	77%	KairosPDX 2018-19	76%	PPS District 2018-19	86%
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Our 2018-19 Performance Plan recommends the school, “develop and implement a plan to increase the percentage of regular attenders.” KairosPDX has a plan in place that involves bring whole school focus to celebrating attendance, makes weekly totals visible to all staff, students and families and offering whole class incentives. Because families are responsible for transportation rather than the school providing these resources, we are working in the face of systemic factors it is difficult to mitigate. Our family engagement organizer continues to build relationships and offer support, because we have found our young children family systems are the primary reason for chronic absences. Our goal is to improve our overall attendance rate by 10% in the 2019-20 school year.

**B. Academics:** KairosPDX received Falls far below standard on our 2018-2019 Performance Review in both ELA and Math. The ELA goal articulated on the KairosPDX Performance Plan for 2019-20, is satisfactory, however the district recommends “that Kairos establish an additional Academic Goal on the 2019-20 Performance Plan if not already done to include increasing math achievement. In the 2019-20 the math plan includes: 1. Shifting from a walk to math strategy to divide first and second grade mathematicians and instead utilized homeroom teacher relationships to capitalize on learning opportunities for math instruction. 2. Running 8 week Primary Learning Communities focused on setting goals and lesson plans based upon real time student work. Adding an instructional coach in the 2019-20 school year provides capacity to hold space for math specific collaboration and accountability. Our goal is to reach 60% of students meeting growth goals as established by NWEA.

5. Provide evidence of outcomes related to any mission-specific academic goals and measures established in the charter contract or in the school's own performance plan.

In a rapidly gentrifying community, KairosPDX has retained the demographic we set out to reach. Kairos Leaders continue to be 50% Black with growing Latino, Multiple, and Native American student populations. The percentage of White students has hovered around 26% for our last 5 years. For KairosPDX the embrace of communities of color is a primary indicator of school success. Data from PPS dashboard:



\*Demographic data collected from PPS Dashboard

KairosPDX was founded to contribute to the landscape of public education. We take seriously the original intentions of charter schools to be incubators of education within the public system and are actively working in each of the following 9 areas per ORS 338.155 of contribution to public education.

1. Increase student learning and achievement	With a focus on students of color KairosPDX has shown the ability to move the needle toward Black student success
2. Increase choices of learning opportunities for students	KairosPDX is the only school of choice that black families in PPS have chosen in significant numbers. It is the only PPS school of choice located in the heart of the black community. Programming includes more than 20 active partnerships bringing opportunities from music lessons to aerospace engineering.
3. Better meet individual student needs and interests	KairosPDX is committed to a robust assessment cycle to identify and address needs. We partner with Reading Results and SMART to prioritize one on one time in early literacy development. Our reflection room protocol supports positive behavior interventions and mindful practice.
4. Build stronger working relationships among educators, parents and other community members	KairosPDX has cultivated partnerships across sectors getting to know our business neighbors in the Albina community. We offer "lunch and learn" opportunities for local community to come and see the work happening in the building. Our students perform in the Martin Luther King Memorial Celebration at Highland church and march in the Juneteenth and Good in the Hood parades. KairosPDX hosts more than 100 community volunteers a year.
5. Encourage the use of different and innovative strategies	KairosPDX operates under a continuous improvement model. We utilize a year round schedule and have tried multiple daily schedules looking to maximize both learning and planning time. We incorporate Story Workshop strategies developed at Opal school and are developing our own anti-bullying curriculum focused on rooting children in their cultural identity and power. The Kairos LOVE framework of behavior is also an innovative approach.

6. Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools	Each year Kairos looks at student data and staff feedback to guide shifts. From our inception our goal has been to develop and codify strategies that are translatable to the broader community.
7. Create new professional opportunities for teachers	KairosPDX has developed multiple modules of professional development. Experiences targeting each tenant of our framework have been developed with the intention to share outside of our community as we develop capacity to do so.
8. Establish additional forms of accountability for schools	Our rigorous examination of test scores and how to best support the experience of black children in schools is an opportunity for the entire district to learn from us and improve.
9. Create innovative measurement tools	KairosPDX continues to take a data informed approach utilizing established measurement tools like NWEA MAP and Fountas and Pinnell benchmark assessments in addition to crafting tools aligned with our commitment to social, emotional and cultural growth.

6. Provide any other academic performance-related evidence, supplemental data, or contextual information that may not be captured in the district's records or in other information provided in this application. All information should be aligned to the renewal criteria stated in ORS 338.065. See looking to the future section

## B. Financial Performance

1. In brief, describe whether or not the school has met its financial performance expectations over the term of the contract.

Kairos has met the performance expectations related to revenue which were to increase revenue to meet growth. However, when it comes to finances we are convinced that the magnitude of fundraising required to support our work is not sustainable in the long term. While we know that it is important to fund underperforming schools, it is also important to fund areas of innovation and success. We believe that Kairos is such an innovation and thus proper investment is not only appropriate but essential to meeting long term equity goals.

Four key things drive our thinking:

1. National data shows that funding inequity in Oregon is worse than in other states by gross amounts
2. Portland charter schools serving significant populations of black students have all closed while charters serving more advantaged populations have not, (i.e. the innovations designed for historically under-served populations are disproportionately impacted by funding inequity.)
3. Oregon has a debt to black children due to gross and historic inequities. Investing in Kairos is one step in paying that debt and writing the wrongs of the past.

4. Portland's disparity between what it invests in predominantly black schools and what it invests in Kairos is alarming especially given PPS's commitment to equity.

#### National Data and Funding

Nationally, charter authorizers rarely have an admin rate that goes above 5%, yet PPS currently has an admin rate of 20%. It is worth noting too that in many other states, charters are given both facilities support and transportation support and the average admin rate nationally is closer to 3%. Given this 20% administrative rate, PPS currently receives revenue in the amount of ~\$1,660 per KairosPDX student and we estimate this to be over 2 million dollars collectively from the 6 charter schools currently sponsored by the district.

According to a 2015 Charter School Funding study conducted by EcoNorthwest, charter schools receive funding that is equivalent to 63% of the funding available to all district-run schools statewide. When just "host districts" and the charter schools within those host districts are considered, charter schools receive funding that is equivalent to 58% of the funding available to the host district-run schools. In total charter schools received nearly \$5,000 less per student (based on fall enrollments) in public funding than their district-run school counterparts. If district-run schools operated on the equivalent per student funding of charter schools they would have nearly \$2 billion less in funding statewide. In other words, Kairos kids receive  $\frac{3}{5}$  of what other district children receive. This factoid coupled with who Kairos is designed to serve (black children) in the context of a district and state that has failed these very students exponentially is extremely troubling. It is, in fact redolent of an era where Blacks were seen as  $\frac{3}{5}$  of a human being.

This coupled with the districts equity policy-

"raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (from the PPS Racial Equity Policy narrative);

suggests that tangible action be taken. Equity is not equality. Equality would say that we need to fund all charters the same. Equity says that we need to fund schools based on who they serve as it pertains to disadvantaged groups. The state audit that highlighted gross inequities and atrocious outcomes for students of color in PPS said: The lack of sustained focus at PPS and statewide has the most detrimental effect on schools serving high numbers of African-American, Latino, and economically disadvantaged students.

Now is an opportunity to focus, prioritize equity and invest in the historically marginalized population whose mission it is for Kairos to serve.

#### **Portland Charter Schools Serving Black Children**

LEP and SEI Academy. Despite a number of charters having opened over the last decade, these two are the only ones that have served a significant black population. They also represent 2 of the three schools that have closed. (The 3rd, Trillium, while it did not serve many black kids did serve many historically marginalized students). In the entire PPS portfolio of options in the K-8 space, these are, in addition to Kairos, the only charter schools that have served a significant number of black children in past decade

Given the historic disadvantage Black/African-American students in PPS are faced with coming into the educational system, it is no surprise that the funding formula described above has a disproportionately adverse impact on these

students. The current charter funding formula in PPS has proven to benefit those charters that are serving students who are more white and more middle class. In other words, while the funding inequity no doubt is difficult for all charters, the charters who can manage it best are serving a demographic of more privileged kids. As such, once again, Black/African-American children who are already under-privileged, are more gravely impacted by charter funding disparities to the point that the charter options where they feel safe, seen and valued cease to exist. This perpetuates the inequities we see elsewhere throughout the district. This is a civil rights issue.

### **Oregon's Debt**

The audit conducted by the Secretary of State's office on PPS notes the following:

*In comparison to students in peer districts, PPS does relatively poorly with African-American, Latino, and economically disadvantaged students. Conversely, the district does relatively well compared to peers with white students and students who are not economically disadvantaged.*

In short, PPS has a long history of under-serving black and brown children. While test scores only tell part of the story, recent climate surveys and disproportionate discipline reports bring additional context to the extent that black students in PPS have been underserved. Climate survey reports show that black students felt unseen and unheard. Once more black boys in PPS are 3-5 times more likely to be suspended or expelled than white students. Rates of disproportionate discipline also effect black girls. PPS has a long history of marginalizing black children from forced busing, to the unwillingness to erect a middle school, to outdated and abysmal textbooks and school resources. Generations of black children have been shorted what Brown vs. Board of Education sought to provide: a system that no matter where black students resided, offered an equitable educational experience. On the contrary the gross inequities between black children and others at PPS have been well-documented. PPS fell short of Brown vs. Board by ending with integration.

Kairos presents an opportunity to do better. To both create a new narrative and tangibly implement practices that raise the bar, the outcomes and the experiences of young black children in schools.

Education Northwest studied the local conditions and practices present in six Oregon Schools that achieved higher than expected student achievement on the 2014-15 SBAC in both Math and ELA, especially compared to similar schools as defined by the Oregon Department of Education. Crosswalking these conditions with the KairosPDX Learning Academy culture and systems confirms the power and potential of our approach. KairosPDX continues to be poised for student achievement and equipped to support that achievement in students of color (see the future section for more details on what this looks like).

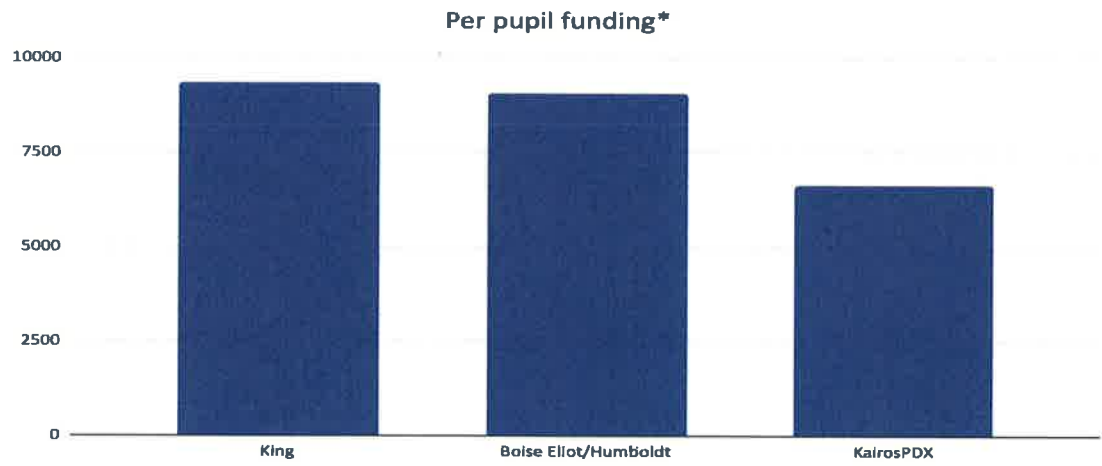
### **Parity in Portland with Like Schools.**

Equity fund dollars were pulled from Charter Schools last year. KairosPDX Learning Academy was the charter in Portland most impacted by this change. Once again, a school designed to serve historically under-served children was punished more profoundly than its peers.

Additionally we are requesting a reinstatement of the Equity Allocation distributions from PPS, which was initiated in 2016, that have since been suspended; The equity dollars were allocated to charter schools that meet the District's Equity Allocation threshold for Direct Certification and Combined Historically Underserved students, which is a valuable source of funding for KairosPDX. When you look at the funding for schools whose demographics match KairosPDX\*

2018-19 Demographics			
Race/Ethnicity	KairosPDX	Martin Luther King Jr.	Boise Eliot Humboldt
American Indian	3%	1%	<1%
Asian	1%	5%	3%
Black	51%	37%	54%
Hispanic/Latino	9%	13%	25%
Multiple	14%	12%	12%
Pac. Islander	1%	1%	0%
White	22%	19%	18%
<b>Historically Underserved</b>	<b>78%</b>	<b>81%</b>	<b>82%</b>
<b>Other</b>	<b>21.43%</b>	<b>19%</b>	<b>18%</b>

\*Demographic data collected from the Oregon Report Card  
you see the following:



\*Funding data from the PPS website  
Martin Luther King - Per Pupil allocation- \$9,351; Boise-Eliot/Humboldt Per Pupil allocation- \$9,059  
KairosPDX Per Pupil allocation - \$6646.40

These dollars are direct to students and do not have to cover facilities and utilities expenses that Kairos has on their expense ledger. They also don't have to cover all of the administrative work that Central Office does for these schools, but for which Kairos needs to do for themselves. Aside from the reduced state school fund, Kairos receives no federal grants for which their student population makes them eligible nor do they receive any transportation support. Far from parity, the investment that the district is making in these schools is far greater than the investment they make in KairosPDX who in their short 6 years is already out-performing black students in the district. As such, it is not a stretch to wonder why for a district committed to black student success and equitable outcomes, there is not at least an investment in KairosPDX that is in parity with like schools.

We are specifically requesting an adjustment of the funding formula as ORS 327.013 does not prohibit the district from giving more than the current percentage of 80 percent of the general purpose grant for ADMw in grades K-8. We are requesting the district to provide our funding formula based on 95 percent of the general purpose grant for ADMw for our students in grades K-5.

Additionally we are requesting a continuation of the Equity Allocation distributions from PPS initiated in 2016, that

have since been suspended; The equity dollars were allocated to charter schools that meet the District's Equity Allocation threshold for Direct Certification and Combined Historically Underserved students.

2. Using the data from the "Sources of Data" section of this application, describe the trends in performance over the term of the contract in the following categories:

a. Near-term measures (assets to liabilities, unrestricted days cash, default)

Over the term of the contract, KairosPDX has met its financial performance objectives. Kairos ended each fiscal year with higher expectations of performance in each of these years.

b. Sustainability measures (total margin, debts to assets, cash flow, financial reporting and compliance, municipal audits)

Over the 5 years in which Kairos has been fully operational, its support and revenue has increased and sustainability has grown. To achieve this milestone, Kairos, as a "start up" has operated with the highest fiscal integrity and discipline. Financial and internal control procedures are closely monitored and complied with. As a result, it has not experienced disruptive cash flow issues from the beginning of operations in July 2014 and has been fully operational for 60 months ending June 30, 2019. **Also, in each of these five years, Kairos has received a "clean opinion" from its independent auditors, which has been submitted to PPS.**

c. Long-term measures (financial planning, budgeting, fundraising, grants)

**Fundraising Trends**

Kairos has focused on cultivating a stronger relationship with individuals and decrease dependency on grants. Coupled with this however, is a desire to achieve more long-term sustainability through more equitable state funding recognizing the burden of fundraising to support the work of righting the historical inequities of the past, is too great for a small non-profit to bear alone. As has been stated in numerous sources, Kairos' Mission is about more than just educating children; it's about transforming lives and ending systemic opportunity and achievement gaps, all in an effort to change the narrative for black and other disadvantaged children in our community. We do so through a multi-pronged approach that includes: sharing and scaling educational practice, policy work, advocacy and family engagement. Investments in KairosPDX have been towards this end; investments in a brighter future for Portland and Oregon's future.

As we outlined in our last renewal:

**Top Level Summary of Revenue Expectations for 2016-2017**

Source of Funds	Amount	Percentage of Revenue
Foundation Grants	\$485,000	74%
Individual Contributions	\$300,000	13%
Corporate Donations	\$100,000 (sponsorships and grants)	13%

**Year 3: 2016/2017 Actuals**

Our fundraising revenues and contributions were \$1,023,471. Total revenues from all sources for the year were an increase of \$268,261 from the year prior. Corporate Donations made up a small percentage of contributions equalling a total of only 6 giving through their foundations generally. Additional contributions came through Spread the Love and are reflected in the Individual Contributions area along with family foundations. This was an increase that we hoped for.



**2016/2017 Revenue**

Source of Funds	Amount	Percentage of Revenue
Foundation Grants	\$410,800	44%
Individual Contributions	\$467,300	50%
Corporate Donations	\$49,500	6%

**Year 4: 2017/2018**

Grants and contributions for 2018 totaled \$1,365,643. Again we saw an increase in our fundraising, particularly from individuals through an additional event- the 4k4 Charity fundraiser in addition to the Spread the Love event. We also partnered with local business to increase contributions coming in that were non-grant related. We've deepened our roots in the community and as such, are finding more opportunities for partnership. There seems to be a general interest in helping historically under-served children succeed.

This was the first year that we had an outside organizer to help with the orchestration of our Spread the Love annual event. This event supports our overall non-profit including Kairos Learning Academy. We saw a decrease in foundation grant funding as was our plan but were awarded some large multi-year grants. We also received some large restricted funding during this year to support our transportation needs at Kairos due to increasing gentrification. Finally, we were in the Give Guide for the first time as an organization so this increased individual contributions as well. As stated above, the number of grants decreased as did the dollars connected to them. Corporate giving is also low, but mostly because the majority of corporate giving came through sponsorships and not through grant fund contributions. Spread the Love 2018 had 37 sponsors, 35 of whom were corporations.

**2017/2018 Revenue**

Source of Funds	Amount	Percentage of Revenue
Foundation Grants	\$389,315	22%
Individual Contributions	\$964,430	71%
Corporate Donations	\$11,900	1%

**Year 5:2018/2019**

Our revenue contributions this year totaled \$1,798,171. This was a significant jump from the year prior due, in part, to increased fundraisers and increased corporate partnerships as well as some larger multi-year grants, including an unexpected facilities grant. Our individual giving dropped some however. Despite this, we had our best Spread the Love yet and seemed to have gotten into more of a groove with both our annual event and our 4k4 Charity. We saw a drop in year-end giving and tested out a new event called TASTE. While the grant funding contributions increased significantly from the year prior, the number of grants did not. We were awarded larger grants from some of the foundations we have received funding from in the past. Corporate contributions changed only slightly. Unfortunately we did not see an increase in the corporate sponsors from the year prior and made a commitment to focus on increasing our outreach this coming year.

**2018/2019 Revenue**

Source of Funds	Amount	Percentage of Revenue
Foundation Grants	\$979,675	55%
Individual Contributions	\$803,996	64%
Corporate Donations	\$14,500	1%

3. Describe the major financial goals of the charter school over the term of the contract. Explain how these have been met/not met. We've met what we've outlined as it pertains to our fundraising goals which have included:
  - a. Increasing our revenue year over year
  - b. Decreasing our reliance on grant funding
  - c. Increasing the number of individual contributors
4. Describe the major financial recommendations by the district over the term of the contract. Describe how these have/have not been implemented. We have not received any major financial recommendations from the district.
5. Provide any other financial performance-related evidence, supplemental data, or contextual information that may not be captured in the district's records or other information provided in this application. All information should be aligned to the renewal criteria stated in ORS 338.065. Any appendices should be clearly referenced. Do not restate information that has already been provided.

KairosPDX is committed to accomplishing our mission while remaining financially stable despite limited resources by leveraging community support in innovative and creative ways. From our inception, the community has given us enormous trust and support. This is in part because the black community is aware of the dire need for interventions that work for black children and can support black student success. As we've grown, the need for sustainable funding to support Kairos Learning Academy is key as multiple districts have asked for our help in supporting their own work to support black students. Currently the black student representation across regions looks as follows:

Central Oregon- 667	Eastern Oregon- 533,	North Coast- 440
Northern Willamette Valley -2121	<b>Metropolitan Portland- 18652,</b>	Southern Willamette Valley - 3418
	Southern Oregon- 1344	

Kairos's success can clearly have implications on the region where there are 18,652 black children. This is a resource that the Portland Public School district stands to support and invest in.

### C. Organizational Performance

Despite the limited time and resources of a developing charter school, KairosPDX has implemented policies and infrastructure to support all functions meeting organizational performance expectations. In other areas, we have key internal systems in place, a system of checks and balances in place, and a strong and active Board of Directors who provide effective oversight of the administration. We also have developed policies to protect our students' rights and wellbeing, in order to comply with all applicable regulations. We have put more FTE into school climate and academic supports for students to create the inclusive environment needed to increase social-emotional growth along with academic growth.

Using data from the "Sources of Data" section of this application, describe the trends in performance over the term of the contract in the following categories:

A. Implementation of the terms of the educational program as defined in the charter contract:

Throughout our 5 full years of operation, we have followed the vision for our educational program as outlined in the original contract. Some of the details included in the original proposal have changed, such as the specific location and schedule, but we have remained true to our mission. Each year, as our resources grow, we are able to

implement more pieces of our long-term vision. For example, we have steadily increased the number of staff so that students receive more individualized behavior and academic support.

B Governance: We have complied with all governance requirements, including public meeting law and other regulations governing the Board of Directors. Primary Board duties include:

- Upholding the mission and vision of KairosPDX;
- Adopting general policies, governance policies, student policies, personnel policies and financial management policies; review and revise as necessary;
- Overseeing KairosPDX's performance relative to the school's vision and goals, applicable laws and regulations, and provisions of charter and other contracts;
- Appointing and supervising its administrators;
- Adopting the annual budget and overseeing the organization's financial stability;
- Approving major expenditures and all contracts;
- Ensuring the proper management and use of its assets and property;
- Ensuring organization operates in compliance with relevant state and federal laws and prepares and submits all required state and federal reports;
- Soliciting financial and in-kind support from organizations and private individuals; and
- Performing any and all duties imposed on them collectively or individually by law or the organization's corporate documents.

In the last five years we've established key policy, process and protocol documents that guide the leadership and operations of the organization. We have improved and updated hiring and performance review procedures for staff, outlined a chain of command for staff as our staff has grown 54% since 2016/2017. Our board has grown as well with some early board members terming off and new board members joining. There are 13 members of the board. 16 members of the investment council (board subcommittee) 6 members of Facilities sub-committee, 5 members of finance sub-committee, and 12 Advisory Board members

C. Compliance with applicable education requirements- We have complied with all applicable education requirements.

D. Protecting the rights of all students, including students with disabilities and English Language Learners We've protected the rights of all learners who are identified as ELL or Special Education

E. Compliance with applicable governance requirements (We've done this) - We've complied with all applicable governance requirements

F. Holding the administration accountable - We have held the Kairos Learning Academy Building leader accountable through performance reviews that have taken place

G. Compliance with reporting requirements- We have complied with reporting requirements

H. Compliance with teacher and other staff credentialing requirements - All of our teaching staff meet the state teaching qualifications and standards.

I. Compliance with facilities and transportation requirements - Per our contract we have a transportation plan and we also have provided adequate facilities for our children.

J. Compliance with health and safety requirements - We have complied with all health and safety requirements. We have comprehensive disaster preparedness plans, and conduct regular fire, lockdown, and earthquake drills. The kitchen has passed inspection by both county health inspectors and the federal lunch program.

K. Handling information appropriately -We have locked fire-proof file cabinets and locked offices that we store sensitive and confidential information. Only specified personnel have access to these spaces. In addition we only have designated people who are approved to access synergy. We take privacy and confidentiality seriously, and take every precaution to protect sensitive materials.

L. Compliance with all other obligations- We are in compliance with all other obligations

Describe the major organizational goals of the organization during the term of the contract. Describe how these have been met/not met.

Goal 1: Timely Responsiveness - This was our goal for the first two academic years of the contract term. We aimed to meet all deadlines for submission of materials and acknowledge receipt of information in a timely manner (two business days). This includes consistent communication regarding the completion of deliverables

Goal 2: Strategic Planning is our goal for the SY 2019/2020. We have formed a strategic planning subcommittee and have retained a consultant to facilitate the process.

1. Describe the major organizational recommendations from the district over the term of the contract. Describe how these have/have not been implemented. - There were no major findings here.
2. Provide any other organizational performance-related evidence, supplemental data, or contextual information that may not be captured in the district's records or in other information provided in this application. All information should be aligned to the renewal criteria stated in ORS 338.065.

## **KairosPDX Learning Academy Looking to the Future**

KairosPDX recognizes that we are at an incredible crossroads as a community and Kairos was born to be a solution. Gentrification has damaged our once culturally grounded enclaves and benign neglect has perpetuated grave inequities. These inequities have created islands of poverty that exist on both the economic and intellectual landscape. The chains of discrimination still allow decisions to be made that benefit some children while abandoning others. The opportunity to stem the tide of mediocrity and complicity in perpetuation of the status quo lies before us here today as we think about who Kairos is and what Kairos is doing.

We have many on this journey with us. Our support consists both of investors, community leaders and volunteers. We have over 500 individuals that have invested in Kairos in our short 5.5 years and have over 177 volunteers in our database. Between 400-450 people have consistently attended our annual event including local elected officials at the city and county. We have also partnered, as an organization, with Oregon Campus Compact to host AmeriCorps VISTAs and with Work systems to host Summer works and WEX-Y interns. We participate on Oregon's Early Learning Council are part of the Multnomah County PAC, participate in the Preschool for all Taskforce and members of the Coalition of Communities of color.

The Landscape is changing. What we know about the brain and learning has shifted tremendously over the last decade. Failed efforts to truly live up to the Brown vs Board of education vision that the color of ones' skin doesn't determine their outcomes demands a renewed focus on interventions that work. Once more, teachers are letting their voice be heard when it comes to the crisis in behavior. OEA members have shared more and more stories about extreme behaviors in Oregon schools<sup>1</sup>. These behaviors have made classrooms feel unsafe for students and educators, and everyone is feeling their impact. Student needs are going unmet and educators have very real concerns about whether they can provide safe, welcoming and inclusive learning environments for all with the resources they have.

## **Kairos LOVE Framework**

The Kairos LOVE model is an attempt to address some of these issues rooted in neuroscience and reflective practice, we believe that this fundamental training is both needed and essential to reversing outcomes for children. With both in person and on - line elements of the work, this framework is an opportunity to bring forth specific modules building from a common set of understandings. Resiliency cultivation, Cultural Affirmation, Anti-racism, and Educational Rigor form the cornerstones and build the bedrock for what we believe will be a transformative approach to teaching and learning much needed in the educational space. The Kairos LOVE Framework provides the opportunity to scale our work in meaningful and measurable ways.

The Kairos LOVE framework centers re-humanization and rests on two values based stances regarding our work with children.

1. I **care** about you too much to hurt you with my words or my body therefore I will do my own work to ensure I do not shame or threaten you.
2. I am **committed** to your long-term success academically, socially, emotionally and culturally therefore I will do my own work to ensure I set high expectations, communicate clearly to you my belief in your abilities, reflect back to you your current strengths, cultivate habits for success, develop your identity as an independent learner, center our relationship, notice and address lagging skills, seek to understand who you are culturally and intentionally create congruence between your academic and racial identities.

The Framework provides concrete strategies to support growth and achievement, especially for students of color. KairosPDX continues to pilot strategies that could benefit the larger district.

- Implementation of the MAP assessment in the younger grades
- Teacher Effectiveness measures
- Restorative Practice Interventions
- Reflective Practice interventions
- Positive Family Engagement

### **KairosPDX as Solution**

The KairosPDX Leadership team has unique knowledge, skills and resources to address these problems. We are the only organization that is minority led and focused on this approach in a majority, minority setting. There is significant research that suggests solutions that are constructed by impacted communities tend to be the most effective. As such, both our professional background coupled with our lived experience gives us the necessary expertise to provide training and development that can have an impact.

In the long run, we can bundle these resources into an option for school districts, educators and other interested persons in a way that presents an attractive solution. In the short-term we can take the tools and protocols we've developed based on the framework outlined to provide consulting and training steeped in our cornerstones.

The work of KairosPDX is especially important given the context of black student achievement in Portland. During the 2018-19 school year **the average failure rate for Black students** in the schools serving a majority students of color was nearly 70% and has remained relatively unchanged in recent history. As gentrification scatters black students across the city, excellence within a black context has become more elusive. KairosPDX exists within a context of educators determined to improve the experience of black students in this city and in so doing release an immeasurable treasure and resource for our future. We are not where we want to be, but it is our desire to utilize our size and autonomy to make visible what is possible and partner with others wanting to see students thrive. This is how change happens and how Black students thrive system-wide.

Education Northwest studied the local conditions and practices present in six Oregon Schools that achieved higher than expected student achievement on the 2014-15 SBAC in both Math and ELA, especially compared to similar schools as defined by the Oregon Department of Education <https://www.oregon.gov/ode/educator-resources/assessment/Documents/a-descriptive-study-of-six-oregon-schools.pdf>

Crosswalking these conditions with the KairosPDX Learning Academy culture and systems confirms the power and potential of our approach. KairosPDX continues to be poised for student achievement and equipped to support that achievement in students of color.

### Condition 1. Hold high expectations for students and teachers

Educators at KairosPDX are offered a rigorous understanding of the gift and responsibility of teaching. Professional Development focuses first on the teacher as a person. Cultural identity work draws educators into a conversation about power, privilege and our place within those constructs. Participation in data reflective cycles is required and supported by structured time to collaborate, plan and reflect. As a continuous improvement organization growth mindset leads educators to lean into feedback with a commitment to grow.

Students at KairosPDX are seen as Leaders from the moment they begin Kindergarten underscoring adult expectations and are built around ideal conditions for growing brains. Feedback for teachers is structured around the levels of engagement outlined in Zaretta Hammond's Culturally Responsive Teaching and the Brain. We differentiate between ritual compliance and authentic engagement indicative of a brain open to learning. While positive narratives and encouragement are plentiful at KairosPDX, incentives are based on relationships not objects.

Condition 2. Provide time for professional development and collaboration with colleagues to grow professionally and improve instruction

KairosPDX began as a year round, extended day model expressly designed around teacher collaboration time. In our original charter, Friday's were to be dedicated to community partnership freeing teachers for a full day of collaboration. We have always known that teaching is a craft and teachers deserve the time to continuously grow their practice. After multiple schedule iterations, in the 2019-20 school year, KairosPDX shifted the school day from 8:15 - 4:00 to 8:15 - 2:45 expressly to honor planning and collaboration time. Teachers meet in grade level teams weekly to review their practice in one of our focus areas (literacy, culturally responsive practice, social emotional curriculum, and racial and cultural identity development) with a teacher collaborator specifically tasked with building staff capacity in their area of expertise. In addition to these after school sessions, there are 5 half days of **all staff** professional development, with no students, focused on understanding elements of our framework and mission.

We have retained the spirit of our original Community Action Friday (CAF) system with a half day offering of choice opportunities for students and collaboration time for teachers each Friday. This CAF structure affords students opportunities to take part in classes offered in collaboration with community organizations with diverse areas of expertise. Kairos Leaders can choose from offerings in the Arts, STEM and Movement/Sport. Classes last 9 weeks giving students opportunity to try a variety of passions throughout the school year. Through this structure we've developed and piloted self-reflective protocols and observation cycles based in Zaretta Hammond's, Culturally Responsive Teaching and the Brain. Our Friday structure offers teachers monthly one-on-one time with our instructional coach to review classroom observations and collaborate on monthly goals.

Condition 3. Use data from multiple sources to monitor progress differentiate instruction, target interventions, identify at risk students and develop curriculum

From the moment we opened KairosPDX Learning Academy Public Charter School we made an active decision to hold ourselves accountable for learning and results. This requires us to assess student growth. We understand that to truly be "college ready" our students must surpass what are considered "acceptable scores" and exceed grade level expectations. We also understand that this is a marathon, not a sprint. Each year goals are set and success is tracked such that we can create interventions where needed and respond to the needs of the individual child. KairosPDX utilizes the NWEA MAP assessment 3 times a year to track growth in students Kindergarten through Fifth grade. Following January assessments, teachers review data in an offsite retreat to create action plans for the next portion of the school year. Based upon persistent data indicating a weakness in fluency, we began piloting a fluency progress monitoring program also provided by NWEA to give teachers real time data regarding growth.

In reading, our phonics program requires weekly progress monitoring K-2. In addition, we utilize the Fountas and

Pinnell benchmark reading assessment (<https://www.heinemann.com/collection/bas>) K-5 quarterly to track growth. Our teacher collaborator for literacy intervention tracks assessment school wide and screens for students needing additional small group pull out support.

In 2018-19 we developed a partnership with *Reading Results* (<https://readingresultspdx.org>) for students needing additional support in reading instruction. Reading Results tutors meet with students in groups of 2 or 3 for explicit instruction 3 days a week. Tutors are responsible for progress monitoring and monthly reports to our teacher collaborator on student progress.

Teacher-created formative math assessments are ongoing based upon curriculum. PLC's run by our instructional coach hold teacher accountable to utilizing information to inform instruction. Student self-evaluation of understanding of learning objectives is a part of the expected experience for our 3rd-5th grade students. Informal feedback such as "turn and talk" and exit tickets are used to create daily artifacts providing real time growth information.

Finally, family conference forms include not only academic information but also utilize our Habits for Success document to share about each students' strengths and areas of focus. These forms have become a meaningful benchmark tool for the important habits underlying independent learning.

#### Condition 4. Provide a positive environment for staff to work and students to learn

Kairos LOVE is alive and vibrant as you walk through entry of the building. Music and a personal welcome greet students and families as they enter. Each classroom adds their own flavor of background music for the day and adults high five each other along with the students. Assemblies gather the community on Monday (K-2) and Friday (K-5) to sing and honor student and staff achievement in the habits for success. Third through Fifth graders end assembly with "talent" celebrating a classmate brave enough to share a few jokes, their basketball moves or their favorite song. The hallways are sometimes busy but always organized and students know that a hug and a bubble is leadership position keeping them tall and proud, quiet and calm. Students often sing while they work and lunch on Fridays is likely to include a dance party.

Student voice is evident and at any given time you are likely to find a student one-on-one with an adult talking through a big feeling in the green square outside the classroom. Adults are at eye level and known to join a student with their wall push ups or wall sits as they work to "get in the green," ready for class. Staff greet students and each other by name with a smile as a matter of expected routine.

Years 6 and beyond require structures that support the number of staff and students with sustainable systems. The 2019-20 school year benefits from the clarity gained over the past 6 years. Trust and respect are cultivated through transparency and multiple opportunities to voice concerns. The Kairos LOVE framework anchors the cornerstones of the work giving new staff understanding of the bigger context of our vision.

The student support system now has predictability and capacity to meet both teachers and students with consistent compassion and optimism. Predictable processes undergird and extend the flexibility needed to work with the daily inevitable surprises. Leadership is steady and visible and communication channels accessible. Returning staff are equipped to support new staff with institutional knowledge. Staff and students have permission to ask for help and while the answers are not always simple, there are people with the capacity to hear and respond. Families share



their experiences with others, and demand continues to grow.

At KairosPDX we center LOVE. We are a joyful, passionate and intentionally collective community of belonging.

Our major modification in this renewal application is to receive more equitable funding per pupil in order for us to strengthen our financial stability, enhance our ability to scale practice and live out our mission to improve overall black student success not only at Kairos but beyond. We are specifically requesting an adjustment of the funding formula as ORS387.155 does not prohibit the district from giving more than the current percentage of 80 percent of the general purpose grant for ADMw in grades K-8. We are requesting the district to consider our funding formula based on 95 percent of the general purpose grant for ADMw for our students in grades K-5. We have had 4 districts inquire about our working with them to improve outcomes for black students. In order to build the capacity to do so, we need to know that the long term financial health of KairosPDX Learning Academy is strong. If education is a civil rights issue, this specific matter is of a civil rights nature that requires action.

Citation:

1. Roccograndi, A., Nishioka, V., & Bel Hadj Amor, H. (2016). A Descriptive Study of Six Oregon Schools: Report to the Oregon Department of Education. Portland, OR: Education Northwest
2. <https://dashboard.pps.net/K12IntelligencePortalPrd/portalHome.jsp>

Appendix A.: 2017-2018 Math Academic Growth Kairo Learning Academy

	Whole School			Ethnicity										Special Needs		SES				
	Male	Female		Afr-Amr	Asian	Hispanic	Multiple	Native	Other	Pacific	White	Non-white	Yes	No	Free	Reduced	F+R	Paid		
All students																				
N: number of students	52	54	106	55	0	6	11	3	0	0	31	75	11	95	47	6	53	53		
% total expected growth	132%	109%	120%	119%	*	101%	121%	*	*	130%	117%	139%	118%	115%	104%	114%	110%	128%		
% of students meet/exceed expect	73%	59%	66%	64%	*	67%	73%	*	*	68%	65%	82%	64%	64%	50%	62%	70%			
Kindergarten																				
N: number of students	20	22	42	19	0	3	7	1	0	0	12	30	6	36	21	2	23	19		
% total expected growth	126%	99%	112%	112%	*	106%	106%	*	*	140%	103%	116%	111%	111%	96%	*	94%	137%		
% of students meet/exceed expect	70%	50%	60%	53%	*	71%	71%	*	*	75%	53%	67%	58%	48%	48%	*	48%	74%		
First Grade																				
N: number of students	14	13	27	12	0	1	3	1	0	0	10	17	1	26	13	0	13	14		
% total expected growth	144%	115%	130%	130%	*	*	*	*	*	112%	139%	139%	*	128%	150%	150%	150%	110%		
% of students meet/exceed expect	71%	69%	70%	83%	*	*	*	*	*	40%	88%	88%	*	69%	92%	92%	92%	50%		
Second Grade																				
N: number of students	9	13	22	14	0	1	0	1	0	0	6	16	3	19	10	2	12	10		
% total expected growth	136%	123%	128%	125%	*	*	*	*	*	140%	124%	124%	*	124%	107%	*	108%	153%		
% of students meet/exceed expect	89%	62%	73%	64%	*	*	*	*	*	83%	69%	68%	*	68%	60%	*	58%	90%		
Third Grade																				
N: number of students	5	6	11	6	0	1	1	0	0	0	3	8	1	10	3	0	3	8		
% total expected growth	*	101%	119%	114%	*	*	*	*	*	*	108%	108%	*	112%	*	*	*	122%		
% of students meet/exceed expect	*	67%	82%	83%	*	*	*	*	*	*	75%	75%	*	80%	*	*	*	88%		
Fourth Grade																				
N: number of students	4	0	4	4	0	0	0	0	0	0	0	4	0	4	0	2	2	2		
% total expected growth	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
% of students meet/exceed expect	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Fifth Grade																				
N: number of students	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
% total expected growth																				
% of students meet/exceed expected growth																				

\* Indicates size too small to report

Appendix B.: 2017-2018 Reading Academic Growth Kairos Learning Academy

	Whole School		Gender		Ethnicity								Special Needs		SES				
	N: number of students	% total expected growth	Male	Female	Afr-Amer	Asian	Hispanic	Multiple	Native	Other	Pacific	White	Non-white	Yes	No	Free	Reduced	F+R	Paid
All students	105	107%	50	55	53	0	6	11	4	0	0	31	74	11	94	48	4	52	53
% of students meet/exceed expect	52%	107%	112%	102%	93%	0	111%	101%	*	0	0	136%	96%	115%	106%	98%	*	93%	123%
% of students meet/exceed expect	52%	107%	58%	47%	40%	0	67%	55%	*	0	0	71%	45%	73%	50%	46%	*	44%	60%
Kindergarten	42	88%	20	22	19	0	3	7	1	0	0	12	30	6	36	21	2	23	19
N: number of students	42	88%	90%	85%	53%	0	*	106%	*	0	0	134%	75%	103%	85%	82%	*	73%	109%
% total expected growth	88%	116%	50%	41%	21%	0	*	57%	*	0	0	75%	33%	83%	39%	38%	*	35%	58%
% of students meet/exceed expect	45%	116%	64%	50%	67%	0	*	67%	*	0	0	60%	56%	*	59%	50%	*	50%	64%
% of students meet/exceed expect	57%	116%	64%	50%	67%	0	*	67%	*	0	0	60%	56%	*	59%	50%	*	50%	64%
First Grade	28	116%	14	14	12	0	1	3	2	0	0	10	18	1	27	14	0	14	14
N: number of students	28	116%	115%	117%	129%	0	*	129%	*	0	0	124%	112%	*	118%	106%	0	106%	127%
% total expected growth	116%	159%	67%	54%	43%	0	*	43%	*	0	0	83%	50%	*	58%	50%	*	50%	70%
% of students meet/exceed expect	59%	159%	67%	54%	43%	0	*	43%	*	0	0	83%	50%	*	58%	50%	*	50%	70%
Second Grade	22	122%	9	13	14	0	1	0	1	0	0	6	16	3	19	10	2	12	10
N: number of students	22	122%	133%	115%	108%	0	*	108%	*	0	0	152%	111%	*	119%	115%	*	111%	136%
% total expected growth	122%	164%	67%	54%	43%	0	*	43%	*	0	0	83%	50%	*	58%	50%	*	50%	70%
% of students meet/exceed expect	59%	164%	67%	54%	43%	0	*	43%	*	0	0	83%	50%	*	58%	50%	*	50%	70%
Third Grade	11	128%	5	6	6	0	1	1	0	0	0	3	8	1	10	3	0	3	8
N: number of students	11	128%	*	87%	109%	0	*	109%	*	0	0	*	116%	*	120%	*	0	*	135%
% total expected growth	128%	164%	*	50%	50%	0	*	50%	*	0	0	*	63%	*	60%	*	*	*	63%
% of students meet/exceed expect	64%	164%	*	50%	50%	0	*	50%	*	0	0	*	63%	*	60%	*	*	*	63%
Fourth Grade	2	*	2	0	2	0	0	0	0	0	0	0	2	0	2	0	0	0	2
N: number of students	2	*	*	*	*	0	*	*	0	0	0	0	2	0	*	0	0	0	*
% total expected growth	*	164%	*	50%	50%	0	*	50%	*	0	0	*	63%	*	60%	*	*	*	63%
% of students meet/exceed expect	*	164%	*	50%	50%	0	*	50%	*	0	0	*	63%	*	60%	*	*	*	63%
Fifth Grade	0	*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N: number of students	0	*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
% total expected growth	*	164%	*	50%	50%	0	*	50%	*	0	0	*	63%	*	60%	*	*	*	63%
% of students meet/exceed expect	*	164%	*	50%	50%	0	*	50%	*	0	0	*	63%	*	60%	*	*	*	63%

\* Indicates size too small to report

Appendix C.: 2018-2019 Math Academic Growth Kairos Learning Academy

	Whole School			Ethnicity										Special Needs			SES																
	All students	Gender		Afr-Am		Asian		Hispanic		Multiple		Native		Other		Pacific		White		Ion-white		Yes		No		Free		Reduced		F+R		Paid	
		N: number of students % total expected growth % of students meet/exceed expected	Male 73 85%	Female 79 57%	72 60%	1 *	7 79%	22 103%	6 56%	2 *	34 70%	0 *	10 32%	10 32%	10 32%	10 32%	10 32%	10 32%	10 32%	10 32%	10 32%	10 32%	17 85%	135 68%	68 71%	13 47%	81 67%	71 74%	13 15%	26 26%	17 76%	14 95%	20 82%
Kindergarten	31 84%	15 93%	16 77%	13 77%	1 *	0 *	7 109%	1 *	0 *	6 96%	0 *	22 86%	22 86%	22 86%	22 86%	22 86%	22 86%	22 86%	22 86%	22 86%	3 *	28 90%	28 90%	13 85%	4 *	17 76%	14 95%	20 82%	13 38%	15 43%			
First Grade	45 63%	23 67%	22 60%	21 56%	0 *	3 *	7 97%	1 *	0 *	12 69%	0 *	32 62%	32 62%	32 62%	32 62%	32 62%	32 62%	32 62%	32 62%	32 62%	5 *	40 60%	40 60%	24 50%	1 *	25 50%	20 82%	13 38%	15 43%				
Second Grade	33 54%	18 33%	15 27%	12 30%	0 *	1 *	4 *	3 *	1 *	10 32%	0 *	21 62%	21 62%	21 62%	21 62%	21 62%	21 62%	21 62%	21 62%	21 62%	2 *	31 57%	31 57%	16 66%	4 *	20 63%	13 38%	15 43%					
Third Grade	24 109%	8 176%	16 76%	14 83%	0 *	1 *	2 *	1 *	1 *	4 *	0 *	19 99%	19 99%	19 99%	19 99%	19 99%	19 99%	19 99%	19 99%	4 *	20 93%	20 93%	9 116%	4 *	13 95%	11 126%	13 46%	15 64%					
Fourth Grade	15 33%	5 *	10 18%	8 40%	0 *	2 *	2 *	0 *	0 *	2 *	0 *	12 36%	12 36%	12 36%	12 36%	12 36%	12 36%	12 36%	12 36%	1 *	14 35%	14 35%	5 *	0 *	5 *	10 11%	0 *	0 *					
Fifth Grade	4 *	4 *	0 *	4 *	0 *	0 *	0 *	0 *	0 *	0 *	0 *	4 *	4 *	4 *	4 *	4 *	4 *	4 *	4 *	2 *	2 *	2 *	1 *	0 *	1 *	3 *	0 *	0 *	0 *	0 *	0 *		

\* Indicates size too small to report

**Appendix D.: 2018-2019 Reading Academic Growth Kairos Learning Academy**

	Whole School		Gender		Ethnicity							Special Needs		SES					
	N: number of students	% total expected growth	Male	Female	Afr-Amel	Asian	Hispanic	Multiple	Native	Other	Pacific	White	lon-white	Yes	No	Free	Reducec	F+R	Paid
All students	154	71%	78	76	72	1	7	23	6	2	0	35	111	18	136	71	12	83	71
% of students meet/exceed expect	38%	71%	42%	33%	62%	*	33%	84%	61%	*	*	88%	66%	66%	72%	66%	59%	65%	78%
% of students meet/exceed expect	38%	71%	42%	33%	31%	*	14%	48%	33%	*	*	49%	34%	33%	38%	34%	25%	33%	44%
Kindergarten	33	77%	17	16	15	1	0	8	1	0	0	5	25	3	30	14	5	19	14
N: number of students	33	77%	17	16	70%	*	87%	*	71%	*	*	78%	75%	*	78%	80%	*	78%	75%
% of students meet/exceed expect	36%	77%	47%	25%	27%	*	50%	*	32%	*	*	37%	43%	*	37%	36%	*	32%	43%
% of students meet/exceed expect	36%	77%	47%	25%	27%	*	50%	*	32%	*	*	37%	43%	*	37%	36%	*	32%	43%
First Grade	45	55%	23	22	21	0	3	7	1	0	0	12	32	5	40	24	1	25	20
N: number of students	45	55%	23	22	51%	*	69%	*	50%	*	*	66%	50%	*	56%	60%	*	58%	52%
% of students meet/exceed expect	29%	55%	22%	36%	24%	*	29%	*	42%	*	*	22%	22%	*	30%	29%	*	28%	30%
% of students meet/exceed expect	29%	55%	22%	36%	24%	*	29%	*	42%	*	*	22%	22%	*	30%	29%	*	28%	30%
Second Grade	34	67%	19	15	13	0	1	4	3	1	0	10	22	3	31	17	4	21	13
N: number of students	34	67%	19	15	34%	*	62%	*	82%	*	*	62%	62%	*	74%	59%	*	57%	85%
% of students meet/exceed expect	38%	67%	53%	20%	15%	*	40%	*	41%	*	*	41%	41%	*	42%	35%	*	33%	46%
% of students meet/exceed expect	38%	67%	53%	20%	15%	*	40%	*	41%	*	*	41%	41%	*	42%	35%	*	33%	46%
Third Grade	24	105%	11	13	12	0	1	2	1	1	0	6	17	4	20	10	2	12	12
N: number of students	24	105%	11	13	91%	*	88%	*	176%	*	*	88%	88%	*	102%	63%	*	67%	142%
% of students meet/exceed expect	54%	105%	64%	46%	50%	*	83%	*	47%	*	*	47%	47%	*	55%	30%	*	33%	75%
% of students meet/exceed expect	54%	105%	64%	46%	50%	*	83%	*	47%	*	*	47%	47%	*	55%	30%	*	33%	75%
Fourth Grade	15	66%	5	10	8	0	2	2	0	0	0	2	12	1	14	5	0	5	10
N: number of students	15	66%	5	10	74%	*	78%	*	78%	*	*	78%	78%	*	74%	*	*	*	60%
% of students meet/exceed expect	33%	66%	*	40%	38%	*	33%	*	33%	*	*	33%	33%	*	36%	*	*	*	30%
% of students meet/exceed expect	33%	66%	*	40%	38%	*	33%	*	33%	*	*	33%	33%	*	36%	*	*	*	30%
Fifth Grade	3	*	3	0	3	0	0	0	0	0	0	0	3	2	1	1	0	1	2
N: number of students	3	*	3	0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
% of students meet/exceed expect	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
% of students meet/exceed expect	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

\* Indicates size too small to report

**Appendix E.: Reading 3 Year Trends By Special Populations Kairos Learning Academy**

**Academic Growth**

**Reading 2016-17**

All students

	Whole School		Gender		Ethnicity				Hispanic/Multiple/Native/Other				Pacific		White		Non-white		Special Needs		SES				
	N	%	Male	Female	Afr-Am&Asian	Hispanic	Multiple	Native	Other	Pacific	White	Non-white	Yes	No	Free	Reducer	F+R	Paid	Yes	No	Free	Reducer	F+R	Paid	
N: number of students	59		28	31	33	1	3	4	2	0	0	16	43	6	53	24	6	30	29	6	48	68	-22%	51%	59%
% total expected growth	54%		40%	66%	36%	*	*	*	*			95%	39%	48%	55%	68%	-22%	51%	59%	48%	55%	68%	-22%	51%	59%
% of students meet/exceed expect	25%		21%	29%	18%	*	*	*	*			50%	16%	0%	28%	25%	0%	20%	31%	0%	28%	25%	0%	20%	31%

**Academic Growth**

**Reading 2017-18**

All students

	Whole School		Gender		Ethnicity				Hispanic/Multiple/Native/Other				Pacific		White		Non-white		Special Needs		SES				
	N	%	Male	Female	Afr-Am&Asian	Hispanic	Multiple	Native	Other	Pacific	White	Non-white	Yes	No	Free	Reducer	F+R	Paid	Yes	No	Free	Reducer	F+R	Paid	
N: number of students	105		50	55	53	0	6	11	4	0	0	31	74	11	94	48	4	52	53	11	94	48	4	52	53
% total expected growth	107%		112%	102%	93%		111%	101%	*			136%	96%	115%	106%	98%	*	93%	123%	115%	106%	98%	*	93%	123%
% of students meet/exceed expect	52%		58%	47%	40%		67%	55%	*			71%	45%	73%	50%	46%	*	44%	60%	73%	50%	46%	*	44%	60%

**Academic Growth**

**Reading 2018-19**

All students

	Whole School		Gender		Ethnicity				Hispanic/Multiple/Native/Other				Pacific		White		Non-white		Special Needs		SES				
	N	%	Male	Female	Afr-Am&Asian	Hispanic	Multiple	Native	Other	Pacific	White	Non-white	Yes	No	Free	Reducer	F+R	Paid	Yes	No	Free	Reducer	F+R	Paid	
N: number of students	154		78	76	72	1	7	23	6	2	0	35	111	18	136	71	12	83	71	18	136	66%	59%	65%	78%
% total expected growth	71%		71%	71%	62%	*	33%	84%	61%	*		88%	66%	66%	72%	66%	59%	65%	78%	66%	72%	66%	59%	65%	78%
% of students meet/exceed expect	38%		42%	33%	31%	*	14%	48%	33%	*		49%	34%	33%	38%	34%	25%	33%	44%	33%	38%	34%	25%	33%	44%

\* Indicates size too small to report

**Academi, L., Reading 3 Year Trends by Grade & Learning Academy**

Year	Grade	Learning Academy	Whole School		Ethnicity										Special Needs				SES			
			N	%	Afr-Am	Hispanic	Asian	Native	Other	Pacific	White	Non-White	Yes	No	Free	Reduced	F+R	Paid				
2016-17	Kindergarten	Academi, L.	N: number of students	24	12	9	0	1	3	1	0	0	10	14	1	23	12	0	12	12		
			% total expected growth	83%	81%	86%										89%	RDIV/OI	89%	77%	77%		
			% of students meet/exceed expected growth	42%	39%	50%										42%	RDIV/OI	42%	42%	42%		
2017-18	Kindergarten	Academi, L.	N: number of students	42	20	19	0	3	7	1	0	0	12	30	6	36	21	2	23	19		
			% total expected growth	88%	90%	85%										82%	RDIV/OI	73%	105%	105%		
			% of students meet/exceed expected growth	45%	50%	41%										38%	RDIV/OI	35%	58%	58%		
2018-19	Kindergarten	Academi, L.	N: number of students	33	17	15	1	0	8	1	0	0	5	25	3	30	14	5	19	14		
			% total expected growth	77%	74%	79%										80%	RDIV/OI	71%	78%	75%		
			% of students meet/exceed expected growth	36%	47%	25%										36%	RDIV/OI	20%	32%	43%		
2016-17	First Grade	Academi, L.	N: number of students	19	7	14	0	1	0	1	0	0	3	16	3	16	9	4	13	6		
			% total expected growth	51%	46%	54%										52%	RDIV/OI	48%	56%	56%		
			% of students meet/exceed expected growth	11%	14%	8%										11%	RDIV/OI	8%	17%	17%		
2017-18	First Grade	Academi, L.	N: number of students	28	14	12	0	1	3	2	0	0	10	18	1	27	14	0	14	14		
			% total expected growth	116%	113%	117%										106%	RDIV/OI	106%	127%	127%		
			% of students meet/exceed expected growth	57%	64%	50%										50%	RDIV/OI	50%	64%	64%		
2018-19	First Grade	Academi, L.	N: number of students	45	23	21	0	3	7	1	0	0	12	32	5	40	24	1	25	20		
			% total expected growth	55%	45%	66%										60%	RDIV/OI	58%	52%	52%		
			% of students meet/exceed expected growth	27%	22%	36%										29%	RDIV/OI	28%	30%	30%		
2016-17	Second Grade	Academi, L.	N: number of students	11	5	5	1	1	1	0	0	0	3	8	1	10	2	0	2	9		
			% total expected growth	36%	68%	39%										33%	RDIV/OI	33%	27%	27%		
			% of students meet/exceed expected growth	18%	38%	20%										10	RDIV/OI	12	10	10		
2017-18	Second Grade	Academi, L.	N: number of students	32	9	14	0	1	0	1	0	0	6	16	3	19	10	2	12	10		
			% total expected growth	122%	133%	113%										115%	RDIV/OI	111%	136%	136%		
			% of students meet/exceed expected growth	55%	67%	54%										50%	RDIV/OI	50%	79%	79%		
2018-19	Second Grade	Academi, L.	N: number of students	34	19	13	0	1	4	3	1	0	10	22	3	31	17	4	21	13		
			% total expected growth	67%	76%	54%										59%	RDIV/OI	57%	85%	85%		
			% of students meet/exceed expected growth	36%	53%	20%										35%	RDIV/OI	33%	46%	46%		
2016-17	Third Grade	Academi, L.	N: number of students	5	4	5	0	0	0	0	0	0	0	3	1	4	1	0	0	2		
			% total expected growth	128%	128%	128%										128%	RDIV/OI	128%	135%	135%		
			% of students meet/exceed expected growth	64%	64%	64%										64%	RDIV/OI	64%	63%	63%		
2017-18	Third Grade	Academi, L.	N: number of students	11	5	6	0	1	1	1	0	0	3	8	1	10	3	0	3	3		
			% total expected growth	128%	128%	128%										128%	RDIV/OI	128%	135%	135%		
			% of students meet/exceed expected growth	64%	64%	64%										64%	RDIV/OI	64%	63%	63%		
2018-19	Third Grade	Academi, L.	N: number of students	24	11	12	0	1	2	1	1	0	6	17	4	20	10	2	12	12		
			% total expected growth	105%	123%	90%										63%	RDIV/OI	67%	142%	142%		
			% of students meet/exceed expected growth	56%	64%	46%										30%	RDIV/OI	33%	75%	75%		

\* indicates size too small to report

\*\* Fourth & Fifth grade data no comparison data

Appendix G - March 3 Year Trends by Grade, Student Learning Standard

Year	Grade	Standard	Whole School		Gender		Ethnicity										Special Needs			SES		
			N	%	Male	Female	Afr-Am	Asian	Hispanic	Multiple	Native	Other	Pacific	White	Non-white	Yes	No	Free	Reduced	F-R	Paid	
2015-17	Kindergarten	N: number of students	23	11	12	11	0	0	0	1	3	1	0	0	0	13	1	22	11	0	11	12
		% total expected growth	109%	106%	110%	77%	87%	0	0	1	3	1	0	0	154%	77%	109%	102%	102%	102%	117%	
		% of students meet/exceed expected growth	52%	58%	45%	38%	0	0	0	0	0	0	0	0	80%	31%	50%	55%	55%	55%	50%	
2017-18	Kindergarten	N: number of students	42	20	22	22	0	0	3	7	1	0	0	0	30	6	36	21	2	23	10	
		% total expected growth	112%	126%	99%	77%	112%	0	0	106%	0	0	0	140%	108%	116%	111%	96%	94%	94%	137%	
		% of students meet/exceed expected growth	60%	70%	50%	53%	0	0	0	71%	0	0	0	75%	53%	67%	58%	48%	48%	48%	74%	
2018-19	Kindergarten	N: number of students	31	15	16	16	13	0	0	7	1	0	0	6	22	3	28	13	4	17	14	
		% total expected growth	84%	98%	77%	31%	77%	0	0	109%	0	0	0	96%	86%	80%	80%	85%	76%	76%	95%	
		% of students meet/exceed expected growth	35%	33%	38%	31%	0	0	0	57%	0	0	0	33%	41%	39%	39%	38%	29%	29%	43%	
2015-17	First Grade	N: number of students	20	11	11	11	14	0	0	0	0	0	0	5	13	4	16	9	4	13	7	
		% total expected growth	67%	81%	96%	71%	61%	0	0	0	0	0	0	55%	71%	117%	96%	64%	67%	67%	68%	
		% of students meet/exceed expected growth	13%	33%	0%	7%	0	0	0	0	0	0	0	20%	13%	50%	6%	11%	8%	8%	29%	
2017-18	First Grade	N: number of students	27	14	13	13	12	0	0	3	1	0	0	10	17	1	26	13	0	13	14	
		% total expected growth	130%	144%	115%	71%	130%	0	0	97%	0	0	0	112%	139%	117%	128%	150%	150%	150%	110%	
		% of students meet/exceed expected growth	70%	71%	69%	83%	0	0	0	49%	0	0	0	40%	86%	50%	69%	92%	92%	92%	50%	
2018-19	First Grade	N: number of students	45	23	22	22	21	0	0	3	7	1	0	12	32	5	40	24	1	25	20	
		% total expected growth	63%	67%	60%	19%	56%	0	0	97%	0	0	0	69%	62%	67%	60%	50%	50%	50%	82%	
		% of students meet/exceed expected growth	26%	30%	18%	19%	0	0	0	49%	0	0	0	33%	22%	23%	23%	13%	13%	12%	40%	
2015-17	Second Grade	N: number of students	14	7	7	7	7	1	1	2	0	0	0	3	11	2	12	5	0	5	9	
		% total expected growth	53%	28%	77%	25%	78%	0	0	0	0	0	0	52%	52%	46%	46%	46%	46%	46%	76%	
		% of students meet/exceed expected growth	29%	14%	43%	25%	0	0	0	0	0	0	0	27%	27%	25%	25%	25%	25%	25%	33%	
2017-18	Second Grade	N: number of students	22	9	13	13	14	0	0	0	1	0	0	6	16	3	19	10	2	12	10	
		% total expected growth	118%	136%	123%	64%	125%	0	0	0	0	0	0	140%	124%	107%	107%	107%	108%	108%	153%	
		% of students meet/exceed expected growth	73%	89%	61%	64%	0	0	0	0	0	0	0	83%	66%	60%	60%	60%	58%	58%	90%	
2018-19	Second Grade	N: number of students	33	18	15	15	12	0	0	4	3	1	0	10	21	2	31	16	4	20	13	
		% total expected growth	51%	76%	27%	8%	30%	0	0	0	0	0	0	32%	62%	57%	57%	66%	63%	63%	38%	
		% of students meet/exceed expected growth	18%	33%	0%	8%	0	0	0	0	0	0	0	10%	24%	19%	19%	19%	20%	20%	15%	
2015-17	Third Grade	N: number of students	4	4	0	0	4	0	0	0	0	0	0	0	4	0	4	0	2	2	2	
		% total expected growth	0%	0%	0%	0%	0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		% of students meet/exceed expected growth	0%	0%	0%	0%	0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2017-18	Third Grade	N: number of students	11	5	6	6	6	0	1	1	0	0	0	3	8	1	10	3	0	3	8	
		% total expected growth	119%	101%	67%	114%	0	0	0	0	0	0	0	106%	106%	112%	112%	112%	112%	112%	123%	
		% of students meet/exceed expected growth	82%	67%	0%	83%	0	0	0	0	0	0	0	75%	75%	80%	80%	80%	80%	80%	88%	
2018-19	Third Grade	N: number of students	24	8	16	16	14	0	1	2	1	1	0	4	19	4	20	9	4	13	11	
		% total expected growth	107%	176%	76%	50%	83%	0	0	0	0	0	0	96%	96%	116%	116%	116%	95%	95%	139%	
		% of students meet/exceed expected growth	54%	100%	31%	50%	0	0	0	0	0	0	0	47%	47%	56%	56%	56%	48%	48%	64%	

\*\* Indicates size too small to report

\*\* Fourth & Fifth grade data no comparison data



**Appendix H - Math 3 Year Trends By Special Populations Kairos Learning Academy**

**Academic Growth**

**Math 2016-17**

All students	Whole School		Ethnicity						Gender		Special Needs		SES			
	N: number of students	% total expected growth	Afr-Am&Asian	Hispanic	Multiple Native	Other	Pacific	White	Non-white	Male	Female	Yes	No	Free	Reduced/F+R	Paid
	61	77%	33	1	3	5	1	0	0	18	43	7	54	25	6	31
			66%	*	*	10%	*	#DIV/0!	#DIV/0!	110%	64%	110%	73%	71%	52%	68%
			18%	*	*	20%	*	#DIV/0!	#DIV/0!	56%	21%	57%	28%	32%	0%	26%
																37%

**Academic Growth**

**Math 2017-18**

All students	Whole School		Ethnicity						Gender		Special Needs		SES			
	N: number of students	% total expected growth	Afr-Am&Asian	Hispanic	Multiple Native	Other	Pacific	White	Non-white	Male	Female	Yes	No	Free	Reduced/F+R	Paid
	106	120%	55	0	6	11	3	0	0	31	75	11	95	47	6	53
			119%		101%	121%	*			130%	117%	139%	118%	115%	104%	128%
			64%		67%	73%	*			68%	65%	82%	64%	64%	50%	62%
																70%

**Academic Growth**

**Math 2018-19**

All students	Whole School		Ethnicity						Gender		Special Needs		SES			
	N: number of students	% total expected growth	Afr-Am&Asian	Hispanic	Multiple Native	Other	Pacific	White	Non-white	Male	Female	Yes	No	Free	Reduced/F+R	Paid
	152	70%	72	1	7	22	6	2	0	34	110	17	135	68	13	81
			60%	*	79%	103%	56%	*		70%	71%	85%	68%	71%	47%	67%
			26%	*	14%	45%	17%	*		29%	30%	35%	28%	28%	15%	26%
																32%

\* Indicates size too small to report

# Yoga and love in a school that helps children of color excel

May 31, 2019 at 10:01 am



Amir Collins, left, honing his meditation skills with a classmate at Portland's KairosPDX school. (Courtesy of KairosPDX)

By

Jason L. Campbell

The Seattle Times

May 31, 2019

*Special to The Times*

Who is most likely to thrive in a yoga class? Can you imagine it just might be a 10-year-old African American boy?

In the heart of North Portland, a modest one-story school named KairosPDX is putting this question to the test. Using a model built on love, inclusivity and mindfulness, this school warmly welcomes students of all ethnicities and backgrounds with a particular emphasis on increasing black excellence.

As an African-American physician, I know that excellence comes in all shades and from all backgrounds. However, for some children, the starting line is further back. KairosPDX is keenly aware of how stress, trauma and adverse childhood experiences (ACEs) can be damaging to a child, even limiting their potential. An ACE score is a "tally of different types of abuse, neglect and other hallmarks of an [embattled] childhood." A higher ACE score may result in an increased risk of health disparities as well as social and emotional difficulties such as: low life potential, substance abuse, heart disease, lung cancer and diabetes.

However, KairosPDX knows that children cannot be reduced to their obstacles. I was first introduced to KairosPDX by a Nike senior manager and soon decided I wanted to be more involved through mentorship to the young students, recognizing that early guidance and exposure are key elements to success. One of my physician mentors once mentioned to me that we as physicians must commit to society, and this commitment should come within the halls of a school.



Mekhia Johnson caught in a moment of self-reflection in between classes at Portland's KairosPDX school. (Courtesy of KairosPDX)

Children are inherently capable, brilliant and curious, and the environment in which they submerge themselves (outside of the home) can have a profound impact on their outcomes. Proudly emblazoned inside the school is the sign Kairos Calming Center: Home of Kairos Love. The floor lined with yoga mats and their desks with mental

exercise work sheets, it is uncertain to me which is more impactful to the students there. Is it the yoga or the love?

The mats rarely go a day without use as a counselor teaches students yoga, which helps them to improve resiliency, mood and self-regulation skills. This therapeutic practice is based on research that shows the harmful impacts of stress on the brain, specifically on the area responsible for problem-solving, decision-making and self-control. When trauma occurs, the memory center is affected, leading to difficulty in learning new concepts. In this way, this school's loving and caring environment has a restorative impact on young students who have faced obstacles in their life shifting the narrative of trauma to resiliency. Through these actions, executive director Kalli Ladd claims that children and young people require such tools to listen inwardly to their bodies, feelings and ideas. This capability to look within increases the potential for outward excellence.

Outward excellence can be developed by any person regardless of race, sex or economics. I was fortunate to grow up in a loving two-parent home. Yet I remember a time when I was considered a disruptive young boy at one of the elite private schools in Washington, D.C. My youthful enthusiasm and energy combined with reduced self-control often resulted in me standing outside of the classroom while my classmates continued to learn. The many times I found myself in the hall with zero help for resolution were not only valuable educational opportunities squandered but missed occasions to build emotional intelligence. Worsening the situation was the idea that I, like many other young, hyperactive, energetic African American boys, had undiagnosed attention-deficit/hyperactivity disorder (ADHD). I was tested. The results returned negative. As I glance in the rearview mirror of my life, my elementary school appeared unprepared to receive negative results — no ADHD.

They simply did not know what to do with me.

'My take'

Got something to say about a topic in the news? We're looking for personal essays with strong opinions. Send your submission of no more than 500 words to [oped@seattletimes.com](mailto:oped@seattletimes.com) with the subject line "My Take."

Thanks to family and friends, I was able to channel this energy into athletics and the arts, transforming my enthusiasm into a personal benefit rather than detriment. Those learned lessons of work, resilience and encouragement became the steppingstones toward my life as a physician. Other young African American boys are less fortunate than I and never receive the guidance, mentorship or outlets for building emotional intelligence.

How many children, particularly boys of color, grow up to never see their potential turn into accomplishments the way I have? If more places of learning like this existed in Seattle, Portland and the country, what might the result be? Within those school walls exists a simple brilliance — an undiscovered gem — at the crossroads where vision and opportunity intersect. There are small gems in the Pacific Northwest such as KairosPDX that need watering as any rose growing through concrete.

**Jason L. Campbell** graduated from Ohio State University College of Medicine and was a Division III All-American track and field athlete at Emory University. He is a physician resident in the Department of Anesthesiology at Oregon Health & Science University in Portland, Oregon.

*Appendix J: What if Children Ran the School Lunchroom? By Anahad O'Connor  
To be Published Online Friday, Jan. 3, 2020 in The New York Times*

*A version of this article will appear in print on Jan. 7, 2020, Section D, Page 4 of the  
New York edition with the headline: Putting Students in Charge of the Cafeteria.*

A new program lets students customize their meals, participate in taste tests and brainstorm ways to redesign their school cafeterias.

Students at KairosPDX school in Portland, Ore., participate in a taste test, comparing butternut squash soup and roasted butternut squash.

On a recent Tuesday, the cafeteria at KairosPDX charter school in Portland, Ore., was buzzing as students lined up to taste two freshly made butternut squash recipes. On one side of the table was roasted butternut squash. On the other side, a creamy butternut squash soup.

"This one is the best," said Mari, a fifth grader, as she gulped soup from a small cup. "It's super delicious. I want a big bowl of it to eat at home."

The students were participating in a "Tasty Challenge" event organized by FoodCorps, a nonprofit organization that connects children to healthy food in schools. The group recently teamed up with Sweetgreen, the national salad chain, to carry out a new program that aims to improve the school food experience by letting students customize their meals, participate in taste tests and brainstorm ways to redesign their school cafeterias.

As part of the initiative, called "Reimagining School Cafeterias," the students at KairosPDX got to compare the two butternut squash recipes and then vote on their favorite one using an iPad. The soup won in a landslide, and the school is considering adding it to the cafeteria lunch menu.

While there are many organizations that are working to improve school food, FoodCorps preaches that children fall in love with fruits and vegetables when they have opportunities to grow them, prepare them, and try them again and again. The group shows children how to get their hands in the dirt, encouraging them to spend time in gardens pulling carrots, beets and sweet potatoes from the ground. Then the children get to taste the fruits of their labor and learn about them through culinary and nutrition lessons.

"It's incredibly important to give kids the tools and skills they need to build their own relationship with healthy food, and our job is to support them in that," said Curt Ellis, the group's co-founder and chief executive officer. "It's about helping them discover what they love to eat rather than telling them what they should eat."

Mr. Ellis started FoodCorps a decade ago after his work as a co-creator of the documentary "King Corn," which looked at how America's overproduction of corn impacts public health, the environment and family farms. Mr. Ellis traveled around the country showing his film on college campuses and was astonished by how many young people approached him to talk about their desire to change the food system.

So in 2010, he co-founded FoodCorps to give them an outlet.

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The organization now has a team of 250 service members who work in 400 schools in 18 states, mostly in poor neighborhoods where obesity rates are high. The service members, many of them recent college graduates, are trained to promote wellness, whether that is building school gardens or spending time in lunchrooms introducing students to new foods.

Based in Portland and New York, the group is funded by AmeriCorps, the national service program, as well as private foundations and companies such as Sweetgreen. A recent study by researchers at Teachers College, Columbia University, found that schools that partnered with the organization tended to have "measurably healthier school food environments after a year of FoodCorps presence," and that students who had the most exposure to gardening and culinary lessons ate up to three times more fruits and vegetables at lunch.

Nationwide, lifestyle related diseases have taken a toll on children's health. Roughly one in three kids is overweight or obese, and diabetes is on the rise. Some children get about half their daily calories at school, but many schools struggle to provide nutritious meals that kids will eat: A federal study published last year found high levels of food waste, with more than a quarter of the calories and nutrients produced in elementary school cafeterias going into the garbage.

But making vegetables more appealing is only half the battle. FoodCorps recently commissioned a study that involved interviewing over 400 students, school nutrition workers, teachers and other staff members at nine diverse schools around the country. It found a range of ways that schools can make their meals a more pleasant experience.

Many children lamented the lack of variety and flavor in their meals. They said their meals did not reflect their cultural heritage or what they ate at home and at restaurants. Some students and staff members complained about windowless, cramped cafeterias that felt colorless and depressing, and lunch periods that were too short. In many schools, students had as little as 15 minutes to wait in line, eat their food and catch up with friends. Ultimately the students said they wished they had more control over their cafeteria experience.

The findings prompted FoodCorps to start its "Reimagining School Cafeterias" program, which has several components. One is the "Tasty Challenge," in which kids try vegetables prepared in different ways and vote on their favorites. Participating schools get a "flavor bar" where students can add special herbs and seasonings to their meals like adobo, hot sauce and garlic. Students also get to provide input to their schools about ways to revamp their cafeterias, such as adding more plants and natural lighting.

Sweetgreen, which has a chain of 100 farm-to-table, fast-casual restaurants across the country, provided FoodCorps \$1 million to help finance the initiative. It started in 15 schools in 2019 and will expand to 50 schools this year, reaching an estimated 22,000 students.

Sweetgreen has long championed healthy eating among students through its own nutrition initiative, called Sweetgreen in Schools, which it introduced a decade ago. Jonathan Neman, a co-founder and



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chief executive of the company, said he realized that the chain could have a bigger impact on the food culture in schools by partnering with a nonprofit like FoodCorps.

“What excited us was that we could help with our marketing and design muscle and then fund them to do this at scale,” he said.

At Kairos, more than half the student population qualifies for free or reduced lunch. The school was founded in 2012 with a focus on improving educational outcomes for students of color. Kali Ladd, its co-founder and executive director, said that in the past Kairos’s students wouldn’t touch a vegetable unless it was smothered in ranch dressing or other condiments. “They never wanted to eat vegetables — they would just throw them out,” she said.

But now Kairos has a full time FoodCorps service member, Sophie Rasmussen, and a FoodCorps graduate who became the school’s nutrition and garden coordinator, Graham Schreiber. Together they teach the students how to grow and harvest vegetables in a community garden and use them in recipes. “With the access to the garden we’ve seen a dramatic change in the eating habits of our kids,” said Ms. Ladd. “The first year we had a FoodCorps member, they harvested kale and made a stew with it, and that’s something we would have never seen before. In terms of helping our kids develop healthy eating habits, it’s been wonderful.”

During a recent lunch period at the school, a group of fifth graders sat around a table talking about the butternut squash taste test and describing their favorite garden-inspired school meals, including sweet potato fries and yakisoba noodles with shredded cabbage and carrots. Then they rattled off a list of the crops they were growing: blueberries, cucumbers, tomatoes, beets, peas, basil and more.

Gus, 11, said that the taste test was the first time he had ever tried butternut squash and that he found the soup delicious.

“I think that squash by itself is a little blandish, but the soup fixes it by adding more flavor to it,” he said. “It was a great first impression.”

Anahad O’Connor is a staff reporter covering health, science, nutrition and other topics. He is also a bestselling author of consumer health books such as “Never Shower in a Thunderstorm” and “The 10 Things You Need to Eat.”

Portland Public Schools  
Annual Performance Framework and Report  
KairosPDX Learning Academy  
Public Charter School  
2018-19 School Year

Submitted by:

Tara O'Neil  
Program Director, Charter Schools



## **Introduction**

Charter schools in Oregon are defined in statute as “...a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon’s public school system where research and development of new learning opportunities are actively pursued.” (ORS 338.015)

The charter schools sponsored by Portland Public Schools provide educational options for students and families as well as diversity of professional opportunities for school employees. While the district provides oversight and support to its sponsored charters, each charter school is an independent, nonprofit organization that has autonomy over its mission, strategic planning, budget, hiring, policies, and the development and implementation of its educational program.

Portland Public Schools is responsible for maintaining high standards for its sponsored charter schools, and for ensuring that charter schools are compliant with all applicable laws, that their academic programs are successful, they are financially viable, and their organizations are effective and responsibly managed. The district balances oversight with an understanding of the independence and autonomy afforded public charter schools by law.

In so doing, PPS has established the following performance framework, which is informed by best practice from the Core Performance Framework and Guidance developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school’s academic, financial, and organizational performance, and to “...guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal.”<sup>1</sup>

Because each charter school’s story and perspective on its own performance is critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the district and the charter school. It is our hope and goal that PPS and the charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each charter school and the PPS Charter Schools Office.

Tara O’Neil  
Program Director, Charter Schools  
Portland Public Schools

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<sup>1</sup> From NACSA’s Core Performance Framework and Guidance.

## **Academic performance: data elements and sources**

The purpose of the Academic Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance", while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

***Note: The Oregon Department of Education (ODE) will not assign summative, overall ratings to schools on the redesigned Oregon Report Card beginning in the 2017-18 school year. Instead schools are rated on up to 6 (for k-8) or 9 (for HS) separate indicators.***

The following data elements and sources are used to complete the Academic Performance analysis:

- The charter school's Oregon Report Card
- The charter school's State Assessment results
- The charter school's contract
- The district's Oregon Report Card
- The district's State Assessment results
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The Administrator's Dashboard

Additionally for high schools only:

- The school's graduation rate
- The district's graduation rate
- The school's completion rate
- The district's completion rate
- The school's freshmen on track rate
- The district's freshmen on track rate
- The graduation, completion, and dropout rates of comparison schools, if applicable, as defined by ODE

Additionally for grades 6-12 only:

- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc.

# Academic Performance

## 1. Oregon School Rating System

<b>Measure 1a</b> Is the school meeting acceptable standards according to the Oregon State school rating system?
<b>Exceeds standard:</b> <input type="checkbox"/> School received the highest rating from the state accountability system
<b>Meets standard:</b> <input type="checkbox"/> School received a passing rating according to the state accountability system
<b>Does not meet standard:</b> <input type="checkbox"/> School did not receive passing rating according to the state accountability system
<b>Falls far below standard:</b> <input type="checkbox"/> School identified for intervention or considered failing by the state accountability system
District comments/recommendations: <b>N/A for the 2018-19 school year.</b>
School comments:

<b>Measure 1b</b> Is the school meeting state designation expectations as set forth by the state and federal accountability system?
<b>Exceeds standard:</b> <input type="checkbox"/> School was identified as meeting long term academic accountability indicators as defined by Oregon's ESEA Plan
<b>Meets standard:</b> <input checked="" type="checkbox"/> School was identified as meeting interim targets of academic accountability indicators as defined by Oregon's ESEA Plan
<b>Does not meet standard:</b> <input type="checkbox"/> School was identified as falling below the interim target but not in the lowest 10% of schools as defined by Oregon's ESEA Plan
<b>Falls far below standard:</b> <input type="checkbox"/> School was identified as in the lowest 10% of schools as defined by Oregon's ESEA Plan
District comments/recommendations: The school was not identified for Targeted (TSI) or Comprehensive (CSI) supports.
School comments:

**Measure 1c**

How are **All Students Total (3-5)** and **by Grade Level** achieving on state assessments in English Language Arts (ELA) compared to students in the district?

**E=Exceeds standard:** School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

**M=Meets standard:** School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average achievement rate is less than the average district performance of students in the same grades by 1-10%

**F=Falls far below standard:** School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data by Total Students:

English Language Arts	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>% meets/exceeds</b>	<b>31.4</b>	45	<b>58.1</b>	-26.7	54	<b>F</b>
<b>% participation</b>	<b>88.2</b>		<b>94.4</b>		94.5	
Gr 3 %	32	25	55.6			
Gr 4 %	31.3	16	56.4			
Gr 5 %	--	--	65.1			

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

--Indicates N-size too small to report

Data by Historically Underserved Races/Ethnicities:

English Language Arts	School Valid Test % meets	School N	District Valid Test % meets	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>% meets/exceeds</b>						
Black	25.5	29	21.0	+4.5		<b>M</b>
Latino	--	--	35.1	--		
Historically Underserved Total	26.9	34	29.6	-2.7	34	<b>M</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

--Indicates N-size too small to report

District comments/recommendations:

76% of Kairos' test-taking population are Students of Historically Underserved Races/Ethnicities, 64% are Black/African American students. While the school's assessment data does not meet the District's average achievement levels as compared to District's total students (8.6% Black/African American, 31.6% Historically Underserved), it does meet when compared to the District's results for Black/African American students and total Historically Underserved students (within variance of one student).

Kairos' 2019-20 Performance Plan addresses disappointing state assessment achievement results and has established ELA goals that target reading fluency in all grades, and foundational skills at the kindergarten level for success in subsequent grades.

School comments: In the 2018-19 school year a downturn was evident in our second year of SBAC data. With only 42 students testing, **there are not enough data points for this data to be reliable.** However, the following data from the PPS dashboard represents our early trends looking at whole school and black student success. Despite the downturn in 2018-19, Black students at KairosPDX still outpaced black students district-wide but by less than the previous year:

<b>Black student success PROFICIENT = Meets / exceeds (looking for a higher number)</b>		
<b>English Language Arts</b>	<b>2017-18</b>	<b>2018-19</b>
KairosPDX	40%	14%
PPS	22%	8%

<b>Black student success FAILING = Does not meet (looking for a lower number)</b>		
<b>English Language Arts</b>	<b>2017-18</b>	<b>2018-19</b>
KairosPDX	20%	52%
PPS	57%	68%

**Measure 1d**  
How are **All Students Total (3-5)** and **by Grade Level** achieving on state assessments in **MATHEMATICS** compared to students in the district?

**E=Exceeds standard:** School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

**M=Meets standard:** School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average achievement rate is less than the average district performance of students in the same grades by 1-10%

**F=Falls far below standard:** School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data by Total Students:

<b>Mathematics</b>	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>% meets/exceeds</b>	<b>14</b>	<b>45</b>	<b>48.0</b>	-34	43	<b>F</b>
<b>% participation</b>	<b>88.2</b>		<b>94.0</b>		94.5	
Gr 3 %	8	25	53.1			
Gr 4 %	19	16	48.5			
Gr 5 %	--	--	47.4			

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan  
--Indicates N-size too small to report

Data by Historically Underserved Races/Ethnicities:

<b>Mathematics</b>	School Valid Test % meets	School N	District Valid Test Data	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>% meets/exceeds</b>						
Black	19.1	29	12.9	+6.2		<i>M</i>
Latino	--	--	25.1	--		
Historically Underserved Total	19.2	34	20.9	-1.7	25	<i>M</i>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

--Indicates N-size too small to report

District Comments/Recommendations:

76% of Kairos' test-taking population are Students of Historically Underserved Races/Ethnicities, 64% are Black/African American students. While the school's assessment data does not meet the District's average achievement levels as compared to District's total students (8.6% Black/African American, 31.6% Historically Underserved), it does meet when compared to the District's Black/African American students and total Historically Underserved students (within variance of one student).

**District recommends** that Kairos establish an additional Academic Goal on the 2019-20 Performance Plan, if not already done, to include increasing math achievement.

School comments:

In the 2018-19 school year a downturn was evident in our second year of SBAC data. With only 42 students testing, **there are not enough data points for this data to be reliable.** However, the following data from the PPS dashboard represents our early trends looking at whole school and black student success. Despite the downturn, Black students at KairosPDX still outpaced black students district-wide but by less than the previous year:

<b>Black student success PROFICIENT = Meets / exceeds (looking for a higher number)</b>		
<b>Mathematics</b>	<b>2017-18</b>	<b>2018-19</b>
KairosPDX	40%	14%
PPS	13%	8%

<b>Black student success FAILING = Does not meet (looking for a lower number)</b>		
<b>Mathematics</b>	<b>2017-18</b>	<b>2018-19</b>
KairosPDX	30%	52%
PPS	66%	68%

For 2019-20 the math plan includes: 1. Shifting from a walk to math strategy to divide first and second grade mathematicians and instead utilized homeroom teacher relationships to



capitalize on learning opportunities for math instruction. 2. Running 8 week Primary Learning Communities focused on setting goals and lesson plans based upon real time student work. Adding an instructional coach in the 2019-20 school year provides capacity to hold space for math specific collaboration and accountability. Our goal is to reach 60% of students meeting growth goals as established by NWEA.

**Measure 1e**

How are **Students of Special Populations** achieving on state assessments in English Language Arts (ELA) compared to the **Students of Special Populations** in the district?

**E=Exceeds standard:** School’s average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

**M=Meets standard:** School’s average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School’s average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%

**F=Falls far below standard:** School’s average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

ELA	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>Economically Disadvantaged</b>						
% meets/exceeds	30.3	18	32.8	-2.5	42	<b>M</b>
<b>English Learners</b>						
% meets/exceeds	--	--	23.5	--	23	N/A
<b>Students with Disabilities</b>						
% meets/exceeds	--	--	35.2	--	22	N/A
<b>Historically Underserved Races/Ethnicities</b>			(OR Report Card)			
% meets/exceeds	26.9	34	29.6	-2.7	34	<b>M</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

--Indicates N-size too small to report

District Comments/Recommendations:

The school meets District performance in Special Populations subgroups that meet the minimum n-size to receive a rating (within variance of one student).

School comments: In the 2018-19 Performance Report KairosPDX **met** the ELA standard for special populations, a statistic more aligned to the specificity of the mission of KairosPDX.

**Measure 1f** How are **Students of Special Populations** achieving on state assessments in MATHEMATICS compared to the **Students of Special Populations** in the district?

**E=Exceeds standard:** School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

**M=Meets standard:** School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%

**F=Falls far below standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

MATH	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>Economically Disadvantaged</b>						
% meets/exceeds	30.3	18	23.2	+7.1	31	<i>M</i>
<b>English Learners</b>						
% meets/exceeds	--	--	21.3	--	17	N/A
<b>Students with Disabilities</b>						
% meets/exceeds	--	--	28.1	--	18	N/A
<b>Historically Underserved Races/Ethnicities</b>			(OR Report Card)			
% meets/exceeds	19.2	34	20.9	-1.7	25	<i>M</i>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan  
 --Indicates N-size too small to report

District Comments/Recommendations:

The school meets District performance in Special Populations subgroups that meet the minimum n-size to receive a rating (within variance of one student).

School comments: In the 2018-19 Performance Report KairosPDX **met** the Math standard for special populations, a statistic more aligned to the specificity of the mission of KairosPDX.

## 2. Student Academic Growth

### Measure 2a

Are students making expected annual academic growth in English Language Arts (ELA) compared to their peers? (Combined Median Growth Percentile)

#### **E=Exceeds standard:**

Combined median growth percentile of 55 or more

#### **M=Meets standard:**

Combined median growth percentile of between 45 and 55 (or within variance of one student)

#### **D=Does not meet standard:**

Combined median growth percentile of between 40 and 45

#### **F=Falls far below standard:**

Combined median growth percentile of less than 40

Data:

ELA Growth	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-5</b>					45	
Growth percentile	--	--	49	--		NA

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District comments/recommendations:

Not applicable in 2018-19, the school has too small an n-size to receive a valid rating in this indicator. 2016-17 was the first year of testing and therefore there was no growth data, in 2017-18 the school reported growth for 4 students, in 18-19 for 16 students. It is expected there will be enough growth history to assess valid growth data with the 2019-20 testing cycle.

School comments:

**Measure 2b**

Are students making expected annual academic growth in MATH compared to their peers? (Combined Median Growth Percentile)

**E=Exceeds standard:**

Combined median growth percentile of 55 or more

**M=Meets standard:**

Combined median growth percentile of between 45 and 55 (or within variance of one student)

**D=Does not meet standard:**

Combined median growth percentile of between 40 and 45

**F=Falls far below standard:**

Combined median growth percentile of less than 40

Data:

<b>MATH Growth</b>	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-5</b>					45	
Growth percentile	--	--	47	--		NA

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District comments/recommendations:

Not applicable in 2018-19, the school has too small an n-size to receive a valid rating in this indicator. 2016-17 was the first year of testing and therefore there was no growth data, in 2017-18 the school reported growth for 4 students, in 18-19 for 16 students. It is expected there will be enough growth history to assess valid growth data with the 2019-20 testing cycle.

School comments:

### 3. Subgroup Growth

#### Measure 3a

Is the school increasing academic performance over time in English Language Arts for **Students of Special Populations?** (Combined Median Growth Percentile)

**E=Exceeds standard:** Combined median growth percentile of 55 or more

**M=Meets standard:** Combined median growth percentile of between 45 and 55 (or within variance of one student)

**D=Does not meet standard:** Combined median growth percentile of between 40 and 45

**F=Falls far below standard:** Combined median growth percentile of less than 40

Data:

ELA Special Populations Growth Percentile	School	N	District	% +/-	MIP*	Rating
All Students 3-5					45	
Economically Disadvantaged	--	--	43	--		NA
English Learners	--	--	45	--		NA
Students with Disabilities	--	--	44	--		NA
Historically Underserved Races/Ethnicities	--	--	41	--		NA

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District comments/recommendations:

Not applicable, the school has too small an n-size to receive a valid rating in this indicator. 2016-17 was the first year of testing and therefore there was no growth data, in 2017-18 the school reported growth for 4 students, in 18-19 for 16 students. It is expected that there will be enough growth history to assess valid growth data with the 2019-20 testing cycle.

School comments:

**Measure 3b**

Is the school increasing academic performance over time in MATH for **Students of Special Populations?** (Combined Median Growth Percentile)

**E=Exceeds standard:** Combined median growth percentile of 55 or more

**M=Meets standard:** Combined median growth percentile of between 45 and 55 (or within variance of one student)

**D=Does not meet standard:** Combined median growth percentile of between 40 and 45

**F=Falls far below standard:** Combined median growth percentile of less than 40

Data:

MATH Special Populations Growth Percentile	School	N	District	% +/-	MIP*	Rating
All Students 3-5					45	
Economically Disadvantaged	--	--	42	--		NA
English Learners	--	--	44	--		N/A
Students with Disabilities	--	--	43	--		NA
Historically Underserved Races/Ethnicities	--	--	40	--		NA

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

\*\*Meets within variance of one student

District comments/recommendations:

Not applicable, the school has too small an n-size to receive a valid rating in this indicator. 2016-17 was the first year of testing and therefore there was no growth data, in 2017-18 the school reported growth for 4 students, in 18-19 for 16 students. It is expected there will be enough growth history to assess valid growth data with the 2019-20 testing cycle.

School comments:

#### 4. Local Performance Assessments

<b>Measure 4</b> Describe your school's Local Performance Assessments in the fields below.			
What Local Performance Assessment are you using?	To what grades are you administering the Local Performance Assessment?	What subjects are you assessing through the Local Performance Assessment?	How are you documenting your administration of the Local Performance Assessment?
School Response: MAP for Primary grades	K - 2	Math Reading	NWEA database
MAP	3 - 5	Math Reading	NWEA database
F&P Benchmark assessment	K - 5	Reading	Classroom systems
Math Unit assessments Engage NY Investigations	K - 5	Math	Classroom systems
District comments/recommendations:			

## 5. Student Attendance

### Measure 5

What percentage of students at the charter school are identified as Regular Attenders (attending more than 90% of their enrolled days)?

#### **E=Exceeds standard:**

School's percentage of Regular Attenders meets or exceeds the long term goal of 93% as set by the Oregon Department of Education

#### **M=Meets standard:**

School's percentage of Regular Attenders meets or exceeds the Level 3 indicator by grade level as set by the Oregon Department of Education (K-5, 85%; 6-8, 83%; 9-10, 78%)

#### **D=Does not meet standard:**

School's percentage of Regular Attenders does not meet the Level 3 indicator by grade level but is not below the 10<sup>th</sup> percentile of performance for the grade level group

#### **F= Falls far below standard:**

School's percentage of Regular Attenders is below the 10<sup>th</sup> percentile of performance for the grade level group

Data by Total Students:

Regular Attenders	School	N	District	% +/-	MIP*	Rating
All Students K-5			k-5			
%	76	120	86	-10	85	<b>D</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District comments/recommendations:

The school did not meet the Oregon Department of Education Level 3 standard of 85%.

**District recommends** the school develop and implement a plan to increase percentage of students who are Regular Attenders.

School comments: KairosPDX has a plan in place that involves bring whole school focus to celebrating attendance, makes weekly totals visible to all staff, students and families and offering whole class incentives. Because families are responsible for transportation rather than the school providing these resources, we are working in the face of systemic factors and it is difficult to mitigate. Our Family Engagement Organizer and Office Coordinator continue to build relationships and offer support. Our goal is to improve our overall attendance rate by 10% in the 2019-20 school year. We are raising all school awareness of attendance through daily announcements and partnership with our Family Council.



(Measures 6 and 7 omitted, apply to middle and high schools only)

### 8. School goals and recommendations (academic)

**Measure 8a**

Did the school meet the academic goals it set forth in its 2018-19 Performance Plan?

<b>Goal set in Plan</b>	<b>Goal achieved? (School response)</b>	<b>How or why not? (School response) Include any professional development implemented to support this goal.</b>
<p>All Classrooms will achieve NWEA growth of 120%/60% in both Math and Reading (national norm is 100%/50%). This also encompasses a continued explicit focus on literacy as this continues to be a relative area of growth for our school.</p>	<p>Not yet</p>	<p>Consistent resource and capacity limitations manifested in high turnover limiting student growth. In the 2017-18 school year 4 of 9 classroom teachers were new to KairosPDX. One of the 3 returners went on maternity leave in January. Another returner was switching from secondary (3-5) to primary (K-2) classroom. Without instructional memory we were not able to translate the successes from 2017-18 instead facing a steep learning curve in all aspects of classroom instruction. Limited student support capacity shifted resources to supporting behavior management system and baseline training of new staff.</p>
<p>Whole school focus on fluency and the corresponding foundational reading skills acquisition in the primary grades.</p>	<p>Not yet</p>	<p>Full time Teacher Collaborator in literacy was also serving as test coordinator and was also new to Kairos. While we had hands on curriculum training and real time support was limited by capacity and scope of work.</p>

**Measure 8b**

In school year 2018-19, did the school implement the academic recommendations from the district in the 2017-18 annual performance report (if any)?

<b>Recommendation from the district</b>	<b>Recommendation implemented? (School response)</b>	<b>How or why not? (School response) Include any professional development implemented to support this goal.</b>
There were no academic recommendations from the District in 2017-18		

**Measure 8c**

Based on the 2018-19 school year data presented in this report, will the school add any academic goals to its 2019-20 Performance Plan? (Copy and paste as needed for additional goals.)

**Goal added to Plan:** *(District recommended adding goal to increase student achievement in Math)*

Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
Remove walk to math; Work with Instructional coach in 8 week PLC cycles	Wasted time in transition; Lack of time to collaborate with teammates	Weekly collaboration; Observation cycles	Data check in all day session Feb following NWEA 8 week cycles with grade level teams	New Full-time Instructional Coach

**Goal added to Plan:** *(District recommended adding goal to increase percentage of students who are Regular Attenders)*

Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
Raising all school awareness. Target specific families	Working to create a culture where attendance matters to support families to prioritize getting their children to school	N/A	Tracking weekly progress toward all school incentives	Dedicated time from Office Coordinator and Office Coordinator to announce classrooms and connect with families.  Implemented visible trackers for success on boards in front where families enter and wait to pick up their children.

## **Financial Performance: data elements and sources**

The purpose of the Financial Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school is financially viable.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Financial Performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss, balance sheet

# Financial Performance

## 9. Near-Term Measures

<b>Measure 9a</b> Current ratio: Current assets divided by current liabilities
<b>Meets standard:</b> <input checked="" type="checkbox"/> Current ratio is greater than or equal to 1.1
<b>Does not meet standard:</b> <input type="checkbox"/> Current ratio is between .9 and 1.0 or equals 1.0
<b>Falls far below standard:</b> <input type="checkbox"/> Current ratio is less than or equal to .9
District comments/recommendations:  Current ratio is 7.80, meets standard
School comments:

<b>Measure 9b</b> Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)
<b>Meets standard:</b> <input checked="" type="checkbox"/> 60 days cash -OR- <input type="checkbox"/> Between 30 and 60 days cash and one-year trend is positive
<b>Does not meet standard:</b> <input type="checkbox"/> Between 15 and 30 days cash -OR- <input type="checkbox"/> Between 30 and 60 days cash and one-year trend is negative
<b>Falls far below standard:</b> <input type="checkbox"/> Fewer than 15 days cash
District comments/recommendations: School has 164.8 days unrestricted cash, meets standard
School comments:

**Measure 9c**

Enrollment variance: actual enrollment divided by enrollment projection in most recent charter school board-approved budget

**Meets standard:**

Enrollment variance equals or exceeds 95% in the most recent year

**Does not meet standard:**

Enrollment variance is between 85-95% in the most recent year

**Falls far below standard:**

Enrollment variance is less than 85% in the most recent year

District comments/recommendations:

Enrollment variance is 1.07, meets standard

School comments:

**Measure 9d**

Default

**Meets standard:**

School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

**Falls far below standard:**

School is in default of loan covenant(s) and/or is delinquent with debt service payments

District comments/recommendations:

Not in default, meets standard

School comments:

## 10. Sustainability Measures

### Measure 10a

Total Margin: Net income divided by total revenue

Aggregated total margin: Total 3-year net income divided by total 3-year revenues

#### Meets standard:

Aggregated 3-year total margin is positive and the most recent year total margin is positive

-OR-

Aggregated 3-year total margin is greater than -1.5%, the trend is positive for the last 2 years, and the most recent year total margin is positive

#### Does not meet standard:

Aggregated 3-year total margin is greater than -1.5%, but trend does not “meet standard” (above)

#### Falls far below standard:

Aggregated three-year total margin is less than or equal to -1.5%

-OR-

The most recent year total margin is less than -10%

District comments/recommendations:

Aggregated 3-year total margin is 10.41%, total margin is 14.76%; meets standard

School comments:

### Measure 10b

Debt to asset ratio: Total liabilities divided by total assets

#### Meets standard:

Debt-to-asset ratio is less than 0.9

#### Does not meet standard:

Debt-to-asset ratio is between 0.9 and 1.0

#### Falls far below standard:

Debt-to-asset ratio is greater than 1.0

District comments/recommendations:

Debt-to-asset ratio is 0.12, meets standard

School comments:

**Measure 10c**

Cash flow:

Multi-year cash flow = Year 3 total cash - Year 1 total cash

One-year cash flow = Year 2 total cash - Year 1 total cash

**Meets standard:**

Multi-year cumulative cash flow is positive and cash flow is positive each year

-OR-

Multi-year cumulative cash flow is positive, cash flow is positive in one of two years, and cash flow in the most recent year is positive

**Does not meet standard:**

Multi-year cumulative cash flow is positive, but trend does not “meet standard” (above)

**Falls far below standard:**

Multi-year cumulative cash flow is negative

District comments/recommendations:

Multi-year cash flow is \$572,325 and one-year cash flow is \$404,379; meets standard

School comments:

**Measure 10d**

Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest, and lease payments)

**Meets standard:**

Debt service coverage ratio is equal to or exceeds 1.1

**Does not meet standard:**

Debt service coverage ratio is less than 1.1

District comments/recommendations:

Debt service coverage ratio is 2.76, meets standard.

School comments:



## 11. School goals and recommendations (financial)

### Measure 11a

Did the school meet the financial goals it set forth in its 2018-19 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
<p>Increased revenue through fundraising to accommodate growth:</p> <ul style="list-style-type: none"> <li>- Increase revenue by 10% from previous year</li> <li>- Increase attendance at annual fundraiser</li> <li>- Increase number of individual donors through annual fund campaign</li> </ul>	<p>Yes, our revenue contributions in this year increased by over the 10% goal we set. This was a significant jump from the year.</p> <p>Yes, our annual fundraiser saw increased attendance and was sold out for the second year in a row.</p> <p>Yes.</p>	<p>This was in part, due to increased fundraisers and increased corporate partnerships as well as some larger multi-year grants.</p> <p>We expanded our fundraising committee and had a host committee for the first time. We had ~ 450 guests attend representing a diverse cross-section of the community.</p> <p>We increased our individual giving through our annual fund/ Give Guide campaign and increased staff focused on individual investor cultivation.</p>

### Measure 11b

In school year 2018-19, did the school implement the financial recommendations from the district in the 2017-18 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
The district made no financial recommendations in the 2017-18 annual performance report.	N/A	N/A

### Measure 11c

Based on the 2018-19 school year data presented in this report, will the school add any financial goals to its 2019-20 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: N/A				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

## **Organizational Performance: data elements and sources**

The purpose of the Organizational Performance section of the Annual Report is to evaluate whether or not the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Organizational Performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverable and reporting due dates
- Feedback from parents, students, charter school staff, and other community stakeholders
- Synergy or other student information system
- The Administrators Dashboard
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school that it is compliant with all applicable requirements

# Organizational Performance

## 12. Education Program

<b>Measure 12a</b> Is the school implementing the material terms of the education program as defined in the current charter contract?
<b>Meets standard:</b> <input checked="" type="checkbox"/> The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.
<b>Does not meet standard:</b> <input type="checkbox"/> The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.
District comments/recommendations: The school materially complies with this standard.
School comments:

<b>Measure 12b</b> Is the school complying with applicable education requirements?
<b>Meets standard:</b> <input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: <ul style="list-style-type: none"><li>• Instructional days and/or minutes requirements</li><li>• Graduation and promotion requirements</li><li>• Content standards, including Common Core State Standards</li><li>• The administration of state assessments</li><li>• Implementation of mandated programming as a result of state or federal funding</li></ul>
<b>Does not meet standard:</b> <input type="checkbox"/> The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to education requirements, including, but not limited to: <ul style="list-style-type: none"><li>• Instructional days and/or minutes requirements</li><li>• Graduation and promotion requirements</li><li>• Content standards, including Common Core State Standards</li><li>• The administration of state assessments</li><li>• Implementation of mandated programming as a result of state or federal funding</li></ul>
District comments/recommendations: The school materially complies with this standard.
School comments: KairosPDX instructional hours continued to be well over the required 900 this year.

**Measure 12c**

Is the school protecting the rights of students with disabilities?

**Meets standard:**

Consistent with the school's status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
- Operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities.
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans

**Does not meet standard:**

Consistent with the school's status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
- Operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities.
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans

District comments/recommendations: The school materially complies with this standard.

School comments:

**Measure 12d**

Is the school protecting the rights of English Language Learner students?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:

- Equitable access and opportunity to enroll
- Development and implementation of required plans related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

**Does not meet standard:**

The school failed to comply with one or more applicable laws, rules, regulations, and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:

- Equitable access and opportunity to enroll
- Development and implementation of required plans related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

District comments/recommendations: The school materially complies with this standard.

School comments:

### 13. Governance and Reporting

<b>Measure 13a</b> Is the school meeting financial reporting and compliance requirements?
<p><b>Meets standard:</b></p> <p><input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit</li> <li>• All other reporting requirements related to the use of public funds</li> </ul>
<p><b>Does not meet standard:</b></p> <p><input type="checkbox"/> The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit</li> <li>• All other reporting requirements related to the use of public funds</li> </ul>
District comments/recommendations: The school materially complies with this standard.
School comments:

<b>Measure 13b</b> Is the school following Generally Accepted Accounting Principles (GAAP)?
<p><b>Meets standard:</b></p> <p><input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• An unqualified audit opinion</li> <li>• An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses</li> <li>• An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report</li> </ul>
<p><b>Does not meet standard:</b></p> <p><input type="checkbox"/> The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• An qualified audit opinion</li> <li>• An audit containing significant findings or conditions, material weaknesses, or significant internal control weaknesses</li> <li>• An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report</li> </ul>
District comments/recommendations: The school materially complies with this standard and submitted an audit with no material or significant findings.
School comments:

**Measure 13c**

Is the school complying with applicable governance requirements?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:

- Board policies
- Board bylaws
- State open meetings law
- Code of ethics
- Conflicts of interest
- Board composition and/or membership rules

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to governance by its board, including, but not limited to:

- Board policies
- Board bylaws
- State open meetings law
- Code of ethics
- Conflicts of interest
- Board composition and/or membership rules

District comments/recommendations: The school materially complies with this standard.

School comments:

**Measure 13d**

Is the school holding its administration accountable?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:

- Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
- The board conducting an annual evaluation of the administrator's performance

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:

- Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
- The board conducting an annual evaluation of the administrator's performance

District comments/recommendations: The school materially complies with this standard.

School comments:

**Measure 13e**

Is the school complying with reporting requirements?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including but not limited to:

- Accountability reporting
- Attendance and enrollment reporting
- Compliance with the charter contract and all applicable laws
- Timely submission of all deliverables
- Additional information as requested by the district

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including, but not limited to:

- Accountability reporting
- Attendance and enrollment reporting
- Compliance with the charter contract and all applicable laws
- Timely submission of all deliverables
- Additional information as requested by the district

District comments/recommendations: The school materially complies with this standard.

School comments:



## 14. Students and Employees

### Measure 14a

Is the school protecting the rights of all students?

#### **Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:
- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
  - The collection and protection of student information
  - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
  - Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

#### **Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to the rights of students, including, but not limited to:
- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
  - The collection and protection of student information
  - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
  - Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

**Measure 14b**

Is the school meeting teacher and other staff credentialing requirements?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and/or background check and fingerprinting requirements for all staff and volunteers.

District comments/recommendations: The school materially complies with this standard as evidenced through required staff reporting deliverables to the district.

School comments:

**Measure 14c**

Is the school complying with laws regarding employee rights?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

## 15. School Environment

### Measure 15a

Is the school complying with facilities and transportation requirements?

#### Meets standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:

- Americans with Disabilities Act
- Fire inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage
- Student transportation

#### Does not meet standard:

The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:

- Americans with Disabilities Act
- Fire inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage
- Student transportation

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

### Measure 15b

Is the school complying with health and safety requirements?

#### Meets standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:

- Appropriate nursing services and dispensing of pharmaceuticals
- Food service requirements
- Healthy and Safe Schools Plan (ORS 581-022-2233)

#### Does not meet standard:

The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services,, including, but not limited to:

- Appropriate nursing services and dispensing of pharmaceuticals
- Food service requirements
- Healthy and Safe Schools Plan (ORS 581-022-2233)

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

**Measure 15c**

Is the school handling information appropriately?

**Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
- Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
  - Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
  - Transferring of student records
  - Proper and secure maintenance of testing materials

**Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
- Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
  - Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
  - Transferring of student records
  - Proper and secure maintenance of testing materials

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

**16. Additional Obligations****Measure 16**

Is the school complying with all other obligations?

**Meets standard:**

- The school materially complies with all other applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:
- Revisions to state charter law
  - Intervention requirements by the district
  - Action items assigned by the district
  - Requirements by other entities to which the charter school is accountable (e.g. ODE)

**Does not meet standard:**

- The school was materially out of compliance with applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources:
- Revisions to state charter law
  - Intervention requirements by the district
  - Action items assigned by the district
  - Requirements by other entities to which the charter school is accountable (e.g. ODE)

District comments/recommendations: The school is responsive and communicative with action items and requests by the district, materially complies with this standard.

School comments:

## 17. School goals and recommendations (organizational)

### Measure 17a

Did the school meet the organizational goals it set forth in its 2018-19 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Timely Responsiveness: -Meet all deadlines for submissions beginning in August 2018	Yes	Yes we were successful in improving our responsiveness and communication with the office and meeting our submission deadlines.
-Improve responsiveness as follows: -acknowledge receipt of information within 2 business days; -communicate consistently regarding completion of deliverables -timely return of phone communications	Yes	

### Measure 17b

In school year 2018-19, did the school implement the organizational recommendations from the district in the 2017-18 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
The district made no organizational recommendations in the 2017-18 annual performance report.	N/A	N/A

### Measure 17c

Based on the 2018-19 school year data presented in this report, will the school add any organizational goals to its 2019-20 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: N/A				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

# KairosPDX Charter School 3-year Trend Performance Summary

## Performance Framework Summary Rubric

**E=Exceeds standard M=Meets standard D=Does not meet standard F= Falls far below standard**

		2018-19	2017-18	2016-17
<b>ACADEMIC</b>				
1a	School meets Oregon School Rating System standards			
1b	School meets Oregon indicators of academic accountability	M		
1c	Student achievement in ENGLISH LANGUAGE ARTS as compared to district	F/M	D	N/A
1d	Student achievement in MATH as compared to district	F/M	M	N/A
1e	Special populations achievement in ELA as compared to district	M	M	N/A
1f	Special populations achievement in MATH as compared to district	M	E	N/A
2a	Annual academic growth in ELA as compared to State Target	N/A	N/A	N/A
2b	Annual academic growth in MATH as compared to State Target	N/A	N/A	N/A
3a	Special populations growth in ELA as compared to State Target	N/A	N/A	N/A
3b	Special populations growth in MATH as compared to State Target	N/A	N/A	N/A
5	Students with chronic or severe absenteeism as compared to district; as of 2017-18, "Regular Attenders" as compared to State Level 3 indicator	D	D	N/A
6	NA, for Grades 6-12 only			
7	NA, for High Schools only			
<p><b>ACADEMIC COMMENTS:</b></p> <p>1c, 1d - The school did not meet the District average in ELA or MATH for "all students," however it is noted that 76% of the tested students tested are Black/African American and other Students of Historically Underserved Races/Ethnicities; when compared to the same populations in the district those students met District averages (see additional tables for measure 1c, 1d, and special populations data on measures 1e and 1f).</p> <p>Growth measures will be assessed in the 2019-20 school year when n-size reflects full enrollment in testing grades.</p> <p>The percentage of Regular Attenders did not meet the State Level 3 indicator of 85%; recommend school develop and implement a plan to increase percentage of Regular Attenders in 2019-20.</p>				
<b>FINANCIALS</b>				
9a	Current ratio	M	M	M
9b	Unrestricted days cash	M	M	M
9c	Enrollment variance	M	M	M
9d	Default	M	M	M
10a	Total margin	M	M	M
10b	Debt to asset ratio	M	M	M
10c	Cash flow	M	M	M
10d	Debt service coverage ratio	M	M	D

	<b>FINANCIAL COMMENTS:</b> All financial measures met standard in 2018-19.			
	<b>ORGANIZATIONAL</b>	2018-19	2017-18	2016-17
12a	School is implementing education program as defined in contract	M	M	M
12b	School is complying with applicable educational requirements	M	M	M
12c	School is protecting the rights of students with disabilities	M	M	M
12d	School is protecting the rights of English Language Learner students	M	M	M
13a	School is meeting financial reporting and compliance requirements	M	M	M
13b	School following Generally Accepted Accounting Principles (GAAP)	M	M	M
13c	School complies with applicable governance requirements	M	M	M
13d	School holds its administration accountable	M	M	M
13e	School complies with accountability reporting requirements	M	M	M
14a	School protects the rights of all students	M	M	M
14b	School is meeting teacher and other staff credentialing requirements	M	M	M
14c	School complies with laws regarding employee rights	M	M	M
15a	School complies with facilities and transportation requirements	M	M	M
15b	School complies with health and safety requirements	M	M	M
15c	School handles information appropriately	M	M	M
16	School complies with all other obligations	M	M	M
	<b>ORGANIZATIONAL COMMENTS:</b> All organizational measures have met the standard in 2018-19.			



# Board of Education Informational Report

## MEMORANDUM

**Date:** February 3, 2020

**To:** Members of the Board of Education, Charter Schools and Alternative Programs Committee

**From:** Korinna Wolfe, Area Senior Director, Multiple Pathways to Graduation

**Subject:** KairosPDX Academy Charter School Renewal Request

KairosPDX Academy Charter School (KairosPDX) is a k-5 charter school, currently enrolling 203 students and housed in the PPS Humboldt Elementary School building. The school's mission is to eliminate prolific racial achievement and opportunity gaps by cultivating confident, creative, compassionate leaders. In addition to offering a culturally responsive, anti-racist, Black centric and data informed approach, KairosPDX's program includes unique features such as a year-round calendar, a weekly schedule that supports student choice and teacher collaboration, and a focus on social-emotional learning that includes Habits of Success such as zest, self-control, gratitude, empathy, and optimism.

KairosPDX opened in 2014, and completed its first charter renewal in the 2016-17 school year. Kairos has been growing by one grade level per year, having reached full k-5 in the 2018-19 school year. The school is expected to reach full enrollment of 244 in the 2020-21 school year.

KairosPDX has formally submitted its Application for Renewal of its charter with the District. Per ORS 338.065(4)(c), this renewal term "shall be for a minimum of five years but may not exceed 10 years." KairosPDX has requested a five-year renewal of its charter.

Highlights of renewal term include:

- In the second charter term the school expanded from k-3 to full k-5, continuing to build community support and an eager kindergarten wait list
- Founding Leadership Team continues to set direction for school as a mission-driven organization
- Financial sustainability indicates ongoing active management ahead of trends in State School Fund and PERS variability; school has a history of successful grant writing and fundraising
- Though more years of data are needed, KairosPDX student achievement for Historically Underserved students meets or exceeds that of the District for the same population

Considerations:

- While Historically Underserved students have met District average academic performance in the past two years, the "All Students" results have not been consistent, failing to meet District averages in both ELA and Math in the 2018-19 school year
- State assessment data is limited both longitudinally (2 years total) and in sample size (67 total test-taking students in all grades, both years combined)
- KairosPDX continues to search for a permanent facility while currently leasing its facility from PPS



#### Requests from KairosPDX for consideration in Renewal Contract:

- KairosPDX requests that the PPS Board of Education consider passing through more than the statutory minimum of 80% percent of the Charter School Rate. The school requests the PPS Board of Education approve passing through 95% of the General Purpose Grant.
- While not contractual, the KairosPDX Leadership team would like to offer tools and protocols developed by the school to support growth and achievement for students of color to school districts, educators, and other interested parties to effect broader change for Black students in Portland.

Charter schools, as schools of choice, continue to work to attract a student population that is reflective of the District's population. KairosPDX's enrollment reflects greater racial diversity than District averages, and is the only charter school to do so. About 2.5% of its students are Ever English Learners (compared to 10.5% District k-5), 27% are Economically Disadvantaged (compared to 32.8% District k-5), 73% identify as Historically Underserved Races/Ethnicities (compared to 31.1% District k-5), and 26% identify as White (compared to 58.5% District k-5). In efforts to sustain a majority population of students of color, and to best fulfill the school's mission, the KairosPDX Board approved a Weighted Lottery Policy that has been applied to the Enrollment and Lottery Process beginning in the 2017-18 school year. In addition, KairosPDX has posted translated enrollment information as well as made hard copy brochures available in all District supported languages to broaden its outreach to English Language Learners.

In financial and organizational performance, the Charter Schools Office found no areas of concern regarding statutory compliance. In academic performance, the "All Students" category for KairosPDX has not been consistent in the two years state assessment data has been reported. In 2017-18, "All Students" Math met District averages while ELA did not. In 2018-19, both ELA and Math results did not meet district averages within the "All Students" category. The school's leaders have incorporated ELA and Math goals and strategies in the 2019-20 Annual Performance Plan. Strategies include the addition of an Instructional Coach and Math PLCs, targeting reading fluency in all grades, and focusing on foundational literacy skills at the kindergarten level.

The PPS Charter Schools Office submits the attached 2018-19 Oregon Report Card and 2018-19 Performance Framework and Report for KairosPDX in review of its academic performance, fiscal management, organizational stability, adherence with all applicable state laws, and compliance with all terms of the charter contract. In addition, KairosPDX's Renewal Application is attached.

#### Attachments:

- o 2018-19 Oregon Report Card
- o KairosPDX 2018-19 Performance Framework and Report
- o KairosPDX Academy Charter School Renewal Application