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: Opal Charter School Charter Extension Request

Opal Charter School is a k-5 charter school in SW Portland, housed in the Portland Children's Museum, enrolling 88 students. The school's instructional program is guided by the work of early childhood educators in Reggio Emilia, Italy, neuroscience research, and constructivist practices. The Opal School, through its association with the Museum Center for Learning, operates as a research lab for educators nationwide, who take part in Opal's Summer Symposium and Visitation Days during the school year.

Opal Charter School ("Opal") is currently operating under a five-to-ten-year "flexible" agreement (described below), the fourth extension of which terminates on June 30, 2020. This is the ninth year of the contract, and the PPS Board and the school need to either agree to extend the contract by one year or to initiate a full renewal process. Opal has requested that its contract be extended by one year, as per Section J of its contract with PPS.

The PPS Charter Schools Office submits the attached 2018-19 Oregon Report Card and 2018-19 Performance Framework and Report Summary for Opal School 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. The Charter Schools Office found no areas of statutory or compliance concern in its review.

Charter schools, as schools of choice, continue to work to attract a student population that is reflective of the District's population. Opal School's enrollment reflects significantly less diversity than District averages. About 2% of its students are Ever English Learners (compared to 10.5% District k-5), 6.8% are Economically Disadvantaged (compared to 32.8% District k-5), 14.8% are Historically Underserved Races/Ethnicities (compared to 31.1% District k-5), and 81.8% are White (compared to 58.5% District k-5). Opal has posted translated enrollment information as well as made hard copy brochures available in all the District supported languages to broaden its outreach to English Language Learners. Opal's continued work is to broaden its outreach to historically underserved communities resulting in a more diverse student population.

Attachments:

- 2018-19 Oregon Report Card
- Opal School 2018-19 Performance Framework and Report

2018-19 ESSA Accountability Details Report

Public Version - October 17, 2019

District: Portland SD 1J
School: Opal School of the Portland Children's Museum

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 3	Level 5	Level 2 ↓	Level 3 ↓	Level 3 ↓	Not Rated
Economically Disadvantaged	Not Identified	Not Rated	Not Rated	Not Rated	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	Level 2	Not Rated	Level 2*	Not Rated	Level 2 ↓	
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	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
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	Level 3	Level 5 ↑	Level 3	Level 3 ↓	Level 4	
Multi-racial	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Level 5	

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: Opal School of the Portland Children's Museum

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

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.

State Long Term Goal: 80%

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Percent	56.4	56.1	53.8	55.5	3-year Average	Level 3
All Students - Adjusted Denominator	39	41	39	119		
Economically Disadvantaged - Percent	*	*	*	69.2	Not Rated	Not Rated
Economically Disadvantaged - Adjusted Denominator	*	*	*	*		
English Learners - Percent	*	*	*	*	Not Rated	Not Rated
English Learners - Adjusted Denominator	*	*	*	*		
Students with Disabilities - Percent	33.3	27.3	*	35.5	3-year Average	Level 2
Students with Disabilities - Adjusted Denominator	12	11	*	*		
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*		
Black/African American - Percent	*	*	*	*	Not Rated	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*		
Hispanic/Latino - Percent	*	*	*	69.2	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	*	*	*	73.3	Not Rated	Not Applicable
Underserved Race/Ethnicity - Adjusted Denominator	*	*	*	*		
Asian - Percent	*	*	*	*	Not Rated	Not Rated
Asian - Adjusted Denominator	*	*	*	*		
White - Percent	56.7	58.6	56.7	58.6	3-year Average	Level 3
White - Adjusted Denominator	30	29	30	87		
Multi-racial - Percent	*	*	*	25.0	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: Opal School of the Portland Children's Museum

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

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.

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Median	77.0	69.0	67.0	69.5	3-year Average	Level 5
All Students - Denominator	17	19	16	52		
Economically Disadvantaged - Median	*	*	*	*	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	*	*	*	*	Not Rated	Not Rated
Black/African American - Denominator	*	*	*	*		
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	*	*	*	*	Not Rated	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*	*	*		
Asian - Median	*	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Median	78.5	56.0	45.5	60.0	3-year Average	Level 5
White - Denominator	14	14	12	40		
Multi-racial - Median	*	*	*	*	Not Rated	Not Rated
Multi-racial - Denominator	*	*	*	*		

English Language Arts Participation Details

District: Portland SD 1J

School: Opal School of the Portland Children's Museum

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	73.2	69.8	80.5	74.4	2018-19 Rate	Not Met
All Students - Denominator	41	43	41	125		
Economically Disadvantaged - Percent	83.3	80.0	50.0	76.9	Not Rated	Not Rated
Economically Disadvantaged - Denominator	6	5	2	13		
English Learners - Percent	--	--	--	--	Not Rated	Not Rated
English Learners - Denominator	0	0	0	0		
Students with Disabilities - Percent	50.0	45.5	77.8	56.3	3-year Average	Not Met
Students with Disabilities - Denominator	12	11	9	32		
American Indian/Alaska Native - Percent	--	--	--	--	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	0	0	0	0		
Black/African American - Percent	100.0	--	--	100.0	Not Rated	Not Rated
Black/African American - Denominator	1	0	0	1		
Hispanic/Latino - Percent	75.0	80.0	75.0	76.9	Not Rated	Not Rated
Hispanic/Latino - Denominator	4	5	4	13		
Native Hawaiian/Pacific Islander - Percent	100.0	--	--	100.0	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	1	0	0	1		
Underserved Race/Ethnicity - Percent	83.3	80.0	75.0	80.0	Not Rated	Not Rated
Underserved Race/Ethnicity - Denominator	6	5	4	15		
Asian - Percent	--	0.0	0.0	0.0	Not Rated	Not Rated
Asian - Denominator	0	1	1	2		
White - Percent	74.2	73.3	90.3	79.3	2018-19 Rate	Not Met
White - Denominator	31	30	31	92		
Multi-racial - Percent	50.0	57.1	40.0	50.0	Not Rated	Not Rated
Multi-racial - Denominator	4	7	5	16		

Mathematics Academic Achievement Details

District: Portland SD 1J

School: Opal School of the Portland Children's Museum

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

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.

State Long Term Goal: 80%

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Percent	41.0	39.0	35.9	38.7	3-year Average	Level 2
All Students - Adjusted Denominator	39	41	39	119		
Economically Disadvantaged - Percent	*	*	*	7.7	Not Rated	Not Rated
Economically Disadvantaged - Adjusted Denominator	*	*	*	*		
English Learners - Percent	*	*	*	*	Not Rated	Not Rated
English Learners - Adjusted Denominator	*	*	*	*		
Students with Disabilities - Percent	16.7	18.2	*	16.1	3-year Average	Level 2*
Students with Disabilities - Adjusted Denominator	12	11	*	*		
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*		
Black/African American - Percent	*	*	*	*	Not Rated	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*		
Hispanic/Latino - Percent	*	*	*	38.5	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	*	*	*	40.0	Not Rated	Not Applicable
Underserved Race/Ethnicity - Adjusted Denominator	*	*	*	*		
Asian - Percent	*	*	*	*	Not Rated	Not Rated
Asian - Adjusted Denominator	*	*	*	*		
White - Percent	46.7	44.8	36.7	43.7	3-year Average	Level 3
White - Adjusted Denominator	30	29	30	87		
Multi-racial - Percent	*	*	*	12.5	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: Opal School of the Portland Children's Museum

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	44.0	69.5	49.0	49.0	3-year Average	Level 3
All Students - Denominator	17	20	17	54		
Economically Disadvantaged - Median	*	*	*	*	Not Rated	Not Rated
Economically Disadvantaged - Denominator	*	*	*	*		
English Learners - Median	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator	*	*	*	*		
Students with Disabilities - Median	*	*	*	56.0	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	*	*	*	*	Not Rated	Not Rated
Black/African American - Denominator	*	*	*	*		
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	*	*	*	*	Not Rated	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*	*	*		
Asian - Median	*	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Median	46.5	68.0	45.0	46.0	3-year Average	Level 3
White - Denominator	14	15	13	42		
Multi-racial - Median	*	*	*	*	Not Rated	Not Rated
Multi-racial - Denominator	*	*	*	*		

Mathematics Participation Details

District: Portland SD 1J

School: Opal School of the Portland Children's Museum

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	75.6	72.1	78.0	75.2	2018-19 Rate	Not Met
All Students - Denominator	41	43	41	125		
Economically Disadvantaged - Percent	83.3	80.0	50.0	76.9	Not Rated	Not Rated
Economically Disadvantaged - Denominator	6	5	2	13		
English Learners - Percent	--	--	--	--	Not Rated	Not Rated
English Learners - Denominator	0	0	0	0		
Students with Disabilities - Percent	50.0	54.5	77.8	59.4	3-year Average	Not Met
Students with Disabilities - Denominator	12	11	9	32		
American Indian/Alaska Native - Percent	--	--	--	--	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	0	0	0	0		
Black/African American - Percent	100.0	--	--	100.0	Not Rated	Not Rated
Black/African American - Denominator	1	0	0	1		
Hispanic/Latino - Percent	75.0	80.0	75.0	76.9	Not Rated	Not Rated
Hispanic/Latino - Denominator	4	5	4	13		
Native Hawaiian/Pacific Islander - Percent	100.0	--	--	100.0	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	1	0	0	1		
Underserved Race/Ethnicity - Percent	83.3	80.0	75.0	80.0	Not Rated	Not Rated
Underserved Race/Ethnicity - Denominator	6	5	4	15		
Asian - Percent	--	0.0	0.0	0.0	Not Rated	Not Rated
Asian - Denominator	0	1	1	2		
White - Percent	77.4	76.7	90.3	81.5	2018-19 Rate	Not Met
White - Denominator	31	30	31	92		
Multi-racial - Percent	50.0	57.1	20.0	43.8	Not Rated	Not Rated
Multi-racial - Denominator	4	7	5	16		

Regular Attenders Details

District: Portland SD 1J

School: Opal School of the Portland Children's Museum

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

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.

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	80.5	89.8	88.6	86.3	2018-19 Rate	Level 3
All Students - Denominator		87	88	88	263		
Economically Disadvantaged - Percent	K-5	*	*	*	65.4	3-year Average	Level 1
Economically Disadvantaged - Denominator		*	*	*	*		
English Learners - Percent	K-5	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator		*	*	*	*		
Students with Disabilities - Percent	K-5	87.5	86.7	80.0	84.8	3-year Average	Level 2
Students with Disabilities - Denominator		16	15	15	46		
American Indian/Alaska Native - Percent	K-5	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	*		
Black/African American - Percent	K-5	*	*	*	*	Not Rated	Not Rated
Black/African American - Denominator		*	*	*	*		
Hispanic/Latino - Percent	K-5	*	*	81.8	75.9	3-year Average	Level 2*
Hispanic/Latino - Denominator		*	*	11	*		
Native Hawaiian/Pacific Islander - Percent	K-5	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*		
Underserved Race/Ethnicity - Percent	K-5	81.8	*	81.8	77.4	3-year Average	Not Applicable
Underserved Race/Ethnicity - Denominator		11	*	11	*		
Asian - Percent	K-5	*	*	*	*	Not Rated	Not Rated
Asian - Denominator		*	*	*	*		
White - Percent	K-5	76.9	91.3	89.6	86.1	2018-19 Rate	Level 4
White - Denominator		65	69	67	201		
Multi-racial - Percent	K-5	>95	*	*	>95	3-year Average	Level 5
Multi-racial - 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.

On Track to English Language Proficiency (ELP) Details

District: Portland SD 1J

School: Opal School of the Portland Children's Museum

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

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.

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	*	*	*	*		

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

OREGON AT-A-GLANCE SCHOOL PROFILE

Opal School of the Portland Children's Museum

PRINCIPAL: Beth Hutchins | GRADES: K-5 | 4015 SW Canyon Rd, Portland 97221 | 503-471-9917

2018-19

Students We Serve

88
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native	
Students	0%
Teachers	0%
Asian	
Students	1%
Teachers	0%
Black/African American	
Students	0%
Teachers	0%
Hispanic/Latino	
Students	13%
Teachers	9%
Multiracial	
Students	10%
Teachers	0%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	76%
Teachers	91%

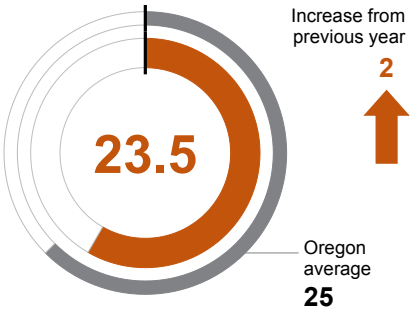
* Ever English Learners		2 Languages Spoken
17% Students with Disabilities	73% Required Vaccinations	* Free/ Reduced Price Lunch

*<10 students or data unavailable

School Environment

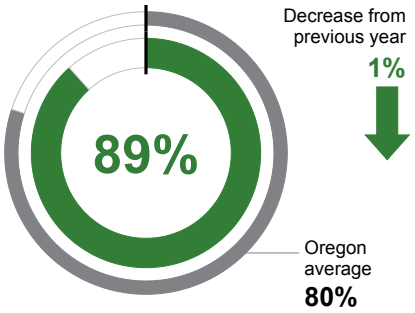
CLASS SIZE

Median class size.



REGULAR ATTENDERS

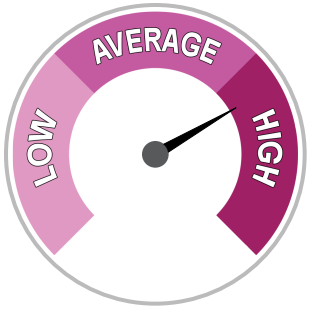
Students who attended more than 90% of their enrolled school days.



Academic Progress

INDIVIDUAL STUDENT PROGRESS

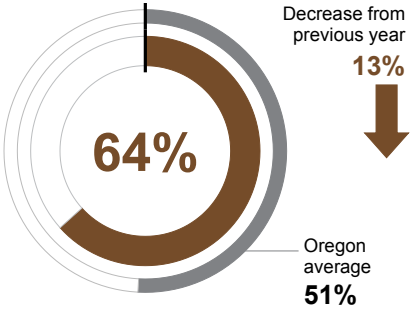
Year-to-year progress in English language arts and mathematics.



Academic Success

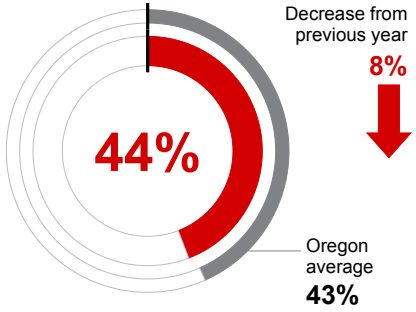
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.

School Goals

- Discover, cultivate and express the joy and wonder of learning
- Develop understanding and curiosity about multiple points of view
- Value experiences and perspectives different from one's own
- Collaborate with others to construct ideas and knowledge
- Understand our interdependent relationship with the natural world
- Write and speak with increasing proficiency to communicate ideas, relationships and understandings
- Uncover and communicate observations, questions, and theories through skillful and imaginative use of the languages of the arts and sciences, including mathematics

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

Opal School seeks to create a school community of students and adults that is built upon trust, caring relationships and a sense of belonging to something greater than oneself, and where all students and families feel welcome and included. Staff and students are guided to develop strategies that contribute to the quality of the community by having a keen sense of place, identity and belonging, while respecting the rights and identities of others. We help students collaboratively problem-solve when relationships are harmed and rights are affected.

School Website: http://www.portlandcm.org/center/opal-school-main/

For more information please visit: www.oregon.gov/ode/reports-and-data/

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Opal School of the Portland Children's Museum

PRINCIPAL: Beth Hutchins | GRADES: K-5 | 4015 SW Canyon Rd, Portland 97221 | 503-471-9917

2018-19

Our Staff (rounded FTE)

5 Teachers

2 Educational assistants

0 Counselors

26% Average teacher turnover rate

45% % of licensed teachers with more than 3 years of experience

Yes Same principal in the last 3 years

Outcomes

	REGULAR ATTENDERS	ENGLISH LANGUAGE ARTS	MATHEMATICS
American Indian/Alaska Native	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Asian	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Black/African American	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Hispanic/Latino	82%	<10 students or data unavailable	<10 students or data unavailable
Multiracial	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
White	90%	61%	39%
Free/Reduced Price Lunch	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Ever English Learner	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students with Disabilities	80%	<10 students or data unavailable	<10 students or data unavailable
Migrant	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Female	86%	62%	31%
Male	91%	65%	53%
Non-Binary	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

Behaviors that hurt others, break down trust and limit the potential of the learning community to grow and thrive are not acceptable. Broken agreements are opportunities for children and adults to reaffirm the mutual values of care and respect for one another that are central to the culture of Opal School. With each incident of misbehavior, staff take into account the particular circumstances of the individuals involved and will assist in a resolution according to the values of the school. Staff use a process of identifying the problem, listening, dialogue, problem-solving and resolution with the individuals and/or groups involved in and affected by conduct that hurts and violates others.

EXTRACURRICULAR ACTIVITIES

Opal School students regularly visit exhibits and studios after school at the Portland Children's Museum (our home). Our students have a wide variety of interests and participate in many community- and school-based extracurricular programs, including sports, language, music, theater, and outdoor education, however our school does not offer formal onsite extracurricular activities.

PARENT ENGAGEMENT

Opal School offers many opportunities for parents to engage with their student and their student's education, including formal and student-led conferences, curriculum nights, weekly hikes, community celebrations (e.g. author's tea), and informal gatherings. The Opal Advisory Council and its committees bring together staff and parents to build community and to fundraise for the school. Parents plan and execute community-building events (examples: Lantern Walk, Opal Boogie) and support school activities such as Field Day.

COMMUNITY ENGAGEMENT

We appreciate our Washington Park neighbors - Hoyt Arboretum, Oregon Zoo, and the World Forestry Center - as valuable resources for Opal School students and visiting educators. We also appreciate our landlord, Portland Parks and Recreation, for maintaining our building. Please contact us if your community organization is interested in collaborating with Opal School, and we will be happy to talk with you about options.

Data are suppressed to protect confidential student information.

For more information please visit: www.oregon.gov/ode/reports-and-data/

Portland Public Schools
Annual Performance Framework and Report

Opal 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."[1]

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

[1] 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

Measure 1a Is the school meeting acceptable standards according to the Oregon State school rating system?
Exceeds standard: ☐School received the highest rating from the state accountability system
Meets standard: ☐School received a passing rating according to the state accountability system
Does not meet standard: ☐School did not receive passing rating according to the state accountability system
Falls far below standard: ☐School identified for intervention or considered failing by the state accountability system
District comments/recommendations: **N/A, the current version of the Oregon Report Card no longer gives single ratings to schools**
School comments:

Measure 1b Is the school meeting state designation expectations as set forth by the state and federal accountability system?
Exceeds standard: ☐School was identified as meeting long term academic accountability indicators as defined by Oregon's ESEA Plan
Meets standard: ☒School was identified as meeting interim targets of academic accountability indicators as defined by Oregon's ESEA Plan
Does not meet standard: ☐School was identified as falling below the interim target but not in the lowest 10% of schools as defined by Oregon's ESEA Plan
Falls far below standard: ☐School was identified as in the lowest 10% of schools as defined by Oregon's ESEA Plan
District comments/recommendations: The school has not been 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:

English Language Arts	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
All Students 3-5						
% meets/exceeds	**63.6**	33	**59.1**	+4.5	54	***M***
% participation	**80.5**		**94.4**		94.5	
Gr 3 %	42.9		55.6			
Gr 4 %	62.5		56.4			
Gr 5 %	90.9		65.1			

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

District comments/recommendations:

The school meets average District performance in English Language Arts, exceeds the MIP, and meets the Oregon Report Card Level 3 State Goal of 54-66.9%. This data is based on actual tests taken; participation rate for Opal was 80.5%. **It is recommended that Opal School increase its participation rate to increase the statistical validity of testing data.**

School comments:
Opal School continues to communicate with families about the importance and impact of student participation in OSAS testing. Oregon state law also requires that we honor a parent request that their student not participate in OSAS testing. High variability in scores is inherent in any small population, and the population at Opal School (~15 students per grade) presents a challenge - any t-test is unlikely to show statistical significance.

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:

Mathematics	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
All Students 3-5						
% meets/exceeds	**44**	**32**	**48.0**	-4.0	43	***M***
% participation	**78**		**94**		94.5	
Gr 3 %	28.6		52.8			
Gr 4 %	57.1		48.0			
Gr 5 %	54.5		43.3			

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

District Comments/Recommendations:

The school falls slightly below the average District performance in Math, however meets the MIP, and meets the Oregon Report Card Level 3 State Goal of 43-61%. This data is based on actual tests taken; participation rate for Opal was 78%. **It is recommended that Opal School increase its participation rate to increase the statistical validity of testing data. Additionally, PPS recommends Opal School investigate effectiveness of its k-3 mathematics instruction, as the 3rd grade test data is the only level showing results lower than District average.**

School comments:
Opal School added an Academic Action Goal for 2019-20 to strengthen K-5 mathematics instruction. In 2019-20, we expanded instruction hours, purchased newly-available mathematical contexts (to replace school-developed curricula in specific strands), purchased assessment tools for teachers tied to mathematical landscape, and added a professional development focus.

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
All Students 3-5						
Economically Disadvantaged						
% meets/exceeds	--	--	32.8	--	42	N/A
English Learners						
% meets/exceeds	--	--	23.5	--	23	N/A
Students with Disabilities						
% meets/exceeds	44.4	31	35.2	+9.2	22	***M***
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	--	--	29.6	--	34	N/A

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan
**Metric is based on 3-year average to include large enough sample to report
-- Not reported, did not meet minimum N

District Comments/Recommendations:

The school meets average District performance and exceeds State MIP for Students with Disabilities; all other Students of Special Populations are not rated due to small sample size.

School comments:

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
All Students 3-5						
Economically Disadvantaged						
% meets/exceeds	--	--	23.2	--	31	N/A
English Learners						
% meets/exceeds	--	--	21.3	--	17	N/A
Students with Disabilities						
% meets/exceeds	16.1	31	28.1	-12	18	***D***
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	--	--	20.9	--	25	N/A

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan
**Metric is based on 3-year average to include large enough sample to report
-- Not reported, did not meet minimum N

District Comments/Recommendations:

The school does not meet average District performance for Students with Disabilities, however it meets State MIP (within variance of one student). The metric is based on Oregon Report Card combined average of 3 years results due to small yearly sample size. All other Students of Special Populations are not rated due to small sample size.

School comments:
Opal School added an Academic Action Goal for 2019-20 to strength K-5 mathematics instruction. In 2019-20, we expanded instruction hours, purchased newly-available mathematical contexts (to replace school-developed curricula in specific strands), purchased assessment tools for teachers tied to mathematical landscape, and added a professional development focus.

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 54.9 (or within variance of one student)

D=Does not meet standard:

☐Combined median growth percentile of between 40 and 44.9

F=Falls far below standard:

☐Combined median growth percentile of less than 40

Data:

ELA Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					45	
Growth percentile	69.5	16	49	+20.5		***E***

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

District comments/recommendations:

The school exceeds average District performance in ELA and meets or exceeds the Oregon Report Card Level 5 State Goal of 60%.

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 54.9 (or within variance of one student)

D=Does not meet standard:

☐Combined median growth percentile of between 40 and 44.9

F=Falls far below standard:

☐Combined median growth percentile of less than 40

Data:

MATH Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					45	
Growth percentile	49	17	48.5	+0.5		***M***

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

District comments/recommendations:

The school meets average District growth in Math and meets or exceeds the Oregon Report Card Level 3 State Goal of 45%.

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	--		N/A
English Learners	--	--	45	--		N/A
Students with Disabilities	--	--	44	--		N/A
Historically Underserved Races/Ethnicities	--	--	41	--		N/A

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan
-- Not reported, did not meet minimum N

District comments/recommendations:

No subgroup Special Populations data was reported in 2018-19 because student population did not meet the minimum n-size to receive a rating on the Oregon Report Card.

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	--		N/A
English Learners	--	--	44	--		N/A
Students with Disabilities	--	--	43	--		N/A
Historically Underserved Races/Ethnicities	--	--	40	--		N/A

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan
-- Not reported, did not meet minimum N

District comments/recommendations:

No subgroup Special Populations data was reported in 2018-19 because student population did not meet the minimum n-size to receive a rating on the Oregon Report Card.

School comments:

4. Local Performance Assessments

Measure 4 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?**
Reading Developmental Continuum	K-5	Reading	Individual student assessment in file
Development Reading Assessment (DRA)	K-5	Reading	Individual student assessment in file
Spelling Inventory	K-5	Spelling	Individual student assessment in file
Writing Developmental Continuum	K-5	Writing	Individual student assessment in file
Work Sample	3-5	Writing	Individual student assessment in file
Work Sample	3-5	Speaking	Individual student assessment in file
Mathematical Landscape	K-5	Math	Individual student assessment in file • Big ideas • Models • Strategies
Work Sample, math poster	3-5	Math	Individual student assessment in file • Computation • Tools for thinking • Big ideas
Work Sample	3-5	Science	Individual student assessment in file

Measure 4 (Continued) 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?**
Opal School Goals and Expectations	K-5	• Discover, cultivate and express the joy and wonder of learning • Develop an understanding and curiosity about multiple points of view • Have value and empathy for experiences and perspectives different from one's own • Collaborate with others to construct ideas and create new knowledge • Develop an understanding of our interdependent relationship with the natural world • Take action as mindful citizens who care about contributing to a future that acknowledges living systems as an integrated whole • Develop strategies that contribute to the quality of the community by having a keen sense of place, identity and belonging while respecting the rights and identities of others • Read the world: explore ideas and relationships; make connections between known and unknown information • Use the written and spoken word with increasing proficiency to communicate ideas, relationships and understandings • Uncover and communicate observations, questions, theories and ideas through skillful and imaginative uses of the languages of the arts and sciences, including mathematics • Develop an appreciation of and capacity for accuracy, elegant design and efficiency	Opal School Goals and Expectations are assessed continually through anecdotal notes, analyzing student work samples, narrative, transcription of dialogue, documentation panels, etc. This growth is shared at our Fall parent-teacher conferences and Spring student-led conferences.
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 10th percentile of performance for the grade level group

F=Falls far below standard:

☐School's percentage of Regular Attenders is below the 10th percentile of performance for the grade level group

Data:

Regular Attenders	School	N	District	% +/-	MIP*	Rating
All Students K-5						
%	89.0	88	86.0	+3.0	85	***M***

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

District comments/recommendations:

The school meets District average percentage and meets the State Level 4 target of 89%.

School comments:
Opal School continues to communicate with families about the importance of regular attendance, and the impact on chronically-absent students.

(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?

Goal set in Plan	Goal achieved? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
Narrative Writing: By the end of the school year, fourth- and fifth-grade students will grow as writers as reflected in their classroom work and state work sample for Narrative Writing, Ideas and Content. - Student work samples will be scored per ODE scoring guide - Increase staff capacity through professional development - Year-long study of Literacy Studio structure during weekly team meetings - Teachers will use rubrics to assess student writing at regular intervals	Growth targets substantially met.	In year-long study of Literacy Studio structure teachers: • participated in book study of Ellin Keene's "To Understand" and reading of additional resources • collaborated on classroom structures (i.e. genre studies, book clubs, materials experiences) and planning tools to support literacy development • observed in others' classrooms • analyzed student work and assessed student writing with rubrics from Lucy Calkins and ODE
Attendance: Opal will increase the number of students who attend school regularly - the ratio of students with chronic and severe absenteeism will meet district average	Yes.	Opal School sent regular information and attendance reports to families. We have also standardized language and expectations between teachers and families.

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)?

Recommendation from the district	Recommendation implemented? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
The District did not make any academic recommendations in 2017-18 report; Opal School met all academic benchmarks.		

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:
Already included in 2019-20 Performance Plan:
Each student's academic growth in math will meet the goal set for that student during Fall formative assessments.

Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
• Expand math workshop to five days per week • Provide opportunities for a variety of problem-solving configurations (small groups, individual, partnerships, whole group) • Calibrate the schedule of mathematical contexts (curriculum) to Oregon math standards • Introduce specific content vocabulary that connects the emergent student language of understanding to the vocabulary of common core	• Additional time needed for student access to common core standards • Students benefit from practice in multiple configurations, to translate their thinking to the unique computer-based test environment • Align content to test schedule, so that it is covered earlier in the school year • Provide opportunities for students to learn the language of the test environment	• Expand support from math TOSA: modeling during math workshop, support teachers during instruction, assessment, planning and reflection • Focus during professional development opportunities: teacher-researchers review artifacts, student work, meet to calibrate understanding and interpretation and determine next steps through professional peer collaboration • Developing shared understanding of mathematical rubrics, scoring guides and developmental landscapes	• Implement new assessment tool, which ties specific work samples to elements on the landscape of learning and allows more frequent formal and informal assessment • Conduct diagnostic interviews to learn more about student understanding	• Instruction and teacher time each day • Purchase of additional math contexts/ curriculum to address breadth of common core standards

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

Measure 9a Current ratio: Current assets divided by current liabilities
Meets standard: ☒Current ratio is greater than or equal to 1.1
Does not meet standard: ☐Current ratio is between .9 and 1.0 or equals 1.0
Falls far below standard: ☐Current ratio is less than or equal to .9
District comments/recommendations: Current ratio is 2.20, meets standard
School comments:

Measure 9b Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)
Meets standard: ☒60 days cash –OR- ☐Between 30 and 60 days cash and one-year trend is positive
Does not meet standard: ☐Between 15 and 30 days cash -OR- ☐Between 30 and 60 days cash and one-year trend is negative
Falls far below standard: ☐Fewer than 15 days cash
District comments/recommendations: School has 210.1 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 1.04, 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 1.96%, total margin is -0.11%; does not meet standard. The aggregated 3-yr total margin is positive, which indicates the organization is not at financial risk at this time; the total margin is slightly negative, but not less than -1.5%, which means the indicator bears watching moving forward, but is not of concern currently.
School comments: As a program of the Portland Children's Museum, Opal School continues efforts to budget and control the use and expense of centralize services and core mission support.

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 0.19, 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 $155,937 and one-year cash flow is $161,221; 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 0.24, does not meet NACSA recommended standard, however the school carries no debt and has maintained a healthy cash balance. In addition, the school's facility is effectively donated so there are few, if any, costs associated with occupancy. This measure is not of current concern.
School comments: The debt service coverage ratio is used to compare cashflow available to meet interest and principal payments. Opal School's lease payments are an inkind calculation, and do not depend on cashflow.

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)
Develop transparent system to reflect shared services and costs within re-structured organization of umbrella nonprofit: - Identify shared services and their cost to Opal - Develop 19-20 Budget to reflect cost of shared centralized services	Partially.	Opal School is a program of the Portland Children's Museum, and there have been internal/organizational changes. These efforts are on-going.

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)
No financial recommendation was made by District in 2018-19 report.		

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:				
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

Measure 12a Is the school implementing the material terms of the education program as defined in the current charter contract?
Meets standard: ☒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.
Does not meet standard: ☐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:

Measure 12b Is the school complying with applicable education requirements?
Meets standard: ☒The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: ● Instructional days and/or minutes requirements ● Graduation and promotion requirements ● Content standards, including Common Core State Standards ● The administration of state assessments ● Implementation of mandated programming as a result of state or federal funding
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 education requirements, including, but not limited to: ● Instructional days and/or minutes requirements ● Graduation and promotion requirements ● Content standards, including Common Core State Standards ● The administration of state assessments ● Implementation of mandated programming as a result of state or federal funding
District comments/recommendations: The school materially complies with this standard.
School comments:

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

Measure 13a Is the school meeting financial reporting and compliance requirements?
Meets standard: ☒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: ● Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit ● All other reporting requirements related to the use of public funds
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 financial reporting requirements, including, but not limited to: ● Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit ● All other reporting requirements related to the use of public funds
District comments/recommendations: The school materially complies with this standard.
School comments:

Measure 13b Is the school following Generally Accepted Accounting Principles (GAAP)?
Meets standard: ☒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: ● An unqualified audit opinion ● An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses ● An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report
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 financial management and oversight expectations by an annual independent audit, including, but not limited to: ● An qualified audit opinion ● An audit containing significant findings or conditions, material weaknesses, or significant internal control weaknesses ● An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report
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. Opal School consistently submits required deliverables on time and as requested.
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 timely with all requests and requirements from the district.
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)
Within the new organizational structure of Portland Children's Museum, redefine and renegotiate the centralized and shared services provided by and to Opal School: - Supervisory structure - Job descriptions - Shared/centralized services and expense allocations - Publish new organizational chart - Implemented by 2019-20 Budget approval	Partially	Opal School is a program of the Portland Children's Museum, and there have been internal/organizational changes different than we anticipated. These efforts are on-going.

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 recommendation in the 2017-18 report; all organizational measures were met.		

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:				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

Opal 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

	ACADEMIC	2018-19	2017-18	2016-17
1a	School meets Oregon School Rating System standards			
1b	School meets Oregon indicators of academic accountability	M		
1c	Student achievement in READING as compared to district	M	E	E
1d	Student achievement in MATH as compared to district	M	M	M
1e	Special populations achievement in READING as compared to district	M	E	E
1f	Special populations achievement in MATH as compared to district	D	M	M
2a	Annual academic growth in READING as compared to State Target	E	E	M
2b	Annual academic growth in MATH as compared to State Target	M	E	M
3a	Special populations growth in READING as compared to State Target	*	*	*
3b	Special populations growth in MATH as compared to State Target	*	*	*
5	Students with chronic or severe absenteeism as compared to district; as of 2017-18, "Regular Attenders" as compared to State Level 3 indicator	M	M	D
6	NA, for Grades 6-12 only			
7	NA, for High Schools only			

*Not reported, did not meet minimum n-size to receive rating

ACADEMIC COMMENTS:
1f - The only group included in Special Populations rating is Students with Disabilities, based on a combined 3-year average due to small sample size. While the school did not meet District average, it did meet the State MIP target for Students with Disabilities. The school met or exceeded all other applicable academic achievement measures in 2018-19.

Note – Opal School's state assessment Participation Rate was 80.5% for ELA and 78% for Math, as compared to District rate of 94.5% and 94% respectively. Opal School's total possible test-taking population is already small (~40 students), and when combined with low participation rates it is more difficult to obtain statistically meaningful data.

	FINANCIALS	2018-19	2017-18	2016-17
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	D	D	D
10b	Debt to asset ratio	M	M	M
10c	Cash flow	M	D	M
10d	Debt service coverage ratio	D	D	D

	FINANCIAL COMMENTS: 10a, 10d - Total Margin and Debt Service Coverage do not meet the standard set by NACSA, which could be an indicator of risk for long term sustainability. However the school consistently maintains a healthy cash balance (210 days unrestricted cash) and does not carry debt. In addition, Opal's facility is effectively donated so there are no lease payments owed. While Opal's Board should continue to monitor the school's cash flow and budget closely, these measures are not of current concern. All other financial measures have met the standard.			
	ORGANIZATIONAL	**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**
	ORGANIZATIONAL COMMENTS: All organizational measures have met the standard in 2018-19. Opal has remained consistent and reliable in timely reporting, compliance with applicable requirements, and planning for operational sustainability.			