



OREGON AT-A-GLANCE SCHOOL PROFILE

Portland Village School



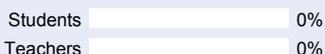
PRINCIPAL: Jennifer Stackhouse | GRADES: K-8 | 7654 N Delaware St, Portland 97217 | 503-445-0056

Students We Serve



DEMOGRAPHICS

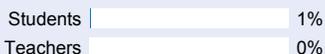
American Indian/Alaska Native



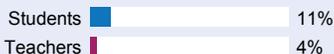
Asian



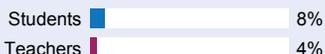
Black/African American



Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



*



5

Ever English Learners

Languages Spoken

16%

59%

19%

Students with Disabilities

Required Vaccinations

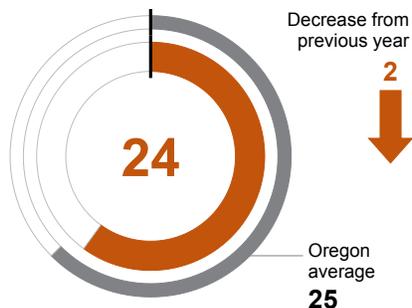
Free/Reduced Price Lunch

*<10 students or data unavailable

School Environment

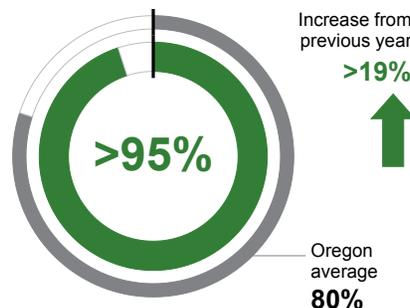
CLASS SIZE

Median class size.



REGULAR ATTENDERS

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



Academic Progress

INDIVIDUAL STUDENT PROGRESS

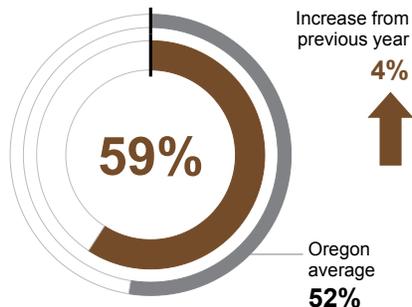
Year-to-year progress in English language arts and mathematics.



Academic Success

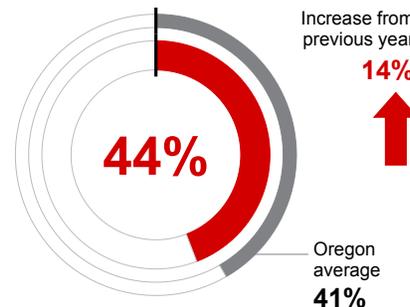
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

The Portland Village School (PVS) community is dedicated to advancing an arts-integrated, Waldorf-inspired education that fosters respect and reverence by developing the head, heart, and hands of children from all backgrounds and cultures. Through multi-sensory, inquiry-based instruction we emphasize deep conceptual understanding and critical thinking skills in math, literacy and equity. In partnership with our active parent community, we nurture curiosity and practice the balanced development of the whole child.

State Goals

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

Safe & Welcoming Environment

We deeply value and honor the racial, cultural, neurological, socio-economic, identity and gender diversity within our community, and strive for intersectionality - learning from, listening to and partnering with stakeholders and community resources. PVS embraces a looping model where students stay with teachers, to develop long term relationships. We look at our students as individuals and partner to support their unique growth and well-being using Restorative Justice and PBIS to provide the tools and supports needed for all to feel safe, secure and welcome.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Portland Village School

PRINCIPAL: Jennifer Stackhouse | GRADES: K-8 | 7654 N Delaware St, Portland 97217 | 503-445-0056



Our Staff (rounded FTE)



22

Teachers



1

Educational assistants



0

Counselors



26%

Average teacher turnover rate



79%

% of licensed teachers with more than 3 years of experience



No

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	86%	48%	28%
Multiracial	>95%	43%	29%
Native Hawaiian/Pacific Islander	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
White	>95%	62%	48%
Free/Reduced Price Lunch	85%	44%	33%
Ever English Learner	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students with Disabilities	>95%	35%	39%
Migrant	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Talented and Gifted	>95%	<10 students or data unavailable	<10 students or data unavailable
Female	95%	60%	38%
Male	>95%	59%	49%
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

Portland Village School has policies to help ensure we provide a safe environment for every student. This includes teaching students and staff about bullying and harassment, and providing methods to report and respond to any of these incidents. Our administrative, counseling and PBIS team help address reports of safety concerns. We also support the district-wide implementation of Positive Behavioral Interventions and Supports (PBIS), and Restorative Justice practices throughout our school.

EXTRACURRICULAR ACTIVITIES

Portland Village School students enjoy a variety of extracurricular activities, including drama, Spanish, yoga, circus arts, Parkour, freerunning, and student government. Please check our website for details about our current offerings.

PARENT ENGAGEMENT

Families are critical partners in the success of PVS. We offer regular evening symposiums on topics such as Equity in Waldorf Curriculum, educational philosophy, and non-violent communication. Grade teams have three meetings a year to share information and answer questions. PVS is committed to holding fall and spring conferences. Opportunities for families to volunteer include park walks, library walks, and helping with art projects. Parents are the willing hands needed to enrich our student experiences in field trips and Waldorf festivals such as the Harvest Fest, Craft Fair and May Day. The Portland Village Parent Association is another way for parents to participate in PVS.

COMMUNITY ENGAGEMENT

At the Portland Village School we embrace our community neighbors and welcome them to partner with us in our mission for students, staff and school. Some ways community members can join with PVS include serving on our school board, joining a committee, participating in a clean-up day, sharing knowledge in a presentation, or volunteering. We would love to learn from and with you. Please contact us if you and your community organization are interested in exploring ways we can work together in the future.

2018-19 ESSA Accountability Details Report

Public Version - October 17, 2019

District: Portland SD 1J

School: Portland Village School

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 3 ↑	Level 5 ↑	Level 5 ↑	Not Rated
Economically Disadvantaged	Not Identified	Level 2	Level 3 ↑	Level 2	Level 3 ↑	Level 3 ↑	
English Learners	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Students with Disabilities	Not Identified	Level 2	Level 3 ↓	Level 2	Level 5 ↑	Level 5 ↑	
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	Level 4	
Hispanic/Latino	Not Identified	Level 2	Level 3 ↑	Level 2	Level 3 ↑	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 5 ↑	Level 5 ↑	
Multi-racial	Not Identified	Level 2 ↓	Level 3	Level 2	Level 5 ↑	Level 2	

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

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

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

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

Please note the following:

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

English Language Arts Academic Achievement Details

District: Portland SD 1J

School: Portland Village School

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

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

State Long Term Goal: 80%

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Percent	47.3	51.9	59.4	53.6	2018-19 Rate	Level 3
All Students - Adjusted Denominator	237	241	229	696		
Economically Disadvantaged - Percent	35.5	30.4	44.2	36.6	2018-19 Rate	Level 2
Economically Disadvantaged - Adjusted Denominator	76	46	43	164		
English Learners - Percent	*	*	*	*	Not Rated	Not Rated
English Learners - Adjusted Denominator	*	*	*	*		
Students with Disabilities - Percent	40.0	30.8	34.8	35.0	3-year Average	Level 2
Students with Disabilities - Adjusted Denominator	35	39	46	120		
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*		
Black/African American - Percent	10.0	*	*	16.7	Not Rated	Not Rated
Black/African American - Adjusted Denominator	10	*	*	*		
Hispanic/Latino - Percent	34.8	26.9	48.0	37.0	2018-19 Rate	Level 2
Hispanic/Latino - Adjusted Denominator	23	26	25	73		
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*		
Underserved Race/Ethnicity - Percent	31.4	26.5	48.3	35.1	2018-19 Rate	Not Applicable
Underserved Race/Ethnicity - Adjusted Denominator	35	34	29	97		
Asian - Percent	*	*	*	*	Not Rated	Not Rated
Asian - Adjusted Denominator	*	*	*	*		
White - Percent	49.7	55.4	62.2	56.8	2018-19 Rate	Level 3
White - Adjusted Denominator	187	193	185	555		
Multi-racial - Percent	50.0	60.0	40.0	52.3	3-year Average	Level 2
Multi-racial - Adjusted Denominator	16	15	15	44		

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: Portland Village School

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

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

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Median	46.0	50.0	61.0	54.0	2018-19 Rate	Level 5
All Students - Denominator	171	165	175	511		
Economically Disadvantaged - Median	45.0	28.0	49.0	43.5	2018-19 Rate	Level 3
Economically Disadvantaged - Denominator	51	28	31	110		
English Learners - Median	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator	*	*	*	*		
Students with Disabilities - Median	62.0	62.0	48.5	53.5	3-year Average	Level 3
Students with Disabilities - Denominator	25	17	28	70		
American Indian/Alaska Native - Median	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*		
Black/African American - Median	*	*	*	11.0	Not Rated	Not Rated
Black/African American - Denominator	*	*	*	*		
Hispanic/Latino - Median	39.5	40.0	63.5	51.0	3-year Average	Level 3
Hispanic/Latino - Denominator	14	13	18	45		
Native Hawaiian/Pacific Islander - Median	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*		
Underserved Race/Ethnicity - Median	37.0	29.5	60.0	40.0	2018-19 Rate	Not Applicable
Underserved Race/Ethnicity - Denominator	21	18	22	61		
Asian - Median	*	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Median	49.0	51.5	63.0	55.0	2018-19 Rate	Level 5
White - Denominator	137	136	141	414		
Multi-racial - Median	50.0	71.0	48.0	50.0	3-year Average	Level 3
Multi-racial - Denominator	13	11	11	35		

English Language Arts Participation Details

District: Portland SD 1J

School: Portland Village School

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	89.0	89.8	98.4	92.3	2018-19 Rate	Met
All Students - Denominator	255	264	245	764		
Economically Disadvantaged - Percent	84.0	86.3	96.1	88.0	2018-19 Rate	Met
Economically Disadvantaged - Denominator	81	51	51	183		
English Learners - Percent	--	100.0	100.0	100.0	Not Rated	Not Rated
English Learners - Denominator	0	5	6	11		
Students with Disabilities - Percent	76.3	76.2	95.8	83.6	2018-19 Rate	Met
Students with Disabilities - Denominator	38	42	48	128		
American Indian/Alaska Native - Percent	100.0	0.0	--	66.7	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	2	1	0	3		
Black/African American - Percent	60.0	85.7	100.0	75.0	3-year Average	Not Met
Black/African American - Denominator	10	7	3	20		
Hispanic/Latino - Percent	83.3	78.6	93.3	85.4	2018-19 Rate	Not Met
Hispanic/Latino - Denominator	24	28	30	82		
Native Hawaiian/Pacific Islander - Percent	100.0	100.0	100.0	100.0	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	1	1	1	3		
Underserved Race/Ethnicity - Percent	78.4	78.4	94.1	83.3	2018-19 Rate	Not Met
Underserved Race/Ethnicity - Denominator	37	37	34	108		
Asian - Percent	--	100.0	100.0	100.0	Not Rated	Not Rated
Asian - Denominator	0	1	1	2		
White - Percent	90.6	91.8	99.5	93.9	2018-19 Rate	Met
White - Denominator	202	208	192	602		
Multi-racial - Percent	93.8	88.9	94.4	92.3	3-year Average	Not Met
Multi-racial - Denominator	16	18	18	52		

Mathematics Academic Achievement Details

District: Portland SD 1J

School: Portland Village School

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

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

State Long Term Goal: 80%

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Percent	27.4	28.6	43.9	33.8	2018-19 Rate	Level 3
All Students - Adjusted Denominator	237	241	230	696		
Economically Disadvantaged - Percent	22.4	13.0	32.6	22.6	2018-19 Rate	Level 2
Economically Disadvantaged - Adjusted Denominator	76	46	43	164		
English Learners - Percent	*	*	*	*	Not Rated	Not Rated
English Learners - Adjusted Denominator	*	*	*	*		
Students with Disabilities - Percent	22.9	17.9	39.1	27.5	2018-19 Rate	Level 2
Students with Disabilities - Adjusted Denominator	35	39	46	120		
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*		
Black/African American - Percent	10.0	*	*	11.1	Not Rated	Not Rated
Black/African American - Adjusted Denominator	10	*	*	*		
Hispanic/Latino - Percent	<5	15.4	28.0	16.4	2018-19 Rate	Level 2
Hispanic/Latino - Adjusted Denominator	*	26	25	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*		
Underserved Race/Ethnicity - Percent	8.6	17.6	24.1	16.5	2018-19 Rate	Not Applicable
Underserved Race/Ethnicity - Adjusted Denominator	35	34	29	97		
Asian - Percent	*	*	*	*	Not Rated	Not Rated
Asian - Adjusted Denominator	*	*	*	*		
White - Percent	29.9	30.6	47.8	36.8	2018-19 Rate	Level 3
White - Adjusted Denominator	187	193	186	555		
Multi-racial - Percent	37.5	26.7	26.7	31.8	3-year Average	Level 2
Multi-racial - Adjusted Denominator	16	15	15	44		

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: Portland Village School

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.

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

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Median	47.0	41.0	74.0	55.0	2018-19 Rate	Level 5
All Students - Denominator	169	158	169	496		
Economically Disadvantaged - Median	41.5	25.0	51.0	37.0	2018-19 Rate	Level 3
Economically Disadvantaged - Denominator	52	29	31	112		
English Learners - Median	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator	*	*	*	*		
Students with Disabilities - Median	50.0	43.0	68.0	57.0	2018-19 Rate	Level 5
Students with Disabilities - Denominator	26	19	27	72		
American Indian/Alaska Native - Median	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*		
Black/African American - Median	*	*	*	34.0	Not Rated	Not Rated
Black/African American - Denominator	*	*	*	*		
Hispanic/Latino - Median	26.0	24.5	53.0	47.0	2018-19 Rate	Level 3
Hispanic/Latino - Denominator	15	14	20	49		
Native Hawaiian/Pacific Islander - Median	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*		
Underserved Race/Ethnicity - Median	41.0	25.0	53.0	47.0	2018-19 Rate	Not Applicable
Underserved Race/Ethnicity - Denominator	22	19	23	64		
Asian - Median	*	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Median	48.0	42.0	76.0	57.0	2018-19 Rate	Level 5
White - Denominator	134	130	135	399		
Multi-racial - Median	35.0	*	83.0	60.5	3-year Average	Level 5
Multi-racial - Denominator	13	*	10	*		

Mathematics Participation Details

District: Portland SD 1J

School: Portland Village School

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	88.2	89.0	99.2	92.0	2018-19 Rate	Met
All Students - Denominator	255	264	245	764		
Economically Disadvantaged - Percent	84.0	86.3	96.1	88.0	2018-19 Rate	Met
Economically Disadvantaged - Denominator	81	51	51	183		
English Learners - Percent	--	100.0	100.0	100.0	Not Rated	Not Rated
English Learners - Denominator	0	5	6	11		
Students with Disabilities - Percent	76.3	76.2	95.8	83.6	2018-19 Rate	Met
Students with Disabilities - Denominator	38	42	48	128		
American Indian/Alaska Native - Percent	100.0	100.0	--	100.0	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	2	1	0	3		
Black/African American - Percent	60.0	85.7	100.0	75.0	3-year Average	Not Met
Black/African American - Denominator	10	7	3	20		
Hispanic/Latino - Percent	83.3	78.6	96.7	86.6	2018-19 Rate	Met
Hispanic/Latino - Denominator	24	28	30	82		
Native Hawaiian/Pacific Islander - Percent	100.0	100.0	100.0	100.0	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	1	1	1	3		
Underserved Race/Ethnicity - Percent	78.4	81.1	97.1	85.2	2018-19 Rate	Met
Underserved Race/Ethnicity - Denominator	37	37	34	108		
Asian - Percent	--	100.0	100.0	100.0	Not Rated	Not Rated
Asian - Denominator	0	1	1	2		
White - Percent	89.6	91.3	100.0	93.5	2018-19 Rate	Met
White - Denominator	202	208	192	602		
Multi-racial - Percent	93.8	77.8	94.4	88.5	3-year Average	Not Met
Multi-racial - Denominator	16	18	18	52		

Regular Attenders Details

District: Portland SD 1J

School: Portland Village School

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

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

State Long Term Goal: 93%

Student Group	Grade Range	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Percent	K-5	81.2	77.2	>95	84.5	2018-19 Rate	Level 5
All Students - Denominator		282	294	*	*		
Economically Disadvantaged - Percent	K-5	81.9	77.6	85.0	81.4	2018-19 Rate	Level 3
Economically Disadvantaged - Denominator		72	49	40	161		
English Learners - Percent	K-5	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator		*	*	*	*		
Students with Disabilities - Percent	K-5	73.5	80.5	>95	85.2	2018-19 Rate	Level 5
Students with Disabilities - Denominator		34	41	*	*		
American Indian/Alaska Native - Percent	K-5	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	*		
Black/African American - Percent	K-5	91.7	*	*	90.9	3-year Average	Level 4
Black/African American - Denominator		12	*	*	*		
Hispanic/Latino - Percent	K-5	77.8	78.3	83.3	80.0	2018-19 Rate	Level 2
Hispanic/Latino - Denominator		18	23	24	65		
Native Hawaiian/Pacific Islander - Percent	K-5	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*		
Underserved Race/Ethnicity - Percent	K-5	84.4	81.8	84.6	83.5	2018-19 Rate	Not Applicable
Underserved Race/Ethnicity - Denominator		32	33	26	91		
Asian - Percent	K-5	*	*	*	*	Not Rated	Not Rated
Asian - Denominator		*	*	*	*		
White - Percent	K-5	81.3	77.0	>95	84.8	2018-19 Rate	Level 5
White - Denominator		235	243	*	*		
Multi-racial - Percent	K-5	73.3	72.2	>95	82.0	3-year Average	Level 2
Multi-racial - Denominator		15	18	*	*		

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: Portland Village School

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

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

State Long Term Goal: 80%

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

Portland Village School
7654 N Delaware Avenue
Portland Oregon 97217

Portland Public Schools
Charter School Renewal
Application
2019-2020

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General Information

Name of School: Portland Village School

Name of Board Chair/President: Maureen Markey

Phone Number of Board Chair/President: 503-593-1019

Email of Board Chair/President: maureen.markey.board@portlandvillageschool.org.

Name and Title of Contact Person: Jennifer Stackhouse

Mailing Address of Contact Person: 7654 N. Delaware Ave Portland Oregon 97217

Phone Number of Contact Person: 503-445-0056.

Email of Contact Person: jstackhouse@portlandvillageschool.org

School's Initial Opening Date: 2007

Current Grades Enrolled: Kindergarten-8th grade.

Grade Levels to be Served at Full Enrollment¹: Kindergarten-8th grade

Maximum Projected Enrollment (at full capacity)²: 444



1-2-2020

Signature of School Director/Principal

Date

 1/2/20

Signature of Board Chair/President

Date

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

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

Executive Summary

Current Year Enrollment and Demographic Information														
Total Enrollment by Grade														
K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
46	43	54	53	40	48	48	26	47	-	-	-	-	405	
Number of Students on Waiting List by Grade														
K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
5	0	0	2	0	0	0	1	0	-	-	-	-		
Gender by Percentage								Female		49%		Male		51%
Ethnicity/Race by Percentage														
Asian		Black/ African American		Hispanic/ Latino		American Indian/ Alaskan Native		Pacific Islander		White		Multi- Racial		
<1%		<1%		14%		0		<1%		78%		1%		
Special Populations by Percentage														
Students with Disabilities		English Language Learners			Homeless Students			Eligible for Free and Reduced Meals (by Direct Certification)			TAG			
19%		1%			0			15%						

Mission & Vision:

Portland Village School (PVS) is a public school of choice in the Portland Public School District, serving currently 408 students in grades K-8. Our mission is: *To advance an art-integrated education that teaches respect and reverence by developing the head, heart, and hands of children from all backgrounds and cultures.*

Educational Program

In addition to following Common Core State Standards, PVS offers an integrated curriculum rich with literacy, arts, Spanish language, history, and cultural studies. Our Waldorf instructional model is developmentally focused and educates the whole child referred to as “head, heart, and hands.” Waldorf schools guide students to become cultural creators and producers, and develop within them the capacities of clear perception, critical thinking, imagination, creativity, empathy, compassion, determination, and the confidence to take action. Another feature of Waldorf Schools is the deep belief in the importance of relationship and community, fostered by looping - whereby a class group of students and their main teacher stay together as a cohort for an extended period of time. At PVS our students loop in the early elementary years for grades 1-4, then at 5-6, and 7-8.

Local and Community Partnerships

At PVS we value our North Portland neighborhood and work closely with Sunday Parkways, the Kenton Street fair, and Concordia University. We have recently developed a relationship with Caravana Del Amore: Abrigando Oregon, and Guerreras Latinas. We work with Resolutions Northwest and the Center for Inclusion and Equity at deepening our work to destabilize bias and racism, and increase equity and inclusion. We are also one of only 52 fully accredited members of the Alliance for Public Waldorf Education across the country.

Leadership

Dr. Jennifer Stackhouse (Dr. J.), Ed.D. is the Executive Director of the Portland Village School. She has over 20 years experience in education, including 10 years in traditional public education as a teacher, and four years as District Wide MTSS coordinator K-8, as well as experience as an elementary principal. Her doctorate has a focus on Professional Learning Communities (PLCs) and Administrative support for teacher collaboration. Dr. J is now also a PVS parent.

Alison Day is the Education Coordinator of PVS. She holds an M.Ed and has 15 years of education experience including 10 years in Waldorf education, 6 of them at PVS. Before taking her position as Education Coordinator Alison acted as a Supervisor for student teachers through Concordia University and mentor teacher at PVS.

School Leadership Team includes Ann Marie Vitti, a 1-4 grades teacher, Ellen Harris an upper grades teacher, Becky Kennedy a 3-8 specialist teacher and PVS parent, and Sean O’Leary our school counselor, in addition to our administrative team.

Governance

PVS is governed by a board of directors consisting: Maureen Markey - board chair and parent, Jessica Scheper Haughey - vice chair and parent, Ian Terrell - secretary and parent, Tom Klein - treasurer and community member, Krista Wheeler - strategic planning chair and parent, Diego Gioseffi - equity committee chair and parent, Phyllis Kasparian - Executive Directors evaluation chair and grandparent, Graham Parks - parent, Kerry Lambertus - staff member and parent, and Jeana Poetch - staff member.

Record of Performance

A. Academic Performance

Program Improvement Leadership

Portland Village School has been evolving over time with regard to administrative knowledge for curriculum and instruction, Multi Tiered Systems of Support (MTSS) and behavior management. Historically, challenges to this include administrative turnover, which has since stabilized. While remaining committed to providing a joyous, child centered instructional model, PVS has in this previous year also embraced a recommitment to Common Core State Standards and has been developing awareness of MTSS for students needing academic or behavioral interventions. The PVS Board of Directors worked to address these challenges through hiring, Dr. Jennifer Stackhouse Ed.D. as Executive Director, redesigning the organizational chart to include two full time administrators and approving funds for a full time counselor.

As first Interim Principal and now Executive Director, Dr. Stackhouse is fully committed to the PVS community and to implementing program improvement methods to increase student learning and teacher efficacy. She brings experience in program improvement as Gresham Barlow's district wide K-8 MTSS Coordinator to the Portland Village School. While at Gresham, Dr. Stackhouse worked with 4 schools in improvement status and one state priority SIG grant recipient to improve the instructional and intervention practices within the schools and the district as a whole. Her long term commitment to the school, as witnessed by bringing her children to the school as students, attests to her belief in the quality of the educational programs here at PVS, and her intention to remain a committed administrative head of school over the long run.

In her time at Portland Village School Dr. Stackhouse has implemented bi monthly vertically aligned Professional Learning Communities (PLCs) K-2, 3-4, 5-6, and 7-8 and brought a building implementation team to Portland Public's PLC trainings. She has focused on improving CORE instructional practices in math, as well as small group and individual interventions. The purchase and utilization of researched based math intervention materials Do The Math for elementary and Do The Math - Now for middle school students is another critical program improvement step which will continue to reap benefits for the school this year and into the future.

Waldorf Educational Model

Our educational program strives to meet the needs of the whole child head (mind), heart (emotional) and hands (physical). To this end our students experience a learning model that is designed to provide balance to all aspects of human experience. Portland Village School students enjoy integrated learning blocks, enlivened by daily art integration in the classroom. Our students are supported by daily rhythms and community building activities designed to strengthen social relationships and deepen restorative justice practice. Morning routines of poems, songs and cross body movement develop neural connections for students and set the instructional tone for the day. Main lesson block formats allow for integrated instruction in science, social studies, cultural studies,

ELA, and math. All our students 1-8 also participate in weekly Spanish language classes, music, handwork arts, and folk-dance or physical education movement classes. Our students K-8 have two daily recess periods, allowing for proper physical expression opportunities for all, and once a week participate in park walk, for one hour of extended physical play opportunities in local community parks.

Academic Data

Portland Village School has historically performed higher in ELA than in math, our middle school students meet and exceed at higher levels than our elementary students. Typically our middle school students have outperformed the middle school students of PPS in general. Since changes in expectations and performance requirements with SBAC, students at PVS have made slower growth. Some of this may be due to lower participation rates, and some of this due to lack of prior administrative oversight in terms of meeting CCSS expectations. Due to low academic performance in math in the 2017-18 school year PVS was placed on a program improvement plan in math to increase learning outcomes and growth, with one ELA goal at the 5th grade level. In the 2018-19 school year we have made significant gains in our performance and are scoring in the highest state levels for growth in ELA and Math.

Participation Increases

In the 2018-19 school year Portland Village School have increased our participation rate by over 10% from the year prior, achieving an impressive 98% of students participating in SBAC ELA assessments and 99% of students participating in SBAC Math assessments. This was accomplished through increased awareness campaigns with our stakeholder community about the importance of participating in SBAC assessments, a process we are continuing this year.

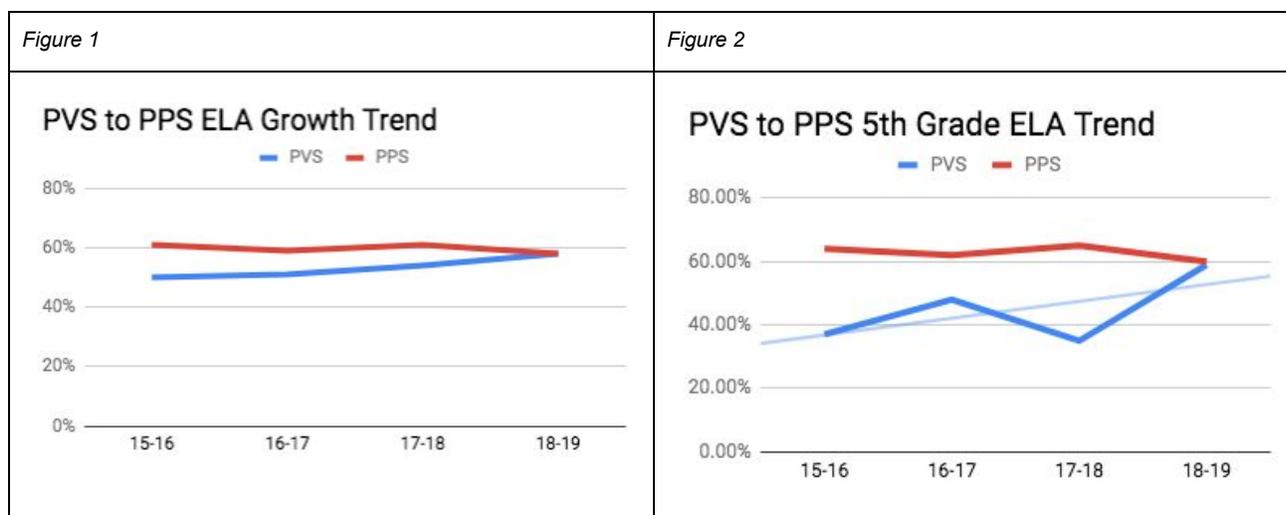
Most Recent ELA SBAC Data

In the 2018-19 school year Portland Village School students exceeded both state and PPS District average performance in English Language Arts. PVS students met the Oregon Report Card Level 5 State growth Goal of 60%. These are substantial and significant gains of an average of 8% points in academic achievement levels, and average growth rates of 11% points, with a remarkable 19% growth for our economically disadvantaged students.

ELA Program Trends Overall

Portland Village School has been making steady increases over the last five years in ELA achievement (see figure 1). Last year as a whole 59% of PVS students met or exceeded ELA benchmarks, exceeding the performance level of PPS students. As part of our Plan of Improvement, PVS has paid special attention to our 5th grade ELA instruction and achievement data. We have made strong gains in 5th grade, moving scores from 35% passing benchmark to 59% passing benchmark (see figure 2) an astonishing 24% gain. We are continuing to focus on a strong CCSS based CORE instructional model delivered in line with Waldorf methodologies.

ELA Trend Data



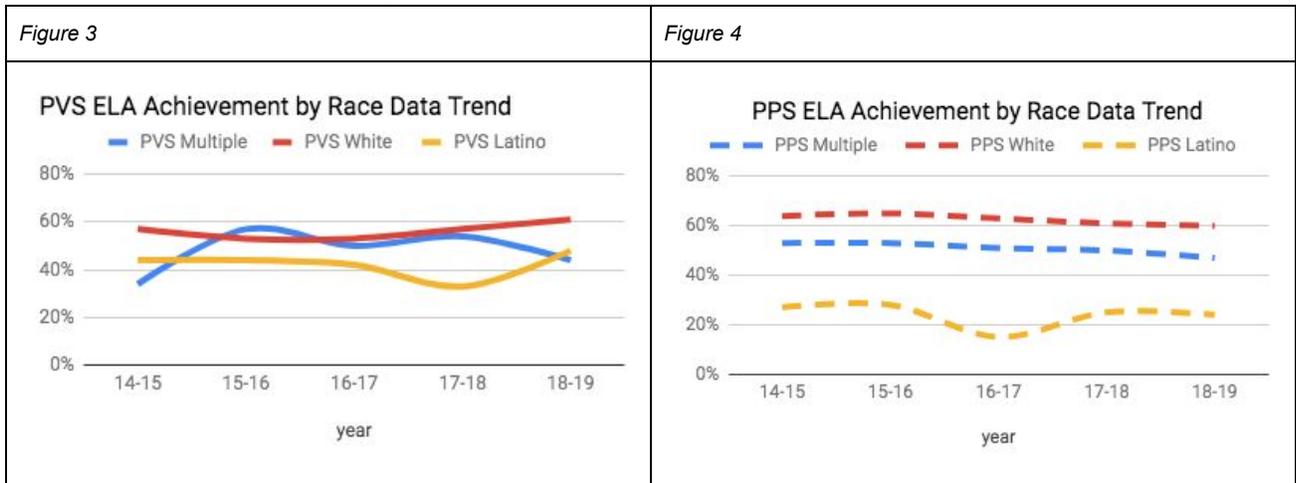
In addition to SBAC assessment, in the 2018-19 school year the Portland Village School began utilizing the Fountas and Pinnell Benchmark assessments for formative and summative purposes. The Harvard Center for Education Policy and Research Strategic Data Project (Yiu et al. 43) found F & P assessments to be positively correlated to MAP assessments, and thereby to SBAC outcomes. These assessments are utilized in grades 1-8 and provide information on the big five of reading, phonemic awareness (at the emergent levels) as well as reading fluency, accuracy, vocabulary, and comprehension - providing teachers critical information around the cueing systems students are using to make meaning with text. While our implementation of these assessments is recent, we are already seeing growth trends. We believe the continued use of these Benchmark assessments will support student academic growth by providing teachers diagnostic information to drive instruction.

Disaggregated ELA Program Trends

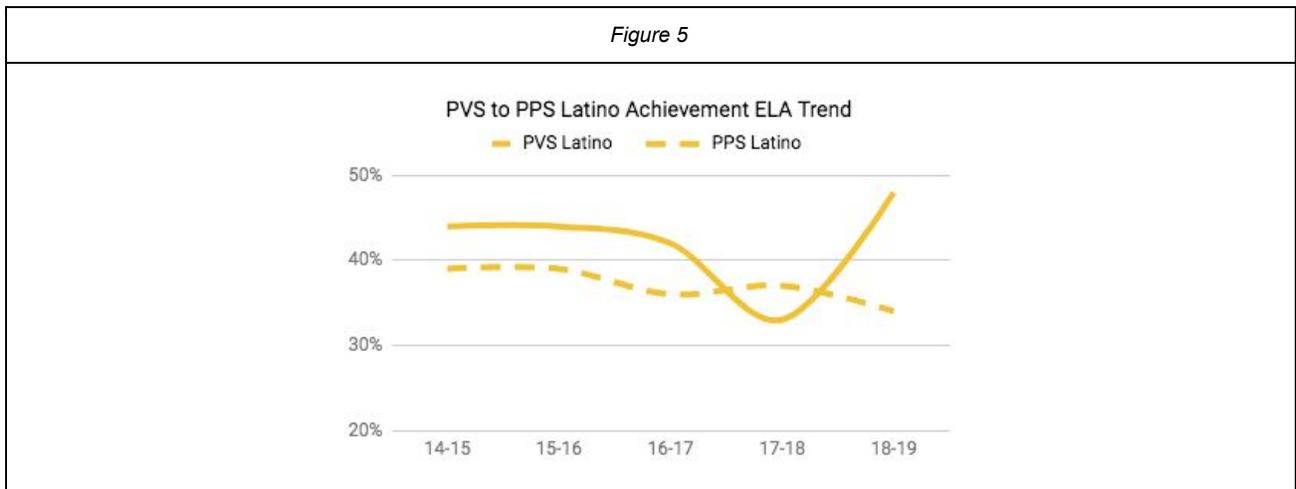
Historically, the Portland Village School has 12-16 students who identify as multiple race, and 21-32 who identify as Latino, although this year PVS is happy to share that we have 54 students who identify as Latino, a 66% increase. Looking at PVS's ELA assessment data disaggregated by race (see figure 3) we see PVS, like PPS (see figure 4) does show an achievement gap for students of color. However in general, Portland Village School's achievement gap is smaller than that of Portland Public schools. This may be due to the increased volatility in data with a small N (number of participants), but it is worth noting, especially as our multi-race students have at times outperformed our white students. We are working hard to close the achievement gap with our historically underserved students and are making strong gains in this area with our Latino students-our largest non-white demographic.

Disaggregated ELA Trends by Race

Sub groups with less than 5 students were removed from the data.



Interestingly, PVS Latino students typically outperform their PPS counterparts on the ELA assessments (figure 5). Speculation as to why this difference occurs could be due to the vocabulary rich environment of a Waldorf classroom and the importance of relationships, storytelling, and arts integration within a Waldorf academic model, which reflects culturally relevant curriculum design.



Portland Village School has in general performed as well or better than our PPS counterparts in ELA achievement and growth of our special populations. Out of 56 data points covering our economically disadvantaged, students with disabilities and historically underserved races/ethnicities in ELA achievement and growth 3-5 and 6-8, Portland Village School students Met or Exceeded PPS achievement and growth levels in 50 opportunities (figure 6).

figure 6

PVS to PPS 3-5 and 6-8 grade Special Populations ELA Growth and Performance Levels				
Tables from left to right are years: 14-15, 15-16, 16-17, 17-18, 18-19				
F = Far below Standard D = Does not meet standard M = Meets standard E=Exceeds standard				
	3-5 ELA Achievement	3-5 ELA Growth	6-8 ELA Achievement	6-8 ELA Growth
Economically Disadvantaged	E F E M E	-- M M M M	E E E M E	-- M M M M
English Language Learners	-- -- -- -- E	-- -- -- -- --	-- -- -- -- E	-- -- -- -- --
Students with Disabilities	E F E M M	-- M E E M	E E E E M	-- M E E M
Historically Underserved Races / Ethnicities	M F E M E	-- M M F E	D E E M E	-- M M F E

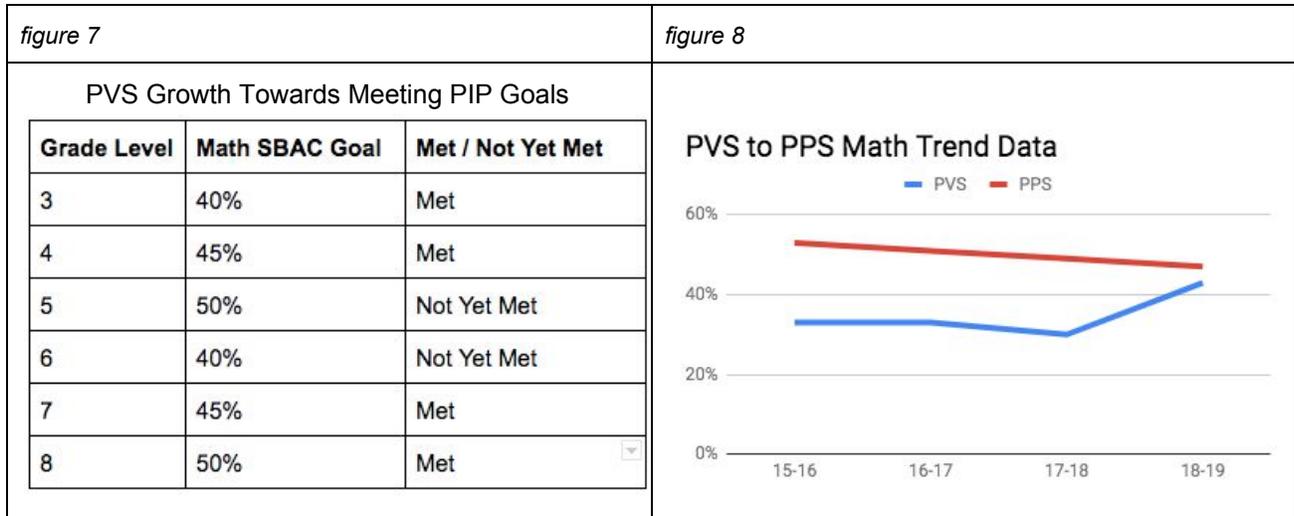
Most Recent Math SBAC Data

In the 2018-19 school year the Portland Village School has seen great gains in academic performance and growth. The school exceeds average PPS district growth performance in Math and exceeds the Oregon Report Card Level 5 State Goal of 60%. Again these are significant and substantial gains of 15 points for math achievement over all, 33 points in overall math growth, and 26 points in growth and 20 points in achievement for our economically disadvantaged students.

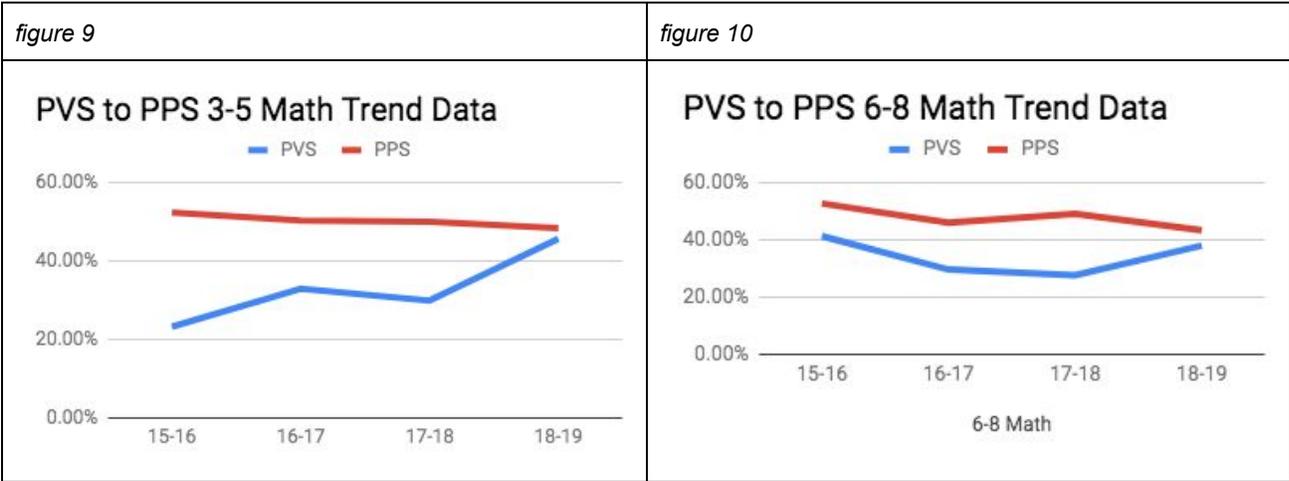
Math Program Trends Overall

Portland Village School was placed on a Program Improvement Plan (PIP) starting in the 2018-19 school year for math, see Appendix A. Throughout the course of the last year and this, PVS has increased instruction in CCSS aligned math, implemented flexible math groupings and math boost intervention groups, determined two areas of focus for instruction in mathematical practices, included math professional learning at all staff meetings, and developed a healthy sense of urgency around the importance of math outcomes for all our students.

Our 2018-19 data shows significant growth towards meeting the goals of the PIP (figure 7). It should be noted that to meet the expectations of the PIP, the Portland Village School had to show growth towards meeting the final goals. Having not only shown growth, but actually meeting 4 out of 6 PIP goals meets this standard. While PVS did not meet the final goal of performing at the same level as PPS, we grew an impressive average of 14% points in our combined 3-8 grades, grew at a greater rate than PPS (see figure 8) and fell just short of meeting district levels for our elementary grades 3-5.

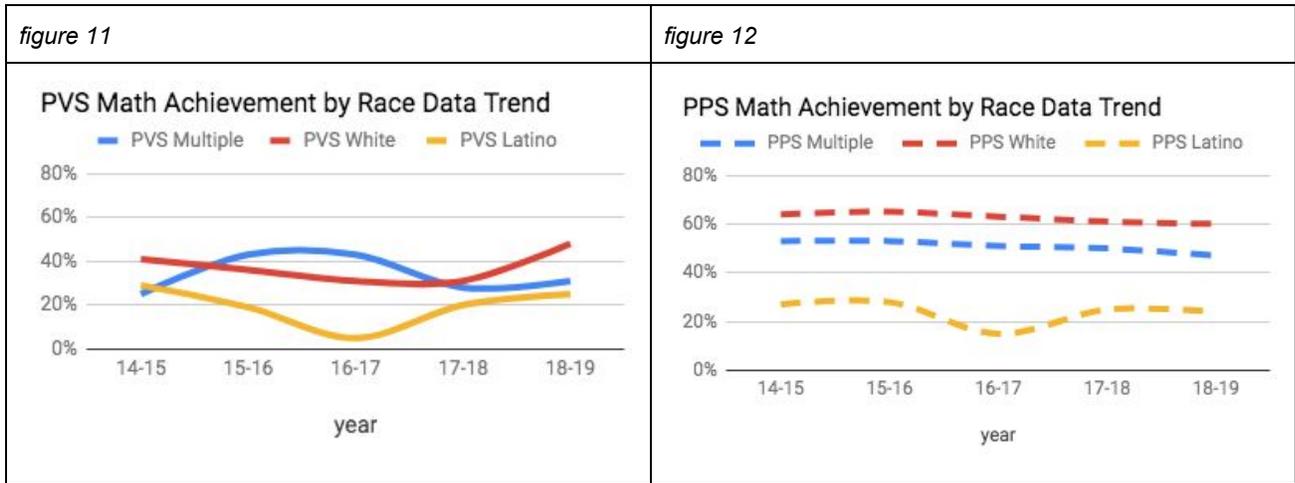


It is noteworthy that at individual grades PVS students outperforms PPS students: our 3rd grade outperformed PPS by 3.6%, 4th grade outperformed PPS by 5%, and 7th grade outperformed PPS by 10.2%. Portland Village School is making “close the gap” growth in math at both the elementary and middle school levels (figures 9 & 10.)



Disaggregated Math Program Trends

Looking at PVS’s Math assessment data disaggregated by Race (see figure 11) as with ELA, PVS does have an achievement gap, however we have had years when our multiple race students outperform our white students. Again, you can see the range of achievement gap is smaller than that of PPS (figure 12). We are working hard to close the achievement gap with our historically underserved students and are making gains in this area, especially with our Latino students.



While Portland Village School special populations have in general performed well in ELA, Math has been a continued focus for subgroup growth. Out of 56 data points covering special populations Math achievement and growth 3-5 and 6-8, PVS students Met or Exceeded PPS achievement and growth levels in 41/56 opportunities (figure 13).

figure 13

PVS to PPS 3-5 and 6-8 grade Special Populations Math Growth and Performance Levels				
Tables from left to right are years: 14-15, 15-16, 16-17, 17-18, 18-19				
	3-5 Math Achievement	3-5 Math Growth	6-8 Math Achievement	6-8 Math Growth
Economically Disadvantaged	D F M D M	-- M M F M	D D M M E	-- M M F M
English Language Learners	-- -- -- -- E	-- -- -- -- --	-- -- -- -- E	-- -- -- -- --
Students with Disabilities	D F M D E	-- M M M E	E E M M E	-- M M M E
Historically Underserved Races / Ethnicities	E F F M M	-- M M F M	E E F M M	-- M M F M

Major Academic Goals

Over the course of the contract PVS has had several academic content area goals. One critical goal to our mission is that PVS teacher leaders on the Teaching and Learning Committee were involved in the construction of a K-8 curriculum alignment between the CCSS and Waldorf Educational Standards for our school. Meeting this goal was crucial to meeting our obligations as a public

charter school, and to our mission of being a Waldorf charter school. Additionally we utilized the resources from the Alliance for Public Waldorf Education documents, which provided another layer of information on aligning the CCSS and Waldorf instruction.

Student math performance, growth, and effective math instruction have been a theme in PVS’s academic goals over most of the course of the contract. As SBAC was implemented and more rigorous mathematical expectations and explanation of mathematical thinking was required by state testing, in general students at PVS did not perform at a comparable rate to students of PPS. Until the 18-19 school year, these goals have been set at around a 5% gain. This was met at different grade levels over various years, and not met at others - resulting overall in some growth in 3-5, and decreasing scores in 6-8th.

Steps towards meeting these goals included increased assessment, CCSS alignment activities, increased teacher and administration accountability, professional development of teachers, support with instructional specialists, direct instruction in math concepts and vocabulary, adoption and utilization of a standards based curriculum: Singapore and My Math, and clarified and increased expectations on stand alone daily math instruction, in addition to Waldorf based integrated math instruction.

In the 2018-19 school year Portland Village School set rigorous, “close-the-gap” goals in response to district recommendations and setting goals for the Program Improvement Plan. PVS has made strong growth towards meeting these goals (figure 14). In support of this plan PVS further articulated teacher expectations regarding math instruction, hired a math specialist, and increased accountability and professional learning for teachers and administration, and provided mentorship.

figure 14 2018-19 PVS Program Improvement Plan Goals and Testing Outcomes

Grade Level	Math SBAC Goal	Met / Not Yet Met Goal	Made significant growth towards the goal	Under / Out performed PPS
3	40%	Met	yes	Out performed
4	45%	Met	yes	Out performed
5	50%	Not Yet Met	No in one class, yes in another	Under
6	40%	Not Yet Met	No	Under
7	45%	Met	yes	Out performed
8	50%	Met	yes	Equal performance
Grade Level	ELA SBAC Goal	Met / Not Yet Met	Made significant growth towards the goal	Under / Out performed PPS
5	65%	Not Yet Met	Yes	Under

For the 19-20 school year PVS administration and staff selected the following academic goals: By

June 2020 all students will increase their math conceptual understanding and procedural fluency by an average of 10% as measured by local common formative assessments, SBAC scores, pre and post assessments, as well as end of unit assessments. We will continue to make growth towards meeting the goals of our PIP in regards to math. We have created common formative assessments and are gathering data on growth using end of unit assessments. Further analysis of SBAC scores will come after we complete spring testing this May, and outcomes in meeting this goal will be finalized next fall.

Major Academic Recommendations

Over the course of the Contract PVS has listened to and worked to implement the academic recommendations of Portland Public Schools. These included:

1. A recommendation to look at how prepared students who transferred from PVS into neighborhood schools would be to meet SBAC and CCSS learning targets.
 - a. As a result, PVS added tracking and documentation of transfer student outcomes.
2. Developing an equity goal
 - a. This was embedded in the equity leg of the PVS strategic plan, and added to our website.
3. Aligning of student academic goals with teacher goals - as part of SB 290 implementation
 - a. This was embedded into expectations for teachers in their professional growth goals, with a particular focus on math.
4. Aggressive increases for growth goals of greater than 5%, to make “close-the-gap” growth and the development of a program improvement plan or PIP (see appendix).
 - a. All academic goals were 10% or greater for the following school years.
 - b. A PIP was crafted by PVS leadership in 2018, specifying significant gains required in math at all grade levels, and in ELA in 5th grade.
5. Developing an attendance plan to increase student attendance and meet state targets
 - a. PVS has implemented initially the PBIS attendance plans, and - as of this year - the All Hands Raised protocols for attendance.

Mission-Specific Academic Outcomes

Socio-emotional Learning and Supports: Waldorf, PBIS & A Counselor

Behavioral development is part of a holistic Waldorf education. Our code of conduct is built around the following core values:

- Our mission is to apply the principles of Waldorf Education
- We act with integrity and treat others with respect
- We nurture our students’ abilities to develop healthy relationships and capacities for resolving problems
- Disciplinary issues are learning opportunities for problem solving and growth
- Students thrive with positive recognition for being Safe, Respectful, and Responsible
- Students are given opportunities to become contributing members of the community and stewards of the planet
- Students will develop capacities for self-awareness and creative thinking.

PBIS

Our collective approach to student conduct and behavioral guidelines is designed around the systematic framework of Positive Behavior Interventions and Supports (PBIS) implemented over the course of the contract. Part of PBIS is acknowledging that different families and cultures have different behavioral norms. Teachers and staff explicitly teach the behavioral expectations at PVS to students for all locations, in the locations where the behavior occurs. Students will be expected to know and demonstrate these behaviors, and the staff will frequently and positively acknowledge students for showing Safe, Respectful, and Responsible behavior. Over the last several years PBIS has been implemented to varying degrees, and briefly in 2018-19 removed. PBIS has been reimplemented at PVS for the long term as a support to our students and staff. Students, teachers and parents appreciate the clarity of expectations, the explicit instruction in expected behaviors and the focus on positive reinforcement and relationships that PBIS provides.

School Counselor

A counselor has long been identified by PVS stakeholders as an important missing element to our school community. This year PVS is thrilled to have brought a full time counselor to our staff. This has been a multi-year process and we are thrilled to have added this leg to our program support tripod. The counselor position provides one on one support for students on an ongoing basis, assistance with students in acute crisis, instruction in classrooms, and is a critical member of our building leadership. The counselor, along with the Education Coordinator and the Executive Director, comprise PVS's Program Support Team - looking at student, staff, and community supports. Recent additions to meeting student needs from the counselor include the creation of a snack closet for PVS students in need while at school, and the distribution of surplus lunch meals to families in need.

Waldorf Based Instruction

Portland Village School Community deeply values our Waldorf roots. Waldorf is a joyous, developmentally focused learning model, based on the philosophy and methods of Rudolf Steiner. Waldorf schools cultivate and hold space for children to be children, and nurture the creative development of the whole person. We develop a reverence and recognition of the beauty in our world, for living things, and our interconnectedness. As members of the Alliance for Public Waldorf Education, we hold true to the Seven Core Principles of the Alliance, see Appendix B.

One of our goals is to ensure that we continue to maintain our Waldorf methodologies - the how of our instruction - as we teach the Common Core - the what. To this end PVS regularly invests in the professional learning of staff, including sending staff to Steiner College in California, trainings in Washington state and Canada among others. Over the course of this contract, and especially in the 2019-20 school year, PVS has recommitted to Waldorf practices such as having a cell phone free campus, maintaining attractive, clutter-free classrooms, greeting each child at the door with a handshake, and saying poetic verse at the start and the end of the day to center our learning.

Waldorf Specials

Spanish: All Waldorf students participate in language instruction; PVS students learn Spanish. Learning different languages encourages children to be aware that different languages express things in different ways than our native tongue. This starts a child's heart from early imprinting to feel delight in discovering differences and promotes tolerance, respect and delight in the wondrous

variety in humanity. Over the course of this contract, PVS has increased our Spanish instruction from one teacher to two and has hired a Native Spanish Speaker to lead our upper school students.

Movement: Waldorf educators know a childhood rich in varied play and movement strengthens the developmental foundations needed for success in school and beyond. Benefits of these activities include: foundations for literacy and numeracy, readiness for deskwork - enhancing attention, setting the stage for harmonious receptivity to new material, as well as bodily/kinesthetic and spatial integration. Over the course of this contract PVS has hired a second part-time movement teacher to lead movement for 1-3 grade students, providing developmentally appropriate instruction for all.

Recess: Play is critical for children to develop capacities for creativity, problem solving, executive functioning, intellectual and socio-emotional development. Children at recess are not 'just playing' they are building, testing and maintaining the social fabric in which they will learn. All Portland Village School students are outdoors for recess twice a day, rain or shine, and participate in weekly park walks. Over the course of this contract, PVS has increased recess supervision staff.

Handwork: Waldorf students learn to knit, crochet, sew (by hand and on a machine) dye, and spin yarn. They learn basic woodworking and carpentry skills. This handwork has the important function of establishing and activating pathways in the brain. Students learn to plan ahead, work step by step in sequence. They learn to envision a project- whole to parts, then parts to whole. All these skills are carried over into academic subjects. Students also learn to appreciate beauty and function of the projects they make, and develop growth mindset as they tackle projects over time.

Music: Music instruction is an integrated and daily part of Waldorf education; children sing in their classrooms and they participate in music specials. Through music students learn to listen to others, to wait their turn, and to carry others along. Music is related to math- being rhythmically based on the sub-division of time into fractions and uses highly developed symbols to express ideas. Music breathing, coordination, and crossing the midline. As an art form, music allows for individual expression that touches on human emotions. Over the course of this contract PVS has maintained a full time music teacher, and has invested in class sets of hand drums, and wooden xylophones.

Equity

Equity is a major pillar of PVS' 2017-2020 Strategic Plan (see Appendix C) PVS staff is dedicated to an ongoing process of learning, listening and deepening our understanding of equity and inclusion. With reverence, we strive to create, embrace and support a diverse, equitable and inclusive community. To support this mission, the Equity Committee was established by the Board of Directors and is supported by a committed group of leaders including members from the Board of Directors, Administration, Parent Association and faculty.

Over the course of the last several years, we have been engaging in learning around courageous conversations, race, racial bias, and racism. We have partnered with Resolutions Northwest and the Center for Inclusion and Equity to provide ongoing professional learning for staff. We are currently evolving our utilization of a Restorative Justice approach with discipline, and by the end of the 2020 school year will have had all staff trained in the use of restorative circles.

PVS surpasses other public Waldorf schools is in our focus on developing equity in our curriculum our teachers are passionate about the importance of this change are are leading the way in bringing

multiple perspectives to Waldorf- see examples in Appendix D.

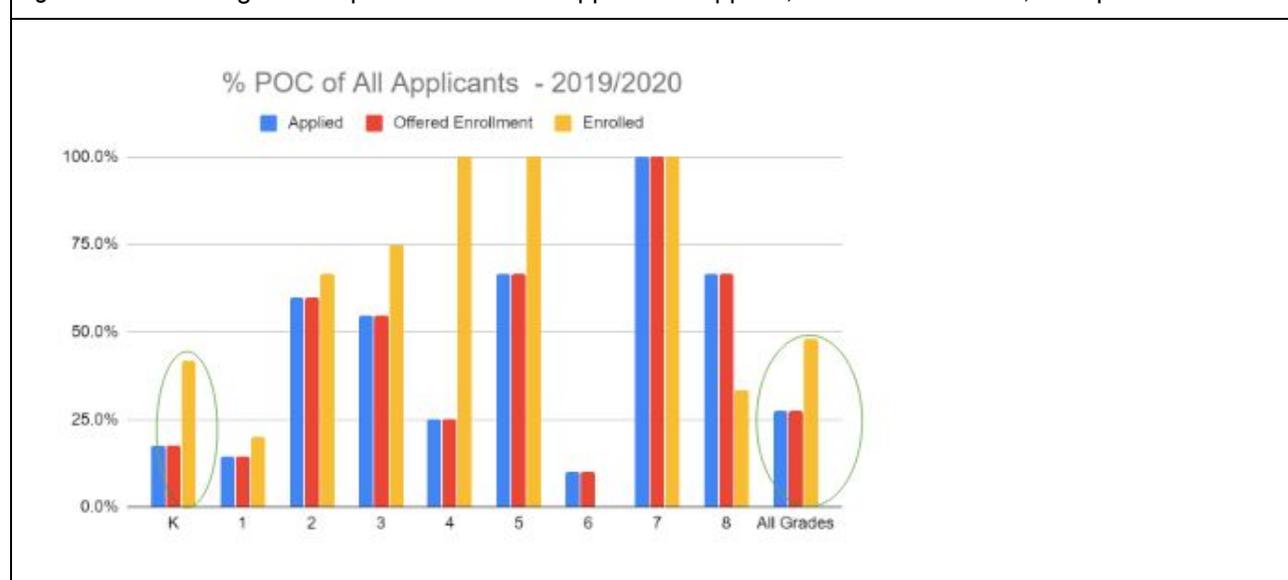
Weighted Lottery

Implementing a weighted lottery system has been a part of the current Strategic Plan. PVS began the weighted lottery system in the spring of 2019, for fall enrollment for the 19-20 school year. Our process identifies historically underserved student populations, and provides them a weighted opportunity to be randomly pulled for open spaces in our school, see Appendix E and F.

An analysis of our Lottery and enrollment data showed that People of Color (POC) and those who are Historically Underserved are more likely to accept enrollment at PVS than white counterparts. People of Color make up 28% of applicants, but 48% of new enrollees (figure 15). This year we have seen particular growth in our Latino student body, in increase from 35 to 54 students this year. We are developing outreach and relationships within the Portland Latinx community and area communities of color to continue to expand our racial and ethnic diversity.

Growth of historically underserved populations at PVS aligns to a broader opportunity in Charter schools compared to neighborhood options. As schools of choice, Charters have a mechanism to increase racial diversity over de-facto segregated neighborhood schools, which are limited by economic segregation and neighborhood school catchment boundary lines. Charter schools provide an opportunity for students from many neighborhoods to attend their school, eliminating the boundary barriers. This is of course dependent upon families knowing about the charter school options, which leads to the need for outreach. PVS is proud to be on the leading edge of this movement, and looks forward to increasing our schools diversity in the next years.

figure 15 Percentage of People of Color of All Applicants: Applied, Offered Enrollment, Accepted



B. Financial Performance

The Portland Village School has met and exceeded financial performance expectations over the term of the contract. We have a very healthy financial reserve, and were able to take advantage of the recent State PERS Side Account matching funds opportunity, investing \$200,000 to buydown

our PERS debt, matched \$50,000 by the state of Oregon - see Appendix G. Within seven years we will have made back our investment in saved PERS costs, and will maintain lower school PERS costs in perpetuity, increasing our return on our investment. We have \$375,000 invested in CD's, in revolving accounts, due in 3 month increments; these are making between 1.55% and 1.65% interest. Additionally, we have approximately \$600,000 in various checking accounts at Columbia Bank, and an additional \$50,000 at local community bank. We have well over the expected 3 months operating costs in our financial reserves. See Appendix H for assets statements.

PVS consistently meets near term measures, long term measures and sustainability measures. As recommended in past audits and current audit Dr. Stackhouse has contracted out the end of month financial close, and PERs responsibilities to Dave Coffman, a specialist who supports many Charter schools in the PPS district. This will allow PVS to have the triangulation recommended as best practice in financial management and will add an additional measure of security through additional checks and balances in our financial management.

Our long term measures of financial planning, budgeting, and fundraising are strong. Our financial investments in our PERS Side Account legislation is testament to our financial stability in two fold ways; one in that we had liquid assets to take advantage of this opportunity and two in that we will make long term return on our investment through permanent reduction in our PERS rates. Our budgeting was set for a 400 student enrollment and remains stable, while our student numbers are growing; this January we will reach our highest enrollment ever, projected to be ~415 students by mid January.

Our final area of financial stability will occur when we are able to locate a permanent home. We have an extension on our lease through 2025, but continue to look for a forever home for Portland Village School. When our funds don't go to rent payments, but to a mortgage on our own facility, we will be investing in our future and building equity. Our new home committee has redoubled their efforts to locate a home in N Portland where we have built our community base, and we are in the process of applying for Snap bonds which we believe will help facilitate the purchase of either land we can build on or a building we can renovate.

Major Financial Goals

The financial goals for the Portland Village School have largely been focused on fundraising as well as on meeting equity and academic goals. For the years 2014-2018 the goals were to raise between \$100,000 and 247,000 in direct giving and fundraising efforts. These efforts were met by 98-100%.

For the 2018-19 year the financial goals shifted to support using surplus funds to purchase Equitable/Multicultural leveled Reading is Resistance library (texts which actively work to disable white ethnocentricity, and increase Inclusive, Racially Diverse, and Anti-Bias reading content)with corresponding Benchmark assessment tools, funding staff professional development, hiring substitute teachers to accommodate teacher/student assessment days and funding the hiring of a Math Instructional Specialist. These goals were all met.

During the 19-20 school year the PVS financial goals included continuing to fund the hiring of a

math support specialist and school counselor, provide a salary schedule that is supportive to hiring and retaining quality teachers and teachers with specific experience or endorsement in math, and to provide for the purchase of math interventions. We have continued the funding of the math specialist and the school counselor, we have adopted a set salary schedule, and are working on an updated budget which we believe will allow for some steps to be transferred in for teachers with experience. In December we purchased our middle school math intervention program and in January will purchase the program for the lower school.

Major Financial Recommendations

Portland Village School has maintained very healthy cash levels, has limited debt, has over a million dollars in additional assets and has met financial goals. District recommends PVS' Board continue to review detailed monthly financial reports and forecasts through fiscal year to ensure obligations can be met. The school maintains a healthy cash balance (~\$1.5M), does not carry debt.

Additional Financial Performance Related Evidence

In Spring 2019 the PVS board of directors adopted a salary step document, to raise, clarify and align teachers and EAs salaries. This document resulted in the first significant raises for staff, and provides clarity for new hires. While no charter school can compete with a traditional school district in terms of salary and benefits, the PVS new salary scale puts PVS roughly on par with PPS for the first 8 years of teaching, with a BA, see figure. With our budget revision, we are working on creating a mechanism for recognizing prior years of experience in terms of placement on a Step level for teachers transferring into PVS. We believe this will be a way to recruit and retain experienced staff members (Figure 16).

Figure 16

PVS Licensed or Charter Registered 1.0 FTE Salary Scale vs. PAT 2019		
Years of teaching (currently years at PVS)	PVS Salary	PAT Salary BA+0
1st Year	42,000	43,382
2nd Year	44,000	44,857
3rd Year	46,000	46,384
4th Year	48,000	47,958
5th Year	50,000	49,590
6th Year	52,000	51,278
7th Year	54,000	53,017
8th Year +	56,000	54,821

C. Organizational Performance

Portland Village School has implemented policies and infrastructure to support all functions meeting organizational performance expectations. With changes in administration, there have at times been struggles with timeliness in response to district deliverables. In addition to stable administrative support, we have now hired an experienced Head Secretary who is a critical team member in meeting the deliverables timelines. We have been developing internal systems, and differentiating duties between the Executive Director and the Education Coordinator, which will allow for more efficiency in our management. Additionally we have a strong and active Board of Directors who provide effective oversight of the administration.

Organizational Performance Areas A-K:

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

Throughout the term of our contract the Portland Village School has followed the vision for our educational program. In the last two years administration has clarified with staff the importance of full alignment with CCSS on the state approved timelines. Administration has held teachers accountable for standards based instruction and increased professional learning and teacher collaboration. This has led to an increase in state testing scores, and complete alignment with Standards based instruction, and use of formative and summative assessment to guide instruction and increase student learning.

b. Compliance with applicable education requirements

Portland Village School has complied with all applicable education requirements.

c. Protecting the rights of all students

We have fully protected the rights of all students, including those qualifying for our weighted lottery, language learners, students qualifying for special education and 504 plans.

d. Compliance with applicable governance requirements

PVS has complied with governance requirements including public meeting law and other regulations governing the PVS Board of Directors. The PVS Board of Directors is a member of OSBA, and sets school policies. The board delegates power to the Executive Director on operations to implement such policies in the daily school functioning, and hires and supervises the Executive Director in meeting the policies and practices determined. Other duties of the board include adopting an annual budget and overseeing the organization's financial stability.

All major decisions are approved by the board via vote, ensuring oversight. Financially, the board must approve all major expenditures above \$4,000. All PVS decisions are run through the board approved Equity Lens to ensure that we are evaluating our decisions from a place of equity, diversity and inclusion and striving not to perpetuate historical biases.

e. Holding the administration accountable

We have implemented policies to ensure that the Board of Directors is conducting proper oversight of the administration. The Executive Director is evaluated annually, using OSBA recommended standards. Staff provide feedback, and the Executive Director receives ongoing feedback to guide growth for the remainder of the annum.

f. Compliance with reporting requirements

Recent administrative and bookkeeping transitions have impacted the timeliness of certain deliverables including the 2018-19 Q4 financials, and the 2018-19 audit. Due to transitions there have been two material findings and repeated significant weaknesses in the audit. PVS board and Executive Director are attentive to the importance of timely reporting and are committed to producing a 2019-2020 financial audit devoid of significant weaknesses. This points to the need for continued thorough financial oversight and changes to processes, which are underway or already in place at the time of this report submission.

Changes have been made to meet financial Generally Acceptable Accounting Principles including increasing administrative support to the school through the hiring and training of the Education Coordinator position and the Head Secretary. There have been changes to office procedures for opening mail, documenting the receipt of checks and cash, and depositing of funds. Additionally the Executive Director has partnered with Dave Coffman to provide end of month reconciliations and PERS reporting. These steps with continued oversight and active participation on the part of administration should ameliorate the prior challenges.

g. Compliance with teacher and other staff credentialing requirements

All teachers are appropriately licensed or charter registered by TSPC, and other educators also have the necessary licenses. All staff are fingerprinted and background checked. Staff participate in mandatory training in identification and support of students as mandatory reporters, sexual boundary training, anti-bullying among others.

h. Compliance with facilities and transportation requirements

We follow our transportation plan, and utilize PPS buses for field trips whenever possible. We ensure that all school facilities are ADA compliant and meet coding requirements. We have a documented and posted HAAS plan, our facilities have had all required fire inspections, kitchen inspections, insurance, elevator inspections etc.

i. Compliance with health and safety requirements

We have complied with all health and safety requirements. We conduct regular fire, lockdown, and earthquake drills. The kitchen has passed inspection by both county health inspectors and the federal lunch program. Student medications are locked and distributed by appropriate personnel.

j. Handling information appropriately

We take privacy and confidentiality of students, staff and families very seriously, and take every precaution to protect personal information. Confidential records are stored in a locked fire-proof filing cabinet in an interior office, and all electronic records are secured.

k. Compliance with all other obligations

We have complied with all other obligations including civil rights, weighted lottery requirements, state laws, documentation requirements and have materially met these standards.

Major Organizational Goals

In the 2014-15 school year PVS Organizational goal was focused around preparing teachers in the state testing years to receive timely and effective training so they could prepare students for taking the SBAC assessments. This organizational goal was met, and teachers did receive training and support to help them prepare students for the new state assessment format.

During the 2015-16 school year the goals were around providing 3-4 parent education nights. This goal was accomplished with one night being led by a teacher leader discussing Waldorf education generally, another night on the developmental needs of middle school students led by the principal, and the third evening on Technology in Waldorf education being led by the tech specialist, and a showing of the documentary Screenagers hosted at the University of Portland Berkley Center.

From the 2016-17 school year on, the organizational goals of the Portland Village School have aligned to support a focus on math instruction and accountability for teachers around student learning outcomes. During the 2016-17 school year PVS' organizational goal was around compliance with SB 290, including student learning and growth goals as a part of teacher evaluation. This goal was met. Building upon this concept further in the 17-18 school year, the SLG goals were more narrowly focused, to specify at least one goal in math. Again, PVS met this organizational goal.

During the 2018-19 school year PVS' organizational goals specified all teachers in grades 1-8 receiving mentoring and support from both a math instructional specialist and a Waldorf mentor teacher. Again this goal was met, through the hiring of a math specialist, and partnering with a local Waldorf teacher mentor. This provided additional support for teachers to see how they could incorporate hands on math into their curriculum, and provided - especially for the upper school teachers - an additional resource for math instruction at the upper school level through utilizing a co-teaching model.

For the current 2019-2020 school year, Dr. Stackhouse, in coordination with building leadership, has selected an organizational goal implementing Professional Learning Communities focused on Math for classroom teachers, and engagement for specialists. These PLCs meet 2x a month and provide the opportunity for teachers to work in parallel grade level and mini-vertical teams. Additionally, teachers are participating in 5 Tier meetings throughout the course of the year. Again these meetings are focused on the health of CORE math instruction, as well as planning interventions for students struggling to understand concepts in math. To date, teachers have participated in 2 Tier meetings, with others scheduled to happen in January, March and the end of May.

Major Organizational Recommendations

Over the course of the contract PVS has generally met all requirements in the areas of organizational management. Recommendations have largely been implemented including various easily accomplished tweaks, such as adding a non-discrimination statement to the website and having the board work with OSBA to increase board member learning around effective oversight and responsibilities of school boards, a relationship that is ongoing. These have both occurred.

Another District Office recommendation was around including student achievement goals as part of the administrators performance evaluation. This recommendation was easily adapted and implemented as evidenced by the board's adoption of OSBA's guidelines for Charter School Director Evaluation. With the hiring of the Education Coordinator in the 2019-2020 school year the inclusion of student achievement goals has been implemented for this new position as well as for the Executive Director position.

With the change in administration in 2018-19, there was clarification about the timelines for CCSS aligned instruction, which is continuing and has positively impacted state testing scores. The district has requested ongoing oversight and that the board support with budgeting. This oversight has continued, as is apparent through the hiring of Dr. Jennifer Stackhouse an administrator with 16 years in traditional public education and a background in program improvement for schools in state improvement status. Financial support has continued, including an extensive annual budget for professional development and through the aforementioned administrative budget lines.

A recommendation around normalizing the use of technology to assist special populations use of chromebooks and talk to text is, due to a unique school culture, is an unusually difficult request. We are currently building the capacity of our staff around utilizing technology themselves. Prior to this year, teachers did not have individual computers, nor did PVS have any document cameras, and there was limited connectivity in classrooms. These technological challenges have made implementation of this recommendation a slower process than it would be in most schools.

In the 2019-2020 school year a technology purchase was set into the budget. A staff set of chromebooks were purchased and distributed to teachers, PVS leased new chromebook compatible printer/copiers, we also received two document cameras. Various hardware and networking challenges had to be overcome and PVS contracted with a computer tech support person, Andy Hundt, who has increased our internet connectivity and networking capabilities. PVS no longer has “black holes” where the internet is inaccessible.

PVS has had to work from the ground up to build technology systems, and Mr. Hunt has initiated this work through conducting a technology inventory, mapping technology locations, labeling tech components and assigning computers to staff. Additionally Mr. Hunt has supported staff in learning various skills, adding printers to their computers, and with troubleshooting. Administration has set increased expectations around staff accessing email daily, and taking attendance in synergy using their individual chromebooks, as well as using google docs for PLC note taking. This is an ongoing process and the goal of increasing intentional and thoughtful use of appropriate technology is one we will continue in the future. At the heart of this request is the work of normalizing differentiation within the classroom - a process that is also ongoing (See organization section 3.)

One area of continued work is in the full implementation of Generally Accepted Accounting Principles (GAAP.) Starting in spring of 2018 there began a period of staffing transition. This included administrative transition, as well as changes in the business office. These transitions resulted in struggles with the 2017-18 school year audit and resulted in one material weakness and two significant deficiencies. During that transition there were some hiring decisions made that were not effective in solving compliance with GAAP. As of the hiring of Dr. Stackhouse PVS is in a period of renewal, restaffing, and systems reorganization. An interim bookkeeper was hired to fill in until a qualified long term bookkeeper position can be filled. Due to these transitions, the financial audit for the 2018-19 year resulted in inadequate controls, largely related to turnover.

The district recommends that the school “prioritize timely financial reporting and consistent staffing to support reporting for the 2019-20 school year.” Additionally it is recommended that PVS find consistent staffing in it’s finance office and that the board of directors “continue to provide close

oversight of accounting practices, reporting timeliness, and audit readiness for 2019-20.”

The Executive Director is implementing district and audit recommendations and has partnered the Portland Village School with Dave Coffman, the Peoples Accountant who is well respected in the charter school and non-profit accounting community. Mr. Coffman has also worked well with McDonald Jacobs - PVS’ accounting firm, and is well recommended by that firm. As of November 2019 Dave provides external controls to PVS, and created the 2019-2020 chart of accounts. He inputs the monthly PERS information for PVS and conducts end of month financial oversight, providing consistency in accounting practices.

The Portland Village School Board of Directors is pleased with the active support and oversight of Treasurer Tom Klein, a former principal and retired Executive Director of Head Start. Tom has implemented thoughtful and active oversight of the PVS finances. This includes continuing monthly public Finance committee meetings, and review of financials. Additionally, the Board of Directors has adopted a goal for Dr. Stackhouse to continue to grow professionally in the area financial management. .

Other Organizational Performance-Related Evidence

Professionalization of Office, Student Support and Administration

An area of success for the Portland Village School over the course of the contract has been professionalizing the school - getting the right people, with the right qualifications, in the right roles. Successes have been the hiring of: Executive Director Jennifer Stackhouse, Education Coordinator Alison Day, School Counselor Sean O’Leary, and Head Secretary Sharon Mabaet. This team brings over 65 years of experience in education to their work at the Village School. The resulting supports and improvements are positively impacting the commitment of stakeholders. Final pieces to this puzzle will be filled through the hiring of a skilled professional bookkeeper and the hiring of an experienced Enrollment and Admissions Specialist, positions to be filled this January.

Effective Climate

While not officially called out in the PVS Performance Plans, the Portland Village School has been actively seeking to restore an effective school climate for staff and retain stability after a period of transition with office and administrative staff. As a result, the Portland Village School community has been seeking administrative leaders who can facilitate the growth of the school in it’s academic capacity as well as value, nurture and cultivate the school as a Public Waldorf School. Dr. Stackhouse and Ms. Alison Day have the skill sets to develop and re-implement lost school systems and teaching models. They are both committed, collaborative leaders. The result of these changes are increased enrollment to an estimated 414 students anticipated by mid January, and a return to the Portland Village School community of families and skilled staff who left during the prior administrative turmoil.

Recommitment to Waldorf Education

With administrative and staff turnover, and closing of the Steiner College in California, PVS has sought to re-infuse Waldorf education training for new staff so as to embody Waldorf practices at our school. The hiring of the Education Coordinator position, and empowering of highly skilled

teacher leaders, has allowed for PVS to develop internal capacity for leading staff in growing their understanding of the rationale behind Waldorf pedagogical practices, traditions and festivals.

Weekly Professional Learning

PVS is proud of our continued support of teacher learning through our early release schedule. Every Thursday students leave an hour early allowing for 1.5 hours of professional learning and collaboration a week. Teachers participate in math focused PLCs 2x a month, meet as an upper school (5-8) and a lower school (K-4) 1x month, get Waldorf focused professional learning 1x a month and participate in math focused professional learning weekly. This also allows us the opportunity to meet as a school community weekly, to see each other and bond through teacher led community building activities (singing, drawing, hand games, movement games, instrument playing etc.) These meetings also provide opportunities for us to discuss larger school wide issues, such as implementing the campus cell phone ban, while getting whole staff input.

MTSS Model

Portland Village School is excited about it's development of Multi-Tiered Systems of Support. Over the course of the contract PVS has been working to incrementally implement MTSS to benefit students. This work began through the roll out implementation of PBIS systems for behavior, and later attendance models. Academically we've developed systems through interventions in math. This year the process has become systemic through the use of RTI model for looking at benchmark data at the whole school CORE (Tier I) level, as well as at the small group, CORE plus MORE (Tier II) level. For attendance, we are updating our MTSS systems to align with the All Hands Raised model, which works to create positive relationships between parents and the school, vs. a punitive truancy based model. There are additional Special Education and 504 identification related outcomes as a result of this shift to an MTSS model. Now teachers have methods to support and track the effectiveness of academic and behavioral interventions for students outside of the Special Education model.

Special Education Partnership

Portland Village School, through the adaptation of MTSS systems and through the re-implementation of weekly Program Support Team and Special Education team meetings, has developed a strong partnership to support students. At weekly meetings the Executive Director, Education Coordinator, School Counselor, School Psychologist, and resource room teachers meet to discuss any students in need. This allows our school to stay on top of issues, and prevent problems before they occur. These SpEd/PST meetings work on developing professional learning targets for staff around support strategies for students who need CORE plus MORE.

Reducing the Achievement Gap and Supporting Diversity

Waldorf education is a trauma informed and culturally responsive model of learning. These methodologies support our work in closing the achievement gap. Additionally we have been working hard as a staff to develop our understandings of culturally responsive pedagogy, bias and racism, identity, white fragility and are diversifying our staff to reflect our student populations. We are differentiating our data to look at race and are making close the gap growth especially with our largest, Hispanic/Latino subgroup. At all grade levels K-8 we have students who identify as non-binary or transgender and we are highly supportive of these students. We support natural

discussions of gender expression as a spectrum. This year, we removed gender identifying symbols from our bathrooms, and have all gender bathrooms available for any person to use in each school building.

Normalizing Differentiation

One area of growth for PVS is in the development of skills for staff around how to manage differentiation for students when leading small skill based or intervention groups. This work is ongoing through our weekly staff development sessions. Recently, prioritizing access to chromebooks for SpEd students, through allowing the distribution of school chromebooks as opposed to PPS SpEd Tech computers has increased the accessibility for students as the wait time for PPS computers was extensive.

Active Parent Community

PVS has a highly involved parent community, who actively support our students and staff in a variety of ways. Parents often volunteer to be chaperones on weekly park walks where our students spend an hour at a local public park. They also chaperone our library walks to Kenton Public Library, where PVS children check out books every other week. Parents are flower fairies - delivering weekly fresh flowers for the classroom, and laundry fairies - washing the rags teachers use to clean their colorful chalk boards. Parents volunteer to help with weekly watercolor painting art projects, especially in the lower grades. We often have parents helping with bigger projects, such as soup making, baking, candle dipping, building of structures, wood carving, and handwork. Parents of course participate in the field trips our students take - which at the 3rd grade and up are extended overnight field trip immersion experiences. Parents work our festivals, such as harvest festival, craft fair, spiral walk and May Day festival. Our parent community also supports our weekly faculty professional learning meetings, providing snacks for staff every Thursday. A Waldorf model of education is a partnership of parents, teachers and students - at PVS we recognize it truly does take a village to raise a child!

Plans For The Next Charter Term

The Portland Village School does not plan any substantive changes in our mission, or organization over the course of the charter renewal. However, as always, PVS is looking for a permanent location that we could purchase.

We have qualified for a \$8,000,000.00 Snap bond, and are always looking for a location in North / NE Portland that meets our needs. We would either modify a current building or build on a site, and need to be within walking distance of public parks. Our ideal location would be 38,0000 sq feet, while our current location is around 28,000 square feet. Should we find such a location, there could be the possibility to grow our capacity to 474 students, which would equate to 2 tracks of 27 students each at 1-8th and 2 tracks of Kindergarten at 21 students each. This would fit within our classroom size caps. However, at this moment we have no purchase on the horizon, and no current capacity to expand beyond our current cap size of 444.

Additionally, PVS would love to see if there is a way that our school district could partner more collaboratively with the charter schools in sharing resources. For example, could obsolete materials (manipulatives, old curriculum) be made available to charter schools? Would there be a way to allow us to have access to the furniture warehouse? Could we join with the district in ordering bark chips? Could we use PPS's parent background check system? Could we utilize the IT department to help with networking problems or have facilities swap out our furnace filters over the summer? Through partnership there might be a way to reduce costs for charter schools which would then free some charter budget dollars to provide additional direct support to Portland students.

We deeply appreciate the services the District Office provides Portland children attending schools of choice (i.e. providing Special Education Services, and funding the DO office staff to coordinate and support our programs) and we also recognize that expenses are rising in the Portland area. Simply put, the state guaranteed minimum 80% of a charter students' State Student Fund dollars goes much farther in Corvallis or Pendleton then it does in Portland proper. PPS charter schools must pay for facilities and maintenance out of that 80%, and we are not in a position individually to access the reduced costs for items and services that the district does through ordering in bulk and economy of scale. I would love to see PPS charter schools develop stronger partnerships with the district so that we can all utilize tax payer dollars in the most efficient way. Anything we can do to lower our costs would be to the benefit of the Portland children we serve.

Appendix A: Program Improvement Plan - PIP

ACTION PLAN FOR IMPROVEMENT

Portland Village Charter School

DATE: November 10, 2018

Instructions:

1. Complete Action Plan for each of the performance standards addressed in the Notice of Concern:
 - Improve Grade 5-8 Math achievement as measured by Smarter Balanced Assessments
 - Improve Grade 5 English Language Arts achievement as measured by Smarter Balanced Assessments
2. Each Action Plan shall be:
 - Detailed, specific, and based upon best practice
 - Include a relevant professional development plan, based upon best practice
 - Include reasonable measures of assessment to adequately demonstrate progressive improvements
3. Goals identified should be SMART goals, that is, Specific, Measurable, Attainable, Relevant, and Time-bound.

Submitted by: Dena Lundgreen

PERFORMANCE PLAN TEAM MEMBERS (If applicable)	
Name	Position
Dena Lundgreen	Principal
Claire Garrott	Teacher
Dan Stott	Teacher
Shaela Vardhana	Teacher

I. Academic Action Plan for Improvement

CONTENT AREA: Mathematics				
PERFORMANCE STANDARD REQUIRING IMPROVEMENT: Grades 5-8 achievement in Math for all students as measured by Smarter Balanced state assessments				
DESCRIBE THE PROBLEM: In 2017-18, 10% of PVS students in grades 5 met Mathematics achievement standards as compared to 47% of their District counterparts; 26% of PVS students in grades 6 as compared to 46% of their District counterparts; 41% of PVS grade 7 as compared to 50% of District counterparts; and 16% of grade 8 as compared to 49% of District counterparts. ("met standard" = scoring at level 3 or 4 on Smarter Balanced state assessments)				
ACADEMIC STANDARDS IMPROVEMENT GOAL: Improve math achievement as listed below				
Describe how the ACADEMIC STANDARDS IMPROVEMENT goal is....				
Specific	Measurable	Achievable	Realistic	Time-bound
Spring 2019 SBAC will evidence the following designated % achievement in levels 3 & 4 math: Grade 3- 40% Grade 4- 45% , (this group was at 28% last year) Grade 5- 50% Grade 6- 40% (this class was at 10% last year) Grade 7- 45% (at 25.6% last year) Grade 8- 50% (at 41% last year)	Comparing % of students at levels 3 & 4 in 2017-18 to 2018-19.	With the new instructional tools, training, and support	Growth amount is ambitious yet doable with the supports, manipulatives, teacher training, increased instructional minutes, and data driven instruction	Results will be assessed following SBAC performance in May 2019, as well as ongoing monthly content assessments to inform instruction.

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Describe the instructional strategies that will be implemented as a part of this plan:

- Leveled and fluid math groups for targeted explicit instruction
- One on one tutoring for differentiated learning
- Using Waldorf and other whole-child pedagogy to present and reinforce content through hands-on, project based, and arts integrations
- Teaching on grade level Math CCSS for a minimum of 40 minutes per day
- Full time onsite Math Instructional Specialist for grades 1-5. Creating a more solid foundation for upper grade performance
- Full time math teacher for grades 6-8
- 5-8 grade teachers will attend math class with their students to assist, remediate, and co-teach. This allows for a type of mentoring/PD in math instruction
- Ongoing benchmark assessments
- Formative assessments and progress monitoring to drive small group instruction

Why do you believe these strategies will address the issue or problem?

The strategies are proven best practices in education.

They will allow for:

1. Identification of strengths and weaknesses of students
2. Leveled math groups will allow for more equitable instruction
3. Groupings will allow for peer to peer tutoring
4. Students will receive tailored instruction to their individual needs
5. Teachers will focus in on specific content, strategies and skill sets
6. Students get to talk with individual students about math and hear their mathematical thinking which will refine instruction
7. Teachers get to observe students as they do the math allowing for immediate feedback for students
8. Students have the opportunity to develop and use math strategies that allow them to become comfortable with different types of problems

What is the relevant professional development plan associated with the Action Plan for Improvement, and how will it be resourced (funds)?

- Parallel Teachers (grade level partners) meeting and sharing math instructional practices in weekly PLC meetings.
- Professional development opportunities:
- mentoring via invite Math Instructional Specialist,
- teachers in grades 6-8 will attend math class with their students to co-teach, assist and mentor students, remediate etc.
- targeted professional development (Waldorf, other best practices/methodologies)
- monthly school-wide data meetings,
- training in administering/creating/analyzing of summative math assessments,
- regular math PD in weekly faculty meetings,
- off-site observations of math instruction in successful charter schools in PDX

Funding for the above has been budgeted. Extra funding will be pulled from PVS surplus

Explain the process and timeline for demonstrating progressive improvements in student achievement:

Grades 5-8 will be assessed in class using a common core aligned placement assessment no later than Dec. 15, 2018. Instruction will begin no later than January 5, 2019.

Monthly summative assessments and weekly progress monitoring and/or formative assessments will drive instruction.

CONTENT AREA: English Language Arts (ELA)				
PERFORMANCE STANDARD REQUIRING IMPROVEMENT: Grade 5 achievement in English Language Arts				
DESCRIBE THE PROBLEM: 35% of PVS Grade 5 students met ELA achievement standards as compared to 65% of their District counterparts; ("met standard" = scoring at level 3 or 4 on Smarter Balanced state assessments)				
ACADEMIC STANDARDS IMPROVEMENT GOAL: To improve student achievement as stated below				
Describe how the ACADEMIC STANDARDS IMPROVEMENT goal is....				
Specific	Measurable	Achievable	Realistic	Time-bound
Spring 2019 SBAC will evidence the following designated % achievement in levels 3 & 4 math for the following grade: Grade 5- 65%	Comparing % of students at levels 3 & 4 in 2017-18 to 2018-19.	The group of students coming into this grade have had more consistent standards-based instruction, therefore, we expect improvement.	Growth amount is doable given the new focus on data-driven instruction, differentiation, and mastery centered instruction.	Results will be assessed following SBAC performance in May 2019, as well as with beginning, middle, and end of year benchmark assessments.

Describe the instructional strategies that will be implemented as a part of this plan:

Grade 5 teachers will deliver daily (M-F) instruction of Common Core ELA standards for a minimum of 60 minutes. Teachers will

formatively assess students using informal running records to drive differentiated instruction including leveled ELA groups and one on one tutoring with students.

Why do you believe these strategies will address the issue or problem?

Grouping/leveling is a proven best practice in public education.

Grouping/leveling students will allow teachers to give targeted, differentiated, direct instruction to students.

What is the relevant professional development plan associated with the Action Plan for Improvement, and how will it be resourced (funds)?

Teachers will participate in PD focused on best practices in ELA/Reading instruction. Teachers with Reading Endorsements and/or extensive experience in reading intervention, will act as support people for less experienced teachers. Teachers in grades 1-8 will administer BOY, MOY, EOY benchmark reading assessments that will drive instruction. We will purchase Fountas and Pinnell reading Benchmark System for grades 1-8 We have purchase a k-9 leveled reading library and class sets of equitable informational and fictional texts

Explain the process and timeline for demonstrating progressive improvements in student achievement:

Students completed a leveling reading assessment in early November 2018. Reading groups begin no later than December 1.

Students will be assessed in class using a common core aligned placement assessment no later than Dec. 15, 2018.

Instruction will begin no later than January 5, 2019.

Monthly summative assessments and weekly progress monitoring and/or formative assessments will drive instruction.

Appendix B: Seven Core Principles from the Alliance for Public Waldorf Education

Excerpt from our Staff Handbook

Portland Village School is a member of the Alliance for Public Waldorf Education. Member schools of the Alliance are committed to a set of Core Principles that ensure that public Waldorf education is ever-evolving, and continuously renewed through practice, research, observation, and active reflection. There are seven core principles around the following themes:

1. Image of the Human Being:

Public Waldorf education is founded on a coherent image of the developing human being.

- Each human being is a unique individual who brings specific gifts, creative potential, and intentions to this life. Public Waldorf education addresses multiple aspects of the developing child including the physical, emotional, intellectual, social, cultural, moral, and spiritual. Through this, each child is helped to integrate into a maturing whole, able to determine a unique path through life.
- Rudolf Steiner's educational insights are seen as a primary, but not exclusive, source of guidance for an understanding of the image of the human being.

2. Child Development:

An understanding of child development guides all aspects of the educational program, to the greatest extent possible within established legal mandates.

- Human development proceeds in approximate 7-year phases. Each phase has characteristic physical, emotional, and cognitive dimensions and a primary learning orientation.
- The Public Waldorf educational program, including the curriculum, teaching methodologies, and assessment methods, work with this understanding of human development to address the needs of the individual and the class in order to support comprehensive learning and healthy, balanced development.
- Our developmental perspective informs how state and federal mandates, including curriculum sequence, standardized testing, and college and career readiness, are met.

3. Social Change Through Education:

Public Waldorf education exists to serve both the individual and society. Public Waldorf education seeks to offer the most supportive conditions possible for the development of each student's unique capacities and for engendering the following qualities to work towards positive social change:

- A harmonious relationship between thinking, feeling, and willing;
- Self-awareness and social competence;
- Developmentally appropriate, academically informed, independent thinking;
- The initiative and confidence necessary to transform intentions into realities; and
- An interest in the world, with active respect and a feeling of responsibility for oneself, one's community, and the environment.
- Such individuals will be able to participate meaningfully in society.

4. Human Relationships:

Public Waldorf Schools foster a culture of healthy relationships.

- Enduring relationships -- and the time needed to develop them -- are central to Public Waldorf education. The teacher works with each student and class as a whole to support relationship-based learning.
- Healthy working relationships with parents, colleagues, and all stakeholders are essential to the well being of the student, class, and school community. Everyone benefits from a community life that includes festivals, events, adult education, study, and volunteer activities.
- Public Waldorf education encourages collaboration in schools, within the Alliance for Public Waldorf Education, among all schools working out of a developmental approach, in conjunction with the broader field of education.

5. Access and Diversity:

Public Waldorf Schools work to increase diversity and access to all sectors of society.

- Public Waldorf schools respond to unique demands and cultures in a wide range of locations in order to provide maximum access to a diverse range of students. Schools work towards ensuring that students do not experience discrimination in admission, retention, or participation.
- Public Waldorf schools and teachers have the responsibility to creatively address the developmental needs of the students with the most inclusive possible approaches for all learners.
- The Public Waldorf program and curriculum is developed by the school to reflect its student population.

6. Collaborative Leadership:

School leadership is conducted through shared responsibilities within established legal structures.

- Faculty, staff, administration and boards of a Public Waldorf school collaborate to guide and lead the school with input from stakeholder groups. To the greatest extent possible, decisions related to the educational program are the responsibility of those faculty and staff with knowledge and experience of Rudolf Steiner's educational insights.
- Governance and internal administration are implemented in a manner that cultivates active collaboration, supportive relationships, effective leadership, consequential action, and accountability. A Public Waldorf school is committed to studying and deepening its understanding of best practices of governance appropriate to its stage of organizational development.

7. Schools as Learning Communities:

Public Waldorf schools cultivate a love of lifelong learning and self-knowledge.

- Public Waldorf education emphasizes continuous engagement in learning and self-reflective practices that support ongoing improvement. At the individual and classroom level, teachers reflect regularly on their observations of the students and of the educational process. Essential aspects of school-wide work and professional development include self-reflection, peer review, faculty and individual study, artistic activity, and research.
- Rudolf Steiner is a primary, but not exclusive, source of guidance for developing an active inner, meditative life and an understanding of the dynamics within society.
- Public Waldorf schools encourage all community members to engage in active and ongoing ways to enhance their capacities as human beings through self-reflection and conscious social engagement.

Appendix C: PVS Strategic Plan 2017-2020

Portland Village School Strategic Plan 2017-2020						
GOAL 1: Create and maintain sound financial practices						
Strategy A: Ensure the board has the proper policies in place to practice sound financial management.						
Complete full review of current financial policies and bring any recommended changes to the board.	Party Responsible	Due Date	Resources needed/Others Involved	Progress made/updates	When completed	
Establish an annual review process to evaluate financial policies	Finance Committee	2017	Need staff time with business manager and other executive staff.			
Assess board and executive staff financial education needs and recommend trainings to the board	Finance Committee	2017				
Board and executive staff attend approved training	BOD and Exec Staff	2017	Executive staff/BOD			
Establish financial onboarding practices for new board members and executive staff.	Finance Committee	2018	Budget for training.			
Strategy B: Ensure the board has the proper data and reports they need to make sound financial decisions.						
Define board expectations of monthly Treasurer's Report	Party Responsible	Due Date	Resources needed/Others Involved	Progress made/updates	When completed	
Work with executive staff to identify fundraising committee data needs and establish a process to track it.	Board of Directors	2017	Need staff time with business manager and other executive staff.			
Strategy C: Ensure the school has the financial resources it needs to achieve its goals.						
Establish policies that include a leadership succession plan, a workplan for each fundraising project, and defines committee membership roles and lengths of service.	Party Responsible	Due Date	Resources needed/Others Involved	Progress made/updates	When completed	
Explore means of expanding revenue sources through grants, corporate donors, alumni giving and other external partnerships and report recommendations to the board.	Fundraising Committee	2018				
Re-evaluate current annual fundraising plan development through an equity lens and various household incomes.	Fundraising Committee	2018				
Strategy D: Ensure communication policies promote a culture of giving.						
Create a communication strategy that directly targets the school community on a monthly basis based on the annual fundraising plan.	Party Responsible	Due Date	Resources needed/Others Involved	Progress made/updates	When completed	
Create a gratitude plan.	Fundraising Committee	2018				
GOAL 2: Reduce the achievement gap by creating an equitable, inclusive, and racially diverse school.						
Strategy A: Develop a common framework and language to work toward racial diversity.						
Define common language when speaking about equity	Party Responsible	Due Date	Resources needed/Others Involved	Progress made/updates	When completed	
Post mission and common language in the school	equity team	2017				
Strategy B: Identify current gaps and areas needed for improvement with regard to being a welcoming and inclusive school and community.						
Evaluate training and other education available and make recommendations to the PVS Board	Party Responsible	Due Date	Resources needed/Others Involved	Progress made/updates	When completed	
Board, Staff, and Faculty take the training	equity team	2017	consultants/equity panel may need to allocate budget resources			
	Board, Staff, Faculty	2018				

	Identify consultation needs and organizations as well as individuals (if necessary) to establish an equity panel. Make recommendations to the Board	Michael Newman	2017	may need to allocate budget resources to hire consultants		
	Engage with families of color to establish a parent-based feedback group to help identify inclusion gaps	equity team and board	2017	Engagement strategies include: 1 to 1 conversations General survey and an invitation to join parent-based feedback group		
	Complete Organizational Self-Assessment from Coalition of Communities of Color	parent-based feedback group Staff Equity Team	Early 2016	Should complete this assessment soon - first priority after assembling parent-based feedback group		
	Update PVS application to include questions about race and ethnicity	board, staff	January 2017			
Strategy C: In collaboration with the entire school community, develop and implement a plan to become an equitable, inclusive, and racially diverse school.						
	Activity	Party Responsible	Due Date	Resources needed/Others Involved	Progress made/updates	When completed
	Implement weighted lottery	Board and executive staff	2017			
	Create and implement an outreach plan to recruit families of color and feasible applications to PVS	Board and executive staff	2017			
	Establish quarterly communication between board and parent-based feedback group for making ongoing recommendations	board and parent-based feedback group	2019			
	Review and implement ways in which curriculum and traditions can adapt to include more diverse cultural traditions	equity team and parent-based feedback group	2020			
	Establish and implement recommendations to recruit diverse staff, faculty, and board members	Board and executive staff	2018	consultants and equity panel		
GOAL 3: Secure a site for a long-term campus.						
Strategy A: Build a communications plan						
	Activity	Party Responsible	Due Date	Resources needed/Others Involved	Progress made/updates	When completed
1	Create new home monthly report for communicating to the board and community via meeting and online site.	New Home Committee: Dennis Terzian	March 2017 Board Meeting	Steve Dyer / Medessa Cheney		
2	Communicate new home report to the board on a monthly basis.	New Home Committee: Dennis Terzian	March 2017 Board Meeting	Steve Dyer / Medessa Cheney		
3	Include new home discussion community speaking events.	New Home Committee: Dennis Terzian	Back to school night 2017	Steve Dyer / Medessa Cheney		
Strategy B: Form and initiate a capital campaign committee						
	Activity	Party Responsible	Due Date	Resources needed/Others Involved	Progress made/updates	When completed
	Form a capital campaign committee to establish the policies and steps needed for future site.	New Home Committee: Dennis Terzian	2018	New Home Committee		
	Continuously investigate potential partnerships for future site.	New Home Committee: Dennis Terzian	2018+	Steve Dyer / Medessa Cheney		Year 4.5
Strategy C: Develop a Campus Master Plan						
	Activity	Party Responsible	Due Date	Resources needed/Others Involved	Progress made/updates	When completed
	Create a detailed Master Plan that identifies all aspects of wants and needs of the new school.	New Home Committee: Dennis Terzian	2019	Teachers, Administration, Parents and Community feedback		
	Define growth of the school as it pertains to the size and location of the new site.	New Home Committee: Dennis Terzian	2019	Teachers, Administration, Parents and Community feedback		
	Identify programs the school may want to consider and what it will take to accomplish this, such as Special education, 3rd classroom for lower grades, etc.	New Home Committee: Dennis Terzian	2020	Teachers, Administration, Parents and Community feedback		
Strategy D: Build our new school						
	Activity	Party Responsible	Due Date	Resources needed/Others Involved	Progress made/updates	When completed

Strategy D: Build our new school						
Activity	Party Responsible	Due Date	Resources needed/Others Involved	Progress made/updates	When completed	
Prepare for interaction with City of Portland for smooth transition to new location	New Home Committee: Dennis Terzan	2019	Teachers, Administration, Parents and Community feedback			
Provide detailed schedule for new home as it develops	New Home Committee: Dennis Terzan	2020	Teachers, Administration, Parents and Community feedback			
Provide opportunity for students to learn from this opportunity	Board	2020	Board, Teachers and Administration			

Appendix D: Equity and Social Justice in PVS Curriculum - Examples

Third Grade Equity In Our Curriculum Examples:

Eight year olds are developmentally recognizing they are separate from their parents and friends, an unsettling realization. To support them through this process, Waldorf students learn about survival - reading and writing (in cursive) about cultivating food, building shelters, and making clothing. PVS students learn about farming, shelter and clothing practices from Kenya, Peru, Mexico, and PNW Native Americans. They study change makers looking at themes of perseverance learning about people like Wangari Maathai, Rosa Parks, Malala Yousaf Zia, Harriet Tubman, and Katherine Johnson. Third graders tend our school garden and build life sized structures. In the spring they have an immersive experience spending 3 nights at a farm where they synthesize the perseverance of change makers and what we do to survive and thrive as humans.

Fifth Grade Equity In Our Curriculum Examples:

The fifth grade is all about the study of the ancient world and learning about the way that human beings and early civilizations developed on the earth. Waldorf students study ancient Mesopotamia and Greece, PVS students also learn about Persia, ancient India, China, and Egypt. Learning ancient history leads to learning about the unfair and cruel historical treatment of many indigenous peoples, equity and perspective taking. For example, the study of the Great Wall of Ancient China leads to discussions of the similarities between that wall and current events. While learning Waldorf students create their own books filled with writing, maps, drawing and painting - processing their learning into visual format. 5th graders participate in festivals from India and China - eating food prepared by family or community members who identify with that ethnicity. Students spend the year learning ancient sports and art forms culminating in an overnight Olympiad where students perform for and compete with other area 5th graders.

Seventh grade:

The age of Exploration and the Renaissance is a Waldorf 7th grade focus; PVS students learn about Exploration and the Renaissance from global perspectives. Our kids learn about explorers from the Pacific Islands, the Phoenicians, Arabians, Ibn Battuta (Islamic explorer) Don Henrique (Portugal) and the slave trade. Students learn of the African ancient Kingdoms of Mali, Ghana, and Songhai indigenous religious beliefs, education and natural resources, and art forms, as well as daily life. They study South Africa and effects of colonization, the chocolate industry and slave labor, Apartheid and Nelson Mandela. Exploration/exploitation is discussed from a Social Justice perspective using Howard Zinn's *A People's History of the United States*. In addition to the European Renaissance PVS students learn of many other Renaissances experienced in different cultures and on different continents. Looking at the Italian Renaissance they focus on the existence of republics and the support of the arts and study biographies of Renaissance men and women, look at the use of slaves, the expelling of Jews during different periods and the Inquisition. They discuss the White-washing of history through looking at biographies of People of Color in Europe during the Renaissance and the witch trials, which are tied to patriarchy and female power.

Appendix E: Equitable Lottery Parent Handbook Information pg. 43

IV: Weighted Lottery Categories

1 - Once priority seating for siblings of currently enrolled students and children/dependents of employees is complete, the rest of the applicants participate in the general lottery.

2- **Historically underserved students** who meet at least **two of the four identified historically underserved criteria** will be entered into the lottery **three times** (as opposed to one time for other students):

- A. Historically underserved students based on race (African American, Pacific Islander/Native Hawaiian, American Indian/Alaska Native)
- B. Historically underserved students based on ethnicity (Hispanic)
- C. Economically disadvantaged students (Directly Certified/Free and Reduced Priced Meals Program)
- D. English language learners

V Rationale for Weighted Lottery:

We focus our efforts on race and other demographic aspects statistically related to race because the overwhelming body of research demonstrates that race is the most significant determinant of educational outcomes. Data demonstrates that the four above-mentioned categories (Section IV) have lower rates of enrollment at Portland Village School than is congruent with the demographics of the surrounding community; our school has fallen short of meeting racial diversity goals in particular. Adopting a weighted lottery aims to create equitable access to historically underserved students.

The PVS mission is “To advance an arts-integrated education that teaches respect and reverence by developing the head, heart, and hands in *children from all backgrounds and cultures*.” In addition, PVS has adopted a Racial Equity Lens to challenge structural inequity. Promoting a diverse learning environment helps students sharpen their critical thinking and analytical skills, prepares them to thrive in an increasingly diverse and interconnected world, and reduces stereotypes and bias

VI Process

PVS will conduct an Equitable Lottery Selection (weighted lottery) as defined by ORS 338.125 (3) to ameliorate the impact of discrimination against historically underserved students. The Equitable Lottery Selection shall be conducted as follows:

Applicants will indicate in the application form if they qualify under at least two of the four subsets from Section IV-2. Those applicants who meet the weighted lottery criteria will have their applications copied two (2) times (to make a total of three (3) applications for each student). All three (3) applications will be given three (3) different lottery numbers when received (for lottery organizational purposes only). All three (3) applications and three (3) application numbers will be placed into the lottery process. These applicants will therefore have two (2) more chances than applicants that do not qualify under Section IV to be drawn from the lottery.

Demographic data will be collected and retained without personally identifiable information for administrative purposes as indicated by ORS 338.125. School Administration is responsible for analyzing and producing reports on the enrollment and school demographic data.

The PVS School Board will assess the weighted lottery process on a yearly basis to determine its impact and whether it needs to be adjusted based on the current student demographics.

VII Lottery Transparency

We want to ensure that the lottery process is equitable, efficient, and transparent. For these reasons the lottery is conducted using a third party online random number generator. At 2019 PVS is using random.org, which uses an algorithm designed by the School of Computer Science and Statistics from the University of Dublin. The system is trusted to be fair, secure, quick, simple, and reliable for the school and families.

The random number generator creates a randomly ordered list of the application numbers, and potential students are offered admission in this order until all seats are filled or until all applicants are admitted.

VIII waitlist

After all classes have been filled to capacity, applicants not initially offered admission will be placed, still in order, on a waitlist for their appropriate grade level. If an enrollment seat becomes available before or during the school year the next student on the waitlist will be offered a seat. If that student declines, the next student on the list is offered the seat and so on. Families will be contacted via email or phone to let them know the number that their child/children holds on the waitlist.

Appendix F: Weighted Lottery Application

DRAFT SPRING 2020

Portland Village School A Public Charter School Student Admissions Application 2019-2020

Student Information: *Please complete a separate application for each student.*

Name _____ Grade entering in September 2019 _____

Address _____ City _____ Zip _____ Current Grade _____

Date of Birth _____ (must be 5 years old on or before 9/1/2019 if applying for kindergarten)

Gender: Female Male Non-binary/Third gender Prefer to self-describe: _____

Name and Grade of Currently Enrolled Sibling, if applicable: _____

Name and Grade of Additional Student Applications Submitted, if applicable: _____

Parent/Guardian Information:

Parent/ Guardian Parent/ Guardian

Address (if different from student) _____ City _____ Zip _____

Email Address 1 Email Address 2

Phone Contact Information:

Please list two phone numbers, so that we might reach you about your application.

Phone 1: _____	Phone 2: _____
----------------	----------------

My child is currently enrolled in or at:

- | | |
|--|--|
| <input type="checkbox"/> Portland Public Schools: | <input type="checkbox"/> Homeschool Program: |
| <input type="checkbox"/> Public School in another district or state: | <input type="checkbox"/> Private School: |
| <input type="checkbox"/> Preschool: | <input type="checkbox"/> Head Start Program: |
| <input type="checkbox"/> Other: _____ | |

PVS Equitable Lottery Demographic Information Form

2019-20 Page 2

Historically underserved students who meet at least **two of the four identified historically underserved criteria** will be entered into the lottery **three times** (as opposed to one time for other students):

- Historically underserved students based on race (African American, Pacific Islander/Native Hawaiian, American Indian/Alaska Native)
- Historically underserved students based on ethnicity (Hispanic)
- Economically disadvantaged students (Directly Certified/Free and Reduced Priced Meals Program)
- English language learners

Answering the following questions about race, ethnicity, socioeconomic status, and language is optional. Your answers will help PVS determine your student's status for the weighted lottery.

Is your child part of a historically underserved group per ORS 338.125? Please check ALL that apply:

- Race Ethnicity Socioeconomic status English language proficiency

What is your race? Please check ALL that apply:

- American Indian / Alaska Native Asian / Asian American Black /African American White
 Native Hawaiian / Pacific Islander Multiple races Other: _____ Decline to answer

What is your ethnicity or origin? Please check ALL that apply:

- African Hispanic/Latino Asian Middle Eastern/North African Slavic Other: _____
 Decline to answer

My child is currently enrolled in the following programs and/or receives the following services:

- ELL Free & Reduced Lunch Language Immersion Head Start

Please read and initial the statements below:

- ____ I authorize the release of my child's school records to Portland Village School once enrolled.
____ I authorize PVS staff to contact my child's current and/or past teacher(s).
____ I understand all of the information disclosed on this application is kept confidential.
____ All of our contact information is current; it is my responsibility to contact the Front Office with any changes.
____ I understand that it is my responsibility to ensure that the school has received my application.
____ I understand that it is my responsibility to provide copies of **two documents showing proof of residence** (defined as utility bills and/or official pieces of identification) and a **birth certificate/passport** with this application.

Parent / Guardian Signature

Date

DUE DATE: Monday, April 8, 2019

(Applications may be submitted after 4/8/19 and will be considered late applications.)

Portland Village School Public Charter School Admissions Policy

Portland Village School (PVS) complies with all requirements of its Charter as well as state and federal legal and regulatory requirements. To that end, PVS follows ORS 338.125 in managing enrollment, as follows:

All students who reside within the boundaries of the Portland Public School District are eligible for enrollment. Students who do not reside within the boundaries of Portland Public School District are eligible for enrollment if space is available. PVS does not limit student enrolment based on race, religion, sedx, sexual orientation, ethnicity, national origin, disability, the terms of an individualized education program, income level, proficiency in the English language, or athletic ability.

Admission

In the event that the students applying to a PVS program, class, or grade level exceed the capacity of that PVS program, class or grade level, PVS will offer admission as follows:

1. PVS provides priority admission to students who:
 - a. were enrolled at PVS in the prior school year, or
 - b. have siblings who are presently enrolled at PVS (((and who are enrolled in PVS the following year???)--this is Kairos' policy, but not ours...just wanted to double check)))

2. If, after applying the priority described in paragraph 1 for currently enrolled students or their siblings, PVS has additional capacity in an offered program class, or grade level, but the remaining applicants still exceed the capacity of PVS in that program class or grade level, PVS will conduct an Equitable Lottery Selection (weighted lottery) as defined by ORS 338.125 (3) to ameliorate the impact of discrimination against historically underserved students.

Equitable Lottery Selection Process (weighted lottery) is defined by ORS 338.125 (3). The purpose of the weighted lottery is to create equitable access to historically underserved students.

Historically underserved students who meet at least two of the four identified historically underserved criteria will be entered into the lottery three times (as opposed to one time for other students):

- Historically underserved students based on race (African American, Pacific Islander/Native Hawaiian, American Indian/Alaska Native)
- Historically underserved students based on ethnicity (Hispanic)
- Economically disadvantaged students (Directly Certified/Free and Reduced Priced Meals Program)
- English language learners

The Equitable Lottery Selection shall be conducted as follows:

- a. All applicants shall have their names entered into a lottery for drawing;
- b. Applicants who provide a statement that they are part of a "historically underserved" group, as that term is used in ORS 338.125, shall be provided two additional entries into the lottery. An Applicant is historically underserved because of any combination of two or more of the factors listed above: race, ethnicity, socioeconomic status and English language proficiency. We intend that families apply these terms consistently with how the legislature used them in the statute.

Appendix G: PERS Side Account Offset and Confirmation

Side Account Legislation @

To: j.stackhouse@portlandvillageschool.org
Employer Incentive Fund- Actuarial Calculation

October 7, 2019 at 8:59 AM

SA

Good Morning Jennifer-

Attached is the countersigned contract from Milliman along with an explanatory letter defining how they developed the rates you will see below. The column titled "alternate" is your requested side account rate offset amount. The other two columns are required by administrative rule, the first column reflects what your rate would be if you paid your entire UAL and the second column reflects the rate if you paid the minimum amount to participate in EIF.

[Oregon Public Employees Retirement System](#)

Oregon Public Employees Retirement System
Supplemental Lump Sum Payment
Employer Number 4403 Portland Village School

The employer should refer to the Milliman letter dated October 2, 2019 for details related to these calculations.

Reduction in Employer Rate Effective November 1, 2019			
	100% of Tier 1/Tier 2 UAL	Minimum	Alternate
Supplemental Payment Amount	\$2,880,247	\$25,000	\$200,000
Side Account Before EIF Match	\$2,880,247	\$25,000	\$200,000
Side Account Established (Including EIF Match)	\$3,180,247	\$31,250	\$250,000
Scheduled Employer 2019-2021 Tier 1/Tier 2 UAL Rate			
Transition Liability/(Surplus) Rate ¹	0.00%	0.00%	0.00%
Existing Side Account Rate Offset	0.00%	0.00%	0.00%
Revised Employer 2019-2021 Tier 1/Tier 2 UAL Rate			
Transition Liability/(Surplus) Rate ¹	0.00%	0.00%	0.00%
Existing Side Account Rate Offset	0.00%	0.00%	0.00%
Rate Offset from New Side Account	(18.80%)	(0.18%)	(1.48%)
Total Prospective 2019-2021 Rate Reduction	(18.80%)	(0.18%)	(1.48%)

Estimated Amount (prior to supplemental payment)	
November 1, 2019	
Tier 1/Tier 2 UAL (Excluding Effects Below)	\$2,880,247
Existing Side Account Balance	\$0
Transition Liability / (Surplus) ¹	\$0
100% of Net Allocated Tier 1/Tier 2 UAL	\$2,880,247
Annual Combined Projected (Prospective) Payroll	\$1,278,130

¹ Only applicable for employers in SLGRP

This work product was prepared solely for Portland Village School and Oregon PERS for the purposes described herein and may not be appropriate to use for other purposes. Milliman does not intend to benefit and assumes no duty or liability to other parties who receive this work. Milliman recommends that third parties be aided by their own actuary or other qualified professional when reviewing the Milliman work product.

MaryMichelle Sosne

To: j.stackhouse@portlandvillageschool.org

Side account update

October 9, 2019 at 12:54 PM

MS

Good Morning Jennifer-

This is confirmation that your payment has been processed and reconciled as has the transfer from the Employer Incentive Fund. I have applied your rate offset of -1.48% effective 11/1/2019, billing typically takes about 24 hours to update, if you have any billing specific information you'll want to reach out to your Employer Service Center representative, Amy Pissot. Starting next year, you will receive your own valuation, this will include your rates, the UAL allocated to you, and an update on your side account and how the rate is calculated.

Let me know if you have any questions in the meantime.

Thank you,

MaryMichelle Sosne

Actuarial Business Specialist

Oregon PERS

11410 SW 68th PKWY

Tigard, OR 97223

e: marymichelle.sosne@pers.state.or.us

Appendix H: PVS Assets at Columbia Bank and CB Financial

Portland Village School Assets held at Columbia Bank and CB Financial

Balances as of 12/20/19

Account Type	Balance as of 12/20/19	Interest Rate	Maturity Date
<i>Nonprofit Checking ending in 0655</i>	\$250,000.00	.25% APY	N/A
<i>Demand Deposit Marketplace (DDM) funds linked to checking ending in 0655. These funds are held in FDIC-insured deposit accounts.</i>	\$213,877.47	.08% APY	N/A
<i>Funds sweep back and forth daily to maintain a \$250,000 peg balance in checking ending in 0655.</i>			
<i>Nonprofit Checking account ending in 4980.</i>	\$74,560.19	.25% APY	N/A
<i>CB Financial Cetera Brokerage Account: Bank of India New York – FDIC Insured CD</i>	\$125,000.00	1.50% APY	March 4, 2020
<i>CB Financial Cetera Brokerage Account: Bank of Baroda New York – FDIC Insured CD</i>	\$125,000.00	1.55% APY	September 14, 2020
<i>CB Financial Cetera Brokerage Account: State Bank of India New York – FDIC Insured CD</i>	\$125,000.00	1.65% APY	December 11, 2020



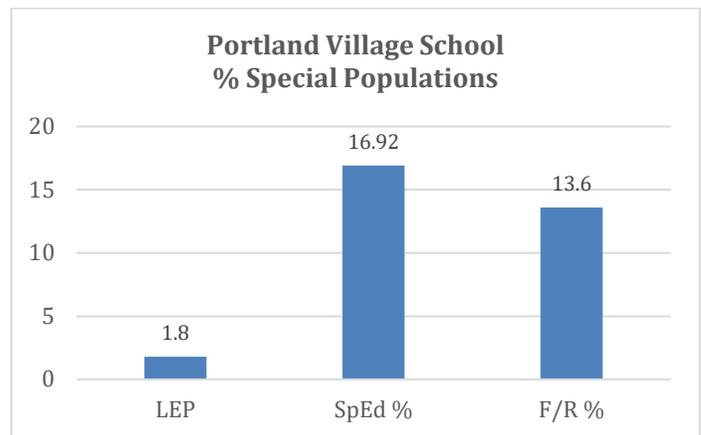
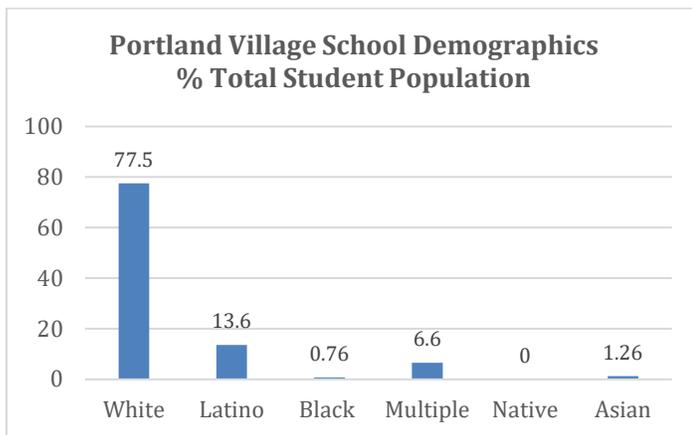
Portland Village School, Renewal Summary and Plan of Improvement Analysis

Portland Village Charter School (PVS) is a k-8, standards-based, Waldorf methods charter school; opened in 2007. PVS typically enrolls about 400 students, with two classes at each grade level.

Summary of current status: PVS was required to develop and implement an Action Plan of Improvement (the “Plan”) during the 2018-19 school year to address below-average academic results in Grades 5-8 Math, and Grade 5 ELA. In addition, the PPS Board of Education determined that PVS would be required to renew its “5-to-10 year flexible term” charter during the 2019-20 school year, in year 7 of its flexible term. By statute, the next renewal term must be at least 5 years and no more than 10 years.

Results of the PVS Action Plan of Improvement are based on the Oregon Report Card and State Assessment Results for the 2018-19 school year, and the school’s success in implementing planned instructional or curricular resources as determined in the Plan. The charter renewal process begins in January 2020, with the new contract to be completed by June 30, 2020.

School Demographics 2019-20



General Information:

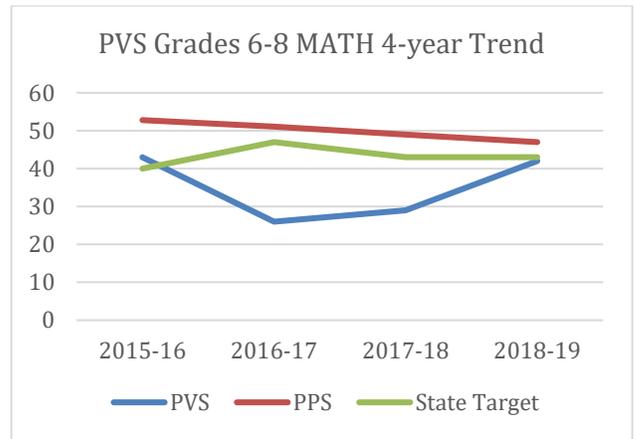
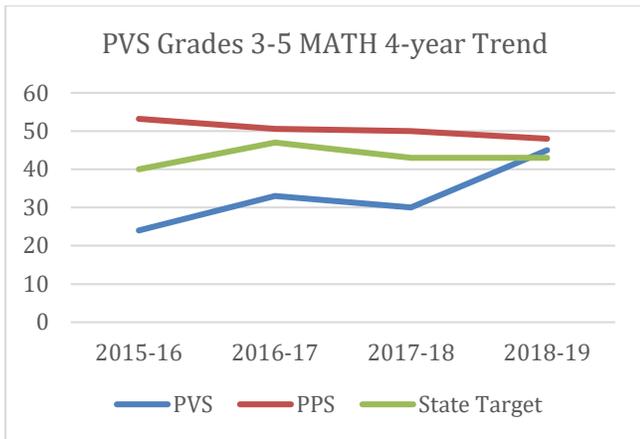
- Charter Renewal: Required by PPS Board for 2019-20 school year, new contract to be effective July 2020; (current “flexible 5 to 10 year term” allows for either party, PPS or School, to request full renewal any year between years 5 and 10 of current contract).
- Enrollment has recovered by 7% from 2018-19 to 2019-20 after decrease of 7% in previous year:
 - 2017-18 = 410
 - 2018-19 = 381
 - 2019-20 = 408
- New permanent Executive Director, Dr. Jennifer Stackhouse, began in April 2019 after exit of short term Principal in February 2019.
- Additional support staff positions of Education Coordinator and full time Counselor created for 2019-20 school year under new leadership.
- PVS is historically, and remains, financially stable with cash balance of ~\$1.5 million and balanced budget.

Academic Achievement:

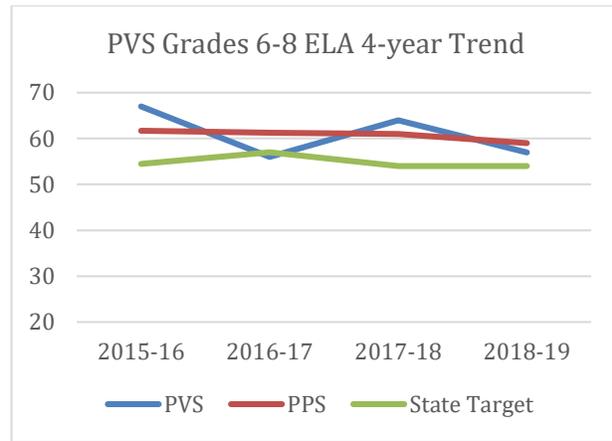
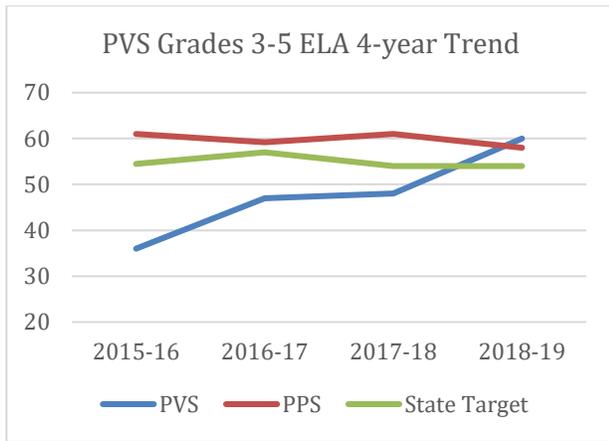
- Portland Village School submitted an **Action Plan of Improvement** in November 2018 based on prior two consecutive years of poor academic performance in:
 - Grades 5-8 Math (Total Students)
 - Grade 5 English Language Arts (Total Students)

Plan of Improvement outcomes are formally evaluated based on 2018-19 State Assessment and Oregon Report Card results one year after implementation. The results of this first year of the Plan are below.

- Results of State Assessments in Math show considerable improvement in percentage of students meeting or exceeding benchmark in both the elementary and middle school grade bands. Grades 3-5 increased from 30% to 45% meeting benchmark, exceeding the state target of 43% and nearly meeting the PPS average of 48%. Grades 6-8 increased from 29% to 42% meeting benchmark, just under the state target of 43%, and approaching the PPS average of 47%. In addition, the school's testing Participation Rate in Math increased from 89% to 99%, exceeding the state participation target of 94.5% for the first time in 3 years:



- Results in English Language Arts show additional improvement in percentage of students meeting or exceeding benchmark in the elementary grades, and slightly declining in middle school grade bands, though still within the range of District average. Grades 3-5 increased from 48% to 60% meeting benchmark, exceeding the state target of 54% and the PPS average of 58%. Grades 6-8 decreased from 64% to 57% meeting benchmark, still above the state target of 54%, and just under the PPS average of 59%. In addition, the school's Participation Rate in ELA increased from 89% to 98%, exceeding the state participation target of 94.5% for the first time in 3 years:



Organizational Status:

- Turnover of leadership twice during 2018-19, with new permanent Executive Director hired in April, 2019
- Turnover in Business/Finance Office twice since 2017-18; Executive Director has stabilized Office with current Accounting service beginning in October 2019 and current Bookkeeper hired in January, 2020
- PVS Board continues to show strong leadership as members change, and participates in annual OSBA Charter School Board Training as well as other OSBA consulting services
- School-wide equity work is ongoing, including staff, board, and parent community, under leadership of the PVS Board’s Equity Committee
- New Executive Director’s background in classroom teaching and intervention coordination, as well as expertise in and commitment to teacher collaboration contribute to her warm reception from both staff and families
- School has funded positions for, and hired, a full time Counselor and an Education Coordinator for the 2019-20 school year to assist with school climate, social-emotional learning, and continued standards-based improvement in classrooms
- The school continues to focus on Plan of Improvement goals through the 2019-20 school year for continued growth and improved outcomes

Financial Status:

- School has a very healthy cash balance as of end of FY’19 (~\$1.5M), and has been steadily growing a fund for potential of moving to a new site in the future
- Newly signed lease to remain in current location through 2024
- 2018-19 Municipal Audit cited a material weakness and two significant deficiencies related to turnover in Finance Office and resulting incomplete preparation for audit
- New Finance Office structure includes contracted accounting services and in-house bookkeeper in response to repeated turnover in Finance Office and potential for loss of historical knowledge. PPS Charter Schools Office is checking financial reports frequently and attending PVS Board meetings to keep abreast of financial reporting and provide support
- School enrollment has increased ~7% from 2018-19, which will result in proportionate increase in State School Fund income for the 2019-20 school year

Portland Public Schools
Annual Performance Framework and Report

Portland Village 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 ESSA Plan
Meets standard: ✓ School was identified as meeting interim targets of academic accountability indicators as defined by Oregon's ESSA Plan
Does not meet standard: School was identified falling below the interim targets but not in the lowest 10% of schools as defined by Oregon's ESSA Plan
Falls far below standard: School was identified as in the lowest 10% of schools as defined by Oregon's ESSA 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 (K-5, 6-8)** 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	60.0	135	59.1	+0.9	54	M
% participation	98.4		94.4		94.5	
Gr 3 %	62.2	37	55.6			
Gr 4 %	58.8	51	56.4			
Gr 5 %	59.6	47	65.1			
All Students 6-8						
% meets/exceeds	57	106	58	-1.0	54	M
% participation	98.4		94.2		94.5	
Gr 6 %	28	29	56.0			
Gr 7 %	66.7	45	59.7			
Gr 8 %	68.8	32	59.9			

*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 and MIP targets in both ES grades 3-5, and MS grades 6-8 (within variance of one student). The school has shown an **average increase of 4% in grades 3-8 ELA achievement** as compared to the 2017-18 school year. Participation rate increased over 10% from previous year.

District recommends continued focus on improvement plan to ensure ELA achievement growth continues in the 2019-20 school year.

School comments:

PVS is continuing to focus on strong CCSS aligned CORE instruction in ELA.

Measure 1d

How are **All Students Total (K-5, K-8)** 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	45.3	137	48.5	-2.8	43	D
% participation	99.2		94.0		94.5	
Gr 3 %	56.4	39	52.8			
Gr 4 %	53.0	51	48.0			
Gr 5 %	27.7	47	43.3			
All Students 6-8						
% meets/exceeds	41.5	106	46.8	-5.3	43	D
% participation	99.2		92.5		94.5	
Gr 6 %	7.0	29	42.8			
Gr 7 %	60.0	45	49.8			
Gr 8 %	46.9	32	47.4			

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

District Comments/Recommendations:

The school fell just below average District performance in ES grades 3-5, and meets MIP targets. MS grades 6-8 fell below District performance (-5%) and slightly below MIP targets (-1.5%).

Portland Village School implemented a Plan of Improvement during the 2018-19 school year to address failing academic performance in Math. While the 2018-19 result does not yet reflect meeting District average targets, it shows **an average increase of 14% in combined grades 3-8 Math achievement** as compared to the 2017-18 school year. Additionally, Participation Rate increased over 10% from previous year.

District recommends continued focus on improvement plan to ensure Math achievement growth continues in the 2019-20 school year.

School comments:

PVS is continuing a sustained intensive focus on strong CCSS aligned CORE instruction in math. We are strengthening our processes in this area through the adoption of MTSS systems

and Tier I and II meetings with a focus on math instruction throughout the course of the 19-20 school year. Math instruction at PVS includes strong CORE instruction and small group differentiated math instruction, as well as interventions using the Do the Math and Do the Math Now intervention programs. Staff are participating in job embedded professional learning, and a focus on mathematical practices.

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	3-8		3-5			
Economically Disadvantaged						
% meets/exceeds	44.2	43	32.8	+11.4	42	E
English Learners						
% meets/exceeds	55.6**	**	23.5	+32.1	23	E
Students with Disabilities						
% meets/exceeds	35.0	32	32.4	+2.6	22	M
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	48.3	29	29.6	+18.7	34	E
All Students 6-8			6-8			
Economically Disadvantaged						
% meets/exceeds			33.2	+11	42	E
English Learners						
% meets/exceeds			23.1	+32.5	23	E
Students with Disabilities						
% meets/exceeds			26.5	+8.5	22	M
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds			30.7	+17.6	34	E

*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

District Comments/Recommendations:

The school meets or exceeds average District performance and MIP targets in all student special population groups in ELA.

School comments:

PVS is proud of the work the general and special education staff is doing in supporting our learners needing specially designed instruction.

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	3-8		3-5			
Economically Disadvantaged						
% meets/exceeds	32.6	43	23.2	+9.4	31	<i>M</i>
English Learners						
% meets/exceeds	44.4**	**	21.3	+23.1	17	<i>E</i>
Students with Disabilities						
% meets/exceeds	39.1	46	26.1	+13	18	<i>E</i>
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	24.1	29	20.9	+3.2	25	<i>M</i>
All Students 6-8			6-8			
Economically Disadvantaged						
% meets/exceeds			20.8	+11.8	31	<i>E</i>
English Learners						
% meets/exceeds			17.1	+27.3	17	<i>E</i>
Students with Disabilities						
% meets/exceeds			19.2	+19.9	18	<i>E</i>
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds			19.2	+4.9	25	<i>M</i>

*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

District Comments/Recommendations:

The school meets or exceeds average District performance and MIP targets in all student special population groups in Math.

School comments:

PVS is proud of the work the general and special education staff is doing in supporting our learners needing specially designed instruction. We believe the work we are doing to increase math instructional efficacy in the general education setting, and in intervention groups will have a positive impact on all learners, including those needing SDI supports.

2. Student Academic Growth

Measure 2a

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

E=Exceeds standard:

- ✓ Combined median growth percentile of 55 or more

M=Meets standard:

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

D=Does not meet standard:

Combined median growth percentile of between 40 and 45

F=Falls far below standard:

Combined median growth percentile of less than 40

Data:

ELA Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-8					45	
Growth percentile						
PVS Grade 3-8	61	175			+16	E
PPS Grade 3-5			49	+12		
PPS Grade 6-8			47	+14		

*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 growth performance in ELA and meets the Oregon Report Card Level 5 State Goal of 60%.

School comments:

PVS is pleased with the growth our students made last year. We recognize this may be a statistically difficult growth score to maintain, but look to increasing performance outcomes in addition to increasing growth rates. We believe maintaining participation rates will be critical to the work of maintaining high growth rates.

Measure 2b

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

E=Exceeds standard:

✓ Combined median growth percentile of 55 or more

M=Meets standard:

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

D=Does not meet standard:

Combined median growth percentile of between 40 and 45

F=Falls far below standard:

Combined median growth percentile of less than 40

Data:

MATH Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-8					45	
Growth percentile						
PVS Grade 3-8	74	169			+29	E
PPS Grade 3-5			47.0	+27		
PPS Grade 6-8			51.0	+23		

*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 growth performance in Math and exceeds the Oregon Report Card Level 5 State Goal of 60%.

School comments:

PVS is pleased with the growth our students made last year. We recognize this may be a statistically difficult growth score to maintain, but look to increasing performance outcomes in addition to increasing growth rates. We believe maintaining participation rates will be critical to the work of maintaining high growth rates.

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 3-8	3-8		3-5		45	
Economically Disadvantaged	49.0	31	43	+6.0		M
English Learners	--	--	45	--		--
Students with Disabilities	53.5	28	44	+9.5		M
Historically Underserved Races/Ethnicities	60	22	41	+19		E
All Students 6-8			6-8			
Economically Disadvantaged			42	+7.0		M
English Learners			44	--		
Students with Disabilities			44	+9.5		M
Historically Underserved Races/Ethnicities			39	+21		E

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

-- Indicates not enough data to report

District comments/recommendations:

The school meets or exceeds average District growth performance and MIP target in all student special population groups in ELA, and exceeds Oregon Report Card Level 5 Growth Target of 55 for Students of Historically Underserved Races/Ethnicities.

School comments:

PVS is working hard to close achievement gaps for our special populations.

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 3-8	3-8		3-5		45	
Economically Disadvantaged	51	31	42	+9		M
English Learners	--	--	44	--		--
Students with Disabilities	68	27	43	+25		E
Historically Underserved Races/Ethnicities	53	23	40	+13		M
All Students 6-8			6-8			
Economically Disadvantaged			44	+7		M
English Learners			48	--		--
Students with Disabilities			46	+22		E
Historically Underserved Races/Ethnicities			42	+11		M

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

-- Indicates not enough data to report

District comments/recommendations:

The school meets or exceeds average District growth performance and MIP target in all student special population groups in Math, and exceeds Oregon Report Card Level 5 Growth Target of 55 for Students with Disabilities.

School comments:

PVS is committed to closing achievement gaps for our special populations subgroups.

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?
Fountas and Pinnell Benchmark Reading assessments 3x per year Fall, Winter and Spring	All grades 1-8	These F&P Benchmark test looks at reading achievement, including fluency, accuracy, vocabulary, comprehension.	F and P scores are entered into a google doc. which is shared among the staff.
Singapore math and teacher made formative and summative math assessments My Math and teacher made formative and summative math assessments	Singapore 1-5 My Math 6-8	These assessments measure math comprehension and computational fluency	These are shared and discussed in parallel teacher teams.
Teacher created writing samples in Main Lesson Books	1-8	informational, narrative and opinion writing	These are shared and discussed in parallel teacher teams.
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						
%	87	384	86.0	+1	85	M
All Students 6-8						
%	**		83.2		83	

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

**Data not available, Oregon Report Card for this school only includes attendance data for grades k-5

District comments/recommendations:

The school meets the Level 3 indicator of 85% for grades k-5.

School comments:

PVS is continuing to draw attention to the importance of attendance through our visibility campaign (sign posted at the front of the school) as well as the utilization of the all hands raised protocols for attendance.

6. Alignment of Core Classes to Standards (Middle Schools and High Schools only)

Measure 6 Is the school aligning all classes in core subjects to Common Core State Standards?
Meets standard: ✓ School is offering all required core subjects and has aligned all classes in core subjects to Common Core State Standards and has articulated this through detailed syllabi, course descriptions, curriculum alignments, or other methods.
Does not meet standard: School is offering all required core subjects but has not fully aligned all classes in core subjects to Common Core State Standards, and/or has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments, or other methods.
Falls far below standard: School is not offering all required core subjects and/or has not aligned all classes in core subjects to Common Core State Standards, and has not provided evidence through detailed syllabi, course descriptions, curriculum alignments, or other methods.
District comments/recommendations: The school has aligned all classes in MS core subjects to Common Core State Standards and submitted syllabi and course descriptions as evidence.
School comments:

(Measure 7 omitted, applies to 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.
<p>As outlined in the Action Plan for Improvement:</p> <p>Spring 2019 SBAC Assessments will evidence the following grade specific scores in levels 3 & 4 math:</p> <p>Grade 3- 30%, Grade 4- 45%, Grade 5- 55%, Grade 6- 35%, Grade 7- 40%, Grade 8- 50%</p> <p>Strategies in plan include: Math groups, one on one tutoring, increase Math instructional time to minimum of 45 mins/day, hire full-time Math Instructional Specialist, make use of ongoing benchmark and formative assessments to inform instruction</p>	<p>3rd: goal 40% Status: MET</p> <p>4th: goal 45% Status: MET</p> <p>5th: goal 50% Status: MET in one class, NOT YET MET in another classroom</p> <p>6th: 40% Status: NOT YET MET</p> <p>7th: 45% Status: MET</p> <p>8th: 50% Status: MET</p>	<p>PVS worked hard to achieve these increases in math performance. We implemented math professional development, small math tutoring, increased instructional time, increased assessment and hired a math specialist.</p> <p>Due to administrative turnover there were some challenges with accountability in individual classes with math instruction. This led to low scores in one 5th grade class.</p> <p>We also have a grade cohort with significant IEP, behavioral and trauma impacted needs. We have supported this grade this year with the addition of a full time assistant to their classroom. We have also purchased a math intervention program Do the Math Now, to be implemented with that class this year and next.</p>
<p>As outlined in the Action Plan for Improvement:</p> <p>Spring 2019 SBAC Assessments will</p>	<p>3rd: 50% Status: MET</p> <p>4th: 55% Status: MET</p> <p>5th: 65% Status: NOT YET MET</p>	<p>We had strong performance in all but two grades. One underperforming grade cohort has significant IEP, behavioral and trauma impacted needs. We have</p>

<p>evidence the following grade specific scores in levels 3 & 4 ELA: Grade 3- 50%, Grade 4- 55%, Grades 5 through 8- 65%.</p> <p>Students in grades 1-2 will be assessed using a benchmarking tool and will show growth towards on grade level reading scores.</p> <p>Strategies in plan include: Reading groups, one on one tutoring, increase Reading instructional time to minimum of 60 mins/day, instruction in all grades tied to ELA CCSS, use ongoing benchmark and formative assessments (running records) to inform instruction</p>	<p>6th 65% Status: NOT YET MET</p> <p>7th 65% Status: MET</p> <p>8th 65% Status: MET</p>	<p>supported this grade this year with the addition of a full time assistant to their classroom.</p> <p>We are continuing to use the <i>Fountas & Pinnell</i> benchmark assessments in ELA to guide instruction, and have increased administrative supervision this year with the addition of a second administrator at PVS.</p> <p>We are continuing strong integrated CCSS aligned ELA instruction and small differentiated reading groups.</p>

Measure 8b

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

Recommendation from the district	Recommendation implemented? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
District required that an Action Plan of Improvement be developed due to two years of failing academic goals in Math in all grades.	Yes, PVS implemented a Performance Improvement Plan (PIP) which was directly linked to increased math scores in performance and growth as well as exceptional gains in participation levels.	Once Dr. J was brought on board PVS provided weekly professional learning in math instruction. We implemented professional learning in 8 mathematical practices and selected 2 mathematical practices to focus our instruction on this year: Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others.
District required that an Action Plan of Improvement be developed due to two years of failing academic goals in ELA in Grade 3-5.	Yes, PVS implemented a Performance Improvement Plan (PIP) which included an ELA goal for our multi-year underperforming grade - 5th.	We implemented the Fountas and Pinnell Benchmark assessment system. We may look at purchasing LLI intervention if there is room in the budget for this program.
District recommended the school develop and implement a plan to increase Regular Attenders to meet state targets of 85% for grades k-5 and 83% for grades 6-8.	The PIP did not include a plan to increase regular attenders.	As of the arrival of Dr. Stackhouse, PVS implemented an increased awareness campaign around daily attendance rates with a posted sign indicating yesterday's attendance percentage, as well as the All Hands Raised protocols for attendance including positive phone calls home, positive postcards, positive letters, more pointed letter about the importance of regular attendance, and a final letter insisting on the legalities of school attendance.

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: We would like to see attendance fall in the 90-95% average ADM attendance rate

Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
<p>We will implement increased awareness with Digest statements</p> <p>We will add positive attendance incentives for classes</p> <p>We will codify the all hands raised protocols for students</p>	<p>By increasing awareness we can increase focus on the importance of attendance</p> <p>positive reinforcement will get people excited with friendly competition</p> <p>staff will become comfortable with our attendance system models</p>	<p>Information shared in the Digest for families about the importance of attendance</p> <p>Creating incentives with school leadership team and sharing in village voice staff newsletter or staff meeting</p> <p>sharing the protocols at staff meeting</p>	<p>use PPS Dashboard interface check in on rates in March (note December had sickness run through school)</p> <p>tracking of chronic and severe student absences</p>	<p>Attendance team Executive Director, Educational Coordinator, School Counselor, Head Secretary</p> <p>PPS Dashboard incentives - cost free extra recess; etc.</p> <p>school leadership team</p>

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 4.89, 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: The school has 209.8 unrestricted days 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 101%, 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: The school is not in default, meets standard.

School comments:

10. Sustainability Measures

<p>Measure 10a Total Margin: Net income divided by total revenue Aggregated total margin: Total 3-year net income divided by total 3-year revenues</p>
<p>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</p>
<p>Does not meet standard: ✓ Aggregated 3-year total margin is greater than -1.5%, but trend does not “meet standard” (above)</p>
<p>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%</p>
<p>District comments/recommendations: Aggregated total margin is 2.42%, total margin is -3.11%, does not meet standard. Due to actions and expenditures associated with the Action Plan of Improvement implemented in 2018-19, the school intentionally invested in additional curricular resources, staff, and classroom resources. The school carries a strong cash balance and was able to absorb these additional expenses, but will need to monitor cash balance to ensure stability moving forward.</p>
<p>School comments: We have a budget plan in place that meets the requirement.</p>

<p>Measure 10b Debt to asset ratio: Total liabilities divided by total assets</p>
<p>Meets standard: ✓ Debt-to-asset ratio is less than 0.9</p>
<p>Does not meet standard: Debt-to-asset ratio is between 0.9 and 1.0</p>
<p>Falls far below standard: Debt-to-asset ratio is greater than 1.0</p>
<p>District comments/recommendations: Debt to asset ratio is 0.20, meets standard.</p>
<p>School comments:</p>

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 \$270,113; one-year cash flow is \$122,548; 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 -0.17, does not meet the NACSA recommended standard. Not meeting this standard isn't necessarily of concern, but could be an indicator of the school having difficulty covering its debt obligations in the current year. The school did intentionally invest in additional staffing and curriculum related to Action Plan of Improvement in the 2018-19 school year.

District recommends PVS' Board continue to review detailed monthly financial reports and forecasts through fiscal year to ensure obligations can be met in the current year. The school maintains a healthy cash balance (~\$1.5M), does not carry debt.

School comments: We are continuing to review monthly financials. While there has been some turnover in the bookkeeping position, PVS is pleased to now partner with Dave Coffman, who is well respected by other charter schools and McDonald Jacobs our auditors. We have hired an hourly bookkeeper who comes recommended by Mr. Coffman; Chela Perley. Ms. Perley has previous experience working for another Oregon charter school. She has experience with non-profit accrual accounting and cash accounting, and is maintaining and printing records for the board to review.

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)
Use surplus funds to purchase Reading is Resistance Equitable/Multicultural leveled reading library with corresponding Benchmark assessment tools, Professional Development, and substitute teachers to accommodate teacher/student assessment days. Fund the hiring of a Math Instructional Specialist	Yes	PVS purchased the reading is resistance library. PVS purchased the Fountas and Pinnell Benchmark Assessment kit. PVS hired mentoring and PD staff and funded substitute teachers for assessment days. PVS hired someone to help with math instruction.

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)
Due to not meeting Debt Service Coverage Ratio, the District recommended PVS' Board review detailed monthly financial reports and forecasts through fiscal year to ensure debt obligations can be met in the current year.	Partially implemented	While there were intentions to review detailed monthly financials it became clear that the bookkeeper hired for the majority of the school year was not qualified and there were questions about the accuracy of his accounting practices. He was replaced in May, and cleanup of accounts took some time.

		PVS board treasurer met weekly and with the Executive Director to ensure that things were moving in a positive direction in terms of accountability, documentation and cleanup. PVS now has a skilled bookkeeper in place.
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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: By March 2020 the Executive Director, board treasurer, bookkeeper and contracted accountant will have crafted an accounting procedures plan for the Executive Director to use when monitoring monthly and weekly financials, which will be implemented no later than the end of Q3.

Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
Create a check list system for accounting procedures with financially literate stakeholders knowledgeable of GAAP practices.	Codifying appropriate GAAP procedures will help the ED stay on top of financials at PVS.	ED will need support to learn GAAP procedures, this is already being implemented.	This process is in the formation stage. We will analyze progress at the January finance meeting, as well as in February finance meeting	Ed will partner with Bookkeeper for initial systematizing. Treasurer and contracted accountant will review for checks and balances purposes.

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 meets 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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 meets this standard. This reflects an area of improvement from the previous year, both in ensuring CCSS are being met and in increasing state assessment participation rates by over 10%.
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 meets 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 meets this standard.

School comments:

13. Governance and Reporting

<p>Measure 13a Is the school meeting financial reporting and compliance requirements?</p>
<p>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:</p> <ul style="list-style-type: none">• 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
<p>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:</p> <ul style="list-style-type: none">• 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
<p>District comments/recommendations: While the school mostly complies with this standard, due to change of financial staff mid-year, the Q4 Financial Report and the municipal audit were submitted late. It is recommended that the school prioritize timely financial reporting and consistent staffing to support reporting for the 2019-20 school year.</p>
<p>School comments: PVS has struggled to find a strong permanent capable bookkeeper. Through partnering with our contracted accountant to find someone he recommends, we believe we have found a bookkeeper who is both skilled and able to work in charter schools. As of January 2020 PVS is working with Ms. Perley, who is recommended by our accountant and has some experience working in charter schools. We are committed to a clean audit going forward, and to the timely reporting of our financial documents for PPS.</p>

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's 2018-19 municipal audit noted one material weakness (correction of misstatements) and four significant deficiencies (inadequate controls), mainly related to issues arising from Executive Director staff turnover and change of staff in finance/business office at the end of the year. The PVS Board Finance Committee has worked in conjunction with new Executive Director to implement auditor recommendations and controls, including hiring an accountant to perform monthly reconciliations and provide consistency. **It is recommended** that the school prioritize retaining consistent staffing in its finance office, and that the PVS Board continue to provide close oversight of accounting practices, reporting timeliness, and audit readiness for the 2019-20 school year.

School comments: The Executive Director and PVS board are committed to maintaining adequate oversight and the implementation of generally accepted accounting practices (GAAP.) We are implementing monthly controls, have found a strong, skilled bookkeeper who is recommended and has worked with our accountant and PPS before. Our accountant has updated our chart of accounts, and the board treasurer, and board of directors is maintaining oversight of our accounting practices and budget.

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. The PVS Board continues to work with Oregon School Boards Association for board training and assistance as needed.

School comments:

Measure 13d

Is the school holding its administration accountable?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
 - Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
 - The board conducting an annual evaluation of the administrator's performance

Does not meet standard:

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

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

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

School comments:

Measure 13e

Is the school complying with reporting requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including but not limited to:
 - Accountability reporting
 - Attendance and enrollment reporting
 - Compliance with the charter contract and all applicable laws
 - Timely submission of all deliverables
 - Additional information as requested by the district

Does not meet standard:

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

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

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

School comments:

14. Students and Employees

Measure 14a

Is the school protecting the rights of all students?

Meets standard:

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

Does not meet standard:

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

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
- The collection and protection of student information
- Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
- Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

District comments/recommendations: The school materially complies with this standard. In matters of admissions and enrollment, protection of student information, and conduct of student discipline, the district has no reason to believe the standard has not been met.

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 for 2018-19 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

<p>Measure 16 Is the school complying with all other obligations?</p>
<p>Meets standard:</p> <ul style="list-style-type: none">✓ 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:<ul style="list-style-type: none">● 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)
<p>Does not meet standard:</p> <p>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:</p> <ul style="list-style-type: none">● 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)
<p>District comments/recommendations: The school is responsive and timely with all other requirements from the district.</p>
<p>School comments:</p>

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)
Staff positions will be added for a Math Instructional Specialist, and a Waldorf Methods Mentor. All main class teachers in grades 1-8 will receive mentoring and support from both a Math Instructional Specialist and a Waldorf teacher mentor.	Yes	PVS paid for a math instruction specialist and mentor teacher.

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)
District recommended that the PVS School Leader develop a plan to ensure all k-5 classroom teachers are meeting requirements of grade level Common Core State Standards, and that the PVS Board of Directors ensure that relevant professional development and other requested resources are adequately resourced so this standard may be met in 2018-19.	Yes	Teachers were provided time to plan CCSS aligned instruction and were responsible for outlining their CCSS aligned year long plan.
The district recommended that PVS develop and implement a policy or process that normalizes use of technology in the classroom for students with and without disabilities, so that there is no stigma attached to students who must use	Not yet	This goal is a hard one to implement at PVS as it involves deeply embedded cultural shifts among staff and parents. Last year there was not enough bandwidth for the staff and leadership to take this on. For the 2019-

technology to best access their education.		2020 school year this goal is being worked through, though the rate of implementation will be slow as is typical when making school culture changes.
District recommended that as more long-term board members leave the PVS Board, those new and remaining members continue to develop their knowledge of the responsibilities and requirements of charter school boards, either through continued work with OSBA or by other means of board development.	Yes	The board has partnered with OSBA and that partnership has continued so that members of the board of directors are gaining skills and professional development in best practices in school board leadership.

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: No additional Organizational goals added at this time.				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

Portland Village Charter School 3-year Trend Performance Summary

Performance Framework Summary Rubric

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

		2018-19	2017-18	2016-17
ACADEMIC				
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			
	Grades 3-5	M	F	F
	Grades 6-8	M	M	D
1d	Student achievement in MATH as compared to district			
	Grades 3-5	D	F	F
	Grades 6-8	D	F	F
1e	Special populations achievement in READING as compared to district			
	Grades 3-5	E / M	M	E
	Grades 6-8	E / M	M	E
1f	Special populations achievement in MATH as compared to district			
	Grades 3-5	E / M	D	M
	Grades 6-8	E / M	M	M
2a	Annual academic growth in READING as compared to State Target	E	M	M
2b	Annual academic growth in MATH as compared to State Target	E	D	M
3a	Special populations growth in READING as compared to State Target	E / M	D	M
3b	Special populations growth in MATH as compared to State Target	E / M	D	M
5	Students with chronic or severe absenteeism as compared to district, 2018-19 Regular Attenders as compared to State Target Level 3 indicator			
	Grades K-5	M	D	D
	Grades 6-8			
	*not reported on Oregon Report Card (K-5 data only)	*	*	D
6	School aligns all core subjects to Common Core State Standards (grades 6-12)	M	M	M
7,8	NA, this standard is for High Schools only			
	<p>ACADEMIC COMMENTS:</p> <p>While the school did not meet District averages in Math achievement, it did meet state MIP target for grades 3-5, and shows significant growth in Math (14% increase in Math achievement overall). As a targeted area for its Action Plan of Improvement in 2018-19, this result reflects significant progress in academic achievement. In addition, academic growth meets or exceeds targets in all indices, reflecting the improvement trajectory. It is recommended that the school continue Plan of Improvement activities in the 2019-20 school year.</p>			

		2018-19	2017-18	2016-17
FINANCIALS				
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	M	M
10b	Debt to asset ratio	M	M	M
10c	Cash flow	M	M	M
10d	Debt service coverage ratio	D	D	D
<p>FINANCIAL COMMENTS:</p> <p>10a. Due to expenditures associated with the Action Plan of Improvement implemented in 2018-19, the school intentionally invested in additional curricular, staff, and classroom resources. The school carries a strong cash balance and was able to absorb these additional expenses; will need to monitor cash balance to ensure stability moving forward.</p> <p>10d. Debt service coverage does not meet the standard set by NACSA, however the school maintains a healthy cash balance (~\$1.5M), and does not carry debt. While this is not of concern at this time, it is recommended that the PVS Board continue to review detailed monthly financial reports and forecasts through the fiscal year to ensure debt/lease obligations can be met in the current year.</p>				
		2018-19	2017-18	2016-17
ORGANIZATIONAL				
12a	School is implementing education program as defined in contract	M	M	M
12b	School is complying with applicable educational requirements	M	D	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	D	M	M
13b	School following Generally Accepted Accounting Principles (GAAP)	D	D	D
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
<p>ORGANIZATIONAL COMMENTS:</p> <p>13a. Due to change of financial staff, the Q4 Financial Report and the municipal audit were submitted late.</p> <p>13b. PVS underwent a change of staff in the Business Office prior to the end of the fiscal year, which resulted in</p>				

	<p>numerous difficulties in having information prepared correctly for Municipal Auditors. Auditors noted multiple concerns regarding fiscal oversight during the time there was no permanent Business Manager. PVS has since hired a permanent Bookkeeper, as well as contracted with an outside accountant to bring systems of oversight into compliance.</p>
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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: Portland Village Public Charter School Renewal Request

Portland Village Public Charter School (PVS) is a k-8 charter school in North Portland, currently enrolling 408 students and housed in the former De La Salle School building. The school's instructional program is inspired by the Waldorf educational model, combining standards-based curriculum with an emphasis on the arts, and teaching respect and reverence by developing head, heart, and hands in its students. PVS opened in 2007, and is in its twelfth year of operation.

Portland Village School has formally submitted its Application for Renewal while in year seven of a "flexible" five-to-ten year agreement at the direction of the PPS Board of Education. During the 2018-19 school year, review of the school's prior year academic achievement reflected two consecutive years of failure to meet standards (2016-17 and 2017-18). As a result PVS was required to develop and implement a Plan of Improvement for academic achievement in grades 5-8 Math, and grades 3-5 ELA. A review of progress toward improvement in academic achievement from 2018-19 coincides with the Application for Renewal.

Per ORS 338.065(4)(c), this renewal term "shall be for a minimum of five years but may not exceed 10 years." Portland Village School has requested a five-year renewal of its charter with PPS.

Highlights of renewal term include:

- PVS Board has shown strong ability to take action to support mission and needs of school, successfully recruiting and hiring permanent Executive Director after unplanned staff turnover and centering racial equity work in the past two years
- Enrollment has rebounded from a low in 2017-18 and continues to grow over budgeted count of 400
- Financial sustainability indicates ongoing active management ahead of trends in State School Fund and PERS variability; school has savings to assist with potential move to new facility and healthy cash balance to absorb new initiatives related to Plan of Improvement
- School community is committed to engaging in ongoing racial equity work
- Plan of Improvement implementation in 2018-19 shows strong progress toward improved academic outcomes based on state assessment results

Considerations:

- While initial Plan of Improvement results are promising, continued improvement is needed in

Math to meet or exceed District averages in current and future years

- The school's current lease expires in 2024, the school is searching for a new home
- Frequent turnover in PVS Finance Office led to consecutive years of municipal audit findings related to preparedness and internal controls

Requests from PVS for consideration in Renewal Contract:

- PVS has made no contractual requests for this renewal, though has asked that PPS consider offering charter schools the option to purchase certain items through District agreements with suppliers so they can participate in bulk pricing opportunities

Charter schools, as schools of choice, continue to work to attract a student population that is reflective of the District's population. Portland Village School's enrollment reflects less diversity than District averages. About 2% of its students are Ever English Learners (compared to 9.1% District k-8), 14.5% are Economically Disadvantaged (compared to 33.6% District k-8), 19.2% are Historically Underserved Races/Ethnicities (compared to 31.7% District k-8), and 77.7% are White (compared to 57.6% District k-8). In efforts to impact these numbers, the PVS Board approved a Weighted Lottery Policy that has been applied to the Enrollment and Lottery Process beginning in the 2019-20 school year. PVS 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.

The PPS Charter Schools Office submits the attached 2018-19 Oregon Report Card and 2018-19 Performance Framework and Report for Portland Village 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 PPS Charter Schools Office Renewal Summary and Improvement Plan Analysis, and Portland Village School's Renewal Application are also attached.

Attachments:

- 2018-19 Oregon Report Card
- Portland Village School 2018-19 Performance Framework and Report
- Charter Schools Office Renewal Summary and Improvement Plan Analysis
- Portland Village School Charter Renewal Application