



Board of Education Informational Report

MEMORANDUM

Date: April 1, 2016

To: PPS Board of Education

From: Amanda Whalen, Chief of Staff
Rosanne Powell, Board Manager

Subject: Authorizing the Amendment to the Approved Master Plan of Roosevelt High School to Include MakerSpace.

At the March 29th meeting of the School Improvement Bond Committee meeting, Committee Chair Amy Kohnstamm presented a proposal developed by Board Chair Tom Koehler and a task force to master plan a Roosevelt MakerSpace and amend the approved master plan. The committee voted 2-1 to move forward a resolution to the full Board to amend the approved Roosevelt master plan to include a MakerSpace of up to 10,000 square feet as part of Roosevelt High School.

2/12/16

To: Bond and School Improvement Committee

Fr: Board Chair Tom Koehler

Re: Roosevelt Makerspace Proposal

On September 9th 2015 a task force appointed by and reporting to the Chair was given the assignment to design a Makerspace and program in the existing Roosevelt auto shop that provides high level hands-on learning for Portland Public School students during the day and be a community asset for after school hours. Further, the task force was to make sure the project is leveraged with industrial partners.

The Task Force is co-chaired by Eileen Brady and Charles McGee and includes the following members; Shay James, Kelly Roy, Joe Purkey, Aaron Bouchane, Charlene Williams, Van Truong, Susan Stoltenberg, Frank Foti, Sue Haley Paul Anthony, Filip Hristic, Daniel Malone, Amy Kohnstamm, Jeanne Yerkovich, Hilary Pickerel and Julie Rierson.

After several months of inquiry and discussion the Task Force determined that a better location would be north and adjacent to the existing Roosevelt theatre and CTE construction program. This option is the lowest cost option and does nothing to alter existing plans and schedules of the current Roosevelt buildout.

The following proposal represents the collective thinking of the Task Force and is a concept draft.

ROOSEVELT MAKERSPACE PROJECT:

The Makerspace will be a two-story 10,000 foot building, with 5,000 square feet per floor.

The ground floor will house two new state-approved CTE programs of study – Manufacturing and Aviation/Transportation in partnership with local industry. These CTE program areas comply with the Oregon Department of Education's criteria requiring CTE programming to be aligned to high wage/high demand careers and regional workforce growth areas. A program run by a third party, will be available to Community members in the evening hours and focused on skill development and job training.

The upper floor will be a modern makerspace open to the whole district as a PPS makerspace HUB that will hold priority for Roosevelt students. Makerspaces bring STEAM to life through hands-on application of the skills developed in the classroom. PPS Makerspace vision is that the it is a place for students to **experiment, discover, model, construct, and design** with the support of tools and technology not found in a typical classroom. In addition, it provides a space for teacher professional development across the district for lesson planning that incorporates design thinking, student entrepreneurial experiences and career option exploration. In addition, the MakerSpace will serve as a district site for 7th grade maker experiences.

The Makerspace will require a STEM experienced project manager to help with partnerships, logistics and launch. Furthermore, a MakerSpace TOSA would be able to support teachers and MakerSpace staff in developing learning experiences connected to content standards necessary for implementation in 2016-17 school year.

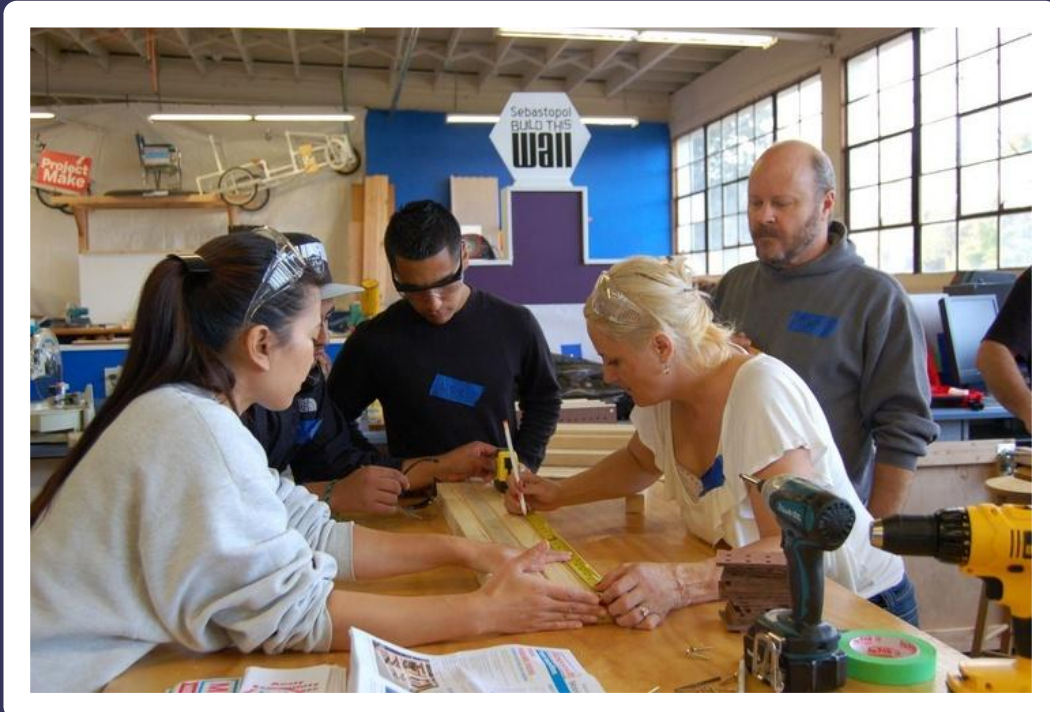
The Makerspace has the support and partnership of Vigor International, other industrial companies wanting to partner in educating our kids and increase job training opportunities to our community, ADX, IMPACTNW and many others.

NEXT STEPS: School Improvement and Bond Committee approve concept and recommend to the Board to approve OSM to initiate design for New Roosevelt Makerspace. This next step will result in a specific budget and ready the project for bidding.

PORTLAND PUBLIC SCHOOLS
Makerspace Hub Proposal
Office of Teaching & Learning
Office of School Performance

January 8, 2016

DRAFT_v3



Why Makerspace?

Makerspaces bring STEAM to life through hands-on application of the skills developed in the classroom. In Portland Public Schools, our vision is that the Makerspace is a place for students to **experiment, discover, model, construct, and design** with the support of tools and technology not found in a typical classroom. PPS is incorporating 1200 square foot Makerspaces into our high schools as the opportunity presents. We currently have floor plans for 3 of our high schools and our adding a hands on learning experience for all 7th grader to our curriculum. A **Makerspace Hub** allows PPS to offer all students the opportunity to engage in relevant and authentic experiences that provide opportunities for student learning that incorporate iterative design principles, collaborative problem solving and self-directed learning.

In addition, aligning Makerspace Hub activities to Career Clusters provides an organizing tool for curriculum design and instruction. Career Clusters help to identify essential knowledge and skills, and function as useful guides in developing programs of study, bridge secondary and postsecondary curriculum and support students in creating individual student plans of study for a complete range of career options.

A Makerspace Hub would allow PPS to:

- House large, complex equipment and laboratory workspace to the system (i.e. for construction space for solar cars or large scale rockets, workspace for aviation activities or textile programming)
- Host Makerspace hands-on professional development for instructors
- Host 7th grade Makerspace experiences
- Provide opportunities for high school students, district-wide, to access the Makerspace equipment
- Host Makerspace Fairs
- Focus on Career Development
- Expand post Secondary Alignment
- Engage parents and families and offer job trainings
- Accelerate high school graduation

A Makerspace Hub will also support the district's high-quality, state-approved Career and Technical Education (CTE) programs that teach critical academic, technical and employability skills.

Makerspaces - A Place To:



Skills for the 21st Century

According to the US Dept of Labor, 8 of the 10 fastest growing occupations in the next few years will be STEM careers. As of 2013, there were 600,000 unfilled Stem related jobs. In addition, entrepreneurs and leaders that can grow the new economy will be problem solvers and critical thinkers. In short STEM education can be the foundation by which our young people can grow into the leaders of the future. Our classrooms must be transformed into hands-on learning spaces where the tools and ideas of the future can be learned and practiced.

MakerSpace is a place where students can engage in authentic STEM experiences. Integrative STEM experiences develop students' skills with critical thinking, collaboration, creativity, science literacy, and innovation. Positively impacting students' science attitude, identity, and engagement supports students in being college & career ready.

STEM Education is *"An approach to teaching and lifelong learning that emphasizes the natural interconnectedness of the four separate STEM disciplines. The connections are made explicit through collaboration between educators resulting in real and appropriate context built into instruction, curriculum, and assessment. The common element of problem solving is emphasized across all STEM disciplines allowing students to discover, explore, and apply critical thinking skills as they learn."*¹

¹ [Oregon Department of Education](#)

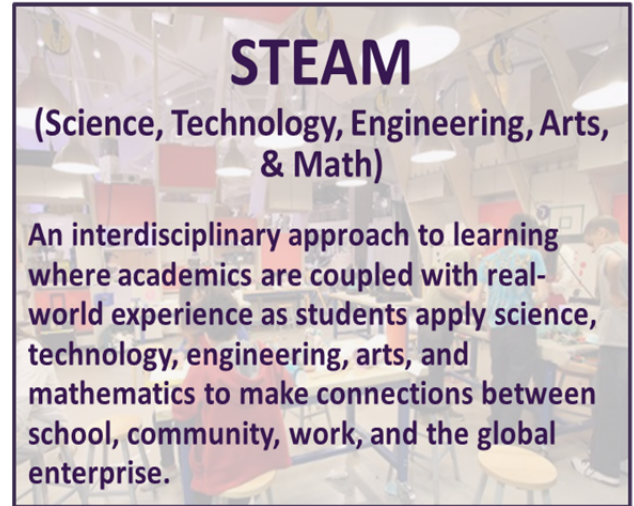
Definitions



CTE (Career & Technical Education)

A state-approved multi-year program of study that helps students gain the skills, technical knowledge, academic foundation, and real-world experience to prepare them for college & career.

**CTE Department;
Office of College & Career Readiness**



STEAM
(Science, Technology, Engineering, Arts, & Math)

An interdisciplinary approach to learning where academics are coupled with real-world experience as students apply science, technology, engineering, arts, and mathematics to make connections between school, community, work, and the global enterprise.

**Instruction, Curriculum, & Assessment;
Office of Teaching & Learning**



cte (career & technical education)

Includes elective courses and career pathways, including Arts & Communication, Business, Health, Human Resources, Industrial & Engineering, and Natural Resources



Makerspace

One of many learning environments for students to experiment, discover, model, construct, and design, with the support of tools and technology not found in a typical classroom.

Summary of Proposal

PPS Makerspace Hub

- Priority status given to RHS as defined prior to building
- Serves as Hub for all high school Makerspaces
- Serves as location for system-wide 7th grade makerspace experience
- Serves as Engineering and Manufacturing CTE strand anchor space

Areas of Investment

Staffing

Experienced STEM Expert PPS MakerSpace Project Manager & Makerspace TOSA

Professional Development

Facilities, Furniture and Equipment

Cost is dependent on model

Student Experiences

Station-oriented; not one to many

Further Considerations Needed

Transportation

Curriculum Connections

Makerspace Proposal Details:

Makerspace Hub for all PPS high schools

Potential Makerspace Activities: PPS High Schools

Career Cluster	Examples of HS Makerspace Activities	Potential Pathways Connections (Postsecondary)	Potential Pathways Connections (Industry Partners)
Architecture & Construction	<ul style="list-style-type: none"> • Project Design • Construction • Design • 3D printing & prototyping • CAD • Drafting / architecture 	<ul style="list-style-type: none"> • Portland Community College • University of Oregon • Pacific NW Carpenters Institute Apprenticeships • IBEW Electrical Apprenticeships • Oregon Institute of Technology 	<ul style="list-style-type: none"> •
Arts, AV Technology & Communications	<ul style="list-style-type: none"> • Graphic design • Digital publications • Screen printing • Broadcasting • Set Design • Costume Design • Lighting • Audio/video engineering & editing 	<ul style="list-style-type: none"> • Portland Community College • Mt. Hood Community College • University of Oregon • Art Institute of Portland 	

Computer Science	<ul style="list-style-type: none"> • Programming • Coding 	<ul style="list-style-type: none"> • Portland Community College • Portland State University • Oregon State University • 	
Engineering	<ul style="list-style-type: none"> • Robotics • Arduinos • Soldering • Circuit Design 	<ul style="list-style-type: none"> • Portland Community College • Portland State University • Oregon State University • Oregon Institute of Technology 	
Manufacturing	<ul style="list-style-type: none"> • Metals 	<ul style="list-style-type: none"> • Portland Community College • Sheet Metal Apprenticeship Training Center 	
Transportation	<ul style="list-style-type: none"> • Small Engines 	<ul style="list-style-type: none"> • Portland Community College • Mt. Hood Community College 	

Potential Activities: K8/Middle School

The proposed Makerspace site provides the opportunity for PPS to establish a dedicated “headquarters” space for delivering the 7th grade Maker Experience. The 7th grade Maker Experience will include career awareness strategies to help students get started on a successful path to high school and beyond, and includes career learning activities both in and out of the classroom. K-8 Middle schools activities will be aligned to high school feeders.

Career Cluster	Examples of K8 / Middle School Makerspace Activities	State-approved High School CTE Programs of Study	Potential Pathways Connections (Industry Partners)
Architecture & Construction	<ul style="list-style-type: none"> • Carpentry • Electrical Circuitry 	<ul style="list-style-type: none"> • Benson • Cleveland • Franklin • Roosevelt • Wilson 	
Arts, AV Technology & Communication	<ul style="list-style-type: none"> • Screen Printing 	<ul style="list-style-type: none"> • Benson • Madison 	
Business & Administration	<ul style="list-style-type: none"> • Business Simulation 	<ul style="list-style-type: none"> • Franklin • Lincoln 	
Computer Science	<ul style="list-style-type: none"> • Coding • Video Gaming 	<ul style="list-style-type: none"> • Benson • Cleveland (in process) • Franklin • Grant • Lincoln (in process) • Madison • Wilson 	
Education & Training	<ul style="list-style-type: none"> • Teaching Simulation 	<ul style="list-style-type: none"> • Roosevelt (in process) 	

Engineering	<ul style="list-style-type: none"> • Aviation • Electronics • Race Cars • Robotics • Rockets 	<ul style="list-style-type: none"> • Grant • Madison • Roosevelt 	
Hospitality & Tourism	<ul style="list-style-type: none"> • Culinary 	<ul style="list-style-type: none"> • Cleveland • Franklin • Lincoln 	
Natural Resources	<ul style="list-style-type: none"> • Environment • Water quality testing • Salmon in the Classroom • Agriculture 	<ul style="list-style-type: none"> • Alliance • Madison 	
Transportation	<ul style="list-style-type: none"> • Small Engines 	<ul style="list-style-type: none"> • Alliance • Benson 	

Potential Makerspace Activities: After School Community Engagement, Job Training & Enrichment

- Open to PPS parents/guardians, other relatives, community members and others
- Open outside of standard and after school hours
- Staff oversight to be determined

Examples of Community Makerspace Activities	Job Training & Enrichment	Partners
<ul style="list-style-type: none"> • Project design • Construction • Design • 3D printing & prototyping 	•	•
<ul style="list-style-type: none"> • Graphic design • Screen printing 	•	•
<ul style="list-style-type: none"> • Programming • Coding 	•	•
<ul style="list-style-type: none"> • Robotics • Arduinos • Soldering • Circuit design 	•	•
<ul style="list-style-type: none"> • Metals 	•	•
<ul style="list-style-type: none"> • Small engines 	•	•

Transportation

Further considerations needed to identify requirements for 7th grader Maker Experience

Staffing

Experienced STEM Expert PPS MakerSpace Project Manager (recommend for PPS budget amendment #1 to start in January 2016)

Lead the implementation, coordination and monitoring of the creation and development of the professional development, equipment training, facilities and equipment associated with district Makerspaces. This would include the following responsibilities:

- Lead design, ramp-up and implementation and launch Makerspace facility
- Collaborate with district staff, school staff and community partners to develop the design and components of the MakerSpace;
- Provide support to Facilities & Management staff with procurement of furniture and equipment;
- Coordinate and schedule professional development and equipment training for ITAs and teachers;
- Support the Office of Teaching & Learning with coordination support for curriculum & instruction needs;
- Support the Office of College and Career Readiness with curriculum & instruction needs for the 7th grade activities
- Manage and deliver communication regarding MakerSpace.
- Align feeder patterns/clusters and partnerships
- Have experience in STEAM related activities

MakerSpace TOSA (recommend for PPS budget amendment #1 to start in January 2016)

Supports improved student achievement through research-based collaborative planning and "best practice" literacy-focused professional development for the curriculum & instruction.

- Develops district curriculum and instructional policies that support MakerSpaces;
- Facilitates building-based teacher leadership development, teacher leader training and collaborative curricular and instructional planning, implementation and review for curriculum;
- Plans and conducts district-wide staff development workshops, conferences and professional day activities in support of MakerSpace.

Industrial Technology Assistant (ITA)

Lead the implementation, coordination and monitoring of the facilities and equipment associated with school MakerSpaces. This would include the following responsibilities:

- Collaborate with district staff, school staff and community partners to provide safety training of equipment;

- Provide support to staff with project-based activities that can be incorporated with content based curriculum;
- Coordinate and schedule teachers & students for use of MakerSpace;
- Provide basic maintenance of equipment and coordinate with district level and/or outside agencies as needed for more technical maintenance needs with equipment.

Professional Development

Equipment Training

Training provided by vendors for multiple pieces of equipment. This includes basic maintenance, troubleshooting, operation and safety protocols.

ITA Professional Development

Outside consultant to provide an initial set of trainings starting in September and continuing throughout the 2016-17 school year. The initial trainings would be geared toward providing the ITAs with a theoretical and hands-on background of the design process and principles of tinkering, including hands-on challenge experience. In addition, a deeper look into incorporation project-based learning in the classroom, managing materials, setting up spaces and developing partnerships with classroom teachers and community resources. Continuing professional development would focus on the design thinking methodology, ongoing design and assessment, building provocative student experiences, developing long term curriculum, hands-on work and building curriculum that aligns with Common Core and Next Generation Science Standards.

Teacher & Student Cohort

PPS Makerspace will serve as a teaching and learning laboratory to support and inform makerspace development and sustainability in Portland Public Schools, including implementation, curriculum design, consultancy, and community engagement.

Facilities, Furniture & Equipment (FFE)

Makerspaces are collaborative workshops where young people gain practical hands-on experience with new technologies and innovative processes to design and build projects. They provide a flexible environment where learning is made physical by applying science, technology, math, and creativity to solve problems and build things.

Community Access

Community access/availability to be determined

CTE Programming

A shared HUB design that includes both Makerspace activities and CTE Programming would support the district's focus on providing high-quality, state-approved Career and Technical Education (CTE) programs available for PPS students district-wide. CTE programs would be open to Roosevelt students. Targeted areas would be tied to existing Construction and Engineering programs of study. Future programming, such as manufacturing, would be determined by a variety of criteria, including:

- High wage/high demand career areas
- Industry & postsecondary partners
- Funding, staffing, equipment
- Curriculum
- Work-based learning opportunities for students (job shadows, internships, apprenticeships, etc.)



Board of Education Informational Report

MEMORANDUM

Date: April 1, 2016

To: PPS Board of Education

From: Amanda Whalen, Chief of Staff
Rosanne Powell, Board Manager

Subject: Charter School Contract Extensions

At the February 24th meeting of the Charter Committee, Charter School Manager, Kristen Miles provided background information on Emerson, Opal and Arthur Academy Charter Schools and her recommendation to extend their existing contracts. Staff from each of those programs were present to answer questions of the committee.

The Charter Committee voted unanimously to move forward the recommendation to extend the contracts for Emerson, Opal and Arthur Academy Charter Schools.



Portland **ARTHUR ACADEMY**

Portland Arthur Academy opened in the Portland Public School District in 2006. We are in our 11th year of operation and are located in the Montavilla/Mt. Tabor area.

Instruction



Portland Arthur Academy uses an incremental, mastery learning approach to teaching reading. This approach is found in a series of detailed, pre-planned programs called Direct Instruction.

Direct Instruction programs emphasize well-developed and carefully planned lessons, designed around small learning increments. The learning is arranged this way so that students find learning easy but challenging, therefore, can be successful in mastering everything that is taught as they progress through the program.

Our DI programs break down all general objectives into very small teaching progressions. The activities within the lessons are carefully sequenced so they can be easily learned and gradually accumulated towards larger objectives. The activities are presented to students in very exciting, interactive ways so that students are motivated.



Staff

Teachers (all highly qualified)

- 6 Teachers
- 3 Specials – PE, Music, Technology
- 1 Intervention Specialist
- 1 Small Groups Teacher

Administration

- Principal
- Office Coordinator

Central Service Support

- Executive Director
- Business Director
- Bookkeeper



Extracurricular Activities

- All students participate in Music, Technology and PE Classes once a week.
- Free organization-wide OMSI Night
- Annual Talent Show
- Annual 5th Grade Overnight Trip the Coast
- Top “Student of the Quarter” Celebrations
- Student of the Year, for each grade, Ceremony
- 5th Grade Science Fair
- 4th Grade Wax Museum
- 3rd Grade Invention Convention

Our mission is to ensure that every single student, regardless of ethnicity, parental income, learning difference, culture, or native language, will become a fluent reader and will master the academic and intellectual skills necessary to succeed at the next level of schooling.





Board Meeting Date: April 5, 2016

Executive Committee Lead: Korinna Wolfe

Department: Charter Schools

Presenter/Staff Lead: Kristen Miles

<p>SUBJECT: Recommendation to extend the Arthur Academy Public Charter School contract by one year.</p>
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BACKGROUND

Arthur Academy Public Charter School (“Arthur Academy”) is currently operating under a five-year “flexible” agreement (described below) which terminates on June 30, 2016. Because this is the fifth year of the contract, staff must make a recommendation to extend the contract by one year or to initiate a full renewal process.

Section J of the district’s contract with Arthur Academy Charter School states the following:

“The term of this agreement shall be for five years, scheduled to terminate as of June 30, 2016 (unless earlier terminated as provided herein). However, this agreement shall be considered a “flexible term” agreement, and will contain the following provisions:

1. During the fifth year of this contract, the Board and/or the school will determine whether a renewal process is deemed necessary based on Arthur Academy’s ability to meet academic performance standards, its fiscal stability, its adherence with all applicable state laws, and its compliance with all terms of this contract.
2. If the Board and/or the school determine that a renewal process is not necessary, then the term of the contract shall be extended by one year.
3. If the Board and/or the school determine that a renewal process is necessary, then the renewal process will take place in that school year.
4. The process described above will repeat annually until the 10th year of the contract, at which time the renewal process will be mandated in accordance with ORS 338.065(c).
5. At any point between the fifth and 10th year of the contract, either party (Arthur Academy or the District) may request that the renewal process be initiated and, provided that this request falls within a reasonable timeline, the renewal process will take place within that school year.”

Arthur Academy has requested that its contract be extended by one year, as per Section J above. Staff has reviewed Arthur Academy’s performance and recommends extending the contract by one year.

BOARD COMMITTEE REVIEW (IF APPLICABLE)

The Board Committee on Charter Schools discussed the review and recommendation at its meeting on February 24, 2016.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Charter schools are evaluated under PPS policy 6.70.010, and ORS 338. Additionally, renewal recommendations include information gathered from site visit observations, the charter school contract, all annual deliverables, data including student performance data, financial data, organizational performance data, and any other pertinent and applicable data, and the charter school's Annual Accountability Plan and Performance Report.

PROCESS / COMMUNITY ENGAGEMENT

As part of the annual site visit, the Charter Schools Program Director meets with school staff and stakeholders. Additionally, each charter school provides an opportunity for its community to give input on its Annual Accountability Plan before it is finalized. Given the nature of this one-year contract extension recommendation, a public hearing will not be required.

Arthur Academy has been reviewed on an annual basis by staff in three major areas: academic, organizational, and financial. Staff has determined that Arthur Academy is performing well in each area, and recommends that the contract with Arthur Academy be extended by one year.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Charter schools, as schools of choice for students, specifically align with goal (B) in the PPS Racial Educational Equity Policy in that they help "...create multiple pathways to success in order to meet the needs of our diverse students, and...actively encourage, support, and expect high academic achievement for students from all racial groups." Charter schools are also generally deeply engaged with their families and surrounding communities. This aligns with goal (F) in the policy to "...welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning, and...decision-making."

BUDGET / RESOURCE IMPLICATIONS

As per ORS 338.155(2)(a), charter schools serving grades K-8 receive 80% of their per-student State School Fund allocation. Additional weights to this allocation include those for poverty (based on census data), for students qualifying for ESL services, and for students qualifying for teen parent services.

Arthur Academy is projected to enroll 180 students in grades K-5 in the 2016-17 school year, and is projected to receive \$1,055,925 in State School Funds (assuming current per-student allocation of \$6,946).

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

If this recommendation is approved, staff will amend Arthur Academy's current contract to expire on June 30, 2017. If the recommendation is not approved, staff will initiate a full renewal process for Arthur Academy.

QUESTIONS FOR BOARD DISCUSSION

- Is Arthur Academy increasing students' learning and achievement?
 - Is Arthur Academy financially stable?
 - Is Arthur Academy as an organization stable?
 - Are there any concerns that would warrant a full renewal process in this school year?
-

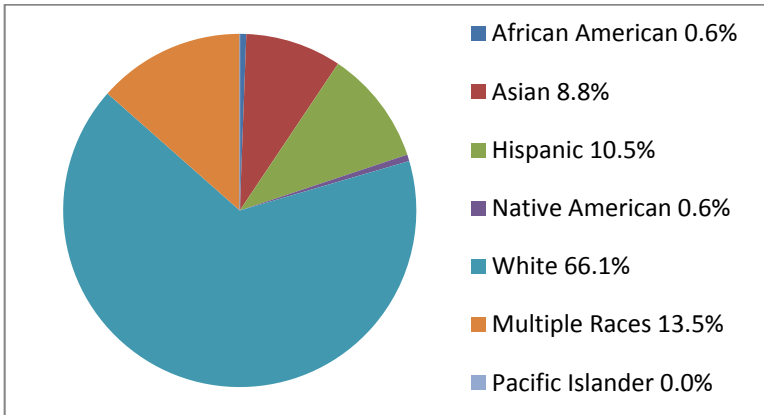
ATTACHMENTS

- **The Annual Performance Framework and Report for The Arthur Academy Public Charter School, 2014-15**

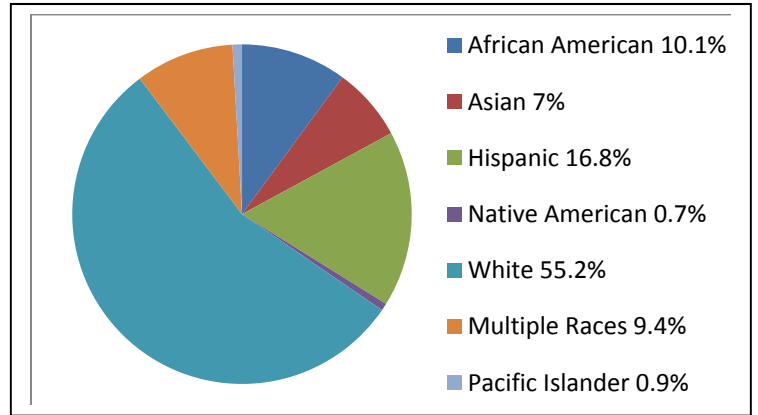
Portland Arthur Academy – ANNUAL REVIEW 2015-16ⁱ

Program Model: DIRECT INSTRUCTION
Grades Served: K-5
Location: SE PORTLAND
Years in Operation: 10
Enrollment: 171

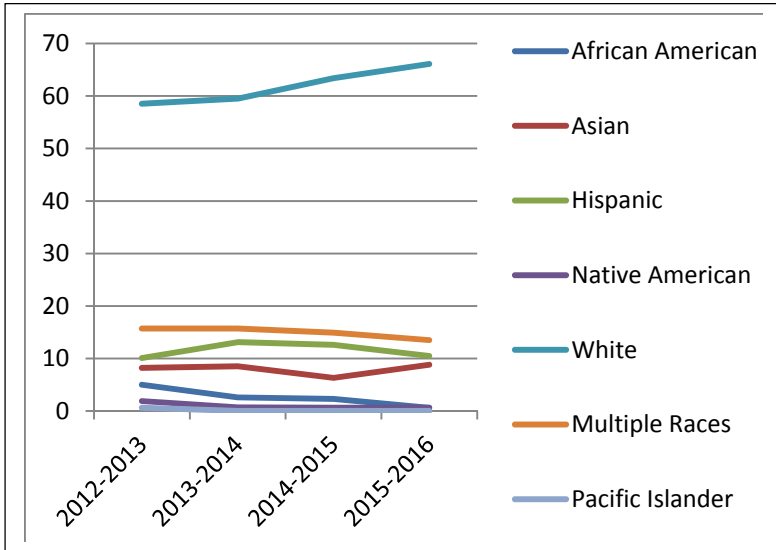
Arthur Academy 2015-2016



PPS K-5 Schools 2015-2016



Racial Demographics Over Time



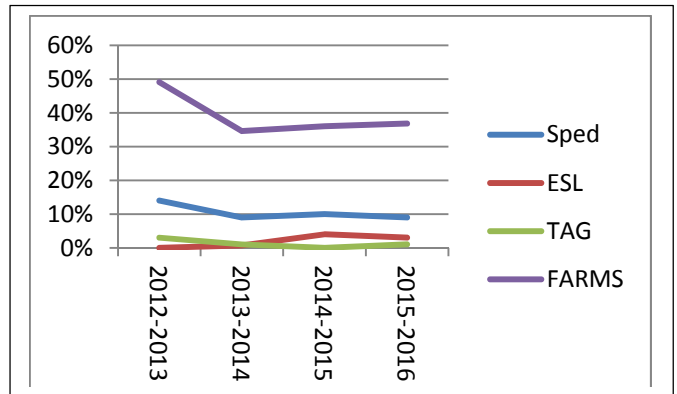
2015-2016 SPECIAL POPULATIONSⁱⁱ

Arthur Academy

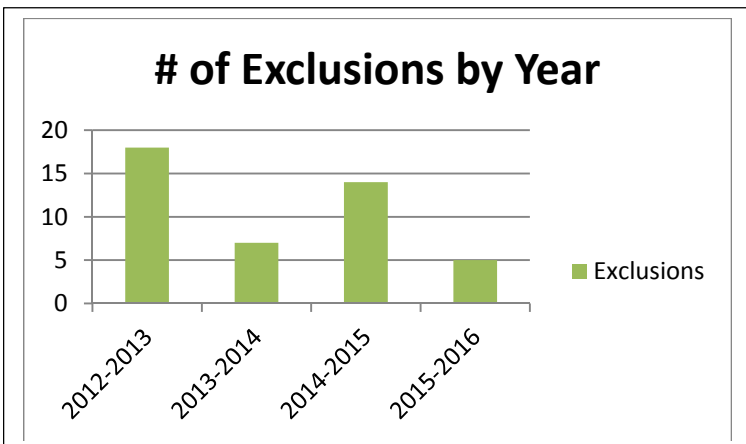
PPS K-5 Schools

SPED	9%
ESL	3%
TAG	1%
DIRECT MEAL CERTIFICATION	27.5%

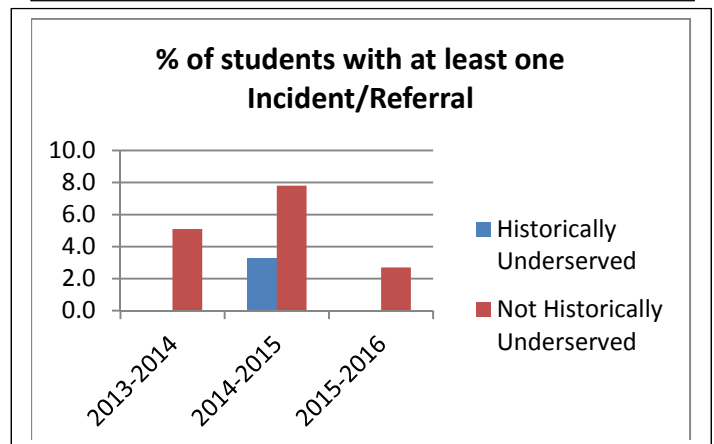
SPED	14%
ESL	11%
TAG	8%
DIRECT MEAL CERTIFICATION	30%



of Exclusions by Year



% of students with at least one Incident/Referral



ⁱ Sources of Data

Table A: Racial Demographics – Data & Policy Analysis website

Table B: Racial Demographics PPS K-5 – Data & Policy Analysis website

Table C: Racial Demographics Over Time - Data & Policy Analysis website

Table D: Special Populations - Data & Policy Analysis website

Table E: Special Populations PPS K-5 - Data & Policy Analysis website

Table F: Special Populations Over Time - Data & Policy Analysis website

Table G: Discipline Data - PPS Dashboard

Table H: Discipline Data – PPS Dashboard

ⁱⁱ While school breakfasts and lunches are available to all students at most sites, some students are eligible for either free or reduced-price meals based on family size and income information supplied voluntarily by parents or through data shared by the state with the school district. The federal government provides funds for student breakfasts through the National School Breakfast Program and lunches through the National School Lunch Program.

Free Meal % is the percent of students eligible to receive Free Meals. The criteria is up to 130% of poverty level (\$31,000 for a family of 4), categorical reason (e.g., SNAP, TANF, foster), or a student is at a Community Eligibility Program (CEP) school. CEP offers free meals to all students, including students that would not normally qualify for free meals. This makes Free Meal % not comparable across schools and not comparable for a CEP school over time.

Reduced-Price Meals % is the percent of students eligible to receive Reduced-Price Meals. The criterion is up to 185% of poverty level (\$44,000 for a family of 4) and is based on a paper application. This metric is not comparable across schools, as CEP schools do not collect paper applications, whereas non-CEP schools do.

Free Meal by Direct Certification % is the percent of total students who receive free meals through data shared by the state with the school district. This excludes students eligible for free meals by paper application or students eligible for free meals because they are enrolled in a CEP school but who do not meet income guidelines if they were not at a CEP school. Free Meal by Direct Certification % is comparable across all schools.

Portland Public Schools
Annual Performance Framework and Report
for
Arthur Academy Public Charter School
2014-15

Submitted by,
Kristen Miles, Charter Schools Program Director
Finalized 2/11/16

Introduction

Charter schools in Portland Public Schools provide additional options for students and families. While the district provides oversight and support to its sponsored charters, each charter school has autonomy over its budget, hiring, 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 not only compliant with all applicable laws, but that their academic programs are successful, they are financially viable, and their organizations are effective and responsibly managed.

In so doing, PPS has established the following performance framework, which is largely derived 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 are 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 each 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 PPS charter school.

Kristen Miles
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 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: 2014-15 was the first year in which Smarter Balanced Assessments in Math and Reading were administered in Oregon. As such, while school performance data will be available, schools will not receive a rating on the Oregon Report Card for the 2014-15 school year. Additionally, cut scores and performance levels on Smarter Balanced performance data will likely change over time, and the metrics in this evaluation will be subject to revision, as well. 2014-15 student performance data is important to capture and review, but should be interpreted with caution.

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 contract
- The charter school's whole school growth and performance on standardized tests in Reading and Math
- The charter school's subgroup growth and performance on standardized tests in Reading and Math
- The district's Oregon Report Card
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The school's graduation rate (where applicable)
- The district's graduation rate (where applicable)
- The school's completion rate (where applicable)
- The district's completion rate (where applicable)
- The school's dropout rate (where applicable)
- The district's dropout rate (where applicable)
- The graduation, completion, and dropout rates of comparison schools, as defined by ODE (where applicable)
- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc. (where applicable)

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 the highest rating from the state accountability system

Does not meet standard:

- School did not receive passing rating from the state accountability system

Falls far below standard:

- School identified for intervention or considered failing by the state accountability system

District comments/recommendations: NA for the 2014-15 school year.

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 a "Model" school

Meets standard:

- School does not have a designation

Does not meet standard:

- School was identified as a "Focus" school

Falls far below standard:

- School was identified as a "Priority" school

District comments/recommendations: NA for the 2014-15 school year.

School comments:

Measure 1c

How are **Economically Disadvantaged** students achieving on state assessments in **READING** compared to the **Economically Disadvantaged** students in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: 77% of Economically Disadvantaged students at Arthur Academy achieved level 3 or 4 in ELA, while 38% of Economically Disadvantaged students in the district in grades 3-5 did.

School comments:

Measure 1d

How are **Economically Disadvantaged** students achieving on state assessments in **MATH** compared to the **Economically Disadvantaged** students in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: 42% of Economically Disadvantaged students at Arthur Academy achieved level 3 or 4 in Math, while 31% of Economically Disadvantaged students in the district in grades 3-5 did.

School comments:

Measure 1e

How are **English Learners** achieving on state assessments in **READING** compared to the **English Learners** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: 38% of English Learners at Arthur Academy achieved level 3 or 4 in ELA, while 23% of English Learners in the district in grades 3-5 did.

School comments:

Measure 1f

How are **English Learners** achieving on state assessments in **MATH** compared to the **English Learners** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: 12.5% of English Learners at Arthur Academy met or exceeded the standard in Math, while 22% of English Learners in the district in grades 3-5 did.

School Comments: Of the 83 students that participated in the state assessment three of them are English Learners. These three students are also included as part of Historically Underserved students. In addition to this, they are also all in their second year at our school. Since starting school in the 2014/2015 school year we have been very pleased with their progress to meet grade level standards.

Measure 1g

How are **Students with Disabilities** achieving on state assessments in **READING** compared to the **Students with Disabilities** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: 64% of Students with Disabilities at Arthur Academy met or exceeded the standard in ELA, while 38% of Students with Disabilities in the district in grades 3-5 did.

School comments:

Measure 1h

How are **Students with Disabilities** achieving on state assessments in **MATH** compared to the **Students with Disabilities** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: 36% of Students with Disabilities at Arthur Academy met or exceeded the standard in Math, while 34% of Students with Disabilities in the district in grades 3-5 did.

School comments:

Measure 1i

How are **Students of Historically Underserved Races/Ethnicities** achieving on state assessments in **READING** compared to the **Students of Underserved Races/Ethnicities** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: 68% of Historically Underserved students at Arthur Academy met or exceeded the benchmark in Reading, while 34% of Historically Underserved students in the district in grades 3-5 did.

School comments:

Measure 1j

How are **Students of Historically Underserved Races/Ethnicities** achieving on state assessments in **MATH** compared to the **Students of Underserved Races/Ethnicities** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: 5% of Historically Underserved students at Arthur Academy met or exceeded the benchmark in Math, while 26% of Historically Underserved students in the district in grades 3-5 did.

Recommendation: While there is no rating for this measure for 2014-15, Arthur Academy should revise and/or enhance its 2015-16 Performance Plan to include a specific goal for improving the performance of Historically Underserved students in Math. This goal should be a SMART goal, and

should include a professional development component.

School comments: Historically Underserved students will receive extra practice in math on a weekly basis. This session will include skills they were week on, as well as lessons to supplement and support what is taught in class. In addition, we have also enhanced our students' typing lessons to ensure that the technology is not getting in the way of demonstrating their skills. A SMART goal will be added in this area. We would like to note that 76.5% of our Historically Underserved students met or exceeded in ELA.

2. Student Academic Growth

Measure 2a

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

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: NA. No Combined Median Growth Percentile for the 2014-15 school year.

School comments:

Measure 2b

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

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: NA. No Combined Median Growth Percentile for the 2014-15 school year.

School comments:

3. Subgroup Growth

Measure 3a

Is the school increasing academic performance over time for **Economically Disadvantaged** students? (Combined Median Growth Percentile)

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: NA. No Combined Median Growth Percentile for the 2014-15 school year.

School comments:

Measure 3b

Is the school increasing academic performance over time for **English Learner** students? (Combined median Growth Percentile)

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: NA. No Combined Median Growth Percentile for the 2014-15 school year.

School comments:

Measure 3c

Is the school increasing academic performance over time for **Students with Disabilities?** (Combined Median Growth Percentile)

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: NA. No Combined Median Growth Percentile for the 2014-15 school year.

School comments:

Measure 3d

Is the school increasing academic performance over time for students of **Underserved Races/Ethnicities?** (Combined Median Growth Percentile)

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: NA. No Combined Median Growth Percentile for the 2014-15 school year.

School comments:

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

Measure 4a

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 of this through detailed syllabi, course descriptions, curriculum alignments, or other methods.

District comments/recommendations: NA

School comments:

5. Graduation and post-secondary readiness (high schools only)

Measure 5a

What percentage of students are graduating within four years of entering high school as compared to other schools in the district?

Exceeds standard:

- School's average graduation rate exceeds the average district graduation rate by at least 10%

Meets standard:

- School's average graduation rate meets or exceeds the average district graduation rate by up to 10%

Does not meet standard:

- School's average graduation rate is less than the average district graduation rate by 1-10%

Falls far below standard:

- School's average graduation rate is less than the average district graduation rate by 10% or more

District comments/recommendations: NA

School comments:

Measure 5b

What percentage of students are graduating within four years of entering high school as compared to their peers in like schools?

Exceeds standard:

- School's average graduation rate exceeds the average graduation rate of their peers in like schools by at least 10%

Meets standard:

- School's average graduation rate meets or exceeds the average graduation rate of their peers in like schools by up to 10%

Does not meet standard:

- School's average graduation rate is less than the average graduation rate of their peers in like schools by 1-10%

Falls far below standard:

- School's average graduation rate is less than the average graduation rate of their peers in like schools by 10% or more

District comments/recommendations: NA

School comments:

Measure 5c

What percentage of students receive a regular, modified, extended, or adult high school diploma or complete a GED within five years of entering high school as compared to other schools in the district?

Exceeds standard:

- School's average completion rate exceeds the average district completion rate by at least 10%

Meets standard:

- School's average completion rate meets or exceeds the average district completion rate by up to 10%

Does not meet standard:

- School's average completion rate is less than the average district completion rate by 1-10%

Falls far below standard:

- School's average completion rate is less than the average district completion rate by 10% or more

District comments/recommendations: NA

School comments:

Measure 5d

What percentage of students receive a regular, modified, extended, or adult high school diploma or complete a GED within five years of entering high school as compared to their peers in like schools?

Exceeds standard:

- School's average completion rate exceeds the average completion rate of their peers in like schools by at least 10%

Meets standard:

- School's average completion rate meets or exceeds the average completion rate of their peers in like schools by up to 10%

Does not meet standard:

- School's average completion rate is less than the average completion rate of their peers in like schools by 1-10%

Falls far below standard:

- School's average completion rate is less than the average completion rate of their peers in like schools by 10% or more

District comments/recommendations: NA

School comments:

Measure 5e

What percentage of students dropped out during the school year and did not re-enroll as compared to other schools in the district?

Exceeds standard:

- School's average dropout rate is less than the average district dropout rate by 4% or more

Meets standard:

- School's average dropout rate meets or is less than the average district dropout rate by up to 4%

Does not meet standard:

- School's average dropout rate exceeds the average district dropout rate by 1-4%

Falls far below standard:

- School's average dropout rate exceeds the average district dropout rate by 4% or more

District comments/recommendations: NA

School comments:

Measure 5f

What percentage of students dropped out during the school year and did not re-enroll as compared to their peers in like schools?

Exceeds standard:

- School's average dropout rate is less than the average dropout rate of their peers in like schools by 4% or more

Meets standard:

- School's average dropout rate meets or is less than the average dropout rate of their peers in like schools by up to 4%

Does not meet standard:

- School's average dropout rate exceeds the average dropout rate of their peers in like schools by 1-4%

Falls far below standard:

- School's average dropout rate exceeds the average dropout rate of their peers in like schools by 4% or more

District comments/recommendations: NA

School comments:

Measure 5g

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?
MAP	K – 5	Reading and Math	In program reports
District comments/recommendations:			

6. School goals and recommendations (academic)

Measure 6a

Did the school meet the academic goals it set forth in its 2014-15 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.
At least 75% of students will be able to meet state standards on Smarter balanced in Math	Unfortunately, we did not meet this goal.	We have reevaluated how we are working with students in math and with technology. We have added a new goal for the current year to increase students meeting by 15%.
Ask students, "How do you know?"	Yes!	
Math Connections - an extra 45-minute weekly math lesson	Yes!	
Use synonyms for math terms during class	Yes!	

Measure 6b

In school year 2014-15, did the school implement the academic recommendations from the district in the 2013-14 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
Arthur should include a measurable Math goal on its Accountability Plan for the 2014-15 school year after testing results from 2013-14 are finalized.	Yes	Incorporated Math Connections
Arthur should examine areas	Staff are taking turns to	

<p>where there are significant racial achievement gaps, and make a goal to eliminate these disparities through PD for teachers, differentiated instruction, examination of the cultural competence of the instructional model, and other appropriate methods.</p>	<p>attend the Beyond Diversity training. As we go through the training we have been able to have valuable discussions.</p>	
<p>In response to feedback during the site visit that teachers and students desired to delve more deeply into subjects and develop students' critical thinking and questioning skills, Arthur should work with its parent organization to either modify or expand areas of instruction to allow for student inquiry and discovery.</p>	<p>No.</p>	<p>Excerpt from our letter disputing the Site Visit Report: The report implies that DI lessons do not build curiosity, initiative and creativity as well as non-DI lessons do. We strongly disagree. Research on successful problem solving among common folk and famous problem solvers has shown that across the board, the critical components of creativity are 1) a large knowledge base organized around application patterns and 2) persistence (see Robert Weisberg's Creativity: Genius and Other Myths for a comprehensive summary of a large body research on problem solving in the general population and creative geniuses who have solved important social problems). We assert that students learning from DI gain in curiosity, initiative, functional independence and creativity at a faster rate than students learning from non-DI lessons.</p>

Measure 6c

Based on the 2014-15 school year data presented in this report, will the school add any academic goals to its 2015-16 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: Historically Underserved students will receive extra practice in math on a weekly basis that includes a focus on skills that have proven difficult.

Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
Reinforcing math facts	If students do not need to worry about math facts they can focus on the actual math skill needed.	In-service practice and weekly meetings reporting on what these sessions will include.	Improvement on Rocket Math, our math facts program. Increased scores in classroom assignments and in program assessments.	
Re-teaching skills that previously students did not pass.	Ensuring mastery of previously difficult skills will only increase their potential to meet SBA	In-service practice and weekly meetings reporting on what these sessions will include.	Increased scores in classroom assignments and in program assessments.	
Students will focus on writing out math problems in essay format.	Practice in using words to describe their process in solving the math problems will increase understanding.	In-service practice and weekly meetings reporting on what these sessions will include.	Improved ability to describe, when asked, the steps taken to solve math problems. Increased scores in classroom assignments and in program assessments.	

Financial Performance: data elements and sources

The purpose of the Financial Performance section of the Annual 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

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Financial Performance

7. Near-Term Measures

Measure 7a Current ratio: Current assets divided by current liabilities
Meets standard: <input checked="" type="checkbox"/> Current ratio is greater than or equal to 1.1
Does not meet standard: <input type="checkbox"/> Current ratio is between .9 and 1.0 or equals 1.0
Falls far below standard: <input type="checkbox"/> Current ratio is less than or equal to .9
District comments/recommendations:
School comments:

Measure 7b Unrestricted days cash: Unrestricted cash divided by ((total expenses minus depreciation expense) / 365)
Meets standard: <input checked="" type="checkbox"/> 60 days cash
Does not meet standard: <input type="checkbox"/> Days cash is between 15 and 30 days
Falls far below standard: <input type="checkbox"/> Fewer than 15 days cash
District comments/recommendations:
School comments:

Measure 7c

Enrollment variance: actual enrollment divided by enrollment projection in 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:

School comments:

Measure 7d

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:

School comments:

8. Sustainability Measures

Measure 8a

Total Margin: Net income divided by total revenue

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

Meets standard:

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

Does not meet standard:

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

Falls far below standard:

- Aggregated three-year total margin is less than or equal to -1.5% and the most recent year total margin is less than -10%

District comments/recommendations:

School comments:

Measure 8b

Debt to asset ratio: Total liabilities divided by total assets

Meets standard:

- Debt-to-asset ratio is less than .9

Does not meet standard:

- Debt-to-asset ratio is between .9 and 1.0

Falls far below standard:

- Debt-to-asset ratio is greater than 1.0

District comments/recommendations:

School comments:

Measure 8c

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

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:

School comments:

Measure 8d

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:

School comments:

Measure 8e

Is the school meeting financial reporting and compliance requirements?

Meets standard:

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:
 - Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit
 - All other reporting requirements related to the use of public funds

Does not meet standard:

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:
 - Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit
 - All other reporting requirements related to the use of public funds

District comments/recommendations:

School comments:

Measure 8f

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: Overall, standards were met in every category, and the school has very healthy reserves.

School comments:

9. School goals and recommendations (financial)

Measure 9a

Did the school meet the financial goals it set forth in its 2014-15 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Fundraise enough to replace and secure/mount four hoops.	YES!	Three hoops purchased and installed!
Inform parents about the end goal	YES!	Newsletters to parents
Work with parent organization to decide which fundraisers will be dedicated to this project.	YES!	
Assign a committee to research and purchase hoops and secure them to the wall.	YES!	Parent Volunteer

Measure 9b

In school year 2014-15, did the school implement the financial recommendations from the district in the 2013-14 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
None		

Measure 9c

Based on the 2014-15 school year data presented in this report, will the school add any financial goals to its 2015-16 Performance Plan? (Copy and paste as needed for additional goals.)

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

Organizational Performance: data elements and sources

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

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

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

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverable and reporting due dates
- Feedback from parents, students, charter school staff, and other community stakeholders
- Synergy
- 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

10. Education Program

Measure 10a

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: Arthur Academy runs an educational program consistent with its mission and contract.

School comments:

Measure 10b

Is the school complying with applicable education requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:
 - Instructional days and/or minutes requirements
 - Graduation and promotion requirements
 - Content standards, including Common Core State Standards
 - The administration of state assessments
 - Implementation of mandated programming as a result of state or federal funding

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to education requirements, including, but not limited to:
 - Instructional days and/or minutes requirements
 - Graduation and promotion requirements
 - Content standards, including Common Core State Standards
 - The administration of state assessments
 - Implementation of mandated programming as a result of state or federal funding

District comments/recommendations: The school is generally compliant with applicable laws and the contract.

School comments:

Measure 10c

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 district has no reason to believe that the school has not met this standard.

Recommendation: While SB 820 allows charter schools to prioritize historically underserved students in their lotteries, charter schools should exercise caution when requiring specific information on the application form. Arthur currently asks if a student has an IEP on its application.

School comments: This is no longer part of our application.

Measure 10d

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 district has no reason to believe that the school has not met this standard.

School comments:

11. Governance and Reporting

Measure 11a

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: Board and staff contact information is located on the Arthur Academy website, as is a calendar of board meeting dates. Board meeting minutes are available on request. A non-discrimination statement appears on the website.

School comments:

Measure 11b

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: Administrator evaluations will become required for the 2016-17 school year.

School comments: Arthur Academy is in the process of formalizing its Administrator Evaluation in conjunction with our Executive Director and the Arthur Academy (MLI) Board.

Measure 11c

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:
 - Performance Planning and performance
 - 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:
 - Performance Planning and performance
 - 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: Arthur Academy is responsive and timely with deliverables.

School comments:

12. Students and Employees

Measure 12a

Is the school protecting the rights of all students?

Meets standard:

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

Does not meet standard:

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

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

School comments:

Measure 12b

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 the federal Highly Qualified Teacher and Paraprofessional requirements, 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 the federal Highly Qualified Teacher and Paraprofessional requirements, charter school licensure and registry requirements, and/or background check and fingerprinting requirements for all staff and volunteers.

District comments/recommendations: All employees are appropriately licensed or registered and HQ for their subjects. Background checks are conducted. Arthur Academy is to be commended for its hiring process and ensuring that all teachers are appropriately credentialed before starting service.

School comments:

13. School Environment

Measure 13a

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 that the school has not met this standard.

School comments:

Measure 13b

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

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

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

School comments:

Measure 13c

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 that the school has not met this standard.

School comments:

14. Additional Obligations

Measure 14a

Is the school complying with all other obligations?

Meets standard:

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

Does not meet standard:

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

District comments/recommendations: Arthur Academy meets compliance requirements. The principal is communicative and partnership-oriented. She is always responsive to questions and requests, and is an involved and competent leader.

Recommendation: The lottery applications asks parents to state whether or not their student has ever been retained a grade. While this information would be important after admission, it is not appropriate for a lottery application, and could be perceived as a potential barrier to enrollment. Arthur should remove this question from the application.

School comments: This is no longer part of our application.

15. School goals and recommendations (organizational)

Measure 15a

Did the school meet the organizational goals it set forth in its 2014-15 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Hold an Equity Workshop for staff before the end of the school year.	We are making gains in this area.	Only two staff members have returned from last year, they have both attended the Beyond Diversity Training. With one training per month, and one teacher attending, it makes it a longer process than originally anticipated.
Connect with other charter leaders and PPS support to gain more direction.	No.	Focus has been given to teachers attending the Beyond Diversity Training.
Read Courageous Conversations book and begin sharing during staff meetings.	Yes	
Have a staff Equity Committee.	No	I have changed the format from a committee to including the whole staff with myself as chair.

Measure 15b

In school year 2014-15, did the school implement the organizational recommendations from the district in the 2013-14 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
Work with MLI to consider extending certain flexibilities to schools in order to help them retain staff and serve the diverse needs of their own populations of students.	No	What is being recommended is not part of our organizational structure. We have reviewed your "Arthur Academy Annual Site Visit—2014" report. We believe that some statements

		<p>in the report reveal a strong prejudice against the Direct Instruction Model and we believe that this bias has resulted in exaggerated, unreliable conclusions. We are particularly concerned about your representation of Direct Instruction as racially insensitive and the conclusion that DI lessons do not adequately prepare students for middle school.</p> <p>First, we agree that Susan McCool's commitment to racial understanding and cultural awareness is commendable and we are proud of Ms. McCool's leadership in this regard. However, the statement that she wants to incorporate "racial equity sensitivity into the Direct Instruction script" is a misrepresentation of her views. The DI lessons are the most powerful tool our schools have for reversing the effects of racial discrimination, mainly because DI results in all students achieving academic success. Schools serving high poverty predominately black neighborhoods in inner city Baltimore, Houston, and Atlanta, with historically the lowest scores in those cities, have become high achieving schools after implementing Direct Instruction with fidelity. To say that racial disparity exists in "the dominance of white cultural practices that exist within DI approaches and the overall Arthur Academy culture" is uninformed and displays a strong prejudice that has</p>
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		<p>unfairly influenced the implications and conclusions of this report.</p> <p>The recommendations expressed in the final section, “distinguishing the needs of K-3rd or 4th graders from 5th graders” are based on a faulty understanding, we believe, of Direct Instruction. The report states that DI lessons are structured the same for older students as they are for younger students. That is not true. Lessons progress to ever more sophisticated applications involving critical thinking, problem solving, hypothesis testing and other complex higher level thinking skills. Even in the higher level programs though, students may still practice a difficult component skill, such as common denominators, to a high level of mastery, in order to improve success when students learn to set up and solve ratio problems or work with fractions in quadratic equations. The report implies that DI lessons do not build curiosity, initiative and creativity as well as non-DI lessons do. We strongly disagree. Research on successful problem solving among common folk and famous problem solvers has shown that across the board, the critical components of creativity are 1) a large knowledge base organized around application patterns and 2) persistence (see Robert Weisberg’s Creativity: Genius and Other Myths for a comprehensive summary of a</p>
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		<p>large body research on problem solving in the general population and creative geniuses who have solved important social problems). We assert that students learning from DI gain in curiosity, initiative, functional independence and creativity at a faster rate than students learning from non-DI lessons.</p> <p>The report also states that non-DI lessons would better develop internal motivation to consider and understand issues and suggests that older students need to be asked what they need rather than simply doing DI lessons. These comments are unfounded. As the report itself stated earlier, the teachers feel the non-DI lessons they deliver are not as effective as the DI lessons, and they want more DI, not less, in order to do a better job. The report concludes that greater time committed to non-DI instruction would better prepare students for middle school. We don't accept that conclusion or its premises.</p> <p>We do agree that it is important to look at how our students do after leaving our schools. We have a great interest in learning what we can do to better prepare them for life after Arthur Academy. We have looked at how our students fare in middle and high school, and we have found that the biggest problem Arthur Academy students seem to have going</p>
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		<p>into middle school is that the instruction is not challenging enough for them. As one student described it, “we did this in third grade.” A Middle school teacher from another district reported that she can always identify the students who come from Arthur Academy without looking at their school records, because they always excel. Another middle school teacher said, “Arthur Academy students can not only read fluently at or above grade level, they also have a great work ethic. They always complete their schoolwork on time.” Two former students (siblings) told us they were completely bored and unchallenged in middle school because nothing was new. Many parents praise our teachers for the work they have done preparing their students for middle school.</p>
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Note from the District: Arthur Academy is responding above to an evaluation report completed by a third party for the 2013-14 school year. Arthur raised its concerns about the content of the review to the District after the report’s release, and submitted a written response, which we accepted as part of the official record of that school year’s review. The recommendations in this section came from that third party review.

Measure 15c

Based on the 2014-15 school year data presented in this report, will the school add any organizational goals to its 2015-16 Performance Plan? (Copy and paste as needed for additional goals.)

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

The Emerson School has been operating in the Portland Public School District since 2003. We are completing our 13th year of successful operation, and have consistently been rated at the highest levels on the Oregon Report Card. The Emerson School is unique for many reasons, beginning with our schoolwide dedication to a particular project-based learning model known as the Project Approach.

Using the three-phase Project Approach, teachers and learners choose a project topic together, assess their prior knowledge of the topic, pose questions, determine how best to find the answers to their questions, and then authentically investigate their topic through field studies and guest experts. As they work to answer their questions, new questions emerge, which may lead them in new directions of inquiry. In the process, they integrate their instruction in language arts and math with social studies, science, and the arts through real-world problem solving, diving deeply into the topic with curiosity and purpose. Once they have answered most of their questions, the classroom community will work together to decide how to teach others what they have learned. This final representation of their knowledge can take many forms, from an open house with parents invited, to a short film or play presented to the school community, to a student-made book donated to the school library. A single project will usually last 10-12 weeks. A project topic should be something worthy of study that allows for sensory exploration and can be investigated locally. Some recent project topics are Crows, Tea, Clay, Milk, and Basketball. Through deep investigation of one topic, many Common Core standards can be met, as evidenced by the completion of a Standards Rubric at the end of each project.

Another unique factor is our schoolwide approach to social/emotional learning based in Positive Discipline. Positive Discipline is an approach that teaches important social and life skills, in a manner that is respectful to both the adults and the children in the situation—teaching young people to be responsible, respectful, and resourceful members of their community. It is based on the theory that children who have a sense of connection to their community (home and school) and whose input is regarded as meaningful are less likely to engage in misbehavior. The methods use both kindness and firmness and are neither punitive nor permissive. The tools and concepts of Positive Discipline include mutual respect, identifying the belief behind the behavior (“mistaken goals”), focusing on discipline that teaches, and on solutions instead of punishment. Through the vehicle of the class meeting, students build the resources and resiliency of their community by giving and receiving compliments and appreciations, identifying empathy, planning events, and working to solve problems together.

Students at The Emerson School learn in multi-graded classroom communities. Each classroom is comprised of a two-grade blend, which allows for each child to loop for two years with the same teacher. The benefits of the multi-graded classroom are many: teachers really know the children as they return for their second year in the classroom; students build a very strong community within their two-year peer group; each student spends time as both a “younger” and an “older” in the classroom, regardless of when their birthday falls; and students are given the chance to fluidly move between the roles of mentor and mentee, learning that they can both offer help and find help within their community.

The school offers a unique work environment for teachers and staff as well. Using a system of participatory management, teachers have input to all decisions that will impact their workday. In addition to having significant autonomy in the classroom, teachers discuss budgetary decisions, approve curriculum, participate in hiring processes and peer evaluations, and determine annual schedules, among other things. There is a strong sense of responsibility and ownership among staff, which has translated to lower than average staff turnover.

The Emerson School offers a strong school community and prepares students to be successful as they move into the myriad of middle school choices within the PPS District. Our students are confident learners, knowing that they can find resources, work with others, research independently, and have a positive impact on their community.



Board of Education

Staff Report to the Board

Board Meeting Date: April 5, 2016

Executive Committee Lead: Korinna Wolfe

Department: Charter Schools

Presenter/Staff Lead: Kristen Miles

<p>SUBJECT: Recommendation to extend the Emerson Public Charter School contract by one year.</p>

BACKGROUND

Emerson Public Charter School (“Emerson”) is currently operating under a five-year “flexible” agreement (described below) which terminates on June 30, 2016. Because this is the seventh year of the contract, staff must make a recommendation to extend the contract by one year or to initiate a full renewal process.

Section J of the district’s contract with Emerson Charter School states the following:

“The term of this agreement shall be for five years, scheduled to terminate as of June 30, 2014 (unless earlier terminated as provided herein). However, this agreement shall be considered a “flexible term” agreement, and will contain the following provisions:

1. During the fifth year of this contract, the Board and/or the school will determine whether a renewal process is deemed necessary based on Emerson’s ability to meet academic performance standards, its fiscal stability, its adherence with all applicable state laws, and its compliance with all terms of this contract.
2. If the Board and/or the school determine that a renewal process is not necessary, then the term of the contract shall be extended by one year.
3. If the Board and/or the school determine that a renewal process is necessary, then the renewal process will take place in that school year.
4. The process described above will repeat annually until the 10th year of the contract, at which time the renewal process will be mandated in accordance with ORS 338.065(c).”

Resolution 5073, passed unanimously by the Board in 2014, approved the extension of Emerson’s contract by one year. Amendment 8 to Emerson’s contract changed the end date of the contract to June 30, 2016.

Emerson has requested that its contract be extended by one year, as per Section J above. Staff has reviewed Emerson’s performance and recommends extending the contract by one year.

BOARD COMMITTEE REVIEW (IF APPLICABLE)

The Board Committee on Charter Schools discussed the review and recommendation at its meeting on February 24, 2016.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Charter schools are evaluated under PPS policy 6.70.010, and ORS 338. Additionally, renewal recommendations include information gathered from site visit observations, the charter school contract, all annual deliverables, data including student performance data, financial data, organizational performance data, and any other pertinent and applicable data, and the charter school's Annual Accountability Plan and Performance Report.

PROCESS / COMMUNITY ENGAGEMENT

As part of the annual site visit, the Charter Schools Program Director meets with school staff and stakeholders. Additionally, each charter school provides an opportunity for its community to give input on its Annual Accountability Plan before it is finalized. Given the nature of this one-year contract extension recommendation, a public hearing will not be required.

Emerson has been reviewed on an annual basis by staff in three major areas: academic, organizational, and financial. Staff has determined that Emerson is performing well in each area, and recommends that the contract with Emerson be extended by one year.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Charter schools, as schools of choice for students, specifically align with goal (B) in the PPS Racial Educational Equity Policy in that they help "...create multiple pathways to success in order to meet the needs of our diverse students, and...actively encourage, support, and expect high academic achievement for students from all racial groups." Charter schools are also generally deeply engaged with their families and surrounding communities. This aligns with goal (F) in the policy to "...welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning, and...decision-making."

BUDGET / RESOURCE IMPLICATIONS

As per ORS 338.155(2)(a), charter schools serving grades K-8 receive 80% of their per-student State School Fund allocation. Additional weights to this allocation include those for poverty (based on census data), for students qualifying for ESL services, and for students qualifying for teen parent services.

Emerson is projected to enroll 145 students in grades K-5 in the 2016-17 school year, and is projected to receive \$842,194 in State School Funds (assuming current per-student allocation of \$6,946).

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

If this recommendation is approved, staff will amend Emerson's current contract to expire on June 30, 2017. If the recommendation is not approved, staff will initiate a full renewal process for Emerson.

QUESTIONS FOR BOARD DISCUSSION

- Is Emerson increasing students' learning and achievement?
 - Is Emerson financially stable?
 - Is Emerson as an organization stable?
 - Are there any concerns that would warrant a full renewal process in this school year?
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ATTACHMENTS

- **The Annual Performance Framework and Report for The Emerson Public Charter School, 2014-15**

ⁱ Sources of Data

Table A: Racial Demographics – Data & Policy Analysis website

Table B: Racial Demographics PPS K-5 – Data & Policy Analysis website

Table C: Racial Demographics Over Time – Data & Policy Analysis website

Table D: Special Populations – Data & Policy Analysis website

Table E: Special Populations PPS K-5 – Data & Policy Analysis website

Table F: Special Populations Over Time – Data & Policy Analysis website

Table G: Discipline Data – PPS Dashboard

Table H: Discipline Data – PPS Dashboard

ⁱⁱ While school breakfasts and lunches are available to all students at most sites, some students are eligible for either free or reduced-price meals based on family size and income information supplied voluntarily by parents or through data shared by the state with the school district. The federal government provides funds for student breakfasts through the National School Breakfast Program and lunches through the National School Lunch Program.

Free Meal % is the percent of students eligible to receive Free Meals. The criteria is up to 130% of poverty level (\$31,000 for a family of 4), categorical reason (e.g., SNAP, TANF, foster), or a student is at a Community Eligibility Program (CEP) school. CEP offers free meals to all students, including students that would not normally qualify for free meals. This makes Free Meal % not comparable across schools and not comparable for a CEP school over time.

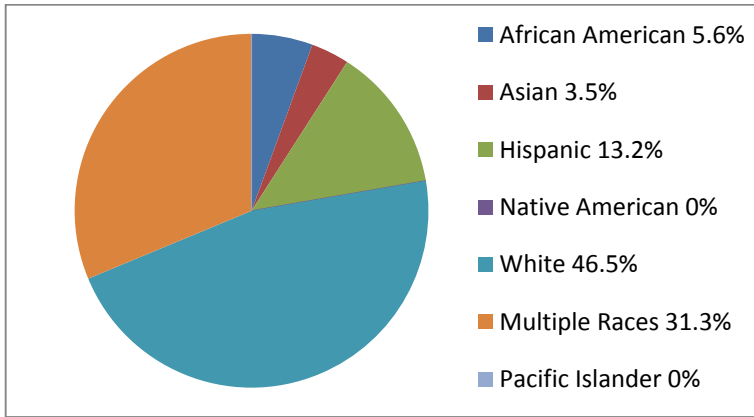
Reduced-Price Meals % is the percent of students eligible to receive Reduced-Price Meals. The criterion is up to 185% of poverty level (\$44,000 for a family of 4) and is based on a paper application. This metric is not comparable across schools, as CEP schools do not collect paper applications, whereas non-CEP schools do.

Free Meal by Direct Certification % is the percent of total students who receive free meals through data shared by the state with the school district. This excludes students eligible for free meals by paper application or students eligible for free meals because they are enrolled in a CEP school but who do not meet income guidelines if they were not at a CEP school. Free Meal by Direct Certification % is comparable across all schools.

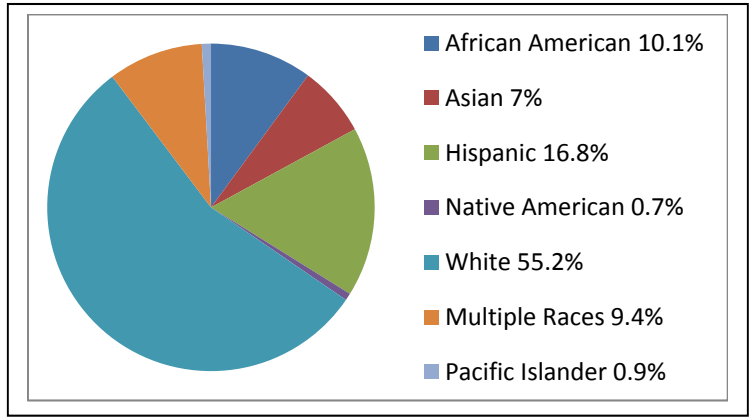
The Emerson School – ANNUAL REVIEW 2015-2016ⁱ

Program Model: PROJECT BASED INSTRUCTION
Grades Served: K-5
Location: NW PORTLAND
Years in Operation: 12
Enrollment: 144

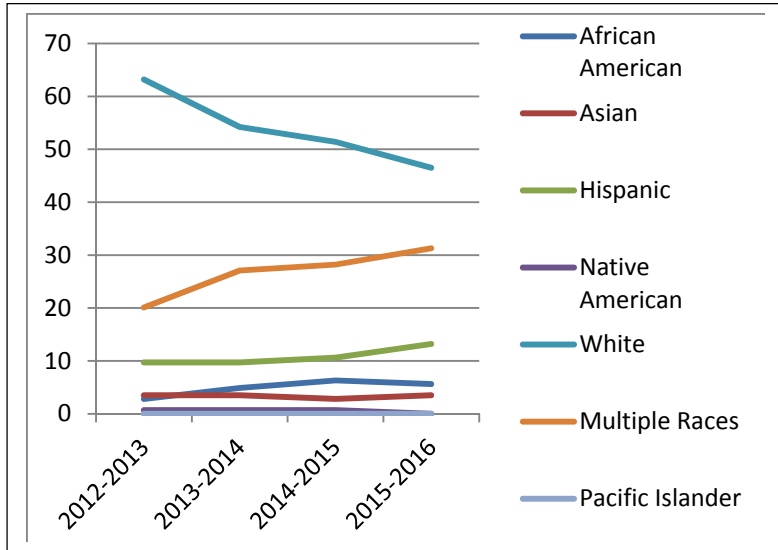
Emerson 2015-2016



PPS K-5 Schools 2015-2016



Racial Demographics Over Time



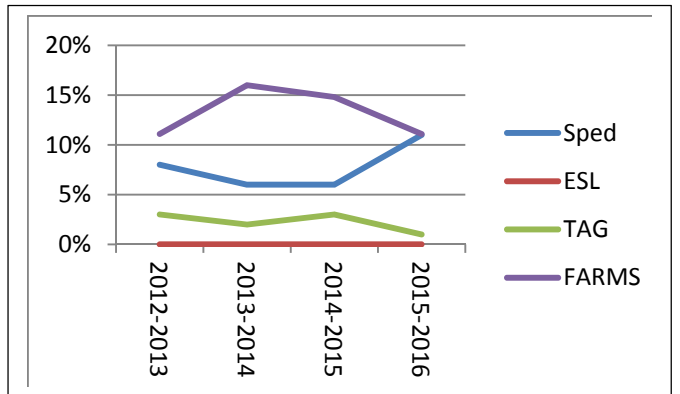
2015-2016 SPECIAL POPULATIONSⁱⁱ

Emerson

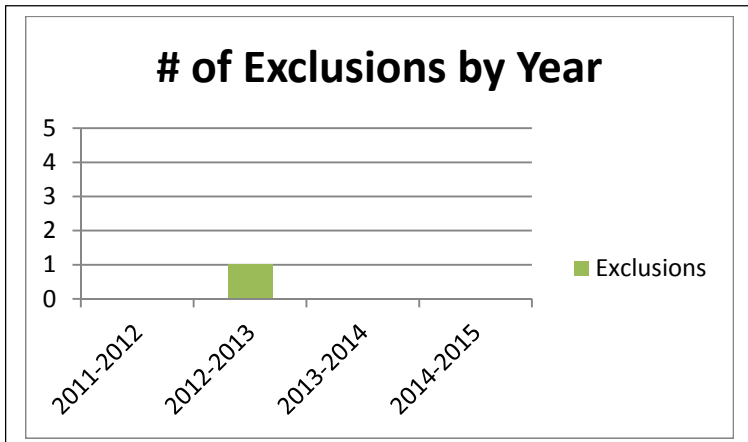
PPS K-5 Schools

SPED	11%
ESL	0
TAG	1%
DIRECT MEAL CERTIFICATION	10.4%

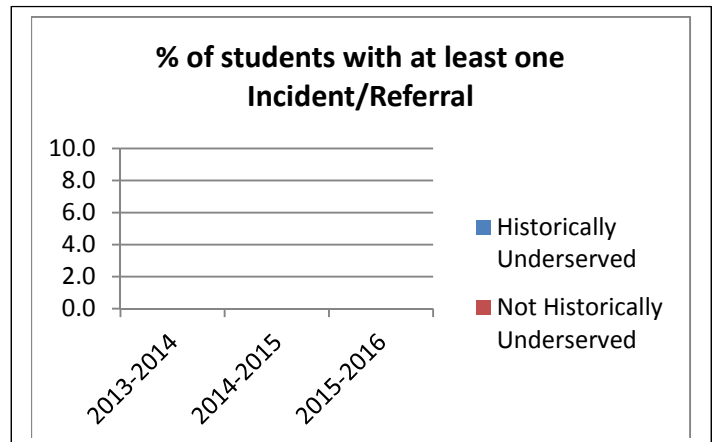
SPED	14%
ESL	11%
TAG	8%
DIRECT MEAL CERTIFICATION	30%



of Exclusions by Year



% of students with at least one Incident/Referral



ⁱ Sources of Data

Table A: Racial Demographics – Data & Policy Analysis website

Table B: Racial Demographics PPS K-5 – Data & Policy Analysis website

Table C: Racial Demographics Over Time – Data & Policy Analysis website

Table D: Special Populations – Data & Policy Analysis website

Table E: Special Populations PPS K-5 – Data & Policy Analysis website

Table F: Special Populations Over Time – Data & Policy Analysis website

Table G: Discipline Data – PPS Dashboard

Table H: Discipline Data – PPS Dashboard

ⁱⁱ While school breakfasts and lunches are available to all students at most sites, some students are eligible for either free or reduced-price meals based on family size and income information supplied voluntarily by parents or through data shared by the state with the school district. The federal government provides funds for student breakfasts through the National School Breakfast Program and lunches through the National School Lunch Program.

Free Meal % is the percent of students eligible to receive Free Meals. The criteria is up to 130% of poverty level (\$31,000 for a family of 4), categorical reason (e.g., SNAP, TANF, foster), or a student is at a Community Eligibility Program (CEP) school. CEP offers free meals to all students, including students that would not normally qualify for free meals. This makes Free Meal % not comparable across schools and not comparable for a CEP school over time.

Reduced-Price Meals % is the percent of students eligible to receive Reduced-Price Meals. The criterion is up to 185% of poverty level (\$44,000 for a family of 4) and is based on a paper application. This metric is not comparable across schools, as CEP schools do not collect paper applications, whereas non-CEP schools do.

Free Meal by Direct Certification % is the percent of total students who receive free meals through data shared by the state with the school district. This excludes students eligible for free meals by paper application or students eligible for free meals because they are enrolled in a CEP school but who do not meet income guidelines if they were not at a CEP school. Free Meal by Direct Certification % is comparable across all schools.

Portland Public Schools
Annual Performance Framework and Report
for
The Emerson Public Charter School
2014-15

Submitted by,
Kristen Miles, Charter Schools Program Director
Finalized 2/11/16

Introduction

Charter schools in Portland Public Schools provide additional options for students and families. While the district provides oversight and support to its sponsored charters, each charter school has autonomy over its budget, hiring, 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 not only compliant with all applicable laws, but that their academic programs are successful, they are financially viable, and their organizations are effective and responsibly managed.

In so doing, PPS has established the following performance framework, which is largely derived 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 are 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 each 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 PPS charter school.

Kristen Miles
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 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: 2014-15 was the first year in which Smarter Balanced Assessments in Math and Reading were administered in Oregon. As such, while school performance data will be available, schools will not receive a rating on the Oregon Report Card for the 2014-15 school year. Additionally, cut scores and performance levels on Smarter Balanced performance data will likely change over time, and the metrics in this evaluation will be subject to revision, as well. 2014-15 student performance data is important to capture and review, but should be interpreted with caution.

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 contract
- The charter school's whole school growth and performance on standardized tests in Reading and Math
- The charter school's subgroup growth and performance on standardized tests in Reading and Math
- The district's Oregon Report Card
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The school's graduation rate (where applicable)
- The district's graduation rate (where applicable)
- The school's completion rate (where applicable)
- The district's completion rate (where applicable)
- The school's dropout rate (where applicable)
- The district's dropout rate (where applicable)
- The graduation, completion, and dropout rates of comparison schools, as defined by ODE (where applicable)
- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc. (where applicable)

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: <input type="checkbox"/> School received the highest rating from the state accountability system
Meets standard: <input checked="" type="checkbox"/> School received the highest rating from the state accountability system
Does not meet standard: <input type="checkbox"/> School did not receive passing rating from the state accountability system
Falls far below standard: <input type="checkbox"/> School identified for intervention or considered failing by the state accountability system
District comments/recommendations: NA for the 2014-15 school year.
School comments: Schools were not rated for the 2014-15 school year due to the unknown impact of the new state assessment tool.

Measure 1b Is the school meeting state designation expectations as set forth by the state and federal accountability system?
Exceeds standard: <input type="checkbox"/> School was identified as a "Model" school
Meets standard: <input checked="" type="checkbox"/> School does not have a designation
Does not meet standard: <input type="checkbox"/> School was identified as a "Focus" school
Falls far below standard: <input type="checkbox"/> School was identified as a "Priority" school
District comments/recommendations: NA for the 2014-15 school year.
School comments: Schools were not rated for the 2014-15 school year due to the unknown impact of the new state assessment tool.

Measure 1c

How are **Economically Disadvantaged** students achieving on state assessments in **READING** compared to the **Economically Disadvantaged** students in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: 70% of Economically Disadvantaged students at Emerson achieved level 3 or 4 in ELA, while 37.8% of Economically Disadvantaged students in grades 3-5 in the district did.

School comments: Emerson's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by 32%

Measure 1d

How are **Economically Disadvantaged** students achieving on state assessments in **MATH** compared to the **Economically Disadvantaged** students in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: 80% of Economically Disadvantaged students at Emerson achieved level 3 or 4 in Math, while 31% of Economically Disadvantaged students in grades 3-5 in the district did.

School comments: Emerson's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by 49%

Measure 1e

How are **English Learners** achieving on state assessments in **READING** compared to the **English Learners** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: Emerson does not have enough English Learners to report.

School comments: N/A

Measure 1f

How are **English Learners** achieving on state assessments in **MATH** compared to the **English Learners** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: Emerson does not have enough English Learners to report.

School comments: N/A

Measure 1g

How are **Students with Disabilities** achieving on state assessments in **READING** compared to the **Students with Disabilities** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: 40% of Students with Disabilities at Emerson met or exceeded the standard in ELA, while 38% of Students with Disabilities in grades 3-5 in the district did.

School comments: Emerson's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by 2%

Measure 1h

How are **Students with Disabilities** achieving on state assessments in **MATH** compared to the **Students with Disabilities** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: 40% of Students with Disabilities at Emerson met or exceeded the standard in Math, while 34% of Students with Disabilities in the district in grades 3-5 did.

School comments: Emerson's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by 6%

Measure 1i

How are **Students of Historically Underserved Races/Ethnicities** achieving on state assessments in **READING** compared to the **Students of Underserved Races/Ethnicities** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: Not rated for the 14-15 school year. 66.7% of Historically Underserved students met the Reading target at Emerson; 33.8% of Historically Underserved district students in grades 3-5 did.

School comments: Emerson's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by 33%.

Measure 1j

How are **Students of Historically Underserved Races/Ethnicities** achieving on state assessments in **MATH** compared to the **Students of Underserved Races/Ethnicities** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: Not rated for the 14-15 school year. 75% of Historically Underserved students met the Math target at Emerson; 26.1% of Historically Underserved district students in grades 3-5 did.

School comments: Emerson's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by 48.9%.

2. Student Academic Growth

Measure 2a

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

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: Not rated for the 2014-15 school year.

School comments: Schools were not rated for the 2014-15 school year due to the unknown impact of the new state assessment tool.

Measure 2b

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

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: Not rated for the 2014-15 school year

School comments: Schools were not rated for the 2014-15 school year due to the unknown impact of the new state assessment tool.

3. Subgroup Growth

Measure 3a

Is the school increasing academic performance over time for **Economically Disadvantaged** students? (Combined Median Growth Percentile)

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: Not rated for the 2014-15 school year.

School comments: Schools were not rated for the 2014-15 school year due to the unknown impact of the new state assessment tool.

Measure 3b

Is the school increasing academic performance over time for **English Learner** students? (Combined median Growth Percentile)

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: Not rated for the 2014-15 school year.

School comments: Schools were not rated for the 2014-15 school year due to the unknown impact of the new state assessment tool.

Measure 3c

Is the school increasing academic performance over time for **Students with Disabilities?** (Combined Median Growth Percentile)

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: Not rated for the 2014-15 school year.

School comments: Schools were not rated for the 2014-15 school year due to the unknown impact of the new state assessment tool.

Measure 3d

Is the school increasing academic performance over time for students of **Underserved Races/Ethnicities?** (Combined Median Growth Percentile)

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: Not rated for the 2014-15 school year.

School comments: Schools were not rated for the 2014-15 school year due to the unknown impact of the new state assessment tool.

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

Measure 4a Is the school aligning all classes in core subjects to Common Core State Standards?
Meets standard: <ul style="list-style-type: none">✓ 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: <ul style="list-style-type: none">☐ 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: <ul style="list-style-type: none">☐ 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 of this through detailed syllabi, course descriptions, curriculum alignments, or other methods.
District comments/recommendations: NA
School comments: N/A

5. Graduation and post-secondary readiness (high schools only)

Measure 5a

What percentage of students are graduating within four years of entering high school as compared to other schools in the district?

Exceeds standard:

- School's average graduation rate exceeds the average district graduation rate by at least 10%

Meets standard:

- School's average graduation rate meets or exceeds the average district graduation rate by up to 10%

Does not meet standard:

- School's average graduation rate is less than the average district graduation rate by 1-10%

Falls far below standard:

- School's average graduation rate is less than the average district graduation rate by 10% or more

District comments/recommendations: NA

School comments: N/A

Measure 5b

What percentage of students are graduating within four years of entering high school as compared to their peers in like schools?

Exceeds standard:

- School's average graduation rate exceeds the average graduation rate of their peers in like schools by at least 10%

Meets standard:

- School's average graduation rate meets or exceeds the average graduation rate of their peers in like schools by up to 10%

Does not meet standard:

- School's average graduation rate is less than the average graduation rate of their peers in like schools by 1-10%

Falls far below standard:

- School's average graduation rate is less than the average graduation rate of their peers in like schools by 10% or more

District comments/recommendations: NA

School comments: N/A

Measure 5c

What percentage of students receive a regular, modified, extended, or adult high school diploma or complete a GED within five years of entering high school as compared to other schools in the district?

Exceeds standard:

- School's average completion rate exceeds the average district completion rate by at least 10%

Meets standard:

- School's average completion rate meets or exceeds the average district completion rate by up to 10%

Does not meet standard:

- School's average completion rate is less than the average district completion rate by 1-10%

Falls far below standard:

- School's average completion rate is less than the average district completion rate by 10% or more

District comments/recommendations: NA

School comments: N/A

Measure 5d

What percentage of students receive a regular, modified, extended, or adult high school diploma or complete a GED within five years of entering high school as compared to their peers in like schools?

Exceeds standard:

- School's average completion rate exceeds the average completion rate of their peers in like schools by at least 10%

Meets standard:

- School's average completion rate meets or exceeds the average completion rate of their peers in like schools by up to 10%

Does not meet standard:

- School's average completion rate is less than the average completion rate of their peers in like schools by 1-10%

Falls far below standard:

- School's average completion rate is less than the average completion rate of their peers in like schools by 10% or more

District comments/recommendations: NA

School comments: N/A

Measure 5e

What percentage of students dropped out during the school year and did not re-enroll as compared to other schools in the district?

Exceeds standard:

- School's average dropout rate is less than the average district dropout rate by 4% or more

Meets standard:

- School's average dropout rate meets or is less than the average district dropout rate by up to 4%

Does not meet standard:

- School's average dropout rate exceeds the average district dropout rate by 1-4%

Falls far below standard:

- School's average dropout rate exceeds the average district dropout rate by 4% or more

District comments/recommendations: NA

School comments: N/A

Measure 5f

What percentage of students dropped out during the school year and did not re-enroll as compared to their peers in like schools?

Exceeds standard:

- School's average dropout rate is less than the average dropout rate of their peers in like schools by 4% or more

Meets standard:

- School's average dropout rate meets or is less than the average dropout rate of their peers in like schools by up to 4%

Does not meet standard:

- School's average dropout rate exceeds the average dropout rate of their peers in like schools by 1-4%

Falls far below standard:

- School's average dropout rate exceeds the average dropout rate of their peers in like schools by 4% or more

District comments/recommendations: NA

School comments: N/A

Measure 5g

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?
District comments/recommendations: NA			

6. School goals and recommendations (academic)

Measure 6a

Did the school meet the academic goals it set forth in its 2014-15 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.
Continue second year of two-year plan of implementing school-wide, K-5 writing instruction program aligned with Common Core State Standards to ensure student preparedness for meeting new grade level standards.	Yes	As planned, ongoing staff work sessions quarterly to assess and "norm" writing samples.
All teachers using same model, curriculum, and clear table of progress through standards at all grades	Yes	As planned.
Set firm expectations of writing in Project work and other subject areas (cross-curricular).	Yes	As planned, Project Journals evident in all classrooms.
Assess along common continuum (rubric) from K-5	Yes	As planned, writing samples assessed per plan.

Measure 6b

In school year 2014-15, did the school implement the academic recommendations from the district in the 2013-14 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
None.		

Measure 6c

Based on the 2014-15 school year data presented in this report, will the school add any academic goals to its 2015-16 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: No new goal – based on rigor of Smarter Balanced assessments, staff will continue 3rd year of writing goal to increase student facility with writing aligned to Common Core Standards.

Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

Financial Performance: data elements and sources

The purpose of the Financial Performance section of the Annual 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

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Financial Performance

7. Near-Term Measures

Measure 7a Current ratio: Current assets divided by current liabilities
Meets standard: <input checked="" type="checkbox"/> Current ratio is greater than or equal to 1.1
Does not meet standard: <input type="checkbox"/> Current ratio is between .9 and 1.0 or equals 1.0
Falls far below standard: <input type="checkbox"/> Current ratio is less than or equal to .9
District comments/recommendations:
School comments:

Measure 7b Unrestricted days cash: Unrestricted cash divided by ((total expenses minus depreciation expense) / 365)
Meets standard: <input checked="" type="checkbox"/> 60 days cash
Does not meet standard: <input type="checkbox"/> Days cash is between 15 and 30 days
Falls far below standard: <input type="checkbox"/> Fewer than 15 days cash
District comments/recommendations:
School comments:

Measure 7c

Enrollment variance: actual enrollment divided by enrollment projection in 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:

School comments: Meets standard. School enrollment of 144 is 100% of projection in board-approved budget.

Measure 7d

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:

School comments:

8. Sustainability Measures

Measure 8a

Total Margin: Net income divided by total revenue

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

Meets standard:

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

Does not meet standard:

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

Falls far below standard:

- ✓ Aggregated three-year total margin is less than or equal to -1.5% and the most recent year total margin is less than -10%

District comments/recommendations: Aggregated total margin falls far below standard, while total margin does not meet standard. Cash balance is high enough to absorb a couple years of loss, but this should be closely monitored.

School comments: 2014-15 School year included an unbudgeted ~\$50,000 one-time expense that negatively impacted the Total Margin for the year as well as Aggregated Total Margin. 2015-16 school year budget includes absorbing that loss as well as making strides toward recovery from it, and of course it is monitored closely. School maintains a healthy cash balance for just such anomalies.

Measure 8b

Debt to asset ratio: Total liabilities divided by total assets

Meets standard:

- ✓ Debt-to-asset ratio is less than .9

Does not meet standard:

- Debt-to-asset ratio is between .9 and 1.0

Falls far below standard:

- Debt-to-asset ratio is greater than 1.0

District comments/recommendations:

School comments:

Measure 8c

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

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: While technically, these indicators fall far below standard due to the fact that both one-year cash flow and multi-year cash flow are negative, the multi-year cash decrease is not material in relation to the total balance of \$227,000. For one-year cash flow, there was only a 4.5% decrease in cash from the prior year.

School comments: 2014-15 School year included an unbudgeted ~\$50,000 one-time expense that severely impacted total cash flow. 2015-16 school year budget includes absorbing that loss as well as making strides toward recovery from it, and of course it is monitored closely. School maintains a healthy cash balance for just such anomalies.

Measure 8d

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: There is no debt on the books for Emerson.

School comments: Emerson has always been, and remains, debt-free.

Measure 8e

Is the school meeting financial reporting and compliance requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:
 - Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit
 - All other reporting requirements related to the use of public funds

Does not meet standard:

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:
 - Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit
 - All other reporting requirements related to the use of public funds

District comments/recommendations:

School comments:

Measure 8f

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:

School comments:

9. School goals and recommendations (financial)

Measure 9a

Did the school meet the financial goals it set forth in its 2014-15 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Reduce our parent fundraising goal to less than 10% of our total new revenue to lessen the overall financial fundraising burden on parents. Goal is to raise \$85,000 (gross), or 8.5% of total new revenue, through PTO (\$9,000), Annual Fund (\$30,000), and Auction (\$40,000) in order to have funds to support the school's academic program.	Yes, total expected fundraising of \$85,000 was matched by total actual fundraising of \$85,400.	
Launch Annual Fund campaign with \$30,000 goal (email, extended family, monthly pledges, online donation ability.)	Yes; exceeded goal at \$33,500.	End of year push and a matching challenge resulted in last minute boost in donations – higher than planned.
School's PTO the Friends of Emerson School (FES), has committed to raising \$9,000 to support the school's goals. This will be done through various methods including weekly bake sales, a few specific school wide vents (Sing Along Movie, Bingo party, Family Dance), Scrip sales, and other smaller events.	Yes; exceeded goal at \$18,530	FES group made large donation at beginning of 2014-15 fiscal year with funds raised in 2013-14 fiscal year, effectively doubling initial plan for PTO fundraising.
Organize annual school auction to gross \$40,000 in total income. Auction will have two components; a live event and an online event.	Partial; auction did not gross total plan due to smaller size, fewer tickets sold. Grossed \$33,350.	Auction planning began very late, event was planned to be smaller and at a lower cost than previous years. Difference was made up by exceeded goal with Annual Fund and PTO.

Measure 9b

In school year 2014-15, did the school implement the financial recommendations from the district in the 2013-14 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
None		

Measure 9c

Based on the 2014-15 school year data presented in this report, will the school add any financial goals to its 2015-16 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: No, the school has already determined financial goals for 2015-16 and does not intend to add more.

Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

Organizational Performance: data elements and sources

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

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

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

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverable and reporting due dates
- Feedback from parents, students, charter school staff, and other community stakeholders
- Synergy
- 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

10. Education Program

Measure 10a

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: Emerson runs an educational program consistent with its mission and contract.

School comments: School holds faithfully to the Project Approach, Positive Discipline, and Service Learning models described in our mission and contract.

Measure 10b

Is the school complying with applicable education requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:
 - Instructional days and/or minutes requirements
 - Graduation and promotion requirements
 - Content standards, including Common Core State Standards
 - The administration of state assessments
 - Implementation of mandated programming as a result of state or federal funding

Does not meet standard:

- ❑ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to education requirements, including, but not limited to:
 - Instructional days and/or minutes requirements
 - Graduation and promotion requirements
 - Content standards, including Common Core State Standards
 - The administration of state assessments
 - Implementation of mandated programming as a result of state or federal funding

District comments/recommendations: The school is generally compliant with applicable laws and the contract.

School comments: The Emerson School takes pride in consistently meeting all education requirements.

Measure 10c

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 district has no reason to believe that the school has not met this standard.

Recommendation: While SB 820 allows charter schools to prioritize historically underserved students in their lotteries, charter schools should exercise caution when requiring specific information on the application form. Emerson currently asks if a student has an IEP on its application, though it does note that this information is not used in the lottery process. .

School comments: The Emerson School meets this standard. In response to District Recommendation above: While the question is on the application, that information is not available or included in the blind lottery process (student application number and grade is the only information tied to the lottery). Once a student is admitted through the lottery, the School Administrator will review the Application for information about that student. The reason the school asks on the application if a student has an IEP is so an IEP team may convene as soon as possible after a student is enrolled (ideally prior to the first day of school) to review the IEP with the new team and determine how the district SpEd personnel and the school can best meet the needs of the student, plan for any required special materials or resources.

Measure 10d

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 district has no reason to believe that the school has not met this standard.

School comments:

11. Governance and Reporting

Measure 11a

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: Board members are listed on the website, but no contact information is included. There is a non-discrimination statement on the “Employment” tab and on the “Enrollment Process” tab. The administrator of the school is also the Vice President of the Board.

Recommendation: Include Board contact information on the website, and provide links to handbooks and Board policies. The administrator as a voting officer of the Board may present a conflict of interest, especially with respect to staffing decisions and evaluation of the administrator. Discuss the school’s Board/admin configuration with the Oregon Ethics Commission and, at minimum, the Board should have a very clear conflict of interest statement on file and the administrator/Vice President should regularly recuse herself from any action that implicates her employment (contracts, budget, some policies, evaluations, etc.)

School comments: Board composition meets requirements of bylaws, including minimum of 2 parent members.

In response to District Recommendation: School’s internal school-to-home communication portal, Edline, lists board members with contact email (board@emersonschool.org), as well as links to the school handbook and board policies. Public website does not include full updated Board of Directors contact information due to cumbersome updating of that website; we will remedy this as we become facile with manipulating that website. Board structure was discussed and researched at length in 2002-2003 when initial structure was intentionally put in place to ensure staff of school will always have a voting representative on the board. Administrator/Vice President role abstains from voting when conflict of interest is present – any budget approval, discussions of Administrator evaluation or compensation, etc.

Measure 11b

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:

School comments: School Administrator receives an annual evaluation from the board, generally prepared and submitted by the Board President. Prior to evaluation, Board President will solicit input from various stakeholders including staff, parents, other board members, and sometimes the PPS Charter School office as well. Evaluation includes written rubric, narrative feedback, progress toward meeting any established goals and recommended goals (if any) for the following year.

Measure 11c

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:
 - Performance Planning and performance
 - 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:
 - Performance Planning and performance
 - 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: Emerson is responsive and timely with deliverables.

School comments:

12. Students and Employees

Measure 12a

Is the school protecting the rights of all students?

Meets standard:

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

Does not meet standard:

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

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

Recommendation: The school's application asks parents to initial next to the following statement: "I understand I will be responsible for transporting my child to school". By law, charter schools must ensure that transportation is not a barrier to school enrollment. While charter schools are not required to provide a specific form of transportation, this may present a barrier to enrollment for parents without the means to transport their children. This statement should be removed from the application.

School comments: This bullet point has been removed from the 2016-2017 application as of this writing. Charter schools don't have District school bus service, and are not granted any of the state transportation funds to offer our own. Emerson has developed a comprehensive transportation plan that involves the school community in carpooling, bus-pooling, bike/walk trains, and subsidizing the cost of public transportation when needed. It could be helpful for charter schools to know how the District addresses this same issue at focus-option schools that do not have a neighborhood catchment area, where school bus service is not provided (ie, MLC, daVinci, etc.). How are parents without the means to transport their children encouraged to participate in those programs in the absence of district-provided transportation? Would it be beneficial to share those practices?

Measure 12b

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 the federal Highly Qualified Teacher and Paraprofessional requirements, 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 the federal Highly Qualified Teacher and Paraprofessional requirements, charter school licensure and registry requirements, and/or background check and fingerprinting requirements for all staff and volunteers.

District comments/recommendations: All employees are appropriately licensed or registered and HQ for their subjects. Background checks are conducted. Emerson is to be commended for its hiring process and ensuring that all teachers are appropriately credentialed before starting service.

School comments: The school recommends that the District make provisions for new employees who require training prior to beginning work to be allowed to begin conditional employment while background check is pending, provided that training involves no contact with students and is done offsite, or when school isn't in session, or onsite without student contact under supervision of current (background checked) staff. This would facilitate more timely onboarding of new staff prior to the school year or in the event of mid-year staffing changes.

13. School Environment

Measure 13a

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 that the school has not met this standard.

School comments: The school complies with facilities and transportation requirements.

Measure 13b

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

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

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

School comments: The school complies with health and safety requirements.

Measure 13c

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 that the school has not met this standard.

School comments: The school is handling information appropriately.

14. Additional Obligations

Measure 14a

Is the school complying with all other obligations?

Meets standard:

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

Does not meet standard:

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

District comments/recommendations: Emerson meets compliance requirements. The administrator is communicative and partnership-oriented. She is always responsive to questions and requests, punctual with all deliverables, and is an involved and competent leader.

School comments: The school complies with all other obligations.

15. School goals and recommendations (organizational)

Measure 15a

Did the school meet the organizational goals it set forth in its 2014-15 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
<p>Assign a rotating “teacher coordinator” TOSA position to a veteran teacher to assist with teacher support, evaluations and observations, professional development, records keeping, etc. while still maintaining a role as a classroom teacher.</p>	<p>Partially, then reassessed to revise observation/feedback portion of plan to better incorporate needs of staffing changes.</p>	<p>Successfully implemented this plan through January 2015. Forms, annual calendar, file reviews, etc. all completed. After that time the plan was modified to be sustainable while undergoing staffing changes.</p> <p>The value in this position was found to be in setting up the system of accountability in terms of calendar and forms, but not necessarily in having a single person doing all the reviews, evaluations, and feedback. A revised system of internal observations/feedback and accountability will be implemented based on calendar and forms developed in this trial year. We won’t assign a “TOSA” position again as part of that plan, but rather share the responsibilities among administrative and teaching staff</p>

Measure 15b

In school year 2014-15, did the school implement the organizational recommendations from the district in the 2013-14 annual performance report?

Recommendation from the district	Recommendation implemented? (School)	Why or why not? (School response)
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	response)	
None provided.		

Measure 15c
Based on the 2014-15 school year data presented in this report, will the school add any organizational goals to its 2015-16 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: No, we have already determined organizational goals for the 2015-16 Performance Plan and do not intend to add more.				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

ⁱ Sources of Data

Table A: Racial Demographics – Data & Policy Analysis website

Table B: Racial Demographics PPS K-5 – Data & Policy Analysis website

Table C: Racial Demographics Over Time – Data & Policy Analysis website

Table D: Special Populations – Data & Policy Analysis website

Table E: Special Populations PPS K-5 – Data & Policy Analysis website

Table F: Special Populations Over Time – Data & Policy Analysis website

Table G: Discipline Data – PPS Dashboard

Table H: Discipline Data – PPS Dashboard

ⁱⁱ While school breakfasts and lunches are available to all students at most sites, some students are eligible for either free or reduced-price meals based on family size and income information supplied voluntarily by parents or through data shared by the state with the school district. The federal government provides funds for student breakfasts through the National School Breakfast Program and lunches through the National School Lunch Program.

Free Meal % is the percent of students eligible to receive Free Meals. The criteria is up to 130% of poverty level (\$31,000 for a family of 4), categorical reason (e.g., SNAP, TANF, foster), or a student is at a Community Eligibility Program (CEP) school. CEP offers free meals to all students, including students that would not normally qualify for free meals. This makes Free Meal % not comparable across schools and not comparable for a CEP school over time.

Reduced-Price Meals % is the percent of students eligible to receive Reduced-Price Meals. The criterion is up to 185% of poverty level (\$44,000 for a family of 4) and is based on a paper application. This metric is not comparable across schools, as CEP schools do not collect paper applications, whereas non-CEP schools do.

Free Meal by Direct Certification % is the percent of total students who receive free meals through data shared by the state with the school district. This excludes students eligible for free meals by paper application or students eligible for free meals because they are enrolled in a CEP school but who do not meet income guidelines if they were not at a CEP school. Free Meal by Direct Certification % is comparable across all schools.

Opal Charter School – Founded, 2001

When the Oregon legislature established charter schools in 1999, it identified a clear intention: “... that new types of schools, called public charter schools, be created 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.” Charter school advocates committed that these schools would inform new possibilities for learning in all schools. Opal School takes that promise seriously.

Opal School’s mission is to strengthen public education by provoking fresh ideas concerning environments where curiosity, creativity, and the wonder of learning thrive. Opal School classrooms serve as the laboratories where those environments are investigated. Each year, eighty-eight PPS students, along with Opal School staff, form communities engaged in inquiry-based approaches. These learning approaches involve a pedagogy of listening and relationships that makes strong use of the arts and children’s most natural learning strategy: play.

The primary outcome of this work is the development of creative mindsets necessary to civic health now and to solve the unanticipated problems of the future. Opal students demonstrate what visitors have describe as, “uncanny levels of metacognition”, “genuine excitement about learning together”, “curiosity and ability to pursue multiple perspectives”, and “impressive critical thinking skills”. At the same time, children’s academic progress as measured by standardized tests continues to be strong, with Smarter Balanced test scores exceeding like-school averages.

The learning approaches (informed by our values and guiding principles referenced on page 2) developed in Opal School’s classrooms have found a global audience hungry to expand its vision of schooling. Opal School serves as a resource to Harvard University’s Project Zero, the Maker Education Initiative, and Ashoka’s Changemaker Schools Network. Opal School students and staff contributed to *The Teacher You Want to Be*, one of Heinemann’s top-selling books for education in the last year. Since September 2014, Opal School and its Center for Learning have provided in-person professional development services to more than 2000 teachers, administrators, and school board members. Educators come to Opal School from around the world for study tours and workshops, observing class in session and hearing presentations about the work; Opal School and Center for Learning staff provide presentations across North America, including a TEDx Talk which has had more than 3000 viewings; print and multimedia publications are developed and distributed widely.

While Opal School has served as a resource to educators who travel from great distances – recently, we’ve had schools from Ecuador, New Zealand, and across Canada – we’re particularly gratified by our work with groups from our region, including ongoing work with WL Henry School in Hillsboro, Prescott Elementary in Parkrose, and Woodlawn School here in PPS. We invite you to visit our exciting learning environment and look forward to considering ways PPS can make use of this district resource.



Board of Education

Staff Report to the Board

Board Meeting Date: April 5, 2016

Executive Committee Lead: Korinna Wolfe

Department: Charter Schools

Presenter/Staff Lead: Kristen Miles

<p>SUBJECT: Recommendation to extend the Opal Public Charter School contract by one year.</p>
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BACKGROUND

Opal Public Charter School (“Opal”) is currently operating under a five-year “flexible” agreement (described below) which terminates on June 30, 2016. Because this is the fifth year of the contract, staff must make a recommendation to extend the contract by one year or to initiate a full renewal process.

Section E of the district’s contract with Opal Charter School states the following:

“The term of this agreement shall be for five years, scheduled to terminate as of June 30, 2016 (unless earlier terminated as provided herein). However, this agreement shall be considered a “flexible term” agreement, and will contain the following provisions:

1. During the fifth year of this contract, the Board and/or the school will determine whether a renewal process is deemed necessary based on Opal’s ability to meet academic performance standards, its fiscal stability, its adherence with all applicable state laws, and its compliance with all terms of this contract.
2. If the Board and/or the school determine that a renewal process is not necessary, then the term of the contract shall be extended by one year.
3. If the Board and/or the school determine that a renewal process is necessary, then the renewal process will take place in that school year.
4. The process described above will repeat annually until the 10th year of the contract, at which time the renewal process will be mandated in accordance with ORS 338.065(c).
5. At any point between the fifth and 10th year of the contract, either party (Opal or the District) may request that the renewal process be initiated and, provided that this request falls within a reasonable timeline, the renewal process will take place within that school year.”

Opal has requested that its contract be extended by one year, as per Section E above. Staff has reviewed Opal’s performance and recommends extending the contract by one year.

BOARD COMMITTEE REVIEW (IF APPLICABLE)

The Board Committee on Charter Schools discussed the review and recommendation at its meeting on February 24, 2016.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Charter schools are evaluated under PPS policy 6.70.010, and ORS 338. Additionally, renewal recommendations include information gathered from site visit observations, the charter school contract, all annual deliverables, data including student performance data, financial data, organizational performance data, and any other pertinent and applicable data, and the charter school's Annual Accountability Plan and Performance Report.

PROCESS / COMMUNITY ENGAGEMENT

As part of the annual site visit, the Charter Schools Program Director meets with school staff and stakeholders. Additionally, each charter school provides an opportunity for its community to give input on its Annual Accountability Plan before it is finalized. Given the nature of this one-year contract extension recommendation, a public hearing will not be required.

Opal has been reviewed on an annual basis by staff in three major areas: academic, organizational, and financial. Staff has determined that Opal is performing well in each area, and recommends that the contract with Opal be extended by one year.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Charter schools, as schools of choice for students, specifically align with goal (B) in the PPS Racial Educational Equity Policy in that they help "...create multiple pathways to success in order to meet the needs of our diverse students, and...actively encourage, support, and expect high academic achievement for students from all racial groups." Charter schools are also generally deeply engaged with their families and surrounding communities. This aligns with goal (F) in the policy to "...welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning, and...decision-making."

BUDGET / RESOURCE IMPLICATIONS

As per ORS 338.155(2)(a), charter schools serving grades K-8 receive 80% of their per-student State School Fund allocation. Additional weights to this allocation include those for poverty (based on census data), for students qualifying for ESL services, and for students qualifying for teen parent services.

Opal is projected to enroll 88 students in grades K-5 in the 2016-17 school year, and is projected to receive \$509,439 in State School Funds (assuming current per-student allocation of \$6,946).

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

If this recommendation is approved, staff will amend Opal's current contract to expire on June 30, 2017. If the recommendation is not approved, staff will initiate a full renewal process for Opal.

QUESTIONS FOR BOARD DISCUSSION

- Is Opal increasing students' learning and achievement?
 - Is Opal financially stable?
 - Is Opal as an organization stable?
 - Are there any concerns that would warrant a full renewal process in this school year?
-

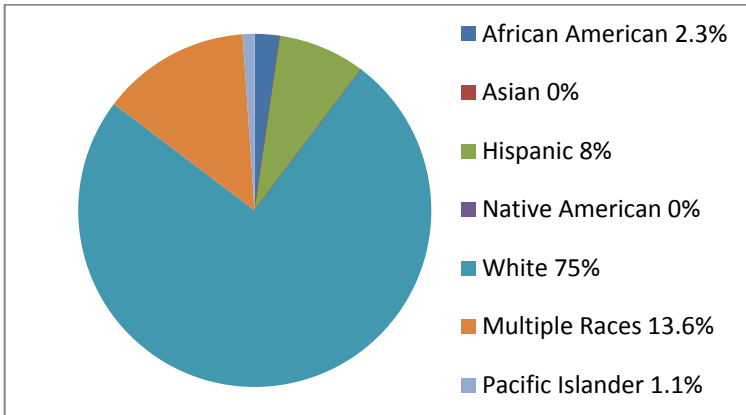
ATTACHMENTS

- **The Annual Performance Framework and Report for The Opal Public Charter School, 2014-15**

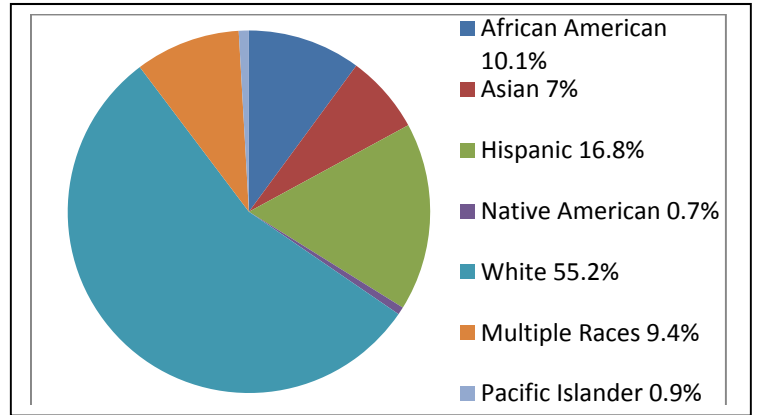
Opal School – ANNUAL REVIEW 2015-2016ⁱ

Program Model: REGGIO EMILIA INSPIRED
Grades Served: K-5
Location: SW PORTLAND
Years in Operation: 14
Enrollment: 88

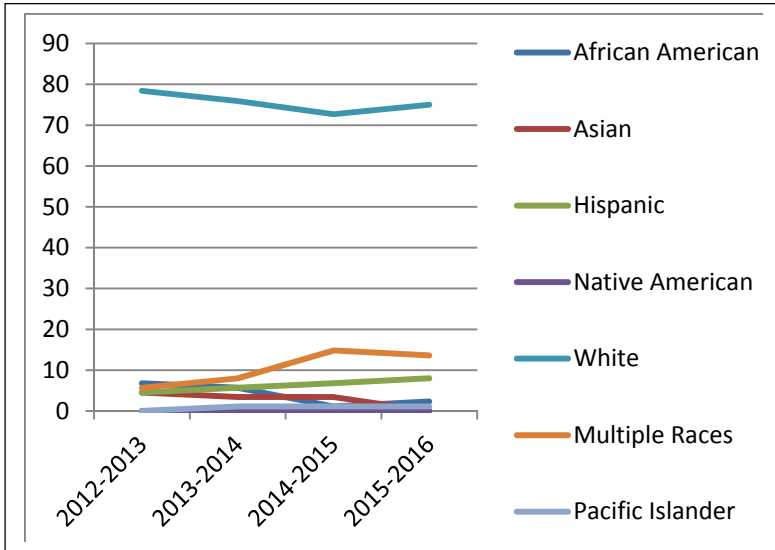
Opal 2015-2016



PPS K-5 Schools 2015-2016



Racial Demographics Over Time



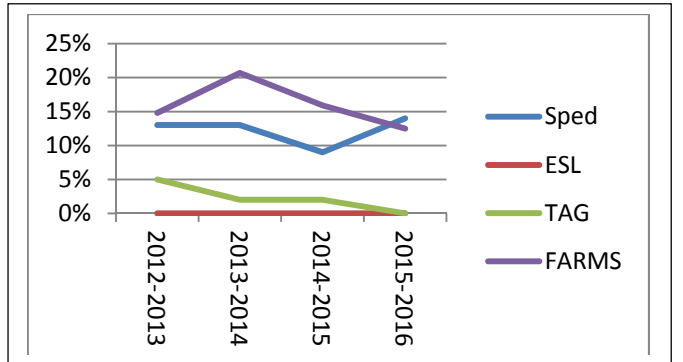
2015-2016 SPECIAL POPULATIONSⁱⁱ

Opal

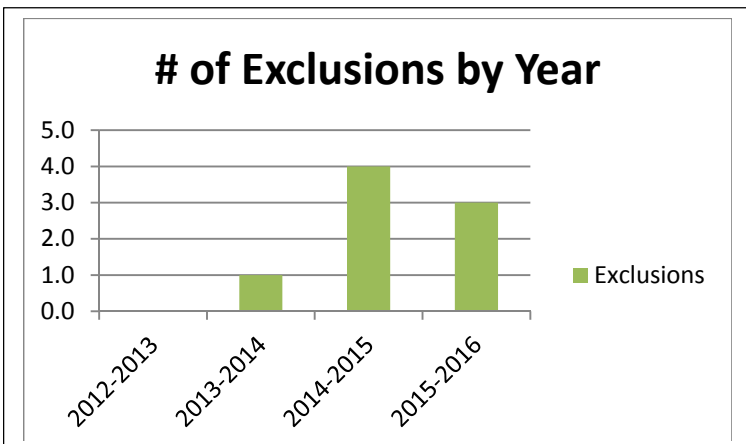
PPS K-5 Schools

SPED	14%
ESL	0
TAG	0
DIRECT MEAL CERTIFICATION	4.6%

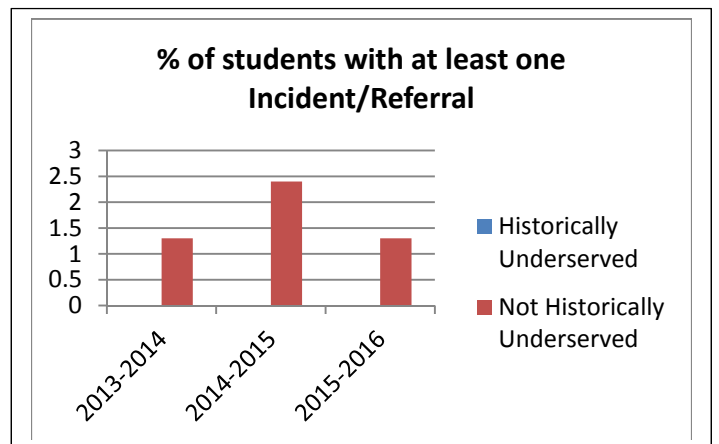
SPED	14%
ESL	11%
TAG	8%
DIRECT MEAL CERTIFICATION	30%



of Exclusions by Year



% of students with at least one Incident/Referral



ⁱ Sources of Data

Table A: Racial Demographics – Data & Policy Analysis website

Table B: Racial Demographics PPS K-5 – Data & Policy Analysis website

Table C: Racial Demographics Over Time – Data & Policy Analysis website

Table D: Special Populations – Data & Policy Analysis website

Table E: Special Populations PPS K-5 – Data & Policy Analysis website

Table F: Special Populations Over Time – Data & Policy Analysis website

Table G: Discipline Data – PPS Dashboard

Table H: Discipline Data – PPS Dashboard

ⁱⁱ While school breakfasts and lunches are available to all students at most sites, some students are eligible for either free or reduced-price meals based on family size and income information supplied voluntarily by parents or through data shared by the state with the school district. The federal government provides funds for student breakfasts through the National School Breakfast Program and lunches through the National School Lunch Program.

Free Meal % is the percent of students eligible to receive Free Meals. The criteria is up to 130% of poverty level (\$31,000 for a family of 4), categorical reason (e.g., SNAP, TANF, foster), or a student is at a Community Eligibility Program (CEP) school. CEP offers free meals to all students, including students that would not normally qualify for free meals. This makes Free Meal % not comparable across schools and not comparable for a CEP school over time.

Reduced-Price Meals % is the percent of students eligible to receive Reduced-Price Meals. The criterion is up to 185% of poverty level (\$44,000 for a family of 4) and is based on a paper application. This metric is not comparable across schools, as CEP schools do not collect paper applications, whereas non-CEP schools do.

Free Meal by Direct Certification % is the percent of total students who receive free meals through data shared by the state with the school district. This excludes students eligible for free meals by paper application or students eligible for free meals because they are enrolled in a CEP school but who do not meet income guidelines if they were not at a CEP school. Free Meal by Direct Certification % is comparable across all schools.

Portland Public Schools
Annual Performance Framework and Report
for
Opal Public Charter School
2014-15

Submitted by,
Kristen Miles, Charter Schools Program Director
Finalized 2/11/16

Introduction

Charter schools in Portland Public Schools provide additional options for students and families. While the district provides oversight and support to its sponsored charters, each charter school has autonomy over its budget, hiring, 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 not only compliant with all applicable laws, but that their academic programs are successful, they are financially viable, and their organizations are effective and responsibly managed.

In so doing, PPS has established the following performance framework, which is largely derived 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 are 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 each 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 PPS charter school.

Kristen Miles
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 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: 2014-15 was the first year in which Smarter Balanced Assessments in Math and Reading were administered in Oregon. As such, while school performance data will be available, schools will not receive a rating on the Oregon Report Card for the 2014-15 school year. Additionally, cut scores and performance levels on Smarter Balanced performance data will likely change over time, and the metrics in this evaluation will be subject to revision, as well. 2014-15 student performance data is important to capture and review, but should be interpreted with caution.

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 contract
- The charter school's whole school growth and performance on standardized tests in Reading and Math
- The charter school's subgroup growth and performance on standardized tests in Reading and Math
- The district's Oregon Report Card
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The school's graduation rate (where applicable)
- The district's graduation rate (where applicable)
- The school's completion rate (where applicable)
- The district's completion rate (where applicable)
- The school's dropout rate (where applicable)
- The district's dropout rate (where applicable)
- The graduation, completion, and dropout rates of comparison schools, as defined by ODE (where applicable)
- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc. (where applicable)

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 the highest rating from the state accountability system

Does not meet standard:

- School did not receive passing rating from the state accountability system

Falls far below standard:

- School identified for intervention or considered failing by the state accountability system

District comments/recommendations: NA for the 2014-15 school year.

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 a "Model" school

Meets standard:

- School does not have a designation

Does not meet standard:

- School was identified as a "Focus" school

Falls far below standard:

- School was identified as a "Priority" school

District comments/recommendations: NA for the 2014-15 school year.

School comments:

Measure 1c

How are **Economically Disadvantaged** students achieving on state assessments in **READING** compared to the **Economically Disadvantaged** students in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: 56% of Economically Disadvantaged students at Opal achieved level 3 or 4 in ELA, while 38% of Economically Disadvantaged students in the district in grades 3-5 did.

School comments:

Measure 1d

How are **Economically Disadvantaged** students achieving on state assessments in **MATH** compared to the **Economically Disadvantaged** students in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: 44% of Economically Disadvantaged students at Opal achieved level 3 or 4 in Math, while 31% of Economically Disadvantaged students in the district in grades 3-5 did.

School comments:

Measure 1e

How are **English Learners** achieving on state assessments in **READING** compared to the **English Learners** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: Opal does not have enough English Learners to report.

School comments:

Measure 1f

How are **English Learners** achieving on state assessments in **MATH** compared to the **English Learners** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: Opal does not have enough English Learners to report.

School comments:

Measure 1g

How are **Students with Disabilities** achieving on state assessments in **READING** compared to the **Students with Disabilities** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: Opal does not have enough Students with Disabilities to report.

School comments:

Measure 1h

How are **Students with Disabilities** achieving on state assessments in MATH compared to the **Students with Disabilities** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: Opal does not have enough Students with Disabilities to report.

School comments:

Measure 1i

How are **Students of Historically Underserved Races/Ethnicities** achieving on state assessments in **READING** compared to the **Students of Underserved Races/Ethnicities** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: Opal does not have enough Historically Underserved students to report.

School comments:

Measure 1j

How are **Students of Historically Underserved Races/Ethnicities** achieving on state assessments in **MATH** compared to the **Students of Underserved Races/Ethnicities** in the district?

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%

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%

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%

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 10% or more

District comments/recommendations: Opal does not have enough Historically Underserved students to report.

School comments:

2. Student Academic Growth

Measure 2a

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

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: NA. No Combined Median Growth Percentile for the 2014-15 school year.

School comments:

Measure 2b

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

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: NA. No Combined Median Growth Percentile for the 2014-15 school year.

School comments:

3. Subgroup Growth

Measure 3a

Is the school increasing academic performance over time for **Economically Disadvantaged** students? (Combined Median Growth Percentile)

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: NA. No Combined Median Growth Percentile for the 2014-15 school year.

School comments:

Measure 3b

Is the school increasing academic performance over time for **English Learner** students? (Combined median Growth Percentile)

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: NA. No Combined Median Growth Percentile for the 2014-15 school year.

School comments:

Measure 3c

Is the school increasing academic performance over time for **Students with Disabilities?** (Combined Median Growth Percentile)

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: NA. No Combined Median Growth Percentile for the 2014-15 school year.

School comments:

Measure 3d

Is the school increasing academic performance over time for students of **Underserved Races/Ethnicities?** (Combined Median Growth Percentile)

Exceeds standard:

- Combined median growth percentile of 60 or more

Meets standard:

- Combined median growth percentile of between 35 and 59.5

Does not meet standard:

- Combined median growth percentile of between 30 and 34.5

Falls far below standard:

- Combined median growth percentile of lower than 30

District comments/recommendations: NA. No Combined Median Growth Percentile for the 2014-15 school year.

School comments:

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

Measure 4a

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 of this through detailed syllabi, course descriptions, curriculum alignments, or other methods.

District comments/recommendations: NA

School comments:

5. Graduation and post-secondary readiness (high schools only)

Measure 5a

What percentage of students are graduating within four years of entering high school as compared to other schools in the district?

Exceeds standard:

- School's average graduation rate exceeds the average district graduation rate by at least 10%

Meets standard:

- School's average graduation rate meets or exceeds the average district graduation rate by up to 10%

Does not meet standard:

- School's average graduation rate is less than the average district graduation rate by 1-10%

Falls far below standard:

- School's average graduation rate is less than the average district graduation rate by 10% or more

District comments/recommendations: NA

School comments:

Measure 5b

What percentage of students are graduating within four years of entering high school as compared to their peers in like schools?

Exceeds standard:

- School's average graduation rate exceeds the average graduation rate of their peers in like schools by at least 10%

Meets standard:

- School's average graduation rate meets or exceeds the average graduation rate of their peers in like schools by up to 10%

Does not meet standard:

- School's average graduation rate is less than the average graduation rate of their peers in like schools by 1-10%

Falls far below standard:

- School's average graduation rate is less than the average graduation rate of their peers in like schools by 10% or more

District comments/recommendations: NA

School comments:

Measure 5c

What percentage of students receive a regular, modified, extended, or adult high school diploma or complete a GED within five years of entering high school as compared to other schools in the district?

Exceeds standard:

- School's average completion rate exceeds the average district completion rate by at least 10%

Meets standard:

- School's average completion rate meets or exceeds the average district completion rate by up to 10%

Does not meet standard:

- School's average completion rate is less than the average district completion rate by 1-10%

Falls far below standard:

- School's average completion rate is less than the average district completion rate by 10% or more

District comments/recommendations: NA

School comments:

Measure 5d

What percentage of students receive a regular, modified, extended, or adult high school diploma or complete a GED within five years of entering high school as compared to their peers in like schools?

Exceeds standard:

- School's average completion rate exceeds the average completion rate of their peers in like schools by at least 10%

Meets standard:

- School's average completion rate meets or exceeds the average completion rate of their peers in like schools by up to 10%

Does not meet standard:

- School's average completion rate is less than the average completion rate of their peers in like schools by 1-10%

Falls far below standard:

- School's average completion rate is less than the average completion rate of their peers in like schools by 10% or more

District comments/recommendations: NA

School comments:

Measure 5e

What percentage of students dropped out during the school year and did not re-enroll as compared to other schools in the district?

Exceeds standard:

- School's average dropout rate is less than the average district dropout rate by 4% or more

Meets standard:

- School's average dropout rate meets or is less than the average district dropout rate by up to 4%

Does not meet standard:

- School's average dropout rate exceeds the average district dropout rate by 1-4%

Falls far below standard:

- School's average dropout rate exceeds the average district dropout rate by 4% or more

District comments/recommendations: NA

School comments:

Measure 5f

What percentage of students dropped out during the school year and did not re-enroll as compared to their peers in like schools?

Exceeds standard:

- School's average dropout rate is less than the average dropout rate of their peers in like schools by 4% or more

Meets standard:

- School's average dropout rate meets or is less than the average dropout rate of their peers in like schools by up to 4%

Does not meet standard:

- School's average dropout rate exceeds the average dropout rate of their peers in like schools by 1-4%

Falls far below standard:

- School's average dropout rate exceeds the average dropout rate of their peers in like schools by 4% or more

District comments/recommendations: NA

School comments:

Measure 5g

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?
District comments/recommendations:			

6. School goals and recommendations (academic)

Measure 6a

Did the school meet the academic goals it set forth in its 2014-15 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.
Increase the proportion of students within the appropriate range or phase along the reading developmental continuum.	Partial	Though Opal has been using the Developmental Continuum for a few years, this was the first year of using it to formally collect data. As such, SY 2014-15 was a year to collect baseline data. Collection of this baseline data highlighted the need for more teacher professional development to develop consistent calibration across classrooms.
Use strategic mini-lessons and instruction, as well as student practice centered around comprehension.	Yes	K-5 classroom teachers implemented comprehension focused mini-lessons and instruction both with fiction and non-fiction. Professional development included working with reading consultants Vicki Vinton and Matt Glover as well as shared readings and weekly professional meetings.
100% of students in grades 3-5 will have adequate technology skills and increased technology comfort to access Smarter balanced Assessment.	Partial	While we continued to build technology skills and comfort throughout the school year we were greatly limited by our access to technology through a loaned mobile lab from PPS. School response has since been to purchase a set of chromebooks.
Guided conversations with Opal families and teachers	Yes	The school hosted a family meeting for better

regarding the role of SBAC at Opal and its role in student assessment.		understanding of SBAC in addition to information via email and newsletters including FAQ's, practice tests and information from the district and OR Department of Education. The school also facilitated SBAC centered staff meetings with opportunities for planning, training, practice tests and questions.
Guided conversations with Opal 3-5 students about the role of SBAC testing and its relative importance in assessing who they are and what they're capable of.	Partial	Classroom teachers facilitated conversations with classes and individual students, as well as provided resources to families for talking with students about SBAC. Approximately 10% of students experienced high anxiety throughout testing suggesting that some students nevertheless associate performance on the test as a reflection of their capability.
Time on computers to support acquisition of technical skills associated with SBAC.	Partial	Students were given opportunities to practice while we had access to the PPS mobile lab, but this was a limited window. Families were given resource lists for keyboarding and additional computer skills to be used at home.
Exploration of ways in which technology can support learning that is occurring in classrooms.	Partial	Limited access to technology hindered these efforts. Small steps were taken to provide opportunities for internet research and word processing. This will change in the upcoming year.

Measure 6b

In school year 2014-15, did the school implement the academic recommendations from the district in

the 2013-14 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
None.		

Measure 6c

Based on the 2014-15 school year data presented in this report, will the school add any academic goals to its 2015-16 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan:				
Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
Seek opportunities for increased access and experience with technology in grades 3-5 within the context of the classroom curriculum	Technology for word processing will be the introduction of a new material that may provoke new or enhanced thinking, offer greater independence in the publishing process and may support participation on the SBAC	None	% of students using technology to publish	Opal now owns 12 chromebooks that can be made available for this purpose

Financial Performance: data elements and sources

The purpose of the Financial Performance section of the Annual 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

7. Near-Term Measures

Measure 7a Current ratio: Current assets divided by current liabilities
Meets standard: <input checked="" type="checkbox"/> Current ratio is greater than or equal to 1.1
Does not meet standard: <input type="checkbox"/> Current ratio is between .9 and 1.0 or equals 1.0
Falls far below standard: <input type="checkbox"/> Current ratio is less than or equal to .9
District comments/recommendations:
School comments:

Measure 7b Unrestricted days cash: Unrestricted cash divided by ((total expenses minus depreciation expense) / 365)
Meets standard: <input checked="" type="checkbox"/> 60 days cash
Does not meet standard: <input type="checkbox"/> Days cash is between 15 and 30 days
Falls far below standard: <input type="checkbox"/> Fewer than 15 days cash
District comments/recommendations:
School comments:

Measure 7c

Enrollment variance: actual enrollment divided by enrollment projection in 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:

School comments:

Measure 7d

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:

School comments:

8. Sustainability Measures

Measure 8a

Total Margin: Net income divided by total revenue

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

Meets standard:

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

Does not meet standard:

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

Falls far below standard:

- Aggregated three-year total margin is less than or equal to -1.5% and the most recent year total margin is less than -10%

District comments/recommendations:

School comments:

Measure 8b

Debt to asset ratio: Total liabilities divided by total assets

Meets standard:

- Debt-to-asset ratio is less than .9

Does not meet standard:

- Debt-to-asset ratio is between .9 and 1.0

Falls far below standard:

- Debt-to-asset ratio is greater than 1.0

District comments/recommendations:

School comments:

Measure 8c

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

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: While technically this metric falls far below standard, there is not enough of a decrease to be a concern. Cash is back to levels from three years ago, and unrestricted days' cash is very sufficient.

School comments:

Measure 8d

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: The lease is essentially rent free from the Portland Children’s Museum, but the fair market cost was used in this calculation. This is not a significant issue. There is no debt on the books.

School comments:

Measure 8e

Is the school meeting financial reporting and compliance requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:
 - Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit
 - All other reporting requirements related to the use of public funds

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:
 - Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit
 - All other reporting requirements related to the use of public funds

District comments/recommendations: The school has budgeted to break even.

School comments:

Measure 8f

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:

School comments:

9. School goals and recommendations (financial)

Measure 9a

Did the school meet the financial goals it set forth in its 2014-15 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
\$10K by the end of the fiscal year.	Yes	The Opal Rocks Annual Fundraising Event yielded \$11,000
Develop agreed-upon budget for implementation phase of playground project.	Yes	Opal developed an agreed upon budget in partnership with PCM facilities team and Opal Advisory Council that resulted in the completion of the playground in spring 2015
Grant writing	Partial	Opal submitted two grants to support the implementation phase of the playground but neither were funded
Make individual major donor requests.	Yes	The organization sent out an Annual Appeal that raised an additional \$15,000 (supported to a large extent by one large employer matched gift from a family)
\$20-25K by the conclusion of the fiscal year.	Yes	The Opal Rocks Event coupled with the Annual Appeal meant that Opal raised over \$25,000
Strengthen, clarify, and support the role of Opal Advisory Council (OAR) in fundraising for Opal School's annual operating budget.	Yes	The Opal Advisory Council was extremely active in the creation and oversight of the Opal Rocks Event. At the conclusion of the year the Council chose to create a standing OAC fundraising committee to formalize its responsibility for fundraising
Strengthen individual giving program among Opal families through annual appeal with	Yes	\$12,000 was raised with support of employer matching program

support from employer matching program.		
Use newly established "This Week at Opal" communication with families to convey events as well as needs of Opal to strengthen financial contributions.	Yes	This Week at Opal – the school's weekly electronic newsletter – regularly included information about school events, family events, and school needs.

Measure 9b

In school year 2014-15, did the school implement the financial recommendations from the district in the 2013-14 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
None provided.		

Measure 9c

Based on the 2014-15 school year data presented in this report, will the school add any financial goals to its 2015-16 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan:				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
No additional goals required. Only a continuation and refinement of efforts from 2014-15.				

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
- 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

10. Education Program

Measure 10a

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: Opal runs an educational program consistent with its mission and contract.

School comments:

Measure 10b

Is the school complying with applicable education requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:
 - Instructional days and/or minutes requirements
 - Graduation and promotion requirements
 - Content standards, including Common Core State Standards
 - The administration of state assessments
 - Implementation of mandated programming as a result of state or federal funding

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to education requirements, including, but not limited to:
 - Instructional days and/or minutes requirements
 - Graduation and promotion requirements
 - Content standards, including Common Core State Standards
 - The administration of state assessments
 - Implementation of mandated programming as a result of state or federal funding

District comments/recommendations: The school is generally compliant with applicable laws and the contract.

School comments:

Measure 10c

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 district has no reason to believe that the school has not met this standard.

Recommendation: While SB 820 allows charter schools to prioritize historically underserved students in their lotteries, charter schools should exercise caution when requiring specific information on the application form. Opal currently asks if a student has an IEP on its application, and whether the student has been assessed for and received ESL services, though it does note that this information is not used in the lottery process.

School comments: Opal uses this information for data collection purposes only so we are able to understand who is applying to this school. We will emphasize this fact in the upcoming lottery application and indicate that providing this information is optional.

Measure 10d

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 district has no reason to believe that the school has not met this standard.

School comments:

11. Governance and Reporting

Measure 11a

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: Board members are listed on the website, but no contact information is included. There is a non-discrimination statement on the "Opal" tab.

Recommendation: Include Board contact information on the website, and provide links to handbooks and Board policies.

School comments: Board contact information as well as Board policies will be available on the Portland Children's Museum website by the beginning of February 2016 if not sooner.

Due to technology challenges Opal School has been unable until very recently to provide family handbooks and other frequently used documents online in a secure location. A recent upgrade to Office 365 will now make that possible. These materials will be available online to current Opal families by June 2016.

Measure 11b

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: Administrator evaluations will be required in the 2016-17 school year.

School comments: Currently there is no formal process for evaluating the Opal Administrator or the Opal Curriculum Lead. Through the course of developing and implementing evaluation systems aligned to the Oregon Framework for Teacher and Administrator Evaluation and Support Systems (HB 2186) these processes will be developed in advance of the 16-17 school year.

Measure 11c

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:
 - Performance Planning and performance
 - 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:
 - Performance Planning and performance
 - 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: Opal is generally responsive and timely with deliverables.

School comments:

12. Students and Employees

Measure 12a

Is the school protecting the rights of all students?

Meets standard:

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

Does not meet standard:

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

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

Recommendation: The school's application requires out-of-district families to have an address within PPS boundaries by August 1 in order to retain placement in the school. Students from out of district can, in fact, be enrolled in a charter school if there is space available after all in-district applicants have accepted enrollments. Despite the fact that Opal's lottery generally has so many applicants that out-of-district applicants would likely not receive an offer to enroll, the language on the application seems to indicate that a student must be a PPS resident to attend the school. Consider revising this language. Additionally, it appears as though all siblings in a family apply through the same application form. State law states that, if a charter school chooses to use the sibling preference provision, it may only do so in the year following the first sibling's enrollment in the school. Therefore, each student in a family not already attending Opal should be entered in the lottery separately. Opal should revise the application to reflect this requirement.

School comments: Opal School will clarify on the 16-17 charter application that out-of-district families must either have a Portland address by August 1st or be considered for enrollment only if there is space available after all in-district applicants have been invited to enroll. We will delete any reference to the fact that families must reside in PPS boundaries to attend the school.

Siblings in a family all apply on the same form but do not receive sibling preference. Rather, they are uniquely considered according to their lottery number ranking in relation to other students from the same grade (Kindergarteners are ranked relative to other kindergarteners, 3rd graders relative to other

3rd graders). The one change that Opal School will make pertains to twins who apply for the same grade. Opal will indicate on the lottery application that children applying for the same grade must complete separate applications and be considered separately.

Measure 12b

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 the federal Highly Qualified Teacher and Paraprofessional requirements, 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 the federal Highly Qualified Teacher and Paraprofessional requirements, charter school licensure and registry requirements, and/or background check and fingerprinting requirements for all staff and volunteers.

District comments/recommendations: All employees are appropriately licensed or registered and HQ for their subjects. Background checks are conducted. Opal is to be commended for its hiring process and ensuring that all teachers are appropriately credentialed before starting service.

School comments:

13. School Environment

Measure 13a

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 that the school has not met this standard.

School comments:

Measure 13b

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

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

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

School comments:

Measure 13c

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 that the school has not met this standard.

School comments:

14. Additional Obligations

Measure 14a

Is the school complying with all other obligations?

Meets standard:

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

Does not meet standard:

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

District comments/recommendations: Opal meets compliance requirements.

School comments:

15. School goals and recommendations (organizational)

Measure 15a

Did the school meet the organizational goals it set forth in its 2014-15 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Low to no teacher turnover between the 2014-15 and the 2015-16 school year.	Yes	Opal retained 100% of teaching staff from between the 2014-15 and the 2015-16 school years
New classroom structure creating two blended teams: Primary (K-2) and Intermediate (3-5) each supported by a Center for Learning Curriculum Researcher.	Yes	The new classroom structure with two blended teams has worked remarkably well. Teachers have small distinct professional learning communities that support planning, curriculum development and daily operations
Creation of efficient and effective communication systems; written and in person.	Yes	Opal teachers and leaders have increased the use of Evernote for planning and communication among and between teams - e.g. sharing agenda creation prior to weekly team meetings as well as policies and procedures.
Increase occasions for celebration.	Partial	The intention of this goal was to improve staff morale and joy that results from effortful learning with peers. The 2014-15 year had some challenges but efforts to adjust expectations and communication resulted in 100% of staff returning with energy and commitment

Measure 15b

In school year 2014-15, did the school implement the organizational recommendations from the district in the 2013-14 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
Consider adding support for the school administration, given the workload and expectations of the school, some of which can lie outside the scope of school operations.	Yes	During the 14-15 school year multiple changes were made to reduce the school administration workload: the Curriculum lead assumed responsibility for SpeD, 504's & TAG and the reconfiguration of & added FTE in classrooms reduced need for school administration to be responsible for supporting classroom conflicts and non-health related student needs.
In the past, Opal has submitted deliverables with minimal effort or insufficient detail. Consider using the tools made available by the district for planning and improvement.	Yes	In the 2014-15 School year school leaders made every effort to submit a far more thorough annual performance plan.

Measure 15c
Based on the 2014-15 school year data presented in this report, will the school add any organizational goals to its 2015-16 Performance Plan? (Copy and paste as needed for additional goals.)

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



Board of Education Informational Report

MEMORANDUM

Date: April 1, 2016
To: Members of the Board of Education
From: Carole Smith, Superintendent
Subject: Opening Ockley Green as a Middle School in 2016-17

Summary

As part of the shift to a predominately K-5/middle school structure, I recommend that Ockley Green open as a middle school in 2016-17, with Beach K-5, Chief Joseph K-5, Peninsula K-5 and Woodlawn PK-5 as feeder schools. The timing of the opening acknowledges the strong support in the Jefferson cluster for starting a middle school next year, instead of allowing for a planning year.

Community Request for a District-Wide Approach

As a district, Portland Public School has historically approached under-enrollment and over-crowding in our schools through an enrollment balancing process within individual cluster feeder patterns, with the intention of supporting strong academic programs at all schools. During a cluster-specific enrollment balancing process, potential scenarios would invariably emerge that involved schools in adjacent clusters.

Efforts to balance enrollment have been further impacted by the district's transfer policy that, over time, accelerated dwindling enrollment at a number of schools, reducing program offerings.

Three years ago, an enrollment balancing process in the Jefferson Cluster underscored these factors. It was evident that looking at just one cluster of schools artificially limited options for balancing enrollment, did not take into account the negative impact of enrollment and transfer policies on Jefferson cluster schools in particular, continued a pattern of the Jefferson cluster being disproportionately impacted by closures, reconfigurations and redesigns, and precluded a more thoughtful, district-wide perspective.

The Jefferson community made a request for the district to look at enrollment balancing and boundary review with a district-wide approach – something PPS had not previously undertaken.

The Board affirmed this request in February, 2013 in Resolution 4718 with the direction to first address policies on enrollment and transfer, and then to conduct a district-wide review of boundaries and strategies for balancing enrollment and a charge to align both with the Racial Educational Equity Policy.

Stakeholder Leadership and Process for Engaging Community

After the Board passed Resolution 4718, PPS embarked on the following courses of action:

- Convened the Superintendent's Advisory Committee on Enrollment & Transfer (SACET), a diverse group of parents, community members and subject matter experts, to study the PPS transfer policy and make recommendations for how to align it with the PPS Racial Educational Equity Policy. The school board approved final recommendations in January 2015 for ending the use of the lottery for neighborhood-to-neighborhood transfers. Families who wish for their child to attend another neighborhood school must now make a case in a petition. The revised policy also gave preference in the lottery to families eligible for free and reduced meals.
- Partnered with the Center for Public Service at Portland State University to design a process for reviewing boundaries district-wide.
- Convened the District-wide Boundary Review Advisory Committee (DBRAC), a diverse group of parents, community members and subject matter experts to analyze our enrollment and programs and make recommendations for balancing enrollment across schools. They were given the charge of making recommendations to align this process with the Racial Educational Equity Policy.
- Collaborated with the Center for Public Service at Portland State to develop and conduct the PPS 2025 Survey, utilizing the feedback of more than 4,000 Portland residents to identify the values that should frame the process.

Aligning with the PPS Racial Educational Equity Policy

The District-wide Boundary Review Advisory Committee (DBRAC) created a Values Framework (see addendum) for enrollment balancing that aligned with the Racial Educational Equity Policy. The policy had been developed in partnership with the Coalition of Communities of Color and a number of our culturally specific partner organizations and adopted by the Portland School Board in 2011. The policy reads, in part:

"...Portland Public Schools' historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful... Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success..."

The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal."

The values framework has guided the development of scenarios for balancing enrollment and provides a touchstone when decisions are difficult or politically unpopular.

Engaging the Community

Over the course of 37 DBRAC meetings, and 22 community meetings from November through March, stakeholders shaped a cross-school, cross-town dialogue.

Thousands of parents, grandparents, students, teachers and community members turned out for community meetings, gave public comment at DBRAC and school board meetings, emailed their feedback through PPSGROWS.com, and participated in Facebook or Twitter Town Halls.

A diverse group of community organizations joined us as partners to engage the community:

- Asian Pacific American Network of Oregon (APANO)
- Black Parent Initiative
- Center for Intercultural Organizing (CIO)
- Community & Parents for Public Schools
- Latino Network
- NAYA Family Center
- Neighborhood House
- Portland Council PTA

Recommendation: Ockley Green Middle School

The recommendation to open Ockley Green Middle School in 2016 rather than 2017 is responsive to a recommendation by the Jefferson Cluster Middle School Visioning Group, a diverse group of parents and community members, who laid out the urgency of improving programming immediately.

Open Ockley Green as a middle school in fall of 2016. Beach, Chief Joseph, Peninsula and Woodlawn would convert to K-5s, with students attending Ockley Green Middle School.

Details

- Current Chief Joseph/Ockley Green 4th graders, already on the Ockley Green campus, would remain as 5th graders.
- Current 5th-7th graders at Beach, Peninsula and Woodlawn would attend Ockley Green in the fall. Students who transferred into these schools from other neighborhoods will be allowed to enroll at Ockley Green with their classmates, unless they prefer to return to their neighborhood schools.
- Students who live in the Beach, Chief Joseph, Peninsula and Woodlawn neighborhoods and have transferred out to other schools have the right to enroll at their Ockley Green, their new neighborhood middle school.

- Boundary adjustments to the Chief Joseph and neighboring attendance areas would be finalized no later than January 2017 to make room for a K5 at Chief Joseph in 2017-18.
- The middle grades Beach Spanish Immersion Program and the Woodlawn Special Education middle grades focus classroom would also move to Ockley Green Middle School in fall of 2016.

Implementation considerations

- Identify the principal as soon as possible; assemble implementation team (release from current positions) to plan for opening in fall.
- Ockley Implementation Team would also be participating and informing District- wide Middle School Planning Team.
- Mutual community and district understanding that we are responding to the community voice for urgency of start-up that will have resulting trade-offs in preparation and readiness. Full implementation will be over a two-year period.



Board of Education Informational Report

MEMORANDUM

Date: March 30, 2016

To: Members of the Board of Education

From: Superintendent Carole Smith

Subject: Recommendation Adoption of the 3 to PhD Governance Agreement

In May 2012, Portland Public Schools issued an updated Long Range Facility Plan (LRFP). One of the foundations of the LRFP calls for modernized infrastructure in order to meet the individual needs of students and promote collaboration with families and communities. The LRFP led to approval of the November 2012 bond measure, which included the replacement of Faubion PK-8 School in collaboration with Concordia University.

Since that time, PPS and Concordia have entered into several MOUs and Agreements which set out the key understanding in support of construction of a new Faubion School, which would integrate a comprehensive education facility, including an Early Learning Academy, with certain complementary Concordia uses, and supportive community services, to be master planned collaborative by PPS and Concordia.

This 3 to PhD Governance Agreement clearly delineates the decision making process and governance protocols for Portland Public Schools, Concordia University and Trillium Group Inc. (Founders) This Governance Agreement establishes the Leadership Council for the 3 to PhD initiative that will:

- Provide input, advice, and coordination to the Founders regarding planning, resourcing, service delivery and evaluation for a collection of initiative programs and activities that transcend the boundaries of individual organizations;
- Review outcome data from all aspects of the initiative programming, including the performance and outcome data from services delivered by providers, in order to develop collaborative solutions to improve outcomes; and
- Refine the program model and evaluate and recommend other services that may be needed or desirable in advancing the goals of the initiative.

This agreement will define the decision-making processes and governance protocols for the Leadership Council. The terms of this agreement will be supplemented by an operating agreement that provides specific guidance around the operation aspects of the initiative as well as the facility within which it is housed, and other agreements between and among the Founders related to the initiative.

On March 10, 2016, Gary Withers, Executive Vice President for External Affairs at Concordia University, made a presentation to the Board of Education's Business and Operations Committee. At that meeting, Board members unanimously supported the 3-PhD Governance Agreement and recommended that it be placed on the April 5, 2016 Board agenda for Board review and support.

Previous Board action in support of this partnership include:

- 1) 2012 Voter support for modernizing the infrastructure and collaborating with Concordia University.
- 2) 2013 Board adoption of the Predevelopment Agreement to participate in and fund processes and work scopes to complete concept level design plans that support a desired Master Plan and Program for a new PK-8 Faubion School.
- 3) 2014 Board adoption of a Memorandum of Understanding between PPS and Concordia to integrate a comprehensive education facility, including an Early Learning Academy, with certain complementary Concordia uses, and supportive community services master planned collaboratively by PPS and Concordia.
- 4) 2014 Board adoption of the New Faubion PK-8 School with Concordia University Master Plan, which was developed following collaborative processes among PPS, Concordia University, community members and stakeholders.
- 5) 2015 Board adoption of the Disposition of Property and Development of Faubion School, which guided PPS and Concordia to completion of the project construction and set the parameters for future ownership of the project and its components.

Please let us know if you have any questions.

3 to PhD® Governance Agreement

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I. Recitals

- In May 2012, Portland Public Schools District #1J ("PPS") issued an updated Long Range Facility Plan ("LRFP"). One of the foundations of the LRFP calls for modernized infrastructure in order to meet the individual needs of students and promote collaboration with families and communities. The LRFP led to the approval of the November 2012 bond measure, which included the replacement of Faubion PK-8 school in collaboration with Concordia University, an Oregon nonprofit corporation located in Portland, Oregon ("Concordia").
- On September 24, 2012, PPS and Concordia entered into a non-binding Memorandum of Understanding ("MOU") which set out the key understandings in support of construction of a new Faubion school (the "Project"), which would integrate a comprehensive education facility, including an Early Learning Academy ("ELA"), with certain complementary Concordia uses, and supportive community services, to be master planned collaboratively by PPS and Concordia.
- On December 28, 2013, PPS and Concordia entered into a binding Predevelopment Agreement (the "Predevelopment Agreement") to participate in and fund processes and work scopes to complete concept level design plans that support a desired Master Plan and Program for a

new PK-8 Faubion School that are sufficiently realistic to use as a basis for fundraising and progressive design work. The Project, beginning with the Master Plan, was to be designed through a community process, including input from neighbors, businesses, and PPS and Concordia's staff, faculty, students and families.

- On April 16, 2014, the PPS Board approved the New Faubion PK-8 School With Concordia University - Master Plan (as approved, the "Master Plan"). The Master Plan was developed following the collaborative processes among PPS, Concordia, and stakeholders, which was outlined in the Predevelopment Agreement.
- The Master Plan sets the framework for the programmatic, site, and building components for the Project, including budget and schedule. This foundation, rooted in the thoughtful ideas of all the stakeholders, is critical.
- Acceptance of the Master Plan has led PPS and Concordia to the negotiation of the Agreement for Disposition of Property and Development of Faubion School (the "DDA"). The DDA is intended to guide PPS and Concordia to completion of the Project construction and set the parameters for future ownership of the Project and its components.
- Concordia has or will contribute capital funding, as outlined in the DDA, for its College of Education as well as for the ELA. The ELA is anticipated to be operated and owned by PPS and made available, as PPS and Concordia agree in an Operating Agreement.
- This Governance Agreement memorializes the agreement between PPS, Concordia, and the Trillium Group, Inc., an Oregon nonprofit corporation ("Trillium"), with respect to the operation of the leadership council of the 3 to PhD[®] initiative ("initiative"), a collaborative community initiative that is based in the Project, on the terms set forth herein.

II. Preface

This Governance Agreement memorializes the agreement between PPS, Concordia, and the Trillium Group, Inc., an Oregon nonprofit corporation ("Trillium"), with respect to the operation of the 3 to PhD[®] initiative ("initiative"), a collaborative community initiative that is based in the Faubion School/Concordia School of Education facility. The initiative aims to create a safer, healthier, more educated community in the Faubion catchment area and surrounding neighborhoods, including the Concordia neighborhood, and to create a scalable model for educational transformation and community wellness.

Portland Public Schools, Concordia University and the Trillium Group, henceforth called "Founders", are founding designers of the initiative and agree to continue to provide support and direction to the initiative through various mechanisms, on the terms set forth below, including participating in the initiative's Leadership Council (the "Council") and through directed support to the initiative by their personnel and resources.

The initiative is comprehensive and is intended to include Faubion PreK-8 School ("Faubion"), Concordia's College of Education, a community health and wellness clinic, and a number of complementary health and wraparound services, enrichment programs, and community activities. This agreement recognizes that each Founder will maintain ultimate authority over the services it delivers, and over the policy and resource decisions that guide those services. However, as a collaborative initiative, success is dependent on the effective integration of efforts across

institutional boundaries, and on the Founders working collaboratively towards the outcomes of the initiative. Therefore, this agreement establishes the Leadership Council that will:

- Provide input, advice, and coordination to the Founders regarding planning, resourcing, service delivery and evaluation for a collection of initiative programs and activities that transcend the boundaries of individual organizations;
- Review outcome data from all aspects of the initiative programming, including the performance and outcome data from services delivered by Providers, as defined below, in order to develop collaborative solutions to improve outcomes; and
- Refine the program model and evaluate and recommend other services that may be needed or desirable in advancing the goals of the initiative.

This agreement will define the decision-making processes and governance protocols for the Council. The terms of this agreement will be supplemented by an operating agreement that provides specific guidance around the operational aspects of the initiative as well as the facility within which it is housed, and other agreements between and among the Founders related to the initiative.

III. Vision and overview of the initiative

The initiative is designed to alter the trajectory for children and families residing in the Faubion catchment area and surrounding Concordia neighborhood by using education as a fulcrum. Our vision is to develop a safer, healthier, more educated community and to create a scalable model for educational transformation and community wellness. The initiative is intended to strengthen families' ability to support their children's health and wellbeing, thereby seeking to overcome barriers that chronic poverty and instability present to children's learning. The vision is to ensure that Faubion children and families are healthy, engaged and supported, and to provide high-quality education that employs innovative curriculum and effective teaching strategies, with the goal that the initiative will transform outcomes for entire cohorts of children, paving the way for them to complete postsecondary career and education opportunities that prepare them to pursue their highest dreams.

The vision is that the initiative will create transformational changes in the lives of Faubion's children and their families and will create a tipping point toward positive change in the wider community with concrete models of hope and success; the vision is that positive changes will be reinforced by providing access to health and wellness supports, and by fostering family and community engagement that builds social capital among neighbors.

The intent is for experienced PPS teachers and Concordia faculty to deepen their knowledge and skills through work on the initiative. PPS and Concordia faculty will collaboratively work to co-develop and test innovative teaching strategies and lessons, along with family engagement strategies, for educating urban students with the goal that the strategies and lessons can be scaled for use in other schools. The vision is that these innovations will in turn help to transform both the curriculum and pedagogy at Concordia's College of Education and other colleges of the University.

The vision is that the Faubion facility will serve as a professional development center where new and experienced practitioners will learn strategies and practices for strengthening the impact of their work. Much like a teaching hospital, the vision is for the site to create a space where future Concordia teachers, nurses, social workers, and other professionals will observe and interact with experienced practitioners, and have supervised opportunities to develop their own skills through hands-on practice.

The initiative has four key components:

1. an early childhood education program for children aged birth through 5 and their families;
2. an instructional program that strives for innovation and rigor for students from Kindergarten through 8th grade that emphasizes Science, Technology, Engineering, Arts and Math (STEAM) disciplines and the acquisition of 21st century skills;
3. a professional development focus to provide clinical training for Concordia's preservice and inservice educators and other human services professionals; and
4. a health and wellness center providing comprehensive wraparound services to the community's children, their families and Concordia students.

Together, the Founders are the “3 legs of the stool” bringing the collective expertise to deliver the core components of the initiative. Each Founder is an essential contributor to the success of the whole initiative; no one Founder has the breadth or depth of expertise to deliver this initiative alone.

The vision for the initiative is to provide a scalable model of educational transformation and community wellness that has an impact far beyond the Faubion neighborhood. The vision is for the facility to serve as a learning lab for other Portland schools, allowing visiting practitioners to observe innovative practices without disrupting student learning. By serving as a model for urban educators, nurses, social workers and other human service professionals, the goal is for the initiative to prepare a cadre of professionals who can bring the initiative's innovative practices to other schools and communities across Portland Public Schools, the Portland metro area, and the wider state. Additionally, the Founders will document key decisions, lessons and processes in the initiative with the goal of promoting scaling to other communities across the country.

IV. Statement of Support

The initiative is built on the premise that the synergy of collaboration creates the most powerful impact. The initiative is grounded in the Founders' shared commitment to improving outcomes in the Faubion Community.

The Founders commit to support the collaboration in the following ways:

- **Shared Collaboration.** The Founders agree to cooperate in achieving the initiative's priority outcomes. They will jointly define outcome targets (including, but not limited to, the Cradle to Career Benchmarks for Success adopted by the Initiative). The Founders will share data to track progress toward those outcomes and engage in joint problem-solving and course correction when data suggests the initiative is off track. Founders agree to help the initiative improve outcomes for children, families and Concordia teacher, nursing, and social work candidates, and when there are problems, Providers will attempt to resolve the problems.
- **Council.** Executives and/or senior managers from each of the Founders will be appointed to the Council. The Council will meet regularly to oversee the planning and implementation of the initiative, to evaluate progress toward the goals of the initiative, and to solicit community engagement with the initiative.
- **Shared resource commitments.** The Founders agree to devote resources to the initiative. The Founders will identify resources from within their organizations when possible, and to generate additional resources, through collaborative fundraising, business model innovations, or identifying strategic opportunities.

Each Founder is solely accountable to its own board of directors and must act within its parameters and in furtherance of its mission and purpose. At the same time, the Founders agree to work together to realize the vision of the initiative and the outcomes that will be developed by the Council.

V. The Initiative

Representatives from the Founders will constitute the initial Council, which shall serve as the coordinating body for all significant areas of the initiative; Council responsibilities are detailed below in Article VII. In addition to the Founders, other Providers (defined below) are expected to be involved in the initiative, as described below. However, each Founder and Provider has the sole decision-making authority for its key activities, policies, resource, and operations decisions. At all times the Providers and the Council will respect the institutional autonomy and governance responsibilities of the Providers, but agree to cooperate and collaborate in areas of the initiative where the operations, activities, and duties of multiple Providers intersect.

A. Categories of Providers

1. **Capital Providers:** These are organizations making a significant capital contribution to the facility. They will jointly be the sole decision-makers determining the use, occupancy and disposition of the physical facility. The Capital Providers are PPS and Concordia.
2. **Core Providers:** These are organizations making a significant investment in the design, execution, operations and evaluation of the entire initiative. They will appoint the Council members. The current Core Providers are PPS, Concordia, and Trillium.
3. **Allied Providers:** These are organizations providing wraparound support system services for the initiative. The Allied Providers are expected to coordinate with other service providers to create a coherent and seamless system of support for Faubion's children and families and will play an active role in coordinating wraparound support services.
4. **Other Providers:** These are organizations working towards the goals of the initiative with one or more of the Founders but are not organizations working in an integrated way with other Providers. Other Providers must conform to all applicable policies and procedures when on campus but do not have any decision-making rights or responsibilities regarding the initiative. The term "Provider" means any of the Capital Providers, Core Providers, Allied Providers and Other Providers. The term "Providers" means all of the Capital Providers, Core Providers, Allied Providers and Other Providers.

B. Selection and Removal of Providers

1. **Council authority:**
The Council is responsible for the selection and removal of the Allied Providers, other than the Founders.
2. **Admission of additional Providers:**
The Council may unilaterally decide to add a Core Provider or an Allied Provider, either to replace a Provider that has withdrawn or to expand the initiative Providers in the furtherance of the goals of the initiative. In all instances, the Council will use the criteria outlined below to determine whether an organization is eligible to be a Provider. These criteria are merely an evaluation tool; the Council does not have an obligation to add an organization as a Provider simply because an organization fulfills these criteria. The determination will be made based on a vote of the Council. The Council will seek the input of the Founders before adding a Provider. When possible, the Council will seek community input before adding a Provider.
3. **Removal:**
The Council may decide to remove an Allied Provider from Allied Provider status. Provider removal decisions may be based on performance, misconduct, reputational risk, financial instability, failure to operate in accordance with the values and guiding principles of the initiative, or other relevant factors. However, the Council will attempt to address any

concerns through open communication and in a spirit of problem-solving with the Provider before resorting to the removal of a Provider from the initiative. If the Council is considering removing an organization from status as an Allied Provider, it will provide written notice to the organization that its status is under review and invite the organization to participate in a meeting of the Council where its status will be discussed. The Council will seek input from the Founders before removing a Provider. When appropriate, the Council will seek community input before removing a Provider to understand the potential community impact of such a decision.

C. Core Provider Criteria

In order to be a Core Provider, an organization must fulfill the following criteria as well as all Allied Provider criteria.

1. **Board Approval.** The organization's board must agree that the initiative is a significant means of advancing its own vision and mission, and must agree that the organization is committed to long-term participation in the initiative.
2. **Expertise.** The organization must bring significant expertise to the initiative in the following areas and agree to use that expertise to strengthen and support the initiative:
 - Depth of expertise in core competencies that are central to the initiative
 - Breadth of expertise across multiple initiative service offerings
 - Expertise in multiple operational areas that promote the effectiveness of the broader initiative (such as organizational development, finance, governance, fundraising, evaluation, IT and data management, care coordination and case management)
 - Demonstrated ability to build strong relationships in racially, linguistically and socioeconomically diverse communities.
3. **Leadership.** The organization agrees that the initiative will be a priority for one or more executive or senior management level staff and who will invest their time in the development and governance of the initiative. One or more executive or senior management level representatives will commit to regular participation in the Council, and will be available for consultation or problem-solving between meetings.
4. **Human resources.** The organization agrees to engage staff from multiple levels of the organization in the initiative, including functions such as finance or evaluation, and may include direct program operations.
5. **Cooperation.** The organization agrees to assist in achieving the priority outcomes that the Council will establish for the initiative. The organization agrees to use the initiative as a laboratory for piloting innovative practices with the vision to use the initiative to influence the organization's other programs.
6. **Resources.** The organization agrees to assist in developing necessary resources for the initiative, which may include direct contribution of cash or in-kind resources, participating in fundraising, or developing earned income streams to help to support the initiative, beyond the organization's own direct program services.
7. **Replication.** The organization will support and advance replication of initiative in other sites locally, regionally and nationally, to the extent such replication is consistent with the organization's mission and purpose.
8. **Financial stability.** The organization has the financial strength and stability to make it reasonable to expect the organization to be in a position to sustain its contribution and commitment to the initiative over time.

D. Allied Provider Criteria

In order to be an Allied Provider, an organization must fulfill the following criteria:

1. **Service integration.** The organization is committed to integrating its services with those delivered by other Providers in order to improve the comprehensiveness and effectiveness of the initiative. The organization commits that a representative of the organization will participate in a standing meeting of the Service Coordination Committee. The organization recognizes that the initiative is a collaborative initiative and the organization agrees that it will devote the time and energy to promote the smooth and seamless functioning of the program services it provides to the initiative.
2. **Guiding principles and values.** The organization agrees to operate according to the guiding principles articulated in the Provider Charter, shares the initiative's respect for the diverse Faubion community, commits to strive to engage the community as a participant in, and commits to strive to support the initiative.
3. **Contribution.** The organization agrees to make a contribution to the initiative that goes beyond its direct service provision. The contribution could add many kinds of value: financial, expertise, community relationships, advocacy for the initiative or other contributions.
4. **Operating rules.** The organization agrees to sign the Provider Charter and will require its staff to abide by all operating procedures and policies related to the initiative.
5. **Expertise.** The organization agrees to:
 - Strive to follow and develop best practices for the initiative in its program area
 - Build strong relationships in racially, linguistically and socioeconomically diverse communities in the Faubion catchment area.
 - Provide services and use delivery techniques that strengthen the wraparound model (such as care coordination, case management, culturally-specific service provision, or service integration)
6. **Collaboration.** The organization agrees to assist the other Providers in achieving both direct initiative outcomes and indirect initiative outcomes. The organization recognizes that success on these outcomes will require an integrated effort across the initiative's Providers. The organization agrees to maintain and support the initiative's reputation.
7. **Data sharing.** The organization agrees to share client and outcome data with the Council and the Providers (to the extent permitted by privacy regulations and other applicable laws) to foster continuous improvement and to help track performance and progress of the initiative.

VI. Guiding Principles

The Providers recognize the importance of building a shared culture to maintain a healthy, high-functioning initiative. The Founders have developed a set of principles to guide the ways that Providers interact with one another and with the wider community; these will serve as shared behavioral and ethical norms. The guiding principles reflect an integrated approach for creating or changing an organizational culture. They have been modified to align with the values and norms of the Founders' organizations. The mapping of these principles to Provider organization values is provided in Appendix A.

The Founders have adopted the following guiding principles:

- a. Growth and change

- b. Open communication and voice
- c. Non-violent social justice
- d. Cultural and emotional responsiveness
- e. Social responsibility
- f. Equity and inclusion

VII. The Leadership Council

A. Council charge

The Council shall provide the shared guidance, coordination, collaboration and problem-solving necessary to implement this agreement and the initiative's success in achieving its goals. The Council is responsible for adopting the philosophy, values, and strategies of the initiative, for identifying and prioritizing resource needs, for evaluating the success of the initiative and the Providers, and for setting priorities for the initiative.

The Council does not report to and is not under the control of PPS, Concordia, or Trillium. The Council may communicate directly with the President of Concordia, the Superintendent of PPS and the Board of Directors of Trillium.

The Council may establish standing committees, including an Executive Committee, to help carry out the work of the Council, and it shall delegate defined responsibilities to these committees. The charge and composition of the standing committees are defined in the 3 to PhD[®] Operating Agreement. Additionally, the Council or the standing committees may convene ad-hoc committees or working groups to address particular issues. These working groups may include members from multiple standing committees and/or from non-Council members. However, all committees ultimately report to the Council. Ad hoc committees will not have the authority to make decisions for the Council but may make recommendations to the Council. At its option, each Founder may have at least one representative appointed to each committee of the Council.

B. Responsibilities of the Council

The following are responsibilities of the Council and no Provider will have the right to unilaterally exercise any of the responsibilities reserved to the Council in this Section. Decisions regarding these responsibilities must be approved by the Council and may not be delegated to a committee, although one or more committees may review or make recommendations to the Council regarding these matters:

- Recommending the removal of a Provider
- Recommending the addition of a Provider or a material change in scope of the Provider's involvement with the initiative
- Developing consolidated budget requests for the shared activities of the Initiative
- Approving or amending the initiative's strategic plan
- Recommending the hiring or removal of a director or coordinator for the initiative, who will be an employee of a Founder, but the ultimate decision regarding hiring or removal of an employee resides with the organization that employs such employee
- Providing input to the organization that employs the director or coordinator or other staff of the initiative regarding his or her performance in such role
- Approving or amending the priority outcomes for the initiative
- Approving replication projects
- Approving Provider's requests to submit grant proposals on behalf of the initiative, if those proposals meet one or more of the following conditions: 1) exceed \$250,000

of requested funding, 2) require one or more of the Providers to sign a contract or make a payment in excess of \$50,000, and/or 3) require an organization to hire staff to work on initiative activities (this does not apply to grants to hire staff to provide direct services). For grant proposals that do not meet the above threshold conditions, the Chair may provide approval or denial on behalf of the entire Council; in these instances the Chair shall inform the Council of all such approvals or denials at or before the next Council meeting. If the timeline of a grant application deadline makes it inadvisable to wait until the next meeting of the full Council, the Executive Committee can approve a grant proposal and then provide notice to the full Council at or before the next regular Council meeting; the Executive Committee's approval can be obtained through any medium, including email or phone, but must be documented in writing

- Approving a communications plan for the initiative
- Approving the annual evaluation of the initiative's priority outcomes

C. Council members

The Council shall be composed of executive or senior management level staff from the Founders. PPS and Concordia will each have the right to have up to 5 representatives serve on the Council. Trillium will have the right to have up to 3 representatives serve on the Council. The Founders will designate their representatives on the Council according to the following process:

- Each organization will appoint two of its representatives. Concordia will appoint the Dean of the College of Education and one other discretionary appointee. Trillium will appoint the Chief Operating Officer and one other discretionary appointee. PPS will appoint the Faubion Principal and one other discretionary appointee.
- Each organization will nominate its remaining representatives for review and confirmation by the Council.

Council members will serve three year terms, with no term limits. The terms of the initial Council members will be staggered so that future leadership transitions will happen in phases. However, Concordia's Dean of the College of Education, Trillium's Chief Operating Officer, and Faubion's Principal will be appointed to the Council without a term and will serve for so long as they hold such positions.

D. Council member responsibilities

Council members must agree to support the success of the initiative. Council members shall fulfill two primary roles. The first role is to coordinate and provide guidance to promote success of the initiative. The second role is to serve as an advocate for the initiative within their organization, secure organizational resources and resolve conflicts to promote success of the initiative.

Each member of the Council is responsible to use reasonable efforts to:

- Become familiar with the initiative's vision and plan and to advance the accomplishment of the initiative's goals.
- Attend Council meetings regularly, and coming to the meetings prepared and familiar with the issues under consideration.
- Act in the best interests of the initiative, taking into account that each representative must also act in the best interest of his or her organization.

- Engage in respectful and constructive two-way communication with members of the Faubion community and Providers to assess, evaluate, and promote community priorities and perspectives.
- Comply with all regulations and applicable laws related to confidentiality, as permitted by law.
- Operate in accordance with the guiding principles and Council policies and procedures.
- Communicate key Council decisions within the member's organization and representing the member's organization's perspectives and needs within the Council.
- Help to secure resources and needed commitments for the initiative within the member's organization.
- Notify the Chair in advance if they will miss a Council or notifying the appropriate committee chair if they will miss a committee meeting.

In order to build the cohesiveness of the Council, and to promote Council decisions that are informed by an understanding of the history and context of the issues, it is important that Council members participate consistently. Council members may not delegate their responsibilities to another organizational representative or any other person. Only Council members are eligible to participate in Council decisions. The Council will adopt a conflicts of interest policy to address conflicts of interest in the context of the Council's duties under this agreement.

E. Council Chair

The Council will elect one of its members to serve as Chair. The Chair will serve for a one-year term. No person may serve as Chair for more than three consecutive years. Elections will be held annually, and the Chair will be selected by a vote of the Council.

The Chair will be responsible for preparing meeting agendas, presiding over all Council meetings and all Executive Committee meetings, calling special Council meetings as needed, and serving as point person for communications between the Council and committee chairs. The Chair shall also be responsible for reviewing/approving/denying contracts and grant proposals that fall below the threshold where full Council or Executive Committee approval is required.

The Chair will be responsible to ensure that the election of the Chair is communicated to the leadership of the other committees, the leadership of the Capital Providers, the Core Providers, and the Allied Providers.

F. Vice Chair

The Council shall elect a Vice Chair from its membership for a one-year term. There are no limits on the number of consecutive terms a person may serve as Vice Chair. Elections will be held annually, and the Vice Chair will be selected by a vote of the Council.

The Vice Chair is responsible for the following duties (or ensuring they are carried out by another person):

- Chairing Council meetings in the Chair's absence.
- Fulfilling the duties of the Chair in the absence of the Chair or in the event of the Chair's death, disability, inability, or refusal to act.

G. Secretary

The Council shall elect a Secretary from its membership for a one-year term. There are no limits on the number of consecutive terms a person may serve as Secretary. Elections will be held annually, and the Secretary will be selected by a vote of the Council.

The Secretary is responsible for the following duties (or ensuring they are carried out by another person):

- Preparing and presenting minutes of the Council meetings
- Keeping and making available all pertinent records for the Council and the initiative, including: governance and operating agreements, council and committee membership lists, the annual budget requests, the strategic plan, and records of all decisions authorized by the Chair or the Council between regular meetings.

H. Committee Chairs

The Council will appoint the chair of each committee of the Council. The chair of each committee will serve for a one-year term. There are no limits on the number of consecutive terms a person may serve as a chair of a committee. Appointments will occur annually, and the chair of each committee will be selected by a vote of the Council.

The chair of each committee will be responsible for preparing meeting agendas, presiding over all meetings for the committee, calling special committee meetings as needed, and serving as point person for communications between the Council and the committee.

Each committee chair is responsible for the following duties (or ensuring they are carried out by another person):

- Preparing and presenting minutes of the committee meetings and promptly sending copies of these minutes to the Council.
- Keeping and making available all pertinent records for the committee, including: committee membership lists and records of all decisions or recommendations made by the committee.

I. Removal of Officers

The Chair, the Vice Chair, the Secretary, and any committee chair may be removed from office at any time, for any reason or for no reason, by a decision of the Council.

J. Removing a Council Member

Any Council member may resign his or her seat on the Council by submitting a written letter of resignation to the Chair and to the organization that the Council member represents. At any time and for any reason, or for no reason, any Founder may remove from the Council one or more of the representatives it appointed or nominated and appoint or nominate a replacement Council member.

If a member misses three (3) consecutive regularly scheduled meetings of the full Council, there will be a vote on whether to remove him or her from the Council. Any member may ask the Chair for permission to take an excused absence. It is the responsibility of the Chair or the Chair's designee to monitor attendance and determine if any member is in danger of violating the attendance policy. The Chair is responsible for notifying the member and the other Council representatives from her or his organization of the attendance issue; notification must be in writing.

The Council may suspend or remove a member if two-thirds of all members vote to do so (members must attend the meeting in order to vote). Reasons for the proposed action must be given and must refer to performance of member commitments as described in Article VII, Section D. Other reasons for the proposed suspension or expulsion may also be given. Consideration of the proposed action will be carried out first using the consensus process. Consensus that a vote should be taken does not mean that there is consensus the member should be suspended or removed; it means there is consensus that there is enough concern among members that a vote should be taken. In keeping with the guiding principles of the initiative, the Council will attempt to address any concerns through open communication and in a spirit of problem-solving before resorting to the removal of a Council member. In no event may the any Council member appointed by a Founder be removed by a vote of the Council.

If a Council member is removed or suspended, the Provider that nominated such member shall nominate a replacement member in accordance with the provisions of Article VII, Section C.

Notwithstanding the foregoing, in no event may Concordia's Dean of the College of Education, Trillium's Chief Operating Officer, or Faubion's Principal be removed from the Council by a vote of its members.

K. Transfer of Membership

Membership on the Council may not be transferred to someone else without following the selection methods noted above in Article VII, Section C.

VIII. Meetings

A. Meeting frequency

The Council shall establish a regular meeting schedule and shall meet at least quarterly. The meeting schedule shall be sent to all Council members. The Chair of each committee shall establish a regular meeting schedule for the committee. The committee's meeting schedule shall be communicated to all Council members and all committee members.

B. Meeting notice

Notice of any special Council meeting shall be provided to Council members at least 2 weeks prior to a special meeting of the Council at the email address on file for the Council members. Notice of any special committee meeting shall be provided to the relevant committee members and to Council members at least one week prior to a special meeting of a committee at the email address on file for such committee members.

C. Agenda

The Chair shall prepare and distribute an agenda at least 1 week prior to a meeting of the Council. The agenda shall be distributed to all Council members as well as the chairs of all standing committees. The chair of each committee shall prepare and distribute an agenda at least two business days prior to a meeting of the committee. The agenda shall be distributed to all Council members as well as the members of the committee.

D. Absences

While Council members are expected to be regular participants in all Council meetings and all committee meetings on which the Council member is a member, there may be occasions

when a member is unable to attend. The member shall notify the Council Chair or the committee chair of her or his planned absence as early as possible prior to the meeting. Attendance at Council meetings and Council committee meetings by phone will be considered attendance at such meeting for all purposes.

IX. Decision-making

A. Consensus decision-making

Unless otherwise required, decisions of the Council arising at any Council meeting or committee meeting shall be decided by a consensus of the Council members present at the meeting. Agenda topics for which decisions are needed will be discussed, a proposal will be formulated, the Chair (or committee chair, if applicable) shall call for any clarifying questions and discussion of the item, the Chair (or committee chair, if applicable) shall ask if the group is ready to make a decision, and then consensus will be sought using the “Fist to Five” hand signal. If any member displays two or fewer fingers, additional process is needed. As required to arrive at consensus, cycles will follow in which concerns are identified, the proposal is modified, and consensus is tested. A consensus will be considered to have been reached when no member objects to the decision on the floor, and/or when any parties who do not support the decision indicate they are willing to stand aside so as not to block a decision.

B. Decision-making by voting

Six decisions are always made by voting: 1) adoption of the strategic plan and annual budget requests, 2) decisions about adding or removing or suspending a Council member, 3) election of officers and the appointment of the chair of each committee, 4) recommending the hiring or removal of Core Providers, 5) recommending the hiring or removal of the initiative’s director or coordinator, and 6) adding or removing a Provider. These items must be approved by an affirmative vote of two-thirds of the Council members attending the meeting. Additionally, the appointment of the initial Council members must be approved by an affirmative vote of two-thirds of the Council members appointed by the Founders.

Minutes of Council meetings shall also be adopted by a vote of a majority of the Council members attending the meeting at which the minutes are proposed for adoption.

Voting may also be used to make other decisions if the Council cannot reach consensus after extensive effort by the Council members present to make the decision by consensus, in which case, the Chair can refer a decision to the Council to be decided by a vote, rather than consensus. The vote will be determined by a majority of the Council members present.

A formal motion shall be made for all decisions that are made by vote. In order to present an item for vote, the Council shall observe the following process:

- 1) The Chair shall call for a motion
- 2) The Chair shall call for someone to second the motion
- 3) If the motion is not seconded, the item will not be placed for decision.
- 4) If the motion is seconded, the Chair will call for discussion of the item, except that if a decision is moved by the Chair for a vote rather than a consensus, the Chair does not need to allow further discussion of the item and may move directly to a vote.
 - (a) The person presenting the motion is allowed to speak first.
 - (b) All comments and deliberations shall be addressed to the Chair.

- (c) Any amendments to the motion shall be presented to the group, and the Chair shall call for a motion and second on the amendment, and then vote on the amendment before calling for a vote on the motion (either as amended or, if the amendment failed, in its original form).
- (d) The Chair shall ask the group if it is ready to vote on the motion (as amended, if appropriate) and, if so, shall take an oral vote calling for ayes, nays and abstentions.
- (e) The Chair shall indicate whether the motion carries, and the decision shall be recorded in the minutes.

For every decision determined by a vote, each member of the Council present in person or on the phone has one vote.

C. Quorum

There must be a quorum at a Council meeting in order to make decisions. For any meetings where a vote will be required, a quorum of two-thirds of the Council membership must be in attendance. For all other decisions, attendance of a majority of the Council members.

D. Minutes

The Council will take minutes of its meetings and document and archive its decisions to ensure each Founder is informed of the discussion themes and decision points in a timely manner. Minutes shall be maintained and reviewed by the Secretary. Minutes shall be approved by the Council at its next regular meeting through a vote. Once approved, the minutes shall be signed by the Secretary. Meeting minutes shall be disseminated to all Council members and to all standing committee chairs. The initiative's communications plan will identify protocols for communicating relevant decisions more widely to other groups.

E. Transparency

The initiative is intended to incorporate feedback and ideas from the community and to serve as a mobilization effort. The Founders recognize the importance of building a solid relationship with community members in order to work together with the community. The Council will strive to maintain transparent decision-making processes whenever it is appropriate and practical. Ideally this should establish two-way communication between the Council and community members at multiple stages in the decision-making process: before an important decision is made, and afterwards to communicate key decisions that were made.

The Founders recognize and agree that all documents in the possession of PPS and its representatives may be subject to the public records law.

F. Decentralized decision-making

When practical, the Council shall delegate decision-making responsibility and/or other tasks to the committee level in order to promote more efficient and effective decision-making.

G. Dispute resolution

Whenever possible, disputes regarding operational issues will be resolved by the appropriate standing committee. If there is a conflict within or between one or more standing committees that cannot be resolved at the committee level, the issue shall be referred to the Council.

H. Delegates

Recognizing the importance of consistent participation in Council meetings to make better informed decisions and also to deepen the relationships and cohesiveness within the Council, members who are unable to attend a meeting may not appoint a delegate or grant a proxy to allow another individual to participate in voting or decision-making in their place.

I. Voting in absentia

Council members may not vote in absentia. However, when a Council member is unable to attend a meeting, she or he may express any concerns or considerations about decision items in advance of the meeting by sending an email to the Chair and the Council members at least 2 days prior to the meeting. The Chair shall share the comments with the Council prior to taking action on the item.

X. Evaluation and performance measurement

A. Shared accountability

The Founders commit to work cooperatively with each other to implement the initiative and work to achieve its goals. The Founders agree that when there are problems, they will attempt to jointly devise solutions.

B. Understandings

It is understood that:

1. It will take the resources, expertise and commitment of the Founders working in close coordination to produce the ambitious goals envisioned by the initiative.
2. In a complex initiative, it is particularly important to regularly track and report progress against performance measures and objectives in order to determine which strategies are working and where a different approach is needed.
3. Communicating results of the initiative to the community should be seen as an important part of the performance measurement process.
4. Regular reporting of progress against objectives is necessary and required.
5. Evaluation serves an important role in learning about what works and understanding the dynamics of the initiative, and it will be essential to engage in regular evaluation in order to achieve the initiative's vision of scaling and replicating successes from the initiative beyond the Faubion neighborhood.

C. Results-based framework

The Council will use program and impact data to evaluate the success of the initiative and to set initiative priorities. The Council will use data and outcomes to seek to understand educational gaps, develop a common agenda for change, identify solutions, measure progress, and determine action strategies to strengthen the initiative where needed. To achieve this, the Council will approve a performance measures framework around unifying priority outcomes and measurable objectives. The Providers will collect and analyze data as part of a continuous improvement cycle: the Council and standing committees will regularly review progress toward the objectives, and will use this information to drive discussions around action strategies and initiative refinements to improve performance.

D. Data sharing

Providers commit to track and share student-level data. Procedures for collecting, organizing and reporting program data and service information are described in the

Operating Agreement. The Providers and the Council agree to fully comply with the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), and all other applicable privacy and confidentiality regulations, rules, and laws in connection with data sharing and performing their obligations under this agreement.

E. Evaluation

Periodically the Council will initiate an external evaluation of the initiative to obtain an objective analysis of the initiative that can drive learning, pinpoint areas for improvement and identify lessons that can support scaling and replication efforts.

F. Communicating outcomes with stakeholder groups

The Council will prepare an annual report on progress towards performance objectives and share the report with the Providers, interested Faubion community members, and other interested parties.

XI. Leadership Continuity and Sustainability

A. Importance of leadership continuity

The initiative is dependent upon the commitment of the Founders. The Founders understand that to sustain the initiative over time, leadership of each of the Founders must remain continually committed to the success of the initiative. The Founders agree to maintain communication and commitment to the success of the initiative.

Recognizing the inevitability of turnover among key leaders in the Founders organizations, it is the Founders' intention to ensure orderly and thoughtful transitions of the organizational relationships when there is a transition of Council members or other key personnel in the organizations.

B. Specific commitments: Hiring

1. Faubion Principal

Two Concordia University representatives will sit on the PPS interview panel for any Faubion principal finalists. They will be required to sign confidentiality agreements and observe any other PPS requirements for interview panelists. The Concordia representatives will provide feedback on the candidates to the PPS Human Resources Director and the Assistant Superintendent (or hiring manager) who is responsible for recommending a finalist to the Superintendent. The PPS Superintendent will make the final hiring decision. Nothing contained herein shall impair or affect PPS's rights and obligations under applicable law, including but not limited to those relating to the hiring of employees.

2. Concordia University College of Education Dean

PPS shall appoint two representatives to serve on the search committee for the Concordia College of Education Dean of Education. They will be required to sign confidentiality agreements and observe any other Concordia requirements for interview panelists. The PPS representatives will provide feedback on the candidates to the Concordia Provost or other Concordia executive who is responsible for recommending a finalist to the Concordia President (or hiring manager). Nothing contained herein shall impair or affect Concordia's rights under the First Amendment

to the United States Constitution or Article I of the Oregon Constitution, including but not limited to those relating to the hiring of ministers and faculty.

XII. Attendance boundaries and service population

The initiative is designed to address the needs of a low-income community, and the elevated needs of the Faubion catchment area are at the heart of the vision for the initiative. In addition, many individuals, corporations, foundations and trusts have contributed to the capital construction costs based on the expectation that the initiative will serve a historically disadvantaged community. The parties affirm that PPS shall use its best efforts to maintain a catchment area for Faubion School in the future to reflect a population wherein at least 60 percent of Faubion students shall be eligible for free and reduced lunch.

XIII. Community Engagement

A. Understandings

It is understood that:

1. It is not effective or desirable to impose a strategy on a community, but rather it is necessary to work with the community.
2. "Working with the community" means that members of the community are engaged as active participants in the work, rather than implying that experts and organizations have all the answers, or that community residents are mere recipients of others' actions.
3. Engaging actively with the community to understand the community's aspirations and priorities increase the likelihood that the initiative's strategies will be well-matched to the community context.
4. Effective community engagement takes place at multiple stages in the decision-making process: it involves those who are affected by a decision in the decision-making process; it promotes sustainable decisions by providing community members with the information they need to be involved in a meaningful way; it communicates to community members how their input affects the decision; and it communicates the ultimate results of the decision. Community engagement includes the intent to fully consider the public's input in making the decision.
5. There is a continuum of community engagement mechanisms, all illustrated in the International Association for Public Participation's spectrum of public participation, and different levels of engagement may be appropriate for different decisions. The Council will consider the appropriate means of engagement at all key decision points in order to provide appropriate and meaningful opportunities for community engagement in decision-making.
6. The Faubion community is a diverse and multi-faceted community with a broad set of perspectives and experiences, and no one voice or group represents the full breadth of the community's interests and perspectives.
7. Effective community engagement is a significant undertaking that can require dedicated resources to accomplish. The Council shall identify and strive to address community engagement resource needs through its budget request process.

B. Commitment to community engagement

The Council is committed to engaging the community in the initiative. Community will be defined broadly to include the families of Faubion students, residents of the Faubion neighborhood, the Concordia University community, and the students, staff and faculties of Faubion.

C. Mechanisms for community engagement

The Council commits, to the extent reasonable, to engage the community in events, decisions, and priority setting. This may be done through public meetings, surveys, volunteerism, workshops, community events and other means. Additionally, the Council will identify community representatives to participate on appropriate standing committees to provide regular, ongoing opportunities for the engagement of community members.

XIV. Communications

A. Understandings

It is understood that:

1. the overarching purpose of this initiative is to promote the wellbeing of the Faubion students, families, neighborhood and its larger community, offering a diverse set of programs and services to residents of all ages.
2. achieving the purpose will require effective communications and collaboration, undertaken with efforts to optimize the programs and services of each Provider to create an integrated whole.
3. A strong, integrated initiative among the Founders will better position the initiative to attract funding support to sustain and enhance programs and services provided by the Founders.

B. Collegial Communications

Believing the foundation of effective collaboration is open and respectful communication, Providers will establish and reinforce expectations that staff members at all levels involved with the initiative will develop and maintain collegial professional relationships with staff members of the other Providers. As reasonable, new staff of Providers who will participate in or provide services for the benefit of the initiative will receive an orientation to the initiative.

C. Ongoing Governance and Management Communications

In particular, the Council members commit to maintain regular, open and proactive communications with other Council members. In addition, Providers will establish and reinforce expectations that their onsite managers will maintain ongoing and open communications with other onsite staff in the course of performing their respective management responsibilities.

D. Joint Communications

The Providers agree to follow the communications protocols specified in the Operating Agreement.

E. Intellectual Property

The Providers agree to follow the terms and conditions set forth in the 3 to PhD[®] Intellectual Property Agreement.

F. Collaborative Promotion

The Providers agree to collaborate and work together to promote the success of the initiative and to address challenges as they arise.

XV. Agreement Term and Renewal

The term of this Governance Agreement shall be fifteen years from the date of approval by the Founders. Thereafter this agreement shall automatically renew annually on January 1 unless a Founder elects not to renew this agreement. The Council will review this agreement annually to identify any needed amendments and then submit the revised agreement to the Founders for approval.

XVI. Miscellaneous Provisions

A. Amendments

This Agreement may be amended, modified, or repealed at any point during its term by the Council, but only with written consent of the Founders.

B. Separation of Church and State

The parties understand and agree that constitutional provisions prohibit the use of public funds expended towards the initiative or the obligations of PPS under this agreement for the advancement of religion or religious purposes. The parties agree to comply with the terms of the Operating Agreement regarding separation of church and state as mandated by the Constitutions of the United States and Oregon.

C. No Partnership or Joint Venture

The Providers and the Council do not intend any provision of this agreement or the performance of this agreement to be construed as establishing a partnership, joint venture, or other entity. The Providers and the Council may not file a partnership or corporate tax return, execute an agreement identifying any or all of the Providers as partners, shareholders, or members of a business entity, or otherwise hold out this relationship as a partnership or other form of business entity. The Providers may not hold themselves out as partners, shareholders, or members of a business entity.

D. Other Agreements

The Providers are parties to other agreements related to the initiative, including the DDA. This agreement supplements those agreements and does not supersede the terms of those agreements, except that in the event of a conflict between this agreement and the terms or provisions of any other agreement, the terms of this agreement shall control. There are no third party beneficiaries to this agreement.

E. Reasonable Efforts

Notwithstanding anything in this Agreement to the contrary, the Providers and the Council are not warranting or covenanting that any particular outcome or result will be obtained through the performance of this Agreement or the Providers' or Council's efforts in connection with this Agreement or the initiative. Notwithstanding anything in this Agreement to the contrary, the Providers and Council members will be deemed to have fulfilled their obligations and duties under this Agreement if they, in good faith, use

reasonable efforts to fulfill their obligations and duties under this Agreement, except that PPS shall use its best efforts as specifically required under Article XII.

XVII. Withdrawal from the initiative

A. Maintenance of the initiative

The Founders recognize their interdependence in accomplishing the initiative and acknowledge that withdrawal from the initiative would have substantial adverse impact on the other Founders' ability to fulfill the goals and commitments of the initiative. Therefore, all Founders affirm their intent to maintain their commitments to the initiative.

B. Mediation

The Founders shall in good faith cooperate in connection with the initiative and in good faith attempt to resolve any disputes that may arise between or among them under this Agreement. If the dispute is not resolved after good faith efforts, one or more Founders may give written notice of the dispute to Council, to the President of Concordia, the Superintendent of PPS and the Board of Directors of Trillium. If the dispute is not resolved within 30 days after the giving of such notice, at the request of one or more of the Founders, the dispute will be submitted to mediation. The mediator shall be chosen by agreement of all of the Founders. If a mediator cannot be agreed upon, the Founders agree to present the dispute to a mediator selected by the Presiding Judge of the Circuit Court of the State of Oregon for Multnomah County. The mediation fee shall be borne equally by the Founders. If the dispute cannot be resolved within 60 days following the appointment of a mediator, one or more of the Founders may proceed to withdraw from the initiative.

C. Authorization of a withdrawal

Recognizing the substantial hardship that a withdrawal from the initiative would impose, a Founder that plans to withdraw from the initiative must secure the authorization of its governing body in order to do so, and the non-withdrawing Founders shall have an opportunity to be heard by such governing body(ies) before they reach a final decision on withdrawal from the initiative.

D. Notice required

Should any Founder arrive at a considered determination to withdraw from the initiative, it will give the remaining Providers no fewer than 120 days' written notice of its decision to withdraw before such withdrawal will be effective.

E. Fulfillment of obligations

The withdrawing Founder will fulfill all commitments with respect to this agreement and other related agreements, including granting access to its facilities, until the conclusion of the 120-day notice period, unless explicitly relieved of these obligations by the remaining Providers. If the withdrawing party was a party to a continuing obligation to an outside entity, such as a grant or contract, the withdrawing Founder must fulfill its responsibilities to such third party until the obligations are fully discharged or until the Founder has been explicitly relieved of the obligations by the remaining Providers. Nothing contained herein shall supersede or negate the terms of any lease or sublease agreements between/among the Providers.

F. Grounds for Immediate Withdrawal

Notwithstanding anything in this Agreement to the contrary, any of the other Founders may immediately withdraw from the initiative upon providing written notice of such withdrawal to

the other Founders, only if any Provider or any Provider's employee, volunteer, officer, director, contractor, or agent is endangering the health or safety of (i) any person who is receiving services as part of the initiative or (ii) any employee, volunteer, or other person involved in or related to the initiative, including the employees, volunteers, officers, directors, contractors, and agents of the Founders.

XVIII. Appendix/Exhibits

A. 3 to PhD[®] Guiding Principles and how they relate to Core Providers' organizational values

The foregoing 3 to PhD Governance Agreement was duly adopted by the Council effective _____, 2016.

By: _____
Name: _____
Title: Secretary of the Leadership Council

Appendix A: 3 to Ph.D.™ Guiding Principles

As Inspired by Portland Public School's Courageous Conversations About Race & Racial Educational Equity Policy, Concordia University's Vision 2024 and The Sanctuary Model of Trauma Informed Care via Trillium Family Services

These guiding principles set the tone for the 3 to Ph.D.™ initiative. These principles are intended to foster a climate of healthy relationships, equity and inclusion, and open cooperation that ultimately lead to a strong collaboration on behalf of our community.

1. Growth & Change

“Traumatized people/groups become paralyzed by their experiences so that they continue to relive or repeat the past in ways that prevent growth. This commitment held by Trillium Family Services presents a framework to evaluate current behaviors while focusing on the future by setting achievable goals and breaking dysfunctional patterns.”

–The Sanctuary Institute and Trillium Group

Portland Public Schools has embraced commitment to growth and change via their commitment to closing the historic gap in academic achievement between white students and students of color. In order to achieve this goal, the district is working toward cultural transformation within PPS by asking all employees to engage in Courageous Conversations about race. Through Courageous Conversations all school district employees reflect on how their personal and professional attitudes and beliefs affect students of all races, and examine what they can do individually to improve academic achievement for all students – especially those who have been historically underserved. This commitment to systemic change is the cornerstone of PPS' effort to break historic patterns that have led to racial educational disparities.

Like PPS, Concordia University's commitment to prepare leaders to be successful in a multicultural 21st Century world is a commitment to personal and organizational growth and change. Concordia's goal of creating an environment in which “individuals are transformed, becoming servant-leaders who are agents of positive change” is accomplished by both the individual and the organization being open to constant, dynamic growth and change.

2. Open Communication & Voice

“This commitment creates a community that tolerates expression of emotions and openly explores interpersonal and organizational issues.”

–The Sanctuary Institute and Trillium Group

Portland Public School's Courageous Conversations protocols provide employees with tools to engage in difficult conversations that are often avoided. Courageous Conversations promote dialog between administrators, teachers, students and families. The protocols help provide space in a conversation for each participant's perspective to be heard and respected, especially the perspective(s) of people of color. PPS employees receive professional development and training in the use of the Courageous Conversations protocols to become more effective in communicating with others and hearing all that those around them have to offer. These practices help cultivate more

open & authentic working relationships, a more inclusive workplace, and a school district able to more effectively serve students of color and other historically underserved student groups.

Like PPS, Concordia University's Vision 2024 clearly cites the value of open communication as a Core Theme. "Concordia engages diverse perspectives in an environment of open discourse and academic freedom while bringing a distinctive voice and lens..."

-Concordia University Vision 2024

3. Non-Violent Social Justice

"Traumatized people/groups have often experienced violence as part of their trauma, either: physical, social and moral. This commitment attempts to give the opposite experience within the community." It should also be noted that for open communication to be meaningfully practiced a foundation of social, moral and physical safety must be in place.

-The Sanctuary Institute and Trillium Group

In the PPS Racial Educational Equity Policy they state "Portland Public Schools' historic, persistent achievement gap between white students and students of color is unacceptable." This clearly shows PPS' understanding of, and commitment to address, the moral and societal issues that have led to significantly lower (than white students) graduation rates and academic success at key milestones for students of color. PPS has identified that one of the key factors that has led to this historic achievement gap is the disparity of out of school discipline (suspension or expulsion) between students of color and white students. Students who are suspended just once have a significantly lower graduation rate than students who are never excluded from school. PPS recognizes that out of school discipline often simply places students in the unsafe environments that have contributed to their in school difficulties. PPS is working to address this by using alternate forms of discipline such as restorative justice and positive behavioral supports.

Like PPS, the "Concordia Experience" is in itself a way to describe the commitment to physical, social and moral safety. "Concordia provides the 'Concordia Experience' to all its students, including attention to intellectual, creative, spiritual, physical, emotional, social and ethical development delivered through nurturing and respectful relationships, rich co-curricular offerings and vibrant community engagement." Vision 2024 also describes cultivating a supportive faculty environment which in turn leads to rich support of students and the community, "All Concordia students will be supported by caring faculty, staff and strategic partners as they develop the skills, knowledge, values and experiences that will serve them in their mission to transform society."

-Concordia University Vision 2020 & 2024

4. Cultural & Emotional Responsiveness

This commitment creates an environment in which community members understand the relationship between past experiences, emotions and behaviors and are able to respond and react to each other with those relationships in mind"

-The Sanctuary Institute and Trillium Group

Portland Public Schools has recently adopted an historic new plan to improve the diversity and cultural competence of the teachers, administrators and staff to improve service to students and the community. PPS' plan calls on every department to develop and implement more inclusive hiring and staff development practices, as well as training employees in the Courageous Conversations protocols. "The District shall recruit, employ, support and retain racially and linguistically diverse and

culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement..."

-PPS Racial Educational Equity Policy

As part of Concordia University's Vision 2024 they have made a commitment to cultural and emotional competence in their relationships with students, faculty and the community. Concordia has a number of strategic goals that specifically reflect this value. "Strategic Goal #2: Concordia will serve an increasing number of qualified and diverse students who respect its values and mission. Strategic Goal #6: Concordia will provide for a qualified, diverse and caring faculty and staff. Strategic Goal #9: Concordia will design and implement effective and efficient operational and institutional communications systems, and ensure the strength, development and continuity of leadership at all levels." Concordia's core values highlight the necessity of cultivating "rich, reciprocal community relationships" as well as their commitment to "provide a supportive environment and the necessary services and care to engage, develop, nurture and assist [students]..." clearly demonstrates their vocal commitment to cultural and emotional intelligence.

-Concordia University Vision 2024

5. Social Responsibility

"Traumatized people/groups have often experienced injustice either during or in response to reporting a traumatic event. This commitment focuses on building a community in which people feel a sense of responsibility and care for each other and the group as a whole and in which people are held accountable for their actions."

-The Sanctuary Institute and Trillium Group

Engaging in the process of exploring Courageous Conversations as a large urban school district is a clear commitment to Social Responsibility in the city of Portland, State of Oregon and beyond. Embracing a new way of thinking, questioning long held beliefs and working to create a safe space to give voice to all employees, families and students from all backgrounds is, at its core, a commitment to social responsibility.

Concordia University is nationally recognized for its leadership in promoting the values of Servant Leadership. Servant Leadership is at the Core of Concordia's Mission. "Concordia creates an environment in which individuals are transformed, becoming servant-leaders who are agents of positive change, through ethical, humble and rigorous leadership, with and for their communities and around the world." Vision 2024 also states "Concordia University will attract students from around the world who possess the desire and potential to make a significant positive impact with the communities in which they serve." Thus, there could not be a more clear connection between Trillium's value of Social Responsibility and the core mission and values of Servant Leadership at Concordia University.

-Concordia University Vision 2024

6. Equity & Inclusion

Inclusion is defined as, "The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions" (AAC&U, 2009, ¶ 3). University of Arizona

Inclusiveness describes how people from all backgrounds are involved in the organization, how their perspectives are valued, and how their needs are understood.

Diversity can be defined as the sum of the ways that people are both alike and different. The dimensions of diversity include race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status. While diversity itself is not a value-laden term, the way that people react to diversity is driven by values, attitudes, beliefs, and so on. Full acceptance of diversity is a major principle of social justice.

-Definition from NEA (National Education Association)

The principle of **Equity** acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

The commitment to Equity & Inclusion has been clearly documented in Portland Public Schools' Racial Educational Equity Policy. One of the vital elements of this policy is to apply an equity lens to other PPS policies, budget and contracting decisions. The policy also calls on PPS to ensure students have access to relevant educational programs, even if that means differentiating resources to achieve it. By engaging in Courageous Conversations, the District has taken significant strides to create cultural change within the District.

Concordia University also has a clear commitment to “engage diverse perspectives in an environment of open discourse and academic freedom” and to create servant leaders who are responsive and connected to discourse around issues of equity and inclusion. Concordia has well defined Strategic Goals which address issues of equity and inclusion and clearly states “Concordia will be diverse, adaptive and sustainable, and will continue to grow and thrive.”

-Concordia University Vision 2024

At Trillium Family Services, through its implementation of The Sanctuary Model & Trauma Informed Care we define trauma in very broad terms including exposure to experiences like abuse as well as forms of adversity such as poverty and racism. We have made all of the commitments listed above the most core part of our means to accomplishing our mission as an organization. We recognize that this is an iterative process and we try each day to live up to these commitments and to be open to ‘hear the hard to hear feedback’ from our staff and community as this is the only way we can sincerely achieve our mission. Through our 3 year journey to become initially certified under The Sanctuary Model, all Trillium staff, regardless of their role in the organization, will go through extensive training with regard to these commitments and be engaged ongoing dialog around implementation of the Sanctuary Model.



Board of Education

Staff Report to the Board

Board Meeting Date: March 29, 2016

Executive Committee Lead:
Yousef Awwad, Chief Financial Officer

Department: Finance

Presenter/Staff Lead:
David Wynde, Deputy CFO
Barbara Gibbs, Senior Treasury Manager

<p>SUBJECT: Qualified Zone Academy Bonds (QZABs) to finance capital improvements at the Kellogg Middle School site.</p>
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BACKGROUND

As part of the implementation of the recommendations arising out of the enrollment balancing/grade reconfiguration PPS is planning to reopen Kellogg Middle School. The building is in need of significant capital improvements. In addition, there are capital improvements that are likely to be required at other schools as part of the grade configuration changes.

Qualified Zone Academy Bonds (QZABs) are a financing mechanism available through the Oregon Department of Education. PPS is able to apply for at least \$4 million of this low-cost financing, which will provide some of the funds to pay for these improvements.

One of the qualifying criteria for QZAB financing is that the school district has to have reasonable expectations that at least 35% of the students attending or participating in the program will be eligible for free or reduced-cost lunches.

The schools that would be served by a new Kellogg Middle School and the related attendance boundaries have not been determined yet. However, the five schools that surround the Kellogg site and their respective percentage of students eligible for free or reduced-cost lunches (2014/15 data) are:

Atkinson (39%), Bridger (57%), Arleta (59%), Creston (62%) and Marysville (80%).

Based upon these data it is reasonable to expect that this requirement will be satisfied.

In addition, there are a number of schools listed on the attachment to this report that would also qualify.

BOARD COMMITTEE REVIEW (IF APPLICABLE)

Staff reviewed a number of options for financing capital improvements including this idea of applying for QZABs at the March 10, 2016 meeting of the Business and Operations Committee.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Board Priority: Create a successful enrollment balancing framework that creates a foundation of equitable core programming across schools.

Financing for capital improvements at Kellogg to enable PPS to reopen the building as a middle school is directly in support of this board priority.

PROCESS / COMMUNITY ENGAGEMENT

The District-wide Boundary Review Advisory Committee (DBRAC) process, from which the proposal for middle schools comes, was a lengthy public process. Further public process will determine feeder schools and boundaries before Kellogg Middle School opens again.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Effective implementation of the recommendations arising from the enrollment balancing/grade reconfiguration process will enable PPS to offer robust and equitable programs to all students, which is aligned with the racial education equity policy.

BUDGET / RESOURCE IMPLICATIONS

The QZABs are one element in the financing for capital improvements associated with the enrollment balancing/grade reconfiguration. The final terms of the QZAB financing will be brought to the Board for approval before closing the financing. Terms of the financing are likely to include nominal interest rate (i.e. close to 0%), a one-time fee (estimated at 5% or \$200,000 on \$4,000,000) and the repayment to be over a period of approximately 15 years (which equates to \$266,667 each year). The financing would be repaid with proceeds from the Construction Excise Tax.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

If the Board approves the resolution authorizing staff to apply for QZABs and designating Kellogg and the other schools as Qualified Zone Academies then work will proceed to complete the terms of the financing and the Board will be asked (at a subsequent meeting) to approve the final financing transaction.

QUESTIONS FOR BOARD DISCUSSION

Does the Board approve this low-cost financing option for a portion of the capital improvements at the Kellogg site? Or for other sites if financing for Kellogg is obtained from another source.

ATTACHMENTS

Resolution included in business agenda
Appendix A – List of Zone Academy Designated Schools

Appendix A
Zone Academy Designated Schools

Portland Public Schools
Designated Zone Academy Schools
2014-15 free/Reduced %

School Names	Eligible for Free	Eligible for Reduced	%	Total Students	Total Eligible
Kellogg Middle School			>35%		
Atkinson Elementary School	148	19	39.00%	428	167
Beaumont Middle School	185	35	39.60%	556	220
Roseway Heights School	243	43	42.80%	668	286
Vernon Elementary School	174	21	50.40%	387	195
Chief Joseph/Ockley Green School	273	47	51.00%	627	320
Beach Elementary School	272	45	52.20%	607	317
Franklin High School	713	123	53.90%	1,550	836
Astor Elementary School	228	47	54.40%	506	275
Bridger Elementary School	211	25	56.90%	415	236
Markham Elementary School	197	24	57.30%	386	221
Arleta Elementary School	219	49	59.00%	454	268
Creston Elementary School	193	29	62.00%	358	222
Grout Elementary School	217	25	62.40%	388	242
Madison High School	602	75	63.00%	1,074	677
Peninsula Elementary School	228	25	63.90%	396	253
Jefferson High School	304	31	68.10%	492	335
Roosevelt High School	604	59	70.10%	946	663
Benson Polytechnic High School	543	84	71.30%	879	627
Vestal Elementary School	272	21	73.60%	398	293
Lee Elementary School	286	33	74.00%	431	319
Lane Middle School	325	31	75.60%	471	356
Faubion Elementary School	339	41	77.40%	491	380
James John Elementary School	325	24	78.10%	447	349
Kelly Elementary School	442	60	79.60%	631	502
Marysville Elementary School	294	32	80.30%	406	326
Lent Elementary School	407	52	82.10%	559	459
Boise-Eliot Elementary School	376	53	82.70%	519	429
Scott Elementary School	372	26	82.70%	481	398
Harrison Park School	573	53	84.40%	742	626
Woodlawn Elementary School	335	24	84.50%	425	359
Woodmere Elementary School	264	23	84.90%	338	287
Sitton Elementary School	324	20	85.80%	401	344
George Middle School	292	17	85.80%	360	309
Rigler Elementary School	384	31	86.30%	481	415
Whitman Elementary School	248	26	86.70%	316	274
Cesar Chavez K-8 School	380	18	87.50%	455	398
King Elementary School	284	27	88.90%	350	311
Rosa Parks Elementary School	301	23	94.50%	343	324

Appendix A
Zone Academy Designated Schools

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BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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April 5, 2016

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Resolutions 5241

RESOLUTION No. 5241

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Safe Transportation, Inc.	4/6/2016 through 6/30/2017 Option to renew annually through 6/30/2021.	Services S 62840	Provide taxi-like or secured transportation services to District students who are unable to be served by a school bus. Maximum contract term through 6/30/2021. RFP 2015-1887	Original Term \$300,000 \$1,500,000 over maximum contract term.	T. Magliano Fund 101 Dept. 5560

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Resolutions 5242 through 5249

RESOLUTION No. 5242

Authorizing Amendment to the Approved Master Plan and Schematic Design of Roosevelt High School to Include Makerspace and Authorizing use of 2012 Capital Bond Program Funds for this Effort

RECITALS

- A. Board of Education (“Board”) Resolution No. 4852 authorized the Roosevelt High School (“RHS”) Full Modernization Master Plan as part of the 2012 Capital Bond Program.
- B. Board Resolution No. 4936 approved the RHS Schematic Design, the commitment of additional funds, and initiating the Design Development phase of work.
- C. Board Resolution No. 4871 adopted District Education Specifications (“Ed Specs”) for Comprehensive High Schools.
- D. The Board acknowledges the extensive community engagement and public input that developed the PPS Education Facilities Vision, and preferred RHS Master Plan and Schematic Design.
- E. The Board seeks to expand available Science, Technology, Engineering and Math (“STEM”) as well as hands-on Career Technical Education (“CTE”) work spaces for the full modernization of RHS, which has entered its construction phase. These spaces are currently identified in the adopted Ed Specs as Career Preparation/CTE program areas.
- F. The Board seeks to include 10,000 additional square feet of Makerspace. The first floor will house two new state-approved CTE programs of study- Manufacturing and Aviation/Transportation in partnership with local industry. A program run by a third party will be available to community members in the evenings. The upper floor will be a modern makerspace open to the whole district as a PPS makerspace HUB that will hold priority for Roosevelt students.
- G. Staff estimates the cost of this makerspace at \$5 million which does not include furniture, fixtures and equipment.

RESOLUTION

- 1. The Board authorizes staff to amend the approved master plan and schematic design of Roosevelt high school and to proceed with design and build of an 8,000 square foot makerspace on the Roosevelt Campus.
- 2. The Board authorizes use of up to \$5 million from 2012 Capital Bond to fund this work effort. The sources of funding would be our existing and future premium from bond sales.
- 3. Board will continue to work directly with industry partners for supplemental investment and programming expertise.

T. Koehler

RESOLUTION No. 5243

Resolution Approving the Request for Extension of the Charter Agreement with The Arthur Academy Public Charter School

RECITALS

- A. On March 28, 2011, the Portland Public School Board ("Board") approved Resolution 4437 to renew the contract with The Arthur Academy Public Charter School ("Arthur Academy").
- B. The term of this contract was a five-year "flexible" term, which is defined in Section J of the contract with Arthur Academy as the following:

"The term of this agreement shall be for five years, scheduled to terminate as of June 30, 2016 (unless earlier terminated as provided herein). However, this agreement shall be considered a "flexible term" agreement, and will contain the following provisions:

- 1. During the fifth year of this contract, the Board and/or the school will determine whether a renewal process is deemed necessary based on Arthur Academy's ability to meet academic performance standards, its fiscal stability, its adherence with all applicable state laws, and its compliance with all terms of this contract.
 - 2. If the Board and/or the school determine that a renewal process is not necessary, then the term of the contract shall be extended by one year.
 - 3. If the Board and/or the school determine that a renewal process is necessary, then the renewal process will take place in that school year.
 - 4. The process described above will repeat annually until the 10th year of the contract, at which time the renewal process will be mandated in accordance with ORS 338.065(c)."
- C. As per the contract, PPS's Charter Schools Program Director made a formal visit to Arthur Academy on October 27, 2015.
 - D. Arthur Academy's performance has been reviewed on an annual basis in three major areas: academic, organizational, and financial. According to the data and information gathered, Arthur Academy's performance is strong in all areas.
 - E. On February 24, 2016, the Charter Schools Committee of the Board was briefed on Arthur Academy's contract extension request, and on the staff review of Arthur Academy's program.
 - F. Staff recommends that the contract with Arthur Academy be extended by one year.

RESOLUTION

- 1. The Board approves Arthur Academy's request, and directs staff to extend Arthur Academy's contract by one year.

K. Miles

RESOLUTION No. 5244

Resolution Approving the Request for Extension of the Charter Agreement with The Emerson Public Charter School

RECITALS

A. On March 30, 2009, the Portland Public School Board (“Board”) approved Resolution 4064 to renew the contract with The Emerson Public Charter School (“Emerson”).

B. The term of this contract was a five-year “flexible” term, which is defined in Section J of the contract with Emerson as the following:

“The term of this agreement shall be for five years, scheduled to terminate as of June 30, 2014 (unless earlier terminated as provided herein). However, this agreement shall be considered a “flexible term” agreement, and will contain the following provisions:

1. During the fifth year of this contract, the Board and/or the school will determine whether a renewal process is deemed necessary based on Emerson’s ability to meet academic performance standards, its fiscal stability, its adherence with all applicable state laws, and its compliance with all terms of this contract.
2. If the Board and/or the school determine that a renewal process is not necessary, then the term of the contract shall be extended by one year.
3. If the Board and/or the school determine that a renewal process is necessary, then the renewal process will take place in that school year.
4. The process described above will repeat annually until the 10th year of the contract, at which time the renewal process will be mandated in accordance with ORS 338.065(c).”

C. As per the contract, PPS’s Charter Schools Program Director made a formal visit to Emerson on October 29, 2015.

D. Emerson’s performance has been reviewed on an annual basis in three major areas: academic, organizational, and financial. According to the data and information gathered, Emerson’s performance is strong in all areas.

E. Emerson made a request to increase its capacity by 25 students for a total enrollment cap of 175.

F. On February 24, 2016, the Charter Schools Committee of the Board was briefed on Emerson’s contract extension request, and on the staff review of Emerson’s program.

G. Staff recommends that the contract with Emerson be extended by one year and that the enrollment cap be increased to 175.

RESOLUTION

1. The Board approves Emerson’s request, including the request to increase the enrollment cap to 175, and directs staff to extend Emerson’s contract by one year.

K. Miles

RESOLUTION No. 5245

Resolution Approving the Request for Extension of the Charter Agreement with The Opal Public Charter School

RECITALS

- A. On March 28, 2011, the Portland Public School Board ("Board") approved Resolution 4436 to renew the contract with The Opal Public Charter School ("Opal").
- B. The term of this contract was a five-year "flexible" term, which is defined in Section J of the contract with Opal as the following:

"The term of this agreement shall be for five years, scheduled to terminate as of June 30, 2016 (unless earlier terminated as provided herein). However, this agreement shall be considered a "flexible term" agreement, and will contain the following provisions:

- 1. During the fifth year of this contract, the Board and/or the school will determine whether a renewal process is deemed necessary based on Opal's ability to meet academic performance standards, its fiscal stability, its adherence with all applicable state laws, and its compliance with all terms of this contract.
 - 2. If the Board and/or the school determine that a renewal process is not necessary, then the term of the contract shall be extended by one year.
 - 3. If the Board and/or the school determine that a renewal process is necessary, then the renewal process will take place in that school year.
 - 4. The process described above will repeat annually until the 10th year of the contract, at which time the renewal process will be mandated in accordance with ORS 338.065(c)."
- C. As per the contract, PPS's Charter Schools Program Director made a formal visit to Opal on October 29, 2015.
- D. Opal's performance has been reviewed on an annual basis in three major areas: academic, organizational, and financial. According to the data and information gathered, Opal's performance is strong in all areas.
- E. On February 24, 2016, the Charter Schools Committee of the Board was briefed on Opal's contract extension request, and on the staff review of Opal's program.
- F. Staff recommends that the contract with Opal be extended by one year.

RESOLUTION

- 1. The Board approves Opal's request, and directs staff to extend Opal's contract by one year.

K. Miles

RESOLUTION No. 5246

Initiation of Ockley Green Middle School for 2016-17 School Year

RECITALS

- A. Portland Public Schools has experienced seven consecutive years of student enrollment growth. When coupled with improved state and local funding, the district has seen an annual rise in the number of schools with an inadequate number of classroom and common spaces for teachers and students.
- B. At the same time, many schools continue to have insufficient enrollment to sustainably provide core program offerings to all students without additional resources. This includes 18 K-8 schools that were reconfigured from K-5s and middle schools in 2005 and 2006.
- C. In February 2013, the PPS Board of Education unanimously approved resolution 4718, the Jefferson Cluster PK-8 Enrollment Balancing Resolution, directing staff “to develop and recommend a process for a comprehensive review of school boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level.”
- D. In November 2014, PPS initiated a District-wide Boundary Review Advisory Committee (D-BRAC) to provide recommendations to the Superintendent on resolving overcrowding, under-enrollment and related population-based issues.
- E. In September 2015, the PPS Board of Education approved an Enrollment Balancing Values Framework, developed by D-BRAC, as guidance for future enrollment balancing decisions. The Framework states, “Regardless of any student demographic, every student will have access to, and opportunities to benefit from, equitable and effective academic programs, including enrichments/elective offerings and appropriate individualized support services that ensure that they can thrive and achieve their potential in Portland Public Schools.”
- F. PPS analysis of current programming reveals that small enrollment at K-8 schools limits access to core academic programs, particularly for students in grades 6-8:
 - 1) In August, 2015, PPS staff presented analysis to DBRAC concluding that K-5 and K-8s schools should have at least two, and preferably three, sections per grade level to offer students a minimum core program. Yet only 9 of 29 K-8 schools had sufficient enrollment for at least two sections per grade level, and only two had enough students to generate three sections per grade level.
 - 2) The analysis showed that students of color and those in poverty are disproportionately likely to be in a K-8 with enrollment lower than the preferred range.
 - 3) In addition, a PPS analysis showed that students in historically underserved racial groups who attended middle schools earned more academic credits by the end of ninth grade than students in historically underserved racial groups who attended K-8s.
 - 4) A facility capacity report revealed that most PPS buildings do not have sufficient classrooms to meet the space needs of three section K-8 schools, particularly schools who receive additional staff allocations due to serving higher percentages of historically underserved students.
- G. In the PPS 2025 Survey conducted in the Spring of 2015, a clear majority of the more than 4,000 respondents said they favored a system of K-5s and middle schools over K-8s in order to ensure sustainable core programming and provide a wider range of elective offerings to students.
- H. Between October 2015 and March 2016, PPS convened 22 community meetings to gather feedback on staff-generated proposals to balance enrollment across the district, including converting many K-8 schools into K-5 or middle schools. Several issues at schools in the Jefferson cluster gained attention during this process:

- 1) Community appreciation for the strong relationships students develop in K-8 schools was outweighed by strong concern that middle grades programs at small schools were not providing equitable opportunities. No K-8 schools in the Jefferson cluster had enrollment sufficient for two sections at grade 6-8.
 - 2) Testimony that Beach K-8 School is experiencing significant overcrowding, and that program and facility changes would be needed to sustain large enrollment in future years.
 - 3) Concern about the ongoing complexities associated with operating Chief Joseph/Ockley Green K-8 on two separate campuses.
 - 4) Strong support for converting Ockley Green to a middle school, as it currently houses grades 4-8 and has served as a middle school in the past.
- I. D-BRAC members attended the community events and held dozens of committee meetings to consider options before providing a recommendation to the Superintendent on February 9, 2016.
- 1) The committee recommended a district-wide restructuring of K-8 schools to a predominantly K-5 and Middle School system.
 - 2) The recommendation included a strong statement of support for a community led request to convert Ockley Green to a Middle School for the 2016-17 school year.
- J. Superintendent Smith conducted additional listening sessions in March 2016 to inform her final proposal, including a session held in partnership with the Jefferson Cluster Visioning Committee, a volunteer group of community members who developed multiple scenarios for bringing middle schools back into the Jefferson cluster.
- K. The Superintendent supported the D-BRAC and community endorsed plan to shift to a predominately K-5 and middle school model over time in her enrollment balancing recommendation made to the Board of Education on March 29, 2016.
- L. The migration will begin with the initiation of Ockley Green Middle School and its system of K-5 feeder schools, beginning in the 2016-17 school year:
- 1) Conversion of Chief Joseph/Ockley Green K-8 school into two separate schools: Chief Joseph K-5 and Ockley Green Middle School. For the 2016-17 school year, Chief Joseph 5th graders will be located at the Ockley Green campus, due to a lack of space at the Chief Joseph building.
 - 2) Conversion of Beach K-8 School into a K-5 school, assigning grades 6-8 to Ockley Green Middle School. The change applies to students enrolled in both the neighborhood and Spanish Immersion programs located at Beach.
 - 3) Conversion of Peninsula K-8 School into a K-5 school, assigning grades 6-8 to Ockley Green Middle School.
 - 4) Conversion of Woodlawn PK-8 School into a K-5 school, assigning grades 6-8 to Ockley Green Middle School. The change applies to students in the neighborhood program and in the Special Education grade 6-8 Focus classroom at Woodlawn.
- M. Boundary changes to balance enrollment across Ockley Green's K-5 feeder schools will be developed through a D-BRAC and community process for decision by the PPS Board of Education in the Winter of 2016-17 and implementation in the Fall of 2017.
- N. For the 2016-17 school year, students who have transferred into Beach, Chief Joseph/Ockley Green, Peninsula or Woodlawn from other neighborhood schools will be allowed to continue with their classmates to Ockley Green Middle School, or to return to their neighborhood school, by completing an on-time petition transfer requests during 5th grade. In future years, transfer students at feeder schools will have the option to request Ockley Green assignment through the hardship petition process. Transfer students who complete 5th grade in the Beach Spanish Immersion program will be automatically assigned to continue Spanish Immersion at Ockley Green Middle School.

- O. All students who reside in the new Ockley Green Middle School boundary will have guaranteed assignment to either Jefferson Middle College of Advanced Studies or Roosevelt High School as the community comprehensive high school through the annual dual assignment process.
- P. Whereas other middle school conversions will have at least one planning year to prepare for the transition, Ockley Green will open more rapidly. There is a mutual community and District understanding that PPS is responding to the community urgency for a rapid opening that will have resulting trade-offs in preparation and readiness.
- Q. The Board of Education acknowledges that changes to school configurations, locations and boundaries will require funding for planning and implementation.
 - 1) The Board notes that the 2015/16 budget was amended on February 3, 2016 to add staffing for this planning and one-time capital funds for implementation of changes.
 - 2) The Board further acknowledges that the budget for 2016/17 proposed by the Superintendent sustains the staffing for this planning added in the 2015-16 budget amendment and adds \$1.8 million to support the middle school conversion planning process, including opening Ockley Green Middle School.
 - 3) The Board acknowledges that additional funding in future years will be required to complete this enrollment balancing and grade reconfiguration work.

RESOLUTION

- 1. The Board of Education adopts Superintendent Smith's reconfiguration recommendations to open Ockley Green as a Middle School in 2016-17 serving students in grades 6-8, and to assign grade 6-8 students from Beach, Chief Joseph, Peninsula and Woodlawn schools to Ockley Green Middle School. For the 2016-17 school year, 5th graders from the current Chief Joseph/Ockley Green boundary will also be located at Ockley Green Middle School.
- 2. The Board directs the Superintendent to initiate staffing and facility changes, transportation routing and other operational adjustments to support effective implementation of these reconfigurations.
- 3. The Board directs the Superintendent to recommend a plan to realign attendance boundaries across Ockley Green's feeder schools by December 2016.
- 4. The Board acknowledges and appreciates the participation of D-BRAC, the Jefferson Cluster Visioning Committee, and of thousands of community members throughout the District-wide enrollment balancing process.

J. Isaacs

RESOLUTION No. 5247

Authorizing the Superintendent to enter into a Governance Agreement between PPS, Concordia University, and the Trillium Group Inc. for the operation of the 3 to PhD Initiative, a Collaborative Community Initiative Based in the Faubion School,/Concordia University School of Education Facility

RECITALS

- A. In November 2012, voters approved a school building improvement bond which featured the rebuilding of Faubion PreK-8 school in partnership with Concordia University.
- B. Concordia University and Portland Public Schools entered into a Memorandum of Understanding in September 2012 and a Predevelopment Agreement in September 2013 delineating the responsibilities of the parties to guide master planning and partnership development for school replacement. The Predevelopment Agreement anticipated a Development Agreement to guide school funding and construction.
- C. In 2015, Portland Public Schools and Concordia University entered into a Disposition and Development Agreement, including real estate transactions, leasing and funding obligations for the development of a new, combined Faubion Pk-8 School and Concordia University College of Education.

On March 10, 2016, the Business and Operations Committee, a subcommittee of the Portland Public Schools Board of Education, met to review the 3 to PhD Governance Agreement and unanimously approved its passage to the Board of Education for their support.

RESOLUTION

- 1. The Board of Education authorizes the District to enter into the 3 to PhD Governance Agreement, which memorializes the agreement between PPS, Concordia University, and the Trillium Group, Inc.(Founders) and defines the decision-making processes and governance protocols.
- 2. The Board of Education directs that the terms of this agreement will be supplemented by an operating agreement, to be approved by the Superintendent, that provides specific guidance around the operational aspects of the initiative as well as the facility within which it is housed, and other agreements between and among the Founders related to this initiative.

T. Magliano / C. Vaughan-Tyler

RESOLUTION No. 5248

A Resolution of School District No. 1-J, Multnomah County (Portland Public Schools)
(The District), stating that Requirements for the Use of
Qualified Zone Academy Bonds (QZABs) Have Been Met

RECITALS

- A. The District desires to submit an application to the State of Oregon Department of Education (the "State") seeking approval to issue a Qualified Zone Academy Bond (QZAB) and an allotment of volume capacity from the State for the same.
- B. Capital expenditures for equipment, rehabilitation and/or repair of certain public school facilities may be financed with the proceeds of a Qualified Zone Academy Bond ("QZAB") issued pursuant to Sections 54A and 54E of the Internal Revenue Code of 1986, as amended (the "Code").

RESOLUTION

- 1. The Board of Education (the "Board") hereby finds, determines, declares, and resolves as follows:

Section 1. Recitals and Definitions. All of the above recitals are true and correct and the Board so finds and determines.

Section 2. QZAB Authorization. The District is authorized to submit an application to the State of Oregon Department of Education seeking approval to issue a QZAB for those portions of the Project that meet the requirements of Sections 54A and 54E of the Code. In support of such application, the Board specifically finds, determines, declares and resolves as follows:

(a) The District has reasonable expectations that at least 35% of the students attending or participating in the program will be eligible for free or reduced-cost lunches established under the Richard B. Nelson National School Lunch Act as of the date of issuance of the QZAB bonds.

(b) The District will have written commitments from private entity(ies) to make qualified contributions with a present value at the QZAB bond closing date of not less than 10% of the proceeds of the QZAB bond.

(c) The school(s) (or academic program(s) with such school(s)) (the "Academy") for which QZAB bond approval is sought is established by and operated under the supervision of the District, which is an eligible local education agency, as defined by Section 14101 of the Elementary and Secondary Education Act of 1965, in that the District provides education or training below the post-secondary level, and (i) such Academy is designed in cooperation with business to enhance the academic curriculum, increase graduation and employment rates, and better prepare students for the rigors of college and the increasingly complex workforce, (ii) students in the Academy are subject to the same academic standards and assessments as other students educated by the eligible local education agency, and (iii) the comprehensive education plan of the school program is approved by the eligible local education agency.

(d) The District intends to use the proceeds of the QZAB for one or all of the following:

- (1) Rehabilitation or repairing the public school facility in which the academy is established; and/or
- (2) Providing equipment for use at such academy.

Section 3. Davis-Bacon Act Certification. All laborers and mechanics employed by contractors or subcontractors on projects funded by QZAB proceeds shall be paid wages and fringe benefits at rates not less than those required under the Davis-Bacon Act, 40 U.S.C. 3141 et seq.

Section 4. Conflicts of Interest. Applicable state and local law requirements governing conflicts of interest are and will be, at issuance of any QZAB will be satisfied, and if additional conflict of interest rules are imposed by Internal Revenue Service or other federal regulation, such additional rules will be satisfied with respect to such issuance.

Section 6. Spending Plan. The District has written spending plans for the use of QZAB proceeds on file in its offices.

Section 7. Qualified Schools. The District has determined that all schools where QZAB funds will be spent meet the federal requirements and therefore will designated each as a Qualified Zone Academy. (See Appendix A for a list of designated Zone Academy schools).

Section 8. QZAB coordinator. The District, under a separate agreement, has selected McLiney And Company as their QZAB coordinator to handle all steps required for successful financing. Any fees or expenses associated the QZAB may only be paid upon a successful completion.

Y. Awwad

RESOLUTION No. 5249

Minutes

The following minutes are offered for adoption:

March 29, 2016