

# Arco Iris Spanish Immersion School Annual Evaluation Beaverton School District October 17, 2022



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*School Board Goal: **WE** empower all students to achieve post-high school success.*

*The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.*

## Evaluation Overview

### *Purpose*

15.2 Annual Visit. At least annually, a member of the Board, the District's Superintendent, or the Superintendent's designee must visit Arco Iris to evaluate its compliance with the terms of this Charter and the Act, and the success of the academic program. The District or its designee must prepare a written report of the findings of its evaluation, which must include, but is not limited to, the following: (a) a statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues; (b) a description of the assessments used to measure student progress; (c) a summary of student assessment results; (d) a description of the staffing of Arco Iris, summarizing the qualifications of staff members; and (e) a description of Arco Iris's educational program.

The Board may terminate the charter of a district-sponsored charter school for failure to:

1. Meet the terms of the approved charter or any provision of the law;
2. Meet the requirements of student performance in the charter;
3. Correct a violation of federal or state law;
4. Maintain insurance as described in the charter;
5. Maintain financial stability; and
6. Maintain the health and safety of the students.

### *Design*

By examining a variety of data, this charter school evaluation is designed to assess four key questions:

- How well has the school delivered its intended instructional program?
- How well are students learning?
- Are staff qualified to deliver the program and ensure student learning?
- Is the school on sound financial footing?

*Desired outcomes:* A quality charter school has a strong instructional program delivered with fidelity by qualified, skilled staff. Students demonstrate mastery in core content areas and show progress in learning during the year. A quality charter school maintains a sound financial foundation to ensure sustainability.

### *School Mission*

Arco Iris's mission is "to offer a solid education that includes Spanish immersion and a rigorous mathematical curriculum that will prepare students to be responsible citizens and lifelong learners with strong values".

### *Site Visit*

The prescribed site visit was conducted by Teaching and Learning staff on May 11, 2022. During the visit instruction in grades K-7 and in both languages was observed.

### Highlights of Findings

Indicator	Key Question and Findings
1	<p data-bbox="345 285 1539 317">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="345 327 1539 632" style="list-style-type: none"> <li data-bbox="345 327 1539 474">• Kindergarten students receive 80% of their instruction in Spanish, students in grade 1-5 receive 50-65% of their instruction in Spanish and students in grades 6-8 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are fully licensed and proficient in English.</li> <li data-bbox="345 485 1539 558">• BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps.</li> <li data-bbox="345 569 1539 632">• Teachers use a variety of methods to engage students. 94% of students were observed as engaged in the lesson or instructional task during the site visit.</li> </ul>
2	<p data-bbox="345 642 1539 674">How well are students learning?</p> <ul data-bbox="345 684 1539 947" style="list-style-type: none"> <li data-bbox="345 684 1539 873">• Arco Iris has met the student achievement requirements under the current Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.</li> <li data-bbox="345 884 1539 947">• The school monitors student progress using a variety of assessments that also inform instructional decisions.</li> </ul>
3	<p data-bbox="345 957 1539 989">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="345 999 1539 1377" style="list-style-type: none"> <li data-bbox="345 999 1539 1073">• All classes at Arco Iris are taught by licensed or registered teachers. Licensed staff were 73% of certified FTE in 2021-22.</li> <li data-bbox="345 1083 1539 1157">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.</li> <li data-bbox="345 1167 1539 1199">• Teachers participate in a variety of professional development opportunities.</li> <li data-bbox="345 1209 1539 1377">• In 2022, 80% or more of parents responding to the annual parent survey agreed they were involved in their child’s education and felt welcomed in the school community. Fewer parents reported that the school met the academic needs of their child (72%) or that they were well-informed about their child’s academic achievement or progress (57%), but these percentages were higher than in 2021.</li> </ul>
4	<p data-bbox="345 1388 1539 1419">To what extent is the school on sound financial footing?</p> <ul data-bbox="345 1430 1539 1740" style="list-style-type: none"> <li data-bbox="345 1430 1539 1503">• A copy of the annual audit for 2020-21, conducted by a licensed auditor, was submitted to the District on December 7.</li> <li data-bbox="345 1514 1539 1661">• Arco Iris ended the twelfth year of operation with a net loss of \$178,744; 4% of total expenses for the year. This is the first year the school experienced a net loss. The ending fund balance for the school after the twelfth year of operation is \$723,151; 15% of the budgeted expenditures for 2022-23.</li> <li data-bbox="345 1671 1539 1740">• In 2021-22, 83% of Arco Iris students were from BSD. The return rate for students in grades K-7 enrolled in June 2022 was 83%, up from 76% the prior year.</li> </ul>

Indicator	Key Question and Findings
1	<p data-bbox="345 218 1333 254">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="345 260 1541 569" style="list-style-type: none"> <li data-bbox="345 260 1541 411">• Kindergarten students receive 80% of their instruction in Spanish, students in grade 1-5 receive 50-65% of their instruction in Spanish and students in grades 6-8 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are fully licensed and proficient in English.</li> <li data-bbox="345 417 1541 489">• BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and observed in classrooms.</li> <li data-bbox="345 495 1541 569">• Teachers use a variety of methods to engage students. 94% of students were observed as engaged in the lesson or instructional task during the site visit.</li> </ul>

*Charter Requirements*

- 5.1 Overview. AISICS agrees to design and implement the educational program described to the Board and in the Application, as amended by this Charter. The educational program must include the following:
- 5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;
  - 5.1.2 In Kindergarten approximately 80% of daily instruction will be given in Spanish and 20% in English. In first through fifth grades, approximately 65% of daily instruction will be given in Spanish and 35% in English;
  - 5.1.3 In sixth, seventh and eighth grades, approximately 50 percent of daily instruction will be given in Spanish and 50 percent in English
  - 5.1.4 Differentiated instruction in all classes;
  - 5.1.5 Immersion teaching techniques will be incorporated in classes instructed in Spanish to ensure student success in Spanish learning acquisition;
  - 5.1.6 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;
  - 5.1.7 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;
  - 5.1.8 Instructional materials will align with applicable Oregon State Standards, ORS 329.045, and Arco Iris's education program set forth in the Application. Arco Iris will notify the District in writing of its intent to use instructional materials 60 days in advance of its use.

*Findings*

- English Language Arts classes are taught by fully licensed staff proficient in English.
- Kindergarten students receive 80% of their instruction in Spanish and 20% in English. Students in grade 1-5 receive 50-65% of their instruction in Spanish and 35-50% in English. Students in grades 6 - 8 receive 50% of their instruction in Spanish and 50% in English. An amendment to the charter provides for a range in the time of instruction in English and Spanish at grades 1-5 for this school year with a minimum of 50% instruction in Spanish.
- Students receive differentiated instruction through grouping based on achievement/current learning as well as through differentiated materials, including individual reading books and student choice in topics. *Singapore Math* materials provide students with exercises based on the student's achievement and accuracy. Teachers provide individual help and additional challenging work for students who need it.

- During the site visit, a variety of methods were used to engage students, including students learning remotely -- random calling, cold calling, physical response, individual and full class responses, and turn and talk. Methods to refocus student attention or transition students from one activity to the next varied across classrooms and were generally effective in most classrooms. Classroom routines were efficient and known by students in most classrooms. In 26 observations across classrooms, 94% of students were observed as engaged in the lesson or instructional task at the time of the observation.
- Immersion techniques observed during the site visit included the use of comprehension checks, physical gestures and prompts, and effective teacher talk (e.g., clear and accurate use of language, scaffolding through the use of both languages when needed).
- During the visit, students were observed making group presentations to their classmates and using physical materials to acquire or demonstrate understanding of new concepts.
- BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. Learning targets were rarely visible to students. District learning targets observed in classrooms included:

<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• effectively present information</li> <li>• acquire and use accurately grade-appropriate general academic and domain-specific words</li> <li>• find multiple pieces of evidence to support inferences and analysis of a text</li> <li>• write information texts</li> <li>• read and understand literature</li> <li>• use conventional spelling for high-frequency and other studied words</li> <li>• pronounce, blend and segment syllables in spoken words</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• understand place value up to two-digit numbers</li> <li>• describe and represent fractions as equal parts of a whole or set</li> <li>• develop fluency in addition and subtraction</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• conduct an investigation to determine whether the mixing of two or more substances results in new substances</li> <li>• analyze data and/or observations and give evidence-based explanations</li> </ul>
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- Instructional materials employed during the 2021-22 school year included *Singapore Math* in grades K-5, *Big Ideas Math* in grades 6-8, *Santillana Descubre* for Spanish Language Arts in 1<sup>st</sup> through 3<sup>rd</sup> grade, *Santillana Yabisi* in 4<sup>th</sup> through 8<sup>th</sup> grade, *Fusion Ciencias* for Science, and *Historia Y Ciencias Sociales* for Social Studies. Teachers use a variety of instructional materials to deliver English Language Arts instruction aligned to district learning targets/state standards including Lucy Calkin’s “Units of Study”, Reading A to Z, Epic, and MobyMax.

Indicator	Key Question and Findings
2	<p data-bbox="349 254 768 289">How well are students learning?</p> <ul data-bbox="349 296 1442 562" style="list-style-type: none"> <li data-bbox="349 296 1442 485">• Arco Iris has met the student achievement requirements under the current Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.</li> <li data-bbox="349 491 1442 562">• The school monitors student progress using a variety of assessments that also inform instructional decisions.</li> </ul>

*Charter Requirements*

5.6 Student Assessment. Arco Iris will assess student performance (a) in the manner set forth in this Charter, (b) as provided in ORS 338.115(1)(L), and (c) in a manner consistent with assessments administered by the District to its elementary students, including assessments required for any District two-way immersion programs. The assessments will include:

5.6.1 Administering to each new incoming student in the fall a research based language proficiency assessment that measures proficiency growth as outlined in the American Council for Teaching Foreign Languages (ACTFL) Proficiency Rubric and administering to all students in the spring of each school year a research based language proficiency assessment that measures proficiency growth as outlined in the ACTFL Proficiency Rubric;

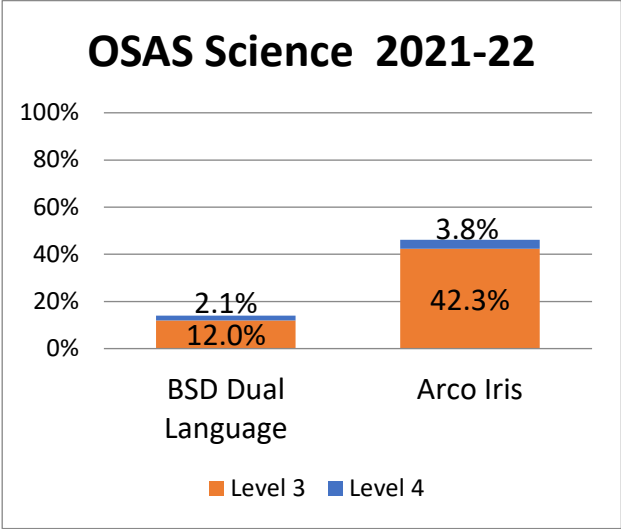
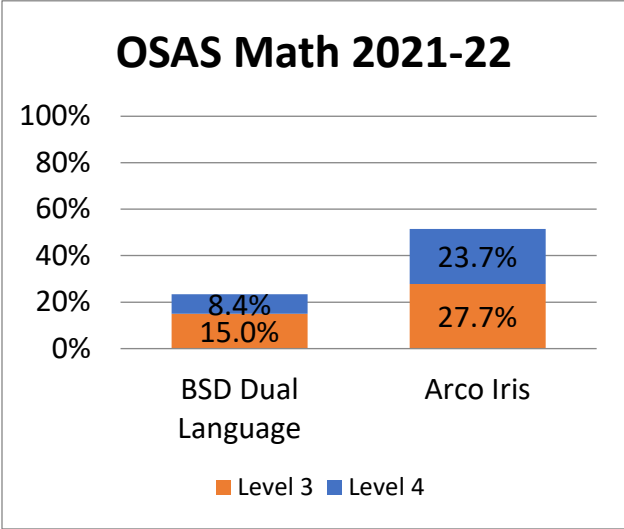
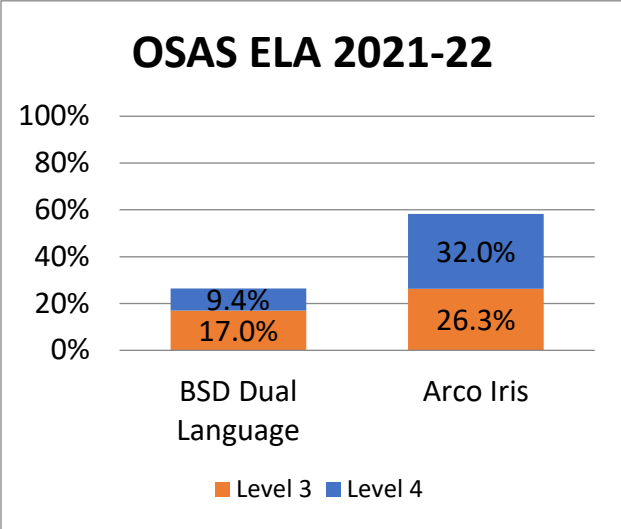
5.6.2 Administering to each student each school year the Oregon Statewide Assessments to the extent the District requires its students to take such assessment;

5.6.3 Administering to each ELL Student each school year the English Language Proficiency Assessment.

5.7 Student Achievement. All Arco Iris students must meet the District's learning targets for each grade level for each subject. Arco Iris will be deemed to have met the student achievement requirements of this Charter if, on a subject-by-subject basis, the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in English language arts, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.

*Findings*

- The State English Language Proficiency Assessment (ELPA) was completed by 38 of 38 students enrolled in 2021-22 receiving or eligible for ELD services.
- As shown in the graphs below, the percentages of Arco Iris students exceeding and meeting standard on the OSAS Language Arts, Mathematics, and Science tests are substantially greater than their dual language peers in the District.



- Student growth percentiles for OSAS English Language Arts (ELA) and Math were not produced by the Oregon Department of Education for 2021-22.
- Arco Iris has met the student achievement requirements under the current six-year Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.
- The school monitors student progress using a variety of assessments that also inform instructional decisions.

<b>Assessment</b>	<b>Purpose</b>	<b>Use</b>	<b>Frequency</b>
<b>ELPA (English Language Proficiency Assessment)</b>	Assesses language acquisition of identified ELL students	Used in the monitoring of progress of identified ELL students.	Annually
<b>IRLA</b>	Assesses student reading abilities and comprehension.	Progress monitoring and leveling for students	Twice a year
<b>Easy CBM ELA, Math &amp; Spanish</b>	Assess and track progress in ELA and math		Three times a year grades K-8 (ELA and Math) and grades K-2 (Spanish).
<b>Santillana</b>	Assesses student acquisition of Spanish language concepts and skills.		Grades 2-8
<b>Singapore Math Assessments</b>	Assess and tracks progress in math concepts for grades K-5.	Guides teaching strategies for daily learning at an individual level.	Weekly and end of unit assessments – reported in progress reports.
<b>OSAS English Language Arts, Mathematics, and Science</b>	Assesses students' mastery of Oregon content standards	Informs how Arco Iris students compare to the rest of the state. Used as a baseline measure of student progress.	Annually



Indicator	Key Question and Findings
3	<p data-bbox="345 218 1487 254">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="345 260 1487 720" style="list-style-type: none"> <li data-bbox="345 260 1487 331">• All classes at Arco Iris are taught by licensed or registered teachers. Licensed staff were 75% of certified FTE in 2021-22.</li> <li data-bbox="345 338 1487 409">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.</li> <li data-bbox="345 415 1487 527">• Teachers participate in a variety of professional development opportunities including the use of technology tools, Social Emotional Learning and instruction and assessment practices in math and language arts.</li> <li data-bbox="345 533 1487 720">• In 2022, 80% or more of parents responding to the annual parent survey agreed they were involved in their child’s education and felt welcomed in the school community. Fewer parents reported that the school met the academic needs of their child (72%) or that they were well-informed about their child’s academic achievement or progress (57%), but these percentages were higher than in 2021.</li> </ul>

*Charter requirements*

18.1 English Language Arts. All English Language Arts classes at Arco Iris will be taught in English by a teacher proficient in the English language.

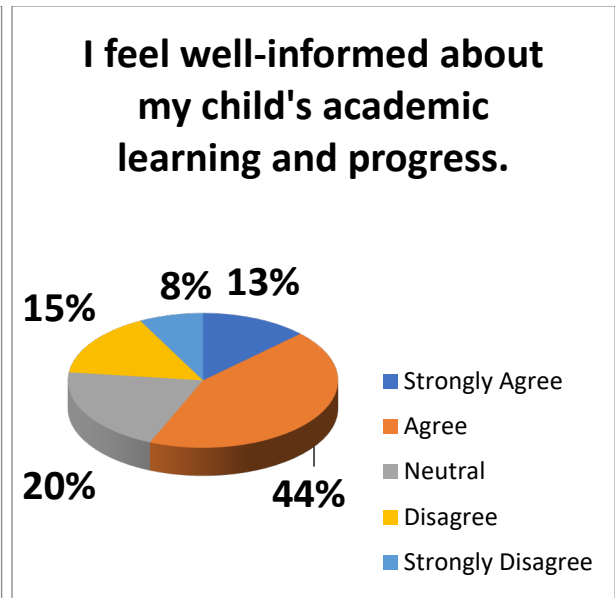
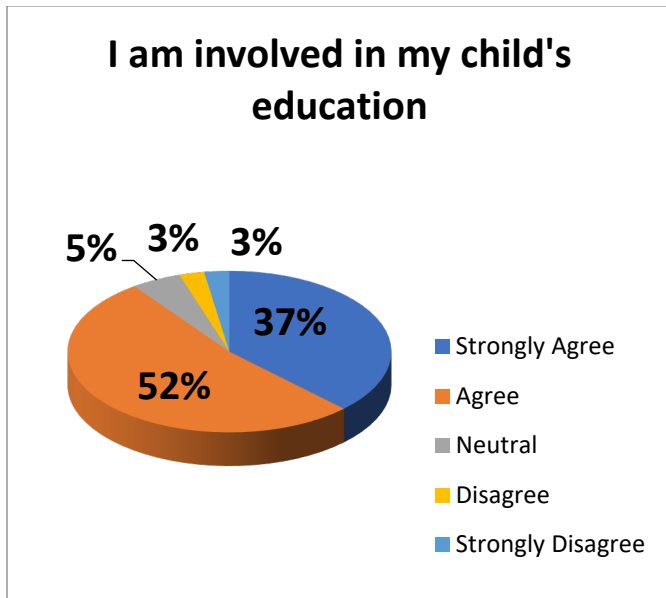
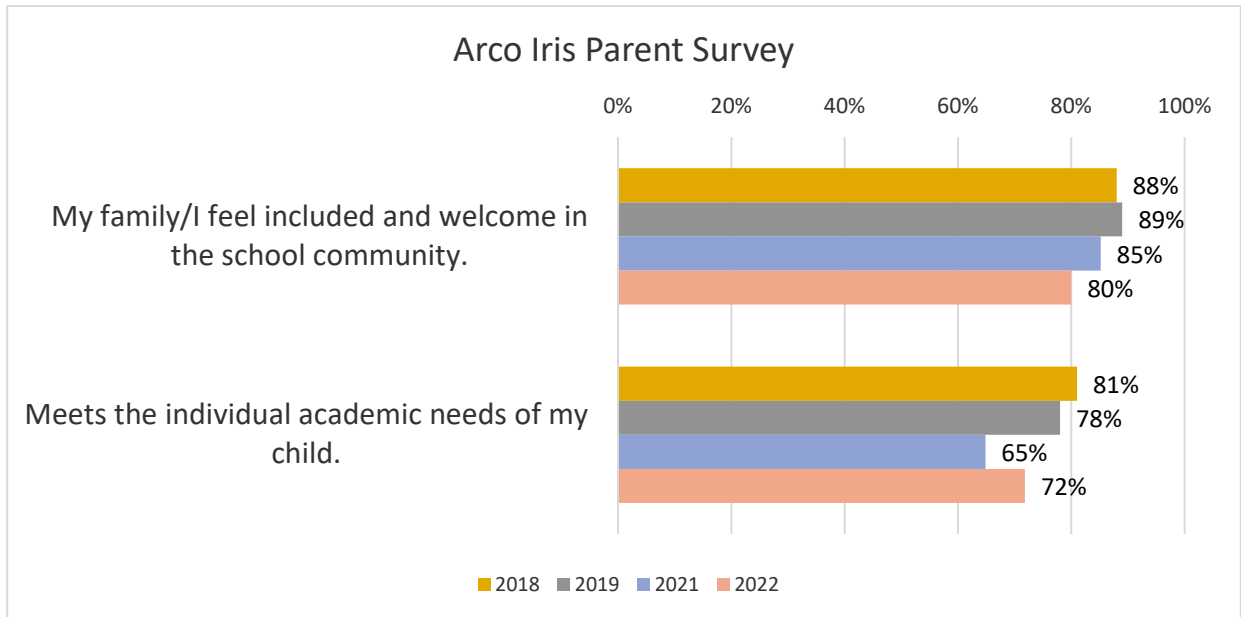
18.2 Classes Taught in Spanish. All classes at Arco Iris taught in Spanish will be taught by a bilingual Spanish/English teacher with native or near-native proficiency in Spanish.

18.3 ELL Classes. All teachers providing programs specialized for ELL Students will be taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.

*Findings*

- English Language Arts classes are taught by staff who are proficient in English and appropriately certified.
- At the time of the on-site visit, all classes taught in Spanish were taught by a teacher proficient in Spanish.
- All Arco Iris teachers and counselors are appropriately licensed or on the charter school registry maintained by TSPC. Licensed staff were 75% of certified FTE in 2021-22.
- ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.
- Professional development during the 2021-22 school year included:
  - Social Emotional Learning strategies
  - Singapore Math
  - 6+1 writing traits
  - Book study: The First 6 Weeks of School
  - Google Classroom strategies
  - Special Education protocols
  - Health and Safety protocols

- In 2022, 80% or more of parents responding to the annual parent survey agreed they were involved in their child’s education and felt welcomed in the school community. Fewer parents reported that the school met the academic needs of their child (72%) or that they were well-informed about their child’s academic achievement or progress (57%), but these percentages were higher than in 2021.



Indicator	Key Question and Findings
4	<p data-bbox="345 218 1073 254">To what extent is the school on sound financial footing?</p> <ul data-bbox="345 260 1463 600" style="list-style-type: none"> <li data-bbox="345 260 1390 327">• A copy of the annual audit for 2020-21, conducted by a licensed auditor, was submitted to the District on December 7.</li> <li data-bbox="345 338 1458 489">• Arco Iris ended the twelfth year of operation with a net loss of \$178,744; 4% of total expenses for the year. This is the first year the school experienced a net loss. The ending fund balance for the school after the twelfth year of operation is \$723,151; 15% of the budgeted expenditures for 2022-23.</li> <li data-bbox="345 499 1459 600">• In 2021-22, 83% of Arco Iris students were from BSD, the same rate as the prior year. The return rate for students in grades K-7 enrolled in June 2022 was 85%, up from 76% the prior year.</li> </ul>

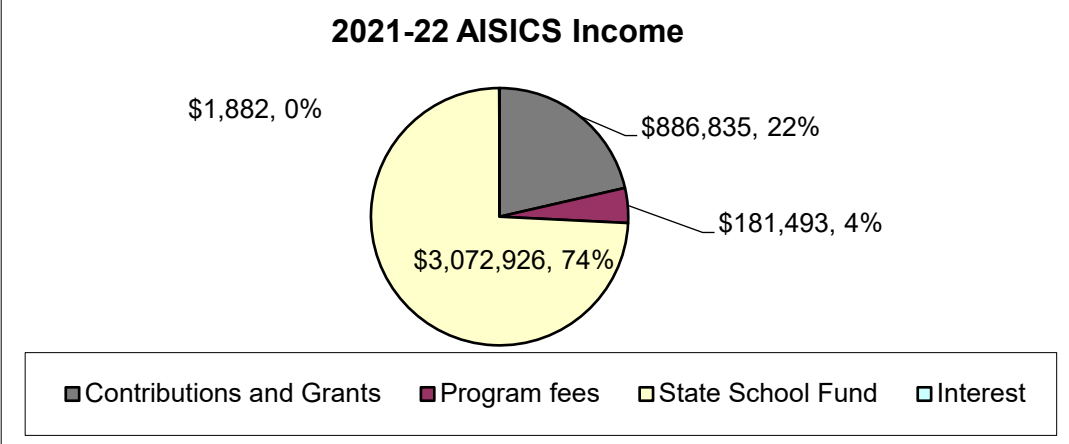
*Charter Requirements*

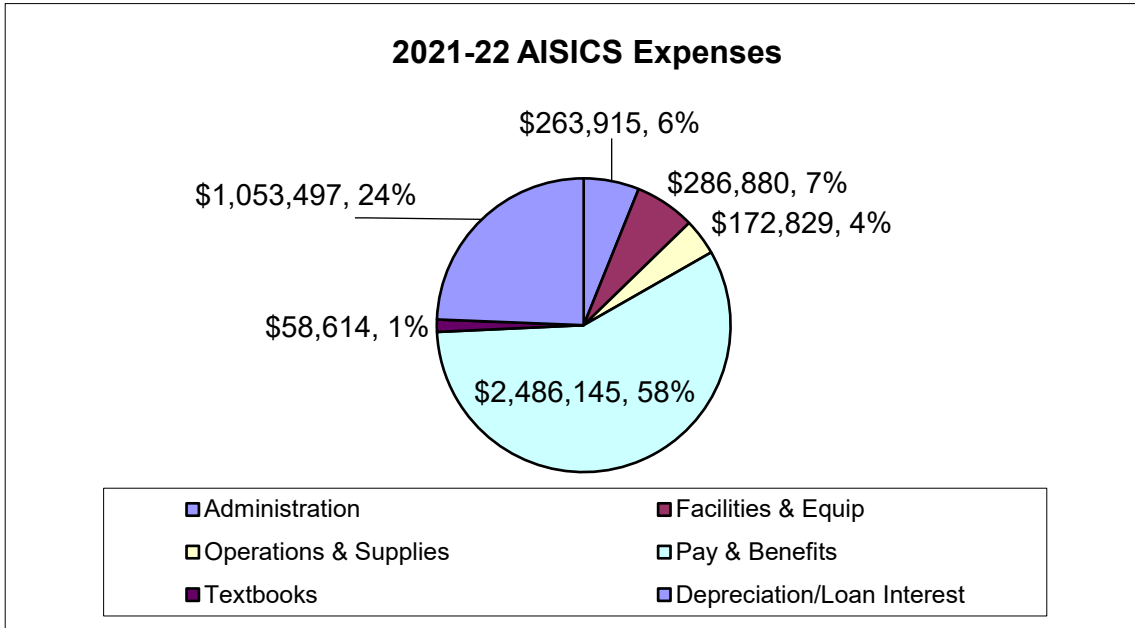
13.4 Arco Iris will retain an auditor to conduct an audit of the accounts of Arco Iris as required by ORS 338.095(2) and in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990, as it may be amended from time to time. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. Arco Iris will deliver a copy of the final audit to the District, the Oregon Department of Education, and the State Board of Education no later than each September 15 during the term of this Charter.

13.1 Annual Budget. On or before April 15 of each year, AISICS will submit to the District Arco Iris's proposed budget for the next fiscal year.

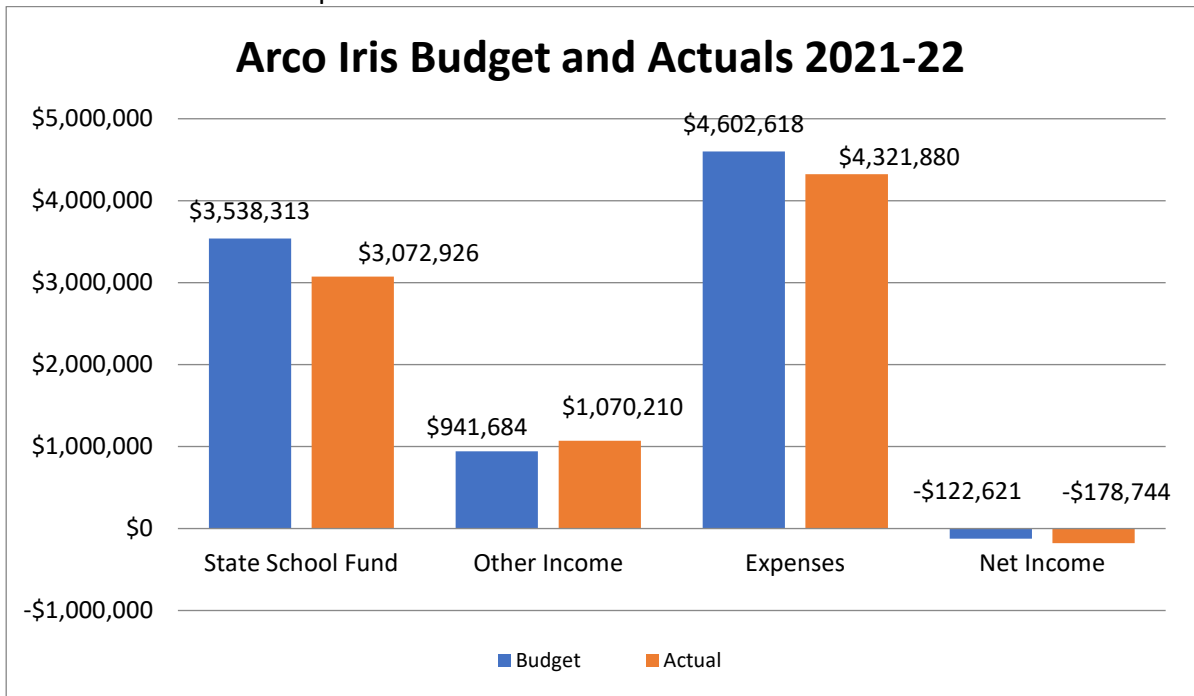
*Findings*

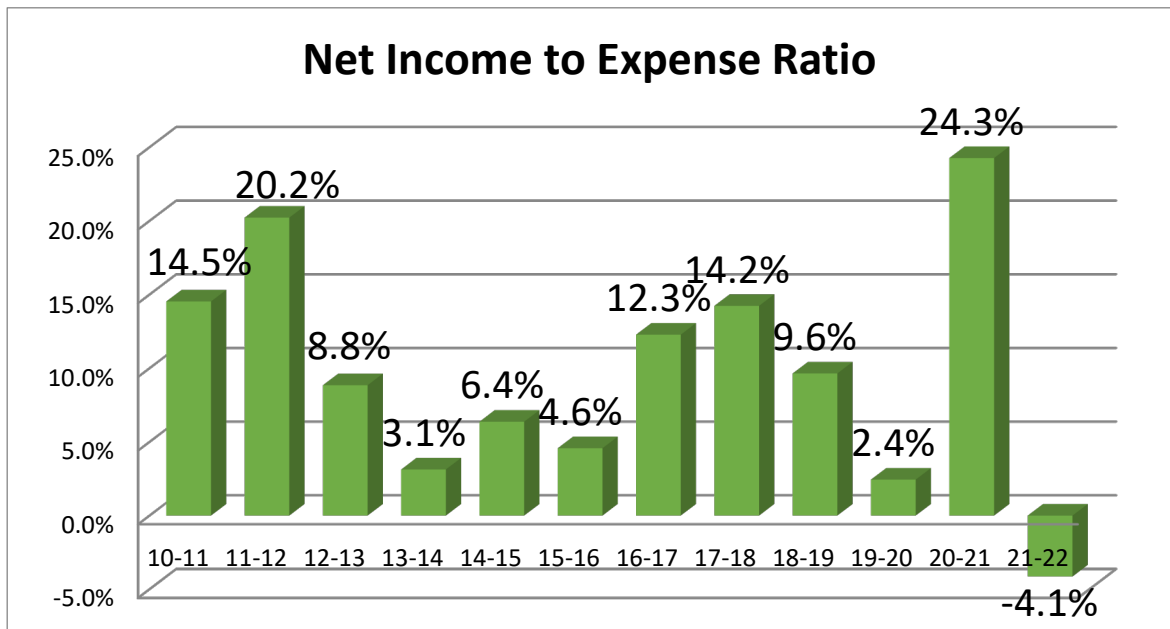
- A copy of the annual audit for 2020-21, conducted by a licensed auditor, was submitted to the District on December 7. The annual audit for 2020-21, conducted by a licensed auditor, found that the school's financial statements accurately reflect the school's financial position after the tenth year of operation. The audit did not find any evidence of non-compliance with state standards and no separate management letter was issued.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Arco Iris ended the eleventh year of operation with net loss of \$178,744 on total revenues of \$4,143,136 and \$4,321,880 total expenses. State School fund accounts for 74% of the school's income, 3 percentage points less than the prior year. Contributions and grants account for 21% of total income, the same as the prior year. Income and expenses are summarized below:





- The 2020-21 budget projected a deficit of more than \$120,000 and the school ended the year with net income of over than \$175,000. Income from the State School Fund and expenses were both less than anticipated.





- As shown above, this is the first year the school experienced a net loss. The ending fund balance for the school after the eleventh year of operation is \$723,151; 15% of the budgeted expenditures for 2022-23.
- The 2022-23 budget was provided to the District on April 26<sup>th</sup> and an update received on July 27<sup>th</sup>.
- In 2021-22, 83% of Arco Iris students were from BSD, the same rate as the prior year. The return rate for students in grades K-7 enrolled in June 2022 was 85%, up from 76% the prior year.

	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	MS	Total
Active students at end of year	55	79	76	47	3	46	340
Returned to Arco Iris	50	69	65	38	35	33	290
Returned to BSD school	1	1	5	0	0	10	17
Enrolled in another district, private school, home school	4	9	6	9	2	3	33
Return rate	91%	87%	86%	81%	95%	72%	85%