

Hope Chinese Charter 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 the Charter School 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 the Charter School, summarizing the qualifications of staff members; and (e) a description of the Charter School'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; or
5. Maintain financial stability.

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

Educating for Global Fluency by developing Chinese & English dual-language skills, nurturing cultural adaptability and inspiring excellence in our students for a positive impact in our world.

Site Visit

The prescribed site visit was conducted by Teaching and Learning staff on May 18, 2022. Instruction at all grade levels and in both languages was observed during the visit.

Highlights of Findings

Indicator	Key Question and Findings
1	<p data-bbox="310 296 1300 327">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="310 338 1430 642" style="list-style-type: none"> <li data-bbox="310 338 1430 449">• Students in grades K - 2 receive 65% of their academic instruction in Chinese and 35% in English. Academic instruction for grades 3 - 5 students is 50% in each language while instruction in grades 6-7 is 40% in Chinese and 60% in English. <li data-bbox="310 459 1430 527">• BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. <li data-bbox="310 537 1430 642">• Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning. 97% of students were assessed as engaged in the lesson or instructional task during the site visit.
2	<p data-bbox="310 653 732 684">How well are students learning?</p> <ul data-bbox="310 695 1422 957" style="list-style-type: none"> <li data-bbox="310 695 1422 879">• HCCS has met the student achievement requirements under the current five-year Charter: the percentage of HCCS 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 dual language programs. <li data-bbox="310 890 1422 957">• The school monitors student progress using a variety of assessments that also inform instructional decisions.
3	<p data-bbox="310 968 1430 999">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="310 1010 1446 1392" style="list-style-type: none"> <li data-bbox="310 1010 1446 1077">• All Hope Chinese teachers were appropriately licensed or on the charter school registry maintained by TSPC. Licensed staff were 73% of certified FTE in 2021-22. <li data-bbox="310 1087 1446 1155">• English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified. <li data-bbox="310 1165 1446 1232">• Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese. <li data-bbox="310 1243 1446 1392">• In 2022, 95% of parents believe the school’s program is aligned with its mission and 98% of parent report feeling welcome and accepted at the school. 95% of parents report feeling well-informed about what's happening at HCCS, an increase of 16 percentage points from the prior year.
4	<p data-bbox="310 1409 1040 1440">To what extent is the school on sound financial footing?</p> <ul data-bbox="310 1451 1446 1749" style="list-style-type: none"> <li data-bbox="310 1451 1446 1518">• The 2022-23 budget has been provided to the District. The audit report for 2021-22 identified no deficiencies and prior year recommendations had been implemented. <li data-bbox="310 1528 1446 1560">• HCCS had net income of \$321,850 or 8% of total expenses for 2021-22. <li data-bbox="310 1570 1446 1638">• After the tenth year of operation, Hope Chinese’s ending fund balance is 1,943,639 or 44% of the expenditures budgeted for 2022-23. <li data-bbox="310 1648 1446 1749">• In 2021-22, 91% of HCCS students were from BSD, the same rate as the prior year. The return rate for students enrolled in grades K-7 at the end of the prior school year was 93%.

Indicator	Key Question and Findings
1	<p data-bbox="318 222 1451 258">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="318 275 1451 573" style="list-style-type: none"> <li data-bbox="318 275 1451 384">• Students in grades K - 2 receive 65% of their academic instruction in Chinese and 35% in English. Academic instruction for grades 3 - 5 students is 50% in each language while instruction in grades 6-7 is 40% in Chinese and 60% in English. <li data-bbox="318 394 1451 464">• BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. <li data-bbox="318 474 1451 573">• Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning. 97% of students were assessed as engaged in the lesson or instructional task during the site visit.

Charter Requirements

5.1 Overview. Applicant 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, first and second grades, 65% of daily instruction will be in Chinese and 35% in English;
- 5.1.3 In third, fourth and fifth grades, 50% of daily instruction will be in Chinese and 50% in English;
- 5.1.4 In sixth, seventh and eighth grades, 35% of daily instruction will be in Chinese and 65% in English;
- 5.1.5 Differentiated instruction in all classes;
- 5.1.6 Immersion teaching techniques will be incorporated in classes instructed in Chinese to ensure student success in Chinese learning acquisition;
- 5.1.7 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;
- 5.1.8 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;
- 5.1.9 Instructional materials will include the Primary Math (also known as Singapore Math), Harcourt *Story Town*, Zaner-Bloser handwriting materials, and other materials that align with the District's Learning Targets, applicable Oregon State Standards, and Charter School's education program set forth in the Application, so long as Hope Chinese notifies the District in writing of its intent to utilize such a curriculum 60 days in advance of its use.

Findings

- At all grade levels, English language arts instruction is provided by staff members who are proficient in English.
- Students in grades K - 2 receive 65% of their academic instruction in Chinese and 35% in English. Academic instruction for grades 3 - 5 students is 50% in each language while instruction in grades 6-7 is 40% in Chinese and 60% in English.
- 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 feedback as well as additional challenging work for students who need it.

- During the site visit, students were observed engaging in a variety of modes of instruction including large group, small group, pairs, and individual learning time. A variety of methods were used to engage students -- random calling, cold calling, physical response, individual and full class (choral) responses, and turn and talk. Methods to refocus student attention or transition students from one activity to the next varied across classrooms but were effective in observed classrooms. Classroom routines were efficient and known by students. In 21 observations across classrooms, 97% of students were assessed as engaged in the lesson or instructional task at the time of the observation.
- Immersion techniques observed during the site visit included frequent use of comprehension checks (e.g., student responses on white boards), use of physical gestures and prompts, and effective teacher talk (e.g., clear and accurate use of language, use of amplification system).
- During the visit, students were asked to recall information, use technology, produce text, make presentations, develop understanding of math concepts and fluency with math procedures, acquire and use correct vocabulary and pronunciation, and write and speak accurately.
- 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:

ELA

- acquire and use accurately grade-appropriate general academic and domain-specific words
- determine or clarify the meaning of unknown vocabulary using context clues
- write informative/explanatory text
- read common high-frequency words by sight
- ask and answer questions to demonstrate understanding, referring to the text
- explain the meaning of simple similes and metaphors
- identify the main purpose of a text

Math

- Uses properties of operations, proportional relationships, and fractions to generate expressions and solve equations
- Develops an understanding of statistical variability, summarizes and describes distributions

Science

- apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms

- Instructional materials used during the 2021-22 school year included *Singapore Math*, *Lucy Calkin's Writing Units of Study* and *Words Their Way* for English Language Arts, *Singapore Chinese* and leveled Chinese readers for Chinese Language Arts, and *FOSS Science*.

Indicator	Key Question and Findings
2	<p data-bbox="318 222 1451 258">How well are students learning?</p> <ul data-bbox="318 268 1451 518" style="list-style-type: none"> <li data-bbox="318 268 1451 451">• HCCS has met the student achievement requirements under the current five-year Charter: the percentage of HCCS 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 dual language programs. <li data-bbox="318 462 1451 518">• The school monitors student progress using a variety of assessments that also inform instructional decisions.

Charter Requirements

5.6 Student Assessment. The Charter School will assess student performance (a) in the manner described in the Application, (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 from time to time, including assessments required for any District two-way immersion programs. The assessments will include:

5.6.1 Administering to each student each school year the required State assessments to the extent the District requires its students to take such assessment;

5.6.2 Administering to each ELL Student (defined in Section 7 below) each school year the English Language Proficiency Assessment;

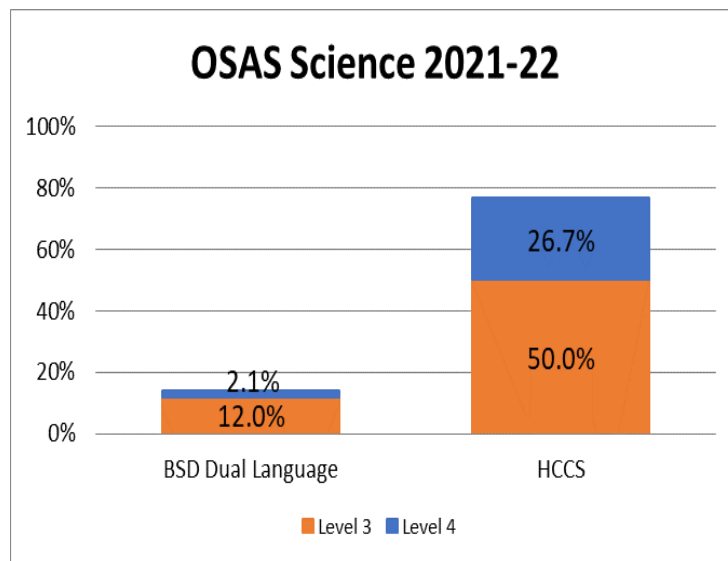
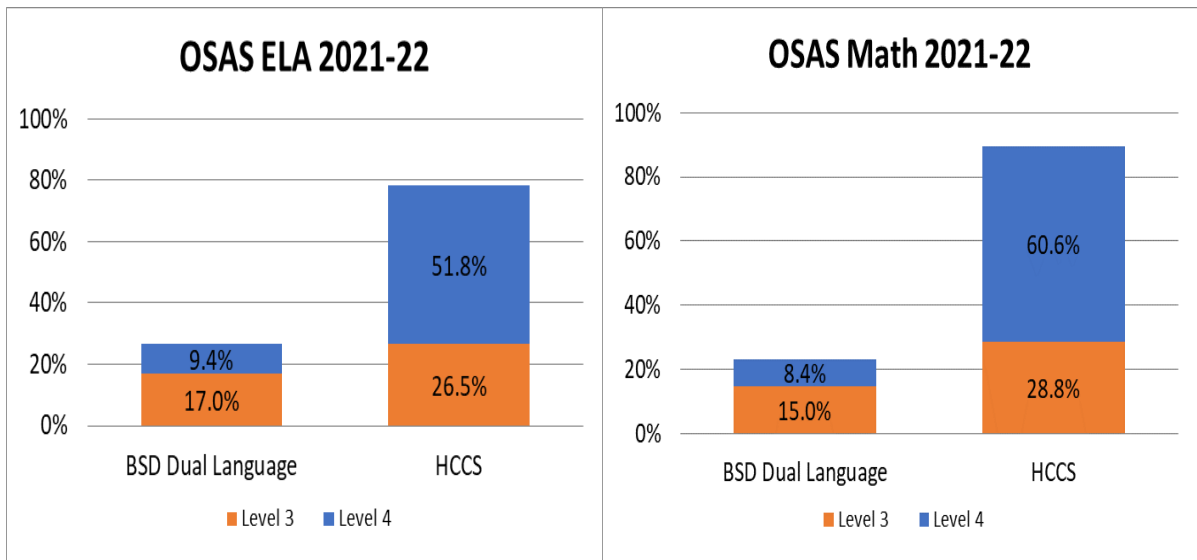
5.6.3 Administering to each second-, third-, and fourth-grade student in the spring of each school year, the Chinese version of the Student Oral Proficiency Assessment (SOPA) or such other assessment as may be approved in writing by the District;

5.6.4 Administering to each fifth-grade student in the spring of each school year, the Chinese version of the Standards-based Measurement of Proficiency (STAMP 4se) to assess all four skills (Chinese listening, speaking, reading, and writing); and

5.7 Student Achievement. All of the Charter School students must meet the District’s learning targets for each grade level for each subject. The Charter School will be deemed to have met the student achievement requirements of this Charter if, on a subject-by-subject basis, the percentage of Charter School 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’s English Language Proficiency Assessment (ELPA) was administered to 32 of 34 students enrolled in 2021-22 receiving or eligible for ELD services.
- As shown in the graphs below, the percentages of HCCS 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.
- HCCS has met the student achievement requirements under the current five-year Charter: the percentage of HCCS 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 dual language programs.
- The school monitors student progress using a variety of assessments that also inform instructional decisions as outlined in the table below.

Assessment	Purpose	Use	Frequency
Chinese Language Reading and Writing Assessments	Assesses Chinese reading fluency and comprehension; character writing ability and understanding	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of the year
Student Oral Proficiency Assessment (SOPA)	Assesses students' level of oral proficiency with Chinese language	Tracks students' progress from year to year (2 nd – 4 th grade)	End of the year
STAMP4se (STAndards-based Measurement of Proficiency)	Assess middle school students' proficiency with spoken and written Chinese language	Track student progress	End of the year
Star 360 Reading Assessment	Assess students' reading ability, vocabulary knowledge, and comprehension by grade level standards.	Informs teacher instruction. Shows student growth, and which standards should be retaught/reviewed. Progress monitoring.	Beginning, mid, and end of year.
Star 360 CBM Reading	Assess students' reading fluency by grade level standards.	Informs teacher of students' reading fluency. Progress monitoring.	Quarterly
English Writing Assessments (Lucy Calkins Units of Study)	Assesses students' writing achievement	Informs teacher of students' achievement with writing skills	Beginning, middle and end of year
English Language Proficiency Assessment (ELPA)	Assesses ELL students' proficiency levels in English	Informs teacher of students' English proficiency level	End of year
ESL Assessments	Assesses ELL students in a variety of English language objectives	Informs teacher of students' English level and assists in setting learning goals for the student.	Beginning and end of year
Star 360 Math Assessments	Assess students' math skills and knowledge by grade level standards.	Informs teacher instruction. Shows student growth, and which standards should be retaught/reviewed. Progress monitoring.	Beginning, mid, and end of year.
Singapore Math Assessments	Assess and track ongoing progress of math skills according to the curriculum.	Guides teaching strategies for daily learning at an individual/group level	Bi-weekly.
OSAS English Language Arts, Math, and Science	Assesses student achievement of state standards	Measures student progress toward career- and college-readiness	End of year
PSAT8/9	College Readiness assessment for students in grade eight.	Feedback on progress toward high school and college readiness in reading, writing, and math	April

Indicator	Key Question and Findings
3	<p data-bbox="313 254 1433 289">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="313 296 1459 686" style="list-style-type: none"> <li data-bbox="313 296 1459 373">• All Hope Chinese teachers were appropriately licensed or on the charter school registry maintained by TSPC. Licensed staff were 73% of certified FTE in 2021-22. <li data-bbox="313 380 1459 457">• English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified. <li data-bbox="313 464 1459 541">• Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese. <li data-bbox="313 548 1459 686">• In 2022, 95% of parents believe the school’s program is aligned with its mission and 98% of parent report feeling welcome and accepted at the school. 95% of parents report feeling well-informed about what's happening at HCCS, an increase of 16 percentage points from the prior year.

Charter requirements

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

18.2 Classes Taught in Chinese. All classes at the Charter School taught in Chinese will be taught by a bilingual Chinese/English teacher fluent in Chinese.

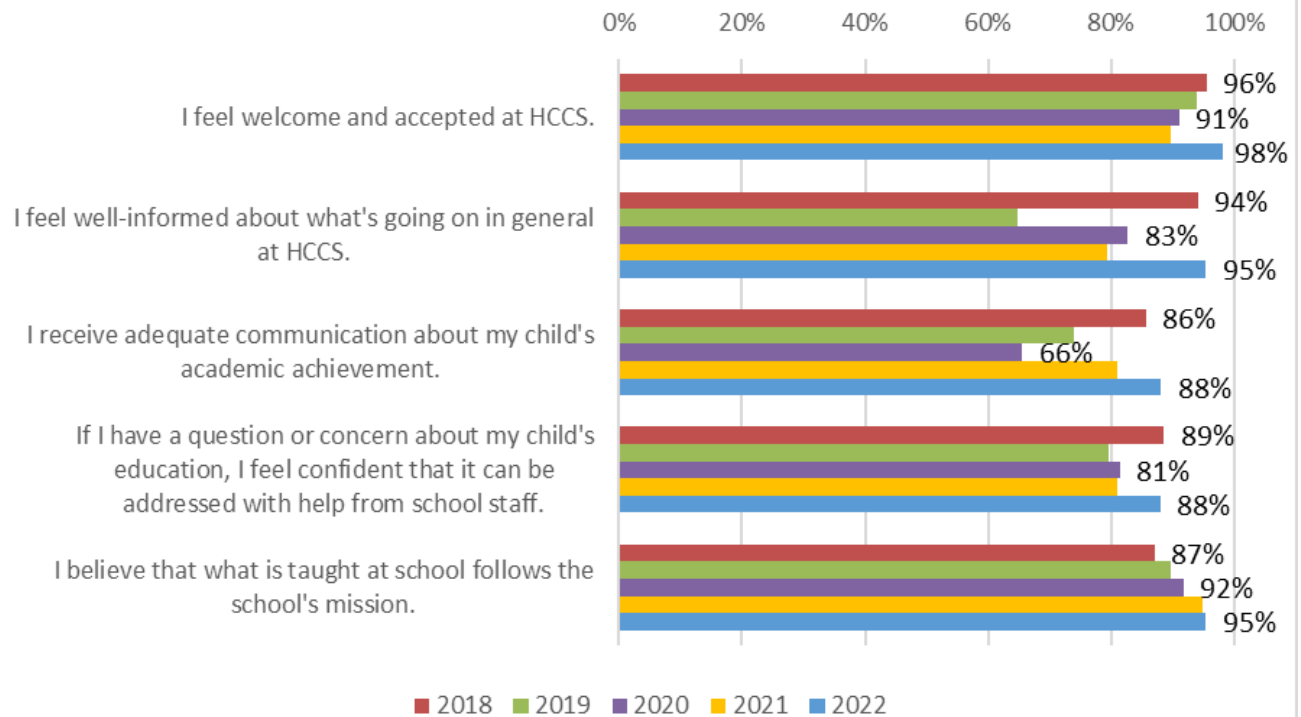
18.3 ELL Classes. All teachers providing programs specialized for ELL Students will be taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.

18.4 Licensure. Classroom instruction will only occur in the presence of a teacher with a valid Oregon license or charter school registry.

Findings

- English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified.
- Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese.
- All Hope Chinese teachers and counselors were appropriately licensed or on the charter school registry maintained by TSPC. Licensed staff were 73% of certified FTE in 2021-22.
- ELL students were taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.
- In 2021-22, teachers participated in professional development on diversity, equity, and inclusion (DEI) topics.
- A web-based survey of parents was conducted by the school in June, garnering 106 responses, almost twice as many responses as the prior year. 95% of parents believe the school’s program is aligned with its mission and 98% of parent report feeling welcome and accepted at the school. 95% of parents report feeling well-informed about what's happening at HCCS, an increase of 16 percentage points from the prior year.

Hope Chinese Parent Survey



Indicator	Key Question and Findings
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> The 2022-23 budget has been provided to the District. The audit report for 2021-22 identified no deficiencies and prior year recommendations had been implemented. HCCS had net income of \$321,850 or 8% of total expenses for 2021-22. After the tenth year of operation, Hope Chinese’s ending fund balance is 1,943,639 or 44% of the expenditures budgeted for 2022-23. In 2021-22, 91% of HCCS students were from BSD, the same rate as the prior year. The return rate for students enrolled in grades K-7 at the end of the prior school year was 93%.

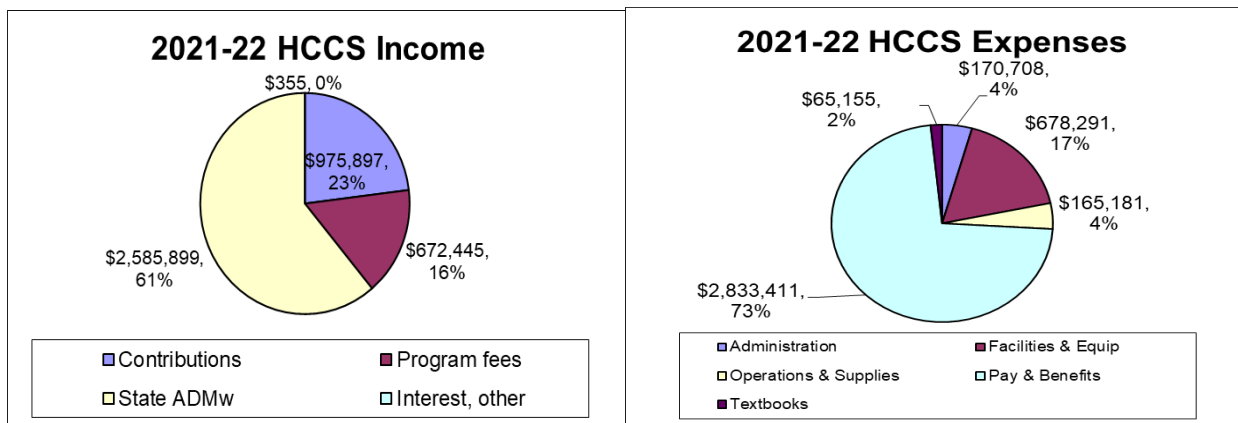
Charter Requirements

13.4 Annual Audit. HCCS will retain an auditor to conduct an audit of the accounts of the Charter School as required by ORS 338.095(2) and in accordance with the Municipal Audit Law. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. Applicant will deliver a copy of the final audit to the District no later than December 1.

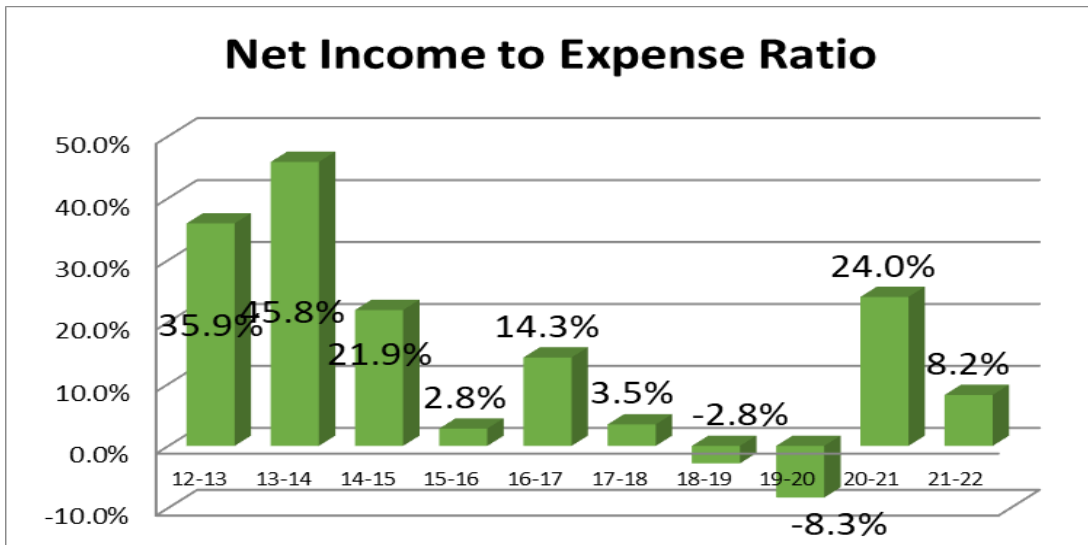
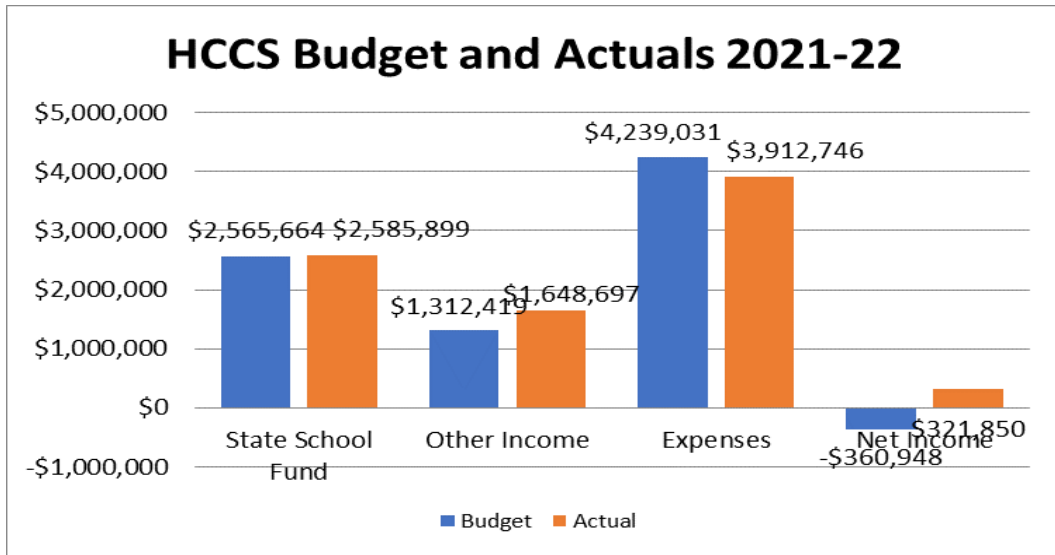
13.1 Annual Budget. On or before April 15 of each year, Applicant will submit to the District the Charter School's proposed budget for the next fiscal year.

Findings

- The annual audit of the ninth year of operation was received on November 19, 2021. The audit did not find any evidence of non-compliance with state standards. A separate management letter identified no deficiencies and noted that three recommendations from the prior year to strengthen internal controls had been implemented.
- The 2022-23 budget was provided to the District on April 27th.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Hope Chinese ended the tenth year of operation with net income of \$321,850 on total revenues of \$4,234,596 and \$3,912,746 total expenses. State School fund accounts for 61% of the school’s income, down from 66% in the prior year. Income and expenses are summarized in the charts below:



- Compared to the 2021-22 budget, income from sources other than the State School fund was \$330,000 higher than anticipated while expenses were \$330,000 lower. As a result, HCCS had a net income of \$321,850 or 8.2% of total expenses for the year.



- After the tenth year of operation, Hope Chinese’s ending fund balance is 1,943,639 or 44% of the expenditures budgeted for 2022-23.
- In 2021-22, 91% of HCCS students were from BSD, the same rate as the prior year. The return rate for students enrolled in grades K-7 at the end of the prior school year was 93%.

2021-22 Return Rate	Total
Active students at end of 2021-22, Grades K-7	330
Returned to Hope Chinese	308
Out of district/private school/home school	1
In BSD School	15
Return rate	93%