

**State Board of Education
Public Charter School Performance Framework
and Annual Evaluation Report**

**The Ivy School
(State Sponsored Charter School)
To be used for the school years 2015-16, 2016-17,
2017-18, 2018-19, and 2019-2020***

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*The State Board of Education and Ivy may agree to revisions in future years if it improves the annual assessment.

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Introduction

Across Oregon, public charter schools provide additional options for students and families. The State Board of Education is a public charter school authorizer, or “sponsor” in the state as an appellate governing body. If an application to establish a public charter school is denied by a local school district, the charter school developers may appeal the district decision to the State Board of Education. If the application is deemed to meet the criteria, it is possible for the charter school to be authorized by the State Board of Education. While the state 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.

The State Board of Education has decided to maintain 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. The State Board of Education is particularly interested in analyzing equity issues within public charter schools and may continue to refine the tools with which it uses to evaluate a public charter school’s effectiveness and quality.

In so doing, the State Board of Education 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 State Board 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 State Board of Education public charter school.

Kate Pattison
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¹ From NACSA’s Core Performance Framework and Guidance.

Calendar for Use of Performance Framework

This Performance Framework is designed to complement and inform the annual site visit conducted by the State Board of Education and the Department of Education as well as the annual report due to the Department from The Ivy School each year. To that end, the calendar below is a proposed outline of activities and timelines to support transparency, efficient use of time, and planning.

Date	Description
By July 31	School Improvement Plan submitted to ODE
By August 15	School Improvement plan approved by ODE
Before school starts	Review operational performance for start of the year (e.g. teacher qualifications, background checks, and trainings)
By September 30	Meet with school leadership to set specific dates for scheduled onsite reviews and the Annual Site Visit
By October 31	Review student assessment systems (state and easyCBM)
By December 1	Annual report submitted to ODE for prior year
Between January 2 – March 31	Conduct Annual Site Visit which will include reviewing evidence in all areas of the performance framework as indicated in the Site Visit Protocol
By May 31	Review preliminary student academic performance data and finalize Annual Site Visit Report
On July 1	Evaluate preliminary student academic performance
By July 15	Provide preliminary Performance Framework evaluation with comments and recommendations
By July 31	School Improvement Plan submitted to ODE with comments on Performance Framework evaluation and recommendations
By August 15	School Improvement Plan approved by ODE
August State Board Retreat	Present the Annual Site Visit Report, School Improvement Plan, and final Performance Framework evaluation

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.

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 (for the district in which the charter school is located)
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The charter school's EasyCBM data
- The charter school's alignment to Common Core State Standards as evidenced by course descriptions, curriculum alignments, etc. (where applicable)
- The charter school's data generated through alternative measures specific to its mission. [To be added when Montessori alternative measures are available]

Academic Performance

1. Oregon School Rating System

Measure 1a Is the school meeting acceptable standards according to the Oregon State school rating system?
Exceeds expectations: <input type="checkbox"/> School received the highest rating from the state accountability system (level 5)
Meets expectations: <input type="checkbox"/> School received a passing rating from the state accountability system (levels 4)
Needs improvement: <input type="checkbox"/> School did not receive a passing rating from the state accountability system (level 3)
Falls far below expectations: <input type="checkbox"/> School is identified for intervention or considered failing by the state accountability system (level 1-2)
State Board of Education comments:
School comments:

Measure 1b Is the school meeting state designation expectations as set forth by the state and federal accountability system?
Exceeds expectations: <input type="checkbox"/> School was identified as a "Model" school
Meets expectations: <input type="checkbox"/> School does not have a designation
Needs improvement: <input type="checkbox"/> School was identified as a "Focus" or "Priority" school
State Board of Education comments:
School comments:

Measure 1c How are Economically Disadvantaged students achieving on state assessments in READING?
Exceeds expectations: <input type="checkbox"/> More than 85% of the school's average subgroup achievement rate meets or exceeds standard.
Meets expectations: <input type="checkbox"/> Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.

Needs improvement:

- Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.

Falls far below expectations:

- Below 55% of the school's average subgroup achievement rate meets or exceeds standard.

State Board of Education comments:

School comments:

Measure 1d

How are **Economically Disadvantaged** students achieving on state assessments in MATH?

Exceeds expectations:

- More than 85% of the school's average subgroup achievement rate meets or exceeds standard.

Meets expectations:

- Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.

Needs improvement:

- Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.

Falls far below expectations:

- Below 55% of the school's average subgroup achievement rate meets or exceeds standard.

State Board of Education comments:

School comments:

Measure 1e

How are **English Learners** achieving on state assessments in READING?

Exceeds expectations:

- More than 85% of the school's average subgroup achievement rate meets or exceeds standard.

Meets expectations:

- Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.

Needs improvement:

- Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.

Falls far below expectations:

- Below 55% of the school's average subgroup achievement rate meets or exceeds standard.

State Board of Education comments:

School comments:

Measure 1f

How are **English Learners** achieving on state assessments in MATH?

Exceeds expectations:

- More than 85% of the school's average subgroup achievement rate meets or exceeds standard.

Meets expectations:

- Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.

Needs improvement:

- Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.

Falls far below expectations:

- Below 55% of the school's average subgroup achievement rate meets or exceeds standard.

State Board of Education comments:

School comments:

Measure 1g

How are **Students with Disabilities** achieving on state assessments in READING?

Exceeds expectations:

- More than 85% of the school's average subgroup achievement rate meets or exceeds standard.

Meets expectations:

- Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.

Needs improvement:

- Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.

Falls far below expectations:

- Below 55% of the school's average subgroup achievement rate meets or exceeds standard.

State Board of Education comments:

School comments:

Measure 1g

How are **Students with Disabilities** achieving on state assessments in MATH?

Exceeds expectations:

- More than 85% of the school's average subgroup achievement rate meets or exceeds standard.

Meets expectations:

- Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.

Needs improvement:

- Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.

Falls far below expectations:

- Below 55% of the school's average subgroup achievement rate meets or exceeds standard.

State Board of Education comments:

School comments:

Measure 1h

How are **Students of Underserved Races/Ethnicities** achieving on state assessments in **READING**?

Exceeds expectations:

- More than 85% of the school's average subgroup achievement rate meets or exceeds standard.

Meets expectations:

- Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.

Needs improvement:

- Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.

Falls far below expectations:

- Below 55% of the school's average subgroup achievement rate meets or exceeds standard.

State Board of Education comments:

School comments:

Measure 1i

How are **Students of Underserved Races/Ethnicities** achieving on state assessments in **MATH**?

Exceeds expectations:

- More than 85% of the school's average subgroup achievement rate meets or exceeds standard.

Meets expectations:

- Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.

Needs improvement:

- Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.

Falls far below expectations:

<input type="checkbox"/> Below 55% of the school's average subgroup achievement rate meets or exceeds standard.
State Board of Education comments:
School comments:

Measure 1j How are All students achieving on state assessments in READING ?
Exceeds expectations: <input type="checkbox"/> More than 85% of the school's average subgroup achievement rate meets or exceeds standard.
Meets expectations: <input type="checkbox"/> Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.
Needs improvement: <input type="checkbox"/> Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.
Falls far below expectations: <input type="checkbox"/> Below 55% of the school's average subgroup achievement rate meets or exceeds standard.
State Board of Education comments:
School comments:

Measure 1k How are All students achieving on state assessments in MATH ?
Exceeds expectations: <input type="checkbox"/> More than 85% of the school's average subgroup achievement rate meets or exceeds standard.
Meets expectations: <input type="checkbox"/> Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.
Needs improvement: <input type="checkbox"/> Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.
Falls far below expectations: <input type="checkbox"/> Below 55% of the school's average subgroup achievement rate meets or exceeds standard.
State Board of Education comments:
School comments:

2. Student Academic Growth

Measure 2a

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

Exceeds expectations:

- Median growth percentile of 60 or more

Meets expectations:

- Median growth percentile of between 35 and 59.5

Needs improvement:

- Median growth percentile of between 30 and 34.5

Falls far below expectations:

- Median growth percentile of lower than 30

State Board of Education comments:

School comments:

Measure 2b

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

Exceeds expectations:

- Median growth percentile of 60 or more

Meets expectations:

- Median growth percentile of between 35 and 59.5

Needs improvement:

- Median growth percentile of between 30 and 34.5

Falls far below expectations:

- Median growth percentile of lower than 30

State Board of Education comments:

School comments:

3. Subgroup Growth

Measure 3a

Is the school increasing academic performance for **Economically Disadvantaged** students in **READING**? (Median Growth Percentile)

Exceeds expectations:

- Median growth percentile of 60 or more

Meets expectations:

- Median growth percentile of between 35 and 59.5

Needs improvement:

- Median growth percentile of between 30 and 34.5

Falls far below expectations:

- Median growth percentile of lower than 30

State Board of Education comments:

School comments:

Measure 3b

Is the school increasing academic performance for **Economically Disadvantaged** students in MATH? (Median Growth Percentile)

Exceeds expectations:

- Median growth percentile of 60 or more

Meets expectations:

- Median growth percentile of between 35 and 59.5

Needs improvement:

- Median growth percentile of between 30 and 34.5

Falls far below expectations:

- Median growth percentile of lower than 30

State Board of Education comments:

School comments:

Measure 3c

Is the school increasing academic performance for **English Learner** students in READING? (Median Growth Percentile)

Exceeds expectations:

- Median growth percentile of 60 or more

Meets expectations:

- Median growth percentile of between 35 and 59.5

Needs improvement:

- Median growth percentile of between 30 and 34.5

Falls far below expectations:

- Median growth percentile of lower than 30

State Board of Education comments:

School comments:

Measure 3d

Is the school increasing academic performance for **English Learner** students in MATH? (Median Growth Percentile)

Exceeds expectations:

<input type="checkbox"/> Median growth percentile of 60 or more
Meets expectations: <input type="checkbox"/> Median growth percentile of between 35 and 59.5
Needs improvement: <input type="checkbox"/> Median growth percentile of between 30 and 34.5
Falls far below expectations: <input type="checkbox"/> Median growth percentile of lower than 30
State Board of Education comments:
School comments:

Measure 3e Is the school increasing academic performance for Students with Disabilities in READING? (Median Growth Percentile)
Exceeds expectations: <input type="checkbox"/> Median growth percentile of 60 or more
Meets expectations: <input type="checkbox"/> Median growth percentile of between 35 and 59.5
Needs improvement: <input type="checkbox"/> Median growth percentile of between 30 and 34.5
Falls far below expectations: <input type="checkbox"/> Median growth percentile of lower than 30
State Board of Education comments:
School comments:

Measure 3f Is the school increasing academic performance for Students with Disabilities in MATH? (Median Growth Percentile)
Exceeds expectations: <input type="checkbox"/> Median growth percentile of 60 or more
Meets expectations: <input type="checkbox"/> Median growth percentile of between 35 and 59.5
Needs improvement: <input type="checkbox"/> Median growth percentile of between 30 and 34.5
Falls far below expectations: <input type="checkbox"/> Median growth percentile of lower than 30
State Board of Education comments:

School comments:

Measure 3g

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

Exceeds expectations:

- Median growth percentile of 60 or more

Meets expectations:

- Median growth percentile of between 35 and 59.5

Needs improvement:

- Median growth percentile of between 30 and 34.5

Falls far below expectations:

- Median growth percentile of lower than 30

State Board of Education comments:

School comments:

Measure 3h

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

Exceeds expectations:

- Median growth percentile of 60 or more

Meets expectations:

- Median growth percentile of between 35 and 59.5

Needs improvement:

- Median growth percentile of between 30 and 34.5

Falls far below expectations:

- Median growth percentile of lower than 30

State Board of Education comments:

School comments:

4. Individual Student Growth

Measure 4a

Are **All** students in grades 1-8 making academic progress in READING? (EasyCBM percentile for students who took the fall and spring benchmark assessments)

Exceeds expectations:

- The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.

Meets expectations:

- The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.

Needs improvement:

- The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.

Falls far below expectations:

- The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.

State Board of Education comments:

School comments:

Measure 4b

Are **All** students in grades 1-8 making academic progress in MATH? (EasyCBM percentile for students who took the fall and spring benchmark assessments)

Exceeds expectations:

- The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.

Meets expectations:

- The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.

Needs improvement:

- The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.

Falls far below expectations:

- The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.

State Board of Education comments:

School comments:

Measure 4c

Are **Economically Disadvantaged** students in grades 1-8 making progress in READING? (EasyCBM percentile for students who took the fall and spring benchmark assessments)

Exceeds expectations:

- The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.

Meets expectations:

- The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.

Needs improvement:

<input type="checkbox"/> The spring percentage of all students who performed below the 50 th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50 th percentile.
Falls far below expectations: <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.
State Board of Education comments:
School comments:

Measure 4d Are Economically Disadvantaged students in grades 1-8 making progress in MATH? (EasyCBM percentile for students who took the fall and spring benchmark assessments)
Exceeds expectations: <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.
Meets expectations: <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.
Needs improvement: <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.
Falls far below expectations: <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.
State Board of Education comments:
School comments:

Measure 4e Are English Learners students in grades 1-8 making progress in READING? (EasyCBM percentile for students who took the fall and spring benchmark assessments)
Exceeds expectations: <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.
Meets expectations: <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.
Needs improvement: <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.
Falls far below expectations: <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is higher than

the fall percentage of all students who performed below the 50 th percentile.
State Board of Education comments:
School comments:

<p>Measure 4f Are English Learners students in grades 1-8 making progress in MATH? (EasyCBM percentile for students who took the fall and spring benchmark assessments)</p>
<p>Exceeds expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.
<p>Meets expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.
<p>Needs improvement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.
<p>Falls far below expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.
State Board of Education comments:
School comments:

<p>Measure 4g Are Special Education students in grades 1-8 making progress in READING? (EasyCBM percentile for students who took the fall and spring benchmark assessments)</p>
<p>Exceeds expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.
<p>Meets expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.
<p>Needs improvement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.
<p>Falls far below expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.
State Board of Education comments:
School comments:

Measure 4h

Are **Special Education** students in grades 1-8 making progress in MATH? (EasyCBM percentile for students who took the fall and spring benchmark assessments)

Exceeds expectations:

- The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.

Meets expectations:

- The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.

Needs improvement:

- The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.

Falls far below expectations:

- The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.

State Board of Education comments:

School comments:

Measure 4i

Are **Underserved Races/Ethnicities** students in grades 1-8 making progress in READING? (EasyCBM percentile for students who took the fall and spring benchmark assessments)

Exceeds expectations:

- The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.

Meets expectations:

- The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.

Needs improvement:

- The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.

Falls far below expectations:

- The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.

State Board of Education comments:

School comments:

Measure 4j

Are **Underserved Races/Ethnicities** students in grades 1-8 making progress in MATH? (EasyCBM percentile for students who took the fall and spring benchmark assessments)

Exceeds expectations:

- The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.

Meets expectations:

- The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.

Needs improvement:

- The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.

Falls far below expectations:

- The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.

State Board of Education comments:

School comments:

5. Alignment of Core Classes to Standards

Measure 5a

Is the school aligning its materials, planning, and instruction in core content to the adopted State Standards in grades K-6?

Meets expectations:

- School is offering all required core subjects and has aligned all materials, planning, and instruction to State Standards and has articulated this through detailed curriculum alignments, or other methods.

Needs improvement:

- School is offering all required core subjects but has not fully aligned all materials, planning, and instruction to State Standards and has not fully articulated this through detailed curriculum alignments, or other methods.

Falls far below expectations:

- School is not offering all required core subjects and/or has not aligned all materials, planning, and instruction to State Standards.

State Board of Education comments:

School comments:

Measure 5b

Is the school aligning its materials, planning, and instruction in core content to the adopted State Standards in grades 7-8?

Meets expectations:

- School is offering all required core subjects and has aligned all materials, planning, and instruction to State Standards and has articulated this through detailed course descriptions, curriculum alignments, or other methods.

Needs improvement:

- School is offering all required core subjects but has not fully aligned all materials, planning, and instruction to State Standards and has not fully articulated this through detailed course descriptions, curriculum alignments, or other methods.

Falls far below expectations:

- School is not offering all required core subjects and/or has not aligned all materials, planning, and instruction to State Standards.

State Board of Education comments:

School comments:

6. School goals and recommendations (academic)

Measure 6a

Did the school meet the academic goals it set forth in its 2014-15 School Improvement Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)

Measure 6b

Did the school implement the academic recommendations from the State Board of Education in the 2014-15 annual report?

Recommendation from the State Board of Education	Recommendation implemented? (School response)	Why or why not? (School response)

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 expectations: <input type="checkbox"/> Current ratio is greater than or equal to 1.1
Needs improvement: <input type="checkbox"/> Current ratio is between .9 and 1.0 or equals 1.0
Falls far below expectations: <input type="checkbox"/> Current ratio is less than or equal to .9
State Board of Education comments:
School comments:

Measure 7b Unrestricted days cash: Unrestricted cash divided by ((total expenses minus depreciation expense) / 365)
Meets expectations: <input type="checkbox"/> 60 days cash
Needs improvement: <input type="checkbox"/> Days cash is between 15 and 30 days
Falls far below expectations: <input type="checkbox"/> Fewer than 15 days cash
State Board of Education comments:
School comments:

Measure 7c Enrollment variance: actual enrollment divided by enrollment projection in charter school board-approved budget
Meets expectations: <input type="checkbox"/> Enrollment variance equals or exceeds 95% in the most recent year
Needs improvement: <input type="checkbox"/> Enrollment variance is between 85-95% in the most recent year
Falls far below expectations: <input type="checkbox"/> Enrollment variance is less than 85% in the most recent year
State Board of Education comments:
School comments:

Measure 7d Default
Meets expectations: <input type="checkbox"/> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments
Needs improvement: <input type="checkbox"/> School is delinquent with debt service payments
Falls far below expectations: <input type="checkbox"/> School is in default of loan covenant(s)
State Board of Education comments:
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 expectations: <input type="checkbox"/> Aggregated 3-year total margin is positive and the most recent year total margin is positive
Needs improvement: <input type="checkbox"/> Aggregated 3-year total margin is greater than -1.5%, but trend does not “meet standard” (above)
Falls far below expectations: <input type="checkbox"/> Aggregated three-year total margin is less than or equal to -1.5% and the most recent year total margin is less than -10%
State Board of Education comments:
School comments:

Measure 8b Debt to asset ratio: Total liabilities divided by total assets
Meets expectations: <input type="checkbox"/> Debt-to-asset ratio is less than .9
Needs improvement: <input type="checkbox"/> Debt-to-asset ratio is between .9 and 1.0
Falls far below expectations: <input type="checkbox"/> Debt-to-asset ratio is greater than 1.0
State Board of Education comments:
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 expectations:

- Multi-year cumulative cash flow is positive and cash flow is positive each year

Needs improvement:

- Multi-year cumulative cash flow is positive, but trend does not “meet standard” (above)

Falls far below expectations:

- Multi-year cumulative cash flow is negative

State Board of Education comments:

School comments:

Measure 8d

Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest, and lease payments)

Meets expectations:

- Debt service coverage ratio is equal to or exceeds 1.1

Needs Improvement :

- Debt service coverage ratio is less than 1.1

State Board of Education comments:

School comments:

Measure 8e

Is the school meeting financial reporting and compliance requirements?

Meets expectations:

- 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

Needs improvement

- The school did not comply 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

Falls far below expectations:

- 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: <ul style="list-style-type: none"> ● Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit ● All other reporting requirements related to the use of public funds
State Board of Education comments:
School comments:

Measure 8f Is the school following Generally Accepted Accounting Principles (GAAP)?
Meets expectations: <ul style="list-style-type: none"> ❑ 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: <ul style="list-style-type: none"> ● 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
Needs Improvement: <ul style="list-style-type: none"> ❑ The school did not comply 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: <ul style="list-style-type: none"> ● 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
Falls far below expectations: <ul style="list-style-type: none"> ❑ 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: <ul style="list-style-type: none"> ● 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
State Board of Education comments:
School comments:

9. School goals and recommendations (financial)

Measure 9a

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

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)

Measure 9b

Did the school implement the financial recommendations from the State Board of Education in the 2014-15 annual report?

Recommendation from the State Board of Education	Recommendation implemented? (School response)	Why or why not? (School response)

Organizational Performance: data elements and sources

The purpose of the Organizational Performance section of the Annual Evaluation 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
- Student accounting reports
- 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 and governing board that it is compliant with all applicable requirements

Organizational Performance

10. Education Program

Measure 10a Is the school implementing the material terms (including curriculum, required instructional time, records, non-religious, non-discrimination standards, enrollment requirements, student registration, education of students under idea, enrollment of sped students) of the education program as defined in the current charter contract?
Meets expectations: <input type="checkbox"/> The school implemented the material terms of the education program 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.
Needs Improvement: <input type="checkbox"/> The school did not implement all terms of the education program and the education program in operation does not reflect the material terms as defined in the charter contract, or the school implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.
Falls far below expectations: <input type="checkbox"/> The school failed to implement the material terms of the education program and the education program in operation does not reflect the material terms as defined in the charter contract.
State Board of Education comments:
School comments:

Measure 10b Is the school complying with applicable education requirements?
Meets expectations: <input type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: <ul style="list-style-type: none">• Instructional days and/or minutes requirements• Graduation and promotion requirements• Content standards, including Common Core State Standards• The administration of state assessments• Implementation of mandated programming as a result of state or federal funding
Needs Improvement: <input type="checkbox"/> The school did not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: <ul style="list-style-type: none">• Instructional days and/or minutes requirements• Graduation and promotion requirements• Content standards, including Common Core State Standards• The administration of state assessments• Implementation of mandated programming as a result of state or federal funding
Falls far below expectations: <input type="checkbox"/> 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

State Board of Education comments:

School comments:

Measure 10c

Is the school protecting the rights of students with disabilities?

Meets expectations:

- 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

Needs improvement:

- Consistent with the school's status as a school in a district LEA, the school did not comply 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

Falls far below expectations:

- 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

State Board of Education comments:

School comments:

Measure 10d

Is the school protecting the rights of English Language Learner students?

Meets expectations:

- 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

Needs improvement:

- The school did not comply 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

Falls far below expectations:

- The school was materially out of compliance 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

State Board of Education comments:

School comments:

11. Governance and Reporting

Measure 11a

Is the school complying with applicable governance requirements?

Meets expectations:

- 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

Needs improvement:

- The school did not comply 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

Falls far below expectations:

- 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

State Board of Education comments:

School comments:

Measure 11b

Is the school holding its administration accountable?

Meets expectations:

- 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, which may include holding it accountable for performance expectations (which may or may not be agreed to under a written performance agreement as agreed to by the school's board.)
 - The board conducting an annual evaluation of the administrator's performance

Needs improvement:

- The school did not comply 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, which may include holding it accountable for performance expectations (which may or may not be agreed to under a written performance agreement as agreed to by the school's board.)
 - The board conducting an annual evaluation of the administrator's performance

Falls far below expectations:

- 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, which may include holding it accountable for performance expectations (which may or may not be agreed to under a written performance agreement as agreed to by the school's board.)
 - The board conducting an annual evaluation of the administrator's performance

State Board of Education comments:

School comments:

Measure 11c

Is the school complying with reporting requirements?

Meets expectations:

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including but not limited to:
 - Accountability 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 State Board of Education

Needs improvement:

- The school did not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including but not limited to:
 - Accountability 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 State Board of Education

Falls far below expectations:

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

State Board of Education comments:

School comments:

12. Students and Employees

Measure 12a

Is the school protecting the rights of all students?

Meets expectations:

- 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)

Needs improvement:

- The school did not comply 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)

Falls far below expectations:

- 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)

State Board of Education comments:

School comments:

Measure 12b

Is the school meeting teacher and other staff credentialing requirements?

Meets expectations:

- 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.

Needs improvement:

- The school did not comply 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.

Falls far below expectations:

- 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.

State Board of Education comments:

School comments:

13. School Environment

Measure 13a

Is the school complying with facilities and transportation requirements?

Meets expectations:

- 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

Needs improvement:

- The school did not comply 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

Falls far below expectations:

- ☐ 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

State Board of Education comments:

School comments:

Measure 13b

Is the school complying with health and safety requirements?

Meets expectations:

- ☐ 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 applicable to charter schools, including, but not limited to:
 - Appropriate nursing services and dispensing of pharmaceuticals
 - Food service requirements

Needs improvement:

- ☐ The school did not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, applicable to charter schools, including, but not limited to:
 - Appropriate nursing services and dispensing of pharmaceuticals
 - Food service requirements

Falls far below expectations:

- ☐ 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, applicable to charter schools, including, but not limited to:
 - Appropriate nursing services and dispensing of pharmaceuticals
 - Food service requirements

State Board of Education comments:

School comments:

Measure 13c

Is the school handling information appropriately?

Meets expectations:

- ☐ 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

Needs improvement:

- The school did not comply 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

Falls far below expectations:

- 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

State Board of Education comments:

School comments:

14. Additional Obligations

Measure 14a

Is the school complying with all other obligations?

Meets expectations:

- 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 State Board of Education
 - Action items assigned by the State Board of Education
 - Legal and contractual requirements by other entities to which the charter school is accountable (e.g. ODE, District)

Needs improvement:

- The school did not comply 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 State Board of Education
 - Action items assigned by the State Board of Education
 - Legal and contractual requirements by other entities to which the charter school is

accountable (e.g. ODE, District)

Falls far below expectations:

- ❑ 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 State Board of Education
 - Action items assigned by the State Board of Education
 - Legal and contractual requirements by other entities to which the charter school is accountable (e.g. ODE, District)

State Board of Education comments:

School comments:

15. School goals and recommendations (organizational)

Measure 15a

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

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)

Measure 15b

Did the school implement the organizational recommendations from the State Board of Education in the 2014-15 annual report?

Recommendation from the State Board of Education	Recommendation implemented? (School response)	Why or why not? (School response)