

***Lourdes Public Charter School
Evaluation Report for 2016-17***

Center for Student Success



Charter School

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Evaluation Purpose

This evaluation is a third-party evaluation of Lourdes Public Charter School during its 18th year of operation, 2016-17.

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INTRODUCTION

In spring 2017, the Scio School District (SSD) administration commissioned the Center for Student Success (CSS)—a research and program evaluation center at Portland State University—to conduct an evaluation of Lourdes Public Charter School for the 2016-17 school year. This is the sixth year that the SSD has requested a third-party evaluation of Lourdes by CSS. This report communicates the findings and recommendations of that evaluation.

During the evaluation process, the CSS evaluator reviewed multiple documents provided by Lourdes school staff, interviewed key stakeholders at the school and communicated with school and district staff via email and telephone to ensure the school is: 1) fulfilling the provisions of its charter with the SSD; and 2) fully complying with federal and state statutory requirements regarding charter school operations and accountability in Oregon.

Since CSS had conducted several prior evaluations of Lourdes, the school principal was already familiar with the evaluation process. However, the rubric had been revised since Lourdes' last evaluation. Therefore, the CSS evaluator shared the new rubric with the principal prior to the commencement of the evaluation. On 5/11/17, the CSS evaluator emailed the 2016-17 evaluation rubric and the list of suggested artifacts to be included in the collection of evidence to the Lourdes principal.

The CSS evaluator engaged in email communication with the principal to identify a date for the official site visit: 6/1/17 was selected. On the day of the site visit, the CSS evaluator met with the principal and other staff, interviewed six students, reviewed documents that the principal had collected and observed teaching and learning in several classrooms. Observations included two math classes with a mix of grades 1-3, seventh and eighth graders studying family histories with one instructor, and then the instructors changed and the lesson transitioned to answering questions about a novel they were reading—White Fang.

After the site visit—throughout the summer and into the fall 2017—the CSS evaluator made numerous requests to the Lourdes principal for additional information to answer remaining questions and to clarify information. By mid October, because many questions still remained, the principal and evaluator decided that a second site visit to Lourdes would be beneficial. The evaluator returned to the charter school on 10/27/17. The visit included more document review, as well as additional conversations with the principal.

On 11/2/17, the CSS evaluator conducted a phone interview with the Lourdes board chair to gain perspective on long-term charter school plans as well as board governance and stability, fiscal sustainability, and evaluation of the school's administration. The evaluator sent the board chair a copy of the questions prior to the interview to provide the chair with an opportunity to review the questions in advance.

On 11/10/17, the evaluator interviewed the Lourdes bookkeeper over the phone regarding her responsibilities for maintaining the school's payroll and accounting system. The questions to be asked by the evaluator were emailed to the bookkeeper in advance to allow her to prepare for the conversation.

Evaluation of Lourdes is based on the school's performance relative to: 1) federal and state statutes pertaining to the administration of charter schools; 2) general standards of effective school operation; and 3) additional requirements of the Scio School District as a condition of charter authorization. These additional requirements are described in the Charter School Agreement between Lourdes and the SSD.

In order to evaluate the school's performance, the Center for Student Success applied a rubric developed (by CSS) and based on the National Association of Charter School Authorizers' standards. The rubric encompasses three frameworks: Academic Performance, Organizational Performance and Financial Performance.

Within each framework, specific measures are identified to assess how effectively the school is functioning in that area. Using the criteria provided in the rubric, the evaluator assigns a rating to each measure indicating whether the school *exceeds, meets, approaches or does not meet* expectations. The evaluator determines the rating on the basis of the review of the evidence provided by the charter school as well as from evidence collected during the interviews and the site visits. The rubric was provided to Lourdes and to the SSD prior to the commencement of the evaluation process.

It is important to note that because of the small size of the charter school, comparison of student achievement data (between Lourdes and the district) for subgroups is not possible as the subgroups have either no students or less than six students and achievement data is suppressed. Consequently, for several measures pertaining to student achievement the school is not rated.

Since this report was commissioned by the Scio School District administration it remains the property of the school district. A draft copy of the report was provided to the SSD superintendent and the principal of Lourdes Charter School prior to final publication giving them the opportunity to correct any factual inaccuracies prior to the report being printed.

SCHOOL HISTORY

Lourdes is a small, public charter school with a long and unique history. The school was founded in 1898 as Bender School to serve a rural agricultural and logging community. The school operated for decades as a small K-8 option for the local community. In the early part of the 20th century the school moved to its current location on Jordan Road and became known as the Lourdes School.

Continuing its eventful history, Lourdes School opened in 1999 as the very first charter school in Oregon. Over the past 18 years, the school has maintained its independent spirit, its impressive community support, and the flavor of a rural country school.

FRAMEWORK 1: Academic Performance

ACADEMIC INDICATORS

Indicator 1: State & Federal Accountability		
Measure 1a. Is the school meeting standards according to the Oregon school accountability system?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School received the highest rating (5) from the state accountability system.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School received a passing rating (4) from the state accountability system.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> School received a below passing (3) rating from the state accountability system.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School was identified as needing intervention or considered failing by the state accountability system (rated a 1 or 2).
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.
Measure 1b. Is the school meeting the target of 57.0% of all students meeting or exceeding on state ELA assessments?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> At least 57.0% of all students met or exceeded the standard on the state ELA assessment at all tested grades in the school.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Less than 57.0% of all students met or exceeded the standard on the state ELA assessment at all tested grades in the school.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.
Measure 1c. Is the school meeting the target of 47.0% of all students meeting or exceeding on state math assessments?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> At least 47.0% of all students met or exceeded the standard on the state math assessment at all tested grades in the school.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Less than 47.0% of all students met or exceeded the standard on the math ELA assessment at all tested grades in the school.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.

Evidence:

- *Lourdes Oregon Report Card 2016-17*
- *Lourdes Report Card Rating Details Report 2016-17*

Narrative:

Measure 1a. Is the school meeting standards according to the Oregon school accountability system?

As stated on the 2016-17 Oregon Report Card:

“The Oregon Department of Education (ODE) will not assign summative, overall ratings to schools on the 2016-17 report cards given the upcoming implementation of the Every Student Succeeds Act (ESSA) in 2017-18. However, the ODE will report indicator ratings (e.g., achievement, growth, graduation, etc.) for each school and student group in the 2016-17 Report Card (RC) Rating Details report.”

Measure 1b. Is the school meeting the target of 57.0% of all students meeting or exceeding the standard on state ELA assessments?

Based on data presented on the 2016-17 Oregon Report Card, 57.1% of Lourdes students (in the grade levels required to test) met or exceeded the state standard (i.e., earned a 3 or 4) on the SBAC in ELA. The school is slightly higher than the 57.0% target and thus earns the highest rating possible for this measure—meets standard. It is worth noting that the percentage of Lourdes students performing at level 3 or 4 on the SBAC in ELA in 2016-17 was noticeably lower than the previous year (57.1% in 2016-17 compared to 77.8% in 2015-16). The school is encouraged to explore possible reasons for the dip in the percentage of students meeting state standard and take appropriate steps to ensure the dip does not become a downward trend.

Measure 1c. Is the school meeting the target of 47.0% of all students meeting or exceeding the standard on state math assessments?

Based on data presented on the 2016-17 Oregon Report Card, 53.6% of Lourdes students (in the grade levels required to test) met or exceeded the state standard (i.e., earned a 3 or 4) on the SBAC in mathematics. The school surpasses the 47.0% target and thus earns the highest rating possible for this measure—meets standard. The percentage of students meeting or exceeding the state standard in 2016-17 in math was slightly lower than what was reported in 2015-16.

Calculation of Lourdes’s Academic Achievement Indicators for ELA and math are seen in Table 1.

Table 1. Academic Achievement Indicator for ALL Students at Lourdes

	2015-16		2016-17		Targets	Did Lourdes meet the target?
	# Tests	% Level 3/4	# Tests	% Level 3/4		
ELA	9	77.8%	28	65.3%	57.0%	Yes
Math	9	55.6%	28	53.6%	47.0%	Yes

Recommendation:

Although Lourdes’ participation rate in ELA and math state assessments increased from the previous year, the charter school still failed to meet the 94.5% participation rate target with a 44.6% participation rate in SBAC ELA and math in 2016-17. The CSS evaluator recommends Lourdes staff continue to emphasize the importance of their students’ participation in the state assessments and continue to explore ways to increase participation. It is worth noting, that participation in state assessments is one of the three requirements identified in Exhibit B of the Charter School Agreement.

Indicator 2: Student Achievement by Subgroups		
Measure 2a. How are Economically Disadvantaged students achieving on state assessments in English language arts compared to Economically Disadvantaged students in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.
Measure 2b. How are Economically Disadvantaged students achieving on state assessments in math compared to Economically Disadvantaged students in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.
Measure 2c. How are English Learner students achieving on state assessments in English language arts compared to English Learner students in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 2d. How are English Learner students achieving on state assessments in math compared to English Learner students in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.
Measure 2e. How are Students with Disabilities achieving on state assessments in English language arts compared to Students with Disabilities in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.

Measure 2f. How are Students with Disabilities achieving on state assessments in math compared to Students with Disabilities in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 2g. How are Hispanic/Latino students achieving on state assessments in English language arts compared to Hispanic/Latino students in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 2h. How are Hispanic/Latino students achieving on state assessments in math compared to Hispanic/Latino students in the sponsoring district?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.

Evidence:

- *Lourdes Report Card Rating Details Report, 2016-17*
- *Scio School District Measures of Interim Progress (MIP) Details Report, 2016-17*

Narrative:

Given that the charter school's 2016-17 state assessment participation rate of 44.6% falls well below the target of 94.5%, the available tests may not be representative of all students required to test. ODE suggests the assessment results be interpreted with caution.

Furthermore, for each of the four subgroups identified in Measure 2, Lourdes had less than six students in the subgroup tested (or no students in the subgroup) and consequently there was no data or the data was suppressed. Hence, no comparison with district results is possible and the school is given a 'no rating' for Measures 2a-2h.

Indicator 3: Student Academic Growth		
Measure 3a. To what extent are students making expected annual academic growth in English language arts compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets:</i> Combined median growth percentile is between 50 to 64.5
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Approaches:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 3b. To what extent are students making expected annual academic growth in mathematics compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets:</i> Combined median growth percentile is between 50 to 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.

Evidence:

- *Lourdes Report Card Rating Details Report, 2016-17*

Narrative:

Excerpted from the Report Card Rating Details Report:

“The Academic Growth indicator uses the Colorado Growth model to measure student growth in English language arts and mathematics as compared to academic peers (i.e., students throughout the state who have a similar English language arts or mathematics test score history).

The growth model examines a student’s current performance as compared to that of his/her academic peers with a similar test score history, and expresses it as a percentile. (i.e., a ranking from to 99 where 99 is the highest). For example, a growth percentile of 50 in English language arts would indicate that a student had typical or average growth compared to all other students in the state with similar prior test scores. A growth percentile of 80 would indicate that a student’s growth was as high or higher than 80 percent of his/her academic peers.

The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the ‘typical’ growth at the school. For example, a median growth percentile of 65 in mathematics would indicate that they typical student in the school exhibited growth in mathematics as high or higher than 65 percent of his/her academic peers. The median growth percentile is the basis for the Academic Growth ratings for English language arts and mathematics.”

Measure 3a. To what extent are students making expected annual academic growth in English language arts compared to their academic peers as reported on the Oregon Report Card?

Measure 3b. To what extent are students making expected annual academic growth in mathematics compared to their academic peers as reported on the Oregon Report Card?

Table 2 shows the calculation of the Academic Growth indicator for all Lourdes students in ELA and mathematics. According to the Report Card Rating Details Report, in ELA the Combined Median Growth Percentile was 49.0—indicating the typical Lourdes student in the school exhibited growth in ELA as high or higher than 49.0% of academic peers. Based on the rubric criteria, the school is rated ‘approaching’ for this measure. In mathematics, the Median Growth Percentile was 59.0. These results indicate that Lourdes students showed typical growth in mathematics from 2015-16 to 2016-17, thus the school was rated ‘meeting’ for measure 3b.

Table 2. Academic Growth in ELA and Math – Lourdes’ Students 2015-16 to 2016-17

	2015-16		2016-17		Combined Median Growth Percentile
	Students	Median Growth Percentile	Students	Median Growth Percentile	
ELA (All Students)	6	32.0	12	58.5	49.0
Math(All Students)	6	41.0	12	65.0	59.0

Indicator 4: Student Academic Growth by Subgroups		
Measure 4a. To what extent are Economically Disadvantaged students making expected annual academic growth in English language arts compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 4b. To what extent are Economically Disadvantaged students making expected annual academic growth in math compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 4c. To what extent are English Learner students making expected annual academic growth in English language arts compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 4d. To what extent are English Learner students making expected annual academic growth in math compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 4e. To what extent are Students with Disabilities making expected annual academic growth in English language arts compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.

Measure 4f. To what extent are Students with Disabilities making expected annual academic growth in math compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 4g. To what extent are Hispanic/Latino students making expected annual academic growth in English language arts compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.
Measure 4h. To what extent are Hispanic/Latino students making expected annual academic growth in math compared to their academic peers as reported on the Oregon Report Card?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> Combined median growth percentile of 65 or more
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> Combined median growth percentile is between 50 and 64.5
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> Combined median growth percentile is between 40 and 49.5.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> Combined median growth percentile lower than 40.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative below for rationale for no rating.

Evidence:

- *Lourdes Report Card Rating Details Report 2016-17*

Narrative:

From the Report Card Rating Details Report:

“The Student Group Growth indicator measures the growth of historically underserved student groups. It disaggregates the Academic Growth indicator and reflects the growth for economically disadvantaged, English learners, students with disabilities, and historically underserved races/ethnicities. The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the ‘typical’ growth for each student group.”

For this evaluation, data for four subgroups are reported: students who are economically disadvantaged, English learners, students with disabilities, and Hispanic/Latino students. To receive a Student Group Growth indicator rating, a student group must meet the minimum size requirement for Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and at least 30 students with growth percentiles. Lourdes had fewer than six students in each of the subgroups with growth percentiles and consequently no rating is possible for Measures 4a-4h.

Indicator 5: Graduation & Postsecondary Readiness (high school only)

Measure 5a. What percentage of students are graduating within four years of entering high school as compared to the average graduation rate in the district?

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds:</i> School's average graduation rate exceeds the average graduation rate in the district.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets:</i> School's average graduation rate is equal to the average graduation rate in the district.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet:</i> School's average graduation rate is lower than the average graduation rate in the district.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not apply.</i>

Measure 5b. What percentage of students are graduating within four years of entering high school as compared to the average graduation rate in like schools?

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average graduation rate exceeds the average graduation rate in like schools.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average graduation rate is equal to the average graduation rate in like schools.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average graduation rate is lower than the average graduation rate in like schools.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not apply.</i>

Measure 5c. What percentage of students receive a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to the average district completion rate?

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average completion rate exceeds the average completion rate in the district.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average completion rate is equal to the average completion rate in the district.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average completion rate is lower than the average completion rate in the district.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not apply.</i>

Measure 5d. What percentage of students receive a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to like schools?

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average completion rate exceeds the average completion rate in like schools.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average completion rate is equal to the average completion in like schools.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average completion rate is lower than the average completion rate in like schools.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not apply.</i>

Measure 5e. What percentage of students dropped out during the school year and did not re-enroll as compared to average dropout rate in the district?

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average dropout rate is lower than the average dropout rate in the district.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average dropout rate is equal to the average dropout rate in the district.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average dropout rate exceeds the average dropout rate in the district.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not apply.</i>

Measure 5f. What percentage of students dropped out during the school year and did not re-enroll as compared to average dropout rate in like schools?

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> School's average dropout rate is lower than the average dropout rate in like schools.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> School's average dropout rate is equal to the average dropout rate in the like schools.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> School's average dropout rate exceeds the average dropout rate in like schools.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not apply.</i>

Measure 5g. What percentage of high school graduates are enrolled in postsecondary institutions within 16 months after graduating?		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> The percent of students who enroll in a community college or four-year university within 16 months of graduation exceeds the district performance.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The percent of students who enroll in a community college or four-year university within 16 months of graduation is equal to the district performance.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The percent of students who enroll in a community college or four-year university within 16 months of graduation is less than the district performance.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Does not apply.</i>

Evidence:

Not applicable.

Narrative:

Not applicable.

FRAMEWORK 2: Organizational Performance

Indicator 6: Mission and Key Design Elements		
<p>Measure 6a. To what extent is the school executing its mission and implementing the key design elements outlined in the charter agreement?</p> <p><i>Criteria: All stakeholders share a common and consistent understanding of the school's mission and key design elements as outlined in the charter agreement or subsequent amendments. The school has fully implemented its mission and key design elements in the approved charter or subsequent amendments.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding mission and key design elements.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding mission and key design elements.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding mission and key design elements.
<p>Measure 6b. To what extent is the school promoting parental involvement and getting feedback from parents regarding their level of satisfaction with the education program and with their child's academic progress?</p> <p><i>Criteria: The school has systems in place to communicate policies or student performance to parents. Families are able to use the school's communication system to access information about their child's academic progress. The school has a clear process to garner parent input to help drive school improvement efforts. The school surveys parents at least annually with a response rate of at least 50%, and at least two-thirds of the survey respondents indicate they are satisfied with their students' academic progress and with the education program overall.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding parental involvement and level of satisfaction.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding parental involvement and level of satisfaction.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding parental involvement and level of satisfaction.

Evidence:

- *Charter School Agreement*
- *Exhibit B to Charter School Agreement*
- *School website*
- *Student/Parent Handbook*
- *Employee Handbook*
- *Volunteer Handbook*
- *Promotional brochure about Lourdes (posted on the school's website)*
- *Results from the 2017 Lourdes Parent Survey (conducted by AdvancED in Spring 2017)*
- *Interview with Lourdes principal*
- *Email communication with the SSD Director of Special Education*

Narrative:

Measure 6a. To what extent is the school executing its mission and implementing the key design elements outlined in the charter agreement?

The mission of Lourdes is documented on the school's website and in official school publications including the Student/Parent Handbook, the Employee Handbook and a promotional brochure. The mission states:

"Not one way for all learners . . . the right way for each."

The mission statement emphasizes the school's focus on individualization, and the size of the school helps make implementation of individualization possible. The Student/Parent Handbook states: "We believe that every child has special talents and potential, and it is the responsibility of the school, the family, and the community to support, encourage and nurture each student."

The Personalized Individual Education (PIE) is highlighted in many school documents as a hallmark feature of Lourdes. The charter proposal states: "Each student is treated as a unique individual with their own P.I.E. plan (Personalized Individual Education)." Although there is a significant amount of documentation emphasizing individualization at the school, feedback from parents about the level of individualized instruction occurring at Lourdes was not as convincing. Based on the parent survey conducted by AdvancED in Spring 2017, more than one in five Lourdes parents (22.2%) reported being neutral about the statement, "All of my child's teachers use a variety of teaching strategies and learning activities," and nearly one in four (23.1%) were neutral or disagreed with the statement: "All of my child's teachers meet his/her learning needs by individualizing instruction."

Recommendation:

Lourdes leadership is encouraged to collect more feedback from parents regarding their perception of the level of individualized instruction at Lourdes and ensure that the school is meeting the expectations as outlined in the charter agreement. It is important to recognize that while small class sizes help make individualized instruction possible, small classes do not guarantee that individualization will occur.

Multi-grade classrooms are identified in the charter proposal and charter agreement as a key feature present at Lourdes. Although blended, multi-grade classrooms can offer some benefits, it must also be noted that having students at different grade levels in the same classroom can also create challenges for staff. For example, in a 5th grade classroom if most of the students are advanced and working on 6th grade targets and goals, it may appear to the teacher that the other students are lagging behind, when in fact, they are performing right at grade level.

The Scio SD Director of Special Education reported that at times it has been challenging to help Lourdes staff understand that simply because not all students are meeting the high expectations put on them at the charter school, it does not necessarily indicate that those students who need more time, more or different support qualify for special education services. In many cases, the director reported, students may just need Tier 2 level interventions to help support their learning needs—not SDI (specially designed instruction).

Recommendation:

Lourdes staff is encouraged to develop a system of Tier 2 interventions for their students who are not making adequate progress with Tier 1 classroom instruction. Lourdes leadership should consider providing

staff with professional development in the area of Response to Intervention (RTI) with an emphasis on developing Tier 2 interventions.

Measure 6b. To what extent is the school promoting parental involvement and getting feedback from parents regarding their level of satisfaction with the education program and with their child's academic progress?

In the annual report to the Lourdes board (June 2017) the principal reported: Of the 24 families with children enrolled at Lourdes, 12 families had more than one student at the school and 18 families had experienced multiple years of enrollment at the school. The principal also reported that 100% of the 24 families volunteered in at least one Parent/Teacher Club activity during the 2016-17 school year. The Student/Parent Handbook emphasizes the expectations for parent involvement at Lourdes through volunteerism at the school and through participation in the Parent/Teacher Club:

“Parent Club Participation is another very important expectation at Lourdes. The goal is 100% participation by parents in our Parent/Teacher Club (PTC). Parents (at least one per family) are expected to attend monthly PTC meetings and to actively support all school functions and benefits. The success of the school is determined by the total involvement of our parents and teachers in this very worthwhile organization.”

Lourdes provides a comprehensive handbook for parents and community members who want to volunteer at the school. The Volunteer Handbook includes descriptions of tasks in which volunteers may engage, appropriate ways to interact and communicate with teachers and with students, expectations of volunteers during emergencies, classroom goals, and playground rules and expectations.

Commendation:

Lourdes is commended for emphasizing (and expecting) strong parent and community involvement at the school. Parents and community members have a vast array of volunteer opportunities through which they can support the school, teachers and students in meaningful ways. The emphasis on a collective, community responsibility for helping students learn supports the philosophy of the school.

Lourdes conducts an annual family survey to collect information about the level of satisfaction with the school and to gather parent feedback through their comments on the survey. When parents were asked to identify what they like most about Lourdes many responded that they placed a high value on the smallness of the school, the “sense of community,” the “personal/family atmosphere.” The low student/teacher ratio was also identified as a characteristic of Lourdes that parents appreciate.

While the smallness of the school was identified by many as a benefit, some parents also expressed concerns about the size of the school noting that social interactions with children of the same age was limited due to Lourdes being such a small school.

Another parent questioned the value of worksheets that were assigned to her child and suggested Lourdes staff explore more engaging teaching and learning strategies:

“While I appreciate the content in the worksheets, I don't know that worksheets are the most engaging way for [my son] to learn. I will continue to help him focus on completing those. I wonder if we can come up [with] more hands-on, kinetic ways for him to cover the material.”

Recommendation:

Frequent and consistent communication between parents and the school is also identified in the charter agreement as a key feature of Lourdes. It is worth noting that on the AdvancED survey, more than one in four Lourdes parents (25.9%) reported being neutral or disagreeing with the statement: "All of my child's teachers keep me informed regularly of how my child is being graded." Lourdes staff is encouraged to use this feedback from parents to improve and enhance frequent communication with parents about students' academic progress.

Indicator 7: Educational Program		
<p>Measure 7a. To what extent is the school providing the educational program and implementing the distinctive instructional practices as described in the current charter agreement?</p> <p><i>Criteria: The school implements the instructional practices that are consistent with the educational program described in its charter. Teachers demonstrate understanding and skill in the stated instructional practices. The instructional strategies are consistently implemented or the school has gained approval for a modification to the material terms of the charter agreement with respect to the educational program and/or instructional practices.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria related to providing the educational program and implementing the distinctive instructional practices as defined in the charter agreement.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria related to providing the educational program and implementing the distinctive instructional practices as defined in the charter agreement.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria related to providing the educational program and implementing the distinctive instructional practices as defined in the charter agreement.
<p>Measure 7b. Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?</p> <p><i>Criteria: The school regularly administers valid and reliable assessments that align to the school's curriculum. The school has a valid and reliable process for scoring and analyzing assessments. The school's assessment system includes measures of student performance for the purpose of interim, and summative evaluations of all students in each core content area. Data from the school's assessment system is used to analyze school wide performance and identify areas for improvement.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria related to assessment of student learning.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria related to assessment of student learning.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria related to assessment of student learning.
<p>Measure 7c. Is the school complying with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements?</p> <p><i>Criteria: The school complies with laws, rules, regulations and provisions in the charter agreement regarding: instructional days and/or minutes; graduation requirements; content standards, including Common Core State Standards; and the administration of state assessments.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement.

Measure 7d. Is the school protecting the rights of students with disabilities?

Criteria: The school complies with laws, rules, regulations and provisions in the charter agreement regarding the rights of students with disabilities specific to: equitable access and opportunity to enroll; identification and referral; appropriate involvement with the development and implementation of IEPs and 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.

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding protecting the rights of students with disabilities.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding protecting the rights of students with disabilities.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding protecting the rights of students with disabilities.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.

Measure 7e. Is the school protecting the rights of English Learner students?

Criteria: The school protects the rights of English Learner students by providing: 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; and ongoing monitoring of exited students.

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding protecting the rights of English Learner students.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding protecting the rights of English Learner students.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding protecting the rights of English Learner students.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Not rated:</i> See narrative for rationale for no rating.

Evidence:

- Charter School Agreement
- Lourdes Board policy
- Interview with Lourdes principal
- 2016-17 Student/Parent Handbook
- Classroom observations
- 2016-17 school calendar
- Curriculum documents/standards provided by principal
- Email communication with Scio SD superintendent
- Communication via telephone with Scio SD special education director

Narrative:

Measure 7a. To what extent is the school providing the educational program and implementing the distinctive instructional practices as described in the current charter agreement?

The charter proposal describes the rationale for creating the Lourdes Charter School: “We are seeking a charter because of our unique instructional delivery. This delivery is dependent upon the involvement of the school community.” During the site visit, the CSS evaluator did not observe “unique instructional delivery” occurring in the Lourdes classrooms—instruction appeared to be fairly traditional. However, the charter proposal also states that Lourdes will have a small student-teacher ratio that will facilitate multi-grade classrooms. During classrooms visits, the small class size and blend of students representing multiple grade levels in a classroom was evident. The blended classes throughout K-8 enable children to move up or down the curriculum levels according to each child’s ability.

The charter agreement also emphasizes the concept of community and involvement of parent and community members to help support the mission of the school. Volunteerism is recognized as a critical factor in the success of the school. During both site visits to Lourdes, parents were observed at the school volunteering in a variety of capacities.

Measure 7b. Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?

As previously noted, Lourdes administers the SBAC for ELA and math as required by the charter agreement. Also noted, is that while participation in 2016-17 fell below the state target of 94.5%, participation in SBAC did increase at Lourdes from 26.5% in 2015-16 to 44.6% in 2016-17.

In addition to the required state assessments, Lourdes also administers the Measures of Academic Progress (MAP) assessment—a norm-referenced measure of student growth over time. Curriculum-based assessments (in the form of pre and post tests) are also regularly used by Lourdes teachers. Most of the curriculum assessments are included and embedded in the adopted curriculum.

Evidence suggests that Lourdes has an adequate assessment system in place to evaluate student learning.

Measure 7c. Is the school complying with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements?

Based on a review of the school’s curriculum and conversations with the principal, Lourdes appears to be in compliance with laws, rules and regulations requiring that the school’s curriculum be aligned with state standards. In addition, Lourdes is in compliance with requirements pertaining to the administration of state assessments.

OAR 581-022-1620 requires that schools provide a minimum of 900 hours of instructional time for kindergarten through 8th grade students beginning in 2015-16. Included in the OAR is the following:

- “(3) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:
 - (a) For kindergarten programs offering less than 900 hours or more of instructional time, up to 60 hours of recess;
 - (b) For kindergarten programs offering 900 hours or more of instructional time, up to 30 hours of recess;
 - (c) For grades 1-3, up to 60 hours of recess;
 - (d) Up to 30 hours for staff professional development.”

Table 3 shows the calculation of instructional time for Lourdes students in grades 1-3 and grades 4-8 in 2016-17 based on the school calendar and information provided by the school principal. (Note: No kindergarteners were enrolled at Lourdes during 2016-17.)

Table 3. Instructional Time at Lourdes 2016-17

Month	Notes	Days	Gr 1-3	Gr 4-8
	Hours per day		8:15am-2:05pm 5.08 hrs/day	8:15am-3:00pm 6 hrs/day
Sept 2016	9/12/16 First day of classes	15	76.2	90.0
Oct 2016	10/14/16 State Inservice	20	101.6	120.0
Nov 2016	11/11/16 Veterans Day; Thanksgiving 11/24-25	19	96.52	114.0
Dec 2016	12/19/16-1/2/17 Winter Break	12	60.96	72.0
Jan 2017	1/3/17 First day back; MLK Day 1/16/17	20	101.6	120.0
Feb 2017	2/20/17 Presidents Day	19	96.52	114.0
Mar 2017	3/27-31 Spring Break	18	91.44	108.0
Apr 2017		20	101.6	120.0
May 2017	5/29/17 Memorial Day	22	111.76	132.0
June 2017	6/8/17 Last day of classes	6	30.48	36.0
	Subtotal	171 days	868.68	1026.0
Deductions for late starts, noon dismissals, & early dismissals:				
	End of quarter - noon dismissal 11/10/17		-2.08	-3.00
	Fall Conferences - noon dismissal 11/21, 22, 23		-6.24	-9.00
	End of quarter - noon dismissal 2/3/17		-2.08	-3.00
	End of quarter - noon dismissal 4/14/17		-2.08	-3.00
	Late start 3/6/27		-4.05	-4.05
	Early Dismissal 12/14/16		-1.5	-1.5
Deductions due to inclement weather				
	12/8/2016 (all day)		-5.08	-6.00
	12/15/16 and 12/16/16 (all day)		-10.16	-12.00
	4/8/2017 (all day)		-5.08	-6.00
	Subtotal with deductions		794.77	948.45
	Approved additions to instructional time		830.33	978.45
	Approved by Scio: 14 hrs for inclement weather		14	14
	Approved by Lourdes Board: (60 hrs recess for Gr 1-3; 30 hrs for PD for all grades)		90	30
TOTAL			934.33	1022.45

Based on the evidence provided by the principal, during 2016-17 the school was in compliance with instructional time requirements for all grades 1-8.

Measure 7d. Is the school protecting the rights of students with disabilities?

Board policies are in place that require Lourdes to provide equitable access and opportunity to enroll for all students—including students with disabilities. Section 7 of the Charter School Agreement contains a

standard nondiscrimination clause requiring Lourdes to conform to all statutory and constitutional provisions for students with disabilities.

The Lourdes principal reported that Scio SD provides special education services to Lourdes students who qualify in accordance with ORS 338.165(2)(a). The principal also reported that Scio SD staff are responsible for testing students to determine eligibility for special education services and for creating students' IEPs.

The Charter School Agreement requires that a Lourdes staff member will serve on the IEP team of each enrolled special education student and the school will work closely with the rest of the IEP team to determine how to meet the goals of the IEP and how to arrange for the special accommodations and services required.

In 2016-17, two Lourdes students received special education services from Scio SD personnel in accordance with the students' IEPs. The principal reported that services were delivered to students using a pull-out model.

Commendation:

The Scio SD Director of Special Education reported that since he started working with the charter school —three years ago—the Lourdes staff has made significant improvement in managing the pre-referral process for special education. The purpose of the pre-referral process is to ensure each child is provided reasonable accommodations and modifications *before* the child is referred for special education assessment. Lourdes staff is to be commended for the progress made in this area over the past few years.

Measure 7e. Is the school protecting the rights of English Learner students?

Section 6.7 of the Charter School Agreement requires that Lourdes “may not limit student admission based on ethnicity, national origin, disability, gender, income level, proficiency in the English language or athletic ability...” Evidence shows that Lourdes complies with the nondiscrimination clause of the agreement. However, given that there are no students at Lourdes who qualify for English Language services, the school is not rated for this measure.

Indicator 8: Governance and Reporting		
Measure 8a. Is the school complying with applicable governance requirements?		
<i>Criteria: The school complies with its board policies, board bylaws, state open meetings law, code of ethics, conflicts of interest, and board composition.</i>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding board governance.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard: The school presents a material concern in one of the criteria regarding board governance.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding board governance.</i>
Measure 8b. Is the school holding its administration accountable?		
<i>Criteria: The school complies with applicable laws, rules, regulations, provisions of the charter agreement and its own internal policies and practices relating to oversight of school administration including board oversight of performance expectations for school administrators. The board conducts an annual evaluation of the school administrator's performance.</i>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding oversight of school administration.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard: The school presents a material concern in one of the criteria regarding oversight of school administration.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding oversight of school administration.</i>
Measure 8c. Is the school complying with reporting requirements?		
<i>Criteria: The school complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to relevant reporting requirements to the district, and the Oregon Department of Education including: attendance and enrollment reporting, compliance with the charter contract and timely submission of all deliverables.</i>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard: The school presents no material concerns relating to reporting requirements to the district and ODE.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in one or more of the criteria with regard to reporting requirements to the district and ODE.</i>

Evidence:

- *Charter School Agreement*
- *School website*
- *Interview with 2016-17 Lourdes board chair*
- *Lourdes Board Policy book*
- *Restated Bylaws of the Lourdes Education Foundation*
- *Interview with Lourdes principal*
- *Email communication with SSD superintendent*

Narrative:

Measure 8a. Is the school complying with applicable governance requirements?

Lourdes Charter School has board policy that addresses relevant issues pertaining to board members, administration, school personnel, students, support services, instruction, fiscal management and community relations.

Conflict of interest is addressed in Section 2 of the board policy handbook:

“No district employee or Board member will use his/her district position to obtain personal financial benefit or avoidance of financial detriment or financial gain or avoidance of financial detriment for relatives, household members or for any business with which the employee/board member, household member or relative is associated.”

The board chair reported that there were no concerns about conflicts of interest during the 2016-17 school year.

The board chair also reported that the monthly board meetings are open to the public and meeting notices and minutes are posted on a bulletin board at the school. No board meetings were cancelled in 2016-17 due to lack of a quorum.

During 2016-17 there were five members on the Lourdes board of directors; the board chair and one other member have served on the board for several years. The board chair reported that the board has a diverse membership with members providing expertise in the areas of finance, education, and non-profit work.

The board provides new members with a CD that explains the responsibilities of being a charter school board member. They also provide informal mentoring to assist new members as they learn their role.

Based on documentation presented to the evaluator and conversations with the charter school’s principal and board chair, the evidence indicates Lourdes is in compliance with applicable governance requirements including its own board policies, state open meetings law, code of ethics, conflicts of interest, and board composition.

Measure 8b. Is the school holding its administration accountable?

The Lourdes charter school administrator reports to the board of directors. The administrator position at Lourdes is twelve-month commitment and .25FTE. The administrator’s primary responsibility is to manage and coordinate the programs and services of the charter school, but she is also responsible for ensuring that the school operates in a manner consistent with the mission of the school and the charter contract.

The charter school board is responsible for evaluating the charter school administrator; board policy requires that the administrator’s job performance be evaluated formally at least annually. The board chair reported that the board is in compliance with the requirement for conducting annual evaluations of the principals.

Because the majority of the Lourdes administrator’s employed time is not devoted to service as a supervisor, the SB 290 requirements for administrators do not apply. However, as the board strengthens the evaluation system for teachers and aligns the system with SB 290 requirements (see Measure 9e), the

board is also encouraged to align the administrator's evaluation to SB 290 requirements to provide consistency and increase opportunities for improved professional practice and students' success.

Measure 8c. Is the school complying with reporting requirements?

According to the charter school agreement:

"The Charter School shall comply with all record keeping requirements of federal and state law and shall provide any reports, as necessary, to meet the District's reporting obligations to the Oregon Department of Education. Before the first year of operation and from time to time thereafter as state requirements change, the District shall provide the Charter School with a list of records and information required for the District to meet its state reporting requirements."

The charter agreement also requires that Lourdes submit an annual report to the SSD and the State Board of Education by June 1 of each year in accordance with ORS 338.095 (1) on the performance of the charter school and its students. The Scio superintendent reported that Lourdes submitted the annual report for 2016-17 in a timely manner.

In addition, the charter agreement requires that Lourdes provide attendance data to the SSD, approximately every week. The attendance data must include:

"... its number of enrolled students and their days present and absent, attendance, special education students, students eligible for and enrolled in English as a Second Language program under ORS 336.079, and other data required in order to calculate average daily membership, weighted average daily membership (ADMw) and related terms necessary to determine funding under state law."

The SSD superintendent reported that Lourdes uses the same student information system as the district for reporting attendance and enrollment. Lourdes staff enter attendance and enrollment data into the system and the district can access the information as needed.

Finally, Lourdes is required to have an annual audit of accounts of the charter school prepared in accordance with the Municipal Audit Law, ORS 297.405 to 297.555, and 297.990. The annual audit must be forwarded to the SSD, the State Board of Education, and the Department of Education.

The annual audit for the year ended June 30, 2017 was provided to the CSS evaluator by the Lourdes principal.

Indicator 9: Students and Employees

Measure 9a. Is the school protecting the rights of all students?

Criteria: The school complies with applicable laws, rules, regulations and provisions of the charter contract pertaining to the rights of students including policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment; the collection and protection of student information; due process protections, privacy, civil rights and student liberties requirements; conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices).

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria pertaining to protecting the rights of all students.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria pertaining to protecting the rights of all students.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding protecting the rights of all students.

Measure 9b. Is the school meeting teacher and other staff credentialing requirements?

Criteria: The school complies with applicable laws, rules, regulations and provisions of the charter contract pertaining to state certification requirements, charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding teacher and other staff credentialing requirements.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria regarding teacher and other staff credentialing requirements.

Measure 9c. Is the school employing generally acceptable employee relations practices?

Criteria: School employees receive written documentation explaining customary employee benefits such as leave provisions, insurance protections, and the right to form a collective bargaining group. The staff has easy access to school leadership for addressing concerns. Employees are provided with professional development opportunities.

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding employee relations practices.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria regarding employee relations practices.

Measure 9d. Is the school complying with statutory requirements (ORS 339.372, 339.388, 339.400) for reporting child abuse or sexual conduct and for providing annual training for all stakeholders about reporting requirements (ORS 339.372, 339.388, 339.400)?

Criteria: Board policies are in place to address requirements for reporting on child abuse and sexual conduct by school employees and the reporting of child abuse by students. Policy is also in place describing the process for reporting abuse or sexual conduct. Annual training is provided on the prevention and identification of abuse and sexual conduct and on the obligations of school employees to report abuse and sexual conduct under policies adopted by the school board.

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding reporting child abuse and sexual conduct and for providing training about reporting to all stakeholders.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria regarding reporting child abuse and sexual conduct and for providing training about reporting to all stakeholders.

Measure 9e. Is the school complying with statutory guidance and district policy regarding teacher performance evaluation and professional growth, including the requirements of SB290?

Criteria: Teachers are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment and summative evaluation. The Oregon Matrix is used to combine multiple measures for the summative evaluation to determine an overall performance level and components of a professional growth plan. Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's evaluation and his/her need for professional growth.

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria pertaining to teacher evaluation.</i>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Approaches standard: The school presents a material concern in one of the criteria pertaining to teacher evaluation.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in more than one of the criteria pertaining to teacher evaluation.</i>

Evidence:

- *Charter School Contract*
- *Student/Parent Handbook*
- *Employee Handbook*
- *Interview with the principal*
- *School website*
- *Lourdes Board Policy book*
- *Teacher certification information provided by the principal*
- *Guidance for SB290 from ODE website:*
<http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/guidance-for-sb-290-evaluations.pdf>

Narrative:

Measure 9a. Is the school protecting the rights of all students?

Based on the evidence provided in the charter agreement, on the school website and in the Student/Parent Handbook, the school has policy in place with respect to voluntary and open admission, the use of a random lottery if the number of applicants for any grade is greater than the maximum number of students allowed for that grade, and fair and open recruitment. Based on evidence provided, it appears that policies with respect to open enrollment and admission at Lourdes are being followed.

The principal shared that student records are stored in the office in a locked, fire-proof cabinet.

The charter contract requires that Lourdes accurately maintain all student records and agree to retain and disclose the records as required by law including the Family Education Rights and Privacy Act (FERPA).

The Student/Parent Handbook provides parents with important information covering an array of topics, but there is no information explaining parents' right to review their students' records, the process for challenging the content of their students' records, and how they can access copies of the records. The school is encouraged to add this information to the handbook.

The Volunteer Handbook contains information reminding parent and community volunteers to respect confidential information they may overhear while serving at the school. However, similar information regarding confidentiality is not included in the Employee Handbook. Lourdes leadership is encouraged to add information to the Employee Handbook reminding staff about their responsibility to protect students' rights to privacy, as well as providing guidelines for staff regarding storing, managing and sharing confidential information about students including student identity, personal and health information, student academic records and behavior notes.

Although no evidence was found suggesting that Lourdes is out of compliance with due process protections, civil rights and student liberties requirements, and discipline practices, no documentation protecting these student rights was found in the Student/Parent Handbook or in the Employee Handbook. Lourdes board policy does include information about students' rights and responsibilities including: civil rights; right to attend free public schools; right to due process of law with respect to suspension, expulsion and decisions which the student believes, injure his/her rights; right to free inquiry and expression; right to privacy which includes privacy with respect to students' records.

Lourdes is encouraged to provide more thorough and explicit documentation in the Student/Parent Handbook and the Employee Handbook that describes how students' rights will be protected at the charter school including information about due process and discipline practices and procedures. In spite of the recommendation for more comprehensive documentation, the school is rated as 'meeting' this measure because it was not found out of compliance with protecting students' rights.

Measure 9b. Is the school meeting teacher and other staff credentialing requirements?

Based on documentation provided by the principal and a review of Teacher Standards and Practices Commission (TSPC) records, all of the classroom teachers at Lourdes are appropriately licensed by TSPC.

The principal is registered as a charter school administrator and also holds a standard teaching certificate with TSPC with an advanced math endorsement to teach Pre-K through grade 12.

Information about required background checks for all volunteers is included in the Student/Parent Handbook. A Criminal History Verification form is also included in the registration packet of materials provided to parents at the beginning of the school year.

Based on the evidence available, Lourdes is in compliance with applicable laws, rules, regulations and provisions of the charter contract pertaining to state certification requirements, charter school licensure and registry requirements, and background checks for all staff and volunteers.

Measure 9c. Is the school employing generally acceptable employee relations practices?

Lourdes staff are provided with an Employee Handbook covering a wide range of relevant and important topics including: payroll procedures, employee privacy rights, insurance benefits and salary, leave policies, workplace expectations, daily work schedule, staff evaluations, policies pertaining to harassment of employees and procedures for managing grievances and/or complaints.

Lourdes staff have some—though limited—opportunities to participate in professional development activities. The professional development in which staff participated during 2016-17 consisted primarily of

required Safe Schools Trainings, EPI Pen Training and Dell-Surface Pro 4 Training. Evidence suggests Lourdes is employing generally acceptable employee relations practices.

Measure 9d. Is the school complying with statutory requirements (ORS 339.372, 339.388, 339.400) for reporting child abuse or sexual conduct and for providing annual training for all stakeholders about reporting requirements?

The Charter School Agreement states that Lourdes is required to comply with all applicable state and federal laws concerning student welfare, safety and health, including the reporting of child abuse. Specifically, the agreement requires that Lourdes is responsible for the reporting of child abuse and training on prevention and identification of child abuse in accordance with statutes listed above.

Lourdes has board policy addressing reporting requirements pertaining to sexual conduct with students—Policy JHFF. However, requirements for staff to report suspected sexual conduct with students and suspected abuse of a child were not included in the Employee Handbook. The evaluator strongly recommends adding this important information to the Employee Handbook.

The principal reported that Lourdes staff receive the required annual training from the Safe Schools Training Program, the online professional development program used by SSD and other Oregon school districts.

Measure 9e. Is the school complying with statutory guidance and district policy regarding teacher performance evaluation and professional growth, including the requirements of SB290?

The Lourdes Employee Handbook states that teacher “evaluations will be completed in compliance with state law.” Forms used for teachers’ evaluations were provided in the collection of evidence. There was evidence that self-assessment and goal setting is included in the teacher evaluation process. However, no evidence was provided to indicate that teachers’ evaluations adhere to other requirements of SB 290. Specifically, SB 290 requires that multiple measures are used as evidence of student academic learning and growth based on student progress, including performance data of students, school, and school districts.

There was also no evidence that a teacher’s professional learning opportunities to improve his/her professional practice and impact on student learning were aligned to the teacher’s evaluation and /her need for professional growth.

Recommendation:

It is recommended that Lourdes adopt a teacher evaluation system to meet the requirements of SB 290, requiring all teachers to set Student Learning and Growth (SLG) goals using the measures allowed by the Oregon Department of Education. In addition, per instructions from ODE, until the State Board of Education adopts revisions to OAR 581-022-1723, districts/schools must continue to use the Oregon Matrix for summative evaluations and the Quality Review Checklist and Statewide SLG Scoring Rubric when setting and scoring goals. In a phone conversation with the evaluator, the principal reported that the school has now developed an evaluation process that meets the requirements of SB 290 and the process is being implemented this year, 2017-18. For this reason, the school is rating approaching standard. (Note: Improving the leadership and staff supervision and evaluation processes was also identified by AdvancEd as an “Opportunity for Improvement” during their Spring 2017 accreditation visit.)

Indicator 10: School Environment		
<p>Measure 10a. Is the school complying with facilities and transportation requirements?</p> <p><i>Criteria: The school complies with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation including: American with Disabilities Act; fire inspections and related records; viable certificate of occupancy or other building use authorization; documentation of requisite insurance coverage; and student transportation.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard: The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard: The school is materially out of compliance with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation.</i>
<p>Measure 10b. Is the school complying with health and safety requirements?</p> <p><i>Criteria: The school complies with applicable laws, rules, regulations, and provisions of the charter agreement related to safety and the provision of health-related services including: appropriate nursing services, dispensing of pharmaceuticals and food service requirements.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard: The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to health and safety.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard: The school is materially out of compliance with applicable laws, rules, regulations and provisions in the charter agreement relating to health and safety.</i>
<p>Measure 10c. Is the school handling information appropriately?</p> <p><i>Criteria: The school complies with applicable laws, rules, regulations and provisions of the charter agreement relating to the handling of information including: maintaining the security of and providing access to student records; accessing documents maintained by the school under the state's Freedom of Information law, transferring of student records; and proper and secure maintenance of testing materials.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard: The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to handling information and records appropriately.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard: The school was materially out of compliance with applicable laws, rules, regulations and provisions in the charter agreement relating to handling information and records appropriately.</i>

Evidence:

- *Charter School Agreement*
- *Employee Handbook*
- *Volunteer Handbook*
- *Student/Parent Handbook*
- *Certificate of Property and Casualty Coverage for Education*
- *Interview with the principal*
- *Lourdes Board Policy book*

Narrative:

Measure 10a. Is the school complying with facilities and transportation requirements?

The Lourdes charter school building is leased from the Archdiocese of Portland. A copy of the current lease was provided in the collection of evidence. The Archdiocese is responsible for all insurance of the physical space. The school maintains liability insurance for school contests and for board members. Copies of insurance policies were included in the collection of evidence.

The principal reported that the facility meets American with Disabilities Act (ADA) requirements.

Parents are required to transport students to and from school. Lourdes also has strict policy in place outlining the protocol when parents may transport students other than their own children on field trips or other school activities.

Based on evidence provided and observed, the school is in compliance with facilities and transportation requirements.

Measure 10b. Is the school complying with health and safety requirements?

Lourdes is committed to ensuring the school is a safe and healthy place to work and learn for adults and children. The Employee Handbook and Volunteer Handbook provide guidelines for ensuring the safety of students and staff at Lourdes including how to respond to emergency medical situations, responding to staff or student accidents, protocols for dispensation of medication to students and responding to other emergencies such as natural disasters.

The Student/Parent Handbook contains information pertaining to the health and safety of students including: illness and injury procedures, protocols for administering medication to students at school, inclement weather protocols, behavioral expectations and playground rules.

Lourdes has board policy outlining student health services and requirements. The school provides first aid services during school hours, hearing and speech screening annually, and vision tests annually per board policy. Procedures for administering medication to students is also included in board policy.

The principal provided evidence that staff participated in the required Safe Schools training during 2016-17.

Board policy requires: "Fire, earthquake and lockdown drills will be planned and carried out in a developed and consistent manner." Logs of required monthly fire drills were provided to the evaluator.

The principal reported that she conducts a monthly safety inspection of the school facility (using form provided in board policy) and if any problem areas are identified during her inspection, she brings the information to the next board meeting. The safety inspection includes the areas of: housekeeping, heating, electricity, fire alarms and plumbing.

In addition to the monthly safety inspections, the principal is also required to conduct water safety tests in accordance with the school's Public Water System Sampling Site Plan.

Measure 10c. Is the school handling information appropriately?

The charter agreement requires that Lourdes comply with Oregon Public Records Law (ORS 192.410 to 192.505). Business conducted at any regular or special Lourdes board meeting is documented through meeting minutes and posted on a bulletin board at the school.

Section 9 of the charter agreement requires: "The Charter School shall comply with all record keeping requirements of federal and state law and shall provide any reports, as necessary, to meet the District's reporting obligations to the Oregon Department of Education." The SSD superintendent reported that Lourdes is in compliance with this reporting requirement.

The school is also required to comply with all applicable federal and state laws concerning the maintenance of the Family Educational Rights and Privacy Act (FERPA) which protects the privacy of student education records.

Based on evidence provided by school leadership and observed during the site visit, the school is in compliance with applicable laws, rules, regulations and provisions of the charter contract relating to the handling of information.

Framework 3: Financial Performance

Indicator 11: Fiscal Accountability and Oversight		
Measure 11a: Does the school's board provide appropriate financial oversight? <i>Criteria: The board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget vs. actuals. Board-adopted financial policies are in place and are followed by both the board and school leadership. The board has members with finance expertise, and board members are able to understand budgets, audits, and budget development. The board sets and regularly monitors progress toward financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, includes contingencies and involves multiple stakeholders.</i>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding board financial oversight.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard: The school presents a material concern in one of the criteria regarding board financial oversight.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding board financial oversight.</i>
Measure 11b: Does the school maintain appropriate internal controls and procedures? <i>Criteria: The school follows a set of comprehensive, written fiscal policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership's direction, laws, regulations, grants, and contracts. Duties are appropriately segregated or the school has implemented compensating controls. There is an established system in place to provide the appropriate information needed by leadership and the board to make sound financial decisions and to fulfill compliance requirements. The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor.</i>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding internal controls and procedures.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard: The school presents a material concern in one of the criteria regarding internal controls and procedures.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding internal controls and procedures.</i>

Evidence:

- Charter School Contract
- Lourdes Board Policy book
- Lourdes Board Bylaws
- Interview with the board chair
- Board meeting minutes
- Interview with the principal
- Financial audit for year ended June 30, 2017
- Interview with the Lourdes bookkeeper
- Expense Reimbursement Form

Narrative:

Measure 11a: Does the school's board provide appropriate financial oversight?

The Lourdes board of directors is stable with several members serving multiple years on the board. Board members provide diversity in areas of expertise including, finance, education and leadership in non-profit organizations. The board chair explained that new members to the board are provided with a CD that helps acquaint them with the responsibilities of charter school board members.

The board chair reported that board-adopted financial policies are in place and are followed. Fiscal management policies address the following areas: bonded employees and officers, internal controls, payroll procedures, expense reimbursement, accounting procedures, financial reporting and review, and auditing.

A review of Lourdes board meeting minutes confirms that the board regularly reviews and approves monthly financials and also reviews the other fiscal information as required by the school's bylaws and board policy. Evidence suggests that the Lourdes charter school board regularly monitors key financial metrics.

The board chair reported that the principal and the board work together to develop the annual budget. The principal creates a draft of a budget based on the current year budget and then works with the board to make adjustments as needed. The board chair explained that because the school is so small, and the budget is also small, variation in the budget from year to year is quite small. The budget process is based on data, and has included sound revenue and enrollment projections.

Measure 11b: Does the school maintain appropriate internal controls and procedures?

As noted in Measure 11a, the Lourdes charter school board follows comprehensive fiscal policies and procedures within their policy manual; internal controls and procedures are included in those fiscal policies.

The principal handles all front office procedures with respect to the handling of money. Lourdes hires a bookkeeper from a private accounting firm to manage and reconcile accounts and to prepare necessary financial reports. The bookkeeper reported that she visits the school approximately twice each month and has been managing Lourdes books for several years.

The bookkeeper explained that the principal is responsible for collecting money and making deposits; leaving documentation for the recordkeeping of the transactions to the bookkeeper. The principal receives the mail, goes through the bills, approves them, then charts and codes them against the budget. The principal makes copies of all checks and other important information to share with the bookkeeper. The bookkeeper reviews and reconciles the information provided by the principal and then prepares necessary reports for the school board and for the Public Employees Retirement System (PERS).

The bookkeeper prepares a monthly financial report that the principal submits to the board at their regular monthly board meetings. The board reviews and approves the financial reports.

Last year's financial audit and the PSU evaluation both included recommendations that Lourdes address the following matters:

1. Articulate the board's monitoring of financial practices and include record in board meeting meetings when monitoring activities occur.
2. Develop an Intellectual Property Rights board policy.
3. Segregate certain duties so that no one employee has access to both physical assets and the related accounting records or to all phases of the transaction.

With respect to the first recommendation, the principal reported that the Lourdes board has always monitored the financial practices of the school at their monthly meetings. In response to this recommendation, the board secretary is now being more intentional about recording financial monitoring processes in the meeting minutes.

In response to the second recommendation, no evidence was found to indicate the board has developed an Intellectual Property Rights policy.

With respect to the third recommendation, the principal reported "further segregation of duties is impossible, as was discussed with the auditors, because of the size of our staff."

In the financial report for the year ended June 30, 2017, the auditors report:

"In connection with our testing nothing came to our attention that caused us to believe The Lourdes Charter School was not in substantial compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of the Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations."

Indicator 12: Sustainability Measures

Measure 12a: Does the school maintain adequate financial resources to ensure stable operations?

Criteria: The school maintains sufficient cash on hand to pay current bills and those that are due shortly. The school has liquid reserves to fund expenses in the event of income loss. Cash flow projections are prepared and monitored. Financial needs of the school are not dependent on variable income (grants, donations, and fundraising).

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding maintaining adequate financial resources.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding maintaining adequate financial resources.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding maintaining adequate financial resources.

Measure 12b: Is the school demonstrating short and long-term fiscal viability?

Criteria: The school has met enrollment projections. Revenue and funding projections are reasonable and certain. Margins, cash flow, and debt levels are appropriate. The current ratio is greater than or equal to 1.1. The unrestricted days cash is at least 60 days or between 30 and 60 days with a one-year positive trend. The school is not in default of loan covenants and/or is not delinquent with debt service payments.

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding fiscal viability.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding fiscal viability.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding fiscal viability.

Measure 12c: Does the school operate pursuant to a financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?

Criteria: The school has outlined clear budgetary objectives and budget preparation procedures. Board members, school leadership, and staff contribute to the budget process, as appropriate. The school frequently compares its fiscal plan to actual progress and adjusts the plan to meet changing conditions. The school routinely analyzes budget variances, the board addresses material variances and makes necessary revisions. Actual expenses are equal to or less than actual revenue with no material exceptions.

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaches standard:</i> The school presents a material concern in one of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate.

Evidence:

- Charter School Contract
- Interview with the principal
- Interview with the board chair
- Board Meeting minutes
- Financial audit for year ending June 30, 2017

Narrative:

Measure 12a: Does the school maintain adequate financial resources to ensure stable operations?

Monthly cash flow projections are prepared by the bookkeeper and monitored by the principal and the board. The bookkeeper described the Lourdes principal as “very thorough and consistently aware of the school’s current financial status.” The bookkeeper reported that the principal closely monitors and manages expenditures.

Board meeting minutes confirm that financials are regularly monitored and discussed by the board.

Lourdes’s General Fund revenues during the 2016-17 fiscal year were \$424,198 compared to \$358,709 in expenditures, with the largest expenditures for instructional costs at \$249,743. The beginning net position was \$(89,092) and the ending net position was \$(23,603).

The 2016-17 beginning fund balance was \$532,361 and the ending fund balance was \$364,341 .

Measure 12b: Is the school demonstrating short and long-term fiscal viability?

The school has met enrollment projections and the principal reports that the school currently has a waiting list for potential new students. Revenue and funding projections are reasonable.

Lourdes has policy in place to guide decisions about financial issues including use of the operating reserve fund; from all evidence provided, the board adheres to the policy.

The school is not in default of loan covenants and/or is not delinquent with debt service payments.

The school’s current assets are \$165,917, the current liabilities are \$393,133 resulting in a current ratio of .422 . Since this is notably below the 1.1 metric identified in the rubric, the evaluator notes a material concern in one of the criteria for this measure and thus the school is rated as ‘approaching’ for this measure.

Measure 12c: Does the school operate pursuant to a financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?

Lourdes board policy states that the school administrator will prepare the first draft of the annual budget, present it to the board and work with members of the board to finalize the budget by using the dictates of the corporation by-laws, state law and the requirements of the sponsoring district. The board in consultation with school staff, will set priorities for items to be considered in the annual budget. Based on conversations with the principal, the bookkeeper and the Lourdes board chair, the school is in compliance with this policy.

In addition, according to the charter agreement:

“On or before June 1 of each year, the Charter School shall submit to the District its proposed budget for the current fiscal year (meaning fiscal year that begins a month later on July 1), so that the District can review it as part of its consideration of the Charter School’s financial stability.”

The principal reported that the school is in compliance with submitting its proposed budget to the SSD. The 2016-17 Budget Message included the following related to the proposed budget:

- A 5% increase on the base salary for certified employees and a \$.50 an hour raise for the returning teacher assistant.
- A \$30,000 Parent Teacher Club contribution to the budget, \$5000 directed toward the library.
- The SSF [State School Fund] is projected to increase by \$23,000.

The total budget for 2016-17 was \$23,101 more than what was projected to be received.

While the evaluator found no evidence of an explicit, written financial plan (identifying long and short-term goals and action steps to achieve those goals), the school does have many financial policies in place and evidence shows that the board uses the policies to guide decisions about financial matters.

COMMENDATIONS

- Lourdes is commended for emphasizing (and expecting) strong parent and community involvement at the school. Parents and community members have a vast array of volunteer opportunities through which they can support the school, teachers and students in meaningful ways. The emphasis on a collective, community responsibility for helping students learn supports the philosophy of the school. *(Measure 6b)*
- The Scio SD Director of Special Education reported that since he started working with the charter school—three years ago—the Lourdes staff has made significant improvement in managing the pre-referral process for special education. The purpose of the pre-referral process is to ensure each child is provided reasonable accommodations and modifications *before* the child is referred for special education assessment. Lourdes staff is to be commended for the progress made in this area over the past few years. *(Measure 7d)*

SUGGESTIONS:

All organizations and institutions should be committed to the cycle of continuous improvement. Considering potential areas for growth is an important step in the improvement cycle. The CSS evaluator encourages Lourdes to consider the following recommendations:

- The percentage of Lourdes students performing at level 3 or 4 on the SBAC in ELA in 2016-17 was noticeably lower than in the previous year (57.1% in 2016-17 compared to 77.8% in 2015-16). The school is encouraged to explore possible reasons for the dip in the percentage of students meeting state standard and take appropriate steps to ensure the dip does not become a downward trend. *(Measure 1b)*
- Although Lourdes' participation rate in ELA and math state assessments increased from the previous year, the charter school still failed to meet the 94.5% participation rate target with a 44.6% participation rate in SBAC ELA and math in 2016-17. The CSS evaluator recommends Lourdes staff continue to emphasize the importance of their students' participation in the state assessments and continue to explore ways to increase participation. Participation in state assessments is one of the three requirements identified in Exhibit B of the Charter School Agreement. *(Measures 1b and 1c)*
- Lourdes leadership is encouraged to collect more feedback from parents regarding their perception of the level of individualized instruction at Lourdes and ensure that the school is meeting the expectations as outlined in the charter agreement. It is important to recognize that while small class sizes help make individualized instruction possible, small classes do not guarantee that individualization will occur. *(Measure 6a)*
- Lourdes staff is encouraged to develop a system of Tier 2 interventions for their students who are not making adequate progress with Tier 1 classroom instruction. Lourdes leadership should consider providing staff with professional development in the area of Response to Intervention (RTI) with an emphasis on developing Tier 2 interventions. *(Measure 6a)*
- Frequent and consistent communication between parents and the school is also identified in the charter agreement as a key feature of Lourdes. It is worth noting that on the AdvancED survey, more than one in four Lourdes parents (25.9%) reported being neutral or disagreeing with the statement: "All of my child's teachers keep me informed regularly of how my child is being graded." Lourdes staff is encouraged to use this feedback from parents to improve and enhance frequent communication with parents about students' academic progress. *(Measure 6b)*
- The Student/Parent Handbook provides parents with important information covering an array of topics, but there is no information explaining parents' right to review their students' records, the process for challenging the content of their students' records, and how they can access copies of the records. The school is encouraged to add this information to the handbook. *(Measure 9a)*

- The Volunteer Handbook contains information reminding parent and community volunteers to respect confidential information they may overhear while serving at the school. However, similar information regarding confidentiality is not included in the Employee Handbook. Lourdes leadership is encouraged to add information to the Employee Handbook reminding staff about their responsibility to protect students' rights to privacy, as well as providing guidelines for staff regarding storing, managing and sharing confidential information about students including student identity, personal and health information, student academic records and behavior notes. (*Measure 9a*)
- Lourdes has board policy addressing reporting requirements pertaining to sexual conduct with students—Policy JHFF. However, requirements for staff to report suspected sexual conduct with students and suspected abuse of a child were not included in the Employee Handbook. The evaluator strongly recommends adding this important information to the Employee Handbook. (*Measure 9d*)
- It is recommended that Lourdes adopt a teacher evaluation system to meet the requirements of SB 290, requiring all teachers to set Student Learning and Growth (SLG) goals using the measures allowed by the Oregon Department of Education. In addition, per instructions from ODE, until the State Board of Education adopts revisions to OAR 581-022-1723, districts/schools must continue to use the Oregon Matrix for summative evaluations and the Quality Review Checklist and Statewide SLG Scoring Rubric when setting and scoring goals. (*Measure 9e*)

NOTES:

- i) The principal reported that the school has now developed an evaluation process that meets the requirements of SB 290 and the process is being implemented this year, 2017-18.
 - ii) Improving the leadership and staff supervision and evaluation processes was also identified by AdvancEd as an "Opportunity for Improvement" during their Spring 2017 accreditation visit.)
- Because the majority of the Lourdes administrator's employed time is not in a supervisory capacity, the administrator's evaluation is not required to comply with SB 290. However, as the board strengthens the evaluation system for teachers and aligns the system with SB 290 requirements (see Measure 9e), the board is also encouraged to align the administrator's evaluation to SB 290 requirements to provide consistency and increase opportunities for improved professional practice and students' success. (*Measure 8b*)

CONCLUSION

Based on information collected by the CSS evaluator through a comprehensive document review, numerous communication exchanges (in person, over the phone and electronically) with Lourdes staff, board members and parents and observations conducted at the school, it is evident that Lourdes is fulfilling the provisions of its charter with the Scio School District and fully complying with federal and state statutory requirements regarding charter school operations and accountability in Oregon.

APPENDIX A: Summary of Findings

Note: Data/ratings pertaining to academic achievement and academic growth of subgroup populations at Lourdes should be interpreted with caution due to the small number of students in many of the subgroups.

EXCEEDS	
6b	Promotes parental involvement and getting feedback from parents
MEETS	
1b*	Meets annual measurable target for percent of students meeting/exceeding standard on SBAC-ELA
1c*	Meets annual measurable target for percent of students meeting/exceeding standard on SBAC-math
3b	Makes expected academic growth in math for all students (on SBAC-math)
7a	Implements the distinctive instructional practices as outlined in Charter Agreement
7b	Implements an adequate assessment system
7c	Complies with applicable laws and provisions of charter contract re: educational requirements
7d	Protects the rights of students with disabilities
8a	Complies with applicable governance requirements: Board policies, open meeting laws, etc.
8b	Holds the charter school's administration accountable
8c*	Complies with reporting requirements
9a	Protects the rights of all students
9b*	Complies with teacher and other staff credentialing requirements
9c*	Employs generally acceptable employee relations practices
9d*	Complies with state statutes re: sexual conduct and child abuse reporting
10a*	Complies with facilities and transportation requirements
10b*	Complies with health and safety requirements
10c*	Handles records and information appropriately
11a	Charter school's board provides appropriate financial oversight
11b	Maintains appropriate internal controls and procedures
12a	Maintains adequate financial resources to ensure stable operations
12c	Operates pursuant to a financial plan with realistic budgets that are monitored and adjusted
APPROACHES	
3a	Makes expected academic growth in English language arts for all students (on SBAC-ELA)
6a	Executes the school's mission and key design elements
9e	Complies with statutory guidance and district policy re: teacher performance, evaluation, professional growth
12b	Demonstrates short and long-term financial stability
DOES NOT MEET	
	NONE
NOT RATED or DOES NOT APPLY	
1a	Oregon school accountability rating (no ratings from ODE this year)
2a-h	Academic achievement in ELA and math for subgroups: economically disadvantaged, English learners, students with disabilities, and Hispanic/Latino students
4a-h	Academic growth in ELA and math for subgroups: economically disadvantaged, English learners, students with disabilities, and Hispanic/Latino students
5a-5g	Graduation and post-secondary readiness (high school only)
7e	Protects the rights of English learners

* **Meeting** is the highest rating possible for this measure.

APPENDIX B: Evaluator's Biography

Victoria Lukich, Ed. D.

Director, Center for Student Success
Portland State University

Dr. Victoria Lukich has an extensive background in K-12 education spanning 39 years. Her experience has been as a classroom teacher at the middle and high school levels, a school improvement coordinator, assistant principal, and principal. In addition, Victoria served as a district level administrator overseeing and supporting high schools and option schools in a large school district. She has worked for the U.S. Department of Education conducting program evaluations of secondary schools throughout the U.S. Her work in four different districts at the school and district levels, in addition to work with the USDOE, provide her with extensive experience in curriculum development, using data to guide school improvement efforts, program evaluation, and school leadership. Victoria also has expertise in guiding and supporting schools and school leaders through the change process as well as promoting and engaging in practices that promote equity in school.