

Portland Public Schools
Charter School Renewal
Application
2020-2021

Introduction

Sponsors of charter schools in Oregon are responsible for evaluating charter school performance and determining whether or not to renew the contract of the charter school based on its compliance with the law and the contract, and its performance in three domains: academic, financial, and organizational.

The National Association of Charter School Authorizers (NACSA) recognizes that a “...strong renewal process is critical to protect charter school autonomy, student rights, and the public interest, and ensures that schools are held to high standards of academic, financial, and organizational performance”¹ and recommends in its *Principles & Standards for Quality Charter School Authorizing* that a formal renewal application be used as part of a fair and transparent process.

This renewal application ensures that all charter schools entering the renewal process have an equal opportunity to present data and information relevant to their request for contract renewal. It also ensures that the renewal decision is based on the renewal criteria specified in ORS 338.065 and OAR 581-026-0400, and on “a review of the public charter school’s annual performance reports, annual audit of accounts and annual site visit and review...and any other information mutually agreed upon by the public charter school governing body and the sponsor.”² The charter school’s annual Performance Framework and Report is the tool used to formalize this review.

ORS 338.065 and OAR 581-026-0400 specify that the following criteria be used when determining whether or not to renew a charter school:

Whether the charter school:

- A. Is in compliance with state and federal laws;
- B. Is in compliance with the term of the prior charter;
- C. Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the sponsor and the public charter school governing body;
- D. Is fiscally stable and evidence that a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter was used; and
- E. Is in compliance with any renewal criteria specified in the previous charter, if any.

Charter school renewal decisions are made in the interest of students and families. We look forward to the opportunity to engage in a meaningful discussion about educational excellence through the renewal process.

¹ NACSA Core Charter School Renewal Application and Guidance

² ORS 338.065(8)(b)

Renewal Process Stages

The renewal process is a multi-stage review of each charter school's performance over the term of the contract. The major factors impacting renewal decisions are:

- Academic performance
- Fiscal performance
- Governance effectiveness
- Leadership and instructional quality
- Compliance with the terms of the charter contract, and applicable laws and regulations
- Mission fulfillment
- Significant positive or negative trends in performance, operations, and/or governance³

First stage: request for renewal and application The first stage in the renewal process is the submission of the renewal application by the charter school requesting renewal. Under Oregon law, a charter school governing body must request renewal of the charter by the sponsor in writing at least 180 days before the expiration of the charter.⁴ This application constitutes that request. Once the district receives the application, the Charter Schools Office will schedule a formal site visit, which generally consists of classroom observations, meeting with the school's director and board members, and interviews of parents, teachers, students (if appropriate), and other stakeholders.

Second stage: hearing Within 45 days of receiving the request for renewal (this application), the district must hold a public hearing.⁵ The purpose of the hearing is to allow the charter school to present its case for renewal, and engage in a dialogue with the PPS Charter Schools and Alternative Programs Committee, which is composed of three members of the PPS school board. Prior to the hearing, the Charter School Committee generally has a public meeting to discuss the charter school's request for renewal and prepare for the hearing. Renewal applicants are strongly encouraged to attend this meeting. Additional information may be requested from the charter school as a result of the hearing.

Third stage: renewal recommendation and Board vote Based on the information gathered from the public hearing, the site visit, compliance records, and the school's academic, financial, and organizational performance during the term of the contract, staff will issue the school's Renewal Report and make a recommendation to renew or non-renew the school's charter, according to the criteria in charter law. The PPS Charter Schools and Alternative Programs Committee may meet to discuss this recommendation. The Committee will make a recommendation to the full board, and the board will vote on the renewal request. The charter school may be asked to present at the full board meeting.

³ From NACSA's Charter School Contract Renewal Policy Guide

⁴ OAR 581-026-0400(1)

⁵ OAR 581-026-0400(2)

Renewal Process Timeline

Renewal Stage	Purpose	Date
Release of renewal application	Provide schools and the public with transparent expectations for renewal decision-making.	By September 1
Renewal application due	Provide an opportunity for schools to formally request renewal within statutory timelines; present evidence in support of renewal request; identify plans for new charter term.	January 2
Formal site visit	Provide district staff the opportunity to observe instruction, meet with school leadership, and interview stakeholders.	January 2 - 30
PPS Board Charter Schools and Alternative Programs Committee meeting	Prepare the Board committee and the charter school for the public hearing.	Between site visit and hearing ⁶
Public hearing	Provide the charter school an opportunity to present evidence in support of the renewal request to the PPS Board's Charter Schools Committee; provide an opportunity for Q&A with the Committee, and for public testimony regarding the renewal request.	Within 45 days of receipt of renewal request ⁷
PPS Board Charter Schools and Alternative Programs Committee meeting	Discuss the public hearing and any information gleaned during or after the hearing; discuss staff recommendation for renewal or nonrenewal of the charter school, recommend moving resolution to full Board.	Between public hearing and board vote. ⁸
Board vote on charter school renewal request	PPS Board makes determination to renew or non-renew the charter school.	Within 30 days of the public hearing ⁹
Contract negotiations	Establish the terms for the next charter contract.	Within 90 days of the Board decision to renew ¹⁰

⁶ This meeting is not required by law, and is not scheduled for every renewal. In the absence of a Committee meeting, the Charter Office will prepare a written list of suggested questions for the hearing and will provide these to both the Charter Committee and the charter school.

⁷ The district and the charter school may negotiate an alternate renewal timeline, as per ORS 338.065(5)(g). It is common for the public hearing to be scheduled after the 45-day timeline, if both parties agree to the change.

⁸ This meeting is not required by law, and is not scheduled for every renewal.

⁹ The district and the charter school may negotiate an alternate renewal timeline, as per ORS 338.065(5)(g). It is common for the Board vote to be scheduled after the 30-day timeline, if both parties agree to the change.

¹⁰ As per ORS 338.065(5)(e), if the new charter is not negotiated within the 90-day timeline, the expiring charter shall remain in effect until a new charter is negotiated.

Sources of Data

The following data elements and sources will be used by the district to measure performance in the following domains:

Academic Performance

The district will review annual, disaggregated data based on multiple measures of achievement, including academic achievement and growth data from standardized and internal assessments along with qualitative measures. Data over the term of the contract will be reviewed. Sources of this data will include, but will not be limited to:

- The charter school's Oregon Report Card
- The charter school's contract
- The charter school's whole school growth and performance on standardized tests in Reading and Math
- The charter school's subgroup growth and performance on standardized tests in Reading and Math
- Performance and growth data related to comparison schools, as defined by the Oregon Department of Education (where applicable)
- Performance and growth data related to the district schools
- Performance and growth data from valid internal assessments administered by the charter school¹¹
- The school's graduation rate (where applicable)
- The school's completion rate (where applicable)
- The school's dropout rate (where applicable)
- The graduation, completion, and dropout rates of comparison schools, as defined by ODE (where applicable)
- The graduation, completion, and dropout rates of district schools
- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc. (where applicable)

Financial Performance

The district will review financial records of the charter school, including required quarterly financial reports and annual municipal audits. Financial viability over the term of the contract will be reviewed. Sources of these records will include, but will not be limited to:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget

¹¹ If internal assessments are used as evidence in this application, charter schools must provide the following: the name of the assessment, the methods for administering the assessment, a description of what the assessment measures, a description of how the assessment is valid and reliable, and the student data reported in this application. Attach as an exhibit.

- The charter school's audited income statements and audited cash flow statements
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss, balance sheet

Organizational Performance

The district will review compliance records, reports from site visits, annual reports, correspondence between the district and the school, records of parent calls, and other relevant information to evaluate whether or not the charter school as an organization is effectively governed and managed. Organizational performance for the term of the contract will be reviewed. Sources of this information will include, but will not be limited to:

- The charter school's contract
- Site visit observations (both formal and informal)
- Required reporting by the charter school, including the timeliness and quality of all deliverables
- The school's compliance with deliverable and reporting due dates
- Feedback from parents, students, charter school staff, and other community stakeholders
- Synergy
- The Administrators Dashboard
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies and bylaws
- The charter school's parent/student/staff handbooks
- TSPC records
- Assurances by the charter school that it is compliant with all applicable requirements
- Correspondence with the charter school

Charter Renewal Application Instructions

Charter renewal applications must be submitted to the district in electronic form by 5:00 pm on January 2 of the year in which the charter contract expires. The renewal application may be emailed to Tara O'Neil, Program Director, Charter Schools (taraoneil@pps.net) and Jenny Braden, Sr. Admin Secretary II (jbraden@pps.net). This application constitutes the required written renewal request from the charter school's board of directors, as per 338.065(5)(b).

Format for Submissions:

- The renewal application narrative should not exceed 30 pages, excluding attachments.
- The application must include the Renewal Application Form and must be signed by both the school leader/director and the Board Chair/President.
- The application should include a Table of Contents
- The application should have standard, one-inch margins, be clearly paginated, and use at least 11-point font.
- Applicants should reference attachments clearly in the application. Any attachment should provide information that:
 - Meaningfully augments the body of evidence that the authorizer has already collected on the school's performance; or
 - Illustrates or supports plans or strategies for the next charter term that would be material to the charter contract for the renewal term.

General Information

Name of School: [Portland Arthur Academy](#)

Name of Board Chair/President: [Bonnie Grossen](#)

Phone Number of Board Chair/President: [503-207-5602](#)

Email of Board Chair/President: bgrossen@frontier.com

Name and Title of Contact Person: [Stephani Walker Executive Director](#)

Mailing Address of Contact Person: [13809 SE Division St. Suite A Portland, OR 97236](#)

Phone Number of Contact Person: [503-762-6061](#)


Email of Contact Person: swalker@arthuracademy.org

School's Initial Opening Date: [9/1/05](#)

Current Grades Enrolled: [Kindergarten through 5th grade](#)

Grade Levels to be Served at Full Enrollment¹²: [Kindergarten through 5th grade](#)


Maximum Projected Enrollment (at full capacity)¹³: [180](#)



[12/17/2020](#)

Signature of School Director/Principal

Date



[12/19/2020](#)

Signature of Board Chair/President

Date

¹² This refers to the grade structure that has been approved by the district, rather than as an anticipated or desired future grade structure.

¹³ This refers to the maximum student enrollment that has been approved by the district, rather than an anticipated or desired future student enrollment.

Executive Summary

1. Provide the enrollment and demographic information for the current school year in the table below. Fill in only the white fields. Report percentages where indicated.

Current Year Enrollment and Demographic Information													
Total Enrollment by Grade													
K	1	2	3	4	5	6	7	8	9	10	11	12	Total
28	30	31	31	28	23								171
Number of Students on Waiting List by Grade													
K	1	2	3	4	5	6	7	8	9	10	11	12	Total
124	27	20	12	9	7								
Gender by Percentage								Female	52%	Male	48%		
Ethnicity/Race by Percentage													
Asian		Black/ African American		Hispanic/ Latino		American Indian/ Alaskan Native		Pacific Islander		White		Multi- Racial	
15.20%		8.20%		6.40%		0%		0%		55.50%		14.70%	
Special Populations by Percentage													
Students with Disabilities		English Language Learners			Homeless Students			Eligible for Free and Reduced Meals (by Direct Certification)			TAG		
8.20%		9.69%			0.00%			29%			.58%		

2. Provide a brief description of the school, including an overview of the mission and vision, educational program, community and local partnerships, and leadership and governance. (No more than one page.)

Overview and Instructional Method

Portland Arthur Academy is one of six Arthur Academy schools in the state of Oregon. Our schools specialize in a unique instructional model that is a way of teaching that defines our charter school option called Direct Instruction (DI). In our DI programs, general objectives have been broken down into very small teaching progressions. All activities and examples for each lesson are very carefully

analyzed and follow a sequence that can be easily learned and incorporated into more complex areas of higher levels of applications. What is learned is continually used and applied, with less need for review. The activities are presented in very precise, interactive ways so that lessons are easier for students to understand. DI lessons allow for active participation from the students in order to maintain their interest and attention. Rapid pacing and choral group response punctuated by individual turns characterize the delivery of a DI lesson. Students progress from directed and guided activities to increasingly more independent work. Over time, they become proud of what they know and can do and confident in their ability to learn. The steps in DI have been developed from extensive field testing with hundreds of children over thirty years. No other program used today has been as extensively researched and developed.

Along with our DI programs (which are used in the subjects of reading, writing, spelling, language and math) we also offer social studies, science, challenge work, physical education, technology and music.

The Arthur Academy schools provide a solid foundation of knowledge and skills for all students.

Mission

“Every single student, regardless of ethnicity, parental income, learning difference, culture, or native language, will become a fluent reader and will master the academic and intellectual skills necessary to succeed at the next level of schooling.” Implied in this mission is the desire to prevent failure in the early grades. Yet, simply preventing failure is not enough. We want all children to excel as much as they are capable. We know that this can only happen within a context of excellent programs, skillful teaching and within a caring and understanding environment. The leadership of Arthur Academy has the experience and know-how to meet these goals.

Board and Leadership

Mastery Learning Institute - Arthur Academy - The administrative headquarters of Mastery Learning Institute are located at 13809 SE Division St. Suite A Portland, OR 97236

Portland Arthur Academy School Principal

- Tara Miller, tmiller@arthuracademy.org

Arthur Academy Central Office

- Executive Director: Stephani Walker, swalker@arthuracademy.org
- Director of Operations, Finance and HR: Jill Domine, jdomine@arthuracademy.org
- Bookkeeper: Heather Lund, hlund@arthuracademy.org

Current Arthur Academy School Board Members

- Dr. Bonnie Grossen, bgrossen@frontier.com
- Charles Arthur, carthur@teleport.com
- Robert Snee, bsnee@integra.net
- Jerry Silbert, jsilb24034@aol.com
- Gary Davis, gdavis@nifdi.org
- Teresa Schantin, schantinteresa@gmail.com

Record of Performance

This section provides charter schools with an opportunity to supplement or augment the performance record. Schools do not need to include Oregon Report Card data, as it is already on file. Schools should use the sources of data specified on pages 5-6 in this application as a guide for their responses and submit only evidence of performance related to the renewal criteria in ORS 338.065.

Responses may include, but are not limited to:

- Information about interim assessments or progress reports
- Evidence of performance on school- or mission-specific goals
- Evidence of implementation of district recommendations or plans of action
- Improvements undertaken at the school along with evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard

Responses should not include anecdotal information or evidence that is not relevant to the school's academic, financial, and organizational performance and the school's performance expectations as defined by Oregon charter law and the charter contract.

Responses in this section should total no more than 20 pages.

Renewal recommendations will be based on all evidence of school performance in the record.

A. Academic Performance

Use this form to provide a narrative response to all questions below. If providing evidence in an appendix, clearly reference the appendix name/number in your response.

1. In brief, describe whether or not the school has met its academic performance expectations over the term of the contract.

Portland Arthur Academy has met its academic performance expectations over the term of the contract.

2. Using data from the “Sources of Data” section of this application, describe the trends in performance¹⁴ over the term of the contract in the following categories:

- a. Student performance in Reading by grade

3rd Grade- The 3rd grade ELA scores have continued to stay above the district.

4th Grade- The 4th grade ELA scores have continued to stay above the district.

5th Grade- The 5th grade ELA scores have continued to stay above the district.

- b. Student performance in Reading by race/ethnicity

PAA has met academic performance expectations for our Historically Underserved groups in ELA. We received a score of “Exceeds” on our Annual Performance Framework and Report over the last three years.

- c. Student performance in Reading by special population (ESL, SpEd, FRL, TAG)

PAA has met academic performance expectations for our special populations groups in ELA. We received a score of “Exceeds” on our Annual Performance Framework and Report over the last three years.

- d. Student performance in Math by grade

3rd Grade- Over the years, math has proven to be a bit of a challenge in 3rd grade due to a curriculum alignment issue. Our math curriculum teaches many of the standards that are heavily tested on OSAS, at the end of the math program, which is after our students take the OSAS. As students progress into 4th and 5th grade, they perform much better on the OSAS. A highlight of our 3rd grade math scores came in the 18/19 school year when our average scale score increased by thirty points from the previous year to beat the state average.

4th Grade- The 4th grade math scores have continued to stay above the district.

5th Grade- The 5th grade math scores have continued to stay above the district.

- e. Student performance in Math by race/ethnicity

PAA has met academic performance expectations for our Historically Underserved groups in math. We received a score of “Exceeds” on our Annual Performance Framework and Report over the last three years.

- f. Student performance in Math by special population (EL, SpEd, FRL, TAG)

PAA has met academic performance expectations for our special population groups in math. We received a score of “Exceeds” on our Annual Performance Framework and Report over the last three years.

¹⁴ Trends in performance include growth and negative growth.

Due to our small school size, we have a small number of students in each subgroup. Some of the data is based on a 3-year average to include large enough samples to report.

If applicable:

G. Percentage of students graduating within four years of entering high school by race and special population **N/A**

H. Percentage of students graduating within five years of entering high school by race and special population **N/A**

3. Describe the major academic goals of the school over the term of the contract. Explain how these have been met/not met.

The annual Academic Goals created by PAA in conjunction with the AA School Board are listed below (we measure “mastery” at 90% or higher accuracy on mastery tests):

1. In the **2nd quarter Mastery Report** all Arthur Academy classes will demonstrate at least 80% mastery in all DI subjects. We pulled data from the 2014/2015 school year through the 2019/2020 school year.
 - a. 2014/2015: We met our mastery goal in all four subjects (Reading 92%, Math 91%, Language/Writing 95% and Spelling 89%).
 - b. 2015/2016: We met our mastery goal in all four subjects (Reading 88%, Math 85%, Language/Writing 90% and Spelling 89%).
 - c. 2016/2017: We met our mastery goal in all four subjects (Reading 96%, Math 93%, Language/Writing 91% and Spelling 93%).
 - d. 2017/2018: We met our mastery goal in all four subjects (Reading 94%, Math 91%, Language/Writing 95% and Spelling 96%).
 - e. 2018/2019: We met our mastery goal in all four subjects (Reading 93%, Math 94%, Language/Writing 95% and Spelling 95%).
 - f. 2019/2020: We met our mastery goal in all four subjects (Reading 95%, Math 93%, Language/Writing 96% and Spelling 84%).
2. In the **4th quarter Mastery Report** all Arthur Academy classes will demonstrate at least 80% mastery in all DI subjects. We pulled data from the 2014/2015 school year through the 2019/2020 school year.
 - a. 2014/2015: We met our mastery goal in all four subjects (Reading 88%, Math 81%, Language/Writing 93% and Spelling 86%).
 - b. 2015/2016: We met our mastery goal in all four subjects (Reading 88%, Math 81%, Language/Writing 93% and Spelling 86%).
 - c. 2016/2017: We met our mastery goal in all four subjects (Reading 95%, Math 93%, Language/Writing 92% and Spelling 93%).
 - d. 2017/2018: We met our mastery goal in all four subjects (Reading 94%, Math 90%, Language/Writing 94% and Spelling 92%).
 - e. 2018/2019: We met our mastery goal in all four subjects (Reading 94%, Math 92%, Language/Writing 97% and Spelling 94%).
 - f. 2019/2020: We do not have data for this time since we transitioned to Distance Learning in the spring of 2020.

PAA has met 100% of our annual academic goals.

4. Describe the major academic recommendations from the district over the term of the contract. Explain how these have/have not been implemented.

Each year of our contract with the Portland Public School District, we've submitted reports/plans stating our academic performance from the previous year. We have received very few academic recommendations from the district over the term of the contract.

District comments/recommendations: (2014/2015 data) 5% of Historically Underserved students at Arthur Academy met or exceeded the benchmark in Math, while 26% of Historically Underserved students in the district in grades 3-5 did. Recommendation: While there is no rating for this measure for 2014-15, Arthur Academy should revise and/or enhance its 2015-16 Performance Plan to include a specific goal for improving the performance of Historically Underserved students in Math. This goal should be a SMART goal, and should include a professional development component.

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

District comments/recommendations: (2014/2015 data) 12.5% of English Learners at Arthur Academy met or exceeded the standard in Math, while 22% of English Learners in the district in grades 3-5 did.

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

5. Provide evidence of outcomes related to any mission-specific academic goals and measures established in the charter contract or in the school's own performance plan.

Teaching our Direct Instruction programs to fidelity requires our teachers to instruct their classes to mastery. Mastery in this instance is defined as a student scoring 90% or better on a given mastery test or independent daily work. Teachers fill out *Lesson Progress Charts* each week that report on how students perform on daily work and on mastery tests. All of this data is analyzed by the teacher, the intervention specialist and the principal. When students do not perform at this standard, we will provide remediation lessons until they've reached mastery.

6. Provide any other academic performance-related evidence, supplemental data, or contextual information that may not be captured in the district's records or in other information provided in this application. All information should be aligned to the renewal criteria stated in ORS 338.065. Any appendices should be clearly referenced. Do not restate information that has already been provided.

All of our students take the easyCBM assessment in the fall and spring of each year. Prior to using easyCBM, we used the MAP assessment tool. We started using easyCBM during the 15/16 school year and administered it to only the K-1st students. It was administered to all students during the 16/17 school year. Every year since beginning the easyCBM assessment, our students have increased their fall to spring scores. PAA averages 80% of the entire school within the 40th-99th percentile in math and reading. During the 19/20 school year, we were unable to take the spring assessments due to the pandemic.

B. Financial Performance

Use this form to provide a narrative response to all questions below. If providing evidence in an appendix, clearly reference the appendix name/number in your response.

1. In brief, describe whether or not the school has met its financial performance expectations over the term of the contract.

PAA's budget and accounting formats comply with the requirements of the uniform budget and accounting systems adopted by the Oregon Department of Education. PAA continues to successfully meet its financial goals each academic year. This includes remaining current with all accounts payable, payroll, taxes and employee benefits.

PAA actively adjusts spending and budgeting each year to make certain that it completes each fiscal year with a positive cash balance. PAA submits the annual financial audit, annual budget and quarterly financial reports to the school district in a timely manner according to the contract.

2. Using the data from the "Sources of Data" section of this application, describe the trends in performance over the term of the contract in the following categories:

- a. Near-term measures (assets to liabilities, unrestricted days cash, default)

Assets to liabilities ratio has remained favorable. Surplus is sufficient for 150-160 days at current costs.

	2019-2020	2018-2019	2017-2018
Total Current Assets	1,120,003	1,045,813	919,631
Total Current Liabilities	117,504	158,328	109,762
Current Liquidity/Solvency Ratio	9.5	6.6	8.4

- b. Sustainability measures (total margin, debts to assets, cash flow, financial reporting and compliance, municipal audits)

Financial reporting is adhered to per our contract

Annual financial (municipal) audit is conducted and submitted in a timely manner.

Net income/margin has remained positive.

	2019-2020	2018-2019	2017-2018
Total Income	1,343,062	1,254,973	1,248,308
Total Expense	1,231,278	1,181,261	1,075,371
Net Income	111,784	73,712	172,937
Net Margin	9%	6%	16%

- c. Long-term measures (financial planning, budgeting, fundraising, grants)

School remains debt-free.

Future projections determine that the school will begin a "spend-down" of their surplus after the 2020-2021 fiscal year due to increased salaries, PERS and other payroll costs.

3. Describe the major financial goals of the charter school over the term of the contract.
Explain how these have been met/not met.
Major financial goals have been to remain financially stable, find a more suitable location and to increase staff salaries. PAA is financially stable and has been able to increase staff salaries.
4. Describe the major financial recommendations by the district over the term of the contract.
Describe how these have/have not been implemented.
There have been no major financial recommendations made by the district.
5. Provide any other financial performance-related evidence, supplemental data, or contextual information that may not be captured in the district's records or in other information provided in this application. All information should be aligned to the renewal criteria stated in ORS 338.065. Any appendices should be clearly referenced. Do not restate information that has already been provided.

C. Organizational Performance

Use this form to provide a narrative response to all questions below. If providing evidence in an appendix, clearly reference the appendix name/number in your response.

1. In brief, describe whether or not the school has met its organizational performance expectations over the term of the contract.
PAA submits all reports (financial and academic) in a timely manner. Our organization keeps all policies and handbooks up-to-date and makes them accessible to the public. We employ highly trained and qualified teachers, all certified per TSPC.
2. Using data from the “Sources of Data” section of this application, describe the trends in performance over the term of the contract in the following categories:
 - a. Implementation of the terms of the educational program as defined in the charter contract: PAA teaches all Oregon State Standards using our Direct Instruction curriculum for reading, writing/language, math and spelling. Our other supplemental programs are used to teach Oregon State Standards in social studies, science, health, PE and music. Over the term of the contract, we have always taught using the above stated curriculum and have had to add some “Connections” lessons for math and reading, especially over the last five years. These lessons are also aligned to Oregon Stats Standards and are created by our classroom teachers in conjunction with the principal.
 - b. Compliance with applicable education requirements: PAA teaches all Common Core State Standards (as stated above) and adheres to instructional hour requirements. While planning our school calendar and schedule, we ensure students receive well over the state instructional time requirements.
 - c. Protecting the rights of all students, including students with disabilities and English Language Learners: PAA protects these rights by ensuring our students receive appropriate instructional time to serve their needs.
 - d. Compliance with applicable governance requirements: PAA complies with all applicable governance requirements (as reported in the annual deliverables to PPS).
 - e. Holding the administration accountable: The PAA principal is evaluated annually by the Arthur Academy Executive Director, but is given feedback, twice per month, about performance. This performance is measured by the Executive Director’s observations and by analyzing student data to look for mastery results and trends that show student performance is at mastery or is improving. The Executive Director also refers to Parent Satisfaction Surveys and considers observations and discussions with teachers/staff as a valid resource for evaluating the principal.
 - f. Compliance with reporting requirements: PAA complies with these requirements for all reports (as reported in the annual deliverables to PPS).
 - g. Compliance with teacher and other staff credentialing requirements: All PAA teachers are certified through TSPC.
 - h. Compliance with facilities and transportation requirements: In compliance (as reported in the annual deliverables to PPS).

- i. Compliance with health and safety requirements: PAA has a commitment to safety. We have a comprehensive health and safety plan for our organization. PAA has been routinely checked for fire and food health safety and has been in compliance accordingly (as reported in the annual deliverables to PPS).
 - j. Handling information appropriately: In compliance (as reported in the annual deliverables to PPS).
 - k. Compliance with all other obligations: In compliance (as reported in the annual deliverables to PPS).
3. Describe the major organizational goals of the organization during the term of the contract. Describe how these have been met/not met.

The annual Organization Goals created by PAA in conjunction with the AA School Board are listed below:

2017-2018 The Arthur Academy Organization will earn a rating of satisfied or highly satisfied from at least 90% of our staff according to a spring School Climate survey.

Results: 93%. We met our goal.

2018-2019 The Arthur Academy Organization will earn a rating of satisfied or highly satisfied from at least 90% of our staff according to a spring School Climate survey.

Results: 94%. We met our goal.

2019-2020 The Arthur Academy Organization will earn a rating of satisfied or highly satisfied from at least 90% of our staff according to a spring School Climate survey.

Results: 96% We met our goal.

4. Describe the major organizational recommendations from the district over the term of the contract. Describe how these have/have not been implemented.

The district recommended we remove two questions from our enrollment application.

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

School's Response: This is no longer part of our application.

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

School's Response: This is no longer part of our application.

Both Of the application recommendations have been met.

The District recommended we add student achievement goals in the administrator's performance expectations and annual evaluation.

1. District Recommendations: In the 2015-16 Performance Framework and Report, the District recommended the charter school board include student achievement goals in

the administrator's performance expectations and annual evaluation, if they were not already included.

School's Response: Student Achievement goals are incorporated in the administrator's performance expectations and evaluation. The evaluation objectives regarding achievement goals pertain to both state test achievement and in-program assessment achievement.

The recommendation has been met.

5. Provide any other organizational performance-related evidence, supplemental data, or contextual information that may not be captured in the district's records or in other information provided in this application. All information should be aligned to the renewal criteria stated in ORS 338.065. Any appendices should be clearly referenced. Do not restate information that has already been provided.

PAA conducts an annual Parent Survey every April. The results consistently show that Parent Satisfaction has been ranked favorably over the term of the charter. Families have chosen the options of "Highly Satisfied" or "Satisfied" between 96%-100% of the time over the term of the contract.

Plans for the next charter term

This section provides the charter school with an opportunity to discuss plans for the next charter term. Charter schools should use this section to outline a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring the ongoing viability of the organization.

Charter schools should also use this section as an opportunity to identify all material modifications, changes or additions that the school may be seeking during the next charter term. Examples of this include, but are not limited to: adding or removing grades, raising the enrollment cap, substantively changing the instructional model or the mission, operating in more than one location, etc. In the case of such requests, the district reserves the right to request additional information so that it may sufficiently assess the impact and planning for such changes. Even if the proposed changes would occur several years into the next charter term, the charter school should outline them here, as any substantial change will be part of the next contract. **Any proposed substantive modifications must be stated in this section and are subject to approval by the district consistent with policy and state law.**

Note: Responses to this section will not be the basis for the district's decision for renewal or non-renewal. Consistent with NACSA's *Principles and Standards for Quality Charter School Authorizing*, the district will make its decision based on the school's record of performance, as opposed to the promise of future performance or improvement. All renewal decisions will be aligned with the criteria for renewal stated in ORS 338. If the school's renewal application is approved, the plans presented below will inform relevant sections of the charter contract for the new term.

Instructions: Use this section to describe the charter school's academic, financial, and organizational plans for the next charter term. As stated above, describe any proposed material modifications that the charter school will seek in the next term. This section should not exceed 10 pages.

Arthur Academy is an academically successful and fiscally stable organization. We plan to continue to teach our students using the Mastery Learning/Direct Instruction model. We will work to incorporate more technology into the classroom and continue to expand on our Social and Emotional curriculum. Over the last five years, we have worked hard to reach out to populations of students who have historically been underserved during our application process and will continue to do so.

Portland Arthur Academy asks for the following modifications to be made to our contract:

- PAA is requesting a ten year contract.
- PAA is requesting the percentage of SSF Funds passed through increase from 80% to 90%. We believe this increase is necessary for the following reasons:
 - Students deserve to be funded in an equitable manner.
 - We are unable to sufficiently increase salaries and benefits with our current funding structure.

- A vast disparity exists between PAA's PERS employer contribution percentage of 23.72% compared to PPS at 3.36%. Due to the substantial PERS expenses, we are unable to sustain current salary levels making teacher retention difficult.
- We will need to obtain another location soon due to the condition of our current location. This will be extremely difficult with our current funding structure because we are solely responsible for the funds to purchase or lease and the development involved.
- Lack of sufficient funding leaves us feeling vulnerable with less financial certainty from year-to-year. This impacts staff and student morale, hinders our growth mindset and affects our ability to adequately support students, staff and our community.
- As a reminder, we do not receive bonds, levies, property tax monies, federal funds, transportation funds, etc. We are expected to function solely on 80% of the general fund. (Portland Arthur Academy recognizes, and appreciates, that PPS passes through a portion of other funding such as Equity Funds.)