MITCH Charter School
Charter School Evaluation Report 2017
Tigard-Tualatin School District

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Evaluation Purpose
This evaluation is a third-party evaluation of the MITCH Charter School during its 15th year of operation, 2016-17.

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INTRODUCTION

The Center for Student Success (CSS) was commissioned by the Tigard-Tualatin School District (TTSD) administration to conduct an evaluation of MITCH Charter School for the 2016-17 school year. This report communicates the findings and recommendations of that evaluation. During the evaluation process, the CSS evaluator reviewed multiple documents provided by MITCH staff, interviewed key individuals in person and over the phone, and communicated with school and district staff via email to ensure the school is: 1) fulfilling the provisions of its charter with the TTSD; and 2) fully complying with federal and state statutory requirements regarding charter school operations and accountability in Oregon.

On 10/25/16, the CSS evaluator met with the TTSD superintendent and MITCH's executive director to describe the charter school evaluation process and to answer questions about the logistics of the process including expectations for the site visit and the collection of evidence. Email communication about the evaluation was exchanged during the winter 2016-17; CSS was officially hired to conduct MITCH's evaluation beginning on 3/24/17.

On 4/8/17, the CSS evaluator attended a MITCH board meeting to describe the evaluation process and to answer questions from board members. During the meeting, the evaluator provided the executive director with a copy of the rubric that would be used for the evaluation as well as a list of suggested artifacts to be included in the collection of evidence.

Soon after the board meeting, MITCH'S executive director began preparing the collection of evidence and sharing the documents electronically with the evaluator via Dropbox. Documents were added to the electronic file throughout the spring and into the beginning of the summer. The collection was comprehensive and well-organized providing the evaluator with easy access to information needed for the report.

The CSS evaluator conducted a site visit to the charter school on 5/3/17. During the visit, the evaluator interviewed the executive director and her administrative assistant, the director of curriculum and instruction, the assistant principal and the agriculture coordinator. The evaluator also toured the school facility and visited several classes to observe teachers and students engaged in the learning process.

On the evening of 6/6/17, the evaluator attended a MITCH parent meeting to solicit information from parents on a variety of topics about the school including: their overall satisfaction with the educational program at MITCH, effectiveness of communication between the charter school and families, strengths and potential areas for improvement at MITCH, and opportunities for parental involvement at the school. During the meeting, many parents engaged in discussion and answered questions posed by the evaluator. Parents were invited to email the evaluator if they had additional information they wanted to share; five parents took advantage of this opportunity and provided more information to the evaluator via email during the week following the meeting.

Perspectives from the charter school staff were collected via email communication between the CSS evaluator and MITCH teachers.

After the site visit—throughout the summer and into the fall 2017—the CSS evaluator made numerous requests for additional information to clarify information and answer remaining questions. MITCH leadership and staff, and TTSD administrators were responsive and thorough in providing the requested information in a timely manner.

On 9/18/17, the CSS evaluator conducted a phone interview with the MITCH 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. After the interview, the board chair shared additional documentation (via email) to provide more detail about topics discussed during the interview.

Evaluation of MITCH 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 Tigard-Tualatin School District as a condition of charter authorization. These additional requirements are described in the Charter School Contract between MITCH and the TTSD.

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 MITCH and to the TTSD prior to the commencement of the evaluation process.

Since this report was commissioned by the Tigard-Tualatin School District administration it remains the property of the school district. A draft copy of the report was provided to the TTSD superintendent and the executive director of MITCH Charter School prior to final publication giving them the opportunity to correct any factual inaccuracies prior to the report being printed.

FRAMEWORK 1: Academic Performance

ACADEMIC INDICATORS

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

Evidence:
- *MITCH's Oregon Report Card 2016-17*
- *MITCH's 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 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."

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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, 65.3% of MITCH 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 surpasses the 57.0% target and thus earns the highest rating possible for this measure—meets standard.

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, 62.1% of MITCH 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.

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

Table 1. Academic Achievement Indicator for ALL Students at MITCH, 2015-16

	2015-16		2016-17		Targets	Did MITCH meet the target?
	# Tests	% Level 3/4	# Tests	% Level 3/4		
ELA	122	75.4%	124	**65.3%**	57.0%	Yes
Math	122	63.9%	124	**62.1%**	47.0%	Yes

It is worth noting that MITCH met the 95% participation rate for state assessments—a requirement of the charter contract with the TTSD. 99.2% of MITCH students (in the grade levels tested) participated in the ELA SBAC and in the math SBAC.

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	
☐	☐	*Exceeds standard*: School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
☐	☐	*Meets standard:* School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
☐	☐	*Does not meet standard:* School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
☐	☒	*Not rated:* 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	
☐	☐	*Exceeds standard*: School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
☐	☐	*Meets standard:* School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
☐	☐	*Does not meet standard:* School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
☐	☒	*Not rated:* 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	
☐	☒	*Exceeds standard*: School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
☐	☐	*Meets standard:* School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
☐	☐	*Does not meet standard:* School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
☐	☐	*Not rated:* 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	
☐	☒	*Exceeds standard*: School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
☐	☐	*Meets standard:* School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
☐	☐	*Does not meet standard:* School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
☐	☐	*Not rated:* 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	
☐	☒	*Exceeds standard*: School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
☐	☐	*Meets standard:* School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
☐	☐	*Does not meet standard:* School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
☐	☐	*Not rated:* 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	
☐	☐	*Exceeds standard*: School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
☐	☐	*Meets standard:* School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
☐	☒	*Does not meet standard:* School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
☐	☐	*Not rated:* 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	
☐	☒	*Exceeds standard*: School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
☐	☐	*Meets standard:* School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
☐	☐	*Does not meet standard:* School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
☐	☐	*Not rated:* 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	
☐	☒	*Exceeds standard*: School's subgroup achievement rate exceeds the average district performance for students in the same subgroup.
☐	☐	*Meets standard:* School's subgroup achievement rate is equal to the average district performance for students in the same subgroup.
☐	☐	*Does not meet standard:* School's average subgroup achievement rate is less than the average district performance for students in the same subgroup.
☐	☐	*Not rated:* See narrative below for rationale for no rating.

<u>*Evidence:*</u>
- ODE website- http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx

<u>**Description of methodology used to disaggregate the state assessment data by subgroup:**</u>
For each subgroup identified in this measure, the evaluator used 2016-17 state assessment data (from the ODE website), to compare the percentage of students in the ten TTSD elementary schools and three TTSD middle schools who demonstrated proficiency on the SBAC (i.e. earned a 3 or 4) to the percentage of MITCH students who demonstrated proficiency. Using this methodology, the MITCH data was not included in the TTSD data overall.

NOTE: Given the small number of students in many of the subgroups at MITCH, caution should be used when interpreting and comparing subgroup data.

<u>*Narrative:*</u>
Measure 2a. How are Economically Disadvantaged students achieving on state assessments in English language arts compared to Economically Disadvantaged students in the sponsoring district?

Not rated: Given that fewer than six students at MITCH were tested in this subgroup, the data was suppressed. Therefore, no comparison with TTSD is possible, and MITCH is *not rated* in this measure.

Table 2a. Percent of Econ. Disadvantaged Students Meeting/Exceeding on SBAC <u>ELA</u> 2016-17: MITCH compared to TTSD Elementary and Middle Schools

	MITCH	TTSD K-8 students (without MITCH)
Number of economically disadvantaged students proficient	*	916
Number of economically disadvantaged students tested	*	2264
% of economically disadvantaged students proficient	*	40.5%

* Fewer than six students tested.

Measure 2b. How are economically disadvantaged students achieving on state assessments in math compared to Economically Disadvantaged students in the sponsoring district?

Not rated: Given that fewer than six students at MITCH were tested in this subgroup, the data was suppressed. Therefore, no comparison with TTSD is possible, and MITCH is *not rated* in this measure.

Table 2b. Percent of Econ. Disadvantaged Students Meeting or Exceeding on SBAC <u>Math</u> 2016-17: MITCH compared to TTSD Elementary and Middle Schools

	MITCH	TTSD K-8 students (without MITCH)
Number of economically disadvantaged students proficient	*	670
Number of economically disadvantaged students tested	*	2212
% of economically disadvantaged students proficient	*	30.3%

* Fewer than six students tested.

Measure 2c. How are English Learners achieving on state assessments in <u>English language arts</u> compared to English Learners in the sponsoring district?

Table 2c. Percent of English Learners Meeting or Exceeding on SBAC <u>ELA</u> 2016-17:
MITCH compared to TTSD Elementary and Middle Schools

	MITCH	TTSD K-8 students (without MITCH)
Number of English learners proficient	2	127
Number of English learners tested	7	784
% of English learners proficient	28.6%	16.2%

Measure 2d. How are English Learner students achieving on state assessments in <u>math</u> compared to English Learner students in the sponsoring district?

Table 2d. Percent of English Learners Meeting or Exceeding on SBAC <u>Math</u> 2016-17:
MITCH compared to TTSD Elementary and Middle Schools

	MITCH	TTSD K-8 students (without MITCH)
Number of English learners proficient	2	100
Number of English learners tested	7	702
% of English learners proficient	28.6%	14.2%

Measure 2e. How are Students with Disabilities achieving on state assessments in <u>English language arts</u> compared to Students with Disabilities in the sponsoring district?

Table 2e. Percent of Students with Disabilities Meeting or Exceeding on SBAC <u>ELA</u> 2016-17:
MITCH compared to TTSD Elementary and Middle Schools

	MITCH	TTSD K-8 students (without MITCH)
Number of students with disabilities proficient	5	105
Number of students with disabilities tested	14	554
% of students with disabilities proficient	35.7%	19.0%

Measure 2f. How are Students with Disabilities achieving on state assessments in <u>math</u> compared to Students with Disabilities in the sponsoring district?

Table 2f. Percent of Students with Disabilities Meeting or Exceeding on SBAC <u>Math</u> 2016-17:
MITCH compared to TTSD Elementary and Middle Schools

	MITCH	TTSD K-8 students (without MITCH)
Number of students with disabilities proficient	1	87
Number of students with disabilities tested	14	479
% of students with disabilities proficient	7.1%	18.2%

Measure 2g. How are Hispanic/Latino students achieving on state assessments in <u>English language arts</u> compared to Hispanic/Latino students in the sponsoring district?

Table 2g. Percent of Hispanic/Latino Students Meeting or Exceeding on SBAC <u>ELA</u> 2016-17:
MITCH compared to TTSD Elementary and Middle Schools

	MITCH	TTSD K-8 students (without MITCH)
Number of Hispanic/Latino students proficient	5	585
Number of Hispanic/Latino students tested	11	1499
% of Hispanic/Latino students proficient	45.5%	39.0%

Measure 2h. How are Hispanic/Latino students achieving on state assessments in <u>math</u> compared to Hispanic/Latino students in the sponsoring district?

Table 2h. Percent of Hispanic/Latino Students Meeting or Exceeding on SBAC <u>Math</u> 2016-17:
MITCH compared to TTSD Elementary and Middle Schools

	MITCH	TTSD K-8 students (without MITCH)
Number of Hispanic/Latino students proficient	5	413
Number of Hispanic/Latino students tested	11	1494
% of Hispanic/Latino students proficient	45.5%	27.6%

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	
☐	☐	*Exceeds*: Combined median growth percentile of 65 or more
☐	☒	*Meets:* Combined median growth percentile is between 50 to 64.5
☐	☐	*Approaches*: Combined median growth percentile is between 40 and 49.5.
☐	☐	*Does not meet:* Combined median growth percentile lower than 40.
☐	☐	*Not rated:* 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	
☐	☐	*Exceeds*: Combined median growth percentile of 65 or more
☐	☒	*Meets:* Combined median growth percentile is between 50 to 64.5
☐	☐	*Approaches*: Combined median growth percentile is between 40 and 49.5.
☐	☐	*Does not meet:* Combined median growth percentile lower than 40.
☐	☐	*Not rated:* See narrative below for rationale for no rating.

Evidence:
- *MITCH's Report Card Rating Details Report, 2016-17*

Narrative:

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."

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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 3 shows the calculation of the Academic Growth indicator for all MITCH students in ELA and mathematics. According to the Report Card Rating Details Report, in ELA the Combined Median Growth Percentile was 62.0—indicating the typical MITCH student in the school exhibited growth in ELA as high or higher than 62.0% of academic peers. Based on the rubric criteria, the school is rated meeting for this measure. In mathematics, the Median Growth Percentile was 59.0. These results indicate that MITCH students showed typical growth in mathematics from 2015-16 to 2016-17, thus the school was rated meeting for measure 3b.

Table 3. Academic Growth in ELA and Math

	2015-16		2016-17		Combined Median Growth Percentile
	Students	Median Growth Percentile	Students	Median Growth Percentile	
ELA (All Students)	88	67.0	89	59.0	**62.0**
Math(All Students)	88	59.0	89	59.0	**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	
☐	☐	*Exceeds standard*: Combined median growth percentile of 65 or more
☐	☒	*Meets standard:* Combined median growth percentile is between 50 and 64.5
☐	☐	*Approaches standard*: Combined median growth percentile is between 40 and 49.5.
☐	☐	*Does not meet standard:* Combined median growth percentile lower than 40.

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	
☐	☐	*Exceeds standard*: Combined median growth percentile of 65 or more
☐	☐	*Meets standard:* Combined median growth percentile is between 50 and 64.5
☐	☒	*Approaches standard*: Combined median growth percentile is between 40 and 49.5.
☐	☐	*Does not meet standard:* Combined median growth percentile lower than 40.

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	
☐	☐	*Exceeds standard*: Combined median growth percentile of 65 or more
☐	☒	*Meets standard:* Combined median growth percentile is between 50 and 64.5
☐	☐	*Approaches standard*: Combined median growth percentile is between 40 and 49.5.
☐	☐	*Does not meet standard:* Combined median growth percentile lower than 40.

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	
☐	☐	*Exceeds standard*: Combined median growth percentile of 65 or more
☐	☒	*Meets standard:* Combined median growth percentile is between 50 and 64.5
☐	☐	*Approaches standard*: Combined median growth percentile is between 40 and 49.5.
☐	☐	*Does not meet standard:* Combined median growth percentile lower than 40.

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	
☐	☒	*Exceeds standard*: Combined median growth percentile of 65 or more
☐	☐	*Meets standard:* Combined median growth percentile is between 50 and 64.5
☐	☐	*Approaches standard*: Combined median growth percentile is between 40 and 49.5.
☐	☐	*Does not meet standard:* Combined median growth percentile lower than 40.

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	
☐	☐	*Exceeds standard*: Combined median growth percentile of 65 or more
☐	☐	*Meets standard:* Combined median growth percentile is between 50 and 64.5
☐	☒	*Approaches standard*: Combined median growth percentile is between 40 and 49.5.
☐	☐	*Does not meet standard:* Combined median growth percentile lower than 40.

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	
☐	☐	*Exceeds standard*: Combined median growth percentile of 65 or more
☐	☒	*Meets standard:* Combined median growth percentile is between 50 and 64.5
☐	☐	*Approaches standard*: Combined median growth percentile is between 40 and 49.5.
☐	☐	*Does not meet standard:* Combined median growth percentile lower than 40.

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	
☐	☐	*Exceeds standard*: Combined median growth percentile of 65 or more
☐	☒	*Meets standard:* Combined median growth percentile is between 50 and 64.5
☐	☐	*Approaches standard*: Combined median growth percentile is between 40 and 49.5.
☐	☐	*Does not meet standard:* Combined median growth percentile lower than 40.

Evidence:
- *MITCH's 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. Table 4 shows the Combined Median Growth Percentiles for each of these four student groups in ELA; Table 5 shows the data for the same student groups for mathematics.

Table 4. Academic Growth Indicators in ELA for Key Student Groups at MITCH

English Language Arts	2015-16		2016-17		Combined Median Growth Percentile	Subgroup Rating
	Students	Median Growth Percentile	Students	Median Growth Percentile		
Economically Disadvantaged	2	52.5	0	--	52.5	Meets
English Learners	2	45.0	3	61.0	61.0	Meets
Students with Disabilities	7	53.0	8	71.0	66.0	Exceeds
Hispanic/Latino	6	22.0	9	63.0	53.0	Meets

In ELA, for three of the subgroups—economically disadvantaged students, English Learners, and Hispanic/Latino students—the combined median growth percentile **met** the standard based on the rubric description (i.e., the combined median growth percentile was between 50.0 and 64.5). For students with disabilities, the combined median growth percentile was 66.0 indicating the subgroup **exceeded** the standard in academic growth according to the rubric.

MITCH is commended for the academic growth in English language arts of students with disabilities as measured by the state assessment.

Table 5. Academic Growth Indicators in Mathematics for Key Student Groups at MITCH

Mathematics	2015-16		2016-17		Combined Median Growth Percentile	Subgroup Rating
	Students	Median Growth Percentile	Students	Median Growth Percentile		
Economically Disadvantaged	2	41.0	0	--	41.0	Approaches
English Learners	2	54.5	3	62.0	62.0	Meets
Students with Disabilities	7	41.0	8	47.0	44.0	Approaches
Hispanic/Latino	6	64.5	9	58.0	58.0	Meets

In mathematics, for English learners and Hispanic/Latino students, the combined growth percentiles met the standard based on the rubric description (i.e., the combined median growth percentile was between 50 and 64.5). For two subgroups—economically disadvantaged students and students with disabilities—the combined median growth percentiles fell between 40.0 and 49.5 indicating the two subgroups were approaching the standard in academic growth based on the rubric.

Indicator 5:	Graduation and post-secondary 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	
☐	☐	*Exceeds*: School's average graduation rate exceeds the average graduation rate in the district.
☐	☐	*Meets:* School's average graduation rate is equal to the average graduation rate in the district.
☐	☐	*Does not meet:* School's average graduation rate is lower than the average graduation rate in the district.
☐	☒	*Does not apply.*

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	
☐	☐	*Exceeds standard*: School's average graduation rate exceeds the average graduation rate in like schools.
☐	☐	*Meets standard:* School's average graduation rate is equal to the average graduation rate in like schools.
☐	☐	*Does not meet standard:* School's average graduation rate is lower than the average graduation rate in like schools.
☐	☒	*Does not apply.*

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	
☐	☐	*Exceeds standard*: School's average completion rate exceeds the average completion rate in the district.
☐	☐	*Meets standard:* School's average completion rate is equal to the average completion rate in the district.
☐	☐	*Does not meet standard:* School's average completion rate is lower than the average completion rate in the district.
☐	☒	*Does not apply.*

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	
☐	☐	*Exceeds standard*: School's average completion rate exceeds the average completion rate in like schools.
☐	☐	*Meets standard:* School's average completion rate is equal to the average completion in like schools.
☐	☐	*Does not meet standard:* School's average completion rate is lower than the average completion rate in like schools.
☐	☒	*Does not apply.*

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	
☐	☐	*Exceeds standard*: School's average dropout rate is lower than the average dropout rate in the district.
☐	☐	*Meets standard:* School's average dropout rate is equal to the average dropout rate in the district.
☐	☐	*Does not meet standard:* School's average dropout rate exceeds the average dropout rate in the district.
☐	☒	*Does not apply.*

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	
☐	☐	*Exceeds standard*: School's average dropout rate is lower than the average dropout rate in like schools.
☐	☐	*Meets standard:* School's average dropout rate is equal to the average dropout rate in the like schools.
☐	☐	*Does not meet standard:* School's average dropout rate exceeds the average dropout rate in like schools.
☐	☒	*Does not apply.*

Measure 5g. What percentage of high school graduates are enrolled in post-secondary institutions within 16 months after graduating?

School's Self Assessment	CSS Evaluator's Assessment	
☐	☐	*Exceeds standard*: The percent of students who enroll in a community college or four-year university within 16 months of graduation exceeds the district performance.
☐	☐	*Meets standard:* 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.
☐	☐	*Does not meet standard:* 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.
☐	☒	*Does not apply.*

Evidence:
Not applicable.

Narrative:
Not applicable.

FRAMEWORK 2: Organizational Performance

Indicator 6:	**Mission and Key Design Elements**

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

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.*

School's Self Assessment	CSS Evaluator's Assessment	
☐	☒	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☐	*Meets standard*: The school presents no material concerns in any of the criteria regarding mission and key design elements.
☐	☐	*Approaches standard*: The school presents a material concern in one of the criteria regarding mission and key design elements.
☐	☐	*Does not meet standard*: The school presents a material concern in more than one of the criteria regarding mission and key design elements.

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?

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.

School's Self Assessment	CSS Evaluator's Assessment	
☐	☒	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☐	*Meets standard*: The school presents no material concerns in any of the criteria regarding parental involvement and level of satisfaction.
☐	☐	*Approaches standard*: The school presents a material concern in one of the criteria regarding parental involvement and level of satisfaction.
☐	☐	*Does not meet standard*: The school presents a material concern in more than one of the criteria regarding parental involvement and level of satisfaction.

Evidence:
- *Charter School Contract*
- *MITCH Charter School Strategic Plan 2015-2020*
- *MITCH Parent & Student Handbook*
- *MITCH Employee Handbook*
- *Interview with the MITCH executive director*
- *Interview with MITCH board chair*
- *Communication with MITCH teachers and other key school staff*
- *Email communication with parents of MITCH students*
- *Results from the 2016 MITCH Family Survey*
- *School website*
- *Core Knowledge Foundation website: www.coreknowledge.org/our-schools/core-knowledge-schools/*

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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 MITCH is well-documented on the school's website and in official school publications including the Parent & Student Handbook, the Employee Handbook, and the 2015-2020 Strategic Plan:

> "Our mission is to teach a coherent, cumulative, and content-specific curriculum in language arts, history, geography, mathematics, science, the arts and agriculture so that our students become literate, knowledgeable, and confident leaders serving our community, nation and world."

Exhibit A of the 2008 charter contract states that MITCH staff will incorporate the following key design elements into the implementation of the school's mission:

- develop multi-sensory learning within each student;
- foster curiosity which leads to a sense of *learning as a lifelong adventure*;
- teach to mastery in core academic subjects (letters, numbers and notes);
- establish self-discipline and high levels of personal accountability, which provide a safe/secure learning environment, and helps build within each student responsible decision-making skills;
- foster self-worth and an appreciation of qualities within others;
- establish a school culture in which parents and community are welcome and feel needed;
- mentoring each other, everybody teaches, everybody learns, every day.

Evidence of school staff and parents sharing a common and consistent understanding of MITCH's mission emerged during conversations between the CSS evaluator and MITCH stakeholders. When teachers were asked by the evaluator, "How do you interpret the mission and/or vision of MITCH?" one teacher responded:

> *"I interpret the mission of MITCH as a place where we want to grow the whole child--academically advanced, yes, but also emotionally and socially. We strive to give students hands-on experiences that will aid in their learning and growth as a child. By working at MITCH, I know I have the freedom to take students on experiences that tie in with their learning that will further enhance the learning that we are doing in the classroom. This mission also gives teachers the space to address behaviors and social aspects that will create a better future generation, rather than just being solely focused on academics."*

Another teacher shared her interpretation of the school's mission:

> *"The MITCH mission reminds me each day to come in with the drive and determination to challenge my students in a way that allows them to put their best foot forward. This means knowing each of my students' strengths and weaknesses and planning my lessons in a way that is going to appeal to their learning style and ensure the curriculum is reaching each child in a meaningful way."*

A parent explained what she has experienced and observed as the mission of the charter school:

> *"To provide a fun, vibrant learning environment where students are engaged in a broad and rich curriculum. The core knowledge curriculum the school utilizes takes the students on a journey*

through a wide range of subjects in literature, history and science. The students explore subjects in earlier grades and revisit them later (e.g., Civil War in 2nd grade and then in 5th grade) which allows for more meaningful and deeper understanding. And every year, the students participate in core knowledge events which are great opportunities for them to showcase their mastery in certain subjects. The weekly art class is another hands-on learning experience that ties directly into the core curriculum. Music and agriculture classes also play an important role in the students' overall learning."

One teacher emphasized several key design elements that he has observed at MITCH including: teaching and learning through a variety of sensory modalities, fostering students' curiosity, and mentoring and supporting the learning of all members of the school community. The teacher shared the following comments:

"[T]he culture is amazing. Our staff work together as one. There is no department versus department mentality. Our staff is very flexible and accommodating towards each other. I know that if I need assistance I can count on any staff member, from kindergarten to the 8th grade language arts/social studies teacher. I have and will continue to count each of them as encouraging, supporting allies."

A teacher was asked to describe the differences between the educational experiences students have at MITCH and the experiences students might receive at a more traditional school, to which he responded:

"[Teachers at MITCH] have more freedom to challenge the students to strive. Freedom to think outside the mundane. Energy and support to allow students to have the courage and safety to lose the box they have put themselves in. Our leadership team encourages and supports the students to do the same. Freedom from spoon-feeding students or teaching to a test."

Another teacher identified the coherent curriculum and the focus on excellence at MITCH as key elements of the school's mission which encourage students to make connections in their learning and to adopt a growth mindset:

"A coherent curriculum allows students and teachers to make connections. My students are encouraged to make connections from unit to unit, and my teaching takes its direction from that student connection. For example, one year students quickly connected the reading lesson about 'theme' to their social studies knowledge, deciding that 'History is complicated' was the theme of our history textbook. From there, my lessons were structured to focus on the complicated nature of our world, tying literature, history, and science units together.

This year, students have connected with the idea of a growth mindset and embraced the motto 'make it better.' My lessons now focus on the idea of having a growth mindset and we discuss historical figures' and literary characters' growth or fixed mindsets. Rather than having 'fast finishers' activities, as is common in many classrooms, we created the class motto 'make it better.' Nothing is ever perfect, so even if you've fulfilled the requirements of the task, how can you make it better?"

The focus on high standards, continuous improvement and working towards excellence are further evidenced through the school's pursuit of the "School of Distinction" status from the Core Knowledge Foundation. In addition to demonstrating effective and thorough implementation of the Core Knowledge

approach, Schools of Distinction must also exhibit strong instructional practices, foster collaboration, involve all stakeholders, and strive for continuous improvement.

According to the Core Knowledge Foundation website:

> "Schools of Distinction are recognized by the Core Knowledge Foundation as offering a superior educational experience. This designation does not come easily; it must be earned and the criteria for success must be clearly demonstrated through a series of curriculum planning documents and a capstone visit by a team of Core Knowledge staff members. To apply, schools must commit to a more rigorous implementation, including meeting specific milestones established by the Foundation."

MITCH's executive director reported they started the process for earning the School of Distinction status in Spring 2015. Representatives from the Core Knowledge Foundation visited MITCH in August 2015 to meet with teachers, review curriculum maps and other instructional materials, and observe classroom instruction. The final step in the process for earning the School of Distinction status will involve another site visit from the Core Knowledge Foundation team—this visit longer and more comprehensive than the initial one in August.

The CSS evaluator's observations at MITCH confirm what the teachers and parents reported: MITCH is fully executing its mission and implementing key design elements outlined in the charter agreement. Stakeholders at MITCH—including parents, school leadership, board members, and school staff—share a common understanding of the school's mission and vision. MITCH is commended for its commitment to, and focus on, implementing the school's mission with fidelity and passion.

MITCH deserves commendations for investing in the future of the school through the development and implementation of a comprehensive and ambitious five-year strategic plan. The plan—which was developed through the collaborative efforts of school administrators, teachers, staff, parents, community members, and the board of directors—is grounded in the mission, vision and core values of the school. The plan will serve as a road map for the school community as they continue to seek to improve student learning and achievement; optimize strategic operational and financial sustainability; enhance staff development and retention; and increase their community connections and commitment.

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?

MITCH 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. Ninety percent of the 178 families with children enrolled at MITCH participated in the 2016 survey and the vast majority of responses were favorable. A sample of the survey statements appear below with the percentage of respondents who indicated they agree or strongly agree with each statement:

- My student is receiving a high quality education. (93%)
- The curriculum is challenging. (92%)
- The curriculum is engaging. (90%)
- I am satisfied with my student's educational experience at MITCH. (90%)
- I believe our school provides a safe learning environment. (92%)

88% of survey respondents reported they were 'satisfied' or 'very satisfied' with MITCH overall. The school is commended for having an exceptionally strong return rate on the 2016 survey and for the high level of parent satisfaction with the school overall.

Although the survey responses were generally very positive, some parents expressed concerns via the comment section of the survey. Suggestions for improvements at MITCH covered a variety of topics, however, the two areas which received the most comments were homework and communication. When asked to identify one thing they would like to change at the school, 23% of the parents who answered this survey question expressed concerns about the quantity, relevance and developmental appropriateness of homework assigned at MITCH. Many parents reported their student had too much homework and others suggested homework assignments were often not meaningful.

Given that over 20% of the comments referenced homework as an issue of concern, MITCH leadership is encouraged to work collaboratively with staff and parents to establish and communicate the purpose of homework and provide guidelines for appropriate amounts of homework at each grade level. This recommendation does not suggest that the amount and type of homework currently assigned is not appropriate—only that many parents are either not convinced of the value of the homework or uninformed about expectations and the rationale for those expectations around homework. It would be beneficial for parents to contribute to the development and communication of the homework policy.

Another area in which many parents expressed concern was communication. 10% (of the 103 parents who answered the question) identified communication—between the school and families, between teachers and parents, between the MITCH board and the PSO—as one thing they would like to change about MITCH.

Information describing how parents can get involved at MITCH is provided in a wide variety of ways including the Parent Support Organization (PSO) website, weekly newsletters, up-to-date school website, school Facebook page and the annual parent survey. In spite of the current outreach to families, some parents still express concern over communication at MITCH. One parent shared the following comment on the annual survey:

> *"I very much appreciate the Friday Fox Tales. Although I feel communication still lacks among school, PSO and Board. Would it be possible to have the weekly newsletter support PSO, school and Board? Sort of a 'one stop shop' for news, info, events, etc. And also to have it posted to the Mitch website? (not sure about being able to post it to the site due to confidentiality.) I talk to multiple parents who indicate they 'never got that email' or weren't aware of certain events/happenings - because of email issues, lost emails, emails going to trash bin, etc."*

Another parent suggested that although the board meeting minutes are posted on the website, having board meeting minutes emailed to parents would help them be more aware of the direction of the school.

Communication will always be an important and problematic area for most organizations—and it definitely warrants continuous efforts for improvement. School leadership is encouraged to engage parents in ongoing efforts to deliver the appropriate amount and type of communication that MITCH parents desire. Involving parents in the process will build community as as well as help to identify the most relevant and effective modes of communication for the school.

Indicator 7:   Educational Program

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?

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.

School's Self Assessment	CSS Evaluator's Assessment	
☐	☒	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☐	*Meets standard*: 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.
☐	☐	*Approaches standard*: 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.
☐	☐	*Does not meet standard*: 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.

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

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.

School's Self Assessment	CSS Evaluator's Assessment	
☐	☒	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☐	*Meets standard*: The school presents no material concerns in any of the criteria related to assessment of student learning.
☐	☐	*Approaches standard*: The school presents a material concern in one of the criteria related to assessment of student learning.
☐	☐	*Does not meet standard*: The school presents a material concern in more than one of the criteria related to assessment of student learning.

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

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.

School's Self Assessment	CSS Evaluator's Assessment	
☐	☒	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☐	*Meets standard*: The school presents no material concerns in any of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement.
☐	☐	*Approaches standard*: The school presents a material concern in one of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement.
☐	☐	*Does not meet standard*: 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	
☐	☐	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☐	*Meets standard*: The school presents no material concerns in any of the criteria regarding protecting the rights of students with disabilities.
☐	☒	*Approaches standard*: The school presents a material concern in one of the criteria regarding protecting the rights of students with disabilities.
☐	☐	*Does not meet standard*: The school presents a material concern in more than one of the criteria regarding protecting the rights of students with disabilities.

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	
☐	☐	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☐	*Meets standard*: The school presents no material concerns in any of the criteria regarding protecting the rights of English Learner students.
☐	☒	*Approaches standard*: The school presents a material concern in one of the criteria regarding protecting the rights of English Learner students.
☐	☐	*Does not meet standard*: The school presents a material concern in more than one of the criteria regarding protecting the rights of English Learner students.
☐	☐	*Not rated:* See narrative for rationale for no rating.

Evidence:
- *Charter School Contract*
- *MITCH Strategic Plan 2015-2020*
- *Interview with the executive director*
- *Communication with teachers and other key school staff*
- *School website*
- *2016-17 Parent/Student Handbook*
- *Classroom observations*
- *Revised school calendar, approved by MITCH Board on 2/2/17*
- *Daily schedule provided by school leadership*
- *Core Knowledge website: www.coreknowledge.org/our-approach/core-knowledge-sequence/*
- *Email communication with TTSD Director of Teaching & Learning*

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?

Based on interviews with the executive director and with teachers, as well as the evaluator's personal observations during the site visit, evidence showed that MITCH staff implement instructional practices consistent with the educational program described in the charter contract. Mastery learning, multi-sensory and direct instruction approaches—instructional practices required by the charter contract—were observed in all classrooms visited by the evaluator. Teachers were observed building on students' previous knowledge and connecting across disciplines—key features of the Core Knowledge Approach. In addition, MITCH teachers employed a variety of modes of instruction to address the variation in students' learning styles and preferences. Many teachers used choral response and physical response—e.g., clapping out the syllables of a multi-syllable word to assist students with spelling.

During classroom visits, the evaluator observed numerous examples of students demonstrating accountability for their own learning and management of their personal behavior. In every classroom, there was evidence of students engaged in routines and procedures that made transitions between lessons smooth and efficient. For example, after completing their spelling test, students in one class folded up their study carrels, stored the carrels properly in the back of the room, picked up their math folders, and returned to their desks ready for the math lesson—all with minimal direction from their teacher.

The evaluator observed an art lesson that epitomized the concept of curricular integration at MITCH: The topic was westward expansion. Students were invited to imagine they were traveling on a wagon train and the assignment was to create a picture of what they would include in their wagon. While students were working quietly on their pencil drawings, the teacher read a story aloud about a family on a wagon train. She paused periodically and asked questions that encouraged students to use their critical and creative thinking skills. The essential question for the lesson was: "If you were traveling west on the wagon train what would you include in your wagon and why?" However, the teacher expanded and enhanced the lesson by asking questions which brought in other disciplines such as science, math, and geography. Each question sparked lively discussion and generated even more questions about what life might have been like for the early settlers. Some of the questions posed by the art teacher are listed below.

- "The girl in our story told us the jerky she had for dinner tasted salty. Why do you think it was salty?"
- "As the family continued to travel, they noted that the ground was flat and even. Where do you think they are right now in their journey if the land is 'flat and even' ?
- "How many of you included triangulation in your drawings? How did you decide to use triangulation?"
- "Did anyone draw animals in their wagon? What kinds of animals do you think might have been with the wagon trains?"
- "What about musical instruments? Did anyone include instruments in their wagon picture? What kinds of instruments might have been brought by families as they traveled west?"
- "In the story, the girl told us that her family was at the front of the wagon train. Why do you suppose it would be good to be at the front?"
- "We just read that they are preparing to set up camp for the night. What do you think they need to do to set up camp?" This question led to a conversation about the phrase, 'circling the wagons.'

By posing thoughtful questions, the teacher created a rich, relevant and authentic lesson that was high-interest to students and made connections for students across disciplines. Every student was engaged in this lesson throughout the entire class period.

In addition to conducting classroom observations, the evaluator communicated directly with teachers to learn more about how they understand the distinctive instructional practices used at MITCH. When teachers were asked, "How does instructional practice at MITCH look different from instructional practice at a more traditional school—or does it?" one teacher replied:

> *"Instructional practice at MITCH is a much more collaborative effort. I work with the PE, Art, and Music instructors to align our current units of study to ensure students are experiencing a variety of components to enhance the curriculum. Additionally, I feel our instructional practices/ curriculum have a much more clearly defined purpose and outcome."*

Another teacher emphasized the 'collaborative effort' not just of MITCH teachers, but of all stakeholders at the school, and also identified integration and overlap of curricula as an important feature of the school's program:

> *"The pedagogy of practice on the daily routine consists of the focus based on or around student involvement, parent involvement, partnership with all elective and core teachers. We overlap, collaborate and integrate curricula offering a well-rounded and supportive approach to a student's educational journey. In addition, our pedagogy is extremely supportive of all aspects as well offering validation and application to tangible relevance students are capable of comprehending."*

Another teacher described how she perceives instructional practice at MITCH different from practice at more traditional schools:

> *"Instructional practices at MITCH look different in my opinion because of the level of rigor that we require our students to work towards. For example, my kindergartners have homework each night. We also are teaching phonograms at a much more advanced level than other public school kindergartens I have seen, so that by this point in the year, many of our students can spell the challenge word 'elephant' correctly."*

The school deserves commendations for delivering the educational program outlined in their charter agreement with fidelity and ensuring all teachers understand and implement the distinctive instructional practices that support the school's mission and philosophy.

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

In addition to the required state assessments, other forms of assessment tools are used at MITCH including the Measures of Academic Progress (MAP) assessment—a norm-referenced measure of student growth over time. The executive director explained that 2016-17 was MITCH's first year using both the MAP assessment and the Response to Intervention (RTI) model for using data to drive instructional decisions for individual students. The director described how MITCH teachers used the assessment data to guide decision-making about their instruction:

"Professional development throughout the year focused on teachers using the MAP data to identify how to support learning growth for each child by making the connection between our curriculum, CCSS, and the MAP data. Teachers worked through the data in grade level teams, as well as in their instructional teams (similar to PLCs.) A few of our teachers were quite successful in using the RTI model as evidenced by a greater number of their students with proficient scores on the SBAC. The majority of our teachers experienced moderate success in learning how to use the RTI model; only two teachers seem to struggle with the model and will need additional basic, one-on-one coaching this year."

The executive director noted that the most successful teachers at MITCH were able to make clear connections between the standards-based curriculum and students' needs for intervention or enrichment. The director reported the most effective teachers prepared remedial and extension work for students in advance of the lessons and were also adept at the use of the small group format to work with students in need of interventions or enrichment.

Sharing student performance data with parents is an important component of an assessment system. The director described how students' performance on the MAP was communicated to MITCH parents: "The data from each assessment was shared with parents at the Parent-Teacher Conferences held each quarter; if parents did not attend a conference, the data sheet with specific goals written for their child was sent home for a signature."

In 2016-17, all MITCH students in kindergarten through 8th grade were tested using MAP three times during the year. The executive director shared that they will be testing only twice during 2017-18 in response to an internal review indicating "serious test fatigue" by the time they reached the SBAC window in May.

In addition to SBAC and MAP, MITCH classroom teachers conduct other assessments across grades K-7 including: CBM Math Fluency, MAZE (a group-administered test that measures fluency of silent reading and low-level comprehension of passages), and DAZE (a group-administered measure of reading comprehension). Formative and summative assessments are embedded in Code Breakers (the Orton Gillingham-based phonics, reading, spelling curriculum for Kindergarten through 3rd grade), Core Knowledge Language Arts (Kindergarten through 3rd grade); and Core Knowledge domain students (4th through 8th grade). Saxon Math includes daily formative assessments as well as summative assessment at the end of every five lessons. The Institute for Excellence in Writing (IEW) curriculum is rubric-based so that students can see clearly what is required for each writing lesson before they begin writing.

MITCH students are also assessed three times a year with DIBELS; this assessment is conducted by TTSD personnel.

Several MITCH teachers reported they used formative and summative assessments in their classroom instruction. Comments from two teachers, describing how they use assessments for learning, are provided below:

"Both formative and summative assessments are utilized in my classroom. Each day, after a discussion, I use the pull-a-stick, and sometimes cold call method to quickly assess my students' knowledge and understanding of the content that was taught. At the end of a unit we use a summative assessment to ensure the content taught was understood by each student."

"We have summative assessments built into every curriculum that we use. I then also use constant formative assessments every day in every lesson. One of the great benefits to having such a small class size is that in any given lesson I can quickly get to all of my kiddos."

When teachers were asked how they provide interventions for students who are struggling and extensions for students who are ready for more advanced work, one teacher described her process for differentiating based on her students' needs:

"Students who need a bit more support are paired with a peer to help support them during class work, and are given classwork and homework that more closely align with their academic abilities. Similarly, students who are ready for a challenge are provided with extensions such as writing expanded sentences, reading books that are a bit more challenging, and are provided with homework that goes beyond the expectations of their peers."

Another teacher shared:

"I provide interventions while other students are working independently. Normally these will be one-on-one or with two students working at the same level. Other times when doing a reading activity, I will partner a higher student with a lower, non-reader, to be together. It really just depends on the activity."

Teachers were also asked how they provide feedback to students on their learning; responses from two teachers appear below:

"I find that it is vital to constantly provide my kids with positive feedback when they are performing as expected on a daily basis. Additionally, we grade math fact worksheets together daily so that they are aware of what was correct/incorrect. I also review math assessment questions (weekly) that were incorrect with each student to ensure they understand what they did wrong and how to fix it. I also provide daily feedback in writing and reading letting students know how their letter formation looks and how to improve reading fluency."

"Students find out daily how they are doing based on graded homework assignments that go home. Parents see [homework assignments] every day, and if a need arises, I will make sure that parents are communicated with as well. We have at least three conferences with parents over the course of the year to share more in-depth with them about how their child is doing."

Although it appears the school has generated a significant amount of data via the many assessments used at MITCH, the executive director noted that effectively *using* assessment data has been "one of [MITCH's] weaker areas of the RTI process." She described changes they have made to toward improvement in this area:

"We have a new staff member handling the input and flow of assessment data. We also have implemented a clear process for using all of the data – DIBELS, Math fluency, DAZE/MAZE, and MAP – to track each student in the classroom and at the school level. It will take some time for all of us to become adept at this process, but one which school leadership is fully committed to implementing and improving year-over-year."

MITCH deserves commendations for developing and implementing a robust and balanced assessment system. In addition, the school is applauded for its focus on using data from the assessment system to

guide instructional decisions in the classroom, to analyze school wide performance and to identify areas for improvement. Admittedly, these efforts are still in the infancy stage, but it is evident that plans have been put in place for full implementation. Designating a staff member to coordinate and monitor the input and flow of assessment data is a wise investment of resources and a critical first step.

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

MITCH is in compliance with Oregon Administrative Rule 581-022-0610 which requires that Oregon Statewide Assessments are administered to students by a trained staff member under appropriate testing conditions.

The school's website states: "[MITCH staff] integrate a few excellent, research supported curricula to create a K-8 program of study that is instrumental in students meeting the Common Core State Standards (CCSS)." As mentioned in Measure 7a, MITCH uses the Core Knowledge Sequence Curriculum. Documentation presented on the school website and the Core Knowledge website shows the alignment between the Core Knowledge Sequence Curriculum and the common core standards. Other curricula identified in MITCH's Strategic Plan 2015-2020 are also aligned to standards:

- Reading: The Writing & Spelling Road to Reading & Thinking
- Math: Investigations in Data & Space (IDS) and Saxon Math
- Science: Simply Science
- Music: The Core Knowledge Sequence – Music scope & sequence
- Art: The Core Knowledge Sequence – Art scope & sequence
- Social Studies: The Core Knowledge Sequence
- Character development: The Core Knowledge Sequence

In response to OAR 581-022-1620 which requires that schools provide a minimum of 900 hours of instructional time for kindergarten through 8th grade students beginning in 2015-16, MITCH teachers raised the question: *"What does a schedule look like that allows our students the time necessary to learn the content and skills essential to MITCH's vision and mission?"*

At the 12/12/16 TTSD school board meeting, the MITCH executive director reported:

> *"MITCH teachers estimate 978 hours of seat time are required to adequately teach the material in our curricula – this is substantially more than the 900 minimum set by the State, especially since we define instructional time with more specificity than is set the law. And, more importantly, it represents a paradigm shift for our community."*

In response to the instructional time study conducted at MITCH, the executive director recommended (and the board approved) that the 2016-17 school year be extended to 178 days. Based on MITCH's daily schedule and the yearly calendar provided in the collection of evidence, the school exceeded the instructional time requirements outlined in OAR 581-022-1620.

NOTE: Like many other schools and districts in Oregon, the adverse weather conditions forcing school closure during the winter months in 2016-17, caused MITCH to revise the yearly calendar mid-year in order to meet the instructional time requirement. Professional development days were replaced with full

instructional days and conference days were converted to half days of instruction. With the revisions in the schedule, the school was able to exceed the instructional time state requirements.

MITCH staff is to be commended for recognizing the need for—and benefits of—more time for student learning, and taking action to increase instructional time at the charter school beyond the 900-hour minimum state requirement.

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

Policies are in place that require MITCH to provide equitable access and opportunity to enroll for all students—including students with disabilities. Section F of the charter contract contains a standard nondiscrimination clause requiring MITCH to conform to all statutory and constitutional provisions prohibiting discrimination on the basis of disability (other protected classifications are also identified in the nondiscrimination clause). In addition, Section J of the charter contract notes: "All students, including students with disabilities, who are residents of the District, are eligible for enrollment."

In addition, MITCH's board of directors has adopted policy indicating that the school "may not limit student enrollment based on ethnicity, national origin, race, religion, disability, gender, sexual orientation, the terms of an individualized education program, income level, proficiency in English language or athletic ability, …"

Although the charter contract and board policy require equitable access and opportunity to enroll for students with disabilities, it is unlikely that many parents of MITCH students or potential MITCH student access and read through these two documents. In three sites that parents are more likely to access—the Parent & Student Handbook, the school website, and the school's admission materials—the evaluator found no documentation indicating that students with disabilities are guaranteed equal access and opportunity to enroll at the charter school. There is a nondiscrimination statement at the bottom of the Student Enrollment Application, but it does not identify disability as a protected class:

> "*MITCH Charter School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate based on race, color, national ethnic origin in administration of its educational policies, admission policies, and school-administered programs.*"

Although admittedly, there is a random lottery conducted for admission to the school, families must apply to be eligible for the lottery, and if there is no documentation shared with parents that explicitly prohibits discrimination based on disability, parents of students with disabilities may choose not to apply. MITCH is strongly encouraged to make the nondiscrimination information more comprehensive (i.e., add 'students with disabilities') and also to consider adding language on the website and in the Parent & Student Handbook that welcomes and encourages students with learning challenges to apply to the school.

In addition to providing equal access, MITCH must comply with all TTSD policies and with the requirements of federal and state law related to the delivery of services to students with disabilities—according to each student's Individual Education Plan and Program (IEP)—and must provide appropriate discipline to students with disabilities.

TTSD special education staff provide services to MITCH students who qualify based on students' IEPs. MITCH's executive director reported that in 2016-17, the TTSD provided two case load managers and two

part-time learning aides—one each for middle and elementary levels—to serve students with disabilities at MITCH. She described the process:

> "*The middle school case load manager was on site usually one afternoon per week primarily to give directions to the TTSD learning aide specialist. The elementary case load manager was on campus two half days for the same purpose. The learning aide specialists were on site approximately 30 hours a week in sum to provide services to our SpEd students, both in class and in a pull-out format. The number of students varied throughout the year, but we had up to 4 middle school SpEd students and up to 11 elementary SpEd students*."

During a phone interview with the CSS evaluator, the TTSD Director for Student Services explained that TTSD staff also provide training to teachers at MITCH helping them learn how to more effectively serve students with disabilities in their classrooms. The TTSD Director reported that last year MITCH's Executive Director requested training for her staff specifically to help teachers better understand the components of the Individuals with Disabilities Education Act (IDEA), the required elements of an IEP, and expectations for participation in IEP meetings. The trainings began last year and the TTSD Director expects them to continue this year. The district is eager to provide the support to MITCH teachers so they in turn can support their students with disabilities.

The TTSD Student Services Director expressed a concern regarding Behavior Support Plans (BSPs) for MITCH students. She noted that the plans are written by TTSD special education teachers and are expected to be implemented by MITCH staff, but on a regular basis she has heard from TTSD special education staff that often the plans are not being followed. The rationale provided for not implementing the BSPs is that they do not fit into the unique context of MITCH.

TTSD and the charter school are encouraged to continue open and ongoing communication about working collaboratively to serve students with disabilities at MITCH. The executive director's request to the TTSD for training to help her staff better understand how to serve students with disabilities was an excellent start to a process that must continue. The CSS evaluator strongly recommends that MITCH teachers take advantage of opportunities for training provided by TTSD staff with respect to special education issues and topics. The district and MITCH are also encouraged to work together to explore how behavior plans can be developed so that they do fit into the context of the charter school and also adhere to the requirements of IDEA.

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

Section 6.7 of the charter contract includes a standard nondiscrimination clause prohibiting the school from limiting student admission based on the student's proficiency in the English language. The random lottery conducted for admission to MITCH provides additional assurance that English Learners have the same access to enrollment at the school as their peers. No evidence was found to suggest policies around open and fair enrollment (for ELLs) are not being followed.

The TTSD Director of Teaching & Learning reported that during 2016-17 the he met with MITCH's executive director to share the district's program model(s) specific to delivery of services to English language learners based on the TTSD's LAU Plan and ODE/OCR policy and recommendations. The Director of Teaching & Learning also reported that "the program model review was a part of the meeting with [Mitch's executive director] with an emphasis that MITCH needs to be identifying and serving ELs immediately as it was indicated that there wasn't a plan in place."

Although no LAU Plan was provided in the MITCH'S collection of evidence for this evaluation, the executive director reported a LAU Plan has been created and is waiting to be approved by the MITCH board.

The MITCH director also shared that in 2016-17, three MITCH students were identified for ELL services; two additional students were in monitor status.

The TTSD Director of Teaching & Learning also shared:

> "Our ELD TOSA has trained [a teacher] at MITCH on the identification process and giving a Home Language Survey. Our TOSA also trained [the MITCH teacher] on how to administer the LAS to identify ELs. [The MITCH teacher] has administered these assessments and has sent the names of students who have been identified as EL to our Title III Administrative Assistant who is the point person for this information collection."

MITCH's intervention teacher currently provides pull-out services to ELL students who qualify and monitors the students who required that support. The executive director reported that MITCH's new LAU Plan focuses on providing services to students in class to the extent possible.

MITCH's executive director explained that serving ELL students was not covered in the original charter contract. She acknowledged that serving the needs of ELLs at MITCH is a concern and they are addressing the issue this year (2017-18).

The CSS evaluator noted that Goal #4:4 of the Strategic Plan states: Develop relationships with diverse potential stakeholders to improve awareness of educational opportunities at MITCH. One of the objectives under this goal is to "identify under-represented populations in MITCH's student body, as well as impediments to enrollment." The Milestone Markers that will help monitor progress toward this objective include: review and update bylaws to address application, lottery, and enrollment processes; develop strategic solutions for identified impediments; and create & implement a strategic recruitment plan.

MITCH is rated 'approaching' for this measure. School leadership shows a commitment to the goal of recruiting, enrolling and serving under-represented populations—including English learners. The evaluator recommends that MITCH's LAU Plan be adopted and implemented as soon as possible, and that resources be allocated so that the LAU Plan can be implemented with fidelity.

Indicator 8:	Governance and Reporting

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

Criteria: The school complies with its board policies, board bylaws, state open meetings law, code of ethics, conflicts of interest, and board composition.

School's Self Assessment	CSS Evaluator's Assessment	
☐	☐	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☒	*Meets standard*: The school presents no material concerns in any of the criteria regarding board governance.
☐	☐	*Approaches standard*: The school presents a material concern in one of the criteria regarding board governance.
☐	☐	*Does not meet standard*: The school presents a material concern in more than one of the criteria regarding board governance.

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

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.

School's Self Assessment	CSS Evaluator's Assessment	
☐	☐	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☒	*Meets standard*: The school presents no material concerns in any of the criteria regarding oversight of school administration.
☐	☐	*Approaches standard*: The school presents a material concern in one of the criteria regarding oversight of school administration.
☐	☐	*Does not meet standard*: The school presents a material concern in more than one of the criteria regarding oversight of school administration.

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

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.

School's Self Assessment	CSS Evaluator's Assessment	
☐	☒	*Meets standard*: The school presents no material concerns relating to reporting requirements to the district and ODE.
☐	☐	*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.

Evidence:
- *Charter School Contract*
- *MITCH Charter School Bylaws, approved May 18, 2017*
- *School website*
- *Interview with 2016-17 MITCH board chair*
- *Interview with MITCH'S executive director*
- *Executive director's self-reflections from 2014-15 and 2015-16 (part of her evaluation)*
- *Phone interview with TTSD's Director of Student Services*
- *Email communication with TTSD's Chief Financial Officer*
- *Email communication with TTSD's Human Resources Department administrative assistant*

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Narrative:

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

According to the MITCH Charter School Board of Directors' Bylaws, the board shall consist of no fewer than three and no more than fifteen members. Currently there are eight members on the charter school board representing diversity in expertise and background. Based on information provided by the board chair, MITCH's board members offer expertise in the areas of: accounting and financial analysis, legal matters, marketing and fundraising, construction and non-profit work. An important milestone is highlighted on the school website:

> *"For the first time in MITCH's history, a majority of our Directors do not have a student enrolled at MITCH. This is exciting because it demonstrates our community's investment in MITCH's continued success and long-term viability through a commitment to teachers and student achievement."*

Dates of upcoming MITCH board meetings are posted on the school's website calendar; meeting minutes dating back to 7/24/17 are also posted on the website. The school is in compliance with open meeting laws. The board chair reported that MITCH's executive director attends board meetings regularly. The chair also reported that parents and teachers are welcome and encouraged to attend meetings and depending on the topic, they occasionally attend—though not regularly. The board chair indicated that there were no conflicts of interest on the board in 2016-17, nor were any meetings cancelled due to the lack of a quorum.

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

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

The MITCH Charter School Bylaws identify the many responsibilities of the board—one of which includes hiring, retaining, supervising, evaluating and directing the activities of the executive director.

The 2016-17 board chair explained that the executive director is evaluated annually by a committee composed of board members. The board administers a survey to collect feedback from staff on the director's performance. The committee conducts the evaluation, but shares the information and ratings with the entire board before the evaluation is delivered to the executive director.

The executive director reported that her professional goals—always based on the school's strategic plan—are generated during conversations with the charter school board. The director follows up the conversations by providing the board with a written confirmation of her goals.

The director noted that in 2014-15 and 2015-16 she provided the board with a self-evaluation using the Oregon Educational Leadership/Administrator standards and framework and followed with professional goals using the same format. She reported in 2016-17, her goals were not provided within the framework format.

The CSS evaluator did not find written documentation ensuring that the process used to evaluate the school's executive director aligns with the Every Student Succeeds Act, SB 290, HB 2186 and OAR 581-022-1723. In particular, the executive director's evaluation and support process must contain the five required elements of the Oregon Framework:

> 1) standards of professional practice;
> 2) differentiated performance levels;
> 3) multiple measures;
> 4) evaluation and professional growth cycle; and
> 5) aligned to professional learning.

Some of these components may have been included in the process used with the director during 2016-17, but written documentation will help provide consistency from year to year and will also ensure accountability to all components of Oregon's Educator Effectiveness system. The ODE provides many resources to assist with implementation of this system. It is also important that MITCH school board members be trained in using the Educator Effectiveness Framework and tools.

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

According to the charter contract, "MITCH shall maintain accurate enrollment data and daily records of student attendance and shall provide this data to the District on a monthly basis no later than the 5th of each month." The executive director shared that the school inputs daily attendance data into Synergy—the same student information system used by TTSD—and since the district business office can pull attendance data directly from Synergy, it is no longer necessary for MITCH to submit monthly attendance or enrollment reports. Note: The TTSD and the charter school are encouraged to update this section of the charter agreement during the next renewal to reflect the changes in reporting processes.

The charter agreement also requires MITCH to submit to the TTSD income and expense reports and balance sheets (monthly) and the proposed and adopted budgets (annually). The TTSD Chief Financial Officer (CFO) reported that monthly financial reports and annual budgets "are received in a timely manner and are comprehensive." The CFO also shared that MITCH was very responsive to changing the format of their monthly financial reporting at the district's request. The new format of reporting revenue and expenditures at MITCH is now similar to the format used to report similar TTSD information

As per the charter contract, the school is required to submit to the TTSD a list with each employee's name, position and the date on which each employee underwent a criminal background check. The TTSD Human Resources administrative assistant reported to the CSS evaluator that reports from MITCH are consistently comprehensive, accurate and submitted in a timely manner.

The charter school is also required to submit an annual report to the TTSD; the executive director reported that she submits the report to the superintendent who then shares it with the TTSD board. The annual report for 2016 is included in the board packet and posted on the board website along with the rest of the meeting minutes.

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	
☐	☐	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☒	*Meets standard*: The school presents no material concerns in any of the criteria pertaining to protecting the rights of all students.
☐	☐	*Approaches standard*: The school presents a material concern in one of the criteria pertaining to protecting the rights of all students.
☐	☐	*Does not meet standard*: 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	
☐	☒	*Meets standard*: The school presents no material concerns in any of the criteria regarding teacher and other staff credentialing requirements.
☐	☐	*Does not meet standard*: 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	
☐	☒	*Meets standard*: The school presents no material concerns in any of the criteria regarding employee relations practices.
☐	☐	*Does not meet standard*: 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	
☐	☒	*Meets standard*: 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.
☐	☐	*Does not meet standard*: 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.

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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	
☐	☒	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☐	*Meets standard*: The school presents no material concerns in any of the criteria pertaining to teacher evaluation.
☐	☐	*Approaches standard*: The school presents a material concern in one of the criteria pertaining to teacher evaluation.
☐	☐	*Does not meet standard*: The school presents a material concern in more than one of the criteria pertaining to teacher evaluation.

Evidence:
- *Charter School Contract*
- *Parent & Student Handbook*
- *Employee Handbook*
- *Interview with the executive director*
- *Communication with teachers*
- *Email communication with parents*
- *School website*
- *MITCH Board Policy*
- *Teacher certification information provided by the executive director*
- *Charlotte Danielson Framework documents: Summary of the Framework, Observation forms, Note taking forms, Pre and Post Conference templates*

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 Parent & Student 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 communication with school leadership, staff and parents it appears that policies with respect to open enrollment and admission at MITCH are being followed.

Although there is no evidence of discrimination with respect to enrollment and admission, the data show that the demographics of the school do not reflect the demographics of the sponsoring district. The executive director reported to the CSS evaluator that it is her desire to have the MITCH student body be more similar demographically to the surrounding TTSD community. The CSS evaluator recommends efforts toward this goal should be pursued.

The charter contract requires that MITCH accurately maintain all student records required by law and agree to retain and disclose the records as required by law including the Family Education Rights and

Privacy Act (FERPA). The CSS evaluator observed that students' records are carefully managed at MITCH; students' cumulative files are stored in a locked fireproof cabinet in the office. The Parent & Student Handbook contains information about students' records: how parents can access their students' records, the process for challenging the content of the records, and how they can access copies of the records.

The MITCH Employee Handbook contains 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.

The Employee Handbook contains information for staff about the importance of confidentiality when communicating with families and community members. Staff should also be reminded that sharing confidential student information with anyone—including other MITCH staff—may be a violation of students' and families' rights. Information about a specific student is to be shared on a "need to know" basis, and only with other individuals who have a legitimate educational interest in the student. MITCH leadership is encouraged to consider extending the confidentiality statement to include staff members.

Although no evidence was found suggesting that MITCH 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 any of the following publications: charter contract, Parent & Student Handbook, and Employee Handbook. MITCH board policy does include information about student conduct (Policy JFC) and states:

> "A student handbook, code of conduct or other document shall be developed by the public charter school administration and will be made available and distributed to parents, students and employees outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct…"

MITCH is encouraged to provide more explicit documentation 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 executive director and a review of Teacher Standards and Practices Commission (TSPC) records, 14 of the 17 teachers at MITCH (82%) are appropriately licensed by TSPC, while the remaining three teachers are charter school registered through TSPC. The executive director currently holds an Initial Administrator license and the vice principal is charter school registered as an administrator.

The Parent & Student Handbook encourages parents to participate in all school activities and emphasizes that parent volunteers are "vital to the success of our school!" The Handbook also notes that volunteers are required to attend a training session and complete a background check prior to volunteering at the school.

Based on the evidence available, MITCH 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.

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

MITCH staff are provided with an Employee Handbook covering a wide range of relevant and important topics including: employee privacy rights, employee reimbursements, Fair Labor Standards Act (for authorized overtime), hiring procedures, insurance benefits and salary, leave policies, workplace expectations, daily work schedule, PERS, supervision of students, professional development, staff evaluations, staff ethics and procedures for managing grievances and/or complaints.

Staff at MITCH reported they feel supported by the school administration and they feel comfortable approaching the executive director when they have a problem or classroom issue to solve.

One teacher shared her positive experiences related to her own professional development and support she receives from the executive director:

> "Our professional growth happens throughout the year, and we have goals that were set in the beginning of the year based on various 'Teach Like a Champion' strategies. We also meet in instructional teams every other week to discuss anything that is happening that we could learn and grow from. Melissa is also available any time to talk with us about how to best handle certain situations, and she will also observe and discuss with us how to improve/what went well."

MITCH teachers reported that the Parent Support Organization (PSO) generously provide funds for professional development opportunities for teachers.

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?

Section O (p. 10) of the Charter School Contract states that MITCH 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 MITCH is responsible for the reporting of child abuse and neglect in accordance with ORS 339.370, 339.372 and 339.375.

Responsibilities of school staff to report child abuse (or suspicion of child abuse) are also delineated in the Employee Handbook:

> "A report must be filed with Children's Protective Services if any child enrolled at this school is suspected of being a victim of abuse. This is a state law and anyone knowingly aware of an act of child abuse that chooses not to notify an authority within 48 hours will have committed a felony. If you suspect abuse has occurred, please contact the Executive Director for assistance. By law, mandatory reporters must report suspected abuse or neglect of a child regardless of whether the knowledge of the abuse was gained in the reporter's official capacity."

MITCH board policy (Policy JHFE) states:

> "Public charter school staff shall receive training each school year in the prevention and identification of abuse of a child and on the obligations of school employees under ORS 419B.005 and as directed by public charter school board policy to report suspected abuse of a child. In addition, an annual training for parents and legal guardians of students attending public charter

schools shall be provided on the prevention, identification of abuse of a child and the obligation of school employees to report suspected abuse of a child."

The executive director reported that MITCH staff receive the required annual training from the Safe Schools Training Program, the online professional development program used by TTSD 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 MITCH Employee Handbook identifies the purpose of the school's evaluation process: "to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities." Licensed staff evaluations are based on the ODE approved Danielson Framework which includes four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

The evaluation process for teachers at MITCH includes goal-setting, pre and post conferences, classroom observations, formative assessment and feedback, and summative evaluation. Teachers draft their goals in August and meet with the executive director to finalize the goals before school starts or early in the school year. Observations occur during the year and teachers receive feedback on their instruction and progress toward their goals. A final summative evaluation is conducted at the end of the school year using the rubric provided within Danielson's Framework.

Teachers' perspectives on the professional growth/evaluation process used at MITCH are shared below:

> *"The professional growth happens throughout the year . . . we set goals in the beginning of the year based on various 'Teach Like a Champion' strategies. We also meet in instructional teams every other week to discuss anything that is happening that we could learn and grow from. Melissa is also available any time to talk with us about how to best handle certain situations, and she will also observe and discuss with us how to improve and what went well."*

> *"We have utilized the Teach Like a Champion book as a tool to learn beneficial teaching strategies. We have chosen strategies in areas we feel we need to improve and Mrs. Meyer will discuss those strategies with us in a pre-observation conference then observe at a later time to see how we have taken that strategy and applied it to our classroom. We then have a post-observation meeting to discuss what she saw during the observation and different ways we can fine-tune the strategy."*

> *"We are observed yearly by our administration and given feedback on the observation. Personally when I have a struggle with a group [of students] I have the freedom to ask for an observation and feedback on how to deal with a given situation. Specific focuses I have asked for feedback on with given groups have been behavior or transitioning techniques."*

> *"Professional development begins the week prior to school starting. We set personal and professional goals. Goals are set for the school, teams and individuals. Growth evaluation can be measured via a formal matrix rubric. In addition, our goals can be measured by the success of each student's growth via the MAP scoring."*

Indicator 10:   School Environment

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

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.

School's Self Assessment	CSS Evaluator's Assessment	
☐	☒	*Meets standard*: The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation.
☐	☐	*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.

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

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.

School's Self Assessment	CSS Evaluator's Assessment	
☐	☒	*Meets standard*: The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to health and safety.
☐	☐	*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.

Measure 10c. Is the school handling information appropriately?

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.

School's Self Assessment	CSS Evaluator's Assessment	
☐	☒	*Meets standard*: The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to handling information and records appropriately.
☐	☐	*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.

Evidence:
- *Charter School Contract*
- *Lease agreement for MITCH facility*
- *Certificate of Property and Casualty Coverage for Education*
- *Parent & Student Handbook*
- *Interview with the executive director*
- *Emergency Evacuation Drill Record for 2016-17*
- *Teacher Operations Manual*
- *MITCH Charter Strategic Plan Milestones*
- *MITCH Board Bylaws*

<u>**Narrative:**</u>

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

In the collection of evidence, MITCH provided a copy of the ten-year lease for the school facility as well as copies of insurance coverage required by the lease agreement and by the charter contract.

The executive director reported that the school facility is in compliance with ADA regulations except for the MITCH Frontier Garden space. She explained that they are required to install an ADA-approved access ramp for which they are currently fundraising. As soon as the ramp is installed and they receive approval from the City of Tualatin, the Frontier Garden will be open to students and staff.

Based on evidence provided by school leadership and observed during the site visit, MITCH appears to be in compliance with the charter contract and applicable statutes with respect to building and facilities issues. The school has moved locations since the 2008 charter agreement was executed, making some of the issues addressed in the agreement irrelevant.

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

MITCH is committed to ensuring the school is a safe and healthy place to work and learn for adults and children. In the Teacher Operations Manual (TOM), staff are provided with directions and guidelines for ensuring the safety of students and staff at MITCH including how to respond to emergency medical situations, responding to staff or student accidents, protocols for dispensation of medication to students, protocols for visitors to MITCH, and classroom/building security protocols. In addition, the TOM provides a reminder to staff to complete the online Safe Schools Training provided by TTSD by December each year.

The executive director reported that MITCH has a Healthy and Safe Schools Plan as required by SB 1062 and school policy. MITCH is encouraged to make the Safe Schools Plan available to parents through the school website. The director also explained that the school's crisis preparedness plan is currently being revised.

The Parent & Student Handbook contains information pertaining to the health and safety of students including: illness and injury procedures, immunization requirements, protocols for administering medication to students at school, inclement weather protocols, outside play protocols, and emergency preparedness.

MITCH provided logs of required monthly fire drills. Appropriate notes were made on the logs documenting any special conditions or problems that occurred during each drill.

Safety issues are also addressed in MITCH's Strategic Plan for 2015-2020. Goal 2.2 of the Strategic Plan states: "Organize optimal school structure to more effectively use our resources to support student learning." One of the objectives under Goal 2.2 is to "provide effective, safe facilities to support our academic goals and fulfill charter obligations." Addressing on-going safety maintenance and improvement needs is identified as one of the milestone markers used to monitor progress toward Goal 2.2.

At the 1/19/17 MITCH board meeting, the PSO reported that they were purchasing first aid kits for all classrooms (two kits per classroom), another indication of the MITCH community (parents and staff) working together to provide a safe learning environment for students.

Measure 10c. Is the school handling information appropriately?

The charter contract requires that MITCH comply with Oregon Public Records Law (ORS 192.410 to 192.505). Business conducted at any regular or special MITCH board meeting is documented through meeting minutes and posted on the school's website dating back to the July 2012.

Section E of the charter contract requires that "MITCH shall comply with all record keeping requirements of federal law pertaining to student records … " The school is required to comply with the Family Educational Rights and Privacy Act (FERPA) which protects the privacy of student education records.

MITCH Board Bylaws (approved 5/18/17) also address requirements pertaining to public records law:

> "The Board shall have the duty to ensure compliance with such laws for any Charter School for which the Board is the governing body. Such public records laws govern, among other things, inspection rights, the duty to make records available for inspection, providing copies and certified copies, requests for nondisclosure, procedures if right to inspect is denied, and records exempt or conditionally exempt from disclosure (such as certain student records, and employee and volunteer personal information). All requests for copies of the corporate records must be submitted in writing to the Secretary of the Board."

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?

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.*

School's Self Assessment	CSS Evaluator's Assessment	
☐	☐	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☒	*Meets standard*: The school presents no material concerns in any of the criteria regarding board financial oversight.
☐	☐	*Approaches standard*: The school presents a material concern in one of the criteria regarding board financial oversight.
☐	☐	*Does not meet standard*: The school presents a material concern in more than one of the criteria regarding board financial oversight.

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

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.*

School's Self Assessment	CSS Evaluator's Assessment	
☐	☐	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☒	*Meets standard*: The school presents no material concerns in any of the criteria regarding internal controls and procedures.
☐	☐	*Approaches standard*: The school presents a material concern in one of the criteria regarding internal controls and procedures.
☐	☐	*Does not meet standard*: The school presents a material concern in more than one of the criteria regarding internal controls and procedures.

Evidence:
- *Charter School Contract*
- *MITCH Financial Policy and Procedures Manual*
- *MITCH Board Policies (posted on the school's website)*
- *Interview with the board chair*
- *Board meeting minutes (posted on the school's website)*
- *Interview with the executive director*
- *Financial audit for year ended June 30, 2017*

Narrative:

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

The MITCH board is stable with several members serving multiple years on the board. Board members provide diversity in areas of expertise including legal matters, finance, marketing and fund-raising and leadership in non-profit organizations. The chair also reported that one board member has experience in construction which is beneficial when improvements and repairs are needed to MITCH's facility. The chair has been on the board since June 2013; 2016-17 was her second year as chair and she will continue to serve in that position during 2017-18.

The board chair explained that new members to the charter school board are provided with a manual which describes expectations, processes and protocols. A current board member is assigned to provide informal mentoring and support to each new member. Additionally, the MITCH board invites a representative from Oregon School Board Association (OSBA) to provide training on board member responsibilities.

The board chair reported that board-adopted financial policies are in place and are followed. Fiscal management policies are posted on the school's website and include: Board Designated Funds Policy and Investment Policy (DFA); Disposal of Property Policy (DN); Public Charter School Purchasing (DJ); Internal Controls Policy & Bidding Requirements (DJC); and Personal Services Contracts (DJC).

A Financial Policy and Procedure Manual—approved by the board on 2/16/10—was provided in the collection of evidence. The Manual includes policy and procedures on such topics as: accounting methods, financial statements, bank account management and reconciliation, accounts receivable and accounts payable, payroll system, budgeting of funds, capital depreciation, staff and travel expenses, financial audits, insurance, contracts and grants, investment policies and borrowing funds, bequests and contributions, honorariums, and credit cards.

The MITCH board sets long and short term financial goals and regularly monitors progress toward those goals. MITCH board bylaws require "timely, accurate and comprehensible reports to the Board on a scheduled basis." Cash flow statements, income and expense statements, and budget versus actual to date reports are reviewed monthly and balance sheets are monitored quarterly. On an annual basis, the MITCH board reviews the budget forecast for the upcoming year, two-year cash flow forecast, the audit report for the previous fiscal year, and a review of liability insurance policies.

A review of MITCH board meeting minutes confirms that the board regularly reviews and approves monthly financials and also reviews the other fiscal information as described in their bylaws.

Evidence suggests that the MITCH charter school board regularly monitors key financial metrics.

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

As noted in Measure 11a, the MITCH charter school board follows the comprehensive fiscal policies and procedures within the Financial Policy and Procedure Manual. While the board receives commendation for having a financial policy manual, it is worth noting that the manual has not been revised since 2010. The MITCH board is encouraged to review and update the Financial Policy and Procedure Manual to ensure policies and procedures align with current legislation, OSBA recommendations and contract agreements.

The Charter School Contract requires that "MITCH shall have an annual audit of its accounts in accordance with Municipal Financial Audit Law." MITCH is required to submit the audit to the TTSD no later than October 15th of each year.

For the year ending June 30, 2017, the auditors found nothing that caused them to believe MITCH was not in substantial compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-1—320 of the Minimum Standards for Audits of Oregon Municipal Corporations.

In the Management Letter dated 9/21/17, the auditors provided a single recommendation: "We recommend that at year end, a review of all invoices received during July be performed to ensure that all goods and services have been properly recorded for the fiscal year to which they relate."

Recommendations from the financial audit of the previous year (year ended 6/30/16) were implemented. Some of the recommendations pertained to improving internal controls: processing cash receipts, including PayPal information in the school's accounting system, formally clarifying the relationship between the school and the PSO with respect to financial transactions between the two entities.

Based on evidence observed, MITCH 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. There is an established system in place to provide the appropriate information needed by leadership and the board to make 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.

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	
☐	☐	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☒	*Meets standard*: The school presents no material concerns in any of the criteria regarding maintaining adequate financial resources.
☐	☐	*Approaches standard*: The school presents a material concern in one of the criteria regarding maintaining adequate financial resources.
☐	☐	*Does not meet standard*: 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	
☐	☐	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☐	*Meets standard*: The school presents no material concerns in any of the criteria regarding fiscal viability.
☐	☒	*Approaches standard*: The school presents a material concern in one of the criteria regarding fiscal viability.
☐	☐	*Does not meet standard*: 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	
☐	☐	*Exceeds standard*: All criteria are met and the school engages in activities and practices that go beyond the criteria.
☐	☒	*Meets standard*: The school presents no material concerns in any of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate.
☐	☐	*Approaches standard*: The school presents a material concern in one of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate.
☐	☐	*Does not meet standard*: 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 executive director*
- *Interview with the board chair*
- *Board Meeting minutes*
- *Financial audit for year ending June 30, 2017*

Portland State UNIVERSITY

Narrative:

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

Cash flow projections are prepared and monitored by school leadership and the board. Board meeting minutes confirm that financials are regularly monitored and discussed by the board.

MITCH's General Fund revenues during the 2016-17 fiscal year were $1,500,835 compared to $1,833,359 in expenditures. The net end-of-year position was $325,029.

The board chair reported that over the past several years the MITCH board has been conservative in financial matters which has resulted in the school holding a significant reserve.

The beginning fund balance was $532,361 and the ending fund balance was $364,341 .

The day-to-day financial needs of MITCH are not dependent on grants, donations or fundraising. The school maintains sufficient cash on hand to pay current bills and those that are due in the short term.

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

MITCH has policy in place to guide decisions about financial issues including use of the operating reserve fund; from all evidence provided, the board generally adheres to the policy. Both short term and long term goals are identified and monitored.

The school's current ratio is greater than 1.1. The school is not in default of loan covenants and/or is not delinquent with debt service payments.

Enrollment in 2016-17 was lower than what was proposed in the adopted budget. 232 students were enrolled at MITCH in Spring 2017, while the 2016-17 budget was based on 250 students (as reported in the 4/21/16 board meeting minutes). The difference in enrollment resulted in the revenue from the State School Fund less than expected.

The TTSD CFO reported,
> *"Over the last two years, MITCH has been operating at a deficit. Teacher salaries were increased at the beginning of that time period and student enrollment has not been sufficient to generate enough State School Fund revenue to cover costs without dipping into reserves."*

MITCH has reserves to cover the drop in State School Fund (SSF) revenue for a short period of time, but the school cannot continue operating at a deficit. The CSS evaluator recommends that the board and school leadership continue to closely monitor enrollment and take appropriate steps in fiscal planning and decision-making in response to actual enrollment numbers. In addition, increasing MITCH's ability to attract and retain students is critical for the ongoing success of the school.

The executive director suggested that while attracting new students and retaining current students is obviously important, the enrollment issue is more complex than just those two factors. The director explained that MITCH is experiencing a culture change—a change she fully supports. The shift involves helping the community, both parents and staff, understand and accept that MITCH is a public charter

school, not a private school, and as such the school welcomes and serves every student. The director shared:

> "As I lead professional development for my teachers and as we work with families, we have a whole different perspective on who we are and what we do at MITCH. We are in the middle of a significant change … I believe this has had an impact on our culture and on our enrollment numbers."

The executive director added that it is her desire to have the demographics of MITCH look more similar to the district's demographics. She noted that not being able to provide transportation to families who need it severely limits the school's ability to attract diverse populations. Given the current financial situation, providing transportation to and from school is not feasible.

The executive director described how current funding has affected her ability to provide other services she believes all students should be able to access. For example, she explained:

> "I had to make a choice between a school counselor and an intervention specialist … how do I make sure we are providing interventions in the classroom for all students who need them without an intervention specialist? Yet, we also need a school counselor. If I had more resources, I could provide both—which my students deserve."

Additional note: In the current year, the first year of the state biennial budget, the SSF was allocated by the state at a 50/50 level. MITCH is encouraged to consider spending the SSF at a 49/51 level, thus reserving a portion for next year, the second year of the biennium to account for cost increases.

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

According to the charter school board's bylaws "the Treasurer shall prepare and submit to the Board for its review and approval an annual budget and other financial statements and information." The budget for 2017-18 was presented and approved at the 4/20/17 MITCH board meeting. The budget includes contingencies.

The board bylaws also include guidance on ensuring that all board members (not just the treasurer) are educated concerning school finances. In addition to regular review of the board's fiduciary obligations during board meetings, the bylaws suggest providing instruction for board members in the basic rules of budgeting and accounting, as well as a review of the ODE Program Budgeting & Accounting Manual with a focus on what is relevant to charter school operations. The board chair reported that during the time that she has served on the board they have provided board members with professional development on budgeting and accounting.

MITCH board meeting minutes provide evidence that the board compares its fiscal plan to actual progress and adjusts the plan to meet changing conditions.

COMMENDATIONS

Many exemplary practices and programs are being implemented at MITCH. A sample of the most outstanding practices are highlighted below. MITCH deserves commendation for the following:

- Implementing the school's mission with fidelity and passion: Stakeholders articulate a clear, common and consistent understanding of the school's mission emphasizing multi-sensory learning, teaching to mastery, establishing self-discipline and high levels of accountability for students, fostering self-worth and appreciation of qualities in others, and establishing a welcoming and supportive culture where everyone teaches, every one learns, every day. (Measure 6a)
- Pursuing the School of Distinction status through the Core Knowledge Foundation: By earning this distinction, MITCH will establish itself as one of a handful of schools in the county who has demonstrated effective and thorough implementation of the Core Knowledge approach, while also exhibiting exceptionally strong instructional practices, emphasizing collaboration among all stakeholders in the school community, and committing to a cycle of continuous school improvement. (Measure 6a)
- Investing in the future of the school through the development and implementation of a comprehensive and ambitious five-year strategic plan. The plan—which was developed through the collaborative efforts of school administrators, teachers, staff, parents, community members, and the board of directors—is grounded in the mission, vision and core values of the school. The plan will serve as a road map for the school community as they continue to seek to improve student learning and achievement; optimize strategic operational and financial sustainability; enhance staff development and retention; and increase their community connections and commitment. (Measure 6a)
- Earning positive feedback from parents regarding their level of satisfaction with the school. Over 90% of parents report their child is receiving a high quality education and the curriculum is challenging and engaging. MITCH also deserves recognition for generating a 90% return rate on the 2016 parent survey. (Measure 6b)
- Delivering the educational program outlined in their charter contract with fidelity and ensuring all teachers understand and implement the distinctive instructional practices that support the school's mission and philosophy: Mastery learning, multi-sensory and direct instruction approaches—hallmark features of Core Knowledge Sequence Program—were observed in all classrooms visited by the evaluator. Teachers were observed building on students' previous knowledge and connecting across disciplines. In addition, MITCH teachers employed a variety of modes of instruction to address the variation in students' learning styles and preferences. Many teachers used choral response and physical response—e.g., clapping out the syllables of a multi-syllable word to assist students with spelling. (Measure 7a)
- Developing and implementing a robust and balanced assessment system. In addition, the school is applauded for its focus on using data from the assessment system to guide instructional decisions in the classroom, to analyze school wide performance and to identify areas for improvement. Admittedly, these efforts are still in the infancy stage, but it is evident that plans have been put in place for full implementation. Designating a staff member to coordinate and monitor the input and flow of assessment data is a wise investment of resources and a critical first step. (Measure 7b)
- Recognizing the need for—and benefits of—more time for student learning, and taking action to increase instructional time at the charter school beyond the 900-hour minimum state requirement. (Measure 7c)

RECOMMENDATIONS:

All organizations and institutions—even those already performing at high levels—should be looking for ways to improve. The CSS evaluator encourages MITCH to consider the following suggestions:

- Given that over 20% of the parent survey comments referenced homework as an issue of concern, MITCH leadership is encouraged to work collaboratively with staff and parents to establish and communicate the purpose of homework and provide guidelines for appropriate amounts of homework at each grade level. This recommendation does not suggest that the amount and type of homework currently assigned is not appropriate—only that many parents are either not convinced of the value of the homework or uninformed about expectations and the rationale for those expectations around homework. It would be beneficial for parents to contribute to the development and communication of the homework policy. (Measure 6b)
- The evaluator recommends that 'students with disabilities' be added to the nondiscrimination statement on the school's application forms and in the Parent & Student Handbook (p. 10). MITCH is also encouraged to consider adding language on the website and in the Parent & Student Handbook that welcomes and encourages students with learning challenges to apply to the school. Although there is a random lottery conducted for admission to MITCH, families must apply to be eligible for the lottery, and if there is no documentation shared with parents that explicitly prohibits discrimination based on disability, parents of students with disabilities may choose not to apply. (Measure 7d)
- TTSD and MITCH are encouraged to continue open and ongoing communication about working collaboratively to serve students with disabilities at the charter school. The CSS evaluator strongly recommends that MITCH teachers take advantage of opportunities for training provided by TTSD staff with respect to special education issues and topics. The district and MITCH are also encouraged to work together to explore how behavior plans can be developed so that they do fit into the context of the charter school and also adhere to the requirements of IDEA. (Measure 7d)
- The evaluator did not find written documentation ensuring that the process used to evaluate the school's executive director aligns with the Every Student Succeeds Act, SB 290, HB 2186 and OAR 581-022-1723. In particular, the executive director's evaluation and support process must contain the five required elements of the Oregon Framework: 1) standards of professional practice; 2) differentiated performance levels; 3) multiple measures; 4) evaluation and professional growth cycle; and 5) aligned to professional learning. Some of these components may have been included in the process used with the director during 2016-17, but written documentation will help provide consistency from year to year and will also ensure accountability to all components of Oregon's Educator Effectiveness system. The ODE provides many resources to assist with implementation of this system. It is also important that MITCH school board members be trained in using the Educator Effectiveness Framework and tools. (Measure 8b)
- Although there is no evidence of discrimination with respect to enrollment and admission at MITCH, the data show that the demographics of the school do not reflect the demographics of the district. The executive director reported to the CSS evaluator that it is her desire to have the MITCH student body be more similar demographically to the surrounding TTSD community. The CSS evaluator recommends efforts toward this goal be actively pursued. (Measure 9a)
- MITCH has reserves to cover the loss in State School Fund (SSF) for a short period of time, but the school cannot continue operating at a deficit. The CSS evaluator recommends that the board and school leadership continue to closely monitor enrollment and take appropriate steps in fiscal planning and decision-making in response to actual enrollment numbers. In addition, increasing MITCH's ability to attract and retain students is critical for the ongoing success of the school. (Measure 12b)

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 MITCH staff, board members and parents and observations conducted at the school, it is evident that MITCH is fulfilling the provisions of its charter with the Tigard-Tualatin School District and fully complying with federal and state statutory requirements regarding charter school operations and accountability in Oregon.

Furthermore, it is evident that MITCH is performing much beyond compliance with statutes and the charter contract. Through the efforts of passionate and dedicated teachers and school staff, school leadership, parents, board members and community partners, MITCH provides a high-quality, rich and authentic learning experience for its students. Although the school has experienced many changes since first opening its doors in 2002, MITCH has remained steadfast to its mission, vision and core values—and has maintained a commitment to keeping the interests of students at the core of all programs, policies, procedures and decision-making at the school.

APPENDIX A: Summary of Findings

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

	EXCEEDS
2c	Academic achievement in ELA for English learners (on SBAC-ELA)*
2d	Academic achievement in math for English learners (on SBAC-math)*
2e	Academic achievement in ELA for students with disabilities (on SBAC-ELA)*
2g	Academic achievement in ELA for Hispanic/Latino students (on SBAC-ELA)*
2h	Academic achievement in math for Hispanic/Latino students (on SBAC-math)*
4e	Academic growth in ELA for students with disabilities (on SBAC-ELA)*
6a	Executes the school's mission and key design elements
6b	Promotes parental involvement and getting feedback from parents
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
	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
3a	Academic growth in ELA for all students (on SBAC-ELA)
3b	Academic growth in math for all students (on SBAC-math)
4a	Academic growth in ELA for economically disadvantaged students (on SBAC-ELA)*
4c	Academic growth in ELA for English learners (on SBAC-ELA)*
4d	Academic growth in math for English learners (on SBAC-math)*
4g	Academic growth in ELA for Hispanic/Latino students (on SBAC-ELA)*
4h	Academic growth in math for Hispanic/Latino students (on SBAC-math)*
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 in a timely manner
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
9e	Complies with statutory guidance and district policy re: teacher performance, evaluation, professional growth
10a	Complies with facilities and transportation requirements
10b	Complies with health and safety requirements
10c	Handles records and information appropriately
11a	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	
4b	Academic growth in math for economically disadvantaged students (on SBAC-math)*
4f	Academic growth in math for students with disabilities (on SBAC-math)*
7d	Protects the rights of students with disabilities
7e	Protects the rights of English learners
12b	Demonstrates short and long-term financial stability
DOES NOT MEET	
2f	Academic achievement in math for students with disabilities (on SBAC-math)*
NOT RATED	
1a	Oregon school accountability rating (no ratings from ODE this year)
2a	Academic achievement in ELA for economically disadvantaged students (on SBAC-ELA)
2b	Academic achievement in math for economically disadvantaged students (on SBAC-math)
5a-5g	Graduation and post-secondary readiness (high school only)

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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.