

Metro East Web Academy Evaluation Report – 2015

Charter School

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Evaluation Purpose

This evaluation is a third-party evaluation of the Metro East Web Academy charter school during its sixth year of operation, 2014-2015.

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INTRODUCTION

The Center for Student Success (CSS) was commissioned by the Gresham-Barlow School District to conduct an evaluation of the Metro East Web Academy (MEWA) for the 2014-2015 school year. This report communicates the findings and recommendations of that evaluation. The CSS evaluator reviewed multiple documents provided by the MEWA staff and interviewed key individuals in person, over the phone, and via email to ensure the school is: i) fulfilling the provisions of its charter with the Gresham-Barlow School District; and ii) fully complying with federal and state statutory requirements regarding charter school operations and accountability in Oregon.

The CSS evaluator conducted a site visit to the Web Academy campus on June 3, 2015. During this day-long visit, the evaluator interviewed the principal, deputy principal, curriculum coordinator, registrar, bookkeeper, teachers, counselors, and students. The evaluator also toured the facility and had the opportunity to observe in classrooms.

After the site visit, follow-up requests for additional information to clarify questions and operational details were made to the MEWA staff through email; staff members were consistently responsive and thorough in providing requested information in a timely manner.

On October 14, 2015, the evaluator interviewed the MEWA Board President to gain perspective on long-term charter school plans as well as the school's current status relative to Board governance and stability and fiscal sustainability.

Evaluation of the Metro East Web Academy 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 Gresham-Barlow School District as a condition of charter authorization. These additional requirements are described in the Charter School Agreement between Web Academy and the Gresham-Barlow School District.

In order to evaluate the school's performance, the Center for Student Success applied a rubric (developed by CSS) to assess the Web Academy in the following domains:

1. Mission-Specific Goals / Admissions & Enrollment
2. Overall Student Success
3. Student Achievement
4. Federal Accountability
5. State Accountability
6. Fiscal Performance and Accountability
7. Governance

Within each of these seven domains, competencies have been identified to describe with more specificity how the charter school should address each domain. Using the descriptions provided in the

rubric, the evaluator assigns a rating to each competency indicating whether the school is *exceeding*, *meeting*, *nearly meeting*, or *not meeting* expectations in that competency area. 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 (located in Appendix B of this report) was provided to Web Academy leadership prior to the commencement of the evaluation process.

This report was commissioned by the Gresham-Barlow School District administration and remains the property of the school district. Funding for a third-party outside evaluation of Web Academy is provided by the Web Academy as a condition of its charter with the Gresham-Barlow School District. A draft copy of the report was provided to the District and the Academy prior to final publication in order to ensure the accuracy of data within the report.

1.0 MISSION-SPECIFIC GOALS/ ADMISSIONS & ENROLLMENT

1.1 Goals Specific to Mission

Rating: Exceeding

Has the charter school met its mission-specific goals as outlined in the contract with the School District?

Evidence:

- *Interviews with Teachers*
- *Interview with Registrar*
- *Interview with Principal/CEO*
- *Interview with Board President*
- *Interview with Students*
- *Charter Agreement, 2009-2012*
- *Charter Agreement Renewal, 2012-2017*
- *Charter School Proposal (Exhibit A of Charter Agreement Renewal)*
- *Site visit to the Web Academy on June 3, 2015*
- *Staff Handbook, 2014-2015*
- *Student/Family Handbook, 2014-2015*
- *Financial Report for year ended June 30, 2015*

In the Web Academy's initial charter proposal and during the first few years of operation, MEWA's mission was: "To provide a high quality educational option for children who are not currently served by a public/private school." During the 2013-14 school year, the Web Academy's Board and staff created a new mission statement that reflects the evolution of the school: "The Metro East Web Academy provides a technology-rich 21st century learning model that ensures student success in a rapidly evolving learning, work, and community environment." The school's philosophy and practice is anchored in individualized student plans within the context of the 21st century model. The individualization is described in the Student/Family Handbook: "Each of our students engages with curriculum materials that match their academic needs and interests and their progress is tracked continuously through the learning program."

The Web Academy exceeds the goals outlined in the Charter Agreement with GBSD by continuing to provide each student with a personalized learning experience using engaging computer technologies, highly effective teaching staff and quality curriculum materials delivered online. MEWA staff provide focused support for each student by providing feedback and encouragement needed to stimulate and sustain progress through the computer-based coursework. The commitment to meeting individual student needs is clearly articulated throughout the Academy's communication documents, including the original Charter Agreement with the District, the Agreement Renewal, the Student/Family Handbook, the Staff Handbook, the school's website and other public relations materials.

In conversation with the CSS evaluator, Web Academy Principal/CEO, explained:

"This school was established with a 'let's just get started' attitude—let's get some kids here and just start going. But we have learned it requires much more than that. We need to find ways of getting kids engaged. Fortunately, we are improving in this area. However, some of the kids

were here during the old culture, so it is a little difficult to get them to understand the culture is changing. It is definitely easier with the students who are newer to the school.” One of the Web Academy teachers shared a similar sentiment: “Students who started at MEWA prior to some new expectations have a harder time than those who have come in more recently.”

Some of the strategies MEWA staff implemented during the 2014-15 school year to increase student engagement include: hosting beginning of the year introductory welcome meetings for all new students, increasing the use of Career Information Systems (CIS) as a college/career exploration tool for students, improving the Education Plan and Profile for MEWA students and being more consistent in its implementation, and instituting Parent Weekly Check-in as a strategy to improve parent communication to increase student accountability to academics. In addition, MEWA staff have initiated a re-engagement process to reconnect students who begin showing signs of disengagement or who have already dropped out.

During interviews with Web Academy students, the CSS evaluator learned that personalization, flexibility, and consistent support from many adults were a few of the characteristics of MEWA that students most appreciated and that helped them experience success after they had not been successful in previous schools. Some of the comments students shared include:

“I like the small environment—and there are fewer distractions.”

“You can make your own schedule here—that helps me a lot.”

“The people here are really nice and helpful. Everyone will help you with anything you need.”

“I started in the Web Academy but wasn’t very successful there. I transferred to the GED program which was much better for me. The GED teacher pushes you and tries to help you—not just to pass the GED tests, but to score well on them. I like that.”

Gresham-Barlow School District Board Policy states public charter schools should demonstrate a commitment to the mission and diversity of public education, while adhering to one or more of nine goals as outlined in Policy LBE, Public Charter Schools. During the 2014-2015 school year, MEWA addressed six goals on the list: i) increasing student learning and achievement; ii) increasing choices of learning opportunities for students; iii) better meeting individual student academic needs and interests; iv) encouraging the use of different and innovative learning methods; v) providing opportunities in small learning environments for flexibility and innovation; and vi) building stronger working relationships among educators, parents, and other community members. MEWA staff is to be commended for increasing efforts in each of these areas over the past year. The addition of the Parent Resource Advocate is just one example of the school’s commitment to building networks and strengthening relationships between school, families and the community. The Parent Resource Advocate provides support to families, parents and students and is available to connect families, parents and students to resources at MEWA and within the larger Gresham-Barlow community. The Advocate also collects and reviews weekly attendance/engagement data and conducts monthly parent advocacy groups.

As noted in the Management’s Discussion and Analysis of the Financial Report for the year ended June 30, 2015, the Web Academy started the 2014-15 school year with approximately 395 students, enrolled approximately 620 students during the year and had an ADM of approximately 440. Parents, students, staff, as well as the business community have demonstrated strong support for the Metro East Web Academy and its continued expansion.

Web Academy staff members demonstrate a clear commitment to the philosophy, values, and mission of the school. The Board of Directors of the Gresham-Barlow School District honored this commitment to program goals and mission when they voted on April 5, 2012 to extend the district’s charter with Metro East Web Academy until June 30, 2017.

The Web Academy Board President reported he believes MEWA is meeting its mission-specific goals both in terms of enrollment numbers and in terms of perception of the program. He explained, “It took awhile for us to get past just being a credit recovery program—to really grow into the idea of being an alternative learning experience.” He shared that the school has worked hard to find the right balance between providing credit recovery opportunities for students who need that support and providing a comprehensive alternative learning experience.

The Board President believes one of the factors contributing to the Web Academy’s ability to meet its mission-specific goals is the positive relationship the charter school has had with the sponsoring school district; he is committed to maintaining this strong relationship with GBSD.

Based on the evidence described above, MEWA clearly exceeds its mission-specific goals as identified in the Charter School Contract.

1.2 Student Admissions & Conditions of Enrollment **Rating: Exceeding**

Is there evidence that the charter school is following statutory and district guidelines regarding student admission and enrollment?

Evidence:

- *Interview with Principal/CEO*
- *Interview with Registrar*
- *Charter Agreement 2009-2012*
- *Charter School Agreement Renewal, 2012-2017*
- *Charter School Proposal (Exhibit A), 2009*
- *Student/Family Handbook, 2014-2015*
- *Staff Handbook, 2014-2015*
- *Oregon Report Cards: 2013-14, 2014-15*

ORS 338.125(2) provides that public charter schools “may not limit student enrollment based on race, religion, sex, sexual orientation, ethnicity, national origin, disability, the terms of an individualized education program, income level, proficiency in the English language or athletic ability.” The Metro East Web Academy’s original Charter Agreement and the Agreement Renewal clearly articulate these expectations. The same expectations are also conveyed to parents, students and staff through

handbooks, the school website and other communication tools.

In accordance with the school's responsibilities for reporting enrollment and attendance, the Web Academy maintains accurate records of student enrollment and daily records of student attendance. The Web Academy contracts with GBSD to maintain student attendance records through the District's student information system, Synergy. The staff member in charge of attendance enters attendance data and follows up with phone calls or other communication to parents/students who are not meeting attendance requirements. The Principal/CEO indicated the goal is to monitor and contact students and parents *prior* to the ten school day limit but students who do not login, call in, email or come in within the ten-day rule are withdrawn from Web Academy. Clearly stated in the Student & Family Handbook is the state's requirement that, "Ten (10) consecutive school days without work or communication is means for dismissal from the program as required by state law, unless previously arranged."

As previously noted, MEWA has implemented a process to re-engage students who are in danger of or who have stopped attending and have been dropped. The school has allocated resources (invested in a Parent Resource Advocate) to coordinate the re-engagement process.

Teachers monitor and "flag" student attendance issues; the Parent Resource Advocate also assists with tracking attendance, making phone calls home, and scheduling meetings when a student's attendance is not satisfactory. Teachers maintain electronic records of student contacts, monitor academic progress, and the Web Academy requires students to sign in/out when visiting the school. Once a student is enrolled, the Web Academy complies with all statutory requirements related to the storage of student records, and the school maintains an on-site, locking, fireproof file cabinets.

The original Charter School Proposal projected the school needed approximately 150 students (grades 6-10) by 2010-2011 to sustain the program when funds provided by the ODE charter school planning/implementation grant were expended at the end of that same school year. The goal was to increase enrollment by 50 students each year as students transitioned from grade 10 to grade 11 and then grade 12. Exceeding those expectations by its second year, the school has continued to expand.

According to MEWA's 2014-2015 Oregon Report Card, the Academy had an enrollment of 426 students—higher than the enrollment in the budget projection. The ability to attract and enroll students beyond original expectations demonstrates the school's commitment to student success, the Academy's ability to promote and market its services, and the continuing demand for schools of this nature to better meet the diverse needs of students. The total number of applications for 2014-2015 exceeded the budgeted enrollment, matching the enrollment pattern of the previous six years.

The Web Academy Charter School is in compliance with ORS 338.125 and fully meets its statutory obligations regarding admissions practices, including the admission of special populations earning a rating of 'Exceeding' for this domain.

1.3 Face-to-face Contact Requirement**Rating: Exceeding*****Is there evidence that the charter school is following 2011 statutory requirements regarding face-to-face contact between students and charter school personnel?****Evidence:*

- *Interview with Principal/CEO*
- *Interview with Counselor*
- *Interview with Registrar*
- *Interview with Teachers*
- *Logs of teachers' and counselors' face-to-face contact with students*
- *Interviews with Students*
- *School website – Weekly Announcements*
- *Observation during site visit to the school on June 3, 2015*
- *Student / Family Handbook, 2014-2015*
- *Staff Handbook, 2014-2015*

In 2011, the Oregon Legislature enacted new requirements for virtual public charter schools (ORS 338.120) that included a plan to:

- conduct school-sponsored optional educational events at least six times each school year at locations selected to provide convenient access to all students enrolled in the school who want to participate.
- conduct meetings at least twice a week between teachers and students enrolled in the school, either in person or through the use of conference calls or other technology.
- provide opportunities for face-to-face meetings between teachers and students enrolled in the school at least six times each school year.

The Web Academy recognizes that direct, personal interactions with students, not just online contact, are essential to students' academic progress and success. Each student at MEWA has close teacher support, a mentor, and a counselor to help ensure they are positively connected to the Web Academy and their academic progress is monitored closely and regularly. At the beginning of the school year, parents and students are required to attend orientation activities. During the school year students participate in mandatory monthly meetings with their mentors, and students who fail to attend are contacted at home; mentors may follow-up with home visits. Teachers and parents are notified if students have failed to log on or come to the Academy for five consecutive days. Emails from students are responded to within 24 hours, if not sooner.

Students can schedule appointments with teachers and counselors through an online interactive calendar on the school's website. This tool makes it easier for students to connect with MEWA staff as they are more likely to schedule an appointment electronically than by phone.

Over the past two years, MEWA has expanded face-to-face contact between teachers and students with regular field trips. In addition to accessing the light rail for field trips, the principal noted MEWA provides charter busses to provide opportunities for MEWA students to visit museums, attend plays and

engage in other cultural events in the community. In 2014-15, MEWA provide nine opportunities for students to attend educational events in the community. One hundred twenty-five students participated in the nine events which included visits to: Old McDonald's Farm (a nonprofit organization that combines animals, agriculture, gardens and natural resources to provide an educational enrichment program for children and youth in a safe and secure farm setting), SCRAP (a nonprofit organization whose mission is to inspire creative reuse and environmentally sustainable behavior), Zenger Farm, and OMSI. MEWA students (and some of their parents) also joined other Oregonians in Salem to celebrate State Capitol Day.

Web Academy students are encouraged to participate in community service projects such as the community garden and the volunteer club, or to join one of the clubs focused on special interests such as chess, running, drama, art, and gaming.

Another recent addition to engaging students at MEWA is the use of student support in the technology department. The principal/CEO explained the program similar to work-study where students are helping to rebuild and refurbish computers. The program started with students hired during the summer to clean computers and then expanded to include more than just cleaning. Dr. Gray reported the benefits of the program: "It creates an opportunity for students to feel important by providing a service to their school and also learn some accountability as well as real-life skills."

The principal indicated that Metro East encourages students to use the computer labs during open lab sessions Monday through Friday, 12:30-3:30pm. In addition to general open labs, there are also content specific labs where a teacher is on duty to provide face-to-face assistance in a specific content area. One teacher explained that with requiring more face-to-face time, they are actually running into some problems with space issues, but she added it was "a good problem to have."

Based on the information provided and described above, the Web Academy exceeds the requirements of ORS 338.120 regarding the amount of face-to-face contact time between Academy students and charter school personnel.

1.4 Communication with Sponsoring Districts

Rating: Meeting

Is there evidence that the charter school is following 2011 statutory requirements regarding communication with sponsoring districts?

Evidence:

- *Interview with Principal/CEO*
- *Interview with Counselor*
- *Interview with Registrar; email exchanges with the Registrar*
- *Sample email exchanges between MEWA office manager and resident school/district (student names are protected)*

According to the school's registrar, the process for enrolling a student in the Metro East Web Academy has not changed over the past few years: A written notice in the form of a records request is sent to the

student's resident district within 24 hours. Also according to the registrar, 95% of the students bring an unofficial transcript with them to the welcome meeting now that the meeting is incorporated into the enrollment process. She also notes, that official transcripts often take much longer to arrive, but fortunately students can initiate online coursework and recover credits as soon as the counselor builds a schedule for them, which in most cases is possible using unofficial transcripts and the student/parent intake interview. When a student exits the Academy, MEWA staff transfers student records, including official transcripts, within ten days of the exit date.

Metro East uses an online registration and enrollment process, which greatly expedites students accessing academic coursework. Since the largest number of new enrollees is 12th grade students needing credit recovery to graduate within 1-2 years, the academic path for new students in that category is relatively straightforward, driven by the need to recover elective and required credits. The online registration and enrollment process is available to students in all other regional districts.

Note: The school received a rating of 'Meeting' in this area, the highest possible rating for this domain.

2.0 OVERALL STUDENT SUCCESS

2.1 Enrollment/Retention/Attendance

Rating: Exceeding

To what extent are students making academic progress as measured by enrollment/retention rates and attendance?

Evidence:

- *Interview with Principal/CEO*
- *Interview with Counselor*
- *Interview with Registrar*
- *Data from MEWA student retention records*
- *Oregon School Report Cards: 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15*

Enrollment at the Web Academy has increased at a higher rate than what was anticipated when the charter program was first proposed. Using data from MEWA’s School Report Cards, Table 2.1.1 shows how student enrollment at Metro East Web Academy has dramatically increased over the past six years.

Table 2.1.1 Enrollment at Metro East Web Academy

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
116	171	265	420	441	426

Combining full-time and part-time students in the three programs offered at the Web Academy (GED, MEWA and Early College MEECA) the total enrollment approaches 500 students. The principal reported that the application process has changed for MEECA and they have changed the profile of the student who will be most successful in the early college program. This year 104 students were admitted to MEECA and only four students dropped out.

Although enrollment has held steady at MEWA over the past three years, student retention has been a concern and challenge for the Web Academy staff as it is at most online schools. According to the data presented on MEWA’s electronic “dashboard,” 55.78% of Spring 2014 students enrolled in the Fall 2014. According to the state report card, the dropout rate at MEWA has remained fairly steady over the past two years—21.6% in 2013-14 and just slightly higher, 23.4% in 2014-15.

In a meta-analysis and review of online learning conducted by the U.S. Department of Education in 2009, researchers identified significant and persistent attrition of newly enrolled students as a troubling issue facing most, if not all, online schools and programs (<http://files.eric.ed.gov/fulltext/ED505824.pdf>). Even though attrition is recognized as a common problem for online schools, the MEWA staff deserves commendation for their efforts toward improving student retention. Many steps have been taken to increase retention and ultimately improve student achievement outcomes at the school including: enhancing the orientation process; diagnosing student learning needs sooner; increasing the frequency and type of face-to-face opportunities for students to receive additional academic help and build personal connections with staff and peers; implementing a mentor program; and increasing communication between school and parents. Instituting the Parent Launch class and emphasizing

student engagement in the Mentor Seminar are also strategies MEWA staff have used to address the issue of student retention. The addition of Spanish classes and a course for pregnant and parenting students are also examples of how the Web Academy is continuing to enhance their program to better meet the needs of all students and thus increase the likelihood students will stay engaged in school.

A commitment to personalizing the learning experience to meet the diverse needs of each MEWA student is evident throughout all aspects of the teaching/learning process and is one of the most important factors in increasing student retention. Without lowering expectations for students, there is flexibility in the system to better meet the needs of all students, helping students experience academic success and consequently increasing the likelihood they will continue at MEWA. Dr. David Gray, MEWA principal/CEO, describes one of the reasons he believes many students who have not been successful at other schools are able to experience success at MEWA: “The freedom with the schedule in an on-line school helps them tremendously . . . Time and inflexibility is a huge challenge in a traditional brick and mortar school.” He explained how one day a week (currently Monday) is held open “for students to work with [educational assistants] and participate in interventions while staff work collaboratively and participate in professional development.”

Efforts to increase retention are beginning to yield positive results: Out of the 340 students (reduced by the number of graduates in the spring of 2015) who were attending MEWA in June 2015, 237 students (70%) returned in the Fall 2015.

The concept of “daily attendance” at an online school must be viewed differently than in a traditional brick and mortar school. In the MEWA Student and Family Handbook, student and parent expectations are clearly delineated, including the amount of time students will spend each school day engaged in coursework and the number of assignments they will complete. They are also required to participate in virtual sessions provided by their teachers. Expectations for parents/guardians emphasize that they should take an active role in their student’s school career and are required to monitor and log their student’s weekly progress. Although the concept of “attendance” at MEWA is different than at a traditional brick and mortar school, the school demonstrates a commitment to increasing the quantity, quality and frequency of time their students engage in learning.

MEWA deserves commendations for implementing of a vast array of practices, policies, and programs to increase attendance, enrollment and retention of its students.

2.2 Parent Satisfaction

Rating: Exceeding

To what extent do parent survey respondents indicate satisfaction with students’ academic progress and the educational program?

Evidence:

- *Interview with Principal/CEO*
- *Enrollment data (regarding multiple students per family attending MEWA)*
- *Results from MEWA Parent Spring Survey 2015*

MEWA staff have placed an emphasis on increasing and enhancing two-way communication with

parents. Some of the communication tools they use include: the annual Spring Parent Survey, the MEWA app, a link on the school’s website inviting parents to provide feedback and/or ask questions related to any issue pertaining to the school, a parent survey for incoming students, monthly parent meetings both face-to-face and virtual, and the development of a parent advisory group. Another indicator of the high value MEWA places on engaging and supporting parents in their students’ educational experience is the investment the school has made in providing a Parent Resource Advocate to support parents and families.

Evidence indicates that parents are pleased with the educational program offered at MEWA. One piece of such evidence is the fact that during the 2014-15 school year there were 22 sibling groups enrolled with two siblings and three groups with three siblings. This statistic has shown dramatic growth over the past four years.

In the Spring 2014 parent survey, although responses were positive, the response rate was very low. MEWA is to be commended for a measurable increase in the number of responses on the survey from 44 in 2014 to 133 in 2015. In addition to a marked increase in parents responding, the results of the survey are extremely positive.

In the first section of the 2015 Parent Survey, parents were asked to indicate their level of agreement/disagreement with seven statements pertaining to their students’ experience and their own experience at MEWA. Table 2.2 provides some of the key results from this section of the survey.

Table 2.2 Selected Items from 2015 Spring Parent Survey (N=133)

	Definitely Agree or Mostly Agree	Sometimes Agree	Disagree or Strongly Disagree
Teachers regularly communicate with me about my student’s progress.	74%	16%	10%
Office staff are friendly and helpful.	97%	3%	0%
MEWA teachers care about the success of my student.	88%	9%	2%
My student’s experience at MEWA is preparing him/her for college, trade school, or the workforce after graduation from high school.	80%	17%	3%
MEWA Administrators care about the success of my student.	91%	6%	3%
My student understands what is expected of him/her at MEWA.	86%	11%	2%
I understand what is expected of me as a parent of a MEWA student.	89%	9%	1%

The second part of the survey was open-ended; parents were invited to share what they believe is the best thing about Metro East Web Academy and to provide suggestions to improve services or the program at the school. A sample of the responses are listed below:

What is the best thing about Metro East Web Academy?

- The flexibility with staff and academic progress with my child’s unique situation.
- Students can learn on their own time and pace.

- The teachers and staff who care about my child's future.
- Teachers are available when my child has a question or needs help.
- The learning environment for my son is catered to his needs and learning style. This is enhanced by the teachers and their concern, direction and support.
- Very easy to monitor [my child's] progress. Visuals of the website are easy to process.
- Kids with ambition can move quickly through the curriculum and are not held back by the majority.

What suggestions do you have that might improve our services and/or programs?

- More MEECA spots
- Required face-to-face introduction to teachers upon enrollment in a course
- Spanish-speaking staff
- Provide a system for "trading in" books to reduce costs for parents
- Make it mandatory to come in once a week for students [who] seem to lose focus, or lack of signing in and working
- Testing that would move the student to the next class if they know the material
- By being more distinct between MEWA and MEECA. Sometimes it's confusing as to which pertains to what group.

MEWA is to be commended for a measurable increase in the response rate for the Spring Parent Survey and extremely positive results on the Survey.

2.3 Ninth Grade Credits Earned

Rating: Meeting

To what extent are students making academic progress as predicted by ninth grade credits earned?

Evidence:

- *Interview with Principal/CEO*
- *Interview and email communication with Deputy Principal*
- *Interview with Registrar*
- *Oregon School Report Cards: 2012-13, 2013-14, 2014-15*

Research indicates that students who finish ninth grade on track are significantly more likely to graduate from high school than their peers who are not on track; the finding is true for students overall and for students in all racial/ethnic groups (REL Southwest, 2011). A study by Allensworth & Easton (2005) in Chicago Public Schools indicated that students who were on track at the end of 9th grade were nearly four times more likely to graduate from high school than their peers who were not on track. The strength of the data has led All Hands Raised—a non-profit organization committed to improving practices and outcomes for students across Multnomah County—to identify ninth grade credit attainment as one of its key indicators of success for schools/districts.

MEWA has many systems in place to identify, monitor and assist students who are not on track or who begin to show signs of falling behind. Some of these systems/practices include: improved data collection

and analysis processes; counselors monitoring student progress and meeting with students regularly; an intervention process using educational assistants; improvements in the advisory process; and weekly parent check-in. As noted in sections 1.1, 1.2, and 2.2 of this report, the Parent Resource Advocate assists with tracking attendance, making phone calls home, and scheduling meetings when a student’s attendance is not satisfactory. The Advocate serves all students, not just ninth graders, but certainly the addition of this position will help keep ninth graders at MEWA on track towards graduation.

MEWA should be commended for increasing the level of credit attainment among its ninth graders. According to the 2014-15 State Report Card, 42.1% of MEWA freshmen are on track to graduate within four years, a marked increase from 22.2% in 2013-14. For this important data point, MEWA’s data is nearly identical to the data at like-schools (42.5%). Admittedly, the percentage of ninth graders on track to graduate within four years at MEWA is noticeably less than the percentage districtwide (66.3%) and statewide (79.9%). However, the improvement MEWA has made in this area is remarkable, and it is evident that the focused efforts around monitoring and supporting ninth graders are yielding extremely positive results for students.

Table 2.3 Credits Earned by Ninth Graders at MEWA in 2014-15

	6+ credits	5+	4+	3+	2+	1+	.5+	0
Semester 1	2	0	7	10	11	9	10	3
Semester 2	0	3	7	15	4	8	6	0

2.4 Four-year Cohort Graduation Rate **Rating: Meeting**

To what extent are students making academic progress as measured by four-year cohort graduation rate?

Evidence:

- *Interview with Principal/CEO*
- *Interview with Deputy Principal*
- *Interview with Registrar*
- *Oregon School Report Cards: 2012-13, 2013-14, 2014-15*
- *Cohort Graduation and Completion Rates from the ODE website*

Graduation rates and completion rates are key indicators of accountability for high schools and school districts. Beginning with the 2008-09 school year, the Oregon Department of Education (ODE) implemented the cohort method of calculating graduation rates and completion rates. The cohort method identifies the year the student entered high school for the first time (known as the high school entry year, or cohort year) and uses longitudinal student data to determine the student’s outcome after four or five years.

Each school’s cohort begins with the ninth grade students in a particular school year. Students are added to a school’s cohort when they transfer into the school, and are removed from a school’s cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in that high school’s cohort. This has huge implications for Metro

East Web Academy in that its students are often “at risk” learners with a history of school withdrawal and deficient credits. Retaining an entering freshman for all four years is a challenge for any high school program, but the credit deficiency issue that confronts a “typical” Web Academy student means that keeping that student enrolled and not giving up, after a likely history of enrolling/withdrawing from multiple other schools, is indeed significant. As a result, graduation, retention, and completion rates for Metro East Web Academy students must be viewed in this context.

Table 2.4.1 shows MEWA’s four-year cohort graduation rates for the past five cohorts as reported on the ODE website at <http://www.ode.state.or.us/search/page/?id=2644> .

Of the 145 students in the adjusted 2010-11 cohort, 52 students earned their high school diploma within four years of starting ninth grade yielding a 35.9% four-year cohort graduation rate. Of the 93 students who did not earn a diploma within four years, eight students earned their GED and 27 students continued to be enrolled in school during 2014-15, their fifth year. The other 58 students either dropped out of school or completed four years of school but did not earn a diploma and did not enroll in 2014-15.

Table 2.4.1 Four-year Cohort Graduation Rates

Year Student Started Ninth Grade	Year Student Graduated	MEWA	State
2006-2007	2009-2010	14.3%	66.4%
2007-2008	2010-2011	20.0%	67.6%
2008-2009	2011-2012	26.0%	68.4%
2009-2010	2012-2013	32.9%	68.7%
2010-2011	2013-2014	35.9%	72.0%

MEWA is to be commended for maintaining a steady climb in the school’s four-year graduation rate. In last year’s evaluation, staff were encouraged “to continue to focus efforts on increasing the graduation rates of students by honing the process of identifying, monitoring, and assisting students not on track for graduation.” There is substantial evidence showing that during the 2014-15 school year, MEWA staff did focus on finding and implementing strategies, processes, and practices to provide more intentional support for students who are struggling.

Not only has the number of students earning their high school diploma at MEWA dramatically increased over the past five years, in the three years since the school instituted a GED program, the number of students earning a GED has more than tripled. Data provided by MEWA staff regarding the number of high school diplomas and GED awarded at the Web Academy is reported in Table 2.1.2.

Table 2.1.2 Number of Web Academy Students Earning a HS Diploma and GED

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
HS Diploma	11	30	61	66	73
GED			5	15	19

Although MEWA’s graduation rate is significantly less than the state average of 72%, it is important to remember that MEWA is an alternative program whose students are often “at risk” learners with a

history of school withdrawal and deficient credits. It is difficult to compare the graduation rate for a school like MEWA with the graduation rates of traditional, comprehensive high schools. The credit deficiency issue that confronts a “typical” Web Academy student means that keeping that student enrolled, engaged and able to meet all graduation requirements in four years after a likely history of enrolling/withdrawing from multiple other schools, is indeed significant. The improvement in MEWA’s four-year graduation rate over the past five years is commendable.

2.5 Five-year Completion Rate **Rating: Nearly Meeting**

To what extent are students making academic progress as measured by the five-year completion rate?

Evidence:

- Interview with Principal/CEO
- Interview with Deputy Principal
- Interview with Registrar
- Oregon School Report Cards: 2012-13, 2013-14, 2014-15
- Cohort Graduation and Completion Rates from the ODE website

The five-year completion data for cohorts that started ninth grade in 2007-08 and 2008-09 are displayed in Table 2.5.1. The data remains relatively unchanged over the past two years.

Table 2.5.1 Five-Year Graduation & Completion - Cohorts Starting 9th Grade in 2008 and 2009

Year the Cohort Started 9th Grade	Adjusted Cohort	Earned HS Diploma (in 5 years)	Five-year Graduation Rate	GED	Five-year Completion Rate
2008-09	107	31	29.0%	15	43%
2009-10	160	56	35.0%	14	43.8%

Using data retrieved from MEWA’s 2014-15 Oregon school report card, Table 2.5.2 displays the four-year and five-year cohort graduation data for the Web Academy’s most recent two cohorts. The Graduation indicator uses four- and/or five-year graduation rates. These rates follow incoming high school students for four or five years to determine the percent of students who graduate with a regular diploma in that time frame. The rating for the Graduation indicator is the higher of the school’s levels between the four-year and five-year rates.

Table 2.5.2 Four-Year and Five-Year Cohort Graduation Data

Four-Year Cohort	Level	2009-10 Cohort		2010-11 Cohort		Combined Rate
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad	
All Students	Level 1	146	32.9	145	35.9	34.4

Five-Year Cohort	Level	2008-09 Cohort		2009-10 Cohort		Combined Rate
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad	
All Students	Level 1	107	29.0	160	35.0	32.6

The school's graduation rate is the higher of the combined rate and the most recent rate. Therefore, MEWA's graduation rate is reported at 35.9%. It should be noted that although the school has received a Level 1 rating for this indicator on the Oregon Report Card, MEWA's four-year and five-year graduation rates have increased every year since the school has been in existence.

The Level 1 rating for the Graduation Indicator does not affect the school's overall rating this year. As noted previously in this report, schools will not receive an overall school rating for 2014-15, but will receive a new overall school rating (that includes graduation rate as well as other indicators) on the 2015-16 rating details reports.

The Web Academy's Principal/CEO reported changes in the GED program have resulted in students being more prepared for the test and therefore yielding a higher pass rate. The GED teacher requires students to come on campus regularly; she sets high expectations and holds students accountable. The Principal/CEO explained: "[The teacher] does a great job of looking at the data – seeing where the students' learning gaps are. Her GED students are always very well prepared for the GED test. Almost all students who go in to take the test pass because she has prepared them well."

Certainly the ideal is to have students graduate from high school within four years with their original cohort. However, MEWA staff recognize some students (for a variety of reasons) take more than four years to complete their graduation requirements and may earn a GED instead of a standard high school diploma. Web Academy staff are committed to helping students complete their high school requirements regardless of the path they choose or the time it takes. The school is encouraged to continue focusing on supports that help students graduate with their four-year cohort as well as supporting students who require more time and choose a GED instead of a standard diploma.

2.6 College Credits

Rating: Exceeding

To what extent are students making academic progress as measured by earning 9+ college credits?

Evidence:

- *Interview with Principal/CEO*
- *Email communication with Curriculum Coordinator*
- *Spreadsheet documenting college credit earned by MEECA students*
- *Interview with Counselor*
- *Interview with Registrar*
- *School website*

Web Academy students have opportunities to earn dual credit through College NOW courses. The Principal/CEO reported that they are expanding the College NOW program. Eight College NOW courses were introduced in 2014-15, with plans for seven or eight more to be added in 2015-16. Current College NOW courses include: College Success and Survival, Career and Life Planning, Transferring to a Four-Year College, WR 121 (English Composition), WR 122 (English Composition: Critical Thinking), ENG 104 (Introduction to Literature: Fiction), BA 218 (Personal Finance), ART 115 (2D Design), ART 116 (Basic

Design 2; Color Theory), ART 117 (3D Design), ART 231 (Drawing), ART 271 (Printmaking), and ART 281 (Painting 1).

During the 2014-15 school year, 133 out of 246 MEWA students (30%) were enrolled in college classes either through MEECA or College NOW. The number of college credits earned at MEWA has shown a measurable increase over the past two years as shown in Table 2.6.

Table 2.6 College Credits Earned at MEWA Fall 2013-Spring 2015

TERM	Number of College Credits Earned
Fall 2013	747
Winter 2014	708
Spring 2014	676
Fall 2014	1129
Winter 2015	1193
Spring 2015	1056

MEWA staff deserve commendations for increasing opportunities (and maintaining a high success rate) for students earning college credit while completing their high school graduation requirements.

2.7 Post-secondary Preparation

Rating: Exceeding

Do high school students (within a sample) have a plan and profile in place with counseling support to help them plan for and enroll in a post-secondary program?

Evidence:

- *Interview with Principal/CEO*
- *Interview with Counselor*
- *School Success Plan*
- *Examples of Educational Plan and Profile for three students (maintained confidentiality)*
- *School Website*

Engaging and empowering students in their post-secondary preparation was an area of focus and of measurable growth at MEWA during the 2014-15 school year. With support from their counselors, students are involved in planning, monitoring and managing their own learning and career development as they develop their Education Plan and Profile.

Encouraging students to think about and prepare for college is embedded in several of the goals of the Web Academy’s School Success Plan. For example, Goal #1 in the Success Plan reads: Students believe in the importance of their education in their future goals. One of the strategies supporting this goal is a college skills class (HD100) where students learn the skills and dispositions required to be a successful college student. HD 100 is just one of several College NOW courses offered to Web Academy students.

Another strategy in the School Success Plan is the use of Oregon Career Information System (CIS) as a college and career planning tool. As students engage with CIS they begin to think more about their futures and see themselves as potential college students.

Data showing the percent of students continuing their education at a community college or four-year school within 16 months of graduation is displayed in Table 2.7.

Table 2.7 Students Enrolled in Community College or Four-Year School within 16 Months of Graduation

MEWA 2009-10	MEWA 2010-11	MEWA 2012-13	STATE 2012-13	Like-School 2012-13
33.3%	25.0%	61.4%	60.5%	50.8%

MEWA is to be commended for establishing a college-going culture and providing students with a solid foundation that prepares their graduates for post-secondary opportunities. Outperforming like-schools and the state average in the percent of students enrolled in postsecondary options within 16 months of graduation is an outstanding achievement.

3.0 LONGITUDINAL ANALYSIS OF STUDENT ACHIEVEMENT

IMPORTANT NOTE: As stated by the Oregon Department of Education (ODE) on 2014-15 school report cards, “The U. S. Department of Education has given the State of Oregon approval to temporarily suspend the assignment of school ratings during the transition from the Oregon Assessment of Knowledge and Skills (OAKS) to the new college and career readiness assessments. Schools will not receive an overall school rating on this rating details report, but will receive a new overall school rating on the 2015-16 rating details reports.” Essentially, schools are “held harmless” during this transition year. The ratings from the 2013-14 school year will stand as a reference to school and district performance, improvement, and accountability. CSS will follow ODE’s lead, use previous years of OAKS data to serve as evidence of student achievement over time, and allow the 2014-15 student assessment data to serve as baseline data for future evaluations.

3.1 Student Achievement: Reading Rating: Meeting

Over time has student achievement in Reading improved measurably?

Evidence:

- Oregon Report Cards: 2011-12, 2012-13, 2013-14, 2014-15
- 2014-15 State Assessment Results from ODE website: www.ode.state.or.us/search/page/?=5387

According to the ODE website, the purposes of the Oregon Statewide Assessment Program are: 1) to provide information on individual student achievement on performance standards set by the State Board of Education at grade and benchmark levels; 2) to provide information for federal ESEA requirements and for policy decisions by the legislature, the governor, the State Board of Education and the local school districts; 3) to support instructional program improvement efforts; and 4) to inform the public about student achievement in Oregon schools. In 2014-15, the Oregon Department of Education replaced the previous state tests in reading, writing and math (OAKS) with the new Smarter Balanced assessments in English language arts and math.

Table 3.1.1 compares summary data for OAKS Reading at MEWA, the sponsoring District and the State from 2011-12 through 2013-14. Table 3.1.2 provides the same comparisons between the school, the District and the State using SBAC ELA data from 2014-15. Of all MEWA students tested, grade 11 students demonstrated the most success transitioning to the new state assessment in English language arts. Whereas MEWA students in grades 6, 7, and 8 performed measurably lower than their grade level peers in the District and statewide, 69% of MEWA’s eleventh graders met or exceeded the state benchmark, two percent higher than the state average and only 7% less than in the sponsoring District. MEWA is to be commended for seven out of ten students in Grade 11 meeting or exceeding the state standard in English language arts—two percent higher than the State average.

Table 3.1.1 OAKS Reading: MEWA, GBSD, and STATE 2011-14 ¹

Reading Scores: Total Population by Grade Percent of Students Meeting or Exceeding State Standards on OAKS			
	MEWA	GBSD	STATE
2011-12 School Year			
Grade 6	50%	57%	65%
Grade 7	62%	70%	75%
Grade 8	54%	66%	68%
Grade 11	76%	85%	84%
2012-13 School Year			
Grade 6	57%	61%	63%
Grade 7	50%	69%	73%
Grade 8	61%	66%	67%
Grade 11	94%	84%	85%
2013-14 School Year			
Grade 6	50%	60%	65%
Grade 7	63%	74%	74%
Grade 8	62%	57%	67%
Grade 11	76%	76%	85%

¹ Data for Table 3.1.1 retrieved from Oregon School Report Cards

Table 3.1.2 SBAC ELA by Grade Level: MEWA, GBSD, and STATE 2014-15 ²

English Language Arts: Total Population by Grade Percent of Students Meeting or Exceeding State Standards on SBAC			
	MEWA	GBSD	STATE
2014-15 School Year			
Grade 6	14%	47%	53%
Grade 7	27%	57%	56%
Grade 8	45%	57%	57%
Grade 11	69%	76%	67%

² Data for Table 3.1.2 retrieved from www.ode.state.or.us/search/page/?=5387

Although we are not comparing OAKS scores to SBAC scores, it is noted that when using OAKS, the percentages of MEWA students meeting/exceeding the state standard in Reading in grades 6, 7, and 8 were closer to the district and state averages than they were last year (for these grade levels) with the Smarter Balanced Assessment. MEWA staff is encouraged to review the SBAC data and explore possible reasons for this outcome. Moving to a new assessment may have contributed to the test results particularly if students in grades 6, 7, and 8 were not provided with sufficient support as they transitioned to SBAC. MEWA staff is encouraged to continue providing support students in all grade levels tested as they make the transition to the Smarter Balanced Assessments. A plethora of tools and resources are available on the ODE website and also at smarterbalanced.org. MEWA leadership is also encouraged to provide professional development opportunities to staff to assist with the transition to the new state assessments.

Reviewing the English Language Arts SBAC data disaggregated by subgroup provides valuable insight especially when comparing the outcomes for key student groups at MEWA to the same groups across the state. Data for all students as well as for groups of students are presented in Table 3.1.3. (Some demographic groups are not included in the table because the number of students in the group is too small to display and still maintain student confidentiality.)

Table 3.1.3 ELA Outcomes for Key Student Groups at MEWA, GBSD, and STATE ³

Percent of Students Meeting State Standard on ELA SBAC for Key Student Groups			
	MEWA	GBSD	STATE
All students	62%	53%	54%
Economically Disadvantaged	57%	44%	41%
Students with Disabilities	10%	14%	17%
Hispanic/Latino	63%	38%	54%

³Data for Table 3.1.3 retrieved from www.ode.state.or.us/search/page/?=5387

For economically disadvantaged students and for Hispanic/Latino students, MEWA students outperformed the same groups in the sponsoring district and statewide. MEWA staff deserve positive recognition for the comparatively high levels of reading achievement (as measured by the ELA Smarter Balanced Assessment) for students in both of these subgroups. The percent of Hispanic/Latino students meeting/exceeding state standard at MEWA was more than 20% higher than the percent for the same subgroup districtwide—commendable.

3.2 Student Achievement: Math

Rating: Nearly Meeting

Over time has student achievement in Math improved measurably?

Evidence:

- Oregon Report Cards: 2011-12, 2012-13, 2013-14, 2014-15
- 2014-15 State Assessment Results from ODE website:
www.ode.state.or.us/search/page/?=5387

Table 3.2.1 compares summary data for OAKS Math at MEWA, the sponsoring District and the State for grade 11 from 2011-12 through 2013-14. Table 3.1.2 provides the same comparisons between the school, the District and the State using SBAC Math data from 2014-15.

Table 3.2.1 OAKS Math: MEWA, GBSD, and STATE 2011-14¹

Math Scores: Total Population by Grade Percent of Students Meeting or Exceeding State Standards on OAKS			
	MEWA	GBSD	STATE
2011-12 School Year			
Grade 6	38%	49%	59%
Grade 7	35%	59%	63%
Grade 8	27%	61%	65%
Grade 11	52%	69%	66%
2012-13 School Year			
Grade 6	29%	58%	59%
Grade 7	27%	54%	61%
Grade 8	29%	63%	63%
Grade 11	53%	68%	69%
2013-14 School Year			
Grade 6	28%	50%	59%
Grade 7	31%	60%	63%
Grade 8	38%	57%	62%
Grade 11	46%	60%	70%

¹Data for Table 3.2.1 retrieved from Oregon School Report Cards

Table 3.2.2 SBAC Math by Grade Level: MEWA, GBSD, and STATE 2014-15²

Math: Total Population by Grade Percent of Students Meeting or Exceeding State Standards on SBAC			
	MEWA	GBSD	STATE
2014-15 School Year			
Grade 6	<5%	28%	38%
Grade 7	36%	35%	43%
Grade 8	23%	37%	43%
Grade 11	28%	29%	31%

²Data for Table 3.2.2 retrieved from www.ode.state.or.us/search/page/?=5387

As previously stated, we are not attempting to draw comparisons between OAKS results and SBAC results. However, it is worth noting—with the implementation of SBAC—there has been a decrease in the gap between the percentage of MEWA students and their grade level peers in the GBSD and statewide who met/exceeded the state standard in math. This shift in the data indicates the instructional practices and interventions being implemented at MEWA are yielding positive results. Using the Smarter Balanced Assessment, although the percentage of students at MEWA meeting/exceeding the math standard was still less than the state for all grades tested and less than GBSD for grades 6, 8 and 11 the difference was markedly less than it was when using OAKS assessment.

MEWA students in grade 7 performed slightly higher than grade level peers in the District; while MEWA students in grade 11 were only slightly lower than 11th graders in GBSD.

Reviewing the SBAC data in mathematics disaggregated by subgroup provides valuable insight especially when comparing the outcomes for key student groups at MEWA to the same groups across the state. Data for all students as well as for groups of students are presented in Table 3.2.3. (Some demographic groups are not included in the table because the number of students in the group is too small to display and still maintain student confidentiality.)

Table 3.2.3 Outcomes for Key Student Groups in Math at MEWA, GBSD and STATE ³

Percent of Students Meeting State Standard on Math SBAC for Key Student Groups			
	MEWA	GBSD	STATE
All students	26%	33%	41%
Economically Disadvantaged	7%	28%	29%
Students with Disabilities	<5%	8%	13%
Hispanic/Latino	9%	21%	24%

³ Data for Table 3.2.3 retrieved from www.ode.state.or.us/search/page/?=5387

There is a noticeable difference between the performance (on the state math assessment) for economically disadvantaged students and for Hispanic/Latino students at MEWA compared to students in those groups districtwide and statewide. MEWA staff is encouraged to investigate strategies other schools and/or districts are using to increase math achievement for the diverse needs of all students, but especially for Hispanic/Latino students and students who are economically disadvantaged.

3.3 Comparative Student Achievement

Rating: Nearly Meeting

How does the charter school's performance compare to the sponsoring school district and the state as a whole?

Evidence:

- Interview with Principal/CEO
- Interview with Counselor
- 2014-15 School and District Report Cards
- 2014-15 State Assessment Results from ODE website: www.ode.state.or.us/search/page/?=5387

Table 3.3.1 Percent Meeting/Exceeding State Standards in ELA, Math and Science 2014-15

	MEWA	GBSD	State of Oregon	Like-School Average
English Language Arts	62%	53%	59%	50%
Math	28%	33%	40%	21%
Science	54%	64%	64%	52%

The data in Table 3.3.1 provides clear evidence that the Web Academy is closing the gap between the achievement of MEWA students (as measured by state assessments) and students who attend other schools in the GBSD and students across the state. In fact, in English language arts, MEWA students outperformed students in the State overall, in like-schools across the State and in the Gresham-Barlow School District. Commendations to the MEWA staff and students for the improvements they have made in focusing on reading/language arts and the results they have achieved.

The data for math was not quite as impressive as for ELA, but MEWA students did outperform students in like-schools across the state. They performed slightly lower than other students in the District and measurably lower than students across the state overall.

The data for science is similar to that for math: MEWA students outperformed students in like-schools and performed at a lower level than students in the District and statewide.

Because the school's performance is better than the state and the district in only one of the the three areas tested, the school's rating for this domain is Nearly Meeting. It is noted, however, that significant progress has been made toward eliminating the gap between the achievement levels of MEWA students and students in GBSD and the state. MEWA is commended for progress thus far and encouraged to continue the efforts.

4.0 FEDERAL ACCOUNTABILITY: STUDENT PERFORMANCE & PROGRAMS

4.1 Student Achievement

Rating: Nearly Meeting

Did the charter school meet Federal targets in math, reading, participation, attendance and for subgroups as required by the interim accountability system approved through the ESEA waiver process for 2012?

Evidence:

- *Interview with Principal/CEO*
- *2014-15 School Report Card*
- *2014-15 Report Card Rating Details Report*

One of the requirements of the Federal ESEA waiver process is at least 94.5% participation rate in state assessments. MEWA met this target for all students and for every subgroup of students except 'Students with Disabilities' for both ELA and mathematics. It is noted, that for a small population of students, even one or two students not participating in the assessments significantly impacts the participation rate.

For many subgroups, MEWA had 100% participation in both ELA and math state assessments. The staff is encouraged to celebrate this high level of participation at the same time continuing to emphasize to students and families the importance of participating in state testing.

For all public schools in Oregon, the Academic Achievement indicator reflects the percent of all students that meets or exceeds standards (i.e. perform at a Level 3 or Level 4) on the state English language arts and mathematics assessments at all grades tested in the school. Both English language arts and mathematics have a target as required by Oregon's ESEA waiver; the target for English language arts is 54.5% and for mathematics the target is 40.0%. A school meets the target for a group or subgroup of students if the percentage of those students performing at Level 3 or Level 4 is greater than or equal to the target.

In 2014-15, MEWA met the target for ELA since 62% of all MEWA students in grades 6, 7, 8, and 11 performed at a Level 3 or Level 4 on the SBAC. The school did not meet the 40.0% target for mathematics since 27.8% of all students in grades 6, 7, 8, and 11 performed at a Level 3 or Level 4 on the math state assessment.

In ELA, MEWA met the target for two subgroups—Economically Disadvantaged and Hispanic/Latino students—but did not meet for Students with Disabilities and Underserved Races/Ethnicities. These subgroups are not part of the Academic Achievement Indicator and not required for the ESEA waiver. However, it is important for MEWA staff to analyze the disaggregated data (on page 3 of the Report Card Rating Details Report) as they monitor and support the academic growth of *all* students at MEWA.

In math, MEWA did not meet the target for any of the subgroups. MEWA staff is encouraged to explore strategies to help increase student achievement in math, in particular on the state math assessment.

MEWA leadership is encouraged to ensure staff have effective professional development in the area of teaching CCSS in mathematics.

[NOTE: At the time of publication of this report, the 2014-15 AMO Attendance data was not yet available from ODE. Therefore, 2013-14 data will be used for this evaluation.]

Table 4.1.1 displays Attendance Annual Measurable Objective (AMO) by subgroup for 2013-14. Although the 92% AMO requirement does not apply to MEWA because it is a virtual school, this information is included in the report because it demonstrates MEWA’s strong commitment to attendance. The combined attendance from the past two years is high for all students and subgroups.

Table 4.1.1 Annual Measurable Objective (AMO) for Attendance by Subgroup 2013-14

MEWA: Annual Measurable Objective (AMO) for Attendance by Subgroup for 2013-2014				
Subgroup	Prior Year Attendance Rate	Current Year Attendance Rate	Combined Attendance from Past Two Years	Attendance AMO
All Students	88.8	89.0	88.9	NA
Economically Disadvantaged	88.8	87.3	87.6	NA
English Learner	87.7	82.7	86.2	NA
Students with Disabilities	81.6	88.8	85.6	NA
Underserved Races/Ethnicities	83.7	82.7	83.1	NA
American Indian / Alaska Native	92.6	93.0	92.8	NA
Black / African American	91.7	85.6	88.6	NA
Native Hawaiian / Pacific Islander	*	*	*	NA
Asian	86.0	81.3	82.9	NA
White	89.4	90.2	89.8	NA
Hispanic/Latino	80.2	80.7	80.4	NA
Multi-Racial	93.1	91.0	91.9	NA

* Subgroups are rated only when there are at least 5000 combined hours of enrollment.

The Academic Growth indicator does not have targets similar to the Academic Achievement indicator; however, schools may exhibit low, typical or high growth given the value of their respective median growth percentile. A median growth percentile less than 35 is considered “low growth”; greater than or equal to 35 and less than 66 describes “typical growth”; and greater than or equal to 66 describes “high growth.”

In ELA, the Web Academy’s median growth percentile was 32%, indicating low growth but very close to the cut-off for typical growth. For math, the school showed “typical growth” with a median growth percentile of 40%.

It is important to consider context when comparing the performance of students at the Web Academy to those attending school elsewhere: MEWA serves students in grades 6-12—so performance ratings are

based on middle and high school criteria. In addition, MEWA serves a high number of credit deficient high school students whose path to graduation typically takes longer. The CSS evaluator encourages Web Academy staff to continue focusing on innovative ways to personalize learning for students, closely monitoring student achievement data and using the data to adjust instruction as appropriate to meet the needs of diverse learners, to provide a variety of interventions to support students, and to maintain close communication with families. These strategies will result in measurable academic growth for MEWA students over time.

4.2 Highly Qualified Compliance

Rating: Meeting

Do staff members teaching core academic subjects meet the requirements for "highly qualified"?

Evidence:

- *Interview with Principal/CEO*
- *ODE website: <http://www.ode.state.or.us/search/page/?id=471>*
- *Charter Agreement 2012-2017*

Current charter school law requires a minimum of 50% of the FTE (Full Time Equivalency) of the teaching and staff in a "brick and mortar" charter school to be licensed by the Oregon Teacher Standards and Practices Commission (ORS 338.135). If a teacher or administrator is not licensed they must register with the Teacher Standards and Practices Commission (TSPC) - the teacher and administrator licensing and registration state agency. All teachers must be licensed or registered through TSPC.

In a virtual charter school like the Web Academy, there has to be a plan to ensure that teachers who are licensed (ORS 338.120) to teach by the TSPC, and who are highly qualified in core academic areas as described in the federal No Child Left Behind Act (NCLB) of 2001, teach at least 95 percent of the school's instructional hours. Teachers are considered to be highly qualified if they 1) have a bachelor's degree; 2) have a full state certification; and 3) have demonstrated subject-matter competence in the area(s) taught.

Charter schools must report all teacher licensure and registration data to the school district which then reports that data annually to ODE. In addition, the charter school's agreement with the school district requires that all teachers meet licensure requirements.

All Web Academy teachers and administrators are licensed by the Teachers Standards and Practices Commission in their academic content areas and meet the state's "highly qualified" requirements.

All administrative staff members at MEWA have either an Initial or Continuing Administrative License. In addition, the CEO/Principal has a Ph.D.

Note: The school received a "Meeting" rating in this competency. For this area, "Meeting" is the highest rating and reflects 100% of teachers in core subjects meet the federal HQ requirements.

4.3.a English Language Learners – Programs**Rating: Meeting*****Does the charter school implement appropriate practices in providing programs to English Language Learners (ELLs)?****Evidence:*

- *Interview with Principal/CEO*
- *Email communication with Curriculum Coordinator*
- *Charter Agreement 2009-12*
- *Charter School Agreement Renewal: 2012-2017*
- *School website*
- *2015-2015 Student and Family Resource Guide*
- *Email communication between MEWA and PSU re: ESOL endorsement*

The original charter agreement with Gresham-Barlow School District states, “The Web Academy will provide any special services that are required for English as a Second Language students pursuant to federal law.” The Web Academy partners with Gresham-Barlow School District in support of its ELL program. The Academy receives both guidance and services in order to provide an appropriate program for any ELL student who enrolls.

Although the school does not specifically market to ELL students, it must ensure that its practices are nondiscriminatory and that it is not excluding students whose primary language is not English. The CSS evaluator did not observe any evidence of discrimination or exclusion. The number of ELLs at MEWA is small, but the population is rapidly growing—2% in 2010-11 compared to 12% in 2014-15. In 2014-15, 9 ELL students—all at the high school level—were enrolled in the Academy; three students were enrolled in sheltered classes.

In the documentation provided to the evaluator, it was noted that the Web Academy does not have a plan in place to serve ELL students, but “this is currently being reviewed and the Web Academy is working on a plan to have support in place.”

Although the School Success Plan does not explicitly identify strategies to support ELLs, the Curriculum Coordinator explained how support for ELLs is embedded in strategies for all students: “One of the goals in our School Success Plan is to focus on completion and retention. In our 2014-2015 School Success Plan, we focused on adapting the curriculum to our student population. We are continuing to do this, especially in reference to our ELL population, and have established a clear lab schedule so students are able to come in to the school facility for additional support. We are in constant contact with [the ELL coordinator at the district office], and are keeping close tabs on our ELL population in conjunction with our ELL contacts at the district office. We also have a staff member at MEWA who is working on her ESOL endorsement and will be able to further specify supports for our ELL students.”

The Curriculum Coordinator also explained that another goal identified in the School Success Plan focuses on engagement. To address this goal MEWA staff have implemented a Parent Launch class that provides additional support for parents as their child transitions to an online environment. She notes that while this strategy is not designed solely for ELLs, the ELL population will certainly benefit from the

class. The Parent Launch class gives the parents of ELLs—and all parents—the opportunity to be included in the education of their child and helps them understand how the system works.

Since last year’s evaluation, additions have been made to better address the needs of MEWA students and families whose first language is not English. The school’s webpage is now available in seven languages in addition to English: Arabic, Hmong, Romanian, Russian, Spanish, Ukrainian, and Vietnamese. A statement has been added to the Student and Family Resource Guide encouraging students or parents who have questions about programs supporting English language learners to contact a school administrator.

Currently, it appears that appropriate practices are in place (in partnership with GBSD) to support ELLs at the Web Academy. The number of ELLs at MEWA is small, but the population is rapidly growing—2% in 2010-11 compared to 12% in 2014-15. MEWA staff is encouraged to continue with plans to create and implement a school-wide plan to support English Language Learners as well as to continue working with PSU to finalize details of the MEWA teacher’s practicum so she can earn her ESOL endorsement.

4.3.b English Language Learners – Monitoring Progress **Rating: Meeting**

Does the charter school work to assess ELL students and monitor their progress so that English Language Learners (ELL) can succeed in the charter school program?

Evidence:

- *Interview with the Principal*
- *Email communication with the Deputy Principal*
- *Charter Agreement 2009-12*
- *Charter School Agreement Renewal: 2012-2017*
- *Email communication between MEWA and PSU re: ESOL endorsement*

Web Academy staff work directly with the Gresham-Barlow School District’s ELL program coordinator to ensure that students enrolled in Web Academy are appropriately monitored to ensure their success in the charter school program. Although no MEWA teachers are ESOL endorsed at this time, one teacher has completed all of the coursework for the endorsement and is working with PSU to determine an appropriate placement for the teacher’s practicum experience. Creating a practicum experience that prepares an ESOL teacher to serve students in a virtual learning environment provides unique challenges. However, MEWA and PSU are committed to ensuring the teacher has a rich and authentic practicum which will prepare her well to meet the language needs of ELLs at MEWA.

4.4 Special Education Delivery of Services **Rating: Exceeding**

Are regulatory guidelines implemented for IDEA-eligible students so that sponsoring districts take responsibility for providing special education to charter school students?

Evidence:

- *Interview with Principal/CEO*
- *Interview with Registrar*
- *Interview with Counselor*

- *Charter Agreement with Gresham-Barlow School District 2009-2012*
- *Charter School Agreement Renewal: 2012-2017*
- *2015-2016 Student and Family Resource Guide*
- *Email communication from GBSD Special Services*

Oregon law specifically assigns districts the responsibility of providing FAPE to students with disabilities enrolled in charter schools located within the district. As a result, the Web Academy's provision of special education occurs in collaboration with the Gresham-Barlow School District. The original Web Academy charter with the Gresham-Barlow School District and its renewal requires (pp. 6-8) that any Web Academy IEP team must have a district representative in attendance as well as appropriate district specialist. In addition, the agreement spells out in detail the process regarding IEP student placement, discipline, transportation, and funding.

Reports from school staff indicate that collaboration between the District and MEWA to ensure that students with disabilities receive appropriate services is frequent, ongoing and effective. According to email communication from the GBSD Special Services Department to MEWA administration, 116 meetings— to address the needs of Special Education students at MEWA—occurred from the beginning of the 2014-15 school year until May 18, 2015. As of 5/18/15, there were 32 active MEWA students with a Special Education designation. Over the course of the 2014-15 school year, 46 students with IEPs attended the Web Academy.

As public schools, public charter schools must be nondiscriminatory in their enrollment, admission requirements and timelines and must comply with federal law in these areas in the same manner as any other public school. The charter school must document how its enrollment processes will operate for students with special needs and how the school will provide appropriate educational experiences for all students including how the school will provide services for children with disabilities who enroll.

Teachers and other support staff from the Web Academy attend all IEP meetings with the district Special Education staff. They are fully apprised of the contents of their student's IEP and work in tandem with other special educators to align teaching content and monitor student academic progress to better ensure student success.

4.5 Section 504 Services

Rating: Meeting

To what extent are regulatory guidelines implemented for Section 504-eligible students?

Evidence:

- Interview with Principal/CEO
- Interview with Counselor
- Charter School Agreement, 2009-2012
- Charter School Agreement Renewal, 2012-2017
- Documentation provided by MEWA staff

In the Charter School Agreement and subsequent renewal with the GBSD, the Web Academy acknowledges that it is “legally responsible to comply with Section 504 of the Rehabilitation Act of 1973.”

Currently twelve students at MEWA are on 504 plans. When students with a 504 plan enroll in MEWA there is a review of the plan with the student, family and school counselor. The review is either in person or over the phone. While a student is attending MEWA, if the counselor, student or family believe that a 504 plan would be appropriate for that particular student, a plan is put in place through appropriate meetings times and discussions. Parents are included in these discussions on all occasions, unless the student is 18 and has specifically requested otherwise.

Based on the evidence provided, the Web Academy is in compliance with all parts of Section 504 as they apply to access to schools and school programs. The school received a “Meeting” rating in this competency area, the highest rating possible.

4.6 Free/Reduced Price Lunch

Rating: Meeting

Does the school follow federal guidelines for identifying students for program eligibility and for safeguarding student privacy?

Evidence:

- *Interview with Principal/CEO*
- *Online application for Free and Reduced Meals*
- *Interview with Registrar*

During the registration process, all Web Academy families are invited to apply for Free and Reduced Lunch status. The Gresham-Barlow SD reviews all applications for free/reduced eligibility and notifies parents as to their status so student privacy is safeguarded.

For families who qualify for free or reduced meals, the \$100 deposit for computer loan/maintenance will be reassessed and may be reduced or waived completely. Currently one-third of Web Academy students qualify for this benefit.

Note: The school received a “Meeting” rating in this area, the highest rating possible.

5.0 STATE ACCOUNTABILITY

5.1.a Non-Discriminatory Practices – Access to Programs **Rating: Exceeding** ***Is the charter school complying with statutory guidelines for non-discriminatory practices in regard to student access to programs?***

Evidence:

- *Charter School Agreement: 2009-2012*
- *Charter School Agreement Renewal: 2012-2017*
- *2014-2015 Student/Family Handbook*
- *2015-2016 Student & Family Resource Guide*
- *Interview with Principal/CEO*
- *Interview with Registrar*
- *School's website: MEWA Program FAQs*

In the original charter agreement and the subsequent renewal of that agreement with the GBSD, it is clearly stated that “As provided in ORS 338.125(2), the Web Academy may not limit student admission based on race, religion, sex, sexual orientation, ethnicity, national origin, disability, the terms of an individualized education program, income level, proficiency in the English language, or athletic ability.” MEWA reiterates its non-discrimination policy in the Student / Family Handbook: The Metro East Web Academy will not discriminate or harass, nor allow discrimination or harassment on the basis of an individual’s race, color, religion, gender (sex), sexual orientation, national origin, age, disability, or any other characteristic protected by applicable law.”

All of the Web Academy’s programs—MEWA, MEECA, and GED—are open to all students. For students with special needs, as described in the Charter Agreement, the school will “comply with all District policies and regulations and the requirements of federal and state law concerning the education of children with disabilities under IDEA.” The student’s IEP team determines the appropriate educational program and placement for the Web Academy student. Students with an existing IEP are admitted on a conditional basis: Admittance is not denied to students with IEPs, but the student’s IEP/placement team will reach a decision about placement and inform the parents and student where the best placement would be for their student.

As previously noted in this report, the school’s web page is now available in seven languages in addition to English: Arabic, Hmong, Romanian, Russian, Spanish, Ukrainian, and Vietnamese. Adding this feature to the school website helps prevent unintentional discrimination by providing access to important information about the school to students and families who are non-English speaking.

There is evidence that policy and procedures are in place to prevent discriminatory practices regarding student access to programs earning the school an ‘exceeding’ rating in this domain.

5.1.b Non-Discriminatory Practices – Access to Technology **Rating: Exceeding** ***Is the charter school complying with 2011 statutory requirements for non-discriminatory practices regarding student access to technology?***

Evidence:

- *ORS 338.120*
- *Student and Family Handbook 2014-15*
- *Interview with Principal/CEO*
- *Interview with Deputy Principal*
- *Web Academy Computer Loan Agreement*
- *GBSD Board Policy*

In 2011, the State Legislature enacted additional requirements for virtual public charter schools (ORS 338.120) including the need for a plan to provide equitable access to the education program of the school by ensuring that each student enrolled in the school:

- (A) Has access to and use of computer and printer equipment as needed;
- (B) Is offered an Internet service cost reimbursement arrangement under which the school reimburses the parent or guardian of the student, at a rate set by the school, for the costs of obtaining Internet service at the minimum connection speed required to effectively access the education program provided by the school; or
- (C) Has access to and use of computer and printer equipment and is offered Internet service cost reimbursement.

As mentioned in Section 4.6, for families who qualify for free or reduced meals, the \$100 deposit for computer loan/maintenance will be reassessed and may be reduced or waived completely. Currently one-third of Web Academy students qualify for this benefit. In conversation with the principal, in extreme cases the school would also cover the cost of internet connection for a family demonstrating financial need, although this is a rare occurrence.

In addition, MEWA students have access to computers, internet and printers during open lab hours four days a week. Comcast offers a program for families who qualify to subscribe to internet at a reduced monthly cost.

There is evidence that procedures and resources are in place to ensure that each student has access to and use of computer and printer equipment when needed and that internet service costs are reimbursed for those families that qualify as low-income.

5.1c Non-Discriminatory Practices—Staff Hiring **Rating: Exceeding**
Is the charter school complying with statutory guidelines for non-discriminatory practices in regard to staff hiring?

Evidence:

- *Charter School Agreement: 2009-2012*
- *Charter School Agreement Renewal: 2012-2017*
- *Student & Family Handbook 2013-2014*
- *Interview with Principal/CEO*
- *GBSD Board Policy*

In the original Charter School Agreement and the subsequent renewal of that agreement with the GBSD, non-discriminatory practices are explicitly addressed: “The Web Academy shall comply with all applicable federal, state, and local laws, rules and regulations regarding nondiscrimination, including without limitation, statutory and constitutional provisions prohibiting discrimination on the basis of disability, age, race, creed, color, sex, national origin, religion, ancestry, marital status, political beliefs and/or affiliations, or sexual orientation.” MEWA’s commitment to non-discriminatory employment practices is clearly communicated in the 2013-14 Staff Handbook: “MEWA believes and affirms that each individual is entitled to equal employment opportunities consistent with the law. This equal employment opportunity extends to recruitment, hiring, promotions, transfers, training, compensation, lay-off, termination, discipline, and all other conditions of employment.”

Given the evidence that policy and procedures are in place to prevent discriminatory practices regarding the recruitment, hiring, and promotion of staff, the school earns a rating of ‘Exceeding’ in this domain.

5.2.a Curriculum – Standards

Rating: Exceeding

Does the content of the curriculum meet Oregon state standards?

Evidence:

- *Interview with Principal/CEO*
- *Interview and emails with Curriculum Coordinator*
- *New Course Proposal Flow Chart*
- *Course Proposal Form*
- *Official dates for submitting new course proposals*
- *Quality Course Rubric*

A detailed process for new course proposals has been developed and is being implemented at MEWA. All proposals for new courses must be submitted to a committee and evaluated using the Quality Course Rubric to ensure the following criteria are met:

- Measurable and clearly stated course goals/objectives.
- Course content and assignments are aligned with Common Core standards and Career Related Learning Experience (CRLE) standards or nationally accepted standards for elective courses
- Course content, assignments and assessments are of sufficient rigor, depth, and breadth
- Course provides for timely and appropriate interaction between students and faculty and among students including both synchronous and asynchronous options
- Sufficient learning resources and materials are provided to increase student success.
- A clear, complete course overview, syllabus, and schedule that include objectives, guidelines for timely participation, expectations for communication, and assessment expectations.

New course proposals that do not meet the criteria listed above are returned to the teacher who submitted the proposal for revision.

The Curriculum Coordinator explained: “The New Course Proposal process is currently addressing the development of courses that are proposed at this time. As we catch up on the new proposals, we will begin to backtrack and examine classes that have been in place for a year or even a few years. We will

use the Quality of an Online Course rubric to evaluate all teacher-developed classes by the end of the 2016-2017 school year...”

5.2.b Curriculum – Assessment

Rating: Exceeding

To what extent is the charter school conducting valid assessments of student performance consistent with Oregon state standards?

Evidence:

- *Interview with Principal/CEO*
- *Charter Agreement 2009-2012*
- *Charter School Agreement Renewal: 2012-2017*
- *Student Progress Report (MAPs data)*
- *School Success Plan Annual Report 2013-2014*

The new course proposal process (described in 5.2a) includes expectations for creating and implementing valid assessments of student performance that are consistent with Oregon state standards.

In addition to mandatory state assessments for all students in grades 6, 7, 8 and 11, the Web Academy began using Measures of Academic Progress (MAP) testing in reading, math and language usage to determine appropriate placement for students and to more closely and more frequently monitor student progress. The Web Academy has a designated Assessment Coordinator who oversees MAP testing (as well as SBAC testing). During 2014-15, all students at MEWA participated in MAPs testing three times during the year—fall, winter and spring. MAPs reports help teachers gain an understanding of each student’s current academic level, where the student needs focused instruction, and the extent of their progress.

The Principal/CEO described one of the challenges they face with students at the Academy is trying to get students to buy-in to the value of standardized testing. He reported one of the strategies they are considering is to tie credit to the SBAC or MAPs. He shared: “We are trying to change the culture regarding testing/accountability from the first day that a student enters the school.” He also shared that the staff will continue to evaluate their assessment tools, will revisit whether MAPS is the right assessment and will consider other tools.

Web Academy staff deserve commendations for the consistent use of assessment data to inform decisions about student placement and interventions needed to fill students’ learning gaps.

5.3.a Distinctive Teaching Techniques – Charter Contract

Rating: Exceeding

To what extent is the charter school implementing distinctive instructional practices as outlined in their contract with the sponsoring district?

Evidence:

- *Interview with the Principal/CEO*
- *Charter School Agreement 2009-2012*
- *Charter School Agreement Renewal: 2012-2017*

- *Charter School Proposal (Exhibit A)*

The philosophy of the Web Academy is anchored in individualized learning plans to help foster student success. This is accomplished by implementing unique techniques not typically found in a mainstream brick-and-mortar school setting.

The Charter School Proposal (Exhibit A of the Charter School Agreement) describes what makes the Web Academy's approach to teaching and learning unique: "We plan to offer instruction via computer and deliver it directly to students outside of school buildings." The essence of the Web Academy program is to provide core instruction delivered online in combination with the assignment of a teacher/mentor to each student enrolled. The teacher/mentor provides academic support to the student and monitors the student's academic progress on a regular basis. Though most teacher interaction with students is made via electronic communications (both email and virtual meetings), face-to-face visits are also scheduled to build rapport and strengthen accountability. The teacher/mentor is also responsible for regular communication with the student's family.

The Charter School Agreement also proposes that the schedule of academic work time for a Web Academy student is flexible and negotiated between the teacher, parent, and student. At least once a week, teachers make contact with students to provide feedback, assist with planning and help solve problems. A face-to-face meeting with the student, parent and teacher occurs at least once a month.

All of the practices described above (which are outlined in the initial Proposal and Charter School Agreement) are currently in place at the Web Academy. MEWA is in compliance with the Charter Agreement with no modifications required.

5.3.b Distinctive Teaching Techniques –*Student/Teacher Meetings* Rating: Exceeding
To what extent is the charter school meeting requirements outlined in 2011 Charter School legislation pertaining to virtual school student/teacher interactions to assess and improve student progress?

Evidence:

- *Interview with Principal/CEO*
- *Interview with Deputy Principal*
- *Student / Family Handbook 2014-2015*
- *Staff Handbook 2014-2015*
- *School website*
- *Mentor Seminar Instruction Guidelines*

Charter School legislation requires that charter schools develop a plan to:

- 1) Conduct meetings at least twice a week between teachers and students enrolled in the school, either in person or through the use of conference calls or other technology
- 2) Provide opportunities for face-to-face meetings between teachers and students enrolled in the school at least six times each school year

The Web Academy meets these requirements in a variety of ways. Every other Monday, staff meet to review student performance data and identify students who may need additional support. At this meeting, it is determined what support and interventions are most appropriate for each student. Student successes are also discussed.

Support for students are evident through online, on- and off-campus mentoring support systems. Staff are required to be online daily (Monday-Friday). Protocol outlined in the Staff Handbook states email inquiries are responded to within 24 hours (with the exception of weekends and holidays). Each teacher has a cellular phone number that is shared with students and parents and dedicated to Web Academy business. All contact information can be accessed through the school website. Students are encouraged to call, text, email or instant message their teachers when they need assistance—during the normal school operating hours.

Students are encouraged to take advantage of the open computer lab available at the school Monday through Friday from 12:30-3:30 pm. Students also have many opportunities during the week to attend weekly synchronous lectures or meeting sessions. Students log in and interact with the teacher and other students logged in to the same session while at different physical locations.

On occasion, students require off campus support. Teachers are available to meet with students at the student's home or at a public location. Appointments are pre-arranged and usually occur due to unique circumstances. Home visits occur with parent/guardian permission and parents must be present during the entire visit. In addition, staff doing the visitation must be accompanied by another Web Academy staff member.

Highly qualified teachers serve as mentors to 15-25 students in addition to their regular teaching caseload. The role of the mentor is to monitor the overall progress of the student and serve as a point of contact for the family. Students and parents meet with their mentor teacher throughout the school year to discuss students' progress and answer any questions that arise during the year. The number of meetings is based on student need. A counselor assigned to each student meets with students and their families as needed to discuss forecasting and any other academic needs the student may have.

5.4 School Improvement and Staff Development Plans **Rating: Exceeding**
Does the charter school develop school improvement goals and align staff development strategies to achieve them?

Evidence:

- *School Success Plan Review – May 4, 2015*
- *Interview with Principal/CEO*
- *Interview with Deputy Principal*

MEWA staff have developed and implemented a school improvement plan—the School Success Plan. The School Success Plan for 2013-14 includes five focus areas: Student Success, 21st Century Learning,

Innovation, Business & Community Involvement, and Parental Involvement. Staff worked collaboratively to develop the Success Plan during professional development sessions.

The School Success Plan Review serves as a progress monitoring tool for MEWA staff to determine and report how they are doing in the areas they have identified as priorities for the year. The School Success Plan Annual Report details goals under each of the five focus areas:

1. Students believe in the importance of their education in their future goals.
2. Students are forward thinking and resilient problem solvers.
3. We promote and recognize students' success.
4. We use data to improve the learning environment for our students.
5. Curriculum and instruction provide students with the skills and knowledge they need to be successful now and in the future.
6. Students are technologically literate.
7. We provide a learning environment that is student-centered and student-driven.
8. We utilize innovative instructional strategies that engage students in the learning process.
9. Students participate in and understand the value of service to community.
10. School-to-business connections help students see the relevance of their education to the real world.
11. Business and community organizations support students in their education.
12. We support the role of parents in the education of their students.
13. Teen parents are welcome and supported.

The Success Plan also includes strategies/actions that address the specific goals. Training for staff has been provided to help teachers with many of the strategies.

The Web Academy is to be commended for not only the clarity, transparency, and intentionality of the School Success Plan, but also the process they are using to monitor and communicate progress toward the goals of the Plan. Through interviews with MEWA staff, it is evident there is buy-in and commitment to the School Success Plan and that the document is used to maintain focus and to hold the school accountable for the goals they have—publically—declared as important.

5.5 Licensure of Charter School Staff

Rating: Exceeding

Is the charter school compliant with Oregon statutes regarding teacher licensure and registration, and charter agreements?

Evidence:

- *Charter School Agreement 2009-2012*
- *Charter School Agreement Renewal 2012-2017*
- *Interview with Principal/CEO*
- *Licensure data for current Web Academy staff*

Per ORS 338 and the Charter School Agreement, a virtual public charter school must have: “Teachers who are licensed to teach by the Teacher Standards and Practices Commission and who are highly qualified as described in the federal No Child Left Behind Act of 2001 (P.L. 107-110, 115 Stat. 1425) teach at least 95 percent of the school’s instructional hours.”

As previously noted in section 4.2 of this report, all teachers at the Web Academy are licensed by TSPC and meet the requirements to be Highly Qualified in the content they teach. Licensure details for each certified staff member was provided to CSS evaluators.

The Charter School Agreement provides that all licensure requirements are also reviewed by and tracked by the Human Resources department at the GBSD to ensure all teachers and administrators are properly licensed to carry out their duties as assigned. According to the Charter Agreement, “The District will send an all-staff database document to the Web Academy each summer with the District’s current information about Web Academy staff. The Academy must revise and update the document as necessary, and return it to the District no later than August 15.”

Although the hiring of personnel by the Web Academy is at the sole discretion of the Academy, all staffing changes must be reported to the District via email within five business days of the change.

5.6 Teacher Evaluation

Rating: Exceeding

Is the charter school compliant with statutory guidance and sponsoring school district policy regarding teacher performance evaluation, including the requirements of SB 290 if teachers are school district employees?

Evidence:

- *Interview with Principal/CEO*
- *Interview with Deputy Principal*
- *ONLINE INSTRUCTOR EVALUATION form*
- *Staff Handbook 2014-2015*

The Web Academy teachers are not GBSD employees, however, the Academy has a comprehensive plan in place for evaluating teacher performance and growth. Expectations for teacher performance are clearly and explicitly identified in the Staff Handbook beginning with: “All newly hired employees are employed with the understanding that the first ninety (90) days are a training and introductory period.” The introductory period provides the opportunity for both the employee and the Academy to determine if the partnership is one they want to continue. At the end of the introductory period, the Web Academy administrator (or designee) meets with the employee to determine if the employment will continue. After the introductory period, employees remain in an “at-will” status.

Teaching expectations, specific to the Web Academy, are listed in the Staff Handbook. In addition, responsibilities and expectations for counselors are also outlined in the Handbook. All staff members are required to sign an acknowledgement that they have read, understood, and will operate within the guidelines outlined in the Staff Handbook, therefore they are aware of the staff performance policy and expectations.

Teachers and counselors engage in professional goal meetings with the principal and are tasked with creating SMART goals for the year. The principal conducts informal meetings with each teacher periodically throughout the year to discuss progress toward the goals. A final evaluation is completed by

the principal—using the ONLINE INSTRUCTOR EVALUATION form—and reviewed with each staff member. The ONLINE INSTRUCTOR EVALUATION form provides a detailed and comprehensive report of the areas of strength and areas in need of attention for each teacher within the domains of: using programs of study, establishing online course climate, instructional management, monitoring student progress, communication skills, professionalism, and use of technology. The information gleaned from the teacher’s annual review, guides the teacher in developing his/her goals for the following year.

In addition to the end of year summative evaluation, Web Academy administrators share formative assessment data with teachers throughout the year to help them hone their instructional practice.

5.7 Screening and Hiring Practices **Rating: Meeting**

Is the charter school compliant with statutory guidance and school district policy regarding criminal background checks?

Evidence:

- *Charter School Agreement, 2009-2012*
- *Charter School Agreement Renewal, 2012-2017*
- *Interview with the principal*
- *Staff Handbook 2014-2015*

The Gresham-Barlow School District provides human resources services to the Web Academy on a contractual basis. Services include a review of teaching licenses, criminal background checks, TSPC certification, and examination of “Highly Qualified” requirements. Per the Charter School Agreement and subsequent renewal, “No later than August 15 of each school year, the Web Academy shall provide the District with a list containing the names, job positions, and Social Security numbers of all of its employees and volunteers.” The list must also include the date of initiation of each employee’s criminal background check.

According to the principal, all teachers at the Web Academy currently are highly qualified and have had criminal background checks.

Note: The school received a “Meeting” in this area, the highest rating possible in this domain.

5.8 Reporting of Child Abuse, Training on Identification/Prevention **Rating: Meeting**

Is the charter school and board compliant with statutory requirements for reporting child abuse or sexual conduct, and for providing school employees, parents/guardians, and children annual training on the prevention and identification of child abuse and sexual conduct, and on the obligations of school employees for reporting?

Evidence:

- *Charter School Agreement, 2009-2012*
- *Charter School Agreement Renewal, 2012-2017*
- *Staff Handbook 2014-2015*

- *Student / Family Handbook 2014-2015*
- *Interview with Principal/CEO*

The Charter School Agreement and subsequent renewal require that the Web Academy shall abide by federal and state laws and GBSD policies pertaining to the “reporting of sexual conduct and child abuse and training on prevention and identification of sexual conduct and child abuse.” (ORS 339.372, 339.388 and 339.400). The Staff Handbook also details the child abuse reporting requirements for Web Academy staff: “Any employee of MEWA having reasonable cause to believe that any student with whom he or she comes in contact has suffered abuse, or that any adult with whom he or she comes in contact has abused a student, shall report immediately to the Department of Human Service (DHS) or law enforcement agency.”

In addition to the requirements outlined in the Charter School Agreement and the Staff Handbook, all Academy staff are expected to participate in annual training sessions provided by the GBSD. Required trainings focus on keeping schools safe for children by addressing issues such as: child abuse and sexual conduct; confidentiality of records (FERPA); recognition and response to bullying; and identifying and prevention of dating violence. In addition, staff are required to attend trainings for blood borne pathogens and administering medication to students.

The process for reporting sexual conduct between Web Academy staff and students is explained in the Student / Family Handbook.

Note: The school received a “Meeting” in this area, the highest rating possible in this domain.

5.9 Employee Relations

Rating: Exceeding

Has the charter school employed generally acceptable employee relations practices including the provision of professional development plans?

Evidence:

- *Interview with Principal/CEO*
- *Interview with Deputy Principal*
- *Staff Handbook 2014-2015*

The Staff Handbook includes workplace policies that govern employer/employee relations including policies about non-discrimination and equal employment opportunity, employee reimbursement, use of personal car and mobile phone, and employee privacy rights. School policy is also included in the Handbook about different types of employee leaves of absence, overall rules of conduct, and expected procedures for handling staff to staff complaints.

The Handbook also states: “MEWA is an at-will employer and reserves the right to terminate an employee at any time for any or no reason, with or without notice just as an employee has the right to

terminate employment with MEWA at any time for any or no reason with or without cause or notice. This at-will employment policy is not subject to change.”

All Web Academy staff have been informed of the staff qualifications outlined in the Staff Handbook and the expectation that staff will participate in professional development during the year. During the 2014-15 school year, several professional development opportunities occurred to promote professional growth of MEWA staff. According to the school’s Dashboard, some of the professional development opportunities Web Academy staff engaged in during the 2014-15 school year were in the areas of: technology, counseling, networking, college readiness, administrative practices, SMART training, and improving instructional practice in English, science, and social science.

The Principal/CEO described another opportunity for professional learning for Web Academy teachers: “Many staff have participated in accreditation visits at other schools. From these visits, we get new ideas to implement here. For example, the idea of a parent as a learning coach came from another school. We are always looking at best practices.”

MEWA staff has had opportunities to share some of the successes of the Academy with educators at state and national conferences. Web Academy’s presentation at COSA (June 2015) focused on engaging students through the use of online portfolios. At two national conferences—E-Learning and the Florida Virtual Symposium—MEWA staff shared how their mentoring and advisory programs have had a positive impact on the achievement of at-risk students. Web Academy staff is to be commended for fulfilling the professional responsibility of sharing their successes with other educators.

6.0 FISCAL PERFORMANCE AND ACCOUNTABILITY

6.1 Accounting

Rating: Exceeding

Are the Generally Accepted Accounting Principles (GAAP) being implemented?

Evidence:

- *Interview with Principal/CEO*
- *Interview with Deputy Principal*
- *Pauly Rogers Financial Report for Year Ending June 30, 2014*
- *Auditor's Letter to the MEWA Board of Directors, August 18, 2014*
- *Pauly Rogers Financial Report for Year Ending June 30, 2015*
- *Auditor's Letter to the MEWA Board of Directors, September 11, 2015*
- *Web Academy Board Meeting minutes, September 19, 2014*
- *Charter Agreement 2009-2012*
- *Charter School Agreement Renewal 2012-2017*

The Web Academy Board of Directors contracts with an independent accounting firm, Pauly Rogers, to conduct the annual audit. This third-party financial audit ensures that oversight of the Web Academy's fiscal affairs is both rigorous and compliant with Oregon statutory requirements and generally accepted accounting principles. Financial reports for the past two years were submitted to the CSS evaluators. Both reports were clean with no concerns presented by the auditors. Web Academy Board meeting minutes serve as evidence that the Board reviewed and discussed the audit.

The Web Academy contracts with the GBSD business department for accounting and fiscal services which include the management of ADMw flow-through funds, any charter school/other grant monies, payroll services, purchasing, accounts payable and receivable and consultation on budget management and planning. This arrangement has served the school well over the course of their six years of program operation. As a condition of the school's original charter, the school is required to submit monthly accounting reports to the GBSD. In addition, the Academy is required to have an annual audit of its accounts in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.998. The Web Academy is required to provide the GBSD with a copy of the audit by October 15 of each year.

6.2 Internal Controls Assessment

Rating: Exceeding

Does the school have evidence of effective operational procedures and internal controls?

Evidence:

- *Charter School Agreement 2009-2012*
- *Charter School Agreement Renewal, 2012-2017*
- *Interview with Principal/CEO*
- *Pauly Rogers Financial Report for Year Ending June 30, 2014*
- *Auditor's Letter to the MEWA Board of Directors, August 18, 2014*
- *Pauly Rogers Financial Report for Year Ending June 30, 2015*
- *Auditor's Letter to the MEWA Board of Directors, September 11, 2015*
- *Internal Controls Procedures document*

As noted in section 6.1, the Web Academy contracts with the District for the purpose of providing

financial services. As the District is required by law to use generally accepted accounting practices and is subject to annual audits, this provides a level of assurance to the Web Academy Board that the school's revenues are being appropriately managed.

In documentation provided to CSS evaluators, the school included evidence of effective operational procedures and internal controls: MEWA Internal Controls Policy and Internal Control Procedures. Both documents are clear and concise. In the auditor's management letters dated August 18, 2014 and September 11, 2015, there were no concerns regarding internal controls at the Web Academy for the past two years.

6.3 Financial Reporting

Rating: Exceeding

Has the school presented financial statements including board-approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter?

Evidence:

- *Interview with Principal/CEO*
- *Interview with Vice-Principal*
- *Pauly Rogers Financial Report for Year Ending June 30, 2014*
- *Auditor's Letter to the MEWA Board of Directors, August 18, 2014*
- *Pauly Rogers Financial Report for Year Ending June 30, 2015*
- *Auditor's Letter to the MEWA Board of Directors, September 11, 2015*
- *Metro East Web Academy Adopted Budget 2015-2016*
- *Charter Agreement 2009-2012*
- *Charter School Agreement Renewal 2012-2017*

As noted in section 6.1, as a condition of the school's original charter, the Web Academy is required to submit monthly accounting reports to the GBSD. In addition, MEWA is required to have an annual audit of its accounts in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.998. The school is also required to provide the GBSD with a copy of the audit by October 15 of each year. All of these requirements were met by MEWA during the 2014-15 school year.

The Web Academy has presented quality financial statements over the past two years including annual audits, Board approved budgets, and interim financial statements that comply with financial reporting requirements and the school's charter.

6.4 Response to Fiscal Crisis

Rating: Meeting

Has the school prepared contingency plans in response to fiscal instability and financial uncertainties related to school funding as well as charter school legislation?

Evidence:

- *Interview with Principal/CEO*
- *Interview with Deputy Principal*
- *Metro East Web Academy Investment Policy, adopted March 18, 2014*
- *Pauly Rogers Fiscal Audit for Year Ending June 30, 2013*
- *Auditor's Management Letter to MEWA Board of Directors, August 16, 2013*

- *Web Academy Adopted Budget 2014-2015*
- *Charter Agreement 2009-2012*
- *Charter School Agreement Renewal 2012-2017*

On March 18, 2014, the Board of Directors of Metro East Web Academy adopted an Investment Policy to set parameters for the investment of operating reserve funds, special project funds, and endowment funds held by Metro East Web Academy. The primary objectives for this investment policy are (in priority order): preservation of capital; maintenance of a liquid position; and maximum yield.

The Web Academy budgeted a contingency of \$597,780 for the 2014-15 school year and a contingency of \$832,848 in the adopted budget for 2015-16.

Note: The school received a “Meeting” in this area, the highest rating possible for this domain.

6.5 Insurance **Rating: Meeting**

Does the school hold current insurance policies for performance bonding and for buildings and items in the contract?

Evidence:

- *Interview with Principal/CEO*
- *Policy # PAC307032008 Bell Anderson Agency*
- *Policy # EPP8630469 Great American Insurance Company*

The principal provided a summary of the commercial property policy through Bell Anderson as well as a copy of the Great American Alliance renewal policy for the Directors and Officer of MEWA that provides them with liability protection in the performance of their duties. Both policies are current.

Note: The school received a “Meeting” in this area, the highest rating possible.

6.6 Site and Facilities **Rating: Exceeding**

Are all licenses, approvals, permits, and inspections current and procedures for corrective actions and emergency plans in place?

Evidence:

- *Pictures of marked emergency exits at the facility*
- *Evacuation Plan Procedures document*
- *Floor plans of the facility showing evacuation flow*
- *Evacuation Drill Logs*
- *Gresham-Barlow Web Academy Public Charter School Lease with Gresham Complex, LLC for The Crossings at Gresham Station*
- *Interview with Principal/CEO*
- *Building Tour*

During the site visit to the Web Academy campus, the CSS evaluator noted that emergency exits are well marked and evacuation plans are in place. MEWA staff and students participate in monthly evacuation drills that are timed and logged. After each drill, Academy administration notes areas that went well and

areas that warrant attention. Examples include: addressing possible confusion between lock-in and lock-down, identifying an area of the building without an intercom, and the need to remind teachers to turn off lights and shut but not lock classroom/office doors. Reflection on evacuation drills and detailed notes such as these show a commitment at MEWA to ensure students and staff are well-prepared to respond quickly and safely in an emergency situation. School staff are to be commended for taking prompt corrective actions to address problem areas identified in the monthly drills. For example, during the 2015 summer, the intercom system was expanded to include all areas of the building thus enhancing communication for staff throughout the day, but especially if an emergency situation should arise.

The Web Academy's lease agreement with Gresham Complex, LLC expires on June 30, 2020 and covers the rental of 10,499 square feet for Web Academy programs. There have been no corrective actions required (from previous evaluations) that needed to be addressed.

6.7 Health and Safety

Rating: Exceeding

Are health, safety, and accessibility standards being met and is documentation being kept current?

Evidence:

- *Interview with Principal/CEO*
- *Staff Handbook 2014-2015*
- *Student / Family Handbook 2014-2015*

According to the principal, the fire marshal schedules safety inspections on a regular basis. In addition, the school went through an extensive process regarding equipment safety procedures with the fire marshal before a certificate of occupancy was granted. There is a monthly drill that is either a shelter in place drill or an evacuation drill. The school has an emergency plan in place.

In the Staff Handbook, policies and procedures are very clearly defined regarding how, when and where students and teachers meet off campus in order to keep both students and teachers safe. In addition, policies previously noted in this report regarding non-discrimination and anti-harassment also serve to protect the safety of students and staff at MEWA.

MEWA staff is commended for supporting transgender and questioning students through the identification of gender inclusive spaces and by creating a system for transgender students to replace their first name with the student's preferred name that corresponds with their gender identity. Both of these practices serve as evidence that MEWA is committed to ensuring that the Academy is a safe and inclusive place for all students.

7.0 GOVERNANCE

7.1a Open Meeting Law

Rating: Exceeding

Is the school in compliance with federal and state law regarding public meetings?

Evidence:

- *Interview with Principal/CEO*
- *School website*
- *Staff Handbook 2014-15*

Based on the information posted on the school website and through conversation with MEWA's principal/CEO, the school is in exemplary compliance with federal and state law concerning public meetings (ORS 192.610 to 192.690) including, but not limited to: i) all meetings are open to the public and all persons are permitted to attend; ii) the public be made aware of the deliberations and decisions of the Board and the information upon which such decisions were made; iii) meetings are held in a location that does not restrict membership/attendance; iv) an a quorum of the Board may not meet in private for the purpose of deciding on or deliberating toward a decision on any matter.

The school principal is knowledgeable about and fully understands the school's and Board's responsibilities as they relate to the Web Academy Board of Directors, including the Board's requirements to meet in accordance with the open-meeting statutes. The current Staff Handbook also states that all Board meetings are public meetings and outlines the responsibilities of the Board.

The CSS evaluators commend MEWA staff for the comprehensive information about the MEWA Board that is easily accessible on the school's website. The link includes general information about MEWA and MEECA along with the names of the Board members and the annual meeting schedule. Agendas for the meetings and minutes from previous meetings for the past five years are also available to view.

The CSS evaluator suggests that MEWA consider adding one statement to the Board of Directors' webpage explaining that Board meetings are open to the public and students, parents and community members are encouraged to attend. All members of the community may not be aware that they are invited and welcome to attend. There may also be opportunities for MEWA students to provide input (from their unique perspective) to the Board's work.

7.1b Public Records

Rating: Meeting

Is the school in compliance with federal and state law regarding public records?

Evidence:

- *Gresham-Barlow School District Board Policy*
- *Charter School Agreement, 2009-2012*
- *Charter School Agreement Renewal, 2012-2017*
- *Interview with Principal/CEO*
- *Interview with Registrar*
- *School website*
- *Student / Family Handbook 2014-2015*

Oregon's public records law – ORS 192.410 to 192.505 – attempts to balance the need for efficient government with the public's need to know how government operates. As government agencies, public schools must abide by Oregon's public records law supporting the rights of people to know about programs and services of their schools and making every effort to disseminate information.

Per the Charter School Agreement, the Web Academy follows Gresham-Barlow School District Board policy KBA and Administrative Regulation KBA-AR which describe the process for obtaining public records from the school district. Policy KB states: "Each principal is authorized to use all means available to keep parents and others of his/her particular school's community informed about the school's program and activities."

Evidence from interviews with the principal and the registrar, the school website, the Student/Family Handbook, and other communication tools indicates MEWA is in compliance with federal and state law regarding public records.

7.1c Student Records

Rating: Meeting

Is the school in compliance with federal and state law regarding student records?

Evidence:

- *Gresham-Barlow School District Board Policy*
- *Charter School Agreement, 2009-2012*
- *Charter School Agreement Renewal, 2012-2017*
- *Interview with Principal/CEO*
- *Interview with Registrar*

The Charter School Agreement and subsequent renewal require that the Web Academy shall "comply with all District policies and regulations, and applicable federal and state laws, concerning the maintenance, retention and disclosure of student records, including, without limitation, the Oregon Public Records Law."

The Web Academy is in accordance with all aspects of FERPA: i) Schools must give parents (or eligible student, which is defined as a student who has turned 18) the right to inspect and review their child's education records; ii) Schools must give parents (or eligible student) the right to request that the school correct records which they believe are inaccurate or misleading; and iii) Schools must maintain the confidentiality of student records and require written permission from the parent (or eligible student) in order to release any information from a student's education record.

Based on documentation provided to the CSS evaluators and interviews with the principal and registrar, the evidence indicates the Web Academy is in compliance with federal and state law concerning student records.

7.2.a Fiduciary Responsibilities**Rating: Exceeding*****Is the charter school meeting its fiduciary responsibilities?****Evidence:*

- *Oregon Charter School Handbook, April 2012*
- *Interview with Principal/CEO*
- *Interview with Board President*
- *Review of Financial Statements 2014-15*
- *Pauly Rogers Audit for School Year Ending June 30, 2015*

The Oregon Charter School Handbook outlines charter school board functions and responsibilities as follows:

- Protect the legal interests of the charter school
- Determine the vision/mission and set policy
- Exercise sound, legal and ethical practices and policies
- Manage liabilities wisely
- Advocate good external relations with the community, school district, media, neighbors, parents and students
- Hire and evaluate the administrator
- Practice strategic planning
- Ensure adequate resources and manage them effectively
- Assess the organization's performance
- Evaluate itself

The Board of Directors of the Metro East Web Academy takes its responsibilities to “ensure adequate resources and manage them effectively” very seriously. In addition, as indicated previously, the Web Academy contracts with the District’s business office to provide technical assistance related to financial operations. The District’s CFO attends Web Academy Board of Directors meetings and delivers updated financial statements and explanations to the Board regularly. The Board sets aside time to adequately review all financial reports, ask questions, and plan for future fiscal issues. In addition, Web Academy prepares a yearly report for the Board of Directors of the Gresham-Barlow School District that includes a presentation of the annual audit.

The past two annual audits have been clean with no reservations and noted no material inconsistencies or misstatements of fact. According to the principal, there are currently no reports of litigation pending against Metro East Web Academy and there are no conflicts of interest regarding financial transactions.

The initial budget for MEWA is developed by the school administration based on estimated ADMw for the fiscal year. A committee composed of administration and staff discuss the initial budget and provide feedback. The budget is then presented to the Board for their approval.

7.2.b Fiduciary Responsibilities - Third-party Contracts**Rating: Exceeding*****Is the charter school meeting its fiduciary responsibilities related to third-party contracts?****Evidence:*

- *Interview with the Principal/CEO*

- *Web Academy Board Policy BBFA*

New requirements for virtual charter schools related to financial accountability and third-party contracts were outlined by the 2011 Legislature in ORS 338.120. In essence, the Legislation prohibits Board members from districts sponsoring charter schools as well as charter school staff or Board members from working for an educational services provider with whom the school contracts services and also requires increased transparency in third-party provider finances in terms of operating expenses and profit margin. Public access to these documents must be provided upon request. Web Academy Board Policy BBFA provides detailed procedures and protocols that must be followed to ensure the school is in compliance with this statute. According to the principal, contracts with any third-party entity to provide educational services for the virtual charter school are in compliance with 2011 legislation.

7.3 Board Stability

Rating: Exceeding

Are the charter school leadership and Board of Directors stable and sustainable?

Evidence:

- *Interview with the Principal/CEO*
- *Interview with the Board President*

The Metro East Web Academy Board of Directors is responsible for the successful operation of the corporation. The Board consists of three to nine members and currently has three members:

Johnnie Driessner – President
 Tim Collins – Vice President
 Michael Harris – Secretary

The President has served on the Board since the inception of the school, the Vice President has served for three years and the Secretary has served for four years. The President is in his first year in that position and is only the second School Board President/Chair since the school opened.

As evidenced through Board Meeting minutes, significant business is accomplished at the meetings and Board member attendance is strong. The Board is not involved in litigation and there is no evidence of an intent to revoke notice.

At the time the CSS evaluator spoke with the Board President, he and the CEO were in the process of interviewing potential new Board members. Finding individuals who bring unique skills, knowledge, perspective to the Board, is important to current Board members. The plan for bringing new members to the Board includes a thorough selection process followed by training and mentoring. New members joining the Board in the next few weeks will participate in an orientation tied to the Board’s Fall Retreat.

Leadership at the school level is also strong and stable. Recognition and appreciation for the shared leadership model was expressed by staff and was also noted by the Board Chair during interviews with the CSS evaluator. The Principal/CEO is to be commended for his intentionality and commitment to developing the leadership capacity in Web Academy staff. The shared leadership model has enabled the

school to “move the dial” in student achievement as well as to improve in other areas such as the overall quality of students’ learning experiences, school management, and communication with internal and external stakeholders. Encouraging and supporting staff to take on leadership roles also provides them with a sense of ownership and pride in contributing to the overall success of the school and students.

Summary of Findings

Exceeding

- 1.1 Goals Specific to Mission
- 1.2 Student Admissions & Conditions of Enrollment
- 1.3 Face-to-face Contact Requirement
- 2.1 Enrollment/Retention/Attendance
- 2.2 Parent Satisfaction
- 2.6 College Credits
- 2.7 Post-secondary Preparation
- 4.4 Special Education Delivery of Services
- 5.1.a Non-Discriminatory Practices – *Access to Programs*
- 5.1.b Non-Discriminatory Practices – *Access to Technology*
- 5.1.c Non-Discriminatory Practices – *Staff Hiring*
- 5.2.a Curriculum - *Standards*
- 5.2.b Curriculum – *Assessment*
- 5.3.a Distinctive Teaching Techniques – *Charter Contract*
- 5.3.b Distinctive Teaching Techniques – *Student/Teacher Meetings*
- 5.4 School Improvement and Staff Development Plans
- 5.5 Licensure of Charter School Staff
- 5.6 Teacher Evaluation
- 5.9 Employee Relations
- 6.1 Accounting
- 6.2 Internal Controls Assessment
- 6.3 Financial Reporting
- 6.6 Site and Facilities
- 6.7 Health and Safety
- 7.1.a Open Meeting Law
- 7.2.a Fiduciary Responsibilities
- 7.2.b Fiduciary Responsibilities - *Third-party Contracts*
- 7.3 Board Stability

Meeting

- 1.4 Communication with Sponsoring District
- 2.3 Ninth Grade Credits Earned
- 2.4 Four-year Cohort Graduation Rate
- 3.1 Student Achievement: Reading
- 4.2 Highly Qualified Compliance
- 4.3.a English Language Learners – *Programs*
- 4.3.b English Language Learners – *Monitoring Progress*
- 4.5 Section 504 Services
- 4.6 Free/Reduced Price Lunch
- 5.7 Screening and Hiring Practices
- 5.8 Reporting of Child Abuse, Training on Identification/Prevention
- 6.4 Response to Fiscal Crisis
- 6.5 Insurance
- 7.1.b Public Records
- 7.1.c Student Records

Nearly Meeting

- 2.5 Five-year Completion Rate
- 3.2 Student Achievement: Math
- 3.3 Comparative Student Achievement
- 4.1 Student Achievement

COMMENDATIONS & RECOMMENDATIONS

COMMENDATIONS:

Some of the outstanding practices and/or results occurring at Metro East Web Academy are highlighted below. MEWA deserves commendation for:

- Investing resources to support the Parent Resource Advocate position. This is just one example of the school's commitment to strengthening the relationships and building networks between school, families and the community.
- Implementing of a vast array of practices and programs to increase attendance, enrollment and retention of students.
- Increasing the number of responses on the Spring Parent Survey (n=44 in Spring 2014, n=133 in 2015) *and* maintaining extremely positive results on the Survey.
- increasing the level of credit attainment among ninth graders. According to the 2014-15 State Report Card, 42.1% of MEWA freshmen are on track to graduate within four years, a marked increase from 22.2% in 2013-14. For this important data point, MEWA's data is nearly identical to the data at like-schools (42.5%). Admittedly, the percentage of ninth graders on track to graduate within four years at MEWA is noticeably less than the percentage districtwide (66.3%) and statewide (79.9%). However, the improvement MEWA has made in this area is remarkable, and it is evident that the focused efforts around monitoring and supporting ninth graders are yielding extremely positive results for students.
- Maintaining a steady climb in the school's four-year graduation rate over the past five years: 14% in 2010 to 36% in 2014. Although MEWA's graduation rate is significantly less than the state average of 72%, it is important to remember that MEWA is an alternative program whose students are often "at risk" learners with a history of school withdrawal and deficient credits. It is difficult to compare the graduation rate for a school like MEWA with the grad rates of traditional, comprehensive high schools. The credit deficiency issue that confronts a "typical" Web Academy student means that keeping that student enrolled, engaged and able to meet all graduation requirements in four years after a likely history of enrolling/withdrawing from multiple other schools, is indeed significant. The improvement in MEWA's four-year graduation rate over the past five years is commendable.
- Increasing the number of GEDs awarded over the past three years: 5 in 2012-13 to 19 in 2014-15.
- Increasing opportunities for students to take college courses through dual credit and MEECA. increasing opportunities (and maintaining a high success rate) for students earning college credit while completing their high school graduation requirements.
- Establishing a college-going culture and providing students with a solid foundation that prepares students for post-secondary opportunities. Outperforming like-schools and the state average in the percent of students enrolled in postsecondary options within 16 months of graduation is an outstanding achievement.
- 69% of 11th graders at MEWA meeting/exceeding state standards in English language arts—2% higher than the state average.

- 62% of MEWA students (in all grades tested) meeting/exceeding the state standard in ELA—a higher percentage than the District, the State and like-schools.
- The consistent and intentional use of assessment data to inform decisions about placement and interventions needed to fill students’ learning gaps as well as being thoughtful and reflective about the assessment tools they use at the school.
- The clarity, transparency, and intentionality of the School Success Plan, and the process the school staff are using to monitor and communicate progress toward the goals of the Plan. Through interviews with MEWA staff, it is evident there is buy-in and commitment to the School Success Plan and that the document is used to maintain focus and to hold the school accountable for the goals they have—publically—declared as important.
- Supporting transgender and questioning students through the identification of gender inclusive spaces and by creating a system for transgender students to replace their first name with the student’s preferred name that corresponds with their gender identity. Both of these practices serve as evidence that MEWA is committed to ensuring that the Academy is a safe and inclusive place for all students.
- The MEWA Board is to be commended for its commitment to being fiscally responsible, prudent with their budget and continuing to grow the contingency fund.
- The Principal/CEO is to be commended for his intentionality and commitment to developing the leadership capacity in Web Academy staff. The shared leadership model has enabled the school to “move the dial” in student achievement as well as to improve in other areas such as the overall quality of students’ learning experiences, school management, and communication with internal and external stakeholders. Encouraging and supporting staff to take on leadership roles also provides them with a sense of ownership and pride in contributing to the overall success of the school and students.

RECOMMENDATIONS

CSS offers the following recommendations for the administration and staff at MEWA to consider:

- MEWA staff is encouraged to review the SBAC data and explore possible reasons for the 11th graders doing so well on ELA while grades 6, 7, and 8 did not do as well compared to the District and the State. Moving to a new assessment may have contributed to the test results particularly if students in grades 6, 7, and 8 were not provided with sufficient support as they transitioned to SBAC. MEWA staff is encouraged to continue providing support students in all grade levels tested as they make the transition to the Smarter Balanced Assessments. A plethora of tools and resources are available on the ODE website and also at smarterbalanced.org. MEWA leadership is also encouraged to provide professional development opportunities to staff to assist with the transition.
- There is a noticeable difference between the performance (on the state math assessment) for economically disadvantaged students and for Hispanic/Latino students at MEWA compared to students in those groups districtwide and statewide. MEWA staff is encouraged to investigate strategies other schools and/or districts are using to increase math achievement for the diverse needs of all students, but especially for Hispanic/Latino students and students who are economically disadvantaged.

- In ELA, MEWA met the target for two subgroups—Economically Disadvantaged and Hispanic/Latino students—but did not meet for Students with Disabilities and Underserved Races/Ethnicities. These subgroups are not part of the Academic Achievement Indicator and not required for the ESEA waiver. However, it is important for MEWA staff to analyze the disaggregated data (on page 3 of the Report Card Rating Details Report) as they monitor and support the academic growth of *all* students at MEWA.
- In math, MEWA did not meet the target for any of the student subgroups. MEWA staff is encouraged to explore strategies to help increase student achievement in math, in particular on the state math assessment. MEWA leadership is encouraged to ensure staff have effective professional development in the area of teaching CCSS in mathematics.

APPENDIX A: Evaluator's Biography

Victoria Lukich, Ed. D.

Director, Center for Student Success
Portland State University

Victoria Lukich has a rich and varied background in K-12 education spanning 36 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 schools.

	Domain	Exceeding	Meeting	Nearly Meeting	Not Meeting
1.0	MISSION-SPECIFIC GOALS and ADMISSIONS & ENROLLMENT				
1.1	Goals Specific to Mission	<i>Has the charter school met its mission-specific goals as outlined in the contract with the sponsoring School District?</i>			
		The school has clearly exceeded its mission-specific goal(s) as identified in the Charter Application and Contract.	The school has met all of its mission-specific goals as identified in the Charter Application and Contract.	The school has met some of its mission-specific goal(s) as identified in the Charter Application and Contract.	The school has not met its mission-specific goal(s) as identified in the Charter Application and Contract.
1.2	Student Admissions & Conditions of Enrollment	<i>Is there evidence that the charter school is following statutory and district guidelines regarding student admission and enrollment?</i>			
		The school follows statutory and contractual guidelines for student admissions, including the admission of special populations, and exceeds its enrollment projections.	The school follows statutory guidelines for student admissions, including special populations, and meets its enrollment projections.	The school does not follow statutory guidelines for admission, including special populations, and may or may not meet enrollment projections.	The school does not follow statutory guidelines for admission, including special populations, and does not meet enrollment projections.
1.3	Face-to-Face Contact Requirement	<i>Is there evidence that the charter school is following 2011 statutory requirements regarding face-to-face contact between students and charter school personnel?</i>			
		The number of school-sponsored optional educational events for students and face-to-face contacts exceed the requirements of ORS 338.120.	The number of school-sponsored optional educational events for students and face-to-face contacts meet the requirements of ORS 338.120.	The number of school-sponsored optional educational events for students or the number of face-to-face contacts does not meet the requirements of ORS 338.120.	Neither the number of school-sponsored optional educational events for students nor the number of face-to-face contacts meets the requirements of ORS 338.120.
1.4	Communication with Sponsoring Districts	<i>Is there evidence that the charter school is following 2011 statutory requirements regarding communication with sponsoring districts?</i>			
			When a student is enrolled or withdrawn from school, written notice is provided to the sponsoring district, and, if different, to the school district where the student is a resident, within 10 days.	When a student is enrolled or withdrawn from school, written notice is provided to the sponsoring district, and, if different, to the school district where the student is a resident, but not always within 10 days.	When a student is enrolled or withdrawn from school, written notice is not provided to the sponsoring district and/or, if different, to the school district where the student is a resident.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
2.0 OVERALL STUDENT SUCCESS					
2.1	Enrollment/Retention/Attendance	<i>To what extent are students making academic progress as measured by enrollment/retention rates and attendance?</i>			
		Student retention rates are increasing and enrollment is expanding. Attendance data indicate that high numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.	Retention rates remain steady and enrollment remains steady. Attendance data indicate that above average numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.	Retention rates vary from year to year. Student enrollment fluctuates significantly from year to year. Attendance data indicate that average numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.	Retention rates and enrollment are declining. Attendance data indicate that low numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.
2.2	Parent Satisfaction	<i>To what extent do parent survey respondents indicate satisfaction with students' academic progress and the educational program?</i>			
		The school regularly surveys parents as a means to improve. A high proportion of parent-respondents (66% or more of the sample) indicate a high level of satisfaction with students' academic progress and the educational program.	The school occasionally surveys parents. A slight majority of parent-respondents (at least 50%) indicate a high level of satisfaction with students' academic progress or with the educational program.	The school seldom asks for parent input and/or less than half of parent-respondents indicate a high level of satisfaction with students' academic progress or the educational program.	The school does not solicit parent input and/or at least half of the parent-respondents indicate dissatisfaction with students' academic progress or the educational program.
2.3	Ninth Grade Credits Earned	<i>To what extent are students making academic progress as predicted by ninth grade credits earned?</i>			
		The percentage of students on track for graduation (earning 6 or more credits at 12 months past ninth grade enrollment) is high. Systems are in place to identify, monitor and assist students not on track.	The percentage of students on track for graduation (earning 6 or more credits at 12 months past ninth grade enrollment) is above average. Some systems are in place to identify, monitor and assist students not on track.	The percentage of students on track for graduation (earning 6 or more credits at 12 months past ninth grade enrollment) is average. Systems are incomplete or not consistently in place to identify, monitor and assist students not on track.	The percentage of students on track for graduation (earning 6 or more credits at 12 months past ninth grade enrollment) is low. Systems are not in place to identify, monitor and assist students not on track.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
2.4	Four-year Cohort Graduation Rate	<i>To what extent are students making academic progress as measured by the four-year cohort graduation rate?</i>			
		The percentage of students who earn a regular high school diploma within four years of first entering ninth grade is high.	The percentage of students who earn a regular high school diploma within four years of first entering ninth grade is above average.	The percentage of students who earn a regular high school diploma within four years of first entering ninth grade is average.	The percentage of students who earn a regular high school diploma within four years of first entering ninth grade is low.
2.5	Five-year Completion Rate	<i>To what extent are students making academic progress as measured by the five-year completion rate?</i>			
		The percentage of students who earn a regular or special high school diploma or GED within five years of entering high school is high.	The percentage of students who earn a regular or special high school diploma or GED within five years of entering high school is above average.	The percentage of students who earn a regular or special high school diploma or GED within five years of entering high school is average.	The percentage of students who earn a regular or special high school diploma or GED within five years of entering high school is low.
2.6	College Credits	<i>To what extent are students making academic progress as measured by earning 9+ college credits?</i>			
		The percentage of students who have earned 9 or more college credits while enrolled in high school is high. Information is frequently provided to students and extensive support is provided to help them succeed while taking advanced courses.	The percentage of students who have earned 9 or more college credits while enrolled in high school is above average. Information is provided to students and support is provided to help them succeed while taking advanced courses.	The percentage of students who have earned 9 or more college credits while enrolled in high school is average. Some information is provided to students but the support provided to help them succeed at advanced courses is not consistent or easy to access.	The percentage of students who have earned 9 or more college credits while enrolled in high school is low. Information is not provided to students and there is no support provided to help them succeed while taking advanced courses.
2.7	Post-secondary Preparation	<i>Do high school students (within a sample) have a plan and profile in place with counseling support to help them plan for and enroll in a post-secondary program?</i>			
		All high school students (within a sample) have a plan and profile in place that extends beyond high school. The number of students enrolled in a post-secondary institution within 16 months of high school completion is high.	The majority of high school students (within a sample) have a plan and profile in place that extends beyond high school. The number of students enrolled in a post-secondary institution within 16 months of high school completion is above average.	Less than one-half of high school students (within a sample) have a plan and profile in place that extends beyond high school. The number of students enrolled in a post-secondary institution within 16 months of high school completion is average.	The majority of high school students (within a sample) do not have a plan and profile in place that extends beyond high school. The number of students enrolled in a post-secondary institution within 16 months of high school completion is low.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
3.0 LONGITUDINAL ANALYSIS OF STUDENT ACHIEVEMENT					
3.1	Student Achievement: Reading	<i>Over time, has student achievement in Reading improved measurably?</i>			
		Over time, student achievement at all grade levels has improved measurably (or remained high relative to state averages) in Reading for students overall and key subgroups. Trends in 3 rd grade reading proficiency and student growth show consistent improvement over time.	Over time, student achievement overall has improved and remained at or above state averages in Reading. Trends in 3 rd grade reading proficiency and student growth show some improvement over time.	Over time, student achievement overall is at or above state averages but has not indicated consistent improvement in Reading. Trends in 3 rd grade reading proficiency and student growth are inconsistent in terms of improvement over time.	Over time, student achievement has consistently been below state averages and/or has not shown measurable improvement in Reading. Trends in 3 rd grade reading proficiency and student growth show decline over time.
3.2	Student Achievement: Math	<i>Over time, has student achievement in Math improved measurably?</i>			
		Over time, student achievement at all grade levels has improved measurably (or remained high relative to state averages) in Math for students overall and key subgroups. Trends in 5 th and 8 th grade math proficiency and student growth show consistent improvement over time.	Over time, student achievement overall has improved and remained at or above state averages in Math. Trends in 5 th and 8 th grade math proficiency and student growth show some improvement over time.	Over time, student achievement overall is at or above state averages but has not indicated consistent improvement in Math. Trends in 5 th and 8 th grade math proficiency and student growth are inconsistent in terms of improvement over time.	Over time, student achievement has consistently been below state averages and/or has not shown measurable improvement in Math. Trends in 5 th and 8 th grade math proficiency and student growth decline over time.
3.3	Comparative Student Achievement	<i>How does the charter school's performance compare to the sponsoring school district and the state as a whole?</i>			
		The school's performance consistently outpaces the sponsoring school district and the state as a whole.	The school's performance is better than either the sponsoring school district or the state as a whole.	The school's performance is equivalent to the sponsoring school district and the state as a whole.	The school's performance is poor relative to the sponsoring school district and the state as a whole.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
4.0	FEDERAL ACCOUNTABILITY: STUDENT PERFORMANCE & PROGRAMS				
4.1	Student Achievement	<i>Did the charter school meet Oregon Annual Measurable Objectives in reading and math, as well as for graduation, attendance and participation, approved through the Federal 2012 ESEA waiver process?</i>			
		The school overall exceeded targets in both reading and math. All student subgroups exceeded targets for academic achievement, academic growth, and subgroup growth. The school exceeded graduation, subgroup graduation, attendance, and participation targets. The school is rated "Level 5" on the Oregon Report Card.	The school overall met targets in both math and reading. All student subgroups met targets for academic achievement, academic growth, and subgroup growth. The school met graduation, subgroup graduation, attendance, and participation targets. The school is rated "Level 4" on the Oregon Report Card.	The school overall met targets in reading or math. Most student subgroups met targets, but the school did not meet all criteria in either reading or math. Some, but not all student subgroups met targets for academic achievement, academic growth, and/or subgroup growth. The school may or may not have met graduation, subgroup graduation, attendance, and/or participation targets. The school is rated "Level 3" on the Oregon Report Card.	The school did not meet targets in either reading or math. Some, but not all student subgroups met targets for academic achievement, academic growth, and/or subgroup growth. The school may or may not have met graduation, subgroup graduation, attendance, and/or participation targets. The school is rated "Level 2" or "Level 1" on the Oregon Report Card.
4.2	Highly Qualified Comp.	<i>Do staff members teaching core academic subjects meet the requirements for "highly qualified"?</i>			
			100% of teachers in core subjects meet the federal HQ requirements.	95% to 99% of staff are HQ due to enrollment fluctuation after the school year began; there is a plan of correction for each teacher not HQ in a core subject.	Less than 95% of core subject teachers are HQ and/or there is not a plan of correction to address this deficiency for each affected staff member.
4.3.a	English Language Learners - Programs	<i>Does the charter school implement appropriate practices in providing programs to English Language Learners (ELL)?</i>			
		Provides exemplary programs that teach reading, speaking and writing to ELL students in English until they can effectively participate in regular classroom instruction. Instruction is delivered by well-trained charter school or sponsoring district staff.	Provides appropriate practices in providing programs that teach reading, speaking and writing in English until ELL students can participate in regular classroom instruction. Instruction is delivered by qualified charter school or sponsoring district staff.	Partial implementation of appropriate practices in providing programs to help ELL students overcome language barriers. Those delivering instruction may lack training and the amount of instructional time provided for ELL students is inadequate.	ELL students are not taught reading, writing and speaking in English by qualified staff at the charter school or district level.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
4.3.b	Eng. Language Learners – Monitoring Progress	<i>Does the charter school work to assess ELL students and monitor their progress so that they can succeed in the charter school program?</i>			
		A well-developed plan is in place to assess potential ELL students and to monitor their progress. Students are exited from the program only when they meet state criteria.	A plan is in place to assess potential ELL students, but the process of monitoring their progress and exiting students could be improved.	The process of assessing potential ELL students, monitoring ELL student progress, or exiting students is not clearly or consistently defined.	There is no process to identify, serve or exit ELL students from the charter school program.
4.4	Special Education Delivery of Services	<i>Are regulatory guidelines implemented for IDEA-eligible students so that sponsoring districts take responsibility for providing special education to charter school students?</i>			
		An exemplary partnership with the school district exists to ensure that students with disabilities receive appropriate services. Students’ progress toward meeting their IEP goals is monitored. Communication between charter school staff and district special education staff is frequent and ongoing.	A collaborative partnership with the school districts ensures that students with disabilities receive appropriate services. Students’ progress toward meeting their IEP goals is monitored. Communication between charter school staff and district special education staff occurs regularly.	There is some degree of monitoring of special education students’ progress toward meeting their IEP goals. Communication between charter school staff and district special education staff is sporadic.	There is little or no collaboration with the school district, limited monitoring of special education students’ progress toward meeting IEP goals, and little or no communication between charter school staff and district special education staff.
4.5	Section 504 Services	<i>To what extent are regulatory guidelines implemented for Section 504-eligible students?</i>			
			There is evidence that the charter school is compliant with all parts of Section 504 as they apply to access to schools and school programs. The charter school may negotiate specific allocation of responsibilities to the sponsoring school district.		There is little or no evidence that the regulatory guidelines are implemented for Section 504-eligible students. There is no evidence of negotiated allocation of responsibilities for 504-eligible students with the sponsoring school district.
4.6	Free/Reduced Lunch	<i>Does the school follow federal guidelines for identifying students for program eligibility and for safeguarding student privacy?</i>			
			Evidence that federal guidelines are followed for identifying students for program eligibility and for safeguarding student privacy.		Insufficient evidence that federal guidelines are followed for identifying students for program eligibility and for safeguarding student privacy.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
5.0 STATE ACCOUNTABILITY					
5.1.a	Non-Discriminatory Practices— Access to Programs	<i>Is the charter school complying with statutory guidelines for non-discriminatory practices in regard to student access to programs?</i>			
		There is evidence that policy and procedures are in place to prevent discriminatory practices regarding student access to programs.	Procedures are in place to prevent discriminatory practices but evidence is not presented for all areas.	Some procedures are in place to prevent discriminatory practices but evidence is not presented and/or findings indicate that some discriminatory practices exist.	Procedures are not in place to prevent discriminatory practices and findings indicate that discriminatory practices exist.
5.1.b	Non-Discriminatory Practices – Access to Technology	<i>Is the charter school complying with 2011 statutory requirements for non-discriminatory practices regarding student access to technology?</i>			
		There is evidence that procedures and resources are in place to ensure that each student has access to and use of computer and printer equipment when needed and that Internet service costs are reimbursed for those that qualify as low-income.	Students have some access to and use of computer and printer equipment when needed. Information about reimbursement of Internet costs for those that qualify as low-income is consistently provided.	Students have limited access to or use of computer and printer equipment when needed. Information about reimbursement of Internet costs for those that qualify as low-income is not provided to all or provided infrequently.	Students have no access to or use of computer and printer equipment other than what they can use at home. Information about reimbursement of Internet costs for those that qualify as low-income is not provided.
5.1.c	Non-Discriminatory Practices—Staff Hiring	<i>Is the charter school complying with statutory guidelines for non-discriminatory practices in regard to staff hiring?</i>			
		There is evidence that policy and procedures are in place to prevent discriminatory practices regarding the recruitment, hiring, and promotion of staff.	Procedures are in place to prevent discriminatory practices regarding the recruitment, hiring, and promotion of staff, but evidence is not presented for all areas.	Some procedures are in place to prevent discriminatory practices but evidence is not presented and/or findings indicate that some discriminatory practices exist.	Procedures are not in place to prevent discriminatory practices and findings indicate that discriminatory practices exist.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
5.2.a	Curriculum - Standards	<i>Does the content of the curriculum meet state standards?</i>			
		Evidence exists that all curriculum areas are fully aligned with state standards.	Evidence exists that the core curriculum is fully aligned to state standards.	Evidence exists that fewer than four curriculum areas are fully aligned to state standards.	There is insufficient evidence that curriculum is aligned to state standards.
5.2.b	Curriculum - Assessment	<i>To what extent is the charter school conducting valid assessments of student performance consistent with state standards?</i>			
		Evidence exists that there is a detailed plan for academic improvement and the school meets all content standards required by ORS 329.045. Student assessment results are regularly reviewed and instruction modified.	Evidence exists that there is a plan for academic improvement and the school meets most of the content standards required by ORS 329.045. Student assessment results are reviewed on a systematic basis.	Academic improvement is not a consistent focus and the school meets only some content standards required by ORS 329.045. Student assessment results are not reviewed on a systematic basis.	No evidence exists that there is a plan for academic improvement and the school meets few or none of the content standards required by ORS 329.045. Student assessment results are not regularly reviewed.
5.3.a	Distinctive Teaching Techniques – Charter Contract	<i>To what extent is the charter school implementing distinctive instructional practices as outlined in their contract with the sponsoring district?</i>			
		Implemented in compliance with the Charter Agreement; no modifications required.	Implemented with modifications	Modification of implementation plan in process.	Significant modifications are required to implement as planned.
5.3.b	Distinctive Teaching Techniques – Student/Teacher Meetings	<i>To what extent is the charter school meeting requirements outlined in 2011 Charter School legislation pertaining to virtual school student/teacher interactions to assess and improve student progress?</i>			
		Planned meetings occur more than twice a week between teachers and students enrolled in the school either in person or through the use of conference calls or other technology. Academic advising and support is a clear focus during meetings.	Meetings occur twice a week between teachers and students enrolled in the school. Meetings could be improved, however, with more systematic planning with clear goals for teachers.	Meetings occur less than twice a week between teachers and students enrolled in the school and/or meetings lack academic focus and direction.	Regular meetings do not occur between teachers and students enrolled in the school.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
5.4	School Improvement and Staff Development Plans	<i>Does the charter school develop school improvement goals and align staff development strategies to achieve them?</i>			
		Evidence exists that indicates goals of the SIP plan are being met. The plan has been collaboratively developed and submitted to the district. Staff training is aligned with SIP goals.	A SIP plan has been developed and is being implemented. Staff training is provided that may help teachers meet SIP goals.	There is evidence that at least one major component of the plan is being implemented. Staff training may or may not be aligned with the SIP plan.	There is insufficient evidence that any components of the plan are being implemented. Staff training is minimal or non-existent.
5.5	Licensure of Charter School Staff	<i>Is the charter school compliant with Oregon statutes regarding teacher licensure, and registration and charter agreements?</i>			
		More than 75 % of teachers are licensed by TSPC and 100% are registered by the state prior to employment.	At least 50% of the teachers are licensed by TSPC and 100% are registered by the state prior to employment.	The school is seeking restricted or emergency licensure for less than 5% of teachers to meet the requirement of at least 50% being properly licensed through TSPC.	Less than 50% of teachers are licensed through TSPC. One or more teachers does not have the appropriate licensure.
5.6	Teacher Evaluation	<i>Is the charter school compliant with statutory guidance and sponsoring school district policy regarding teacher performance evaluation, including the requirements of SB 290 if teachers are school district employees?</i>			
		Written documents support a rigorous process of performance evaluation including self-assessment, goal setting around student achievement and growth, data collection and both formative and summative evaluation.	Written documents support performance evaluation that includes goal setting, classroom observation, and formative and summative evaluation.	All teachers are evaluated by an administrator in writing based on school, department and grade level goals.	There are few if any written expectations regarding teacher performance. Evaluation efforts are incomplete or sporadic.
5.7	Screening / Hiring Practices	<i>Is the charter school compliant with statutory guidance and school district policy regarding criminal background checks?</i>			
			There is evidence that criminal background checks were conducted for all staff members and appropriate adult volunteers.		There is no evidence that criminal background checks have been conducted for all staff.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
5.8	Reporting of Child Abuse, Training on Identification/Prevention	<i>Is the charter school and board compliant with statutory requirements for reporting child abuse or sexual conduct, and for providing school employees, parents/guardians, and children annual training on the prevention and identification of child abuse and sexual conduct, and on the obligations of school employees for reporting?</i>			
			There is evidence that the charter school and the board are compliant with the statutory requirements of ORS 339.370, 339.372, 339.388, and 339.400.		There is no evidence that the charter school and/or the board are compliant with the statutory requirements of ORS 339.370, 339.372, 339.388, and 339.400.
5.9	Employee Relations	<i>Has the charter school employed generally acceptable employee relations practices including the provision of professional development plans?</i>			
		Written documents support customary employee benefits including handbook, insurance protections, and right to form collective bargaining group. Staff has easy access to management for addressing concerns and 75% of staff engaged in some form of professional development provided by the school in the past year.	Written documents support customary employee benefits that includes handbook on procedures, leave policies, insurance protection, and right to form a collective bargaining group. The majority of members took the opportunity to engage in professional development provided by the school in the past year.	Written documents are unclear regarding what are considered customary employee benefits such as insurance protection or leave provisions. Less than half the staff engaged in professional development provided by the school last year.	Written documents do not show customary handbook information or typical benefits and protections for employees such as insurance or leave provisions. Less than one quarter of the staff engaged in professional development provided by the school last year.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
6.0 FISCAL PERFORMANCE AND ACCOUNTABILITY					
6.1	Accounting	<i>Are the Generally Accepted Accounting Principles (GAAP) being implemented?</i>			
		Exemplary implementation of Generally Accepted Accounting Principles in maintaining accounting records and preparing an annual audit. There is clear evidence that any recommendations from the prior year's audit were implemented and that the Board was fully informed of any recommended changes and received the auditor's management letter.	Full implementation of Generally Accepted Accounting Principles in maintaining accounting records and preparing an annual audit. There is evidence that some recommendations from the prior year's audit have been implemented. Discussion of the prior year's audit is documented in Board minutes.	Partial implementation of Generally Accepted Accounting Principles in maintaining accounting records and preparing an annual audit. Plans are underway to respond to the recommendations in the prior year's audit. The Board may not be aware of any recommendations.	There is little, if any, evidence that Generally Accepted Accounting Principles are used in maintaining accounting records. There are no plans underway to respond to the recommendations in the prior year's audit. The Board was not aware of the audit or the auditor's recommendations, if any.
6.2	Internal Controls Assessment	<i>Does the school have evidence of effective operational procedures and internal controls?</i>			
		The school has evidence of written, effective operational procedures and internal controls. No significant concerns were presented in the most recent auditor's management letter, Board response, staff review process or report on internal controls. All recommendations from the prior year's audit have been implemented.	The school has evidence of effective operational procedures and internal controls. No significant concerns have been presented with the most recent auditor's management letter, Board response, staff review process or report on internal controls. Most recommendations from the prior year's audit have been implemented or are in the process of being implemented.	The school has evidence that it is in the process of developing or improving operational procedures and internal controls. The school has presented significant concerns with the most recent auditor's management letter, Board response, staff review process, or report on internal controls.	The school does not appear to have operational procedures and/or internal controls. The school has presented significant concerns with the most recent management letter, Board response, staff review process or report on internal controls.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
6.3	Financial Reporting	<i>Has the school presented financial statements including board-approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter?</i>			
		The school has presented quality financial statements over the past two years, including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter. The school is applying for OASBO (Oregon Association of School Business Officials) financial recognition.	The school has presented quality financial statements including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter.	The school has not consistently presented quality financial statements including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter.	The school has not presented quality financial statements including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter.
6.4	Response to Fiscal Crisis	<i>Has the school prepared contingency plans in response to fiscal instability and financial uncertainties related to school funding as well as charter school legislation?</i>			
			The school has prepared a comprehensive contingency plan in case of fiscal instability and financial uncertainties. Annual fundraising goals are set and met.		The school does not have a comprehensive contingency plan in case of fiscal instability and financial uncertainties. There are no fundraising goals or they are not met.
6.5	Insurance	<i>Does the school hold current insurance policies for performance bonding and for buildings and items in the contract?</i>			
			The school holds current insurance policies for performance bonding and for buildings and other insurance as specified in the Charter contract.		The school does not hold current insurance policies for performance bonding and for buildings.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
6.6	Site and Facilities	<i>Are all licenses, approvals, permits, and inspections current and procedures for corrective actions and emergency plans in place?</i>			
		Evidence exists that all licenses, approvals, permits, and inspections are current. Corrective actions and emergency plans have been successfully implemented.	Evidence exists that all licenses, approvals, permits, and inspections are current. Procedures for corrective actions and emergency plans are in place.	Evidence indicates that some licenses, approvals, permits, and inspections are current. Procedures for corrective actions and emergency plans may or may not be in place.	There is little, if any, evidence indicating that licenses, approvals, permits, and inspections are current. Procedures for corrective actions and emergency plans are not in place.
6.7	Health and Safety	<i>Are health, safety, and accessibility standards being met and is documentation being kept current?</i>			
		Evidence exists that health, safety, and accessibility standards have been exceeded and all documentation is current.	Evidence exists that health, safety, and accessibility standards have been met and all documentation is current.	Meets basic health, safety, and accessibility standards but evidence is lacking regarding regularly scheduled reports, inspections, and monitoring procedures.	Does not meet one or more health, safety, or accessibility standard(s).

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
7.0	GOVERNANCE				
7.1.a	Open Meeting Law	<i>Is the school in compliance with federal and state law regarding public meetings?</i>			
		Exemplary compliance with federal and state law concerning public meetings.	Evidence indicates compliance with federal and state law concerning public meetings.	Evidence indicates compliance with some but not all federal and state law concerning public meetings.	There is little if any evidence indicating compliance with federal and state law concerning public meetings.
7.1.b	Public Records	<i>Is the school in compliance with federal and state law regarding public records?</i>			
		Exemplary compliance with federal and state law concerning public records.	Evidence indicates compliance with federal and state law concerning public records.	Evidence indicates compliance with some, but not all, federal and state law concerning public records.	There is little if any evidence indicating compliance with federal and state law concerning public records.
7.1.c	Student Records	<i>Is the school in compliance with federal and state law regarding student records?</i>			
		Exemplary compliance with federal and state law concerning student records.	Evidence indicates compliance with federal and state law concerning student records.	Evidence indicates compliance with some, but not all, federal and state law concerning student records.	There is little if any evidence indicating compliance with federal and state law concerning student records.
7.2.a	Fiduciary Responsibilities	<i>Is the charter school meeting its fiduciary responsibilities?</i>			
		The Board did not guarantee any indebtedness on behalf of the school or a third party provider; there are no conflicts of interests or full disclosure with a legal rationale for financial transactions. The Board is involved in the inflow and outflow of funds and regularly reviews financial statements. The Board always engages other school and community members in the budget process. The annual audit meets standards.	The Board did not guarantee any indebtedness on behalf of the school or a third party provider; there are no conflicts of interest or full disclosure with a legal rationale for financial transactions. The Board is involved in the inflow and outflow of funds and reviews financial statements. The Board sometimes engages parents and school staff in the budget process. The annual audit meets standards.	The Board did not guarantee any indebtedness on behalf of the school or a third party provider; there are no conflicts of interest or full disclosure with a legal rationale for financial transactions. The Board is somewhat involved in the inflow and outflow of funds and reviews financial statements. The Board solely engages school management in the budget process. The annual audit does not meet standards.	Any of the following: The Board guaranteed indebtedness on behalf of the school or a third party provider; there are conflicts of interest or no disclosure including a legal rationale for financial transactions. The Board is not involved in the inflow and outflow of funds and there is little if any review of financial statements. The Board has limited involvement in the budget process. The annual audit does not meet standards.

Domain		Exceeding	Meeting	Nearly Meeting	Not Meeting
7.2.b	Fiduciary Responsibilities - Third-party Contracts	<i>Is the charter school meeting its fiduciary responsibilities related to third-party contracts?</i>			
		Contracts with any third-party entity to provide educational services for the virtual charter school are in compliance with 2011 legislation requirements regarding fiscal reporting, curriculum alignment, and school governance.	Contracts with any third-party entity to provide educational services for the virtual charter school are in partial compliance with 2011 legislation requirements regarding fiscal reporting, curriculum alignment, and school governance. Plans are underway to ensure full compliance.	Contracts with any third-party entity to provide educational services for the virtual charter school are in partial compliance with 2011 legislation requirements regarding fiscal reporting, curriculum alignment, and school governance but no plans are underway to ensure compliance.	Contracts with any third-party entity to provide educational services for the virtual charter school are not in compliance with 2011 legislation requirements regarding fiscal reporting, curriculum alignment, and school governance and no plans are underway to ensure compliance.
7.3	Board Stability	<i>Are the charter school leadership and Board of Directors stable and sustainable?</i>			
		Business is completed at regular business meetings; board meetings are not cancelled due to quorum issues; the Board has no vacancies or has an active plan to fill any that exist. The Board has not been in an exigent state in the past year; an orientation process for new members has been implemented; the Board encourages, supports and participates regularly in training opportunities; the Board is not involved in litigation; there is no evidence of an intent to revoke notice.	Not more than one meeting per year is cancelled due to quorum issues; the Board has no vacancies; the Board has not been in an exigent state in the past year; a written orientation process for new members is present; the Board encourages and supports training opportunities as demonstrated through attendance or budget commitments; the Board is not engaged in litigation; there is no evidence of an intent to revoke notice.	Not more than three meetings per year are cancelled due to quorum issues; the Board has no more than one vacancy; the Board has not been in an exigent state in the past year; an orientation process for new members is present but not written; the Board encourages training opportunities but has no supporting evidence that training has occurred or that new Board members are being effectively recruited; the Board is not engaged in litigation; there is no evidence of an intent to revoke notice.	More than three meetings per year are cancelled due to quorum issues; the Board has more than one vacancy; the Board has been in an exigent state in the past year; an orientation process for new members is not present; the Board does not engage in training opportunities or actively recruit to fill vacancies; the Board is engaged in litigation; the school has received a notice of intent to revoke.