



Excel Public Charter School

2016 - 2017 ORGANIZATIONAL PERFORMANCE REPORT

by Washington State Charter School Commission

INTRODUCTION

The Organizational Performance Framework is a reporting tool designed to communicate to the charter school and public the compliance-related standards that all charter schools authorized by the Washington State Charter School Commission (the Commission) must meet. The Organizational Framework lists the standards which align to state and federal law, rules, regulations and the charter contract that charter schools are required to meet.

PURPOSE OF REPORT

The Commission's Organizational Framework is intended to lay out the legal requirements for charter schools. It is designed to treat all charter schools as though they are the same only in terms of meeting minimum legal and ethical requirements. This enables charter schools to retain the flexibility and autonomy to be different in the ways that matter most for a school's mission, vision, and educational program. The expectations set out in the Organizational Framework derive from state and federal law as well as the operating terms in the charter application. Of the three frameworks, the Organizational Framework is most closely aligned with the charter contract in terms of documenting operational expectations such as special education, accounting practices, reporting requirements, and the like.

One of the Commission's core responsibilities with respect to charter schools is to protect the public interest, and the Organizational Framework is the primary lever for carrying out this responsibility. It enables the Commission to ensure that charter schools are respecting rights of students, staff, and families within the schools as well as the interests of the general public in ensuring that charter schools meet the legal obligations that state and federal legislatures have determined should apply.

The central premise of charter school autonomy is that the authorizer will articulate the expected outcomes, and the school will have maximum flexibility to determine the best way to achieve those outcomes. In other words, the authorizer articulates the ends and the school decides the means of getting there. The Organizational Framework is the place where the school becomes externally accountable for how it operates.

SCHOOL OVERVIEW



Excel Public Charter School

19300 108th Ave SE, Kent, WA 98031	
School Contact	(253) 487-7530
School Website	http://excelwa.org
Neighborhood Location	Kent School District
Leadership	School Leader: Kristina Howard
School Mission	Excel Public Charter School (Excel) will provide all students with academically rigorous, STEM-focused, college preparatory program that will help students achieve both academic and personal success in college and career. Further, Excel will empower students to become agents of change in their communities through character development and culturally-responsive pedagogy. Excel's aspiration is to see thousands of our students graduate from the colleges of their choice and return to play an integral role in the economic sustainability and cultural viability of the Kent, Washington area.
Education Program Terms & Design Elements	Beginning in 7th grade, all students will be enrolled in a computer science focused course. All students will be enrolled in additional math, science, and ELA coursework, totaling approximately 100 minutes per day. All teachers will receive more professional development than the local school district, as evidenced by the number of scheduled professional development days.
Grades Served	6-8
First Year of Operation	2016 - 2017
Total Student Enrollment	187 Students

Student Demographics

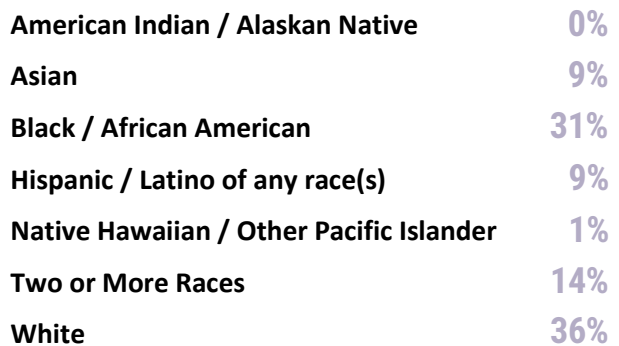
STUDENT GROUPS



GENDER



RACE / ETHNICITY



AT A GLANCE

EXCEL PUBLIC CHARTER SCHOOL

Is Excel Public Charter School meeting legal obligations?

Ratings will be determined through the Commission’s quality assurance on-site and desk reviews as well as through the Commission’s Pre-Opening and Annual Compliance Calendar. Additionally, the charter school board’s signed assurances and school contract will be reviewed for evidence of compliance. All schools are obligated to comply with all state and federal public school reporting and compliance requirements as monitored by the Office of Superintendent of Public Instruction (OSPI) and the State Auditor’s Office (SAO).

MEETS Standard

The school materially meets the expectations outlined per state and/or federal laws, rules and regulation, or the charter contract.

DOES NOT MEET Standard

The school failed to implement the program in the manner described; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board had not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

EXCEL PUBLIC CHARTER SCHOOL

These ratings provide clarity to schools about how decisions will be made and which components of performance are most important. Additionally, ratings provides a “bright line” regarding charter school performance expectations that ensures consistency in Commission decision-making and supports parents as they navigate their public school options.

INDICATOR	MEASURE	RATING
1. Education Program	1a. Material Terms of the Charter Contract	MEETS
	1b. Education Requirements	MEETS
	1c. Students with Disability Rights	MEETS
	1d. English Language Learner Rights	DOES NOT MEET
2. Financial Management & Oversight	2a. Financial Reporting & Compliance Requirements	MEETS
	2b. Adherence to Generally Accepted Accounting Principles (GAAP)	MEETS
3. Governance & Reporting	3a. Governance Requirements	MEETS
	3b. Management Accountability	MEETS
	3c. Reporting Requirements	MEETS
4. Students, Parents & Employees	4a. Rights of Students	MEETS
	4b. Recurrent Enrollment	NOT APPLICABLE
	4c. Teacher and Staff Credentials	MEETS
	4d. Employee Rights	MEETS
	4e. Background Checks	MEETS
5. School Environment	5a. Facilities and Transportation	MEETS
	5b. Health and Safety	MEETS
	5c. Information Management	MEETS
6. Other Obligations	6a. Mission Specific Non-Academic Goal - Parent Satisfaction	DOES NOT MEET

METHODOLOGY

EXCEL PUBLIC CHARTER SCHOOL

1. EDUCATION PROGRAM

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH...	RATING
1a. Materials Terms of the Charter Contract	The materials terms of the education program in all material respects, and the education program in operation reflects the material terms as defined in the charter contract or subsequent approved amendments.	MEETS
1b. Education Requirements	Applicable laws, rules regulations, and provisions of the charter contract related to education requirements AND mandated programming as a result of state or federal funding.	MEETS
1c. Students with Disabilities Rights	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the treatment of students with identified disabilities and those suspected of having a disability. A school may still meet standard if it was out of compliance in a minor area, or the school may have unknowingly been out of compliance in a major area, but immediately took action to negate any potential resulting problems or loss of funding. Reasons are provided identified services.	MEETS
1d. English Language Learner Rights	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to requirements regarding English Language Learners (ELLs). A school may still meet standard if it was out of compliance in a minor area, or the school may have unknowingly been out of compliance in a major area, but immediately took action to negate any potential resulting problems or loss of funding.	DOES NOT MEET

PROMISING PRACTICE

Modification Mondays: The Excel special education team offers office hours on Mondays for general education teachers regarding the provision of differentiated instruction, modifications, accommodations, and organizational supports for all students.

STUDENT VOICE

“Teachers make sure students understand the material before they test us. At my old school, teachers were not really concerned about how we were doing.” --*Student Interview, First Year Site Visit*

SCHOOL SPECIFIC NARRATIVE

As verified by the Commission through its First Year Site Visit and board observations, Excel Public Charter School remained in compliance at all times throughout the year with the implementation of its Education Program Terms. In May, 2017, Excel Public Charter School petitioned the Commission to transfer its contract to Green Dot Public Schools Washington State (GDPSWS). The Commission, effective August 2017, approved the transfer, including amendments to the Education Program Terms.

Following the 2016-17 school year, the State Auditor's Office (SAO) issued no findings in its [Accountability Audit Report](#) regarding implementation of mandated programming as a result of state or federal funding or special education enrollment.

Excel Public Charter School conducts meetings with parents and appropriate personnel to determine acceptance of transfer Individualized Education Plans (IEP) and provision of comparable services or the need to revise the IEP based on a review of current data. Excel uses a Student Support Team (SST) process to identify academic, social emotional, or functional interventions and refer students suspected of having a disability for evaluations. The school ensures that evaluations are sufficient in scope to determine eligibility and develop an appropriate Individualized Education Plan or Section 504 Plan. As needed, Excel provides instructional procedural supports and services to students with special needs, and provided accommodations and modifications for diverse learners. The school ensures procedural safeguards for students and families as evidenced in timely notifications and conducts necessary progress monitoring activities. Excel provides the least restrictive environment placements to address students receiving access to the general education curriculum with their typical peers. Current placements include full inclusion, push-in services and pull-out services, and individual and small group instruction from appropriate teachers, staff, and related service personnel. The school provides an alternate curriculum for reading and math to students with significant learning challenges. Excel ensures students who have been removed from classes for disciplinary reasons receive appropriate services, manifestation determinations, functional behavior assessments and behavior intervention plans as needed.

Excel Public Charter includes a home language survey in its enrollment packet to determine families who need information in a language other than English. The school provides qualified and competent adult interpreters to communicate with parents of English Language Learners (ELLs) at events and translate vital documents as needed or requested. The Commission recommends the school access formal training for its community-based interpreters.

Excel has a process to identify, assess, and place ELL students in appropriate classes. The process includes a home language survey, teacher referral, and provisions for testing students on the Washington English Language Proficiency Assessment (WELPA). The school delivers English language development services based on direct support from the English Language Arts and Humanities teachers. Reviewing academic outcomes for ELL students, Excel did note absenteeism tied to missing assignments, behavior concerns related to academic failure, and frequent suspensions. Additionally, the school reported that the current class schedule and limited staff resources restrict ELL services to general education classrooms and inhibit the school's availability to reteach or redirect in small groups or pull-out settings. The Commission recommends Excel leadership continue to iterate on ELL student outcomes and program supports to develop a comprehensive ELL process and service delivery model, and identify appropriate corresponding staff professional development.

DATA SOURCES: *Attachment 4 of Charter Contract, Charter contract amendments, board meeting agendas, packets, reports and minutes, Commission Site Visit Report, Academic Calendar, Statement of Assurances within Charter Contract, Pre-Opening Conditions Calendar Submissions, Office of Superintendent of Public Instruction (OSPI) Consolidated Program Review (CPR) (if applicable), State Auditor's Office (SAO) Accountability Audit, Washington Integrated System of Monitoring (WISM) (if applicable)*

2. FINANCIAL MANAGEMENT & OVERSIGHT

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH...	RATING
2a. Financial Reporting & Compliance Requirements	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to financial reporting and compliance requirements. All policies and requirements issued by the Office of Superintendent of Public Instruction and Washington State Auditor's office concerning accounting for public school districts in the state of Washington.	MEETS
2b. Adherence to Generally Accepted Accounting Principles	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent financial audit.	MEETS

SCHOOL SPECIFIC NARRATIVE

Excel Public Charter School maintained compliance with its financial reporting and compliance requirements to the Commission, OSPI, and the SAO. The school's independent auditors, Vavrinek, Trine, Day & Co., LLP issued an unmodified report that identified no material weaknesses, reported no significant deficiencies, and noted no areas of noncompliance material to the financial statements

DATA SOURCES: *Quarterly Financial Report, Annual Budget, Annual independent financial audit*

3. GOVERNANCE & REPORTING

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH...	RATING
3a. Governance Requirements	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to governance by its board. A school board may still meet standard if it was out of compliance in a minor area, or unknowingly out of compliance in a major area, but immediately took action to negate any potential resulting problems.	MEETS
3b. Management Accountability	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to oversight of the school management team. A school board may still meet standard if it was out of compliance in a minor area, or unknowingly out of compliance in a major area, but immediately took action to negate any potential resulting problems	MEETS
3c. Reporting Requirements	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the Commission, state, and/or federal authorities.	MEETS

BOARD OVERVIEW

7
MEMBERS

4
required for Quorum

The Excel board meets on a **monthly** basis.

- No fewer than **5**, no more than **15** directors
- Board members serve **2 year terms**

SCHOOL SPECIFIC NARRATIVE

As verified by the Commission through its board meeting observations and the SAO through its [Accountability Audit Report](#), the board at Excel Public Charter School maintained compliance with its governance requirements. The board of directors at Excel Public Charter School demonstrated a clear understanding of the school’s bylaws, and policies and procedures through its consistent compliance with those regulations. For instance, a review of board meeting minutes demonstrates the board’s thoughtful discussion and decision-making regarding the school’s enrollment configuration and facilities planning. The board met monthly and regularly met quorum, with the majority of directors consistently in attendance. Directors reviewed board packets in advance and received extensive updates from the school leadership team. Regularly, Directors participated in committees, including Academic Excellence, Fund Development, Governance and Finance, presenting their progress at open board meetings. The Commission witnessed no violations of the Open Public Meeting Laws, non-compliance with the rules and regulations of the Public Records Act, or conflicts of interest

Excel’s board is active, inquisitive, and provides competent oversight of the school. The board is comprised of individuals with experience in law, education, finance, technology and marketing. A review of meeting minutes and notes demonstrates the board’s clear understanding of and commitment to the school’s mission. For instance, the

Board engaged in several thoughtful and productive discussions around how the charter contract transfer to GDPSW would facilitate the successful implementation of Excel's mission and vision. Directors were consistently engaged in full board meetings, asking clarifying questions to each other, school staff, and other presenters and offering expertise where needed.

The School Leader at Excel undergoes an evaluation of strengths and needs for the upcoming quarter and a comprehensive annual evaluation due in October. Her goals are aligned to the Commission's Performance Framework with a focus on teacher recruitment, development and school level systems. The Board Chair leads a mid-year review of the School Leader, which includes input and feedback from other board members. While the Board demonstrated informal methods of progress monitoring and self-evaluation, it did not have a formalized evaluation and benchmarking system, hindering its ability to clearly identify goals and priorities for itself. As Excel's board is folded into the Green Dot network, it should develop a formal self-evaluation process.

The board and school leadership team established clear and measureable performance goals for the 2016-17 school year that were regularly reviewed to monitor progress. The school leader provided thorough reports to the board of directors at every meeting that included multiple measures of school performance. Information was consistently accurate, relevant, and timely, and allowed the board to react appropriately to school performance.

The board and school leader maintained consistent communication with one another. Both the board and the school were proactive in communicating updates and concerns with the Commission.

During the 2016-17 school year, the school submitted nearly all compliance documents to the Commission on time and had no outstanding documents at the end of the school year. School leadership and board members attended and actively participated in all meetings with the Commission. At the First Year Site Visit, the school leader and board members participated in frank and open dialogue with the Commission regarding areas of improvement, including student recruitment, and the school's discipline policy, and pro-active steps to address concerns.

DATA SOURCES: *Commission Board Meeting Observations, Annual Compliance Calendar, SAO Accountability Audit*

4. STUDENTS, PARENTS & EMPLOYEES

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH...	RATING
4a. Rights of Students	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the rights of students. A school may still meet standard if it was out of compliance in a minor area, or the school may have unknowingly been out of compliance in a major area, but immediately took action to negate any potential resulting problems.	MEETS
4b. Recurrent Enrollment	NOT EVALUATED FOR SCHOOLS IN THEIR FIRST YEAR OF OPERATIONS	NOT APPLICABLE
4c. Teacher and Staff Credentials	Legal obligations for public schools to employ appropriately qualified and credentialed staff including administrative, teaching, and educational support staff as required by law.	MEETS
4d. Employee Rights	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to employment considerations.	MEETS
4e. Background Checks	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to background checks of all applicable individuals (including stand and members of the charter community, where applicable).	MEETS

SCHOOL COMPLIANCE WITH ADMISSIONS AND ENROLLMENT PRACTICES

No limits to admission on any basis other than age group, grade level, or enrollment capacity	✓
No tuition charged	✓
Follows lottery enrollment laws	✓
Does not inquire about a student's special education status during the application process	✓
Accepts a variety of documents to establish a student's age and residency	✓
Does not inquire about a student or parent's U.S. citizenship status or immigration status	✓

SCHOOL SPECIFIC NARRATIVE

Through a desk audit of documentation submitted by Excel Public Charter School, and in-person verification at the First Year Site Visit, the Commission monitored compliance with the school's obligation to protect the rights of all students. The Commission did not identify any areas of non-compliance.

For the 2016-17 school year, the school had coordinators in place to fulfill its responsibilities under Section 504, Title IX, McKinney-Vento, Foster Care and state nondiscrimination laws. Each of the coordinators received training regarding their responsibilities. The Commission recommends Excel continue to access formal training and technical assistance opportunities on an ongoing basis. Excel included a nondiscrimination statement in all major school publications widely disseminated to students, parents, and employees. Furthermore, the school posted its sexual harassment policy and educational rights of homeless children and youth in accessible locations of the school's campus. The Commission verified that the school adopted discrimination complaint and appeal procedures and a sexual harassment policy and procedure that are consistent with the requirements in state law. Midway through the school year, the school began to report disaggregated discipline data to the board. The data showed no disproportionality in terms of infractions. During the second semester, Excel implemented a progressive discipline policy (the Compass system) and only issued three out-of-school suspensions (given for safety violations) for the remainder of the school year. In addition to a review of student behavior data, the school conducted several surveys of students and families. While the school plans to continue to iterate on classroom management strategies and build up its bank of restorative practices, it did make a concerted effort during the year to take all subjectivity out of its discipline plan and promote consistency across all adults documenting and enforcing the discipline policy in the building. At the First Year Site Visit, Excel did not have a policy in place to review instructional materials for bias. The Commission recommended the school review relevant guidance from OSPI.

Overall, Excel has removed barriers to the enrollment and retention of all students. Its application is available on its website and on campus and is translated into 7 languages. The school follows admissions and enrollment practices outlined in RCW 28A.710.050 (not limiting admission on any basis other than age group, grade level, or enrollment capacity; not charging tuition; following lottery enrollment laws; revising enrollment capacity annually to facilitate the academic success of its students). Furthermore, Excel includes a Student Housing Questionnaire in its enrollment packet. The school identified a Foster Care/McKinney-Vento Liaison responsible for enrollment, accommodations, and transportation for eligible students and coordination of services with community agencies and entities. However, the Commission recommends the school access more relevant training to support eligible homeless students and students in foster care, and adopt a comprehensive policy related to serving the educational needs of homeless children and youth in accordance with the McKinney-Vento Act.

DATA SOURCES: *Commission Site Visit Report (if applicable), SAO Accountability Audit, Pre-Opening Conditions, Employee Handbook, Office of Superintendent of Public Instruction (OSPI) Consolidated Program Review (CPR) (if applicable), Washington Integrated System of Monitoring (WISM) (if applicable)*

5. SCHOOL ENVIRONMENT

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH...	RATING
5a. Facilities and Transportation	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation. A school may still meet standard if it was out of compliance in a minor area, or the school may have unknowingly been out of compliance in a major area, but immediately took action to negate any potential resulting problems.	MEETS
5b. Health and Safety	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services. A school may still meet standard if it was out of compliance in a minor area, or the school may have unknowingly been out of compliance in a major area, but immediately took action to negate any potential resulting problems.	MEETS
5c. Information Management	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to maintaining and handling information appropriately. A school may still meet standard if it was out of compliance in a minor area, or the school may have unknowingly been out of compliance in a major area, but immediately took action to negate any potential resulting problems.	MEETS

SCHOOL SPECIFIC NARRATIVE

Following the 2016-17 school year, the State Auditor’s Office (SAO) issued no findings in its [Accountability Audit Report](#) regarding transportation.

In 2016-2017, the Commission received no complaints regarding the health and safety of Excel’s facility. The school maintained compliance with legal obligations for providing student transportation and offered a safe environment conducive to learning. The facility’s design, size, maintenance, security, equipment and furniture were all adequate to meet the school’s needs. The school was accessible to all, including people with physical disabilities. The Commission’s re-opening compliance monitoring of health and safety code requirements did not reveal any significant concerns related to these obligations.

During the 2016-17 school year, the Commission received no complaints regarding Excel’s adherence to Health and Safety Code requirements. Schools participating in USDA School Meal Programs are required to have an Administrative Review from the Office of Superintendent of Instruction (OSPI) every three years. The Administrative Review is a comprehensive evaluation of school meal programs to ensure that program regulations and requirements are being met. During the 2016-17 school year, Excel participated in the Review. Auditors identified several findings, but the school addressed them immediately through corrective action and without any consequence to student health and safety. Excel submitted all of the required safety plans during the re-opening process, and provided evidence that lock down and fire drills were conducted.

In 2016-17, Excel maintained compliance with public records requirements, proper and secure maintenance of student, governance, and finance records, rules and regulations regarding transferring of student records. The school follows proper safety and security procedures to ensure safe testing administration. Excel identified an Assessment Coordinator who has provided training to all staff.

DATA SOURCES: *Commission Site Visit Report (if applicable), SAO Accountability Audit, Pre-Opening Conditions, USDA Administrative Review*

6. MISSION SPECIFIC NON-ACADEMIC GOALS

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH...	RATING
6a. Parent Satisfaction	80-90% of parents would recommend Excel to a friend by the end of the school year.	DOES NOT MEET

SCHOOL SPECIFIC NARRATIVE

Each year, Commission authorized charter schools set mission specific non-academic goals that are aligned to or support the school's unique mission. All data for mission specific goals is self-reported by the individual school.

In 2016-17, Excel set its goal around parent satisfaction. The school reports that **68%** of parents state that they would recommend Excel to a friend as indicated by an anonymous survey given at the end of the school year to parents.

DATA SOURCES: *based on mission specific non-academic goal, in conjunction with the school.*

