



GREEN DOT: DESTINY MIDDLE SCHOOL

2018 – 2019 ANNUAL ORGANIZATIONAL
PERFORMANCE & CLOSURE REPORT

by Washington State Charter School Commission



WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

SCHOOL OVERVIEW

Green Dot Destiny Middle School

1301 E. 334 th Street, Tacoma, Washington 98404	
School Contact Information	(253) 686-7571
School Website	https://wa.greendot.org/destiny/
District of Residence	Tacoma School District
Leadership	School Leader: Cheryl Sullivan
School Mission	As with all Green Dot schools, the mission of the School is to prepare students for high school, college, leadership and life by providing a small, college preparatory program where all stakeholders actively engage in the education process.
Education Program Terms & Design Elements	<ul style="list-style-type: none"> • Teaching and Instruction: Students will experience effective teaching aligned to our teaching framework and multiple assessments to measure growth and inform instruction. • College-going Culture: Students will experience college-going culture by participating in academic counseling, accessing college tours, and taking college preparatory core content. • Eliminating Barriers to Learning: Students will access the academic intervention, counseling and clinical services as necessary to break down the barriers to learning. • Promoting Leadership and Life Skills: Students will learn a broad set of tools to prepare them for college and beyond through student leadership opportunities, partnerships with community programs, and attending an Advisory program that will build students' academic behaviors and college awareness.
Grades Served	6 – 8
First Year of Operation	2016 – 2017
Total Student Enrollment	162
Currently Operational	No

Student Demographics

STUDENT GROUPS

Special Education	20%
Limited English	9%
Low Income	86%

GENDER

Male	56%
Female	44%

RACE / ETHNICITY

American Indian / Alaskan Native	1%
Asian	0%
Black / African American	30%
Hispanic / Latino of any race(s)	18%
Native Hawaiian / Other Pacific Islander	3%
Two or More Races	15%
White	32%

INTRODUCTION

The Organizational Performance Framework is a reporting tool designed to communicate to the charter school and the public the compliance-related standards that all charter schools authorized by the Washington State Charter School Commission (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 lays 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, and reporting requirements.

One of the Commission's core responsibilities with respect to charter schools is to protect the public interest, and the Organizational Performance Framework is the primary lever for carrying out this responsibility. The framework enables the Commission to ensure that charter schools are respecting the 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 Performance Framework is the place where the school is held externally accountable for how it operates.

SCHOOL CLOSURE STATEMENT

“The Green Dot Public Schools Washington State Charter District’s Governing Board held an Open Public Meeting on June 6, 2019 and voted to permanently close operations at Destiny Charter Middle School by the end of August 2019.” (SAO, [Accountability Audit Report](#)) The Washington State Charter School Commission did not have operational concerns that lead to the closure of the Green Dot Public Schools of Washington State. The school’s decision to close was articulated by them in the following statement posted on the school’s website:

Public charter schools’ lack of access to local levy funding, and the recent denial again of charter access to levy equalization just a month ago, has led us to make the difficult but financially-driven decision to close Destiny and focus on Rainier Valley Leadership Academy, which is sustainable on public funding generated by enrolling grades 6-12 and serving 600 students in one building.

Our model is designed to be entirely replicable, and fully enrolled Green Dot schools must be sustainable on the public revenue generated by their enrollment. Destiny did not recover from early setbacks in enrollment despite opening its doors with a full class and a waitlist. The apparently acceptable disparity in funding between public traditional schools and public charter schools has also taken root, ultimately favoring traditional schools by up to \$3,000 per student in additional levy funding that charters cannot legally access.

Green Dot Public Schools: Destiny Middle School surrendered their charter contract with the Commission in August of 2019.

AT A GLANCE

GREEN DOT: DESTINY MIDDLE SCHOOL

Is Green Dot: Destiny Middle School meeting legal obligations?

Ratings will be determined through the Commission’s annual oversight activities 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. 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 regulations, 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.

GREEN DOT PUBLIC SCHOOLS: DESTINY MIDDLE SCHOOL

These ratings provide clarity to schools about how decisions will be made, and which components of performance are most important. Additionally, ratings provide 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 Disabilities Rights	MEETS
	1d. English Language Learner Rights	MEETS
2. Financial Management and 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	N/A
	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. School Specific Non-Academic Goals	DOES NOT MEET

METHODOLOGY

1. EDUCATIONAL PROGRAM

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING:	RATING
1a. Material Terms of the Charter Contract	The material terms of the education program in all material respects and the education program in operation reflects the terms as defined in the charter contract or subsequently approved amendments. This indicator measures the school’s adherence to the education program terms and design elements in Attachment 4 of a school’s charter contract.)	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.	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).	MEETS

SCHOOL-SPECIFIC NARRATIVE

As verified by the Commission through its Quarterly School Reviews and board observations, Green Dot: Destiny Middle School (Destiny) remained in compliance throughout the year with the implementation of its Education Program Terms.

The State Auditor’s Office (SAO) issued no findings in its [Accountability Audit Report](#) regarding the implementation of mandated programming as a result of state or federal funding. The SAO report noted: “Public School operations complied, in all material respects, with applicable state laws, regulations, and its own policies, and provided adequate controls over the safeguarding of public resources.” Furthermore, the

Commission found no violations of laws, rules, regulations, or provisions of the charter contract related to education requirements.

SCHOOL COMPLIANCE WITH PROTECTING THE RIGHTS OF STUDENTS WITH DISABILITIES	
Equitable access and opportunity to enroll	✓
Identification, location, and evaluation of students who may be eligible for special education	✓
Provision of a Free and Appropriate Public Education in the least restrictive environment	✓
Provision of procedural safeguards to students with disabilities and their families	✓
Identification, location, and evaluation of students who may be eligible for 504 Plans	✓
Provision of services and accommodations under Section 504	✓

OSPI released the results of its Washington Integrated Sub-recipient Monitoring (WISM) review. The goal of the review is to promote special education program effectiveness and to ensure each school meets its state supervision and oversight requirements for special education programs under state and federal law. Destiny received a determination of “Meets Requirements,” of the Individuals with Disabilities Education Act (IDEA) for Part B.

Destiny 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. Destiny uses a Student Support Team (SST) process to refer and evaluate students suspected of having a disability and needing services and accommodations or special education. This process includes appropriate team participation to include the parent. The school ensures that evaluations are sufficient in scope to develop an appropriate Section 504 or IEP. To develop plans, Destiny completed a review of existing data from comprehensive evaluations. As needed, Destiny provides instructional support and services to students with special needs and provides 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. Destiny provides the least restrictive placements that address students receiving the maximum access to the general education setting with their typical peers. Current placement services include full inclusion, push-in services, and pull-out services, and individual and small group instruction from the special education teachers and related service personnel. Ancillary services include student support counselors and associate teachers to support the academic and behavior needs of students with learning challenges.

Destiny ensures that students who have been removed from classes for disciplinary reasons receive appropriate services, manifestation determinations, functional behavior assessments, and behavior intervention plans as needed.

SCHOOL COMPLIANCE WITH PROTECTING THE ENGLISH LANGUAGE LEARNER (ELL) STUDENTS

Removal of barriers to the enrollment and retention of ELL students	✓
Communicates with all English learners in a language they can understand	✓
Provides English language development services to English language learners (ELL)—national original minority students	✓

Destiny uses 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.

Destiny has a process to identify, assess, and place ELL students in classes that include a home language survey and provisions for testing students on the state language proficiency assessment. The school administers the Washington English Language Proficiency Assessment (WELPA) to determine English proficiency and provides on-going progress monitoring of academic performance. The school’s English language development services are based on sound educational theory and have been implemented effectively, including qualified staff and adequate resources and facilities. The school measures the effectiveness of the ELL program through grade level and team data analysis and makes modifications as needed. The school ensures ELL services through a full-inclusion model. Professional development has been documented for all staff on ELL assessment administration and strategies for vocabulary instruction.

SCHOOL RESPONSE: A response was not provided by the school.

DATA SOURCES: Attachment Four of the Charter Contract; Charter contract amendment(s); board meeting agendas/minutes/packets; Commission board meeting observations; Commission Site Visit Report; Academic Calendar; Statement of Assurances within Charter Contract; Pre-Opening Conditions Calendar submissions; Office of Superintendent of Public Instruction (OSPI), State Auditor’s Office (SAO): *Accountability Audit*, Office of Superintendent of Public Instruction (OSPI): *Washington Integrated System of Monitoring (WISM)*

2. FINANCIAL MANAGEMENT AND OVERSIGHT

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING:	RATING
2a. Financial Reporting and 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 (GAAP)	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

Destiny maintained compliance with its financial reporting and compliance requirements to the Commission, OSPI, and the SAO. All charter schools, authorized by the Commission, have an annual requirement to submit an independent financial audit. These independent financial audits are also reviewed by the SAO.

The school’s independent auditors, [Edie Bailly 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. The SAO audit, in review of the independent audit, states, “We did not become aware of any instance in which the work of the other auditors gave rise to concern about the quality of their work.”

SCHOOL RESPONSE: A response was not provided by the school.

DATA SOURCES: Quarterly Financial Report(s); Annual Budget; Annual Independent Financial Audit

3. GOVERNANCE AND REPORTING

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING	RATING
3a. Governance Requirements	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to governance by its board.	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.	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 federal authorities.	MEETS

SCHOOL-SPECIFIC NARRATIVE

BOARD OVERVIEW

- 5 members
- 3 members required for quorum
- The Green Dot Washington Board meets monthly
- No fewer than 3, but no more than 25 directors allowed

This school is governed by a Charter Management Organization (CMO), Green Dot Public Schools Washington State, which oversees multiple schools within the portfolio. The Green Dot Public Schools Washington State Board oversees the following schools: Rainer Valley Leadership Academy (RVLA), Destiny, and Excel Public Charter School.

The Green Dot Public Schools Washington State Board maintained compliance with its governance requirements. This was verified by both the Commission through its board meeting observations and review of meeting materials and by the SAO through its [Accountability Audit Report](#). The Board of Directors at Green Dot Public Schools Washington State demonstrated an understanding of the school’s bylaws and policies and procedures through its consistent compliance with the regulations. The Board met monthly within quorum requirements, with the majority of board members consistently in attendance. Board members reviewed board packets in advance and received extensive updates from the school leadership team regarding student academic performance, fundraising and partnerships, finance, and school policies. The board members regularly participated in committees presenting their progress at open board meetings. Committees included governance, finance, development, academic excellence, and school leadership evaluation.

The Green Dot Public Schools Washington State Board held all meetings in accordance with the Open Public Meetings Act, adhered to the rules and regulations of the Public Records Act, and demonstrated effective and transparent management of conflicts of interest and code of ethics. Green Dot Public Schools Washington State Board is active, inquisitive, and provides competent oversight of the school. The Board is comprised of individuals with experience in various areas of relevant fields. A review of meeting minutes and notes demonstrates the Board's clear understanding of and commitment to the school's mission. Board members were consistently engaged in full board meetings, asking clarifying questions to each other, school staff, and other presenters and offering expertise where needed.

The Green Dot Public Schools Washington State Board School Leadership Evaluation committee meets annually to set goals for the upcoming year. These goals reflect academic, staffing, student, and family targets. The Board and school leader revisit the goals throughout the year. The Board provides the school leader with a mid-year and end of the year progress report that includes board, student, and staff feedback. The report consists of qualitative and quantitative research data. If the school is not meeting its goals, the Board works with the school leader to determine how to realign resources. Informally, board committees are tasked with clear goals, which are monitored at each full board meeting. The Board did not note any significant deficiencies, though members are concerned that the school is leanly staffed to maintain fiscal discipline. Furthermore, board members, in collaboration with the school leader, are in search of a larger facility that they anticipate will become more financially feasible once the school has a sound fiscal track record.

The school maintained compliance with its reporting requirements to the Commission, submitting on time and accurate reports. The Commission received no reports from state or federal entities regarding late or inaccurate compliance submissions.

SCHOOL RESPONSE: A response was not provided by the school.

DATA SOURCES: Commission board meeting observations; Annual Compliance Calendar; SAO: *Accountability Audit*

4. STUDENTS, PARENTS, AND EMPLOYEES

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING:	RATING
4a. Rights of Students	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the rights of students.	MEETS
4b. Recurrent Enrollment	Number of students continuing to be enrolled in the school from one year to the next is expressed as a percentage of the total number of students eligible to continue their enrollment at the school.	N/A
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-SPECIFIC NARRATIVE

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	✓

Destiny had assigned staff members 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. Destiny included a nondiscrimination statement in all major school publications widely disseminated to students, parents, and employees and on the website.

The Commission verified that the school adopted discrimination complaint and appeal procedures and sexual harassment policies and procedures that are consistent with the requirements in state law. Destiny has formalized methods of data collection and analysis as well as the ability to implement effective interventions throughout the year regarding discrimination, program enrollment and discipline of students across subgroups. The school has a process for auditing instructional materials to evaluate and eliminate bias pertaining to a protected class in all textbooks and instructional materials.

Destiny has removed barriers to the enrollment and retention of all students. Its application was available on its website and campus. 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). Destiny included a Student Housing Questionnaire in its enrollment packet and consists of a comprehensive Homeless Student Policy in its Family Handbook. 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.

Destiny's recurrent enrollment rate was not calculated due to the school's closure.

The State Auditor's Office (SAO) issued no findings in its [Accountability Audit Report](#) regarding teacher and staff credentials as tested through its evaluation of staff mix compliance.

As verified through compliance submissions based on the Annual Compliance Calendar, the Commission identified no areas of non-compliance related to employment considerations or background checks.

SCHOOL RESPONSE: A response was not provided by the school.

DATA SOURCES: SAO: *Accountability Audit*; Pre-Opening Conditions; Student Handbook; Employee Handbook; OSPI: *WISM*

5. SCHOOL ENVIRONMENT

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING:	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.	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.	MEETS
5c. Information Management	Applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to maintaining and handling information appropriately.	MEETS

SCHOOL-SPECIFIC NARRATIVE

The State Auditor’s Office (SAO) issued no findings in its [Accountability Audit Report](#) regarding transportation.

Destiny’s facility met all health and safety code requirements, maintained compliance with legal obligations for providing student transportation, and offered a safe environment conducive to learning. The facility’s design, size, maintenance, security, and equipment were all adequate to meet the school’s needs. The school was accessible to all, including people with physical disabilities.

Destiny submitted all required safety plans during the pre-opening process and provided evidence that lockdown and fire drills were conducted.

Destiny 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 adequate safety and security procedures to ensure a safe testing administration. Destiny had an identified Assessment Coordinator who provides training to all staff.

SCHOOL RESPONSE: A response was not provided by the school.

DATA SOURCES: Commission Site Visit Report (if applicable), SAO: *Accountability Audit*, Pre-Opening Conditions, Commission Annual Compliance Submission(s)

6. MISSION SPECIFIC NON-ACADEMIC GOALS

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING	RATING
6a. Other Obligations	Mission Specific Non-Academic Goal(s) At least 80% of parents would recommend Destiny Middle School to a friend with a target response rate of 35%.	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 are self-reported by the individual school.

Destiny developed a Mission Specific Non-Academic Goal that was approved by the Commission. The non-academic goal was, “At least 80% of parents would recommend Destiny Middle School to a friend with a target response rate of 35%”. The school reported that “100% of parents would recommend school to a friend”. The school reported a response rate of 5%, thus failing to meet the goal response rate of 35%. The mission specific goal was not met.

SCHOOL RESPONSE: Green Dot continued to work to ensure that communication with families was provided in the modality that was best served by families. During SY 18-19 Green Dot only had the survey translated in Spanish and English and in an online format. The staff found that this online access was inaccessible for some families who did not have online access or read in Spanish and English and devised a plan to accommodate families who were not reached.

DATA SOURCES: Mission Specific Non-Academic Goal



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