



# ★ Impact Public Schools | Puget Sound Elementary

**2018-2019 ANNUAL STUDENT  
ACADEMIC PERFORMANCE REPORT**

by Washington State Charter School Commission



WASHINGTON STATE  
*Charter School Commission*  
STUDENTS • INNOVATION • TRANSPARENCY

# SCHOOL OVERVIEW



## Impact Public Schools

3438 S 148th St, Tukwila, WA 98168, USA.

School Contact Information	206-712-7640
School Website	<a href="https://impactps.org/schools/impact-puget-sound-elementary">https://impactps.org/schools/impact-puget-sound-elementary</a>
Neighborhood Location	Tukwila School District
Leadership	CEO: Jen Wickens
School Mission	The mission of Impact   Puget Sound Elementary is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.
Education Program Terms & Design Elements	School-based mentor groups. All students participate in Mentor Groups an average of nine sessions each week. Mentor Group attendance is recorded in the IPS Learning Management System (LMS) and available for review. Personalized learning pathways for every student. Each student completes individualized learning tasks in reading and math during Math and Literacy Studio each day. Student schedules, goals, and proficiency data from Studio are recorded on the IPS LMS and available for review. Project-based learning (PBL). Students complete project work in science and social studies four times per week. Evidence and assessment of student projects are recorded in the IPS LMS and are available for review.
Grades Served	K-1
First Year of Operation	2018-29
Total Student Enrollment	180
Currently Operational	Yes

## Student Demographics

### STUDENT GROUPS

Special Education	4%
Limited English	41%
Low Income	72%

### GENDER

Male	52%
Female	48%

### RACE / ETHNICITY

American Indian / Alaskan Native	0%
Asian	7%
Black / African American	52%
Hispanic / Latino of any race(s)	17%
Native Hawaiian / Other Pacific Islander	0%
Two or More Races	6%
White	18%

## INTRODUCTION

Every year, the Washington State Charter School Commission (the Commission) produces an Annual Student Academic Performance Report for each charter school it oversees, for use by the school and other stakeholders. The report summarizes the school's academic performance according to the most recent data available for the year in review. The report also provides an overview of the charter school's enrollment demographics for the year reviewed.

## PURPOSE OF REPORT

The Washington State Charter School Commission is committed to promoting high-quality education for public school students in Washington. This Annual Performance Report is produced in order to:

- 1** Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
- 2** Identify the school's strengths and any areas needing improvement.
- 3** Provide information that enables the community and the public to understand the school's performance, including its fulfillment of public obligations.

## ACADEMIC PERFORMANCE FRAMEWORK (APF)

The Academic Performance Framework (APF) includes measures that allow the Commission to evaluate charter school academic performance. A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place.

The APF contains measures that have been grouped according to:

### **1. STATE AND FEDERAL ACCOUNTABILITY RESULTS** answering the question:

Is the charter school meeting performance expectations based on the Washington School Improvement Framework?

### **2. GEOGRAPHIC COMPARISONS** answering the question:

How are charter school students performing compared to the traditional public schools that students would otherwise attend if they did not attend the charter school?

### **3. COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS** answering the question:

How are charter school students performing compared to schools serving similar students?

### **4. SCHOOL-SPECIFIC ACADEMIC GOALS** answering the question:

Did the school meet its school specific academic goals?

NOTE: If a school does not have at least one year of SBA data or if more than one of the four indicators is missing, an overall tier rating will not be calculated.

## The APF measures "roll-up" to an overall rating.

The overall rating provides clarity to schools about how decisions will be made and which components of performance are most important. Additionally, an overall rating 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.



### Impact Public Schools

Not rated due to insufficient data.

Tier	Rating
1	EXCEEDS Standard
2	MEETS Standard
3	DOES NOT MEET Standard
4	FALLS FAR BELOW Standard

INDICATOR	MEASURE		RATING			WEIGHT (K-8/HS)	
<b>1. State Accountability</b>	1a. WA School Improvement Framework	1a.1. All Students Framework Score	N/A			30%	30%
		1a.2. Subgroup Framework Score	N/A			20%	20%
<b>2. Geographic Comparisons</b>	2a.1. Proficiency geographic comparison (ELA/Math/Science)		N/A	N/A	N/A	3%	2.5%
	2a.2. Subgroup geographic comparison (ELA/Math/Science)		N/A	N/A	N/A	3%	2.5%
	2b.1. All students growth geographic comparison (ELA/Math)		N/A	N/A		4.5%	N/A
	2b.2. Subgroup growth geographic comparison (ELA/Math)		N/A	N/A		4.5%	N/A
	2c.1. Graduation rate geographic comparison		N/A			N/A	1.25%
	2c.2. Graduation rate subgroup geographic comparison		N/A			N/A	1.25%
	2d.1. EL Progress		E			1.25%	1.25%
	2d.2. Subgroup EL Progress		N/A			1.25%	1.25%
	2e.1. Regular Attendance		M			1.25%	1.25%
	2e.2. Subgroup Regular Attendance		M			1.25%	1.25%
	2f.1. 9th Graders on Track		N/A			N/A	1.25%
	2f.2. Subgroup 9th Graders on Track		N/A			N/A	1.25%
	2g.1. Dual Credit		N/A			N/A	2.5%
	2g.2. Subgroup Dual Credit		N/A			N/A	2.5%
<b>3. Comparison to Schools Serving Similar Students (Regression)</b>	3a. Proficiency comparison to schools serving similar students		N/A	N/A	N/A	15%	7.5%
	3b. Graduation rate comparison to schools serving similar students		N/A			N/A	7.5%
<b>4. School-Specific Goals</b>	4a.1. School-Specific Goals		E			15%	15%

**NOTE: Measures 2a.1., 2a.2., 2b.1., 2b.2., and 3a. are weighted evenly by subject.**

Tier	Rating	Performance
1	EXCEEDS Standard	School is exceeding performance expectations and is on par with the highest-performing schools in the state.
2	MEETS Standard	School is consistently meeting performance expectations.
3	DOES NOT MEET Standard	School shows weakness in one or more academic areas. Possible intervention.
4	FALLS FAR BELOW Standard	School is consistently failing to meet academic performance expectations. Likely intervention; possible revocation.

## STATE & FEDERAL ACCOUNTABILITY

### Washington School Improvement Framework

The Washington State Board of Education (SBE) and the Office of the Superintendent of Public Instruction (OSPI) developed the Washington School Improvement Framework to evaluate and track the performance of all schools in the state under Every Student Succeeds Act (ESSA) requirements. In order to align charter school accountability expectations with the state accountability system, the state’s Framework Score serves as the foundation of the APF, supplemented by additional measures required by WAC 108-30-020(a).

The Washington School Improvement Framework evaluates all students and targeted subgroups on five components: proficiency, growth, EL progress, graduation rates, and School Quality Student Success (SQSS). Each year, the state calculates framework scores for all students and for each student subgroup. Framework scores are based on the most recent three years of student performance results.

## STATE ACCOUNTABILITY

### 1a.1. All Students WA School Improvement Framework Score

Is the charter school meeting performance expectations based on the state accountability system?

- |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div style="background-color: #76923c; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">E</div> <p><b>Exceeds Standard:</b> Charter school receives a subgroup Framework Score of 8, 9 or 10.</p> | <div style="background-color: #c8513d; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">D</div> <p><b>Does Not Meet Standard:</b> Charter school receives an all student Framework Score of 4 or 5.</p>      |
| <div style="background-color: #76923c; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">M</div> <p><b>Meets Standard:</b> Charter school receives an all student Framework Score of 6 or 7.</p>   | <div style="background-color: #c8513d; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">F</div> <p><b>Falls Far Below Standard:</b> Charter school receives an all student Framework Score of 1, 2 or 3.</p> |

MEASURE	SCHOOL PERFORMANCE	RATING
1a.1. All Students Framework Score	N/A	N/A

#### School response:

A response was not provided by the school.

## 1a.2. Subgroup WA School Improvement Framework Score

Are students in subgroups in the charter school meeting performance expectations based on the state accountability system?

- E

**Exceeds Standard:** Charter school receives a subgroup Framework Score of 8, 9 or 10.
- D

**Does Not Meet Standard:** Charter school receives an all student Framework Score of 4 or 5.
- M

**Meets Standard:** Charter school receives an all student Framework Score of 6 or 7.
- F

**Falls Far Below Standard:** Charter school receives an all student Framework Score of 1, 2 or 3.

Group	SCHOOL PERFORMANCE	RATING
American Indian / Alaskan Native	N/A	N/A
Asian	N/A	N/A
Black / African American	N/A	N/A
Hispanic / Latino of any race(s)	N/A	N/A
Native Hawaiian / Other Pacific Islander	N/A	N/A
Two or More Races	N/A	N/A
White	N/A	N/A
Special Education	N/A	N/A
Limited English	N/A	N/A
Low Income	N/A	N/A

*NOTE: Any results not shown suppressed due to n-sizes.*

### School response:

A response was not provided by the school.

## Geographic Comparison: How does charter school performance compare to schools students would otherwise attend?

### PROFICIENCY RATE

#### 2a.1. Assigned School Comparison (ASC)

How are charter school students performing on state assessments compared to the traditional public schools that students would otherwise attend if they did not attend the charter school?

The Assigned School Comparison (ASC) is the average of the assigned schools' performance, weighted by the number of charter school students assigned to each school. Assigned schools are identified based on information provided by the charter school. For more information, please refer to the [Commission Academic Performance Framework Methodology](#).

**E Exceeds Standard:** School proficiency rate is 10 or more percentage points above the Assigned School Comparison average.

**D Does Not Meet Standard:** School proficiency rate is up to 9 percentage points below the Assigned School Comparison average.

**M Meets Standard:** School proficiency rate is equal to or up to 9 percentage points above the Assigned School Comparison average.

**F Falls Far Below Standard:** School proficiency rate is 10 or more percentage points below Assigned School Comparison average.

GROUP	ELA			MATH			SCIENCE		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**NOTES:** Middle grade students in Washington take the End of Year science assessment in 5<sup>th</sup> and 8<sup>th</sup> grade. ASC proficiency rates includes only grades served by the charter school.

#### School response:

A response was not provided by the school.



# PROFICIENCY RATE

## 2a.2. Subgroup Assigned School Comparison (ASC)

How are charter school students in subgroups performing on state assessments compared to the traditional public schools that students would otherwise attend if they did not attend the charter school?

- E**

**Exceeds Standard:** School proficiency rate is 10 or more percentage points above the Assigned School Comparison average.
- D**

**Does Not Meet Standard:** School proficiency rate is up to 9 percentage points below the Assigned School Comparison average.
- M**

**Meets Standard:** School proficiency rate is equal to or up to 9 percentage points above the Assigned School Comparison average.
- F**

**Falls Far Below Standard:** School proficiency rate is 10 or more percentage points below the Assigned School Comparison average.

GROUP	ELA			MATH			SCIENCE		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
American Indian / Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black / African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic / Latino of any race(s)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**NOTES:** Middle grade students in Washington take the End of Year science assessment in 5<sup>th</sup> and 8<sup>th</sup> grade. ASC proficiency rates includes only grades served by the charter school. N/A indicates suppression due to n-size.

**School response:**

A response was not provided by the school.

# MEDIAN GROWTH PERCENTILE

## 2b.1. All Students Growth Assigned School Comparison (ASC)

How are charter school students meeting growth expectations compared to the traditional public schools that students would otherwise attend if they did not attend the charter school? (based on subgroup median growth percentiles (MGPs))

**E Exceeds Standard:** School MGP is 5 or more points above the Assigned School Comparison MGP.

**D Does Not Meet Standard:** School MGP is up to 4 points below the Assigned School Comparison MGP.

**M Meets Standard:** School MGP is equal to or up to 4 percentage points above the Assigned School Comparison MGP.

**F Falls Far Below Standard:** School MGP is 5 or more points below the Assigned School Comparison MGP.

GROUP	ELA			MATH		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
All Students	N/A	N/A	N/A	N/A	N/A	N/A

**NOTE:** Growth results are reported for grades 4 through 8. ASC results are presented only if corresponding charter results are available.

**School response:**

A response was not provided by the school.

# MEDIAN GROWTH PERCENTILE

## 2b.2. Subgroup Growth Assigned School Comparison

How are charter school student subgroups meeting growth expectations compared to the traditional public schools that students would otherwise attend if they did not attend the charter school? (based on subgroup median growth percentiles (MGPs))

**E**

**Exceeds Standard:** School subgroup MPG is 5 or more points above the Assigned School Comparison MGP.

**D**

**Does Not Meet Standard:** School subgroup MPG is up to or equal to 4 points below the Assigned School Comparison MGP.

**M**

**Meets Standard:** School subgroup MGP is equal to or up to 4 points above the Assigned School Comparison MGP.

**F**

**Falls Far Below Standard:** School subgroup MPG is 5 or more points below the Assigned School Comparison MGP.

GROUP	ELA			MATH		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
American Indian / Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Black / African American	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic / Latino of any race(s)	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	N/A	N/A	N/A	N/A	N/A	N/A

**NOTE:** Growth results are reported for grades 4 through 8. Any results not shown suppressed due to n-sizes. ASC results are presented only if corresponding charter results are available.

**School response:**

A response was not provided by the school.

# GRADUATION RATE

## 2c.1. Graduation Rate Assigned School Comparison (ASC)

How are charter school student high school cohort graduation rates compared to the traditional public schools that students would otherwise attend if they did not attend the charter school?

- E** **Exceeds Standard:** Charter school graduation rate is 10 or more percentage points above the Assigned School Comparison average.
- D** **Does Not Meet Standard:** Charter school graduation rate is up to 9 percentage points below the Assigned School Comparison average.
- M** **Meets Standard:** Charter school graduation rate is equal to or up to 9 percentage points above the Assigned School Comparison average.
- F** **Falls Far Below Standard:** Charter school graduation rate is 10 or more percentage points below the Assigned School Comparison average.

GROUP	SCHOOL PERFORMANCE	ASC PERFORMANCE	MEETS STANDARD?
All Students	N/A	N/A	N/A

*NOTES: Any results not shown suppressed due to n-sizes.*

**School response:**

A response was not provided by the school.

# GRADUATION RATE

## 2c.2. Graduation Rate Subgroup Assigned School Comparison (ASC)

How are charter school student high school cohort graduation rates compared to the traditional public schools that students would otherwise attend if they did not attend the charter school?

- E
**Exceeds Standard:** Charter school subgroup graduation rate is 10 or more percentage points above the Assigned School Comparison average.
- D
**Does Not Meet Standard:** Charter school subgroup graduation rate is up to 9 percentage points below the Assigned School Comparison average.
- M
**Meets Standard:** Charter school subgroup graduation rate equals or is up to 9 percentage points above the Assigned School Comparison average.
- F
**Falls Far Below Standard:** Charter school subgroup graduation rate is 10 or more percentage points below the Assigned School Comparison average.

GROUP	SCHOOL PERFORMANCE	ASC PERFORMANCE	MEETS STANDARD?
American Indian / Alaskan Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black / African American	N/A	N/A	N/A
Hispanic / Latino of any race(s)	N/A	N/A	N/A
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
White	N/A	N/A	N/A
Female	N/A	N/A	N/A
Male	N/A	N/A	N/A
Special Education	N/A	N/A	N/A
Limited English	N/A	N/A	N/A
Low Income	N/A	N/A	N/A

NOTES: Any results not shown suppressed due to n-sizes.

**School response:**

A response was not provided by the school.

## ADDITIONAL INDICATORS

2d.1. English Learner Progress Assigned School Comparison (ASC)

2e.1. Regular Attendance Assigned School Comparison (ASC)

2f.1. 9<sup>th</sup> Graders on Track Assigned School Comparison (ASC)

2g.1. Dual Credit Assigned School Comparison (ASC)

How are charter school students performing compared to traditional public schools that students would otherwise attend if they did not attend the charter school?

**E** **Exceeds Standard:** School performance is 10 or more percentage points above the Assigned School Comparison average.

**D** **Does Not Meet Standard:** School performance is up to 9 percentage points below the Assigned School Comparison average.

**M** **Meets Standard:** School performance is equal to or up to 9 percentage points above the Assigned School Comparison average.

**F** **Falls Far Below Standard:** School performance is 10 or more percentage points below the Assigned School Comparison average.

GROUP	ENGLISH LEARNER PROGRESS			REGULAR ATTENDANCE			9 <sup>TH</sup> GRADERS ON TRACK			DUAL CREDIT		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
All Students	86%	49%	Exceeds	87%	84%	Meets	N/A	N/A	N/A	N/A	N/A	N/A

*NOTES: ASC results are presented only if corresponding charter results are available.*

### School response:

A response was not provided by the school.

## ADDITIONAL INDICATORS

### 2d.2. English Learner Progress Subgroup Assigned School Comparison (ASC)

### 2e.2. Regular Attendance Subgroup Assigned School Comparison (ASC)

How are charter school students in subgroups performing compared to the traditional public schools that students would otherwise attend if they did not attend the charter school?

- E

**Exceeds Standard:** School subgroup performance is 10 or more percentage points above the Assigned School Comparison average.
- D

**Does Not Meet Standard:** School subgroup performance is up to 9 percentage points below the Assigned School Comparison average.
- M

**Meets Standard:** School subgroup performance is equal to or up to 9 percentage points above the Assigned School Comparison average.
- F

**Falls Far Below Standard:** School subgroup performance is 10 or more percentage points below the Assigned School Comparison average.

GROUP	ENGLISH LEARNER PROGRESS			REGULAR ATTENDANCE		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
American Indian / Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	75%	89%	Far Below
Black / African American	N/A	N/A	N/A	86%	85%	Meets
Hispanic / Latino of any race(s)	N/A	N/A	N/A	88%	83%	Meets
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	>70%	83%	N/A*
White	N/A	N/A	N/A	88%	87%	Meets
Female	N/A	N/A	N/A	84%	85%	Not Met
Male	N/A	N/A	N/A	89%	84%	Meets
Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Limited English	N/A	N/A	N/A	87%	85%	Meets
Low Income	N/A	N/A	N/A	87%	82%	Meets

**NOTES:** OSPI does not report subgroup data for EL Progress on the State Report Card. Any subgroup not shown suppressed due to n-sizes. ASC results are presented only if corresponding charter results are available.

\*Rating could not be assigned due to OSPI data suppression.

#### School response:

A response was not provided by the school.

# ADDITIONAL INDICATORS

## 2f.2. 9th Graders on Track Subgroup Assigned School Comparison (ASC)

## 2g.2. Dual Credit Subgroup Assigned School Comparison (ASC)

How are charter school students in subgroups performing compared to the traditional public schools that students would otherwise attend if they did not attend the charter school?

- E**

**Exceeds Standard:** School subgroup performance is 10 or more percentage points above the Assigned School Comparison average.
- D**

**Does Not Meet Standard:** School subgroup performance is up to 9 percentage points below the Assigned School Comparison average.
- M**

**Meets Standard:** School subgroup performance is equal to or up to 9 percentage points above the Assigned School Comparison average.
- F**

**Falls Far Below Standard:** School subgroup performance is 10 or more percentage points below the Assigned School Comparison average.

GROUP	9 <sup>TH</sup> GRADERS ON TRACK			DUAL CREDIT		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
American Indian / Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Black / African American	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic /Latino of any race(s)	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	N/A	N/A	N/A	N/A	N/A	N/A

*NOTES: OSPI does not report subgroup data for EL Progress on the State Report Card. Any subgroup not shown suppressed due to n-sizes. ASC results are presented only if corresponding charter results are available.*

**School response:**

A response was not provided by the school.



# COMPARISON TO SCHOOL SERVING SIMILAR STUDENTS

## 3a. Proficiency Comparison to Schools Serving Similar Students

How are charter school students performing on state assessments compared to schools serving similar students?

Regression analysis is used to compare each school’s actual performance to its predicted performance, based on the enrollment of students eligible for free and reduced-price lunch (FRL) and students with disabilities (SWD). For more information, please refer to the [Commission Academic Performance Framework Methodology](#).

- E**
- Exceeds Standard:** Charter school proficiency rate exceeds expected performance (effect size .30 or greater).
- D**
- Does Not Meet Standard:** Charter school proficiency rate is lower than expected performance (effect size -0.01 to -.29).
- M**
- Meets Standard:** Charter school proficiency rate meets or slightly exceeds expected performance (effect size 0 to .29).
- F**
- Falls Far Below Standard:** Charter school proficiency rate falls far below expected performance (effect size -.30 or less).

GROUP	EFFECT SIZE	RATING
Proficiency Rate - ELA	N/A	N/A
Proficiency Rate - Math	N/A	N/A
Proficiency Rate - Science	N/A	N/A

*NOTE: Any results not shown suppressed due to n-sizes.*

**School response:**

A response was not provided by the school.

### 3b. Graduation Rate Comparison to Schools Serving Similar Students

How did the charter school high school cohort graduation rate compare to schools serving similar students statewide?

- E** **Exceeds Standard:** Charter school graduation rate exceeds expected performance (effect size .30 or greater).
- D** **Does Not Meet Standard:** Charter school graduation rate is lower than expected performance (effect size -0.01 to -.29).
- M** **Meets Standard:** Charter school graduation rate meets or slightly exceeds expected performance (effect size 0 to .29).
- F** **Falls Far Below Standard:** Charter school graduation rate falls far below expected performance (effect size -.30 or less).

	ACTUAL VALUE	PREDICTED VALUE	EFFECT SIZE	RATING
<b>Graduation Rate</b>	N/A	N/A	N/A	N/A

*NOTE: Any results not shown suppressed due to n-sizes.*

*For information on rationale for effect size thresholds, see Statistical Power Analysis for the Behavioral Sciences, Cohen (1988).*

**School response:**

A response was not provided by the school.

# SCHOOL-SPECIFIC GOALS

4a.1.

**E** **Exceeds Standard:** More than 70% of students meet or exceed their NWEA reading growth target.

**D** **Does Not Meet Standard:** 40-59% of students meet or exceed their NWEA reading growth target.

**M** **Meets Standard:** 60-70% of students meet or exceed their NWEA reading growth target.

**F** **Falls Far Below Standard:** Less than 40% of students meet or exceed their NWEA reading growth target.

GOAL	SCHOOL PERFORMANCE	RATING
At least 60% of students will meet or exceed their growth target in the NWEA Reading MAP assessment from fall to spring.	77% of students met or exceeded their growth target in the NWEA Reading MAP assessment from fall to spring.	Exceeds

**School response:**

A response was not provided by the school.



WASHINGTON STATE  
*Charter School Commission*  
STUDENTS • INNOVATION • TRANSPARENCY

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