

SCHOOL OVERVIEW

Innovation Charter School

412 West Poplar Street, Walla Walla, WA 99362	
School Contact Information	509-593-5700
School Website	https://innovationcs.org/
Neighborhood Location	Walla Walla School District
Leadership	Superintendent: Brenda McDonald
School Mission	To prepare our diverse middle school population to excel in high school, college, and careers—and inspire students to improve their community and the world.
Education Program Terms & Design Elements	<ul style="list-style-type: none"> • Project-based learning: teachers will use project-based teaching methods to create meaningful and engaging projects for students. • Personalization: each student will have a Personalized Education Plan developed between the advisor teacher, the student, and the family, to meet the specific goals and needs of each student. • Restorative discipline and trauma-formed teaching: using restorative discipline model, students at Willow Public School will be suspended and expelled at rates lower than the average in the two middle schools in the Walla Walla district. • Extended school day for students: students will be in school from 40 minutes longer daily than the two middle schools in the Walla Walla District. • Extended school year for students: students will be in session for 190 days (10 days longer than Walla Walla Public Schools).
Grades Served	6-8
First Year of Operation	2018-19
Total Student Enrollment	49

Student Demographics

STUDENT GROUPS

Special Education	22%
Limited English	20%
Low Income	69%

GENDER

Male	51%
Female	49%

RACE / ETHNICITY

American Indian / Alaskan Native	N/A
Asian	N/A
Black / African American	N/A
Hispanic / Latino of any race(s)	49%
Native Hawaiian / Other Pacific Islander	N/A
Two or More Races	10%
White	41%

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.

As a result of COVID-19 related school closures, [2019-20 state assessments were not administered](#) and most of the standard academic performance indicators cannot be evaluated. The report that follows presents all available accountability data.

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?

2019-20 Academic Performance Framework (APF) Data Availability

The table below shows the indicators and measures included in the Academic Performance Framework, with the 2019-20 availability, given the lack of state assessment and accountability results.

INDICATOR	MEASURE		RATING	WEIGHT (K-8/HS)	
1. State Accountability	1a. WA School Improvement Framework	1a.1. All Students Framework Score		30%	30%
		1a.2. Subgroup Framework Score		20%	20%
2. Geographic Comparisons	2a.1. Proficiency geographic comparison (ELA/Math/Science)		No Rating Applied	3%	2.5%
	2a.2. Subgroup geographic comparison (ELA/Math/Science)			3%	2.5%
	2b.1. All students' growth geographic comparison (ELA/Math)			4.5%	N/A
	2b.2. Subgroup growth geographic comparison (ELA/Math)			4.5%	N/A
	2c.1. Graduation rate geographic comparison		No Rating Applied	N/A	2.5%
	2c.2. Graduation rate subgroup geographic comparison			N/A	2.5%
	2d.1. EL Progress		No Rating Applied	1.25%	1.25%
	2d.2. Subgroup EL Progress			1.25%	1.25%
	2e.1. Regular Attendance		No Rating Applied	1.25%	1.25%
	2e.2. Subgroup Regular Attendance			1.25%	1.25%
	2f.1. 9th Graders on Track			N/A	1.25%
	2f.2. Subgroup 9th Graders on Track			N/A	1.25%
	2g.1. Dual Credit			N/A	1.25%
	2g.2. Subgroup Dual Credit			N/A	1.25%
3. Comparison to Schools Serving Similar Students (Regression)	3a. Proficiency comparison to schools serving similar students		No Rating Applied	15%	7.5%
	3b. Graduation rate comparison to schools serving similar students		No Rating Applied	N/A	7.5%
4. School-Specific Goals	4a.1. School-Specific Goals			15%	15%

Due to COVID-19 impacts on data, ratings were not applied to results.

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

ACADEMIC PERFORMANCE FRAMEWORK INDICATORS

1. STATE ACCOUNTABILITY

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

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

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?

2. 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?

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?

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))

2b.2. Subgroup Growth Assigned School Comparison (ASC)

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))

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.

M **Meets Standard:** Charter school graduation rate is equal to or up to 9 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.

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	RATING
All Students	N/A	N/A	No Rating Applied

NOTES: Any results not shown suppressed due to n-sizes or grades served. Due to COVID-19 impacts on data, ratings were not applied to results.

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	RATING
American Indian / Alaskan Native	N/A	N/A	No Rating Applied
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	
Female	N/A	N/A	
Male	N/A	N/A	
Special Education	N/A	N/A	
Limited English	N/A	N/A	
Low Income	N/A	N/A	

NOTES: Any results not shown suppressed due to n-sizes or grades served. Due to COVID-19 impacts on data, ratings were not applied to results.

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

ADDITIONAL INDICATORS

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

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

2 f.1, 2 f.2 9th Graders on Track Assigned School Comparison (ASC)

2g.1, 2g.2. 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	REGULAR ATTENDANCE			9 TH GRADERS ON TRACK			DUAL CREDIT			
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING	
All Students	76%	90%	No Rating Applied	N/A	N/A	No Rating Applied	N/A	N/A	No Rating Applied	
American Indian / Alaskan Native	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
Black / African American	N/A	N/A		N/A	N/A		N/A	N/A		N/A
Hispanic /Latino of any race(s)	80%	88%		N/A	N/A		N/A	N/A		N/A
Native Hawaiian / Oth Pacific Isl	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
White	N/A*	N/A		N/A	N/A		N/A	N/A		N/A
Female	77%	94%		N/A	N/A		N/A	N/A		N/A
Male	75%	91%		N/A	N/A		N/A	N/A		N/A
Special Education	64%	84%		N/A	N/A		N/A	N/A		N/A
Limited English	70%	81%		N/A	N/A		N/A	N/A		N/A
Low Income	74%	86%		N/A	N/A		N/A	N/A		N/A

NOTES: ASC results are presented only if corresponding charter results are available. Due to COVID-19 impacts on data, ratings were not applied to results.

**Not available in OSPI data files due to cross-group suppression.*

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

3. 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?

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?

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 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
Graduation Rate	N/A	N/A	N/A	No Rating Applied

NOTE: Any results not shown suppressed due to n-sizes. Due to COVID-19 impacts on data, ratings were not applied to results.

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.

4. MISSION-SPECIFIC ACADEMIC GOAL(S)

4a.1. May not be available due to the cancellation of state and interim assessments.

E **Exceeds Standard:** 81-100% of students demonstrate a rubric score of 3 on ALL FOUR IB criteria for Language Acquisition by the end of the school year.

M **Meets Standard:** 70-80% of students demonstrate a rubric score of 3 out of 8 on TWO of FOUR IB criteria for Language Acquisition by the end of the school year.

D **Does Not Meet Standard:** 50-69% of students demonstrate a rubric score of 3 out of 8 on ONE of FOUR IB criteria for Language Acquisition by the end of the school year.

F **Falls Far Below Standard:** 50-69% of students demonstrate a rubric score of 3 out of 8 on ONE of FOUR IB criteria for Language Acquisition by the end of the school year.

GOAL	SCHOOL PERFORMANCE	RATING
For students be able to engage (by speaking and understanding text) with their peers and community members who speak Spanish with some proficiency.	98% of students were above 3 or higher in all 4 criteria.	No Rating Applied

NOTE: Due to COVID-19 impacts on data, ratings were not applied to results.

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

