



Summit Public Schools: Olympus

2019-20 ANNUAL STUDENT ACADEMIC
PERFORMANCE REPORT

by Washington State Charter School Commission



WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

SCHOOL OVERVIEW

Summit: Olympus

409 Puyallup Ave, Tacoma, WA 98421	
School Contact Information	253-444-9781
School Website	https://summitps.org
Neighborhood Location	Tacoma School District
Leadership	Anthony Clark
School Mission	To prepare a diverse student population for success in a four-year college, and to be thoughtful, contributing members of society.
Education Program Terms & Design Elements	<ul style="list-style-type: none"> All students will have Personalized Learning Plan (PLP) all four years at Summit Public Schools. All students will participate in expeditions at Summit Public Schools where they will explore passions, participate in internships, engage in community service projects and develop their habits of success. All students will develop common core aligned cognitive skills throughout their four years at Summit Public Schools. All students will have a mentor who will meet with them regularly to set goals, reflect on progress and develop action plans.
Grades Served	9-12
First Year of Operation	2016-17
Total Student Enrollment	183

Student Demographics

STUDENT GROUPS

Special Education	26%
Limited English	6%
Low Income	72%

GENDER

Male	50%
Female	50%

RACE / ETHNICITY

American Indian / Alaskan Native	2%
Asian	2%
Black / African American	21%
Hispanic / Latino of any race(s)	24%
Native Hawaiian / Other Pacific Islander	6%
Two or More Races	18%
White	27%

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	75%	88%	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)	85%	89%	
Native Hawaiian / Other Pacific Islander	N/A	N/A	
Two or More Races	64%	88%	
White	55%	86%	
Female	74%	93%	
Male	75%	84%	
Special Education	67%	67%	
Limited English	N/A	N/A	
Low Income	71%	87%	

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.

M **Meets Standard:** School performance is equal to or up to 9 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.

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	63%	72%	No Rating Applied	>90%	65%	No Rating Applied	41%	80%	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	63%	72%		>86%	58%		26%	77%		
Hispanic /Latino of any race(s)	67%	69%		>75%	62%		51%	79%		
Native Hawaiian / Oth Pacific Isl	N/A*	N/A		N/A	N/A		N/A	N/A		N/A
Two or More Races	58%	69%		N/A	N/A		52%	79%		
White	63%	73%		>79%	66%		35%	80%		
Female	N/A*	N/A		>89%	73%		N/A*	N/A		
Male	65%	74%		>90%	60%		36%	80%		
Special Education	67%	63%		N/A	N/A		42%	57%		
Limited English	58%	70%		N/A	N/A		60%	70%		
Low Income	61%	67%		>90%	57%		39%	78%		

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: 9th Grade On Track: We maintained strength in this indicator through the pandemic by ensuring all students had the resources they needed to continue learning virtually, and by having our teachers focus in on key skills. Dual Credit: All Summit students take at least one AP course in 11th or 12th grade, meaning all of our students have the opportunity for dual credit. This fact is not represented in the Dual Credit metric because the metric includes 9th and 10th graders.

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	75%	84%	-0.69	No Rating Applied

NOTES: 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: 90-100% of graduating seniors are accepted to selective four year colleges and universities.
- D
Does Not Meet Standard: 70-79% of graduating seniors are accepted to selective four year colleges and universities.
- M
Meets Standard: 80-89% of graduating seniors are accepted to selective four year colleges and universities.
- F
Falls Far Below Standard: Below 70% of graduating seniors are accepted selective to four year colleges and universities.

GOAL	SCHOOL PERFORMANCE	RATING
90% of Summit Olympus’s graduating seniors will gain admission to selective four year colleges and universities.	100% of Summit Olympus 12th grade students applied to college 100% of Summit Olympus’ 12th grade students were accepted to a 4 year college	No Rating Applied

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

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

