



Summit Public Schools: Atlas

2017–2018 ANNUAL ORGANIZATIONAL
PERFORMANCE REPORT

by Washington State Charter School Commission



WASHINGTON STATE
Charter School Commission

STUDENTS • INNOVATION • TRANSPARENCY

SCHOOL OVERVIEW

Summit Public Schools: Atlas



9601 35 th Ave. SW, Seattle, Washington 98126	
School Contact Information	(253) 987-1535
School Website	https://atlas.summitps.org/
District of Residence	Seattle School District
Leadership	Regional Leader: Jill Riemer
School Mission	To prepare a heterogeneous 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 Atlas students are provided a college prep curriculum that meets or exceeds four year college entrance requirements. All Atlas 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 have a mentor who will meet with them regularly to set goals, reflect on progress and develop action plans.
Grades Served	6, 9
First Year of Operation	2017–18
Total Student Enrollment	181 Students <small>*Enrollment is based upon OSPI report card data</small>

Student Demographics

STUDENT GROUPS

Special Education	16%
Limited English	7%
Low Income	53%

GENDER

Male	55%
Female	45%

RACE / ETHNICITY

Asian	3%
Black / African American	31%
Hispanic / Latino of any race(s)	17%
Two or More Races	13%
White	39%

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 Performance 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 Performance 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 Performance Framework derive from state and federal law as well as the operating terms in the charter application. Of the three frameworks, the Organizational Performance Framework is most closely aligned with the charter contract in terms of documenting operational expectations such as (but not limited to), 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. 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 Performance Framework is the place where the school becomes externally accountable for how it operates.

AT A GLANCE

SUMMIT ATLAS

Is Summit Atlas 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.

SUMMIT ATLAS

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 Disability Rights	MEETS
	1d. English Language Learner Rights	MEETS
2. Financial Management & Oversight	2a. Financial Reporting and 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	DOES NOT MEET
4. Students, Parents & Employees	4a. Rights of Students	MEETS
	4b. Recurrent Enrollment <small>* No target set for recurrent enrollment in first two years of operation</small>	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 - Faculty Satisfaction	MEETS
	6b. Mission Specific Non-Academic Goal - Satisfaction	MEETS

METHODOLOGY SUMMIT ATLAS

1. EDUCATION PROGRAM

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING	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 subsequently 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.	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

Following the 2017–18 school year the SAO issued no findings in its [Accountability Audit Report](#) regarding the implementation of mandated programming as a result of state or federal funding or special education enrollment.

The special education and 504 Coordinators articulated the implementation of the special education and 504 programs. 504 teams meet with parents to identify, evaluate and determine necessary student supports and services. The school develops, implements and monitors 504 plans and the 504 Coordinator collaborates with teachers to provide plans in a timely manner. The school conducts Child Find activities to identify students with disabilities eligible for special education. The school offers a full continuum of services in the least restrictive environment to all students with Individualized Education Plans (IEPs). Parent communication is on-going. The school ensures students with disabilities are not improperly excluded from school for disciplinary reasons. Evidence from the first year site visit supports a zero percent suspension rate for students with a 504 plan. Atlas provides instructional supports 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. Summit Atlas 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 Summit Reads, Summit Solves, counseling, and daily mentor office hours as ancillary services. Summit Atlas 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.

Summit Atlas uses the parent home language survey to identify students and families in need of English Language Learner (ELL) support. Qualified adult interpreters are provided to ensure accurate communication with parents of ELLs and to translate vital documents as needed or requested. The school delivers in-service training to instructional staff on how to modify and accommodate the needs of students who are not yet English proficient. All ELL students receive direct academic support through the Summit Reads and Summit Solves programs with individualized modifications and accommodations implemented as needed. Atlas administers the English Language Proficiency Assessment ELPA-21 to determine English proficiency and provides on-going progress monitoring of academic performance matched to student personalized learning plans. The school measures the effectiveness of the ELL program through grade level and team data analysis with modifications made as needed. Data reflect all ELL students at Summit Atlas promote from grade to grade.

SCHOOL RESPONSE

A response was not provided by the school.

DATA SOURCES: *Attachment 4 of Charter Contract, Charter Contract Amendments, board meeting agendas, packets, reports and minutes, Commission Site Visit Report, School Calendar, Statement of Assurances within Charter Contract, Pre-Opening Conditions Submissions (if applicable), OSPI Consolidated Program Review (CPR) (if applicable), SAO Accountability Audit, Washington Integrated System of Monitoring (WISM) (if applicable)*

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

Following the 2017–18 school year, as verified by the Commission through its board meeting observations and the SAO through an [Accountability Audit Report](#) Summit Atlas met financial reporting and compliance requirements.

The school’s independent auditors, Clifton Larson Allen LLP, issued an unmodified [Independent Audit](#), report that identified no material weaknesses, reported no significant deficiencies, and noted no areas of noncompliance material to the financial statements.

SCHOOL RESPONSE

A response was not provided by the school.

DATA SOURCES: *Quarterly Financial Report, 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.	DOES NOT MEET

BOARD OVERVIEW

6
 MEMBERS

4
 required for Quorum

The Summit board meets **six** times per year.

- No fewer than **3**, no more than **9** directors
- Teleconferencing allowed

SCHOOL-SPECIFIC NARRATIVE

Summit’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, law, consulting, and development.

The Executive Director at Summit Atlas reports to the Senior Director of Schools for Washington. The Senior Director of Schools for Washington then reports to Summits Board of Directors. Summit notes that it provides a range of support structures for school leaders that are designed to support leaders in developing their leadership skills and meeting their individual school goals.

A review of meeting minutes and notes demonstrates the board’s clear understanding of and commitment to the school’s mission. Meetings included visiting classrooms, and engaging in discussions with senior staff on the school’s staffing model, student, faculty, and family engagement, curriculum and assessment overview, and enrollment. 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 board regularly met quorum, with the majority of directors consistently in attendance. 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. Members regularly participated in committees, including Academic Excellence, Fund Development, Governance, and Finance, presenting their progress at open board meetings

Following the 2017–18 school year, as verified by the Commission through its board meeting observations

and the SAO through its accountability audit, the board at Summit Atlas met governance requirements.

The school did not maintain compliance with its reporting requirements to the Commission, submitting on time and accurate reports. The school was late on 3 of the 28 submissions required. The Commission received no reports from state or federal entities regarding late or inaccurate compliance submissions.

SCHOOL RESPONSE

The Director of Regional Operations in Washington facilitates a monthly, cross-functional meeting with representatives from finance, special education, HR, and data to ensure that state reporting happens accurately and on time.

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 expressed as a percentage of the total number of students eligible to continue their enrollment at the school. * No target set for recurrent enrollment in first two years of operation	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 first year site visit and desk audit of documentation submitted by Summit Atlas, the Commission monitored compliance with the school's obligation to protect the rights of all students. The Commission did not identify areas of non-compliance.

For the 2017–18 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. Compliance coordinator has received training and will continue professional development with external resources (OSPI). Atlas included a nondiscrimination statement in major school publications widely disseminated to 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 sexual harassment policy and procedure that are consistent with the requirements in state law.

Overall, Summit Atlas has removed barriers to the enrollment and retention of all students. Its application is available on its website and campus and is translated into seven 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, Summit Atlas includes a Student Housing Questionnaire in its enrollment packet.

The school was not evaluated on recurrent enrollment because this was the first year of operation. The recurrent enrollment for the first two years is used as a baseline to set subsequent recurrent enrollment targets.

Following the 2017–18 school year, the 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: *Commission Site Visit Report (if applicable), SAO Accountability Audit, Pre-Opening Conditions Submissions (if applicable), Employee Handbook, OSPI Consolidated Program Review (CPR) (if applicable), Washington Integrated System of Monitoring (WISM) (if applicable)*

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

Following the 2017–18 school year, the SAO issued no findings in its [Accountability Audit Report](#) regarding transportation.

In 2017–18, Summit Atlas’ 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, 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 pre-opening compliance monitoring of health and safety code requirements did not reveal any significant concerns related to these obligations.

In 2017-18, Summit Atlas 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 a safe testing administration. Summit Atlas identified an Assessment Coordinator who has provided 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, United States Department of Agriculture (USDA) Administrative Review (if applicable)*

6. MISSION SPECIFIC NON-ACADEMIC GOALS

MEASURE	THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING	RATING
6.Faculty Satisfaction	70% of Faculty will respond positively (agree or strongly agree) to, “I receive appropriate and sufficient support from my coach.”	MEETS

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.

In 2017–18, Summit Atlas set one goal around faculty satisfaction. The school reported that 81% of faculty responded positively (agreed or strongly agreed) that they received appropriate and sufficient support for their coaches.

SCHOOL RESPONSE

A response was not provided by the school.

DATA SOURCES: *Based on mission specific non-academic goal created in conjunction with the school as a Contract Amendment*



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