



# Summit Public School: Atlas

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

by Washington State Charter School Commission



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

# SCHOOL OVERVIEW

## Summit Public School: Atlas



9601 35th Ave SW, Seattle, WA 98126, USA.	
School Contact Information	206-747-0599
School Website	<a href="https://atlas.summitps.org">https://atlas.summitps.org</a>
Neighborhood Location	Seattle School District
Leadership	Katie Bubalo
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	<p>Every Summit student has a dynamic Personalized Learning Plan and is able to access all of the learning tools and resources they need at any time.</p> <p>Every Summit student has at least one adult mentor and coach, who individually supports them to set goals, make a plan to achieve those goals and develop in their Habits of Success. A mentor also serves as college counselor, coach, family liaison and advocate.</p> <p>All Summit students engage in real-world experiences that allow them to apply their knowledge and explore their passions.</p> <p>All Summit students are provided a college prep curriculum that meets or exceeds four-year college entrance requirements.</p> <p>All teachers are supported to be high-performing with over 30 days of professional development built into the school year.</p>
Grades Served	6-7, 9-10
First Year of Operation	2017–18
Total Student Enrollment	336
Currently Operational	Yes

# Student Demographics

## STUDENT GROUPS

Special Education	19%
Limited English	14%
Low Income	55%

## GENDER

Male	55%
Female	44%

## RACE / ETHNICITY

American Indian / Alaskan Native	1%
Asian	4%
Black / African American	34%
Hispanic / Latino of any race(s)	15%
Native Hawaiian / Other Pacific Islander	0%
Two or More Races	12%
White	34%

## 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 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.



**Tier  
2**

### Summit Public School: Atlas

School is consistently meeting performance expectations.

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	M			30%	30%
		1a.2. Subgroup Framework Score	M			20%	20%
<b>2. Geographic Comparisons</b>	2a.1. Proficiency geographic comparison (ELA/Math/Science)		M	E	N/A	3%	2.5%
	2a.2. Subgroup geographic comparison (ELA/Math/Science)		M	M	N/A	3%	2.5%
	2b.1. All students growth geographic comparison (ELA/Math)		D	E		4.5%	N/A
	2b.2. Subgroup growth geographic comparison (ELA/Math)		D	E		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		M			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		D			N/A	1.25%
	2f.2. Subgroup 9th Graders on Track		M			N/A	1.25%
	2g.1. Dual Credit		F			N/A	2.5%
	2g.2. Subgroup Dual Credit		F			N/A	2.5%
<b>3. Comparison to Schools Serving Similar Students (Regression)</b>	3a. Proficiency comparison to schools serving similar students		D	E	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?

**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.

MEASURE	SCHOOL PERFORMANCE	RATING
1a.1. All Students Framework Score	7.0	Meets

#### 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	6.2	Meets
Hispanic / Latino of any race(s)	6.9	Meets
Native Hawaiian / Other Pacific Islander	N/A	N/A
Two or More Races	7.5	Meets
White	8.8	Exceeds
Special Education	5.2	Not Met
Limited English	N/A	N/A
Low Income	6.5	Meets

*NOTE: Any results not shown suppressed due to OSPI suppression rules.*

**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	58%	49%	Meets	51%	39%	Exceeds	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	41%	37%	Meets	39%	27%	Exceeds	N/A	N/A	N/A
Hispanic / Latino of any race(s)	61%	37%	Exceeds	47%	29%	Exceeds	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	53%	67%	Far Below	53%	57%	Not Met	N/A	N/A	N/A
White	75%	66%	Meets	64%	53%	Exceeds	N/A	N/A	N/A
Female	58%	54%	Meets	53%	38%	Exceeds	N/A	N/A	N/A
Male	58%	45%	Exceeds	50%	40%	Exceeds	N/A	N/A	N/A
Special Education	33%	20%	Exceeds	21%	15%	Meets	N/A	N/A	N/A
Limited English	23%	7%	Exceeds	17%	8%	Meets	N/A	N/A	N/A
Low Income	45%	35%	Exceeds	37%	28%	Meets	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 OSPI suppression rules.

#### 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))

<b>E</b>	<b>Exceeds Standard:</b> School MGP is 5 or more points above the Assigned School Comparison MGP.	<b>D</b>	<b>Does Not Meet Standard:</b> School MGP is up to 4 points below the Assigned School Comparison MGP.
<b>M</b>	<b>Meets Standard:</b> School MGP is equal to or up to 4 percentage points above the Assigned School Comparison MGP.	<b>F</b>	<b>Falls Far Below Standard:</b> School MGP is 5 or more points below the Assigned School Comparison MGP.

GROUP	ELA			MATH		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
All Students	50	51	Not Met	66	57	Exceeds

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

### School response:

In regards to the All Students Growth Assigned School comparison, Summit Atlas did not meet expectations based on the performance framework by 1% in the area of ELA. The performance in math exceeded expectations. The overall performance is directly related to the performance in subgroups. There are a number of interventions that have been made to improve ELA performance as a whole school.

1. ELA teachers receive professional development bi-weekly focusing on implementing effective literacy instruction.
2. ELA teachers attend PLC's (professional learning communities) bi-weekly to collaborative review lesson plans, analyze assessment data, and share best practices.
3. Math, science and history classes regularly require students to perform writing tasks.
4. Students who need additional literacy instruction receive small-group interventions weekly.

# 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	40	49	Far Below	53	51	Meets
Hispanic / Latino of any race(s)	47	50	Not Met	74	53	Exceeds
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	43	48	Far Below	67	61	Exceeds
White	64	56	Exceeds	67	58	Exceeds
Female	41	53	Far Below	63	59	Meets
Male	63	49	Exceeds	67	55	Exceeds
Special Education	53	44	Exceeds	69	51	Exceeds
Limited English	38	48	Far Below	66	50	Exceeds
Low Income	47	49	Not Met	60	54	Exceeds

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

**School response:**

All subgroups met or exceeded expectations in math based on the performance framework; six subgroups did not meet expectations in ELA. Given the many subgroups that underperformed, Summit Atlas is taking a multi-tiered approach.

**Whole School Interventions:**

- ELA teachers receive professional development bi-weekly focusing on implementing effective literacy instruction.
- ELA teachers attend PLC's (professional learning communities) bi-weekly to collaboratively review lesson plans, analyze assessment data, and share best practices.
- Math, science and history classes regularly require students to perform writing tasks.
- All students participate in a mid-year assessment aligned to measure semi-annual growth.
- All teachers are trained in the Sheltered-Instruction model to support EL students.

**Individual Student Interventions:**

- Students and teachers understand ELA academic needs at the beginning of the year based on prior assessment data and/or diagnostic data.
- Based on beginning of year data, students receive tiered interventions in small groups 4 days per week.
- Teachers analyze student level data monthly to assess effectiveness of interventions.

Summit Atlas has also worked with the central office analytics team to create equity goals to ensure all students are achieving at high levels. These goals are monitored throughout the school year.

# 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 OSPI suppression rules.*

**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 OSPI suppression rules.

**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?

<b>E</b>	<b>Exceeds Standard:</b> School performance is 10 or more percentage points above the Assigned School Comparison average.	<b>D</b>	<b>Does Not Meet Standard:</b> School performance is up to 9 percentage points below the Assigned School Comparison average.
<b>M</b>	<b>Meets Standard:</b> School performance is equal to or up to 9 percentage points above the Assigned School Comparison average.	<b>F</b>	<b>Falls Far Below Standard:</b> 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	37%	31%	Meets	81%	79%	Meets	82%	86%	Not Met	<10%	46%	Far Below

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

### School response:

Summit Atlas did not meet expectations for 9th graders on track compared to assigned school comparisons by 4%. Summit Atlas understands the importance of students being on track to graduate as soon as possible and the importance of a strong 9th grade year. Given that the Summit model of instruction relies heavily on self-direction and mastery based grading, it takes some students a little more than a year to truly demonstrate success in the model. Mastery based grading; however, allows students multiple opportunities to accelerate learning and get back on track. To support this work, every 9th grader has a mentor that meets with them weekly to help them set short and long term goals, develop self-directed skills and ensure they are on track.

Summit Atlas supports students and families in making informed decisions about enrolling in dual credit courses or taking AP courses. The ultimate goal to prepare students to be college ready academically and financially. Many students decide to enroll in dual credit courses after their 9th grade or 10th grade year. Summit Atlas will continue to support students in making the best decision for their future in regards to dual credit enrollment.

To support in this area, there is now a full-time director of college readiness available to support students, families and teachers in making informed decisions.

## 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?

<b>E</b>	<b>Exceeds Standard:</b> School subgroup performance is 10 or more percentage points above the Assigned School Comparison average.	<b>D</b>	<b>Does Not Meet Standard:</b> School subgroup performance is up to 9 percentage points below the Assigned School Comparison average.
<b>M</b>	<b>Meets Standard:</b> School subgroup performance is equal to or up to 9 percentage points above the Assigned School Comparison average.	<b>F</b>	<b>Falls Far Below Standard:</b> 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%	88%	N/A*
Black / African American	N/A	N/A	N/A	84%	78%	Meets
Hispanic /Latino of any race(s)	N/A	N/A	N/A	69%	75%	Not Met
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	82%	77%	Meets
White	N/A	N/A	N/A	81%	84%	Not Met
Female	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	78%	83%	Not Met
Special Education	N/A	N/A	N/A	80%	74%	Meets
Limited English	N/A	N/A	N/A	79%	71%	Meets
Low Income	N/A	N/A	N/A	77%	77%	Meets

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

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



**School response:**

Overall general attendance met expectations based on the performance framework. The data highlight small differences between the assigned school comparison and Summit Atlas' subgroup performance. Summit Atlas will continue to ensure every student has a mentor to meet with weekly. Also, the operations team has created more effective systems to contact parents when students are absent. Summit Atlas aims for a 92.5% daily attendance rate for all students. The leadership at Summit Atlas understands the importance of attendance on student outcomes and school culture, and have created tiered plans to improve student attendance in both the 2018/19 and 2019/20 school years. Those plans include, but are not limited to: Making daily personal calls home to every student with an unexcused absence, publicly tracking and recognizing positive attendance, including attendance in home-school communications, sending absence letters, and having family meetings.

# 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?

<b>E</b>	<b>Exceeds Standard:</b> School subgroup performance is 10 or more percentage points above the Assigned School Comparison average.	<b>D</b>	<b>Does Not Meet Standard:</b> School subgroup performance is up to 9 percentage points below the Assigned School Comparison average.
<b>M</b>	<b>Meets Standard:</b> School subgroup performance is equal to or up to 9 percentage points above the Assigned School Comparison average.	<b>F</b>	<b>Falls Far Below Standard:</b> 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	89%	59%	Exceeds	<10%	24%	Far Below
Hispanic /Latino of any race(s)	71%	57%	Exceeds	<13%	43%	Far Below
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	<30%	24%	N/A*
White	75%	88%	Far Below	13%	30%	Far Below
Female	85%	86%	Not Met	N/A	N/A	N/A
Male	N/A	N/A	N/A	<10%	43%	Far Below
Special Education	45%	76%	Far Below	<14%	15%	Not Met**
Limited English	73%	52%	Exceeds	<13%	68%	Far Below
Low Income	82%	57%	Exceeds	<10%	42%	Far Below

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

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

\*\* Due to OSPI suppression, a minimum rating of Not Met can be verified.

### School response:

Summit Atlas aims to have a large number of students to enroll and successfully pass dual credit courses. Summit Atlas supports dual credit enrollment. Similarly, every Summit Atlas student takes a number of Advanced Placement (AP) courses. The goal for both programs is to better prepare students for college academically and financially. A large number of Atlas students have elected to take AP courses, which will earn them college credit, rather than enroll in dual credit courses. Given the new graduation pathways approved by the state, Summit Atlas will continue to allow students to make an informed decision that is best for their future goals. Additionally, Summit Atlas is a growing school, and will not have a senior class until school year 2020-21. The amount of students in specific subgroups are quite small compared to a fully built out campus. This can lead to large fluctuations in data given small changes in student population and performance.

# 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	-0.01	Not Met
Proficiency Rate - Math	0.50	Exceeds
Proficiency Rate - Science	N/A	N/A

*NOTE: Any results not shown suppressed due to OSPI suppression rules.*

### School response:

Summit Atlas continues to perform well in mathematics; however, the campus performed slightly lower in ELA. The Summit Atlas leadership, in partnership with the central academics team, has created plans to improve ELA performance for all students. *(Note: plan from section 2b.2.)*

#### Whole School Interventions:

- ELA teachers receive professional development bi-weekly focusing on implementing effective literacy instruction.
- ELA teachers attend PLC’s (professional learning communities) bi-weekly to collaborative review lesson plans, analyze assessment data, and share best practices.
- Math, science and history classes regularly require students to perform writing tasks.
- All students participate in a mid-year assessment aligned to measure semi-annual growth.
- All teachers are trained in the Shelter-Instruction model to support EL students.
- 

#### Individual Student Interventions:

- Students and teachers understand ELA academic needs at the beginning of the year based on prior assessment data and/or diagnostic data.
- Based on the beginning of year data, students receive tiered and differentiated interventions in small groups 4 days per week.
- Teachers analyze student level data monthly to assess effectiveness of interventions.

### 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
<b>Graduation Rate</b>	N/A	N/A	N/A	N/A

*NOTE: Any results not shown suppressed due to OSPI suppression rules.*

*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. Student Academic Achievement

**E Exceeds Standard:** 95% of student finish the year college ready by scoring a 70% or higher And/or by having more than 60% of student meet the higher bar of college readiness by finishing the year scoring 85% or higher in all classes.

**M Meets Standard:** 90% of students finish the year college ready by scoring at least a 70% or higher in all classes. At least 50% of students exceed basic college readiness by scoring 85% or higher in all classes.

**D Does Not Meet Standard:** Summit does not meet standard if Summit achieves one of the following goals but does not meet standard on the other.

**F Falls Far Below Standard:** Summit students do not meet standard on both goals

GOAL	SCHOOL PERFORMANCE	RATING
90% of students finish the year college ready by scoring at least 70% or higher in all classes. At least 50% of students exceed basic college readiness by scoring 85% or higher in all classes.	97% of students scored 70% or higher in all their courses. 60% of students scored 85% or higher.	Exceeds

**School response:**

A response was not provided by the school.



**MAILING ADDRESS**

P.O. Box 40996, Olympia, WA 98504-0996

**STREET ADDRESS**

1068 Washington Street SE, Olympia, WA 98501

**PHONE**

(360) 725-5511

**EMAIL**

[charterschoolinfo@k12.wa.us](mailto:charterschoolinfo@k12.wa.us)

**[CHARTERSCHOOL.WA.GOV](http://CHARTERSCHOOL.WA.GOV)**

