

# Summit Public Schools: Atlas

2018–2019 ANNUAL ORGANIZATIONAL  
PERFORMANCE REPORT

by Washington State Charter School Commission



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

# SCHOOL OVERVIEW

## Summit Atlas

|  |  |
|--|--|
| 9601 35 <sup>th</sup> Ave SW, Seattle WA 98104 |  |
| School Contact Information                     | (253) 897-1535   |
| School Website                                 | <a href="https://Atlas.summitps.org/">https://Atlas.summitps.org/</a>  |
| District of Residence                          | Seattle Public Schools   |
| Leadership                                     | School Leader: Jill Riemer (2018-19 School Year)   |
| School Mission                                 | Summit Atlas like all Summit schools, is 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"> <li>All students will have a Personalized Learning Plan (PLP) all four years at Summit Public Schools.</li> <li>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.</li> <li>All students will have a mentor who will meet with them regularly to set goals, reflect on progress and develop action plans.</li> </ul> |
| Grades Served                                  | 9-12   |
| First Year of Operation                        | 2017-18  |
| Total Student Enrollment                       | 336 Students   |

## Student Demographics

### STUDENT GROUPS

|                   |            |
|-------------------|------------|
| Special Education | <b>33%</b> |
| Limited English   | <b>23%</b> |
| Low Income        | <b>45%</b> |

### GENDER

|        |            |
|--------|------------|
| Male   | <b>55%</b> |
| Female | <b>45%</b> |

### RACE / ETHNICITY

|  |            |
|--|------------|
| American Indian / Alaskan Native         | <b>1%</b>  |
| Asian                                    | <b>4%</b>  |
| Black / African American                 | <b>34%</b> |
| Hispanic / Latino of any race(s)         | <b>15%</b> |
| Native Hawaiian / Other Pacific Islander | <b>2%</b>  |
| Two or More Races                        | <b>12%</b> |
| White                                    | <b>34%</b> |

## INTRODUCTION

The Organizational Performance Framework is a reporting tool designed to communicate to the charter school and the public the compliance-related standards that all charter schools authorized by the Washington State Charter School Commission (Commission) must meet. The Organizational 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 Framework lays 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 Framework derive from state and federal law as well as the operating terms in the charter application. Of the three frameworks, the Organizational Framework is most closely aligned with the charter contract in terms of documenting operational expectations such as special education, accounting practices, and reporting requirements.

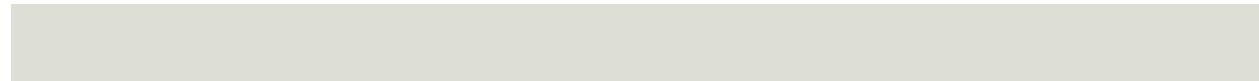
One of the Commission's core responsibilities with respect to charter schools is to protect the public interest, and the Organizational Performance Framework is the primary lever for carrying out this responsibility. The framework enables the Commission to ensure that charter schools are respecting the 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 is held 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 annual oversight activities 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. 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 regulations, 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 Disabilities Rights                            | MEETS         |
|                                       | 1d. English Language Learner Rights                              | MEETS         |
| 2. Financial Management and Oversight | 2a. Financial Reporting & 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                                       | MEETS         |
| 4. Students, Parents & Employees      | 4a. Rights of Students   | MEETS         |
|                                       | 4b. Recurrent Enrollment   | MEETS         |
|                                       | 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. School Specific Non-Academic Goals                           | DOES NOT MEET |

# METHODOLOGY

## 1. EDUCATIONAL PROGRAM

| MEASURE                                    | THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING:  | RATING |
|--|---|--------|
| 1a. Material Terms of the Charter Contract | The material terms of the education program in all material respects and the education program in operation reflects the terms as defined in the charter contract or subsequently approved amendments. This indicator measures the school's adherence to the education program terms and design elements in Attachment 4 of a school's charter contract.) | 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

As verified by the Commission through its Quarterly School Reviews, and board observations, Summit Atlas remained in compliance throughout the year with the implementation of its Education Program Terms.

The State Auditor’s Office (SAO) issued no findings in its [Accountability Audit Report](#) regarding the implementation of mandated programming as a result of state or federal funding. The SAO report noted: “Public School operations complied, in all material respects, with applicable state laws, regulations, and its own policies, and provided adequate controls over the safeguarding of public resources.” Furthermore, the Commission found no violations of laws, rules, regulations, or provisions of the charter contract related to education requirements.

| SCHOOL COMPLIANCE WITH PROTECTING THE RIGHTS OF STUDENTS WITH DISABILITIES                     |   |
|--|---|
| Equitable access and opportunity to enroll   | ✓ |
| Identification, location, and evaluation of students who may be eligible for special education | ✓ |
| Provision of a Free and Appropriate Public Education in the least restrictive environment      | ✓ |
| Provision of procedural safeguards to students with disabilities and their families            | ✓ |
| Identification, location, and evaluation of students who may be eligible for 504 Plans         | ✓ |
| Provision of services and accommodations under Section 504                                     | ✓ |

OSPI released the results of its Washington Integrated Sub-recipient Monitoring (WISM) review. The goal of the review is to promote special education program effectiveness and to ensure each school meets its state supervision and oversight requirements for special education programs under state and federal law. Summit Atlas received a determination of “Meets Requirements,” of the *Individuals with Disabilities Education Act (IDEA)* for Part B.

Summit Atlas conducts meetings with parents and appropriate personnel to determine acceptance of transfer Individualized Education Plans (IEP) and provision of comparable services or the need to revise the IEP based on a review of current data. Summit Atlas uses a Student Support Team (SST) process to refer and evaluate students suspected of having a disability and needing services and accommodations or special education. This process includes appropriate team participation to include the parent. The school ensures that evaluations are sufficient in scope to develop an appropriate Section 504 plans or IEPs. To develop plans, Summit Atlas completes a review of existing data from comprehensive evaluations. As needed, Summit Atlas provides instructional support 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 placements so that students receive the maximum

access to the general education setting with their typical peers. Current placement services include full inclusion, push-in services, and pull-out services, and individual and small group instruction from the special education teachers and related service personnel. Ancillary services include student support counselors and associate teachers to support the academic and behavior needs of students with learning challenges.

Summit Atlas implemented an action plan that 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.

| <b>SCHOOL COMPLIANCE WITH PROTECTING THE ENGLISH LANGUAGE LEARNERS (ELL) STUDENTS</b>                                 |   |
|---|---|
| Removal of barriers to the enrollment and retention of ELL students   | ✓ |
| Communicates with all English learners in a language they can understand  | ✓ |
| Provides English language development services to English language learners (ELL)—national original minority students | ✓ |

During the 2018-19 CPR limited review it was noted that the school was non-compliant with English language learner development services. The school provided an action plan that ensures that all eligible English learners receive English language development instruction delivered and designed by qualified staff that is appropriate for the language proficiency level. Services provided will support the language domains of speaking, listening, reading writing. Services will support the language domains withing the time frame provided by OSPI. OSPI’s CPR final approval letter stated “There are no further items to be addressed. Please continue to work implementing any approved action plans.” While OSPI did find non-compliant items, the Commission has determined that the school meets for indicator 1d due to the responsiveness of the school/board in remediating the areas(s) of non-compliance to the satisfaction of OSPI in a timely manner.

Atlas uses a home language survey in its enrollment packet to determine families who need information in a language other than English. The school provides qualified and competent adult interpreters to communicate with parents of English language learners (ELL) at events and translate vital documents a needed or requested.

Atlas has implemented an action plan that ensures that all potentially eligible students process to identify, assess, and place ELL students in classes that include a home language survey and provisions for testing students on the state language proficiency assessment. The plan demonstrated that all eligible English learners receive English language development instruction delivered and designed by qualified staff that is appropriate for their language proficiency level and that services support the language domains of Speaking, Listening, Reading, and Writing. The school administers the Washington English Language Proficiency Assessment (WELPA) to determine English proficiency and provides on-going progress monitoring of academic performance.



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

**DATA SOURCES:** Attachment Four of the Charter Contract; Charter contract amendment(s); board meeting agendas/minutes/packets; Commission board meeting observations; Commission Site Visit Report; Academic Calendar; Office of Superintendent of Public Instruction (OSPI): *Consolidated Program Review (CPR)* (if applicable), State Auditor’s Office (SAO): *Accountability Audit*, Office of Superintendent of Public Instruction (OSPI): *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

Summit Atlas maintained compliance with its financial reporting and compliance requirements to the Commission, OSPI, and the SAO. All charter schools, authorized by the Commission, have an annual requirement to submit an independent financial audit. These independent financial audits are also reviewed by the SAO.

The school’s independent auditors, [Clifton Larson Allen LLP](#), issued an unmodified 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(s); 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. | MEETS  |

#### SCHOOL-SPECIFIC NARRATIVE

##### BOARD OVERVIEW

- 5 members
- Majority of members required for quorum
- No fewer than 3, but no more than 9 directors allowed

Summit Atlas is governed by a Charter Management Organization (CMO) Summit Public Schools Washington, which oversees multiple schools within the portfolio. The Summit Public Schools Washington Board oversees the following schools: Summit Atlas, Summit Olympus, and Summit Sierra.

The Board maintained compliance with its governance requirements. This was verified by both the Commission through its board meeting observations and review of meeting materials and by the SAO through its [Accountability Audit Report](#)

The Board of Directors demonstrated an understanding of the school’s bylaws and policies and procedures through its consistent compliance with the regulations. Directors/board 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. The directors/board members regularly participated in committees presenting their progress at open board meetings. Committees included governance, finance, development, academic excellence, and school leadership evaluation.

The Board held all meetings in accordance with the Open Public Meetings Act, adhered to the rules and regulations of the Public Records Act, and demonstrated effective and transparent management of conflicts of interest and code of ethics. Summit Public Schools Washington Board is active and provides competent oversight of the school. The Board is comprised of individuals with experience in various areas of relevant fields. A review of meeting minutes and notes demonstrates the Board’s clear understanding of and commitment to the school’s mission. Directors/board members were consistently engaged in full board

meetings, asking clarifying questions to each other, school staff, and other presenters and offering expertise where needed.

The Summit Public Schools Washington Board Leadership Evaluation committee meets annually to set goals for the upcoming year. These goals reflect academic, staffing, student, and family targets. The Board and school leader revisit the goals throughout the year. The Board provides the school leader with an end of the year progress report that includes board, student, and staff feedback. The report consists of qualitative and quantitative research data. If the school is not meeting its goals, the board works with the school leader to determine how to realign resources. Informally, Board committees are tasked with clear goals, which are monitored at each full board meeting. The Board did not note any significant deficiencies.

The school maintained compliance with its reporting requirements to the Commission. The Commission received no reports from state or federal entities regarding late or inaccurate compliance submissions.

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

**DATA SOURCES:** Commission board meeting observations; Annual Compliance Calendar submissions; 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 is expressed as a percentage of the total number of students eligible to continue their enrollment at the school.                              | MEETS  |
| 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-SPECIFIC NARRATIVE

| 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    | ✓ |

During the 2018-19 CPR limited review it was noted the school as non-compliant with Civil Rights in the Nondiscrimination statement, Compliant Procedures and Sexual Harassment procedures. The school provided evidence and/or an action plan around above area within the timeframe provided by OSPI. OSPI's CPR final approval letter stated, "there are not further items to be addressed. Please continue the work implementing any approve action plans/" While OSPI did find non-compliant items, the Commission has determined that the school meets for indicator(s) 4a. and 4d due to the responsiveness of the school/board in remediating the area(s) of non-compliance to the satisfaction of OPSI in a timely manner.

The school adopted discrimination complaint and appeal procedures and sexual harassment policies and procedures that are consistent with the requirements in state law. Summit Atlas has formalized methods of data collection and analysis as well as the ability to implement effective interventions throughout the year regarding discrimination in course assignment, program enrollment and discipline of students across subgroups. The school has a process for auditing instructional materials to evaluate and eliminate bias pertaining to protected classes in all textbooks and instructional materials.

The Summit Atlas had assigned staff members to fulfill its responsibilities under Section 504, Title IX, McKinney-Vento, Foster Care, and state nondiscrimination laws. Each of the coordinators received training regarding their responsibilities. Summit Atlas included a nondiscrimination statement in all major school publications widely disseminated to students, parents, and employees and on the website.

Summit Atlas has removed barriers to the enrollment and retention of all students. Its application is available on its website and campus. 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). Summit Atlas includes a Student Housing Questionnaire in its enrollment packet and a comprehensive Homeless Student Policy in its Family Handbook. The school identified a Foster Care/McKinney-Vento Liaison responsible for enrollment, accommodations, and transportation for eligible students and coordination of services with community agencies and entities.

Recurrent enrollment for the first two years is used as a baseline to set subsequent recurrent enrollment targets. Summit Atlas set a recurrent enrollment target rate of 75% for the 2018-2019 academic year. The Commission determined the rate of 2018-2019 recurrent enrollment was 86% .Thus, earning a 'Meets' standard rating.

The State Auditor's Office (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*; Student Handbook; Employee Handbook; OSPI: *CPR* (if applicable); OSPI: *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

The State Auditor’s Office (SAO) issued no findings in its [Accountability Audit Report](#) regarding transportation.

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, and equipment were all adequate to meet the school’s needs. The school was accessible to all, including people with physical disabilities.

Summit Atlas submitted all required safety plans during the pre-opening process and provided evidence that lockdown and fire drills were conducted.

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 adequate safety and security procedures to ensure a safe testing administration. Summit Atlas has identified an Assessment Coordinator who provides 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*, Commission Annual Compliance Submission(s)

**6. MISSION SPECIFIC NON-ACADEMIC GOALS**

| MEASURE               | THE SCHOOL DEMONSTRATES COMPLIANCE WITH THE FOLLOWING  | RATING        |
|-----------------------|--|---------------|
| 6a. Other Obligations | Mission Specific Non-Academic goal(s)<br>85% of students respond neutrally or positively to the question “There is an adult at schools that I trust” on the spring survey. | DOES NOT MEET |

**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.

Summit Atlas developed Mission Specific Non-Academic goals that were approved by the Commission. The non-academic goal was, “85% of students respond neutrally or positively to the question ‘There is an adult at schools that I trust’ on the spring survey.” The school reported 82% of students responded neutrally or positively to the question with a 100% response rate, thus the school earned a “Does not Meet” standard rating.

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

**DATA SOURCES:** Mission Specific Non-Academic Goal





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