



Summit Public School: Olympus

2016 - 2017 ANNUAL STUDENT ACADEMIC PERFORMANCE REPORT

by Washington State Charter School Commission

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.

SCHOOL OVERVIEW

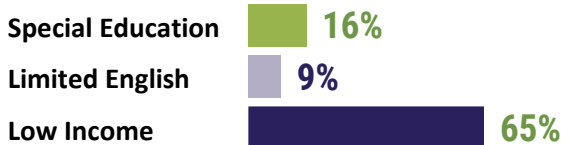


Summit Public School: Olympus

409 Puyallup Ave, Tacoma, WA 98421	
School Contact Information	(253) 444-9781
School Website	http://summitps.org/schools/washington/summit-olympus
Neighborhood Location	Tacoma Public Schools
Leadership	Regional Leader: Jill Riemer
School Mission	The mission of Summit Public School: Olympus ("Summit Olympus" or "Olympus"), 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.
Grades Served	9-10
First Year of Operation	2016 / 2017
Total Student Enrollment	134 Students

Student Demographics

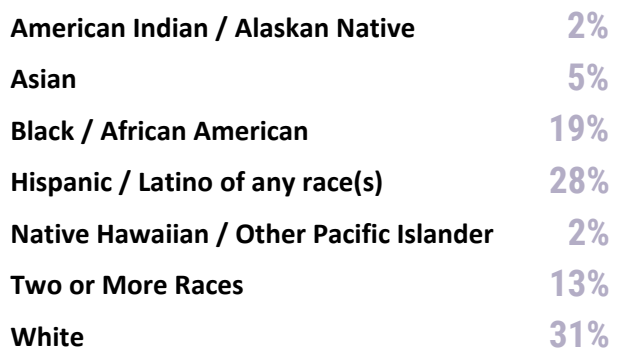
STUDENT GROUPS



GENDER

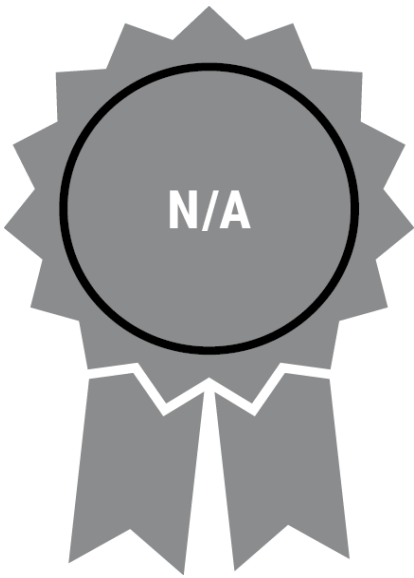


RACE / ETHNICITY



AT A GLANCE

SUMMIT PUBLIC SCHOOL: OLYMPUS



Is Summit Public School: Olympus academic program a success?

The Commission reviews a charter school's performance annually and at the time of renewal. The results are used by the Commission to make decisions pertaining to renewal, revocation, and corrective action plans. In schools that meet or exceed expectations, student learning—the central purpose of every school—is taking place and the Commission can consider the academic program to be effective.

In 2016 - 2017, Summit Public School: Olympus was in their first year of operation. Washington School Improvement Framework scores are not assigned until schools have two years of data.

**EXCEEDS
Standard**

The school is exceeding expectations and showing exemplary performance. This rating only applies to academic performance.

**MEETS
Standard**

The school is performing well and meeting expectations for performance.

**DOES NOT MEET
Standard**

The school has failed to meet minimum expectations for performance.

**FALLS FAR BELOW
Standard**

The school falls far below the stated expectations and/or significant concern(s) are noted. The failures are material and significant to the viability to the school.

ACADEMIC PERFORMANCE

The Academic Performance Framework (APF) includes measures that allow the Commission to evaluate charter school academic performance.

This section answers the evaluative question: IS THE ACADEMIC PROGRAM A SUCCESS?

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 district in which the school is located?

3. COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS answering the question:

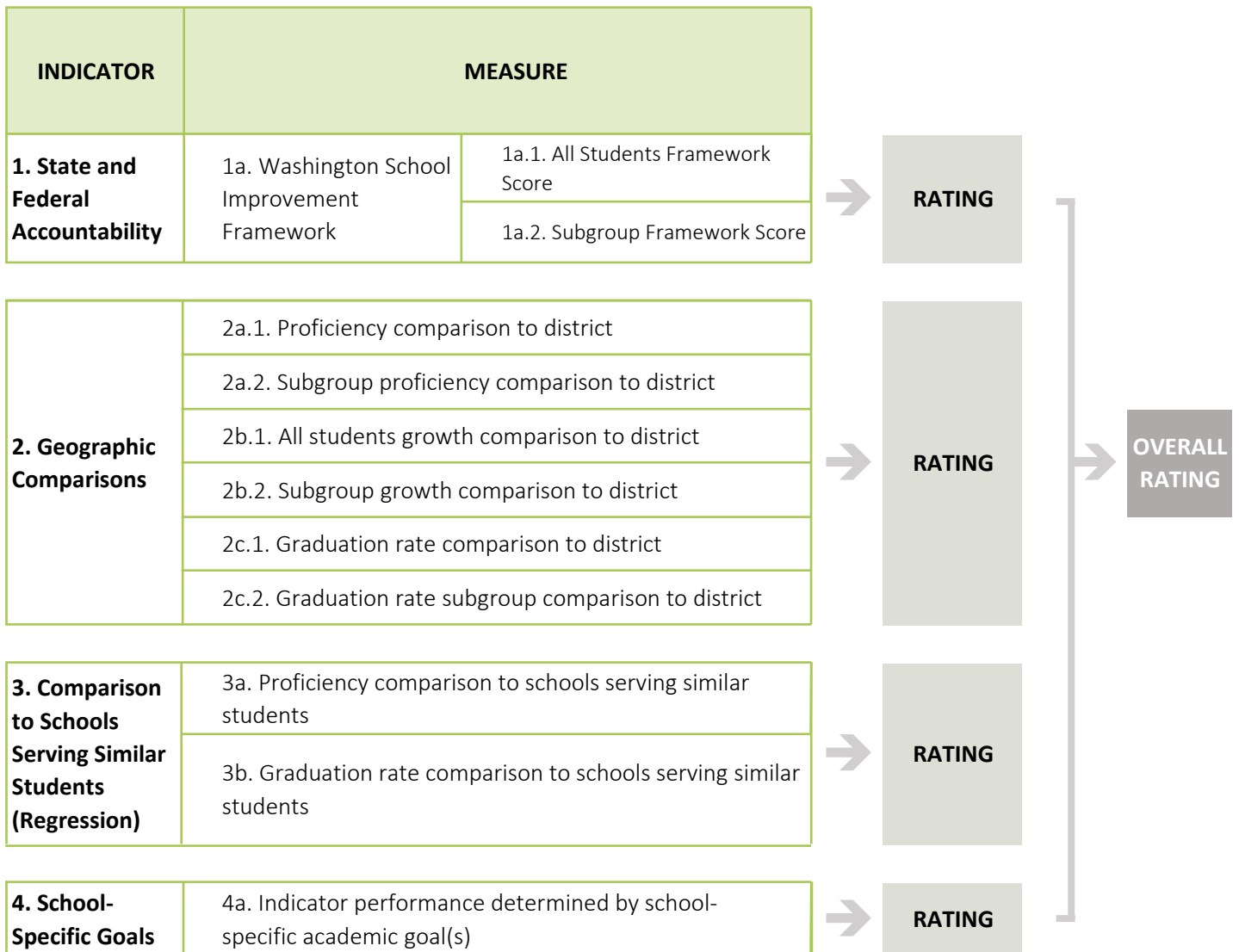
How are charter school students performing compared to schools serving similar students?

4. SCHOOL-SPECIFIC ACADEMIC GOALS answering the question:

Did the school meet its school specific academic goals?

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.



A charter school receives one of four ratings: “Exceeds Standard”, “Meets Standard”, “Does Not Meet Standard”, or “Falls Far Below Standard”.

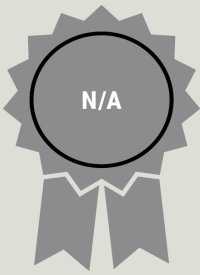
Tier	Rating	Performance
1	EXCEEDS Standard	School is exceeding performance expectations and is on par with the highest-performing schools in the state.
2	MEETS Standard	School is consistently meeting performance expectations.
3	DOES NOT MEET Standard	School shows weakness in one or more academic areas Possible intervention.
4	FALLS FAR BELOW	School is consistently failing to meet academic performance expectations. Likely intervention; possible revocation

E Exceeds Standards

M Meets Standards

D Does Not Meet Standard

F Falls Far Below Standard



Summit Public School: Olympus

N/A - The school did not receive Washington School Improvement Framework scores this year and is not assigned an overall rating in the WSCSC Academic Performance Framework. The Commission has suspended overall tiers for the 2016-17 school year.

INDICATOR		MEASURE	School Rating		
1. State Accountability	1a. WA School Improvement Framework	1a.1. All Students Framework Score	N/A	→	N/A
		1a.2. Subgroup Framework Score	N/A		
2. Geographic Comparisons	2a.1. Proficiency comparison to district		N/A	→	N/A
	2a.2. Subgroup proficiency comparison to district		N/A		
	2b.1. All students growth comparison to district		N/A		
	2b.2. Subgroup growth comparison to district		N/A		
	2c.1. Graduation rate comparison to district		N/A		
	2c.2. Graduation rate subgroup comparison to district		N/A		
3. Comparison to Schools Serving Similar Students (Regression)	3a. Proficiency comparison to schools serving similar students		N/A	→	N/A
	3b. Graduation rate comparison to schools serving similar students		N/A		
4. School-Specific Goals	4a. Student academic achievement		E	→	N/A

E Exceeds Standards

M Meets Standards

D Does Not Meet Standard

F Falls Far Below Standard

METHODOLOGY

SUMMIT PUBLIC SCHOOL: OLYMPUS

STATE & FEDERAL ACCOUNTABILITY

Washington School Improvement Framework

MEASURE	SCHOOL PERFORMANCE	MEETS STANDARD?	NOTES
1a.1. All Students Framework Score	N/A	N/A	N/A
1a.2. Subgroup Framework Score	N/A	N/A	N/A

STATE ACCOUNTABILITY SYSTEM

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.

1a.1. State Accountability: All Student WA School Improvement Framework Score

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

E

Exceeds Standard: Charter school receives an all student 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.

1a.2. State Accountability: 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 a subgroup Framework Score of 4 or 5.

M **Meets Standard:** Charter school receives a subgroup Framework Score of 6 or 7.

F **Falls Far Below Standard:** Charter school receives a subgroup Framework Score of 1, 2, or 3.



GEOGRAPHIC COMPARISON:

How does charter school performance compare to the district of residence?

DISTRICT: TACOMA PUBLIC SCHOOLS

PROFICIENCY RATE

2a.1. Proficiency Comparison to District

GROUP	ELA			MATH			SCIENCE			NOTES
	School	Dist.	Meets Standard?	School	Dist.	Meets Standard?	School	Dist.	Meets Standard?	
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District proficiency rates include only grades served by the charter school.

2a.1. Proficiency Comparison to District

How are charter school students performing on state assessments compared to the district in which the school is located?



Exceeds Standard: School proficiency rate is 10 or more percentage points above the district average for schools serving the same grades.



Does Not Meet Standard: School proficiency rate is up to 9 percentage points below the district average for schools serving the same grades.



Meets Standard: School proficiency rate is equal to or up to 9 percentage points above the district average for schools serving the same grades.



Falls Far Below Standard: School proficiency rate is 10 or more percentage points below the district average for schools serving the same grades.

PROFICIENCY RATE

2a.2. Proficiency Comparison to District

GROUP	ELA			MATH			SCIENCE			NOTES
	School	Dist.	Meets Standard?	School	Dist.	Meets Standard?	School	Dist.	Meets Standard?	
American Indian / Alaskan Native	N/A	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	N/A
Black / African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic / Latino of any race(s)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Any grades not shown suppressed due to n-sizes.

District proficiency rates include only grades served by the charter school.

2a.2. Proficiency Comparison to District

How are charter school students in subgroups performing on state assessments compared to the district in which the charter is located?

E **Exceeds Standard:** School subgroup proficiency rate is 10 or more percentage points above the district average for schools serving the same grades.

D **Does Not Meet Standard:** School subgroup proficiency rate is up to or equal to 9 percentage points below the district average for schools serving the same grades.

M **Meets Standard:** School subgroup proficiency rate is equal to or is up to or equal to 9 points above the district average for schools serving the same grades.

F **Falls Far Below Standard:** School subgroup proficiency rate is 10 or more percentage points below the district average for schools serving the same grades.

MEDIAN GROWTH PERCENTILE

2b.1. All Students Growth Comparison to District

GROUP	ELA			MATH			SCIENCE			NOTES
	School	Dist.	Meets Standard?	School	Dist.	Meets Standard?	School	Dist.	Meets Standard?	
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District Growth includes only grades served by the charter school.

2b.1. Student Growth - All Students - Comparison to the District

Are charter school students meeting growth expectations compared to the district in which the school is located? (based on subgroup median growth percentiles (MGPs))

E **Exceeds Standard:** School MGP is 5 or more points above the district median.

D **Does Not Meet Standard:** School MGP is up to 4 points below the district median.

M **Meets Standard:** School MGP is equal to or up to 4 points above the district median.

F **Falls Far Below Standard:** School MGP is 5 or more points below the district median.

MEDIAN GROWTH PERCENTILE

2b.2. Subgroup Growth Comparison to District

GROUP	ELA			MATH			SCIENCE			NOTES
	School	Dist.	Meets Standard?	School	Dist.	Meets Standard?	School	Dist.	Meets Standard?	
American Indian / Alaskan Native	N/A	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	N/A
Black / African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic / Latino of any race(s)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Any grades not shown suppressed due to n-sizes.

District Proficiency includes only grades served by the charter school.

2b.2. Student Growth - Subgroups - Comparison to District in Which the School is Located

Are charter school student subgroups meeting growth expectations compared to the student subgroups in the district in which the charter is located? (Based on subgroup median growth percentiles (MGPs))

E **Exceeds Standard:** School subgroup MGP is 5 or more points above the district median.

D **Does Not Meet Standard:** School subgroup MGP is up to or equal to 4 points below the district median.

M **Meets Standard:** School subgroup MGP is equal to or up to 4 points above the district median.

F **Falls Far Below Standard:** School subgroup MGP is 5 or more points below the district median.

GRADUATION RATE

2c.1. Graduation Rate Comparison to District

GROUP	SCHOOL PERFORMANCE	DISTRICT PERFORMANCE	MEETS STANDARD?	NOTES
All Students	N/A	N/A	N/A	N/A

2c.1. Graduation Rate - All Students - Comparison to District

How are charter school student graduation rates compared to the district in which the charter is located?

E

Exceeds Standard: Charter school graduation rate is 10 or more percentage points above the district average.

D

Does Not Meet Standard: Charter school graduation rate is up to 9 percentage points below the district average.

M

Meets Standard: Charter school graduation rate is equal to or up to 9 percentage points above the district average.

F

Falls Far Below Standard: Charter school graduation rate is 10 or more percentage points below the district average.

GRADUATION RATE

2c.2. Graduation Rate Subgroup Comparison to District

GROUP	SCHOOL PERFORMANCE	DISTRICT PERFORMANCE	MEETS STANDARD?	NOTES
American Indian / Alaskan Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black / African American	N/A	N/A	N/A	N/A
Hispanic / Latino of any race(s)	N/A	N/A	N/A	N/A
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A
Limited English	N/A	N/A	N/A	N/A
Low Income	N/A	N/A	N/A	N/A

2c.2. Graduation Rate - Subgroup - Comparison to District

How do charter school student subgroup graduation rates compared to the district graduation rates in which the charter is located?

E **Exceeds Standard:** Charter school subgroup graduation rate is 10 or more percentage points above the district average.

D **Does Not Meet Standard:** Charter school subgroup graduation rate is up to 9 percentage points below the district average.

M **Meets Standard:** Charter school subgroup graduation rate equals or is up to 9 percentage points above the district average.

F **Falls Far Below Standard:** Charter school subgroup graduation rate is 10 or more percentage points below the district average.

COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS

3a. Proficiency Comparison to Schools Serving Similar Students

GROUP	EFFECT SIZE	MEETS STANDARD?	NOTES
Proficiency Rate - ELA	N/A	N/A	N/A
Proficiency Rate - Math	N/A	N/A	N/A
Proficiency Rate - Science	N/A	N/A	N/A

District Proficiency includes only grades served by the charter school.

3a. Proficiency Comparison to Schools Serving Similar Students

How are charter school students performing on state assessments compared to schools serving similar students?

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)

3b. Graduation Rate Comparison to Schools Serving Similar Students

	ACTUAL VALUE	PREDICTED VALUE	EFFECT SIZE	MEETS STANDARD?	NOTES
Graduation Rate	N/A	N/A	N/A	N/A	N/A

3b. Graduation Rate - Comparison to Schools Serving Similar Students

How did the charter school graduation rate compare to schools serving similar students statewide?

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)

For information on rationale for effect size thresholds, see *Statistical Power Analysis for the Behavioral Sciences*, Cohen (1988).

SCHOOL-SPECIFIC GOALS

4a.1. Student academic achievement

GOAL	SCHOOL PERFORMANCE	MEETS STANDARD?	NOTES
At least 70% of students are on track for Common Core cognitive skills.	84%	Exceeds	N/A

E **Exceeds Standard:**
75% of students will meet their personal growth target according to their Personalized Learning Plan

D **Does Not Meet Standard:**
Between 60% - 65% of students will meet their personal growth target according to their Personalized Learning Plan

M **Meets Standard:**
70% of students will meet their personal growth target according to their Personalized Learning Plan

F **Falls Far Below Standard:**
Less than 60% of students will meet their personal growth target according to their Personalized Learning Plan.

ADDITIONAL INDICATORS

Starting in 2017-18, charter school performance on four additional indicators will be compared to the resident district:

- English Learner Progress
 - Percentage of students who are making enough progress to transition out of the program within at most six years.
- Regular Attendance
 - Percentage of students attending 90% or more school days.
- 9th Graders on Track
 - Percentage of first time 9th graders who earned all credits attempted.
 - Applies to all schools serving 9th grade students.
- Dual Credit
 - Percentage of students in grades 9-12 who completed a dual credit course or program (AP, College in HS, Cambridge, IB, Running Start, or Tech Prep).
 - Applies to all schools serving 9th grade students.

2d.1. English Learner Progress Comparison to District

2e.1. Regular Attendance Comparison to District

2f.1. 9th Graders on Track Comparison to District

2g.1. Dual Credit Comparison to District

Group	English Learner Progress			Regular Attendance			9th Graders on Track			Dual Credit		
	School	District*	Meets Standard?	School	District*	Meets Standard?	School	District*	Meets Standard?	School	District*	Meets Standard?
All Students	N/A	N/A	N/A	63%	75%	Falls Far Below	100%	62%	Exceeds	0%	76%	Falls Far Below

District results are presented only if corresponding charter results are available.

*District values are estimated; final results pending.

How are charter school students performing compared to the district in which the charter is located?

E **Exceeds Standard:** School performance is 10 or more percentage points above the district average.

D **Does Not Meet Standard:** School performance is up to 9 percentage points below the district average.

M **Meets Standard:** School performance is equal to or up to 9 percentage points above the district average.

F **Falls Far Below Standard:** School performance is 10 or more percentage points below the district average.

ADDITIONAL INDICATORS

2d.2 English Learner Progress Subgroup Comparison to District

2e.2 Regular Attendance Subgroup Comparison to District

2f.2 9th Graders on Track Subgroup Comparison to District

2g.2 Dual Credit Subgroup Comparison to District

Group	English Learner Progress			Regular Attendance			9th Graders on Track			Dual Credit		
	School	District*	Meets Standard?	School	District*	Meets Standard?	School	District*	Meets Standard?	School	District*	Meets Standard?
American Indian/Alaskan Native	N/A	N/A	N/A	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	N/A	N/A	N/A
Black / African American	N/A	N/A	N/A	72%	70%	Meets	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic / Latino of any race(s)	N/A	N/A	N/A	59%	73%	Falls Far Below	N/A	N/A	N/A	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	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	63%	76%	Falls Far Below	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	N/A	N/A	N/A	62%	70%	Does Not Meet	N/A	N/A	N/A	N/A	N/A	N/A

Any subgroup not shown suppressed due to n-sizes. District results are presented only if corresponding charter results are available.

*District values are estimated; final results pending.

How are charter school students in subgroups performing compared to the district in which the charter is located?

E **Exceeds Standard:** School subgroup performance is 10 or more percentage points above the district average.

D **Does Not Meet Standard:** School subgroup performance is up to 9 percentage points below the district average.

M **Meets Standard:** School subgroup performance is equal to or up to 9 percentage points above the district average.

F **Falls Far Below Standard:** School subgroup performance is 10 or more percentage points below the district average.



WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

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

CHARTERSCHOOL.WA.GOV

