Summit Public School: Olympus

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: Olympus

409 Puyallup Ave, Tacoma, WA 98421, USA.	
School Contact Information	253-444-9781
School Website	https://olympus.summitps.org
Neighborhood Location Leadership	Tacoma School District 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.
Education Program Terms & Design Elements	All students will have Personalized Learning Plan (PLP) all four years at Summit Public Schools. All students will participate in expeditions at Summit Public Schools where they will explore passions, participate in internships, engage in community service projects and develop their habits of success. All students will develop common core aligned cognitive skills throughout their four years at Summit Public Schools. All students will have a mentor who will meet with them regularly to set goals, reflect on progress and develop action plans.
Grades Served	9-12
First Year of Operation	2016–17
Total Student Enrollment	194
Currently Operational	Yes

Student Demographics

STUDENT GROUPS	
Special Education	23%
Limited English	8%
Low Income	69%

GENDER	
Male	54%
Female	46%

RACE / ETHNICITY	
American Indian / Alaskan Native	2%
Asian	2%
Black / African American	23%
Hispanic / Latino of any race(s)	32%
Native Hawaiian / Other Pacific Islander	2%
Two or More Races	16%
White	24%

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.

Summit Public School: Olympus

School shows weakness in one or more academic areas. Possible intervention.

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)	
1. State Accountability	1a. WA School Improvement Framework	1a.1. All Students Framework Score	D			30%	30%
		1a.2. Subgroup Framework Score	D			20%	20%
2. Geographic Comparisons	2a.1. Proficiency geographic comparison (ELA/Math/Science)		E	E	M	3%	2.5%
	2a.2. Subgroup geographic comparison (ELA/Math/Science)		E	E	M	3%	2.5%
	2b.1. All students growth geographic comparison (ELA/Math)		N/A	N/A		4.5%	N/A
	2b.2. Subgroup growth geographic comparison (ELA/Math)		N/A	N/A		4.5%	N/A
	2c.1. Graduation rate geographic comparison		D			N/A	1.25%
	2c.2. Graduation rate subgroup geographic comparison		F			N/A	1.25%
	2d.1. EL Progress		E			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		E			N/A	1.25%
	2f.2. Subgroup 9th Graders on Track		E			N/A	1.25%
	2g.1. Dual Credit		F			N/A	2.5%
	2g.2. Subgroup Dual Credit		F			N/A	2.5%
3. Comparison to Schools Serving Similar Students (Regression)	3a. Proficiency comparison to schools serving similar students		E	E	M	15%	7.5%
	3b. Graduation rate comparison to schools serving similar students		F			N/A	7.5%
4. School-Specific Goals	4a.1. School-Specific Goals		M			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	5.2	Not Met

NOTE:

School response:

Summit Olympus achieved a not met in the All Students framework score. Summit Olympus continues to focus on performance growth for all students; however, the campus made double digit gains on the math and ELA SBAC from 2017/18 year to the 2018/19 year. Many of the interventions that support the double digit gains are continuing at Summit Olympus. Math performance grew from 20% to 42% and ELA performance grew from 57% -74%. There is still much growth to be made on the SBAC as well as other areas such as dual credit and graduation, but for a small school that is relatively new in years, there is clear growth being made.

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	N/A	N/A
Hispanic / Latino of any race(s)	N/A	N/A
Native Hawaiian / Other Pacific Islander	N/A	N/A
Two or More Races	N/A	N/A
White	N/A	N/A
Special Education	N/A	N/A
Limited English	N/A	N/A
Low Income	4.3	Not Met

NOTE: Any results not shown suppressed due to n-sizes.

School response:

In regards to students from low income households (FRL), Summit Olympus did not meet standard on performance expectations based on the accountability system; however, not all subgroups had enough students to report. Given the performance of the students in the unreported data, it is clear that Summit Olympus performed at or better in all other subgroups on the math and reading SBAC.

To improve the performance for students from low income households and continue to show growth in other subgroups, the campus has implemented a curriculum better aligned to common core standards, teachers attend professional development bi-weekly dedicated to improving content-specific instructional practices, and there is a structured 45 minute math intervention block that occurs 4-days per week during the school day to support struggling students. Tangential to instruction, but extremely connected, Summit Olympus is dedicated to providing students and families with a diverse teaching and leadership faculty. To that end, recruitment and talent have supported the Summit Olympus in building a diverse faculty. Although this does not directly impact curriculum, research says that students perform better academically and feel more emotionally attached when they see educators from similar backgrounds.

Summit Olympus 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.

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.

M — **Meets Standard:** School proficiency rate is equal to or up to 9 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.

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	74%	56%	Exceeds	42%	29%	Exceeds	36%	32%	Meets

NOTES: Middle grade students in Washington take the End of Year science assessment in 5th and 8th 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.

M — **Meets Standard:** School proficiency rate is equal to or up to 9 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.

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	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	29%	25%	Meets
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	N/A	N/A	N/A	N/A	N/A	N/A	46%	32%	Exceeds
White	86%	61%	Exceeds	57%	36%	Exceeds	N/A	N/A	N/A
Female	77%	61%	Exceeds	41%	29%	Exceeds	39%	32%	Meets
Male	71%	50%	Exceeds	43%	28%	Exceeds	33%	32%	Meets
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	14%	9%	Meets
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	65%	48%	Exceeds	35%	20%	Exceeds	28%	25%	Meets

NOTES: Middle grade students in Washington take the End of Year science assessment in 5th and 8th grade. ASC proficiency rates includes only grades served by the charter school. N/A indicates suppression due to n-size.

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))

E **Exceeds Standard:** School MGP is 5 or more points above the Assigned School Comparison MGP.

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

M **Meets Standard:** School MGP is equal to or up to 4 percentage points above the Assigned School Comparison MGP.

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

GROUP	ELA			MATH		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
All Students	N/A	N/A	N/A	N/A	N/A	N/A

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

School response:

A response was not provided by the school.

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	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
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	N/A	N/A	N/A
White	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
Male	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
Limited English	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

NOTE: Growth results are reported for grades 4 through 8. Any results not shown suppressed due to n-sizes. ASC results are presented only if corresponding charter results are available.

School response:

A response was not provided by the school.

GRADUATION RATE

2c.1. Graduation Rate Assigned School Comparison (ASC)

How are charter school student high school cohort graduation rates compared to the traditional public schools that students would otherwise attend if they did not attend the charter school?

E **Exceeds Standard:** Charter school graduation rate is 10 or more percentage points above the Assigned School Comparison average.

M **Meets Standard:** Charter schoolgraduation rate is equal to or up to 9 percentage points above the Assigned School Comparison average.

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

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

GROUP	SCHOOL PERFORMANCE	ASC PERFORMANCE	MEETS STANDARD?
All Students	75%	84%	Not Met

NOTES: *Any results not shown suppressed due to n-sizes.*

School response:

Summit Olympus strives for 100% of students to graduate high school and earn acceptance to a college or university. Despite having a 100% college acceptance rate in Olypmus's first graduating class, ensuring all students graduate high school based on the performance framework is an area of growth. Much of the gap comes from an increased need to support transfer students who enroll with credit deficits. A number of interventions have been put in place to support students.

1. There is full-time director of college readiness supporting students and families.
2. Every student and family has at least 2 individualized conferences to ensure students are on track.
3. Summit Olympus has invested heavily in preparing teachers and curriculum to align to the graduation pathways framework, specifically in the AP pathway.

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.

M — **Meets Standard:** Charter school subgroup graduation rate equals or is up to 9 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.

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	76%	88%	Far Below
Hispanic / Latino of any race(s)	72%	83%	Far Below
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
White	81%	84%	Not Met
Female	79%	87%	Not Met
Male	72%	82%	Far Below
Special Education	N/A	N/A	N/A
Limited English	N/A	N/A	N/A
Low Income	72%	83%	Far Below

NOTES: Any results not shown suppressed due to n-sizes.

School response:

Summit Olympus strives for 100% of students to graduate high school and earn acceptance to a college or university. Based on the performance framework, graduation rates for white students, and latinx students, African American and students from low income households are below the meets threshold. To address these gaps, over the past year a director of college readiness leads the work in supporting students in being on track to graduate. Also, every student and family has 2 individualized conferences per year with a mentor to review academic, personal and future goals and progress being made on those goals.

Some of our transfer students enter into Summit Olympus missing a larger number of credits. Through an individual development plan, there are a small number of students who have committed to graduate in 5 years to become college ready.

ADDITIONAL INDICATORS

2d.1. English Learner Progress Assigned School Comparison (ASC)
2e.1. Regular Attendance Assigned School Comparison (ASC)
2f.1. 9th 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?

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

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

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

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

GROUP	ENGLISH LEARNER PROGRESS			REGULAR ATTENDANCE			9TH GRADERS ON TRACK			DUAL CREDIT		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
All Students	46%	36%	Exceeds	57%	55%	Meets	90%	43%	Exceeds	61%	80%	Far Below

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

School response:
A response was not provided by the school.

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?

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

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

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

F — **Falls Far Below Standard:** 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	N/A	N/A	N/A
Black / African American	N/A	N/A	N/A	46%	53%	Not Met
Hispanic /Latino of any race(s)	N/A	N/A	N/A	65%	52%	Exceeds
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	52%	50%	Meets
White	N/A	N/A	N/A	60%	57%	Meets
Female	N/A	N/A	N/A	52%	54%	Not Met
Male	N/A	N/A	N/A	60%	57%	Meets
Special Education	N/A	N/A	N/A	60%	46%	Exceeds
Limited English	N/A	N/A	N/A	64%	56%	Meets
Low Income	N/A	N/A	N/A	53%	51%	Meets

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

School response:

A response was not provided by the school.

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?

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

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

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

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

GROUP	9TH 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	N/A	N/A	N/A	69%	78%	Not Met
Hispanic /Latino of any race(s)	>77%	45%	Exceeds	66%	79%	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	63%	80%	Far Below
White	N/A	N/A	N/A	48%	83%	Far Below
Female	>75%	48%	Exceeds	64%	81%	Far Below
Male	>83%	38%	Exceeds	59%	79%	Far Below
Special Education	70%	42%	Exceeds	49%	62%	Far Below
Limited English	N/A	N/A	N/A	79%	71%	Meets
Low Income	>87%	39%	Exceeds	56%	79%	Far Below

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

School response:

Summit Olympus supports a large number of students to enroll and successfully pass dual credit courses. Similarly, every student takes a number of AP courses as well. The goal for both programs is to better prepare students for college academically and financially. The gap in the number of white students and EL students taking dual credit courses as compared to ASC's is due to a large number of students taking AP courses. Given the new graduation pathways approved by the state, Summit Olympus will continue to allow students to make an informed decision that is best for their future goals. Summit Olympus supports dual credit enrollment. Additionally, Summit Olympus is a growing school in a new sector. 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 proficiciency rate falls far below expected performance (effect size -.30 or less).

GROUP	EFFECT SIZE	RATING
Proficiency Rate - ELA	1.19	Exceeds
Proficiency Rate - Math	1.09	Exceeds
Proficiency Rate - Science	0.24	Meets

NOTE: *Any results not shown suppressed due to n-sizes.*

School response:

A response was not provided by the school.

3b. Graduation Rate Comparison to Schools Serving Similar Students

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

Regression analysis is used to compare each school's actual performance to its predicted performance, based on the enrollment of students eligible for free and reduced-price lunch (FRL) and students with disabilities (SWD). For more information, please refer to the Commission Academic Performance Framework Methodology .

E **Exceeds Standard:** Charter school graduation rate exceeds expected performance (effect size .30 or greater).

D **Does Not Meet Standard:** Charter school graduation rate is lower than expected performance (effect size -0.01 to -.29).

M **Meets Standard:** Charter school graduation rate meets or slightly exceeds expected performance (effect size 0 to .29).

F **Falls Far Below Standard:** Charter school graduation rate falls far below expected performance (effect size -.30 or less).

	ACTUAL VALUE	PREDICTED VALUE	EFFECT SIZE	RATING
Graduation Rate	75%	86%	-0.74	Far Below

NOTE: Any results not shown suppressed due to n-sizes.

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

School response:

100% of all Summit Olympus graduates were accepted to a college or university. Summit Olympus strives for a 100% graduation rate each year and we are committed to making adjustments to close the gap. To address this gap, over the past year a director of college readiness is now leading the work in supporting students in being on track to graduate. Also, every student and family has 2 individualized conferences per year with a mentor to review academic, personal and future goals and progress being made on those goals.

Some of our transfer students enter into Summit Olympus missing a large number of credits. Through an individual development plan, there are a small number of students who have committed to graduate in 5 years to become college ready.

Summit Olympus has also made a commitment to implement the new graduation pathways well with an emphasis on the AP pathway towards graduation for all students.

SCHOOL-SPECIFIC GOALS

4a.1.

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.	94% of students scored 70% or higher in all their courses. 76% of students scored 81% or higher.	Meets

NOTE:

School response:

WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

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