



Willow Public School

2018-2019 ANNUAL STUDENT ACADEMIC PERFORMANCE REPORT

by Washington State Charter School Commission



WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

SCHOOL OVERVIEW



Willow Public School

412 W Poplar Street, Walla Walla, WA 99362, USA.

School Contact Information	509-593-5700
School Website	https://www.willowps.org/
Neighborhood Location	Walla Walla School District
Leadership	Superintendent: Brenda McDonald
School Mission	The mission of the School is as follows: Prepare our diverse middle school population to excel in high school, college, and careers—and inspire students to improve their community and the world.
Education Program Terms & Design Elements	Project-based learning: teachers will use project-based teaching methods to create meaningful and engaging projects for students. Personalization: each student will have a Personalized Education Plan developed between the advisor teacher, the student, and the family, to meet the specific goals and needs of each student. Restorative discipline and trauma-informed teaching: using restorative discipline model, students at Willow Public School will be suspended and expelled at rates lower than the average in the two middle schools in the Walla Walla district. Extended school day for students: students will be in school from 40 minutes longer daily than the two middle schools in the Walla Walla District. Extended school year for students: students will be in session for 190 days (10 days longer than Walla Walla Public Schools).
Grades Served	6-8
First Year of Operation	2018-19
Total Student Enrollment	114
Currently Operational	Yes

Student Demographics

STUDENT GROUPS

Special Education	15%
Limited English	15%
Low Income	50%

GENDER

Male	46%
Female	54%

RACE / ETHNICITY

American Indian / Alaskan Native	0%
Asian	1%
Black / African American	0%
Hispanic / Latino of any race(s)	44%
Native Hawaiian / Other Pacific Islander	0%
Two or More Races	3%
White	53%

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 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.



Willow Public School

Not rated due to insufficient data.

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	N/A			30%	30%
		1a.2. Subgroup Framework Score	N/A			20%	20%
2. Geographic Comparisons	2a.1. Proficiency geographic comparison (ELA/Math/Science)		F	F	N/A	3%	2.5%
	2a.2. Subgroup geographic comparison (ELA/Math/Science)		F	F	N/A	3%	2.5%
	2b.1. All students growth geographic comparison (ELA/Math)		F	F		4.5%	N/A
	2b.2. Subgroup growth geographic comparison (ELA/Math)		F	F		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		F			1.25%	1.25%
	2d.2. Subgroup EL Progress		N/A			1.25%	1.25%
	2e.1. Regular Attendance		F			1.25%	1.25%
	2e.2. Subgroup Regular Attendance		F			1.25%	1.25%
	2f.1. 9th Graders on Track		N/A			N/A	1.25%
	2f.2. Subgroup 9th Graders on Track		N/A			N/A	1.25%
	2g.1. Dual Credit		N/A			N/A	2.5%
	2g.2. Subgroup Dual Credit		N/A			N/A	2.5%
3. Comparison to Schools Serving Similar Students (Regression)	3a. Proficiency comparison to schools serving similar students		F	N/A	N/A	15%	7.5%
	3b. Graduation rate comparison to schools serving similar students		N/A			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	N/A	N/A

NOTE: The school’s WSIF scores are suppressed because they are only based on only one year of data.

School response:

In Willow’s first year of operation 2018-19, a significant number of students had unique learning needs. As a response to low academic scores, the school, for the 2019-20 school year, adopted new curriculum framework and learning resources and has implemented intervention time to meet student needs. Early MAP testing shows that students are making significant progress.

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	N/A	N/A

NOTE: The school's WSIF scores are suppressed because they are only based on only one year of data.

School response:

Due to this performance, Willow has provided greater intervention time for students utilizing researched based strategies that are individualized and provide maximum support for subgroups of students. Students receive no less than an hour of individualized intervention each day.

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	17%	50%	Far Below	8%	39%	Far Below	N/A	N/A	N/A

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:

Students arrived to Willow significantly below grade level from their local schools. In the 2019-20 school year, early MAP testing provided clear places where intervention could be provided. Intervention time was built into the daily schedule with small groups. All students made growth toward their math and reading goals.

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic / Latino of any race(s)	11%	35%	Far Below	<8%	22%	Far Below	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	26%	62%	Far Below	16%	52%	Far Below	N/A	N/A	N/A
Female	23%	59%	Far Below	<8%	41%	Far Below	N/A	N/A	N/A
Male	11%	41%	Far Below	8%	36%	Far Below	N/A	N/A	N/A
Special Education	<10%	7%	N/A*	<10%	8%	N/A*	N/A	N/A	N/A
Limited English	<10%	6%	N/A*	<10%	5%	N/A*	N/A	N/A	N/A
Low Income	13%	34%	Far Below	<8%	22%	Far Below	N/A	N/A	N/A

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 OSPI suppression rules.

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

School response:

Students in sub-groups in the 2019-20 school year were provided greater support with one-on-one tutoring. Interim Assessments were given to students so that staff could provide targeted support.

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	23	52	Far Below	15	51	Far Below

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

School response:

Students arrived to Willow significantly below grade level from their local schools. In the 2019-20 school year, early MAP testing provided clear places where intervention could be provided. Intervention time was built into the daily schedule with small groups. All students made growth toward their math and reading goals.

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)	27	52	Far Below	17	50	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	N/A	N/A	N/A
White	17	52	Far Below	10	50	Far Below
Female	26	55	Far Below	13	51	Far Below
Male	17	50	Far Below	17	48	Far Below
Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Limited English	27	54	Far Below	17	47	Far Below
Low Income	18	51	Far Below	17	47	Far Below

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:

Students in sub-groups in the 2019-20 school year were provided greater support with one-on-one tutoring. Interim Assessments were given to students so that staff could provide targeted support.

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. 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.	D	Does Not Meet Standard: School performance is up to 9 percentage points below 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.	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			9 TH GRADERS ON TRACK			DUAL CREDIT		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
All Students	14%	29%	Far Below	58%	83%	Far Below	N/A	N/A	N/A	N/A	N/A	N/A

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

School response:

Staff were retrained on how to take attendance and attendance has been monitored closely in the 2019-20 school year.

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	N/A	N/A	N/A
Hispanic /Latino of any race(s)	N/A	N/A	N/A	58%	81%	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	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	70%	83%	Far Below
Male	N/A	N/A	N/A	45%	84%	Far Below
Special Education	N/A	N/A	N/A	55%	74%	Far Below
Limited English	N/A	N/A	N/A	65%	76%	Far Below
Low Income	N/A	N/A	N/A	57%	78%	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.

School response:

A mentor was assigned to each student at the school. That mentor has provided weekly phone calls about student progress, attendance, etc. A student intervention team was put in place 2019-20 and ran weekly. Staff were trained and there is strong MTSS now in place.

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	9 TH 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	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

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.

School response:

A response was not provided by the school.

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	-2.54	Far Below
Proficiency Rate - Math	N/A	N/A
Proficiency Rate - Science	N/A	N/A

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

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	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. Spanish Language Proficiency

E **Exceeds Standard:** 85-100% of scholars will meet proficiency targets using an ACTFL-aligned Can-Do assessment

D **Does Not Meet Standard:** 55-69% of scholars will meet proficiency targets using an ACTFL-aligned Can-Do assessment

M **Meets Standard:** 70-84% of scholars will meet proficiency targets using an ACTFL-aligned Can-Do assessment

F **Falls Far Below Standard:** Fewer than 54% of scholars will meet proficiency targets using an ACTFL-aligned Can-Do assessment

GOAL	SCHOOL PERFORMANCE	RATING
70% of scholars will meet proficiency targets using an ACTFL aligned Can-DO assessment.	70% met proficiency on the Spanish ACTFL- aligned to Can-Do assessment.	Meets

School response:

Students met proficiency on our school goals. The school has focused teachers and students around these goals and provided regular quarterly data and feedback around the goals.



WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

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