The Washington State Board of Education envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

Annual Report on Charter Schools: 2017-2018

DRAFT 11/30/2018

ACKNOWLEDGEMENTS

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Introduction

Since the inception of public charter schools, dueling research has abounded, much of it biased based on the philosophical support or opposition of the charter school concept. Drawing broad conclusions about the academic achievement of charter school students across the nation is challenging, as results vary from state to state, by school level, by presence and nature of a management organization, and other structural variables, and results differ for specific student groups.

The Center for Research on Education Outcomes (CREDO) is one of the most credible and prolific entities researching charter schools. In 2013, CREDO published the results of a nationwide study of the academic performance of students attending charter schools. The overall takeaway from the National Charter School study was that on average, students attending charter schools exhibit the equivalent of eight additional days of learning in reading and the same days of learning in math per year compared to their non-charter school peers. Black students, students in poverty, and English learners benefit from attending charter schools. However, like traditional public schools, charter school quality is uneven across the states and across schools.

Over the past year, 2017-2018, CREDO has conducted a study on Washington State Charter Schools. SBE is issuing this report at the same time that CREDO is finalizing its analysis of the performance of Washington charter schools in 2012-2017. The CREDO report follows a rigorous design the organization has utilized for a number of charter school studies, including the National Charter School Study (2013). The findings of the CREDO study of Washington charter schools will be publicly released in January, 2019.

Charter Schools in Washington

Washington State's Charter School Act (RCW 28A.710) was enacted on April 3, 2016. The primary purpose of Washington's Charter School Act is to allow flexibility to innovate in areas such as scheduling, personnel, funding, and educational programs to improve student outcomes and academic achievement of "at-risk" student populations. A Washington charter public school is a public school that is not a common school, rather it is a public alternative to traditional common schools. A charter public school must be a Washington nonprofit public benefit corporation with federal tax exempt status under section 501(c)(3) of the IRS code, and must be nonsectarian and nonreligious. A charter public school is governed by a nonprofit board according to the terms of a renewable, five-year performance-based charter contract executed with an approved authorizer that contains at least the 32 elements required by RCW 28A.710.130; all charter school board members and Washington Charter School Commission members must file annual personal financial affairs statements with the Public Disclosure Commission (PDC). Washington charter public schools are open to all children free of charge and by choice, with admission based only on age group, grade level, and school enrollment capacity. Washington charter public schools are subject to the supervision of the OSPI and SBE, including accountability measures and the performance improvement goals adopted by SBE, to the same extent as other public schools, must provide a program of basic education, and participate in the statewide student assessment system.

Charter teachers meet the same certification requirements as traditional public school teachers, including background checks. Charter schools comply with local, state, and federal health, safety, parents' rights, civil rights, Individuals with Disabilities Education Improvement Act, Elementary and Secondary Education Act, and nondiscrimination laws applicable to school districts.

The first public charter schools began operating in Washington in fall, 2016. Now the state has had operating charter schools for two school years: 2016-2017 and 2017-2018. RCW 28A.710.250 directs the State Board of Education, in collaboration with the Charter School Commission, to issue an annual report to the Governor, the Legislature, and the public. This is the second annual report. The annual report must include:

I.   The performance of the state's charter schools during the preceding school year, including a comparison of the performance of charter school students with the performance of academically, ethnically, and economically comparable groups of students in other public schools;

II.   The state board of education's assessment of the successes, challenges, and areas for improvement in meeting the purposes of the Washington Charter Public Schools Act (RCW 28A.710), including the board's assessment of the sufficiency of funding for charter schools, the efficacy of the formula for authorizer funding; and

III.   Any suggested changes in state law or policy necessary to strengthen the state's charter schools.

RCW 28A.710.250(2) stipulates that *the annual report must be based on the reports submitted by each authorizer as well as any additional relevant data compiled by the state board of education.* The two current charter public school authorizers in the state, the Charter Schools Commission and Spokane Public Schools, submitted annual reports to the State Board of Education in early November, in accordance with [RCW 28A.710.100(4)](#) and [WAC 180-19-210](#). Certain information from these two authorizer reports is incorporated into this SBE annual report. Both complete annual reports are posted on SBE's website:

[Washington State Charter School Commission's 2017-2018 Annual Charter School Authorizer Report](#)
[Spokane Public Schools' 2017-2018 Annual Charter School Authorizer Report](#)

Two authorizers – the Charter School Commission and Spokane Public Schools – authorized ten charter public schools operating in Washington during the 2017-18 school year, growth of two schools compared to 2016-17 (Table 1).

Table 1: 2017-2018 operating charter schools

School Name	Authorizer	Location	Grades Served	Enrollment
Green Dot Excel	State Charter School Commission	Kent	7-9	169
Green Dot Destiny	State Charter School Commission	Tacoma	6-8	239
Green Dot Rainier Valley Leadership Academy (RVLA)	State Charter School Commission	Seattle	6	103
PRIDE Prep	Spokane Public Schools	Spokane	6-9	396
Rainer Prep	State Charter School Commission	Seattle	5-8	322

School Name	Authorizer	Location	Grades Served	Enrollment
SOAR	State Charter School Commission	Tacoma	K-3	139
Spokane International Academy	Spokane Public Schools	Spokane	K-3, 5-8	406
Summit Atlas	State Charter School Commission	Seattle	6 and 9	156
Summit Olympus	State Charter School Commission	Tacoma	9-11	142
Summit Sierra	State Charter School Commission	Seattle	9-11	280

Charter public school enrollment grew by 455 students over 2016-17, enrolling a total of 2,352 Washington students K-12 in 2017-18. This represents approximately one fifth of one percent (0.2%) of the total 1,116,599 K-12 public school students enrolled in Washington's public schools in 2017-18.

The demographics of students enrolled in charter schools during the 2017-2018 school year are delineated in Table 2.

Table 2: 2017-2018 Charter School Student Demographics

Student Group	Washing-ton (%)	Destiny MS / Local SD (%)	Excel MS / Local SD (%)	Rainier Valley (%)	Pride Prep MS (%)	Rainier Prep (%)	SOAR (%)	SIA (%)	Atlas (%)	Olympus (%)	Sierra (%)
American Indian/Alaskan Native	1.4	2.2/1.2	0.0/.3	0.9/0.5	5.8/1.2	0.3/0.9	1.7/1.2	0.5/1.2	0.0/0.5	1.8/1.2	1.7/0.5
Asian	7.7	1.8/9.4	6.2/19.1	2.8/14.1	1.8/2.6	9.0/14.5	0.6/9.4	1.7/2.6	3.3/14.1	3.6/9.4	10.4/14.1
Black/African American	4.4	26.3/14.9	44.7/11.9	76.6/14.9	9.6/3.3	35.5/14.1	31.1/14.9	2.0/3.3	30.9/14.9	19.2/14.9	40.7/14.9
Hispanic/Latino	23.1	23.7/20.3	8.7/22.6	5.6/12.1	2.5/10.3	28.1/38.5	17.2/20.3	10.8/10.3	17.1/12.1	29.3/20.3	8.8/12.1
Native Hawaiian/Pacific Islander	1.1	5.4/3.0	0.6/2.6	0.0/0.5	1.3/1.6	0.9/4.0	2.2/3	0.0/1.6	0.0/0.5	2.4/3	0.0/0.5
White	54.4	22.3/39.3	32.3/33.7	10.3/47.1	72.5/67.9	18.5/22.0	19.4/39.9	69.7/67.9	35.4/47.1	30.5/39.9	26.3/47.1
Two or More Races	8.0	18.3/11.9	7.5/9.7	3.7/10.8	6.6/13.0	7.8/6.1	27.8/11.9	15.3/13.0	13.3/10.8	13.2/11.9	12.1/10.8
English Learners	11.5	7.4/11.2	12.6/21.1	20.2/12.5	0.0/6.4	28.3/27.9	6.4/11.2	1.8/6.4	7.5/12.5	7.3/11.2	7.8/12.5
FRPL Eligible	42.4	71.1/56.1	51.5/48.8	68.3/31.8	48.9/55.7	77.3/62.5	70.7/56.1	38.1/55.7	47.8/31.8	70.9/56.1	41.8/31.8
Students with IEPs	14.1	21.1/15.1	15.0/11.4	14.4/15.1	15.1/17.4	10.6/15.9	17.1/15.1	10.6/17.4	0.6/15.1	2.0/15.1	0.0/15.1

Section I: 2017-2018 Charter School Performance

This section of the annual report provides a comparison of the performance of charter school students with the performance of academically, ethnically, and economically comparable groups of students in other public schools, in accordance with RCW 28A.710.250(2). In other words, the state law requires that the charter school performance be conducted through two distinct analyses:

A. An analysis of the academic performance or achievement of students at charter schools and
B. A comparison of the academic performance of students at charter schools to similar non-charter school students.

Summary of Results

The preliminary results and findings of the data[1] analysis are best characterized as mixed. Some of the charter schools performed higher, some performed similarly, and some performed lower than the "home district" or state on the ELA, math, or science assessments (Table 3). For the average scale score comparisons in this report, "similar" means the researcher must conclude that the average scores (means) do not significantly differ and the performance is statistically similar. "Mixed", as used here, means the charter school was statistically similar to or outperformed the home district or state in either ELA or math.

The four key findings are summarized as follows.

1. Five charter schools posted results that were similar to or better than the statewide average performance in Washington.
2. Seven charter schools posted results that were similar to or better than the home school district.
3. Statewide charter school students perform about the same as demographically similar non-charter students on the ELA, math, and science assessments.
4. At nearly every grade level and in all content areas, charter school students perform about the same as demographically similar non-charter school students.

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[1] Neither the student growth percentile (SGP) file nor the file containing English language proficiency results (ELPA 21) has been finalized so have not yet been provided to the SBE. When available, the SGPs will be integrated into the data set and the resulting analyses will be added to the findings in this report.

Methodology

To meet the requirements of RCW 28A.710.250(2), SBE conducted a two part study.

Part A is comprised of analyses on the academic performance or achievement of students at charter schools. For each charter school, the 2018 school demographics taken from the Washington report card are presented in a summary table that includes demographic data for the charter school, the home district, and the state. The charter school student performance data (mean scale score and mean scale score difference by content area and by grade level) is presented in summary tables with accompanying descriptive text.

Part B comprises the comparison of the academic performance of students at charter schools to similar non-charter school students. This analysis required the construction of a control group from which to make the comparison of student groups (Exhibit A). The charter school student performance data (mean scale score and mean scale score difference by content area and by grade level) compared to results from similar non-charter school are presented in summary tables with accompanying descriptive text.

The Office of the Superintendent of Public Instruction (OSPI) Office of School Information provided the SBE with separate de-identified student enrollment, assessment, absence, and discipline data files for the 2017-18 school year in late fall to complete the required analyses.

The findings in Part B are derived solely from the SBA ELA and math and the WCAS science assessments for the charter school and non-charter school student groups. Group differences were evaluated using the Independent Samples t-Test and the group differences are reported as follows.

- A statistically similar performance between groups is where a *t*-test of the group means resulted in a value of $p > 0.050$. In this case, the null hypothesis of no difference between the means cannot be rejected. **In other words, the researcher must conclude that the means do not differ and the performance is statistically similar.**
- A statistically different performance between groups is where a *t*-test of the group means resulted in a value of $p \leq 0.050$. In this case, the null hypothesis of no difference between the means is rejected. **The researcher concludes that the means differ and the performance is described as statistically different.**

This work primarily relies on the statewide assessments in ELA and math developed by the Smarter Balanced Assessment consortium (SBAC). Based on the items answered correctly, a scale score of approximately 2300 to 2800 is assigned to each student. A scale score of approximately 2425 to 2675 (depending on grade level and content area) is required to meet standard or be deemed as proficient. On the science assessments, scale scores range from approximately 340 to 1190 and a scale score of 700 is required to meet standard or be deemed as proficient. Because the range of scale scores differs by grade level, it is necessary to evaluate for scale score differences by grade level. If scores are aggregated to the school-level or to the student group level, it is essential that the number of records for each grade level are factored into the finding.

In addition to the average scale score by group, the scale score mean difference is reported and provides the most meaningful measure of charter school student performance in comparison to the non-charter school student performance. The mean difference is reported as the value for the non-charter school group minus the value for the charter school group. A negative mean difference indicates

that the mean scale score for the comparison group (charter school students) was higher than the mean scale score for the control group (non-charter school students). A positive mean difference indicates that the mean scale score for the comparison group (charter school students) was lower than the mean scale score for the control group (non-charter school students).

The Independent Sample t-Test was conducted to determine whether the comparison group (charter school students) performed differently than the control group (non-charter school students) on the statewide ELA, math, and science assessments. For the analyses in Part B, the comparison and control groups are aggregated from all of the charter schools. In other words, all of the charter school students are combined into one large group to assess for overall group differences. The results of the t-tests are summarized in Table 4.

Part A: Performance of Students at Charter Schools

Table 3: summary showing whether the charter school, home school district, or state scored higher overall on the statewide ELA, math, and science assessments.

Charter School	Demographics Charter School *vs*. Home District	Average Scale Scores Charter School *vs*. Home District	Average Scale Scores Charter School *vs*. Washington
Green Dot Destiny	More Diverse & More Poverty	Destiny Performed Lower	Destiny Performed Lower
Green Dot Excel	Different Diversity & Similar Poverty	Excel Performed Similar*	Excel Performed Lower
Green Dot Rainier Valley	More Diverse & More Poverty	Rainier Valley Performed Lower	Rainier Valley Performed Lower
Pride Prep	Similar Demographics	Mixed* Results	Pride Prep Performed Lower
Rainier Prep	More Diverse & More Poverty	Rainier Prep Performed Higher	Rainier Prep Performed Higher
SOAR	More Diverse & More Poverty	SOAR Performed Lower	SOAR Performed Lower
Spokane International Academy	Similar Demographics	Spokane International Performed Higher	Spokane International Performed Higher
Summit Atlas	More Diverse & More Poverty	Atlas Performed Similar*	Atlas Performed Higher
Summit Olympus	More Diverse & More Poverty	Olympus Performed Similar*	Mixed* Results
Summit Sierra	More Diverse & More Poverty	Mixed* Results	Sierra Performs Higher

*For the average scale score comparisons in this report, "similar" means the researcher must conclude that the means do not differ and the performance is statistically similar. "Mixed" means the charter school was statistically similar to or outperformed the home district or state in either ELA or math.

Part B: Performance of students at charter schools to similar non-charter school students.

On the statewide ELA, math, and science assessments, the comparison group (charter school students) perform no differently than the control group (non-charter school students). On the science assessment,

the average scale score for the comparison group was a little higher than the average scale score for the control group.

The findings are as follows:

- The performance on the ELA assessment for the charter school students was statistically similar to the performance of the non-charter school students. The mean scale score for the control group (2545.6) was approximately 2.25 scale score points higher than the comparison group (2543.3), but the group means were statistically similar.
- On the math assessment, the mean scale score for the control group (2532.8) was approximately 1.08 scale score points higher than the comparison group (2531.7), but the group means were statistically similar.
- The average scale score for the comparison group (684.7) was approximately 6.52 scale score points higher than the average scale score for the control group (678.1) on the science assessment, but the means were statistically similar.

Table 4: shows the results of the analyses evaluating for scale score differences based on charter school enrollment.

Table 4: Scale Score Comparison Charter School Students with Non-Charter School Students.

Assessment	Students	Mean Scale Score Comparison Group Charter Students	Mean Scale Score Control Group Non-Charter Students	Mean Scale Score Difference*
ELA	1405	2543.3	2545.6	2.25
Math	1405	2531.7	2532.8	1.08
Science	470	684.7	678.1	-6.52

*Note: the mean difference is reported as the value for the non-charter school group minus the value for the charter school group. A negative mean difference indicates that the mean scale score for the comparison group (charter school students) was higher than the mean scale score for the control group (non-charter school students). A positive mean difference indicates that the mean scale score for the comparison group (charter school students) was lower than the mean scale score for the control group (non-charter school students).

Section II – Meeting the purposes of Washington's Charter Schools Act (RCW 28A.710)

28A.710.250 directs the SBE to include in this annual report its assessment of the successes, challenges, and areas for improvement in meeting the purposes of the Washington Charter Public Schools Act (RCW 28aA.710), including the Board's assessment of the sufficiency of funding for charter schools, and the efficacy of the formula for authorizer funding.

Regarding the legal context, it is significant to note here that the two major pertinent lawsuits pending during this report's issuance last year have now been resolved by the Washington Supreme Court. On June 7, 2018, in *McCleary v. State*, the Supreme Court ruled that the state had fully implemented its new plan that meet its constitutional obligation to amply fund a uniform system of basic education by 2018, lifted the contempt order and sanctions, and ended their oversight of the case. On October 25, 2018, in *El Centro v. State*, the Supreme Court issued its ruling upholding the constitutionality of the Charter Schools Act (RCW 28A.710).

Successes:

1. The fact that the State Supreme Court has found Washington's Charter School Act constitutional is a testament to the strong law the Legislature has created. Washington's law draws on over 20 years of lessons learned and best practices nationally. Both the National Alliance for Public Charter Schools and the National Association of Charter School Authorizers ranked Washington's law as one of the strongest charter school laws in the country.
2. Charter schools are serving the students who the law intends to serve, particularly students with IEPs and students of color.
3. Charter public school authorizers and other state agencies (SAO, OSPI, SBE) have established comprehensive academic, financial, and organizational frameworks and protocols for high levels of charter public school accountability. This system allows for swift interventions and corrective action, e.g., First Place, Summit Olympus, and Green Dot Destiny were subject to corrective action by the CSC due to non-compliance with their performance-based charter contract.
4. The True Measure Collaborative (TMC) was formed in 2015 in response to emerging charter schools' commitment to providing the highest quality educational experience for their students, including those with disabilities. The TMC was envisioned as a resource and partner to charter schools, offering centralized expertise and resources around delivery of special educations services that build on and enhance the collective impact of partner schools. Launched as a collaboration between the Washington State Charter Schools Association, Seneca Family of Agencies, and the Puget Sound Educational Service District, the True Measure Collaborative includes all 10 charter public schools. The True Measure Collaborative serves as a full partner to member charter schools, offering robust, centralized expertise and supports that promote compliant, effective, and innovative practices for meeting the needs of students faced with barriers to academic achievement, including those with disabilities.

Challenges:
1. Financial – the current funding model jeopardizes the schools' sustainability.
2. Facilities – lack of access to capital funding necessitates Washington charter schools spending approximately ten percent of their basic education state funding on facilities.
3. Special education – the funding model for students with Individualized Education Plans and the dearth of high-quality SPED teachers in our state present challenges for all public schools in our state, including charter schools.

Areas for Improvement:
See Section III for potential law and policy changes.

Funding sufficiency for charter schools:
In terms of the sufficiency of funding for charter schools, this is a complex issue with many legal, political, and practical aspects. While the Washington State Supreme Court did determine that the state is meeting its constitutional paramount duty in funding a basic education for its K-12 students, many educators and stakeholders continue to contend that public funding is insufficient. The legislature has acted in recent years to increase state funding and eliminate district's reliance on local levy funds for basic education, reserving local levy funds exclusively for enrichment. Nevertheless, many districts still rely on local levy funds to support basic education services, including special education. The fact that Washington has local levy equalization at the state level is itself evidence of inequity. This is aggravated further for charter schools because RCW 28A.710.030(3) does not entitle children in public charter schools to receive local levy funds. *The legislature intends that state funding for charter schools be*

distributed equitably with state funding provided for other public schools (RCW 28A.710.280(1)). So while charter schools receive state K-12 funding, they are not entitled to any local levy funds, nor do they have access to facilities or capital bonds, as do traditional public schools.

These regulatory realities compel charter public schools to spend approximately ten percent of their basic education state funding on facilities. Utilizing OSPI's Multi-Year Budget Comparison tool and accounting for the exclusion of local levy funds, **the per student funding gap between Washington students in charter public schools and students in traditional public schools in 2017-2018 was as high as $4,206**. In 2018-2019 the gap is projected to be between $2,220 and $3,400 per charter school student. Over the next four years, the *McCleary* fix does slightly narrow the funding gap by raising the state share and limiting the local levies. If the legislature revisits local levies this session and increases the levy lid, then the gap would likely increase again. SBE believes that the state must continue to move toward sufficient and equitable funding, and that our students in charter public schools must be taken into consideration during this process.

Efficacy of the funding for charter school authorizers:
In accordance with RCW 28A.710.110, SBE has, through rule-making, established a statewide formula for an authorizer oversight fee, with a sliding scale based on number of schools authorized, not to exceed *four percent of each charter school's annual funding ([WAC 180-19-060](WAC 180-19-060)).*

State law (RCW 28A.710.110(4)) stipulates that an authorizer must use its oversight fee exclusively for the purpose of fulfilling its charter school authorizing duties (under RCW 28A.710.100). According to its 2016-17 and 2017-18 annual authorizer reports to SBE, Spokane Public Schools consistently does not expend all of its authorizer fee funds on authorizing duties. For the 2017-2018 year, Spokane Public Schools collected a total of $291,785 in authorizing fees ($154,285 from PRIDE Prep and $137,500 from Spokane International Academy); the district expended $238,050, leaving an "un-spendable" balance of $53,735. The district defers such balances to the subsequent fiscal year to be used only for allowable authorizer expenses. **Exploring other possibilities for this balance would be worthwhile.**

The Charter School Commission currently authorizes ten or more schools, thus its authorizer fee rate is three percent. Spokane Public Schools – and any other district that might become an authorizer in the foreseeable future – authorizes fewer than ten, thus has a four percent authorizer fee. This one percent fee differential could incentivize charter school developers to seek authorization by the Commission rather than a local district. **One possibility that may be worth exploring would be whether the authorizer fee structure should be based on number of schools or number of students.**

For both of these reasons, SBE will, during the 2018-2019 school year, review the adequacy and efficiency of the authorizer oversight fee for the purpose of determining whether the formula should be adjusted in order to ensure fulfilling the purposes of chapter 28A.710 RCW, in accordance with RCW 28A.710.110(2), and to make any adjustments through rule-making.

Section III - Recommended changes to state law or policy

The Charter School Commission has identified a number of statutory changes it would like to see, through a combination of its annual authorizer report and current advocacy platform, specifically:

- Special Education: Increase the per-student state funding for students with an Individualized Education Plan (IEP)
- Charter School Act Improvements: Make changes to the Charter School Act (RCW 28A.710) to clarify language and align the Act to the state's updated accountability system.
- Charter School Facility Support: Allocate state resources and develop a clear and transparent process to support charter public school facility acquisition and improvements.
- Washington State Charter School Commission Agency Administration: Provide for a statutory executive director of the Washington State Charter School Commission.
- 28A.710.050(3): Change approval (of an admission policy) "by the commission" to "by the authorizer" (since the Commission is not the only authorizer).
- 28A.710.250(1): Change annual report dates – from November 1st (authorizers' reports to SBE) and December 1st (SBE's report to the Governor and Legislature) – to later dates that allow authorizers and the SBE to access and utilize financial and academic performance data, and enables SBE to incorporate them into one comprehensive annual charter schools report that addresses all information required by RCW 28A.710.250(2).

Spokane Public Schools has also identified, in its annual report to SBE, potential changes to RCW 28A.710 that the district believes would strengthen the state's charter schools and authorizing practices.
- 28A.710.050(3): Change, "approved by the commission" to "approved by the authorizer," which appears to be the intent of the provision, since the Commission is not the only authorizer.
- 28A.710.100(b): In "The academic and financial performance of all operating charter schools," insert "organizational." Adding organizational will better align this statute to the "board performance and stewardship" in .170(2)(h) and creates consistency with NACSA's Principles & Standards (required in this section) and with current practice.
- 28A.710.150(3): Amend (3) to eliminate the "race to the finish line" for notice to SBE by authorizers of approved charters for certification. Change "If the board receives simultaneous notification" to "if the board receives notification in any year."
- 28A.710.250(1): Change "By December 1st of each year" to a later date to enable the authorizer annual reports and the SBE annual report to include graduation and WaSIF data.

SBE staff recommend further exploration of these issues, along with the issues specified in Section II related to both charter school and authorizer funding and others related to strengthening RCW 28A.710 and its implementation.

SBE staff also recommend exploring alternative language for "at risk" which is used throughout the charter school act to denote "the types of students" charter schools are to prioritize. Language evolves, and language around equity, opportunity, access, and achievement for specific student populations certainly is evolving.

This recommendation stems from the extensive efforts SBE has undergone with equity issues over the past two years. In January 2018, the Board adopted an Equity Statement, and subsequently an Equity Lens to use in its policymaking and other decision making, and SBE's new five-year strategic plan prioritizes equity and embeds it throughout the plan. SBE's Equity Statement:

The Washington State Board of Education has committed to using equity as a guiding principle in its decision-making related to its statutory charges, strategic planning, and in developing annual policy proposals for consideration by the Washington State Legislature and Governor.

The Washington State Board of Education is committed to successful academic attainment for all students. Accomplishing this will require narrowing academic achievement gaps between the highest and lowest performing students, as well as eliminating the predictability and disproportionality in student achievement outcomes by race, ethnicity, and adverse socioeconomic conditions.
The Board acknowledges that historical and ongoing institutional policies, programs, and practices have contributed to disparate and statistically predictable educational outcomes. To address persistent inequities within our educational system the Board will work collaboratively with educational and community partners to:

- *Ensure that educational equity is a shared priority and is viewed as a process to identify, understand, and eliminate institutional policies, practices, and barriers that reinforce and contribute to disparate and predictable educational outcomes;*
- *With transparency and humility, honor and actively engage Washington's underserved communities as partners in developing and advocating for equitable educational policies, opportunities, and resources for marginalized students; and*
- *Using equity as a lens, engage in a continuous, collective process of policymaking to ensure Washington's education system can meet the needs of all students today and into the future.*

"At risk" connotes a defect in the person, and implies that certain student characteristics are defects. This stems from a deficit approach to people rather than an asset-based approach. SBE would contend that the educational system has deficits, not the students in the system, and the systemic defects result in predictable and disparate access to opportunities and academic outcomes for students with certain characteristics. Data consistently reveals that race is the primary predictor of academic achievement, more so than poverty or any other factor. Not all students of color are in low income families, have special education needs, or meet the other criteria specified in the Charter School Act's definition of an "at risk student" in RCW 28A.710.010(2): "*At-risk student" means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.*

Students of color are vulnerable within our public school system, not because having black or brown skin is a defect, but because of the insidious implicit bias throughout our public education system. SBE will work collaboratively with the Legislature, Charter School Commission, Spokane Public Schools, and the Office of Superintendent of Public Instruction in an effort to identify better terminology to recommend the Legislature use to replace "at risk."

During the current fiscal/school year, SBE will continue to analyze charter public school performance data and will convene and lead a small workgroup to address the potential changes identified herein, namely different language to replace "at risk," the authorizer funding structure and charter school funding model.

Exhibit A: Detailed Performance Analysis

Part A: Performance of the Charter Schools

An extensive body of educational research supports the notion that student educational achievement and outcomes are highly correlated with student characteristics that include but are not limited to race/ethnicity, household income level, home language, and participation in special education. Because of this association, statistical modelling would predict that any school serving a student population differing from the home district or state would post educational outcomes different from the home district or state. **The mixed results presented below may be in part due to the different characteristics of the student populations between the charter school, home district, and the state.**

In 2009, Zimmer and others (2009) published Charter Schools in Eight States: Effects on Achievement, Attainment, Integration, and Competition. The research dispelled the fear that charter schools were skimming off the highest achieving students. The authors showed that overwhelmingly, the prior test scores of students transferring into charter schools were near or below the local averages. Also, that the prior achievement of the students transferring to charter schools did not differ substantially from other students in the non-charter school from where they left. The work also found that the racial composition of the charter schools entered by transferring students was similar to that of the non-charter school from which the students previously attended. The results presented below show that the enrollees at charter schools are generally more racially diverse and serve higher percentages of students from low income households.

For the ten charter schools assessing students in at least one of the assessed grade levels, three tables and related text are provided to frame the performance or achievement of the students at a school. The three tables for each school are as follows:

1. School demographics in comparison to the home school district and Washington,
2. The performance on the state assessments by the charter school students in comparison to the performance by the non-charter school students in Washington by grade level, and
3. The performance on the state assessments by the charter school students in comparison to the performance by the non-charter school students in the home school district by grade level.

Green Dot – Destiny Middle School

The Green Dot Destiny Middle School (Destiny MS) is physically situated within the boundaries of the Tacoma School District. In May 2018, the Washington Report Card showed Destiny MS with an enrollment of 242 students in the 6th through 8th grades. The Destiny MS enrollment is approximately 26.3 percent Black/African American, which is nearly double the rate of the Tacoma SD and six times the rate for the state. Destiny MS also serves American Indian/Native Alaskan, Native Hawaiian/Pacific Islander, and Two or More races at a rate substantially higher than the district and the state (Table 5). The school enrollment includes approximately 7.4 percent EL students (lower than the district and state rates), approximately 71 percent FRL students, and 21 percent of students with a disability (both of which are higher than the corresponding rates for the district and state). In summary, Destiny MS serves a higher percentage of students of color, low income, and special education students than the Tacoma SD and the state.

Table 5: shows the 2018 demography of Destiny MS in comparison to the Tacoma SD and the Washington.

Table 5: Destiny Middle School Demographics

Student Group	Destiny MS (%)	Tacoma SD (%)	Washington (%)
American Indian/Alaskan Native	2.2	1.2	1.4
Asian	1.8	9.4	7.7
Black/African American	26.3	14.9	4.4
Hispanic/Latino	23.7	20.3	23.1
Native Hawaiian/Pacific Islander	5.4	3.0	1.1
White	22.3	39.3	54.4
Two or More Races	18.3	11.9	8.0
English Learners	7.4	11.2	11.5
Low Income (FRPL eligible)	71.1	56.1	42.4
Students with IEPs	21.1	15.1	14.1

For all content areas and for all grade levels reported on for Destiny MS, the average scale score for the state is substantially higher than the corresponding score for Destiny MS (Table 6). The average scale scores are described in more detail below.

- The average SBA ELA scale score posted by Destiny MS is approximately 40 to 87 scale score points lower than the corresponding measure for Washington.
- For the SBA math, the average scale score for Destiny MS is approximately 60 to 96 scale score points lower than the corresponding measure for Washington.
- On the 8th grade WCAS, Destiny MS posted an average scale score approximately 37 scale score points lower than the average for the state.

Table 6: shows the average scale scores for 2018 ELA, math, and science assessments by grade level for Destiny MS in comparison to Washington statewide average scores.

Table 6: Destiny Middle School Assessment Scores compared to State Average

Assessment	Scale Score Destiny (M)	Scale Score Washington (M)	Scale Score Mean (M) Diff.*
6th Grade ELA	2498.9	2538.9	40.0
7th Grade ELA	2481.6	2568.6	87.0
8th Grade ELA	2523.7	2584.9	61.2
6th Grade Math	2481.0	2540.9	59.9
7th Grade Math	2462.1	2558.2	96.1
8th Grade Math	2485.2	2576.2	91.0
8th Grade Science	664.5	701.4	36.9

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students.

In all the grade levels on the SBA in ELA, the Tacoma SD scored higher than the Destiny MS (Table 7). Statistically significant differences were identified for the 7th and 8th grades. The results are described as follows:

- On the SBA ELA, the Destiny and Tacoma SD performances were statistically similar for the 6th grade but statistically different for the 7th and 8th grades, with the Tacoma SD scoring higher.
- On the math assessments, the Destiny and Tacoma SD performances were statistically similar for the 6th grade but statistically different for the 7th and 8th grades, with Tacoma SD scoring higher.
- For the 8th grade science assessment, the average scale score for Destiny students (662.7) was approximately 11 scale score points lower than the Tacoma SD average scale score of 673.6. The *t*-test was not significant, indicating that the average scale scores were statistically similar.

Table 7: shows the average scale scores for the 2018 ELA, math, and science assessments by grade level for Destiny MS in comparison to the Tacoma SD.

Table 7: Destiny Middle School Assessment Scores compared to Tacoma School District.

Assessment	Destiny MS Students	Tacoma SD Students	Scale Score Destiny MS (M)	Scale Score Tacoma SD (M)	Scale Score Mean Diff*
6th Grade ELA	25	2192	2498.9	2513.9	14.96
7th Grade ELA**	73	1984	2481.6	2536.9	55.21
8th Grade ELA**	91	1981	2523.2	2555.2	32.01
6th Grade Math	25	2198	2481.0	2509.1	28.08
7th Grade Math**	73	1985	2462.1	2516.4	54.29
8th Grade Math**	91	1986	2485.0	2527.6	42.67
8th Grade Science	90	1974	662.7	673.6	10.94

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students.**Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Green Dot – Excel Middle School

The Green Dot Excel Middle School (Excel MS) is situated within the Kent SD boundaries and the Washington Report Card indicates a 2018 enrollment of 167 students in the 7th and 8th grades. Excel MS served a student population rather different than the Kent SD in general. The percentage of Black students at Excel MS is considerably higher than the corresponding measure for Kent SD and the state. The percentages of Asian, Hispanic, and Pacific Islanders are considerably lower than the like measures for the Kent SD and for Washington. The percentage of English learners at Excel MS is lower than the rate for the Kent SD and the percentage of students with a disability at Excel MS (15.0 percent) is higher than the 11.4 percent rate for the Kent SD. In summary, Excel student population differs from the state and district populations, as the percentage of Black students Excel serves is ten times greater than for the state (44.7 *vs.* 4.4 percent) and approximately four times greater than for the district.

Table 8: shows the 2018 demography of Excel MS in comparison to the Kent SD and Washington.

Table 8: Green Dot Excel Middle School Demographics

Student Group	Excel MS (%)	Kent SD (%)	Washington (%)
American Indian/Alaskan Native	0.0	0.3	1.4
Asian	6.2	19.1	7.7
Black/African American	44.7	11.9	4.4
Hispanic/Latino	8.7	22.6	23.1
Native Hawaiian/Pacific Islander	0.6	2.6	1.1
White	32.3	33.7	54.4
Two or More Races	7.5	9.7	8.0
English Learners	12.6	21.1	11.5
Low Income	51.5	48.8	42.4
Students with IEPs	15.0	11.4	14.1

For all the content area assessments and for all grade levels, the statewide average scale scores for Washington were substantially higher than the corresponding scale score for Excel (Table 9). The average scale scores are described in more detail below.

- The average ELA scale score for Excel is approximately 30 to 52 scale score points lower than the statewide average scale score for Washington in the corresponding grade levels.
- For math, the scale score for Excel is approximately 40 to 66 scale score points lower than the statewide average scale score for Washington.
- On the science assessment the scale score for Excel is approximately 38 scale score points lower than the statewide average scale score for Washington.

Table 9 shows the average scale scores for the 2018 ELA, math, and science assessments by grade level for Excel MS in comparison to Washington.

Table 9: Green Dot Excel Middle School Assessment Scores Compared to State Average

Assessment	Scale Score Excel (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
7th Grade ELA	2517.1	2568.6	51.5
8th Grade ELA	2555.2	2584.9	29.7
7th Grade Math	2492.5	2558.2	65.7
8th Grade Math	2536.7	2576.2	39.5
8th Grade Science	663.8	701.4	38.2

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students.

For all the content area assessments and for all grade levels, the average scale scores for the Kent SD were higher than the corresponding average scale score for Excel (Table 10). More details on the average scale scores are presented below.

- On the ELA assessment, the average scale score for Excel students was statistically higher for the 7th grade, but statistically similar for the 8th grade.
- On the SBA in math, the average scale score for Excel students (2429.5) was approximately 24 to 50 scale score points lower than for Kent non-charter school students. The mean scores were statistically similar.
- On the 8th grade WCAS, the average scale score for Excel students (660.6) was approximately 24 scale score points lower than the corresponding measure for the Kent non-charter school students. The scores were statistically similar.

Table 10: shows the average scale scores for the 2018 ELA, math, and science assessments by grade level for Excel MS in comparison to the Kent SD.

Table 10: Green Dot Excel Middle School Assessment Scores compared to Kent School District

Assessment	Excel MS Students	Kent SD Students	Scale Score Excel MS (M)	Scale Score Kent SD (M)	Scale Score Mean Diff.*
7th Grade ELA**	22	1849	2512.7	2553.4	40.69
8th Grade ELA	35	1994	2555.2	2568.1	12.87
7th Grade Math	21	1854	2492.5	2542.8	50.32
8th Grade Math	35	1995	2536.7	2560.5	23.86
8th Grade Science	36	1996	660.6	684.6	23.92

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Green Dot - Rainier Valley Leadership Academy

The Rainier Valley Leadership Academy (Rainier Valley) is in southeast Seattle and within the Seattle SD boundaries. The Washington Report Card shows that in 2018, approximately 104 students were enrolled at Rainier Valley. Nearly 77 percent of the students at Rainier Valley identify as Black/African American which is about five times greater than the Seattle SD, and as a result, the remaining six race/ethnicity student groups are substantially lower than the corresponding rates for the Seattle SD. At Rainier Valley, the percentages of English learners (20.2 percent) and low income students (68.3) is substantially higher than the comparable rates for the Seattle SD. In summary, Rainier Valley serves a much higher percentage of students of color and students qualifying for the FRL program than the Seattle SD and the state.

Table 11: shows the 2018 demography of Rainier Valley in comparison to the Seattle SD and Washington.

Table 11: Green Dot Rainier Valley Leadership Academy Demographics

Student Group	Rainier Valley (%)	Seattle SD (%)	Washington (%)
American Indian/Alaskan Native	0.9	0.5	1.4
Asian	2.8	14.1	7.7
Black/African American	76.6	14.9	4.4
Hispanic/Latino	5.6	12.1	23.1

Native Hawaiian/Pacific Islander	0.0	0.5	1.1
White	10.3	47.1	54.4
Two or More Races	3.7	10.8	8.0
English Learners	20.2	12.5	11.5
Low Income	68.3	31.8	42.4
Students with IEPs	14.4	15.1	14.1

On the 2018 6th grade assessments in ELA and math, the statewide average scale score for Washington was substantially higher than the average scale scores for Rainier Valley. Details on the assessment results are included below.

- The average scale score of Rainier Valley on the ELA assessment (2467.9) was approximately 71 scale score points lower than the corresponding rate for Washington (2538.9).
- On the 6th grade math assessment, the Rainier Valley average scale score of 2498.2 was approximately 43 scale score points lower than the Washington average scale score of 2540.9.

Table 12: shows the average scale scores for the 2018 ELA, math, and science assessments by grade level for Rainier Valley in comparison to Washington.

Table 12: Green Dot Rainier Valley Leadership Academy Assessment Scores compared to State Average

Assessment	Scale Score Rainier Valley (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
6th Grade ELA	2467.9	2538.9	72.0
6th Grade Math	2498.2	2540.9	42.7

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students.

On the 2018 6th grade assessments in ELA and math, the average scale score for the Seattle SD was substantially higher than the corresponding average scale scores for Rainier Valley. The assessment results are described below.

- On the 6th grade ELA assessment, the Rainier Valley average scale score (2467.9) was approximately 103 scale score points lower than the corresponding measure for the Seattle SD. The mean scores were statistically different with the Seattle SD being higher.
- On the math assessment, the mean scores were statistically different with the Seattle SD being higher. Rainier Valley posted an average scale score of 2494.9 and Seattle SD an average scale score of 2581.0, a mean difference of approximately 86 scale score points.

Table 13: shows the average scale scores for the 2018 ELA and math assessments by grade level for Rainier Valley in comparison to the Seattle SD.

Table 13: Green Dot Rainier Valley Leadership Academy Assessment Scores compared to Rainier Valley School District

Assessment	Excel MS Students	Seattle SD Students	Scale Score Rainier Valley (M)	Scale Score Seattle SD (M)	Scale Score Mean Diff.*
6th Grade ELA**	99	3817	2467.9	2570.7	102.74
6th Grade Math**	99	3818	2494.9	2581.0	86.38

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Pride Prep Middle School

The Pride Prep Middle School (Pride Prep) is authorized by Spokane Public Schools and located within the district boundaries. Pride Prep enrolled 397 students for the 2017-18 school year in the 6th, 7th, and 8th grades. Like the Spokane SD, Pride Prep serves a predominantly White (72.5 percent) group of students. Pride Prep serves a higher percentage of Black students (9.6 percent) and American Indian students (5.8 percent) than the Spokane SD and lower percentages of Hispanic and Two or More races student groups. The Washington Report Card shows that Pride Prep served no English learners, and percentages of low income (48.9 percent) and students with a disability (15.1 percent) approximating the district rates. In summary, Pride Prep serves a student population similar to the Spokane SD but a population less similar to Washington.

Table 14: shows the 2018 demography of Pride Prep in comparison to the Spokane SD and Washington.

Table 14: Pride Prep Middle School Demographics

Student Group	Pride Prep MS (%)	Spokane SD (%)	Washington (%)
American Indian/Alaskan Native	5.8	1.2	1.4
Asian	1.8	2.6	7.7
Black/African American	9.6	3.3	4.4
Hispanic/Latino	2.5	10.3	23.1
Native Hawaiian/Pacific Islander	1.3	1.6	1.1
White	72.5	67.9	54.4
Two or More Races	6.6	13.0	8.0
English Learners	0.0	6.4	11.5
Low Income	48.9	55.7	42.4
Students with IEPs	15.1	17.4	14.1

The Washington average scale scores for all content areas and for all grades were higher than the corresponding scores for the Pride Prep students. The performance comparison between Pride Prep and the state is described below.

- On the ELA assessments, the average scale scores for Pride Prep are 8.9 to 19.7 scale score points lower than the corresponding scores for Washington.

- On the math assessments, the average scale scores for Pride Prep are approximately to 61 scale score points lower than the corresponding scores for Washington.
- The Pride Prep average scale score for the 8th grade WCAS was 683.3, which was approximately 15.1 scale score points lower than the state average of 701.4.

Table 15: shows the average scale scores for 2018 ELA, math, and science assessments by grade level for Pride Prep in comparison to Washington.

Table 15: Pride Prep Middle School Assessment Results compared to Statewide Average

Assessment	Scale Score Pride Prep (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
6th Grade ELA	2529.6	2538.9	9.3
7th Grade ELA	2559.7	2568.6	8.9
8th Grade ELA	2565.2	2584.9	19.7
6th Grade Math	2502.1	2540.9	38.8
7th Grade Math	2537.9	2558.2	20.3
8th Grade Math	2515.7	2576.2	60.5
8th Grade Science	686.3	701.4	15.1

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students.

On the ELA assessments, Pride Prep students performed statistically similar to the Spokane SD students at all grade levels. On the math assessments, the Spokane SD performed statistically different and better than Pride Prep in two of the three grade levels analyzed. On the science assessment, the Spokane SD and Pride Prep performances were statistically similar.

- On the 6th, 7th, and 8th grade SBA ELA assessments, Pride Prep posted average scale scores that were statistically similar to the corresponding Spokane SD average scale score.
- For the math assessments, the 7th grade average scale scores were statistically similar, the 6th and 8th grade average scale scores were statistically different, with the Spokane SD scoring higher.
- On the 8th grade WCAS, Pride Prep students posted an average scale score of 686.3 while the Spokane SD posted a corresponding score of 694.4, resulting in a scale score mean difference of approximately 12.1 scale score points. The score means are statistically similar.

Table 16: shows the average scale scores for the 2018 ELA, math, and science assessments by grade level for Pride Prep in comparison to the Spokane SD.

Table 16: Pride Prep Middle School Assessment Results compared to Spokane School District

Assessment	Pride Prep Students	Spokane SD Students	Scale Score Pride Prep (M)	Scale Score Spokane SD (M)	Scale Score Mean Diff.*
6th Grade ELA	93	2230	2529.4	2545.4	16.05
7th Grade ELA	93	2052	2559.2	2557.8	-1.43
8th Grade ELA	92	1934	2565.2	2573.9	8.67
6th Grade Math**	93	2261	2502.9	2534.7	31.78

Assessment	Pride Prep Students	Spokane SD Students	Scale Score Pride Prep (M)	Scale Score Spokane SD (M)	Scale Score Mean Diff.*
7th Grade Math	92	2050	2537.9	2545.2	7.32
8th Grade Math**	92	1926	2515.7	2563.8	48.10
8th Grade Science	90	1932	686.3	694.4	12.09

*Note: The positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students, A negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Rainier Prep

Rainier Prep is situated with the Highline SD boundaries and enrolled approximately 322 students in the 5th through 8th grades in the 2017-18 school year. The Rainier Prep school demographics differ somewhat from the Highline SD demographics. The Washington Report Card indicates that approximately 36 percent of Rainier Prep's students were Black/African American, which is more than double the district's corresponding rate. Rainier Prep's percentages of American Indian, Asian, and Hispanic students are lower than the district rate and the remaining race ethnicities approximate the corresponding district rates. The percentage of low income students at Rainier Prep (77.3 percent) is approximately 15 percentage points higher than the corresponding district rate, while the percentage of students with a disability (10.6 percent) is a little lower than the district rate of 15.9 percent.

Table 17: shows the demography of 2018 Rainier Prep in comparison to the Highline SD and Washington.

Table 17: Rainier Prep Demographics

Student Group	Rainier Prep (%)	Highline SD (%)	Washington (%)
American Indian/Alaskan Native	0.3	0.9	1.4
Asian	9.0	14.5	7.7
Black/African American	35.5	14.1	4.4
Hispanic/Latino	28.1	38.5	23.1
Native Hawaiian/Pacific Islander	0.9	4.0	1.1
White	18.5	22.0	54.4
Two or More Races	7.8	6.1	8.0
English Learners	28.3	27.9	11.5
Low Income	77.3	62.5	42.4
Students with IEPs	10.6	15.9	14.1

For the most part, the average scale scores for Rainier Prep on the ELA, math, and science assessments were substantially higher at all grade levels than the corresponding scale scores for Washington. The academic performance of the Rainier Prep students is further described below.

- On the ELA assessments and in comparison to Washington, Rainier Prep scores as well or higher than Washington in the 6th, 7th, and 8th grades.
- On the Math assessments, Rainier Prep outperforms Washington in all grade levels by 21 to 45 scale score points.
- On the science assessments, Washington outperforms Rainier Prep by 25.3 and 4.4 scale score points for the 5th and 8th grade assessments respectively.

Table 18: shows the average scale scores for 2018 ELA, math, and science assessments by grade level for Rainier Prep in comparison to Washington.

Table 18: Rainier Prep Assessment Results compared to Statewide Average

Assessment	Scale Score Rainier Prep (M)	Scale Score Washington (M)	Scale Score Mean Diff.
5th Grade ELA	2502.4	2520.2	17.8
6th Grade ELA	2538.6	2538.9	0.3
7th Grade ELA	2574.8	2568.6	-4.2
8th Grade ELA	2617.1	2584.9	-32.2
5th Grade Math	2542.2	2519.9	-22.3
6th Grade Math	2562.2	2540.9	-21.3
7th Grade Math	2602.8	2558.2	-44.6
8th Grade Math	2616.5	2576.2	-40.3
5th Grade Science	678.1	703.4	25.3
8th Grade Science	697.0	701.4	4.4

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. The negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students.

The average scale scores for Rainier Prep on the 2018 ELA, math, and science assessments were substantially higher at all grade levels than the corresponding scale scores for the Highline SD. The academic performance of the Rainier Prep students is described below.

- On the 5th and 6th grade ELA assessments, Rainier Prep students performed statistically similar but a little higher (4.4 to 19 scale score points) than the Highline SD students. On the 7th and 8th grade assessments, Rainier Prep students scored statistically different and higher than the Highline SD students by 39 to 54 scale score points.
- On the math assessments, Rainier Prep students scored statistically different and substantially better than the Highline SD students by 45 to 88 scale score points.
- On the 5th grade WCAS, the Rainier Prep average scale score of 677.4 was nearly identical to the Highline SD average scale score of 677.2. However, on the 8th grade WCAS, Rainier Prep scored approximately 15.5 scale score points higher than the Highline SD, but the mean scores were statistically similar.

Table 19: shows the average scale scores for the 2108 ELA, math, and science assessments by grade level for Rainier Prep in comparison to the Highline SD.

Table 19: Rainier Prep Assessment Results compared to Highline School District

Assessment	Rainier Prep Students	Highline SD Students	Scale Score Rainier Prep (M)	Scale Score Highline SD (M)	Scale Score Mean Diff.*
5th Grade ELA	83	1394	2500.2	2495.9	-4.36
6th Grade ELA	79	1333	2538.6	2519.3	-19.29
7th Grade ELA**	78	1227	2574.7	2536.0	-38.76
8th Grade ELA**	73	1187	2615.4	2561.6	-53.82
5th Grade Math**	83	1415	2539.7	2493.3	-46.38
6th Grade Math**	79	1343	2562.2	2517.4	-44.73
7th Grade Math**	78	1236	2606.8	2519.0	-87.80
8th Grade Math**	73	1187	2615.6	2534.8	-80.86
5th Grade Science	83	1411	677.4	677.2	-0.29
8th Grade Science	73	1190	697.0	681.5	-15.51

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. A negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

SOAR Academy

The SOAR Academy (SOAR) is situated within the Tacoma SD boundaries and enrolled approximately 140 students for the 2017-18 school year in kindergarten through 3rd grade. SOAR serves a higher percentage of students of color and students from low income households as compared to the Tacoma SD and the state. Approximately 31 percent of the SOAR students identified as Black/African American, which is double the district rate. SOAR served lower percentages of Asian (0.6 percent), Hispanic (17.2 percent), and White (19.4 percent) students as compared to the Tacoma SD. The percentage students identifying with Two or More races (27.8 percent) was double the district rate. SOAR served a lower percentage of English learners (6.4 percent) and a higher percentage of students with a disability than the Tacoma SD.

Table 20: shows the 2018 demography of SOAR in comparison to the Tacoma SD and Washington.

Table 20: SOAR Academy Demographics

Student Group	SOAR (%)	Tacoma SD (%)	Washington (%)
American Indian/Alaskan Native	1.7	1.2	1.4
Asian	0.6	9.4	7.7
Black/African American	31.1	14.9	4.4
Hispanic/Latino	17.2	20.3	23.1
Native Hawaiian/Pacific Islander	2.2	3	1.1
White	19.4	39.3	54.4
Two or More Races	27.8	11.9	8
English Learners	6.4	11.2	11.5
Low Income	70.7	56.1	42.4

Student Group	SOAR (%)	Tacoma SD (%)	Washington (%)
Students with IEPs	17.1	15.1	14.1

On both the ELA and math assessments, SOAR posted average scale scores (ELA = 2371.7 and Math = 2360.2) substantially lower than the corresponding scores for Washington (ELA = 2441.3 and Math = 2450.9).

Table 21: shows the average scale scores for the 2018 ELA and math assessments by grade level for SOAR in comparison to Washington statewide average.

Table 21: SOAR Academy Assessment Scores compared to Statewide Average

Assessment	Scale Score SOAR (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
3rd Grade ELA	2371.9	2441.3	69.4
3rd Grade Math	2360.2	2450.9	90.7

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students.

- On the 3rd grade ELA assessment, the average scale score posted by SOAR (2371.9) was approximately 54.9 scale score points lower than the corresponding scale score for the Tacoma SD. The group means were statistically different with the Tacoma SD being higher.
- On the math assessment, the average scale score posted by SOAR (2357.5) was approximately 72 scale score points lower than the corresponding scale score for the Tacoma SD. The group means were statistically different with the Tacoma SD being higher.

Table 22: shows the average scale scores for the 2018 ELA and math assessments by grade level for SOAR in comparison to the Tacoma SD.

Table 22: SOAR Academy Assessment Scores compared to Tacoma School District

Assessment	SOAR Students	Tacoma SD Students	Scale Score SOAR (M)	Scale Score Tacoma SD (M)	Scale Score Mean Diff.*
3rd Grade ELA**	22	2305	2371.9	2426.4	54.54
3rd Grade Math**	23	2304	2357.5	2429.5	72.02

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Spokane International Academy

The Spokane International Academy (SIA) is authorized by Spokane Public Schools and located within the district boundaries. SIA served approximately 388 students for the 2017-18 school year. The SIA serves a student population nearly identical to the Spokane school district with respect to race and ethnicity. The SIA serves modestly lower percentages of English learners, low income students, and students with a disability, as compared to the Spokane SD. In summary, the school demographics for the SIA are

similar to the Spokane SD but differs from the statewide demographics by serving fewer students of color.

Table 23: shows the 2018 demography of Spokane International Academy in comparison to the Spokane SD and the Washington.

Table 23: Spokane International Academy Demographics

Student Group	SIA (%)	Spokane SD (%)	Washington (%)
American Indian/Alaskan Native	0.5	1.2	1.4
Asian	1.7	2.6	7.7
Black/African American	2.0	3.3	4.4
Hispanic/Latino	10.8	10.3	23.1
Native Hawaiian/Pacific Islander	0.0	1.6	1.1
White	69.7	67.9	54.4
Two or More Races	15.3	13.0	8.0
English Learners	1.8	6.4	11.5
Low Income	38.1	55.7	42.4
Students with IEPs	10.6	17.4	14.1

At all grade levels and for all content areas (except for 7th grade math) the students at the Spokane International Academy posted average scale scores higher than the corresponding statewide average scale scores for Washington. More information on the comparison is provided below.

- On the grade level ELA assessments, the SIA posted average scale scores that were 3.8 to 70 scale score points higher than the corresponding scale scores for the state.
- On the math assessments for all grade levels except for the 7th grade, the SIA posted average scale scores that were 0.8 to 49 scale score points higher than the corresponding scale scores for the state. For the 7th grade, SIA's average scale score was approximately 30.5 scale score points lower than the state.
- On the 5th and 8th grade science assessments, the average scores for the SIA were approximately 32 and 33 scale score points higher than the state.

Table 24: shows the average scale scores for the 2018 ELA, math, and science assessments by grade level for Spokane International in comparison to the Washington statewide average.

Table 24: Spokane International Academy Assessment Scores compared to Statewide Average

Assessment	Scale Score Spokane International (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
3rd Grade ELA	2474.9	2441.3	-33.6
4th Grade ELA	--	2484.5	--
5th Grade ELA	2525.2	2520.2	-5.0
6th Grade ELA	2566.7	2538.9	-27.8
7th Grade ELA	2572.4	2568.6	-3.8

Assessment	Scale Score Spokane International (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
8th Grade ELA	2654.6	2584.9	-69.7
3rd Grade Math	2463.9	2450.9	-13.0
4th Grade Math	--	2491.3	--
5th Grade Math	2520.7	2519.9	-0.8
6th Grade Math	2549.2	2540.9	-8.3
7th Grade Math	2527.7	2558.2	30.5
8th Grade Math	2625.4	2576.2	-49.2
5th Grade Science	735.2	703.4	-31.8
8th Grade Science	734.4	701.4	-33.0

*Note: the negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students. A positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students.

At all grade levels and for all content areas (except for 7th grade math) the students at the Spokane International Academy posted average scale scores higher than the corresponding average scale score for the Spokane SD. More information on the comparison is provided below.

- On all the grade level ELA assessments, the SIA posted average scale scores that were approximately 12 to 82 scale score points higher than the corresponding measure for the Spokane SD. The 3rd grade and 8th grade mean scale scores were statistically different with the SIA scoring higher than the Spokane SD. The 4th, 5th, 6th, and 7th grade mean scale scores were statistically similar with the SIA posting a little higher scores than the Spokane SD.
- On the 3rd, 5th, 6th, and 8th grade math assessments, the SIA average scale score was 15 to 64 scale score points higher than the corresponding score for the Spokane SD. The means the 3rd and 8th grades were statistically different but the mean scores for the 5th and 6th grades were statistically similar. On the 7th grade math assessment, the Spokane SD posted a higher score than the SIA (2546.3 vs. 2527.7) but the performances by each were statistically similar.
- On the science assessments, the SIA average scale scores were 37 to 40 scale score points higher than the average scale scores posted by the Spokane SD. For both the 5th and 8th grade WCAS, the mean scores were statistically different with the SIA being higher.

Table 25: shows the average scale scores for the 2018 ELA, math, and science assessments by grade level for Spokane International (SIA) in comparison to the Spokane SD.

Table 25: Spokane International Academy Assessment Scores compared to Spokane School District

Assessment	SIA Students	Spokane SD Students	Scale Score SIA (M)	Scale Score Spokane SD (M)	Scale Score Mean Diff.**
3rd Grade ELA**	41	2364	2474.9	2427.2	-47.69
4th Grade ELA	< 10	2430	--	2468.5	--
5th Grade ELA	40	2377	2525.2	2512.5	-12.66
6th Grade ELA	35	2288	2556.7	2544.6	-12.07
7th Grade ELA	53	2092	2574.9	2557.4	-17.48

Assessment	SIA Students	Spokane SD Students	Scale Score SIA (M)	Scale Score Spokane SD (M)	Scale Score Mean Diff.**
8th Grade ELA**	27	1999	2654.6	2572.4	-82.19
3rd Grade Math**	42	2364	2463.1	2433.2	-29.86
4th Grade Math	< 10	2405	--	2474.8	--
5th Grade Math	40	2379	2520.7	2506.0	-14.67
6th Grade Math	35	2319	2549.2	2533.2	-16.00
7th Grade Math	52	2090	2527.7	2546.3	17.67
8th Grade Math**	27	1991	2625.4	2560.7	-64.68
5th Grade Science**	40	2371	735.2	695.4	-39.77
8th Grade Science**	27	1995	734.4	697.4	-37.09

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. A negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Summit – Atlas

Summit Atlas (Atlas) is situated within the Seattle SD boundaries and enrolled approximately 159 students for the 2017-18 school year. Atlas serves higher percentages of students of color and students from low income households. Approximately 31 percent of the students at Atlas identify as Black/African American, which is approximately double the rate for the Seattle SD. The percentages of students identifying as Hispanic (17.1 percent) or with Two or More races (13.3 percent) are a little higher than for the Seattle SD. Approximately 7.5 percent of the students at Atlas were English learners, which is lower than the corresponding rate for the Seattle SD. The miscoding of students with a disability is reflected in the anomalously low percentage of SWD students (0.6 percent) reported by the Report Card. Approximately 48 percent of the Atlas students qualified for FRL, while the Seattle SD FRL rate is 16 percentage points lower at 31.8 percent.

Table 26: shows the 2018 demography of Atlas in comparison to the Seattle SD and Washington.

Table 26: Summit Atlas Demographics

Student Group	Atlas (%)	Seattle SD (%)	Washington (%)
American Indian/Alaskan Native	0.0	0.5	1.4
Asian	3.3	14.1	7.7
Black/African American	30.9	14.9	4.4
Hispanic/Latino	17.1	12.1	23.1
Native Hawaiian/Pacific Islander	0.0	0.5	1.1
White	35.4	47.1	54.4
Two or More Races	13.3	10.8	8.0
English Learners	7.5	12.5	11.5
Low Income	47.8	31.8	42.4
Students with IEPs	0.6	15.1	14.1

Atlas' performance comparison is based on the 6th grade ELA and math assessments only. The average scale scores for the ELA and math assessments for Atlas students are substantially higher than the corresponding average scale scores for Washington. More details are provided below.

- On the 6th grade ELA assessment, Atlas posted an average scale score of 2562.3 which was approximately 23 scale score points higher than the statewide average scale score for Washington.
- On the 6th grade math assessment, Atlas posted an average scale score of 2572.8 which was nearly 32 scale score points higher than the statewide average scale score for Washington.

Table 27: shows the average scale scores for the 2018 ELA and math assessments by grade level for Atlas in comparison to Washington.

Table 27: Summit Atlas Assessment Scores compared to Statewide Average

Assessment	Scale Score Atlas (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
6th Grade ELA	2562.3	2538.9	-23.4
6th Grade Math	2572.8	2540.9	-31.9

*Note: the negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students.

The average scale scores for the 6th grade ELA and math assessments for Atlas students are a little lower than the corresponding average scale scores for the Seattle SD. More details are provided below.

- On the 6th grade ELA assessment, Atlas posted an average scale score of 2563.0 which was approximately 5.1 scale score points lower than the average scale score for the Seattle SD. The average scale scores were statistically similar.
- On the 6th grade math assessment, Atlas posted an average scale score of 2572.2 which was 6.8 scale score points lower than the average scale score for the Seattle SD. The average scale scores were statistically similar.

Table 28: shows the average scale scores for the 2018 ELA and math assessments by grade level for Atlas in comparison to the Seattle SD.

Table 28: Summit Atlas Assessment Scores compared to Seattle School District

Assessment	Atlas Students	Seattle SD Students	Scale Score Atlas (M)	Scale Score Seattle SD (M)	Scale Score Mean Diff.*
6th Grade ELA	86	3830	2563.0	2568.2	5.13
6th Grade Math	85	3832	2572.2	2579.0	6.81

*Note: The positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school. **Note: a double asterisk denotes the assessments and grades where the group performances were statistically different.

Summit – Olympus

The Olympus School (Olympus) is situated within the Tacoma SD boundaries and enrolled approximately 151 students for the 2017-18 school year. Olympus serves higher percentages of students of color and students from low income households in comparison to the Tacoma SD and Washington. Approximately 19 percent of the students at Olympus identified as Black/African American and 29 percent as Hispanic, which were 4.3 and 9.0 percentage points higher than the corresponding rate for the Tacoma SD. The percentages of Asian and White students were lower at Olympus as compared to the Tacoma SD. The percentage of English learners (7.3 percent) at Olympus was lower than the corresponding rate for the Tacoma SD. The miscoding of students with a disability is reflected in the anomalously low percentage of SWD students (2.0 percent) reported by the Report Card. The percentage of FRL students (70.9 percent) at Olympus was nearly 15 percentage points higher than the corresponding rate for the Tacoma SD.

Table 29: shows the 2018 demography of Olympus in comparison to the Tacoma SD and Washington.

Table 29: Summit Olympus Demographics

Student Group	Olympus (%)	Tacoma SD (%)	Washington (%)
American Indian/Alaskan Native	1.8	1.2	1.4
Asian	3.6	9.4	7.7
Black/African American	19.2	14.9	4.4
Hispanic/Latino	29.3	20.3	23.1
Native Hawaiian/Pacific Islander	2.4	3.0	1.1
White	30.5	39.3	54.4
Two or More Races	13.2	11.9	8.0
English Learners	7.3	11.2	11.5
Low Income	70.9	56.1	42.4
Students with IEPs	2.0	15.1	14.1

The average scale scores for the Olympus 10th graders are substantially lower than the corresponding average scale scores for Washington, while the average scale scores for the Olympus 11th graders are substantially higher than the corresponding average scale scores in ELA, math, and science. More details are provided below.

- Olympus 10th graders posted average scale scores that were 37 and 53 scale score points lower in ELA and math than the corresponding scores for the state.
- Olympus 11th graders posted average scale scores that were 28 and 22 scale score points lower in ELA and math than the corresponding scores for the state.
- On the 11th grade science assessment, the average scale score for Olympus was 704.3 which was 8.2 scale score points higher than the average scale score of 696.1 achieved by other Washington students.

Table 30: shows the average scale scores for the 2108 ELA, math, and science assessments by grade level for Olympus in comparison to Washington statewide average.

Table 30: Summit Olympus Assessment Scores compared to Statewide Average

Assessment	Scale Score Olympus (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
10th Grade ELA	2592.2	2629.6	37.4
11th Grade ELA	2541.8	2513.6	-28.2
10th Grade Math	2536.5	2589.2	52.7
11th Grade Math	2577.1	2555.4	-21.7
11th Grade Science	704.3	696.1	-8.2

*Note: a positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students and a negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students.

The average scale scores for the Olympus 10th graders are a little lower than the corresponding average scale scores for the Tacoma SD, while the average scale scores for the Olympus 11th graders are substantially higher than the Tacoma SD's corresponding average scale scores in ELA, math, and science. Additional details are provided below.

- On the 10th grade ELA assessment, the Olympus average scale score was 5.3 scale score points lower than the corresponding measure for the Tacoma SD, but the mean scale scores were statistically similar. On the 11th grade ELA, the Olympus average scale score was 67 scale score points higher than the corresponding measure for the Tacoma SD. The mean scale scores were statistically different with Olympus having posted the higher score.
- On the 10th grade math assessment, the Olympus average scale score was 12.9 scale score points lower than the corresponding measure for the Tacoma SD, but the mean scale scores were statistically similar. On the 11th grade math, the Olympus average scale score was nearly 71 scale score points higher than the corresponding measure for the Tacoma SD. The mean scale scores were statistically different with Olympus having posted the higher score.
- On the 11th grade science assessment, the Olympus average scale score of 704.3 was approximately 24 scale score points higher than the corresponding measure for the Tacoma SD. The mean scale scores were statistically different with Olympus having posted the higher score.

Table 31: shows the average scale scores for the 2018 ELA, math, and science assessments by grade level for Olympus in comparison to the Tacoma SD.

Table 31: Summit Olympus Assessment Scores compared to Tacoma School District

Assessment	Olympus Students	Tacoma SD Students	Scale Score Olympus (M)	Scale Score Tacoma SD (M)	Scale Score Mean Diff.*
10th Grade ELA	41	1859	2592.2	2597.5	5.34
11th Grade ELA**	22	375	2541.8	2474.8	-67.00
10th Grade Math	41	1851	2536.5	2549.3	12.85
11th Grade Math**	66	917	2577.1	2506.2	-70.88
11th Grade Science**	68	1321	704.3	680.3	-24.06

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. A negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Summit – Sierra

The Summit Sierra School (Sierra) is physically situated within the Seattle SD boundaries and enrolled approximately 294 students for the 2017-18 school year. Sierra serves higher percentages of students of color and students from low income households in comparison to the Seattle SD The race/ethnicity composition at Sierra is similar to the Seattle SD, except that Sierra served approximately 41 percent Black/African American students which is approximately 25 percentage points higher than the Seattle SD rate. Sierra served approximately 26 percent White students, which is 20 percentage points lower than the corresponding measure for the Seattle SD. Compared to the Seattle SD rates, Sierra served a lower percentage of English learner students (7.8 percent), and a higher percentage of students qualifying for FRL (41.8 percent). The miscoding of students with a disability is reflected in the anomalously low percentage of SWD students (0.0 percent) reported by the Report Card.

Table 32: shows the 2018 demography of Sierra in comparison to the Seattle SD and Washington.

Table 32: Summit Sierra Demographics

Student Group	Sierra (%)	Seattle SD (%)	Washington (%)
American Indian/Alaskan Native	1.7	0.5	1.4
Asian	10.4	14.1	7.7
Black/African American	40.7	14.9	4.4
Hispanic/Latino	8.8	12.1	23.1
Native Hawaiian/Pacific Islander	0.0	0.5	1.1
White	26.3	47.1	54.4
Two or More Races	12.1	10.8	8.0
English Learners	7.8	12.5	11.5
Low Income	41.8	31.8	42.4
Students with IEPs	0.0	15.1	14.1

The average scale scores for the Sierra 10th graders are a little lower than the corresponding statewide average scale scores for Washington, while the average scale scores for the Sierra 11th graders are substantially higher than the corresponding average scale scores in ELA, math, and science. More details are provided below.

- On the 10th grade assessments, the Sierra average scale scores were 2.7 and 11.2 scale score points lower in ELA and math than the corresponding measure for Washington.
- On the 11th grade assessments, the Sierra average scale scores were 47 and 51 scale score points higher on the ELA and math than the corresponding measure for Washington.

Table 33: shows the average scale scores for the 2018 ELA, math, and science assessments by grade level for Sierra in comparison to Washington.

Table 33: Summit Sierra Assessment Scores compared to Statewide Average

Assessment	Scale Score Sierra (M)	Scale Score Washington (M)	Scale Score Mean Diff.*
10th Grade ELA	2626.8	2629.6	2.7
11th Grade ELA	2560.2	2513.5	-46.7
10th Grade Math	2578.1	2589.2	11.2
11th Grade Math	2606.6	2555.3	-51.3
11th Grade Science	699.1	696.1	-32.9

*Note: the positive value of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students. A negative value of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students.

The average scale scores for the Sierra 10th graders are substantially lower than the corresponding average scale scores for Seattle SD while the average scale scores for the Sierra 11th graders are substantially higher than the corresponding average scale scores in ELA and math. On the science assessment, the average scale score for the Seattle SD is a little higher than the corresponding score for Sierra. More details are provided below.

- On the 10th grade ELA assessment, the Sierra average scale score was approximately 29 scale score points lower than the corresponding measure for the Seattle SD. The mean scale scores were statistically different with the Seattle SD being higher. On the 11th grade ELA, the Sierra average scale score was 57 scale score points higher than the corresponding measure for the Seattle SD. The mean scale scores were statistically different with Sierra having posted the higher score.
- On the 10th grade math assessment, the Sierra average scale score was approximately 52 scale score points lower than the corresponding measure for the Seattle SD. The mean scale scores were statistically different with the Seattle SD being higher. On the 11th grade math assessment, the Sierra average scale score was 35 scale score points higher than the corresponding measure for the Seattle SD. The mean scale scores were statistically different with Sierra having posted the higher score.
- On the 11th grade science assessment, the Sierra average scale score of 699.1 was approximately 11 scale score points lower than the average scale score of 710.1 posted by the Seattle SD. The mean scale scores were statistically similar.

Table 34: shows the average scale scores for the 2018 ELA, math, and science assessments by grade level for Sierra in comparison to the Seattle SD.

Table 34: Summit Olympus Assessment Scores compared to Seattle School District

Assessment	Sierra Students	Seattle SD Students	Scale Score Sierra ELA (M)	Scale Score Seattle SD ELA (M)	Scale Score Mean Diff.*
10th Grade ELA**	85	3261	2626.8	2656.1	29.26
11th Grade ELA**	29	323	2560.2	2503.4	-56.87
10th Grade Math**	79	3178	2578.1	2629.7	51.63
11th Grade Math**	95	1457	2606.6	2571.6	-35.04
11th Grade Science	92	1732	699.1	710.1	11.04

*Note: the positive values of the scale score mean difference means the average scale score for the charter school students was lower than the average scale score for the non-charter school students and the negative values of the scale score mean difference means the average scale score for the charter school students was greater than the average scale score for the non-charter school students. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Part B: Performance of students at charter schools to similar non-charter school students.

Design and Methodology

Data Sources and Data Processing

The Office of the Superintendent of Public Instruction (OSPI) provided the SBE with separate de-identified student enrollment, assessment, absence, and discipline data files for the 2017-18 school year in late September. Neither the student growth percentile (SGP) file nor the file containing English language proficiency results (ELPA 21) has been finalized so have not yet been provided to the SBE. When available, the SGPs will be integrated into the data set and the resulting analyses will be added to the findings reported here.

The assessment file provided by the OSPI contained results for the Washington Access to Instruction and Measurement (WaAIM) and the statewide Smarter Balanced assessments. Fewer than a dozen students at charter schools participated in the WaAIM, the assessment for selected students with severe disabilities. Because the WaAIM differs greatly from the SBA and because WaAIM scores vary considerably based on disability type, the SBE made the decision to exclude the WaAIM from the analyses presented here.

Design and Statistical Methods

In order to carry out the most meaningful comparison of the academic performance between charter school students and not charter school students, a control group was created following a student-by-student matching process. In such a design, each charter school student is matched to or paired with a demographically similar non-charter school student and the group means are then compared using the Independent Samples *t*-Test.

The comparison group is comprised of students enrolled in charter schools with valid scores for the Smarter Balanced (SBA) English language arts (ELA) and mathematics assessments. Most, but not all of the comparison group members, also have valid results for the Washington Comprehensive Assessment of Science (WCAS).

A control group comprised of similar non-charter school students was created through a one-by-one matching process. Exact matching criteria included gender, federal race and ethnicity coding, Free and Reduced Price Lunch program (FRL) status, English learner (EL) status, and special education (SWD) status. Other matching criteria included Section 504 status, the aggregated number of absences, the language spoken at home, number of exclusionary discipline events, and the number of exclusionary discipline intervention days. In the matching process, each student's home district was considered and used as a matching criteria. As examples, a student at a Spokane charter school was matched to a similar student in a Spokane non-charter school and a student at a Tacoma charter school was matched to a similar student in a Tacoma non-charter school. In some instances, the control group matched student attended school in different, but nearby school district.

Table 35 and Table 36 show that the demographic characteristics of the control group are nearly identical to the demographic characteristics of the comparison group. Differences in some of the aggregated matching criteria (e.g. days absent and discipline intervention days) result from the matching protocol that paired some students on the combination of the two criteria when an exact match could not be made on the criteria separately. In these cases, the total out of school days would be approximately the same, some due to absence and some due to exclusionary discipline.

Table 35: Racial composition of the student groups and for Washington in the 2017-18 school year

Student Group	Native American (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Pacific Islander (%)	Two or More (%)
Control Group	1.9	4.8	27.3	15.2	38.4	1.4	11.2
Comparison Group	1.9	4.8	27.3	15.2	38.4	1.4	11.2
Washington	1.4	7.7	4.4	23.1	54.4	1.1	8.0

The chronic absenteeism variable was computed from the student absence file, which describes each absence as excused or unexcused and full day or part day. For this work, no distinction was made between excused or unexcused absences. Full day absences were coded as 1.0 day and a part day absence was coded as 0.25 days. The total days absent were summed from the individual absence events and a student was coded as chronically absent if the total days absent were more than 18.

Table 36: Program participation, attendance, and exclusionary discipline patterns for the study groups and Washington for the 2017-18 school year.

Student Group	FRL (%)	EL (%)	SWD (%)	Section 504 (%)	Chronic Absence (%)	Days Absent (M)	Discipline Events (M)	Discipline Days (M)
Control Group	60	11	15	4	26	13.7	0.39	0.64
Comparison Group	60	11	15	3	27	14.3	0.36	0.47
Washington	42	12	14	4	19	12.1	0.17	0.38

Several charter school students with valid SBA results could not be matched due to unusual absence or exclusionary discipline patterns. Also, at least one match was impossible to make as the required coding (e.g. race/ethnicity or FRL status) was not included in the various data files. For both the control and comparison groups, more than 94 percent of the students were continuously enrolled for the academic year, and student results were included in this comparison regardless of the continuously enrolled status, in a similar manner in which results are reported on the Washington Report Card.

Overall Findings by Content Area

The Independent Sample t-Test was conducted to determine whether the comparison group (charter school students) performed differently than the control group (non-charter school students) on the statewide ELA, math, and science assessments. For the analyses that follow, the comparison and control groups are aggregated from all of the charter schools. In other words, all of the charter school students are combined into one large group to assess for overall group differences. The results of the t-tests are summarized in Table 37.

On the statewide ELA, math, and science assessments, the comparison group (charter school students) perform no differently than the control group (non-charter school students). On the science assessment, the average scale score for the comparison group was a little higher than the average scale score for the control group.

The findings are as follows:

- The performance on the ELA assessment for the charter school students was statistically similar to the performance of the non-charter school students. The mean scale score for the control group (2548.3) was approximately 5.0 scale score points higher than the comparison group (2543.3), but the group means were statistically similar.
- On the math assessment, the mean scale score for the control group (2536.0) was approximately 4.3 scale score points higher than the comparison group (2531.7), but the group means were statistically similar.
- The average scale score for the comparison group (684.7) was approximately 5.2 scale score points higher than the average scale score for the control group (679.4) on the science assessment, but the means were statistically similar.

Table 37: Scale score differences based on charter school enrollment.

Assessment	Students	Mean Scale Score Comparison Group Charter Students	Mean Scale Score Control Group Non-Charter Students	Mean Scale Score Difference*
ELA	1405	2543.3	2545.6	2.25
Math	1405	2531.7	2532.8	1.08
Science	470	684.7	678.1	-6.52

*Note: the mean difference is reported as the value for the non-charter school group minus the value for the charter school group. A negative mean difference indicates that the mean scale score for the comparison group (charter school students) was higher than the mean scale score for the control group (non-charter school students). A positive mean difference indicates that the mean scale score for the comparison group (charter school students) was lower than the mean scale score for the control group (non-charter school students).

Grade Level Findings by Content Area

For the seven grades in which analyses were conducted, the comparison group (charter school students) performed statistically similar to or better than the control group at all grade levels except for the 6th grade. The results are described in more detail below.

- The comparison and control groups performed statistically similar on the 3rd, 5th, 7th, 8th, and 10th grade ELA assessments. The mean scale score for the control group was mostly a little higher than the comparable score for the comparison group.
- The control group (2543.7 scale score) performed statistically higher than the comparison group (2523.5 scale score) on the 6th grade ELA assessment.
- The comparison group (2560.0 scale score) performed statistically higher than the comparison group (2516.0 scale score) on the 11th grade ELA assessment.

Table 38: ELA scale score differences based on charter school enrollment.

Assessment	Students	Mean Scale Score Comparison Group Charter Students	Mean Scale Score Control Group Non-Charter Students	Mean Scale Score Difference*
3rd Grade	63	2438.9	2445.2	6.32
4th Grade	< 10	--	--	--
5th Grade	121	2509.9	2521.0	11.03
6th Grade**	413	2523.5	2540.7	17.20
7th Grade	316	2544.7	2546.7	2.05
8th Grade	316	2571.7	2558.8	-12.92
10th grade	120	2617.2	2624.5	7.24
11th Grade**	49	2560.0	2503.7	-56.35

*Note: the mean difference is reported as the value for the not charter school group minus the value for the charter school group. A negative mean difference indicates that the mean scale score for the comparison group (charter school students) was higher than the mean scale score for the control group. A positive mean difference indicates that the mean scale score for the comparison group (charter school students) was lower than the mean scale score for the control group. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

For the seven grades in which analyses on the math assessment were conducted, the comparison group (charter school students) performed statistically similar to the control group at all grade levels except for the 10th grade. The results are described in more detail below.

- On the math assessment, the comparison group performed statistically similar to the control group at all grade levels except for the 10th grade. On the 5th, 7th, 8th, and 11th grade assessments, the comparison group posted higher average scale scores. On the 3rd, 6th, and 10th grade assessments, the Control group posted higher average scale scores.
- On the 10th grade math assessment, the mean scale score for the control group (2613.6) was statistically higher than the mean scale score for the comparison group (2563.9). The mean scale score difference was nearly 50 scale score points.

Table 39: Math scale score differences based on charter school enrollment.

Assessment	Students	Mean Scale Score Comparison Group Charter Students	Mean Scale Score Control Group Non-Charter Students	Mean Scale Score Difference*
3rd Grade	63	2427.7	2443.3	15.64
4th Grade	< 10	--	--	--
5th Grade	121	2535.1	2512.8	-22.26
6th Grade	413	2528.8	2539.4	10.56
7th Grade	316	2532.7	2527.9	-4.83
8th Grade	316	2541.7	2539.7	-2.00
10th Grade**	120	2563.9	2595.1	31.2
11th Grade	49	2535.1	2482.4	-52.76

*Note: the mean difference is reported as the value for the not charter school group minus the value for the charter school group. A negative mean difference indicates that the mean scale score for the comparison group (charter school students) was higher than the mean scale score for the control group. A positive mean difference indicates that the mean scale score for the comparison group (charter school students) was lower than the mean scale score for the control group. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

On all of the science assessments, the comparison group (charter school students) scored from a little higher to substantially higher than the control group. Additional details are provided below.

- The mean differences for the 5th and 8th grade science assessments were -0.50 and -4.35 respectively, indicating that the comparison groups scored a little higher. However, the comparison group performed statistically similar to the control group on the 5th and 8th grade science assessments.
- The comparison group (653.6 scale score) performed statistically higher than the control group (614.1 scale score) on the 11th grade science assessment. The mean difference was -39.50 scale score points and the group performance was statistically different with the comparison group scoring higher.

Table 40: Science scale score differences based on charter school enrollment.

Assessment	Students	Mean Scale Score Comparison Group Charter Students	Mean Scale Score Not Control Group Charter Students	Mean Scale Score Difference*
5th Grade	120	696.9	696.4	-0.50
8th Grade	312	684.6	680.0	-4.53
11th Grade**	47	653.6	595.9	-57.76

*Note: the mean difference is reported as the value for the not charter school group minus the value for the charter school group. A negative mean difference indicates that the mean scale score for the comparison group (charter school students) was higher than the mean scale score for the control group. **Note: the double asterisk denotes the assessments and grades where the group performances were statistically different.

Exhibit B: Research on Charter Schools

Since the inception of public charter schools, dueling research has abounded, much of it biased based on the philosophical support or opposition of the charter school concept. Drawing broad conclusions about the academic achievement of charter school students across the nation is challenging, as results vary from state to state, by school level, by presence and nature of a management organization, and other structural variables, and results differ for specific student groups.

The Center for Research on Education Outcomes (CREDO) is one of the most credible and prolific entities researching charter schools. In 2013, CREDO published the results of a nationwide study of the academic performance of students attending charter schools. The overall takeaway from the National Charter School study was that on average, students attending charter schools exhibit the equivalent of eight additional days of learning in reading and the same days of learning in math per year compared to their non-charter school peers. Black students, students in poverty, and English learners benefit from attending charter schools. However, like traditional public schools, charter school quality is uneven across the states and across schools.

In 2016, Education Week published an e-book titled The Charter School Movement: 25 Years in the Making that is a compilation of essays and summaries of technical research on charter schools. The document provides a balanced perspective of the impact of charter schools on public education, student achievement, accountability systems, students in special education, English learners, and educational equity.

In 2017, CREDO published the results of a study of Texas charter schools. An important finding was that on average, charter students in Texas experienced stronger annual growth in reading and similar growth in math compared to the educational gains of the non-charter school matched peers. The impact on reading gains is statistically significant, as an average Texas charter student exhibited growth equivalent to completing 17 additional days of learning in reading each year. Hispanic charter students and Hispanic charter students in poverty exhibit stronger growth than the non-charter school peers. Students in special education and English learners in non-charter schools performed similar to or better than the charter school students.

In 2017, CREDO published the results of a study of New York City charter schools. An important finding of the research was that on average, charter school students in New York City showed statistically significant stronger growth in both reading and math. The average New York City charter student demonstrated growth equivalent to completing 23 additional days of learning in reading and 63 additional days in math each year. The analysis further revealed that Hispanic and Black charter students in poverty posted stronger growth in reading and math compared to their non-charter school counterparts. Overall, charter students demonstrated positive growth and statistically significant growth in both reading and math.

Over the past year, 2017-2018, CREDO has conducted a study on Washington State Charter Schools. SBE is issuing this report at the same time that CREDO is finalizing its analysis of the performance of Washington charter schools in 2012-2017. The CREDO report follows a rigorous design the organization has utilized for a number of charter school studies, including the National Charter School Study (2013). The findings of the CREDO study of Washington charter schools will be publicly released in January, 2019.

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