

## 2019 Charter Authorizer Annual Report

Please complete the following report and submit via electronic mail to [sbe@k12.wa.us](mailto:sbe@k12.wa.us). If the information requested for any part of the report is not available, please enter NA in the space provided. Please identify by item number below any attachments provided for purposes of this report.

Authorizer Name:

Washington State Charter School Commission

Authorizer Address:

1068 Washington St SE

PO Box 40996

Olympia WA 98504-0996

Contact for Additional Information:

Name: Joshua Halsey

Telephone Number: 360-725-5511

Email Address: [joshua.halsey@k12.wa.us](mailto:joshua.halsey@k12.wa.us)

Mailing Address: Same as Authorizer address

1. If a school district, date of approval as an authorizer by the SBE.

N/A

2. Names and job titles of personnel having principal authorizing responsibilities, with contact information for each.

Name: Joshua Halsey, Executive Director

Telephone Number: 360-725-5511

Email Address: [joshua.halsey@k12.wa.us](mailto:joshua.halsey@k12.wa.us)

Mailing Address: Same as Authorizer Address

Name: Krystal Starwich, Director of New School Applications  
Telephone Number: 360-725-5511  
Email Address: krystal.starwich@k12.wa.us  
Mailing Address: Same as Authorizer Address

3. Names and job titles of any employees or contractors to whom the district has delegated responsibility for the duties of an authorizer as set forth in RCW 28A.710.100, with contact information for each.

Name: Joshua Halsey, Executive Director  
Telephone Number: 360-725-5511  
Email Address: joshua.halsey@k12.wa.us  
Mailing Address: Same as Authorizer Address

4. Please provide as an attachment an executive summary of authorizing activity over the 2018-2019 school/fiscal year, including but not limited to the status [RCW 28A.710.100(4)(c)], as well as the academic and financial performance of all charter schools operating under your jurisdiction.

**Please title the attachment: Name of Authorizer.Q4**  
**For example: State Board of Education.Q4**

5. Please provide as an attachment your strategic vision for chartering, and an assessment of the progress made in achieving that vision since becoming an authorizer.

**Please title the attachment: Name of Authorizer.Q5**

6. Please provide as an attachment information on the status of your charter school portfolio, identifying each charter school authorized in each of the following categories:

**Please title the attachment: Name of Authorizer.Q6**

- a) Approved but not yet operating, including, for each for each charter school:
  - i. The targeted student population and the community the school proposes to serve.
  - ii. The proposed location of the school or geographic area in which it will be located.
  - iii. The projected enrollment at capacity.
  - iv. The grades to be operated in each year of the charter contract.

- v. Names and contact information for each member of the governing board.
- vi. Date approved for opening.

b) Operating, including, for each charter school:

- i. Location (street address if available).
- ii. Grades operated.
- iii. Enrollment, total and by grade.
- iv. Enrollment, by grade, for each student subgroup as defined in RCW 28A.300.042, in totals and as percentages of enrollment.
- v. If charter has been renewed during the last year, please indicate, with date of renewal.
- vi. If charter has been transferred to another authorizer within the last year, please indicate, with date of transfer.
- vii. If charter was revoked during the last year, please indicate, with date and reasons for revocation.
- viii. If the school delayed its opening by more than one year by a grant of extension by the authorizer, please indicate, with date of approval of request for extension.
- ix. If the school voluntarily closed, please indicate, with date of closing.
- x. If the school never opened, with no planned date for opening, please indicate.

7. As **Exhibit A**, please provide information on the academic performance of each charter school operated during the 2018-2019 school/fiscal year. The information must include:

- a) Student achievement, as applicable by grade, on each of the required indicators enumerated in **RCW 28A.710.170**, as applicable by grade:
  - i. Academic proficiency, for continuously enrolled students, as reported in the Washington Achievement Index.
  - ii. Academic growth, for continuously enrolled students, as reported in the Washington Achievement Index.
  - iii. Achievement gaps, for continuously enrolled students, as reported in the Washington Achievement Index.
  - iv. Attendance
  - v. Recurrent enrollment from the prior school year to the year before.
  - vi. Graduation rates, as reported in the Washington Achievement Index.
  - vii. Postsecondary readiness, at such time as it is reported in the Washington Achievement Index.
- b) Student achievement, as applicable by grade, on each additional indicator, if any, the authorizer has included in its academic performance framework.

➤ For each indicator of academic performance, data must be reported as:

- 1) Absolute values, and
    - 2) The computed differences between actual performance and the annual performance targets set by the charter school in conjunction with the authorizer under RCW 28A.710.170(3).
  - For each indicator of academic performance, data must be disaggregated by major student subgroup as enumerated in RCW 28A.710.170(5).
8. As **Exhibit B**, please provide information on the financial performance of each charter school operated during the 2018-2019 school/fiscal year. The information must include performance on each of the indicators and measures of financial performance and sustainability included in the authorizer’s performance framework under RCW 28A.710.170(2)(g).
- For each indicator of financial performance, data must be reported as:
    - (1) Absolute values, and
    - (2) The computed differences between actual performance and the annual performance targets set by the charter school in conjunction with the authorizer under RCW 28A.710.170(3).
9. As **Exhibit C**, please create a table that provides information on the organizational performance of the governing board of each charter school operated in 2018-2019. Performance reported must be based on the indicators and measures of organizational performance in the authorizer’s performance framework, including but not limited to compliance with all applicable laws, rules and terms of the charter contract.
- Where applicable, please compute and report the differences between actual performance on the indicators and the annual targets set by the charter school in conjunction with the authorizer under RCW 28A.710.170(3).
10. Please provide as an attachment a presentation of operating costs incurred and expenditures made during the 2018-2019 school/fiscal year that are specifically attributable to fulfilling the responsibilities of a charter authorizer under RCW 28A.710.100, as reported in annual financial statements that conform with Generally Accepted Accounting Principles and under any applicable reporting and accounting requirements of the Office of the Superintendent of Public Instruction.  
**Please label the attachment: Name of Authorizer.Q10**

11. Please provide as an attachment a list of any contracted, fee-based services purchased during the 2018-2019 school/fiscal year by the charter schools in the authorizer’s portfolio. Please include for each:
- a) An itemized accounting of the revenue received from the schools from the services provided;
  - b) An estimate of the actual costs to the provider of providing these services.

**Please label the attachment: Name of Authorizer.Q11**

12. Please provide any additional information you believe would assist the SBE in its *“assessment of the successes, challenges, and areas for improvement in meeting the purposes of this chapter (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 any suggested changes in state law or policy necessary to strengthen the state’s charter schools.”* (RCW28A.710.250(2))

**Please label the attachment: Additional Information. Q12.**

## Attachment: Washington State Charter School Commission.Q4

*Please provide as an attachment an executive summary of authorizing activity over the 2018-2019 school/fiscal year, including but not limited to the status [RCW 28A.710.100(4)(c)], as well as the academic and financial performance of all charter schools operating under your jurisdiction.*

The Washington State Charter School Commission (Commission) issued its New Charter School Application on September 4, 2018. On November 30, 2018, the Commission received twelve (12) Notices of Intent to apply from organizations throughout the state and on March 1, 2019, the Commission received seven (7) applications to open new charter public schools. Of the seven (7) applications, three (3) were deemed incomplete, and therefore were not reviewed. On May 30, 2019, the Commission, during a regularly scheduled Commission meeting, approved four (4) new school applications.

During the 2018-19 school year, ten (10) Commission authorized charter public schools were in operation. These schools were subject to stringent oversight from the Commission and the Office of Superintendent of Public Instruction (OSPI). As of the writing of this report, the Commission is able to provide partial outcome data on all ten of the Commission authorized charter public schools. The data includes:

- 2018-19 student enrollment and demographic data;
- 2018-19 partial Academic Framework Report results:
  - Geographic Comparisons (Measures 2.a.1 and 2.b.1)
  - Comparison to Schools Serving Similar Students (Measure 3.a)
  - School-Specific Goals (Measure 4)
- 2017-18 Academic Framework Report results;
- 2017-18 Financial Framework Report results;
- 2016-17 Organizational Framework Report results;
- 2017-18 and 2018-19 agency financial reports.

Please note that the Commission is unable to provide a complete assessment of the performance of its operational charter public schools due the timely availability of data from multiple entities. This incomplete assessment is due to multiple factors, including:

- The grades served by the charter school and length of time in operation - In some cases, such as the Washington School Improvement Framework ratings, schools must have multiple years of student data; therefore, schools in their first year of operation, neither OSPI nor the Commission are able to provide an accurate rating. Additionally, schools serving K-2 and high school students have limited data available based on the grades assessed;
- Enrollment – The n-size of student groups may be too small and therefore suppressed by OSPI to protect student privacy;

- Data availability – Particularly in the case of the Operational Performance Framework, information from independent financial audits and the State Auditor’s accountability audits are needed to complete the Commission’s report. This information from the 2017-18 and 2018-19 school-years has not been made available at the time of the State Board of Education’s report deadline.

## Attachment: Washington State Charter School Commission.Q5

*Please provide as an attachment your strategic vision for chartering, and an assessment of the progress made in achieving that vision since becoming an authorizer.*

Per the Charter Schools Act, the Commission has established its strategic vision for authorizing to guide its work, within its Mission, Values, and Vision:

*The Washington State Charter School Commission seeks to authorize high quality schools that will significantly improve student outcomes, particularly for at-risk students. The Commission will hold schools accountable for student learning using multiple measures of student achievement.*

*The Commission seeks to build a diverse portfolio of school delivery models that expands the authority of teachers and school leaders and encourages and accelerates the identification and use of best practices in teaching and learning. It also seeks to develop, test, and document innovative, new ideas that can be replicated in other Washington schools.*

*The Commission expects schools to have authentic and sustainable connections to the communities they serve. These connections are evidenced by strong commitments from community and business stakeholders, systems for ensuring cultural sensitivity, responsiveness to all students and their families, and effective, engaged governance boards.*

Using this strategic vision for chartering as its cornerstone, the Commission believes it continues to make progress towards realizing its vision. This belief is predicated upon the fact that the Commission has conducted six (6) new school application solicitations in the past six years. These solicitations have resulted in sixteen (16) charter public schools authorized, each intentionally positioned to serve at-risk students. Of the sixteen (16) charters authorized, three (3) voluntarily closed at the end of the 2018-19 school year, one (1) opened in August of 2019, and four (4) are scheduled to open in the fall of 2020 upon successful completion of the Commission's pre-opening conditions. In 2018-19, the Commission's portfolio of schools served approximately 2,300 students. As the data shows, the vast majority of students being served meet the definition of at-risk as defined in the Charter School Act (RCW 28A.710.010).



Attachment: Washington State Charter School Commission Q6

a) Approved but not yet operating						
School	(i) Student Population	(ii) Location	(iii) Projected Enrollment at Capacity	(iv) Grades Served Year 1 & Year 5)	(v) Governing Board	(vi) Date Approved to Open
Ashé Preparatory Academy	At-Risk	Skyway	450	Year 1: Grades K-3 and 6 Year 5: Grades K-8	Khavin Debbs - <a href="mailto:khavindebbs@gmail.com">khavindebbs@gmail.com</a> James Valiere - <a href="mailto:jimvaliere@rocketmail.com">jimvaliere@rocketmail.com</a> Marjon Heru - <a href="mailto:marjon14222@gmail.com">marjon14222@gmail.com</a> Casey Owens Castello - <a href="mailto:Catherine.e.owens@gmail.com">Catherine.e.owens@gmail.com</a> Khavin Debbs – <a href="mailto:directordebbs@asheprep.org">directordebbs@asheprep.org</a> Derrick Johnson – <a href="mailto:derrickjohnson@asheprep.org">derrickjohnson@asheprep.org</a> Ed Jefferson - <a href="mailto:directorjefferson@asheprep.org">directorjefferson@asheprep.org</a>	August 26, 2019
Catalyst Public Schools: Bremerton	At-Risk	Bremerton (Kitsap Co.)	224	Year 1: Grades K, 1, 5, 6 Year 5: Grades K-8	Julie Kennedy - <a href="mailto:Julie.trott@gmail.com">Julie.trott@gmail.com</a> Amy Kiyota - <a href="mailto:Amy.kiyota@gmail.com">Amy.kiyota@gmail.com</a> TyKera Williams - <a href="mailto:Willi272@seattleu.edu">Willi272@seattleu.edu</a> Katie Singh - <a href="mailto:Katiesingh10@gmail.com">Katiesingh10@gmail.com</a> Shaylynn Houston - <a href="mailto:Shaylynn.houston@yahoo.com">Shaylynn.houston@yahoo.com</a>	August 19, 2020
Cascade Public Schools: Midway	At-Risk	Midway (Des Moines, Kent, Federal Way, SeaTac)	416	Year 1: Grade 9 Year 5: Grades 9-12	Bonnie Lathram - <a href="mailto:blathram@cascadeps.org">blathram@cascadeps.org</a> Greg Sommers - <a href="mailto:gsommers@cascadeps.org">gsommers@cascadeps.org</a> Carolyn Chuong Holgate - <a href="mailto:cchuongholgate@cascadeps.org">cchuongholgate@cascadeps.org</a> Jimmy Brown - <a href="mailto:jbrown@cascadeps.org">jbrown@cascadeps.org</a> Holly Morris - <a href="mailto:hmorris@cascadeps.org">hmorris@cascadeps.org</a> Nicholas Bradford - <a href="mailto:nbradford@cascadeps.org">nbradford@cascadeps.org</a> Louis Garcia - <a href="mailto:lgarcia@cascadeps.org">lgarcia@cascadeps.org</a>	September 8, 2020

Impact Public Schools: Salish Sea Elementary	At-Risk	South Seattle or Renton	504	Year 1: Grades K-1 Year 5: Grades K-5	Tatiana Epanchin - <a href="mailto:tatiana@catalystpublicschools.org">tatiana@catalystpublicschools.org</a> Todd Meldahl - <a href="mailto:tmeldahl@hotmail.com">tmeldahl@hotmail.com</a> Patrick Methvin - <a href="mailto:patrick.methvin@outlook.com">patrick.methvin@outlook.com</a> Sara Morris - <a href="mailto:saramo808@yahoo.com">saramo808@yahoo.com</a> Micaela Razo - <a href="mailto:razom721@gmail.com">razom721@gmail.com</a> Noah Wepman - <a href="mailto:nwepman@gmail.com">nwepman@gmail.com</a> Daniel Zavala - <a href="mailto:danielnzavala@gmail.com">danielnzavala@gmail.com</a>	August 24, 2020
Whatcom Intergenerational High School	At-Risk	Whatcom Co.	300	Year 1: Grade 9 Year 5: Grades 9-12	Darleen Snider - <a href="mailto:Snider.darlene@gmail.com">Snider.darlene@gmail.com</a> Leanne Robinson - <a href="mailto:Leanne.robinson@wwu.edu">Leanne.robinson@wwu.edu</a> Nancy Braum - <a href="mailto:mail@nancybraam.com">mail@nancybraam.com</a> Tracey Pyscher - <a href="mailto:Tracey.pyscher@wwu.edu">Tracey.pyscher@wwu.edu</a> Braythen Hernandez - <a href="mailto:braythenhernandez@yahoo.com">braythenhernandez@yahoo.com</a>	September 1, 2020

<b>b) Operating</b>				
School	(i) Location	(ii) Grades Operated	(iii) 2018-19 Total Enrollment*	(iii) 2018-19 Enrollment by Grade
Green Dot Destiny	1301 East 34th Street Tacoma, WA 98404	2018-19: 6-8 2017-18: 6-8	162	6: 40 7: 49 8: 73
Green Dot Excel	19300 108 <sup>th</sup> Ave SE Kent, WA 98055	2018-19: 7-10 2017-18: 7-9	189	7: 38 8: 61 9: 51 10: 39
Green Dot Rainier Valley Leadership Academy (RVLA)	6020 Rainier Ave S, Seattle, WA 98118	2018-19: 6-7, 9 2017-18: 6	253	6: 99 7: 113 9: 41
Impact Public Schools   Puget Sound Elementary (Impact   PSE)	4800 S 188th St SeaTac, Washington 98188	2018-19: K-1	180	K: 121 1: 59
Rainier Prep	10211 12th Ave S. Seattle, WA 98168	2018-19: 5-8 2017-18: 5-8	342	5: 88 6: 87 7: 81 8: 86
SOAR Academy	1301 East 34 <sup>th</sup> Street Tacoma, WA 98404	2018-19: K-5 2017-18: K-3	220	K: 45 1: 42 2: 34 3: 46 4: 38 5: 15
Summit Atlas	9601 35 <sup>th</sup> Ave SW, Seattle, WA 98126	2018-19: 6-7, 9-10 2017-18: 6, 9	336	6: 86 7: 120 9: 70 10: 60
Summit Olympus	409 Puyallup Ave. Tacoma, WA 98421	2018-19: 9-12 2017-18: 9-11	194	9: 41 10: 41 11: 49 12: 63

Summit Sierra	1025 S. King Street Seattle, WA 98104	2018-19: 9-12 2017-18: 9-11	374	9: 89 10: 100 11: 83 12: 102
Willow Public School	412 W. Poplar St. Walla Walla, Washington 99362	2018-19: 6-8	114	6: 64 7: 43 8: 7

(iv) Operating 2018-19*												
School	American Indian/Alaskan Native %	Asian %	Black/African American %	Hispanic/Latino %	White%	Native Hawaiian /Pacific Islander %	Two or More Races%	Low Income	English Language Learners % (ELL)	Migrant %	Students with Disabilities %	504%
Green Dot Destiny	1	1	30	18	32	3	15	86	9	0	20	2
Green Dot Excel	1	5	40	12	29	2	12	65	10	0	21	1
Green Dot RVLA	0	3	76	10	6	0	5	75	21	0	17	0
Impact Public Schools   PSE	0	7	52	17	18	0	6	72	41	0	4	0
Rainier Prep	0	7	40	37	7	1	8	75	39	0	14	1
SOAR Academy	1	1	28	19	23	6	24	51	4	0	17	1
Summit Atlas	1	4	34	15	34	0	12	55	14	0	19	2
Summit Olympus	2	2	23	33	24	2	16	69	8	0	23	6
Summit Sierra	0	9	35	11	31	0	14	40	8	0	17	10
Willow Public School	0	1	0	44	53	0	3	49	15	2	15	0

\* .5% or higher is rounded up

(ix) Voluntarily Closed		
School	Location	Date Closed
First Place Scholars Charter School	172 20 <sup>th</sup> Ave Seattle, WA 98122	June 1, 2016
Green Dot Destiny*	1301 East 34th Street Tacoma, WA 98404	June 21, 2019
Green Dot Excel*	19300 108 <sup>th</sup> Ave SE Kent, WA 98055	June 21, 2019
SOAR Academy*	1301 East 34th Street Tacoma, WA 98404	June 14, 2019

\* These schools closed at the end of the 2018-19 school year

### **Voluntary Closure Narratives**

#### **SOAR Academy**

SOAR Academy (SOAR) experienced financial challenges from its inception and was not able to overcome them. The challenges on the revenue side started with SOAR's expectation that it would receive full-day Kindergarten funding at the beginning of the 2015-16 school-year. Unfortunately, SOAR did not receive that funding due to the state's process. Back in the 2015-16 school-year, full-day funding for Kindergarten was provided to some districts, with a waitlist for the rest. Since SOAR was a new public school, it was placed at the bottom of the waitlist. In addition to the lack of full-day Kindergarten funding, Washington's Supreme Court struck down the original Charter School Act as unconstitutional, so SOAR contracted with Mary Walker School District to provide educational services to students through an Alternative Learning Environment (ALE) process. The ALE funding was less than the traditional per-pupil apportionment, causing additional financial challenges for SOAR.

On the expense side, SOAR experienced an unexpected change in school leadership after the 2015-16 school-year, with the board choosing to contract with Seneca Family of Agencies to manage the school. This contract was more expensive than the original

leadership staffing model. The school also served significant numbers of systemically underserved students who required expensive supports and given charter public schools inability to access in accessing local levy revenue, SOAR was reliant on private funding to offset these costs. In combination, these expense burdens further added to SOAR's financial challenges.

During the 2018-19 school-year, SOAR sought a new management team to lead the school. Seneca Family of Agencies had informed SOAR's board that they would be transitioning out as SOAR's management provider at the conclusion of the 2018-19 school year. The board met with several management teams and other charter operators; however, these meetings did not culminate in a new management team being identified. Ultimately, SOAR was faced with a heart breaking decision either try to keep operating despite weak finances or surrender their contract. SOAR informed the Commission on January 24, 2019 of its decision to surrender its charter at the end of the 2018-19 school-year. SOAR and the Commission engaged in a closure protocol and have worked for the past eight months to transition students, their records, SOAR's public records and state assets appropriately.

### **Green Dot Destiny and Excel**

On June 7, 2019, Green Dot Public Schools Washington State (GDPSWS) Board of Directors surrendered their charter contracts for Destiny Middle School (Destiny) and Excel Public School (Excel). Under enrollment, significant long-term debt obligations and GDPSWS' inability to control costs led to the contract surrenders. The Commission's Finance Committee had previously scheduled a meeting with GDPSWS to review their financial performance and had expected to issue a Notice of Concern to GDPSWS. However, GDPSWS pre-emptively surrendered their contracts days before this meeting. In addition to financial concerns, the Commission was in the process of issuing Corrective Action to GDPSWS regarding the low academic performance at Destiny and Excel. GDPSWS and the Commission engaged in a closure protocol and have worked to affect the transition for the past eight months.

### **Ashé Preparatory Academy**

Ashé was authorized on June 21, 2018 to start a charter public school. Ashé's proposal met all criteria as outlined in the Commission's New School Application and was unanimously authorized by the Commission. Ashé successfully completed the pre-opening conditions in their charter contract. On August 26, 2019, Ashé opened fully enrolled and began serving students in Kent despite its roots in the Skyway community. They were forced to lease a facility in Kent due to a lack of suitable facilities in the Skyway region despite an exhaustive two year search. The facility in Kent, while only 5 miles from Skyway, created significant transportation challenges for both students and staff. Despite this challenge, over 80% of the students that attended Ashé resided within the Skyway area.

On September 24, 2019, Ashé's Executive Director, Dr. Debra Sullivan, informed the Commission that Ashé's Board of Directors had moved to close the 6<sup>th</sup> grade and transition students back to an educational setting of their parent/guardian's choice. On September 25, 2019, the Commission's Executive Director, Joshua Halsey spoke with Dr. Sullivan to understand what had led to the staffing issues and was informed that several staff members, including the school leader, had been experiencing medical issues that were

compromising their ability to operate in accordance with their charter contract. The Commission's Executive Director and Deputy Director conducted a site visit of Ashé on October 2, 2019. At that time the option of surrendering the charter contract was surfaced due to the lack of adequate staff, drop in enrollment and school leadership challenges.

Despite Ashé's best efforts, its Board of Directors moved to surrender their charter contract and close the school on October 4, 2019 with the closure effective on October 11, 2019. On October 17, 2019, Dr. Sullivan and Marjon Way-Bonkaana, board member, attended the monthly Commission meeting and provided their initial reflections on the factors that led the board to close the school. I have included the reflections as an attachment to this report (Attachment: Voluntary Closure Narratives).

Overall, Ashé experienced staffing challenges that were largely out of its control and the leadership of the school lacked the ability to adequately cope with the challenges. The facility that Ashé occupied was also a contributing factor given the distance between the facility and the community Ashé intended to serve.



## Exhibit A

As Exhibit A, please provide information on the academic performance of each charter school operated during the 2017-18 and 2018-2019 school/fiscal years.

### WSCSC ACADEMIC PERFORMANCE FRAMEWORK

#### 2017-18 Results

The Academic Performance Framework (APF) includes measures that allow the Washington State Charter School Commission (“the Commission”) to evaluate charter school academic performance annually and at renewal. For each measure in the framework, a charter school receives one of four ratings: “Exceeds Standard”, “Meets Standard”, “Does Not Meet Standard”, or “Falls Far Below Standard”.

Indicator	Measure	
<b>1.State and Federal Accountability – Washington School Improvement Framework (WSIF)</b>	1a.1. All Students Framework Score	
	1a.2. Subgroup Framework Scores	
<b>2. Geographic Comparisons (District)</b>	2a.1. Proficiency	2a.2. Subgroup Proficiency
	2b.1. All Students Growth	2b.2. Subgroup Growth
	2c.1. Graduation Rate	2c.2. Subgroup Graduation Rate
	2d.1. English Learner (EL) Progress	2d.2. Subgroup EL Progress
	2e.1. Regular Attendance	2e.2. Subgroup Regular Attendance
	2f.1. 9 <sup>th</sup> Graders on Track (HS)	2f.2. Subgroup 9 <sup>th</sup> Graders on Track (HS)
	2g.1. Dual Credit (HS)	2g.2. Subgroup Dual Credit (HS)
<b>3. Comparison to Schools Serving Similar Students (Regression)</b>	3a. Proficiency	
	3b. Graduation rate	
<b>4. School-Specific Goals</b>	TBD (School specific)	

School-level reports for each of the charter public schools operating in 2017-18 are available on the Commission’s website:  
<https://charterschool.wa.gov/operating/performance-framework/performance-framework-reports/>

Summary ratings for each of the AFP indicators are presented below.

**INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY – WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF)**

Three of the eight charter public schools operating in 2017-18 received WSIF scores because they had been operating as charter public schools for two years. Green Dot RVLA, SOAR Academy, Summit Atlas, Summit Olympus, Summit Sierra did not receive WSIF ratings due to insufficient data.

<b>APF Measures 1.a and 1.b: Academic Performance Framework Ratings</b>			
<b>WA School Improvement Framework (17-18)</b>			
	<b>Green Dot Excel</b>	<b>Green Dot Destiny</b>	<b>Rainier Prep</b>
	<b>(Grades 7-10)</b>	<b>(Grades 6,7,8)</b>	<b>(Grades 5-8)</b>
<b>All Students</b>	D	F	M
<b>American Indian / Alaskan Native</b>	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	E
<b>Black / African American</b>	D	F	E
<b>Hispanic / Latino of any race(s)</b>	N/A	F	E
<b>Native Hawaiian / Other Pacific Islander</b>	N/A	F	N/A
<b>Two or More Races</b>	D	F	E
<b>White</b>	M	F	M
<b>Special Education</b>	D	F	D
<b>Limited English</b>	F	F	M
<b>Low Income</b>	F	F	E

## INDICATOR 2: GEOGRAPHIC COMPARISONS

Charter public schools are evaluated and rated based on the difference between the charter school and average district performance in Smarter Balanced Assessment (SBA) proficiency rates, state growth results, graduation rates, EL progress, attendance, 9th graders on track, and dual credit. Each of these performance metrics is evaluated for all students and each subgroup in the charter school that meets reporting n-size thresholds.

### Geographic Comparison - SBA Proficiency

All eight of the charter public schools operating in 2017-18 served tested grades for SBA and/or the Washington Comprehensive Assessment of Science (WCAS). Ratings are presented in the table below. Ratings of Meets Standard (M) or Exceeds Standard (E) indicate that the charter school outperformed the resident district; ratings of Does Not Meet Standard (D) or Falls Far Below Standard (F) indicate that the charter public schools performed below the average performance of the resident district.

APF Measures 2.a.1 and 2.b.2 Ratings												
SBA Proficiency Comparison to District (17-18)												
	Green Dot Excel			Green Dot Destiny			Green Dot RVLA			Rainier Prep		
	(Grades 7-9)			(Grades 6-8)			(Grade 6)			(Grades 5-8)		
	ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci
<b>All Students</b>	F	F	F	F	F	D	F	F	N/A	E	E	M
<b>American Indian / Alaskan Native</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	E	E	E
<b>Black / African American</b>	D	M	F	D	M	M	D	M	N/A	E	E	M
<b>Hispanic / Latino of any race(s)</b>	F	F	N/A	D	F	E	N/A	N/A	N/A	E	E	E
<b>Native Hawaiian / Other Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A		D	D	M	N/A	N/A	N/A			
<b>White</b>	F	F	F	F	F	F	N/A	N/A	N/A	D	M	F
<b>Female</b>	F	F	F	F	F	D	F	F	N/A	E	E	M
<b>Male</b>	D	F	F	F	F	D	F	F	N/A	M	E	D
<b>Special Education</b>	M	E	D	D	M	D	F	D	N/A	M	M	D
<b>Limited English</b>	N/A	N/A	N	N/A	N/A	N/A	M	M	N/A	E	E	M
<b>Low Income</b>	F	D	F	D	D	M	F	F	N/A	E	E	M

APF Measures 2.a.1 and 2.b.2: Academic Performance Framework Rating SBA Proficiency Comparison to District (17-18)												
	SOAR Academy (Grades K-3)			Summit Atlas (Grades 6, 9)			Summit Olympus (Grades 9-11)			Summit Sierra (Grades 9-11)		
	ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci
<b>All Students</b>	N/A	N/A	N/A	D	D	N/A	D	D	E	D	F	E
<b>American Indian / Alaskan Native</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Black / African American</b>	N/A	N/A	N/A	E	E	N/A	N/A	N/A	N/A	D	D	E
<b>Hispanic / Latino of any race(s)</b>	N/A	N/A	N/A	M	M	N/A	M	N/A	E	N/A	N/A	N/A
<b>Native Hawaiian / Other Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	F	F	N/A	N/A	N/A	N/A	N/A	N/A	N/A	M	M	N/A
<b>White</b>	N/A	N/A	N/A	D	D	N/A	M	D	E	D	M	E
<b>Female</b>	D	F	N/A	D	D	N/A	M	D	E	F	F	E
<b>Male</b>	F	F	N/A	D	F	N/A	D	F	E	D	F	E
<b>Special Education</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Limited English</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Low Income</b>	N/A	N/A	N/A	E	E	N/A	E	D	E	F	F	E

NOTES: District proficiency rates includes only grades served by the charter school. The WCAS was administered to 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade students in spring 2018. N/A indicates suppression due to n-size.

## Geographic Comparison - Washington Growth Model

Only four of the eight charter public schools operating in 2017-18 tested grades 4 through 8 and received state growth results. Ratings are presented in the table below. Ratings of Meets Standard (M) or Exceeds Standard (E) indicate that the charter school met or exceeded the resident district median growth percentile; ratings of Does Not Meet Standard (D) or Falls Far Below Standard (F) indicate that the charter public schools performed below the resident district median growth percentile.

APF Measures 2.b.1 and 2.b.2: Academic Performance Framework Rating								
State Growth Model Comparison to District (17-18)								
	Green Dot Destiny		Green Dot Excel		Green Dot RVLA		Rainier Prep	
	(Grades 6-8)		(Grades 7-9)		(Grade 6)		(Grades 5-8)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
<b>All Students</b>	F	F	M	E	F	E	E	E
<b>American Indian / Alaskan Native</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A	N/A	E	E
<b>Black / African American</b>	F	F	E	E	M	E	E	E
<b>Hispanic / Latino of any race(s)</b>	D	F	N/A	N/A	N/A	N/A	E	E
<b>Native Hawaiian / Other Pacific Islander</b>	E	F	N/A	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	F	F	N/A	N/A	N/A	N/A	E	E
<b>White</b>	F	E	E	D	N/A	N/A	E	E
<b>Female</b>	F	F	F	E	F	E	E	E
<b>Male</b>	F	F	E	E	F	E	E	E
<b>Special Education</b>	F	D	N/A	N/A	M	E	E	E
<b>Limited English</b>	F	E	N/A	N/A	F	E	E	E
<b>Low Income</b>	F	F	F	F	F	E	E	E

Notes: SOAR Academy, Summit Atlas, Summit Sierra, and Summit Olympus did not produce growth data due to the grades served.

Ratings of *Meets Standard* (M) or *Exceeds Standard* (E) indicate that the charter school met or exceeded the resident district performance; ratings of *Does Not Meet Standard* (D) or *Falls Far Below Standard* (F) indicate that the charter public schools performed below the resident district performance. Any subgroups listed as N/A are suppressed due to n-size.

### **Geographic Comparison – Graduation Rate**

In 2017-18, none of the schools enrolled a 12th grade or reported graduation rates. In 2018-19, two school enrolled 12<sup>th</sup> grade students (Summit Olympus and Summit Sierra); however, as of the writing of this report, the graduation rates for all public schools have not been publicly released.

**Geographic Comparison – Additional ESSA Indicators (English Learner Progress, Regular Attendance, 9th Graders on Track, Dual Credit)**

The Commission added the four additional ESSA indicators to the APF in the spring of 2018. 2017-18 results for all schools are presented below.

<b>APF Measures 2.d.1, 2.d.2, 2.e.1, 2.e.2, 2.f.1, 2.f.2, 2.g.1, and 2.g.2: Academic Performance Framework</b>																
<b>Comparison to District, Additional ESSA Indicators (17-18)</b>																
	Green Dot Destiny (Grades 6-8)				Green Dot Excel (Grades 7-10)				Rainier Prep (Grades 5-8)				Green Dot RVLA (Grades 6)			
	EL Progress	Reg Attendance	9 <sup>th</sup> Grade on Track	Dual Credit	EL Progress	Reg Attendance	9 <sup>th</sup> Grade on Track	Dual Credit	EL Progress	Reg Attendance	9 <sup>th</sup> Grade on Track	Dual Credit	EL Progress	Reg Attendance	9 <sup>th</sup> Grade on Track	Dual Credit
<b>All Students</b>	F	F	N/A	N/A	F	F	F	F	M	M	N/A	N/A	F	D	N/A	N/A
<b>Amer Indian/Alaskan Nat</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	M	N/A	N/A	N/A	N/A	N/A	N/A
<b>Black / African American</b>	N/A	F	N/A	N/A	N/A	D	N/A	N/A	N/A	M	N/A	N/A	N/A	M	N/A	N/A
<b>Hispanic / Latino</b>	N/A	F	N/A	N/A	N/A	N/A	N/A	N/A	N/A	E	N/A	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian/Other Pacific Islander</b>	N/A	F	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	F	N/A	N/A	N/A	N/A	N/A	N/A	N/A	E	N/A	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	F	N/A	N/A	N/A	F	N/A	N/A	N/A	M	N/A	N/A	N/A	F	N/A	N/A
<b>Female</b>	N/A	F	N/A	N/A	N/A	F	N/A	N/A	N/A	M	N/A	N/A	N/A	D	N/A	N/A
<b>Male</b>	N/A	D	N/A	N/A	N/A	D	N/A	N/A	N/A	M	N/A	N/A	N/A	D	N/A	N/A
<b>Special Education</b>	N/A	F	N/A	N/A	N/A	F	N/A	N/A	N/A	M	N/A	N/A	N/A	F	N/A	N/A
<b>Limited English</b>	N/A	F	N/A	N/A	N/A	F	N/A	N/A	N/A	M	N/A	N/A	N/A	E	N/A	N/A
<b>Low Income</b>	N/A	D	N/A	N/A	N/A	D	M	F	N/A	E	N/A	N/A	N/A	M	N/A	N/A

**APF Measures 2.d.1, 2.d.2, 2.e.1, 2.e.2, 2.f.1, 2.f.2, 2.g.1, and 2.g.2: Academic Performance Framework  
Comparison to District, Additional ESSA Indicators (17-18)**

	SOAR Academy				Summit Atlas				Summit Olympus				Summit Sierra			
	(Grades K-2)				(Grades 6, 9)				(Grades 9-11)				(Grades 9-11)			
	EL Progress	Reg Attendance	9 <sup>th</sup> Grade on Track	Dual Credit	EL Progress	Reg Attendance	9 <sup>th</sup> Grade on Track	Dual Credit	EL Progress	Reg Attendance	9 <sup>th</sup> Grade on Track	Dual Credit	EL Progress	Reg Attendance	9 <sup>th</sup> Grade on Track	Dual Credit
<b>All Students</b>	N/A	F	N/A	N/A	D	F	M	F	N/A	M	E	F	F	F	M	F
<b>Amer Indian/Alaskan Nat</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	D	N/A	D
<b>Black / African American</b>	N/A	F	N/A	N/A	N/A	M	E	F	N/A	M	N/A	F	N/A	D	E	F
<b>Hispanic / Latino</b>	N/A	D	N/A	N/A	N/A	F	M	F	N/A	M	E	F	N/A	M	E	F
<b>Native Hawaiian/Other Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	D	N/A	N/A	N/A	F	N/A	N/A	N/A	E	N/A	F	N/A	D	M	F
<b>White</b>	N/A	F	N/A	N/A	N/A	D	D	F	N/A	D	E	F	N/A	F	M	F
<b>Female</b>	N/A	D	N/A	N/A	N/A	D	M	F	N/A	M	E	F	N/A	F	M	F
<b>Male</b>	N/A	F	N/A	N/A	N/A	F	M	F	N/A	M	E	F	N/A	D	M	F
<b>Special Education</b>	N/A	M	N/A	N/A	N/A	D	E	F	N/A	M	E	F	N/A	F	M	D
<b>Limited English</b>	N/A	D	N/A	N/A	N/A	F	N/A	N/A	N/A	E	N/A	F	N/A	M	E	F
<b>Low Income</b>	N/A	D	N/A	N/A	N/A	D	E	F	N/A	M	E	F	N/A	D	E	F



### INDICATOR 3: COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS

This indicator evaluates charter public schools against schools statewide serving similar student populations using regression analysis, a method of statistical analysis that provides an estimate of expected performance based on different student and school characteristics. This approach allows the Commission to see whether charter public schools are performing better, worse, or about the same as we would expect schools serving the same mix of students.

Ratings for the eight schools with 2017-18 SBA proficiency results are presented below. Ratings of *Meets Standard (M)* or *Exceeds Standard (E)* indicate that the charter school met or exceeded the predicted proficiency rate; ratings of *Does Not Meet Standard (D)* or *Falls Far Below Standard (F)* indicate that the charter public schools performed below the predicted proficiency rate.

APF Measure 3.a: Proficiency Comparison to Schools Serving Similar Students (Similar Student Regression) (17-18)											
How are charter school students performing on state assessments compared to schools serving similar students?											
Green Dot Destiny (Grades 6-8)			Green Dot Excel (Grades 7-9)			Green Dot RVLA (Grade 6)			Rainier Prep (Grades 5-8)		
ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci
F	F	D	F	F	F	F	D	N/A	E	E	E
SOAR Academy (Grade K-3)			Summit Atlas (Grades 6, 9)			Summit Olympus (Grades 9-11)			Summit Sierra (Grades 9-11)		
ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci
F	F	N/A	M	E	N/A	D	F	E	F	F	E

#### INDICATOR 4: SCHOOL-SPECIFIC GOALS

The Commission gives schools the opportunity to report school-specific goals that address academic and organizational goals.

<b>APF Measure 4: Academic Performance Framework Rating School-Specific Goals (17-18)</b>	
<b>Green Dot Destiny</b>	Meets
<b>Green Dot Excel</b>	Exceeds
<b>Green Dot RVLA</b>	Exceeds
<b>Rainier Prep</b>	Exceeds
<b>SOAR Academy</b>	Exceeds
<b>Summit Atlas</b>	Meets
<b>Summit Olympua</b>	Does Not Meet
<b>Summit Sierra</b>	Meets

## WSCSC ACADEMIC PERFORMANCE FRAMEWORK

### 2018-19 Results

The Academic Performance Framework (APF) includes measures that allow the Washington State Charter School Commission (“the Commission”) to evaluate charter school academic performance annually and at renewal. For each measure in the framework, a charter school receives one of four ratings: “Exceeds Standard”, “Meets Standard”, “Does Not Meet Standard”, or “Falls Far Below Standard”. Starting in the 2018-19 school year, the Commission’s methodology regarding the Geographic Comparisons changed. Instead of using an average score of the district the charter public school is sited in, an Assigned School Comparison (ASC) was utilized. The ASC uses students’ addresses to determine which public school they would have attended if they did not attend the charter public school. This change was made to provide a more accurate answer to the question, “how do charter public school proficiency rates compare to the public schools students are assigned to attend?”.

Indicator	Measure	
<b>1.State and Federal Accountability – Washington School Improvement Framework (WSIF)</b>	1a.1. All Students Framework Score	
	1a.2. Subgroup Framework Scores	
<b>2. Geographic Comparisons (Assigned School Comparison)</b>	2a.1. Proficiency	2a.2. Subgroup Proficiency
	2b.1. All Students Growth	2b.2. Subgroup Growth
	2c.1. Graduation Rate	2c.2. Subgroup Graduation Rate
	2d.1. English Learner (EL) Progress	2d.2. Subgroup EL Progress
	2e.1. Regular Attendance	2e.2. Subgroup Regular Attendance
	2f.1. 9 <sup>th</sup> Graders on Track (HS)	2f.2. Subgroup 9 <sup>th</sup> Graders on Track (HS)
	2g.1. Dual Credit (HS)	2g.2. Subgroup Dual Credit (HS)
<b>3. Comparison to Schools Serving Similar Students (Regression)</b>	3a. Proficiency	
	3b. Graduation rate	
<b>4. School-Specific Goals</b>	TBD (School specific)	

Summary ratings for Indicators 2.a.1 and 2.b.2 (Geographic Comparisons), 3.a (Comparison to Schools Serving Similar Students), and 4 (School-Specific Goals) are presented below. Only Smarter Balanced Assessment proficiency and School-Specific Goal data is available.

## **INDICATOR 2: GEOGRAPHIC COMPARISONS**

Charter public schools are evaluated and rated based on the difference between the charter public school and average performance of the public schools that charter public school students would otherwise attend. Each of these performance metrics is evaluated for all students and each subgroup in the charter school that meets reporting n-size thresholds.

### **Geographic Comparison - SBA Proficiency**

Nine of 10 of Commission authorized charter public schools operating in 2018-19 served tested grades for SBA and/or the Washington Comprehensive Assessment of Science (WCAS). Ratings are presented in the table below. Ratings of Meets Standard (M) or Exceeds Standard (E) indicate that the charter school outperformed public schools that charter public school students would otherwise attend; ratings of Does Not Meet Standard (D) or Falls Far Below Standard (F) indicate that the charter public schools performed below public schools that charter public school students would otherwise attend.

**APF Measures 2.a.1 and 2.b.2: Academic Performance Framework Rating  
Geographic Comparison (ASG) SBA Proficiency (18-19)**

	Green Dot Excel			Green Dot Destiny			Green Dot RVLA			Rainier Prep		
	(Grades 7-10)			(Grades 6-8)			(Grade 6, 7, 9)			(Grades 5-8)		
	ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci
<b>All Students</b>	D	D	M	D	M	D	F	D	N/A	E	E	E
<b>American Indian / Alaskan Native</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	E	E	E
<b>Black / African American</b>	M	M	E	M	E	M	M	E	N/A	E	E	E
<b>Hispanic / Latino of any race(s)</b>	D	M	N/A	M	M	M	D	E	N/A	E	E	E
<b>Native Hawaiian / Other Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	D	M	N/A	D	E	E	F	D	N/A	E	E	E
<b>White</b>	F	D	M	F	D	F	N/A	N/A	N/A	E	E	E
<b>Female</b>	D	D	E	D	M	M	F	F	N/A	E	E	E
<b>Male</b>	F	D	D	D	M	D	F	D	N/A	E	E	E
<b>Students with Disabilities</b>	M	E	N/A	M	M	M	F	D	N/A	M	M	M
<b>English Language Learners</b>	D	M	N/A	M	M	N/A	D	F	N/A	E	E	E
<b>Low Income</b>	D	D	M	M	M	M	D	F	N/A	E	E	E

**APF Measures 2.a.1 and 2.b.2: Academic Performance Framework Rating  
Geographic Comparison (ASG) SBA Proficiency (18-19)**

	SOAR Academy			Summit Atlas			Summit Olympus			Summit Sierra			Willow Public School		
	(Grades K-3)			(Grades 6, 7, 9, 10)			(Grades 9-12)			(Grades 9-12)			(Grades 6-8)		
	ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci
<b>All Students</b>	F	F	N/A	M	E	N/A	E	E	M	M	E	F	F	F	N/A
<b>American Indian / Alaskan Native</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Black / African American</b>	F	F	N/A	M	E	N/A	N/A	N/A	N/A	F	D	F	N/A	N/A	N/A
<b>Hispanic / Latino of any race(s)</b>	N/A	N/A	N/A	E	E	N/A	N/A	N/A	M	N/A	N/A	N/A	F	N/A	N/A
<b>Native Hawaiian / Other Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	F	F	N/A	F	D	N/A	N/A	N/A	E	F	D	F	N/A	N/A	N/A
<b>White</b>	F	F	N/A	M	E	N/A	E	E	N/A	E	E	M	F	N/A	N/A
<b>Female</b>	F	F	N/A	M	E	N/A	E	E	M	M	M	F	F	N/A	N/A
<b>Male</b>	F	D	N/A	E	E	N/A	E	E	M	M	E	F	F	N/A	N/A
<b>Students with Disabilities</b>	F	M	N/A	E	M	N/A	N/A	N/A	M	E	E	D	M	N/A	N/A
<b>English Language Learners</b>	N/A	N/A	N/A	E	M	N/A	N/A	N/A	N/A	E	E	N/A	M	N/A	N/A
<b>Low Income</b>	F	F	N/A	E	M	N/A	E	E	M	E	D	F	F	N/A	N/A

**APF Measure 3.a: Proficiency Comparison to Schools Serving Similar Students (Similar Student Regression) (18-19)**

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

Green Dot Destiny (Grades 6-8)			Green Dot Excel (Grades 7-10)			Green Dot RVLA (Grade 6, 7, 9)			Rainier Prep (Grades 5-8)		
ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci
D	M	D	F	D	M	M	D	N/A	E	E	E
SOAR Academy (Grade K-3)			Summit Atlas (Grades 6, 7, 9, 10)			Summit Olympus (Grades 9-12)			Summit Sierra (Grades 9-12)		
ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci
F	F	N/A	D	E	N/A	E	E	M	F	M	F
Willow Public School (Grades 6-8)											
ELA	Math	Sci									
F	N/A	N/A									

#### INDICATOR 4: SCHOOL-SPECIFIC GOALS

The Commission gives schools the opportunity to report school-specific goals that address academic and organizational goals.

APF Measure 4: Academic Performance Framework Rating School-Specific Goals (18-19)	
Green Dot Destiny	Does Not Meet
Green Dot Excel	Meets
Green Dot RVLA	Does Not Meet
Impact   PSE	Exceeds
Rainier Prep	Meets
SOAR Academy	Meets
Summit Atlas	Exceeds
Summit Olympua	Meets
Summit Sierra	Meets



## **Exhibit B**

*As Exhibit B, please provide information on the financial performance of each charter school operated during the 2018-2019 school/fiscal year. The information must include performance on each of the indicators and measures of financial performance and sustainability included in the authorizer's performance framework under RCW 28A.710.170(2)(g).*

For the 2017-18 school-year, the eight (8) operational Commission authorized charter public schools were independently audited (financial statement audit) and the audit results were assessed against the Commission established Financial Performance Framework standards. Below are the Financial Performance Framework Reports for the six Commission authorized and operational charter public schools for the 2017-18 school-year.

**Financial Performance Report Rating (17-18)**

School	Indicator	Measure	Charter School Rating	Actual	Target	Variance
Green Dot Destiny	1. Near-Term	1.a. Current Ratio	Meets Standard	4.58	≥1	3.58
		1.b. Unrestricted Days Cash	Meets Standard	108	30	78
		1.c. Debt Default	Meets Standard	N/A	N/A	N/A
	2. Sustainability	2.a. Total Margin	Does Not Meet Standard	-0.03	0	-0.03
		2.b. Debt to Asset Ratio	Does Not Meet Standard	1.13	≤0.9	0.23
		2.c. Cash Flow	Meets Standard	1,055,434	> 0	1,055,434
3. Informational Only	Enrollment Variance	Does Not Meet Standard	61.78%	≥95%	-33.22%	
Green Dot Excel	1. Near-Term	1.a. Current Ratio	Meets Standard	3.56	≥1	2.56
		1.b. Unrestricted Days Cash	Meets Standard	108	30	78
		1.c. Debt Default	Meets Standard	N/A	N/A	N/A
	2. Sustainability	2.a. Total Margin	Does Not Meet Standard	-0.16	0	-0.16
		2.b. Debt to Asset Ratio	Does Not Meet Standard	1.31	≤0.9	0.41
		2.c. Cash Flow	Meets Standard	1,338,795	>0	1,338,795
3. Informational Only	Enrollment Variance	Does Not Meet Standard	32.00%	≥95%	-63.00%	
Green Dot RVLA	1. Near-Term	1.a. Current Ratio	Meets Standard	7.38	≥1	6.38
		1.b. Unrestricted Days Cash	Meets Standard	108	30	78
		1.c. Debt Default	Meets Standard	N/A	N/A	N/A
	2. Sustainability	2.a. Total Margin	Does Not Meet Standard	-0.17	>0	-0.17
		2.b. Debt to Asset Ratio	Does Not Meet Standard	0.95	≤0.9	0.05
		2.c. Cash Flow	N/A	N/A	N/A	N/A
3. Informational Only	Enrollment Variance	Does Not Meet Standard	71.33%	≥95%	-23.67%	
Rainier Prep	1. Near-Term	1.a. Current Ratio	Meets Standard	14.11	≥1	13.11
		1.b. Unrestricted Days Cash	Meets Standard	133	30	103
		1.c. Debt Default	Meets Standard	N/A	N/A	N/A
	2. Sustainability	2.a. Total Margin	Meets Standard	0.03	>0	0.03
		2.b. Debt to Asset Ratio	Meets Standard	0.07	≤0.9	-0.83
		2.c. Cash Flow	Meets Standard	310,117	>0	310,177
3. Informational Only	Enrollment Variance	Meets Standard	103.40%	≥95%	8.40%	

SOAR Academy	1. Near-Term	1.a. Current Ratio	Does Not Meet Standard	0.99	≥1	-0.01
		1.b. Unrestricted Days Cash	Does Not Meet Standard	17	30	-13
		1.c. Debt Default	Meets Standard	N/A	N/A	N/A
	2. Sustainability	2.a. Total Margin	Does Not Meet Standard	0	>0	0
		2.b. Debt to Asset Ratio	Does Not Meet Standard	0.96	≤0.9	0.06
		2.c. Cash Flow	Does Not Meet Standard	-98,459	>0	-98.459
3. Informational Only	Enrollment Variance	Does Not Meet Standard	90.00%	≥95%	-5.00%	
Summit Atlas	1. Near-Term	1.a. Current Ratio	Meets Standard	1	≥1	0
		1.b. Unrestricted Days Cash	Meets Standard*	27.84	30	-2.16
		1.c. Debt Default	Meets Standard	N/A	N/A	N/A
	2. Sustainability	2.a. Total Margin	Meets Standard	0.01	>0	0.01
		2.b. Debt to Asset Ratio	Meets Standard	0.86	≤0.09	0.04
		2.c. Cash Flow	N/A	N/A	N/A	N/A
3. Informational Only	Enrollment Variance	Meets Standard	113.13%	≥95%	18.13%	
Summit Olympus	1. Near-Term	1.a. Current Ratio	Meets Standard	7.23	≥1	6.23
		1.b. Unrestricted Days Cash	Meets Standard	47.99	30	17.99
		1.c. Debt Default	Meets Standard	N/A	N/A	N/A
	2. Sustainability	2.a. Total Margin	Meets Standard	0.03	>0	0.03
		2.b. Debt to Asset Ratio	Meets Standard	0.11	≤0.9	0.79
		2.c. Cash Flow	Meets Standard**	-178,592	>0	-178,592
3. Informational Only	Enrollment Variance	Does Not Meet Standard	92.78%	≥95%	-2.22%	
Summit Sierra	1. Near-Term	1.a. Current Ratio	Meets Standard	3.27	≥1	2.27
		1.b. Unrestricted Days Cash	Meets Standard	33.05	30	3.05
		1.c. Debt Default	Meets Standard	N/A	N/A	N/A
	2. Sustainability	2.a. Total Margin	Meets Standard	0.02	>0	0.02
		2.b. Debt to Asset Ratio	Meets Standard	0.29	≤0.9	0.61
		2.c. Cash Flow	Meets Standard	33,607	>0	33,607
3. Informational Only	Enrollment Variance	Meets Standard	99.00%	≥95%	4.00%	

\*The school ended the year with 28 days cash on hand; however, all concerns have been adequately addressed and the Commission concludes that Summit Public Schools: Atlas' financial position indicates financial viability.

\*\*Summit Public Schools: Olympus had a negative cashflow of USD (178,592); however, all concerns have been adequately addressed and the Commission concludes that the school's financial position indicates financial viability.

## **Exhibit C**

*As Exhibit C, please create a table that provides information on the organizational performance of the governing board of each charter school operated in 2018-2019. Performance reported must be based on the indicators and measures of organizational performance in the authorizer's performance framework, including but not limited to compliance with all applicable laws, rules and terms of the charter contract.*

The Commission's Organizational Performance Framework includes information gathered from other state agencies (Office of the Superintendent of Public Instruction, Public Disclosure Commission and the State Auditor's Office) as well as information from the audit firms that conduct the annual independent financial audits for each school. As a result, the Organizational Performance Reports for the ten Commission authorized charter public schools for the 2018-19 school year are not available. The goal is to have these reports available by March 2020, at which point, we will supplement this report with the Organizational Performance Reports for the ten Commission authorized charter public schools for the 2018-19 school year.

For this report, the Commission provides the SBE the 2016-17 Organizational Performance Reports for the six charter public schools that were in operation.

Organizational Performance Framework (16-17)						
	Excel	Green Dot: Destiny	Rainier Prep	SOAR Academy	Summit: Olympus	Summit: Sierra
1. Education Program						
1a. Material Terms of the Charter Contract	M	M	M	M	M	M
1b. Education Requirements	M	M	M	M	M	M
1c. Students with Disabilities Rights	M	M	M	M	M	M
1d. English Language Learner Rights	D	M	M	M	M	M
2. Financial Management and Oversight						
2a. Financial Reporting and Compliance	M	M	M	M	D	D
2b. Generally Accepted Accounting Principles	M	M	M	M	M	M
3. Governance and Reporting						
3a. Governance Requirements	M	M	M	M	D	D
3b. Management Accountability	M	M	M	M	M	M
3c. Reporting Requirements	M	M	M	M	M	M
4. Students, Parents and Employees						
4a. Rights of Students	M	M	M	M	M	M
4b. Recurrent Enrollment	Not Applicable					
4c. Teacher and Staff Credentials	M	M	M	M	M	M
4d. Employee Rights	M	M	M	M	M	M
4e. Background Checks	M	M	M	M	M	M
5. School Environment						
5a. Facilities and Transportation	M	M	M	M	M	M
5b. Health and Safety	M	M	M	M	M	M
5c. Information Management	M	M	M	M	M	M
6. Additional Obligations						
6a. Mission Specific Non-Academic Goal (1)	D	D	NA	D	M	M
6b. Mission Specific Non-Academic Goal (2)	NA	M	NA	NA	M	M

## Attachment: Washington State Charter School Commission Q10

*Please provide as an attachment a presentation of operating costs incurred and expenditures made during the 2018-2019 school/fiscal year that are specifically attributable to fulfilling the responsibilities of a charter authorizer under RCW 28A.710.100, as reported in annual financial statements that conform with Generally Accepted Accounting Principles and under any applicable reporting and accounting requirements of the Office of the Superintendent of Public Instruction.*

**3500 - Supt of Public Instruction**

*Allotment Management Flexible*

Report Number: AEF07

Date Run: Oct 8, 2019 4:15PM

Biennium: 2019

Fiscal Months: Jul FY1

Through: Adj FY1

Transactions Through: Closed

Organization Index: 3590

Allotment Content: Approved & Adjusted

Estimated Revenue Content: Approved & Adjusted

Expenditure Content: Cash, Accr(all)

Revenue Content: Cash, Accr(all)

(For a complete listing of all input parameter values, please see the last page of the report)

	-----Current Period-----			-----Biennium-to-Date-----			-----Total Biennium-----		
	Allotments	Expenditures	Variance	Allotments	Expenditures	Variance	Allotments	Amount	%
<b>By Account/Expenditure Authority</b>									
17F - WA Opportunity Pathways Account									
HA0 - Charter School Commission	632,884	632,884	0	632,884	632,884	0	862,000	229,116	26.58
19L - Charter Schools Oversight Account									
HB0 - Charter School Commission	256,561	289,279	(32,718)	256,561	289,279	(32,718)	1,156,280	867,001	74.98
<b>Total for Agency</b>	<b>889,445</b>	<b>922,163</b>	<b>(32,718)</b>	<b>889,445</b>	<b>922,163</b>	<b>(32,718)</b>	<b>2,018,280</b>	<b>1,096,117</b>	<b>54.31</b>
<b>By Account/Expenditure Authority</b>									
<b>By Object</b>									
A - Salaries and Wages	465,922	448,968	16,954	465,922	448,968	16,954	1,004,138	555,170	55.29
B - Employee Benefits	163,038	151,412	11,626	163,038	151,412	11,626	345,183	193,771	56.14
C - Professional Service Contracts	112,100	72,004	40,096	112,100	72,004	40,096	197,100	125,096	63.47
E - Goods and Services	332,234	213,622	118,612	332,234	213,622	118,612	613,128	399,506	65.16
G - Travel	38,267	33,884	4,383	38,267	33,884	4,383	80,347	46,463	57.83
J - Capital Outlays	7,000	2,272	4,728	7,000	2,272	4,728	7,500	5,228	69.70
T - Intra-Agency Reimbursements	(229,116)	0	(229,116)	(229,116)	0	(229,116)	(229,116)	(229,116)	100.00
<b>Total for Agency</b>	<b>889,445</b>	<b>922,163</b>	<b>(32,718)</b>	<b>889,445</b>	<b>922,163</b>	<b>(32,718)</b>	<b>2,018,280</b>	<b>1,096,117</b>	<b>54.31</b>
<b>By Object</b>									



**3500 - Supt of Public Instruction**

*Allotment Management Flexible*

**Report Number:** AEF07

**Date Run:** Oct 7, 2019 9:28AM

**Biennium:** 2019

**Fiscal Months:** Jul FY2

**Through:** Adj FY2

**Transactions Through:** Oct 4, 2019 8:00PM

**Organization Index:** 3590

**Allotment Content:** Approved & Adjusted

**Estimated Revenue Content:** Approved & Adjusted

**Expenditure Content:** Cash, Accr(all)

**Revenue Content:** Cash, Accr(all)

(For a complete listing of all input parameter values, please see the last page of the report)

	←-----Current Period----->			←-----Biennium-to-Date----->			←-----Total Biennium----->		
	Allotments	Expenditures	Variance	Allotments	Expenditures	Variance	Allotments	Remaining Balance Amount	%
<b>By Account/Expenditure Authority</b>									
17F - WA Opportunity Pathways Account									
HA0 - Charter School Commission	229,116	228,894	222	862,000	861,777	223	862,000	223	0.03
19L - Charter Schools Oversight Account									
HB0 - Charter School Commission	899,719	758,056	141,663	1,156,280	1,047,335	108,945	1,156,280	108,945	9.42
<b>Total for Agency</b>	<b>1,128,835</b>	<b>986,950</b>	<b>141,885</b>	<b>2,018,280</b>	<b>1,909,113</b>	<b>109,167</b>	<b>2,018,280</b>	<b>109,167</b>	<b>5.41</b>
<b>By Account/Expenditure Authority</b>									
<b>By Object</b>									
A - Salaries and Wages	538,216	510,826	27,390	1,004,138	959,794	44,345	1,004,138	44,345	4.42
B - Employee Benefits	182,145	166,977	15,168	345,183	318,390	26,793	345,183	26,793	7.76
C - Professional Service Contracts	85,000	79,261	5,739	197,100	151,266	45,834	197,100	45,834	23.25
E - Goods and Services	280,894	187,938	92,956	613,128	401,560	211,568	613,128	211,568	34.51
G - Travel	42,080	41,286	794	80,347	75,170	5,177	80,347	5,177	6.44
J - Capital Outlays	500	662	(162)	7,500	2,934	4,566	7,500	4,566	60.88
T - Intra-Agency Reimbursements	0	0	0	(229,116)	0	(229,116)	(229,116)	(229,116)	100.00
<b>Total for Agency</b>	<b>1,128,835</b>	<b>986,950</b>	<b>141,885</b>	<b>2,018,280</b>	<b>1,909,113</b>	<b>109,167</b>	<b>2,018,280</b>	<b>109,167</b>	<b>5.41</b>
<b>By Object</b>									

## Attachment: Washington State Charter School Commission Q11

*Please provide as an attachment a list of any contracted, fee-based services purchased during the 2018-2019 school/fiscal year by the charter schools in the authorizer's portfolio. Please include for each:*

- a) An itemized accounting of the revenue received from the schools from the services provided;*
- b) An estimate of the actual costs to the provider of providing these services.*

Commission authorized charter public schools did not contract for services or purchase fee-based services from the Commission for the 2018-19 school/fiscal year.

## Attachment: Washington State Charter School Commission Q12

*Please provide any additional information you believe would assist the SBE in its “assessment of the successes, challenges, and areas for improvement in meeting the purposes of this chapter (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 any suggested changes in state law or policy necessary to strengthen the state’s charter schools.” (RCW 28A.710.250(2))*

In an effort to provide additional information that would assist the SBE regarding RCW 28A.710.250(2), the Commission provides the following information regarding changes to RCW 28A.710 that would strengthen the state’s charter public schools.

- 28A.710.050(3): Change, “approved by the commission” to “approved by the authorizer,” which appears to be the intent of the provision.
- 28A.710.070(8): Change, “The commission shall reside within the office of the superintendent of public instruction for administrative purposes only,” to “The Commission may hire an executive director to carry out the duties of the commission. All commission employees must reside within the office of the superintendent of public instruction for administrative purposes only,” which is consistent with the administrative structure of other governing bodies similar to the Commission.
- Add 28A.710.070(10) to read as follows, “The executive director may employ members, who shall be exempt from chapter 41.06 RCW, and any additional staff members as are necessary to administer this chapter and such other duties as may be authorized by law. The employment of such additional staff shall be in accordance with chapter 41.06 RCW, except as otherwise provided.,” which is consistent with the administrative structure of other governing bodies similar to the Commission.
- 28A.710.250(1): Change, “By December 1st of each year” to “By March 1st of each year” a later date to enable the authorizer annual reports and the SBE annual report to include graduation and Washington School Improvement Framework data.
- Amend WAC 180-19-210(1) to change “no later than November 1st of each year” to later date for the same reasons provided above.

To assist the SBE in its assessment of the sufficiency of funding for charter public schools, the Commission provides the following data.

Based on a four year review of financial data available through OSPI and the Commission, the lack of revenue experienced by charter public schools due to the inability to access local levy revenue is significant. The below table represents a yearly calculation of the levy revenues that each charter school cannot access.

School	Levy Revenue if Charters were funded at Local Levy per pupil levels				
	Total	19-20	18-19	17-18	16-17
Green Dot Destiny	\$1,933,908		\$341,622	\$791,999	\$800,287
Green Dot Excel	\$1,536,246		\$386,772	\$436,108	\$713,366
Green Dot RVLA	\$2,441,450	\$1,128,941	\$877,690	\$434,819	
Impact PSE	\$1,274,664	\$710,443	\$564,221		
PRIDE Prep	\$2,674,016	\$611,508	\$611,508	\$916,934	\$534,066
Rainier Prep	\$3,436,456	\$816,201	\$850,990	\$1,061,319	\$707,946
SOAR Academy	\$1,378,890		\$459,876	\$491,307	\$427,707
Spokane Int. Acad.	\$2,853,827	\$525,024	\$821,449	\$926,405	\$580,949
Summit Atlas	\$3,253,478	\$1,417,607	\$1,138,254	\$697,617	
Summit Olympus	\$1,628,604	\$379,778	\$391,902	\$469,136	\$387,787
Summit Sierra	\$4,041,271	\$903,153	\$1,259,759	\$1,172,850	\$705,509
Willow	\$236,238	\$68,488	\$167,750		
<b>Total</b>	<b>\$26,689,047</b>	<b>\$6,561,143</b>	<b>\$7,871,793</b>	<b>\$7,398,494</b>	<b>\$4,857,616</b>

Charter public schools do receive financial support beyond what is provided by the state and federal government. When this “other support” (local fundraising, grants, gifts) is factor in, the funding inequity between traditional public and charter public schools remains. Below is a table representing the revenue difference between charter public schools and the traditional school district they are sited in when “other support” is factored in.

<b>School</b>	<b><i>Difference in Revenue between Local Levy and "Other Support"</i></b>				
	<b>Total</b>	<b>19-20</b>	<b>18-19</b>	<b>17-18</b>	<b>16-17</b>
Green Dot Destiny	\$0		\$0	\$0	\$0
Green Dot Excel	\$587,334		\$0	\$0	\$587,334
Green Dot RVLA	\$0	\$0	\$0	\$0	
Impact PSE	\$1,274,664	\$710,443	\$564,221		
PRIDE Prep	\$1,782,541	\$611,508	\$765,298	\$0	\$405,735
Rainier Prep	\$2,661,354	\$816,201	\$850,990	\$885,520	\$108,643
SOAR Academy	\$0		\$0	\$0	\$0
Spokane Int. Acad.	\$2,399,510	\$525,024	\$821,449	\$810,210	\$242,827
Summit Atlas	\$445,349	\$445,349	\$0	\$0	
Summit Olympus	\$0	\$0	\$0	\$0	\$0
Summit Sierra	\$749,833	\$0	\$650,586	\$99,247	\$0
Willow	\$0	\$0	\$0		
<b>Total</b>	<b>\$9,900,585</b>	<b>\$3,108,525</b>	<b>\$3,652,544</b>	<b>\$1,794,976</b>	<b>\$1,344,539</b>

For the current school year (2019-20) and projections for the next three school years, the per-pupil funding inequity between traditional school districts and charter public schools grows except for one charter public school.

**Per-pupil funding comparison (charter public schools and traditional district schools)**

8/26/19

<i>School/district</i>	<i>State per pupil (19-20)</i>	<i>Local levy per pupil (19-20)</i>	<i>Total state/local per pupil (19-20)</i>	<i>State per pupil (22-23)</i>	<i>Local levy per pupil (22-23)</i>	<i>Total state/local per pupil (22-23)</i>	<i>Low income</i>	<i>Students of color</i>
Rainier Prep	\$11,606	\$0	<b>\$11,606</b>	\$12,352	\$0	<b>\$12,352</b>	81%	95%
Highline S.D.	\$12,869	\$2,156	<b>\$15,025</b>	\$13,791	\$2,545	<b>\$16,336</b>	69%	78%
Green Dot RVLA	\$15,815	\$0	<b>\$15,815</b>	\$16,814	\$0	<b>\$16,814</b>	72%	90%
Summit Atlas	\$13,501	\$0	<b>\$13,501</b>	\$14,043	\$0	<b>\$14,043</b>	53%	65%
Summit Sierra	\$11,745	\$0	<b>\$11,745</b>	\$12,445	\$0	<b>\$12,445</b>	43%	74%
Seattle P.S.	\$12,498	\$2,794	<b>\$15,292</b>	\$13,272	\$3,266	<b>\$16,538</b>	35%	53%
PRIDE Prep	\$11,288	\$0	<b>\$11,288</b>	\$11,756	\$0	<b>\$11,756</b>	54%	28%
Spokane Int. Acad.	\$10,759	\$0	<b>\$10,759</b>	\$11,224	\$0	<b>\$11,224</b>	45%	31%
Spokane P.S.	\$12,197	\$1,077	<b>\$13,274</b>	\$12,575	\$1,125	<b>\$13,700</b>	60%	32%
Summit Olympus	\$13,311	\$0	<b>\$13,311</b>	\$14,160	\$0	<b>\$14,160</b>	69%	70%
Tacoma P.S.	\$12,246	\$2,003	<b>\$14,249</b>	\$12,766	\$2,459	<b>\$15,225</b>	59%	61%
Impact PSE	\$13,160	\$0	<b>\$13,160</b>	\$14,046	\$0	<b>\$14,046</b>	70%	81%
Tukwila S.D.	\$13,681	\$2,352	<b>\$15,033</b>	\$13,471	\$2,728	<b>\$16,199</b>	79%	89%
Willow	\$9,207	\$0	<b>\$9,207</b>	\$9,835	\$0	<b>\$9,835</b>	62%	59%
Walla Walla P.S.	\$12,090	\$1,259	<b>\$13,349</b>	\$12,516	\$1,685	<b>\$14,201</b>	59%	46%

Sources: Apportionment data from OSPI Multi-Year Budget Comparison Tool (Updated July 9, 2019); demographic data from OSPI report card (2017-18 school year)

Adding to the funding inequity are the costs that charter public schools incur due to their inability to raise bonds and access state capital funding. Based upon a review of year-end financial reports provided to both OSPI and the Commission, charter public schools spend 10-15% of their state apportionment revenue on facilities.

<b>2018-19 Budget</b>			
School	Building M&O	Total Expenditures	%
GD Destiny	\$735,387.00	\$4,266,042.00	<b>17.24%</b>
GD Excel	\$592,945.00	\$4,569,267.00	<b>12.98%</b>
GD RVLA	\$789,512.00	\$6,532,807.00	<b>12.09%</b>
Rainier Prep	\$228,871.00	\$3,972,135.00	<b>5.76%</b>
SOAR	\$295,258.00	\$3,522,853.00	<b>8.38%</b>
Summit Atlas	\$1,057,625.00	\$6,014,497.00	<b>17.58%</b>
Summit Olympus	\$603,881.00	\$3,971,175.00	<b>15.21%</b>
Summit Sierra	\$706,190.00	\$2,274,898.00	<b>31.04%</b>
		<b>Average</b>	<b>15.03%</b>

<b>2019-20 Budget</b>			
School	Building M&O	Total Expenditures	%
Ashe	\$214,681.00	\$2,662,366.00	<b>8.06%</b>
Impact	\$713,082.00	\$3,762,803.00	<b>18.95%</b>
Rainier Prep	\$232,171.00	\$4,389,120.01	<b>5.29%</b>
RVLA	\$697,908.00	\$6,248,608.32	<b>11.17%</b>
Summit Atlas	\$817,319.00	\$7,316,347.00	<b>11.17%</b>
Summit Olympus	\$435,006.00	\$3,508,538.00	<b>12.40%</b>
Summit Sierra	\$509,297.00	\$5,735,037.00	<b>8.88%</b>
Willow	\$199,850.00	\$1,865,713.51	<b>10.71%</b>
		<b>Average</b>	<b>10.83%</b>

Based on this information, the Commission has concluded that funding for charter public schools is both insufficient and inequitable. Furthermore, the Commission in concert with the SBE has a commitment to educational equity with the Commission adopting an Educational Equity policy during its June 2019 monthly meeting. Within this policy, the Commission is committing to *advocate for equitable funding for all charter public schools at the state and philanthropic levels*. The Commission encourages the SBE to join the Commission is pursuing sufficient and equitable funding for charter public schools.



## Attachment: Voluntary Closure Narratives



### Ashé Prep Meeting with the Washington State Charter School Commission – October 17, 2019

The Washington State Charter School Commission held its regular monthly meeting on October 17, 2019 at the Tumwater ESD. Ashé Prep was on the agenda to present from 11:45 to 12:45. Executive Director, Debra R. Sullivan, and Board member, Marjon Way-Bonkaana, arrived at 11:30 for the presentation. Board member, Ed Jefferson, was online for Public Comment at 10:00 am. Board member, Casey Castello, was online during the 11:45 to 12:45 presentation. At no time was there a quorum of the Ashé Prep Board of Directors. A 2<sup>nd</sup> grade family from Ashé Prep was in attendance and others may have been online. Below is a summary of Ashé Prep's presentation at the Commission meeting. It was a good meeting that felt supportive and encouraging. I have also included additional information from families and our community at the end. These reflections will grow as I meet with and hear from others.

- The purpose of the presentation was to acknowledge Ashé Prep's decision ***not*** to petition the Commission to amend our charter contract for another planning year and reopen in the fall of 2020. The decision of the Board of Directors was to close proactively and not reopen fall of 2020.
- The Commission asked Ashé Prep to outline what happened regarding Ashé Prep's decision to close, why that happened, lessons learned, and next steps.
- Marjon and I were asked to present to the Commission at 11:45. I began with much of the information presented as the Executive Director's Report at the Board of Directors Special Meeting on October 12, 2019. That report is in the Board Drive.
- We were explicit that closure was not due to our budget planning, our model, our values/vision/mission, or our relationships with families. Closure was due to our inability to ensure the provision of qualified, certificated teachers who would be able to implement the model with fidelity and insufficient school leadership to provide the instructional support needed.
- The Commission asked about the work we did around transitioning families. We told them that some have transitioned back into their home districts and others had decided to homeschool individually, homeschool collectively, and/or move to Washington Connection Academy (a free, online, accredited K-12 public education).

- Below are some of Ashé Prep’s lessons learned, presentations on lessons the Commission can learn, and general commentary from the Commission.
- Ashé Prep presented “lessons learned”
  - What it takes to have a majority of the teachers be first-year teachers and the implications for both pre-opening professional development and ongoing classroom support once school began
  - What it means to be an inclusion school, yet having students with IEPs that require a self-contained classroom and what it means when inclusion is seen by teachers as “destructive”
  - What it takes to bridge the gap between traditional exclusion (special education and supports, reading gaps, highly capable, behavioral supports, etc.) and first-level classroom services and supports through differentiated instruction and “push-in” supports
  - We should be anticipating not just a percentage of students with special needs, but the range of those needs (e.g. 2<sup>nd</sup> graders who range from reading at Kindergarten to those reading at 3<sup>rd</sup> grade and students who have “self-contained” IEPs and students who need a 1:1 adult for behavioral or medical). We should have known to prepare for the **extreme needs** of students whose families would choose us.
  - How to integrate the Teach/Plan/Do/Review model with fidelity in an inclusion model with first-year teachers who had not heard of the model and experienced teachers who had not experienced it
  - Bridging the gap between what first-year teachers have learned through their preparation programs (e.g. lesson planning and classroom management) and what happens in real classrooms with real students with individualized needs
  - Bridging the gap between what experienced teachers are used to in traditional districts and what the goals are in inclusion schools with non-traditional models
  - What does it take to help teachers and principals from traditional systems “unlearn” old ways of doing things?
  - What does it take to help brand new teachers understand that textbook classrooms do not exist in the real schools they will experience?
  - Opening with 6<sup>th</sup> graders means working with students who have 6 years of traditional school experiences that may not have included ownership of education, self-determination, unity, student leadership, student voice, high academic/behavioral expectations, project-based learning, community engagement, or active engagement with learning – key features of Ashé Prep’s model.
  - Opening in Kent instead of Greater Skyway was too far away for many families in our target area – even though it worked for our South King County families (e.g. Tacoma, Federal Way, etc.)
  - More lessons are in the ED report and more are coming from conversations with educators, staff, families, and partners such as AMP, Seneca, WA Charters, etc..
- The Commission asked Ashé Prep to present information to them regarding the improvement of the charter school application process. Ashé Prep presented the following.

- The application process should include descriptions of how new schools will support ***brand new*** teachers and principals who do not have enough lived or professional experiences to draw upon in an innovative model.
- The application process should also include description of how new schools will assist ***veteran*** teachers and principals in “unlearning” practices and expectations that helped them navigate traditional school systems and environments.
- The application should also address how ***families and students*** unlearn previous years of traditional teaching and learning models and expectations.
- Charter schools do not have access to districts “sub pools”. When we need substitutes, we have to put the call out to our networks, but we can’t access the large number of subs who are working for traditional districts.
- Independent charter schools, those not connected to or starting a charter management organization, will not have the bandwidth to provide all the staffing needed to serve the high need students who families are more likely to choose us. Even new CMOs have leadership that has spun off from other CMO organizations or Teach For American national networks.
- You don’t know what you don’t know – until it’s due! Ashé Prep did not know about a number of processes, procedures, requirements, etc. until we learned they were due (e.g. we had to get a business license and we had to set up a “business” arm like an LLC if we wanted to receive a loan). Right now, we are expected to have signatures from school districts indicating that they have received the student records we are transferring to them, but no one seems to have a form we can use – even though other schools have closed and been subject to the same expectations.
- There are definitely challenges if the Founder is not the Principal that should be addressed in the application process. This does not mean it shouldn’t happen, but there should be some place in the application that addresses that because if the Founder is not the Principal, how does the Principal come to a deep understanding of the school as written by the Founder and how does the Founder stay in the role of governance when the Principal management is new and not as familiar with school application and model? With the emphasis on Governance vs Management, how is fidelity to the model, vision, mission, and values maintained?
- Commission responses, in general, were supportive.
  - Several people with the Commission encouraged Ashé Prep to reapply – keeping our mission, vision, values, and model – and address the lessons learned regarding hiring, staffing needed, and professional development/coaching, etc. needed for even stronger success.
  - They were appreciative that Ashé Prep was proactively choosing to decline the opportunity to request another opening year.
  - They know that our decision is not based on our financials (which were budgeted wisely), our model (which they and our families loved, supported, and could envision), our relationships with families (which they could see from the very beginning were strong). I was told that our model was complex, but quite clear, that anyone reading the application could “see” what Ashé Prep looked like, what it would be in practice.
  - They were encouraged by the fact that some of our families have chosen independent or homeschooling over a return to traditional schools because it spoke to the relevance of our model, that there continues to be an unmet need in the community.

- They heard from some families that a reopening would be supported by some of our families and there was representation from families at the Commission meeting – in person and online.
  - Our charter is still intact and valid; the Commission is not revoking our charter. This is an important point. Ashé Prep took a proactive first step. We did not “lose” our charter authorization.
  - I have spoken with a number of families and community members who have told me to continue moving forward with Ashé Prep (addressing lessons learned, of course). There are families who have chosen not to return to traditional districts because Ashé Prep gave them a glimpse of the possible. Below are three “buckets” of possibilities I’ve heard. These are not in priority order right now – just areas I’ve been asked to consider by teachers, staff, families, community, and the Commission.
    - Reapply as a public charter school with a stronger hiring, staffing, professional development, volunteer model. That application would be due in spring of 2020 inline with the closing of the legislated “charter window” of 8 years since the original beginning in 2012. Ashé Prep would reopen in 2021 or 2022 – perhaps with just K-2 but still growing to a K-8 model. We **could** open with 6<sup>th</sup> grade again, but would need to seriously address the “unlearning” that would need to happen for students, families, teachers, and principal in order for that to be successful.
    - Reopen Ashé Prep as an independent school with an affordable tuition because we have brought together a number of families who have been isolated in numerous school districts. They have now formed a broader, empowered community that wants to continue what they experienced in the beginning, what they saw was possible on that very first day.
    - Do a combination of the above. Ashé Prep **could** be any combination of the following: a public charter school, a Saturday school for those who need to stay with traditional schools and still want the Ashé Way, a supplemental support to provide the Ashé Prep vision/mission/values etc. to those who choose homeschooling or online options, and/or a model of co-creating a school with communities to share with in Washington and throughout the country.
  - A fourth “bucket” includes Ashé Prep’s original plan to develop our four “Institutes”
    - Alternative Pathways to Teaching – growing the population of teachers of color, especially Black teachers, through paraprofessionals and community organizations and organizing
    - Professional Development – bringing Ashé Prep’s model to other schools/districts across Washington and the US
    - Family/Community Education and Advocacy – increasing parent/family knowledge, education, advocacy, voice, and capacity regarding the education and future of their children and communities
    - Research – tracking what happens when the communities served by Ashé Prep’s K-8, student leadership/community engagement model have access to a consistent teaching and learning environment that results in cultivating genius for community action
- That’s it for now, but more “lessons learned” will follow as I continue to meet with everyone.