



Inspection Report for Renewal: Pride Schools Charter School

November 3, 2023



SCHOOL OVERVIEW

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| SCHOOL NAME | Pride Schools Charter School |
| SCHOOL ADDRESS | 811 East Sprague Avenue, Spokane, WA 99202 |
| SCHOOL CONTACT | Paige Albrecht, Chief Executive Officer, paige@prideschools.org , (509) 309-7680 |
| SCHOOL WEBSITE | www.prideschools.org |
| NEIGHBORHOOD LOCATION | East Central |
| AREAS SERVED | Spokane and Vicinity |
| SCHOOL MISSION | The mission of PRIDE Schools is to honor the diversity and capacity of people through innovative education design. Our students are inspired to create, innovate, and challenge the status quo in a world that demands better designed systems, new solutions, and increased communication. |
| EDUCATIONAL PROGRAMS | <ul style="list-style-type: none"> ○ Pride Prep, serving grades 6-8, allows students to be confronted with real-world problems, hands-on learning, and performance assessments. Our projects offer many entry points for students with varying learning styles and interests, integrate several subjects together at once, are teacher designed, and provide students with an excellent chance to demonstrate critical thinking, artistry, and a deeper understanding of key concepts. ○ Innovation High School, serving grades 9-12, is structured within an International Baccalaureate framework, offering both MYP and DP program credits. We are passionate about project-based learning, providing experiences for students to thrive, and find belonging. IHS prepares students for a bright future in college, the workforce, and beyond. |
| GRADES SERVED | 6-12 |
| FIRST YEAR OF OPERATION | 2015-16 |
| TOTAL STUDENT ENROLLMENT (October 2023) | 451.6 |

INTRODUCTION

Charter renewal marks a critical juncture for a school, and the renewal decision is one of Spokane Public Schools (SPS) most important responsibilities as a charter authorizer. At renewal, the authorizer must determine whether a school has met its public commitments to the children and families it serves, as well as to the community. The renewal process requires thorough analyses of a comprehensive body of quantitative and qualitative data based on annual performance reviews over the charter term; the school's renewal application; and a renewal site visit. It culminates in a decision to renew or non-renew the charter.

The renewal inspection plays a critical role in the renewal process. It supplements Spokane Public School's performance review to provide a more complete picture of each school's current performance and plans for a new charter term. The visit also provides the school an opportunity to update information related to areas of concern or in relation to the school's plans for the new charter term. The inspection aligns to the renewal priorities that SPS identified based on each school's current outcomes, essential program elements, organizational and financial performance status, and the school's plans for the new charter term.

INSPECTION STRUCTURE

The school inspection is an important opportunity for Spokane Public Schools to experience a school's day-to-day operation, to observe the culture, and to gather evidence that helps to document and illuminate school performance. When charter renewal is at stake, the inspection plays a particularly important role in providing context for the school's overall record of performance and its plans for a new charter term. SPS renewal inspections are designed to accomplish the following:

- Generate additional evidence of performance in relation to charter contract and state standards.
- Document and assess fidelity of the educational culture and program particularly in relation to the essential program terms.
- Assess viability of plans for the new charter term particularly with respect to proposed material changes in program, school size or grades served.

Most renewal visits have both summative and formative components:

Summative components. Summative components are elements of the renewal visit that directly inform the district's decision to renew or not renew the school's charter or that inform a district decision to approve or deny a material aspect of the school's proposed plans for the new charter term.

Formative components. Formative components are elements of the renewal visit that inform the district’s understanding of the school’s educational process or school operations but do not directly affect the district’s ratings of school performance and are not material to the district’s decision to approve or deny a material aspect of the school’s plans for the new charter term.

School Autonomy. When SPS engages in formative assessment, including during renewal inspections, it frames the scope of reviews in ways that respect charter school autonomy. This framing includes:

- Focusing the inspection on areas that either directly pertain to school performance as defined in the performance frameworks or that pertain to programmatic plans and priorities as articulated in the educational program terms and design elements.
- Providing advance notice, whenever possible, on requests for access to documents and other materials.
- Limiting document requests to the format in which the school has created them rather than requiring the school to create new documents solely for purposes of the visit.
- Providing for school input on the sequencing of inspection activities in order to minimize disruption of teaching and learning.
- Referencing judgments either to standards set out in the district’s performance framework, to school-defined programmatic or operational priorities, or to material changes in the school’s plans.

Each school’s performance status and renewal plans dictate the visit structure and activities. That said, there are standard components that Spokane Public Schools incorporates into most if not all visits. These components are tailored to the priorities identified for each school:

- **Introductory Meeting.** The introductory meeting provides an in-person opportunity for the full site visit team to review the purpose and structure of the visit. It also provides an important opportunity to share any information about the schedule or the school day that informs the visit team’s review. The visit team use this time to confirm the schedule and/or make adjustments as needed.
- **Observations.** Observations provide direct evidence of how adults and children function in the school environment. Observations have specific objectives based on the school’s program and plans. For example, classroom observations incorporate review of educational program terms and design elements. By tailoring the focus of observations to school-identified priorities and plans, SPS can provide formative feedback that aligns with school-generated priorities rather than imposing external judgments about what those priorities should be.

- **Document Review.** Document review provides an opportunity for the inspection team to review primary source materials. For example, the lesson plan for a particular class may be relevant to an observation of that class.
- **Teacher and Leadership Conversations.** Teacher and leadership conversations offer a way to better understand the school's experience, beliefs, and plans related to school program and operations. As with observations, the focus of these conversations aligns with the overall priorities identified for the renewal inspection.
- **Student and Parent Focus Groups.** Focus groups provide an opportunity for visitors to engage directly with students and parents. They can provide important perspective, particularly about the educational program and school culture.
- **Board Discussion.** At its discretion, SPS may incorporate board meeting observation into the renewal visit process. One purpose for such observation is to assess baseline compliance with the board's legal and fiduciary obligations such as conducting open meetings and operating consistent with bylaws and board policies. A second purpose may be to understand the board's role and capacity in relation to the school's plans for the new charter term. If necessary, SPS will typically schedule the observation to align with a regularly scheduled board meeting and will conduct the observations separate from the main visit.

Findings and Recommendations

The renewal inspection culminates in this Renewal Inspection Report. The findings contained herein focus on the formative and summative priorities identified for the inspection based on the school's program, planning, and performance. The recommendations, if any, focus on material considerations or decisions affecting a new charter term.

This Renewal Inspection Report does not contain a recommendation regarding whether Spokane Public Schools should renew or non-renew the charter. That recommendation is based on assessment of the school's cumulative record of performance over the current charter term. SPS will present a separate renewal recommendation to the Spokane Public School's board of directors as part of a subsequent report that includes a cumulative assessment of the school's overall performance.

A subsequent renewal report will present a recommendation for renewal or non-renewal and will summarize the evidence basis for the recommendation including relevant evidence from the performance report, the school's renewal application, the renewal inspection, and any additional relevant performance information. SPS will make renewal decisions between December 1 and February 2. Schools will have an opportunity to respond to this report. Spokane Public Schools will document all decisions in writing with the reasons for the decision (see R.C.W. § 28A.710.190(3)-(4)).

PRIDE SCHOOLS INSPECTION BACKGROUND

Spokane approved the charter application for Pride Prep Schools (dba: Pride Schools) in 2015, and the school opened in Spokane for the 2015-16 school year. Pride Schools serves grades 6-12 in Spokane with the October 2023 enrollment FTE count of 436.68. The renewal application budget projects enrollment FTE growth to 452.34 in 2024-25, 453.00 FTE in 2025-26, and projected enrollment remains relatively stable for the duration of the renewal term with a maximum of 473.00 FTE.

Pride School’s mission is to honor the diversity and capacity of people through innovative education design. Our students are inspired to create, innovate, and challenge the status quo in a world that demands better designed systems, new solutions, and increased communication.

As of October 2022, Pride Schools students were 1.9% Black, 66.7% White, 16.6% Hispanic, 1% Asian, 12.7% multi racial, 0.8% American Indian/Alaskan Native, and 0.4% Hawaiian/Pacific Islander. 60.8% are low income. 23.2% are students identified with disabilities.

Pride Schools enrollment data is presented below since beginning year of 2015-16. Pride’s first year of serving grades 6-12 was 2020-21. NOTE: Overall student enrollment has decreased 36% from 2020-21 actuals to 2023-24 projections.

| Enrollment Data Pride Schools - FTE Average | | | | | | | | | | | |
|---|-----------------------|-------------|--------|--------|-------|-------|-------|-------|-------|-------|--------|
| School Year: | Data | Grade Level | | | | | | | | Total | |
| | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | RS/OD | | |
| Actuals: 2015-16 (beginning) | Beginning of Year FTE | 77 | 76 | | | | | | | - | 153.00 |
| Actuals: 2016-17 | FTE Year Average | 78.6 | 78.8 | 79.2 | | | | | | - | 236.60 |
| Actuals: 2017-18 | FTE Year Average | 102.3 | 99.2 | 98.79 | 95.66 | | | | | - | 395.95 |
| Actuals: 2018-19 | FTE Year Average | 100 | 103.37 | 102.46 | 91.35 | 93.33 | | | | - | 490.51 |
| Actuals: 2019-20 | FTE Year Average | 95.29 | 109.25 | 102.02 | 86.54 | 89.56 | 64.83 | | | 17.14 | 564.63 |
| Actuals: 2020-21 (all grades) | FTE Year Average | 91.2 | 118.5 | 138.4 | 109.1 | 95.7 | 79.94 | 66.9 | | 20.5 | 720.24 |
| Actuals: 2021-22 | FTE Year Average | 78.28 | 90.3 | 102 | 107.2 | 77.29 | 73.46 | 74.3 | | 11.81 | 614.64 |
| Actuals: 2022-23 | FTE Year Average | 55.20 | 74.90 | 77.80 | 65.10 | 86.04 | 62.82 | 68.79 | | 13.70 | 504.35 |
| Projection: 2023-24 | Sept FTE Count | 45.00 | 50.00 | 71.00 | 72.00 | 65.00 | 79.35 | 63.12 | | 15.53 | 461.00 |

PRIDE SCHOOLS RENEWAL INSPECTION PRIORITIES & VISIT SCHEDULE

Spokane Public Schools Site Visit Team members visited classrooms, interviewed teachers, students, families, coordinators, administrative staff and school board members and reviewed documents during the visit. Team members then analyze the evidence collected from these to generate conclusions about the links between student achievement data, the educational program and organizational capacity. The SPS Site Visit Teams focused on the following Inspection Priorities.

INSPECTION PRIORITIES

1. Academic Interventions for Reading & Mathematics

Standard: The school's approach to planning and instruction reflects identification and differentiated supports derived from evidence of students' needs in reading and mathematics.

2. Student Support and Social Emotional Learning (SEL)

Standard: The school's culture is supportive of students' needs, including the development of social and emotional learning.

3. Project-Based Learning (Middle School)

Standard: The school's projects are well developed and aligned with the core principles of project based learning and academic standards.

4. College and Career Readiness (High School)

Standard: The school provides a course of study and experiences that prepare students to be college and career ready.

5. Special Education

Standard: The school is meeting the needs of students identified with disabilities.

6. Governance and Management

Standard: The school governing board complies with governance requirements and holds the school management team accountable.

7. Finance, Enrollment, and Office Operations

Standard: The school is maintaining and handling financial, enrollment, health and safety, absence, transportation, and other office and operational records appropriately.

8. Organizational Performance Framework Items

Education Program:

- 1a. Is the school implementing the material terms of the education program as defined in the current charter contract?
- 1b. Is the school complying with applicable education requirements? N/A for Site Visit
- 1c. Is the school protecting the rights of students with disabilities?
- 1d. Is the school protecting the rights of English Language Leaders (ELL) students? N/A, No ELL Students

Financial Management and Oversight:

- 2a. Is the school meeting financial reporting and compliance requirements? N/A for Site Visit
- 2b. Is the school following Generally Accepted Accounting Principles (GAAP)? N/A for Site Visit

Governance and Reporting:

- 3a. Is the school governing board complying with compliance requirements?
- 3b. Is the governing board holding the school management team accountable?

Student and Employee Rights and Requirements:

- 4a. Is the school protecting the rights of all students?
- 4b. Does the school's recurrent enrollment rate indicate equitable access to the school? N/A for Site Visit
- 4c. Is the school meeting teacher and other staff credentialing requirements? N/A for Site Visit
- 4d. Is the school respecting employee rights? N/A for Site Visit
- 4e. Is the school completing required background checks? N/A for Site Visit

School Environment:

- 5a. Is the school complying with facilities and transportation requirements?
- 5b. Is the school complying with health and safety requirements?
- 5c. Is the school maintaining and handling information appropriately?

SITE VISIT SCHEDULES

October 19, 2023: Full-day Site Visit

| Time | Team A: Middle School | Team B: High School |
|------------|---|--|
| 7:00 | Arrival – Team A & B Orientation & Tours (Room 2) | |
| 7:30 | Teacher Team Meeting: All Teacher Huddle (Room 55) | |
| 7:55 | MS Student Arrival (MS N. Commons) | HS Student Arrival (HS N. Commons) |
| 8:00-10:30 | MS Classroom Visits and Teacher Interviews (3-4) | HS Classroom Visits and Teacher Interviews (3-4) |
| | 8-8:25: Teacher Interview (Room 2) -ELA Teacher: Nicky Zink -MD Science Teacher: Angela Anegon | 8-8:45: Teacher Interview (Room 3) -Math Teacher: Chris Hoyt -ELA Teacher: Jeremy TeGrotenhuis -Elective Teacher: Rebecca Clinard -Science Teacher: Dustin Fischer |
| | 8:25-8:45: Math Classroom Observation Room 25: Teacher: Rebekah King | 8:50-9:40: Classroom Observations Room 67: ELA Teacher: Jeremy TeGrotenhuis Room 36: Elective Teacher: Rebecca Clinard |
| | 8:50-9:15: ELA Classroom Observation, Room 8: Teacher: Nicky Zink | 9:45-10:20: Classroom Observation Room 61: Math Teacher: Chris Hoyt Room 68: Science Teacher: Dustin Fischer |
| | 9:15-9:40: Teacher Interview (Room 2) -Math Teacher: Rebekah King -Science Teacher: Monica Humphrey | |
| | 9:45-10:15: MD Science Classroom Observation Room 17: Teacher: Angela Anegon | |
| 10:30 | MS Parent Group Interview (Room 2) | HS Student Group Interview (Room 3) |
| 11:15 | MS Student Group Interview (Room 2) | HS Parent Group Interview (Room 3) |
| 12:00 | MS Site Visit Team Working Lunch, Document Review (Room 2) | HS Site Visit Team Working Lunch, Document Review (Room 2) |
| 1:00 | School Leadership Interview: Paige Albrecht, Sara Kennedy, Brian Via (Room 2) | |
| 1:45 | Board Members Interview: Ashley Erickson, Keith Stanhill (Room 2) | |

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| 2:30 | Student and Family Support Services Staff Interview (Room 2) Suzette Wilson, Sarah Guertin, Aimee Cocco, Jesse Dhillon | Assessment Coordinator Interview (Room 3) Sara Kennedy, Ty Schoening |
| 3:00 | Teams A & B: Discussion, Questions, and Drafting (Room 2) | |
| 4:00 | SPS Site Visit Team Lead Debrief with School Leaders (Room 2) | |

October 18, 2023: Half-day Site Visit

| Time | Team C: Special Education | Time | Team D: Office, Operations & Finance |
|-------|--|-------|---|
| 12:00 | Arrival – Day Two Team Orientation & Working Lunch (Room 2) | | |
| 12:30 | SPED Director & Teacher Interview (Room 2) Michelle Portrey, Alicia Smith | 12:30 | Civil Rights & McKinney Vento Interview (Room 3) Suzette Wilson, Sarah Guertin, Aimee Cocco, Jesse Dhillon |
| 1:00 | SPED Classroom Visits Room 25: Rebekah King, Kaelyn Yandt Room 67: Jeremy TeGrotenhuis, Michelle Portrey | 1:00 | Enrollment & Student Records Interview (Room 3) Sara Kennedy, Suzette Wilson |
| 1:45 | SPED Student Group Interview (Room 2) | 1:45 | School Facilities & Maintenance Interview (Room 3) Brian Via, Jeff Buffkin |
| 2:15 | Sped Document Review (Room 2) | 2:15 | Attendance Committee Interview (Room 3) Brian Via, Paige Albrecht, Sarah Guertin, Aimee Cocco, Jesse Dhillon |
| 2:45 | 504 Coordinators Interview (Room 2) | 2:30 | Finance Team Interview (Room 3) Paige Albrecht, Suzette Wilson, JGP |
| 3:00 | Teams C: Discussion, Questions, and Drafting (Room 2) | 3:15 | Teams D: Discussion, Questions, and Drafting (Room 3) |
| 4:00 | SPS Site Visit Team Lead Debrief with School Leaders (Room 2) | | |

PRIDE SCHOOLS RENEWAL INSPECTION PRIORITIES, EVIDENCE, & DISCUSSION

General Discussion:

Spokane Public Schools renewed Pride Schools in 2021 for a short-term, three-year conditional renewal period. Contract terms and renewal conditions have been monitored closely by SPS since renewal. SPS has been meeting with Pride Schools at an increased frequency, including formal quarterly financial meetings. SPS attended Pride board meetings since renewal and has requested additional data for monitoring key academic, organizational, and financial performance indicators. During the 2022-23 school year, the school demonstrated completion of the short-term contract conditions, improved student academic performance, attendance, financial performance, and transitioned to a new leadership team. During this renewal inspection site visit it was clear that improvements have impacted the school positively, with several Site Visit Team members commenting that it seemed like a different school from the one they visited in the same capacity during the last renewal inspection. Although this renewal inspection report highlights the need for continued growth in several areas, overall, the new leadership team is to be commended for the positive changes that have been made and highlighted below within the inspection priorities.

1. Academic Interventions for Reading & Mathematics

Standard: The school's approach to planning and instruction reflects identification and differentiated supports derived from evidence of students' needs in reading and mathematics.

Supporting Evidence:

- There is evidence from interviews and observations that student data from NWEA's Measure of Academic Progress (MAP) Growth assessments, plus classroom pre and post assessments, are used to differentiate instruction and support students in ELA and Mathematics classes. MAP assessments are conducted Fall and Spring for all students and during Winter for struggling students.
- Teachers review MAP data to support students with direct instruction or utilize adaptive online curriculum using Dreambox for Math support and Lexia for Reading support.
- All middle school students set SMART goals based on MAP data and are scheduled into a "Power Hour" class to support student interventions and learning extensions.
- Interventions for high school are supported during the daily Crew (advisory) classroom time.

- Teachers reported during interviews that the school is using Universal Design for Learning (UDL) to provide options for all students utilize supports they might need during classroom instruction. UDL was observed on the whiteboard in an English classroom, which provided any student options for reading and writing.
- Students reported having good access to teachers for academic support and parents shared their students are appropriately pushed academically and supported to make the assignments their own.

Discussion:

The school fully implemented NWEA MAP student assessments during the 2022-23 school year by ensuring most students took the assessment and has set a goal to achieve 95% of students tested for the 2023-24 school year. This full implementation has supported student engagement with personal academic goal setting using MAP data for all middle school students for reading and mathematics. Teachers are now using MAP data to support instruction with MAP training conducted during the 2022-23 school year. In addition, the school adopted Dreambox and Lexia adaptive online curriculum to support students in a personalized pathway for math and reading intervention and extensions. The school should be commended for their academic intervention work with students at all grade levels, leading to 2022-23 MAP School Conditional Growth Percentiles in Reading of 71.7 and Math of 78.7, compared to 50 growth percentiles nationally. This growth in MAP outcomes translated to 2022-23 Smarter Balanced (SBAC) assessment growth of 8.9% in ELA with 54.6% Meeting ELA Standards and growth of 1.2% in Math with 25% Meeting Math Standards. The student population for 2022-23 included 23% of students with disabilities and 11% of students with section 504. Although there is still work to be done to support additional students in meeting standards, the trend towards increased percentage of students achieving academic growth indicates the school is making the right moves for this inspection priority and should continue with their newly implemented practices. Although experienced high school teachers have been trained in Universal Design for Learning (UDL), the newer middle school teachers will need UDL training to be able to fully implement these practices.

2. Student Support and Social Emotional Learning (SEL)

Standard: The school's culture is supportive of students' needs, including the development of social and emotional learning.

Supporting Evidence:

- The theme of high-quality student/teacher and student/student relationships came up in every interview and during observations at both middle school and high school levels.
- In the hallways, students engaged positively with each and with the adults in the school.
- Students reported feeling quite supported by teachers, counselors, and staff to bring themselves fully to their school experience.

- Students felt safe and supported at school and several parents shared with tears how the school made a substantial positive change in their children’s lives.
- Social and emotional learning (SEL), college/career planning, and interventions take place during high school Crew (advisory), where students stay with the same Crew teacher during their high school experience.
- For middle school the integration of Character Strong supports SEL activities during Power Hour.
- It was reported that counselors support students in their post-secondary pathways, exploring college and non-college options.
- Students and families reported feeling a sense of belonging and community at the school.

Discussion:

Student support and social emotional learning is an area of strength for the school, creating a positive culture for students and teachers. Students know who to reach out to for help and felt included and a part of their school environment. The school has a long-standing tradition of “houses” at the high school level, where students build a sense of school pride during school activities, with many afterschool activities being offered for students. There are several leadership opportunities for high school students. At the middle school level, the school newly implemented “Eco Teams” just after the site visit with positive results and more buy-in from students, after a failed attempt to bring the high school houses to the middle level several years ago. Students at all levels were actively complimentary and supportive of each other and found safety and encouragement in their staff relationships. The school is commended for their strong student support model, with the recommendation of continuing to strengthen relationships, student leadership, and culture at the middle level.

3. Project-Based Learning (Middle School)

Standard: The school’s projects are well developed and aligned with the core principles of project based learning and academic standards.

Supporting Evidence:

- Minimal evidence to support the middle school educational program description of project-based learning (PBL) in core instructional classrooms for middle school, as it was reported that PBL is more of a focus for elective classes only and during the site visit primarily core instructional areas were visited.
- Teachers and administrators report that PBL is becoming more of a focus for elective classes only at the middle level with the newly adopted English and Math curriculum and focus on academic intervention activities.

- There are a high number of new teachers in the middle school that are working on learning new curriculum, Universal Design for Learning (UDL) strategies, and project-based learning, which could take several years of professional development.

Discussion:

The elements of project-based learning (PBL) include a driving question, which all learning is connected to, and includes student inquiry and interest. Although the school started with a middle school program description that heavily emphasized an integrated PBL approach, the school has struggled academically. Therefore, leadership made the important decision during 2022-23 to shift the middle level focus towards academic interventions and made decisions to strengthen core curriculum for the 2023-24 school year with the adoption of Springboard and Open Up Math. PBL is currently a focus for only elective classes and the school indicated a “plan to research new options for Project Based Learning ... to ensure we offer high level instruction while offering a hands-on approach to learning” in their Renewal Application. It is recommended that the school review and potentially revise the middle school educational program description and create a multi-year implementation and professional development plan.

4. College and Career Readiness (High School)

Standard: The school provides a course of study and experiences that prepare students to be college and career ready.

Supporting Evidence:

- There was evidence of many college and career-ready activities at the school.
- Within the high school daily Crew (advisory) class, students are exploring post-secondary options and discussing their pathways, working with counselors and crew teachers.
- The students explore college and technical school post-secondary options via college and career fairs, college visits, speakers, and career exploration lessons.
- Students have access to dual credit options, including the International Bachelorette (IB) Diploma Program (DP) classes for 11th and 12th grade, Advanced Placement (AP) classes at all grade levels, and a few college in the high school classes via Eastern Washington University and University of Washington.
- To support student preparedness for college ready classes, students and teachers reported academic rigor in classes with good student engagement, which was observed during classroom visits.
- Teachers knowledgeably discussed their classroom curriculum and instructional practices using academic vocabulary and clear knowledge of the content.

- Teachers are supported in attending professional development (PD) regularly in a continuous improvement model and highlighted administrator support to engage in opportunities outside of what the school provides for PD.
- High school teachers reporting attending Universal Design for Learning (UDL) training annually to learn how to provide supports for all students as they work towards their college-ready goals.

Discussion:

The school brings post-secondary experiences to high school students for a wide range of college and technical fields, providing a course of study that prepares students to be college and career ready. The high school teacher community has a long track record with low turnover. Teachers are knowledgeable about their content and leverage student relationships to help students engage in rigorous content and to minimize classroom distractions. The school's implementation of Universal Design for Learning (UDL) for high school supports students in meeting their classroom academic goals and helps the school's high percentage of special education students to feel included in classroom discussions and activities. Although this instructional priority was focused on the high school level, the middle school team suggested an added post-secondary emphasis for the middle school level in addition to the focus on academic preparedness.

5. Special Education

Standard: The school is meeting the needs of students identified with disabilities.

Supporting Evidence:

- The school is meeting the needs of students identified with disabilities through the evidence of the service model and through observation of special education and other teachers accommodating, modifying and providing specially designed instruction in classrooms.
- In a HS English classroom, the teacher was using a Universal Design for Learning (UDL) instructional model with reading and writing options for all students, with one option to re-read for evidence with the special education teacher. The special education teacher was working with both special ed and other students.
- It was observed that special education students were engaged in class work and had good relationships with teachers and peers.
- The students reported feeling cared for, encouraged, and knew they were working at their own level.
- Students knew who to reach out to for help and felt included and a part of their school environment.
- The special education documentation looked good and adequately explained by their staff.
- Attempts are made to resolve discipline issues for special education students without exclusion from school.

- Teachers explained their data driven goal writing and progress monitoring methods, which is apparent in the documentation provided.
- Both students and parents reported being included in the IEP and 504 process, with many parents being quite involved. The teachers attempt to involve the older students in 504 and IEPs meeting and in identification of accommodations.

Discussion:

Special education students at the school receive a free and appropriate education (FAPE) with manifestations appropriately conducted when needed. The smaller school and classroom environment seems to make it easier to accommodate student educational and emotional needs. The school's inclusion model is supported with the school-wide implementation of Universal Design for Learning (UDL) instructional model, which could be reinforced with additional training for newer teachers. The special education documentation was complete and special education teachers were able to adequately discuss the documents, procedures, and data driven goal writing and monitoring. The school is commended for significant special education improvements since the prior renewal inspection and for attempting to resolve discipline issues for special education students without exclusion from school.

6. Governance and Management

Standard: The school governing board complies with governance requirements and holds the school management team accountable.

Supporting Evidence:

- Administrators and the school board reported meeting regularly during and outside of board meetings to for leadership and governance of the school.
- A solid working relationship was reported between the school's new Chief Executive Officer (CEO) and the board chair, whereby the CEO consults the board chair when needed.
- Over the last year, the board has reviewed the school's strategic plan and internal controls and regularly seeks to improve board representation by adding board members with expertise in each area.
- Board representation in the areas of human resources and finance were recently added, with board members providing consultation to school leadership in these areas. The board reported the need to seek additional board members and is looking to recruit a board member with education leadership experience.
- It was reported that the administrators have an open-door policy with close relationships with staff, parents, and students, in a welcoming school environment.
- New curriculum adoptions and academic interventions have been a leadership team priority over the past year.

- Administrators are in the process of establishing new community building activities at the middle school level, in order to build a middle school culture commensurate to the strong high school culture that has been established. There are several new middle school teachers who are on a steep learning curve with new classrooms, curriculum, and learning about project-based learning instructional methods.
- The administrative team was aware of the additional support needed at the middle school level, while building on strengths in relationships, sense of community, and a sense of belonging at the high school level.
- High special education enrollment levels are also an area of focus, with teachers using a push-in model and learning about Universal Design for Learning (UDL) annually over the past several years.
- Each leadership team member wears many hats, because of the nature of being both a small district and school, but have divided responsibilities fairly evenly across the three administrators.

Discussion:

In addition to the renewal inspection, Spokane Public Schools has been attending the school's board meetings since the 2021 renewal. The school governing board complies with governance requirements and has been increasingly holding the school management team accountable. Over the 2022-23 school year, several board members transitioned off the board and new members were added with expertise in human resources and finance. The board continues to look for new members and is specifically looking to recruit a board member with educational leadership experience. Over the past year, the board has reviewed internal controls, regularly engaged in enrollment efforts, and the new CEO has increased oversight of the school's financial management contractor. For the 2023-24 school year, the board made the decision to move the Chief Operations Manager to a Chief Executive Officer (CEO) position and established a new leadership team with the addition of a new Principal overseeing both MS and HS, and a Dean of Students. These changes lowered the number of administrators from four to three. The new management team seems effective in decision making and leading the school's stability and improvements. There is a relationship of support and trust between the Board Chair and the CEO supporting collaborative decision making and increased transparency between the board and management. Continuity of the current leadership team and structure would be recommended to support continued improvements and sustainability of the school.

7. Finance, Enrollment, and Office Operations

Standard: The school is maintaining and handling financial, enrollment, health and safety, absence, transportation, and other office and operational records appropriately.

Supporting Evidence:

The district is adhering to this standard. Each area addressed in this section is discussed below.

- Finance:

- Budget Process –

- Budget is developed by Jule Growth Partners (JGP) and is consistently reviewed by Management and the Board for input during the budgeting process. They ensure that the budget is aligned with the district’s strategic plan, as well as incorporate input from the school board, students, and families within the district.
 - During the year, JGP presents the budget vs actuals report at each board meeting. If there are any large discrepancies between budget and actuals, management works with JGP to implement necessary adjustments.

- Tracking of Expenditures -

- The master schedule is reviewed, and programs in which teachers are assigned (SPED, Title, LAP, etc.) are reviewed to ensure that teachers are coded to the correct funding source.
 - A funding matrix is created where each employee is coded that contains percentages of salary and expense to determine where the teacher needs to be coded.
 - A reconciliation of time and effort is completed at the end of the year.

- Accounts Payable –

- The Office Specialist receives all accounts payable invoices. The office applies expenditure coding and provides coded invoices to the CEO for review twice each month. Reviewed invoices are then posted, and the check run is completed once per month, after appropriate approvals have been received.

- Payroll –

- Staff vacation time is tracked on a staffing calendar. The time on the calendar is compared against the reported timekeeping.
 - The Office Specialist processes substitute requests early each morning to ensure coverage is provided. Payroll is prepped by the office and reviewed by the Office Specialist and CEO. The school board provides their approval before payroll is completed. Consent agenda is used for tracking.

- Credit Cards –

- The school has credit cards with Columbia bank, which are checked out by staff from the Office Specialist. Cards along with all necessary receipts are checked back in with the Office Specialist.

- Cash Receipting –

- Square App is used as the point-of-sale system for credit cards. Cash is also accepted. Physical receipts are provided to customers from a receipt book.

- Enrollment:
 - Currently, any student who applies to the school is accepted as long as transportation can be facilitated to and from the school.
 - When a new student enrolls, the student and family are given a tour of the school. The office receives family input and opinions on why they made the decision to pick the school. Inquiries are made about how the school can support students and if the family has any additional needs. The enrollment packet is provided by the office and records requests are sent to the student's prior school. The office then creates the student in PowerSchool and notifies the relevant staff (teachers, counselors, etc.) that a new student has enrolled.
 - At the time of the site visit a formal entrance and exit survey is not provided to students at the school, other than inquiries made by the office when the families tour and register at the school.
- Health and Safety:
 - Safety inspections are performed by their property management company, Web Properties. The fire department completes walkthroughs twice per year. Crisis Drills are practiced during the year.
 - The school's safety team meets once per month. A safety handbook has been created.
 - When school facilities are leased to outside organizations, the organization fills out a packet for communication of safety requirements.
 - Spokane Regional Health District performs on-site inspections as well.
 - The Dean of Students oversees building maintenance and compliance with safety regulations.
- Absences:
 - Absences are tracked with multiple notifications sent to parents. If a student misses first period, a notification is sent to the family at 10AM. If a student is absent for additional periods, a second call is made at 6PM and lists all periods that the student missed. Teachers report absences in PowerSchool.
 - Three unexcused absences lead to a phone call or email from advisor, crew leader, or counselor.
 - There is an attendance committee which discusses student truancies and implements strategies to improve student attendance, which has increased attendance over the past school year.
- Transportation:
 - There are 8 bus routes operated through Harlows School Bus service.
 - Spokane Transit Authority (STA) Para transit is available to students who need this service; Hop Skip Drive is also utilized.
 - Students who ride with STA and are under 18, are enrolled through STA to obtain a free pass.

- Office and Operational Records:

- When a new student enrolls, their records are received from prior school and then uploaded into google drive for digital storage. Physically files are stored on site as well. Active student files are stored in the front office. If a student leaves, a records request is received, then the necessary files will be remitted to the school that submitted the request. Exited students will go into an archived file. Files for students who have recently exited will be kept on hand (current year unenrolled students) due to a high number of students who return shortly after leaving.
- Non-Active student files are kept in the archive room, with a dispose of date written on the box to ensure that the student file is destroyed in an appropriate timeline per applicable laws and regulations.

Discussion:

The areas of finance, office, and operations have improved substantially since the prior renewal inspection site visit and under the leadership of the new Chief Operations Manager in 2022-23, who was promoted by the school board to the Chief Executive Officer for the 2023-24 school year. The change in school leadership has had a positive impact on both students and staff at the school. The office staff have developed confidence and understanding of their duties and responsibilities. One area that the new leadership has improved is the process for reporting student information. Under prior leadership, a reporting error led to multiple discrepancies on the data presented within the Washington School Improvement Framework for the 2021-22 school year. The current leadership has been working to prevent similar errors in the future and has taken on a much more active role in this process with the goal of improving the accuracy of reporting. Additionally, the attendance committee meets regularly to work towards improving student attendance. Per internal attendance data from the school, 82% of students regularly attended Pride during the 2022-23 school year, which is a substantial improvement compared to the 38.2% reported in the prior year. Internal controls have also been reassessed and there is a clear focus on maintaining sound internal control practices. Although most financial performance framework indicators were meeting standards for 2021-22, financial sustainability of the school continues to be an area of concern with the renewal budget forecasting an annual deficit across all five years proposed. It is recommended that the school minimize the forecasted deficit by better aligning expenditures with revenues, while maintaining select new activities that showed significant positive results that were previously funded with ESSER dollars. Like many school districts in our state, the federal ESSER dollars will no longer be available beginning in the 2024-25 school year, which will impact the school's financial performance indicators. Enrollment decreases in recent years have created a need to decrease the school operating budget to better align with revenues received. In summary, substantial improvements have been made in the areas of finance, office and operations, with recommendations made in a few areas.

8. Organizational Performance Framework Items

Education Program:

1a. Is the school implementing the material terms of the education program as defined in the current charter contract?

Yes, the material terms of the school mission and high school education program as defined in the charter contract are being followed.

1c. Is the school protecting the rights of students with disabilities?

Yes, the school is protecting the rights of students with disabilities as seen in their special education documentation and via interviews and observations.

Governance and Reporting:

3a. Is the school governing board complying with compliance requirements?

Yes, the board complies with policies and procedures, holds regular school board meetings, and has effective and transparent management of conflicts of interests and code of ethics.

3b. Is the governing board holding the school management team accountable?

Yes, the school board holds the school management team accountable utilizing school leader evaluations, collaborations with the school leader and establishment of priorities and goals, and works with leadership to identify issues and take corrective action.

Student and Employee Rights and Requirements:

4a. Is the school protecting the rights of all students?

Yes, at the school is protecting the rights of students.

School Environment:

5a. Is the school complying with facilities and transportation requirements?

Yes, the school is complying with facilities and transportation requirements.

5b. Is the school complying with health and safety requirements?

Yes, the school is complying with health and safety requirements.

5c. Is the school maintaining and handling information appropriately?

Yes, the school is maintaining and handling information appropriately.

Discussion:

The district's operational staff are diligently following compliance requirements when it comes to the items referenced in the organizational performance framework. The board has been more involved in holding management accountable. Student rights are protected by staff ensuring students are receiving the assistance they need and maintaining compliance with state law. School committees meet regularly to ensure all facilities, transportation, and health and safety requirements are met. Office staff follow policies and procedures for maintaining, handling and disposing information appropriately.

Spokane Public Schools Renewal Inspection Site Visit Team

Spokane Public Schools Renewal Inspection Site Visit Team members was composed of:

Team A Focus: Middle School, Support Services, Leadership

James Russell, Curriculum Coordinator

Lynne Cop-Fullbrook, Special Programs Coordinator

Shannon Lawson, HR Principal on Special Assignment

Team B Focus: High School, Assessment, Leadership

Josh Harrison, Curriculum Coordinator

Stephanie Thomas, Curriculum Coordinator

Kristin Whiteaker, Charter Schools/SVL Partnership Director

Team C Focus: Special Education and 504

Stacy Maddigan, Special Ed Coordinator

Kristin Whiteaker, Charter Schools/SVL Partnership Director

Team D Focus: Office, Operations, and Finance

Erich Hahn, Charter School Accountant

Cindy Coleman, Chief Finance & Business Officer