



# Performance Report for Renewal: Pride Schools Charter School

August 11, 2023



## School Overview

SCHOOL NAME	Pride Schools Charter School
SCHOOL ADDRESS	811 East Sprague Avenue, Spokane, WA 99202
SCHOOL CONTACT	Paige Albrecht, Chief Executive Officer, <a href="mailto:paige@prideschools.org">paige@prideschools.org</a> , (509) 309-7680
SCHOOL WEBSITE	<a href="http://www.prideschools.org">www.prideschools.org</a>
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"> <li>○ 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.</li> <li>○ 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.</li> </ul>
GRADES SERVED	6-12
FIRST YEAR OF OPERATION	2015-16
TOTAL STUDENT ENROLLMENT (2022-23)	504

## 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.

“Short-term renewal” refers to SPS's decision to renew a school's charter for a period shorter than a five-year term. The reasons for short-term renewal are fact-specific and may derive from different circumstances. When there has been a short-term renewal, this also means that a subsequent renewal decision needs to be made in an abbreviated time based on a limited set of new information due to the short-term renewal contract term.

The standard renewal process includes five primary components:

- School performance report
- Renewal application by the charter school
- Public comment from the general public
- School inspection and report
- Renewal report and recommendation

When considering the subsequent renewal of a school that has recently been approved for a short-term renewal, SPS may consider an additional shorter term renewal term instead of a full, five-year renewal term, depending on the specific facts and circumstances. The elements of the short-term subsequent renewal process are the same.

This performance report constitutes the first stage of the renewal process. This report summarizes the school's performance record to date based on data required by the charter contract and SPS's charter school academic, financial, and organizational performance frameworks. The report identifies weaknesses and concerns that might adversely impact SPS's renewal decision or the length of a renewal term. This report does not contain a recommendation regarding charter renewal because SPS does not yet have all the information relevant to that decision.

The school may respond to the performance report within thirty days, per RCW 28A.710.190. In reviewing responses, SPS will give particular attention and weight to factual corrections, clarifications, and updates for which the school provides documentation. In addition, the school must submit a renewal application. The renewal application provides an opportunity to go beyond the data

contained in the performance report in supporting the school’s case for renewal. It is also an opportunity to describe improvements that the school has undertaken or plans to undertake. The renewal application will also ask the school to articulate plans for the coming charter term, particularly with respect to plans that would require material changes to the existing contract terms.

### 2023-24 Charter Renewal Process Timeline

Date	Timeframe	Activity
August 11		Authorizer issues performance report and contract renewal application guidance to charter school and posts performance report to authorizer’s website
September 11	Within 30 days <sup>1</sup> of receipt of authorizer issued performance report	Charter school may submit a response to the performance report
August 11		Public comment period opens on authorizer’s website
September 11		Charter school deadline to notify authorizer of intent to apply (NOI) for renewal of charter contract or cease operations at the expiration of charter contract term
September 29		Charter school renewal application deadline
	October 2 – October 6	Authorizer and charter school staff meet and develop renewal inspection priorities
	October 16 – October 20	Renewal inspection (1-1.5 days)
October 20		Charter school renewal inspection deadline
No later than November 3	Within 14 days of renewal inspection	Authorizer issues renewal inspection report
No later than November 13	Within 10 days of receipt of renewal inspection report	Charter School may submit to the authorizer a written response to the renewal inspection report
December 1 – February 2*		Authorizer recommendation reports released and posted on authorizer’s website
December 15		Public comment deadline
December 7 -February 21	Within 20 Days of receipt of recommendation report	Charter school request to respond to recommendation report deadline
June 30, 2023	January 10 – June 30	Establish the terms for the next charter contract; authorizing board and charter board both vote in public meetings to ratify new contract

Spokane Public Schools will ensure that data used in making renewal decisions are available to the school and the public; and provide a public report summarizing the evidence basis for its decision.

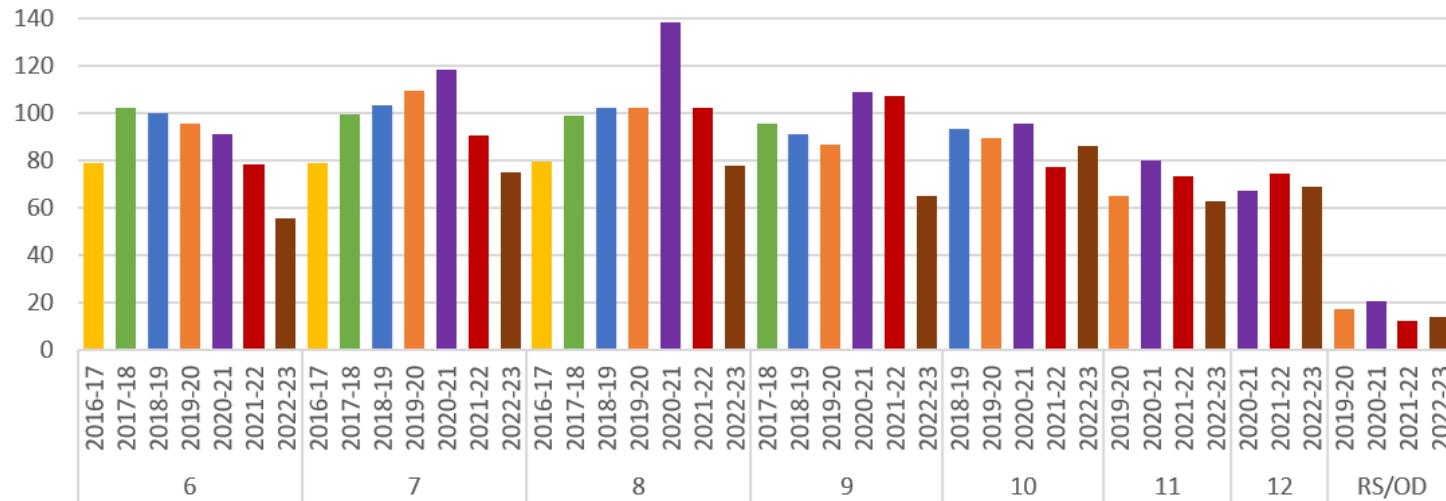
## Enrollment and Demographics

Pride Schools enrollment data is presented in multiple figures 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.

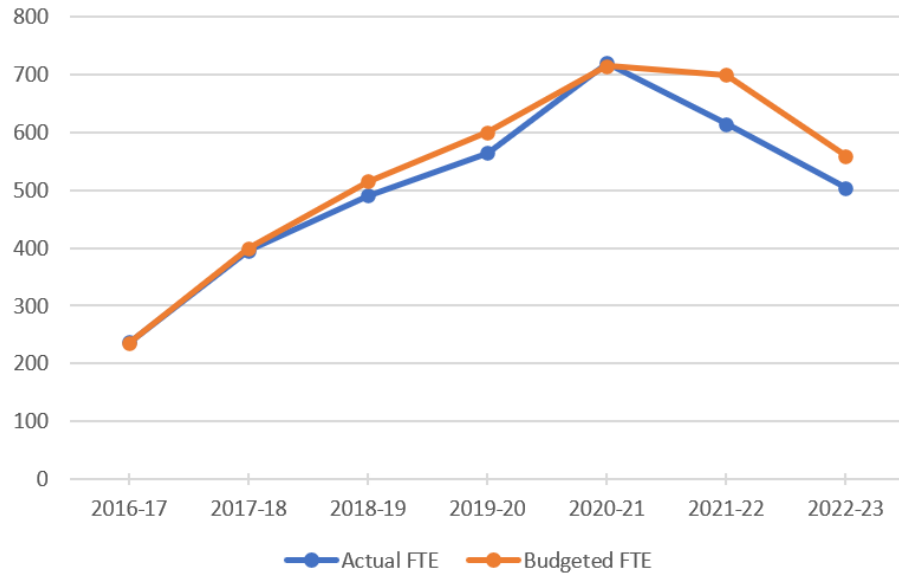
**Figure A – Student FTE by Grade**

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

**Figure B – Student Enrollment by Grade**



**Figure C – Actual vs Budgeted Enrollment**



**Figure D – Demographics of Student Population 2022-23 School Year**

Pride Schools Enrollment Demographics (Subgroup Counts as of October 2022)			
Gender	% of Enrollment	Special Programs	% of Enrollment
Female	47.0%	Low Income	60.8%
Gender X	0.8%	Homeless	1.9%
Male	53.2%	Military Parent	0.4%
Race/Ethnicity	% of Enrollment	Mobile	5.5%
American Indian/Alaskan Native	0.8%	Section 504	11.1%
Asian	1.0%	Students with Disabilities	23.2%
Black/African American	1.9%		
Hispanic/Latino of any race (s)	16.6%		
Native Hawaiian / Other Pacific Islander	0.4%		
Two or More Races	12.7%		
White	66.7%		

## 2021 Pride Schools Short-Term Renewal Conditions

Spokane Public Schools renewed Pride Schools in 2021 for a short-term 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 and requested additional data for key academic and financial performance indicators. The evaluation below shows the current status of these renewal conditions.

Conditions		Requirements	Status
<b>Condition 1: Academic Action Plan</b>	<b>1a</b>	PRIDE will submit an assessment plan at the beginning of the school year, which includes, but is not limited to use of MAP testing 2-3 times per year, trimester Interim State Assessment, and Classroom based assessments aligned to IB.	Complete
	<b>1b</b>	PRIDE will submit student assessment results from the assessment plan along with an intervention plan for any areas where students are lagging behind.	Complete
	<b>1c</b>	PRIDE will provide supplemental mathematics support for all middle school students using Teach to One.	Complete with Modification
<b>Condition 2: Financial Action Plan</b>	<b>2a</b>	PRIDE will incur no new debt in FY22 and will continue to pay down all debt in accordance with existing terms.	Exception Provided
	<b>2b</b>	PRIDE will prepare an FY22 budget and financial plan to achieve a significant positive net margin (at least 5%) to further increase the organization's cash position and overall financial standing.	Complete
	<b>2c</b>	PRIDE and Joule Growth Partners, will continue to meet monthly or quarterly (as determined by Spokane Schools) with the CFO of Spokane Schools, or other designee, to discuss financial metrics.	Complete/ Ongoing
	<b>2d</b>	A new payroll management system, instituting new time-off policies and reimbursement controls, and updating financial systems was implemented in 2020 and will continue to be used.	Complete
	<b>2e</b>	A business management team, inclusive of multiple staff and external partners reports on internal controls to the Board.	Complete
<b>Condition 3: Organizational Accountability Action Plan</b>	<b>3a</b>	PRIDE will continue to build a budget based on enrollment projections and historic enrollment data.	Complete/ Ongoing
	<b>3b</b>	PRIDE will continue to monitor student attendance. A truancy board is in place at PRIDE Schools. An attendance committee will continue to monitor attendance on a monthly basis.	Complete
	<b>3c</b>	An audit team, consisting of the Business Manager, Board Treasurer, and Joule Growth Partners, will oversee the SAO audit and other financial audits.	Complete
	<b>3d</b>	PRIDE is now at full enrollment and staffing capacity. Operations teams for business management and human resources, inclusive of multiple staff and external partners, were created in the fall of 2020. These teams will continue to review internal controls and procedures and provide regular reports to the Board.	Complete

<b>Condition 4: Internal Control/Audit Action Plan</b>	<b>4a</b>	Perform an operational review of the basic business functions with refinements to process and assignment of tasks to strengthen internal controls. Revise/adopt policies and procedures to address specific audit concerns utilizing WSSDA model policies.	Complete
	<b>4b</b>	Develop and post publicly on the school's website a standard School Board agenda that includes and ensures all materials are complete, approved timely and documented in minutes (for example minutes, accounts payable payments and monthly financial update). Establish an annual calendar of materials to be approved by the School Board.	Complete
<b>Condition 5: Leadership &amp; Transparency</b>	<b>5a</b>	Contract with an external consultant to assist with the development, implementation, and monitoring of a plan of improvement for the school administrative team.	Complete
	<b>5b</b>	Develop and implement a strategic plan with measurable goals and monitor leadership progress toward goals on a regular basis.	Complete
	<b>5c</b>	Provide the charter performance status based on the frameworks to families annually and publish the performance reports on the school website.	Complete
	<b>5d</b>	Implement an entrance and exit survey to better understand student and family choices that will be shared as part of data for the annual report process.	Complete
	<b>5e</b>	Provide an annual staffing report on template provided by authorizer. Report should include, but is not limited to, count of certificated staff, count of classified staff, average years of experience for teachers, number of new staff (certificated and classified), number of staff leaving and an explanation of class sizes and changes in staffing levels.	Complete



## Academic Performance Framework Summary

The school’s academic performance is based on the standards and targets established in the Academic Performance Framework (APF) consistent with the requirements of Washington’s charter school law. The APF contains measures and metrics for student academic proficiency, student academic growth, achievement gaps, attendance, high school graduation rates and postsecondary readiness, and school-specific measures.

INDICATORS AND MEASURES	Original Contract					Conditional Renewal
	YEAR 1: 2016-17 Grades: 6-8	YEAR 2: 2017-18 Grades: 6-9	YEAR 3: 2018-19 Grades: 6-10	YEAR 4: 2019-20 (Not evaluated due to COVID)	YEAR 5: 2020-21 Grades: 6-12	YEAR 6: 2021-22 Grades: 6-12
<b>STATE AND FEDERAL ACCOUNTABILITY</b>						
<b>1a.1. All Students Framework score</b> The Washington School Improvement Framework (WISF) combines as many as nine indicators (such as attendance, and proficiency on state tests in math and English language arts) into a 1-10 score. The school's score then determines the state supports for the school to improve.	MEETS STANDARD	FALLS FAR BELOW STANDARD	FALLS FAR BELOW STANDARD	Not Available	Not Available	FALLS FAR BELOW STANDARD*
<b>1a.2. Subgroup Framework score</b> The Washington School Improvement Framework (WISF) scores for each applicable subgroup applied to the charter methodology rubric and averaged for a final rubric score.	MEETS STANDARD	DOES NOT MEET STANDARD	FALLS FAR BELOW STANDARD	Not Available	Not Available	FALLS FAR BELOW STANDARD*
<b>GEOGRAPHIC COMPARISONS</b>						
<b>2a.1. Proficiency comparison to district</b> Charter proficiency is compared to the resident district and applied to the charter methodology rubric (carried out separately for ELA and Math). The ELA and Math scores are then averaged for a final rubric score.	MEETS STANDARD	DOES NOT MEET STANDARD	DOES NOT MEET STANDARD	Not Available	DOES NOT MEET STANDARD	DOES NOT MEET STANDARD
<b>2a.2. Subgroup Proficiency</b> Proficiency scores for each applicable subgroup are compared to the resident district and applied to the charter methodology rubric (carried out separately for ELA and Math). Rubric scores are then averaged for a final rubric score.	MEETS STANDARD	MEETS STANDARD	DOES NOT MEET STANDARD	Not Available	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD
<b>2.b.1. Growth comparison to district</b> Charter growth is compared to the resident district and applied to the charter methodology rubric (carried out separately for ELA and Math). Rubric scores are then averaged for a final rubric score.	MEETS STANDARD	DOES NOT MEET STANDARD	DOES NOT MEET STANDARD	Not Applicable	Not Applicable	Not Applicable

<p><b>2.b.2 Subgroup Growth</b></p> <p>Growth scores for each applicable subgroup are compared to the resident district and applied to the charter methodology rubric (carried out separately for ELA and Math). Rubric scores are then averaged for a final rubric score.</p>	<p>MEETS STANDARD</p>	<p>MEETS STANDARD</p>	<p>DOES NOT MEET STANDARD</p>	<p>Not Applicable</p>	<p>Not Applicable</p>	<p>Not Applicable</p>
<p><b>2c.1. Graduation Rate comparison to district</b></p> <p>Graduation rate is based on a cohort of students. The cohort is made up of all students who start 9th grade together. Students who transfer into or out of a school are added or removed from the cohort. If students stop attending school, they are counted as 'drop outs'. If students have met graduation requirements, they are counted as 'graduates'. If students don't graduate but are still attending, they are considered 'continuing'. The graduation rate is compared against the resident district and applied to the charter methodology rubric.</p>	<p>Not Applicable</p>	<p>Not Applicable</p>	<p>Not Applicable</p>	<p>Not Applicable</p>	<p>Not Available</p>	<p>DOES NOT MEET STANDARD</p>
<p><b>2c.2. Subgroup Graduation Rate</b></p> <p>Graduation rates for each applicable subgroup are compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score.</p>	<p>Not Applicable</p>	<p>Not Applicable</p>	<p>Not Applicable</p>	<p>Not Applicable</p>	<p>Not Available</p>	<p>DOES NOT MEET STANDARD</p>
<p><b>2d.1. EL Progress comparison to district</b></p> <p>Students who are learning to speak English can receive services to help them learn English. Students who receive services take an annual test, the WIDAACC. This test measures how well students are doing in 4 areas: speaking, listening, reading, and writing. A student must be proficient in all four areas in order to leave services. A student is making progress if they are on track to leave services within 6 years. The EL Progress is compared against the resident district and applied to the charter methodology rubric. (No English learners reported in charter student population).</p>	<p>Not Sufficient EL Students for measurement</p>	<p>Not Sufficient EL Students for measurement</p>	<p>Not Sufficient EL Students for measurement</p>	<p>Not Sufficient EL Students for measurement</p>	<p>Not Sufficient EL Students for measurement</p>	<p>Not Sufficient EL Students for measurement</p>
<p><b>2d.2. Subgroup EL Progress comparison to district</b></p> <p>EL Progress (defined above) for each subgroup is compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score. (No English learners reported in charter student population).</p>	<p>Not Sufficient EL Students for measurement</p>	<p>Not Sufficient EL Students for measurement</p>	<p>Not Sufficient EL Students for measurement</p>	<p>Not Sufficient EL Students for measurement</p>	<p>Not Sufficient EL Students for measurement</p>	<p>Not Sufficient EL Students for measurement</p>

<p><b>2e.1. Regular Attendance comparison to district</b> Regular attendance is defined as having, on average, less than two absences per month. It doesn't matter if the absences are excused or unexcused. An absence is defined as missing more than half the school day. This measure includes students that were enrolled for at least 90 days at any given school. The regular attendance rate is compared against the resident district and applied to the charter methodology rubric.</p>	MEETS STANDARD	DOES NOT MEET STANDARD	DOES NOT MEET STANDARD	Not Available	FALLS FAR BELOW STANDARD	FALLS FAR BELOW STANDARD
<p><b>2e.2. Subgroup Regular Attendance comparison to district</b> Regular attendance (defined above) for each subgroup is compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score.</p>	MEETS STANDARD	MEETS STANDARD	DOES NOT MEET STANDARD	Not Available	FALLS FAR BELOW STANDARD	FALLS FAR BELOW STANDARD
<p><b>2f.1. 9th Graders on Track Comparison to district</b> Ninth graders are considered on track if they passed all credits they attempted in 9th grade. This does not include withdrawals. This includes first time 9th graders only. The 9<sup>th</sup> grade on track rate is compared against the resident district and applied to the charter methodology rubric.</p>	Not Applicable	Not Available	Not Available	Not Available	Not Available	MEETS STANDARD
<p><b>2f.2. Subgroup 9th Graders on Track</b> Ninth Graders on track (defined above) for each subgroup is compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score.</p>	Not Applicable	Not Available	Not Available	Not Available	Not Available	MEETS STANDARD
<p><b>2g.1. Dual Credit Comparison to district</b> The Dual Credit rate is the percent of students completing at least one Dual Credit Program. This includes, Running Start, CTE Dual Credit (formerly Tech Prep), College in High School, Advanced Placement, International Baccalaureate, and Cambridge International. Students can enroll in more than one type of dual credit course. The Dual Credit rate is compared against the resident district and applied to the charter methodology rubric.</p>	Not Applicable	Not Available	Not Available	Not Available	Not Available	FALLS FAR BELOW STANDARD
<p><b>2g.2. Subgroup Dual Credit Comparison to district</b> The Dual Credit rate (defined above) for each subgroup is compared to the resident district and applied to the charter methodology rubric. Rubric scores are then averaged for a final rubric score.</p>	Not Applicable	Not Available	Not Available	Not Available	Not Available	DOES NOT MEET STANDARD

COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS						
<b>3a. Proficiency comparison to schools statewide serving similar students</b> <i>(See Figure A below)</i> Regression analysis used to compare each school's actual performance to its predicted performance, based on the enrollment of students eligible for free and reduced-price lunch (FRL) and students with disabilities (SWD). This is a method of statistical analysis that provides an estimate of expected performance based on different student and/or school characteristics. This approach allows the resident district to see whether charter schools are performing better, worse, or about the same as we would expect schools serving the same mix of students.	MEETS STANDARD	DOES NOT MEET STANDARD	DOES NOT MEET STANDARD	Not Available	DOES NOT MEET STANDARD	DOES NOT MEET STANDARD
<b>3b. Graduation Rate comparison to schools statewide serving similar students</b> <i>(See Figure B below)</i> Regression analysis used to compare each school's graduation rate compared to its predicted graduation rate, using the method of statistical analysis described above.	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Available	EXCEEDS STANDARD
SCHOOL-SPECIFIC GOALS						
<b>4. Mission-Specific Academic Goal(s)</b> <i>(See Figure C below)</i> School-specific goals must be measurable, based on valid and reliable sources, and should encompass performance outcomes. SPS will consider the appropriateness and feasibility of assessing school-specific measures before including them in the academic performance framework.	Not Available	MEETS STANDARD	MEETS STANDARD	Not Available	EXCEEDS STANDARD	EXCEEDS STANDARD
OVERALL ACADEMIC FRAMEWORK SCORE						
<b>Tier Level = 4*</b> *Evaluated as Tier 4 due to scoring in the bottom quartile of the Washington State Improvement Framework (WSIF).	Not Available	Not Available	FALLS FAR BELOW STANDARD*	Not Available	Not Available	FALLS FAR BELOW STANDARD*

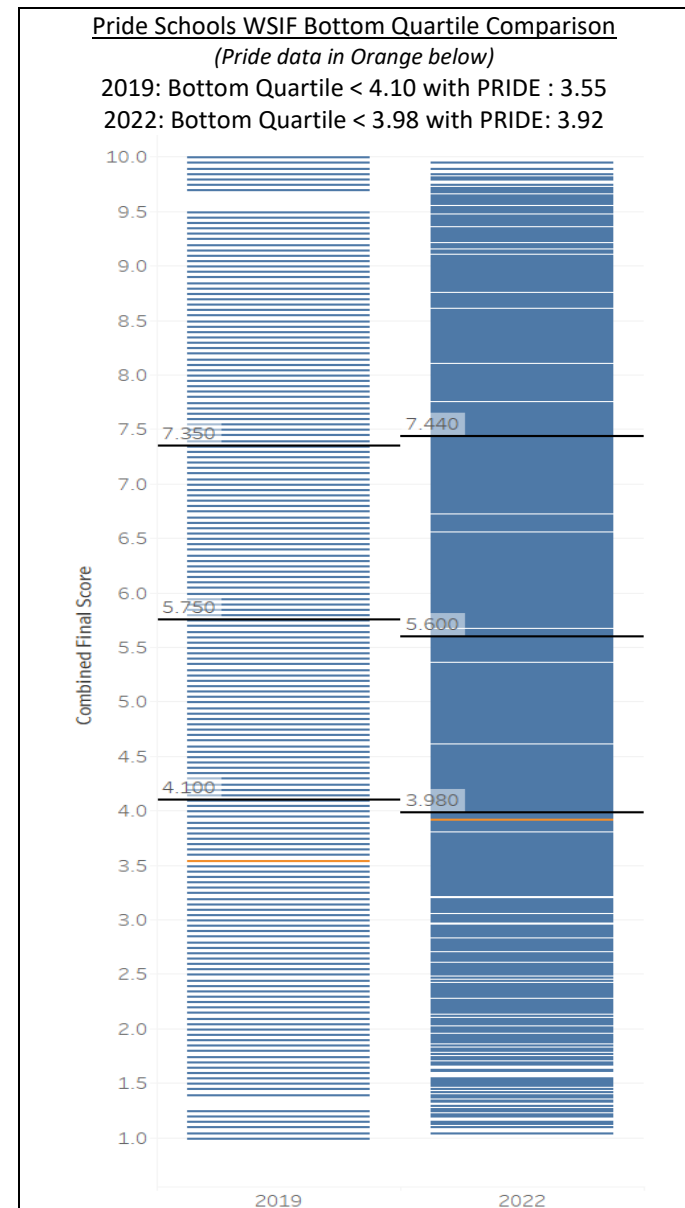
\*NOTE: 2021-22 Pride Schools WISF data contains errors due to incorrect data reporting of the Graduation Requirements Year (GRY), effecting on-time graduation dates for 2020-21 and 2021-22 graduating classes. The error in reporting the graduation year was made in 2018-19. Although Pride Schools has worked with OSPI on how to revise WISF data, the OSPI system cannot currently update data reported in previous years.

### Academic Performance Discussion:

For charter contract renewal, it is critical that SPS continues to consider the impact that the COVID-19 pandemic has had on students, families, schools, and data. The assessment and data that the state uses to determine a school's impact on student academic achievement are still lagging due to incomplete data. Most especially, the growth data used to measure student academic outcomes indicated by the Washington State Improvement Framework (WISF) Pride School score contains missing and inaccurate graduation data for 2019-20 and 2020-21.

Pride Schools has been evaluated at a Tier 4, Falls Far Below Standard, due scoring in the bottom quartile of schools evaluated in Washington School Improvement Framework (WISF). The charter school has reported graduation data errors for multiple years to SPS and the Office of the Superintendent of Public Instruction (OSPI), which impacted the Pride School WISF score (see APF note above). Although Pride School's WISF ranking statewide has improved since the last renewal cycle, it officially remains just inside the bottom quartile. If the Pride Schools WISF errors were corrected and the score recalculated, the charter school would likely move out of the bottom quartile for 2022. However, the correction must be made in the first year this data was submitted to CEDARS. See the chart to the right comparing the Pride WSIF placement for 2019 and 2022, showing improvement since the last renewal.

Pride Schools has one year of academic performance data to evaluate following the short-term conditional renewal. According to the Academic Performance Framework (APF) for 2021-22, Pride schools is meeting standard for Ninth Grade Students On Track for all students and subgroups and exceeds standard for Graduation Rate comparison to schools statewide serving similar students and Mission-specific goals. During this school year, Attendance fell far below standard and significantly impacted academic outcomes. During the 2022-23 school year, attendance was monitored weekly and reviewed by an attendance committee that met regularly and implemented strategies that should positively impact the student attendance APF indicator for this year.



Washington State Proficiency data is determined by the Smarter Balance Assessment (SBA) grades 6-8 and 10. Like many schools across the state and country, Pride results show significant decreases in student proficiency during 2020-21, increasing again in 2021-22. The chart below shows Pride School state proficiency data.

Pride Schools: Smarter Balance Assessment (SBA)	Original Contract					Conditional Contract		
	Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19	Year 4: 2019-20	Year 5: 2020-21	Year 6: 2021-22	Year 7: 2022-23	Year 8: 2023-24
Met ELA Standards	53.3%	52.2%	57.0%	n/a	35.2%	45.7%		
Met Math Standards	40.7%	30.4%	30.2%	n/a	15.1%	23.8%		

With just one year of Academic Performance Framework data since the conditional renewal and state proficiency data is not yet available for 2022-23, SPS evaluated Pride School NWEA Measure of Academic Progress (MAP) data for student academic growth during the past school year. Although only 86% of the NWEA recommended 95% of students were tested, these results show significant student growth in Math and Reading growth for several grade levels.

Pride Math NWEA MAP Growth: 2022-23 Fall 2022 to Spring 2023							Pride Reading NWEA MAP Growth: 2022-23 Fall 2022 to Spring 2023						
Grade	Total Number of Students Tested	% of Enrolled Students Tested	School Conditional Growth Index	National Norm	School Conditional Growth Percentile	National Norm	Grade	Total Number of Students Tested	% of Enrolled Students Tested	School Conditional Growth Index	National Norm	School Conditional Growth Percentile	National Norm
6	52	98%	1.89	0	97	50	6	52	98%	1.1	0	87	50
7	67	89%	1.15	0	87	50	7	67	89%	-0.75	0	23	50
8	66	88%	1	0	84	50	8	65	87%	0.47	0	68	50
9	57	86%	1.81	0	96	50	9	55	83%	1.7	0	96	50
10	80	92%	-0.28	0	39	50	10	80	92%	1.21	0	89	50
11	57	79%	1.48	0	93	50	11	59	82%	0.07	0	53	50
12	59	75%	0.59	0	72	50	12	57	72%	1.33	0	91	50
Summary	438	86%	1.01	0	78.90	50	Summary	435	86%	0.71	0	71.72	50

Overall, Pride Schools is showing some slight improvements on interim measurements of student academic performance.

## Financial Performance Framework Summary

The school’s financial performance is based on the standards and targets established in the Financial Performance Framework (FPF) consistent with the requirements of Washington’s charter school law. Financial near-term measures include current ratio, unrestricted days on hand, enrollment variance, and debt default. Sustainability measures include total margin, debt to asset ratio, cash flow, and debt service cover ration. These measures provide an overview of the school’s financial health and sustainability.

	Original Contract					Conditional Renewal	
INDICATORS AND MEASURES	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21	YEAR 6: 2021-22	YEAR 7: 2022-23 (As of 05/23)*
<b>Near-Term Measures</b>							
<b>1.a. Current Ratio</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>1.b. Unrestricted Days Cash on Hand</b>	DOES NOT MEET STANDARD	DOES NOT MEET STANDARD	DOES NOT MEET STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>1.c. Enrollment Variance</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	DOES NOT MEET STANDARD	DOES NOT MEET STANDARD
<b>1.d. Debt Default</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>Sustainability Measures</b>							
<b>2.a. Total Margin</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	MEETS STANDARD	DOES NOT MEET STANDARD
<b>2.b. Debt to Asset Ratio</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>2.c. Cash Flow</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	MEETS STANDARD	DOES NOT MEET STANDARD
<b>2.d. Debt Service Coverage Ratio</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	MEETS STANDARD	MEETS STANDARD

*\*Current year data is reflective of monthly interim financial statements. These are heavily impacted by timing of expenditures/revenue. 22-23 Audited financials will not be available until February of 2024. 21-22 and prior years are evaluated on PRIDE’s audited financial statements.*

### **Financial Performance Discussion:**

For 2021-22, Pride Schools has met all but one measure for the financial performance framework. The above chart summarizes the financial performance for current year interim financials and each of the previous completed six years on Near Term and Sustainability measures included in the Financial Performance Framework. The Debt Service Coverage Ratio was initially implemented during the 2021-22 school year and has been indicated as not applicable on the chart above for years prior to 2021-22.

Since the prior contract renewal, Pride has greatly increased their cash on hand and currently is in a much better financial position when compared to the prior renewal. However, this is largely due to the receipt of ESSER Funding, which played a large role in resolving the district's cash flow issues by allowing the district to meet their high operating expenditures and simultaneously increase their cash on hand. Looking forward to 2024-25, ESSER funding will no longer be available to the district. The loss of this funding may affect the sustainability of the district as high operating expenditures and large debt balances continue to be a concern. Management will need to adapt to the loss of this funding by reducing operating expenditures to below pre-pandemic levels.

The Pride Schools enrollment loss over the past few years is of concern and is another factor for the need to decrease expenditures. Pride has projected student enrollment for 2023-2024 will be 36% less than the first year of serving all grade levels in 2020-21, with decreases occurring both school years. Most noticeably, the incoming 6<sup>th</sup> grade class size has continued to fall at an even faster pace (50% in this same period). As these smaller class sizes continue to higher grades and the older larger classes graduate out of the charter school, overall student enrollment at Pride will continue to fall without significant recruitment efforts. Given this fact, operating expenditures and staffing need to be reduced in conjunction with the loss of revenue received due to the lower enrollment levels and loss of ESSER funding.

In summary, it is crucial that Pride Schools focuses on the financial sustainability by appropriately budgeting and reducing operating costs to adapt to the unique challenges that have surfaced in the post pandemic environment. The financial framework metrics will continue to be closely reviewed as these factors continue to play a role in the financial sustainability of the charter school.



## Organizational Performance Framework Summary

The school’s organizational performance is based on the standards and targets established in the Organizational Performance Framework (OPF) consistent with the requirements of Washington’s charter school law. Organizational performance is a review of many data sources, included but not limited to the state auditor’s accountability audit, site visits, quality school reviews, compliance calendar submissions, board meeting observations, corrective actions, complaints, OSPI reports regarding special education and programs compliance, and other areas indicating fulfillment of legal requirements, fiduciary, and public stewardship responsibilities. These measures are relevant to the school’s organizational health and performance.

	Original Contract					Conditional Renewal
INDICATORS AND MEASURES	YEAR 1: 2016-17	YEAR 2: 2017-18	YEAR 3: 2018-19	YEAR 4: 2019-20	YEAR 5: 2020-21	YEAR 6: 2021-22
<b>EDUCATION PROGRAM</b>						
<b>1.a. Implementing the material terms of the education program as defined in the current charter contract</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>1.b. Complying with applicable education requirements</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>1.c. Protecting the rights of students with disabilities</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	DOES NOT MEET STANDARD
<b>1.d. Protecting the rights of English Language Learner (ELL) students</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>FINANCIAL MANAGEMENT AND OVERSIGHT</b>						
<b>2.a. Meeting financial reporting and compliance requirements</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	MEETS STANDARD
<b>2.b. Following Generally Accepted Accounting Principles (GAAP)</b>	MEETS STANDARD	MEETS STANDARD	DOES NOT MEET STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	MEETS STANDARD
<b>GOVERNANCE AND REPORTING</b>						
<b>3.a. Complying with governance requirements</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>3.b. Holding management accountable</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	MEETS STANDARD

<b>3.c. Complying with reporting requirements</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>STUDENT AND EMPLOYEE RIGHTS AND REQUIREMENTS</b>						
<b>4.a. Protecting the rights of all students</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>4.b. Meeting recurrent enrollment requirements</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>4.c. Meeting teacher and other staff credentialing requirements</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>4.d. Respecting employee rights</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>4.e. Completing required background checks</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>SCHOOL ENVIRONMENT</b>						
<b>5.a. Complying with facilities and transportation requirements</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>5.b. Complying with health and safety requirements</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>5.c. Handling information appropriately</b>	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
<b>ADDITIONAL OBLIGATIONS</b>						
<b>6.a. Complying with all other obligations</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

**Organizational Performance Discussion:**

Pride Schools has predominantly met expectations for organizational performance. The above chart summarizes the organizational performance for each of the previous six years on each of the compliance requirements included in the Organizational Performance Framework.

Many of the organizational framework compliance requirements are evaluated based on the documentation provided in the Charter Tools online monitoring system, as well as other reports requested. The financial benchmarks, including the audit, have been completed late in several instances. While we understand the reporting for benchmarks can be labor intensive, the measurements are needed to provide timely monitoring. Pride has been reported as “needs improvement” by OPSI for reporting accurate and timely special education data however other special education reporting indicators are meeting requirements.

While serving as Superintendent of Pride Schools, the Superintendent simultaneously served as a contracted Superintendent for another district, Innovation Charter Schools (Willow PS). The SAO accountability audit report published in October of 2022 for the 2019-20 and 2020-21 school years contained finding #2021-001 that specifically referred to the Pride Schools Superintendent, regarding payments the Superintendent received, disbursements issued by the Superintendent, and payroll and supplemental contracts initiated by the Superintendent. While these findings do not directly reflect on Pride Schools specifically, they do reflect on the organizational capabilities of the Superintendent.

## Renewal Considerations

Although there have been academic improvements since the last renewal, Pride Schools continues to show academic performance indicators falling below and far below standard, according to the most recent Academic Performance Framework (APF) analysis. In addition, Pride Schools fell into the bottom quartile for the 2022 Washington State Improvement Framework (WISF). Therefore, Pride Schools would not be eligible for contract renewal under RCW 28A.710.200(2) unless the school is able to demonstrate exceptional circumstances that the Authorizer finds justifiable.

If the Pride Schools WISF errors were corrected and the score recalculated, the charter school would likely move out of the bottom quartile for 2022. Although Pride Schools has worked with OSPI on how to revise WISF data, the OSPI system cannot currently update data reported in previous years. Spokane Public Schools has reviewed the graduation data errors and found them credible. These errors may continue to impact the Pride Schools WISF score until the WISF calculation no longer includes the years of concern. The 2022 WISF indicators and measures are shown in the chart below.

**Table 1. 2022 Identification WSIF Indicators and Measures**

ESSA Accountability Term		School Year				
Indicator	Measure	2017-18	2018-19	2019-20	2020-21	2021-22
Academic Achievement	ELA Proficiency	○	○	N/A	N/A	○
	Math Proficiency	○	○	N/A	N/A	○
Other Academic Achievement	Student Growth Percentile & Average Achievement Level	SGP	SGP	N/A	N/A	Average Achievement Level (2022 only)
Graduation Rate	4-Year Adjusted Cohort			○	○	○
School Quality and Student Success (SQSS)	Regular Attendance		○	Adjusted (Sept-Feb)	N/A	○
	Ninth Grade on Track			○	○	○
	Dual Credit			○	○	○
English Learner Progress	EL Progress					ELPA21 (2021) to WIDA (2022)

Table reads: For the 2022 identification's English language arts (ELA) Proficiency Measure in the Academic Achievement Indicator, data will be used for the following school years: 2017-2018, 2018-2019, and 2019-2022. Due to COVID-19-related data disruptions, some data are not available or are not being included in accountability; they are marked N/A.

The long-term financial sustainability of Pride Schools is of concern due to the upcoming loss of ESSER funding and the significant enrollment loss in recent years. It will be key that Pride's budget recognize these revenue decreases by reducing operating costs. Adapting to these factors is crucial for the charter school to continue to meet standard on the financial performance framework.

According to RCW 28A.710.200(2), "an authorizer may not renew a charter contract if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the Washington achievement index developed by the state board of education under RCW 28A.657.110. A contract may be renewed without violating this subsection (2), however, if the charter school demonstrates exceptional circumstances that the authorizer finds justifiable." The written request for consideration of extenuating circumstances must be submitted within 30 days from the date of this renewal Performance Report to Kristin Whiteaker, Director, Charter School Authorization for Spokane Public Schools.

Under RCW 28A.710.190(1), "A charter contract may be renewed by the authorizer, at the request of the charter school, for successive five-year terms. The authorizer, however, may vary the term based on the performance, demonstrated capacities, and particular circumstances of a charter school, and may grant renewal with specific conditions for necessary improvements to a charter school.

## RCWs Referenced

[RCW 28A.710.190](#)(1) A charter contract may be renewed by the authorizer, at the request of the charter school, for successive five-year terms. The authorizer, however, may vary the term based on the performance, demonstrated capacities, and particular circumstances of a charter school, and may grant renewal with specific conditions for necessary improvements to a charter school.

[RCW 28A.710.200](#)(2) Except as provided otherwise by this subsection (2), an authorizer may not renew a charter contract if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the Washington achievement index developed by the state board of education under RCW 28A.657.110. A contract may be renewed without violating this subsection (2), however, if the charter school demonstrates exceptional circumstances that the authorizer finds justifiable.

[WAC 108-40-100](#) Procedures associated with possible nonrenewal decision.

(1) If a school is notified that it is considered ineligible for renewal, or that nonrenewal is recommended, within twenty days of that notice, the school may request an opportunity to respond and present evidence challenging the determination of ineligibility or recommendation for nonrenewal. This request must be sent to the authorizer's Associate Superintendent of School Support Services or designee. Failure to make this request within twenty days acts as a waiver rendering the ineligibility determination or nonrenewal recommendation final.

## **Response to the Performance Report**

The charter school may, but is not required to, submit a response to the authorizer's performance report that corrects or clarifies information contained in this report. In addition, the charter school will need to provide exceptional circumstances that the authorizer finds justifiable RCW 28A.710.200(2) for renewal consideration due to falling into the WISF bottom quartile. The response and written request for consideration of extenuating circumstances must be submitted within 30 days from the date of this renewal Performance Report to Kristin Whiteaker, Director, Charter School Authorization for Spokane Public Schools.

If the school is subject to the ineligibility presumptions enumerated in WAC 108-40-090, then the school must rebut those presumptions by demonstrating exceptional circumstances that justify renewal in the response to the performance report. The presumption of ineligibility can be rebutted if the school demonstrates exceptional circumstances that the authorizer finds justifiable. The school must satisfy this burden in its response to the performance report and its renewal application.