



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

October 2, 2019

Dear Charter School Authorizer:

RCW 28A.710.100 provides that each charter authorizer must submit an annual report to the State Board of Education, according to a timeline, content and format specified by the Board, and states the information that must be included in the report.

WAC 180-19-210 provides that each authorizer must, no later than November 1 of each year, submit an annual report meeting the requirements of RCW 28A.710.100, and requires SBE to provide a standard form for the report. To provide more time for authorizers to complete the report, SBE is extending the deadline to December 1 rather than November 1.

Attached is the standard form for submission of the authorizer annual report for 2019, which is for the 2018-19 school year, with instructions for completing and submitting the form.

For any questions concerning the annual authorizer report, please contact:

Parker Teed
Basic Education Manager
State Board of Education
360-725-6047
parker.teed@k12.wa.us

2019 Charter Authorizer Annual Report

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

Authorizer Name:

Spokane Public Schools

Authorizer Address:

200 N Bernard Street, Spokane WA 99201

Contact for Additional Information:

Name: **Adam Swinyard, Associate Superintendent, Teaching & Learning**

Telephone Number: **(509) 354-5901**

Email Address: **AdamSw@spokaneschools.org**

Mailing Address: **200 N Bernard Street, Spokane WA 99201**

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

9/11/2013

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

Name: **Jeannette Vaughn, Director, Program Support and Innovation** (Resigned Oct 2019)

Dr. Debra De Witt (effective Dec 2019)

Telephone Number: **TBD**

Email Address: **DebraDe@spokaneschools.org**

Mailing Address: **200 N Bernard Street, Spokane WA 99201**

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

Name: **Jennifer Grogan, Staff Accountant**

Telephone Number: **(509) 354-5690**

Email Address: **JenniferGro@spokaneschools.org**

Mailing Address: **200 N Bernard Street, Spokane WA 99201**

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

Please title the attachment: Name of Authorizer.Q4

For example: State Board of Education.Q4

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

Please title the attachment: Name of Authorizer.Q5

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

Please title the attachment: Name of Authorizer.Q6

- a) Approved but not yet operating, including, for each for each charter school:

- i. The targeted student population and the community the school proposes to serve.
- ii. The proposed location of the school or geographic area in which it will be located.
- iii. The projected enrollment at capacity.
- iv. The grades to be operated in each year of the charter contract.
- v. Names and contact information for each member of the governing board.
- vi. Date approved for opening.

- b) Operating, including, for each charter school:

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

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

- a) Student achievement, as applicable by grade, on each of the required indicators enumerated in **RCW 28A.710.170**, as applicable by grade:

- i. Academic proficiency, for continuously enrolled students, as reported in the Washington Achievement Index.
- ii. Academic growth, for continuously enrolled students, as reported in the Washington Achievement Index.

- iii. Achievement gaps, for continuously enrolled students, as reported in the Washington Achievement Index.
 - iv. Attendance
 - v. Recurrent enrollment from the prior school year to the year before.
 - vi. Graduation rates, as reported in the Washington Achievement Index.
 - vii. Postsecondary readiness, at such time as it is reported in the Washington Achievement Index.
- b) Student achievement, as applicable by grade, on each additional indicator, if any, the authorizer has included in its academic performance framework.
- For each indicator of academic performance, data must be reported as:
 - 1) Absolute values, and
 - 2) The computed differences between actual performance and the annual performance targets set by the charter school in conjunction with the authorizer under RCW 28A.710.170(3).
 - For each indicator of academic performance, data must be disaggregated by major student subgroup as enumerated in RCW 28A.710.170(5).

Click here to enter text.

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

- For each indicator of financial performance, data must be reported as:
 - (1) Absolute values, and
 - (2) The computed differences between actual performance and the annual performance targets set by the charter school in conjunction with the authorizer under RCW 28A.710.170(3).

Click here to enter text.

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

- Where applicable, please compute and report the differences between actual performance on the indicators and the annual targets set by the charter school in conjunction with the authorizer under RCW 28A.710.170(3).

Click here to enter text.

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

Please label the attachment: Name of Authorizer.Q10

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

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

Please label the attachment: Name of Authorizer.Q11

[Click here to enter text.](#)

12. Please provide any additional information you believe would assist the SBE in its *“assessment of the successes, challenges, and areas for improvement in meeting the purposes of this chapter (RCW 28A.710), including the board’s assessment of the sufficiency of funding for charter schools, the efficacy of the formula for authorizer funding, and any suggested changes in state law or policy necessary to strengthen the state’s charter schools.”* (RCW28A.710.250(2))

Please label the attachment: Additional Information. Q12.

[Click here to enter text.](#)

Spokane Public Schools. Q4

Date	Tasks, Events & Milestones
Ongoing	Multiple site visits, attendance at charter board meetings, benchmark monitoring with frequent communication on benchmark documentation, monthly financial reviews with follow-up communication, communication and analysis on corrective action plans, significant communication with external auditors, technical assistance to schools and business services providers.
October 2018	SPS staff attend the NACSA conference
October 2018	SPS and Commission staff meeting on application review process improvements
October 2018	Charter RFP issued – one application was received
October 2018	State Auditor’s Office Exit Conference for charter school
October 2018	Preparation and submission of State Board of Education Charter Authorizer Annual Report
Dec-January 2019	Collaboration conference calls with Commission on revisions to charter application financial planning tool
February 2019	Staff attend Authorizer/Charter Board Training
March 2019	Staff attend Washington Charter Schools Association conference
Mar-August 2019	Charter Application Process – review of application, capacity interview, public hearing and recommendation report, issuance of charter contract
Jun-August 2019	Compiling of annual individual charter school reports
July 2019	Authorizer and charter school business services provider collaboration meeting on reporting processes and potential areas of improvement
August 2019	State Auditor’s Office Exit Conference for charter school

During the 2018-2019 school year, two district-authorized charter schools were in operation. These schools were subject to oversight from the district and the Office of Superintendent of Public Instruction (OSPI). SPS is committed to providing accurate and complete data on charter schools.

Both of the schools ended the previous year with financial challenges. Corrective action plans were put into process and the frequency of financial monitoring increased. Specific areas of improvement have been realized while other areas continue to need improvement.

The 2018-19 Washington School Improvement Framework (WSIF) data is not yet fully available, but based on Spokane Public Schools Charter Academic Framework and the 2017-18 WSIF data”, Pride Prep failed to meet standards for state and federal accountability. (See page 17) Pride Prep has met all financial performance framework indicators with the exception of Unrestricted Days Cash. Pride Prep also met all organizational performance framework indicators with the exception of Financial

Management and Oversight. This was due to a significant delay in completion of the Independent Financial Audit report, as well as a finding reported by the audit firm. Based on the results of the 2017-18 audit and the current year financial performance, we will increase the frequency and depth of financial monitoring for Pride Prep.

As previously stated, the 2018-19 Washington School Improvement Framework (WSIF) data is not yet fully available, but based on Spokane Public Schools Charter Academic Framework and the 2017-18 WSIF data, Spokane International Academy met standards for state and federal accountability. Subgroup growth comparison to district (K-8) is the only indicator that did not meet standards. (See page 18) Spokane International Academy also met all financial performance framework indicators with the exception of Unrestricted Days Cash, which was just short of meeting the performance framework indicator. Significant improvements in meeting financial performance indicators were realized as compared with the previous year. Spokane International Academy met all organizational performance framework indicators.

Spokane Public Schools. Q5

According to Article IX, section 1 of the state constitution, “it is the paramount duty of the state to make ample provisions for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.” And RCW28A.710.005 (Findings for Initiative Measure No. 1240) declared that all students deserve excellent educational opportunities and the highest quality standard of public education available. With these as the back drop, Washington State voters passed Initiative Measure 1240 to approve charter schools as options for the State of Washington.

Once voters approved this as a viable option, our superintendent was clear that Spokane should use this as an option to help move Spokane Public Schools forward on our academic mission. Additionally, our board of directors unanimously passed a resolution approving our school district to move forward with a charter school authorization application.

Spokane and the statutory language in RCW 28A.710.005 have similar views about the potential of charter schools. The promise of charter schools for Spokane, therefore, is to help serve as a catalyst for school improvement, to provide new techniques and strategies to reach at-risk students, and to add choices to the portfolio of options available in Spokane Public Schools (all explicitly mentioned in RCW 28A.710.005). Spokane Public Schools applied to be a charter school authorizer as it aligns with our mission and vision. By being an authorizer, and ensuring that we actively cultivate the types of charters that align our district to our vision statement of Excellence for Everyone, we strive to close the achievement gap and ensure that all students are prepared for a variety of post-secondary pursuits. As part of our strategic planning efforts, Spokane Public Schools has identified the following as its education mission:

“The mission of Spokane Public Schools is to develop the skills and talents of all students through rigorous learning experiences, relevant real-life applications, and supportive relationships.”

Towards this end, we have examined a range of data from across our school system to track school progress and performance. For example, using the Washington State Achievement Index, it is possible to see a number of schools that are underperforming and are falling short in one or more areas of academic performance. It is clear that there are particular region(s) of our city in which underserved students reside. Consequently, we have worked diligently to recruit charter schools that meet our

academic and citizenship goals and that are targeted towards at-risk students, particularly in the Northeast and Northwest sections of the school district.

In addition to our comprehensive review of our data, we also conducted a large number of surveys and focus groups as part of our strategic planning initiatives. The community feedback showed that they want additional choice and options for their students. We have been researching, proposing and implementing new school program options within our district schools, and have been thoughtful about authorizing charters that fit with community demand and that add to our current portfolio of options.

Serving At-Risk Students

Spokane Public Schools gives priority to charter schools that serve at-risk students as defined in RCW 28A.710.010 (2) in a number of ways. First and foremost, we explicitly have this in our charter school application materials. All charter school applicants must address recruitment of at-risk students in their application and this is part of our consideration in the authorization process.

Secondly, we have published specific request for proposals and applications that outline the types of schools and locations of the schools where we find the greatest need (based on at-risk student data). Our intent is that through our request for proposal process that we will provide tremendous clarity about regions of the city we are most interested in serving; types of schools and curriculum programs we are interested in offering; and our clear intent of providing priority for at-risk students.

Respecting and Protecting Charter School Autonomy

Spokane Public Schools is committed to following the charter school renewal, revocation, and non-renewal process. Successful charter school applicants enter into a five year agreement with Spokane Public Schools to run the school as outlined in their charter application. As the charter authorizer, we engage with charter operators in our regular review and evaluation process. In all other respects, the charter will have autonomy unless specific agreements have been established in the charter contract. Since charter schools authorization is part of our strategic plan and vision, Spokane Public Schools is interested in offering a number of unique ways to provide fee-based services.

Promoting and Ensuring Charter School Accountability

Along with a commitment to ensuring charter school accountability, we also have a plan for ensuring that charter schools authorized by Spokane Public Schools will be held accountable for their performance. Spokane will follow all of the criteria outlined in RCW28A.710.170. In addition, we have invested in and use a web-based tool which assists both our district and the charter schools that we authorize in meeting targeted benchmarks and compliance deadlines.

Spokane views charters as one potential tool to assist us with our overall academic mission. Consequently, if a charter school is underperforming and is not meeting expectations as outlined in our performance agreements, then it will be imperative that we use the revocation and/or non-renewal process accordingly as part of our accountability efforts. Although we anticipate that this process would be tremendously difficult, we also view this as a strength of charter schools. With increased autonomy comes an increased level of accountability. Both of these tools (autonomy and accountability) are part of the package that comes with charters, and they continue to be embraced.

Progress Made Toward Achieving the Vision

As far as creating additional education choices, we have added a handful of new programs (dedicated Montessori school, school expansions to include K-8 and 7-12 school models, a New Tech Network high

school model, Summit learning schools, a Spanish language immersion program and inclusion of two charter schools with a third school opening in Fall 2020) to offer a portfolio of options to the families of Spokane. We've strengthened our understanding of quality charter authorizing by participating in professional development trainings, and by partnering with NACSA and the Washington Charter Schools Association (WA Charters) to create a collaborative spirit with charter operators. We have invested in the Charter Tools monitoring system as a method for monitoring the progress of each of our charter schools. Our district has utilized grant and district funds to support the authorization process and will continue to do so as we fulfill our responsibilities for oversight.

In summary, we believe that we have made great process toward our goals in a relatively short period of time. While we still have much to learn about high quality charter authorizing, we are committed to learning and leading the state as a district authorizer. We are committed to only authorizing schools which we believe will uphold our vision for excellence and have every intention of following proven and best practices for quality authorizing.

Spokane Public Schools. Q6

a. Charter schools approved but not yet operating under the authorization of SPS.

- i. Lumen High School will serve pregnant and parenting teens in the Spokane and surrounding community.
- ii. Lumen High School will be located in downtown Spokane.
- iii. Lumen High School intends to enroll 60 students in its first year of operation and serve up 120 students at capacity.
- iv. Lumen will serve students in grades 9 through 12, and will accept students in grades 9 through 12 beginning in the first year of operations.
- v.

<u>Board Member</u>	<u>Role on Board</u>	<u>Email</u>	<u>Phone</u>
Jordan Allen	Member	iallen@lumenhighschool.org	509.994.4781
Amy Lloyd	Member	alloyd@lumenhighschool.org	310.480.0586
Darcy McMurray	Secretary	dmcurray@lumenhighschool.org	509.863.4719
Carmen Pacheco-Jones	Member	cpacheco-jones@lumenhighschool.org	509.294.3892
Cory Plager	Treasurer	cplager@lumenhighschool.org	509.570.4750
Jene Ray	Chair	jray@lumenhighschool.org	509.209.7227

vi. Lumen High School was approved by SPS on June 26, 2019 to open in Fall of 2020.

b. Charter schools currently operating under the authorization of SPS.

	PRIDE Prep 811 E Sprague, Spokane WA 99202 Grades Served: 6-10	Spokane International Academy 2706 E Queen, Spokane WA 99217 4224 E Fourth, Spokane WA 99202 Grades Served: K-8
	Enrollment	Enrollment
October 2018	498	502
Grade:		
K		48
1		47
2		46
3		48
4		48
5		48
6	105	79
7	103	82
8	104	56
9	91	
10	95	

Subgroup	Pride Prep		SIA	
	Enrollment	% of Total Enrollment	Enrollment	% of Total Enrollment
Gender (Percent of October Enrollment)				
Female	201	40.4%	291	57.9%
Male	297	59.6%	211	42.1%
Race/Ethnicity (Percent of October Enrollment)				
American Indian/Alaskan Native	35	7.0%	5	1.0%
Asian	14	2.8%	8	1.6%
Black/African American	64	12.9%	12	2.4%
Hispanic/Latino of any race (s)	10	2.0%	55	11.0%
Native Hawaiian / Other Pacific Islander	5	1.0%	0	0.0%
White	367	73.7%	353	70.3%
Two or More Races	3	0.6%	69	13.8%

<i>Special Programs (Percent of October Enrollment)</i>				
English Learners	3	0.6%	10	2.0%
Foster Care	2	0.4%	2	0.4%
Low Income	272	54.6%	0	43.9%
Homeless	0	0.0%	2	0.4%
Migrant	0	0.0%	0	0.0%
Military Parent	0	0.0%	7	1.4%
Mobile	35	7.0%	22	4.4%
Section 504	43	8.6%	14	2.8%
Students with Disabilities	85	17.1%	69	13.8%

Spokane Public Schools. Q7 Exhibit A

Status and Performance of Charter Schools Authorized by Spokane Public Schools

SPS authorized charter schools completed their third year of operation. Pride Prep continues to grow and add a new grade level each year, while Spokane International Academy reached full capacity serving grades K-8 as of the 2018-19 school year. We have included each charter school's State Report Card and sub-group data, as provided by OSPI.

Spokane Public Schools utilizes an Academic Performance Framework to reflect the evolving status of school accountability both within the state of Washington and nationally, and in accordance with RCW 28A.710.170.

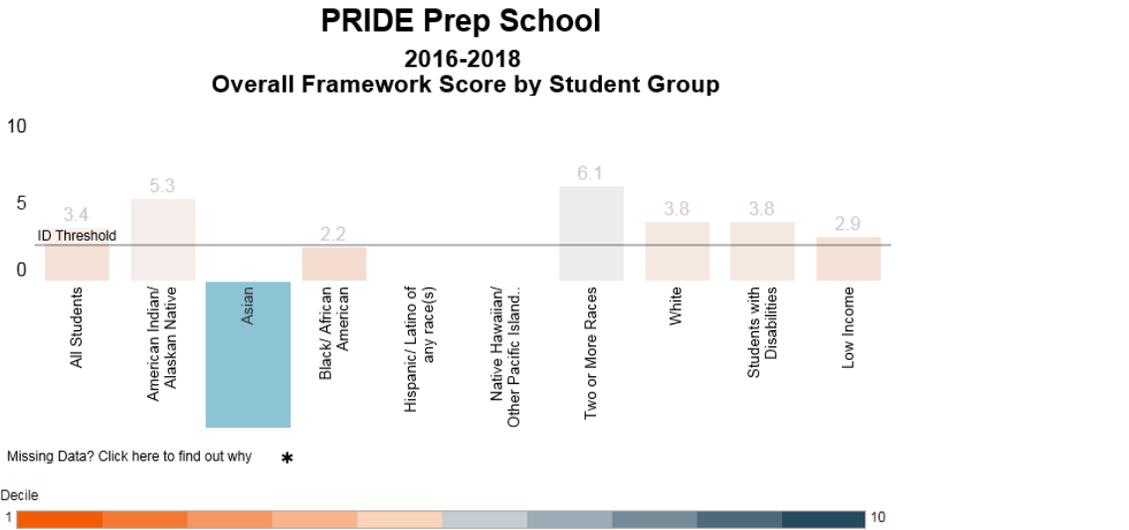
a) Student Achievement

i. Academic proficiency (2018-19 data is not yet available.)

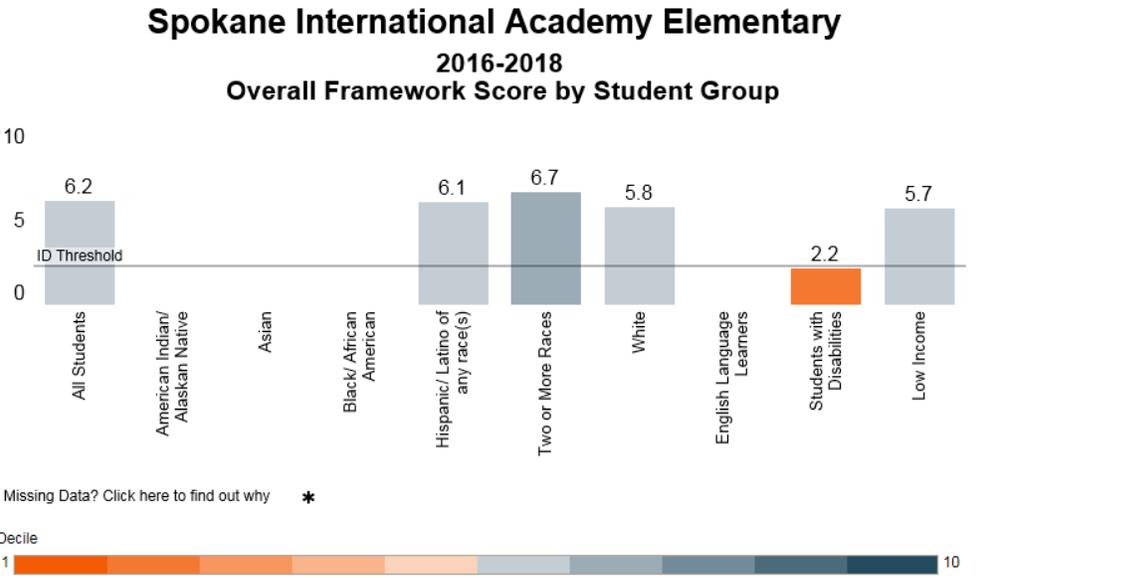
WSIF

Summary Details Support Trend Detailed Trend

How did each student group perform on the Washington School Improvement Framework?



Initially released in March 2018 (and updated in April of 2019), the Washington School Improvement Framework identifies how schools can improve the education of all students. The Framework combines as many as nine indicators (such as graduation rates, 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.



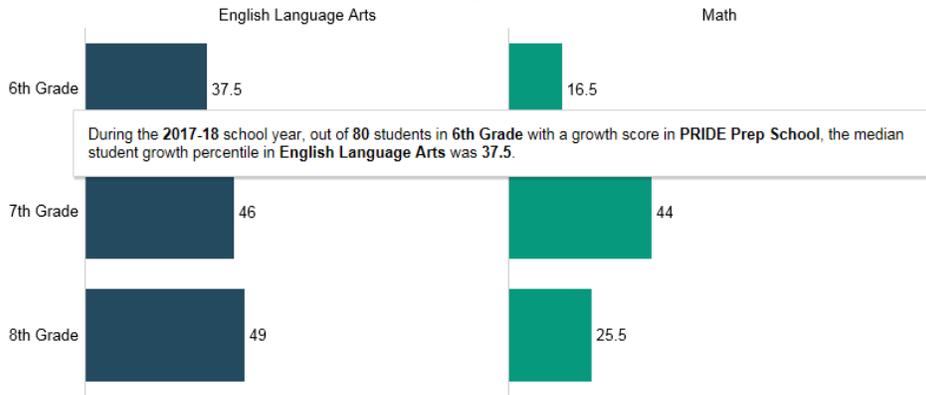
ii. **Academic growth** (2018-19 data on academic growth is not yet available.)

Student Growth

Summary Trend **By Grade** Details

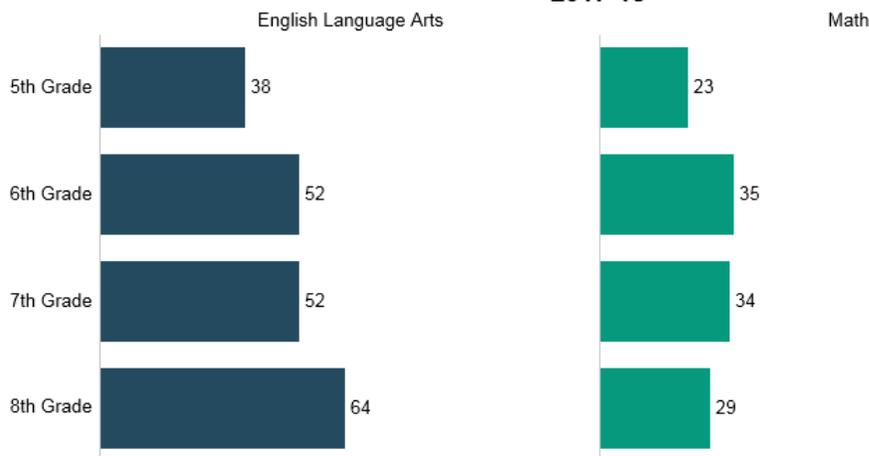
How has student learning grown in each grade level?

PRIDE Prep School 2017-18



Washington uses student growth percentiles (SGPs) to measure growth in students' Math and English Language Arts skills from one grade to the next. Student growth percentiles compare students in the same grade level with similar scores in previous years and measures their performance relative to those students. A student with a 60 SGP had growth greater than 60% of students with a similar test score in an earlier grade. For a school, the middle or median SGP in a specific subject and grade level is the school's score for the measure.

Spokane International Academy Elementary 2017-18



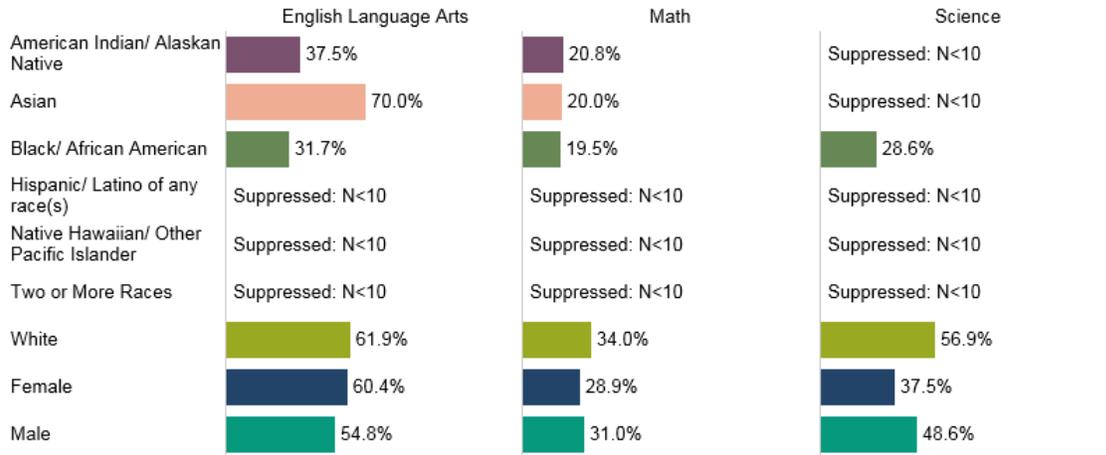
iii. Achievement gaps (2018-19 data is not yet available. Data presented is for all students, not just continuously enrolled students.)

Assessment by Student Demographics

Summary Trend

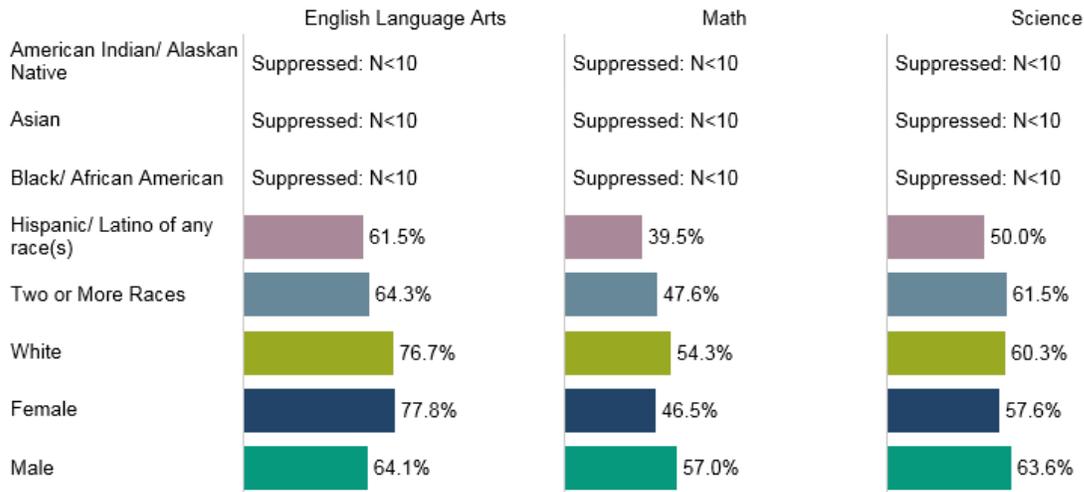
What percent of students met standards, by student demographics?

PRIDE Prep School 2018-19



Every spring students in specific grades are assessed in Math, English Language Arts and Science. Student performance in each subject is scored as a level one, two, three or four. Level 3 or 4 scores mean that students demonstrate the skills expected for that grade. Level 3 or 4 scores are counted as meeting standard in that subject area. Level 1 and 2 scores are counted as not meeting standard in that subject area. Some students are assessed using the Washington Access to Instruction and Measurement (WA-AIM). Science testing with WCAS started in 2017-18, and will be included in the trend in September 2020 after we have collected 3 years of data.

Spokane International Academy 2018-19



iv. Attendance (2018-19 data on attendance is not yet available.)

Regular Attendance

Summary Trend **By Grade**

What percent of students had fewer than two absences per month, on average, by grade level?

Some or all data is hidden to protect student privacy

PRIDE Prep School

2017-18



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.

Spokane International Academy Elementary

2017-18



v. Recurrent enrollment

The following shows the recurrent enrollment percentage from October 2017 to October 2018 for each school:

Pride Prep 75.44%

Spokane International Academy 76.87%

vi. Graduation rates

NA

vii. Postsecondary readiness (2018-19 data is not yet available.)

WSIF

Summary **Details** Support Trend Detailed Trend

How did each student group perform on the Washington School Improvement Framework?

PRIDE Prep School 2016-2018 Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Low Income	Students with Disabilities
ELA Proficiency Rate	55.3%	56.0%		27.3%			51.4%	59.3%	45.9%	21.4%
Math Proficiency Rate	37.5%	29.2%		22.7%			32.4%	40.6%	31.3%	17.9%
ELA Median SGP	49	70								
Math Median SGP	35	37								
Graduation Rate										
EL Progress Rate*										
Regular Attendance Rate	79.0%	84.4%								
Ninth Grade On Track Rate	61.0%									
Dual Credit Rate										
Final Score										

PRIDE Prep Charter School District, PRIDE Prep School

Student Group: **Black/ African American**

Dual Credit Rate: **Suppressed: N<20**

Decile Score:

Number of Students Included in the Measure:

*The EL Progress measure only applies to students who are English Learners



Initially released in March 2018 (and updated in April of 2019), the Washington School Improvement Framework identifies how schools can improve the education of all students. The Framework combines as many as nine indicators (such as graduation rates, 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.

Spokane International Academy Elementary 2016-2018 Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	69.2%				73.2%	68.8%	70.0%	57.1%		30.2%
Math Proficiency Rate	55.0%				39.0%	58.3%	58.4%	45.5%		17.0%
ELA Median SGP	56				60	61	52	57		45
Math Median SGP	37				37	32	37.5	43		36
Graduation Rate										
EL Progress Rate*										
Regular Attendance Rate	92.7%			90.0%	88.0%	95.2%	93.0%	88.9%		
Ninth Grade On Track Rate										
Dual Credit Rate										
Final Score										

*The EL Progress measure only applies to students who are English Learners



b) Student Achievement – additional indicators

PRIDE Prep Rating

Indicator	Measure	Charter School Rating	Points Earned	Weight	Weighted Points
State and Federal Accountability	1a.1. All student Framework score	F	25	30%	7.5
	1a.2. Subgroup Framework score	D	38	20%	7.6

Indicator Rating (Points)
F (15.1 of 50 possible points)

Geographic Comparisons	2a.1 Proficiency comparison to district	D	50	3%	1.5
	2a.2 Growth comparison to district (K-8)	D	38	3%	1.89
	2b.1 Subgroup proficiency comparison to district	M	63	4.5%	2.84
	2b.2 Subgroup growth comparison to district (K-8)	M	67	4.5%	3.02
	2d.1 EL Progress Comparison to district	N/A		1.25%	
	2d.2 Subgroup EL Progress Comparison to district	N/A		1.25%	
	2e.1 Regular Attendance comparison to district	D	50	1.25%	.63
	2e.2 Subgroup Regular Attendance comparison to district	M	63	1.25%	.79

(N/A of 20 possible points)
 Missing 2 measures

Tier 3
 (32.05 of a possible 80 points)
 Missing indicator 2

Comparison to Schools Serving Similar Students (Regression)	3a Proficiency comparison to schools statewide serving similar students	D	38	15%	5.7
-------------------------------------------------------------	-------------------------------------------------------------------------	---	----	-----	-----

D (5.7 of 15 possible points)

School-Specific Goals		M	75	15%	11.25
-----------------------	--	---	----	-----	-------

M (11.25 of 15 possible points)

E	Exceeds Standards	M	Meets Standards	D	Does Not Meet Standard	F	Falls Far Below Standard
---	-------------------	---	-----------------	---	------------------------	---	--------------------------

Spokane International Academy

Indicator	Measure	Charter School Rating	Points Earned	Weight	Weighted Points
State and Federal Accountability	1a.1. All student Framework score	M	75	30%	22.5
	1a.2. Subgroup Framework score	D	55	20%	11

Indicator Rating (Points)
M (33.5 of 50 possible points)

Geographic Comparisons	2a.1 Proficiency comparison to district	E	88	3%	2.64
	2a.2 Growth comparison to district (K-8)	M	63	3%	1.89
	2b.1 Subgroup proficiency comparison to district	M	83	4.5%	3.74
	2b.2 Subgroup growth comparison to district (K-8)	D	60	4.5%	2.7
	2d.1 EL Progress Comparison to district	N/A		1.25%	
	2d.2 Subgroup EL Progress Comparison to district	N/A		1.25%	
	2e.1 Regular Attendance comparison to district	E	100	1.25%	1.25
	2e.2 Subgroup Regular Attendance comparison to district	E	95	1.25%	1.19
Comparison to Schools Serving Similar Students (Regression)	3a Proficiency comparison to schools statewide serving similar students	E	88	15%	13.2
School-Specific Goals		M	75	15%	11.25

(N/A of 20 possible points)
Missing 2 measures

Tier 2
(57.95 of a possible 80 points)
Missing indicator 2

E (13.2 of 15 possible points)

M (11.25 of 15 possible points)

E	Exceeds Standards	M	Meets Standards	D	Does Not Meet Standard	F	Falls Far Below Standard
---	-------------------	---	-----------------	---	------------------------	---	--------------------------

Spokane Public Schools. Q8 Exhibit B

PRIDE Prep

Measure	Target Rating	Actual Rating	Difference	Result
Current Ratio	Greater than or equal to 1.1	96.03	94.93	Meets Standard
Unrestricted Days Cash	60 Days Cash	22	38	Does Not Meet Standard
Enrollment Variance	Equals or Exceeds 95%	96%	1%	Meets Standard
Default	No evidence of default of loan covenant(s) or delinquent with debt services exists			
Total Margin	Total Margin and Most Recent Year is Positive	7.00% - Current 3.52% - 3 Year	6.99% - Current 3.51% - 3 Year	Meets Standard
Debt to Asset Ratio	Less than .90	.31	0.59	Meets Standard
Cash Flow	Each Year and Multi-Year Cash Flow is Positive	\$342,197.55 \$257,973.71	\$342,197.54 \$257,973.70	Meets Standard

Spokane International Academy

Measure	Target Rating	Actual Rating	Difference	Result
Current Ratio	Greater than or equal to 1 .1	4.37	3.27	Meets Standard
Unrestricted Days Cash	60 Days Cash	57	3	Does Not Meet Standard
Enrollment Variance	Equals or Exceeds 95%	98%	3%	Meets Standard
Default	No evidence of default of loan covenant(s) or delinquent with debt services exists			
Total Margin	Total Margin and Most Recent Year is Positive	13.00% - Current 3.62% - 3 Year	12.99% - Current 3.61% - 3 Year	Meets Standard
Debt to Asset Ratio	Less than .90	.229	.671	Meets Standard
Cash Flow	Each Year and Multi-Year Cash Flow is Positive	\$647,256.48 \$457,569.41	\$647,256.47 \$457,569.40	Meets Standard

Spokane Public Schools. Q9 Exhibit C

We have a monitoring tool that requires appropriate financial and operational policies to be submitted and approved by district staff. Accountability and Financial audits for FY 2017-18 have been completed for Spokane International Academy. The Accountability audit for Pride

Prep is not yet complete due to a significant delay in receiving the Independent Financial audit. Although one Financial Performance Framework indicator (60 Days Cash on Hand) has not been realized by PRIDE Prep or Spokane International Academy throughout the 2018-19 financial performance reviews, compliance with submitting fiscal reports has been maintained as required, with the exception of the Pride Prep’s Independent Financial Audit report.

PRIDE Prep

Measure	Meets Standard	Does Not Meet Standard
1. EDUCATION PROGRAM		
1a. Implementation of material terms of the education program as defined in the current charter contract	X	
1b. Compliance with applicable education requirements	X	
1c. Rights of students with disabilities protected	X	
1d. Rights of English Language Learner (ELL) students protected	X	
2. FINANCIAL MANAGEMENT AND OVERSIGHT		
2a. Financial reporting and compliance requirements met		X
2b. Generally Accepted Accounting Principles (GAAP) are followed		X-Finding
3. GOVERNANCE AND REPORTING		
3a. Compliance with governance requirements by the school governing board	X	
3b. Accountability of the school management team held by the school governing board	X	
3c. Compliance with reporting requirements	X	
4. STUDENTS, PARENTS, AND EMPLOYEES		
4a. Rights of all students are protected	X	
4b. Recurrent enrollment rate indicates equitable access	X	
4c. Teacher and other staff credentialing requirements are met	X	
4d. Employee rights are respected	X	
4e. Required background checks completed	X	
5. SCHOOL ENVIRONMENT		
5a. Compliance with facilities and transportation requirements	X	
5b. Compliance with health and safety requirements	X	
5c. Appropriate handling and maintaining of information	X	
6. ADDITIONAL OBLIGATIONS		
6a. Compliance with all other obligations	X	

Spokane International Academy

Measure	Meets Standard	Does Not Meet Standard
1. EDUCATION PROGRAM		
1a. Implementation of material terms of the education program as defined in the current charter contract	X	
1b. Compliance with applicable education requirements	X	
1c. Rights of students with disabilities protected	X	
1d. Rights of English Language Learner (ELL) students protected	X	
2. FINANCIAL MANAGEMENT AND OVERSIGHT		
2a. Financial reporting and compliance requirements met	X	
2b. Generally Accepted Accounting Principles (GAAP) are followed	X	
3. GOVERNANCE AND REPORTING		
3a. Compliance with governance requirements by the school governing board	X	
3b. Accountability of the school management team held by the school governing board	X	
3c. Compliance with reporting requirements	X	
4. STUDENTS, PARENTS, AND EMPLOYEES		
4a. Rights of all students are protected	X	
4b. Recurrent enrollment rate indicates equitable access	X	
4c. Teacher and other staff credentialing requirements are met	X	
4d. Employee rights are respected	X	
4e. Required background checks completed	X	
5. SCHOOL ENVIRONMENT		
5a. Compliance with facilities and transportation requirements	X	
5b. Compliance with health and safety requirements	X	
5c. Appropriate handling and maintaining of information	X	
6. ADDITIONAL OBLIGATIONS		
6a. Compliance with all other obligations	X	

Spokane Public Schools. Q10

Spokane Public Schools had previously received a grant from the Bill and Melinda Gates Foundation and NACSA to conduct the work of authorizing charter schools and adopting the Portfolio Strategy model for district/charter collaboration. This grant continues to support professional development on performance framework standards in addition to the charter authorizer fees collected in the 2018-19 school year.

Revenue Source	Expenditure Description	Cost
Charter Authorizer Fees	Administration salaries	\$76,126
Charter Authorizer Fees	Online monitoring software annual fee, Supplies, Audit fees, Indirect costs, Legal services	\$70,413
Charter Authorizer Fees	Assessment Staff - Academic Achievement Data	\$3,516
Charter Authorizer Fees	Fiscal staff support salaries and fiscal consultant services	\$63,272
Charter Authorizer Fees	Application Review salaries and contracts	\$23,876
Charter Authorizer Fees	Professional Development	\$8,127
Gates Foundation/NACSA	Professional Development - Performance framework and charter collaboration	\$23,058
	Total Expenditures	\$268,388

Spokane Public Schools. Q11

Spokane Public Schools did not contract any fee-based services with either PRIDE Prep or Spokane International Academy during FY 2018-19.

Spokane Public Schools Q12

The following provides additional information regarding potential changes to RCW 28A.710 that the district believes would strengthen the state's charter schools and authorizing practices.

28A.710.050(3): Change, "approved by the commission" to "approved by the authorizer," which appears to be the intent of the provision.

28A.710.100(4)(b): In "The academic and financial performance of all operating charter schools," insert "organizational." Adding organizational will better align this statute to the "board performance and stewardship" in .170(2)(h) and creates consistency with NACSA's Principles & Standards (required in this section) and with current practice.

28A.710.250(1): Change "By December 1st of each year" to a later date to enable the authorizer annual reports and the SBE annual report to include graduation and Achievement Index data.

28A.710.110(4): Increase the flexibility in the allowable use of the authorizer fee to enable the authorizer to assist the charter schools in areas of mutual benefit to both the authorizer and the school.