Spokane Public Schools
excellence for everyone

PRIDE SCHOOLS
CHARTER SCHOOL
ANNUAL
PERFORMANCE
REPORT
2021-22

PRIDE
SCHOOLS

ANNUAL PERFORMANCE REPORT FOR
PRIDE PREP CHARTER SCHOOL

Introduction

Every year, Spokane Public Schools produces an Annual Performance Report for each charter school it oversees, for use by the school and other stakeholders. The report summarizes the school's academic performance, organizational performance (including legal compliance), and financial health and sustainability, according to the most recent data available for the year in review. The Annual Performance Report also provides an overview of the charter school's enrollment demographics for the year reviewed.

Spokane Public Schools is committed to promoting high-quality education for public school students in Spokane. This Annual Performance Report is produced in order to:

- Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.

- Provide information that enables the community and the public to understand the school's performance, including its fulfillment of public obligations.

This report is based on the 2021-22 school year. With the Washington state court ruling in September 2015, each of Spokane's charter schools operated much of the 2015-16 school year under the structure of Alternative Learning Experience (ALE) Schools, overseen by the Mary Walker School District. It is generally accepted that the 2016-17 school year was the first full year schools were operating as charter schools, thus the first annual performance report is based on that year.

Charter School Contract Renewal

The charter school contract between Spokane Public Schools and Pride Prep (also known as Pride Schools) renewed on July 1, 2021 as a conditional renewal with a shortened term of three years. The conditions specified in the renewal contract are listed below. Spokane Public Schools has been monitoring these conditions.

Academic Action Plan (Must be achieved by year 1 – measurement date of 8/31/22)
- 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 (International Baccalaureate).
- PRIDE will submit student assessment results from the assessment plan along with an intervention plan for any areas where students are lagging behind.
- PRIDE will provide supplemental mathematics support for all middle school students using Teach to One.

Financial Action Plan (Must be achieved by year 2 – measurement date of 8/31/23)

PRIDE projects to meet all financial metrics as of 8/31/2021 and moving forward. As part of renewal, we are committed to the following metrics.

- PRIDE will incur no new debt in FY22 and will continue to pay down all debt in accordance with existing terms.
- 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.
- 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.
- 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.
- A business management team, inclusive of multiple staff and external partners reports on internal controls to the Board.

Metric	Target	8/31/2020	8/31/2021	8/31/2022	All future years
Current Ratio	>1.1	0.9	>1.1	>1.1	>1.1
Days Cash on Hand	>60	30	60	>60	>60
Enrollment Variance	>95%	94%	>95%	>95%	>95%
Total Margin CY	Positive	-6.52%	>5%	>3%	Positive
Three Year Margin	Positive	-2.53%	Positive	Positive	Positive
Debt to Asset Ratio	<.9	2.18	<.9	<.9	<.9
Cash Flow CY	Positive	$ (306,000)	>$500,000	>$250,000	Positive
Cash Flow 3 Years	Positive	$ 383,000	>$750,000	>$1,000,000	Positive
Metrics Met		*1/8*	*8/8*	*8/8*	*8/8*

Organizational Accountability Action Plan

- PRIDE will continue to build a budget based on enrollment projections and historic enrollment data.
- 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.
- An audit team, consisting of the Business Manager, Board Treasurer, and Joule Growth Partners, will oversee the SAO audit and other financial audits.
- 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.

Internal Control/Audit Action Plan (Must be achieved by Year 2 – measurement date of 8/31/23)

- 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.

- 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.

Leadership & Transparency (Must be achieved by year 1 – measurement date of 8/31/22)

- Contract with an external consultant to assist with the development, implementation, and monitoring of a plan of improvement for the school administrative team.
- Develop and implement a strategic plan with measurable goals and monitor leadership progress toward goals on a regular basis.
- Provide the charter performance status based on the frameworks to families annually and publish the performance reports on the school website.
- 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.
- 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.

PRIDE PREP CHARTER SCHOOL
PERFORMANCE SUMMARY
2021-22

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	The school is performing great and exceeding expectations for performance.
Meets Standard	The school is performing well and meeting expectations for performance.
Does Not Meet Standard	The school is performing at a level below the expectation for performance.
Falls Far Below Standard	The school is performing at a level far below the expectation for performance.

INDICATORS AND MEASURES	MEETS STANDARD?
ACADEMIC PERFORMANCE 2021-22	
State and Federal Accountability	FALLS FAR BELOW STANDARD*
Geographic Comparisons	Not Available 2021-2022 (Incomplete assessment data)
Comparison to Schools Serving Similar Students	DOES NOT MEET STANDARD
School-Specific Goals	EXCEEDS STANDARD
Overall Academic Performance Framework Score	FALLS FAR BELOW STANDARD
FINANCIAL PERFORMANCE 2021-22	
Near-Term Financial Health	MEETS STANDARD
Financial Sustainability	MEETS STANDARD
ORGANIZATIONAL PERFORMANCE 2021-22	
Education Program Compliance (including services for special populations)	MEETS STANDARD
Financial Management and Oversight	MEETS STANDARD
Governance and Reporting	MEETS STANDARD
Students, Parents, and Employee Rights and Requirements	MEETS STANDARD
School Environment	MEETS STANDARD
Additional Obligations (if applicable)	Not Applicable

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.

SCHOOL OVERVIEW

SCHOOL NAME	Pride Prep Charter School
GRADES SERVED	6,7,8,9,10,11, and 12
SCHOOL ADDRESS	811 East Sprague Avenue, Suite A Spokane, WA 99202
SCHOOL CONTACT INFORMATION	Brenda McDonald, Superintendent brenda@prideschools.org (509) 309-7680
SCHOOL WEBSITE	www.prideprepschool.org
NEIGHBORHOOD LOCATION	East Central
AREAS SERVED	Spokane and Vicinity

LEADERSHIP 2021–22	Board Chair: Ian Field
	Superintendent: Brenda McDonald
	Administrative Team:
	    Paige Albrecht, Chief Operations Manager
	    Brian Via, High School Administrator
	    Nicky Jones, Middle School Administrator
	    Suzette Wilson, Business/HR Manager
	    Sarah Guertin, Front Office Manager

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.
TOTAL STUDENT ENROLLMENT IN 2021–22	663

Enrollment by Student Demographics

(Number of students enrolled at the beginning of the school year, sorted by demographics)

Subgroup (October 2021)	Pride Prep	
	Enrollment	% of Total Enrollment
Gender		
Female	315	47.5%
Gender X	7	1.1%
Male	341	51.4%
Race/Ethnicity		
American Indian/Alaskan Native	18	2.7%
Asian	9	1.4%
Black/African American	26	3.9%
Hispanic/Latino of any race (s)	92	13.9%
Native Hawaiian / Other Pacific Islander	2	0.3%
Two or More Races	61	9.2%
White	455	68.6%
Special Programs		
English Learners	0	0%
Low Income	391	59.0%
Homeless	3	0.5%
Migrant	0	0%
Military Parent	1	0.2%
Mobile	62	9.4%
Section 504	49	7.4%
Students with Disabilities	115	17.3%

I. ACADEMIC PERFORMANCE

This section provides an overview of the school's performance in the year reviewed on a variety of academic measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract. See Academic Performance Framework for rubric details.

INDICATORS AND MEASURES	MEETS STANDARD?	INDICATOR RATING
STATE AND FEDERAL ACCOUNTABILITY		
1a.1. All Students Framework score 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. Charter All Students WSIF score: 3.92 of 10	FALLS FAR BELOW STANDARD*	14.5 of 50 possible points
1a.2. Subgroup Framework score The Washington School Improvement Framework (WISF) scores for each applicable subgroup applied to the charter methodology rubric and averaged for a final rubric score. Charter Subgroup WSIF score: 3.55 of 10	FALLS FAR BELOW STANDARD*	
GEOGRAPHIC COMPARISONS		
2a.1. Proficiency comparison to district 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. Charter Average Proficiency: 34.8% Comparison Average Proficiency: 40.8%	DOES NOT MEET STANDARD	Not Available of 20 possible points
2a.2. Subgroup Proficiency 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. Charter Subgroup Average Proficiency: 29.3% Comparison Subgroup Average Proficiency: 33.4%	DOES NOT MEET STANDARD	
2c.1. Graduation Rate comparison to district 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. Charter Grad Rate: 89.3% Comparison Grad Rate: 90.2%	DOES NOT MEET STANDARD	
2c.2. Subgroup Graduation Rate 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. Charter Subgroup Average Grad Rate: 88.0%	DOES NOT MEET STANDARD	

Comparison Subgroup Average Grad Rate: 89.8%	
2d.1. EL Progress comparison to district 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).	**Not Available 2021-2022** (Not Sufficient EL Students for measurement)
2d.2. Subgroup EL Progress comparison to district 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).	**Not Available 2021-2022** (Not Sufficient EL Students for measurement)
2e.1. Regular Attendance comparison to district 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. Charter Average Regular Attendance: 38.2% Comparison Average Regular Attendance: 72.2%	**FALLS FAR BELOW STANDARD**
2e.2. Subgroup Regular Attendance comparison to district 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. Charter Subgroup Average Regular Attendance: 34.6% Comparison Subgroup Average Regular Attendance: 69.3%	**FALLS FAR BELOW STANDARD**
2f.1. 9th Graders on Track Comparison to district 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 9th grade on track rate is compared against the resident district and applied to the charter methodology rubric. Charter 9th On Track Rate: 77.1% Comparison 9th On Track Rate: 71%	**MEETS STANDARD**
2f.2. Subgroup 9th Graders on Track 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. Charter Subgroup 9th On Track Rate: 74.9% Comparison Subgroup 9th On Track Rate: 66.1%	**MEETS STANDARD**
2g.1. Dual Credit Comparison to district 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	**FALLS FAR BELOW STANDARD**

is compared against the resident district and applied to the charter methodology rubric. **Charter Dual Credit Enrollment: 34%** **Comparison Dual Credit Enrollment: 48%**		
2g.2. Subgroup Dual Credit Comparison to district 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. **Charter Subgroup Average Dual Credit Enrollment: 33.9%** **Comparison Subgroup Average Dual Credit Enrollment: 45.3%**	DOES NOT MEET STANDARD	

COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS

3a. Proficiency comparison to schools statewide serving similar students *(See Figure A below)* 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. **Charter Average Proficiency: 34.8%** **Average Expected Proficiency: 37.5%**	DOES NOT MEET STANDARD	11.25 of 15 possible points
3b. Graduation Rate comparison to schools statewide serving similar students *(See Figure B below)* Regression analysis used to compare each school's graduation rate compared to its predicted graduation rate, using the method of statistical analysis described above. **Charter Average Proficiency: 89%** **Average Expected Proficiency: 73%**	EXCEEDS STANDARD	

SCHOOL-SPECIFIC GOALS

4. Mission-Specific Academic Goal(s) *(See Figure C below)* 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.	EXCEEDS STANDARD	15 of 15 possible points

OVERALL ACADEMIC FRAMEWORK SCORE

Tier Level = 4** **Evaluated as Tier 4 due to scoring in the bottom quartile of the Washington State Improvement Framework (WSIF).	FALLS FAR BELOW STANDARD	40.75 of 80 possible points

Indicators 2b.1, 2b.2 are excluded as indicated in the methodology.

*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.

Figure A: Indicator 3a – Proficiency compared to similar FR and Students with Disabilities – 2021-2022

Indicator 3a - Proficiency compared to similar FR and Students with Disabilities
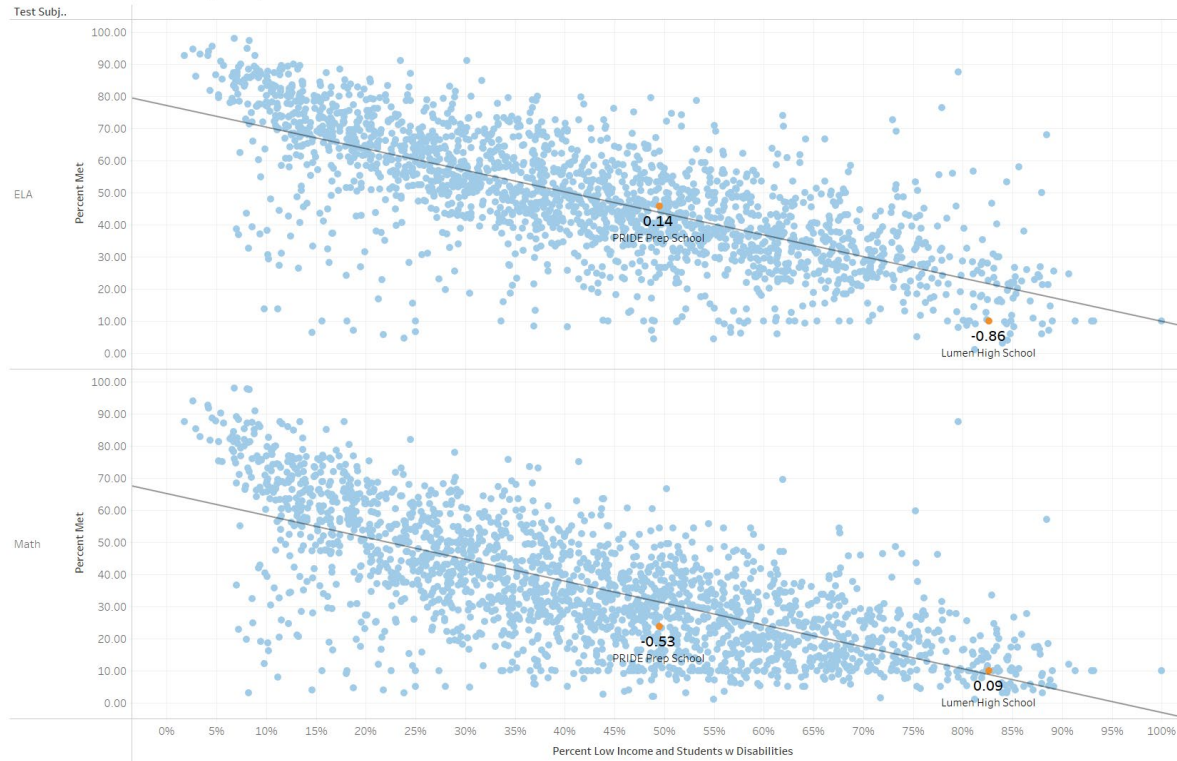

Figure B: Indicator 3b – Graduation Rate compared to similar FR and Students with Disabilities – 2021-2022

Indicator 3b - Grad Rate compared to similar FR and Students with Disabilities
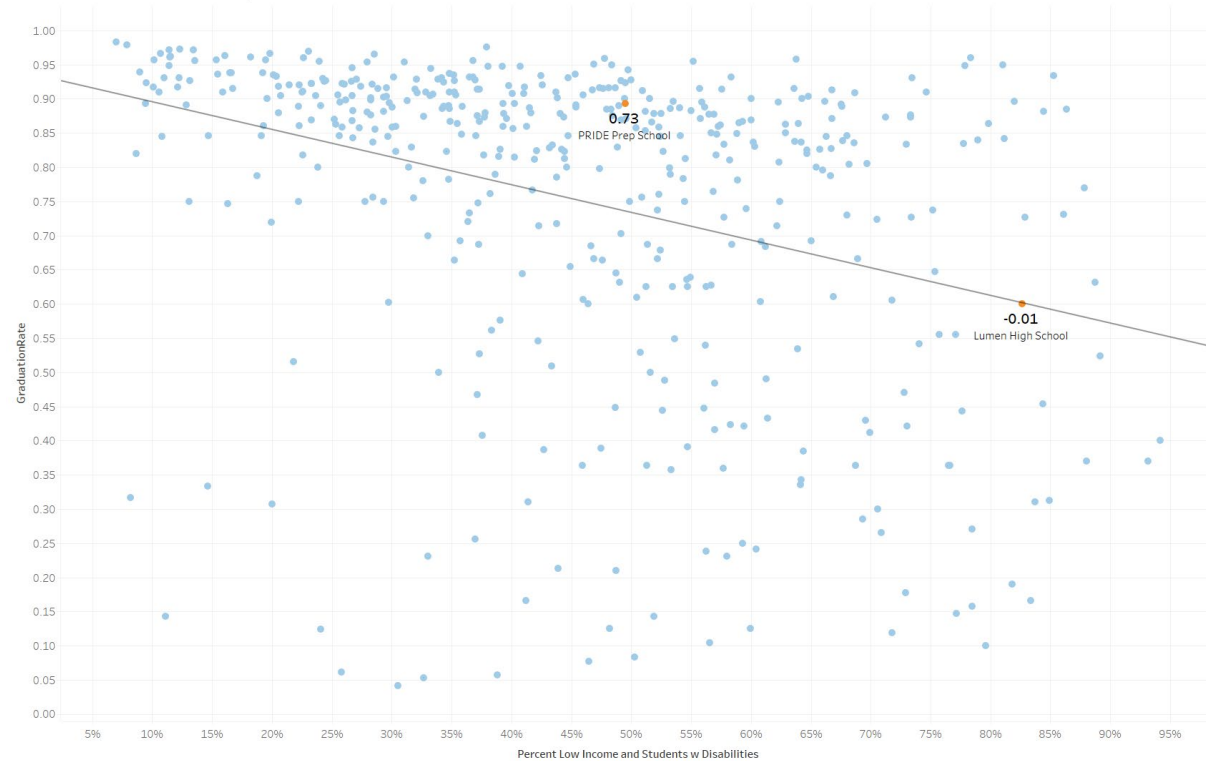
10

Goal: 80% of students will participate in service learning.
X Goal Accomplished

Goal: 80% of 10th graders will complete their personal projects successfully.
X Goal Accomplished

II. FINANCIAL PERFORMANCE

This section provides an overview of the school's performance in the year reviewed, and a view of recent historical trends, on financial measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract. These measures provide information about the school's financial health and sustainability. See Financial Performance Framework for rubric details.

Near-Term Measures

- **Current Ratio** measures a school's ability to pay its obligations over the next 12 months (calculated as the ratio of short-term assets to short-term liabilities).
- **Unrestricted Days Cash on Hand** indicates how many days the school could operate without receiving additional funding (calculated as the school's total cash divided by the average daily cost to operate the school).
- **Enrollment Variance** shows how well the school is meeting its enrollment projections (calculated as actual enrollment divided by enrollment projection in the school's board-approved budget).
- **Debt Default** indicates whether a school is meeting its debt obligations or covenants.

Sustainability Measures

- **Total Margin** measures a school's revenues compared to its expenses—i.e., did the school operate at a surplus or deficit in the given time period?
- **Debt to Asset Ratio** compares the school's financial liabilities to its assets.
- **Cash Flow** indicates the trend in the school's cash balance over a period of time (similar to Days Cash on Hand, but indicating long-term vs. near-term sustainability).
- **Debt Service Coverage Ratio** - measures whether a school generated sufficient net revenues to pay principal and interest due on debt and/or on lease obligations.

YEAR 6: 2021-22	FY 21-22 VALUE	MEETS STANDARD?	RATING STANDARD
NEAR-TERM MEASURES			
1.a. Current Ratio	3.39	MEETS STANDARD	Current Ratio is greater than or equal to 1.0
1.b. Unrestricted Days Cash on Hand	122	MEETS STANDARD	60 Days Cash
1.c. Enrollment Variance	88%	DOES NOT MEET STANDARD	Enrollment Variance equals or exceeds 95%
1.d. Debt Default	Not Applicable	MEETS STANDARD	No evidence of default

SUSTAINABILITY MEASURES			
2.a. Total Margin	Current: 25.58% 3 Year: 4.27%	MEETS STANDARD	Total Margin and Most Recent Year is positive
2.b. Debt to Asset Ratio	0.85	MEETS STANDARD	Debt to Asset Ratio is less than .90
2.c. Cash Flow	$1,213,180 $2,877,215	MEETS STANDARD	Each Year and Multi-Year Cash Flow is Positive
2.d. Debt Service Coverage Ratio	2.14	MEETS STANDARD	Debt Service Coverage Ratio is equal to or exceeds 1.1

III. ORGANIZATIONAL PERFORMANCE

Charter schools are required to meet certain regulatory requirements and responsibilities as established by applicable state and federal law and their charter contracts. This section reports the school's overall performance in the year reviewed in fulfilling legal requirements and fiduciary/public stewardship responsibilities, and other measures relevant to organizational health and performance. See Organizational Performance Framework for more details.

INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
EDUCATION PROGRAM		
1.a. Implementing the material terms of the education program as defined in the current charter contract	MEETS STANDARD	
1.b. Complying with applicable education requirements	MEETS STANDARD	
1.c. Protecting the rights of students with disabilities	DOES NOT MEET STANDARD	
1.d. Protecting the rights of English Language Learner (ELL) students	Not Sufficient EL Students for measurement	
FINANCIAL MANAGEMENT AND OVERSIGHT		
2.a. Meeting financial reporting and compliance requirements	MEETS STANDARD	
2.b. Following Generally Accepted Accounting Principles (GAAP)	MEETS STANDARD	
GOVERNANCE AND REPORTING		
3.a. Compliance with governance requirement by the school governing board	MEETS STANDARD	
3.b. Accountability of the school management team held by the school governing board	MEETS STANDARD	
3.c. Compliance with reporting requirements	MEETS STANDARD	
STUDENT AND EMPLOYEE RIGHTS AND REQUIREMENTS		

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