

Spokane Public Schools

Annual Performance Report

for

Pride Prep Charter School

School Year 2018-2019



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 2018-19 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.

At the time of this report, the accountability audit conducted by the State Auditor's Office is not yet completed, although the independent financial audit is completed.

PRIDE PREP CHARTER SCHOOL
 PERFORMANCE SUMMARY
 2018-19

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

<i>RATING</i>	<i>DESCRIPTION</i>
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.

<i>INDICATORS AND MEASURES</i>	<i>MEETS STANDARD?</i>
<i>ACADEMIC PERFORMANCE</i>	
State and Federal Accountability	FALLS FAR BELOW STANDARD
Geographic Comparisons	N/A 2018-2019 (missing ELL measures)
Comparison to Schools Serving Similar Students	DOES NOT MEET STANDARD
School-Specific Goals	EXCEEDS STANDARD
<i>FINANCIAL PERFORMANCE</i>	
Near-Term Financial Health	DOES NOT MEET STANDARD
Financial Sustainability	MEETS STANDARD
<i>ORGANIZATIONAL PERFORMANCE</i>	
Education Program Compliance (including services for special populations)	MEETS STANDARD
Financial Management and Oversight	DOES NOT MEET STANDARD
Governance and Reporting	MEETS STANDARD
Students, Parents, and Employee Rights and Requirements	MEETS STANDARD
School Environment	MEETS STANDARD
Additional Obligations (if applicable)	N/A

SCHOOL OVERVIEW

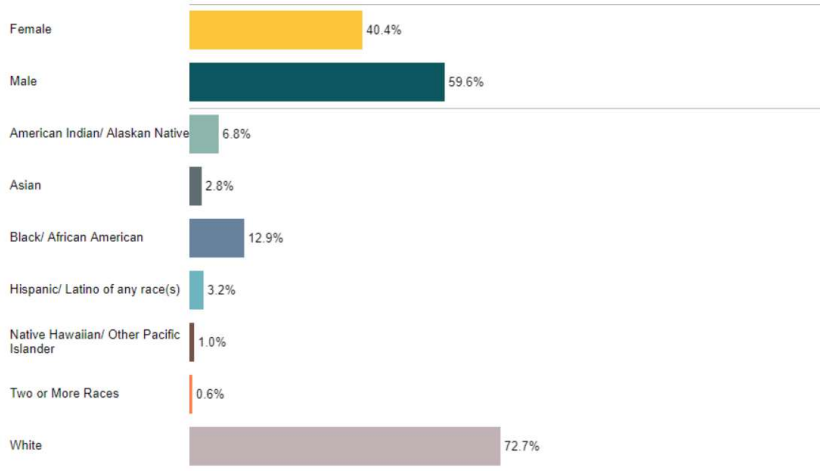
<i>SCHOOL NAME</i>	Pride Prep Charter School
<i>GRADES SERVED</i>	6,7,8,9,10
<i>SCHOOL ADDRESS</i>	811 East Sprague Avenue, Suite A Spokane, WA 99202
<i>SCHOOL CONTACT INFORMATION</i>	Brenda McDonald, Head of School brenda@prideschools.org (509) 309-7680
<i>SCHOOL WEBSITE</i>	www.prideprepschool.org
<i>NEIGHBORHOOD LOCATION</i>	East Central
<i>AREAS SERVED</i>	Spokane and Vicinity
<i>LEADERSHIP 2018 -19</i>	Christine Varela, Board Chair Brenda McDonald, Superintendent Marcia Via, Enrollment Specialist
<i>SCHOOL MISSION</i>	To prepare a diverse range of students for a life of learning in post-secondary education, citizenship, and leadership.
<i>TOTAL STUDENT ENROLLMENT IN 2018 -19</i>	498

Enrollment by Student Demographics

Summary Trend

How many students were enrolled at the beginning of the school year, by student demographics?

PRIDE Prep School 2018-19



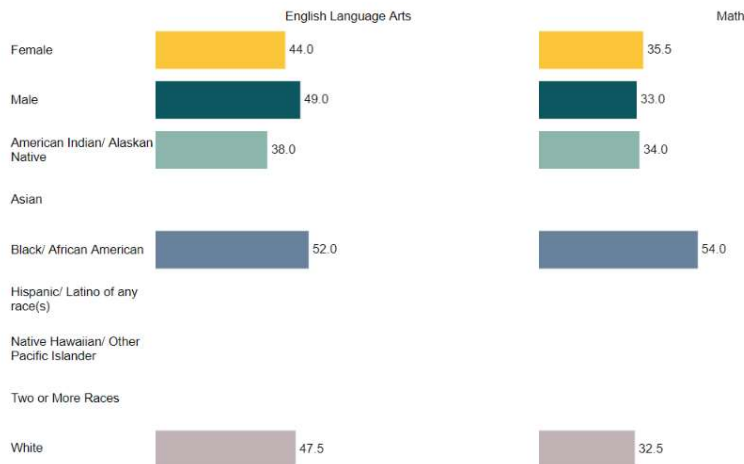
The school year begins on different days for different school districts. The first business day in October is used as the enrollment count date for all schools and districts in Washington state. A student's gender and race/ethnicity are determined by their most recent enrollment record available.

Growth by Student Demographics

Summary Trend

How has student learning grown, by student demographics?

PRIDE Prep School 2018-19



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.

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.

<i>INDICATORS AND MEASURES</i>	<i>MEETS STANDARD?</i>	<i>NOTES</i>
<i>STATE AND FEDERAL ACCOUNTABILITY</i>		
All Students Framework score	FALLS FAR BELOW STANDARD	
Subgroup Framework score	FALLS FAR BELOW STANDARD	
<i>GEOGRAPHIC COMPARISONS</i>		
Proficiency comparison to district	DOES NOT MEET STANDARD	
Growth comparison to district	DOES NOT MEET STANDARD	
Subgroup Proficiency comparison to district	DOES NOT MEET STANDARD	
Subgroup Growth comparison to district	DOES NOT MEET STANDARD	
EL Progress comparison to district	N/A	
Subgroup EL Progress comparison to district	N/A	
Regular Attendance comparison to district	DOES NOT MEET STANDARD	
Subgroup Regular Attendance comparison to district	DOES NOT MEET STANDARD	
<i>COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS</i>		
Proficiency comparison to schools statewide serving similar students	DOES NOT MEET STANDARD	
<i>SCHOOL-SPECIFIC GOALS</i>		
Mission-Specific Academic Goal(s)	EXCEEDS STANDARD	

INDICATORS AND MEASURE DETAILS		SCORE
STATE AND FEDERAL ACCOUNTABILITY		
All Students Framework score	Framework Score: 3.6 out of 10	
The Framework 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.		
Subgroup Framework score	Average Framework Score: 3.3 out of 10	
Framework scores for each applicable subgroup applied to the charter methodology rubric and averaged for a final rubric score out of 100.		
GEOGRAPHIC COMPARISONS		
Proficiency comparison to district	Charter Average Proficiency: 43.6% Comparison Average Proficiency: 50.1%	
Charter proficiency 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.		
Growth comparison to district	Charter Average Growth: 41 Comparison Average Growth: 51	
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.		
Subgroup Proficiency comparison to district	Charter Average Proficiency: 36.1% Comparison Average Proficiency: 38.9%	
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.		
Subgroup Growth comparison to district	Charter Average Growth: 40.79 Comparison Average Growth: 49.5	
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.		
EL Progress comparison to district	N/A	
Subgroup EL Progress comparison to district	N/A	
Regular Attendance comparison to district	Charter Regular Attendance: 75.3% Comparison Regular Attendance: 80.9%	
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.		

Subgroup Regular Attendance comparison to district	Charter Average Regular Attendance: 72.2% Comparison Avg. Regular Attendance: 78.4%
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.	
COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS	
Proficiency comparison to schools statewide serving similar students	Charter 18-19 Average Proficiency: 43.6% 18-19 Average Expected Proficiency: 49.89%
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. *See Figure A below.	
SCHOOL-SPECIFIC GOALS	
Mission-Specific Academic Goal(s):	
1. 70% of all PRIDE Students in grades 8 (community project) and 10 (personal project) who began the school year at PRIDE will successfully complete their community or personal project.	100% participated in community projects and personal projects with a pass rate of about 80%.
2. 70% of PRIDE 9th and 10th graders will take the PSAT. Students will increase their score from 9th to 10th grade on the PSAT based on individual goals set by students and advisors.	98% participated in PSAT at 9th and 10th grade. 80% of students improved scores from 9 to 10th grade.

Figure A

Indicator 3 - Proficiency compared to similar FR and Students with Disabilities - 2018-19



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.

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).

YEAR 3: 2018-19	FY 18-19 VALUE	MEETS STANDARD?	RATING STANDARD
<i>NEAR-TERM MEASURES</i>			
1.a. Current Ratio	96.03	MEETS STANDARD	Current Ratio is greater than or equal to 1.0
1.b. Unrestricted Days Cash on Hand	22	DOES NOT MEET STANDARD	60 Days Cash
1.c. Enrollment Variance	96%	MEETS STANDARD	Enrollment Variance equals or exceeds 95%
1.d. Debt Default	N/A	MEETS STANDARD	No evidence of default
<i>SUSTAINABILITY MEASURES</i>			
2.a. Total Margin	7.00%-Current 3.52%-3Yr	MEETS STANDARD	Total Margin and Most Recent Year is positive
2.b. Debt to Asset Ratio	.31	MEETS STANDARD	Debt to Asset Ratio is less than .90
2.c. Cash Flow	\$342,198 \$257,974	MEETS STANDARD	Each Year and Multi-Year Cash Flow is Positive

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.

INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
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	MEETS STANDARD	
1.d. Protecting the rights of English Language Learner (ELL) students	MEETS STANDARD	
<i>FINANCIAL MANAGEMENT AND OVERSIGHT</i>		
2.a. Meeting financial reporting and compliance requirements	MEETS STANDARD	
2.b. Following Generally Accepted Accounting Principles (GAAP)	DOES NOT MEET STANDARD	Independent Audit Finding
<i>GOVERNANCE AND REPORTING</i>		
3.a. Complying with governance requirements	MEETS STANDARD	
3.b. Holding management accountable	MEETS STANDARD	
3.c. Complying with reporting requirements	MEETS STANDARD	
<i>STUDENT AND EMPLOYEE RIGHTS AND REQUIREMENTS</i>		
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	
<i>SCHOOL ENVIRONMENT</i>		
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	
<i>ADDITIONAL OBLIGATIONS</i>		
6.a. Complying with all other obligations	N/A	