

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:**January 2020**

CONSIDERATION OF CHARTER SCHOOL APPLICATION RENEWAL FOR
PREMIER CHARTER SCHOOL

STATUTORY AUTHORITY:

Sections 160.400 and 160.405, RSMo

Consent
ItemAction
ItemReport
Item**STRATEGIC PRIORITY**

Access, Opportunity, Equity – Provide all students access to a broad range of high-quality educational opportunities from early learning into post-high school engagement.

SUMMARY

The 1998 session of the Missouri General Assembly authorized establishment of charter schools. Renewal charter applications are submitted every five years. Section 160.405.9, RSMo requires the State Board of Education to vote to renew the charter after the sponsor has demonstrated compliance with state and federal law.

The Department of Elementary and Secondary Education received a Charter School Renewal Application approved by the University of Missouri-Saint Louis (UMSL). Premier Charter School, St. Louis, currently serves 998 students in grades PK-8. The charter school has requested that UMSL renew its charter for a term of five years beginning July 1, 2020, and ending June 30, 2025. The sponsor has indicated the charter school is in good standing and requests renewal from the State Board of Education.

PRESENTER

Chris Neale, Assistant Commissioner, Office of Quality Schools, will assist in the presentation and discussion of this agenda item.

RECOMMENDATION

The Department recommends that the State Board of Education authorize Premier Charter School to continue operations pursuant to the charter renewal granted by UMSL, effective July 1, 2020, for a five-year period, per the contingencies outlined in the performance contract.



CONSIDERATION OF RENEWAL: PREMIER CHARTER SCHOOL

University of Missouri-St. Louis

Missouri Department
of Elementary and Secondary Education

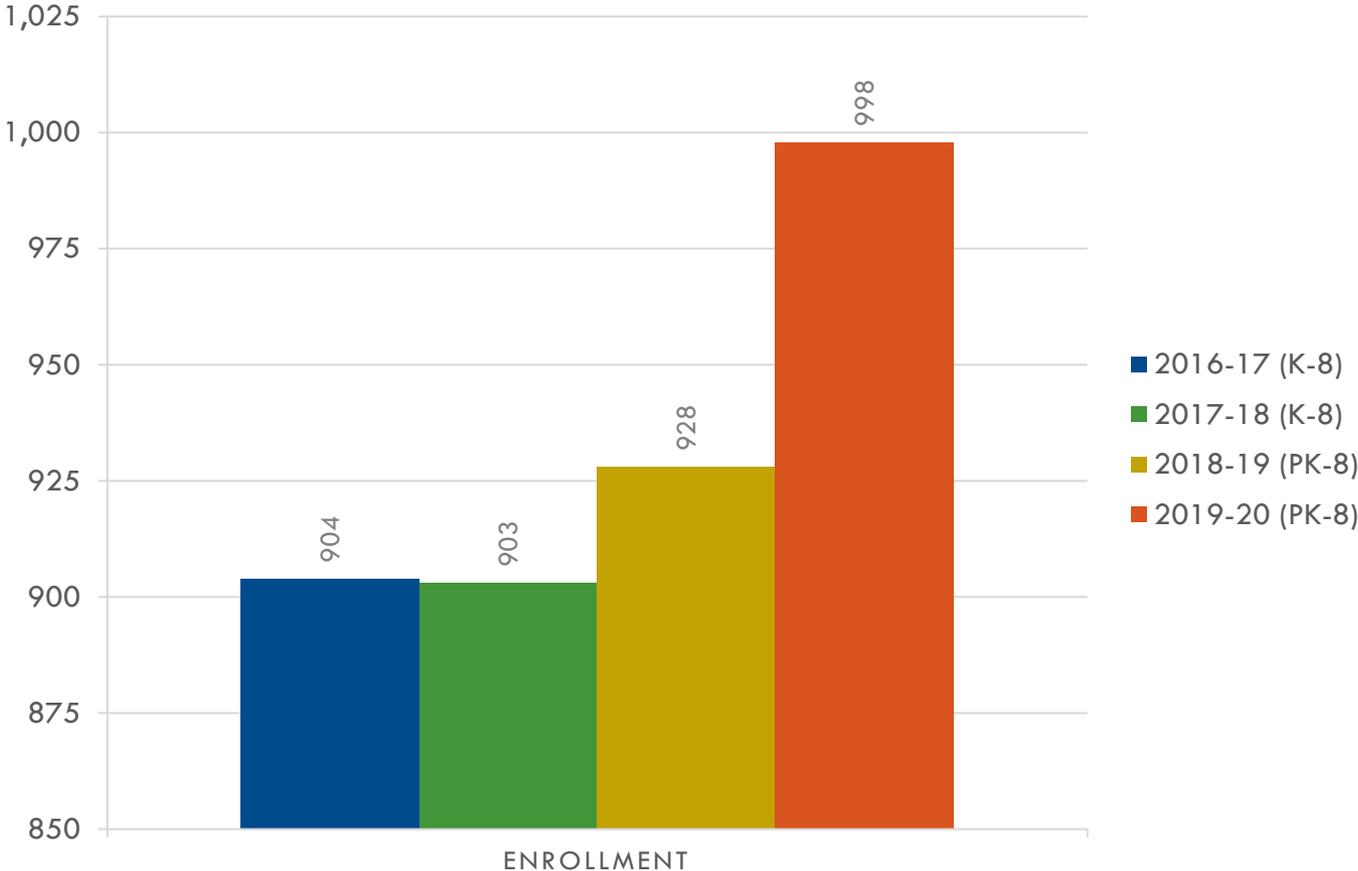
Profile

2

- Location: 5279 Fyler Avenue, St. Louis
- Opened in 2000-2001
- 2nd renewal
 - 2010-2011
- Grades Served: PK-8



Enrollment History



Demographic Summary

4

	Premier Charter School	St. Louis Public Schools (SLPS)	State
Asian	6.9	2.7	2.1
Black	26.3	79.1	15.7
Hispanic	17.7	5.1	6.7
Indian/Alaskan	*	.1	.2
Multi-Race	5.6	*	4.3
White	43.3	13.0	70.7
LEP	22.0	10.4	3.9
FRL	63.1	CEP**	72.3
Special Education	16.3	14.4	13.5

* Data suppressed to protect student privacy

** Community Eligibility Provision, meals free regardless of student income



Annual Performance Report

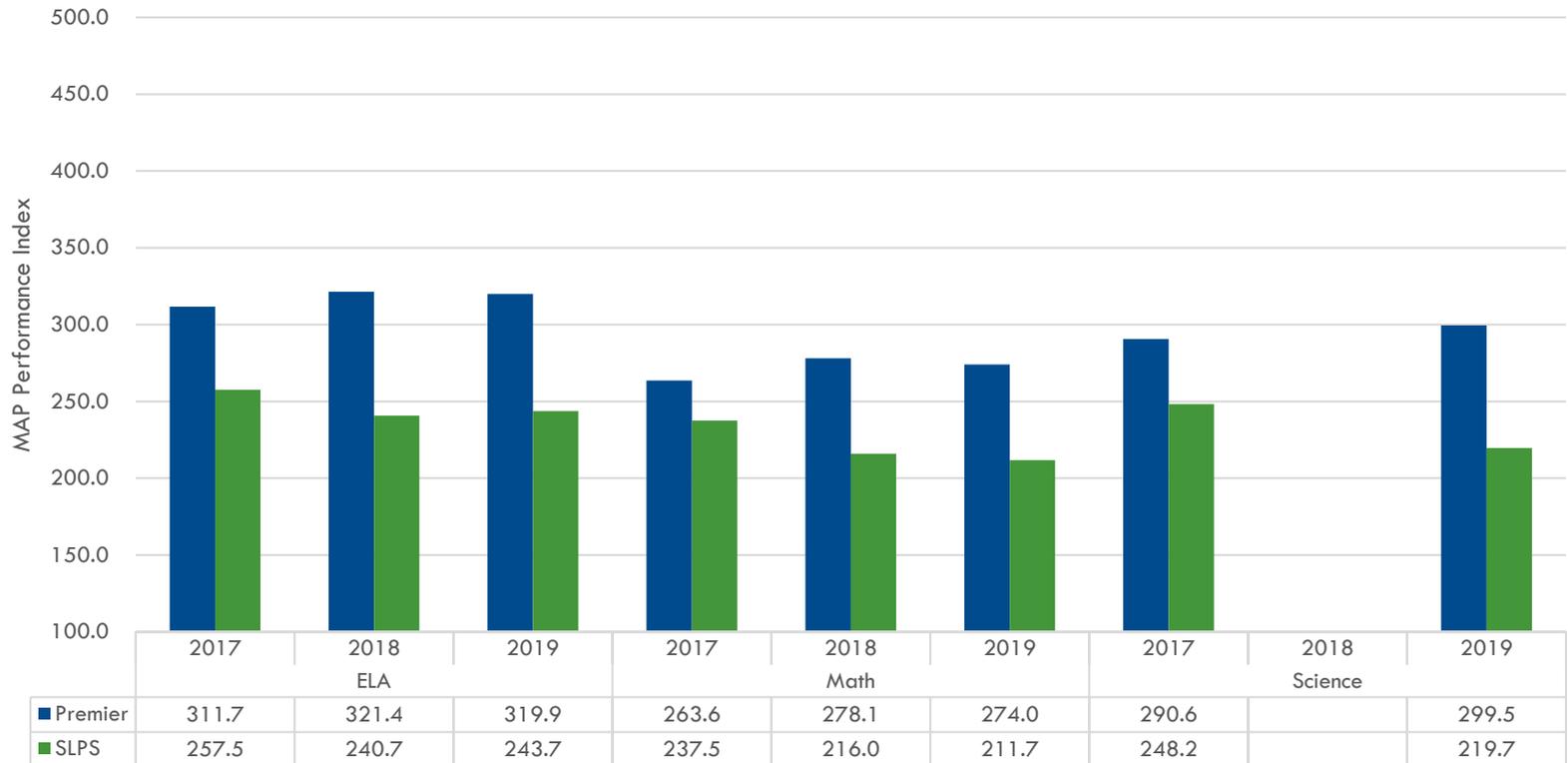
Annual Performance Report	2014	2015	2016	2017	2018	2019
Premier Charter School	85.6%	78.1%	45.0%	44.4%	100.0%	93.8%
SLPS	43.2%	76.1%	69.6%	57.5%	76.3%	No Request Received

High Quality Charter School – 85% or greater on APR, 3 out of the last 4 years
Expedited Renewal – 70% or greater on APR, 3 out of the last 4 years



Achievement Data

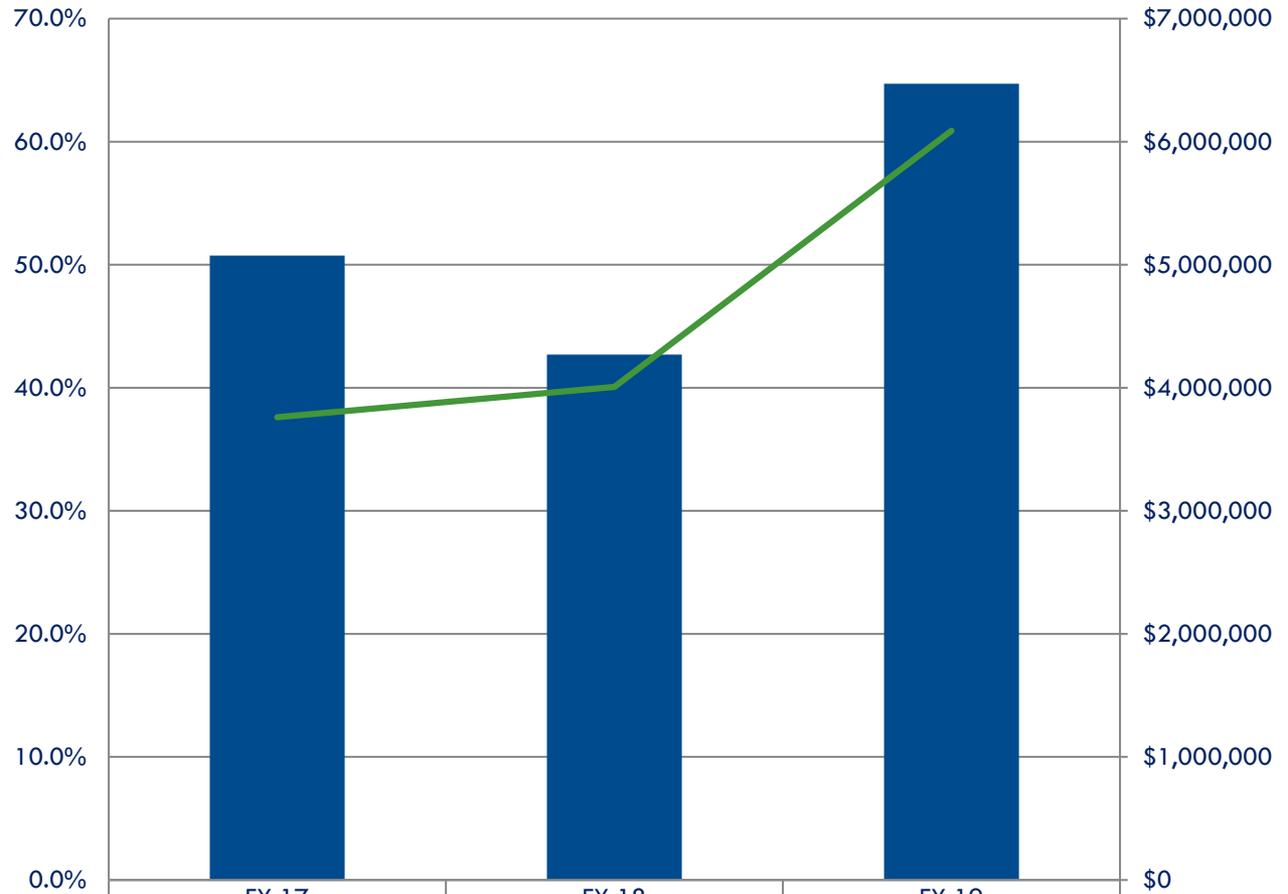
Grade Span Achievement Comparison



Data represented by MAP Performance Index
 Single-year outcomes; not three-year averages



Premier Charter School Fund Balances



Operating Fund Balance	\$5,074,959	\$4,270,017	\$6,470,284
Balance Percentage	37.6%	40.1%	60.9%



Statutory Requirements for Renewal

□ Section 160.405.9, RSMo

- Annual performance report that equals or exceeds the district in which the charter school is located three of the last four school years by appropriate grade level configuration.
- The charter school is fiscally viable and does not have:
 - a. A negative balance in its operating funds;
 - b. A combined balance of less than three percent of the amount expended for such funds during the previous fiscal year; or
 - c. Expenditures that exceed receipts for the most recently completed fiscal year.
- The charter is in compliance with its legally binding performance contract and Sections 160.400 to 160.425 and 167.349, RSMo.



Sponsor Performance Contract Analysis

Table 1. Academic Achievement

Measure	Annual Target
Academic Achievement ELA – 311.7, 321.4, 319.8 Math – 263.6, 278.1, 274.0	300.0 – Meets 275.0 – Meets
Subgroup Achievement ELA – 291.4, 300.9, 301.3 Math – 244.1, 257.1, 251.3	297.0 – Meets 250.0 – Meets

Table 2. MSIP 5

Measure	Annual Target
Student Attendance	90% - Meets
Overall APR Score	70% - Meets

Finance Standards: Meets

Governance Standards: Meets

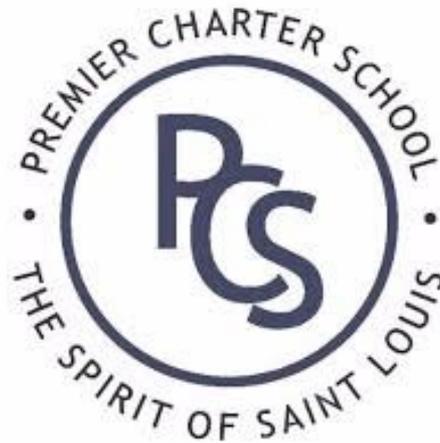


Qualification for Renewal

10

- Compliance with statute 160.405.9, RSMo
 - Premier Charter School has met the statutory requirements for renewal.
 - Fiscally and organizationally viable
 - Student performance
 - Compliant with performance contract
- Sponsor recommendation
 - The University of Missouri-St. Louis, the sponsor, recommends a 5-year renewal.
- DESE recommendation
 - DESE recommends a 5-year renewal.





Premier Charter School

State Board of Education
Charter Renewal
January 9, 2019

Who We Are



Since our inception, PCS has been committed to developing an ethical foundation in students through character education

Our Mission

The Premier Charter School will provide the children of the city of St. Louis an individualized education rich in academics and character, so the children we serve today can be the leaders of tomorrow

Our Core Values



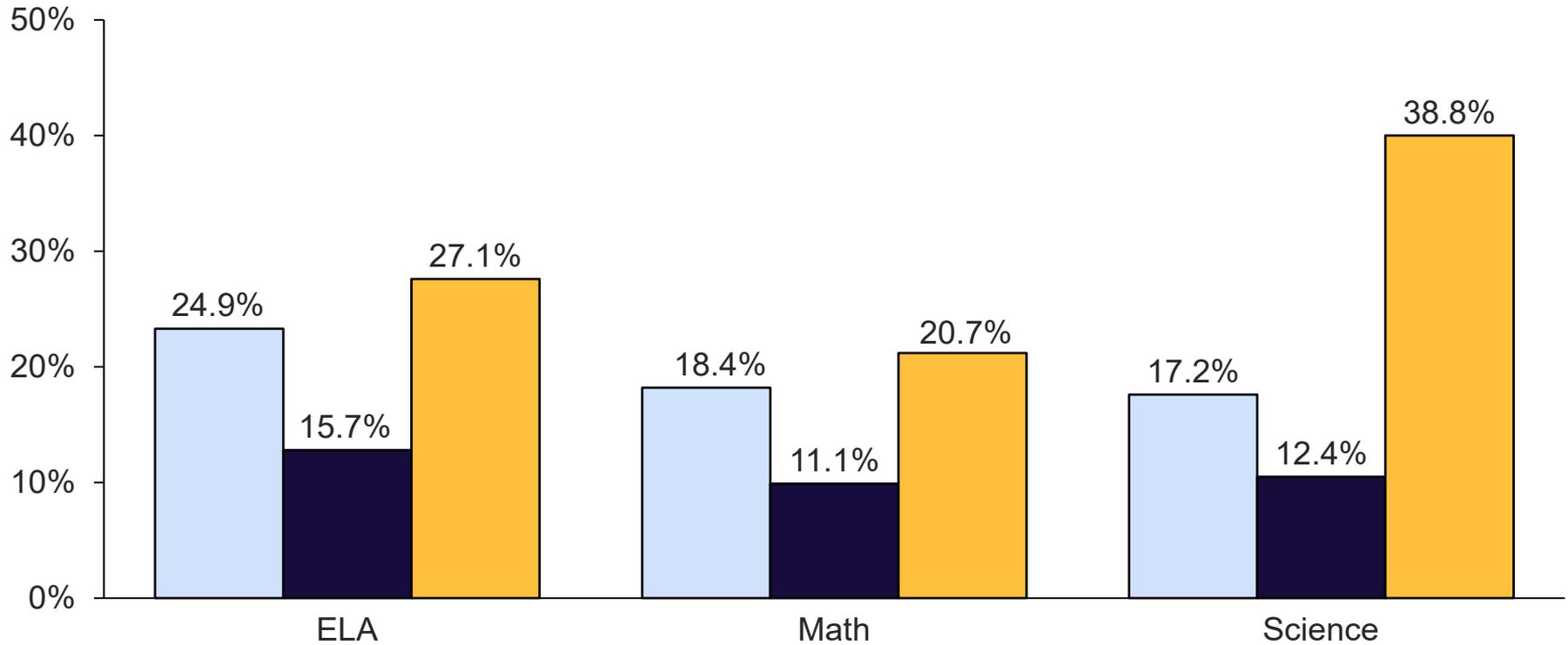
Executive Summary

- Premier Charter School (PCS) is a single-site public charter school in St. Louis, Missouri that currently serves 1,000 students in grades PK-8. The school was founded in 2000 and is now the longest tenured charter school in the city.
- We serve a highly diverse student population: 2 in 3 students qualify for free or reduced price lunch, and nearly 1 in 4 students is in an English language learner.
- We serve a high number of students with special needs at 16.3% exceeding the state average of 13.5%
- We are deeply committed to educating the whole child: through our rigorous, experiential approach to learning, we develop both a strong academic foundation and a the social-emotional skills needed for our students to succeed beyond high school.
- We regularly outperform the St. Louis Public Schools on assessments and high schools across the city actively recruit our graduating 8th graders. Over the past 5 years over 70% of our graduates have enrolled in selective local high schools with admittance requirements (magnet, private, parochial).
- We draw students from 44 zip codes and have consistently retained a waiting list anywhere from 200-350 students.
- We are fiscally sound and operate successfully with minimal if any fundraising efforts

Students of color at PCS perform significantly better than their peers at other district and state schools

Black (Non Hispanic) Students Passing State Exams 2019

State SLPS PCS

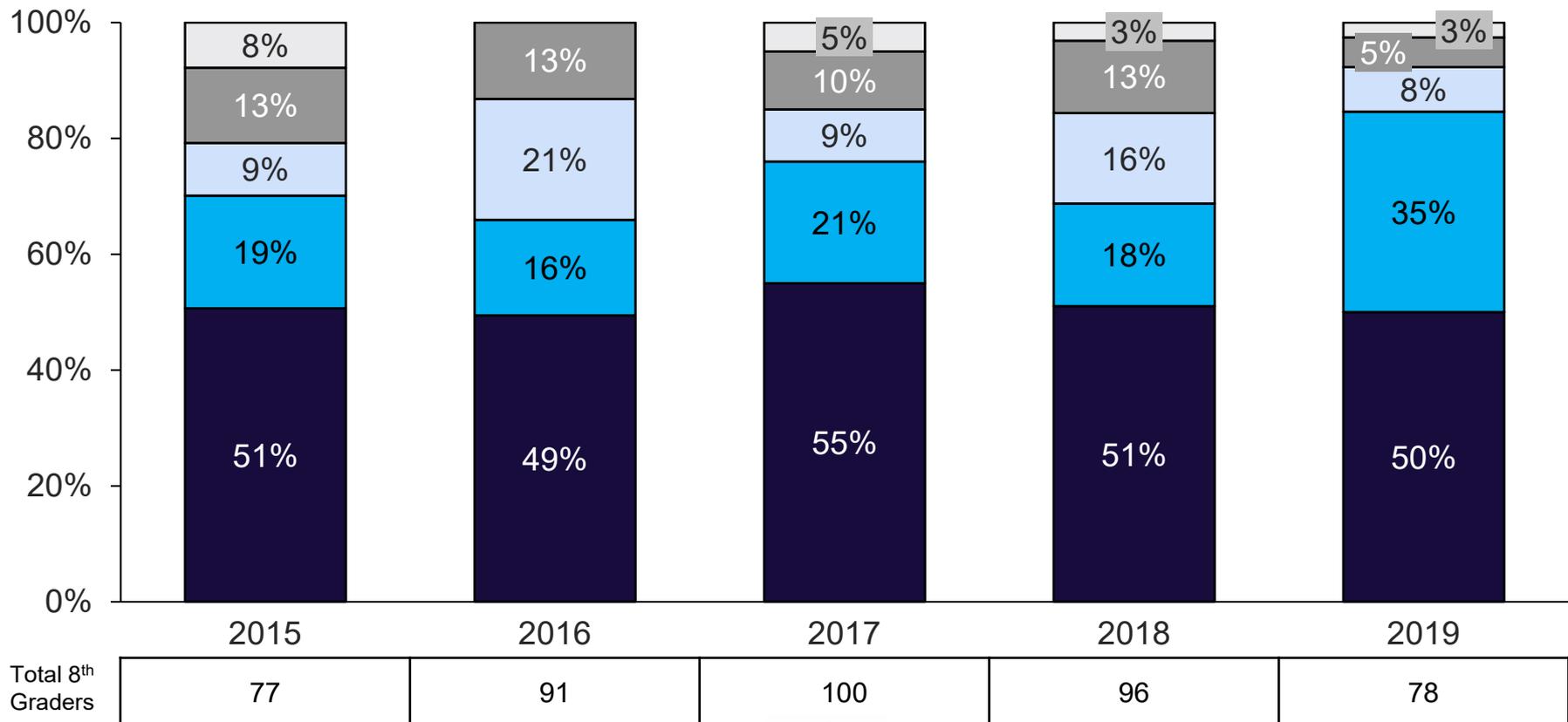


After graduating PCS, over 70% of 8th graders go on to enroll in a selective local high school

9th Grade Enrollment Plans of PCS 8th Graders

2015-2019

Magnet
 Private
 Charter
 Moved Out of City
 Undecided / Other



Since 2015, 0 PCS grads have gone on to enroll in their neighborhood SLPS high school



Source: PCS internal data; "other" category includes voluntary transfer program, homeschool, alternative HS, and students who were retained

Charter School Renewal

Implementation Year(s): 2019-20

PREMIER CHARTER SCHOOL (115903)

Team Members:	Julie Frugo	Head of School	Jfrugo@premiercharterschool.org	314-645-9600
	Bill Mendelsohn	Sponsor	Mendelsohnb@umsl.edu	314-516-4872

Directions: Please state 'yes' or 'no' for each assurance. Please explain if an assurance requirement is not met. Comments should be as concise as possible, please include an attachment if further explanation is needed.

Charter schools requesting to renew its charter must submit this application electronically by responding to the following sections. The renewal submission must be signed by the Local Education Agency (LEA) authorized representative and the sponsor to ensure information submitted is accurate and in compliance with all statutes.

Upload questions require a document to be uploaded. This is done by selecting Manage Uploads, select Upload a Document, browse for the file, under File Description include the number of the question you are addressing and a description of the file as indicated by the Upload questions. Under Manage Team, include LEA contact and sponsor contact information.

1. Upload one page letter from the sponsor requesting renewal that must be signed by the Program Director of the Charter Sponsor Office. This assures that the Charter Renewal Application is accurate and in compliance with all statutes. Upload file under Manage Uploads. File Description would be 1. Sponsor Renewal Letter

-
2. LEA assures that Core Data/MOSIS is updated with current school name, superintendent/head administrator, and names of buildings(s) and principal(s).

Yes

If no, please explain.

-
3. LEA assures that Core Data/MOSIS is updated with mailing/physical address and telephone number of the charter school's main office.

Yes

If no, please explain.

-
4. LEA assures that Core Data/MOSIS is updated with list of the current board members including name, title and years served.

Yes

If no, please explain.

5. List the education service provider name and address (if applicable).

Education service provider name and address is below

Not applicable

6. LEA assures that the charter school adheres to the requirements of the applicable state statutes and regulations, the state rules governing the programs, and all other applicable statutes.

Yes

If no, please explain.

7. Upload the school's mission and briefly present the vision for how the school will continue to operate in the next five years. Upload file under Manage Uploads. File Description would be 7. Mission and Vision

8. List the date of board meeting which the vision and mission were adopted.

October 27, 2009

9. Upload or comment any changes or modifications to the school (new management, new theme, change in population, instructional staff). Upload file under Manage Uploads. File Description would be 9. Changes or Modifications

We anticipate continuing to integrate a problem-based learning curriculum at all levels with the long term goal of full implementation of a problem-based learning curriculum. In addition, we anticipate additional staffing to reduce the student/staff ratio for our early childhood students (PK-1) to provide early intervention support as needed. In addition, we anticipate additional staffing to support the problem-based learning instructional model in our early childhood grades.

10. Upload or comment a concise projection of the school's goals over the next term of the charter. Upload file under Manage Uploads. File Description would be 10. School Goals

Our goals over the terms of the next charter are to continue the academic growth we have demonstrated for all students over the course of the last charter through problem-based learning and a focus on educating the whole child, with an emphasis on social and emotional learning. Meeting these goals looks like all of our graduating 8th grade students meeting the criteria for acceptance into a competitive entrance or "choice" high school and succeeding at the school of their choice. This requires students to be academically prepared, including participating in advanced coursework such as Algebra 1 as appropriate and being outstanding citizens and members of the school community.

11. Upload or comment on other areas that have/will be addressed to improve performance. Upload file under Manage Uploads. File Description would be 11. Improve Performance

We have always had a greater percentage of special education students than state average. As a result, we have a relatively large and well-developed special education department and partnerships with external providers such as Great Circle to ensure the needs of our special education students are being met. Over the last several years, we have noticed a significant increase in the number of students coming to us who have been victims of trauma in early life. The result is that many of these students, both general education and special education, are exhibiting extreme behaviors on a regular basis. This has become particularly prevalent in our early childhood (PK-2nd Grade). Meeting the needs of these children who have experienced trauma is one area in which we are going to need to continue to focus in order to improve performance. To date we have implemented individual and small group support for these students, for example, small early childhood and elementary student groups that meet regularly to work on specifically planned projects and individual middle school students meeting regularly with their principal who is also a licensed therapist. We have also organized sensory spaces in all of our buildings and sensory supports are available to all students Pk-8th. Teachers have also received professional development on utilization of sensory supports for students.

In addition, staff members have received professional development on:
Impact of trauma on children's learning and development & the role of school staff in supporting children who have experienced trauma
Utilization of Zones of Regulation
Sensory supports
Teacher-implemented strategies for promoting self-regulation in individual students
De-escalation of students in crisis
PCS Character-driven culture—new staff and refresh needs for experienced staff
Bias & cultural awareness training
Developmental Discipline
Along with this professional development, all new staff members (regardless of the level of previous experience), receive 3 years of intensive professional development and coaching on these and other social, emotional and behavioral topics.

12. LEA assures that the school's educational program goals and curriculum aligned with state standards.

Yes

If no, please explain.

13. Upload the organizational chart of the staffing/reporting structure for the board, administration and staff, including teachers and contract employees. Upload file under Manage Uploads. File Description would be 13. Organizational Chart

14. Upload the Articles of Incorporation, bylaws and Missouri not-for-profit status. Upload file under Manage Uploads. File Description would be 14. Articles of Incorporation Bylaws and Not-For-Profit Status

15. Upload the renewal notification letter sent to the school board of the district. Upload file under Manage Uploads. File Description would be 15. Renewal Notification Letter

16. LEA assures that professional development/training was provided for all teachers and leaders.

Yes

If no, please explain.

17. LEA assures that requisite insurance coverage for directors/officers, and buildings.

Yes

If no, please explain.

18. LEA assures that board's most recent fingerprints.

Yes

If no, please explain.

19. LEA assures that there is a signed Conflict of Interest disclosure forms.

Yes

If no, please explain.

20. Assurance of Family Care Safety Registry check.

Yes

If no, please explain.

21. Assurance of requisite surety bond for school financial officer(s).

Yes

If no, please explain.

22. List the date the board reviewed faculty and staff handbook.

23. Assurance the board satisfies sunshine law compliance, including: posting agenda, time change notification.

Yes

If no, please explain.

24. Comment how board agendas and minutes are made available to the public.

Board agendas are posted in all buildings on the campus at least 24 hours before a scheduled board meeting in accordance with Sunshine Law. Board minutes are taken at each meeting and approved the following meeting. Board minutes are kept on file at the school and are available to the public by request.

25. Comment how often the board meets (monthly, semi-monthly).

The PCS board meets monthly with the exception of December and January.

26. Comment how often does the board review policies.

The board reviews policies on an as-needed basis. At a minimum, the board reviews policies annually.

27. Comment how many hours of board training are required for the board annually.

New board members receive a minimum of 10 hours of training. In addition, in collaboration with University of Missouri St. Louis, Premier Charter School develops an annual board training plan.

28. Assurance that the school uses curriculum guides.

Yes

If no, please explain.

29. Assurance of an evaluation process of the LEA's leadership (admin, superintendent, principals).

Yes

If no, please explain.

30. List any sponsor/partnership efforts that help support the charter school(s) in increasing student performance.

It's in the uploaded PDF

31. Assurance of compliance with any/all federal and state programs' requirements.

Yes

If no, please explain.

32. Upload the existing performance contract that includes timelines and standards for renewal (include procedures and consequences for failure to meet requirements). Upload file under Manage Uploads. File Description would be 32. Current Performance Contract

33. Upload data on measurements and objectives met (or not) in existing performance contract. Upload file under Manage Uploads. File Description would be 33. Current Measurements and Objectives

34. Upload the performance contract for the next term of charter. Upload file under Manage Uploads. File Description would be 34. Next Term Performance Contract

35. If the school is a recipient of a federal Charter School Program grant, the sponsor assures that student performance is the most important factor in the determination of renewal/revocation.

Yes

If no, please comment.

N/A

36. Comment on goals to address academic performance based on current and projected data.

We are currently engaged in a significant strategic planning initiative with Bellwether Education Partners and have developed a set of goals as a result of that work. These goals and timeline were uploaded as item 36.

37. Upload projected budget for the next five years (list of items). Upload file under Manage Uploads. File Description would be 37. Projected Budget

38. Comment or upload any building/facility plan changes anticipated in the next five years.

We anticipate beginning construction on a new middle school building in the next five years, though a definitive timeline has not yet been established.

39. Comment on plans of expansion of grade levels.

We do not anticipate any expansion of grade levels over the duration of the next charter.

40. Assurance the school board reviews expenditures, low balances in operating funds, compliance with federal/state programs, and staff hiring.

Yes

If no, please explain.

41. Assurance that the school reports outstanding debt as required in Section 37.850.1.

Yes

If no, please explain.

42. Upload a school review process/ form of items that the sponsor addresses annually to ensure LEA is fulfilling its mission of educating children. Upload file under Manage Uploads. File Description would be 42. School Review Process/Form

43. Assurance the charter school understands the procedures for closure & distribution of assets as specified in RSMo160.405.1

Yes

If no, please explain.

44. List the date the charter school was placed on probation or remediation (if applicable).

N/A

45. Upload the reasons why the charter is on probation or has remediation plan (if applicable). Upload file under Manage Uploads. File Description would be 45. Probation or Remediation Plan

N/A

46. Comment on what attributes to student performance below 70% APR.

N/A

47. Upload intervention strategies currently in place based on analysis of student data (include timeline). Upload file under Manage Uploads. File Description would be 47. Intervention Strategies

Historical student data analysis indicates that as a school and across student subgroups, our students have performed much better in English Language Arts than math. In ELA, our middle school students have performed better overall than our elementary school students as a result of a new curricular adoption that took place in 2015. Our special education students perform significantly worse than our general education students in all subjects and are growing at a slower rate. In addition, across all grades and subgroups, as the rigor and depth of knowledge of a problem or task increases, student performance decreases, regardless of topic.

As a result of this historical data, we have developed 3 student performance goals and begun implementing intervention strategies designed to help meet these goals. Broadly, these three goals are to implement a rigorous, problem-based learning curriculum and pedagogy at all levels, develop a holistic intervention strategy to better support those learners most in need of additional support and recruiting, hiring and retaining highly qualified and diverse talent (strategic priorities 1-3 on the uploaded document. This document also articulates a timeline for full implementation of these strategies.)

48. Upload or comment on what improvements/results have been obtained? Upload file under Manage Uploads. File Description would be 48. Improvement Results Obtained

49. Upload or comment on what additional steps/strategies are planned? Upload file under Manage Uploads. File Description would be 49. Additional Steps Strategies

Multi-year goals and strategies document uploaded for item 47.

50. The authorized representative assures DESE that the charter school, in accordance with Sections 160.400-160.425, RSMo, shall:

1. Receive and expend state/federal funds in a manner consistent with the intent of the approved application.

2. Keep such records for a period of three years and provide such information as may be necessary for the fiscal program auditing and for program evaluation; provide DESE any information it may need to carry out its responsibilities under the program.

The LEA authorized representative understands the assurances and the responsibility for compliance placed upon the applicant. The applicant will refund directly to DESE the amount of any funds made available to the applicant that may be determined by DESE, or an auditor representing DESE, to have been misspent or otherwise misapplied.

Yes

If no, please explain.



3651 Olive Street Suite 203D
St. Louis, MO 63108
O: 314.516.4872

October 30, 2019

Charles Shields: President, Missouri State Board of Education
Vic Lenz: Vice-President
Members of the State Board of Education

RE: Request for State Board Approval of Premier Charter School's Charter Renewal

The University of Missouri-St. Louis (UMSL) has reviewed the charter school expedited renewal application submitted by the Board of Directors and administration of Premier Charter School and fully endorses its contents. UMSL requests approval of the school's charter for the next five school years, 2021-2025.

Based on the UMSL Charter Schools Office's review of Missouri statutes and its annual reviews of the school, UMSL ensures that, to the best of its knowledge, Premier Charter School is in compliance with all applicable statutes.

One of the oldest charter schools in the state and identified as a National School of Character; UMSL is pleased to continue its sponsorship of Premier.

Sincerely,

A handwritten signature in dark ink, appearing to read "Wm J Mendelsohn".

Bill Mendelsohn
Executive Director
UMSL Charter Schools Office

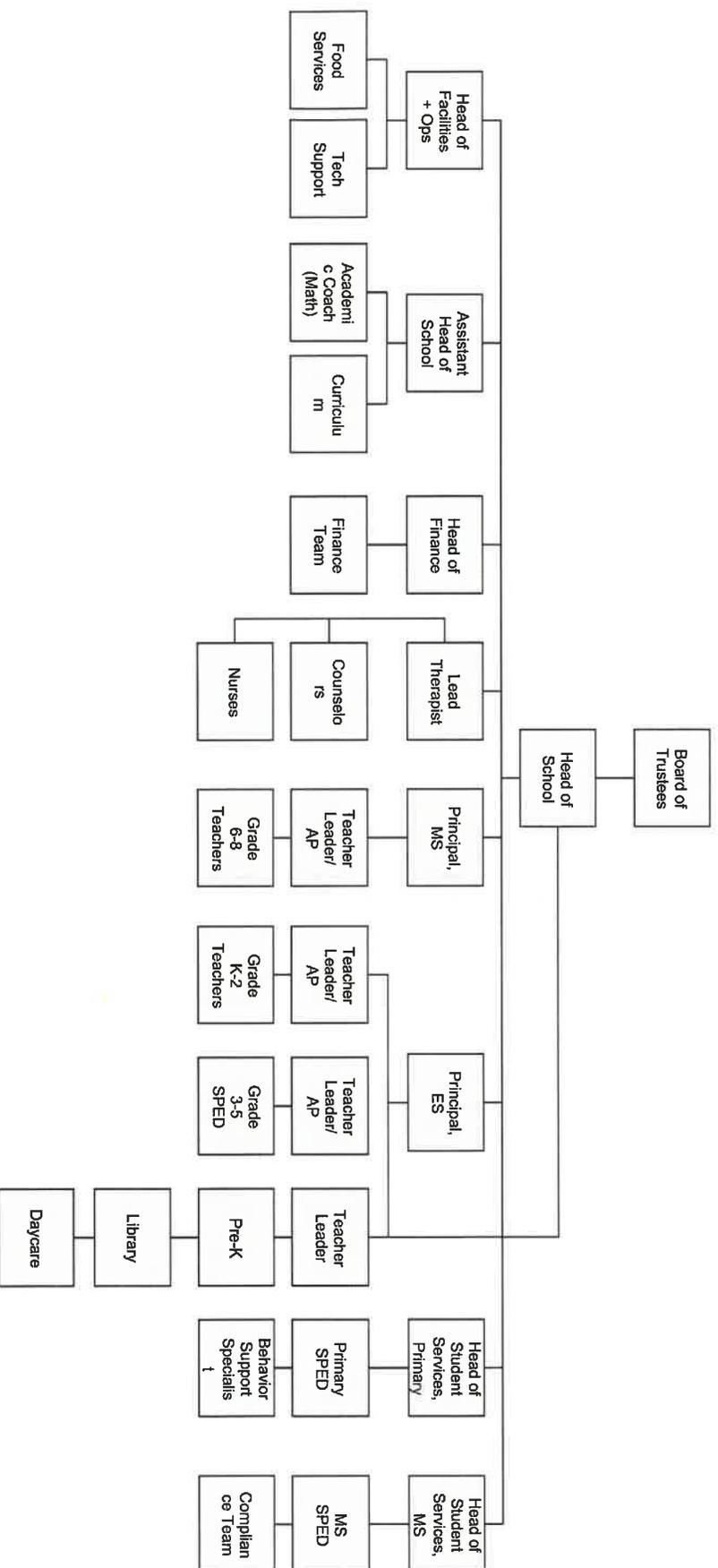


Our Mission-Premier Charter School will provide the children of the City of St. Louis an individualized education rich in academics and character, so the children we serve today can be the leaders of tomorrow.

Our Vision-We are building a school where anything is possible for each and every student. It is our vision to create an academic environment where each child is educated according to his or her needs in order to reach academic success. Through building a community that works together, to support each child holistically, we will build leaders that are strong in mind and in character. The students we serve today will be the spirit of St. Louis tomorrow.

PCS' org structure will evolve to support growth

PCS Current Org Chart



DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
WASHINGTON, D.C. 20224

Date: **AUG 29 2000**

St. Louis Charter School
c/o Robert M Heggie, Esq.
222 S. Central
St. Louis, MO 63105

Employer Identification Number:
43-1844448
Issuing Specialist:
Andrew F. Megosh, Jr., ID#50-12597
Toll Free Customer Service Number:
877-829-5500
Accounting Period Ending:
December
Foundation Status Classification:
509(a)(1) & 170(b)(1)(A)(ii)
Form 990 Required:
Yes

Dear Applicant:

Based on the information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in the section(s) indicated above.

Please notify the Ohio Tax Exempt and Government Entities (TE/GE) Customer Service office if there is any change in your name, address, sources of support, purposes, or method of operation. If you amend your organizational document or bylaws, please send a copy of the amendment to the Ohio TE/GE Customer Service office. The mailing address for that office is: Internal Revenue Service, TE/GE Customer Service, P.O. Box 2508, Cincinnati, OH 45201.

You are not subject to the publishing requirements of Rev. Proc. 75-50, 1975-2 C.B. 587, so long as you operate a charter school. If your method of operation changes to the extent that your charter is terminated, cancelled or not renewed, you should notify your Key District Office. If you continue to operate a school, you will be required to comply with the publishing requirements of Rev. Proc. 75-50.

You are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act.

If you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958 of the Code. In this letter we are not determining whether any of your present or proposed arrangements would be considered an excess benefit transaction resulting in tax under section 4958. Additionally, you are not automatically exempt from other federal excise taxes.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Donors (including private foundations) may rely on this ruling unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your 509(a) status as indicated above, donors (other than private foundations) may not rely on the classification indicated above if they were in part responsible for, or were aware of, the act that resulted in your loss of such status, or they acquired

St. Louis Charter School

knowledge that the Internal Revenue Service had given notice that you would be removed from that classification. Private foundations may rely on the classification as long as you were not directly or indirectly controlled by them or by disqualified persons with respect to them. However, private foundations may not rely on the classification indicated above if they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fund-raising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fund-raising events such as benefit dinners, shows, membership drives, etc., where something of value is received in return for payments, you are required to provide a written disclosure statement informing the donor of the fair market value of the specific items or services being provided. To do this you should, in advance of the event, determine the fair market value of the benefit received and state it in your fund-raising materials such as solicitations, tickets, and receipts in such a way that the donor can determine how much is deductible and how much is not. Your disclosure statement should be made, at the latest, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fund-raising circumstance where each complete payment, including the contribution portion, exceeds \$75. In addition, donors must have written substantiation from the charity for any charitable contribution of \$250 or more. For further details regarding these substantiation and disclosure requirements, see the enclosed copy of Publication 1771. For additional guidance in this area, see Publication 1391, *Deductibility of Payments Made to Organizations Conducting Fund-Raising Events*, which is available at many IRS offices or by calling 1-800-TAX-FORM (1-800-829-3676).

In the heading of this letter we have indicated whether you must file Form 990, *Return of Organization Exempt from Income Tax*. If "Yes" is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. If your gross receipts each year are not normally more than \$25,000, we ask that you establish that you are not required to file Form 990 by completing Part I of that Form for your first year. Thereafter, you will not be required to file a return until your gross receipts exceed the \$25,000 minimum. For guidance in determining if your gross receipts are "normally" not more than the \$25,000 limit, see the instructions for the Form 990. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. The maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it. Form 990 should be filed with the Ogden Service Center, Ogden, UT 84201-0027.

You are required to make your Form 990 available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and this exemption letter. Copies of these documents must be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, *Tax-Exempt Status for Your Organization*, or you may call our toll free number shown above.

St. Louis Charter School

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, *Exempt Organization Business Income Tax Return*. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

Please use the employer identification number indicated in the heading of this letter on all returns you file and in all correspondence with the Internal Revenue Service. Because this letter could help resolve any questions about your exempt status, you should keep it in your permanent records. If you have any questions about this letter, or about filing requirements, excise, employment, or other federal taxes, please contact the Ohio TE/GE Customer Service office at 877-829-5500 (a toll free number) or correspond with that office using the address indicated above.

Sincerely,

Gerald V. Sack

Gerald V. Sack
Manager, Exempt Organizations
Technical Group 4

Enclosure:
Pub. 1771

State of Missouri

EXEMPTION FROM MISSOURI SALES AND USE TAX ON PURCHASES AND SALES

FED. #
43-184448

Issued to:

Missouri Tax I.D.
Number: 17392128

ST LOUIS CHARTER SCHOOL
5279 FYLER
ST LOUIS MO 63139

Effective Date:
07/11/2002

Your application for sales/use tax exempt status has been approved pursuant to Section 144.030.2(19), RSMo. This letter is issued as documentation of your exempt status.

Purchases by your Organization are not subject to sales or use tax if within the conduct of your Organization's exempt charitable, religious or educational functions and activities. When purchasing with this exemption, furnish all sellers or vendors a copy of this letter. This exemption may not be used by individuals making personal purchases.

A contractor may purchase and pay for construction materials exempt from sales tax when fulfilling a contract with your Organization only if your Organization issues a project exemption certificate and the contractor makes purchases in compliance with the provisions of Section 144.062, RSMo.

Sales by your Organization are not subject to sales or use tax if within your Organization's exempt charitable, religious or educational functions and activities. If your Organization engages in a competitive commercial business that serves the general public, even if the profits are used for purposes of your exempt function, you must obtain a Missouri Retail Sales Tax License and collect and remit sales tax.

This is a continuing exemption subject to legislative changes and review by the Director of Revenue. If your Organization ceases to qualify as an exempt organization, this exemption will cease to be valid. This exemption is not assignable or transferable. It is an exemption from sales and use taxes only and is not an exemption from real or personal property tax.

Any alteration to this exemption letter renders it invalid.

If you have any questions regarding the use of this letter, please contact the Division of Taxation and Collection, P.O. Box 3300, Jefferson City, MO 65105-3300, phone 573-751-2836.



Charter Schools Office
3651 Olive Street Suite 203D
St. Louis, MO 63108
O: 314.516.4872

May 24, 2019

Joe Blomker, Board President – Premier Charter School
Members of the Premier Charter School Board

RE: UMSL’s Decision to Renew Premier Charter School’s Charter

I am pleased to notify the Board of Directors of Premier Charter School that the University of Missouri-St. Louis (UMSL) will continue to sponsor Premier Charter School and supports renewal of its charter by the Missouri State Board of Education for a five-year term beginning in SY2021 and ending in SY2025.

The UMSL Charter Schools Office based this renewal decision on a thorough review of Premier Charter School’s performance contract with UMSL, state assessment and other student achievement outcomes, record of statutory compliance, and annual reviews between SY2014 and SY2019.

Your next steps are to complete the renewal application for submission to DESE and the State Board of Education. Our office will work with you to prepare the application.

UMSL values its relationship with Premier Charter School and our office looks forward to supporting your efforts to reach your vision.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill Mendelsohn", is written over a light gray rectangular background.

Bill Mendelsohn
Executive Director, Charter Schools Office

PCS Partnerships :

1. Kidsclubhouse- grief support
2. Kids in the Middle- divorce support
3. St. Louis international institute- family counseling/ support for ELL kids
4. Family Forward- parent groups/ counseling
5. CHADS- individual and group counseling for depression and suicide risk for middle school
6. Girl Scouts- middle school girls groups
7. Jewish family services- safe touch program
8. The Litzinger Ecology center-outdoor education
9. Gateway greening-school gardens and outdoor classrooms
10. Walgreens pharmacy— free employee flu shots
11. Kids Vision for Life –free Vision screening
12. Center for Speech and Hearing— free Hearing screening
13. Eye Thrive—(previously known as Eye Care Charity of Mid America) free eye exams by optometrists and free glasses for kids who fail their vision screening
14. Gateway to Oral Health- dental clinic free for all students with or without dental insurance
15. Ready Readers— weekly story time visits by volunteers and free books for parents to read aloud for our Pre-K classes
16. People’s Health Clinic— free vaccines for kids 18 and under
17. Bioridge Pharma--provides 4 free EpiPens every year
18. STEMpact-Intense STEM PD for teacher cohorts
19. The St. Louis American Newspapers in Education- African-American journal program bringing current events and journalism to the classroom
20. Guitar center-school visits and music resources
21. Powder Valley Conservation Nature Center-MS outdoor education
22. Wyman Leadership- formerly Inspire STL, program working with 7th and 8th graders in prep for success in HS
23. Paws for Reading-reading program with dogs that visit the school
24. Wash U Synapse/Demo Day program
25. Love on a leash-canine therapy program
26. Bilingual International Assistant Services - translation and interpretation

27. Project Safe Space (through BIAS) - trauma counseling
28. WE STORIES-program to engage families in conversations and resources around building racial equity in St. Louis
29. BJC Healthcare-drug education program
30. Science Center through the Sheldon
31. Dan Killeen (author)- classroom visits/authors chair elem
32. St. Louis Magazine-Amanda Doyle (author) visits and helps with writing unit in elem
33. OASIS-elderly reading in schools volunteer program
34. Junior Achievement
35. Gifted Resource Council-several programs
36. Magic House-regular school visits and aftercare on half days
37. St Louis University-Kate Booher, Early Childhood Reggio Emilia inspired classrooms PD
38. St Louis University inquiry class-undergraduate inquiry class in residency
39. University of Missouri St. Louis- Studio Schools year long student teaching placement
40. National Taichung University of Education-Taiwan student teacher program
41. UMSL-Dr. Amber Candella Resident Math PD and teacher coaching
42. Bloxels EDU-coding PD
43. Therapy Relief- for students
44. Midwest Music Therapy-music therapy for high needs students
45. PS Kids -Physical Therapy services for students
46. Missouri School for the Blind- support for visually impaired students
47. Education Plus-membership for a variety of PD opportunities
48. Collaborative LASE-special ed PD partnership
49. Lego robotics-competing teams
50. Webster University- psychology internship program
51. Scott Sarantakis, Education Consultant with the Missouri Department of Conservation
52. Let Me Run- boys running national and community organization
53. Girls on the Run- girls running and empowerment national and community group
54. Girls on Fire- girl empowerment community organization (started by PCS teacher)

55. Hidden Valley Ski Instructors-ongoing classroom lessons leading up to ski outing
56. Challenger Learning Center-ongoing learning lab for students
57. Character.org center-ongoing PD in character education
58. LUME institute -parenting classes for ECC
59. Songs for soldiers-organization that works with us on annual vet assembly
60. Operation food search-travelling food bank that supports our families
61. First tee- free golf lessons for students
62. American Heart Association- supports for PE and student initiatives
63. Dairy Council-
- 64.DESE nutrition division- fresh fruit and veggies/free farmers market for students on a monthly basis
65. St Louis Zoo-comes in on half days in after care and supplies learning opportunities with their travelling animals

Additionally we have an annual STEAM event with students and families and have been partnering with this core group for the last 4 years.

- Elantas PDG
- Powder Valley
- St. Louis Zoo
- Botanical Gardens
- St. Louis University
- Washington University
- Southern Illinois University Edwardsville
- St. Louis Community College
- Monsanto
- St. Louis Mineral and Gem Society
- Magic House
- St. Louis Astronomical Society
- Boeing
- Babler Memorial State Park
- St. Louis Public Library
- University of Missouri St. Louis

- National Geospatial Intelligence Agency
- Barnes and Noble
- National Council on Drug and Alcohol Addiction

**PREMIER CHARTER SCHOOL
Performance Contract 2018-2020
June 14, 2018**

As the official charter school sponsor of Premier Charter School (PCS) the University of Missouri, St. Louis (UMSL) is legislatively required to monitor compliance and performance of the school, recommend sanctions, if necessary, and revocation and closure when the school demonstrates an inability to meet standards. This performance contract represents expectations in the PCS's charter term and supersedes any other contracts negotiated and agreed to prior to the date on this one.

A. Governance

Charter schools are governed by an independent board of directors that are required to abide by all laws governing 501(c)3 organizations, and public schools. For the term of this performance contract, the board of Premier Charter School will:

1. Consistently abide by all Missouri laws, including the Missouri Sunshine Law in all its operations.
2. Maintain an active, involved board as described in their charter.
3. Meet all standards for governance listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric	MET: √ / NOT MET: X		
		2018	2019	2020
A.1 The school Board operates legitimately and in the best interest of its students and mission.	Governance records Criminal background and FCSR checks as outlined in section RSMo160.400.14			
A.2 All board members participate in an orientation on Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy and conflict of interest within their first year of service.	Board survey Board minutes			
A.3 Appropriate Board Policies are developed, revised as needed, and followed.	Board Policies and appropriate school documents, such as enrollment procedures, student handbooks, etc.			
A.4 Meetings are regularly scheduled and appropriately conducted.	Governance records.			
A.5 Governance records and documentation are appropriately created and maintained.	Board Meeting Agenda, notices, minutes, and supporting documentation.			
A.6 School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law; free of conflict of interest, and models best practices regarding governance roles and responsibilities.	Fiscal records. Fiscal Audits and ASBR. Core Data Reports.			
A.7 The Board implements a transparent evaluation process for the school leader that includes core competency categories and progress made on school goals.	School leader evaluation document			
A.8 The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues.	Board-sponsor communications			
A.9 The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication.	Board self-evaluation document			
A.10 The Board officially reviews the sponsor's Annual Review at one of its board meetings.	Board minutes			

B. School Leadership

For the term of this performance contract:

1. The Head of School of Premier Charter School will meet all standards for school leadership listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric	MET: √ NOT MET: X		
		2018	2019	2020
B.1 Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented.	School policies, procedures, and practices Enrollment and attendance documents Core Data			
B.2 Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence that the school is a viable school of choice for the community.	Student enrollment data Student attendance data. Student retention data Core Data reports Charter agreement			
B.3 Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement.	Teacher and administrator retention data School Improvement Plan Professional Development Plan Academic accountability indicators			
B.4 School meets all state and local standards relative to health and safety; and maintains a clean and safe environment that supports the educational mission of the school.	Board Policies and documentation Health and safety permits Fiscal records On-site observations and reports			

Notes:

C. Financial Operations

The school depends on the board maintaining proper fiduciary responsibility. For the term of the charter, Premier Charter School will:

1. Comply with annual auditing and ASBR requirements and remedy all audit findings.
2. Maintain adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner.
3. Maintain an Ending Cash Fund Balance that is no less than 3% per RSMo 160.417.2 (1)(b).
4. Meet all standards for fiscal operations listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric	MET: <input checked="" type="checkbox"/> NOT MET: X		
		2018	2019	2020
C.1 Fiscal records are appropriately maintained.	Governance records. Fiscal records. Independent Fiscal Audit. Annual Report to the Board (ASBR).			
C.2 The school operates in a fiscally sound and appropriate manner.	Governance records. Fiscal reports. Independent Fiscal Audit. Annual Report to the Board (ASBR).			
C.3 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school.	Governance records. Fiscal reports and including payroll and retirement records. Independent Fiscal Audit. Annual Report to the Board (ASBR).			
C.4 Core Data and other required school reporting is conducted in a timely and appropriate manner.	Fiscal reports. Governance records. Core Data Reports.			

Notes:

D. Reporting

Schools maintain and submit large amounts of data to all regulatory authorities. UMSL monitors compliance of all these requirements. For the term of the charter, Premier Charter School will:

1. Maintain a 90% compliance rate for submitting required data and reports to UMSL.
2. Consistently comply with DESE reporting requirements and requests, including MOSIS Submissions and Tiered Monitoring requirements.

				2018	2019	2020
Met: <input checked="" type="checkbox"/>	Not Met: <input type="checkbox"/>					

Notes:

E. Academic Achievement, Attendance and Annual Performance Report (APR)

The most important measure of success in any school is student outcomes and quality teaching is the most important input to successful outcomes. For the term of this performance contract, Premier Charter School will:

1. Maintain a professional development system that includes: a teacher evaluation system that meets state requirements, retention of excellent teachers, and removal or development of teachers that are not meeting expectations.
2. Meet MSIP-5 academic achievement targets below:

MSIP 5 Standard 1: Academic Achievement

Measure	Annual Minimum Targets			
	2017	2018	2019	2020
• ELA MPI Target		300	300	300
Actual Score	311.7			
Met: √ Not Met: X				
• Math MPI Target		270	275	280
Actual Score	263.6			
Met: √ Not Met: X				
• Science MPI Target		n/a	n/a	
Actual Score	290.5			
Met: √ Not Met: X				

- * Annual Minimum Targets may be adjusted on an annual basis by mutual agreement of the UMSL Charter School Office and Premier Charter School.
- ** Annual Minimum Targets are based on the current state assessment (MAP) and will be renegotiated based on any new or revised state assessment as necessary.

MSIP 5 Standard 2: Subgroup Achievement

Measure	Annual Minimum Targets			
	2017	2018	2019	2020
• ELA MPI Target		293	297	300
Actual Score	291.4			
Met: √ Not Met: X				
• Math MPI Target		247	250	255
Actual Score	244.1			
Met: √ Not Met: X				
• Science MPI Target		n/a	n/a	
Actual Score	275.1			
Met: √ Not Met: X				

- * Annual Minimum Targets may be adjusted on an annual basis by mutual agreement of the UMSL Charter School Office and Premier Charter School.
- ** Annual Minimum Targets are based on the current state assessment (MAP) and will be renegotiated based on any new or revised state assessment as necessary.

MSIP 5 Standard 3: Attendance

3. For the term of this performance contract, Premier Charter School will meet the following MSIP5 90/90 attendance targets:

Measure	Annual Minimum Target		
	2018	2019	2020
Percent of students with 90% attendance rate: Target	≥ 90%	≥ 90%	≥ 90%
Actual Percentage	91.2%		
Met: √ Not Met: X	√		

Annual Performance Report (APR)

4. For the term of this performance contract, Premier Charter School will meet the following MSIP5 APR targets:

Measure	Annual Minimum Target		
	2018	2019	2020
APR Percentage Target	≥ 70	≥ 70	≥ 70
APR Percentage			
Met: √ Not Met: X			

These goals are based on the current state accountability system and structure (MSIP 5) and will be renegotiated based on any new or revised accountability system and structure as necessary.

Comparison to SLPS Buildings

If Premier Charter School's APR percentage averages below 70 for two or more years, PCS's student achievement data will be equal to or exceed peer school buildings of similar size and scope in the St. Louis Public School District as follows:

Elementary and Middle Schools:

- Recalculation of APR percentage using MSIP 5 Performance Standards 1 – 3 only.

High Schools:

- Recalculation of APR percentage using MSIP 5 Performance Standards 1 – 3 and 5 only

AND/OR

- Comparison with SLPS using same grade level configurations.
 - English Language Arts: MPI scores and/or % of proficient or advanced
 - Math: MPI scores and/or % of proficient or advanced
 - Science: MPI scores and/or % of proficient or advanced

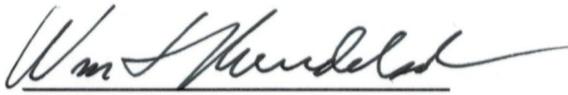
Three to five comparison schools will be chosen based on location, enrollment numbers and selectivity, student demographics, and percentage of free or reduced lunch.

Premier Charter School and UMSL agree that substantial failure to meet the terms of performance stated above could cause UMSL to place Premier Charter School on probation. Probation will require a remediation plan for addressing all deficiencies in the following year. Failure to remediate will result in a recommendation for revocation of the charter contract and closure of the school at the end of the school year.

Furthermore, this performance contract is for the remaining years of the current charter ending in 2020. During SY2019 and SY2020, Premier Charter School and UMSL will determine, based on UMSL policy and procedures and successful completion of this contract, if the school is prepared for renewal. At that time, a new performance contract will be created to address the next five years of the proposed, renewed charter.

The Board of Directors of Premier Charter School approved this contract on June 14, 2018.

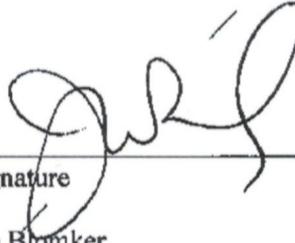
In agreement:



Signature

Bill Mendelsohn
Executive Director: Charter Schools and Partnerships
Charter Schools Sponsor Office
UMSL College of Education

6/25/18
Date



Signature

Joe Blomker
Board President
Premier Charter School

6/14/18
Date

**RENEWAL REVIEW REPORT
October 21, 2019**

**PREMIER CHARTER SCHOOL
Performance Contract 2018-2020
(June 14, 2018)**

As the official charter school sponsor of Premier Charter School (PCS) the University of Missouri, St. Louis (UMSL) is legislatively required to monitor compliance and performance of the school, recommend sanctions, if necessary, and revocation and closure when the school demonstrates an inability to meet standards. This performance contract represents expectations in the PCS's charter term and supersedes any other contracts negotiated and agreed to prior to the date on this one.

A. Governance

Charter schools are governed by an independent board of directors that are required to abide by all laws governing 501(c)3 organizations, and public schools. For the term of this performance contract, the board of Premier Charter School will:

1. Consistently abide by all Missouri laws, including the Missouri Sunshine Law in all its operations.
2. Maintain an active, involved board as described in their charter.
3. Meet all standards for governance listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric	MET: <input checked="" type="checkbox"/> NOT MET: <input type="checkbox"/> X		
		2018	2019	2020
A.1 The school Board operates legitimately and in the best interest of its students and mission.	Governance records Criminal background and FCSR checks as outlined in section RSMo160.400.14		Met	Met
A.2 All board members participate in an orientation on Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy and conflict of interest within their first year of service.	Board survey Board minutes		Met	Met
A.3 Appropriate Board Policies are developed, revised as needed, and followed.	Board Policies and appropriate school documents, such as enrollment procedures, student handbooks, etc.		Met	Met
A.4 Meetings are regularly scheduled and appropriately conducted.	Governance records.		Met	Met
A.5 Governance records and documentation are appropriately created and maintained.	Board Meeting Agenda, notices, minutes, and supporting documentation.		Met	Met
A.6 School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law; free of conflict of interest, and models best practices regarding governance roles and responsibilities.	Fiscal records. Fiscal Audits and ASBR. Core Data Reports.		Met	Met
A.7 The Board implements a transparent evaluation process for the school leader that includes core competency categories and progress made on school goals.	School leader evaluation document		Met	Met
A.8 The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues.	Board-sponsor communications		Met	Met
A.9 The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication.	Board self-evaluation document		Met	Met
A.10 The Board officially reviews the sponsor's Annual Review at one of its board meetings.	Board minutes		Met	Met

B. School Leadership

For the term of this performance contract:

1. The Head of School of Premier Charter School will meet all standards for school leadership listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric	MET: √ NOT MET: X		
		2018	2019	2020
B.1 Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented.	School policies, procedures, and practices Enrollment and attendance documents Core Data		Met	Met
B.2 Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence that the school is a viable school of choice for the community.	Student enrollment data Student attendance data. Student retention data Core Data reports Charter agreement		Met	Met
B.3 Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement.	Teacher and administrator retention data School Improvement Plan Professional Development Plan Academic accountability indicators		Met	Met
B.4 School meets all state and local standards relative to health and safety; and maintains a clean and safe environment that supports the educational mission of the school.	Board Policies and documentation Health and safety permits Fiscal records On-site observations and reports		Met	Met

C. Financial Operations

The school depends on the board maintaining proper fiduciary responsibility. For the term of the charter, Premier Charter School will:

1. Comply with annual auditing and ASBR requirements and remedy all audit findings.
2. Maintain adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner.
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		2018	2019	2020	
C.1 Fiscal records are appropriately maintained.	Governance records. Fiscal records. Independent Fiscal Audit. Annual Report to the Board (ASBR).		Met	Met	
C.2 The school operates in a fiscally sound and appropriate manner.	Governance records. Fiscal reports. Independent Fiscal Audit. Annual Report to the Board (ASBR).		Met	Met	
C.3 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school.	Governance records. Fiscal reports and including payroll and retirement records. Independent Fiscal Audit. Annual Report to the Board (ASBR).		Met	Met	
C.4 Core Data and other required school reporting is conducted in a timely and appropriate manner.	Fiscal reports. Governance records. Core Data Reports.		Met	Met	

D. Reporting

Schools maintain and submit large amounts of data to all regulatory authorities. UMSL monitors compliance of all these requirements. For the term of the charter, Premier Charter School will:

1. Maintain a 90% compliance rate for submitting required data and reports to UMSL.
2. Consistently comply with DESE reporting requirements and requests, including MOSIS Submissions and Tiered Monitoring requirements.

				2018	2019	2020
Met: <input checked="" type="checkbox"/>	Not Met: <input type="checkbox"/>			Met	Met	

E. Academic Achievement, Attendance and Annual Performance Report (APR)

The most important measure of success in any school is student outcomes and quality teaching is the most important input to successful outcomes. For the term of this performance contract, Premier Charter School will:

1. Maintain a professional development system that includes: a teacher evaluation system that meets state requirements, retention of excellent teachers, and removal or development of teachers that are not meeting expectations.
2. Meet MSIP-5 academic achievement targets below:

MSIP 5 Standard 1: Academic Achievement

Measu	Annual Minimum Targets			
	2017	2018	2019	2020
• ELA MPI Target		300	300	300
Actual Score	311.7	321.4	319.8	
Met: √ Not Met: X		Met	Met	
• Math MPI Target		270	275	280
Actual Score	263.6	278.2	274	
Met: √ Not Met: X		Met	Met	
• Science MPI Target		n/a	n/a	
Actual Score	290.5			
Met: √ Not Met: X				

- * Annual Minimum Targets may be adjusted on an annual basis by mutual agreement of the UMSL Charter School Office and Premier Charter School.
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MSIP 5 Standard 2: Subgroup Achievement

Measure	Annual Minimum Targets			
	2017	2018	2019	2020
• ELA MPI Target		293	297	300
Actual Score	291.4	300.9	301.3	
Met: √ Not Met: X		Met	Met	
• Math MPI Target		247	250	255
Actual Score	244.1	257.1	251.3	
Met: √ Not Met: X		Met	Met	
• Science MPI Target		n/a	n/a	
Actual Score	275.1			
Met: √ Not Met: X				

* Annual Minimum Targets may be adjusted on an annual basis by mutual agreement of the UMSL Charter School Office and Premier Charter School.

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MSIP 5 Standard 3: Attendance

3. For the term of this performance contract, Premier Charter School will meet the following MSIP5 90/90 attendance targets:

Measure	Annual Minimum Target		
	2018	2019	2020
Percent of students with 90% attendance rate: Target	≥ 90%	≥ 90%	≥ 90%
Actual Percentage	91.2%	89.6	90.5
Met: √ Not Met: X	√	Met	Met

Annual Performance Report (APR)

4. For the term of this performance contract, Premier Charter School will meet the following MSIP5 APR targets:

Measure	Annual Minimum Target		
	2018	2019	2020
APR Percentage Target	≥ 70	≥ 70	≥ 70
APR Percentage	100	93.5	
Met: √ Not Met: X	Met	Met	

These goals are based on the current state accountability system and structure (MSIP 5) and will be renegotiated based on any new or revised accountability system and structure as necessary.

**Premier Charter School
Performance Contract 2020-2025**

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Standard	Metric	MET: <input checked="" type="checkbox"/> NOT MET: <input type="checkbox"/>				
		20xx	20xx	20xx	20xx	20xx
A.1 The school Board operates legitimately and in the best interest of its students and mission.	Governance records Criminal background and FCSR checks as outlined in section RSMo160.400.14					
A.2 All board members receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy and conflict of interest within their first year of service.	Board survey Board minutes					
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A.4 Meetings are regularly scheduled and appropriately conducted.	Governance records.					
A.5 Governance records and documentation are appropriately created and maintained.	Board Meeting Agenda, notices, minutes, and supporting documentation.					
A.6 School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law; free of conflict of interest, and models best practices regarding governance roles and responsibilities.	Fiscal records. Fiscal Audits and ASBR. Core Data Reports.					
A.7 The Board implements a transparent process for evaluating the school leader that includes progress made on school goals.	School leader evaluation document					
A.8 The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues.	Board-sponsor communications					
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B. School Leadership

For the term of this performance contract:

1. The Head of School of Premier Charter School will meet all standards for school leadership listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric	MET: <input type="checkbox"/> NOT MET: <input type="checkbox"/>				
		20xx	20xx	20xx	20xx	20xx
B.1 Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented.	School policies, procedures, and practices Enrollment and attendance documents Core Data					
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B.3 Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement.	Teacher and administrator retention data School Improvement Plan Professional Development Plan Academic accountability indicators					
B.4 School meets all state and local standards relative to health and safety; and maintains a clean and safe environment that supports the educational mission of the school.	Board Policies and documentation Health and safety permits Fiscal records On-site observations and reports					

Student Retention Rate					
Enrollment from the beginning of the year to the end of the same year.					
Target: 80%					
	2020	2021	2022	2023	2024
Actual Rate					
Met: <input type="checkbox"/> Not Met: <input type="checkbox"/>					

Teacher Retention Rate					
Percent of teachers at the end of the school year who return the following year.					
Target: 75%					
	2020	2021	2022	2023	2024
Actual Rate					
Met: <input type="checkbox"/> Not Met: <input type="checkbox"/>					

Notes:

C. Financial Operations

The school depends on the board maintaining proper fiduciary responsibility. For the term of the charter, Premier Charter School will:

1. Comply with annual auditing and ASBR requirements, and remedy all audit findings.
2. Maintain adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner.
3. Maintain an Ending Cash Fund Balance that is no less than **30%**.
4. Meet all standards for fiscal operations listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric	MET: <input checked="" type="checkbox"/> NOT MET: X				
		20xx	20xx	20xx	20xx	20xx
C.1 Fiscal records are appropriately maintained.	Governance records. Fiscal records. Independent Fiscal Audit. Annual Report to the Board (ASBR).					
C.2 The school operates in a fiscally sound and appropriate manner.	Governance records. Fiscal reports. Independent Fiscal Audit. Annual Report to the Board (ASBR).					
C.3 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school.	Governance records. Fiscal reports and including payroll and retirement records. Independent Fiscal Audit. Annual Report to the Board (ASBR).					
C.4 Core Data and other required school reporting is conducted in a timely and appropriate manner.	Fiscal reports. Governance records. Core Data Reports.					

D. Reporting

Schools maintain and submit large amounts of data to all regulatory authorities. UMSL monitors compliance of all these requirements. For the term of the charter, Premier Charter School will:

1. Maintain a 90% compliance rate for submitting required data and reports to UMSL.
2. Consistently comply with DESE reporting requirements and requests, including MOSIS Submissions and Tiered Monitoring requirements.

	2020	2021	2022	2023	2024
Met: <input checked="" type="checkbox"/> Not Met: <input type="checkbox"/> X					

Notes:

E. Academic Achievement, Attendance and Annual Performance Report (APR)

The most important measure of success in any school is student outcomes. Quality teaching is the most important input to successful outcomes. For the term of this performance contract, Premier Charter School will:

1. Maintain a professional development system that includes: a teacher evaluation system that meets state requirements, retention of excellent teachers, and removal or development of teachers that are not meeting expectations.
2. Meet MSIP-5 academic achievement targets below:

MSIP 5 Standard 1: Academic Achievement

Measure	Annual Minimum Targets				
	2020	2021	2022	2023	2024
• ELA MPI Target	324	328	332	336	340
Actual Score					
• ELA % Prof/Adv. Target	40.5	42	43.5	45	46.5
Actual Score					
Met: √ Not Met: X If PCS meets the MPI Target OR the % Prof/Adv target, then UMSL considers that PCS has met the target. If PCS meets neither target, before designating the target as Not Met, UMSL will analyze PCS's NCE growth data as compared to the state norm and PCS's MPI and Prof/Adv data relative to the state average to make the final designation.					
• Math MPI Target	279	284	289	294	300
Actual Score					
• Math % Prof/Adv. Target	32.5	34	35.5	37	38.5
Actual Score					
Met: √ Not Met: X If PCS meets the MPI Target OR the % Prof/Adv target, then UMSL considers that PCS has met the target. If PCS meets neither target, before designating the target as Not Met, UMSL will analyze PCS's NCE growth data as compared to the state norm and PCS's MPI and Prof/Adv data relative to the state average to make the final designation.					
• Science MPI Target	302	304	306	308	310
Actual Score					
• Science % Prof/Adv. Target	45	46	47	48	49
Actual Score					
Met: √ Not Met: X If PCS meets the MPI Target OR the % Prof/Adv target, then UMSL considers that PCS has met the target. If PCS meets neither target, before					

designating the target as Not Met, UMSL will analyze PCS's NCE growth data as compared to the state norm and PCS's MPI and Prof/Adv data relative to the state average to make the final designation.					
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- * Annual Minimum Targets may be adjusted on an annual basis by mutual agreement of the UMSL Charter School Office and <name of school>.
- ** Annual Minimum Targets are based on the current state assessment (MAP) and will be renegotiated based on any new or revised state assessment as necessary.

MSIP 5 Standard 2: Subgroup Achievement

Measure	Annual Minimum Targets				
	2020	2021	2022	2023	2024
• ELA MPI Target	304	307	310	313	316
Actual Score					
• ELA % Prof/Adv. Target	33	34	35	36	37
Actual Score					
Met: √ Not Met: X If PCS meets the MPI Target OR the % Prof/Adv target, then UMSL considers that PCS has met the target. If PCS meets neither target, before designating the target as Not Met, UMSL will analyze PCS's NCE growth data as compared to the state norm and PCS's MPI and Prof/Adv data relative to the state average to make the final designation.					
• Math MPI Target	254	257	260	263	266
Actual Score					
• Math % Prof/Adv. Target	26	27	28	29	30
Actual Score					
Met: √ Not Met: X If PCS meets the MPI Target OR the % Prof/Adv target, then UMSL considers that PCS has met the target. If PCS meets neither target, before designating the target as Not Met, UMSL will analyze PCS's NCE growth data as compared to the state norm and PCS's MPI and Prof/Adv data relative to the state average to make the final designation.					
• Science MPI Target	275	277	279	281	283
Actual Score					
• Science % Prof/Adv. Target	36	37	38	39	40
Actual Score					
Met: √ Not Met: X If PCS meets the MPI Target OR the % Prof/Adv target, then UMSL considers that PCS has met the target. If PCS meets neither target, before					

designating the target as Not Met, UMSL will analyze PCS's NCE growth data as compared to the state norm and PCS's MPI and Prof/Adv data relative to the state average to make the final designation.					
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- * Annual Minimum Targets may be adjusted on an annual basis by mutual agreement of the UMSL Charter School Office and Premier Charter School.
- ** Annual Minimum Targets are based on the current state assessment (MAP) and will be renegotiated based on any new or revised state assessment as necessary.

MSIP 5 Standard 3: Attendance

3. For the term of this performance contract, Premier Charter School will meet the following MSIP5 90/90 attendance targets:

Measure					
	2020	2021	2022	2023	2024
Percent of students with 90% attendance rate: Target	85%	85%	85%	85%	85%
Actual Percentage					
Met: √ Not Met: X					

Annual Performance Report (APR)

4. For the term of this performance contract, Premier Charter School will meet the following MSIP5 APR targets:

Measure					
	2020	2021	2022	2023	2024
APR Percentage Target	≥ 70	≥ 70	≥ 70	≥ 70	≥ 70
APR Percentage					
Met: √ Not Met: X					

- * These goals are based on the current state accountability system and structure (MSIP 5) and will be renegotiated based on any new or revised accountability system and structure as necessary.

Comparison to SLPS District and Buildings

The Premier Charter School student achievement data will be equal to or exceed the grade PK-8 grade level configuration data of the St. Louis Public School District and peer school buildings of similar size and scope in the St. Louis Public School District as follows:

- English Language Arts: MPI scores and/or % of proficient or advanced
- Math: MPI scores and/or % of proficient or advanced
- Science: MPI scores and/or % of proficient or advanced

Three to five comparison schools will be chosen based on location, enrollment numbers and selectivity, student demographics, and percentage of free or reduced lunch.

* These goals are based on the current state accountability system and structure (MSIP 5) and will be renegotiated based on any new or revised accountability system and structure as necessary.

F. Final Terms and Signatures

Premier Charter School and UMSL agree that substantial failure to meet the terms of performance stated above could cause UMSL to place Premier Charter School on probation. Probation will require a remediation plan for addressing all deficiencies in the following year. Failure to remediate will result in a recommendation for revocation of the charter contract and closure of the school at the end of the school year.

Furthermore, this performance contract is for five years of operation of the school. In the fifth year, Premier Charter School and UMSL will determine, based on UMSL policy and procedures and successful completion of this contract, if the school is prepared for renewal. At that time, a new performance contract will be created to address the next five years of the proposed, renewed charter.

The Board of Directors of Premier Charter School approved this contract on <Date>.

In agreement:



Signature

Bill Mendelsohn
Executive Director: Charter Schools and Partnerships
Charter Schools Sponsor Office – UMSL COE

December 4, 2019

Date

Signature

<Name>
Board President
<Name of School>

Date

#	Description
1	Define core elements of PCS model
1.1	Develop vision for integrating PBL practices, SEB learning, social justice, and culturally responsive content into unit plans.
1.2	Create program descriptions for PK-8 math that are PBL-based and integrate SEB learning, 21st Century skills, social justice, and culturally responsive content. (Audit curriculum, develop unit-planning templates and create content-specific look-for's for observation and feedback tool.)
1.3	Develop and implement PK-8 ELA program descriptions (content and practices), audit curriculum, adopt a reading program, develop unit-planning templates and create content-specific look-for's for observation and feedback tool.
1.4	Develop and implement K-5 inquiry program descriptions (content and practices), audit curriculum, develop unit-planning templates and create content-specific look-for's for observation and feedback tool.
1.5	Develop and implement 6-8 science and social studies program descriptions (content and practices), audit curriculum, develop unit-planning templates and create content-specific look-for's for observation and feedback tool.
2	Develop and implement holistic intervention plans to focus resources fo
2.1	Define data inputs to determine tiers of student need
2.2	Review current RTI system and make recommendations for improvement
3	Recruit, develop, evaluate, and retain highly qualified and diverse talent
3a	Build intentional approach (systems and structures) to recruiting highly
3a.1	Create and implement a plan for cultural awareness training PD for leadership and staff (including ongoing cultural awareness workshops and specific ongoing activities, books, trainings, and introspective work that each member participates in within their own departments). Consider partnering with an outside org to design and implement.
3a.2	Recruit, hire, develop, and retain teachers and leaders of color.
3b	Further develop and implement professional development framework an

3b.1 Develop and implement a general K-8 approach to observation and feedback including structures/guidelines for how (e.g., in person, via video) and how often observation and feedback will take place and an updated common tool with sections for content-specific look-for's (that will be included as each new content area is developed).

3b.2 Develop and implement vision for DDI (i.e., determine what we collect, why we collect it, how it will be used and by whom, how often it will be collected, in what settings, how it will be stored, the specific tool that will be used to collect each).

3b.3 Streamline and align the various approaches to coaching content and PBL/SEB/etc. for teachers new to Premier (onboarding mid-year hires and guest teachers, approach to observation and feedback, non traditional PD opportunities).

3b.4 Design and implement training for PBL, SEB, social justice, and culturally responsive curriculum for all teachers, including Special Education teachers.

4 Build systems, structures, and processes required to excel across school

4.1 Define cascading data structure and rollup processes, from board-level dashboard down to classroom-level data

4.2 Student recruitment plan (BW to provide more detail here)

4.3

5 Develop external relations expertise needed to support communications

5.1 Hire Director of Advancement

5.2 Develop crisp, clear communications strategy and fundraising plan

5.3 Execute against communications plan and fundraising strategy

2018-19	0 2019-20	1 2020-21
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1) Define PBL, SEB learning, social justice, culturally responsive content in leadership team. 2) Define what is realistic to train teachers in over the next 2 years.	1) Continue to define the content of teacher training. 2) Roll out the training for PBL practices, SEB learning, social justice, and culturally responsive content.	1) Continue the PBL practices, SEB learning, social justice, and culturally responsive content training. 2) Develop K-8 inquiry vision statement and program description. 3) Revise unit and lesson planning templates and O&F look fors.
1) Finalize unit and lesson planning templates. 2) Design team begins auditing existing unit using audit tool. 3) Define plans for and prep for next year. 4) Set up templates for teacher teams.	1) Teams meet throughout the year to develop unit and lesson plans. 2) Design and implement critical friends component. 3) Begin collecting unit impact data.	Refine lessons and units using data.
1) Purchase other half of Lucy Calkins.	1) Implement other half of Lucy Calkins in ES. 2) Design team creates vision statement and program descriptions for PK-8. 3) Prepare content PD for 2020-21 delivery.	1) Do deep content PD PK-8. 2) Design O&F look fors.
		1) Deep dive into science and ss standards and content 2) Create Premier scope and sequence/learning standards for ES Inquiry.
	1) Purchase interim MS science curriculum solution. 2) Create Premier scope and sequence/learning standards for Science.	1) Deep dive into science standards and content 2) Audit units against science item specs.

r learners who need differentiated support

Root cause analysis of why students are not succeeding
determine changes to make to programming and resource requirements
Determine how to evaluate success of changes

quality and diverse teachers

Engage consultant for Summer PD	1) Recruit a Social Justice Committee (SJC) to inform ongoing plans; 2) Pilot recs of SJC	Continue to pilot and implement recs of the SJC
Engage think tanks to develop plans	Pilot and implement plans	Pilot and implement plans

d common systems/tools that support teacher reflection and growth

Design

Roll out

Update with content look fors

Design a modest or an ambitious solution for data collection/reporting and/or data/student work analysis protocols. (Discussion range of options with Dana L from Attuned.)

Implement whatever gets decided.

None

Design scope and sequence in Fall; Pilot in Spring

Implement

Create Design Teams for each topic, Define terms, Develop Pre- and Post- PD Evaluation Tool for each topic, Administer Pre-Survey for each topic, Define PD Scope and Sequence for each topic

Implement topic-aligned PD, Administer Post-Surveys and Analyze Results

Define Additional PD Needs for each topic area, Define PD Scope and Sequence, Administer PD (as needed)

ols as Premier scales.

, marketing, fundraising, and community partnership development

Create and disseminate JD; conduct interviews and make hire

Develop fundraising need tied to strategic plan; draft communication needs and priorities

2 2021-22	3 2022-23	4 2023-24

1) Implement O&F look fors. 2) Determine need for revised unit and lesson planning documents/process.

1) ES inquiry grade level teams meet throughout the year to develop unit and lesson plans. 2) Design and implement critical friends component. 3) Begin collecting unit impact data.

1) 6th-8th teams meet throughout the year to develop unit and lesson plans. 2) Design and implement critical friends component. 3) Begin collecting unit impact data.

1) If needed, develop revised unit and lesson planning documents/process. 2) Teams meet throughout the year to develop unit and lesson plans. 3) Design and implement critical friends components.

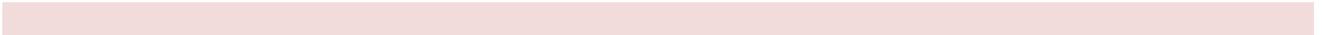
Refine 6th-8th lessons and units using data.

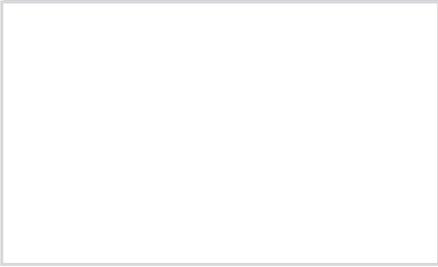
ID pipelines; build relationships with STL teacher residency; set targets/goals; assess progress toward targets

Define Additional PD Needs for each topic area, Define PD Scope and Sequence, Administer PD (as needed)

Define Additional PD Needs for each topic area, Define PD Scope and Sequence, Administer PD (as needed)

Define Additional PD Needs for each topic area, Define PD Scope and Sequence, Administer PD (as needed)







**Premier Charter School
5-Year Budget Projection**

	6/30/2019	2019-20	2021	2022	2023	2024	2025
	Actual	Budget	Budget	Budget	Budget	Budget	Budget
Enrollment	923	957.9	980	980	980	980	1090
Weighted Average Daily Attendance (WADA)	1123	1149	1154	1154	1154	1154	1283
BASIC per WADA	8919	8964	9143	9326	9512	9703	9897
Ordinary Income/Expense							
Income							
Special Education Revenue	\$ 281,413.70	\$ 256,000.00	\$ 261,120.00	\$ 266,342.40	\$ 271,669.25	\$ 277,102.63	\$ 282,644.69
Federal Revenue	\$ 876,973.12	\$ 849,238.00	\$ 866,222.76	\$ 883,547.22	\$ 901,218.16	\$ 919,242.52	\$ 937,627.37
State Revenues-Basic Formula	10,016,551.93	10,299,231.62	10,546,907.97	10,761,949.47	10,977,188.46	11,196,732.23	12,696,634.45
Transportation Revenue	12,230.00	12,256.00	\$ 12,501.12	\$ 12,751.14	\$ 13,006.17	\$ 13,266.29	\$ 13,531.61
State Foodservice Revenue	2,947.39	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Prop-C Revenue	1,081,483.21	1,174,824.00	\$ 1,198,320.48	\$ 1,222,286.89	\$ 1,246,732.63	\$ 1,271,667.28	\$ 1,297,100.63
State Revenues	\$ 11,113,212.53	\$ 11,489,311.62	\$ 11,760,729.57	\$ 11,999,987.51	\$ 12,239,927.26	\$ 12,484,665.80	\$ 14,010,266.69
Local Revenues	\$ 414,729.73	\$ 398,549.80	\$ 406,520.80	\$ 414,651.21	\$ 422,944.24	\$ 431,403.12	\$ 440,031.18
Grants and Interest	\$ 202,725.00	\$ 57,200.00	\$ 57,200.00	\$ 57,200.00	\$ 57,200.00	\$ 57,200.00	\$ 57,200.00
Total Income	\$ 12,889,054.08	\$ 13,050,299.42	\$ 13,351,793.13	\$ 13,621,728.33	\$ 13,892,958.90	\$ 14,169,614.08	\$ 15,727,769.93
Expense							
Academic Instruction							
501100 - Academic Payroll							
Classroom Instructors	3,411,621.00	3,697,931.84	\$ 4,004,390.48	\$ 4,084,478.29	\$ 4,166,167.85	\$ 4,249,491.21	\$ 4,774,981.03
Preschool program	114,200.88	156,181.50	\$ 159,305.13	\$ 162,491.23	\$ 165,741.06	\$ 169,055.88	\$ 172,437.00
Substitutes	66,331.60	75,000.00	75,000.00	75,000.00	75,000.00	75,000.00	75,000.00
Taxes & Benefits	\$ 1,253,400.53	\$ 1,442,849.04	\$ 1,524,762.49	\$ 1,555,071.71	\$ 1,585,987.11	\$ 1,617,520.83	\$ 1,782,829.71
Academic Payroll and benefits	\$ 4,845,554.01	\$ 5,371,962.38	\$ 5,763,458.10	\$ 5,877,041.23	\$ 5,992,896.02	\$ 6,111,067.91	\$ 6,805,247.74
Field Trips	10,149.28	11,000.00	11,000.00	11,000.00	11,000.00	11,000.00	11,000.00
High School Readiness	19,958.00	27,000.00	27,000.00	27,000.00	27,000.00	27,000.00	27,000.00
Assessment	4,700.98	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Classroom Supplies	58,390.41	58,000.00	\$ 59,160.00	\$ 60,343.20	\$ 61,550.06	\$ 62,781.07	\$ 67,036.69
Textbooks - Consumable	30,975.11	30,000.00	\$ 30,600.00	\$ 31,212.00	\$ 31,836.24	\$ 32,472.96	\$ 33,122.42
Summer school and other	\$ 104,237.38	\$ 97,637.00	\$ 99,489.74	\$ 101,379.53	\$ 103,307.13	\$ 105,273.27	\$ 107,278.73
Academic Instruction	\$ 5,073,965.17	\$ 5,600,599.38	\$ 5,995,707.84	\$ 6,112,975.96	\$ 6,232,589.45	\$ 6,354,595.21	\$ 7,055,685.58

**Premier Charter School
5-Year Budget Projection**

	6/30/2019	2019-20	2021	2022	2023	2024	2025
	Actual	Budget	Budget	Budget	Budget	Budget	Budget
Special Education							
Special Education Payroll							
Special Education Instructors	768,071.34	794,771.53	\$ 903,666.96	\$ 921,740.30	\$ 940,175.11	\$ 958,978.61	\$ 1,029,658.18
Teacher Aids	160,853.27	225,166.99	\$ 229,670.33	\$ 234,263.74	\$ 238,949.01	\$ 243,727.99	\$ 248,602.55
Taxes & Benefits	\$ 292,610.90	\$ 348,583.29	\$ 376,831.71	\$ 384,348.11	\$ 392,014.83	\$ 399,834.89	\$ 419,604.84
Special Education Payroll and benefits	\$ 1,221,535.51	\$ 1,368,521.81	\$ 1,510,169.00	\$ 1,540,352.14	\$ 1,571,138.95	\$ 1,602,541.49	\$ 1,697,865.58
SPED Outsourced Services	\$ 227,501.13	\$ 226,000.00	\$ 230,520.00	\$ 235,130.40	\$ 239,833.01	\$ 244,629.67	\$ 249,522.26
Classroom Supplies - TLC	6,925.91	10,000.00	\$ 10,200.00	\$ 10,404.00	\$ 10,612.08	\$ 10,824.32	\$ 11,040.81
	-						
Special Education	\$ 1,455,962.55	\$ 1,604,521.81	\$ 1,750,889.00	\$ 1,785,886.54	\$ 1,821,584.03	\$ 1,857,995.48	\$ 1,958,428.64
Student Support Services							
521000 - Student Services Payroll							
521100 - Counselor	194,282.19	212,126.66	\$ 216,369.19	\$ 270,696.58	\$ 276,110.51	\$ 281,632.72	\$ 347,265.37
521105 - Nurse	86,683.53	88,494.18	\$ 90,264.06	\$ 92,069.34	\$ 93,910.73	\$ 95,788.95	\$ 97,704.73
521110 - Technology Staff	48,324.79	48,449.92	\$ 49,418.92	\$ 50,407.30	\$ 51,415.44	\$ 52,443.75	\$ 53,492.63
Before and after hour aides (BAC)	158,000.35	175,470.00	\$ 168,979.40	\$ 172,358.99	\$ 175,806.17	\$ 179,322.29	\$ 182,908.74
521115 - Librarian	40,897.27	41,106.00	\$ 41,928.12	\$ 42,766.68	\$ 43,622.02	\$ 44,494.46	\$ 45,384.35
Student Support Payroll (Counselors, nurses, l	\$ 528,188.13	\$ 565,646.76	\$ 566,959.70	\$ 628,298.89	\$ 640,864.87	\$ 653,682.16	\$ 726,755.81
Support Services Taxes & Benefits	\$ 171,846.65	\$ 179,966.03	\$ 182,586.18	\$ 197,473.74	\$ 201,209.04	\$ 205,019.05	\$ 222,645.26
Total Student Services Payroll and benefits	\$ 700,034.78	\$ 745,612.79	\$ 749,545.88	\$ 825,772.62	\$ 842,073.91	\$ 858,701.22	\$ 949,401.07
Counselor Supplies/Outside service	\$ 1,760.07	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Nursing Supplies	\$ 2,993.93	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Tech Information Systems supplies/internet	\$ 55,020.80	\$ 50,000.00	\$ 51,000.00	\$ 52,020.00	\$ 53,060.40	\$ 54,121.61	\$ 82,704.04
Software Licenses and subscriptions	\$ 55,058.00	\$ 78,000.00	\$ 79,560.00	\$ 81,151.20	\$ 82,774.22	\$ 84,429.71	\$ 86,118.30
Library Supplies	3,670.21	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
Food Service	406,557.29	372,000.00	\$ 379,440.00	\$ 387,028.80	\$ 394,769.38	\$ 402,664.76	\$ 410,718.06
Transportation Expense and Security	\$ 39,539.19	\$ 36,000.00	\$ 36,720.00	\$ 37,454.40	\$ 38,203.49	\$ 38,967.56	\$ 39,746.91
Student Support Services	\$ 1,264,634.27	\$ 1,294,112.79	\$ 1,308,765.88	\$ 1,395,927.02	\$ 1,423,381.40	\$ 1,451,384.85	\$ 1,581,188.38
Professional Development and HR services	\$ 122,382.00	\$ 115,000.00	\$ 117,300.00	\$ 119,646.00	\$ 122,038.92	\$ 124,479.70	\$ 126,969.29
School Management & Support							
School Support Payroll							
School leadership	464,574.09	451,922.20	\$ 460,960.64	\$ 470,179.86	\$ 479,583.45	\$ 489,175.12	\$ 498,958.63
Finance, Office and Operations	424,206.84	457,111.42	\$ 466,253.65	\$ 475,578.72	\$ 485,090.30	\$ 494,792.10	\$ 504,687.94
Total Taxes & Benefits	\$ 240,566.45	\$ 264,995.90	\$ 270,286.14	\$ 275,682.18	\$ 281,186.14	\$ 286,800.18	\$ 292,526.51
School Management and Support Payroll and bene	\$ 1,129,347.38	\$ 1,174,029.52	\$ 1,197,500.43	\$ 1,221,440.76	\$ 1,245,859.89	\$ 1,270,767.41	\$ 1,296,173.08

**Premier Charter School
5-Year Budget Projection**

	6/30/2019	2019-20	2021	2022	2023	2024	2025
	Actual	Budget	Budget	Budget	Budget	Budget	Budget
Supplies and professional services	213,295.89	255,537.50	259,278.25	263,093.82	266,985.69	270,955.41	345,004.51
School Management & Support	\$ 1,342,643.27	\$ 1,429,567.02	\$ 1,456,778.68	\$ 1,484,534.57	\$ 1,512,845.58	\$ 1,541,722.81	\$ 1,571,177.59
Facilities							
Facilities Payroll and benefits	\$ 289,956.01	\$ 360,115.80	\$ 366,510.19	\$ 373,032.47	\$ 379,685.20	\$ 386,470.99	\$ 418,392.49
Repair, Maint., & Janitorial	184,325.77	170,000.00	\$ 173,400.00	\$ 176,868.00	\$ 180,405.36	\$ 184,013.47	\$ 197,693.74
Janitorial Supplies	30,225.59	45,000.00	\$ 45,900.00	\$ 46,818.00	\$ 47,754.36	\$ 48,709.45	\$ 54,683.64
Rent	-						
Campus landscaping/snow removal	153,686.00	80,000.00	\$ 81,600.00	\$ 83,232.00	\$ 84,896.64	\$ 86,594.57	\$ 88,326.46
Trash Removal	14,627.26	18,000.00	\$ 18,360.00	\$ 18,727.20	\$ 19,101.74	\$ 19,483.78	\$ 19,873.45
Utilities	171,720.00	205,000.00	\$ 209,100.00	\$ 213,282.00	\$ 217,547.64	\$ 221,898.59	\$ 276,336.56
Facilities	\$ 844,540.63	\$ 878,115.80	\$ 894,870.19	\$ 911,959.67	\$ 929,390.95	\$ 947,170.85	\$ 1,055,306.34
Ancillary Programs Daycare and other	\$ 183,166.85	\$ 198,076.54	\$ 201,556.07	\$ 205,105.19	\$ 208,725.29	\$ 212,417.80	\$ 216,184.15
Federal Title School Improvement	\$ 604,985.96	\$ 634,727.79	\$ 647,115.59	\$ 659,751.16	\$ 672,639.43	\$ 685,785.47	\$ 699,194.43
Total Expense	\$ 10,892,280.70	\$ 11,754,721.11	\$ 12,372,983.25	\$ 12,675,786.12	\$ 12,923,195.05	\$ 13,175,552.16	\$ 14,264,134.42
Net Ordinary Income	\$ 1,996,773.38	\$ 1,295,578.31	\$ 978,809.88	\$ 945,942.21	\$ 969,763.85	\$ 994,061.91	\$ 1,463,635.52
Beginning cash balance	\$ 3,895,657.00	\$ 2,993,622.83	\$ 2,762,717.01	\$ 2,798,582.52	\$ 2,807,989.34	\$ 2,847,498.57	\$ 2,917,461.05
Bond interest and expense	\$ 337,567.99	\$ 326,988.13	\$ 320,448.37	\$ 314,039.40	\$ 307,758.61	\$ 301,603.44	\$ 375,571.37
Depreciation & Amortization							
Depreciation Expenses	\$ 519,804.00	\$ 550,000.00	\$ 550,000.00	\$ 550,000.00	\$ 550,000.00	\$ 550,000.00	\$ 550,000.00
Amortization Expense	\$ 26,190.45	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
Loan principle payments and campus improvements	\$ 2,561,239.56	\$ 1,199,496.00	\$ 622,496.00	\$ 622,496.00	\$ 622,496.00	\$ 622,496.00	\$ 822,496.00
Total Other payments	\$ 2,898,807.55	\$ 1,526,484.13	\$ 942,944.37	\$ 936,535.40	\$ 930,254.61	\$ 924,099.44	\$ 1,198,067.37
Ending cash balance	\$ 2,993,622.83	\$ 2,762,717.01	\$ 2,798,582.52	\$ 2,807,989.34	\$ 2,847,498.57	\$ 2,917,461.05	\$ 3,183,029.19

Premier Charter School
5-Year Budget Projection Notes

All revenue and expense increase at 2% per year unless under contract (loan payments)

Enrollment calculated at

Pre K	30
K	100
1st	100
2nd	100
3rd	100
4th	110
5th	110
6th	110
7th	110
8th	100
Total	970
ADA	94%

In the 5th year expansion includes 110 new students

New staff added:

- 5 new teachers in 2021 to reduced class size in K and 1st
- 5 new classroom teachers in 2025 for expansion
- 2 new specialist teachers in 2025 for expansion
- 2 new SPED teachers in 2021 and 1 new SPED in 2025 for expansion
- 1 new counselor in 2022 and 1 in 2025 for expansion
- 1 teacher leader in 2025 for expansion

Average faculty salary in 2020 is \$46,800. Average faculty salary in 2025 is \$51,700.

For expansion:

- Included technology for students and new faculty
- Included capital outlay for classrooms and start-up supplies
- Included \$200,000 for principle payment for \$2,000,000 debt for new building and \$80,000 interest



**Charter Schools Office
2018-19 Handbook**

Section 7

August 2018

Section 7—Oversight and Evaluation

The charter school concept is built on the premise that in return for greater autonomy, charter schools are held accountable to commitments and agreements made in their charters, as well as to all applicable federal and state statutory and regulatory requirements. Through oversight, it is the sponsor's role to ensure that:

- They uphold their agreements and commitments as stated in their charters.
- They are in compliance with federal and state statutes and regulations.
- Their organizational and financial operations and academic programs are strong.

Annual Review Process

The UMSL CSO fulfills its oversight responsibilities by conducting an ongoing standards-based* annual review process in a variety of ways throughout the school year. It begins with an examination of a host of information about an individual school, some of it provided by the school to our office; including sponsor-required documents, assessment data, and financial audits that provide evidence of academic and organizational health. Our office carefully reviews this information along with DESE generated reports including annual MSIP-5 data and the Annual Performance Review (APR). While such documentation provides important information on how a school is performing, the UMSL CSO understands that “seeing is believing” and has incorporated monthly on-site visits into its charter school annual review process along with an in-depth full day site visit held in the spring on each campus. The UMSL CSO executive director and assistant director review all board meeting agendas, minutes and document packets and attend most board meetings. The executive director meets periodically with each school's board president. The Dean of UMSL's College of Education visits the school and meets with the school leader once a year. The school's board president attends this meeting. Each month, our consultants, Dr. Thurma DeLoach and Shannon Spradling, review school performance related to student support and school finance, respectively. Our office also stays in close communication with various offices within DESE to monitor school compliance with state and federal guidelines and works with our schools to address any issues that may arise. Upon release of MSIP-5 and APR data, our office finalizes each school's Annual Review Report that identifies areas of strength and improvement. The school's board of directors are required to review this report.

* Refer to [Appendix 3: UMSL Charter School Annual Review Standards and Indicators](#).

The Full Day Site Visit

The site visit provides a mechanism for our office to verify and corroborate information collected throughout the year by gauging the culture and climate of a school, gathering additional evidence on school performance from a range of perspectives. The UMSL CSO site visit includes:

- School Leader Interviews
- Teacher Interviews

- Staff Interviews
- Parent Interviews
- Student Interviews
- Board Member Interviews
- Classroom Observations
- Document Submissions
- School Day Observations
- Financial Review
- Review of Student Support Systems

Required Document Submission

To better assure that schools meet and maintain all of their State/Federal/Local compliance and reporting responsibilities, the UMSL CSO has developed a Required Document Submission Checklist. While many documents require an annual submission, some are monthly (such as financial reports, board meeting minutes, agendas and board packets).

Ensuring Non-discrimination

Charter schools in Missouri must comply with non-discrimination laws that protect the rights of all students, faculty and staff. The UMSL CSO has the following systems in place to monitor that all schools have the necessary non-discrimination safeguards to meet local, state and federal compliance:

- Monthly School Leader Visits
- Review of board meeting agendas, minutes and document packets
- Attendance at board meetings
- Annual Review
- UMSL CSO Required Document Checklist: board policies and school procedures
- Monitoring of lotteries

Parent, Student and Community Concerns

A charter school board is required by law to have a policy that addresses parent, student and community concerns.

The UMSL CSO monitors that a policy, along with processes and procedures, is in place and that the school follows the policy through:

- Monthly school leader visits
- Regular attendance at board meetings
- Annual Review Process
- Review of student and parent surveys
- UMSL CSO Required Document Checklist:

- Board policies and school procedures
- Student and parent handbooks
- Monitoring parent complaints received by our office

Teacher Certification and Background Checks

It is a goal for all of the UMSL sponsored charter schools to employ only certified teachers and staff (when applicable) as required by state law and the NCLB act. A school must have a plan in place to rectify any certification issues as they arise. All school board directors and school faculty and staff are required by law to undergo criminal background and Family Care Safety Registry (FCSR) checks.

The UMSL CSO regularly monitors teacher/staff certification and compliance with background check statutes by:

- Reviewing certification data in ePeGS
- UMSL CSO Required Document Checklist:
 - Board policies
 - Assurance of Board Criminal Background and FCSR Checks
 - Assurance of Faculty/Staff Criminal Background and FCSR Checks
- Reviewing the school's certification intervention plan
- Monthly school leader visits
- Annual Review

Our office works with our schools to address any compliance issues that arise.

State-Federal-Local Statute Compliance

Charter schools must meet and maintain the same compliance requirements in certain educational areas as any publicly funded educational institution in the state of Missouri. Compliance areas include but are not limited to: Special Education, Federal Programs (Title I, II and III), vocational/career education, food service. Related to this are services for foster, homeless, migrant and English language learner (ELL) students. Locally, our schools must obtain building, elevator, and health and safety permits. The UMSL CSO monitors a wide variety of compliance areas through:

- UMSL CSO Required Document Checklist:
 - Board policies and school plans
 - Permits
- Monthly school leader visits
- Annual Review

Links to Related Documents: State-Federal-Local Statute Compliance

Federal Programs Handbook -- <http://dese.mo.gov/quality-schools/federal-programs/federal-legislation-guidance>

Family Educational Rights and Privacy Act (FERPA) -- <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

MAP Testing

It is a state requirement that all students attending charter schools in the state of Missouri participate in the Missouri Assessment Program (MAP). The UMSL CSO monitors that all students participate through:

- Monthly school leader visits
- UMSL CSO Required Document Checklist:
 - Board policy and school procedures
 - State exam testing calendar

Our office also identifies resources on test security and data analysis and shares them with our schools.

Links to Related Documents: MAP Testing

DESE Assessment -- <http://dese.mo.gov/college-career-readiness/assessment>

Voluntary Interdistrict Choice Corporation (VICC)

Charter schools enrolling eligible students under the Voluntary Interdistrict Choice Corporation must maintain accurate state reporting as required by state law. UMSL CSO responds in a timely manner to DESE concerns about students enrolled under the Voluntary Interdistrict Choice Corporation. Our office also regularly provides our schools with updates on student eligibility and county districts currently participating in the program. <http://www.choicecorp.org/>

Statutory Requirements – Oversight and Evaluation:

The following statute and code form the basis of UMSL's oversight and evaluation of its charter schools:

- RSMo_160.410.1(2):** A charter school shall enroll:
- (1) All pupils resident in the district in which it operates;
 - (2) Nonresident pupils eligible to attend a district's school under an urban voluntary transfer program

5_CSR_20-100.260 (7): This section of the Code of State Regulations pertaining to [Standards for Charter Sponsorship](#) details the sponsor's Oversight and Evaluation responsibilities.

UMSL-Charter School Contract – Related Sections

Also refer to [Appendix 2: UMSL-Charter School Contract](#): Articles II, IV, V and VII.



2018 UMSL Annual Review Report <Name of School>

NOTE: This is a draft of the report. Our office may make revisions between now and the release of the final version.

Contents:

Summary Page (page 2)

Evaluation Standards

Ten elements of school evaluation:

- I. [Transformative and Innovative Vision](#)
- II. [Substantive Student Academic Achievement](#)
- III. [Transformational Curriculum](#)
- IV. [Empowering Culture of Achievement](#)
- V. [Strong School Leaders](#)
- VI. [Transformational Teachers](#)
- VII. [Comprehensive Student Support System](#)
- VIII. [Responsible Board Governance](#)
- IX. [Sound Financial Operations](#)
- X. [Engaged Parents and Community](#)

NOTE:

In the Evidence columns, under Required Documents:

- Documents in **bold blue** must be submitted to the Charter School Office.
- Documents in **bold black** must be on hand, but do not need to be submitted to the Charter School Office.

Summary Page

Please note that the comments in this report reflect our analysis as of the end of the 2017-18 school year.

1. Areas of Strength

Here are the top strengths that you can leverage to continuously improve and move you towards your vision.

2. Areas for Improvement

Here are the key areas for improvement that are holding you back from reaching your vision.

I. Transformative and Innovative Vision A transformational school:		
Standard	Indicators	Evidence
a. Develops a transformational mission and vision for its students and their families.	i. Reaching the vision clearly places students on paths of greater opportunity in life.	Required Documents: <ul style="list-style-type: none"> • Charter Application: (Met as part of the charter application approval process.) • Approved Charter Amendments Other Evidence
b. Students, parents and staff understand and are invested in the mission and vision.	a) Students, parents and staff can articulate the mission and vision. b) In their classrooms, teachers and students are mission driven as indicated by their enthusiasm, active and consistent participation and task completion.	Required Documents: Other Evidence <ul style="list-style-type: none"> • Student, parent and staff interviews and survey data • Classroom observations

Element I: Vision	
Areas of strength	Areas for improvement

II. Substantive Student Academic Achievement:
A transformational school:

Standards	Indicators	Evidence
<p>a. Sets and meets clear, meaningful, and measureable academic goals and student learning objectives as stated in the charter through an accountability plan (performance contract) with its sponsor</p> <p>b. Demonstrates high expectations for student achievement</p>	<p>i. Articulates its curricular content and performance standards, including minimum student performance standards for advancement or graduation.</p> <p>ii. Student achievement targets in the accountability plan (performance contract) propel students towards proficient and advanced scores on state assessments and success in future educational and occupational settings.</p> <p>iii. Uses multiple forms of assessment, including growth-measures assessments, to inform instructional decision-making.</p> <p>iv. Implements assessments that collect data about students' short-term acquisition and long-term mastery of essential knowledge.</p> <p>v. Analyzes assessments to gauge students' progress towards meeting school performance goals and makes instructional adjustments, as needed, to improve student achievement.</p> <p>vi. Tracks and disseminates growth data for students over time using both norm referenced measures and state assessments.</p> <p>vii. Closes the achievement gap among sub-groups of students.</p> <p>viii. Complies with the accountability plan (performance contract) established with its sponsor.</p> <p>ix. Maintains an attendance rate that aligns with the school's performance contract.</p> <p>x. Maintains a high graduation rate (secondary schools) that aligns with the school's performance contract.</p>	<p>Required Documents:</p> <ul style="list-style-type: none"> • Performance Contract <p>Other Evidence</p> <ul style="list-style-type: none"> • Teacher and instructional coordinator interviews • Internal formative and summative assessment data • MSIP-5 student achievement, attendance and retention data.

Element II: Student Achievement

Areas of strength

Areas for improvement

NOTE: DESE has informed UMSL that it will not release preliminary student assessment data to schools until Oct. 29, 2018. It will not release final assessment data and outcomes until Dec. 15. So that our schools' boards and administrations can utilize UMSL's annual review findings for planning, UMSL is issuing the final draft to our schools without Element II: Student Achievement. After DESE releases the data in December, we will issue an amended review that incorporates the state assessment findings under this element.

III. Transformational Curriculum A transformational school:		
Standards	Indicators	Evidence
a. Curriculum and instruction are aligned to the mission, vision and educational philosophy of the school.	i. Curriculum scope and sequence provide opportunities for students to reach the school's mission and vision. ii. Instructional practices provide opportunities for students to reach the school's mission and vision. iii. Curriculum and instruction are aligned to the educational philosophy of the school as described in the charter.	Required Documents: <ul style="list-style-type: none"> • Schoolwide Curriculum Scope and Sequence
		Other Evidence <ul style="list-style-type: none"> • Classroom observations – including SPED and Title 1 programs • Student and staff interviews • Sample unit and lesson plans • Student work •
b. Provides a challenging, engaging, coherent, transformational curriculum that meets the academic needs of all students	i. Implements curriculum that clearly identifies and builds essential and enduring knowledge. ii. Structures a curriculum scope and sequence aligned to Missouri's Common Core Standards. iii. Ensures that the curriculum invests and prepares students to extend their learning and be successful beyond the classroom and beyond their school career (life-long learning, career readiness, college readiness, active citizenship). iv. Uses a variety of instructional techniques to enhance content acquisition and meet the needs of a diverse student population. v. Develops and implements clearly defined strategies to meet the needs of a diverse student population. vi. Utilizes high quality instructional materials, including technology, to support the curriculum	Required Documents: <ul style="list-style-type: none"> • Same as above
		Other Evidence <ul style="list-style-type: none"> • Same as above • MSIP-5 student achievement, attendance and retention data

Element III: Curriculum and Instruction	
Areas of strength	Areas for improvement

IV. Empowering Culture of Achievement
 A transformational school:

Standard	Indicators	Evidence
a. Supports students in a safe, healthy, and nurturing environment that invests them in achievement, builds character, increases responsibility, fosters inclusion and inspires joy.	i. Creates a school environment conducive to learning and growth. ii. Maintains a safe school environment free of violence and the threat of violence. iii. Implements processes to promote student health and wellness. iv. Ensures that students feel supported and respected by teachers and staff. v. Communicates and consistently implements a comprehensive student discipline policy that complies with the Missouri Safe School Act and the requirements of the Individuals with Disabilities Education Act.	Required Documents: Other Evidence <ul style="list-style-type: none"> • Onsite observations • Parent surveys and interviews • Student surveys and interviews • Staff surveys interviews • Student support staff interviews (Counselors, nurses, social workers, School Psychologists) • Parent complaint/grievance records • Discipline, suspension and/or expulsion data

Element IV: Culture of Achievement	
Areas of strength	Areas for improvement

V. Strong School Leadership and Operations

A transformational school leader:

Standards	Indicators	Evidence
a) Invests students, parents and staff in the mission and vision of the school.	i. Communicates the mission and vision on a frequent basis to students, parents and staff. ii. Monitors students, parents and staff to gauge their understanding of the mission and vision and the extent to which they're striving to reach it.	Required Documents: Other Evidence <ul style="list-style-type: none"> • School leader interview • Student, staff and parent surveys and interviews • School publications such as newsletters and announcements
b) Employs a clear strategic approach to meeting the goals of improving student academic achievement	i. With the Board of Directors, develops strategic plans that ensure fidelity to the school's vision by addressing critical issues; including school performance, financial management, human resource management, facilities, and quality improvement ii. Articulates and monitors the goals identified in the strategic plans. iii. Holds him/herself accountable for specific outcomes outlined in the charter and detailed in the school's performance contract with the sponsor iv. Engages in ongoing relevant professional development v. Utilizes an effective data communication instrument providing consistent, timely data regarding the school's progress toward meeting agreed upon performance expectations (academic, operational, and financial) vi. Implements the academic program in alignment with the school's charter and Missouri Common Core Standards vii. Collects, assimilates, and disseminates student achievement data to inform a continuous cycle of school improvement	Required Documents: <ul style="list-style-type: none"> • School Annual Calendar • Strategic plan • School Leader Mentoring Plan • School Leader Professional Development Plan • Student Assessment Plan Other Evidence <ul style="list-style-type: none"> • School leader interview • School leadership team interviews • Teacher interviews • Student data analysis plans
c) Implements recruitment and enrollment strategies and practices that respect diversity and are consistent with the school's charter, mission, and vision, as well as federal and state regulations	i. Implements student recruitment strategies that focus on the targeted population stated in its charter and that are inclusive of a diverse range of learners ii. Utilizes a public lottery process for open enrollment iii. Ensures no practices are implemented which may limit the opportunity for students with special needs to enroll iv. Ensures that student enrollment and attendance numbers are in line with the charter agreement, and provide evidence that the school is a viable school of choice for the community.	Required Documents: <ul style="list-style-type: none"> • Enrollment Application • Marketing/Recruitment Materials Other Evidence <ul style="list-style-type: none"> • School leader interview • Observation of lotteries • Enrollment and attendance data • Core data

<p>d) Develops and sustains a school culture conducive to student learning</p>	<p>i. Maintains a clean and safe environment that supports the educational mission of the school.</p> <p>ii. Maintains open, consistent, clear communication among students, staff, parents, and administration</p> <p>iii. Maintains a school culture conducive to learning and continuous improvement</p> <p>iv. Communicates effectively to all stakeholder groups</p>	<p><i>Same evidence sources as described in Element IV above.</i></p> <p>Required Documents:</p> <p>Other Evidence</p> <ul style="list-style-type: none"> • Onsite observations • Parent surveys and interviews • Student surveys and interviews • Staff surveys and interviews • Student support staff interviews (Counselors, nurses, social workers, School Psychologists) • Discipline, suspension and/or expulsion data • Parent complaint/grievance records
<p>e) Employs qualified staff, provides professional development opportunities to improve their performance.</p>	<p>i. Conducts personnel procedures and practices in a manner that promotes instructional effectiveness and continuous school improvement.</p> <p>ii. Conducts personnel procedures and practices in a manner that promotes the recruitment and retention of an effective instructional staff.</p> <p>iii. Provides professional development opportunities for all staff members that are aligned to the school's vision and advances their effectiveness in their roles.</p>	<p>Required Documents:</p> <ul style="list-style-type: none"> • Staff Organization Chart • Employee School Handbook • Assurance of Faculty/Staff Background Checks (FCSR and fingerprinting) • Staff Professional Development Plan and Calendar • Staff Mentoring and Coaching Plan • Teacher Evaluation Plan (including blank evaluation forms) <p>Other Evidence</p> <ul style="list-style-type: none"> • School leader interview • Staff interviews • Student interviews • Staff retention data
<p>f) Understands and complies with the laws, policies, and state and federal requirements that govern charter schools</p>	<p>i. Participates regularly in professional development opportunities, which provide insight into the trends, issues, and potential changes in the environment in which charter schools operate</p> <p>ii. Allocates resources based primarily on their impact on student achievement, learning, and well-being</p> <p>iii. Implements business policies and procedures that promote school sustainability, operational integrity, and a focus on student achievement and learning results</p> <p>iv. Establishes programs and policies that enable all students to be served effectively</p> <p>v. Ensures timely submission of required data and reporting</p>	<p>Required Documents:</p> <p>Health and Safety</p> <ul style="list-style-type: none"> • Health Permits (food service) • Fire Safety Permit • Building Inspection/Certificate of Occupancy • Elevator Inspection Certificate <p>Special Education</p> <ul style="list-style-type: none"> • SPED Compliance Plans (IDEA & 504) <p>Title I</p> <ul style="list-style-type: none"> • Title I Parent Meetings (sign in sheets) • HQ Parent Notification Letters

	<p>vi. Ensures that school is in compliance with state and federal laws, policies and requirements and provisions in its contract with UMSL in these areas:</p> <ul style="list-style-type: none"> a. Health and safety b. Student records: <ul style="list-style-type: none"> i. Thorough and comprehensive ii. Secure and confidential iii. Appropriate employee access to the data system c. Special Education d. Title I e. Free and reduced lunch f. Homeless and ELL students g. Fiscal management h. State testing i. Other operations 	<p>Homeless and ELL Students</p> <ul style="list-style-type: none"> • ELL Intervention Plan • ELL Pupil Count/Percentages • Homeless Student Policy <p>Fiscal Management (Refer to Element IX: Sound Financial Operations below)</p> <p>State Testing</p> <ul style="list-style-type: none"> • Quality Assurance – Grade Level Assessment Assurance Document • State Exam Security Policy • State Exam Testing Calendar <p>Other Operations</p> <ul style="list-style-type: none"> • Student/Parent Handbook • Media Policy <hr/> <p>Other Evidence</p> <ul style="list-style-type: none"> • School leader interview • Document/MOSIS submission history with UMSL and DESE • Interviews with consultants: Shannon Spradling and Thurma DeLoach • FERPA compliance procedures • Student record keeping system
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Element V: School Leadership and Operations	
Areas of strength	Areas for improvement

VI. Transformational Teachers

A transformational teacher:

Standard	Indicator	Evidence
a. Understands and believes in the vision and innovative identity of the school.	i. Develops an ambitious, measurable and inspiring course vision and goals aligned to the school's vision and innovative identity. ii. Provides students with a clear picture of what reaching the vision and goals looks like.	Required Documents: Other Evidence <ul style="list-style-type: none"> • Teacher and student surveys and interviews • Classroom observations
b. Takes responsibility for investing students in reaching their academic and personal growth goals.	i. Believes that all students can learn. ii. Holds high expectations for all students iii. Inspires and motivates students to reach the vision and goals. iv. Builds a strong culture of achievement where the classroom environment is conducive to learning and growing. v. Builds strong, trusting relationships with students and their families. vi. Is passionate about the content of the curriculum and conveys that passion to students.	Required Documents: Other Evidence <ul style="list-style-type: none"> • Teacher surveys and interviews • Classroom observations • Student and parent surveys and interviews • Course scope and sequence, unit and lesson plans
c. Develops and/or implements curriculum that is strongly aligned to student academic achievement and personal growth goals	i. Designs a course scope and sequence that is tightly aligned to the vision and goals. ii. Designs a course that engages students in both critical thinking and meaningful discourse around enduring understandings and essential questions. iii. Designs units and lessons that: <ul style="list-style-type: none"> ○ Are tightly aligned to course learning objectives and desired student outcomes. ○ Build on what students already know and do and provide the scaffolding they need to reach the level of success commensurate with the vision and goals. ○ Engage students with thought-provoking and ambiguous texts/materials that challenge their thinking and feelings. ○ Give students opportunities to conduct research to answer a question, explore and take a stand on an issue, or develop solutions to a problem. ○ Use writing to communicate their reflections and understandings ○ Incorporate a variety of teaching methods that meet the needs of diverse student learning styles 	Required Documents: Other Evidence <ul style="list-style-type: none"> • School leader/Curriculum leader interview • Teacher surveys and interviews • Classroom observations • Course scope and sequence, unit and lesson plans • Assessment plans/performance tracking systems • Student performance data (including state, formative and internal benchmark assessments)

<p>d. Employs best instructional practices to engage students in learning and raise academic achievement.</p>	<p>i. Keeps instruction student centered and inquiry oriented ii. Continually orients students to content iii. Continually orients students to each other iv. Continually checks for student understanding and makes appropriate adjustments as necessary</p>	<p>Required Documents:</p> <hr/> <p>Other Evidence</p> <ul style="list-style-type: none"> • School leader/Curriculum leader interviews • Teacher interviews • Classroom observations
<p>e. Tracks student progress towards academic and personal growth goals and makes adjustments as necessary.</p>	<p>i. Uses multiple forms of assessment, including growth-measures assessments, to inform instructional decision-making. ii. Evaluates students' progress towards meeting course and school performance goals and modifies goals, as needed, to improve student achievement. iii. Tracks and disseminates growth data for students over time using both norm referenced measures and state assessments. iv. Builds student skills in tracking their own progress and motivates them to take charge of their own academic and personal growth. v. Pursues professional development opportunities to address areas for growth in their own teaching.</p>	<p>Required Documents:</p> <hr/> <p>Other Evidence</p> <ul style="list-style-type: none"> • School leader/Curriculum leader interviews • Classroom observations • Teacher surveys • Course scope and sequence, unit and lesson plans • Assessment plans/performance tracking systems • Student performance data (including state, formative and internal benchmark assessments)

Element VI: Teachers	
Areas of strength	Areas for improvement

VII. Comprehensive Student Support System
 The support staff of a transformational school:

Standard	Indicators	Evidence
a. Develops and utilizes a comprehensive, developmental student support system that proactively assists all students to develop and apply skills for maximum academic, career, and personal/social growth during the school years.	i. Collects and uses academic, behavior and attendance data to: <ul style="list-style-type: none"> o Plan appropriate programs for students both individually and collectively. o Monitor student performance and provide appropriate interventions in cooperation with all stakeholders for student success. ii. Assists all students with developing academic, career, and personal/social skills; helping them to utilize reasoning, understand connections and make complex choices. iii. Uses a variety of activities, resources and strategies; including individual and group counseling, classroom presentations, academic advising, parent education and other responsive services	<p>Required Documents:</p> <ul style="list-style-type: none"> • SPED Compliance Plans (IDEA & 504) • ELL Intervention Policy • Title I Needs Assessment and Plan <p>Other Evidence</p> <ul style="list-style-type: none"> • Student support team interviews • School leader interviews
b. Advocates for students and provides professional expertise to help school personnel, parents/guardians and community members to increase the effectiveness of student success.	i. Proactively facilitates communication and collaboration within and among the school, home and community to promote and build trust, understanding and partnerships with all segments of the school community. ii. Seeks solutions and provide referrals to overcome barriers to effective involvement in education and success of students.	<p>Required Documents:</p> <p>Other Evidence</p> <ul style="list-style-type: none"> • Student support team interviews • School leader interviews • Staff, student and parent surveys
c. Develops and implements policies and procedures to ensure that all children with disabilities are identified and evaluated; and if eligible, receive services that meet their specific needs.	i. Ensure that teachers have the expertise to identify students who may have special needs and communicates regularly with teachers to share concerns. ii. Follows protocol related to parent concerns in a timely manner. iii. Develops and implements a system (internal or external) to evaluate students. iv. Develops and implements appropriate services that meet each student's individual needs. v. Is in compliance with all special education statutes and procedures.	<p>Required Documents:</p> <ul style="list-style-type: none"> • <p>Other Evidence</p> <ul style="list-style-type: none"> • Student support team interviews • School leader interviews • DESE CAPs • Staff, student and parent surveys
d. Develops and implements policies and procedures to ensure that all children who	i. Develops and implements a plan that's in compliance with state and federal guidelines that	<p>Required Documents:</p> <ul style="list-style-type: none"> • Homeless Student Policy

qualify as homeless receive all necessary services and support to meet their specific needs.	ensures homeless students have an equal opportunity to a public education.	Other Evidence <ul style="list-style-type: none"> • Student support team interviews • School leader interviews • DESE compliance reports • Staff, student and parent surveys
e. Develops and implements policies and procedures to ensure that all children who qualify as ELL receive necessary services and support to meet their specific needs.	i. Develops and implements a plan that's in compliance with state and federal guidelines that ensures ELL students receive necessary services and support to meet their specific needs.	Required Documents: <ul style="list-style-type: none"> • ELL Intervention Plan Other Evidence <ul style="list-style-type: none"> • Student support team interviews • School leader interviews • DESE compliance reports • Staff, student and parent surveys

Element VII: Student Support System	
Areas of strength	Areas for improvement
Dr. Thurma DeLoach's Review	

VIII. Responsible Governance

The Board of Directors of a transformational school:

Standard	Indicator	Evidence
<p>a. Operates legitimately and in the best interest of its students and mission.</p>	<p>i. Considers implications of decisions on the mission of the school.</p> <p>ii. The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, communication with the school and community and oversight of school leadership.</p> <p>iii. Ensures the board and school have all necessary insurance policies in place.</p>	<p>Documents</p> <ul style="list-style-type: none"> • Board Self-Evaluation • Insurance Policies <ul style="list-style-type: none"> ○ Directors and Officer Coverage ○ General Liability ○ Professional Liability ○ Property ○ Workmen Compensation ○ Employee Dishonesty/Crime (minimum \$500k) <p>Other Evidence</p> <ul style="list-style-type: none"> • Observation of board meetings • UMSL Sponsor communication with board president and/or directors
<p>b. Recruits and maintains a strong governing board with diverse backgrounds and skills sets</p>	<p>i. Includes individuals who are experienced in managing organizations and well versed in charter law</p> <p>ii. Maintains among its Directors a balance of skills and professional expertise (i.e. K- 12 education, business, marketing, legal, accounting, fundraising, real estate etc.) necessary to fulfill all Board obligations.</p> <p>iii. Provides new board members a formal orientation on the purpose and educational vision of the school, the school's performance objectives, and their roles and legal responsibilities</p> <p>iv. Seeks information and professional development opportunities related to charter operation, laws, and effective non-profit board work</p>	<p>Documents</p> <ul style="list-style-type: none"> • Board Organizational Structure Chart • Board Director Profiles/Contact Information • Assurance of Board Criminal Background and FCSR (child abuse registry) Checks • Board Development Plans • Board Member Financial Disclosure Confirmation <p>Other Evidence</p> <ul style="list-style-type: none"> • Director interviews
<p>c. Conducts its business in compliance with all state statutes and regulations</p>	<p>i. Meetings are regularly scheduled and appropriately conducted.</p> <p>ii. Governance records and documentation are appropriately created and maintained.</p> <p>iii. School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, open meetings law; free of conflict of interest, and models best practices regarding governance roles and responsibilities.</p>	<p>Documents</p> <ul style="list-style-type: none"> • Board Meeting Agenda • Board Meeting Calendar • Board Meeting Document Packets • Board Meeting Minutes - Approved <p>Other Evidence</p> <ul style="list-style-type: none"> • Observation of board meetings • Board meeting notices and signage •

<p>d. Ensures that policies are complete, regularly reviewed, updated as needed, and followed in a fair and consistent manner</p>	<p>i. Develops, adopts, and follows a comprehensive set of bylaws which at a minimum include conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the charter school</p> <p>ii. Regularly reviews board policies, updating as necessary.</p> <p>iii. Organizes and makes available to the public the school policies utilizing multiple forms of communication</p>	<p>Documents</p> <ul style="list-style-type: none"> • Board Policy Manual and Bylaws; <p>Other Evidence</p> <ul style="list-style-type: none"> • Observation of board meetings • Board meeting agendas and minutes • Evidence in board minutes that check registry has been reviewed and approved by the board.
<p>e. Employs a clear strategic approach to meeting the school's vision</p>	<p>i. With the school leaders, develops strategic plans that ensure fidelity to the school's vision by addressing critical issues; including school performance, financial management, human resource management, facilities, and quality improvement</p> <p>ii. Monitors progress towards goals identified in the strategic plans</p>	<p>Documents</p> <ul style="list-style-type: none"> • Strategic Plan (same as for School Leader) <p>Other Evidence</p> <ul style="list-style-type: none"> • Observation of board meetings • Board meeting approved minutes
<p>f. Selects, supports, and annually evaluates the school leader</p>	<p>i. Selects a highly qualified school leader and defines the role the leader plays in the overall operation of the charter school</p> <p>ii. Supports the administrator's decision making</p> <p>iii. Establishes clear expectations of and assesses the performance of the school leader using a consistent evaluation instrument reflecting the mission and vision of the school, the performance goals set forth in the performance contract, the day-to-day management of the school and progress made on yearly school goals.</p>	<p>Documents</p> <ul style="list-style-type: none"> • Board Evaluation of School Leader (blank template) <p>Other Evidence</p> <ul style="list-style-type: none"> • Chair and Director interviews • Board meeting observations
<p>g. Monitors the school's education program, operational procedures, and fiscal health in cooperation with the sponsor.</p>	<p>i. Directs the school leader to provide an annual self-evaluation to the sponsor and regular reports of student performance, academic progress, and the school's fiscal health to the sponsor and to the Department of Elementary and Secondary Education.</p> <p>ii. Monitors student academic performance, curriculum and instruction, operational procedures and fiscal management.</p>	<p>Documents</p> <ul style="list-style-type: none"> • School Annual Self-Evaluation (same as for School Leader) <p>Other Evidence</p> <ul style="list-style-type: none"> • Chair and Director interviews • Board meeting observations • Board meeting approved minutes
<p>h. Fulfills its responsibilities to UMMSL's sponsorship liaison.</p>	<p>i. The Board communicates in a timely manner with UMMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues.</p> <p>ii. A written response from the Board that addresses the concerns and recommendations of the annual sponsor evaluation no later than one week following the board's regularly-scheduled October meeting.</p>	<p>Documents</p> <p>Other Evidence</p> <ul style="list-style-type: none"> • Board-UMMSL sponsor communications • Written response to Annual School Review

Recommendation: Board Policy Review

Our office strongly recommends that each of our boards regularly review board policies to ensure that they are current with Missouri statutes.

Element VIII: Board Governance

Areas of strength

Areas for improvement

IX. Sound Financial Operations A transformational school:		
Standard	Indicator	Evidence
a. Fulfills its fiduciary responsibility for public funds by ensuring the school operates in a fiscally sound and appropriate manner.	<ul style="list-style-type: none"> i. Preserves a minimum of three percent budget surplus ii. Maintains accessible and appropriate fiscal records iii. Core Data and other required school reporting is conducted in a timely and appropriate manner iv. Conducts an annual financial audit v. Ensures that school business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school. 	Documents <ul style="list-style-type: none"> • Annual Secretary to the Board Report (ASBR) • Independent Annual Audit • Cash Flow Projection and Analysis • Annual Debt Report • Tear Sheet and Invoice for Locally Published Annual Audit
		Other Evidence <ul style="list-style-type: none"> • Interview with CFO • Payroll and retirement records • Core Date Reports • Evidence in board minutes that check registry has been reviewed and approved by the board.
b. Establishes clear fiscal policies that use public funds appropriately	<ul style="list-style-type: none"> i. Adhere to an adopted and board approved fiscal policy and procedures manual ii. Ensure fiscal policies include procedures for the authorization of purchases and release of funds iii. Adopt a budget by June 30 for the upcoming fiscal year iv. Ensure that the budgeting process maintains a direct focus on teaching and learning needs with a fiscal balance to cover expenses with revenue 	Documents <ul style="list-style-type: none"> • Annual Budget • Monthly Financial Statements • Banking Information • Account Coding Data FED/LEA • Internal Control Policies and Procedures • Procurement Policy • Federally Funded Purchase Inventory
		Other Evidence <ul style="list-style-type: none"> • Interview with CFO • Approved board meeting minutes
c. Ensures financial resources are directly related to the school's purpose: student achievement and learning	<ul style="list-style-type: none"> i. Ensure that the school's physical space, materials, and supplies are conducive to accomplishing the charter's school-wide learning goals as specified in the charter ii. Establish policies to ensure that contracts reflect fair market value iii. Determine compensation levels for employees that are appropriate for the positions and responsibilities and that are consistent with industry norms 	Documents <ul style="list-style-type: none"> • Staff Salary Records (including average staff salary)
		Other Evidence <ul style="list-style-type: none"> • Building walk-through • Classroom observations • Vendor contracts

Element I: Fiscal Management	
Areas of strength	Areas for improvement
Shannon Spradling's Review	

X. Engaged Parents and Community A transformational school:		
Standard	Indicator	Evidence
a. Engages parents and community stakeholders in the vision and mission of the school	i. Develops and implements an effective communications plan consistently engaging the community in becoming educated regarding quality education and developing support for their charter school	Documents Other Evidence <ul style="list-style-type: none"> • Parent interviews • Parent and community communication/involvement plan • Data on parent and community participation in school events • Parent-teacher contact data • Newsletters and other communications • Parent survey data • Board meeting agendas, notices, minutes and supporting documentation
	ii. Ensures the active engagement of administrators, board members, parents, and staff in communication and outreach planning and implementation	
iii. Communicates and engages all stakeholders in the mission and vision of the school		
iv. Involves students, parents, and community members as part of the school's support system.		
v. Fosters strong relationships between school staff and parents.		
b. Seeks input from relevant, critical, impacted stakeholders	i. Establishes regular opportunities and methods of communication among the stakeholders, administration, and the board ii. Conducts its meetings regularly and in an open, organized, and effective manner iii. Operates within the requirements of the Missouri Sunshine Law ensuring board meeting agendas and meeting minutes are posted in a timely manner for broad public review and all state non-profit requirements are met	

Element X: Parents and Community	
Areas of strength	Areas for improvement

EXECUTIVE SUMMARY

UMSL PUBLIC CHARTER SCHOOLS: PREMIER CHARTER SCHOOL SY18 ACADEMIC PERFORMANCE OUTCOMES: STATE ASSESSMENTS

April 1, 2019

Bill Mendelsohn - Executive Director, UMSL Charter Schools Office

Introduction

Of UMSL's seven currently operating public charter schools, five received Annual Performance Reports (APR) from DESE. Overall student academic performance in these schools fit into a narrower range than in previous years. Most of our schools performed solidly, with none among the highest or lowest in the state. When compared to SLPS, all of our schools significantly outperformed comparable non-selective schools and, in many instances, magnet and choice schools.

There are several important factors that complicate any key takeaways one might find in the data.

- The state significantly changed the assessment instruments three out of the past four years. The 2018 assessments were brand new. The assessment was more rigorous than those from previous years, and statisticians had to alter cut scores significantly to avoid a situation where the vast majority of students across the state failed to reach proficient or advanced. In spite of this alteration, ELA and math outcomes as expressed through the MAP Performance Index (MPI) and percentage of students earning proficient or advanced (%P/A) declined compared to previous years.
- As a result, DESE **explicitly warns against making comparisons between this year's data and previous years.** Interestingly, computations that the state uses to determine APR percentages still involve making those very comparisons. In spite of the general decline in test outcomes and for reasons that are not clear to UMSL, APR scores increased for most LEA's compared to previous years.
- Public media routinely compare charter school APRs to St. Louis Public School's district-wide APR. This approach is unfavorable towards charter schools in that most are single buildings and all are non-selective in how they recruit and enroll students. That stated, all of UMSL's schools earned higher APR scores than SLPS for SY18.
- DESE did not release the SY18 state assessment data until February 2019. In comparison, DESE didn't release SY17 data until the end of November, 2017. At that time, our office considered the release date as unusually late. We couldn't issue the SY17 Executive Summary until Dec. 17. This year, DESE's data release was two months later than last year's!

The DESE release was so late, UMSL had to complete the SY18 Annual Review Reports for its schools minus any analysis of state student achievement outcomes. We did incorporate analysis of internal schoolwide assessments where appropriate. Meanwhile, schools couldn't use state student achievement outcomes to inform planning for SY19.

- DESE is piloting new MAP assessments in Science, so there is no data available for this subject area.

What is the UMSL Charter Schools Office’s approach to interpreting the SY18 data?

Since DESE makes clear that it is inadvisable to compare SY18 data with previous years’, we are taking a cautious approach. We can’t make claims about progress or decline over previous years. Here’s what we examine:

1. Comparison to **state trends in ELA and math**: For both subjects, the state average declined from the previous year. If an UMSL school’s performance in either subject improved over the previous year, that suggests a positive trend. To our way of thinking, this is not hard, quantified data, but it is useful to point out.
2. Comparison to same **grade-level configurations** of SLPS students:
 - a. Example: Students begin to take MAP tests in grade 3. DESE now compares Communication Arts and Math MPIs and %P/A from a K-5 public charter elementary school to those derived from all of SLPS’s third through fifth grade students who took the tests.
3. Comparison to **comparable SLPS non-selective school buildings** based on similar grade-level configuration, student demographics (subgroup population), and enrollment selectivity.
4. Comparison to **SLPS magnet and choice buildings**. These schools selectively enroll their students, and in a few cases, maintain very high academic performance thresholds for enrollment (Kennard Classical Jr. Academy (ES), Mallinckrodt Academy of Gifted Instruction (ES), McKinley Classical Leadership Academy Middle School). UMSL finds it useful to compare our schools with these more selective schools.

The following pages review Premier Charter School’s performance on SY18 state assessments.

Premier Charter School (PCS) (K-8)

State Data

- Annual Performance Review (APR)
 - PCS's APR is 100%. SLPS's APR is 78.5%
- All students:
 - MAP Performance Index (MPI)
 - ELA: 321.4 STATE AVERAGE: 339.5
 - Math: 278.2 STATE AVERAGE: 307.9
 - Proficient and Advanced:
 - Proficient and Advanced – ELA: 40.1% STATE AVERAGE: 49.2
 - Proficient and Advanced – Math: 30.7% STATE AVERAGE: 42.1
- Subgroup Population:
 - MAP Performance Index (MPI)
 - ELA: 300.9
 - Math: 257.1
 - Proficient and Advanced:
 - Proficient and Advanced – ELA: 31.8%
 - Proficient and Advanced – Math: 24.0%

1. Comparison to State Trends

- Finding:
 - Although the 2018 state average MPI and %P/A outcomes trended down from the 2017 outcomes, PCS's 2018 MPI and %P/A outcomes **increased** over 2017's, indicating genuine student growth; taking into consideration the increased rigor of the assessment in 2018.

2. Comparison to SLPS: Grade Configuration: Grades 3-8

All Students		Subgroup Population	
PCS	SLPS	PCS	SLPS
ELA MPI: 321.4	ELA MPI: 238.7	ELA MPI: 300.9	ELA MPI: 238.7
ELA %P/A: 40.1	ELA %P/A: 20.1	ELA %P/A: 31.8	ELA %P/A: 20.1
Math MPI: 278.2	Math MPI: 208	Math MPI: 257.1	Math MPI: 208
Math %P/A: 30.7	Math %P/A: 16.6	Math %P/A: 24	Math %P/A: 16.6

- Finding:
 - PCS outperformed 3rd through 8th graders in SLPS in all ELA and Math, including the subgroup population.

Premier Charter School (PCS) (K-8)

3a. Comparison to SLPS: Comparable SLPS school buildings: Elementary Schools

- SLPS Elementary Buildings: Buder, Hodgen, Mann, Mason, Oak Hill, Woodward.

All Students						
PCS	Buder	Hodgen	Mann	Mason	Oak Hill	Woodward
ELA MPI: 321.4	ELA MPI: 278.4	ELA MPI: 234.6	ELA MPI: 207	ELA MPI: 361.6	ELA MPI: 207.1	ELA MPI: 209.7
ELA %P/A: 40.1	ELA %P/A: 25.6	ELA %P/A: 23.5	ELA %P/A: 14	ELA %P/A: 56.8	ELA %P/A: 9.1	ELA %P/A: 10.5
Math MPI: 278.2	Math MPI: 297.6	Math MPI: 228.8	Math MPI: 188.6	Math MPI: 322.7	Math MPI: 224.2	Math MPI: 213.9
Math %P/A: 30.7	Math %P/A: 40.8	Math %P/A: 17.3	Math %P/A: 11.4	Math %P/A: 43.8	Math %P/A: 22.2	Math %P/A: 13

- Finding:
 - ALL STUDENTS: PCS students **significantly outperformed students in five of the six comparison schools**. Only Mason Elementary outperformed PCS. Mason is the top performing non-magnet/choice elementary school in SLPS. It outperforms almost all of SLPS's magnet/choice schools.

Subgroup Population						
PCS	Buder	Hodgen	Mann	Mason	Oak Hill	Woodward
ELA MPI: 300.9	ELA MPI: 278.4	ELA MPI: 234.6	ELA MPI: 207	ELA MPI: 361.6	ELA MPI: 207.1	ELA MPI: 209.7
ELA %P/A: 31.8	ELA %P/A: 25.6	ELA %P/A: 23.5	ELA %P/A: 14	ELA %P/A: 56.8	ELA %P/A: 9.1	ELA %P/A: 10.5
Math MPI: 257.1	Math MPI: 297.6	Math MPI: 228.8	Math MPI: 188.6	Math MPI: 322.7	Math MPI: 224.2	Math MPI: 213.9
Math %P/A: 24	Math %P/A: 40.8	Math %P/A: 17.3	Math %P/A: 11.4	Math %P/A: 43.8	Math %P/A: 22.2	Math %P/A: 13

- Finding:
 - SUBGROUP POPULATION- ELA: PCS students **significantly outperformed students in five of the six comparison elementary schools**. Only Mason Elementary outperformed PCS.
 - SUBGROUP POPULATION- MATH: PCS students **outperformed students in four of the six comparison elementary schools**. Mason and Buder outperformed PCS.

Premier Charter School (PCS) (K-8)

3b. Comparison to SLPS: Comparable SLPS school buildings: Middle Schools

- SLPS Middle School Buildings: Academy of Environmental Science, Carr Lane, Fanning, Gateway Math and Science

All Students				
PCS	Academy of Environ. Science	Carr Lane	Fanning	Gateway Math and Science
ELA MPI: 321.4	ELA MPI: 265.4	ELA MPI: 213.9	ELA MPI: 185	ELA MPI: 206.7
ELA %P/A: 40.1	ELA %P/A: 18.3	ELA %P/A: 10.6	ELA %P/A: 6.6	ELA %P/A: 10.3
Math MPI: 278.2	Math MPI: 200.8	Math MPI: 180.6	Math MPI: 142.3	Math MPI: 186.2
Math %P/A: 30.7	Math %P/A: 9.6	Math %P/A: 8.5	Math %P/A: 4.2	Math %P/A: 5.6

Subgroup				
PCS	Academy of Environ. Science	Carr Lane	Fanning	Gateway Math and Science
ELA MPI: 300.9	ELA MPI: 265.4	ELA MPI: 213.9	ELA MPI: 185	ELA MPI: 206.7
ELA %P/A: 31.8	ELA %P/A: 18.3	ELA %P/A: 10.6	ELA %P/A: 6.6	ELA %P/A: 10.3
Math MPI: 257.1	Math MPI: 200.8	Math MPI: 180.6	Math MPI: 142.3	Math MPI: 186.2
Math %P/A: 24	Math %P/A: 9.6	Math %P/A: 8.5	Math %P/A: 4.2	Math %P/A: 5.6

- Finding:
 - PCS students **significantly outperformed students in all four comparison middle schools in ELA and Math, including the subgroup population.**

4a. Comparison to SLPS: Magnet and Choice Schools: Elementary Schools

- SLPS Selective Enrollment Buildings:
 - Ames Visual and Performing Arts, Columbia Gifted (PK4-3), Dewey International Studies, Gateway, Humboldt, Kennard Jr. Classical Academy, Lyon at Blow (K-8), Mallinckrodt Academy of Gifted Instruction, Mullanphy, Shaw Visual and Performing Arts, and Washington Montessori
- Kennard Jr. Classical Academy and Mallinckrodt Academy are the most selective magnet elementary schools in the city, equivalent to McKinley Classical Middle School and Metro High School. Their state test outcomes are phenomenal earning 90 %P/A or higher in ELA and Math. The next best elementary magnet/choice school from the list above is Gateway Elementary. Their scores place third:
 - ELA MPI: 265.4
 - ELA % P/A: 25%
 - Math MPI: 285.8
 - Math %P/A: 31.5

- Findings:
 - ELA: Premier **outperformed all of SLPS's magnet and choice elementary schools, including the subgroup population, except Kennard and Mallinckrodt.**
 - Math – All Students: Premier **outperformed all of SLPS's magnet and choice elementary schools except Kennard and Mallinckrodt.**
 - Math - Subgroup Population: Premier **outperformed all of SLPS's magnet and choice elementary schools except Kennard, Mallinckrodt and Gateway.**

4b. Comparison to SLPS: Magnet and Choice Schools: Middle Schools

- SLPS Middle School Magnet and Choice Buildings:
 - Busch Middle School of Character, Carr Lane Visual and Performing Arts, Compton Drew Investigative Learning Center, Gateway Math and Science Prep MS, and McKinley Classical Jr. Academy.
- McKinley Classical Middle School is the most selective magnet elementary school in the city, equivalent to Kennard Jr. Classical Academy (ES), Mallinckrodt Academy (ES) and Metro High School. The schools state test outcomes are excellent earning 84.5 %P/A in ELA and 72.2 %P/A in Math. The next best middle school magnet/choice school is Busch Middle School of Character.
- Findings:
 - For ELA, Premier **significantly outperformed all of SLPS's magnet and choice middle schools, including subgroup population, except McKinley Classical Jr. Academy.**
 - For Math, Premier **significantly outperformed all of SLPS's magnet and choice middle schools, including subgroup population, except McKinley Classical Jr. Academy.**