



2021 UMSL Annual Review Report: Part 2 Premier Charter School

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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 of Findings

Please note that the comments in this report reflect our analysis as of the end of the 2020-2021 school year.

Areas of Strength

- Maintain a strong fund balance
- Maintain healthy financial systems
- Academic growth, despite the challenges of the pandemic

Area for Growth

- Ensuring all students make at least one year of growth annually, focusing on black students, students who qualified for free and reduced lunch, and for students with IEPs

IX. Substantive Student Academic Achievement

Standards	Indicators	Evidence
<p>A. Sets and meets clear, meaningful, and measurable 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>	<ol style="list-style-type: none"> 1) Articulates its curricular content and performance standards, including minimum student performance standards for advancement or graduation. 2) 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. 3) Uses multiple forms of assessment, including growth measures assessments, to inform instructional decision making. 4) Implements assessments that collect data about students' short-term acquisition and long-term mastery of essential knowledge. 5) Analyzes assessments to gauge students' progress towards meeting school performance goals and makes instructional adjustments, as needed, to improve student achievement. 6) Tracks and disseminates growth data for students over time using both norm-referenced measures and state assessments. 7) Closes the achievement gap among sub-groups of students. 8) Complies with the accountability plan (performance contract) established with its sponsor. 9) Maintains an attendance rate that aligns with the school's performance contract. 10) Maintains a high graduation rate (secondary schools) that aligns with the school's performance contract. 	<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 IX: Student Achievement

Areas of Strength

Areas for Growth

GENERAL NOTE:
• Due to the pandemic, the state of Missouri did not administer MAP tests in spring, 2020. Neither the state nor UMSL has current student achievement data to analyze for school performance in this area.

Element II: Student Achievement

Introduction

The last 4 years have presented challenges in assessing student achievement on state assessments in comparison to previous years in the same school and in comparison to similar public schools.

- SY 2018: DESE states, “A1 and E2 were excluded in 2017. New ELA and MA assessments in 2018. Direct comparison of MPI and proficiency rates across years is not advisable.”
- SY 2019: DESE states, “2018 and 2019 ELA and Math scores are not comparable to 2017 (and prior years) assessments.” For the first time, DESE did not compute a percentage in its APR reports for schools. The report provides information on three questions:
 - Growth (ELA and Math only): Are individual students making achievement gains over time?
 - Status (ELA and Math only): Are all students achieving at high levels at this point in time?
 - Progress (ELA, Math and Science): Is the school, district or charter making improvements over prior years?
- SY 2020: DESE states, “On March 19, 2020, in response to the COVID-19 pandemic, the Department of Elementary and Secondary Education (DESE) announced the spring 2020 Missouri Assessment Program (MAP) assessments would not be administered, including Grade-Level (GLA), End-Course (EOC) and Missouri Assessment Program-Alternate (MAP-A) exams. Assessment data is not available for the 2020 school year.”
- SY 2021: Statewide assessments were administered, but DESE advised that results were not to be used for accountability purposes.

Because state assessment data are not to be considered for accountability purposes in SY 2021, the UMSL CSO amended the charter Performance Contract, as follows:

- *UMSL will not populate the cells in section E of its performance contracts with state assessment data from 2021 to compare against the performance targets listed in the 2021 column and will not hold Premier Charter School accountable for reaching these targets.*
- *Upon completion of the 2020-2021 school year, UMSL and Premier Charter School will determine the feasibility of adjusting the performance targets in section E for subsequent school years; allowing for the possibility that UMSL might not hold Premier Charter School accountable for reaching the performance*

targets listed in section E columns for 2022 and beyond.

Internal Assessments

- *Regarding internal assessments of student achievement,*
 - *Premier Charter School will:*
 - *Within constraints arising from the pandemic and to the best of its ability:*
 - *Administer a nationally normed assessment for student achievement in ELA and math to all students at least twice during the 2020-21 school year.*
 - *Establish individual student growth targets based on data from the assessment(s).*
 - *Share the data from the assessment(s) with UMSL.*
 - *At the end of the 2020-2021 school year, share findings related to individual student annual growth outcomes with UMSL.*
 - *UMSL will NOT:*
 - *Hold Premier Charter School accountable for students reaching their individual growth targets based on data from the internal assessments administered in 2020-21.*
 - *UMSL will:*
 - *Incorporate internal assessment outcomes related to individual student growth in its 2021 annual review report; specifically, in the section on student academic achievement.*

Comparisons with SLPS Schools

- *UMSL may compare Premier Charter School's 2020-2021 state assessment outcomes with those of comparable schools within St. Louis Public Schools; with the understanding that the comparison will account for variance in the attendance models (in-person, fixed-blended and virtual) each school followed, including shifts between the models through the school year.*

After the assessments were administered in SY21, and DESE has revealed that LEA-level data will be made available publicly on December 1, 2021, but it is unlikely school-level data will be released, the UMSL CSO has determined only internal assessment data will be reported. Comparisons to SLPS schools will not be made because comparison data is not available.

Internal Data

** Analysis is pulled directly from summative reports submitted by Mike Schrimpf, of PCS*

ELA Headlines 2020-2021 (Growth)

- 50% of students met their annual growth goal at least 1x during the year
- 25+% of students met stretch growth goals (at least 1.5 years of growth)
- Greater percentages of students met growth and stretch targets in older grades
- Much higher percentage of blended learning students met growth and stretch targets
- Fewer Black, IEP and in particular, ELL students met growth targets
- Potential reliability/validity issues:
 - Growth targets calculated using sample data collected pre-COVID
 - Lack of standardization in test administration (in person, virtual, quarantine)

ELA Headlines 2020-2021 (Proficiency)

- Projecting 34% proficiency (All school) and 28% proficiency in grades 3-8
- 75% of K students meet proficiency benchmark
- 1st-3rd and 8th also performed above average
- Discrepancies in proficiency by race and special program status increased when compared to pre-COVID (particularly among Black, F/R and ELL students)
- A much higher percentage of in person students are projected to reach proficiency
- No significant proficiency differences between virtual and blended students in 3-8
- Potential reliability/validity issues:
 - Proficiency targets calculated using sample data collected pre-COVID
 - Lack of standardization in test administration (in person, virtual, quarantine)
 - Conservative proficiency projection used (mid-on grade level)

iReady 2020-2021 Growth Overview ELA

Student Population	Students w/ 2+ Scores	Met Growth Target Spring	Met Growth Target Winter (not Spring)	Met Stretch Target Spring	Met Stretch Target Winter (not Spring)
Total	890	330 (37.1%)	111 (12.5%)	173 (19.4%)	50 (5.6%)
K	91	33 (36.3%)	6 (6.6%)	13 (14.3%)	4 (4.4%)
1st	103	30 (28.8%)	6 (5.8%)	18 (17.3%)	3 (2.9%)
2nd	89	29 (32.6%)	7 (7.8%)	15 (16.9%)	4 (4.4%)
3rd	104	41 (39.4%)	11 (10.6%)	24 (23.1%)	8 (7.7%)
4th	97	38 (36.9%)	14 (14.4%)	22 (21.4%)	6 (6.2%)
5th	100	30 (30%)	18 (18%)	11 (11%)	6 (6%)
6th	102	44 (43.1%)	21 (20.4%)	27 (27.6%)	10 (10.2%)
7th	101	38 (37.6%)	13 (12.9%)	21 (20.8%)	4 (4.0%)
8th	103	47 (45.6%)	15 (14.6%)	22 (21.4%)	5 (4.9%)

iReady 2020-2021 Growth Overview ELA

Student Population	Students w/ 2+ Scores	Met Growth Target Spring	Met Growth Target Winter (not Spring)	Met Stretch Target Spring	Met Stretch Target Winter (not Spring)
Total	890	330 (37.1%)	108 (12.1%)	169 (18.9%)	47 (5.3%)
Asian	47	23 (48.9%)	3 (6.4%)	11 (23.4%)	1 (2.1%)
Black	238	70 (29.4%)	33 (13.9%)	28 (11.8%)	10 (4.2%)
Hispanic	184	61 (33.2%)	26 (14.1%)	33 (17.9%)	12 (6.5%)
White	361	148 (40.9%)	42 (11.6%)	87 (24.1%)	23 (6.4%)
Multi	58	24 (41.4%)	6 (10.3%)	13 (22.4%)	3 (5.2%)
F/R	444	155 (34.9%)	43 (9.7%)	65 (14.6%)	23 (5.2%)
IEP	134	39 (29.1%)	22 (16.4%)	23 (17.2%)	8 (6.0%)
ELL	153	43 (28.1%)	17 (11.1%)	20 (13.1%)	9 (5.9%)

iReady 2020-2021 Growth Overview ELA

Student Population	Students w/ 2+ Scores	Met Growth Target Spring	Met Growth Target Winter (not Spring)	Met Stretch Target Spring	Met Stretch Target Winter (not Spring)
Total	890	330 (37.1%)	108 (12.1%)	169 (18.9%)	47 (5.3%)
In Person	113	37 (32.7%)	7 (6.2%)	14 (12.4%)	5 (4.4%)
Virtual	504	166 (32.9%)	73 (14.5%)	95 (18.8%)	32 (6.3%)
Blended	273	127 (46.5%)	32 (11.7%)	64 (23.4%)	12 (4.4%)

Math Headlines 2020-2021 (Growth)

- 42% of students met their annual growth goal at least 1x during the year
- 18+% of students met stretch growth goals (at least 1.5 years of growth)
- 8th grade had the highest % of students meeting growth and stretch targets. K, 6 and 7 were other high performing grades
- No significant difference in growth between in person, virtual and blended attendance models
- Fewer Black, IEP and ELL students met growth targets
- Potential reliability/validity issues:
 - Growth targets calculated using sample data collected pre-COVID
 - Lack of standardization in test administration (in person, virtual, quarantine)

Math Headlines 2020-2021 (Proficiency)

- Projecting 25% proficiency (All school) and 15% proficiency in grades 3-8
- 75% of K students meet proficiency benchmark
- 1st and 8th also performed above average
- Discrepancies in proficiency by race and special program status increased when compared to pre-COVID (particularly among Black, F/R and ELL students)
- A much higher percentage of in person students are projected to reach proficiency
- In grades 3-8, a higher percentage of fully virtual students are projected proficient than blended learning group students
- Potential reliability/validity issues:
 - Proficiency targets calculated using sample data collected pre-COVID
 - Lack of standardization in test administration (in person, virtual, quarantine)
 - Conservative proficiency projection used (mid-on grade level)

iReady 2020-2021 Growth Overview Math

Student Population	Students w/ 2+ Scores	Met Growth Target Spring	Met Growth Target Winter (not Spring)	Met Stretch Target Spring	Met Stretch Target Winter (not Spring)
Total	893	301 (33.7%)	73 (8.2%)	140 (15.7%)	17 (1.9%)
K	92	43 (46.7%)	3 (3.3%)	25 (27.2%)	3 (3.3%)
1st	103	31 (30.1%)	6 (5.8%)	13 (12.6%)	3 (2.9%)
2nd	86	24 (27.9%)	7 (8.1%)	10 (11.6%)	3 (3.5%)
3rd	104	26 (25%)	15 (14.4%)	7 (6.7%)	3 (2.9%)
4th	97	26 (26.8%)	4 (4.1%)	10 (10.3%)	0
5th	98	25 (25.5%)	13 (13.3%)	8 (8.2%)	2 (2.0%)
6th	104	37 (35.6%)	11 (10.6%)	12 (11.5%)	3 (2.9%)
7th	102	36 (35.3%)	8 (7.8%)	21 (20.6%)	0
8th	107	53 (49.5%)	6 (5.6%)	34 (31.8%)	0

iReady 2020-2021 Growth Overview Math

Student Population	Students w/ 2+ Scores	Met Growth Target Spring	Met Growth Target Winter (not Spring)	Met Stretch Target Spring	Met Stretch Target Winter (not Spring)
Total	893	301 (33.7%)	73 (8.2%)	140 (15.7%)	17 (1.9%)
Asian	48	18 (37.5%)	5 (10.4%)	4 (8.3%)	1 (2.1%)
Black	241	58 (24.2%)	25 (10.4%)	27 (11.2%)	8 (3.3%)
Hispanic	185	61 (32.9%)	11 (5.9%)	28 (15.1%)	3 (1.6%)
White	360	139 (38.6%)	29 (8.1%)	72 (20%)	4 (1.1%)
Multi	57	24 (42.1%)	2 (3.5%)	9 (15.8%)	0
F/R	451	146 (32.4%)	41 (9.1%)	69 (15.3%)	15 (3.3%)
IEP	135	38 (28.1%)	11 (8.1%)	15 (11.1%)	2 (1.5%)
ELL	154	37 (24.0%)	12 (7.8%)	12 (7.8%)	4 (2.6%)

iReady 2020-2021 Growth Overview Math

Student Population	Students w/ 2+ Scores	Met Growth Target Spring	Met Growth Target Winter (not Spring)	Met Stretch Target Spring	Met Stretch Target Winter (not Spring)
Total	893	301 (33.7%)	73 (8.2%)	140 (15.7%)	17 (1.9%)
In Person	114	41 (35.9%)	5 (4.4%)	16 (14.0%)	3 (2.6%)
Virtual	511	167 (32.7%)	40 (7.8%)	87 (17.0%)	8 (1.6%)
Blended	268	93 (34.7%)	28 (10.4%)	37 (13.8%)	6 (2.2%)

Findings

- ELA: 37.1% of students met growth goals, with 19.4% meeting stretch growth goals.
 - Fewer black, IEP and FRL students met growth goals.
- Math: 33.7% of students met growth goals, with 1.9% meeting stretch growth goals.
 - Fewer black, IEP and FRL students met growth goals.

Conclusion

The challenges of understanding student growth during the 2020-2021 school year were many, as schools adjusted to meet students’ needs during the COVID-19 pandemic. Conditions for administering assessments were less than ideal; platforms for learning were varied between virtual, on-site, and hybrid models; students and staff were operating with additional stressors and trauma.

Even with the challenges, many students at Premier Charter School made typical growth, with quite a few meeting stretch goals in ELA. Achievement gaps grew for black students, students who qualified for free and reduced lunch, and for students with IEPs. Premier did an excellent job of providing support and ensuring students continued to learn despite the challenges of the pandemic.

IX. Sound Financial Operations

Standards	Indicators	Evidence
<p>A. Fulfills its fiduciary responsibility for public funds by ensuring the school operates in a fiscally sound and appropriate manner.</p>	<ol style="list-style-type: none"> 1) Preserves a minimum of three percent budget surplus. 2) Maintains accessible and appropriate fiscal records. 3) Core Data and other required school reporting is conducted in a timely and appropriate manner. 4) Conducts an annual financial audit. 5) Ensures that school business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school through: <ol style="list-style-type: none"> a) Board review of monthly check register b) Oversight of credit card expenses c) Oversight of cash management d) Monitoring attendance reporting e) Provision of insurance coverage including: <ol style="list-style-type: none"> i) Director and Officers ii) Employee Dishonesty iii) General Liability iv) Professional Liability v) Property 	<p>Documents</p> <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 ● Monthly Check Registers ● Monthly Bank Statements and Cash Reconciliations ● Quarterly Reports ● Proof of Insurance Statements <p>Other Evidence</p> <ul style="list-style-type: none"> ● Interview with CFO ● Payroll and retirement records ● Core Data Reports ● Evidence in board minutes that the check register has been reviewed and approved by the board.

	vi) Workmen's Compensation	
B. Establishes clear fiscal policies that use public funds appropriately	<ol style="list-style-type: none"> 1) Adhere to an adopted and board approved fiscal policy and procedures manual. 2) Ensure fiscal policies include procedures for the authorization of purchases and release of funds 3) Adopt a budget by June 30 for the upcoming fiscal year . 4) Ensure that the budgeting process maintains a direct focus on teaching and learning needs with a fiscal balance to cover expenses with revenue. 	<p>Documents</p> <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 <p>Other Evidence</p> <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	<ol style="list-style-type: none"> 1) 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. 2) Establish policies to ensure that contracts reflect fair market value. 3) Determine compensation levels for employees that are appropriate for the positions and responsibilities and that are consistent with industry norms 	<p>Documents</p> <ul style="list-style-type: none"> ● Staff Salary Records (including average staff salary) <p>Other Evidence</p> <ul style="list-style-type: none"> ● Building walk-through ● Classroom observations ● Vendor contracts

Element X: Financial Operations
<p>In reviewing documentation submitted by Premier Charter School, the following is Shannon Spradling's analysis of Premier's financial picture:</p> <ul style="list-style-type: none"> ● FY17 ending cash fund balance per the ASBR was 67.6% ● FY18 ending cash fund balance per the ASBR was 37.61% ● FY19 ending cash fund balance per the ASBR was 36.97% ● FY20 ending cash fund balance per the ASBR was 42.15% ● FY21 ending cash fund balance per the ASBR was 54.48%,

Recommendations - No recommendations.

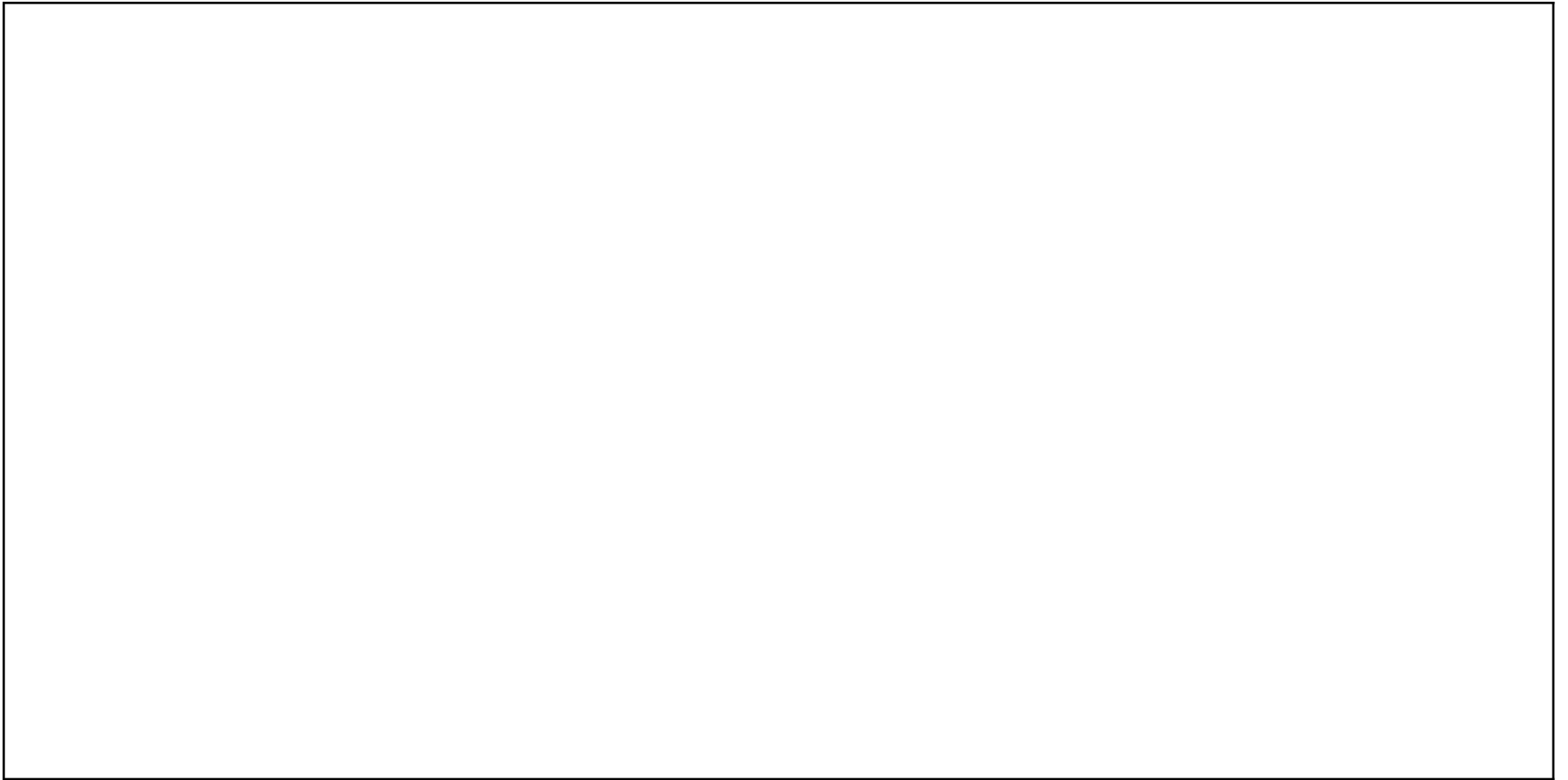
Financial review

- Standard a
 - ASBR: The ASBR was filed on time.
 - Independent Annual Audit: Complete. Board approved the audit and submitted it on time to DESE.
 - Cash Flow Projection and Analysis: School has a tool for analyzing cash flow.
 - Annual Debt Report: Submitted to the State.
 - Audit Published: School publishes the audit in the St. Louis American.
 - Evidence - Documentation submitted to UMSL.
- Standard b
 - Annual Budget: Board approved the FY22 budget prior to the start of the new fiscal year and also amended the budget during the current year.
 - Monthly Financial Statements: The finance committee reviews the monthly financials and check register.
 - Banking Information: Funds in excess of \$250k are collateralized by Government Securities.
 - Account Coding: Coding is in compliance with DESE Financial Accounting requirements

Recommendations - No recommendations

- Standard c
 - The 2020-21 average daily attendance was 929.
 - Estimated average daily attendance for 2021-22 is 848.
 - The school appears to have adequate resources.
 - The Average teaching salary is approximately \$47,360.

Recommendations - No recommendations.



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