



St. Louis Language Immersion School: Contract Term 2019-2024

ANNUAL REVIEW PERFORMANCE SUMMARY SY23

STANDARDS	SY23 RATING
I. ACADEMIC PERFORMANCE	
State and Federal Accountability	Does Not Meet
Academic Proficiency	Does Not Meet
Academic Growth	Does Not Meet
II. FINANCE	
Near-Term Financial Health	Meets
Financial Sustainability Measures	Meets
Financial Operations	Meets
III. LEARNING ENVIRONMENT	
School Environment	Meets
Education Program Compliance	Partially Meets
Student Rights and Requirements	Meets
School-Specific Goals	Does Not Meet
IV. GOVERNANCE	
Effective Governance Practices	Meets
School Leader Accountability	Meets
Compliance and Reporting	Meets
V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE	
Employee Rights and Requirements	Meets

RATING	DESCRIPTION
Exceeds	The school is exceeding expectations and showing exemplary performance. This rating only applies to academic performance.
Meets	The school generally meets the criterion, is performing well, is meeting expectations for performance, and/or minor concerns(s) are noted.
Partially Meets	The school meets some aspects of the criterion, but not others and/or moderate concerns(s) are noted.
Does Not Meet	The school falls far below the stated expectations and/or significant concern(s) are noted. The failures are material and significant to the viability to the school.

REVIEW SUMMARY
 In review, St. Louis Language Immersion has met the terms of the Performance Contract (as reported in this annual review) in two of the five areas for SY23: Finance and Governance.

In the area of Academic Achievement and Annual Performance Report, there are limited data available due to the MAP test being canceled in the first year of this contract, and the second year not being used for accountability purposes. The year of data available for accountability purposes (SY22) demonstrated a significant decline in ELA and Math for all students and in all content areas for Student Groups. Prior to SY22, though, SLLIS was on a trajectory demonstrating significant growth for students. Internal data for SY23 demonstrate strong growth that suggests a recovery in academic outcomes is likely.

In the area of Learning Environment, SLLIS met two of four performance standards. The areas deemed “not met” were connected to staff culture and attendance. In the area of Operations and Organizational Compliance, SLLIS met two of three performance standards. The area deemed “not met” was connected to staff retention. The school is in the process of implementing a plan for SY24 to address these areas of concern.

FINDINGS
Strengths:
 - Prior to SY22, SLLIS's growth results were exceptional; internal data for SY23 demonstrate a return to making strong growth.
 - MAP outcomes exceeded SLPS in 2022 by 10 percentage points (ELA); 11 percentage points (Math); and 16 percentage points (Science).
 - Maintained a financial surplus between 38-60% over the last five years.
 - High Rates of Student Retention (from beginning of year to end of year): exceeded 90% for the duration of the current contract period.
 - SLLIS has strong and consistent governance practices.
 - SLLIS is one of the few small charter schools to offer transportation to students.
 - SLLIS demonstrated significant improvements in the area of student support services. during SY23.

Compliance and Reporting	Meets
School-Specific Goals	Does Not Meet

SLLIS demonstrated significant improvements in the area of student support services, during SY23.

Areas for Growth:

- Student outcomes declined in SY22, with internal data indicating growth in SY23. The school must continue to closely monitor progress, maintaining a strong process for data analysis that leads to adjusting and meeting student, teacher, and schoolwide needs, in real time.
- Teacher culture has become a concern over the last few years, as teachers feel unsupported and resist changes brought in by administration.
- Attendance rate has declined, and attendance procedures appear to have a part in attendance being reported lower than it actually should be.
- Staff retention rate has declined steadily
- Student enrollment has declined steadily.

CONCLUSION

SLLIS has met the terms of its Charter Contract and Performance Contract, by designing and preparing to implement a plan to address the identified areas of concern. They are implementing a comprehensive plan to address the academic decline of SY22.

SLLIS is driven by a board and Superintendent with a clear vision and strategic plan, supported by a newly-developed CSIP, for success, SLLIS has made many changes in leadership and the program over the last few years. With commitment to ambitious goals, SLLIS is poised to resume strong academic growth with students. SLLIS has a very involved and ambitious board, committed to the school and the mission.



St. Louis Language Immersion School: Contract Term 2019-2024

I. ACADEMIC PERFORMANCE

STANDARDS		INDICATORS/ MEASURES		PERFORMANCE DURING CONTRACT							
State and Federal Accountability		Indicators/Measures		SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* State Rating-APR		70+		76.3	N/A	N/A	52	TBD	Does Not Meet	↘	- SY20 not available; - SY21 not to be used for accountability; - Comparisons are a new metric in SY22 and are not part of the Performance Contract.
<i>Exceeds Home District APR</i>		<i>Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>		SLPS = 50.8	SLPS = N/A	N/A	SLPS = 64	TBD	Does Not Meet	↘	
Academic Proficiency		Indicators/Measures		SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* ELA: % Proficient/Advanced (All)		Target			44%	48%	48%	52%	Does Not Meet	↘	- SY19 is from previous contract - SY20 not available - SY21 not to be used for accountability - Comparisons are a new metric in SY22 and are not part of the Performance Contract - MPIs in SY22: 1st Number is MPI calculated as Continuous MPI per MSIP 6; the 2nd number is the conversion to an MSIP 5 calculation made to compare to Contract targets and determine if target met. Measure Rating Key: - Exceeds if results are 2 percentage points greater than the Proficient/Advanced target or 5 points greater than MPI target - Meets if results are between -1.9 and 1.9 percentage points from Proficient/Advanced target or - 4.9 or 4.9 MPI points of MPI target - Partially Meets if results are between 2 and 4 percentage points less than Proficient/Advanced target or 5-10 points less than MPI target - Does Not Meet if results are more than 4 percentage points less than Proficient/Advanced
		Actual Score		35.6%	N/A	39.9%	29.7%	TBD			
<i>ELA: Proficiency Comparison (All K-8)</i>		<i>Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>		N/A	N/A	SLPS (K-8) = 16%	SLPS (K-8) = 17%	TBD	Exceeds	↔	
* ELA: % Proficient/Advanced (Student Groups)		Target			30%	37%	37%	45%	Does Not Meet	↘	
		Actual Score		28.0%	N/A	31.0%	23.0%	TBD			
* ELA: MPI (All)		Target			300	307	307	315	Does Not Meet	↘	
		Actual Score		296	N/A	303	356.4/277	TBD			
* ELA: MPI (Student Groups)		Target			270	277	277	285	Does Not Meet	↘	
		Actual Score		273	N/A	282	339.7/253	TBD			
* Math: % Proficient/Advanced (All)		Target			44%	48%	48%	52%	Does Not Meet	↘	
		Actual Score		35.0%	N/A	40.0%	24.4%	TBD			
<i>Math: Proficiency Comparison (All K-8)</i>		<i>Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>		N/A	N/A	SLPS (K-8) = 9%	SLPS (K-8) = 11%	TBD	Exceeds	↔	
* Math: % Proficient/Advanced (Student		Target			25%	32%	32%	40%	Does Not Meet	↘	

Groups)	Actual Score	28.0%	N/A	28.0%	16.0%	TBD	Does Not Meet	↘	target or 10 points less than MPI target
* Math: MPI (All)	Target		300	307	307	315	Does Not Meet	↘	
	Actual Score	284	N/A	273	326.9/ 247	TBD			
* Math: MPI (Student Groups)	Target		270	277	277	285	Does Not Meet	↘	
	Actual Score	259	N/A	245	305.8/ 217	TBD			
* Science: % Proficient/Advanced (All)	Target		20%	26%	26%	33%	Exceeds	↔	
	Actual Score	28.0%	N/A	32.0%	32.8%	TBD			
Science: Proficiency Comparison (Grade 5 and 8)	Exceeds Home District? <i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	N/A	N/A	SLPS = 12%	SLPS 5th=16%, 8th=15%	TBD	Exceeds	↔	
* Science: % Proficient/Advanced (Student Groups)	Target		18%	25%	25%	32%	Does Not Meet	↘	
	Actual Score	27.0%	N/A	23.0%	17.0%	TBD			
* Science: MPI (All)	Target		260	270	270	280	Meets	↔	
	Actual Score	265	N/A	268	351/ 266	TBD			
* Science: MPI (Student Groups)	Target		230	243	243	255	Does Not Meet	↘	
	Actual Score	258	N/A	246	320.8/ 228	TBD			
Academic Growth	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
ELA: NCE Score (All)	≥ 50	52.2	N/A	52.5	Average: Z = -0.02598; SIG = 0 NCE = 49.5	TBD	Partially Meets	↘	SY21, and is not part of the Performance Contract - NCE is a grade 4-8 metric and measures growth of individual students against the growth of similar peers - SY19 is from previous contract - SY 20 not available - SY 21 not to be used for accountability - SY 22 NCE was hand-calculated by (Z*21.063)+50; it is only inclusive of one year of growth data, so may be less reliable than it will be in the second and third years, when the two - and three-year averages are available. Measure Rating Key: - Exceeds if school NCE is greater than 52 (SY21) or Above Average (SY22) - Meets if school NCE is between 50-51.9 (SY21) or Average and ≥ 50 (SY22) - Partially Meets if school NCE is between 48.9-49.9 (SY21) or Average and < 50 (SY22) - Does Not Meet if school NCE is less than 48.9 or Below Average (SY22)
ELA: NCE Comparison (All)	Exceeds Home District? <i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	48.9	N/A	SLPS = 49.8	SLPS Z = 0.0534; SIG = 1 NCE = 51.1	TBD	Does Not Meet	↘	
ELA: NCE Score (Subgroups)	≥ 50	N/A	N/A	N/A	Average: Z = -0.0517; SIG = 0 NCE = 48.9	TBD	Partially Meets	↔	
Math: NCE Score (All)	≥ 50	51.9	N/A	50.2	Below Average: Z = -0.2184; SIG = -1 NCE = 45.4	TBD	Does Not Meet	↘	
Math: NCE Comparison (All)	Exceeds Home District? <i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	49.1	N/A	SLPS = 48.9	SLPS Z = -0.02415; SIG = -1 NCE = 49.5	TBD	Does Not Meet	↘	
Math: NCE Score (Subgroups)	≥ 50	N/A	N/A	N/A	Below Average: Z = -0.2268; SIG = -1 NCE = 45.2	TBD	Does Not Meet	↘	

Additional Notes: The achievement of SLLIS students is above that of St. Louis Public Schools, above that of the cohort of all St. Louis charter schools, but below the overall State. SLLIS had exceptionally strong performance across the pandemic from SY19 - SY21. SLLIS decreased in student achievement from SY21 to SY22, while the comparison groups generally increased and started closing the gap towards their pre-pandemic levels of achievement. Leadership at SLLIS has begun implementing strategic changes that are expected to positively contribute to improved academic outcomes in the coming years. Some of the adjustments made to the academic program include the following: developing an MTSS process to ensure all students in need of additional academic intervention receive support; supporting a healthy staff culture with increased pay; selecting new curriculum in several content areas; modifying scope & sequences; and developing a CSIP to direct instructional changes for SY24.

UMSL review of curriculum found there was some progress in developing the written curriculum framework. Further, they translated the science curriculum into two of the target languages and provided authentic texts related to target language in social studies. Classroom observations demonstrate most instruction was primarily teacher-centered/directed instruction, with students completing worksheets and packets. The teachers led instruction and occasionally asked questions, calling one student at a time. Classroom management was appropriate. SLLIS's CSIP is designed to implement many new plans related to curriculum and instruction geared toward improvement in the coming year.

SY23 internal Star data analyses demonstrate a trend toward recovery in SY23. Fall to Spring Reading performance is improved and predicts an improvement on the MAP assessment, with students demonstrating 2 months growth above average. Fall to Spring Math performance is steady and predicts a similar performance on the MAP assessment as SY22, with students demonstrating 1 month growth above average. UMSL requires that future internal data analyses assess student performance by Student Groups, to better understand how students with different needs perform.

In addition to Star data, SLLIS has begun to collect data on Proficiency in Language Acquisition. The strongest performance is in the Spanish program.

- Asterisk indicates Standards in the Performance Contract
 - Data is that which was available through June 15, 2023
 - 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: ↘, ↗, ↔

Cumulative Rating Scale:
 Exceeds: Consistently exceeds target, year over year OR Exceeds in current year, and demonstrates a positive trend overall
 Meets: Consistently meets target, year over year OR Meets or exceeds in at least one of the last two years, and demonstrates a positive trend overall
 Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet
 Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years



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II. FINANCE									
STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT							
Near-Term Measures	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence the school is a viable school of choice	Materially Compliant	560	485	460	437	396	Partially Meets	↘	- SY 19 is from previous contract - This is the WADA (SY20-22) Enrollment has declined each school year; SLLIS has developed a plan to address this concern by adding 5 new entry points for enrollment.
Fund Balance	Materially Compliant	\$1,428,291	\$2,671,669	\$3,597,893	\$2,529,480	TBD	Meets	↔	
Sustainability Measures	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* % Surplus	> 10%	20%	48%	60%	38%	TBD	Meets	↔	- SY 19 is from previous contract
Expenditures Less than Receipts for the Fiscal Year	Expenditures/Revenue < 1	0.99	0.87	1.00	0.96	TBD	Meets	↗	- SY 19 is from previous contract
Financial Operations	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* Complies with annual auditing and ASBR requirements, and remedy all audit findings	Materially Compliant	N/A	Meets	Meets	Meets	Meets	Meets	↔	The audit and ASBR were submitted on time. No material weaknesses were identified. Several small comments related to internal controls were communicated to the board.
* Maintains 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	Materially Compliant	N/A	Meets	Meets	Meets	Meets	Meets	↔	The Board reviews the check register at monthly board meetings. Other financial oversight is managed through internal controls within school management. All necessary insurance is in place.
* Fiscal records are appropriately maintained	Materially Compliant	N/A	Meets	Meets	Meets	Meets	Meets	↔	

* The school operates in a fiscally sound and appropriate manner	Materially Compliant	N/A	Meets	Meets	Meets	Meets	Meets	↔	The budget anticipated a strong annual surplus and is anticipating additional expenses to implement new programs and address learning loss. SLLIS implements appropriate internal controls, and fiscal policies and procedures.
* School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school	Materially Compliant	N/A	Meets	Meets	Meets	Meets	Meets	↔	
* Core Data and other required school reporting is conducted in a timely and appropriate manner	Materially Compliant	N/A	Meets	Meets	Meets	Meets	Meets	↔	

Additional Notes: N/A

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 - 5-year information is provided for the purpose of determining direction/trend: ↘, ↗, ↔

Cumulative Rating Scale:
 Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall
 Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet
 Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years



Charter School Office

St. Louis Language Immersion School: Contract Term 2019-2024

III. LEARNING ENVIRONMENT COMPLIANCE									
STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT					Cumulative Rating	Direction	Notes
School Environment	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23			
* Complies with facilities and transportation requirements	Materially Compliant		Meets	Partially Meets	Meets	Meets	Meets	↔	- SY 19 is from previous contract
* Meets all state and local standards relative to health and safety; maintains a clean and safe environment that supports the educational mission of the school	Materially Compliant		Meets	Meets	Meets	Meets	Meets	↔	SLLIS 's physical space meets the needs of their program, and they are one of few schools to have space to spare. The school has taken on several improvement projects in years' past, most notably the playground upgrade. They are considering an expansion to their gym in the future. This year, they focused on lobby renovation, signage on the outside, and developing a master campus plan.
Education Program Compliance	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
Implements the material terms of the education program as defined in the current charter contract	Materially Compliant				Meets	Partially Meets	Partially Meets	↘	- Reviewed/Did not receive a rating prior to SY22 The rating is based on survey data indicating progress needs to be made in the area of staff culture (specifically teachers).
Complies with applicable education requirements	Materially Compliant				Meets	Partially Meets	Partially Meets	↘	- Reviewed/Did not receive a rating prior to SY22 The school meets this in most areas, but has not posted Title IX Training documents, as required.

Students Rights and Requirements	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
Protects the rights of all students	Materially Compliant				Partially Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Protects the rights of students with disabilities	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Protects the rights of English Language Learner (ELL) students	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
School-Specific Goals	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* Attendance	90/90		82.6% (ADA = 94%)	83.90%	66.30%	TBD	Does Not Meet	↘	- SY 19 is from previous contract - Updated SY22 % is found in APR supporting data. This is an area of concern, for which the school has developed a plan to improve and monitor improvements regularly.
* Student Retention Rate (enrollment from beginning to end of school year)	> 85%		96.0%	94%	95%	TBD	Meets	↔	The data was re-calculated by Bruce Hesel of Informed Improvement in SY23.

Additional Notes:SLLIS staff and families are committed to a mission, values, and purpose that "provides a bilingual, culturally responsive, transformational education that enriches the children of St. Louis city." Staff and teachers are very committed to the mission of providing dual language to students. They believe strongly in the value of developing a global understanding within their community and deeply appreciate sharing the three cultures of the different programs across the full school. SLLIS has a unique environment as they are truly multicultural, exposing St. Louis students to the Chinese, Spanish, or French culture. This exposure to a different culture is the main appeal of the school, and they capitalize on it through hosting cultural events that engage families and students. Classroom observations demonstrate bilingual education, with some classes in English and others in the target language.

SLLIS staff are committed to the mission, but there are some challenges related to staff culture, specifically the teachers. The problem with staff culture may be the source of low teacher retention, year over year. Staff surveys indicate significant progress in favorable responses from SY22. This is likely a result of the new federal programs/student support leader's work. Staff responses resulted in SLLIS being in one of the top two quintiles in evaluation, feedback and coaching, and professional learning, on a nationally-normed survey. They also had primarily favorable responses in school climate, school leadership, and staff-leadership relationships. Their one area in the lowest quintile is related to having adequate resources. These positive sentiments were echoed in staff interviews.

Teachers surveys indicate some progress but still demonstrate concerns, with all results in one of the bottom two quintiles: evaluation, feedback and coaching, professional learning, resources, school climate, school leadership, and staff-leadership relationships. These concerns were echoed in the teacher interviews. The school has developed plans to address these concerns in the future, and will monitor progress toward improvement.

Students in grades 3-5 indicate teacher-student relationships and classroom engagement are the best areas of the school (second highest quintile). Responses from students in grades 3-5 indicate the school is in the second lowest quintile in classroom climate, rigorous expectations, and pedagogical knowledge. Students in grades 6-8, indicate the school is in either the lowest or second lowest quintile in all areas: classroom belonging, classroom climate, classroom engagement, classroom rigorous expectations, classroom teacher-student relationships, and pedagogical knowledge.

Responses from parents indicate favorable responses in the following areas: communication with, approachability of, and responsiveness of the teachers; communication overall; leadership approachability; and systems for health and safety. 69% believe SLLIS has rigorous academics, and 92% believe their child is learning at SLLIS. 88% feel welcome at SLLIS. Parents indicate fewer favorable responses related to feedback: being asked for it and incorporating it. This sentiment is echoed by the teachers (both in surveys and interviews).

SLLIS is one of the few schools that has ample space to support all program initiatives. 79% parents indicate systems for health and safety have been effective this year, and 89% of parents indicate students feel safe at SLLIS. Teacher and staff surveys indicate that the school is often in need of repairs.

Significant improvement in the SST process this year was observed. Meeting time is dedicated, and team members attend consistently. SST process includes the routine use of benchmarking data, goal setting, progress monitoring, and 6-8 week follow up. The SLLIS MTSS framework addresses the required components of MTSS and the basic expectations of DESE MSIP. A written manual provides the basis for SST training and process. This establishes a consistent process and documentation that can continue even when critical leadership turns over. Intervention resources for social-emotional-behavior are available and strong. Academic intervention resources beyond what the classroom teacher can provide are limited. SLLIS is hiring a math interventionist to help address this gap for SY24.

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Cumulative Rating Scale:
Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall
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St. Louis Language Immersion School: Contract Term 2019-2024

IV. GOVERNANCE									
STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT							
Effective Governance Practices	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* Maintains an active, involved board as described in their charter	Materially Compliant		Meets	Meets	Meets	Meets	Meets	↔	- SY 19 is from previous contract The board maintains expertise in law, finance, business, local government, education leadership, marketing, and procurement. They have intentionally diversified their board to provide the appropriate expertise and personal backgrounds to best govern the school. They identified a need for a person with expertise in marketing and brought on a new board member next year with this expertise.
* The school Board operates legitimately and in the best interest of its students and mission	Materially Compliant		Meets	Meets	Meets	Meets	Meets	↔	
* 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 and continual training throughout their service	6+ hours/member annually		Meets	Meets	Meets	Meets	Meets	↔	The SLLIS Board maintains a strong onboarding program for new members. This year, their board training focused on their commitment to DEI.
* Appropriate board policies are developed, revised as needed, and followed	Materially Compliant		Meets	Meets	Meets	Meets	Meets	↔	SLLIS's Board policies were last updated in May 2021 (according to the UMSL submission). The SLLIS Board regularly reviews and updates policies, as necessary.
* Meetings are regularly scheduled and appropriately conducted	Materially Compliant		Meets	Meets	Meets	Meets	Meets	↔	The Board has 10 scheduled meetings that are conducted according to accepted standards for school board meetings.

* The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication	Materially Compliant		Meets	Meets	Meets	Meets	Meets	↔	The SLLIS Board has a Board Development Plan based on self-assessment. In the previous year, the SLLIS Governance Committee developed and conducted both individual and overall board member assessments, a board demographics and skills spreadsheet, and a review of board policy on board member role, function, and training to gather information for board development needs. This assessment informed the development and implementation of the Board Development Plan which includes onboarding of new members and ongoing training for all board members. The SLLIS Board is very self-aware and intentional in each board member's role and the growth of the board. This year, they plan to grow in the following areas: charter law, best practices to review board policies, and best practices in forming new committees.
Strategic Plans, Board Goals	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22 The Board has a clearly developed strategic plan that is now supported by the CSIP.
School Leader Accountability	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* The Board implements a transparent process for evaluating the school leader that includes evaluation of core competency categories and progress made on yearly school goals	Materially Compliant		Meets	Meets	Meets	Meets	Meets	↔	- SY 19 is from previous contract
Compliance and Reporting	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* Consistently abide by all Missouri laws	Materially Compliant		Meets	Meets	Meets	Meets	Meets	↔	- SY 19 is from previous contract
* Governance records and documentation are appropriately created and maintained	Materially Compliant		Meets	Meets	Meets	Meets	Meets	↔	
* 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.	Materially Compliant		Meets	Meets	Meets	Meets	Meets	↔	
* The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues	Materially Compliant		Meets	Meets	Meets	Meets	Meets	↔	School business is conducted in accordance to regulations, as evidenced in UMSL's attendance of board meetings.

* The Board officially reviews the sponsor's Annual Review at one of its board meeting	Materially Compliant		Meets	Meets	Meets	Meets	Meets	↔	
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Additional Notes: N/A

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 - 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: ↘, ↗, ↔

Cumulative Rating Scale:
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 Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years



St. Louis Language Immersion School: Contract Term 2019-2024

V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE

STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT					Cumulative Rating	Direction	Notes
		SY 19	SY 20	SY 21	SY 22	SY 23			
Employee Rights and Requirements	Indicators/Measures								
* Maintains 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	Materially Compliant		Meets	Meets	Partially Meets	Meets	Meets	↔	- SY 19 is from previous contract SLLIS is in the process of redesigning their PD plan for SY24. They are responding to feedback from staff and teachers, in their need for more individualized coaching alongside shared norms and schoolwide expectations.
* Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement			Meets	Meets	Meets	Meets	Meets	↔	The school has developed strong hiring practices and protocols, as hiring international teachers is more complex. They have a strong recruiting and HR process. Teacher turnover has led to challenges in sustaining teacher improvement, so the school is working on improving teacher retention.
Meeting teacher and other staff credentialing requirements	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22 SLLIS is unique in that their teachers come from all over the world, so they have an exception in law related to certification.
Compliance and Reporting	Indicators/Measures								
* Compliance rate for submitting required data and reports to UMSL	> 90%		Meets	86%	90%	100%	Meets	↔	- SY 19 is from previous contract 0% missing; 4% late
* Consistently complies with DESE reporting requirements and requests, including Core Data Submissions and Tiered Monitoring requirements	Materially Compliant		Meets	Meets	Meets	Meets	Meets	↔	
* Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented	Materially Compliant		Meets	Meets	Meets	Meets	Meets	↔	

Document Retention requirements	Materially Compliant					Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY23 SLLIS will need to develop a plan to digitize them, as will be required by UMSL in the near future.
School-Specific Goals	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* Staff Retention Rate (percent of certified staff who return from the end of one school year to the beginning of the next school year)	> 75%		68%	67%	48%	TBD	Does Not Meet	↘	- SY 19 is from previous contract - This metric includes all code 60 teachers. This is an area of concern, for which the school has developed a plan to improve and monitor improvements regularly.

Additional Notes: SLLIS's Superintendent has a strong commitment to the dual language model. The mission and vision of the school is communicated to the community, which is also committed to the innovative model in which their kids are able to learn a foreign language. 80% of parents feel connected to SLLIS's mission and values and feel that SLLIS takes action to put its mission into practice. Teacher interviews also indicate a strong commitment to the mission of SLLIS. To address concerns related to teacher retention, SLLIS is implementing several strategies to improve in this area: professional development, teacher coaching, and an emphasis on relationship-building and support of teachers.

The Superintendent has developed a comprehensive leadership team with specialized roles: Talent Director, Director of Federal Programs, Operations Director, Enrollment and Assessment Manager, Principal, and APs. This leadership team is entrusted to manage their domain and collaborates with the Superintendent on Central Office cohesion. Her leadership style is to entrust each professional to manage their area of responsibility and to serve as the person ensuring all of the pieces are fitting together effectively. The school is in a state of transition, as they are transitioning away from another principal. The Executive Leader will need to ensure that this next transition of leadership is well-supported and strategically planned in order to ensure they improve in identified growth areas, in order to meet the mission of the school. The Superintendent has developed a plan to ensure that the program is leading to greater outcomes for students.

- Asterisk indicates Standards in the Performance Contract
 - Data is that which was available through June 15, 2023
 - 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: ↘, ↗, ↔

Cumulative Rating Scale:
 Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall
 Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet
 Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years