



## 2021 UMSL Annual Review Report: Part 2 North Side Community School

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**Evaluation Standards: Ten Elements of school evaluation – Part 2:**

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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

- Established a strong fund balance
- Maintained 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 ELA

**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"> <li>1) Articulates its curricular content and performance standards, including minimum student performance standards for advancement or graduation.</li> <li>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.</li> <li>3) Uses multiple forms of assessment, including growth measures assessments, to inform instructional decision making.</li> <li>4) Implements assessments that collect data about students' short-term acquisition and long-term mastery of essential knowledge.</li> <li>5) Analyzes assessments to gauge students' progress towards meeting school performance goals and makes instructional adjustments, as needed, to improve student achievement.</li> <li>6) Tracks and disseminates growth data for students over time using both norm-referenced measures and state assessments.</li> <li>7) Closes the achievement gap among sub-groups of students.</li> <li>8) Complies with the accountability plan (performance contract) established with its sponsor.</li> <li>9) Maintains an attendance rate that aligns with the school's performance contract.</li> <li>10) Maintains a high graduation rate (secondary schools) that aligns with the school's performance contract.</li> </ol>	<p><b>Required Documents:</b></p> <ul style="list-style-type: none"> <li>● <b>Performance Contract</b></li> </ul> <hr/> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>● Teacher and instructional coordinator interviews</li> <li>● Internal formative and summative assessment data</li> <li>● MSIP-5 student achievement, attendance and retention data</li> </ul>

**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.

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 North Side Community School accountable for reaching these targets.*
- *Upon completion of the 2020-2021 school year, UMSL and North Side Community 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 North Side Community School accountable for reaching the performance targets listed in section E columns for 2022 and beyond.*

### *Internal Assessments*

- *Regarding internal assessments of student achievement,*
  - *North Side Community 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 North Side Community 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 North Side Community 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

Data was collected from the NWEA Assessment taken in both fall and spring and took into consideration only those students who took both the fall and spring assessment.

**NWEA Reading:** 40% of students met their growth targets.

<b>NWEA Reading Percentiles (grades K-8)</b>			
	<b>FALL*</b>	<b>SPRING*</b>	<b>DIFFERENCE BETWEEN FALL AND SPRING **</b>
<i>Total N</i>	376	376	
<b>Average Percentile</b>	<b>52.13</b>	<b>28.63</b>	<b>-23.5</b>

<b>Elementary Students (grades K-4)</b>		
<b>NWEA Change in Reading Percentile from Fall to Spring: @ student level</b>		
<b>Level of Change</b>	<b># Students in Level of Change</b>	<b>Percent in Level of Change</b>
<b>Decreased by 10 or more percentile points</b>	126	42.4%
<b>Decreased by 3-9 percentile points</b>	35	11.8%
<b>Maintained between 2 percentile point loss or 2 point gain</b>	36	12.1%
<b>Increased by 3-9 percentile points</b>	23	7.7%
<b>Increased by 10 or more percentile points</b>	77	25.9%

\* 45.7% maintained or grew

<b>Elementary Students (grades K-4)</b>				
<b>NWEA Reading Achievement Levels</b>				
	<b>Fall Achievement Level (#)</b>	<b>Fall Achievement Level (%)</b>	<b>Spring Achievement Level (#)</b>	<b>Spring Achievement Level (%)</b>
<b>Lo</b>	45	15.2%	58	19.5%
<b>Lo Average</b>	64	21.5%	72	24.2%
<b>Average</b>	71	23.9%	74	24.9%
<b>High Average</b>	66	22.2%	64	21.5%
<b>High</b>	51	17.2%	29	9.8%

\* 63.3% Average+ in the Fall; 56.2% Average+ in the Spring

*Middle School*

<b>Middle School Students (grades 5-8)</b>		
<b>NWEA Change in Reading Percentile from Fall to Spring: @ student level</b>		
<b>Level of Change</b>	<b># Students in Level of Change</b>	<b>Percent in Level of Change</b>
<b>Decreased by 10 or more percentile points</b>	35	31.3%
<b>Decreased by 3-9 percentile points</b>	38	33.9%
<b>Maintained between 2 percentile point loss or 2 point gain</b>	24	21.4%
<b>Increased by 3-9 percentile points</b>	11	9.8%
<b>Increased by 10 or more percentile points</b>	4	3.6%

\* 34.8% maintained or grew

Middle School (grades 5-8)				
NWEA Reading Achievement Levels				
	Fall Achievement Level (#)	Fall Achievement Level (%)	Spring Achievement Level (#)	Spring Achievement Level (%)
<b>Lo</b>	25	22.3%	32	28.6%
<b>Lo Average</b>	35	31.3%	45	40.2%
<b>Average</b>	32	28.6%	18	16.1%
<b>High Average</b>	14	12.5%	16	14.3%
<b>High</b>	6	5.4%	1	0.9%

\* 46.5% Average+ in the Fall; 31.3% Average+ in the Spring

NWEA Language Usage: 42% of students met their growth targets.

NWEA Language Usage Percentiles (grades 2-4)			
	FALL*	SPRING*	DIFFERENCE BETWEEN FALL AND SPRING **
<i>Total N</i>	184	184	
<b>Average Percentile</b>	34.8	24.72	-10.08

Elementary Students (grades 2-4)		
NWEA Change in Language Usage Percentile from Fall to Spring: @ student level		
Level of Change	# Students in Level of Change	Percent in Level of Change
<b>Decreased by 10 or more percentile points</b>	60	31.3%
<b>Decreased by 3-9 percentile points</b>	45	23.4%
<b>Maintained between 2 percentile point loss or 2 point</b>	20	10.4%

<b>gain</b>		
<b>Increased by 3-9 percentile points</b>	24	12.5%
<b>Increased by 10 or more percentile points</b>	43	22.4%

\* 45.3% maintained or grew

<b>Elementary Students (grades 2-4)</b>				
<b>NWEA Language Usage Achievement Levels</b>				
	<b>Fall Achievement Level (#)</b>	<b>Fall Achievement Level (%)</b>	<b>Spring Achievement Level (#)</b>	<b>Spring Achievement Level (%)</b>
<b>Lo</b>	39	20.3%	44	22.9%
<b>Lo Average</b>	55	28.6%	51	26.6%
<b>Average</b>	35	18.2%	52	27.1%
<b>High Average</b>	41	21.4%	31	16.1%
<b>High</b>	22	11.5%	14	7.3%

\* 51.1% Average+ in the Fall; 50.5% Average+ in the Spring



NWEA Math: 71% of students met their growth targets.

<b>NWEA Math Percentiles (grades K-8)</b>			
	<b>FALL*</b>	<b>SPRING*</b>	<b>DIFFERENCE BETWEEN FALL AND SPRING **</b>
<i>Total N</i>	<b>376</b>	<b>376</b>	
<b>Average Percentile</b>	<b>47.56</b>	<b>22.7</b>	<b>-24.86</b>

<b>Elementary Students (grades K-5)</b>		
<b>NWEA Change in Math Percentile from Fall to Spring: @ student level</b>		
<b>Level of Change</b>	<b># Students in Level of Change</b>	<b>Percent in Level of Change</b>
<b>Decreased by 10 or more percentile points</b>	142	45.8%
<b>Decreased by 3-9 percentile points</b>	29	9.4%
<b>Maintained between 2 percentile point loss or 2 point gain</b>	39	12.6%
<b>Increased by 3-9 percentile points</b>	38	12.3%
<b>Increased by 10 or more percentile points</b>	62	20.0%

\* 44.9% maintained or grew

<b>Elementary Students (grades K-4)</b>				
<b>NWEA Math Achievement Levels</b>				
	<b>Fall Achievement Level (#)</b>	<b>Fall Achievement Level (%)</b>	<b>Spring Achievement Level (#)</b>	<b>Spring Achievement Level (%)</b>
<b>Lo</b>	41	13.2%	70	22.6%
<b>Lo Average</b>	79	25.5%	80	25.8%
<b>Average</b>	73	23.5%	87	28.1%
<b>High Average</b>	62	20.0%	56	18.1%
<b>High</b>	55	17.7%	17	5.5%

\* 61.2% Average+ in the Fall; 51.7% Average+ in the Spring

<b>Middle School Students (grades 5-8)</b>		
<b>NWEA Change in Math Percentile from Fall to Spring: @ student level</b>		
<b>Level of Change</b>	<b># Students in Level of Change</b>	<b>Percent in Level of Change</b>
<b>Decreased by 10 or more percentile points</b>	35	31.3%
<b>Decreased by 3-9 percentile points</b>	38	33.9%
<b>Maintained between 2 percentile point loss or 2 point gain</b>	24	21.4%
<b>Increased by 3-9 percentile points</b>	11	9.8%
<b>Increased by 10 or more percentile points</b>	4	3.6%

\* 34.8% maintained or grew

**Middle Students (grades 5-8)**  
**NWEA Math Achievement Levels**

	<b>Fall Achievement Level (#)</b>	<b>Fall Achievement Level (%)</b>	<b>Spring Achievement Level (#)</b>	<b>Spring Achievement Level (%)</b>
<b>Lo</b>	25	22.3%	32	28.6%
<b>Lo Average</b>	35	31.3%	45	40.2%
<b>Average</b>	32	28.6%	18	16.1%
<b>High Average</b>	14	12.5%	16	14.3%
<b>High</b>	6	5.4%	1	0.9%

\* 46.5% Average+ in the Fall; 31.3% Average+ in the Spring

**NWEA Science:** 18.75% of students met their growth targets.

<b>NWEA Science Percentiles (grades 5-7)</b>			
	<b>FALL*</b>	<b>SPRING*</b>	<b>DIFFERENCE BETWEEN FALL AND SPRING **</b>
<i>Total N</i>	<b>48</b>	<b>48</b>	
<b>Average Percentile</b>	<b>22.54</b>	<b>5.5</b>	<b>-17.04</b>

<b>Middle School Students (grades 5-8)</b>		
<b>NWEA Change in Science Percentile from Fall to Spring: @ student level</b>		
<b>Level of Change</b>	<b># Students in Level of Change</b>	<b>Percent in Level of Change</b>
<b>Decreased by 10 or more percentile points</b>	28	52.8%
<b>Decreased by 3-9 percentile points</b>	10	18.9%
<b>Maintained between 2 percentile point loss or 2 point gain</b>	3	5.7%
<b>Increased by 3-9 percentile points</b>	3	5.7%
<b>Increased by 10 or more percentile points</b>	9	17.0%

\* 28.4% maintained or grew

Elementary Students (grades 2-4) NWEA Language Science Achievement Levels				
	Fall Achievement Level (#)	Fall Achievement Level (%)	Spring Achievement Level (#)	Spring Achievement Level (%)
<b>Lo</b>	14	26.9%	23	44.2%
<b>Lo Average</b>	14	26.9%	16	30.8%
<b>Average</b>	14	26.9%	9	17.3%
<b>High Average</b>	8	15.4%	2	3.8%
<b>High</b>	2	3.8%	2	3.8%

\* 46.1% Average+ in the Fall; 24.9% Average+ in the Spring

### **Findings**

- In each tested area, students declined in their average percentile, with 30% - 50% of students decreasing by 10 or more percentile points.
- Student achievement levels declined more in middle school than in elementary school;
- ELA
  - In both ELA assessments, approximately 40% of students met growth goals.
  - Reading: 44.9% elementary students maintained or improved their percentile.
  - Reading: 38.4% middle school students maintained or improved their percentile.
- Math: 71% of students met growth goals in math.
  - 45.7% elementary students maintained or improved their percentile
  - 34.8% middle school students maintained or improved their percentile.
- Science achievement levels decreased from 46.1% performing at average or better to 24.9% performing at average or better; 28.4% maintained or improved their percentile.

**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 North Side Community School made growth, especially in Math and in the elementary school. North Side did an excellent job of ensuring students continued to learn despite the challenges of the pandemic.

**IX. Sound Financial Operations**

Standards	Indicators	Evidence
A. Fulfills its fiduciary responsibility for public funds by ensuring the school operates in a fiscally sound and appropriate manner.	<ol style="list-style-type: none"><li>1) Preserves a minimum of three percent budget surplus.</li><li>2) Maintains accessible and appropriate fiscal records.</li><li>3) Core Data and other required school reporting is conducted in a timely and appropriate manner.</li><li>4) Conducts an annual financial audit.</li><li>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"><li>a) Board review of monthly check register</li><li>b) Oversight of credit card expenses</li><li>c) Oversight of cash management</li><li>d) Monitoring attendance reporting</li><li>e) Provision of insurance coverage including:<ol style="list-style-type: none"><li>i) Director and Officers</li><li>ii) Employee Dishonesty</li><li>iii) General Liability</li><li>iv) Professional Liability</li><li>v) Property</li><li>vi) Workmen’s Compensation</li></ol></li></ol></li></ol>	<p><b>Documents</b></p> <ul style="list-style-type: none"><li>• Annual Secretary to the Board Report (ASBR)</li><li>• Independent Annual Audit</li><li>• Cash Flow Projection and Analysis</li><li>• Annual Debt Report</li><li>• Tear Sheet and Invoice for Locally Published Annual Audit</li><li>• Monthly Check Registers</li><li>• Monthly Bank Statements and Cash Reconciliations</li><li>• Quarterly Reports</li><li>• Proof of Insurance Statements</li></ul> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"><li>• Interview with CFO</li><li>• Payroll and retirement records</li><li>• Core Data Reports</li><li>• Evidence in board minutes that the check register has been reviewed and approved by the board.</li></ul>

<p>B. Establishes clear fiscal policies that use public funds appropriately</p>	<ol style="list-style-type: none"> <li>1) Adhere to an adopted and board approved fiscal policy and procedures manual.</li> <li>2) Ensure fiscal policies include procedures for the authorization of purchases and release of funds</li> <li>3) Adopt a budget by June 30 for the upcoming fiscal year .</li> <li>4) Ensure that the budgeting process maintains a direct focus on teaching and learning needs with a fiscal balance to cover expenses with revenue.</li> </ol>	<p><b>Documents</b></p> <ul style="list-style-type: none"> <li>● Annual Budget</li> <li>● Monthly Financial Statements</li> <li>● Banking Information</li> <li>● Account Coding Data FED/LEA</li> <li>● Internal Control Policies and Procedures</li> <li>● Procurement Policy</li> <li>● Federally Funded Purchase Inventory</li> </ul> <hr/> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>● Interview with CFO</li> <li>● Approved board meeting minutes</li> </ul>
<p>C. Ensures financial resources are directly related to the school's purpose: student achievement and learning</p>	<ol style="list-style-type: none"> <li>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.</li> <li>2) Establish policies to ensure that contracts reflect fair market value.</li> <li>3) Determine compensation levels for employees that are appropriate for the positions and responsibilities and that are consistent with industry norms</li> </ol>	<p><b>Documents</b></p> <ul style="list-style-type: none"> <li>● Staff Salary Records (including average staff salary)</li> </ul> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>● Building walk-through</li> <li>● Classroom observations</li> <li>● Vendor contracts</li> </ul>

<p><b>Element X: Financial Operations</b></p>
<p>The following is Shannon Spradling's analysis of North Side Community School's financial picture:</p> <ul style="list-style-type: none"> <li>● FY17 ending cash fund balance per the ASBR was 34.59%, \$1,498,890</li> <li>● FY18 ending cash fund balance per the ASBR was 38.81%, \$1,784,654</li> <li>● FY19 ending cash fund balance per the ASBR was 32.33%, \$2,007,520</li> <li>● FY20 ending cash fund balance per the ASBR was 44.85%, \$3,054,241</li> <li>● FY21 ending cash fund balance per the ASBR was 27.45%, \$2,168,163</li> </ul> <p style="margin-left: 40px;">Concern - Significant decrease in ending cash fund balance from FY20 to FY21. The Board needs to monitor this closely to make sure this trend does not continue.</p>

## Financial review

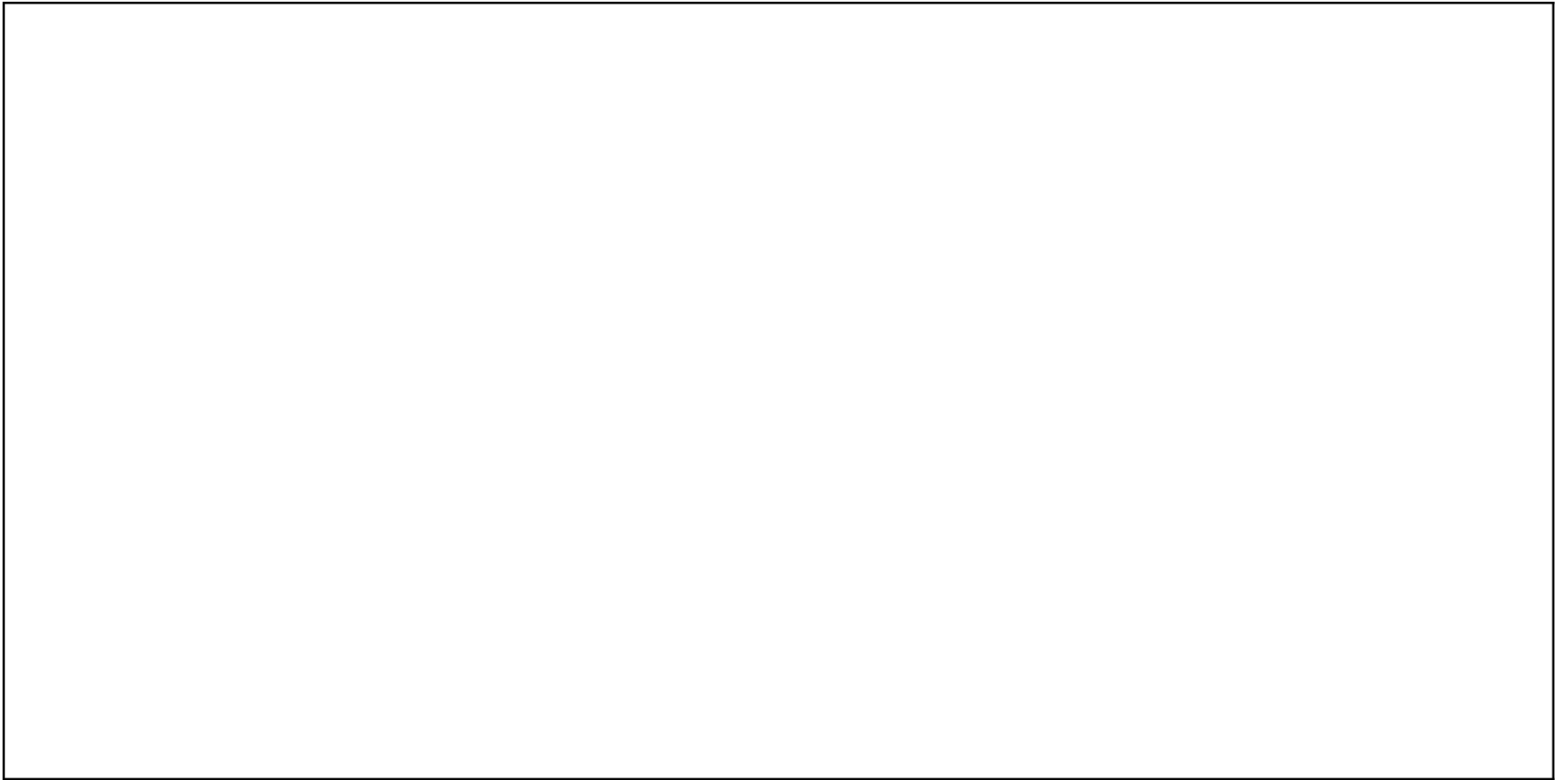
- Standard a
  - ASBR: The ASBR was filed on time.
  - Independent Annual Audit: Complete. Board approved.
  - Cash Flow Projection and Analysis: The school needs to implement a monthly cash flow document projecting revenue, expenses, net revenue, beginning and ending cash.
  - Annual Debt Report: Submitted to the State.
  - Audit Published: School audit was published in the St. Louis American.
  - Evidence - Information submitted to UMSL and Shannon Spradling.
- Standard b
  - Annual Budget: Board approved original budget. The Board does not amend the budget throughout the fiscal year.
  - Monthly Financial Statements: Reviewed by the board and approved.
  - Banking Information: Funds are collateralized by government securities in excess of \$250k.
  - Account Coding: Coding is in compliance with DESE Financial Accounting requirements

Recommendations - Board needs to review and revise the annual budget as necessary. As stated in DESE's Accounting Manual, the budget is a working budget, not a static budget, and should be amended/revised as necessary.

- Standard c
  - In 2019, the Board approved a construction contract for campus renovation and expansion in the amount of \$1,988,682. Financing was approved in April 2020 and was scheduled to be completed in 2021.
  - Average teaching salary approximately \$50k.
  - The school offers staff hiring agreements identifying annual salary/rate of pay plus any additional duties.

Recommendations - No recommendations at this time.





October 26, 2020 FINAL Form 200407 wlm 5