



Charter School Office

Premier Charter School: Contract Term 2021-2025

ANNUAL REVIEW PERFORMANCE SUMMARY SY23

STANDARDS	SY23 RATING
I. ACADEMIC PERFORMANCE	
State and Federal Accountability	Meets
Academic Proficiency	Partially Meets
Academic Growth	Exceeds
II. FINANCE	
Near-Term Financial Health	Meets
Financial Sustainability Measures	Meets
Financial Operations	Meets
III. LEARNING ENVIRONMENT	
School Environment	Meets
Education Program Compliance	Meets
Student Rights and Requirements	Meets
School-Specific Goals	Partially Meets
IV. GOVERNANCE	
Effective Governance Practices	Partially Meets
School Leader Accountability	Meets
Compliance and Reporting	Meets
V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE	
Employee Rights and Requirements	Meets
Compliance and Reporting	Meets
School-Specific Goals	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, Premier Charter School has met the terms of the Performance Contract in three of the five areas: Academic Performance, Finance, and Learning Environment.

In the area of Academic Performance, they have demonstrated exceptional growth, which offsets the partially met Academic Proficiency. In the area of Learning Environment, the LEA fell short in the area of attendance. This has not met the target for two years. In the area of Governance, two requirements of the Performance Contract were partially or not met: 1) The Board did not submit evidence of initial or ongoing Board member training; and 2) The Board does not self-evaluate. These are requirements of PCS's contract with UMSL and must be corrected in the coming year. The Board did make progress on developing a Head of School evaluation.

FINDINGS
Strengths:

- PCS's Academic outcomes exceed the resident district in all content areas.
- PCS achieved exceptional growth in both ELA and Math in SY22.
- PCS instruction is moving toward effectively implementing project-based learning. Staff are consistently developed to improve in this area, year over year.
- PCS provides a supportive, structured learning environment, focused on building strong relationships and taking care of all of the people in the building (students and staff).
- PCS has designed and implements an exceptional teacher development program that leads to high levels of staff satisfaction and retention.
- PCS has maintained strong financial health.
- PCS has very mature operations and systems to support their academic program and school culture. They have codified many of these practices to ensure sustained effective implementation.
- PCS's campus is ample, welcoming, and provides outside and alternative learning spaces.
- PCS's school leaders are deeply committed to the mission, the people of the community, and being leaders for other schools, sharing their knowledge and expertise generously.

Areas for Growth:

- While PCS exceeds the home district's results, they must continue to focus on improving student outcomes by ensuring more than typical growth for students not yet proficient. Science outcomes, especially, must improve.
- While PCS has made moderate progress in outcomes for Student Groups in Math, they must continue to focus on improving student outcomes for these students.

improving student outcomes for these students.

- The PCS Board must approve the monthly check register, maintain and submit records of Board PD, and conduct a self-assessment.
- Improving attendance would support the school's efforts to improve academic outcomes.

CONCLUSION

PCS's school culture and business infrastructure are impressive. Their school culture, commitment to SEL, and teacher development programs are models to learn from. They provide rigorous, engaging project-based instruction to meet the needs of a diverse population. The school culture, infrastructure, and curriculum lay a great foundation for PCS's work to improve student outcomes and recover from the learning loss over the last few years. They are implementing an impressive plan in SY24 to make strides toward improving outcomes and returning to their performance trajectory prior to the pandemic. Overall, they have met the terms of the Charter Contract and Performance Contract.



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Premier Charter School: Contract Term 2021-2025

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+	94	N/A	N/A	79	TBD	Meets	↔	- 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.
Exceeds Home District APR	<i>Exceeds Home District?</i> <small>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</small>	SLPS = 50.8	SLPS = N/A	SLPS = N/A	SLPS = 64	TBD	Exceeds	↔	
Academic Proficiency	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* ELA: % Proficient/Advanced (All)	Target	N/A	N/A	41%	33%	39%	Meets	↔	- SY19-SY20 are 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 target or 10 points less than MPI target
	Actual Score	39%	N/A	31%	34%	TBD			
ELA: Proficiency Comparison (All K-8)	<i>Exceeds Home District?</i> <small>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</small>	SLPS (3-8) = 19%	SLPS (3-8) = N/A	SLPS (3-8) = 16%	SLPS (K-8) = 17%	TBD	Exceeds	↔	
* ELA: % Proficient/Advanced (Student Groups)	Target	N/A	N/A	33%	25%	31%	Does Not Meet	↘	
	Actual Score	32%	N/A	24%	21%	TBD			
* ELA: MPI (All)	Target	300	300	324	295	310	Meets	↗	
	Actual Score	320	N/A	289	366/296	TBD			
* ELA: MPI (Student Groups)	Target	297	300	304	272	281	Does Not Meet	↘	
	Actual Score	301	N/A	268	345/265	TBD			
* Math: % Proficient/Advanced (All)	Target	N/A	N/A	33%	20%	26%	Meets	↔	
	Actual Score	32%	N/A	18%	23%	TBD			
Math: Proficiency Comparison (All K-8)	<i>Exceeds Home District?</i> <small>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</small>	SLPS (3-8) = 15%	SLPS (3-8) = N/A	SLPS (3-8) = 9%	SLPS (K-8) = 11%	TBD	Exceeds	↔	
* Math: % Proficient/Advanced (Student Groups)	Target	N/A	N/A	26%	15%	21%	Meets	↔	
	Actual Score	25%	N/A	13%	14%	TBD			
* Math: MPI (All)	Target	275	280	279	220	235	Exceeds	↗	
	Actual Score	274	N/A	215	325/241	TBD			
	Target	250	255	254	198	207			

* Math: MPI (Student Groups)	Actual Score	251	N/A	195	302/ 211	TBD	Exceeds	↗	
* Science: % Proficient/Advanced (All)	Target	N/A	N/A	45%	32%	38%	Does Not Meet	↘	
	Actual Score	44%	N/A	30%	25%	TBD			
Science: Proficiency Comparison (Grade 5)	Exceeds Home District? <i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	SLPS (5, 8) = 17%	N/A	SLPS (5, 8) = 12%	SLPS 5th=16%, 8th=15%	TBD	Exceeds	↔	
* Science: % Proficient/Advanced (Student Groups)	Target	N/A	N/A	36%	20%	26%	Does Not Meet	↘	
	Actual Score	35%	N/A	18%	13%	TBD			
* Science: MPI (All)	Target	N/A	N/A	302	304	310	Does Not Meet	↘	
	Actual Score	300	N/A	295	344/ 251	TBD			
* Science: MPI (Student Groups)	Target	N/A	N/A	275	277	283	Does Not Meet	↘	
	Actual Score	273	N/A	234	318/ 211	TBD			
Academic Growth	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
ELA: NCE Score (All)	≥ 50	N/A	N/A	51.9	Above Average; Z= 0.1414; SIG = 1 NCE = 52.98	TBD	Exceeds	↗	<p>Measure Rating Key:</p> <ul style="list-style-type: none"> - 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>	N/A	N/A	SLPS = 49.8	SLPS Z = 0.0534; SIG = 1 NCE = 51.1	TBD	Exceeds	↔	
ELA: NCE Score (Subgroups)	≥ 50	N/A	N/A	N/A	Above Average; Z = 0.1378; SIG = 1 NCE = 52.90	TBD	Exceeds	↗	
Math: NCE Score (All)	≥ 50	N/A	N/A	50.1	Above Average; Z = 0.0724 SIG = 1 NCE = 51.53	TBD	Exceeds	↗	
Math: NCE Comparison (All)	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 = 48.9	SLPS Z = -0.02415; SIG = -1 NCE = 49.5	TBD	Exceeds	↔	
Math: NCE Score (Subgroups)	≥ 50	N/A	N/A	N/A	Above Average; Z = 0.0931; SIG = 1 NCE = 51.96	TBD	Exceeds	↗	

Additional Notes: PCS has the mission of "provide(ing) 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." Their North Star is "Premier Charter School is focused on building both a strong academic foundation and the social and emotional skills needed for students to succeed in high school and beyond. Through our rigorous, experiential approach to learning and our deep commitment to whole child development, we support curious and empowered learners." High expectations for learning is embedded into the school culture. With an emphasis on developing student thinking and problem-solving skills, Project-Based Learning (PBL), interdisciplinary units, and SEL woven throughout, PCS's curriculum and PD are tightly aligned to the mission and philosophy. Courses include interdisciplinary studies, critical thinking, inquiry, and SEL, as well as some more traditional modes of learning by worksheet and lecture. Courses are clearly aligned to MO Learning standards, with an emphasis on the priority standards. Many of the courses begin with a "Prerequisite Skills Unit" to support the teacher's understanding of the gaps needing to be filled in the students' collective and individual understandings as they go. The curriculum contains unit plans, pacing charts, model lessons and unit assessments. This effectively guides teacher planning and instruction. Varied educational techniques are built into the curriculum to enhance content acquisition and meet the needs of a diverse student population.

The PCS community knows that all students can learn, but they also recognize that a person must be well, must be taken care of, and must feel connected in order to do so. They prioritize the students' socio-emotional needs first, understanding that attending to these needs will create the environment needed for all students to learn. Classroom observations demonstrate most teachers articulate high expectations to students and design instruction / provide support to assist students in meeting those high expectations. The expectations are not isolated to academic targets, but also align to SEL goals and their commitment to being a school of character. PCS staff report they consistently build strong, trusting relationships with students and their families. Classroom observations demonstrated positive relationships with kids in structured, supportive environments.

Classroom observations also reveal varied instructional techniques, with highly engaged students, clear classroom routines and expectations, teachers invested in their content, and effective use of small groups. It is evident upon entering the school buildings that PBL is taking place—presentations in hallways, classrooms, etc. Children are able to communicate and share project/discoveries they've encountered with PBL. Learning was interesting and engaging in most classrooms. All observations revealed students actively participating in various learning activities. Children were comfortable asking questions, and at times, those questions helped guide the lessons forward. More than one classroom had children working in groups of two or more. Some classrooms directed students to ask other students questions to seek answers before turning to teachers. This was a practice to learn to seek assistance from peers. The co-teaching model in the younger grades is especially effective at engaging students with each other as much or more than with the teacher.

SY23 internal iReady data analyses demonstrate 50% of students are on grade level in Reading; 65% of students achieved their typical growth goals, while 33% achieved their stretch goal. In Math, 40% of students are on grade level; 57% of students achieved their typical growth goals, with 27% achieving their stretch goals. PCS also analyzes data by student group, and recognizes the largest gaps between Black students and students with IEPs versus White, Hispanic, and Multiracial students. With iReady data, teachers and school leadership design Individual Student Plans, establish individual goals for students, and communicate and celebrate progress toward those goals to both students and parents. Student growth is communicated to parents at parent teacher conferences. Such growth is also communicated to the Board of Premier Charter School.

- 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	928	968	946	910	917 (Oct)	Meets	↔	PCS's enrollment has remained in alignment with enrollment projections and is rebounding after SY22. They maintain healthy waiting lists in some grades for SY24.
Fund Balance	Materially Compliant	\$4,028,411	\$4,915,657.8	\$6,236,976	\$5,401,409	TBD	Meets	↔	
Sustainability Measures	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* % Surplus	> 10%	36.97%	42.15%	54%	38%	TBD	Meets	↔	
Expenditures Less than Receipts for the Fiscal Year	Expenditures/Revenue < 1	1.08	0.94	0.90	1.06	TBD	Meets	↔	
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	Meets	Meets	Meets	Meets	Meets	Meets	↔	The audit and ASBR were submitted on time. The audit expressed an financially unqualified opinion.
* 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	Meets	Meets	Meets	Meets	Partially Meets	Partially Meets	↘	There is no evidence the Board reviews the check register at monthly board meetings. This must be corrected. Other financial oversight is managed through internal controls within school management. All necessary insurance is in place
* Fiscal records are appropriately maintained	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	
* The school operates in a fiscally sound and appropriate manner	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	
* School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	The budget outlines the following priorities: adding additional support staff to support learning recover and a salary increase with the intent of attracting and retaining teachers, PCS implements appropriate internal controls, and fiscal policies and procedures
* Core Data and other required school reporting is conducted in a timely and appropriate manner	Materially Compliant	Meets	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



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III. LEARNING ENVIRONMENT COMPLIANCE

STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT					Cumulative Rating	Direction	Notes
		SY 19	SY 20	SY 21	SY 22	SY 23			
School Environment	Indicators/Measures								
* Complies with facilities and transportation requirements	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	- PCS does not provide transportation
* 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	Meets	↔	PCS's campus is beautiful, spacious, and designed with distinct spaces for different age groups. There is ample outside space that is utilized to expand instructional spaces. Their resources are utilized to ensure students have a welcoming environment and the support they need to access education. The physical space is warm and inviting.
Education Program Compliance	Indicators/Measures								
Implements the material terms of the education program as defined in the current charter contract	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22 Overall, staff and parents report the school is a safe, supportive environment conducive for learning and growth. PCS goes above and beyond to make sure all teachers and staff implement the child-centered philosophy that is the cornerstone of PCS by integrating it into everything they do: PD, facility, financial decisions, hiring, curriculum development, etc.
Complies with applicable education requirements	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Students Rights and Requirements	Indicators/Measures								
Protects the rights of all students	Materially Compliant				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								

* Attendance	> 85%	87%	85%	82%	71%	TBD	Partially Meets		
* Student Retention Rate (enrollment from beginning to end of school year)	80%	Meets	Meets	88%	88%	TBD	Meets		

Additional Notes: PCS staff and families are committed to a mission and vision that "provides 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." PCS parents and staff consistently summarize the mission of the school as centered on relationships and supporting students. They embrace a vision of fostering a safe child-centered learning environment and describe their approach as one developing the whole child. The mission varies on the school website, but a shared mission is clearly embraced by most staff, as is evident in classroom observations and adult/student interactions in the building.

The most important indicator of students achieving the mission for PCS could be adequate preparation for high school beyond PCS. PCS is beginning to capture these data as students matriculate from PCS to high school.

Families surveys indicate the school values diversity, is welcoming, and feels safe. For families, the lowest surveyed area is Learning Behaviors, where they rate their child's ability to work independently at home somewhat low. They also indicate that the activities are only somewhat matched to their child's interests.

Elementary student surveys demonstrate teacher-student relationships are a highlight with teachers being excited to teach classes and students' desire to have that teacher again. They express a concern with the behavior of other students interrupting their learning and the positive energy of the school. Middle School student surveys also demonstrate teacher-student relationships are a highlight, with teachers demonstrating respect to them and caring about their feelings. They expressed lower satisfaction related to interest in the things they are learning and excitement to go to class.

Teacher interviews indicate a culture focused on relationships with students, staff, and families. Teachers feel trusted and have autonomy balanced with strong support, when needed. They appreciate the co-teaching in the younger grades, the reasonably small class sizes (22), and the behavior specialists who provide support in the class, so they can have a one-on-one with a student. Teachers indicate they have voice in many decisions and are often invited to decision-making focus groups. Surveys provide a similar teacher response indicating they feel valued, maintain a deep commitment to DEI, have a robust onboarding program-with ample time for new teachers to prepare, and opportunities to collaborate with outside experts. Surveys reflect a desire for more time for collaboration.

The Schoolwide Academic Data Response and Intervention Plan provides a specific guide for the collection and use of student performance data. This written plan provides a strong foundation for the MTSS systems which support PCS learners and teachers. The SST process for connecting students with supplemental and intensive intervention has evolved at PCS for over 10 years. As a result of consistent leadership, increased supplemental intervention resources, and training, it gets stronger each year. PCS's commitment to providing the supplemental and intense literacy intervention and supports for its learners is well established and ongoing. The availability of math intervention and support demonstrates a strong commitment to ensuring that all students have access to supplemental intervention and the support needed to meet standards in mathematics. PCS also has a rich continuum of services and supports for students with disabilities at all levels.

A comprehensive system of tiered supports has evolved at PCS to address a multitude of social-emotional-behavioral needs within its student body. This demonstrates a strong recognition of the relationship between mental health and academic performance and a commitment to provide "whatever it takes" to ensure students are emotionally secure at school. PCS's depth of services, expertise, and responsiveness to student mental health needs is exemplary—a model of excellence.

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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:
 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



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IV. GOVERNANCE									
STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT					Cumulative Rating	Direction	Notes
Effective Governance Practices	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23			
* Maintains an active, involved board as described in their charter	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	PCS's board includes the following expertise: business, education, facilities, finance, leadership, and technology. They have intentionally diversified their board to provide the appropriate expertise and personal backgrounds to best govern the school and to provide pathways to fundraising.
* The school Board operates legitimately and in the best interest of its students and mission	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	The PCS Board is very committed to the mission, and members put work and time behind that commitment. The Board President is a strong leader, and the Board does a good job, overall. They prioritize academics and finance.
* 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	Does Not Meet	Partially Meets	↘	PCS's Board has not submitted evidence of board orientation or ongoing training. Board training is a requirement of the charter contract and must be completed annually.
* Appropriate board policies are developed, revised as needed, and followed	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	PCS's Board policies are mostly dated from 2014. Some of them have been updated, as needed. Some are included in the handbooks, and not in the Board Policy manual. It is recommended the school conduct a frequent review of all policies to ensure they are meeting requirements and that the school holds all board-approved policies in the Board Policy manual.
* Meetings are regularly scheduled and appropriately conducted	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	The PCS board effectively utilizes committees for specific and ongoing tasks. They have active education, finance, and facilities committees.
* 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	Partially Meets	Does Not Meet	Does Not Meet	↘	The PCS Board did not submit evidence for this. This is a requirement of the charter contract and must be completed annually.

Strategic Plans, Board Goals	Materially Compliant						Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22 PCS is operating from an effective strategic plan designed to go through 2024, although it has been adjusted due to the COVID-19 pandemic. Initially, it outlined an expansion plan, but the school has put that part of the plan on hold, prioritizing taking care of staff and students as they live through and eventually recover from the COVID-19 pandemic. Additionally, they have prioritized ELA and project-based learning initiatives to improve student outcomes.
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	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets	↗	The PCS Board developed a process for evaluating the Head of School. This evaluation must take place to meet the terms of the Performance Charter Contract with UMSL. Further, conversations related to school leader succession must continue. They have advanced the stability of the school in this regard as they have worked to codify the program, so that it can be implemented by all people at the school, but this can be taken further through developing leaders who could take over for the Head of School, if that became necessary.		
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	Meets	↔			
* Governance records and documentation are appropriately created and maintained	Materially Compliant	Meets	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	Meets	↔	School business is conducted in accordance to regulations, as evidenced in UMSL's attendance of board meetings.		
* 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	N/A	Meets	↔			
* The Board officially reviews the sponsor's Annual Review at one of its board meeting	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔			

Additional Notes: N/A

- 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



Charter School Office

Premier Charter School: Contract Term 2021-2025

V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE									
STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT					Cumulative Rating	Direction	Notes
Employee Rights and Requirements	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23			
* 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	Meets	Meets	Meets	Meets	↔	<p>PCS has designed a unique and exceptional onboarding/mentoring program for new teachers. When a teacher is new to the school, they participate in a cohort for three years, with each year elevating their ability to effectively implement the supportive and relationship-centered culture that is a hallmark of PCS. In keeping with their strategic plan, they have codified the process, outlining activities and expectations for each phase of the induction process.</p> <p>In addition to the intensive 3-year onboarding PD provided to teachers new to PCS, PCS provides ongoing school-wide training to support priority areas (math, early literacy, PBL). Further, they also provide sustained PD for paraprofessionals, specific to their work. Teacher interviews indicate a desire for more SPED PD with the general ed. teachers. ES teachers also desire more work with the science of reading.</p> <p>Sustained PD is tailored to the specific needs of the teachers, as well as school wide initiatives, such as project-based learning. Each teacher has at least one instructional coach, a principal and a teacher leader who collaborate with the teacher on specific PD targets for the year and provides ongoing coaching and professional development. PCS utilizes a Marzano evaluation process designed to support teachers' growth and retention.</p> <p>PCS is designing an even more intensive and robust teacher coaching plan for the coming school year.</p>
* Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement		Meets	Meets	Does Not Meet	Does Not Meet	Meets	Meets	↔	<p>PCS centers their mission on taking good care of and developing teachers and staff, for the purposes of improved student outcomes, a positive school experience, and staff retention and satisfaction.</p>

Meeting teacher and other staff credentialing requirements	Materially Compliant					Does Not Meet	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Compliance and Reporting	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes	
* Compliance rate for submitting required data and reports to UMSL	≥ 90%	Meets	Meets	Nearly Meets (80%)	Nearly Meets (85%)	93%	Meets	↔	7% Missing; 2% Late	
* Consistently complies with DESE reporting requirements and requests, including Core Data Submissions and Tiered Monitoring requirements	Materially Compliant	Meets	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	Partially Meets	Meets	Meets	↔		
Document Retention requirements	Materially Compliant					Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY23	
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 October Report of one year to the October Report next school year)	≥ 75%		100%	87%	76%	TBD	Meets	↔		

Additional Notes: Leadership at PCS is experienced, highly competent, and committed to the mission of the school. They have a specialized and cohesive central office team that implements codified systems and structures to support the school's overall program. PCS utilizes a mature data analysis system to track goals, assess progress toward goals, and adjust when needed. This ensures they remain focused on school improvement and drive decisions toward desired outcomes. The Head of School works closely with her leadership team to ensure alignment to school priorities, collaborate on problem solving, and keep informed about what's going on at other levels of the school. The ED's leadership approach is firmly grounded in developing leadership and increasing capacity in others. Teacher interviews indicate the Executive Leader has set the culture of prioritizing relationships first, establishing trust and support as pillars of the program, and a commitment to honing people's craft/building on their strengths.

- 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