

Charter School Office

Premier Charter School: Contract Term SY21 - SY25

STANDARDS	SY24 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	Meets
IV. GOVERNANCE	
Effective Governance Practices	Partially Meets
School Leader Accountability	Meets
Compliance and Reporting	Meets
V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE	
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 four of the five areas: Academic Performance, Finance, Learning Environment, and Operations and Organizational Compliance.

In the area of Academic Performance, they have demonstrated exceptional growth, which offsets the partially met Academic Proficiency. In Governance, the Board did not complete a self-assessment, as required by the UMSL Charter Contract.

FINDINGS

Strengths:

- MAP outcomes exceeded SLPS (K-8) in 2024 by 18 percentage points (ELA); 13 percentage points (Math); and 9 percentage points (Science-Grade 5).
- PCS achieved exceptional growth in both ELA and Math in SY24, for all students and for student groups.
- 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 a financial surplus between 38-66% over the last five years.
- PCS has high levels of student retention: between 87%-90% for the duration of the contract.
- PCS has high levels of teacher retention: above 80% for the duration of the contract.
- 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, their Science outcomes must improve.
- While PCS has made moderate progress in outcomes for Student Groups, they must continue to focus on improving outcomes for these students.
- The PCS Board must approve the monthly check register, ensure initial board training happens, conduct a self-assessment, and approve an Expense Allowability Procedure.
- PCS's attendance results from SY24 demonstrate a significant improvement in attendance. This trajectory of improvement should continue to be an area for growth.

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 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.

Charter School Office

Premier Charter School: Contract Term SY21 - SY25

I. ACADEMIC PERFORMANCE

I. ACADEMIC PERFORMANCE									
STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT							
State and Federal Accountability	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
* State Rating-APR	70+	N/A	N/A	79	74	80	Exceeds	↗	- 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	Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)	SLPS =N/A	N/A	SLPS = 64	SLPS = 63	SLPS = 66	Exceeds	↔	
Academic Proficiency	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
* ELA: % Proficient/Advanced (All)	Target	N/A	41%	33%	35%	37%	Meets	↔	
	Actual Score	N/A	31%	34%	34%	36%			
ELA: Proficiency Comparison (All K-8)	Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)	SLPS (3-8) = N/A	SLPS (3-8) = 16%	SLPS (K-8) = 17%	SLPS (K-8) = 19%	SLPS (K-8) = 18%	Exceeds	↔	
* ELA: % Proficient/Advanced (Student Groups)	Target	N/A	33%	25%	27%	29%	Partially Meets	↗	
	Actual Score	N/A	24%	21%	22%	23%			
* ELA: MPI (All)	Target	300	324	295	300	305	Meets	↗	
	Actual Score	N/A	289	366/296	365/292	374/307			
* ELA: MPI (Student Groups)	Target	300	304	272	275	278	Partially Meets	↗	
	Actual Score	N/A	268	345/265	342/270	349/273			

- SY20 not available

* Math: % Proficient/Advanced (All)	Target	N/A	33%	20%	22%	24%	Exceeds	↗	<p>- SY21 not to be used for accountability</p> <p>- Comparisons are a new metric in SY22 and are not part of the Performance Contract</p> <p>- MPIs in SY22-24: 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.</p> <p>Measure Rating Key:</p> <p>- Exceeds if results are 2 percentage points greater than the Proficient/Advanced target or 5 points greater than MPI target</p> <p>- 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</p> <p>- Partially Meets if results are between 2 and 4 percentage points less than Proficient/Advanced target or 5-10 points less than MPI target</p> <p>- Does Not Meet if results are more than 4 percentage points less than Proficient/Advanced target or 10 points less than MPI target</p>
	Actual Score	N/A	18%	23%	25%	28%			
Math: Proficiency Comparison (All K-8)	Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)	SLPS (3-8) = N/A	SLPS (3-8) = 9%	SLPS (K-8) = 11%	SLPS (K-8) = 14%	SLPS (K-8) = 15%	Exceeds	↔	
* Math: % Proficient/Advanced (Student Groups)	Target	N/A	26%	15%	17%	19%	Meets	↗	
	Actual Score	N/A	13%	14%	14%	18%			
* Math: MPI (All)	Target	280	279	220	225	230	Exceeds	↗	
	Actual Score	N/A	215	325/241	333/235	341/262			
* Math: MPI (Student Groups)	Target	255	254	198	201	204	Exceeds	↗	
	Actual Score	N/A	195	302/211	308/218	317/228			
* Science: % Proficient/Advanced (All)	Target	N/A	45%	32%	34%	36%	Does Not Meet	↔	
	Actual Score	N/A	30%	25%	27%	26%			
Science: Proficiency Comparison (Grade 5)	Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)	N/A	SLPS (5, 8) = 12%	SLPS 5th=16%, 8th=15%	SLPS 17%	SLPS 5th = 15% 8th = 13%	Exceeds	↔	
* Science: % Proficient/Advanced (Student Groups)	Target	N/A	36%	20%	22%	24%	Does Not Meet	↘	
	Actual Score	N/A	18%	13%	16%	13%			
* Science: MPI (All)	Target	N/A	302	304	306	308	Does Not Meet	↔	
	Actual Score	N/A	295	344/251	351/266	351/264			
* Science: MPI (Student Groups)	Target	N/A	275	277	279	281	Does Not Meet	↘	
	Actual Score	N/A	234	318/211	330/235	326/227			
Academic Growth	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes

ELA: NCE Score (All)	>= 50	N/A	51.9	Above Average; Z = 0.1414; SIG = 1 NCE = 53	Above Average; NCE = 52	Target Z = 0.1779 NCE = 53.8	Exceeds	↔	<p>- NCE (Normal Curve Equivalent) was a new metric for SY21, and is not part of the Performance Contract</p> <p>- NCE is a grade 4-8 metric and measures growth of individual students against the growth of similar peers</p> <p>- SY 20 not available</p> <p>- SY 21 not to be used for accountability</p> <p>Measure Rating Key:</p> <p>- Exceeds if school NCE is greater than 52 (SY21) or Above Average (SY22-23) or Target (SY24)</p> <p>- Meets if school NCE is between 50-51.9 (SY21) or Average and > 50 (SY22-23) or On Track (SY24)</p> <p>- Partially Meets if school NCE is between 48.9-49.9 (SY21) or Average and < 50 (SY22-23) or Approaching (SY24)</p> <p>- Does Not Meet if school NCE is less than 48.9 or Below Average (SY22-23) or Emerging (SY24)</p>
ELA: NCE Comparison (All)	Exceeds Home District? (Meets or Exceeds if SLPS Score is less than charter school score or school met target)	N/A	SLPS = 49.8	SLPS Z = 0.0534; SIG = 1 NCE = 51.1	SLPS - Above Average; NCE = 50.2	SLPS - Approaching Z = -0.0110 NCE = 50	Exceeds	↔	
ELA: NCE Score (Student Groups)	>= 50	N/A	N/A	Above Average; Z = 0.1378; SIG = 1 NCE = 52.90	Above Average; NCE = 51.6	Target NCE = 52.6	Exceeds	↔	
Math: NCE Score (All)	>= 50	N/A	49.5	Above Average; Z = 0.0724 SIG = 1 NCE = 51.5	Above Average; NCE = 51.2	Target Z = 0.1276 NCE = 52.7	Exceeds	↔	
Math: NCE Comparison (All)	Exceeds Home District? (Meets or Exceeds if SLPS Score is less than charter school score or school met target)	N/A	SLPS = 48.9	SLPS Z = -0.02415; SIG = -1 NCE = 49.5	SLPS - Above Average; NCE = 50.7	SLPS - On Track Z = -0.0262 NCE = 50.7	Exceeds	↔	
Math: NCE Score (Student Groups)	>= 50	N/A	N/A	Above Average; Z = 0.0931; SIG = 1 NCE = 52	Average; NCE = 50.9	Target NCE = 52.1	Exceeds	↗	

Additional Notes: PCS 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." With an emphasis on developing curiosity 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 joy, commitment to social-emotional needs, support for students and staff, a desire to improve, and a desire to share knowledge with others. This is evident throughout lessons, interactions amongst community members, the setup of the spaces, etc.

Classroom observations reveal varied instructional techniques, with highly engaged students, clear classroom routines and expectations, teachers invested in their content, and effective use of small groups. Teachers encourage collaboration, projects, and students doing the work/thinking for themselves. The integration of PBL/Inquiry into the curriculum provides opportunity for active research, writing, and problem solving. Steps of the PBL process were evident during observations. Children are able to communicate and share project/discoveries they've encountered with PBL. Learning was interesting and engaging in most classrooms, with 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 also especially effective at engaging students with each other as much or more than with the teacher.

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.

Premier Charter School significantly outperforms SLPS in all areas. SY24 MAP outcomes demonstrate moderate progress in ELA, significant progress in Math, and moderate decline in Science. Further, they demonstrate strong growth results in both ELA and Math

SY24 internal iReady ELA data demonstrate 55% of students are on grade level in the spring; 35% met stretch growth goals, and 63% met typical growth goals (similar to SY23). F/R and ELL students met targets at the same rate as the school as a whole. Gaps remain between white student growth and other student groups. SY24 internal iReady Math data demonstrate 44% of students are on grade level in the Spring; 28% met stretch growth goals, and 57% met typical growth goals (similar to SY23). Most student groups improved percentage of students meeting stretch growth between 2023 and 2024. Black students' percentage decreased from 2023 to 2024 and is below the school as a whole.

Further, internal data analyses demonstrate that All Students and most special student populations enrolled at PCS for 3 or more years significantly reduce the percentage performing Below Basic and significantly increase in those Proficient or Advanced. In almost all demographics, students enrolled for 3 years perform above the state average. The one exception is students who qualify for free and reduced lunch.

- Asterisk indicates Standards in the Performance Contract
- Data is that which was available through September 1, 2024

- 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

Charter School Office

Premier Charter School: Contract Term SY21 - SY25

III. LEARNING ENVIRONMENT									
STANDARDS	INDICATORS/ MEASURES								
School Environment	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
* 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	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
Implements the material terms of the education program as defined in the current charter contract	Materially Compliant			Meets	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	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Student Rights and Requirements	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
Protects the rights of all students	Materially Compliant			Meets	Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Protects the rights of students with disabilities	Materially Compliant			Meets	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	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
School-Specific Goals	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
* Attendance	> 85%	81%	85%	71%	65%	74%	Partially Meets	↗	
* Student Retention Rate (Enrollment from October Core data of previous year to October Core data of current year)	≥ 80%	Meets	88%	88%	87%	90%	Meets	↗	

Additional Notes: PCS staff are committed to the North Star Statement: "Premier Charter School is focused on building both a strong academic foundation and the social-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." 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. A shared mindset of the North Star 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. Most PCS 8th graders are accepted into selective high schools.

Family surveys indicate highly favorable ratings and making progress in Barriers to Engagement, School Fit, School Safety, Curiosity, and Motivation. They indicate lower favorability ratings with relation to students learning independently. That said, the school had a 6% response rate on family surveys, so results may not be reliable. Students surveys show a decline and a low rate of favorable ratings in many areas: School Belonging, School Climate, Schol Engagement, School Safety, and the Valuing of School. There are concerns related to feeling disrespected by other students, other's behaviors harming the learning environment; not being excited about learning; concern about violence, and not using their learning outside of school. The areas of Being Appreciative of Difference and Rigorous Expectations received highly favorable ratings and improvement. Student-Teacher Relationships are rated mid (MS) students to high (ES students) in favorable ratings. PCS reports that with a goal of 'At least 70% of students will respond favorably to Panorama survey items related to positive energy at school,' 56% percent of students responded favorably. On the second goal: 'At least 50% of students will respond favorably to Panorama survey items related to behavior of others impacting learning,' 25% of students responded favorably. This will be an area of focus in the future.

Observations reveal that teachers are active in the classrooms, and students are engaged. Teachers encourage collaboration, group projects, students doing the work/thinking for themselves. Teacher interviews and classroom visits indicate a strong culture and sense of clarity about what this school is working toward. PCS staff consistently summarize the mission of the school as centered on relationships and supporting students. Teacher enthusiasm for their work is consistent and evident in every corner of the buildings and campus.

Teacher interviews indicate that, since the initial COVID shutdowns, the school has had to reinvest energy in re-establishing the kind of culture they desire at the school. They are doing this work well and include Buddy Days, assemblies, the multi-cultural fair and other events to reconnect with families and students. Teacher interviews indicate they feel valued and appreciated by the families. Teachers feel empowered to build things and have autonomy in how to structure their classes. Further, they feel there is ample support from student services: ELL, SPED, mental health professionals, etc. They say there is an "endless amount of support." Teachers describe the school as family with deep connections and relationships. Staff surveys indicate highly favorable ratings in Observation and Feedback, Evaluation, Hiring Process, PD, and Learning Environment. They indicate less favorable ratings related to Teacher Compensation, DEI, School Operations, and Career Progression.

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. Its process for screening, identifying, and connecting students with a variety of interventions, progress monitoring and professional development is well designed and comprehensive to ensure that any student in need of intervention is identified early. The availability of math intervention staff and coaching support demonstrates a strong commitment to ensuring that all students have access to supplemental intervention and the support needed to meet standards in mathematics. The current math intervention structure enables the interventionist to provide parallel instruction (co-teach) within the math class as well as additional pull-out instruction as needed. 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. PCS also has a rich continuum of services and supports for students with disabilities at all levels.

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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

Charter School Office

Premier Charter School: Contract Term SY21 - SY25

IV. GOVERNANCE									
STANDARDS	INDICATORS/ MEASURES								
Effective Governance Practices	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
* 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	Does Not Meet	Meets	Meets	↔	
* 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	Partially Meets	Does Not Meet	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	In Process	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 recover from the COVID-19 pandemic. They have prioritized ELA and project-based learning initiatives through intensified instructional coaching to improve student outcomes.
School Leader Accountability	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	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	Meets	Meets	Meets	↔	
Compliance and Reporting	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	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	N/A	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	↔	
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Additional Notes:

- Asterisk indicates Standards in the Performance Contract
 - Data is that which was available through September 1, 2024
 - 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

* 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 main investment at PCS this year is in instructional coaching, with the intent to improve student achievement and learning.
* 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: I18↘

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

V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE

STANDARDS									
INDICATORS/ MEASURES									
Employee Rights and Requirements	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
* 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.</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. PCS has implemented a more intensive and robust teacher coaching plan this school year.</p>
* Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement		Meets	Does Not Meet	Does Not Meet	Meets	Meets	Meets	↔	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.
Meeting teacher and other staff credentialing requirements	Materially Compliant			Does Not Meet	Meets	Meets	Meets	↔	Reviewed/Did not receive a rating prior to SY22
Compliance and Reporting	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
* Compliance rate for submitting required data and reports to UMSL	> 90%	Meets	80%	85%	93%	97%	Meets	↔	3% missing; 16% 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	Partially Meets	Meets	Meets	Meets	↔	
Document Retention requirements	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
School-Specific Goals	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
* Teacher Retention Rate (Percent of full time certified teachers <Code 60> from October Core Data of previous year returning to October Core Data of the current school year.)	≥ 75%	100%	87%	76%	81%	81%	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 September 1, 2024
- 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