



## 2021 UMSL Annual Review Report: Part 2 St. Louis Language Immersion 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

**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 |
| <p><b>GENERAL NOTE:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>   |                  |
| <p><u>Introduction</u></p> <p>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.</p> <ul style="list-style-type: none"> <li>● 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.”</li> <li>● 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: <ul style="list-style-type: none"> <li>○ Growth (ELA and Math only): Are individual students making achievement gains over time?</li> <li>○ Status (ELA and Math only): Are all students achieving at high levels at this point in time?</li> <li>○ Progress (ELA, Math and Science): Is the school, district or charter making improvements over prior years?</li> </ul> </li> <li>● 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.”</li> <li>● SY 2021: Statewide assessments were administered, but DESE advised that results were not to be used for accountability purposes.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>● <i>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 St. Louis Language Immersion School accountable for reaching these targets.</i></li> <li>● <i>Upon completion of the 2020-2021 school year, UMSL and St. Louis Language Immersion 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 St. Louis Language Immersion School accountable for reaching the performance targets listed in section E columns for 2022 and beyond.</i></li> </ul> |                  |

### *Internal Assessments*

- *Regarding internal assessments of student achievement,*
  - *St. Louis Language Immersion 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 St. Louis Language Immersion 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 St. Louis Language Immersion 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

**ELA:**

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

| <b>Aimsweb - Tier Levels</b> |              |                |  |
|------------------------------|--------------|----------------|--|
|                              | <b>FALL*</b> | <b>SPRING*</b> | <b>DIFFERENCE BETWEEN FALL AND SPRING **</b> |
| <b>Total N</b>               | <b>386</b>   | <b>359</b>     |  |
| <b>% Tier 1</b>              | <b>57%</b>   | <b>66%</b>     | <b>9%</b>                                    |
| <b>% Tier 2</b>              | <b>12%</b>   | <b>6%</b>      | <b>-6%</b>                                   |
| <b>% Tier 3</b>              | <b>31%</b>   | <b>28%</b>     | <b>-3%</b>                                   |

\* Percentage indicates % of students in this tier for that assessment (fall or spring).

\*\*Indicates the change in percentage of students falling into this category from Diagnostic 1 in the fall to Diagnostic 3 in the spring.

| <b>Aimsweb Fall to Spring Transition</b> |                    |                     |                      |                       |                         |                       |
|--|--------------------|---------------------|----------------------|-----------------------|-------------------------|-----------------------|
| <b>Grade Level</b>                       | <b>Up One Tier</b> | <b>Up Two Tiers</b> | <b>Down One Tier</b> | <b>Down Two Tiers</b> | <b>Maintained Tiers</b> | <b>Total Students</b> |
| <b>K</b>                                 | <b>5</b>           | <b>9</b>            | <b>5</b>             | <b>5</b>              | <b>37</b>               | <b>61</b>             |
| <b>1</b>                                 | <b>3</b>           | <b>5</b>            | <b>2</b>             | <b>1</b>              | <b>48</b>               | <b>59</b>             |
| <b>2</b>                                 | <b>3</b>           | <b>4</b>            | <b>2</b>             | <b>6</b>              | <b>41</b>               | <b>56</b>             |
| <b>3</b>                                 | <b>6</b>           | <b>0</b>            | <b>1</b>             | <b>0</b>              | <b>34</b>               | <b>41</b>             |
| <b>4</b>                                 | <b>6</b>           | <b>3</b>            | <b>2</b>             | <b>0</b>              | <b>39</b>               | <b>50</b>             |
| <b>5</b>                                 | <b>8</b>           | <b>0</b>            | <b>0</b>             | <b>0</b>              | <b>27</b>               | <b>35</b>             |
| <b>6</b>                                 | <b>3</b>           | <b>4</b>            | <b>1</b>             | <b>0</b>              | <b>13</b>               | <b>21</b>             |
| <b>7</b>                                 | <b>1</b>           | <b>0</b>            | <b>1</b>             | <b>1</b>              | <b>10</b>               | <b>13</b>             |
| <b>8</b>                                 | <b>5</b>           | <b>0</b>            | <b>1</b>             | <b>0</b>              | <b>17</b>               | <b>23</b>             |
| <b>Total</b>                             | <b>40</b>          | <b>25</b>           | <b>15</b>            | <b>13</b>             | <b>266</b>              | <b>359</b>            |
| <b>Percent*</b>                          | <b>11%</b>         | <b>7%</b>           | <b>4%</b>            | <b>4%</b>             | <b>74%</b>              |                       |

\* Percent indicates percentage of students of the total population with the indicated change of tier.

| <b>Aimsweb - % Meeting Expectations (at or above 50th percentile), by demographics</b> |     |
|--|-----|
| Black  | 40% |
| Hispanic   | 30% |
| Multi-Racial   | 46% |

|                        |     |
|------------------------|-----|
| All Students of Color  | 39% |
| White                  | 79% |
| Qualify for FRL        | 34% |
| Do Not Qualify for FRL | 64% |

| <b>Aims-Web Student Growth Percentiles</b> |            |               |              |
|--|------------|---------------|--------------|
| <b>Grade Level</b>                         | <b>Red</b> | <b>Yellow</b> | <b>Green</b> |
| <b>K</b>                                   | <b>37</b>  | <b>39</b>     | <b>58</b>    |
| <b>1</b>                                   | <b>36</b>  | <b>40</b>     | <b>44</b>    |
| <b>2</b>                                   | <b>19</b>  | <b>37</b>     | <b>40</b>    |
| <b>3</b>                                   | <b>29</b>  | <b>47</b>     | <b>42</b>    |
| <b>4</b>                                   | <b>41</b>  | <b>49</b>     | <b>60</b>    |
| <b>5</b>                                   | <b>42</b>  | <b>75</b>     | <b>51</b>    |
| <b>6</b>                                   | <b>53</b>  | <b>75</b>     | <b>55</b>    |
| <b>7</b>                                   | <b>0</b>   | <b>95</b>     | <b>45</b>    |
| <b>8</b>                                   | <b>25</b>  | <b>65</b>     | <b>61</b>    |
| <b>Average</b>                             | <b>31</b>  | <b>58</b>     | <b>51</b>    |

\* The average is an imperfect calculation, as it does not take into account the number of students tested at each grade level varies and gives equal weight to each grade level.

**Student Growth Percentiles (SGP):** Norms of growth rates based on initial level of performance (well below average, below average, average, etc.). SGPs can range from 5 to 95 at ten-point increments. Available between Fall to Winter, Winter to Spring, or Fall to Spring, whichever is the closest reference point. A lower achieving student who has an SGP above 50 is “closing the gap” or lessening the discrepancy between their performance and typical peers. Those whose SGP is less than 50 is becoming more discrepant across time.

**Findings:**

- From fall to spring, more students achieved the preferred green Tier 1; 9% more students achieved Tier 1.
- When looking at individual student transitions, 18% increased their achievement level (Tier), and 74% maintained their achievement level (Tier). 8% of students lowered their achievement level.

- White students and students not qualifying for free or reduced lunch met expectations nearly twice as often as students of color or students not qualifying for free or reduced lunch
- Student growth percentiles exceeded the preferred 50 for the middle achievement level (yellow) and highest achievement level (green) on average, and mostly for students in grades 4-8.
- ELA growth was steady, especially in the older grades.
- Students at the Red Tier in grades K-3 grew the least.
- 

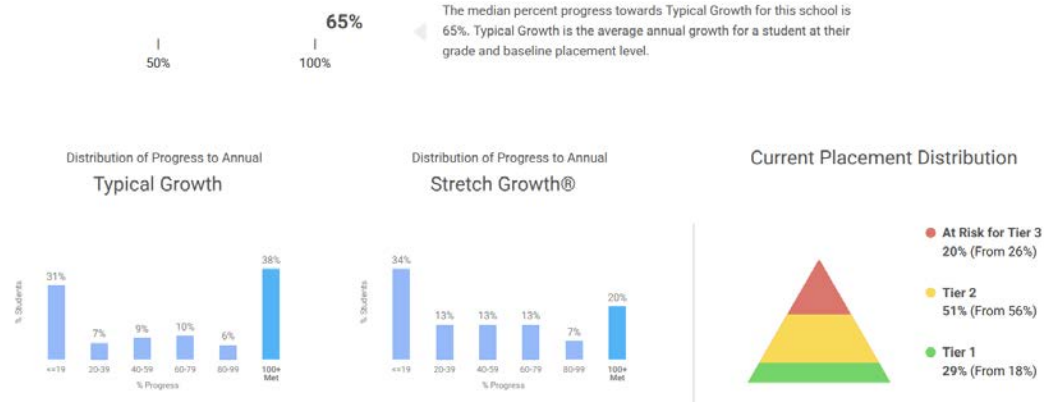
**Math: iReady by Tiers**

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

|               | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Overall     |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|
| <b>Tier 1</b> | -1%     | 11%     | 35%     | 28%     | 14%     | 16%     | 7%      | 12%     | <b>18%</b>  |
| <b>Tier 2</b> | 3%      | -6%     | -29%    | -21%    | -3%     | 4%      | 0%      | 9%      | <b>-11%</b> |
| <b>Tier 3</b> | -2%     | -5%     | -7%     | -9%     | -11%    | -20%    | -7%     | -21%    | <b>-8%</b>  |

*\* Percentage indicates change in percentage of students falling into this category from Diagnostic 1 in the fall to Diagnostic 3 in the spring.*

## Math: iReady Progress to Annual Typical Growth



## Math: iReady by Race

| Race                             | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|----------------------------------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|                                  | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| American Indian or Alaska Native | 0%                    | 0%    | 0%                     | 0%    | 0%                                 | 3/3                     |
| Asian                            | 141%                  | 100%  | 109%                   | 50%   | 100%                               | 4/4                     |
| Black or African American        | 46%                   | 30%   | 29%                    | 12%   | 44%                                | 231/239                 |
| White                            | 94%                   | 48%   | 60%                    | 31%   | 58%                                | 142/146                 |
| Other                            | 68%                   | 38%   | 46%                    | 23%   | 56%                                | 52/59                   |

### Findings:

- In Math, SLLIS students progressed toward moving into the higher achieving Tier 1.
- The median percent progress toward typical growth is 65%.
- 38% of all students made 100% of typical growth



- Black students were the least likely (30%) to make typical growth with a median of 46% progress; 48% white students made typical growth with a median of 94% progress.
- Students in grades 1-3 were least likely to make typical growth.

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, students at St. Louis Language Immersion Schools made growth and/or maintained achievement in both ELA and Math. Learning loss in ELA was most evident in a small number of students in grades K-2, as is aligned with national trends. Further, the achievement gap between students of color and white students and students who qualify for free and reduced lunch and those who don’t persist.

In math, students also mostly made growth or maintained achievement. In math, achievement gaps were also evident, and students in lower grades were least likely to make typical growth.

SLLIS did an excellent job of ensuring students continued to learn despite the challenges of the pandemic.

**IX. Sound Financial Operations**

| Standards | Indicators | Evidence |
|-----------|------------|----------|
|-----------|------------|----------|

|  |   |   |
|--|---|---|
| <p>A. Fulfills its fiduciary responsibility for public funds by ensuring the school operates in a fiscally sound and appropriate manner.</p> | <ol style="list-style-type: none"> <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> <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</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>  |

|  |  |   |
|--|--|---|
|  | fair market value.<br>3) Determine compensation levels for employees that are appropriate for the positions and responsibilities and that are consistent with industry norms | <ul style="list-style-type: none"> <li>● Building walk-through</li> <li>● Classroom observations</li> <li>● Vendor contracts</li> </ul> |
|--|--|---|

**Element X: Financial Operations**

In reviewing documentation submitted by St. Louis Language Immersion School, the following is Shannon Spradling’s analysis of SLLIS financial picture:

- FY17 ending cash fund balance per the ASBR was 9.86%; \$1,329,428
- FY18 ending cash fund balance per the ASBR was 12.33%; \$1,338,626
- FY19 ending cash fund balance per the ASBR was 20.44%; \$1,428,291
- FY20 ending cash fund balance per the ASBR was 48.01%; \$2,671,669.
- FY21 ending cash fund balance per the ASBR was 60.10%; \$3,597,853.

Concerns - No concerns.

- Standard a
  - ASBR: The ASBR was filed on time.
  - Independent Annual Audit: Completed and filed on time.
  - Cash Flow Projection and Analysis: School has a tool for analyzing cash flow.
  - Annual Debt Report: Submitted to the State
  - Audit Published: School audit was published in the St. Louis Daily Record.
  - Evidence - Documents submitted to UMSL and Shannon Spradling.

Concerns - No concerns.

- Standard b
  - Annual Budget: The Board approved the FY21 Budget and the FY22 Budget is approved.
  - Monthly Financial Statements: The Board reviews and approves the monthly financial statements and check register.
  - Banking Information: Funds are collateralized in excess of \$250k by financial institutions.
  - Account Coding: Coding is in compliance with DESE Financial Accounting requirements

Recommendations - None.

Standard c

- The 2020-21 enrollment was 454. Enrollment for 2021-22 is 478.
- Average teaching salary approximately \$45,230.
- The Board issues Letter of Intent to Hire to all employees reflecting annual salary or hourly rate of pay.

Recommendations - None.