Charter School Office

Required Document Submissions SY23

UMSL's Annual Review Process is an ongoing process comprised of a desk audit of the Required Documents List and formal visits with a particular focus, for which guidance will be sent to the school prior to the visit.

As desk audits of the Required Documents and formal visits are completed, the school will be notified when the finding, ratings, and comments/recommendations in the "Documentation Review" sheets are complete and ready for review. The ratings in the Documentation Review sheets will then populate into the summary tabs for each standard: Academic Performance, Finance, Learning Environment, Governance, and Operations and Organizational Compliance. These tabs will then be the basis for the Annual Review Summary.

As a school, your obligations are to submit the Required Documents with the appropriate titles into the shared folder, prepare for formal site visits, and review the findings, ratings, and comments/recommendations in the "Documentation Review" sheets in a timely manner.

Directions specific to the Required Documents List:

<u>Blue items:</u> Upload files highlighted in light blue to the shared google folder by the due date. Name the file by the "File Name for Upload." Upload the file to the folder labeled with the appropriate due date. Ensure the permissions allow Tad and I to view and download the document. If the file is uploaded after the due date, notify Tad by email so he will know to look for it.

<u>Green Items:</u> There is a link to a suggested format for this information embedded within this document. Either complete the suggested format within this document, or submit a document providing all required information to the shared google folder by the due date as you would for blue items.

<u>Yellow Items:</u> Files highlighted in light yellow will be reviewed on the school's website, if available. If they are not available on the website, upload to the shared google folder by the due date as required for blue items.

<u>White Items:</u> Files/items not highlighted with a color will be reviewed onsite or on DESE's website, on or near the due date. If onsite, the review will take place at a time scheduled with the Executive School Leader, or their designee. Please be prepared to share these items with Tad and/or Susan when they visit the school.

<u>All Items:</u> Provide updates, as things change. For example, if you add a new board member, provide a new Board of Directors Information document in the folder with the next upcoming due date; do not replace the original document uploaded.

* This color system is also carried through on the Documentation Review sheets, which include more details about criteria and what will be reviewed onsite and through DESE. Please review these tabs to see more information about what we will be looking for.

UMSL|Education
University of Missouri–St. Louis

Charter School Office

Required Document Submissions SY23

Document	File Name for Upload	Due Date	Description and details, if needed	Date Submitted	Total	Late	Missing
**Due Date 9/15/22: School Start-up and Financial Focus**
Annual Budget	Annual Budget.1	9/15/22	Budget approved by 6/30/22 for SY23	9/28/22			
Budget Amendments (Strongly Recommended)	Annual Budget.2 (or whatever number is is)	When board approved, place in folder with next due date	Budget amendments between 7/1/22 and 6/30/23, for SY23	N/A			
Articles of Incorporation	AOI	9/15/22	Most recent version	9/28/22			
Bank Account Information	Bank Info	9/15/22	Provide all bank account information. Identify where the state and federal funds are deposited, and describe how/where all funds in excess of $250,000 are collateralized or required in 20 I 140 2 RSMo 20.270 outlines the various types	9/28/22			
Board Meeting Calendar	Board Calendar	8/15/22	List all scheduled board meeting and committee meeting dates, times and locations. Note: if these change or a special/additional board meeting is scheduled, notify our office at least 24 hours in advance.	9/28/22			
Financials - 2nd Quarter	Financials.Year.Month	Submit Monthly		N/A			
MOSIS and Core Data Access	Data Access	9/15/22	Print from DESE Web Apps User manager the full list of people with MOSIS and Core Data access, including the details of which access each person has; ensure UMSL staff have access	9/28/22			
Safe Return to Instruction Plan	Safe Return Plan	9/15/22	Updated August 29, 2022				
School Calendar	Calendar	9/15/22				7	
**Due Date 9/15/22: Personnel and Curriculum Focus**
Curriculum	N/A	9/15/22	Between 9/15/22 and 11/15/22, a staff member from the UMSL CSO office will	9/28/22			
Scope and Sequence	S&S	9/15/22	Submit to Curriculum Folder	9/29/22			
Overall Schedule	Overall Schedule	9/15/02	Staff schedule/s showing sections of classes and plan times	9/28/22			
Personnel Roster	Personnel Roster	9/15/22	List of all staff and positions	9/28/22			
PD Plan	PD Plan	9/15/22	Demonstrate alignment to the Strategic Plan, adequate funding, and input from	9/29/22			
Staff Coaching Plan (Recommended)	Coach Plan	9/15/22	Outlines staff coaching process	9/29/22			
Teacher Evaluation Plan	Teacher Eval	9/15/22	The formal teacher evaluation plan, including blank teacher evaluation forms used in the process.	9/29/22			
Title IX Training	T9 Training	9/15/22	Posted on website	9/29/22 and 5/24/23		8	
**Due Date 10/15/22: Policy and Process Focus**

Document	Folder Name	Due Date	Notes	Date Submitted			
Board Policies	Board Policies	10/15/22	If the policies do not indicate the date of board approval, include minutes	10/14/22			
Closure Procedures	Closure Procedures	10/15/22	See RSMo 160.405.1 (15)	10/4/22			
Initial Enrollment Application	Enroll App - Initial	10/15/22	If the school has a two step enrollment process including a more minimal initial application, this is part I. If the process is only one step and all documents and information are requested all at once, this is the only document required.	10/14/22			
Enrollment Application-Part II	Enroll App - Part II	10/15/22	Only required for a two-step process, where full documentation and information is requested after a student is enrolled based on the initial application.	N/A			
Enrollment Lottery Dates and Locations	Lottery Dates	10/15/22	In addition to posting on your website in an easily found manner, send UMSL an invite to any lottery held.	N/A			
Employee Handbook	Handbook Employee	10/15/22		10/14/22			
Internal Assessment Data - Fall	Internal Data - Fall (include requested info in this folder)	10/15/22	Provide summative reports printed from the academic assessment site to include aggregate achievement levels (as defined by the assessment) full school, by grade, by race, and by FRL. Provide reports from other assessment sites (if available, such as Panorama) to provide aggregated and disaggregated	10/14/22 and 5/2/23			
Policies/Procedures	Upload to 11_Policies and Procedures Folder	10/15/22	If the following policies are not included in the board policies, upload them to the folder labeled 11_policies and procedures: budget development; conflict of interest; employee-student communication; enrollment; former employees	10/14/22			
SPED Determination Letter for SY22	SPED Determination	10/15/22		10/14/22			
Student/Family Handbook (to include discipline policy)	Handbook Family	10/15/22		10/14/22	8		
Due Date 11/15/22: Governance Focus							
Agreement with Foundation / Education Service Provider	Foundation Agreement	11/15/22	IF you have an agreement or relationship with a foundation or an Education Service Provider, provide the agreement between the school and this entity. This includes an entity that shares resources/staff with the school or any provider that has control over the program or operations of the school.	11/30/22			
Board Bylaws	Board Bylaws	11/15/22	The most recent version, with date of board approval. Must include method for	11/30/22			
Board Development Plan (Recommended)	Board Dev Plan	11/15/22		12/1/22			
Board Evaluation of School Leader	Board Leader Eval	11/15/22	The process the board implements to formally evaluate the school leader including process, timelines, goals, metrics, and outcomes.	11/30/22			
Board of Directors Information	Board Info	11/15/22	Provide the following information for each board member: contact information (email and phone preferred); board title/position; term start date, term end date, committees on which each serves	11/30/22			
Board Orientation Process	Board Orientation	11/15/22	Describe the process for onboarding a new board member, including specific activities and documents provided.	11/30/22			

Board Record Retention	Agenda.Date Minutes.Date Packet.Date Financials.Date	11/15/22	Upload agendas, minutes, and packets to the folder for the month of the board meeting. Upload all financials to the All Financials folder.	11/30/22				
Board Resumes	Resume.Name	11/15/22	Each board member's current resume	11/30/22				
Financials - 3rd Quarter	Financials.Year.Month	Submit monthly		1/26/23			1	
Insurance: D&O	Ins DO	11/15/22	1 page certificate	11/30/22				
Insurance: Employee Dishonesty Crime	Ins Emp Crime	11/15/22	1 page certificate: Demonstrate minimum $500K coverage	11/30/22				
Certificate of Insurance - GL	Ins GL	11/15/22	Certificate of insurance providing liability insurance to indemnify the school, its board, staff and teachers against tort claims. Include UM Curators, UMSL and its agents as Additional Named Insured on the school's liability insurance	11/30/22				
Insurance: Professional Liability	Ins PL	11/15/22	1 page certificate	11/30/22				
Insurance: Property	Ins Prop	11/15/22	1 page certificate	11/30/22				
Insurance: Workman's Comp	Ins WC	11/15/22	1 page certificate	11/30/22				
Letter Showing October Tiered Monitoring Complete	Oct Tiered Monitor	When Available	Submit the letter stating all CAPS have been cleared. This will likely not be in November, but place the letter in the folder with the next due date, when you get it.	2/14/23				
Staff Retention Data	Staff Retention	9/15/22	Provide data on the number and percentage of teaching staff, academic support	11/30/22				
Strategic Plan	Strategic Plan	11/15/22	The strategic plan of the board with annual strategic plan reviews and updates,	11/30/22				
Student Retention Percentage	Student Retention 10/15/22	11/15/22	Provide raw numbers and percentage of the same students enrolled on the September count day for SY22 and the September count day for SY23 (as reported in core data), by grade	1/5/23			19	1
Due Date 12/15/23: Planning Focus								
Assurance Statements	See Sheet	12/15/22	Complete this assurance list, and type name of person completing the list at the bottom. This will take the place of the Charter School Assurance Checklist, which UMSL will submit on your behalf				1	
Due Date 1/15/23: Planning Focus								
Annual Debt Report	Debt Report	1/15/23	37.850 RSMo requires school districts to report all bonded indebtedness and requires charter schools to report all debt to the MAP Portal. Provide a copy of the submission receipt. If the school does not have any debt to report, this need	SLLIS has no new debt to report in FY23				
CSIP (if LEA submits a different document other than those already submitted to UMSL)	CSIP	1/15/23	If LEA submits different documents other than those requested in this list, provide the documents submitted to DESE for CSIP review. This may include response to standards, and the pre-planning guide for MSIP 6.	SLLIS submits to DESE in August 2023; drafts are underway and will be reviewed with Maureen Clancy-May				

[MAP Testing Calendar](#)	MAP Calendar	1/15/23	Provide a calendar of the MAP testing window showing specific testing dates and times for each required grade.	1/12/23			
[Student Assessment Plan](#)	Assess Plan	1/15/23	The plan for which assessments are used and how often. If it varies by grade level or content, indicate which are used when, by grade level and content. Include the big picture for both formative and summative assessments. Describe	1/27/23		4	
[Technology Plan (Recommended)](#)	Tech Plan	1/15/23	Demonstrate alignment to other plans, adequate funding, input from stakeholders, and appropriate PD to support.	N/A			
Due Date 2/15/23: Student Support Focus + Financial Check-in							
[Letter Showing December Tiered Monitoring Complete](#)	Dec Tiered Monitor	When Available	Submit the letter stating all CAPS have been cleared. This will likely not be in February, but place the letter in the folder with the next due date, when you get it.	2/14/23			
[Dyslexia Screening and Training Process](#)	Dyslexia	2/15/23	As outlined in Section 167.950, RSMo	2/14/23			
[ECSE](#)	ECSE	2/15/23	Complete the form uploaded into the February Folder.				
[Federal Programs-ELL](#)	Federal Programs - ELL	2/15/23	Complete the form uploaded into the February Folder and upload the requested attachments, if available: ELL - LAU Plan				
[Federal Programs-Homeless](#)	Federal Programs - Homeless	2/15/23	Complete the form uploaded into the February Folder				
[Federal Programs-Title I](#)	Federal Programs - Title I	2/15/23	attachments, if available: Title I Board Adopted Policies: Parents Right to Know; Parent Complaints; Parental Involvement; Parent-School Compact; LEA plan;				
[Literacy Supports](#)	Literacy Supports	2/15/23	Complete the form uploaded into the February Folder and upload the requested				
[Math Supports](#)	Math Supports	2/15/23	Complete the form uploaded into the February Folder and upload the requested				
[School Health and Nursing](#)	School Health and Nursing	2/15/23	Complete the form uploaded into the February Folder				
[SEB Supports](#)	SEB Supports	2/15/23	Complete the form uploaded into the February Folder				
[Seclusion and Restraint](#)	Seclusion and Restraint	2/15/23	attachments, if available: a) Board Adopted Policy for use of Seclusion and Restraint; b) Procedures for documenting the use of seclusion or restraint; c)				
[Spec Ed Review](#)	Spec Ed Review	2/15/23	Complete the form uploaded into the February Folder.				
[SPED Compliance Plan](#)	SPED Plan	2/15/23	Provide the school's plan or the assurance provided to DESE stating the school uses DESE's plan, with date of Board adoption.	2/14/23			
[SST](#)	SST	2/15/23	Complete the form uploaded into the February Folder and upload the requested				
[Final Audit](#)	Audit	2/15/23	Provide a copy of the board approved annual audit.	2/14/23			
[Management Letter](#)	Mgmt Letter	2/15/23	Provide a copy of the Management Letter from the financial audit.	2/14/23			
[Publication of Audit](#)	Publish Audit	2/15/23	MO charter law requires that schools publish their annual audit in a local	2/14/23			
[990](#)	990	2/15/23		4/27/23			
[Financials - 4th Quarter](#)	Financials.Year.Month	Submit monthly		1/26/23		19	
Due Date 3/15/23: Classroom Instruction and School Culture Focus (Formal Site Visits)							

Classroom Observations and Interviews	N/A	2/15/23 - 4/15/23	At some time between 2/15 and 4/15, your formal site visit for classroom observations will be scheduled. More guidance will come in January.					
Culture and Climate Surveys	Surveys	3/15/23	Surveys of staff and families are required in your charter contract. Submit the data from a confidential survey of your parents and staff that gives them an opportunity to provide feedback on the school. Provide summative reports	3/31/23			1	
Due Date 4/15/23: Operations and Compliance Focus								
Emergency Drill Calendar	Emergency Drills	4/15/23	List the dates for planned emergency drills: fire, earthquake, tornado and active shooter/ intruder response.	4/20/23				
Financials - 1st Quarter	Financials.Year.Month	Submit monthly						
Food Administrative Review	Admin Review Food CAPS	4/15/23 (in relevant years)	Submit initial results of Food Administrative Review that outlines CAPS.	4/28/23				
Food Administrative Final Letter	Admin Review Food Final	4/15/23 (in relev	Submit final letter of determination of Food Administrative Review.	N/A				
Food Procurement Review	Procure Review Food CAPS	4/15/23 (in relev	Submit initial results of Food Procurement Reviews that outlines CAPS.	4/27/23				
Food Procurement Final Letter	Procure Review Food Final	4/15/23 (in relev	Submit final letter of determination of Food Procurement Review.	4/28/23				
Publication of Annual Report Card and APR		On Website	160.518, complete and distribute an annual report card as prescribed in section 160.522, which shall also include a statement that background checks have been completed on the charter school's board members					1
Transportation Procedures	Transportation	4/15/23	If applicable	4/23/23			7	
Due Date 6/15/23: EOY Data and Wrap-Up Focus								
3-5 Year Budget	Budget Projection	6/15/23	Provide a comprehensive budget for the upcoming 3-5 school years.	6/8/23				
Board Training/PD Log	Board Training	6/15/23	List each board member and training completed.	6/8/23				
Board Self-Assessment	Bard Self-Assess	6/15/23	Submit the tool used, and a summary of the results.	6/8/23				
Cash Flow Analysis and Projection	Cash Flow	6/15/23	Provide a cash flow analysis for the current school year and a projection for the following school year.	5/23/23				
Curriculum Update	Curr Update	6/15/23	Provide an update on progress made in developing or updating curriculum, if	6/13/23				
Internal Assessment Data - EOY	Internal Data - EOY (include requested info in this folder)	6/15/23	Provide summative reports printed from the academic assessment site to include school wide achievement levels (as defined by the assessment), and achievement by grade, race, and FRL. Provide reports from other assessment sites (if available - such as Panorama) to provide aggregated and disaggregated	5/26/23				
Letter Showing April Tiered Monitoring Complete	Dec Tiered Monitor	When Available	Submit the letter stating all CAPS have been cleared. This will likely not be in May, but place the letter in the folder with the next due date, when you get it.	5/23/23				

Letter Showing SPED Monitoring Complete	SPED Monitor	When Available	Submit the letter stating all CAPS have been cleared. This will likely not be in May, but place the letter in the folder with the next due date, when you get it.				
Strategic Plan Update	Strat Plan - Update	6/15/23	Provide the final annual update on progress made on the strategic plan in SY23.				
Summative Data Analyses	Assessment Analysis.Date	6/15/23 (or 9/1/	Provide an annual self- analysis of the school's data, focusing on academic growth for each school year. Schools are encouraged to provide all analyses of data that demonstrate the successes of the school in all domains (academic, socio	6/16/23			
						10	
						74	3	0
541	0					0.040540541	0

Charter School Office

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

I. ACADEMIC PERFORMANCE DOCUMENTS AND PROCESSES REVIEW

Date Reviewed	Document/ Process Reviewed	Criteria	Met or Not Met	Rating of Full Standard SY23	Relevant Findings
	CURRICULUM				
		Consists of a written or electronic curriculum in all subject areas that is aligned to the mission, vision and educational philosophy of the school	Meets		SLLIS's curriculum is aligned to the school's mission and vision of "provide(ing) a bilingual, culturally responsive, transformational education that enriches the children of St. Louis city." They have adjusted from a full language immersion program to a dual language program. This adjustment was in response to acknowledging that all students did not have a strong enough academic base coming in to fully immerse in a new language. Steps have been taken to effectively implement the dual language model: translating MySci into French and Spanish and purchasing authentic Social Studies texts in all three languages. Math: iReady ELA: Benchmark Advance, SIPPS, Heggerty Science: MySci SS: Created in house; using TCI next year SLLIS has been working on developing a more documented curriculum, making progress in developing scope & sequences. SLLIS has a written curriculum for all 4 subject areas (English Language Arts, Math, Science and Social Studies). Although they share some basic formatting, each curriculum document is structured differently. Language Arts and Math consist of a more basic framework listing the state standards/course objectives. Science and social studies are further developed and add some suggested activities for teachers when covering certain objectives. While the commercial programs are good programs, they aren't a substitute for a comprehensive school-wide curriculum that would ensure that both current and new teaching staff have a strong framework upon which to build aligned subject-area curriculum both within and across grade levels. SLLIS in encouraged to continue to develop a comprehensive documented curriculum to ensure teachers clearly understand what they are to teach and to support the onboarding of teachers new to the program. The curriculum provided and reviewed did not indicate clear timelines/pacing, a year's/course's worth of learning objectives, suggested instructional approaches, sample assessments/evaluations, suggested resources/materials, or cross curricular activities.
		Reviewed and adopted by Board of education	Area to Grow		The curriculum provided and reviewed did not reflect board approval.
		Meets the needs of all learners	Area to Grow		SLLIS implements SIPPS, to address comprehensive needs in developing foundational literacy skills. Other curriculum provided and reviewed did not contain suggested accommodations for learners who struggle or those requiring additional challenge.
		Scope and sequence is aligned to Missouri Learning Standards	Meets		All 4 curriculum documents are aligned to Missouri Learning Standards.

Curriculum	Scope and sequence delineates which standards should be taught at each grade level and/or course	Meets	Meets	The standards are organized by grade level and subject area and clearly reflect which are to be taught over a course of a year.
	Clearly identifies and builds essential and enduring knowledge	Area to Grow		The social studies and science curriculum K-8 have a format that includes identified essential and enduring knowledge.
	Sets clear, meaningful, and measurable academic goals and student learning objectives	Meets		All 4 subject areas are structured using standards-based curriculum formats. Clear measurable goals can be found under each subject area/grade level. Science and social studies include suggested activities to teach certain standards.
	Parents and students are clearly informed of the expectations for a subject/course/units	Meets		Most teachers inform their students' parents regularly using a variety of methods: newsletters, parent teacher conferences, e-mails, and phone calls.
	Outlines how students will perform to demonstrate mastery of content; formative and summative assessments are designed to measure the effectiveness of instruction and mastery of standards	Area to Grow		Curricula provided and reviewed did not provide this information. Sample assessments are not included, nor are any scoring guides or any type of skill-based checklists.
	Includes minimum student performance standards, for advancement or graduation; outlines what students should know and be able to do when they finish the curriculum of a course or grade	Area to Grow		Some subject area curricula identify what students should know by the end of the grade level/course for that subject, but SLLIS has not outlined minimum standards for advancement from one grade to the next. Social studies provides the most detail in a grade-level description for each grade level.
	Invests and prepares students to extend their learning and be successful beyond the classroom and beyond their school career (lifelong learning, career readiness, college readiness, active citizenship)	Meets		Curricula are aligned to the Missouri Learning Standards and are geared for college preparation. Beyond that, provided and reviewed curricula does not reveal how SLLIS students would extend their learning beyond the classroom and their school career.\n\nSLLIS is K-8 and has begun the process of supporting student's development of ICAPs (Individual Career and Academic Plan).
	Uses a variety of instructional techniques to enhance content acquisition and meet the needs of a diverse student population	Area to Grow		The social studies curriculum provides some suggested techniques in Process Strand 6 Tools of Social Science Inquiry K-5.
	Develops and implements clearly defined strategies to meet the diverse needs of the student population	Area to Grow		The curriculum does not suggest specific strategies around how to best meet the specific needs of the students.
	Utilizes high-quality instructional materials, including technology, to support the curriculum	Meets		Although not specified in the written curriculum, the students at SLLIS have access to and use Chromebooks frequently. Classroom observations revealed students in multiple rooms using chromebooks to access E-spark to practice what appeared to be reading or phonics activities.\n\nTeachers surveyed had no major concerns about the instructional materials provided.
	Demonstrates high expectations for student achievement	Meets		The foundation of the curriculum is based on the Missouri Learning Standards and the skills listed are written and arranged to foster academic achievement for the students.
	What are the big ideas that anchor the curriculum and frame the content?	Meets		Math and English Language Arts curricula are standards-based and address the standards with skills using a straightforward logical approach, without larger big ideas framing the content. Science units are organized and rotate by strand. Social studies curriculum takes it a step further and identities a course topic for each grade level/strand that supports an overarching theme of the world as a global community.
	Demonstrates vertical alignment; articulation from one grade level to the next	Meets		The curriculum for all 4 subject areas is structured on standards by grade level. Each prior year's standards act as foundational skill that follow a logical progression from K-8.
	Demonstrates cross-curricular alignment	Meets		The social studies curriculum provides suggested connections to other subject areas at each grade level.

		Is reviewed and revised systematically with the input of stakeholders, and the support of necessary resources	Meets		The curriculum depicts the latest revision date. A social studies "team" made up of SLLIS teachers/staff had sample social studies materials laid out for inspection at the school during an observation visit. Staff committees led the process of selecting math and social studies curriculum and target language curriculum. The school is in the process of selecting a new ELA curriculum and developing a curriculum for the Bridge to French program, though a committee of interested stakeholders.

INSTRUCTION

	Observed units and lessons	Objectives are clear to students, measurable, and lesson specific using the student friendly language of the applicable content standards. Are tightly aligned to course learning objectives and desired student outcomes	Area to Grow	Meets	Seven out of eight classrooms did not have the objective posted nor were students able to verbalize the current objective/standard covered by the classroom activity. The school is implementing strategies for the coming year to address this.
		Build on what students already know and do and provide the scaffolding they need to reach the level of success commensurate with goals	Meets		The middle school science teacher was leading a discussion where students were actively participating. It was obvious by the way they answered that they had already acquired the necessary level of prior knowledge to contribute.
		Engage students with thought-provoking and ambiguous texts/materials that extend or challenge their thinking and feelings	Area to Grow		This was not observed in any of the classroom observations.
		Give students opportunities to conduct research to answer a question, explore and take a stand on an issue, or develop solutions to a problem	Area to Grow		This was not observed during the visit at any grade level.
		Use writing to communicate their reflections and understandings	Area to Grow		Some students were completing worksheets led by the classroom teacher that provided opportunity to answer via written text.
		Incorporate a variety of teaching methods that meet the needs of diverse student learning styles	Area to Grow		For the most part, students were working on Chromebooks independently or lessons were taught using direct instruction and calling on students individually. No partner work/small group work was noticed during observations. Some lessons should be adjusted to be more interactive and "fun" without losing academic value.
		The necessary facts are taught at appropriate ages	Meets		Observations indicated the difficulty of the subject matter seemed appropriate for the grade levels. Students were able to correctly respond to the teacher when asked or called upon.
		Engages *all* students in learning	Meets		Most classrooms had a moderate level of student engagement (around 75%). Teachers tended to focus on those paying attention as long as the others were not disturbing.
		Demonstrates teacher preparation and organization	Meets		Although teacher directed, the lessons focused on a certain topic/objective/standard with routines and procedures in place in most of the classrooms. Some behavior management needs were witnessed, and the school is implementing a plan to address this in the coming school year..
		Demonstrates strong relationships between teachers - students and students - students	Meets		The students seemed to like their teachers. Observations did not show students interacting with each other often, but when/if they did, they seemed respectful towards the teacher and each other.
		Demonstrates consistent use of a management system with clear expectations and consequences which lead to an environment conducive to learning and students' social-emotional growth.	Meets	Meets	Classroom management skills were inconsistent. Classrooms were, for the most part, orderly, but student engagement could be improved by improving redirection skills and pacing.
		The classroom feels safe, structured, and supportive.	Meets		All of the teachers genuinely seemed to care about the students, and several teachers could be heard encouraging kids as they participated in classroom activities.
		The pace of instruction is appropriate to the objective of the lesson	Meets		Pacing varied from classroom to classroom. In 2/8 classrooms, teachers maintain a slower pace, leading to a lower level of engagement in achieving at high levels. Approximately a quarter of the students in those classrooms appeared bored, fidgety, and unengaged.
		Teachers invest students in setting, monitoring, and reaching their academic and personal growth goals	Area to Grow		Based on survey data and conversation, teachers approach this in various ways with almost each teacher handling it differently or not addressing it.

	Observed Teacher Instruction	Teachers employ best instructional practices to engage students in learning and raise academic achievement by i. Providing student-centered instruction (ensuring the student is doing the work, not the teacher) ii. Continually orient students to content iii. Continually orient students to each other	Area to Grow		Seven of eight lessons observed were teacher-directed (teacher speaking and calling on students individually) or students were using Chromebooks independently.
		Multiple modalities are employed simultaneously (ie hearing and touching)	Meets		Most instruction was primarily teacher-centered/directed instruction, with students completing worksheets and packets. The teachers lead instruction and occasionally ask questions, calling one student at a time. The conversations are a blend of English and the target languages. In most classrooms, kids are working on Chromebooks at their seats or writing on worksheets. No lessons observed employed multiple modalities, beyond the multimedia components of online learning software on Chromebooks.
		Teachers demonstrate high expectations for student achievement and demonstrate belief that all students can learn	Area to Grow		Teachers generally had around 75% of the students on task which led 25% off task without redirection.
		Teachers engage students in both critical thinking and meaningful discourse around enduring understandings and essential questions	Area to Grow		Most lessons observed did not exhibit examples of critical thinking skills around enduring understandings or essential questions.
		Ongoing assessment of student learning is evident, and instruction responds to assessment.	Area to Grow		Checks for understanding were primarily a 1-1 process. It is recommended teachers learn strategies to engage all students in the thinking at all times and measure all students' understandings quickly (i.e. each student answers and shows on a personal-sized whiteboard, students turn and talk while teachers listen, students simultaneously share answers, teachers circulate and check in on independent and group work, etc.).
		Students are provided specific, focused, and actionable feedback.	Area to Grow		This was not witnessed during the classroom observations.
	ASSESSMENT				
1/26/23	Student Assessment Plan	Outlines the dates and times for all testing	Meets	Meets	
		Reflects the goals of the strategic plan	Meets		
		Details how data is used by staff	Meets		
		Assessments are aligned to the school's curriculum and to MO standards.	Meets		
		Uses multiple forms of assessment, including growth measures assessments, to inform instructional decision-making	Meets		SLLIS utilizes Gomez and Gomez, Dyslexia screenings, AAPL, Star, IReady and MAP assessments. Gomez and Gomez and the AAPL assessments are tied specifically to their mission as a language immersion school. The analysis of these data happens in PLCs and by individual teachers. These assessments are used to track collective student growth on the school level. Such growth is communicated to the Board and families at least twice per year.
		Implement assessments that collect data about students' short-term acquisition and long-term mastery of essential knowledge	Meets		
		Evaluates students' progress towards meeting course and school performance goals and modifies goals, as needed, to improve student achievement	Meets		
		Tracks and disseminates growth data for students over time using both norm-referenced measures and state assessments	Meets		SLLIS utilizes Star, Gomez Writing, Access, and MAP assessments to track student growth.
		Builds students' skills in tracking their own progress and motivates them to take charge of their own academic and personal growth	Area to Grow		

Date	Category	Indicator	Rating	Overall	Notes
		Pursues professional development opportunities to address areas for growth in their own teaching	Area to Grow		
1/26/23	MAP Testing Calendar		Meets		
INTERNAL OUTCOMES ANALYSES					
11/16/22	Internal Assessment Data - Fall	Provides summative reports printed from the academic assessment site to include aggregate achievement levels (as defined by the assessment) full school, by grade, by race, and by FRL.	Area to Grow		The reports provided disaggregated by grade and individual student. It would be helpful to also see printed reports that show school-level aggregate data as well as school-level aggregate data by different student groups. The school indicates this will be included in the following school year.
		Provides reports from other assessment sites (if available - such as Panorama) to provide aggregated and disaggregated information, as available.	Does Not Meet		Target language data is not being submitted until the spring results are available. Fall Panorama data not provided.
		Provides the analysis of these data provided to staff or board, and indicates how the school will respond to these data.	Meets		Submitted a schedule during which the academic excellence committee reviews data and the report presented to the board with MAP data by different student groups, grade and year. On June 7, 2023, also submitted the presentations to the presentation of STAR data to the academic excellence committee. The presentation discusses strengths and opportunities for growth as well as strategies to be implemented in response to the data.
		Data are appropriately disaggregated and analyzed	Area to Grow		Provided a report to the board showing MAP data for the most recent school year. The data is disaggregated, but an analysis is not present.
8/21/23	Internal Assessment Data - EOY	Provides summative reports printed from the academic assessment site to include aggregate achievement levels (as defined by the assessment) full school, by grade, by race, and by FRL.	Partially Meets	Meets	The reports provided disaggregated by grade and individual student. It would be helpful to also see printed reports that show school-level aggregate data as well as school-level aggregate data by different student groups. The school indicates this will be included in the following school year.
		Provides reports from other assessment sites (if available - such as Panorama) to provide aggregated and disaggregated information, as available.	Meets		Star, Panorama, and AAPL reports are provided, but do not show disaggregated data.
		Provides the analysis of these data provided to staff or board, and indicates how the school will respond to these data.	Meets		The school presented a very clear report to the board, with measurable action steps designed in response to the data.
		Data are appropriately disaggregated and analyzed	Partially Meets		Not by race, FRL, ELL, IEP, etc.
8/21/23\	Summative Data Analysis	Provides an annual analysis of the school's data, focusing on academic growth for each school year. Schools are encouraged to provide all analyses of data that demonstrate the successes of the school in all domains (academic, socio-emotional, leadership, teacher growth, community outreach, parent engagement, etc.) This is required in your charter contract.	Meets		
		Data are appropriately disaggregated and analyzed to determine the degree the school has achieved the academic performance indicators outlined in the charter agreement.	Partially Meets		This is mostly met, but data are not disaggregated by race, ELL, FRL, or IEP.
		Longitudinal data are collected, analyzed, and maintained	Meets		
		Student specific data are collected, analyzed, and maintained	Meets		
		Academic performance data and results are presented in a straightforward and logical manner	Meets		
		Data analyses are regularly submitted to and reviewed by the governing board	Meets		

		Data are collected and maintained as institutional data for the school	Meets		This has been a growth area this year, but the school is advised to ensure all data are accurate and can be traced back to a reliable source to ensure institutional, longitudinal data are reliably compared.

- Asterisk indicates Standards in the Performance Contract

ED

Recommendation: In Math and ELA, unpack the standards, so teachers clearly understand what the kids should learn, how they should be learning it, and what they should be able to do by the end of the unit/year. Expand the curriculum to contain the missing components listed.

Recommendation: as the curriculum develops, add suggested activities to support students that struggle/need challenge in all areas.

Recommendation: Identify essential and enduring knowledge for math and ELA.
Recommendation: As the written curriculum develops, add sample assessments and expectations for student performance around standards deemed most important. The math curriculum already identifies skills/ standards as high priority, secondary and supporting.
Recommendation: Continue to add these components for all areas of the curriculum.
Recommendation: Add instructional techniques as the written curriculum develops for all subject areas.
Recommendation: As the written curriculum develops, include suggested strategies for teaching specific standards.
Recommendation: Continue to do the same for the other subject areas.

Recommendation: Have the teachers explore or provide PD covering delivery methods beyond direct instruction: - Inquiry based learning - Cooperative learning - Project based learning - Experiential Learning - Differentiated instruction

Recommendation: It may be useful for SLLIS to home in on this and find a common approach to support students in their investment to reaching established goals.

Recommendation: Encourage the teachers at SLLIS to incorporate any of the following instructional practices (This list is not comprehensive):
• Differentiated Instruction
• Active Learning
• Collaboration and Cooperative Learning
• Multisensory Instruction
• Culturally responsive teaching

Recommendation: Build a culture of high expectations in which teachers ensure all students are engaged and believe they can make progress

It is recommended the Assessment Plan includes strategies to build student's ownership of their own academic and personal growth.

It is recommended the Assessment Plan includes processes to support teachers' assessment of their own effectiveness in order to identify professional development that would support that growth.
It is recommended reports presented to the board include multi-year data, so that trends are understood. Further, it is recommended that the reports provided to staff, parents, and the board include an analysis that talks about the findings: ie we are improving in XX, we see a decline in XX, grade XX is consistently strong year over year, or whatever you find that is the basis from which you make instructional decisions.
In coming years, disaggregation of data is required.
In coming years, disaggregation of data is required.

Charter School Office

St. Louis Language Immersion School: Contract Term 2019-2024
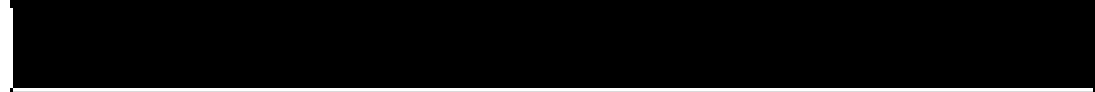
		II. FINANCE DOCUMENTS AND PROCESSES REVIEWED			
Date Reviewed	**Document/ Process Reviewed**	**Criteria**	**Meets or Does Not Meet**	**Rating of Full Standard SY23**	**Relevant Findings**
		* Complies with annual auditing and ASBR requirements, and remedies all audit findings			
9/15/22	ASBR	Submitted on time	Meets	Meets	
		If ASBR report had exceptions from DESE they were corrected in a timely manner.	Meets		SLLIS appropriately responded to all warnings in the ASBR, and no errors were indicated.
3/1/23	Audit - Final	Performed by an independent company	Meets	Meets	Use Daniel Jones, but changing to Fick, Eggemeyer, and Williamson due to DJ being late last year
		Free of significant findings	Meets		No material weaknesses were identified. Several small comments related to internal controls were communicated to the board.
		Sent to DESE by 12/31/22	Meets/Partially Meets		Completed 1/6/23; submitted to DESE 1/7/23 because auditor was late to complete the process, not because SLLIS was late in completing their obligations.
		Accepted by the Board, as reflected in minutes	Meets		As reflected in 1/6/23 minutes
2/27/23	Management Letter	Submitted to UMSL	Partially Meets		References a Management Representations letter dated 1/6/23 - PLEASE SUBMIT
2/27/23	Publication of Audit	Publish annual audit in a local newspaper or hardcopy print publication within 30 days of the audit's completion.	Meets		Published in the STL Ameriance 1/12/23
		* Maintains adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and			
1/26/23	Board Observations / Minutes	Approves monthly check register/payment of bills	Meets		
		Oversight of credit card expenses (recommended)	Area to Grow		
		Reviews the school's monthly financial statements/ spreadsheets that include updates on: a. Current enrollment, b. Average Daily Attendance, c. Number of students who qualify for Free or Reduced Lunch (FRL), d. Number of students enrolled with an Individualized Education Program (IEP), f. Number of students enrolled and identified with a Limited English Proficiency (LEP)	Meets		
	Financials - 2nd	Provided monthly to Board and UMSL	Area to Grow		Cannot find on either submissions or Simbli. I see them through 5/31/22 and 7/31/22, but not for 6/30/22. SLLIS does not hold a July Board Meeting, so they combines both the June and July financials for the August meeting yearly. They utilize the ASBR for this EOY information.
		Demonstrates financial viability: > 10% surplus	Unknown		
		Demonstrates financial viability: Revenues and expenditures are reasonably on target	Unknown		

	Quarter				
		Include updates on: a. Current enrollment, b. Average Daily Attendance, c. Number of students who qualify for Free or Reduced Lunch (FRL), d. Number of students enrolled with an Individualized Education Program (IEP), f. Number of students enrolled and identified with a Limited English Proficiency (LEP)	Unknown		
	Financials - 3rd Quarter	Provided monthly to Board and UMSL	Meets	Meets	
		Demonstrates financial viability: > 10% surplus	Meets		Demonstrated a $59K deficit in this quarter, but anticipate a $751K surplus for the year; this is due to frontloading supply expenditures at the beginning of the year.
		Demonstrates financial viability: Revenues and expenditures are reasonably on target	Meets		Demonstrates a strong awareness of the impact of the ESSER funding and the reality that, without it, they would operate at a deficit. For this reason, they are exploring options to increase revenue in the future (ie increase enrollment). 18.6% of revenue; 22% of expenditures, at this point.
		Include updates on: a. Current enrollment, b. Average Daily Attendance, c. Number of students who qualify for Free or Reduced Lunch (FRL), d. Number of students enrolled with an Individualized Education Program (IEP), f. Number of students enrolled and identified with a Limited English Proficiency (LEP)	Meets		The board financial report clearly outlines the factors that weigh into revenue received from state, federal and local sources.
	Financials - 4th Quarter	Provided monthly to Board and UMSL	Meets		
		Demonstrates financial viability: > 10% surplus	Meets		Demonstrated a $41K surplus for the first 6 months, and anticipate a $784K surplus for the year;
		Demonstrates financial viability: Revenues and expenditures are reasonably on target	Meets		Demonstrates a strong awareness of the impact of the ESSER funding. 44.6% of revenue; 48.8% of expenditures, at this point.
		Include updates on: a. Current enrollment, b. Average Daily Attendance, c. Number of students who qualify for Free or Reduced Lunch (FRL), d. Number of students enrolled with an Individualized Education Program (IEP), f. Number of students enrolled and identified with a Limited English Proficiency (LEP)	Meets		The board financial report clearly outlines the factors that weigh into revenue received from state, federal and local sources.
5/31/24	Financials - 1st Quarter	Provided monthly to Board and UMSL	Meets		
		Demonstrates financial viability: > 10% surplus	Meets		Demonstrated a $71K surplus for the first 9 months, and anticipate a $763K surplus for the year;
		Demonstrates financial viability: Revenues and expenditures are reasonably on target	Meets		Demonstrates a strong awareness of the impact of the ESSER funding. 74% of revenue; 73% of expenditures, at this point.
		Include updates on: a. Current enrollment, b. Average Daily Attendance, c. Number of students who qualify for Free or Reduced Lunch (FRL), d. Number of students enrolled with an Individualized Education Program (IEP), f. Number of students enrolled and identified with a Limited English Proficiency (LEP)	Meets		The board financial report clearly outlines the factors that weigh into revenue received from state, federal and local sources.
		* Fiscal records are appropriately maintained			
5/25/23	990	Filed on time	Meets		Received an extension to submit in May
		Available, upon request	Meets		

| Date	Category	Criteria	Rating	Overall	Notes
4/3/23	Accounting Software	Software program, external company, or other means of bill pay is provided and can be accessed upon site visit.	Meets	Meets	SLLIS contracts with LDR to do all financial reporting. The consultant, Randy Charles, works directly with Meghan Hill to ensure confirmation and validity of reporting and accounting. LDR utilizes a software system (ACS), but is changing soon because it is not fully meeting the needs.
2/27/23	Financial Accounting Practices	Uses Generally Accepted Accounting Principles (GAAP)	Meets		Per ASBR and audit, use cash basis for accounting. Otherwise, use GAAP.
4/3/23	Fiscal Records	Financials are submitted to UMSL monthly	Meets		
		All financial records are available onsite, upon request, including past years	Meets		LDR maintains all financial records
		Financials are posted online (recommended, not required)	Area to Grow		

* The school operates in a fiscally sound and appropriate manner

Date	Category	Criteria	Rating	Overall	Notes
9/30/22, 10/10/22	Annual Budget	Approved by the Board	Meets	Meets	Approved on 6/15/22, per minutes submitted
		Includes detailed revenues and expenditures	Meets		
		Revenues exceed expenditures	Meets		Anticipate an $828,050 annual surplus due to additional ESSER funding.
		Financial resources are directly related to the school's purpose: student achievement and learning	Meets		37.89% expenditures on non-capital items
1/30/23	Budget Amendments	Reviewed and revised at least two times per fiscal year (recommended)	Area to Grow		Not Evident as of 1/30/23
9/30/22 and 5/24/23	Bank Account Information	Identifies where state and local funds deposited	Meets		
		Describes how/where funds in excess of $250K collateralized	Meets		According to the audit, all funds are covered by either FDIC insurance or collateralized by securities pledged to the School by the financial institution.
4/3/23	Cash Flow Analysis and Projection	Demonstrates near- and short-term financial viability, with a surplus ≥ 10% and expenditures ≥ revenue.	Meets		
4/3/23	3-5 Year Budget	Demonstrates near- and short-term financial viability, with a surplus ≥ 10% and expenditures ≥ revenue.	Does Not Meet		Beyond ESSER funding, there is a large anticipated annual deficit in SY25. For this reason, the school has developed a 5-year projection where they add 105 kids over 5 years to get them to a balanced budget with a 36% surplus. This does not include projections for major capital projects - these would require separate fundraising. The rationale for the long-term budget makes clear the assumptions upon which it is built. It demonstrates a year-over-year deficit, for five years, until enrollment is increased according to the plan.
		Includes detailed revenues and expenditures	Meets		
		Financial resources are directly related to the school's purpose: student achievement and learning	Meets		
11/18/22	Fiscal Policies	Establishes clear fiscal policies to ensure appropriate use of public funds.	Meets		

* School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the

Date	Category	Criteria	Rating	Overall	Notes
11/18/22	Conflict of Interest Policy	Section 160.400.15, RSMo; No member of the governing board of a charter school shall hold any office or employment from the board or the charter school while serving as a member, nor shall the member have any substantial interest, as defined in section 105.450, in any entity employed by or contracting with the board. No board member shall be an employee of a company that provides substantial services to the charter school.	Meets	Meets	BP 1010
		There is no evidence of any conflict of interest in board decision related to hiring or contracts.	Meets		
9/28/22, 10/10/22	Personnel Roster	Personnel roster is up-to-date.	Meets		Submitted

Date	Standard	Description	Rating	Rating	Notes
12/5/22	Staff Compensation	Compensation levels for employees are appropriate to the positions and responsibilities, consistent with industry norms	Meets		Average Teacher Salary in SY22: $48,797 (MO Average $52,334); Average Administrator Salary in SY22: 86,234 (MO Average is $96,734
* Core Data and other required school reporting is conducted in a timely and appropriate manner
	Annual Debt Report	Provide a copy of the submission receipt MAP Portal.	Meets		SLLIS has no new debt to report in FY23
9/28/22, 10/10/22, 5/24/23	Financial Ledger	A searchable expenditure and revenue document or database detailing actual income, expenditures, and disbursement for the current calendar or fiscal year on the district or school is posted on the website or other form of social media as required by Section 160.066, RSMo at least quarterly.	Meets	Meets	The posting is current, although the title indicates it is not.
5/24/23	Core Data Submissions	Submitted on time	Meets		
		Errors are corrected by 6/30/23	Meets		

- Asterisk indicates Standards in the Performance Contract

Comments/Recommendations
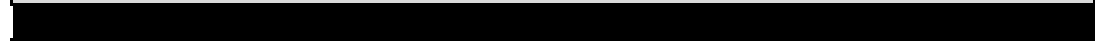
d paying all obligations in a timely manner

It is suggested that June 30 financials are produced to close out the fiscal year and to be able to compare to ASBR and audit, as well as better understand how the year ended.

mission of the school

III. LEARNING ENVIRONMENT DOCUMENTS AND PROCESSES REVIEW

Date Reviewed	Document/ Process Reviewed	Criteria	Meets or Does Not Meet	Rating of Full Standard SY23	Relevant Findings
					* Complies with facilities and transportation requirements
4/3/23 and 5/24/23	American Flag	Placed in front of Building	Partially Meets		SLLIS has submitted a plan to have this installed in the fall of SY24.
4/3/23 and 5/24/23	Building Inspection/ Certificate of Occupancy	Current and Posted	Meets		Photo of this posted, submitted 5/2/23; inspection from 8/19/19
4/3/23 and 5/24/23	Child Abuse and Neglect Hotline Information	Posted in all bathrooms	Meets		Photos of signs were submitted on 5/2/23 with indicated they are posted in all bathrooms.
4/3/23 and 5/24/23	Elevator Inspection Certificate	Current and Posted	Meets		Completed on 5/4/22 - probably need the next one by now.
4/3/23	Fire Extinguisher Inspections	Current and Posted	Meets		Current through July 2023
4/3/23 and 5/24/23	Fire Safety Permit	Current and Posted	Meets		Photos of fire alarm inspection and fire inspection and testing certificate were submitted on 5/2/23; indicating completed on 3/24/22
4/3/23 and 5/24/23	Health Permit (Food Service)	Current and Posted	Meets		Completed 4/13/23
4/3/23	Facility Walkthrough	Overall impressions	Meets	Meets	The Operations Manager states that the building is fairly easy to maintain, as much of it is new/er: roof, HVAC, etc. They maintain a preventative schedule for inspections and maintenance in the summertime. They also contract to have a person complete minor repairs and maintenance as needed, weekly.
		HVAC is in good repair.	Meets		
		Bathrooms are clean and have sinks with hot and cold water.	Meets		
		Toilets are operational.	Meets		
		All classroom doors can be locked/secured from the inside.	Meets		As assured by Gloria Howell
		The interior of the building is clean.	Meets		The new renovation of the front lobby is very appealing, warm, and welcoming. There are some areas that appear in disrepair (specifically the area leading to the gym where the flooring is partially torn up).
		Exterior signage is prominent and adequate for emergency vehicles to identify the school.	Meets		
		Exterior door security is in place at every entry while allowing people to exit whenever the building is occupied.	Meets		
		Exterior lighting is appropriate around entrances, parking and walkways.	Unknown		I was there during daylight.
		Emergency exit maps are posted in every occupied room.	Area to Grow		These were posted in a few classrooms on the 3rd floor, but not in most others I popped into.

		No safety hazards are evident in a walkthrough	Meets		
		There is a working system of communication between classrooms and the office.	Meets		SLLIS utilizes a phone system that functions as an intercom system as well as equipping each teacher with a walkie-talkie.
		A copy of the floor plan is on file with the local police department.	Meets		As assured by Gloria Howell
		Visitors are required to check in at the office and receive a visitor name badge.	Meets		Check-in is required, but no name badge is required. Entrance beyond the first floor requires a key fob.
5/24/23	Transportation Procedures		Meets		One of the biggest difficulties is in the location and the need to have certain areas blocked off to the public during the time buses are either dropping off or picking up students. They are attempting to get a permanent loading zone that would help with this issue. Another challenge is related to having adequate parking for visitors.

* Meets all state and local standards relative to health and safety; maintains a clean and safe environment that supports the educat

5/24/23	Emergency Drill Calendar	Regular fire drills are held with a record of date, time, and observations at least every three months	Meets		Conduct 9 fire drills, according to the calendar
		Regular tornado drills are held with a record of date, time, and observations (a minimum of 2).	Partially Meets		Calendar indicates 1 tornado drill is completed annually
		Regular intruder drills are held with a record of date, time, and observations (at least 1/yr.).	Meets		Conduct 9 intruder drills + active shooter, according to the calendar
5/24/23	Food Administrative Review	Submitted Letter of Findings	Meets		Submitted the most recent one: from SY18
5/24/23	Food Administrative Final Letter	Completed all requirements and resolved all CAPS	N/A		
5/24/23	Food Procurement Review	Submitted Letter of Findings	Meets		Submitted the most recent one: from SY21
5/24/23	Food Procurement Final Letter	Completed all requirements and resolved all CAPS	Meets		
5/30/23	School Health and Nursing	Complete the form provided by Thurma	Meets	Meets	SLLIS has a robust school nursing program that provides on-campus monitoring and care for all students. SLLIS's partnership with Children's Hospital provides high quality on-campus health care services for its students. This partnership is in its 3rd year and has provided significant benefit to SLLIS students, especially during Covid closures and monitoring. SLLIS meets compliance expectations for school health services. SLLIS employs a full-time nurse in partnership with Children's Hospital who coordinates vision, hearing and dental screenings through several agencies, ensures and reports immunization compliance to MDH, monitors/ provides support for a variety of health conditions, and participates in Section 504 and Individualized Healthcare planning meetings. The school nurse would be a strong resource to classroom and health teachers for lessons on health and hygiene related topics.
					SLLIS applied for and received a grant to fund hygiene supplies for middle school girls; 12 staff members are trained in CPR and Cardiac Emergency Response; 2 Atrial Emergency Defibrillator units are available on campus; numerous health-related PD was provided; and Visiting Nurses Association provided flu vaccination.
9/28/22	Safe Return to Instruction Plan (if required)	Developed with stakeholders	Meets		States they incorporate ongoing community feedback
		Clear approach to safe in-person learning	Meets		
		Transitions in place for interruptions of in-person instruction	Meets		States they would shift to virtual instruction; SLLIS acknowledges this would not be accounted for attendance purposes.
		Addresses SEL needs	Meets		
		In an understandable language	Meets		

Implements the material terms of the education program as defined in the current charter contract

Date	Category	Indicator	Rating	Overall	Evidence
4/3/23	Mission and Vision	Reaching the vision clearly places students on paths of greater opportunity in life	Meets		
		In classrooms, teachers and students are mission driven as indicated by their enthusiasm, active and consistent participation and task completion	Meets		As indicated in interviews, staff and teachers are very committed to the mission of providing dual language to students. They believe strongly in the value of developing a global understanding within their community and deeply appreciate sharing the three cultures of the different programs across the full school.
4/3/23	Culture and Climate Surveys	Submits the forms provided to each stakeholder group	Meets	Partially Meets	79 students 3-5, 145 students grades 6-8, 13 staff members, 34 teachers; and 96 parents responded to surveys.
		Provides the analysis of these data provided to staff or board, and indicates how the school will respond to these data.	Partially Meets		Reports were provided, and the CSIP outlines how they will respond to the data. The survey process is robust and provides detailed data related to school culture. Results herein are presented in comparison to national norms.

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

Responses from students in grades 6-8, indicate the school is in either the lowest or second lowest quintile in all areas: classroom belonging, classroom climate, classroom engagement, classroom rigorous expectations, classroom teacher-student relationships, and pedagogical knowledge.

Responses from staff made significant progress in favorable responses from SY22. This is likely a result of the new federal programs/student support leader's work. Staff responses resulted in being in one of the top two quintiles in evaluation, feedback and coaching, and professional learning. They also had primarily favorable responses in school climate, school leadership, and staff-leadership relationships. Their one area in the lowest quintile is related to having adequate resources. These positive sentiments were echoed in staff interviews.

Responses from teachers made some progress but still demonstrate concerns, with all results in one of the bottom two quintiles: evaluation, feedback and coaching, professional learning, resources, school climate, school leadership, and staff-leadership relationships. These concerns were echoed in the teacher interviews

Responses from parents indicate favorable responses in the following areas: communication with, approachability of, and responsiveness of the teachers; communication overall; leadership approachability; and systems for health and safety. 69% believe SLLIS has rigorous academics, and 92% believe their child is learning at SLLIS. 88% feel welcome at SLLIS. Parents indicate fewer favorable responses related to feedback: being asked for it and incorporating it. This sentiment is echoed by the teachers (both in surveys and interviews). |
| | | Maintains a clean and safe environment that supports the educational mission of the school | Meets | | SLLIS is one of the few schools that has ample space to support all program initiatives. 79% parents indicate systems for health and safety have been effective this year, and 89% of parents indicate students feel safe at SLLIS. Teacher and staff surveys indicate that the school is often in need of repairs. |
| | | Communicates effectively to all stakeholder groups | Partially Meets | | 75% of parent survey respondents (96 respondents) indicate the school communicates effectively; 54% of staff and 35% of teachers indicate the school leaders communicate important information effectively. |

4/3/23	School Culture				
		Maintains a school culture conducive to learning and continuous improvement	Partially Meets		While surveys indicate concerns with school culture (see above), in interviews teachers highlight some positives, as well. Teachers are very committed to the mission of the school and discuss at length the level of collegiality amongst the teachers and their willingness to support each other. School staff also highlight some positives with relation to collegiality, but express some concerns related to student behavior. With relation to leadership, teachers indicate a lack of support, professional development/coaching, care/concern, voice, or appropriate schedules, all of which have negatively impacted the school culture. Interviews indicate that both staff and teachers agree that adults in the building expend the most energy on discipline or expectations of students. Teacher interviews are in contrast to the interview with the person provided to give insight on school culture, who feels the culture is strong. He indicates students are happy here and that they build the staff culture effectively though the interview process: hiring those aligned to the mission.
1/26/23	Student Retention Percentage	See Performance Contract Target - 85%	Meets		
4/3/23	Suspension / Expulsion Data	Fewer/100 students than SLPS	Meets		This number is not available in aggregate as their number of 10/day+ suspensions is so small it is suppressed.
					Complies with applicable education requirements
5/30/23	Dyslexia Screening and Process	Process demonstrates compliance with Section 167.950, RSMo	Meets		Director of Special Programs is responsible for ensuring dyslexia screening and services are compliant with DESE requirements. A dyslexia screening plan is now written and addresses screening and intervention for all students—including students in the upper grades. A flowchart that describes procedures for screening and data review is included in the procedural document.
		Dyslexia Screening plan includes tools, timeline, responsible staff, template, and parent notification letter	Meets		All requirements are addressed within the plan.
		Required dyslexia screening is complete	Meets		Dyslexia screening is based on school-wide STAR early literacy and STAR Reading screening in the fall (9/12-23), winter (1/9-31), and spring (5/1-19). Classroom teachers conduct the STAR screenings. Approximately 234 students were identified as at-risk for reading difficulty this year. 23 of these students required more intense reading intervention based on progress monitoring data. Reading intervention is primarily provided by classroom teachers. Individualized Tier 3 services are provided by other student support staff including the social worker/spec ed teacher, occupational therapist, and speech language pathologist.
		Required dyslexia training is complete	Meets		Compliant with annual training requirements; Dyslexia PD Date: November 10, 2022; Additional literacy-related training for classroom and/or literacy intervention staff included Benchmark (Core reading program), Gomez Dual Language Model, SPIRE, Progress Monitoring.
5/30/23	Federal Programs - Title I	Parents Right to Know notification (appropriate staff certification,)	Meets		
		Parent Complaint Procedure	Meets		Policies are compliant with Federal and DESE requirements based on documentation reviewed.
		Parent Involvement Plan	Meets		
		School-Parent Compact	Meets		
		Title I LEA Plan	Meets		LEA plan was available for review.
		Annual Parent Meeting Date and Agenda	Meets		Annual Parent meeting was conducted on April 5th on campus. The agenda was available for review and all required components were included.
		Title I LEA Plan	Meets		

Date	Category	Indicator	Status	Overall	Notes
5/30/23	Literacy Supports	Written literacy plan adopted by the board—including date of adoption	In Process	Partially Meets	SLLIS received a DESE Literacy Grant 2 years ago and has worked with UMSL facilitators to develop a literacy plan and train teachers. This team will continue to collaborate to create the SLLIS literacy plan required by SB 68. Progress has been made in providing literacy intervention, intervention; however, resources continue to be limited. Although classroom teachers can provide some intervention in the classroom, students with significant delays in reading require more time and targeted explicit instruction to move forward. Currently, SLLIS does not have sufficient resources to meet the literacy needs of all its students.
		Literacy Screening assessment plan includes tools, timeline, responsible staff, template, and parent notification letter	Area to Grow		Implementation of SIPPS as a targeted intervention for phonemic awareness and phonics in Kg-grade 4 provides literacy instruction consistent with the science of reading. As students develop these early literacy skills, reading achievement should improve. SLLIS is starting its review of potential reading programs that align with the science of reading. Adoption of a new program is anticipated during the SY24. Staff with expertise in reading science is needed to provide a continuum of evidence-based Tier 2 and 3 interventions. SLLIS should continue to seek funding and resources to address this need. SLLIS does not currently have a literacy or math interventionist on staff to provide intervention beyond what can be provided by the classroom teacher. Universal screening is conducted 3 times a year using STAR Early Literacy and STAR Reading. Students scoring below the 10th percentile are identified for additional screening using Aimsweb CBMs. Heggerty's Phonemic Awareness lessons are taught to all students in grades K-5. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is provided as an additional small group class-wide intervention for students in grades Kg-4. SPIRE (Specialized Program Individualizing Reading Excellence) is used in special education for reading intervention.
3/1/23	Technology Plan (Recommended)	Is an outgrowth of the strategic plan	N/A		
		Appropriate stakeholders were involved in creating the plan	N/A		
		The budget supports the plan	N/A		
		There is an evaluation of software and hardware usage by both students and teachers	N/A		
		Training for technology is included in PD Plan.	N/A		
9/28/22, 10/10/22, 7/1/23	Title IX	Training materials used for annual training in accordance with Title IX of the Education Amendments of 1972 are posted on the school's website.	Does Not Meet		Not posted on the website when searched on 9/28/22, 10/10/22, and 7/1/23. The statement that people had completed training was submitted to UMSL, but that is not what is required. On 5/2/23, submitted a link to training materials on website, but they do not meet the requirements. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must be posted. I believe most people use those provided by Tueth Keeney.
		The school has designated a person for each of the 4 Title IX required roles.	Does Not Meet		Board policy does not reference 3 required roles: investigator, decision-maker, and person who facilitates an informal resolution process.
9/28/22	School Calendar	On website?	Meets		
9/28/22	School Calendar	1,044 hours	Meets		1,134 PK-K with 168 days; 1,127.5 Grades 1-8; with 167 days
		6 hours/day	Meets		6.75 hours/day
		36 make-up hours	Meets		60.75 weather make-up hours

Protects the rights of all students

Date	Area	Indicator	Rating	Overall	Narrative
5/30/23	ECSE	Complete the form provided by Thurma	Meets		ECSE programming meets DESE compliance standards based on documentation provided. ECSE is offered through SLLIS in partnership with Southside Early Childhood Center. The Pre-Kg program enrolls students who are expected to enroll in SLLIS, Lafayette Preparatory, or Lift for Life Kg programs. The Pre-school/ ECSE program is completing its 3rd year. 36 students are enrolled in the Pre-KG program; 2 students are currently identified as ECSE eligible and are receiving services. ECSE instruction is provided by the SLLIS primary special education teacher--also certified in ECSE. One student requires significant minutes outside of the regular preschool classroom. One student is supported in class by a paraprofessional. ECSE services are supervised by the Director of Special Programs. Evaluation, OT, and Speech language services are provided by SLLIS special education staff. Creative Curriculum is utilized in the Pre-K program. This is a DESE approved curriculum for early childhood.
5/30/23	Federal Programs - Homeless Policy and Procedures	Develops and implements a plan that's in compliance with state and federal guidelines that ensures homeless students have an equal opportunity to a public education	Meets		Compliant based on documentation available for review. School staff receive training on the requirements of McKinney-Vento. Federal funding has been allocated in the SLLIS budget for homeless expenditures.
		Develops and implements policies and procedures to ensure all children who qualify as homeless receive all necessary services and support to meet their specific needs	Meets		A comprehensive set of homeless supports are available and provided as needed to eligible students. 8 students were identified as homeless over the course of the school year.
		Enrollment Screening	Meets		Enrollment forms and annual updates have appropriate questions.
		Homeless Coordinator	Meets		The Director of Special Programs serves as the homeless coordinator. She has completed training in McKinney Vento Liaison responsibilities.
		Services	Meets		A variety of services are available including: food, clothing, hygiene products, school supplies; transportation to school and extracurricular activities; and outside agency connections.
5/30/23	Math Supports	Complete the form uploaded into the February Folder	Meets		
		Math Screening assessment plan—includes tools, timeline, responsible staff, template, and parent notification letter	Area to Grow		SLLIS does not currently have a math specialist on staff. Classroom teachers conduct universal math screening in the fall and spring using IReady Diagnostic. Teachers review screening results with their administrative lead during grade level (PLC) meetings. Students scoring below grade level are considered for supplemental or more intense intervention within the classroom. Intervention is provided within the classroom typically in small groups using iReady resources (e.g. visual representations, manipulatives, peer assisted instruction). Use of the PLC framework to identify and address the needs of students who are below grade level in math is an appropriate initial procedure. Evidence for how these discussions and supports are documented and monitored was not available at the time of this review.
	Report Dropouts	Reports school dropouts to the Missouri Literacy Hotline.	N/A		
5/30/23	SEB Supports	Complete the form uploaded into the February Folder	Meets	Meets	Qualified counseling and therapeutic staff provide a variety of tiered SEB supports. A PT social worker (master's degree) provides general social work and classroom counseling. A clinical social worker hired in partnership with Children's Hospital provides classroom, small group, and individual therapeutic counseling. The school psychologist also provides some SEB supports.

Students are identified for services primarily through parent/staff referral and the SST process. SST provides a framework for connecting students with SEB services. 2nd Step, Tier 1 SEL program, will be re-launched in SY24 in grades K-8. Classroom lessons will initially be taught by the social worker team with a gradual release to the classroom teachers. Panorama and Aimsweb are used to track discipline data and other SEB concerns. A school-wide culture survey (Panorama) is conducted at the beginning of the school year; it is used to help social workers determine topics to emphasize in classroom SEL. Approximately 35 students received therapeutic services including 8 students with IEP based counseling services. Several outside agencies provide additional services including BJC, CHADS (Signs of Suicide), Planned Parenthood (Safe Touch and Sex Ed). |

5/30/23	Seclusion and Restraint	Board Adopted Policy for use of Seclusion and Restraint	Meets		SLLIS is compliant with state statute and DESE regulations. The revised Seclusion, Isolation, Restraint policy was adopted by the SLLIS board in June 2022.	
		Procedures for documenting the use of seclusion or restraint	Meets		No incidents of seclusion or physical restraint occurred in SY24.	
		Procedures for reporting to DESE incidents of seclusion/restraint	Meets			
		Includes annual de-escalation and policy training for all staff	Meets		The Director of Special Programs ensured that annual PD requirements are addressed in the annual PD calendar. SLLIS administration emphasizes that de-escalation is the best means for defusing an escalating situation and maintain safety. Annual de-escalation and policy training was provided for all SLLIS staff on September 23, 2023. Nine SLLIS staff members were fully trained in CPI procedures on September 2, 2022. One staff member renewed his prior training in CPI. The annual refresh has already been scheduled for SY24.	
5/30/23	SST	Develops and utilizes a comprehensive, developmental student support system that proactively assists all students to develop and apply knowledge, skills and mindsets for maximum academic, career, and personal/social growth during the school years	Meets		Significant improvement in the SST process this year was observed. Meeting time is dedicated, and team members attend consistently. SST process includes the routine use of benchmarking data, goal setting, progress monitoring, and 6-8 week follow up. The SLLIS MTSS framework addresses the required components of MTSS and the basic expectations of DESE MSIP. A written manual provides the basis for SST training and process. This establishes a consistent process and documentation that can continue even when critical leadership turns over. SST is facilitated by the school psychologist and includes the referring teacher, social worker, clinical therapist, SLP, OT, and appropriate administrator. Team members incorporate diversity in expertise and experience. Meetings are scheduled monthly, and attendance is consistent. Classroom teachers refer individual students to SST for more individualized intervention when student's response to classroom intervention is not sufficient.	
		Uses data to plan appropriate programs for students both individually and collectively	Meets		Screening and classroom performance data is now discussed in SST meetings. Aimsweb is used as a data management system. These data should form the basis for setting specific goals and progress monitoring. SLLIS used Panorama for social-emotional and school climate screening. This resource also has a robust MTSS component that could be considered for tracking data and student progress. It also includes a array of intervention resources for both academic and SEB needs	
		Monitors student performance and provide appropriate interventions in cooperation with all stakeholders	Meets		Intervention resources for social-emotional-behavior are available and strong. Academic intervention resources beyond what the classroom teacher can provide are limited. SLLIS is hiring an interventionist to help address this gap for SY24. 23 students have been referred for intervention support this year; 9 students were transitioned out of intervention due to sufficient improvements; 5 students were referred for special education evaluation.	
		Uses a variety of activities, resources and strategies; including individual and group counseling, classroom presentations, academic advising, parent education and other responsive services	Meets		Beyond School staff was identified last year as a potential resource for Tier 2 intervention for students with academic/social-emotional-behavioral needs. The Director of Special Programs and the Beyond School Director should collaborate to identify/describe/structure potential interventions for SY24.	
11/16/22	Student/Family Handbook (to include discipline policy)	(RSMo 160.405)	Meets			

Protects the rights of students with disabilities

3/5/23	SPED Compliance Plan	Develops and implements policies and procedures to ensure that all children with disabilities are identified and evaluated; and if eligible, receive services that meet their specific needs	Meets	Meets	Adopted DESE Model Compliance Plan
		Develops and implements appropriate services that meet each student's individual needs	Meets		SLLIS hires its own spec ed and related services staff. Staff retention has been good over the past 3 years, and this has helped build a strong collaborative team. A full-time federal programs/special education services administrator was hired for SY23 This person has significant experience as a teacher, administrator, and with special education. Her experience helped launch a strong start to this new year. Several support and monitoring systems are now in place: staff training on spec ed process, monitoring of legal access files, monitoring of caseloads and compliance timelines, weekly progress monitoring (data), and instructional service delivery meetings with spec ed staff .

Special education services appear to be appropriate and effective based on observations and discussions with staff. Now that reliable progress monitoring data is available, regular review of these data as a team would help inform instructional needs. |
		Is in compliance with all special education statutes and procedure	Meets		
11/16/22	SPED Determination Letter for SY22		Meets		According to DESE's "determination category," SLLIS "meets the Requirements and Purposes of the IDEA," with a determination score of 4 in all areas (the highest possible).
5/30/23	Letter Showing SPED Monitoring Complete	Demonstrates all CAPS have been cleared.	Meets		SLLIS conducted DESE Self-monitoring assessment (Cohort 3) during this school year. Self-assessment results indicate compliance with DESE standards. DESE requested 4 files be submitted for its desk review process. Results of the DESE review will be available in September 2023. SLLIS met all DESE compliance requirements as of June 2021 after completing its Corrective Action Plan for its last assessment in SY20.
5/30/23	Spec Ed Review		Meets		
5/30/23	Child Count		Meets		26 students (Kg-8th) 1 ECSE student

Child Count is down 9 students compared to December 1, 2021. Based on an enrollment of 389, the incident rate is 6.68% compared the state of MO Incident rate of 13.34%. SLLIS is approximately 6.6 percentage points below the MO average. This is a significant difference. Parents of students with significant learning or social-emotional needs may not seek to enroll their child in a language immersion school knowing the dual language nature of classroom instruction could be challenging. SLLIS should continue to monitor intervention data to ensure students whose progress is slow and intervention needs continue long term are considered for evaluation and a suspected disability. |
| 5/30/23 | Least Restrictive Environment Placements (LRE) | | Meets | | 88.46% of students with IEPs are served within the regular classroom 80% or more of the school day. 2 students require significant minutes outside of the regular classroom. Special education staffing is available to provide this level of service on campus. LRE placement targets for MO is 57.5% of students served within the regular classroom 80% or more of the school day. SLLIS's LRE placements exceed this target. This indicates SLLIS students with IEPs have appropriate access to the general education curriculum and age typical peers. |

5/30/23	Staffing and Services		Meets	Meets	SLLIS's special education and related services staffing appears appropriate for current student needs: 2.5 FTE special education teachers serve grades K-8th; 1 FT school psychologist; 1 FT Speech-Language Pathologist (ECSE-8th); 1 (.8 FTE) Occupational Therapist (ECSE-8th); and 4 paraprofessionals assist individual. students/classrooms. A FT clinical social worker provides IEP counseling minutes to students with IEPs (partnership with Children's Hospital—Healthy Kids Healthy Minds). Social work minutes are provided by the school social worker. Physical therapy is provided via contract with a private agency. A full continuum of services is available based on IEP identified placement needs. All spec ed teachers and therapists are fully certified. Several lessons taught by SE teachers and the OT were observed in person. Teachers were well prepared with a sequential lesson based on the identified objective. Students were engaged and participating.
5/30/23	Referrals for evaluation		Meets		Compliant based on documentation reviewed. 14 initial evaluations (8 school and 6 parent referrals) were conducted this school year; all timeline requirements were met for school-age evaluations. SLLIS benefits from having its own FT school psychologist who is responsible for the Student Support Team process, intervention monitoring, and referral/evaluation procedures. The current school psychologist has served SLLIS for 5 years but will not be returning for the upcoming school year. SLLIS has already hired a new school psychologist for this role, despite the shortage of qualified professionals with this training. SLLIS's commitment to employing highly qualified school psychologists to lead/conduct special education evaluations, provide and lead intervention and data analysis is commendable.
5/30/23	Child complaints/ due process		Meets		None

Protects the rights of English Language Learner (ELL) students

5/30/23	Federal Programs - ELL	Develops and implements a plan in compliance with state and federal guidelines that ensures ELL students receive necessary services and support to meet their specific needs	Meets	Meets	Compliant with Federal and DESE standards based on documents reviewed. A written SLLIS ELL (LAU) plan provides general guidance on the identification and services provided to students with ELL needs. This policy includes professional development for staff on effective strategies and culturally responsive practices to utilize with ELL students. ELL services are provided primarily in small grade level pull-out, groups; push-in services are available in a few classrooms. The ELL teacher consults with classroom teachers and participates in parent-teacher conferences.
		Screening Questions	Meets		The enrollment form includes required ELL screening questions.
		WIDA assessments	Meets		WIDA and ACCESS assessments are completed as per DESE requirements.
		Services	Meets		49 students (KG-8th) are identified as ELL. Staffing appears to be appropriate for caseload needs. ELL students are placed in classrooms and served with age peers which provides strong social and language models for English learners.

- Asterisk indicates Standards in the Performance Contract

WED

Comments/Recommendations

It is suggested written procedures also indicate how miles are tracked in order to be reported to DESE for reimbursement.

ional mission of the school

Surveys and interviews indicate concerns related to school culture. It is recommended the school leadership team engage with staff, teachers, and middle school students especially to fully understand the problem and develop a strategic plan for improvement.
██████████████████████████████
Policies related to parents are hard to find on the website. Consider adding a section under Parent Information that includes the required Federal program policies as well as policies related to child find and other special needs is recommended.
The option for parents to participate in the annual parent meeting via Zoom as well as in person may be helpful in increasing parent participation in this meeting.

The school's physical space, materials, and supplies are

Transitioning the current preschool and ECSE program to SLLIS administration has been discussed and may be considered in the future. This would help ensure high quality EC/ECSE programming and KG transition and create some significant economies in staffing, supervision, professional development, professional services etc.

An interventionist has been hired for SY24. This person will provide math and reading services Procedures for determining which students will work with the math interventionist will need to be developed.

In addition to SST referrals, school-wide screening for SEB needs should be re-initiated. The SRSS was used for this in prior years and was helpful in identifying students with internalized emotional needs. These students are often not identified thru SST or office discipline data. Panorama could also be an appropriate screening resource. Screening data should be analyzed to determine which students are highest priority for tiered services.

Given the diverse cultural background of SLLIS teachers, annual refresher training on relationship building, trauma-informed practices, social-emotional development, crisis cycle, and restorative practices would help ensure all staff have a shared understanding of emotional development and support for students. SLLIS plans to participate in the MTSS Tier 2 Behavior Institute in June. An outcome of this training will be a written description of available Tier 2 and 3 SEB interventions and identification of current service gaps.

conducive to accomplishing the outcomes in the Performance Contract

Charter School Office

St. Louis Language Immersion School: Contract Term 2019-

IV. GOVERNANCE DOCUMENTS AND PROCESSES REV

Date Reviewed	Document/ Process Reviewed	Criteria	Meets or Does Not Meet	Rating of Full Standard SY23	Relevant Findings
* Maintains an active, involved board as described in their charter
1/26/23	Board Resumes	Includes individuals who are experienced in managing organizations and well versed in charter law	Meets	Meets	SLLIS has transitioned to a new Board President, who is being mentored by the previous Board President.
		Board maintains a balance of skills and professional expertise necessary to fulfill all Board obligations	Meets		The board maintains expertise in law, finance, business, local government, education leadership, marketing, and procurement. They have intentionally diversified their board to provide the appropriate expertise and personal backgrounds to best govern the school. They identified a need for a person with expertise in marketing and brought on a new board member next year with this expertise.
1/26/23	Board of Directors Information	Submitted and current	Meets		
1/26/23	Board Observations / Minutes	Monitors the school's education program, operational procedures, and fiscal health	Meets		The Board relies on DESE's and UMSL's compliance processes, as well as reports made to the board for monitoring the school's educational program and operations. For fiscal health, they are more hands on and directly monitor financial statements, check registers, and the annual audit.
* The school Board operates legitimately and in the best interest of its students an
1/26/23	Agreement with Foundation / Education Service Provider	Written contract with a separate nonprofit organization providing management services to the school makes clear the conditions of any shared staff, facilities, services, etc.	N/A	Meets	
		Clearly states the performance expectations of the foundation or ESP and remedies for inadequate performance or breach of agreement.	N/A		
		Demonstrates financial independence from any third party contractor providing educational management or other services; does not provide direct access to the finances of the school	N/A		
9/30/22	Articles of Incorporation	Submitted and current	Meets		Amended in 2008
1/26/23	Board Observations / Minutes	Considers implications of decisions on the mission of the school	Meets		
1/26/23	Insurance: D&O	Submitted and current	Meets		

Date	Category	Criteria	Rating	Overall	Notes
1/26/23	Insurance: Employee Dishonesty Crime	Submitted, current, for at least $500K	Meets		
1/26/23	Certificate of Insurance - GL	Submitted, current, and includes UM as additional insured	Meets		
1/26/23	Insurance: Professional Liability	Submitted and current	Meets		
1/26/23	Insurance: Property	Submitted and current	Meets		
1/26/23	Insurance: Workman's Comp	Submitted and current	Meets		

* All board members receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy

Date	Category	Criteria	Rating	Overall	Notes
1/26/23	Board Orientation Process	Includes specific activities and documents provided (recommended)	Meets	Meets	SLLIS utilizes an effective formal orientation and onboarding process for new board members, complete with an orientation handbook. They also attend ongoing trainings over the course of the year to improve their individual and collective abilities to govern the school.
		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	Meets		The Board of Directors Orientation Handbook includes training within 60 days of joining the Board. Board members have access to training on the Sunshine Law and Board Roles and Responsibilities on Simbli. Each Board member has been provided this information and asked to confirm completion of the trainings as part of orientation to the Board. The Orientation Handbook was adopted by the Board on January 20, 2021.
1/26/23	Board Development Plan (Recommended)	Connects to the self-assessment and strategic plan	Meets		The SLLIS Board has a Board Development Plan based on self-assessment. In the previous year, the SLLIS Governance Committee developed and conducted both individual and overall board member assessments, a board demographics and skills spreadsheet, and a review of board policy on board member role, function, and training to gather information for board development needs. This assessment informed the development and implementation of the Board Development Plan which includes onboarding of new members and ongoing training for all board members. The SLLIS Board is very self-aware and intentional in each board member's role and the growth of the board. This year, they plan to grow in the following areas: charter law, best practices to review board policies, and best practices in forming new committees
8/21/23	Board Training/PD Log	Demonstrates minimum 6 hours/ member annually per board member	Partially Meets		The SLLIS board completed DEI training. The submitted log does not indicate how many hours were completed. A couple of other members also attended Effective Board Governance Training. One other attended Sunshine Law training.

* Appropriate board policies are developed, revised as needed, and follow

11/18/22	Board Policies	A process in place for reviewing board policies and completing a review of all board approved policies annually, as documented in board minutes. Are regularly reviewed and amended as necessary	Meets	Meets	Updated May 2021, Board Approved June 2022
		Document when and how policy changes affecting staff have been communicated to appropriate personnel	Need more info		Not sure how this happens
		Policies are available to the public. (If not available on their website, list where they are available.)	Meets		There is a place (although difficult to find-Explore to Documents) with the Board Policies are on the website.
		All policies revised, deleted, and/or added by the board have been added to the current policy manual with appropriate notation: reviewed, revised or adopted (for new policies) and the date of revision.	Meets		
11/16/22	Closure Procedures		Meets		Adopted UMSL CSO Closure Policy
11/18/22	Budget Development Policy		Meets		FIN 4000 BP
11/18/22	Conflict of Interest Policy	Section 160.400.15, RSMo; No member of the governing board of a charter school shall hold any office or employment from the board or the charter school while serving as a member, nor shall the member have any substantial interest, as defined in section 105.450, in any entity employed by or contracting with the board. No board member shall be an employee of a company that provides substantial services to the charter school.	Meets		Gov 1010, Fin 4050 BP, Gov 1000 article 7.8; 4050 is titled conflict of interest policy but the topic appears in multiple sections of the BP manual.
11/18/22	Employee-Student Communication	Section 162.069 RSMo	Meets		Adopted Staff Student Relations Policy 5/17/22
11/18/22	Former Employees Policy	Identifies information that the school will provide about former employees (certified and non-certified) to other public schools. (RSMo 162.068)	Meets		HR 2160
11/18/22	MOCAP (RSMo 161.670, 162.1250)	Enrollment policy requires enrollment requests for MOCAP to be treated similarly to those for traditional courses	Meets		OP 3450
		Informs parents of their child's right to participate in the program by making program availability clear in the parent handbook, registration documents and by featuring it on the homepage of the charter school's website	Meets		
11/18/22	Parent or Guardian Grievances Policy	160.405.1(13), RSMo	Meets		OP 3340 BP
11/18/22	Procurement Policy		Meets		OP 3180 BP
11/18/22	Record Retention Policy		Meets		Adopted the Missouri Public School Records Retention Schedule on 5/17/22
11/18/22	Religious Liberty Recommended	Consistent with the Missouri Religious Liberties Act (RSMo 160.2500)	N/A		
11/18/22	Suspension, Expulsion and Re-Enrollment of Students	(RSMO 167.171)	Meets		OP 3370 BP, Family Handbook
					* Meetings are regularly scheduled and appropriately conducted

9/30/22	Board Meeting Calendar	10 regular meetings (recommended)	Meets		The board meets 10 times annually	
1/26/23	Board Bylaws	Includes method of election of officers, roles of members,	Meets			
1/26/23	Board Meeting Practices	Average board member attendance rate at meetings is 75% (recommended)	Unknown	Meets		
		Maintains # of board members outlined in bylaws	Meets			
		Meeting is conducted in a business-like manner and follows accepted parliamentary procedures and rules.	Meets		School business is conducted in accordance to regulations, as evidenced in UMSL's attendance of board meetings. They have developed clear roles and expectations for board members, so board members are effectively fulfilling their governance roles.	
		Agenda is followed.	Meets			
		Reviews/monitors the strategic plan, evaluating and amending goals as necessary	Meets			
		Considers stakeholder input when reviewing/monitoring the strategic plan	Meets			
		Board President and Superintendent collaborate to create the board agenda.	Meets			
		Action is taken with motions, seconds and votes.	Meets			
		There is a roll-call vote to enter a closed session and a roll call vote to return to open meeting.	Meets			
		A quorum is present for all Board Meetings. (No meeting was cancelled for lack of a quorum without rescheduling.)	Meets			
		Board minutes are developed by a staff member or consultant (not a board member)	Unknown			
		There is specific evidence in board agendas and minutes that the board has focused on the governance of the school. The following items will be used as documentation as found in the minutes: a. overall goal discussion; b. overall outcomes monitoring; c. evaluation of the lead administrator; d. long-term planning; e. budget discussion and approval; f. ongoing fiscal updates; g. ongoing personnel updates; and h. instruction /student achievement reports.	Meets			
		Utilize committees effectively	Meets		The board effectively utilizes committees for specific and ongoing tasks. They have active finance, building and grounds, academic excellence, and governance committees. They also develop ad hoc committees, as needed.	

* The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals.

8/21/23	Board Self-Assessment	A standardized tool that self-assesses performance based on setting goals, developing policy, and communications	Meets	Meets		

Strategic Plans, Board Goals

1/26/23	Strategic Plan	Develops strategic plans that ensure fidelity to the school's vision by addressing critical issues; including school performance, financial management, human resource management, facilities, and quality improvement	Meets	Meets	SLLIS has engaged in a comprehensive strategic planning process that resulted in a multi-year strategic plan for SY22-SY26. The priorities (in summary) include creating a rigorous and relevant learning environment; engaging in anti-racist practices to work toward equity; redesigning the middle school; exploring the feasibility of a dual language program; and developing their brand. The board is frequently updated on progress toward goals by the Board President and Superintendent. Many of the activities of the board and the leadership team are clearly linked to these priorities. They have engaged a consultant to lead their equity and DEI work; this year's priority is developing the dual language program; and they have engaged a firm to redesign their brand.	
		All appropriate stakeholders were involved in the development of the strategic plan.	Meets			
		The plan was built on a multiple year implementation (3-5 years).	Meets			
		The mission/vision was revisited and approved by the Board at the time of the plan.	Meets			
		The plan uses SMART goals: Specific, Measurable, Attainable, Relevant, and Time-Bound.	Meets		This is not evident for the current school year, but on 5/2/23, SLLIS provided a draft of their CSIP goals for the coming year. The goals are SMART goals.	
		A process for implementing the plan is in place.	Meets		On the CSIP draft for the coming school year, provided 5/2/23, the plan rests more on measuring fidelity than on how they will achieve fidelity. It is recommended the plan focus as much or more on how to achieve the changes they will measure fidelity to: PD, coaching, etc.	
		Goals/milestones are well defined and have indicators that measure degree of completion.	Meets			
8/21/23	Strategic Plan Update	Demonstrates the Board and school staff are monitoring the goals outlined in the plan and adjusting as necessary.	Meets			
		Demonstrates progress toward goals	Meets			

* The Board implements a transparent process for evaluating the school leader that includes evaluation of core competency

1/26/23	School Leader and Board Relationship	Selects a highly qualified school leader and defines the role the leader plays in the overall operation of the charter school	Meets			
		Establishes clear expectations of the school leader	Meets			
		Supports the administrator's decision making	Meets			
1/26/23	Board Evaluation of School Leader	Assesses the performance of the school leader using a consistent evaluation instrument reflecting the mission and vision of the school, the performance goals set forth in the performance contract, the day-to-day management of the school and progress made on yearly school goals	Meets	Meets	The evaluation is based on goals set by the Superintendent, which should be tied to the Performance Contract and progress on yearly goals.	
		School leader monitors and reports on performance, school and board goals	Meets		This is regularly completed at board meetings.	

Date	Item	Criteria	Rating	Overall	Notes
		Evaluation includes process, timelines, goals, metrics, and outcomes.	Meets		The process is being revised and will include feedback from the different board committees on the different goal areas.

* Consistently abide by all Missouri laws

Date	Item	Criteria	Rating	Overall	Notes
1/30/23	Board Meeting Observations and Documents		Meets	Meets	
2/3/23 and 6/8/23	APR	Publication of APR on website	Meets		
2/3/23	Report Card	Publication of Annual Report Card on website	Area to Grow		Links to the dashboard, not the report card

* Governance records and documentation are appropriately created and main[tained]

Date	Item	Criteria	Rating	Overall	Notes
1/26/23 - Reviewed minutes from November 2022	Board Record Retention	Minutes include a record of names of board members attending and names of board members absent.	Meets	Meets	
		Minutes for closed sessions are kept, are confidential, and are securely maintained separate from the open session minutes.	Meets		
		The school has made board minutes available to the public. (If not available on their website, list where they are available.)	Meets		SLLIS Board records are available through Simbli, on their website
		Board minutes are maintained in an organized, consistent manner by the same individual.	Meets		
		Board minutes are current and complete.	Meets		
		The board submits all materials to UMSL for each board meeting in the board packet.	Meets		
		Agendas, Minutes, and Packets on Website? (recommended)	Meets		

* School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law

Date	Item	Criteria	Rating	Overall	Notes
1/26/23	Board Meeting Observations and Minutes	Board meeting notices and agendas are posted at least 24 hours prior to the meetings.	Meets	Meets	Approved on 6/15/22, per minutes submitted
		The board conducts business in compliance with Missouri Sunshine Law.	Meets		The financials do not specifically include the specified enrollment and attendance data each month, but the finance committee does consider this in their conversations.
		There is no evidence of any conflict of interest in board decisions.	Meets		
		Clear governance roles and responsibilities are evident.	Meets		
		The board approves school staffing as per the annual organizational chart or a detailed budget.	Meets		
		Adheres to required provisions and sections	Meets		
	Notice of Violations of COI Policy	If applicable	N/A		

* The Board communicates in a timely manner with UMSL's sponsorship liaison about significan[t]

Date	Item	Criteria	Rating	Overall	Notes
		If necessary	Meets	Meets	

* The Board officially reviews the sponsor's Annual Review at one of its board [meetings]

Date	Item	Criteria	Rating	Overall	Notes
10/19/22	Board Minutes	Reflect the review of the Annual Review	Meets	Meets	Discussed in board meeting on 10/19/22: TH attended

- Asterisk indicates Standards in the Performance Contract

VIEWED

Comments/Recommendations

nd mission

and conflict of interest within their first year of service and continual

red

developing policy, and communication

categories and progress made on yearly school goals

tained

v; free of conflict of interest, and models best practices regarding

t policy, personnel, school

meeting

V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE DOCUMENTS A

Date Reviewed	Document/ Process Reviewed	Criteria	Meets or Does Not Meet	Rating of Full Standard SY23	Relevant Findings
		* Maintains a professional development system that includes a teacher evaluation system that meets state requirements, retention of excellent			
9/28/22, 10/10/22	PD Plan	Provides professional development opportunities for all staff members that are aligned to the school's vision and advances their effectiveness in their roles	Meets		The plan is not specific for topics covered in the weeks before school starts, so more information may be needed. Throughout the year, though, the sustained training focuses on logistics (arrival, dismissal, cafeteria and hallways), data review, classroom management, parent communication, and lesson plan/curriculum development. Teacher interviews indicate concern with professional development not being differentiated to the varying levels of teacher experience or sustained. They indicate they get one training and are then expected to implement it with little to no follow up. Further, teacher interviews indicate a need for time during the summer PD for working in classrooms to take action on items learned during formal PD sessions: lesson planning, room setup, collaboration with teammates, etc.
		Is an outgrowth of the strategic plan/CSIP	In process		This has been implemented into the CSIP for SY24.
		Developed with input from stakeholders	Area to Grow		
		Informed by data from student learning	Area to Grow		
		Differentiates for individual teacher needs	Meets		Evidence in plan suggests all teachers participate in the same training throughout the year, but leadership indicates differentiation happens between language teachers, special education teachers, and other groups. Further, staff participate in PD through small group learning and PLCs. Teacher interviews indicate that beginning of the year PD is not differentiated by teacher experience level.
		Scaffolds teacher learning	Area to Grow		
		Supported by adequate budget	Need more info		
		Includes annual training on: bullying recognition and response, sexual harassment, restraint and seclusion, FERPA, HIPAA, bloodborne pathogens, dyslexia (2 hours)	Meets		Submitted an assurance on 5/22, outlining how they train in this area.
		Appropriate personnel are trained in how to respond to bomb threats. (Every 2 Years).	Meets	Meets	Didn't have training in past two years, but SLLIS' Crisis Management Plan includes bomb threat details.

		Persons responsible for first aid are trained and given proper equipment and supplies.	Meets			Submitted an assurance on 5/22, outlining how they train in this area.
		Youth suicide prevention training for middle and High School staff. (Once plus every year thereafter with new staff.)	Meets			SLLIS held suicide training for the full staff on Friday, April 14.
		All staff is trained in accordance with Title IX of the Education Amendments of 1972.	Does Not Meet			On 5/2/23, submitted a link to training materials on website, but they do not meet the requirements. All materials used to train specifically Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must be posted. I believe most people use those provided by Tueth Keeney.
9/30/22	Teacher Evaluation Plan	The school uses a teacher evaluation system based on the 7 Essential Principles of the Missouri Teacher Evaluation System.	Partially Meets			This year, SLLIS utilizes the NEE system and provides teachers access to the portal to see the feedback from their evaluations. SLLIS submitted the standards and rubrics for the standards, but the plan is unclear. The submissions do not outline how these standards and rubrics are used. SLLIS is working on an updated evaluation process. On 5/2/23, SLLIS submitted drafts of initial documents for the PIP and write-up documents. It is suggested to rethink the growth plan document to include goals related to student academic improvement too. The submission indicates there will be leadership eval forms, but they are not present.
1/26/23	Staff Retention Data	See target in performance contract (75%); school demonstrates stability with its instructional staff	Does Not Meet			Teacher interviews indicate strong concern with the amount of teacher turnover. Because there is concern about the coaching and PD program, the teachers indicate this turnover is impacting outcomes because they are consistently bringing in new teachers and not effectively developing them. (This was not factored into the overall rating because it impacts another area in the summary)
* Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness a
11/16/22	Employee Handbook	Includes necessary notifications	Meets			
		Provides clear guidance to employees on school practices and policies	Meets			
Ongoing	Hiring Practices	The school demonstrates proactive staff recruitment that promotes quality instruction.	Meets			The school has developed strong hiring practices and protocols, as hiring international teachers is more complex. They have a strong recruiting and HR process.

Date	Item	Criteria	Status	Overall	Notes
9/28/22, 10/10/22	Overall Schedule	Provides adequate planning and preparation time	Meets	Meets	The formal schedule indicates teachers are not on duty for lunch and recess, MS teachers have 84 minutes release time from kids (includes 49 minute plan time); ES teachers have 95 minutes release time (if the 50 minute specials block is plan). Teacher interviews indicate teachers do not have this much release time, and there is strong concern about the schedule. Almost all participants indicated a need for bathroom breaks, as the schedule is structured with long stretches of back-to-back instruction with no break. Teachers request having a schedule provided earlier, so they have an opportunity to provide input and adjustments can be made to allow for small breaks throughout the day.
		Provides opportunities for collaboration, coaching, and professional growth	Meets		Teacher interviews indicate there are not opportunities within the day for this other than the 40 minute plan period, which they use to plan instruction.
2/27/23	Participate in PSRSStl		Meets		Evidenced in the audit
4/3/23	Staff Agreements	Yearly board approved contracts are provided.	Meets		
9/28/22, 10/10/22	Staff Coaching Plan (Recommended)	Outlines procedures for promoting instructional effectiveness of individual teachers and works toward school improvement goals	In process		The plan indicates it is aligned to a CSIP , which was developed near the end of the SY. It is not clear who does the coaching. Teacher interviews and surveys indicate there is little coaching of teachers. Teacher interviews revealed a strong desire for teacher development, but limited systematic coaching support. One teacher did indicate that when he requested support when teaching a new grade, coaching was provided. Others indicated that when requested, coaching was not provided.

| Meeting teacher and other staff credentialing requirements ||||||

Date	Item	Criteria	Status	Overall	Notes
4.7.23	Staff Assignment Report	At least 80% Position Code 60 educators are certified. All employees paid with federal funds are certified.	Meets	Meets	SLLIS is unique in that their teachers come from all over the world, so they have an exception in law related to certification.
		Any inappropriately certified teaching staff is supervised by an appropriately certified staff member	Meets		This is not actually required.
		Administrators have appropriate certifications for their roles.	Meets		The Supt, Principal, and Asst. Principals are all appropriately certified.

| * Consistently complies with DESE reporting requirements and requests, including Core Data Submissions ||||||

Date	Item	Criteria	Status	Overall	Notes
1/26/23	Background Checks	Assurance Submitted	Meets	Meets	
9/30/22	MOSIS and Core Data Access	Submitted	Meets		Need to remove Rich Carver from access
2/27/23	Letter Showing October Tiered Monitoring Complete	Demonstrates all CAPS have been cleared.	Meets		
2/27/23	Letter Showing December Tiered Monitoring Complete	Demonstrates all CAPS have been cleared.	Meets		Also submitted separate financial, foster care, and McKinney Vento Monitoring Clearances.

Date	Item	Criteria	Rating	Overall	Comments
	Letter Showing April Tiered Monitoring Complete	Demonstrates all CAPS have been cleared.	Meets		
1/26/23	DESE notifications	DESE has not notified UMSL of late submissions	Meets		

* Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately

Date	Item	Criteria	Rating	Overall	Comments
11/16/22	Enrollment Policy	Includes a stated open enrollment period, grade level capacities, lottery process, and waiting list	Meets	Meets	Does not indicate grade level capacities, but all else is included
		Efforts to recruit and serve a diverse population are evident (if indicated as a goal of the charter)	N/A		
		There is a clear process outlined to accept applicants and notify them of their acceptance.	Area to Grow		It is not clear how people are notified, once accepted.
		MOCAP information is included in parent handbook, registration documents, and "featured" on home page of website (Required by Missouri statutes).	Meets		
11/16/22	Initial Enrollment Application	A completed student application is on file, with date of acceptance	Meets		
11/16/22	Enrollment Application-Part II	If applicable	N/A		
11/16/22	Enrollment Lottery Dates and Locations	Posted	N/A		SLLIS enrolls on first-come, first-served basis.
11/16/22	Lottery	Lotteries are conducted appropriately	N/A		
		School invites UMSL personnel	Meets		Invitation to the PK Lottery was sent, but then not needed, so canceled.
11/16/22	Waiting Lists	Waiting lists are maintained by grade level and appropriate documentation is readily available.	N/A		

Document Retention Requirements

Date	Item	Criteria	Rating	Overall	Comments
11/18/22	Record Retention Policy	Outlines record retention procedures, with timelines for maintenance and disposal, details of documents to be included in certain records, etc.	Meets	Meets	Adopted the Missouri Public School Records Retention Schedule on 5/17/22.
4/3/23	Staff Files	Hiring file: resume, certificate, transcripts, letters of rec, W-4, I-9, application, reference checks. Separation file: performance improvement plans, disciplinary documentation, summative evaluation. Summary file: appointments (hiring docs); resignations, promotions, salary history, years of service	Meets		The HR file reviewed is comprehensive and demonstrates effective processes for hiring, performance documentation, and compliance. There are no separate separation or summary files; the comprehensive file is maintained in perpetuity.
		Are secure	Meets		Maintained in a locked cabinet in the Talent Director's Office
		Are digitized	Area to Grow		
4/3/23	Student Files	Cumulative File: attendance records, discipline records, official grades (or EOY grade reports), transcripts (if applicable), health forms, student and parent contact information, state assessment results (MAP), and internal assessment results. Health File: includes immunization records. Registration Records: enrollment application/s, proof of residence (for current year)	Meets		All necessary files are available, but maintained in distinctly different locations: grade reports are in a google doc; attendance and health records are in Powerschool; registration records are in paper files or in enrollment system; discipline records are in Panorama; assessment results are in a different place.
		Records are for all years enrolled at the school	Meets		
		Records/transcripts from previous school are on file	Meets		

		Are secure	Meets		In cabinets in the records room to which only two people have the key.	
		Requests for records are managed by one person and are sent in a timely manner.	Meets		Managed by the Enrollment and Assessment Manager	
		Are digitized	Area to Grow			

			Strong School Leadership			
4/3/23	Mission / Vision Investment	Leaders invest students, parents and staff in the mission and vision of the school	Meets		80% of parents feel connected to SLLIS's mission and values and feel that SLLIS takes action to put its mission into practice. Teacher interviews also indicate a strong commitment to the mission of SLLIS.	
		The Executive Leader monitors students, parents and staff to gauge their understanding of the mission and vision and the extent to which they're striving to reach it	Meets			
4/3/23	Communication	Leaders maintain open, consistent, clear communication among students, staff, parents, and administration	Partially Meets		SLLIS has a clearly documented communication plan. 75% of parent survey respondents (96 respondents) indicate the school communicates effectively; 54% of staff and 35% of teachers indicate the school leaders communicate important information effectively.	
4/3/23	Competency	The Executive Leader demonstrates competency in a multitude of areas, effectively coordinating the school's staff, program, and board toward achieving the mission	Partially Meets	Meets	The school is in a state of transition, as they are transitioning away from another principal. The Executive Leader will need to ensure that this next transition of leadership is well-supported and strategically planned in order to ensure they improve in identified growth areas, in order to meet the mission of the school.	
		Leaders pursue professional development and training to improve performance and stay up-to-date on changes in law, compliance, and effective practices	Meets		Leaders work on shared PD as well as pursue individual interests, for which they are provided a budget.	
		The Executive Leader allocates resources based primarily on their impact on student achievement, learning, and well-being	Meets			
		Leaders implement business policies and procedures that promote school sustainability, operational integrity, and a focus on student achievement and learning results	Meets			
		The Executive Leader establishes programs and policies that enable all students to be served effectively	Partially Meets		The Superintendent is in the process of developing the plan to ensure that the program is leading to greater outcomes for students.	
		The Executive Leaders understands and complies with the laws, policies, and state and federal requirements that govern charter schools	Meets			
		Submits required data and reporting on time	Meets			

Date	Standard	Description	Rating		Notes
4/3/23	Compliance	Leaders ensure school is in compliance with state and federal laws, policies and requirements and provisions in its contract with UMSL in these areas: a. Health and safety b. Student records: c. Special Education d. Title I e. Free and reduced lunch f. Homeless and ELL students g. Fiscal management h. State testing i. Other operations	Meets		
1/26/23	Continuous School Improvement Planning (if submitted to DESE in a different document than is submitted to UMSL already)	Aligns to the Board's Strategic Plan, if different	Meets		Will submit in Cycle 2: SY24
		Places students and the school's mission at the center, insisting on continued assessment of effectiveness and improvement based on objective information	Meets		

- Asterisk indicates Standards in the Performance Contract

ND PROCESSES REVIEWED

Comments/Recommendations

teachers, and removal or development of teachers that are not meeting

It is suggested the school focus on effective teaching strategies, as much or more than logistics. Further, it is suggested the school consider developing universal expectations and shared norms for teachers and students.

nd continuous school improvement

It is suggested SLLIS develop a teacher coaching program that differentiates to the needs of teachers, is protected from other interruptions and priorities, and focuses on improving each teacher's skills in collaboration with that teacher. The plan for next year includes three Asst. Principals who will be in the lead of coaching teachers of each language program. It is recommended the school ensures these coaches have uninterrupted coaching time (i.e. not interrupted by discipline - another of their primary responsibilities).

and Tiered Monitoring requirements

y conducted and documented
Consider developing a summary file to be digitized, versus the comprehensive file.
Please develop a plan to digitize these records in the future.
It is suggested a comprehensive file is created, so it can be digitized. This will be an UMSL requirement in the next contract.

Please develop a plan to digitize these records as a comprehensive file in the future.
It is recommended SLLIS review communication with staff and teachers to revise their communication plan to better meet their needs.

Charter School Office

Directions: Add the date of the assurance in the first column; in the second column, mark each item as Yes, No, K-5, or N/A. For any certification other than "Yes," note the reason.   Complete by 12/15/22, unless noted othe

St. Louis Language Immersion School

Date of Assurance	Certification	Certification Statement	Notes
12/15/22	Yes	All assurance statements made and submissions to UMSL in the Required Document Submission process are made with the authority of	
Governance			
	Yes	The school's bank is under the control of the Board of Directors.	
	Yes	All staff have been cleared according to the school's policy on both a criminal background check that includes fingerprints through the	
	Yes	All board members have been cleared according to the school's policy on both a criminal background check that includes fingerprints	
	Yes	The Board completed the school leader evaluation, utilizing the process outlined in the "Board Evaluation of School Leader" document	
	Yes	Every Board member who served one or more days in the previous calendar year completed the MEC filing on time. (submit 5/15/23)	
	Yes	The Board reviewed the sponsor's Annual Review at a board meeting, on October 19, 2022.	
	Yes	All board members have signed conflict of interest assurance statements.	The board just completed this for our audit.
Operations and Compliance			
	Yes	The school in compliance with all state and federal laws.	
	Yes	Emergency drills were completed as outlined in the submitted emergency drill calendar. (submit 5/15/23)	All are scheduled and will be completed according to the schedule.
	Yes	The school distributes an annual report card as prescribed in section 160.522.	Questions about this for Susan on 12/15
	Yes	The school published the Annual Performance Report (Section 160.405, RSMo)	Questions about this for Susan on 12/15
	Yes	MAP ISRs were distributed to students in the required timeline.	
	Yes	Letters were sent to parents of students instructed for 4 weeks or more by inappropriately certified staff.	
	Yes	The Pledge of Allegiance is recited in at least one scheduled class of every pupil enrolled in the school, no less often than once per school	
	Yes	The school maintains electronic student records, or will have developed a plan to do so by 6/30/23	
Student Services			
	Yes	The charter school requires the reporting of child abuse and neglect including 1) direct and immediate reporting, 2) no	
	Yes	The charter school maintains immunization records as required by statute and reports such data required by the Missouri Department of	
	Yes	If the charter contracts for pre-kindergarten services and claims attendance for state purposes, the pre-kindergarten provider meets the state	
	N/A	The charter school reports dropouts to the Missouri Literacy Hotline (Section 167.275, RSMo).	K-8 -
Staff Training			**Student Services**
	Yes	Teachers completed two hours of in-service training regarding dyslexia and related disorders annually.	
	Yes	All school district, charter school, and publicly contracted private provider personnel shall annually review	
	Yes	Staff completed suicide and bullying training.	
	Yes	Staff completed sexual harassment (staff to staff) training.	
	Yes	Staff completed bloodborne pathogens training.	
	Yes	Staff completed FERPA/HIPAA training.	
	Yes	Staff completed training on up-to-date information on identifying signs of sexual abuse in children. (§162.069, RSMo).	

Completed by: Meghan Hill

St. Louis Language Immersion School: Board Information						
Board Member Name	Phone Number	Email	Board	Term Start	Term End	Committees

St. Louis Language Immersion School Staff Retention Data: SY22

Directions: Fill in only the orange cells. The other cells include formulas and should be locked. In the "Notes" section, make any notes about added or eliminated positions that may influence this data.

	Total FTE in	# FTE From	% Retained
Teaching Staff	9	8	89%
Academic Support Staff	1	1	100%
Leadership Staff	1	1	100%
Operations/Office Staff	1	1	100%
TOTAL	12	11	92%
Notes:			

	Total FTE	Total FTE	Change
Teaching Staff	1	1	0
Academic Support Staff	1	1	0
Leadership Staff	1	1	0
Operations/Office Staff	1	1	0
TOTAL	4	4	100%

UMSL | Education
University of Missouri–St. Louis

Charter School Office

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

ANNUAL REVIEW PERFORMANCE SUMMARY SY23

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

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

REVIEW SUMMARY

This review is being amended with data released since the publication of the review, originally based on data available through 6/15/23. This amendment includes data available through 12/8/23 and was amended for the purposes of the renewal process. In review, St. Louis Language Immersion has fully met the terms of the Performance Contract (as reported in this annual review) in three of the five areas for SY23: Academic Performance, Finance and Governance.

In the area of Academic Achievement, there are limited data available due to the MAP test being canceled in the first year of this contract, and the second year not being used for accountability purposes. The second year, though, did demonstrate strong academic outcomes, despite being one not to be used for accountability. The first year of data available for accountability purposes (SY22) demonstrated a significant decline in ELA and Math for all students and in all content areas for Student Groups. Prior to SY22, though, SLLIS was on a trajectory demonstrating significant growth for students. Internal data for SY23 demonstrated strong growth that predicted a recovery in academic outcomes. The trend toward recovery in academic outcomes was realized in SY23 MAP performance, as SLLIS demonstrated improvement in all available metrics, except Science. Further, SLLIS has outperformed the resident district in all content areas for all years of this contract.

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

FINDINGS
Strengths:
- SY23 demonstrated progress toward improved outcomes in all areas, except Science.

Compliance and Reporting	Meets		
School-Specific Goals	Does Not Meet		

- MAP outcomes exceeded SLPS in SY23 by 16 percentage points (ELA); 12 percentage points (Math); and 2 percentage points (Science).
- Prior to SY22, SLLIS's growth results were exceptional.
- Maintained a financial surplus between 38-60% over the last five years.
- High Rates of Student Retention (from beginning of year to end of year): exceeded 90% for the duration of the current contract period.
- SLLIS has strong and consistent governance practices.
- SLLIS is one of the few small charter schools to offer transportation to students.
- SLLIS demonstrated significant improvements in the area of student support services, during SY23.

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

CONCLUSION
SLLIS has met the terms of its Charter Contract and Performance Contract, by designing and preparing to implement a plan to address the identified areas of concern. They are implementing a comprehensive plan to address the academic decline of SY22 which yielded results in SY23.

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

UMSL | Education
University of Missouri–St. Louis

Charter School Office

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

I. ACADEMIC PERFORMANCE

STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT							
State and Federal Accountability	**Indicators/Measures**	**SY 19**	**SY 20**	**SY 21**	**SY 22**	**SY 23**	**Cumulative Rating**	**Direction**	**Notes**
* State Rating-APR	70+	76.3	N/A	N/A	52	TBD	**N/A**	**N/A**	- SY20 not available;
Exceeds Home District APR	*Exceeds Home District?* (Meets or Exceeds if SLPS Score in this line is less than charter school score)	*SLPS = 50.8*	*SLPS =N/A*	*N/A*	*SLPS = 64*	TBD	**N/A**	**N/A**	- SY21 not to be used for accountability; - Comparisons are a new metric in SY22 and are not part of the Performance Contract. - SY23 DESE has advised against using APR for the purpose of renewal; and, at the time of this Annual Review revision for the pupose of renewal, APRs were not yet released.
Academic Proficiency	**Indicators/Measures**	**SY 19**	**SY 20**	**SY 21**	**SY 22**	**SY 23**	**Cumulative Rating**	**Direction**	**Notes**
* ELA: % Proficient/Advanced (All)	Target or +4% from previous year		44%	48%	48%	52%	**Meets**	↗	- SY19 is from previous contract - SY20 not available
	Actual Score	36%	N/A	40%	30%	35%			- 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. - For SY23 and SY24, progress targets were added for MPI and %Prof/Adv. Progress targets for these years are underlined.
ELA: Proficiency Comparison (All K-8)	Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)	*N/A*	N/A	*SLPS (K-8) = 16%*	*SLPS (K-8) = 17%*	*SLPS (K-8) = 19%*	**Exceeds**	↔	
* ELA: % Proficient/Advanced (Student Groups)	Target or +3% from previous year		30%	37%	37%	45%	**Meets**	↗	
	Actual Score	28%	N/A	31%	23%	30%			
* ELA: MPI (All)	Target or +6 from previous year in MSIP5 calculation		300	307	307	315	**Meets**	↗	
	Actual Score	296	N/A	303	356/ 277	367/ 298			
	Target or +7 from previous year in		270	277	277	285			

	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* ELA: MPI (Student Groups)	Target or +7 from previous year in MSIP5 calculation	273	N/A	282	340/ 253	358/ 285	**Meets**	↗	**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
* Math: % Proficient/Advanced (All)	Target or +2% from previous year		44%	48%	48%	52%	**Meets**	↗	
	Actual Score	35%	N/A	40%	24%	26%			
Math: Proficiency Comparison (All K-8)	Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)	N/A	N/A	SLPS (K-8) = 9%	SLPS (K-8) = 11%	SLPS (K-8) = 14%	**Exceeds**	↔	
* Math: % Proficient/Advanced (Student Groups)	Target or +2% from previous year		25%	32%	32%	40%	**Meets**	↗	
	Actual Score	28%	N/A	28%	16%	22%			
* Math: MPI (All)	Target or +10 from		300	307	307	315	**Meets**	↗	
	previous year in MSIP5 calculation	284	N/A	273	327/ 247	346/ 261			
* Math: MPI (Student Groups)	Actual Score		270	277	277	285	**Meets**	↗	
	Target or +9 from previous year in MSIP5 calculation	259	N/A	245	306/ 217	339/ 248			
* Science: % Proficient/Advanced (All)	Actual Score		20%	26%	26%	33%	**Does Not Meet**	↘	
	Target or +3% from	28%	N/A	32%	33%	19%			
Science: Proficiency Comparison (Grade 5 and 8)	Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)	N/A	N/A	SLPS = 12%	SLPS 5th=16%, 8th=15%	SLPS 17%,	**Exceeds**	↔	
* Science: % Proficient/Advanced (Student Groups)	Target or +3% from previous year		18%	25%	25%	32%	**Does Not Meet**	↘	
	Actual Score	27%	N/A	23%	17%	14%			
* Science: MPI (All)	Target or +5 from previous year in MSIP5 calculation		260	270	270	280	**Does Not Meet**	↘	
	Actual Score	265	N/A	268	351/ 266	334/ 230			
* Science: MPI (Student Groups)	Target or +5 from previous year in MSIP5 calculation		230	243	243	255	**Does Not Meet**	↘	
	Actual Score	258	N/A	246	321/ 228	320/ 207			

Academic Growth	**Indicators/Measures**	**SY 19**	**SY 20**	**SY 21**	**SY 22**	**SY 23**	**Cumulative Rating**	**Direction**	**Notes**
ELA: NCE Score (All)	>= 50	52.2	N/A	52.5	Average; Z= -0.02598; SIG = 0 NCE = 49.5	TBD	**N/A**	**N/A**	- NCE (Normal Curve Equivalent) was a new metric for SY21, and is not part of the Performance Contract - NCE is a grade 4-8 metric and measures growth of

Measure	Target								Notes
ELA: NCE Comparison (All)	*Exceeds Home District?* (Meets or Exceeds if SLPS Score in this line is less than charter school score)	*48.9*	*N/A*	*SLPS = 49.8*	SLPS Z = 0.0534; SIG = 1 NCE = 51.1	TBD	**N/A**	**N/A**	individual students against the growth of similar peers - SY19 is from previous contract - SY 20 not available - SY 21 not to be used for accountability
ELA: NCE Score (Subgroups)	>= 50	N/A	N/A	N/A	Average; Z = -0.0517; SIG = 0 NCE = 48.9	TBD	**N/A**	**N/A**	- SY 22 NCE was hand-calculated by (Z*21.063)+50; it is only inclusive of one year of growth data, so may be less reliable than it will be in the second and third years, when the two - and three-year averages are available.
Math: NCE Score (All)	>= 50	51.9	N/A	50.2	Below Average; Z = -0.2184; SIG= -1 NCE = 45.4	TBD	**N/A**	**N/A**	**Measure Rating Key:** - Exceeds if school NCE is greater than 52 (SY21) or Above Average (SY22)
Math: NCE Comparison (All)	*Exceeds Home District?* (Meets or Exceeds if SLPS Score in this line is less than charter school score)	*49.1*	*N/A*	*SLPS = 48.9*	SLPS Z = -0.02415; SIG = -1 NCE = 49.5	TBD	**N/A**	**N/A**	- 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)
Math: NCE Score (Subgroups)	>= 50	N/A	N/A	N/A	Below Average; Z = -0.2268; SIG = -1 NCE = 45.2	TBD	**N/A**	**N/A**	- Does Not Meet if school NCE is less than 48.9 or Below Average (SY22)

Additional Notes:. The achievement of SLLIS students is above that of St. Louis Public Schools in all content areas, but below the overall State. SLLIS had exceptionally strong performance across the pandemic from SY19 - SY21. SLLIS decreased in student achievement in SY22. In SY23, SLLIS made gains in all areas, with the exception of Science. Leadership at SLLIS has begun implementing strategic changes that are expected to positively contribute to continued improved academic outcomes in the coming years. Some of the adjustments made to the academic program include the following: developing an MTSS process to ensure all students in need of additional academic intervention receive support; supporting a healthy staff culture with increased pay; selecting new curriculum in several content areas; modifying scope & sequences; and developing a CSIP to direct instructional changes for SY24.

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

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

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

- Asterisk indicates Standards in the Performance Contract
- Data is that which was available through June 15, 2023, and was amended (for the purpose of the renewal process) 12/8/23 with SY23 data released since 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

UMSL | Education
University of Missouri–St. Louis

Charter School Office

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

II. FINANCE

STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT							
Near-Term Measures	**Indicators/Measures**	**SY 19**	**SY 20**	**SY 21**	**SY 22**	**SY 23**	**Cumulative Rating**	**Direction**	**Notes**
Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence the school is a viable school of choice	Materially Compliant	560	485	460	437	389	**Partially Meets**	↘	- SY 19 is from previous contract - This is the WADA (SY20-22) Enrollment has declined each school year; SLLIS has developed a plan to address this concern by adding 5 new entry points for enrollment.
Fund Balance	Materially Compliant	$1,428,291	$2,671,669	$3,597,893	$2,529,480	$3,226,315	**Meets**	↔	
Sustainability Measures	**Indicators/Measures**	**SY 19**	**SY 20**	**SY 21**	**SY 22**	**SY 23**	**Cumulative Rating**	**Direction**	**Notes**
* % Surplus	> 10%	20%	48%	60%	38%	42%	**Meets**	↔	- SY 19 is from previous contract
Expenditures Less than Receipts for the Fiscal Year	Expenditures/Revenue < 1	0.99	0.87	1.00	0.96	0.92	**Meets**	↔	- SY 19 is from previous contract
Financial Operations	**Indicators/Measures**	**SY 19**	**SY 20**	**SY 21**	**SY 22**	**SY 23**	**Cumulative Rating**	**Direction**	**Notes**
* Complies with annual auditing and ASBR requirements, and remedy all audit findings	Materially Compliant	N/A	Meets	Meets	Meets	Meets	**Meets**	↔	The audit and ASBR were submitted on time. No material weaknesses were identified. Several small comments related to internal controls were communicated to the board.
* Maintains adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner	Materially Compliant	N/A	Meets	Meets	Meets	Meets	**Meets**	↔	The Board reviews the check register at monthly board meetings. Other financial oversight is managed through internal controls within school management. All necessary insurance is in place.
* Fiscal records are appropriately maintained	Materially Compliant	N/A	Meets	Meets	Meets	Meets	**Meets**	↔	

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

Additional Notes:. N/A

- Asterisk indicates Standards in the Performance Contract
- Data is that which was available through June 15, 2023, and was amended (for the purpose of the renewal process) 12/8/23 with SY23 data released since 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

UMSL |Education
University of Missouri–St. Louis

Charter School Office

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

III. LEARNING ENVIRONMENT COMPLIANCE

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

Protects the rights of all students	Materially Compliant				Partially Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Protects the rights of students with disabilities	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Protects the rights of English Language Learner (ELL) students	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
School-Specific Goals	**Indicators/Measures**	**SY 19**	**SY 20**	**SY 21**	**SY 22**	**SY 23**	**Cumulative Rating**	**Direction**	**Notes**
* Attendance	90/90		82.6% (ADA = 94%)	84%	66%	76%	**Does Not Meet**	↗	- SY 19 is from previous contract - Updated SY22 % is found in APR supporting data. This is an area of concern, for which the school has developed a plan to improve and monitor improvements regularly.
* Student Retention Rate (enrollment from beginning to end of school year)	> 85%		96.0%	94%	95%	TBD	**Meets**	↔	The data was re-calculated by Bruce Hensel of Informed Improvement in SY23.

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

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

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

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

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

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

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

- Asterisk indicates Standards in the Performance Contract

- Data is that which was available through June 15, 2023, and was amended (for the purpose of the renewal process) 12/8/23 with SY23 data released since 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