



Charter School Office

Lafayette Preparatory Academy: Contract Term 2018-2023  
 ANNUAL REVIEW PERFORMANCE SUMMARY SY23

| STANDARDS  | SY23 RATING |
|--|-------------|
| <b>I. ACADEMIC PERFORMANCE</b>                     |             |
| State and Federal Accountability                   | Exceeds     |
| Academic Proficiency                               | Exceeds     |
| Academic Growth                                    | Exceeds     |
| <b>II. FINANCE</b>                                 |             |
| Near-Term Financial Health                         | Meets       |
| Financial Sustainability Measures                  | Meets       |
| Financial Operations                               | Meets       |
| <b>III. LEARNING ENVIRONMENT</b>                   |             |
| School Environment                                 | Meets       |
| Education Program Compliance                       | Meets       |
| Student Rights and Requirements                    | Meets       |
| School-Specific Goals                              | Meets       |
| <b>IV. GOVERNANCE</b>                              |             |
| Effective Governance Practices                     | Meets       |
| School Leader Accountability                       | Meets       |
| Compliance and Reporting                           | Meets       |
| <b>V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE</b> |             |
| Employee Rights and Requirements                   | Meets       |
| Compliance and Reporting                           | Meets       |
| School-Specific Goals                              | Meets       |

| RATING  | DESCRIPTION   |
|---|---|
| Exceeds   | The school is exceeding expectations and showing exemplary performance. This rating only applies to academic performance.   |
| Meets   | The school generally meets the criterion, is performing well, is meeting expectations for performance, and/or minor concerns(s) are noted.                            |
| Partially Meets   | The school meets some aspects of the criterion, but not others and/or moderate concerns(s) are noted.   |
| Does Not Meet   | The school falls far below the stated expectations and/or significant concern(s) are noted. The failures are material and significant to the viability to the school. |
| <b>REVIEW SUMMARY</b>   |   |
| <p>In review, Lafayette Preparatory Academy has met the terms of the Performance Contract in all five areas: Academic Performance, Finance, Learning Environment, Governance, and Operations and Compliance. In the area of Governance, LPA's board has made progress in areas identified as needing improvement in the previous annual review.</p>   |   |
| <b>FINDINGS</b>   |   |
| <p><i>Strengths:</i></p> <ul style="list-style-type: none"> <li>- LPA's academic outcomes far exceed the home district and continue to improve year over year, even in the face of COVID-19. This is the result of an exceptional teacher development program and effective data analysis driving instructional decisions. Teachers implement a cohesive rigorous curriculum and utilize effective and varied teaching strategies that meet the needs of all students.</li> <li>- LPA's ELA growth results are exceptional.</li> <li>- LPA provides a supportive, structured learning environment. Communication, investment, and a focus on students' needs lead to great outcomes.</li> <li>- LPA has maintained sustained financial health. This position supported their response to the challenges of SY22 and their transition to new school leadership.</li> <li>- LPA has maintained and improved operations to support their excellent academic program. They maintain strong school leadership and prioritize building sustainable succession plans to ensure the school's success in all coming years.</li> </ul> <p><i>Areas for Growth:</i></p> <ul style="list-style-type: none"> <li>- While LPA has made progress in outcomes for black and hispanic students and students who qualify for free and reduced lunch, they must continue to focus on improving student outcomes for these students. This has been and remains a priority for the school.</li> <li>- LPA has made progress is reviewing and updating board policies. This work must continue to ensure the school has an up-to-date and compliant Board policy manual.</li> </ul> |   |
| <b>CONCLUSION</b>   |   |
| <p>LPA's academic program and business infrastructure are impressive. They have continued to make growth in individual student outcomes as well as collective school outcomes. They outperform all other St. Louis charter schools, the resident district, and many competitive nearby traditional districts. Their instructional program is one to learn from. They provide rigorous, engaging instruction to meet the needs of a diverse population. They have</p>  |   |

learn from. They provide rigorous, engaging instruction to meet the needs of a diverse population. They have responded to the post-COVID-19 era ensuring the health and wellness of the community, and the program was adapted to meet the additional identified learning and social-emotional needs of students. They are in a new 10-year contract term with UMSEL and have developed a strong strategic plan to continue to improve in the coming years and make progress toward their goal of being a Top 10 School in the country, where all kids are performing to the best of their ability. They have met the terms of the Charter Contract and Performance Contract year over year.



Charter School Office

Lafayette Preparatory Academy: Contract Term 2018-2023

I. ACADEMIC PERFORMANCE

| STANDARDS                                 | INDICATORS/ MEASURES   | PERFORMANCE DURING CONTRACT |              |                  |                  |              | Cumulative Rating        | Direction        | Notes  |
|---|--|-----------------------------|--------------|------------------|------------------|--------------|--------------------------|------------------|--|
|   |  | SY 19                       | SY 20        | SY 21            | SY 22            | SY 23        |                          |                  |  |
| <b>State and Federal Accountability</b>   | <b>Indicators/Measures</b>   | <b>SY 19</b>                | <b>SY 20</b> | <b>SY 21</b>     | <b>SY 22</b>     | <b>SY 23</b> |                          |                  |  |
| * State Rating-APR                        | 70+  | 98.6                        | N/A          | N/A              | 89               | TBD          | Exceeds                  | ↔                | - SY20 not available;<br>- SY21 not to be used for accountability;<br>- Comparisons are a new metric in SY22 and are not part of the Performance Contract.   |
| Exceeds Home District APR                 | Exceeds Home District?<br><i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i> | SLPS = 50.8                 | N/A          | N/A              | SLPS = 64        | TBD          | Exceeds                  | ↔                |  |
| <b>Academic Proficiency</b>               | <b>Indicators/Measures</b>   | <b>SY 19</b>                | <b>SY 20</b> | <b>SY 21</b>     | <b>SY 22</b>     | <b>SY 23</b> | <b>Cumulative Rating</b> | <b>Direction</b> | <b>Notes</b>   |
| * ELA: % Proficient/Advanced (All)        | Target   | 52%                         | 55%          | 58%              | 59%              | 62%          | Exceeds                  | ↗                | - SY20 not available<br>- SY21 not to be used for accountability<br>- Comparisons are a new metric in SY22 and are not part of the Performance Contract<br>- 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.<br><br><b>Measure Rating Key:</b><br>- Exceeds if results are 2 percentage points greater than the Proficient/Advanced target or 5 points greater than MPI target<br>- 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<br>- Partially Meets if results are between 2 and 4 percentage points less than Proficient/Advanced target or 5-10 points less than MPI target<br>- Does Not Meet if results are more than 4 percentage points less than Proficient/Advanced target or 10 points less than MPI target |
|   | Actual Score   | 54%                         | N/A          | 57%              | 62%              | TBD          |                          |                  |  |
| ELA: Proficiency Comparison (All K-8)     | Exceeds Home District?<br><i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i> | SLPS (K-12) = 22%           | N/A          | SLPS (K-8) = 16% | SLPS (K-8) = 17% | TBD          | Exceeds                  | ↔                |  |
| * ELA: % Proficient/Advanced (Subgroups)  | Target   | 40%                         | 42%          | 44%              | 42%              | 44%          | Exceeds                  | ↗                |  |
|   | Actual Score   | 43%                         | N/A          | 41%              | 46%              | TBD          |                          |                  |  |
| * ELA: MPI (All)                          | Target   | 305                         | 308          | 310              | 312              | 315          | Exceeds                  | ↗                |  |
|   | Actual Score   | 352.8                       | N/A          | 369              | 426.7/379        | TBD          |                          |                  |  |
| * ELA: MPI (Subgroups)                    | Target   | 278                         | 280          | 283              | 285              | 288          | Exceeds                  | ↗                |  |
|   | Actual Score   | 324.5                       | N/A          | 330.9            | 398/337          | TBD          |                          |                  |  |
| * Math: % Proficient/Advanced (All)       | Target   | 40%                         | 43%          | 45%              | 38%              | 41%          | Exceeds                  | ↗                |  |
|   | Actual Score   | 42%                         | N/A          | 35%              | 48%              | TBD          |                          |                  |  |
| Math: Proficiency Comparison (All K-8)    | Exceeds Home District?<br><i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i> | SLPS (K-12) = 18%           | N/A          | SLPS (K-8) = 9%  | SLPS (K-8) = 11% | TBD          | Exceeds                  | ↔                |  |
| * Math: % Proficient/Advanced (Subgroups) | Target   | 30%                         | 32%          | 34%              | 25%              | 28%          | Exceeds                  | ↗                |  |
|   | Actual Score   | 29%                         | N/A          | 22%              | 30%              | TBD          |                          |                  |  |
| * Math: MPI (All)                         | Target   | 298                         | 301          | 304              | 293              | 300          | Exceeds                  | ↗                |  |
|   | Actual Score   | 309.4                       | N/A          | 297              | 391/328          | TBD          |                          |                  |  |
|   | Target   | 268                         | 271          | 275              | 258              | 261          |                          |                  |  |

| * Math: MPI (Subgroups)                      | Actual Score  | 270         | N/A   | 252.2       | 352/<br>275   | TBD   | Exceeds           | ↗         |   |
|--|---|-------------|-------|-------------|---|-------|-------------------|-----------|---|
| * Science: % Proficient/Advanced (All)       | Target  | 40%         | 43%   | 45%         | 48%   | 50%   | Exceeds           | ↗         |   |
|  | Actual Score  | 38%         | N/A   | 54%         | 60%   | TBD   |                   |           |   |
| Science: Proficiency Comparison (Grade 5)    | <i>Exceeds Home District?</i><br><i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i> | SLPS = 20%  | N/A   | SLPS = 12%  | SLPS 5th=16%,<br>8th=15%                                | TBD   | Exceeds           | ↔         |   |
| * Science: % Proficient/Advanced (Subgroups) | Target  | 28%         | 30%   | 32%         | 34%   | 36%   | Exceeds           | ↗         |   |
|  | Actual Score  | 23%         | N/A   | 34%         | 49%   | TBD   |                   |           |   |
| * Science: MPI (All)                         | Target  | 300         | 303   | 305         | 308   | 310   | Exceeds           | ↗         |   |
|  | Actual Score  | 302.7       | N/A   | 335         | 417/<br>375   | TBD   |                   |           |   |
| * Science: MPI (Subgroups)                   | Target  | 265         | 267   | 269         | 271   | 273   | Exceeds           | ↗         |   |
|  | Actual Score  | 261.5       | N/A   | 281.3       | 392/<br>334   | TBD   |                   |           |   |
| Academic Growth                              | Indicators/Measures   | SY 19       | SY 20 | SY 21       | SY 22   | SY 23 | Cumulative Rating | Direction | Notes   |
| ELA: NCE Score (All)                         | ≥ 50  | 51.7/61     | N/A   | 52.4        | Above Average:<br>Z = 0.1791;<br>SIG = 1<br>NCE = 53.8  | TBD   | Exceeds           | ↔         | <p><b>Measure Rating Key:</b></p> <ul style="list-style-type: none"> <li>- Exceeds if school NCE is greater than 52 (SY21) or Above Average (SY22)</li> <li>- Meets if school NCE is between 50-51.9 (SY21) or Average and ≥ 50 (SY22)</li> <li>- Partially Meets if school NCE is between 48.9-49.9 (SY21) or Average and &lt; 50 (SY22)</li> <li>- Does Not Meet if school NCE is less than 48.9 or Below Average (SY22)</li> </ul> |
| ELA: NCE Comparison (All)                    | <i>Exceeds Home District?</i><br><i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i> | SLPS = 48.9 | N/A   | SLPS = 49.8 | SLPS<br>Z = 0.0534;<br>SIG = 1<br>NCE = 51.1            | TBD   | Exceeds           | ↔         |   |
| ELA: NCE Score (Subgroups)                   | ≥ 50  | 59.5        | N/A   | N/A         | Above Average:<br>Z = 0.1977;<br>SIG = 1<br>NCE = 54.16 | TBD   | Exceeds           | ↔         |   |
| Math: NCE Score (All)                        | ≥ 50  | 53          | N/A   | 50.4        | Average:<br>Z = 0.0349;<br>SIG = 0<br>NCE = 50.7        | TBD   | Meets             | ↔         |   |
| Math: NCE Comparison (All)                   | <i>Exceeds Home District?</i><br><i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i> | SLPS = 49.1 | N/A   | SLPS = 48.9 | SLPS<br>Z = -0.0242;<br>SIG = -1<br>NCE = 49.5          | TBD   | Exceeds           | ↔         |   |
| Math: NCE Score (Subgroups)                  | ≥ 50  | 46.6        | N/A   | N/A         | Average:<br>Z = 0.0557;<br>SIG = 0<br>NCE = 51.2        | TBD   | Meets             | ↔         |   |

**Additional Notes:** LPA's academic performance has been exceptional, even through the trying times of the pandemic. They have performed at a level that is far outside the norm. In SY22, they exceed every target set in their Performance Contract. They exceed their pre-pandemic outcomes in SY22 in every measured area, except APR (which had a drastic change in calculation in SY22 due to the change from MSIP5 to MSIP6). Their APR, though, still far exceeded the expectation.

In addition to their high overall performance in SY22, their performance with student groups has been exceptional. In ELA, Black students, FRL students, and students with IEPs at LPA outperformed the same student groups at all other STL charter schools, the resident district, the state average, and many other high-performing districts such as Maplewood, Ladue and Clayton. The same is true in Science. The same is true in Math, with the exception of one other charter school's FRL students having 5 percentage points more students proficient or advanced.

LPA has built a robust academic program, student support system, and teacher development program that are the core of the reason they achieve these outcomes. Classroom observations demonstrate teachers teach standards-based lessons and utilize varied instructional techniques that effectively engage all students in whole group, small group, and individualized instruction. Most teachers often use movement, varied activities, and varied questioning and response strategies to maintain student engagement. Most teachers are adept at engaging all students using strategies that require most students to participate consistently, versus one student answering a single question at a time. Most teachers maintain a strong, fast pace, incorporating varied opportunities to participate in and demonstrate learning.

An UMSL review of curriculum found progress is the area of developing a documented curriculum that provides clear guidance to incoming teachers, strong vertical and grade level alignment, clearly defined meaningful/measurable student learning objectives across grade levels and subject areas, varied strategies to meet the needs of all students at the school, and clear "Grade Level Expectations" to be considered for advancement from one grade to the next.

Internal data indicate LPA sets ambitious goals and measures how many students score above the 70% percentile. In Reading, 55% of 3rd-8th grade students scored above the 70th percentile; this was 36% for student groups. 69% met their typical growth goal and 40% met their stretch growth goal. In Math, 29% of 3rd-8th grade students scored above the 70th percentile; this was 24% for student groups. 51% met their typical growth goal and 23% met their stretch growth goal.

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 - Data is that which was available through June 15, 2023

- 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: ↘, ↗, ↔

**Cumulative Rating Scale:**

Exceeds: Consistently exceeds target, year over year OR Exceeds in current year, and demonstrates a positive trend overall

Meets: Consistently meets target, year over year OR Meets or exceeds in at least one of the last two years, and demonstrates a positive trend overall

Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet

Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years



Lafayette Preparatory Academy: Contract Term 2018-2023

| 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     | 302                         | 359         | 390         | 393         | 394 (Oct) | Meets             | ↔         | LPA's enrollment has remained strong and in alignment with enrollment projections. They maintain waiting lists in all grades for SY24.   |
| Fund Balance   | Materially Compliant     | \$1,166,936                 | \$1,625,948 | \$2,025,273 | \$2,376,284 | TBD       | Meets             | ↗         |  |
| Sustainability Measures  | Indicators/Measures      | SY 19                       | SY 20       | SY 21       | SY 22       | SY 23     | Cumulative Rating | Direction | Notes  |
| * % Surplus  | > 10%                    | 38.16%                      | 44.19%      | 50.39%      | 52.43%      | TBD       | Meets             | ↗         |  |
| Expenditures Less than Receipts for the Fiscal Year  | Expenditures/Revenue < 1 | 0.87                        | 0.89        | 0.91        | 0.93        | TBD       | Meets             | ↔         |  |
| Financial Operations   | Indicators/Measures      | SY 19                       | SY 20       | SY 21       | SY 22       | SY 23     | Cumulative Rating | Direction | Notes  |
| * Complies with annual auditing and ASBR requirements, and remedy all audit findings   | Materially Compliant     | Meets                       | Meets       | Meets       | Meets       | Meets     | Meets             | ↔         | The audit and ASBR were submitted on time. One material weakness in internal control was found in the audit: incorrect attendance reporting; LPA must ensure someone independent of student attendance recordkeeping will review and approve attendance reported to DESE. The review and approval must be documented. The Executive Director must ensure implementation. Further, they should look at how to limit the risk associated with management's ability to override controls. |
| * Maintains adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner | Materially Compliant     | Meets                       | Meets       | Meets       | Meets       | 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     | Meets                       | Meets       | Meets       | Meets       | Meets     | Meets             | ↔         |  |

|  |                      |       |       |       |       |       |              |   |  |
|--|----------------------|-------|-------|-------|-------|-------|--------------|---|--|
| * The school operates in a fiscally sound and appropriate manner   | Materially Compliant | Meets | Meets | Meets | Meets | Meets | <b>Meets</b> | ↔ | The budget outlines the following priorities: saving for 2025 building purchase; recruit and retain high quality teachers; directly support student needs. They consider the impact of inflation on expenses. LPA 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 | Meets | Meets | Meets | Meets | Meets | <b>Meets</b> | ↔ | LPA 's physical space is very warm, bright, and inviting. The welcoming nature of the space is conducive to learning and the goals outlined in the Performance Contract.   |
| * Core Data and other required school reporting is conducted in a timely and appropriate manner  | Materially Compliant | Meets | Meets | Meets | Meets | Meets | <b>Meets</b> | ↔ |  |

**Additional Notes:** N/A

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 - Data is that which was available through June 15, 2023  
 - 5-year information is provided for the purpose of determining direction/trend: ↘, ↗, ↔

**Cumulative Rating Scale:**  
 Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall  
 Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet  
 Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years



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Lafayette Preparatory Academy: Contract Term 2018-2023

**III. LEARNING ENVIRONMENT COMPLIANCE**

| 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                       | Meets | Meets | Meets | Meets | Meets             | ↔         | - Transportation not provided<br>At this point, LPA has not provided the elevator inspection or the fire safety permit. The American Flag was posted out front of the school building by the deadline.   |
| * Meets all state and local standards relative to health and safety; maintains a clean and safe environment that supports the educational mission of the school | Materially Compliant | Meets                       | Meets | Meets | Meets | Meets | Meets             | ↔         | The space is very warm, inviting and attractive. Learning spaces accommodate many different modes of learning. They have made several upgrades this year: turf and key fobs. The beautiful gym is an asset for the school. Some indicate they need more space and storage space is needed. |
| 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 | Meets | Meets             | ↔         | - Reviewed/Did not receive a rating prior to SY22<br>Overall, staff and parents report the school is a safe, supportive environment conducive for learning and growth.   |
| Complies with applicable education requirements   | Materially Compliant |                             |       |       | Meets | Meets | Meets             | ↔         | - Reviewed/Did not receive a rating prior to SY22  |
| Students Rights and Requirements  | Indicators/Measures  | SY 19                       | SY 20 | SY 21 | SY 22 | SY 23 | Cumulative Rating | Direction | Notes  |
| Protects the rights of all students   | Materially Compliant |                             |       |       | Meets | Meets | Meets             | ↔         | - Reviewed/Did not receive a rating prior to SY22  |
| Protects the rights of students with disabilities   | Materially Compliant |                             |       |       | Meets | Meets | Meets             | ↔         | - Reviewed/Did not receive a rating prior to SY22  |
| Protects the rights of English Language Learner (ELL) students  | Materially Compliant |                             |       |       | Meets | Meets | Meets             | ↔         | - Reviewed/Did not receive a rating prior to SY22  |



| School-Specific Goals  | Indicators/Measures | SY 19  | SY 20 | SY 21  | SY 22 | SY 23 | Cumulative Rating | Direction | Notes                                      |
|--|---------------------|--------|-------|--------|-------|-------|-------------------|-----------|--|
| * Attendance   | 90/90               | 91.5%  | 90.3% | 100.0% | 89%   | TBD   | Meets             | ↔         | LPA's attendance is strong year over year. |
| * Student Retention Rate (enrollment from beginning to end of school year) | 90%                 | 94.90% | > 90% | 98%    | 90%   | TBD   | Meets             | ↔         |  |

**Additional Notes:** LPA staff and families are committed to a mission and vision that builds "community that prepares all students for academic and collegiate success—equipping them to enter the world as active, responsible and involved citizens and leaders." The mission and vision can be found on the school website and are clearly embraced by most staff, as is evident in classroom observations and adult/student interactions in the building. Building strong relationships with students is a cornerstone of the LPA program, as is setting and supporting clear expectations, providing structure and routine, and positively reinforcing desired behavior.

The most important indicator of students achieving the mission for LPA could be adequate preparation for high school beyond LPA. They have begun collecting data about students who matriculate from LPA to high school to measure their success beyond LPA.

Grade 6-8 student surveys indicate high ratings in the following areas: classroom effort, emotional regulation, growth mindset, self-management social awareness, supportive relationships, rigorous expectations, school safety, and teacher-student relationships. Lower ratings are found in grit, self-efficacy, school climate, and sense of belonging. For school climate, the biggest concern is related to about other students' behavior. In school safety, there is a concern with other people being disrespectful. The students' sense of belonging is a feeling of not being connected to adults, feeling understood, or feeling as though they matter.

Grades 3-5 student surveys indicate high ratings in all but one area: classroom effort, emotional regulation, growth mindset, self-management social awareness, supportive relationships, grit, self-efficacy, rigorous expectations, school safety, sense of belonging, and teacher-student relationships. The one area rated slightly low is school climate, where these students are also concerned about other students' behavior.

Parent surveys indicate strong satisfaction in the following areas: barriers to engagement, school climate, school fit, and school safety. The lowest rating in barriers to engagement had to do with the parents' own busy schedules.

Surveys and teacher interviews indicate the school culture is supportive and feels like family. Teacher and staff interviews indicate they feel cared for as humans, and they in turn care for each of the students, supporting their needs and focusing on the success of the whole child. Teacher surveys indicate improvement and high ratings in ALL areas: educating all students, feedback and coaching, professional learning in general and about SEL, resources for student support and school climate, school leadership, teacher self-reflection, teaching efficacy and well-being. School climate responses fall in the highest category when compared to nationally normed results.

Staff surveys indicate high ratings in the following areas: feedback and coaching, professional learning, and school climate, although feedback ratings have declined, which is likely due to short staffing that required the coaches teach regular classes this year. They also rate school leadership very highly with strong scores in well-being as well. The one lowpoint of well-being is that many indicated they feel overwhelmed sometimes.

The Director of Federal Programs/Special Education, Deans of Students, and LPC supported by the LPA teaching staff, principal and Executive Director have created a robust multi-tiered system of social, emotional, behavioral support for all learners. LPA demonstrates a strong commitment to providing a safe and supportive learning community for all learners, including those with mental health and behavioral challenges. This commitment is incorporated into its philosophy (The LPA Way), professional development and allocation of resources. All members of the LPA staff support this approach and participate in the SEL and mental health support of LPA students. The significant reduction in office referrals for behavior, in school and out of school suspensions provides strong evidence that the LPA community is effectively teaching students to understand and regulate their own behaviors starting in kindergarten and continuing through the grades. The small number of students requiring SEL and mental health supports in the upper grades speaks to the effectiveness of SEL and behavior support in the lower grades. LPA is to be commended for their efforts and successes.

LPA's PST/MTSS process and procedures are well developed, with relation to academics, as well Teachers report the PST system is effective and helpful to students and teachers. LPA's commitment to providing supplemental and intense literacy intervention & supports for its learners is long standing and commendable. Further, LPA's special education staff provides a rich continuum of services and supports for students with disabilities at all levels and staff retention has been strong. LPA has a strong record of compliance with state and federal requirements for special education.

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- Data is that which was available through June 15, 2023

- 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: ↘, ↗, ↔

**Cumulative Rating Scale:**

Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall

Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet

Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years



Charter School Office

Lafayette Preparatory Academy: Contract Term 2018-2023

| IV. GOVERNANCE   |                          |                             |       |               |               |                        |                   |           |  |
|--|--------------------------|-----------------------------|-------|---------------|---------------|------------------------|-------------------|-----------|--|
| STANDARDS  | INDICATORS/ MEASURES     | PERFORMANCE DURING CONTRACT |       |               |               |                        |                   |           |  |
| Effective Governance Practices   | Indicators/Measures      | SY 19                       | SY 20 | SY 21         | SY 22         | SY 23                  | Cumulative Rating | Direction | Notes  |
| * Maintains an active, involved board as described in their charter  | Materially Compliant     | Meets                       | Meets | Meets         | Meets         | Meets                  | Meets             | ↔         | LPA's board includes the following expertise: legal, partnership development and motivational speaking, engineering, health care, and education consultant. Most board members are appropriately involved and active in school governance.   |
| * The school Board operates legitimately and in the best interest of its students and mission  | Materially Compliant     | Meets                       | Meets | Meets         | Meets         | Meets                  | Meets             | ↔         |  |
| * All board members receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy and conflict of interest within their first year of service and continual training throughout their service | 6+ hours/member annually | Meets                       | Meets | Does Not Meet | Does Not Meet | Meets                  | Meets             | ↔         | The Board Development Plan outlines 9 priorities. Most address areas identified by UMSL as needing improvement: school leader evaluation, policy review and development, documentation of board training, succession planning, and committee function. While there is no self-assessment of what the board needs to develop, they have clearly based their plan on feedback from UMSL. |
| * Appropriate board policies are developed, revised as needed, and followed  | Materially Compliant     | Meets                       | Meets | Meets         | Does Not Meet | Partially Meets        | Partially Meets   | ↔         | The school has begun the process of revising their full board policy manual, but it was not complete by the end of the SY23.   |
| * Meetings are regularly scheduled and appropriately conducted   | Materially Compliant     | Meets                       | Meets | Meets         | Meets         | Meets                  | Meets             | ↔         | The Board has 11 scheduled meetings and are conducted according to accepted standards for school board meetings.   |
| * The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication   | Materially Compliant     | Meets                       | Meets | Does Not Meet | Does Not Meet | Meets                  | Meets             | ↔         |  |
| Strategic Plans, Board Goals   | Materially Compliant     |                             |       |               | Meets         | In Process during SY23 | In Process        | ↔         | - Reviewed/Did not receive a rating prior to SY22  |
| School Leader Accountability   | Indicators/Measures      | SY 19                       | SY 20 | SY 21         | SY 22         | SY 23                  | Cumulative Rating | Direction | Notes  |

| * The Board implements a transparent process for evaluating the school leader that includes evaluation of core competency categories and progress made on yearly school goals   | Materially Compliant | Meets | Meets | Does Not Meet | Does Not Meet | Meets | Meets             | ↔         | The Board evaluated the Executive Leader in SY23 using metrics related to school performance, and have created a more formal process to implement in SY24.<br><br>LPA transitioned to a new Executive Director in SY22. The Board was very purposeful in ensuring the new Executive Director was the best choice for the role. They have a clear sense of their role as governance and not management of the school. They trust and support the Executive Director's decision-making. |
|---|----------------------|-------|-------|---------------|---------------|-------|-------------------|-----------|---|
| Compliance and Reporting  | Indicators/Measures  | SY 19 | SY 20 | SY 21         | SY 22         | SY 23 | Cumulative Rating | Direction | Notes   |
| * Consistently abide by all Missouri laws   | Materially Compliant | Meets | Meets | Meets         | Meets         | Meets | Meets             | ↔         |   |
| * Governance records and documentation are appropriately created and maintained   | Materially Compliant | Meets | Meets | Meets         | TBD           | Meets | Meets             | ↔         |   |
| * School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law; free of conflict of interest, and models best practices regarding governance roles and responsibilities. | Materially Compliant | Meets | Meets | Meets         | Meets         | Meets | Meets             | ↔         | School business is conducted in accordance to regulations, as evidenced in UMSL's attendance of board meetings.   |
| * The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues   | Materially Compliant | Meets | Meets | Meets         | Meets         | N/A   | Meets             | ↔         |   |
| * The Board officially reviews the sponsor's Annual Review at one of its board meeting  | Materially Compliant | Meets | Meets | Meets         | Meets         | Meets | Meets             | ↔         |   |

**Additional Notes:** N/A

- Asterisk indicates Standards in the Performance Contract  
 - Data is that which was available through June 15, 2023  
 - 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: ↘, ↗, ↔

**Cumulative Rating Scale:**  
 Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall  
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| V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE  |                      |                             |       |       |       |       |                   |           |   |
|--|----------------------|-----------------------------|-------|-------|-------|-------|-------------------|-----------|---|
| STANDARDS  | INDICATORS/ MEASURES | PERFORMANCE DURING CONTRACT |       |       |       |       |                   |           |   |
| Employee Rights and Requirements   | Indicators/Measures  | SY 19                       | SY 20 | SY 21 | SY 22 | SY 23 | Cumulative Rating | Direction | Notes   |
| * Maintains a professional development system that includes a teacher evaluation system that meets state requirements, retention of excellent teachers, and removal or development of teachers that are not meeting expectations | Materially Compliant | Meets                       | Meets | Meets | Meets | Meets | Meets             | ↔         | LPA's PD program is central to their strong academic outcomes. They differentiate PD for staff, and incorporate a comprehensive PD program to include PLCs and teacher coaching. BOY PD (PLI) focuses on culture, academic content, and creating systems to support students, families, and school operations. The PD plan is connected to priorities for the year, which are a subset of priorities in the strategic plan. PLCs, teacher coaching, and PSTs are also centered on data analysis to inform individualized and group plans for teacher improvement.   |
| * Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement   |                      | Meets                       | Meets | Meets | Meets | Meets | Meets             | ↔         | LPA was short five positions this year (3 classroom teachers; two support); they did not receive applications from qualified applicants for these positions, so they filled the classroom teacher positions with their highly qualified instructional coaches in order to ensure quality instruction. They also limited the number of sections of the 7th and 8th grades to reduce the number of sections needing to be covered by the coaches, allowing them to maintain some of their exceptional coaching practices. They maintain a commitment to hiring only the most competent and committed staff. They ensure they are able to most effectively meet student needs by providing both a plan time and a meeting/collaboration time for teachers, each school day. They also include a brief prep time as well. |
| Meeting teacher and other staff credentialing requirements   | Materially Compliant |                             |       |       | Meets | Meets | Meets             | ↔         | - Reviewed/Did not receive a rating prior to SY22   |
| Compliance and Reporting   | Indicators/Measures  | SY 19                       | SY 20 | SY 21 | SY 22 | SY 23 | Cumulative Rating | Direction | Notes   |
| * Compliance rate for submitting required data and reports to UMSL   | > 90%                | Meets                       | Meets | 98%   | 94%   | 100%  | Meets             | ↔         | 0% not submitted; 20% submitted late  |

|   |                            |              |              |              |              |              |                          |                  |   |
|---|----------------------------|--------------|--------------|--------------|--------------|--------------|--------------------------|------------------|---|
| * Consistently complies with DESE reporting requirements and requests, including Core Data Submissions and Tiered Monitoring requirements | Materially Compliant       | Meets        | Meets        | Meets        | Meets        | Meets        | Meets                    | ↔                |   |
| * Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented             | Materially Compliant       | Meets        | Meets        | Meets        | Meets        | Meets        | Meets                    | ↔                | LPA implemented a more streamlined enrollment process in SY22, asking only for basic information initially (placing the student in the enrollment lottery). Once a student is offered enrollment, then additional information is requested via an online platform (paper options are also available). This eliminated the perception that personal information (such as race or IEP status) might impact their opportunity for enrollment; it is clear no discrimination in enrollment has taken place. LPA employs an enrollment preference for students who qualify for free and reduced lunch in order to ensure they work toward their mission of being an intentionally diverse learning environment. LPA also utilizes recruitment strategies that focus on neighborhoods comprised primarily of people living in low-income housing in order to effectively recruit more low-income families to balance out the strong interest amongst middle class families. Almost all stakeholders interviewed comment that a strength of LPA is the diversity of the student population. LPA has always made it a priority to create a balanced demographic as outlined by the charter. |
| Document Retention requirements   | Materially Compliant       |              |              |              | Meets        | Meets        | Meets                    | ↔                | - Reviewed/Did not receive a rating prior to SY22<br>LPA is in the process of auditing and cleaning up files in preparation to be able to digitize them, as will be required by UMSL in the near future.  |
| <b>School-Specific Goals</b>  | <b>Indicators/Measures</b> | <b>SY 19</b> | <b>SY 20</b> | <b>SY 21</b> | <b>SY 22</b> | <b>SY 23</b> | <b>Cumulative Rating</b> | <b>Direction</b> | <b>Notes</b>  |
| * Staff Retention Rate (percent of certified staff who return from the end of one school year to the beginning of the next school year)   | > 85%                      | 68%          | >85%         | 90%          | 94%/74%      | TBD          | Meets                    | ↔                | The first % is BOY to EOY; the other is Oct to Oct.   |

**Additional Notes:** LPA's Executive Director's goal is to be a Top 10 School in the country, where all kids are performing to the best of their ability. There is an emphasis on ensuring that black and brown students excel. The mission and vision of the school is communicated to the community as more focused on building community and the whole child. The Executive Director sees this emphasis on community and emphasis on the whole child as the mechanism through which students and the school overall will make significant academic progress with all kids. The ED works closely with her leadership team to ensure alignment to school priorities, collaborate on problem solving, and keep informed about what's going on at other levels of the school. The ED's leadership approach is firmly grounded in developing leadership and increasing capacity in others.

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