



The Soulard School: Contract Term 2019-2024
 ANNUAL REVIEW PERFORMANCE SUMMARY SY23

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

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

REVIEW SUMMARY
 In review, The Soulard School has fully met the terms of the Performance Contract in four of the five areas: Academic Performance, Finance, Learning Environment, and Governance. In the area of Operations and Organizational Compliance, TSS partially met two requirements because some required professional development/training was not completed, and the teacher retention goal was not met in SY23.

FINDINGS
Strengths:
 - TSS's academic outcomes far exceed the home district and many St. Louis charter schools.
 - TSS provides a supportive learning environment, focused on building strong relationships and student well-being.
 - TSS has built a strong community that encourages and relies on parent engagement.
 - TSS has maintained strong financial health, supporting their effective response to the challenges of the past few years.
 - TSS's campus is warm and welcoming, with a staff focused on building an environment in which student voice is valued.
 - TSS's school leaders are deeply committed to the mission.

Areas for Growth:
 - While TSS exceeds the home district's results for all students, they must focus on improving student outcomes for student groups.
 - TSS is encouraged to continue the work of developing a documented, cohesive curriculum aligned to the Missouri Learning Standards.
 - As has been seen nationally, TSS must work to ensure they retain staff, in order to ensure a strong instructional program and school climate.
 - TSS must ensure that all required trainings and professional development are conducted, while also ensuring staff receive the development they need to grow individually and collectively.

CONCLUSION
 TSS has effectively transitioned from an independent school to a charter school and manages the many facets of operating a public LEA with a very small team. They have stayed true to being a community school that values the person as a human first. They prioritize connection and well-being, parent engagement, and voice and choice in the classroom. As they transitioned to the public school world and the COVID-19 pandemic happened in their first year, they were well positioned to care for people because connection and care are central to their philosophy. Despite the COVID-19 disruption, they have achieved strong academic outcomes and made progress in aligning their academic

program to public school requirements. There is still much growth to be made, but the team is thoughtful and strategic in how they are going to make the necessary changes. They have met the terms of the Charter Contract and Performance Contract.



Charter School Office

The Soulard School: Contract Term 2019–2024

I. ACADEMIC PERFORMANCE

STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT					Cumulative Rating	Direction	Notes
		SY 19	SY 20	SY 21	SY 22	SY 23			
State and Federal Accountability	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23			
* State Rating-APR	70+	N/A	N/A	N/A	83	TBD	Meets	N/A	- SY20 not available; - SY21 not to be used for accountability; - Comparisons are a new metric in SY22 and are not part of the Performance Contract.
Exceeds Home District APR	<i>Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	N/A	SLPS =N/A	N/A	SLPS = 64	TBD	Exceeds	N/A	
Academic Proficiency	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* ELA: % Proficient/Advanced (All)	Target Actual Score	N/A N/A	30% N/A	34% 49%	38% 49%	42% TBD	Exceeds	↔	- SY19 is prior to being a charter school - SY20 not available - SY21 not to be used for accountability - Comparisons are a new metric in SY22 and are not part of the Performance Contract - MPIs in SY22: 1st Number is MPI calculated as Continuous MPI per MSIP 6; the 2nd number is the conversion to an MSIP5 calculation made to compare to Contract targets and determine if target met. Measure Rating Key: - Exceeds if results are 2 percentage points greater than the Proficient/Advanced target or 5 points greater than MPI target - Meets if results are between -1.9 and 1.9 percentage points from Proficient/Advanced target or - 4.9 or 4.9 MPI points of MPI target - Partially Meets if results are between 2 and 4 percentage points less than Proficient/Advanced target or 5-10 points less than MPI target - Does Not Meet if results are more than 4 percentage points less than Proficient/Advanced target or 10 points less than MPI target
ELA: Proficiency Comparison (All K-5)	<i>Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	N/A	N/A	SLPS (3-8) = 14%	SLPS (K-5) = 17%	TBD	Exceeds	↔	
* ELA: % Proficient/Advanced (Student Groups)	Target Actual Score	N/A N/A	10% N/A	13% 31%	15% 14%	18% TBD	Meets	↘	
* ELA: MPI (All)	Target Actual Score	N/A N/A	320 N/A	325 337	330 401/ 342	335 TBD	Exceeds	↗	
* ELA: MPI (Student Groups)	Target Actual Score	N/A N/A	270 N/A	278 281	285 325/ 246	293 TBD	Does Not Meet	↘	
* Math: % Proficient/Advanced (All)	Target Actual Score	N/A N/A	25% N/A	29% 29%	33% 32%	37% TBD	Meets	↗	
Math: Proficiency Comparison (All K-5)	<i>Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	N/A	N/A	SLPS (3-5) = 10%	SLPS (3-5) = 13%	TBD	Exceeds	↔	
* Math: % Proficient/Advanced (Student Groups)	Target Actual Score	N/A N/A	10% N/A	13% 5%	13% 9%	15% TBD	Does Not Meet	↗	
* Math: MPI (All)	Target Actual Score	N/A N/A	310 N/A	315 249	254 350/ 276	259 TBD	Exceeds	↗	
	Target	N/A	270	278	200	205			

* Math: MPI (Student Groups)	Actual Score	N/A	N/A	181	280/191	TBD	Does Not Meet	↗	
* Science: % Proficient/Advanced (All)	Target	N/A	25%	29%	33%	37%	Exceeds	↗	
	Actual Score	N/A	N/A	50%	58%	TBD			
Science: Proficiency Comparison (Grade 5)	Exceeds Home District? <i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	N/A	N/A	SLPS (5) = 11%	SLPS (5) = 16%	TBD	Exceeds	↔	
* Science: % Proficient/Advanced (Student Groups)	Target	N/A	10%	13%	15%	18%	N/A	N/A	
	Actual Score	N/A	N/A	33%	N/A	TBD			
* Science: MPI (All)	Target	N/A	300	305	310	315	Exceeds	↗	
	Actual Score	N/A	N/A	310	397/326	TBD			
* Science: MPI (Student Groups)	Target	N/A	270	278	210	215	Does Not Meet	↘	
	Actual Score	N/A	N/A	273	302/200	TBD			
Academic Growth	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
ELA: NCE Score (All)	≥ 50	N/A	N/A	N/A	Average; Z = 0.0059; SIG = 0 NCE = 50.12	TBD	Meets	N/A	<p>Measure Rating Key:</p> <ul style="list-style-type: none"> - Exceeds if school NCE is greater than 52 (SY21) or Above Average (SY22) - Meets if school NCE is between 50-51.9 (SY21) or Average and ≥ 50 (SY22) - Partially Meets if school NCE is between 48.9-49.9 (SY21) or Average and < 50 (SY22) - Does Not Meet if school NCE is less than 48.9 or Below Average (SY22)
ELA: NCE Comparison (All)	Exceeds Home District? <i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	N/A	N/A	N/A	SLPS Z = 0.0534; SIG = 1 NCE = 51.1	TBD	Meets	N/A	
ELA: NCE Score (Student Groups)	≥ 50	N/A	N/A	N/A	Average; Z = -0.0382; SIG = 0 NCE = 49.28	TBD	Partially Meets	N/A	
Math: NCE Score (All)	≥ 50	N/A	N/A	N/A	Average; Z = 0.0503; SIG = 0 NCE = 51.06	TBD	Meets	N/A	
Math: NCE Comparison (All)	Exceeds Home District? <i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	N/A	N/A	N/A	SLPS Z = -0.0242; SIG = -1 NCE = 49.5	TBD	Exceeds	N/A	
Math: NCE Score (Student Groups)	≥ 50	N/A	N/A	N/A	Average; Z = -0.0132; SIG = 0 NCE = 49.72	TBD	Partially Meets	N/A	

Additional Notes: TSS's academic performance for all students has been strong, even through the trying times of the pandemic. They have outperformed SLPS as well as many other charter schools in all three content areas. In SY22, they exceeded or met every academic target set in their Performance Contract for all students. They did not meet targets for Student Groups. They demonstrate a very strong APR, in the one and only year for which this datapoint is available.

TSS has begun the work of creating a cohesive documented curriculum. The curriculum shift is being designed in response to data indicating a need for closer alignment to the Missouri Learning Standards. This adjustment is requiring more than just design of curriculum, though; it is also requiring mindset shifts as they work to ensure integrated studies and SEL maintain central to their approach and program, develop a curriculum that prepares students for success in meeting state learning standards, and preserve some of the pillars of their approach: teacher autonomy, student interest-driven project-based learning, and student collaboration. A student-driven culinary arts program drives the lunch program: children menu plan, help prep, cook and serve meals family style. TSS has a teacher designated to lead the students with STEAM activities in cooperation and alignment with classroom teachers.

TSS's program aims to ensure voice for students, center wellbeing, and emphasize social-emotional learning. They emphasize the importance of relationships in providing an effective learning environment. TSS has a commitment to student-centered instruction and are still striving to fully put the students at the center of instruction. TSS's co-teaching model provides many benefits: low teacher/student ratio, extra floating student support in the classroom and in-class partnership that ensures constant sharing and testing of ideas along with feedback for continuous growth. It is suggested, TSS continues to develop teachers to most effectively leverage this model to ensure instruction is student-centered.

Internal SY23 STAR data indicate 56% of students tested at or above other students in literacy; this was 41% for students who qualify for FRL; 57% for students with IEPs; and 25% for black students. Internal SY23 literacy data show less than average growth. Internal SY23 STAR data indicate 62% of students tested at or above other students in reading; this was 67% for students who qualify for FRL; 63% for students with IEPs; and 9% for black students. Internal SY23 reading data show above average growth. Internal SY23 STAR data indicate 63% of students tested at or above other students in math; this was 67% for students who qualify for FRL; 50% for students with IEPs; and 25% for black students. Internal SY23 math data show less than average growth. Internal data clearly indicate a need to prioritize instruction for black students, but it must also be noted that the population of black students is so small that these data fluctuate with only a very small number of students.

- Asterisk indicates Standards in the Performance Contract

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

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

Cumulative Rating Scale:

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

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

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

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



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II. FINANCE										
STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT								
Near-Term Measures	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes	
Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence the school is a viable school of choice	Materially Compliant	N/A	117	121	129	128 (Oct)	Meets	↔	TSS's enrollment has remained strong and in alignment with enrollment projections. They maintain waiting lists in several grades for SY24.	
Fund Balance	Materially Compliant	N/A	\$311,847	\$381,719	\$690,923	TBD	Meets	↗		
Sustainability Measures	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes	
* % Surplus	> 10%	N/A	26.56%	28.12%	44.57%	TBD	Meets	↗		
Expenditures Less than Receipts for the Fiscal Year	Expenditures/Revenue < 1	N/A	0.80	0.95	0.84	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	N/A	Meets	Partially Meets	Meets	Meets	Meets	↔	The audit and ASBR were submitted on time. No material weaknesses were identified.	
* 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	Partially Meets	Meets	Meets	Meets	↔	TSS 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	↔	TSS'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	N/A	Meets	Partially Meets	Meets	Meets	Meets	↔		

Additional Notes: N/A

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- 5-year information is provided for the purpose of determining direction/trend: ↘, ↗, ↔

Cumulative Rating Scale:

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



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III. LEARNING ENVIRONMENT COMPLIANCE									
STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT							
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	N/A	Meets	Meets	Meets	Meets	Meets	↔	- TSS does not provide transportation.
* Meets all state and local standards relative to health and safety; maintains a clean and safe environment that supports the educational mission of the school	Materially Compliant	N/A	Meets	Meets	Meets	Meets	Meets	↔	
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
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				Partially 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: 2020 >86%, 2021 >87%, 2022 >88%, 2023 >89%, 2024 > 90%	N/A	90%	95%	86%	TBD	Meets	↘	
* Student Retention Rate (enrollment from beginning to end of school year)	≥ 85%	N/A	>85%	97%	87%	TBD	Meets	↔	

Additional Notes: TSS's mission "is to be a school that reflects the rich diversity of the neighborhood and surrounding communities; a school that actively involves families in their children's educational life; a school committed to developing physical, social-emotional, and intellectual competencies." TSS staff and families are committed to this mission and are still grappling with how to best stay true to the mission while also meeting the requirements of public schools and academic targets. The mission can be found on the school website and is clearly embraced by staff, as is evident in classroom observations and adult/student interactions in the building. The most important indicator of students achieving the mission for TSS could be adequate preparation for school beyond TSS. It is suggested these data (to include both academic and SEL data) are collected as students matriculate from TSS to middle school.

TSS has a very welcoming supportive school environment. The building is clean and displays colorful student work to brighten hallways, classrooms, and shared spaces. Teachers have strong relationships with students. Stakeholder interviews cite Soulard's strong sense of community as a significant strength. Engaging parents and the community is a pillar of The Soulard School model. The school prioritizes building parent-school partnerships. TSS hosts events for families to engage parents in support of their children's learning and in understanding the school's progress and plans for the future. Meeting the socio-emotional needs of children is central to the everyday culture of the school. The overall culture is open, friendly, accepting, and student centered. Building strong relationships with students is essential to the TSS program. Overall, staff and parents report the school is a safe, supportive environment conducive for learning and growth. Parent surveys indicate they are happy with the academic program, year over year (although they wonder if kids will be ready for MS). They want more information on what their kids are learning and feel like their kids are safe and happy attending TSS. Staff surveys indicate commitment to the mission and SEL. They feel more involved in curriculum this year and indicate increased satisfaction with PD, but also have requests for improvement. They feel good about student support but want more PD in this area. Teachers relationships with parent and students receive incredibly high ratings. Staff are happy with salary increases, but are looking for a bigger playground and to build out SPED more (also reflected in interviews). In interviews (and somewhat in surveys) there is still tension between the independent school approach and the changes that have come as TSS has transitioned to a charter school. Some teachers feel they have the freedom to care for kids, integrate SEL, and allow student interest to lead learning. Others feel they are very rigid in the schedule, tied to mandated timeframes that limit their ability to allow student learning to lead the way or SEL to be prioritized whenever needed. School leaders acknowledge tension between structure and allowing teachers full autonomy.

Soulard is in the early stages of developing a MTSS framework for identifying and supporting students at risk for literacy, math, and SEB concerns. Interventions are created as needed to address identified student concerns. All staff were trained on the Soulard model for MTSS and SST. As a small school with limited intervention staff, Soulard is working toward a multi-tiered framework for intervention. Current procedures appear to be in basic compliance based on interviews and dyslexia screening. Intervention is primarily the responsibility of the classroom teacher. Small group instruction is used for review and additional practice. The principal provides literacy coaching. The school psychologist and 2 other staff members provided Tier 2 and 3 literacy intervention for 10 students this year. The school psychologist completed LETRS training to enhance her consultation skills in early reading instruction. Several classroom teachers participated in LETRS training in summer 2020 and in the fall 2022. Additional LETRS training is planned for SY24.

As a small school, Soulard is limited in intervention resources beyond what can be provided in the general education classroom. However, the co-teaching model provides the ideal structure for intervention within the classroom. Training in co-teaching was offered 3 times this year through COCA with a focus on incorporating art into lessons. Expanding the co-teaching PD to incorporate the co-teaching model and structures for academics developed by Marilyn Friend is suggested.

Soulard recognizes that social work and therapeutic counseling are necessary for their student community and has provided these supports for many years. Ongoing commitment to mental health supports for students is a Soulard School strength. A full-time clinical social worker and school psychologist maintain a strong mental health focus. As a small school, Soulard provides regular opportunities for relationship and rapport building across classrooms and with all staff. The SRRS (Student Risk School Survey) is currently used to help Soulard identify those students with social-emotional-behavioral needs. The administrative team and clinical social worker use these results to help identify students in need of intervention. Referrals for counseling and social work are typically made by the SST, individual teachers, parents, and some student self-referrals. SEL instruction is provided daily by the classroom teacher, the social worker, or the school psychologist. All classrooms have "Reset" areas set up for students who need a break to regain focus or regulate emotions. The social worker provides a range of small group and individual services including Buddy Circles (e.g., how to be a buddy to others), targeted small group and individual counseling. Soulard has several partnerships with mental health agencies including: Planned Parenthood, Jewish Family Services, and Family Counseling Agencies.

The school is compliant in the many areas related to student support services.

- Asterisk indicates Standards in the Performance Contract

- Data is that which was available through May 31, 2022

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

Cumulative Rating Scale:

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

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

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



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IV. GOVERNANCE									
STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT					Cumulative Rating	Direction	Notes
Effective Governance Practices	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23			
* Maintains an active, involved board as described in their charter	Materially Compliant	N/A	Meets	Meets	Meets	Meets	Meets	↔	TSS's board includes the following expertise: business development, education, finance, legal, and public policy/advocacy. They have intentionally diversified their board to provide the appropriate expertise and personal backgrounds to best govern the school.
* The school Board operates legitimately and in the best interest of its students and mission	Materially Compliant	N/A	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	N/A	Meets	Meets	Meets	Meets	Meets	↔	The TSS Board develops a Board Development Plan in conjunction with their Board calendar, providing development at times of year when such training is most relevant. They identified 5 priorities: 1) DEI+B, 2) Education - improving performance on MAP, 3) developing a strong board onboarding process and succession plan, 4) considering space and facilities as they consider an expansion, and 5) developing action teams for fundraising.
* Appropriate board policies are developed, revised as needed, and followed	Materially Compliant	N/A	Does Not Meet	Meets	Meets	Meets	Meets	↔	
* Meetings are regularly scheduled and appropriately conducted	Materially Compliant	N/A	Meets	Meets	Meets	Meets	Meets	↔	TSS has 11 scheduled board meetings, with a broad outline of required approvals scheduled for each meeting.
* The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication	Materially Compliant	N/A	Meets	Meets	Partially Meets	Partially Meets	Partially Meets	↔	The board has not done a formal self-assessment, as is expected in their contract with UMSL. They are in the process of developing a procedure to do this in SY24.
Strategic Plans, Board Goals	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22 TSS completed the process of developing a new strategic plan to begin in SY24.
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	N/A	Meets	Meets	Meets	Meets	Meets	↔	The TSS Board outlines their own process to evaluate the school leader, with the process emphasizing self-reflection and dialogue. They focus on what was achieved, how it was achieved, and what should happen next.
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	N/A	Meets	Meets	Meets	Meets	Meets	↔	
* Governance records and documentation are appropriately created and maintained	Materially Compliant	N/A	Meets	Meets	Meets	Meets	Meets	↔	
* School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law; free of conflict of interest, and models best practices regarding governance roles and responsibilities.	Materially Compliant	N/A	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	N/A	Meets	Meets	Meets	N/A	Meets	↔	
* The Board officially reviews the sponsor's Annual Review at one of its board meeting	Materially Compliant	N/A	Meets	Meets	Meets	Meets	Meets	↔	

Additional Notes: N/A

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


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






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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	N/A	Meets	Meets	Meets	Does Not Meet	Does Not Meet	↘	The PD Plan submitted did not include several the required trainings. In the coming year, it is required that the school complete all required trainings. Further, it is suggested the school seek methods to differentiate instruction while also providing effective PD on school wide initiatives, such as co-teaching.
* Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement		N/A	Meets	Meets	Meets	Meets	Meets	↔	TSS is a very small school, but because there are two teachers per classroom, they have the unique opportunity to ensure more novice teachers work with more experienced teachers. This is a benefit because, as a small school, they do not have instructional coaches. They school is focusing on teacher retention efforts to ensure more qualified and experienced teachers are onboard for coming years.
Meeting teacher and other staff credentialing requirements	Materially Compliant				Does Not Meet	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Compliance and Reporting	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* Compliance rate for submitting required data and reports to UMSL	> 90%	N/A	Meets	84%	100%	90%	Meets	↔	10% missing; 22% late
* Consistently complies with DESE reporting requirements and requests, including Core Data Submissions and Tiered Monitoring requirements	Materially Compliant	N/A	Meets	Meets	Meets	Meets	Meets	↔	
* Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented	Materially Compliant	N/A	Meets	Meets	Meets	Meets	Meets	↔	
Document Retention requirements	Materially Compliant					Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY23 All necessary files are available, but maintained in distinctly different locations .TSS will need to develop a plan to digitize complete records, as will be required by UMSL in the near future.

School-Specific Goals	Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction	Notes
* Staff Retention Rate (percent of certified staff who return from the end of one school year to the beginning of the next school year)	> 75%	N/A	>80%	82%	67%	TBD	Partially Meets		

Additional Notes: TSS's Executive Director has a clear vision that she communicates regularly to internal stakeholders as well as the community. She advocates for equal consideration of student well-being when assessing the quality of the school, de-emphasizing the sole focus on academic outcomes tied to norm-referenced assessments. The Executive Leader is deeply committed to the school's mission and ensures the school is compliant in the many requirements that have come with their transition from an independent school to a public charter school. They are shifting to measuring success in a very different way than in the past and are working through the balance of doing so, while also maintaining their philosophy.

- Asterisk indicates Standards in the Performance Contract
 - Data is that which was available through May 31, 2022
 - 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