

**St. Louis Language Immersion School: Contract Term SY25-SY29  
PERFORMANCE CONTRACT SUMMARY**

STANDARDS	SY25 RATING	
<b>I. ACADEMIC PERFORMANCE</b>		
State and Federal Accountability	Meets	Meets
Academic Proficiency	Meets	
Academic Growth	Exceeds	
Mission-Specific Goals	N/A	
<b>II. FINANCE</b>		
Near-Term Measures	Meets	Meets
Sustainability Measures	Meets	
Financial Operations	Meets	
<b>III. LEARNING ENVIRONMENT</b>		
School Environment	Meets	Meets
Education Program Compliance	Approaches	
Student Rights and Requirements	Meets	
<b>IV. GOVERNANCE</b>		
Effective Governance Practices	Meets	Meets
School Leader Accountability	Meets	
Compliance and Reporting	Meets	
<b>V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE</b>		
Employee Rights and Requirements	Meets	Approaches
Compliance and Reporting	Meets	
Teacher Retention	Does Not Meet	
Mission-Specific Goals	Meets	

KEY	DESCRIPTION
Exceeds	The school is exceeding expectations and showing exemplary performance. This rating only is not available for all standards.
Meets	The school generally meets the criterion, is performing well, is meeting expectations for performance, and/or minor concerns(s) are noted.
Approaches	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**

St. Louis Language Immersion (SLLIS) has met the terms of the Performance Contract four areas: Academic Performance, Finance, Learning Environment, and Governance. SLLIS did not, however, meet the terms of the contract in Operations and Organizational Compliance - specifically teacher and staff retention.

### **FINDINGS**

#### **Strengths:**

- SLLIS made adequate progress in Academic Achievement outcomes for student groups in ELA, math, and science, moving SLLIS closer to being "On Track" (as defined by DESE), in SY25.
- SLLIS exceeded outcomes for SLPS in all areas. SLLIS exceeded outcomes for comp schools in ELA, for both all students and student groups, in SY25.
  - SLLIS made strong growth for all students and student groups in both ELA and math, in SY25.
  - SLLIS has maintained financial health for many years.
  - SLLIS's board is active and engaged in the mission of the school.

#### **Areas for Growth:**


- While SLLIS has made adequate progress in Academic Achievement for student groups, SLLIS must continue to make adequate progress each year to work toward being "On Track" (as defined by DESE).
  - SLLIS's school culture did not meet the expectations outlined in their charter. Staff and students indicated that school culture is an area that needed improvement in SY25.
- SLLIS's professional development is also an area for improvement in SY25, with staff requesting more professional development to help international teachers prepare for the classrooms and implement shared norms, as is outlined in the charter.
  - SLLIS had a low rate of staff and teacher retention in SY25. Principal-level leadership has also changed frequently, over the last three years. Sustained Principal-level leadership is important to support the school culture goals outlined in the charter.

### **CONCLUSION**


The UMSL CSO determines that SLLIS has sufficiently met the terms of the UMSL Charter Contract for SY25. SLLIS will need to address the identified areas for growth to fully meet the terms of the UMSL Charter Contract in the future.


## I. ACADEMIC PERFORMANCE

State and Federal Accountability	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
FEDERAL COMPLIANCE	<b>Meets: 100% Compliant</b> <b>Does Not Meet: Less than 100% Compliant</b>	Meets all requirements of federal programs; through DESE monitoring systems	Meets	Meets	TBD	TBD	TBD	MEETS	↔	
ESSA DESIGNATION	Taken into Consideration	Identified/ Not Identified by DESE as a Comp or Targeted school	Not Comp or Targeted	Not Comp or Targeted	TBD	TBD	TBD	Taken into Consideration		
DISTRICT APR - PERFORMANCE	Taken into Consideration	DESE MSIP calculation	38.2	67.5	TBD	TBD	TBD	Taken into Consideration		
DISTRICT APR - PERFORMANCE (STUDENT GROUPS)	Taken into Consideration	DESE MSIP calculation	42.9	69.6	TBD	TBD	TBD	Taken into Consideration		
DISTRICT APR - CONTINUOUS IMPROVEMENT	Taken into Consideration	DESE MSIP calculation	93.3	93.3	TBD	TBD	TBD	Taken into Consideration		
DISTRICT APR	Taken into Consideration	DESE MSIP calculation	59.7	77.5	TBD	TBD	TBD	Taken into Consideration		

Academic Achievement	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
<p>ELA: Achievement (All Students)</p> <p>* Not Rated for LEAs with <math>\geq 90\%</math> Student Groups for Tested Grades</p>	<p>Exceeds: MPI <math>\geq</math> DESE Target Level Meets: MPI <math>\geq</math> DESE On Track Level OR (improved by 3 MPI points compared to the previous year AND average a gain of 3 MPI points for each year of the contract) Approaches: MPI <math>\leq</math> DESE On Track Level AND (did not improve by 3 MPI points compared to the previous year OR did not average a gain of 3 MPI points for each year of the contract)</p>	MSIP6 District/Charter APR Summary Report	Approaching MPI 348 P/A 24%	Approaching MPI 356 P/A 26%	TBD	TBD	TBD	Taken into Consideration		In SY25, SLLIS had a 91% Student Group for tested Grades. Therefore, this target is considered, not rated.
<p>ELA: Achievement (Student Groups)</p>	<p>Does Not Meet: MPI <math>\leq</math> DESE On Track Level AND (did not improve by 3 MPI points compared to the previous year AND did not average a gain of 3 MPI points for each year of the contract)</p>	MSIP6 District/Charter APR Summary Report	Approaching MPI 341 P/A 21%	Approaching MPI 351 P/A 25%	TBD	TBD	TBD	MEETS		SLLIS met the target by gaining 3 MPI points from previous year – must be sustained as a +3 MPI point gain each year of contract
<p>ELA: Achievement (All Students)</p> <p>Comparison to SLPS (K-8)</p>	<p>Exceeds: MPI exceeds SLPS by 20 points or more Meets: MPI exceeds SLPS by <math>\geq 5</math> points</p>	MSIP6 District/Charter APR Summary Report	N/A	Exceeds SLPS	TBD	TBD	TBD	EXCEEDS SLPS		
<p>ELA: Achievement (Student Groups)</p>	<p>Approaches: MPI is within 5 points of SLPS</p>	SLPS	SLPS (K-8) MPI 325 P/A 18%	SLPS (K-8) MPI 326 P/A 19%	TBD	TBD	TBD			
		MSIP6 District/Charter APR Summary Report	N/A	Exceeds SLPS	TBD	TBD	TBD	EXCEEDS		

Comparison to SLPS (K-8)	<b>Does Not Meet: MPI is not within 5 points of SLPS</b>	SLPS	SLPS (K-8) MPI 315	SLPS (K-8) MPI 319 P/A 14%	TBD	TBD	TBD	SLPS	
ELA: Achievement (All Students)	<b>Exceeds: MPI exceeds 3+ comp schools by 20 points or more</b>	MSIP6 District/Charter APR Summary Report	N/A	Exceeds 3/4 Comp Schools	TBD	TBD	TBD	EXCEEDS COMP SCHOOLS	
Comparison to Comp Schools: Dewey International, Mann Elementary, Compton Drew, Long Middle		Comparison Schools	Dewey-344 Mann-352 Com Drew-325 Long-303	Dewey-330 Mann-355 Com Drew-321 Long-301	TBD	TBD	TBD		
ELA: Achievement (Student Groups)	<b>Approaches: MPI is within 5 points of or exceeds MPI of 3+ comp schools</b>	MSIP6 District/Charter APR Summary Report	N/A	Exceeds 3/4 Comp Schools	TBD	TBD	TBD	EXCEEDS COMP SCHOOLS	
Comparison to Comp Schools: Dewey International, Mann Elementary, Compton Drew, Long Middle		Comparison Schools	Dewey-343 Mann-337 Com Drew-323 Long-298	Dewey-330 Mann-335 Com Drew-319 Long-294	TBD	TBD	TBD		
MATH: Achievement (All Students)  * Not Rated for LEAs with > 90% Student Groups for Tested Grades	<b>Exceeds: MPI ≥ DESE Target Level</b> <b>Meets: MPI ≥ DESE On Track Level OR (improved by 3 MPI points compared to the previous year AND average a gain of 3 MPI points for each year of the contract)</b> <b>Approaches: MPI ≤ DESE On Track Level AND (did not improve by 3 MPI points compared to</b>	MSIP6 District/Charter APR Summary Report	Approaching MPI 313 P/A 20%	Approaching MPI 317 P/A 18%	TBD	TBD	TBD	Taken into Consideration	In SY25, SLLIS had a 91% Student Group for tested Grades. Therefore, this target is considered, not rated.

<p>MATH: Achievement (Student Groups)</p>	<p>points compared to the previous year OR did not average a gain of 3 MPI points for each year of the contract) <b>Does Not Meet: MPI ≤ DESE On Track Level AND (did not improve by 3 MPI points compared to the previous year AND did not average a gain of 3 MPI points for each year of the contract)</b></p>	<p>MSIP6 District/ Charter APR Summary Report</p>	<p>Approaching MPI 304 P/A 16%</p>	<p>Approaching MPI 311 P/A 16%</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p><b>MEETS</b></p>		<p>SLLIS met the target by gaining 3 MPI points from previous year – must be sustained as a +3 MPI point gain each year of contract</p>
<p>MATH: Achievement (All Students)  Comparison to SLPS (K-8)</p>	<p><b>Exceeds: MPI exceeds SLPS by 20 points or more</b>  <b>Meets: MPI exceeds SLPS by ≥ 5 points</b></p>	<p>MSIP6 District/ Charter APR Summary Report</p>	<p>N/A</p>	<p>Exceeds SLPS</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p><b>EXCEEDS SLPS</b></p>		
<p>MATH: Achievement (Student Groups)  Comparison to SLPS (K-8)</p>	<p><b>Approaches: MPI is within 5 points of SLPS</b>  <b>Does Not Meet: MPI is not within 5 points of SLPS</b></p>	<p>MSIP6 District/ Charter APR Summary Report</p>	<p>N/A</p>	<p>Exceeds SLPS</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p><b>EXCEEDS SLPS</b></p>		
<p>MATH: Achievement (All Students)  Comparison to Comp Schools: Dewey International, Mann Elementary, Compton Drew, Long Middle</p>	<p><b>Exceeds: MPI exceeds 3+ comp schools by 20 points or more</b>  <b>Meets: MPI exceeds 3+ comp schools by ≥ 5 points</b></p>	<p>MSIP6 District/ Charter APR Summary Report</p>	<p>N/A</p>	<p><b>Does Not Meet</b></p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p><b>DOES NOT MEET</b></p>		
		<p>Comparison Schools</p>	<p>Dewey-337 Mann-323 Com Drew-297 Long-255</p>	<p>Dewey-337 Mann-345 Com Drew-285 Long-240</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>			

<p>MATH: Achievement (Student Groups)</p> <p>Comparison to Comp Schools: Dewey International, Mann Elementary, Compton Drew, Long Middle</p>	<p><b>Approaches: MPI is within 5 points of or exceeds MPI of 3+ comp schools</b></p> <p><b>Does Not Meet: MPI is not within 5 points of 3+ comp schools</b></p>	<p>MSIP6 District/ Charter APR Summary Report</p>	<p>N/A</p>	<p>Does Not Meet</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p><b>DOES NOT MEET</b></p>		<p>SLLIS exceeded 2/4 schools</p>
<p>SCIENCE: Achievement (All Students)</p> <p>* Not Rated for LEAs with &gt; 90% Student Groups for Tested Grades</p>	<p><b>Exceeds: MPI ≥ DESE Target Level</b> <b>Meets: MPI ≥ DESE On Track Level OR (improved by 3 MPI points compared to the previous year AND average a gain of 3 MPI points for each year of the contract)</b> <b>Approaches: MPI ≤ DESE On Track Level AND (did not improve by 3 MPI points compared to the previous year OR did not average a gain of 3 MPI points for each year of the contract)</b></p>	<p>MSIP6 District/ Charter APR Summary Report</p>	<p>Approachin g MPI 308 P/A 15%</p>	<p>Approachin g MPI 343 P/A 22%</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>Taken into Consideration</p>	<p>In SY25, SLLIS had a 91% Student Group for tested Grades. Therefore, this target is considered, not rated.</p>	
<p>SCIENCE: Achievement (Student Groups)</p>	<p><b>Approaches: MPI ≤ DESE On Track Level AND (did not improve by 3 MPI points compared to the previous year OR did not average a gain of 3 MPI points for each year of the contract)</b> <b>Does Not Meet: MPI ≤ DESE On Track Level AND (did not improve by 3 MPI points compared to the previous year</b></p>	<p>MSIP6 District/ Charter APR Summary Report</p>	<p>Approachin g MPI 301 P/A 14%</p>	<p>Approachin g MPI 332 P/A 19%</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p><b>MEETS</b></p>		<p>SLLIS met the target by gaining 3 MPI points from previous year – must be sustained as a +3 MPI point gain each year of contract</p>

<p>SCIENCE: Achievement (All Students)</p> <p>Comparison to SLPS (K-8)</p>	<p><b>Exceeds: MPI exceeds SLPS by 20 points or more</b></p> <p><b>Meets: MPI exceeds SLPS by ≥ 5 points</b></p>	<p>MSIP6 District/Charter APR Summary Report</p> <p>N/A</p> <p>Exceeds SLPS</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>SLPS</p> <p>SLPS (K-8) MPI 304 P/A 15% (5th); 13% (8th)</p> <p>SLPS (K-8) MPI 311 P/A 17%</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>EXCEEDS SLPS</p>			
<p>SCIENCE: Achievement (Student Groups)</p> <p>Comparison to SLPS (K-8)</p>	<p><b>Approaches: MPI is within 5 points of SLPS</b></p> <p><b>Does Not Meet: MPI is not within 5 points of SLPS</b></p>	<p>MSIP6 District/Charter APR Summary Report</p> <p>N/A</p> <p>Exceeds SLPS</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>SLPS</p> <p>SLPS (K-8) MPI 297</p> <p>SLPS (K-8) MPI 305 P/A 12%</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>EXCEEDS SLPS</p>			
<p>SCIENCE: Achievement (All Students)</p> <p>Comparison to Comp Schools: Dewey International, Mann Elementary, Compton Drew, Long Middle</p>	<p><b>Exceeds: MPI exceeds 3+ comp schools by 20 points or more</b></p> <p><b>Meets: MPI exceeds 3+ comp schools by ≥ 5 points</b></p>	<p>MSIP6 District/Charter APR Summary Report</p> <p>N/A</p> <p>Approaches</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>Comparison Schools</p> <p>Dewey-307 Mann-336 Com Drew-304 Long-285</p> <p>Dewey-339 Mann-356 Com Drew-303 Long-287</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>APPROACHES</p>			
<p>SCIENCE: Achievement (Student Groups)</p> <p>Comparison to Comp Schools: Dewey International, Mann Elementary, Compton Drew, Long Middle</p>	<p><b>Approaches: MPI is within 5 points of or exceeds MPI of 3+ comp schools</b></p> <p><b>Does Not Meet: MPI is not within 5 points of 3+ comp schools</b></p>	<p>MSIP6 District/Charter APR Summary Report</p> <p>N/A</p> <p>Approaches</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>Comparison Schools</p> <p>Dewey-307 Mann-326 Com Drew-302 Long-277</p> <p>Dewey-339 Mann-337 Com Drew-302 Long-282</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>APPROACHES</p>			<p>SLLIS exceeded 2/4 schools; and was within 5 points of another school</p>

Academic Growth	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
ELA: Growth Statistical Significance Category (All Students)	<b>Exceeds: Target</b>  <b>Meets: On Track</b>  <b>Approaches: Approaching</b>  <b>Does Not Meet: Emerging</b>	MSIP6 District/ Charter APR Summary Report	Approaching 49.1	Target 53	TBD	TBD	TBD	EXCEEDS	↗	In SY25, SLLIS exceeded all four comp schools' NCE for growth in ELA. In Math, SLLIS exceeded three of four comp schools' NCE for growth.  "
ELA: Growth Statistical Significance Category (Student Groups)		MSIP6 District/ Charter APR Summary Report	Approaching 48.5	Target 53.9	TBD	TBD	TBD	EXCEEDS	↗	
MATH: Growth Statistical Significance Category (All Students)		MSIP6 District/ Charter APR Summary Report	Emerging 44.8	Target 53	TBD	TBD	TBD	EXCEEDS	↗	
MATH: Growth Statistical Significance Category (Student Groups)		MSIP6 District/ Charter APR Summary Report	Emerging 44	Target 52.4	TBD	TBD	TBD	EXCEEDS	↗	

Internal Data	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
INTERNAL DATA	<p><b>Meets: The school regularly analyzes and reports on internal data, and indicates how it will respond to data</b></p> <p><b>Does Not Meet: The school does not regularly analyze and report on internal data or how it will</b></p>	The school regularly analyzes and reports on internal data, how it will respond to data, and identifies progress/lack of toward goals, as evidenced in submissions to UMSL	Meets	Meets	TBD	TBD	TBD	MEETS	↔	In SY25, SLLIS school leadership presented a summary of academic performance data, staff and student survey responses, internal assessment metrics, and progress toward CSIP goals to the SLLIS board.
Mission-Specific Academic Goal	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
Target Languages: Growth	<p><b>Exceeds: Average gain of ≥ 0.45 performance levels</b></p> <p><b>Meets: Average gain of ≥ 0.3 performance levels</b></p> <p><b>Partially Meets: Average gain of ≥ 0.15 performance levels</b></p> <p><b>Does Not Meet: Average gain of &lt; 0.15 performance levels</b></p>	As measured by the AAPPL test, measured from April of the year prior to April of the current year.	N/A	N/A	TBD	TBD	TBD	TBD	TBD	SLLIS changed assessments between SY24 and SY25 (from AAPPL to STAMP). Therefore, SY24 cannot be used as a baseline and progress data are not available for SY25. The new baseline for progress will be set to the outcomes from SY25.

## II. FINANCE

Near-Term Measures	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
CURRENT RATIO	<p><b>Meets:</b>  <math>\geq 1</math>, OR <math>&lt; 1</math> due to major capital expense</p> <p><b>Does Not Meet:</b>  <math>&lt; 1</math></p>	Current Assets/ Current Liabilities per audited financials (Use ASBR until financials available)	Meets 23	Meets 19	TBD	TBD	TBD	MEETS	↔	
DEBT DEFAULT	<p><b>Meets:</b> No defaults and not delinquent on debt service payments</p> <p><b>Does Not Meet:</b> One or more loan defaults and/or delinquent on debt service payments.</p>	Number of loan payments missed or loans defaulted, as reported by the LEA; assurance statement	N/A	Meets	TBD	TBD	TBD	MEETS	↔	New metric in SY25

UNRESTRICTED DAYS CASH ON HAND	<p><b>Meets:</b> ≥ 60 days</p> <p><b>Does Not Meet:</b> &lt; 60 days</p>	<p>Per audited financials (Use ASBR until financials available)</p> <p>= Unrestricted Cash / (Total Expenses less Depreciation Expenses), then divided by 365</p> <p>NOTE: Depreciation Expenses appear as an operating expense on an income statement, but do not involve an outlay of cash. Therefore, it is removed from total expenses</p>	Meets 141	Meets 207	TBD	TBD	TBD	MEETS	↔	
STUDENT ATTENDANCE	Taken into Consideration	Proportional Attendance Rate as reported on the District Report Card issued by DESE	70.7%	57.9%	TBD	TBD	TBD	Taken into Consideration		
STUDENT ENROLLMENT VARIANCE	<p><b>Meets:</b> ≥ 95%</p> <p><b>Approaches:</b> ≥ 85% and &lt; 95%</p> <p><b>Does Not Meet:</b> &lt; 85%</p>	Actual Enrollment (October Count)/ Projected Enrollment in Charter	418	Meets 465/420 111%	TBD	TBD	TBD	MEETS	↔	<p>- New metric in SY25; in previous years, report # enrolled</p> <p>- In SY25 SLLIS's enrollment grew, due in part to adding an additional PK classroom and opening enrollment into the French program to new 2nd - 5th grade students.</p>

Sustainability Measures	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
CURRENT EXPENDITURES PER PUPIL - DISTRICT LEVEL	Taken into Consideration	DESE District Report Card	\$19,249	\$16,534	TBD	TBD	TBD	Taken into Consideration		
LIABILITIES TO ASSET RATIO	Meets: $\leq 0.9$ Approaches: $> 0.9$ and $\leq 1.0$ Does Not Meet: $> 1.1$	Total Liabilities/ Total Assets per audited financials	Meets 0.18	Meets 0.13	TBD	TBD	TBD	MEETS	↔	
PERCENTAGE FUND BALANCE	Exceeds: $\geq 25\%$ Meets: $< 25\%$ and $\geq 10\%$ Approaches: $\geq 3\%$ and $< 10\%$ Does Not Meet: $< 3\%$	(Assets-Expenses)/ Expenses per audited financials and ASBR	Meets 39%	Meets 57%	TBD	TBD	TBD	MEETS	↔	SLLIS maintains an appropriate fund balance.
EXPENDITURES LESS THAN RECEIPTS FOR FISCAL YEAR	Meets: $\leq 1$ Does Not Meet: $> 1$	Expenditures/ Revenue per audited financials and ASBR	Meets 1.01	Meets 0.86	TBD	TBD	TBD	MEETS	↔	


Financial Operations	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
MEETS FINANCIAL REPORTING AND COMPLIANCE REQUIREMENTS	<p><b>Meets: 100% Compliant</b></p> <p><b>Does Not Meet: &lt; 100% Compliant</b></p>	Compliant with charter contract, laws, and DESE audits/ monitoring: including but not limited to, submitting a board-approved audit conducted by an independent auditor to DESE and publishing as required; submitting an accurate ASBR by August 15; posting financial ledgers on website as required, maintaining	Meets	Meets	TBD	TBD	TBD	MEETS	↔	

<p>OPERATES IN A FISCALLY SOUND AND APPROPRIATE MANNER, ASSESSING AND MAINTAINING ADEQUATE FISCAL HEALTH</p>	<p><b>Meets:</b> <b>100% Compliant</b></p> <p><b>Does Not Meet:</b> <b>&lt; 100% Compliant</b></p>	<p>Compliant with charter contract, laws, and in DESE audits/ monitoring: including but not limited to, budgeting, fiscal policy, producing regular financial statements, ensuring board review and oversight of payments (check register and credit card statements), paying all obligations in a</p>	<p>Meets</p>	<p>Meets</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>MEETS</p>	<p>↔</p>	<p>SLLIS maintains a close watch on their budget, adjusting as new information comes in. They invest in recruiting international teachers. They produce and review accurate financial statements.</p>
--	--	--	--------------	--------------	------------	------------	------------	--------------	----------	---

### III. LEARNING ENVIRONMENT

School Environment	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
COMPLIES WITH FACILITIES AND TRANSPORTATION REQUIREMENTS	<p><b>Meets: 100% Compliant</b></p> <p><b>Does Not Meet: &lt; 100% Compliant</b></p>	Compliant with charter contract, laws, and in DESE audits/ monitoring: including but not limited to, ADA, inspections and permits, transportation etc.	Meets	Meets	TBD	TBD	TBD	MEETS	↔	
MEETS ALL STATE AND LOCAL STANDARDS RELATIVE TO HEALTH AND SAFETY; MAINTAINS A CLEAN AND SAFE ENVIRONMENT THAT SUPPORT THE EDUCATIONAL MISSION OF THE SCHOOL	<p><b>Meets: 100% Compliant</b></p> <p><b>Does Not Meet: &lt; 100% Compliant</b></p>	Compliant with all local health, state and federal requirements, including but not limited to food service, disaster preparation, safety planning, health, discipline, etc.	Meets	Meets	TBD	TBD	TBD	MEETS	↔	SLLIS leverages their sizable building to provide a learning environment that focused on a dual language approach. Focus on the school's dual language model is evident in classrooms and hallways. At board meetings and in conversations with the UMSL CSO, SLLIS discussed plans for significant upkeep projects, addressing some identified wear and tear, and expansion of the usable spaces within their building.

STUDENT RETENTION	<p><b>Exceeds:</b> ≥ 90% retained</p> <p><b>Meets:</b> ≥ 80% retained</p> <p><b>Approaches:</b> ≥ 75% retained</p> <p><b>Does Not Meet:</b> &lt; 70% retained</p>	Percent of students reported in the previous year's October Report who are reported in the current year's October Report	Approaches 78%	Exceeds 91%	TBD	TBD	TBD	EXCEEDS	↔	
----------------------	---	--	-------------------	----------------	-----	-----	-----	---------	---	--

Education Program Compliance	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
<p>IMPLEMENTS THE MATERIAL TERMS OF THE EDUCATION PROGRAM AS DEFINED IN THE CURRENT CHARTER CONTRACT</p>	<p><b>Meets: School program is as described in charter and to parents</b></p> <p><b>Does Not Meet: School program is not as described in charter and to parents</b></p>	<p>The charter is implemented as described in the charter contract and as described to families</p>	<p>Meets</p>	<p>Approaches</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>APPROACHES</p>		<p><b>School Culture</b>  SLLIS's charter renewal application prioritizes school culture, with implementation plans, priorities, documented staff expectations, "SLLIS Approach," and a culture centered on "Caring and Purpose." Observed school culture did not demonstrate implementation of the SLLIS Approach or a school culture centered on "Caring and Purpose." Student behavior was inconsistent with SLLIS's universal expectations, and staff responses to behavior were inconsistent with the school's stated shared approach. Student survey data rated classroom climate the lowest-rated area. Staff and teacher surveys reflected a decline in school climate ratings. Teacher input, a charter-defined priority, also rated low. SLLIS employed three Principals in three years: a 3-year principal left at the end of SY23; the Principal hired for SY24 was replaced by an interim in October 2024; and the interim completed SY25. A new Principal was hired for SY26. Sustained Principal-level leadership is recommended to support the school culture goals outlined in the charter.</p> <p><b>Professional Development</b>  SLLIS's charter renewal application commits to professional development designed to build shared norms, cultural understanding, and instructional capacity, with success measured by positive perceptions of feedback and coaching on the end-of-year survey. Review indicates teacher survey results reflected declining satisfaction in evaluation, feedback and coaching, professional learning, and resources. Teacher interviews identified a need for additional training to support work with SLLIS's student population, including preparation for cultural differences between students and international staff.</p>

COMPLIES WITH APPLICABLE EDUCATION REQUIREMENTS	<p><b>Meets: 100% Compliant</b></p> <p><b>Does Not Meet: &lt; 100% Compliant</b></p>	Compliant with charter contract, laws, and in DESE audits/ monitoring: including but not limited to, instructional days, graduation requirements, MLS, assessments, ESSA, Literacy and Dyslexia; Reading Success Plans;	Meets	Meets	TBD	TBD	TBD	MEETS	↔	
Student Rights and Requirements	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
PROTECTS THE RIGHTS OF ALL STUDENTS - PROGRAM	<p><b>Meets: 100% Compliant</b></p> <p><b>Does Not Meet: &lt; 100% Compliant</b></p>	Compliant with charter contract, all state and federal requirements and guidelines regarding services and programs for students	Meets	Meets	TBD	TBD	TBD	MEETS	↔	
PROTECTS THE RIGHTS OF STUDENTS WITH DISABILITIES	<p><b>Meets: 100% Compliant</b></p> <p><b>Does Not Meet: &lt; 100% Compliant</b></p>	Compliant with charter contract, laws, and in DESE audits/ monitoring, including but not limited to policies, practices related to IDEA and Section 504	Meets	Meets	TBD	TBD	TBD	MEETS	↔	Special education programming at SLLIS is well designed and monitored for compliance and effectiveness. DESE reviewed compliance and notified SLLIS that they were 100% compliant after all CAPS were cleared in 2024. SLLIS has appropriate staffing and caseloads. Paras received required annual training. Special education specific PD was provided throughout this school year.

<p>PROTECTS THE RIGHTS OF ENGLISH LANGUAGE LEARNER (ELL) STUDENTS</p>	<p><b>Meets: 100% Compliant</b></p> <p><b>Does Not Meet: &lt; 100% Compliant</b></p>	<p>Compliant with charter contract, laws, and in DESE audits/ monitoring, including but not limited to policies, practices related to Title VI of the Civil Rights Act</p>	<p>Meets</p>	<p>Meets</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p><b>MEETS</b></p>	<p>↔</p>	<p>SLLIS has a significant number of students with ELL needs. Two certified ELL teachers support these students develop English through both small pullout groups and push in services. A well designed LAU plan supports the program and identifies all aspects of identification, testing, programming, and progress monitoring. ELL teachers had several opportunities for professional development this year specific to their role as ELL teachers.</p>
---	--	--	--------------	--------------	------------	------------	------------	---------------------	----------	--

## IV. GOVERNANCE

Effective Governance Practices	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
OPERATE IN THE BEST INTEREST OF ITS STUDENTS NAD MISSION	<p><b>Meets: The Board makes decisions with the interest of students as the guiding principle</b></p> <p><b>Does Not Meet: The Board does Not make decisions with the interest of students as the guiding principle</b></p>	Board decisions are directly connected to the mission of the school, as evidenced in board meetings and minutes	Meets	Meets	TBD	TBD	TBD	MEETS	↔	The SLLIS board regularly receives updates on student academic performance and growth and is specifically interested in the bilingual mission of the school. The board has sought multiple professional development opportunities on the school's dual language educational model and regularly requests information from the school on implementation of the model.
MAINTAINS AN ACTIVE, INVOLVED BOARD AS DESCRIBED IN THE CHARTER	<p><b>Meets: Board members are active and involved in the school's governance</b></p> <p><b>Does Not Meet: Board members are Not active and involved in the school's governance</b></p>	% attendance and active participation in meetings	Meets	Meets	TBD	TBD	TBD	MEETS	↔	The board tends to have a high rate of attendance and is engaged during meetings. Board member attendance across all meetings was 78%, and the majority of board members were present for ≥90% of board meetings. Board members typically come to meetings prepared to discuss the materials distributed ahead of time, and members ask clarifying questions and request additional information from school leadership, especially pertaining to the implementation of the school's dual language model and student academic performance.

<p>COMPLIES WITH BOARD GOVERNANCE REQUIREMENTS</p>	<p><b>Meets: 100% Compliant</b></p> <p><b>Does Not Meet: &lt; 100% Compliant</b></p>	<p>Compliant with charter contract, laws, subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law; including but not limited to, developing, revising, and following required board policies and bylaws; complying with open meeting laws, completing conflict of interest statements; following code of ethics; following</p>	<p>Approaches</p>	<p>Meets</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>MEETS</p>	<p>↔</p>	<p>SLLIS has adopted an annual board policy review process and updates and adopts board policies when necessary. The SLLIS board operates in alignment with Missouri Sunshine Law.</p>
<p>TRAINS AND DEVELOPS THE BOARD</p>	<p><b>Meets: 100% of board members receive required and appropriate training</b></p> <p><b>Does Not Meet: &lt; 100% of board members receive required and appropriate training</b></p>	<p>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</p>	<p>Meets</p>	<p>Meets</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>MEETS</p>	<p>↔</p>	<p>During SY25, the SLLIS board completed PD sessions on the dual language model of the school, sunshine law, school law, and school leadership. The Board orientation handbook is comprehensive and introduces board members to the history of SLLIS, SLLIS's vision and mission, and the role of the board in governing the school.</p>

<p>DEMONSTRATES STRONG BOARD ACCOUNTABILITY</p>	<p><b>Meets:</b> <b>100% Compliant</b></p> <p><b>Does Not Meet:</b> <b>&lt; 100% Compliant</b></p>	<p>Compliant with charter contract and laws for nonprofits and school boards and develops practices to ensure the board is held accountable to effective governance. This includes but is not limited to: annual board self-assessment, board goals, board committees, establishing and monitoring the strategic</p>	Meets	Meets	TBD	TBD	TBD	MEETS	↔	<p>The SLLIS board completes and discusses the results of an annual self-assessment. The SLLIS board established a strategic plan for SY22-SY26 and monitors progress toward strategic goals during board meetings.</p>
<p>OPERATES FREE OF CONFLICT OF INTEREST</p>	<p><b>Meets:</b> <b>100% Compliant</b></p> <p><b>Does Not Meet:</b> <b>&lt; 100% Compliant</b></p>	<p>School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school</p>	Meets	Meets	TBD	TBD	TBD	MEETS	↔	

MONITORS SCHOOL PERFORMANCE AND COMPLIANCE	<p><b>Meets: 100% Compliant in School Monitoring</b></p> <p><b>Does Not Meet: &lt; 100% Compliant in School Monitoring</b></p>	The Board requires and analyzes reports to monitor academic, financial and operational performance and compliance including accountability tracking documents, enrollment/attendance, academic achievement, etc.	Meets	Meets	TBD	TBD	TBD	MEETS	↔	Board meeting observations, agendas, and minutes show the SLLIS board discusses progress toward strategic goals, often focusing on the implementation of SLLIS’s dual language model and financial health of the school. The superintendent presents updates to board members on progress toward strategic goals at each meeting. The board reviews SLLIS’s APR each year but did not review UMSL’s Annual Review until after SY25.
School Leader Accountability	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
HOLDS MANAGEMENT ACCOUNTABLE	<p><b>Meets: Holds Management Accountable</b></p> <p><b>Does Not Meet: Does Not Hold Management Accountable</b></p>	The Board implements a transparent process for evaluating the school leader that includes evaluation of progress made on yearly school goals	Area to Grow	Meets	TBD	TBD	TBD	MEETS	↔	The SLLIS board has adopted a process to evaluate the superintendent in SY25, including the monitoring of specific goals set collaboratively by the board and school leader.


Compliance and Reporting	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
CONSISTENTLY ABIDES BY ALL STATE AND FEDERAL LAWS	<b>Meets: 100% Compliant</b>  <b>Does Not Meet: &lt; 100% Compliant</b>		Meets	Meets	TBD	TBD	TBD	MEETS	↔	
MAINTAINS APPROPRIATE RECORDS	<b>Meets: 100% Compliant</b>  <b>Does Not Meet: &lt; 100% Compliant</b>	Governance records and documentation are appropriately created and maintained	Meets	Meets	TBD	TBD	TBD	MEETS	↔	The SLLIS Board maintains publicly accessible and comprehensive records of meeting agendas, minutes, and other records on the school's website.
COMMUNICATES WITH UMSL	<b>Meets: 100% Compliant in Communicating with UMSL</b>  <b>Does Not Meet: &lt; 100% Compliant in Communicating with UMSL</b>	The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or	N/A	Area to Grow	TBD	TBD	TBD	AREA TO GROW	↔	SLLIS leadership must notify UMSL of significant policy, personnel, school performance, or legal issues, per the UMSL Charter Contract. Such notifications can ensure UMSL has adequate information to evaluate compliance with the UMSL Charter Contract. Such notifications must be proactive, to ensure there are no contractual and statutory obligations that must be met prior to making decisions that may need UMSL approval.

## V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE


Employee Rights and Requirements	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
RESPECTS EMPLOYEES' RIGHTS	<p><b>Meets: 100% Compliant</b></p> <p><b>Does Not Meet: &lt; 100% Compliant</b></p>	Compliant with charter contract, laws, and in DESE audits/ monitoring, including but not limited to policies, practices related to hiring, professional development, evaluation, collection and protection of personnel information; etc. Also review complaints filed.	Meets	Meets	TBD	TBD	TBD	MEETS	↔	SLLIS has a codified teacher recruiting and hiring process, vital for hiring international teachers coming to the US on visas. SLLIS assists their international staff in setting up basic needs when they arrive to the US. Staff compensation is reasonable and consistent with local and state norms.
COMPLETES REQUIRED BACKGROUND CHECKS AND FCSR	<p><b>Meets: 100% Compliant</b></p> <p><b>Does Not Meet: &lt; 100% Compliant</b></p>	Assurance Statement	Meets	Meets	TBD	TBD	TBD	MEETS	↔	

MEETS TEACHER AND OTHER STAFF CREDENTIALING REQUIREMENTS	Meets: 100% Compliant Does Not Meet: < 100% Compliant	As reported in the October Staff Assignment Report	Meets	Meets	TBD	TBD	TBD	MEETS	↔	SLLIS's written PD plan is aligned to their CSIP and plans for coaching with observation and feedback, PLCs, and PD focused on PBIS, dual language, and curriculum. The PD plan identifies attendance, dual language instruction, building and classroom level systems, adherence to curriculum, and growth in reading and math as priority areas. Staff surveys indicate a need for improvement in this area, but the school is compliant with required PD.
Compliance and Reporting	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
PROTECTS THE RIGHTS OF ALL STUDENTS - OPERATIONS	Meets: 100% Compliant Does Not Meet: < 100% Compliant	Compliant with charter contract, laws, and in DESE audits/ monitoring, including but not limited to policies, practices related to admission, collection & protection of student information, due process & civil liberties; etc.	Meets	Meets	TBD	TBD	TBD	MEETS	↔	
SUBMITS REQUIRED DATA AND REPORTS TO UMSL	Meets: ≥ 90% submitted on time Approaches: ≥ 80% but < 90% submitted on time Does Not Meet: < 80% submitted on time	Documents submitted to UMSL	Meets	Meets 90%	TBD	TBD	TBD	MEETS	↔	0% missing submissions, 6% late submissions

COMPLIES WITH DESE REPORTING REQUIREMENTS AND REQUESTS, INCLUDING CORE DATA SUBMISSIONS AND TIERED MONITORING REQUIREMENTS	<p><b>Meets: 100% Compliant</b></p> <p><b>Does Not Meet: &lt; 100% Compliant</b></p>	Core Data, MOSIS, Tiered Monitoring, and other reporting systems utilized by DESE	Meets	Meets	TBD	TBD	TBD	MEETS	↔	
Teacher Retention	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
RETAINS TEACHERS (CODE 60) WHO MEET EXPECTATIONS	<p><b>Exceeds: &gt; 90%</b></p> <p><b>Meets: ≥ 85% retained</b></p> <p><b>Approaches: ≥ 75% retained</b></p> <p><b>Does Not Meet: &lt; 75% retained</b></p>	Percent of teachers (code 60) reported in the previous year's October Staff Assignment Report who meet expectations in the previous year's performance evaluation who are reported in the current year's October Staff Assignment Report	73%	Does Not Meet 68%	TBD	TBD	TBD	DOES NOT MEET	↘	

RETAINS ALL TEACHERS (CODE 60)	<p><b>Exceeds:</b> ≥ 80%</p> <p><b>Meets:</b> ≥ 70% retained</p> <p><b>Approaches:</b> ≥ 60% retained</p> <p><b>Does Not Meet:</b> &lt; 60% retained</p>	<p>Percent of teachers (code 60) reported in the previous year's October Staff Assignment Report who are reported in the current year's October Staff Assignment Report</p>	Exceeds 83%	Approaches 63%	TBD	TBD	TBD	APPROACHES		
--------------------------------	--	---	----------------	-------------------	-----	-----	-----	------------	---	--

Mission-Specific Ops and Org Compliance Goal	Targets and Rating	Metric/ Source	SY24 - Baseline from Previous Contract	SY25	SY26	SY27	SY28	Cum. Rating	Direction	Notes/ Comments
The percent of Code 60 Teachers who hold "Appropriate Teacher Credentials"	<p><b>Exceeds:</b> ≥ 90%</p> <p><b>Meets:</b> ≥ 80% retained</p> <p><b>Does Not Meet:</b> &lt; 80% retained</p>	Total number of Code 60 teachers under contract anytime on or after the first day of school of the school year who have "Appropriate Teacher Credentials/ Total # of Code 60 teachers under contract anytime on or after the first day of school of the school year <i>Appropriate Credentials defined as: a Bachelor's degree in education, literacy, language, or a closely related field AND hold a license or appropriate authorization to teach (early childhood education, elementary or middle school education) in</i>	N/A	Exceeds 98%	TBD	TBD	TBD	EXCEEDS		

<p>Retains Staff (all position codes)  <i>*** Any staff not returning due to a visa not being renewed or being withdrawn is excluded from this equation</i></p>	<p><b>Exceeds:</b>  <math>\geq 80\%</math></p> <p><b>Meets:</b>  <math>\geq 70\%</math>  <b>retained</b></p> <p><b>Approaches:</b>  <math>\geq 60\%</math>  <b>retained</b></p> <p><b>Does Not Meet:</b>  <math>&lt; 60\%</math>  <b>retained</b></p>	<p>Total number of staff under contract anytime on or after August 1 of the previous school year - (staff terminated by the school + staff not offered a contract for the coming school year due to poor performance + retirees)/(Total number of staff returning August 1 of the current school year - new staff members for the current</p>	<p>Exceeds 81%</p>	<p>Approaches 65%</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>APPROACHES</p>		
---	---	---	------------------------	---------------------------	------------	------------	------------	-------------------	---	--

**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

Approaches: Consistently approaches target, year over year OR Approaches 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 Approaches or does not meet, and demonstrates a negative trend for two of the last three years