

Charter School Office

The Biome School: Contract Term SY21 - SY25

STANDARDS	SY24 RATING
I. ACADEMIC PERFORMANCE	
State and Federal Accountability	Does Not Meet
Academic Proficiency	Meets
Academic Growth	Partially Meets
II. FINANCE	
Near-Term Financial Health	Partially Meets
Financial Sustainability Measures	Partially Meets
Financial Operations	Does Not Meet
III. LEARNING ENVIRONMENT	
School Environment	Meets
Education Program Compliance	Partially Meets
Student Rights and Requirements	Meets
School-Specific Goals	Does Not Meet
IV. GOVERNANCE	
Effective Governance Practices	Partially Meets
School Leader Accountability	Does Not Meet
Compliance and Reporting	Meets
V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE	
Requirements	Partially Meets
Compliance and Reporting	Partially 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, TBS has met the terms of its Charter Contract and Performance Contract in one of the five areas: Academic Performance. In the area of Academic Performance, TBS met all Math, Science and ELA MPI targets in the contract. They outperformed SLPS in all three content areas. In the area of Finance, the UMSL CSO has issued a Notice of Concern related to financial operations. TBS has begun addressing and must continue the process of correcting. In the area of Learning Environment, TBS is out of compliance with relation to meeting attendance targets, school culture, and completing all required safety drills. TBS has areas under Effective Governance Practices that must be addressed as well as ensuring they evaluate the President of TBS. Further, in the area of Operations and Organizational Compliance, there are several concerns primarily related to the teacher evaluation program and the staff retention rate.

FINDINGS

Strengths

- SY24 MAP outcomes exceeded SLPS (K-5) by 10 percentage points (ELA); 3 percentage points (Math); and 27 percentage points (Science-Grade 5).
- TBS ELA Student Group outcomes are second only to one other charter school in St. Louis and best many regional districts.
- TBS's academic performance met or exceeded proficiency targets in Math and Science and MPI targets in all three content areas, as set forth in the Performance Contract in SY23 and SY24.
- TBS made significant progress in Science outcomes for All Students and Student Groups in SY24, improving by 16 percentage points in one year.
- The TBS Board of Directors brings expertise and commitment to TBS.
- TBS has strong student support systems, implementing a robust intervention system and a

strong special education program.

Areas for Growth:

- In order to sustain the level of progress needed to meet TBS's internal long-term goals, they must achieve higher rates of student growth on the MAP assessment.
- TBS must ensure a strong fund balance and closely monitor cash flow.
- TBS must complete the restructuring of their relationship with the foundation, restructure financial systems to ensure all funds are appropriately collateralized and secure, ensure all cash outlays are reported, and all loans/debt are appropriately reported.
- TBS must increase enrollment or adjust plans to accommodate diminished enrollment.
- TBS must develop a clear vision for school culture and practices to drive toward a more productive and healthy school culture.
- TBS must improve student attendance.
- TBS's board must ensure adequate oversight of compliance with all pertinent statutes and regulations and the UMSL Charter Contract.
- TBS must remedy noncompliance in the teacher evaluation program.
- TBS must work to ensure they retain qualified and competent staff, in order to ensure a strong instructional program and school climate.

CONCLUSION

TBS has not satisfied its obligations under the Charter Contract and Performance Contract in SY24. TBS is working towards remedying the areas of concern with relation to finance and the relationship between TBS and TBEG. Some are easily changed with short timelines, but the work is ongoing. Other areas will require time and a clear, focused, ambitious strategy to make significant change.

Charter School Office

The Biome School: Contract Term SY21 - SY25

I. ACADEMIC PERFORMANCE									
STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT							
State and Federal Accountability	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
* State Rating-APR	70+	N/A	N/A	71	69	64	Does Not Meet		- 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	Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)	SLPS =N/A	N/A	SLPS = 64	SLPS = 63	SLPS = 66	Does Not Meet		
Academic Proficiency	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
* ELA: % Proficient/Advanced (All)	Target	25%	28%	31%	34%	37%	Does Not Meet	↔	
	Actual Score	N/A	28%	42%	29%	29%			
ELA: Proficiency Comparison (All K-5)	Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)	SLPS (3-5) = N/A	SLPS (K-5) = 14%	SLPS (K-5) P/A = 17% MPI = 318	SLPS (K-5) P/A = 20% MPI = 325	SLPS (K-5) P/A = 19% MPI = 324	Exceeds	↔	
* ELA: % Proficient/Advanced (Student Groups)	Target	N/A	28%	31%	34%	37%	Does Not Meet	↔	
	Actual Score	N/A	24%	34%	27%	27%			
* ELA: MPI (All)	Target	375	250	262	275	287	Exceeds	↗	
	Actual Score	N/A	288	382/315	363/285	367/305			
* ELA: MPI (Student Groups)	Target	375	250	262	275	287	Exceeds	↗	
	Actual Score	N/A	276	372/304	357/277	367/303			
* Math: % Proficient/Advanced (All)	Target	N/A	10%	12%	15%	17%	Meets	↔	
	Actual Score	N/A	7%	25%	19%	19%			

- 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 SY23-24: 1st Number is MPI calculated on

Math: Proficiency Comparison (All K-5)	Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)	SLPS (3-5) = N/A	SLPS (K-5) = 10%	SLPS (K-5) P/A = 13% MPI = 280	SLPS (K-5) P/A = 16% MPI = 287	SLPS (K-5) P/A = 16% MPI = 290	Exceeds	↔	<p>- MPIs in SY 22-24 : 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.</p> <p>Measure Rating Key:</p> <ul style="list-style-type: none"> - Exceeds if results are 2 percentage points greater than the Proficient/Advanced target or 5 points greater than MPI target - Meets if results are between -1.9 and 1.9 percentage points from Proficient/Advanced target or - 4.9 or 4.9 MPI points of MPI target - Partially Meets if results are between 2 and 4 percentage points less than Proficient/Advanced target or 5-10 points less than MPI target - Does Not Meet if results are more than 4 percentage points less than Proficient/Advanced target or 10 points less than MPI target
* Math: % Proficient/Advanced (Student Groups)	Target	N/A	8%	10%	13%	16%	Meets	↗	
	Actual Score	N/A	5%	18%	16%	19%			
* Math: MPI (All)	Target	375	200	212	225	238	Meets	↘	
	Actual Score	N/A	188	350/257	340/254	332/243			
* Math: MPI (Student Groups)	Target	375	195	212	220	233	Exceeds	↘	
	Actual Score	N/A	180	338/236	335/246	331/241			
* Science: % Proficient/Advanced (All)	Target	N/A	10%	12%	15%	17%	Exceeds	↗	
	Actual Score	N/A	14%	24%	26%	42%			
Science: Proficiency Comparison (Grade 5)	Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)	N/A	SLPS (5) = 11%	SLPS (5) P/A = 16% MPI = 303	SLPS (K-5) P/A = 19% MPI = 304	SLPS (K-5) P/A = 15% MPI = 299	Exceeds	↔	
* Science: % Proficient/Advanced (Student Groups)	Target	N/A	8%	10%	13%	16%	Exceeds	↗	
	Actual Score	N/A	14%	14%	23%	45%			
* Science: MPI (All)	Target	N/A	200	212	225	238	Exceeds	↗	
	Actual Score	N/A	195	350/265	344/265	364/308			
* Science: MPI (Student Groups)	Target	N/A	195	212	220	233	Exceeds	↗	
	Actual Score	N/A	191	339/257	339/259	364/308			
Academic Growth	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
ELA: NCE Score (All)	>= 50	N/A	51.3	Average; Z = -0.0595; SIG = 0 NCE = 48.7471	Average ; NCE = 48.7	Approaching NCE = 50.1	Meets	↗	- NCE (Normal Curve Equivalent) was a new metric for SY21. and is not part of the Performance Contract

ELA: NCE Comparison (All)	Exceeds Home District? (Meets or Exceeds if SLPS Score is less than charter school score school met target)	N/A	SLPS = 49.8	SLPS Z = 0.0534; SIG = 1 NCE = 51.1	SLPS - Above Average; NCE = 50.2	SLPS - Approaching Z = -0.0110 NCE = 50	Meets	↔	<p>for SY21, and is not part of the Performance Contract</p> <ul style="list-style-type: none"> - NCE is a grade 4-5 metric and measures growth of individual students against the growth of similar peers - SY 20 not available - SY 21 not to be used for accountability <p>Measure Rating Key:</p> <ul style="list-style-type: none"> - Exceeds if school NCE is greater than 52 (SY21) or Above Average (SY22-23) or Target (SY24) - Meets if school NCE is between 50-51.9 (SY21) or Average or > 50 (SY22-23) or On Track (SY24) - Partially Meets if school NCE is between 48.9-49.9 (SY21) or Average and < 50 (SY22-23) or Approaching (SY24) - Does Not Meet if school NCE is less than 48.9 or Below Average (SY22-23) or Emerging (SY24)
ELA: NCE Score (Student Groups)	>= 50	N/A	N/A	Average; Z = -0.0382; SIG = 0 NCE = 49.1954	Average ; NCE = 48.4	On Track NCE = 49.7	Meets	↔	
Math: NCE Score (All)	>= 50	N/A	51.6	Average; Z = -0.0596; SIG = 0 NCE = 48.7456	Average ; NCE = 49.7	Emerging NCE = 48.3	Does Not Meet	↘	
Math: NCE Comparison (All)	Exceeds Home District? (Meets or Exceeds if SLPS Score is less than charter school score or school met target)	N/A	SLPS = 48.9	SLPS Z = -0.02415; SIG = -1 NCE = 49.5	SLPS - Above Average; NCE = 50.7	SLPS - On Track Z = -0.0262 NCE = 50.7	Does Not Meet	↔	
Math: NCE Score (Student Groups)	>= 50	N/A	N/A	Average; Z = -0.0798; SIG = 0 NCE = 48.3184	Average ; NCE = 49.6	Approaching NCE = 48.1	Partially Meets	↔	

Overall Notes: In SY23 and SY24, TBS's academic performance met or exceeded targets in Math and Science, as set forth in the Performance Contract. TBS did not meet proficiency targets in ELA for All Students and Student Groups, but they exceeded MPI (Achievement) targets. TBS outperformed SLPS in three content areas with relation to student proficiency and MPI. In comparison to SY22, TBS declined in proficiency targets and held fairly steady on MPI in to ELA and Math. TBS demonstrated significant progress and strong outcomes in Science in SY24.

TBS's growth scores remained steady in ELA, with results in alignment with predicted growth. Math growth outcomes declined and did not meet predicted growth. TBS will need to focus on improving growth scores, in an effort to improve its overall academic achievement. To help ensure greater numbers of students are proficient, TBS must accelerate the rate at which the scores are growing.

The approach to TBS's mission of "engag(ing) students in an individualized, challenging, yet nurturing educational environment, enriching their minds and cultivating confident and creative builders of the future" utilizes a focus on literacy and math fundamentals. TBS has made significant changes to its programs in the last couple of years to pursue improved academic outcomes. Observations and interviews indicate that the curriculum emphasizes basics and fundamentals, but TBS is still developing the approach to the more student-centered, interdisciplinary, inventive thinking outlined in its charter and on its website. TBS has had significant staff turnover over for several years that has made building the program to achieve the mission more difficult.

Internal SY24 academic results demonstrate that in iReady Math 36% are on or above grade level (compared to 6% in Fall); 48% met typical growth; 16% met stretch growth. The percent of students scoring above the average iReady score for the grade level and season was 24% (down from 25% in SY23). In iReady Reading 54% are on or above grade level (compared to 19% in the Fall); 46% met typical growth; 21% met stretch growth. The percent of students scoring above the average iReady score for the grade level and season was 32% (down from 41% in SY23).

- Asterisk indicates Standards in the Performance Contract

- Data is that which was available through September 1, 2024

- 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 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating
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	199	187	166	177	161	Partially Meets	↘	TBS's budget forecast 180 enrolled at the beginning of the year and finishing with 169. As of December, enrollment was down to 156.
Fund Balance	Materially Compliant	\$584,792	\$1,141,846	\$1,006,083	\$1,555,976	\$1,282,906	Meets	↔	Due to a SY24 transaction reclassification on July 1, 2025, the reported fund balance will be reduced to \$373,381 as the beginning fund balance for SY25.
Sustainability Measures	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
* % Surplus	> 10%	21%	46%	33%	43%	34%	Meets	↔	Per the SY24 ASBR
Expenditures Less than Receipts for the Fiscal Year	Expenditures/Revenue < 1	0.89	0.82	1.05	1.00	1.08	Does Not Meet	↘	Expenditures have exceeded revenue for two of the last three years.
Financial Operations	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
* Complies with annual auditing and ASBR requirements, and remedy all audit findings	Materially Compliant	Meets	Meets	Does Not Meet	Meets	Meets	Meets	↔	All prior and current cash outlays appear not to have been reported on the ASBR expenditure report. TBS reports that they have consulted an external accounting firm who has advised an amended ASBR need not be submitted.
* 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	↔	
* Fiscal records are appropriately maintained	Materially Compliant	Meets	Meets	Meets	Meets	Does Not Meet	Does Not Meet	↘	The UMSL CSO team has issued a Notice of Concerns identifying issues that need to be corrected.

* The school operates in a fiscally sound and appropriate manner	Materially Compliant	Meets	Meets	Meets	Meets	Does Not Meet	Does Not Meet	↘	TBS must ensure all funds are collateralized and secure, all loans are appropriately reported, and other issues identified in the Notice of Concern are corrected in a reasonable timeframe.
* 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	Meets	↔	
* Core Data and other required school reporting is conducted in a timely and appropriate manner	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	TBS must determine if it must resubmit reports related to debt that has since been paid off, but was not originally reported as school debt.

Additional Notes: N/A

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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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The Biome School: Contract Term SY21 - SY25

III. LEARNING ENVIRONMENT									
STANDARDS	INDICATORS/ MEASURES								
School Environment	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
* Complies with facilities and transportation requirements	Materially Compliant	Meets	Meets	Meets	Partially Meets	Meets	Meets	↔	-TBS 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	Meets	Meets	Meets	Meets	Partially Meets	Partially Meets	↘	TBS completed 2/3 required fire drills.
Education Program Compliance	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
Implements the material terms of the education program as defined in the current charter contract	Materially Compliant			Meets	Meets	Partially Meets	Partially Meets	↘	Surveys indicate teachers want students to do well, and the facilities are well-maintained; Interviews and surveys indicate concerns with classroom management/student behavior, communication, safety, student discipline, and parent relationships. - Reviewed/Did not receive a rating prior to SY22
Complies with applicable education requirements	Materially Compliant			Meets	Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Student Rights and Requirements	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
Protects the rights of all students	Materially Compliant			Meets	Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Protects the rights of students with disabilities	Materially Compliant			Meets	Meets	Meets	Meets	↔	Awaiting letter clearing the SPED review from DESE. - Reviewed/Did not receive a rating prior to SY22
Protects the rights of English Language Learner (ELL) students	Materially Compliant			Meets	Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
School-Specific Goals	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	;	Notes
* Attendance	90/90	97%	95%	54%	58%	60%	Does Not Meet	↘	

* Student Retention Rate (Enrollment from October Core data of previous year to October Core data of current year)	≥ 75%	82%	75%	83%	73%	77%	Meets	↔	
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Additional Notes: TBS's mission is "engag(ing) students in an individualized, challenging, yet nurturing educational environment, enriching their minds and cultivating confident and creative builders of the future." The vision is: "The Biome School aspires to individualize education so that every child realizes their unique potential. Through our focus on inquiry, authentic learning experiences, and positive academic outcomes, we will develop students who take the initiative for their learning, understand their self-worth and responsibilities to the broader community, and who set and achieve meaningful goals." Staff interviews indicate a disconnect between TBS's vision, as written and advertised, and what is expected in classrooms. Teacher and staff interviews indicate the priority is to have students sit in one place and be compliant: traditional school classroom. Teachers indicate they are corrected if they use more innovative and interactive practices (anything fun). Classroom observations also demonstrate a more traditional teacher-led classroom. This is in contrast to the purported vision of TBS, which is supposed to be more interactive, hands-on, and individualized. The most important indicator of students achieving the mission for TBS could be adequate preparation for middle school beyond TBS. It is suggested this data is collected as students matriculate from TBS to middle school.

School culture review comes from surveys, staff interviews, classroom observations, and from stakeholders directly contacting the UMSL CSO. Across multiple stakeholders, it is clear teachers want students to do well, and the facilities are well-maintained; there is a concern with student behavior interfering with learning, safety, and parental involvement.

TBS has redesigned its process for providing student support: Collaborative CARE Team (CCT). Members of the CCT meet quarterly with grade level teams to review student performance and discuss classroom-based practices, curriculum, and supports. Students with ongoing needs are referred to the Tier 3 building CCT and individual support plans are developed based on highest priority needs. TBS's building-level CCT is facilitated by the Director of Student Services. General Education teachers indicate they do all of the Tier 2 and 3 supports and don't have enough support to implement the plans designed by the CCT.

TBS provides a wide-range of reading interventions and supports including literacy coaching, in-class support/differentiation, small group and 1-1 instruction. Historically, TBS has strongly committed to a continuum of supplemental and intense literacy intervention and supports for its learners. The Director of Instruction, an experienced literacy specialist, is responsible for supervising and planning literacy intervention. A certified teacher provides tiered math intervention supports. Multiple screening procedures are used to identify students for math intervention. Based on staff interviews and Student Leadership and Accountability Center (SLAC) observations, TBS does not currently meet DESE expectations for tiered interventions for social-emotional-behavioral needs. School-wide SEL was initially identified as a Problem of Practice (POP) for the UMSL Post-doctoral Fellow to address during this school year. Initial observation data indicate that student behavior issues were often related to classroom management and routines. This will become the POP for the upcoming school year. The observational data is used to inform and coach teachers on classroom practices that could enhance management of behavior and social-emotional support within the classroom.

TBS special education staff provide a rich continuum of services and supports for students with disabilities at all levels. Biome hires its own spec ed and related services staff, creating a consistent internal system of support for all students. TBS is overall compliant in all areas of student support services: special education, ELL, homeless student services, etc.

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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

IV. GOVERNANCE									
STANDARDS	INDICATORS/ MEASURES								
Effective Governance Practices	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes
* Maintains an active, involved board as described in their charter	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	TBS has maintained a balance of skills and professional expertise on the board: project management, graphic design/PR, business owner, education leadership, community engagement and neighborhood stabilization, finance, biotech leadership, project management, strategic and organizational development.
* The school Board operates legitimately and in the best interest of its students and mission	Materially Compliant	Meets	Meets	Meets	Meets	Does Not Meet	Does Not Meet	↓	The board is currently working to address the UMSL CSO's concerns related to the relationship between TBS and TBEG.
* 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	Meets	Partially Meets	Meets	Meets	↔	Evidence of board training was not provided.
* Appropriate board policies are developed, revised as needed, and followed	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	TBS is still missing a few policies, but has begun updating many of their policies.
* Meetings are regularly scheduled and appropriately conducted	Materially Compliant	Meets	Meets	Meets	Does Not Meet	Meets	Meets	↔	
* The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication	Materially Compliant	Meets	Meets	Partially Meets	Meets	Meets	Meets	↔	

Strategic Plans, Board Goals	Materially Compliant			Partially Meets	In Process	Partially Meets	Partially Meets	↔	TBS submitted the draft of a one-year plan passed 2/23, with a lengthier SIP attached. The EOY review of the plan indicated TBS made progress on 14/28 KPIs. - Reviewed/Did not receive a rating prior to SY22
School Leader Accountability	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	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	Partially Meets	Meets	Does Not Meet	Does Not Meet	↘	The TBS Board outlined a process to evaluate the President, but evidence they completed it was not provided. The Board regularly receives updates on the TBS's progress at board meetings.
Compliance and Reporting	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	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	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	Meets	Meets	Meets	Meets	Meets	Meets	↔	
* The Board communicates in a timely manner with UMMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues	Materially Compliant	Meets	Meets	Meets	N/A	Area to Grow	Area to Grow		-There are several important issues at TBS that should have been brought to UMMSL's attention, versus UMMSL bringing them to the school's attention.
* The Board officially reviews the sponsor's Annual Review at one of its board meeting	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	

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Cumulative Rating Scale:

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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

The Biome School: Contract Term SY21 - SY25

V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE

STANDARDS		INDICATORS/ MEASURES							Cumulative Rating	Direction	Notes
Employee Rights and Requirements	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24					
* 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	Partially Meets	Partially Meets	Partially Meets	↔	TBS's teacher evaluation system must be revised to align with state requirements.		
* Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement		Does Not Meet	Does Not Meet	Partially Meets	Meets	Meets	Meets	↔	Teachers express concerns about teacher development programs.		
Meeting teacher and other staff credentialing requirements	Materially Compliant			Does Not Meet	Partially Meets	Meets	Meets	↔	Reviewed/Did not receive a rating prior to SY22		
Compliance and Reporting	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes		
* Compliance rate for submitting required data and reports to UMSL	> 90%	Meets	88%	79%	99%	93%	Meets	↔	-7% missing; 13% late		
* Consistently complies with DESE reporting requirements and requests, including Core Data Submissions and Tiered Monitoring requirements	Materially Compliant	Meets	Meets	Partially Meets	Meets	Meets	Meets	↔			
* Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented	Materially Compliant	Meets	Meets	Meets	Does Not Meet	Does Not Meet	Does Not Meet	↘	- The enrollment policy was not made available to UMSL.		
Document Retention requirements	Materially Compliant				Meets	Area to Grow	Area to Grow	↔	- Reviewed/Did not receive a rating prior to SY22		
School-Specific Goals	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes		

* Teacher Retention Rate (Percent of full time certified teachers <Code 60> from October Core Data of previous year returning to October Core Data of the current school year.)	≥ 60%	75%	71%	59%	62%	52%	Partially Meets		
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Additional Notes: The President of TBS is committed to student achievement. TBS has a strong intervention program and is working on improving Tier 1 instruction, as well. Items identified in the Notice of Concern must be corrected.

- Asterisk indicates Standards in the Performance Contract
 - Data is that which was available through September 1, 2024
 - 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