

**Charter School Office**

Lafayette Preparatory Academy: Contract Term SY24-SY33

STANDARDS	SY24 RATING
<b>I. ACADEMIC PERFORMANCE</b>	
State and Federal Accountability	Exceeds
Academic Proficiency	Exceeds
Academic Growth	Meets
Mission-Specific Goals	Area to Grow
<b>II. FINANCE</b>	
Near-Term Financial Health	Meets
Financial Sustainability Measures	Meets
Financial Operations	Meets
<b>III. LEARNING ENVIRONMENT</b>	
School Environment	Meets
Education Program Compliance	Meets
Student Rights and Requirements	Meets
Mission-Specific Goals	Meets
<b>IV. GOVERNANCE</b>	
Effective Governance Practices	Meets
School Leader Accountability	Meets
Compliance and Reporting	Meets
<b>V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE</b>	
Requirements	Meets
Compliance and Reporting	Meets
School-Specific Goals	Meets

RATING	DESCRIPTION
Exceeds	The school is exceeding expectations and showing exemplary performance. This rating only applies to academic performance.
Meets	The school generally meets the criterion, is performing well, is meeting expectations for performance, and/or minor concerns(s) are noted.
Partially Meets	The school meets some aspects of the criterion, but not others and/or moderate concerns(s) are noted.
Does Not Meet	The school falls far below the stated expectations and/or significant concern(s) are noted. The failures are material and significant to the viability to the school.
<p><b>REVIEW SUMMARY</b> In review, Lafayette Preparatory Academy has met the terms of the Performance Contract all five areas: Academic Performance, Finance, Learning Environment, Governance, and Operations and Organizational Compliance.</p> <p><b>FINDINGS</b> Strengths:  <ul style="list-style-type: none"> <li>- LPA's APR places them in the top 1% of all LEAs in the state of Missouri (5th of 552).</li> <li>- LPA's far exceeds outcomes for SLPS and many of the high-performing districts in the region. They exceed the outcomes for all four comp schools and all charter schools in St. Louis.</li> <li>- LPA's Student Groups outperform all LEAs in the region in ELA and are only third to Clayton and Brentwood in Math.</li> <li>- LPA's academic outcomes continue to improve year over year, even in the wake of COVID-19. This is the result of an exceptional teacher development program and effective data analysis driving instructional decisions. Teachers implement a cohesive rigorous curriculum and utilize effective and varied teaching strategies that meet the needs of all students.</li> <li>- LPA provides a supportive, structured learning environment. Communication, investment, and a focus on students' needs lead to great outcomes.</li> <li>- LPA has maintained sustained financial health. This position supported their response to the challenges of SY22 and their transition to new school leadership.</li> <li>- LPA has maintained and improved operations to support their excellent academic program. They maintain strong school leadership and prioritize building sustainable succession plans to ensure the school's success in all coming years.</li> </ul> <p>Areas for Growth:  <ul style="list-style-type: none"> <li>- While LPA has made progress in outcomes for Black and Hispanic students and students who qualify for free and reduced lunch, they must continue to focus on improving student outcomes for these students. This has been and remains a priority for the school.</li> <li>- LPA set incredibly high Mission-Specific goals for Academic Outcomes. This is an area for them to grow and continue to strive to improve within their currently impressive outcomes.</li> <li>- LPA has made some progress reviewing and updating board policies. This work must continue to ensure the school has an up-to-date and compliant Board policy manual.</li> </ul> </p> </p>	

#### CONCLUSION

LPA's academic program and business infrastructure are impressive. They have continued to make growth in individual student outcomes as well as collective school outcomes. They outperform all other St. Louis charter schools, the resident district, and many competitive nearby traditional districts for All Students and Student Groups. Their instructional program is one to learn from. They provide rigorous, engaging instruction to meet the needs of a diverse population. They have responded to the post-COVID-19 era ensuring the health and wellness of the community, and the program was adapted to meet the additional identified learning and social-emotional needs of students. They are in a new 10-year contract term with UMSL and have developed a strong strategic plan to continue to improve in the coming years and make progress toward their goal of being a Top 10 School in the country, where all kids are performing to the best of their ability. They have met the terms of the Charter Contract

**I. ACADEMIC PERFORMANCE**

STANDARDS		INDICATORS/ MEASURES		PERFORMANCE DURING CONTRACT							Direction	Notes
State and Federal Accountability	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating			
Federal Compliance	<p><b>Meets: 100% Compliance or in the process of being corrected through a CAP</b></p> <p><b>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</b></p> <p><b>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</b></p>	Meets all requirements of federal programs; as indicated through DESE monitoring systems	Meets	Meets	TBD	TBD	TBD	TBD	TBD	Meets	↔	
ESSA Designation	<p><b>Meets: Not designated as a comprehensive or targeted school</b></p> <p><b>Partially Meets: Designated as a Targeted School</b></p> <p><b>Does Not Meet: Designated as a Comprehensive School</b></p>	Not identified DESE as a Comprehensive or Targeted school	Meets	Meets	TBD	TBD	TBD	TBD	TBD	Meets	↔	
State Rating-APR	<p><b>Exceeds: &gt; 85%</b></p> <p><b>Meets: &gt; 70%</b></p> <p><b>Partially Meets: 50% - 69%</b></p> <p><b>Does Not Meet: &lt; 50%</b></p>	As calculated through the DESE MSIP program	SY22 & SY23 89	97	TBD	TBD	TBD	TBD	TBD	Exceeds	↔	
Academic Achievement	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes	
ELA: Achievement (All Students) * N/A for LEAs with ≥ 85% Student Groups	<p><b>Exceeds: MPI &gt; DESE Target Level</b></p> <p><b>Meets: MPI &gt; DESE On Track Level OR improved by 3 MPI points compared to the previous year</b></p>	As reported in the MSIP6 District/Charter APR Summary Report	SY23 Target MPI 428 P/A 63%	Target MPI 434 P/A 68%	TBD	TBD	TBD	TBD	Exceeds	↔		
ELA: Achievement (Student Groups)	<p><b>Partially Meets: MPI &gt; DESE Approaching Level AND did not improve by 3 MPI points compared to the previous year</b></p> <p><b>Does Not Meet: MPI &gt; DESE Floor Level AND did not improve by 3 MPI points compared to the previous year</b></p>	As reported in the MSIP6 District/Charter APR Summary Report	SY23 Target MPI 404 P/A 47%	Target MPI 408 P/A 58%	TBD	TBD	TBD	TBD	Exceeds	↔		
ELA: Achievement Comparison to SLPS	<p><b>Exceeds: MPI exceeds SLPS by 20 points or more</b></p> <p><b>Meets: MPI exceeds SLPS by &gt; 5 points</b></p> <p><b>Partially Meets: MPI is within 5 points of SLPS</b></p> <p><b>Does Not Meet: MPI is not within 5 points of SLPS</b></p>	As reported in the MSIP6 District/Charter APR Summary Report	Exceeds SLPS	Exceeds SLPS	TBD	TBD	TBD	TBD	Exceeds	↔		
		SLPS	SLPS (K-8) MPI 326 P/A 19%	SLPS (K-8) MPI 325 P/A 18%	TBD	TBD	TBD	TBD				
ELA: Achievement Comparison to SLPS (Student Groups)	<p><b>Exceeds: MPI exceeds SLPS by 20 points or more</b></p> <p><b>Meets: MPI exceeds SLPS by &gt; 5 points</b></p> <p><b>Partially Meets: MPI is within 5 points of SLPS</b></p> <p><b>Does Not Meet: MPI is not within 5 points of SLPS</b></p>	As reported in the MSIP6 District/Charter APR Summary Report	Exceeds SLPS	Exceeds SLPS	TBD	TBD	TBD	TBD	Exceeds	↔		
		SLPS	SLPS (K-12) MPI 333	SLPS (K-12) MPI 321	TBD	TBD	TBD	TBD				
ELA: Achievement Comparison	<p><b>Exceeds: MPI exceeds 3+ comm schools by 20</b></p>	As reported in the MSIP6 District/Charter APR Summary Report	Exceeds 4/4 Comp Schools	Exceeds 4/4 Comp Schools	TBD	TBD	TBD	TBD	Exceeds	↔		

* Comp Schools are - Busch, Long, Mason, Sigel	<b>Exceeds: MPI exceeds 3+ comp schools by 20 points or more</b> <b>Meets: MPI exceeds 3+ comp schools by &gt; 5 points</b>	Comparison Schools	Busch - 346 Long - 306 Mason - 374 Sigel - 286	Busch - 342 Long - 303 Mason - 378 Sigel - 307	TBD	TBD	TBD	TBD	Exceeds	↔
ELA: Achievement Comparison (Student Groups) * Comp Schools are - Busch, Long, Mason, Sigel	<b>Partially Meets: MPI is within 5 points of or exceeds MPI of 3+ comp schools</b> <b>Does Not Meet: MPI is not within 5 points of 3+ comp schools</b>	As reported in the MSIP6 District/Charter APR Summary Report	Exceeds 4/4 Comp Schools	Exceeds 4/4 Comp Schools	TBD	TBD	TBD	TBD	Exceeds	↔
		Comparison Schools	Busch - 340 Long - 299 Mason - 353 Sigel - 286	Busch - 330 Long - 298 Mason - 352 Sigel - 302	TBD	TBD	TBD	TBD		
Math: Achievement (All Students) * N/A for LEAs with ≥ 85% Student Groups	<b>Exceeds: MPI &gt; DESE Target Level</b> <b>Meets: MPI &gt; DESE On Track Level OR improved by 3 MPI points compared to the previous year</b>	As reported in the MSIP6 District/Charter APR Summary Report	SY23 Target MPI 409 P/A 58%	Target MPI 418 P/A 62%	TBD	TBD	TBD	TBD	Exceeds	↔
Math: Achievement (Student Groups)	<b>Partially Meets: MPI &gt; DESE Approaching Level AND did not improve by 3 MPI points compared to the previous year</b> <b>Does Not Meet: MPI &gt; DESE Floor Level AND did not improve by 3 MPI points compared to the previous year</b>	As reported in the MSIP6 District/Charter APR Summary Report	SY23 Target MPI 375 P/A 42%	Target MPI 373 P/A 39%	TBD	TBD	TBD	TBD	Exceeds	↔
Math: Achievement Comparison to SLPS	<b>Exceeds: MPI exceeds SLPS by 20 points or more</b> <b>Meets: MPI exceeds SLPS by &gt; 5 points</b> <b>Partially Meets: MPI is within 5 points of SLPS</b> <b>Does Not Meet: MPI is not within 5 points of SLPS</b>	As reported in the MSIP6 District/Charter APR Summary Report	Exceeds SLPS	Exceeds SLPS	TBD	TBD	TBD	TBD	Exceeds	↔
		SLPS	SLPS (K-8) MPI 283 P/A 14%	SLPS (K-8) MPI 287 P/A 15%	TBD	TBD	TBD	TBD		
Math: Achievement Comparison to SLPS (Student Groups)		As reported in the MSIP6 District/Charter APR Summary Report	Exceeds SLPS	Exceeds SLPS	TBD	TBD	TBD	TBD	Exceeds	↔
		SLPS	SLPS (K-12) MPI 296	SLPS (K-12) MPI 285	TBD	TBD	TBD	TBD		
Math: Achievement Comparison * Comp Schools are - Busch, Long, Mason, Sigel	<b>Exceeds: MPI exceeds 3+ comp schools by 20 points or more</b> <b>Meets: MPI exceeds 3+ comp schools by &gt; 5 points</b>	As reported in the MSIP6 District/Charter APR Summary Report	Exceeds 4/4 Comp Schools	Exceeds 4/4 Comp Schools	TBD	TBD	TBD	TBD	Exceeds	↔
		Comparison Schools	Busch - 304 Long - 248 Mason - 351 Sigel - 245	Busch - 361 Long - 255 Mason - 361 Sigel - 264	TBD	TBD	TBD	TBD		
Math: Achievement Comparison (Student Groups) * Comp Schools are - Busch, Long, Mason, Sigel	<b>Partially Meets: MPI is within 5 points of or exceeds 3+ comp schools</b> <b>Does Not Meet: MPI is not within 5 points of 3+ comp schools</b>	As reported in the MSIP6 District/Charter APR Summary Report	Exceeds 4/4 Comp Schools	Exceeds 4/4 Comp Schools	TBD	TBD	TBD	TBD	Exceeds	↔
		Comparison Schools	Busch - 296 Long - 239 Mason - 329 Sigel - 245	Busch - 303 Long - 249 Mason - 333 Sigel - 257	TBD	TBD	TBD	TBD		
Science: Achievement (All Students) * N/A for LEAs with ≥ 85% Student Groups	<b>Exceeds: MPI &gt; DESE Target Level</b> <b>Meets: MPI &gt; DESE On Track Level OR improved by 3 MPI points compared to the previous year</b>	As reported in the MSIP6 District/Charter APR Summary Report	SY23 Target MPI 423 P/A 62%	Target MPI 414 P/A 58%	TBD	TBD	TBD	TBD	Exceeds	↔
Science: Achievement (Student Groups)	<b>Partially Meets: MPI &gt; DESE Approaching Level AND did not improve by 3 MPI points compared to the previous year</b> <b>Does Not Meet: MPI &gt; DESE Floor Level AND did not improve by 3 MPI points compared to the previous year</b>	As reported in the MSIP6 District/Charter APR Summary Report	SY23 Target MPI 385 P/A 37%	Target MPI 381 P/A 42%	TBD	TBD	TBD	TBD	Exceeds	↔
Science: Achievement		As reported in the MSIP6 District/Charter APR Summary Report	Exceeds SLPS	Exceeds SLPS	TBD	TBD	TBD	TBD		

\* Data for SLPS Student Groups for K-12 only

Science: Achievement Comparison to SLPS	<p><b>Exceeds: MPI exceeds SLPS by 20 points or more</b></p> <p><b>Meets: MPI exceeds SLPS by &gt; 5 points</b></p> <p><b>Partially Meets: MPI is within 5 points of SLPS</b></p> <p><b>Does Not Meet: MPI is not within 5 points of SLPS</b></p>	SLPS	SLPS (K-8) MPI 313 PA 17%	SLPS (K-8) MPI 304 PA 15% (5th); 13% (8th)	TBD	TBD	TBD	TBD	Exceeds	↔	
Science: Achievement Comparison to SLPS (Student Groups)		As reported in the MSIP6 District/Charter APR Summary Report	Exceeds SLPS	Exceeds SLPS	TBD	TBD	TBD	TBD	Exceeds	↔	
		SLPS	SLPS (K-12) MPI 322	SLPS (K-12) MPI 299	TBD	TBD	TBD	TBD			
Science: Achievement Comparison * Comp Schools are - Busch, Long, Mason, Sigel	<p><b>Exceeds: MPI exceeds 3+ comp schools by 20 points or more</b></p> <p><b>Meets: MPI exceeds 3+ comp schools by &gt; 5 points</b></p> <p><b>Partially Meets: MPI is within 5 points of or exceeds 3+ comp schools</b></p> <p><b>Does Not Meet: MPI is not within 5 points of 3+ comp schools</b></p>	As reported in the MSIP6 District/Charter APR Summary Report	Exceeds 4/4 Comp Schools	Exceeds 4/4 Comp Schools	TBD	TBD	TBD	TBD	Exceeds	↔	
		Comparison Schools	Busch - 333 Long - 286 Mason - 367 Sigel - 304	Busch - 331 Long - 285 Mason - 355 Sigel - 277	TBD	TBD	TBD	TBD			
Science: Achievement Comparison (Student Groups) * Comp Schools are - Busch, Long, Mason, Sigel		As reported in the MSIP6 District/Charter APR Summary Report	Exceeds 4/4 Comp Schools	Exceeds 4/4 Comp Schools	TBD	TBD	TBD	TBD	Exceeds	↔	
		Comparison Schools	Busch - 328 Long - 283 Mason - 343 Sigel - 304	Busch - 315 Long - 277 Mason - 328 Sigel - 277	TBD	TBD	TBD	TBD			
Academic Growth	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes
ELA: Growth Statistical Significance Category (All)	<p><b>Exceeds: 4th (top) quartile</b></p> <p><b>Meets: 3rd quartile</b></p> <p><b>Partially Meets: 2nd quartile</b></p> <p><b>Does Not Meet: 1st (lowest quartile)</b></p>	As reported in the MSIP6 District/Charter APR Summary Report	SY23 Average	Target 54	TBD	TBD	TBD	TBD	Exceeds	↔	
ELA: Growth Statistical Significance Category (Student Groups)	<p><b>Exceeds: 4th (top) quartile</b></p> <p><b>Meets: 3rd quartile</b></p> <p><b>Partially Meets: 2nd quartile</b></p> <p><b>Does Not Meet: 1st (lowest quartile)</b></p>	As reported on the District Report Card issued by DESE	SY23 Average	Target 52.9	TBD	TBD	TBD	TBD	Exceeds	↔	
Math: Growth Statistical Significance Category (All)	<p><b>Exceeds: 4th (top) quartile</b></p> <p><b>Meets: 3rd quartile</b></p> <p><b>Partially Meets: 2nd quartile</b></p> <p><b>Does Not Meet: 1st (lowest quartile)</b></p>	As reported in the MSIP6 District/Charter APR Summary Report	SY23 Average	On Track 50.8	TBD	TBD	TBD	TBD	Meets	↔	
Math: Growth Statistical Significance Category (Student Groups)	<p><b>Exceeds: 4th (top) quartile</b></p> <p><b>Meets: 3rd quartile</b></p> <p><b>Partially Meets: 2nd quartile</b></p> <p><b>Does Not Meet: 1st (lowest quartile)</b></p>	As reported on the District Report Card issued by DESE	SY23 Average	On Track 49.3	TBD	TBD	TBD	TBD	Meets	↔	
Mission-Specific Academic Goals	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes
Individual Student Growth (all Students)	<p><b>Exceeds: ≥ 75% reach "typical growth goal"</b></p> <p><b>Meets: ≥ 70% reach "typical growth goal" OR improved by 2 percentage points compared to the previous year</b></p> <p><b>Does Not Meet: &lt; 70% reach "typical growth goal" OR did not improve by 2 percentage points compared to the previous year</b></p>	Composite Results: iReady Fall to Spring Growth Report (Math and Reading)	N/A	ELA: 66% Math: 51%	TBD	TBD	TBD	TBD	Does Not Meet	Area to Grow	Because these are new metrics for this contract, this is a baseline year. Progress

Achievement for Students Enrolled for Three Years or more	<p><b>Exceeds: <math>\geq 75\%</math> reach "70th percentile"</b></p> <p><b>Meets: <math>&gt; 70\%</math> reach "70th percentile" OR improved by 2 percentage points compared to the previous year</b></p> <p><b>Does Not Meet: <math>&lt; 70\%</math> reach "70th percentile" OR did not improve by 2 percentage points compared to the previous year</b></p>	Composite Results: iReady Fall to Spring Growth Report (Math and Reading)	N/A	ELA: 48% Math: 31% Science: 68%	TBD	TBD	TBD	TBD	Does Not Meet	Area to Grow	toward goal cannot be determined with only one data point. This will be rated in SY25.
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Additional Notes: LPA's academic performance has been exceptional, even through the trying times of the pandemic. This year, their APR places them as the 5th highest performing district of 552 districts in the state. They have performed at a level that is far outside the norm, outperforming all regional districts for Student Group ELA performance. In ELA All Students perform at levels only marginally behind Clayton, Ladue, and Brentwood. Math Student Group performance is only below two of the highest performing districts in the region: Clayton and Brentwood. Math performance for All Students is 5th in the region. In SY24, they meet and mostly exceed every target set in their Performance Contract. They exceed their pre-pandemic outcomes in every measured area. Further, 89% of LPA students went on to selective high schools in SY24, a rate somewhat higher than the average of the last five years (85%).

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

Further, the school culture at LPA contributes to strong academic outcomes. Students are supported to achieve ambitious goals, provided support and guidance on how to develop the mindset that will help them to achieve goals, and are valued as individuals capable of achieving at high levels. The environment is structured, joyful, and supportive.

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

Internal data demonstrate 75% are on grade level in ELA, and 61% are on grade level in Math. While they make strong progress and have higher outcomes than most for Student Groups, there is still work to be done to ensure that students from all backgrounds achieve at high levels.

- 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

**II. FINANCE**

STANDARDS		INDICATORS/ MEASURES		PERFORMANCE DURING CONTRACT							
Near-Term Measures	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes
Current Ratio	<b>Meets: <math>\geq 1</math>, OR <math>&lt; 1</math> due to major capital expense</b> <b>Does Not Meet: <math>&lt; 1</math> and <math>&gt; 0.1</math></b> <b>Far Below Standard: <math>\leq 0.1</math></b>	Current Assets/Current Liabilities per ASBR until audited financials available	38	43	TBD	TBD	TBD	TBD	Meets	↔	
Debt Default	<b>Meets: No defaults and not delinquent on debt service payments</b> <b>Far Below Standard: One or more loan defaults and/or delinquent on debt service payments.</b>	Number of loan payments missed or loans defaulted, as reported by the LEA	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	
Student Attendance	<b>Exceeds: <math>\geq 90\%</math></b> <b>Meets: <math>\geq 85\%</math></b> <b>Partially Meets: <math>\geq 80\%</math> and <math>&lt; 85\%</math></b> <b>Far Below Standard: <math>&lt; 80\%</math></b>	Proportional Attendance Rate as reported on the District Report Card issued by DESE	SY23 94%	86%	TBD	TBD	TBD	TBD	Meets	↔	
Student Enrollment Variance	<b>Meets: <math>&gt; 95\%</math></b> <b>Partially Meets: <math>&gt; 85\%</math> and <math>&lt; 95\%</math></b> <b>Far Below Standard: <math>&lt; 85\%</math></b>	Actual Enrollment (October Count)/Projected Enrollment in Charter	SY23 394	403/432 93%	/432	/432	/432	/432	Partially Meets	↔	Note - in the charter the school submitted the maximum enrollment (432). The budget anticipates 395 in SY24; 397 in SY25-26; 398 through SY33. This needs to be amended.  LPA's enrollment has remained strong and in alignment with enrollment projections. They maintain waiting lists in all grades for SY24.
Sustainability Measures	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes
Liabilities to Asset Ratio	<b>Meets: <math>\leq 0.4</math></b> <b>Partially Meets: <math>&lt; 0.9</math> and <math>&gt; 0.4</math></b> <b>Far Below Standard: <math>\geq 0.9</math></b>	Total Liabilities/Total Assets per ASBR until audited financials available	SY23 0.29	0.25	TBD	TBD	TBD	TBD	Meets	↔	
Percentage Fund Balance	<b>Exceeds: <math>&gt; 25\%</math></b> <b>Meets: <math>&lt; 25\%</math> and <math>&gt; 10\%</math></b> <b>Partially Meets: <math>&gt; 3\%</math> and <math>&lt; 10\%</math></b> <b>Far Below Standard: <math>&lt; 3\%</math></b>	(Assets-Expenses)/Expenses per ASBR until audited financials available	SY23 73%	77%	TBD	TBD	TBD	TBD	Meets	↔	
Expenditures Less than Receipts for the Fiscal Year	<b>Meets: <math>\leq 1</math></b> <b>Does Not Meet: <math>&gt; 1</math></b>	Expenditures/Revenue per ASBR until audited financials available	SY 23 0.81	0.90	TBD	TBD	TBD	TBD	Meets	↔	
Financial Operations	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes
Meets financial reporting and compliance requirements	<b>Meets: 100% Compliance or in the process of being corrected through a CAP</b> <b>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</b> <b>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</b>	Compliant with charter contract, laws, and in DESE audits/monitoring; including but not limited to, submitting a board-approved audit conducted by an independent auditor to DESE and published as required; submitting an accurate ASBR by August 15; posting financial ledgers on website as required, maintain appropriate fiscal records, etc.	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	The audit and ASBR were submitted on time.



Operates in a fiscally sound and appropriate manner, assessing and maintaining adequate fiscal health	<p><b>Meets: 100% Compliance or in the process of being corrected through a CAP</b></p> <p><b>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</b></p> <p><b>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</b></p>	Compliant with charter contract, laws, and in DESE audits/ monitoring: including but not limited to, establishing budgets, setting fiscal policy, producing regular financial statements, ensuring board review and oversight of payments (check register and credit card statements), and paying all obligations in a timely manner	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	The budget outlines the following priorities: saving for 2025 building purchase; recruit and retain high quality teachers; directly support student needs. LPA implements appropriate internal controls, and fiscal policies and procedures. The Board reviews the check register at monthly board meetings. Other financial oversight is managed through internal controls within school management.
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Additional Notes: N/A

- 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

III. LEARNING ENVIRONMENT

STANDARDS	INDICATORS/ MEASURES										
School Environment	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes
Complies with facilities and transportation requirements	<b>Meets: 100% Compliance or in the process of being corrected through a CAP</b> <b>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</b> <b>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</b>	Compliant with charter contract, laws, and in DESE audits/ monitoring: including but not limited to, ADA, inspections and records, permits, and transportation etc.	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	LPA 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	<b>Meets: 100% Compliance or in the process of being corrected through a CAP</b> <b>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</b> <b>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</b>	Compliant with all local health, state and federal requirements, all disaster preparation requirements	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	The space is very warm, inviting and attractive. Learning spaces accommodate many different modes of learning. They continue to update and improve the facility. The beautiful gym is an asset for the school. Some indicate they need more space and storage space is needed.
Student Retention	<b>Exceeds: ≥ 90% retained</b> <b>Meets: ≥ 80% retained</b> <b>Partially Meets: ≥ 75% retained</b> <b>Does Not Meet: &lt; 70% retained</b>	Percent of students reported in the previous year's October Report who are reported in the current year's October Report	SY23 92%	90%	TBD	TBD	TBD	TBD	Meets	↔	LPA's student retention is strong year over year.
Education Program Compliance	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes
Implements the material terms of the education program as defined in the current charter contract	<b>Meets: School program is as described in charter and to parents</b> <b>Partially Meets: Most, but not all elements are as described</b> <b>Does Not Meet: Many elements are not as described</b>	The charter is implemented as described in the charter contract and as described to families	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	
Complies with applicable education requirements	<b>Meets: 100% Compliance or in the process of being corrected through a CAP</b> <b>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</b> <b>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</b>	Compliant with charter contract, laws, and in DESE audits/ monitoring: including but not limited to, instructional days, graduation requirements, MLS, assessments, ESSA, screenings such as Dyslexia; McKinney-Vento; etc.	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	LPA has a strong history of compliance with education requirements.
Student Rights and Requirements	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes

Protects the rights of all students - program	<p><b>Meets: 100% Compliance or in the process of being corrected through a CAP</b>  <b>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</b>  <b>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</b></p>	Compliant with charter contract, all state and federal requirements and guidelines regarding services to students, including, but not limited to all title programs; career and technical education; food service; and services for foster, homeless, and immigrant students.	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	
Protects the rights of students with disabilities	<p><b>Meets: 100% Compliance or in the process of being corrected through a CAP</b>  <b>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</b>  <b>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</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	TBD	Meets	↔	
Protects the rights of English Language Learner (ELL) students	<p><b>Meets: 100% Compliance or in the process of being corrected through a CAP</b>  <b>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</b>  <b>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</b></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	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	
Mission-Specific Learning Environment Goals	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes
Discipline for Students Enrolled for Three Years or more	<p><b>Meets: ≥ 90% meet behavior expectations without interventions OR improved by 3 percentage points compared to the previous year</b>  <b>Does Not Meet: &lt; 90% meet behavior expectations without interventions OR did not improve by 3 percentage points compared to the previous year</b></p>	Discipline Data through SIS	N/A	90%	TBD	TBD	TBD	TBD	Meets	↔	

Additional Notes: LPA staff and families are committed to a mission to "educate and activate children to achieve academic and social success now and in the future." The mission and vision can be found on the school website and are clearly embraced by most staff, as is evident in classroom observations and adult/student interactions in the building. Building strong relationships with students is a cornerstone of the LPA program, as is setting and supporting clear expectations, providing structure and routine, and positively reinforcing desired behavior.

The most important indicator of students achieving the mission for LPA could be adequate preparation for high school beyond LPA. They have begun collecting data about students who matriculate from LPA to high school to measure their success beyond LPA. 89% of LPA students go on to selective high schools in SY24, a rate somewhat higher than the average of the last five years (85%).

Parent surveys indicate their child enjoys school and feels safe and valued there. They report shows favorable ratings in both school culture and academics. One area of mild concern is related to discipline - some think it too much, some not enough, others racially unjust. Parents feeling welcome in the school is one of the highest ratings. Teachers, as always, also have some of the highest ratings on this report. One of the statements in the analysis that sums it up: "Parents appreciate that their child is receiving a great education and that it's in a loving environment." In student surveys, students rate the school highly in rigorous expectations, teacher-student relationships, and school safety. The areas that rated the lowest are sense of belonging and emotional regulation.

Teacher interviews indicate the school culture is supportive and feels like family. Teacher and staff interviews indicate they feel cared for as humans, and they in turn care for each of the students, supporting their needs and focusing on the success of the whole child.

The Director of Federal Programs/Special Education, Deans of Students, and LPC supported by the LPA teaching staff, principal and Executive Director have created a robust multi-tiered system of social, emotional, behavioral support for all learners. LPA demonstrates a strong commitment to providing a safe and supportive learning community for all learners, including those with mental health and behavioral challenges. This commitment is incorporated into its philosophy (The LPA Way), professional development and allocation of resources. All members of the LPA staff support this approach and participate in the SEL and mental health support of LPA students. LPA is committed to prevention and multi-tiered interventions that promote a healthy and safe school environment. Proactive teaching of self-regulation and social-emotional-behavior skills are effective strategies for minimizing disruptive behaviors and the need for out of school suspensions. LPA is to be commended for their efforts and successes.

LPA's PST/MTSS process and procedures are well developed. LPA's is proactive and intentional in getting supports to students. Progress monitoring data and administrators/teachers report the PST systems are effective and helpful to students and teachers. Administrators recognize that teacher retention is a key factor in LPAs capability to effectively support students. Some teacher teams have been together for many years and have developed sustainable collaborative systems for supporting students within the grade levels. LPA's commitment to providing supplemental and intense literacy intervention & supports for its learners is long standing and commendable. Further, LPA's special education staff provides a rich continuum of services and supports for students with disabilities at all levels and staff retention has been strong. LPA has a strong record of compliance with state and federal requirements for special education.

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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										
State and Federal Accountability	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes
Operates in the best interest of its students and mission	<p><b>Meets:</b> 100% of decisions support the mission with evidence of strong governance and strategic planning</p> <p><b>Partially Meets:</b> &lt; 100% of decisions support the mission OR evidence of strong governance and strategic planning lacking</p> <p><b>Does Not Meet:</b> The board does not have a clear and united mission OR governing plan</p>	Board decisions are directly connected to the mission of the school	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	
Maintains an active, involved board as described in their charter	<p><b>Meets:</b> ≥ 90% of members attend and actively participate in 80% of meetings</p> <p><b>Partially Meets:</b> ≥ 80% of members attend and actively participate in 80% of meetings</p> <p><b>Does Not Meet:</b> &lt; 80% of members attend and actively participate in 80% of meetings</p>	% attendance and active participation in meetings	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	LPA's board includes the following expertise: legal, partnership development and motivational speaking, engineering, health care, and education consultant. Most board members are appropriately involved and active in school governance.
Complies with Board Governance Requirements	<p><b>Meets:</b> 100% Compliance or in the process of being corrected through a CAP</p> <p><b>Partially Meets:</b> No more than two minor requirements are not met and no more than one material area is not met</p> <p><b>Does Not Meet:</b> More than two minor requirements are not met OR more than one material area is not met</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 bylaws; holding meetings; etc.	Partially Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	LPA has begun the process of revising their full board policy manual, but it was not complete by the end of the SY24.
Trains and Develops the Board	<p><b>Meets:</b> 100% of new board members receive the required training and 100% of returning board members complete at least 1 hour of annual training</p> <p><b>Partially Meets:</b> &lt; 100% of new board members receive the required training OR &lt; 100% of returning board members complete at least 1 hours of annual training</p> <p><b>Does Not Meet:</b> The board does not have a program for onboarding new members and/or training for returning board members</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 their service (6 hours/year)	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	The Board Development Plan outlines 9 priorities. Most address areas identified by UMSL as needing improvement: school leader evaluation, policy review and development, documentation of board training, succession planning, and committee function. While there is a new self-assessment of what the board needs to develop, they have clearly based their plan on feedback from UMSL.

Demonstrates Strong Board Accountability	<p><b>Meets: 100% Compliance or in the process of being corrected through a CAP</b></p> <p><b>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</b></p> <p><b>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</b></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, maintaining required insurance, and establishing and monitoring the strategic plan.	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	
Operates Free of Conflict of Interest	<p><b>Meets: No conflicts of interest</b></p> <p><b>Does Not Meet: Conflict of interest is evident</b></p>	School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	
Monitors School Performance and Compliance	<p><b>Meets: 100% Compliance</b></p> <p><b>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</b></p> <p><b>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</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	TBD	Meets	↔	
School Leader Accountability	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes
Holds Management Accountable	<p><b>Meets: Executive Leader evaluated and demonstrates effective leadership</b></p> <p><b>Does Not Meet: Executive School Leader is not evaluated or does not demonstrate effective leadership</b></p>	The Board implements a transparent process for evaluating the school leader that includes evaluation of progress made on yearly school goals	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	
Compliance and Reporting	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes
Consistently abide by all Missouri laws	<p><b>Meets: 100% Compliance or in the process of being corrected through a CAP</b></p> <p><b>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</b></p> <p><b>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</b></p>	Materially Compliant	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	
Maintains appropriate records	<p><b>Meets: 100% Compliance or in the process of being corrected through a CAP</b></p> <p><b>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</b></p> <p><b>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</b></p>	Governance records and documentation are appropriately created and maintained	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	

Communicates with UMSL	<p>Meets: 100% of significant issues were communicated in a timely manner</p> <p>Does Not Meet: &lt; 100% of significant issues were communicated in a timely manner</p>	The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues	N/A	N/A	TBD	TBD	TBD	TBD	N/A	N/A	
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**Additional Notes:**

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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

V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE

STANDARDS											
INDICATORS/ MEASURES											
Employee Rights and Requirements	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes
Respects employees' rights	<p><b>Meets: 100% compliant or in the process of being corrected through a CAP; no substantiated claims of violations of employees' rights</b></p> <p><b>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met; no substantiated claims of violations of employees' rights</b></p> <p><b>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met; one or more substantiated claims of violations of employees' rights</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	TBD	Meets	↔	
Completes Required Background Checks and FCSR	<p><b>Meets: 100% complete</b></p> <p><b>Does Not Meet: &lt; 100% complete</b></p>	Assurance Statement	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	
Meets teacher and other staff credentialing requirements	<p><b>Meets: ≥ 80% core positions certified</b></p> <p><b>Does Not Meet: &lt; 80% core positions certified</b></p>	As reported in the October Staff Assignment Report	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	LPA's PD program is central to their strong academic outcomes. They differentiate PD for staff, and incorporate a comprehensive PD program to include PLCs and teacher coaching. BOY PD (PLI) focuses on culture, academic content, and creating systems to support students, families, and school operations. The PD plan is connected to the priorities in the strategic plan. PLCs, teacher coaching, and PSTs are also centered on data analysis to inform individualized and group plans for teacher improvement.
Compliance and Reporting	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes
Protects the rights of all students - operations	<p><b>Meets: 100% compliant with charter contract and laws or in the process of being corrected through a CAP</b></p> <p><b>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</b></p> <p><b>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</b></p>	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, discipline; appropriate use of federal funds; etc.	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	
Submits required data and reports to UMSL	<p><b>Meets: ≥ 90% submitted on time</b></p> <p><b>Partially Meets: ≥ 80% but &lt; 90% submitted on time</b></p> <p><b>Does Not Meet: &lt; 80% submitted on time</b></p>	Documents submitted to UMSL	Meets	90%	TBD	TBD	TBD	TBD	Meets	↔	0% missing; 17% late



Complies with DESE reporting requirements and requests, including Core Data Submissions and Tiered Monitoring requirements	<b>Meets: 100% submitted on time</b> <b>Partially Meets: 1-3 items submitted late</b> <b>Does Not Meet: More than 3 items submitted late OR 1 or more items not submitted</b>	Core Data, MOSIS, Tiered Monitoring, and other reporting systems utilized by DESE	Meets	Meets	TBD	TBD	TBD	TBD	Meets	↔	
Teacher Retention	Targets and Ratings	Metric/Source	Previous Contract	SY24	SY25	SY26	SY27	SY28	Cumulative Rating	Direction	Notes
Retains Teachers (code 60) who meet expectations	<b>Exceeds: &gt; 90%</b> <b>Meets: ≥ 85% retained</b> <b>Partially Meets: ≥ 75% retained</b> <b>Does Not Meet: &lt; 75% retained</b>	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	N/A	TBD	TBD	TBD	TBD	TBD	N/A	N/A	
Retains all Teachers (code 60)	<b>Exceeds: ≥ 80%</b> <b>Meets: ≥ 70% retained</b> <b>Partially Meets: ≥ 60% retained</b> <b>Does Not Meet: &lt; 60% retained</b>	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	70%	83%	TBD	TBD	TBD	TBD	Meets	↔	LPA maintains a commitment to hiring only the most competent and committed staff. They ensure they are able to most effectively meet student needs by providing both a plan time and a meeting/collaboration time for teachers, each school day. They also include a brief prep time as well.

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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