

*Charter School Office*

St. Louis Language Immersion School: Contract Term SY20 - SY24

STANDARDS	SY24 RATING
<b>I. ACADEMIC PERFORMANCE</b>	
State and Federal Accountability	Does Not Meet
Academic Proficiency	Does Not Meet
Academic Growth	Does Not Meet
<b>II. FINANCE</b>	
Near-Term Financial Health	Meets
Financial Sustainability Measures	Meets
Financial Operations	Meets
<b>III. LEARNING ENVIRONMENT</b>	
School Environment	Meets
Education Program Compliance	Meets
Student Rights and Requirements	Meets
School-Specific Goals	Does Not Meet
<b>IV. GOVERNANCE</b>	
Effective Governance Practices	Meets
School Leader Accountability	Partially 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></p> <p>In review, St. Louis Language Immersion has met the terms of the Performance Contract (as reported in this annual review) in three of the five areas for SY24: Finance and Operations, Governance, and Organizational Compliance.</p> <p>In the area of Academic Achievement in SY24, student outcomes dropped to below SY21 levels in all areas, but from SY21 - SY24 SLLIS outperformed the resident district in ELA and Math for all K-8 students. SLLIS also outperformed the resident district in Science for all K-8 students from SY21-SY23.</p> <p>In the area of Finance, SLLIS did not meet enrollment targets, but did make progress. In the area of Learning Environment, SLLIS improved in the area of staff culture, but did not meet goals related to attendance. In the area of Governance, SLLIS must consider whether specific academic outcomes are met when evaluating the Executive Leader. In the area of Operations SLLIS made good progress in the area of staff retention.</p> <p>SLLIS must respond to UMSL's concerns by implementing and reporting on the progress of their plan to address areas of concern: enrollment, attendance, and academic outcomes in all areas.</p> <p><b>FINDINGS</b></p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>- SY24 MAP outcomes exceeded SLPS by 6 percentage points in ELA and 5 percentage points in Math.</li> <li>- Maintained a financial surplus between 38-60% over the last five years.</li> <li>- Teacher culture improved in the targeted area of professional development and feedback and coaching</li> </ul>	

Coaching.

- Staff and teacher retention improved and was strong in SY24.
- SLLIS is one of the few small charter schools to offer transportation to students.
- SLLIS has made significant improvements in the area of student support services.

Areas for Growth:

- MAP outcomes did not exceed SLPS in SY24 in Science.
- MAP outcomes in all areas declined in SY24. The school must implement a school improvement plan in response to recent outcomes and closely monitor progress, maintaining a strong process for data analysis that leads to adjusting and meeting student, teacher, and schoolwide needs, in real time.
- SLLIS's growth results have declined significantly; improving in this area will be key to improving overall outcomes.
- The Board of Directors must consider whether specific academic outcomes are met when evaluating the Executive Leader.
- Proportional attendance increased from 63% in SY22 to 71% in SY24; continued improvement should be a focus.
- Student enrollment improved moderately, but did not meet targets.

CONCLUSION

SLLIS has had many changes in building-level leadership and the program over the last few years, with limited results. SLLIS must build a strong plan to resume strong academic growth with students.

SLLIS has not met the terms of its Charter Contract and Performance Contract. They are required to regularly report on a revised school improvement plan to address the identified areas of concern.

Charter School Office

St. Louis Language Immersion School: Contract Term SY20 - SY24

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	52	75	60	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 or +4% from previous year	44%	48%	48%	52%	56%	Does Not Meet	↘	
	Actual Score	N/A	40%	30%	34%	24%			
ELA: Proficiency Comparison (All K-8)	Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)	N/A	SLPS (K-8) = 16%	SLPS (K-8) = 17%	SLPS (K-8) = 19%	SLPS (K-8) = 18%	Exceeds	↔	
* ELA: % Proficient/Advanced (Student Groups)	Target or +3% from previous year	30%	37%	37%	45%	52%	Does Not Meet	↘	
	Actual Score	N/A	31%	23%	30%	21%			
* ELA: MPI (All)	Target or +6 from previous year in MSIP5 calculation	300	307	307	315	323	Does Not Meet	↘	
	Actual Score	N/A	303	356.4/277	367/298	348/265			
* ELA: MPI (Student Groups)	Target or +7 from previous year in MSIP5 calculation	270	277	277	285	293	Does Not Meet	↘	
	Actual Score	N/A	282	339.7/253	358/285	341/252			
									- SY20 not available

* Math: % Proficient/Advanced (All)	Target <u>or +2% from previous year</u>	44%	48%	48%	52%	56%	Does Not Meet	↘	<p>- SY21 not to be used for accountability</p> <p>- Comparisons are a new metric in SY22 and are not part of the Performance Contract</p> <p>- MPIs in SY22-24: 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>- For SY23 and SY24 only, progress targets were added for MPI and %Prof/Adv. Progress target for these years are underlined.</p> <p>Measure Rating Key:</p> <p>- Exceeds if results are 2 percentage points greater than the Proficient/Advanced target or 5 points greater than MPI target</p> <p>- 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</p> <p>- Partially Meets if results are between 2 and 4 percentage points less than Proficient/Advanced target or 5-10 points less than MPI target</p> <p>- Does Not Meet if results are more than 4 percentage points less than Proficient/Advanced target or 10 points less than MPI target</p>
	Actual Score	N/A	40%	24%	26%	20%			
Math: Proficiency Comparison (All K-8)	Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)	N/A	SLPS (K-8) = 9%	SLPS (K-8) = 11%	SLPS (K-8) = 14%	SLPS (K-12) = 15%	Exceeds	↔	
* Math: % Proficient/Advanced (Student Groups)	Target <u>or +2% from previous year</u>	25%	32%	32%	40%	48%	Does Not Meet	↘	
	Actual Score	N/A	28%	16%	22%	16%			
* Math: MPI (All)	Target <u>or +10 from previous year in MSIP5 calculation</u>	300	307	307	315	323	Does Not Meet	↘	
	Actual Score	N/A	273	326.9/247	346/261	313/222			
* Math: MPI (Student Groups)	Target <u>or +9 from previous year in MSIP5 calculation</u>	270	277	277	285	293	Does Not Meet	↘	
	Actual Score	N/A	245	305.8/217	339/248	304/210			
* Science: % Proficient/Advanced (All)	Target <u>or +3% from previous year</u>	20%	26%	26%	33%	39%	Does Not Meet	↘	
	Actual Score	N/A	32%	33%	18%	15%			
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 = 12%	SLPS 5th=16% 8th=15%	SLPS 17%	SLPS 5th = 15% 8th = 13%	Does Not Meet	↘	
* Science: % Proficient/Advanced (Student Groups)	Target <u>or +3% from previous year</u>	18%	25%	25%	32%	38%	Does Not Meet	↘	
	Actual Score	N/A	23%	17%	14%	14%			
* Science: MPI (All)	Target <u>or +5 from previous year in MSIP5 calculation</u>	260	270	270	280	290	Does Not Meet	↘	
	Actual Score	N/A	268	351/266	334/230	308/207			
* Science: MPI (Student Groups)	Target <u>or +5 from previous year in MSIP5 calculation</u>	230	243	243	255	268	Does Not Meet	↘	
	Actual Score	N/A	246	320.8/228	320/207	301/196			

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	52.5	Average; Z = -0.02598; SIG = 0 NCE = 49.5	Above Average ; NCE = 54.8	Approaching Z = -0.0443 NCE = 48.9	Partially Meets	↘	
ELA: 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 = 49.8	SLPS Z = 0.0534; SIG = 1 NCE = 51.1	SLPS - Above Average; NCE = 51	SLPS - Approaching Z = -0.0110 NCE = 49.77	Does Not Meet	↘	- NCE (Normal Curve Equivalent) was a new metric for SY21, and is not part of the Performance Contract - NCE is a grade 4-8 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
ELA: NCE Score (Student Groups)	>= 50	N/A	N/A	Average; Z = -0.0517; SIG = 0 NCE = 48.9	Above Average ; NCE = 54.3	Approaching NCE = 48.5	Partially Meets	↘	Measure Rating Key: - 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 and > 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)
Math: NCE Score (All)	>= 50	N/A	50.2	Below Average; Z = -0.2184; SIG = -1 NCE = 45.4	Above Average ; NCE = 52.3	Emerging Z = -0.2469 NCE = 43.9	Does Not Meet	↘	- Does Not Meet if school NCE is less than 48.9 or Below Average (SY22-23) or Emerging G13(SY24)
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 = 49.45	Does Not Meet	↘	
Math: NCE Score (Student Groups)	>= 50	N/A	N/A	Below Average; Z = -0.2268; SIG = -1 NCE = 45.2	Above Average ; NCE = 52.4	Emerging NCE = 44	Does Not Meet	↘	

Overall Notes: In SY24, student outcomes dropped to below SY21 levels in all areas, but from SY21 - SY24 SLLIS outperformed the resident district in ELA and Math for all K-8 students. SLLIS also outperformed the resident district in Science for all K-8 students from SY21-SY23. SLLIS had strong performance across the pandemic from SY19 - SY21, but student achievement has significantly declined in all areas since then. In SY23, SLLIS made significant gains in all areas, with the exception of Science. This was due to very strong growth in both Math and ELA. When looking at ELA student growth from SY22-SY24 (versus one year at a time), SLLIS achieved an NCE of 51.3 which is equal to 8 weeks above the predicted score (per Informed Improvement analysis). Math student growth from SY22-SY24 was 46.9, 16 weeks below the predicted score (per Informed Improvement Analysis). In SY24, student outcomes dropped to below the SY21 levels in all areas. Deeper analysis demonstrates returning students perform at higher levels than students in their first year at SLLIS in all three content areas, but that first year students make higher rates of growth than returning students in Math and Science. Leadership at SLLIS has begun implementing strategic changes to positively contribute to improved academic outcomes in the coming years, but changes in leadership have disrupted the changes. Some of the adjustments made to the academic program include the following: developing an MTSS process to ensure all students in need of additional academic intervention receive support; supporting staff culture with increased pay; selecting new curriculum in several content areas; modifying scope & sequences; and developing a CSIP to direct instructional changes.

SY24 internal Star data analyses aligned with actual MAP outcomes, demonstrating low rates of growth, outcomes lower than Spring SY23, and a persistent achievement gap for Student Groups. In addition to Star data, SLLIS has begun to collect data on Proficiency in Language Acquisition. The strongest performance is in the Spanish program.

Classroom observations provide evidence of the dual language approach in action. Depending on the age level, certain courses are taught fully in the target language, while others are taught in English. Further, SLLIS has a very diverse student and staff population, providing the global learning environment they envision. Observed classrooms demonstrate most instruction was primarily teacher-centered/directed instruction, with an increase in some student-led work. Classroom management was appropriate. SLLIS's CSIP is designed to implement many new plans related to curriculum and instruction geared toward improvement in the coming year.

The UMSL CSO has concerns about and is closely monitoring student outcomes. SLLIS must ensure they implement strategies to improve and sustain improved outcomes year over year.

- 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

Charter School Office

St. Louis Language Immersion School: Contract Term SY20 - SY24

II. FINANCE

STANDARDS	INDICATORS/ MEASURES	PERFORMANCE DURING CONTRACT							Direction	Notes
		SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating			
Near-Term Measures	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes	
Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence the school is a viable school of choice	Materially Compliant	485	460	437	389	397 (K-8) + 21 (PK)	Partially Meets	↗	Enrollment had declined from SY20-SY23; SLLIS developed a plan to address this concern by adding 5 new entry points for enrollment, which has yielded a modest increase in enrollment. They have not met the target established with UMSL, but they are making progress.	
Fund Balance	Materially Compliant	\$2,671,669	\$2,251,699	\$2,529,480	\$3,226,315	\$3,190,695	Meets	↔		
Sustainability Measures	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes	
* % Surplus	> 10%	48%	37%	43%	38%	39%	Meets	↔		
Expenditures Less than Receipts for the Fiscal Year	Expenditures/Revenue < 1	0.87	1.0630163	0.9189922	0.96	1.00	Meets	↔		
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	Meets	Meets	Meets	Meets	↔	The audit and ASBR were submitted on time. No material weaknesses were identified. Several small comments related to internal controls were communicated to the board.	
* Maintains adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	The Board reviews the check register at monthly board meetings. Other financial oversight is managed through internal controls within school management. All necessary insurance is in place.	
* Fiscal records are appropriately maintained	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔		
* The school operates in a fiscally sound and appropriate manner	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	The school is missing two required policies: authorized signatures and investment.	

* 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	↔	

Additional Notes: N/A

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

Cumulative Rating Scale:

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

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

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





Additional Notes: SLLIS staff and families are committed to a mission, values, and purpose that "provides a bilingual, culturally responsive, transformational education that enriches the children of St. Louis city." Staff and teachers are very committed to the mission of providing dual language to students. They believe strongly in the value of developing a global understanding within their community and deeply appreciate sharing the three cultures of the different programs across the full school. SLLIS has a unique environment as they are truly multicultural, exposing St. Louis students to the Chinese, Spanish, or French culture. Retention of students in these programs had declined in SY23, but made modest improvement in SY24. Exposure to a different culture is the main appeal of the school, and they capitalize on it through hosting cultural events that engage families and students. Classroom observations demonstrate bilingual education, with some classes in English and others in the target language.

SLLIS staff are committed to the mission, but there have been challenges related to staff culture over the years. SLLIS is intentionally working to improve in this area, as the problem with staff culture was likely the source of low teacher retention in year's past. SLLIS retention increased from 64% teacher retention in SY23 to 84% in SY24. Staff and teacher surveys and interviews indicate progress in favorable responses related to professional development and coaching, an area of focus for the CSIP. Teacher surveys demonstrate improvement for Teacher-Leader Relationships, another area of focus. For staff and teachers, resources received low favorability. Surveys and teacher interviews indicate a need for help supporting students (a year-over-year trend) and more specialists, along with frequent need for building repairs.

For students in grades 2-5, survey results demonstrate improvement in Classroom Belonging, Climate, Engagement, Rigorous Expectations, Teacher-Student Relationship, and Pedagogical Effectiveness. Students in grades 6-8 indicated improvement in 4/6 areas since the last survey: Classroom Belonging, Rigorous Expectations, Teacher-Student Relationship, and Pedagogical Effectiveness. Teacher-Student Relationships was a highlight in the survey. Climate fell into a lower percentile when compared to national norms with other students' behavior interrupting their learning as the biggest problem area. Engagement had the lowest favorability rating, with excitement for the class and talking about it outside of school being areas for improvement.

The CSIP review report indicated parents have improved in feeling welcome and belonging. They also indicate favorable responses in communication progress reports, and responsive learning. The lower areas of favorability are high standards for academics, a successful school year, and connection to the mission.

MTSS and SST are critical components of SLLIS's student support systems. The current structure is well-designed and effective in identifying and supporting students. A school-wide PBIS structure provides a strong framework for all aspects of SEB and MTSS. SLLIS has designed a strong framework for math intervention that includes all the key elements for Math MTSS. The availability of a math intervention specialist to support teachers and provide individualized intervention is a significant addition to the MTSS structure. The Intervention Implementation Handbook provides specific implementation guidance.

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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	↔	The board maintains expertise in law, finance, business, local government, education leadership, marketing, and procurement. They have intentionally diversified their board to provide the appropriate expertise and personal backgrounds to best govern the school.
* The school Board operates legitimately and in the best interest of its students and mission	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	
* All board members receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy and conflict of interest within their first year of service and continual training throughout their service	6+ hours/member annually	Meets	Meets	Meets	Meets	Meets	Meets	↔	The SLLIS Board maintains a strong onboarding program for new members and officers.
* Appropriate board policies are developed, revised as needed, and followed	Materially Compliant	Meets	Meets	Does Not Meet	Partially Meets	Meets	Meets	↔	SLLIS's Board policies were updated in SY24. The SLLIS Board regularly reviews and updates policies, as necessary. They are still missing the following policies: Digitization of Board, Personnel and Student Records Policies; FERPA; HIPAA; Volunteers and Chaperones
* Meetings are regularly scheduled and appropriately conducted	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	The Board has 10 scheduled meetings that are conducted according to accepted standards for school board meetings.
* The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	
Strategic Plans, Board Goals	Materially Compliant			Meets	Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22 The Board has a clearly developed strategic plan that is now supported by the CSIP. The UMSL CSO encourages the SLLIS board to focus on Priority 1 above all else, as they saw decline in all metrics related to academics during SY24.
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	Meets	Meets	Partially Meets	Partially Meets	↔	The Board must consider whether specific academic outcomes are met when evaluating the Executive Leader.
<b>Compliance and Reporting</b>	<b>Indicators/Measures</b>	<b>SY 20</b>	<b>SY 21</b>	<b>SY 22</b>	<b>SY 23</b>	<b>SY 24</b>	<b>Cumulative Rating</b>	<b>Direction</b>	<b>Notes</b>
* 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 UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues	Materially Compliant	Meets	Meets	Meets	N/A	N/A	Meets	↔	School business is conducted in accordance to regulations, as evidenced in UMSL's attendance of board meetings.
* The Board officially reviews the sponsor's Annual Review at one of its board meeting	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	

**Additional Notes:**

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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



* Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	
Document Retention requirements	Materially Compliant				Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22 - SLLIS will need to develop a plan to digitize them, as will be required by UMSL in the near future.
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.)	≥ 75%	68%	67%	48%	64%	83%	Meets	↗	Calculation of this metric was changed in the Performance Contract Amendment, effective for SY23 data.

Additional Notes: SLLIS's Superintendent has a strong commitment to the dual language model. The mission and vision of the school is communicated to the community, which is also deeply committed to the innovative model in which their kids are able to learn a foreign language. Teacher interviews indicate a strong commitment to the mission of SLLIS. To address concerns related to teacher retention, SLLIS has implemented several strategies to improve in this area: professional development, teacher coaching, and an emphasis on relationship-building and support of teachers. These strategies have yielded much improved teacher retention.

The Superintendent has developed a comprehensive leadership team with specialized roles: Talent Director, Director of Federal Programs, Enrollment and Assessment Manager, Principal, and APs. This leadership team is entrusted to manage their domain and collaborates with the Superintendent on Central Office cohesion. Her leadership style is to entrust each professional to manage their area of responsibility and to serve as the person ensuring all of the pieces are fitting together effectively. The school is in a state of transition with a new principal. The Executive Leader will need to ensure that this next transition of leadership is well-supported and strategically planned in order to ensure they improve in identified growth areas. The Superintendent has developed a plan to ensure that the program is leading to greater outcomes for students.

SLLIS has designed a new marketing campaign to assist in recruitment to the school. This has helped to address concerns related to enrollment.

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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