

Charter School Office

The Soulard School: Contract Term SY19 - SY24

STANDARDS	SY24 RATING
I. ACADEMIC PERFORMANCE	
State and Federal Accountability	Meets
Academic Proficiency	Meets
Academic Growth	Meets
II. FINANCE	
Near-Term Financial Health	Meets
Financial Sustainability Measures	Meets
Financial Operations	Meets
III. LEARNING ENVIRONMENT	
School Environment	Meets
Education Program Compliance	Meets
Student Rights and Requirements	Meets
School-Specific Goals	Meets
IV. GOVERNANCE	
Effective Governance Practices	Partially Meets
School Leader Accountability	Does Not Meet
Compliance and Reporting	Meets
V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE	
Requirements	Meets
Compliance and Reporting	Meets
School-Specific Goals	Partially Meets

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

REVIEW SUMMARY

In review, The Soulard School has fully met the terms of the Performance Contract in four of the five areas: Academic Performance Finance, Learning Environment and Operations and Organizational Compliance. In the area of Governance, TSS must approve several required policies and indicate the school leader has been evaluated in SY24.

FINDINGS

Strengths:

- SY24 MAP outcomes exceeded SLPS (K-5) by 36 percentage points (ELA); 20 percentage points (Math); and 57 percentage points (Science-Grade 5).
- TSS also outperforms most St. Louis charter schools and many regional districts.
- TSS provides a supportive learning environment, focused on building strong relationships and student well-being.
- TSS has built a strong community that encourages and relies on parent engagement.
- TSS has maintained strong financial health, supporting their effective response to the challenges of the past few years.
- TSS's campus is warm and welcoming, with a staff focused on building an environment in which student voice is valued.
- TSS's school leaders are deeply committed to the mission.

Areas for Growth:

- While TSS exceeds the home district's results for all students, they must focus on continuing to improve student outcomes for student groups. This will require growth results Above Average for Student Groups, although this is difficult to determine because their growth data are suppressed due to small numbers of students defined as Student Groups..
- TSS is encouraged to continue the work of developing a documented, cohesive curriculum aligned to the Missouri Learning Standards.
- TSS must work to ensure they retain staff (especially in student support), in order to ensure a strong instructional program and school climate. They declined in this area in SY24, leading to the "Partially Meets" rating on school-

specific goals in Operations and Organizational Compliance.

- TSS is encouraged to develop systems to better analyze data in order to not only inform school improvement planning but also the community about progress toward goals.
- TSS must ensure that all required procedures and policies are in place.

CONCLUSION

TSS has effectively transitioned from an independent school to a charter school and manages the many facets of operating a public LEA with a very small team. They have stayed true to being a community school that values the person as a human first. They prioritize connection and well-being, parent engagement, and voice and choice in the classroom. As they transitioned to the public school world and the COVID-19 pandemic happened in their first year, they were well positioned to care for people because connection and care are central to their philosophy. Despite the COVID-19 disruption, they have achieved strong academic outcomes and made progress in aligning their academic program to public school requirements. There is still much growth to be made, but the team is thoughtful and strategic in how they are going to make the necessary changes. They have met the terms of the Charter Contract and Performance Contract.

Charter School Office

The Soulard School: Contract Term SY19 - 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	83	78	87%	Exceeds	↗	- 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	Exceeds	↔		
Academic Proficiency	Indicators/Measures	SY 20	SY 21	SY 22	SY 23	SY 24	Cumulative Rating	Direction	Notes	
* ELA: % Proficient/Advanced (All)	Target	30%	34%	38%	42%	45%	Exceeds	↗	- 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 MPEs in SY22-24: 1st Number is MPI calculated as	
	Actual Score	N/A	49%	49%	52%	55%				
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) = 17%	SLPS (K-5) = 20%	SLPS (K-5) = 19%	Exceeds	↔		
* ELA: % Proficient/Advanced (Student Groups)	Target	10%	13%	15%	18%	20%	Exceeds	↗		
	Actual Score	N/A	31%	14%	18%	30%				
* ELA: MPI (All)	Target	320	325	330	335	340	Meets	↔		
	Actual Score	N/A	337	401/342	393/331	406/344				
* ELA: MPI (Student Groups)	Target	270	278	285	293	300	Meets	↗		
	Actual Score	N/A	281	325/246	327/259	363/296				
* Math: % Proficient/Advanced (All)	Target	25%	29%	33%	37%	40%	Meets	↗		
	Actual Score	N/A	29%	32%	35%	36%				

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 (3-5) = 10%	SLPS (3-5) = 13%	SLPS (3-5) = 16%	SLPS (3-5) = 16%	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	10%	13%	10%*	15%	20%	Partially Meets	↗	
	Actual Score	N/A	5%	9%	12%	13%			
* Math: MPI (All)	Target	310	315	254*	259	264	Exceeds	↗	
	Actual Score	N/A	188	350/276	356/266	369/306			
* Math: MPI (Student Groups)	Target	270	278	200*	205	210	Partially Meets	↗	
	Actual Score	N/A	249	280/191	277/135	325/239			
* Science: % Proficient/Advanced (All)	Target	25%	29%	33%	37%	40%	Exceeds	↗	
	Actual Score	N/A	50%	58%	38%	72%			
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) = 16%	SLPS (5) = 19%	SLPS (5) = 15%	Exceeds	↔	
* Science: % Proficient/Advanced (Student Groups)	Target	10%	13%	15%	18%	20%	N/A	Data Suppressed	
	Actual Score	N/A	33%	N/A	N/A	N/A			
* Science: MPI (All)	Target	300	305	310	315	320	Exceeds	↗	
	Actual Score	N/A	310	397/326	363/281	425/372			
* Science: MPI (Student Groups)	Target	270	278	210*	215	220	Meets	↗	
	Actual Score	N/A	273	302/200	308/200	370/275			
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	N/A	Average ; NCE = 50.1	Average ; NCE = 49.9	Emerging NCE = 48.4	Does Not Meet	↘	- 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 or school met target)	N/A	N/A	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		for SY21, and is not part of the Performance Contract - 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
ELA: NCE Score (Student Groups)	>= 50	N/A	N/A	Average ; NCE = 49.3	Average ; NCE = 48.6	NCE = 48.7 * Cell Size led to no DESE rating	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 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)
Math: NCE Score (All)	>= 50	N/A	N/A	Average ; NCE = 51.1	Average ; NCE = 51.2	Target NCE = 52.6	Exceeds		
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	N/A	SLPS Z = -0.0242; SIG = -1 NCE = 49.5	SLPS - Above Average; NCE = 50.7	SLPS - On Track Z = -0.0262 NCE = 49.45	Exceeds		
Math: NCE Score (Student Groups)	>= 50	N/A	N/A	Average ; NCE = 49.7	Average ; NCE = 49	NCE = 51.7 * Cell Size led to no DESE rating	Exceeds		

Additional Notes: TSS's academic performance for all students has been strong, even through the trying times of the pandemic. They have outperformed SLPS as well as most other St. Louis charter schools in all three content areas. In SY24, they exceeded or met every proficiency target set in their Performance Contract, with the exception of Student Groups' Math. They have made significant progress for students in ELA and Science, including great progress for Student Groups. They also demonstrated a very strong APR, in all three years for which this datapoint is available.

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

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

Internal SY24 STAR data indicated 51% of students (down from 56% in SY23) tested at or above grade level in literacy, with Student Groups performing significantly lower than All students. Internal SY24 literacy data showed less than average growth, specifically for Student Groups. Internal SY24 STAR data indicated 73% of students tested at or above other students in reading (up from 62% in SY23). Internal SY24 reading data showed above average growth for most Student Groups, as well. Internal SY24 STAR data indicated 56% of students tested at or above other students in math (down from 63% in SY23), with Student Groups performing significantly lower than All students. Internal SY24 math data showed roughly average growth for all students, and below average growth for black and multi-racial students. Internal data clearly indicate a need to prioritize instruction for Student Groups.

- 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

* The school operates in a fiscally sound and appropriate manner	Materially Compliant	Meets	Partially Meets	Meets	Meets	Meets	Meets	↔	TSS implements appropriate internal controls, and fiscal policies and procedures.
* School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	
* Core Data and other required school reporting is conducted in a timely and appropriate manner	Materially Compliant	Meets	Partially Meets	Meets	Meets	Meets	Meets	↔	

Additional Notes: N/A

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Cumulative Rating Scale:

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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	Meets	Meets	Meets	↔	TSS does not provide transportation.
* Meets all state and local standards relative to health and safety; maintains a clean and safe environment that supports the educational mission of the school	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	
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	Meets	Meets	↔	- 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 -The school must develop procedures for documenting and reporting seclusion and restraint, even though there are no incidents of seclusion or restraint.
Protects the rights of students with disabilities	Materially Compliant			Partially Meets	Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22
Protects the rights of English Language Learner (ELL) students	Materially Compliant			Meets	Meets	Meets	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	Direction	Notes
* Attendance	90/90: 2020 >86%, 2021 >87%, 2022 >88%, 2023 >89%, 2024 >90%	90%	95%	86%	90%	93%	Meets	↗	

* Student Retention Rate (Enrollment from October Core data of previous year to October Core data of current year)	≥ 85%	91%	94%	80% (87% BOY to EOY - former metric)	88%	88%	Meets	↗	
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Additional Notes: TSS's mission "The Soulard School's mission is to be a community dedicated to educating its children so they can be empowered academically, grow emotionally, and build authentic connections." TSS staff and families are committed to this mission and are adjusting to how to best stay true to the mission while also meeting the requirements of public schools and academic targets. The mission can be found on the school website and is clearly embraced by staff and is evident in adult/student interactions in the building. The most important indicator of students achieving the mission for TSS could be adequate preparation for school beyond TSS. It is suggested these data (to include both academic and SEL data) are collected as students matriculate from TSS to middle school.

TSS has a very welcoming supportive school environment. The building is clean and displays colorful student work to brighten hallways, classrooms, and shared spaces. Teachers have strong relationships with students. Teacher interviews cite Soulard's strong sense of community as a significant strength. Engaging parents and the community is a pillar of The Soulard School model. TSS hosts events for families to engage parents in support of their children's learning and in understanding the school's progress and plans for the future. Meeting the socio-emotional needs of children is central to the everyday culture of the school.

Parent surveys indicate satisfaction with the academics, and an interest to know more about what is happening in their own child's learning and academic expectations. They are growing in concern about how conflict is managed amongst students, although they report that their child feels safe and welcome at the school. They hope the school prioritizes the following: teacher pay, strengthening academics to engage all learners, maintaining a diverse community, expanding grade levels and facilities.

Staff surveys indicate a shared mission in which they are invested and excitement that community involvement is rebounding after COVID. Parent, student, and staff relationships remain positive. They indicate they are more effectively using data, but are not so confident in the purchased curriculum (which may feel in conflict to the approach to integrated studies). They indicate some concern with co-teaching and supervisor relationships, as well as the PD and staff meeting time effectiveness. Further, they are looking for more support and guidance on differentiating to meet the needs of all learners, especially for students with special needs. They hope the school prioritizes the following: building our SPED, addressing facility needs, increase teacher training and teacher pay, and maintaining a diverse community. In teacher interviews, there is still tension between the independent school approach and the changes that have come as TSS has transitioned to a charter school. Some teachers feel they have the freedom to care for kids, integrate SEL, and allow student interest to lead learning. Others feel they are very rigid in the schedule, tied to mandated timeframes that limit their ability to allow student learning to lead the way or SEL to be prioritized whenever needed. School leaders acknowledge tension between structure and allowing teachers full autonomy.

Soulard continues to develop a workable MTSS framework for identifying and supporting students at risk for literacy, math, and SEB concerns. "The Soulard School Way" Handbook is currently being developed to provide clear guidelines, expectations, and procedures for MTSS teams and academic/SEB intervention. It will include specific expectations and procedures for co-teaching as well as MTSS. Blending these two models is a promising practice for ensuring all students have access to the supports they need to be successful academically and socially-emotionally. As a small school, Soulard is limited in intervention resources beyond what can be provided in the general education classroom. However, the co-teaching model provides the ideal structure for intervention within the classroom. Training in co-teaching has been a priority this year. Staffing plans for SY25 include an interventionist to help support MTSS and other intervention needs. Soulard recognizes that social work and therapeutic counseling are

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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

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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	↔	TSS's board includes the following expertise: business development, education, finance, legal, and public policy/advocacy. They have intentionally diversified their board to provide the appropriate expertise and personal backgrounds to best govern the school.
* The school Board operates legitimately and in the best interest of its students and mission	Materially Compliant	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	Partially Meets	Meets	Meets	↔	
* Appropriate board policies are developed, revised as needed, and followed	Materially Compliant	Does Not Meet	Meets	Meets	Meets	Does Not Meet	Does Not Meet	↓	Missing Community Engagement Policy and PPRA Policy
* Meetings are regularly scheduled and appropriately conducted	Materially Compliant	Meets	Meets	Meets	Meets	Meets	Meets	↔	TSS has 11 scheduled board meetings, with a broad outline of required approvals scheduled for each meeting.
* The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication	Materially Compliant	Meets	Meets	Partially Meets	Partially Meets	Meets	Meets	↔	
Strategic Plans, Board Goals	Materially Compliant			Meets	Meets	Meets	Meets	↔	- Reviewed/Did not receive a rating prior to SY22 TSS is in the first year of a 3-year Strategic Plan.
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	Does Not Meet	Does Not Meet	↘	The Soulard School indicates this did not happen in SY24.
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	↔	School business is conducted in accordance to regulations, as evidenced in UMSL's attendance of board meetings.
* The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues	Materially Compliant	Meets	Meets	Meets	N/A	N/A	Meets	↔	
* 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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Document Retention requirements	Materially Compliant				Meets	Area to Grow	Area to Grow	TBD	- Reviewed/Did not receive a rating prior to SY22 - The school is in process of developing a stronger process. All necessary files are available, but maintained in distinctly different locations. TSS will need to develop a plan to digitize complete records, as will be required by UMSL in the near future.
School-Specific Goals	Indicators/Measures	SY 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%	100%	82%	61%	81%	67%	Partially Meets	↘	

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

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