

March 20, 2026

Rebecca Langrall, Chair Board of Directors
The Leadership School
1785 Pennsylvania Ave
Pagedale, MO 63133

RE: Transmittal of MCPSC's 2024-2025 Annual Report

Dear Dr. Langrall,

This letter transmits The Leadership School's (TLS) 2024-2025 Annual Report prepared by the Missouri Charter Public School Commission (MCPSC).

This report reflects the fourth year of the LEA's five-year contract. TLS's overall rating for FY25 is **Partially Meets**.

Charter schools sponsored by the Commission are reviewed annually as to their progress in meeting the Commission's performance framework standards, provisions of their performance contracts and Commission policies. Commission staff review required submissions provided by the school for accuracy, timeliness, and compliance. This report is one item in the comprehensive body of evidence used in evaluating schools sponsored by the Commission.

Our review determined TLS is **Partially Meets** based on:

- The academic performance of the school is designated **NA** for the MCPSC Performance Framework measures. TLS does not yet have three years of MO MAP assessment data and therefore this report does not include a rating for academics. The data is included in the full report, and you can see how the FY25 assessment data compared to the performance framework measures. TLS's academic contract goals are **does not meet**.
- The financial performance is designated **Meets**. While the unrestricted days cash on hand indicator is below standard, TLS has shown large improvements and was close to meeting that indicator. The Commission recognizes that the board has taken steps to safeguard the viability of the organization, and the board should continue to monitor the monthly financials closely.
- The learning environment, governance, and operational compliance are all designated **Meets**.

The Commission strongly encourages your board to review the information in this report thoroughly and use this information as you plan for the 2026-2027 school year.

We have attached some questions you and your board may find helpful as you review the annual report. TLS should be proud of the impact you are making with students and families in Normandy County.

Sincerely,



Martha McGeehon
Interim Executive Director

CC: Courtney Moulder, Executive Director
Members, Missouri Charter Public School Commission

Attachments

- Examining your Annual Report Questions
- 2024-2025 Annual Report
- Current Data Summary
- FY25 DESE Assurance Checklist
- FY25 Site Visit Report

Charter Boards: Examining Your Annual Report from the Commission

The Missouri Charter Public School Commission has a contract with the Board of each of our sponsored charter public schools. The Annual Report is one of the Commission’s tools to promote a positive and forward-looking relationship with the Charter School Board relative to their accountability for the performance of the school and to the conditions of the contract.

Student, school, and education system data is reasonably complex. The Annual Report, by itself, may not tell a complete story about the progress and circumstances of the school enterprise. Here are some questions that members of Boards may find useful in working with, and supporting, their School Leader in using the Annual Report data to focus the efforts of the Board.

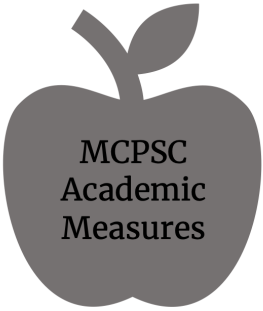
	Considerations When You Look at the Annual Report
For Board Chairs	<ul style="list-style-type: none"> • Does our Board’s Annual Calendar force us to routinely examine the key elements of the Annual Report? • Does our Board, collectively, have a clear understanding of both where we are and where we expect to be? • Does our Board, collectively, understand what it will take in resources and support to accelerate achievement gains? • Has our Board taken the necessary Policy, Program, and Partnership actions to support the School Leader and team?
For Board Members Chairing or Serving on a Student Performance Committee	<ul style="list-style-type: none"> • How do our current and future approaches to Curriculum Alignment and Quality Instruction assure accelerating gains in student performance? • What are the specific Policies, Programs, or Partnership options that are most likely to improve student learning? What is required for local implementation/adaptation as well as fidelity to best practice? • What unique assets and impediments to improvements exist in our school, student population, and community?
For All Members of the Board	<ul style="list-style-type: none"> • What is our expected rate of improvement for the MAP Performance Index, Student Growth, and Annual Performance Review Points? • How do our most recent results compare to our Performance Contact expectations? • What are the Board and school’s most important levers for accelerating student performance in the next 18 to 36 months?

The Leadership School

Location: St. Louis
Grades Served: K-4th
Enrollment: 225


Overall Rating:
Partially Meets

Year Opened: 2022
Next Renewal: 2027
Contract Year: 3/5



MCPSC Academic Measures

MCPSC Measures	
Finance	Learning Environment
Operations	Governance



School Academic Measures

School Measures	
Finance	Learning Environment
Operations	Governance

* a school must show 3 years of academic data in order to receive a rating in this category.

Falls Far Below	Does Not Meet	Partially Meets	Meets	Exceeds
Falls far below expectations and/or significant concern(s) are noted. Failures are material and significant to the viability of the school.	Does not meet aspects of the criterion and/or moderate concern(s) are noted.	Meets some aspects of the criterion, but not others. Moderate concern(s) are noted.	Generally meets the criterion, is performing well, and meets expectations. Minor concern(s) may be noted.	Exceeding expectations and showing exemplary performance. Academic Performance is the only standard eligible for Exceeds.

MCPSC Performance Framework Summary

STANDARDS AND INDICATORS	SECTION STANDARD RATING
ACADEMIC	
State and Federal Accountability	Meets
Student Academic Performance	Does Not Meet
Student Academic Growth	Exceeds
School-Specific Goals	Does Not Meet
FINANCE	
Near-Term Measures	Meets
Long-Term Sustainability Measures	Meets
Financial Management and Oversight	Meets
School-Specific Goals	Meets
LEARNING ENVIRONMENT	
School Environment	Meets
Education Program Compliance	Meets
Student Rights and Requirements	Meets
School-Specific Goals	Partially Meets
GOVERNANCE	
Board Oversight and Accountability	Meets
Board Development, Growth and Operations	Meets
School-Specific Goals	Partially Meets
OPERATIONS	
Workplace Requirements and Environment	Meets
Compliance and Reporting	Meets
School-Specific Goals	Meets

Academics: N/A

This section provides an overview of the school's performance in the year reviewed on a variety of academic measures, and a view of recent historical trends the school is accountable for achieving, as established by applicable federal and state law and the charter contract. The measures provide information about student growth and outcomes.

INDICATORS AND MEASURES	MCPS STANDARD	RATING	FY23	FY24	FY25	TREND	NOTES
STATE AND FEDERAL ACCOUNTABILITY							
Federal Compliance	In Compliance (IC)	Meets	IC	IC	IC		
ESSA Designation	No Designation (ND)	Meets	ND	ND	ND		
State Rating	N/A	N/A	0.0/0.0	9.0/36	48.0/72		Data is reported as points earned over points possible on the applicable performance standards of the state's Annual Performance Report (APR), based on the grades served by the charter school, as required by RSMo 160.405.9(2)(a).
STUDENT ACADEMIC PERFORMANCE							
Achievement English (Student Group)							
LEA APR Levels for Current Year	DESE On-Track Level	Does Not Meet	N/A	Approaching	Approaching		
MPI Range for On-Track	352.9-371.9	Does Not Meet	N/A	318	326.4	➔	
Achievement Math (Student Group)							
LEA APR Levels for Current Year	DESE On-Track Level	Does Not Meet	N/A	Emerging	Approaching		

INDICATORS AND MEASURES	MCPS STANDARD	RATING	FY23	FY24	FY25	TREND	NOTES
MPI Range for On-Track	335.7-365.7	Does Not Meet	N/A	254.9	286.8		
STUDENT ACADEMIC GROWTH							
Growth - MAP ELA (Student Group)							
LEA APR Levels for Current Year	DESE On-Track Level	Exceeds	N/A	N/A	Target		
NCE Score	48.9-49.0	Exceeds	N/A	N/A	53.9		
Growth - MAP Math (Student Group)							
LEA APR Levels for Current Year	DESE On-Track Level	Exceeds	N/A	N/A	Target		
NCE Score	49.0-50.3	Exceeds	N/A	N/A	53.2		
SCHOOL-SPECIFIC ACADEMIC GOALS							
Proficiency - English	>=60%	Falls Far Below	N/A	20.00%	20.9		By year five, at least 70% of students enrolled at The Leadership School for three consecutive years will score proficient or advanced on the state assessment in English Language Arts.
Proficiency - Math	>=50%	Falls Far Below	N/A	10.00%	12.3		By year five, at least 60% of students enrolled at The Leadership School for three consecutive years will score proficient or advanced on the state assessment in Mathematics.
Achievement Improvement - Reading	50.00%	Does Not Meet	62.00%	31.00%	Did not meet in grades 2-4		Annually, decrease the number of students that are 2 grade levels and below by half (50%) as measured by the iReady reading diagnostic test.

INDICATORS AND MEASURES	MCPS STANDARD	RATING	FY23	FY24	FY25	TREND	NOTES
Achievement Improvement - Math	50.00%	Meets	65.00%	22.00%	Met in grades 1 - 4		Annually, decrease the number of students that are 2 grade levels and below by half (50%) as measured by the iReady math diagnostic test.
Achievement - Reading	65th	Does Not Meet	18th	18th	1st & 2nd - 38th 3rd - 13th 4th - 35th		By year five, our students will score in the 75th percentile of test-takers in reading on NWEA, a nationally normed-referenced growth-measured assessment.
Achievement - Math	65th	Does Not Meet	18th	15th	1st - 29th 2nd - 26th 3rd - 11th 4th - 14th		By year five, our students will score in the 75th percentile of test-takers in math on NWEA, a nationally normed-referenced growth-measured assessment.

Finance: Meets

This section provides an overview of the school's performance in the year reviewed and a view of recent historical trends on financial measures the school is accountable for achieving. These measures are established by applicable federal and state law and the charter contract. They provide information about the school's financial health and sustainability.

INDICATORS AND MEASURES	MCPSC STANDARD	RATING	FY23	FY24	FY25	TREND	NOTES
NEAR-TERM MEASURES							
Percentage Fund Balance	≥ 3%	Meets	2.4%	5.0%	17.3%		
Current Ratio	> 1	Meets	N/A	NL	NL		
Unrestricted days Cash on Hand	30/60	Does Not Meet	8	18	57		
Debt Default	Making Payments, complying with covenants	Meets	Meets	Meets	Meets		
LONG-TERM SUSTAINABILITY MEASURES							
Total Margin and Three-Year Total Margin Ratio	Positive	Meets	-0.1%	3.1%	11.1%		
Debt to Asset Ratio	< 0.9	Meets	0.0	0.0	0.0		
Debt Service Coverage Ratio	≥ 1.1	Meets	NDP	NDP	NDP		
FINANCIAL MANAGEMENT AND OVERSIGHT							
Annual Financial Audit	Material Compliant	Meets	Meets	Meets	Meets		
Financial Reporting and Compliance	Material Compliant	Meets	Meets	Meets	Meets		

INDICATORS AND MEASURES	MCPS STANDARD	RATING	FY23	FY24	FY25	TREND	NOTES
Enrollment Variance	≥95%	Meets	65.4%	109.0%	107.0%	→	
SCHOOL-SPECIFIC FINANCE GOALS							
Financial Sustainability: By year three, The Leadership School will maintain at least 30 days of cash on hand at all times and for each fiscal year, the annual audit will have no material findings and unqualified opinion.		Meets	N/A	N/A	57		TLS had no material findings and unqualified opinion on audit.

Learning Environment Compliance: Meets

This section reports the school's overall performance in fulfilling its obligation to provide a safe, healthy and equitable place for children to learn and grow. These measures are established mostly in federal and state statutes, as well as items required in the school's charter and contract.

INDICATORS AND MEASURES	MCPSC STANDARD	RATING	NOTES
SCHOOL ENVIRONMENT			
Complying with facilities and transportation requirements	Material Compliant	Meets	
Complying with health and safety requirements	Material Compliant	Meets	
Handling student information and data appropriately	Material Compliant	Meets	
EDUCATION PROGRAM COMPLIANCE			
Implementing the material terms of the education program as defined in the current charter contract	Material Compliant	Meets	
Complying with applicable education requirements	Material Compliant	Meets	
STUDENT RIGHTS AND REQUIREMENTS			
Protecting the rights of all students	Material Compliant	Meets	
Protecting the rights of students with disabilities	Material Compliant	Meets	
Protecting the rights of English Language Learner (ELL) students, migrant and homeless students	Material Compliant	Meets	
SCHOOL-SPECIFIC LEARNING ENVIRONMENT GOALS			
Attendance: Annually, for the first 3 years, TLS will have at least a 90% average daily attendance rate. By year five, TLS will increase to 93% average daily attendance rate.	90%	Does Not Meet	88.5%
Student Leadership: TLS will achieve the Leader in Me Lighthouse School Certification prior to renewal.		Does Not Meet	TLS Leaders did not pursue LiM certification due to inconsistent implementation in Years 1 & 2.
Positive School Culture: Annually, at least 85% of students will respond positively to a formal survey indicating that their voice matters beginning with 3rd grade and up. By year five, student voice and satisfaction will increase to 95% of students.	85%	Does Not Meet	Grade 3: Met Expectations Grade 4: Did Not Meet Expectations

INDICATORS AND MEASURES	MCPSC STANDARD	RATING	NOTES
Positive School Culture: Annually, for the first three years, 85% of parents/family members will respond positively on a formal survey that they are satisfied with the school. By year 5, satisfaction will increase to 95% of parents/family members.	85%	Meets	86.5% Sense of Safety: 85.9% Sense of Child Belonging: 87.5% Parent Communication: 86.1%
Positive School Culture: Annually, 90% of staff members will respond positively on a formal survey that their voice matters in the school and that they are satisfied with our culture. Annually, 90% of staff members will respond positively to the TNTP Instructional Insight survey.	90%	Meets	94% Overall Instructional Culture 9.5 Index (Scale 1-10)
Student Retention: Annually, at least 85% of students enrolled on October 1 will be re-enrolled the following year, as measured by the percent of students who leave the school for reasons other than moving out of the enrollment zone.	85%	Meets	87%

Governance: Meets

This section reports the board of directors overall performance in the year in fulfilling legal requirements and fiduciary/public stewardship responsibilities. Compliance with state statutes and Commission policies relevant to governing a public school and Missouri non-profit are also rated in this section.

INDICATORS AND MEASURES	MCPSC STANDARD	RATING	NOTES
Board Oversight and Accountability			
Complying with governance requirements	Material Compliant	Meets	
Holding management accountable	Material Compliant	Meets	
Board Development, Growth and Operations			
Fulfills Governance and Fiduciary Duties	Material Compliant	Meets	
Complying with reporting requirements	Material Compliant	Meets	
SCHOOL-SPECIFIC GOVERNANCE GOALS			
Board Engagement: Each year, 100% of board members will attend, at a minimum, 80% of the scheduled board meetings.	80%	Meets	81%
Board Engagement: For each fiscal year, 100% of board members will contribute financially to fundraising goals.	100%	Does Not Meet	87%

Operational Compliance: Meets

This section reports the school's overall performance in the year reviewed in fulfilling legal and contractual requirements and responsibilities relevant to organizational reporting and monitoring requirements.

INDICATORS AND MEASURES	MCPSC STANDARD	RATING	NOTES
WORKPLACE REQUIREMENTS AND ENVIRONMENT			
Staffing Compliance	Material Compliant	Meets	
Professional Work Environment	Material Compliant	Meets	
COMPLIANCE AND REPORTING			
Complying with Reporting Requirements	Material Compliant	Meets	
Complying with All Other Obligations	Material Compliant	Meets	
SCHOOL-SPECIFIC OPERATIONS GOALS			
Data Reporting: Annually, at least 90% of state data, reporting and compliance submissions to the sponsor and to DESE will be accurate and on time.	>90%	Meets	100%

The Leadership School Overview

GRADES SERVED	K-4th
SCHOOL ADDRESS	1785 Pennsylvania Ave., Pagedale, MO 63133
SCHOOL WEBSITE	https://www.theleadershipschoolstl.org
AREAS SERVED	Normandy
SCHOOL LEADER	Courtney Moulder
BOARD PRESIDENT	Rebecca Langrall
SCHOOL MISSION	The Leadership School exists to grow our students' leadership capacity through earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.

Student Demographics

TOTAL ENROLLMENT	225
PROPORTIONAL ATTENDANCE	51.4% / 90%
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	0.0%
Black	93.3%
Hispanic/Latino	2.2%
Multiracial & Other	3.6%
Native American	0.0%
White/Caucasian	0.9%

HISTORICALLY UNDERSERVED POPULATIONS	
Free or Reduced-Price Lunch	100.0%
Students with Disabilities	8.0%
English Language Learners	0.0%
Homeless/Migrant Students	4.4%

DISCIPLINE INCIDENTS - TOTAL	186
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	0.5%
Black	91.0%
Hispanic/Latino	0.0%
Multiracial & Other	9.0%
Native American	0.0%
White/Caucasian	0.0%

STAFF AND BOARD DEMOGRAPHICS			
	BOARD	ALL EMPLOYEES	TEACHERS
TOTAL NUMBER	7	42	21
RACE/ETHNICITY % OF TOTAL			
Asian/Pacific Islander	0.0%	0.0%	0.0%
Black	71.4%	81.0%	85.7%
Hispanic/Latino	0.0%	0.0%	0.0%
Multiracial & Other	0.0%	0.0%	0.0%
Native American	0.0%	0.0%	0.0%
White/Caucasian	28.6%	19.0%	14.3%
Non-Disclosed	-	-	-

STUDENT ENROLLMENT BY GRADE	
PK	-
K	50
1	50
2	37
3	40
4	48
5	-
6	-
7	-
8	-
9	-
10	-
11	-
12	-






Understanding This Report

Dear Reader,




This report is distributed annually for each school sponsored by the Commission so parents/care givers, community members, elected officials and other stakeholders are informed about the performance of the schools we sponsor. The Commission monitors five key performance areas:

1. Academics – How well are the students performing on national, state and interim assessments? Is the school meeting their performance contract goals? Is the school meeting its mission?
2. Finance – Has the school appropriately managed tax payer and philanthropic dollars to ensure the school is sustainable?
3. Learning Environment – Has the school met federal and state requirements so students are safe and have all the rights afforded to them?
4. Governance – Has the board of directors provided the stewardship, oversight and accountability required of a public school board and a Missouri non-profit?
5. Operations – Has the school operated effectively, safely and in compliance with policies, regulations and statutes?

The first two pages of this report provide readers with a quick summary of the school's performance. The Annual Performance of the school is rated Meets, Partially Meets, Does Not Meet or Falls Far Below based on results in each of the performance areas. Academics can also be rated Exceeds if it is higher than the state average. Targets for each indicator can be found in the [performance framework](#). Ratings are color coded throughout the report, as outlined in this chart.

PERFORMANCE RATINGS DEFINED		
	Exceeds	Exceeding expectations and showing exemplary performance. Academic Performance is the only standard eligible for Exceeds.
	Meets	Generally meets the criterion, is performing well, is meeting expectations for performance, and/or minor concern(s) are noted.
	Partially Meets	Meets some aspects of the criterion, but not others and/or moderate concern(s) are noted.
	Does Not Meet	Does not meet aspects of the criterion and/or moderate concern(s) are noted.
	Falls Far Below	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.

Each key performance area contains specific indicators and measures. Indicators gauge essential compliance and performance areas. The direction of the arrow tells you if the school's performance in each area is improving or declining since last year's report.

Trends	
	More than a 5% difference from the prior year. Moving in the right direction over time
	Less than a 5% difference from the prior year. Neither increasing nor decreasing over time
	More than a 5% difference from the prior year. Moving in the wrong direction over time

Acronym	Key
IC	In Compliance
NDP	No Debt Payments
NL	No Liabilities
ND	No Designation
Comp.	Comprehensive
Target.	Targeted

The Commission wishes to express its gratitude to the National Association of Charter School Authorizers (NACSA) for research and publications that inform this framework and report. The Commission has adopted NACSA's Principles and Standards for authorizing and continues to strengthen its work based on national best practices in charter school accountability.

Sincerely,

Missouri Charter Public School Commission

THE LEADERSHIP SCHOOL DATA SUMMARY

SUMMARY OF ANNUAL REPORTS THIS TERM

Table 1. Summary of Annual Reports

	2023	2024	2025
Sponsor	MCPSC	MCPSC	MCPSC
Overall Annual Performance	Falls Far Below	Does Not Meet	Partially Meets
Academics	NA	MCPSC Standard	MCPSC Standard
		School Goals	School Goals
Financial Management	Falls Far Below	Partially Meets	Meets
Learning Environment	Partially Meets	Meets	MCPSC Standard
			School Goals
Governance	Meets	Meets	MCPSC Standard
			School Goals
Operations	Meets	MCPSC Standard	Meets
		School Goals	

Source: Annual Evaluations

Available: <https://mcpsc.mo.gov/for-schools/leadership-school>

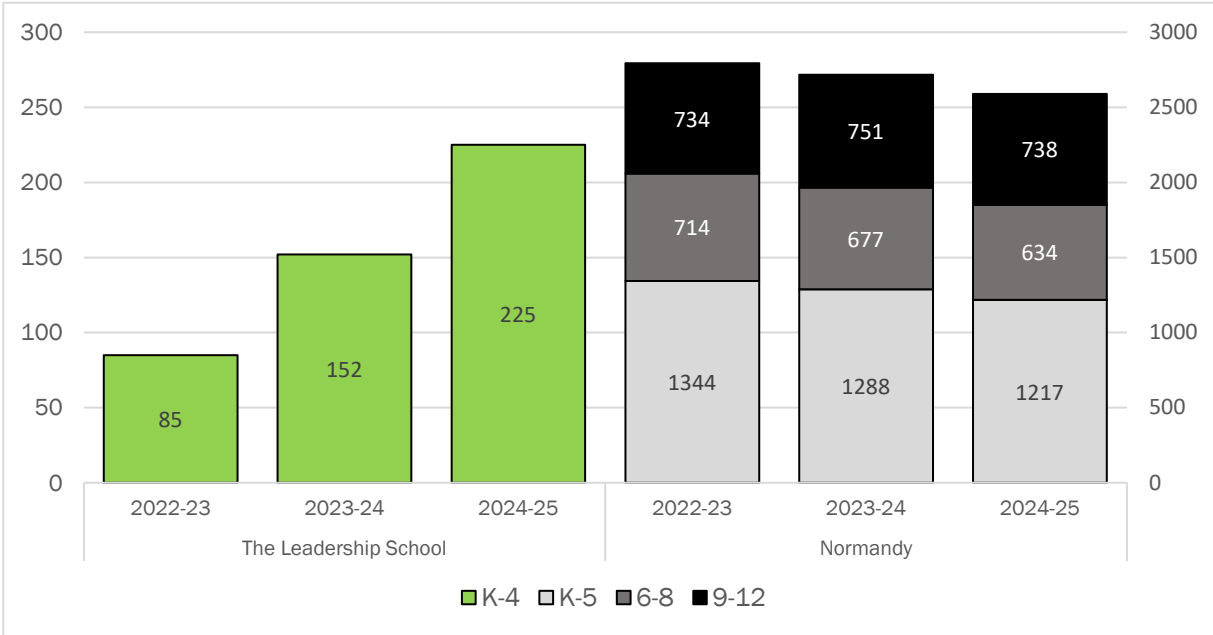
Table 2. Letter of Concern Summary

	2023	2024	2025
Any LOC Issued	Finance: Resolved	Academics	None

Information represents letters sent during each academic year.

ENROLLMENT AND STUDENT CHARACTERISTICS

Figure 1. Enrollment



ACADEMIC PERFORMANCE

99% of The Leadership School students who took MAP tests in 2025 were in the Student Group. Consequently, the Student Group will be used for evaluating their academic outcomes.

Peer Schools are schools that are of like grade configurations serving similar populations and are likely to enroll the students if this charter did not. The peer schools for The Leadership School are:

- Barack Obama Elementary
- Bel-Nor Elementary
- Jefferson Elementary

MAP PERFORMANCE INDEX

Figure 2. LEA, Host District, Peer Schools and State ELA MAP Performance Index

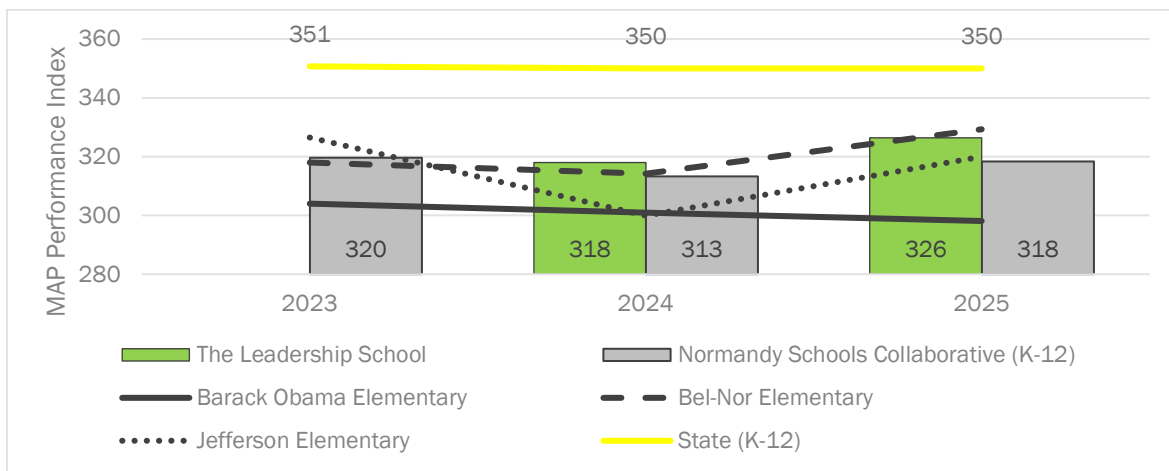
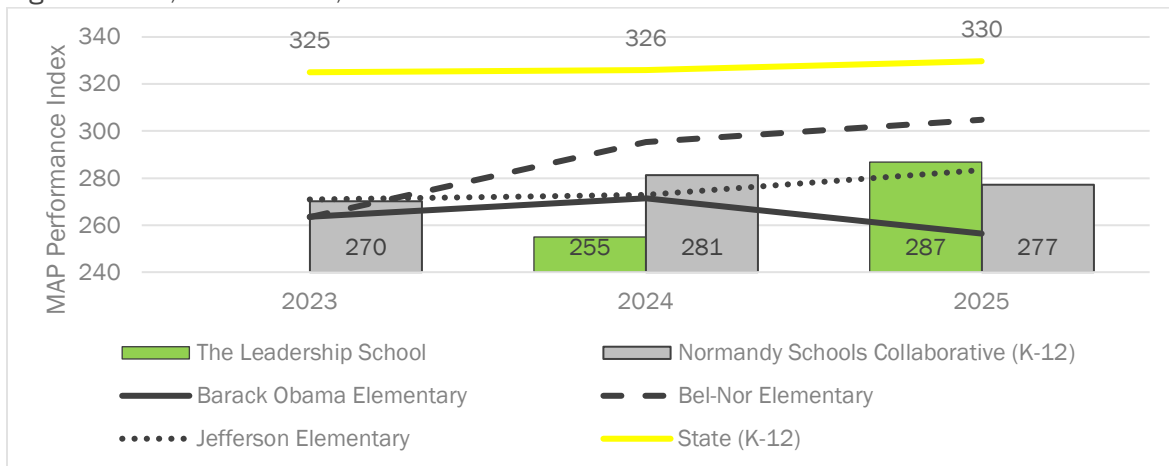


Figure 3. LEA, Host District, Peer Schools and State Math MAP Performance Index



PERCENTAGE SCORING PROFICIENT AND ADVANCED

Figure 4. LEA, Host District, Peer Schools and State ELA MAP Proficiency Rates

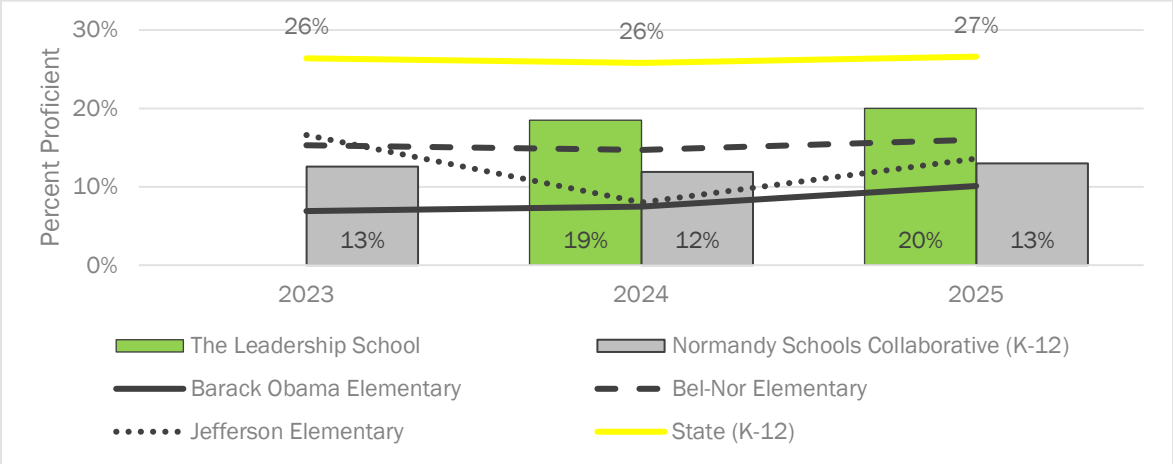
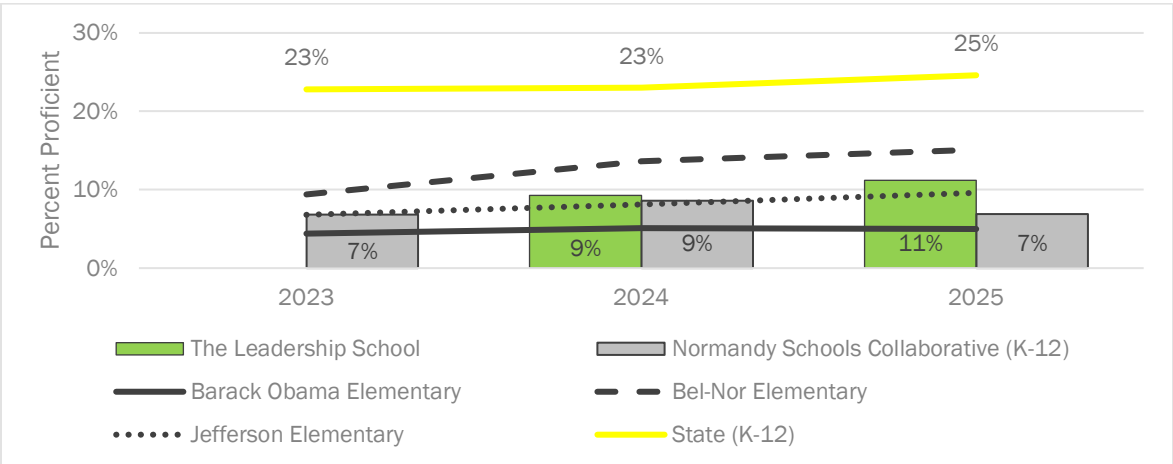


Figure 5. LEA, Host District, Peer Schools and State Math MAP Proficiency Rates





MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF QUALITY SCHOOLS – MISSOURI SCHOOL IMPROVEMENT PROGRAM

2024-25 MISSOURI CHARTER SCHOOL ASSURANCE CHECKLIST

CHARTER SCHOOL NAME The Leadership School	COUNTY-DISTRICT CODE SEE MOSIS
CHARTER SCHOOL CONTACT NAME See MOSIS	CHARTER SCHOOL CONTACT PHONE NUMBER SEE MOSIS
CHARTER SCHOOL CONTACT EMAIL See MOSIS	FORM DUE DATE March 21, 2025

INSTRUCTIONS

Charter schools are required to be compliant with state and federal laws and State Board of Education regulations. The Missouri Department of Elementary and Secondary Education (DESE) has created this assurance checklist to assist charter schools with this compliance as well as to assist charter sponsors in the review of charters. Administrative Rules are located on the Missouri Secretary of State’s website at: www.sos.mo.gov/adrules. All charters shall send responses to their sponsor by the date specified by the sponsor. Sponsors must submit the completed forms to charters@dese.mo.gov or mail to:

Department of Elementary and Secondary Education
Office of Quality Schools
Attn: Charter Schools
P.O. Box 480
Jefferson City, MO 65102-0480

Mark each item in the left column as Yes, No, K-8 or N/A (not applicable). If answering “No” or “N/A,” you must provide an explanation and plan for resolution of the deficiency in the comment box below.

QUESTIONS: Contact your Area Supervisor or the Charter School Section at 573-526-4219 or charters@dese.mo.gov.

CERTIFICATION

yes (1)	1. All teachers must have appropriate experience, training, and skills and at least 80 percent of teachers must be appropriately certificated to teach in Missouri’s schools. (Section 160.420.2, RSMo)
yes (1)	a. Teachers/Instructional Personnel
yes (1)	b. Other certificated staff
yes (1)	2. Districts and charter schools shall annually provide information to DESE regarding: use of third party employment agencies for substitute teachers, daily rate of substitute pay, employment of full-time and part-time substitute teachers, substitute teacher recruitment efforts, the substitute teacher interview process, and use of current school staff as substitute teachers during other assigned time, in accordance with Section 168.037.3, RSMo .
yes (1)	3. The charter school provides all substitute teachers with a link to a web-based survey each day as required by Section 168.037.2, RSMo .
yes (1,2)	4. The charter ensures that all new teachers complete a Mentoring Program in accordance with 5 CSR 20-400.380 .

FINANCE

yes (1)	1. The charter is organizationally and fiscally viable as defined in Section 160.417, RSMo not having:
yes (1)	a. a negative balance in its operating funds;
yes (1)	b. a combined balance of less than three percent of the amount expended for such funds during the previous fiscal year; or
yes (1)	c. expenditures that exceed receipts for the most recently completed fiscal year.
yes (1)	2. The charter school implements effective and efficient fiscal management systems that ensure accountability of charter school funds and provides charter financial and budgetary information to the public (Sections 160.066, RSMo and 5 CSR 30-4.030).
N/A (3)	3. If the charter contracts for pre-kindergarten services and claims attendance for state purposes, the pre-kindergarten provider meets the state pre-kindergarten program standards (Sections 163.018, 163.161, RSMo , and 5 CSR 25-100.320).

GOVERNANCE

yes (1)	1. The charter school employs appropriate procedures to assure the accurate and timely reporting of data to state and federal agencies.
yes (1,2)	a. The department must calculate and publish an APR for charter schools “in the same manner” as school districts (charters must report necessary data as part of the department’s data reporting requirements). (Section 160.405.15, RSMo).
yes (1)	b. In accordance with the annual data acquisition calendar (160.405.4(2), RSMo)
yes (1)	c. Self-Monitoring Documents (Federal Programs, Special Education)
yes (1)	d. Child Abuse and Neglect Hotline (Section 210.115, RSMo)
yes (1,2)	e. School Safety Provisions (Sections 160.522, 162.680.2, 167.023, 167.117, 167.627, 302.272, 569.155, 571.030, 574.115, 575.090, and 579.030.1(1), RSMo)

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, sex, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 7th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-522-1775 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

N/A (3)	2. The charter school reports school dropouts to the Missouri Literacy Hotline (Section 167.275, RSMo) .
yes (1)	3. The charter school waives proof of residency requirements for a child whose parent or guardian is serving on specified active duty military orders (Section 160.2000, RSMo).
yes (1)	4. The charter provides for student religious liberties in a manner consistent with Section 160.405.4(1) RSMo .
yes (1)	5. The charter school ensures that an American Flag is displayed in front of each school building and the Pledge of Allegiance is recited in at least one scheduled class of every pupil enrolled in the school, no less often than once per school day (Section 171.021, RSMo).
yes (1)	6. The charter school ensures that, if requested by any recognized organization, it allows at least 30 minutes to provide unbiased information on organ, eye and tissue donation to the governing body of a charter (Section 170.311, RSMo).
INSTRUCTION/CURRICULUM/ASSESSMENT	
yes (1,2)	1. If applicable, the charter school has developed standards for teaching (Section 160.045, RSMo).
N/A (3)	2. The charter school complies with state high school graduation requirements (Section 170.345, RSMo and 5 CSR 20-100.190).
N/A (3)	3. The charter school provides one-half unit of high school health and personal finance credit for graduates (5 CSR 20-100.190). Health has been renamed "Health and Family Education" for the 2024-25 school year and all subsequent school years. (Section 160.527, RSMo)
N/A (3)	4. The charter school provides regular instruction in the United States and Missouri Constitutions , as well as American history, American institutions and American civics. Unless an exception applies, students are required to successfully complete a course of such instruction that is at least one semester in length, as required by (Section 170.011, RSMo).
N/A (3)	5. The charter school ensures that all students entering ninth grade, pass an examination on the provisions and principles of American Civics as required by (Section 170.345, RSMo).
N/A (3)	6. The charter school ensures that each high school distributes to its students the information on critical need occupations as provided by the DESE each year before November 1 (Section 167.902, RSMo).
yes (1)	7. The charter school ensures that it has policies and procedures in place allowing students to participate in the Missouri Course Access and Virtual School Program (MOCAP) (Section 161.670, RSMo).
yes (1)	a. The charter school has adopted an enrollment policy that requires enrollment requests for MOCAP to be treated similarly to those for traditional courses.
yes (1)	b. The charter school provides for an appeal process upon denial of enrollment in MOCAP courses.
yes (1)	c. The charter school informs parents of their child's right to participate in the program by making program availability clear in the parent handbook, registration documents, and by featuring it on the home page of the charter school's website.
yes (1)	8. The charter school shall determine a child is gifted only if the child meets the definition of "gifted children" as provided in (Section 162.675(2), RSMo).
yes (1)	9. The charter school's course materials relating to sexual education instruction shall comply with statute (Section 170.015, RSMo).
yes (1)	10. The charter school ensures that it conducts dyslexia screenings for students and provides reasonable classroom support consistent with the guidelines developed by DESE (Section 167.950.1, RSMo).
N/A (3)	11. The charter school ensures that all pupils (during the pupil's four years of high school) receive 30 minutes of cardiopulmonary resuscitation instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. Instruction is to be included in the charter school's existing health or physical education curriculum and must meet the requirements of (Section 170.310, RSMo).
	12. The charter school will:
yes (1)	a. Implement a reading success plan policy (Section 167.268, RSMo);
yes (1)	b. Assess all students enrolled in kindergarten through grade three at the beginning and the end of each school year for their level of reading or reading readiness on state-approved reading assessments and provide reading success plan if a substantial reading deficiency is identified (Section 167.645, RSMo);
yes (1)	c. Assess any newly enrolled student in grades one through five for their level of reading or reading readiness on a reading assessment from the state-approved list (Section 170.014, RSMo); and
yes (1)	d. Provide reading success plans to students with substantial reading deficiencies and to those students who have been identified as being at risk of dyslexia. (Section 167.645, RSMo).
	13. The charter school provides a reading success plan at the beginning of the school year to any student who:
yes (1)	a. Exhibits a substantial deficiency in reading which creates a barrier to a child's progress learning to read;
yes (1)	b. Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia (Section 167.645, RSMo).
yes (1)	14. The charter school provides instruction: in Braille reading and writing to eligible students as outlined in the BRITE Act (Section 167.225, RSMo).
yes (1)	a. In Braille reading and writing to eligible students as outlined in the BRITE Act; and

yes (1)	b. In orientation and mobility training for blind and visually impaired students (Section 167.225, RSMo).
N/A (3)	15. The charter school provides mental health awareness training to students in accordance with Section 170.307, RSMo .
N/A (3)	16. The charter school, if it is a high school, offers at least one computer science course in an in-person setting or as a virtual or distance course option (Section 170.018, RSMo).
yes (1)	17. If a charter school offers a social studies course related to, but not limited to, the Hebrew Scriptures, the Old Testament of the Bible, the New Testament of the Bible, it ensures compliance with Section 170.341, RSMo .
PROFESSIONAL LEARNING	
yes (1,2)	1. The charter school ensures that all educators in its employ, who hold a career continuous certificate, complete a minimum of 15 contact hours of professional development annually unless exempt (Section 168.021, RSMo).
yes (1)	2. The charter school provides two hours of in-service training for all practicing teachers annually regarding dyslexia and related disorders (Section 167.950, RSMo).
yes (1,2)	3. The charter complies with Section 170.315, RSMo with respect to: <ul style="list-style-type: none"> a. staff active shooter and intruder response training (Section 170.315.1-2, RSMo) (not mandatory); and b. all-school active shooter and intruder response drills (Section 170.315.3, RSMo) (required)
SAFETY	
yes (1,2)	1. The charter school has a written discipline policy; provides the policy to students, parents and guardians; and follows the requirements of Sections 160.261 and 160.405, RSMo .
yes (1)	2. The charter school complies with statute related to posting child abuse and neglect hotline information (Section 160.975, RSMo).
yes (1)	3. The charter school requires the reporting of child abuse, including allegations of sexual misconduct involving a teacher or other employee of the charter school, and provides employee training in accordance with law (Sections 160.261.2, 162.069 and 210.115, RSMo).
yes (1)	4. The charter school maintains immunization records as required by statute and reports such data required by the Missouri Department of Health and Senior Services (Sections 167.181 and 167.183, RSMo).
yes (1)	5. The charter school complies with all statutes related to the transportation of students (Sections 162.064, 162.065, and 167.231 RSMo).
yes (1)	6. The charter school complies with the Persistently Dangerous Schools provision of the Every Student Succeeds Act (ESSA) (P.L. 114-95) and (5 CSR 20-100.210).
yes (1)	a. Allow students who attend a persistently dangerous school to attend a safe public school within the charter school Local Education Agency (LEA).
yes (1)	b. Allow students who have been a victim of a violent criminal offense while in or on the grounds of the public school to attend a safe public school within the charter school LEA.
yes (1)	7. The charter school is required to disclose to any public school about any former employee, information regarding any violation of the published regulations of the state board of education, the district, or the governing body of the charter school by the former employee if such violation related to sexual misconduct with a student and was determined to be an actual violation of the board, of the district, or the governing body of the charter after a contested case due process hearing has been conducted, pursuant to board policy (Section 162.068, RSMo).
yes (1)	8. The charter school complies with the provisions of the Get the Lead Out of School Drinking Water Act. Effective 2023-24 school year and beyond (Section 160.077, RSMo).
yes (1)	9. The charter school complies with the provisions of Will's Law related to individualized emergency health care plans for epilepsy and seizure disorders (Section 167.625, RSMo).
yes (1)	10. The charter complies with the Gun-Free Schools Act (GFSA) (20 U.S.C. Section 7961) including providing assurances to DESE of the number of student expulsions related to firearms that occur each year.
yes (1)	11. Beginning July 1, 2025, a charter that issues pupil identification meets the requirements of Section 170.048.4 RSMo .
yes (1)	12. The charter shall not discipline a child for failure to comply with the districts or school's attendance policy based on such child honoring a subpoena to testify in a criminal proceeding, attending criminal proceeding, or participating in the preparation of criminal proceeding. (Section 595.209.1(14) RSMo)

COMPLIANCE	
yes (1)	1. The charter school complies with all the regulations of the state and federal programs in which the charter school participates (Section 167.161, RSMo , 5 CSR 20-100.130 , and 5 CSR 20-300.110 to .120).
yes (1)	2. The charter school meets state and federal special education requirements for students with disabilities, economically disadvantaged students, migratory children, students whose native or home language is other than English and homeless youth (Sections 162.680 and 167.020, RSMo , and 5 CSR 20-300.110 to .120).
yes (1)	3. The charter school complies with statutory standards including:
yes (1)	a. Administration of the statewide system of academic assessments, as designated by the State Board of Education under (Section 160.518, RSMo).
yes (1,2)	b. Assurances for the completion of an annual report card as prescribed in Section 160.522, RSMo .
yes (1)	c. Collection of baseline data during the first three years of operation to determine the longitudinal success of the charter school (Section 160.405.7(3), RSMo).
yes (1)	d. Measurement of pupil progress toward the pupil academic standards adopted by the State Board of Education under (Sections 160.514, and 160.405.6(a) RSMo).
yes (1,2)	e. Publication and distribution of each charter school's Annual Performance Report (Section 160.405.4(6)(a), RSMo).
yes (1)	f. Compliance with laws and regulations of the state, county or city relating to health, safety and state minimum educational standards, including requirements relating to student discipline under (Sections 160.261, 160.261.2, 167.161, 167.164 and 167.171, RSMo).
yes (1)	g. Notification to law enforcement authorities of criminal conduct under (Sections 167.115 and 167.117, RSMo).
yes (1)	h. Transmittal of school records as required by (Section 167.020.7, RSMo).
yes (1)	i. Provision of the minimum amount of school time as required by (Section 171.031, RSMo).
yes (1)	j. Performance of employee background checks as required by (Section 168.133, RSMo).
yes (1)	k. Protections to students and families with respect to certain surveys and evaluations as required by Section 167.113, RSMo and 20 U.S.C § 1232h(b) .
yes (1)	4. The charter school notifies parents if the local education agency (LEA) or school within the LEA scores in the bottom 5% of the Annual Performance Report (Section 162.084, RSMo).

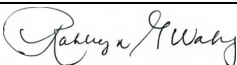
COMMENTS

Comment(s) are required for any item that has been marked as No or N/A.

1. DESE has a copy of each charter school's signed performance contract assuring compliance with all laws, statutes and regulations pertaining to charter schools. Statutes established sponsors to oversee the compliance of sponsored charters. DESE evaluated sponsors in compliance with standards that include monitoring sponsored charter schools. This is unnecessary, redundant, and costly exercise.

2. Contains statutes that do not pertain to charter schools, pertain to another agency, or set definitions. All MCPSC schools do comply with 160.261.

3. The charter school does not serve grades/students where this applies.

ASSURANCES	
The superintendent/chief executive officer assures compliance with each of the items on the checklist.	
SIGNATURE OF SUPERINTENDENT/CHIEF EXECUTIVE OFFICER	DATE
NOT REQUIRED	
The Charter Sponsor annually reviews the charter school's compliance with statutory standards, as required by Section 160.405.7, RSMo .	
SIGNATURE OF SPONSOR	DATE
	3/13/2025

SCHOOL: THE LEADERSHIP SCHOOL

YEAR: SY2024 – 2025

DATE: November 8th, 2024

School Overview and History

The Leadership School (TLS) opened its doors in the fall of 2022 as a K-2 school serving 87 students. As a result of the challenges that continue to plague the Normandy Schools Collaborative, including the impact low-quality schools are having on minority students and those of low socioeconomic status, TLS aimed to meet the needs of the surrounding community by creating a school centered on growing the whole child. Their goal is to foster within students, a sense of belonging, coupled with a rigorous academic experience that will lay the foundation for authentic student leadership.

Through a philosophical belief that educating children in the 21st century requires school experiences that prepare students to design and lead their own versions of a successful life, TLS has employed a school model aligned by three primary tenants: 1) developing a sense of belonging, 2) rigorous academic experiences and 3) authentic leadership. Ensuring that all students are safe, feel seen and thrive in a context of strong relationships, including creative and innovative learning opportunities that cultivate the skills needed to thrive in the 21st century, they seek to focus on leveraging relationships that help students establish a sense of belonging as well as provide them with a toolkit of academic skills needed to practice and exercise leadership in one's own life and the world around them.

With a desire to grow The Leadership School to a K-8 charter by the 2028-29 school year, serving approximately 450 students within the boundaries of the Normandy School Collaborative, TLS' vision is to create students that will lead transformational change for their communities and our world by becoming thoughtful citizens who understand the responsibility of leaders to shape and create equitable spaces.

Site Visit Process Overview

MCPSC conducts compliance site visits every year with The Leadership School, as they hold a 5-year charter. The team consisted of Martha McGeehon, Deputy Director of Monitoring and Accountability and Laurel Bounds and Amy Brown, Charter School Accountability Specialists, from the Missouri Charter Public School Commission, and Marisol Rodriguez, Founder of Insignia Partners. Insignia Partners has been contracted to serve as the Site Visit Coordinator for the Commission's site visits in 2024.

Courtney Moulder, co-Executive Director, organized the focus groups and interviews. The site visit included interviews with both co-Executive Directors, the Instructional Director, Director of Operations and Chief of Staff, the Special Education department, and focus groups with teachers, families, students, and the board. The team also observed the December 3rd board meeting.

Observations were not intended to assess the academic quality of the school, or the actual performance of any group or individual, but were focused on all compliance issues as outlined by the Site Visit Protocol.

General Observations

There has been much improvement at TLS in a short amount of time. With new co-Executive Directors in place, The Leadership School appeared more stable with an adult culture described as very cohesive.

Student culture was also reported to be stronger with fewer kids simply walking out of classrooms and clear behavior (and academic) expectations in place and understood by all.

A strong leadership team is in place that appears to have good communication, strong feedback loops, and appears to work well together. Except for feeling overwhelmed with a few students who have high behavior needs, teachers are excited to come to work, see the vision set forth, and feel a sense of urgency around academic growth of their students.

As one teacher stated “this is a completely different school. The look, the feel, the way the kids are.”

Findings

Criteria 1: Faithfulness to Charter

Areas of Strength

Enrollment is no longer a concern, with TLS having enrolled over 100 new students this year, bringing TLS to about 230 students. Waiting lists exist for Kindergarten, First, and Second grades, with plans to backfill 15 seats in Second and Third.

The focus on amplifying student voices through leadership was obvious with teachers describing how students do most of the teaching and learning to each other and students exemplifying this in their language during the focus group, reporting that “leaders go here.”

Student growth and family engagement were mentioned as two main goals for this year. TLS wants to create partnerships with families, which was evident by the number of families that attended the focus group and the warehouse full of donations that families can (and do) readily access. Families also praised the increase in communication and noted how teachers often initiate communication for both praise and concern regarding their students.

Areas of Growth

No areas of growth for Criteria 1 were found during this visit.

Criteria 2: Students’ Opportunities to Learn

Areas of Strength

A better structured culture exists since the last visit, both behaviorally and academically. Although this is new to students, expectations are clearly established and are reported as beginning to become engrained. This has students better understanding where they are struggling and what they need to focus on improving.

Assessments are in place and teachers reported consistency in learning throughout the building largely due to a strong teaching staff. Students noted seeing their data in class and at recently held parent teacher conferences.

Students reported feeling safe at school. Families value the social emotional focus and felt a sense of belonging.

Areas of Growth

Although no compliance issues were uncovered, it was abundantly clear that TLS feels understaffed when it comes to SPED. The relationship between the school and the Special School District (which they are required to use for SPED services) is strained. School leaders, parents and teachers reported feeling strongly as though more SPED support was needed, however, the SSD (who was also present during the SPED teacher focus group) stated that the SSD's position was that the school was appropriately staffed for the population.

Teachers reported that using EL for ELA was a struggle because they do not have the books needed. They suggested that a new, more complete curriculum may be needed.

Although the culture is better, teachers reported not having a behavior system in place since the Dean of Culture left. TLS had been using Conscious Discipline, but it appeared that there is not a clear behavior philosophy in place on a school wide level. It was reported to be inconsistently implemented—happening in some classrooms, but not all.

As required, TLS is an inclusive environment and does not implement enrollment practices that discriminate. However, teachers noted that some of the students that have behavior issues that are severe—and the school feels ill equipped to handle them. Teachers noted that systems are being developed, but that the need is urgent and there is a fear that teachers will leave if more support is not given.

Lunch was named as an area of growth with teachers saying the quality of food was poor and oftentimes there isn't enough food.

Criteria 3: Instructional Leadership

Areas of Strength

Leaders described supporting teaching with scaffolding and supporting grade level instruction to fill in missing gaps with students. Teachers are consulted on what PD would be most helpful to them, although some teachers noted that PD could still be more helpful and would like to see more differentiation.

Most staff came to the school because of a previous relationship with one of the two co-Executive Directors. There was a clear passion and excitement to work for these leaders.

Areas of Growth

A robust evaluation system is not yet in place or being implemented, although it was noted that leadership is working on one.

Leaders noted that while instruction has stabilized and is much better, there is still a lack of internalization of lessons and scaffolding that is needed. It should be noted that supports and PD are in place for this.

Criteria 4: Organizational Viability

Areas of Strength

TLS is data rich in all ways, including gathering feedback on all aspects of the school, which is then used to make real-time adjustments. For example, recess ranked low of the pulse check and so leaders tried a different schedule. Although it has not been fixed, it was clear leaders were taking feedback and willing to be innovative in new approaches to solve for identified issues.

The new board chair is clearly a presence in the building. Her commitment and engagement level are strong and highly supportive. The board has several new board members, but it appears that the relationship between the staff and board is positive. The board appeared to clearly understand their governance role. They have completed a board assessment.

Although a formal evaluation is not in place, the board articulated the process they have undertaken to gather examples from other schools and are scheduled to meet in January to discuss the criteria and tailor it to TLS. They plan to have a formal evaluation conducted by June.

Long term planning, namely around facilities, is occurring even though a solution has not been found as of the date of the visit. There is a plan in place to build out the warehouse to add six classrooms which will help with the 50 feet per student negative ratio that currently exists. They are working with a consultant on a longer term “forever home.”

TLS partners with Ed-Ops for financial needs. Leadership was able to describe financial controls and systems. The board has a finance committee in place.

Areas of Growth

Although the warehouse is stocked full of donations, the school is short on Chromebooks with students having to share. The goal is for the school to be one-to-one on technology, but this is not in place yet.

It's clear the current workload of many is unsustainable, however leadership was well aware of this and noted the staffing shortages. There are plans to hire additional staff, but it was clear that leadership is being thoughtful about making sure the right people are hired that align with the school's mission, not just anyone. But, as one interviewee stated, “everyone is playing 50 roles and that's not sustainable.”