THE LEADERSHIP SCHOOL
EMPOWERING LITTLE LEARNERS TO BECOME LITTLE LEADERS

The Leadership School
Annual Board Report – July 2026

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Introduction

At the end of Year Four of a five-year charter with the Missouri Public Charter School Commission (MCPSC), The Leadership School Board of Directors is pleased to provide an account of The Leadership School's progress toward its mission and vision:

School Mission

The Leadership School grows our students' leadership capacity through engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.

School Vision

The Leadership School empowers and inspires young leaders to collaboratively make their community & the world a better place.

In Year Three, Co-Executive Directors, Courtney Moulder and Keisha Seymour, and TLS Staff added the following equity statement:

Equity Vision Statement

The Leadership School is committed to diversity and inclusion by helping all students understand themselves and their learning styles. We provide the tools and resources needed for all students to thrive academically, physically, socially, and emotionally. We acknowledge the diversity of our student body in areas such as race, learning abilities, socioeconomic status, and gender. We believe in equal learning opportunities for all

students regardless of these differences. We aspire for each student to embrace their academic journey and choose a challenging and fulfilling path.

In alignment with the School's Mission, Vision, and Equity Vision statement, and after careful review of school data and comparative data from neighboring schools (both public and public charter), school leaders and board members proposed the adoption of a set of **Revised Charter Goals** that are both rigorous and attainable, viewable here, along with rationales for revisions.

Accordingly, the board is holding the school accountable to the Revised Charter Goals knowing that these will ensure the school *exceeds comparable local schools on similar metrics.* Based on this revised goal framework we offer our stakeholders the following end of year report.

Accountability Monitoring

This past year, the three TLS Board of Director committees (Finance & Facilities, Governance and School Performance) together with TLS leadership used the TLS Board - 2027 Strategic Goals & Objectives Monitoring Framework to monitor progress toward our revised charter goals. The framework was used to help drive decisions about how to differentiate instruction to support individual student needs as well as the teacher coaching needed to ensure effective curriculum delivery.

Each month, Executive Director, Courtney Moulder, consolidated goal data and related planning to share at board and committee meetings. These reports can be found within the board meeting minutes on the TLS website at the Board on Track portal (Board of Directors > Governance > Documents). The School Accountability Model below illustrates how these systems worked together in AY 26 to drive data collection, analysis, strategic decision-making, and reporting.

Figure 1

School Accountability Model



Academic Performance Goals 1 - 4

The TLS Board School Performance committee is responsible for monitoring the first four revised goals. You can see this monitoring in action by reviewing the monthly committee meeting minutes included in the board meeting packet in the school's Board on Track portal on the TLS website.

Goal 1 (MAP Proficiency) | Status: On Track

By Year Five, 35% of TLS students will score Proficient or Advanced in English Language Arts (ELA) on the MAP (Missouri Assessment Program) and 20% of TLS students will score Proficient or Advanced in Math on the MAP (Missouri Assessment Program)

The most public of school metrics, Goal 1 relates to school performance on the state test known as the Missouri Assessment Program or MAP. As Goal 1 is based on performance in Year Five of the Charter (2026 - 2027) and the school is currently in Year Four, the School Performance committee is looking for evidence that the school is *on track* to meet this goal by Spring of 2027.

At the midyear, we shared the progress students had made toward this goal in Years Two and Three, respectively. We are awaiting the public release of the Spring 2026 MAP results and will review them in our 2026 - 2027 Midyear Board Report.

Goal 2 - Reading Growth | Status: Needs Improvement

Annually, decrease the number of students that are 2 grade levels and below by half (50%) as measured by the iReady reading diagnostic test.

From Fall of 2025 to Spring of 2026, TLS saw a significant decrease in students in Grades 1 - 5 scoring two or more years below grade level *in reading* as measured by the iReady assessment. As seen in Table 1 below, students met the goal of 50% reduction in half of the grades and came very close in the others. As students rise through the grades, this goal is harder to reach as there are potentially more years to catch up for some students.

Table 1

Percentage Reduction of Students Reading Two or More Years Below Grade Level from Fall 2025 - Spring 2026

#	G	Reading: Fall to Spring	Growth Goal Met/Not Met
39/44	K	**From 33 (82%) students at 1 year below to 12 (31%).**	Met

		Goal: 17 (41% or less)	
44/48	1	**From 9 students (20%) 2+ years below to 1 (2%) below. Goal: 5 (10% or less)**	**Met**
42/47	2	**From 18 students (43%) at 2+ years below to 9 (21%) below. Goal: 9 students (21%)**	**Met**
40/42	3	**From 26 students (64%) at 2+ years below to 15 (36%). Goal: 13 (32%)**	**Not met**
38/41	4	**From 19 students (50%) at 2+ years below to 12 (31%). Goal: 10 (23%)**	**Not met**
45/49	5	**From 23 students (51%) at 2+ years below to 19 (42%). Goal: 12 (26%)**	**Not met**
TLS	**Total**	**Minus Kindergarten (by definition cannot be 2+ years below): 95 students 2+ years below in the fall to 56 = 41% reduction**	**Close**

It is easier for earlier grade levels to "catch up" as older students can fall further than two years behind, making the "distance" longer to reach the goal. Subtracting the data for students in kindergarten, who by definition, cannot be reading two or more years below grade level, teachers reduced the number of students reading two or more years below grade level by **41%**, rather than the target of 50%, so were close, but ***fell 9 pts short of meeting the goal. Families and caregivers can support students' growth in this area by obtaining a library card and checking out books each week (Cabanne Library Branch, 1106 Union Blvd, Saint Louis, MO 63113), reading out loud to their children on a daily basis, and encouraging them to read high interest books and articles daily on their own. Free online resource sites include: Reading is Fundamental, The Barbara Bush Foundation, and National Center on Improving Literacy.***

Goal 3 - *Achievement (iReady)* | Status (Reading): On Track | Status (Math): Met

By the end of Year Five, 50% of all students will score at or above grade-level in English Language Arts according to the *iReady* assessment. By the end of Year Five, 25% of TLS students will score at or above grade level in Mathematics according to the iReady assessment.

Below we see the rate of growth of students in reading proficiency for Grades K - 5 from fall to spring.

Table 2

Fall to Spring Growth Rates in Reading in Grades K - 5

		Reading			Math	
#	Grade	Fall % Early on, Mid, or Above Grade Level	Spring % Early on, Mid, or Above Grade Level	#	Fall % Early on, Mid, or Above Grade Level	Spring % Early on, Mid, or Above Grade Level
39/44	K	19%	70%	30/44	6%	24%
44/48	1	20%	52%	44/48	7%	48%
42/47	2	25%	54%	39/47	0%	36%
41/42	3	12%	29%	40/42	0%	20%
38/41	4	16%	34%	37/41	8%	25%
45/49	5	18%	38%	46/49	11%	37%
Avg		18.3%	46%	Avg.	5.3%	32%

Reading: Table 2 above shows that Kindergarten reading showed enormous growth with 70% of students showing grade-level proficiency by the end of the year. Students scoring proficient in reading for Grades 1 through 5 more than doubled during the year with an overall school average of **46%** proficient by year's end. The school is ***on track*** to meet Goal 3 of 50% proficiency by the end of Year Five. ***Again, families and caregivers can support students' growth in this area by obtaining a library card and checking out books each week, reading out loud to their children on a daily basis, and encouraging them to read high interest books and articles daily on their own. Next year the school will be adopting a new knowledge-building curriculum for English Language Arts (ELA) called Redthread, which parents can learn more about here.***

Math: For math we see solid growth in every grade level with almost half of students in Grade 1

showing proficiency in math. The adoption of the new *Eureka Squared* curriculum, intensive teacher coaching, and student intervention contributed significantly to these outcomes. The school has ***already met Goal 3 in math*** by achieving **32%** proficiency by the end of Year Four. ***Families and caregivers can support students' growth in math by attending school events where training in math coaching is offered, learning more about the Eureka Squared math curriculum, and using online resources for math such as through Free Math Resources for Parents, Free Math Resources, and Center for Family Math.***

Goal 4 - Math Growth | Status: Needs Improvement

Annually, decrease the number of students that are 2 grade levels and below by half (50%) as measured by the iReady math diagnostic test.

Similar to Goal 2 but for math, this goal aims to reduce the number of students two or more years behind in math from fall to spring by **50%**. Table 3 below shows the progress made on this goal for this year.

Table 3

Percentage Reduction of Students at Two or More Years Below Grade Level in Math from Fall to Spring

#	Grade	Math: Fall to Spring	Growth Goal Met/Not Met
30/44	K	From 30 (100%) students at 1 year below to 23 (77%) below. Target 15 (50% or less)	Not met
44/48	1	From 10 students (23%) at 2 years below to 2 (5%) below. Target: 5 (12% or less)	Met
39/47	2	From 20 students (51%) at 2+years below to 5 (13%) below. Target: 10 (26% or less)	Met
41/42	3	From 25 students (63%) at 2+ years below to 16 (41%) below. Target: 13 students (32% or less)	Not met
37/41	4	From 25 students (67%) at 2+ years below to 17 (46%) Target: 13 students (34% or less)	Not met
46/49	5	From 30 students (66%) at 2+ years below to 19 (41%). Target: 15 (33% or less).	Not met

TLS	**Total**	**Minus Kindergarten (by definition cannot be 2+ years below): Reduce 110 students to 55. Actual = 59 or 46%**	**Close**

Overall, TLS ***came very close to meeting*** this goal, with a **46%** reduction in the number of students performing 2+ years below grade level in math rather than the target of 50% reduction. Again, these outcomes can be attributed to the careful progress monitoring and intensive intervention to support students who were the furthest behind.

Culture and Community Goals 5 - 9

The School Performance Committee also monitors these goals.

Goal 5 - Student Attendance | Status: Met

By Year Five, we will have at least a 90% average daily attendance rate or 77% proportional attendance rate.

The State of Missouri measures attendance in two ways: Average Daily Attendance (ADA) and Proportional Attendance (PA). The State of Missouri asks schools to track ADA each day to help communicate with families about the critical importance of students attending consistently t*o ensure maximum school achievement (academic, social/ emotional)*. Table 4 below shows the ADA for TLS students in AY26.

Table 4

Average Daily Attendance of TLS Students in 2025 - 2026 By Month

August	September	October	November	December
91.6%	91.8%	90.6%	90.3%	90.1%
January	**February**	**March**	**April**	**May**
88.8%	88.7%	88.4%	88.5%	89.6%
2026 Academic Year Average: 89.84%				

With an ADA of **89.84%** TLS is ***currently meeting*** Goal 5, which it attributes in part to an incentive program introduced this fall called “Level Up” that awards wrist bands to students who attend regularly, along with recognition at monthly Pride meetings, weekly

acknowledgement in *The Weekly Roar* newsletter principal Rebecca Maldonado sends to teachers, and students' pictures posted in the hall. For those students who struggle with attendance, TLS has met with families to address barriers and sent out encouraging messages when improvements are seen. We can see that students' attendance drops in the winter, so keeping students healthy and safely transported to and from school during these months is key.

The State of Missouri also uses a different attendance metric called "proportional attendance" ***to allocate state funding***. Proportional attendance is based on *90% of students attending for 90% of the day*. This number is determined on two "count days," once in September and again in January, so it is especially important that students attend on these days ***to ensure the maximum funding*** for which the school is eligible.

The state publishes the proportional attendance rate for every school in Missouri, which is calculated, in part, ***by assigning*** **every student an attendance percentage**. ***Any student with an attendance rate below 85% earns 0 points for the school,*** 85 to 87.49 earns .25, 87.5 to 89.9 earns .5, and ***anything above 90 earns a full point***. (The remainder of the calculation is based on factors detailed here.) The main message the Board would like to convey here is that ***students earning less than 85% attendance really impact the school's performance rating with the state, which translates to fewer dollars of support allocated to the school.***

Table 5 below shows the Proportional Attendance (PA) rate for TLS and local elementary schools in Academic Years 2024 and 2025, the most recent years for which comparative data are publically available.

Table 5

Comparison of Proportional Attendance at TLS and Normandy Elementary Schools in AY 2024 and AY 2025

School	Proportional Attendance in '23 - '24	Proportional Attendance in '24 - '25
TLS	**71.8%**	**51.4%**
Barack Obama Elementary	**48.2%**	**50.2%**
Bel Nor Elementary	**51%**	**90.7%**
Jefferson Elementary	**49.3%**	**57%**

TLS shows a **decline in Proportional Attendance from AY2024 to AY2025**. (Note: PA data are reported yearly in November). ***It is essential that students attend consistently both for the school's economic benefit and for the students to thrive academically and socially.***

Goal 6 - Student Leadership | Status: Partially Met

By the end of the year, the average score of students in 3rd grade and above will be a 4 or higher on a 5-point scale that they agree or strongly agree that they are developing the following leadership skills: Understanding their emotions (self-awareness), making good choices (agency), and working well with others (collaboration) as measured by pre-post Wayfinder SEL assessment data. (Rev. 2.28.26)

In December, Managing Director of Student Support Keisha Seymour, presented the board with a plan to support student leadership development through student wellness. The Plan is based on the TLS Core values of Love, Authenticity, Empowerment, and Development (LEAD) as well as the WSCC (Whole School, Whole Community, Whole Child) framework, the Missouri Model for Trauma-Informed Schools, Restorative Practices (IIRP), CASEL (Collaborative for Academic, Social, and Emotional Learning) Competencies, and a Multi-Tiered System of Support (MTSS). In Year Five (AY 27), all students K - 6 will receive lessons from the social-emotional learning curriculum called *Wayfinder*. In addition, teachers will receive training in restorative practices, trauma informed practices, and peer-led initiatives to strengthen community and equip students with skills for lifelong leadership.

To establish a baseline for the metric in Goal 6, this December TLS administered the *Wayfinder* Social Emotional Learning (SEL) survey to students following the *Wayfinder* curriculum in Grades 3 - 5. Three of the six traits measured capture key elements related to leadership development: Self-Awareness, Agency (belief in one's ability to achieve goals), and Collaboration. Table 6 below shows the average responses for students in the winter and spring indicating whether they agreed or strongly agreed with statements linked to each area, with Strongly Agree = 5 points and Strongly Disagree = 1 point.

Table 6

Average Points of Students in Grades 3 - 5 who Agreed or Strongly Agreed with Statements About Themselves in the Categories Listed

	Average Points Winter	Average Points Spring
Self Awareness	**3.9**	**4.1**

Agency	**4.1**	**4**
Collaboration	**3.9**	**3.9**

Students ***met the target on two of the three criteria*** for this goal, with students showing the most growth in the area of Self Awareness (understanding their emotions). For AY 27 a greater emphasis on naming and honoring when collaborating is happening, not just within lessons, but outside class such as on the playground or as part of activities associated with the new student council will become a priority, along with teaching these skills explicitly. This will be helped next year, when the *Wayfinder* curriculum is administered twice a week to students K - 6 and emphasizes all six pillars: Self-Awareness, Adaptability, Empathy, Collaboration, Agency, and Purpose. In addition, staff are working on ways to implement a school-wide approach to leadership development that becomes more deeply embedded in every aspect of school life. Look for more on this from school leaders in the coming months.

Goal 7 - Family Satisfaction | Status: Met

85% of parents/family members will respond positively to a formal survey that they are satisfied with the school, rising to 90% in Year Five.

Ensuring families are satisfied with the support The Leadership School offers their children's academic, social/emotional and physical development is important. Information in this area is gathered in several ways. First is through a survey administered in the winter and spring that uses three indicators to represent family satisfaction: The sense families have of their *child's safety* at school, their sense of their child *feeling they belong* at school, and quality of *family communication*. Table 7 below shows the average responses of the families that responded to the survey who agreed or disagreed with statements in the indicated areas, with Strongly Agree = 5 points and Strongly Disagree = 1 point.

Table 7

Average Responses of Families Who Agreed or Strongly Agreed with Statements in the Indicated Areas from Winter to Spring 2026

2026	Sense of Safety	Sense of Child Belonging	Family Communication	Family Satisfaction Total
Winter	**84.8%**	**Emotional support:**	**Can approach staff with**	**85.9%**

# = 46		**76.1%** **Sch is welcoming: 95.7%** **Avg. 85.9%**	**concerns: 87%**	
Spring **# = 62**	**82.3%**	**Emotional support: 78.7%** **Sch. is welcoming: 90%** **Avg. 84.4%**	**Can approach staff with concerns: 87%**	**84.6%**

Data from this survey indicate the goal was ***met this year*** but more attention will be needed to ensure improvements are made to meet the 90% target in Year Five. The board will continue to monitor the school's efforts in the areas of student safety and family communication to encourage continued growth, by requiring discipline referrals be reported at monthly board meetings, families know how and when to connect with the school if there is a concern, and family-facing newsletters are posted on the school's website and shared with the Board monthly.

A second way that the TLS Board is monitoring family satisfaction is through family participation rates in all-school events. Table 8 below shows this information for AY26.

Table 8

Student and Family Participation in Fall 2025 Whole School Events

Date	Event	Number of Participants
August 2025	Open House	175+ families
September 2025	Family University	51 participants
September 2025	Trivia Night	55 participants
October 2025	Halloween Extravaganza	25 families & K - 5th Graders
November 2025	Grand-Friends Breakfast	105 participants

December 2025	Christmas in the Kitchen	21 participants
December 2025	PTO	3 participants, + 3 staff & 1 board member
December 2025	Winter Solstice	45 families & 120 students
December 2025	Donuts with Dudes	63 participants
January 2026	Spelling Bee	35 participants
February 2026	Latte with Ladies TLS State of the Union	60 participants 20 participants
March 2026	Black History Program	Schoolwide + 100 participants
May 2026	Sneaker Ball Kindergarten Graduation 5th Grade Promotion	125 participants Kindergarteners + 130 participants 120 participants
Multiple dates	Girl Scout Meetings	10 consecutive families

Goal 8 - Student Retention | Status: Met

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.

On September 30, TLS had 193 students enrolled. Over the course of the year, 27 left TLS, 14 of whom left due to moving out of the enrollment zone (12) or for unknown reasons (2) for a total of 5%. Thirteen students (4%) left for other reasons (e.g., dissatisfaction). We looked at the number of students who planned to return in the spring as a percent of the adjusted base (=original enrollment - 5%). See Table 9 below for a summary.

Table 9

TLS Student Retention Rates in AY26

# Enrolled on Sept. 30 → # Adjusted by 5%	Adjusted Base → # Enrolled on June 17 → # Planning to Re-Enroll	Adjusted Base % who plan to re-enroll
293 → 279	279 → 266 → 257	92%

Thanks to the hard work of the recruitment and enrollment team, **particularly the efforts of Ms. Carmen Ward, Director of Family and Community Engagement,** the school achieved a **92%**

intent to re-enroll. While the actual number of students re-enrolling will only be confirmed after the start of school, there is a strong likelihood that this ***goal has been met.***

Goal 9 - Staff Satisfaction | Status: Needs Improvement

90% of staff members will agree or strongly agree on the TNTP Instructional Insight survey that they feel positively about the overall instructional culture.

The TNTP is a nationally normed assessment that asks teachers to respond to questions in 17 areas using a six-point Likert scale, indicating whether they "Strongly Agree" all the way to "Strongly Disagree" with statements in each of the assessed domains. The TNTP survey averages the ratings, then places the averages on a 1 - 10 scale with the national average a 5. In Table 10 we see the ratings of teachers at TLS collected in December compared to national averages.

Table 10

Teacher Ratings of Statements Related to Instructional Culture Compared with National Averages

# = 15/17	*Domain*	*TLS*	*National Average*
1	**School operations**	*3.1*	*Lower than national average*
2	**Peer collaboration**	*4.5*	*Slightly lower than national average*
3	**Family and community engagement**	*4.9*	*Close to the average*
4	**Academic opportunity**	*4.9*	*Close to the average*
5	**Career progression**	*5.0*	*Meets national average*
6	**Leadership**	*5.0*	*Meets national average*
7	**Staff evaluation**	*5.2*	*Slightly exceeds national average*
8	**Academic expectations**	*5.8*	*Slightly exceeds national average*
9	**Supportive environment**	*5.7*	*Slightly exceeds national average*

10	**Instructional planning for student growth**	*5.8*	*Slightly exceeds national average*
11	**Belonging**	*5.9*	*Slightly exceeds national average*
12	**Professional development**	*5.9*	*Slightly exceeds national average*
13	**Hiring process**	*6.1*	*Exceeds national average*
14	**Learning environment**	*6.1*	*Exceeds national average*
15	**Teacher compensation**	*6.5*	*Exceeds national average*
16	**Observation and feedback**	*6.6*	*Exceeds national average*
17	**Manageable Work load**	*7.1*	*Exceeds national average*

To evaluate whether 90% of teachers felt "positively about the overall instructional culture" the Board selected 12 of the 17 domains: 2, 4, 6, 7, 8, 9, 10, 11, 12, 14, 16 and 17 to evaluate. Comparison with national averages showed 2/12 = below; 7/12 = at or slightly above; 3/12 above. In total 10/12 or **83% of responses** were at or above the national average.

Another indicator the Board and TLS Leadership used to track teacher satisfaction was the percentage of staff (teachers, leaders, and non-instructional staff) who were asked back and chose to return. Table 11 shows the retention rate for AY 26, with **90%** of staff and **96%** of teachers who were asked back choosing to return.

Table 11

Retention Rate of TLS Staff and Teachers in AY 26

Total Staff in August	Staff Retention Rate	Teacher Retention Rate
41 Staff Members	37/41 = **90%**	23/24 = **96%**

Teachers who indicated their intent to remain at the school for three or more years on the TNTP survey offered a variety of reasons for their decision, as reflected in Table 12 below.

Table 12

Reasons Given by Teachers who Indicated Their Intent to Stay Three or More Years

Reason	Number of Teachers
I like the work schedule at my school	**3**
Ability to have a positive impact on student outcomes	**2**
Relationshipswithstudentsandfamilies	**2**
I feel safe and supported bringing my authentic self to work	**1**
Recognition and respect	**1**
Retirement benefits	**1**
Staff collegiality and collaboration/relationships with staff	**1**

Taken together, the Board determined that this goal was ***close to being met***. We see that there is room for growth particularly in the area of school operations, peer collaboration, family and community communication, and academic opportunity, but that teachers and staff show a clear commitment to remaining at the school. This continuity strengthens the foundation to conduct an effective school.

Governance, Finance, and Compliance Goals 10 - 12

The final three Charter Goals are monitored most closely by the Governance and Finance & Facilities committees.

Goal 10 - Board Engagement | Status: Met

> **Each year, each board member will attend, at a minimum, 80% of the regularly scheduled monthly board meetings.**
>
> **For each fiscal year, 100% of board members will contribute financially to fundraising goals.**

As seen in Table 13 below, the board averaged **81%** attendance at board meetings, ***meeting the first part*** of this goal

Table 13

TLS Board Member Attendance at AY 2026 Board Meetings

7/22	8/26	9/30	10/28	12/10	1/27	2/24	3/31	4/28	5/26	AVG
5/8 63%	5/8 63%	7/7 100%	6/6 100%	4/6 75%	7/7 100%	5/7 71%	5/7 71%	5/7 71%	7/7 100%	81%

Additionally, all board members contributed financially to the school each month, raising a total of **$35,837** for the year ***meeting the second part of this goal.***

Table 14

Rates of Board Giving by Month

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb.	Mar	Apr	May	June
Contributors/ Total Board	3/8	2/8	7/8	6/6	2/6	2/6	1/6	1/6	1/6	1/6	1/6	2/6

Other sources of funding, in addition to donations, state and federal funds, that the school has benefited from this year included a 2 million dollar grant from the Charter School Program (CSP) awarded in the spring of 2024, which runs through the end of the 2026 - 2027 school year and is aimed at supporting the school's expansion from K - 2 to K - 8 during the first five years of operation.

In addition to these funding sources, TLS PTO and staff contributed to fundraising through programs like Double Good Popcorn sales and Skating for Change events, as well as soliciting/coordinating donations from community partners like Midwest Bank Centre and Christmas in the Kitchen. In total, donations to the school from these sources totalled close to **$9,800.**

The Board honors the hard work of the TLS staff and PTO to organize and hold these fund-raising events. The Board encourages families to attend PTO meetings to show their support, learn how to become involved, and more about the school's work. For parents and caregivers who cannot attend in person, the school is pursuing a way to make meetings hybrid to include more families.

Finally, the Board set an internal goal for each board member to participate in at least one school event per quarter. During the year, board members were involved in events every month of the year as seen in Table 15.

Table 15

Board Engagement in School Events by Month

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Participants/ Total Board	**1/8**	**0/8**	**2/6**	**1/6**	**1/6**	**1/6**	**3/6**	**1/6**	**2/6**	**4/7**	**3/7**

Goal 11 - Fiscal Responsibility | Status: Met

The Leadership School will maintain at least 60 days of cash on hand at all times.
For each year, the annual audit will have no material findings and unqualified opinion.

The school ended the year having met Goal 11 as seen in Table 16 below.

Table 16

Key Financial Performance Indicators for AY26

	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Days of Cash (< 45)	**76**	**86**	**71**	**71**	**73**	**72**	**61**	**82**	**82**	**64**	**59**	**75**
Gross Margin (> 5%)	**7%**	**10%**	**6%**	**7%**	**7%**	**7%**	**5%**	**9%**	**9%**	**4%**	**2%**	**5.6%**
% Fund Balance @ Year's End (> 12%)	**21%**	**24%**	**20%**	**20%**	**21%**	**20%**	**18%**	**22.3%**	**22%**	**17%**	**14%**	**18%**

The school is projected to end the year with a fund balance of $968,117. Last year's fund balance was $648,551.

The school annual audit raised no concerns. [link when available]

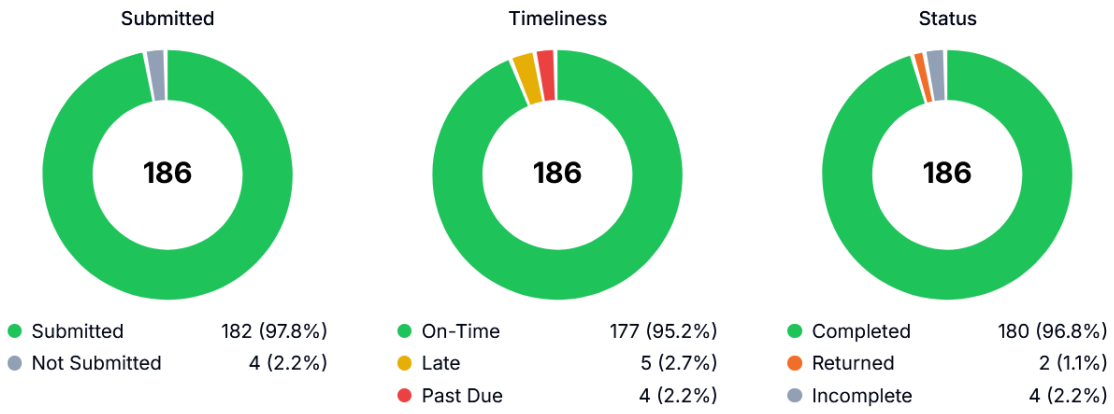
Goal 12 - Compliance/Reporting | Status: Exceeded

Annually, at least 90% of state data, reporting and compliance submissions to the sponsor and to DESE will be accurate and on time.

Each year TLS is responsible for submitting close to 200 reports to our authorizer, the Missouri Public Charter School Commission (MCPSC) and the Department of Elementary and Secondary Education (DESE) to ensure we are in compliance with all state and charter requirements. Figure 2 shows the submissions, timeliness, and completion of these reports as of June 30, 2026.

Figure 2

Submissions, Timeliness and Completion for Reports July 2025 - June 2026



Overall, The Leadership School has ***exceeded the 90% set for this goal***, with **97%** of the required reports completed and **95%** of them on time.

Policy Work

In addition to monitoring progress toward the twelve charter goals, the Board actively engages in policy work to ensure operational compliance, foster a healthy school culture, and provide clear strategic guideposts. The Board systematically addresses policies through scheduled annual, biennial, and periodic reviews, as well as developing new policies in response to emergent needs.

Policy Review & Alignment

To ensure ongoing compliance and organizational integrity, the Board conducted reviews of several foundational operational and legal policies:

- **Sunshine Policy**: Reviewed to maintain public transparency and meet state open meeting standards.
- **Professional Development Opportunities Policy**: Evaluated to support continuous instructional improvement and staff growth.
- **Get the Lead Out of Drinking Water & Seclusion, Restraint, & Corporal Punishment Policies**: Reviewed to uphold essential student health, safety, and well-being standards.
- **Parental Involvement (Title IA) & FMLA/FERPA Rights Policies**: Assessed to safeguard family engagement rights and statutory privacy protections.
- **School Calendar & Diabetes Individualized Plan Policies**: Reviewed to streamline operational schedules and specialized student health supports.
- **Organ, Eye, Tissue Donation, Drug-Free Workplace, and Will's Law Policies**: Maintained in alignment with state statutory health and workplace requirements.
- **School Closure Policy**: Reviewed to ensure clear protocols and financial escrow compliance during emergency situations.
- **Student Fees & Solicitations Policies**: Examined to regulate fundraising practices and maintain equitable access to school activities.
- **Capital Assets Accounting Policy**: Reviewed to mandate physical inventory management every two years.

Policy Revisions

Key operational frameworks were updated to align with evolving administrative needs and DESE standards:

- **Annual Performance Report Information Policy**: Updated to reflect state reporting metrics and strengthen data governance.
- **Personnel Evaluations Policy**: Revised to establish structured, performance-aligned evaluation standards across leadership and instructional staff.

New Adoptions

The Board formally adopted several state-mandated model policies to meet statutory compliance requirements:

- **Electronic Communications and Device Policy**: Adopted to guide digital safety and appropriate technology use across the school community.
- **Special Education Records & Records Retention Model Policies**: Instituted to guarantee legal compliance with record-keeping and student data privacy legislation.
- **Bus Driver Background Check Policy**: Established to enforce rigorous transportation safety and vetting protocols.
- **CROWN Act Policy**: Implemented to prevent discrimination based on hair texture and protective hairstyles, supporting an inclusive cultural environment.

Strategic Development

To proactively address emerging governance priorities and school mission alignment, the Board developed custom local policies:

- **Employee Professionalism Policy**: Created to establish explicit workplace standards, ethical expectations, and professional conduct guidelines.
- **Public Comment Policy**: Formulated to structure community participation and provide transparent public dialogue channels during board meetings.

The complete set of TLS Bylaws and Policies can be viewed online.

Conclusion

As The Leadership School enters Year Five of its charter, the strong academic growth and momentum achieved across our key performance metrics demonstrate clear progress toward our long-term vision. The upcoming physical expansions including the addition of Grade 6, a new gymnasium, a dedicated playground, and an in-house commercial kitchen will serve as vital catalysts for student leadership, wellness, and comprehensive community growth. These enhancements will provide our young leaders with enriched opportunities to collaborate, build character, and thrive in an environment designed to support the whole child.

This meaningful progress is a direct result of the relentless passion, dedication, and expertise of the TLS staff and leadership team. As we look ahead, we invite all families, partners, and community members to actively engage with us in shaping the school's next chapter. We encourage stakeholders to join us at our upcoming August coffees and gatherings—offered both virtually and in person—to share ideas, ask questions, and collaborate on our continued journey.

It remains our highest honor to serve the students and families of The Leadership School. Together, we stay deeply committed to advancing our mission: cultivating an academically rigorous, culturally relevant, and supportive environment where every student is empowered to lead, achieve, and make a lasting positive impact on their community and the world.

Dr. Rebecca Langrall, Board Chair (rlangrall@tlsstl.org)
Gary Stevenson, Board Treasurer (gstevenson@tlsstl.org)
Terrence Curry, Director (tcurrey@tlsstl.org)
Shinita Jones, Director (sjones@tlsstl.org)
Dr. Stephanie Madlinger, Director (smadlinger@tlsstl.org)
Tanisha Montgomery, Director (tmontgomer@tlsstl.org)

Aaron Williams, Director (awilliams@tlsstl.org)

Come join us for coffee to discuss the Annual Board Report! Let us know which dates you prefer here:



THE LEADERSHIP SCHOOL
EMPOWERING LITTLE LEARNERS TO BECOME LITTLE LEADERS

Executive Summary: Annual Board Report (July 2026)

At the conclusion of Year Four of its five-year charter with the Missouri Public Charter School Commission (MCPSC), The Leadership School (TLS) Board of Directors evaluated progress toward its 12 Revised Charter Goals. These metrics ensure TLS exceeds comparable local schools across academic growth, culture, governance, and financial sustainability.

Monitoring is led by three standing board committees—School Performance (Goals 1–9), Governance (Goals 10, 12), and Finance & Facilities (Goal 11)—utilizing the Strategic Goals & Objectives Monitoring Framework. The Framework monitors data collection in such areas as teacher coaching, academic intervention, student performance, school culture, stakeholder satisfaction, board engagement, and operations.

Academic Achievement (Goals 1 – 4)

> *Background & Context: Monitored by the School Performance Committee. The academic model relies on the Missouri Assessment Program (MAP) state assessment and iReady diagnostics in Reading and Math. Interventions target accelerating learning for students performing two or more years below grade level and expanding overall grade-level proficiency.*

Goal 1: MAP Proficiency (ELA & Math) — ON TRACK (SPRING 2027)

Target & Context: By Year 5 (2026–2027), 35% of students will score Proficient/Advanced in ELA and 20% in Math on the state MAP assessment.
AY26 Performance: The school is currently on track to achieve these targets by Spring 2027. Official Spring 2026 MAP results will be released publicly in the upcoming 2026–2027 Midyear Board Report.

Goal 2: Reading Growth (iReady Diagnostic) — CLOSE (41% / 50% TARGET)

Target & Context: Annually decrease the number of students performing 2+ grade levels below in reading by 50% across Grades 1–5.
AY26 Performance: TLS achieved a 41% reduction in students reading two or more years below grade level (from 95 down to 56 students), falling 9 percentage points short of the target. Grades 1 and 2 met their targets, while Grades 3–5 faced longer catch-up distances. TLS will adopt the new Redthread ELA knowledge-building curriculum next year.

Goal 3: iReady Achievement — MET EARLY (MATH) / ON TRACK (ELA)

Target & Context: By Year 5, achieve 50% grade-level proficiency in ELA and 25% in Math on the iReady diagnostic assessment.
AY26 Performance: Math (Met Early): Reached 32% proficiency in Spring (up from 5.3% in Fall), exceeding the Year 5 target early due to the adoption of Eureka Squared curriculum, intensive teacher coaching, and student intervention. ELA (On Track): Reached 46% average proficiency in Spring (up from 18.3% in Fall), with Kindergarten reaching 70%.

Goal 4: Math Growth (iReady Diagnostic) — CLOSE (46% / 50% TARGET)

Target & Context: Annually decrease the number of students performing 2+ grade levels below in math by 50% across Grades 1–5.
AY26 Performance: Achieved a 46% reduction in 2+ years below students (from 110 down to 59 students in Grades 1–5). Grades 1 and 2 met their growth targets; intensive coaching and progress monitoring continue to support upper elementary grades.

Culture and Community (Goals 5 – 9)

> *Background & Context: Monitored by the School Performance Committee. This category evaluates student attendance, social-emotional leadership development through the Wayfinder SEL curriculum, family satisfaction, student re-enrollment, and staff instructional culture.*

Goal 5: Student Attendance (ADA & Proportional Attendance) — MEETING ADA TARGET (89.84%)

Target & Context: Maintain at least a 90% Average Daily Attendance (ADA) rate or 77% Proportional Attendance (PA) rate by Year 5.
AY26 Performance: ADA: The AY26 average reached 89.84%, meeting the target via support from the 'Level Up' student incentive program. Proportional Attendance (PA): PA dropped to 51.4% in AY25. Consistent daily attendance remains essential for both academic progress and state funding allocations.

Goal 6: Student Leadership (Wayfinder SEL) — MET 2 OF 3 CRITERIA

Target & Context: Achieve an average score of 4.0 or higher on a 5-point scale in Self-Awareness, Agency, and Collaboration on the Wayfinder SEL survey (Grades 3–5).
AY26 Performance: Spring scores reached 4.1 in Self-Awareness (Met) and 4.0 in Agency (Met), while Collaboration reached 3.9 (Not Met). The Wayfinder SEL curriculum will expand to twice-weekly for Grades K–6 in AY27.

Goal 7: Family Satisfaction & Engagement — GOAL MET (84.6% – 85.9%)

Target & Context: Maintain an 85% positive family survey response rate regarding student safety, sense of belonging, and communication (rising to 90% in Year 5).
AY26 Performance: Family satisfaction averaged 85.9% in Winter and 84.6% in Spring 2026. Community participation was exceptionally strong in the fall, highlighted by over 175 families attending the August Open House and 105 attending the Grand-Friends Breakfast.

Goal 8: Student Retention — LIKELY MET (92% INTENT)

Target & Context: Re-enroll at least 85% of eligible students enrolled on October 1 (excluding out-of-zone moves).
AY26 Performance: Achieved a 92% intent to re-enroll rate across the adjusted student base of 279 students, supported by the family engagement outreach of Ms. Carmen Ward, Director of Family and Community Engagement.

Goal 9: Staff Satisfaction & Retention — CLOSE TO MET (83% DOMAINS)

Target & Context: 90% of staff agree/strongly agree on the TNTP survey regarding positive instructional culture across 12 board-selected domains.
AY26 Performance: 10 out of 12 evaluated domains (83%) met or exceeded national averages. Demonstrated commitment was exceptionally high, with 96% of teachers and 90% of total staff returning for the upcoming school year.

Governance, Finance, and Compliance (Goals 10 – 12)

> *Background & Context: Monitored by the Governance and Finance & Facilities Committees. Focuses on board attendance and financial contribution, maintaining strong cash reserves, achieving clean financial audits, executing policy reviews, and meeting authorizer (MCPSC) and state (DESE) reporting deadlines.*

Goal 10: Board Engagement & Philanthropy — GOAL MET (BOTH METRICS)

Target & Context: Maintain 80%+ board meeting attendance and 100% board financial contribution annually.
AY26 Performance: Board members averaged 81% meeting attendance and achieved 100% financial participation, raising $35,837. TLS also benefits from a $2.0M Charter School Program (CSP) grant and $9,800 raised via staff and PTO events.

Goal 11: Fiscal Responsibility & Financial Health — GOAL MET (75 DAYS CASH)

Target & Context: Maintain 60+ days of cash on hand at all times and earn an annual audit with no material findings.
AY26 Performance: Averaged 75 days of cash on hand, a 5.6% gross margin, and an 18% fund balance ($968,117 projected end-of-year balance). The annual audit raised zero concerns.

Goal 12: Compliance & Regulatory Reporting — EXCEEDED (97% COMPLETED)

Target & Context: Submit at least 90% of state and authorizer data and reporting accurately and on time.
AY26 Performance: Successfully submitted 97% of ~200 required reports to MCPSC and DESE, with 95% submitted on time. The Board also reviewed, revised, or adopted over 20 governance policies in AY26.

Summary Dashboard: 12 Revised Charter Goals

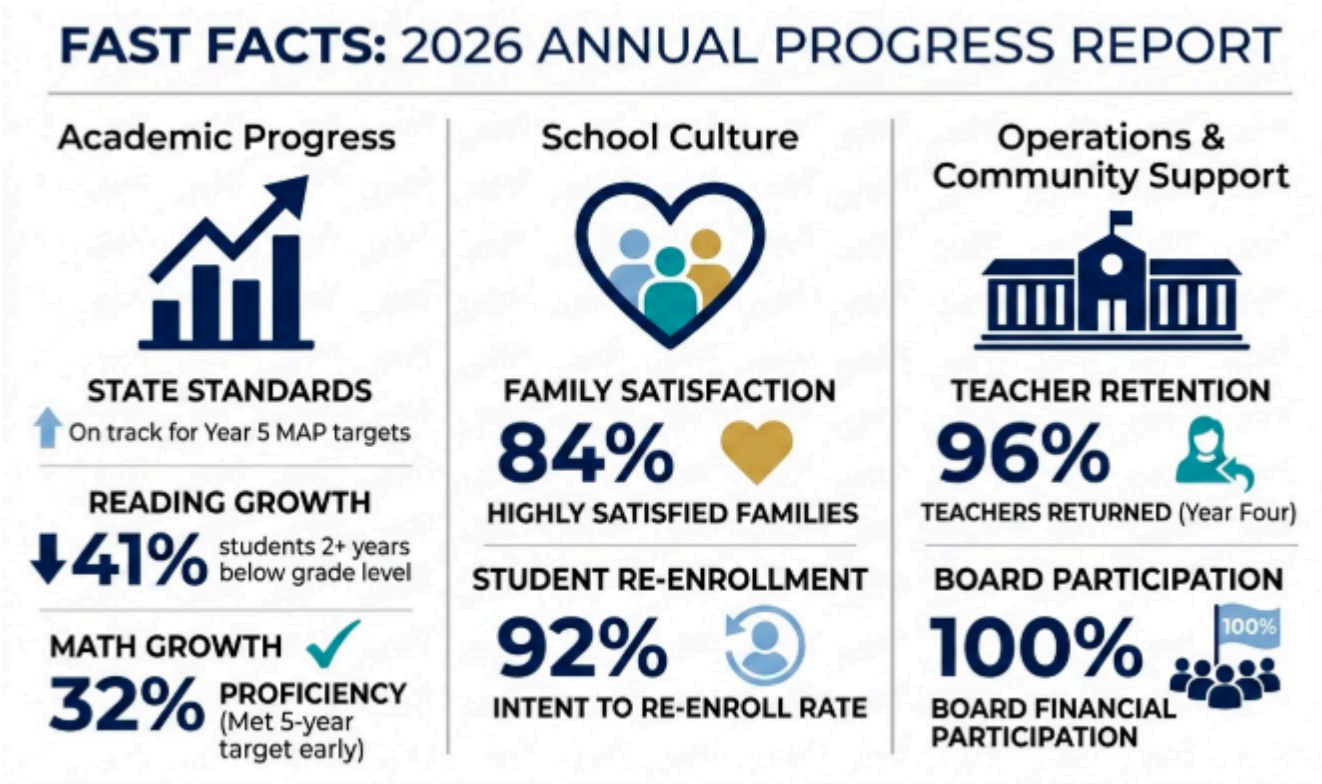
Goal # & Name	Category	Target Metric	AY26 Performance	Status
Goal 1: MAP Proficiency	Academic	35% ELA / 20% Math	Awaiting Spring 2026 MAP Data	On Track
Goal 2: Reading Growth	Academic	50% Reduction in 2+ Below	41% Reduction (95 to 56)	Close (Not Met)
Goal 3: iReady Achievement	Academic	50% ELA / 25% Math	46% ELA / 32% Math	Met (Math) / On Track
Goal 4: Math Growth	Academic	50% Reduction in 2+ Below	46% Reduction (110 to 59)	Close (Not Met)
Goal 5: Student Attendance	Culture	90% ADA / 77% PA	89.84% ADA / 51.4% PA	Meeting ADA
Goal 6: Student Leadership	Culture	4.0+ SEL Score (3 Domains)	4.1 Self-Aware, 4.0 Agency, 3.9 Collab	Met 2 of 3
Goal 7: Family Satisfaction	Culture	85% Positive Response	85.9% Winter / 84.6% Spring	Met
Goal 8: Student Retention	Culture	85% Re-enrollment	92% Intent to Re-enroll	Likely Met
Goal 9: Staff Satisfaction	Culture	90% Positive Culture (TNTP)	83% Domains (96% Teacher Return)	Close to Met
Goal 10: Board Engagement	Governance	80% Attendance / 100% Giving	81% Attendance / 100% Giving ($35.8k)	Met
Goal 11: Fiscal Responsibility	Finance	60+ Days Cash / Clean Audit	75 Days Cash / $968k Fund Balance	Met
Goal 12: Compliance	Compliance	90% On-Time & Accurate	97% Complete / 95% On-Time	Exceeded

Strategic Outlook & Year Five Priorities

The academic and operational growth demonstrated in Year Four provides a strong foundation for fulfilling The Leadership School's mission. Year Five (AY27) strategic priorities include expanding to Grade 6, adopting the Redthread ELA curriculum, scaling the Wayfinder SEL curriculum to twice weekly across Grades K–6, and completing capital expansions for a playground, gymnasium, and commercial kitchen for in-house meal preparation.

TLS Board of Directors (AY26):

Dr. Rebecca Langrall (Board Chair) • Gary Stevenson (Treasurer) • Terrence Curry • Shinita Jones • Dr. Stephanie Madlinger • Tanisha Montgomery • Aaron Williams



THE LEADERSHIP SCHOOL
EMPOWERING LITTLE LEARNERS TO BECOME LITTLE LEADERS

The Leadership School Midyear State of the School Board Report – January 2026

Introduction

At the half-way point in Year Four of a five-year charter with the Missouri Public Charter School Commission (MCPSC), in this inaugural *State of the School Board Report*, The Leadership School Board of Directors is pleased to provide an account of The Leadership School's progress toward its mission and vision:

School Mission

The Leadership School grows our students' leadership capacity through engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.

School Vision

The Leadership School empowers and inspires young leaders to collaboratively make their community & the world a better place.

In Year Three, Co-Executive Directors, Courtney Moulder and Keisha Seymour, and TLS Staff added the following equity statement:

Equity Vision Statement

The Leadership School is committed to diversity and inclusion by helping all students understand themselves and their learning styles. We provide the tools and resources needed for all students to thrive academically, physically, socially, and emotionally. We acknowledge the diversity of our student body in areas such as race, learning abilities, socioeconomic status, and gender. We believe in equal learning opportunities for all students regardless of these differences. We aspire for each student to embrace their academic journey and choose a challenging and fulfilling path.

In alignment with the School's Mission, Vision, and Equity Vision statement, and after careful review of school data and comparative data from neighboring schools (both public and public charter), school leaders and board members proposed the adoption of a set of **Revised Charter Goals** that are both rigorous and attainable, viewable here, along with rationales for revisions.

In late summer, the School asked our authorizer, The Missouri Charter School Commission, if we could amend our charter goals and were told we could not, as we were already starting Year Four of a Five-Year agreement. At the same time, they recognized that the original academic performance goals *were higher than state averages for all students* and that if we were to outperform comparable local schools on the state test (MAP), and did well regarding other factors detailed later in this report, we would be well positioned for renewal of our charter for another five years.

Accordingly, the board is holding the school accountable to the Revised Charter Goals knowing that these will ensure the school *exceeds comparable local schools on similar metrics.* Based on this revised goal framework we offer our stakeholders the following status report.

Accountability Monitoring

Four TLS Board of Director committees (Development, Finance & Facilities, Governance and School Performance) together with TLS leadership use the TLS Board - 2027 Strategic Goals & Objectives Monitoring Framework to monitor progress toward our revised charter goals. This framework mirrors the school's *internal* operational tool – The Organizational Health Dashboard – which links initiatives and data supporting each goal. This data collection is used, in part, to drive decisions about how to differentiate instruction to support individual student needs as well as the teacher coaching needed to ensure effective curriculum delivery.

Each month, Executive Director, Courtney Moulder, consolidates goal data and related planning to share at board and committee meetings. These reports can be found within the board meeting minutes on the TLS website at the Board on Track portal (Board of Directors > Governance > Documents). The School Accountability Model below illustrates how these systems work together to drive data collection, analysis, strategic decision-making, and reporting.

Figure 1

School Accountability Model



School Performance Goals 1 - 4

The TLS Board School Performance committee is responsible for monitoring the first four revised goals. You can see this monitoring in action by reviewing the monthly committee meeting minutes included in the board meeting packet in the school's Board on Track portal on the TLS website.

Goal 1 (MAP Proficiency)

By Year Five, 35% of TLS students will score Proficient or Advanced in English Language Arts (ELA) on the MAP (Missouri Assessment Program) and 20% of TLS students will score Proficient or Advanced in Math on the MAP (Missouri Assessment Program)

The most public of school metrics, Goal 1 relates to school performance on the state test known as the Missouri Assessment Program or MAP. As Goal 1 is based on performance in Year Five of the Charter (2026 - 2027) and the school is currently in Year Four, the School Performance committee is looking for evidence that the school is *on track* to meet this goal by Spring of 2027.

Below are the English Language Arts and Math achievement scores for students taking the MAP (Grades 3 and 4) in Spring 2024 and Spring 2025, Year Two and Year Three of the TLS charter, respectively.

Table 1

2024 and 2025 MAP Achievement in ELA and Math

Grade 3 ELA	2024	2025
Advanced (A)	2.30%	8%
Proficient (P)	16.30%	5%
Basic	34.90%	18%
Below Basic	46.50%	68%
% P & A	18.6%	13%
Grade 3 Math	**2024**	**2025**
Advanced (A)	0%	5%
Proficient (P)	9.30%	5%
Basic	14%	32%
Below Basic	76.70%	58%
% P & A	9.3%	10%
Grade 4 ELA	**2024***	**2025**
Advanced (A)	n/a	9%

Proficient (P)	**n/a**	**20%**
Basic	**n/a**	**48%**
Below Basic	**n/a**	**23%**
% P & A		**29%**
Grade 4 Math	**2024***	**2025**
Advanced (A)	**n/a**	**7%**
Proficient (P)	**n/a**	**9%**
Basic	**n/a**	**14%**
Below Basic	**n/a**	**70%**
% P & A		**16%**

* TLS did not offer Grade 4 in the 2023 - 2024 school year.

At the end of Year Five (2026 - 2027), TLS aims that 35% of all students taking the MAP (Grades 3 - 6) will score 'Proficient' or 'Advanced' in ELA. At the end of Year Three (2024 - 2025), TLS average student achievement for ELA was **21%** (13% + 29%/2) **scoring 'Proficient' or 'Advanced.'** We were 14 percentage points away from our Year Five goal. At the rate students are growing in reading (see Goal 2 below), we believe we will meet or exceed our internal target.

At the end of Year Five, TLS aims that 20% of students taking the MAP (Grades 3 - 6) will score 'Proficient' or 'Advanced' on the MAP in math. At the mid-point of Year Three (2024 - 2025), TLS average student achievement in math was **13%** (10% +16%/2) **scoring 'Proficient' or 'Advanced.'** We were 7 percentage points away from our Year Five goal. At the rate students are growing in math (see Goal 4 below), we believe we will meet or exceed our internal target.

To help put the performance of TLS students in a larger context, how did TLS students compare to those in comparable elementary schools in Normandy? See Table 2 below for 2023 - 2024 data, the most recent grade level data to which the public currently has access:

Table 2

2024 MAP Proficiency Totals in ELA and Math for Normandy Elementary Schools

	ELA Proficient + Advanced	**Math Proficient + Advanced**
Barack Obama Gr. 3	**6.8%**	**4.2%**
Barack Obama Gr. 4	**10%**	**3.9%**

Average	**8.4%**	**4.15%**
Bel Nor Gr. 3	**9.6%**	**3.6%**
Bel Nor Gr. 4	**21.4%**	**24.6%**
Average	**15.5%**	**14.1%**
Jefferson Elementary Gr. 3	**5.5%**	**3.7%**
Jefferson Elementary Gr. 4	**13.7%**	**13.7%**
Average	**9.6%**	**8.7%**

Source

In Spring 2025 TLS surpassed Bel Nor, the strongest performing elementary school in Normandy in 2024, in average achievement in ELA on the MAP, by 5.5 percentage points and came within 1.1% of matching achievement in math. The latter result has led to a caution from our authorizer in its 2025 Annual Report that we must increase performance in math to be well positioned for charter renewal. The School Performance committee has been closely tracking the impact of the new *Eureka Squared* math curriculum that shows early promise in this area (see Goal 4 below).

How did TLS compare to the *overall **2025 state performance** for African American students* in Grades 3 and 4 in 2025? See Table 3 below:

Table 3

Averages of Missouri's African American Students in Grades 3 and 4 Scoring Proficient or Advanced in English Language Arts and Math on the MAP in Spring of 2025.

	State: Proficient & Advanced	**TLS: Proficient & Advanced**
ELA Grade 3	**19.7%**	**13%**
ELA Grade 4	**19.5%**	**29.4%**
Math Grade 3	**17%**	**10%**
Math Grade 4	**17.6%**	**16%**

While TLS clearly has a ways to go to reach Goal 1 in Grade 3 compared to state averages, TLS students in Grade 4 already *outperformed state averages for African American students in ELA* last spring by 10 percentage points and were close to state averages in math.

At a 2025 Fall meeting of the St Louis University PRiME Center (Policy and Research in Missouri Education), researchers presented data on the performance of Missouri charter schools, asserting that Missouri's Growth model is among the strongest in the country and that the state should revise its school ranking model to be based *primarily on growth* rather than achievement. Table 4 below shows the growth in the academic achievement of students enrolled in Grade 3 in Spring 2024 compared with those enrolled in Grade 4 in spring of 2025 (88% the same students) at TLS.

Table 4

Comparison of TLS Students in Grade 3 in 2024 to TLS Students in Grade 4 in 2025

Grade 4 ELA	Grade 3 Students 2024	Grade 4 Students 2025
Advanced	2.30%	9%
Proficient	16.30%	20%
Basic	34.90%	48%
Below Basic	46.50%	23%
Grade 4 Math	**Grade 3 Students 2024**	**Grade 4 Students 2025**
Advanced	0%	7%
Proficient	9.30%	9%
Basic	14%	14%
Below Basic	76.70%	70%

The scores highlighted in blue show the improvement.

Missouri's Department of Elementary and Secondary Education (DESE) highly values student growth and factors it into the school's *Annual Performance Report* as a clearer measure of what students gain from school rather than what they bring to school based on advantages such as

family affluence can provide[1]. **TLS earned 100% of its growth points from DESE based on its 2025 MAP scores –** (see Table 5 below).

Table 5

MAP Achievement and Growth Status

Performance Totals						
Performance		**Points Possible**	**Points Earned**	**% Points Earned**	**MPI**	**Designation**
Academic Achievement Status - English Language Arts	All Students	12.0	6.0	50.0%	328.6	Approaching
	Student Group	6.0	3.0	50.0%	326.4	Approaching
Academic Achievement Status - Mathematics	All Students	12.0	0.0	0.0%	289.1	Emerging
	Student Group	6.0	3.0	50.0%	286.8	Approaching
Academic Achievement Growth - Eng. Language Arts	All Students	12.0	12.0	100.0%		Target
	Student Group	6.0	6.0	100.0%		Target
Academic Achievement Growth - Mathematics	All Students	12.0	12.0	100.0%		Target
	Student Group	6.0	6.0	100.0%		Target

* Suppression has been applied to protect small student populations.
[1]CCR assessments include the following: ACT™, SAT™, WorkKeys™, Accuplacer™, and ASVAB corrected data for the 2023 graduation cohort.
[2]Advanced Credit includes: AP™, IB™, Dual Credit, Dual Enrollment, PLTW™, IRC or two qualifying stackable credentials.

Continuous Improvement Totals					
Continuous Improvement		**Points Possible**	**Points Earned**	**% Points Earned**	**Met/Not Met**
Success-Ready Students	KEA[3]	4.0	4.0	100.0%	
	Attendance (2024)	4.0	0.0	0.0%	

[3]Kindergarten Entry Assessment
[4]Individual Career and Academic Plan

Director of the Missouri Charter Public School Association Noah Divine's report on the growth of TLS students from 2024 to 2025 on the MAP states that ***"TLS showed exceptional effectiveness in promoting students' academic growth."*** His full report can be found here.

[1] Research in high school math achievement has shown that poverty, inequity, and other out-of-school factors are the primary cause factors in measurable student achievement (test scores), accounting for 60% or more of those scores.

- Maroun, Jamil, and Christopher H. Tienken. 2024. "The Pernicious Predictability of State-Mandated Tests of Academic Achievement in the United States" *Education Sciences* 14, no. 2: 129. https://doi.org/10.3390/educsci14020129

Goal 2 (Reading Growth)

Annually, decrease the number of students that are 2 grade levels and below by half (50%) as measured by the iReady reading diagnostic test.

From Fall to Winter of 2025, TLS saw a significant decrease in students in Grades 1 - 5 scoring two or more years below grade level *in reading* as measured by the iReady assessment. To be on track to achieve the goal of 50% reduction in these students each year, there should be at least a 25% reduction by midyear of the group identified in the fall. Midyear results appear in Table 6 below:

Table 6

Percentage Reduction of Students Reading Two or More Years Below Grade Level

Midyear Goal: 25% ↓	**Midyear Reduction**
Grade 1	80% ↓
Grade 2	30% ↓
Grade 3	40% ↓
Grade 4	24% ↓
Grade 5	14% ↓

It is easier for earlier grade levels to "catch up" as older students can fall further than two years behind, making the "distance" longer to reach the goal. Three of the five grade levels met or exceeded the midpoint target of 25% reduction and Grade 4 almost met.

Recently, one of The Leadership School's partners, The Opportunity Trust, invited area school leaders to participate in a presentation of local school growth data and introduced the new grading system (A - F) the state will now be using to judge how much real value schools offer students (see Governor Kehoe's Executive Order here). One third of the grade will be based on academic achievement, one third on relative growth (comparing the rate of growth across schools and districts), and one third on growth toward proficiency.

When looking at TLS data through the lens of *growth toward proficiency*, we expect to see *at least half* a year's growth at the midpoint of the school year for students who start out at grade level (= half of the way to the annual target of a year's growth). For students who start out below grade level, the school must ensure that students progress *more rapidly than 50%* growth by midyear to ensure that they catch up. Below we see the rate of growth of students in

reading in Grades 1 - 5 from fall to winter.

Table 7

Fall to Winter Growth Rates in Reading in Grades 1 - 5

	Fall to Winter Growth (Goal: > 50%)
Gr. 1	38%
Gr. 2	69%
Gr. 3	81%
Gr. 4	66%
Gr. 5	115%

Through this lens, we see that all but Grade 1 is gaining on the annual target faster than expected typical growth, with Grade 5 results showing that students have *already exceeded a year's worth of growth.*

The School Performance committee is closely monitoring efforts to *increase the intervention* needed in all grades from now until the end of the year to accelerate progress in reading. These efforts include bi-weekly progress monitoring and reteaching of targeted standards, as well as encouraging all students to engage in more independent reading of their choice. ***Families can support students' growth in this area by reading out loud to their children on a regular basis and encouraging them to read high interest books and articles daily on their own.***

Goal 3 (iReady Proficiency)

By the end of Year 5, 50% of all students will score at or above grade-level in English Language Arts according to the *iReady* assessment. By the end of Year 5, 25% of TLS students will score at or above grade level in Mathematics according to the iReady assessment.

The iReady assessment provides both progress monitoring and proficiency data. As it is aligned with Missouri's Learning Standards, achievement on this assessment is a *good predictor* of how well students will do on the spring MAP, which is based on those standards. Below are the fall and winter achievement scores for TLS students. (Note: Midyear data for students in Kindergarten are being collected through January, so will appear on the end of year board

report next July.)

Table 8

Fall to Winter Proficiency in Reading and Math in Grades 1 - 5 based on the iReady Assessment

2025	RDG % P & A Fall*	RDG % P & A Winter*	Math % P & A Fall*	Math P & A Winter*
# of students	271/282	226/282	263/282	224/282
K	19%		6%	
Gr. 1	18%	31%	6%	23%
Gr. 2	13%	38%	0%	9%
Gr. 3	12%	27%	0%	9%
Gr. 4	14%	22%	7%	14%
Gr. 5	16%	34%	10%	24%
TLS	16%	30%	5%	17%

*P = Proficient A = Advanced

Based on progress shown, the students are on track to achieve 50% proficiency in Reading and 25% in Math on this assessment by Spring 2027, with the school as a whole averaging more than half way to the goal in each area.

Goal 4 (Math Growth)

Annually, decrease the number of students that are 2 grade levels and below by half (50%) as measured by the iReady math diagnostic test.

This goal is similar to Goal 2, but addresses the reduction of students behind in math. Table 9 below shows the percent reduction of students from fall to winter scoring two or more years below grade level.

Table 9

Percentage Reduction of Students at Two or More Years Below Grade Level in Math at Midyear

Midyear Goal: 25% ↓	Midyear Reduction

Grade 1	57% ↓
Grade 2	61% ↓
Grade 3	36% ↓
Grade 4	26% ↓
Grade 5	26% ↓

TLS leaders credit the new *Eureka Squared* curriculum, close progress monitoring and reteaching, along with careful coaching of teachers to ensure high quality implementation for these encouraging results.

Looking at students' *rate of growth* toward proficiency we see the following results in Table 10:

Table 10

Fall to Winter Growth Rates in Math in Grades 1 - 5

	Fall to Winter Growth (Goal: > 50%)
Gr. 1	55%
Gr. 2	59%
Gr. 3	38%
Gr. 4	64%
Gr. 5	76%

We see that in all but Grade 3, students are progressing at a faster rate than typically expected toward grade level proficiency. Again, the School Performance committee is closely monitoring the school's efforts to increase growth rates in math in Grade 3 and interventions for all grade levels to ensure the greatest number of students possible attain proficiency by the end of the school year.

Culture and Community Goals 5 - 9

The School Performance Committee also monitors these goals with some support from the

Development Committee.

Goal 5 (Student Attendance)

By year five, we will have at least a 90% average daily attendance rate or 77% proportional attendance rate.

Attendance is measured two ways: Average Daily Attendance (ADA) and proportional attendance. The school tracks ADA to help communicate with families about the critical importance of students attending daily t*o ensure maximum school achievement (academic, social/ emotional)*. Table 11 below shows the ADA of TLS students this fall.

Table 11

Average Daily Attendance of TLS Students in Fall 2025

August	September	October	November	December
91.6%	91.8%	90.6%	90.3%	90.1%

The school is currently meeting Goal 5, which it attributes in part to an incentive program introduced this fall called "Level Up" that awards wrist bands to students who attend regularly, along with recognition at monthly Pride meetings, weekly acknowledgement in *The Weekly Roar* newsletter principal Rebecca Maldonado sends to teachers, and students' pictures posted in the hall. For those students who struggle with attendance, TLS has met with families to address barriers and sent out encouraging messages when improvements are seen. The board tracks such communication quarterly.

The State of Missouri uses a different metric called "proportional attendance" to allocate state funding. Proportional attendance is based on *90% of students attending for 90% of the day*. This number is determined on two "count days," once in September and again in January, so it is especially important that students attend on these days *to ensure the maximum funding* for which the school is eligible.

The state publishes the proportional attendance rate for every school in Missouri, which is based in part on every student receiving an attendance percentage. Any student below 85% earns 0 points for the school, 85 to 87.49 earns .25, 87.5 to 89.9 earns .5, and anything above 90 earns a full point. (The remainder of the calculation is based on factors detailed here.) The main message the Board would like to convey here is that students earning less than 85%

attendance really impact the school's performance rating with the state, which translates to *fewer dollars of support* allocated to the school.

Table 12 below shows the proportional attendance rate for TLS and local elementary schools in the 2023 - 2024 school year, the most recent year for which comparative data are publically available.

Table 12

Comparison of Proportional Attendance at TLS and Normandy Elementary Schools in SY 2024

School	Proportional Attendance in '23 - '24
TLS	**71.8%**
Barack Obama Elementary	**48.2%**
Bel Nor Elementary	**51%**
Jefferson Elementary	**49.3%**

TLS shows a significant positive difference in the attendance of its students over that of local schools. **Both for academic and financial reasons, *it is essential that students attend consistently for the school and its students to thrive.***

Goal 6 (Student Leadership)

By the end of the year, at least 85% of students in 3rd grade and above will agree or strongly agree that they are developing the following leadership skills: Understanding their emotions (self-awareness), making good choices (responsible decision-making), and working well with others (collaboration) as measured by pre-post Wayfinder SEL assessments.

In December, Managing Director of Student Support Keisha Seymour, presented the board with a plan to support student leadership development through student wellness.

The Plan is based on the TLS Core values of Love, Authenticity, Empowerment, and Development (LEAD) as well as the WSCC (Whole School, Whole Community, Whole Child) framework, the Missouri Model for Trauma-Informed Schools, Restorative Practices (IIRP),

CASEL (Collaborative for Academic, Social, and Emotional Learning) Competencies, and a Multi-Tiered System of Support (MTSS). Intentional social-emotional learning, restorative practices, trauma informed practices, and peer-led initiatives are being and will be used to strengthen community and equip students with skills for lifelong leadership. The full plan is here: **Student Wellness Plan** and will be rolled out in full in stages over the next five months.

Ms. Seymour and TLS Executive Director, Courtney Moulder will collaborate on monthly and quarterly reports to the board on progress made on each of the plan's initiatives to help the school reach its mission and live up to its brand as The Leadership School.

To establish a baseline for the metric in Goal 6, this December TLS administered the Wayfinder Social Emotional Learning (SEL) survey to students following the curriculum in Grades 3 - 5. Three of the six traits measured capture key elements related to leadership development: Self-Awareness, Agency (belief in one's ability to achieve goals), and Collaboration. Table 13 below shows the average responses for students indicating whether they agreed or strongly agreed with statements linked to each area, with Strongly Agree = 5 points and Strongly Disagree = 1 point.

Table 13

Average Points of Students in Grades 3 - 5 who Agreed or Strongly Agreed with Statements About Themselves in the Categories Listed

	Average Points
Self Awareness	**3.9**
Agency	**4.1**
Collaboration	**3.9**

As the average of *all students* was over 4 points (= agree that they have a sense of Agency), students are surpassing the goal of 85% scoring at this level. At this midpoint, the averages of all students are close to meeting in the areas of Self Awareness and Collaboration. With the intentional implementation of the Leadership Development through Student Wellness activities outlined above, the Board is confident that students in Grades 3 - 5 will meet all three aspects of this goal by May.

Goal 7 (Family Satisfaction)

85% of parents/family members will respond positively to a formal survey that they are satisfied with the school, rising to 90% in Year Five.

Ensuring families are satisfied with the support The Leadership School offers their children's academic, social/emotional and physical development is a major priority. Information in this area is gathered in several ways. First is through a survey administered in the winter and spring that uses three indicators to represent family satisfaction: The sense families have of their *child's safety* at school, their sense of their child *feeling they belong* at school, and quality of *family communication*. Table 14 below shows the average responses of the families that responded to the survey (25%) who agreed or disagreed with statements in the indicated areas, with Strongly Agree = 5 points and Strongly Disagree = 1 point.

Table 14

Average Responses of Families Who Agreed or Strongly Agreed with Statements in the Indicated Areas

Sense of Safety	Sense of Child Belonging	Family Communication	Family Satisfaction Total
89.1%	97.3%	86.5%	90.9%

At this midpoint of Year Four, the overall average of responses indicates that the Year Five goal of 90% family satisfaction based on these indicators has already been met. The board will continue to monitor the school's efforts in the areas of student safety and family communication to encourage continued growth, by requiring the discipline referrals be reported at monthly board meetings and family-facing newsletters be posted on the school's website and shared with the Board monthly.

A second way that the TLS Board is monitoring family satisfaction is through family participation rates in all-school events. Table 15 below shows this information to date.

Table 15

Student and Family Participation in Fall 2025 Whole School Events

Date	Event	Number of Participants
August 2025	Open House	175+ families
September 2025	Family University	51 participants
September 2025	Trivia Night	55 participants
October 2025	Halloween Extravaganza	25 families & K - 5th Graders

November 2025	Grand-Friends Breakfast	105 participants
December 2025	Christmas in the Kitchen	21 participants
December 2025	PTO	3 participants, + 3 staff & 1 board member
December 2025	Winter Solstice	45 families & 120 students
December 2025	Donuts with Dudes	63 participants

The Board will continue to monitor community engagement through these events, with the goal of increasing participation, particularly in the new Parent/Teacher Organization and Family University.

Goal 8

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.

The Board will have a better understanding of the school's re-enrollment numbers in late spring. For now, we can look at student retention as an early indicator (see Table 16 below).

Table 16

Current Enrollment Compared with the Number used in the 2025 - 2026 Budget and the Internal Enrollment Goal

Budgeted Enrollment Goal: 280 Students
Internal Enrollment Goal: 288 Students
Current Enrollment: 287 Students

We see that enrollment exceeds the number on which the budget was based but slightly below the amount the school has set for itself. Currently, 90% of families have indicated that they intend to return in the fall, when TLS will be adding Grade 6. We have waiting lists for most grade levels for next year, suggesting we may need to add an additional class per grade level in K - 2. At this time, the Board feels confident that the school will meet Goal 8 by the end of this academic year.

Goal 9

90% of staff members will agree or strongly agree on the TNTP Instructional Insight survey that they feel positively about the overall instructional culture.

The language of this goal was originally aligned to requirements of previous funders, New Schools Venture Fund and Charter School Growth Fund who used a different survey from the TNTP. We are currently working with The Opportunity Trust, who manages our Charter School Program grant (see Goal 10 below), uses the TNTP Instructional Insight survey once a year to gather teachers' feedback. Goal 9 was revised to name this survey; however, we need to adjust the measure to align with the survey's data format. Going forward the school will adjust the language and highlight a subset of the areas this assessment addresses.

The TNTP asks teachers to respond to questions in 17 areas on a six-point scale indicating whether they "Strongly Agree" all the way to "Strongly Disagree." The TNTP survey averages the ratings and places them on a 1 - 10 scale with the national average a 5. In Table 17 we see the ratings of teachers in the areas assessed compared to national averages.

Table 17

Teacher Ratings of Statements Related to Instructional Culture Compared with National Averages

Area	***TLS***	***National Average***
School operations	*3.1*	*Lower than national average*
Peer collaboration	*4.5*	*Slightly lower than national average*
Family and community engagement	*4.9*	*Close to the average*
Academic opportunity	*4.9*	*Close to the average*
Career progression	*5.0*	*Meets national average*
Leadership	*5.0*	*Meets national average*
Staff evaluation	*5.2*	*Slightly exceeds national average*
Academic expectations	*5.8*	*Slightly exceeds national average*
Supportive environment	*5.7*	*Slightly exceeds national average*
Instructional planning for student growth	*5.8*	*Slightly exceeds national average*
Belonging	*5.9*	*Slightly exceeds national average*

Professional development	*5.9*	*Slightly exceeds national average*
Hiring process	*6.1*	*Exceeds national average*
Learning environment	*6.1*	*Exceeds national average*
Teacher compensation	*6.5*	*Exceeds national average*
Observation and feedback	*6.6*	*Exceeds national average*
Manageable Work load	*7.1*	*Exceeds national average*

Looking at these data, we see that there is room for growth particularly in the area of school operations and peer collaboration, with the first area monitored by the Governance and Finance & Facilities and the second by the School Performance committee. In January, TLS Director of Operations Denise Griffin Rawer left her position, requiring the school to reorganize, with the majority of her responsibilities assumed by Director of Student Success, Johnathan Book, whose technological expertise will be valuable in this new role.

The school's instructional model affords teachers 20% more time for planning and professional development than is typical in most public schools (40% at TLS vs ~ 20% elsewhere), which we see in the strong "Observation and Feedback" and "Manageable Work Load" responses. The Board sees high scores in these areas as key for ensuring effective teaching, as they are linked to increased student growth and a desirable work environment. Both help to maintain continuity of instruction by limiting the burnout and linked teacher resignations so common in so many schools today.

Governance, Finance, and Operations Goals 10 - 12

The final three Charter Goals are monitored most closely by the Governance and Finance & Facilities committees.

Goal 10

> **Each year, each board member will attend, at a minimum, 80% of the regularly scheduled monthly board meetings.**
> **For each fiscal year, 100% of board members will contribute financially to fundraising goals.**

To date, the board has averaged 85% attendance at board meetings as seen in Table 18 below.

Table 18
TLS Board Member Attendance at SY 2026 Board Meetings

7/22	8/26	9/9*	9/30	10/28	11/4*	12/10	AVG
5/8 63%	8/8 100%	6/8 75%	7/7 100%	6/6 100%	5/6 83%	4/6 75%	85%

Additionally, all board members have contributed financially to the school with contribution rates shown in Table 19 below.

Table 19
Monthly Financial Contributions from Board Giving

	Jul	Aug	Sept	Oct	Nov	Dec	Jan
Contributors/ Total Board	3/8	2/8	7/8	6/6	2/6	2/6	1/6

Other sources of funding, in addition to donations, state and federal funds, include a 3 million dollar grant from the Charter School Program awarded in the spring of 2024, which runs through the end of the 2026 - 2027 school year.

In addition to these funding sources, TLS staff contribute to fundraising through programs like Double Good Popcorn sales and Skating for Change events, as well as soliciting/coordinating donations from community partners like Midwest Bank Centre and Christmas in the Kitchen. In Table 20 below we see the results of these efforts, as well as direct and indirect donations by board members.

Table 20
TLS Fundraising Fall 2025

Date	Source	Amount
9/12/25	Armanio Foundation: Dollars for Doers (recognizing Gary Stevenson's volunteer	$250

	hours as TLS Board Treasurer)	
	Give Butter	$1605
	Checks	$2485
	Cash	$1340
	Cash App	$1683
	Total	**$7363**

The Board honors the hard work of TLS staff to organize and hold these fund-raising events and recognizes that the new TLS Parent/Teacher Organization will be a great help in strengthening our TLS community and its fundraising goals. The Board encourages families to attend PTO meetings to show their support and learn more about the school's work.

Goal 11

The Leadership School will maintain at least 30 days of cash on hand at all times.
For each year, the annual audit will have no material findings and unqualified opinion.

The Board has determined that, based on the school's key performance indicators to date, we are in good standing financially and will meet Goal 10 at year's end, as seen in Table 21 below.

Table 21
Key Financial Performance Indicators for TLS over the Past Three Quarters

Target	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Days of Cash (Goal: < 45)	59	59	56	76	86	71	71	73	72
Gross Margin (Goal: > 5%)	13%	13%	10.7%	7%	10%	6%	7%	7%	7%
% Fund Balance @ Year's End (Goal: > 12%)	16%	16%	13.61%	21%	24%	20%	20%	21%	20%

The school recently completed its annual audit which raised no concerns. TLS is on track to have a $410K operational surplus at year's end and a fund balance of 1.3 M.

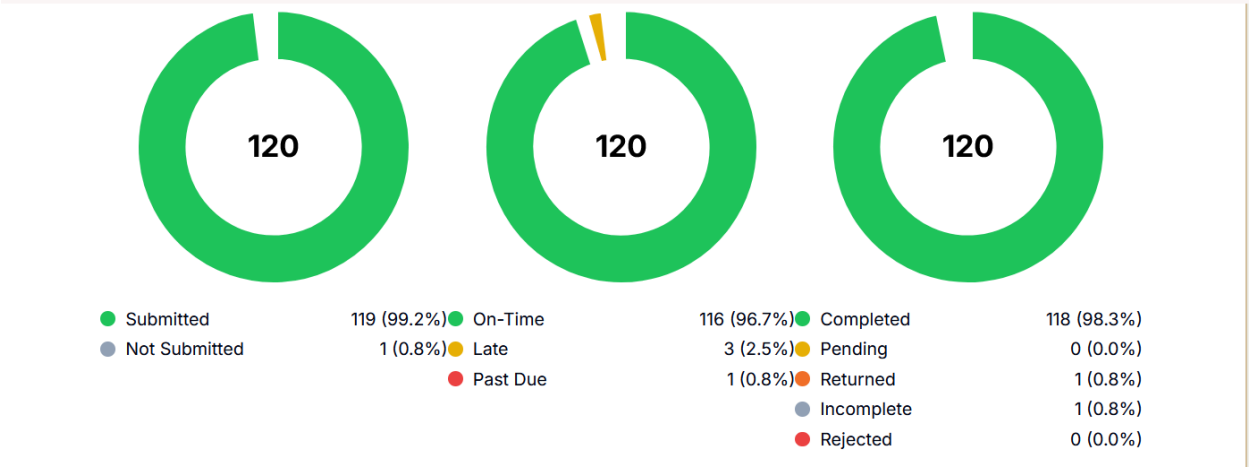
Goal 12

Annually, at least 90% of state data, reporting and compliance submissions to the sponsor and to DESE will be accurate and on time.

Each month TLS is responsible for submitting reports to our authorizer, the Missouri Public Charter School Commission (MCPSC) and the Department of Elementary and Secondary Education (DESE) to ensure we are in compliance with all requirements. This year the school has been prompt and accurate in its reporting, showing improvement in efficiency of its operations, as seen in Figure 2 below.

Figure 2

Submissions, Timeliness and Completion for Reports July 2025 - January 2026



The figure above reflects some recent submissions that had to be returned or are pending due to changes in the board meeting schedule. Overall, The Leadership School has exceeded the 90% set for this goal, averaging 98% across the three metrics.

Conclusion

With the Board investing in its own governance development through Board retreats (July 2025, January 2026), the rate of TLS students' academic growth and teacher development, the growing involvement of families in school events, the school's financial stability, increasing operational efficiency, and exciting facilities expansion plans to add Grade 6, a playground, gymnasium, and commercial kitchen to allow for inhouse preparation of lunches in the fall, the Board believes that under Executive Director Courtney Moulder's leadership The Leadership School is in a solid position for renewal of its charter through the Missouri Public Charter School Commission, beginning in Fall 2027.

The TLS Board hopes the information in this report has been helpful and is happy to answer questions at upcoming school events (February PTO meeting, Family University) as well as at a morning coffee in late February. It is truly our pleasure to serve the staff, students, and families of The Leadership School at this exciting time in the school's history.

Dr. Rebecca Langrall, Board Chair (rlangrall@tlsstl.org)
Gary Stevenson, Board Treasurer (gstevenson@tlsstl.org)
Terrence Curry, Director (tcurrey@tlsstl.org)
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THE LEADERSHIP SCHOOL
EMPOWERING LITTLE LEARNERS TO BECOME LITTLE LEADERS

TLS Board of Directors Midyear Report - Executive Summary

[Full Report]

The Leadership School is in Year Four of a Five Year Contract with the Missouri Public Charter School Commission. The school is currently working with a set of 12 goals. Below is a summary of the goals and the school's status as of December 2025. The Board is confident that we will meet the revised goals detailed below:

Goal 1 - By Year Five, 35% of TLS students will score Proficient or Advanced in English Language Arts (ELA) on the MAP (Missouri Assessment Program) and 20% of TLS students will score Proficient or Advanced in Math on the MAP (Missouri Assessment Program)

At the end of Year Three (2024 - 2025), TLS average student achievement for ELA was **21%** (13% + 29%/2) **scoring 'Proficient' or 'Advanced.'** We were 14 percentage points away from our Year Five goal. At the rate students are growing in reading (see Goal 2 below), we believe we will meet or exceed our internal target.

While TLS clearly has a ways to go to reach Goal 1 in Grade 3 compared to state averages, last spring TLS students in Grade 4 already *outperformed state averages for African American students in ELA* by 10% and were close to state averages in math.

Missouri's Department of Elementary and Secondary Education (DESE) highly values student growth and factors it into the school's *Annual Performance Report* as a clearer measure of what students gain from school rather than what they bring to school based on advantages such as family affluence. In 2025, **TLS earned 100% of its growth points from DESE.** Director of the Missouri Charter Public School Association (MCPSA) Noah Divine's report on the growth of TLS students from 2024 to 2025 on the MAP states that ***"TLS showed exceptional effectiveness in promoting students' academic growth."***

Goal 2 - **Annually, decrease the number of students that are 2 grade levels and below by half (50%) as measured by the iReady reading diagnostic test.**

Three of the five grade levels met or exceeded the midpoint target of 25% reduction, and Grade 4 almost met it. All but Grade 1 is on track to achieve this goal this spring, with Grade 5 results showing that students have *already exceeded a year's worth of growth.*

In terms of reaching grade level proficiency, all but Grade 1 is growing faster than expected.

Families can support students' growth in this area by reading out loud to their children on a regular basis and encouraging them to read high interest books and articles daily on their own.

Goal 3 - By the end of Year 5, 50% of all students will score at or above grade-level in English Language Arts according to the *iReady* assessment. By the end of Year 5, 25% of TLS students will score at or above grade level in Mathematics according to the iReady assessment.

Based on progress shown this winter, the students are on track to achieve 50% proficiency in Reading and 25% in Math on this assessment by Spring 2027, with the school as a whole averaging more than half way to achieving this goal in each content area.

Goal 4 - Annally, decrease the number of students that are 2 grade levels and below by half (50%) as measured by the iReady math diagnostic test.

All grade levels are already at least half way to meeting this goal, with students in Gr. 2 almost 2/3rds the way there. TLS leaders credit the new *Eureka Squared* curriculum, close progress monitoring and reteaching, along with careful coaching of teachers to ensure high quality implementation for these encouraging results.

In terms of rate of growth toward grade level proficiency, in all but Grade 3, students are progressing at a faster rate than typically expected.

Goal 5 - By year five, we will have at least a 90% average daily attendance rate or 77% proportional attendance rate.

Averaging over 90% per month since the start of school, the school is currently meeting Goal 5, which it attributes in part to an incentive program introduced this fall called "Level Up" that awards wrist bands to students who attend regularly, along with recognition at monthly Pride meetings, weekly acknowledgement in *The Weekly Roar* newsletter principal Rebecca Maldonado sends to teachers, and students' pictures posted in the hall.

In 2023 - 2024, TLS outperformed local elementary school attendance by at least 20 points (51% vs 71%).

Both for academic and financial reasons, *it is essential that students attend consistently for the school and its students to thrive.*

Goal 6 - By the end of the year, at least 85% of students in 3rd grade and above will agree or strongly

agree that they are developing the following leadership skills: Understanding their emotions (self-awareness), making good choices (responsible decision-making), and working well with others (collaboration) as measured by pre-post Wayfinder SEL assessments.

The average of *all students* on the midyear baseline assessment was over 4 points (= agree that they have a sense of Agency), students are surpassing the goal of 85% scoring at this level. At this midpoint, the averages of all students are close to meeting in the areas of Self Awareness and Collaboration.

Goal 7 - 85% of parents/family members will respond positively to a formal survey that they are satisfied with the school, rising to 90% in Year Five.

Sense of Safety	Sense of Child Belonging	Family Communication	Overall Family Satisfaction
89.1%	**97.3%**	**86.5%**	**90.9%**

Date	Event	Number of Participants
August 2025	Open House	175+ families
September 2025	Family University	51 participants
September 2025	Trivia Night	55 participants
October 2025	Halloween Extravaganza	25 families & K - 5th Graders
November 2025	Grand-Friends Breakfast	105 participants
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December 2025	Donuts with Dudes	63 participants

Goal 8 - 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.

Budgeted Enrollment Goal: 280 Students
Internal Enrollment Goal: 288 Students

Current Enrollment: 287 Students

Currently, 90% of families have indicated that they intend to return in the fall, when TLS will be adding Grade 6. We have waiting lists for most grade levels for next year

Goal 9 - 90% of staff members will agree or strongly agree on the TNTP Instructional Insight survey that they feel positively about the overall instructional culture.

Of the 17 areas that contribute to instructional culture assessed by the TNTP, TLS teachers scored below the national average in two areas (school operations and peer collaboration), close to the national average in two areas (family and community engagement; academic opportunity), at the national average in two areas (career progression and leadership); slightly above the national average in six areas (staff evaluation, academic expectations, supportive environment, instructional planning for student growth, belonging, professional development); and above the national average in five areas (hiring process, learning environment, teacher compensation, observation and feedback, and manageable workload).

Goal 10 - Each year, each board member will attend, at a minimum, 80% of the regularly scheduled monthly board meetings.

For each fiscal year, 100% of board members will contribute financially to fundraising goals.

To date, the board has averaged 85% attendance at board meetings and 100% of board members have contributed financially to fundraising goals. As of the end of December, the school and the Board have raised more than $7,000 for the school.

Goal 11 - The Leadership School will maintain at least 30 days of cash on hand at all times. For each year, the annual audit will have no material findings and unqualified opinion.

As of the end of December, the school had met both goals, with 72 days of cash on hand and a clean audit for 2025. TLS is on track to have a $410K operational surplus at year's end and a fund balance of 1.3 M.

Goal 12 - Annually, at least 90% of state data, reporting and compliance submissions to the sponsor and to DESE will be accurate and on time.

Overall, The Leadership School has exceeded the 90% set for this goal, averaging 98% across the three metrics.