

March 8, 2024

Ramsey Atieh, Chair Board of Directors
KC International Academy
414 Wallace
Kansas City, MO 64125

RE: Transmittal of MCPSC's 2022-2023 Annual Report

Dear Mr. Atieh,

This letter transmits the Missouri Charter Public School Commission's 2022-2023 Annual Report of KC International Academy (KCIA).

This report reflects the fourth year of the LEA's current five-year contract. KCIA's overall rating for FY23 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 KCIA is ***Partially Meets*** based on:

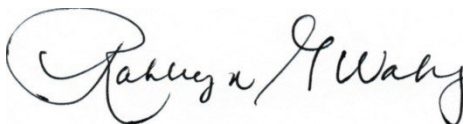
- The academic performance of the school is designated ***Partially Meets***. KCIA continues to meet or exceed state standard for growth on the MAP test and outperform the local district as measured by proficiency rates in both Math and Science. KCIA saw an increase in overall proficiency rates from both all students and the performance of students in student groups with the exception of ELA performance saw a slight decline. The Commission encourages KCIA to continue the focus on student growth and continue to work toward state standard.
- The financial performance is designated ***Meets***. KCIA carries a healthy fund balance, and all the financial indicators are meets. The Commission encourages the board to continue to monitor the financial position of the school to ensure fiscal viability especially in light of the end of federal ESSR funding.

- The learning environment, operational compliance and governance were also designated *Meets*. KCIA offers a positive learning environment and continues to demonstrate strong governance and overall compliance.

The Commission strongly encourages your board to review the information in this report thoroughly and use this information as you plan for the 2024-2025 school year. A member of our team will be presenting the report at the March 19 board meeting and will be able to answer any questions from you or your board at that time.

We have attached some questions you and your board may find helpful as you review the annual report. KCIA should be proud of the impact you are making for students and families in Kansas City. We look forward to working with you to continue this work.

Sincerely,



Robbyn G. Wahby
Executive Director

CC: Stacy King, Superintendent
Members, KCIA Board of Directors
Members, Missouri Charter Public School Commission

Attachments

Examining your Annual Report Questions
2022-2023 Annual Report
FY23 DESE Assurance Checklist
FY23 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?

KC International Academy

2022-2023 Annual Report

Annual Performance: **Partially Meets**

Year Opened: 1999-2000

Next Renewal: 2023-2024

Location: Kansas City

Enrollment: 649

Grades Served: PK-8

Contract Year: 4/5



Academics

Partially Meets



Financial
Management

Meets



Learning
Environment

Meets



Governance

Meets



Operations

Meets






Performance Summary

STANDARDS AND INDICATORS	SECTION STANDARD RATING
I. ACADEMICS	
Federal & State Accountability	Meets
Student Academic Proficiency	Partially Meets
Student Academic Growth	Exceeds
Postsecondary Readiness	N/A
School-Specific Academic Measure(s)	Partially Meets
II. FINANCE	
Near-Term Financial Health	Meets
Financial Sustainability	Meets
III. LEARNING ENVIRONMENT	
School Environment	Meets
Education Program Compliance	Meets
Student Rights and Requirements	Meets
School Specific Measures	Meets
IV. GOVERNANCE	
Board Operations	Meets
Holding Management Accountable	Meets
Compliance and Reporting	Meets
V. OPERATIONS	
Financial Management	Meets
Compliance and Reporting	Meets
Employee Rights and Requirements	Meets





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:

- I.  **Academics** – *How well are the students performing on national, state and interim assessment? Is the school meeting their performance contract goals? Is the school meeting its mission?*
- II.  **Finance** – *Has the school appropriately managed tax payer and philanthropic dollars to ensure the school is sustainable?*
- III.  **Learning Environment** – *Has the school met federal and state requirements so students are safe and have all the rights afforded to them?*
- IV.  **Governance** – *Has the board of directors provided the stewardship, oversight and accountability required of a public school board and a Missouri non-profit?*
- V.  **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 schools performance. The Annual Performance of the school is rated **Meets**, **Partially Meets/Partially Meets** 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 or Does Not Meet	Meets some aspects of the criterion, but not others 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 a specific indicators and measures. Indicators gage these essential compliance and performance areas. The direction of the arrow will tell you if the school’s performance for each specific area is improving or declining since last year’s report.

PERFORMANCE OVER TIME	
	Increasing, moving in the right direction over time
No Arrow	Neither increasing or decreasing
	Decreasing, moving in the wrong direction over time

Each indicator is made up of measures, based on observations and data collected by the Commission. The following pages detail the results of these measures for the current year. When possible, prior year performance and a three year average are noted. Explanations of the various measures, computations (where appropriate), and the source of the data can be found <https://mcpsc.mo.gov/media/pdf/annual-report-terms-calculations-and-sources>.

The Commission wishes to express its gratitude to the National Association of Charter School Authorizers for use of its research and publications, especially Core Performance Framework and Guidance. The Commission has adopted NACSA’s Principles and Standards for authorizing. We have built our performance framework and annual report on NACSA’s research and continue to strengthen our work based on national best practices in charter school accountability.

Sincerely,

Missouri Charter Public School Commission

Kansas City International Academy Overview

GRADES SERVED	PK-8
SCHOOL ADDRESS	414 Wallace Ave. Kansas City, MO 64125
SCHOOL WEBSITE	www.kcia.us
AREAS SERVED	Citywide
LEADERSHIP	Ramsey Atieh, Board President Dr. David Leone, Superintendent
SCHOOL MISSION	Kansas City International Academy is committed to excellence in education, inspiring and empowering children from all nationalities and diverse backgrounds, giving them the foundation they need to achieve the highest level of success in life.

Student Demographics

TOTAL ENROLLMENT	649
ATTENDANCE	56.4%/90%
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	12.2%
Black	53.0%
Hispanic/Latino	26.5%
Multiracial	4.3%
Native American	*
White/Caucasian	3.1%

HISTORICALLY UNDERSERVED POPULATIONS % OF TOTAL	% OF TOTAL
Free or Reduced-Price Lunch	100%
Students with Disabilities	8.6%
English Language Learners	58.9%
Homeless/Migrant Students	2.3%

DISCIPLINE INCIDENTS – TOTAL	284
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	.3%
Black	56%
Hispanic/Latino	36%
Multiracial & Other	4.9%
Native American	0%
White/Caucasian	2.8%

STAFF AND BOARD DEMOGRAPHICS			
	BOARD	ALL EMPLOYEES	TEACHERS
TOTAL NUMBER	6	133	74
RACE/ETHNICITY % OF TOTAL			
Asian/Pacific Islander	0%	37%	.5%
Black	67%	15%	15%
Hispanic/Latino	0%	.2%	0%
Multiracial & Other	0%	.2%	0%
Native American	0%	.2%	0%
White/Caucasian	33%	50%	53%

STUDENT ENROLLMENT BY GRADE	
PK	16
K	75
1	72
2	67
3	76
4	71
5	71
6	63
7	75
8	79

I. Academic Performance

Partially Meets

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. Due to COVID19, APRs were not produced in FY20 or FY21. FY22 and FY23 APRs were produced under MSIP 6 guidelines.

INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
		3YR AVG	FY21 *	FY22	FY23	Rating	Direction	
FEDERAL & STATE ACCOUNTABILITY								
ESEA Designation	In Compliance (IC)		IC	IC	IC	Meets		School identified for Targeted Support in 2022.
State Rating	≥70%	N/A	N/A	73.5	70.2	Meets		This is a combination of performance and continuous improvement points established by DESE for districts in MSIP 6.
State Rating Academic Achievement	≥70%			69	64.4			This number only includes academic achievement points generated using MSIP 6 calculation for the APR.
STUDENT ACADEMIC PROFICIENCY								
Proficiency – English (All)	On Track	17.6	15.2	19.7	17.9	Partially Meets		Approaching rating on 2023 APR with MPI of 336.2
Proficiency – English (student group)	On Track	16.7	15.1	18.2	16.7	Partially Meets		Approaching rating on 2023 APR with MPI of 333.1
Proficiency Comparison – English	Meet or Exceed Local District	-3.2	-6.6	-1.7	-1.4	Partially Meets		
Proficiency – Math (All)	On Track	14.0	6.9	16.3	18.7	Partially Meets		Approaching rating on 2023 APR with MPI of 320.9
Proficiency – Math (student group)	On Track	13.3	7.0	14.6	18.3	Partially Meets		Approaching rating on 2023 APR with MPI of 317.3
Proficiency Comparison – Math	Meet or Exceed Local District	-1.7	-4.6	-0.8	+0.3	Meets		
INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES

		3YR AVG	FY21 *	FY22	FY23	Rating	Direction	
Proficiency – Science (All)	On Track for APR Status	15.1	9.9	16.1	19.2	Partially Meets		Approaching rating on 2023 APR with MPI of 333.7
Proficiency – Science (student group)	On Track for APR Status	14.4	9.9	15.0	18.2	Partially Meets		Approaching rating on 2023 APR with MPI of 327.6
Proficiency Comparison – Science	Meet or Exceed Local District	-3.0	-7.8	-3.5	+2.3	Meets		
STUDENT ACADEMIC GROWTH								
Growth – English (All)	On Track for APR Status	50.9	49.5	52.0	51.3	Exceeds		Above Average rating on 2023 APR earning 80% of growth points
Growth – English (student group)	On Track for APR Status	50.9	49.5	52.0	51.1	Meets		Average rating on 2023 APR earning 70% of growth points
Growth – Math (All)	On Track for APR Status	53.0	52.1	54.6	52.3	Exceeds		Above Average rating on 2023 APR earning 88% of growth points
Growth – Math (student group)	On Track for APR Status	53.0	52.1	54.7	52.2	Exceeds		Above Average rating on 2023 APR earning 83% of growth points
SCHOOL-SPECIFIC ACADEMIC MEASURES								
Percent of ELL students demonstrating AEP or meeting growth target on ACCESS 2.0 test.	Benchmark 50%; Target 70%	25%	14%	30%	32%	Falls Far Below		
Percent with above average fall-to-fall NWEA reading growth	Benchmark 50%; Target 70%	47%	43%	51%	46%	Partially Meets		
Percent with above average fall-to-fall NWEA math growth	Benchmark 50%; Target 70%	48%	40%	56%	47%	Partially Meets		

II. Financial Performance

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	STANDARD	3-YR AVG.	FY21 VALUE	FY22 VALUE	FY23 VALUE	RATING	NOTES
NEAR-TERM MEASURES							
Current Ratio	>1.0	66	53	52	93	Meets	
Unrestricted Days Cash on Hand	30/60/90	198	205	196	192	Meets	
Enrollment Variance	=>95%	102%	Unknown*	101%	103%	Meets	
Debt Default	No Default	Meets	Meets	Meets	Meets	Meets	
Fund Balance	>3%	54.87%	57.3%	54.0%	53.34%	Meets	
SUSTAINABILITY MEASURES							
Total Margin	Positive	9.2%	9.1%	5.3%	13.1%	Meets	
Debt to Asset Ratio	<.9	0.1	0.16	0.14	0.11	Meets	
Cash Flow	Multiple years positive	Positive \$747,603	Positive \$1,171,587	Positive \$349,549	Positive \$721,673	Meets	
Debt Service Coverage Ratio	=>1.1	10	8.9	5.5	14.9	Meets	

*this data not provided by previous sponsor.

III. 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 in mostly in federal and state statutes, as well as those items required in the school's charter and contract.

INDICATORS AND MEASURES	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	
Protecting the rights of students with disabilities	Material Compliant	Meets	
Protecting the rights of English Language Learner (ELL) students	Material Compliant	Meets	
STUDENT RIGHTS AND REQUIREMENTS			
Protecting the rights of all students	Material Compliant	Meets	
Open, free access to apply and enroll	Material Compliant	Meets	
SCHOOL-SPECIFIC GOALS			
Average Daily Attendance (Benchmark 90.3%; Target 94.6%)	90.6%	Partially Meets	↗
Student Retention (Benchmark 70%; Target 90%)	90%	Meets	

IV. 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	STANDARD	RATING	NOTES
BOARD OPERATIONS			
Board Training	100% of board members have participated in training	Meets	
Committee Structure	Structure is in place and committees are meeting	Meets	
Review and Updates Board Policies Annually	Material Compliant	Meets	
Strategic Plans, Board Goals	Annual goals and plans adopted by Board	Meets	
HOLDING MANAGEMENT ACCOUNTABLE			
CEO Evaluation	Completed	Meets	
Monitor Performance, School and Board Goals	Demonstrated Consistent Monitoring	Meets	
COMPLIANCE AND REPORTING			
Missouri Ethic Commission Filings	Material Compliant	Meets	
ASBR	Material Compliant	Meets	
Missouri Sunshine Law Compliance	Material Compliant	Meets	
Registered with the Secretary of State	Material Compliant	Meets	

V. 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	STANDARD	RATING	NOTES
FINANCIAL MANAGEMENT AND OVERSIGHT			
Meeting financial reporting and compliance requirements	Material Compliant	Meets	
Following Generally Accepted Accounting Principles (GAAP)	Material Compliant	Meets	
EMPLOYEE RIGHTS AND REQUIREMENTS			
Respecting employee rights	Material Compliant	Meets	
Completing required background checks	Material Compliant	Meets	
Meeting teacher and other staff credentialing requirements	Material Compliant	Meets	
COMPLIANCE AND REPORTING			
Federal and State reporting requirements	Material Compliant	Meets	
Local Reporting requirements	Material Compliant	Meets	
Commission reporting requirements	Material Compliant; 90% on time; 90% accurate	Meets	Materially Compliant; 91% on time; 100% Accurate
Document Retention requirements	Material Compliant	Meets	



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

2022-23 MISSOURI CHARTER SCHOOL ASSURANCE CHECKLIST

CHARTER SCHOOL NAME KC International Academy	COUNTY-DISTRICT CODE 048-912
CHARTER SCHOOL CONTACT NAME David Leone	CHARTER SCHOOL CONTACT PHONE NUMBER 816-242-4206
CHARTER SCHOOL CONTACT EMAIL dleone@kcia.us	FORM DUE DATE June 30, 2023

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 by June 30, 2023 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 573-751-8247 or charters@dese.mo.gov.

CERTIFICATION

	1. At least 80 percent of teachers are appropriately licensed or certificated to teach in Missouri public schools (Section 160.420, RSMo).
YES (1)	a. Teachers
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, 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, RSMo .

FINANCE

	1. The charter is organizationally and fiscally viable as defined in (Section 160.405, 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).
YES (1)	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

	1. The charter school employs appropriate procedures to assure the accurate and timely reporting of data to state and federal agencies.
YES (1)	a. In accordance with the annual data acquisition calendar (160.405.4(2), RSMo)
YES (1,4)	b. Self-Monitoring Documents
YES	c. Child Abuse and Neglect Hotline (Section 210.115, RSMo)
YES (1,3,5)	d. 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, gender, gender identity, 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), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

YES (1)	2. The charter school complies with federal laws relating to the protection of pupil rights, 20 U.S.C 1232h(b).
NA (9)	3. The charter school reports school dropouts to the Missouri Literacy Hotline (Section 167.275, RSMo) .
YES (1)	4. 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)	5. The charter provides for student religious liberties in a manner consistent with Section 160.405.4(1) .
YES (1)	6. 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)	7. 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	
NA (6)	1. The charter school has developed standards for teaching (Section 160.045, RSMo).
NA (9)	2. The charter school complies with state high school graduation requirements (Section 170.345, RSMo and 5 CSR 20-100.190).
NA (9)	3. The charter school provides one-half unit of high school health and personal finance credit for graduates (5 CSR 20-100.190).
YES (1)	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).
NA (9)	5. The charter school ensures that all students entering ninth grade after July 1, 2017, pass an examination on the provisions and principles of American Civics as required by (Section 170.345, RSMo).
NA (8, 9)	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 st (Section 167.902, RSMo).
	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, 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, RSMo).
NA (9)	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: (Section 167.268, RSMo .)
YES (2)	a. Implement a reading success plan policy (Section 167.268, RSMo);
YES (2)	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 (Section 167.645, RSMo);
YES (2)	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 (2)	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).
YES (2)	13. The charter school assesses all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on a reading assessment from state-approved reading assessments (Section 167.645, RSMo).
	14. The charter school provides a reading success plan at the beginning of the school year to any student who:
YES (2)	a. Exhibits a substantial deficiency in reading which creates a barrier to a child's progress learning to read;
YES (2)	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 (2)	15. The charter school has established a reading program in kindergarten through grade five based in scientific research (Section 170.014, RSMo).

	16. The charter school provides instruction: in Braille reading and writing to eligible students as outlined in the BRITE Act (Section 167.225, RSMo).
YES (2)	a. In Braille reading and writing to eligible students as outlined in the BRITE Act; and
YES (2)	b. In orientation and mobility training for blind and visually impaired students (Section 167.225, RSMo).
NA (9)	17. The charter school provides mental health awareness training to students in accordance with Section 170.307, RSMo .
NA (9)	18. 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 (2)	19. The charter school provides student IDs with the three digit dialing code that directs calls and routes text messages to the Suicide and Crisis Lifeline (Section 170.048, RSMo).
PROFESSIONAL LEARNING	
YES (1,6)	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).
This is optional	3. All school personnel may participate in a simulated active shooter and intruder response drill conducted by law enforcement professionals, as described in statute. Program instructors must be certified by the Department of Public Safety's Peace Officers Standards Training Commission (Section 170.315, RSMo). This is not a required training.
SAFETY	
YES (1, 5)	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, 3)	5. The charter school complies with all statutes related to the transportation of students (Sections 162.064, 162.065, and 167.231 RSMo).
	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).
NA (8)	a. Allow students who attend a persistently dangerous school to attend a safe public school within the charter school Local Education Agency (LEA).
NA (8)	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 (2)	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).
COMPLIANCE	
YES (1)	1. The charter school complies with all the regulations of the state and federal programs in which the charter school participates (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.)
	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, 3, 5)	b. Assurances for the completion and distribution 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, 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 (1,5)	e. Publication of each charter school's Annual Performance Report (Section 160.405, 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, 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 (5)	k. Protections to students and families with respect to certain surveys and evaluations as required by (Section 167.113, RSMo).
NA (8)	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.

- The stated purpose of this form is "assuring that it has or will comply with state law, federal law, and State Board of Education regulations included during the 2022-23 school year." All charter schools sponsored by MCPSC have a signed contract on file at DESE. It assures compliance with all Missouri statutes related to charter public schools. MCPSC monitors throughout the year. MCPSC annually requests verification from DESE offices that monitor compliance to specific programs at the end of each fiscal year. MCPSC monitors schools compliance of annual items on the timeline dictated by the work function.
- Statute(s) go into effect in FY24.
- The following statutes do not applicable to charter schools: 571.030, 569.115, 574.115, 575.090, 597.030(1), 167.275, 160.522, 167.231
- Self-monitoring document list is not provided.
- One or more statutes in this section does not apply to charter schools, is a definition or the duty of another agency/board.
- Only applicable to charter schools operated by a school district.
- The statue cited is incorrect.
- This statute does not apply to this charter school.
- This school do not offer this or does not serve the grades where this applies.

ASSURANCES

If you provide any "personal information" as defined in Section 105.1500, RSMo, concerning an entity exempt from federal income tax under Section 501(c) of the Internal Revenue Code of 1986, as amended, you understand and agree that you are voluntarily choosing to seek a state contract and providing such information for that purpose. The Department of Elementary and Secondary Education will treat such personal information in accord with Section 105.1500, RSMo, unless such information is subject to disclosure pursuant to federal or state law.

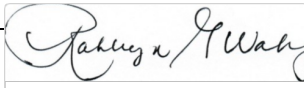
The superintendent/chief executive officer assures compliance with each of the items on the checklist.

SIGNATURE OF SUPERINTENDENT

DATE

The Charter Sponsor annually reviews the charter school's compliance with statutory standards, as required by [Section 160.405.7, RSMo](#).

SIGNATURE OF SPONSOR



box SIGN 157ZLLZ1-4PJW585K

DATE

Jun 29, 2023

SCHOOL: KANSAS CITY INTERNATIONAL ACADEMY

YEAR: SY2022-2023

DATES: March 1st and 2nd, 2023

School Overview and History

KCIA originally opened as Della Lamb Charter School, the very first charter school in the State of Missouri in 1999. In 2016, Della Lamb Charter Elementary School was faced with the challenge of splitting from Della Lamb Community Center, per the request of the Department of Elementary and Secondary Education. On July 1st, 2016, the school became its own entity under the leadership of Superintendent Dr. Steve Fleming, who also had the task of changing the name, transitioning, creating a new board of directors, and hiring new administrative leadership.

Now, KCIA's focus is creating a world class school with an international focus. Many of KCIA's students are members of families who have immigrated to Kansas City from more than 25 different countries. Approximately 60% of their students are English Language Learners, who speak over 15 different languages. KCIA has an extensive, rigorous, and robust K-8 English Language Program. They have highly trained and experienced English language development teachers/specialists equipped to support students' language needs. Translators support newcomer students who need enriched language instruction.

The mission of KCIA reads as the following: Kansas City International Academy is committed to excellence in education, inspiring and empowering children from all nationalities and diverse backgrounds, giving them the foundation they need to achieve the highest level of success in life. It currently serves 658 students in Grades PreK-8. KCIA is completing the fourth year of its five-year contract. 52.4% of the student body is African American, 26% is Hispanic, 13% is Asian, and the rest a mix of white, Native Hawaiian/Pacific Islander, and multi-racial. 100% of students qualify for free or reduced lunch, 8.9% receive special education services, 7.14% are homeless, and 57.4% are English language learners.

Site Visit Process Overview

MCPSC will conduct compliance site visits every year with KCIA, as they hold a 5-year charter. The team consisted of Martha McGeehon, Deputy Director of Accountability and Dr. Tonya Richardson, Program Specialist for 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 2023.

Kate McDowell, Director of Curriculum and Instruction, organized the focus groups and interviews. The site visit included interviews with the Superintendent, the Director of Finance, Directory of Student Services, Director of Special Education, and the Director of Curriculum and Instruction, and focus groups both principals, elementary school teachers, middle school teachers, families, middle school students and the board. The site visit team observed the February 28th 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 in the Site Visit Protocol.

General Observations

KCIA is a place where people want to be. Students are happy and want to come to school even when they are sick. Students feel as though “we learn from the teachers and the teachers learn from us.” Teachers feel supported, heard, and respected. Leaders collaborate and have a strong working relationship with the Superintendent. The board not only understands its role but does so with an incredibly supportive mindset. Parents could not stop describing how much the “school doesn’t just care about my child, but cares about my whole family.” The motto “love works” can truly be felt at every level and with every interaction. As one interviewee stated, “it’s hard to explain how great it is.”

Findings

Criteria 1: Faithfulness to Charter

Areas of Strength

Although there wasn’t an explicit mission statement expressed, the focus of KCIA is very clear to everyone. KCIA does whatever it takes to meet the unique needs of and provide excellent education to every student in their building. To do this, they have created an environment where everyone feels safe, successful, and loved. They respect and honor their diverse student population. They truly embrace the motto “love works” and say that they “love you so much that we are going to hold you accountable and push you to do better.”

Consistently the site visit team heard that the focus this year was to get back academically to where the school was pre-pandemic. They have provided LETRS training to all teaching staff involved in reading, have changed the math curriculum to Eureka Squared, and are focusing on Wit & Wisdom. There is a strong focus on social emotional growth also.

There is an expectation of rigor, ensuring teachers are providing on grade level content to students all day long. Consistency around behavior and academic expectations from the time students enter the building until the time the leave is occurring.

KCIA is fully enrolled with waiting lists at almost every grade. Because of the waiting list sizes, they are looking to add seven more classrooms. The board currently approved plans to be drawn up for this additional space as the current building is at capacity.

The board has a strategic plan in place and implementation of it is reported to the board four times a year.

Areas of Growth

No areas of growth for this criterion were found during this site visit.

Criteria 2: Students’ Opportunities to Learn

Areas of Strength

As with most schools, test score dipped during COVID but data indicates they are on track to catch up. KCIA is fully staffed with two teachers in every classroom. They have begun LETRS training this year (based on The Science of Reading) and everyone seems aligned and excited to put it into place. They are now using Eureka Squared for math and have found it to be better than just Eureka. Although KCIA has prioritized grade level collaboration versus teacher collaboration vertically, the curriculum is built in a way that ensures alignment.

Assessments are aligned to standards and are used in numerous ways to support both teachers and students. KCIA uses the following assessments: MAP, NWEA for growth, SIPPS for phonics, and ANET. They are currently piloting some different assessments for reading because the current assessment doesn't align to the Science of Reading.

All staff were able to consistently describe the processes for identifying students with special needs. There are Student Success Teams, grade level meetings, and PLCs where data is discussed and individual students who may be struggling academically or behaviorally are identified. Students have a WINN (What I Need Now) block to focus on the individual needs of each student. When students may need a SPED referral, teachers provide paperwork showing what interventions they have tried and demonstrate why those interventions aren't working. KCIA makes sure the general education team has done everything that is possible before starting the "RED" process with parents.

KCIA has a very robust EL program to support the number of English Language Learners they have. They have an EL specialist in every grade level, EL coordinators to run the program and Instructional Coaches to help support teachers.

KCIA has created a unique culture of inclusiveness, where everyone feels valued and loved. Besides better school lunch, students had only positive things to report about KCIA. Students reported how everyone respects and cares about each other. "The teachers make you feel like an adult because of the amount of respect. They make us feel special. They have lots of patience even with kids who are slower." Students described how teachers do their best to help students, pushing them to succeed, teach students separately, after class or in different ways to ensure concepts are mastered. One student even talked of how teachers will sometimes go to their homes to help students in need. If students are out sick, teachers will put their names on the white board with a heart around it and then students sing a "we wish you well" to the student and the video or picture is then sent to the parents to share with the student.

Students and families reported feeling very prepared for high school. KCIA offers opportunities to shadow high schools. Teachers allow students to move forward if they are exceeding at the grade level content. There is a culture of "students can do more".

Staff and students described feeling very safe in the building. There are rarely fights and teachers take inappropriate behavior very seriously. Every teacher has gone through Conscious Discipline training and there are two support staff members that help with students experiences significant trauma. There are consistent behavior expectations across classrooms and grades with teachers going over the student handbook at the beginning of the year.

Parents reported how proactive the school is with things happening in the community. They appreciate how “everyone knows everyone, they even know my dog.” Teachers reported how behavior issues are “way down” because they have the support they need to do the things they are expected to do. There is a behavior specialist in place for students who need additional support. They currently use a discrepancy model because they don’t have a standard RTI process, however they are working to build a robust one.

Parents described feeling very supported by and connected to the school. Teachers call home with positive news, not just when students are struggling. KCIA uses in house translation, and Proprio Language Services to ensure information is shared in a variety of languages. Parents noted that they get a progress report every two weeks and are kept apprised of how their student is doing academically. Teachers provide their phone number to parents so they can communicate directly. Staff described the philosophy of working with families as collaborative and in a way that is meaningful to families. They discussed having open and available communication with their families is a priority and they want to continually make an effort to include families in the process and have their voice heard. KCIA has a Family and Community Engagement (FACE) team that consists of two social workers, one family liaison, and three translators who have dedicated time to work with the FACE team every day.

KCIA shares best practices and supports other schools in the KC area with tours and any information requested. Numerous staff members described working with other schools in the city, and other schools noted that they had visited KCIA and speak to their leadership about different topics.

Areas of Growth

Parents asked for more field trips and time spent outside. Parents biggest concern is where their children will go to high school. Students would like more electives and afterschool clubs.

A robust RTI system is not in place currently, but they are working on one.

Although a lot of pull-out interventions are occurring, staff noted wanting more push in support, which is planned for next year. Although the SPED program is strong, there is a desire for some additional help, or shifting of caseloads, to better support the program.

Criteria 3: Instructional Leadership

Areas of Strength

Professional development is timely, helpful, and impacts instructional practices. There is five days of PD before school starts each year. Currently, everyone is going through LETRS training. However, they also offer “choice” where teachers get a variety of topics they can get PD on to meet the spectrum of needs teachers have. They encourage teachers do to do visits to other schools on PD days so they can tailor PD to their individual goals. They also have a PD request form to help staff request PD off site. There is a special education boot camp to help new teachers navigate the paperwork and data collection.

Retention is strong with only 7% leaving in 2022. Around the same percentage is expected for 2023.

Everyone could clearly explain the process for their evaluation and understood that the TNTP rubric is used. The rubric is based on four aspects – Culture of Learning, Essential Content, Academic Ownership, and Demonstration of Learning – which staff is trained on before school starts. Leadership clearly gives and is given consistent feedback and felt the annual evaluation is not a surprise. The leadership team meets weekly and provides feedback to each other. Coaches and coordinators are evaluated by leadership and principals evaluate teachers. Because ICs do not evaluate teachers they are able to have a supportive, thought partnership role instead of an accountability role.

The professional working climate in the building was described as collaborative and like a team. Everyone appeared comfortable working through problems and were focused on how to make students more successful. Relationships at all levels appear strong. The Superintendent is available, dedicated, approachable and lives his motto of “love works” in every interaction. There is a co-teaching model in place with two certified teachers in every class and an assistant teacher in the elementary grades. Everyone gets coached, including electives teachers, which is rare. Teachers described feeling as though they were part of a family and how they know that administration cares about them as people. The administration’s response to teachers needs was described “mind blowing” – teachers feel heard and advocated for.

Areas of Growth

The board has not conducted a formal evaluation of the Superintendent but has adopted the use of one from Education School Partners this year. They do communicate with him meeting by meeting however regarding how he is doing.

A resource room teacher discussed not getting evaluated as much as they would like.

A teacher reported that they don’t feel the history curriculum is culturally responsive and thus has had to find other resources that provide culturally responsive text.

Criteria 4: Organizational Viability

Areas of Strength

Although transportation issues plague KCIA like they do at other schools, KCIA has invested in vans that come and pick students up if they miss the bus or need to be taken somewhere. One parent told a story of her sick student and how the school helped the child get to the doctor when she was struggling to find transportation.

KCIA does not lack for resources. They have online resources to bridge the gap in curriculum for students with special needs. Each classroom has a budget of \$250 to buy resources, each grade level has a \$400 curriculum budget, and there is a “share closet” filled with additional resources and materials staff can use. There is a care closet fully stocked of clothes, shoes, socks, etc. where families are welcome to get things they need.

The relationship between the board and the Superintendent is strong. The board has done a good job of development trust with the leadership team, asks good questions, and prioritizes

doing whatever is blocking the school from being successfully. They see themselves in a role of removing barriers for their students and families.

The board conducts a self-assessment annually. Board meetings are run effectively and in compliance with all laws. A committee structure is in place and operating effectively.

KCIA uses Ed-Ops to manage their finances. They have twice the amount of days of cash on hand as recommended, is financially sound, the board is looking at all the appropriate indicators and have appropriate financial controls in place.

Areas of Growth

The Superintendent is retiring at the end of this school year. It will be critical that the board finds a replacement that understands and embraces the school's culture and doesn't try to force a lot of change.

It is clear space is the biggest concern at this time. The board has approved plans to be drawn up for seven additional classrooms.

Some teachers and the students expressed a desire for higher quality and increased quantity school food.