Finance and CEO Report

Finance Report

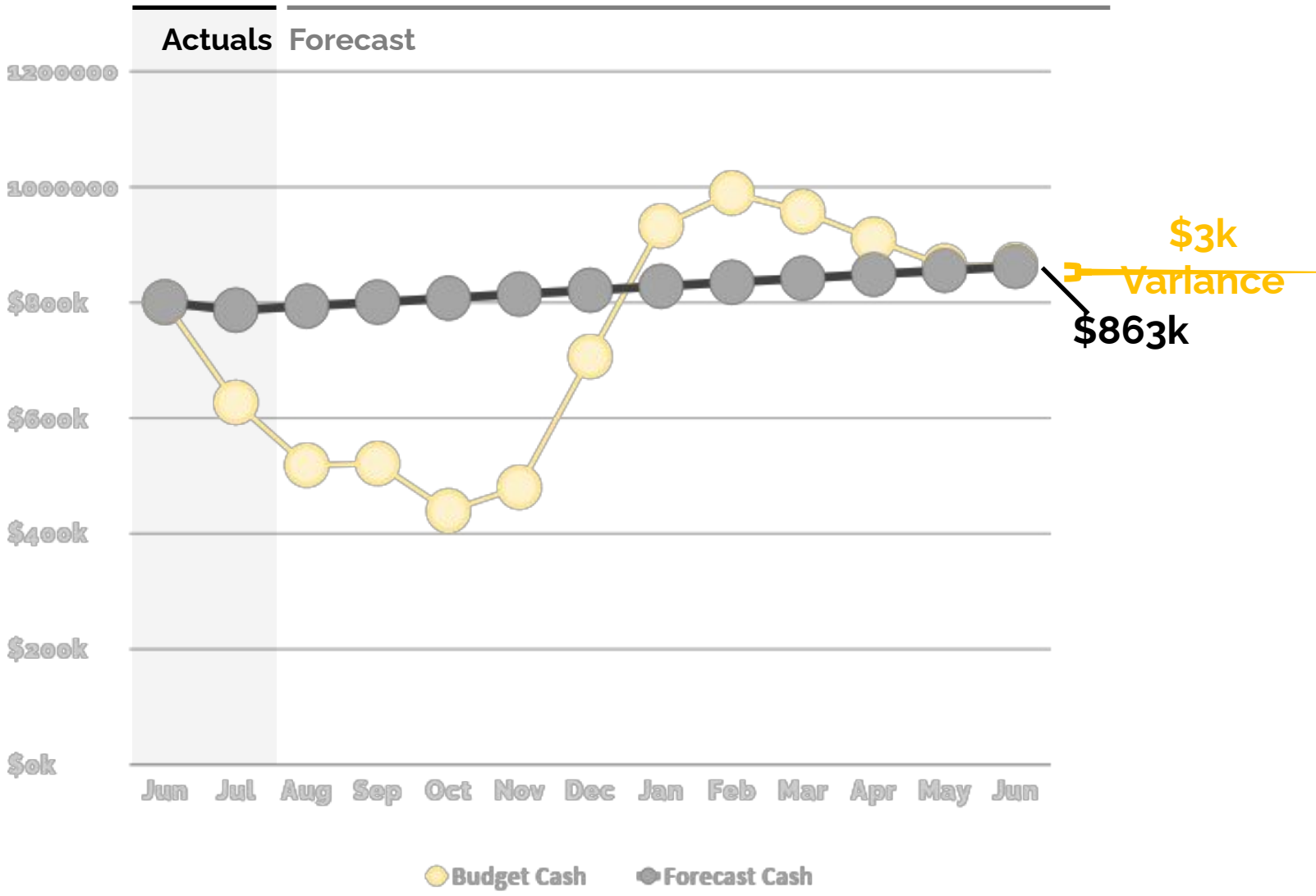
FY23 - Cash Flow Forecast to Actuals

71 Days of Cash at year's end

We forecast the school's year ending cash balance as **$863k**, **$3k** below budget. We are beginning FY23 with a strong cash balance of $800k thanks to tremendous fundraising efforts in FY22.

Similar to FY22, it is likely that the state revenue forecast will be adjusted down based on lower than budgeted enrollment. Simultaneously, our per WADA payment will increase with the passage of funding equity. Thus, the current anticipated net impact of these changes is around $100k (this also reflects the amount budgeted for the KCPS MOU).

July's net income was -106k, which was expected due to lower revenue from not yet being able to draw down our federal funds for the new fiscal year.



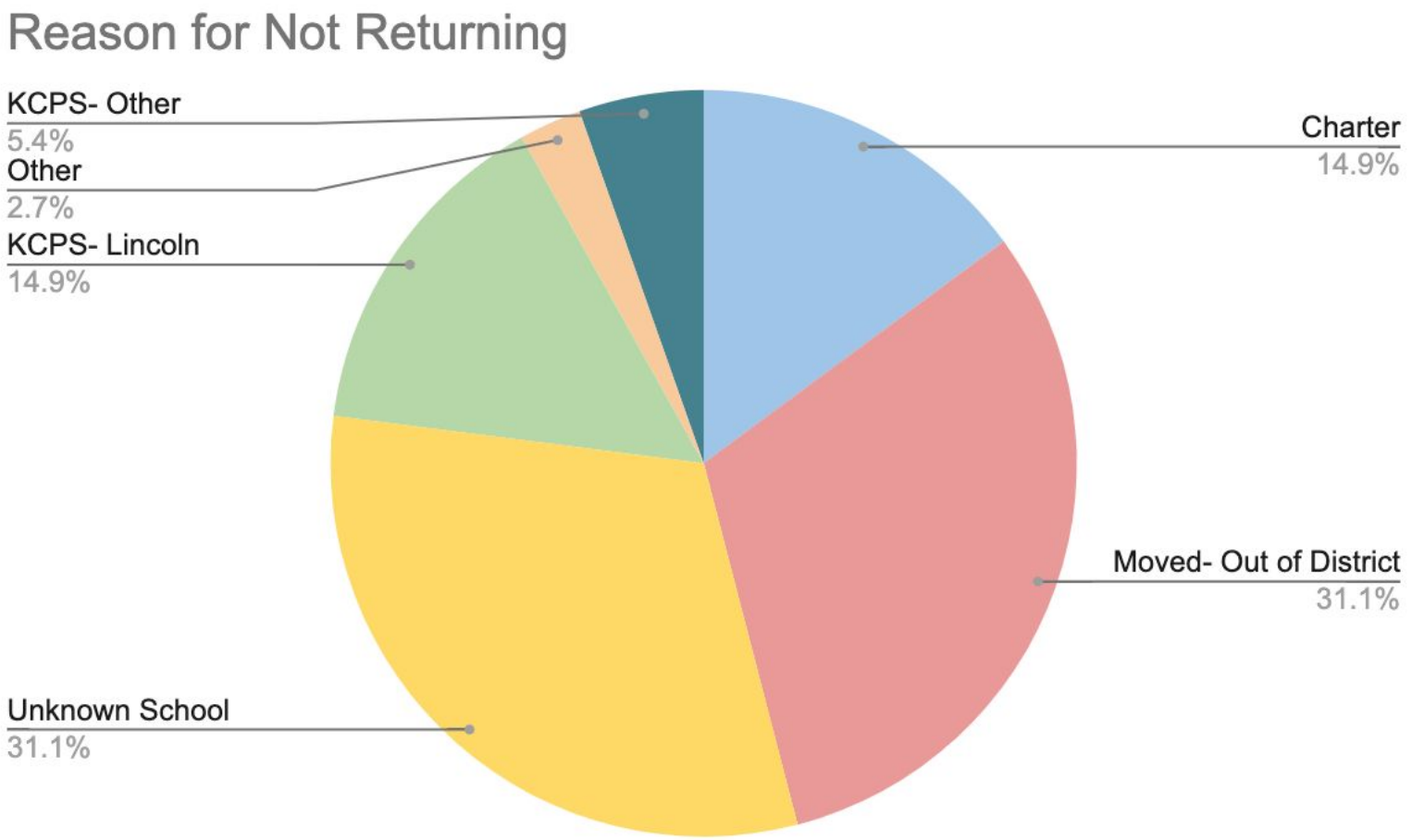
Enrollment and Attendance

Current and Projected Enrollment

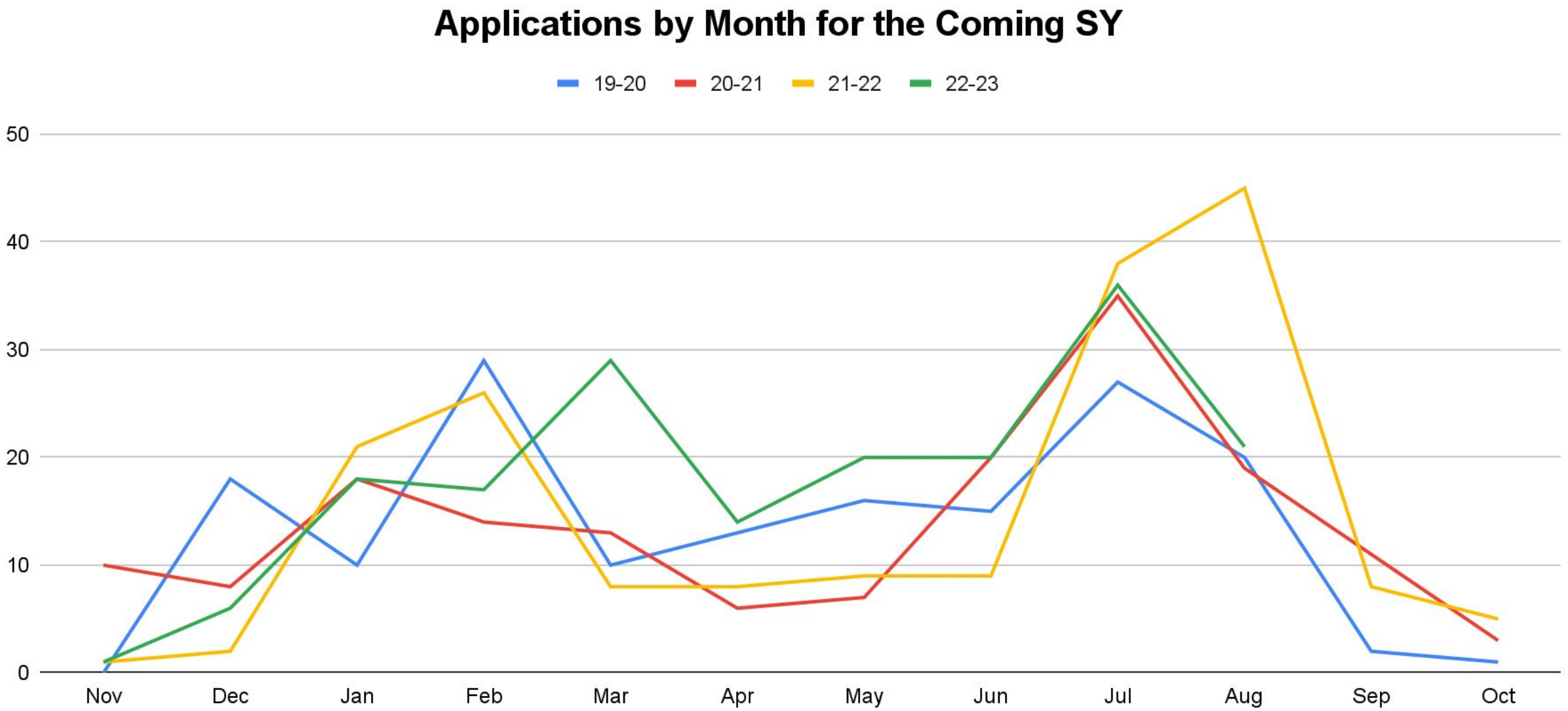
Grade	Current	Projected
5th	16	20
6th	29	28
7th	47	48
8th	47	43
Total	**139**	**139**

Re-enrollment

- KCGPA's 21-22 year-over-year retention: 67% (prior years 89% and 75%)
- KCMO area schools' retention rates typically range from 69% to 91%
- Dramatic increase in past two years of students moving out of district/state



Applications by Month



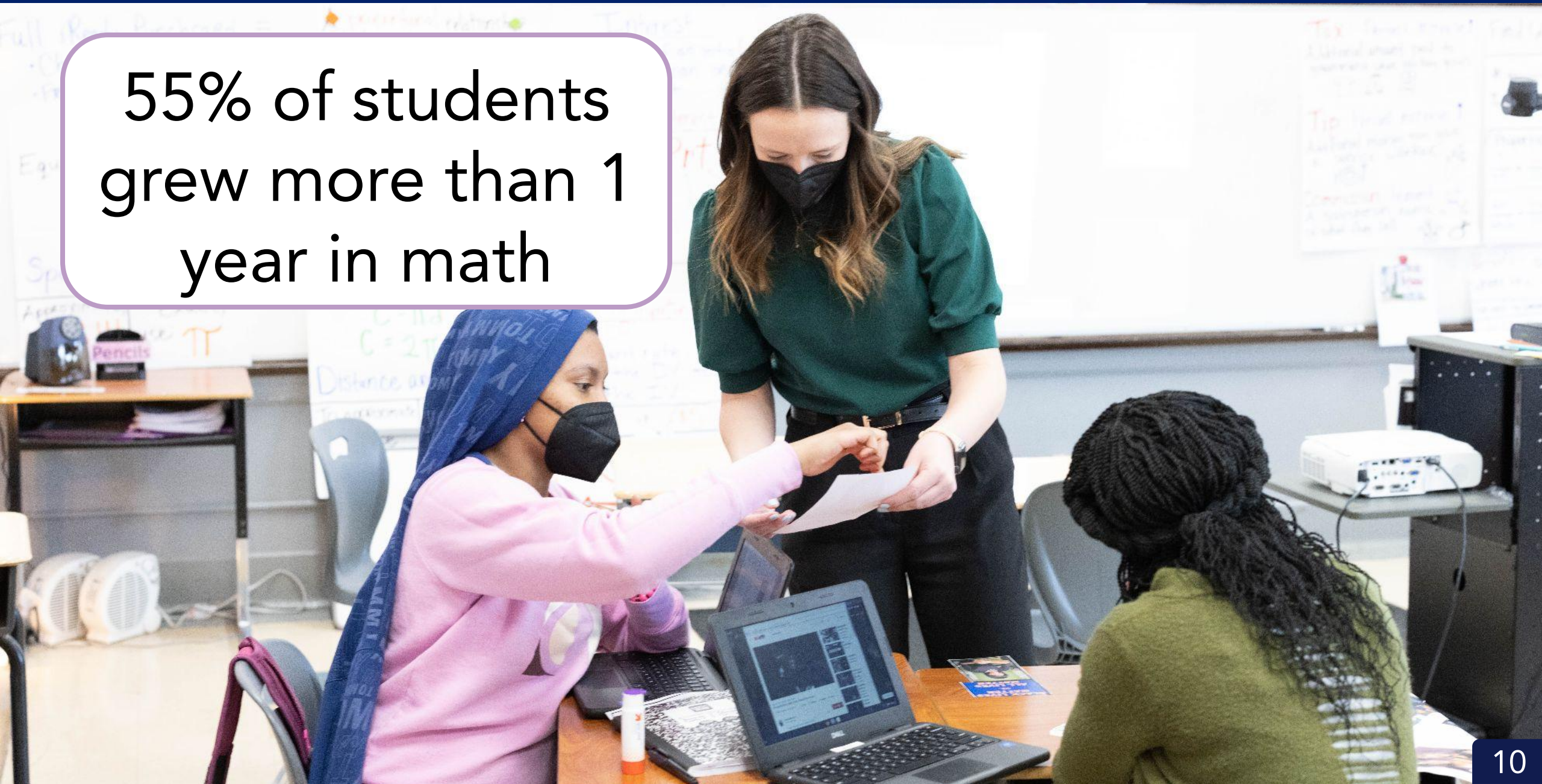
21-22 Report Card

Academic Highlights

Students outperformed 57% of peers nationwide in reading growth

Academic Highlights

55% of students grew more than 1 year in math



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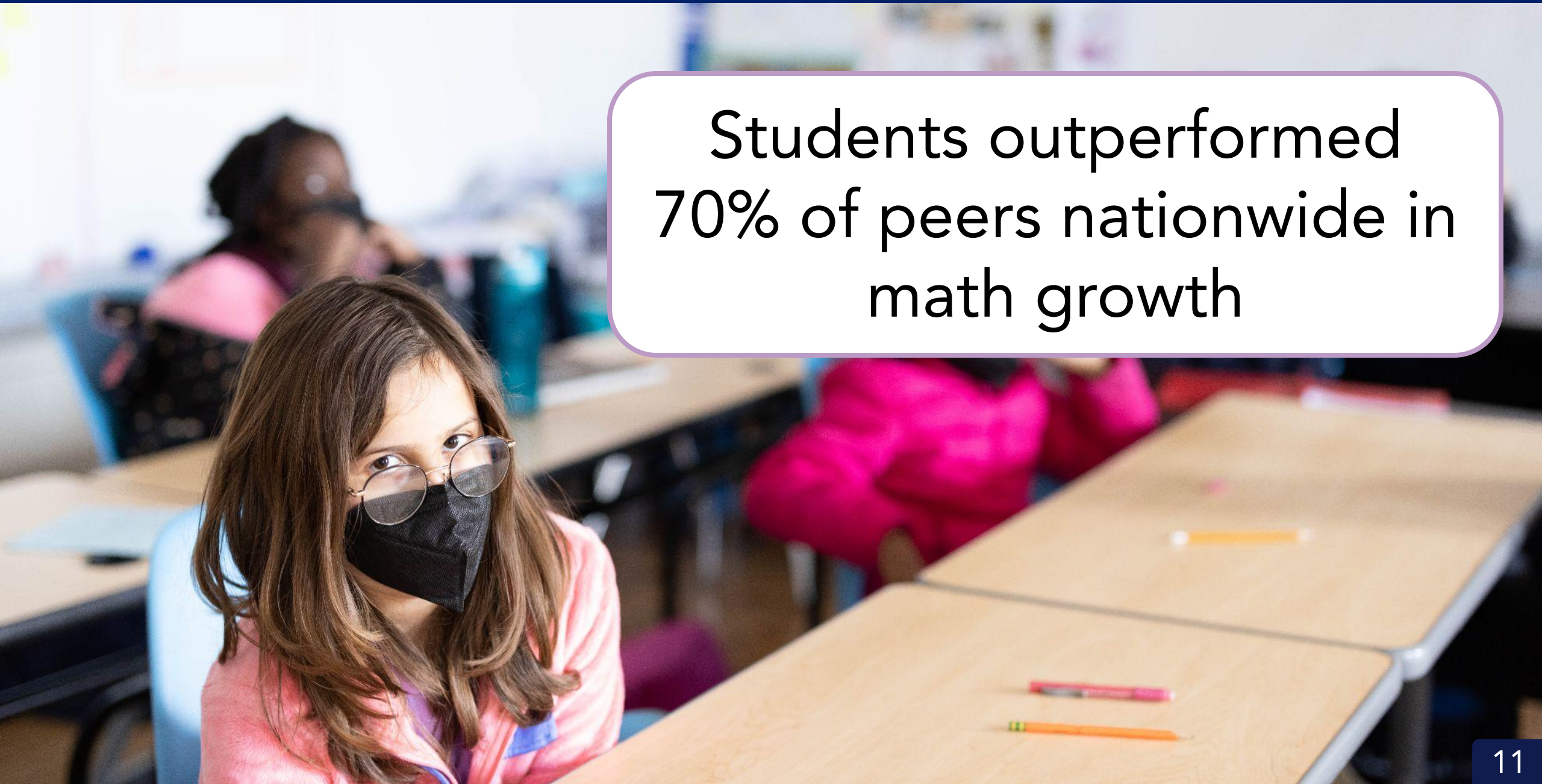
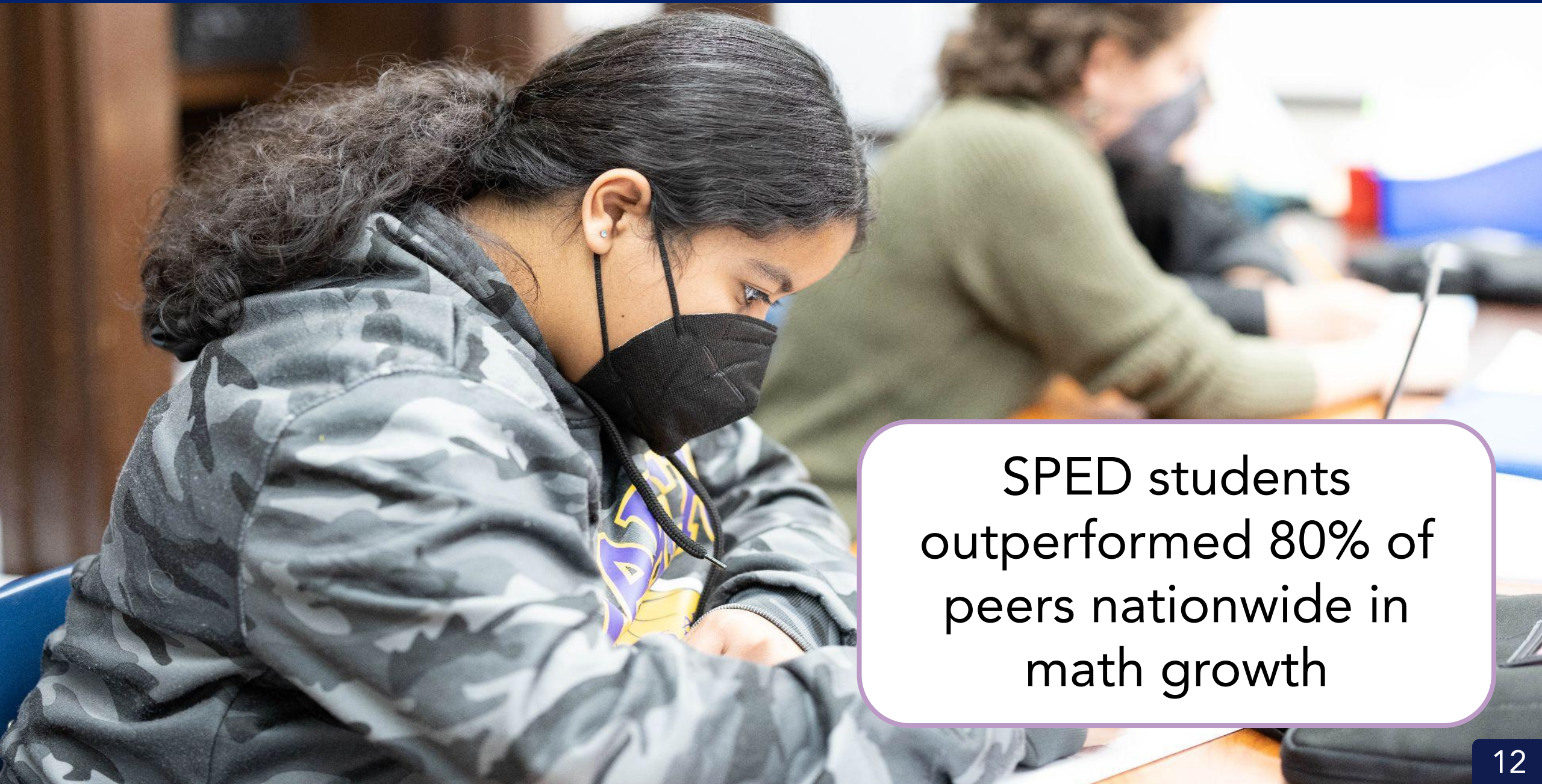


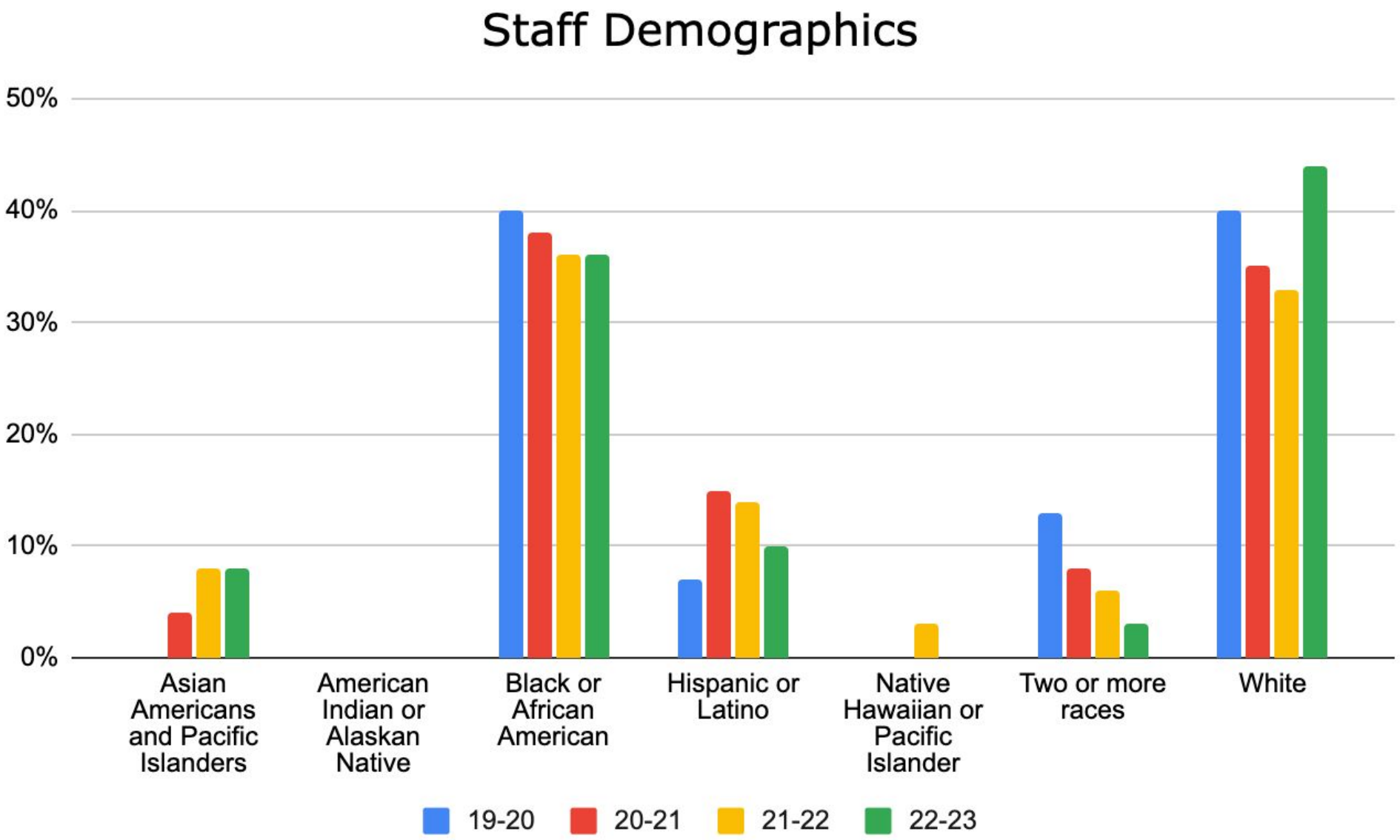
Students outperformed 70% of peers nationwide in math growth

Academic Highlights



SPED students outperformed 80% of peers nationwide in math growth

Do we represent the community we serve?



Key Goal
75% educators of color in all stages of recruitment, hiring, leadership, and board

Current Status
Staff - not met

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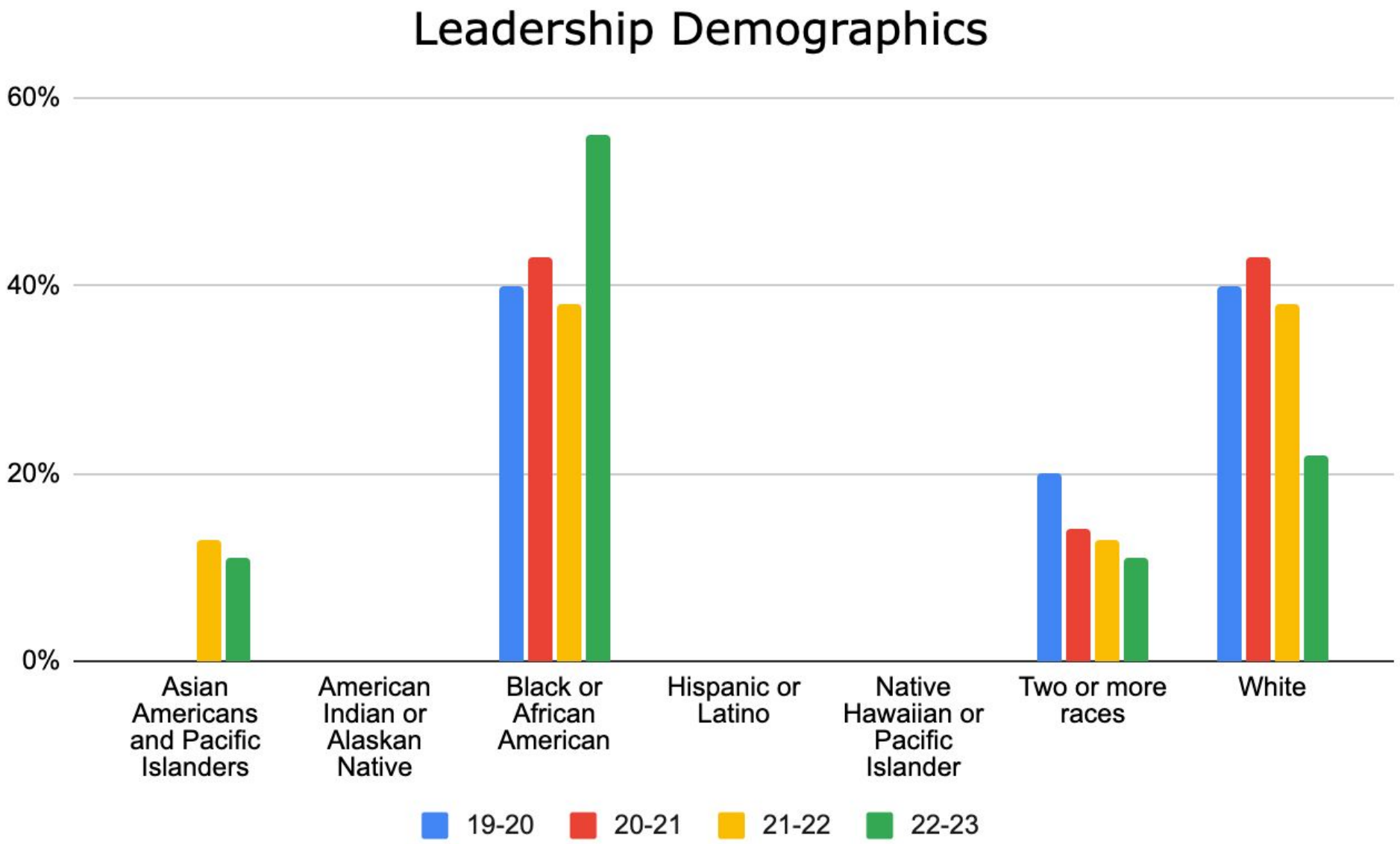

Key Goal
75% educators of color in all stages of recruitment, hiring, leadership, and board

Current Status
Leadership - met

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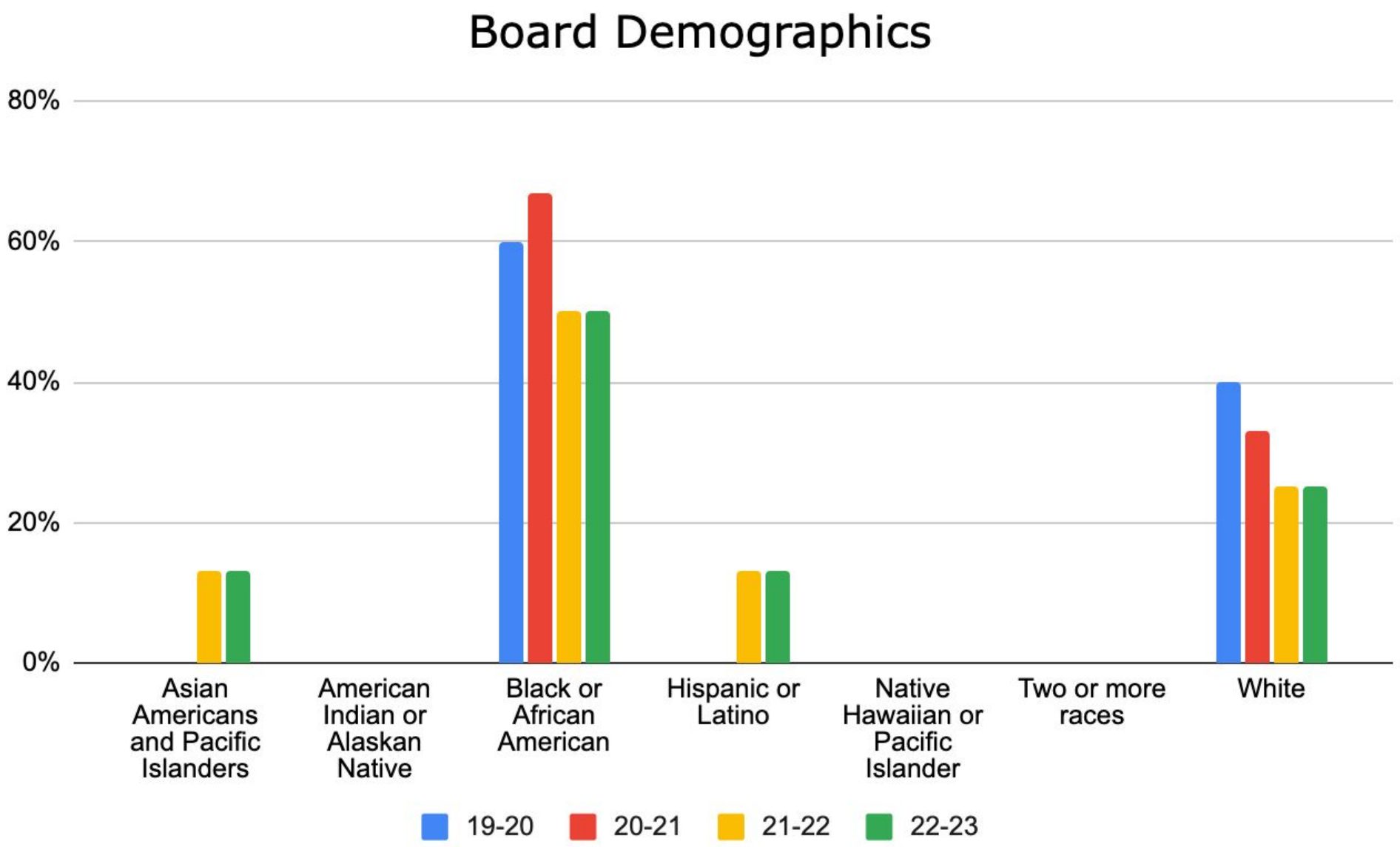
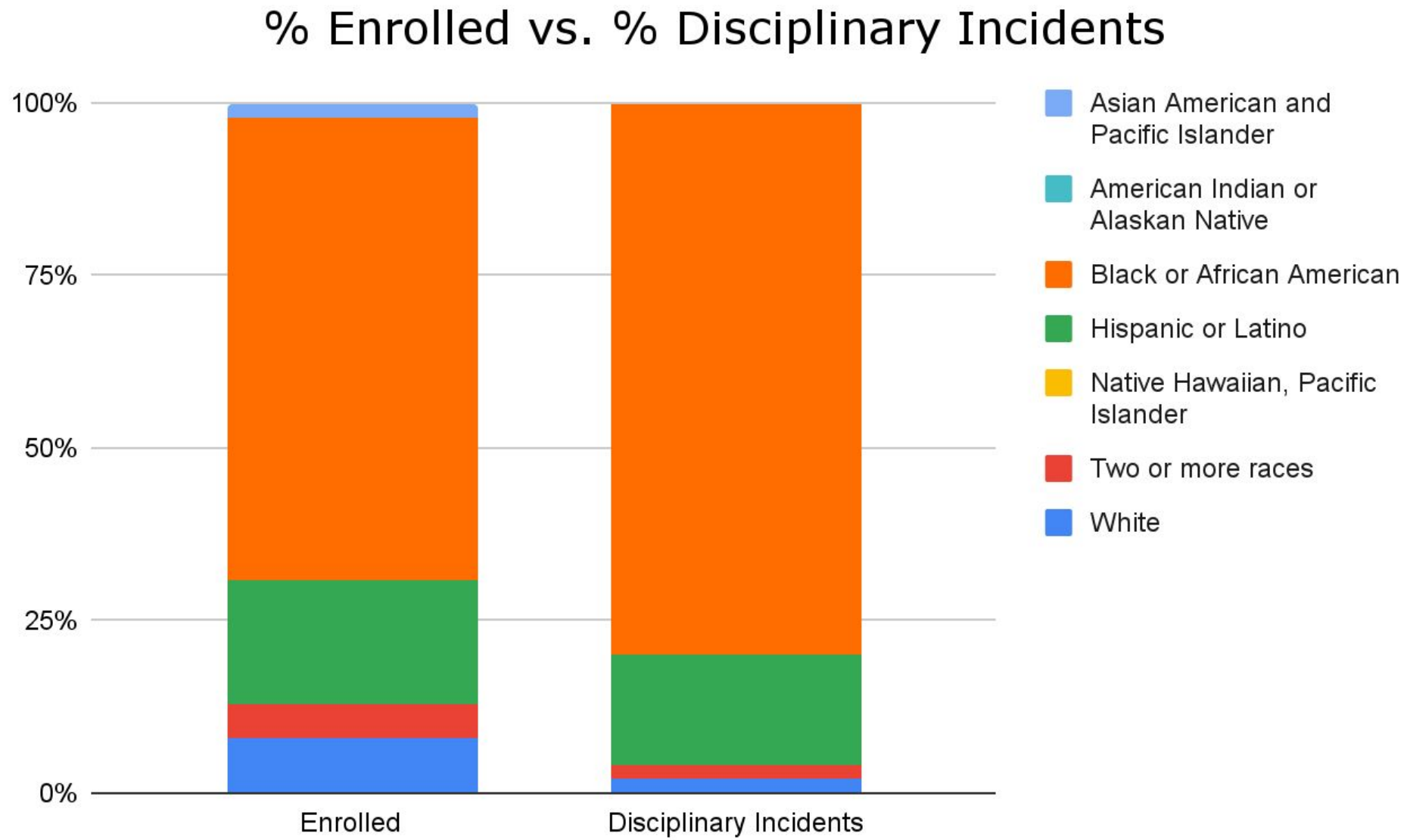


Key Goal
75% educators of color in all stages of recruitment, hiring, leadership, and board

Current Status
Board - met

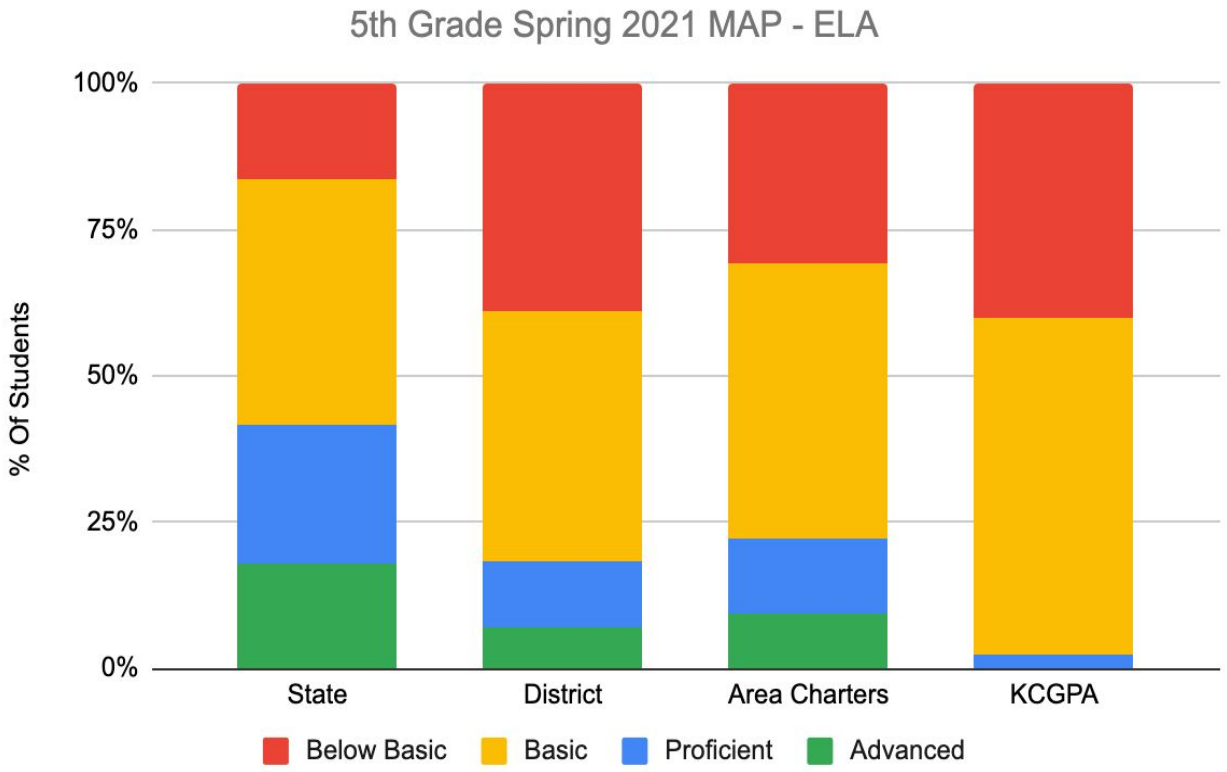
Are we building a school for young Black and Brown women?

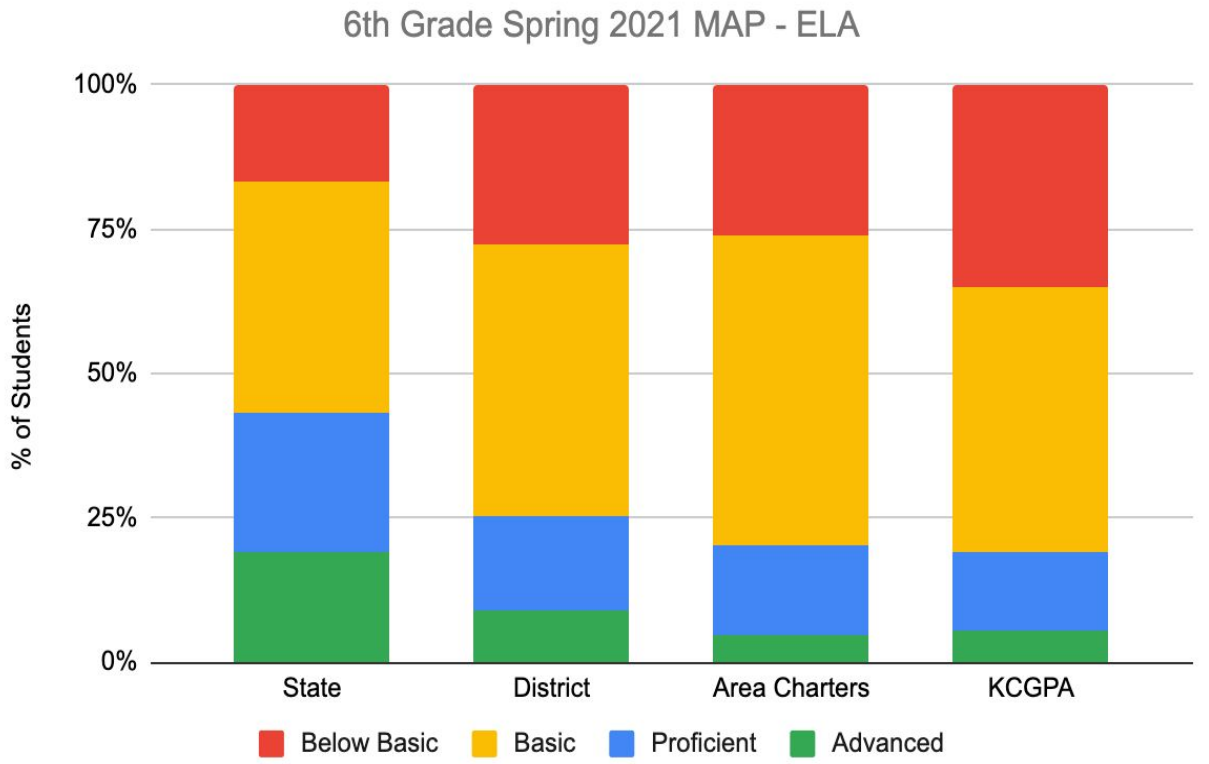


For Reference: 20-21 MAP Comparative Data

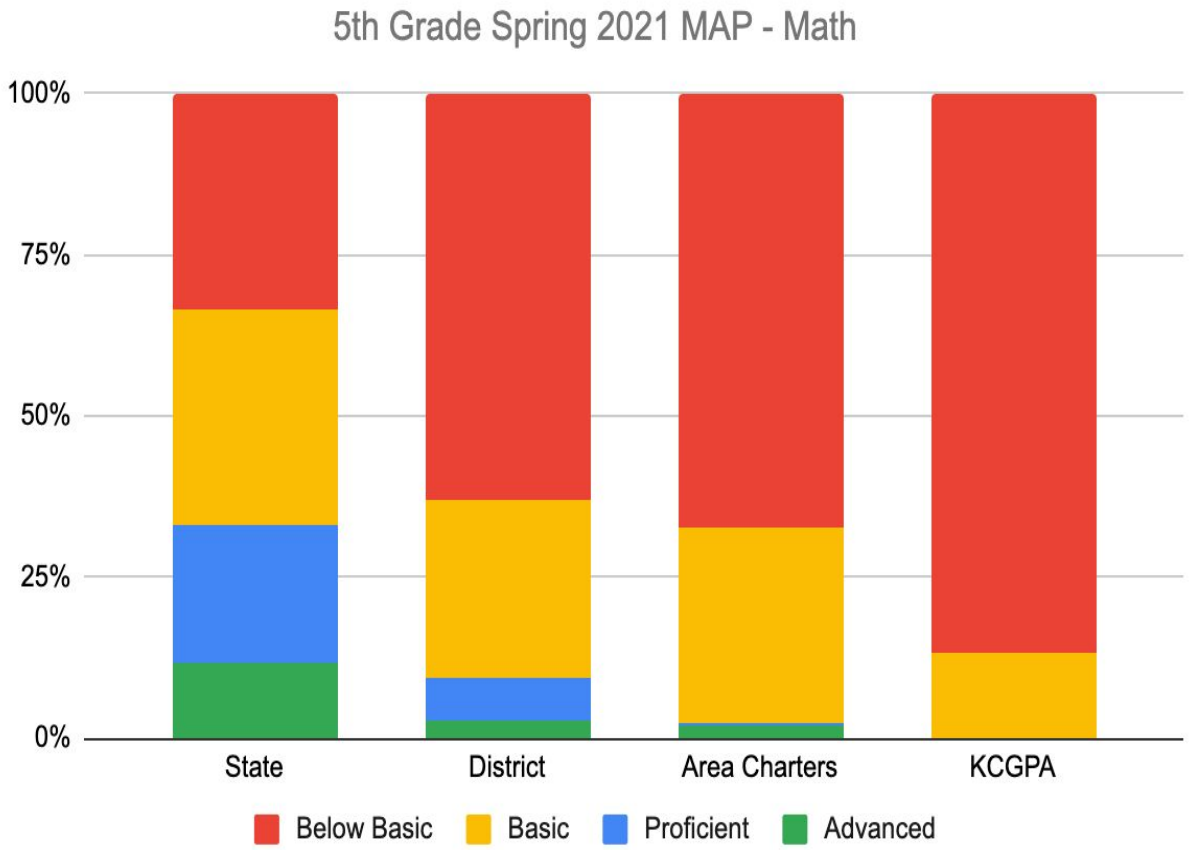
- Thus far, we have comparative MO state assessment (MAP) data only for the 20-21 virtual school year
- The following slides have been shared previously. We're resharing to provide context on where we've been in the past.
- We expect to have comparative data by Jan. 2023.
  - Embargoed data is typically released to schools in the summer following each year
  - Public data is released later in the fall/winter.
- FYI, DESE created an analysis of the impact of lost instructional time on Missouri students. The data used compares 2020-21 to 2018-19 student assessment results. The analysis shows that younger students' learning was more impacted by the pandemic, as was the learning of Black and Hispanic students. Students with disabilities and students from economic disadvantage also incurred greater impacts.

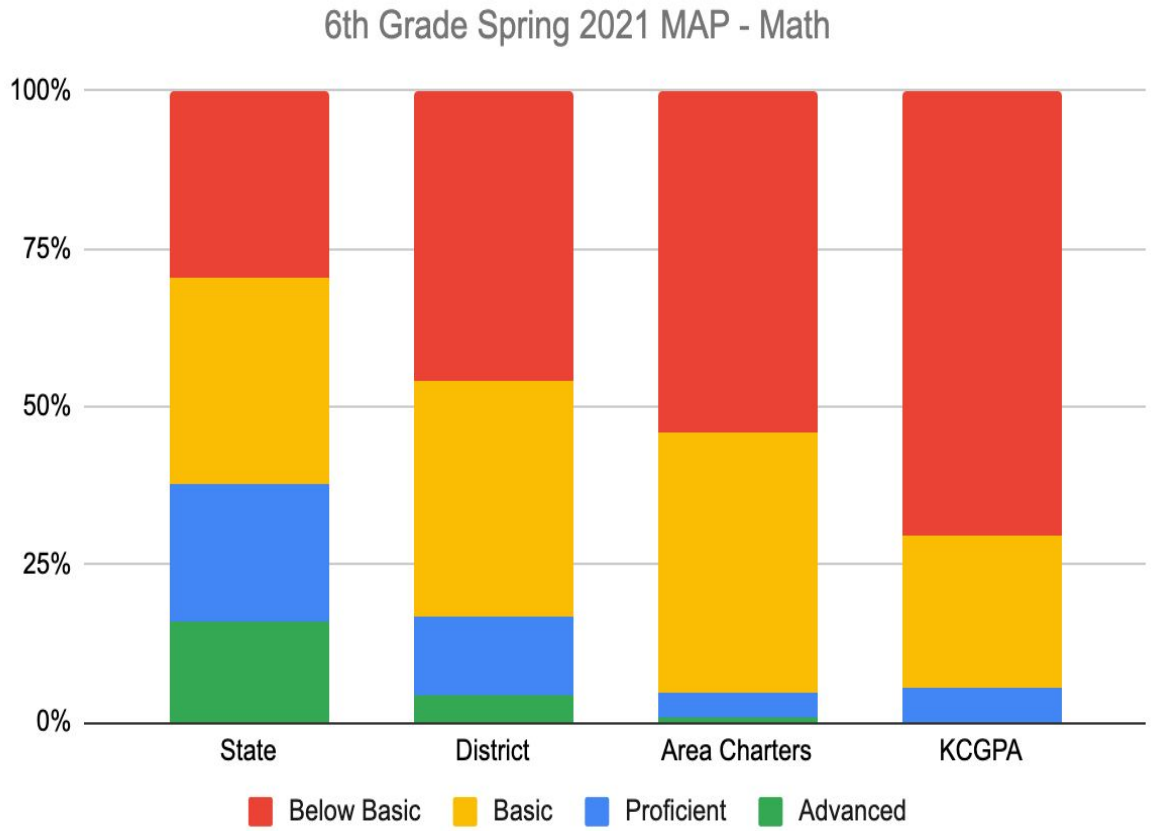
20-21 MAP Comparative Data





20-21 MAP Comparative Data





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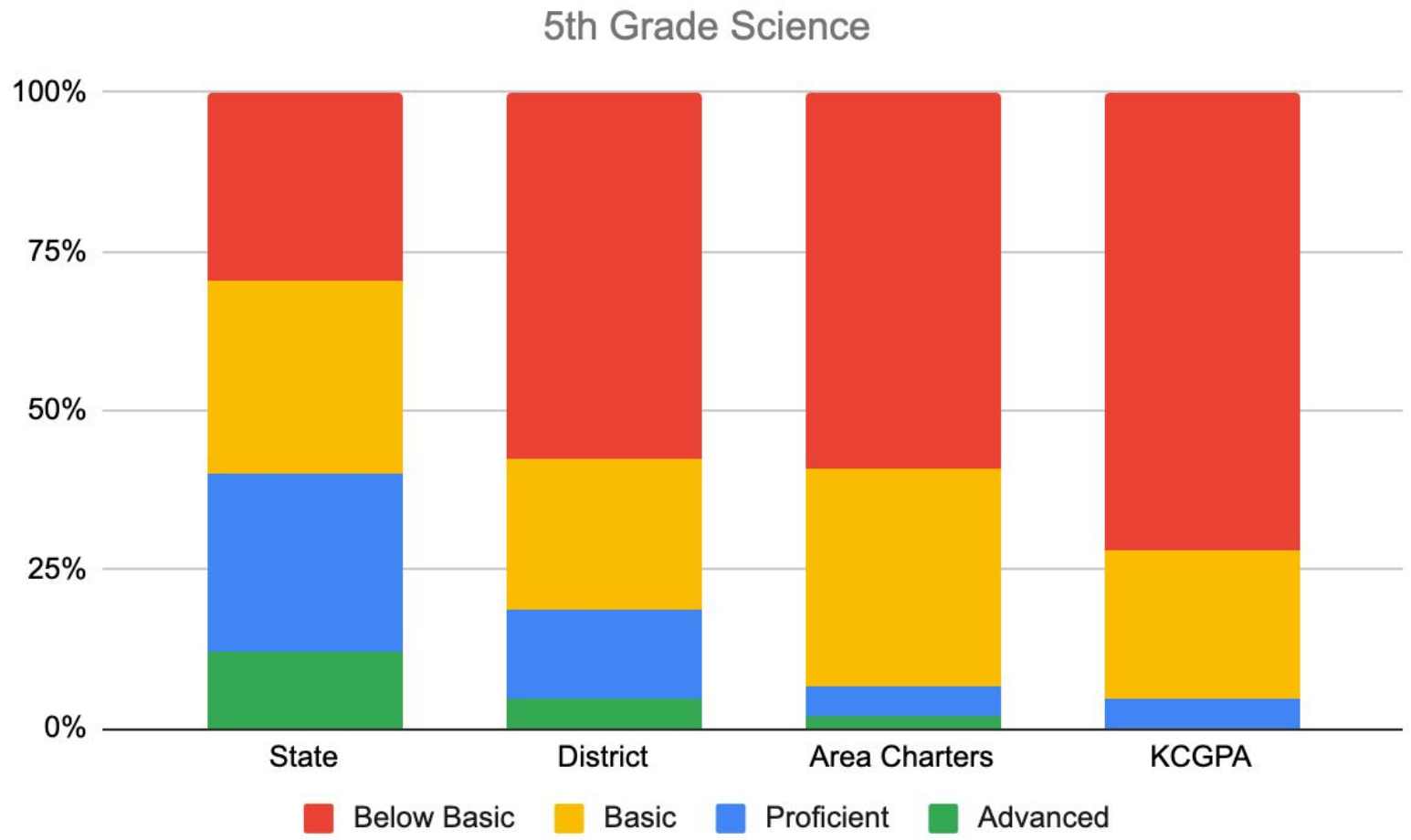
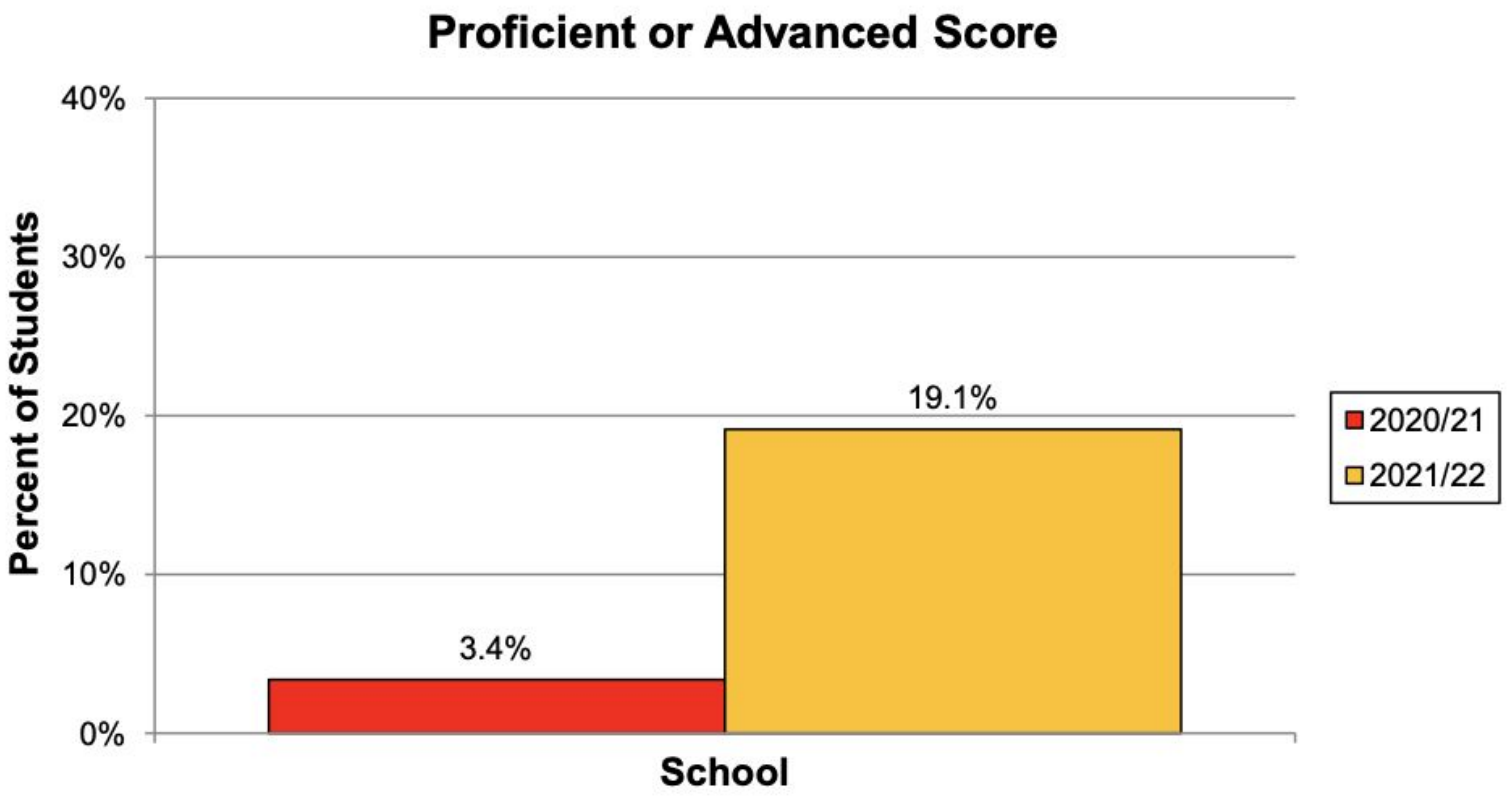


- Only 5th and 8th grade students take part in Science MAP Assessments

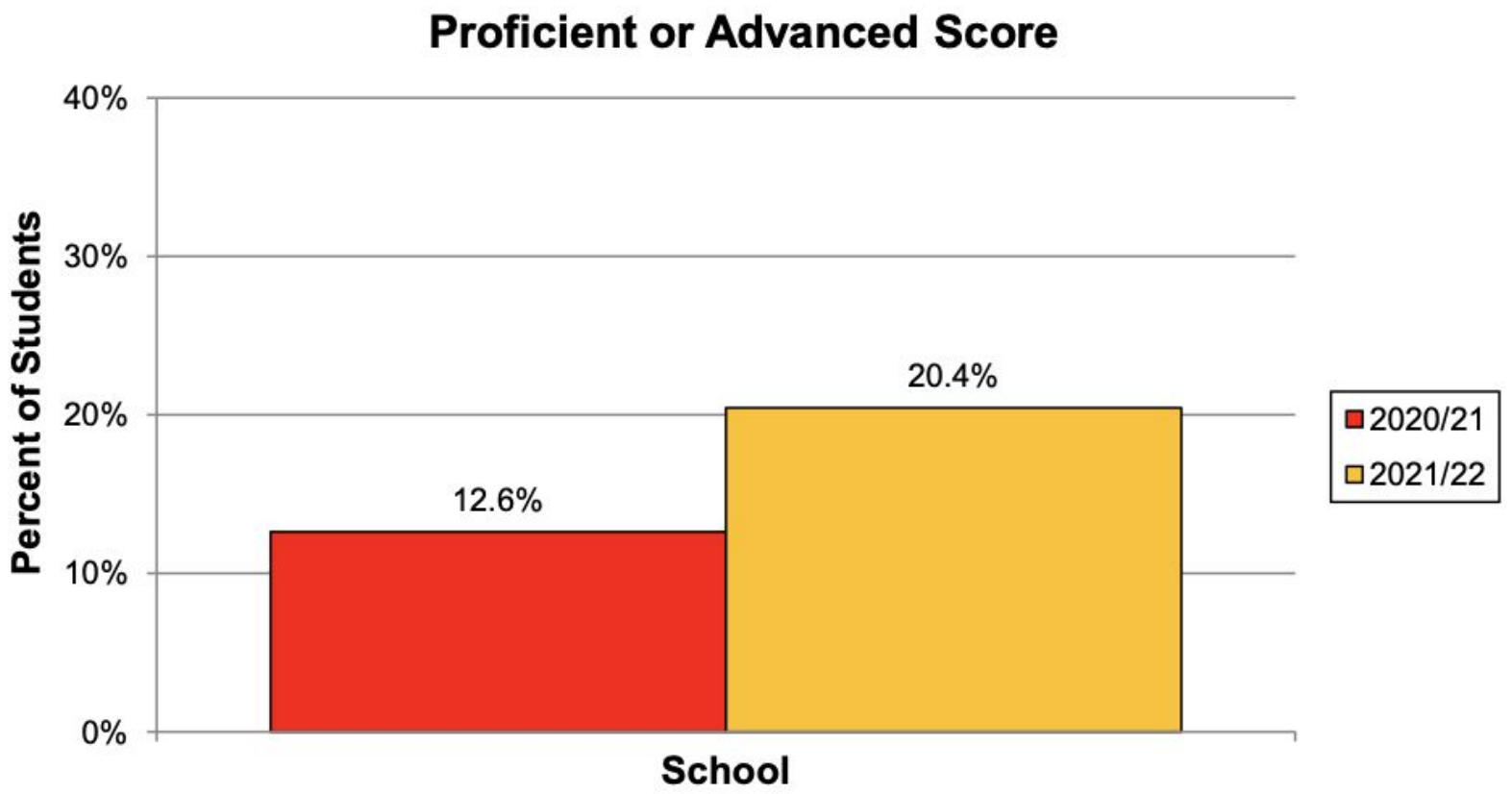
21-22 MAP Data

- The following slides show our first look at MAP data for 21-22.
- We are overall pleased with the growth, though cautious that we are still far from the level of proficiency we seek for our scholars.
- We don't yet have access to other schools' data.
- For an initial sense of "how do we compare" - a consultant data analyst who's working for us shared "Although I've only processed this year's MAP data for 4 or so LEA's, I haven't seen anyone come close to the dramatic year-over-year improvements you achieved. Very nice!"

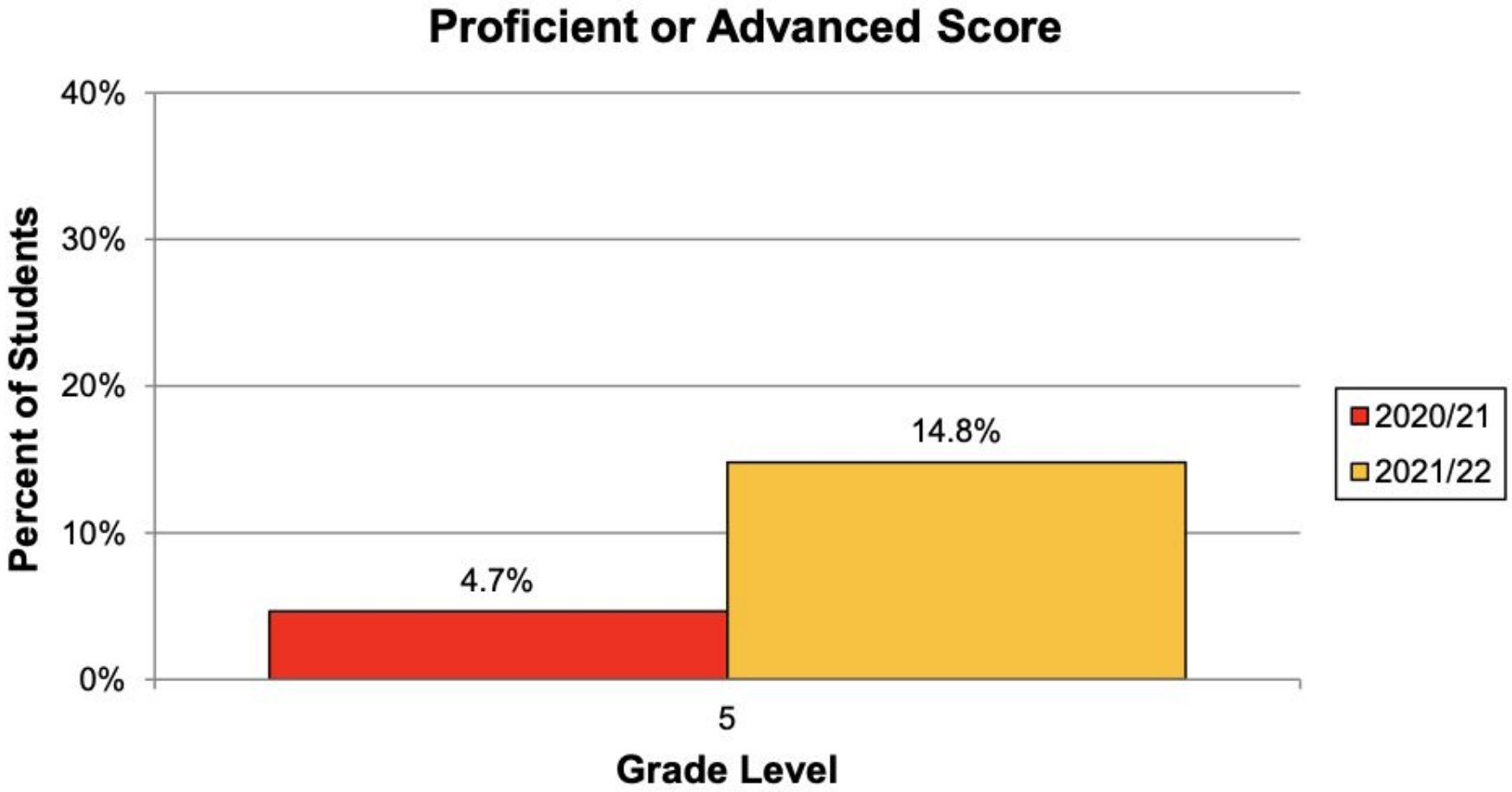
21-22 MAP KCGPA Data - Math



21-22 MAP KCGPA Data - Comm. Arts



21-22 MAP KCGPA Data - Science



NWEA Data - Interpret with Many Grains of Salt...

Limitations in the Data

- Small sample sizes
  - Leads to very high standard error
  - This effect is amplified in subgroup data (e.g. special education, race/ethnicity)
- Virtual administration
- Both factors reduce the validity (accuracy) and reliability (consistency with which results could be reproduced) of the data

19-20

- Only Fall NWEA administered

20-21

- Fall and Spring NWEA administered virtually

21-22

- Fall and Spring NWEA administered in person

NWEA Conditional Growth Index

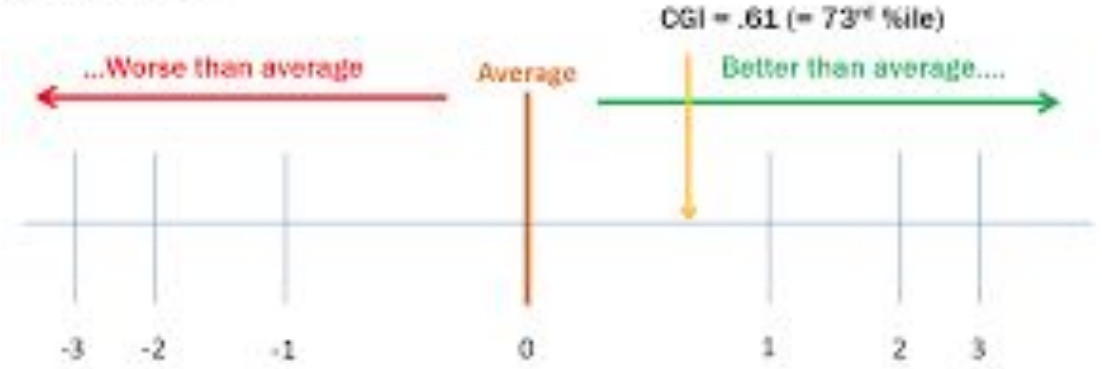
We use NWEA to measure annual growth. Interim and state assessments measure proficiency.

The NWEA Conditional Growth Index (CGI) shows student growth relative to their predicted growth.

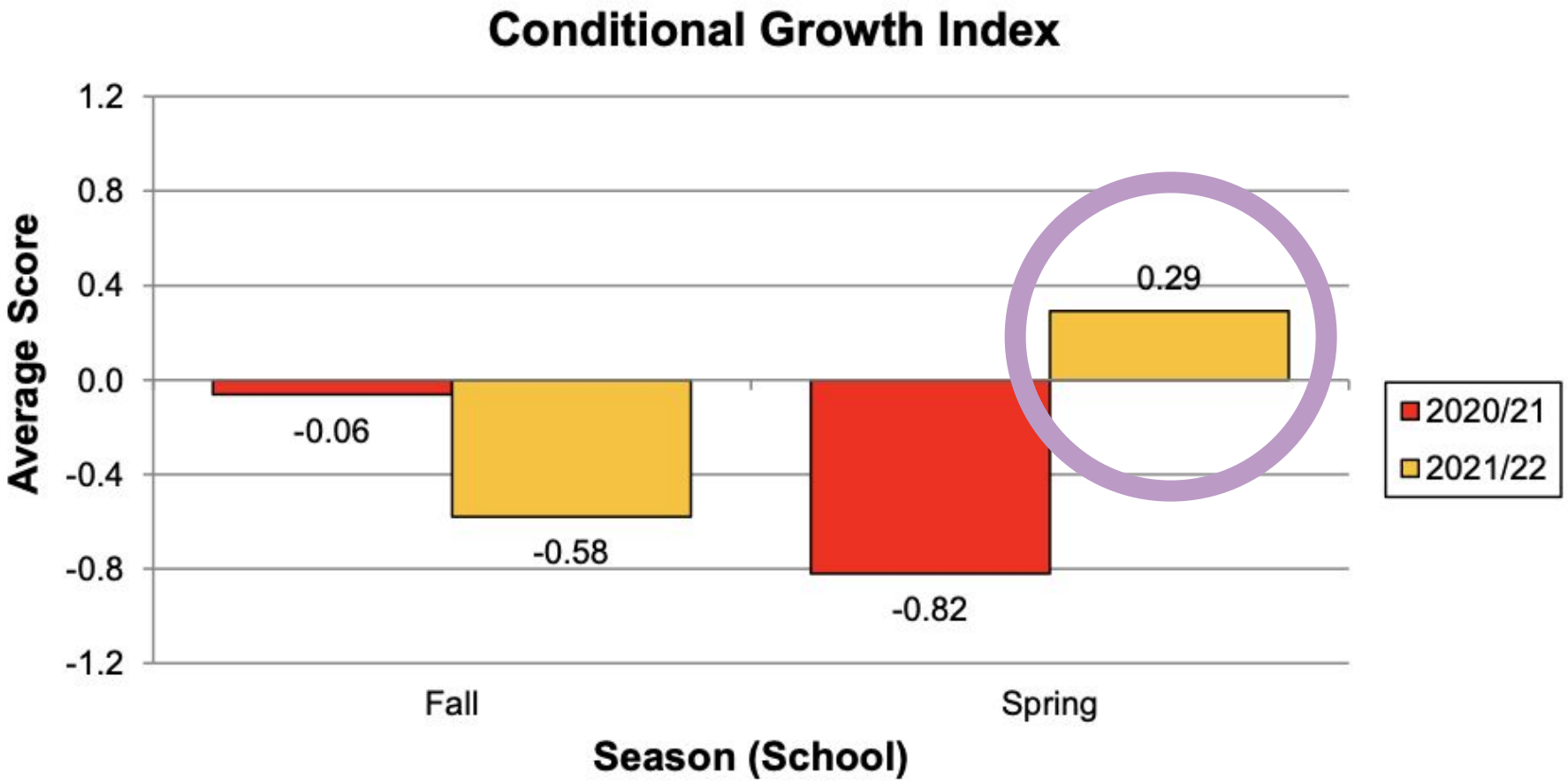
- 0.0 is average growth
- 0.1 is better than about 54% - 60% of schools/teachers
- 0.2 is better than about 58 - 69% of schools/teachers
- 0.3 is better than about 62 - 77% of schools/teachers

- CGI (or Z-scores) are centered around zero
- Positive numbers mean the student or school is ***above*** average
- Negative numbers mean the student or school is ***below*** average

- 2nd grade student with a Fall Math RIT of 163
  - Typical (projected) growth target of 15 RIT points
- Actual Spring Math RIT of 182 (+19 RIT points)
- Growth Index = 19-15 = 4 RIT points. (Std Dev. = 6.53)
- CGI = .61



NWEA Math - Whole School



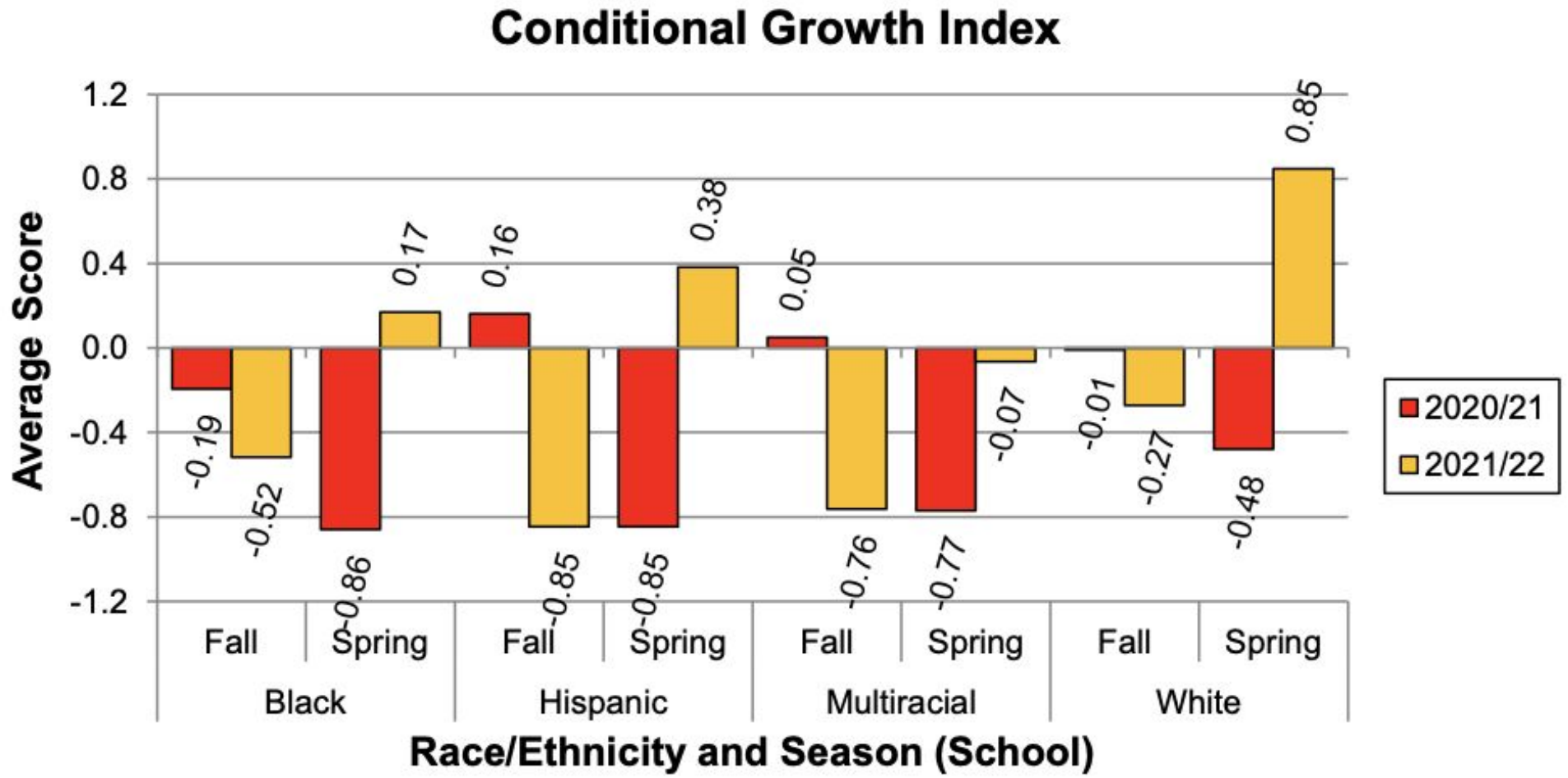
Headlines

- The red 20/21 data and yellow Fall 21 data show the impact of virtual from March 2020 through May 2021.
- The yellow Spring 22 data shows the impact of in-person this past year. It shows growth since our last in-person assessment in Fall 2021.

Notes

- Fall = fall-to-fall growth
- Spring = fall-to-spring growth
- 0.0 = avg, 0.1 > 54% - 60%, 0.2 > 58 - 69%, 0.3 > 62 - 77%

NWEA Math - Race/Ethnicity



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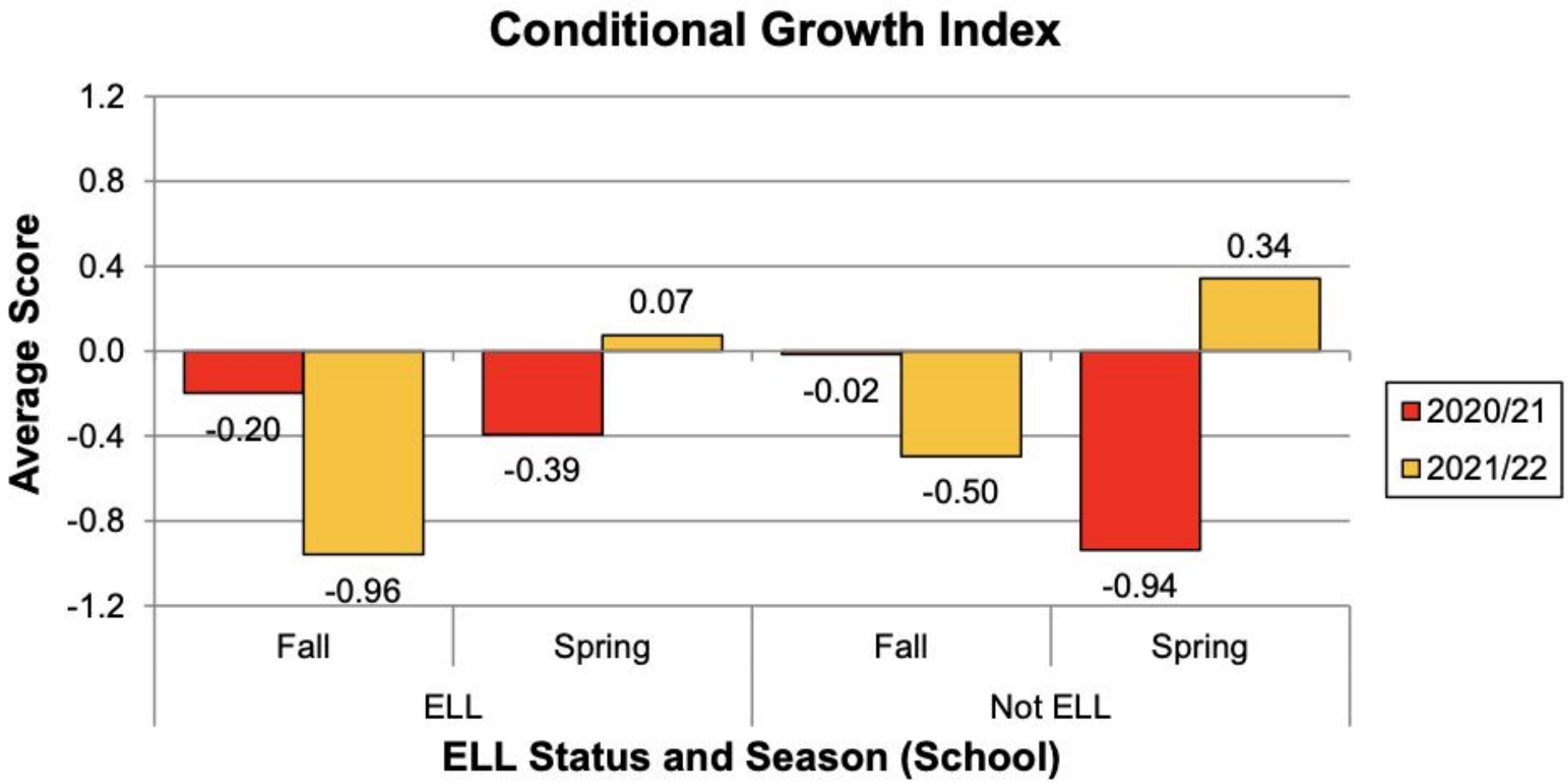
NWEA Math - ELL



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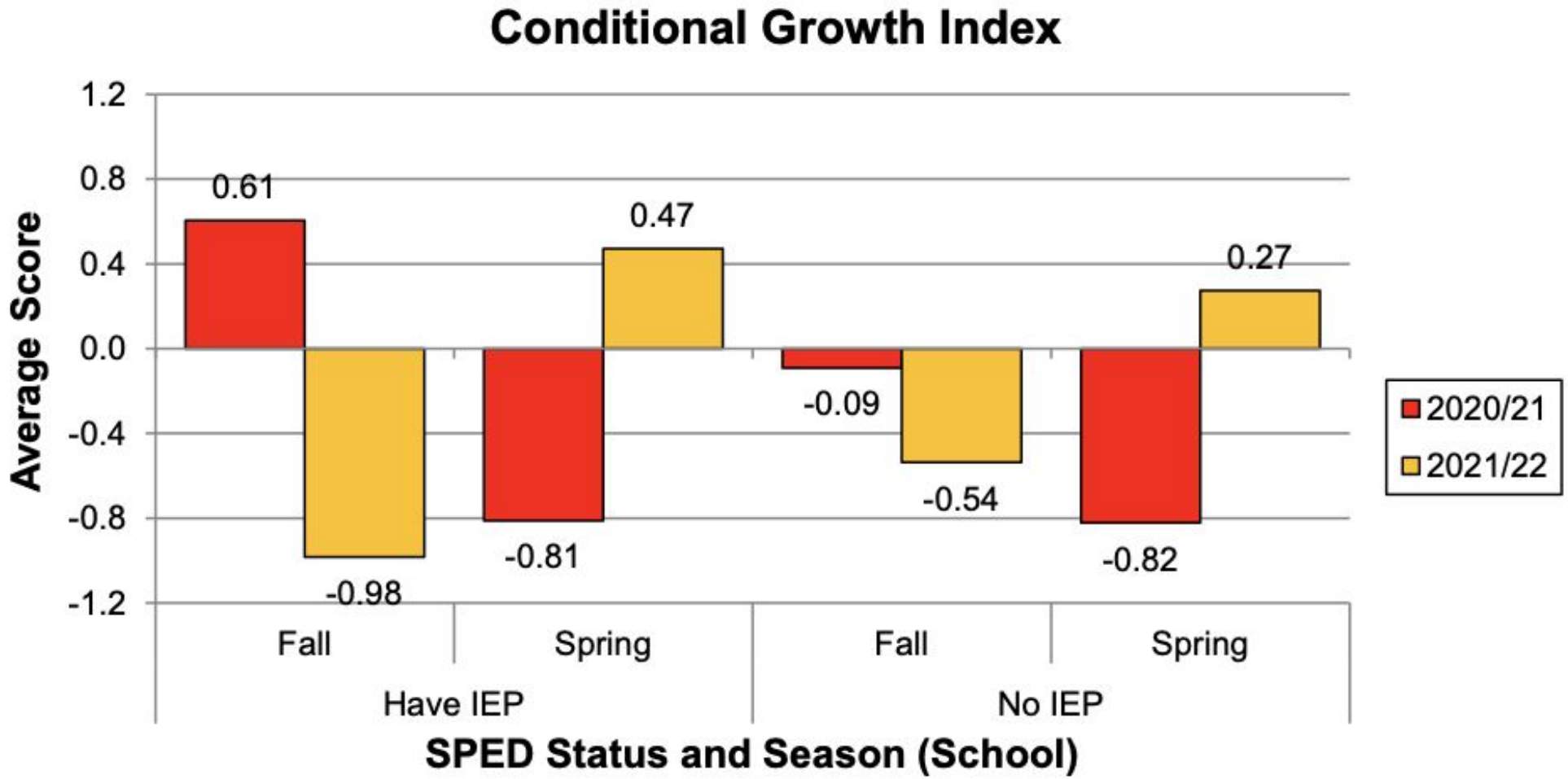

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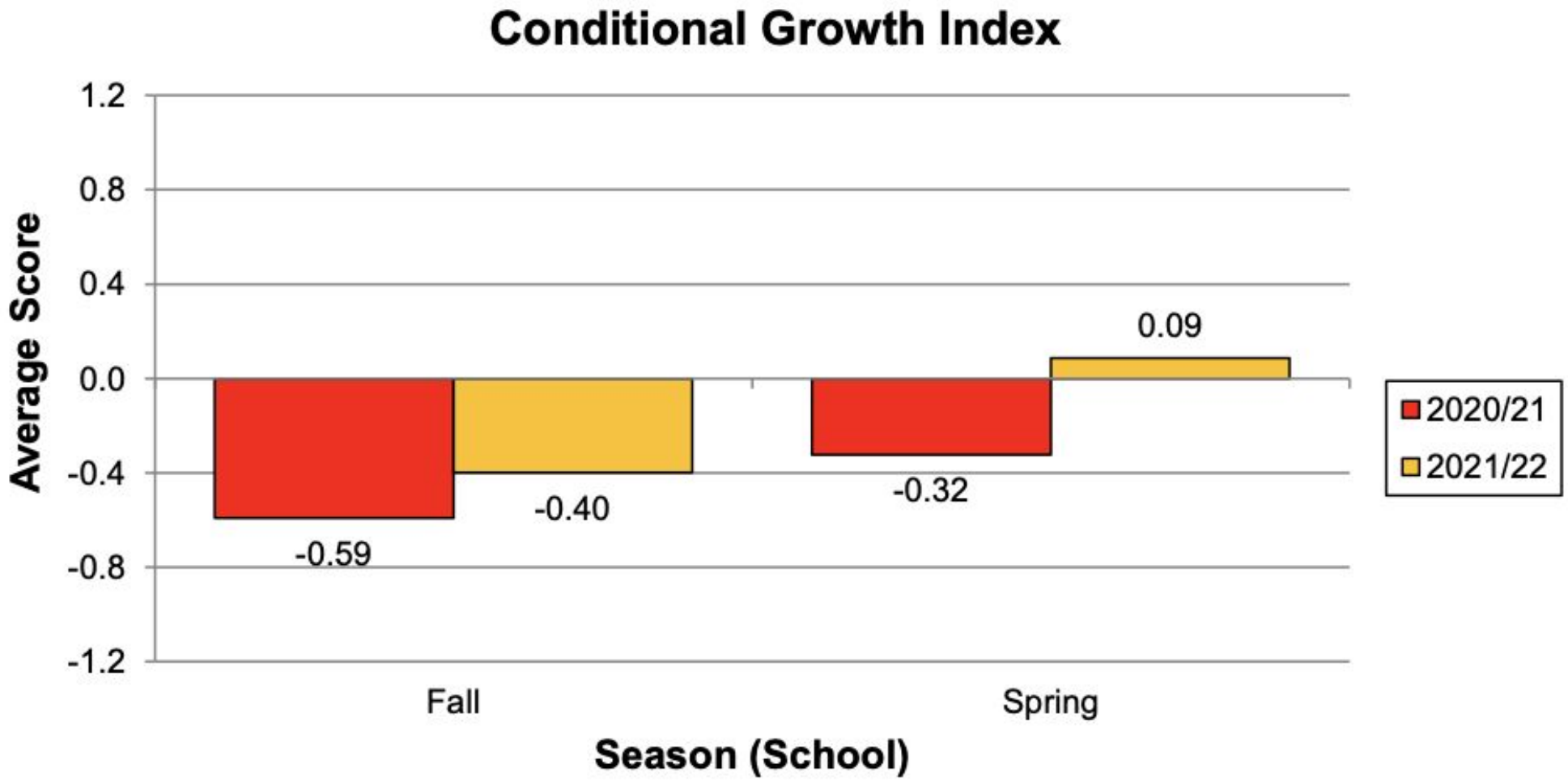

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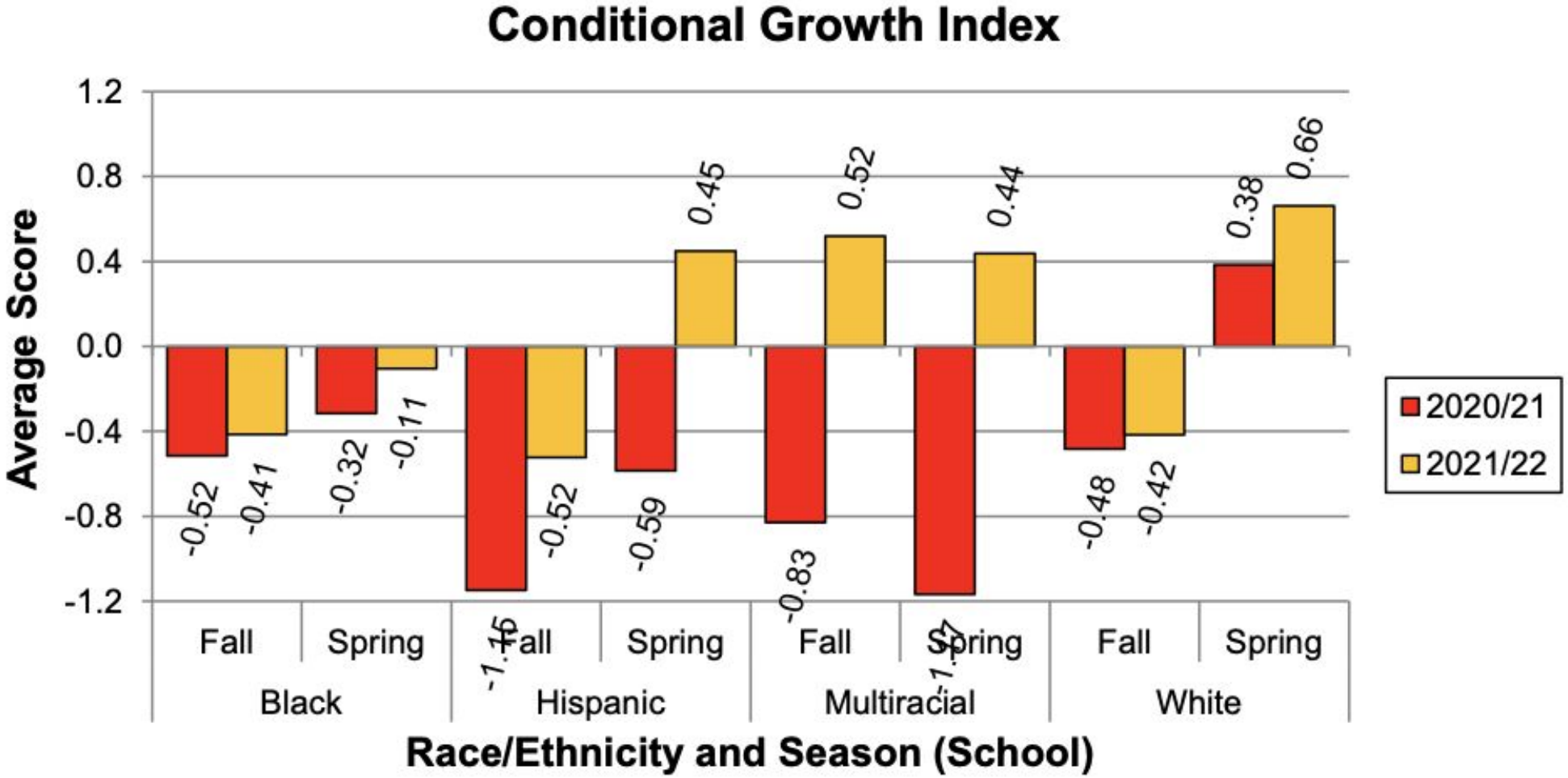

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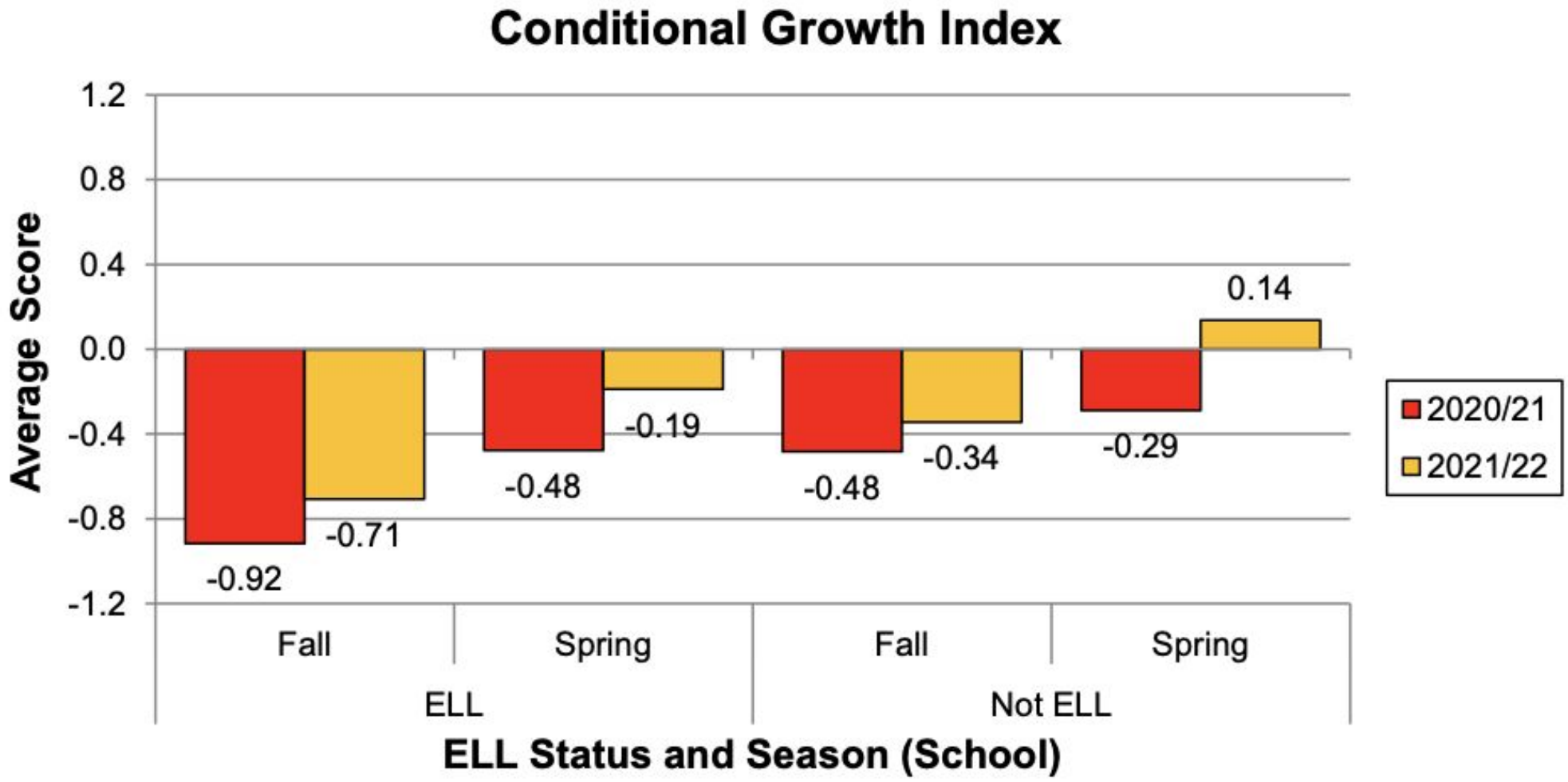

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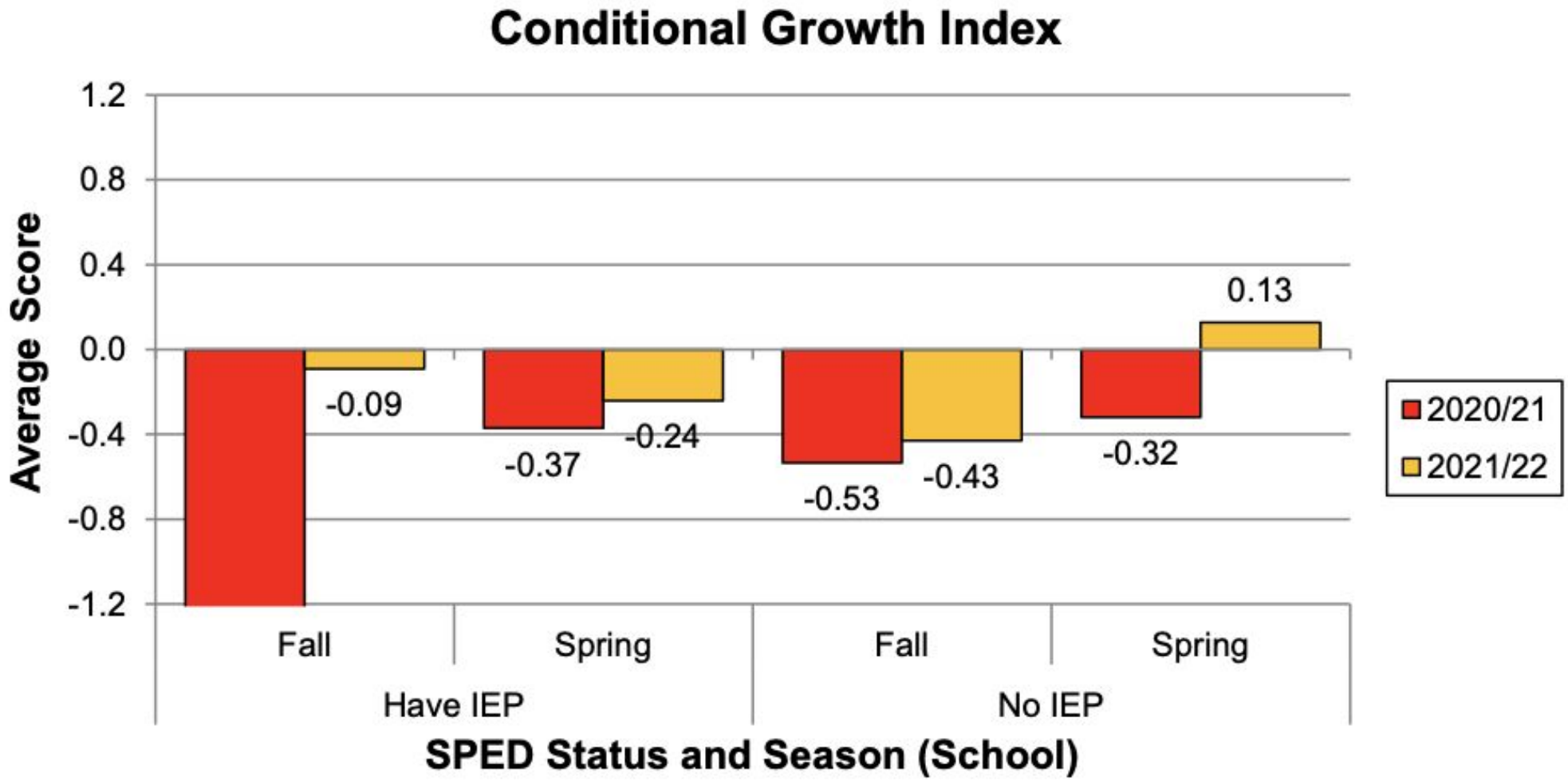

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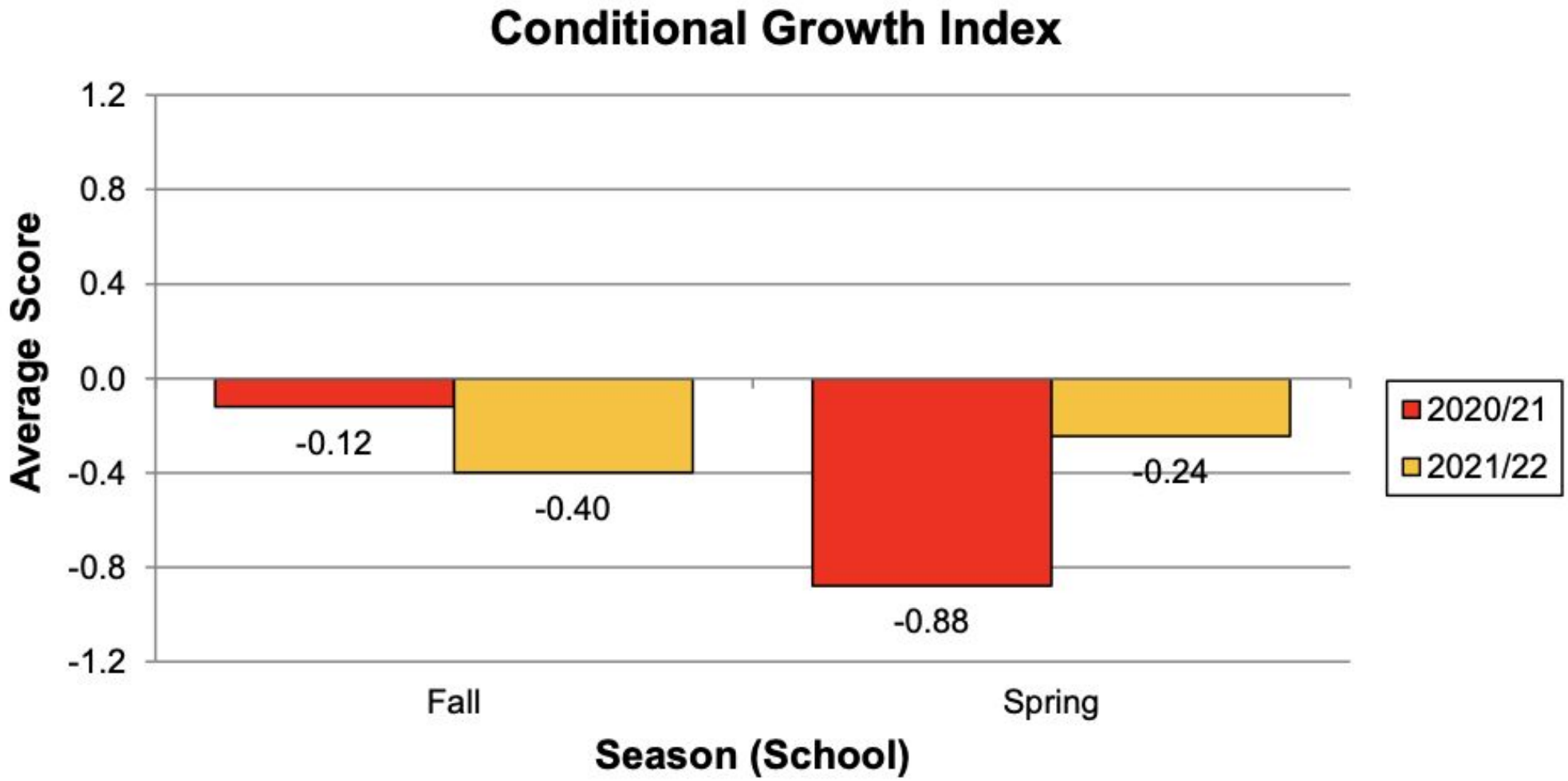

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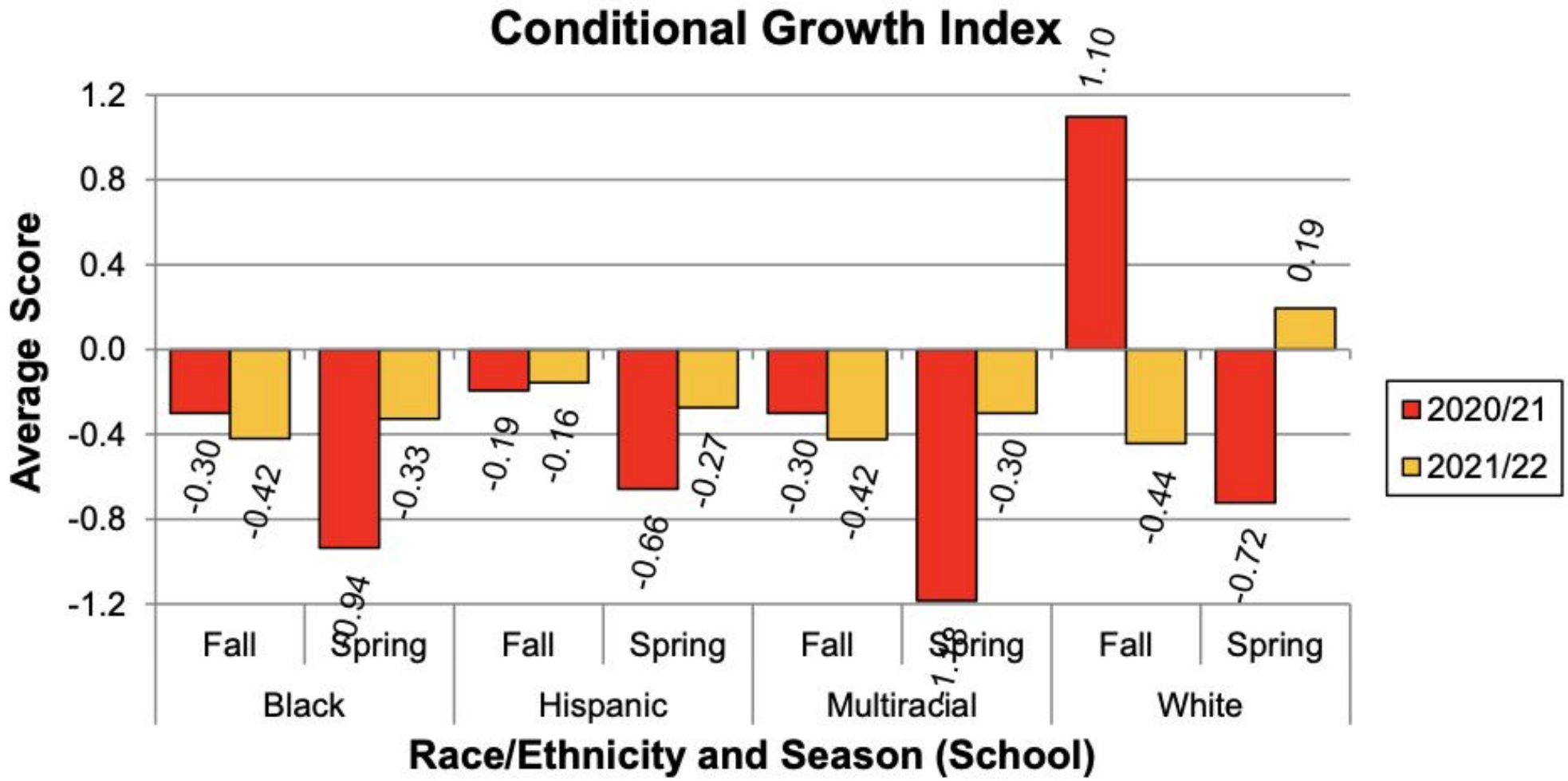

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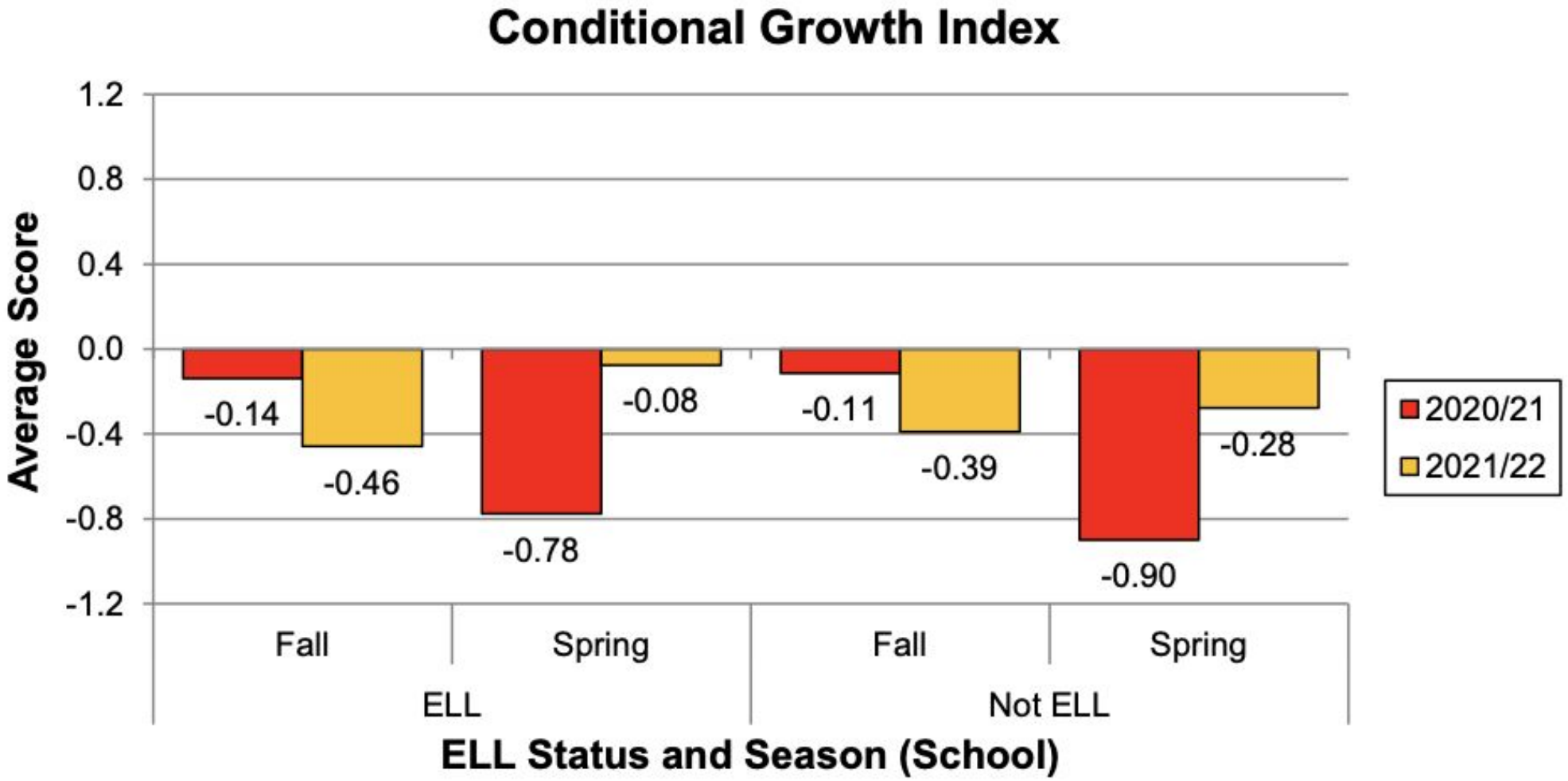

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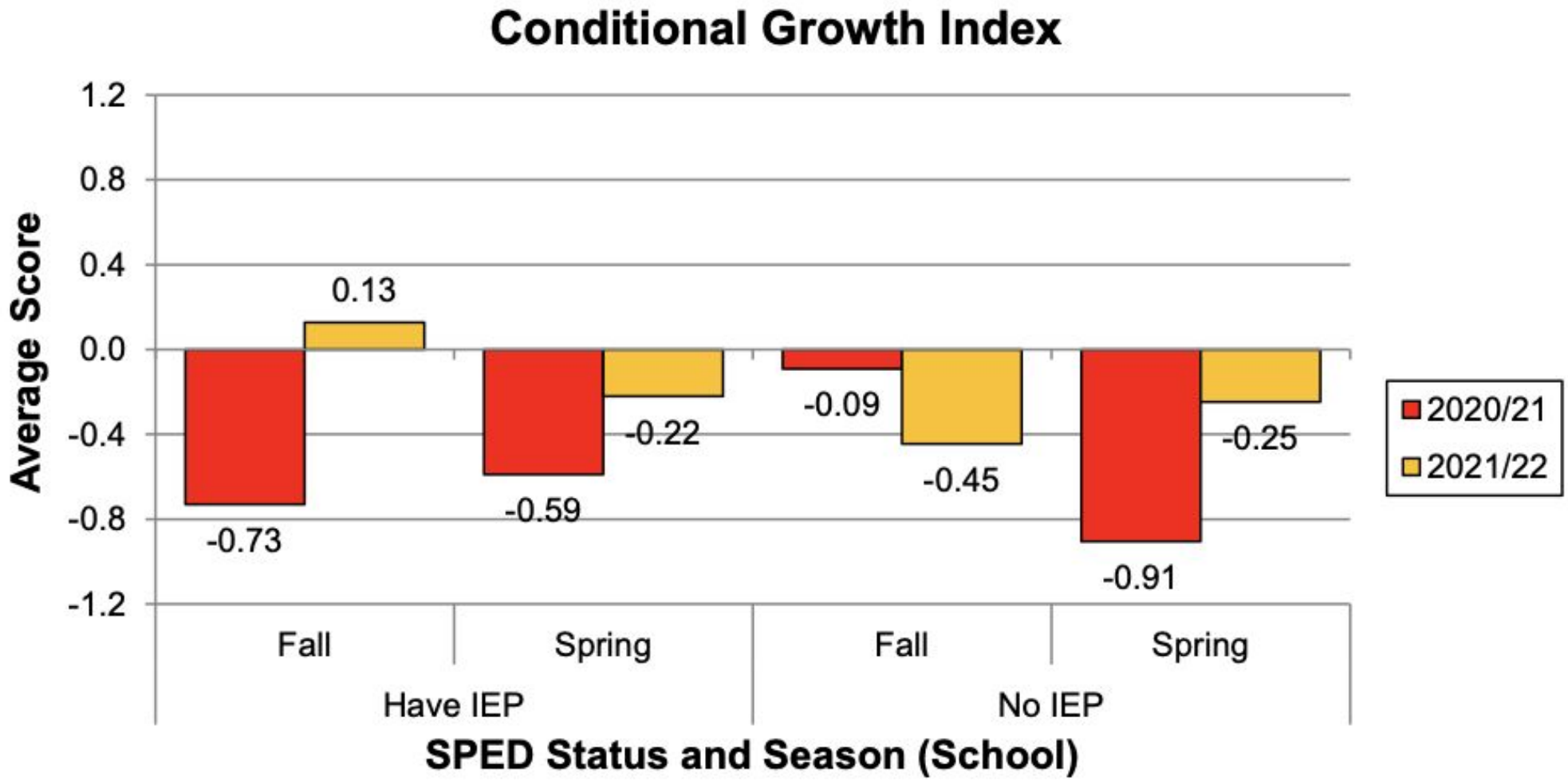

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