# Kairos Academies

## Kairos Academies Board Meeting

## Cycle 5

Published on March 26, 2024 at 2:43 PM CDT
Amended on March 28, 2024 at 2:22 PM CDT

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**Date and Time**

Thursday March 28, 2024 at 6:00 PM CDT

**Location**

Kairos Academies
3449 S Jefferson Avenue
St. Louis, MO 63118

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We invite you join us at this Zoom link. This notice was published at www.kairosacademies.org/board at least one day prior to the meeting.

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**Agenda**

|  |  | Purpose | Presenter | Time |
| --- | --- | --- | --- | --- |
| **I.** | **Opening Items** |  |  | **6:00 PM** |
| **A.** | Record Attendance |  |  |  |
| **B.** | Call the Meeting to Order |  |  |  |
| **C.** | Public Comment |  |  |  |
| **D.** | Mission Statement |  |  |  |

|  | Purpose | Presenter | Time |
|---|---|---|---|

*Kairos empowers students to direct their own lives and learning.*

**E.** Vision Statement

*Our vision is to prepare St. Louis students to design their own future and thrive in an ever-changing world.*

**II.  Facilities Committee Update**                                                 **6:00 PM**

**A.** Facilities Committee Goals Update                                              5 m

- The facilities committee commits to formalizing a new facility acquisition.
- The Facilities committee commits to ensuring current building readiness and safety by MCPSC standards.

**B.** Bingham Update

**C.** Current Facilities Update                                                      5 m

**D.** 24-25 School Calendar                                                          5 m

**III.  Program Committee**                                                          **6:15 PM**

**A.** Committee Goals Update

- The program committee commits to developing a process to educate and train the entire board on proper academic oversight by June 1.
- The program committee will review summit implementation and give yearly updates at the EOY Board Retreat.
- The program committee will commit 3 hours per quarter to speak to key internal stakeholders regarding instructional quality indicators.

**B.** MS and HS Updates                                                             5 m

**C.** MDS Update                                                                    5 m

**IV.  Finance Committee**                                                           **6:25 PM**

**A.** Finance Committee Goals Update                                                 5 m

- The finance committee commits to ensuring 60-120 days of cash on hand by June 2025.
- The finance committee will review and approve necessary audit periods.

|  | Purpose | Presenter | Time |
|---|---|---|---|

• The finance committee commits to staying between 20%- 40% of proportion of assets financed.

| | | | |
|---|---|---|---|
| **B.** | Audit Update (RFP) | | 5 m |
| **C.** | Staff Human Resources Update | | 5 m |
| **D.** | Financials | | 5 m |

**V.    Governance Committee Updates** — **6:45 PM**

| | | | |
|---|---|---|---|
| **A.** | Governance Committee goals update | | 5 m |

• Build a comprehensive succession plan for all Board member roles.
• The Governance Committee will build a new Board member training curriculum/program by the end of SY 23-24.
• The Governance Committee will conduct an annual review of Board policies.
• The Governance Committee will monitor and ensure Board committees achieve their Committee goals by at least 80% each quarter.

| | | | |
|---|---|---|---|
| **B.** | Board Member Succession Plan | | 5 m |
| **C.** | MEC PFD Reminder- Due May 1, 2024 | | 5 m |
| **D.** | MCPSC Presentation | Martha McGeehon | |

**VI.    Executive Committee** — **7:00 PM**

| | | | |
|---|---|---|---|
| **A.** | Updated Strategic Plan | FYI | |

**VII.    RSMo Section 610.021(6)**

**VIII.    Closing Items**

| | | | |
|---|---|---|---|
| **A.** | Adjourn Meeting | Vote | |

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# Coversheet

## 24-25 School Calendar

**Section:**          II. Facilities Committee Update
**Item:**             D. 24-25 School Calendar
**Purpose:**
**Submitted by:**
**Related Material:**  24_25_Kairos Academic Calendar - NJ_CAL2.pdf

| | | | | |
|---|---|---|---|---|
| Year: | 2024 | Month: | 7 | Day: | 1 | Total Cycles | 7 |

# 2024-2025
## Kairos Academies' Academic Calendar

| Total Hours | Minimum | Actual | +/- | +/- |
|---|---|---|---|---|
| MS SY | 1044 | 1048.67 | 4.67 | |
| HS SY | 1044 | 1046.00 | 2.00 | |
| Cycle 8 (Summer) | - | 19 days | | |

### CYCLE 1

**Jul 2024**

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

**Aug 2024**

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**Sep 2024**

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

### CYCLE 2

**Oct 2024**

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

### DAYS, EVENTS, AND HOLIDAYS

| Description & Color ID | Event Type | Event Name | Date(s) |
|---|---|---|---|
| First & Last Day School Day | School Day | FDOS & LDOS | 8/12/24 - 5/23/25 |
| Culture Camps for New Students | NEW STUDENT | Culture Camp | TBD |
| Non-Instructional Staff Work Day | No School | Operations Work Day | 7/8/24 - 7/26/24 |
| Bad Weather Make-Up Day | No School | Bad Weather Days | 11/18/24, 4/18/25, 4/21/25 |
| All Staff Professional Development | No School | All Staff PD | 7/29 - 8/12; 9/23-9/27; 11/19-11/22; 2/18-2/21; 4/15 - 4/18; 5/27-5/30 |
| Holidays | No School | Independence Day | 7/1/2024-7/5/2024 |
| | | Labor Day | 9/2/2024 |
| | | Indigenous People's Day | 10/14/2024 |
| | | Veterans Day | 11/11/2024 |
| | | Thanksgiving | 11/25/24 - 11/29/24 |
| | | Winter Break | 12/23/24 - 1/3/25 |
| | | MLK Jr. Day | 1/20/2025 |
| | | Presidents Day | 2/17/2025 |
| | | Spring Break | 3/17/25 - 3/21/25 |
| | | Memorial Day | 5/26/2025 |
| | | Juneteenth | 6/19/2025 |

### CYCLE 2

**Nov 2024**

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

### CYCLE 3

**Dec 2024**

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

### CYCLE 4 & 5

**Jan 2025**

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

**Feb 2025**

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |

### CYCLE 5 & 6

**Mar 2025**

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

### CYCLE 6 & 7

**Apr 2025**

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

**May 2025**

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### SUMMER TERM

**Jun 2025**

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

### CYCLE BREAKDOWN

| CYCLES | Start | End | 24-25 SY | 23-24 SY |
|---|---|---|---|---|
| CYCLE 1 | 8/12/2024 | 9/20/2024 | 29.0 | 19.0 |
| CYCLE 2 | 10/7/2024 | 11/15/2024 | 29.0 | 24.0 |
| CYCLE 3 | 12/2/2024 | 12/20/2024 | 15.0 | 24.0 |
| CYCLE 4 | 1/6/2025 | 2/14/2025 | 29.0 | 22.0 |
| CYCLE 5 | 2/24/2025 | 3/14/2025 | 15.0 | 24.0 |
| CYCLE 6 | 3/24/2025 | 4/17/2025 | 19.0 | 38.0 |
| CYCLE 7 | 4/28/2025 | 5/23/2025 | 20.0 | 38.0 |
| | | | 156.0 | 151.0 |
| SUMMER TERM | 6/2/2025 | 6/27/2025 | 19.0 | 23.0 |
| | Total | | 175.0 | 174.0 |
| | Avg Cycle | | 22.3 | 25.2 |
| | Standard Dev | | 6.55 | 6.59 |
| | Max | | 29.0 | 151.0 |
| | Minimum | | 15.0 | 19.0 |

| MIDDLE SCHOOL | | | HIGH SCHOOL | | |
|---|---|---|---|---|---|
| | M, Tu, Th, Fr | WED | | M, Tu, Th, Fr | WED |
| BREAKFAST | 7:40 AM | | BREAKFAST | 8:00 AM | |
| Start | 8:00 AM | 8:00 AM | Start | 8:25 AM | 8:25 AM |
| End | 3:40 PM | 1:25 PM | End | 4:05 PM | 1:50 PM |
| DISMISSAL | 3:40-4:10 PM | 1:25-2:00PM | DISMISSAL | 4:05-4:35 PM | 1:50-2:20PM |
| LUNCH | 30 | | LUNCH | 30 | |
| TOTAL | 7.17 | 4.92 | TOTAL | 7.17 | 4.92 |

# Coversheet

## MS and HS Updates

**Section:**        III. Program Committee
**Item:**           B. MS and HS Updates
**Purpose:**
**Submitted by:**
**Related Material:**    HS PTG Cycle 5.pdf
                        KAMS PTG CYCLE 5 Board Committee .pptx.pdf

|  | Goal | Target | Q4 |
|---|---|---|---|
| 1 | EOC | 90/60/30 | 9th Math -16th percentile    10th Math- 35th percentile<br>9th Reading- 40th        10th Reading- 55th |
| 2 | NWEA Growth | 70% | 9th Math -55th percentile     10th Math- 51st percentile<br>9th Reading- 37th percentile   10th Reading-33rd percentile |
| 3 | CSI (Reading & Math)<br>2+ Years of Growth (35%)<br>1+ years of Growth (70%) | 35%<br>70% | 9th Math- 60% met proj.     10th Math- 60% met proj.<br><br>9th Reading- 44% met proj.   10th reading- 37% met proj. |
| 4 | GPTW | 85% | 86%-GPTW (100% on targeted question) |
| 5 | ADA (YTD) | 95% | 83.4% but daily adjusted ADA is at 87% |
| 6 | Student Persistence | 85% | 89.31% |

# Cycle 5 Action Step

# Action Step

| What | How | When |
|---|---|---|
| -Invest teachers in Cycle 6 changes and shifts that are coming | - Ground in the why behind the organization and stating the root cause | Starting next week |

# Cycle 6 Action Step

# Action Step

| What | How | When |
|---|---|---|
| -Create structured plan for gradient transition | - Attend weekly gradient meetings<br>- Complete all learning modules<br>- | - Weekly on Tuesdays<br>- Weekly planning on Thursdays |

# Achievement/ Growth

# NWEA Data

## _Achievement_

_9th Math_ -16th percentile _10th Math_- 35th percentile

_9th Reading_- 40th _10th Reading_- 55th

## _Growth_

_9th Math_ -55th percentile _10th Math_- 51st percentile

_9th Reading_- 37th percentile _10th Reading_-33rd percentile

# Instruction Moves

*C:* Half of **9th grade ELA** classes had inconsistent instruction because of staffing issues. **Algebra** classes were focusing more on conceptual knowledge then they were on specific skill based work. **10th grade ELA** courses did more writing work which led to less of a focus on specific multiple choice based questions being answered. **10th grade math** is a change in pace from most math standards and is focused specifically on geometry.

So far we've seen a significant increase in the quality of data meetings as well as coaching from Nick and Tyler

*S-* Increase in data meeting quality has allowed for more differentiation in instruction specifically. Teachers have had the chance to dive deeper into misconceptions. This next semester will be all about EOC investment. Students will be able to build investment into the EOC as well as getting practice with eoc style questions and knowledge of tools.

# CSI Data

# CSI Data

## *Outcomes*

*9th Math- 60% met projected growth*

*10th Math- 60% met projected growth*


*9th Reading- 44% met projected growth*

*10th reading- 37% met projected growth*

# NWEA Data

*C:* Not tracking specific CS based interventions during the first portion of the year. By being understaff in the NDL department the team was focusing on catching up with compliance instead of specific work around student interventions.

*S-* We've done a further level of differentiation and looking at student data in the department level meetings. This allows us to identify students week over week who need more support and receive targeted remediations/interventions.

# Mentoring Effectiveness

# Mentoring Effectiveness

- **_O_**: 75% of mentoring expectations are being met.

- _C_: New structure for contacts only needing to be logged 2/month for behind students.

- _S_: There is dedicated mentoring time on Wednesday's. New mentoring structure incorporating under ID's has been effective. More transparently sharing data with teachers and holding them  accountable to completion

# GPTW

# GPTW Results Overview-HS

_O_: 86% said it was a great place to work. 100% respondents feeling like they're growing at KAHS. New sentiment is shaking in the trust of the leadership team with cycle 5 changes.

_C_: The leadership team is extremely plugged in with their teams. They are able to provide support for them and we are extremely cognizant of ensuring their personal needs are being met. Don't feel like the consolidation was well planned or executed.

_S_: Provide on the ground support during transition to ensure teachers and students feel supported.

# ADA

# ADA+ Enrollment

O: At 83.4% based on ODTR report but that differs from daily ada report which has us at 87%

C: Lots of students enrolled (12) who were not dropped from rosters deflating ADA. Additionally there was not follow up from the appropriate ADA matrix

S: Principal direct calls to all students with low attendance to ensure they were coming back OR were dropped. Mentors are now reporting on podling ADA on a consistent basis (with added push from ID's).

# Questions?

# Academic Excellence - Vision

**At Kairos Academies Middle School, our vision is rooted in the firm belief that our students deserve an education that equips them to thrive in a rapidly evolving world. We are committed to redefining the boundaries of traditional education and empowering our students to chart their own path to success.**

Our mission is to cultivate student agency and instill the skills and knowledge necessary for a lifetime of learning and adaptability. We recognize that the challenges of the 21st century demand more than just conventional instruction. Our approach combines technology, innovation, and a reimagined educational framework to create a personalized learning experience.

We are dedicated to nurturing not only academic proficiency but also the essential organizational, social, and emotional competencies that are vital for students to exercise true agency in our ever-changing economy and society. Our goal is to inspire a lifelong love of learning, self-direction, and the ability to thrive in a dynamic world.

**At Kairos Academies Middle School, we are committed to the pursuit of educational excellence, driven by the belief that every student has the potential to shape their own destiny. We aspire to create an environment where curiosity, creativity, and critical thinking are celebrated, and where our students are fully prepared for the challenges and opportunities that await them on their lifelong educational journey."**

# Cycle 5 Action Steps: Big Rock and Focus

BKWBAT: Identify Gaps within Lessons Plans, Data Analysis, and Differentiated Groupings.
BKWBAT: Effective monitoring mentoring and parent communications through weekly check-ins.
BKWBAT: Identify and close operational gaps through weekly/bi-weekly check-ins and building walkthroughs.

| Leader: | A. | Anthony | H. Burke | S. Logan | T. Pendleton | K. Reyes |
|---|---|---|---|---|---|---|
| **What:** | | <ul><li>New Lesson Planning Model for Humanities Teachers</li><li>New Data Meeting Structure, focusing on scholar outcomes<ul><li>ET Tracker</li></ul></li><li></li></ul> | <ul><li>Mentoring accountability with transparency- Overall Mentor Investment<ul><li>Mentoring Data Share</li></ul></li><li>Bi-Weekly Phone Calls<ul><li>5 Week intervals</li></ul></li></ul> | <ul><li>Updated Lesson internalization (BA and DM)</li><li>Exit ticket tracker</li><li>Data Meeting</li></ul> | <ul><li>Strategic Leadership coaching for leaders.</li><li>Intentional Weekly data meetings with contents teachers</li><li>Drop Everything and Read D.E.A.R.</li></ul> | <ul><li>ADA Matrix- re-worked with accountability and teamwork in mind</li><li>Drill efficacy tracked.</li></ul> |
| **When:** | | <ul><li>Weekly Check-ins</li><li>Data Meeting</li><li>Weekly Lesson Plan Submissions</li></ul> | <ul><li>Weekly Staff PD</li><li>Teacher Prep Time</li></ul> | <ul><li>Multiple touch points for priority teachers</li><li>Weekly check-ins</li><li>Weekly lesson plan submissions</li></ul> | <ul><li>Weekly, Check-in and tactical</li><li>Weekly Staff PD on Wednesdays</li></ul> | <ul><li>Weekly check-in, followed up with Principal 1-1</li><li>Follow up in newsletter</li></ul> |
| **How:** | | <ul><li>Humanities teachers will use NWEA Data to create lesson plans aligned to grade level standards from the Learning Continuum and MAP Resources</li><li>Teachers will receive LP and observation feedback to ensure scholars are showing mastery of MO Standards by completing Summit Activities</li><li>Teachers are implementing daily ETs to identify the misconception and/or instructional gap preventing scholars from reaching mastery</li><li>Teachers are creating CFS and aligning procedural steps to daily lessons</li></ul> | <ul><li>We will work together using summit data and create weekly goal setting and completion incentive</li></ul> | <ul><li>STEM teachers will collect data from ET and analyze the trend during check-ins and data meeting</li><li>STEM teacher will bring student work to identify misconceptions.</li><li>STEM teachers will use the In Class Checklist and Differentiation strategies to support scholars in the Love, Agency and Excellence Groups</li><li>STEM teachers will use the updated Lesson Internalization doc with the In Class Checklist.</li><li>SL Tracker</li></ul> | <ul><li>Allyson and Sherman will push into ELA and MATH classes</li><li>Lunch Duty for Mrs. Neal, Pendleton, and Hailey</li><li>Calendar Alignment for Priority Teachers<ul><li>Adams</li><li>Stewart</li><li>Jost</li><li>Franjic</li><li>Wendy</li><li>Blaylock</li></ul></li></ul> | <ul><li>Working with operations team and SL to ensure notes from ADA matrix are implemented and followed through</li><li>Adding portion to campus Newsletter</li></ul> |

# Cycle 5 Action Steps Outcomes: Big Rock and Focus

BKWBAT: Identify Gaps within Lessons Plans, Data Analysis, and Differentiated Groupings.
BKWBAT: Effective monitoring mentoring and parent communications through weekly check-ins.
BKWBAT: Identify and close operational gaps through weekly/bi-weekly check-ins and building walkthroughs.

| Leadership | Instructional Directors | Manager of Student Experience | Director of Operations | School Leader |
|---|---|---|---|---|
| **Outcomes** | • Internalization<br>• Student growth over time<br>• Intentional observation feedback meetings<br>• Data tracking and analysis<br>• School Wide accountability | • Parent communication<br>• Consistent student check ins<br>• Student investment and persistence<br>• Joy factor inside and outside classrooms | • ADA<br>• School wide compliance goals<br>• Responses for re-enrollment | • School Wide and Leader accountability<br>• Consistent meetings<br>• Intentional coaching and development |
| **Causes** | • Leader calendar management not consistent<br>• Leaders not consistently track data over time with systems<br>• Weekly meetings with teacher not routine<br>• Teacher attendance | • Lack of transparency and accountability for mentors<br>• Lack of systems and structure to collect data over time<br>• Coverage schedule<br>• Teacher attendance | • Updating rosters in timely manner<br>• Rescheduled drills<br>• Lack of investment for re-enrollment<br>• Alignment with CPH | • Lack of follow through<br>• Whole school alignment<br>• inconsistent meeting times<br>• Checklist instead of learning experiences |
| **Solutions/New Outcomes** | • Resetting Weekly Data meeting Expectations<br>• Post Observation Meetings<br>• Goal Tracker<br>• Group Differentiation<br>• Record and Reflect<br>• Three cycles will be implemented to address the needs of teachers categorized into red (LOVE), yellow (AGENCY), and green (EXCELLENCE) tiers.<br>• Lesson Plan Internalization Update<br>• Exit Ticket Tracker<br>• One weekly check-in<br>• Two weekly observations<br>• One weekly coaching session (SND)<br>• Goal Tracker in Progress<br>• Daily Feedback<br>• Accountability Emails<br>• CSI Tracker | • Mentoring accountability with transparency- Overall Mentor Investment<br>  ○ Mentoring Data Share<br>• Bi-Weekly Phone Calls<br>  ○ 5 Week intervals<br>• 59% → 79% Effective Family Contact +20%<br>• 16 → 60% Effective in Goal Setting +44%<br>• 64% → 88% Effective Check ins +24%<br>• 46% → 76% Overall Effectiveness +30%<br>• Daily observation<br>• Weekly check-ins<br>• Data Meeting | • Collecting low inference data and reviewing student work. ADA Matrix- re-worked with accountability and teamwork in mind<br>• Drill efficacy tracked. | • Strategic Leadership coaching for leaders.<br>• Intentional Weekly data meetings with contents teachers<br>• Weekly, Check-in and tactical<br>• Weekly Staff PD on Wednesdays<br>• Weekly check-in, followed up with Principal 1-1<br>• Follow up in newsletter<br>• Relay Protocol for meetings<br>• https://youtu.be/g39HLLlo0Bo?si=37gM8dEMobx_u-cf<br>• https://youtu.be/2RgvEjzA_SU?si=EKChQyF8xHd2q6Kf<br>• Lavina group focus for each visit.<br>• Culture PD Reinvestment |

# Moving Forwards, the story that the data tells us.

| NWEA Goals | Outcomes | Causes | Solutions |
|---|---|---|---|
| <ul><li>**95% of Students Tested-Not Met**</li><li>**70% of Student meet growth goal-Not Met**</li><li>**50% of Student meet 2+ Growth- Not Met**</li></ul> | **_% Tested by Grade_**<br>  **_% or Above Grade Level_**<ul><li>5th Math 14% / ELA: 32%</li><li>6th Math 9% / ELA: 27%</li><li>7th Math 25% / ELA: 37%</li><li>8th Math 18% / ELA: 36%</li></ul>**_% Meets/ Exceeds Projected Growth_**<ul><li>5th Math 55% / ELA: 57%</li><li>6th Math 60% / ELA: 53%</li><li>7th Math 31% / ELA: 58%</li><li>8th Math 40% / ELA: 56%</li></ul>  **_CSI_**<ul><li>**SpED CSI Data**</li></ul> | <ul><li>KAMS has a total of 23 known "ghost" scholars, which are a combination of scholars undergoing active disenrollment (7) and chronically absent scholars who are under investigation for disenrollment (16).</li><li>KAMS did not have an international plan that was followed with fidelity internalization that includes MAP standards and alignment to Cog Skills</li><li>KAMS did not have intentional small group pulls outs for SpED students<ul><li>Identify CSI Students</li><li>Modification to students work including assessments</li><li>Assigned IXL diagnostics and practice</li></ul></li></ul> | <ul><li>KAMS Leadership team work with Operations to remove ghost students</li><li>Lesson Plan Internalization for ALL teachers excluding electives<ul><li>Lesson Plan Internalization</li></ul></li><li>KAMS identify SpEd/CSI students<ul><li>SpEd/CSI Data</li><li>SpEd Teacher Schedules</li><li>Small group pull outs</li><li>modification to student work and assessments</li><li>Assign IXL skill for additional practice and diagnostic testing</li><li>Staff PD 2/8<ul><li>Modifications and Accommodations</li></ul></li></ul></li></ul> |

| NWEA | Outcomes | Causes | Solutions |
|---|---|---|---|
| **January 2024** | *% Tested by Grade*<br>• **5th** Math 28/30 **(93%) (2 not tested)**<br>• **5th** ELA 29/30 **(97%) (1 not tested)**<br>**5th** SCI 28/30 **(93%) (2 not tested)**<br><br>• **6th** Math 65/74 **(87%) (9 not tested)**<br>• **6th** ELA 66/74 **(82%) (8 not tested)**<br>• **6th** SCI 66/74 **(88%) (8 not tested)**<br><br>• **7th** Math 65/75 **(87%) (10 not tested)**<br>• **7th** ELA 66/75 **(88%) (9 not tested)**<br>• **7th** SCI 65/75 **(88%) (11 not tested)**<br><br>• **8th** Math 74/79 **(93%) (5 not tested)**<br>• **8th** ELA 74/79 **(93%) (5 not tested)**<br>• **8th** SCI 73/79 **(92%) (5 not tested)**<br><br>*% Tested by Subject*<br>• Math: 232/258 **(89.9%) (26 not tested)**<br>• ELA: 233/258 **(90%) (25 not tested)**<br>• SCI: 232/258 **(89.9%) (26 not tested)** | • KAMS has a total of 23 known "ghost" scholars, which are a combination of scholars undergoing active disenrollment (7) and chronically absent scholars who are under investigation for disenrollment (16).<br>• KAMS continues to uncover, by word of mouth, new scholars that haven't been in attendance in more than a month despite intermittent "present" markings from teachers.<br>• Testing day outreach occured for absent students. | • Operations to solidify our average daily attendance escalation matrix, which will reduce or eliminate the number of scholars requiring investigation in the future<br>• Facilitate the creation and implementation of a process for teachers to communicate and appropriately escalate scholars with no attendance for prolonged periods of time.<br>• Facilitate collaboration between campus based leaders and our operations no less than one month prior to the next text to ensure accuracy and alignment in enrollment<br>• Testing coordinator will continue to ensure attendance is taken each day of testing to identify the families of scholars who are not present within one hour of the start of testing. |

# NWEA Goals April 2024 :

BKWBAT:Test 100% of KAMS students
BKWBAT: Will Analyze Data at the close of testing
BKWBAT: Set growth goals with students and parents

| Kairos Academies Middle School | Spring NWEA Testing |
|---|---|
| **Outcomes** | • 100% of Students Tested <br> • Data Analysis <br> • Set and meet growth goals with all students |
| **Causes** | • ADA <br> • Preparation for Data Analysis <br> • 100% of student have an NWEA growth goal meeting |
| **Solutions** | • Email to parents and students before Spring Break and after <br> • Daily phone calls to parents of absent students starting at 8:45am <br> • Data Analysis Template created prior to testing <br> • Student incentive for attendance <br> • NWEA Spring Break Practice <br> • NWEA Daily Lessons <br> • Clean up student rosters by 3/29 |

# Cycle 6 Upcoming Priorities:

BKWBAT: Lead an effective and intentional learning session during inservice March 26th - March 29th
BKWBAT: Reinvest teachers in being a member of Kairos Academies Middle School Team
BKWBAT: Reinvest students in their educational growth and development

| Outcomes, Causes and Solutions | Instruction Directors | Manager of Student Experiences | Director of Operations | School Leader |
|---|---|---|---|---|
| **What** | NWEA<br>● 100% of Students Tested<br>● Data Analysis<br>● Set and meet growth goals with all students<br>Teacher Investment<br>● Celebrate teacher wins | Student Investment<br>● ADA<br>● Kairos Pride<br>● Student Lead Activities | Whole School Compliance<br>● Safety Drills<br>● Lunch and Breakfast<br>● Building readiness for Summer and 24-25 school year | Transition Preparation<br>● MAP Testing Prep<br>● Leaders Transition<br>● 8th Grade Graduation<br>● Leadership Development<br>● Retention List and Conversations<br>● D.E.A.R<br>● Unpacking standards<br>● GPTW |
| **How** | ● ADA<br>● Preparation for Data Analysis<br>● 100% of student have an NWEA growth goal meeting<br>Teacher Investment<br>● Weekly meetings<br>● team building<br>● Staff outings | ● Student Council Meetings<br>● Student Fundraisers<br>● Teacher → Student Mentoring<br>● Transparency in mentoring data<br>● Student voice | ● Scheduled safety drills until EOY<br>● Checks with Manager of Operations<br>● Create Summer Readiness Plan create | ● Ensure that MAP testing material is received.<br>● MAP testing plan<br>● Acceleration and Remediation Plan<br>● Schedule 8th Grade Events<br>● Schedule meetings with parents<br>● 30 minutes of reading twice a week<br>● RED Teachers<br>  ○ B.A<br>  ○ E.B<br>  ○ C.J |
| **When** | NWEA<br>● Email to parents and students before Week of March 11th and March 25th<br>● Daily phone calls to parents of absent students starting at 8:45am<br>● Data Analysis Template created prior to testing<br>● Student incentive for attendance<br>● NWEA Spring Break Practice<br>● NWEA Daily Lessons<br>● Clean up student rosters by 3/29<br>Teacher Investment<br>● Weekly Meetings<br>● Calendar for Friday<br>● Birthday Celebrations<br>● Attendance Celebrations | ● Weekly Meetings<br>● April 13th and April 20th<br>● Weekly and daily observations<br>● Weekly Data reporting<br>● Student Voice Pospip and Mentoring Satisfaction Survey | ● Create and share schedule by the end of March 25th week<br>● Weekly Check in with Operations Manager<br>● Create Summer Readiness Plan by the Week of May 13th | ● MAP Testing plan by April 15th<br>● Leader Transition Daily<br>● 8th Grade Events completed by April 15th<br>● Leadership Development Weekly<br>● Official Meetings the week of May 13th<br>● D.E.A.R Weekly<br>● May Goal for 95% |

| | Goal | Target | Cycle | | | Cycle 4 |
|---|---|---|---|---|---|---|
| **1** | *NWEA Growth* | 90/60/30<br>Not met | Math<br>5th Grade RIT 194.4  National Average 208<br>6th Grade RIT 197.8 National Average 197.8<br>7th Grade RIT  211.9 National Average 220<br>8th Grade RIT 211.6 National Average 224<br><br>Reading\|Language<br>5th Grade RIT 192.5 National Average 204<br>6th Grade RIT 199.1 National Average 210<br>7th Grade RIT 210.2 National Average 214<br>8th Grade 211.9 National Average 218<br><br>Science<br>5th Grade RIT 191.1 National Average 208<br>6th Grade RIT 197.8 National Average 214<br>7th Grade RIT 211.9 National Average 220<br>8th Grade RIT 211.6 National Average 224 | Math<br>5th Grade RIT 194.4  National Average 208<br>6th Grade RIT 197.8 National Average 197.8<br>7th Grade RIT  211.9 National Average 220<br>8th Grade RIT 211.6 National Average 224<br><br>Reading\|Language<br>5th Grade RIT 192.5 National Average 204<br>6th Grade RIT 199.1 National Average 210<br>7th Grade RIT 210.2 National Average 214<br>8th Grade 211.9 National Average 218<br><br>Science<br>5th Grade RIT 191.1 National Average 208<br>6th Grade RIT 197.8 National Average 214<br>7th Grade RIT 211.9 National Average 220<br>8th Grade RIT 211.6 National Average 224 | January 9th - January 11th | Math<br>5th Grade RIT 196.8 National Average 208   +0.9%<br>6th Grade RIT 202.8 National Average 214   +5%<br>7th Grade RIT  215.5 National Average 220   + 3.6%<br>8th Grade RIT 213.2 National Average 224   + 1.6%<br><br>Reading\|Language<br>5th Grade RIT 195.2 National Average 204   +2.7%<br>6th Grade RIT  203.1 National Average 210   + 4%<br>7th Grade RIT 212.7 National Average 214   +2.5%<br>8th Grade 215.6 National Average 218<br><br>Science<br>5th Grade RIT 194.2 National Average 208   +3.1%<br>6th Grade RIT 199 National Average 214      +1.2%<br>7th Grade RIT 210.3 National Average 220   -1.6%<br>8th Grade RIT 208.7 National Average 224   -2.9% |
| **2** | *CSI (Reading & Math)*<br>*2+ Years of Growth (35%)*<br>*1+ years of Growth (70%)* | 35%<br>70%<br>Not Met | Math<br>17% 1st - 20th Percentile<br>11% 21st - 40th Percentile<br>25% 41st - 60th Percentile<br>30% 61st - 80th Percentile<br>17% > 80th Percentile<br><br>Reading\|Language<br>19% 1st - 20th Percentile<br>13% 21st - 40th Percentile<br>18% 41st - 60th Percentile<br>21% 61st - 80th Percentile<br>29% > 80th Percentile | Math<br>17% 1st - 20th Percentile<br>11% 21st - 40th Percentile<br>25% 41st - 60th Percentile<br>30% 61st - 80th Percentile<br>17% > 80th Percentile<br><br>Reading\|Language<br>19% 1st - 20th Percentile<br>13% 21st - 40th Percentile<br>18% 41st - 60th Percentile<br>21% 61st - 80th Percentile<br>29% > 80th Percentile | January 9th - January 11th | # 41  Student With IEPS<br>CSI Data and Informed Teaching Love Students |
| **3** | *GPTW* | 85%<br>Not met/Met | N/A<br>Possip | 38%<br>86% are happy or mostly happy with Kairos Academies Middle School | GPTW Follow-up Survey<br>95% Feel Support by Principal<br>85% Feel Supported by Instructional Director<br>95% Feedback is given that develops and supports growth<br>61% have supplies that they need<br>61% Feels like everyone is held accountable | GPTW 38% October 23'<br>86% are happy or mostly happy with Kairos Academies Middle School<br><br>GTPW KAMS Winter Survey  90%<br>GPTW February 2024  90% |
| **4** | *ADA* | 95%<br>Not met | 64%<br>36 Student No Show<br>340 Enrollment Goal<br>296 Enrolled | 5th Grade - 92.8%<br>6th Grade - 85.7%<br>7th Grade - 85.7%<br>8th Grade - 83.7% | 84% November 6th - December 11th<br>5th 83%<br>6th 85%<br>7th 82%<br>8th 85% | 81.76%<br>5th - 88%<br>6th - 84%<br>7th - 80%<br>8th - 79% |
| **5** | *Student Persistence* | 85%<br>Not met | 296 Enrolled | 74% PTG<br><br>Total Enrolled Cy2: 271 | 262/340 Students Enrolled<br>Loss 9 Students<br>77% Enrolled<br>94.75% Persistence | 255/340<br>Loss 5 Student<br>75% enrolled<br>89.71% Persistence |

# School Quality Dashboard

**THE OPPORTUNITY TRUST**

See definitions

**Last Update** ▾

Feb 12, 2024

**Term: Winter 2023-2024** (1) ▾

## NWEA Performance

**Innovare**

| Subject: La...(1) ▾ | School Na...(1) ▾ | Grade ▾ | Gender ▾ | Ethnicity ▾ |

### Winter 2023-2024 Attainment Language Arts

**Performance Distribution**

| 30.53% | 27.43% | 18.58% | 14.16% | 9.29% |

■ Low  ■ LoAvg  ■ Avg  ■ HiAvg  ■ High

Kairos Academies Middle School: 30.53% | 27.43% | 18.58% | 14.16% | 9.29%

**% At/Above Grade Level**

N= 226

Language Arts: 33%

Kairos Academies Middle School: 33%
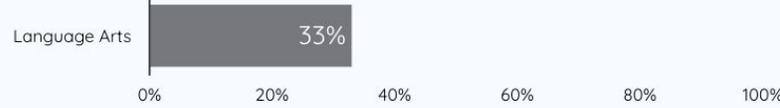
## Total # of Students

■ Low: **69 (30.53%)**

■ LoAvg: **62 (27.43%)**

■ Avg: **42 (18.58%)**

■ HiAvg: **32 (14.16%)**

■ High: **21 (9.29%)**

Total: **226**
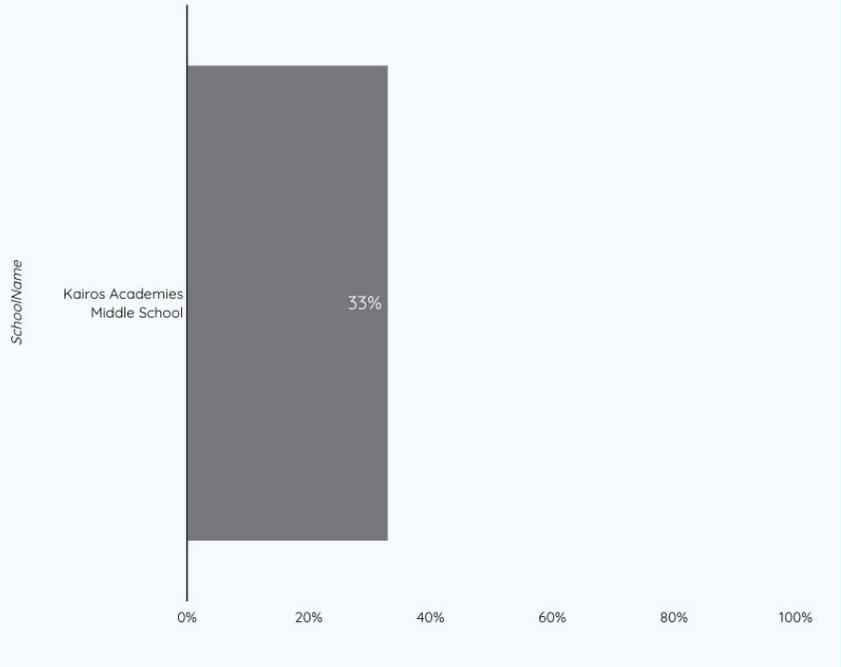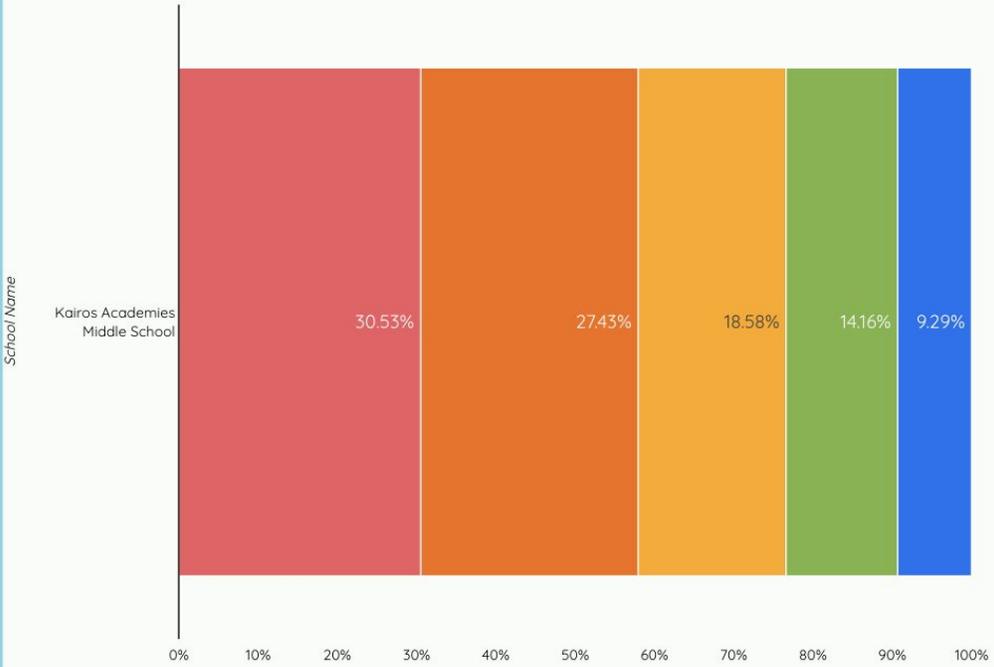
# Fall To Winter 2023-2024 Growth Language Arts

## Performance Distribution

| | | | | |
|---|---|---|---|---|
| 35.57% | 15.98% | 11.34% | 12.89% | 24.23% |

**Legend:** Low | LoAvg | Avg | HiAvg | High

**School Name — Kairos Academies Middle School**

| 15.98% | 12.89% | 11.34% | 35.57% | 24.23% |
|---|---|---|---|---|

Axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

## % Meet/Exceed Projected Growth

N= 217

**Language Arts:** 44%

Axis: 0% 20% 40% 60% 80% 100%

**SchoolName — Kairos Academies Middle School:** 44%

Axis: 0% 20% 40% 60% 80% 100%
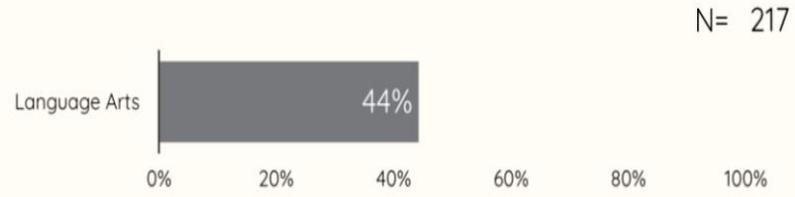
### Total # of Students

- Low: **69 (35.57%)**
- LoAvg: **31 (15.98%)**
- Avg: **22 (11.34%)**
- HiAvg: **25 (12.89%)**
- High: **47 (24.23%)**

Total: **194**

# School Quality Dashboard
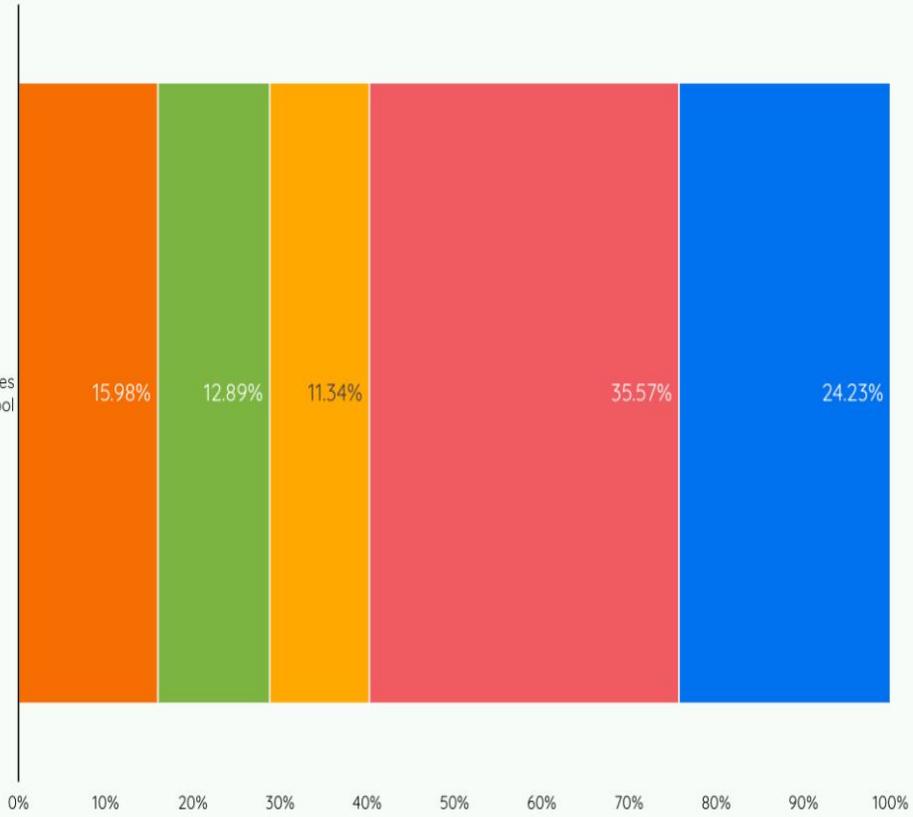
THE OPPORTUNITY TRUST
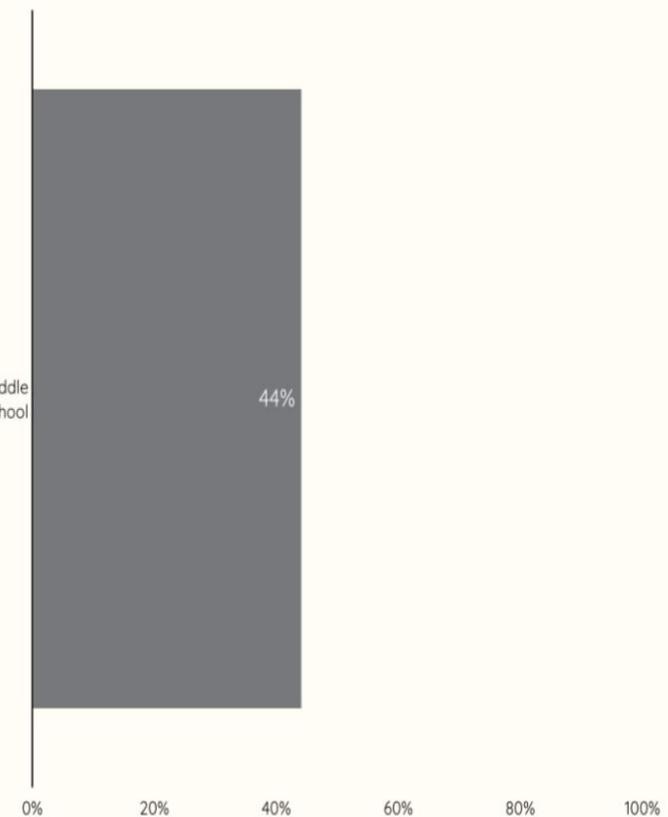
See definitions

**Last Update** ▾

Feb 12, 2024

## NWEA Performance

Innovare

| Term: Winter 2023-2024 (1) ▾ | Subject: M... (1) ▾ | School Na... (1) ▾ | Grade ▾ | Gender ▾ | Ethnicity ▾ |

**Winter 2023-2024    Attainment    Mathematics**

**Performance Distribution**    |    **% At/Above Grade Level**



Performance Distribution (School Name: Kairos Academies Middle School):
- Low: 46.96%
- LoAvg: 28.7%
- Avg: 13.04%
- HiAvg: 6.52%
- High: 4.78%

Legend: Low, LoAvg, Avg, HiAvg, High

% At/Above Grade Level — N= 230
- Mathematics: 17%
- Kairos Academies Middle School: 17%

## Total # of Students

- ■ Low: **108 (46.96%)**
- ■ LoAvg: **66 (28.7%)**
- ■ Avg: **30 (13.04%)**
- ■ HiAvg: **15 (6.52%)**
- ■ High: **11 (4.78%)**

Total: **230**
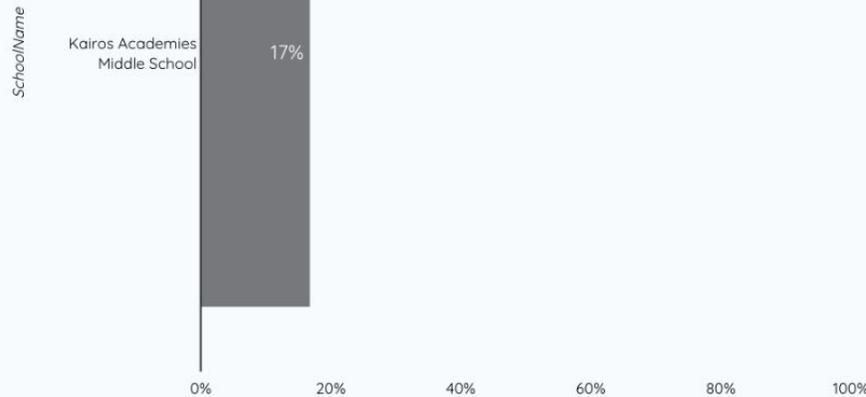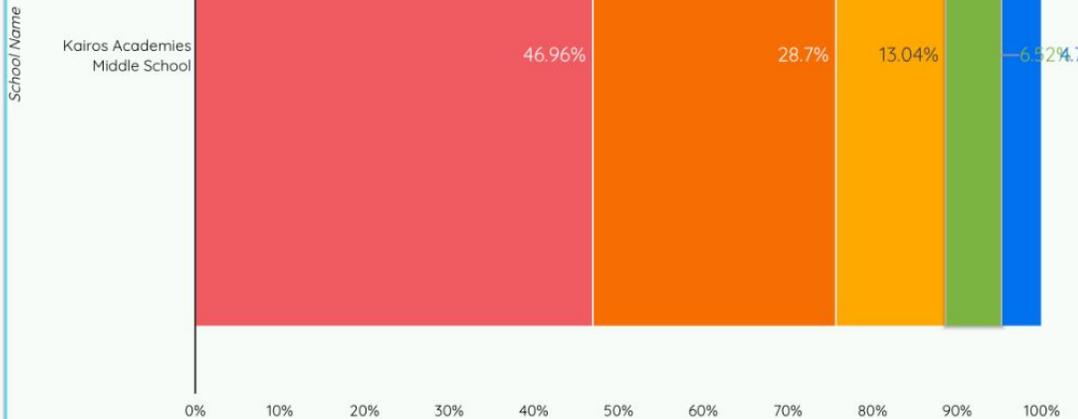
**Fall To Winter 2023-2024 Growth Mathematics**

## Performance Distribution

| Low | LoAvg | Avg | HiAvg | High |
|-----|-------|-----|-------|------|
| 32.84% | 25.87% | 14.93% | 14.43% | 11.94% |

School Name: Kairos Academies Middle School

| High | Avg | Low | HiAvg | LoAvg |
|------|-----|-----|-------|-------|
| 11.94% | 14.93% | 32.84% | 14.43% | 25.87% |

## % Meet/Exceed Projected Growth

N= 203

Mathematics: 38%
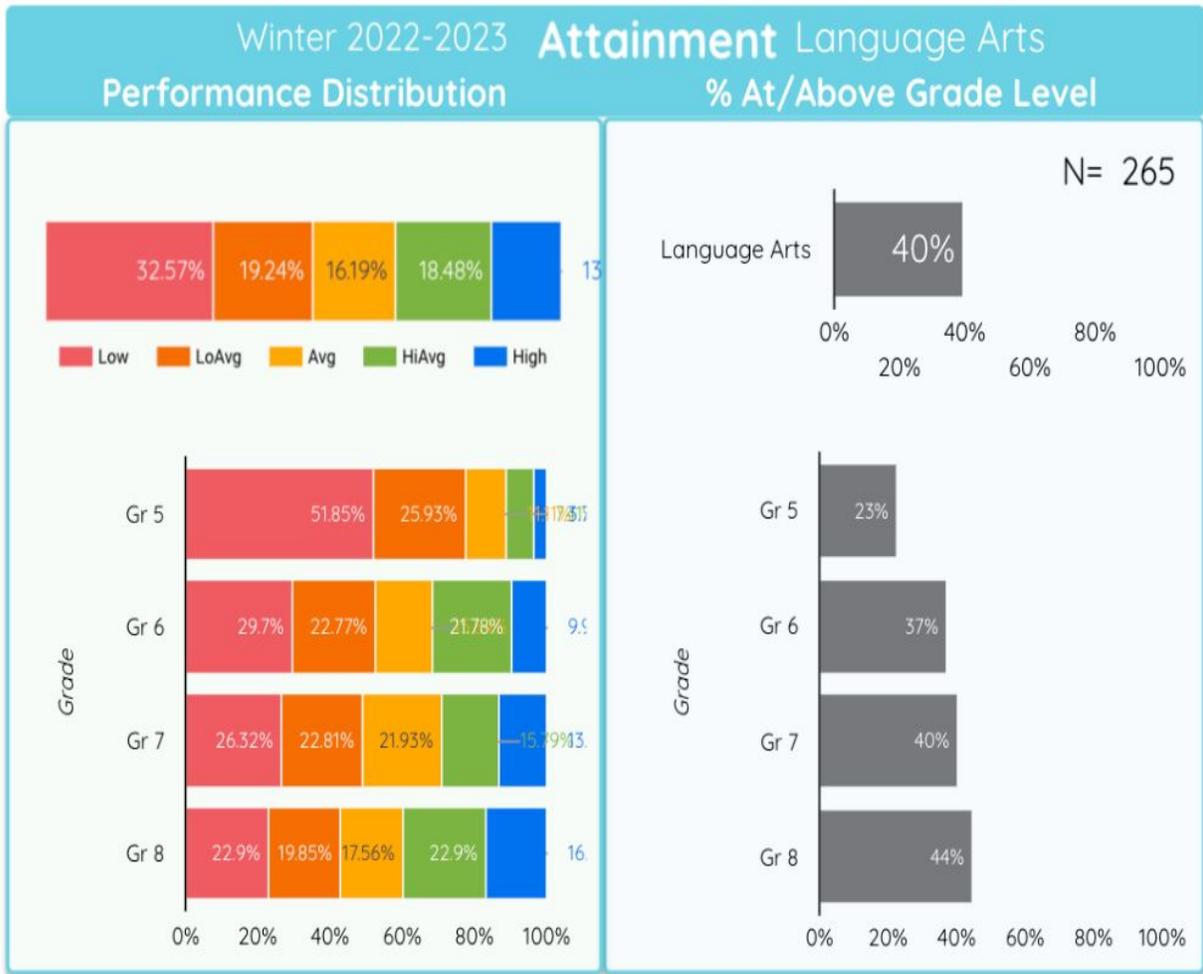
SchoolName: Kairos Academies Middle School — 38%
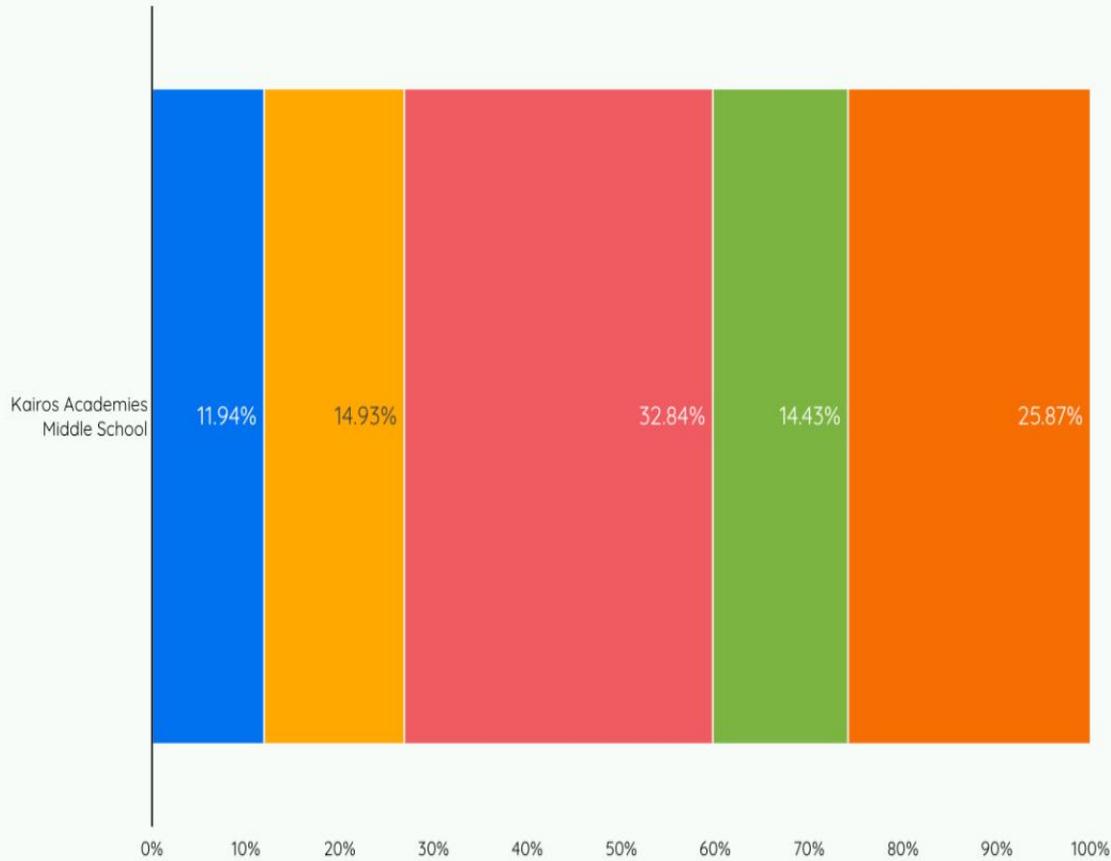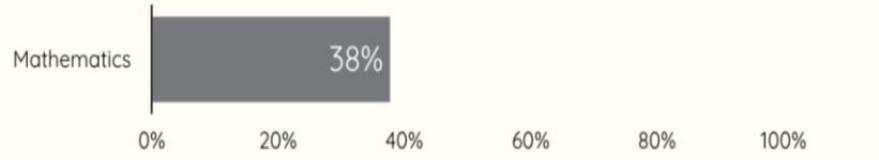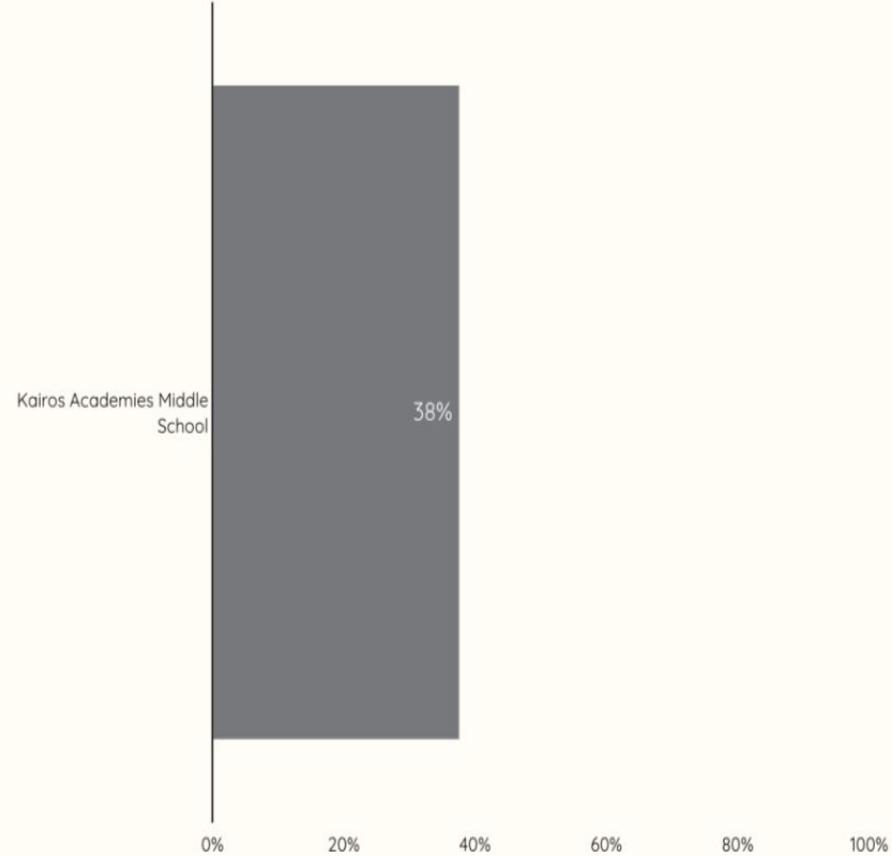
### Total # of Students

- Low: **66 (32.84%)**
- LoAvg: **52 (25.87%)**
- Avg: **30 (14.93%)**
- HiAvg: **29 (14.43%)**
- High: **24 (11.94%)**

Total: **201**

**SCHOOL VIEW NWEA Performance Detail**

THE OPPORTUNITY TRUST

Innovare
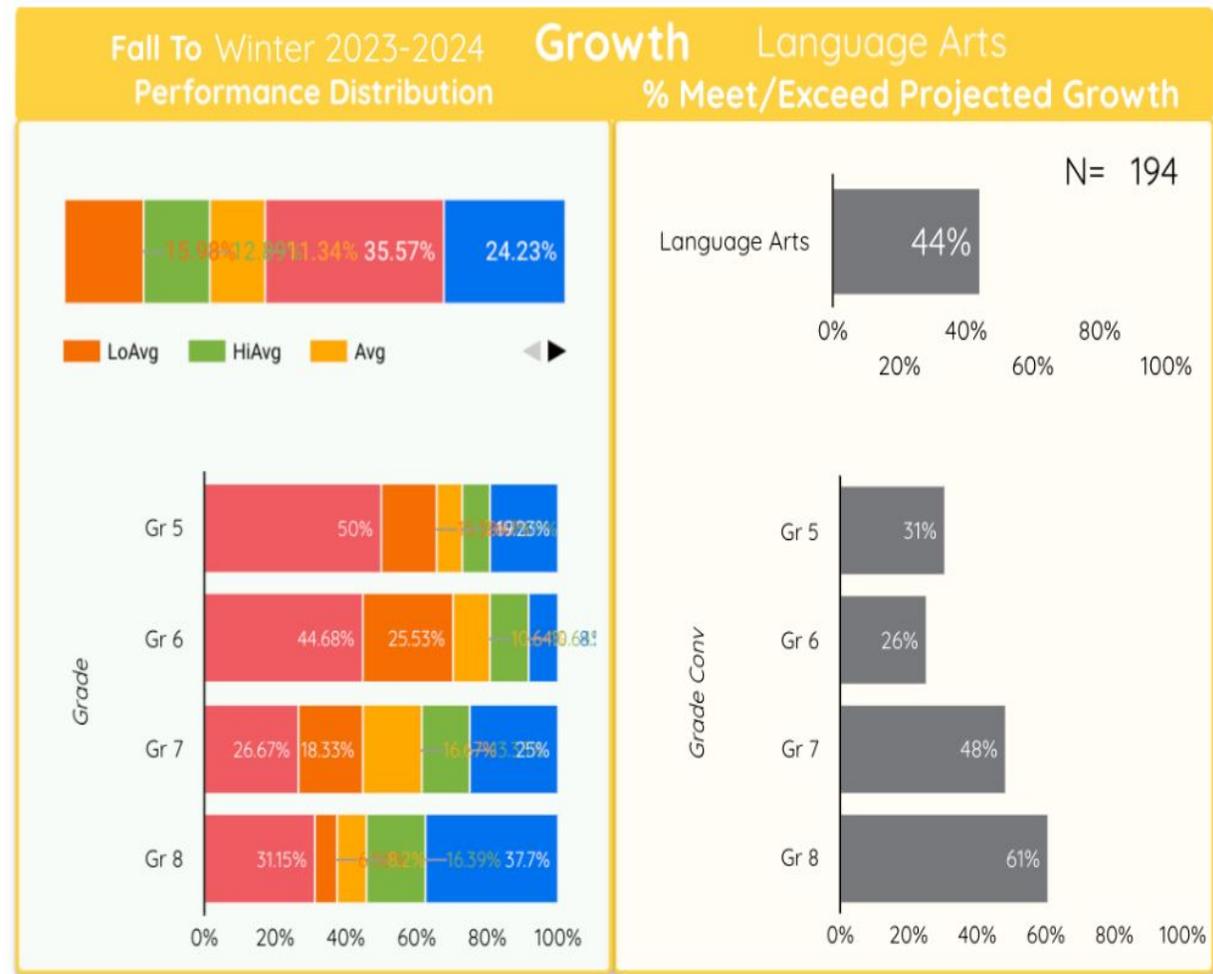
See definitions

Last Update ▾
Feb 12, 2024

Term: Winter 2022-2023 (1) ▾

Subject: M... (1) ▾    School Na... (1) ▾    Grade ▾    Gender ▾    Ethnicity ▾

## Winter 2022-2023 Attainment Mathematics

### Performance Distribution

N= 263

| | Low | LoAvg | Avg | HiAvg | High |
|---|---|---|---|---|---|
| All | 43.73% | 28.9% | 11.79% | 13% | |

### % At/Above Grade Level

Mathematics — 20%

| Grade | |
|---|---|
| Gr 5 | 70% | 20% | 5% 5% |
| Gr 6 | 36.11% | 33.33% | 11.25% 9.72% |
| Gr 7 | 46.84% | 31.65% | 8.86% 8.86% |
| Gr 8 | 41.3% | 25% | 14.13% 7.8% 9.7% |

Gr 5 — 10%
Gr 6 — 19%
Gr 7 — 14%
Gr 8 — 28%

## Fall To Winter 2023-2024 Growth Mathematics

### Performance Distribution

N= 201

| | High | Avg | Low |
|---|---|---|---|
| All | 11.94% | 14.93% | 32.84% | 14% | 25.87% |

### % Meet/Exceed Projected Growth

Mathematics — 38%

| Grade | |
|---|---|
| Gr 5 | 38.46% | 26.92% | 3.85% 15.38% 15 |
| Gr 6 | 38.46% | 25% | 11.54% 54% 13 |
| Gr 7 | 28.33% | 23.33% | 26.67% 8. |
| Gr 8 | 30.16% | 28.57% | 23.81% 4.76% 12 |

Gr 5 — 35%
Gr 6 — 31%
Gr 7 — 45%
Gr 8 — 38%

# Anthony and Logan Goal: 80 Early/80 Proficient/80 Advanced NWEA

| Outcomes | Root Causes | Potential Solutions | Actual Outcomes |
|---|---|---|---|
| **Current State / Cycle Reflection:**<br>MS ELA: 57 % Below, 19% Basic, 14% Proficient, 10% Advanced<br>MS Math: 75% Below, 13% Basic, 7% Proficient, 5% Advanced<br>MS Science: 56% Below, 14% Basic, 18% Proficient, 12% Advance<br><br>**Successes:**<br>● 26% of MS Math scholars proficient and advance (Fall to winter NWEA)<br>● 42% of MS Science scholars proficient and advance (Fall to Winter NWEA)<br>● 15% increase in 6th ELA Basic (SY 22/23-SY 23/24)<br>● 9% Increase in 7th ELA Basic (SY 22/23-SY 23/24)<br>● 8% Increase in 7th ELA Advanced (SY 22/23-SY 23/24)<br>● 7% Increase in 8th ELA Advanced (SY 22/23-SY 23/24)<br>MS Math (Fall to Winter NWEA)<br>● 58% of Below scholars met their growth goal<br>● 16% of Basic scholars met their growth goal<br>● 14% of Proficient scholars met their growth goal<br>● 12% of Advanced Scholars met their growth goal<br>● 7th Math (33%) highest percent or proficient and advanced scholar met growth goal<br><br>MS Science (Fall to Winter NWEA)<br>● 43% of Below scholars met their growth goal<br>● 15% of Basic scholars met their growth goal<br>● 18% of Proficient scholars met their growth goal<br>● 24% of Advanced Scholars met their growth goal<br>● 8th and 7th Science (49%) highest percent or proficient and advanced scholar met growth goal<br><br>**What We Can Replicate:**<br>● Ensuring grade level standards are being taught<br>● Small group interventions<br><br>**Gaps:**<br>● Daily Lessons are not being aligned to a Missouri State Standard, only a cog skill<br>● Collection of low inference data with fidelity.<br>● New staff unfamiliar with project based curriculum. | **Teacher Level: Knowledge, Skill, Mindset** | | |
| | ● Lessons are not aligned to priority Missouri Standards<br>● Teachers are submitting scholar facing documents as proof of internalization rather than an internalization document<br>● Do It, Practice Portion, of the SND Cycle was not being completed weekly<br>● Small Group Differentiated Instruction is not at a quality level | **What:**<br>● NWEA Learning Continuum Data used to target missed MO Learning Standard<br>● Focus on Priority Standards<br>● Math teachers are creating their own lessons and assignments to close gaps based on NWEA Data<br>● Wednesday focus on intervention in all content classes.<br>● Green Teacher's Plans will be replicated for all other Teachers<br>● Targeted Coaching<br>**How:**<br>● New Internalization Guidelines for Teachers<br>  ○ Double Plan<br>● Google Classroom for all Classes<br>● Observation and coaching based on priority<br>**When:**<br>● Cycle 5 | ● Lavina Group Planning for Intellectual Prep<br>● Classroom Observations and Feedback<br>● Aligned PD Schedule<br>  ○ 1/24 NWEA Data Analysis PD<br>  ○ 2/6 Differentiation<br>  ○ 2/14 Lesson Internalization Protocol<br>  ○ 2/28 Individual Lesson Plan Check-Ins<br>  ○ 3/6 Content Team Data Meeting<br>● WashU Tutoring<br>  ○ Thursday and Friday |
| | **Leader Level: Knowledge, Skill, Mindset** | | **NWEA Predicted Outcomes** |
| | ● Schedule does not allow for all team members to be available at the same time for content meetings.<br>● Coaching has not been | ● Leverage Wednesday to have content meetings and Data Team Meetings in addition to weekly PD sessions.<br>● Inservice Time dedicated to team and data meetings | ● 100% of Students Tested<br>● 20% + show 2+ points growth |

# Anthony and Logan Cook 75% NWEA growth goals met

| Outcomes | Root Causes | Potential Solutions | |
|---|---|---|---|
| **Current State / Cycle Reflection:** **MS ELA :** 57 % Below, 19% Basic, 14% Proficient, 10% Advanced  **MS Math:** 75% Below, 13% Basic, 7% Proficient, 5% Advanced **MS Science:** 56% Below, 14% Basic, 18% Proficient, 12% Advance  **Successes:** 5th Math - 77% met growth goal 5th Reading - 77% met growth goal 5th Science - 81% met growth goal  6th Math - 69% met growth goal 6th Reading - 63% met growth goal 6th Science - 68% met growth goal  7th Math - 44% met growth goal 7th Reading- 48% met growth goal 7th Science- 61% met growth goal  8th Math- 39% met growth goal 8th Reading- 61% met growth goal 8th Science- 60% met growth goal    **What We Can Replicate:** ● Tutoring based on NWEA Data  **Gaps:** ● Staff has not had a data meeting to review 23-24 Winter NWEA Data ● ELA lessons use Writing Standards. No Reading | **Teacher Level: Knowledge, Skill, Mindset** | | **Actual Outcomes** |
| | ● Teachers were not consistently collecting data from their scholars - Introduced the Exit Ticket Tracker in CY 4 ● Data meetings were not happening with fidelity ● Teachers were not intentionally planning supports for the Love, Agency and Excellence scholars | **What:** Weekly Data Meetings and Group Differentiation  **How:** ● Data meetings will continue on Wednesday with content teams ● Teachers will use the In Class Checklist and Differentiation Strategies incorporate differentiation with their planning and incorporated the strategies during their classes  **When:** ● Group Differentiation PD 03/27 ● In Class Checklist with Group Differentiation Strategies starting CY 6 ● Spring NWEA Updates 03/27 ● Weekly Data Meeting 03/27 | ● Lavina Group Planning for Intellectual Prep ● 2 pieces of feedback weekly, Lesson Plans and Classroom Observations ● Aligned PD Schedule ○ 1/24 NWEA Data Analysis PD ○ 2/6 Differentiation ○ 2/14 Lesson Internalization Protocol ○ 2/28 Individual Lesson Plan Check-Ins ○ 3/6 Content Team Data Meeting ○ 3/6 Piloted the In Class Checklist with 3 teachers |
| | **Leader Level:  Knowledge, Skill, Mindset** | | **Cycle 5 Outcomes** |
| | 1. Overall coaching meetings have been interrupted due to an increase demand in teacher coverage. 2. Resource for ET tracking was not provide until CY 4 | 1. Record teachers and have them reflect on their instruction and share with coaches 2. Continue to support teachers with tracking and analyzing their data. | ● 70% of teachers are using the ET tracker consistently ● Observations for priority teachers has been focal point for CY 5 ● Coaching has been sporadic due to teachers having to cover during their prep |

Pendleton's Goal 65% of CSI hit 6+ Growth on NWEA

| Outcomes | Root Causes | Potential Solutions | Actual Outcomes |
|---|---|---|---|
| **Math/Read/Science**<br><br>• **CSI Data Overview**<br><br>What We Can Replicate:<br>• WashU Tutors<br>• Modifications and Accommodations for SpED students for all students in 1st- 40th Percentile<br>• Acceleration and Remediation During Cycle Breaks<br>• Intervention Blocks on Wednesday<br><br>Gaps:<br>• Skill to teach for teaching to our lower students<br> ○ Teacher with growth are teaching towards our middle and high students<br>• Testing strategies including in content implementation<br>• Identify all CSI students<br>• All stakeholders have access to data and how to analyze data | **Teacher Level: Knowledge, Skill, Mindset** | | |
| | Root Causes<br>• Embedding Intervention not within daily lesson<br>• Pull outs are not happening daily<br>• Interventions seens as a separate entity of classroom learning<br>• CSI students not identified<br>• Continuous PD on interventions and teaching to low(Love) students | What:<br>• Teachers will be able to effectively implement interventions within the student work time<br>• Teacher will be able to modify student work<br>• Teachers will be able to use Summit as a resources for modified work<br>How:<br>• Teachers will use NWEA data to identify student groupings under CSI category<br> ○ Love(low), Agency(Medium), Excellence(High)<br>• Teacher will implement small group interventions within the all classes period<br>• Teachers will be able use weekly data meeting to access students work and standards<br>When:<br>• During daily lesson planning identify and analyze data<br>• During classroom work time | • Lavinia Group Training<br>• NWEA Test Prep Lessons<br>• NWEA Test Prep Packets<br>• IXL assigned for students to have more at bats<br>• Differentiated Groupings<br> ○ Love<br> ○ Excellence<br> ○ Agency<br>• Differentiated PD Cycle starting<br><br>Math. Science, and Reading<br>Significant Growth Across all grades |
| | **Leader Level: Knowledge, Skill, Mindset** | | **Cycle 5** |
| | • Focus on Leadership Levers<br> ○ 1B Track and Manage Data<br> ○ 1D Lead Student Work Analysis Meeting<br> ○ 1C Conduct Data Conversations<br> ○ CSI Standards | **What:**<br>• Leaders will be trained on how to analyze CSI student data<br>• Leaders will continue to work with Lavina Group on embedding interventions in daily lessons<br>• Learning Continuum<br>**How:**<br>• Leader mini lessons on data and intervention during weekly check-in with coach Leader will scrub CSI NWEA data<br>• Leaders will attend Lavina group trainings as planned | • Differentiated Groupings<br> ○ Love<br> ○ Excellence<br> ○ Agency<br>• Intentional Weekly Data Meeting with SpEd Team<br>• Parents are informed of students progress bi-weekly<br>• Learning Continuum<br> ○ MATH<br> ○ ELA<br>• Intervention Wednesdays |

# Kayla- Operations Overview

## Operations Driver Goals: 100% Enrollment by FDOS, 95% ADA

**Attendance:**
YTD 84.91 (up .21%)

**Enrollment:**
5th-28 (-2 from last PTG)
6th-68 (+1 from last PTG)
7th-75 (-2 from last PTG)
8th-81

**Persistence:**
5th-88.89 (down from 92.31%)
6th-88.72 (up from 87.79%)
7th-85.59 (down from 86.49%)
8th-91.26 (down from 94.06%)

**Tech:**
54 damaged tech out being repaired.
    Current TECH tix open: 2

**Recruitment YTD:**
5th-16 (+3)
6th-22 (+3)
7th-17 (+1)
8th-21 (+5)

**Applications (Past 30 days)**
5th-17
6th-29
7th-25
8th-34

**Returner**
6th-16
7th-11

*Re-Enrollment, Enrollment, Persistence:*
Goal 1: 5 of 10 new partnerships -On Track
Goal 2: Projected - 53% enrolled by FDOS | Actual - 20% - enrolled by FDOS - on track
Applications 24-25 - 123 = 16%
Re-enrollment 24-25 - 253 = 57%
Goal 3: All Enrollment Milestones at 100% - on track
Successes: Implementation of recruitment events (Open Houses, Invitational Tours)
Gaps: Re-Enrollment while ahead of PY is not at 100% for current Enrolled students

FDOS GAP:
5th-29.5
6th-72.5
7th-50
8th-43.5

*Health:*
Goal 1: Immunization compliance is at 100%
-299 Clinic Visits since Feb 1.
Successes: 100% Immunization Verified, Notices to guardians for any outstanding, missing 4
Gaps: Missing 4 confirmations of visits or guardian update.

*Tech:*
Goal 1: Average Ticket Completion = 11hr, 41min with 124 completed since 2/1
Goal 2: Satisfaction Rate = 97.43%
Goal 3: Staff and Students with Tech by FDOS = 100%
  ○ Student Onboarding
  ○ Staff Offboarding
Successes: Inventory Completion
Gaps: Remaining staff with personal devices

*State Reporting, Attendance, Record Requests:*
Goal 1: 50% of 24-25 returning registrations complete, 0% 24-25 new students registration completed
Goal 2: Current average records request completion is 6.1 days
Goal 3: HS: 81% ADA, MS: 86% ADA
Successes: ADA Dashboard for advisory calls, Registration ahead of PY
Gaps: 4% decrease on YTD MS attendance, Truancy Matrix

*Safety, FRPL, Campus Maintenance:*
Goal 1: 100% of Safety Requirements Met
Goal 2: 85% of meals accounted for
Goal 3: 90% on last facility audit
Successes: FRLP for 24-25 school year at 100%
Gaps: Persistence with AFVUSA on accurate meal count numbers

*Parent Satisfaction, Purchase Orders:*
Goal 1: 78% of Parents Satisfied (764 calls answered 2/1-3/26)
Goal 2: Working with CPH on remedy for CPH lobby access
Goal 3: 122 tickets completed since Jan 2. Ave Competion: 8hr, 20min
Successes: CPH installing buzzer, in progress with Evolv
Gaps: Phones still in process for building

## Hailey Goal: 85% Student Persistence

| Outcomes | Root Causes | Potential Solutions | |
|---|---|---|---|
| Current State / Cycle Reflection: | **Teacher Level: Knowledge, Skill, Mindset** | | **Actual Outcome** |
| current students enrolled: 88.29%<br>251 students enrolled<br>What We Can Replicate:<br>● Continue to make ADA phone calls<br>● Getting withdrawals completed within a certain time frame<br><br>● ADA Tracker to help isolate specific days of low ADA | Root Causes<br>● PowerSchool/ Deanslist still needs some cleaning up. Students still on rosters when they should be removed<br>● Kids aren't motivated or arent required to come to school | 1. Have a complete PS and DS Audit. Have Teachers go through their rosters and submit names of students who have not attended in 10 plus days to Michael weekly<br>2. Mentors now will have a verbal conversation with parents and be required to document the mention of their scholars ADA.<br>3. WIth the lack of funding for field trips and budget cuts, creating some fun experiences that are budget friendly.<br>4. Home Visits for scholars who have not shown up after 5 days | Parent Communication increased<br>● DeansList Messages<br>● Phone Calls<br>● Parent Conferences in person<br>● ADA awareness to parents from mentors<br>Student Experience<br>● 60 students have participated in a club/sport so far this year over 90% of scholars are happy with their club/sport<br>● Teachers are now fundraising and asking for small payment from scholars to fund field trips. |
| ● Instructional collaboration around ADA incentives. Continue building a fun and loving culture with events so students have a great experience<br><br>Gaps:<br>● PS Rosters still need to be cleaned up<br>● Ensuring teachers are taking attendance daily and correctly<br>● Start planning to move out of cohorts for next years schedule | **Leader Level: Knowledge, Skill, Mindset** | | **Action Steps Cycle 3-4** |
| | Root Causes<br>● Lack of funding for Student Experience Field Trips<br>● non consistent follow through with scholars guardians about attendance | 1. Fundraising and grant work for field trips<br>2. Ensuring with Kayla that calls are being completed weekly<br>3. Utilizing on kraken Points for free activities on during school | Focus on student investment<br><u>Leveraging On Kraken Points</u><br>● Fundraising for activities that cost: Sneakerball in March, Talent Show, and Staff vs. Student Basketball Game<br>● Implemented Freeze Pop Fridays<br>● Events planned for CY5- 6<br>-Staff vs. Student Basketball Game Fundraiser 4/3<br>-Sneakerball 4/20<br>-Talent Show TBA beginning of CY 6 |

# Kayla- Operations Overview

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Repair delivery happening this week
    Current TECH tix open: 0

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7th-17 (+1)
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6th-29
7th-25
8th-34

**Returner**
6th-16

### Re-Enrollment, Enrollment, Persistence:
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Gaps: Re-Enrollment while ahead of PY is not at 100% for current Enrolled students

FDOS GAP:
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Successes: CPH installing buzzer, in progress with Evolv
Gaps: Phones still in process for building

# Cycle 3-4 Action Steps:
## Big Rock and Focus

| What | How | When |
|---|---|---|
| <ul><li>Increase student NWEA growth by 20%</li><li>Increase ADA by 6%</li><li>Mentor Effectiveness Increased by 21%</li></ul> | NWEA/Cog Skills<ul><li>100% of student take NWEA winter Assessment</li><li>NWEA Data Meetings</li><li>Student groupings Love, Excellence, and Agency</li><li>NWEA Winter Packets</li></ul>ADA<ul><li>Student ADA incentive Challenge</li><li>Student investment/involvement</li></ul>Mentoring<ul><li>Advisory used as sacred time for mentor check-ins</li><li>Log communication</li></ul> | <ul><li>NWEA Test Prep **12/17- 12/31**</li><li>NWEA Data Dive **1/2**</li><li>NWEA Winter Testing **1/9 - 1/11**</li><li>NWEA Scholar Incentive<ul><li>100%</li><li>Growth in all areas</li></ul></li><li>**1/3 - 2/2**</li><li>Name students of the week based on core values Excellence, Love, Agency, and Diversity</li><li>Weekly parent communication on students progress/positive phone calls home</li><li>Prep time for teachers to be sacred</li><li>Work time on Wednesdays to log communication DeansList/Summit</li></ul> |

# Actual Outcomes:

**Instructional Planning and Prep**
- Lavina Group Planning for Intellectual Prep
- 2 pieces of feedback weekly, Lesson Plans and Classroom Observations
- Aligned PD Schedule
  - 11/8 Lesson on Mini Lesson
  - 11/15 Planning Gaps/Feedback
  - 11/29 Gap Differentiation
  - 12/13 Data Unpacking
  - 1/3 State of KAMS
    - Cog Skills
    - NWEA
    - ADA
    - Mentoring
    - Goal Alignment

**Testing**
- NWEA
  - 90% of Students tested 1/9-1/12

**Instructional**
- Intellectual Prep
  - Identify Misconceptions
    - Procedural
    - Conceptual
  - Strong Mini Lesson
- NWEA Test Prep
  - Process of Elimination
  - Annotations
  - Pacing

**Operations**
- **Safety PD**
  - October/November
- **Fire Drills**
  - November
  - December
- **Ticketing System**
  - **Staff is using the system**
    - Materials
    - Field Trips
    - Chromebooks
- **Ticket Updates**
  - Shared with staff based on priority level

**Mentoring**
- 46% Effectiveness
- 5 min check-ins with IDs
Parent Communication
- DeansList Messages
- Emails
- Text
- Phone Calls
- 94% student persistence
- 44 students have participated in a club/sport so far this semester 80% of scholars are happy with their club/sport

# Cycle 2 Action Steps:

**Big Rock Focus:** To improve intellectual prep for lesson plans and instruction *90% Basic, 60% Proficient, 30% Advanced on MAP*

| What | How | When | Topics Covered |
|---|---|---|---|
| Lavinia Group planning with leader and instructional directors with a clear focus and action steps.<br><br>Instructional observations | • Revision of intellectual prep<br>• Weekly PD<br>• Intellectual Prep<br>• Data meetings and differentiated group planning<br>• Weekly feedback and observations with glows, grows, and action steps<br>• 2 pieces of feedback weekly Lesson Plan/Classroom Observations | • 9/13 Leader Training<br>• 9/21 Intellectual Prep PD<br>• 10/26 In person LG walkthrough with PD<br>• 10/27 LG in person walkthrough<br>• 11/8 PD planning and implementation<br>• 11/9 Classroom observation<br>• 11/29 LG building walkthrough | • 11/8 Lesson on Mini Lesson<br>• 11/15 Planning Gaps/Feedback<br>• 11/29 Gap Differentiation<br>• 12/13 Data Unpacking<br>• 1/3 State of KAMS<br>    ○ Cog Skills<br>    ○ NWEA<br>    ○ ADA<br>    ○ Mentoring<br>    ○ Goal Alignment |

# Cycle 3-4 Action Steps:
## Big Rock and Focus

| What | How | When |
|---|---|---|
| • Increase student NWEA growth by 20%<br><br>• Increase ADA by 6%<br><br>• Mentor Effectiveness by 20% | NWEA/Cog Skills<br>• 100% of student take NWEA winter Assessment<br>• NWEA Data Meetings<br>• Student groupings Love, Excellence, and Agency<br>• NWEA Winter Packets<br>ADA<br>• Student ADA incentive Challenge<br>• Student investment/involvement<br>Mentoring<br>• Advisory used as secret time for mentor check-ins<br>• Log communication | • NWEA Test Prep **12/17- 12/31**<br>• NWEA Data Dive **1/2**<br>• NWEA Winter Testing **1/9 - 1/11**<br>• NWEA Scholar Incentive<br>   ○ 100%<br>   ○ Growth in all areas<br>• **1/3 - 2/2**<br>• Name students of the week based on core values Excellence, Love, Agency, and Diversity<br>• Weekly parent communication on students progress/positive phone calls home<br>• Prep time for teachers to be sacred<br>• Work time on Wednesdays to log communication DeansList/Summit |

# Coversheet

## Audit Update (RFP)

**Section:**          IV. Finance Committee
**Item:**              B. Audit Update (RFP)
**Purpose:**
**Submitted by:**
**Related Material:**  Audit RFP Draft 23-24.docx.pdf

Office of the Executive Director and Board of Directors
2315 Miami Street, St. Louis, MO 63118

March 7, 2024

Re: **Annual Audit Services**

Enclosed is a Request for Proposal (RFP) for Annual Audit Services. The proposed period of the award agreement will be for a one-year period, with four one-year renewal options. The responsive Proposal will comply with all federal, state, and local regulations. Information regarding the services to be provided, information which must be submitted as part of the Proposal, and related details are included in the accompanying RFP.

All interested parties must submit Proposal by **Thursday, March 21, 2024**, before 2:00 p.m., CST. **No late submittals will be accepted**. The Board of Directors reserves the right to accept or reject any or all Proposals, to waive any irregularities, and to accept the Proposal that is in the best interest of the LEA. The award for Annual Audit Service will be considered by the Board at the next regular meeting.

Firms are to submit four (4) copies of their response to the RFP. Proposals shall be delivered in sealed envelopes clearly marked as indicated below:

**Kairos Academies**
**Attention: Bennie Jackson**
**2315 Miami St, St. Louis, MO 63118**
**RE: Annual Audit Services**

All proposals that are received become a part of the LEA's file, and there is no obligation by the LEA to accept any proposal. Following the review of the proposals, we may request that certain proposers be present for interviews, which will be scheduled at a mutually agreeable time.

All communications by the Firm concerning this RFP, including requests for additional information or clarification, must be requested in writing by **4:00 p.m., Wednesday, March 13, 2024**. Requests to visit the LEA to review its financial records prior to preparing a Proposal must be directed to Bennie Jackson, Managing Director of Finance/Human Resource, via phone at (314) 252-0602 or via email at bennie.jackson@kairosacademies.org.

# Request for Proposal

to Provide

# Annual Audit Services

Sealed Proposals to be forwarded to

**Kairos Academies
Attention: Bennie Jackson
2315 Miami Street, St. Louis, MO 63118**

All proposals must be received by

**2:00 p.m., CST**

**Thursday, March 21, 2024**

By Authorization of the

Kairos Academies

Board of Directors

# **General Information**

1. The Board of Directors of the Kairos Academies (hereafter "LEA") will receive sealed Proposals from qualified firms of certified public accountants for providing **Annual Audit Services** for the 2023-2024 fiscal school year with options to renew for the four years subsequent thereto.

2. The purpose of this Request for Proposal (RFP) is to establish the requirements for Annual Audit Services, and to solicit Proposals from audit firms (hereafter "Firm") for providing such audit services. The RFP requests a great amount of detail to avoid delays, misunderstanding, and to simplify the evaluation of the Proposals. The Firm is requested to respond to each specification.

3. The Firm must submit a complete Proposal covering all requirements identified in this RFP package to be considered. All Proposals will be scrutinized to ensure that such requirements can be met. Proposals submitted must be the original work product of the Firm.

4. Four (4) copies of the Proposal shall be sealed and plainly marked on the envelope with the name "**Annual Audit Service Proposal"** and delivered to:

5.

## **Kairos Academies**
## **Attention: Bennie Jackson**
## **2315 Miami Street, St. Louis, MO 63118**

6. Proposals will be received until **Thursday, March 21, 2024, before 2:00 p.m CST**. Electronic facsimile offers will not be considered in response to this RFP, nor will modifications by electronic or facsimile notice be accepted.

7. The LEA is not responsible for lateness or non-delivery by the US Postal Service or other carrier to the LEA. The time and date recorded by the LEA shall be the official time of receipt.

8. Requests for interpretation must be made in writing to the Managing Director of Finance/Human Resource of Kairos Academies no later than **4:00 p.m., CST on Monday March 18, 2024**. Any information given to a Firm concerning the RFP will be furnished to all Firms as an addendum to the RFP if, in the Board sole discretion, such information is deemed necessary to all Firms submitting Proposals on the RFP, or if the lack of such information would be prejudicial to uniformed Firms. The Firm should rely only on written statements issued by the Board in the form of an addendum to the RFP.

9. No oral interpretation will be made to any Firm as to the meaning of the RFP. Any oral communication will be considered unofficial and non-binding on the Board. Unauthorized contact by the Firm with other school employees or Board members regarding the RFP may result in disqualification.

**10.** The LEA's Finance Committee may, at its option, conduct interviews after receipt of the Proposals. If interviews are conducted, they are expected to be in the period **March 25 – 26, 2024**

# General Information

11. Proposals may be modified or withdrawn by written notice or in person by the Firm or its authorized representative, provided its identity is disclosed on the envelope containing the Proposal and such person signs a receipt for the Proposal, but only if the withdrawal is made prior to the deadline.

12. The information presented in the RFP is not to be construed as a commitment of any kind on the part of the Board. There is no expressed or implied obligation for the Board to reimburse responding firms for any expense incurred in the preparing of Proposals in response to this request.

13. Proposals submitted in response to this RFP should include a "not-to-exceed" fee of what the firm would charge to perform the LEA's audit.

14. Although the LEA cannot bind future governing bodies, it is anticipated that the Firm selected to serve as the auditor will be retained for a one-year period with four annual evaluations made of its services.

15. All proposals must be submitted on the LEA forms as attached. Proposals submitted on forms other than the enclosed may be rejected. No alternate Proposals that significantly deviate or modify the concept and ultimate objectives of this RFP will be considered. Non-compliance with RFP specifications will disqualify Proposals from further consideration.

16. Any explanation or statement that the Firm wishes to make must be contained with the Proposal but shall be written separately and independently of the Proposal proper and attached thereto. Unless the Firm so indicates, it is understood that the Firm's proposal is in strict accordance with the RFP requirements.

17. The LEA reserves the right to reject any or all Proposals and to waive informalities and minor irregularities in Proposals received. The LEA, in its sole discretion, will determine whether an irregularity is minor.

18. All Proposals shall be deemed final, conclusive, and irrevocable; and no Proposal shall be subject to correction or amendment for any error or miscalculation. No Proposal shall be withdrawn without the consent of the LEA after the scheduled closing time for the receipt of Proposals.

19. Proposals, prices, terms and conditions shall remain firm for a period of ninety (90) days from the due date for Proposals or until that time when the LEA takes official action on the Proposals.

20. The Firm is responsible for its own verification of all information provided to it. The Firm must satisfy itself, upon examination of this RFP, as to the intent of the specifications. After the submission of the Proposal, no complaint or claim that there was any misunderstanding will be entertained.

# General Information

21. Proposals may contain data that the Firm does not want used or disclosed for any purpose other than evaluation of the Proposal. The use and disclosure of such data may be so restricted, provided the Firm marks the cover sheet of the Proposal with the following legend: **"Technical data contained on pages _____and _____in this Proposal furnished in the connection with the Request for Proposal of the Kairos Academies, LEA shall not be used nor disclosed except for evaluation purposes, provided that, if a Contract is awarded to this Firm because of or in connection with the submission of this Kairos Academies shall have the right to use or disclose technical data to substantiate the award of the Contract."**

22. The above restriction does not limit the LEA's right to use or disclose without the Firm's permission any technical data obtained independently from another source. Proposals shall not contain any restrictive language different from the above legend. Proposals submitted with restrictive legends or statements which differ from the above will be treated under the terms of the above legend. The LEA assumes no liability for disclosure or use of unmarked technical data and may use or disclose the data for any purpose.

23. The LEA may accept one part, aspect, or phase, or any combination thereof, of any Proposal unless the Firm specifically qualifies its offer by stating that the Proposal must be taken as a whole.

24. The LEA may award a contract based upon the initial Proposals received without discussion of such Proposals. Accordingly, each initial Proposal should be submitted with the most favorable price and service.

25. The LEA reserves the right to negotiate to clarify and qualify terms of any Proposal.

26. The LEA reserves the right to negotiate final contract terms with any Firm, regardless of whether such Firm was interviewed or submitted a best and final Proposal.

27. The LEA may accept any Proposal as submitted whether negotiations have been conducted between the parties.

28. Neither the commencement nor cessation of negotiations shall constitute rejection of the Proposal or a counteroffer on the part of the LEA.

29. The Firm shall not, under penalty of law and immediate disqualification of the Proposal, offer or give any gratuities, favors, or anything of monetary value to an officer, employee, agent, or Board of Directors member of the LEA for the purpose of influencing favorable disposition toward a submitted Proposal or for any reason while a Proposal is pending or during the evaluation process.

30. No Firm shall engage in any activity or practice, by itself or with other Firms, the result of which may be to restrict or eliminate competition or otherwise restrain trade. Violation of this instruction will result in immediate rejection of the Firm's Proposal.

# General Information

31. In the event of a conflict between the Proposal and the RFP, the LEA shall resolve any inconsistency in favor of the RFP. Additionally, the LEA shall in good faith decide all inconsistencies and/or disputes pertaining to the RFP and the Proposal. The Firm agrees to abide by the decision of the LEA.

32. Initial Proposals may not be withdrawn for 90 calendar days from the due date for Proposals except with the express written consent of the LEA. If a Proposal is accepted as submitted, the negotiated final Agreement shall consist of the Agreement, this RFP, plus any addenda thereto, and the Firm's Proposal.

33. The LEA, in its discretion, may terminate the Agreement in whole or in part at any time, whenever it is determined that the successful Firm has failed to comply with or breached one or more of the terms and conditions of the Agreement or specifications incorporated therein and the successful Firm as failed to correct such failure or breach to the LEA's satisfaction with a period of 15 days after receiving written notice thereof from the LEA. In the event of the partial or total termination of the Agreement, it is hereby agreed that the LEA shall only be obligated to pay in accordance with the terms of the Agreement for material and services, which have been accepted by the LEA.

34. The LEA may terminate the Agreement without cause by notifying the successful Firm in writing 30 days prior to the effective date of termination. The successful Firm shall not incur new obligations after the effective date of termination and shall cancel as many outstanding obligations as possible.

35. In the event the Board of Directors of the LEA fails to approve the appropriation of funds sufficient to provide for the LEA's obligations under the Agreement, or if the funds are not appropriated due to federal, state, or local action, the LEA shall have the right to terminate the Agreement by providing written notice to the successful Firm and the LEA will thereby be relieved from all further obligations under the Agreement.

36. The LEA may terminate the Agreement immediately without further cost or liability in the event of the occurrence of any of the following: insolvency of successful Firm; liquidation or dissolution of successful Firm; the institution of any voluntary or involuntary bankruptcy proceeding by or against the successful Firm; assignment by successful Firm for the benefit of creditors; or the appointment of a receiver or trustee to manage the property of the successful Firm.

37. In the event the Agreement initially awarded by the LEA is terminated for any reason within 120 days of the due date for Proposals, the LEA reserves the right to negotiate and accept any other submitted Proposal.

38. The LEA shall not be responsible for any pre-Agreement expenses of any Firm, including the successful Firm, incurred prior to the commencement of the Agreement.

## Scope of Services

1. The auditor will express opinions on the fair presentation of the LEA's basic financial statements in accordance with the basis of accounting used by the LEA.

2. The annual audit will entail an audit of the LEA's financial, transportation, attendance, food service, and federal and state program records.

3. The annual audit will review and test the system of administrative control over compliance with federal laws and regulation to the extent considered necessary by the audit of and as required by the U.S. General Accounting Office's *Government Auditing Standards*.

4. The annual audit shall conform to all Missouri State Statutes, all requirements of the Department of Elementary and Secondary Education (DESE), the Single Audit Act of 1996, and the provisions of OMB Circular A-133, and GASB 34

5. The annual audit will be conducted in conformance with financial reporting requirements in accordance with generally accepted auditing standards and Government Auditing Standards.

6. The LEA uses the modified cash basis of accounting for all funds and accounts. The LEA follows the procedures outlined in the Missouri Financial Accounting Manual.

7. Assistance is available from the Finance Office staff in the following areas:

   ● LEA staff can prepare confirmations and schedules/work papers, if the Firm provides a list of its needs and desired format.
   ● LEA staff is also available to pull document from the list provided by the Firm and to reproduce documents

8. The Firm must provide a "To Be Prepared by Client" listing three weeks prior to the arrival of the audit team for both the Interim and Final field work.

9. The LEA will issue representation letters for asset, liability, and contingent liabilities after consultation with the Firm.

10. Available office space is located in the same building as the Finance Office and will be provided to the Firm. The Firm must supply its own equipment and supplies.

11. The LEA may request, from time to time, that additional services be performed in conjunction with the audit. It is understood that an agreed-upon procedure letter would be prepared outlining the work to be performed and the estimated cost.

12. The Proposal should identify and describe any anticipated potential audit problem, the Firm's approach to resolving these problems and any special assistance that will be requested from the LEA.

# Scope of Services

13. In addition, as a non-audit service, the Firm will prepare the applicable draft financial statements (all LEA-wide and government statements), footnote disclosures, required supplementary information, supplementary information, other financial information, and supplementary state information. These documents will be reviewed by LEA employees who possess the appropriate knowledge, skills, and ability to appropriately evaluate the drafted documents.

14. The Firm shall conduct an entrance conference prior to the start of fieldwork and an exit conference prior to their departure from final fieldwork. These conferences shall be conducted with the LEA's Audit Committee and administrators.

15. The Partner or Manager of the engagement shall be integrally involved in all phases of the engagement.

16. A presentation to the Board of Directors by the Firm is required prior to the December 31$^{st}$ deadline for filing with DESE.

17. The Firm will supply twelve (12) bound copies of the audit and management letter each year.

18. The Firm must provide an electronic pdf version of the completed audit report pursuant to the DESE requirements for submission to that office.

19. The Firm shall prepare a condensed Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds, with a summary statement of the scope of the audit examination and the auditor's opinion of the financial statements including in the audit report. This must be available in time to be published in the newspaper within thirty days of the receipt of the audit report by the Board of Directors.

# LEA Information

1. The LEA has the following funds: General (Incidental), Special Revenue (Teachers), Debt Service, Capital Projects, and Student Activities.

2. The LEA originally budgeted expenditures for FY23 of 10,571,220

3. The LEA originally budgeted revenues for FY23 of $10,820,291

4. The LEA's fund balance on January 31, 2024: $316,078.19

5. The LEA's enrollment on March 6, 2024 was 476.

6. The LEA has approximately 83 active employees.

7. The LEA's does not provide transportation.

8. The LEA uses SAGE software for its financial accounting and Paycor payroll system and uses PowerSchool Information Systems for its student/attendance data.

9. The modified cash basis of accounting has been used and will be used for all funds and accounts.

10. Monthly financial statements are prepared and distributed to the Board of Directors.

# LEA Information

11. KEB audited the LEA for 2022-23

12. Events affecting the timing of work:

- School year ends for (assuming no missed school for snow days): May 28, 2023
- In addition to the general audit report, the auditing firm will review for accuracy the Annual Secretary of the Board Report prepared by the LEAs Finance Office before issuing the final audit report. The annual Secretary of the Board Report is the year-end financial statement submitted to the DESE, which is due August 15 of each year.
- The LEA's Final Expenditure Reports will be completed when DESE makes the programs available and the report data may not be available until that time.
- The audited financial statements must be submitted to DESE on or before December 31 of each year.

# Proposal Evaluation Criteria

1. Each Proposal will be reviewed and rated by LEA staff members. The areas assessed will include, but not be limited to:
    a. Prior auditing experience:
        i. Auditing Missouri public school LEAs
        ii. Auditing local governments
        iii. Auditing entities of similar size and nature
    b. Organization, size, and structure of the firm
    c. Realistic time estimates
        i. Audit Plan
        ii. Estimated number of hours for each staff member
d.               Qualifications of staff to be assigned to audit
i.   Qualifications and make-up of team
                ii. Overall supervision to be exercised over audit team by the Firm's management
    e. The Firm's understanding of the work to be performed
    f. Cost of the audit

2. The LEA may conduct interviews with selected firms in connection with its evaluation of the Proposals.

3. The contract will be awarded to the Firm whose offer conforming to the RFP is determined to be most advantageous to the LEA, price and other factors considered. The LEA reserves the right to act as sole and undisputed judge of what is most advantageous to the LEA.

It is the purpose of this RFP to obtain as complete a set of data as possible from each Firm. This will enable the LEA to determine with Firm is best able to meet all the criteria that are to be considered in the award of Annual Audit Services.

## Proposal Format and Contents

The Firm's proposal package shall contain the following items in the order listed below and utilize the forms proved in the Attachment Section of the RFP. The Firm is urged to be concise yet thorough in its presentations. Pertinent supplemental information should be referenced and included as attachments. All Proposals must be organized and tabbed to comply with the following sections:

1. **Letter of Transmittal**

   The Letter of Transmittal should include an introduction of the Firm; an expression on the Firm's understanding of the work to be done, and its ability and desire to meet the requirements of the RFP; a commitment to perform the work within the specified time period; and any other information not identified in the Proposal itself should also be included. The Letter of Transmittal must be signed by an officer of the Firm with authority to bind the Firm to an Agreement.

2. **Executive Summary**

   The Proposal shall include an Executive Summary that briefly describes the Firm's approach to meeting the LEA's requirements as outlined in the RFP, any major requirements cannot be met and highlights of the major features of the Proposal. The reader should be able to determine how well the Proposal meets the LEA's requirements by reading the Executive summary.

3. **Firm Identification (Attachment 1)**

   The cover sheet identifies the Firm's name, mailing address, telephone, e-mail address, fax, and contact persons. An officer of the Firm must sign the Firm Identification Form.

4. **References and Experience (Attachment 2)**

   Each Firm must submit a minimum of five (5) references. Each reference must be presently using services like those requested in this RFP; at least three (3) of the references should be public school LEAs. No reference may be an affiliate of the Firm or the Firm's officers, directors, shareholders, or partners.

5. **Firm Resume and Personnel Commitment (Attachment 3)**

   The Firm shall complete the Firm Resume and Personnel Commitment Form, indicating the personnel it anticipates will work on the audit for the LEA.

6. **Proposed Time and Price (Attachment 4)**

   The Firm shall indicate the cost for providing annual audit services (including the completion of the financial statements and not disclosures as indication in the Scope of Services section) by completing the Proposed Time and Price Form. A separate form shall be completed for each of the years proposed.

7. **Proposed Dates for Engagement (Attachment 5)**

   The Firm shall complete the Proposed Dates for Engagement Form.

# Attachments

## Attachment 1: Firm Identification Form

Designate one individual as the Firm's representative to the LEA during the term of the Agreement. The representative will be contacted to solve any and all problems that may arise concerning the Proposal during the evaluation period. The undersigned Firm hereby agrees to be bound by the terms of the RFP and that the enclosed Proposal is submitted in accordance therewith. Once completed and returned, this Proposal becomes the primary basis for evaluation and selection of the Firm to provide the services required by the LEA for the specified period. By signing Firm Identification Form, the Firm certifies that there are no "PARTIES OF INTEREST" or "CONFLICTS OF INTEREST", as defined by state and/or federal regulations, existing between the Firm and the LEA or any of its employees, agents, or Board of Directors members.

_____

Legal name (Prime contractor)         Representative's name         Title

_____

Address         City/State/Zip         Telephone #

_____

E-mail Address         Fax #

_____

Years in Operation         Years under current structure and/or under previous structure

1. Name of Firm's Officers:

| NAME | TITLE |
|------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

2. The undersigned hereby acknowledges the receipt of the following addenda:

| Addendum Number | Date Issued | Date Acknowledged | Signature |
|-----------------|-------------|-------------------|-----------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

3. The undersigned hereby acknowledges that the Firm has read and agrees to the terms and conditions set forth in the RFP, and that the terms and conditions set forth in the Proposal will remain open for at least 90 days from the deadline for submission of Proposals.

_____

Firm Officer's Name

## <u>**Attachments**</u>

_____

Signature                    Date

## Attachments

### Attachment 2: References and Experience

Each Firm must submit a minimum of five (5) references. Each reference must be presently using services similar to those requested in this RFP; at least three (3) of the references should be public school LEAs. No reference may be an affiliate of the Firm of the Firm's officers, directors, shareholders, or partners.

**List as primary references any current contract for audit services with public school LEAs; include contacts and telephone numbers for each reference. Use additional pages for additional contract.**

1. Firm Name: _____

   Business Address: _____

   Name/Title of Contact: _____

   Phone Number of Contact: _____

   Contract Length: _____ Contract Value: _____

2. Firm Name: _____

   Business Address: _____

   Name/Title of Contact: _____

   Phone Number of Contact: _____

   Contract Length: _____ Contract Value: _____

3. Firm Name: _____

   Business Address: _____

   Name/Title of Contact: _____

   Phone Number of Contact: _____

   Contract Length: _____ Contract Value: _____

4. Firm Name: _____

   Business Address: _____

   Name/Title of Contact: _____

   Phone Number of Contact: _____

   Contract Length: _____ Contract Value: _____

5. Firm Name: _____

   Business Address: _____

   Name/Title of Contact: _____

   Phone Number of Contact: _____

   Contract Length: _____ Contract Value: _____

## **Attachments**

References and Experience (continued)

All Contracts terminated for default within the last five (5) years should be noted below. Termination for default is defined as notice to stop performance due to the Firm's nonperformance or poor performance. Submit full details of all terminations for default experienced. The LEA will evaluate the facts and may at its sole discretion reject the Firm's Proposal if the facts discovered indicate that the completion of a Contract resulting from this RFP may be jeopardized by selection of the Firm. If the Firm has experienced no such termination for default in the past five (5) years so indicate.

**Terminated Contracts Within the Last Five (5) Years**

|  | **#1** | **#2** | **#3** |
|---|---|---|---|
| Firm Name |  |  |  |
| Business Address |  |  |  |
| Name of Contact |  |  |  |
| Title of Contact |  |  |  |
| Telephone Number of Contact |  |  |  |
| Contract Length |  |  |  |
| Contract Value |  |  |  |

# **Attachments**

## **Attachment 3: Firm Resume and Personnel Commitment**

### **Part A - Resume**

1. Name of Firm:
2. Local Office Location:
3. Year Firm was Established:
4. The Firm's permit to practice number issued by the Missouri State Board of Accountancy:
5. Number of Personnel Employed by the Firm at the Local Office Indicated Above:

|  | TOTAL | CPAs | OTHER |
|---|---|---|---|
| **A. Partner** | _____ | _____ | _____ |
| **B. Manager** | _____ | _____ | _____ |
| **C. Supervisor** | _____ | _____ | _____ |
| **D. Seniors** | _____ | _____ | _____ |
| **E. Assistants** | _____ | _____ | _____ |

6. Type of Audit Services Provided by the Firm: (Provide Approximate Percentage)

a.    School LEAs

b.    Local Government

c.    Government – Other

d.    Financial Institutions

e.    Non-Profit Organizations

f.    Manufacturing and Industrial

g.    Retail Enterprises

_____

_____

_____

_____

_____

_____

_____

## Attachments

7.  Briefly provide, on a separate sheet of paper, information on the results of any federal or state desk reviews or field reviews of Firm audits during the past three (3) years. In addition, provide information on the circumstances and status of any disciplinary action taken or pending again the Firm during the past three (3) years with state regulatory bodies or professional organizations.

8.  Submit a copy of the report on the Firm's most recent external quality control review, with a statement whether that quality control review included a review of specific government engagements.

# Attachments

## Part B – Personnel Commitment

9.  Number and level of personnel, and percent of time which would be committed to this engagement:

|  |  | Certifications CPA, Etc. | Number | Percentage of Proposed Time Dedicated to This Engagement |
|---|---|---|---|---|
| A. | Partner | _____ | _____ | _____ |
| B. | Manager | _____ | _____ | _____ |
| C. | Supervisor | _____ | _____ | _____ |
| D. | Seniors | _____ | _____ | _____ |
| E. | Assistants | _____ | _____ | _____ |

10. On a separate sheet, provide names of personnel who would be committed to this engagement. The Firm should indicate whether each such person is licensed to practice as a certified public accountant in Missouri. The Firm should also provide information on the governmental auditing experience of each person, including information on relevant continuing professional education for the past three (3) years and membership in professional organizations relevant to the performance of this audit. Please note that the Manager and Supervisor should be committed to the engagement for its duration, including option years, subject to normal promotion and attrition.

# Attachments

## Attachment 4: Proposed Time and Price

A total all-inclusive maximum price for the 23-24 engagement must be stated, as well as a proposed price for each of the subsequent four years. The total all-inclusive price bid is to contain direct and indirect costs, including all out-of-pocket expenses. The cost of special services described in this RFP should be disclosed as separate component of the total, all-inclusive maximum price.

### A. Proposed Engagement Hours

| Staff Level: | 2023-24 | 2024-25 | 2025-26 | 2025-26 | 2026-27 |
|---|---|---|---|---|---|
| Partner/Owner | | | | | |
| Manager | | | | | |
| Supervisor | | | | | |
| Senior | | | | | |
| Assistant | | | | | |
| Total | | | | | |

### B. Proposed Engagement Price

| Staff Level: | 2023-24 | 2024-25 | 2025-26 | 2025-26 | 2026-27 |
|---|---|---|---|---|---|
| Basic Audit Services | | | | | |
| Drafting of Financial Statements and Note Disclosures | | | | | |
| Total Bid Proposal | | | | | |

### C. Hourly Rates for Additional Services

| Staff Level: | 2023-24 | 2024-25 | 2025-26 | 2025-26 | 2026-27 |
|---|---|---|---|---|---|
| Partner/Owner | | | | | |
| Manager | | | | | |
| Supervisor | | | | | |
| Senior | | | | | |
| Assistant | | | | | |
| Total | | | | | |

# Attachments

## Attachment 5: Proposed Dates for Engagement

A. Conduct Entrance Conference……………………………..………………………………………………………

B. Commence Interim Audit Work………………………………………………………………………………………

C. Complete Interim Audit Work……………………………………………………………………………….......

D. Commence Final Audit Work……………………………………………………………………………………...

E. Complete Final Audit Work……………………………………………………………………………………….

F. Review Draft of Audit Report with BAD……………………………………………………………………..

G. Review Draft of Audit Report with Executive Director……………………………………………………………………….

H. Review Draft of Audit Report with Finance Committee…………………………………………………………………..

I. Submit Final Report to Board of Directors…………………………………………………………………..

# **Attachments**

# Coversheet

## Staff Human Resources Update

**Section:**             IV. Finance Committee
**Item:**                C. Staff Human Resources Update
**Purpose:**
**Submitted by:**
**Related Material:**    March 2024 Financial.pdf

# KAIROS

## ACADEMIES: ST. LOUIS

**Finance Committee:
March 2024 Financials**

# Contents

- **Executive Summary**
- **Finance Committee Goals**
- **Monthly Financials**
- **Key Performance Indicators**
- **Human Resource Updates**

# Executive Summary

- Month Ended **February 29, 2024** with projections of **13 days** of total cash on hand and **$354261.42** at month end.
- Revenue: Below projected amount due to reimbursement request submitted after deadline. We will see the reimbursement amount the March Financials
- Net-cash balance **-466,705**
  - Contributor to Deficit
    - Missed Enrollment Target,
    - Capital Expense over projected amount,
    - Reduction fund due low enrollment,
- Expenses – Under budgeted amount:
  - Due to CPH rent on hold
- Key Metrics
  - **Days Cash on Hand -13 Days**
  - Net margin,% **-9.1%**
  - DESE fund balance, % - **3.5%**
  - Salaries & Benefits, % Revenue - **88.4%**
  - Lease/Debt Coverage Ratio - **0%**
  - Facilities, % Revenues **- 1.2% (Due to non-payment to CPH)**

# Finance Committee Goals

- The finance committee commits to ensuring 60-120 days of cash on hand by June 2025. Off-Track

- The finance committee will review and approve necessary audit periods. (December) On- Track

- The finance committee commits to staying between 20%- 40% of proportion of assets financed. On-Track

# March Monthly - Statement of Activities

| | 10 General | 20 | 42 Capital | Total | Total | Revised Jan | 66.67% |
|---|---|---|---|---|---|---|---|
| **Revenue** | | | | | | | |
| Total 0000-5100 Revenues from Local Sources | 79,233.51 | 0.00 | 0.00 | 79,233.51 | 704,059.73 | 1,129,171.00 | 62.35% |
| Total 0000-5300 Revenues from State Sources | 257,329.89 | 292,330.02 | 0.00 | 549,659.91 | 4,021,586.48 | 6,270,365.36 | 64.14% |
| Total 0000-5400 Revenues from Federal Sources | 37,878.71 | 0.00 | 0.00 | 37,878.71 | 681,145.94 | 1,367,313.00 | 49.82% |
| 0000-5800 Amounts Received From Other LEAs | | | | 0.00 | 0.00 | | |
| Total 0000-5800 Amounts Received From Other LEAs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| **Total Revenue** | 374,442.11 | 292,330.02 | 0.00 | 666,772.13 | 5,406,792.15 | 8,766,849.36 | 61.67% |
| | | | | | | | |
| | | | | | | | |
| **Expenditures** | | | | | | | |
| Total 0000-6100 Salaries | 230,957.71 | 223,468.30 | 0.00 | 454,426.01 | 3,520,011.71 | 5,088,397.00 | 69.18% |
| Total 0000-6200 Benefits and Taxes | 66,111.12 | 68,861.72 | 0.00 | 134,972.84 | 1,055,081.04 | 1,538,608.00 | 68.57% |
| Total 0000-6XXX-1 Staff-Related Costs | 2,326.06 | 0.00 | 0.00 | 2,326.06 | 59,320.85 | 63,350.00 | 93.64% |
| 2542-6333 Facilities Rent | 97,189.52 | | | 97,189.52 | 689,954.83 | 1,184,477.00 | 58.25% |
| Total 0000-6XXX-3 Occupancy Service | 6,331.59 | 0.00 | 0.00 | 6,331.59 | 618,312.11 | 534,115.00 | 115.76% |
| Total 0000-6XXX-4 Student Expense, Direct | 61,212.50 | 0.00 | 6,327.00 | 67,539.50 | 529,412.35 | 863,371.00 | 61.32% |
| Total 0000-6XXX-5 Student Expense, Indirect | 2,680.25 | 0.00 | 0.00 | 2,680.25 | 73,448.85 | 187,971.00 | 39.07% |
| Total 0000-6XXX-6 Office and Business Expense | 44,092.06 | 0.00 | 0.00 | 44,092.06 | 760,730.50 | 872,331.00 | 87.21% |
| Total 0000-6XXX-7 Transportation | 6,588.99 | 0.00 | 0.00 | 6,588.99 | 73,205.43 | 88,787.00 | 82.45% |
| **Total Expenditures** | 428,578.68 | 292,330.02 | 6,327.00 | 727,235.70 | 7,379,477.67 | 10,421,406.40 | 70.81% |
| **Net Revenue** | | 0.00 | (6,327.00) | (60,463.57) | (1,972,685.52) | (1,654,557.04) | 119.23% |

# March Monthly - Statement of Cash Flow

| Reporting Book: | Cash | Accrual |
|---|---:|---:|
| | | |
| Cash flows from operating activities | | |
| Change In Net Assets | | |
| Operating Revenue Year-to-Date | 5,406,792.15 | 5,406,792.15 |
| Expenditures Year-to-Date | 7,379,477.67 | 7,963,243.34 |
| Change In Net Assets | (1,972,685.52) | (2,556,451.19) |
| Change in Cash from Operating Activities | | |
| Accounts Receivable | (6,248.01) | (6,248.01) |
| Accounts Payable | | 799,122.89 |
| Other Liabilities | 380,640.99 | 165,283.77 |
| Net cash used by Operating Activities | 374,392.98 | 958,158.65 |
| Cash flows from operating activities | (1,598,292.54) | (1,598,292.54) |
| Cash flows from investing activities | 0.00 | 0.00 |
| Cash flows from financing activities | 0.00 | 0.00 |
| Increase (Decrease) in Cash | (1,598,292.54) | (1,598,292.54) |
| Cash, Beginning of Period 7/1/2023 | 1,952,553.96 | 1,952,553.96 |
| Cash, End of Period 2/29/2024 | 354,261.42 | 354,261.42 |

# March Monthly - Balance Sheet

| Reporting Book: | Cash | | Accrual | |
|---|---|---|---|---|
| | | | | |
| **Assets** | | | | |
| Current Assets | | | | |
| Total Cash and Cash Equivalents | 354,261.42 | | 354,261.42 | |
| Accounts Receivable | 6,267.99 | | 6,267.99 | |
| Total Current Assets | 360,529.41 | | 360,529.41 | |
| Total Property & Equipment | 1,373,141.40 | | 1,373,141.40 | |
| Total Long-term Assets | 1,376,641.40 | | 1,376,641.40 | |
| **Total Assets** | **1,737,170.81** | | **1,737,170.81** | |
| | | | | |
| **Liabilities and Equity** | | | | |
| Total Accrued Liabilities | 374,925.15 | | 159,567.93 | |
| Total Short-term Liabilities | 374,925.15 | | 960,178.87 | |
| **Total Liabilities** | 374,925.15 | | 960,178.87 | |
| **Equity** | | | | |
| Opening balance equity | 3,334,931.18 | | 3,333,443.13 | (c) |
| Change to Net Revenue | (1,972,685.52) | | (2,556,451.19) | |
| **Total Equity** | 1,362,245.66 | | 776,991.94 | |
| **Total Liabilities and Equity** | **1,737,170.81** | | **1,737,170.81** | |

# Human Resources Update

# HR Highlights

24-25 Staffing Update

- 86% Retention (Goal 85%), (92% Teacher Retention)

- Internal Hiring
    - Principal In Residence (PIR) will come from current ID's. They will receive a stipend for the role.

- Leadership Hiring
    - Chief SChools Officer
    - Middle School Principal

# Breakdown of women in each ethnicity group

**Mar 2024 | Permissions applied**
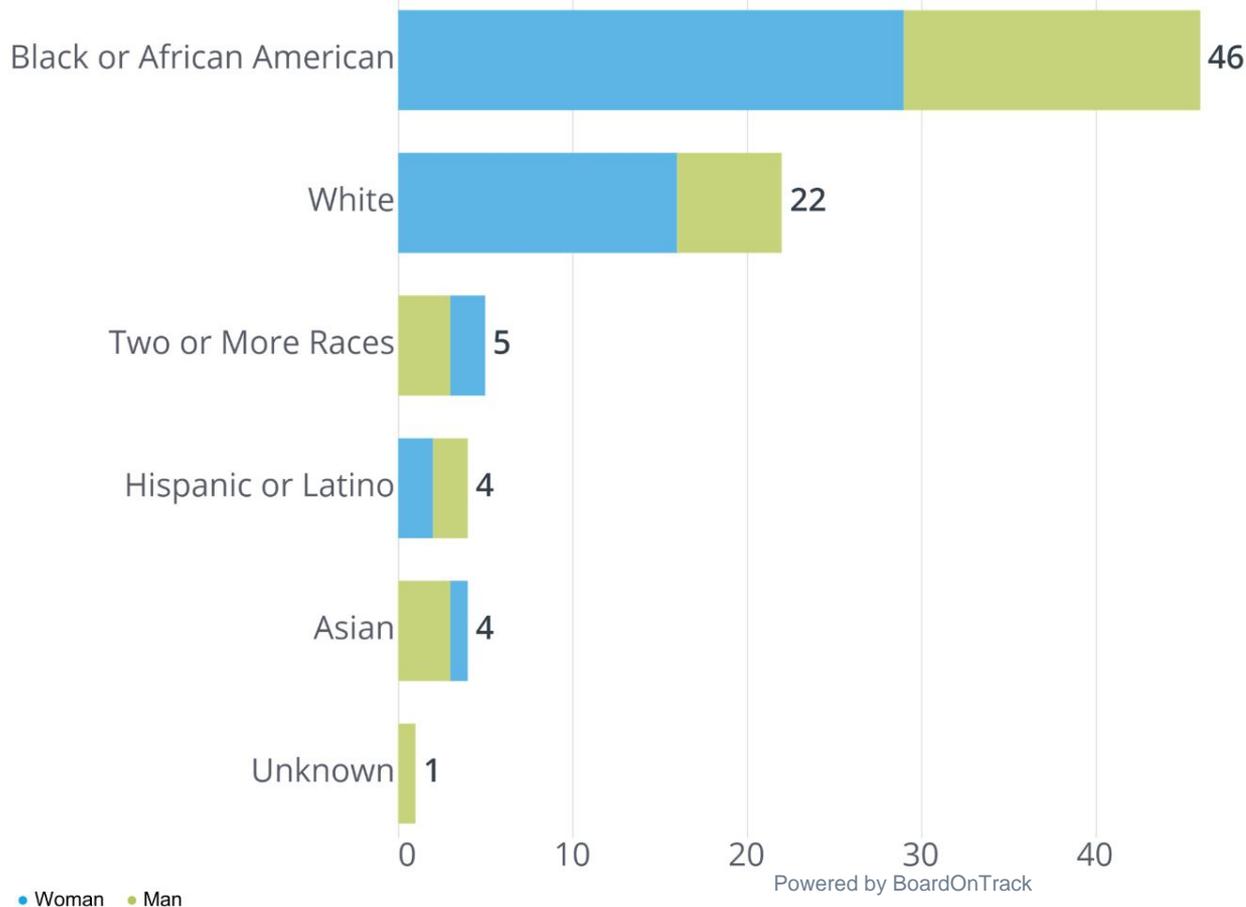
How many women belong to minority groups?

visier

**Summary**
Mar 15 2024

**Headcount**
● 82
**Headcount:** The number of employees in the organization.

**Some items are hidden**
To make the visual easier to read, some items have been hidden from view.

**Ethnicity (US)**
The ethnicity this person identifies with.

**Gender**
The gender that the employee identifies with (e.g., woman, man, non-binary).

**Employee**
Current employees of the organization.

**Breakdown**
Compare metric values across a series of groups. Vertical axis shows the groups being compared, and horizontal axis represents the magnitude of metric values.

| Ethnicity group | Value |
|---|---|
| Black or African American | 46 |
| White | 22 |
| Two or More Races | 5 |
| Hispanic or Latino | 4 |
| Asian | 4 |
| Unknown | 1 |

0    10    20    30    40

● Woman  ● Man

# Coversheet

## Financials

**Section:**          IV. Finance Committee
**Item:**             D. Financials
**Purpose:**
**Submitted by:**
**Related Material:**     KA February 2024 Financial Report.xlsx
                      Copy of Kairos January 2024 Financial Report.xlsx
                      _Kairos December 2023 Financial Report.xlsx

# Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

KA February 2024 Financial Report.xlsx

# Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Copy of Kairos January 2024 Financial Report.xlsx

# Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

_Kairos December 2023 Financial Report.xlsx

# Coversheet

## MCPSC Presentation

**Section:**          V. Governance Committee Updates
**Item:**             D. MCPSC Presentation
**Purpose:**
**Submitted by:**
**Related Material:**    FY23 Annual Report Board Presentation Slides KA.pdf

# Annual Report Board Presentation

## 2022- 2023 Annual Report

Presented by
Missouri Charter Public School Commission

**Kairos Academies**

**MCPSC**
MO Charter Public School Commission

# What is MCPSC's Annual Report?

- Part of a **comprehensive body of evidence** designed to tell us how well a school is meeting
  - Statutes
  - Performance contracts Goals
  - Commission's policies.

- Its purpose is to **create forward-thinking conversations around school performance.**

This comprehensive report details a school's performance in:

1. Academics
2. Financial Management
3. Learning Environment
4. Governance
5. Operations

**MCPSC**

# MCPSC Portfolio Performance FY23

| Academics | Financial Management | Learning Environment | Governance | Operations |
|---|---|---|---|---|
| 23% Meets | 90% Meets | 95% Meets | 89% Meets | 74% Meets |
| 59% Partially Meets | 5% Partially Meets | 0% Partially Meets | 11% Partially Meets | 26% Partially Meets |
| 18% Falls Far Below | 5% Does Not Meet | 5% Does Not Meet | 0% Does Not Meet | 0% Does Not Meet |

**MCPSC**

# Kairos Academies Charter School: FY23



**MCPSC**

# Fy23 Performance Summary

## Performance Summary

| STANDARDS AND INDICATORS | SECTION STANDARD RATING |
|---|---|
| I. ACADEMICS | |
| Federal & State Accountability | Meets |
| Student Academic Proficiency | Partially Meets |
| Student Academic Growth | Meets |
| Postsecondary Readiness | NA |
| 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 | Partially 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 |

**MCPSC**

# Questions for the Board to Ask:

- Does our Board, collectively, have a clear understanding of both where we are and where we expect to be?

- How do our most recent results compare to our Performance Contract expectations?

- Does our Board's Annual Calendar force us to routinely examine the key elements of the Annual Report?

- Does our Board, collectively understand what it will take in resources and support to accelerate achievement gains?

- Based on the Annual Report, what are the Board's and schools most important levers of focus moving toward renewal in FY25?

**MCPSC**

# Sponsor Fee Rebate

**Kairos Academies has earned a $55,000.00 Sponsorship Fee Rebate**

Based on your FY23 Performance:

- **Exceeded or Met in Academic Growth**

- **Outperformed Missouri Average Student Group**

**We are deeply grateful to the board, management, teachers, parents, students and community at Kairos for all you do to serve the children of St. Louis.**

Expect Deposit in the Next 30 Days

**MCPSC**

# Coversheet

## Updated Strategic Plan

**Section:**          VI. Executive Committee
**Item:**            A. Updated Strategic Plan
**Purpose:**         FYI
**Submitted by:**
**Related Material:**  Updated_ Strategic Plan March 28 Board Meeting.pdf
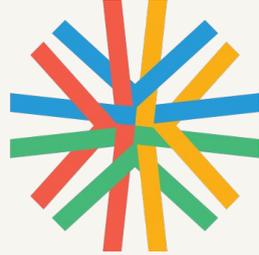
# 2023-27 Strategic Plan for Board Approval

# Where we are in the process

1.  The board voted to approve the strategic plan at the June 29 Board meeting
2.  Leadership Team gave the board updates on the Strategic Plan progress, learnings and implementation processes at each board meeting in SY 23-24.
3.  The board will make revisions to the Strategic Plan as a result of feedback from the Department of Secondary and Elementary Education CSIP Review process.

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# 1. Executive Summary

# Executive Summary

**Our vision** is to prepare St. Louis students to design their own stories and thrive in an ever-changing world.

We will do this by achieving **our mission** which is to empower students to direct their own lives and learning.

We will achieve our mission by focusing on three **core school features**:

1. Rigorous, personalized, project-based academics
2. Agency and executive functioning development (Social Emotional Learning)
3. A healthy organization that meets the needs of our community-students, families, faculty, neighborhood

We will invest in **key strategic initiatives that strengthen our core model** so that Kairos scales with quality:

1. **Codify and implement our comprehensive academic model** with fidelity and consistency (Rigorous curriculum, targeted support, personalized and project-based learning)
2. **Refine, codify, implement, and ensure consistent quality of our agency, SEL and executive functioning model** (Mentoring, social-emotional learning, student health and safety, and student ownership/accountability)
3. **Strengthen organizational health** to ensure a financially sustainable organization, build a best-in-class talent system, improve communications, and secure a facility that meets the needs of our community.

**We will know we have succeeded** when we achieve at least 90% of our academic, agency/exec functioning and organizational health metrics

# Summary by the #s:

Strategic plan scales Kairos to full middle and high school enrollment (in process)

| | SY 2023-24 | SY 2024-25 | SY 2025-26 | SY 2026-27 FULLY ENROLLED |
|---|---|---|---|---|
| Grades served | 5-9 | 5-10 | 5-11 | 5-12 |
| # Students | 500? | 650 | 800 | 950 |
| # Staff Network # Staff School | | | | |
| Total Revenue | TBD by 9/23 | TBD by 9/23 | TBD by 9/23 | TBD by 9/23 |
| Total Expense | TBD by 9/23 | TBD by 9/23 | TBD by 9/23 | TBD by 9/23 |
| Net Income | TBD by 9/23 | TBD by 9/23 | TBD by 9/23 | TBD by 9/23 |
| Facilities | HS Closing and Building | Building | Opening | |

# 2. Who we are

## Mission, Vision, Values, Profile of a Graduate

# Our mission is to empower students to direct their own lives and learning.

# Our vision is to prepare St. Louis students to design their own future and thrive in an ever-changing world.

# Values

When the Kairos community leans into our **values** of **excellence, agency, diversity**, and **love**, we create collective **empowerment**.

# Kairos Values

- We give 100% of what we have daily by being present and engaged.
- We apply a growth mindset, embracing feedback.
- We regularly define and redefine our best practices in order to improve performance and satisfaction.
- We recognize that success is not always measured by a number.

## Love

- We intentionally spend time building connections
- We follow through on our commitments
- We express empathy and understanding toward each other
- We are respectful to each other and communicate honestly.



EXCELLENCE

LOVE   EMPOWERMENT   AGENCY

DIVERSITY

## Agency and Social Emotional Learning

- We initiate change when we see something isn't working.
- We own the decisions we make and their related outcomes.
- We encourage each other to take our own path and learn from mistakes.
- We seek input from others when making decisions.

## Diversity

- We proactively disrupt inequity.
- We celebrate differences as they bring value to our community and ourselves.
- We recognize unconscious bias and build cultural competence.
- We commit to diverse learning across our organization and embrace discomfort.

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# Profile of a Kairos Graduate

## A Kairos Graduate is a...

| | |
|---|---|
| **Lifelong Learner** prepared to thrive in an ever-changing world.<br>• **Content master.** A Kairos graduate has acquired core academic knowledge and skills critical for access to college and a living-wage career.<br>• **Critical thinker and problem solver.** A Kairos graduate thinks "outside the box", uses data to search for solutions, and considers multiple perspectives to creatively solve the real-world challenges. | **Leader** that strengthens their families, neighborhoods, cities, and the world.<br>• **Advocate**. A Kairos graduate values their own voice and uses it to advocate for what's right. They communicate and collaborate with others to make positive change in their community.<br>• **Emotionally Intelligent.** A Kairos graduate knows themselves and is attuned to others. They negotiate the needs of each to better manage themselves and more effectively lead. |
| **Architect of their own life.**<br>• **Self-directed.** A Kairos graduate knows *how* to learn. They have the critical life skills they need to marshall their organization and time management skills. They set goals for themselves, take actions toward those goals, and reflect on their decisions both to reach their intended outcome and to grow in the process.<br>• **Resilient.** A Kairos graduate maintains emotional balance—even as they persevere through adversity. | **Connector** who embraces and appreciates diversity in all forms.<br>• **Interculturally competent**. A Kairos graduate works and communicates effectively with people from different cultural backgrounds. They approach others with an open heart and open mind; they seek and appreciate different perspectives.<br>• **Bridge builder.** A Kairos graduate interrogates their own biases and uses that understanding to make more equitable decisions, to solve seemingly intractable problems, and to build a more just world. |

# 3. What we do

## Value Proposition, Theory of Action, Big Bets

# Value proposition

For St. Louis families from all backgrounds seeking a school anchored in rigorous academics and student-centered support, Kairos equips students for a life of purpose by challenging them to advocate for themselves, make confident choices, connect across lines of difference, and learn *how* to learn.

# Theory of Action

|  | IF WE…. | THEN | BY 2027… |
|---|---|---|---|
| **Academic Excellence and Instruction** | **Deliver high-quality curriculum and instruction**<br>• Engage students in a rigorous, personalized, competency-based curriculum<br>• Ensure students apply their learning to real-world problems through a project-based curriculum<br>• Create targeted supports for critical student populations | **All students will…**<br>• Engage deeply in academics and master content at an individually rigorous pace<br>• Develop the collaboration and critical thinking skills required to thrive in school and life<br>• Leverage the supports they each need to achieve at high levels | **Kairos students are prepared to thrive in an ever-changing world** |
| **Agency, Social Emotional Learning and Executive Functioning** | **Empower students and families through relationships**<br>• Teach students how to exercise choices within our flexible environment.<br>• Partner each student with an on-staff mentor who supports them to set academic goals, make choices toward goals, and reflect and iterate on their decision making process.<br>• Cultivate meaningful relationships among students using a structured curriculum.<br>• Deepen engagement and a sense of community with our families. | **All students and families will…**<br>• Adapt to the choice-rich environments of college and the modern economy<br>• Build the social emotional learning and executive functioning skills necessary to thrive in work and life<br>• Develop an understanding of their identity, their emotions, and how to build healthy relationships with others<br>• Benefit from a home and school community working in partnership to ensure student success and family satisfaction | |
| **Org Health** | **Scale a community built for the future**<br>• Invest in creating transparent and effective systems for talent acquisition, management, and development<br>• Build our values into our structures and systems<br>• Maintain a financially sustainable organization that leverages effective operational systems and efficiencies<br>• Secure a world-class facility in a cost effective way that responds to family and student needs | **All community members will…**<br>• Feel connected to Karios's mission and purpose<br>• Feel supported in their own growth and development<br>• Have the tools, systems, and resources, they need to thrive in their roles, even through scale<br>• Have the facility they need to support a robust middle and high school program | |

# Strategic Initiatives building a better Kairos:

- Academic Excellence and Instruction
- Agency, Social Emotional Learning and Executive Functioning
- Strengthen Organizational Health

# Academic Excellence and Instruction

**Vision**: Our students not only learn content, they *learn to learn* by engaging in challenging, rigorous growth opportunities, every day. We integrate a personalized, self-paced curriculum with creative, collaborative project-based learning to ensure students have the content knowledge and critical thinking skills they need to solve real-world problems.

**Strategic initiatives** to achieve our vision for Academic Excellence:

**Rigorous, personalized learning**
- Codify the full-scale Kairos Education model to ensure quality and consistent implementation.
- Design and implement portfolio and end-of-year presentation system so that all students reflect on their progress.

**Project-based learning**
- Provide staff with comprehensive training to implement Summit consistently, with high fidelity.

**Equitable/targeted support**
- Create Kairos intervention model (Multi-tiered system of support) that includes staffing, curriculum, and instructional strategies and is consistent with Summit and Kairos values .

**College and Career Access**
- Create key systems to prepare kids to/through college and/or into a liveable wage-career

# Agency, Social Emotional Learning and Executive Functioning

**Vision:** Our students understand themselves through individual reflection with their mentor where they make decisions about their own learning within our flexible environment and framework.

Close communication between their mentor and their family both supports and holds students accountable to becoming the person they say they want to be. Students also engage with a close group of their peers to better understand others and themselves and learn how to navigate their emotions, their identity, and their relationships.

**Strategic initiatives** to achieve our vision for agency, social emotional learning and executive functioning:

**Individual reflection and growth through 1:1 mentoring**
- Create, disseminate, and provide training on structures that standardize key elements of our agency and executive functioning model including
  - Mentoring scheduling and communication processes that track mentoring effectiveness.
  - Executive Functioning curriculum and strategies handbook to support mentors
  - Integration of social emotional lessons and professional development for staff

**Executive functioning practice in a choice-rich environment**
- Codify, disseminate, and provide training and support on student ownership continuum (choices available to students)

**Identity, relationship, and emotional development through being in community with others**
- Implement formal SEL programming that leverages a close group of peers to ensure development in community with others.

# Strengthen Organizational Health

**Vision:** Our strong organizational health is essential to the holistic support of our students. Our facilities, systems, structures, and financial health position Kairos to serve our community for generations to come.

**Strategic Initiatives** to achieve our vision for organizational health:

**Best-in-class talent and a system to support our team's growth and happiness at Kairos**
- Develop comprehensive talent strategy and succession plan
- Improve and codify learning structures including professional development and other learning opportunities throughout the year
- Create a set of keystone events and peak memorable moments to define and reinforce Kairos' unique culture and infuse a sense of joy and appreciation.

**Financially sound long-term budget**

**Improve core communications with all stakeholders**

**Secure a facility that meets the needs of our community** and allows us to live into the academic and extracurricular vision of the school.

# 4. Organizational Goals

# Goals: By June 2027...

Note: Implementation plan includes detailed downstream metrics and annual benchmarks to measure progress over time.

| | |
|---|---|
| **Academic Excellence and Instruction** | **Students across all subgroups develop the content knowledge and cognitive skills they need to be college and career ready.**<br>● 85% of students will meet grade-level Cognitive Skills Rubric (Summit)<br>● Missouri MAP: 30% advanced, 60% proficient or higher, 90% of students are basic or higher<br>● 85% of our students hit their 1x NWEA growth goal |
| **Agency, Social Emotional Learning and Executive Functioning** | **Students will have key social-emotional and executive functioning skills and experience a meaningful connection between school and home.**<br>● 100% of Kairos graduates have a concrete next step, either are accepted to a four-year college or have a job with a living wage<br>● 85% of students receive "effective" mentoring as measured by survey evaluation tool |
| **Sustainable Organization** | **Our school is financially healthy and our stakeholders are highly satisfied.**<br>● Charter renewed in 2023/24 school year<br>● 85% retention rate of highly-effective staff year over year<br>● 85% of faculty and staff rate Kairos as a "Great Place to Work"<br>● 85% student retention rate year over year<br>● 90% Average Daily Attendance ADA (90/90 goal)<br>● Meets financial indicators of Missouri Public Charter School Commission |

# Goals: Baseline (2023) compared to 2027

| | Baseline: 2023<br>Most baseline data avail Sept 2023 | 2027 |
|---|---|---|
| **Academic Excellence and Instruction** | **Data available August 2023**<br>● Cognitive Skills Rubric 2023<br>● Missouri Map 2023<br>● % students who hit 1x NWEA goal (data will be avail at end of June) | ● 85% of students will meet grade-level Cognitive Skills Rubric (Summit)<br>● Missouri MAP: 30% advanced, 60% proficient or higher, 90% of students are basic or higher<br>● 85% of our students hit their 1x NWEA growth goal |
| **Agency, Social Emotional Learning and Executive Functioning** | ● N/A<br>● Tool not developed. Estimate is 23-24 SY | ● 100% of Kairos graduates have a concrete next step, either are accepted to a four-year college or have a job with a living wage<br>● 85% of students receive "effective" mentoring as measured by survey evaluation tool |
| **Sustainable Organization** | ● Charter: will know Oct/Nov '23<br>● Retention rate of highly-effective staff will know August '23<br>● 64% faculty rate Kairos GPTW (20% growth between fall and spring)<br>● 2022-23 student retention rate: August<br>● 2022-23 ADA: End of June<br>● Meets financial indicators: August | ● Charter renewed in 2023/24 school year<br>● 85% retention rate of highly-effective staff year over year<br>● 85% of faculty and staff rate Kairos as a "Great Place to Work"<br>● 85% student retention rate year over year<br>● 90% Average Daily Attendance ADA (90/90 goal)<br>● Meets financial indicators of Missouri Public Charter School Commission |

# 5. How we'll get there

## Implementation Roadmap
(Note: summary will be included in final plan.)

# SUMMARY: Our near term implementation focus will be on codifying our model and securing our High School facility to ensure we scale with quality.

|  | SY 2023-24 | SY 2024-25 | SY 2025-26 | SY 2026-27 |
|---|---|---|---|---|
| **Academic Excellence and Instruction** |  |  |  |  |
| **Agency, (SEL) and Executive Functioning** |  |  |  |  |
| **Sustainable Organization** |  |  |  |  |

| Effort required KEY | Lighter lift | Medium Lift | Heavy lift |
|---|---|---|---|

# DETAIL: Academic Excellence and Instruction

| | SY 2023-24 | SY 2024-25 | SY 2025-26 | SY 2026-27 |
|---|---|---|---|---|
| **Rigorous, personalized learning** | Focused standards mapping for ELA/Math w/Summit<br><br>Introduce student portfolios to schools team | Focused standards mapping for SS/SCI w/Summit<br><br>Implementation of portfolios W/8th & 11th grade | Focused standards mapping for Electives w/Summit<br><br>All School implementation | |
| **Project-based learning** | | Map out PBL toolkit for staff | Training for SY focused on PBL practices | Review of PBL efforts-MS and HS |
| **Equitable/ targeted support** | Implement RTI team data protocols for CSI populations | Map out Special Pops Framework<br><br>Codified key trainings and resources for staff | Student and family reviews of key trainings and resources | |
| **College and Career Access** | | Review of college and career framework and Y1 action plan | Y2 action plan and review of 1st graduating class | Implementation of Kairos through college |

# DETAIL: Agency, (SEL) and Executive Functioning

| | SY 2023-24 | SY 2024-25 | SY 2025-26 | SY 2026-27 |
|---|---|---|---|---|
| **Individual reflection and growth through 1:1 mentoring** | Transition mentorship ownership to school-based direct managers—all mentors meeting all basic expectations<br><br>Finalize unifying framework for EF and identify based MESH skills<br><br>Finalize 101 curriculum for EF skills, taught in advisory | Refine Mentor Coaching and developing cycle (ala instructional development)<br><br>implement EF 101 curriculum in first 3 months of advisory classes<br><br>Codify MESH handbook for use by mentors | Teach MESH handbook use-cases to all staff mentors | |
| **Executive functioning practice in a choice-rich environment** | Partner with transcend to design/build iterations of ownership continuum for levels for 5-6, 7-8, and 9-10,<br><br>Build MVP of 11-12 ownership continuum for following year | Transcend: design-build test year 2 revisions<br><br>Explore state funding opportunities for work from home and work off campus options | Codify work from home and work off campus options for higher level choice students | |
| **Identity, relationship, and social emotional development through being in community with others** | | Compass Camp: Faculty onboarding year (MS and HS) | Compass Camp: Student Implementation Year 1 (MS and HS) | Become certified Powered By Compass Campuses at MS and HS |

# DETAIL: Sustainable Organization

|  | SY 2023-24 | SY 2024-25 | SY 2025-26 | SY 2026-27 |
|---|---|---|---|---|
| **Best-in-class talent and a system to support our team's growth and happiness at Kairos** | Codify talent systems for talent acquisition /Talent Management<br><br>Beginning implementation of Kairos Career pathway | Codify talent development (schools  team/talent team)<br><br>First full year of Kairos career pathway | Evaluating and doing internal analysis on system effectiveness |  |
| **Financially sound long-term budget** | Review budget process with use of SAGE | Financial modeling for multi-outcome growth for 5 yrs done annually<br><br>Scaled growth of finance department | Internal review of financial policies |  |
| **Secure a facility that meets the needs of our community** | Align facilities plan for phase 1 growth | Map out phase 2 facilities needs | Begin phase 2 facilities process |  |

# 6. Next Steps

# Financials

The leadership team is working to get the board financials aligned to the the strategic initiatives of the strategic plan

- Org charts aligned to strategic plan are drafted for all four years
- Will need to control for tight budgets in SY23-24 and SY 24-25 while the school is still not fully enrolled.
- **Board will approve budget aligned to strategic plan in September/October 2023**

# Next steps for implementation

- **Create accountability calendar** to ensure leadership team and board are clear on roles and discuss progress toward strategic plan across the school year.
- **Create implementation plan**
  - Create playbook that organizes documentation of key components of the implementation plan
- **Create communications plan** for strategy
- **Review strategic updates** and professional development planning at board and staff meeting.

# Board Strategic Planning Review Processes

- **Review accountability calendar** to ensure leadership team is making progress toward strategic plan across the school year.
- **Review Academic Professional Development Plans** at Program Committee meetings to ensure strategic alignment and strong instructional accountability.
- **Review strategic updates** from Leadership Team members at cyclical (7-8 weeks) committee and board meetings.
- **Review strategic updates** from Leadership Team members at bi-annual board retreats.