



Missouri
Charter Public School Commission

April 11, 2023

Ms. Christine Kemper, Chair Board of Directors
Kansas City Girls Preparatory Academy
5000 East 17th St.
Kansas City, MO 64127

RE: 2021-2022 Annual Report

Dear Ms. Kemper,

This letter transmits the Missouri Charter Public School Commission's 2021-2022 Annual Report of Kansas City Girls Preparatory Academy (KCGPA). Charter schools sponsored by the Commission are reviewed annually as to their progress in meeting statutes, provisions of their performance contracts and Commission policies. Commission staff review required submissions provided by the school for accuracy, timeliness and compliance. This report is one item in the *comprehensive body of evidence* used in evaluating schools sponsored by the Commission.

This report reflects the third year of the current five-year contract. KCGPA's overall rating for FY22 is ***partially meets***.


- The overall rating on academics is *partially meets*. The focus on student academic growth is clear with the high percentage of growth points earned for all students and student groups and KCGPA earning an *exceeds* rating for each of the growth categories. KCGPA also exceeded the academic goals established in the contract with the Commission. The levels of student proficiency are designated *does not meet*; however, in all cases the scores are trending in a positive direction.
- The financial performance is designated *partially meets*. The biggest factor for this rating is the enrollment variance to budget. Hitting enrollment targets has been a struggle for KCGPA since the beginning and the board should continue to monitor this area to ensure sustainability of the organization.

- Governance is also designated *partially meets*. This is related to not meeting the contract goals related to attendance at board meetings.
- Learning Environment Operations were designated *meets and* continue to be a strength of the organization.

The Commission encourages your board to review the information in this report thoroughly. The FY23 data will be available later this summer. Together, these data should inform the board and management's decision for the 2023-2024 school year. We have attached some questions you and your board may find helpful as you review the annual report and the forthcoming data.

We recognize that the pandemic continues to have an effect on all facets of the organization. KCGPA should be proud of the impact you are making for students and families in Kansas City through these difficult times and we look forward to working with you to continue that work. If you have any questions related to the report, please reach out.

Sincerely,



Robbyn G. Wahby
Executive Director

CC: Tom Krebs, Executive Director
Members, Kansas City Girls Preparatory Academy Board of Directors
Members, Missouri Charter Public School Commission

Attachments

Examining your Annual Report Questions
2021-2022 Annual Report
FY22 DESE Assurance Checklist
FY22 Site Visit Report

Charter Boards: Examining Your Annual Report from the Commission

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

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

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



Missouri
Charter Public School Commission

Kansas City Girls Preparatory Academy 2021-2022 Annual Report

Annual Performance: **Partially Meets**

Year Opened: 2019-2020

Next Renewal: 2024-2025

Location: Kansas City

Enrollment: 176

Grades Served: 5-7

Contract Year: 3/5



Academics

Partially Meets



Financial
Management

Partially Meets



Learning
Environment

Meets



Governance

Partially Meets



Operations

Meets






Performance Summary

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





Understanding this Report

Dear Reader,



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

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

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

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

Each key performance area contains a specific indicators and measures. Indicators gage these essential compliance and performance areas. The direction of the arrow will tell you if the school’s performance for each specific area is improving or declining since last year’s report.

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

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

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

Sincerely,

Missouri Charter Public School Commission

Kansas City Girls Preparatory Academy Overview

GRADES SERVED	5-7
SCHOOL ADDRESS	5000 East 17 th Street Kansas City, MO 64127
SCHOOL WEBSITE	www.kcgpa.org
AREAS SERVED	Citywide
LEADERSHIP	Tom Krebs, CEO Tara Haskins, School Leader
SCHOOL MISSION	We teach young women to use their voices, succeed in college and lead impactful, meaningful lives.

Student Demographics

TOTAL ENROLLMENT	176
ATTENDANCE	38.4%/90%
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	*
Black	68.2%
Hispanic/Latino	20.5%
Multiracial & Other	4.0%
Native American	*
White/Caucasian	5.7%

HISTORICALLY UNDERSERVED POPULATIONS % OF TOTAL	% OF TOTAL
Free or Reduced-Price Lunch	99.4%
Students with Disabilities	9.7%
English Language Learners	15.3%
Homeless/Migrant Students	3.4%

DISCIPLINE INCIDENTS – TOTAL	135
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	0%
Black	80%
Hispanic/Latino	16%
Multiracial & Other	2%
Native American	0%
White/Caucasian	2%

STUDENT ENROLLMENT BY GRADE	
5	36
6	59
7	82




STAFF AND BOARD DEMOGRAPHICS			
	BOARD	ALL EMPLOYEES	TEACHERS
TOTAL NUMBER	8	33	22
RACE/ETHNICITY % OF TOTAL			
Asian/Pacific Islander	12%	11%	10%
Black	50%	36%	48%
Hispanic/Latino	12%	14%	5%
Multiracial & Other	0%	6%	5%
Native American	0%	0%	0%
White/Caucasian	25%	33%	32%

I. Academic Performance

Partially Meets

This section provides an overview of the school's performance in the year reviewed on a variety of academic measures, and a view of recent historical trends the school is accountable for achieving, as established by applicable federal and state law and the charter contract. The measures provide information about student growth and outcomes. FY19 APR was produced under MSIP 5 guidelines. Due to COVID19, APRs were not produced in FY20 or FY21. FY22 APR is produced under MSIP 6 guidelines .






INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE			RATING		NOTES
		3YR AVG	FY21 *	FY22	Rating	Direction	
FEDERAL & STATE ACCOUNTABILITY							
ESEA Designation	In compliance (IC)		IC	IC	Meets		
State Rating	≥70%	N/A	N/A	77.8	Meets		This is a combination of performance and continuous improvement points established by DESE for districts in MSIP 6.
State Rating Academic Achievement				72.9			This number only includes academic achievement points generated using MSIP 6 calculation for the APR.
STUDENT ACADEMIC PROFICIENCY							
Proficiency – English (All)	N/A	N/A	12.9	20.8	Does Not Meet	↗	Approaching rating on 2022 APR with MPI of 354.4
Proficiency – English (student group)	N/A	N/A	12.9	17.2	Does Not Meet	↗	Approaching rating on 2022 APR with MPI of 348.9
Proficiency Comparison – English	N/A	N/A	-11.2	-2.3	Falls Far Below	↗	
Proficiency – Math (All)	N/A	N/A	3.4	21.6	Does Not Meet	↗	Approaching rating on 2022 APR with MPI of 330.9
Proficiency – Math (student group)	N/A	N/A	3.4	19.9	Does Not Meet	↗	Approaching rating on 2022 APR with MPI of 325.9

INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE			RATING		NOTES
		3YR AVG	FY21 *	FY22	Rating	Direction	
Proficiency Comparison – Math	N/A	N/A	-8.2	+4.8	Meets		
Proficiency – Science (All)	On Track for APR Status	N/A	4.7	15.3	Does Not Meet		Approaching rating on 2022 APR with MPI of 323.5
Proficiency – Science (student group)	On Track for APR Status	N/A	4.6	15.3	Does Not Meet		Approaching rating on 2022 APR with MPI of 323.5
Proficiency Comparison – Science	Meet or Exceed Local District	N/A	-13.0	-4.3	Falls Far Below		
SCHOOL-SPECIFIC ACADEMIC MEASURES - PROFICIENCY							
Academic Achievement on ELA State Assessment	+2%	N/A	N/A	+7.9	Exceeds		2% annual increase in students scoring Proficient or Advanced on the MAP ELA assessments
Academic Achievement on Math State Assessment	+2%	N/A	N/A	+18.2	Exceeds		2% annual increase in students scoring Proficient or Advanced on the MAP Math assessments
Academic Achievement on Science State Assessment	+2%	N/A	N/A	+10.6	Exceeds		2% annual increase in students scoring Proficient or Advanced on the MAP Science assessments
STUDENT ACADEMIC GROWTH							
Growth – English (All)	On Track	N/A	47.9	55.6	Exceeds		Above Average rating earning 98% of growth points
Growth – English (student group)	On Track	N/A	47.9	55.2	Exceeds		Above Average rating earning 97% of growth points
Growth – Math (All)	On Track	N/A	45.1	59.8	Exceeds		Above Average rating earning 99% of growth points
Growth – Math (student group)	On Track	N/A	45.1	59.8	Exceeds		Above Average rating PR earning 98% of growth points
SCHOOL-SPECIFIC ACADEMIC MEASURES - GROWTH							
Whole School Academic Growth	0.1	N/A	-0.49	+0.66	Exceeds		Average NWEA Fall-to-Fall Conditional Growth Index (CGI) in Reading and Math for all Students of 0.1

II. Financial Performance

Partially Meets

This section provides an overview of the school's performance in the year reviewed and a view of recent historical trends on financial measures the school is accountable for achieving. They provide information about the school's financial health and sustainability.

INDICATORS AND MEASURES	STANDARD	3-YR AVG.	FY20 VALUE	FY21 VALUE	FY22 VALUE	RATING	NOTES
NEAR-TERM MEASURES							
Current Ratio	>1.0	12.3	22	165	4.0	Meets	
Unrestricted Days Cash on Hand	30/60/90	80	85	99	58	Does Not Meet	
Enrollment Variance	=>95%	86%	84%	90%	83%	Falls Far Below	
Debt Default	Making payments; comply with covenants	Meets	Meets	Meets	Meets	Meets	
Fund Balance	3% or greater	23.3%	24.3%	26.7%	19.0%	Meets	
SUSTAINABILITY MEASURES							
Total Margin	Positive	10.6%	28.4%	9.0%	-5.6%	Does Not Meet	
Liabilities to Asset Ratio	<.9	0.3	0.3	0.2	0.3	Meets	
Cash Flow	Multiple years positive	Positive	Positive	Positive	Negative	Does Not Meet	
Debt Service Coverage Ratio	=>1.1	N/A	23	27	No debt	Meets	
SCHOOL SPECIFIC GOALS							
Days Cash on Hand	30		N/A	N/A	58	Meets	Maintain at least 30 days of cash on hand at all times

III. Learning Environment Compliance

Meets

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

INDICATORS AND MEASURES	STANDARD	RATING	NOTES
SCHOOL ENVIRONMENT			
Complying with facilities and transportation requirements	Material Compliant	Meets	
Complying with health and safety requirements	Material Compliant	Meets	
Handling student information and data appropriately	Material Compliant	Meets	
EDUCATION PROGRAM COMPLIANCE			
Implementing the material terms of the education program as defined in the current charter contract	Material Compliant	Meet	
Complying with applicable education requirements	Material Compliant	Meets	
Protecting the rights of students with disabilities	Material Compliant	Meets	
Protecting the rights of English Language Learner (ELL) students	Material Compliant	Meets	
STUDENT RIGHTS AND REQUIREMENTS			
Protecting the rights of all students	Material Compliant	Meets	
Open, free access to apply and enroll	Material Compliant	Meets	
SCHOOL SPECIFIC GOALS			
Equitable Discipline: Maintain less than 10% variance between numerically significant student group rates of discipline referrals, including in-school suspension, out-of-school suspension, and expulsion.	< 10%	Partially Meets	11%

IV. Governance

Partially Meets

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

INDICATORS AND MEASURES	STANDARD	RATING	NOTES
BOARD OPERATIONS			
Board Training	100% of board members have participated in training	Meets	
Committee Structure	Structure is in place and committees are meeting	Meets	
Review and Updates Board Policies Annually	Material Compliant	Meets	
Strategic Plans, Board Goals	Annual goals and plans adopted by Board	Meets	
Board Vacancies:	Each open board position will be filled by June 1 or within 60 days of a resignation and will be selected from no fewer than three nominations who are representative of the demographics of the Kansas City Public School district boundaries based on US Census data.	Meets	Not Applicable in 2021/22
Board Attendance:	At least 90% of board members will attend at least 90% of scheduled Board and Committee meetings.	Falls Far Below	57% of board members attended 90% of the meetings
HOLDING MANAGEMENT ACCOUNTABLE			
CEO Evaluation	Completed	Meet	
Monitor Performance, School and Board Goals	Demonstrated Consistent Monitoring	Meet	
COMPLIANCE AND REPORTING			
Missouri Ethic Commission Filings	Material Compliant	Meets	
ASBR	Material Compliant	Meets	
Missouri Sunshine Law Compliance	Material Compliant	Meets	
Registered with the Secretary of State	Material Compliant	Meets	

V. Operational Compliance

Meets

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

INDICATORS AND MEASURES	STANDARD	RATING	NOTES
FINANCIAL MANAGEMENT AND OVERSIGHT			
Meeting financial reporting and compliance requirements	Material Compliant	Meets	
Following Generally Accepted Accounting Principles (GAAP)	Material Compliant	Meets	
EMPLOYEE RIGHTS AND REQUIREMENTS			
Respecting employee rights	Material Compliant	Meets	
Completing required background checks	Material Compliant	Meets	
Meeting teacher and other staff credentialing requirements	Material Compliant	Meets	
COMPLIANCE AND REPORTING			
Federal and State reporting requirements	Material Compliant	Meets	
Local Reporting requirements	Material Compliant	Meets	
Commission reporting requirements	Material Compliant; 90% on time; 90% accurate	Meets	97% on time; 100% accurate
Document Retention requirements	Material Compliant	Meets	



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

2021-22 MISSOURI CHARTER SCHOOL ASSURANCE CHECKLIST

CHARTER SCHOOL NAME KANSAS CITY GIRLS PREPARATORY ACADEMY	COUNTY-DISTRICT CODE 048-929
CHARTER SCHOOL CONTACT NAME TOM KREBS	CHARTER SCHOOL CONTACT PHONE NUMBER 816-268-2573
CHARTER SCHOOL CONTACT EMAIL TKREBS.KCGPA.ORG	FORM DUE DATE December 1, 2021

INSTRUCTIONS

Charter schools are required to be compliant with state and federal laws and State Board of Education regulations. The Missouri Department of Elementary and Secondary Education (DESE) has created this assurance checklist to assist charter schools with this compliance as well as to assist charter sponsors in the review of charters. All charters shall send responses to their sponsor by the date specified by the sponsor. Sponsors must submit the completed forms by **December 1, 2021** to charters@dese.mo.gov or mail to:

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

Mark each item in the left column as **Yes**, **No**, **K-8** or **N/A** (not applicable). If answering "No" or "N/A," you must provide an explanation in the comment box below.

QUESTIONS: Contact your Area Supervisor or the Charter School Section at 573-751-8247 or charters@dese.mo.gov.

CERTIFICATION

Yes (1, 2)	1. At least 80 percent of teachers are appropriately licensed or certificated to teach in Missouri public schools (substitute certificates are not appropriately certified) (Section 160.420, RSMo).
Yes (1, 2)	a. Teachers
Yes (1, 2)	b. Other certificated staff

FINANCE

Yes (1)	1. The charter is organizationally and fiscally viable as defined in (Section 160.405, RSMo), not having:
Yes (1)	a. a negative balance in its operating funds;
Yes (1)	b. a combined balance of less than three percent of the amount expended for such funds during the previous fiscal year; or
Yes (1)	c. expenditures that exceed receipts for the most recently completed fiscal year.
Yes (1)	2. The charter school implements effective and efficient fiscal management systems that ensure accountability of charter school funds and provides charter financial and budgetary information to the public (Sections 160.066, RSMo and 5 CSR 30-4.030).
NA(8)	3. If the charter contracts for pre-kindergarten services and claims attendance for state purposes, the pre-kindergarten provider meets the state pre-kindergarten program standards (Sections 163.018, 163.161, RSMo and 5 CSR 20-100.320).

GOVERNANCE

	1. The charter school employs appropriate procedures to assure the accurate and timely reporting of data to state and federal agencies.
Yes(1)	a. In accordance with the annual data acquisition calendar (160.405.4(2), RSMo)
Yes(1,4)	b. Self-Monitoring Documents
Yes	c. Child Abuse and Neglect Hotline (Section 210.115, RSMo)
Yes (1, 3, 5)	d. School Safety Provisions (Sections 160.522, 162.680.2, 167.023, 167.117, 167.627, 302.272, 569.155, 571.030, 574.115, 575.090, and 579.030.1(1), RSMo)

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

Yes (1, 3)	2. The charter school complies with federal laws relating to the protection of pupil rights, 20 U.S.C 1232h(b).
Yes (1, 9)	3. The governing body of a charter has adopted a written policy relating to information that the charter school will provide about former employees (certified and non-certified) to other public schools (Section 162.068, RSMo).
NA (8) (3)	4. The charter school reports school dropouts to the Missouri Literacy Hot Line (Section 167.275, RSMo).
Yes (1)	5. The charter school waives proof of residency requirements for a child whose parent or guardian is serving on specified active duty military orders (Section 160.2000, RSMo).
Yes (1, 3, 5)	6. The charter provides for student religious liberties in a manner consistent with (160.405.4(1)) and (Section 160.2500, RSMo).
Yes (1)	7. The charter school ensures that an American Flag is displayed in front of each school building and the Pledge of Allegiance is recited in at least one scheduled class of every pupil enrolled in the school, no less often than once per school day (Section 171.021, RSMo).
Yes (1)	8. The charter school ensures that, if requested by any recognized organization, it allows at least 30 minutes to provide unbiased information on organ, eye and tissue donation to the governing body of a charter (Section 170.311, RSMo).
INSTRUCTION/CURRICULUM/ASSESSMENT	
NA (6)	1. The charter school has developed standards for teaching (Section 160.045, RSMo).
NA (8)	2. The charter school complies with state high school graduation requirements (Section 170.345, RSMo and 5 CSR 20-100.190).
Yes (1)	3. The charter school provides one-half unit of high school health and personal finance credit for graduates (5 CSR 20-100.190).
Yes (1)	4. The charter school provides regular instruction in the United States and Missouri Constitutions , as well as American history, American institutions and American civics. Unless an exception applies, students are required to successfully complete a course of such instruction that is at least one semester in length, as required by (Section 170.011, RSMo).
NA(8)	5. The charter school ensures that all students entering ninth grade after July 1, 2017, pass an examination on the provisions and principles of American civics as required by (Section 170.345, RSMo).
NA(8)	6. The charter school ensures that each high school distributes to its students the information on critical need occupations as provided by the DESE each year before November 1 st (Section 167.902, RSMo).
	7. The charter school ensures that it has policies and procedures in place allowing students to participate in the Missouri Course Access and Virtual School Program (MOCAP) (Section 161.670, RSMo).
Yes (1)	a. The charter school has adopted an enrollment policy that requires enrollment requests for MOCAP to be treated similarly to those for traditional courses.
Yes (1)	b. The charter school provides for an appeal process upon denial of enrollment in MOCAP courses.
Yes (1)	c. The charter school informs parents of their child's right to participate in the program by making program availability clear in the parent handbook, registration documents and by featuring it on the home page of the charter school's website.
Yes (1)	8. The charter school shall determine a child is gifted only if the child meets the definition of "gifted children" as provided in (Section 162.675, RSMo).
Yes (1)	9. The charter school's course materials relating to sexual education instruction shall comply with statute (Section 170.015, RSMo).
Yes (1)	10. The charter school ensures that it conducts dyslexia screenings for students and provides reasonable classroom support consistent with the guidelines developed by the DESE (Section 167.950, RSMo).
NA(8)	11. The charter school ensures that all pupils (during the pupil's four years of high school) receive 30 minutes of cardiopulmonary resuscitation instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. Instruction is to be included in the charter school's existing health or physical education curriculum and must meet the requirements of (Section 170.310, RSMo).
PROFESSIONAL LEARNING	
Yes (1, 5)	1. The charter school ensures that all educators in its employ, who hold a career continuous certificate, complete a minimum of 15 contact hours of professional development annually unless exempt (Section 168.021, RSMo).
Yes (1)	2. The charter school provides two hours of in-service training for all practicing teachers annually regarding dyslexia and related disorders (Section 167.950, RSMo).
This is optional	3. All school personnel may participate in a simulated active shooter and intruder response drill conducted by law enforcement professionals, as described in statute. Program instructors must be certified by the Department of Public Safety's Peace Officers Standards Training Commission (Section 170.315, RSMo). This is not a required training.

SAFETY	
Yes (1, 7)	1. The charter school has a written discipline policy; provides the policy to students, parents and guardians; and follows the requirements of (Section 160.405, RSMo).
Yes (1)	2. The charter school complies with statute related to posting child abuse and neglect hotline information (Section 160.975, RSMo).
Yes (1)	3. The charter school requires the reporting of child abuse, including allegations of sexual misconduct involving a teacher or other employee of the charter school, and provides employee training in accordance with law (Sections 160.261.2, 162.069 and 210.115, RSMo).
Yes (1)	4. The charter school maintains immunization records as required by statute and reports such data required by the Missouri Department of Health and Senior Services (Sections 167.181 and 167.183, RSMo).
Yes (1, 3)	5. The charter school complies with all statutes related to the transportation of students (Sections 162.064, 162.065, and 167.231 RSMo).
NA (8)	6. The charter school complies with the Persistently Dangerous Schools provision of the Every Student Succeeds Act (ESSA) (P.L. 114-95) and (5 CSR 20-100.210).
NA (8)	a. Allow students who attend a persistently dangerous school to attend a safe public school within the charter school Local Education Agency (LEA).
NA (8)	b. Allow students who have been a victim of a violent criminal offense while in or on the grounds of the public school to attend a safe public school within the charter school LEA.
Yes (1, 9)	7. The charter school is required to disclose to any public school about any former employee, information regarding any violation of the published regulations of the state board of education, the district, or the governing body of the charter school by the former employee if such violation related to sexual misconduct with a student and was determined to be an actual violation of the board, of the district, or the governing body of the charter after a contested case due process hearing has been conducted, pursuant to board policy (Section 162.068, RSMo).
COMPLIANCE	
Yes (1)	1. The charter school complies with all the regulations of the state and federal programs in which the charter school participates (5 CSR 20-100.130 , and 5 CSR 20-300.110 to .120 .)
Yes (1)	2. The charter school meets state and federal special education requirements for students with disabilities, economically disadvantaged students, migratory children, students whose native or home language is other than English and homeless youth (Sections 162.680 and 167.020, RSMo , and 5 CSR 20-300.110 to .120).
Yes (1)	3. The charter school complies with statutory standards including:
Yes (1)	a. Administration of the statewide system of academic assessments, as designated by the State Board of Education under (Section 160.518, RSMo).
Yes (1, 5)	b. Assurances for the completion and distribution of an annual report card as prescribed in (Section 160.522, RSMo).
Yes (1)	c. Collection of baseline data during the first three years of operation to determine the longitudinal success of the charter school (Section 160.405.7, RSMo).
Yes (1)	d. Measurement of pupil progress toward the pupil academic standards adopted by the State Board of Education under (Sections 160.514, and 160.405.6(a) RSMo).
NA (1,5)	e. Publication of each charter school's Annual Performance Report (Section 160.405, RSMo).
Yes (1)	f. Compliance with laws and regulations of the state, county or city relating to health, safety and state minimum educational standards, including requirements relating to student discipline under (Sections 160.261, 160.261.2, 167.161, 167.164 and 167.171, RSMo).
Yes (1)	g. Notification to law enforcement authorities of criminal conduct under (Sections 167.115 and 167.117, RSMo).
Yes (1)	h. Transmittal of school records as required by (Section 167.020, RSMo).
Yes (1)	i. Provision of the minimum amount of school time as required by (Section 171.031, RSMo).
Yes (1)	j. Performance of employee background checks as required by (Section 168.133, RSMo).
Yes (1, 9)	k. Protections to students and families with respect to certain surveys and evaluations as required by (Section 167.113, RSMo).

COMMENTS

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

1. The stated purpose of this form is "assuring that it has or will comply with state law, federal law, and State Board of Education regulations included during the 2021-22 school year." All charter schools sponsored by MCPSC have a signed contract on file at DESE. It assures compliance with all Missouri statutes related to charter public schools. MCPSC monitors throughout the year. MCPSC annually requests verification from DESE offices that monitor compliance to specific programs at the end of each fiscal year. MCPSC monitors schools compliance of annual items on the timeline dictated by the work function.
2. State statute does not exclude substitute certifications as valid certificates and DESE's practice has been to include those certificates in the 80%.
3. The following statutes do not applicable to charter schools: 571.030, 569.115, 574.115, 575.090, 597.030(1), 167.275, 160.2500, 160.522, 167.231
4. Self-monitoring document list is not provided.
5. One or more statutes in this section does not apply to charter schools, is a definition or the duty of another agency/board.
6. Only applicable to charter schools operated by a school district.
7. This statute applies to applications not operating schools. Correct statute is 160.261
8. This statute does not apply to this charter school. They do not offer this or do not serve the grades where this applies.
9. Governance 3 and Safety 7 are the same. Governance 2 and Compliance 3K are the same.

ASSURANCES

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

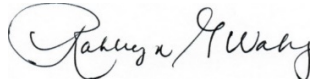
SIGNATURE OF SUPERINTENDENT

See signed contract on file (1)

DATE

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

SIGNATURE OF SPONSOR



DATE

November 15, 2021

SCHOOL: KANSAS CITY GIRLS PREPARATORY ACADEMY

YEAR: SY2021-2022

DATES: March 30th, 2022

School Overview and History

Kansas City Girls Preparatory Academy (KCGPA) welcomed its first students in August 2019, becoming the first single-gender, open-enrollment charter public school in Kansas City. They seek to address a community need for more opportunities for young women in neighborhoods that have been negatively impacted by segregation. KCGPA plans to build a small-school atmosphere, where families, students, and staff form close and supportive relationships essential to developing young women who are self-directed, high-achieving, and committed to supporting one another.

KCGPA has grown one grade per year to form a 5th - 7th grade middle school. It plans to continue this growth, opening a high school with 9th grade in 2023. KC Girls Prep is an affiliate of the Young Women's Leadership Schools. Founded in 1996, this national network of all-girls schools has ensured college access for thousands of young women from low-income neighborhoods.

KCGPA has a Community Eligibility Provision, thus they no longer collect FRL information from the 156 students currently enrolled as 100% qualify for free or reduced lunch. The school is diverse with 67% of students identifying as African American, 18% as Hispanic, and 15% as white, Asian and multi-race. KCGPA serves 10% SPED students and 17% English language learners.

Site Visit Process Overview

MCPSC will conduct compliance site visits every year with KCGPA, as they are in year two of a five-year charter. The team consisted of Martha McGeehon, Deputy Director of Accountability for Missouri Charter Public School Commission, and Marisol Rodriguez, Founder of Insignia Partners. Insignia Partners has been contracted to serve as the Site Visit Coordinator for the Commission's site visits in 2022.

Tom Krebs, Chief Executive Officer, organized the focus groups and interviews. The site visit included interviews with the CEO, School Leader, Manager of Operations, Behavior Interventionist, Dean of Culture, Director of Community Wellbeing, Counselor, and Social Worker and focus groups with teachers, families, students and the board. The site visit team observed the March 16th board meeting.

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

General Observations

KCGPA has an incredibly strong, relevant, and aligned mission. Parents, students, and staff come to work at KCGPA because of its stated mission. Students feel supported by their teachers. The board is very integrated into the school and has provided incredible

support. The leadership has a close working relationship, built on trust and respect.

The overall impression of KCGPA is that of a school that continues to grow but has not ironed out their systems and structures – thus the growth highlights and exacerbates these issues. Plans appear in place, but there is either a lack of implementation with fidelity or a lack of implementation at all for most of them. The school is in its third year, but only 12th month in the building, yet has tripled in size. PD is not really occurring. Teachers reported feeling like this year lacked coaching and development of their craft. Evaluation systems exist but are not being implemented. Even things like WIN and PRIDE, systems and structures that served KCGPA well in its first year or two, are floundering without consistency. Roles and responsibilities appear unclear to many, and there is a lack of integration between the student support staff and the teaching staff – even though everyone clearly has the student's best interest at heart.

Findings

Criteria 1: Faithfulness to Charter

Areas of Strength

KCGPA's mission and vision are still incredibly relevant and are embedded into the school. Everyone from leadership to parents to students felt committed and aligned to the anti-racist, feminist focus of the school. Parents not only could discuss the mission, but specifically send their child to KCGPA for it.

Although no clear annual goals were articulated, leadership stated they were following the plan laid out in their charter contract, noting that some changes had to be made regarding the implementation of stated goals. The board was aligned in this, noting that they plan to amend their charter goals with the Commission to ensure they more accurately align with where the school is in numbers and achievement. No other strategic plan is in place, but the board indicates wanting to conduct strategic planning in the next year or two.

The site visit team noted no concerns about equity and access when it comes to recruitment and enrollment practices. KCGPA uses the common application system, and provided parents who struggled with the online system paper copies to ensure they were able to enroll their child.

Areas of Growth

Although leadership clearly understands the goals laid out in the charter contract, strong annual goals (e.g., attendance, academics, etc.) that everyone is tracking and paying attention to were not uncovered.

KCGPA continues to struggle with recruitment and enrollment. They were unable to employ in-person recruitment strategies, however the CEO stated that a detailed recruitment plan is in place, which may be able to be employed to a greater extent next year. The school had recently hired someone specifically for recruitment, which may help improve this issue. However, student retention is also an issue, with the school self-reporting that they lost 51 students since the beginning

of the year (the board noted this is not a KCGPA unique problem as maybe students have simply left Kansas City enrollment boundaries and are unable to attend the school anymore). Although they have been able to enroll an additional 23, that still leaves them far short of their goal of 180 which was revised from 221 initially (submitted documents show KCGPA enrolls 156 students at the time of the site visit).

Criteria 2: Students' Opportunities to Learn

Areas of Strength

The school has goals around touch points with families, often calling home to relay both positive and negative interactions and academic progress for their student. Some students reported that their parents have expressed concerns about calling for trivial things during the parent's workday and at their workplace. However, the parents we spoke to did not express this concern and felt the communication was appropriate both in frequency and content.

The school is currently going through a SPED and ELL needs analysis, which should help strengthen these processes and intervention strategies next year.

There is a built-in block (WIN - What I Need) to support students with ELA interventions. Students are grouped by decoding, reading comprehension, or fluency - however leadership acknowledges that they are currently only doing well with the decoding group.

At the closeout meeting, the CEO shared student growth on the end of year NWEA MAP assessment. Comparative data showed that math growth was better than about 62 - 77% of schools/teachers and ELA growth was better than about 54% - 60% of schools/teachers. He attributed this growth to sustained focus, even amidst the pandemic, on standards-aligned curricula that requires deep grade level knowledge and skill development combined with a built-in math intervention block and school-wide literacy intervention block.

Areas of Growth

Due to the age of the school and the pandemic, academic performance is still unclear. Assessments are in place (NWEA and Achievement First). but it was unclear how effectively the data is being used. Some teachers were able to articulate how they use the data on their own, but there doesn't appear to be a systematized approach to looking at data and using it to inform instruction. The CEO stated that an experienced Director of Curriculum and Instruction has been hired for 22-23 to directly address the need to improve data driven instruction. Students described being challenged at times but other times felt the academics were easy.

Academic interventions appeared to be push-in only and teachers were unable to articulate a tiered intervention system - although it was clear that interventionists are on staff. Leadership acknowledged that there is very limited pull-out support currently but that plans are already in place to shift this next year. Some teachers are doing pull-outs but doing so has stretched the teaching staff thin. The CEO acknowledged that the school is seeing a different set of needs than

they thought this year - which is similar to other schools who have students back in the building full time for the first time in a year and a half.

Systems for identifying and supporting students with a wide range of needs were inconsistently implemented. Some were able to articulate a process for supporting students with behavior needs - however the system appears to not involve all parties necessary and often lacks a feedback loop with clear expectations and actions to take moving forward. Staff handling Culture and Discipline seemed disconnected to each other and even more so to the teaching staff. It was clear there isn't a strong, integrated model to support behavior interventions.

The behavior system (Compass) is not implemented consistently, and students laughed at the point system - stating that they don't take it seriously. There was also confusion amongst the students about what happens after four Compass points - with one believing it took her grade from an A to a C, while others claiming that wasn't true.

School culture appears to be better than in the fall, but students described not feeling safe (e.g. fights, vaping in the bathroom, a parent barged into the building). Students often wished their peers would change their behavior and attitudes. However, during our visit the halls were calm and none of this was observed.

Criteria 3: Instructional Leadership

Areas of Strength

The relationship between school leadership, the CEO, and the board is strong and respectful. It was obvious that the CEO and school leader have leaned on each other this year for support.

There is an evaluation system in place for all levels, and it appears to be used with fidelity with leadership (however teachers and other staff members were unable to articulate how they were evaluated).

The areas of growth listed below were not unknown to leadership. Leadership is clear on where the school is not performing, but a plan for improvement or what would change in the year to come was not always clearly articulated.

Areas of Growth

There did not appear to be a plan to continuously monitor and improve teaching and learning in any systemized way. Teachers described not receiving any type of coaching or feedback. Teachers talked about having data but no time or collective process for reviewing data in teams or as a school. There did not appear to be any professional development occurring. One teacher stated the following "The most disappointing thing is there has been a significant shift since I have been here. I got daily coaching and feedback in the first year. Our focus has shifted from PD/coaching to behavior and survival. We deserve this as teachers and our students deserve for us to be better developed."

The adult working climate appears very mixed, with some feeling supported and others not at all. There wasn't a clear and consistent

answer when asked about the professional working climate. Generally, there was a feeling as though things are constantly changing and while there is a shared commitment to students, there is not a shared understanding of how to reach their goals.

Some academic structures that appeared in place and working well previously seem to not be functioning this year. For example, PRIDE (e.g. homeroom where they also implement a social emotional curriculum) was very structured last year with curriculum and routines for each day of the week. PRIDE routines are gone this year, as is the structure around it. Teachers are left now planning what to do without explanation of why changes were made or what is now expected.

Criteria 4: Organizational Viability

Areas of Strength

Overall, the KCGPA board is incredibly diverse and strong with high levels of capacity and engagement. They have been able to make quick, tough decisions when needed as they have the information they need and engagement necessary to effectively govern.

Strong financial controls are in place, with the finance committee meeting monthly to review all aspects of finances for both the school and the foundation. They also appear to have a strong working relationship with Ed-Ops. When resources are needed, the board, but more specifically the board chair, are able to raise whatever funds necessary to fill the identified gap. Thus, the school appears to have the physical resources they need to teach. The board has donated time and materials to help improve the physical space and is very hands on.

Areas of Growth

Staff at all levels described how the school feels like they are just trying to figure out systems and structures as they continue to grow ("we are building the bridge while walking across it"). For example, instead of focusing on professional development and training, they have used staff meeting time to focus on logistical issues. There was a feeling that not everyone was on the same page and "pieces of information are held with different people and constantly miscommunication going on". It was clear that there is a lack of understanding of roles and responsibilities, with staff not knowing who to go to for what. Many plans appear to be put in place, but there is little to no follow through, feedback cycles, and accountability for implementation. Simple things were given as examples of this, one of them being hall passes. A new hall pass system was put in place, however no one is held accountable to using it, thus teachers stated they simply stopped because no one cared whether they were or weren't using it.