

SUMMARY OF PROPOSED AMENDMENT

KCGPA launched its first class of 5th graders in August 2019. In its founding year, KCGPA completed roughly 24 weeks of in-person instruction before moving to “emergency learning” for the remainder of the school year, initially via hand-delivered packets and eventually via Chromebooks. In 20-21, KCGPA implemented fully synchronous virtual instruction daily through April 2021, at which time it switched to supervised virtual learning with 30% of students present in the facility. Finally, in 21-22, KCGPA welcomed its 5th-7th graders back for fully in person instruction, though it did move to synchronous virtual learning for 1 week in January 2022 due to high case counts in the school during the Omnicron surge.

Because of frequent changes to its basic models for operations, instruction, and even staffing during the course of the pandemic, KCGPA proposes the following amendments.

These amendments are intended to support school staff in directly addressing the pandemic’s effects and focusing on attaining strong quality in school operations, culture, and academics.

- Enrollment - KCGPA’s enrollment during its first year was approximately 75 students. New student enrollments dropped significantly during its next two years of operations, the first two years of the pandemic. The following amendment recognizes these drops and proposes an updated plan for slowly growing enrollment in the coming years.
- Hours of Operation - KCGPA proposes reducing its length of annual calendar/hours of operation for students for two primary reasons:
 - To ensure additional planning time for both 12 and 11 month employees to address evolving pandemic-era needs in instruction, curriculum, and operations. We have found that a higher proportion of planning time to student contact time has been necessary both to make iterative improvements and to sustain staff during a time of change.
 - To address competitive pressure in staff hiring and retention (e.g. 185 contract days in KCPS vs. 201 for KCGPA), especially during a substitute and full-time teacher shortage.
- Annual Goals - With the help of Martha McGeehon, Deputy Director of the Missouri Charter Public School Commission, and Bruce Hensel, founder and President of Informed Improvement LLC, we have revised the goals from our original contract in order to:
 - Reckon with the reality of pandemic-era impacts on school performance.
 - Leverage data to replace overly ambitious goals with aggressive yet achievable goals.
 - Prioritize and simplify goals overall so as to focus on our most important leading and lagging indicators.
 - Clarify metrics that were poorly worded or difficult to measure.

AMENDMENT NUMBER 3

This Amendment Number 3 (the "Amendment") is made and entered into this 21st day of October, 2020, by and between the Missouri Charter Public School Commission (hereafter, the "Sponsor"), and Kansas City Girls Preparatory Academy (hereafter, the "Charter School").

Section 1 Recitals

- A. The Sponsor and the Charter School entered into the Charter on September 18, 2018, thereby permitting the Charter School to maintain and develop Kansas City Girls Preparatory Academy.
- B. The parties wish to reflect in this Amendment their agreement to modify or waive certain provisions of the performance contract. The agreement can be found in the Charter School board minutes dated October 21, 2020 and the Missouri Charter Public School Commission minutes dated October 22, 2020.

Section 2 Agreement

The parties, in consideration of the mutual promises, representations, and covenants herein, agree as follows:

Section 2.1 Section 2.5.1 of the Missouri Charter Public School Commission/Kansas City Girls Preparatory Academy Contract & Performance Agreement is hereby amended to read as follows:

2.5.1 Enrollment projections for the Charter School shall be as follows:

Year 1 - Grades 5th serving 75 students in one (1) school (one LEA)

Year 2 - Grades 5th-6th serving 90 students in one (1) school (one LEA)

Year 3 - Grades 5th-7th serving 150 students in one (1) school (one LEA)

Year 4 - Grades 5th-8th serving 160 students in one (1) school (one LEA)

Year 5 - Grades 5th-9th serving 190 students in two (2) schools (one LEA)

Section 2.2 Section 2.8 of the Missouri Charter Public School Commission/Kansas City Girls Preparatory Academy Contract & Performance Agreement reads as follows:

Section 2.8 School Calendar; Hours of Operation.

The days and hours of operation of the charter School shall not be materially less (defined here as more than ten percent (10%) less total time) than those set

forth in the Charter. In no event shall the days and hours of operation fail to meet minimum requirements established pursuant to section 160.011, RSMo.

The "School Calendar" section of the KCGPA Charter Application is hereby amended to read:

KCGPA students will receive a total of 1,100 hours of instruction over the course of a school year, not including after-school tutoring and activities. The academic year will exceed the required 1,044 hours of instruction by 5%, thus providing significant additional time for students to achieve academic growth.

Section 2.3 Section 2.14.1.1 of the Missouri Charter Public School Commission/Kansas City Girls Preparatory Academy Contract & Performance Agreement reads as follows:

2.14.1.1 Performance Benchmarks are outlined in Section A.7 and Appendix A.7.1.

The "Performance Benchmarks outlined in Section A.7 and Appendix A.7.1." of the KCGPA Charter Application are hereby amended as written in Exhibit A.

Section 2.4 All other terms and conditions of the Charter School Agreement, including prior amendments remain in full force and effect in the same manner as set forth therein.

IN WITNESS WHEREOF, the parties hereto have executed the Charter as of the day and year stated below.

Robbyn G. Wahby, Executive Director
Missouri Charter Public School Commission
Sponsor

Date

Kansas City Girls Preparatory Academy
Christine Kemper
Chair, Kansas City Girls Preparatory Academy Board of Directors

Date

Exhibit A - KCGPA Key Goals - Revised 6/1/22

Kansas City Girls Preparatory Academy proposes the following updated goals. These goals are in keeping with the school’s original mission, values, and vision while reducing the overall number of metrics and improving the measurability of academic indicators.

Area	Goal	Notes
Are we building a diverse, inclusive, and equitable community?		
Equitable Discipline	Maintain less than 10% variance between numerically significant subgroups rates of discipline referrals, including in-school suspension, out-of-school suspension, and expulsion.	No change from original goal in charter application.
How much are our students growing?		
Whole School Academic Growth	Average NWEA Conditional Growth Index (CGI)* for all students of 0.1	Summary of school and teacher effectiveness by CGI: <ul style="list-style-type: none"> ● 0.0 is average ● 0.1 is better than about 54% - 60% of schools/teachers ● 0.2 is better than about 58 - 69% of schools/teachers ● 0.3 is better than about 62 - 77% of schools/teachers
Academic Achievement on State Assessment	2% annual increase in students scoring Proficient or Advanced on the Missouri State Grade-Level Assessment in each content area	This goal is moderately more challenging than the 0.1 CGI target above, indicating school and teacher effectiveness better than at least of 54% - 60% of schools/teachers
Are we building a healthy organization?		
Board Engagement	At least 90% of board members will attend at least 90% of scheduled Board and Committee meetings.	No change from original goal in charter application.
Financial Health	Maintain at least 30 days of cash on hand at all times by year 3 of operations.	No change from original goal in charter application.

* Excerpted from NWEA's [Conditional growth index: Definition and calculation](#)

- The conditional growth index (CGI) is a normative growth metric. It is a standardized measure of observed student or school growth compared to the 2020 NWEA student or school growth norms.
- These growth norms indicate median growth levels for students or schools based on their grade, starting RIT score, the subject in which they tested, and the amount of instructional time between two test events.
- Also known as a z-score, the CGI expresses student growth in standard deviation units above or below the growth norms.
- A CGI score of zero indicates a student showed the same amount of growth as the growth norms. Positive CGI scores indicate that a student's growth exceeded the growth norms, whereas negative CGI scores indicate that a student's growth was less than the growth norms. A CGI score of 1.0 means a student's growth is one standard deviation above the growth norm; conversely, a CGI score of -1.0 means a student's growth is one standard deviation below the growth norm. The CGI allows for growth comparisons to be made between students of differing achievement levels, and across different grades and subject areas.