



Finance and CEO Report

Finance Report

Enrollment and Attendance

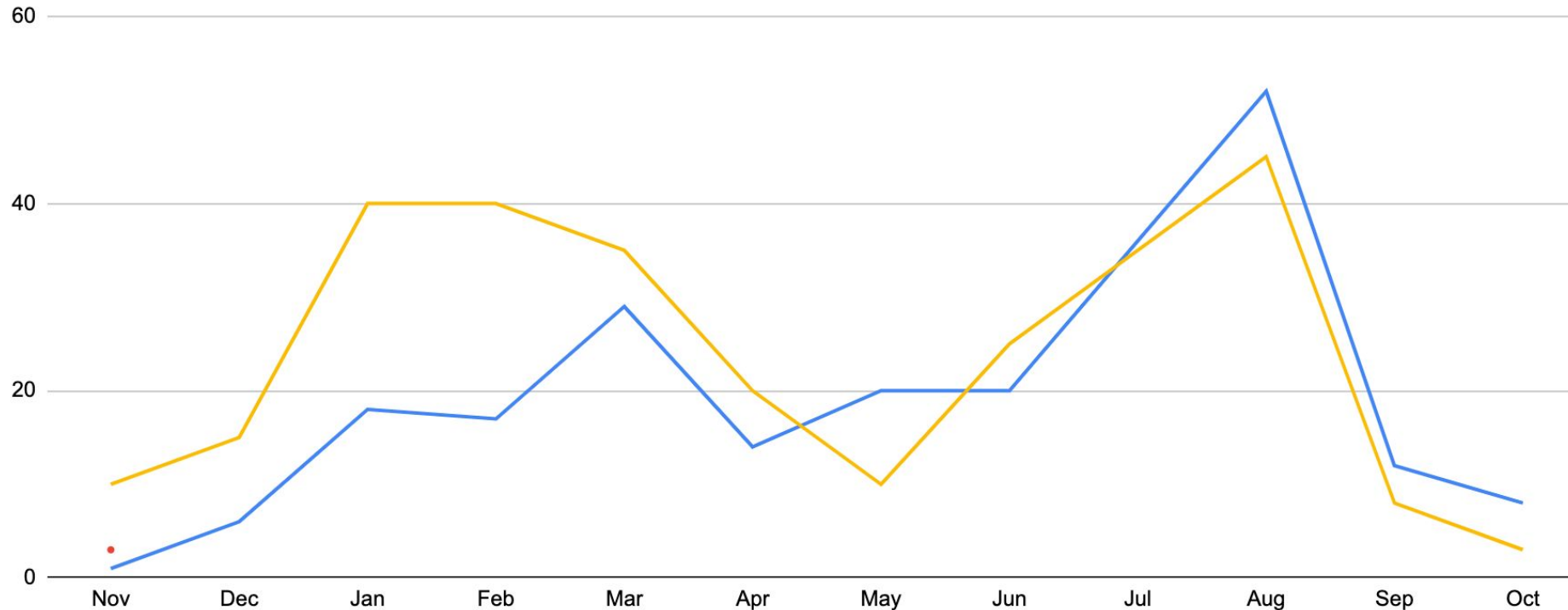
Enrollment

Grade	Aug	Sept	Oct	Nov
5th	21	22	23	23
6th	29	29	31	28
7th	50	50	47	46
8th	44	46	48	48
Total	144	147	151	145

Enrollment Goals

Applications by Month for the Coming SY

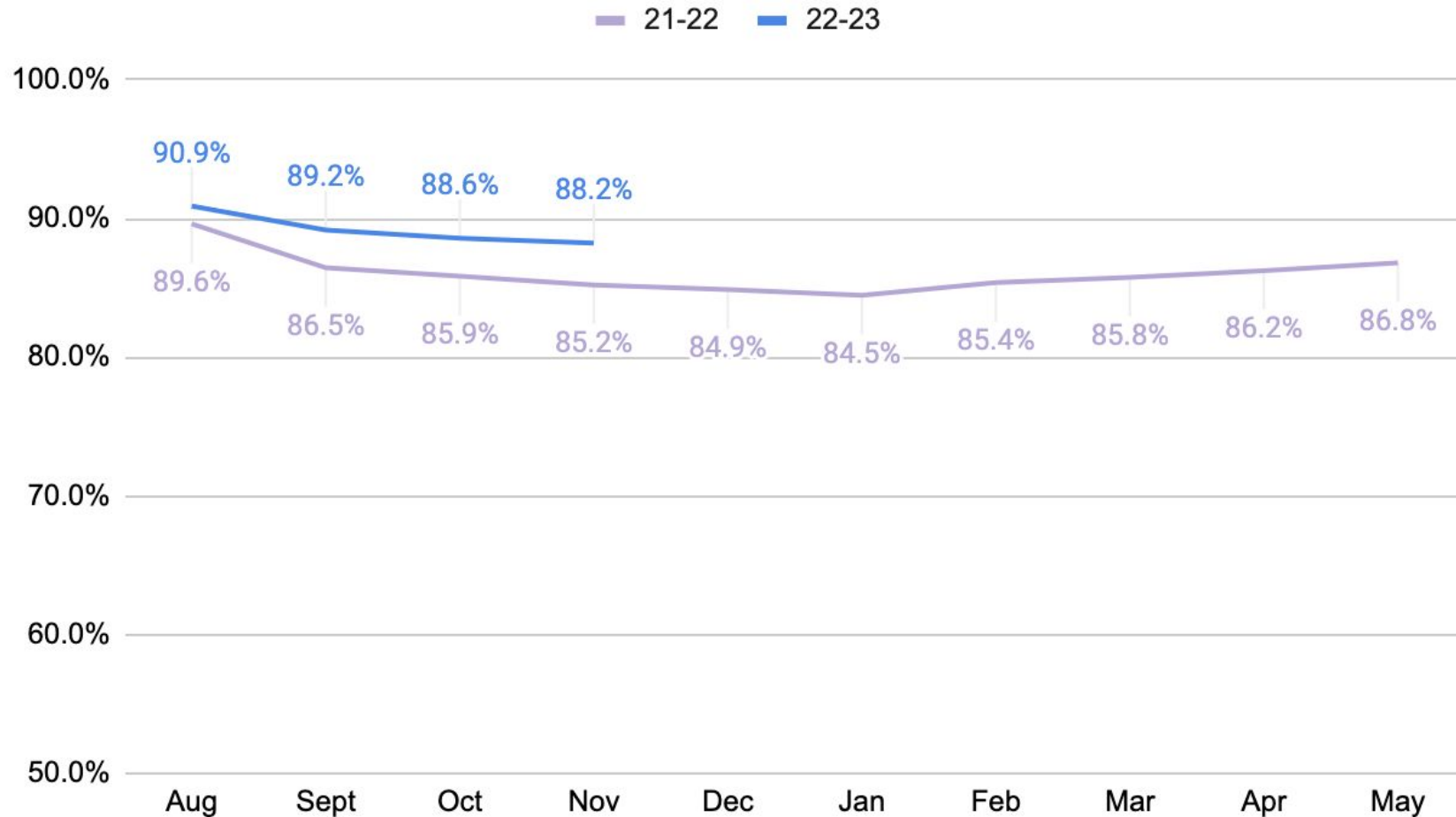
22-23 23-24 23-24 Goals



Notes

- 22-23 → 233
Total Applications for 76 New Students
- 23-24 → Target increase of 26% increase in applications to 286 total
- Following application launch on 11/12, three new students have applied for 23/24

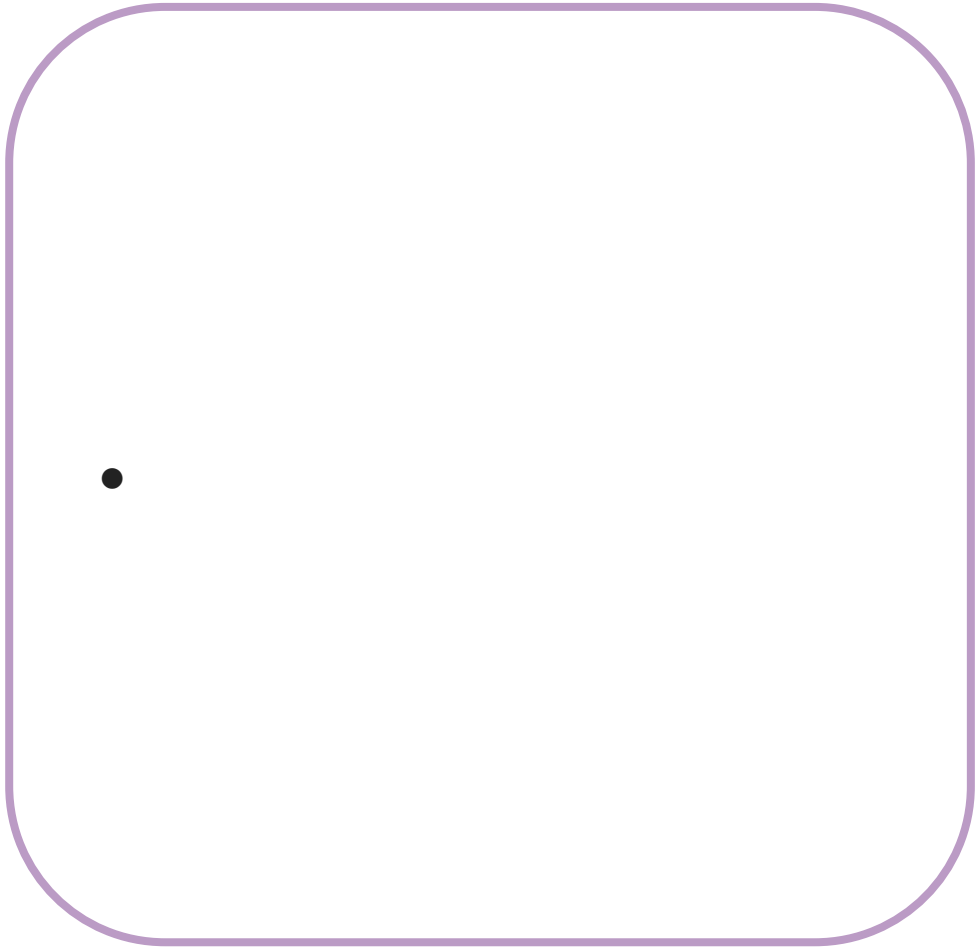
Attendance

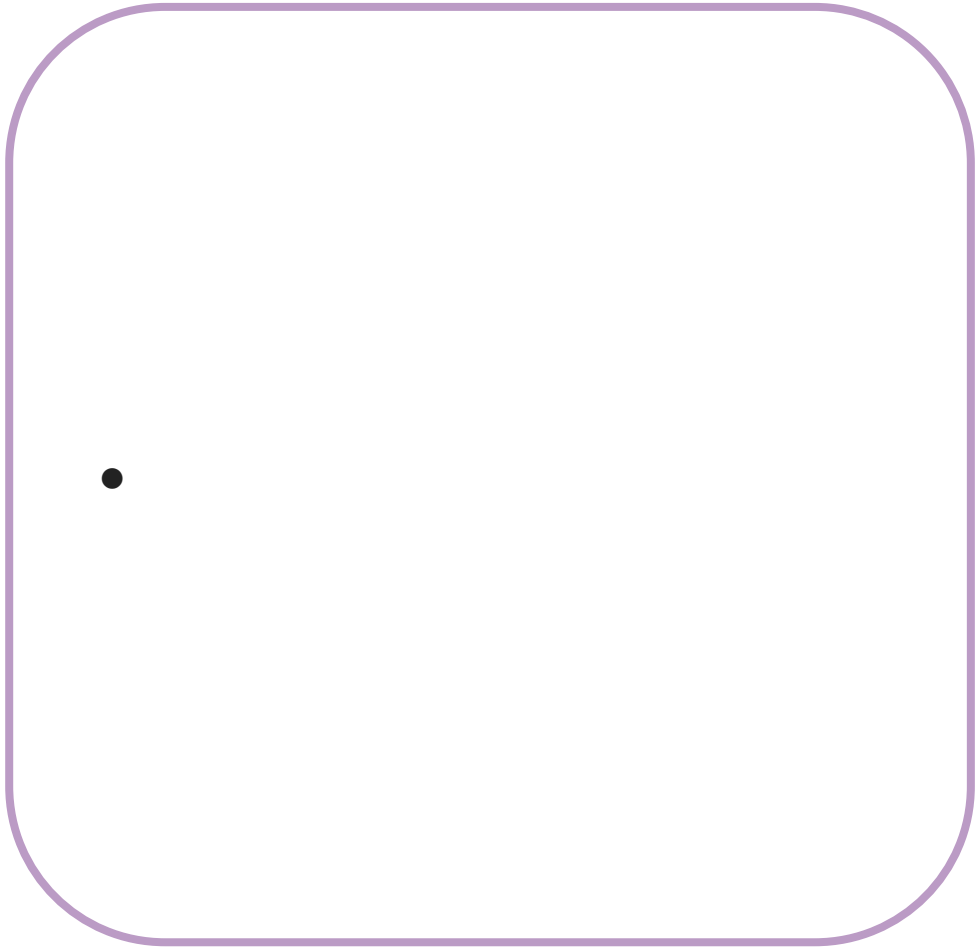


Notes

- Bus transportation has improved and is consistent for drop off and pick up.
- We are currently utilizing car services for students with demonstrated need for alternative transportation. An example of demonstrated need would be our scholars who are currently unhoused or in transition

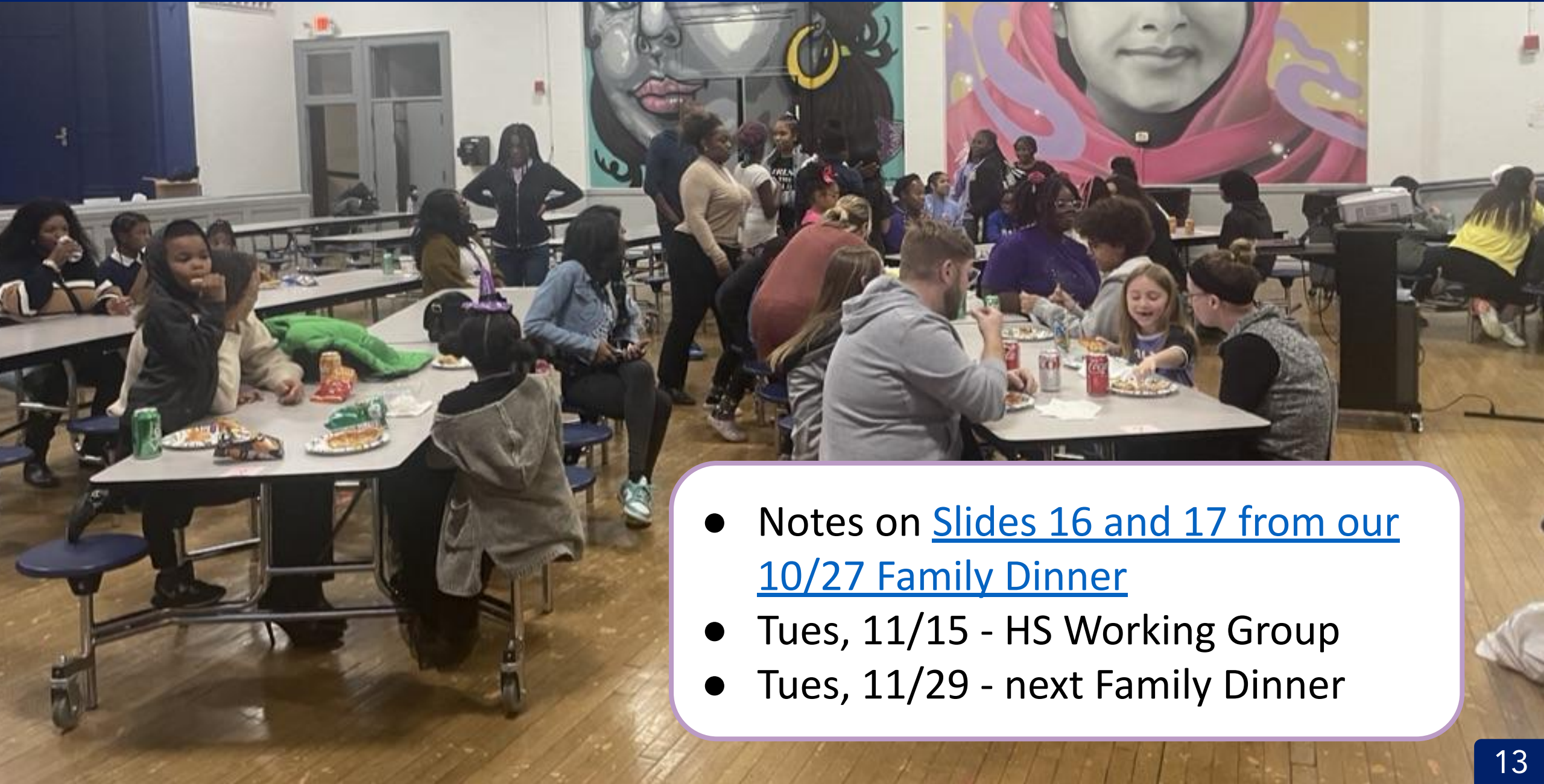
School Dashboard Updates





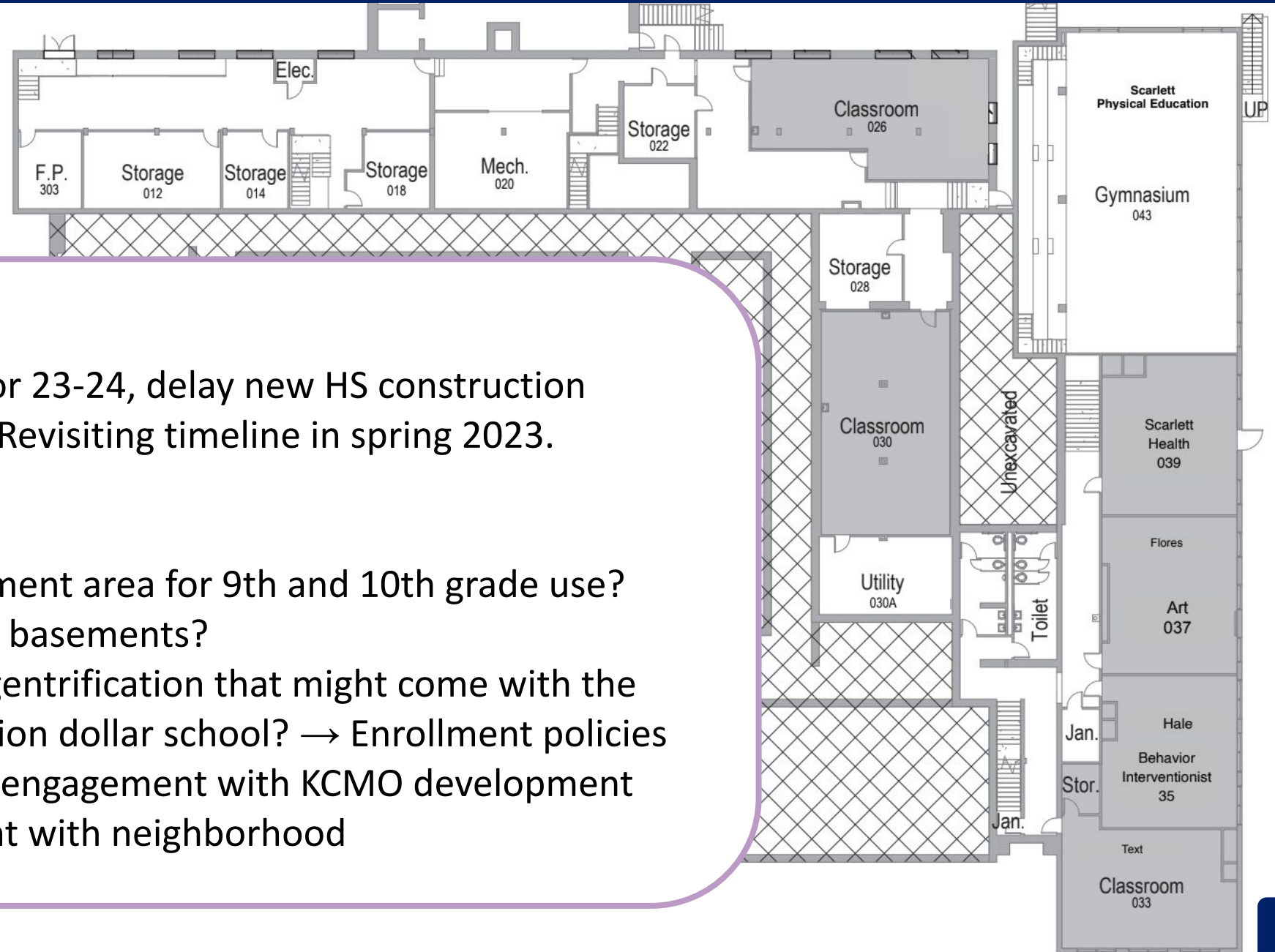
High School Planning Updates

Family Input



- Notes on [Slides 16 and 17 from our 10/27 Family Dinner](#)
- Tues, 11/15 - HS Working Group
- Tues, 11/29 - next Family Dinner

Facilities and Finance



Completed Decisions

- Use existing facility for 23-24, delay new HS construction pending enrollment. Revisiting timeline in spring 2023.

Open Questions

- Renovate West Basement area for 9th and 10th grade use?
- ADA options for both basements?
- How do we address gentrification that might come with the building of an 18 million dollar school? → Enrollment policies that account for SES, engagement with KCMO development planners, engagement with neighborhood

Completed Decisions

- Engage student and family voice in design and hiring
- Keep
 - Core values and mission
 - Pride (advisory) model
 - Balancing grade-level content *and* personalized learning (aka “intervention”)
 - Providing transportation

Open Questions

- Curriculum foundation - Competency-based (aka mastery-based), International Baccalaureate, AP for All, etc.
- How can we best offer “high school experiences” like a homecoming dance or varsity athletics?
- To what extent should we explore hybrid delivery models? (e.g. [Reconstruction](#), [Stepmojo](#), [Middlebury Foreign Language](#), etc.)
- Should we open enrollment to new-to-KCGPA 9th graders in 23-24?

Appendix - Why Curriculum is an Equity Issue

The Opportunity Myth

- TNTP (formerly The New Teacher Project) is a respected national education nonprofit.
- They provide high quality consulting and execution support to schools and districts.
- They also publish research studies, one of which highlights a systemic gap in American education: [The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It](#)
 - The study is based on following 4,000 students in five diverse school systems to learn more about their experiences.
 - Headlines are on the following slides.

STUDENTS HAVE BIG, CLEAR PLANS FOR THEMSELVES.

94%

of students we surveyed said college was part of their plan.

MOST STUDENTS

do what they're asked in school—but still aren't prepared to meet their goals after graduation because so few of their assignments actually gave students the chance to complete grade-level work.

Students succeeded on

71%

of their assignments

They met grade-level standards on

17%

of those exact same assignments

The Opportunity Myth

Students spend most of their time
in school without access to four key resources:

- 1 GRADE-APPROPRIATE ASSIGNMENTS
- 2 STRONG INSTRUCTION
- 3 DEEP ENGAGEMENT
- 4 TEACHERS WITH HIGH EXPECTATIONS



STUDENTS SPENT MORE THAN
500 HOURS

on assignments that weren't appropriate for their grade and with instruction that didn't ask enough of them.

THAT'S THE EQUIVALENT OF 6 MONTHS
of wasted class time in each core subject.

The Opportunity Myth

Students of color, those from low-income families, English language learners, and students with mild to moderate disabilities have even less access to these resources than their peers.

Classrooms with mostly white students tended to have nearly

4x TIMES AS MANY

high-quality lessons as classrooms with mostly students of color.

Students who started the school year substantially behind and received better-than-average assignments grew significantly and closed the achievement gap with their higher-achieving peers by more than

7 MONTHS.

Students who get access to more of these four resources tend to do better in school. This was particularly true for students who started the school year behind.

HOW CAN WE BEGIN IMPROVING STUDENTS' DAILY EXPERIENCES IN SCHOOL?

1

Ask students and families about their goals and experiences.

2

Prioritize greater access to grade-appropriate assignments.

3

Give all students access to challenging, engaging instruction.

4

Ensure educators enact high expectations for students.

5

Conduct an audit to identify decisions that perpetuate inequity.