



**Missouri**  
**Charter Public School Commission**

October 8, 2021

Mr. Jim MacDonald, Chair Board of Directors  
Brookside Charter School  
1815 E. 63<sup>rd</sup> St.  
Kansas City, MO 64130

**RE: 2020-2021 Annual Report Initial Draft**

Dear Mr. MacDonald

This letter transmits the Missouri Charter Public School Commission's 2020-2021 Initial Draft Annual Report of Citizens of the World Kansas City (CWCKC). Due to the timeliness of some of the data the Commission is providing an initial draft report. This report includes data and findings available as of the writing of this letter. A final report will be issued once all state data is public and the school's audit is finalized.

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. Typically, the annual report includes a summary of the submission review, a report on the formal annual site visit and supplementary exhibits. This report is one item in the *comprehensive body of evidence* used in evaluating schools sponsored by the Commission. This report reflects the final year of your first contract. The 2021-2022 report will be reflective of the new agreement approved as part of your renewal.

The ongoing impact of COVID-19 pandemic continued to effect schools and students with unprecedented challenges academically, financially, and operationally and the impact will likely be felt for multiple years to come. We recognize the impact this has had on the performance of all facets of the school and have made adjustments as needed in the annual report.

The available academic data from the 2021 administration of the MAP test will not be used for accountability. This data should be used to inform school leadership on the learning loss students have experienced and used in planning and decision making. The academic section of the annual

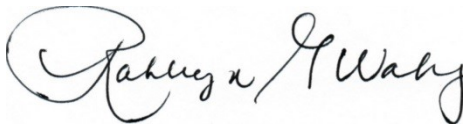
report will once again be rated “not applicable” due to insufficient academic measures. However, you are now in the first year of your new charter and this data should be used internally to plan and execute strategies to address the learning loss experienced by students.

With the current available data CWCKC’s overall organizational performance is strong. CWCKC continues to be a safe and healthy place for students and staff. Additionally, all governance standards continue to be met and we applaud the board for the work done in the last year to ensure stable succession of leadership.

It is clear the board has put a tremendous amount of effort towards ensuring the organization is fiscally stable. With the current data the financial performance is rated strong and the Commission does not expect the forthcoming audit to alter that assessment.

The Commission hopes your board will thoroughly review the initial draft of the annual report and use it to inform current and future plans. We will update the report and provide final ratings as soon as final data are available. We recognize that this was another incredibly difficult year and look forward to working with you to determine how to measure excellence during these trying times. If you have any questions related to the report please reach out.

Sincerely,

A handwritten signature in black ink, appearing to read "Robbyn G. Wahby". The signature is fluid and cursive, with the first name being the most prominent.

Robbyn G. Wahby  
Executive Director

CC: Tom Vansaghi , Interim Executive Director

#### Attachments

2020-2021 Annual Report Initial Draft  
2020-2021 Site Visit Report  
EpiCenter Compliance Summary  
FY21 DESE Assurance Checklist

# I. Academic Performance

N/A

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. (See Page 14 for more information on measures and data sources.)

INDICATORS AND MEASURES		STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
			3YR AVG	FY19	FY20	FY21	Rating	Direction	
FEDERAL & STATE ACCOUNTABILITY									
ESEA Designation		No Rating	N/A	N/A	N/A	N/A	N/A	Due to COVID19, the 2020 MAP test was not administered and the 2021 MAP test cannot be used for accountability.	
State Rating		Accredited	N/A	N/A	N/A	N/A	N/A	Due to COVID19, the 2020 MAP test was not administered and the 2021 MAP test cannot be used for accountability.	
STUDENT ACADEMIC PROFICIENCY									
Proficiency – English (All)		N/A	N/A	40.9%	N/A	N/A	N/A	Due to COVID19, the 2020 MAP test was not administered and the 2021 MAP test cannot be used for accountability.	
Proficiency – English (Subgroups)		N/A	N/A	25%	N/A	N/A	N/A	Due to COVID19, the 2020 MAP test was not administered and the 2021 MAP test cannot be used for accountability.	
Proficiency Comparison – English		N/A	N/A	+19.8	N/A	N/A	N/A	Due to COVID19, the 2020 MAP test was not administered and the 2021 MAP test cannot be used for accountability.	
Proficiency – Math (All)		N/A	N/A	27.3%	N/A	N/A	N/A	Due to COVID19, the 2020 MAP test was not administered and the 2021 MAP test cannot be used for accountability.	
Proficiency – Math (Subgroups)		N/A	N/A	7.1%	N/A	N/A	N/A	Due to COVID19, the 2020 MAP test was not administered and the 2021 MAP test cannot be used for accountability.	
Proficiency Comparison – Math		N/A	N/A	+3.9	N/A	N/A	N/A	Due to COVID19, the 2020 MAP test was not administered and the 2021 MAP test cannot be used for accountability.	
Proficiency – Science (All)		N/A	N/A	N/A	N/A	N/A	N/A	Due to COVID19, the 2020 MAP test was not administered and the 2021 MAP test cannot be used for accountability.	
Proficiency – Science (Subgroups)		N/A	N/A	N/A	N/A	N/A	N/A	Due to COVID19, the 2020 MAP test was not administered and the 2021 MAP test cannot be used for accountability.	
Proficiency Comparison – Science		N/A	N/A	N/A	N/A	N/A	N/A	Due to COVID19, the 2020 MAP test was not administered and the 2021 MAP test cannot be used for accountability.	

STUDENT ACADEMIC GROWTH								
Growth – English (All)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Due to COVID19, the 2020 MAP test was not administered and the 2021 MAP test cannot be used for accountability.
Growth – English (Subgroups)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Due to COVID19, the 2020 MAP test was not administered and the 2021 MAP test cannot be used for accountability.
Growth – Math (All)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Due to COVID19, the 2020 MAP test was not administered and the 2021 MAP test cannot be used for accountability.
Growth – Math (Subgroups)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Due to COVID19, the 2020 MAP test was not administered and the 2021 MAP test cannot be used for accountability.
SCHOOL-SPECIFIC ACADEMIC MEASURES (IF APPLICABLE)								
Proficiency – ELA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	At least 50% of students will score Proficient or Advanced on the MAP ELA assessments. (2020: 38%; 2021: 40%; 2022: 45%; 2023: 48%; 2024: 50%)
Proficiency – ELA (Students of Color)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	By year 5 of this charter, performance of CWCKC students of color on the Missouri MAP ELA assessments will have no more than a 5% variance. (2021: <12%; 2022: <10%; 2023: <8%; 2024: <5%; 2025: <5%)
Proficiency – Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A	At least 45% of students will score Proficient or Advanced on the MAP Math assessments. (2020: 30%; 2021: 33%; 2022: 38%; 2023: 42%; 2024: 45%)
Proficiency – Math (Students of color)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	By year 5 of this charter, performance of CWCKC students of color on the Missouri MAP Math assessments will have no more than a 5% variance. (2021: <20%; 2022: <17%; 2023: <12%; 2024: <10%; 2025: <5%)
Reading Proficiency	65%	N/A	N/A	N/A	36%	Falls Far Below	N/A	At least 80% of students who have completed one year at CWCKC will read at or above grade level by the end of the second grade as measured by Fountas & Pinnell's Benchmark Assessment System. (2021: >65%; 2022: >70%; 2023: >73%; 2024: >77%; 2025: >80%)
Reading Proficiency-variance	N/A	N/A	N/A	N/A	N/A	N/A	N/A	The variance across literacy student groupings will decrease to less than 5%. (2021: <15%; 2022: <10%; 2023: <10%; 2024: <7%; 2025: <5%) as measured by Fountas & Pinnell's Benchmark Assessment System.
ELA Growth	35%	N/A	N/A	N/A	24%	Falls Far Below	N/A	60% of CWCKC students will meet ELA projected growth targets as measured by the NWEA MAP assessment each year. (2020: 35%; 2021: 40%; 2022: 45%; 2023: 55%; 2024: 60%)
NWEA ELA Variance	N/A	N/A	N/A	N/A	N/A	N/A	N/A	The variance across NWEA ELA student groupings will decrease to less than 5%. (2021: <15%; 2022: <10%; 2023: <10%; 2024: <7%; 2025: <5%)

Math Growth	35%	N/A	N/A	N/A	30%	Partially Meets	N/A	60% of CWCKC students will meet Math projected growth targets as measured by the NWEA MAP assessment each year. (2020: 35%; 2021: 40%; 2022: 45%; 2023: 55%; 2024: 60%)
NWEA Math Variance	N/A	N/A	N/A	N/A	N/A	N/A	N/A	The variance across NWEA Math student groupings will decrease to less than 5%. (2021: <15%; 2022: <10%; 2023: <10%; 2024: <7%; 2025: <5%)

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## II. Financial Performance

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. These measures are established by applicable federal and state law and the charter contract. They provide information about the school's financial health and sustainability.

### Near-Term Measures

- **Current Ratio** measures a school's ability to pay its obligations over the next 12 months.
- **Unrestricted Days Cash on Hand** indicates how many days the school could operate without receiving additional funding.
- **Enrollment Variance** shows how well the school is meeting its enrollment projections. Schools less than 5 years old will see greater fluctuation.
- **Debt Default** indicates whether a school is meeting its debt obligations or covenants.
- **Fund Balance** must be 3% or greater to meet state statute.

### Sustainability Measures

- **Total Margin** measures a school's revenues compared to its expense. In other words, did the school operate at a surplus or deficit in the given time period.
- **Aggregated Three-Year Margin** measures the long-term financial stability of the school.
- **Liabilities to Asset Ratio** compares the school's financial liabilities to its assets.
- **Cash Flow** indicates the trend in the school's cash balance over a period of time (similar to Days Cash on Hand, but indicating long-term vs. near-term sustainability).
- **Debt Service Coverage Ratio** indicates a school's ability to cover its debt obligations in the current year.

INDICATORS AND MEASURES	STANDARD	3-YR AVG.	FY19 VALUE	FY20 VALUE	FY20 VALUE	RATING	NOTES
NEAR-TERM MEASURES							
Current Ratio	>1.0	0.79	0.43	.84	35.6	Meets	
Unrestricted Days Cash on Hand	30/60/90	33.7	25.5	49.5	76	Meets	CWCKC will retain a cash reserve of at least 60 days on hand by the end of year at the end of this charter period. (2020: 36; 2021: 40; 2022: 45; 2023: 55; 2024: 60)
Enrollment Variance	=>95%	92.1%	98%	95%	95%	Meets	
Debt Default	No Defaults	Meets	Meets	Meets	Meets	Meets	
Fund Balance	3% or greater	9.04%	7.26%	13.27%	20%	Meets	

SUSTAINABILITY MEASURES							
Total Margin	Positive	6%	3%	0.2%	.1%	Meets	
Debt to Asset Ratio	<.09	1.7	2.3	1.2*			
Cash Flow	Multiple years positive	N/A	Positive \$89,081	Positive \$443,738			
Debt Service Coverage Ratio	=>1.1	.75	.69	.05*			

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### 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
<b>SCHOOL ENVIRONMENT</b>			
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	
<b>EDUCATION PROGRAM COMPLIANCE</b>			
Implementing the material terms of the education program as defined in the current charter contract	Material Compliant	Meets	
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	
<b>STUDENT RIGHTS AND REQUIREMENTS</b>			
Protecting the rights of all students	Material Compliant	Meets	
Open, free access to apply and enroll	Material Compliant	Meets	
<b>SCHOOL SPECIFIC GOALS</b>			
Attendance	93%	Partially Meets	FY21: 90% in person attendance March- May 2021
Discipline: CWCKC will reduce exclusionary classroom discipline events by 60%, fewer than 1 per student (on average), as evidenced by internal student reporting. (2020: 2.2; 2021: 2.25; 2022: 1.75; 2023:1.25; 2024:1.0)	2.25	Meets	FY21: 0%

Parent Engagement: CWC Kansas City will achieve at least an overall parent/caregiver engagement rate of 80% as indicated by parent/caregiver surveys.	80%	Meets	FY21: 84%
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## IV. Governance

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
<b>BOARD OPERATIONS</b>			
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	
<b>HOLDING MANAGEMENT ACCOUNTABLE</b>			
CEO Evaluation	Completed	Meets	
Monitor Performance, School and Board Goals	Demonstrated Consistent Monitoring	Meets	
<b>COMPLIANCE AND REPORTING</b>			
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	
<b>SCHOOLS SPECIFIC GOALS</b>			
Board Attendance	At least 80% of the CWC Board of Directors will attend 80% of the meetings in a fiscal year.	Meets	

## V. Operational Compliance

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
<b>FINANCIAL MANAGEMENT AND OVERSIGHT</b>			
Meeting financial reporting and compliance requirements	Material Compliant	Meets	
Following Generally Accepted Accounting Principles (GAAP)	Material Compliant	Meets	
<b>EMPLOYEE RIGHTS AND REQUIREMENTS</b>			
Respecting employee rights	Material Compliant	Meets	
Completing required background checks	Material Compliant	Meets	
Meeting teacher and other staff credentialing requirements	Material Compliant	Meets	
<b>COMPLIANCE AND REPORTING</b>			
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	Materially compliant; 96% On Time; 96% Accurate
Document Retention requirements	Material Compliant	Meets	

SCHOOL: CITIZENS OF THE WORLD-KANSAS CITY

YEAR: SY2020-2021

DATES: February 18-19, 2021

### **School Overview and History**

Inspired by the vision of the Midtown Community School Initiative (MCSI) families, Citizens of the World Charter Schools (CWC Schools) connected with MCSI and, in November 2013 submitted a proposal to launch a school system in Midtown Kansas City. In February 2014, MCSI selected CWC Schools as their partner organization. Through partnering with the national not-for-profit network of diverse, academically rigorous, free public schools, MCSI found a partner aligned in purpose, values, and educational approach.

Citizens of the World Kansas City was approved to open by the Missouri State Board of Education on October 27, 2015. CWCKC opened its doors to Grades K-1 on its new Broadway campus in Midtown Kansas City in the fall of 2016. The mission of the school is to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community. It now currently serves 513 students in Grades PreK-7 in three locations. CWCKC is completing the final year of its first five-year contract. CWCKC will continue on its current growth plans to serve 671 students pre-kindergarten through 8th grade by SY2022-2023. 64.2% of students currently enrolled are children of color and 55% qualify for free or reduced lunch.

The school has provided the students in Kansas City with an intentionally diverse, project-based education and is committed to delivering the same programs over the next charter term. CWCKC will continue to be supported by Citizens of the World Schools, a national education partner organization, providing professional development, data analysis and strategic support. All management and education services are performed by the school, under the direction and oversight of the local board. The school remains committed to providing Kansas City students with a rigorous curriculum to set students up for success in high school and beyond.

CWCKC will move from 100% virtual learning to hybrid learning on March 8<sup>th</sup> (K-2) and March 22<sup>nd</sup> (3<sup>rd</sup> - 7<sup>th</sup>) with teachers returning March 1<sup>st</sup>.

### **Site Visit Process Overview**

MCPSC conducts compliance site visits every year with CWCKC, as they hold a 5-year charter. The team consisted of Martha McGeehon, Deputy Director of Accountability for Missouri Charter Public School Commission, Marisol Rodriguez, Founder of Insignia Partners, and Josephine Frangella, also of Insignia Partners. Insignia Partners has been contracted to serve as the Site Visit Coordinator for the Commission's site visits in 2021.

Jon Hile, Executive Director, organized the focus groups and interviews. Calendar invitations and Zoom links were sent by Insignia Partners for each focus group and interview. Due to COVID-19 and the school operating virtually, the site visit protocol was modified for a virtual site visit. Thus, all interviews and focus groups were conducted via Zoom video conferencing. The site visit included interviews with the Executive Director, Director of Recruitment, Director of Operations and the Chief Academic Officer, and focus groups with Deans of students, SPED teachers, SPED leadership, teachers, student support staff, parents and board members.

Given the current health crisis and to alleviate additional pressure on the school, the site visit team did not ask for focus groups with external stakeholders or students. 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**

Given the virtual nature of this site visit, no comments can be made on general observations about the building, student engagement, or the general environment. Overall, focus groups and interviews showed that Citizens has continued to grow and make improvements. It was obvious the social unrest in 2020 affected the school, and many described ways in which CWCKC has responded to and focused on these societal issues.

The first day of the site visit began with an interview with the Executive Director. He described the school's mission and gave an overview of his plan to reopen the school in March. He noted that the school's goals this year have been focused on student engagement, and that his goal for next year is to form a strategic plan. He noted how Citizens changed the professional development schedule this year and everyone seems to be happy with it. He also spoke of his good relationship with the board, adding that they are very supportive and have a good leader. Next came a focus group with two Deans of Instruction, where they articulated the school's mission and said their goals are focused on academic achievement and making sure curriculum experiences are aligned. They described clearly how student assessments are done at each school level, using tools such as exit tickets, IXL and NWEA. They "feel like family" with their coworkers, enjoy a real connection to the community, and feel there is great communication with families. That was followed by an interview with the Director of Operations, where he gave a clear picture of CWCKC's financial policies and processes, adding that they have two credit cards which have monthly reconciliations that are approved by Board. He oversees the attendance procedures and ensures they are done timely and audited, and noted that most all personnel records are now stored digitally, as are all student records.

The Director of Recruitment was then interviewed. She mentioned that she is new to the Citizens team and has yet to set foot inside the school due to COVID, but said she already feels they live up to their

mission. She feels CWCKC's goal is to be better with DEI, "more than just on paper" and would like to give parents more opportunities to have a voice at the table. She said that, although enrollment has been slow, they are doing a great job at using things like social media to help with recruitment. She feels the enrollment will increase when an announcement about returning to school is made. She thinks Citizens is a great school, but noted that the playground could definitely use revamping. A focus group of five teachers was next, where they all agreed CWCKC's approach to instruction uses a lot of project-based learning and "conscious discipline" which is a newer addition. They like having a lot of flexibility with how they handle students, allowing them to come up with creative opportunities to help the students. Each teacher in the focus group could speak to how they are evaluated by their Dean of Instruction and added that the staff culture is great, although some struggled early on, and professional development sessions have helped to build their relationships with one another. They also noted their approval for the change in the professional development schedule, and that they are looking forward to having more access to student data than they've had previously. Teachers feel well-resourced, but suggested more instructional coaches to take some of the load off of the Deans. Teachers were also concerned about not having enough breaks during the day upon returning to school. They feel operations are running smoothly, however one noted a disconnect between teachers and some of the administrative staff.

Prior to the board meeting, the board focus group was interviewed, where they discussed the school's goals and its high level of diversity. They acknowledged that they weren't quite reaching their academic targets, but noted they are making progress. Financially, they have an eye on the right things and continually discuss budgeting and funding. Their main goal for next year is to return to in-person learning.

The site team then observed a regularly scheduled board meeting. The meeting came to order on time at 5:30pm (CT). The meeting followed Roberts Rules of Order and was run efficiently. It began with approving the previous meeting minutes. Martha McGeehon was introduced as was Marisol Rodriguez, who gave a short overview of the site visit process.

The meeting began with public comments being taken from parents, where some feel it is too soon to be returning to in-person learning, while one approves of the Executive Director's return plan, followed by a motion to proceed with the agenda at 5:43 (CT). The previous meeting's minutes were then reviewed and approved. A member of the board committee presented the school's financials, noting there was nothing out of the ordinary to report. CWC is in a healthy cash position, although there was a loss much greater than they had budgeted for (\$220k vs \$57k) due to going back to in-person learning and a decrease in state funding. They are left with 48 days of cash on hand, compared to their projected 40 days, and noted that KCPS and SPED reimbursements were helpful in balancing things out. They also

mentioned that the school had managed the decrease by realizing savings from virtual learning and closely monitoring other expense lines to identify savings. The check register was then reviewed and approved with nothing out of the ordinary noted. The sponsor annual report letter was then discussed, with a focus on the financial health of CWCKC, noting a need to demonstrate continued financial stability and reserve growth or risk charter probation. Additional focus on achieving enrollment goals and improving 90/90 attendance for funding was also noted.

Board diversity was then discussed with regards to filling potential upcoming vacancies. They are identifying candidates based on diversity and what they can bring to the board. They hope to have some candidates by the March/April meeting. The governance committee then gave a review of the board bylaws process.

Next the Executive Director gave his report, focusing first on a proposal to return to school. They surveyed staff and families, with almost half of the staff ready to return in-person preferably after being vaccinated and almost half of families planning to sign up for returning with in-person/hybrid learning. CWC plans to try to accommodate requests of staff members who have health issues and will continue to offer staff extended PTO for COVID-related absences. The school has advisory committees for both staff and parents to focus on the operational component for reopening, including: pick up and drop off; SPED services; and teacher breaks throughout the day.

He then discussed the financial implications of his recommendation, noting that they are eligible for a second round of COVID funding to close holes in the budget and Congress is working on a third. Their budget forecast is on track. A major financial challenge with his recommendation is enrollment decline, adding they are unclear if students will return with reopening and if attendance drops the funding drops. CWC enrollment for SY2021-2022 is currently (at the time of the meeting) at 78% of what it needs to be. He then discussed a hybrid plan with four cohorts for K-5 with different in person and virtual options, noting that teachers will either be in-person or virtual, not both. He then took questions from the board. The board indicated they felt the reopening plan is well thought out. The Executive Director then showed the school's Dashboard, noting that trending looks good in all areas including engagement, and student achievement and growth in ELA and math.

Next recruitment and enrollment were presented by the Director of Recruitment, noting that enrollment is down about 4%, trending with other charters in the area. She feels the main reason is that parents want definite answers about if/when they are returning in person and that there will be an uptick once that announcement is made. Re-enrollment is at about 50% right now, which she said is pretty normal. She would also like to have an open house before the school reopens, for the parents who are already with CWC and haven't been inside the school yet.

The board moved to a closed session at 7:16pm (CT) to discuss choosing a new academic leader.

Day two of the site visit began with a focus group of 6 parents, with children in a variety of grades. A theme of small class sizes and focusing on the whole child was strong among parents relating to why they like Citizens. Although some were aware of the school's actual mission, most feel it has been more about survival this year than the mission or goals. All parents could speak to the school's "5 core values" and feel very supported by the staff at Citizens, adding that teachers and staff "pay attention" to the students and always reach out to parents when necessary. They could all articulate how they are kept aware of their child's progress, and are happy with the student-led parent teacher conferences. They were all very appreciative of the resources offered by CWCKC, especially the drive-through supply pick-up option. ,

Next was an interview with the Head of School where she stated optimism for a strategic plan that would be rolled out over five years, with specific goals from year to year, both operational and cultural. Regarding Citizens' approach to instruction, she appreciates not having scripted curriculum because "different kids learn in different ways." She noted that students' progress reports were disrupted this year and explained how a new document was created to reflect how the kids are doing without being too overwhelming to parents, adding that this year there was a greater emphasis on teacher narrative which they plan to keep after they return to in-person learning. An interview with the Director of SPED was next, where she gave an overview the identification process CWCKC uses, adding that this year's goals have been focused around individual student plans for kids with IEPs. She feels her department is fairly well-resourced, noting they are "functioning" and that everyone wears a lot of hats. She could articulate how she is evaluated, has a "mostly positive" relationship with her staff and school leaders, and feels the professional working climate is mostly positive. She maintains a very transparent communication process with families, who she says feel very comfortable with her team. She feels Citizens is running smoothly, adding if they come across problems, they acknowledge them and work through them. That was followed by a focus group of four SPED teachers, one of which showed up late because she was working with students. They all expressed appreciation for the Director of SPED, adding they feel listened to and comfortable sharing new ideas with her. They also talked about how they are building a rapport with the general education teachers and sharing tools to be successful. Their approach to instruction is project-based and integrates different subject matters together which they feel is beneficial to students learning. The amount of family communication varies with each student, based on need. They like the professional development offered, and appreciate the break-outs to meet with their department. They spoke of a pleasant professional working climate and could articulate a new evaluation system put in place this year, finding the added layer of feedback very helpful. They feel well-resourced at Citizens, feel

operations run well, and enjoy communicating with other educators from different schools.

The final focus group was with four members of the student support staff. They all spoke of common goals relating to teaching to the "whole child" and using conscious discipline. They spoke of various ways to identify a child with special needs, saying that it varies based on the family and how engaged the parents are. They feel the working climate is positive, and state they'd like more professional development catered specifically to their role in the school. They seem to be well-resourced, with the exception of the nurse since she has to split her time between the two schools. It was agreed by all that the middle school often gets "the short end of the stick" when it comes to special support services.

The site visit concluded with a follow-up meeting with the Executive Director.

## **Findings**

### **Criteria 1: Faithfulness to Charter**

#### ***Areas of Strength***

The mission of CWCKC is very clear and every stakeholder has a sense of it, noting it's what they stand for. Phrases like "core values" and "social emotional learning" were used by each group we spoke with. Operations and programming all appear to support the mission of the school. There is an obvious focus on the school's core values as these were mentioned throughout the visit.

CWCKC's enrollment has decreased somewhat, but it is in line with enrollment decreases across the city. Although recruitment has been difficult due to the inability to do so in person, the school has employed a variety of strategies, especially on social media. They noted increased engagement from sites like Facebook and Instagram. They are also doing a lot of work with 5<sup>th</sup> grade families in order to retain them for middle school.

CWCKC seems to have good relationships with other schools in the Kansas City area, and their middle school is co-located in a building with another charter school.

#### ***Areas of Growth***

There was not a great sense of what CWCKC's concrete goals are, besides 90/90 attendance. While leadership could all speak to a strategic plan but there was not a sense of a major goal or goals that everyone is striving to achieve or tracking in any aligned manner.

Additionally, although on trend with other schools, given the financial implications for CWCKC, enrollment numbers are concerning.

### **Criteria 2: Students' Opportunities to Learn**

### ***Areas of Strength***

CWCKC's approach to instruction appears aligned to their mission, with many using phrases like "project-based learning" and a "constructivist approach." They have interventionists and a clear process for identifying and supporting students with a range of needs. The school seems to have a very supportive learning environment, with a personalized process for communication and supporting families and students throughout the pandemic. There did not appear to be a "cookie cutter" approach, and instead was tailored to the needs of the student or family. Additionally, SPED students appear to be supported and accepted throughout due to intentional inclusion by all staff.

CWCKC uses a "student-led" conference approach, which allows students to take more control over their learning. This was noted as a positive by staff and families. Additionally, CWCKC has implemented a "conscious discipline" model and although new, teachers reported this as a positive step in addressing behavior issues.

CWCKC recently hired staff to focus on communication with families, which was noted as a positive change. There was concern previously that only a subset of families were being engaged and heard from, so this intentional shift in communication is positive. Staff seem to have a good sense of where they want to be and there was a constant theme that they are "getting there." Staff generally appeared positive and encouraged for the future.

### ***Areas of Growth***

Academic performance is still, admittedly, not where anyone agrees it should be. Parents appear to not know where their children are academically but didn't appear to be concerned about it. There is still a large gap in performance between white students and students of color. It was unclear how data is being used and track to increase academic performance.

Teachers report making progress with learning to teach the curriculum, however, for some it has taken some time. Again, a theme around "getting there" was present when it came to CWCKC's academic program.

## **Criteria 3: Instructional Leadership**

### ***Areas of Strength***

Changes to the PD schedule, shortening the number of PD days during the summer and adding more throughout the year, and allowing teachers to have more choice in topics most relevant to their field have all had positive effects. Staff noted that professional development has been focused on more social emotional learning and DEI this year, which, while necessary and appreciated, has left some desiring more assistance with improving their teaching practice, which is noted below.

CWCKC's professional working climate seems professional and overall respectful. Some noted a few issues in the past but say things are

getting better, calling it a "work in progress." Friday Morning Sing is a popular event and teachers feel it creates a good sense of community at CWCKC. However, community among adults is seemingly still a work in progress and there appears to be more support at the elementary school than the middle school.

Staff could articulate their evaluation process, with teachers noting their appreciation for peer feedback. Wednesday "shout outs" are positive but appear inconsistent with some feeling left out.

The board's policy on evaluating the school leader is transitioning with the upcoming charter renewal, as the Executive Director is currently an employee of the national partner. The relationship between the board and the school leader appears respectful and professional.

### ***Areas of Growth***

Teachers all spoke about wanting more academic content, professional development focused on teaching practices, and instructional coaching. The Executive Director noted his desire to find someone to give teachers the training and support they are looking for. Teachers also noted not having enough planning time before or in between classes.

Although many could articulate a variety of student assessments being used, and their purpose, there seems to be a disconnect between getting the data and actually using it. There doesn't appear to be a feedback/continual improvement process or structure to ensure the data informs instructional practices.

There was a bit of discontent between some teachers and the board as many teachers did not want to return to in-person teaching without COVID vaccinations. We spoke to many new teachers who mentioned some staff turnover in previous years due to the challenges the school has faced, although they reported improvements and appear optimistic about the school's future.

## **Criteria 4: Organizational Viability**

### ***Areas of Strength***

In general, all stakeholders feel that CWCKC is resourced appropriately. Teachers had minimal complaints about what they might be wanting and feel that money is being spent in the right places. Given their financial situation, CWCKC is directing resources to meet their goals.

The board is diverse and seems to fairly represent the community they serve. They understand their governance role and no compliance concerns were found.

Operations are said to run fairly smoothly, with tweaks being made to address issues. There was a need/desire for more technology prior to the pandemic, but that appears to have been addressed when the schools shut down and moved to virtual learning. Several staff complimented on the administration's responsiveness to feedback.

CWCKC showed a few concerns relating to finances but the Treasurer is aware and they have plans to handle any issues. The school has good policies around financial controls.

### ***Areas of Growth***

Although generally CWCKC reported being appropriately resourced, middle school staff expressed some feelings of being under resourced with regards to staff support.

Additionally, some staff reported feeling disconnected from and unsupported by the board. This was not explored further but may be due to the issues surrounding the return to school.



Items 1-2 of 2 | < > >>

#### ▼ Citizens of the World Charter Schools - Kansas City

**Compliant**

★ ★ ★

Submitted	159/159	<div></div>	100%
On-Time	156/159	<div></div>	98%
Accurate	158/159	<div></div>	99%
Status		<div></div>	

Complete 158

Approval Pending 1

#### Citizens of the World Schools

Management Organization

**Compliant**

★ ★ ★

Submitted	2/2	<div></div>	100%
On-Time	2/2	<div></div>	100%
Accurate	2/2	<div></div>	100%
Status		<div></div>	

Complete 2



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

## 2020-21 MISSOURI CHARTER SCHOOL ASSURANCE CHECKLIST

CHARTER SCHOOL NAME <b>Citizen of the World Kansas City</b>	COUNTY-DISTRICT CODE <b>048928</b>
CHARTER SCHOOL CONTACT NAME <b>Jon Hile</b>	CHARTER SCHOOL CONTACT PHONE NUMBER <b>816-550-5276</b>
CHARTER SCHOOL CONTACT EMAIL <b>jon.hile@cwckansascity.org</b>	FORM DUE DATE <b>December 31, 2020</b>

### 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 31, 2020** to [charters@dese.mo.gov](mailto: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 School Improvement Section at 573-751-8247 or [charters@dese.mo.gov](mailto:charters@dese.mo.gov).

### CERTIFICATION

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

### FINANCE

2	1. The charter is organizationally and fiscally viable as defined in <a href="#">Section 160.405, RSMo</a> , not having:
2	a. a negative balance in its operating funds;
2	b. a combined balance of less than three percent of the amount expended for such funds during the previous fiscal year; or
2	c. expenditures that exceed receipts for the most recently completed fiscal year.
Yes(3)	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 ( <a href="#">Section 160.066, RSMo</a> and <a href="#">5 CSR 30-4.030</a> ).
Yes	3. If the charter school contracts for pre-kindergarten services and claims attendance for state purposes, the pre-kindergarten providers meets the state pre-kindergarten program standards ( <a href="#">Section 163.018 RSMo</a> and <a href="#">5 CSR 20-100.320</a> ).

### GOVERNANCE

	1. The charter school employs appropriate procedures to assure the accurate and timely reporting of data to state and federal agencies.
NA (4)	a. Core Data and Missouri Student Identification System (MOSIS) ( <a href="#">Section 161.092, RSMo</a> )
Yes (15)	b. Self-Monitoring Documents
Yes	c. Child Abuse and Neglect Hotline ( <a href="#">Section 210.115, RSMo</a> )
Yes (5) (6) (20)	d. School safety provisions (Sections <a href="#">160.522</a> , <a href="#">162.680.2</a> , <a href="#">167.023</a> , <a href="#">167.113</a> , <a href="#">167.117</a> , <a href="#">167.627</a> , <a href="#">211.188</a> , <a href="#">302.272</a> , <a href="#">475.060</a> , <a href="#">569.155</a> , <a href="#">571.010</a> and <a href="#">571.030</a> , <a href="#">574.085</a> , <a href="#">574.115</a> , <a href="#">575.090</a> , <a href="#">579.030.1(1)</a> and <a href="#">579.060, RSMo</a> )
NA (9)	e. Drug-Free Schools Act (Sections <a href="#">161.500</a> to <a href="#">161.508, RSMo</a> )
Yes	2. The board 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 ( <a href="#">Section 162.068, RSMo</a> ).

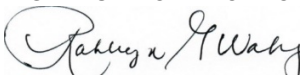
(K-8) NA (5)	3. The charter school reports school dropouts to the <a href="#">Missouri Literacy Hot Line (Section 167.275, RSMo)</a> .
Yes	4. The charter school has policies and procedures in place regarding suspension, expulsion and re-enrollment of students ( <a href="#">Section 167.171, RSMo</a> ).
Yes (9)	5. The charter school waives proof of residency requirements for a child whose parent or guardian is serving on specified active duty military orders ( <a href="#">Section 160.2000, RSMo</a> ).
NA(14)	6. The charter school has adopted a policy consistent with the Missouri Student Religious Liberties Act ( <a href="#">Section 160.2500, RSMo</a> ).
NA (16)	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 ( <a href="#">Section 171.021, RSMo</a> ).
Yes (7)	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 school board or governing body of a charter ( <a href="#">Section 170.311, RSMo</a> ).
<b>INSTRUCTION/CURRICULUM/ASSESSMENT</b>	
NA(8)	1. The charter school has developed standards for teaching ( <a href="#">Section 160.045, RSMo</a> ).
NA(17)	2. The charter school complies with state high school graduation requirements ( <a href="#">Section 170.345, RSMo</a> and <a href="#">5 CSR 20-100.190</a> ).
NA(17)	3. The charter school provides one-half unit of high school health and personal finance credit for graduates ( <a href="#">5 CSR 20-100.190</a> ).
NA(17)	4. The charter school provides regular instruction in the <a href="#">United States and Missouri Constitutions</a> , 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 <a href="#">Section 170.011, RSMo</a> .
NA(17)	5. The charter school ensures that all students entering ninth grade after July 1, 2017, pass an examination on the provisions and principles of <a href="#">American civics</a> as required by <a href="#">Section 170.345, RSMo</a> .
NA (17)	6. The charter school ensures that each high school distributes to its students the information on critical need occupations as provided by the Missouri Department of Elementary and Secondary Education each year before November 1 <sup>st</sup> ( <a href="#">Section 167.902, RSMo</a> ).
	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) ( <a href="#">Section 161.670, RSMo</a> ).
Yes	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	b. The charter school provides for an appeal process upon denial of enrollment in MOCAP courses.
Yes	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	8. The charter school shall determine a child is gifted only if the child meets the definition of "gifted children" as provided in <a href="#">Section 162.675, RSMo</a> , and has a policy in place that meets the requirements of this statute.
Yes	9. The charter school's course materials relating to sexual education instruction shall comply with statute ( <a href="#">Section 170.015, RSMo</a> ).
NA(19) (7)	10. The charter school ensures that it conducts dyslexia screenings for students and provides reasonable classroom support consistent with the <a href="#">guidelines</a> developed by the Department of Elementary and Secondary Education ( <a href="#">Section 167.950, RSMo</a> ).
NA (17)	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 <a href="#">Section 170.310, RSMo</a> .
<b>PROFESSIONAL LEARNING</b>	
NA (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 ( <a href="#">Section 168.021, RSMo</a> ).
NA (19) (7)	2. The charter school provides two hours of in-service training for all practicing teachers annually regarding dyslexia and related disorders ( <a href="#">Section 167.950, RSMo</a> ).
Yes (7)	3. All school personnel shall 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 ( <a href="#">Section 170.315, RSMo</a> ).
<b>SAFETY</b>	
Yes (13)	1. The charter school has a written discipline policy; provides the policy to students, parents and guardians; and follows the requirements of <a href="#">Section 160.405, RSMo</a> .
No (16)	2. The charter school complies with statute related to posting child abuse and neglect hotline information ( <a href="#">Section 160.975, RSMo</a> ).
Yes	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 ( <a href="#">Sections 160.261, 162.069 and 210.115, RSMo</a> ).

Yes (16)	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 <a href="#">167.181</a> and <a href="#">167.183</a> , RSMo).
Yes	5. The charter school complies with all statutes related to the transportation of students (Sections <a href="#">162.064</a> , <a href="#">162.065</a> , <a href="#">163.161</a> , <a href="#">167.231</a> and <a href="#">167.241</a> , RSMo).
NA(10)	6. The charter school complies with the Persistently Dangerous Schools provision of the Every Student Succeeds Act (ESSA) (P.L. 114-95) and <a href="#">5 CSR 20-100.210</a> .
NA(10)	a. Allow students who attend a persistently dangerous school to attend a safe public school within the charter school LEA.
NA(10)	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 (20)	7. The charter school has adopted a written policy on information the charter school provides about former employees, both certified and noncertificated, to other public schools. 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 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, district or governing body of the charter after a contested case due process hearing has been conducted, pursuant to board policy ( <a href="#">Section 162.068, RSMo.</a> )
<b>COMPLIANCE</b>	
Yes (15)	1. The charter school complies with all the regulations of the state and federal programs in which the charter school participates ( <a href="#">5 CSR 20-100.130</a> , <a href="#">5 CSR 20-100.140</a> and <a href="#">5 CSR 20-300.110 to .120</a> ).
Yes (15)	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 ( <a href="#">Sections 162.680</a> and <a href="#">167.020, RSMo</a> , <a href="#">5 CSR 20-100.130-.140</a> and <a href="#">5 CSR 20-300.110 to .120</a> ).
	3. The charter school complies with statutory standards including:
NA(11) (19)	a. Administration of the statewide system of academic assessments, as designated by the State Board of Education under <a href="#">Section 160.518, RSMo</a> ;
NA (12) (7)	b. Assurances for the completion and distribution of an annual report card as prescribed in <a href="#">Section 160.522, RSMo</a> ;
10	c. Collection of baseline data during the first three years of operation to determine the longitudinal success of the charter school ( <a href="#">Section 160.405.7, RSMo</a> );
Yes	d. Measurement of pupil progress toward the pupil academic standards adopted by the State Board of Education under <a href="#">Section 160.514, RSMo</a> ;
NA (12) (7)	e. Publication of each charter school's Annual Performance Report ( <a href="#">Section 160.405, RSMo</a> );
Yes (13)	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 <a href="#">160.261</a> , <a href="#">167.161</a> , <a href="#">167.164</a> and <a href="#">167.141 RSMo</a> ;
Yes	g. Notification to law enforcement authorities of criminal conduct under Sections <a href="#">167.115</a> and <a href="#">167.117, RSMo</a> .
Yes	h. Transmittal of school records as required by <a href="#">Section 167.020, RSMo</a> ;
Yes	i. Provision of the minimum amount of school time as required by <a href="#">Section 171.031, RSMo</a> ;
Yes	j. Performance of employee background checks as required by <a href="#">Section 168.133, RSMo</a> .
<b>COMMENTS</b>	
Comment(s) are required for any item that has been marked as No or N/A	
1.	State statute does not exclude substitute certificates as valid certificates and DESE's practice has been to include those certificates in the 80%.
2.	We are unable to assure this item for the 2020-2021 school year because the fiscal year does not end until June 30, 2021. We cannot verify FY20, because audits for FY20 are due to be completed by December 31, 2020 and copies to the Commission and DESE by January 31, 2021. We verified the last audit, FY19 in the FY20 Assurance Checklist July 15, 2021.
3.	Compliance with the FY 19 audit and ASBR submission. FY20 ASBR is verified. FY20 audit will not be verified until February 1, 2021.
4.	Statute references powers of the state board.
5.	The following statutes are not made specifically made applicable to charter schools and does not fall under the health, safety or minimum education requirements pursuant to 160.405.4.(2): 211.188, 475.060, 569.115, 571.010, 571.030, 574.085, 574.115, 575.090, 597.030(1), 579.060, 569.155, 167.902, 168.021, 162.675,
6.	The following statutes are within 160.405.4 but there is nothing to monitor: 167.023.
7.	Signed contract states that school will comply with federal and state law. Federal or state agencies have not notified the school or sponsor they are out of compliance.
8.	Statute states only applicable to charters operated by the board of a school district.
9.	The following statutes in this line do not apply to THIS charter schools: 167.231, 161.500 to 161.508
10.	This school is not classified as described.

11. Assessments are scheduled in spring 2021 and cannot be verified at this time. Performance contracts and charters stipulate the school will conduct the MAP. This school has previously complied with this statute.
12. The referenced statute is related to DESE produced report card- nothing to monitor.
13. 106.405 does not require this item
14. Uses terms school or district; does not apply to charters or is only a definition
15. We request verification from the DESE offices that monitor compliance to specific programs at the end of each fiscal year, June 30, 2021. Federal or state agencies have not notified the school or sponsor they are out of compliance.
16. Compliance is verified at site visit, which take place in 3Q and 4Q of FY21.
17. This school does not serve high school students.
18. This school does not participate in the contracted PK program
19. To be completed by the end of the school year. Cannot be verified until 6/30/21. In compliance on 6/20/20.
20. Duplicates. Governance 2 and Safety 7 are the same. 160.522 in Governance 1d and Compliance 3.b.

#### ASSURANCES

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

SIGNATURE OF SUPERINTENDENT Not required	DATE
The Charter Sponsor annually reviews the charter school's compliance with statutory standards, as required by <a href="#">Section 160.405.7, RSMo.</a>	
SIGNATURE OF SPONSOR 	DATE 12/17/20