



**Venn Education School Quality Review Report**  
**Citizens of the World - Kansas City**  
November 5-6, 2024



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## Context and Process

### Context

Citizens of the World—Kansas City (CWCKC) is a public charter school in Kansas City, Missouri. It was founded in 2015 with a mission to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community. The school's five-year charter contract took effect in July 2021 and extends through June 2026.

### School Quality Review Process

The School Quality Review (SQR) is a process that educators can use to understand and explain how well schools are working to educate students. The SQR places a site visit team of experienced educators in a school to collect and analyze data about school performance. The length of the SQR with the Missouri Charter Public School Commission (MCPSC) will be two days. The SQR is based on a transparent, research-based set of standards – the SchoolWorks Quality Criteria (SQC) – that serve as the framework to understand the effectiveness of school practices. Through verbal and written feedback, the SQC promotes understanding and dialogue between the school and the site visit team.

The Missouri Charter Public School Commission was established in 2012 (RSMo 160.425). Lawmakers, charter school advocates, and education reformers wanted an independent sponsoring entity with the authority to sponsor high-quality charter schools throughout Missouri.

Sponsors enter into a contract with a Missouri nonprofit organization that demonstrates the ability and capacity to operate a quality independent public school. Sponsors hold these schools accountable for their performance and to the conditions of the contract. Performing schools can have their contract renewed. Poor-quality charter schools can be closed.

MCPSC engaged Venn Education to conduct the SQR process, which is aligned with and complements MCPSC's initiatives and school performance framework; the subsequent report documents and communicates the findings of the SQR.

The SQR protocol and review process provides a third-party perspective on current school quality for all students. The process includes two days of collecting evidence on-site through interviews, classroom visits, and document review. While on-site, the site visit team meets to discuss, sort, and analyze the evidence it collects. The site visit team uses evidence collected through these events to develop findings in relation to the protocol's criteria and indicators. The review site visit team's findings, contained in this report, represent one piece of evidence considered by MCPSC as part of their ongoing oversight and renewal decision-making process.

The report documents the site visit team's findings for the six domains identified within the SQR protocol: Instruction, Students' Opportunities to Learn, Educators' Opportunities to Learn, Leadership and Governance, Financial Performance, and Organizational Performance. Findings provide a response to each Key Question in the SQR protocol.

## Domains and Key Questions

The following key questions guide the site visit team's work in the school. All evidence is collected in response to these key questions and their respective standards.

### **Domain 1: Instruction**

1. Do classroom interactions and organization ensure a classroom climate conducive to learning?
2. Is classroom instruction intentional, engaging, and challenging for all students?
3. Do teachers regularly assess students' progress toward mastery of key skills and concepts and utilize assessment data to provide feedback to students during lessons?

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

4. Does the school identify and support students with a full range of needs?
5. Does the school have a safe, supportive learning environment that reflects high expectations for all students?

### **Domain 3: Educators' Opportunities to Learn**

6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?
7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?

### **Domain 4: Leadership and Governance**

8. Do school leaders guide and participate with instructional staff in the central processes of improving teaching and learning?
9. Do school leaders effectively orchestrate the school's operations?
10. Does the Board provide competent stewardship and oversight of the school?

### **Domain 5: Financial Performance**

11. Does the school maintain a sound and sustainable financial condition?

### **Domain 6: Organizational Performance**

12. Does the school have effective operational systems and structures in place?

## Domain 1: Instruction

### **Finding 1: Classroom interactions and climate are positive. Most classrooms are highly organized and conducive to learning.**

- **Behavioral expectations are clear and understood by most students.** In 91% of classrooms observed (n=22), the site visit team observed clear behavioral expectations and class rules and procedures communicated to students. For example, rules and expectations were posted on walls, and teachers were observed using call and response. Students were familiar with this method and were focused. In one classroom In many classrooms, teachers were observed modeling appropriate behavior and providing positive feedback for on-task behavior. The classroom norms and routines supported students in sharing their learning and understandings, including making and building from mistakes as a community. Only 9% of the classrooms observed lacked clear expectations that students appeared to understand. In these classrooms, teachers gave students multiple reminders to redirect students and keep them on task. A few side conversations also happened while the teacher was facilitating a lesson. The school provided a Behavior MTSS Flowchart that differentiates the behavioral process for Tier 1, 2, and 3 behaviors, ensuring the approach to discipline is consistent with CWCKC's charter and mission.
- **The learning environment is structured, and effective planning and guidance often maximize learning time.** The site visit team observed a highly structured learning environment where learning time was maximized in 73% of classrooms. Teachers spoke of preparing their lessons and ensuring materials were readily available by internalizing lessons and going through the scripted curriculum to highlight and annotate notes to ensure lessons were structured and effective. For example, several teachers were observed maximizing learning time and minimizing transition time. The site visit team observed classroom resources, including handouts, goals projected on screens, and timekeeping tools such as timers to help students stay on schedule. The site visit team also observed clearly defined workspaces within classroom layouts, including a calm-down corner, a safe seat for students who may become cognitively disengaged, and flexible seating options. However, 27% of classrooms demonstrated learning environments that were not highly structured and did not maximize learning time. For example, a few teachers stopped whole group lessons to address individual student behaviors and needs. One class took 7 minutes to transition from a "brain break" to reading.
- **Classroom interactions are mostly cooperative and conducive to learning.** In 68% of the classrooms observed, classroom interactions were cooperative and conducive to learning. Interactions between teachers and students were respectful, caring, and supportive, and students engaged in group work that was collaborative and focused on learning. For example, students were observed conducting turn-and-talks with partners to garner one another's input on a classroom discussion. They were also observed helping one another log into Chromebooks, sharing supplies, and giving reminders of expectations. In other settings, students assigned to centers seemed to focus on the tasks assigned. Overall, teachers were

aware and responsive to student's learning and emotional needs. Conversely, in 32% of the classrooms, the site visit team observed interactions that were not cooperative and conducive to learning between students and teachers. For example, in a few classrooms, teachers ignored disruptive behavior that hindered student learning; some students were observed teasing other students and interrupting the teacher during instructional time.

**Finding 2: Classroom instruction is sometimes intentional and engaging but rarely challenging for all students.**

- **Teachers occasionally share clear learning goals with students, and at times, instruction reflects a clear sense of purpose.** In 59% of classrooms, the site visit team did not observe learning goals or focused, purposeful instruction. For example, many teachers were not observed communicating academic content, concepts, and procedures with depth or clarity. Objectives for lessons were not written or explicitly stated in these classrooms to help reinforce what was driving the activities observed. However, the site visit team observed clear learning goals and purposeful instruction in 41% of classrooms. In these classrooms, team members observed objectives posted, tied to real-life applications, more significant concepts, and essential questions; lesson activities aligned to Missouri standards; and clear examples shared by the teacher. For instance, in one classroom, the teacher engaged the students in a whole group discussion about definitions and then had students write the definitions of terms in their own words, use them in a sentence, and draw a picture. In another class, the teacher stated the lesson's objective, plan, and essential questions that would be answered by the end of instruction so that all students would know the purpose and expectations for the lesson.
- **Teachers occasionally employ various instructional strategies and materials to support students' diverse needs.** In 55% of classrooms, the site visit team observed multiple instructional strategies to support students' learning. Teachers were observed utilizing various instructional methodologies, including whole and small groups, one-on-one instruction, and experiential learning outside of the classroom. Multi-sensory material and modalities were also observed being used, including technological platforms (i.e., Chromebooks), manipulatives such as flashcards, and graphic organizers to support students' learning needs. However, in the other 45% of classrooms, the site visit team only observed one instructional format (such as whole group instruction) or missed opportunities to incorporate multiple modalities into learning. For example, in some classes, teachers were observed giving high levels of direct instruction with limited opportunities for students to engage in other learning methods outside of sitting, listening, and copying information.
- **In half of the classrooms observed, students were cognitively engaged in learning.** The site visit team observed students cognitively engaged in 50% of the classrooms. Students engaged with teachers and peers in extended, content-focused discussions. For example, in one class, students engaged with their teacher in a Socratic manner, using text and notes to support their claims. In other classrooms, students engaged with teachers and peers or worked independently to complete lessons. In the other 50% of classrooms, some students were not cognitively engaged in learning, only the teacher and a few students. For example, some students had their heads on desks when they were supposed to be reading. In

another classroom, a student was observed asleep on the carpet during instruction, and the behavior was not addressed.

- **Instruction does not yet require all students to use and develop higher-order thinking skills, including problem-solving and critical thinking.** In most classrooms (86%), the site visit team observed instruction that did not require students to use higher-order thinking skills. The site visit team observed students copying notes or working on Chromebooks in many classrooms. In other classrooms, students were asked low-level, summary, and recall questions that often required one-word responses with limited opportunities for students to expound upon their thinking. The teacher's questions did not require students to look beyond what is explicitly stated in the sourced material for answers. However, in only 14% of the classrooms visited, the site visit team observed students engaged in rigorous, challenging tasks that required analysis, interpretation, application, and synthesis skills. For example, in one classroom, students were observed applying new knowledge and skills to investigate an open-ended problem. In another classroom, students were asked to build upon their own and other's thoughts to make the learning objective applicable to their everyday lives.

**Finding 3: Teachers rarely assess students' progress toward mastery of key skills and concepts and sometimes utilize assessment data to provide feedback to students during the lesson.**

- **In-class assessment strategies do not reveal student's thinking about learning goals in most classrooms.** In 68% of classrooms, teachers did not utilize whole-class assessment strategies. Typically, only a few students were asked to respond to a prompt. Often, teachers were observed providing feedback on behaviors and procedures rather than on students' thinking and learning goals. However, in 32% of classrooms, the site visit team observed teachers using informal assessments to gauge student's prior knowledge and understanding. Examples that were observed include teachers asking students to explain their thinking, support it with evidence, and then be prepared to discuss with peers while the teacher informally observed conversations; formative assessments such as cues to measure student understanding (i.e., holding up fingers to respond to questions) and determine progress toward the learning objective.
- **Timely, frequent, and specific feedback is rarely provided throughout the learning process to inform improvement efforts.** In 68% of the classrooms, limited use of assessments that measured essential skills and knowledge was observed. For example, feedback was infrequent and often directed at a student's behavior. Other observed feedback would include phrases such as "good work" or "nice job" and was not specific toward learning goals. However, the site visit team observed timely, frequent, and specific feedback to students in 32% of the classrooms. Examples of high-quality feedback included teachers helping students revise their work after providing clear, descriptive, criterion-based feedback that clarified misunderstandings and provided specific guidance regarding improvement.

## Domain 2: Students' Opportunities to Learn

### **Finding 4: The school identifies and is beginning to support students with a full range of needs.**

- **The school is beginning to formalize procedures for identifying students needing additional support and monitoring student progress and program effectiveness.** Teachers stated that they monitor students' progress toward behavioral goals and use this feedback to inform the level of students' behavioral support or intervention. Supporting documentation, including CWCKC's ELA Curriculum and Interventions and the 2024-2025 Behavior MTSS Flowchart, was provided to the SQR team, which outlined a step-by-step MTSS process and signaled that behavioral data is monitored weekly. Teachers could explain a straightforward method for implementing the MTSS behavioral protocol, including when to provide interventions and at what level referral is needed. While robust systems are in place for behavioral support, limited systems seem to exist for academic interventions. When probed by the site visit team, only the building level leadership, support staff, and a few teachers could speak to the review of MAP and NWEA data at least three times per year to inform the curriculum for students needing different levels of support, including accommodations to support IEPs. The provided documentation did signal a clear delineation between Tier II and Tier III supports and that some students have Reading Success Plans and that existing supports are in place for English Language Arts, such as Hoot, Ignite, PowerUp, and special education referrals through a refined Response to Intervention (RTI) process; however, the process for identifying and monitoring the progress of diverse learners did not seem transparent and understood by all stakeholders. When asked, there were limited responses on how the school monitors students' progress toward academic goals and how this feedback is used to inform the level of students' academic support.
- **The school provides appropriate support for some students with special needs, particularly those identified with disabilities, but rarely those with limited English proficiency.** The organizational chart provided to the SQR team identifies qualified staff available to support students with special needs. CWCKC currently has one special education teacher on staff with paraprofessional support for a self-contained classroom and at the middle school level. While there is one special education teacher at the elementary level, building leadership stated that the school is trying to hire a paraprofessional to support the elementary teacher. Support staff mentioned providing struggling students with a variety of research-based programming designed to remediate gaps in skill or content knowledge, such as push-in, pull-out, and a co-teaching model at the middle school level to monitor student's progress toward academic goals. They also reported charting data goals for behaviors, academics, and related services to inform the level of support or intervention a student receives. While the school was observed implementing specific, targeted academic and behavioral supports for identified special education students, teachers noted that they are aware that the special education department needs additional personnel to help cover the school's needs. Teachers reported limited support for English Language Learners (ELL), with



only a translating device accessible to assist these students in learning. Additionally, they expressed concern that some students may not be receiving the necessary support to succeed. Concern was expressed about the school being unable to meet all students' needs due to the number of students needing more intensive interventions and the lack of qualified support staff available to offer one-on-one individualized support to students over a sustained period.

**Finding 5: The school has a safe, supportive learning environment that reflects high expectations for all students.**

- **The school holds high expectations for academic learning.** Throughout the site visit, it was observed that the school recognizes and celebrates students' academic performance. School leadership described creating a solid teaming culture and providing teachers with the time and resources needed to allow autonomy to teach but still be held accountable to the mission of educating all students. Teachers conveyed high expectations for student learning. They talked about an appreciation for the rigor of the curriculum and the belief that all adults in the building believed all students could learn and achieve at a high level. Teachers promoted students' responsibility to raise their achievement and encouraged participation in their learning. Students reported that their teachers expect them always to do their best. Students across all grade levels could speak to the vision of the school, using such language as, "Be above average," "Be a student prepared for life," "Have the tools needed to be successful," and "Adults push students to their limits." Multiple students reported feeling safe within the school and supported and pushed by teachers. When asked what high expectations looked like in their learning, most students responded that it meant excelling in all classes and being pushed beyond their limits. While students reported that adults and peers at the school do an excellent job of getting to know them and care about their learning, students, and parents reported that there is a lack of transitional planning available for middle school students as they move into high school and that they would like to see more support in this area.
- **The school engages families in support of students' learning.** CWCKC provides opportunities for families to engage with the school (e.g., volunteering in classrooms or on committees, attendance at performances, etc.) and regularly solicits their input. Leadership highlighted First Fridays, Fall Fest, and Project Based Learning Showcases as an opportunity to bring parents and the community into the building to highlight student work, core academic values, arts and crafts, etc. While leadership complimented the job of getting volunteers to assist at these events, they mentioned that they would like to see more parent engagement, including establishing an organized Parent Teacher Organization (PTO). Teachers communicated that they had 100% parent attendance at the Parent-Teacher conferences and used this as a means for students to communicate with parents/guardians about their students' academic progress. Families described feeling included in helping the school cultivate a culture of high expectations for their student's learning. Families mentioned having a shared expectation of reading with students for at least 20 minutes daily and having a clear communication channel to get assistance from school staff to learn about additional practices that can support their students' learning at home.

## Domain 3: Educators' Opportunities to Learn

### **Finding 6: Professional development and collaborative structures are consistently implemented but do not sustain a focus on instructional improvement.**

- **Professional development is often designed to address school priorities and identified areas of need.** The leadership team reported that professional development frequently aligns with organizational goals and essential design elements outlined in the school's curriculum. Leadership stated that they are responsible for the professional development of teachers and schedule professional development with Instructional Partners to focus on internalizing lessons and to address such areas as Conscious Discipline training, Project-Based Learning, Community Works (various topics within the CWCKC community), and other flexible topics as the need arises. Building leadership and teachers reported that professional development was produced by an ongoing analysis of educators' learning needs as informed by survey results. Teachers reported having access to professional development on half-day Wednesdays weekly. While teachers supported the idea that professional development provided ongoing support for their continued learning, they also expressed a need for trained coaches with instructional expertise to be accessible to provide support around instructional planning and lesson design, including pedagogy, assessment, and student engagement. For example, many teachers agreed that while the Math Interventionist and Coach were highly effective in providing immediate feedback during the regularly scheduled coaching cycles, the absence of an ELA Interventionist and Coach was noticeable. Numerous teachers expressed a need for more training in Wit & Wisdom to ensure sustainability over time.
- **Educators consistently collaborate but do not regularly prioritize effective instruction and students' academic performance.** All stakeholders stated that staff personnel meet frequently during uninterrupted times (i.e., staff, department, and grade-level meeting times) to collaborate. Teachers are willing to talk about their instructional practices, actively pursue and accept colleague feedback, and try new teaching strategies. For example, some educators discussed how their collaborative meetings maintained a clear and persistent focus on improving student learning and academic outcomes by collaborating to discuss different strategies that can be used in the classroom to ensure student academic success. In contrast, other teachers expressed their use of collaboration time to voice frustrations and discuss student behaviors. Although agendas and collaborative minutes from team planning and team meetings were provided to the site visit team that supported the use of data to measure how students progressed on specific standards from the beginning to the end of a quarter, teachers were rarely able to verbally discuss the use of data to make informed instructional decisions. The discussion of data across various focus groups remained limited to accessing NWEA data and seldom emphasized using informal or curriculum-aligned assessments. Leadership highlighted a need to utilize interim assessment data better to inform growth projections and determine if students are on track to meeting academic performance standards across multiple levels.

**Finding 7: The school reflects a safe, trustworthy professional climate, and school leaders are working to create conditions that support it.**

- **Educators' mindsets and beliefs reflect shared commitments to students' learning.**  
Educators conveyed a shared commitment to teaching all students in the school and a shared belief that students' learning was everyone's collective responsibility, regardless of a student's personal or home situation. All stakeholders highlighted a commitment to holding each other accountable for maintaining a shared vision of teaching and learning. Teachers stated that school leaders model and convey beliefs about teaching and learning and convey value for innovation. Teachers also emphasized that the leadership team is willing to share and discuss their educational beliefs with staff and highlight the significance of the "Tripod of Education" (families, teachers, and students) and their role in education.
- **The school reflects a safe, trustworthy, and growth-oriented professional climate.**  
Educators described colleagues and administrators as open, honest, competent, well-intentioned, caring, and reliable. Teachers' concerns and decisions tended to be focused on students' learning and well-being, and they often explained that they were willing to share and discuss their instructional practices, seek and accept feedback, and collectively experiment with new teaching strategies. Teachers stated that the leadership team is consistently checking in and trying to help. They support staff trying new things and will provide positive and helpful feedback. During the SQR, the adult culture was described by all stakeholders as professional, with teams collaborating effectively; however, observations indicated a need for further progress toward a growth-oriented professional climate, where school leaders structure and facilitate staff and team meeting discussions to promote reflective dialogue around data and instruction.

## Domain 4: Leadership and Governance

### **Finding 8: While school leaders ensure that the school has a coherent, comprehensive, and aligned curriculum, they inconsistently review data to improve teaching and learning.**

- **School leaders have established a vision aligned with student’s long-term success and are beginning to set clear goals to meet that vision.** School leaders were able to convey an academic vision with a commitment to preparing all students for success in secondary and post-secondary education. From a behavioral perspective, school leaders discussed that students should be able to speak to the four behavioral traits that they would need to carry with them beyond CWCKC. The leadership team also discussed a vision around building a community in which CWCKC represents a model for education in Kansas City, including school-level goals of forming more community partnerships, collective teaming, teachers internalizing lessons, and decreasing behaviors. While school leaders could convey academic goals aligned with the school’s improvement efforts, no quantifiable goals were provided.
- **School leaders inconsistently provide conditions that support a school-wide data culture.** School leadership used instructional data from multiple sources, including NWEA scores, attendance and behavior trackers, MAP scores, and other formative assessment trackers for every grade level to inform teacher practices. School leaders addressed ensuring the instructional materials selected follow a school-wide instructional framework and are aligned with established curriculum standards. The leadership team highlighted Wit & Wisdom, Foundations, and Everyday Math as a few of the curricular resources that teachers have access to provide high-quality instruction and that they worked to ensure that the curriculum includes essential content and skills for all students to learn at each grade level. While teachers verified that they have a wide variety of access to the curriculum, they expressed a need for more support on effectively using it. Teachers also stated having access to this data plus adequate time to collect and represent student data, however, they expressed a need for school leaders to ensure that all teachers receive professional development in data use (i.e., frame questions for inquiry, analyze data, interpret a range of data reports, etc.) to help them act on results. Teachers reported looking at data, but how they use it to drive instructional practices is unclear. Many teachers stated that they rely on more veteran teachers within their teaming model to help analyze interim and summative assessments to adjust the pace of instruction and content. Leadership reported there needs to be more focus on student data this year. Building leadership reported that due to being understaffed in some areas, regular observation cycles have been shifted, affecting their ability to ensure that teachers employ a regular cycle of interim assessments to gather data on student performance.

**Finding 9: School leaders consistently communicate and work to ensure the organization's sustainability.**

- **School leaders sometimes ensure effective communication and inclusive, transparent decision-making across the organization.** Communication among all stakeholder groups is constructive, supportive, and respectful. Staff reported having open and supportive communication between the building leadership team and themselves. Teachers also spoke about being able to provide feedback through surveys and conversations around decisions impacting them. The leadership team discussed frequent face-to-face and email communication among school staff. While the communication between school leaders and staff seemed more frequent and open, it was noted that communication between Network leadership, the school, and the board seemed more inconsistent. School leadership and the board reported communication with the network as disconnected. Board members stated that they have chaired a committee tasked with reviewing the network and school relationship to plan for their future.
- **School leaders consistently evaluate all staff and usually dismiss those who do not meet professional standards and expectations.** School leaders have developed and implemented an informal and formal process of teacher evaluations to ensure the review of all staff members. For more informal reviews, a document has been adapted from Teach Like a Champion to assist in the walkthrough evaluation of teachers. School leadership stated that formal observations are also occurring regularly, and they are currently conducting teachers' first rounds of formal evaluations, to be completed before winter break. Teachers will receive their summative evaluations in March. School leaders were also noted using supervision and evaluation processes to identify and address persistently low-performing staff members. School leadership intends to retain at least 80% of their teachers and stated that more time for heavy coaching is needed to determine growth and next steps for staff. Staff proclaimed that feedback from observations is timely and often followed up with an email. While the school has encountered the challenges inherent in staffing within the profession (i.e., staff resignations and vacancies in key roles such as a literacy coach, ELA Interventionist, special education teacher, and paraprofessional), administrators were reported as noted for effectively stepping in and providing support where necessary. As a result, the school has observed an improvement in staff quality. Although this shift has disrupted certain practices, building-level leadership views it as a positive change that strengthens the team.

**Finding 10: The board is provided with appropriate information and structure to govern and is working to ensure the school's success and sustainability.**

- **The board provides academic, operational, and financial oversight to ensure the school's success and sustainability.** According to CWCKC's website, board meeting minutes, and committee packets, the board has systems and structures that ensure

questioning and deliberation regarding the school's academic, operational, and financial performance. The board monitors leadership efforts to address performance gaps and financial health via committee and leadership updates. The board is fully staffed, and membership includes appropriate instructional and financial expertise to oversee CWCKC's academic program and finances. The board reported having a great relationship with the Executive Director and understands that she inherited challenges. To ensure the school's success and sustainability, they provided the site visit team with a 5-year strategic plan that the board and leadership revisit each year. The document focuses on key areas, including high-quality academic programs for all students, creating an inclusive school community, maintaining financially sustainable practices, refining external supports, and succession planning. Members of the board described priorities that are aligned with the school's mission and were able to convey appropriate knowledge on their progress against these accountability goals and strategic priorities based on their benchmarking process.

- **The board is working to maintain effective governance practices (rather than management) to ensure organizational viability, including the systematic selection and oversight of school leaders.** The board maintained that members engage in periodic self-assessments and reflect on their role through board retreats. While the board engages in strategic planning with school leaders, board members noted growth needed in attendance at board meetings, succession planning, and building their relationship with the national organization. Board members acknowledged that the COVID-19 pandemic significantly impacted their operations, and the constant shifting between platforms led to periods of low attendance at meetings. This is reflected in the CWCKC 22-23 Annual Report. They stated that, most recently, board attendance has improved as the Executive Director has created a plan for alternating between virtual and in-person meetings, which has also helped create a new energy that has assisted in recruiting new members. Succession planning is also another area that board members stated they are beginning to look at regarding school leadership and board members. During the site visit, board members mentioned they needed a clear succession plan. While they stated a process is in place, refining it is essential to ensure organizational viability. When asked if there was a clear delineation between the role and the responsibilities of the CMO and the board, members stated that they are working to establish a productive partnership with the national organization that differentiates governance from management. The board noted that the Executive Director frequently engages with the network. Finally, the board indicated that they have recently formed a committee to meet regularly with the CMO to prioritize practices aligned with the organization's mission and vision.

## Domain 5: Financial Performance

### Finding 11: The school maintains a sound and sustainable financial condition.

- **The school demonstrates near-term financial health.** Board members and school leadership spoke about being financially strong and doing well in planning for the school's financial future. Financial reports present solid current and future financial health that can be used to drive decision-making. School leaders and board members discussed partnering with EdOps to regularly review and understand the income statement, balance sheet, and cash flow projections and understand their fiduciary responsibilities. As of the October 2024 board minutes, the school's current ratio demonstrated a strong position for being able to pay its financial obligations over the next 12 months. The school's unrestricted days of cash-on-hand indicate that the school could operate without receiving additional funding for 105 days. The school's enrollment variance (actual vs. budgeted) demonstrates that the school is on track to exceed its per-pupil revenue target. The school's most recent independent financial audit reflects an unqualified opinion with no material weaknesses, significant deficiencies, and no repeat findings. According to the October 2024 Financial Board Meeting Minutes, the school has secured and exceeded its non-budgeted philanthropic dollars and maintains a minimum of a 3% fund balance, indicating a positive cash flow trend, with a forecast that the school will end the year at \$385,000 over budget.
- **The school consistently implements systems and procedures to ensure sound financial management practices.** The school's board and leadership discussion during the focus groups demonstrated that they are aligned on the definition of sustainability. They also discussed meeting regularly with EdOps to run projections and adjust school priorities continually. For example, school building-level leadership discussed eliminating certain roles to balance the budget and removing philanthropic funds from the financial forecast to safeguard the school's long-term financial viability. Leadership and board members also discussed key drivers in the financial planning process to account for school growth. The school's organizational structure appears appropriately designed and aligned to provide the services outlined in the performance contract.

## Domain 6: Organizational Performance

### **Finding 12: The school has structures in place that are generally effective.**

- **The school's operations generally support the smooth running of its programs through strong systems for maintaining compliance.** A review of the 22-23 Annual Report showed that the school was partially compliant in Governance while meeting expectations in Operations. Per the Annual Report, the school complies with all applicable state, federal, and local reporting agencies. The school maintains compliance with education program terms, including implementing the education program as defined in its current charter contract, and protects the rights of students with disabilities. The school also complies with governance and reporting requirements, including holding management accountable and complying with reporting requirements. There are systems to manage all applicable compliance and reporting requirements, including school environmental requirements (i.e., facilities, health and safety, and the proper handling of information). Additionally, leadership has created a viable facilities plan to expand the building in the upcoming years. The 2022-2023 Annual Report identified board attendance as the sole indicator rated as Falls Far Below. However, the Board of Directors reported that steps are being taken to improve attendance and meet the required standards for board meetings.
- **The school supports student recruitment efforts and is working to create more community relationships that marshal support for its work.** The school's most recent Annual Report states that CWCKC adheres to lottery, enrollment, and admissions policies and complies with statute. Per the latest enrollment certification, the school currently has a waiting list of 71 students. This demonstrates that CWCKC successfully recruits scholars to fill open seats and has a student enrollment/recruitment strategy that enables ongoing growth and sustainability. School leadership discussed engaging with preschools to aid in recruitment and implementing outreach efforts to involve and build support among the broader community. Leadership and teachers expressed a desire to build stronger community relationships to impact the broader community positively. This reflects the school's recognition of enhancing its reputation within the larger community.



## Appendix A: Site Visit Team Members

The SQR to Citizens of the World - Kansas City was conducted on November 5 - 6, 2024, by a site visit team of educators from Venn Education and the Missouri Charter Public School Commission members.

Tonya Richardson, PhD - Team Leader - Venn Education

Porsche Chisley, EdD - Team Member - Venn Education

Amy Brown - Team Member - Missouri Charter Public School Commission

Laurel Bounds - Team Member - Missouri Charter Public School Commission

## Appendix B: Summary of Classroom Observation Data

During the site visit, the site visit team conducted n=22 observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations.

Note: Due to rounding, the percentages for a particular indicator may not appear to total 100%.

<i>Indicator</i>	<i>Percentage Observed</i>	<i>Percentage Not Observed</i>
<b>Supportive Classroom Climate</b>		
1. Behavioral expectations are clear and understood by students.	91%	9%
2. The learning environment is highly structured, and learning time is maximized through effective planning and guidance.	73%	27%
3. Classroom interactions are cooperative and conducive to learning.	68%	32%
<b>Purposeful Teaching</b>		
4. Teachers provide students with clear learning goals and focused, purposeful instruction.	41%	59%
5. Various instructional strategies and materials support students' diverse needs and align with the school's mission and programmatic priorities.	55%	45%
6. All students are cognitively engaged in learning.	50%	50%
7. Instruction requires all students to use and develop higher-order thinking skills.	14%	86%
<b>Assessment and Feedback</b>		
8. In-class assessment strategies reveal students' thinking about learning goals.	32%	68%
9. Timely, frequent, specific feedback is provided throughout the learning process to inform improvement efforts.	32%	68%