

March 1, 2024

Brandi Finocchario, Chair Board of Directors
Citizens of the World Kansas City
3435 Broadway Blvd.
Kansas City, MO 64111

RE: Transmittal of MCPSC's 2022-2023 Annual Report

Dear Ms. Finocchario,

This letter transmits the Missouri Charter Public School Commission's 2022-2023 Annual Report of Citizens of the World Kansas City (CWCKC).

This report reflects the second year of the LEA's current five-year contract. CWCKC's overall rating for FY23 is ***Partially Meets***. CWCKC is **on track for renewal**.

Charter schools sponsored by the Commission are reviewed annually as to their progress in meeting the Commission's performance framework standards, provisions of their performance contracts and Commission policies. Commission staff review required submissions provided by the school for accuracy, timeliness and compliance. This report is one item in the *comprehensive body of evidence* used in evaluating schools sponsored by the Commission.

Our review determined CWCKC is ***Partially Meets*** based on:

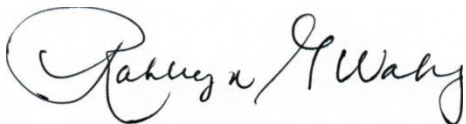
- The academic performance of the school is designated ***Partially Meets***. CWCKC continues to meet or exceed state standard for growth on the MAP test and significantly outperform the local district as measured by proficiency rates in both ELA and Science. CWCKC saw a slight decline in overall proficiency rates from both all students and the performance of students in student groups. The Commission encourages CWCKC to continue the focus on student growth and continue to work toward state standard.
- The financial performance is designated ***Meets***. CWCKC carries a healthy fund and the meets all financial indicators except the debt to asset ratio. The Commission recognizes the work the board has done to build a sustainable organization and encourages the board to continue to monitor the financial position of the school to ensure fiscal viability especially in light of the end of federal ESSR funding.

- Both learning environment and Governance were designated *Partially Meets*. This is related to not meeting the contract goals include two goals that fell far below the agreed upon standard.
- Operations was designated *Meets*. This continues to be a strength of the organization.

The Commission strongly encourages your board to review the information in this report thoroughly and use this information as you plan for the 2024-2025 school year. A member of our team will be presenting the report at the March 21 board meeting and will be able to answer any questions from you or your board at that time.

We have attached some questions you and your board may find helpful as you review the annual report. CWCKC should be proud of the impact you are making for students and families in St. Louis. We look forward to working with you to continue this work.

Sincerely,



Robbyn G. Wahby
Executive Director

CC: Danielle Miles, Superintendent
Members, CWCKC Board of Directors
Members, Missouri Charter Public School Commission

Attachments

Examining your Annual Report Questions
2022-2023 Annual Report
FY23 DESE Assurance Checklist
FY23 Site Visit Report

Charter Boards: Examining Your Annual Report from the Commission

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

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

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



MO Charter Public School Commission

Citizens of the World Kansas City

2022-2023 Annual Report

Annual Performance: **Partially Meets**

Year Opened: 2016-2017

Next Renewal: 2025-2026

Location: Kansas City

Enrollment: 411

Grades Served: PK-8

Contract Year: 2/5



Academics

Partially Meets



Financial
Management

Meets



Learning
Environment

Partially Meets



Governance

Partially Meets



Operations

Meets






Performance Summary

STANDARDS AND INDICATORS	SECTION STANDARD RATING
I. ACADEMICS	
Federal & State Accountability	Meets
Student Academic Proficiency	Partially Meets
Student Academic Growth	Exceeds
School-Specific Academic Measure(s)	Partially Meets
II. FINANCE	
Near-Term Financial Health	Meets
Financial Sustainability	Meets
III. LEARNING ENVIRONMENT	
School Environment	Meets
Education Program Compliance	Meets
Student Rights and Requirements	Meets
School Specific Measures	Partially Meets
IV. GOVERNANCE	
Board Operations	Meets
Holding Management Accountable	Meets
Compliance and Reporting	Meets
School Specific Goals	Falls Far Below
V. OPERATIONS	
Financial Management	Meets
Compliance and Reporting	Meets
Employee Rights and Requirements	Meets

Understanding this Report





Dear Reader,



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

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

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

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

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

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

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

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

Sincerely,

Missouri Charter Public School Commission

Citizens of the World Kansas City Overview

GRADES SERVED	PK-8
SCHOOL ADDRESS	3435 Broadway Blvd. Kansas City, MO 64111
SCHOOL WEBSITE	www.cwckansascity.org
AREAS SERVED	Midtown
LEADERSHIP	Jim McDonald, Board Chair Dr. Danielle Miles, Executive Director
SCHOOL MISSION	The mission of CWC Kansas City is to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community.

Student Demographics

TOTAL ENROLLMENT	411
ATTENDANCE	62.5%/90%
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	*
Black	39.5%
Hispanic/Latino	19.4%
Multiracial & Other	9.4%
Native American	*
White/Caucasian	29.8%

HISTORICALLY UNDERSERVED POPULATIONS % OF TOTAL	% OF TOTAL
Free or Reduced-Price Lunch	57.8%
Students with Disabilities	14.6%
English Language Learners	4.0%
Homeless/Migrant Students	2.2%

DISCIPLINE INCIDENTS – TOTAL	53
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	0%
Black	55%
Hispanic/Latino	13%
Multiracial & Other	15%
Native American	0%
White/Caucasian	17%




STAFF AND BOARD DEMOGRAPHICS			
	BOARD	ALL EMPLOYEES	TEACHERS
TOTAL NUMBER	9	52	27
RACE/ETHNICITY % OF TOTAL			
Asian/Pacific Islander	0%	2%	4%
Black	44%	40%	37%
Hispanic/Latino	11%	4%	4%
Multiracial & Other	0%	0%	0%
Native American	0%	0%	0%
White/Caucasian	44%	54%	56%


STUDENT ENROLLMENT BY GRADE	
PK	8
K	43
1	53
2	49
3	60
4	57
5	46
6	39
7	43
8	13



I. Academic Performance

Partially Meets

This section provides an overview of the school’s performance in the year reviewed on a variety of academic measures, and a view of recent historical trends the school is accountable for achieving, as established by applicable federal and state law and the charter contract. The measures provide information about student growth and outcomes. Due to COVID19, APRs were not produced in FY20 or FY21. FY22 and FY23 APRs were produced under MSIP 6 guidelines .

INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
		3YR AVG	FY21*	FY22	FY23	Rating	Direction	
FEDERAL & STATE ACCOUNTABILITY								
ESEA Designation	In compliance (IC)		IC	IC	IC	Meets		
State Rating	≥70%	N/A	N/A	73.7%	67.2%	Partially Meets		This is a combination of performance and continuous improvement points established by DESE for districts in MSIP 6.
State Rating Academic Achievement	≥70%			62.8%	64.2%			This number only includes academic achievement points generated using MSIP 6 calculation for the APR.
STUDENT ACADEMIC PROFICIENCY								
Proficiency – English (All)	On Track	31.4	28.7	33.7	31.8	Partially Meets		Approaching rating on 2023 APR with MPI of 357.3
Proficiency – English (student groups)	On Track	19.9	15.9	22.1	21.7	Partially Meets		Approaching rating on 2023 APR with MPI of 335.3
Proficiency Comparison – English	Meet or Exceed Local District	+10.6	+6.9	+12.3	+12.5	Meets		
Proficiency – Math (All)	On Track	18.9	17.1	21.7	17.9	Partially Meets		Approaching rating on 2023 APR with MPI of 309.3
Proficiency – Math (student groups)	On Track for APR Status	10.4	5.8	13.8	11.7	Partially Meets		Approaching rating on 2023 APR with MPI of 289.3
Proficiency Comparison – Math	Meet or Exceed Local District	+2.9	+5.6	+3.6	-0.5	Partially Meets		
Proficiency – Science (All)	On Track	35.5	35.3	28.6	32.5	Partially Meets		Approaching rating on 2023 APR with MPI of 355.2

INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
		3YR AVG	FY21*	FY22	FY23	Rating	Direction	
Proficiency – Science (student groups)	On Track	14.9	10.0	22.2	12.5	Partially Meets		Approaching rating on 2023 APR with MPI of 320.1
Proficiency Comparison – Science	Meet or Exceed Local District	+14.1	+17.6	+9.0	+15.6	Exceeds		
STUDENT ACADEMIC GROWTH								
Growth – English (All)	On Track for APR Status	52.7	50.6	54.6	53.0	Exceeds		Above Average rating on 2023 APR earning 95% of growth points
Growth – English (student groups)	On Track for APR Status	51.7	48.8	54.5	51.9	Exceeds		Above Average rating on 2023 APR earning 83% of growth points
Growth – Math (All)	On Track for APR Status	50.7	47.6	53.2	51.2	Meets		Average rating on 2023 APR earning 71% of growth points
Growth – Math (student groups)	On Track for APR Status	48.7	42.4	52.7	51.1	Meets		Average rating on 2023 APR earning 70% of growth points
SCHOOL-SPECIFIC ACADEMIC MEASURES								
Proficiency – ELA	45%	31%	29%	34%	32%	Falls Far Below		At least 50% of students will score Proficient or Advanced on the MAP ELA assessments. (2021: 38%; 2022: 40%; 2023: 45%; 2024: 48%; 2025: 50%)
Proficiency – ELA (Students of Color)	< 8%		N/A	21%	7.6%	Meets		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	38%	19%	17%	22%	18%	Falls Far Below		At least 45% of students will score Proficient or Advanced on the MAP Math assessments. (2021: 30%; 2022: 33%; 2023: 38%; 2024: 42%; 2025: 45%)
Proficiency – Math (Students of color)	< 12%		N/A	13%	3.6%	Exceeds		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%)

INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
		3YR AVG	FY21*	FY22	FY23	Rating	Direction	
Reading Proficiency	73%	52%	36%	63%	57%	Partially Meets		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	< 10%		N/A	41%	??			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	45%	36%	24%	37%	48%	Meets		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	< 10%		N/A	3%	??			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	45%		30%	39%	46%	Meets		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	< 10%		N/A	14%	??			The variance across NWEA Math student groupings will decrease to less than 5%. (2021: <15%; 2022: <10%; 2023: <10%; 2024: <7%; 2025: <5%)

II. Financial Performance

Meets

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

INDICATORS AND MEASURES	STANDARD	3-YR AVG.	FY21 VALUE	FY22 VALUE	FY23 VALUE	RATING	NOTES
NEAR-TERM MEASURES							
Current Ratio	>1.0	3.5	3.7	2.3	4.5	Meets	
Unrestricted Days Cash on Hand	30/60/90	73	74	44	103	Meets	CWCKC will retain a cash reserve of at least 60 days cash on hand by the end of the year at the end of this charter.
Enrollment Variance	=>95%	93%	95%	96%	89%	Meets	
Debt Default	No Defaults	Meets	Meets	Meets	Meets	Meets	
Fund Balance	3% or greater	19.92%	20.3%	11.6%	27.83%	Meets	
SUSTAINABILITY MEASURES							
Total Margin	Positive	6.3%	7.3%	-5.3%	16.9%	Meets	
Debt to Asset Ratio	<.09	0.5	0.3	0.4	0.7	Does Not Meet	
Cash Flow	Multiple years positive	Positive \$363,888	Positive \$497,812	Negative \$343,054	Positive \$936,905	Meets	
Debt Service Coverage Ratio	=>1.1	0.6	1.9	No debt	No debt	Meets	

III. Learning Environment Compliance

Partially Meets

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

INDICATORS AND MEASURES	STANDARD	RATING	NOTES
SCHOOL ENVIRONMENT			
Complying with facilities and transportation requirements	Material Compliant	Meets	
Complying with health and safety requirements	Material Compliant	Meets	
Handling student information and data appropriately	Material Compliant	Meets	
EDUCATION PROGRAM COMPLIANCE			
Implementing the material terms of the education program as defined in the current charter contract	Material Compliant	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	
STUDENT RIGHTS AND REQUIREMENTS			
Protecting the rights of all students	Material Compliant	Meets	
Open, free access to apply and enroll	Material Compliant	Meets	
SCHOOL SPECIFIC GOALS			
Average Daily Attendance	93%	Does Not Meet	ADA = 89%
Discipline: CWCKC will reduce exclusionary classroom discipline events by 60%, fewer than 1 per student (on average), as evidenced by internal student reporting.	1.75	Meets	Annual target (2022: 2.25; 2023: 1.75) Actual: 1.66
Parent Engagement: CWC Kansas City will achieve at least an overall parent/caregiver engagement rate of 80% as indicated by parent/caregiver surveys.	80%	Falls Far Below	Actual rate = 46%

IV. Governance

Partially Meets

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

INDICATORS AND MEASURES	STANDARD	RATING	NOTES
BOARD OPERATIONS			
Board Training	100% of board members have participated in training	Meets	
Committee Structure	Structure is in place and committees are meeting	Meets	
Review and Updates Board Policies Annually	Material Compliant	Meets	
Strategic Plans, Board Goals	Annual goals and plans adopted by Board	Meets	
HOLDING MANAGEMENT ACCOUNTABLE			
CEO Evaluation	Completed	Meets	
Monitor Performance, School and Board Goals	Demonstrated Consistent Monitoring	Meets	
COMPLIANCE AND REPORTING			
Missouri Ethic Commission Filings	Material Compliant	Meets	
ASBR	Material Compliant	Meets	
Missouri Sunshine Law Compliance	Material Compliant	Meets	
Registered with the Secretary of State	Material Compliant	Meets	
SCHOOLS SPECIFIC GOALS			
Board Attendance	At least 80% of the CWC Board of Directors will attend 80% of the meetings in a fiscal year.	Falls Far Below	Board attendance for the 22-23 school year was 36%.

V. Operational Compliance

Meets

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

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



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

2022-23 MISSOURI CHARTER SCHOOL ASSURANCE CHECKLIST

CHARTER SCHOOL NAME Citizens of the World Charter Schools	COUNTY-DISTRICT CODE 048-928
CHARTER SCHOOL CONTACT NAME Danielle Miles	CHARTER SCHOOL CONTACT PHONE NUMBER 816-550-5276
CHARTER SCHOOL CONTACT EMAIL danielle.miles@cwckansascity.org	FORM DUE DATE June 30, 2023

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. Administrative Rules are located on the Missouri Secretary of State’s website at: www.sos.mo.gov/adrules. All charters shall send responses to their sponsor by the date specified by the sponsor. Sponsors must submit the completed forms by June 30, 2023 to charters@dese.mo.gov or mail to:

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

Mark each item in the left column as Yes, No, K-8 or N/A (not applicable). If answering “No” or “N/A,” you must provide an explanation and plan for resolution of the deficiency in the comment box below.

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

CERTIFICATION

	1. At least 80 percent of teachers are appropriately licensed or certificated to teach in Missouri public schools (Section 160.420, RSMo).
YES (1)	a. Teachers
YES (1)	b. Other certificated staff
YES (1)	2. Districts and charter schools shall annually provide information to DESE regarding: use of third party employment agencies for substitute teachers, daily rate of substitute pay, employment of full-time and part-time substitute teachers, substitute teacher recruitment efforts, the substitute teacher interview process, and use of current school staff as substitute teachers during other assigned time, in accordance with Section 168.037, RSMo .
YES (1)	3. The charter school provides all substitute teachers with a link to a web-based survey each day as required by Section 168.037, RSMo .

FINANCE

	1. The charter is organizationally and fiscally viable as defined in (Section 160.405, RSMo), not having:
YES (1)	a. a negative balance in its operating funds;
YES (1)	b. a combined balance of less than three percent of the amount expended for such funds during the previous fiscal year; or
YES (1)	c. expenditures that exceed receipts for the most recently completed fiscal year.
YES (1)	2. The charter school implements effective and efficient fiscal management systems that ensure accountability of charter school funds and provides charter financial and budgetary information to the public (Sections 160.066, RSMo and 5 CSR 30-4.030).
YES (1)	3. If the charter contracts for pre-kindergarten services and claims attendance for state purposes, the pre-kindergarten provider meets the state pre-kindergarten program standards (Sections 163.018, 163.161, RSMo and 5 CSR 25-100.320).

GOVERNANCE

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

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

YES (1)	2. The charter school complies with federal laws relating to the protection of pupil rights, 20 U.S.C 1232h(b).
NA (9)	3. The charter school reports school dropouts to the Missouri Literacy Hotline (Section 167.275, RSMo) .
YES (1)	4. The charter school waives proof of residency requirements for a child whose parent or guardian is serving on specified active duty military orders (Section 160.2000, RSMo).
YES (1)	5. The charter provides for student religious liberties in a manner consistent with Section 160.405.4(1) .
YES (1)	6. The charter school ensures that an American Flag is displayed in front of each school building and the Pledge of Allegiance is recited in at least one scheduled class of every pupil enrolled in the school, no less often than once per school day (Section 171.021, RSMo).
YES (1)	7. The charter school ensures that, if requested by any recognized organization, it allows at least 30 minutes to provide unbiased information on organ, eye and tissue donation to the governing body of a charter (Section 170.311, RSMo).
INSTRUCTION/CURRICULUM/ASSESSMENT	
NA (6)	1. The charter school has developed standards for teaching (Section 160.045, RSMo).
NA (9)	2. The charter school complies with state high school graduation requirements (Section 170.345, RSMo and 5 CSR 20-100.190).
NA (9)	3. The charter school provides one-half unit of high school health and personal finance credit for graduates (5 CSR 20-100.190).
YES (1)	4. The charter school provides regular instruction in the United States and Missouri Constitutions , as well as American history, American institutions and American civics. Unless an exception applies, students are required to successfully complete a course of such instruction that is at least one semester in length, as required by (Section 170.011, RSMo).
NA (9)	5. The charter school ensures that all students entering ninth grade after July 1, 2017, pass an examination on the provisions and principles of American Civics as required by (Section 170.345, RSMo).
NA (8, 9)	6. The charter school ensures that each high school distributes to its students the information on critical need occupations as provided by the DESE each year before November 1 st (Section 167.902, RSMo).
	7. The charter school ensures that it has policies and procedures in place allowing students to participate in the Missouri Course Access and Virtual School Program (MOCAP) (Section 161.670, RSMo).
YES (1)	a. The charter school has adopted an enrollment policy that requires enrollment requests for MOCAP to be treated similarly to those for traditional courses.
YES (1)	b. The charter school provides for an appeal process upon denial of enrollment in MOCAP courses.
YES (1)	c. The charter school informs parents of their child's right to participate in the program by making program availability clear in the parent handbook, registration documents and by featuring it on the home page of the charter school's website.
YES (1)	8. The charter school shall determine a child is gifted only if the child meets the definition of "gifted children" as provided in (Section 162.675, RSMo).
YES (1)	9. The charter school's course materials relating to sexual education instruction shall comply with statute (Section 170.015, RSMo).
YES (1)	10. The charter school ensures that it conducts dyslexia screenings for students and provides reasonable classroom support consistent with the guidelines developed by DESE (Section 167.950, RSMo).
NA (9)	11. The charter school ensures that all pupils (during the pupil's four years of high school) receive 30 minutes of cardiopulmonary resuscitation instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. Instruction is to be included in the charter school's existing health or physical education curriculum and must meet the requirements of (Section 170.310, RSMo).
	12. The charter school will: (Section 167.268, RSMo .)
YES (2)	a. Implement a reading success plan policy (Section 167.268, RSMo);
YES (2)	b. Assess all students enrolled in kindergarten through grade three at the beginning and the end of each school year for their level of reading or reading readiness on state-approved reading assessments (Section 167.645, RSMo);
YES (2)	c. Assess any newly enrolled student in grades one through five for their level of reading or reading readiness on a reading assessment from the state-approved list (Section 170.014, RSMo); and
YES (2)	d. Provide reading success plans to students with substantial reading deficiencies and to those students who have been identified as being at risk of dyslexia. (Section 167.645, RSMo).
YES (2)	13. The charter school assesses all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on a reading assessment from state-approved reading assessments (Section 167.645, RSMo).
	14. The charter school provides a reading success plan at the beginning of the school year to any student who:
YES (2)	a. Exhibits a substantial deficiency in reading which creates a barrier to a child's progress learning to read;
YES (2)	b. Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia (Section 167.645, RSMo).
YES (2)	15. The charter school has established a reading program in kindergarten through grade five based in scientific research (Section 170.014, RSMo).

	16. The charter school provides instruction: in Braille reading and writing to eligible students as outlined in the BRITE Act (Section 167.225, RSMo).
YES (2)	a. In Braille reading and writing to eligible students as outlined in the BRITE Act; and
YES (2)	b. In orientation and mobility training for blind and visually impaired students (Section 167.225, RSMo).
NA (9)	17. The charter school provides mental health awareness training to students in accordance with Section 170.307, RSMo .
NA (9)	18. The charter school, if it is a high school, offers at least one computer science course in an in-person setting or as a virtual or distance course option (Section 170.018, RSMo).
YES (2)	19. The charter school provides student IDs with the three digit dialing code that directs calls and routes text messages to the Suicide and Crisis Lifeline (Section 170.048, RSMo).
PROFESSIONAL LEARNING	
YES (1,6)	1. The charter school ensures that all educators in its employ, who hold a career continuous certificate, complete a minimum of 15 contact hours of professional development annually unless exempt (Section 168.021, RSMo).
YES (1)	2. The charter school provides two hours of in-service training for all practicing teachers annually regarding dyslexia and related disorders (Section 167.950, RSMo).
This is optional	3. All school personnel may participate in a simulated active shooter and intruder response drill conducted by law enforcement professionals, as described in statute. Program instructors must be certified by the Department of Public Safety's Peace Officers Standards Training Commission (Section 170.315, RSMo). This is not a required training.
SAFETY	
YES (1, 5)	1. The charter school has a written discipline policy; provides the policy to students, parents and guardians; and follows the requirements of Sections 160.261 and 160.405, RSMo .
YES (1)	2. The charter school complies with statute related to posting child abuse and neglect hotline information (Section 160.975, RSMo).
YES (1)	3. The charter school requires the reporting of child abuse, including allegations of sexual misconduct involving a teacher or other employee of the charter school, and provides employee training in accordance with law (Sections 160.261.2, 162.069 and 210.115, RSMo).
YES (1)	4. The charter school maintains immunization records as required by statute and reports such data required by the Missouri Department of Health and Senior Services (Sections 167.181 and 167.183, RSMo).
YES (1, 3)	5. The charter school complies with all statutes related to the transportation of students (Sections 162.064, 162.065, and 167.231 RSMo).
	6. The charter school complies with the Persistently Dangerous Schools provision of the Every Student Succeeds Act (ESSA) (P.L. 114-95) and (5 CSR 20-100.210).
NA (8)	a. Allow students who attend a persistently dangerous school to attend a safe public school within the charter school Local Education Agency (LEA).
NA (8)	b. Allow students who have been a victim of a violent criminal offense while in or on the grounds of the public school to attend a safe public school within the charter school LEA.
YES (1)	7. The charter school is required to disclose to any public school about any former employee, information regarding any violation of the published regulations of the state board of education, the district, or the governing body of the charter school by the former employee if such violation related to sexual misconduct with a student and was determined to be an actual violation of the board, of the district, or the governing body of the charter after a contested case due process hearing has been conducted, pursuant to board policy (Section 162.068, RSMo).
YES (2)	8. The charter school complies with the provisions of the Get the Lead Out of School Drinking Water Act. Effective 2023-24 school year and beyond (Section 160.077, RSMo).
YES (1)	9. The charter school complies with the provisions of Will's Law related to individualized emergency health care plans for epilepsy and seizure disorders (Section 167.625, RSMo).
COMPLIANCE	
YES (1)	1. The charter school complies with all the regulations of the state and federal programs in which the charter school participates (5 CSR 20-100.130 , and 5 CSR 20-300.110 to.120.)
YES (1)	2. The charter school meets state and federal special education requirements for students with disabilities, economically disadvantaged students, migratory children, students whose native or home language is other than English and homeless youth (Sections 162.680 and 167.020, RSMo , and 5 CSR 20-300.110 to .120).
	3. The charter school complies with statutory standards including:
YES (1)	a. Administration of the statewide system of academic assessments, as designated by the State Board of Education under (Section 160.518, RSMo).
YES (1, 3, 5)	b. Assurances for the completion and distribution of an annual report card as prescribed in (Section 160.522, RSMo).
YES (1)	c. Collection of baseline data during the first three years of operation to determine the longitudinal success of the charter school (Section 160.405.7, RSMo).

YES (1)	d. Measurement of pupil progress toward the pupil academic standards adopted by the State Board of Education under (Sections 160.514 , and 160.405.6(a) RSMo).
NA (1,5)	e. Publication of each charter school's Annual Performance Report (Section 160.405, RSMo).
YES (1)	f. Compliance with laws and regulations of the state, county or city relating to health, safety and state minimum educational standards, including requirements relating to student discipline under (Sections 160.261 , 160.261.2 , 167.161 , 167.164 and 167.171, RSMo).
YES (1)	g. Notification to law enforcement authorities of criminal conduct under (Sections 167.115 and 167.117, RSMo).
YES (1)	h. Transmittal of school records as required by (Section 167.020, RSMo).
YES (1)	i. Provision of the minimum amount of school time as required by (Section 171.031, RSMo).
YES (1)	j. Performance of employee background checks as required by (Section 168.133, RSMo).
YES (5)	k. Protections to students and families with respect to certain surveys and evaluations as required by (Section 167.113, RSMo).
NA (8)	4. The charter school notifies parents if the local education agency (LEA) or school within the LEA scores in the bottom 5% of the Annual Performance Report (Section 162.084, RSMo).

COMMENTS

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

- The stated purpose of this form is "assuring that it has or will comply with state law, federal law, and State Board of Education regulations included during the 2022-23 school year." All charter schools sponsored by MCPSC have a signed contract on file at DESE. It assures compliance with all Missouri statutes related to charter public schools. MCPSC monitors throughout the year. MCPSC annually requests verification from DESE offices that monitor compliance to specific programs at the end of each fiscal year. MCPSC monitors schools compliance of annual items on the timeline dictated by the work function.
- Statute(s) go into effect in FY24.
- The following statutes do not applicable to charter schools: 571.030, 569.115, 574.115, 575.090,597.030(1), 167.275, 160.522, 167.231
- Self-monitoring document list is not provided.
- One or more statutes in this section does not apply to charter schools, is a definition or the duty of another agency/board.
- Only applicable to charter schools operated by a school district.
- The statue cited is incorrect.
- This statute does not apply to this charter school.
- This school do not offer this or does not serve the grades where this applies.

ASSURANCES

If you provide any "personal information" as defined in Section 105.1500, RSMo, concerning an entity exempt from federal income tax under Section 501(c) of the Internal Revenue Code of 1986, as amended, you understand and agree that you are voluntarily choosing to seek a state contract and providing such information for that purpose. The Department of Elementary and Secondary Education will treat such personal information in accord with Section 105.1500, RSMo, unless such information is subject to disclosure pursuant to federal or state law.

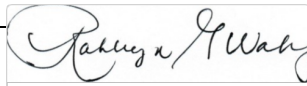
The superintendent/chief executive officer assures compliance with each of the items on the checklist.

SIGNATURE OF SUPERINTENDENT

DATE

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

SIGNATURE OF SPONSOR



box SIGN 157ZLLZ1-4PJW55QK

DATE

Jun 29, 2023

SCHOOL: CITIZENS OF THE WORLD-KANSAS CITY

YEAR: SY2021-2022

DATES: March 2nd and 3rd, 2023

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 403 students in Grades PreK-8 in three locations. CWCKC is completing the first year of its second five-year contract. 39% of the student body is African American, 30% is white, almost 19% is Hispanic, and the rest a mix of multi-racial, Asian and Native Hawaiian. Almost 60% of students qualify for free or reduced lunch, 3% are homeless, 14.6% receive special education services, and 4.2% are English language learners.

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.

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, and Marisol Rodriguez, Founder of Insignia Partners. Insignia Partners has been contracted to serve as the Site Visit Coordinator for the Commission's site visits in 2023.

Dr. Danielle Miles, Executive Director, organized the focus groups and interviews. The site visit included interviews with the Executive Director, the Chief Operating Officer, the Principal, the Assistant Principal, Director of Student Services, Director of Special Education, and the Coordinator of Recruitment and Enrollment, and focus groups with teachers, families, middle school students and the board. The site visit team observed the March 16th board meeting.

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

General Observations

This year Citizens has a feeling of heading in the right direction. There is more stability than previously. Systems and processes are getting developed and deployed. The leadership team has come together and are moving in the same direction and with the same vision. Strong evaluation systems are in place, along with PD and coaching to improve practices. Staff feel committed to and respected by the new leadership. The adult culture is supportive and allows for autonomy. Parents report knowing that all staff really care about the students and generally like the school.

Staffing has been difficult this year with staff quitting mid-year and the need to constantly be recruiting and hiring. Even though there is greater alignment now that the middle school is in the same building, student and parents gave the older grades mixed reviews. While the board has a few people who are consistent, there appears to often be a lack of attendance by others.

Through all of it though, a couple interviewees summed it up nicely when they said, “it feels encouraging” and “it isn’t great yet, but it is better.”

Findings

Criteria 1: Faithfulness to Charter

Areas of Strength

“Diverse by Design” continues to be a focus and strength of Citizens. Student and parents described appreciating how diverse Citizens’ is and a key factor for choosing the school. Students noted that the school is very welcoming to new students and that they can be themselves here. Leadership has a strong mission that this is a school and the job of students is to learn. There is an emphasis on project-based learning and the whole child. There is also a focus on Conscious Discipline, Restorative Justice, and SEL. Given the name, Citizens is also focused on civic responsibility.

Goals this year included getting procedures and routines in place for the whole school, using common language and having common expectations. Everyone is focused on growth, with an ultimate goal of high academic achievement.

Currently, fourth and seventh grades are full from re-enrollments. Third and fifth are very close to full, as are second and eighth. However, Citizens will have to recruit heavily to fill the kindergarten sections. No compliance issues with enrollment practices were found as Citizens participates in the common enrollment system, backfills as needed, and recruits throughout the year.

Areas of Growth

Because of COVID and leadership transitions, some of the traditions and community building that Citizens prided itself on have been lost. One board member shared that the school appears to be using technology more than imagined, which is off mission.

Criteria 2: Students' Opportunities to Learn

Areas of Strength

Leadership reports that there is solid tier one instruction occurring in the majority of the classrooms and overall students are getting better quality instruction this year. There is an academic RTI team in place that meets monthly to look at the data and decide what interventions or referrals to put into place.

Parents reported seeing how the new Executive Director and school leadership are working to set up a framework for improvement, noting the introduction of Conscious Discipline. They also commend the school for leveraging community resources and partnerships.

At the board meeting it was reported that Citizens scored higher than KCPS in both ELA and Math and had the 3rd highest ELA scores in Kansas City on the recently released MAP testing data.

Although parents and student reported not being pushed enough academically (see more below) they do appreciate that there is an effort at Citizens to prepare students to be well-rounded people who can work with other people, be productive members of society, and learn soft skills that make them leaders in the world. Staff are trying to redirect and teach students social emotional skills and how to be sympathetic and empathic with one another.

The school has a "TAP room" where students can get extra support if needed. They have a closet with uniforms for those in need and have a strong partnership with SSKC to provide a food pantry to students and families.

Areas of Growth

Clear expectations for behavior and culture are being articulated but it is new and thus is not consistently being implemented. Although there is an RTI for behavior in place, it does not appear to be used consistently. Leadership described how teachers appear to have some discomfort being the authority figure in the classroom and holding students accountable. The school is better staffed to support behaviors with a behavior coach, social workers, and two counselors. The principal and assistant principal have also provided additional support to handle behaviors, but teacher report that students often end up simply sitting in their offices and not getting the support they need.

Although the new leadership is said to have high expectations for students, students reported not feeling very challenged academically. Some felt as though Citizens does a better job supporting students who are struggling than those who are achieving. Parents reported similarly, for example one parent stated "In a class of 25 when there is one or two that needs extra support, I don't know that the other kids are getting as much or enough of a push. I think my student is fine, he seems ok, but I know there are some areas he might be struggling and I

don't think he is getting as much support as I expected for the 'meeting the child where they are' approach. I think sometimes these kids can fall through the cracks."

There isn't enough intervention staffing this year, which leadership named and explained it is due to having difficulty filling these positions. No math interventionist is in place this year and there is only one literacy interventionist on staff for the entire K-8 student body. Teachers are often left to conduct the interventions themselves, but they are not always trained. Teachers reported a lack of Tier Two support. Kindergarten has no TAs to support students and small group instruction.

Special Education continues to be a challenge. Due to staffing challenges, Citizens has struggled to ensure students are getting their required minutes. As one teacher stated "The extreme kids seem to get the attention and the kids with less minutes don't always get what they need." Some shifting has occurred since the beginning of the school year which has helped some. Next year, Citizens plans to have a full time ELL staff member, an additional full time SPED teacher and more TAs. They are also working on setting up more solid processes to handle an increase in requests for 504 Plans. There is no universal screening process, but it is in the budget for next year.

Middle school continues to be difficult for Citizens. Because enrollment is so low in those grades, it is difficult to staff appropriately and offer students a robust middle school experience. Students also noted the difficulties with the middle school. Students described bullying, racism, and anti-LGBTQIA actions between students. One student stated "The phrase 'kill yourself' is used here more than anywhere else I have ever heard." The relationship between middle school students and teachers also appears somewhat strained. Students described a culture of favoritism at the middle school, where teachers pick on some students but allow others to be disruptive.

Parents and students reported that there could be improvements to communication. Although they feel they get a lot of school-wide communication (i.e. videos from the Superintendent), there was a desire to know more about their specific child. Parents weren't clear on how their student is doing academically and report cards don't provide enough detail to understand why a student's score may increase or decrease. They also noted that there is a disconnect between the time they get the report card and what is happening in real time. Parents expressed concerns about the middle school being able to prepare their students for high school. They described how teachers seem overwhelmed and as if this was a rebuilding year. Students stated that their parents only hear from the school when something negative happens and there is little proactive or consistent communication. However, it should be noted that Citizens supported every parent getting signed up on Infinite Campus earlier this year, which can be used as a communication interface.

Criteria 3: Instructional Leadership

Areas of Strength

Professional development is better this year than in years past. The leadership team has especially come together, using Dare to Lead as a text. PD on Conscious Discipline was cited

as strong and teachers feel they have a lot of time to plan and work with their teams. It was reported at the board meeting that next year the school will have early release on Wednesdays to support weekly PD.

Citizen's uses a number of assessments that are all aligned to their curriculum (i.e. Fountas and Pinnell, NWEA, IXL, Foundations assessment, MAP, etc.). They do ELA ability grouping and are really focused on growth.

The adult culture in the building was described as "much better" than in the years prior. Teachers reported that most of the teaching staff will be returning next year. The culture was described as welcoming and supportive. The new Executive Director's relationships with staff at all levels is very positive. People described her as wonderful, open, caring, hardworking, genuine, and supportive. As one person stated, she is "One of the best supervisors I've ever had. She pushes me to be better, gives me good feedback, and values people's opinions." The new building-level leadership appears to be finding their footing in their new roles. Leadership was described as welcoming, open, available, flexible, transparent, and open to feedback.

The process for evaluation appears transparent and understood by all. Teachers reported having a structure in place for the first time and feeling really good about knowing what to expect. There was a PD on the new process, so teachers could ask questions. They set two goals as a building and one individual goal. Teachers get observed and then coached on how to improve their teaching practices.

Areas of Growth

Although PD is better this year, teachers did note that they are missing the "scope and sequence as a staff for PD." They reported not always understanding the "why" behind certain PDs. They stated that there hasn't been continuity and there isn't differentiation. Most felt PD is very reactionary.

Non-certified staff evaluations are still a work in progress.

Criteria 4: Organizational Viability

Areas of Strength

On the operational side, there have been some good staffing improvements this year. A Facilities and Food Service Coordination has been hired to think through the systems and make operational improvements in these areas. He also has coordinated the building of a playground over spring break. A Technology Coordinator was also hired, so there is a dedicated person ensuring the computers work. Generally, operations are a strength of the school, noting that they are able to be more proactive instead of reactive. Parents commented on how the school is always clean, that they feel Citizens is being a good steward of the facility they have, and that they have adapted to the space.

Generally, teachers report having the classroom resources they need. They are given a \$500 budget at the beginning of the year to spend on what they need. Parents are asked to donate basic supplies to the classroom, which causes some classes to have more than others.

Teachers suggested supplies could become community supplies, so they are pooled together for all to use.

Due to funding, Citizens reports to have lots of resources to support mental health.

The relationship between the board and the staff “has improved dramatically”. Directors serve on board committees and present to the board frequently.

The relationship between Citizens KC and the national organization has also improved. There is a desire for increased collaboration and a pooling of resources.

Areas of Growth

Staffing has been a struggle for Citizen’s this year. Five teachers left midyear leaving the principal to continuously be hiring, which takes time. They admit to not being fully staffed all year. Although leadership did note that they are confident in the solid staff that is there, gaps still exist from the human capacity side.

Space is an issue that will need to be addressed. The school has outgrown its current facility, with most of the leadership team having to office in a shared space about 15 minutes away from the school.

Students and parents expressed concern about safety outside of the school’s walls, specifically around traffic and community members not associated with the school. There have been some incidents where students have been fearful walking home. Parents and students asked for additional supervision to assist students in getting home safely.

No one currently really owns human resources, thus some interviewees called for more robust HR support.

Only three members of board showed up for the focus group and during the board meeting one member noted that collectively the board is not meeting their goal of 80% board attendance.