



April 11, 2023

Ms. Mary Viveros, Chair Board of Directors  
Hogan Preparatory Academy  
1331 E Meyer Blvd  
Kansas City, MO 64131

**RE: 2021-2022 Annual Report**

Dear Ms. Viveros,

This letter transmits the Missouri Charter Public School Commission's 2021-2022 Annual Report of Hogan Preparatory Academy (HPA). Charter schools sponsored by the Commission are reviewed annually as to their progress in meeting statutes, provisions of their performance contracts and Commission policies. Commission staff review required submissions provided by the school for accuracy, timeliness and compliance. This report is one item in the *comprehensive body of evidence* used in evaluating schools sponsored by the Commission.

This report reflects the first year of the current five-year contract. HPA's overall rating for FY22 is ***falls far below***.

- HPA's academic rating is *falls far below*. The Commission placed HPA on probation as a result of the academic performance in FY22. There are some areas that are trending upward; however, the overall levels of performance do not meet expectations and in many cases fall far below standard.
- The overall organizational performance is meeting standard. The financial management, learning environment, governance and operations are all designated *meets*.

The Commission encourages your board to review the information in this report thoroughly. The FY23 data will be available later this summer. Together, these data should inform the board and management's decision for the 2023-2024 school year. We have

attached some questions you and your board may find helpful as you review the annual report and the forthcoming data.

MCPSC recognizes the board is acutely aware of the concerns outlined in this report and we welcome continued conversation about how the students at HPA can best be served. If you have any questions related to the report, please reach out.

Sincerely,

A handwritten signature in black ink that reads "Robbyn G. Wahby". The signature is written in a cursive, flowing style.

Robbyn G. Wahby  
Executive Director

CC: Jayson Strickland, Superintendent  
Members, Hogan Preparatory Academy Board of Directors  
Members, Missouri Charter Public School Commission

#### Attachments

- Examining your Annual Report Questions
- 2021-2022 Annual Report
- FY22 DESE Assurance Checklist
- FY22 Site Visit Report
- FY22 School Quality Review
- Academic Probation Letter

## Charter Boards: Examining Your Annual Report from the Commission

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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.

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



Missouri  
Charter Public School Commission

# Hogan Preparatory Academy

## 2021-2022 Annual Report

Annual Performance: **Falls Far Below**

Year Opened: 1999-2000

Next Renewal: 2025-2026

Location: Kansas City

Enrollment: 1,008

Grades Served: PK-12

Contract Year: 1/5



*\*As a result of the low academic performance MCPSC place Hogan Preparatory Academy on probation when the FY22 MAP Data became public. This letter is attached to the report.*






# Performance Summary

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





# 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.

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

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 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

# Hogan Preparatory Academy Overview

|                       |   |
|-----------------------|---|
| <b>GRADES SERVED</b>  | PK-12   |
| <b>SCHOOL ADDRESS</b> | 6409 Agnes Ave. Kansas City, MO 64132   |
| <b>SCHOOL WEBSITE</b> | www.hoganprep.net   |
| <b>AREAS SERVED</b>   | Citywide  |
| <b>LEADERSHIP</b>     | Dr. Mary Veveros, Board President<br>Dr. Jayson Strickland, Superintendent  |
| <b>SCHOOL MISSION</b> | Hogan Prep is an organization of leaders, educators, and mentors working closely with families and the community to help students unlock their greatest potential. Hogan prepares them for college and career success by providing education, experience, and passion that equips them with a distinct competitive advantage. |

## Student Demographics

|                         |                   |
|-------------------------|-------------------|
| <b>TOTAL ENROLLMENT</b> | 1,008             |
| <b>ATTENDANCE</b>       | 43.9%/90%         |
| <b>RACE/ETHNICITY</b>   | <b>% OF TOTAL</b> |
| Asian/Pacific Islander  | *                 |
| Black                   | 89.9%             |
| Hispanic/Latino         | 4.6%              |
| Multiracial & Other     | 3.7%              |
| Native American         | *                 |
| White/Caucasian         | 1.5%              |

|  |                   |
|--|-------------------|
| <b>HISTORICALLY UNDERSERVED POPULATIONS % OF TOTAL</b> | <b>% OF TOTAL</b> |
| Free or Reduced-Price Lunch                            | 100%              |
| Students with Disabilities                             | 9.8%              |
| English Language Learners                              | 1.7%              |
| Homeless/Migrant Students                              | 17.6%             |

|                                     |                   |
|-------------------------------------|-------------------|
| <b>DISCIPLINE INCIDENTS – TOTAL</b> | 575               |
| <b>RACE/ETHNICITY</b>               | <b>% OF TOTAL</b> |
| Asian/Pacific Islander              | 0%                |
| Black                               | 92%               |
| Hispanic/Latino                     | 0%                |
| Multiracial & Other                 | 6%                |
| Native American                     | 0%                |
| White/Caucasian                     | 2%                |

| <b>STAFF AND BOARD DEMOGRAPHICS</b> |              |                      |                 |
|-------------------------------------|--------------|----------------------|-----------------|
|                                     | <b>BOARD</b> | <b>ALL EMPLOYEES</b> | <b>TEACHERS</b> |
| <b>TOTAL NUMBER</b>                 | 7            | 103                  | 53              |
| <b>RACE/ETHNICITY % OF TOTAL</b>    |              |                      |                 |
| Asian/Pacific Islander              | 0%           | 0%                   | 0%              |
| Black                               | 43%          | 46%                  | 29%             |
| Hispanic/Latino                     | 0%           | 1%                   | 0%              |
| Multiracial & Other                 | 0%           | 2%                   | 0%              |
| Native American                     | 0%           | 0%                   | 0%              |
| White/Caucasian                     | 57%          | 47%                  | 71%             |

| <b>STUDENT ENROLLMENT BY GRADE</b> |     |
|------------------------------------|-----|
| <b>PK</b>                          | 34  |
| <b>K</b>                           | 66  |
| <b>1</b>                           | 61  |
| <b>2</b>                           | 52  |
| <b>3</b>                           | 68  |
| <b>4</b>                           | 73  |
| <b>5</b>                           | 55  |
| <b>6</b>                           | 59  |
| <b>7</b>                           | 78  |
| <b>8</b>                           | 94  |
| <b>9</b>                           | 115 |
| <b>10</b>                          | 116 |
| <b>11</b>                          | 104 |
| <b>12</b>                          | 69  |

# I. Academic Performance

Falls Far Below

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. FY19 APR was produced under MSIP 5 guidelines. Due to COVID19, APRs were not produced in FY20 or FY21. FY22 APR is produced under MSIP 6 guidelines

| INDICATORS AND MEASURES                   | STANDARD                      | SCHOOL PERFORMANCE |       |        |       | RATING          |           | NOTES   |
|---|-------------------------------|--------------------|-------|--------|-------|-----------------|-----------|---|
|   |                               | 3YR AVG            | FY19  | FY21 * | FY22  | Rating          | Direction |   |
| <b>FEDERAL &amp; STATE ACCOUNTABILITY</b> |                               |                    |       |        |       |                 |           |   |
| ESEA Designation                          | In Compliance (IC)            |                    | IC    | IC     | IC    | Meets           |           | Middle School identified for Comprehensive Support and Elementary and High Schools identified for Targeted Support in 2022. |
| State Rating                              | ≥70%                          | N/A                | 61.2% | N/A    | 49.2% | Falls Far Below |           | This is a combination of performance and continuous improvement points established by DESE for districts in MSIP 6.         |
| State Rating Academic Achievement         |                               |                    |       |        | 33.4% |                 |           | This number only includes academic achievement points generated using MSIP 6 calculation for the APR.                       |
| <b>STUDENT ACADEMIC PROFICIENCY</b>       |                               |                    |       |        |       |                 |           |   |
| Proficiency – English (All)               | On Track for APR Status       | 11.5               | 17.3  | 7.5    | 9.6   | Does Not Meet   | ↗         | Approaching rating on 2022 APR with MPI of 315.0  |
| Proficiency – English (Student Group)     | On Track for APR Status       | 11.4               | 17.3  | 7.5    | 9.4   | Does Not Meet   | ↗         | Approaching rating on 2022 APR with MPI of 314.8  |
| Proficiency Comparison – English          | Meet or Exceed Local District | -13.2              | -7.6  | -17.3  | -14.7 | Falls Far Below | ↗         |   |
| Proficiency – Math (All)                  | On Track for APR Status       | 4.3                | 10.1  | 0.3    | 2.4   | Falls Far Below | ↗         | Floor rating on 2022 APR with MPI of 261.4  |
| Proficiency – Math (Student Group)        | On Track for APR Status       | 4.3                | 10.1  | 0.3    | 2.4   | Falls Far Below | ↗         | Floor rating on 2022 APR with MPI of 261.2  |





| INDICATORS AND MEASURES                      | STANDARD                      | SCHOOL PERFORMANCE |          |           |       | RATING          |           | NOTES   |
|--|-------------------------------|--------------------|----------|-----------|-------|-----------------|-----------|---|
|  |                               | 3YR AVG            | FY19     | FY20 FY21 | FY22  | Rating          | Direction |   |
| Proficiency Comparison – Math                | Meet or Exceed Local District | -13.2              | -11.3    | -12.0     | -16.3 | Falls Far Below |           |   |
| Proficiency – Science (All)                  | On Track for APR Status       | 4.1                | 6.8      | 0.6       | 4.9   | Falls Far Below |           | Floor rating on 2022 APR with MPI of 288.6                    |
| Proficiency – Science (Student Group)        | On Track for APR Status       | 4.1                | 6.8      | 0.6       | 4.9   | Does Not Meet   |           | Approaching rating on 2022 APR with MPI of 288.3              |
| Proficiency Comparison – Science             | Meet or Exceed Local District | -15.5              | -14.0    | -17.4     | -15.0 | Falls Far Below |           |   |
| Proficiency – Social Studies (All)           | On Track for APR Status       | N/A                | N/A      | 6.1       | 7.6   | Does Not Meet   |           | Approaching rating on 2022 APR with MPI of 334.8              |
| Proficiency – Social Studies (Student Group) | On Track for APR Status       | N/A                | N/A      | 6.1       | 7.7   | Does Not Meet   |           | Approaching rating on 2022 APR with MPI of 335.1              |
| Proficiency Comparison – Social Studies      | Meet or Exceed Local District | N/A                | N/A      | -16.6     | -15.9 | Falls Far Below |           |   |
| <b>STUDENT ACADEMIC GROWTH</b>               |                               |                    |          |           |       |                 |           |   |
| Growth – English (All)                       | On Track for APR Status       | 48.5               | 50.3 (O) | 46.9      | 48.2  | Partially Meets |           | Below Average status in 2022 APR                              |
| Growth – English (Student Group)             | On Track for APR Status       | 48.4               | 50.3 (O) | 46.9      | 48.1  | Meets           |           | Average status in 2022 APR                                    |
| Growth – Math (All)                          | On Track for APR Status       | 46.2               | 47.3 (F) | 45.1      | 46.3  | Falls Far Below |           | Below Average status in 2022 APR earning 18% of growth points |
| Growth – Math (Student Group)                | On Track for APR Status       | 46.2               | 47.3 (F) | 45.1      | 46.2  | Partially Meets |           | Below Average status in 2022 APR                              |
| <b>POSTSECONDARY READINESS</b>               |                               |                    |          |           |       |                 |           |   |
| Graduation Rate                              | On Track                      | 80.0               | 82.4     | 83.3      | 74.4  | Meets           |           | On Track status in 2022 APR                                   |
| Postsecondary Rate                           | On Track                      | 60.9               | 69.7     | 59.2      | 58.3  | Partially Meets |           | Approaching status in 2022 APR                                |
| ACT Performance                              | On Track                      | 14.4               | 14.7     | 13.6      | 14.9  | Falls Far Below |           | Floor status in 2022 APR                                      |

| INDICATORS AND MEASURES                  | STANDARD                              | SCHOOL PERFORMANCE |      |        |      | RATING          |           | NOTES   |
|--|---------------------------------------|--------------------|------|--------|------|-----------------|-----------|---|
|  |                                       | 3YR AVG            | FY19 | FY21 * | FY22 | Rating          | Direction |   |
| <b>SCHOOL-SPECIFIC ACADEMIC MEASURES</b> |                                       |                    |      |        |      |                 |           |   |
| Market Value Assets                      | 20% of graduates with MVA by SY 22-23 |                    |      |        | 28%  | Meets           |           |   |
| STAR Reading Growth - LEA                | 100%                                  |                    |      |        | 30%  | Falls Far Below |           | All students will annually achieve at least moderate growth or a 50 SGP on the STAR assessment. SY21-22 |
| STAR Math Growth - LEA                   | 100%                                  |                    |      |        | 39%  | Falls Far Below |           | All students will annually achieve at least moderate growth or a 50 SGP on the STAR assessment. SY21-22 |

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

| INDICATORS AND MEASURES         | STANDARD                               | 3-YR AVG.               | FY20 VALUE              | FY21 VALUE              | FY22 VALUE              | RATING        | NOTES   |
|---------------------------------|--|-------------------------|-------------------------|-------------------------|-------------------------|---------------|---|
| <b>NEAR-TERM MEASURES</b>       |  |                         |                         |                         |                         |               |   |
| Current Ratio                   | >1.0                                   | 23.6                    | 3.9                     | No liabilities          | 120                     | Meets         |   |
| Unrestricted Days Cash on Hand  | 30/60/90                               | 176                     | 74                      | 187                     | 267                     | Meets         |    |
| Enrollment Variance             | =>95%                                  | N/A                     |                         | 112%                    | 86%                     | Does Not Meet |    |
| Debt Default                    | Making payments; comply with covenants | N/A                     |                         | Meets                   | Meets                   | Meets         |   |
| Fund Balance                    | 3% or greater                          | 48.7%                   | 20.6%                   | 51.9%                   | 73.7%                   | Meets         |    |
| <b>SUSTAINABILITY MEASURES</b>  |  |                         |                         |                         |                         |               |   |
| Total Margin                    | Positive                               | 22%                     | 6.7%                    | 33%                     | 26%                     | Meets         |   |
| Liabilities to Asset Ratio      | <.9                                    | 0.2                     | 0.3                     | 0.0                     | 0.3                     | Meets         |   |
| Cash Flow                       | Multiple years positive                | Positive<br>\$3,313,663 | Positive<br>\$1,817,326 | Positive<br>\$3,307,275 | Positive<br>\$4,816,387 | Meets         |  |
| Debt Service Coverage Ratio     | =>1.1                                  | 44                      | 5.9                     | 71                      | 54                      | Meets         |   |
| <b>SCHOOL-SPECIFIC MEASURES</b> |  |                         |                         |                         |                         |               |   |
| Cash reserve                    | \$3,000,000                            |                         |                         |                         | \$9,527,638             | Meets         |   |

# III. Learning Environment Compliance

Meets

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

| INDICATORS AND MEASURES   | STANDARD           | RATING | NOTES |
|---|--------------------|--------|-------|
| <b>SCHOOL ENVIRONMENT</b>   |                    |        |       |
| Complying with facilities and transportation requirements   | Material Compliant | Meets  |       |
| Complying with health and safety requirements   | Material Compliant | Meets  |       |
| Handling student information and data appropriately   | Material Compliant | Meets  |       |
| <b>EDUCATION PROGRAM COMPLIANCE</b>   |                    |        |       |
| Implementing the material terms of the education program as defined in the current charter contract | Material Compliant | Meets  |       |
| Complying with applicable education requirements  | Material Compliant | Meets  |       |
| Protecting the rights of students with disabilities   | Material Compliant | Meets  |       |
| Protecting the rights of English Language Learner (ELL) students                                    | Material Compliant | Meets  |       |
| <b>STUDENT RIGHTS AND REQUIREMENTS</b>  |                    |        |       |
| Protecting the rights of all students   | Material Compliant | Meets  |       |
| Open, free access to apply and enroll   | Material Compliant | Meets  |       |

# IV. Governance

Meets

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

| INDICATORS AND MEASURES                     | STANDARD  | RATING | NOTES                                 |
|---|---|--------|---------------------------------------|
| <b>BOARD OPERATIONS</b>                     |   |        |                                       |
| Board Training                              | 100% of board members have participated in training | Meets  |                                       |
| Committee Structure                         | Structure is in place and committees are meeting    | Meets  |                                       |
| Review and Updates Board Policies Annually  | Material Compliant                                  | Meets  |                                       |
| Strategic Plans, Board Goals                | Annual goals and plans adopted by Board             | Meets  |                                       |
| <b>HOLDING MANAGEMENT ACCOUNTABLE</b>       |   |        |                                       |
| CEO Evaluation                              | Completed   | Meets  |                                       |
| Monitor Performance, School and Board Goals | Demonstrated Consistent Monitoring                  | Meets  |                                       |
| <b>COMPLIANCE AND REPORTING</b>             |   |        |                                       |
| Missouri Ethic Commission Filings           | Material Compliant                                  | Meets  |                                       |
| ASBR  | Material Compliant                                  | Meets  |                                       |
| Missouri Sunshine Law Compliance            | Material Compliant                                  | Meets  |                                       |
| Registered with the Secretary of State      | Material Compliant                                  | Meets  |                                       |
| <b>SCHOOL-SPECIFIC MEASURES</b>             |   |        |                                       |
| Board attendance                            | 93% board attendance                                | Meets  | 80% of members attend 80% of meetings |

# 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  |
|--|--|--------|--|
| <b>FINANCIAL MANAGEMENT AND OVERSIGHT</b>                  |  |        |  |
| Meeting financial reporting and compliance requirements    | Material Compliant                                 | Meets  |  |
| Following Generally Accepted Accounting Principles (GAAP)  | Material Compliant                                 | Meets  |  |
| <b>EMPLOYEE RIGHTS AND REQUIREMENTS</b>                    |  |        |  |
| Respecting employee rights                                 | Material Compliant                                 | Meets  |  |
| Completing required background checks                      | Material Compliant                                 | Meets  |  |
| Meeting teacher and other staff credentialing requirements | Material Compliant                                 | Meets  |  |
| <b>COMPLIANCE AND REPORTING</b>                            |  |        |  |
| Federal and State reporting requirements                   | Material Compliant                                 | Meets  |  |
| Local Reporting requirements                               | Material Compliant                                 | Meets  |  |
| Commission reporting requirements                          | Material Compliant;<br>90% on time<br>90% accurate | Meets  | 100% on time 98% accurate  |
| Document Retention requirements                            | Material Compliant                                 | Meets  |  |
| <b>SCHOOL-SPECIFIC MEASURES</b>                            |  |        |  |
| Teacher retention  | 73% retention;<br>4% proficient                    | N/A    | Retain 60% of high performing core content teachers by SY23-24 and 75% by SY25-26. |



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

**2021-22 MISSOURI CHARTER SCHOOL ASSURANCE CHECKLIST**

|  |  |
|--|--|
| CHARTER SCHOOL NAME<br><b>HOGAN PREPARATORY ACADEMY</b>          | COUNTY-DISTRICT CODE<br><b>048-904</b>                     |
| CHARTER SCHOOL CONTACT NAME<br><b>JAYSON STRICKLAND</b>          | CHARTER SCHOOL CONTACT PHONE NUMBER<br><b>816-444-3484</b> |
| CHARTER SCHOOL CONTACT EMAIL<br><b>JSTRICKLAND@HOGANPREP.NET</b> | FORM DUE DATE<br><b>December 1, 2021</b>                   |

**INSTRUCTIONS**

Charter schools are required to be compliant with state and federal laws and State Board of Education regulations. The Missouri Department of Elementary and Secondary Education (DESE) has created this assurance checklist to assist charter schools with this compliance as well as to assist charter sponsors in the review of charters. All charters shall send responses to their sponsor by the date specified by the sponsor. Sponsors must submit the completed forms by **December 1, 2021** to [charters@dese.mo.gov](mailto:charters@dese.mo.gov) or mail to:

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

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

**QUESTIONS:** Contact your Area Supervisor or the Charter School Section at 573-751-8247 or [charters@dese.mo.gov](mailto:charters@dese.mo.gov).

**CERTIFICATION**

|            |  |
|------------|--|
| Yes (1, 2) | 1. At least 80 percent of teachers are appropriately licensed or certificated to teach in Missouri public schools (substitute certificates are not appropriately certified) ( <a href="#">Section 160.420, RSMo</a> ). |
| Yes (1, 2) | a. Teachers  |
| Yes (1, 2) | b. Other certificated staff  |

**FINANCE**

|         |   |
|---------|---|
| Yes (1) | 1. The charter is organizationally and fiscally viable as defined in ( <a href="#">Section 160.405, RSMo</a> ), 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 ( <a href="#">Sections 160.066, RSMo</a> and <a href="#">5 CSR 30-4.030</a> ). |
| 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 ( <a href="#">Sections 163.018, 163.161, RSMo</a> and <a href="#">5 CSR 20-100.320</a> ).              |

**GOVERNANCE**

|               |   |
|---------------|---|
|               | 1. The charter school employs appropriate procedures to assure the accurate and timely reporting of data to state and federal agencies.                                     |
| Yes(1)        | a. In accordance with the annual data acquisition calendar ( <a href="#">160.405.4(2), RSMo</a> )   |
| Yes(1,4)      | b. Self-Monitoring Documents  |
| Yes           | c. Child Abuse and Neglect Hotline ( <a href="#">Section 210.115, RSMo</a> )  |
| Yes (1, 3, 5) | d. School Safety Provisions ( <a href="#">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</a> ) |

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](mailto:civilrights@dese.mo.gov).

|  |   |
|--|---|
| Yes (1, 3)                               | 2. The charter school complies with federal laws relating to the protection of pupil rights, 20 U.S.C 1232h(b).   |
| Yes (1, 9)                               | 3. The governing body of a charter has adopted a written policy relating to information that the charter school will provide about former employees (certified and non-certified) to other public schools ( <a href="#">Section 162.068, RSMo</a> ).  |
| Yes (1 (3))                              | 4. The charter school reports school dropouts to the <a href="#">Missouri Literacy Hot Line</a> ( <a href="#">Section 167.275, RSMo</a> ).  |
| Yes (1)                                  | 5. The charter school waives proof of residency requirements for a child whose parent or guardian is serving on specified active duty military orders ( <a href="#">Section 160.2000, RSMo</a> ).   |
| Yes (1 3,, 5)                            | 6. The charter provides for student religious liberties in a manner consistent with ( <a href="#">160.405.4(1)</a> ) and ( <a href="#">Section 160.2500, RSMo</a> ).  |
| Yes (1)                                  | 7. The charter school ensures that an American Flag is displayed in front of each school building and the Pledge of Allegiance is recited in at least one scheduled class of every pupil enrolled in the school, no less often than once per school day ( <a href="#">Section 171.021, RSMo</a> ).  |
| Yes (1)                                  | 8. The charter school ensures that, if requested by any recognized organization, it allows at least 30 minutes to provide unbiased information on organ, eye and tissue donation to the governing body of a charter ( <a href="#">Section 170.311, RSMo</a> ).  |
| <b>INSTRUCTION/CURRICULUM/ASSESSMENT</b> |   |
| NA (6)                                   | 1. The charter school has developed standards for teaching ( <a href="#">Section 160.045, RSMo</a> ).   |
| Yes (1)                                  | 2. The charter school complies with state high school graduation requirements ( <a href="#">Section 170.345, RSMo</a> and <a href="#">5 CSR 20-100.190</a> ).   |
| Yes (1)                                  | 3. The charter school provides one-half unit of high school health and personal finance credit for graduates ( <a href="#">5 CSR 20-100.190</a> ).  |
| Yes (1)                                  | 4. The charter school provides regular instruction in the <a href="#">United States and Missouri Constitutions</a> , as well as American history, American institutions and American civics. Unless an exception applies, students are required to successfully complete a course of such instruction that is at least one semester in length, as required by ( <a href="#">Section 170.011, RSMo</a> ).  |
| Yes (1, 5)                               | 5. The charter school ensures that all students entering ninth grade after July 1, 2017, pass an examination on the provisions and principles of <a href="#">American civics</a> as required by ( <a href="#">Section 170.345, RSMo</a> ).  |
| Yes (1)                                  | 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 <sup>st</sup> ( <a href="#">Section 167.902, RSMo</a> ).   |
|  | 7. The charter school ensures that it has policies and procedures in place allowing students to participate in the Missouri Course Access and Virtual School Program (MOCAP) ( <a href="#">Section 161.670, RSMo</a> ).   |
| Yes (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 ( <a href="#">Section 162.675, RSMo</a> ).   |
| Yes (1)                                  | 9. The charter school's course materials relating to sexual education instruction shall comply with statute ( <a href="#">Section 170.015, RSMo</a> ).  |
| Yes (1)                                  | 10. The charter school ensures that it conducts dyslexia screenings for students and provides reasonable classroom support consistent with the <a href="#">guidelines</a> developed by the DESE ( <a href="#">Section 167.950, RSMo</a> ).  |
| Yes (1)                                  | 11. The charter school ensures that all pupils (during the pupil's four years of high school) receive 30 minutes of cardiopulmonary resuscitation instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. Instruction is to be included in the charter school's existing health or physical education curriculum and must meet the requirements of ( <a href="#">Section 170.310, RSMo</a> ). |
| <b>PROFESSIONAL LEARNING</b>             |   |
| Yes (1, 5)                               | 1. The charter school ensures that all educators in its employ, who hold a career continuous certificate, complete a minimum of 15 contact hours of professional development annually unless exempt ( <a href="#">Section 168.021, RSMo</a> ).  |
| Yes (1)                                  | 2. The charter school provides two hours of in-service training for all practicing teachers annually regarding dyslexia and related disorders ( <a href="#">Section 167.950, RSMo</a> ).  |
| 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 ( <a href="#">Section 170.315, RSMo</a> ). This is not a required training.  |

| <b>SAFETY</b>     |  |
|-------------------|--|
| Yes (1, 7)        | 1. The charter school has a written discipline policy; provides the policy to students, parents and guardians; and follows the requirements of ( <a href="#">Section 160.405, RSMo</a> ).  |
| Yes (1)           | 2. The charter school complies with statute related to posting child abuse and neglect hotline information ( <a href="#">Section 160.975, RSMo</a> ).  |
| 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 ( <a href="#">Sections 160.261.2, 162.069 and 210.115, RSMo</a> ).  |
| 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 ( <a href="#">Sections 167.181 and 167.183, RSMo</a> ).  |
| Yes (1, 3)        | 5. The charter school complies with all statutes related to the transportation of students ( <a href="#">Sections 162.064, 162.065, and 167.231 RSMo</a> ).  |
| NA (8)            | 6. The charter school complies with the Persistently Dangerous Schools provision of the Every Student Succeeds Act (ESSA) (P.L. 114-95) and ( <a href="#">5 CSR 20-100.210</a> ).  |
| NA (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, 9)        | 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 ( <a href="#">Section 162.068, RSMo</a> ). |
| <b>COMPLIANCE</b> |  |
| Yes (1)           | 1. The charter school complies with all the regulations of the state and federal programs in which the charter school participates ( <a href="#">5 CSR 20-100.130</a> , and <a href="#">5 CSR 20-300.110 to .120</a> .)  |
| 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 ( <a href="#">Sections 162.680 and 167.020, RSMo</a> , and <a href="#">5 CSR 20-300.110 to .120</a> ).   |
| Yes (1)           | 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 ( <a href="#">Section 160.518, RSMo</a> ).  |
| Yes (1, 5)        | b. Assurances for the completion and distribution of an annual report card as prescribed in ( <a href="#">Section 160.522, RSMo</a> ).   |
| Yes (1)           | c. Collection of baseline data during the first three years of operation to determine the longitudinal success of the charter school ( <a href="#">Section 160.405.7, RSMo</a> ).  |
| Yes (1)           | d. Measurement of pupil progress toward the pupil academic standards adopted by the State Board of Education under ( <a href="#">Sections 160.514, and 160.405.6(a) RSMo</a> ).  |
| NA (1,5)          | e. Publication of each charter school's Annual Performance Report ( <a href="#">Section 160.405, RSMo</a> ).   |
| 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 ( <a href="#">Sections 160.261, 160.261.2, 167.161, 167.164 and 167.171, RSMo</a> ).  |
| Yes (1)           | g. Notification to law enforcement authorities of criminal conduct under ( <a href="#">Sections 167.115 and 167.117, RSMo</a> ).   |
| Yes (1)           | h. Transmittal of school records as required by ( <a href="#">Section 167.020, RSMo</a> ).   |
| Yes (1)           | i. Provision of the minimum amount of school time as required by ( <a href="#">Section 171.031, RSMo</a> ).  |
| Yes (1)           | j. Performance of employee background checks as required by ( <a href="#">Section 168.133, RSMo</a> ).   |
| Yes (1, 9)        | k. Protections to students and families with respect to certain surveys and evaluations as required by ( <a href="#">Section 167.113, RSMo</a> ).  |

**COMMENTS**

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

1. 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 2021-22 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.
2. State statute does not exclude substitute certifications as valid certificates and DESE's practice has been to include those certificates in the 80%.
3. The following statutes do not applicable to charter schools: 571.030, 569.115, 574.115, 575.090, 597.030(1), 167.275, 160.2500, 160.522, 167.231
4. Self-monitoring document list is not provided.
5. One or more statutes in this section does not apply to charter schools, is a definition or the duty of another agency/board.
6. Only applicable to charter schools operated by a school district.
7. This statute applies to applications not operating schools. Correct statute is 160.261
8. This statute does not apply to this charter school. They do not offer this or do not serve the grades where this applies.
9. Governance 3 and Safety 7 are the same. Governance 2 and Compliance 3K are the same.

**ASSURANCES**

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

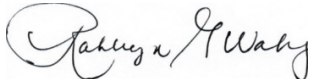
SIGNATURE OF SUPERINTENDENT

See signed contract on file (1)

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



DATE

November 15, 2021

SCHOOL: HOGAN PREPARTORY ACADEMY  
YEAR: SY2021-2022  
DATES: MARCH 31 - APRIL 1st, 2022

### **School Overview and History**

Founded in 1942 and located in the heart of Kansas City, Hogan Prep High School was originally called Bishop Hogan. It was named after John Joseph Hogan, the first Bishop of the Diocese of Kansas City, Missouri. Bishop Hogan operated as a private Catholic school until 1998. In 1999, Bishop Hogan became a public charter school and was renamed Hogan Preparatory Academy.

While Hogan Prep initially served only high school students, the school has grown to include grades K-12. The middle school, grades 6-8, was introduced in 2011. And the elementary school, grades K-5, opened in 2013. Starting in 2019 Hogan Prep began partnering with Operation Breakthrough to provide Pre-K services for children planning to attend the elementary school.

Today, Hogan Preparatory Academy serves approximately 1,000 students per year. Hogan Prep is a Title I school with a 100% free and reduced meal program. Student demographics show that 93.2% of students are Black or African American, with the other 6.8% being a mixture of Hispanic/Latino/a, multi-racial, white, or indigenous. Almost 12% of students have a disability, 1.5% are English language learners, and 8.4% are homeless.

Hogan Prep believes that every student is a unique individual with talent, passion, and the power to reach their greatest potential. They champion success through a community and culture of support, using education as a chance to transform curiosity into the positive pursuit of passion. They celebrate individuality and develop the confidence and skills to lead a life of impact, leadership, and legacy. They push their students to "Do Amazing".

### **Site Visit Process Overview**

MCPSC will conduct compliance site visits every year with HPA, as they hold a 5-year charter and received an SQR in the fall of 2021. 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 2022.

Edwin Wright, Chief of Leadership Development and Performance Officer and High School Principal, organized the focus groups and interviews. The site visit included interviews with the Superintendent, the Deputy Superintendent, the Chief of Student Supports and SEL Services, and focus groups with the building Principals, elementary, middle and high school teachers, families, high school students and the board. The site visit team observed the March 20th 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**

Hogan Preparatory Academy has a strong, visionary leader and leadership team who has created an impressive plan for the turnaround of the school. The alignment between the board and the cabinet on this vision is clear. Operations and finances have turned around, and strong processes exist to ensure HPA does not have the issues it has had in the past.

However, the site visit team cannot understate the disconnect between the vision and the implementation. There are critical missing pieces when it comes to how the vision is operationalized in each school, with the elementary school having the best handle on it currently and the high school having solid partnerships for real-world experience. Behavior issues are rampant due to a lack of or changing expectations. Academic interventions do not seem to be occurring in any consistent manner. Data is collected but not analyzed to impact instructional practices. PD is not timely or relevant. Teachers appear to be trauma bonded (e.g. they have a very close connection because they are all trying to survive the teaching profession on a daily basis) and students are begging to be taught. The lack of high expectations for students and teachers, primarily in the middle and high schools is apparent.

### **Findings**

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

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

The mission and vision are very clear, with everyone (except students) clearly articulating goals around real-world experiences and application, Market Value Assets, and a personalized approach. The clarity that everyone at Hogan wants students to be successful no matter what they choose to do after graduation was apparent.

The Cabinet was very clear on the goals they are trying to achieve. Goals were around academics, governance, and finances. They are tracking these goals monthly and reporting to the board. School leadership was also able to articulate the same goals. However, it was clear that teachers were unclear about the goals and were unable to articulate specific goals the school is tracking.

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

Although the mission and vision were clear, the most constant theme heard was around change. It was clear that the implementation of this mission and vision were building dependent with some implementing the mission more clearly than the others, but none with fidelity. There was an extreme disconnect from what the board, cabinet and building level leadership described and what teachers and students are experiencing.

Although clear goals around academics are set and monitored, everyone agreed that goals are not being met. As reported at the March 28<sup>th</sup> board meeting, results on the interim assessments are concerning in that 48% of students are measuring at below basic in ELA and 80.3% in

math, both of which are large increases from SY18-19 and SY19-20. However, leadership reported that there are "pockets" of growth and that many of the current seniors have summer internships or jobs lined up. Attendance rates are also struggling, with 82.8% of a YTD attendance rate, which is below the 91% target.

Hogan continues to struggle with enrollment, especially at the middle school. These enrollment issues have budgetary implication which were felt by teachers as they felt understaffed in certain areas (i.e. academic interventionists). More discussion on resources appears in Criteria 4 below. While the Chief of Student Supports and SEL Services was able to articulate a clear outreach plan that includes a variety of outreach techniques, teachers discussed being asked to focus on recruitment and enrollment target numbers that were written on a white board in the middle school where our focus group was conducted. Teachers described a meeting during which the leadership told them if they didn't hit certain enrollment targets that staff would be taken away. Again, this was an example of a strong articulation of a plan by leadership but with clear implementation challenges at the building level.

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

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

There is a large focus in the high school on Market Value Assets, internships, and partnerships with organizations like Operation Breakthrough, that give students career readiness opportunities. The high school is currently using Edgenuity and teacher created curriculum but is looking to shift to Summit Learning in the coming year(s).

Assessments (STAR, Evaluate, and Edulastic) are in place and it was clear that district administration are analyzing data and using it to inform decisions. This information is also reported to the board on a monthly dashboard.

At the elementary school, discipline policies appear to be consistent and consistently implemented. Teachers discussed feeling supported by their principal and behavior interventionists when it comes to discipline issues. Teachers also reported feeling as though they and their peers are holding students to high expectations and students are rising to the challenge.

High school students do believe that *some* teachers really care about them and described how some teachers are willing to explain things, give them extra time to complete assignments, and generally care.

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

As mentioned above, the school does not consistently meet academic growth or proficiency goals. However, this was not news to anyone we spoke to, and credit should be given for the ownership they take over this. Everyone noted the pockets where things are working, but everyone was clear that things need to improve.

Cabinet and building level leadership were able to describe a tiered intervention system for academics, however the implementation of this

at the teacher level in the middle and high school was nonexistent. Teachers did not appear to understand which intervention strategies to use and when and did not feel supported. Although assessments are in place, teachers described not having support, training, or time to understand their own data and use it to improve instruction. High school students also described varying levels of teacher engagement - with some teachers providing adequate support while others "sit on their phones with AirPods in watching a movie".

Although strong SPED and ELL processes exist at the cabinet level, how these processes and systems work in each building was unclear and inconsistent. Leadership believed this was due to teachers pushing back on new processes and procedures, which may be the case, but the site visit team did not hear a clear articulation of these processes at the building level.

Regarding discipline, everyone at the middle and high school level admitted to inconsistent and inadequate systems and implementation. Beginning of the year expectations were set but there was no follow through or consistency. Students and teachers both described how uniforms were required in the beginning of the year but then it changed, but with no decision point, instead things started to be allowed. The same thing appeared to happen with discipline - there are no consistent expectations or consequences. High school students each described different experiences, often disagreeing with each other on who does or doesn't care or implement any sort of discipline. Also at the high school, teachers reported being told to keep students in their classrooms no matter what, with teachers not having support when students got physical. Both middle and high school teachers reported not feeling supported by administration regarding discipline, often feeling as though administration took the side of the student instead of the teacher. Oftentimes students asked to go to the principal's office for discipline instead of accepting the teacher's consequence (e.g., the students are allowed to color as a consequence). Both schools' teachers also reported that administration was easier on the students than teachers were. Leadership reported that teachers were unsupportive of the changes being made to the school and were pushing back. However, no clear alternative to what was currently occurring regarding discipline was described.

The middle and high school do not appear to have a safe and supportive learning environment that reflects high expectations for all students. Both teachers and students reported very inconsistent expectations, engagement, and academic rigor at both schools. Everything appeared dependent on the teacher's and the student's attitude. At the middle and high school, safety continues to be a concern, although both reported things are better than the beginning of the school year. Students noted less fights at the high school, however teachers reported being verbally attacked and vaping still occurring. Students were able to describe the consequences for fighting - but they were unclear about the consequences for other types of behavior and said that "it just depends". Elementary teachers did not express any safety concerns.

Communication with parents is inconsistent. There did not appear to be a district-wide parent communication expectation. Students reported that communication is teacher dependent. The parents reported they have access to PowerSchool but that other communication depended on the teacher and leader.

### **Criteria 3: Instructional Leadership**

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

Students described having opportunities to gain experiences through different types of programs to join and offered experiences that will help after high school to help them be successful in life but noted that some students don't take advantage of these options. Those that do, however, have the choices and options to help them succeed.

Teachers described feeling supported by their peers and enjoying their peer relationships and culture. There was a feeling of banding together and having their proverbial backs.

School culture appears to be better than it used to be. Those in the building described how students used to try to fight the teachers and fight each other, but that it isn't like that anymore. Students noted that although it was loud in the hallways, they felt it was a high school environment.

Students understand where they are academically and are able to track their progress. Teachers give them opportunities to make up work or turn work in late just to complete it. Parents also understood where their students are academically, but that is because the students tell them, not because the school communicates to parents directly for the most part (see below).

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

Professional Development is happening but is not aligned to the mission and vision, doesn't appear to be relevant, and does not impact teaching practices. There is no differentiated PD. For administration, there is no PD provided, however they are encouraged to find their own and grow as professionals. The middle school reported not having staff meetings, and while some grade level or subject level meetings are occurring, there was a lack of consistency over the purpose, whether administrators were involved, or even communication of these meetings. It didn't appear data teaming exists or that PLC were operating in any consistent manner. This may be due to the lack of substitutes as a plan for this was described. Again, although a plan apparently exists, implementation of that plan did not appear to be happening.

No clear evaluation system is in place. Teachers were not able to articulate how they are evaluated. Most stated a lack of coaching although Instructional Coaches do exist. At the middle school specifically, teachers described a lack of expectation setting and accountability for teachers, which led to teachers showing up late to work or not at all as there are no consequences.

Teachers at the middle and high school did not feel the adult culture between teachers and administration was strong and there was an "us versus them" mentality in both schools.

Students stated the school only calls their parents when they are in trouble. Although they noted that certain teachers do reach out proactively - again, it was inconsistent and teacher dependent. Students stated that some teachers appear to have just given up on them and are so tired of trying that they just don't try anymore. Students described that this was more about their peers being disrespectful and challenging to the teachers, not because the teachers were bad teachers. Substitutes were stressed out - and many students experienced them crying in class. Classroom management and consistent discipline policies and expectations were not in place.

Although culture is better, high school students described not feeling safe as only one person is assigned to help teachers when fights do break out. Students described teachers just letting them fight it out because they don't have any help. As reported above, high school teachers confirmed this and described being told to keep students in their classrooms and did not feel supported when it comes to discipline.

#### **Criteria 4: Organizational Viability**

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

HPA has made great improvements when it comes to financial sustainability. Strong financial systems are in place and sound financial practices are being used internally with support externally from EdOps. However, it was obvious that their enrollment issues continue to impact their budget.

When it comes to operational systems around HR, infrastructure and finances, things appear to generally run smoothly.

This year roles appeared decently clear and few complaints were heard about not knowing who does what. However, the shifts in staffing and even grade configurations needs to be communicated more directly as many expressed confusion over what is happening next year. The Superintendent apparently did send out communication around the changes, however the video was over 20 minutes long and it was clear most staff did not internalize it.

HPA has done a good job of rebuilding its board. A new committee structure is in place and appears to be working well. The board understands their role and asks tough but appropriate questions of staff. The board monitors academic and financial progress each month via a dashboard. Observations of the board meeting did not indicate any concerns with the Sunshine Law.

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

Human capital, substitutes, and communication issues were articulated across the board. The middle school teachers described operations a running like a "hoopty" - wondering if the school would make it through another day every morning. The substitute issue is not unique

to HPA, but with staffing already tight, this appeared to be a major pain point with principals wondering each morning if they had enough adults to put in front of students.

# SchoolWorks

## Supplemental School Quality Review Report



### Hogan Preparatory Academy

Kansas City | Missouri

October 5-7, 2021



Missouri  
Charter Public School Commission

# About the SchoolWorks School Quality Review

SchoolWorks provides objective on-site reviews of academic programs conducted through document review, classroom observation, and interviews/focus groups. During our reviews, school practices are measured against SchoolWorks Quality Criteria – a research-based set of standards linked to positive student outcomes.

## Purpose

The SchoolWorks 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 team of experienced educators in a school to collect and analyze data about school performance. 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. The SQC are used to promote understanding and dialogue between the school and the site visit team through both verbal and written feedback.

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 the performance of the school and to the conditions of the contract.

## Protocol and Process

MCPSC has partnered with SchoolWorks to develop the SQR protocol and review process, which is aligned to complement MCPSC’s initiatives and school performance framework; the subsequent report documents and communicates 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 team meets to discuss, sort, and analyze evidence it is collecting. The site visit team uses evidence collected through these events to develop findings in relation to the protocol’s criteria and indicators. The review team’s findings, contained in this report, represents one piece of evidence considered by MCPSC as part of their on-going oversight and renewal decision-making process.

The report documents the team’s findings for three of the domains identified within the SQR protocol: Instruction, Students’ Opportunities to Learn, and Educators’ Opportunities to Learn. Findings provide a response to each Key Question in the SQR protocol.

# Domains and Key Questions

## DOMAIN 1: INSTRUCTION

1. Do classroom interactions and organization ensure a classroom climate conducive to learning?
2. Is 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 the lesson?

## 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

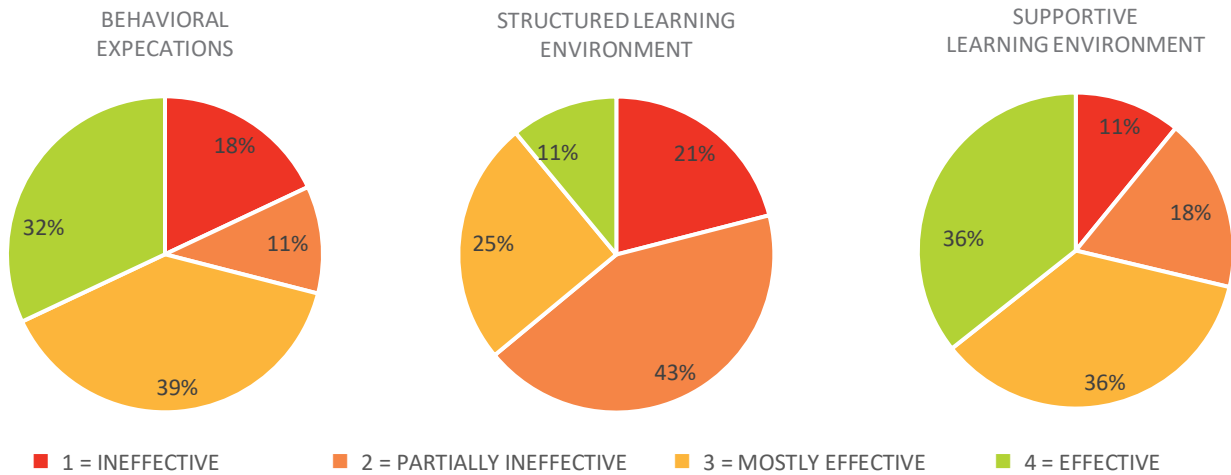
6. Does the school design professional development and collaborative structures to sustain focus on instructional improvement?
7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?

# DOMAIN 1: INSTRUCTION

## KEY QUESTION 1

*Do classroom interactions and organization ensure a classroom climate conducive to learning?*

### Classroom Climate



### Finding

**Many classrooms are characterized by compliant behavior.** In 32% of classrooms, the effective establishment of behavioral expectations was observed. In these classrooms, expectations were clearly posted, and students consistently behaved appropriately throughout the lesson. For example, the site visit team observed students complying with established expectations such as sitting quietly and raising hands. In addition, in rare instances of misbehavior, teachers effectively employed redirection techniques, as well as reinforced positive behaviors. For instance, in several classrooms, the site visit team noted the use of stamp cards to recognize students who behaved according to expectations. In 39% of classrooms, behavior was mostly effective. In many of these classrooms, most students complied with established routines and expectations. For example, in one classroom, students adhered to behavioral expectations around entering class and starting the Do Now. However, as the lesson progressed, some students engaged in misbehavior, including having side conversations throughout the lesson such that there were a few disruptions that negatively impacted the classroom environment. In other classrooms, established behavioral expectations were not evident, but most students demonstrated compliant behavior, including sitting quietly at their desks. In 18% of classrooms, behavioral expectations were ineffectively established. In these classrooms, behavior consistently interfered with learning and created unstable classroom environments. For example, students in these classrooms were observed forcefully throwing objects across the room, swearing at their peers and teachers, and pushing their peers. Teachers in these classrooms ineffectively addressed misbehavior and, at times, redirection attempts escalated the behavior. Overall, these classrooms were consistently chaotic and unsafe.

### Finding

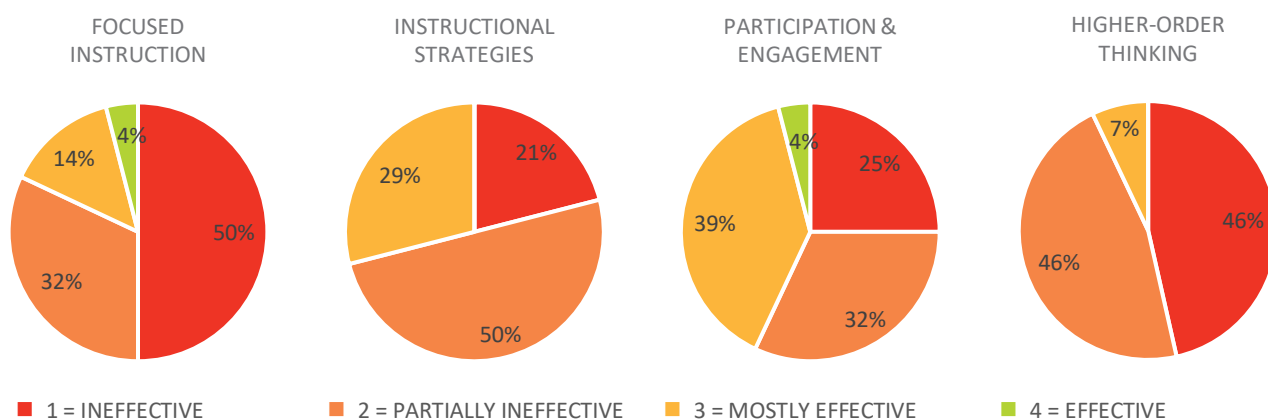
**Teachers are prepared, but learning time is rarely maximized.** In 25% of classrooms, the mostly effective establishment of structured learning environments was evident. In these classrooms, teachers were prepared to teach in advance of their

lessons. For example, the site visit team noted that teachers had handouts ready to distribute, PowerPoint presentations cued, and other lesson materials gathered. Additionally, in these classrooms, learning time was maximized most, but not all, of the time. For instance, in one classroom, transitions were quick and efficient, and the teacher employed a timer for learning tasks. Yet the pacing was slow, with students only working on one problem for the majority of the lesson. The partially ineffective establishment of structured learning environments was observed in 43% of classrooms. In these lessons, teachers were prepared, but some learning time was not maximized. For example, in one classroom, materials were ready in advance, but the students did not begin working on a learning task until nearly 10 minutes after the start of class. In another example, the teacher provided long directions, and students spent a large portion of the lesson completing simple tasks such as copying notes off the board, resulting in lost learning time. In 21% of classrooms, the ineffective establishment of structured learning environments was observed. In these classrooms, teachers were not prepared to teach, and a significant amount of class time was wasted. More specifically, in these classrooms, no content-related materials were ready in advance of lessons, and students were not provided with tasks related to academic content.

## KEY QUESTION 2

*Is instruction intentional, engaging, and challenging for all students?*

### Purposeful Teaching



### Finding

**Students are rarely provided with clear learning goals and focused, purposeful instruction.** In 32% of classrooms, the partially ineffective provision of focused instruction was evident. In these classrooms, there was evidence of objectives, but they presented lesson tasks rather than learning outcomes. For example, the site visit team noted objectives such as, “Complete X” and “Review Y activities.” In addition, objectives were not always clearly connected to learning activities. For example, in one classroom, students completed a Do Now that was somewhat aligned to the posted objective; however, the teacher did not reference the objective when discussing the Do Now and did not otherwise make the connection between it and the objective clear. Additionally, in these classrooms, some academic content was delivered clearly and accurately, but the site visit team noted that, at other times, the presentation of content was confusing. For example, in one classroom, the teacher told a story in an effort to reinforce the concepts of the lessons, but the telling of the story was long and connections between it and the content were unclear. Further, in these classrooms, high expectations for student learning were lacking. For example, the site

visit team noted that students were allowed to opt out of learning and rarely saw use of techniques to hold students to high expectations, such as cold call. The ineffective provision of focused instruction was observed in 50% of classrooms. In these lessons, objectives were not evident and did not drive learning activities. Additionally, academic content was rarely communicated to students; in most of these classrooms, no content was presented for the duration of the observation. Further, high expectations for student learning were not evident in these classrooms. For instance, the site visit team observed that students were permitted to engage in non-learning tasks, such as watching movies on their phones, talking with their peers about topics unrelated to academic content, and sleeping with their heads on their desks or tables. In these classrooms, teachers did not communicate or hold students to any expectations related to teaching and learning.

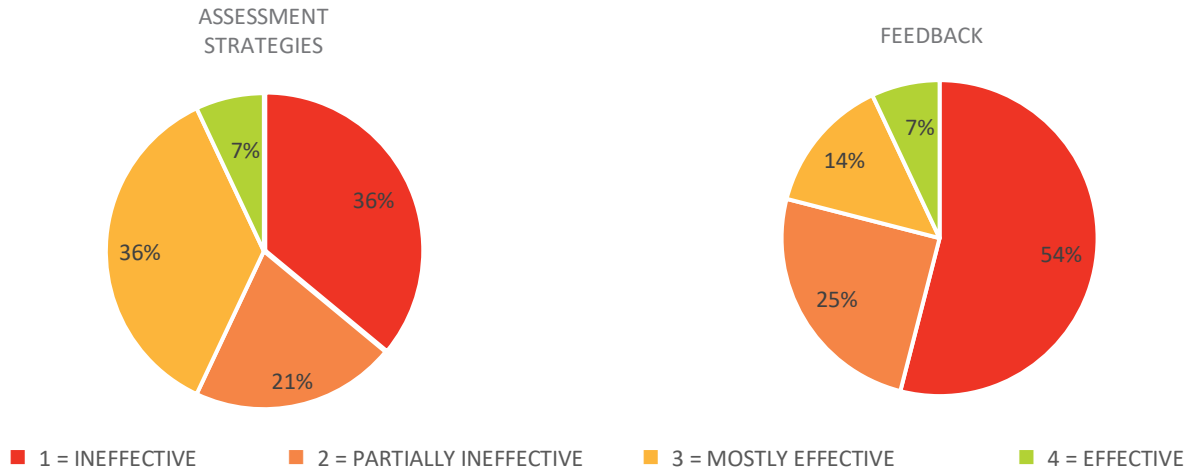
## Finding

**Many students are not engaged in learning.** In 39% of classrooms, the site visit team observed mostly effective promotion of student engagement. In these classrooms, most students were active participants in learning activities for most of the lesson, and teachers employed strategies that mostly resulted in participation. For example, in one classroom, the site visit team observed that all students engaged in a Do Now activity as soon as class began but noted that some students' participation waned as the lesson progressed. The teacher utilized cold call and choral response to reengage students, but a few students continued to withdraw from the lesson without the teacher addressing their disengagement. In another classroom, the teacher rewarded volunteer participation (e.g., raising their hand to answer a question) and employed cold call as engagement techniques, which kept most of the class active in the lesson. However, some students were not engaged, and the teacher did not utilize another strategy to involve them in the task. In 32% of classrooms, partially ineffective promotion of student engagement was evident. In these classrooms, some students participated during some of the lesson, and teachers employed few, if any, strategies to engage students in learning. For instance, in one class, the site visit team noted that only some students were participating in the lesson. While the teacher utilized movement (e.g., sit down/stand up) to try to foster engagement, the technique was only used briefly and not employed in conjunction with other engagement strategies, resulting in the participation of less than half of students in the class. In another classroom, some students followed directions to copy notes that were on the board, but others did not and were disengaged from the task. In this instance, the teacher did not employ any techniques to bolster engagement and did not address students who were not participating. In 25% of classrooms, ineffective promotion of student engagement was observed. In these classrooms, students were not engaged in their learning, and teachers did not use any strategies to encourage student participation. For example, in many of these classrooms, the site visit team noted that while students had a task related to academic content, students were not completing it. Teachers in these classrooms allowed the entire class to opt out of learning. In other instances, students did not have a task or materials related to academic learning to complete.

## KEY QUESTION 3

*Do teachers regularly assess students' progress toward mastery of key skills and concepts and utilize assessment data to provide feedback to students during the lesson?*

### In-Class Assessment & Feedback



### Finding

**Most teachers do not utilize in-class assessment strategies.** The mostly effective use of in-class assessment strategies was observed in 36% of classrooms. In these lessons, teachers employed techniques that revealed most, but not all, students' thinking about academic concepts. For instance, in one class, the teacher circulated as students completed independent practice, during which time the teacher checked the accuracy of a third of students' work. The teacher then transitioned to whole-group question-and-answer and assessed another third of the class through cold call. While the teacher also employed a whole class check for understanding using thumbs up/thumbs down, some students did not participate, limiting the effectiveness of the assessment and the number of students assessed. Additionally, in some of these classrooms, technology was used as an assessment tool. For example, students engaged with adaptive programs on individual devices; these programs assessed students in real-time, visually indicating to students if their answer was correct or incorrect. However, in these instances, most, but not all, of the students completed the assessment, with some students working on other tasks that were not assessed or not working at all. In 21% of classrooms, the partially ineffective use of in-class assessment strategies was evident. In these classrooms, less than half of students' understanding of academic content was assessed. For example, in one classroom, the teacher asked comprehension questions to the whole class but only about half of students were given the opportunity to answer and demonstrate understanding. Additionally, only students who volunteered to answer questions were called on; the teacher did not probe students who did not raise their hands. While the teacher followed the whole class questioning session with circulation while students were working, the teacher only checked for completion and monitored behavior during this time and did not assess the accuracy of students work. The ineffective use of in-class assessment strategies was observed in 36% of classrooms. Assessment strategies to measure student understanding of academic content were not employed across these classrooms. For example, in one classroom, while the teacher asked questions related to academic content, s/he answered all questions him/herself without giving students the opportunity to respond. In other classrooms,

teachers did not ask questions, circulate, or otherwise attempt to employ any in-class assessments strategies related to academic content.

## Finding

**Actionable academic feedback is seldomly provided throughout the learning process to inform improvement efforts.** In 14% of classrooms, the provision of academic feedback was mostly effective. In these classrooms, feedback was mostly, but not fully, effective at clarifying misunderstandings and providing specific guidance. For example, in one classroom, the teacher provided ample feedback; however, it was of mixed quality. While some students received actionable feedback related to content, many were provided with general feedback (e.g., “Good job”) or feedback related to behavior and procedures. The provision of academic feedback was partially ineffective in 25% of classrooms. In these lessons, only a few students received actionable feedback related to academic content. For instance, in one classroom, the teacher circulated and provided actionable feedback to a small group of students who then applied the guidance to their work. However, when interacting with the rest of the class while circulating, feedback was lacking. With these students, the teacher indicated if answers were correct but did not offer any guidance in response to incorrect responses. In another classroom, only a couple of students received actionable feedback related to the content of the lesson. While the teacher provided feedback to the entire class, the feedback was based on one student’s misunderstanding rather than a class-wide trend, and students were unclear whether the feedback applied to them and how to apply it. In 54% of classrooms, the ineffective provision of feedback was evident. In these classrooms, feedback related to academic content was not provided. In some instances, the site visit team noted that students vocalized confusion about the lesson content, but teachers did not offer any clarification. In other examples, some teachers circulated but only provided procedural feedback about directions or feedback about behavior. Overall, across these classrooms, students did not receive any actionable feedback that untangled misunderstandings and provided useful guidance related to academics.

## Domain 2: Students' Opportunities to Learn

### KEY QUESTION 4

*Does the school identify and support students with a full range of needs?*

#### Finding

**The school has limited systems to identify students needing additional academic and behavior support.** Across campuses, school leaders and teachers reported that each school employs a Care Team process to identify students struggling with academics and behavior, and most staff were able to describe the process for referring students and reported having received professional development (PD) regarding the team and process. Review of Care Team artifacts, including process documents and meeting agendas, indicated that each school has a Care Team that includes administrators, teachers, and support staff. However, while some teachers reported having referred students, numerous staff at each campus stated that the Care Team process is not consistently implemented. Staff most frequently reported that the meetings do not occur regularly due to Care Team members being occupied with other responsibilities such as substitute teaching for absent staff, while others reported that the referral process is overly burdensome, that they have referred students without follow-up, and others reported that there is a backlog of students such that it may take many months for referred students to be addressed by the Care Team. Others indicated that the number of students needing academic intervention is simply too great for the process. As a result, many staff reported that instead of using the Care Team process, their grade level teams discuss student intervention needs with varying consistency. In addition to the Care Team process, staff reported that they identify students for academic support by reviewing Standardized Testing and Reporting (STAR) assessment data with their grade-level teams following Fall STAR administration, and regularly review Edulastic (standards-based weekly assessments) or Evaluate (State-assessment aligned interim assessments) data but indicated the consistency of these data varied across campuses and is dependent on the capacity of teachers and grade-level teams. Staff were not able to describe how schools monitor the effectiveness of various interventions, many of which are being piloted this year, and school leaders acknowledged that intervention progress monitoring is an area for growth.

#### Finding

**The school provides limited academic interventions.** Staff reported that elementary academic interventions include Lexia (computer-based, individualized intervention), middle school academic interventions include Lexia and Dreambox (computer-based, individualized intervention), and high school academic interventions include IXL (computer-based, individualized intervention). Across the middle school and high school campuses, staff identified the schools' advocacy period as an academic support and intervention structure. Staff indicated that advocacy periods should include time for students to work on Lexia and Dreambox at the middle school, as well as have "What I Need" (WIN) time at the high school, in which students are able to meet with teachers from across the school for help in the classes in which they may be struggling. However, staff expressed, and the site visit team observed, varied effectiveness of these academic supports. In some advocacy classes, the site visit team noted that students sat idly or chatted rather than engage in intervention programs. When asked, some staff characterized advocacy as largely being used as unstructured study hall period. School leaders and teachers also indicated that campuses have interventionists but indicated that these individuals are often required to substitute teach, and the site visit team did not observe interventionists in classrooms engaging with students in meaningful intervention. Additionally, leaders and teachers reported that Hoot Reading (i.e., one-on-one synchronous guided reading) will be implemented as an intervention at the elementary school, but they indicated that participation in the program is limited to just 24 students in third grade. While some teachers reported providing tutoring to students after school, they also indicated that tutoring was not systematic or consistent.

Students unanimously indicated that their teachers are available to help them during class when they request support but indicated a lack of systematic academic supports beyond the classroom. Staff at all campuses expressed that the schools are still developing Tier III academic supports.

## KEY QUESTION 5

*Does the school have a safe, supportive learning environment that reflects high expectations for all students?*

### Finding

**The school does not hold high expectations for academic learning.** Across campuses, many staff indicated that schoolwide academic expectations are lacking. While some teachers identified elements of the “Hogan 5” (instructional outcomes, classroom procedures, student behavior, engagement, assessment) as common expectations, teachers did not provide consistent examples of what these expectations look like in practice in classrooms in or across campuses. Other teachers could not describe any common expectations and did not reference the “Hogan 5” in response to questions about expectations around teaching and learning. Instruction at all three campuses was characterized by low student participation and engagement, low levels of higher-order thinking, and low expectations, with many teachers allowing students to fully opt out of learning. The site visit team also frequently observed academic content that was significantly below grade level and low-rigor tasks such as recall and copying activities, as well as observed few examples of teachers’ use of rigorous questioning, wait time, student discourse, writing assignments, and the use of texts. When asked, staff across campuses consistently reported that they feel that only some of their colleagues hold high expectations for student learning. When asked, students similarly indicated that only some of their teachers hold them to high expectations.

### Finding

**Some opportunities for positive relationships and socio-emotional learning are provided, but a consistently safe and positive learning environment has not been established.** School leaders and teachers frequently highlighted schools’ advocacy periods at the middle and high school and morning meeting time at the elementary school as main avenues to build student relationships and develop students’ social-emotional (SE) skills. They commonly cited programming such as Love & Logic and Ripple Effects (computer-based social-emotional learning [SEL] programming) as ways that they build students’ SE skills, as well as referenced the use of parent phone calls as ways that they build relationships with students and families. Others indicated that the expectations for parent communication are unclear, and some reported not regularly attempting to make contact with parents. Staff consistently reported that they feel they have strong relationships with students and often reported that this is one of the best things about working at the school. Students similarly reported that they feel that most teachers care about them personally. All students across campuses reported that they have adults with whom can speak about personal issues, and some reported ways that they have employed SE skills, such as the use of self-awareness and breathing techniques when frustrated. However, some staff indicated that they feel that advocacy and morning meeting are not consistently and intentionally used for building SE skills, as well as expressed that they have received limited PD to be able to do so. Some teachers indicated that SE activities are secondary to academic interventions such as Lexia, Dreambox, and IXL, and the site visit team observed few SEL activities during advocacy and morning meeting times. The site visit team observed some classrooms that were characterized by a positive class culture, including positive interactions between teachers and students and students and their peers, laughter, music, and personal check-ins with students. But in many classrooms, the site visit team observed negative interactions between teachers and students and students and their peers. Students indicated that they feel physically safe at school, but also reported frequent fights in classrooms and common areas, and the site visit team observed that some classrooms were disorderly and unsafe. Staff and students also indicated that bullying occurs at all campuses, and the site visit team observed such student interactions.

## Domain 3: Educators' Opportunities to Learn

### KEY QUESTION 6

*Does the school design professional development and collaborative structures to sustain focus on instructional improvement?*

#### Finding

**Professional development (PD) is not consistently active and sustained.** School leaders and teachers identified PD and instructional coaching as two of the schools' avenues for instructional support and improvement. Staff reported that PD takes place every other week on Wednesday afternoons, and that in addition to logistical items such as test administration, PD topics this year have included data analysis, classroom management, the use of intervention programming, and Love & Logic. Some of these topics were reflected on schools' PD calendars. Some staff reported that some PD, such as Love & Logic, has been valuable in informing their instructional practice, and included opportunities for role plays and authentic practice. However, some staff were not able to recall the topics of PD sessions this year, and many staff expressed a variety of concerns with the quality and consistency of PD. For example, some reported that while topics are sometimes interesting, PD sessions do not consistently result in actionable next steps and that teachers struggle to implement strategies in their classrooms following PD sessions. Others indicated that PD is mostly created for teachers new to the profession and is not differentiated for more experienced teachers or reported the majority of PD time is spent on logistics. Regarding instructional coaching, school leaders indicated that the goal is for teachers to receive informal observations and feedback from school leaders and also instructional coaches, ideally receiving at least one observation and feedback cycle each month. While some teachers reported receiving multiple coaching cycles so far this year, with some indicating that instructional coaches visit their classrooms weekly, the majority reported receiving just a few, or no, feedback cycles so far this year. Staff consistently reported that they feel that instructional coaches provide valuable feedback, especially regarding classroom procedures and management when they are able to observe instruction, but indicated that across campuses, instructional coaches have little capacity to observe classrooms, primarily due to the need to substitute teach for absent staff but also due to having to tend to various other responsibilities.

#### Finding

**Educators collaborate regularly, but collaboration is not consistently focused on instruction and students' academic performance.** School leaders and teachers identified personalized learning communities (PLCs) as one of the school's primary structures for collaboration. Staff reported that the expectation is that PLCs take place weekly at each campus and indicated that the primary intention of PLCs is to provide a regular time for teachers to review data, including data from STAR, Edulastic, and Evaluate. Teachers also referenced the intention that instructional coaches attend PLCs to support with data analysis and planning for reteaching. Some teachers reported that their teams meet regularly, that instructional coaches consistently attend, and that they feel that reviewing data is helpful to their practice. PLC agendas confirmed that some teams meet regularly, follow a consistent protocol, document trends, and conclude meetings with concrete action items. However, some teachers reported that their teams do not meet regularly, typically due to team members having to substitute for absent colleagues, that instructional coaches cannot consistently attend for the same reason, and that the data analysis is not a valuable use of time, often because they do not generate concrete next steps for supporting struggling students. Others indicated that PLC leaders work hard to create value in the meetings but have received limited PD regarding leading effective PLCs. While teachers reported mixed value of PLCs, they unanimously reported that planning time with their grade-level teams, whether formal or informal, is one of the most valuable sources of support and professional growth. Based on schools' varying schedules, some teachers reported meeting with their grade-level colleagues daily. Other reported that they have formal grade-level meetings biweekly but indicated that they find time to informally collaborate with their grade-level teams more regularly. While teachers

reported that their use of this formal and informal collaborative time varies, they typically reported using the time to discuss student issues, plan lessons, share best instructional and classroom management practices, and/or support each other personally.

## KEY QUESTION 7

*Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?*

### Finding

**Most educators' mindsets and beliefs do not reflect shared commitments.** Across campuses, school leaders and teachers consistently expressed a deep love for working with the schools' students, and students consistently expressed that they feel that teachers care about them. However, staff also expressed varied beliefs regarding the community that the schools serve, students' abilities to achieve at a high level, the schools' mission to serve all students, and the schools' approaches to behavior management. Some staff spoke highly of the parents and families, indicating that families value education and are supportive of the schools' efforts and their students' success. Others expressed frustration that parents are disengaged in their students' academic progress and blamed students' home situations for the schools' underperformance. Some staff expressed a belief that students can succeed, regardless of home circumstances, while others stated that students' academic challenges mean that teachers cannot reasonably provide grade-level instruction and spoke with frustration about having to remediate for struggling students. Some staff spoke proudly of the school's mission to serve all students, including those who may be behind academically and those who come to the school having struggled in other settings, and identified ways that the school can better support struggling students. Others, however, argued that the school cannot succeed if they accept all students, spoke of students who "belong" or "don't belong" at the school, and reminisced of the schools' origins as a college-prep program with admissions standards. Finally, staff expressed varying levels of commitment to the schools' stated approach to positive and restorative behavior practices. Some staff expressed support for Love & Logic, restorative behavior practices, and the removal of in-school suspension at some campuses. Others, however, called for the need for more consequences, including in-school suspension, and described having created classroom behavior management systems for their classrooms that include punitive measures, including the use of whole-class consequences (e.g., the whole class losing recess due to the misbehavior of a few students), and consequences such as students copying sentences or cleaning the classroom as punishments for misbehavior. Others expressed concerns that the school has shifted resources away from counseling and social work staffing to behavior interventionists, indicating that this reflects a shift from a proactive, therapeutic approach to a more reactive, punitive approach. Staff consistently spoke positively of the impact of the district's social work team (1 full-time equivalent [FTE] and 3 part-time interns) but consistently indicated that this team does not have ample capacity to meet students' needs across the three campuses.

### Finding

**The schools have a high level of trust among teacher teams, but there are gaps in trust elsewhere in the organization.** Across campuses, teachers unanimously reported a high level of trust for their grade-level colleagues with whom they work most closely. They indicated that they trust their grade-level colleagues to support them with student behavior issues, share best practices in instruction and classroom management, and provide emotional and logistical support (e.g., substitute teaching in their classes as needed). However, staff expressed less trust for colleagues on other grade-level teams and in leadership roles. Many teachers stated that due to frequent staff absences from both COVID and staff members' use of personal time, the level of stress is very high among staff this year. Some teachers also reported that frequent absences make it harder for teachers to build strong relationships with students due to teachers being less available to their students, and due to students' perception that staff absences reflect a lack of staff commitment to students. Teachers described school leaders as well-intentioned and

hardworking, indicated that they feel the majority of staff support school leaders' initiatives, and stated that school leaders make efforts to support teachers, giving examples such as school leaders providing snacks and coffee, creating time to discuss teachers' emotional needs, and regularly celebrating teachers. While teachers also generally reported that they feel that school leaders are doing their best, teachers also expressed that school leaders are overwhelmed, and that as a result, teachers do not consistently trust school leadership to effectively manage the schools' operations, manage behavior issues, or consistently and transparently make decisions in the best interests of students and staff. Staff cited a lack of follow-through on behavior issues, a lack of school leaders enforcing schoolwide expectations, frequent breakdowns in communication, and a lack of transparent decision making as reasons for a lack of trust in school leadership.

## APPENDIX A: SITE VISIT TEAM MEMBERS

The School Quality Review to Hogan Preparatory Academy in Kansas City, Missouri, took place on October 5-7, 2021. The following Team Members participated in the SQR.

- Kathryn Koerner, Team Leader, SchoolWorks, LLC.
- Nick Bucy, Team Writer, SchoolWorks, LLC.
- Ian Buchanan, Team Member, Missouri Charter Public School Commission Representative

## APPENDIX B: SUMMARY OF CLASSROOM OBSERVATION DATA

### District-Level Classroom Observation Data

During the site visit, the team conducted 28 total observations, representing a range of grade levels and subject areas across the district, which includes the elementary school, middle school, and high school. The following table presents the compiled data from those observations.

|                                | Indicator  | Distribution of Scores (%) |                              |                         |                  |
|--------------------------------|--|----------------------------|------------------------------|-------------------------|------------------|
|                                |  | <i>Ineffective</i>         | <i>Partially Ineffective</i> | <i>Mostly Effective</i> | <i>Effective</i> |
|                                |  | 1                          | 2                            | 3                       | 4                |
| Classroom Climate              | <b>Behavioral Expectations</b><br>Clear expectations<br>Consistent rewards and/or consequences<br>Anticipation and redirection of misbehavior          | 18%                        | 11%                          | 39%                     | 32%              |
|                                | <b>Structured Learning Environment</b><br>Teacher preparation<br>Learning time maximized   | 21%                        | 43%                          | 25%                     | 11%              |
|                                | <b>Supportive Learning Environment</b><br>Caring relationships<br>Teacher responsiveness to students' non-academic needs                               | 11%                        | 18%                          | 36%                     | 36%              |
| Purposeful Teaching            | <b>Focused Instruction</b><br>Learning objectives that drive all lesson activities<br>Effective communication of academic content<br>High expectations | 50%                        | 32%                          | 14%                     | 4%               |
|                                | <b>Instructional Strategies</b><br>Multi-sensory modalities and materials<br>Instructional format<br>Student choice                                    | 21%                        | 50%                          | 29%                     | 0%               |
|                                | <b>Participation and Engagement</b><br>Active student participation<br>Strategies to increase participation  | 25%                        | 32%                          | 39%                     | 4%               |
|                                | <b>Higher-order Thinking</b><br>Challenging tasks<br>Application to new problems and situations<br>Justify thinking or reasoning                       | 46%                        | 46%                          | 7%                      | 0%               |
| In-Class Assessment & Feedback | <b>Assessment Strategies</b><br>Use of formative assessments<br>Alignment to academic content  | 36%                        | 21%                          | 36%                     | 7%               |
|                                | <b>Feedback</b><br>Clear, specific, and actionable<br>Clarifies misunderstanding or provides guidance  | 54%                        | 25%                          | 14%                     | 7%               |

## Elementary School Classroom Observation Data

During the site visit, the team conducted 9 observations at the elementary school, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations.

|                                | Indicator  | Distribution of Scores (%) |                              |                         |                  |
|--------------------------------|--|----------------------------|------------------------------|-------------------------|------------------|
|                                |  | <i>Ineffective</i>         | <i>Partially Ineffective</i> | <i>Mostly Effective</i> | <i>Effective</i> |
|                                |  | 1                          | 2                            | 3                       | 4                |
| Classroom Climate              | <b>Behavioral Expectations</b><br>Clear expectations<br>Consistent rewards and/or consequences<br>Anticipation and redirection of misbehavior          | 11%                        | 22%                          | 56%                     | 11%              |
|                                | <b>Structured Learning Environment</b><br>Teacher preparation<br>Learning time maximized   | 11%                        | 56%                          | 11%                     | 22%              |
|                                | <b>Supportive Learning Environment</b><br>Caring relationships<br>Teacher responsiveness to students' non-academic needs                               | 0%                         | 33%                          | 33%                     | 33%              |
| Purposeful Teaching            | <b>Focused Instruction</b><br>Learning objectives that drive all lesson activities<br>Effective communication of academic content<br>High expectations | 44%                        | 22%                          | 22%                     | 11%              |
|                                | <b>Instructional Strategies</b><br>Multi-sensory modalities and materials<br>Instructional format<br>Student choice                                    | 0%                         | 56%                          | 44%                     | 0%               |
|                                | <b>Participation and Engagement</b><br>Active student participation<br>Strategies to increase participation  | 11%                        | 0%                           | 78%                     | 11%              |
|                                | <b>Higher-order Thinking</b><br>Challenging tasks<br>Application to new problems and situations<br>Justify thinking or reasoning                       | 44%                        | 56%                          | 0%                      | 0%               |
| In-Class Assessment & Feedback | <b>Assessment Strategies</b><br>Use of formative assessments<br>Alignment to academic content  | 22%                        | 33%                          | 33%                     | 11%              |
|                                | <b>Feedback</b><br>Clear, specific, and actionable<br>Clarifies misunderstanding or provides guidance  | 56%                        | 11%                          | 22%                     | 11%              |

## Middle School Classroom Observation Data

During the site visit, the team conducted 10 observations at the middle school, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations.

|                                | Indicator  | Distribution of Scores (%) |                              |                         |                  |
|--------------------------------|--|----------------------------|------------------------------|-------------------------|------------------|
|                                |  | <i>Ineffective</i>         | <i>Partially Ineffective</i> | <i>Mostly Effective</i> | <i>Effective</i> |
|                                |  | 1                          | 2                            | 3                       | 4                |
| Classroom Climate              | <b>Behavioral Expectations</b><br>Clear expectations<br>Consistent rewards and/or consequences<br>Anticipation and redirection of misbehavior          | 30%                        | 10%                          | 20%                     | 40%              |
|                                | <b>Structured Learning Environment</b><br>Teacher preparation<br>Learning time maximized   | 10%                        | 40%                          | 40%                     | 10%              |
|                                | <b>Supportive Learning Environment</b><br>Caring relationships<br>Teacher responsiveness to students' non-academic needs                               | 30%                        | 10%                          | 30%                     | 30%              |
| Purposeful Teaching            | <b>Focused Instruction</b><br>Learning objectives that drive all lesson activities<br>Effective communication of academic content<br>High expectations | 40%                        | 40%                          | 20%                     | 0%               |
|                                | <b>Instructional Strategies</b><br>Multi-sensory modalities and materials<br>Instructional format<br>Student choice                                    | 20%                        | 40%                          | 40%                     | 0%               |
|                                | <b>Participation and Engagement</b><br>Active student participation<br>Strategies to increase participation  | 20%                        | 50%                          | 30%                     | 0%               |
|                                | <b>Higher-order Thinking</b><br>Challenging tasks<br>Application to new problems and situations<br>Justify thinking or reasoning                       | 50%                        | 30%                          | 20%                     | 0%               |
| In-Class Assessment & Feedback | <b>Assessment Strategies</b><br>Use of formative assessments<br>Alignment to academic content  | 30%                        | 10%                          | 50%                     | 10%              |
|                                | <b>Feedback</b><br>Clear, specific, and actionable<br>Clarifies misunderstanding or provides guidance  | 50%                        | 30%                          | 10%                     | 10%              |

## High School Classroom Observation Data

During the site visit, the team conducted 9 observations at the high school, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations.

|                                | Indicator  | Distribution of Scores (%) |                              |                         |                  |
|--------------------------------|--|----------------------------|------------------------------|-------------------------|------------------|
|                                |  | <i>Ineffective</i>         | <i>Partially Ineffective</i> | <i>Mostly Effective</i> | <i>Effective</i> |
|                                |  | 1                          | 2                            | 3                       | 4                |
| Classroom Climate              | <b>Behavioral Expectations</b><br>Clear expectations<br>Consistent rewards and/or consequences<br>Anticipation and redirection of misbehavior          | 11%                        | 0%                           | 44%                     | 44%              |
|                                | <b>Structured Learning Environment</b><br>Teacher preparation<br>Learning time maximized   | 44%                        | 33%                          | 22%                     | 0%               |
|                                | <b>Supportive Learning Environment</b><br>Caring relationships<br>Teacher responsiveness to students' non-academic needs                               | 0%                         | 11%                          | 44%                     | 44%              |
| Purposeful Teaching            | <b>Focused Instruction</b><br>Learning objectives that drive all lesson activities<br>Effective communication of academic content<br>High expectations | 67%                        | 33%                          | 0%                      | 0%               |
|                                | <b>Instructional Strategies</b><br>Multi-sensory modalities and materials<br>Instructional format<br>Student choice                                    | 44%                        | 56%                          | 0%                      | 0%               |
|                                | <b>Participation and Engagement</b><br>Active student participation<br>Strategies to increase participation  | 44%                        | 44%                          | 11%                     | 0%               |
|                                | <b>Higher-order Thinking</b><br>Challenging tasks<br>Application to new problems and situations<br>Justify thinking or reasoning                       | 44%                        | 56%                          | 0%                      | 0%               |
| In-Class Assessment & Feedback | <b>Assessment Strategies</b><br>Use of formative assessments<br>Alignment to academic content  | 56%                        | 22%                          | 22%                     | 0%               |
|                                | <b>Feedback</b><br>Clear, specific, and actionable<br>Clarifies misunderstanding or provides guidance  | 56%                        | 33%                          | 11%                     | 0%               |



Missouri  
Charter Public School Commission

December 15, 2022

Dr. Mary Viveros, Chair  
Hogan Preparatory Academy  
6409 Agnes Ave  
Kansas City, MO 64132

**TRANSMITTED VIA EMAIL**

**RE: Letter of Concern - Probation**

Dear Dr. Viveros,

By way of this letter, the Missouri Charter Public School Commission is formally notifying Hogan Preparatory Academy (Hogan) that it is placing Hogan on probation for poor academic performance and a lack of organizational capacity to hire, develop, and retain staff capable of executing HPA's mission successfully.

RSMo 160.405.8(c)(2) states that "The sponsor may place the charter school on probationary status to allow the implementation of a remedial plan, which may require a change of methodology, a change in leadership, or both". To address the issues giving rise to the probation, the Hogan Board of Directors must demonstrate its **ability** to successfully serve students in 2023-24 and beyond. If specific milestones are met in the coming year, the school will be released from probation. If those milestones are not met, the Commission will move to revoke Hogan's charter. Therefore, it is very important that Hogan pay close attention to the documents that Hogan will be required to submit to the Commission and their due dates.

The Commission is placing Hogan on probation because its performance on the MAP test in 2021-2022 was significantly below that of Kansas City Public Schools and significantly below the goals in the performance contract between Hogan and the Commission. In addition to the low academic performance on the MAP test, the Commission has significant concerns regarding Hogan's ability to provide students with appropriately certified teachers and staff who can provide students the quality education promised when the board was reconstituted and new leadership hired in 2019.

Given struggles in delivering the whole school turn around, hiring and retaining enough teachers and support staff, Hogan should consider sharpening its focus and accessing additional supports. Specifically, the board should consider closing one or more of its campuses, turning one or more of the campuses over to another non-profit school operator or relinquishing its charter.

We also strongly urge you to seek the advice and assistance of the community organizations and leaders who have very willingly helped Hogan in the past. They can be a very great resource to help Hogan improve.

Hogan must submit to EpiCenter the following, by the dates indicated.

- By January 9, 2023, complete the remaining requirement from the Commission's Letter of Concern dated November 11, 2022, the plan for spring 2023 semester including the board's assessment of leadership and plans to allocate resources in support of that plan,
- Submit an updated organization chart by February 15, 2023. This chart must include all leadership personnel and their reporting structure.
- Submit by February 15, 2023 the evaluation methods that will be used by the board to evaluate the LEA leader's progress during the remainder of 2022-23.
- The board must provide the Commission with the determination of how Hogan students will be served in the 2023-2024 school year and beyond no later than February 28, 2023. If any guidance is needed on how to fulfill this obligation, please call me to discuss it.
- Submit by May 15, 2023, a roster of teachers hired or renewing for the 2023-24 school year. That roster must meet the statutory requirement that at least 80% of teachers have the required Missouri certification for the subject area assigned. (Data from Hogan's November 28, 2022 board meeting showed only 36% of current teaching staff having appropriate certification).

Additional milestones and criteria related to removing probationary status will be determined following the release of growth data by the Department of Elementary and Secondary Education. This will be shared with the Hogan Board of Directors within thirty days of the public release of those data.

The Commission appreciates Hogan's commitment to its students and families. We know the Board is disappointed with the Commission's decision. Missouri law, the Commission's policies, and the performance contracts between the Commission and Hogan require the Commission to take action, including probation and closure, to hold schools accountable for delivering the education our students need and deserve. We remain committed to supporting the board and the school in efforts to provide the education that was outlined in Hogan's renewal plan. It is our hope that the action we are taking will prompt a remediation plan that will put Hogan on a much better path.

Thank you for your prompt attention to this matter. If you have any questions, please feel free to email me or call me.

Sincerely,



Martha McGeehon  
Deputy Director for Accountability

CC: Robbyn Wahby, Executive Director, Missouri Charter Public School Commission  
Members, Hogan Preparatory Academy Board of Directors  
Dr. Jayson Strickland, Superintendent, Hogan Preparatory Academy  
Members, Missouri Charter Public School Commission