

March 12, 2024

Albert Ray, Chair Board of Directors
Hogan Preparatory Academy
1331 E. Meyer Blvd.
Kansas City, MO 64131

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

Dear Mr. Ray,

This letter transmits the Missouri Charter Public School Commission's 2022-2023 Annual Report of Hogan Preparatory Academy (HPA).

This report reflects the second year of the LEA's five-year contract. HPA's overall rating for FY23 is **Falls Far Below**. MCPSC recognizes the bold steps taken by the board to address the significant academic deficiencies at HPA. Without this action HPA would be at risk of revocation; however, given the current academic performance HPA remains at risk of non-renewal.

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

Our review determined HPA is **Falls Far Below** based on poor academic performance. In FY23,

- Proficiency indicators fell below standard in all academic areas.
- Growth rates in all subjects, except science, fell far below standard.
- While graduation rates, postsecondary placement and students graduating with market value assets met or exceeded standard all other post-secondary and contract goals fell far below standard.

The financial performance is designated **Meets**. HPA carries a healthy fund balance, and the majority of financial indicators are met. The Commission encourages the board to continue to monitor the financial position of the school to ensure fiscal viability especially in light of the end of federal ESSR funding.

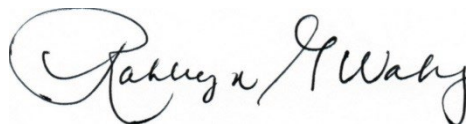
The learning environment is designated **Meets**. *It is important to note that a letter of concern was issued, and the school was required to close related to a safety issue in November of 22. The board and management responded and corrected the identified concerns. MCPSC no longer has concerns related to the safety of students and staff.*

Operations and governance were designated *Meets*. HPA's board took bold action in FY23 to hire a management company to address the significant academic concerns. Additionally, compliance remains a strength of the organization.

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

We have attached some questions you and your board may find helpful as you review the annual report. We recognize that this data has likely already been analyzed by the board and MCPSC encourages the board to continue to analyze the identified areas of improvement in this report as you prepare for FY24.

Sincerely,



Robbyn G. Wahby
Executive Director

CC: Ladonna Johnson, Executive Director
Members, HPA Board of Directors
Members, Missouri Charter Public School Commission

Attachments

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

Charter Boards: Examining Your Annual Report from the Commission

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

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

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

Hogan Preparatory Academy

2022-2023 Annual Report

Annual Performance: **Falls Far Below**

Year Opened: 1999-2000

Next Renewal: 2025-2026

Location: Kansas City

Enrollment: 1,106

Grades Served: PK-12

Contract Year: 2/5



Academics

Falls Far Below



Financial
Management

Meets



Learning
Environment

Meets



Governance

Meets



Operations

Meets






Performance Summary

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





Understanding this Report

Dear Reader,



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

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

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

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

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

GRADES SERVED	PK-12
SCHOOL ADDRESS	6409 Agnes Ave. Kansas City, MO 64132
SCHOOL WEBSITE	www.hoganprep.net
AREAS SERVED	Citywide
LEADERSHIP	Dr. Mary Veveros, Board President Dr. Jayson Strickland, Superintendent
SCHOOL MISSION	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

TOTAL ENROLLMENT	1106
ATTENDANCE	33.0%/90%
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	*
Black	90.1%
Hispanic/Latino	4.4%
Multiracial & Other	3.2%
Native American	0.7%
White/Caucasian	1.6%

HISTORICALLY UNDERSERVED POPULATIONS % OF TOTAL	% OF TOTAL
Free or Reduced-Price Lunch	100%
Students with Disabilities	9.7%
English Language Learners	0.8%
Homeless/Migrant Students	13.3%
Foster	0.5%

DISCIPLINE INCIDENTS – TOTAL	
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	0%
Black	96.5%
Hispanic/Latino	1.1%
Multiracial & Other	2.3%
Native American	0%
White/Caucasian	0%

STAFF AND BOARD DEMOGRAPHICS			
	BOARD	ALL EMPLOYEES	TEACHERS
TOTAL NUMBER	7	108	89
RACE/ETHNICITY % OF TOTAL			
Asian/Pacific Islander	0%	0.9%	1.1%
Black	42.9%	47.3%	43.9%
Hispanic/Latino	0%	0.9%	1.1%
Multiracial & Other	0%	0.9%	1.1%
Native American	0%	0%	0%
White/Caucasian	57.1%	50%	52.8%


STUDENT ENROLLMENT BY GRADE	
PK	38
K	63
1	59
2	58
3	52
4	60
5	65
6	55
7	103
8	96
9	123
10	130
11	113
12	91



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. Due to COVID19, APRs were not produced in FY20 or FY21. FY22 and FY23 APRs were produced under MSIP 6 guidelines.

INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
		3YR AVG	FY21 *	FY22	FY23	Rating	Direction	
FEDERAL & STATE ACCOUNTABILITY								
ESEA Designation	In Compliance (IC)		IC	IC	IC	Meets		Middle School identified for Comprehensive Support and Elementary and High Schools identified for Targeted Support in 2022.
State Rating	≥70%	N/A	N/A	49.2%	45.1%	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	≥70%			33.4%	23.1%			This number only includes academic achievement points generated using MSIP 6 calculation for the APR.
STUDENT ACADEMIC PROFICIENCY								
Proficiency – English (All)	On Track for APR Status	9.3	7.5	9.6	10.8	Partially Meets	↗	Approaching rating on 2023 APR with MPI of 311.3
Proficiency – English (Student Group)	On Track for APR Status	9.3	7.5	9.4	10.9	Partially Meets	↗	Approaching rating on 2023 APR with MPI of 311.6
Proficiency Comparison – English	Meet or Exceed Local District	-14.3	-17.3	-14.7	-10.9	Falls Far Below	↗	
Proficiency – Math (All)	On Track for APR Status	1.4	0.3	2.4	1.6	Falls Far Below		Floor rating on 2023 APR with MPI of 257.1
Proficiency – Math (Student Group)	On Track for APR Status	1.4	0.3	2.4	1.5	Falls Far Below		Floor rating on 2023 APR with MPI of 257.4

INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
		3YR AVG	FY21 *	FY22	FY23	Rating	Direction	
Proficiency Comparison – Math	Meet or Exceed Local District	-15.6	-12.0	-16.3	-18.5	Falls Far Below		
Proficiency – Science (All)	On Track for APR Status	2.5	0.6	4.9	2.1	Falls Far Below		Floor rating on 2023 APR with MPI of 282.4
Proficiency – Science (Student Group)	On Track for APR Status	2.5	0.6	4.9	2.1	Partially Meets		Approaching rating on 2023 APR with MPI of 282.4
Proficiency Comparison – Science	Meet or Exceed Local District	-16.3	-17.4	-15.0	-16.4	Falls Far Below		
Proficiency – Social Studies (All)	On Track for APR Status	6.8	6.1	7.6	6.7	Partially Meets		Approaching rating on 2023 APR with MPI of 339.3
Proficiency – Social Studies (Student Group)	On Track for APR Status	6.8	6.1	7.7	6.7	Partially Meets		Approaching rating on 2023 APR with MPI of 339.6
Proficiency Comparison – Social Studies	Meet or Exceed Local District	-16.5	-16.6	-15.9	-17.1	Falls Far Below		
STUDENT ACADEMIC GROWTH								
Growth – English (All)	On Track for APR Status	47.4	46.9	48.2	47.2	Falls Far Below		Below Average status in 2023 APR with 12% of growth points
Growth – English (Student Group)	On Track for APR Status	47.1	46.9	48.1	46.4	Falls Far Below		Below Average status in 2023 APR with 12% of growth points
Growth – Math (All)	On Track for APR Status	45.9	45.1	46.3	46.4	Falls Far Below		Below Average status in 2023 APR with 12% of growth points
Growth – Math (Student Group)	On Track for APR Status	45.9	45.1	46.2	46.4	Falls Far Below		Below Average status in 2023 APR with 13% of growth points
Growth – Science (All)	On Track for APR Status	N/A	N/A	N/A	49.9	Meets		Average status in 2023 APR with 60% of growth points
Growth – Science (Student Group)	On Track for APR Status	N/A	N/A	N/A	49.4	Meets		Average status in 2023 APR with 55% of growth points
Growth – Social Studies (All)		N/A	N/A	N/A	45.2	Falls Far Below		Below Average status in 2023 APR with 20% of growth points

INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
		3YR AVG	FY21	FY22	FY23	Rating	Direction	
POSTSECONDARY READINESS								
Graduation Rate	On Track	77.7	83.3	74.4	75.3	Meets		On Track status in 2023 APR
Postsecondary Rate	On Track	77.3	60.6	71.2	100	Exceeds		Target status in 2022 APR
ACT Performance	On Track	14.2	13.6	14.9	14.0	Falls Far Below		Floor status in 2023 APR
SCHOOL-SPECIFIC ACADEMIC MEASURES								
Market Value Assets	20% of graduates with MVA by SY 22-23			28%	33%	Meets		
STAR Reading Growth - LEA	100%			30%	26%	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%	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.	FY21 VALUE	FY22 VALUE	FY23 VALUE	RATING	NOTES
NEAR-TERM MEASURES							
Current Ratio	>1.0	214	No liabilities	120	245	Meets	
Unrestricted Days Cash on Hand	30/60/90	166	187	267	282	Meets	
Enrollment Variance	=>95%	93%	112%	86%	82%	Does Not Meet	
Debt Default	Making payments; comply with covenants	Meets	Meets	Meets	Meets	Meets	
Fund Balance	3% or greater	67.7%	51.9%	73.7%	77.46%	Meets	
SUSTAINABILITY MEASURES							
Total Margin	Positive	25%	33%	26%	16%	Meets	
Liabilities to Asset Ratio	<.9	0.3	0.0	0.3	0.5	Meets	
Cash Flow	Multiple years positive	Positive	Positive	Positive	Positive	Meets	
Debt Service Coverage Ratio	=>1.1	43	71	57	1.8	Meets	
SCHOOL-SPECIFIC MEASURES							
Cash reserve	\$3,000,000			\$9,527,638	\$10,707,208	Meets	Hogan will spend up to \$1,000,000 of cash reserves in FY22-23 on the new high school project.

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
SCHOOL ENVIRONMENT			
Complying with facilities and transportation requirements	Material Compliant	Meets	
Complying with health and safety requirements	Material Compliant	Does Not Meet	A letter of concern was issued related to safety. The school responded and corrected the identified concerns.
Handling student information and data appropriately	Material Compliant	Meets	
EDUCATION PROGRAM COMPLIANCE			
Implementing the material terms of the education program as defined in the current charter contract	Material Compliant	Meets	
Complying with applicable education requirements	Material Compliant	Meets	
Protecting the rights of students with disabilities	Material Compliant	Meets	
Protecting the rights of English Language Learner (ELL) students	Material Compliant	Meets	
STUDENT RIGHTS AND REQUIREMENTS			
Protecting the rights of all students	Material Compliant	Meets	
Open, free access to apply and enroll	Material Compliant	Meets	
SCHOOL-SPECIFIC MEASURES			
Teacher retention	73% retention; 20% proficient	Meets	Retain 60% of high performing core content teachers by SY23-24 and 75% by SY25-26.

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
BOARD OPERATIONS			
Board Training	100% of board members have participated in training	Meets	
Committee Structure	Structure is in place and committees are meeting	Meets	
Review and Updates Board Policies Annually	Material Compliant	Meets	
Strategic Plans, Board Goals	Annual goals and plans adopted by Board	Meets	
HOLDING MANAGEMENT ACCOUNTABLE			
CEO Evaluation	Completed	Meets	
Monitor Performance, School and Board Goals	Demonstrated Consistent Monitoring	Meets	
COMPLIANCE AND REPORTING			
Missouri Ethic Commission Filings	Material Compliant	Meets	
ASBR	Material Compliant	Meets	
Missouri Sunshine Law Compliance	Material Compliant	Meets	
Registered with the Secretary of State	Material Compliant	Meets	
SCHOOL-SPECIFIC MEASURES			
Board attendance: At least 80% of the Hogan Board members to attend at least 80% of the scheduled board meetings during each year of the charter term.	80%	Meets	Average Board Attendance: 97.1%

V. Operational Compliance

Meets

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

INDICATORS AND MEASURES	STANDARD	RATING	NOTES
FINANCIAL MANAGEMENT AND OVERSIGHT			
Meeting financial reporting and compliance requirements	Material Compliant	Meets	
Following Generally Accepted Accounting Principles (GAAP)	Material Compliant	Meets	
EMPLOYEE RIGHTS AND REQUIREMENTS			
Respecting employee rights	Material Compliant	Meets	
Completing required background checks	Material Compliant	Meets	
Meeting teacher and other staff credentialing requirements	Material Compliant	Meets	
COMPLIANCE AND REPORTING			
Federal and State reporting requirements	Material Compliant	Meets	
Local Reporting requirements	Material Compliant	Meets	
Commission reporting requirements	Material Compliant; 90% on time 90% accurate	Meets	100% on time 99% accurate
Document Retention requirements	Material Compliant	Meets	



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

2022-23 MISSOURI CHARTER SCHOOL ASSURANCE CHECKLIST

CHARTER SCHOOL NAME Hogan Preparatory Academy	COUNTY-DISTRICT CODE 048-904
CHARTER SCHOOL CONTACT NAME Jayson Strickland	CHARTER SCHOOL CONTACT PHONE NUMBER 816-444-3484
CHARTER SCHOOL CONTACT EMAIL jstrickland@hoganprep.net	FORM DUE DATE June 30, 2023

INSTRUCTIONS

Charter schools are required to be compliant with state and federal laws and State Board of Education regulations. The Missouri Department of Elementary and Secondary Education (DESE) has created this assurance checklist to assist charter schools with this compliance as well as to assist charter sponsors in the review of charters. Administrative Rules are located on the Missouri Secretary of State’s website at: www.sos.mo.gov/adrules. All charters shall send responses to their sponsor by the date specified by the sponsor. Sponsors must submit the completed forms by June 30, 2023 to charters@dese.mo.gov or mail to:

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

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

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

CERTIFICATION

	1. At least 80 percent of teachers are appropriately licensed or certificated to teach in Missouri public schools (Section 160.420, RSMo).
YES (10)	a. Teachers
YES (1)	b. Other certificated staff
YES (1)	2. Districts and charter schools shall annually provide information to DESE regarding: use of third party employment agencies for substitute teachers, daily rate of substitute pay, employment of full-time and part-time substitute teachers, substitute teacher recruitment efforts, the substitute teacher interview process, and use of current school staff as substitute teachers during other assigned time, in accordance with Section 168.037, RSMo .
YES (1)	3. The charter school provides all substitute teachers with a link to a web-based survey each day as required by Section 168.037, RSMo .

FINANCE

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

GOVERNANCE

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

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

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

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

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

COMMENTS

- Comment(s) are required for any item that has been marked as No or N/A.
- The stated purpose of this form is "assuring that it has or will comply with state law, federal law, and State Board of Education regulations included during the 2022-23 school year." All charter schools sponsored by MCPSC have a signed contract on file at DESE. It assures compliance with all Missouri statutes related to charter public schools. MCPSC monitors throughout the year. MCPSC annually requests verification from DESE offices that monitor compliance to specific programs at the end of each fiscal year. MCPSC monitors schools compliance of annual items on the timeline dictated by the work function.
 - Statute(s) go into effect in FY24.
 - The following statutes do not applicable to charter schools: 571.030, 569.115, 574.115, 575.090, 597.030(1), 167.275, 160.522, 167.231
 - Self-monitoring document list is not provided.
 - One or more statutes in this section does not apply to charter schools, is a definition or the duty of another agency/board.
 - Only applicable to charter schools operated by a school district.
 - The statue cited is incorrect.
 - This statute does not apply to this charter school.
 - This school do not offer this or does not serve the grades where this applies.
 - The LEA informed MCPSC that they were out of compliance with this statute in January. They confirmed that the certification issues were remedied and they were back in compliance by March 1.

ASSURANCES

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

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

SIGNATURE OF SUPERINTENDENT	DATE
-----------------------------	------

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

SIGNATURE OF SPONSOR <i>Robbyn G. Wahby</i>	DATE Jun 29, 2023
--	-----------------------------



SCHOOL: HOGAN PREPARTORY ACADEMY

YEAR: SY2022-2023

DATES: SITE VISIT NOVEMBER 9 – NOVEMBER 10, 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 is responsible for educating approximately 1,100 students per year. Hogan Prep is a Title I school with a 100% free and reduced meal program. Student demographics show that 87.7% of students are Black or African American, with the other 12.3% being a mixture of Hispanic/Latino/a, multi-racial, or white. Almost 10% of students have an IEP, 1.2% are English language learners, and 9.2% 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

This visit was conducted as part of the monitoring plan in place with HPA. The purpose of this visit was specifically to monitor the implementation of the plan set forth in the renewal documents. The site visit protocol was adapted to focus specifically on items in the school’s intervention plan and the implementation of the renewal plan. The team consisted of Martha McGeehon, Deputy Director of Accountability for Missouri Charter Public School Commission, Tonya Richardson, Program Support Specialist 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 for the 2022/2023 school year.

Edwin Wright, Chief of Leadership Development and Academic Performance Officer, organized the focus groups and interviews for HPA. The site visit included interviews with the Superintendent, the Deputy Superintendent, the Chief of Student Supports and SEL Supports, and focus groups with the building Principals, elementary, middle and high school teachers, high school students and the board’s academic committee. The site visit team also had the opportunity to speak with the Director of Curriculum Instruction and the Coordinator of School Improvement.

The monitoring team visited the school for two days to understand the progress of the implementation of the renewal plan and intervention plan as well as compliance issues as outlined in the Site Visit Protocol. Their findings will inform the Commission in annual reviews, intervention decisions and renewal decisions. What follows is the monitors' report.

General Observations

As the following sections detail, the monitors were unable to conduct a full site visit protocol because they were sidetracked by the safety and security issues they observed. They quickly concluded that students and staff were not in a safe learning environment, and focused much of their time on better understanding why. They immediately reported their concerns to the Executive Director of the MCPSC on the afternoon of 11/10/22. She then immediately wrote and sent a Letter of Concern to school leadership, and in-person classes in the high school were immediately suspended until school leadership is able to meet a set of specific conditions outlined in the LOC.

All three building leaders described for the monitors the mental and physical toll the school year has had on them. All cited physical and psychological safety concerns. An assistant principal resigned a few weeks before the site visit after receiving death threats.

Three fights occurred during the four hours the site visit team was at the High School on day two of the visit. At the end of the day the school went on lockdown as one of the students who had been sent home earlier that day came back with several family members to “finish what [they] started.” The police had to be called to remove the individuals from the campus. This was the fourth day in a row that the high school reported numerous fights with the leader stating that 23 students had been suspended that week alone due to fighting. The team was also informed that an altercation had taken place at the elementary school that day between two fifth grade students that resulted in a school employee being hit in the head.

Adults described feeling that violence had been escalating since August. Suspension and referral data corroborate their concerns.

	August	September	October
Suspensions	66	88	117
Referrals for behavior	64	166	168

One high school teacher went so far as to say “I don’t feel like the students are safe here. It is a death trap waiting to happen.”

While Hogan claims to be using Restorative Justice practices, and report that 87% of staff have received training in restorative practices teachers reported that they do not feel equipped to use these strategies nor do they have the support or human capital to do it adequately.

Teachers at all three buildings described feeling unsafe and poorly resourced (i.e., not enough staff, professional development, at times curriculum and materials). Staff reported not having enough help to manage classroom misbehavior, specifically first- and second-year teachers reported that they had received support from colleagues but not formal professional development. There continues to be no consistent consequence for misbehavior issues. At almost every level, adults described a desperate need for a “reset” of the school.

On Monday, November 7th, two days before the site visit team was on site, the elementary school building was closed due to a lack of teachers available to supervise instruction. The Superintendent informed MCPSC that eight teachers were out sick that day and they were unable to secure enough substitute teachers to have school that day. This was a culmination of several conversations between administration and MCPSC staff regarding the extreme difficulty hiring and retaining staff for this current year.

It was clear to the monitors that Hogan’s biggest challenge, which hurt both instruction and safety, is the inability to recruit, hire and retain teachers and other staff. That issue is exacerbated by a chronic shortage of teachers and educational staff in Kansas City and nationally.

Findings

Criteria 1: Faithfulness to Charter

Areas of Strength

There is a vision and belief in vision of the educational model that HPA wants to employ. Real-world experience and application, Market Value Assets, and a personalized approach all continue to be articulated as the ideal state. It was clear that the adults in each building really want to see Hogan students succeed both in school and in life.

One example of how this was being put into practice was through the school’s partnership with Operation Breakthrough. This year the partnership was expanded from only high school students participating in the partnership to students in fifth through twelfth grade having the opportunity to participate.

Areas of Growth

Although the mission and vision were clear, there continues to be an extreme disconnect from the vision and what building level leaders, teachers, and students are experiencing. Overall, adults at all levels described a lack processes and codified systems which leads to the feeling that HPA is always scrambling to solve problems on the fly. There appears to be a lack of coherent thinking on what to do at any one time to solve any one issue. Most adults believe that “the way things are thought out seems beneficial for the students but pulling them off seems to be hard to do.”

Staffing shortages and capacity issues do not allow the vision of personalized education to be carried out. Class sizes limit individualized instruction and differentiation. Students described classes of 40-50 in the high school with teachers unable to do their jobs because they cannot get the class under control. Teachers and administrators would like two certified teachers in

each of these classrooms, which would make the numbers more manageable. This is usually not the case. Often, there is only one teacher and one assistant.

At the elementary school there are also ways Hogan is falling short of its stated plans. Currently, all kids except kindergarteners are in classes with other grade levels. This structure was not outlined in the renewal plan and it is unclear if this decision was made because of staffing shortages or was a strategic decision. Additionally, teachers said that the career exploration outlined in the charter for early grades is not taking place.

Teachers say the burdens of too big class sizes along with the safety concerns are taking a toll on them and other staff. Many staff expressed that they would not be returning next school year and would resign before the end of the year if their contract allows them to do so. According to data provided by the Deputy Superintendent nine staff have resigned or been terminated this school year, with five positions still open as of the day of the site visit.

Currently, HPA receives around 40 transfer-ins per grade level each year. The Superintendent discussed wanting to become intentional about enrollment and that they are currently working through plans to look at what the lowest enrollment number is that still allows HPA to meet their financial projections. He noted that the goal is to become larger at the earlier grade levels to establish culture. Teachers described how low enrollment earlier in the year led to low staffing numbers, but then when transfers were accepted, class sizes increased dramatically and HPA hasn't been able to adequately staff to bring down class sizes.

Class size was a consistent concern across all levels at HPA. From central office leadership to students, there was broad agreement that if class sizes could be reduced, teaching and culture would improve as teachers would have the opportunity to offer more individualized instruction. Class sizes fluctuated during our visit with teachers out sick and classes being split up into other classes for the day, which was described as a frequent occurrence. Students stated that the large classes impede on their learning and often turns chaotic when teachers do try to exhort authority and try to settle the class down.

Criteria 2: Students' Opportunities to Learn

Areas of Strength

There has been some academic growth demonstrated in the data from the Evaluate assessment. Mr. Wright reported that between the baseline assessment and the most recent results the number of students in below basic decreased in both Math and ELA.

It was also reported by members of the cabinet that the virtual program continues to be successful. They reported that some of the strongest academic gains so far this year have been from students in the virtual program.

HPA continues to be a leader in rethinking the educational program with a focus on market value assets and a partnership with Operation Breakthrough.

High school students described having good relationships with their teachers and felt teachers did want them to learn and succeed in life.

The special education program at the high school level received rave reviews from teachers.

Areas of Growth

Special education services, especially at the elementary school were described by staff as disturbing. One teacher went so far as to claim that it was “borderline illegal”. Teachers claim that students have not been getting their minutes because there are no staff to support this. For example, many students have writing accommodations but there is no one to give them the support they need. One teacher at the elementary school apparently took it upon herself to start supporting students during her planning period but was recently told to stop. Middle school teachers think student are getting their required minutes but expressed concern about the quality of those minutes.

A consistent problem all year has been the lack of qualified teaching staff at all buildings. The Superintendent told the team that the elementary school was mostly fully staffed with one Special Education position still open while both the middle school and high school were understaffed. He also shared that they have had positions posted that they have received no or few qualified applicants for. Staff at each building described feeling understaffed, however. The Deputy Superintendent provided the following data on the number of certified teachers and vacancies at each building:

School	Total # of teachers	Total # of certified teachers	Current number of vacancies	# staff resigned to date	# of staff asked to resign	# of staff replaced
Elem	23	16	3	4	1	4
MS	9	4	0	1	1	2
HS	24	18	2	2	0	2

As has been discussed throughout this report, class sizes at all levels continue to negatively impact student learning. There does not appear to be a safe, supportive learning environment that reflects high expectations for all students. At the elementary level teachers felt like the multi-age classrooms are doing a disservice to students because students aren’t able to get all of their content at the appropriate time. The new high school building was designed with a “Teaming Model” in mind. The Teaming Model would include two adults in each classroom at all times. This design allows for differentiation with lead teachers working in small groups while a partner teacher facilitates other groups in pods and the remaining students worked individually. However, teachers reported that the teaming model was not being implemented as described leading to large classes with little quality instruction occurring. At the high school level, both students and teachers noted that students were never taught how to function in this

type of environment. One teacher stated, “until fighting can get under control, teaching is not doable, I am just an underpaid babysitter.”

There does not appear to be a sense of community or strong sense of culture in any of the three buildings. Teachers worry about student safety and learning and the lack of consistency in policy and practices is creating teacher drain. Classroom expectations don’t seem to be consistent from class to class, and while Restorative Justice was described, without consistent coaching and training it is not being implemented in any real way. There is a belief that large class sizes have contributed to a culture deficit and thus impede student learning. An additional indicator of the lack of a culture of learning and support is both the student and staff attendance rate. Attendance rates for students were 81% in September and 78.31% in October and staff were reported to be 82.8% and 76.7% respectively.

Criteria 3: Instructional Leadership

Areas of Strength

Teachers described having great respect and trust for their building level leaders. Teachers also appear to support and coach each other, with veteran teachers going out of their way to support newer, uncertified teachers. Generally, personal relationships appear strong at all levels.

High school students described understanding how they are doing academically and noted that if you don’t understand something or want the teacher to engage with you that they are willing to if asked. Generally high school students expressed respect for their teachers.

Leadership at all levels could describe their focus this year as they conducted walk throughs which is: 1) are they using the curriculum; 2) Are they incorporating literacy standards in the curriculum; 3) are there protocols in the learning procedures. Data from these walk throughs is being reported monthly to the board via the board dashboard. Leadership also discussed that these priorities come from data that shows if teachers are implementing the curriculum then they are adding value.

Areas of Growth

While teachers seemed to trust one another and building level leadership there was a clear lack of trust of the cabinet level leadership. Many described that there were often directives given with no consideration of how it would impact those working in the buildings, and no support to implement or follow through on whether the directives were completed. Administrative level staff described a culture where everyone is protective of their “domain” and lacks a culture of support or betterment for the greater good. Additionally, while cabinet members expressed that they got along well, there is a lack of professional trust among them.

Teachers described very limited time to work with their peers as no grade or subject matter team time exists in the schedule. Leaders at all levels also discussed not having adequate time to meet as a team. Additionally, a schedule change implemented at the beginning of the year led to the elimination of half day professional development days. Teachers expressed feeling a lack of support afforded for new tasks (i.e., multi-age classrooms). As one elementary teacher

noted “It feels as though multi-aging classrooms are doing a disservice to students because staff aren’t adequately trained to teach in this environment and the students aren’t getting all of the content they need at the appropriate time.” HPA has not invested in the level of professional development required to support elementary teachers in the implementation of multi-age classrooms.

Hogan reports that 30% of staff were new this year. Staff expressed a lack of quality orientation at the beginning of the year. One staff member described that they were given a short presentation on HPA and then left on their own to figure out everything else. Other teachers said they were not trained on the basics such as grade books and building norms. Newer teachers also said they needed additional training and mentorships, and without them they feel under skilled to do their jobs.

Although there seems to be a decent peer-to-peer culture among adults, staff don’t feel as though there is a strong culture of care and empathy expressed by leadership, with many reporting health impacts due to the stress. Almost every we met said they were burned out because of a lack of support and appreciation. Staff expressed feeling as though HPA is trying to take on too much given the size of the staff, and as a result, the culture has taken a big hit.

Building leaders are all somewhat new to the role and also expressed concern about the lack of adequate orientation and overall support. Building leaders also noted that due to so many young, inexperienced, and non-certified teachers, the starting point for professional development is often lower than expected. Many teachers need very basic levels of development that they don’t have time to be trained on high quality, rigorous instruction. Leaders acknowledged that because so many young teachers need basic development they aren’t able to give more seasoned teachers the coaching they need to refine their craft.

Criteria 4: Organizational Viability

Areas of Strength

The board continues to operate with an effective committee structure and the board chair reported that all board members were engaged.

Appropriate financial controls are in the place. The school is financially sound.

Areas of Growth

Some curriculum components seem to be missing. For example, while some subjects have curriculum, such as Engage NY for ELA, in other subjects such as music the teachers have been asked to create their own. Even when curriculum is in place, teachers reported not having the time to scaffold it especially those in multiage classrooms. Others suggested that the ELA curriculum especially, is too rigorous and does not allow them to meet students where they are. One teacher also expressed concerns that the ELA curriculum was not culturally relevant. Teachers expressed not having what they need in terms of interventions to support students who are learning at below grade level, and no time for tutoring struggling students exists. There did not appear to be a consistent process or program to support students that need additional support.

Teachers reported the structural layout of the high school was not conducive to teaching and students reported it was not conducive to learning. Both teachers and students complained that the classroom design makes them noisy. HPA went from 28 classrooms in the old high school to eight classrooms in the new building. Students and staff noted that they have not been trained on how to function in a larger physical space with team modeling. Students reported feeling as though their classes are too large to be able to focus and learn.

Staff and students reported feeling as though the new building opened too quickly and without any adequate adaptation to the new facility. Additionally, the issues around human capital and capacity make it harder. Staff and students described how the school needs a hard “reset” to effectively establish use of the building now that staff have had an opportunity to be inside of it. However, others suggested that it was “too far gone” and that everything needed to be started from scratch.

Teachers also reported a number of schedule changes that, while allowing for more students to attend Operation Breakthrough, have caused inconsistency and a feeling of constant change. Teachers described how these frequent changes are felt even more by students at HPA who oftentimes have experienced trauma and look to school for safety and security. This has also been difficult on HPA’s inexperienced teaching staff.

All of these challenges are largely the result of a shortage of teachers and support staff. Everyone the site visit team spoke to noted the trouble HPA is having recruiting talent. Current human capital is stretched thin, with teachers reporting not having the training necessary to help with classroom management and leadership describing being pulled in different directions and unable to focus on the core of their jobs.

It is a vicious cycle. A shortage of staff makes it harder to teach and maintain discipline, which leads to burnout, which makes it harder to retain and add new teachers, which exacerbates the shortage of staff, which makes the challenges even harder to fix. Although HPA has partnered with a substitute staffing firm and hired building level substitutes, principals are still struggling to ensure they have enough adults to put in front of students each day – which proved to be the case at the elementary school the week of the site team visit when the school had to shut down due to lack of staffing.

The plan for the 22/23 school year was for 7th through 12th grade to be located at the new building with a principal and assistant principal overseeing the full 7th through 12th grade at the same location. Due to the delay of construction at the new building, the middle school (7th and 8th graders) remained at the previous location and 6th grade shifted to the elementary school. The high school principal was then located at the new high school building. The new assistant principal for 7th through 12th stayed at the middle school building and became the interim middle school principal. The high school principal (who resigned shortly after the Commission’s site visit) did not have experience in overseeing a brand new high school and it was clear that additional support was needed to implement systems and processes in a brand new school.

Transportation issues continue to plague HPA. The bus company does not appear to be fulfilling their contract as late buses, missed routes, bus drivers not showing up or even leaving students

behind were noted by the entire community. This is not unknown to leadership who noted that they are researching creative solutions and would be looking for a new bus company next year.

HPA migrated to a new student information system at the beginning of this year, which proved to be a bigger undertaking than they had planned for. This caused numerous issues with student schedules and tracking of students at the beginning of the year. It also took the focus of critical staff members off a strong opening of the high school.

Conclusion:

This report documents the activities and information gathered on November 9th and 10th. On the afternoon of November 10th, the Superintendent cancelled high school classes for the following day and the site visit team informed MCPSC's Executive Director of their concerns. Shortly thereafter, MCPSC's Executive Director and members of the onsite team met with HPA's board chair to inform the board of these serious safety concerns. MCPSC issued a Letter of Concern on November 11th that immediately suspended in-person classes in the high school until school leadership is able to meet a set of specific conditions outlined in the letter of concern. The staff at HPA has been responsive. The safety plan was submitted on time and met the requirements outlined in the letter. HPA staff is also be required to respond to the other concerns outlined in this report in an implementation plan in order for in-person high school classes to resume.