

HOGAN

PREP ACADEMY



**Application for Renewal
December 18, 2020**

Respectfully Submitted by:
Hogan Preparatory Academy Board of Directors
Dr. Jayson Strickland, Superintendent

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Introduction

Hogan Preparatory Academy (Hogan) has been rooted in the fabric of Kansas City since its founding in 1942. The school started as a Catholic high school, named for John Joseph Hogan, the first Bishop of the Diocese of Kansas City. Bishop Hogan operated as a private Catholic school until 1998. During a transitional 1998-99 school year, a group of teachers led efforts to keep the school open as a private Christian school while applying to become a charter school following passage of the Missouri charter school law in 1998. Upon charter approval, Hogan remained open and converted to a public charter school during the 1999-2000 school year. As one of the oldest charter schools in the State of Missouri, Hogan has a long-standing history of serving predominantly Black, poor families who reside in the highest poverty zip codes in Kansas City, and has endured as a school option for generations of families for nearly 80 years. This history evolved with the school's expansion to serve middle school students in grades 6-8 in 2011 and elementary school students in grades K-5 in 2013. Demand certainly existed for this expansion, as Hogan continued to enroll roughly 1,000 students annually despite a host of academic and financial shortcomings in providing the quality educational environment, experiences, and academic attainment its students deserve.

The Hogan Board of Directors and leadership team are fiercely committed to a complete transformation of all aspects of the school – not only to rectify shortcomings of the past, but to create a life-changing school experience that is personalized for each Hogan student and unlocks their lifelong success. Layers of systemic inequities and racism drive a reality where the probable outcome for Black, poor students, like Hogan's, is to remain in poverty or be incarcerated. Hogan is relentlessly dedicated to breaking the appalling cycles of economic struggle that their families have endured for generations. With a new vision and model that emphasizes pursuit of individualized passions, career exposure and opportunity, educational excellence, and holistic supports, Hogan firmly believes it can forever change the trajectory of its students' lives and by extension their families and the community.

Since the governance and leadership overhauls in 2019, the team has been resolute in a 360-degree assessment of the school program, while hitting the ground running with envisioning the future and making the necessary immediate changes and improvements to lay a foundation for the new direction. The work completed and plans established, which are described in greater detail throughout this document, were thoughtfully developed with a laser focus on a complete transformation to unlock the passions and strengths and chart a path to success for every Hogan student. With an emphasis on personalization throughout the model – career experiences, individualized learning plans, advocates, student leadership, the approach to teaching and learning – that intentionally builds throughout grades K-12, Hogan's new vision is distinctly unique and needed in Kansas City. Hogan has no choice but to see its new vision realized or else thousands of more students will continue to be failed, largely due to systemic injustices beyond their control, and never know their limitless potential.

Executive Summary

Hogan Preparatory Academy is the only charter school in Kansas City with a focus on personalized, real-world learning and career preparation that intentionally builds and deepens from Pre-K through 12th grade.

Through this focus, Hogan's mission is to equip every graduate with a **Distinct Competitive Advantage**, which encompasses not only a high school diploma, but mastery of core academic content, development of necessary social-emotional and core competency skills, and acquisition of at least one market value asset (MVA) so they are equipped for lifelong success.

Hogan's current Board and leadership team worked diligently to put the school's rocky past behind it and chart a compelling future path. Over the 2019-20 school year, the team engaged a host of stakeholders, including its students and families, larger school community, education and industry experts, to coalesce on this new focus as most compelling for transforming Hogan and unlocking students' greatest potential.

Hogan serves predominantly Black, low-income students who reside in neighborhoods with high poverty and reliance on public assistance, median income half that of Kansas City, lower life expectancy, and with the poorest performing schools. Such students are more likely to attend schools with outdated models and low expectations, remain in poverty, and have a low-wage job. This is antithetical to Hogan. By believing in every child's inherent strengths and infinite potential and empowering their unique paths, Hogan students will defy the circumstances of their upbringings and build meaningful lives.

With personalized, real-world learning, all aspects of Hogan's model are customized to each student's unique skills, interests, and goals while facilitating connections to real-world, career preparedness. Distinct features of this approach include:

- **Career Activities:** Beginning in elementary school, all students participate in career exploration activities, including industry tours, job shadows, and career assessments, to discover their passions.
- **HS Career Pathways:** Students pursue tailored experiences in one of two pathways - health and human services or business, industry, and design, aligned to the fastest growing regional occupations.
- **Market Value Assets:** High school students pursue MVAs in fields of interest, including college credits, industry recognized credentials, internships, and client projects.
- **Individualized Learning Plans:** Students build an ILP from K-12 of "their unique journey," including academic data, core competency development, and artifacts of passion pursuits and career goals.
- **Student Advocates:** All students are paired with an advocate for building a strong relationship, understanding the students' interests, strengths, and challenges, and advocating for their needs.
- **Social-Emotional Supports:** All students have dedicated time in advocacy class to explore their personal development of social-emotional competencies, utilizing a research-proven SEL curriculum.
- **Personalized, Project-Based Instruction:** Hogan's instructional model emphasizes differentiation to meet individual needs and facilitation of project-based experiences, linked to real-world situations.
- **Tailored Teacher Supports:** Job-embedded professional learning is tailored to teachers' needs and strengths, including new teacher mentors, instructional coaching, and professional learning communities.

Through these transformational plans, Hogan will meet established goals related to graduating students with market value assets, significantly improving academic outcomes, building cash reserves, and retaining high quality teachers. Hogan will be a proof point that Black, low-income students are untapped sources of talent and capable of success.

Restart

While Hogan may have retained its recognition in the community over the current ten-year term, middling academic and financial performance existed under a complacent board and leadership team with less rigorous regulatory oversight. For the first five years of the current contract, there was modest academic performance, but no indication of serious operational or financial issues. However, between 2015 and 2019, Hogan had serious financial, academic, and operational problems, including lack of oversight by the governing board.

In addition to the lack of board oversight, there were contract problems. The performance contract for the current ten-year term¹ did not articulate specific performance outcomes. While the previous sponsor provided accountability reports to the school, it is unknown which, if any, of these items were contractually required. A review of the accountability reports showed Hogan in decline. While Hogan largely met standards related to MPI comparisons to peer schools and attendance, benchmarks were largely not met related to Annual Performance Report (APR) progress and growth and MPI comparisons to KCPS overall. A more detailed summary report of benchmarks for the Local Education Agency (LEA), elementary school, middle school, and high school are included in Appendix A. Over the term of the current contract, there were no letters of concern, notices of probation, or notices that the school was out of compliance with statutes, regulations, or their contract. Current school leadership arrived in 2019 and found a remediation plan, but it was unclear if the plan was required.

Starting with the change in board leadership and the departure of the longstanding school leader in 2018, there has been a collective effort to transform Hogan Preparatory Academy. The board, community, teachers, students, parents, University of Central Missouri, and philanthropy collectively made a decision that this school had to change. There is no evidence that any of these stakeholders considered closing or non-renewal. The search for a new Superintendent by a new Board of Directors, along with significant investment by SchoolSmartKC, was the logical next step for an organization headed to renewal, but with greater oversight, stronger management, and a rigorous and relevant academic plan.

Academic and Organizational History – 2014 through 2019

Academic and organizational challenges permeated Hogan for quite some time. **A 2014 school quality review report cited the following findings:**

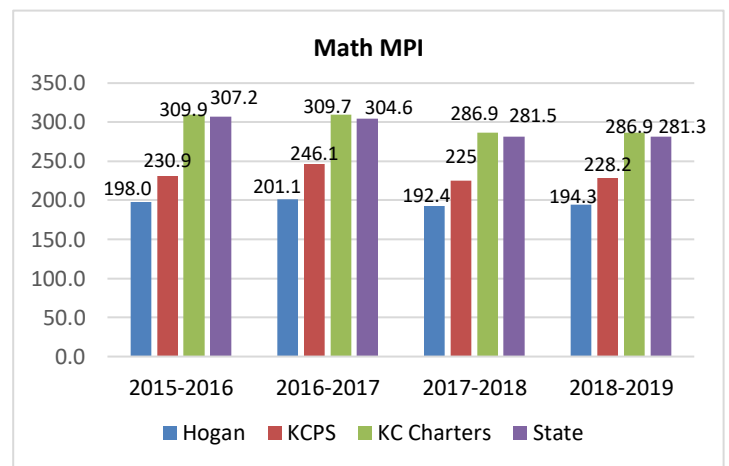
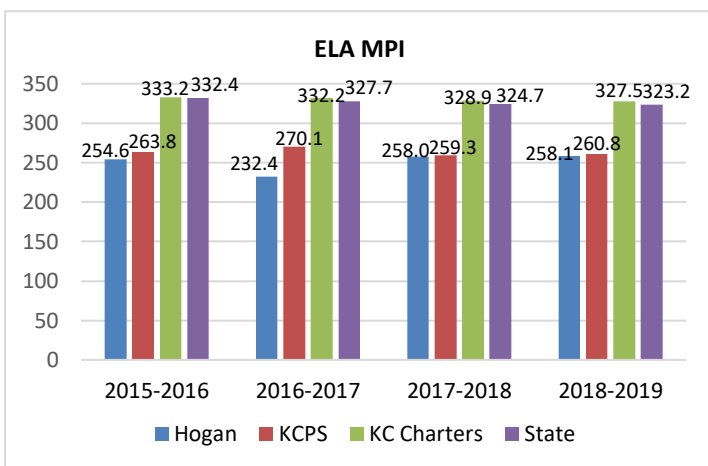
- Classroom instruction is not intentional, engaging, or challenging for all students.
- Classroom interactions do not ensure a supportive, structured learning climate.
- In many classrooms, students walked around classrooms while teachers were talking, conversed with other students during instruction, or talked back to teachers after receiving redirection.

¹ Hogan's most recent 10 year contract expired on June 30, 2020. A one-year extension to June 30, 2021 was approved on October 25, 2019. The executed amendment did not incorporate the remediation plan nor cite any performance expectations.

- The school does not hold high expectations for learning. The site visit team observed several classes in which students were allowed to opt out of answering questions and doing work.
- Middle school students stated that the behavior of students in their school was “out of control,” that bullying and teasing from students occur regularly, and teachers needed to be stricter.
- No school-wide data culture exists; teachers are not using data to make instructional decisions.
- Professional development is not aligned across each campus and stakeholders consistently reported that professional development does not address the specific needs of each school.
- The Board does not provide sufficient academic oversight and is not consistently informed of student academic progress. The Board does not have mechanisms to monitor the health of the organization on a regular basis.
- Organizational structure and communication practices do not support current needs. Stakeholders reported that transparency and communication issues lead to a lack of trust, effectiveness, and accountability.

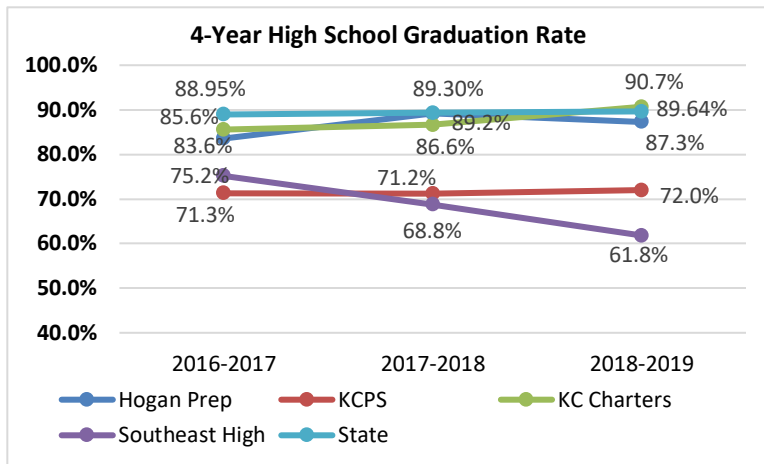
Despite these significant problems, the Board and Superintendent remained in place for several years while academic performance on state assessments and postsecondary indicators declined and Hogan failed to close gaps to Kansas City Public School (KCPS) and KC charter school averages.

- Between 2016 and 2019,² ELA Missouri Assessment Program (MAP) Proficiency fell from 29% to 17% with MAP Performance Index (MPI) scores hovering just below and above 250.
- Over this same period, Math MAP Proficiency fell from 16% to 10% with MPI scores declining from 230 to just below 200 across the four-year period.
- Although MAP proficiency rates and MPI scores were largely at or above the neighborhood schools Hogan students would most likely otherwise attend, outcomes were below the overall KCPS and KC charter school averages across 2016 through 2019.



² In March 2020, the Missouri Department of Elementary and Secondary Education canceled required statewide assessments for the remainder of the 2019-20 school year, including Missouri Assessment Program (MAP) Grade-Level, End-of-Course, and Alternate assessments.

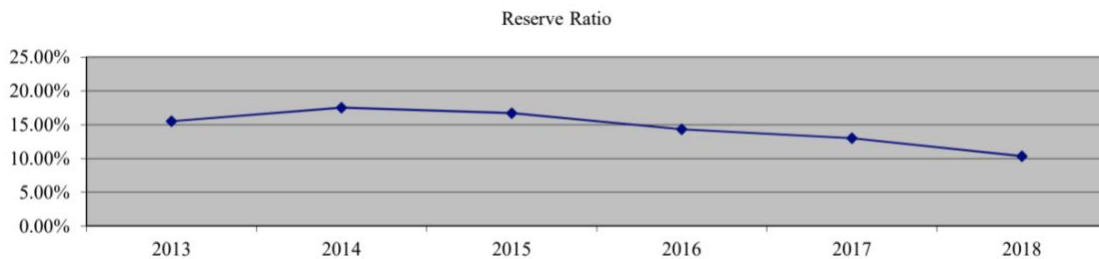
- In postsecondary readiness, while ACT and graduation rates remained at or above neighborhood KCPS high schools, the levels are unacceptably low for preparing students for future success.



Financial History – 2013 through 2018

After middle and elementary school expansions in 2011 and 2013 respectively, the purchase of the middle school building in 2013, and the purchase of the elementary school building in 2017, Hogan struggled to turn the corner financially with a shrinking fund balance and dwindling reserves from fiscal year 2014 through 2018 (see below).

General and Special Revenue Funds	2013	2014	2015	2016	2017	2018
Total Fund Balances	\$ 1,162,804	\$ 2,024,112	\$ 1,982,937	\$ 1,778,576	\$ 1,704,332	\$ 1,551,694
Total Expenditures	7,493,612	11,553,249	11,872,828	12,428,407	13,093,019	15,010,505
Reserve Ratio	15.52%	17.52%	16.70%	14.31%	13.02%	10.34%
Average Daily Attendance	641.47	987.85	937.71	941.95	901.74	972.54



At the same time, the Board of Directors lacked appropriate financial oversight to understand the expansion challenges and the toll on the school's finances. The previous sponsor identified academic and financial areas requiring improvement, but neither the Board of Directors nor school leadership acted with a sense of urgency to make necessary changes. Throughout the 2017-18 school year, key vendors were not paid and the available line of credit was fully drawn.

Hogan brought in an outside consultant during the 2017-18 school year to facilitate strategic planning for the school. The consultant facilitated focus groups with staff, which provided very concerning feedback regarding a host of matters related to teaching and learning, building climates, and teacher supports. Receipt of this information, paired with a growing frustration that finances were not improving in the latter half of the 2017-18 school year, led the Board of Trustees to finally wake up and recognize the need for significant change.

Restart: 2018-19 School Year – Stabilize Finances

In June 2018, the Board of Directors removed the long-standing Superintendent and appointed an interim Superintendent. The Board prioritized addressing the school's crippling financial health as a first step to restart Hogan. To support this priority, the Board engaged new community partners, including SchoolSmartKC (SSKC), a local education nonprofit dedicated to closing the achievement gap in Kansas City public school, and EdOps, a reputable firm specializing in finance, student data, and school operations, to jumpstart the turnaround in July 2018.

Upon a detailed review of the school's finances, EdOps identified a number of significant financial issues in late summer and fall 2018, including:

- A Board-approved budget with inflated revenue numbers that could not be supported by actual enrollment;
- \$750,000 due to the Missouri Department of Elementary and Secondary Education (DESE) due to overstated enrollment;
- A maxed out \$700,000 line of credit; and
- \$500,000 in bills unpaid from the prior year.

To dramatically improve the school's finances, 19 staff were laid off in December 2018 across instructional, administrative assistant, and leadership positions.³ All contracts were reviewed and assessed for renegotiation or other ways to cut costs.

Based on these efforts and stronger financial oversight, by June 2019, the line of credit was closed with a zero balance, other existing debt was refinanced, outstanding invoices were paid, cash balances were preserved at \$800,000, and a budget for fiscal year 2020 drafted based on realistic enrollment targets.

With sound financial footing on the horizon, the Board turned its attention to recruiting new Board members and identifying a new visionary leader in spring and summer 2019. With support from SSKC and The Strategic Organization, a local organization that helps entities plan and track their strategic progress, the Board of Directors recruited two new members in the summer of 2019 and an additional two new members in the fall of 2019.

³ 45% of instructional staff during the 2018-19 school year returned for the 2019-20 school year, largely due to the over one million dollars in cuts to the budget and elimination of 19 positions.

In February 2019, SSKC identified Dr. Jayson Strickland as a Leadership and Innovation Fellow in February 2019. As part of this fellowship, Dr. Strickland led redesign planning for underperforming local charter schools and ultimately was selected as the next Hogan Superintendent by the Board of Directors in June 2019. With over 20 years of experience leading schools, implementing strategic plans to meet established goals, and demonstrating improved outcomes for students, Dr. Strickland's expertise and deep knowledge of Kansas City and educational improvement proved ideal for leading the turnaround charge.⁴

Restart: 2019-20 School Year – Address Immediate School Needs and Chart Future

After stabilizing finances and hiring a new school leader during the 2018-19 school year, the focus of the 2019-20 school year turned to building a strong Board of Directors and leadership team and addressing immediate school needs, while also charting Hogan's future. The COVID-19 pandemic also brought unexpected new challenges to the 2019-20 school year, which Hogan addressed head on to meet students' basic, social-emotional, and academic needs.

1. Addressing Immediate Needs – Board, Leadership, Instruction, and Culture

The Board and Superintendent focused the 2019-20 school year on building an expanded, strong Board and leadership team while also addressing immediate needs in climate and culture, teaching and learning, finance and operations, facilities, and infrastructure/communication. Needs identified and accomplishments made over the course of the 2019-20 school year in these areas are outlined below.

Governance

Needs Identified:

Increased membership; greater oversight; enhanced information sharing; and updated policies.

Accomplishments:

- Strong Board - The Board underwent significant transition between summer and fall 2019 as two Board members resigned and four new Board members were added. With the transition, the Board not only increased in size from four to six members, but also increased its diversity, community support, and array of expertise.
- Board Engagement - The addition of four new Board members significantly increased the level of engagement. Use of technology, such as BoardOnTrack and providing laptops for use during meetings, made the dissemination of information much more effective. Board members are actively engaged in evaluating information and are embracing their turnaround, financial, and academic oversight responsibilities.

⁴ Dr. Strickland's resume is included in Appendix F.

- Robust Board Reporting – Since 2019-20, at every meeting, Hogan leadership shares all pertinent and available data related to enrollment, attendance, academic performance, financial health, and milestones associated with strategic planning.
- Compliant Board Policies - The new Board and leadership discovered existing board policies that had not been reviewed or updated since 2008. Starting with the October 2019 Board meeting, the Board reviewed a section of policies each month. These reviews included updates which brought the school into compliance on a number of issues including McKinney Vento, cash management, student instruction, and personnel management. As of May 2020, the Board completed its review of all policies.

Leadership

Needs Identified:

New, highly effective leaders drawn to complete transformation; a process for identifying priorities and establishing plans; and distributive leadership and ownership paired with accountability.

Accomplishments:

- New Leadership – New principals were recruited and hired for the elementary, middle, and high school buildings. Additionally, leadership roles were adjusted to better suit the transformation. This included new Chief Academic Officer and Chief Finance and Accountability Officer positions, which entailed highly competitive selection processes with numerous applications and interviews with finalists.
- Needs Assessment - The new leadership team conducted a thorough needs assessment and identified priority areas to address. These included operational protocols, culture and climate opportunities, and instructional practices.
- Effective Teams - Each leader worked to establish and empower effective teams. Those teams were leveraged to foster a collaborative culture, problem solve, and develop strategic plans.
- Strategic Plans - Building and department leaders worked with their teams with consulting support to develop strategic plans.
- Cadence of Increased Accountability - During the 2019-20 school year, it was important for leaders to establish a culture of high expectations. All schools and each department put in place targets, which were monitored monthly and presented at leadership team meetings, to create a rhythm of accountability and support. After presenting data, 30-day response plans were developed and implemented.

The depth of expertise of the current leadership team is described in greater detail in Section B3: Management and Operations (pg. 91).

Culture and Climate

Needs Identified:

Dramatic overhauls to building climates and cultures; resetting of expectations; and increased connection with families.

Accomplishments:

- Block Scheduling - Because of changes to building layout and schedules at the middle and high school, dramatic improvements to school climates and reductions in suspensions were realized during the 2019-20 school year. At the start of the year, the new middle and high school principals entered building climates and cultures characterized by student disruption, student blaming, and inadequate structures for maximizing school hours. Disruption was particularly apparent during transitions and hallway time. Therefore, both the middle and high school principals instituted initial changes to the building setup and schedule to aid in making dramatic improvements to the climates of these buildings. At the middle school, electives were moved from the first floor, where students would be running up and down stairs, to the grade level floors. The schedule was adjusted from eight 45 minute classes to six 60 minutes classes to reduce the number of transitions. **In large part due to these changes, the cumulative suspension days were cut nearly in half between the first and second semesters at the middle school.** At the high school, the schedule was adjusted from eight 40 minute periods to four 90 minute periods. In addition to reducing disruptions in between periods, this change significantly improved the use of classroom time as teachers and students were able to engage in and apply content at a much deeper level.
- High Expectations – Hogan invested a considerable amount of energy in establishing high expectations for students, families, staff, and the entire school organization. An emphasis on quality relationships with all stakeholders was set as the “new way” of Hogan. Leadership instituted K-12 behavior protocols and supports with consistent monitoring mechanisms.
- Classroom Management Support - The indicators of the Danielson Framework for Teaching prioritized for the 2019-20 school year intentionally included two indicators that largely drive setting the climate foundation for learning - 2C: Managing Classroom Procedures and 2D: Managing Student Behaviors. These indicators were woven into instructional coaching, observations, professional learning communities, and other professional developments to support teachers in building foundations for learning within their own classrooms.
- Stronger Family Connections – Hogan created a student service department to support the social and emotional needs of families. New communications tools were leveraged to better inform families about expectations and important information.

Teaching and Learning

Needs Identified:

Understand the current state of teacher quality; intensive supports for teachers; new curricula; updates to special education compliance and level of inclusion; and stronger academic foundation upon entry.

Accomplishments:

- Teacher Quality - Leadership and instructional coaches conducted 41 baseline observations prior to the March COVID-19 building closures to really dive into understanding the state of teaching and learning across classrooms. With less than 20% of teachers rated proficient or distinguished across indicators and new leadership setting a tone of high expectations and excellence, only 58% of instructional staff returned for the 2020-21 school year.

Percentage of Teachers at Each Level of the Hogan Five (Danielson Framework for Teaching)				
	Unsatisfactory Level 1	Basic Level 2	Proficient Level 3	Distinguished Level 4
1c- Setting Instructional Outcomes	61% (25)	36.6% (15)	2.4% (1)	0% (0)
2c- Managing Classroom Procedures	41.5% (17)	41.5% (17)	14.6% (6)	2.4% (1)
2d- Managing Student Behaviors	39% (16)	41.4% (17)	14.6% (6)	4.9% (2)
3c- Engaging Students in Learning	48.8% (20)	39.0% (16)	12.2% (5)	0% (0)
3d- Using Assessments in Instruction	63.4% (26)	31.7% (13)	4.9% (2)	0% (0)

- New Beginning Teacher Assistance Program - With 13 new teachers at the elementary school as of the 2019-20 school year, Hogan leadership recognized the importance of significant support from day one to accelerate their confidence, teaching capacity, and commitment to the school. Therefore, Hogan expanded its partnership with Teach for America in fall 2019 to provide supplemental coaching and supports to new teachers as part of Beginning Teacher Assistance Program (BTAP) requirements. Through this partnership, new teachers at the elementary school are provided bi-monthly mentorship meetings, monthly individualized coaching sessions, and monthly whole group sessions.
- Curricular Reviews and New Investments – Prior to the 2019-20 school year, teachers largely relied on outdated instructional materials or materials created on their own that did not align to Missouri Learning Standards, presented a one-size-fits-all approach to teaching and learning, and relied too heavily on rote sharing and memorization of information. Recognizing these deficits and knowing the significance of instructional materials for improving teacher quality and student learning,⁵ the new Chief Academic Officer (CAO) spearheaded the start of curriculum

⁵ Studies underscoring the importance of curricula include:

Chingos, M., Whitehurst, G. (2012). Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core. Brown Center on Education Policy at Brookings. Available at: https://www.brookings.edu/wp-content/uploads/2016/06/0410_curriculum_chingos_whitehurst.pdf.

Koedel, Cory and Polikoff, Morgan. (2017). Big Bang for Just a Few Bucks: The Impact of Math Textbooks in California Evidence Speaks Reports, Vol 2. Brookings Institution. Available at: https://www.brookings.edu/wp-content/uploads/2017/01/es_20170105_polikoff_evidence_speaks.pdf.

review cycles during the 2018-19 school year. As part of these review cycles, curriculum review teams, which included the CAO, instructional coaches, and University of Central Missouri consultants, led efforts to analyze existing resources and student data and conduct interviews with teachers and school leaders to retrieve information on learning gaps and highest needs moving forward. The math review cycle in 2018-19 led to new curriculum purchases for the 2019-20 school year and the English language arts review cycle during the 2019-20 school year led to new curriculum purchases for the 2020-21 school year. These purchases were deeply vetted, align with Missouri Learning Standards, support the level of rigor and engagement desired in the new vision, and are highly rated by a reputable third-party curriculum evaluator. Further details regarding these curricula changes are provided in Section A2: Curriculum and Instruction (pg. 35).

- Special Education Overhaul - The new Director of Special Education joined the leadership team prior to the 2019-20 school year with over 20 years of experience in special education across all grade levels as a director, process coordinator, and teacher. Immediately, she recognized that significant cleanup of files and paperwork was required to improve compliance and the quality of programming. **Nearly every individualized education plan (IEP) was amended to ensure compliance with state and federal requirements as well as include quality, standards-based plans with placement, minutes, and goals that not only aligned, but best supported students' needs in the least restrictive environment.** The program model was revamped to offer a fuller continuum of services, including co-teaching, paraprofessional support in the general education setting, small groups, and self-contained classrooms. With such a continuum, during the 2019-20 school year, nearly two thirds of students with disabilities spent 80% or more of their school day inside the regular education classroom and an additional nearly 30% spent between 40% and 79% of their school day inside the regular education classroom. Further immediate improvements included:
 - Restructuring procedures for process coordination;
 - Purchasing new programs for IEP goal progress monitoring, including IXL, Scootpad, Learning A to Z, and Insights to Behavior;
 - Increasing parent involvement in IEP meetings;
 - Increasing professional development for special education compliance and instructional/behavioral strategies in the classroom; and
 - Increasing consulting with school buildings to enhance collaboration and compliance.
 Hogan leadership is confident these improvements to files, procedures, compliance, and quality programming will have a significant impact on students' progress in achieving their personalized goals and feeling more connected to the school community.

Jackson, K. and Makarin, A. (2017). Can Online On-the-Shelf Lessons Improve Student Outcomes? Evidence from a Field Experiment. American Economic Journal: Economic Policy. Available at: <https://www.nber.org/papers/w22398>.

Boser, U., Chingos, M., and Straus, C. (2015). The Hidden Value of Curriculum Reform: Do States and Districts Receive the Most Bang for Their Curriculum Buck? Center for American Progress. Available at: <https://www.americanprogress.org/issues/education-k-12/reports/2015/10/14/122810/the-hidden-value-of-curriculum-reform>.

- Graduation Credit Change to Promote Retention - Hogan changed its required credits for high school graduation prior to the 2019-20 school year from 28.5 to 26.0. The urgency of this decision, which predated the completion of mission and vision setting and strategic planning, arose from an organizational needs assessment conducted in the summer of 2019. As part of this assessment, the issue of Hogan losing students due to eligibility for a faster diploma surfaced multiple times in surveys and focus groups and a comparison to surrounding districts affirmed between a 2.0 and 4.5 credit difference (e.g., KCPS and Southeast High is 24.0, University Academy is 26.0). Furthermore, only one state in the U.S. requires more than 24.0 credits for graduation.⁶ Therefore, to encourage students to remain at Hogan through graduation, Hogan leadership proposed, and the Hogan Board of Directors approved, a revision to 26 credits for graduation. The Hogan leadership team and Board of Directors believe the quality of the credits received, not the sheer number itself, is most important for a diploma's value and therefore decided to move ahead with this change prior to the completion of strategic planning.
- New Pre-Kindergarten Program - Starting in 2019, Hogan also began a partnership with Operation Breakthrough to provide a pre-Kindergarten program for children planning to attend the elementary school as part of SSKC's founding Pre-K Cooperative. Hogan is excited about this new partnership, particularly given the body of research supporting the long-term benefits of early childhood education. For example, a 2017 Harvard University study⁷ analyzing 22 high-quality studies found that children who attended high quality early childhood education programs were less likely to be placed in special education, less likely to be retained in a grade, and more likely to graduate from high school than peers who did not attend such programs. The lead researcher cited a number of reasons for these gains, including the development of social-emotional skills and behavior management and support for children's ability to continuously engage in learning environments and get along well with others.

Finance and Operations

Needs Identified:

Improved financial oversight; revamped budget process; and new elementary school building.

Accomplishments:

- Vendor Review Completed – During the 2019-20 school year, Hogan leadership, in collaboration with EdOps, completed a review of all vendors providing service to Hogan. This included a review of contracts, terms and conditions, and pricing. A system was put into place to track expiring contracts, consolidate vendors, and re-negotiate where possible to reduce costs. These efforts saved Hogan money over the 2019-20 fiscal year and better positioned the school to manage operating costs over time.

⁶ National Center for Education Statistics. Available at: https://nces.ed.gov/programs/digest/d18/tables/dt18_234.30.asp.

⁷ McCoy, D.C., et. al. (2017). Impacts of Early Childhood Education on Medium- and Long-Term Educational Outcomes. Educational Researcher. Available at: <https://eric.ed.gov/?id=EJ1161123>.

- Technology Assessment Completed - During the 2019-20 school year, Hogan worked with GreyED Solutions on a schoolwide technology assessment. Using data gathered from a staff survey and group interview process, GreyED created a dashboard which provided information and feedback regarding the school's technology infrastructure, access and reliability, support, and learning environment. The dashboard allowed the school to quickly identify and address the highest priority areas, including a switch to Google fiber at the high school and middle school, which allowed for significantly higher bandwidth and an immediate positive change in both students and staff. With the technology inventory, the Chief Financial Officer also integrated technology and a replacement schedule into the regular budget.
- Budget Process Includes Building Leaders – As part of the budget development process in the 2019-20 school year, building leaders are now much more involved in a bottoms up approach to budget development to enhance alignment and understanding of the turnaround needs. **With financial solvency achieved, Hogan's budget process and spending priorities turned to the needs of dramatic transformation with investments in human capital, professional development, technology, and deferred maintenance.**
- Finance Committee Formed - The Board formed a finance committee during the 2019-20 school year that meets monthly to review the budget, assess spending, and identify any potential budget challenges. Hogan's Chief Financial Officer, Superintendent, Finance Committee Chair, and EdOps work collectively to solve identified issues in order to ensure compliance with the Board-approved budget. These team members also communicate directly with the Board of Directors on key performance indicators and any issues of concern as part of the financial report at monthly Board meetings.
- Enhanced Financial Controls - In collaboration with the finance committee, the Chief Financial Officer created new oversight protocols for ensuring tighter controls on budgeting and spending related to facilities and personnel. These protocols now include the regular tracking and maintenance of established facilities allocations and personnel counts. The school also undergoes an annual audit as a check against financial accounting standards and compliance requirements. In the fiscal year 2019 and 2020 audits, there were no audit financial statement findings nor any deficiencies in internal controls considered to be material weaknesses.
- New Elementary School Building - Hogan currently operates within four buildings – a K-5 elementary school, a 6-8 middle school, a 9-12 high school, and an administrative office. Both the middle and high school buildings are owned outright by the school and the elementary school building is leased from the Swope Corridor/Upper Room. Between the 2018-19 and 2019-20 school years, the Board and leadership identified a new building for the elementary school. Selling the existing elementary school building and moving to a new location served multiple objectives including strategic relocation closer to the students and families Hogan is deeply committed to serving and improving the school's financial position to manage the cumulative debt. Hogan's new elementary school is more centrally located to its student hub and closer to the middle and high school buildings. The improved financial outlook also enabled Hogan to spend nearly \$500,000 to make necessary improvements to the habitability of the entire elementary facility.

Facilities

Needs Identified:

Assessment of current facility needs; overhaul of maintenance team; updates to fundamental student needs (water, heat); and major long-term building improvements.

Accomplishments:

- Facility Assessments Completed - Hogan engaged IFF, a nonprofit real estate consultant, to conduct facilities assessments of all three school buildings. IFF assessments revealed the high school building to largely be in poor condition with structural, mechanical, plumbing, and electrical issues. The elementary school building was found to be in substandard condition and required moderate renovations simply to repair/replace antiquated building systems and address deferred maintenance. And while the middle school building was found to be in generally good condition with modest ongoing investments needed in building maintenance, cumulatively the IFF assessments indicate an investment of more than \$20 million is needed to update the buildings and address deferred maintenance, ADA compliance issues, and current safety standards. The detailed IFF facility assessments are included as Appendix B.
- Building Needs Identified - The IFF assessments affirmed the growing deferred maintenance and the number of code and environmental issues not addressed by prior leadership, such as lack of heat in the winter, non-working water fountains, lack of access to reliable and functioning restrooms, asbestos, and roof problems. With these findings, investments were made at each facility to improve the physical environment for students. At the elementary school, approximately half a million dollars was spent to upgrade the facility, parts of which had been vacant for a number of years, to ensure its suitability for the elementary school size and spaces needed. All drinking fountains were replaced at the middle school and funds have been allocated for a portion of new roofing for this facility this school year.
- New Maintenance Team - Previously, Hogan had one employee responsible for facilities maintenance across the three buildings. This individual possessed neither the bandwidth, skills, nor agency to meet all the facility demands. As part of IFF's assessments, a primary recommendation was made to hire a property management company to help manage repairs and building maintenance moving forward. Hogan leadership conducted a financial analysis, researched use of a property manager by other local charter schools, and decided to hire a property management company, MC Realty, in June 2020. MC Realty is a known expert in facilities management in the Kansas City metro with experience in managing charter schools. They currently provide facilities management services for Académie Lafayette and Crossroads Academy. Already, this partnership has aided the Hogan team in a number of ways, including implementing a new property tracking system for open and closed tickets, accessing skilled tradesmen at a reduced price, and serving in a construction management role for larger projects, such as the forthcoming roof project at the middle school.

- Facilities Committee Formed - Because the current condition of Hogan facilities is a daily reinforcement of the economic divide faced by its students, an economic divide Hogan seeks to bridge through its vision and transformation, a facilities committee has been formed to develop plans and recommendations for ultimately providing top-notch facilities Hogan students deserve.

Infrastructure/Communication

Needs Identified:

Cohesion in policy and practices across the three buildings; and increased communication and collaboration across buildings.

Accomplishments:

- Common Policies K-12 - While previously there were different enrollment and discipline policies at each building, Hogan joined SchoolAppKC to have a common application and enrollment process across the three buildings and drafted one student handbook that applies to all students, K-12.
- Common Programmatic Components K-12 - Hogan instituted common models and programming K-12, including student advocates, positive behavioral interventions and supports (PBIS), social and emotional learning and math curricula, and career-related activities.
- Common Instructional Expectations K-12 - The Chief Academic Officer and principals worked to communicate common instructional expectations K-12 (e.g., student-friendly learning targets, alignment of learning activities and assessments).
- Weekly Leadership Meetings - The Superintendent implemented weekly leadership team meetings, which includes all chief- and director-level positions and building principals and vice principals. This dedicated time to collectively meet and discuss charter-wide matters has fostered unity as one school organization in planning and executing the turnaround.

2. Charting a Course for the Future - Strategic Planning

While hitting the ground running with the immediate changes to improve human capital, building environments, curriculum, special education, and programming described above, the leadership team also dedicated intentional planning time over the 2019-20 school year to revise and develop plans for the future mission, culture, and direction of the school. Hogan secured grants from SchoolSmartKC and the Ewing Marion Kauffman Foundation in fall 2019 to support both turnaround efforts and strategic planning.

SSKC funds were used during the 2019-20 school year to engage external experts in strategic planning, provide leadership development and executive coaching across the leadership team, including for principals, provide hiring bonuses as part of staff recruitment efforts, and partially fund new management positions (e.g., Chief Financial and Accountability Officer, School Improvement Coordinator) to build infrastructure and create efficiencies long-term.

Hogan collaborated with another local charter school to apply for a Real World Learning Grant through the Ewing Marion Kauffman Foundation to support transformation efforts at both schools and was awarded \$75,000 as part of the 2019-20 planning cohort. As part of the cohort, Hogan leadership learned about local workforce needs and best practices related to market value asset⁸ acquisition and connected with local industry partners. Hogan submitted a second application and received \$150,000 of additional support for the 2020-21 school year to continue building out and implementing its transformation plans.

Through these grants, Hogan engaged multiple external experts and organizations in its strategic planning efforts. These partners, who provided helpful insight into crafting the future vision and direction, included:

- Dr. Cynthia Lane and her team from Evolve Education Leadership Consulting in leading a series of brainstorming and planning sessions, with a particular focus on climate and culture;
- PREP-KC , a local organization with expertise in career preparedness, in supporting capacity building, partnership development, and scheduling support related to career pathways and market value assets;
- Innovare Social Innovation Partners in crafting goals around the strategic plan and objectives; and
- Design Ranch, a design firm with expertise in reinvigorating brands, in providing branding and marketing expertise as part of the revisioning process.

Throughout the planning months, feedback was solicited at different stages from a range of constituency groups, including Board members, teachers, staff, families, and other partners. The details provided in the following sections, particularly related to mission and vision, curriculum and instruction, and climate and culture, are a result of these stakeholder feedback and planning efforts.

During the year of initial turnaround and strategic planning, the Hogan Board of Directors began discussing sponsorship and a potential sponsor change as the school looked to renew its charter in 2021. With an interest in aligning with a sponsor with rigorous standards to match the level of quality and governance established through transformation planning, the Board of Directors voted to move to its new sponsor, the Missouri Charter Public School Commission (MCPSC), in June 2020. The Hogan Board of Directors and leadership looks forward to building this new relationship as part of the 2020-21 renewal process.

⁸ A market value asset is defined as industry valued and recognized skills acquired in high school that create a more seamless transition from school to postsecondary education and/or the workplace (Source: PREP-KC, 2017).

3. The Impact of COVID-19

The COVID-19 pandemic has upended life in 2020 with devastation felt in so many ways – loss of loved ones, jobs, connection, and what most love about school. The harsh inequities of the virus further exacerbate the lived realities of Hogan students and families. The last eight months have frankly been really hard in many ways. And yet, never before has the need for Hogan’s transformation been more apparent. The social and emotional toll this time has taken on Hogan students and families, compounded by the learning loss for students who are already unacceptably behind, demands an inspiring vision and relentless commitment to seeing it realized. **The premise of Hogan’s entire theory of action is truly knowing each of its students – their passions, struggles, home life, frustrations, and the list goes on – in order to unlock their fullest potential. And this is exactly what students need during this time and what Hogan is committed to providing.**

When on-site education ceased in March 2020, Hogan leadership and staff stayed true to its core guide post and prioritized student and family needs across three primary areas:

- Basic Needs - Hogan started a weekly food distribution schedule every Monday and Wednesday. Any Hogan family could pick up a week’s worth of breakfast and lunch on one of those days. Hogan staff passed out 39,000 meals to families from March to June.
- Social-Emotional - Maintaining connected relationships with students and families, a key pillar of Hogan’s transformation, was a must. Hogan established a weekly contact expectation for every student. Staff met this expectation for over 85% of students from March to June.
- Academics - Students were provided learning opportunities through virtual lessons and educational packets, distributed on meal days. Technology resources were limited so Hogan prioritized devices for seniors needing to complete credits for graduation. Approximately 60% of students participated in learning activities virtually and 20% of students were engaged through the learning packets.

The remainder of the 2019-20 school year was difficult in many ways. Students did not have technology or access to the internet.⁹ Families did not have transportation available to come to the school and pick up learning packets. Staff struggled with balancing their own at-home situations while working to meet the needs of their students.

As COVID-19 raged throughout the summer and it appeared more and more likely that Hogan would begin the 2020-21 school year virtually, Hogan leadership created a plan that:

- Ensured all students had access to technology as well as internet connectivity;
- Provided for both asynchronous and synchronous learning opportunities; and
- Supported teaching staff who were learning a whole new set of skills around delivering content through virtual platforms.

⁹ Surveys demonstrated roughly half of students did not have access to devices in the home and 30% did not have internet connectivity outside of a cell phone.

With funds from the CARES Act and local funders, the school purchased additional devices, internet hotspots, and software to achieve 1:1 technology and internet access for all students. Teaching staff started the year a week earlier to participate in an expanded professional development schedule. As of this writing, Hogan has been 100% virtual for almost a full semester. The resilient Hogan team has embraced the opportunity to reimagine school and learning while keeping students and their needs at the forefront. Challenges endure related to comfort with technology, guardian supervision, home environments conducive to learning, family circumstances associated with the virus, and staff completely rewiring how they teach while managing their own home lives.

Hogan is anxious to return to in-person learning, particularly for students with disabilities and students in the early grades, and will continue to diligently plan for multiple options while tracking State guidance and COVID-19 numbers. **And while these eight months may be viewed as a setback to the transformation, Hogan continues day in and day out to push for excellence, be students' advocates, and deliver thoughtfully planned instruction and career-related experiences.**

A1: Mission, Vision, Philosophy, and Goals

Given what Hogan students need and deserve, the Board and leadership recognized the necessity of a bold new vision and direction that would best engage its students during their years at Hogan while also dramatically altering their long-term life prospects. Following rounds of stakeholder feedback and revision,¹⁰ new mission and vision statements, and a manifesto, were established in spring 2020.

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.

Vision:

To inspire our students, families, and community to succeed by unlocking their greatest potential.

Manifesto:

Every Hogan Prep student is a unique individual with talent, passion, and the power to reach their greatest potential. We champion their success through a community and culture of support, using education as a chance to transform curiosity into the positive pursuit of passion. We celebrate individuality and develop the confidence and skills to lead a life of impact, leadership, and legacy. **We push our students to DO AMAZING!**

Hogan's mission statement sets forth its purpose – equipping students with a distinct competitive advantage – so that, in an aspirational future, not only Hogan students, but their families and the larger community, are positively impacted with limitless potential unlocked, Hogan's vision. The mission and vision statements are accompanied by a manifesto as a call to action for Hogan students and the community. It emphasizes individuality and the amazingness of each student as a mantra for what Hogan truly believes and a motivator amidst challenges and setbacks.

The new mission, vision, and manifesto statements emphasize the limitless potential of every student.

The focus is not on what adults can bring to students, but instead on recognizing the inherent greatness in each student with adults as facilitators of its actualization. Hogan believes every child



¹⁰ Nine meetings were held with the Board, leadership team, staff, families, and students during 2019-20 to gather input and share revisions related to Hogan's new focus and purpose. Meetings included a leadership retreat, beginning of year convocation, town halls, and professional developments.

inherently possesses unique talents, strengths, and passions. Through building strong, authentic relationships at Hogan with one's self, teachers and school staff, and peers, students explore and learn what they love and what fuels them to excel academically and holistically. Without this drive, this passion, it is easy to say school and life are too challenging, too stressful and give up. Hogan wants students to own their greatness and passion while being their biggest supporters and connectors in seeing it through to fruition. The statements are intentionally inclusive of families and the community as well in recognition of the critical role a student's extended environment plays in shaping one's future and the school's commitment to working side by side with these partners.

Target Population

The Hogan community is passionate about this new mission, vision, and manifesto and strongly believes this is the right focus for the school's target population. Hogan has historically served and remains committed to serving predominantly Black, low-income students who reside in the most neglected and challenged areas along the SWOPE corridor in Kansas City. **Hogan students reside in neighborhoods with high levels of poverty and reliance on public assistance, median income half that of Kansas City, lower life expectancy, and with the poorest performing schools in the city** (see Section A5: Target Population, pg. 60, for more details and sources). As one of the most racially divided cities in the country along Troost Avenue, Black families in Kansas City have faced decades of residential and school policies, rooted in racism, that block their upward mobility and opportunity.¹¹ These circumstances have kept students like Hogan's in underperforming schools where expectations for them and their futures are lower¹² and where dropping out and/or a low-wage job is a more likely outcome than pursuit of a successful postsecondary path and escaping generational poverty.¹³

However, at Hogan, each student is seen as inherently amazing with passions and leadership waiting to be unlocked. There is not one right path Hogan students have to pursue; they call the shots in finding their personal success and fulfillment with Hogan adults serving as facilitators, advocates, and sources of inspiration along the way. Black, poor families in Kansas City covet far more – solid financial footing, social mobility, exciting career prospects – that have been withheld largely due to systemic injustices beyond their independent control. By tapping into students' passions, providing a strong academic program and wraparound supports, and facilitating college and career opportunities, the life trajectories of thousands of students and families can be different.

¹¹ The New Santa Fe Trailer. (2020). Dissecting the Troost Divide and Racial Segregation in Kansas City. Available at: <https://newsantafetrailer.blogspot.com/2020/06/dissecting-troost-divide-and-racial.html>.

¹² Gershenson, S. and Papageorge, N. (2017). The Power of Teacher Expectations. Education Next. Available at: <https://www.educationnext.org/power-of-teacher-expectations-racial-bias-hinders-student-attainment>.

¹³ Weller, C. (2019). African Americans Face Systematic Obstacles to Getting Good Jobs. Available at: <https://www.americanprogress.org/issues/economy/reports/2019/12/05/478150/african-americans-face-systematic-obstacles-getting-good-jobs>.

Educational Philosophy

To support students in reaching their fullest potential, Hogan has embraced an educational philosophy that merges personalized learning and real-world, career preparedness. Although the field of education does not yet share one common definition for personalized learning,¹⁴ Hogan embraces a definition from the Personalized Education Group,¹⁵ which is to customize the learning experience for each student according to his or her unique learning styles, interests, current skill levels, and personal goals. Departing from the predominant “lock-step progression” model of schooling, a personalized learning approach allows students to exercise more agency over their learning pathways and to increase their sense of empowerment, engagement, and learning, resulting in improved student outcomes.¹⁶ Hogan students have historically experienced a traditional, teacher-driven, one “right” way approach to education, an approach that has failed too many students for too long. Hogan was drawn to personalized learning for its student population because, not only does it align with the purpose of education at Hogan, which is to empower students to pursue their own paths to fulfill their own dreams, but there is also sound research demonstrating promising outcomes for closing student achievement gaps.

Research has demonstrated a positive connection between using personalized learning strategies and accelerated academic progress. In a study¹⁷ of student-centered high schools in California that embraced personalized, career-based learning, students of color and low-income students saw achievement gains that were significantly greater than similar students at surrounding schools. In a report¹⁸ that compared achievement in 62 public charter and district schools, using comparison groups with similar academic performance and demographic profiles, the students in schools using personalized learning practices made gains in math and English language arts that were significantly greater than their peers, moving from below to above national averages within two years. A prior, affiliated report, suggested that personalized learning could be a tool by which educators close academic achievement and educational equity gaps and cited personalized learning practices that have strong evidence of effectiveness, including making time for individual student academic support, using data to understand student progress and make instructional decisions, and the use of technology to support personalization.¹⁹

¹⁴ Herold, B. (2019). What is Personalized Learning? Education Week. Available at: <https://www.edweek.org/ew/articles/2019/11/06/what-is-personalized-learning.html>.

¹⁵ More information on the Personalized Education Group’s philosophy is available at: <http://personalizededucation.org>.

¹⁶ American Institutes for Research. (2016). What is Personalized Learning and How Will We Know When It Works? Available at: <https://www.air.org/resource/what-personalized-learning-and-how-will-we-know-it-works>.

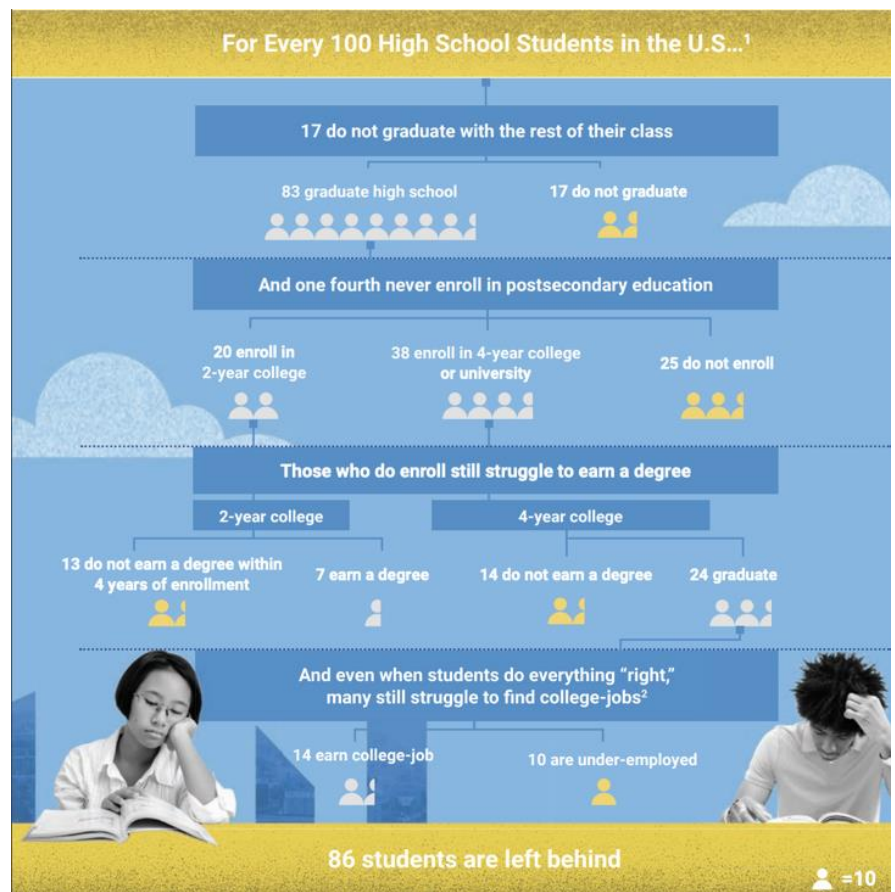
¹⁷ Friedlaender, D., et al. (2014). Student-Centered Schools: Closing the Opportunity Gap. Stanford Center for Opportunity Policy in Education. Available at: <https://edpolicy.stanford.edu/sites/default/files/scope-pub-student-centered-research-brief.pdf>.

¹⁸ Pane, J.F., et al. (2017). How Does Personalized Learning Affect Student Achievement? RAND Corporation. Available at: https://www.rand.org/pubs/research_briefs/RB9994.html.

¹⁹ Pane, J.F., et al. (2015). Continued Progress: Promising Evidence on Personalized Learning. RAND Corporation. Available at: https://www.rand.org/pubs/research_reports/RR1365.html.

To further support students' understanding that a Hogan education will set them up for practical, long-term success, Hogan's educational philosophy also embraces a focus on real-world, career preparedness. Research²⁰ demonstrates that most students enroll in high school course pathways that lead to a dead end and ineligibility for desired postsecondary options with educators and students in low-income communities lacking opportunities to learn about jobs in the future workforce.²¹ Moreover, students' life circumstances, including income level, gender, and immigrant status, have a stronger influence than academic performance on their career aspirations and workforce outcomes.²² Hogan does not want its students left out of the future of work. Instead of a reality where Black people are overrepresented in support roles, such as food service, truck driving, and clerical jobs that pay low wages and are vulnerable to outsourcing,²³ Hogan wants its students to develop the academic, technical, and cross-cutting skills to participate in an evolving workforce and ultimately have a viable path to economic advancement and lifelong success.

Furthermore, a career preparation focus is right for Hogan's target population because historically, a focus on college has left too many students without a degree or quality job prospects. According to the Kauffman Foundation²⁴, "for decades, the U.S. has operated under the premise that universal college completion is an achievable national goal - with the high school diploma representing a ticket to college rather than a signifier of career readiness. The problem is: for too many students, the traditional track simply doesn't work."



²⁰ Jimenez, L. and Sargrad, S. (2018). Are High School Diplomas Really a Ticket to College and Work? Available at: <https://www.americanprogress.org/issues/education-k-12/reports/2018/04/02/447717/high-school-diplomas>.

²¹ Jimenez, L. (2020). Preparing American Students for the Workforce of the Future. Available at: <https://www.americanprogress.org/issues/education-k-12/reports/2020/09/14/490338/preparing-american-students-workforce-future>.

²² Mann, Anthony, et. al. (2020). Dream Jobs? Teenagers' Career Aspirations and the Future of Work. Organization for Economic Cooperation and Development. Available at: <https://www.oecd.org/berlin/publikationen/Dream-Jobs.pdf>.

²³ Leins, C. (2019). Cities Struggle to Prepare African Americans, Latinos for the Future Workforce. Available at: <https://www.usnews.com/news/cities/articles/2019-08-21/cities-struggle-to-prepare-african-americans-latinos-for-the-future-workforce>.

²⁴ Kaufmann Foundation. Available at: https://realworldlearning.kauffman.org/wp-content/uploads/sites/11/2020/06/real_world_learning_infographic.pdf.

The Kauffman Foundation further notes that good jobs, those that pay a living wage and offer an opportunity for career progression, require more than a high school diploma - but this more is not necessarily a college degree. Instead, this might also be an industry-recognized credential, some on-the-job experience, or a certificate - all avenues Hogan is pursuing as part of its mission, educational philosophy, and theory of action. Furthermore, according to a 2017 report from the Mid-America Regional Council²⁵, students who acquire market value assets are more likely to enroll in and complete either degree- or non-degree-bearing post-secondary education or training.

Fostering career readiness is not unique to Hogan. There are a number of schools throughout the Kansas City region with career pathways and career and technical education programming. However, oftentimes these opportunities are only available for certain groups of students or within a completely distinct, alternative school. At Hogan, opportunities to earn market value assets are not only open to and facilitated for all students, they will also be tailored to students' personal passions and strengths. **Hogan is one of only two charter schools, however, in the region with a focus on programming and opportunities related to real world learning and market value assets and the only charter school with a continuum from PreK-12 that intentionally builds and deepens over time.** Hogan is also particularly proud of the intentionality with which personalization is woven holistically into all aspects of the program - not simply future career pathways and experiences, but also individualized learning plans, advocates, student leadership opportunities, and the instructional model. This is a vision for holistic transformation that sets Hogan apart.

Graduate Profile

Hogan graduates will have a **Distinct Competitive Advantage** as they enter their postsecondary life. This focused end goal is explicitly stated in Hogan's mission statement: *Hogan prepares them for college and career success by providing education, experience, and passion that equips them with a distinct competitive advantage.* This means that **every graduate not only earns a high school diploma, but masters core academic content, has the necessary social-emotional and core competency skills, and earns at least one market-value asset (MVA) so they are equipped for ongoing learning and future career opportunities beyond high school.**

Hogan has adopted the MVA definitions utilized by the Kauffman Foundation²⁶ as part of the Real World Learning initiative, which include:

- Work experiences, including internships and client projects;
- 9+ college credits;
- Industry recognized credentials; and
- Entrepreneurial experiences.

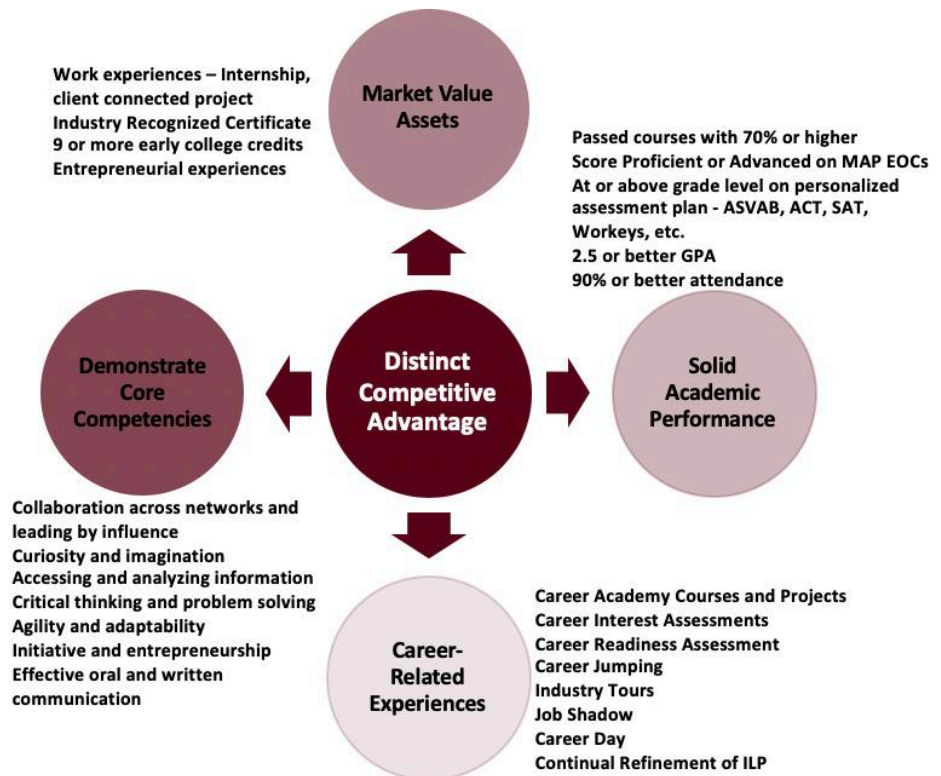
²⁵ Mid-America Regional Council. (2017). Career and Tech Education in Greater Kansas City. Preparing High School Students for the Next Step.

²⁶ More information regarding MVA definitions is available at: https://www.kauffman.org/wp-content/uploads/2020/04/28562_KAUFF_MarketValueAssetDefinitions_8x11_R10.pdf.

According to a report²⁷ regarding workplace competencies students need for future success, “significant shifts in the global economy, the prevalence and sophistication of technology and the impact of both of these dynamics on the national and regional workforce have generated uncertainty about the skills and knowledge students need in order to be successful in tomorrow’s economy... competencies provide educators with a clear set of skills, mindsets, and knowledge that students need in order to compete for jobs in the regional workforce.” Therefore, a Hogan graduate will not only be recognized by their passion, academic knowledge, and career preparation, but also through their strong skills in:

1. Critical Thinking and Problem Solving
2. Collaboration Across Networks and Leading by Influence
3. Agility and Adaptability
4. Initiative and Entrepreneurialism
5. Effective Oral and Written Communication
6. Accessing and Analyzing Information
7. Curiosity and Imagination

These seven core competencies are based on the work of Tony Wagner, currently a Senior Research Fellow at the Learning Policy Institute, who previously held various positions at Harvard University for more than twenty years, including four years as an Expert in Residence at the Harvard Innovation Lab and the founder and co-director, for more than a decade, of the Change Leadership Group. The seven core competencies were first set forth in his book, *The Global Achievement Gap*²⁸, and built upon in his subsequent book, *Creating Innovators*. Based on extensive interviews and classroom visits, the books



²⁷ KC Rising Human Capital Common Sectors Competencies Task Force. (2016). Common Sector Competencies for the Kansas City Region. Available at: <http://kcworkforce.org/Assets/reports/CommonSectorCompetenciesReport.pdf>.

²⁸ Wagner, T. (2010). *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need — and What We Can Do About It*.

present a compelling case for why the 21st century competitive global economy demands that schools foster such competencies - reading, writing, and math are no longer enough.

Hogan also developed profiles for 5th and 8th grade graduates to utilize as benchmarks for ultimately achieving the collective desired outcomes for each graduate – a distinct competitive advantage (see below). Each profile encompasses a solid academic foundation, core competency development, and career preparation. Progress towards these outcomes will be catalogued for every student K-12 within individualized education plans.

Profile of the 5th Grade Student who is Middle School Ready

- The learner is reading and writing on/above grade level.
- The learner thinks about numbers, masters numeracy, and problem solves in multiple ways without giving up.
- The learner expresses emotions to self and others in appropriate ways.
- The learner manages emotions in a manner sensitive to self and others with minimal adult guidance.
- The learner uses organizational skills and strategies to focus attention toward personal and academic goals.
- The learner developed a foundational understanding of the core competencies.
- The learner is becoming aware of self-interest and of the various career paths available to him/her.
- The learner, with advocate guidance, begins development of an Individualized Learning Plan.
- The learner participated in career awareness activities, including career days and speakers, field trips, occupation spot lights, and after-school clubs.

Profile of the 8th Grade Student who is High School Ready

- The learner reads, writes, and speaks effectively and on/above grade level.
- The learner mastered core academic content that s/he can transfer to novel situations.
- The learner thinks critically and solves complex problems.
- The learner works collaboratively with others.
- The learner develops solutions to academic, social, career, and personal challenges.
- The learner communicates effectively. S/he clearly organizes data, findings, and thoughts in both written and oral communication.
- The learner has learned how to learn and monitors and directs his/her own learning.
- The learner is aware of self-interests and possible career pathways.
- The learner further developed his/her Individualized Learning Plan that articulates learning goals, career opportunities, and plans for reaching future goals.
- The learner participated in career exploration activities, including college visits, industry tours, job shadows, client projects, and in- and after-school events and clubs.

Profile of the 12th Grade Student who is Graduation Ready

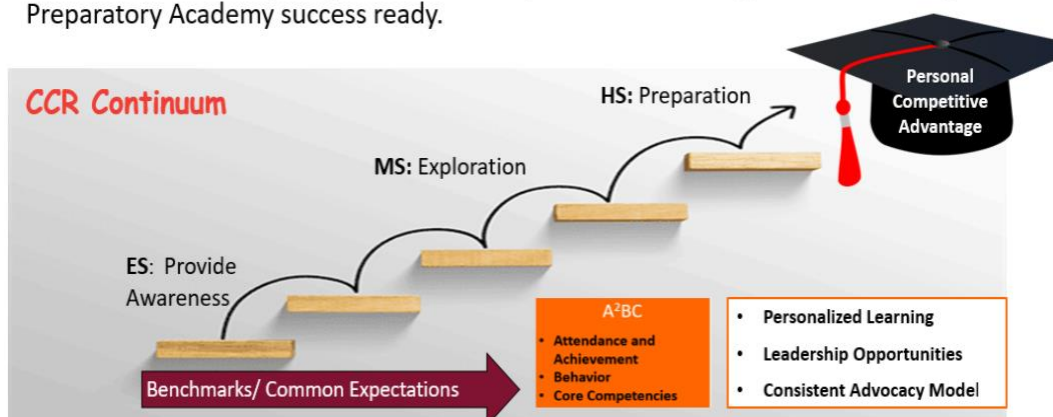
- The graduate is reading, writing, and speaking effectively and on/above grade level.
- The graduate mastered core academic content as evidenced by passing end of course exams.
- The graduate authored a quality research paper.
- The graduate achieved a competitive score on one or more college/career postsecondary assessments.
- The graduate earned one or more market value assets aligned to postsecondary plans.
- The graduate exemplifies all core competencies – critical thinking and problem solving, collaboration and influence, adaptability, initiative, effective communication, analytical skills, and curiosity and imagination.
- The graduate completed an Individualized Learning Plan, summarizing all goals, accomplishments, and future postsecondary plans.
- The graduate has a defined plan for long-term success aligned to passions and prior experiences.

Hogan's Theory of Action: Implementing Personalized and Real-World Learning

To achieve this profile of success for a Hogan graduate, Hogan developed a theory of action, which the team views as a framework for implementing its personalized learning, real-world focused education philosophy. **Hogan's theory of action is rooted in building authentic relationships with each individual student and understanding individual interests, needs, and ambitions while providing a strong academic program, college and career opportunities, and holistic supports so that ultimately students graduate ready for lifelong success.** The personalized, career-focused philosophy is specifically woven into three primary areas: (1) Career-related activities, (2) Advocacy model, and (3) Hogan's approach to teaching and learning that intentionally build and deepen over time throughout K-12. Each of these components are described in greater detail below.

HOGAN PREP ACADEMY Theory of Action

If we design an education experience which exposes our students to ambitious instruction, multiple career and college pathways, and provide preparation to students in areas they are passionate about, our students will graduate from Hogan Preparatory Academy success ready.



(1) Interest and Career Awareness, Exploration, and Preparation

The theory of action emphasizes a continuum of student activities and opportunities that support development of individual passions and college and career pursuits. This continuum is broken into three phases - awareness in elementary school, exploration in middle school, and preparation in high school - described further below.

Elementary School: Provide Awareness

At Hogan, self-determination and self-awareness is a lifelong process that begins in the primary grades. Students are provided regular opportunities to reflect on and recognize their individual character, feelings, motives, and desires while also becoming aware of the various career paths available to them, particularly through classroom activities and field trips. With any trip - either virtual or in-person - taken in the elementary school, the expectation is to make a career connection and spur conversations with students about such career paths, what it takes to get there, why it's a worthwhile pursuit, etc. The trip application form was intentionally revised during the 2019-20 school year to include questions related to how classroom activities before and after a trip and the trip itself will connect to career awareness. At the same time, students will have rigorous academic experiences to ensure they are on-track and on-time with meeting academic standards and developing essential skills (core competencies).

Middle School: Exploration

Following initial awareness in elementary school, middle school is time to further explore and add depth to students' understanding of a multitude of career paths. Middle school students engage in advocacy class, a daily scheduled class dedicated to career exploration and the development of social-emotional and core competencies necessary for career success. To dive deeper into different career fields, all eighth graders take part in a dedicated career exploration course. During advocacy and career

exploration courses, students will also have the opportunity to complete interest surveys, job shadowing, and mock interviews. Eighth graders will also have the opportunity to visit the high school and learn about the career pathway options and competitive advantage pursuits available to students.

High School: Preparation

At the high school level, students refine their personal passions and hone in on career paths aligned to such passions and their personal strengths, particularly through advocacy and freshman seminar courses, as part of the freshman academy. After freshman year, students pursue one of two established career pathways/academies: 1) health and human services and (2) business, industry, and design. These pathways were selected due to student interest and demands of the current workforce. Students and teachers participated in design team meetings and students completed several surveys and work profiles to ensure their voices and opinions were front and center in decision-making. Significant research and discussion took place regarding needs and prospects of the metropolitan area workforce as part of the Kauffman Real World Learning cohort and as a leadership team with support from PREP-KC, Dr. Cynthia Lane, and Dr. Brad MacLaughlin, co-founder of K12 Perform and a retired superintendent with experience overseeing the development of career and technical education programs. Leadership studied Mid-America Regional Council (MARC), Regional Workforce Intelligence Network (RWIN), and KC Rising Reports²⁹ for the fastest growing occupations in the current landscape as well as the projected growth of occupations through 2030 across education levels to inform the Hogan academies.

Health care is the region's
fastest growing
industry, averaging
more than 3,000 new jobs
each year over the
last decade.



average
annual earnings
\$54,259



Hogan Academies				
Health and Human Services Academy		Business, Industry, and Design Academy		
Human and Public Service	Health and Life Science	Business and Analytics	Engineering and Design	Industry Technology
\$30,000 - \$50,000 Salary Range	\$54,259 Average Salary	\$55,000 Average Salary	\$57,000-\$86,000 Salary Range	\$42,000 - \$73,000 Salary Range

The pathways are intentionally broad so as to afford students opportunities for specialization and personal competitive advantage pursuits within each umbrella. For example, fields such as biomedical science, sports medicine, and teaching all fall within health and human services and fields such as architecture, business analytics, and engineering all fall within business, industry, and design. Career

²⁹ RWIN reports available at: <http://www.kcworkforce.com/reports.htm>. KC Rising reports and metrics available at: <https://www.marc.org/Data-Economy/Regional-Prosperity> and <https://kcrising.com/>.

pathway programs have proven successful. New research from the Stanford Center for Education Policy Analysis³⁰ found that after California school districts implemented career pathway programs, dropout rates in those districts declined by 23 percent.

Within each pathway, students will have tailored experiences within required courses, as well as distinct courses and experiences outside the school aligned to their career interests and passions. For example, while all students will be required to take biology, students may engage in marine biology experiences within the general course or participate in the biomedical science program based on their interests.

Since 2019-20, Hogan has already enhanced its partnerships and programmatic offerings as part of the career pathways. These include:

- A Grow Your Own partnership with the University of Missouri - Kansas City (UMKC) and the Institute of Urban Education as part of an education track within the health and human services pathway;³¹
- Dual enrollment partnerships with the University of Central Missouri³² and Missouri Western State University³³ for students pursuing college credit in both pathways;
- Client-Connected projects with local partners, including Goodwill MoKan for marketing and sustainability projects and CommunityAmerica for a financial management project; and
- Purchase of Project Lead The Way (PLTW)'s biomedical science program.

Students who participate in the PLTW biomedical science program learn firsthand the roles of medical investigators, surgeons, and biomedical engineers. The program's collaborative, hands-on explorations inspire students to make an impact on the lives of those around them, while preparing them with the know-how and experience to make their ideas a reality. The program includes multiple one-year courses, including:

- **Principles of Biomedical Science:** From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career.
- **Human Body Systems:** Through projects such as determining the identity of a skeleton using both forensic anthropology and DNA analysis, students examine the interactions of human body systems and apply what they know to solve real-world medical cases.
- **Medical Interventions:** Students delve into activities like designing a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose, and treat disease.

³⁰ Bonilla, Sade. (2019). Connecting High School, College and the Labor Market: Evidence on the Scale-up of Career Pathways in California. Stanford Center for Education Policy Analysis. Available at: <https://cepa.stanford.edu/sites/default/files/wp19-03-v201905.pdf>.

³¹ Information regarding the Grow Your Own Partnership is available at: <https://education.umkc.edu/outreach-research/institute-for-urban-education/programs-and-services>.

³² Information regarding the WeMET Consortium at the University of Central Missouri is available at: <https://www.ucmo.edu/offices/extended-studies/wemet-western-mo-educational-technology-consortium>.

³³ Information regarding the Early College Academy at Missouri Western State University is available at: <https://www.missouriwestern.edu/eca>.

- **Biomedical Innovation:** Students build on the knowledge and skills gained from previous courses to design their own innovative solutions for the most pressing health challenges of the 21st century.

Hogan added a new market value assets coach position to the high school team before the 2020-21 school year. This individual is responsible for deepening existing and forging new partnerships related to the career pathways and individual learning plans. Should students demonstrate an interest or passion for a field that does not as easily align with what is offered, the market value assets coach can seek out new opportunities as needed. The market value assets coach is also pursuing partnerships with local community colleges to afford students additional opportunities to spend time on college campuses and earn college credits. Hogan sincerely values its current partners and looks forward to deepening and expanding these partnerships over the next charter term in pursuit of its vision and theory of change rooted in exploration of passions through college and career experiences.

(2) Advocacy Model

Every student, K-12, is paired with an advocate, who serves as the primary contact between the student and his or her family. The language is intentional - Hogan is implementing an advocacy model, not an advisory model. Advising insinuates telling individuals what to do, a top down approach, whereas advocacy signals supporting people in making their own decisions. This student-centered approach to advocacy aligns with the revised Hogan mission and vision where all students' given greatness and potential is unlocked through relationships, programming, and experiences.

Advocates: In elementary school, the advocate is the student's primary classroom teacher. In middle school, students are cohorted and matched with an advocate. At the high school level, all freshmen are matched with an initial advocate and a different advocate for the remainder of their high school experience based on career interest. All students have a dedicated advocacy class for focusing on social-emotional and core competency development. Additionally, at the middle school, a career exploration course will also be added in spring 2021 and facilitated by advocates. At the high school, in addition to a focus on social emotional learning, advocacy class focuses on goal setting and tracking and career preparation.

Expectations: Advocates are expected to truly get to know each student individually, his or her strengths, interests, and challenges academically, socially, and behaviorally. Advocates support students in their cohort with the development of their individualized learning plans (ILPs), which are continuously built out throughout the student's years at Hogan. ILPs are student-owned and support their self-reflection of who they are and what they want – their personal and academic goals, their strengths and growth areas, their habits of mind and work – in designing an educational path to achieve their goals. ILPs will contain more than just performance data and report cards/transcripts, but also core competency development, extracurricular participation, interest surveys, career exploration projects, and other ongoing artifacts and plans pertaining to passion pursuits and career goals. ILPs allow students to receive input and guidance as they progress down their personalized educational path.

Students will have dedicated time regularly allotted during advocacy class for ILP development, self-reflection, and engagement with one's advocate.

Accountability: To ensure every student is actively building a comprehensive ILP from K-12, Hogan leadership is assessing various learning platforms for developing and housing ILPs. Leadership is using the following criteria³⁴ to guide selection of a platform that supports both personalization of learning and development of a high quality ILP:

- The learning platform can maintain a record of student performance information (e.g., transcripts, report cards), student interests, career-related exploration and experiences, and track progress of standards and competencies;
- The learning platform has space where students can curate their achievements, projects, and competencies;
- The learning platform allows for targeted feedback by advocates/teachers;
- The learning platform provides advocates/teachers a way to track formative assessments of standards and competencies to support meeting students' needs in real time;
- The learning platform has a K-8 badging program to incentive student involvement;
- The learning platform stores information consistently and the ILP is easily transitioned throughout each student's Hogan experience; and
- The learning platform provides the ability to analyze and aggregate these various components for leadership and Board reporting and strategizing.

Hogan plans to identify a preferred learning platform no later than summer 2021 for launch during the 2021-22 school year.

Through a sense of connection with one's advocate, dedicated time to intentionally discuss and build social emotional skills and core competencies, and the development of individualized learning plans, the intent is for students to build their own confidence as current and future leaders. Leadership is further fostered in the elementary school through student-led conferences, where students share their work, data, and career activities with their parents/guardians. Additionally, third through fifth grade students have the opportunity to participate in a Hogan Young Leaders Academy, which includes participation in a series of leadership capacity workshops to support the development of core competencies. Hogan leadership plans to expand this program into the middle and high schools during the next charter term. Currently, at the middle school, all sixth graders take a fall leadership course, which covers topics such as personal responsibility, community building, goal setting, and confidence, to aid in setting a strong focus for the middle school years. Lastly, at the high school, students have the opportunity to earn a micro credential in a leadership program. These courses provide a comprehensive background on the different styles of leadership and the knowledge base needed by individuals in leadership positions.

³⁴ The Personalized Learning Plan Process from the Vermont Agency of Education (<https://education.vermont.gov/student-learning/personalized-learning>) and Portfolium (<https://portfolium.com>) informed the criteria.

(3) Teaching and Learning

In addition to career, advocacy, and student leadership programming, personalized and real-world learning is further promoted through the innovative instructional model the school is seeking to implement over the next charter term. The educational program is personalized by tailoring to the student's learning styles, interests, current skill levels, and personal goals. Students are actively involved in constructing their own knowledge. The new model also emphasizes real-world learning, where students are actively engaged in authentic work that is aligned to their passions and prepares them for life after high school. This emphasis includes simulated client projects where students are actively engaged in career experiences or multidisciplinary projects rooted in students' interests. At the high school, the future of personalized learning also entails further exploring ways to individualize the pace of learning to afford greater flexibility for activities and experiences that build distinct competitive advantages. This shift in instructional approach is described in further detail in Section A2: Curriculum and Instruction (pg. 35).

Personalized, Real-World Philosophy and Theory of Change Career Readiness, Advocacy, and Teaching and Learning

Sadia is a new 4th grader who excels at math and loves helping others. Her class takes a field trip to the UMKC School of Nursing and Health Studies and she couldn't stop talking about it for weeks. In 5th grade, she engages in a multidisciplinary unit and project related to fighting the flu and how the immune system uses its memory. In middle school, she participates in the HOSA future health professionals club and explores STEM careers with her advocate, while documenting her career inventory results and goals in her ILP.

During high school, Sadia eagerly joins the Project Lead The Way biomedical science pathway, where she immerses herself in multiple real-world projects, dissecting a sheep's heart and exploring the concepts of biology and medicine to determine factors that led to the death of a fictional person. She also has the opportunity to complete an internship at the Truman Medical Center during her senior year and learn firsthand about behavioral health services. Her ILP now contains a complete roadmap and resume of her accomplishments from 4th through 12th grade that she utilizes in preparing college applications. She is accepted into a Bachelor of Science in Nursing (BSN) program at the KU School of Nursing and is on the path to becoming a Nurse Practitioner, her dream job, with a starting salary of \$105,000.

Through each of these experiences, Sadia found and explored her passions, which built commitment to her education, and ultimately resulted in a career path that she not only loves, but that will also allow her to achieve financial stability and pursue her other life goals.

Long-term Vision and Goals

By fully implementing a personalized, career-focused philosophy and the theory of action over the next charter term, **Hogan will have successfully reimagined education and serve as a proof point that poor, Black students in challenging situations are untapped sources of talent who are capable of being successful, improving their community, and changing the narrative.** Students will have discovered their “why” and developed clear plans to achieve personal life goals. They will know their inherent value, greatness, and the deep love Hogan showed for who they are and where they want to go in life. Hogan will graduate classes filled with future engineers, nurses, nonprofit directors, teachers, journalists, electricians, and careers not yet imagined. Each graduate will exude excitement for their personal definition of future success with a concrete path to fulfilling work and financial stability.

To realize this long-term vision, in five years, more Hogan students will read and complete math on grade level with a strong academic foundation for future success. Hogan students will be building out robust individualized learning plans that not only demonstrate their academic growth, but also their career interests and plans. There will be tailored courses of study and postsecondary goals aligned to these plans, and a host of artifacts and notes related to projects and experiences that are building social-emotional and core competencies. Students will articulate what they are passionate about, their concrete plans to achieve personal dreams, and a sense of pride that Hogan bolstered their confidence and commitment to education.

In five years, the organization will analyze all resources differently. **Time, money, people, etc. will all work in concert to give each student a unique experience that helps them reach meaningful goals and their greatest potential.** The Board, leadership, and staff will be fully committed to this work and unafraid to be creative and take risks because they are driven by student success. They will be walking ambassadors of an organization that prides itself on doing what is best for young people at all times. The organization will be accountable for and celebrate metrics that clearly and specifically represent student life success.

Because of this transformation, in ten years, **Hogan will be a leader in personalized, real-world learning that is truly rooted in believing in the unique greatness of each student.** Hogan will share its model with schools in Kansas City and nationwide because its bold rethinking of education is working for the students who society has perpetually failed. Hogan’s reputation and network will be so strong that businesses and universities will aggressively compete for Hogan students during and after high school due to the knowledge, skills, and competencies they demonstrate.

In ten years, Hogan envisions graduates returning to share about the lives created and the dreams fulfilled that they never knew existed or were possible without Hogan. Hogan students may still be living in and positively impacting the SWOPE Corridor or they may be off changing the world for the better, while still finding ways to positively impact their home community. Ultimately, thousands of Black, poor students are defying the circumstances of their upbringing and living fulfilling, meaningful lives.

To achieve this long-term vision, Hogan has set goals for the next charter term aligned to its mission, graduate profile, and transformation priorities. These include academic goals related to:

- Growing the acquisition of market value assets and increasing graduation rates as evidence of graduating students with a distinct competitive advantage;
- Reducing the percentage of students scoring below basic on state assessments, to a level below the state super subgroup,³⁵ as evidence of a stronger academic foundation;
- Increasing MPI scores, by building and overall, to close the gap to the state super subgroup and demonstrate academic preparedness at key transition points; and
- Demonstrating accelerated STAR growth as evidence of gaining ground on peers nationwide.

In order to achieve these ambitious academic and mission-related goals, Hogan has set organizational goals related to retaining high quality teachers and maintaining strong Board engagement. Lastly, to support Hogan’s long-term facilities vision of two, consolidated new and renovated buildings to support personalized, 21st century learning, Hogan has set a financial goal related to growing cash reserves. This long-term facilities plan is discussed further in Section C3: Facilities (pg. 113) and details related to school-wide goals are found in Section A7: School-Specific Goals (pg. 73).

³⁵ The state super subgroup comprises outcomes for Black, Hispanic, low income students, students with disabilities, and English learners.

A2: Curriculum and Instruction

To support a mission and vision that is student-centered, personalized, and prepares students for postsecondary success, a more innovative instructional model is vital, characterized by (1) differentiated assignments, supports, pace of learning, (2) project based and authentic learning experiences tailored to students' interests and career plans, and (3) student application of core competencies. This instructional paradigm shift is underway, and its support with curricula enhancements, are described in greater detail below.

Instruction

The new instructional model is grounded in the Danielson Framework for Teaching. The Framework is a vision of instructional excellence, a roadmap for pursuing it, and a set of discrete practices that describe it. The Framework for Teaching is a common language for instructional practice that is grounded in a philosophical approach to and understanding of great teaching and the nature of learning. There are four domains of teaching responsibility, 22 components, and 76 elements. The four domains focus on (1) Planning & Preparation, (2) The Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. This framework describes what teaching and learning looks and sounds like in classrooms and provides a common language for instructional practice in support of a shared understanding of teaching and learning. By utilizing this Framework, student agency and engagement increases, which aligns squarely with Hogan's focus on the student as front and center in his or her learning and future plans.

The Danielson Framework for Teaching is a credible research-based model of instruction that has been utilized in school districts across the nation. According to the Danielson Group, the Framework for Teaching has long been the gold standard and most widely used definition of teaching practice in the United States. Several large research studies have demonstrated its predictive validity for student outcomes. In a study from the University of Chicago's Consortium on School Research³⁶, teachers with the lowest observation ratings across almost all of the framework components also had the lowest value-added measures—and the value-added measures increased as the teacher's rating increased. This relationship was statistically significant for all components, suggesting the Framework was measuring practice in a valid way.

Given the volume of elements included in the Framework for Teaching, the Chief Academic Officer, instructional coaches, and principals sought to utilize baseline observation data during the 2019-20 school year to identify priority elements of focus that would yield high returns in improving instructional practices and student engagement. Key areas of concern identified included:

- Teachers struggling with standards-based planning as learning activities did not meet the intent or rigor of state standards;

³⁶ Sartain, L., Stoelinga, S.R., and Brown, E.R. (2011). Rethinking Teacher Evaluation in Chicago. University of Chicago Consortium on School Research. Available at: <https://files.eric.ed.gov/fulltext/ED527619.pdf>.

- Conditions for learning were not present and instructional time was not being maximized with significant redirects;
- Student engagement was low with lower level compliance and recall activities; and
- Teachers were not assessing student learning in real time to make adjustments to meet students' needs.

These concerns were cross walked with the Danielson Framework for Teaching elements to identify priority elements of focus for teacher development and support. From this crosswalk, the Hogan Five were selected as they explicitly address expectations for aligning lessons to outcomes, setting classroom systems and management expectations, and how to engage students and assess student progress. The Hogan Five have been the focus of professional development, instructional coaching, and professional learning communities since summer 2020. The Hogan Five include:

1C: Setting Instructional Outcomes

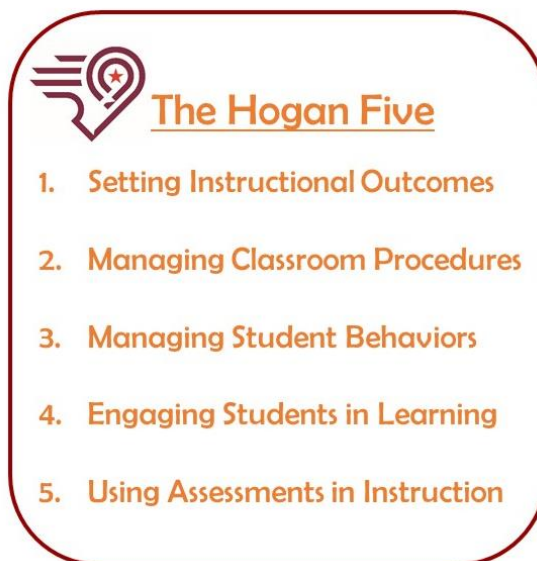
- Outcomes show what a student will do or learn because of a particular lesson.
- Outcomes are clearly stated and show student learning as a result.
- Outcomes reflect high expectations while relating to the individual needs of each student.
- Instructional objectives reflect a variety of learning outcomes such as knowledge, conceptual understanding, and critical thinking.

2C: Managing Classroom Procedures

- Students participate in different types of activities - large group, small group, and independent work.
- Little instructional time is lost in procedural activities; students know the "drill" and execute it.
- Teachers have materials at hand and students know routines for distribution and collection of materials with minimal disruption.

2D: Managing Student Behaviors

- It is clear from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and are being implemented.
- Teachers move subtly to help students when necessary to re-engage with the content in the lesson, addressing misbehavior early when possible.
- When an incident occurs, the teacher tries to understand the root cause and respond in a way that respects the student's dignity



3C: Engaging Students in Learning

- Students are actively doing their work, rather than watching the teacher do work.
- The lesson and student tasks provide cognitive challenge, invite students to explain their thinking, and encourage reflection on what they have learned.
- Students are highly motivated to complete all tasks and persist when challenged.
- The lesson has suitable pacing of lesson - neither rushed nor dragged with time allotted for closure and student reflection.

3D: Using Assessments in Instruction

- The teacher measures whether students have met the instructions outcomes.
- The teacher poses specifically created questions to elicit evidence of student understanding.
- The teacher monitors student understanding and provides feedback to students.
- Multiple assessment forms are utilized, including informative (checks for understanding, observation), formative (exit tickets, proficiency checks), and summative (end of unit test, STAR, Evaluate).
- Students assess their own work against established criteria.

While the Danielson Framework, and Hogan Five subset in particular, are essential, foundational elements for high quality instruction, they alone do not encapsulate the full instructional vision for Hogan aligned to a personalized, real-world focused educational philosophy. Drawing further from the Personalized Education Group,³⁷ to implement the philosophy, instructional planning and execution shall encompass:

- Tailoring how students spend class time and the types of assignments and projects completed to their learning styles, interests, current skill levels, and personal goals;
- Allowing for extra time and assistance to master concepts a student finds difficult, while also allowing a student to move quickly through mastered content, thus eliminating arbitrary limitations on student progress;
- Building recognition that the future of work and the world is dynamic and requires that students “learn how to learn” and gain competencies that will aid in success of current learning targets and those yet to be imagined;
- Facilitating student ownership over their learning where they carry the cognitive load and ask questions to push their thinking;
- Pushing students to think creatively and engage in independent, critical thinking;
- Students identifying and understanding cause and effect relationships and recognizing connections that span and go beyond content areas;
- Designing and facilitating authentic, project-based learning experiences, linked to real-world situations, for students to apply their knowledge of content, problem-solving skills, and core competencies. Projects and experiences are aligned to career goals and personal interest at the high school;

³⁷ Personalized Education Group. Personalized Education Philosophy and Goals. Available at: https://drive.google.com/file/d/172m1reu_la_NaBkhXpSSHnJw-Qn1IEkb/view.

- Connecting experiences students are having outside the classroom – dual enrollment, client projects, internships, etc. – to the mastery of learning of standards and the development of core competencies; and
- Developing students’ persistence through difficult and challenging tasks.

Through implementation of this approach to teaching and learning, students will develop the core competencies articulated in the graduate profile, ultimately preparing them well for their personalized path to success. **Over the next charter term, Hogan leadership envisions a gradual shift in the role of a teacher from content deliverer to experience curator to more closely align with its student-centered mission and personalized learning educational philosophy.**

Instructional Support

With a shift to a more student-centered, personalized learning model, teachers will need tailored, ongoing supports to build their confidence and toolbox for effective execution. Hogan leadership instituted an array of job-embedded professional learning and supports for teachers, including instructional coaching, professional learning communities, and other professional development opportunities. Instructional coaches are regularly providing feedback to teachers and the leadership and coaches are analyzing observation data to target supports and plan professional development.

With the number of new staff at Hogan and teachers new to the profession, the focus of instructional-related professional development since 2019-20 remains the Danielson Framework for Teaching and particularly the Hogan Five (the five prioritized elements of Danielson). Additionally, the Hogan leadership team participated in a prioritization and action planning meeting in November 2020 following its external school quality review. During this meeting, the team analyzed results from the school quality review report and identified focused instruction as the prioritized area of growth. The team has since created and shared explicit expectations around focused instruction, which will be utilized in tandem with the Hogan five for ongoing professional learning and support with a short-term goal of effective implementation of focused instruction in 80% of lessons and by 80% of teachers by March 31, 2021.

The Hogan Five and focused instruction action plan will remain the priority of instructional support through the 2021-22 school year. Thereafter, the focus will shift to other elements of the Danielson FFT and deepening implementation of tenants related to personalized, real-world learning for building student core competencies. The timing of a comprehensive shift in focus will largely depend on building teacher capacity and tracking the number of teachers meeting expectations within the Hogan Five Observation Data Dashboard. School leaders and instructional coaches are providing teachers with clear, ongoing feedback of their teaching strengths and areas in which to grow. Student learning data will also drive the speed of instructional focus and support with data regularly analyzed and monitored toward goals at the individual student, classroom, building, and schoolwide level.

The objective is to begin building upon the Hogan Five foundation through introduction of tenants of personalized, real-world learning and the development of student core competencies during summer 2021 professional development. Thereafter, moving into the 2021-22 school year, personalized, project-based, and real-world learning will also be woven into professional development opportunities, instructional coaching, and professional learning communities. These opportunities will include concrete, specific examples of language, questions, and student activities that can promote the core competencies and how the core competencies are articulated within the curricula. There will also be an emphasis on literacy professional development as a critical component of the 5th, 8th, and graduate profiles is reading and working on grade level – students cannot graduate with a competitive advantage if they are reading several grade levels behind. Ongoing professional learning supports are described in greater detail in Section B4: Staff Recruitment, Retention, Replacement, and Training (pg. 95).

Collectively, the Danielson Framework for Teaching, amplified by personalized learning tenants and the development of core competencies, set forth expectations for an instructional model that aligns with Hogan’s vision for a personalized learning experience that prepares students for lifelong success. This vision for truly student-centered learning, which fosters not only mastery of standards but 21st century competencies, will ultimately drive students’ preparation for postsecondary opportunities and fulfillment of their aspirations.

Curriculum

Hogan is investing in high quality curricula that align with a personalized, real-world approach to teaching and learning. Recent investments in new ELA, math, and science curricula support the development of graduates with strong academic foundations, real-world experiences, and core competencies necessary to pursue personalized paths to success. Eureka Math, Wonders, Amplify ELA, and Amplify Science specifically support Hogan’s educational philosophy and instructional approach through:

- Embedding differentiation into the content and supplemental resources, a key to personalized learning and accelerating the academic growth of Hogan’s student population;
- Supporting active participation, conceptual understanding, and critical thinking, which fosters core competency development;
- Including real-world examples, application, and investigations;
- Reflecting a horizontal, vertical, and spiraling design that reinforces students’ proficiency as critical, creative, and self-regulated learners; and
- Monitoring personalized and student-centered learning outcomes.

In subject areas where outdated or no curricula currently exist, Hogan plans to complete curricula review cycles by the end of the 2020-21 school year to inform recommendations on changes and new investments that align with these priorities for personalized, real-world teaching and learning. Further details related to all curricula currently used and plans for future review are described below.

Mathematics Curriculum

Hogan invested in the purchase of Eureka Math from K-12 for the 2019-20 school year. In selecting Eureka Math, Hogan prioritized a curricula that builds a conceptual understanding of mathematics, where students construct and apply their knowledge through exploration, discussion, and application. Eureka Math's [stated goal](#)³⁸ is "to help all students become fluent in mathematics. Fluency goes beyond just knowing how a particular process can be used to solve a problem. It also requires understanding why that process works. **With Eureka Math, students learn to think, strategize, and solve problems... not just get answers.**" This stated goal aligns directly with Hogan's graduate profile in developing not only a strong academic foundation, but critical core competencies as well. Furthermore, by using the same math program across K to 12, students will be able to build upon their existing knowledge as they learn and use similar strategies, vocabulary, and tools year after year. This coherence will reinforce core competencies and further develop critical thinkers and problem solvers with agility and adaptability.

Schools and districts across the country have demonstrated significant gains utilizing Eureka Math, including those in Detroit, Los Angeles, Shelby County Tennessee, and Washington, D.C. A plethora of data stories, demonstrating such gains, are available on the Eureka Math [website](#).³⁹ Furthermore, a [detailed analysis](#)⁴⁰ of the Eureka Math curriculum in relation to Missouri Learning Standards finds that, across grades K-8, Algebra I, Geometry, and Algebra II, the vast majority of the learning standards are fully covered. [Edreports.org](#),⁴¹ a widely respected independent K-12 curriculum review organization, largely finds that the curriculum from K-12 meets expectations across the three criteria - focus and coherence, rigor and mathematical practices, and usability. Other charter schools in the Kansas City region utilizing Eureka Math include Guadalupe Center Schools, Scuola Vita Nuova, Kansas City International Academy, and Crossroads Charter Schools.

After implementing Eureka Math in the 2019-20 school year, while teachers found the approach more challenging than simply teaching students to memorize and solve, initial student gains show exciting promise. From the first administration of the Evaluate math benchmark in September 2019 (cycle 1) to the last full Evaluate assessment in February (cycle 3) due to the COVID-19 pandemic, Hogan students overall grew 60.5 points from a score of 120.5 to 181.0, signaling an on-track pace to meet the school's annual goal. While multiple factors likely influence this positive trajectory, leadership believes a focus on students developing a conceptual understanding of math so they could apply their knowledge and problem solve certainly contributed. These positive gains have helped build teacher buy-in despite some reservation as to whether both teachers and students could truly embrace this new approach.

³⁸ <https://greatminds.org/math/blog/eureka/post/knowledge-building-for-long-term-success-math>

³⁹ https://greatminds.org/data_stories

⁴⁰ https://greatminds.org/download_pages/missouri-standards-alignment-study

⁴¹ <https://edreports.org/reports/overview/eureka-math-2013-2014>

To continue building this momentum and teachers' confidence in the conceptual shift, Hogan leadership invested in hiring a new Director of School Improvement, with a particular focus on math and science. This new hire has expertise in this mathematical approach and will add capacity for direct, ongoing supports to instructional coaches and teachers as well as increased frequency and depth of professional development. Instructional coaches will also continue to provide Eureka co-planning and professional learning. Furthermore, two full days of summer professional development this year were dedicated to the core numeracy concepts and facilitated by an external Eureka trainer.

Additionally, due to a number of factors, including certified staffing, distance learning, and schedule flexibility, geometry and algebra II began being offered through Edgenuity and the Missouri Course Access and Virtual School Program (MOCAP) in the 2020-21 school year. Through MOCAP, students have access to interactive online learning with certified teachers and flexibility in schedules. The Missouri Department of Department of Elementary and Secondary Education (DESE) and the State Board of Education oversee administration and quality assurance activities such as related content and delivery of courses. MOCAP courses have been through a rigorous review process, including:

- Course alignment to Missouri Learning Standards;
- Web Content Accessibility Guidelines (WCAG 2.1);
- Data security review;
- Missouri appropriately certified teachers; and
- College Board approval of Advanced Placement (AP) courses in the catalog.

As Hogan seeks to expand its career pathways and competitive advantage opportunities and experiences for students, both inside and outside the school building, MOCAP is a viable option the school intends to continue considering as part of these efforts to personalize the learning experience for each high school student.

English Language Arts Curriculum

Hogan invested in the purchase of new ELA curricula in K-8 for the 2020-21 school year. Given the importance of a strong literacy foundation as a gateway to future success⁴² and the number of students not yet reading on grade level, a new ELA curriculum required a strong emphasis on differentiation, a key tenant of personalized learning, to meet the needs of a broad range of reading levels and accelerate the progress of struggling readers, particularly through leveled readers and scaffolded resources.

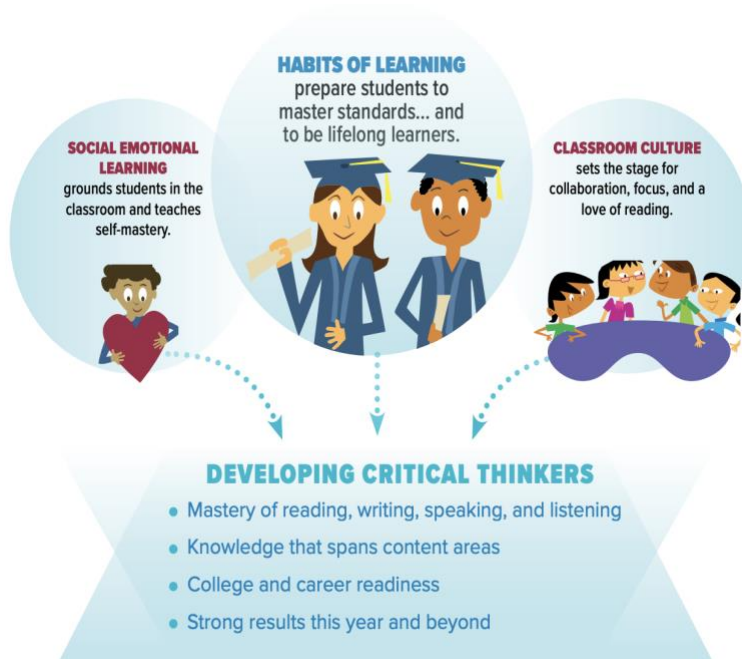
Elementary School

Hogan selected the Wonders curriculum for K-5 given its emphasis on differentiation and the development of critical thinkers, which connects to Hogan's core competencies. Differentiated instruction is built into the resources and lessons with a leveled-text collection, available in print and digitally, as well as additional Tier 2 struggling readers targeted supports. There are also additional

⁴² Hanover Research. (2016). Early Skills and Predictors of Academic Success. Available at: https://portal.ct.gov/-/media/SDE/ESSA%20Evidence%20Guides/Early_Skills_and_Predictors_of_Academic_Success.

choices for gifted and talented students to extend their reading, research areas of interest, and write about everything they are reading and learning. This emphasis on personalized learning with engaging content while accelerating the learning of struggling students directly aligns with Hogan’s turnaround vision and philosophy.

Wonders is organized around three related focus areas to help students learn how to learn and become critical thinkers: social emotional learning, habits of learning, and classroom culture. These areas of focus align with Hogan’s student competencies and culture vision.



The impact of Wonders on elementary students’ reading proficiency was examined across twelve third grade classrooms in North Carolina by an independent, third-party researcher.⁴³ Results revealed significant growth in text reading and comprehension after just one year. A teacher survey showed

overwhelmingly positive perceptions of the effectiveness of Wonders. Further research evidence is available on the [Wonders website](https://wonders.org).⁴⁴

[EdReports.org](https://edreports.org)⁴⁵ evaluated the Wonders curriculum and rated the curriculum as Meets Expectations (the highest rating) across all three categories - text quality and complexity, building knowledge, and usability. The Wonders curriculum aligns with Missouri Learning Standards and is also utilized by the Hickman Mills C-1 School District, Raytown School District, and Spring Hill School District within the Kansas City region. During the vetting process, the curriculum review team met with administrators and teachers from these districts. During such meetings, the district staff emphasized the ability of Wonders to meet individual students’ needs, execute small group rotations, and implement tiered literacy support to struggling readers. While specific data was not shared, individuals cited strong or vastly improving outcomes in literacy since using the Wonders curriculum.

⁴³ Dorsey, W. (2015). Balanced Reading Basals and the Impact on Third-Grade Reading Achievement. Journal of Organizational & Educational Leadership. Available at: <http://digitalcommons.gardner-webb.edu/joel/vol1/iss2/2>.

⁴⁴ <https://s3.amazonaws.com/e-commerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/wonders-research-evidence-compendium.pdf>

⁴⁵ <https://www.edreports.org/reports/overview/wonders>

Middle School

For middle school, Hogan selected Amplify ELA due to its focus on personalization and differentiation and the use of engaging, culturally-relevant texts for middle schoolers that challenge students to think critically and actively participate in their learning. Amplify ELA is aligned to Missouri Learning Standards and designed specifically for the middle grade student, based on extensive research into learning, cognition, and how students develop literacy skills. Students are challenged to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. **Amplify ELA leverages adolescents' natural inclinations toward collaboration, exploration, and autonomy, which align with Hogan's focus on core competency development.** Furthermore, in support of differentiation, Amplify ELA contains five levels of support for struggling students as well as a challenge level designed for advanced students.

[Edreports.org](https://www.edreports.org)⁴⁶ evaluated Amplify ELA and rated the curriculum as Meets Expectations (the highest rating level) across text quality, building knowledge, and usability. Further research behind the program and Amplify's approach to differentiation is available on its [website](https://amplify.com/research/amplify-ela-research).⁴⁷ In addition to reviewing these strong ratings, the Chief Academic Officer requested Amplify ELA sample resources and had a team of teachers, as well as the curriculum team, review the samples and provide feedback. The review team found the differentiation, rubrics, and teacher training videos to be strong, the lesson plans to be detailed, and the supplemental activities to be an added benefit, such as spelling and journals. At the middle school, a current events class has also been added for nonfiction, supplemental support for ELA. This further aligns with the new instructional model that focuses on real-world application and connections to students' lives and passions.

High School

As part of the 2019-20 ELA curriculum review cycle, the high school teachers interviewed provided feedback that teacher-adapted units, built upon EngageNY modules and aligned to Missouri Learning Standards, was the best path forward to support alignment to state standards while ensuring the selected texts and classrooms discussions were culturally relevant and connected to students' lived experiences and interests. Leadership supported this feedback largely due to:

- High school ELA MPI scores have historically been higher than elementary and middle;
- New elementary and middle curricula will support strong preparation for high school;
- EngageNY modules at the high school level are characterized by high-quality, appropriately complex texts, deep immersion into texts with text-dependent questioning, and the inclusion of collaborative conversations and evidence-based discussions;⁴⁸ and
- Teacher selection of texts and development of lesson plans provides opportunity to further align with students' passions and real-world learning.

⁴⁶ <https://www.edreports.org/reports/overview/amplify-ela-2019>

⁴⁷ <https://amplify.com/research/amplify-ela-research>

⁴⁸ Haydel, E. and Cameron, S.B. (2015). Uncommonly Engaging? A Review of the EngageNY English Language Arts Common Core Curriculum. Available at: <https://fordhaminstitute.org/sites/default/files/publication/pdfs/tbfi-engageny-final0.pdf>.

To ensure materials utilized not only aligned to the personalization and student-connection focus of the school's mission, but also contained sufficient rigor to meet state standards, the Chief Academic Officer, instructional coaches, and ELA professional learning communities undertook a review of all utilized texts and resources. As part of this review, an identified list of approved texts was drafted and is regularly updated. Furthermore, a review process has been instituted for discussing and evaluating any new texts or resources utilized by ELA high school staff to ensure expectations for rigor, alignment, and student connection are maintained.

Science and Social Studies Curricula

Outside of investment in Amplify Science at the middle school for 2020-21, Hogan plans to conduct an in-depth review of all science and social studies curricula by the end of this school year. This review process, which will align similarly to those for math and ELA described in the Restart section (pg. 4), will assess the degree to which current resources align with Hogan's focus on personalized, real-world learning to develop academic mastery and core competencies. Curricula currently used are discussed below.

Science

Prior to 2018, little time was dedicated for science in the elementary school and the former Superintendent purchased the National Geographic Exploring Science curriculum for 4th and 5th grade when moving to a departmentalized upper elementary model. National Geographic Exploring Science emphasizes a variety of lesson types to keep students engaged, hands-on activities, and real-world science practices. There are also teacher supports for literacy integration and differentiation to meet the needs of all learners.

At the middle school, turnover in science teaching staff expedited the need for new materials.

Therefore, while also undertaking the ELA curriculum review cycle and vetting Amplify ELA, the Chief Academic Officer also vetted Amplify Science for the middle school during the 2019-20 school year.

Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like career scientists and engineers, which aligns with Hogan's focus on real-world learning and application. The units engage students in relevant, real-world problems where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions, which all support the development of core competencies.

Amplify Science is based on the latest research on best practices for teaching and learning science. The program has resulted in strong learning outcomes in extensive field tests, as measured by assessments developed specifically to measure the deep conceptual understanding called for in the Next Generation Science Standards. Further information related to the research base and efficacy research is available on

the Amplify Science [website](#).⁴⁹ According to [Edreports.org](#),⁵⁰ Amplify Science 6-8 receives ratings of Meets Expectations (highest rating level) across the three evaluative criteria - (1) Designed for Next Generation Science Standards, (2) Coherence and scope, and (3) Usability. Furthermore, the Chief Academic Officer was able to visit the Kansas City International Academy and observe and discuss the benefits of Amplify Science for more inquiry-based, hands-on learning.

In addition to the new biomedical science four-course pathway described in Section A1: Mission, Vision, Philosophy, and Goals (pg. 20), science courses currently offered at the high school level include Biology, Chemistry, Physical Science, Environmental Science, Anatomy and Physiology, and AP Chemistry. Curricula currently available by course are outlined below.

- Campbell Essential Biology with Physiology, 4th Edition: Pearson
- Modern Chemistry: Holt McDougal
- AP Chemistry: Chang Chemistry
- Environmental Science: Holt McDougal
- World Without Fish: Workman

As part of the science review cycle this year, these resources will be vetted for alignment to the new instructional vision. Furthermore, the review committee will be seeking how to best build coherence from Kindergarten and up as part of the process.

Social Studies

In regards to social studies, pacing guides and scope and sequences for the elementary grades are in development. This work, in tandem with the social studies curriculum review cycle this year, will assist in selecting elementary curriculum purchases.

Social studies classes in middle school currently utilize Holt McDougal textbooks aligned with grade-level content, which include:

- 6th Grade: World History Ancient Civilizations
- 7th Grade: World Geography
- 8th Grade: United States History, Beginnings to 1914

At the high school level, social studies courses currently offered include American Government, American History, and World History. Textbooks utilized in these courses include:

- Magruder's American Government: Pearson
- Government by the People, AP Edition: Pearson
- United States History: Prentice Hall
- The Earth and Its People: A Global History: Cengage Advantage Books
- World History and Geography: McGraw Hill
- African American History: Holt McDougal

⁴⁹ <https://amplify.com/research/amplify-science-research/>

⁵⁰ <https://edreports.org/reports/overview/amplify-science-2018>

Because these curricula were all in place prior to new leadership, the social studies review cycle this year will help assess the degree to which these current resources align with Missouri Learning Standards and Hogan’s personalized, real-world approach to teaching and learning. The curriculum team will review all existing resources, student achievement data, and alignment to curricular outcomes, documents, and the Missouri Learning Standards. Vertical alignment across the grade bands will also be analyzed to help select the most appropriate resources.

Teacher Support and Feedback

Given the number of new curricula purchased in recent years, Hogan leadership recognizes the absolute importance of continuous support and co-planning for staff. Teachers are supported weekly on curricular implementation through instructional coaching time and professional learning communities. These opportunities for job-embedded, ongoing professional learning are described in greater detail in Section B4: Staff Recruitment, Retention, Replacement, and Training (pg. 95).

The curriculum team also dedicates time quarterly with teachers to reflect on the closing quarter’s curricula implementation and make any notes in and revisions to scopes and sequences. These feedback loops may also lead the curriculum team to seek out additional resources as needed to fill any gaps. Additionally, Hogan’s curricula review cycles will continue on their scheduled subject cadence with further curricula feedback sought from professional learning communities. These collective opportunities will support Hogan’s efforts to further align curricula selections with Hogan’s personalized, real-world model and students’ development of core competencies.

Social and Emotional Curriculum

Social and emotional learning (SEL) is critical to Hogan’s mission and meeting the needs of its target population. **Graduating with a distinct competitive advantage mandates that students not only are academically achieving and pursuing experiences aligned with their career interest, but also that they are developing healthy identities, managing emotions, building supportive relationships, displaying empathy, and making responsible and caring decisions.** According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), decades of research confirm the importance of SEL for improving students’ short and long term attitudes and academic achievement and decreasing anxiety and behavioral problems.

Decades of research studies demonstrate the following benefits of SEL:



Improvement in students’ social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate



Decline in students’ anxiety, behavior problems, and substance use



Long-term improvements in students’ skills, attitudes, prosocial behavior, and academic performance



Wise financial investment according to cost-benefit research

Particularly for Hogan’s student population, where the impacts of poverty unjustly shape their life prospects, SEL can have lasting impact. According to a 2015 national study published in the American Journal of Public Health,⁵¹ there are statistically significant associations between SEL skills in kindergarten and key outcomes for young adults years later. SEL decreased the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility.

Hogan leadership researched SEL curriculum during the 2019-20 school year. The team was interested in a curriculum that had common language, opportunities for collaborative work and smooth transitions between the three buildings, and aligned well with the new instructional model vision. With these priorities in mind, Ripple Effects was selected and purchased for use starting this school year. Ripples Effects offers digital access to 430 lessons that students can undertake individually or in groups and the teacher can monitor progress of both. There are different instructional mode options available digitally and students can have access at any time to the online platform.

The Ripple Effects’ [website](#)⁵² provides links to eight studies, including randomized controlled trial and quasi-experimental studies, that demonstrate the program’s impact on positive student gains in academic achievement, attendance, and resiliency asset scores, and reductions in suspensions, dropout rates, behavior problems, and depression scores.

Ripple Effects is now being utilized across grades K-12 as part of students’ advocacy class. Teachers received a full day of professional development training with Ripple Effects to help acclimate to the new curriculum and to start identifying their students’ strengths and opportunities for growth. Moreover, teachers receive ongoing training to monitor students’ progress toward targeted social-emotional competencies and facilitate personalized and targeted social emotional lessons and interventions for each of their students.

Hogan plans to track the impact of the Ripples curriculum and advocacy program on enhancing students’ social, emotional, and academic learning and fostering student voice, agency, and engagement during the next charter term. Through a student survey, Hogan will capture and track data related to building positive, student-centered learning environments, meeting students’ social and emotional needs, and fostering student agency. Hogan’s goal is for 80% of students to report positively on survey indicators across these areas. Survey results will be utilized to make any modifications to Hogan’s approach to advocacy and social-emotional development.

⁵¹ Damon E. Jones, D.E., Greenberg, M., and Crowley, M. (2015). Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health. Available at: <https://doi.org/10.2105/AJPH.2015.302630>.

⁵² <https://rippleeffects.com/impacts/>

Other Subjects and Electives

In addition to the core content subject areas noted above, elementary and middle school students currently have time dedicated for physical education and art. As noted previously, 6th graders also have a leadership course and 8th graders also have a career exploration course. To further support career-focused, experiential learning that builds core competencies, Hogan plans to research and consider investment in Project Lead The Way's Gateway program for middle schoolers during the next charter term. This program contains 10 units related to areas such as automation and robotics, the science of technology, computer science for innovators, and green architecture, that build not only skills and knowledge across different areas of science and engineering, but also essential skills tied to Hogan's core competencies - problem solving, critical and creative thinking, communication, collaboration, and perseverance. Hogan would like to first immerse its high schoolers in the new PLTW biomedical science program to inform future middle school plans.

At the high school, beyond English, math, social studies, and science course offerings, Hogan currently offers physical education, art, music, creative writing, Spanish, leadership, and personal finance. Furthermore, as part of the health and human services and business, industry, and design academies, market value asset opportunities currently exist, such as dual enrollment, and will be expanded to further elective, independent study, and MVA experiences in the future.

As part of the visioning process, a collaborative team of leadership members and high school staff, including the Chief Academic Officer, Principal, Instructional Coaches, Data and Assessment Coordinator, and School Improvement Coordinator, meet regularly since July 2020 to review the course catalogue and course sequence in considering revisions and additions to current offerings in support of the new mission, personalized learning philosophy, and career pathways/market value assets focus. The team envisions a multi-year phase in of modifications over the next charter term as career pathways are ramped up while keeping budget flexibility in mind.

Extracurricular Opportunities

Hogan offers a wide range of extracurricular activities that afford students the opportunity to discover and pursue their passions outside of the normal school day. The school has historically been known for its strong athletic program. Athletics currently available include basketball, cheer squad, dance, football, track and field, volleyball, and wrestling. The school won its first state championship in boys' basketball in 2011 and won again in 2018.

Other before and after school activities offered include student council, Hogan Leadership Academy, theater club, music program, debate club, science club, book club, art club, and after-school tutoring. These activities cut across a wide range of subjects and fields for drawing students to their unique passions. As Hogan's theory of change and career pathways programming is deepened over the next charter term, these offerings will be annually assessed for consideration of changes and additions

aligned to the new mission, educational philosophy, and career academies. New clubs already being discussed include robotics, coding, and music production.

Hogan plans to partner with Catapult Missouri to offer the Summer Journey program in summer 2021. As part of the program, students will be engaged in a combination of morning academic and afternoon enrichment courses. Hogan will select courses that best align with students' needs and academic focus with options including intervention courses for struggling students. The curriculum emphasizes cooperative, project-based learning and cultivating student curiosity, critical thinking, and initiative, which aligns well with Hogan's vision for learning and competency development. The Summer Journey program was developed specifically for Missouri students with alignment to Missouri Learning Standards and over 34,000 students from more than 40 school districts participating in 2019 according to Catapult.

Early Childhood Partnership

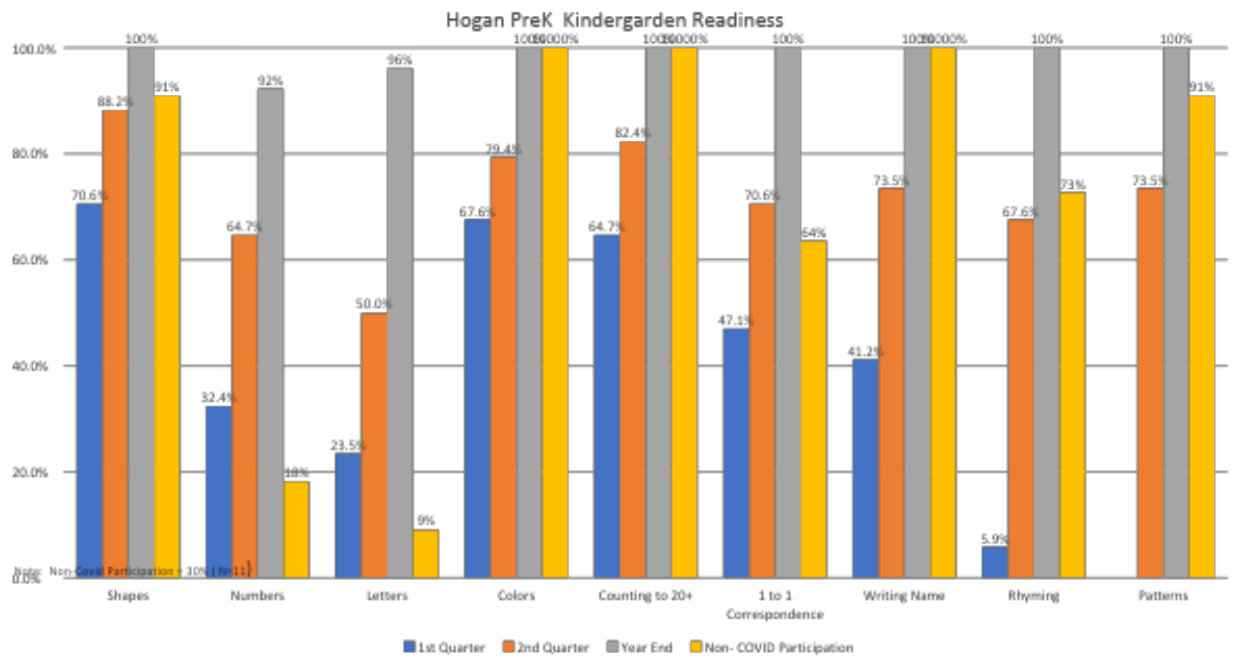
As noted in the Restart Section (pg. 4), Hogan began a partnership with Operation Breakthrough in 2019 to offer high quality pre-kindergarten programming (MOU found in appendix H). Given the absolute importance of early childhood education, Hogan was excited to forge this partnership to jumpstart its students' readiness for embarking on a successful, personalized learning experience. A new report from the National Institute for Early Education Research⁵³ finds that **"one year of universal high-quality pre-K could practically eliminate the Black-White reading skills gap at kindergarten entry—from nearly seven months to almost zero—and cut the math skills gap almost in half—from about nine months to five months."** To maximize the quality of this opportunity, Hogan works in partnership with Operation Breakthrough to align on standards, curriculum, and assessments and build a consistent educational experience for Hogan students from pre-K on as part of the KC Pre-K Cooperative.

Of the 60 current kindergartners, 23 attended the pre-kindergarten last year. With a third kindergarten section added this year to meet the demand and 38 seats currently allocated for pre-kindergarten, Hogan hopes to ultimately increase the number of pre-kindergarten seats available to support the opportunity for all rising kindergarteners.

Following completion of STAR assessments in December, leadership will have a better understanding of differences in reading and math outcomes for students who did and did not attend the program last year and plans to continue tracking comparative outcomes for Operation Breakthrough students as they matriculate on at Hogan. However, kindergarten readiness data shared by Operation Breakthrough demonstrate significant improvement across a number of criteria from the first quarter until the end of the year. Improvements are particularly strong for students who remained engaged following the transition to remote learning (see chart on next page).⁵⁴

⁵³ Friedman-Krauss, A. and Barnett, S. (2020). Access to High Quality Early Education and Racial Equity. National Institute for Early Education Research. Available at: <http://nieer.org/wp-content/uploads/2020/06/Special-Report-Access-to-High-Quality-Early-Education-and-Racial-Equity.pdf>.

⁵⁴ Following the suspension of in-person learning in spring 2020, Year End includes outcomes for students who actively participated in remote learning whereas Non-COVID Participation includes students who did not actively participate.



Hogan looks forward to continuing to strengthen its relationships and communication with Operation Breakthrough to best prepare students for kindergarten and create a seamless transition. Leadership has also researched a new Kindergarten Observation Form and Scoring Guide, created by Applied Survey Research, that will be rolled out upon a return to in-person learning.

A3: Assessing Student Performance

As part of promoting a personalized learning system, Hogan believes in the ongoing use of data from formative, interim, and summative assessments to improve instructional practices, tailor academic and social-emotional supports to students' needs, and ultimately improve student learning. Appropriately used and well-designed assessments provide the following benefits:

1. Teachers gain insight about students' strengths and areas of growth;
2. Teachers can evaluate the effectiveness of their instruction;
3. Students are made aware of their abilities in a variety of areas;
4. All stakeholders (leaders, teachers, students, parents/guardians) use the data to inform decisions;
5. Leaders can report on academic progress towards goals; and
6. Programs can be evaluated for their impact on both teaching and learning and students' holistic needs.

Ultimately, effective use of assessment drives meeting the needs of each unique student, which underscores Hogan's mission, manifesto, and educational philosophy.

Daily and Unit Formative Assessments

Regular, embedded, and thoughtfully planned use of formative assessment is a priority for Hogan as an element of the Hogan Five (3D: Using Assessments in Instruction). Through instructional coaching, professional learning communities, and other professional developments, teachers are supported in understanding and executing expectations for monitoring student learning, providing feedback to students, and encouraging student self-assessment and monitoring of progress. This work of active assessment within instruction includes:

- Careful monitoring of what students are writing and discussing and the types of questions they are asking to gauge their grasp of content;
- Creating questions specifically to elicit the extent of student understanding and to explore relationships and deeper understanding;
- Circulating to monitor student work and offer feedback;
- Utilizing other techniques to determine the degree of understanding of every student (e.g., exit tickets, white boards); and
- Seizing "teachable moments" to make corrections or clarifications and enlist students' in explanation; and
- Teaching students skills to monitor their own learning and assessing their own work against clear standards or criteria.

Furthermore, all teachers are expected to utilize daily, weekly, and unit assignments and assessments to analyze each student's academic progress and drive decisions related to the pace of learning, re-teaching missing skills or concepts, more intensive academic supports, and personalized advancement

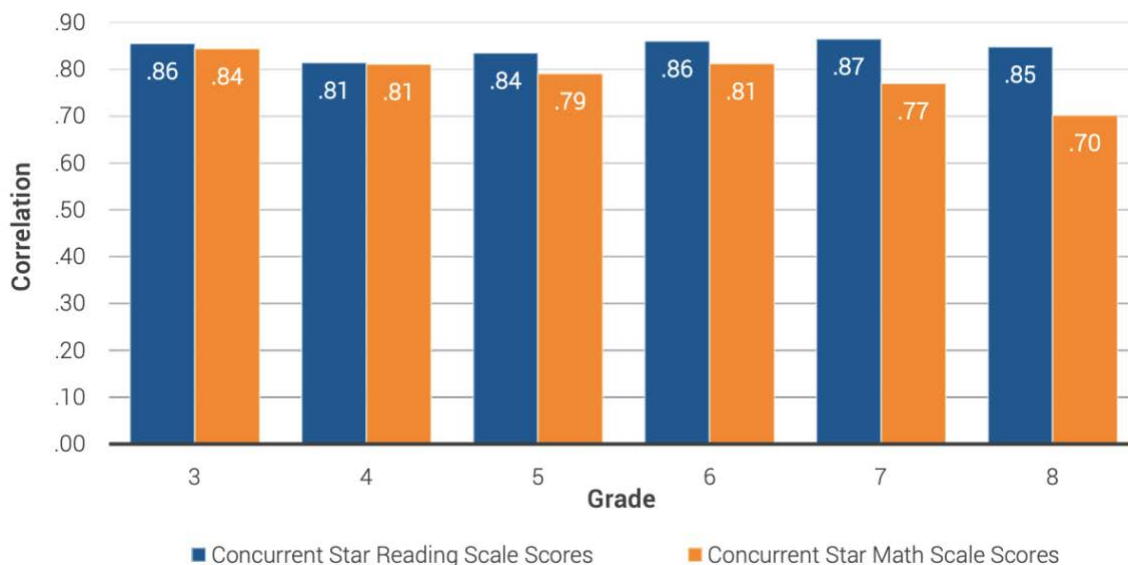
opportunities. All classes and teachers create formative assessments, drawing from and customizing those included in the Eureka, Wonders, and Amplify curricula as applicable. Teachers also supplement the assessments provided through curricula as helpful, such as weekly proficiency checks across K-12 in math on a platform called Edulastic to assess skill gaps week to week.

STAR and Evaluate Interim Assessments

In addition, Hogan currently utilizes two online formative assessment systems across grades K-12 - STAR and Evaluate Assessments. Both STAR and Evaluate support Hogan's emphasis on personalized learning as both assessment systems are structured to drill down results to the student- and standard-level in order to meet students where they are academically and tailor the learning program and interventions to individual students' strengths and areas of growth. Results from assessments are incorporated into students' ILPs to support personalization of academic needs and pace to proficiency.

STAR assessments were instituted prior to new leadership's arrival and are administered three times per year in early literacy/reading and math. STAR utilizes a norm-referenced measure to compare students' gains from one period to the next with the gains of academic peers nationwide during a similar time span. The assessments are also computer-adaptive and adjust question sequence and difficulty based on the accuracy of responses. This structure allows the assessments to be shorter in length, typically 30 questions. The Hogan team has found STAR assessments most useful for assessing whether students are reading on grade level and ascertaining students' likelihood of MAP proficiency, particularly in ELA. According to a 2019 Renaissance technical paper, STAR Reading and STAR Math results are relatively accurate predictors of the MAP tests. Correlation levels were largely above 0.8 as denoted by the graph below.

Figure 1. Star Reading® and Star Math® scores highly correlate with MAP tests



Renaissance Learning, Inc. (2019). Relating Star Reading and Star Math to the Missouri Assessment Program (MAP) Grade-Level Tests. Available at: <http://doc.renlearn.com/KMNet/R004587711GM8FDC.pdf>.

However, given leadership's interest in a formative assessment that was standards-based, provided more regular, ongoing feedback, and mitigated concerns regarding discrepancies between STAR and MAP math outcomes (see lower correlation above), the school researched alternative assessments and recommended and discussed Evaluate with the Board for approval. Evaluate was first administered monthly in reading and math in grades 2-12 in the 2019-20 school year with quarterly administration in K-1 added this year. The assessments are aligned to Missouri Learning Standards and build students comfort with online testing given the frequency of administration.

Evaluate's reporting and analysis tools are very user friendly and helpful for drilling down from the school to the student level, by subject, strand, skill, and question. Data can also be aggregated in multiple ways—by schools, standard, demographic groupings, or custom reporting—to effectively inform teachers how best to address skill gaps, while helping administrators make informed decisions. And, in addition to data reporting, Evaluate also comes with supplemental teacher resources and supports for teaching challenging concepts.

Hogan also selected Evaluate based on its question types, which go beyond multiple choice, and better aligns with instructional shifts Hogan is seeking towards more rigor and application that support, not just academic proficiency, but the development of core competencies as well. According to Catapult Learning, more than 80 Missouri districts currently use Evaluate.

Summative Assessments

STAR and Evaluate assessments, as well as practice MAP released items, are particularly helpful for informing progress towards goals and proficiency, which are ultimately measured through summative MAP grade level of assessments (GLA) and end-of-course (EOC) exams. MAP GLA is given each spring during designated testing windows in accordance with standards for testing ethics and security. MAP EOC exams are given following course completion across the appropriate fall, spring, or summer testing window, with most taken in the spring. Academic goals related to STAR and MAP are outlined in Section A7: School-Specific Goals (pg. 73) and a 2020-21 assessment calendar is included in Appendix C.

Additional Assessments

Other assessments currently given at Hogan for specific purposes include:

- **Teachers College Reading Assessment:** K-4 teachers utilize this assessment three times per year to assess students individually and create a running record. The assessment provides teachers with an in-depth, personalized look at each student's independent reading level, frustration level, fluency level, and allows teachers to see firsthand what "tools" each student has in his/her tool box.
- **LEAP Assessments for Social Studies:** LEAP assessments provide teachers with high quality social studies resources aligned to the Missouri Learning Standards Social Studies Expectations. The assessments measure critical thinking and are based on diverse, complex texts, which aligns

with Hogan's instructional shifts. Teachers can use them in a variety of ways, including traditional assessment, springboards for creative instructional tools, and foundations of student-driven research and inquiry.

- **ACCESS:** The ACCESS for ELLs assessment is the English language proficiency assessment used by the State under the Every Students Succeeds Act to annually assess students eligible for EL services. ACCESS allows educators, students, and families to monitor students' progress in acquiring academic English in the domains of speaking, listening, reading, and writing. Results are utilized in making decisions related to programming offered and whether students are eligible for exit.
- **PreACT and ACT:** The ACT provides teachers and leadership with one type of college readiness data used to support students in considering postsecondary opportunities. PreACT assessments provide 9th and 10th graders with the chance to practice for the ACT test with a shortened version. Students' individualized learning plans, career goals, and market value asset experiences will inform decisions regarding test taking.
- **Armed Service Vocational Aptitude Battery (ASVAB):** ASVAB is a career exploration and planning program that includes a multiple aptitude test battery, an interest inventory, and various career-planning tools that supports Hogan's mission and philosophy of real-world career exploration and planning. It is used with students in 10th through 12th grade as helpful and aligned to individualized learning plans and career goals.
- **Physical Fitness Assessment:** Hogan completes State-mandated fitness assessments in grades 5, 7 and 9 aligned with State guidance and submits data through the Missouri Student Information System timely.

To further support students' pursuit of college and career paths aligned to their personal interests and strengths, the following assessments will be introduced during the 2021-22 school year:

- **ACCUPLACER:** ACCUPLACER helps inform students' preparedness for college-level courses. For Hogan students ready for and interested in dual credit MVA opportunities, Hogan will work with such students to take the ACCUPLACER as one option to qualify for entry.
- **ACT WorkKeys:** The WorkKeys system measures real-world skills that employers believe are critical to job success. Scores will help Hogan students compare their skills to the skills required for the workforce. Outcomes will be used for setting and tracking goals related to specific skills within ILPs and for informing the types of courses and career experiences students pursue.

Core Competency and Social-Emotional Assessment

Hogan's personalized learning approach is holistic and includes facilitating students' development of attributes, beyond academic mastery, that will support lifelong success and fulfillment. The career exposure and exploration activities, career pathways, market value asset opportunities, instructional approach, and selected curricula collectively support the development of the seven identified core competencies. To specifically assess their development, Hogan is developing a project-based approach for 3rd through 12th grade students for roll out in year one of the charter renewal, the 2021-22 school year. As part of this effort, teachers, with support from leadership, are designing cross-curricular

projects and aligned rubrics to demonstrate mastery of instructional outcomes, standards, and core competencies. Projects at the high school level will connect to students' career pathways and market value asset experiences. Exhibitions will be organized to provide students further opportunity to present their project work. Rubrics will be reviewed with students to set learning goals and reflect on personal growth and will be kept, along with other notes on competency progress, in students' ILPs.

The Urban Education Research Center (UERC) at the University of Missouri-Kansas City is also developing assessments related to demonstration of core competencies. UERC and Hogan are in communication regarding Hogan's participation as a pilot school during spring or fall 2021. Following completion of the pilot, Hogan leadership will assess next steps for use of the assessment in demonstrating and monitoring core competency development.

In addition to core competency development for fostering students' distinct competitive advantage, Hogan believes in the importance of social-emotional development for ultimately graduating students with a well-rounded toolbox for building healthy identities, managing emotions, fostering positive relationships, displaying empathy, and making responsible and caring decisions. To this end, as discussed in A1: Mission, Vision, Philosophy, and Goals and A2: Curriculum and Instruction, Hogan invested in a new social-emotional curriculum across K-12, Ripples Effects, which is utilized as part of the advocacy model. The online curriculum contains pre- and post-assessments that are used in all grades to identify each student's strengths and areas for growth across social-emotional competencies. Based on the assessments, students receive tailored "playlists" or recommendations of lessons to complete related to corresponding needs (e.g., how to deal with grief and trauma). Advocates progress monitor data from the student assessments and profiles to determine small group lessons and personalize individual check-ins. The Student Services Coordinator and behavior interventionists are providing ongoing training and professional development to teachers to build their comfort with the new online curriculum and its associated assessments and progress monitoring tools.

Use of Data

Teachers are provided a multitude of supports in understanding and utilizing the variety of assessments available. During professional learning communities, which meet twice a week, time is dedicated to reviewing assessment results as timely as possible to determine students' mastery of knowledge, misconceptions, and missing skills and to inform instructional practices to meet such needs in real time, including re-teaching, strategic individualized supports, and student goal setting.

Additionally, instructional coaches work with teachers to develop their assessment and data analysis skills. Teachers are expected to utilize daily assessment techniques and formative assessments to modify content, student groupings, and individualized supports on a regular basis with feedback on 3D: Using Assessments in Instruction of the Hogan Five provided regularly by instructional coaches. Staff also receive dedicated professional development time to build comfort with Evaluate and STAR and their reporting tools to maximize their utility in understanding where students are struggling and why and implementing teaching plans to respond to this analysis. Results of formative, interim, and summative

assessments are also kept in students' ILPs for continued tracking over time with advocates to further ascertain students' needs and plans.

Outcomes of interim and summative assessments are shared timely with the Board of Directors as part of the Academic Committee report. The Board, in collaboration with school leadership, is in the process of developing a data dashboard that will include these measures in relation to goals, along with other key data and leading indicators, such as attendance and retention, by the close of the 2020-21 school year.

Promotion and Graduation Requirements

The purpose of promotions and retentions at Hogan is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities aligned to Hogan's personalized learning philosophy. Hogan students are currently promoted based on the recommendation of the classroom teacher and approval of administration. Teachers base their recommendations on a review of all data (e.g., class work, quizzes, unit and benchmark assessments, attendance), final report cards, and student progress. The decision to retain a student is based on a comprehensive set of data and evidence and is driven by what is in the best interest of the student. Appeals may be made to the Superintendent, who will make the final decision on any placement decision.

As noted in the Restart section (pg. 4), Hogan changed its required credits for high school graduation from 28.5 to 26.0 for the 2019-20 school year to promote retention through graduation. However, to support ongoing assessment of the alignment of credits to Hogan's new personalized, career-focused philosophy and vision, Hogan developed a Grade Task Force that has been meeting since summer 2020. This task force is charge with evaluating and recommending changes to grading, promotion, and retention policies, including a more standards-based



All About Credits

A **CREDIT** is how schools measure whether a student has successfully completed a course. High schools require a certain number of credits to graduate.

Credit is earned for a grade of A, B, C, or D.

To graduate at Hogan, you will need 26 credits. For college admission, there are a selection of credits needed to be complete.

The table explains the breakdown of the types of credits needed for graduation.

GRADUATION REQUIREMENTS

English	4 Credits *EOC: ELA 10
Math	4 Credits 3 must be Algebra I or higher *EOC: Algebra I
Science	3 Credits *EOC: Biology
Social Studies	3 Credits *EOC: American Government
Health	0.5 Credit
Fine Art	1 Credit
Personal Finance	0.5 Credit
Practical Art	1 Credit
PE	1 Credit
Electives	8 Credits Students attending a 4 year college are strongly encouraged to take two consecutive years of Spanish

*EOC: End of Course Assessment

grading approach that affords greater scheduling flexibility and time for MVA experiences, rather than the traditional seat-time for credits earned model. The task force is focusing more on what it means to receive a credit and less on the cumulative total of credits needed.

Additionally, the task force is considering revisions to graduation requirements to align with Hogan's focus on graduating with a **Distinct Competitive Advantage**. This includes earning at least one MVA or participating in meaningful career-related activities, completion of a comprehensive individualized education plan, and participation in real-world, project-based learning projects. Policy changes recommended by the task force will be brought to the full leadership team, and subsequently the Board of Directors, for consideration, revision, and approval during the 2021-22 school year and take effect within the 2022-23 school year.

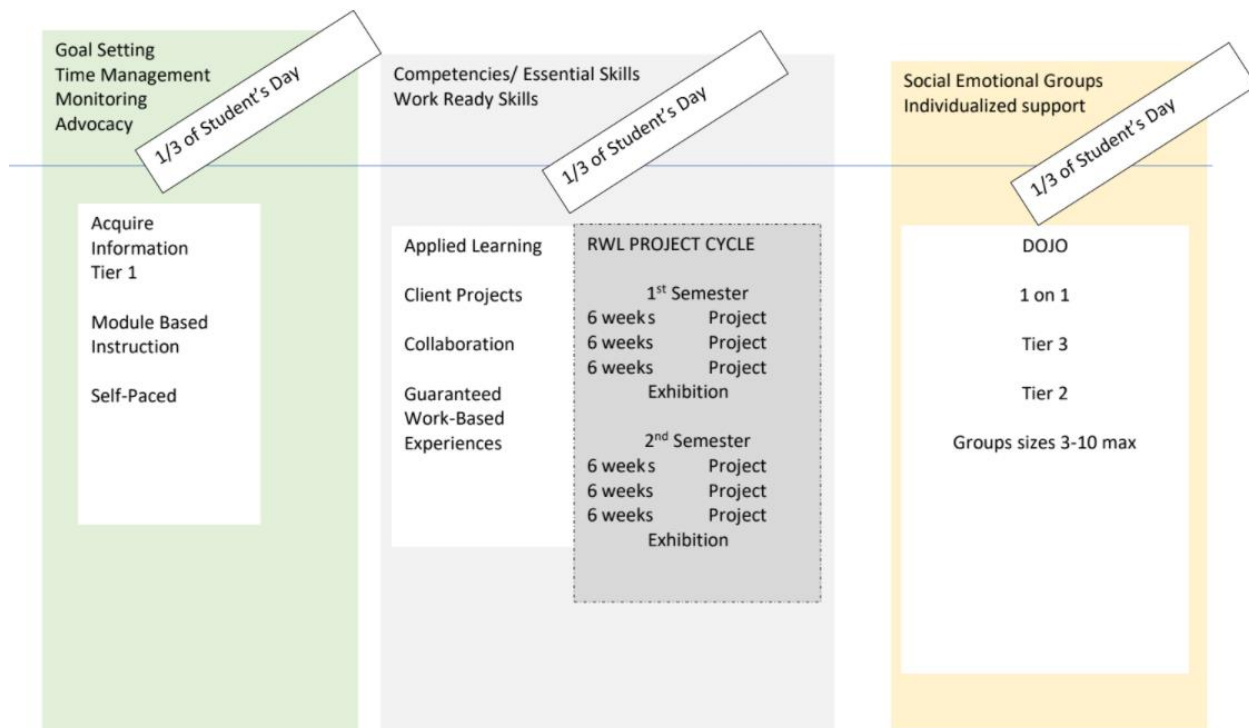
A4: Daily Schedule

Hogan envisions a future where student schedules are personalized to unique needs, progress to mastery, and career pathway pursuits. Current master and bell schedules reflect the updated class lengths described in the Restart section (pg. 4) – six 60-minute classes at the middle school and four 90-minute blocks at the high school each day – to support a more orderly building climate and to provide increased time for diving deep into content, personalizing learning needs, and facilitating project-based learning experiences.

Advocacy class, described in Section A1: Mission, Vision, Philosophy, and Goals (pg. 20), is reflected in current schedules as advisory in the middle and high school and learning behaviors in the elementary school (name to be changed to advocacy in PowerSchool moving forward). At the elementary school, leadership added an additional literacy intervention block to the schedule to provide more time for small group guided reading. Finally, all schedules reflect dedicated teacher plan time. These plan times are intentionally aligned between teachers with common students and content to afford collaboration during such blocks.

Both the elementary and middle school teams plan to annually evaluate the effectiveness of current schedules and make any necessary modifications to further enrich how students experience Hogan's new personalized, real-world approach.

At the high school, the current master and bell schedules with defined class blocks are in the process of being reimagined. The high school team foresees each student's schedule containing parts of the day for

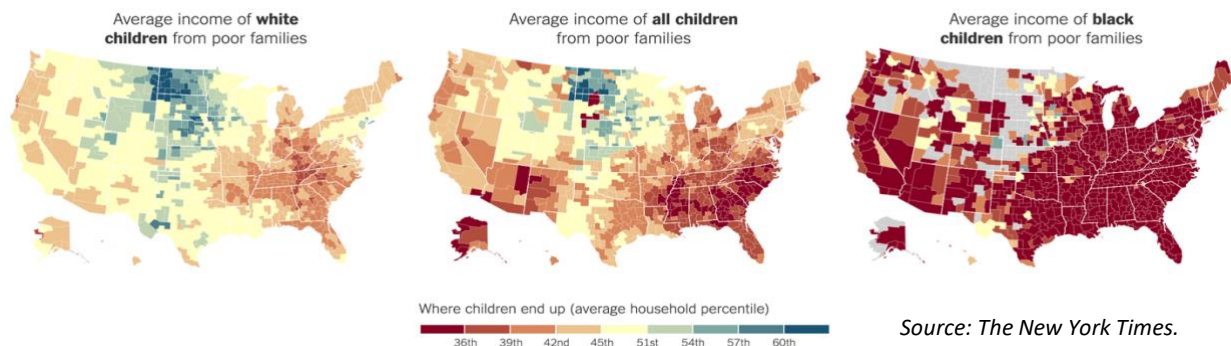


focused, self-paced instruction, collaborative work time on real-world and client projects tied to interests, and individualized academic and social-emotional supports.

A collaborative team of high school staff and leadership, including the Chief Academic Officer, Principal, Instructional Coaches, Data and Assessment Coordinator, and School Improvement Coordinator, regularly meet to discuss modifications and will solicit feedback from teachers over the remainder of the 2020-21 school year. The 2021-22 school year will be used for professional development related to and refinement of the new schedule design prior to Board review and approval in spring 2022 and implementation during the 2022-23 school year.

A5: Target Population

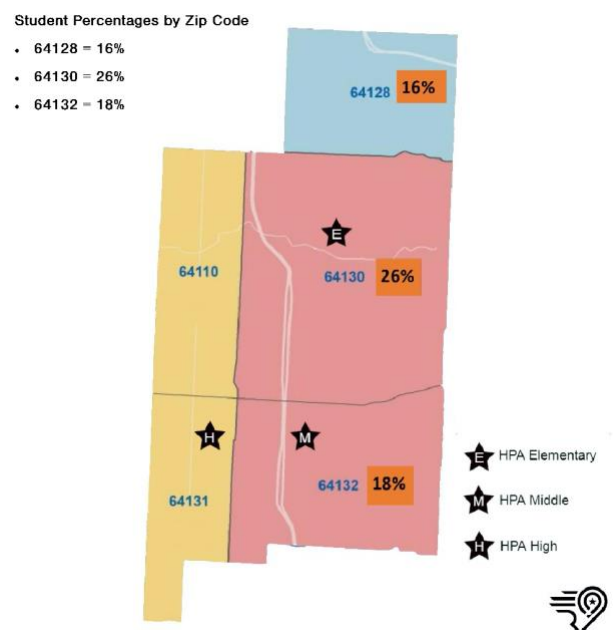
Since its inception, Hogan has been and remains deeply committed to serving predominantly Black, low-income students who reside in the most neglected and challenged neighborhoods in Kansas City. In a city and country with significant racial and socioeconomic divides, where remaining in poverty or the criminal justice system is a more likely outcome than a stable, middle class job for students like Hogan's,⁵⁵ the outrage over this reality fuels Hogan's transformation. Hogan deeply believes that every single child who enters its doors possesses greatness and promise to defy the odds.



Divisiveness and layers of systemic inequity, while very real, and especially so in today's society, provide the very reason why Hogan is needed in Kansas City. **The Board and leadership team is implementing a thoughtfully devised transformation plan to specifically disrupt generations of inequities that impact all aspects of Hogan students' lives.** Through a wholly student-centered approach – pursuit of individualized student passions, tailored layers of social-emotional support, and innovative instruction that raises student voice and inquiry, Hogan will open doors and future success for all its students and **create strong, future leaders the city and world desperately need.**

A majority of Hogan students (60%) live within three zip codes that neighbor the school buildings - 64130 (26%), 64132 (18%), and 64128 (16%). Students from these areas, east of Troost, along the SWOPE corridor will continue to be Hogan's target population. Students residing in these areas have historically had school options with lower academic performance and fewer opportunities to truly change their life trajectories.

Schools in the Southeast and East zones, where Hogan is located, have demonstrated the lowest academic outcomes across all Kansas City public school offerings



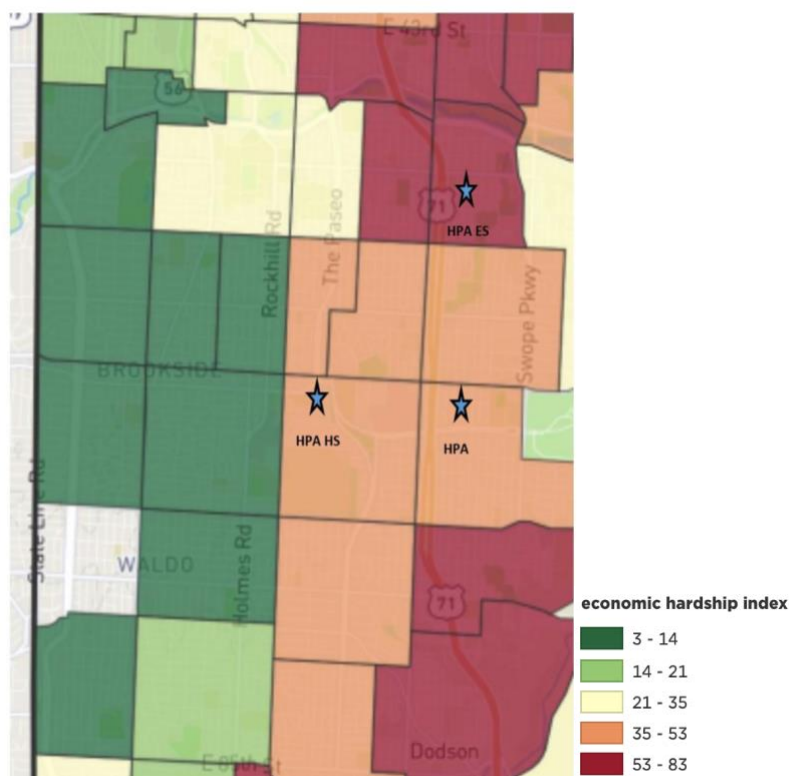
⁵⁵ Badger, E., et al. (2018). Extensive Data Shows Punishing Reach of Racism for Black Boys. The New York Times. Available at: <https://www.nytimes.com/interactive/2018/03/19/upshot/race-class-white-and-black-men.html>.

(district and charter).⁵⁶ And within these zones, the local neighborhood public schools Hogan students would most likely otherwise attend are amongst the poorest performing in the city.⁵⁷

In addition to fewer quality school options, deep inequities exist across neighborhoods within Kansas City and particularly for students and families residing in 64130, 64132, and 64128.

These inequities and challenges include:

- Median household income between \$24,421 and \$36,074 when the overall median household income for Kansas City is \$52,045;
- 31% to 41% of the population residing in single parent households;
- 2% to 16% of children residing in immigrant households;
- 51% to 67% of the population receiving public assistance;
- 16% to 24% of the population having less than a high school diploma;
- 9 to 14% of the population is unemployed;
- 27% to 36% of the population living in poverty; and
- Out of 50 zip codes across Kansas City, these three zip codes are all in the top ten as ranked by population percentage living in poverty⁵⁸.



Poverty is complex as barriers to education, job training, childcare, and preventive health care are systematic and generational. The map above illustrates outcomes of an economic hardship index in Kansas City, which considers multiple indicators, such as unemployment, education, poverty, and crowded housing. **The divisions are staggering and emphasize the multitude of barriers faced by Hogan students and families.**

⁵⁶ Kansas City Public Schools' System Analysis. Available at: <https://www.kcpublicschools.org/about/district-plans-initiatives/system-analysis>.

⁵⁷ Hogan leadership has identified Troost Elementary School, Central Middle School, and Southeast High School as the schools students would most likely otherwise attend.

⁵⁸ [Kansas City, Mo Community Health Improvement Plan 2016-2021](#)

High Priority ZIP Code	Life Expectancy	Difference from Highest Life Expectancy ZIP Code	Non-White Population
64127	70.9 years	-13.7 years	84.54%
64126	72.4 years	-14.0 years	77.40%
64128	69.1 years	-15.5 years	91.42%
64129	71.6 years	-12.9 years	57.51%
64130	69.9 years	-14.7 years	92.39%
64132	72.3 years	-14.1 years	86.05%

Source: KCMO Health Department, Office of Data Dissemination; Missouri Department of Health & Senior Services, Bureau of Health Care Analysis & Data Dissemination

Source: KCMO Health Department, Office of Data Dissemination, US Census Bureau, American Community Survey 5 Year Estimates

Such economic hardship and poverty, compounded by systemic racism and racial divides in Kansas City, impacts not only Hogan students' and families' education and career prospects, but their health and well-being as well. The life expectancy for a Black male living in the 64128 zip code is 68, while a White female living near the Plaza, just ten minutes away, can expect to live to 85 (Kansas City, Mo Community Health Improvement Plan 2016-2021). This divergence holds similar for Hogan's top zip codes with nearly 15-year gaps in life expectancy.

All of these statistics aid in understanding the persistent inequities that have pervaded Kansas City and its neighborhoods for generations. Poverty and its host of associated challenges, including lower educational attainment, wealth, and life expectancy, feel insurmountable, but ultimately underscore Hogan's unwavering commitment to its students and families. For too many generations, students in these areas of the city have had passions and dreams left unfulfilled - or not even explored. **Hogan is now primed through its transformation vision to unlock the greatness within each of its students and not turn away from any challenges rooted in poverty, be it addressing academic deficiencies, coping with trauma, or handling other social and immediate needs.**

Research⁵⁹ shows that students' life circumstances, including income level, gender, and immigrant status, have a stronger influence than academic performance on their career aspirations and workforce outcomes. The instructional design, mission-related programming, advocacy model, accountability goals, budget, and facilities information described in detail throughout this application have all been intentionally selected so that students from 64130, 64132, and 64128, the SWOPE corridor, defy this

⁵⁹ Mann, Anthony, et. al. (2020). Dream Jobs? Teenagers' Career Aspirations and the Future of Work. Organization for Economic Cooperation and Development. Available at: <https://www.oecd.org/berlin/publikationen/Dream-Jobs.pdf>.

research and achieve their aspirations. Such students have been ill-served in a traditional educational model that dictates compliance, prescribed expectations, and one “right” path.

Instead, Hogan’s new vision emphasizes a student-centered, personalized approach to all aspects of its model. From utilizing an innovative learning model, where student voice, project-based learning, and real-world application is promoted, and developing competencies to serve students well regardless of their postsecondary plans, to designing career pathways and individualized learning plans that unlock personal passions and connecting students with a trusted adult as their advocate, these plans are rooted in reimagining how students experience school. Furthermore, utilization of personalized learning and career preparation have both demonstrated a positive impact on student achievement.⁶⁰

Ultimately, the Hogan mission, educational approach, and holistic supports serve to meet students’ need for an education that transforms their lives – to open doors to a future out of poverty with multiple job prospects that allow for a life of fulfillment and contribution. This means facilitating students’ ability to shake up the economic hardship map and make dents in overcoming socioeconomic and racial divisions. **The success of Hogan students will have ripple effects for families and communities for generations to come.**

Enrollment and Mobility

Hogan envisions creating a school culture where students never want to leave school (and college and career experiences by extension) because, not only does it feel like home, but students have a true sense of purpose in committing to their education. Hogan’s model emphasizes knowing each student inside and out – their interests, struggles, successes, family, and more. To do this, students must be present. Hogan leadership see this as an absolute if students are to achieve their long-term aspirations. To see this vision actualized, Hogan has a host of strategies to promote attendance, keep students from grade-to-grade, and support those students struggling to make it to their building, which are highlighted below.

Enrollment

Following full growth as a K-12 school in the 2013-14 school year, Hogan historically enrolled roughly 1,000 students annually. The table on the next page provides historic, current, and projected enrollment levels overall and at the elementary, middle, and high school levels. Hogan is confident these enrollment targets will be met because of the impact of the transformation and enhanced recruitment strategies, described further in Section B5: Student Recruitment and Enrollment (pg. 105).

⁶⁰ Falco, L.D. and Steen, S. (2018). Using School-Based Career Development to Support College and Career Readiness. Available at: <https://scholarworks.wm.edu/cgi/viewcontent.cgi?article=1007&context=jscpe>.

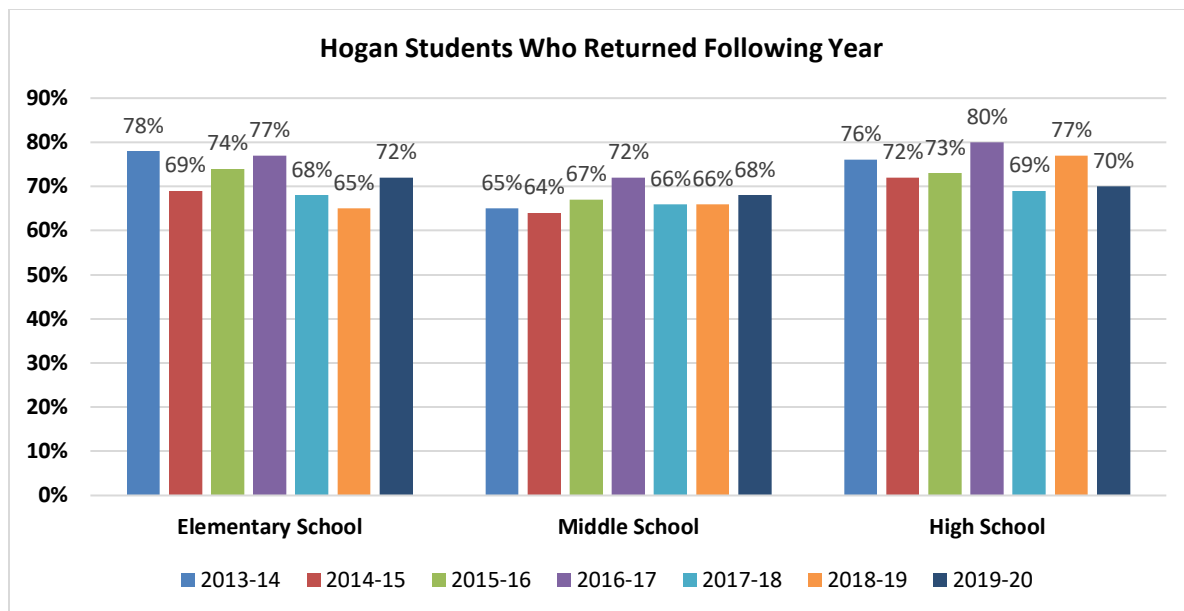
Historic and Future Enrollment										
	SY16-17	SY17-18	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25	SY25-26
Pre-Kindergarten	N/A	N/A	N/A	38	38	38	38	38	38	38
Elementary	261	382	349	338	364	413	442	447	452	459
Middle	343	347	321	318	247	325	335	345	345	345
High	362	359	316	359	364	430	460	460	460	460
Total	966	1,088	986	1,053	1,013	1,206	1,275	1,290	1,295	1,302

Hogan's student demographics are largely align with the primary zip codes of the target population with a slight over-representation of Black students and under-representation of Hispanic students. Efforts to support an openness to all families, particularly families whose first language is not English, are described in greater detail in Section B5: Student Recruitment and Enrollment (pg. 105). While such efforts may lead to slight upticks in the Hispanic and English Learner enrollment during the next charter term, Hogan does not anticipate any significant changes to the demographics of its student body. The Board and leadership refuse to give up on the students the school serves, despite past failures. These are the students Hogan is passionate about serving. Through the transformation, Hogan will be a dramatically different reality where the predominately Black, poor student population will have their voices emphasized, their leadership grown, and their dreams in clearer focus with real plans and preparation.

Student Demographics, School Year 2020-21	
Black or African American	93.2%
Hispanic or Latino	2.9%
Multi-Racial	2.2%
White	1.1%
American Indian or Alaskan Native	0.6%
Free or Reduced Lunch	100.0%
Students with Disabilities	11.6%
English Learners	1.5%
Homeless	8.4%

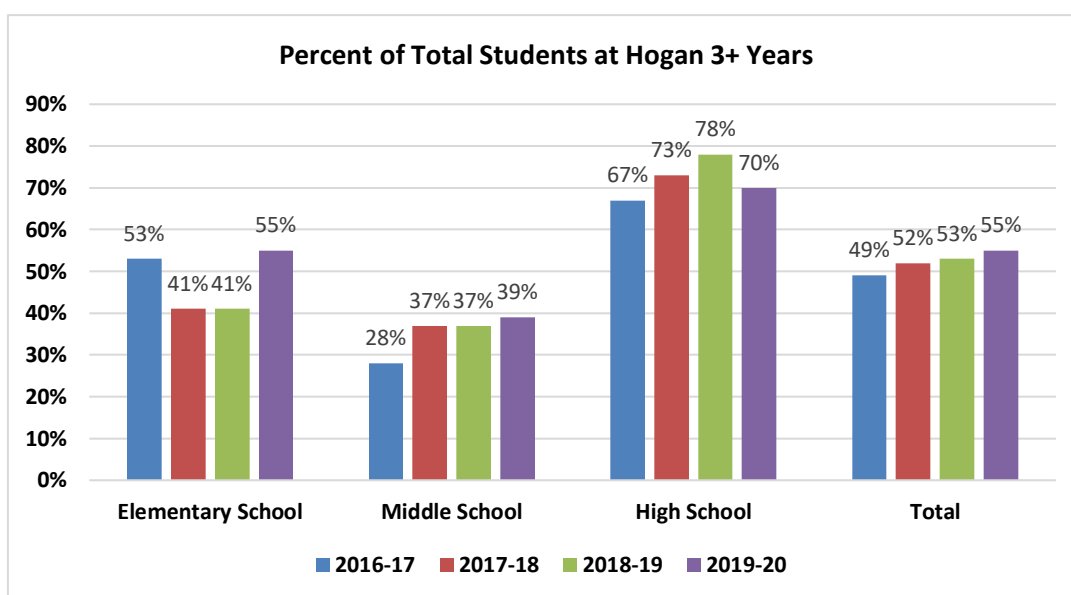
Retention

Historically, roughly three in ten students who had the option to return to Hogan the following year did not. No records existed prior to the new team's arrival related to why students were leaving. However, through discussions with staff, students, and families, and what the team knows about its student population and the state of the school upon entering in 2019-20, students likely left due to transience associated with poverty and dissatisfaction with the school.



To support a more robust understanding of retention data and needs, **Hogan hired a new Student Services Coordinator for the 2020-21 school year to develop recruitment and retention plans, conduct exit interviews with students and families, and analyze data to further develop strategies for keeping students.** Student attendance, enrollment, and retention data is now reviewed at bi-weekly leadership team meetings and monthly board meetings with needs and strategies discussed as well.

Furthermore, of all students enrolled in a given year, roughly half had actually been at Hogan for three consecutive years with striking differences at the middle school and high school.



These numbers emphasize an absolute need for Hogan’s new vision and theory of change where students have consistency through K-12 in strong relationships and engaging academics while progressively deepening the exploration of their interests, passions, and career opportunities. For too long, a student at Hogan had no reason for staying, no investment felt from adults as to what they truly loved and where their interests and strengths could take them. The goal of Hogan’s theory of change is for students to remain committed to Hogan through graduation with a model that was intentionally built to foster alignment and deepening K-12. However, with a reality that low income, Black families are “more likely than any other group to churn among disadvantaged neighborhoods, and the least likely to escape them,”⁶¹ Hogan’s focus on a personalized learning experience allows new students, at any grade level, to quickly have an individualized learning plan, tailored academic and social-emotional supports, and adults who are building strong relationships and deeply caring about their interests, strengths, and future opportunities, regardless of how long they may stay at Hogan.

Retention Strategy – Meaningful Relationships and Personalized Layers of Support

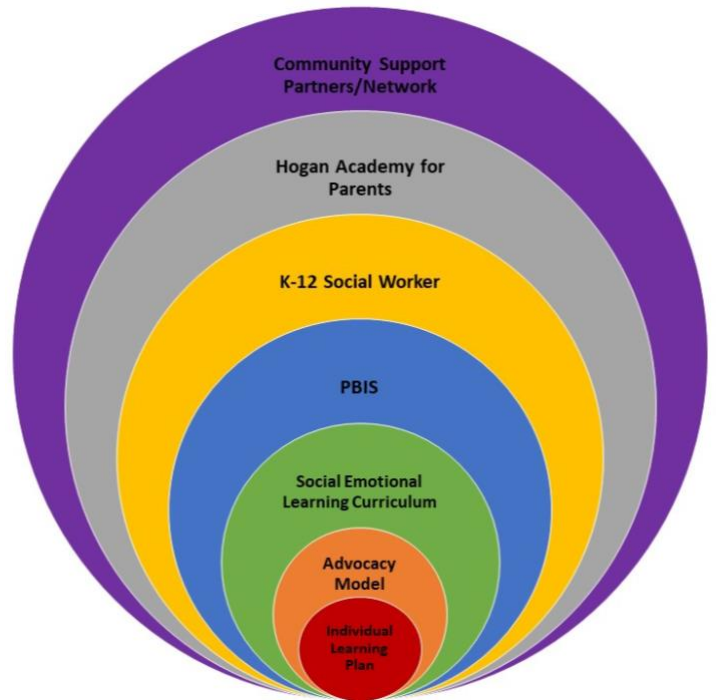
To ultimately combat the systemic inequities that have shortchanged Hogan’s students and their communities for generations, Hogan’s retention strategy is rooted in the school’s mission and theory of change – an individualized school experience where each student recognizes their influence, potential, and passion, which builds and deepens K-12, while being surrounded by a support system who do whatever it takes to keep them on track. **All adults, and particularly advocates, are building meaningful relationships, understanding students’ needs, and championing their success. Through these relationships, layers of support can be identified and personalized as needed to keep students’ committed to and thriving at Hogan.**

- Student Needs Identification - For any student new to Hogan, all paperwork provided after acceptance with the enrollment process is used to identify any required initial screening or programming and needed academic or behavioral supports (e.g., Language Use Survey, IEP, report cards/transcripts, attendance and discipline records). Additionally, within the first month of school, early literacy, reading, and math benchmarks are administered K-12 to inform staff of reading and numeracy skills and gaps. Such data, in addition to teacher observations and referrals, helps ensure Hogan’s tiered system of supports identifies students and assigns interventions early in the school year.
- Individualized Learning Plans - As individualized learning plans (ILP) are started for all students by the end of the 2020-21 school year and deepened annually thereafter, such plans will support each student’s awareness of and commitment to continuously building upon their interests and successes and enhance year-over-year matriculation. The intention is for such plans to follow students during key transitions, particularly 5th to 6th grade and 8th to 9th grade and to cultivate a personal investment in each student's ongoing development. The special education team has also built in more robust engagement with its students and families in transition grades to talk about what happens next, tour the new facility, and ensure transition plans are in place.

⁶¹ DeLuca, S. and Wood, H. (2019). Why Poor Families Move (And Where They Go): Reactive Mobility and Residential Decisions. City and Community. Available at: <https://onlinelibrary.wiley.com/doi/epdf/10.1111/cico.12386>.

- Advocacy Model and Social Emotional Curriculum - Hogan's new advocacy model supports retention by connecting each student to an adult who knows the student in and out and facilitates their holistic development in advocacy class, which includes a new social-emotional curriculum. The advocacy model and social emotional curriculum are detailed further in Section A1: Mission, Vision, Philosophy, and Goals (pg. 20) and Section A2: Curriculum and Instruction (pg. 35).
- PBIS – Hogan is implementing a positive behavioral interventions and supports framework to build a positive student culture and provide individualized behavior supports.
- K-12 Social Worker - Hogan also revamped the social worker position, previously was exclusively a middle school position, to a K-12 position for the 2020-21 school year. Now all three building teams have formed a relationship with the social worker for providing individual and small group, intensive supports, counseling services to students with disabilities as stipulated by individualized education plans, and other supports across the system, including crisis and case management services.
- Hogan Parent Academy - As part of recruitment and retention responsibilities, the new Student Services Coordinator organizes and facilitates a Hogan Parent Academy, where she meets monthly with families across all grades to support their investment, solicit and utilize feedback, and provide information regarding supporting their students' success, including tools to assist with emotional, academic, and technological needs.
- Community Support Partners - To further deepen relationships with families, the Student Service Coordinator also connects families to other services and organizations, should needs arise that the school cannot fully address alone. This includes supports for McKinney Vento students, students placed in foster care, and students with other at-risk factors.
- Busing - Hogan plans to continue providing busing to its students, which alleviates a transportation need to and from school, particularly given the limited number of families with access to a vehicle.

Hogan Layers of Student and Family Supports



These strategies work in tandem with Hogan's new overarching theory of change, which emphasizes a continuum from K-12 where students are immersed in ambitious instruction, multiple college and career pathways, and preparation in areas they are passionate about to ultimately drive long-term success and fulfillment. Through a truly personalized learning experience – an advocate who deeply connects with each student, social and emotional programming tailored to students' needs, academic interventions or

advancement opportunities based on students' levels, and real-world, career-focused activities tied to students' interests and passions – Hogan will meet students where they are at while facilitating exponential growth and greatness that they can own and take pride in.

As part of efforts to more diligently track and analyze retention data, Hogan intends to continue analyzing return data in different ways – by building, overall, annually, percent staying 3+ years, elementary students staying to high school, etc. as well as utilize student and family survey feedback – to better ascertain when and why students are leaving and to what degree the K-12 theory of change and personalized approach is making a difference. **By truly investing students in an education rooted in their personal passions and providing wraparound supports to address holistic needs, Hogan will not give up on any student and, as a result, anticipates improving the percentage of students staying both annually and over time.**

A6: Special Student Populations

Hogan Prep is committed to meeting the needs and accelerating the progress of all its students. The new mission, vision, and instructional model emphasize personalization and unlocking individual potential. This holds true for students with disabilities, students whose first language is not English, and students primed for increased educational opportunities. **All students, irrespective of need or ability, are able to take part in *all* aspects of the school's model, including career-related activities, market value asset opportunities, partnership with an advocate, individualized learning plan development, and extracurriculars.** The sections below provide further identification, programmatic, and compliance details for special education, English learners, and gifted and talented.

Special Education

118 students with disabilities (11.6% of the student population), across low- and high-incidence categories, are currently enrolled at Hogan. These disability types include specific learning disability, other health impairment, emotional disturbance, speech impairment, language impairment, autism, and intellectual disability. Each student has an individualized education plan to best meet their needs in the least restrictive environment.

Students are predominantly identified through the school's tiered system of supports and parent/guardian request for evaluation. The tiered system of supports, called the CARE team process at Hogan, includes three tiers of increasingly intensive and frequent supports for students experiencing academic, social emotional, or behavioral challenges. Teachers collectively identify and discuss any students of concern during team meetings. Teachers are expected to implement their own interventions first and collect data to monitor progress. If concerns still persist, teachers invite an instructional coach or behavior interventionist for a classroom observation and a referral form is completed. Referral forms and relevant data are reviewed by the CARE team to determine tailored tier two supports.

Academic supports include strategic small grouping and individual tutoring, and social emotional/behavioral supports include small group and individual supports from the social worker or behavior interventionists. All students are assigned a tier and progress is tracked and discussed weekly during grade team professional learning communities. Should tier two students continue to not make progress over a six- to eight-week period, more intensive and frequent supports are provided at tier three. Particularly during the challenging time of distance learning, a student is flagged for tier three supports if he or she is not present for most of the asynchronous learning or not completing most weekly assignments. Tier three students are referred for a psycho-educational evaluation if no progress is made. This tiered approach aligns with the use of a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework, discussed further in Section A8: School Climate and Culture (pg. 80).

The special education team consists of a Director, Process Coordinator, eight special education teachers, and seven paraprofessionals. There is also a contracted speech pathologist and contracted diagnostician that work with the school three days a week. There are three teachers at the elementary school, two

teachers at the middle school, and three teachers at the high school. Caseloads are determined based on grade level, disability types, and career paths at the high school.

As described previously, significant changes were made to individualized education plans and the program offerings during the 2019-20 school year to provide an enhanced array of quality programming options for students tied to more robust goals. The collective efforts to improve compliance and quality programming resulted in an annual determination category in August 2020 of “Meets Requirements in Implementing the Requirements and Purposes of IDEA.” The school received the highest score of 4 in 8 of 9 areas evaluated, including audit findings, timely/accurate data, dropout rate, assessment participation, disproportionality, initial evaluation timelines, Part C to Part B transition timelines, and secondary transition planning. On the Part B - File Review Summary in September 2020, Hogan received a perfect score of 100% on 52 of 53 applicable indicators with the one score of 86% on consent timing being due to a clerical error. The associated letter and summary findings as well as the Part B - File Review Summary from the Missouri Department of Elementary and Secondary Education are included in Appendix D.

The special education department utilizes SpedTrack to write and update IEPs, track all paperwork, and stay on top of upcoming timelines and submissions. The Director and Coordinator are able to pull reports to see where all staff are with meeting expectations. This duo has also drafted a new handbook and checklists related to special education to support all staff in understanding roles and responsibilities. Lastly, the Director and Coordinator have increased communication with all building teaching staff and hold weekly meetings with each building to discuss timelines and paperwork and student and staff needs.

Students have and will continue to receive a reduction of services and/or exit from special education as IEP goals are met and re-evaluations occur. Three students were exited between the 2019-20 and 2020-21 school year following the meeting of goals, re-evaluation testing, and increased academic performance scores.

English Learners

While Hogan historically has enrolled a small number of English learners, the school remains committed to open, equitable enrollment and meeting the needs of all students. Hogan currently enrolls 14 English learners, the largest number in the school’s history. Hogan holds such students to the same expectations of academic excellence as all students while supporting their English language acquisition. Hogan has established, and continues to develop, its English language development program to best meet the needs of currently enrolled students.

All students upon acceptance complete a Language Use Survey (LUS) as part of the enrollment process. Any student whose LUS notes a language other than English is screened using the World-Class Instructional Design and Assessment (WIDA’s) Online Screener to assess eligibility for English language support. Parents and guardians are notified of assessment results and placement decisions within 30 days of

enrollment. The Data and Assessment Coordinator is responsible for both initial screening and annual testing.

Hogan annually reviews the language abilities of its English learners to determine the appropriate program model and make any revisions as appropriate. Current English for Speakers of Other Languages (ESOL) models utilized by the school include Content-Based ESOL and Sheltered English. With these models, English is the medium of instruction and instructional materials, learning tasks, and classroom techniques from academic content areas are utilized for developing language, content, cognitive and study skills. Furthermore, students are not removed from content area instruction to focus exclusively on learning English and maintain engagement with the same content as all students. With the newly purchased ELA curriculum, Wonders, leadership also purchased the accompanying ELL program resources, Wonders for English Learners, which provide scaffolding and supports specific for English learners and emphasize building speaking, listening, reading, and writing skills to improve both academic and social language. The ELL Coordinator works with teachers to support implementation of the ESOL program models and use of the Wonders for English Learners curriculum.

The Chief Academic Officer and ELL Coordinator have worked closely with the DESE EL Coordinator to ensure compliance and programming expectations are being met. The DESE EL Coordinator has also provided professional development for staff related to strategies for accelerating language acquisition within the selected program models.

Students Experiencing Homelessness

Hogan is committed to serving any student whose residence is not fixed, regular, and adequate under the McKinney-Vento Act. Students in homeless situations have the right to:

- Attend Hogan, no matter where they live or how long they have lived there;
- Enroll immediately, even if missing documents normally required for enrollment;
- Receive transportation and food services; and
- Engage in the same programs and services that are available to all other students.

Hogan ensures that other resources and supports that students experiencing homelessness may need are provided including supplies, uniforms, additional academic and/or social emotional support, and resource referrals. The Student Services Coordinator serves as the school's homeless liaison and is responsible for ensuring identification and arrangement of all services and opportunities stipulated by law. With concerns related to the processes and accuracy of data in past years, this is the first year, to the team's knowledge, that contact was made with every household for every student flagged under McKinney-Vento to affirm their status and needs. With the Coordinator's new systems and enhanced outreach, leadership will have a more definitive grasp on homeless enrollment and needs moving forward. The Coordinator provides updates weekly to the Chief Academic Officer, who in turn shares the data with leadership and the Board of Directors.

Gifted Education

Hogan's mission is rooted in unlocking the passion and potential of each child. This includes providing personalized and challenging educational experiences inside and outside the classroom. For students that exhibit precocious development of mental capacity and learning potential (Section 162.675. RSMo), opportunities currently exist through instructional differentiation and competitive advantage pathways to provide extension and more challenging opportunities and experiences for students. All recent curricula purchases contain scaffolding resources for increasing the level of rigor and challenge. The leadership team, with direction from the Chief Academic Officer and Math and Science Coordinator, are committed to researching and executing additional gifted and talented programming by next school year, including participation in the A+ Scholarship Program.

A7: School-Specific Goals

Upon graduation, Hogan students will have a distinct competitive advantage – encompassing not only the academic skills and core competencies necessitated for future success, but also market value assets aligned to their passions and future career plans. The table below sets forth ambitious, yet attainable, goals in pursuit of this vision for a graduate. The goals both exemplify Hogan’s definition of a distinct competitive advantage and critical levers for change to realize these outcomes for students – retention of high quality teachers, cash reserves for facilities improvement, and an engaged and involved Board of Directors. Embedded within each goal is further context for the goal’s importance and numeric targets.

Mission and Academic Goals
Market Value Assets
<p>The number of students graduating with one or more market value assets (MVA) will increase annually during the charter term:</p> <ul style="list-style-type: none">• SY22-23: 20.0% of graduates will have at least one MVA⁶²• SY23-24: 30.0% of graduates will have at least one MVA• SY24-25: 40.0% of graduates will have at least one MVA• SY25-26: 50.0% of graduates will have at least one MVA
Graduation
<p>Hogan Preparatory Academy’s 4 year graduation rate will meet or exceed the State average ⁶³ by the end of the charter term. Annual graduation rates will be:</p> <ul style="list-style-type: none">• SY21-22: 83.9%• SY22-23: 85.4%• SY23-24: 86.9%• SY24-25: 88.4%• SY25-26: 89.9%

⁶² The MVA goal begins in school year 2022-23 so as to afford students sufficient time to retrieve MVAs. For example, two years is needed for students to earn nine credit hours or an industry-recognized credential.

⁶³ The 2019-20 four year cohort graduation rate was 82.4% for Hogan and 89.4% for the State of Missouri.

Mission and Academic Goals (continued)

Moving Hogan Students Out of MAP Below Basic

Hogan will reduce the percentage of MAP Below Basic students annually over the charter term. A focus on below basic aligns with Hogan’s emphasis on a solid academic foundation for future career success. Students must be moving out of this bottom category to maximize the personalized, career-focused learning experience Hogan imagines for every child. Setting goals for each level – elementary, middle, and high – focuses Hogan on key transitional gateways in students’ pursuit to a distinct competitive advantage. **With this rate of decline, Hogan’s overall below basic percentages, across all three subjects, will be lower than the State’s most recent super subgroup percentages by 2026.**⁶⁴

Overall	Current	2022	2023	2024	2025	2026
ELA	30.8%	28.3%	25.8%	23.3%	20.8%	18.3%
Math	58.7%	54.2%	49.7%	45.2%	40.7%	36.2%
Science	51.0%	47.0%	43.0%	39.0%	35.0%	31.0%

Elementary School	Current	2022	2023	2024	2025	2026
ELA	30.8%	28.3%	25.8%	23.3%	20.8%	18.3%
Math	45.3%	40.8%	36.3%	31.8%	27.3%	22.8%
Science (5 th grade)	48.2%	44.2%	40.2%	36.2%	32.2%	28.2%

Middle School	Current	2022	2023	2024	2025	2026
ELA	34.3%	31.8%	29.3%	26.8%	24.3%	21.8%
Math	69.0%	64.5%	60.0%	55.5%	51.0%	46.5%
Science (8 th grade)	61.3%	57.3%	53.3%	49.3%	44.3%	41.3%

High School	Current	2022	2023	2024	2025	2026
ELA	14.9%	12.4%	9.9%	7.4%	4.9%	2.4%
Math	39.0%	34.5%	30.0%	25.5%	21.0%	16.5%
Science (Biology)	36.5%	32.5%	28.5%	24.5%	20.5%	16.5%

⁶⁴ The state super subgroup comprises outcomes for Black, Hispanic, low income students, students with disabilities, and English learners. In 2019, the super subgroup below basic percentage was 22.4% in ELA (-8.4%), 37.3% in math (-21.4%), and 32.1% in science (-18.9%).

Mission and Academic Goals (continued)

Close the MAP Performance Index Gap

Hogan will close the gap between the school and the state super subgroup MAP Performance Index (MPI), across all subjects, by the end of the charter term.⁶⁵

Overall	Current	2022	2023	2024	2025	2026
ELA	258.1	267.1	276.1	285.0	294.0	303.0
Math	194.3	208.4	222.5	236.6	250.7	264.8
Science	205.2	218.7	232.2	245.8	259.3	272.8

Elementary School	Current	2022	2023	2024	2025	2026
ELA	265.1	274.1	283.1	292.0	301.0	310.0
Math	230.8	244.9	259.0	273.1	287.2	301.3
Science	219.6	233.1	246.6	260.1	273.7	287.2

Middle School	Current	2022	2023	2024	2025	2026
ELA	246.3	255.3	264.3	273.2	282.2	291.2
Math	165.3	179.4	193.5	207.6	221.7	235.8
Science	180.7	194.2	207.7	221.3	234.8	248.3

High School	Current	2022	2023	2024	2025	2026
ELA	292.0	301.0	310.0	318.9	327.9	336.9
Math	253.7	267.8	281.9	296.0	310.1	324.2
Science	233.8	247.3	260.8	274.4	287.9	301.4

⁶⁵ In 2019, the state super subgroup MPI scores were 303.0 in ELA (-44.9), 264.8 in math (-70.5), and 272.8 in science (-67.6). These scores were determined using percentages of students in each of the four achievement categories (advanced, proficient, basic, and below basic) times the designated multiplier.

Mission and Academic Goals (continued)

Increase Ambitious Growth on STAR Student Growth Percentile (SGP)

The STAR SGP range is 1-99. While Renaissance, the assessment company for STAR, does not have a fixed definition for a year of growth, many states that use SGP as part of their accountability system consider a 50 SGP to be a year of growth.⁶⁶ According to STAR's *Guide to Setting Goals*, a 50 SGP is moderate growth, a 65 SGP is moderately ambitious growth, and a 75 SGP is ambitious growth.⁶⁷

All students will annually achieve at least moderate growth or a 50 SGP, considered a year of growth. Additionally, each year, more students will demonstrate moderately ambitious and ambitious growth at the targets outlined below. An effort to close the gap between Hogan students and their academic peers nationwide must begin early when gaps are the narrowest. Therefore, SGP goals are most aggressive at the elementary level to achieve **above moderate** growth for at least 75% of students by the end of the charter term.

Overall SGP Growth Targets				
	Moderate (50 SGP)	Moderately Ambitious (65 SGP)	Ambitious (75 SGP)	Total % Above Moderate Growth
SY21-22	100% of students will score a 50 SGP or higher	20%	3%	23%
SY22-23		27%	6%	33%
SY23-24		32%	10%	42%
SY24-25		38%	15%	53%
SY25-26		40%	18%	58%

⁶⁶ Renaissance. (2020). Student Growth Percentile in STAR Assessments. Available at: <https://drive.google.com/file/d/12cW6NlpVMrUID-kdNNVu2KnXZo5wZgQw/view>.

⁶⁷ Renaissance. (2017). Guide to Setting Goals. More information at: <https://www.renaissance.com/services/product-support/product-updates/assessments-updates/assessments-goal-setting-updates>.

Mission and Academic Goals (continued)

Increase Ambitious Growth on STAR Student Growth Percentile (SGP)

Elementary School SGP Growth Targets				
	Moderate (50 SGP)	Moderately Ambitious (65 SGP)	Ambitious (75 SGP)	Total % Above Moderate Growth
SY21-22	100% of students will score a 50 SGP or higher	30%	5%	35%
SY22-23		35%	10%	45%
SY23-24		40%	15%	55%
SY24-25		50%	20%	70%
SY25-26		50%	25%	75%

Middle School SGP Growth Targets				
	Moderate (50 SGP)	Moderately Ambitious (65 SGP)	Ambitious (75 SGP)	Total % Above Moderate Growth
SY21-22	100% of students will score a 50 SGP or higher	20%	0%	20%
SY22-23		25%	5%	30%
SY23-24		30%	10%	40%
SY24-25		35%	15%	50%
SY25-26		40%	20%	60%

Mission and Academic Goals (continued)

Increase Ambitious Growth on STAR Student Growth Percentile (SGP)

High School SGP Growth Targets				
	Moderate (50 SGP)	Moderately Ambitious (65 SGP)	Ambitious (75 SGP)	Total % Above Moderate Growth
SY21-22	100% of students will score a 50 SGP or higher	15%	0%	15%
SY22-23		20%	2.5%	22.5%
SY23-24		25%	5%	30%
SY24-25		30%	7.5%	37.5%
SY25-26		35%	10%	40%

Organizational and Financial Goals
<p>Retain High Quality Teachers</p> <p>One of the most critical levers to drive transformation and achieve Hogan’s mission and academic goals is the quality of teaching and retaining Hogan’s strongest teachers. Therefore, Hogan will retain 60% of high performing core content teachers by SY23-24 and 75% by SY25-26. High performing core teachers are those who average a 3 (Proficient) or better on the Hogan Five⁶⁸ observations.</p>
<p>Strengthen Board Oversight</p> <p>The Hogan Board of Directors is committed to improved oversight and accountability for turnaround execution and progress towards these goals. To this end, Board members must be actively engaged and attending meetings. Therefore, the governance goal is for 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.</p>
<p>Grow Cash Reserves</p> <p>Hogan must address the need for better facilities. Over the course of the next charter term, the Board of Directors will establish a reserve fund for the purpose of renovations and maintenance to the high school building and preparation for capital investment to the middle school building. Projected savings goals during the charter term are:</p> <ul style="list-style-type: none"> ● FY21-22 - \$3,000,000 ● FY22-23 - \$3,650,000* ● FY23-24 - \$2,500,000 ● FY24-25 - \$2,570,000 ● FY25-26 - \$2,640,000 <p>*Hogan will spend up to \$1,000,000 of cash reserves in FY22-23 on the new high school project.</p>

⁶⁸ The Hogan Five will be based on the Danielson Framework for Teaching.

A8: School Climate and Culture

Hogan envisions a school climate and culture where students exude their passions and competencies – curiosity for why, initiative to ask hard questions, a collaborative spirit, and clear communication of wants and needs. This vision, and Hogan’s entire theory of action, is predicated on meaningful and intimate relationships. These relationships are multi-faceted and extend beyond the core teacher to student relationships to student to student, teacher to family, teacher to teacher, family to school, school to community, etc. **Every relationship works towards the goal of each student leaving with a distinct competitive advantage.** The Board of Directors and leadership team set the tone for quality relationships – how feedback is provided, what questions are asked, how decisions are made, how resources are allocated – are all rooted in relational strength with a laser focus on the end goal for students.

Quality relationships make students feel valued, connected, and empowered. They position teachers to personalize the learning experience for each student and make families feel secure in choosing Hogan because everyone is devoted to their child’s specific needs. Students are not forced into a “box,” but, through relationships, discover what they love and take steps to flourish in their personalized path. Particularly through Hogan’s advocacy model, close connections with students and families are created through quality relationships. Advocacy allows teachers to deeply know the hopes and dreams of their students and customize a learning path to help them reach their goals.

This is not an environment entrenched in punitive disciplinary policies and practices that have historically disproportionately impacted students of color, and particularly Black, male students.⁶⁹ In the Kansas City School District alone, Black students lose an extra 200 days of instruction, per 100 students enrolled, than White students, due to out-of-school suspension.⁷⁰ Instead, through quality relationships and personalized plans, students will be motivated to show up every day, driven by aspirations that cannot be achieved without their education.

Achieving this vision for climate and culture necessitates not only building quality relationships, but providing layers of support as well. Therefore, Hogan is implementing a PBIS framework, which embeds: (1) use of a new social-emotional curriculum within an advocacy model; (2) tiered supports with school behavior interventionists and social workers; and (3) utilization of data systems to regularly progress monitor climate and culture metrics. These strategies are research-based, emphasize the holistic needs of students, and tailor a continuum of supports to individual student needs. The vision and implementation of these efforts will take time, particularly given the pre-restart climate reality and the

⁶⁹ U.S. Government Accountability Office. (2018). K-12 Education: Discipline Disparities for Black Students, Boys, and Students with Disabilities. Available at: <https://www.gao.gov/assets/700/690828.pdf>.

⁷⁰ Losen, D. J. and Martinez, P. (2020). Lost Opportunities: How Disparate School Discipline Continues to Drive Differences in the Opportunity to Learn. Learning Policy Institute and the Center for Civil Rights Remedies at the Civil Rights Project, UCLA.

on-campus break with remote learning. However, Hogan believes this approach best aligns with the school's mission, philosophy, and needs of its students.

Positive Behavioral Interventions and Supports (PBIS)

PBIS is a schoolwide systems approach aimed at establishing positive student culture and individualized behavior supports necessary to create a safe and effective learning environment for all students.⁷¹ Multiple randomized control trials and real-world implementation effectiveness studies support the program's impact on reducing problem behaviors, reducing in-and out-of-school suspension rates, enhancing school climate, and even improving academic performances (Horner et al., 2009⁷²; see also <http://www.pbis.org/research>). Furthermore, there is gold standard evidence ("Tier One - Strong Evidence") under the Every Student Succeeds Act (ESSA) that suggests that when the key components of PBIS are implemented, it can lead to improved feelings of school safety, reduction in behavioral referrals, and improved student academic performance in elementary schools.⁷³ **Hogan seeks to utilize its PBIS framework to further build on its personalized approach to student engagement and to foster students' core competencies. How the school approaches teaching, encouraging, and discussing expected behaviors will allow students the opportunity to think critically about their actions, effectively communicate what is driving their behavior, and collaborate with their peers in fostering a positive, passion-filled school culture.**

Hogan draws the components of its PBIS framework from the Missouri Schoolwide Positive Behavior Support (MO SW-PBS),⁷⁴ a partnership among the Missouri Department of Elementary and Secondary Education (DESE), the University of Missouri-Columbia (MU) Center for Schoolwide Positive Behavior Support and the Office of Special Education Programs (OSEP) Center on Positive Behavioral Interventions and Supports. MO SW-PBS's essential components cite the PBIS National Center Implementer's Blueprint⁷⁵ and include:

1) Common Philosophy and Purpose

Before embarking on school improvement related to discipline, beliefs about student behavior and discipline must be examined and a new, shared, positive, and proactive philosophy and purpose created.

⁷¹ Sugai, G. and Horner, R. (2009). Responsiveness-to-Intervention and School-Wide Positive Behavior Supports: Integration of Multi-Tiered System Approaches. Available at: <https://eric.ed.gov/?id=EJ870486>.

⁷² Horner, R., et. al. (2009). A Randomized, Waitlist-controlled Effectiveness Trial Assessing School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions*.

⁷³ Colorado Department of Education. Positive Behavioral Interventions and Supports (PBIS) Strategy Guide. Available at: <https://www.cde.state.co.us/uip/strategyguide-pbis#academicStudies>.

⁷⁴ Missouri Schoolwide Positive Behavior Support (MO SW-PBS). (2019). Missouri Schoolwide Positive Behavior Support Handbook. Available at: <https://pbismissouri.org/wp-content/uploads/2019/11/1.-MO-SW-PBS-Handbook-2019-2020-V2.pdf>.

⁷⁵ OSEP Center on Positive Behavior Interventions and Support, U.S. Department of Education, Office of Special Education Programs (2015). Implementation blueprint and self-assessment: positive behavioral interventions and support. Available at: www.pbis.org.

2) Leadership

Effective schoolwide discipline will succeed or fail by the vision, commitment, and amount of personal attention received from the administrator. Clearly, schools with good outcomes have effective leadership at the administrative level but with staff members' views clearly represented in decisions.

3) Clarifying Expected Behavior

Just as schools rely on the direction provided by their academic curricula, success with student discipline begins with clear behavioral expectations. These expectations are not lists of prohibitive rules, but a vision of responsible student behavior and social competence. Agreed-upon student expectations promote consistency across staff through a common language and help develop similar tolerance levels.

4) Teaching Expected Behavior

Once expectations have been defined, systematic teaching of those expected behaviors must be a routine part of the school day. Teaching social behavioral skills calls upon the same methods used to teach academics — direct instruction, modeling, practice, and feedback. At the beginning of the school year and in an ongoing fashion throughout the year, students should be taught how to behave responsibly in each school setting.

5) Encouraging Expected Behavior

Staff must not only teach and model appropriate behavior but also must watch for and provide feedback to students about their behavioral progress. A schoolwide recognition system includes frequent, intermittent, and long-term strategies to provide positive specific feedback along with a variety of positive reinforcement options to meet the needs of students.

6) Discouraging Inappropriate Behavior

Just as students need positive specific feedback when behaving in accordance with expectations, behavior that does not meet expectations requires corrective specific feedback. The use of consequences should extend teaching, decrease future occurrences of the unexpected behavior, and provide students with the motivation necessary for them to begin following expectations.

7) Ongoing Monitoring

Use of data can focus staff's efforts by identifying areas in need of improvement as well as those operating well and keep the effort alive by providing feedback or knowledge of results that promote consistent implementation and renewal. There are several methods useful for monitoring progress and making decisions regarding student behavior and discipline: 1) Surveys — questionnaires or interviews which ask individuals to share their perceptions or experiences related to school discipline; 2) Observations — planned visits to classrooms or non-classroom areas for observing and recording the kinds of behaviors that occur and the level and effectiveness of supervision; observations can confirm or clarify the perception data gathered through surveys; 3) Behavioral Records — using available data from existing school records (e.g., office referrals, attendance, tardies, detentions, suspensions, referrals for assistance or to special education, etc.)

8) Effective Teaching and Learning Practices.

Effective teaching and learning practices are based on the same overarching schoolwide and non-classroom expectations. They are then further articulated through the behaviors/rules and procedures that each instructor decides best fit that classroom. Additionally, some specific evidence-based techniques have been found to be equally applicable to academic and social behavioral instruction. Specific action steps related to these components began in spring 2020 and accelerated during summer 2020 in preparation for the 2020-21 school year. PBIS teams were formed at each building, which include a mix of at least one administrator and teachers. These collective teams, as well as leadership, received a series of trainings with external UMKC consultants related to developing and rolling out PBIS plans. As part of this planning, teams developed building-wide behavior expectations, classroom systems to encourage expected behaviors and discourage inappropriate behaviors, logical consequence progressions, professional development plans, and discipline referral systems. PBIS teams developed and worked with staff on topics including common language and vocabulary, how to explicitly teach behavior expectations, how to give positive and specific feedback, and de-escalation strategies.

Students are expected to emulate the four RAMS expectations with clear language provided for how these attributes are operationalized in the classroom, common spaces, and community.

- 1) **R**esourceful
- 2) **A**ccountable
- 3) **M**arketable
- 4) **S**elf-Confident.

	Classroom	Common Spaces	Community
R Resourceful	Ask for materials Ask questions about content and classwork Take initiative to solve problems	Understand expectations Know what supplies are needed	Know how to find help Understand social expectations
A Accountable	Know and follow expectations Use time wisely; be on task Be “mood” mindful	Follow specific activity procedures Take care of space and people Be considerate of time Be where you are supposed to be	Take responsibility for your actions Take care of space and people
M Marketable	Demonstrate leadership skills	Demonstrate leadership skills Work with others appropriately	Be a good representative of your community

	Work with others appropriately Take risks; try new skills		Take care of community spaces (trash, cleanliness, etc.)
S Self-Confident	Take risks Take leadership roles Share ideas, participate in class	Do what is expected Take care of community spaces (trash, cleanliness, etc.) Help others when needed	Responsibly represent Hogan Prep in a community setting Be a positive role model

As noted in the Restart section (pg. 4), a single unified Student and Parent Handbook was developed, which includes an updated Code of Conduct and behavior matrix. The behavior matrix outlines four levels of increasingly more serious behaviors and associated consequences by level and instance.

Even in a distance learning environment, teachers are still expected to proactively communicate and recognize behavior expectations and utilize redirection and individualized strategies to increase participation. The Hogan team looks forward to returning to in-person learning so as to fully execute the developed plans and move closer to its vision for a transformed school climate and culture.

Multi-Tiered System of Supports

PBIS is built on a multi-tiered system of support model that provides additional behavioral support to students who are not responding to universal or Tier 1 interventions. This tiered system of supports aligns with both Hogan's focus on a personalized learning experience as well as its overall pre-referral system of academic, social-emotional, and behavioral supports described in Section A6: Special Student Populations (pg. 69). The CARE team at each building, encompassed by teachers, counselors, behavior interventionists, instructional coaches, and administrators, oversee identification and monitoring of students across the three tiers described below.

Tier 1: Universal

Tier 1 includes universal management strategies designed to meet the needs of all students across settings (e.g., classrooms, hallways) and develop a common language and focus for staff, students, and families. This includes teaching specific behaviors or social skills that will lead to success in school, providing frequent positive reinforcement for expected behavior, consistently addressing social errors, and arranging teaching and learning environments to ensure success for all.

Tier 2: Targeted

At Tier 2, more specialized, intensive practices and systems are executed for students who have demonstrated behaviors that indicate a risk for future failure and/or whose behaviors have been documented as unresponsive to Tier 1 practices and systems. Tier 2 provides targeted small group

interventions who are at-risk for negative social, emotional, and/or behavioral health outcomes. Interventions prevent the development of more serious problems and also decrease the frequency or intensity of problem behaviors, thereby minimizing their impact.

Tier 3: Intensive

For students whose behaviors indicate a high risk for future failure and/or whose behaviors have been documented as unresponsive to Tiers 1 and 2, highly specialized, individualized supports are provided. In many cases these students have school histories of significant academic and behavioral difficulties over an extended period of time. A functional behavioral assessment (FBA) is conducted, which forms the basis for a student's behavior intervention plan (BIP).

Progress Monitoring

A key component of PBIS and implementing effective tiered systems of support is ongoing monitoring. Teachers and administration are expected to utilize PowerSchool, Hogan's student information system, to diligently track key climate metrics, including attendance, in-school suspensions, and out-of-school suspensions. These metrics are then reviewed by the PBIS leadership team to ascertain students requiring tier two or tier three supports and to monitor progress weekly.

In addition to reviewing these metrics at the student level during these designated times, the full school leadership also reviews these outcomes at its weekly leadership team meetings at the classroom, grade, and overall school level. Leadership also plans to implement a climate and culture survey annually and set targets around key survey items related to staff and students feeling connected, safe, a culture of mutual respect, and a positive and supportive school environment. Climate and culture metrics are shared with the Board of Directors at monthly meetings as part of the Superintendent's report.

Social and Emotional Learning

As described in Section A1: Mission, Vision, Philosophy, and Goals (pg. 20) and Section A2: Curriculum and Instruction (pg. 35), Hogan implemented a new social and emotional learning (SEL) curriculum as part of its advocacy model and class this year. The dedicated time, content, and advocate pairing collectively serve as powerful tools to not only proactively discuss the stated behavior expectations, but to also provide students, who are dealing with so much outside their school time, ways to internally and externally with others process their strengths, needs, and traumas. With the SEL curriculum and advocacy class, students will have the opportunity to reflect on the skills and supports they individually need to unlock their gifts, passions, and potential. SEL and advocates are critical components of, not only, the overall PBIS framework, but the mission of Hogan.

Through implementation of a PBIS framework, including a tiered system of supports, ongoing progress monitoring, and use of the new social emotional curriculum within an advocacy model, Hogan anticipates positive momentum continuing to build in transforming the climate and culture of its buildings. With setting and reinforcing clear behavioral expectations, building strong relationships,

particularly with one's advocate, and tailoring individualized supports as needed, students' connection to Hogan will grow and their confidence and belief in themselves and their passions will be evident. Every student will be truly seen at Hogan where their assets and future success are ignited. Ultimately, the vision is one of self-governance where students have the autonomy to make the right decisions for themselves. In order to prepare students for success in their postsecondary pursuits, student ownership will be not just over their career exposure activities and course selections, but also how they choose to show up each day and demonstrate not just behavior expectations, but the richer set of core competencies as well.

B2: Governing Board Composition

Both the Hogan Board of Directors and school leadership are collectively rooted in the shared, established mission and vision for the school. The mission and vision statements are the anchor for all work and conversations and are actualized in the established accountability goals. The Hogan Board of Directors is currently composed of six Directors, five of whom joined the board within the past three years. Four of six board members are new as of the 2019-20 school year. This recent rebuilding has been intentional and designed to support the school's turnaround efforts. New Directors were recruited through respected referral sources, including SchoolSmartKC and The Strategic Organization, based on their individual skill sets, business acumen, and community involvement. Board members have expertise in a variety of areas, including legal, finance, architecture, engineering, public school administration, community service, and philanthropy. **Board member resumes are provided in Appendix E. The current board is collectively driven by and focused on the transformation plan and established goals with student achievement at the forefront.**

The Board of Directors plans to expand its membership to seven Directors by the end of the 2020-21 school year. The Board wanted to ensure that the recently structured governance committee was operating and self-assessments were completed to inform a quality recruitment and vetting process prior to selection. Current Directors completed a governance profile self-assessment, with support from The Strategic Organization, at the start of this school year to assess how well the board is implementing principles and practices of high performing governing boards and a skills assessment in November 2020. The governance profile self-assessment included six dimensions of good governance: (1) Basic Organization, (2) Effective Leadership, (3) Aligning Quality Teaching and Supports, (4) Creating a Culture for Learning, (5) Continuous Communication, and (6) Using Data. Outcomes of both the governance profile and skills assessments will be utilized to develop a profile for future Director candidates. In addition to this profile, the Board and leadership have already identified development, communications, and marketing as areas of needed professional expertise and are also interested in increasing the racial and gender diversity on the Board. In addition to recruitment, such assessments will drive priorities for further training and support from The Strategic Organization.

While collectively rooted in student success, both the Board and school leadership also recognize the important distinction between governance and management. With governance, the Board of Directors is responsible for setting the overall direction of the school and making decisions on major policy making whereas matters for management include the effective allocation and deployment of resources on a day to day basis to achieve the vision and established goals. The Board focuses its attention on major decisions – monitoring school progress toward meeting established goals, budget approval, school-wide policies, strategic planning, and Superintendent appraisal and support. The Board is not involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. The Board is focused on asking tough questions to push the turnaround vision into reality and holding leadership accountable for established milestones and plans.

To support healthy and productive relations and engagement between the Board and school leadership, clarity regarding roles and responsibilities are discussed regularly. The Board also intends to draft general Board member, officer, and committee job descriptions as part of the newly formed governance committee by the end of this school year. With the commitment to ongoing conversations regarding roles and responsibilities, any needed changes to reporting, communication, and priorities will be made accordingly to enhance the content, form, and structure of the relationship.

Committees

Finance, governance, and academic committees are currently established. The finance committee meets monthly and includes the Board treasurer, Superintendent, Chief Financial Officer, and a representative from EdOps, the third party business manager. Responsibilities of the finance committee include:

- Prepare an annual budget for the organization, in collaboration with the Superintendent and CFO, for presentation to, feedback from, and approval by the full Board of Directors;
- Develop and annually revise a five-year financial forecast and develop long-range financial plans based on that forecast;
- Arrange for an annual audit to be provided to the Board of Directors; provide oversight of the procurement process;
- Review monthly financial statements and variances from budget, and recommend action to the Board, as appropriate;
- Develop annual and multi-year fundraising goals and plans;
- Coordinate the implementation of fundraising plans with staff and other stakeholders;
- Develop a plan for involving all Board members in the non-grant resource development activities of the organization; and
- Report to the Board of Directors at regular meetings of the Board in a manner determined by the Board.

Reference: BoardOnTrack

Prior to the 2020-21 school year, the Board had an executive committee that historically focused on selecting, supporting, and evaluating the Superintendent. As of October 2020, the Board has evolved the executive committee into a new governance committee and includes the Board president, Board vice president, Chief Operations Officer, Superintendent, and two other Board members. The governance committee is primarily responsible for board recruitment, nominations, orientation, training, and evaluation. There was particular urgency to establish the governance committee as board member succession, board member onboarding and training, and committee structures were identified as areas needing improvement in the governance profile self-assessment. The Board intends to work with The Strategic Organization to ensure the committee is utilizing resources and establishing policies and practices in alignment with established governance standards. A sub-committee of the governance committee, with support from legal counsel, will lead the Superintendent evaluation process.

Responsibilities of the governance committee include:

Governance:

- Analyze the skills and experience needed on the Board;
- Create a short and long-term Board recruitment strategy;
- Work with Board Chair and Superintendent on a succession plan for Board officers;
- Recruit members to serve as members of the Board and develop a slate of Directors for consideration by the membership;
- Develop and review annually the procedures for Board recruitment;
- Develop an orientation and training plan for new Directors;
- Assist in the planning of an annual Board retreat and other deeper strategy sessions as needed;
- Regularly evaluate the effectiveness of Board meetings and make recommendations for improvement to the Chair and the full Board as needed;
- Review Board bylaws and recommend updates to the full Board as needed;
- Report to the Board of Directors at regular meetings of the Board in a manner determined by the Board; and
- Annually coordinate an evaluation of the full Board and individual Directors.

Superintendent Support and Evaluation Sub-Committee:

- Develop an annual timeline to support and evaluate the Superintendent, and have this timeline approved by the full Board;
- Annually review and revise as necessary the Superintendent's job description;
- Establish a process for the Superintendent to develop, share, and receive board approval of a set of annual organizational goals;
- Annually implement a comprehensive Superintendent evaluation;
- Annually prepare or revise the Superintendent's contract as necessary; and
- Annually recommend Superintendent compensation adjustments to the full Board, as appropriate;

Reference: BoardOnTrack

The Board also formed an academic committee in October 2020. The academic committee is currently comprised of two board members and the Chief Academic Officer. The academic committee's main role will be to define academic excellence, approve annual goals to attain academic excellence, and measure results against the established goals.

Responsibilities of the academic committee include:

- Define and continue to refine what academic excellence means for Hogan. Ensure all Board members understand the key charter promises made to the community and sponsor;
- Work with the Superintendent to devise clear and consistent ways to measure progress towards stated goals;
- Work with the Superintendent to set annual academic achievement goals, to be presented to and approved by the full board;

- Work with the Superintendent to share annual successes, barriers to reaching academic excellence, and strategies to overcome these barriers;
- Arrange for Board training on issues related to academic oversight and academic achievement, as needed;
- Create specific measurable Board-level goals for the year as part of the full board planning process;
- Report to the Board of Directors at regular meetings of the Board in a manner determined by the Board; and
- Annually evaluate its work as a committee and the objectives it has committed itself to, and report on the same to the Board of Directors.

Reference: BoardOnTrack

The full Board of Directors meets 11-12 times per year. All committees are and will continue to report out at each full Board meeting following a committee meeting to share any critical information to the full Board and to tee up any full Board decisions with context and detail. This includes a financial report and approval of monthly financials and check register. Additionally, the Superintendent provides a report monthly with updates related to the turnaround plan. Attendance and enrollment data is shared and discussed at every meeting, in addition to any available academic data such as new interim benchmark results. The Board, in collaboration with school leadership, intends to create and approve an accountability dashboard, including measures aligned to contract goals and other leading indicators, by the close of the 2020-21 school year. Metrics included in the dashboard will be monitored as frequently as data are available and utilized as part of the Superintendent evaluation process.

The Board is committed to ensuring current and future Board members have the information, orientation, and ongoing training necessary to successfully execute their responsibilities. Recently, new Directors held meetings with the Superintendent and Board chair to review information related to the school history, the turnaround plan, and governance best practices. The new governance committee will be charged with developing a more thorough onboarding protocol and set of materials. The Board plans to coordinate development opportunities for its members at least annually throughout the next charter term. The board intends to continue its engagement with The Strategic Organization for further training related to the self-assessment results as well as general principles and practices of high performing boards. Additionally, through its contract with BoardOnTrack, the board has access to a host of materials and trainings to utilize for governance development.

B3: Management and Operations

With a firm belief in leadership quality as a key driver of school improvement, reconstitution of the school leadership team was an immediate priority of initial turnaround planning. The eight members of the school's leadership team, inclusive of the three building principals, collectively encompass a united vision and depth of experience and expertise to drive successful implementation of the Hogan turnaround. The Superintendent and Chief Operating Officer intentionally sought and hired new principals with expertise and experience aligned to the turnaround vision, including improving urban schools and implementing competitive advantage programming. Brief overviews of each leadership position and the individuals within each role are provided below. Resumes for school leadership are provided in Appendix F.

Superintendent

The Superintendent is the visionary leader responsible for executing on the school's mission and overseeing all aspects of the charter school, which include but are not limited to: board of Directors engagement, budget, educational leadership and curriculum, student discipline, personnel, facilities, general management, communications, and public relations. Dr. Jayson Strickland was appointed the new Superintendent in June 2019. Dr. Strickland has over 20 years of experience in public education at all levels - teacher, principal, executive director, assistant superintendent, and deputy superintendent. His leadership in developing and overseeing instructional, academic, and professional development programs and budgets across multiple schools led to increased graduation and ACT rates, postsecondary outcomes, and students reading on grade level. Skilled in relationship and partnership building, collaboration across stakeholder groups, and data-driven strategic planning aids, he possesses the values and vision to drive Hogan's transformation.

Chief Academic Officer

The Chief Academic Officer oversees the development, organization, evaluation, and operation of the charter school's instructional program and curriculum in accordance with state standards, and applicable policies and regulations. This includes overseeing professional development activities as well as interim and state assessments and providing supervision of special education and English learner programming. Dr. Tamara Burns has been the Chief Academic Officer at Hogan since June 2018. She has nearly 20 years of experience in public education as a teacher, instructional coach, curriculum specialist, and principal. She served as the educational leader of a neighboring Kansas City charter school for four years prior to transitioning to Hogan where she led continuous academic improvement initiatives that resulted in higher student achievement. In her short tenure at Hogan, she has already led significant, positive changes to curriculum, instructional coaching, and professional development.

Chief Financial and Accountability Officer

The Chief Financial and Accountability Officer is responsible for the planning, coordination, and supervision of the charter school's finances, grants, and IT systems. This includes leading efforts to identify efficiencies and implement action plans to simultaneously obtain academic achievement and financial savings. The role also is responsible for compliance, construction management, facilities, and

marketing. Jamie Berry was appointed the Chief Financial and Accountability Officer in September 2019. Ms. Berry has a proven track record in transforming and guiding organizations through extremely challenging startup, turnaround, transition, and change environments. Her depth of skills spans financial management, organizational development, operations leadership, and strategic planning. As Executive Director of a national museum, Ms. Berry led the museum's turnaround, launching a \$9.2 million capital campaign, doubling museum attendance, and increasing earned revenue 90%.

Chief Operating Officer

The Chief Operating Officer oversees transportation, nutritional services, safety and security, human resources, and other operational areas. This includes leading human capital recruitment, hiring, onboarding, and retention policies and practices. Dr. Tanya Shippy was appointed the Chief Operating Officer in June 2019. Dr. Shippy has 38 years of experience as a teacher, principal, assistant superintendent, director of human resources, and human resources specialist. She is an experienced leader in human resources recruitment, selection, and retention and has had responsibility for payroll and benefits, employee evaluation processes, staff recognition and incentive programs, and staff surveys, focus groups, and committees. She also served as Hogan's interim Superintendent during the 2018-19 school year and provided sound leadership during significant leadership and personnel transitions.

Director of Special Education

The Director of Special Education oversees all aspects of the special education process, including screening, identification, individualized education plan development, and placement of students with disabilities. The position is responsible for ensuring compliance with all applicable state and federal laws, including the Individuals with Disabilities Act, and providing professional development to special education and regular education teachers related to their roles in meeting the needs of students with disabilities. Adrienne Kelly assumed the Director of Special Education role in June 2019. Ms. Kelly has 20 years of experience as a special education teacher, department head, and process coordinator. Prior to joining Hogan, Ms. Kelly served as the special education process coordinator for a large school district and facilitated staff trainings on special education compliance and best practices.

Principals

The Principal is responsible for all aspects of the building, which include but are not limited to: instruction, curriculum, staff supervision and evaluation, staff development, student discipline, record keeping, public relations, and maintenance of building and grounds. The Principal is expected to effectively collaborate and communicate with leadership in planning for and implementing adopted plans, programming, and policies.

Edwin Wright was appointed the new high school Principal in August 2019. Mr. Wright has over 15 years of experience as a teacher, student academic coach, instructional coach, and lead instructional coach for secondary schools. Mr. Wright's expertise in strategic planning, highly effective pedagogical strategies, and inspiring others to collectively work towards a common goal have and will continue to be an asset in implementing Hogan's new vision and turnaround plan.

Annelise London was appointed the new middle school Principal in August 2019. Ms. London has 15 years of experience as a teacher, grade level chair, professional development committee representative, and executive director/principal. She has particular expertise in building positive school climates, managing professional development, and building collaborative teaching structures. With a particular need to focus on transforming the climate and culture at the middle school, Ms. London's strengths are a particular asset.

Marcella Clay was appointed the new elementary school Principal in August 2019. Ms. Clay has 35 years of experience as a teacher, assistant principal, principal, executive director of instruction, and assistant superintendent. She has extensive experience and expertise in the administration and implementation of a school board's vision, student performance and achievement, educational programs, and staff development. Her core competencies include instructional leadership, team building and leadership, organizational transformation, data-driven improvement, and effective communication, which all directly align with the needs of Hogan's turnaround.

Organizational charts for school leadership and each building are found in Appendix G. All chief-level and principal positions report to the Superintendent. Principals intentionally report to the Superintendent as the buildings serve as hubs for the collective responsibilities of the leadership team and provide the Superintendent with a window into how programming and services are functioning across duties.

With a big focus on dramatic academic improvement and developing graduates with competitive advantages, the organizational chart includes two instructional coaches at the elementary school, two instructional coaches at the middle school, and an instructional coach and market value assets coach at the high school. The market value assets coach is a new role this year with responsibility for executing the vision for career exploration and building partnerships and programming at the high school to support the acquisition of market value assets. The instructional coach roles were intentionally revised prior to the 2020-21 school year to elevate the expectations and responsibilities. All instructional coaches were required to re-apply for their positions with only half being asked to return for the 2020-21 school year. Instructional coaches are expected to build teacher capacity in executing high yielding instructional practices and promote reflection and continuous improvement in alignment with state and curricular standards and assessment tools. Hogan leadership strongly believes these six positions will be a critical lever for improving student achievement and executing the new vision for student success.

The building level organizational charts reflect Hogan's commitment to meeting students' holistic needs with a behavior interventionist and counselor at the high school, an SEL team at the middle school, which includes the behavior interventionist, in-school suspension monitor, and social worker, and two behavior interventionists at the elementary school along with two assistant principals at each building.

Hogan leadership believes this organizational structure will remain relatively consistent throughout the next charter term as the team seeks to implement its collective vision and continue deepening the common vision and commitment to collaboration exhibited to date. As plans are implemented fully,

leadership will continually assess its needs and how to best utilize its existing human capital. However, no major changes to the number of leadership and non-instructional positions are anticipated with a modest increase in the number of instructional growth to accommodate a modest increase in the number of students served. The projected five-year budget, found in Appendix K, includes the following staff schedule:

Staffing Schedule						
	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25	SY25-26
# Instructional Staff	76	79	79	79	79	79
# Non-Instructional Staff	41	41	41	41	41	41
# Total Staff	117	120	120	120	120	120
# Total Students	1015	1206	1275	1290	1295	1302
Instructional Staff to Student Ratio	13.36	15.27	16.14	16.33	16.39	16.48
Non-Instructional Staff to Student Ratio	24.76	29.41	31.10	31.46	31.59	31.76
Total Staff to Student Ratio	8.68	10.05	10.63	10.75	10.79	10.85

The Chief Operating Officer is responsible for ensuring that all background checks and family care safety registry checks, as required by law, are conducted for every employee.

B4: Staff Recruitment, Retention, Replacement, and Training

Just as Hogan's mission is to unlock the greatness of each student, the school is also deeply committed to developing, supporting, and retaining the highest quality teachers and staff. As the front-lines connectors with students day in and day out, teachers are the heart and soul of building a warm school culture and unlocking students' academic potential and passions. With vast changes planned for and underway, teachers cannot execute on heightened expectations alone. The Hogan leadership team and instructional coaches have been very intentional with building layers of support and other initiatives within the last year and a half to demonstrate its commitment to its teachers.

The human capital strategy at Hogan required significant rebuilding and is setting a more solid foundation for improvement. A pervasive culture of exhaustion, kid blaming, and low expectations, particularly at the middle and high schools, was apparent and required dramatic overhaul. Roughly 50% annual turnover across three years was exceptionally hard. Students who stayed had very few stable adults present in their lives at the place they spend most of their waking hours. Staff who remained were anxious about the expectations ahead for them. And new staff were walking into environments with heightened urgency to transform the current state of teaching and learning. Leadership had to be thoughtful and intentional about how they communicated different and higher expectations while building staff morale and buy-in. With leadership more heavily involved in the hiring of staff for the 2020-21 school year, foundational rebuilding steps are underway to develop a collective team united behind the new mission and vision for the future.

Recruitment

With such significant turnover across multiple years, the leadership team recognized the importance of articulating the essential attributes it sought in new hires as part of a larger effort to foster core values across all staff and buildings. These attributes include:

Student Centered: Students are the focus of all our work.

Sense of Urgency: The time to act is now.

High Expectations: Excellence is expected from everyone every day.

Collective Responsibility: Together we are better and accountable to each other.

Results Driven: Meaningful results must be achieved.

Relationships: Quality relationships with all stakeholders is a necessity.

All aspects of the hiring process, from phone screens, interview questions, demonstration live lessons, and reference checks, have been updated to reflect a focus on identifying these attributes. Furthermore, given the great deal of work to be done, the team has and will continue to prioritize candidates with experience teaching in urban settings and who demonstrate successful implementation of the Hogan Five throughout all aspects of the hiring process as well as candidates of color, particularly given the

research on the positive role model effects that can last into adulthood and shrink the educational attainment gap.⁷⁶

Other efforts to bolster recruitment of the strongest staff possible include completing a salary assessment and subsequent salary scale update, modifying the recruitment and position filling timeline, and expanding the frequency and types of recruitment efforts. The comprehensive salary assessment occurred during the 2019-20 school year and resulted in across the board adjustments to the teacher salary schedule. While adjustments at each level were only one to three percent, these became cumulative for teachers higher up on the schedule with some teachers receiving increases of eight to eleven percent. Hogan leadership believes these increases provide salary levels competitive to other schools in Kansas City and will bolster both recruitment and retention efforts. In addition to salary increases, referral bonuses were instituted in spring 2020 for certified, hard to staff areas as an additional means to invest staff in remaining at Hogan and building a strong collective team.

The Chief Operating Officer views recruitment as a year round, ongoing process with a particular focus on an early start and early offers to the extent possible. Recruitment efforts are multi-pronged and include university partnerships for student teachers, participation in school fairs for graduating college seniors, campus visits to education programs at universities in the metro area, sharing information with TEACH Kansas City, and conducting additional outreach to the community via social media and the school's website. The interview process will start earlier this year as well in an attempt to secure high level talent who are ready to make a commitment for the upcoming school year. With seven paraprofessional positions, there is also an interest in identifying strong candidates for teaching positions and supporting their path to certification.

Hogan is not alone in the challenges that exist in recruiting and hiring teachers who possess both the attributes and experience desired as well as appropriate credentials.⁷⁷ However, the team strongly believes there will be a positive inertia between implementing turnaround plans, enhancing human capital recruitment and support efforts, and the teacher pool available and ultimately hired. Primary challenges contributing to teacher shortages, which include low teacher pay, tough school environments, and inadequate training, early career support, and professional development opportunities,⁷⁸ are all being proactively addressed by the Hogan team. In addition to the salary assessment and increases, the Hogan turnaround prioritizes improving the school environment and providing layers of teacher support. Through the implementation of research-based models for climate and culture and social-emotional supports, student advocates and leadership, a new model for

⁷⁶ Gershenson, S., et. al. (2018). The Long-Run Impacts of Same-Race Teachers. National Bureau of Economic Research. Available at: <https://www.nber.org/papers/w25254>.

⁷⁷ Missouri Department of Elementary and Secondary Education, Office of Educator Quality. (2019). Teacher Shortage Report for Missouri. Available at: <https://dese.mo.gov/sites/default/files/ApprovedTeacherShortageReport2019.pdf>.

⁷⁸ García, E. and Weiss, E. (2019). The Teacher Shortage is Real, Large and Growing, and Worse than We Thought. Economic Policy Institute. Available at: epi.org/163651.

instruction, and K-12 career exploration pathway, the Hogan team believes dramatic changes have started and will accelerate - and ultimately impact teachers' interest in the school and commitment to stay. Furthermore, a host of teacher supports are now in place, from coaching and professional learning communities to professional development that are described in greater detail below.

With a particular challenge in finding credentialed high school math teachers, Hogan also began utilizing Edgenuity and the Missouri Course Access and Virtual School Program (MOCAP) in the 2020-21 school year to ensure certain upper level math courses are taught by a properly certified teacher. For each Edgenuity course, the school has also hired two math proctors to provide additional supports to students struggling in these classes. Hogan leadership intends to continue assessing the use of Edgenuity and MOCAP moving forward to ascertain the level of student knowledge and achievement gains while also affording greater flexibility with how students' time is used. In alignment with the school's mission and focus on personalizing career experiences and the acquisition of market value assets, the heightened flexibility of this strategy is attractive.

In fall 2020, Hogan developed a strategic talent calendar to approach not only recruitment, but all aspects of talent cultivation and retention, more systematically. Research demonstrates that teachers and students perform better when their schools coordinate services systematically, instead of adding them piecemeal.⁷⁹ Therefore, this ongoing effort to collectively plan out and strategically time activities related to recruitment/hiring, developing principals, diversity, equity, and inclusion, retention and onboarding, and compensation and benefits will bolster not only hiring the best staff, but increase satisfaction and retention as well.

Professional Development

The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction. Highly effective instruction that meets this demand does not happen by accident and requires significant time and work. According to a report entitled "Why Professional Development Matters,"⁸⁰ while some teachers are naturally more effective than others, all effective teaching is a result of study, reflection, practice, and hard work. And regardless of whether students are high, low, or average achievers, they will learn more if their teachers regularly engage in high-quality professional development.

Hogan's approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. Adult learning that is collaborative, continuous, embedded in daily practice, and focused on student achievement enables educators to

⁷⁹ Osher, D., et al. (2018). Creating Safe, Equitable, Engaging Schools: A Comprehensive, Evidence-Based Approach to Supporting Students. American Institutes for Research. Available at: <https://www.air.org/resource/creating-safe-equitable-engaging-schools-comprehensive-evidence-based-approach-supporting>.

⁸⁰ Mizell, Hayes. (2010). Why Professional Development Matters. Learning Forward. Available at: <https://learningforward.org/wp-content/uploads/2017/08/professional-development-matters.pdf>.

understand and implement new instructional strategies and practices. Therefore, Hogan not only provides dedicated professional development days and opportunities for off-site professional development, but is also implementing robust coaching models internally and with an external partner, professional learning communities, and a video library, all described in greater detail below.

A focus for Hogan is on shifting the paradigm from a focus on teacher needs to a focus on student learning needs and how teachers can support high levels of student learning. When professional development happens through an analysis of student learning outcomes, the most important in-school determinant of a student's success, the quality of teaching, can be impacted. This approach aligns with Hogan's transformation vision, which is rooted in cultivating a student-centered culture where all adults are working collaboratively to best meet the needs of individual students and unlock their passions and potential. With the needs of students at the forefront, the substance of ongoing, embedded professional development has and will continue to concentrate on the school's turnaround plans with the following areas of focus for the 2020-21 school year:

Instructional focus (main focus this year):

- Clear understanding of mission, vision, and goals
- Understanding the Hogan instructional model with particular clarity around the Hogan Five of the Danielson Framework
- Standards-based planning

Assessment focus:

- Common assessments at grade level
- Required formative (STAR, Evaluate) and summative assessments (MAP)
- Other formative assessments utilized by teachers
- Data reflections and use

Climate and culture focus:

- Positive Behavioral Interventions and Supports (PBIS)
- Ripple Effects Social Emotional Curriculum

Results from external reviews and visits, including school quality reviews, are also diligently examined by Hogan leadership to confirm or revise areas of focus for professional development. For example, results from the October 2020 school quality review related to classroom climate, instruction, assessment, and high expectations directly align with Hogan Five priorities across all types of ongoing professional development with specific emphasis from the report woven into every opportunity to discuss practice with staff.

As teachers increase their execution of the Hogan Five, leadership envisions the instructional focus of professional development evolving to more deeply focus on personalized, real-world learning to develop student competencies beginning in summer 2021 and intensifying through the remainder of the charter term. This includes training and materials to support personalization of learning (e.g., differentiation

strategies, building connections to students' interests and prior knowledge, enriching the advocacy model) and real-world learning (e.g., project-based learning, embedding career exploration, rubric development). Creating a truly personalized learning experience tailored to each student's academic needs, strengths, and passions will underscore all professional development plans throughout the remainder of the charter term. Hogan will also maintain a consistent focus on literacy professional development as students cannot be successful throughout their academic coursework and graduate with a distinct competitive advantage if their literacy in reading, writing, speaking, and listening is not approaching or on grade level.

Hogan held nearly two weeks of professional development in the summer before the start of the 2020-21 school year with three days allotted exclusively for new staff and six additional days allotted for all staff. There are also four scheduled all-staff professional development days on the 2020-21 school calendar. Leadership has also developed and made available to all staff a library of asynchronous videos tied to the new instructional model and Hogan Five. The special education team also coordinates monthly professional development internally and externally for special education staff across a host of topics including student personalization, compliance, behavior strategies, quality data collection, and IEP goal progress monitoring.

Staff are also encouraged to lead and participate in other professional development opportunities throughout the city. Leadership and staff participated in the Amplify: Empowering KC's Educators of Color for Student Success convening and the KC EdCollective UnConference to connect with other educators throughout the city and share ideas and best practices. Leadership looks forward to encouraging staff to share the great work of Hogan's transformation through further convening and collaboration opportunities during the next charter term.

Beginning Teacher Assistance Program (BTAP)

As part of Hogan's focus on ongoing, job-embedded professional development opportunities, Hogan expanded its partnership with Teach for America in fall 2019 to provide supplemental coaching and supports to new teachers as part of Beginning Teacher Assistance Program (BTAP) requirements. With 13 new teachers at the elementary school as of the 2019-20 school year, Hogan recognized the importance of significant support from day one to accelerate their confidence, teaching capacity, and role in the school's turnaround.

Through this partnership, first and second year teachers and new teachers to Hogan at the elementary school are provided bi-monthly mentorship meetings, monthly individualized coaching sessions, and monthly whole group sessions. The program's primary focus areas align to MO DESE's BTAP requirements and include:

Classroom Environment

1. Classroom management techniques
2. Time, space, transitions and activities management
3. Awareness of diverse classroom, school and community cultures

Student Engagement & Motivation

1. Effective instruction
2. Clear learning goals and/or objectives
3. Student voice and choice
4. Teaching and learning activities with high student engagement

Professional Communication

1. Effective communication with students, mentors, colleagues, and parents
2. Verbal and nonverbal communication techniques
3. Effective use of technology and social media communication

Education-Related Law

1. Certification requirements
2. Professional rights and responsibilities
3. Self-assessment and professional learning

All Hogan staff, pre-kindergarten through grade 12, are also welcome to participate in the monthly group sessions. Further details related to the partnership components are included in the services agreement found in Appendix H.

Instructional Coaching

Recognizing the important role that ongoing, active coaching can play in supporting teachers' development and retention, Hogan's leadership has worked diligently to both build a strong, shared understanding of effective coaching and ensure highly capable individuals were filling the six instructional coach positions across the three buildings. As part of phase two of prioritizing quality leadership as a key driver of school improvement, all instructional coaches were required to re-apply for their positions between the 2019-20 and 2020-21 school years. With raised expectations for the role and new tiered coaching model, half the instructional coaches returned with the second half new as of this school year.

Hogan's coaching philosophy is that everyone deserves a great coach who executes a tiered approach to meet each teacher's unique needs and ultimately positively impacts student learning. The purpose of instructional coaching is to accelerate the learning for all students by building teacher capacity to implement effective instructional strategies. However, each teacher needs different support to build his/her capacity. An overview of Hogan's tiered coaching model is provided below.

Tiered Coaching Model		
Tier 1	Tier 2	Tier 3
Dialogical Coaching: Jim Knight- Impact Cycle <i>Identify. Learn. Improve</i>	Facilitative Coaching: Cognitive/ Reflective	Directive: Get Better Faster
Teacher: Has valuable knowledge, but may need other knowledge to improve. Coach: Balances advocacy with inquiry. Does not share advice, but possible strategies with teachers and let teachers decide which one will help meet their goals.	Teacher: Knows what they need to improve. Coach: Focuses on the teacher's reflection with an inquiry approach of asking powerful questions.	Teacher: Must implement new knowledge to improve. Coach: Share knowledge directly.

Instructional coaches are expected to coach teachers 80% of their time. This 80% includes observations, planning with teachers, modeling effective teaching strategies, attending professional learning community meetings, and examining student work. The focus is on building teacher capacity.

Instructional coaching is not:

- Evaluating teachers;
- Providing information that would be used for evaluation;
- Serving as a substitute teacher;
- Serving as the principal designee;
- Taking primary responsibility for instruction of a specifically assigned group of students; nor
- Disciplining students in an administrative capacity.

The focus of these collective efforts is currently the Hogan Five subset of the Danielson Framework for Teaching indicators. As the seven student core competencies are rolled out this school year, coaching activities will also grow to encompass planning and executing lessons that drive competency development.

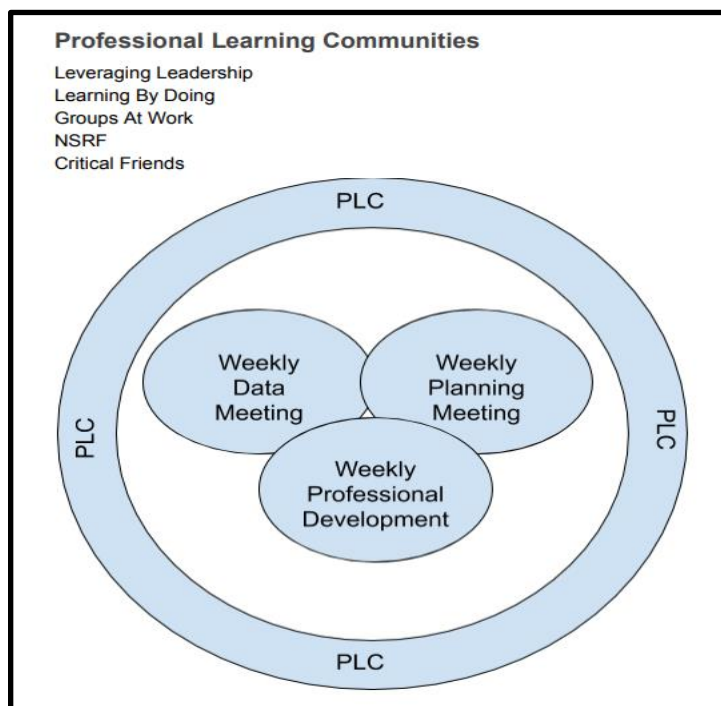
The Chief Academic Officer, in collaboration with the School Improvement and Data and Assessment Coordinators, are providing professional development for coaches related to the new coaching model and tiered supports. To support consistency in expectations for coaches, this work also entails involving principals in understanding the new coaching model and how to best implement the model in their respective buildings.

Furthermore, in addition to instructional coaching, behavior interventionists, who have received more intensive training on the social emotional curriculum and PBIS, are providing ongoing support to teachers as needed in these areas.

Professional Learning Communities

As part of the focus on collaboration and relationships, leadership and principals revised building schedules to afford all teachers, across the three buildings, dedicated time weekly to meet within a professional learning community (PLC) as well as a grade level team. Prior to instituting this new structure, staff had roughly 60 minutes per week to meet. Now teachers have double this amount of time for thoughtful collaboration and professional learning.

A lead teacher has been identified for each community to foster teacher leadership in drafting the agenda, facilitating the meeting, and building overall capacity. Instructional coaches also play a role in highlighting trends building-wide. Lead teachers and instructional coaches are focusing on supporting two areas for PLC engagement during the 2020-21 school year:



1) Setting Content Rigor: Identifying priority standards and ensuring that all assessments and tasks are aligned to those priority Missouri Learning Standards.

2) Student Achievement Data Analysis: Identifying trends, at both the student-level and standard-level, across interim assessments and weekly formative assessments and what is next for re-teaching, small groups, and targeted student supports.

At the elementary and middle schools, grade level teams also meet once a week to discuss students of concern, make plans for additional or revised supports, and share updates on student progress. Because scheduling is more challenging at the high school level, high school teachers are currently meeting only once a week where time is split between these two PLC priority areas and student needs. However, revisions to schedules will afford high school teachers time to have both a grade level meeting focused on student needs and a professional learning community focused on student skill development (rather than concepts given that few high school teachers teach the same subject) and data analysis beginning in the second semester of the 2020-21 school year.

Teacher Evaluation

In addition to continuous coaching related to the Hogan Five, teachers receive more formal observations by their respective assistant principal and/or principal six times per year. Currently, leadership utilizes the Network for Educator Effectiveness (NEE) classroom observation tool for teacher evaluation. Following each observation, a conference is held with each teacher to provide feedback and identify next steps for improving practice. Results of the six NEE observations help inform employment decisions for the following school year.

The NEE tool was in use for formal observations prior to the arrival of the new leadership. Given the numerous changes instituted over the past year and a half, leadership wanted to bolster instructional staff's familiarity with and use of the Danielson Framework prior to its utilization for formal evaluation. However, the NEE tool has been cross walked with the Hogan Five to identify aligned priority areas for feedback following observations using the NEE tool. In spring 2021, the leadership team and instructional coaches plan to review cumulative Danielson and NEE data and decide whether to proceed with transitioning exclusively to the Danielson Framework for supportive coaching and formal evaluation.

Teacher quality is an absolutely critical factor to the success of Hogan's transformation. Therefore, teachers who, after receiving clear performance expectations and coaching support, and still are not scoring, on average, at level 3 and 4 (proficiency and distinguished) on the Hogan Five elements and at level 5, 6, or 7 on the NEE indicators across two consecutive years, analyzed in conjunction with student performance data, will be considered for termination. Hogan is deeply committed to the ongoing development of all current staff and future hires through multiple layers of support and tailoring such supports to their most critical needs. However, ultimately Hogan must ensure that its teachers are making strides towards goal attainment in order to successfully prepare graduates with a distinct competitive advantage.

Teacher Retention

Collectively, Hogan leadership believes strongly that the turnaround plans, layers of support, opportunities for involvement and advancement, and a revised salary and benefits package will support increases in teacher retention over the next charter term. Just as a personalized learning system is prioritized for students, the tiered coaching model and professional development have similarly been intentionally structured to personalize individual supports to each teacher based on their unique needs.

Hogan is committed to fostering an adult culture that marries high expectations with high levels of support while fostering inclusiveness and openness to really understand what teachers need and the role they want to play in fostering Hogan's success. Teachers are professionals that Hogan deeply respects and seeks their involvement in decision-making and leadership roles throughout the school,

which research demonstrates is strongly related to student achievement.⁸¹ This includes opportunities to take on leadership roles as PLC facilitator, committee member, professional development presenter, curricula developer, and more full time positions as they open in instructional coaching, assistant principals, and coordinator roles.

To further support teacher involvement, voice, and retention, a faculty advisory committee was formed last school year with six to seven staff from each building. The committee met and continues to meet monthly with the chief operating officer to give their feedback and share ideas. Leadership has instituted exit interviews with all leaving staff to better understand what is driving teachers' decisions and what changes the school could consider. Furthermore, a formal staff survey will be initiated this year to better identify and address systemic issues which may be impacting staff retention.

While Hogan believes that revamped recruitment and hiring processes paired with personalized supports and leadership opportunities will lead to an effective team who remains committed and stays, leadership also plans to continue utilizing its observation and student data to identify teachers who are not meeting expectations for delivering the instructional quality Hogan students deserve. Therefore, with baseline retention of 58% between the 2019-20 and 2020-21 school year, Hogan leadership is seeking to increase this rate by five percentage points annually, in recognition of an interest in keeping talent while maintaining transparent standards for quality practice. Outcomes in relation to goals for overall retention, and retention of high quality staff included in A7: School Specific Goals, will be diligently tracked and discussed by leadership and the Board of Directors.

⁸¹ Ingersoll, R.M., et al. (2017). School Leadership, Teachers' Roles in School Decisionmaking, and Student Achievement. Consortium for Policy Research in Education. Available at: https://repository.upenn.edu/cgi/viewcontent.cgi?article=1014&context=cpre_workingpapers.

B5: Student Recruitment and Enrollment

Student recruitment and enrollment are inextricably linked to the new vision for Hogan's transformation. Through all recruitment efforts described below, **Hogan is focused on communicating its theory of change and why any student entering Hogan will build connections immediately, be sincerely heard in crafting a personalized educational journey, and ultimately supported to realize lifelong success. This vision is not for some students, it is for all students, regardless of past or circumstance.**

Hogan is committed to open, equitable enrollment processes. As part of this commitment, Hogan Prep participates in a local consortium of charter schools who use a common application system and process called SchoolAppKC. Hogan leadership joined this citywide effort in 2019 as part of its efforts to enhance the consistency of policies and procedures across the three buildings. The group follows an established process and timeline each year and the application only requests basic information required to identify the grade of interest and contact information. A random lottery is held in early March should applicants exceed spaces available with higher weight given to siblings of currently enrolled students. When students leave over the course of a school year, an annual waiting list is utilized to fill such spots accordingly.

Hogan begins formal recruitment in October of each year. Recognizing the importance of maintaining enrollment, the leadership team has and will continue to execute a multi-pronged recruitment plan annually during the charter term. Recruitment activities include:

- **School Events:** Community outreach events and information sessions at each campus to invite current and prospective families to tour the school, meet staff, and get questions answered regarding the school community. At such events, information will be shared regarding Hogan's mission and personalized, career-focused approach to education;
- **City-Wide School Fair:** Participation in the city-wide school fair, whether in-person or virtual, where more than 1,000 families have attended historically;
- **Preschool Outreach:** Visits to local preschools, including Operation Breakthrough, to share informational materials and information directly with families related to Hogan's program.
- **Open Houses:** Participation in charter school open houses for students moving to middle school;
- **Community Engagement:** Information sharing and meetings with local pastors and community organizations. Hogan identified 14 local churches and 23 community partners for engagement.
- **Enrollment Tables:** Enrollment tables outside of local grocery stores;
- **Re-Enrollment Outreach:** Re-enrollment communications with students/parents through newsletters, take home packets, phone calls, and text messaging; and
- **Enrollment Follow-Up:** Weekly follow up calls with those who have not yet completed the enrollment process.

In addition to continuing these recruitment efforts, new and creative recruitment efforts will also be instituted beginning this year and into the next charter term to not only address challenges associated with COVID-19, but to also continue building recognition of Hogan's new mission and educational focus. These new recruitment undertakings will include:

- **Intensive Marketing Campaign:** Developing an intensive marketing campaign, utilizing broadcast media, social media, direct mailings, email blasts, school newsletters, and sporting events to promote awareness of Hogan and its mission and unique offerings in Kansas City;
- **Local Feeder Relationship Building:** Developing stronger relationships and hosting recruitment nights at local feeder schools, particularly those ending in the 4th or 5th grades. Matriculation and retention of such students will aid in filling spots in the middle school, the grade band with the highest student transition. Efforts to build such relationships can occur both virtually and in-person through calls, emails, information sharing, and other meetings;
- **Virtual Outreach Videos:** Creating virtual engagement videos with similar information to what would be provided at community outreach events be shared on the website and with prospective families and the larger community via email; and
- **Family Ambassadors:** Utilizing current families as ambassadors in sharing information related to the school's program and offerings and distributing applications to friends, colleagues, and neighbors.

While students may have other school options in the neighboring community, Hogan strongly believes its model and approach to education sets it apart. As a school determined to fully embrace all aspects of personalized, real-world learning to support each student's unique, holistic needs and facilitate the building of passion and life purpose, no other school in Kansas City offers this vision. What is most important about execution of the outlined recruitment plans is the content and substance of the information shared and the thoughtful interactions prospective families and those receiving information about the school have with the Hogan team. **The personalized experience starts with recruitment. By demonstrating a willingness to listen to families' wants, needs, and concerns and communicate effectively how Hogan's model addresses such areas, Hogan believes it can stand apart from other options in the community.**

To support families whose first language is not English knowing that Hogan is an option for their children, staff are committed to ensuring translation and interpretation services are available to any family as needed. Furthermore, the SchoolAppKC online application website can be translated into eight different languages.

Hogan also provides bus transportation for any student residing more than one mile from their respective campus with kindergarten students transported door to door. Given that families may not have access to a vehicle, may have work commitments during school hours, and may not live near a quality school option, this is an investment Hogan is committed to providing for its students and families.

With Hogan’s history of visibility in the community, paired with new recruitment efforts and a reputation that should improve as the turnaround picks up, the school is confident in meeting the enrollment projections set forth below. The projections call for a modest annual increase, spread across the three campuses.

Student Enrollment						
	SY20-21	SY22-21	SY22-23	SY23-24	SY24-25	SY25-26
Pre-Kindergarten	38	38	38	38	38	38
Elementary	364	413	442	447	452	459
Middle	247	325	335	345	345	345
High	364	430	460	460	460	460
Total	1,013	1,206	1,275	1,290	1,295	1,302

Historically, approximately 70 to 75% of Hogan students who enrolled during one school year return for the following year. Therefore, backfilling is required in order to meet student enrollment projections. The annual lottery and waiting list are used to fill such seats that open throughout the year. In addition to filling existing seats, increased enrollment is also needed at two particular transition points – pre-K to Kindergarten and 5th to 6th grade. Hogan currently allocates 38 pre-K seats through its partnership with Operation Breakthrough, while targeting at least 66 Kindergartners annually. At 5th grade, the current enrollment goal is 55 students, which jumps to 85 students in 6th grade. Therefore, recruitment efforts will particularly focus on bridging connections with other preschools and schools ending in 5th grade to support filling these additional seats.

As Hogan’s model is fully implemented over the next charter term, the school anticipates a reduction in the amount of backfilling required. Through implementing a truly personalized learning experience – an advocate who deeply connects with each student, social and emotional programming tailored to students’ needs, academic interventions or advancement opportunities based on students’ levels, and career-focused activities tied to students’ passions – students will be invested in their education and remain committed to Hogan.

B6: Parent/Guardian, Community, Higher Education & Employee Involvement

The importance of families and the community in supporting student success is explicitly included in Hogan's new mission and vision statements. This is intentional as families and community stakeholders throughout the Kansas City metro play vital roles in realizing the new mission and vision for Hogan and supporting students' educational and lifelong success.

Family Engagement

Within a vision of personalized learning, where students are individually planning their futures, partaking in career paths and experiences aligned to their interests and strengths, and working closely with their advocate to address any barriers, families play a vital role in supporting students' ongoing commitment to school and their long-term success. At the same time, poverty and systemic racism influence a host of issues families may be facing – hunger, joblessness, unstable housing, incarceration, and more. Hogan has intentionally built layers of support into its new model to proactively address or connect families to organizations to aid in addressing challenges that arise.

Research⁸² confirms the importance of parent engagement for student's success and well-being.

According to the research, children with engaged parents are more likely to:

- Earn higher grades or test scores,
- Graduate from high school and attend post-secondary education,
- Develop self-confidence and motivation in the classroom, and
- Have better social skills and classroom behavior.

And less likely to have low self-esteem, need redirection in the classroom, and develop behavioral issues⁸³.

Therefore to build parents and guardian's involvement in their students' school experience, Hogan has taken a variety of new steps since 2019. With the implementation of the advocacy model, advocates are now expected to serve as a primary liaison with families, knowing the ins and outs of each student's story, progress, and needs and communicating regularly with parents and guardians. There is an emphasis placed on building a strong partnership where the advocate can be approached less as a teacher and more as a close individual who is doing anything and everything to improve the school experience of the student.

⁸² American Psychological Association. *Parent Engagement in Schools*. Available at: <https://www.apa.org/pi/lgbt/programs/safe-supportive/parental-engagement/default.aspx>.

⁸³ Sheldon, S. B. and Jung, S. B. (2015). *Parent Involvement and Children's Academic and Social Development in Elementary School*. Johns Hopkins University, School of Education.

Additionally, as noted previously, Hogan hired a new Student Services Coordinator beginning in the 2020-21 school year. As part of this role, the Coordinator started a Hogan Parent Academy, where she meets monthly with families across all grades to ensure they feel invested and heard as a key voice in shaping Hogan. The Coordinator played a large role at the onset of remote learning to support families' access to technology and comfort with the virtual learning structures. As part of this commitment to deepening relationships with families, the Coordinator will also play a role in connecting families to other services and organizations as helpful to meet their needs and support retention within the Hogan school community.

As detailed previously in A5: Target Population, joblessness, underemployment, single parent families, struggles with alcohol and drug dependency, and other issues significantly impact Hogan students' and families' wellbeing. In order to provide further assistance to students and families, Hogan is exploring various community partnerships with a particular interest in joining the Impact Missouri program.⁸⁴ This program, run by the local non-profit, Metro Lutheran Ministries, is designed to increase family stability as a "one-stop shop" for providing targeted wrap-around services for homeless and at-risk families residing in the KCPS boundaries. Identification, evaluation, tracking, and active case management is at the core of the program with a goal to permanently lift families out of poverty.

Community Partners

While much of the new leadership's first year spent stabilizing school climates and planning the new direction, Hogan leadership also prioritized cultivating a group of key and new community partners to aid in launching its efforts. While most of these partners have already been highlighted throughout the document, they are also confirmed below with contracts and memorandums of understanding available in Appendix H.

SchoolSmartKC: SchoolSmartKC (SSKC) has been a crucial partner in Hogan's turnaround efforts. With a shared belief in the greatness of Hogan's students, the organization awarded Hogan a significant three-year grant in fall 2019 to kickstart the turnaround efforts. Grants funds have and will continue to be used for strategic plan implementation, leadership development, and staff recruitment and retention efforts.

Ewing Marion Kauffman Foundation: The Kauffman Foundation has been a valued partner since fall 2019 in support of Hogan's turnaround efforts and theory of change, particularly related to career preparation and market value asset acquisition. During the 2019-20 school year, grant funding supported external consultants to assist in turnaround planning, professional development related to real world learning, and site visits to redesign exemplars. During the 2020-21 school year, grant funding will support the hiring of a market value assets coach, career pathway equipment and materials, and further professional development related to individualized learning plans and real world learning.

⁸⁴ More information related to the Impact Missouri program is available at: <https://www.mlmlkc.org/impact.html>.

Operation Breakthrough: As of last school year, Hogan partnered with Operation Breakthrough to operate a pre-kindergarten program, serving up to 38 students. The groundwork and application to the state to add a grade occurred during the 2018-19 school year as part of SSKC's Pre-K Cooperative. The Pre-K Cooperative's founding group included three early education partners and six school partners who worked collectively on curriculum, assessments, and quality standards to set a high bar for program quality and build consistency from pre-K and beyond. With extensive research supporting the importance of early childhood education, Hogan is excited to have this opportunity available to its community and allow its youngest learners a jumpstart on their educational experience. Hogan also selected Operation Breakthrough as its early education partner due to a host of additional supports the organization will provide or coordinate for Hogan families, including access to their clothes closet, food bank, counseling services, and, through a partnership with Children's Mercy Hospital, access to health screenings and services.

PREP-KC: To provide additional external expertise in developing career-related experiences and market value asset opportunities as part of Hogan's theory of change, Hogan has partnered with PREP-KC, a local organization that partners with schools and districts to create and implement strategies that improve college and career preparation. As part of the MOU, PREP-KC provides ongoing access to industry professionals and virtual college and career experiences through the Connector online platform. Additional technical assistance is provided related to:

- Developing a continuum of College and Career Experiences for students across grades K-12;
- Developing student programming that leads to acquisition of market value assets; and
- Deepening individualized learning plans, student advocacy, and industry-specific market value assets.

Hire KC: Hogan has formed a partnership with Hire KC, a local organization that connects public, private, and nonprofit sectors with young people to provide work-based opportunities. Hire KC is partnering with businesses and intermediaries across the metro area to host the first annual ReThinkED Youth KC symposium in the spring of 2021. Hogan is submitting a team of students to lead a session, in collaboration with two teachers, and attend various workshops as part of the event.

Goodwill of Western Missouri and Eastern Kansas (MoKan): Goodwill MoKan is a nonprofit organization that empowers the surrounding community to discover their full potential through the power of work. Currently, Goodwill is partnering with Hogan on two separate Client-Connected projects – a marketing and promotional materials project this fall and a sustainability and eco-systems project in spring 2021. Hogan foresees continuing to partner with Goodwill MoKan in the future as the organization has experience, expertise, and need.

CommunityAmerica: CommunityAmerica, a credit union which operates 32 locations in the Kansas City area, will be facilitating a Client Connected Project in the Spring of 2021 for all Hogan freshman students. Each student will participate in a six-week project designed to help young adults learn and understand the fundamentals of money management skills needed to succeed financially in the future while gaining real world experience.

The FIVE Network: The FIVE Network operates the first Mentor Operating System (mOS), which connects students to influential and caring mentors from across the country via the safe and secure mobile FIVE app. Hogan seeks to have all freshman participate in the FIVE mentorship program to increase their access to personal and professional networks, something Hogan students have historically lacked access to networks to achieve success, despite their innate talent, desire, and hard work.

University of Missouri-Kansas City and the Institute of Urban Education: Hogan has joined the pilot Grow Your Own dual credit program, led by UMKC and IUE, as part of an education track within the health and human services pathway. Particularly given teacher shortage, retention, and diversity issues in the teaching profession, Hogan looks forward to fostering students' experience within the education field should this be an area of personal interest.

University of Central Missouri: Hogan has a partnership with UCM to participate in the university's Western Missouri Educational Technology Consortium (WeMET). As part of this opportunity, students are able to participate in dual credit opportunities, taking courses in oral communication and various other CORE 42 courses.

Missouri Western State University: Hogan also has a partnership with MWSU for students to participate in the university's Early College Academy Leadership Program. As part of this program, students will have the opportunity to take courses in introduction to leadership, communication, psychology, and sociology.

Teach for America: As described in Section B4: Staff Recruitment, Retention, Replacement, and Training (pg. 95), Hogan engaged Teach for America before the start of the 2019-20 school year to support mentorship, instructional coaching, and group sessions for new teachers as part of the Beginning Teacher Assistance Program (BTAP). Given the number of teachers new to Hogan, having additional, external supports on a consistent basis for new staff is a positive step for supporting their development and retention.

As the Hogan team seeks to expand the types of market value asset experiences students can access, including internships, client projects, industry-recognized credentials, and apprenticeships, the school plans to actively engage new partners. A major responsibility of the new MVA coach is to bridge new relationships with college and career entities aligned to the pathways and students' passions. For example, conversations are underway with the Truman Medical Center to support career experiences for students pursuing the health and human services pathway.

In addition to partnerships for implementing the new Hogan mission and approach to learning, Hogan remains committed, and is working to deepen, its engagement with community organizations that provide a host of supports to students and families. These community services are critical to striving towards Hogan's vision of unlocking the potential of not just students, but families and the community as well. The table below provides an overview of community collaboration activities.

Community Collaborations		
Collaborating Agency	Services or Resources Provided	Activities Planned
GKC Boys and Girls Club	Before/after school care, summer programming	Before/after school care, summer programming
Operation Breakthrough	Before and after school care/summer programming	Before and after school care/summer programming
Giving Basics	Given out to students and families as needed	Always available to students and families
Cerner First Hand Foundation	Free physicals, dental, hearing, and speech screenings. Health referrals and financial assistance available.	Annual screenings on-site
Bright Smiles	Free dental exams and cleanings	Annual screenings on-site
Harvester's Food Bank	Food assistance	BackSnack Program – weekly food distribution for weekends
Fox 4 Love Fund for Children	Teen Christmas Assistance, general assistance to students in need	Sack it for Santa Teen Christmas Bags and general assistance
ReStart Family and Teen Programs	Family shelter and shelter for unaccompanied youth, transitional living program	Refer homeless students as needed
Synergy Teen Crisis Center	Crisis shelter, transitional living, mental health, etc. for unaccompanied homeless youth	Refer homeless students as needed
Swope Health Services	Community Health Center	Refer homeless students as needed
KCMO Health Department	Immunizations	Free immunization clinic open to all KCMO

Hogan has strong name recognition in the community it serves. However, there is little evidence indicating that past school administration did anything to build upon this significant benefit. The new leadership team prioritized community building and engagement from day one. Over the course of his first year at Hogan, Dr. Strickland took every opportunity to meet with parents, community members, political representatives, other charter and public school leaders, and funders. He shared Hogan's new vision and received positive feedback and helpful suggestions. The State representative for Hogan's neighborhood has been very supportive of Hogan's vision to serve as a change agent for the community. Appendix I contains letters of support from Hogan partners and supporters who believe the new vision and theory of action are exactly what is missing and needed for generations of poor, Black students failed by the Kansas City school system. The Hogan Board of Directors and leadership are intent on expanding their connection to and influence across the city as the school advances its transformation.

C3: Facilities

The Board of Directors and leadership strongly believe that Hogan’s transformation vision and the greatness of each student must be reflected in the state of Hogan’s school buildings. Hogan students deserve 21st century learning environments that reflect and unlock their excellence and potential. This is not the current reality at Hogan. The multitude of issues raised in the IFF assessments – years of deferred maintenance, broken drinking fountains, unreliable heat – sends a message to students about their worth, a message in absolute contrast to what Hogan truly believes about each and every one of its students. Therefore, while making immediate improvements to the physical environment, Hogan has established a facilities committee to make recommendations on the long-term redevelopment plans.

As described in Section A5: Target Population (pg. 60), Hogan remains deeply committed to its students and families, who predominantly reside east of Troost along the SWOPE corridor, where the school’s current three facilities are also located. For most of Hogan’s families, the three school buildings are within a reasonable distance of their residences and either walkable or a short bus ride, provided by the school. The middle school building is approximately 1.5 miles east of the high school building, both just south of 64th street. The new elementary school building, which Hogan moved to before the 2019-20 school year, is just shy of two miles north of the middle school.

At the high school, given the dramatic costs associated with addressing a number of the building’s deferred maintenance needs, the facilities committee, which includes Board, leadership, staff, and student representation, is developing a future building plan and assessing programmatic needs to accommodate 21st century learning. To date, the committee determined that construction of a new high school facility on the current campus is the preferred approach. Final committee recommendations are anticipated by the end of the 2020-21 school year to inform architectural plans and project needs. The Board and leadership are targeting the 2022-23 school year to open the new high school.

Not only do the current facilities not reflect the worth and amazingness of Hogan students, but they are also not designed for the types of experiences, scheduling, and flexibility the school envisions for its students as part of a personalized learning approach to education. Hogan imagines flexible spaces to accommodate 21st century personalized learning – small work spaces for students to complete coursework at their own pace, spaces that can expand from classrooms to larger rooms for career-related exhibitions and events, and technology and equipment aligned to career pathway experiences and investigations. Hogan began work with GastingerWalker&, an architecture and design firm headquartered in Kansas City, in summer 2020 to prepare draft facilities plans aligned with this vision for review by the facilities committee (see Appendix J).

While all three buildings are up to code and adequate for launching the first phase of the school’s turnaround, there are long-term aspirations to consolidate from three buildings to two, serving grades K-6 at the middle school location and grades 7-12 at the high school location, by 2030. Such a consolidation will also result in annual operating savings, which can be redirected to student programs

and services, and support student retention by reducing the number of transition points from building to building.

While the current budget includes adequate allocations for ongoing facility maintenance and compliance, it is not inclusive of the capital funds required for more large-scale renovation or replacement projects. Therefore, creation of a capital sinking fund is a goal for the next charter term with actualization of construction projects in a subsequent renewal period. With experience successfully completing a \$10M capital campaign for a former employer, the Chief Financial Officer will lead the implementation. She will work collaboratively with the Superintendent and Board of Directors on plan execution. This focus on building up cash reserves is reflected in the financial goal included in A7: School Specific Goals.

Hogan's transformation vision also focuses on the important role of families and the community to support student success and ultimately drive community improvement at large. As part of this commitment, Hogan's facilities will remain welcoming presences in the community. Whether it is sports organizations using the gym facilities or other local organizations needing meeting or event space outside of school hours, Hogan wants to continue to explore ways in which it can be a larger resource to the greater community beyond just its students and families.

Dissemination of Best and Promising Practices

With much positive momentum built to date and a theory of change Hogan believes will profoundly improve every student's lifelong outcomes, the Hogan team looks forward to building meaningful connections with the larger community, including other schools, industry, postsecondary institutions, and local organizations. Hogan will be eager to share the successes of its transformation to ultimately positively impact more children throughout the region and country, particularly those failed to date by the public school system.

Since initial changes, Hogan leadership and staff have already participated in and presented at multiple conferences, including the Amplify: Empowering KC's Educators of Color for Student Success, hosted by the Ewing Marion Kauffman Foundation, and the KC EdCollective UnConference. The Hogan team plans to continue and expand its attendance and presentation at these and other conferences into the next charter term. Furthermore, Hogan staff have participated in the KC EdCollective's learning labs, visiting other Kansas City schools to observe best practices in action and bring ideas back to Hogan. The visits were a nice opportunity to step out of the day-to-day and be reflective with peers about current practices within one's own school and classroom. Hogan looks forward to being a host site for such learning labs during the next charter term to expose colleagues across Kansas City to the impact of a personalized, real-world model, a model demonstrating that the outcomes and narrative around what is possible for low-income, Black students can dramatically change.

Hogan has also formed a partnership with DeLaSalle Charter High School in Kansas City as both schools were recipients of real-world learning community grants from the Ewing Marion Kauffman Foundation. Through this partnership, design teams from each school meet or check in, typically monthly, to brainstorm and refine each school's respective work related to market value assets and career pathways. With different emphases and programming within a similar overarching goal of graduating students with more than just a diploma, the partnership has been beneficial for refining the specializations of each school. Hogan looks forward to continuing this relationship into the next charter term to support one another in accelerating the positive impact of such an approach.

In addition to continuing these current efforts over the next charter term, Hogan will broaden and deepen its influence within the greater Kansas City community and serve as a model for personalized, real-world learning and changing the life trajectories of low-income, Black students. This includes inviting a variety of stakeholders (families, industry, universities, community partners, etc.) to demonstrations and client-connected projects where students showcase their career-related experiences and core competencies – initiative, effective communication, information analysis, problem solving, and more.

Future efforts will also include inviting other schools within KCPS, the charter sector, and greater region to plan with and observe Hogan in action and establishing leadership study groups with other administrators across the metro and country. Hogan will also meet the needs of regional industry and

postsecondary institutions by “disseminating” Hogan’s most valuable asset, its students. Hogan students’ distinct competitive advantage will be apparent – abundant talent and passion, strong academic mastery, and the competencies to be successful from day one. Hogan will build human resource pipelines to local industry and recruitment pipelines to postsecondary institutions as students will be eager and prepared to make their distinct mark.

Budget

The five-year budget and assumptions, included in Appendix K, sets forth conservative revenue, enrollment, and attendance projections while investing in the personnel and resources necessary to execute the transformation. Should potential budget or cash flow challenges arise, Hogan’s finances are in a stable position to draw on a short-term line of credit as needed. The school has a history of executing lines of credit with the most recent line of credit of up to \$700,000 in 2016 paid off as of June 30, 2019.

Conclusion

For nearly 80 years, Hogan has been serving students from Kansas City’s poorest zip codes who possess limitless potential and deserve the world. And while Hogan has stayed true to who it serves, the school has not lived up to its promise of a quality, well-rounded education that supports students’ lifelong success. The Hogan Board of Directors and leadership team are resolute in changing this reality and possess the vision, expertise, and urgency to transform all aspects of the school - climate, culture, human capital, instruction, programming, financial stability, facilities. With a strong leadership team, thoughtful planning, and future direction established, a new charter term looks bright for executing the robust plans detailed in this application and creating a school community that authentically embraces each student’s passions and challenges in building personalized paths to forever change their lives.

Appendices

Narrative Section	Appendix Letter	Document
Restart	A	Prior Sponsor Performance Summary
Restart	B	Facilities Assessments
Assessments	C	Assessment Calendar
Special Populations	D	Special Education Letter and Findings
Governing Board	E	Board Member Resumes
Management/Operation	F	Leadership Resumes
Management/Operation	G	Organizational Charts
Community Involvement	H	Partnership Agreements and MOUs
Community Involvement	I	Letters of Support
Facilities	J	Draft Master Plan
Budget	K	5-Year Budget and Assumptions

Appendix A: Prior Sponsor Performance Summary



HOGAN PREP ACADEMY

Summary of HPA FY16-19 Performance based on University of Central Missouri Accountability Reports

Cumulative Total

Total Benchmarks Met				
	FY16	FY17	FY18	FY19
LEA	5/8	4/8	4/8	3/7
High School	7/11	6/10	7/9	6/10
Middle School	4/9	4/9	2/7	3/8
Elementary School	7/8	6/8	2/5	6/8
Cumulative	23/36 64%	20/35 57%	15/29 52%	18/33 55%

Summary - Hogan Preparatory Academy LEA

Standard	FY16	FY17	FY18	FY19
LEA 1.1 Annual Performance Report. Hogan Preparatory Academy will meet or exceed 50% of the MSIP 5 performance indicators applicable to the school as generated by Missouri's Annual Performance Report (APR) as per MSIP 5 guidelines and calculations.	Met	Met	Partially Met	N/A
LEA 1.2.1 Status Compared to KCPS. HPA students will generate a higher MAP Index score than the KCPS on a majority of the required assessments in the content areas of English Language Arts, Mathematics, Science and Social Studies.	Not Met	Not Met	Not Met	Not Met
LEA 1.2.2 Status Compared to KC Peer Schools. Students will generate a higher MAP Index score than KCPS peer schools on a majority of the required assessments.	N/A	N/A	N/A	N/A
LEA 1.2.3 MAP Proficiency	Test Data Not Available	Test Data Not Available	Not Met	Not Met



HOGAN PREP ACADEMY

LEA 1.3.1 Progress Within APR. As a K-12 LEA, Hogan Preparatory Academy will make improvement in those content areas falling below State expectations. HPA will earn “Progress” points for any content area from the previous year’s APR in which the school’s MPI scores fell within the Floor or Approaching levels. LEA Supporting Data for Standard 1, Academic Achievement, will be utilized for this indicator.	Not Met	Not Met	Not Met	Partially Met
LEA 1.4.1 Growth within APR. HPA will earn “Growth” points as calculated for MSIP 5 Growth Measures within the school’s APR supporting data. LEA Supporting Data for Standard 1, Academic Achievement, will be utilized for this indicator.	Not Met	Not Met	Not Met	Not Met
LEA 1.4.2. Annual Gain on Nationally-Normed Assessment. For each year of attendance at HPA, the majority of HPA students will make one year or more growth as determined by a gain in the NCE scores on the Fall-to-Fall nationally normed assessment assessments.	Met	Met	Partially Met	Partially Met
LEA 1.5.1 Attendance. As a K-12 LEA, Hogan Preparatory Academy will exceed the KCPS average for student attendance.	Met	Met	Partially Met	Partially Met
LEA 1.5.2. Retention. As a K-12 LEA, Hogan Preparatory Academy will retain 70% or more of its student body (grades 1 through 12) from the preceding fall.	Met	Met	Not Met	Not Met



HOGAN PREP ACADEMY

Summary - Hogan Preparatory Academy High School

STANDARD	FY16	FY17	FY18	FY19
HS 1.1 Annual Performance Report. Hogan Preparatory Academy High School will meet or exceed 50% of the MSIP 5 performance indicators applicable to a 9-12 high school as per MSIP 5 guidelines and calculations for the Missouri's Annual Performance Report (APR).	Met	N/A	N/A	N/A
HS 1.2.1. Status Compared to KC Public Schools. HPA students will generate a higher MAP Index score than the KCPS on a majority of the required assessments in the content areas of English Language Arts, Social Studies, Mathematics and Science.	Met	Met	Partially Met	Met
HS 1.2.2 Status Compared to KC Peer Schools. HPA students will generate a higher MAP Index score than peer KC public schools on a majority of the required assessments.	Met	Met	Met	Met
HS 1.2.3 MAP Proficiency - ELA	Test Data Not Available	Test Data Not Available	Partially Met	Not Met
HS 1.2.3 MAP Proficiency – Social Studies	Test Data Not Available	Test Data Not Available	Partially Met	Not Met
HS 1.2.3 MAP Proficiency – Math	Test Data Not Available	Test Data Not Available	Not Met	Not Met
HS 1.2.4 (ACT) HPA 12 th grade students will generate an average ACT score higher than the KCPS average.	Not Met	Not Met	Not Met	Not Met
HS 1.3.1 Progress Within APR. Hogan Preparatory Academy will make improvement in academic content areas falling below State expectations. HPA will earn “Progress” points for any content area from the previous year’s APR in which the school’s MPI scores fell within the Floor or	Not Met	Not Met	N/A	Not Met



HOGAN PREP ACADEMY

Approaching levels.				
HS 1.4.2. Annual Gain on Nationally-Normed Assessment. – MATH For each year of attendance at HPA, the majority of HPA students will make one year or more growth.	Met	Met	Partially Met	Partially Met
HS 1.4.2. Annual Gain on Nationally-Normed Assessment. – ELA For each year of attendance at HPA, the majority of HPA students will make one year or more growth.	Met	Met	Met	Not Met
HS 1.5.1 Attendance. HPA students will exceed the KCPS average for student attendance.	Met	Met	Partially Met	Partially Met
HS 1.5.2 Retention. HPA students will HPA will maintain a Fall to Fall retention rate of 70% or more as a positive indicator that the school is a viable school of choice for its stakeholders.	Met	Met	Partially Met	Partially Met
HS 1.5.3 Graduation Rate Hogan Preparatory will demonstrate a graduation rate higher than the KCPS	Not Evaluated	Not Evaluated	Met	Met
HS 1.5.4 Post Secondary Indicators. As a college preparatory program, HPA students will exceed the KCPS average for key post-secondary indicators.	Met	Met	Partially Met	Met



HOGAN PREP ACADEMY

Summary - Hogan Preparatory Academy Middle School

STANDARD	FY16	FY17	FY18	FY19
MS 1.1 Annual Performance Report. Hogan Preparatory Academy Middle School will meet or exceed 50% of the MSIP 5 performance indicators applicable to a 6-8 middle school as per MSIP 5 guidelines and calculations for the Missouri's Annual Performance Report (APR).	Not Met	Not Met	N/A	N/A
MS 1.2.1 Status Compared to KCPS. HPA Middle School students will generate a higher MAP Index score than the KCPS on a majority of the required assessments in the content areas of English Language Arts, Mathematics and Science.	Not Met	Not Met	Partially Met	Not Met
MS 1.2.2 Status Compared to Peer Schools. HPA Middle School students will generate a higher MAP Index score than peer KC public schools on a majority of the required assessments in the content areas of English Language Arts, Mathematics and Science.	Met	Met	Met	Partially Met
MS 1.2.3 MAP Proficiency	Test Data Not Available	Test Data Not Available	Not Met	Not Met
MS 1.3.1 Progress Within APR. Hogan MS will make improvement in academic content areas falling below State expectations. HPA MS will earn "Progress" points for any content area from the previous year's APR in which the school's MPI scores fell within the Floor or Approaching levels.	Not Met	Met	N/A	Partially Met
MS 1.4.1 Growth within APR. HPA Middle School will earn "Growth" points as calculated for MSIP 5 Growth Measures within the school's APR supporting data.	Not Met	Not Met	N/A	Not Met
MS 1.4.2 Growth on Nationally Normed Assessment. -Math For each year of attendance at HPA, the majority of HPA students will make one year or more growth as measured by the Fall to Fall scores of a nationally normed assessment.	Not Met	Met	Partially Met	Met



HOGAN PREP ACADEMY

MS 1.4.2 Growth on Nationally Normed Assessment. – ELA For each year of attendance at HPA, the majority of HPA students will make one year or more growth as measured by the Fall to Fall scores of a nationally normed assessment.	Met	Not Met	Not Met	Met
MS 1.5.1 Attendance. Hogan Prep Middle School students will exceed the KCPS average for student attendance.	Met	Met	Not Met	Not Met
MS 1.5.2 Retention. Hogan Prep Middle School will maintain a Fall to Fall retention rate of 70% or more as a positive indicator that the school is a viable school of choice for its stakeholders.	Not Met	Met	Not Met	Not Met



HOGAN PREP ACADEMY

Summary - Hogan Preparatory Academy Elementary School

STANDARD	FY16	FY17	FY18	FY19
Performance Report. Hogan Preparatory Academy Elementary School will meet or exceed 50% of the MSIP 5 performance indicators applicable to a K-5 elementary school as per MSIP 5 guidelines and calculations for the Missouri's Annual Performance Report (APR).	Met	Met	N/A	N/A
ELEM 1.2.1 Status Compared to KCPS. HPA Elementary students will generate a higher MAP Index score than the KCPS on a majority of the required assessments in the content areas of English Language Arts, Mathematics and Science.	Met	Not Met	Not Met	Partially Met
ELEM 1.2.2 Status Compared to Peer Schools. HPA Elementary students will generate a higher MAP Index score than peer KC public schools on a majority of the required assessments in the content areas of English Language Arts, Mathematics and Science.	Met	Met	Partially Met	Met
ES 1.2.3 MAP Proficiency	Test Data Not Available	Test Data Not Available	Not Met	Not Met
ELEM 1.3.1 Progress Within APR. Hogan Preparatory Academy Elementary School will make improvement in academic content areas falling below State expectations. Hogan ES will earn "Progress" points for any content area from the previous year's APR in which the school's MPI scores fell within the Floor or Approaching levels. School Supporting Data for Standard 1, Academic Achievement, will be utilized for this indicator.	Met	Met	N/A	Partially Met
ELEM 1.4.1 Growth within APR. Hogan Preparatory Academy Elementary School will earn "Growth" points as calculated for MSIP 5 Growth Measures within the school's APR supporting data.	Met	Met	N/A	Met



HOGAN PREP ACADEMY

ELEM 1.4.2. Annual Gain on Nationally-Normed Assessment. – MATH For each year of attendance, the majority of Hogan Prep Elementary School students will make one year or more growth.	Met	Not Met	Partially Met	Partially Met
ELEM 1.4.2. Annual Gain on Nationally-Normed Assessment.- ELA For each year of attendance, the majority of Hogan Prep Elementary School students will make one year or more growth.	Not Met	Met	Not Met	Partially Met
ELEM 1.5.1 Attendance. HPA Elementary students will exceed the KCPS average for student attendance. This performance indicator will utilize the District Attendance Rate as collected and reported by DESE's Missouri Comprehensive Data System.	Met	Met	Not Met	Partially Met
ELEM 1.5.2 Retention. HPA will maintain a Fall to Fall retention rate of 70% or more as a positive indicator that the school is a viable school of choice for its stakeholders.	Met	Met	Not Met	Not Met

Appendix B: Facilities Assessments

HOGAN PREPARATORY ACADEMY – Elementary School
Facility Assessment
2803 E 51st Street., Kansas City MO 64130

Prepared by IFF
October, 2019

Illinois

333 South Wabash Ave.
Suite 2800
Chicago, IL 60604
312 629 0060

Indiana

The Platform
202 East Market St.
Indianapolis, IN 46204
317 860 6900

Michigan

3011 West Grand Blvd.
Suite 1715
Detroit, MI 48202
313 309 7825

Missouri

911 Washington Ave.
Suite 203
St. Louis, MO 63101
314 588 8840

3105 Gillham Road
Suite 200
Kansas City, MO 64109
816 335 4200

Ohio

500 South Front St.
Suite 125
Columbus, OH 43215
614 484 1811

Wisconsin

215 North Water St.
Suite 225
Milwaukee, WI 53202
414 563 1100

INTRODUCTION

On behalf of Hogan Preparatory Academy and School Smart KC, IFF visited the newly occupied Elementary School formerly known as the Mary Kelly Community Center, located at 2803 E 51st St., Kansas City MO 64130 on September 13th, 2019 as part of a Facility Assessment. During the visit, IFF conducted a visual assessment of the building and site in order to render an opinion on the physical condition of the facility.

This Facility Assessment describes the current physical condition of the building and grounds and includes identification of deficiencies with the site, building enclosure, and building systems; preliminary analysis of building code and accessibility compliance issues; prioritization of items to be addressed; and cost estimates for critical items.

OVERVIEW

The building was originally built in 1926 and was expanded at least twice (in the 1950's and 1960's) by adding additional classrooms and a gymnasium. The Facility is approximately 44,330 square feet and the property consists of a land area of approximately 3.86 Acres. The site includes an asphalt parking lot containing around 75 parking stalls, a small wood-chipped playground, a separate large asphalted playground, and a designated refusal storage/pickup drive. IFF believes that the building was occupied by Graceland Elementary School since it was constructed prior to Graceland closing its doors in 2010. IFF also assumes that the building sat vacant until 2013 when the building was sold and renovated to become the Mary Kelly Community Center. IFF has it under good authority that the building has recently undergone another renovation during the summer of 2019 and has, once again, become an elementary school ran by Hogan Preparatory Academy.

SUMMARY OF FINDINGS

Overall the building is in substandard condition. The condition is typical of buildings of this age which have not received significant investment in repairs and maintenance and that have sat unoccupied for an amount of time. This building will require moderate renovations simply to repair/replace antiquated building systems and other building elements that have suffered from deferred maintenance. Even though the building has been renovated several times over the years, those renovations appear to have either expanded the building, or addressed items that were not functioning properly and have not addressed the kind of regular maintenance needed to keep the building in good condition. IFF recommends that

Hogan hire a property management company to help manage repairs and building maintenance moving forward. This will help prolong the lifespan of the building and its systems so capital can be prioritized towards components that will increase the efficiency, comfort, quality, and occupant experience. IFF can give recommendations for property management companies to consider if requested.

Short Term Priorities

IFF observed several physical deficiencies that should be addressed in the short term which, left uncorrected, would result in greater damage and expense to repair. These high priority deficiencies include:

1. Life Safety Concerns
 - IFF observed deadbolts on some of the exterior egress doors of the building. This is an urgent life safety concern and these locks must be immediately removed from all emergency egress doors. Building occupants must always be able to safely and reliably exit the building.
 - Exposed electrical wiring poses an electric shock hazard.
2. Building Exterior
 - Roof replacement of the lower roof over the lunchroom, art room, music room, and cafeteria
 - Masonry repointing and repairs to prevent more severe issues in the future
 - Cleaning and painting all lintels
 - Caulking all windows and doors
 - Fixing all concrete stairs
3. Building Systems
 - Thorough servicing of heating system
 - Replacement of Make-up Air Unit in the kitchen
 - Addressing exposed wiring
4. Programmatic Deficiencies - In addition to the physical deficiencies, there are programmatic changes that would positively impact either instruction or staff and student morale.
 - Building Accessibility – The building would be significantly improved by making it fully accessible to all occupants.
 - Classrooms– Thorough cleaning of the basement area to allow for more programs or storage
5. Building Maintenance Operations
 - Staff noted and IFF observed that the building fails to present an image to students and staff of a bright and clean environment for learning. There are many locations where the building finishes are damaged and/or worn that

need to be addressed. Missing floor tiles, mismatched paint, damaged walls, water stained floor tiles, rusted door frames, and damaged door veneers are common throughout the building and contribute to a feeling the building is not well maintained. IFF recognizes that this facility is new to the organization and Hogan has made significant improvements since the was acquired. IFF recommends additional phases of work be done that eventually brings the building up to Hogan's standards.

FACILITY AND CODE ISSUES

Based on the IFF's site visit, the observed conditions are organized into categories and are listed below as areas of concern. The conceptual budget included in this report is based on the recommendations to follow. IFF understands Hogan Prep's desire to prioritize the facility needs. Subsequently, the conceptual budget is broken down into four categories: Immediate Cost, Intermediate Cost, Long-Term Cost, and Quality Improvement Cost. The budget is intended to be used for financial planning purposes only. The actual cost of the work will vary depending on the full scope of work required. Once Hogan Prep has determined the extent of renovations desired, IFF recommends that the scope be confirmed by a licensed architect and a detailed budget developed by a qualified general contractor.

Immediate Cost (1-2 Years) includes items that present a risk to the viability of the building in the near-term and may include threats to life safety or integrity of major building systems. Also included are items that will most likely need to be addressed before selling or leasing.

Intermediate Cost (3-4 Years) includes items or building systems that are near the end of their service life and will need to be replaced in the near future. Repair or replacement of items in this category is not critical at this time but will need to be addressed in 3 to 4 years. This category can also include code violations that do not pose an immediate hazard.

Long-Term Cost (5+ Years) includes items that would bring the facility to full compliance of modern-day standards and address all maintenance and replacement needs. IFF recommends funding a replacement reserve in anticipation of the need for these items. It should be noted that IFF's long-term recommendations represent the full extent of work to be done on the facility required to make the facility fully accessible and Code compliant.

Quality Improvement Cost includes items that improve the quality of the building environment, increase the building's value, increase building efficiency, and contribute directly to the effectiveness of the facility to serve its purpose. These items are of lesser priority and do not concern life-safety issues.

Building Site

- **Site:** Overall, the site is in sub-par condition. Determining factors are: Fencing is rusted and damaged in some areas, landscaping is overgrown or dead in some areas, the site lacks a proper drop-off/pickup location, and an obvious designated main entry or façade is not apparent from street view but by reading small signs printed off and taped to the door glass.

The south end of the site has a large parking lot along with two playgrounds and a small courtyard. The courtyard abuts the parking lot and is separated by a fence and wooden retaining wall. The retaining wall is failing and in need of immediate replacement to prevent additional repairs. The large parking lot possesses approximately 70 stalls and will be addressed later in the report. The two playgrounds vary in size. The smaller playground is presumed to serve the younger children served by the school. The second playground is a much larger area that is covered in asphalt and located at a lower elevation. Both play areas show signs of deferred maintenance that present a safety hazard. The smaller playground contains broken benches and play equipment. The larger playground contains cracks throughout the asphalt and a long flight of concrete stairs with large cracks in the landings, broken and leaning treads/risers, and non-code compliant handrails exhibiting rust. Furthermore, the large playground was not observed by IFF to have an accessible route for ADA compliance. Several handrails are set in loose or crumbling concrete curbs which present a safety hazard if not addressed soon. The small courtyard contains a pergola in need of typical maintenance.

The north side of the site consists of a vehicular drive for a small parking lot, trash enclosure, and kitchen delivery area. The small parking lot contains five stalls, three of which are designated accessible. The trash enclosure appears to be currently used for parking delivery vehicles and an outdoor break area for kitchen staff. The trash bins have been moved out of the enclosure area and placed in the accessible parking stalls. This is a violation of accessibility codes, creates an unsanitary condition, and present a poor image to the community. IFF recommends correcting this issue asap.

The west side of the site contains an asphalt area that appears to be used for overflow parking despite the fact that there are no designated parking stalls and vehicles can only access the area by driving over the curb.

The east side of the site contains a cast-in-place concrete retaining wall, concrete stairs to the basement, and concrete stairs to the main level of the building. These elements are in fair to poor condition with both stairs having spalled concrete in need of repair.

As Quality Improvement measure, IFF recommends having a licensed architect review the current site and develop a new site plan that fully serves the programmatic needs of the school including outdoor recreation, site circulation, parking, landscaping, deliveries, and trash management. IFF also recommends hiring a licensed landscaper to service and maintain the grounds to present a more positive image to students and the community. Additionally, the school should hire a playground vendor to design and install age-appropriate and safe playgrounds. An anticipated cost for these items has been provided with this report in the attached budget.

- **Site flatwork:** Concrete walkways and stairs around the facility are in fair to poor condition and should be repaired or replaced in the near term. The uneven walking surfaces present a safety hazard to students, staff, and visitors. Both the private drive and the asphalt parking lot require maintenance. The pavement requires resurfacing, sealing, restriping stalls, and sections of curb/sidewalk require repair or replacement. Stalls along the fence line could also benefit from bump stops to prevent vehicles from damaging the fencing. If not addressed soon, these conditions will continue to get worse due to resulting in even higher repair costs. Because these items pose a physical hazard or will worsen over time, IFF has identified them as in need of Immediate Improvement.

Building Envelope

- **Roof:** The building utilizes a “flat” roof system consisting of two types of membranes in separate areas. One is a TPO roof membrane covering the main classroom corridor and gymnasium. The other membrane is a built-up system commonly referred to as a “tar and gravel” roof. Water is removed from the roof by internal roof drains located throughout the roof. The roof membranes are terminated with metal copings and fascia. An assessment from a licensed roofer was performed as recent as March of 2019. The report reads that the TPO system should last another 8 or so years with regular maintenance (Long Term Improvement). While the built-up roof is beyond its service life and should be replaced in the near term (Immediate Improvement). An anticipated cost is provided in the attached budget.
- **Exterior:** The exterior of the building was observed to be mainly red brick with cast stone accents. Additional exterior materials include limestone headers and sills, stucco panels, and stucco or EIFS on the elevator tower. During the walkthrough, IFF observed the exterior masonry to be in fair condition with some areas being in poor condition. Minor brick repairs and tuckpointing required in the near term (Immediate Improvement). The west elevation seems to be the area needing the most attention as spalling cast stone ribbon and deteriorated mortar joints can be found in several locations. There are at least two significant vertical cracks that should be repaired and then monitored to

ensure that the cracks are no longer growing. The source of the cracks is not clear but may be the result of settlement, water penetration, or the absence of expansion joints. The metal lintels at the tops of the doors and windows are exhibiting rust but appear to be in fair condition. However, the lintels expand in size as they corrode which lifts the masonry above causing larger cracks in the mortar joints. Addressing the rust and masonry cracks quickly will prolong the life of the lintels and prevent more costly repairs in the future (Immediate Improvement). Many of the plaster soffits are suffering from chipping and peeling paint. These areas should be scraped, cleaned and repainted.

- **Doors/Windows:** The doors and windows appear to be in fair condition. All windows appear to be aluminum framed with uninsulated single-pane glazing. Doors are storefronts at the main entries while service/auxiliary doors are typically hollow metal. The frame of one service door appears to have rusted away at the frame bottom and has been “repaired” with duct tape. Immediately adjacent to the door is a rat trap which may indicate that a gap in the rusted door frame is the source of pests entering the building. IFF observed failing caulking in abundance, and at least one door missing sealant all together. IFF recommends the proper repair of the door frame along with resealing all of the windows and doors as soon as possible to mitigate water and air intrusion (Immediate Improvement). IFF also recommends replacement of the single pane glazing with more energy efficient insulated glass in the future or when any window is replaced (Quality Improvement).
- **Structural:** The building construction is assumed as a steel reinforced concrete frame structure, with concrete floors supported by poured concrete foundation walls. The roof structure appears to be concrete as well. All components are thought to be cast-in-place. IFF did not observe indications that the structural system was compromised. There was no evidence of differential settlement in the concrete foundation walls or on the exterior masonry. IFF has no recommendations at this time.

Building Systems

- **Plumbing:** Overall, the buildings plumbing system is in fair condition with the need for minor investment. Water service to the buildings is believed to be supplied by a 4” diameter line. The water supply lines, both horizontal and risers, appear to be copper. The sanitary and venting lines are cast-iron, and the waste line is gravity fed to the city service out in the street. An ejector pit was observed in the boiler room that is assumed to serve the floor drains in that area. IFF was informed by building staff that common problems include odors coming from floor drains and faucets leaking. Those items are suggested to be maintenance level items and not a systems level problem addressed in the assessment budget. Additionally, the window wells have drains that seem to

have gotten clogged with debris overtime. Because of this, debris and sediment have accumulated and resulted in organic growth in the window wells themselves. These wells and drains should be cleared and cleaned as soon as possible to prevent water infiltration and/or other problems in the future.

The Building's hot water is provided by two gas-fired 100-gallon water heaters (WH) manufactured by A. O. Smith. The manufactured date on both water heaters is spring of 2013. Being only 6yrs old, both water heaters are in their prime. IFF recommends regular maintenance of the plumbing system. Fixtures vary in age and will begin to show wear and require more maintenance over time. IFF recommends a reserve fund be created to replace fixtures as they reach the end of their service life (Intermediate Improvement).

Heating/Cooling: Overall, the building's heating, cooling, and ventilation system is sub-par. Heating is provided by a perimeter baseboard, steam, radiator system supplied by two gas-fired-boilers. One of the boilers is not functioning and appears to be abandoned. The other is assumed to function but could be undersized with the loss of its counterpart. The boilers are controlled with pneumatic system that has recently received an investment in its functionality. IFF recommends that a school maintain two operating boilers so that if one fails, the second unit can maintain a reasonable temperature so the school can remain open. The condition of radiators and steam piping is unknown due to concealment and/or the inability to assess. No less than 20 mini-split systems have been added throughout the building to help supplement heating. The mini-split units appear in fair condition. At the time of the visit, IFF could not ascertain how the basement receives heating. In fact, the overall ability and performance of the heating system is unknown due to the assessment being performed during the summer months. Furthermore, occupants questioned regarding the heating have not yet experienced a winter in the building. At a minimum, IFF recommends servicing all elements of the heating system once activated (Immediate Improvement). In the future, IFF recommends replacing the entire system with a more efficient one that works in concert with the cooling system, instead of investing further in the current system that has been pieced together overtime (Long Term).

The building is cooled by five package roof-top units serving some, but not all, areas of the building. All appear to have been manufactured in 2013 and are assumed to be in fair condition. These units have recently received maintenance and seem to function properly. The kitchen contains a makeup air unit (MAU) that is in complete disrepair. This non-functioning MAU causes the kitchen to get extremely hot and kitchen odors spill out into the rest of the building. It is a code violation to operate a range hood without make-up air and results in a large volume of conditioned air to be pulled out of the building

which wastes energy. The range hood itself is not sufficient for the usage as it does not appear to have the correct ductwork or fire suppression system. As stated before, the building contains no less than 20 mini-splits to supplement cooling and are mainly located in classrooms. These units seem to be in fair condition but are also undersized for the size of the building. IFF recommends repairing the MAU in the near term (Immediate Improvement). For a permanent solution, IFF recommends replacing the entire system that works in concert with the heating system, with more efficient equipment instead of investing further in the current system that has been pieced together overtime (Long Term). If the kitchen is renovated in the future, IFF recommends the installation of a proper range hood (Quality Improvement).

- **Electrical:** Overall, the electrical service to the building is in fair condition and appears adequate for the building and its use. Minor investment is recommended. The main electrical service size is a 1200-Amp, 3-phase system. The main electrical equipment is located within the boiler room, with additional sub panels located throughout the building. IFF observed a solar array on the tall roof section and a photovoltaic management system outside the electrical/boiler room. At the time of the walkthrough the photovoltaic equipment control panel was observed to be reporting an error message. It should be noted that the electrical/boiler room is in need of organization and maintenance. Wires are exposed and run randomly throughout the space, hoses are unraveled on the floor, panels are missing screws and cover plates, and the egress door contains a deadbolt. Other electrical rooms containing sub-panels were observed as being used for storage. This is frowned upon by city inspectors for various reasons and should be remedied as soon as possible. Additionally, the building contains areas missing fixtures and/or cover plates throughout. Lighting is believed to be fluorescent tubes on the interior and wall packs on the exterior. IFF recommends having a licensed electrical contractor catalogue and organize all wiring, install missing panels, remove abandoned wiring, diagnose and repair the photovoltaic system, and consult on any further safety measures needed. A solar specialist will likely be needed to investigate the cause of the error message (Immediate Improvement).
- **Fire Protection/Life Safety/ Accessibility:** Overall, the building is safe and partially accessible with minor improvements needed. Fire protection is provided by a wet-pipe sprinkler system. The latest date on the inspection tag was 2018 and is assumed to be operational. However, IFF recommends that the school investigate their maintenance records to ensure the required fire sprinkler system testing has been conducted this year. The building contains pull stations, horn strobes, fire extinguishers, smoke detectors, and is believed to be remotely monitored by Protection 1 and maintained by Advantage Fire. IFF has no recommendations regarding fire protection but to keep up with regular maintenance and inspections.

As previously mentioned, some egress doors contain inadequate, damaged, or improper door hardware such as deadbolts. These items can be easily corrected but, since this is a significant physical hazard in the event of an emergency and a serious building code violation, IFF recommends that they be addressed immediately (Immediate Improvement).

The building currently contains one accessible entry with an auto opener on the north side of the building near three accessible parking stalls. The accessible path is extended to the upper floors only by a passenger elevator. The basement can be accessed from a chair lift, however, the chair lift is assumed nonfunctional. Additionally, the gymnasium can only be accessed by going around the building. The gym contains a stage that can only be accessible from the hallway corridor. The building, therefore, is not fully accessible which is in violation of local building codes and contrary to the mission of the school. IFF recommends consulting a licensed architect to evaluate the current layout of the school and provide scenarios to make the building more accessible (Long Term Improvement). IFF also recommends removing the trash dumpsters from the accessible parking stalls (Immediate Improvement).

Interior Finishes:

- **Hazardous Materials:** IFF was informed that an environmental report was performed in the summer of 2019. The report indicated the presence of lead-based paint (LBP) which is very common in buildings of this age. As long as areas containing LBP remain undisturbed, they are typically do not require abatement. However, it is important that protocols be in place in dealing with LBP. This is done by way of a Hazardous Materials Operations and Maintenance Manual. This manual identifies hazardous materials, their location, and the personnel to contact in the event that such materials need to be addressed. Additional findings of the report stated the all radon levels were within tolerable regulated levels and that no asbestos containing materials (ACM's) were found onsite. There were some areas where mold was identified in the basement and should be addressed as soon as possible. At the time of this report, IFF was informed that an O&M manual was being generated. Given that LBP is a threat to development of children when ingested, IFF recommends that all LBP's be eventually removed from the property (Quality Improvement).
- **Interior Finishes:** Paint, ceiling tiles, flooring, and interior doors/ hardware are all likely past their ESL and should be replaced in the long-term. Furthermore, several areas contain stained ceiling tiles, flooring, and paint that does not assist Hogan in exuding the quality of the program.

Programmatic Enhancements:

- **Site Setup:** The current building has several areas that do not allow for efficient school operations. The administration area is located on the second floor, there is not an official drop off/pickup zone, there is not an official entry area, and there is not an official school sign in place of the Mary Kelly sign. IFF recommends having a licensed architect fully evaluate the layout of the building and the site against current programmatic needs to ensure the building operates and presents in the most effective way possible.
- **Accessibility:** IFF estimates it would take between \$50,000 and \$70,000 or more to make the building fully accessible. To get more detailed and accurate budget, Hogan Prep should hire a licensed architect to fully lay out the potential design solutions, evaluate possible scenarios, and define a specific scope of work for a general contractor to price
- **Classroom Size and Setup** – Building staff informed IFF that more classrooms are needed. The basement contains three additional classrooms and two additional bathrooms, however, that are not used. At the time of visit, IFF was told that the basement was not in use because of the presence of mold, water damaged materials, and it currently being used for storage. IFF recommends professionally cleaning the space, disposing of unused furniture/materials or storing offsite (Immediate Improvement), then having a licensed architect fully evaluate the size and layout of the classrooms against current programmatic needs to ensure the building operates in the most effective way possible. The investigation should also identify the source of the excessive moisture that is causing the mold issues. This may include roof repairs, added pipe insulation, or the addition of a cooling system that can remove moisture from the air.

Included Below:

- **Photos of existing facility's current conditions**

Illinois

333 South Wabash Ave.
Suite 2800
Chicago, IL 60604
312 629 0060

Indiana

The Platform
202 East Market St.
Indianapolis, IN 46204
317 860 6900

Michigan

3011 West Grand Blvd.
Suite 1715
Detroit, MI 48202
313 309 7825

Missouri

911 Washington Ave.
Suite 203
St. Louis, MO 63101
314 588 8840

3105 Gillham Road
Suite 200
Kansas City, MO 64109
816 335 4200

Ohio

500 South Front St.
Suite 125
Columbus, OH 43215
614 484 1811

Wisconsin

215 North Water St.
Suite 225
Milwaukee, WI 53202
414 563 1100

HOGAN PREPARATORY ACADEMY
Facility Assessment - DRAFT
Middle School
6409 Agnes Avenue, Kansas City Missouri 64132

Prepared by IFF
August 18, 2019

INTRODUCTION

On behalf of Hogan Preparatory Academy, IFF visited the Middle School, located at 6409 Agnes Avenue on August 5, 2019 to conduct a visual assessment and render an opinion on the physical condition of the facility as part of a capital improvement planning effort.

This Facility Assessment describes the current physical condition of the building and grounds and includes: identification of deficiencies with the site, building enclosure, and building systems; preliminary analysis of building code and accessibility compliance issues; prioritization of items to be addressed; and conceptual budgets for the maintenance and renovation items.

OVERVIEW

The middle school is approximately 53,100 square feet in area and is located in a residential area on a lot approximately 6.5 acres in size. The facility is a combination of multiple buildings with the original structure built in 1930 and at least two later additions estimated to have been constructed in the 1970's and 1990's.

The original school building appears to be the north portion of the three-story classroom building constructed in 1930. The south portion of the three-story wing, north classroom wing, and gymnasium appear to have been added in the 1970's. The last addition appears to be the small passenger elevator. A small solar array was constructed on the low roof to provide a limited amount of electricity. The building contains approximately 20 instruction spaces including smaller classrooms for Special Education, a library, gymnasium, small cafeteria and commercial kitchen, administrative offices, and support spaces.

Site improvements include a large asphalt play surface on the south side of the building and a 36-stall asphalt parking area and loading dock on the north side of the building. A small baseball and soccer field were present at the south end of the site at one time but are currently not usable. Some underground storm sewer structures were observed on the west and east side of the building.

SUMMARY OF FINDINGS

The facility is generally in good condition and should continue to support the current instructional program with modest ongoing investments in the building maintenance. It appears the building was the subject of a significant renovation in

2013. At that time most of the roof mounted cooling condensers were replaced as evidenced by the manufacture date on the equipment. The high roof may have been replaced at that time, or more recently, as well as the exterior windows and doors. Subsequently, most major building systems are early in their expected lifespan. The building has about 10-years before these major systems and components need to be replaced which provides Hogan some time to develop a reserve fund to pay for these major expenditures. While the replacement of major systems will be a future need, Hogan will continue to encounter regular maintenance expenses as other building components continue to age or are damaged. Elements such as doors, door hardware, plumbing fixtures, etc. will need to be repaired or replaced on a regular basis.

Short Term Priorities

IFF observed, however, several physical deficiencies that should be addressed in the short term which, left uncorrected, would result in greater damage and expense to repair. These high priority deficiencies include:

1. Building Exterior
 - Isolated roof repairs and wall cap joint repointing to eliminate water penetration
 - Isolated masonry repointing and repairs to prevent more severe issues in the future
 - Masonry repairs to the severely deteriorated trash enclosure
2. Building Systems
 - Replacement of unit ventilators that provide cooling
 - Investigation of water leak sources that are damaging/staining ceiling tiles
 - Provide separation between intake and exhaust for hot water boilers located in the basement
 - Verify window mounted air conditioning units are adequately secured
 - Remove door hold-opens on stairwell doors

3. Programmatic Deficiencies

In addition to the physical deficiencies, there are programmatic changes that would positively impact either instruction or staff and student morale.

Teaching Stations

School staff noted that, within the classrooms, the teaching stations are located at the rear of the room. Staff prefers the teaching station to be located in the front of the room to support the teacher's ability to see students as information is being presented. The front teaching station also provides for better classroom safety.

Physical Education Infrastructure

School staff noted that the outdoor play spaces do not support organized physical education programs. The baseball, soccer fields and gardens have not been maintained and one of the basketball and soccer goals is missing.

Number of Instruction Spaces

School staff noted that they would like to add two instruction spaces to improve how the school functions – specifically the SPED program. IFF recommends consulting with an architect to evaluate the feasibility of converting the two adjoining classroom pairs into three classrooms (102 and 104, 103 and 105).

4. Building Maintenance Operations

Staff noted and IFF observed that the building fails to present an image to students and staff of a bright and clean environment for learning. There are many locations where the building finishes are damaged and/or worn that need to be addressed. Missing floor tiles, mismatched paint, damaged walls, water stained floor tiles, rusted door frames, and damaged door veneers are common throughout the building and contribute to a feeling the building is not well maintained. IFF recommends that Hogan assess the level and capabilities of the maintenance staff to ensure regular cleaning activities keep pace with the need and that adequately trained staff are regularly maintaining building systems.

5. Exiting System

IFF observed that the exterior egress doors leading out of the gymnasium had deadbolts installed. These devices are a violation of the building code and present an immediate danger to building occupants as they present a barrier to leaving the building in an emergency. IFF recommends these deadbolts be removed immediately.

FACILITY AND CODE ISSUES

Based on the IFF's site visit, the observed conditions are organized into categories and are listed below as areas of concern. The conceptual budget included in this report is based on the recommendations to follow. IFF understands Hogan Prep's desire to prioritize the facility needs. Subsequently, the conceptual budget is broken down into four categories: Immediate Cost, Intermediate Cost, Long-Term Cost, and Quality Improvement Cost. The budget is intended to be used for financial planning purposes only. The actual cost of the work will vary depending on the full scope of work required. Once Hogan Prep has determined the extent of renovations desired, IFF recommends that the scope be confirmed by a licensed architect and a detailed budget developed by a qualified general contractor.

Immediate Cost (1-2 Years) are items that present a risk to the viability of the building in the near-term, and may include threats to life safety or integrity of major

building systems. Also included are items that will most likely need to be addressed before selling or leasing.

Intermediate Cost (3-4 Years) are items that would eventually bring the facility to full compliance and address all maintenance and replacement needs. IFF recommends funding a replacement reserve in anticipation of the need for these items. It should be noted that IFF's long-term recommendations represent the full extent of work to be done on the facility required to make the facility fully accessible and Code compliant.

Long-Term Cost (5+ Years) are items that would eventually bring the facility to full compliance and address all maintenance and replacement needs. IFF recommends funding a replacement reserve in anticipation of the need for these items. It should be noted that IFF's long-term recommendations represent the full extent of work to be done on the facility required to make the facility fully accessible and Code compliant.

Quality Improvement Cost are items that improve the quality of the building environment, increase the building's value, and would contribute directly to the effectiveness of the facility to serve its purpose, but are of lesser priority and do not concern life-safety issues.

Building Site

- **Site:** The school is located on a corner lot approximately 6.5 acres in size within a residential neighborhood. Site improvements include a large asphalt play surface on the south side of the building and a 36-stall asphalt parking area and loading dock on the north side of the building. The asphalt within both the play area and parking lot is aging and is in need of maintenance to slow the rate of deterioration. Large cracks are present that need to be filled and a seal coat needs to be applied to limit water penetration which will soon cause potholes and spider cracking through several freeze-thaw cycles.

The masonry trash enclosure is in poor condition and requires repair in the near term to prevent more extensive damage and the potential for brick and limestone to fall to the ground. Water has penetrated down from unsealed cracks in the wall cap and into the wall. As the moisture freezes in the winter it expands pushing the bricks and mortar apart creating more cracks for water to enter. If not addressed promptly, the bricks will be pushed out of plumb and be a threat to fall to the ground.

The loading dock is in need of modest repairs as well. A small retaining wall behind the dumpsters has been displaced and needs to be replaced. The hand rails along the ramp in the loading dock have been pushed out of plumb and should be repaired or replaced. Both issues were likely caused by delivery or

trash vehicles running into wall/railing. IFF recommends placing traffic bollards in these areas to prevent additional damage to the building.

The concrete stair leading from the parking lot to the south entry has been undermined. Rainwater has run down the hill and washed out the soil and gravel supporting the stair. If this condition worsens, the stair will eventually crack and fail. The stair should be reinforced and grass replanted to keep the soil in place.

A small baseball and soccer field were present at the south end of the site but are currently not usable. In addition, one of the basketball and soccer goals is missing. IFF recommends restoring these features to support the physical education curriculum. Perimeter fencing around the play surface has several areas in need of repair. IFF recommends that the fence and gates be repaired to improve site safety.

The general image of the school is negatively impacted the appearance of the site and landscaping. Planting beds are empty or weed-filled, grass is in need of cutting and trimming, and trash and debris can be found in several areas. In addition, the trash dumpsters in use are too large for the trash enclosure resulting in the dumpsters sitting in a highly visible location for people entering the parking lot and using the play area. IFF recommends using smaller dumpsters on a more frequent pick-up schedule so the dumpsters can be screened from view in the trash enclosure. A modest amount of ornamental plantings and general maintenance can significantly upgrade the appearance of the school.

Some underground storm sewer structures were observed on the west and east side of the building. These consisted of catch basins that drained specific areas of the site and are assumed to be connected to the municipal sewer system through a system of underground piping. Staff did not note and IFF did not observe evidence of this system suffering for blockages that would result in localized flooding.

Building Envelope

The building envelope is the set of building elements that enclose the building. This includes the roof, walls, windows and doors. The building envelope is essential to create a positive and functional learning environment as it helps maintain a warm, dry and safe space. In general, the building envelope is in good condition due to significant investments within the last 10 years.

- **Roof:** The building utilizes two different “flat” roof systems.

Three-Story Classroom Wing

The three-story classroom wing has a single-ply membrane that covers the roof and travels vertically up the parapet wall terminating with metal strip flashing and sealant. Tapered insulation under the roof membrane slopes the surface so that water flows towards interior roof drains which directs the water down vertical pipes and into the storm sewers underground. Staff was not aware of when the roof was replaced, however, it appears to be tied into the equipment curbs installed in 2013. Subsequently, IFF assumes the roof was replaced in 2013 as well. The expected utility life of this roof is 20 years meaning the roof should not need to be replaced for another 14 years. Please note, however, that as a roof ages that the number of roof leaks will increase as seams open and sealants harden and crack.

This roof is reported by staff to have had isolated leaks. While there are many ceiling tiles on the top floor that have water damage, IFF was not able to determine which are being caused by current roof leaks. Another source of the water damage is possible leaks in the heating and domestic water service pipes above. To determine the location and source of active leaks IFF recommends replacing all damaged ceiling tiles. Tiles that show water damage can be used to start tracking the source of the problem – either the roof or piping.

It should be noted that IFF observed a few penetrations in the roof used by the cooling equipment that are not properly sealed. As described in the previous assessment, the power cut-off switch assembly for a roof mounted condenser has fallen over which has created an opening for water to enter the roof. There are also isolated areas of standing water that can work through tiny gaps in the seams of the roof membrane. The standing water comes from, in part, condensation from the roof-mounted condensers. Piping that is supposed to direct the condensation to the roof drains has been removed or damaged allowing the water to collect in low points of the roof. The low points also gather rainwater which remains in place until it evaporates. In addition, the roof drain covers have been removed which allows debris to potentially fall into the drain leader causing blockages and overflows. Each of these conditions should be corrected as soon as possible to prevent additional damage.

Single Story Wings

The remainder of the building utilizes a Built-Up Roofing (BUR) system with consists of multiple layers of heavy roofing felts embedded in liquid asphalt. The entire roof slopes to the building perimeter to shed water into the gutter system at each wall. Staff noted that there are isolated water leaks in these areas as well. As-noted above, IFF recommends that all damaged ceiling tiles be replaced so that active water leaks can be tracked and repaired.

IFF observed several areas where the gutters had been damaged or crushed that should be replaced. Also observed was one location along the south corridor

where the gutter, fascia, and membrane have been lifted up. This area should be repaired as soon as possible to prevent additional water penetration into the roof.

- **Building Structure:** The building appears to have different structural systems in each wing. The three-floor classroom wing appears to be a masonry bearing wall with concrete slab floors. The single-floor wings also appear to have masonry bearing walls, however, the ceiling structure could not be observed during the walkthrough. IFF did not observe obvious signs of structural deficiencies such as cracks in the floor slab or foundation walls. Exterior and interior walls did not show evidence of notable cracking or displacement that would indicate shifting walls or other structural problems.
- **Exterior Walls:** The exterior walls are constructed of clay brick with limestone bands, window sills, and, on the three-story classroom wing, wall caps. During the walkthrough, IFF observed the exterior masonry to be in generally good condition with isolated areas in fair to poor condition.

Areas such as the limestone at the west entry, brick pillars on the single-story wing, and east parapet of the three-story wing were found to have open and/or deteriorated mortar joints. The limestone at the west entry also appears to have been displaced slightly indicating that the masonry anchors may have failed. These areas should be repaired in the immediate future to prevent additional deterioration that will only cost more to repair in the future. The limestone wall caps and windowsills have a significant number of open or deteriorated joints. Several wall cap units have been displaced leaving larger gaps and should be reset. If these areas are not repaired in the near term, they will continue to allow water into the walls below resulting in even more damage. One additional area in need of repair in the short term is the chimney. The top of the masonry chimney showed evidence of eroded joints and discoloration indicating it had not been included in previous repointing work.

The steel lintels that support the masonry above door and window openings are rusted and should be scraped, primed and painted to prevent increased damage as well. As the lintels corrode, the metal delaminates and pushes upwards causing additional cracking in the masonry above. The perimeter sealant around doors and windows is becoming stiff and cracked and should be replaced as well in the midterm.

- **Doors/Windows:** The exterior windows are aluminum-frame, insulated-glass, double-hung units that are relatively new and in good condition. Given that school building renovations usually take place in single, large projects, IFF assumes the windows were replaced as part of the 2013 renovation. There are a few windowpanes that are damaged and should be replaced. IFF attempted

to open a small number of units during the walkthrough and found them difficult to operate mainly because of their weight and infrequent usage. The windows in the north stairwell are a translucent fiberglass infill panel in the aluminum frames. These units are discolored, not as secure as standard glass, and do not provide a view out to the landscape. IFF recommends these units be replaced with glass units that are either clear or frosted.

The exterior doors appear to be of different ages and condition depending on the location in the building. Several door frames are corroded and should be repaired before they can no longer be salvaged. Doors at the main entrances that receive heavy use are generally in fair condition, however, the hardware, closers, weather gaskets, hinges, etc. are nearing the end of their life and will need to be replaced in the near term. The doors themselves are showing the effects of heavy use and will need to be replaced in the midterm. The exterior gymnasium and mechanical rooms doors specifically should be replaced in the near term.

Building Systems

Plumbing: The domestic water service enters the building in a closet under the stairs across from the elevator. The service appears to be a 2½" copper line and utilizes two 1 horsepower pumps to provide sufficient pressure throughout the building. Sanitary waste lines that were observable were covered in insulation but the small areas that were visible were cast iron. It appears the waste, vent, and wall carriers within the bathroom plumbing chases are relatively new and are in good condition.

The water closets are typically commercial grade wall-hung units with the flush valves. Lavatories are commercial grade wall-mounted units. The water faucets, however, appear to be residential quality and are not suitable or fully compliant with accessibility requirements. IFF tested several fixtures and found them to be operational and in good physical condition. Several water coolers in the corridors are missing or damaged and should be replaced.

Domestic hot water is provided by two 75-gallon, gas-fired hot water heaters located in the main mechanical room and are vented through the building chimney. One tank was noted as being installed in 1997 and the second tank appears to be slightly older. Hot water heaters have an estimated service life of approximately 20 to 25 years indicate that both units will need to be replaced in the mid-term.

The plumbing system and fixtures in the commercial kitchen appear to be relatively new. IFF assumes the kitchen, as a whole, was constructed in 2013 as indicated by the manufactured date of the ventilation equipment. The kitchen

appears to have the code required 3-compartment, hand sink, floor sinks, and grease trap as well as a commercial scale dishwasher. A commercial grade grease trap is located in the mechanical room and should be cleaned as often as necessary based on the usage of the kitchen.

For a building of this age that includes group bathrooms and a commercial kitchen IFF recommends regular inspections of the sanitary waste line leading from the building to the municipal sewer. This preventative maintenance item is useful in avoiding blockages and root damage that can cause sewage backups into the building.

- **Heating, Ventilation, and Air Conditioning (HVAC):** The building uses several different systems to provide heating, cooling and ventilation. Heating is typically provided by a hot-water perimeter-radiator system. The heating hot water is supplied by three Lochivar FTX850N gas-fired boilers rated at 825,000 BTU/HR output. The units are located in the main mechanical room and were installed in 2016 and appear to be in very good condition. Hot water produced by the boilers is distributed to perimeter radiators by two 15-horsepower pumps. The pumps appear to be approximately 10-years old and will need to be replaced in the mid-term. The mechanical room has an exterior wall grille that provides combustion air for the gas-fired equipment in the space. IFF could not determine if the size of the grille was sufficient for the combustion air requirements. IFF recommends that a licensed mechanical engineer evaluate the need for additional combustion air. In addition, the grille is partially blocked and should be cleared as soon as possible.

Heat is brought into each space and through fin-tube radiators that line the outside walls. The temperature is controlled by local thermostats of varying ages. School staff did not report significant issues with maintaining warm temperatures during the winter. The fin-tubes are covered by a sheet metal housing. Several covers have been damaged or displaced with the most severe example in the cafeteria. There are a large number of water-stained ceiling tiles around the perimeter of spaces throughout the building. While the water source on the top floor may be roof leaks, there are several examples on lower floors that may be caused by leaks within the heating pipe system. IFF recommends that the ceiling tiles be replaced so that the location of current leaks can be identified and repaired.

The three-story classroom wing is cooled by multiple system types. The three-story classroom wing is cooled by unit ventilators in each room with refrigerant circulated to six large (Trane YSC060E, 5-ton cooling units) and six smaller (Trane 2TTA304, estimated 3-ton cooling units) roof mounted condensers. The condensers were installed in 2013. It is unclear when the unit ventilators were manufactured but IFF has assumed they were installed at the same time as the

condensers. Staff reported that several unit ventilators have stopped working. In fact, several classrooms have had window-mounted residential-scale air conditioning units installed to provide cooling in lieu of the failed unit ventilators. IFF could not determine if the condensers were still providing refrigerant to the inoperative unit ventilators. If so, the condensers should be decommissioned to prevent undue wear and power usage. Given the generally good condition of the windows, IFF assumes that some of the water stains on the lower floors are caused by small leaks in the hot water piping or condensation dripping from refrigerant lines. IFF recommends that the damaged ceiling tiles be replaced so active water leaks can be located and corrected more easily.

Similar to the three-story classroom building, the single-story classroom and cafeteria wings are cooled by a combination of unit ventilators and window mounted air conditioning units. IFF was not able to access the roof in these areas to determine the age of the condensers. However, these three units appeared to be similar in age to the other units.

Unit ventilators are notorious for requiring frequent maintenance. As the units approach the end of their service life they will all need to be rebuilt or replaced. Given the good condition of the roof mounted condensers it likely makes sense to continue to service the unit ventilators instead of using a replacement cooling system. However, IFF recommends that a qualified mechanical engineer investigate the feasibility of using a different device within the building that are still compatible with the existing condensers but are more reliable.

Cooling in the gymnasium is provided by a split forced-air system with two rooftop mounted condensers supplying refrigerant to one of two air-handling units in a lofted mechanical room immediately west of the gym. The 10-ton capacity condensers (Trane TTA240E) provide refrigerant to the cooling coils in the air handler (Trane TWE240E) that provides a maximum of 9,600 cubic feet of air per minute. Fans in the air handler are powered by 5-horsepower motors. The second air handler provides outside air which can be heated with the hot water supplied heating coil. Ductwork carries both the cooled and fresh air through the gym attic to ceiling mounted diffusers for distribution. As the condensers were manufactured in 2013 IFF assumes the entire system was installed at that time. Exhaust air is pulled from the gymnasium by two roof-mounted exhaust fans. IFF was not able to observe the size, age, or condition of the exhaust fan motors. However, one of the ceiling mounted exhaust grilles is missing and should be replaced.

Cooling and ventilation are provided in the kitchen with a combined rooftop package unit located on the north side of the gymnasium roof. The unit (Trane model number TSD180F, 18-ton cooling) and was also manufactured in 2013.

Unit heaters are located in miscellaneous spaces such as vestibules, bathrooms and water service room. The corridors in the three-story classroom wing have a heating and or/cooling coil in near the west stair to condition the air.

- **Electrical:** The electrical service is located in the main mechanical room and provides 800 Amp, 3-phase, 4-wire power supply. There is a second 600, 3-phase electrical panel in the HVAC loft servicing the gymnasium but IFF was not able to determine if it had its own service or if it was served by the main panel in the mechanical room. An 800 Amp service is small for a building of this size with a full commercial kitchen, elevator, and cooling system. If the school suffers from frequent circuit breaker tripping or blown fuses the electrical service may need to be increased.

In the electrical systems of buildings of this age, the distribution system of wires and conduit are typically a combination of new and original infrastructure. The older wiring and receptacles will fail with greater frequency and are commonly replaced on an “as needed” basis until a large renovation project is completed. The electrical service appears to be insufficient for the current use of the buildings and would likely need to be upgraded.

Lighting throughout the building is typically provided by linear fluorescent lights which, while providing sufficient task lighting, generally produce a poor quality of light. In addition, the fixtures are typically downlights which are bright spots on a darker ceiling resulting in a high-contrast surface that is uncomfortable to the eye. Fluorescent lamps also can provide a cool color (blue or green) which can make people appear to be ill. During a renovation project these should be upgraded to LED fixtures for increased energy efficiency and color rendition. The new fixtures can be pendant types that reflect light up off the ceiling as well as down towards work surfaces providing a more balanced, comfortable environment. Several existing light fixtures have broken lens covers or, in the case of the gymnasium, appear to be loose and a hazard to fall. This condition presents a hazard to building occupants and contributes to an overall impression that building is in poor condition. IFF recommends that the damaged or insecure light fixtures be repaired as soon as possible.

The low-voltage system providing data and phone access is contained within surface mounted raceways along the perimeter walls of each space. It appears that students are using wireless tablets or laptops so the number of data ports seems sufficient. Staff noted, however, that the data infrastructure was installed to support the teaching station being in the rear of each classroom. This configuration does not allow for teachers to see their students during instruction and is not the preferred location for classroom security.

- **Fire Protection/Life Safety/ Accessibility:** The building was constructed long before building codes mandated that all facilities be accessible to those with physical limitations. Subsequently, the building is not fully compliant with current accessibility codes. Additionally, the building was built when life safety standards were not as robust and have been modified over time in ways that did not consider the life safety implications. Shortcomings in accessibility and the life safety system are typically considered an existing, non-conforming use and are not required to be upgraded unless the space is renovated. Repairing or replacing existing materials with new materials that serve the same purpose is not typically considered a renovation.

However, IFF observed some areas of concern, however, that should be addressed as soon as possible. Deadbolt locks have been installed on the gymnasium exterior doors. The deadbolts prevent the exit of building occupants in an emergency which is a violation of the building code and a hazard to students. IFF recommends that the deadbolts be removed as soon as possible. In addition, the fire rated doors separating the stairwells from the corridors have door stops that prevent the doors from closing. The stairwell doors are required to remain closed to protect the path of egress on the stairs from fire and smoke in the event of a fire. IFF recommends that the door stops be removed immediately.

The building is not equipped with fire sprinklers however, fire extinguishers, emergency exit signs, smoke detectors, emergency lighting, and pull stations were noted throughout the building. The fire alarm control panel is located in the main mechanical room. If a major renovation or addition were to be planned a full sprinkler system may be required subject to the review of the building department and fire marshal. One of the exit signs over the west stairwell door has fallen off and should be replaced. The first-floor classrooms have a fire rated door separating them from the corridor as is typically required by the building code. The upper floor classrooms, however, do not have rated doors. IFF recommends that, as these doors are replaced, that the new doors are fire rated. IFF also noted that the space beneath the gymnasium stage is used for storage. This is typically not allowed by building codes due to the threat of fire in a hidden space. IFF recommends that this restriction be investigated by a licensed architect.

While several attempts have been made to make the building accessible there are several areas that are not compliant with current accessibility standards. The accessible parking spaces are separated from the nearest entrance by a small set of site stairs making creating an inaccessible path to the entrance. A wheelchair ramp is required to make the entry path accessible. In addition, it does not appear that a sufficient number of accessible parking spaces is provided. This should be confirmed by a licensed architect. While an elevator

has been provided it does not appear to be large enough to meet accessibility standards for a wheelchair to turn around inside the cab. Entrances into the classrooms do not provide sufficient foot clearance for people using wheelchairs. The group bathrooms have some fixtures that are accessible, however, the entrance, fixture clearances and stall clearances, and faucet types are not compliant. The piping beneath the roll-under lavatories also required insulation to protect the legs of people using wheelchairs from possible scalding. In addition, the high-low accessible drinking fountains are not provided throughout the building and, finally, the building does not contain an accessible mop sink. Building codes typically require that any space to be renovated is to be made compliant with accessibility codes. IFF recommends that a licensed architect review specific accessibility requirements for any renovation project the school contemplates.

Interior Finishes and Doors:

The interior finishes include wall paint, floor tile, ceiling tile, window shades, etc. They are the part of the building that are the most visible and come in contact most directly with occupants. Subsequently, the building finishes shape the perception building users have about the learning environment. In general, the finishes within the school are in poor condition and are in need of replacement. Gouges in the walls, damaged window shades, mismatched paint, peeling door wood veneers, dirty window glass, missing floor tiles and stained base boards were prevalent and contribute to an impression that the students are not worthy of a quality learning environment. Of particular concern is the prevalence of water stained ceiling tiles which can be the source of mold within the school. These should be replaced as soon as possible to maintain a healthy environment, improve the visual image of the school, and to help identify the location of current water leaks.

School staff noted that they were embarrassed when prospective families came to visit the school because of the poor appearance. IFF recommends that the schedule be developed to complete a light renovation of interior finishes be completed over the course of a few years. The cost can be modest and the impact great if the work is completed by efficient and competent professionals.

Many interior doors are in poor condition such that they cannot close easily or properly. In some cases the door hinges have loosened. In others the door itself has split. In even more locations the door hardware – door pulls, closers, and locks – are in poor condition and should be replaced.

The top landing of the west stairs presents a tripping hazard as the years of foot steps have created a recess in the walking surface. IFF recommends that the floor be filled in this area as soon as possible.



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Hazardous Materials:

Due to the age of the buildings it is probable that asbestos-containing-materials (ACMs) and lead paint are present. Typically, most building departments allow asbestos containing materials to remain in place as long as they are non-friable, meaning that they are intact and do not have loose particles that can enter the air. Regardless of the existing condition, any renovation work that disturbs hazardous materials will need to be remediated prior to the work beginning. IFF recommends that an environmental survey be completed to identify the type and location of any hazardous materials in the building.

IFF observed significant areas of floor tile that is 9 inches square in size – and indicator that the tile may contain asbestos. Frequently, when asbestos containing tile is found, the mastic or glue that holds it in place is also contaminated. Another common location for ACM's is pipe insulation. IFF observed that the pipe insulation in the main mechanical room appeared to be relatively new and is likely to be free of hazardous materials. The approximate age of pipe insulation in other parts of the building, however, could not be estimated and may contain hazardous materials.

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HOGAN PREPARATORY ACADEMY Facility Assessment High School 1221 E. Meyer Blvd., Kansas City MO 64131

Prepared by IFF
August 19, 2019

INTRODUCTION

On behalf of Hogan Preparatory Academy, IFF visited the High School, located at 1221 E. Meyer Blvd., Kansas City MO 64131 on August 5, 2019 as part of a Facility Assessment to conduct a visual assessment and render an opinion on the physical condition of the facility.

This Facility Assessment describes the current physical condition of the building and grounds and includes identification of deficiencies with the site, building enclosure, and building systems; preliminary analysis of building code and accessibility compliance issues; prioritization of items to be addressed; and cost estimates for critical items.

OVERVIEW

The building has been operating as a high school since it was built in 1941 and the property consists of a land area of approximately 7.5 Acres. The Facility is an approximately 60,000 sf. The original building was developed in 1941 and an addition was added at a later date. The site includes a large student drop off in the front of the building, an asphalt parking lot; accommodating about 100 parking stalls, a community garden, and a sports field with bleachers.

SUMMARY OF FINDINGS

Overall the building is in poor condition with some areas in fair condition. As is typical of buildings of this age which have not received significant investment in repairs and maintenance, this building will require extensive renovations simply to be able to support current programming. Most major building systems have an expected useful service life of about 20 years. In this building, the exterior wall, windows, parts of the roof, mechanical systems, plumbing systems, and parts of the electrical systems do not appear to have received ongoing maintenance and have aged well past their estimated service life (ESL). However, it should be noted that building systems do not simply stop working when they reach the end of their service life. Rather, as building components age, they require repairs more frequently and with greater cost. While some sort of systems failure is always a possibility, the more likely scenario is that key systems will gradually require more frequent and more intensive repairs as time progresses. IFF recommends that Hogan hire a property management company to help manage repairs and building maintenance moving forward. IFF can give recommendations for property management companies to consider.

Short Term Priorities

There are several physical deficiencies that should be addressed in the short term which, left uncorrected, would result in greater damage and expense to repair. These high priority deficiencies include:

1. Life Safety Concerns

- IFF observed padlocks on most of the exterior egress doors of the building. This is an urgent life safety concern and these padlocks must be immediately removed from all emergency egress doors, as building occupants must always be able to safely and reliably exit the building.

2. Building Exterior

- Roof repairs over the Gymnasium and the Lower Roofs that were not addressed during the 2014 roof replacement
- Masonry repointing and repairs to prevent more severe issues in the future
- Replacing all exterior windows and doors

3. Building Systems

- Replacement of window mounted AC units that provide cooling and verify that they are adequately secured.
- Replacement of the Boiler
- Replacement of the Hot Water Heater and Expansion Tank
- Upgrade the electrical system

4. Programmatic Deficiencies - In addition to the physical deficiencies, there are programmatic changes that would positively impact either instruction or staff and student morale.

- Building Accessibility – The building would be significantly improved by making it fully accessible to all occupants.
- Classrooms– Staff noted that the current some of the current classroom sizes and setups are not ideal for the current learning environment.

5. Building Maintenance Operations

- Staff noted and IFF observed that the building fails to present an image to students and staff of a bright and clean environment for learning. There are many locations where the building finishes are damaged and/or worn that need to be addressed. Missing floor tiles, mismatched paint, damaged walls, water stained floor tiles, rusted door frames, and damaged door veneers are common throughout the building and contribute to a feeling the building is not well maintained. IFF recommends that Hogan assess the level and capabilities of the maintenance staff to ensure regular cleaning activities keep pace with the need and that adequately trained staff are regularly maintaining building systems.

FACILITY AND CODE ISSUES

Based on the IFF's site visit, the observed conditions are organized into categories and are listed below as areas of concern. The conceptual budget included in this report is based on the recommendations to follow. IFF understands Hogan Prep's desire to prioritize the facility needs. Subsequently, the conceptual budget is broken down into four categories: Immediate Cost, Intermediate Cost, Long-Term Cost, and Quality Improvement Cost. The budget is intended to be used for financial planning purposes only. The actual cost of the work will vary depending on the full scope of work required. Once Hogan Prep has determined the extent of renovations desired, IFF recommends that the scope be confirmed by a licensed architect and a detailed budget developed by a qualified general contractor.

Immediate Cost (1-2 Years) includes items that present a risk to the viability of the building in the near-term and may include threats to life safety or integrity of major building systems. Also included are items that will most likely need to be addressed before selling or leasing.

Intermediate Cost (3-4 Years) includes items or building systems that are near the end of their service life and will need to be replaced in the near future. Repair or replacement of items in this category is not critical at this time but will need to be addressed in 3 to 4 years. This category can also include code violations that do not pose an immediate hazard.

Long-Term Cost (5+ Years) includes items that would bring the facility to full compliance and address all maintenance and replacement needs. IFF recommends funding a replacement reserve in anticipation of the need for these items. It should be noted that IFF's long-term recommendations represent the full extent of work to be done on the facility required to make the facility fully accessible and Code compliant.

Quality Improvement Cost includes items that improve the quality of the building environment, increase the building's value, and contribute directly to the effectiveness of the facility to serve its purpose. These items are of lesser priority and do not concern life-safety issues.

Building Site

- **Site:** The front of the site consists of a large "U" shaped drop off in the front of the building, surrounded by a grassy hill on planted with several mature trees. Retaining walls around the circle drive need repairs. The west side of the site has what appears to be a private drive, labelled as Virginia Ave, with parking on either side of this drive. There is a fenced in community garden adjacent to the private drive. The rear of the site has a parking lot, a small outdoor seating area with site furniture, and several large area wells. These area wells are in poor condition; some retaining walls appear to be failing, steps leading down to the

area wells are crumbling and should be immediately repaired, and much of the metal railings and fittings are rusting and damaged. Any exterior metal that shows signs of rust should be cleaned and primed and repainted to prevent further corrosion. The east side of the site has a football field and bleachers that appear to be well maintained.

- **Site flatwork:** Concrete walkways around the facility are in fair to poor condition and should be repaired or replaced in the near term. Both the private drive and the asphalt parking lot require maintenance that should be handled in the near future to prevent major cost. The pavement requires resurfacing, sealing, restriping stalls, and sections of curb/sidewalk require repair or replacement.

Building Envelope

- **Roof:** The building utilizes a “flat” roof system, consisting of a flat TPO roof membrane covering the roof and travels vertically up the parapet wall terminating with metal strip flashing and sealant. Water is removed from the roof by internal roof drains located throughout the roof. The expected service life (ESL) of this type of roof membrane roofing system is approximately 20 years. Building staff indicated that the section of the roof over the classrooms was replaced in 2014. The flashings around this portion of the roof appeared to be in good condition and there was no sign of leaking in the building below. The area of the roof over the auditorium was not replaced in 2014 and appears to be in fair-poor condition. Additionally, there are two small lower roofs that were also not replaced, one over the staircase immediately adjacent to the auditorium and one over the box window that projects from the third-floor biology room. These roofs that were not replaced show evidence of water infiltration, most notably on the lower roofs. They are likely past their ESL and should be replaced in the near term.
- **Exterior:** The exterior masonry walls appear to be a face brick masonry supported by concrete infilled between concrete columns. During the walkthrough, IFF observed the exterior masonry to be in fair to poor condition with some extensive brick repairs and tuckpointing required in the near term. Window AC units are dripping condensation down the face of the limestone sills which appears to be causing some discoloration and will possibly damage the limestone. The metal lintels at the tops of the doors and windows are rusted and in poor condition. These should be immediately repaired (scraped, primed, and repainted to stop the damage) or replaced if necessary.
- **Doors/Windows:** The doors and windows appear to be original to the building and are well past their ESL. Most windows do not appear to operate, several windows are broken, and some windows are missing entirely and are boarded up with plywood. The doors are all in poor condition with dated hardware and

operators. Some exterior doors do not appear to close properly. IFF recommends a replacement of all doors and windows in the near term.

- **Structural:** The building construction appears concrete frame structure, with concrete floors supported by poured foundation walls. Roof structure appears to be concrete as well. IFF did not observe indications that the structural system was compromised. There was no evidence of differential settlement in the concrete foundation walls or on the exterior masonry.

Building Systems

- **Plumbing:** Plumbing service to the buildings is believed to be supplied by a 4" diameter line. The water supply lines, both horizontal and risers, appear to be copper. The sanitary and venting is provided by cast-iron and the waste is gravity fed to the city service. The plumbing is aging and does not always function well; the original plumbing system of waste and supply lines are reaching the end of their service life. The supply and waste piping likely have many layers of corrosion and build-up that limit the flow of water. As the system continues to age, leaks and blockages will become more frequent and severe. Building staff has indicated that they fix any issues with the plumbing on an as-needed basis.

The Building's hot water is provided by a one gas fired hot water heater (HWH) manufactured by A. O. Smith with a max W.P. water of 160 psi, a minimum relief valve cap of 252lbs/hr, and a heating surface of 25.2 sf. Adjacent to the HWH is a 120-Gal storage tank. The HWH and storage tank were installed in 1983 and the ESL for a gas water heater is approximately 25 years, putting the HWH and storage tank well past their ESL.

The facility also contains commercial grade plumbing fixtures, faucets and valves, many of which appear to be original to the building. These have not been well maintained and should be replaced in the near term.

- **Heating/Cooling:** The building is heated with a cast iron natural gas fired boiler that was manufactured by Weil McLain. The model number on the power flame burner is WCR3-G-20. The boiler was installed in 1992, which makes it 27 years old. The ESL for gas boilers is approximately 25 years. This boiler creates hot water which is then pumped through the building to cast iron radiators to provide heat. The system has 7, ¼ HP water circulators that push this hot water through the building. These water circulators appear to be newer than the rest of the system and are manufactured by Bell & Gossett with the model number M10532 – 1G51.

The building is cooled by residential window-mounted air conditioners. These units do not appear to be installed with school-use specified bracketry, and it does not appear that the units are properly rated/sized for the volume of the spaces being served. The strategy for cooling the building should be evaluated by a licensed mechanical contractor. Costs for a phased replacement of these residential units with commercial window units have been included in the budget.

- **Electrical:** The main electrical service size is a 600 Amp 3-phase supplying power. The main electrical equipment is located in a small room off the boiler room, with additional sub panels located throughout the building. In electrical systems of buildings of this age, the distribution system of wires and conduit is typically a combination of new and original infrastructure. The older wiring and receptacles will fail with greater frequency and is commonly replaced on an as-needed basis until a large renovation project is completed. The electrical service appears to be insufficient for the current use of the buildings and would likely need to be upgraded. The building was never designed with the intention to add air conditioning window units, therefore these units tend to overload the current system and trip the breakers. Typically, buildings of this size have at least 1,200-amp service. The lighting in the building is typically fluorescent lights. During a renovation project these should be upgraded to LED for increased energy efficiency. The low voltage system appears to be dated and should be upgraded or replaced, if possible.
- **Fire Protection/Life Safety/ Accessibility:** The building was constructed long before building codes mandated that all facilities be accessible to those with physical limitations. Subsequently, the building is not fully compliant with current accessibility codes. Additionally, the building was built when life safety standards were not as robust, and it has been modified over time in ways that did not consider updated life safety implications. Shortcomings in accessibility and the life safety system are typically considered an existing, non-conforming use and are not required to be upgraded unless the space is renovated. Repairing or replacing existing materials with new materials that serve the same purpose is not typically considered a renovation.

IFF observed padlocks on most of the exterior doors to the building. Building staff noted that the padlocks are typically put on at night and removed during the day. There should never be any impediment to exiting the building via these doors, day or night. This is an urgent life safety concern and these padlocks must be immediately removed from all emergency egress doors, as building occupants must always be able to safely and reliably exit the building in the event of a fire.

The building is not sprinkled, however, fire extinguishers, emergency exit signs, smoke detectors, emergency lighting, and pull stations were noted throughout the building. The fire alarm did not appear to be remotely monitored. Evacuation/emergency exit maps were not visible and should be installed along egress routes. Additionally, while emergency exit signs were visible, they did not appear to be sufficient in number or location. A licensed fire alarm contractor should assess the system and make recommendations to upgrade the life safety system in the building. Also, the kitchen smelled slightly of gas. A licensed gas contractor should come out and inspect the kitchen to ensure that no gas is leaking into the kitchen area.

The building is not currently accessible and will be challenging to make accessible. Most critically, the building is not vertically ADA accessible; an elevator should be considered for ADA compliance. The ADA ramp in the rear appears to be too steep to meet ADA standards and does not have the required continuous handrail. One toilet room in the basement has been updated to meet ADA standards; all other toilet rooms are not accessible, though they do appear to be sufficiently sized to be easily converted into accessible toilet rooms. Furthermore, High-Low ADA drinking fountains are not provided throughout the building and, finally, the building does not contain an ADA mop sink. A licensed architect should evaluate the building and make recommendations on how to update the building to meet current ADA standards.

Interior Finishes:

- **Hazardous Materials:** Due to the age of the buildings it is probable there is a significant amount of asbestos-containing-materials (ACMs) on site. Typically, most building departments allow asbestos containing materials to remain in place as long as they are non-friable, meaning that they are intact and do not have loose particles that can enter the air. Any major renovation that disturbs these areas will require a negative test to remain in place or, if tested positive, to be fully remediated. Given the age of the buildings, lead is very likely to be present on some painted surfaces. Much like asbestos, lead containing paint can remain in place if it remains intact. However, any painted areas disturbed during a renovation project should be tested for the presence of lead and remediated if lead is found. During the walkthrough, IFF observed possible asbestos floor tile in the basement and possible asbestos insulation in the boiler room. Environmental inspection and testing should be performed by licensed professionals.
- **Interior Finishes:** Paint, ceiling tiles, flooring, and interior doors/ hardware are all likely past their ESL and should be replaced in the long-term.



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Programmatic Enhancements:

- **Accessibility:** IFF estimates it would take between \$200,000 and \$400,000 to make the building fully accessible. To get more detailed and accurate budgetary numbers, Hogan Prep should hire a licensed architect to fully lay out the potential design solutions and evaluate possible layouts.
- **Classroom Size and Setup** – Building staff noted that some of the classrooms were smaller than would be desirable and that classrooms with permanent lecture style seating aren't ideal for today's classroom environment. In the event of a full renovation project, IFF would recommend having a licensed architect fully evaluate the size and layout of the classrooms against current programmatic needs to ensure the building operates in the most effective way possible.

Included Below:

- **Photos of existing facility's current conditions**

Appendix C: Assessment Calendar

HOGAN

PREP ACADEMY

2020-21 Assessment Calendar*

September 2020		October 2020	
WIDA Screener	9/8/20-10/8/20	Evaluate (Form B)	10/19/20 - 10/30/20
STAR Reading/Math	9/14/20-10/2/20	Fall EOC Window	10/26/20 - 1/22/2021
Evaluate (Form A)	9/14/20-9/31/20		
November 2020		December 2020	
Fall EOC Window	10/26/20 - 1/22/2021	Fall EOC Window	10/26/20 - 1/22/2021
Evaluate (Form A)	11/16/20-11/30/20	STAR Reading/Math**	12/1/20-12/18/20
		Evaluate (Form B)	12/7/20-12/18/20
		Local Fitness Assessment	Due at end of semester
January 2021		February 2021	
WIDA Access	1/11/21 - 3/5/21	Evaluate (Form B)	2/16/21 - 2/26/21
Evaluate (Form A)	1/18/20-1/29/21		
March 2021		April 2021	
Spring EOC Window	3/1/21 - 5/28/21	MAP GLA	4/5/21 - 5/28/21
		Spring EOC Window	3/1/21 - 5/28/21
May 2021			
MAP GLA		4/5/21 - 5/28/21	
Spring EOC Window		3/1/21 - 5/28/21	
STAR Reading/Math		5/14/20-10/2/20	
Local Fitness Assessment		Due at end of semester	

*Tentative dates and are subject to change **Optional

2020-21 Assessment Schedule

Assessment	Grade Level	Dates
ACCESS Assessment	K 1 2 3 4 5 6 7 8 9 10 11 12	1/11/21 - 3/5/21
American College Test (ACT)	K 1 2 3 4 5 6 7 8 9 10 11 12	Various Saturdays throughout the year. Visit website for specific dates.
ACT Explore	K 1 2 3 4 5 6 7 8 9 10 11 12	TBD
ACT PLAN	K 1 2 3 4 5 6 7 8 9 10 11 12	TBD
Armed Service Vocational Aptitude Battery (ASVAB)	K 1 2 3 4 5 6 7 8 9 10 11 12	TBD
Evaluate (Reading & Math)	K 1 2 3 4 5 6 7 8 9 10 11 12	Monthly (September-February)
LEAP Assessments	K 1 2 3 4 5 6 7 8 9 10 11 12	Can be used throughout the year at building's discretion
MAP End of Course Exams EOC	K 1 2 3 4 5 6 7 8 9 10 11 12	Summer: 6/8/20 - 7/31/2020
		Fall: 10/26/20 - 1/22/2021
		Spring: 3/1/21 - 5/28/21
MAP Grade Level Assessments (GLA)	K 1 2 3 4 5 6 7 8 9 10 11 12	4/5/21 - 5/28/21
Practice MAP (Released Items)	K 1 2 3 4 5 6 7 8 9 10 11 12	Can be used throughout the year at building's discretion
STAR Reading/Early Lit Assessment and STAR Math Assessment	K 1 2 3 4 5 6 7 8 9 10 11 12	Fall: 9/14/20-10/2/20
		Winter: 12/1/20-12/18/20
		Spring: 5/14/20-10/2/20
Teachers College Reading Assessment	K 1 2 3 4 5 6 7 8 9 10 11 12	1st Assessment: TBD
		2nd Assessment: TBD
		3rd Assessment: TBD

Assessment Descriptions

Assessment	Purpose	Coordinator/ Examiner	How Results are Used
ACCESS Assessment	The ACCESS is the English language proficiency assessment that the Missouri Department of Elementary and Secondary education has selected to meet the requirement of No Child Left Behind to annually assess Missouri's students who are eligible for ELL (English Language Learner) services	Coordinator of Student Services ELL Coordinator/ Teacher	HPA uses the results in combination with other data to determine the need for continuation of ELL services. In addition, DESE uses the ACCESS to determine if districts have met NCLB's Annual Measurable Achievement Objectives (AMAOs).
ACT, EXPLORE, and PLAN	This set of assessments provides information to assist students in making decisions about their next level of learning and their career interests. Achievement data and students' interests, needs, plans, and selected background characteristics are assessed using norm-referenced measures. The ACT test at the junior and senior level serves as a college entrance exam.	School Test Coordinator/ Counselor/ Teachers	The EXPLORE and PLAN results are used to track individual student achievement at the secondary level, as well as to provide information about student interests. ACT results are used by colleges and universities to make student admission decisions. Performance relative to the College Readiness Benchmarks on all three assessments is used to determine progress in preparation for life after graduation. During the accreditation process, the district is evaluated on ACT performance.
Armed Service Vocational Aptitude Battery (ASVAB)	The Armed Services Vocational Aptitude Battery (ASVAB) is a multi-aptitude test battery that is designed to measure student aptitudes.	Counselors/ Military Personnel	Scores are to be used for identifying students' aptitudes for career and vocational purposes.
Classroom Assessments	A variety of classroom assessments ranging from multiple-choice tests to performance events are administered to assess students' performance on the district curriculum. Some of these assessments are developed within the district, while others are developed by outside sources. These are used as part of the professional learning communities model, and the primary purpose is to improve instruction and ensure that students are meeting standards.	Teachers	Teachers use results to determine if students are meeting key learning objectives. This data feeds the instructional feedback loop that enables teachers to teach more effectively. The data is also used by teachers and teams to measure progress toward goals. In addition, the assessments are used to monitor progress during an intervention and determine the effectiveness of programs.
Evaluate	Evaluate will assess grade level standards and provide the school with a sense of how students might perform on EOY assessments.	Teachers	Assessment data can be compared to historical data as a check on the effectiveness of virtual learning. Evaluate reporting can be adjusted to provide separate grades for objectives previously taught (cumulatively).
LEAP	See MAP Practice		
Local Physical Fitness Assessment	A locally administered physical fitness assessment.	Physical Education Teachers	Reported to DESE for grade 5th, 7th, and 9th. DESE annually selects students, schools, and districts that are considered to have achieve improvement in fitness.

MAP End of Course Exams	The MAP End-of-Course Exams are statewide assessments for key required high school courses including Algebra I, Biology, English II, and Government. HPA also administers optional End-of-Course Exams in Algebra II, English I, Geometry, and American History. These assessments have been developed to assess the degree to which students are proficient in the knowledge, skills, and competencies represented in the Missouri Learning Standards (MLS).	School test coordinator/ teachers, other staff	Scores are interpreted as how well students, schools, and the district are doing relative to the MLS. District accreditation is partially based on these scores. In addition, like MAP, End-of-Course scores are used in determining APR points in MSIP5. Also, teachers will use these assessments as part of the course final, which will be included in students' grades.
MAP Grade Level Assessments (GLA)	The Missouri Assessment Program (MAP) is a statewide assessment that has been developed to assess the degree to which students are proficient in the knowledge, skills, and competencies represented in the Missouri Learning Standards	School test coordinator/ teachers, other staff	Scores are interpreted as how well students, schools, and the district are doing relative to the MLS. District accreditation is partially based on MAP scores. MAP scores receive the most public attention because of their use in determining Annual Percentage Ratings (APR) in MSIP5 for DESE Accountability purposes
Practice MAP	The Practice MAP assessments are released items from DESE and are given for a variety of reasons. First, the data is used as a predictor to anticipate our students' scores on the actual MAP. Second, the test provides an opportunity for students to become familiar with the format of the state's assessment and the online tools.	School test coordinator/ teachers, other staff	Scores are interpreted as how well students, schools, and the district are doing relative to the MLS. Used as a predictor.
STAR Assessments	STAR assessments provide an estimate of students' skills and abilities relative to national norms. The assessments provide feedback about student, classroom, and grade level progress to facilitate data-based instruction. The purpose of STAR Early Literacy is to assess students' early literacy skills in preparation for reading. The purpose of STAR Reading is to assess student reading skills. The purpose of STAR Math is to assess student math skills. Each of the assessments is typically completed in approximately 30 minutes.	Teachers and Other Staff	Results will be used to monitor and ensure that all students are making appropriate progress in reading and math. Specifically, The STAR assessments will be used as part of the Response to Intervention (RtI) model to screen for students in need of more intense or frequent interventions. The STAR Assessments will then be used to monitor students' progress during these interventions. The STAR assessment provides an ATOS reading level that is used to screen and monitor student reading levels throughout the year.
	Note: During the STAR assessment windows, students in first grade will take either the Early Literacy assessment or Reading assessment depending on their reading ability. In general, students who are at least beginning to read first grade level text should be taking STAR Reading.		
Teachers College Reading Assessment	Teachers College Reading Assessment provides a system for tracking supporting children's growth in literacy.	Teachers and Other Staff	Teachers, Reading Interventionists, and other staff Data from this assessment will be analyzed to identify strengths and next steps for each student. This information will then be used to guide teacher decisions for student grouping, text selection, and teaching points to help students progress with their reading skills.

Appendix D: Special Education Letter and Findings

August 11, 2020

048-904

Dr. Jayson Strickland, Superintendent
Hogan Preparatory Academy
5809 Michigan Avenue
Kansas City, MO 64130-3349

Re: “Determination Category” for your school district/responsible public agency

Dear Dr. Strickland:

The Missouri Department of Elementary and Secondary Education (DESE) was recently notified of its 2020 annual determination under Section 616 of the Individuals with Disabilities Education Act (IDEA) by the U.S. Department of Education, Office of Special Education Programs (OSEP). Missouri has been placed in the category “Meets Requirements of Part B of the IDEA.” This is a good reflection on the dedication of the many school and state agency personnel who support students with disabilities across the state.

Just as the U.S. Department of Education makes an annual determination for each state, Missouri also makes an annual determination of each local education agency (LEA). **This annual determination is a federal requirement and is not a part of or related to the special education compliance monitoring.** The purpose of this letter is to inform you that your public agency’s annual determination category for 2020 is:

Meets Requirements in Implementing the Requirements and Purposes of the IDEA.

This letter also provides a brief summary of the regulatory requirements related to these determination categories as well as information about the data that was used to make this determination. The determination category is based on an evaluation of your progress on selected SPP indicators and targets.

The categories states must use for annual determinations of LEAs are established by the OSEP, and are the same four categories OSEP uses in identifying each State Educational Agency’s determination category. The following list includes the four categories used by OSEP:

-

Meets the requirements and purposes of the IDEA

- Needs assistance in implementing the requirements of the IDEA
- Needs intervention in implementing the requirements of the IDEA
- Needs substantial intervention in implementing the requirements of the IDEA

States are required to review local performance in these areas:

- Special Education Audit Findings
- Timely/Accurate Data
- Compliance under SPP indicators 9 and 10 (Disproportionality)
- Compliance under SPP indicator 11 (Initial Evaluation Timelines)
- Compliance under SPP Indicator 12 (Part C to Part B Transition Timelines)
- Compliance under SPP indicator 13 (Secondary Transition Planning)

States have been given the discretion to consider data related to additional SPP performance (results) indicators. The Department felt it was important to include a review of performance indicators on graduation rate, dropout rate, and MAP assessment in elementary communication arts.

Attached you will find a description of the criteria DESE used in making the determinations for LEAs this year. In addition, the chart shown below provides information about your LEA's scores in each area reviewed as well as the overall determination score. The range of scores is 1 (low) to 4 (high). An average score of 3.33 or higher results in a determination of *Meets Requirements*.

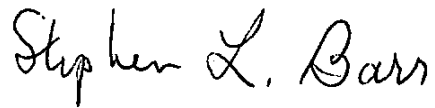
DETERMINATION AREA	DISTRICT SCORE
Special Education Audit Findings	4
Timely/Accurate Data	4
Graduation Rate	NA
Dropout Rate	4
Assessment Participation	4
Assessment Performance	1
Disproportionality	4
Initial Evaluation Timelines	4
Part C to Part B Transition Timelines	4
Secondary Transition Planning	4
Determination Score	4

It is important to keep in mind in some cases these determinations are based on a different set of data and criteria than the data and criteria used in making compliance decisions during the cyclical monitoring process.

It is our hope this process, along with the other processes the Department uses to meet its responsibilities for general supervision and monitoring, will ultimately lead to improved educational outcomes for students with disabilities throughout our state as local agencies demonstrate compliance with the requirements of IDEA.

If you have any questions, please contact the Office of Special Education, Compliance Section 573-751-0699.

Sincerely,

A handwritten signature in black ink that reads "Stephen L. Barr". The signature is written in a cursive, flowing style.

Stephen Barr, Assistant Commissioner
Office of Special Education

Enclosure

c: Beverly Luetkemeyer, Director, Special Education Compliance
Dana Welch, Assistant Director, Special Education Compliance
ADRIANNE KELLY, District Special Education Contact

Missouri Department of Elementary and Secondary Education

Criteria for Local Determinations

2020

The criteria used for issuing determinations on implementation of the Individuals with Disabilities Education Act (IDEA) for each responsible public agency in Missouri are described in Table A. The determinations are based on 2018-19 data except for the areas of Initial Evaluation Timelines, Part C to Part B Transition Timelines, Secondary Transition Planning and Disproportionality. For these areas, LEAs reviewed in 2017-18 received a score ranging from 4 to 1, depending on their review findings and correction of noncompliance. All other LEAs received a score of 4 unless they had continuing longstanding noncompliance, in which case they received a score of 1.

The LEA's determination was based upon the average of its scores in the ten categories listed in Table A in accordance with the ranges shown in Table B.

Table A: Criteria Used to Make Determinations

Audit Findings <ul style="list-style-type: none"> 4 – No Findings 3 – Findings – reconciled timely (6 months) 2 – Findings – reconciled untimely (+ 6 months) 1 – Findings – not reconciled or not submitted to the Department 	Graduation Rate (SPP Indicator 1) Target 74.5% <ul style="list-style-type: none"> 4 – within 5% of target 3 – within 15% of target 2 – within 25% of target 1 – more than 25% from target
Timely and Accurate Data <ul style="list-style-type: none"> 4 – 7-8 out of 8 possible credits 3 – 5-6 out of 8 possible credits 2 – 3-4 out of 8 possible credits 1 – 0-2 out of 8 possible credits 	Dropout Rate (SPP Indicator 2) Target: 3.5% <ul style="list-style-type: none"> 4 – within 1% of target 3 – within 2% of target 2 – within 4% of target 1 – more than 4% from target
Disproportionality (SPP Indicators 9 & 10) Initial Evaluation Timelines (SPP Indicator 11) Part C to B Transition Timelines (SPP Indicator 12) Secondary Transition Planning (SPP Indicator 13) <ul style="list-style-type: none"> 4 – In compliance or timely correction of noncompliance (within 12 months) 3 – Untimely correction of noncompliance (greater than 12 months and less than 18 months) 2 – Untimely correction of noncompliance (greater than 18 months) 1 – Longstanding uncorrected noncompliance 	Assessment Participation (SPP Indicator 3b) Target: 95.0% <ul style="list-style-type: none"> 4 – within 5% of target 3 – within 10% of target 2 – within 15% of target 1 – more than 15% from target Assessment Performance (SPP Indicator 3c) Target: 20.0% <ul style="list-style-type: none"> 4 – greater than or equal to target 3 – within 1% of target 2 – within 2% of target 1 – more than 2% from target

Table B: Range of Scores Used to Make Determinations

Needs Substantial Intervention	1-1.999
Needs Intervention	2-2.749
Needs Assistance	2.75-3.329
Meets Requirements	3.33-4

File Review Totals			
	LEA	DESE	Final
yes:	208	38	207
no:	0	1	1
n/a:	187	54	187
percent:	100	97.43	99.51
Total Student Reviews: 15			
Indicators out of compliance: 1			

Indicator	LEA		DESE		Final		Score
REFERRAL PROCESS:							
200.20 - Full explanation of all Procedural Safeguards:							
200.20.a - The Procedural Safeguards statement was provided within 5 school days of the date of the referral.	Yes No N/A	3 0 0	Yes No N/A	1 0 0	Yes No N/A	3 0 0	100.0%
INITIAL EVALUATION/ELIGIBILITY DETERMINATION:							
200.30 - Existing evaluation data on the child is reviewed:							
200.30.a - A description of all data reviewed and a summary of the information gained from the review of the data.	Yes No N/A	3 0 0	Yes No N/A	1 0 0	Yes No N/A	3 0 0	100.0%
PRIOR WRITTEN NOTICE - INITIAL EVALUATION							
200.70 - Prior Written Notice, consent required:							
200.70.a - Date of the Prior Written Notice (m/d/y) is not more than 30 calendar days from date of referral.	Yes No N/A	3 0 0	Yes No N/A	1 0 0	Yes No N/A	3 0 0	100.0%
200.70.b - Consent is obtained prior to administration of any tests or assessment instruments, if applicable.	Yes No N/A	3 0 0	Yes No N/A	1 0 0	Yes No N/A	3 0 0	100.0%

Indicator	LEA		DESE		Final		Score
200.200 - Parent is provided a copy of the evaluation report:							
200.200.a - Documentation is present that a copy of the evaluation results and eligibility determination was provided to the parent: 200.200.a(1) Date of provision of copy (m/d/y).	Yes No N/A	3 0 0	Yes No N/A	1 0 0	Yes No N/A	3 0 0	100.0%
200.210 - A synthesis of information from the evaluation is present:							
200.210.a - The evaluation report addresses the results of assessments conducted in all areas generally related to the suspected disability. This should include, if appropriate, any or all of the following areas: 200.210.a(1) Health, 200.210.a(2) Vision, 200.210.a(3) Hearing, 200.210.a(4) Social and emotional status, 200.210.a(5) General intelligence, 200.210.a(6) Academic performance (including results of state and agency-wide assessments), 200.210.a(7) Communicative status, and/or 200.210.a(8) Motor abilities.	Yes No N/A	3 0 0	Yes No N/A	1 0 0	Yes No N/A	3 0 0	100.0%
200.210.b - The evaluation information draws upon information from a variety of sources and is sufficiently comprehensive to identify all of the child's special education and related services needs.	Yes No N/A	3 0 0	Yes No N/A	1 0 0	Yes No N/A	3 0 0	100.0%
200.220 - Relevant behavior noted during observation:							
200.220.a - Documentation of the required observation conducted during the evaluation process includes all required components as addressed in the eligibility criteria for Autism, Emotional Disturbance, and Specific Learning Disability (refer to Eligibility Criteria 600 Autism, 800 Emotional Disturbance, and 1400 Specific Learning Disability).	Yes No N/A	2 0 1	Yes No N/A	1 0 0	Yes No N/A	2 0 1	100.0%
200.250 - For Initial Eligibility: Basis for the determination of eligibility and need for special education and related services for initial evaluation:							

Indicator	LEA		DESE		Final		Score
200.250.a - Each item is addressed as outlined for a categorical eligibility with appropriate documentation to confirm the presence of a disability and need for special education and related services.	Yes No N/A	3 0 0	Yes No N/A	1 0 0	Yes No N/A	3 0 0	100.0%
REEVALUATION/CONTINUED ELIGIBILITY AND NEED FOR SERVICES:							
200.330 - Existing evaluation data on the child is reviewed:							
200.330.a - A description of all data reviewed and a summary of the information gained from the review of the data.	Yes No N/A	8 0 0	Yes No N/A	2 0 0	Yes No N/A	8 0 0	100.0%
200.360 - Additional data needed, consent required.							
200.360.b - Consent is obtained prior to administration of any test(s) or assessment instruments.	Yes No N/A	7 0 0	Yes No N/A	0 1 0	Yes No N/A	6 1 0	85.7%
200.470 - A synthesis of information from the evaluation is present:							
200.470.a - The evaluation report addresses the results of assessments conducted in all areas related to the suspected disability. This should include, if appropriate, any or all of the following areas: 200.470.a (1) Health, 200.470.a(2) Vision, 200.470.a(3) Hearing, 200.470.a(4) Social and emotional status, 200.470.a(5) General intelligence, 200.470.a(6) Academic performance (including results of state and agency-wide assessments), 200.470.a(7) Communicative status, and/or 200.470.a(8) Motor abilities.	Yes No N/A	7 0 0	Yes No N/A	1 0 0	Yes No N/A	7 0 0	100.0%
200.470.b - The evaluation information draws upon information from a variety of sources and is sufficiently comprehensive to identify all of the child's special education and related services needs.	Yes No N/A	7 0 0	Yes No N/A	1 0 0	Yes No N/A	7 0 0	100.0%
200.510 - For Continuing Eligibility: Basis for the determination of continued eligibility and need for special education and related services for reevaluation:							

Indicator	LEA		DESE		Final		Score
200.510.a - The evaluation report confirms the continued existence of a disability and the child's continued need for special education and related services.	Yes No N/A	7 0 0	Yes No N/A	1 0 0	Yes No N/A	7 0 0	100.0%
INDIVIDUALIZED EDUCATION PROGRAM (IEP):							
200.610 - Content of notification of IEP meeting (verbal or written) is documented:							
200.610.b - For students beginning not later than the first IEP to be in effect when the child is 16, post-secondary transition is stated as a purpose of the meeting, at least annually or whenever post-secondary transition is to be discussed at the IEP meeting.	Yes No N/A	4 0 0	Yes No N/A	0 0 0	Yes No N/A	4 0 0	100.0%
200.630 - Annual Meeting to Review/revise the IEP:							
200.630.b - Meetings are no more than 365 calendar days apart.	Yes No N/A	8 0 0	Yes No N/A	2 0 0	Yes No N/A	8 0 0	100.0%
200.710 - Child:							
200.710.b - For IEP meetings addressing secondary transition services, the child is invited.	Yes No N/A	4 0 0	Yes No N/A	0 0 0	Yes No N/A	4 0 0	100.0%
200.710.c - If the child was age 16+ and did not attend any meeting where the purpose is the consideration of post-secondary goals, documentation must be present that the child's preference and interests related to transition services were considered at the IEP meeting.	Yes No N/A	4 0 0	Yes No N/A	0 0 0	Yes No N/A	4 0 0	100.0%
200.740 - A statement of the present levels of academic achievement and functional performance:							
200.740.a - Is consistent with evaluation/reevaluation results in the evaluation report.	Yes No N/A	11 0 0	Yes No N/A	3 0 0	Yes No N/A	11 0 0	100.0%
200.740.c - Addresses how the child's disability affects her/his involvement and progress in the general education curriculum. (For preschool children, how the disability affects the child's participation in appropriate activities.)	Yes No N/A	11 0 0	Yes No N/A	3 0 0	Yes No N/A	11 0 0	100.0%
200.740.f - Addresses the academic, developmental and functional needs of the child.	Yes No N/A	11 0 0	Yes No N/A	3 0 0	Yes No N/A	11 0 0	100.0%
200.790 - Student informed of transfer of parental rights:							

Indicator	LEA		DESE		Final		Score
200.790.a - No later than the child's 17th birthday, the IEP includes a statement that the child has been informed of the rights under IDEA that will transfer to the child upon her/his 18th birthday.	Yes No N/A	3 0 1	Yes No N/A	0 0 0	Yes No N/A	3 0 1	100.0%
200.800 - The IEP for each student beginning not later than the first IEP to be in effect when the child reaches 16 years of age, or younger if determined appropriate, and updated annually includes transition services that are a coordinated set of activities to assist the child in reaching their postsecondary goals based on age appropriate transition assessments.							
200.800.a - Appropriate, measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.	Yes No N/A	4 0 0	Yes No N/A	0 0 0	Yes No N/A	4 0 0	100.0%
200.800.b - Annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s).	Yes No N/A	4 0 0	Yes No N/A	0 0 0	Yes No N/A	4 0 0	100.0%
200.800.c - Transition services designed in a results oriented process that a coordinated set of activities focused on improving the academic and functional achievement of the child to facilitate their movement from school to post-school activities. Services are based on the child's needs, taking into account the children's strengths, preferences and interests.	Yes No N/A	4 0 0	Yes No N/A	0 0 0	Yes No N/A	4 0 0	100.0%
200.800.d - If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the proper consent of the parent or student who has reached the age of majority?	Yes No N/A	0 0 4	Yes No N/A	0 0 0	Yes No N/A	0 0 4	N/A
200.800.e - The measurable postsecondary goals are based on age-appropriate transition assessment.	Yes No N/A	4 0 0	Yes No N/A	0 0 0	Yes No N/A	4 0 0	100.0%
200.800.f - Transition services include the course of study needed to assist the child in reaching their postsecondary goals. 200.800.f (1) The course of study listed align with the student's identified postsecondary goal(s). 200.800.f(2) The course of study is a multi-year description of coursework from the student's current grade to anticipated exit year that is designed to help achieve the student's desired post-school goal (s).	Yes No N/A	4 0 0	Yes No N/A	0 0 0	Yes No N/A	4 0 0	100.0%
200.800.g - The transition services take into account the child's needs, preferences, and interests.	Yes No N/A	4 0 0	Yes No N/A	0 0 0	Yes No N/A	4 0 0	100.0%
200.800.i - There is evidence the student was invited to the IEP team meeting where transition services were discussed.	Yes No N/A	4 0 0	Yes No N/A	0 0 0	Yes No N/A	4 0 0	100.0%

Indicator	LEA		DESE		Final		Score
200.810 - A statement of measurable annual goals, including academic and functional goals.							
200.810.a - Demonstrate consistency with the content of the present level of performance.	Yes No N/A	11 0 0	Yes No N/A	3 0 0	Yes No N/A	11 0 0	100.0%
200.810.b - Are written in terms that are: 200.810.b(1) Specific to a particular skill or behavior to be achieved. 200.810.b(2) Measurable. 200.810.b(3) Attainable (can reasonably be accomplished within the duration of the IEP). 200.810.b(4) Results oriented. 200.810.b(5) Time-bound (generally happen within one year).	Yes No N/A	11 0 0	Yes No N/A	3 0 0	Yes No N/A	11 0 0	100.0%
200.810.e - Are present for each special education and related service.	Yes No N/A	11 0 0	Yes No N/A	3 0 0	Yes No N/A	11 0 0	100.0%
200.810.f - For children taking alternate assessments, description of benchmarks or short-term objectives aligned to alternate achievement standards. This information may be shown under goals or on the Present Level Of Academic Achievement And Functional Performance.	Yes No N/A	0 0 11	Yes No N/A	0 0 3	Yes No N/A	0 0 11	N/A
PLACEMENT:							
200.1050 - Prior Written Notice – Initial Eligibility and Consent for Initial Services:							
200.1050.a - A Prior Written Notice is provided to the parent prior to provision of services.	Yes No N/A	3 0 0	Yes No N/A	1 0 0	Yes No N/A	3 0 0	100.0%
200.1050.b - The Prior Written Notice to parents for their consent to initiate services in special education must include the eligibility category of disability and subcategories, if appropriate, under which the child qualified for those services.	Yes No N/A	3 0 0	Yes No N/A	1 0 0	Yes No N/A	3 0 0	100.0%
And							
200.1050.c - Signed parental consent for the initial services is obtained prior to provision of services.	Yes No N/A	3 0 0	Yes No N/A	1 0 0	Yes No N/A	3 0 0	100.0%
200.1120 - Prior Written Notice - Initial Placement							

Indicator	LEA		DESE		Final		Score
200.1120.a - Documentation is present that a Prior Written Notice is provided to the parent prior to initial placement.	Yes No N/A	3 0 0	Yes No N/A	1 0 0	Yes No N/A	3 0 0	100.0%
LONG TERM SUSPENSIONS/EXPULSIONS (DISCIPLINARY CHANGE OF PLACEMENT)							
300.30 - Child suspended in excess of ten (10) consecutive school days OR Removals exceed ten (10) school days cumulatively and constitute a pattern of suspension							
300.30.a - Documentation is present that the child was removed in excess of ten (10) school days consecutively or has been subjected to a series of removals that exceed ten (10) school days cumulatively and school personnel have determined that those removals constitute a pattern of suspension.	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%
300.30.b - Documentation is present that within ten (10) school days after any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination was conducted.	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%
300.40 - Manifestation Determination:							
300.40.a - Reviewed all relevant information in the student's file, including: 1)the child's IEP, 2) any teacher observations, and 3) Relevant information provided by the parents.	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%
300.40.b - Whether the conduct in question was caused by, or had a direct and substantial relationship to the child's disability	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%
Or							
300.40.c - Whether the conduct in question was the direct result of the LEA's failure to implement the IEP.	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%
300.50 - Conduct is found not to be a manifestation of a disability:							
300.50.a - Found the conduct in question was not caused by, or had a direct and substantial relationship to the child's disability	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%
And							
300.50.b - The conduct in question was not the direct result of the LEA's failure to implement the IEP	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%

Indicator	LEA		DESE		Final		Score
300.50.c - Determined services that would enable the child to continue to receive educational services to continue to participate in the general education curriculum, progress toward meeting goals set out in the IEP and receive, as appropriate, a Functional Behavior Assessment (FBA) and behavior intervention services and modifications, that are designed to address the behavior violation so that it does not recur.	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%
300.50.d - Determined placement.	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%
300.50.e - Provided the parent with Prior Written Notice for change of placement.	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%
300.50.f - Provided a copy of the Procedural Safeguards Notice	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%
300.60 - Conduct is found to be a manifestation of the disability.							
300.60.a - Found the conduct in question was caused by, or had a direct and substantial relationship to the child's disability	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%
Or							
300.60.b - The conduct in question was the direct result of the LEA's failure to implement the IEP.	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%
300.60.c - Conducted a Functional Behavior Assessment (FBA), unless the LEA had conducted a FBA assessment before the behavior that resulted in the change of placement occurred	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%
And							
300.60.d - Implemented a Behavioral Intervention Plan (BIP) or if a BIP already has been developed, reviewed the BIP and modified it as necessary to address the behavior.	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%
300.60.e - Agency returned the child to the placement from which the child was removed,	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%
Or							
300.60.f - The parent and LEA agreed to a change of placement as part of the modifications to the Behavior Intervention Plan (BIP)	Yes No N/A	1 0 10	Yes No N/A	0 0 3	Yes No N/A	1 0 10	100.0%

Appendix E: Board Member Resumes

Robin K. Carlson

420 E. 79th Terrace, Kansas City, Missouri 64131 816.363.1314 (home) 816.550.1916 (cell)
robin.carlson@stinson.com

EDUCATION

Juris Doctor, Washburn University School of Law, May 2004

Magna Cum Laude; Class Rank: 3/150

Honors: Koch Scholar

Washburn Law Journal: Editor-In-Chief 2003-2004, Member 2002-2003

Publication: Comment, If You've Been Kissed, Who Do You Tell? Notice of Sexual Harassment Under a Title IX Claim, 42 WASHBURN L.J. 185 (2002)

Top Papers: Civil Procedure I, Decedents' Estates, Legal Malpractice, and Feminist Legal Theory

GNIP-GNOP Writing Award for Best Comment

ALI-ABA Scholarship & Leadership Award

West Group Outstanding Scholastic Achievement Award

Activities: Sam A. Crow American Inn of Court, Student Member 2003-2004

Phi Alpha Delta

Women's Legal Forum

Phonathon Committee and Volunteer

Constitutional Law tutor

Specialist in Education in School Psychology, *Pittsburg State University*, July 1990

GPA 4.0, Graduate Dean's Scholastic Honors, Excellence in Professional Service Award, Phi Kappa Phi

Master of Science in Psychology, *Pittsburg State University*, July 1989

GPA 4.0, Graduate Dean's Scholastic Honors, Herbert Rumford Scholarship

Bachelor of Arts in Psychology, *Hastings College*, May 1987

GPA 3.89, Magna Cum Laude, National Society DAR Arthur and Lillian Dunn Scholarship, Walter Scott Leadership Scholarship, President of Alpha Chi Honor Society

LEGAL EXPERIENCE

Partner: Stinson Leonard Street LLP (formerly *Stinson Morrison Hecker LLP*), January 2012- present – Practice Division Chair for Litigation Associates Group (April 2018); Member of Business Litigation II practice division; recipient of Kansas City Metropolitan Bar Association's 2016 Robert C. Welch Volunteer Attorney Project Award for commitment to pro bono legal services in the Kansas City community; served on SLS Associate Development and Mentoring and SLS Pro Bono committees; co-chair of Kansas City Women's Employee Resource Group.

Associate: Stinson Morrison Hecker LLP, September 2006-December 2011 – Member of Class Action and Complex Litigation practice division; represented clients in jury and bench trials; assisted in trial preparation; drafted appellant and appellee briefs for appeals before the Eighth Circuit and Tenth Circuits; conducted legal research; drafted legal memoranda, motions, and pleadings.

Law Clerk to The Honorable Kathryn H. Vratil: United States District Court for the District of Kansas, August 2004-August 2006.

Legal Intern: Washburn Law Clinic, Fall 2003 – Licensed to practice pursuant to KSC Rule 709.

Research Assistant to Dean Dennis Honabach: Washburn University School of Law, July 2002-May 2004 – Researched legislative changes regarding corporate Director/Officer liability for upcoming publication; proofread and edited material for publication.

Summer Associate: Shook, Hardy & Bacon, L.L.P., Summer 2003 – Conducted legal research for selected projects including: products liability, state healthcare privacy laws, employment-related torts, environmental law, foster care subsidies, and teaching methods; drafted pleadings; reviewed educational files and summarized special education assessment data for pro bono project.

Law Clerk: Glenn, Cornish, Hanson & Karns, June 2001-Febr. 2003 – Conducted legal research regarding insurance defense and subrogation; wrote memoranda and pleadings; drafted letters to clients.

Robin K. Carlson

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robin.carlson@stinson.com

BAR ADMISSIONS

Kansas, 2004
Missouri, 2005
Nebraska, 2015
Eighth Circuit Court of Appeals, 2006
Tenth Circuit Court of Appeals, 2010
United States District Court for the District of Kansas, 2004
United States District Court for the Western District of Missouri, 2007
United States District Court for the District of Nebraska, 2017
United States District Court for the Eastern District of Missouri, 2018

BAR MEMBERSHIPS

Kansas Bar Association, 2004 - present
Missouri Bar Association, 2005 - present
American Bar Association, 2006-2016
Kansas City Metropolitan Bar Association, 2006 - present

OTHER PROFESSIONAL EXPERIENCE AND CIVIC ACTIVITIES

Magistrate Selection Committee, Fall 2018 – served on committee to select final candidates for magistrate judge in the United States District Court for the District of Kansas

Kansas City Tomorrow, 2017-2018, Participant

Si Jak NFP, Inc., 2015-Present, Board of Directors

Gillis Center, 2010 -2015, Board of Directors

Leadership Council on Legal Diversity, 2014, Fellow; current city co-lead for Kansas City alums

Presenter, SMU Air Law Symposium, 2014, “GARA at Twenty: The General Aviation Revitalization Act’s History, Effects and Future”

Stinson Morrison Hecker United Way Campaign, 2008, Co-Chair

School Psychologist: Topeka Public Schools, 1990-2001 – Conducted comprehensive psychoeducational evaluations; provided counseling and consultation; prepared and conducted trainings for teachers, administrators, and paraeducators; conducted behavioral assessments; developed behavior plans for students; wrote grants; won Instructional Improvement Career Award.

Measurement and Evaluation Specialist: Topeka Public Schools, 1998-2001 – Provided consultation for schools in the school improvement process; developed profiles to document school improvement; analyzed and interpreted data; conducted staff training.

Executive Manager: Kansas Association of School Psychologists, 1991-1997 – Created and maintained membership databases; disseminated membership information and newsletters; prepared bulk mailings, handled correspondence.

Graduate Assistant: Counseling/Testing Center, Pittsburg State University, 1989-1990 – Organized and administered national standardized examinations; conducted staff training; created testing policies; instructed students in use of computer-assisted career decision programs, interpreted test results.

Graduate Assistant: Department of Psychology, Pittsburg State University, 1988-1989 – Taught undergraduate classes as assigned; conducted library research; maintained grades.

Assistant Family Teacher: Father Flanagan’s Boys’ Home, Boys Town, NE, 1987-1988 – Taught social skills, academic skills and independent living skills to youth.

DAVID ANDREW COLLIER

Professional Experience

Corporate Counsel, H&R Block, *Kansas City, Missouri, 2018 – present*

- In-house practice focused on corporate transactional matters, including primary legal support on M&A and business development initiatives and various other strategic transactions, organizational corporate structure, and corporate governance.

Corporate Attorney, Bryan Cave Leighton Paisner LLP, *Kansas City, Missouri, 2014 – 2018*

- Transactional practice focusing on mergers, acquisitions and divestitures, and private equity and strategic investments. Representative experience includes representation of middle-market private buyers and sellers, private equity and other financial buyers, and public companies in strategic acquisitions totaling over \$4 billion.
- Securities practice representing private and public issuers in private placements of securities and other corporate finance and fundraising transactions.
- General corporate practice, ranging from negotiating and documenting commercial transactions to advising private and public companies on corporate governance matters, including counseling public companies on compliance with SEC rules and reviewing periodic reports and proxy materials.

Corporate Attorney, Lewis Rice, LLC, *St. Louis, Missouri, 2013 – 2014*

- General corporate practice, including mergers and acquisitions, corporate finance, securities law and other regulatory compliance, real estate transactions and commercial loans.

Summer Associate, Lewis Rice, LLC, *St. Louis, Missouri, 2011 – 2012*

- Gained experience in a wide variety of litigation and corporate matters.

Service

Board Member, Northeast Community Center (Harmony Project KC), 2017 – present, Board President 2018 – present

Member, Kansas City Tomorrow, The Civic Council of Greater Kansas City (Class 39)

Member, Art Leaders, The Nelson Atkins Museum of Art, 2016 (Alumni Committee, 2017)

Founder and Alumnus, Marshall-Brennan Constitutional Literacy Project Washington University in St. Louis Chapter, 2011 – present

Volunteer Instructor, UMKC Law School Midwest Innocence Project Clinic, 2015 – 2016

Member, Generation Listen KC (89.3 KCUR) Leadership Council, 2015 – 2016

Member, Young Friends of St. Louis Public Radio Leadership Council, 2014

Volunteer, North Campus Partnership (21st Ward, St. Louis), 2013 – 2014

Graduate Representative, Washington University Board of Trustees, 2012 – 2013

Volunteer Intern, Legal Services of Eastern Missouri, 2011

Education

Washington University Law School, J.D. 2013, *magna cum laude* (Class Rank: 14 / 302)

Honors and Activities: Order of the Coif, Dean's Service Award, Dean's Book Award, Legal Practice Excellence Award, Washington University Law Review, Faculty Selection Committee, Honor Council, Public Service Advisory Board

University of Colorado, Thomas Edwin Devaney Fellow, 2008 – 2009

University of Missouri, M.A., Classics, 2008

Honors: Fellow at Center for E-Research (2006 – 2007), Eta Sigma Phi Scholarship for the American Academy in Rome (2007), Borsa di Studio (international research competition fellowship) at Scuola Normale Superiore in Pisa, Italy (2007-2008)

University of Missouri, B.A., Classics, 2006, *cum laude*

Honors: CAMWS Award for Outstanding Accomplishment in Classical Studies, MU Excellence Award, Kemp Award for Excellence, Bright Flight Scholarship, Undergraduate Research Mentorship Award

Admissions and Professional Memberships

Admissions:

Missouri (2013)

Illinois (2014) (Inactive)

Professional Memberships:

American Bar Association

Kansas City Metropolitan Bar Association

Association of Corporate Counsel

Lynne Beaver

6449 Verona Rd
913-231-0114
lynbeaver@gmail.com

Work Experience

Hostess

07/1979 to 08/1977

Annie Santa Fe
Bannister Mall, Kansas City, MO

Sales Associate

09/1984 to 09/1985

Saks Fifth Ave, Kansas City, MO

Multiple Titles

08/1985 to 04/2008

Enturia

Family Business: Started as receptionist, customer service, telemarketing, sales rep, marketing director, Director of Charitable Giving, Leawood, KS

President of Charitable Giving

01/2015 to Present

Brandmeyer Enterprise, Inc, Leawood, KS

Skills

Marketing - 5 years

Charitable reorganization - 5 years

Education

William Woods College and University of Kansas

08/1981 to 06/1983



Licenses:

Texas #23047
Missouri #200612352

Education:

Kansas State University
Bachelor of Interior
Architecture 1993

Skills:

Microsoft Office, Powerpoint,
Microsoft Project, Deltek
Vision, Newforma Project
Analyzer, E Builder, Prolog,
Auto Cad. Managed REVIT
projects

Affiliations:

American Institute of
Architects

National Organization of
Minority Architects

To lead community changing projects through collaboration and critical thinking. My satisfaction comes from the people that I serve who appreciate my willingness to get to know how they work and how to negotiate the political conditions that affect decision making as a Project Manager and relationship developer.

2016 - Present Hollis + Miller Architects, Kansas City

Market Leader Higher Education – Responsible for overall advancement of Higher Education design projects while undertaking strategic business development strategy and operations responsibilities for the higher education design studio.

2006 - 2015 Moody Nolan Texas LLC

Director of Moody Nolan Texas Operations - Spearheaded the establishment of Moody Nolan Texas, a subsidiary of Moody Nolan, in Dallas, Texas. Established all architectural, financial, and business development operations in the state of Texas. Expanded operations in 2012 to aid Moody Nolan in opening a Houston office. My contributions included:

Understanding and providing recommendations for implementing project management, financial, operational and resources as part of a nine office corporation. Innovation and problem solving associated with how to make the corporation better.

Director of Dallas Operations. Established multi-year strategy to develop competitive analysis and identification of marketing targets based on a combination of qualifications and cultivated relationships. Due to successes in the Texas, office was established as profit center in year 2, one year ahead of schedule. Lead Proposal development and submittals of targeted projects including team qualification and project approaches.

Parkland Medical Surgical Office Tower \$42 million – Core and Shell Design – Responsible for management support of the schematic design of the core and shell for the five story 245,000 SF Medical Office Building. Worked closely with the tenant fit out design team to delineate scopes of work between delivery packages.

Parkland Pedestrian Bridges \$15 million – Responsible for managing the development of two pedestrian sky bridges that connect to the medical surgical building and to the existing hospital. Responsible for the design management and leadership through Texas Department of Health and Dallas City Planning

Kristina Jones, Project Manager, 214-590-9552



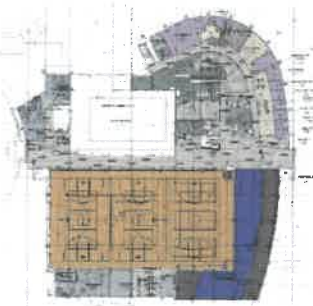
Prairie View A&M University \$24 million – Responsible for identification, pursuit and project win of a 92,000 SF student recreation center. Roles included managing the design team and maintaining close relationships with the Texas A&M University System and the user, Prairie View A&M.

Mr. Derrick Elder, Projects Manager (936) 261-9172



Dallas County Community College – El Centro College ADA Upgrades – Responsible for overall oversight and management of the assessment and remediation of accessibility deficiencies within one of their central business district campus locations. Developed a phased plan for the Owner's records that identified a multi-phased plan based on severity of item and available budget as an accessibility master plan that conveyed their intent to fulfill accessibility regulations over time.

Mr. Clyde Porter, FAIA, Associate Vice Chancellor of Facilities 972.860.7760



Texas State University, Strahan Coliseum Facility Study – Responsible for organizing and assessing Texas State's Strahan Coliseum to explore ways to increase its capacity and utilization for commencement exercises. Understanding that while athletics was not a driver of the study, we identified several strategies that would greatly enhance the graduation experience along with athletic and administrative functions. Engineered systems and infrastructure were studied. Several concepts were presented to the University President that included innovative ideas and rationale that they might employ to secure funds through fundraising and appropriations.

Mr. Michael Petty, Director Emeritus of Planning Design and Construction 512-245-2202

Texas A&M Aggie Band Facility Study – Led several design studies for the new building for the Texas A&M Aggie Band and Choral Music Groups. Studies included evaluation of multiple sites for cost effectiveness, along with acoustic impact studies of the areas surrounding the campus. Facilitated the development of an animated fly through for university fundraising.

Dr. Timothy Rhea – Director of Music Activities 979-492-4355



Prairie View A&M Recreation Center

Albert N Ray
525 Armour Boulevard #807
Kansas City, Missouri 64109



Jack Yates High School

Yates High School, Houston Independent School District, 34 million –Managed overall design of a 210,000 SF High School. Worked in close communication with neighborhood stakeholders by listening intently and effectively communicating their priorities and needs. Utilized 21st century education concepts of integration of a high technology environment that included extended learning areas that encouraged team learning and active critical thinking between Core Technical Education CTE programs.

Mr. Daniel Bankhead, AIA - General Manager of Design, Houston Independent School District Bond Program



University of Nebraska Multicultural Center

University of Nebraska Multicultural Center – Project Design Management of a 30,000 SF Multicultural Facility that was attached to the University of Nebraska Student Union. Managed design and interior design of the facility. Included Academic support and ballroom space for student functions.

Mr. Charlie Francis – Director of Student Unions 452-472-2181



Art District Garage

2001 -2005 –Moody Nolan (Formerly Group One Architects)

Director of Kansas City Operations Responsible for projecting revenue, staffing and profit projects for a 10 person staff of approximately 2.0 million in revenue and overseeing projects ranging from \$1,000,000 to \$42,000,000. Active in the preparation of contractual agreements for all projects.

Performing Arts Center Parking Garage – Managed a \$30,000,000 - 1,000 space cast in place subterranean parking garage. Design incorporates a number of sustainable features that included Life Cycle analysis of major engineered systems to include a 100 year life cycle on the structural elements of the garage. Project required considerable study of vertical and vehicular circulation scenarios to provide optimum performance during event and non-event days. Through team analysis, we were able to prove a 5 ½ year payback through capturing rainwater in a 90,000 cistern system, offsetting domestic water costs through most of the summer season.

Mr. Eric Bosch, City Architect, City of Kansas City Missouri

University of Central Missouri - Multipurpose Arena Bleacher Replacement for approximately 12,000 seats of bleachers and preferred seating and accessible/companion seating in the University's Multipurpose Arena. Provided an aggressive design and construction schedule to assure work was designed and completed before the start of the new basketball season.



Art District Garage

Albert N Ray
525 Armour Boulevard #807
Kansas City, Missouri 64109



18th & Vine Monumental
Signage



Palestine Commons

University of Central Missouri - WC Morris Chemistry Lab Renovation – A 3,000 SF lab that was part of the economic stimulus package ARRA. Design was produced in response to UCM's receipt of a research grant. Educational lab space converted to be a dedicated research lab dedicated to the study of alternative fuels.

Mr. Chris Bamman, Director of Facilities

University of Missouri Kansas City – Cherry Hall Renovation – Designed an adaptive reuse of the former residence hall to house Psychology and Social Work Departments. Led the programming and design efforts on a very limited budget to block and stack departments utilizing varying modules of the residential units to create comfortable working environments and strategically designing to allow natural light to penetrate internal student spaces. Organized special spaces for acoustic and visual control through observation rooms and sound attenuation rooms.

Mr. Bob Simmon, Vice Chancellor of Facilities

Fort Worth Schools – Worked within several bond programs and produced documents that were parts of phased renovations of IM Terrell High School, Dunbar High School, Dunbar Middle School and Sunrise Elementary School. Roles ranged from design and construction documentation to project closeout and warranty activities.

18th & Vine Monumental Signage and Terrace Project – The Jazz District Redevelopment Corporation desired a design of a monument sign that would act as iconographic design that would symbolize the district and be recognizable from a distance by visitors. Managed numerous public meetings and design sessions that explored street signage and sculptural elements before arriving at an option atop one of the districts buildings.

Mr. Mario Vasquez City of Kansas City, Missouri

18th and Highland Housing – Refurbished 4 single family homes as part of a revitalization effort to increase the housing stock in the 18th & Vine Redevelopment District. Managed the renovation

18th and Vine Multifamily Housing – Provided design and production of two multifamily apartment buildings. Project included implementation of universally designed units for seniors and those with physical limitations.

Palestine Commons Senior Housing – Responsible for managing, and construction administration for a developer led project for 69 senior assisted living housing units in that is a second phase of an urban development that targeted elimination of blight and provided community stability. Process included processes association with HUD Section 3 requirements and Missouri Tax Credits.

Brian Collins, Dromara Development, 816-651-6422

a_ray23@yahoo.com
816-905-2199

Integra A Design Build Solutions Group 1999-2001

Co- Owner, Self-employed performing interior design and space planning for small commercial and governmental projects.

Efrem Rivers – Johnson Controls 816-309-1178

Gould Evans Associates Kansas City, Missouri 1996-1999

Technical Design Support – Provided space planning and interior design for corporate and roll out retail spaces. Participated in design programming for the Sprint World Headquarters Campus. Developed graphic and manipulative tools to aid in blocking and stacking of departments into multiple buildings.

Di Carlo Construction Company 1993-1996

Worked as a project engineer responsible for on-site coordination of requests for information, shop drawings, scheduling and project closeout. Worked on several gambling casinos, the Historic Gem Theater, and the 18th & Vine Jazz Museum, and Negro Leagues Baseball Museum.

United States Army Reserve (Retired) 1987-2007

Citizenship / Involvement:

Unit Commander & Medical Operations Officer – Service 20 years in varying leadership roles to include Executive Officer and Company Commander of 58 soldiers to include training, operations and evaluations of staff.

Member of the Dean's Advisory Council for the College of Architecture Planning and Design at Kansas State University

Advisory Board Member for Crossroads Academy of Kansas City – Volunteered to develop permit plans that allowed the school to establish operations in fall of 2012

Active member of the American Institute of Architects –Member the Inaugural AIAKC Pillars Leadership group.

Participated on the Missouri Board for Architectural Professions and wrote a white paper on alternative construction delivery methods and their impact to the design profession.

Part of executive committee that established governance and articles of incorporation for the Kansas City Chapter of National Organization of Minority Architects NOMAKC. Organizations is focused on advocacy for students and professionals of color in the design industries.

600 E. 8th St Apt 6D
Kansas City, MO 64106

sammy4370@gmail.com
816-785-5174

Matt Samson

Professional Experience

Sales/Catering Manager, Gran Falloon, *Kansas City, Missouri*, 2013– *present*

- Working relationships with a variety of vendors and restaurant service personnel
- Working as a contact between providers and clients
- Working knowledge of food and beverage operations and procedures
- Knowledge of catering sales

Service

Board Member, Hogan Preparatory Academy, 2017 – present, Board President 2020 – present

Education

Purdue University, West Lafayette, IN, B.A., Communications 1993

MARY VIVEROS

10338 Lee Blvd
Leawood, KS 66206

Mary.viveros@gmail.com
913-449-9136

PROFESSIONAL EXPERIENCE

Medical Interpreter

Freelance Spanish Medical Interpreter

2019

Education

Executive Director

2008-2018

Kansas City Kansas Public Schools:

- Supervise, coach and evaluate principals and instructional coaches
- Steady growth in percent of seniors earning college credit.

Principal

2001-2008

Sumner Academy of Arts and Science, Kansas City Kansas

- State and MAP reading and math assessment scores improved
- PTA Parent Involvement Certification of Excellence

Assistant Principal

1997-2001

Washington High School, Kansas City Kansas

Science Teacher

1990-1997

J. C. Harmon High School, Kansas City, Kansas

EDUCATION

- **Ed.D Education Administration: University of Kansas,** Dec 2002
- **M.S. Curriculum and Instruction: University of Kansas** May 1994
- **B.S. Biology: University of Missouri-Kansas City** July 1981

PROFESSIONAL EXPERIENCES/TRAINING

Instructional Leadership Training-Kansas City, Oklahoma

2012-2018

High School Academy Model-Nashville

2016

National Alliance of Concurrent Enrollment Partnership-Denver

2015

Partnership with Kansas City Kansas Community College

2010-2014

Kansas Data Quality Control Certification-Topeka

2012-2015

Bridging the Gap Spanish Interpreter Training

2019

ADDITIONAL SKILLS/MEMBERSHIPS

- Mid-America Chapter of American Translators Association
- Volunteer at free clinics
- Coach-Girls on the Run

Appendix F: Leadership Resumes

D. R. JAYSON STRICKLAND

Mobile: (913) 231-1201 | strick3x3@gmail.com | Kansas City, KS 66109

A respected Educational Leader with a primary focus on increasing success for ALL students, with a record of accomplished experience in effective instructional programs and efficient operational functions. A collaborative leader that engages families, cultivates community partnerships and empowers staff. Skilled at building relationships with all stakeholders necessary to ensure the development of the WHOLE student and the achievement of the school system's goals.

VALUE OFFERED

- | | | |
|---------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Instructional Leadership | <input type="checkbox"/> Academic Achievement | <input type="checkbox"/> Family & Community Engagement |
| <input type="checkbox"/> Social/Emotional Development | <input type="checkbox"/> Instructional Technology | <input type="checkbox"/> Rigorous Curriculum Development |
| <input type="checkbox"/> Efficient Resource Allocation | <input type="checkbox"/> Excellent Communication | <input type="checkbox"/> College and Career Partnerships |
| <input type="checkbox"/> Data-driven Strategic Planning | <input type="checkbox"/> Cultural Proficiency | <input type="checkbox"/> Safe and Positive Environment |

SELECTED LEADERSHIP ACHIEVEMENTS

Increased Graduation Rate and ACT Scores

Increased Graduates Attending Post-Secondary Education

Increased Number of Students Graduating with Career Certificates

Increased Percent of High School Students Earning College Credits

Increased Percent of Students Reading on Grade Level

Increased Quarterly Writing Performance

Increased Students Passing Classes

Implemented College and Career Academies

ADMINISTRATIVE EXPERIENCE

HOGAN PREPARATORY ACADEMY - Present

Superintendent

Serve as the instructional and operational leader for Hogan Preparatory Academy School District responsible for all functions related to the leadership/management of the School District and directly report the governing Board of Directors of Schools.

SCHOOL SMART KC

Leadership and Innovation Fellow (February - June)

Supported and lead redesign and revitalization efforts of underperforming charter schools in the Kansas City Metro area.

- Collaboratively created strategic improvement plans for charter schools in investment portfolio.
- Recruited and hired instructional leaders for elementary, middle and high schools.
- Cultivated partnerships with higher education, business/industry, and funders.

KANSAS CITY, KANSAS SCHOOL DISTRICT, Kansas City, KS, 2005 - 2019

14-168

Deputy Superintendent (2017 - 2019)

Lead, coach and monitor all instructional, academic, and professional development programs, employees and departments to meet district's "Essential Goal," and achieve the articulated goals of the District Continuous Improvement (Accountability) Plan. Supervise and evaluate Executive Directors for Secondary Schools, co-supervise Executive Directors for Early Childhood-Elementary and all district instructional support department directors.

- Serve on the Superintendent's Council, to foster collaboration among and between all school district divisions.
- Using culturally proficient approaches provide district-level instructional leadership.
- Lead the implementation of effective teaching for learning strategies and approaches.
- Represent both the Superintendent and Board of Education in the community.

(CONTINUED)

ADMINISTRATIVE EXPERIENCE CONTINUED**Assistant Superintendent Secondary Schools (2012 - 2017)**

Hired, supervised, and trained middle and high school principals/instructional coaches, Special Education Department, and the Department of Educational Research and Development (DERA) and curriculum department. Managed school and department budgets, monitored and tracked student achievement progress and collaboratively developed and implemented the instructional program for all secondary schools.

- **Updated Superintendent and the Board of Education** on the impact of the district's instructional program.
- **Recommended new policy** and policy revisions to the Superintendent and Board of Education.
- **Served as primary liaison between the school district and higher education institutes.**
- **Coordinated business and community partners** to support the educational programs of the school district.

Assistant Superintendent Teaching and Learning (2010 - 2012)

Supported and supervised both the County and School Libraries, the district's Early Childhood Program, the Curriculum Department, and all the district's human resource functions. Monitored and tracked curriculum impact on student achievement, as well as oversaw and managed department budgets.

- Collaboratively created the **district's guaranteed and viable curriculum.**
- **Allocated instructional resources** to schools and departments.
- Served as the **district's Chief Negotiator** with the Teacher's Union.

Executive Director (2005 - 2010)

- Collaboratively created the instructional program for the 30 Elementary Schools in the District.
- **Hired, developed, and oversaw** elementary school principals.

ADDITIONAL ADMINISTRATIVE & TEACHING EXPERIENCE

Principal, CARUTHERS ELEMENTARY SCHOOL, Kansas City, KS, 2000-2005 5 - KS

Assistant Principal, WELBORN ELEMENTARY SCHOOL, Kansas City, KS, 1999-2000 1 - KS

Technology Teacher/Coordinator, BANNEKER TECHNOLOGY MAGNET SCHOOL, Kansas City, KS, 1997-1999 2 - KS

Program Director, KIDZONE BEFORE & AFTER SCHOOL PROGRAM, Kansas City, KS, 1997-1999

Third Grade Teacher, W.A. WHITE ELEMENTARY SCHOOL, Kansas City, KS, 1994-1997 3 - KS

Summer Day Camp Administrator, PEPPERMINT CHILD CARE CENTER, Kansas City, KS, 1993-1998

25 Total - KS

ACADEMIC BACKGROUND & CERTIFICATION

Ed. D. in Educational Administration, UNIVERSITY OF MISSOURI AT KANSAS CITY, Kansas City, MO

Ed. S. in Educational Administration, UNIVERSITY OF MISSOURI AT KANSAS CITY, KANSAS CITY, MO

M.A. in Education Administration, UNIVERSITY OF MISSOURI AT KANSAS CITY, KANSAS CITY, MO

B.S. in Elementary Education, KANSAS STATE UNIVERSITY, Manhattan, KS

Professional Certification

Kansas K-12 Superintendent Certification

Kansas K-9 Building Administrator Certification

Kansas K-9 Elementary Teaching Certification

(CONTINUED)

R. Jayson Strickland
Professional Certification (continued),
Missouri K-12 Superintendent Certification
Missouri 1-6 Elementary Teaching Certification

SPECIAL TRAINING & APPOINTMENTS

UMKC Education Advisory Council ~ UMKC Leadership Grant Committee ~ UMKC Vice Chancellor's Honor Recipient
Mt. Carmel Redevelopment Board of Directors ~ President
Kansas City, Kansas Community College Advisory Board
Kansas Association of School Boards Lead for Tomorrow Alumni
Kansas City, KS Reason to Believe Alumni
AASA Aspiring Superintendent Academy
Mid-America Education Hall of Fame

JAMIE A. BERRY

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berryja@umkc.edu

[linkedin.com/pub/jamie-berry/7/248/766](https://www.linkedin.com/pub/jamie-berry/7/248/766)

9006 Belleview Avenue
Kansas City, MO 64114

PROFILE

Senior Advisor and Executive with proven success in transforming and guiding organizations through extremely challenging startup, turnaround, transition and change environments. Leverages a depth of skills spanning financial management, organizational development, operations leadership, and strategic planning to quickly identify core issues and define the strategic blueprint which enables the organization to grow and flourish. Highly successful in Fortune 100, government, non-profit, and entrepreneurial settings.

Provides clear direction and navigates confidently at all levels of the organization and across functional areas. Engaging and collaborative leader who values multiple viewpoints, solicits input, drives consensus among disparate groups, and makes informed decisions to achieve the objectives of all stakeholders. Well-honed relationship management skills; cultivates and maintains long-term, positive associations with boards of directors, executive leadership, staff members, external partners, and clients.

AREAS OF EXPERTISE

Organizational Development
Consulting / Professional Services
Strategic Planning / Implementation
Infrastructure Development

Fiscal / Operations Management
Issue Identification / Analysis / Resolution
Policy / Process Analysis & Improvement
Board Relations / Governance / Support

Change Leadership / Innovation
Staff / Leadership Development
Conflict Resolution / Team Building
Development / Fundraising

SELECTED CAREER CONTRIBUTIONS

- ✓ Led turnaround and transition of museum; created infrastructure, expanded board, hired 1st curator/educator, launched \$9.2 million capital campaign, doubled museum attendance, and increased earned revenue 90%.
- ✓ Guided organization through 1-year self assessment and on-site visit by the American Alliance of Museums, as well as Conservation Assessment Program, positioning the organization for re-launch from a local/regional museum to one with national prominence.
- ✓ Defined, developed, and executed nonprofit organization's 1st strategic plan, guiding it from entrepreneurial management to well-planned and managed development; hired 1st Executive Director, solidified financial position, and established budget and processes.
- ✓ Launched startup company using an innovative retail sales model; generated 156% annual growth and 50% return on sales.
- ✓ Developed a 1st-of-its-kind leasing program for IBM Global Financing for more than 2,000 Hallmark Gold Crown Retailers; added \$20 million in new lease originations; model was adopted corporatewide and used for numerous clients.

PROFESSIONAL EXPERIENCE

INDEPENDENT CONSULTING

Present

Advisor / Adjunct Faculty

- Engaged to advise and create a leadership transition plan for Sleepyhead Beds, a nonprofit organization providing more than 1500 children and their families each year with clean, recycled beds and bedding, as well as contributing to the health of the environment by sanitizing beds and keeping them out of landfills.
- Conducted organizational assessment and made recommendations for leadership, operations, finance, infrastructure, fundraising, marketing/PR, governance, staffing, salary alignment, job descriptions, and budget.
- Assisted in hiring Sleepyhead Beds' 1st Executive Director; currently providing coaching/mentoring of the ED.
- Adjunct faculty member at the University of Missouri – Kansas City's Henry W. Bloch School of Management from Fall 2011 – Spring 2017; taught Leadership course in the Master of Public Administration program.

NATIONAL MUSEUM OF TOYS AND MINIATURES

2005 – Jun, 2017

Executive Director

- Recruited to lead turnaround of struggling organization from a founder-based museum to one with professional leadership, Board of Directors, and standards, poised for long-term stability, sustainability, and national prominence.
- Worked with the founding families to stabilize the organization through infrastructure and sustainability measures including development of job descriptions, financial and operational policies/procedures, volunteer policy, staffing, and governance.
- Engaged advertising agency and worked collaboratively to re-brand the museum, develop website, social media strategy, and create updated marketing collateral.

JAMIE A. BERRY

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berryja@umkc.edu

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9006 Bellevue Ave
Kansas City, MO 64114

- Doubled museum attendance and increased revenues from gate fees, membership and museum store sales by more than 90%
- Expanded Board of Directors from 6 members to 13, creating an active, community based board.
- Grew annual budget from \$300K to \$1.2 million and increased endowment commitment from \$6 million to \$20 million.
- Launched \$9.2 million capital campaign and project managed complete renovation of the museum.
- Led staff, Board, and volunteers through year-long Museum Assessment Program (MAP), a self-assessment initiative followed by a site visit by assessors with the American Alliance of Museums (AAM) in preparation for museum accreditation.
- Conducted Conservation Assessment Program (CAP), a conservation assessment of the museum's collection, environmental conditions, and site, providing the framework for immediate and long-term strategies to improve the collections care; results led to 5-year plan to improve the museum environment, HVAC, and humidity control and a plan to re-open the museum in 2015 under a national title.

ARTFUL LIVING, INC.

2001 – 2005

Co-Owner & CFO

- Founded and launched vintage furniture and home accessory start-up leveraging a non-traditional retail sales model to maximize revenue and profitability. Introduced the “pop-up” sales model now widely used in startup retail environments.
- Created 3 distinct revenue streams including shows, custom work, and sourcing items for clients, which enabled the company to generate substantial revenue during non-peak months.
- Grew company from the ground up and generated as much as 156% annual revenue growth and 50% return on sales.
- Sourced and recruited artists to create inventory for regional shows; generated as much as \$15K per day at events.

IBM

1985 – 2001

Sr. Customer Financing Advisor • Advisory Customer Financing Rep • Financial Marketing Advisor • Customer Service Rep

- Directed 3-member team with combined \$160 million territory for IBM Global Finance (IGF); handled major national accounts and personally contributed more than 55% of total territory sales.
- Achieved Top 1% of all national sales representatives with 140% of quota; earned the IBM Golden Circle Award.
- Generated 73% increase in new leases by developing/implementing an innovative direct marketing strategy for small- and medium-size business (SMB) segment.
- Drove \$20 million in new lease originations by creating the 1st program of its kind, an IGF Affiliate Leasing Program for more than 2,000 Hallmark Gold Crown Retailers; model was benchmarked, refined, and replicated for other clients.
- Created highly complex financing packages for long-term IT infrastructure and platform solutions; led financing conversations at the C-level with Fortune 500 companies and multinational corporations.
- Defined customer requirements and mapped profitable lease solutions, including pricing parameters, credit/portfolio risk, and terms and conditions; negotiated contracts and closed transactions.

EDUCATION

Executive Masters in Business Administration (EMBA), University of Missouri - Kansas City (UMKC), Kansas City, Missouri, 2011

Bachelor of Arts in Business Administration (BA), William Jewell College, Liberty, Missouri, 1984

FastTrac® New Venture Program, Kaufman Center for Entrepreneurial Leadership, 2002

Certificate of Fundraising, Midwest Center for Nonprofit Leadership, Henry W. Bloch School of Management, UMKC, 2012

AFFILIATIONS & COMMUNITY INVOLVEMENT

Senior Fellow, Midwest Center for Non-Profit Leadership

Member, UMKC Bloch School EMBA Alumnae • Member, William Jewell College Alumnae

Volunteer, KCPT • Volunteer, Christmas Families

Board Member, Friendship House / Catherine's Place (2000-2003)

AWARDS & RECOGNITION

Beta Gamma Sigma Honor Society • IBM Golden Circle • IBM 100% Club

JAMIE A. BERRY

816-444-1530
berryja@umkc.edu

[linkedin.com/pub/jamie-berry/7/248/766](https://www.linkedin.com/pub/jamie-berry/7/248/766)

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Kansas City, MO 64114

REFERENCES

David Renz, Ph.D.
Beth K. Smith/Missouri Chair in Non-Profit Leadership
Director, Midwest Center for Non-Profit Leadership
310B Block Heritage Hall
University of Missouri – Kansas City
Kansas City, MO 64110

Phone: 816-235-2342
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Vincent P. Gauthier
Urban Realty Interests
5720 Rockhill Road
Kansas City, MO 64110

Phone: 816-213-0637
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Kansas City, MO 64110

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VITA

Tamara R. Burns

1556 SW Cross Creek Drive
Lee's Summit, MO 64082

"Education is the most powerful weapon which you can use to change the world." ~Nelson Mandela



Hogan Preparatory Academy

5809 Michigan Ave.
Kansas City, MO 64130
(816) 444-3484 ext. 2238

Professional Experience

June 2018 - Present

Hogan Preparatory Academy

2018 to Present: Director of Curriculum & Instruction: Provide direction to the district concerning curriculum and instruction matters. Responsible for the oversight, implementation, monitoring, compliance and supervision of special education programming. Plan, develop and evaluate the district's curricular and instructional programs and budgets and coordinate the development, assessment and revision of new and revised curriculum and curriculum guides for the district. Chair and monitor district curriculum committees, ensuring results are consistent with district educational objectives and monitor the effectiveness of individual building's grade level and department meetings in order to align vertical instructional collaboration throughout the district. Plan and conduct district-wide department meetings in order to align vertical instructional collaboration throughout the district. Provide goals and objectives for educational programs while keeping informed of the latest research, trends, and developments in all areas of curriculum and interpret for the administration teams and staff as necessary.

Professional Experience

July 2014 - 2018

Benjamin Banneker Charter Academy of Technology

Principal

2014 to 2018: Principal/Chief Academic Officer, Pre-K – 8th: Serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school. Inherent in the position are the responsibilities for scheduling, curriculum development, developing the assessment performance plan, evaluation of teachers and instructional staff, overseer of the instructional data cycles and Building Leadership Team. In addition, leads continuous student academic performance improvement initiatives based upon effective use of state and local data. Evaluates teachers and encourages them to refine their practice to improve instructional practices in the classrooms and in the school—resulting in higher student achievement.

July 2012 - 2014

Benjamin Banneker Charter Academy of Technology

Curriculum Instructional Specialist (Instructional Coach)

Administrator: Grades 3 – 5

2012 to 2014: Instructional Coach, K – 8th: Develops a standard based curriculum framework for teachers in English Language Arts and social studies. Also works closely with science to ensure successful implementation of literacy common core standards. Utilizes a school improvement process including conducting a root cause analysis, identifying an appropriate instructional focus, developing, implementing and monitoring a professional learning action plan, collecting and analyzing a variety of data to monitor progress of staff. Presents information and encourage collaboration and effective instruction with staff to reach instructional goals. Provides instructional leadership to teachers with professional development, curriculum development, data teams/ lesson planning sessions, and instruction. Creates both formative and summative assessments for teachers as well.

2013 to 2014: Administrator, Grades 3- 5: Assumes responsibility for the administration of assigned floor. Assists in assignment of all staff members, including hiring of new staff. Assumes responsibility for the supervision and evaluation of all employees, 3 - 5. Promotes and supervises an effective instructional program which is consistent with the school's curriculum. Monitors student achievement and works with the teachers to improve student performance. Establishes and maintains good relationships with parent organizations, community members, civic, service and professional organizations. Works cooperatively with site council and other groups within the building. Communicates regularly with staff, parents, students and the community about school activities and events. Assumes responsibility for the security, safety of students and appearance of assigned floor. Performs other duties as assigned by supervisors (e.g. supervising elective teachers for music and drama).

August 2006 – 2012

Raymore-Peculiar East Middle School

Lead Teacher

Taught: 7th Communication Arts/ 7th Advanced Communication Arts

2009 to 2012- *Vertical Team*, State recognized vertical team to align curriculum K-12 in the Raymore- Peculiar School District with essential understandings and skills.

2008 to 2012- *Building Leadership Team*, Serve on the BLT with staff and administration. Serve as the team leader of the interdisciplinary team 7C and the department leader for 7th grade Communication Arts.

2006 to 2010- Assistant Basketball Coach, 8th grade Girls Basketball. Developed and organized my own competitive basketball program after this timeframe.

August 2004 – 2006

Faith Academy

Teacher

Taught: 6th, 7th, 8th Communication Arts and History

Head Basketball Coach: 8th grade Girls

August 2003 – 2004

Kansas City School District

Teacher

Taught: 9th grade World Literature and 10th grade America Literature.

2000 - 2003

State of Missouri Department of Child Support Enforcement

Legal Office Assistant, III

Worked with five state attorneys to help provide comprehensive legal support for the Department of Child Support Enforcement. Continued to coach basketball and volunteer in inner city schools.

1998 – 2000

Knob Noster School District

Assistant Varsity Basketball Coach/ Substitute

Coached the Junior Varsity Girls Basketball team and assisted the head coach for the Varsity team. Substituted on a regular basis in the Knob Noster School District and neighboring districts as well.

EDUCATION

- E.D.D** (2013) Capella University. Educational and Leadership Management Doctoral Degree. *Graduated with Distinction* GPA- 4.0
Dissertation Topic: Designing a Curriculum to Promote the Engagement of Underserved Populations to STEM Education and Career Paths.
- M.A.** (2005) University of Missouri- Kansas City. Curriculum/ Instruction with an emphasis in Secondary English GPA- 4.0
- B.S.** (1998) Central Missouri State University. Broadcast/ Film/ Marketing.

SERVICE/ PRESENTATIONS

Missouri Leadership for Excellence, Achievement and Development, Cadre II.

(January 2013 – February 2015). Independence, MO: Graduated from the National Institute for School Leadership (NISL).

“Making Data Usable for Your Teachers.” (November-2015). Missouri Charter School Conference: Dr. Tamara Burns and Dr. Marian Brown.

“Making Data Usable for Your Teachers.” (February-2015). Kansas City Regional Charter Leader’s Network. Presenters: Dr. Tamara Burns and Dr. Marian Brown

“Utilizing Data to Inform Instruction.” (2013). Missouri Charter School Conference. Kansas City, MO. Presenters: Dr. Tamara Burns, Dr. Martin Ngom, Cadence Davis, Thomas Estlund, Brittany Sanders.

Student Teacher, Jennifer Stevson (Spring 2011). Supervised and mentored Jennifer during her student teaching for Longview Community College.

Student Teacher, Emily Hren. (Spring 2010). Supervised and mentored Emily during her student teaching for the University of Central Missouri.

Student Teacher, Carol Mannel (Fall, 2009). Supervised and mentored Carol during her student teaching for Longview Community College.

“Research for the Middle School Student Presentation.” (2008). Middle School Conference, Osage Beach, MO. Presenters: Tamara Burns, Courtney Paul, Brandy Wiedenmann.

Dr. Tanya Shippy
131 Hwy. 131, Odessa, MO 64076
cell: 816-812-4637
email: tshippy56@gmail.com

EDUCATION

University of Missouri-Columbia, EdD in Educational Administration
University of Missouri-Kansas City, Ed. Spec. in Educational Administration
University of Central Missouri (formerly CMSU), MS in Elementary Administration
University of Central Missouri, Warrensburg, BS in Elementary Education

PROFESSIONAL EXPERIENCE

Consultant/Human Resources Specialist – LaMonte School District 2015
Supervisor of Student Teachers for NWMSU and UCM 2014-present
Assistant Superintendent/Director of Human Resources, Belton School District, 1997-2013
Principal, Hillcrest Elementary, Belton School District 1988-1997
Teacher, McQuerry Elementary, Odessa School District 1979-1988

SUMMARY OF PROFESSIONAL QUALIFICATIONS

- Experienced leader with expertise in human resources recruitment, selection, and retention
- Supervised payroll and benefits
- Negotiated salary and benefits for professional and classified staff
- Responsible for Affirmative Action and Anti-Discrimination/Sexual Harassment Programs
- Coordinated/Supervised Staff Wellness Program
- Supervised Substitute Center including selection and training
- Responsible for Employee Evaluation processes
- Coordinated Internships and Student Teaching Assignments
- Coordinated Staff Recognition Program/Incentives/Rewards
- Studied Staffing Patterns and made recommendations regarding most effective use of staff/positions
- Developed and revised Job Descriptions
- Coordinated/Supervised Staff Orientation Programs
- Processed FMLA Leave Requests
- Coordinated United Way Campaign
- Coordinated Diversity and Equity Education and Cultural Diversity/Sensitivity Focus Groups
- Coordinated Organizational Health Survey
- Served on District Strategic Planning Committee

- Served on Insurance Trust and College Credit Committee for Cooperating School Districts of Greater Kansas City (CSDGKC)
- Member of Education Policy Fellowship Program (EPFP), 2009-2010
- Member of MetroPers of Kansas City

References Available Upon Request

Adrianne J. Kelly
1500 Cypress Drive
Greenwood, MO 64034
Cell 314 359 1957

Profile Proven work ethic and a genuine love of teaching children, especially children with special needs. Strengths include team oriented, leadership, organization, self-motivated, outstanding rapport with students, parents, and staff. Background includes working with special and regular education students in Co-Teaching, small group, and individual settings, administrative and leadership duties

Education **Specialist Degree in Educational Administration**
Southeast Missouri State
University
2017-Present
2nd Master's Degree in Educational Administration
Southeast Missouri State University
2012-2014
Master's Degree in Special Education
Missouri Baptist University
2004-2007
Bachelor of Science in Sociology
Lincoln University
2000-2002
University of Tennessee-Martin
1998-2000

Certification **Mild/Moderate Cross Categorical (K-12) Career CPC**
Missouri Baptist University
2004-2007
Principal (7-12)-Initial Certification 03/17
Southeast Missouri State University
2012-2014
Special Education Director Certification
Internship completed/awaiting for approval from Southeast Missouri
State University and DESE
Summer/Fall 2018

Work Experience
1999-2002 **Fox C-6 School District**

Substitute-classroom/school aide, Secretary-Central Office/schools, Substitute-teacher; special and regular education (K-12)

1999-2014 **Fox C-6 School District**
Summer School Teacher

2001-2002 **Kinder Connection**-Jefferson City, MO
Preschool Teacher-pre-K/three and four year olds

2002 **Fox C-6 School District**
Permanent Substitute early childhood/elementary/middle/high

2003-2010 **Fox C-6 School District**/Hodge Elementary
Special Education Teacher (K-6)/CWC/Read 180

2003-2015 **Fox C-6 School District**
Homebound Teacher K-12

2010-2015 **Fox School District**/Fox Middle School
7th grade Special Education Teacher/CWC

2015-2018 **Blue Springs School District**
Special Education Process Coordinator/Elementary And Middle Schools

2018-Present **Blue Springs School District**
Special Education Process Coordinator for Instructional and Behavioral Strategies/7 elementary schools in the district

Extra-curricular Activities

Formulated Hodge Track Club/Team-Coach
Seckman High School-Assistant Track Coach
Chaperoned school dances and skate nights
Fox Middle School Cheer Coach
Fox Middle School Track Coach

Professional Growth Activities

2002-Present	In-District/Out of District Workshops
2004-2005	Regular Education Grade Level Leader
2004-2005	Bullying Trainer
2005-2007	Special Education Department Head
2005-2008	New Teacher Mentor
Spring 2010	Student Teacher Cooperating Teacher
2008-2010	Guest Speaker-Missouri Baptist Special Education Classes
2012-2015	Special Education Department Head
2013-2014	Student Teacher Cooperating Teacher
2015-Present	Train staff on newest trends regarding special education

2017-Present	Train staff on instructional and behavioral strategies
Sum/Fall 2018	Special Education Director Internship
2018-Present	Specialist Degree Internship

Professional Membership

Missouri State Teachers Association (MSTA)

Honors

2014	Graduated with High Honors from Southeast Missouri State University (2 nd Masters)
2013	Inducted into Phi Kappa Phi (Honors Society) at Southeast Missouri State University
2002	A member of Alpha Kappa Alpha Sorority Inc.

Edwin Wright

2005 Elizabeth Ave.

Kansas City, KS 66102

T: 913.378.7941 E: edwin.wright1@gmail.com

Who I Know

Dr. Jayson Strickland (Deputy Superintendent): Dr. Strickland and I have known each other for approximately 9 years. I have worked under his supervision and along side him in various settings as an Instructional Coach and more recently as the Lead Instructional Coach for Secondary Schools.

Why I Want To Be Here

The mission of Hogan Preparatory Academy is one that resonates with who I am as an educator. It is my passion to help all individuals find their purpose and passion in life. A strong educational setting is one of the strongest ways to help individuals do this. It is my passion to help organizations reach their full potential through strategic planning and highly effective pedagogical strategies. I am confident that my skills would be a strong asset to the vision of the organization. I would be honored to be a part of the future of Hogan Preparatory Academy.

How I Can Add Value

This role aligns with my passion as an educational leader. I believe I have various skillsets that would be of strong value for the organization. I am goal driven and organize my activities to align with the purpose and goals of an organization. I have strong communication skills that serve well at inspiring those I work with to collectively work towards a common goal.

I am able to bring people of diverse backgrounds and ideas together to work in sync for common purposes. My passion around diverse methods to meet the needs of all students is one that I am constantly growing in and have a wide knowledge base about.

Where I've Been

Kansas City Kansas Public Schools

Aug. 2004 to Present

I have served in many capacities throughout my time in KCKPS. Each time I was called on to serve in a different capacity, I willingly desired to grow and learn to do the best I could do. I have served as a Classroom Teacher, Student Academic Coach, Instructional Coach, and the Lead Instructional Coach for Secondary Schools. I have been able to be a member of the building leadership team at Harmon High School, before my current role as Lead Instructional Coach. I have developed, implemented, and coached strategic plans and professional development. The task I have enjoyed the most is coaching school leadership teams around implementation of strong pedagogical practices and implementation of the KCKPS Diploma+ initiative.

Various Other Organizations

I have served in various capacities in diverse settings. I have been a lead teacher in the Saturday Academy through Kansas City Kansas Community College and KU Med. I have experience as an Adjunct Instructor through Kansas City Kansas Community College, where I taught high school students College Algebra. I have worked at City Union Mission. Serving both student and adult aged individuals on working towards obtaining credentials for long-term sustainable work. I have money management and life coaching experience with Primerica Financial Services. I have experience as a Community Project and Youth Coordinator at the Urban Scholastic Center in Kansas City, Kansas.

What I've Learned

University of Missouri Kansas City

Aug. 2017 - May 2019

Educational Specialist in Building Leadership – Certification Pending

MidAmerica Nazarene University

Aug. 2010 - May 2012

Master of Education in Technology Enhanced Teaching

Kansas State University

Aug. 2000 - May 2004

Bachelor of Science in Secondary Education

Hesston College

Aug. 1999 - May 2000

General Studies

References

Dr. Jayson Strickland – Deputy Superintendent for Kansas City Kansas Public Schools

Dr. Eva Tucker-Nevels - District Improvement Officer for Kansas City Kansas Public Schools

Dr. Mary Viveros – Recently Retired Executive Director for Kansas City Kansas Public Schools

Dr. Gus Jacob – Professor for University of Missouri - Kansas City

Dr. Uzziel Pecina - Professor for University of Missouri - Kansas City

Mary Blomquist – Instructional Coach – Hogan Preparatory Academy

Mary Stewart – Principal – Wyandotte High School

Addye Hawkins – Consultant – Hawkins Consulting

ANNELISE THURBER
907 W 91st Street, Kansas City, MO 64114
913.634.9908
annelisethurber@gmail.com

OBJECTIVE

My goal is to obtain a position as a school leader in an urban setting.

ADMINISTRATIVE EXPERIENCE

- 2009-present **Santa Fe Elementary, Hickman Mills CSD1, Kansas City, MO**
Substitute Principal
- Maintain positive building climate
 - Implement student discipline based on our the Hickman Mills Student Policy Handbook
 - Facilitate reentry conferences
 - Facilitate behavior intervention conferences
 - Report abuse and neglect to Missouri Children's Division
 - Supervise students including arrival, lunch duty and dismissal
- 2008-present **Santa Fe Elementary, Hickman Mills CSD1, Kansas City, MO**
Professional Development Committee Representative
- Serve as Vice Chair to District Professional Development Committee
 - Assist with planning district-wide professional development
 - Assist with management of district professional development budget
 - Manage district professional development portfolio
 - Manage enrollment for district and building professional development
 - Serve as Coordinator for the New Teacher Induction and Retention Program (NTIRP)
 - Maintain attendance records of NTIRP
 - Oversee LEAD Team meetings
 - Oversee creation of School Improvement Plan and Professional Development Plan
 - Lead building level professional development
 - Process travel requests and other administrative duties
 - Balance building level professional development budget
 - Attend district level Professional Development Committee (PDC) meetings
 - Identify and share talking points during district level PDC meetings
- 2006-present **Santa Fe Elementary, Hickman Mills CSD1, Kansas City, MO**
Grade Level Chair
- Facilitate collaborative planning, grade level data meetings, and Professional Learning Community discussions
 - Plan and organize grade level activities
 - Communicate and organize meetings with administrators and coaches
 - Delegate grade level responsibilities
- 2009-2010 **Santa Fe Elementary, Hickman Mills CSD1, Kansas City, MO**
Directive Field Experience, Baker University
- Discipline students by enforcing the District's Student Policy Handbook
 - Observe teachers and provide feedback
 - Supervise students K-12

TEACHING EXPERIENCE

2005-present

Santa Fe Elementary, Hickman Mills CSD1, Kansas City, MO

Third and Fifth Grade Teacher

- Plan and implement lessons; and all other regular teaching responsibilities
- Implement Differentiated Instruction to meet the specific needs of all learners and increase student achievement
- Create formative and summative assessments
- Analyze assessment data to improve differentiated instruction for all students resulting in higher achievement
- Create and maintain positive classroom climate using BIST and other strategies resulting in a positive learning environment that particularly benefits at-risk students
- Increased state assessment scores dramatically for our team's students, particularly in math
- Addressed School Board regarding strategies used to meet AYP in Math and to increase achievement in Communication Arts and discuss effectiveness of district's curriculum related to these achievements
- Attend IEP meetings and participate in planning goals specific to each child
- Plan and co-teach with Special Education teacher resulting in improved social skills and higher achievement for special needs students

OTHER LEADERSHIP EXPERIENCES

2010-present

Western Hills Home Owners Association Board Member

- Serve as Secretary
- Plan and Implement fundraising
- Create monthly newsletter

EDUCATION

2009

Baker University, Baldwin City, KS
Master of Arts, School Leadership

2005

University of Missouri - Kansas City, Kansas City, MO
Bachelor of Arts, Elementary Education

SPECIALIZED TRAINING

On-going

Behavior Intervention Support Team (BIST)

2009-present

ICE – 5 Science Institute

2007.2009

Reading First

CERTIFICATIONS

Missouri Principal K-8
Missouri Principal 7-12
School Leadership Licensure Assessment score 182
Missouri Elementary Education 1-6

AWARDS

2007

Teacher of the Year for 2006-2007

MARCELLA M. CLAY

9110 GARFIELD AVENUE □ KANSAS CITY, KANSAS 66112
913-553-0668 □ LIONESS50@SBCGLOBAL.NET

EXECUTIVE DIRECTOR OF INSTRUCTION (2001-2010)

Directed the planning, aligning, developing, implementing, and evaluating the district's curriculum instruction programs for elementary through high school, providing leadership and supervision to various departments. Managed the instructional support functions for the district's school, providing information and recommendations to the Superintendent, staff and/or public. Provided administrative and technical staff assistance to the Superintendent, addressing a wide variety of administrative processes

- **ADMINISTRATORS' PROFESSIONAL LEARNING COMMUNITIES (TRIADS):** Formed 10 professional learning communities to provide a support system for leadership growth, reflective thinking around school data, develop action steps, and share ideas and strategies.
- **ENGLISH AS A SECOND LANGUAGE:** Provided endorsement pathway for 45 instructional coaches and 100 K-12 grade teachers.

SEDALIA SCHOOL DISTRICT 1999 - 2000
PRINCIPAL, WASHINGTON ELEMENTARY SCHOOL

KANSAS CITY MISSOURI SCHOOL DISTRICT 1990 - 1999
PRINCIPAL, SCARRITT ELEMENTARY SCHOOL, GRADES K-3 (1994-1999)
ASSISTANT PRINCIPAL, WOODLAND CLASSICAL GREEK SCHOOL, GRADES K-5 MAGNET SCHOOL (1992-1994)
TEACHER, GRADE 6 LEARNING DISABILITY (1990-1992)

SEDALIA SCHOOL DISTRICT 1985 - 1990
TEACHER, GRADES 4-5

EDUCATION & CREDENTIALS

SUPERINTENDENT CERTIFICATION - KANSAS & MISSOURI

EDUCATION SPECIALIST DEGREE IN ADMINISTRATION
CENTRAL MISSOURI STATE UNIVERSITY, WARRENSBURG, MO

MASTER OF SCIENCE IN SPECIAL EDUCATION
PITTSBURG STATE UNIVERSITY, PITTSBURG, KS

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION
SAINT MARY COLLEGE, LEAVENWORTH, KS

CONTINUED PROFESSIONAL EDUCATION

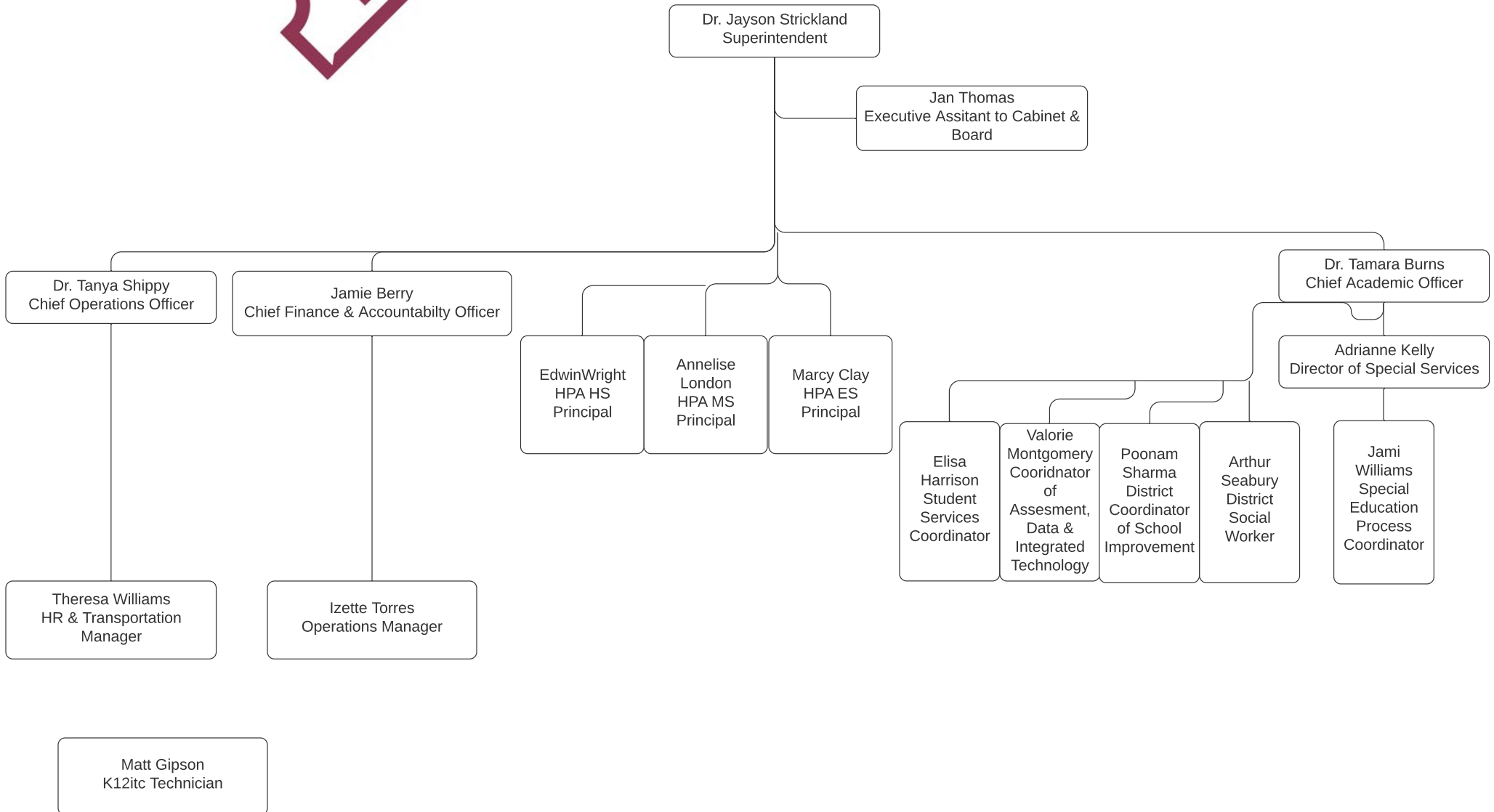
COACHING CYCLE MODEL □ LEARNING FOCUSED CONVERSATIONS

Appendix G: Organizational Charts



HOGAN PREP ACADEMY

District Office Staff

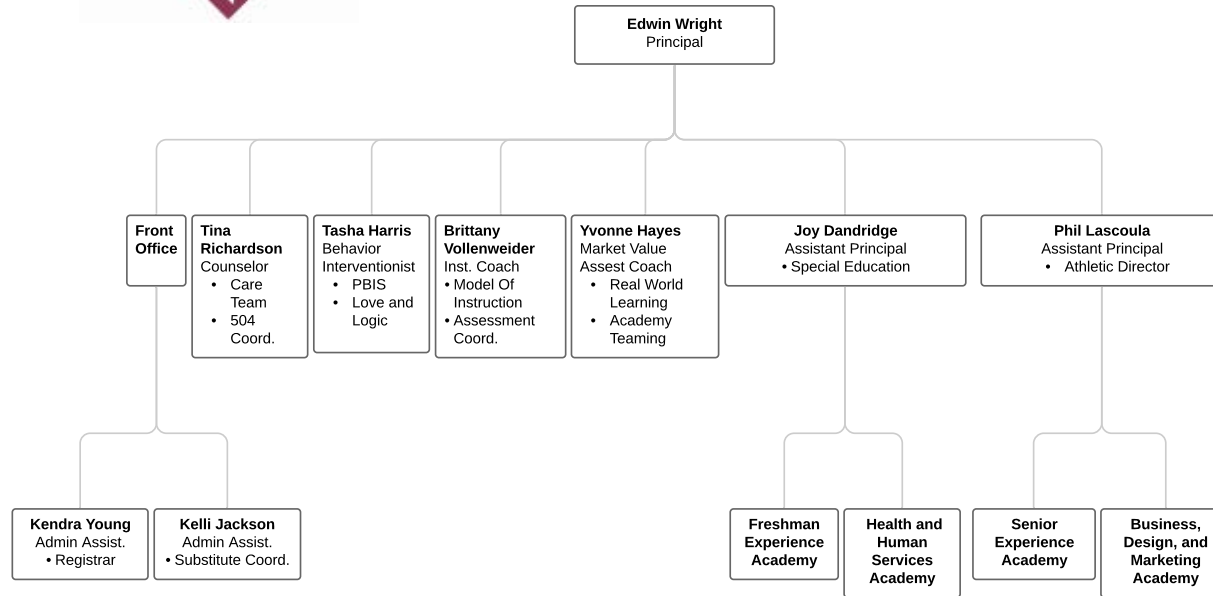




HOGAN

PREP ACADEMY

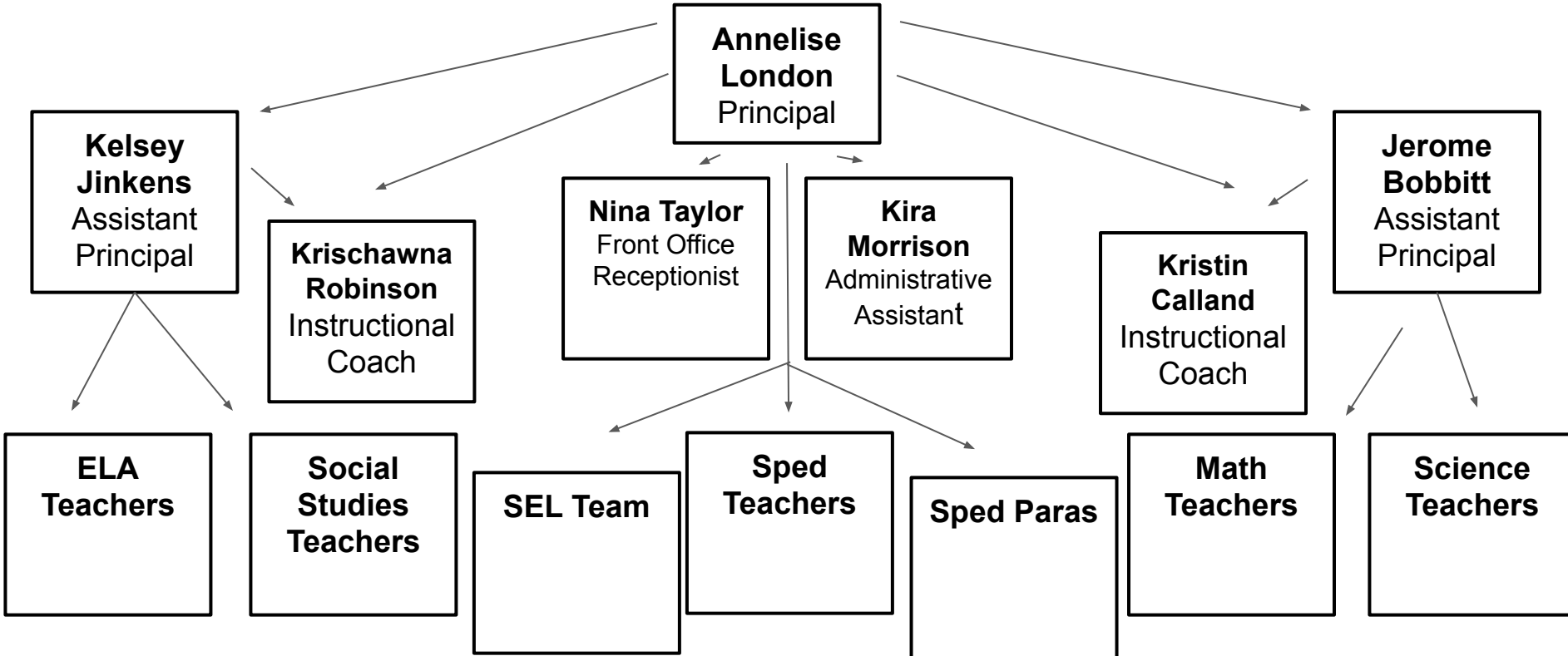
High School



HOGAN

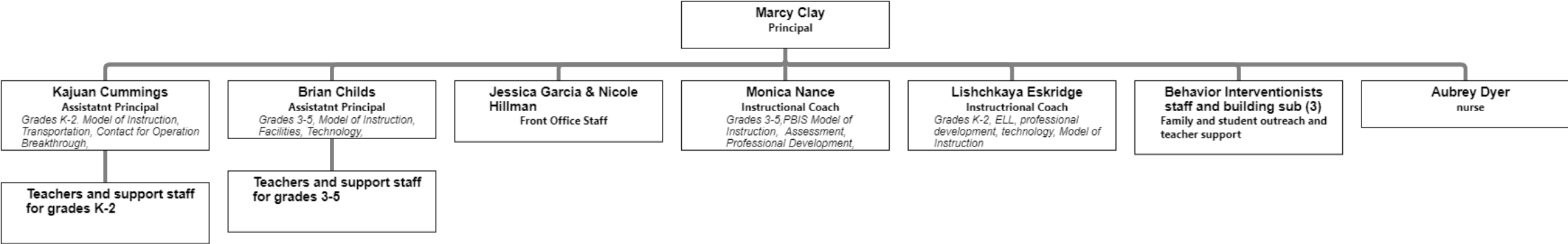
PREP ACADEMY

Middle School Organizational Chart





HOGAN PREPARATORY ACADEMY ELEMENTARY



Appendix H: Partnership Agreements and MOUs



SCHOOLSMART
KANSAS CITY

GRANTOR: School Smart KC, Inc.

GRANTEE: Kansas City (KC) International Academy (KCIA)

CONTACT: Jayson Strickland (primary); Jamie Berry (secondary)

TOTAL AMOUNT: \$2,650,000⁵⁰⁰ ~~XXX~~ *[Handwritten signatures]*

PROJECT DATES: September 25, 2019 – September 1, 2022

GRANT PURPOSE: As defined in Exhibit A (Scope of Work/Project Description)

GRANT TERMS

1. **Use of Grant Funds.** You may use the grant funds only for the purposes in Exhibit A, with activities undertaken to achieve the outputs and outcomes specified in Exhibit B and with all grant funds applied to the line items listed in the budget attached as Exhibit C. All uses of the grant funds must be consistent with religious, charitable, scientific, literary, or educational purposes within the meaning of the Internal Revenue Code, as amended. In addition:
 - Any line item deviation from the itemized budget may not exceed 10% or \$5,000.00 (whichever is greater), without prior approval by Grantor.
 - All grant funds are required to be used for direct project/program expenses. Any portion used for indirect, allocated, or overhead expenses will be reviewed and approved on a grant-by-grant basis.
 - All unused grant funds should be returned directly to the Grantor at the end of the grant period, or upon termination of the grant, whichever is earlier.
 - You acknowledge that the Grantor has not earmarked the grant funds or any portion thereof for distribution to any individual other than as compensation for services rendered in furtherance of the grant.
2. **Grant Payments and Reports.** The Payment and Reporting Schedule is contained in Exhibit D. Grant funds will be paid provided that applicable conditions and milestones have been met, that previously paid amounts have been expended as expected according to Exhibit C, and that there is satisfactory progress in achieving the purpose of the grant and the outputs and outcomes defined in Exhibit B. Payments may be withheld, reduced and/or the grant terminated if the Grantee is not able to meet these or other obligations. Progress and Final reports are to be used to detail such progress and should be in the format attached as Exhibit E. Grantor may withhold payment until the past due report is received, and may terminate the grant if reporting is consistently late or absent.
3. **Exempt Organization Status.** You certify that the Internal Revenue Service has determined you are:
 - a tax-exempt organization under Section 501(c)(3) of the Code and;
 - "not a private grantmaking foundation" or;
 - a "non-functionally integrated Type III supporting organization" within the meaning of Code Section 509(a), or;

- a state or a political subdivision thereof within the meaning of Code Section 170(c)(1), or a state college or university within the meaning of Code Section 511(a)(2)(B) (referred to hereafter as a "Public Charity").

You will immediately inform Grantor of any change in or challenge to your status as a Public Charity.

4. **Lobbying or Political Activities.** None of the funds provided by the Grantor may be used for lobbying or political activities.
5. **Grant Termination.** Grantor, at its sole option and discretion, may terminate the grant at any time if: (i) your tax-exempt status changes, (ii) you become unable to carry out the purposes of the grant, (iii) you fail to comply with any of the conditions of the grant, (iv) Grantor is not satisfied with the quality of work or progress toward achieving the purpose of the grant, or (v) Grantor believes that you cannot satisfactorily complete the purpose of the grant within the identified timeline.

If for any reason the grant is terminated or expires, you will provide a full accounting of the receipt and disbursement of funds and expenditures incurred under the grant as of the effective date of termination. You will return any grant funds that are not yet expended as permitted by this Grant (funds that have been irrevocably committed to pay to a third party under a non-cancellable agreement may be retained and paid to the third party in fulfillment of your obligations under such agreement). Such non-cancellable agreements should be avoided whenever reasonably possible.
6. **Intellectual Property.** Any reports, articles, working papers, conference proceedings, data, programs, modules, manuals, curricula, books, television shows, radio shows, web site, software (including both source code and object code) or other work product created by you, or on your behalf, in furtherance of the purposes of this grant (the "Work Product") will remain your property. You will ensure that, to the best of your knowledge, the Work Product does not infringe on or violate the rights of others, including intellectual property and privacy rights, or any law or regulation. You will also ensure that all such Work Product is original with you, owned by you, or that you otherwise have the rights to provide the license set forth below. You agree to provide a copy of the Work Product to the Grantor as part of your deliverables.
7. **Quality Assurance.** Grantee agrees to cooperate with the Grantor's efforts to assess quality of work done and progress toward achieving the purpose of grant, including possible on-site visits. Grantee will also maintain records of receipts and expenditures and shall make all books and records and supporting documentation related to this grant available to Grantor or its representative at reasonable times and for a period of at least 3 years following the end of the grant period.
8. **Confidentiality.** Grantor agrees to maintain the confidentiality of all information obtained from Grantee ("Confidential Information") that it receives or learns of in connection with this Agreement. Such information shall include, but not be limited to, information related to candidates, candidate hiring process and decision making for staff, as well all financial information, information obtained in response to any surveys or questionnaires, correspondence, and program development or other internal program information. Grantor agrees to take reasonable measures to preserve the confidentiality of information. This Paragraph shall survive termination of this Agreement.
9. **Publicity and Acknowledgement of Support.** You agree to cooperate with the Grantor on all publicity related to the grant, including an embargo on all public information releases of the grant until Grantor provides approval. All written material, exhibits or interviews related to the grant must acknowledge Grantor's support, unless otherwise agreed with Grantor. Grantor shall be provided with copies of any publicity or public statements for its review prior to public distribution.
10. **No Agency.** Nothing herein shall be construed to constitute an agency relationship between the parties, and Grantor nor Grantee shall become bound by any representation, act, or omission of the other not contained in this Agreement or its subsequent amendment. Both Grantor and Grantee are separate and distinct entities with independent boards that shall remain ultimately responsible for the management and governance of their respective organizations. Except as otherwise provided herein,

each entity remains solely responsible and liable for its respective claims, debts, obligations, and liabilities.

11. **Amendments; No Waiver.** This document contains the complete understanding of the Grantor and Grantee regarding this grant, and the document's terms and conditions may not be changed except by written agreement signed by an authorized representative of both the Grantor and Grantee. Grantor's failure to enforce any of the provisions of this document shall not be deemed a waiver of such provision(s) or of any prior or subsequent breach.
12. **Conflict Resolution.** All disputes arising out of or in connection with this Agreement and its attachments that cannot be resolved privately between the parties shall be finally settled under the Rules of Arbitration of the American Arbitration Association by one or more arbitrators appointed in accordance with said Rules. The parties understand that these methods shall be the sole remedy for any controversy or claim arising out of this Agreement and expressly waive their right to file a lawsuit or claim against one another for such disputes, except (1) to enforce an arbitration decision, or (2) in the event of actual or threatened violation of the provisions hereunder related to intellectual property, to obtain a temporary restraining order or other injunctive relief to compel compliance with or prevent breach of such provisions, or to prevent or minimize irreparable harm to Grantor. All actions submitted to arbitration shall be brought within 12 months of occurrence or discovery, or shall be forever waived.
13. **Governing Law.** This Agreement will be governed by the laws of the State of Missouri, United States of America.

The foregoing conditions are hereby accepted and agreed to as of the date indicated.

Jayson Strickland, Hogan Prep

By: 

(Signature of Authorized Official)

Name: Jayson Strickland

Title: Superintendent

Date: 10/7/19

School Smart KC, Inc. 

By: _____

(Signature of Authorized Official)

Name: Awais Sufi

Title: President & CEO

Date: 10/7/19

EXHIBIT B- Outputs, Outcomes and Associated Metrics

EXPECTED OUTPUTS

Outputs	Timing (no later than)
<p>1. Strategic Plan Implementation: For each year in the grant period, Hogan will successfully implement its strategic plan, as monitored by quarterly reports and at least bimonthly check-ins with SSKC's Director of School Quality.</p>	<p>Annually, documented by quarterly reports and summative report each year. To be documented by July 1 of each year.</p>
<p>2. Leader Development: The Hogan team will recruit and train high school teachers in Advanced Placement (College Board) instructional practices, which are highly rigorous, in accordance with their strategic plan, in a train-the-trainer model.</p>	<p>Annually, based on targets provided by Hogan. To be documented by July 1 of each year.</p>
<p>3. Staff Recruitment and Retention: Hogan will recruit and retain at least 90% of desired staff based staff review and analysis, as the school implements the strategic plan.</p>	<p>Annually, to be documented by September 1 of each year.</p>
<p>4. Budgeting: For each year in the grant period, Hogan will demonstrate a balanced budget that addresses academic needs as well as operational and facility requirements, with annual revenues meeting or exceeding expenditures and a clear plan for sustainability after the grant.</p>	<p>To be documented by board approved budget each year, no later than June 30 annually.</p>
<p>5. Charter Renewal: Hogan will earn its charter renewal based on progress, to be received from the state before the end of current contract.</p>	<p>To be documented no later than June, 2021 (end of current contract).</p>
<p>6. Financial and Sustainability Planning: SSKC, at the conclusion of each fiscal year of the grant, will conduct a third party financial review, to ensure financial strength and sustainability.</p>	<p>Annually, at the end of each fiscal year.</p>

EXPECTED OUTCOMES

Outcomes	What outcome do you expect because of this grant?	What target do you expect to reach?
Outcome 1: APR	APR, for purposes of charter renewal	By 2020-21: improve from a 63.5% to at least 70%. By 2021-22: achieve 80% or better.
Outcome 2: Student Attainment in Grade 3-8	Proficiency, on grade-level for all students	By 2020-21: reduce the gap between Hogan and the state of Missouri in ELA and math achievement (combined) from 33 percentage points to 23 percentage points, on par or better than KCPS. By 2023-24: gradually reduce the gap between Hogan and the state of Missouri in ELA and math (combined) to be within 10 percentage points, meeting or approaching the SSKC quality standard.
Outcome 3: ACT	College- and career-readiness	By 2020-21: improve from an average ACT score of 16.3 to 18.3, while not decreasing the percentage of students taking the exam. By 2023-24: 20.0 or better average ACT score, while not decreasing the percentage of students taking the exam.
Outcome 4: Graduation Rate	College- and career-readiness	By 2020-21: improvement from 87.3% 4-year graduation rate to 90% or better. By 2023-24: improvement to 93% 4-year graduation rate or better.
Outcome 5: Student Growth	Student growth and improvement	Hogan students will meet (on track) or exceed (Exceed) the average growth of all students in the state in ELA and math in all grant years.
Output 6: Student Retention and Mobility	Student retention and mobility	Hogan will keep and matriculate at least 90% of all students in all grades, in each school year of the grant.

EXHIBIT C – Budget

Budget

Total Request: \$2,650,500 over three years

Category	2019	2020	2021	Total
Administrative	\$1,200,000	\$1,200,000	\$1,200,000	\$3,600,000
Programs	\$1,450,500	\$1,450,500	\$1,450,500	\$4,351,500
Capital	\$0	\$0	\$0	\$0
Reserve	\$0	\$0	\$0	\$0
Total	\$1,200,000	\$1,200,000	\$1,200,000	\$3,600,000

EXHIBIT D- Schedule of Deliverables and Payment

The following outlines specific requirements and submissions by Grantee to Grantor for payment. Payments are subject to acceptance by Grantor of deliverable and Grantee's satisfactory performance of the grant and achievement of relevant outputs and outcomes as well as Grantee's timely completion of all reporting requirements as outlined in Exhibit E.

Grant Year	DELIVERABLE	DATE OF COMPLETION	PAYMENT
Year 1	Upon signature	9/25/2019	\$150,000
	Satisfactory progress towards completion of all first-year outputs and outcomes, as documented by reports.	12/1/2019	\$140,000
		3/30/2020	\$138,500
Year 2	Satisfactory progress towards completion of all second-year outputs and outcomes, as documented by reports, and satisfactory achievement of all outputs and outcomes, for thus that are to have been completed by each date of completion.	6/1/2020	\$298,000
		10/1/2020	\$298,000
		3/1/2021	\$298,000
		5/1/2021	\$298,000
Year 3	Satisfactory progress towards completion of all second-year outputs and outcomes, as documented by reports, and satisfactory achievement of all outputs and outcomes, for thus that are to have been completed by each date of completion.	9/1/2021	\$257,500
		12/1/2021	\$257,500
		3/1/2022	\$257,500
		9/1/2022	\$257,500

EXHIBIT E – Reporting Requirements

Grantee shall file reports approximately quarterly commencing after agreement signage, commencing December, 2019, in alignment with the payment schedule.

Reports shall be provided using the categories listed below:

1. Current status (progress update) of program/grant, specifically address grant outcomes and metrics, as described above and in your proposal.
2. Problems or barriers experienced in carrying out the project as planned, **if any**, and steps taken to resolve these problems.
3. Changes (as approved by the grant program officer) made to your planned program approach, **if any**, since your prior report, and reasons for the changes.
4. Plans to sustain the program/initiative long term (if appropriate).
5. Changes in leadership (board, staff, etc.).
6. Any potential risks, e.g. financial challenges, etc.

EWING MARION KAUFFMAN FOUNDATION ("the Foundation")

GRANTEE: Hogan Preparatory Academy, Inc.
CONTACT: Tamara Burns
AMOUNT: \$75,000.00 (Refer to Exhibit A - Budget)
PROJECT DATES: August 12, 2019 through July 31, 2020
ID: RG-201904-6444

GRANT PURPOSE

Support the development of a three-year strategic plan to increase the number of graduates leaving high school ready for learning, work, and life in the Kansas City region.

GRANT TERMS

1. **Use of Grant Funds.** You may use the grant funds only for the purposes stated above and must apply grant funds to the line items listed on the budget attached as **Exhibit A**. All uses of the grant funds must be consistent with religious, charitable, scientific, literary, or educational purposes within the meaning of the Internal Revenue Code, as amended. In addition:
 - Any line item deviation from the itemized budget may not exceed 10% or \$1,000.00 (whichever is greater), without prior approval by the program officer assigned to this grant.
 - All grant funds are required to be used for direct project/program expenses. No portion may be used for indirect, allocated, or overhead expenses.
 - All unused grant funds should be returned directly to the Foundation at the end of the grant period, or upon termination of the grant, whichever is earlier.
 - You acknowledge that the Foundation has not earmarked the grant funds or any portion thereof for distribution to any individual other than as compensation for services rendered in furtherance of the grant.
2. **Grant Payments and Reports.** The Payment and Reporting Schedule is contained in **Exhibit B**. Grant funds will be paid provided that applicable conditions and milestones have been met, that previously paid amounts have been expended as expected, and that there is satisfactory progress in achieving the purpose of the grant. Payments may be withheld and/or the grant terminated if the Grantee is not able to meet these or other obligations. Progress and Final reports are to be used to detail such progress. It is important that reports are received by the due dates noted in **Exhibit B**, as the Foundation may withhold payment until the past due report is received, and may terminate the grant if reporting is consistently late or absent.
3. **Exempt Organization Status.** You certify that the Internal Revenue Service has determined you are:
 - a tax-exempt organization under Section 115 of the Code; or
 - a state or a political subdivision thereof within the meaning of Code Section 170(c)(1), or a state college or university within the meaning of Code Section 511(a)(2)(B); or
 - a tax-exempt organization under Section 501(c)(3) of the Code; and
 - a. not a "private grant making foundation" nor
 - b. a "non-functionally integrated Type III supporting organization" within the meaning of Code Section 509(a).

You will immediately inform the Foundation of any change in or challenge to the status you certified in Section 3 above.

4. **Lobbying or Political Activities.** None of the funds provided by the Foundation may be used for lobbying or political activities.
5. **Grant Termination.** The Foundation, at its sole option and discretion, may terminate the grant at any time if: (i) your tax-exempt status changes, (ii) you become unable to carry out the purposes of the grant, (iii) you cease to be an appropriate means of accomplishing the purposes of the grant, (iv) you fail to comply with any of the conditions of the grant, (v) the Foundation is not satisfied with the quality of work or progress toward achieving the purpose of the grant, or (vi) the Foundation believes that you cannot satisfactorily complete the purpose of the grant within the identified timeline.

If for any reason the grant is terminated or expires, you will provide a full accounting of the receipt and disbursement of funds and expenditures incurred under the grant as of the effective date of termination. You will return any grant funds that are not yet expended as permitted by this Grant (funds that have been irrevocably committed to pay to a third party under a non-cancellable agreement may be retained and paid to the third party in fulfillment of your obligations under such agreement). Such non-cancellable agreements should be avoided whenever reasonably possible.

6. **Quality Assurance.** Grantee agrees to cooperate with the Foundation's efforts to assess quality of work done and progress toward achieving the purpose of grant, including possible on-site visits. Grantee will also maintain records of receipts and expenditures and shall make all books and records and supporting documentation related to this grant available to the Foundation or its representative at reasonable time.
7. **Publicity and Acknowledgement of Support.** You agree to cooperate with the Foundation on publicity related to the grant. All written material, exhibits or interviews related to the grant must acknowledge the Foundation's support and refer to the Foundation by its full name: The Ewing Marion Kauffman Foundation. You should provide the Foundation with advance drafts of any public statements or promotional content for its review at least two weeks before the expected release date. At a minimum or unless otherwise requested by the Foundation, any work funded by the Foundation and subsequently published by you must include the following language: "This work/research was funded by the Ewing Marion Kauffman Foundation. The contents of this publication are solely the responsibility of Grantee."

This document contains the complete understanding of the Foundation and Grantee regarding this grant, and the document's terms and conditions may not be changed except by written agreement signed by an authorized representative of both the Foundation and Grantee. The Foundation's failure to enforce any of the provisions of this document shall not be deemed a waiver of such provision(s) or of any prior or subsequent breach.

EXHIBIT A - BUDGET

Item	Amount
Consulting Services - PREP KC & Dr. Cynthia Lane	\$45,000.00
Professional Development	\$20,000.00
Travel - Site Visits	\$10,000.00
Total	\$75,000.00

EXHIBIT B - PAYMENT AND REPORTING SCHEDULE

Reports will be completed by using the report template in the Fluxx grantee portal.

Payment Schedule:

Within 30 days after receipt of signed grant agreement \$75,000.00

Report Schedule:

June 30, 2020 Final Report

EXHIBIT C - GRANT OUTPUTS AND OUTCOMES

The outputs and outcomes listed below will be used to measure the effectiveness of this grant.

Project Expected Outputs
By August 2019, the grantee will retain the services of the consultants, PREP-KC and Dr. Cynthia Lane, as evidenced by signed MOUs/contracts.
By October 2019, the grantee will establish a design team of at least nine members that is responsible for creating and delivering a three-year strategic plan by the end of the grant period, as measured by program records.
By October 2019, the grantee will meet with Kauffman Foundation staff to discuss alignment of its MVA quality standards to the Kansas City regional common MVA definitions, as measured by program records.
By December 2019, the grantee will complete at least one site visit to a high school redesign exemplar, either locally or nationally, as evidenced by travel records.
By May 2020, the grantee will participate in at least 75% of the monthly KC Metro Superintendent Forum meetings, as measured by program records.
By May 2020, the grantee will submit a completed three-year strategic plan to the Kauffman Foundation, as measured by program records.
By May 2020, the grantee will submit a report to the Kauffman Foundation with baseline data on the number of qualified MVA programs and the percentage of students receiving each type of qualified MVA, as measured by program records.
By May 2020, the grantee will complete a questionnaire that captures learnings from RWL site visits and professional development, as evidenced by the submission of the completed document to the Kauffman Foundation

Project Expected Outcomes
By October 2019, the grantee's design team will include at least one representative from each of the following stakeholder groups – business, parent, postsecondary, community leader, and educator, as measured by the design team roster.
By May 2020, at least 75% of the design team members will report that they are confident that their three-year plan can be successfully implemented, as measured by a participant survey.
By May 2020, at least 75% of design team members will report that they felt fully included in the design planning process, as measured by a participant survey.

By May 2020, at least 75% of design team members will report that RWL site visits and professional development added value to the strategic planning process, as measured by a participant survey.

By May 2020, the completed three-year strategic plan will meet or exceed RWL standards for a quality plan, as measured by Kauffman Foundation staff assessments.

By June 2020, the completed three-year strategic plan will be of sufficient quality that the grantee will be invited to apply for funding to participate in the next phase (Year 2 Pilot) of the initiative, as evidenced by Foundation records.

EXHIBIT D - INTELLECTUAL PROPERTY RIGHTS

Any reports, articles, working papers, conference proceedings, data, programs, modules, manuals, curricula, books, television shows, radio shows, web site, software (including both source code and object code) or other work product created by you, or on your behalf, in furtherance of the purposes of this grant (the "Work Product") will remain your property. You will ensure that, to the best of your knowledge, the Work Product does not infringe on or violate the rights of others, including intellectual property and privacy rights, or any law or regulation. You will also ensure that all such Work Product is original with you, owned by you, or that you otherwise have the rights to provide the license set forth below. You agree to provide a copy of the final Work Product to the Foundation as part of the Final Report.

You agree to and do hereby grant to the Foundation a worldwide, royalty free, non-exclusive, irrevocable, license in perpetuity to copy, disseminate, publicly display and perform, create and own derivative works from, sub-license, and otherwise use the Work Product and any revisions, modification or derivatives of it, in any and all languages and media of expression, whether now known or hereafter created, provided that such use is consistent with the Foundation's charitable, educational and tax exempt purposes. You understand and agree that this license is a material part of the Foundation's grant to you and that among the purposes of such license is ensuring that the Work Product is made publicly available in furtherance of the charitable, scientific, literary, or educational purpose of this grant.

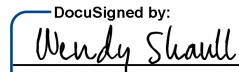
The Foundation agrees that it will not unreasonably withhold its consent to relinquishing the above license upon request by a reputable publisher in connection with publication or dissemination of the Work Product. You agree to inform the Foundation of any such request from the publisher and the Foundation will provide written evidence of having relinquished the license unless the Foundation reasonably and in good faith believes that such relinquishment is not likely to result in making the Work Product publicly available.

The provisions of this Exhibit D survive expiration or termination of this grant.

EXHIBIT E - DETERMINATION OF RECIPIENT FOR TRAVEL OR STUDY STIPENDS

As of the date of the awarding of this grant, the recipients of any travel or study stipends to be paid under this grant have not been determined and Hogan Preparatory Academy, Inc. acknowledges that the Foundation has no role in determining or identifying the recipients of a travel or study stipend to be awarded hereunder. Hogan Preparatory Academy, Inc. will award any travel or study stipends on an objective and nondiscriminatory basis.

If you have any questions about the grant, please contact your program officer listed below.

DocuSigned by:

Wendy Shaul

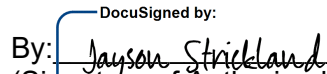
8/8/2019

Date

4801 Rockhill Road
Kansas City, Missouri 64110-2046
e-mail: wshaul@kauffman.org / www.kauffman.org

The foregoing conditions are hereby accepted and agreed to as of the date indicated.

Hogan Preparatory Academy, Inc.

DocuSigned by:

By: Jayson Strickland
(Signature of Authorized Official)

Title: Superintendent

Date: 8/12/2019

EWING MARION KAUFFMAN FOUNDATION ("the Foundation")

GRANTEE: Hogan Preparatory Academy, Inc.
CONTACT: Tamara Burns
AMOUNT: \$150,000.00 (Refer to Exhibit A - Budget)
PROJECT DATES: September 15, 2020 through November 30, 2021
ID: RG-202007-8896

GRANT PURPOSE

Support increased opportunities for students in the Kansas City region to graduate from high school prepared for learning, work, and life.

GRANT TERMS

1. **Use of Grant Funds.** You may use the grant funds only for the purposes stated above and must apply grant funds to the line items listed on the budget attached as **Exhibit A**. All uses of the grant funds must be consistent with religious, charitable, scientific, literary, or educational purposes within the meaning of the Internal Revenue Code, as amended. In addition:
 - Any line item deviation from the itemized budget may not exceed 10% or \$1,000.00 (whichever is greater), without prior approval by the program officer assigned to this grant.
 - All grant funds are required to be used for direct project/program expenses. No portion may be used for indirect, allocated, or overhead expenses.
 - All unused grant funds should be returned directly to the Foundation at the end of the grant period, or upon termination of the grant, whichever is earlier.
 - You acknowledge that the Foundation has not earmarked the grant funds or any portion thereof for distribution to any individual other than as compensation for services rendered in furtherance of the grant.
2. **Grant Payments and Reports.** The Payment and Reporting Schedule is contained in **Exhibit B**. Grant funds will be paid provided that applicable conditions and milestones have been met, that previously paid amounts have been expended as expected, and that there is satisfactory progress in achieving the purpose of the grant. Payments may be withheld and/or the grant terminated if the Grantee is not able to meet these or other obligations. Progress and Final reports are to be used to detail such progress. It is extremely important that such reports are received by the due dates noted in **Exhibit B**, as the Foundation may withhold payment until the past due report is received, and may terminate the grant if reporting is consistently late or absent.
3. **Exempt Organization Status.** You certify that the Internal Revenue Service has determined you are:
 - a tax-exempt organization under Section 115 of the Code; or
 - a state or a political subdivision thereof within the meaning of Code Section 170(c)(1), or a state college or university within the meaning of Code Section 511(a)(2)(B); or
 - a tax-exempt organization under Section 501(c)(3) of the Code; and
 - a. not a "private grant making foundation" nor
 - b. a "non-functionally integrated Type III supporting organization" within the meaning of Code Section 509(a).

You will immediately inform the Foundation of any change in or challenge to the status you certified in Section 3 above.

4. **Lobbying or Political Activities.** None of the funds provided by the Foundation may be used for lobbying or political activities.
5. **Grant Termination.** The Foundation, at its sole option and discretion, may terminate the grant at any time if: (i) your tax-exempt status changes, (ii) you become unable to carry out the purposes of the grant, (iii) you cease to be an appropriate means of accomplishing the purposes of the grant, (iv) you fail to comply with any of the conditions of the grant, (v) the Foundation is not satisfied with the quality of work or progress toward achieving the purpose of the grant, or (vi) the Foundation believes that you cannot satisfactorily complete the purpose of the grant within the identified timeline.

If for any reason the grant is terminated or expires, you will provide a full accounting of the receipt and disbursement of funds and expenditures incurred under the grant as of the effective date of termination. You will return any grant funds that are not yet expended as permitted by this Grant (funds that have been irrevocably committed to pay to a third party under a non-cancellable agreement may be retained and paid to the third party in fulfillment of your obligations under such agreement). Such non-cancellable agreements should be avoided whenever reasonably possible.

6. **Quality Assurance.** Grantee agrees to cooperate with the Foundation's efforts to assess quality of work done and progress toward achieving the purpose of grant, including possible on-site visits. Grantee will also maintain records of receipts and expenditures and shall make all books and records and supporting documentation related to this grant available to the Foundation or its representative at reasonable time.
7. **Publicity and Acknowledgement of Support.** You agree to cooperate with the Foundation on publicity related to the grant. All written material, exhibits or interviews related to the grant must acknowledge the Foundation's support and refer to the Foundation by its full name: The Ewing Marion Kauffman Foundation. You should provide the Foundation with advance drafts of any public statements or promotional content for its review at least

two weeks before the expected release date. At a minimum or unless otherwise requested by the Foundation, any work funded by the Foundation and subsequently published by you must include the following language: "This work/research was funded by the Ewing Marion Kauffman Foundation. The contents of this publication are solely the responsibility of Grantee."

This document contains the complete understanding of the Foundation and Grantee regarding this grant, and the document's terms and conditions may not be changed except by written agreement signed by an authorized representative of both the Foundation and Grantee. The Foundation's failure to enforce any of the provisions of this document shall not be deemed a waiver of such provision(s) or of any prior or subsequent breach.

EXHIBIT A - BUDGET

Item	Amount
MVA Coach	\$32,500.00
Professional Development	\$36,500.00
Pathway Equipment and Materials	\$36,000.00
Individual Plan of Study Software	\$5,000.00
Consultants	\$30,000.00
Transportation	\$6,000.00
Partnership Engagement Activities	\$4,000.00
Total	\$150,000.00

EXHIBIT B - PAYMENT AND REPORTING SCHEDULE

Reports will be completed by using the report template in the Fluxx grantee portal.

Payment Schedule:

Within 30 days after receipt of \$150,000.00
signed grant agreement

Report Schedule:

November 1, 2021 Final Report

EXHIBIT C - GRANT OUTPUTS AND OUTCOMES

The outputs and outcomes listed below will be used to measure the effectiveness of this grant.

Project Expected Outputs
By October 2020, at least two teachers will be trained in Project Lead the Way (PLTW) Biomedical Science and two class sections will be scheduled, as measured by district training records and class schedules.
By October 2020, Hogan Prep will hire an MVA Coach, as measured by district records.
By October 2020, Hogan Prep will establish and enroll freshman in a 9th grade team that involves 7 Advocates for 120 students, as measured by team rosters.
By December 2020, Hogan Prep will implement a three-hour training on Individual Plan of Study (IPS) software for all teachers, as measured by district training records.
By October 2020, Hogan Prep will implement a three-hour training on effective teaming for all teachers, as measured by district training records.
By December 2020, Hogan Prep will implement a three-hour teacher training on developmental Real World Learning (RWL) opportunities are aligned to their academy theme, as measured by district training records.
By June 2021, Hogan Prep will provide requested data around the RWL initiative, including 9-12th grade student demographics, attendance, MVA enrollment, hours spent on MVA, MVA completion, and assigned staff, as

measured by completed data file.
By June 2021, Hogan Prep will provide any supplemental data, if available, on skill attainment, student experience, attitudes, and perceptions, school supports and staff experience, and employer experience, as measured by a completed data file.
By June 2021, Hogan Prep will revise its RWL three-year strategic plan, incorporating the lessons learned from the pilot activities and sustainability strategies, as measured by a newly revised RWL strategic plan document submitted to the Foundation.

Project Expected Outcomes
By October 2020, 40 students will enroll in PLTW Principles of Biomedical Science, as measured by district records.
By January 2021, 100% of students will demonstrate the utilization of the IPS by participating in advocacy enrollment conferences based on their individual goals, as measured by conference records.
By May 2021, 100% of students will participate in one or more of the following: Industry exploration presentation, industry tour, or industry shadow, as measured by attendance records.
By June 2021, 100% of the freshmen class of 2024 will complete Freshman 101, participate in introductory client projects, and complete a Commitment to Graduate Ceremony, as measured by district records.
By June 2021, at least 2% of graduating seniors will obtain one or more Market Value Assets, as measured by district MVA documentation. (2019-2020 baseline = 0%)

EXHIBIT D - INTELLECTUAL PROPERTY RIGHTS

Any reports, articles, working papers, conference proceedings, data, programs, modules, manuals, curricula, books, television shows, radio shows, web site, software (including both source code and object code) or other work product created by you, or on your behalf, in furtherance of the purposes of this grant (the "Work Product") will remain your property. You will ensure that, to the best of your knowledge, the Work Product does not infringe on or violate the rights of others, including intellectual property and privacy rights, or any law or regulation. You will also ensure that all such Work Product is original with you, owned by you, or that you otherwise have the rights to provide the license set forth below. You agree to provide a copy of the final Work Product to the Foundation as part of the Final Report.

You agree to and do hereby grant to the Foundation a worldwide, royalty free, non-exclusive, irrevocable, license in perpetuity to copy, disseminate, publicly display and perform, create and own derivate works from, sub-license, and otherwise use the Work Product and any revisions, modification or derivatives of it, in any and all languages and media of expression, whether now known or hereafter created, provided that such use is consistent with the Foundation's charitable, educational and tax exempt purposes. You understand and agree that this license is a material part of the Foundation's grant to you and that among the purposes of such license is ensuring that the Work Product is made publicly available in furtherance of the charitable, scientific, literary, or educational purpose of this grant.

The Foundation agrees that it will not unreasonably withhold its consent to relinquishing the above license upon request by a reputable publisher in connection with publication or dissemination of the Work Product. You agree to inform the Foundation of any such request from the publisher and the Foundation will provide written evidence of having relinquished the license unless the Foundation reasonably and in good faith believes that such relinquishment is not likely to result in making the Work Product publicly available.

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If you have any questions about the grant, please contact your program officer listed below.

DocuSigned by:
Jeremy Davis
DF31740FE673479...

9/10/2020

Jeremy Davis

Date

4801 Rockhill Road
Kansas City, Missouri 64110-2046
e-mail: jdavis@kauffman.org / www.kauffman.org

The foregoing conditions are hereby accepted and agreed to as of the date indicated.

Hogan Preparatory Academy, Inc.

DocuSigned by:
Tamara Burns
20718E5D86E5404...

By: _____

(Signature of Authorized Official)

Title: _____ Chief Academic Officer

Date: _____ 9/10/2020

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (hereinafter "MOU") executed this day of June 22, 2020 and is effective from July 1, 2020 until June 1, 2021, by and between Hogan Prep Charter School ("the School") and Operation Breakthrough, a duly organized non-profit organization chartered under the laws of the State of Missouri ("Host Site"). At times in this MOU, the School and Host Site may be referred to collectively as the "Parties."

The Kansas City Pre-K Cooperative has been formed to assist Charter Schools in providing additional pre-Kindergarten services and to utilize current funding opportunities offered by the State of Missouri. The Pre-K Cooperative offers the opportunity for schools, early education providers, and community organizations to collaborate to explore innovative solutions to most efficiently and effectively deploy pre-Kindergarten state aid reimbursement funding. The Pre-K Cooperative provides structure for participating K-12 charter schools who do not currently offer pre-Kindergarten services to operate pre-Kindergarten classrooms and programs in existing, quality early education programs. In addition to increasing access to pre-Kindergarten services, these partnerships are formed with the intent of increasing Kindergarten readiness, improving vertical alignment between pre-Kindergarten services and Kindergarten, providing families with collaborative support services, and increasing student achievement. The Pre-K Cooperative will provide common operating structures and protocols to ensure that all participating schools and their partnering host sites meet both quality expectations, as well as statutory requirements.

Beginning in the school year of 2019-20, Host Site is proposing to provide pre-Kindergarten education in partnership with the School for a pre-determined number of students. The remainder of this MOU establishes the means and methods by which the Parties intend to accomplish the education of the pre-Kindergarten students at the Host Site location.

1. **RESPONSIBILITIES OF HOST SITE**

- a. Provide pre-Kindergarten services to 38 students from the School, between the ages of 3-5 years old who qualify for free and reduced lunch.
- b. Provide students with a minimum of One Thousand Forty-Four (1,044) hours of instruction per year.
- c. Provide classrooms with an appropriate Child Care Center license, granted from the Missouri Department of Health and Senior Services.
- d. Provide classrooms that have been recognized by the Department of Elementary and Secondary Education (DESE) as having Missouri Accreditation, or National Association for the Education of Young Children Accreditation.
- e. Ensure that classrooms maintain a teacher-to-student ratio of two teachers to twenty students (2:20).
- f. Provide teachers of record in the pre-Kindergarten classrooms who hold a valid teaching certificate issued by DESE.

- g. Provide curriculum utilizing one of the four research-based early childhood approved curriculum options: Creative Curriculum, Emerging Language and Literacy Curriculum, High/Scope, or Project Construct.
- h. Evaluate school readiness using the Desired Results Developmental Profile (DRDP).
- i. Hold a minimum of three (3) parent-teacher conferences per school year. Staff members or administrators from the School shall be allowed to attend parent-teacher conferences at the Host Site.
- j. Submit daily student attendance to the School in order to allow reimbursement by the School according to students' Average Daily Attendance (ADA) calculations as provided by the Missouri Department of Elementary and Secondary Education ("DESE").
- k. Share all parent contact information with the School to ensure effective communication between all parties.
- l. Contact the School if a student is absent more than five (5) consecutive days, to allow the School to contact the family of the eligible student.
- m. Provide meals to students that are compliant with requirements of federal free and reduced lunch regulations.
- n. Assist the School's efforts to collect funding from DESE and provide information and/or records to assist with the School's efforts to collect funding.
- o. Assist the School's fundraising efforts related to the costs for start-up of the Pre-K Cooperative.
- p. Comply with applicable Federal and State laws in performance of the services set forth in this Agreement, including, but not limited to Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act, FERPA, HIPAA, and all rules and regulations promulgated by DESE.
- q. Ensure that all employees and volunteers at the Host Site have passed a background check complying with DESE requirements.
- r. Implement School's Handbook Policies and Procedures.
- s. Allow the School to conduct routine and spot site visits to the Host Site. Schools will also be provided access to licensing and accreditation reports for the Host Site.
- t. Will have the option to provide summer school for enrolled children.

2. RESPONSIBILITIES OF THE SCHOOL

- a. Identify eligible students meeting the School's residency requirements. Eligible students shall be those students who are not served in an Early Childhood Special Education program, are not served in a fully funded Title I preschool, and are not served in a fully funded Missouri Preschool Program. Eligible students will not be charged tuition by the School.
- b. Provide each eligible student with a Missouri Student Information System (MOSIS) number.
- c. Reimburse the Host Site for daily student attendance as calculated by DESE under its ADA reimbursement calculations.
 - a. LEA Administrative Fee - 3.5%
 - b. LEA Sponsor Fee - 1.5%
- d. Assist in the hiring of a certified teacher for each classroom at the Host Site campus.
- e. Assist in the identification, evaluation, and assessment, for special education students and ELL students, as required by the IDEA and Missouri State Plan for Special Education. Operation Breakthrough to provide services including Speech Occupational Therapy, and Physical Therapy to eligible students, as determined necessary by School staff given availability of staff.
- f. Pursue funding of educational services provided by the Host Site by the State of Missouri.
- g. Provide Host Site with access to all School policies, procedures, and the School Handbook.

3. TERMS AND TERMINATION OF AGREEMENT

- a. This Agreement will remain in effect from July 1, 2020, through June 1, 2021 ("Initial Term"), and shall be subject to renewal by the Parties for additional one-year terms as agreed on an annual basis.
- b. Starting on the date of this Agreements execution, and at all times thereafter this Agreement may be terminated by either Party hereto upon thirty (30) days advance written notice to the other Party. Upon notice of such termination, neither Party, however, shall be relieved from performing the covenants herein contained during such thirty (30) day period.

4. EMPLOYMENT VERIFICATION

- a. Prior to commencement of the Agreement effective date of July 1, 2020, Host Site shall provide to the School a sworn affidavit and other sufficient documentation to

affirm its enrollment and participation in the federal work authorization program. Federal work authorization program means the E-Verify Program maintained and operated by the United States Department of Homeland Security and the Social Security Administration, or any successor program. Host Site shall also provide the School a sworn affidavit affirming that it does not knowingly employ any person who is an unauthorized alien in connection with the services to be provided under this Agreement.

5. **PRIVACY AND CONFIDENTIALITY**

- a. Host Site, as a covered entity, is required by Federal laws, including the HIPAA Privacy Rule and Security Rule, and by applicable State laws to maintain the privacy and confidentiality of protected health information of students. Host Site shall only use and disclose protected health information as authorized by Federal or applicable State laws, including to the School. The current "Notice of Privacy Practices" shall be posted on the Host Site web site.
- b. Each Party recognizes that in the course of performing this Agreement it may become aware of information that the other Party deems confidential and/or proprietary. For purposes of this Agreement, "proprietary" and "confidential" information will include all internal business practices and business records, including, but not limited to, information concerning products, pricing, fees, capitation, contracts, training products, or business methods, in any form whatsoever.
- c. Each Party agrees that it will not actively seek out financial, marketing, or contractual information that a Party would reasonably know to be confidential information or a trade or proprietary secret, except to the extent reasonably necessary to allow the Party to perform its duties under this Agreement. In the event that a Party becomes aware of such data or information, from whatever source or for whatever purpose, such Party agrees that it shall maintain the confidentiality of such information and shall not reveal it to any third Party for any purpose without the written consent of the other Party.
- d. Each Party agrees that these provisions shall survive termination of this Agreement and shall inure to the benefit of the Parties, their successors and permitted assigns.

6. **GENERAL PROVISIONS**

- a. Compliance with Laws and Policies. Host Site agrees that it will comply with the applicable provisions to this Agreement of the following regulations and laws: Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232(g) and with the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, along with their implementing state and federal regulations. Host Site further agrees it will indemnify and hold the School, its agents, employees and successors harmless from any claims asserted against the School directly arising out of Host Site's violation of FERPA, IDEA or Section 504 and their state and federal

regulations, including for any costs and attorneys' fees incurred by the School in defending such claims. A violation of any of the laws or regulations contained in this Section 6(a) by Host Site will not be considered, interpreted or construed in any way as a violation by, or on behalf of, the School. While performing services under this Agreement, Host Site agrees to refrain from harassment and discrimination on the basis of race, age, color, religion, sex, disability, ancestry or national origin.

- b. Indemnity: Host Site will indemnify and hold harmless the School and its directors, officers, employees, and agents from and against any and all liability, loss, damages, claims, costs, and expenses, including attorney fees, that may directly arise out of and/or be incurred in connection with any act or omission caused by Host Site, or any employee or agent of Host Site, in the performance or omission of an act or responsibility assumed or deemed to be assumed by Host Site pursuant to this Agreement.

Additionally Host Site shall identify the School as a Certificate Holder for the Commercial General Liability Policy that covers Host Site. The School is a covered insured under this Policy. Nothing contained herein shall be deemed to provide any waivers of sovereign immunity, nor require the School to indemnify Host Site for any losses, claims, demands, or causes of action for which the School has not waived sovereign immunity, except to the extent such waivers are provided by statute in Mo.Rev.Stat. Sections 537.600 and 537.610 et. seq. Further, any insurance purchased by Host Site is not intended to act as a waiver, nor is it a waiver of any defense available to the School and its employees by statute or at common law.

- c. Relationship Between Parties: The Parties hereto are independent contractors and are not, and shall not be deemed for any purpose, to be joint ventures. No Party shall hold itself out as the partner or agent of the other Party or make representations or warranties on behalf of the other Party, except as otherwise expressly agreed.
- d. Severability: If any part, term or provision of this Agreement is held by a court of competent jurisdiction to be illegal or unenforceable, the validity of the remaining provisions of this Agreement shall not be affected, and the rights and obligations of the Parties shall be construed and enforced as if this Agreement did not contain the particular part, term or provision held to be invalid. It is provided, however, that the basic purposes of this Agreement must be achievable through the remaining valid provisions.
- e. Caption and Headings: The captions and headings throughout this Agreement are for convenience and reference only. The words of the captions and headings shall not be construed to be part of the binding provisions of this Agreement.
- f. Trademarks and Symbols: The School and Host Site reserve the right to control the use of their respective names and any of their respective symbols, trademarks and service marks, presently existing or subsequently established. The School and Host Site agree not to use words, symbols, trademarks, service marks and other devices including the corporate name of the other in advertising, promotional materials or

otherwise, without the prior written consent of the other. The School and Host Site will cease any previously approved usage immediately upon termination of this Agreement. The School and Host Site further agree that any advertising, promotional materials or other items which include the name of The School or Host Site are the property of the appropriate namesake and will be returned to the owner either upon request or at termination of the Agreement.

- g. Waiver: Failure by The School, Host Site, or both to insist upon compliance with any term or provision of this Agreement at any time or under any set of circumstances will not operate to waive or modify that provision or render it unenforceable at any other time irrespective of whether the circumstances are the same. No waiver of any of the terms or provisions of this Agreement will be valid or of any force or effect unless in each instance the waiver or modification is contained in writing expressing such alteration or modification and executed by the School and Host Site.
- h. Complete Agreement. This Agreement and any Attachments or Amendments to it constitutes the entire Agreement between the Parties. The representations, warranties, covenants, and Agreements set forth herein constitute all of the representations, warranties, covenants, and Agreements between the Parties and upon which the Parties have relied. All prior Agreements, either oral or written relating to the subject matter of this Agreement, not expressly set forth herein, are of no force or effect.
- i. Amendment: This Agreement may be amended at any time in writing between the School and Host Site.
- j. Governing Law: This Agreement shall be governed by, construed and interpreted in accordance with the laws of the State of Missouri.
- k. Jurisdiction and Venue: Any legal action in connection with this Agreement shall be filed in the Circuit Court of Jackson County, Missouri, the United States School Court for the Western School of Missouri, as appropriate, to which jurisdiction and venue the Parties expressly agree. In the event that any action is taken by either party to enforce any term, covenant or condition of this Agreement, the prevailing Party shall be entitled to recover reasonable attorneys' fees, collection service expenses, court costs and related expenses from the non-prevailing party.
- l. Survival: All representations and warranties made in this Agreement and all terms and provisions hereof intended to be observed and performed after the termination hereof, shall survive such termination and continue, thereafter, in full force and effect.
- m. Counterpart Agreements: This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same Agreement.
- n. Notices: All notices required to be given hereunder shall be made in writing and shall be deemed sufficiently given if delivered in person or mailed by first class registered or certified mail, to the following addresses:

If to School:

If to Host Site:

IN WITNESS WHEREOF, the parties hereto have executed this Agreement by their duly authorized representatives as of the date first set forth below.

HOST SITE (HOST SITE)

h. matt s.
Authorized Signatory,

My lab 8/24/20.
Date

Hogon Preparatory Academy CHARTER SCHOOL (THE SCHOOL)

h. matt s.
Board President

6-22-20
Date

Board Secretary

Date



PREP-KC/Hogan Preparatory Academy

Annual Memorandum of Understanding

July 1, 2020

This Memorandum of Understanding (MOU) executed August 28, 2020, by and between PREP-KC and the Hogan Preparatory Academy (Hogan Prep) covers a one year (July 1, 2020– June 30, 2021) period.

PREP-KC and Hogan Prep are jointly committed to implementing a set of strategies collectively to better prepare students for success in postsecondary education and careers. The set of strategies described herein are designed to achieve the following outcomes during the 2020-2021 school year:

1. Provide upstream College and Career Experiences for students.
2. Prepare students for postsecondary success.

Section A: Resource Agreement

PREP-KC will dedicate its resources (funds and technical assistance) to the following:

1. Increase College & Career Experiences for Hogan Prep Academy.
 - PREP-KC will design and implement a Career Jumping activity for students at Hogan Prep middle and high schools.
 - PREP-KC will provide ongoing access to industry professionals and virtual College and Career Experiences for Hogan Prep middle and high school students through the Connector online platform.
 - PREP-KC will provide 20 days of technical assistance focused on developing a continuum of College and Career Experiences for students in grades K-8 at Hogan Prep.
2. Increase postsecondary readiness
 - PREP-KC will provide 35 days of technical assistance focused on developing student programming that leads to all students having the opportunity to earn a Market Value Asset (MVA). Specific supports will include technical assistance targeting:
 - i. individualized student plans
 - ii. student advisory
 - iii. industry-specific MVAs

Cost Summary

The total cost of the services included in this Agreement is \$73,200. PREP-KC is providing a total of \$37,433 to support the implementation of these services. The remaining costs are to be paid by the District and total \$35,767. The following table summarizes these costs.

Item	Total # of Day/Events	Cost	District Cost-Share Rate	Total Cost	PREP-KC Cost	District Cost
Career Jumping	2	\$1,600	50%	\$3,200	\$1,600	\$1,600
Connector Licenses	2	\$2,500	33%	\$5,000	\$3,333	\$1,667
MVA Development	10	\$1,000	50%	\$10,000	\$5,000	\$5,000
HS Technical Assistance (Capacity Building, Partnership Development, Scheduling Support)	30	\$1,000	50%	\$30,000	\$15,000	\$15,000
K-8 Technical Assistance (Capacity Building and Partnership Development)	15	\$1,000	50%	\$15,000	\$7,500	\$7,500
Total			49%	\$63,200	\$32,433	\$30,767

The District and PREP-KC enter into this working Agreement and agree to the allocation of contracted days per the MOU, at the designated rate. Additional support from the PREP-KC team may occur and could include occasional requests for periodic one-on-one coaching support and periodic model lesson demonstrations in individual classrooms, informal and occasional building walk-throughs conducted by the PREP-KC team, as well as participation in planning sessions specific to the implementation of this scope of services. These activities will occur at no additional cost, and the frequency of activities will be based on the availability of PREP-KC staff time and resources.

Additional student activities or technical assistance days requested by the school or district, and which fall outside of the scope of services included in this Agreement may be conducted at an additional cost to the District and based on availability of PREP-KC staff time and resources. In such cases, PREP-KC will amend the MOU.

In addition to the costs outlined above, Hogan Prep will provide student transportation for all off-campus college and career readiness experiences designed and facilitated by the PREP-KC team.

COVID-19 Related Program Changes

In the event of a COVID-19 pandemic-related "Stay-At-Home" orders or similar physical distancing measures, the parties shall negotiate in good faith to reschedule services outlined in this Agreement or modify these services to be offered virtually. Costs for modified or rescheduled activities will not exceed the amounts included in this Agreement. PREP-KC will not charge the District for any activities impacted by COVID-19 related conditions if arrangements to reschedule or modify cannot be mutually agreed upon by both parties.

Section B: Data Collection and Analysis Agreement (Measuring Results)

The Hogan Prep/PREP-KC partnership will measure progress in achieving district and school goals using a variety of student and teacher data. Data will be tracked and monitored via the PREP-KC Data Dashboard. Any personally identifiable information (hereinafter “PII”) gathered and utilized by PREP-KC as a part of this enterprise shall be used only to meet the purpose of the project as stated in this document and shall not be used for any other purpose falling outside the purpose or scope of this project. Data collection and analysis will include the items listed below:

- State Assessment data – including elementary, middle, and high school scores in communication arts and Math.
- Formative assessment data in math and ELA (e.g., the STAR assessment if currently administered).
- Student, teacher and parent survey data as related to PREP-KC’s strategies
- ACT data.
- College-ready data – the percentage of graduating seniors who are college-ready (as measured by completion of college courses and ACT/ACCUPLACER/COMPASS scores).
- Career-ready data – the percentage of graduating seniors who are career-ready (as measured by work-based learning experiences and/or career-readiness certificates)
- Academy student data – data collection will include the following student-level data: assessment scores (EOC exams, ACT series, and Community College Placement exams), demographic data, college courses/credits completed, career-readiness certificates, student attendance, student GPA, confirmed postsecondary enrollment, a pre/post student survey, and anecdotal/observational teacher data.
- Market Value Assets and Real-World Learning Data, including data on client projects and internships, college coursework, and industry-recognized credentials.
- Graduate data—Post-Secondary Enrollment data pulled from Missouri’s Department of Elementary and Secondary Education and the National Student Clearinghouse, and the number of college applications submitted and FAFSA applications as measured by the district.

Occasionally, PREP-KC may find it necessary to request additional student data related to a specific implementation goal or to answer questions from funders or business partners supporting the work in the district. In these cases, the District agrees to respond to data requests in a timely and accurate matter. In disclosing data and PII, the District is in no way assigning ownership of the PII or data to PREP-KC.

See Appendix A for a detailed data-sharing agreement.

Occasionally, PREP-KC may find it necessary to request additional student data related to a specific implementation goal or to answer questions from funders or business partners supporting the work in Hogan Prep. In these cases, the District agrees to respond to data requests in a timely and accurate matter.

Section C: Partnership Commitments

The Hogan Prep/PREP-KC partnership includes shared commitments regarding:

- Resources (funds, technical assistance, and expertise) provided to support key strategies. PREP-KC will continue to actively fund-raise on behalf of our partnership with Hogan Prep and will continue to direct funds, as available, to our mutual priorities for

student outcomes. Hogan Prep will continue to direct funds to these same strategies outlined in Section A, and to the extent possible, will advocate for funds from other sources to be directed to these same strategies.

- Collaboration and alignment. The PREP-KC and Hogan Prep district teams will meet three times a year to share information and problem-solve to strengthen implementation.
- Communications regarding the Hogan Prep/PREP-KC partnership (including a joint commitment to highlighting this partnership on each organization's website).
- Data collection and analysis to assess progress and drive continued improvement – data will be collected and analyzed on a set of outcome indicators and a set of “leading indicators” or “interim measures” designed to measure progress during the school year.

The partnership framework described above is designed to create a strong foundation for a systems partnership between PREP-KC and Hogan Prep. This framework may be expanded over time to include additional strategic opportunities that advance the shared goal of college and career preparation for the Hogan Prep's students.

Hogan Preparatory Academy

Signed: _____

Date: _____

Name: _____

Title: _____

PREP-KC

Signed: _____

Date: _____

Name: _____

Title: _____

[Handwritten signature]
[Handwritten signature]
10/27/20
Jayson Strickland
Superintendent

[Handwritten signature]
[Handwritten signature]
10/28/2020
Douglas Elmer
Vice President

Appendix A

Data Dashboard Addendum

This Data Dashboard Addendum (the "Addendum") is made and entered into as of the Effective Date by and between PREP-KC and Hogan Prep School District (the "District"). PREP-KC and the District are referred to herein collectively as the "Parties" and individually as a "Party."

Whereas, PREP-KC and the District have executed contemporaneously herewith a Memorandum of Understanding ("MOU") for the 2020-2021 academic year;

Whereas, the MOU expresses the Parties' joint intention to implement a set of strategies to better prepare students for success in postsecondary education and careers;

Whereas, the MOU articulates certain resources and services that PREP-KC will provide to the District and its students;

Whereas, in addition to those resources and services specified in the MOU, the Parties desire that PREP-KC will provide a suite of data tools (the "Data Dashboard"), which facilitate the collection and analysis of key data relevant to student success and preparation for postsecondary education and careers;

Whereas, the Data Dashboard includes enhanced and real-time analytics, customizable reporting, and continually updated data;

Whereas, implementation of the enhanced Data Dashboard will require the Parties' collaboration with respect to data sharing, management, and storage in compliance with the Family Educational Rights and Privacy Act ("FERPA") and other applicable federal, state, and local laws;

Whereas, the Parties wish to enter into this Addendum to define the scope of their agreement concerning the Data Dashboard and related data sharing; and

Whereas, the Parties intend this Addendum will be incorporated as part of the MOU with the same force and effect as though fully set forth therein. In the event of conflicting provisions in the MOU and this Addendum, the provision contained in the MOU shall control;

Now, therefore, for and in consideration of the mutual promises and obligations contained herein and, in the MOU, the Parties agree as follows:

Term

The term of this Addendum shall be the same as the MOU. The term may be extended or renewed only by a separate, written agreement between the Parties.

Purpose and Goals

The Parties acknowledge and agree that the effective collection, analysis, and use of student and program level data are important tools in improving student success and preparing students for postsecondary education and careers. The Parties agree that PREP-KC's Data Dashboard has historically been a helpful tool to the District in analyzing de-identified student data and

program level data on student performance and outcomes. The District has identified a need, however, for an enhanced data tool utilizing identified student-level data on outcomes and college and career profiles so as to better enhance the likely success of particular students and meet the goals and outcomes specified in the MOU.

The Parties agree that, rather than developing a similar analytical tool internally, it is more advantageous and efficient for the District to enter into this Addendum with PREP-KC to provide an enhanced Data Dashboard as a contractor for the District. The Parties agree that, but for the District's decision to contract with PREP-KC, the District would otherwise use its own employees and internal resources to develop and deploy a tool to address the data needs met by the enhanced Data Dashboard.

Through this Addendum, incorporated into the MOU, the Parties intend to secure the District's access to the enhanced Data Dashboard, subject to the terms and conditions stated herein, and provide a rigorous protocol for the District to share student level and program level data with PREP-KC, as contractor for the District, for purposes of providing the enhanced Data Dashboard. It is the Parties' express intention that, through the terms of this Addendum, PREP-KC be deemed a "school official" for purposes of FERPA under the direct control of the District with respect to the use and maintenance of personally identifiable student records protected by FERPA.

Relationship to the MOU

The MOU sets forth the Parties' joint commitment to implement a series of strategies to better prepare students for success in postsecondary education and careers and specifies the Parties' agreement to share the cost of those strategies as specified in the MOU. In light of the District's desire to acquire an enhanced Data Dashboard that analyzes identified student-level data, this Addendum is intended to provide the particular parameters and agreement of the Parties concerning the enhanced Data Dashboard and the sharing of data with PREP-KC for purposes of furnishing and maintaining the enhanced Data Dashboard. This Addendum is incorporated into the MOU with the same force and effect as though fully set forth therein; together, the MOU and Addendum form the entirety of the Parties' agreement with respect to the services PREP-KC will provide the District for the term.

Compensation

PREP-KC provides the District access to the Data Dashboard in consideration of the promises contained herein and the expenditures the District has committed to elsewhere in the MOU. PREP-KC will not charge a separate fee for access to the enhanced Data Dashboard during the term.

Dashboard Access/Service

For the term, PREP-KC agrees to provide the District with access to its enhanced Data Dashboard. The enhanced Data Dashboard will integrate student outcome data, program participation data, and the students' college and career profiles to provide real-time analytics and reporting at the student, school, and District level. PREP-KC will provide login credentials for up to 5 District administrators/employees to access the enhanced Data Dashboard. A description of the components and capabilities of the enhanced Data Dashboard is attached hereto as Exhibit A.

Scope of Data Sharing

To facilitate use and implementation of the Data Dashboard, the Parties agree that the District will share specified identifiable student data, de-identified data, and aggregate data (collectively "Student Data") with PREP-KC. The classes of Student Data to be shared by the District with PREP-KC are set forth in the attached Exhibit B, which may be amended from time to time as agreed to by the Parties in writing and as necessary for PREP-KC to provide the services specified in this Addendum. The Parties agree that representatives of PREP-KC will coordinate with information technology representatives of the District to implement an automated data transfer system that will minimize or eliminate the need for individual data requests made to District staff. The automated data transfer system will include industry standard security features, including commercially reasonable encryption and authentication technologies. Under no circumstance will Student Data subject to FERPA be transferred by email.

The Parties agree that their respective contacts for implementation of this Addendum and related data sharing are:

For PREP-KC

Douglas Elmer
Vice-President
PREP-KC
2300 Main Street, Suite 340
Kansas City, MO 64112

For the District

Superintendent
Hogan Prep School District
5809 Michigan Ave
Kansas City, MO 64130

Confidentiality and Privacy of Student Data

Under this Addendum, the Parties contemplate that the District will share with PREP-KC Student Data that may include such personally identifiable elements such as student names, student addresses, student identification numbers, and social security numbers. The Parties agree that personally identifiable Student Data is subject to the provisions of FERPA, 20 U.S.C. § 1232g and may be subject to other applicable federal, state, and local laws. It is the Parties' intention that, to the extent, it receives Student Data, PREP-KC shall be acting as a school official as specified in 34 C.F.R. § 99.31(1)(i)(B) (2018) and will act in compliance with other federal, state, and local laws. To that end, the Parties agree:

- a. To the extent the Student Data is subject to FERPA, the District designates PREP-KC as a District official with a legitimate educational interest in the Student Data for purposes of performing the services and functions specified in this Addendum, of which the District would otherwise use its own employees.
- b. PREP-KC acknowledges that its use and maintenance of all Student Data shared under this Addendum, irrespective of whether the Student Data is subject to FERPA is subject to the direct control of the District.
- c. PREP-KC acknowledges that the improper disclosure or re-disclosure of personally identifiable information from Student Data is prohibited by this Addendum and FERPA.

- d. PREP-KC agrees that it will hold the Student Data in strict confidence and not disclose the Student Data to any third-party except (i) as required by law; (ii) as authorized by the District in writing, or (iii) as permitted or required by this Addendum.
- e. PREP-KC agrees that it will implement commercially reasonable administrative, physical, and technical standards to safeguard the security of the Student Data and to prevent unauthorized disclosure of Student Data, including unauthorized malicious access. Such measures will include but are not limited to:
 - i. Physical copies of Student Data and/or electronic media (such as flash drives, CD-ROMs, and hard drives containing Student Data) shall be stored in an area that is safe from access by unauthorized persons during duty hours as well as non-duty hours.
 - ii. PREP-KC will not store Student Data on cell phones or personal devices.
 - iii. Any computer containing Student Data or with the ability to access Student Data will be subject to commercially reasonable login authentication and access to Student Data files will have separate, commercially reasonable encryption. Data portals are secured through the use of verified digital certificates. PREP-KC agrees to allow the District to run a script approved by PREP-KC on these portals if the District deems necessary.
 - iv. PREP-KC will provide to the District a certificate of insurance including Cyber Security Insurance coverages.
 - v. PREP-KC will have a written incident response plan, to include prompt notification of the District, in the event of a security or privacy breach, as well as best practices for responding to a breach of student information. Such a plan will include appropriate provisions for satisfying applicable federal, state, and local law governing data breach, including but not limited to FERPA and Mo. Rev. Stat. § 407.1500 et seq. PREP-KC agrees to share its incident response plan upon request.
 - vi. PREP-KC will provide annual training to its employees on the confidentiality/non-disclosure provisions of this Addendum, as well as best practices for data security. PREP-KC agrees to conduct commercially reasonable background checks on all PREP-KC employees, contractors, or agents prior to granting access to PII.
 - vii. The Parties recognize that certain PREP-KC employees, contractors, or agents may visit the District's property in order to obtain the necessary information for the provision of PREP-KC's services. In the event that a PREP-KC employee must be unsupervised on District's property, the Parties agree that before any such visits to the District occur, all visiting PREP-KC employees, contractors, or agents must clear both criminal and child abuse & neglect background checks. PREP-KC further warrants and agrees that its employees, contractors, or agents who visit the District will not have contact or interact with the District's students. PREP-KC will indemnify, defend, and hold the District, its board members, administrators, employees and agents harmless from and against liability for any and all claims, actions, proceedings, demands, costs, (including reasonable

attorneys' fees), damages, and liabilities resulting directly from the acts or omissions of PREP-KC or its employees, contractors, agents, or subcontractors in connection with visits to the District's property as described herein.

- viii. The Parties agree that all data collected or held by PREP-KC (including but not limited to District's students' names and other information) shall be stored within the United States of America. The Parties further agree that PREP-KC shall maintain all data in a secure manner using appropriate technical, physical, and administrative safeguards to protect said data. No data may be backed up outside of the continental United States.
- f. PREP-KC agrees to periodically monitor its operations and take commercially reasonable administrative, physical and technical measures to continue to assure that Student Data is safeguarded and maintained in confidence in accordance with FERPA and other applicable federal, state, and local laws.
- g. PREP-KC agrees that it will internally limit access to Student Data to those PREP-KC employees who have a legitimate interest in accessing the Student Data in order to provide the services specified in this Addendum. PREP-KC will require any PREP-KC employee with access to the Student Data to sign a separate confidentiality/non-disclosure agreement securing their personal obligation to the non-disclosure and confidentiality provisions stated herein. PREP-KC will, promptly upon request, outline for District the steps and processes that PREP-KC takes to prevent post-employment data breaches by PREP-KC employees after their employment with PREP-KC has ended.
- h. In the event PREP-KC believes it is necessary to disclose Student Data to software subcontractors for purposes of designing and testing the enhanced Data Dashboard and/or the data sharing transfer system contemplated by Section 6, PREP-KC shall require such subcontractor to sign a separate confidentiality/non-disclosure agreement securing the subcontractor's obligation to the non-disclosure and confidentiality provisions stated herein. To the extent that PREP-KC is permitted, under the applicable terms of the Agreement, to subcontract or otherwise delegate its duties and obligations under the Agreement, PREP-KC is likewise permitted to subcontract or delegate the performance of corresponding duties and obligations contained in this Section, provided however that PREP-KC will remain ultimately responsible for such duties and obligations.
- i. PREP-KC understands and acknowledges that records generated from a student's Free Application for Federal Student Aid ("FAFSA") are subject to special protections and limited uses under the Higher Education Act. For this reason, PREP-KC further acknowledges and agrees that this subset of Student Data will only be used consistent with lawful purposes related to the District's administration of federal, state, or institutional aid, including for audits and program evaluations that the District deems necessary for the efficient and effective administration of those aid programs.

Compelled Disclosures

In the event PREP-KC is subject to service of subpoena, court order, administrative order, or other lawful process directing it to disclose Student Data, PREP-KC agrees to promptly notify the District of the same and, if reasonably possible and permitted by law, delay production of the

Student Data unless and until the District has an opportunity to object to the production with the issuing entity.

Data Security Breach

- a. For purposes of this Agreement, "Security Incident" shall be defined as "the unlawful access to, acquisition of, disclosure of, loss, or use of PII."
- b. In the event that PREP-KC has reason to believe of a Security Incident has occurred, PREP-KC shall (i) investigate the Security Incident, identify the impact of the Security Incident and take commercially reasonable actions to mitigate the effects of any such Security Incident, (ii) timely provide any notifications to District or and, in coordination with District but at PREP-KC'REP-KC in coordination with ident, identify the impact of the SecurityPREP-KC or District is required by law to provide, subject to applicable confidentiality obligations and to the extent allowed and/or required by and not prohibited by Applicable Laws or law enforcement.
- c. Except to the extent prohibited by Applicable Laws or law enforcement, PREP-KC shall provide the District with a written description of the Security Incident and the type of data that was the subject of the Security Incident.
- d. PREP-KC will use reasonable efforts to cooperate with the District's investigation of the Security Incident.

Return of Records

PREP-KC will destroy or return all Student Data (whether in electronic or hard copy form) to the District within 30 days of the termination of this Addendum (whether by expiration of the term or pursuant to Section 10) unless the Parties agree to the contrary in writing. If requested, PREP-KC shall provide the District with a declaration confirming the destruction and/or return of Student Data as the case may be. Notwithstanding the foregoing language in this Section 9, PREP-KC is permitted to retain, despite termination of this Addendum, any aggregate level data that has been published by the District (such as graduate rates, aggregate test scores, and the like), or that is otherwise subject to public access under the Missouri Sunshine Law, irrespective of whether PREP-KC obtained the data through a public source.

Termination

Either Party may terminate this Addendum prior to the expiration of the term with or without cause upon 30 days' prior written notice to the other Party. In the event either Party terminates this Addendum, the remaining provisions of the MOU shall remain in full force and effect unless separately terminated by the Parties as permitted by the MOU.

Intellectual Property

Ownership of Intellectual Property

The Parties agrees that the Data Dashboard, its underlying source code, its imagery, its marks, any improvements thereto, and any goodwill derived therefrom (collectively "Intellectual Property") is the sole intellectual property of PREP-KC. The District does not acquire any ownership rights in or to the Intellectual Property as a result of this Addendum and any use of

the Intellectual Property is subject to the limited license granted hereunder. The Parties acknowledge and agree that all course and curriculum materials of the District are the sole intellectual property of the District and that PREP-KC acquires no ownership rights to such curriculum materials through this Addendum. The Parties further agree that Student Data is the sole property of the District and that PREP-KC acquires no ownership rights in Student Data that is shared pursuant to this Addendum.

Licenses

During the term of this Addendum, PREP-KC grants the District a limited, non-exclusive, non-transferable, and revocable upon termination of this Addendum license to use the Intellectual Property solely in connection with using the Data Dashboard to improve student performance and better prepare students for their postsecondary education and careers. For its part, the District grants PREP-KC a limited, non-exclusive, non-transferable, and revocable upon termination of this Addendum license to use the Student Data solely in connection with providing the services contemplated by this Addendum and as specifically contemplated by Section 13.

No Implied Rights

No rights to PREP-KC's Intellectual Property or the District's Student Data are granted except for the express and specific rights and licenses granted hereunder for the term of this Addendum. Each Party retains all rights, title, and interest in and to their respective intellectual properties, including any improvements thereto, whether created individually or jointly.

Protection of Respective Intellectual Property

In the event of any actual, suspected, or threatened third-party infringement of intellectual property licensed by the Parties under this Addendum, each Party shall have exclusive control over all claims, defense of claims, and proceedings, shall bear all costs of any proceedings, and shall be entitled to retain all sums recovered in any action with respect to that Party's intellectual property.

Insurance

PREP-KC will carry insurance coverage for damages arising from a failure of data security or wrongful release of Student Data, including expenses for notification as may be required by federal, state, or local law with limits of liability of at least \$1,000,000. The policy will be a claims-made policy with any prior acts exclusion predating the Effective Date of this Addendum.

Publicity

The Parties contemplate that either may issue public statements, news releases, or grant press interviews regarding the District's de-identified Student Data and to publicize the success of the Parties' joint efforts to improve student outcomes. To the extent reasonably possible, the Parties agree to provide prior notice to the other before issuing any such statement or news release or before granting any press interview; the Parties further agree to collaborate in good faith to address any concerns the other Party may have concerning the content of the statement, release, or interview, as the case may be. Notwithstanding the foregoing, either Party may, without prior notification to the other, utilize de-identified Student Data in scholarly presentations and articles. In no case will PREP-KC divulge the identity of any student, or

students' family members, regardless of the method of publication, unless such action is permitted by FERPA and other applicable laws and upon prior written authorization of the District's chief executive officer.

Right to Audit

The District shall have the right to reasonably audit PREP-KC's compliance with the confidentiality and data security provisions of this Addendum. The District shall provide at least 14 days' notice of its intent to audit PREP-KC's compliance unless such audit is the result of the District learning of an actual breach of the confidentiality and/or data security provisions, in which case the District may audit PREP-KC's compliance on 24 hours' notice. PREP-KC will reasonably cooperate with such audit, including, but not limited to, by making its facilities available for inspection and relevant personnel available for interviews.

Miscellaneous

Notices

All notices under this Addendum shall be in writing and shall be deemed effective upon delivery in person or 5 days after deposit thereof in the United States mail, postage prepaid, for delivery as registered or certified mail, addressed to the respective Party at the address set forth below or to such other address as may be designated by like notice. Unless otherwise notified as set forth above, notice shall be sent to each Party at:

To PREP-KC:

President & CEO
PREP-KC
2300 Main Street, Suite 340
Kansas City, MO 64108

To District:

Superintendent
Hogan Prep School District
8701 Holmes Road
Kansas City, MO 64131

Entire Agreement

Together, the MOU and this Addendum set forth the entire agreement and understanding of the Parties as to the services PREP-KC will provide the District for the term. The MOU and Addendum supersede and cancel all prior written and oral agreements and understandings with respect to the subject matter thereof.

Amendment

This Addendum may be amended or modified only by written agreement signed by the Parties.

Relationship of the Parties

Nothing in this Addendum shall be construed to create a joint venture or partnership between the Parties or an employer/employee relationship. Neither Party shall have any express or implied right or authority to assume or create any obligations on behalf of or in the name of the other Party or to bind the other Party to any contract, agreement, or undertaking with any third party.

Successors

This Addendum shall be binding upon and shall insure to the benefit of the Parties and their respective successors. Neither this Addendum, nor any of the rights or obligations of either Party under this Addendum, may be assigned, delegated, or otherwise transferred without the other Party's written consent.

Governing Law and Jurisdiction

The MOU and this Addendum shall be subject to and governed by the laws of the State of Missouri, without regard to conflicts of law rules. The Parties agree that any lawsuit arising from or relating to the MOU and/or this Addendum shall be filed solely in a state or federal court located in Kansas City, Missouri. The Parties agree that, prior to filing any lawsuit, they will make reasonable efforts to resolve their differences by agreement.

Third Party Beneficiaries Excluded

Neither the MOU nor this Addendum is intended to confer rights or remedies upon any person (whether human, corporate, or governmental) other than the Parties. No person (whether human, corporate, or governmental) other than the Parties is entitled to bring any action to enforce any provision of the MOU or this Addendum against any Party.

Headings

The descriptive headings used in this Addendum are inserted solely for convenience of reference and are not intended to be part of or to affect the meaning or interpretation of this Addendum.

Severability

All of the provisions of this Addendum are severable. In the event that any provision of this Addendum is found by a court of competent jurisdiction to be unenforceable or illegal, the remaining provisions of this Addendum, and the MOU, shall be valid unless the court finds that the valid provisions, standing alone, are incapable of being performed in accordance with the intentions of the Parties.

Effective Date

The "Effective Date" of this Addendum shall be the date on which the last of the Parties executes the MOU and this Addendum.

Signature Authority

Each signatory below warrants and covenants that she has the capacity and authority to execute the Addendum on behalf of the Party for whom she signs.

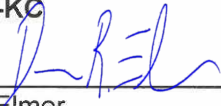
Counterparts

This Addendum may be executed in counterparts, each of which shall be deemed to be an original and all of which taken together shall constitute one Addendum. Facsimile or other


electronic images of signatures shall be deemed to constitute original signatures, but original signatures shall be promptly exchanged.

Agreed to by the parties:

PREP-KC

By: 
Doug Elmer
Vice President
Date: 10/28/2020

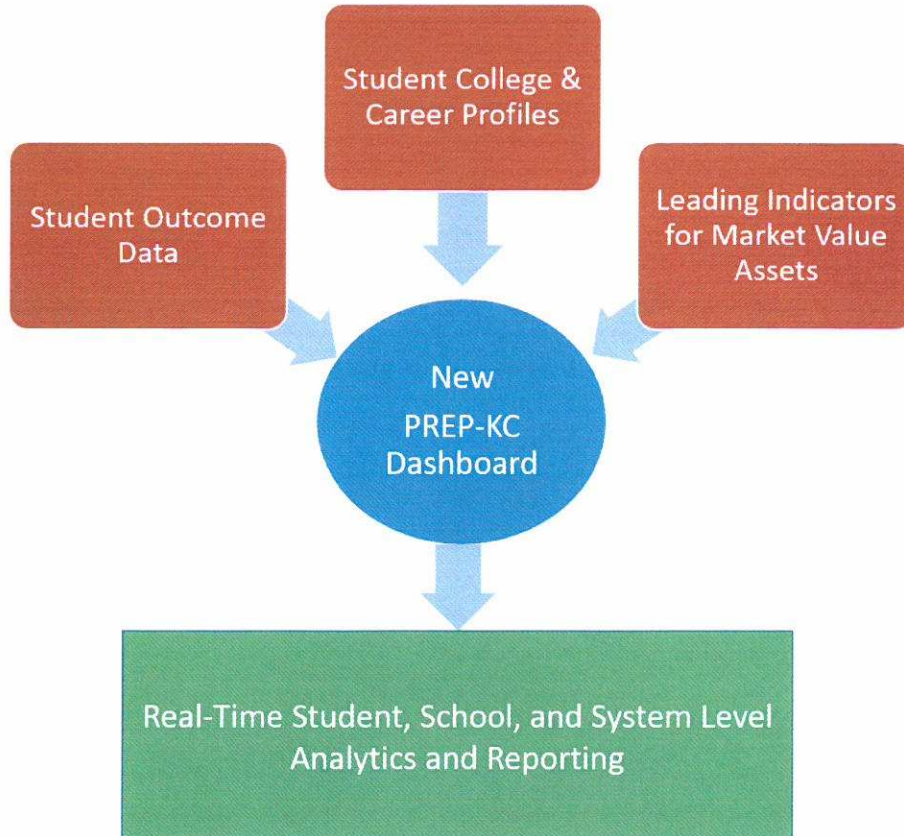
DISTRICT

By: 
Dr. Jayson Strickland
Superintendent
Date: 10/27/20

Appendix B Dashboard Description

Since we first launched our partnership with Kansas City's urban school districts in 2006, PREP-KC has operated on the principle that our work must be measurable and demonstrate quantifiable impacts on the postsecondary outcomes of the students we serve. Based on this principle, PREP-KC has developed data tools over the past eleven years that make the key data needed for strategic and operational decision-making easily accessible, understandable, and actionable. While the current iteration of PREP-KC's dashboard 2013 has served our partners and us well, our collective analytical and data management needs have evolved, and have led PREP-KC to design the next version of data management and analytics tools. PREP-KC's redesigned dashboard will provide PREP-KC's school and district partners with the latest generation of a dashboard that is focused on ensuring every student is prepared for success in college and careers.

Through our ongoing dialogue and shared work with school district partners, we understand that teachers, instructional coaches, and building leaders need operational data that ensures that the right students receive the right college and career supports at the right time. We also know school and district leaders need powerful analytic tools to assist them with identifying opportunities for school- and system-wide growth. PREP-KC's dashboard provides both features by integrating student outcome data, program participation data, and students' College & Career Profiles to provide real-time, analytics and reporting at the student, school, and district level.



PREP-KC's updated dashboard factors in additional feedback from school district partners and experts in the educational analytics field by making the following additional improvements to PREP-KC's data management and analysis work:

- **Automated data transfers** with districts' Student Information Systems that minimize time-consuming manual data requests to district evaluation staff. This will replace our current system of numerous data requests to district staff throughout the year with an automated data transfer that will require minimal maintenance after the initial setup.
- **Continuously updated College & Career Readiness data** that empowers schools to provide students with ongoing guidance and support to students as they complete College & Career Benchmarks. Imagine teachers having immediate access to all their students eligible for a specific job shadowing opportunity based on their interests, qualifications, and progress towards completion of the College & Career Benchmarks—all with just a few keystrokes!
- **Real-time analytics** that gives school and districts the opportunity to adjust implementation plans and shift resources to areas of highest need throughout the school year. For example, schools will be able to check the number of middle school students participating in IGNITE and Career Jumping events in real time and adjust the number or size of events based on this data.
- **Customizable reporting** to help districts communicate on College and Career Readiness activities with a variety of stakeholders. Users will be able to generate reports that look at student progress by any combination of school, grade level, and career pathway theme. Want to know how many boys are engaging in mentoring with healthcare professionals? Need to find out how many of your social studies teachers have attended a worksite-based professional development? The updated dashboard can answer these questions in a matter of minutes.

PREP-KC launched the revamped dashboard in August of 2019 and will offer free access to this powerful suite of tools to all partner school districts. PREP-KC is designing all elements of the dashboard—including data collection, storage, management, and reporting, to be compliant with the Federal Education Rights and Privacy Act (FERPA) guidelines and will be updating our Data Security Protocols to ensure that students' data remains secure. In the coming weeks, PREP-KC will provide updated data sharing agreements that ensure this compliance. After updated data sharing agreements are signed, PREP-KC will work with district data, evaluation, and information technology staff to take the steps needed to maintain the redesigned platform for the 2020-2021 school year. PREP-KC will also provide training and ongoing technical assistance to district staff, principals, and teachers planning on using the system next year.

PREP-KC hopes this powerful, dynamic dashboard provides each of our district and school partners with a tool that they can customize to effectively accelerate and strengthen College & Career Readiness programming for every student.

Appendix C
Data Collected by PREP-KC

Data Class	Description & Purpose	Timeline for Collection
Student Demographics and Characteristics <ul style="list-style-type: none"> • Number of Students • Grade Level • Cohort Year • Race/Ethnicity Breakdown for District per US Department of Education Race/Ethnicity Categories • Gender • Free/Reduced Lunch Rate • IEP Status (Flag Y/N) • English Proficiency 	PREP-KC uses this data to better understand the students we support and serve and to analyze who accesses and participates in PREP-KC services.	September 15 - November 1
Student Attendance Data (High School Only)	PREP-KC uses this data to determine if students are eligible for certain opportunities that have attendance requirements and to gauge improvement in students' attendance over time.	Periodic, but at least quarterly.
Academic Proficiency <ul style="list-style-type: none"> • Course Grades • Cumulative GPA • Current Semester GPA • Cumulative Credits Earned • Current Semester Credits Earned • Dual Enrollment/Completion Data • CTE Participation Data • AP Course/Exam Participation Data 	PREP-KC uses this data to analyze students' academic readiness for postsecondary opportunities and to connect students with scholarship, internship, and other opportunities with GPA requirements.	Ongoing, but at least quarterly.

Data Class	Description & Purpose	Timeline for Collection
Progress towards graduation <ul style="list-style-type: none"> On-Time/On-Track Rates for 9th graders Graduation Rates (Adjusted Cohort Graduation Rate) 	PREP-KC uses this data to gauge the progress of students towards earning their high school diplomas in a timely manner.	July-August (after completion of the school year and final calculation of graduation/on-track rates).
Assessment of Data <ul style="list-style-type: none"> State Assessment Data (MAP/EOC) College Placement Tests (ACT/ACT/Accuplacer) Diagnostic Tests (i.e., STAR, NWEA, Terra Nova) Benchmarking data 	PREP-KC uses this data to gauge student progress in the mastery of academic skill and knowledge.	Multiple times a year based on the district's assessment calendar.
Program Participation Data <ul style="list-style-type: none"> Academy/Pathway selection PREP-KC Program Selection <ul style="list-style-type: none"> BFI HealthStart Pathways to Technology TechStart Bioscience Individual activity/experience participation <ul style="list-style-type: none"> PREP-KC Events Field Trips Worksite Visits Internships Job Shadows Virtual/Connector Sessions Guest Speaker/Teacher Events Teacher participation in professional development events 	PREP-KC uses this data to determine program participation and allocate resources and space for various programs.	Periodic, but at least once per semester.

Data Class	Description & Purpose	Timeline for Collection
Postsecondary Enrollment Data <ul style="list-style-type: none"> • College Application Data • FAFSA Completion Data • Postsecondary Enrollment data pulled from Missouri's Department of Elementary and Secondary Education 	PREP-KC uses this data to determine the successful transition of each graduate to postsecondary education or employment.	College application data and FAFSA data updated periodically but at least quarterly. Postsecondary enrollment data collected in February-March of the following year. Example: Postsecondary enrollment data for the class of 2020 will be collected beginning February 2021.
Survey and Qualitative Data Collection	PREP-KC uses survey data to determine student interest, analyze feedback on programming, and forecast future programming needs.	Ongoing.

PREP-KC will work with district personnel to determine the appropriate format for data collection for the above items.

**EARLY COLLEGE ACADEMY LEADERSHIP PROGRAM
MEMORANDUM OF UNDERSTANDING
BETWEEN
MISSOURI WESTERN STATE UNIVERSITY
AND
HOGAN PREPARATORY ACADEMY**

- I. In order to offer a more seamless pathway of postsecondary education and provide micro credentials for students in the Hogan Preparatory Academy, Missouri Western State University (MWSU) enters into this Early College Academy (ECA) Leadership Program Memorandum of Understanding.

The purpose of the ECA Leadership Program is to assist in the completion of a postsecondary credential and/or to provide students with transcribed micro credentials that will appeal to prospective employers.

- II. MWSU dual enrollment is concurrent enrollment in the high school and MWSU, with credit awarded by both. A high school student will earn both high school and college credit (dual enrollment credit) for the same course upon completion of course requirements.
- III. ECA dual enrollment courses will be delivered by the following methods:
- A. Online, by a MWSU faculty member
 - B. In a hybrid format, team-taught by a MWSU faculty member and an approved, trained Hogan Preparatory Academy high school teacher.
- IV. The MWSU grading policy will apply to college credit for dual enrollment courses. All grades earned for college credit by the student in dual enrollment courses will be transcribed by MWSU. High school grades are the purview of the high school.

College credit will be awarded for ECA dual enrollment courses upon the student's completion of the course requirements and will become part of the student's official MWSU transcript.

High school credit will also be awarded by the secondary school upon successful completion of the course. The award of high school credit will be in compliance with state standards.

- V. Secondary school faculty will be approved to teach collaborative (hybrid) dual enrollment courses by MWSU according to requirements set forth by the MWSU instructor of record.

Secondary school faculty will demonstrate compliance with MWSU collaborative teacher criteria through submission of the following documentation to MWSU.

- A. Official college transcripts;
- B. A current vita, resume, or application showing teaching and work experience;
- C. Current teaching certification

Training will be provided by the MWSU instructor of record. Secondary school faculty who are approved to teach collaborative dual enrollment coursework will be paid by the secondary school.

- VI. In order to be eligible for ECA dual enrollment courses, students must meet the same requirements for placement into individual courses (e.g., English or mathematics) as those required of on-campus students. Additionally, an ECA student must meet the following criteria:

Students must provide recommendation from their guidance counselor and permission from a parent or legal guardian.

- VII. For 2020-2021, ECA tuition will be \$95 per credit hour, plus any applicable fees such as online components or lab fees. Students will be charged a one-time \$15 registration fee.
- VIII. MWSU will provide course registration materials and personnel to assist in the enrollment process.

- IX. Coursework will be scheduled as follows:

SEMESTER	COURSE	TITLE	DELIVERY FORMAT	HOURS
FALL only	LDR140	Introduction to Leadership	Hybrid (Collaborative)	3
SPRING, FALL	COM104	Oral Communication	Online	3
SPRING, FALL	PSY101	General Psychology	Online	3
SPRING, FALL	SOC110	Introduction to Sociology	Online	3
SPRING, FALL	TBD	Emphasis Course	Online	1-3
SPRING only	UNV201	Community Service-Learning	Hybrid (Collaborative)	1
TOTAL				14-16

All courses will be delivered via a hybrid (collaborative) model or online. Cohorts start in the fall with Introduction to Leadership (LDR140) and finish in the spring with Community Service-Learning (UNV201). Once a student has completed the required course work (i.e., LDR140, COM104, PSY101, SOC110, and emphasis course), the student may begin the community service credit requirement. The Community Service-Learning (UNV201) credit should consist of leading part of a service project consisting of at least 40 hours. This project can either be coordinated by the MWSU Center for Service or by the student's high school. The MWSU Center for Service will approve the project prior to its commencement. Once completion of the service project has been verified by the Center for Service, the last credit hour will be awarded to the student at no cost.

COURSE DESCRIPTIONS:

LDR 140 – Introduction to Leadership

Credits: 3 Offered: Fall

This course provides a comprehensive background on different styles of leadership and of the knowledge base that is needed by anyone in a leadership position.

COM 104 – Oral Communication

Credits: 3 Offered: Fall, Spring, Summer

Principles of speech as applied in meaningful participation in society.

CORE42: MOTR COM 110; Fundamentals of Public Speaking

PSY 101 – General Psychology

Credits: 3

Offered: Fall, Spring, Summer

General information about psychology in everyday life, designed to correct misconceptions and to give the student a better understanding of self and others.

CORE 42: MOTR PSYC 100; General Psychology

SOC 110 – Introduction to Sociology

Credits: 3

Offered: Fall, Spring, Summer

An introduction to the discipline of sociology; basic sociological concepts and theories; a survey of the major topics such as culture, society, social interaction, groups, crime, race/ethnicity, class, gender, the family, education, religion, medicine, economy, politics. Cross-cultural comparisons.

CORE 42: MOTR SOCI 101; General Sociology

UNV 201 – Community Service Learning

Credits: 1

Offered: Spring

Housed within the Office of Academic Affairs and overseen by the Center for Service, UNV 201 provides students with an array of opportunities to engage in an immersive community service-learning experience. On successful completion of the course requirements, students will earn one elective credit hour toward graduation at no cost.

- X. This agreement shall become effective upon signatures of all parties and will be implemented for ECA Leadership Program coursework beginning with the fall semester of 2020.

The parties signed below have reviewed and are authorized and agree to the terms and conditions stated in this Memorandum of Understanding.

Dr. Doug Davenport
Provost and Vice President for Academic Affairs
Missouri Western State University

Date

X *Tamara Burns*
XXX Dr. Tamara Burns
Hogan Preparatory Academy
Chief Academic Officer

5/8/2020
Date

EDUCATIONAL PROFESSIONAL SERVICES AGREEMENT

This educational professional services ("Agreement") is dated October 1st, 2019 and is between Teach For America, Inc. ("Teach For America"), a Connecticut non-profit and Hogan Preparatory Academy Elementary School ("School Partner") (each, a "Party/" and collectively "the Parties") for services provided during the 2019-2020 and 2020-2021 school years.

Whereas, Teach For America is a national leader in recruiting, selecting, training and providing ongoing professional development to individuals committed to closing the achievement gap by serving as effective classroom teachers specifically equipped to enhance student achievement in under-resourced school systems. Teach For America has received funding from a community organization ("SSKC") to sponsor a portion of services provided that include expertise in coaching and developing new teachers to further develop and sustain their professional practice.

WHEREAS, Hogan Preparatory Academy Elementary School Partner seeks to equip first and second year teachers, new teachers, and mentor teachers ("Teachers") with ongoing professional development and support to further develop and sustain their professional practice.

NOW THEREFORE, the Parties agree to be bound by the terms and conditions of this Agreement

I. BEGINNING TEACHER ASSISTANCE PROGRAM ("BTAP") RESPONSIBILITIES

A. Teach For America Responsibilities:

- a. Develop school level plans after face-to-face meetings between TFA and School Partner leadership, determining alliance with site-based plans
- b. Conduct whole group and individualized coaching sessions monthly
- c. Review and update as needed school level plans after face-to-face meetings between TFA and School Partner leadership for the 2020-2021 school year, determining alliance with site-based plans
- d. Conduct mentor meetings bi-monthly
- e. Collect feedback data from School Partner for program improvement
- f. Provide written summary of programmatic review, assessment, and recommendations for potential expansion
- g. Provide school-wide coaching support in the form of its Beginning Teacher Assistance Program (BTAP) to School Partner.
 - i. This coaching support shall be targeted to first and second year teachers, teachers new to a particular school site or the urban core, and mentor teachers who are working with the previous two groups.
- h. Teachers will engage regularly via whole group sessions (monthly), mentor meetings (bi-monthly), and individualized coaching sessions (monthly).
- i. BTAP's primary focus areas are aligned to DESE's BTAP requirements and will include but not be limited to: Classroom Environment

1. Classroom management techniques
2. Time, space, transitions and activities management
3. Awareness of diverse classroom, school and community cultures
- ii. Student Engagement & Motivation
 1. Effective instruction
 2. Clear learning goals and/or objectives
 3. Student voice and choice
 4. Teaching and learning activities with high student engagement
- iii. Professional Communication
 1. Effective communication with students, mentors, colleagues and parents
 2. Verbal and nonverbal communication techniques
 3. Effective use of technology and social media communication
- iv. Education-Related Law
 1. Certification requirements
 2. Professional rights and responsibilities
 3. Self-assessment and professional learning

B. School Partner Responsibilities:

- a. School Partner will collaborate with Teach For America to facilitate the effective execution of this coaching support and Beginning Teacher Assistance Program,

II. GENERAL PROVISIONS

- A. Fees. As a result of SSKC's sponsorship received by TFA in support of this partnership, TFA is able to offer reduced service fees to School Partner during the term of this Agreement. School Partner agrees to the following reduced annual fee for services ("Fee") set forth in this agreement and payable as follows:
 - a. 2019-2020 School Year
 - i. \$10,000.00 payable to Teach For America, Inc. from Hogan Preparatory Academy in October 2019
 - b. 2020-2021 School Year
 - i. \$10,000.00 payable to Teach For America, Inc. from Hogan Preparatory Academy in October 2020
- B. Invoice. School Partner shall be invoiced for all amounts due under this Agreement and School Partner shall make payments set forth in Section II.A no later than October 30 of each year during the term of this agreement.
- C. Term. This Agreement shall be in effect from the date of September 2019 through May 2021 (the "Term").

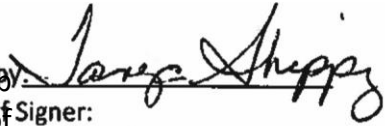
- D. Termination. This Agreement may be terminated at any time by mutual written agreement of the Parties. In the event of termination, the Parties will be entitled to all outstanding amounts due up to the date of termination. The Agreement may also be terminated by either Party in the event of a material breach of this Agreement of purpose of this Agreement by either Party, where such breach is incapable of being cured or, if capable of being cured within thirty (30) business days following receipt by the breaching Party of written notice of such breach from the non-breaching Party.
- E. Relationship of the Parties.
- a. Nothing in this Agreement shall be construed to permit Teach For America to interfere in the employment relationship between School Partner and School Partner Teachers.
 - b. Nothing in this Agreement shall be construed to imply that an employeremployee relationship exists between Teach For America and any School Partner Teachers.
 - c. Nothing in this Agreement shall be construed to make Teach For America a party to any employment agreement between the School Partner and School Partner Teachers.
- F. Mutual Indemnification/Limitation of Liability.
- (i.) To the extent permitted by applicable state laws and regulations, School Partner will indemnify and hold harmless the other Party and its officers, directors, employees and agents (the "Party Indemnitees") against any and all losses, liabilities, claims, damages, costs and expenses (including reasonable attorneys' fees) ("Losses") to which such Party Indemnitee may become subject arising out of the provision by the other Party to School Partner of services hereunder (including without limitation the coaching of Teachers), except to the extent such Losses result from the willful misconduct or gross negligence of such Party Indemnitee.
 - i. (ii.) Each Party will indemnify and hold harmless the Partner School and its officers, directors, employees and agents (the "School Indemnitees") against any and all Losses to which such School Indemnitee may become subject arising out of the provision by Teach For America to School Partner of services hereunder, except to the extent such Losses result from the willful misconduct or gross negligence of such School Indemnitee.
 - ii.(iii.) Neither Party nor any of its officers, directors, employees or agents shall be liable to School Partner for any Loss incurred by School Partner in connection with the matters to which this Agreement relates, except for a loss resulting from willful misconduct or gross negligence on the part of the other Party; provided that in no event shall the other party and its officers, directors, employees and agents have

any liability to School Partner or any such Individual School in connection with the matters to which this Agreement relates in excess of the aggregate amount of payments made to the other Parties by School Partner pursuant to this Agreement,

- G. Compliance with Anti-Harassment and Non-Discrimination Regulations. Parties believe all Teachers should be able to work in an atmosphere free from all forms of unlawful discrimination, including sexual harassment and any other form of unlawful harassment based on a characteristic or status protected by law, and as such, wishes to ensure Teachers are placed in safe, inclusive and equitable environments. To that end, School Partner will provide a copy of their internal harassment policies and/or procedures prior to signing this Agreement. School Partner acknowledges that not consistently enforcing their policies and procedures is grounds for termination of this Agreement, and that such judgment is at the sole discretion of the Parties.
- H. Confidentiality. Parties Shali hold all non-public proprietary information (the "Confidential Information"), written or oral, whether or not it is marked as confidential, that is disclosed or made available to the receiving Party, directly or indirectly, through any means of communication by the disclosing Party in confidence in accordance with the terms of this Agreement. Both Parties shall exercise at least the same degree of care as it uses with its own confidential information, but in no event less than reasonable care. The Contractor may disclose Confidential Information to 1) its representatives, but only to the extent necessary to carry out the terms of this Agreement and 2) to a third party if required to do so, and only to the extent permitted by law.
- I. Amendment/Modification. No amendment or modification of this Agreement, and no waive hereunder, will be valid or binding unless set forth in writing and signed by each Party.
- J. Counterparts. This Agreement may be executed in one or more counterparts, each of which will be deemed an original copy of this Agreement, and all of which, taken together, will be deemed in constitute one and the same agreement.
- K. Governing Law. This Agreement will be governed by, and construed and interpreted in accordance with, the laws of the State of Missouri.
- L. Severability. If any term or provision of this Agreement is determined to be illegal, unenforceable or invalid in whole or in part for any reason, that illegal, unenforceable or invalid provisions or part thereof will be stricken from this Agreement, and the provision will not affect the legality, enforceability or validity of the remainder of this Agreement.

M. Notices. Unless provided otherwise, all notices will be in writing and sent to the addresses set forth below. Notices will be delivered by personal messenger, overnight courier, registered or certified mail or (except in the case of notice of any alleged breach of this Agreement) transmitted through facsimile (provided there is confirmation of receipt of each transmission). The addresses of the Parties are as follows:

Hogan Preparatory Academy Elementary
1221 E Meyer Blvd,
Kansas City, MO 64131

Signed By: 
Name of Signer:
i: Chief Operations
Officer

Position:
Teach For America Kansas City
2000 Baltimore, 3rd Floor
Kansas City, MO 64108

Signed

by: 

Name of Signer: Chris Rosson

Position: Executive Director

Appendix I: Letters of Support

December 2, 2020,

Missouri Public Charter School Commission
Attn: Board of Directors
1306 Papin St.
St. Louis, MO 63103



**Nancy and Gordon Beaham
LEGACY CENTER**
4001 Blue Parkway, Suite 102
Kansas City, MO 64130
(816) 361-3600 phone
(816) 361-3675 fax
www.helpkckids.org

Dear Board of Directors:

For more than 100 years, Boys & Girls Clubs of Greater Kansas City has been inspiring kids to live out their dreams through affordable, accessible opportunities in the urban core. The Boys and Girls Club of Greater Kansas City is providing this letter of support on behalf of the Hogan Preparatory Academy charter renewal application.

Our partnership with Hogan Preparatory Academy is of great value to the students and their families. Both of our organizations are aligned in our commitment to student academic success. Since 2016, Hogan students have been participating in Boys & Girls Club's after-school program where they receive additional academic support and enrichment. We appreciate the support Hogan provides to us as we work with their students and families.

Hogan's focus on making students college or career ready and preparing students for life demonstrates their commitment to the development of students into adults to become effective and viable members of our community. We are excited to be a part of this work which improves our community.

The Boys and Girls Club of Greater Kansas City supports Hogan Preparatory Academy. Dr. Jayson Strickland, Superintendent and his team are committed and focused in providing a quality education combining real world learning, career exploration and a team-based approach to provide students with the tools to be successful.

The Boys and Girls Club of Greater Kansas City recommends that the Board of Directors approves Hogan Preparatory Academy's application for charter renewal, and we look forward to working with their students and staff in the upcoming year.

Sincerely,

Dr. Dred Scott
President & CEO

GREAT FUTURES START HERE.





Missouri Public Charter School Commission
Attn: Board of Directors
1306 Papin Street
St. Louis, MO 63103

November 9, 2020

Dear Missouri Public Charter School Commission Board Members,

I write to express support for Hogan Prep Academy's charter renewal.

As Regional Director of EdOps, I am fortunate to be able to work with 15 charter schools in both Kansas City and St. Louis. Over the course of my seven-year tenure, I have participated on teams which have given life to new schools; have overseen the closure of failed ones; and have wrestled with crises of varying degrees in others. In essence, my work has allowed me to see schools at many different, if not critical, stages in their lives. From these experiences have come unique insights into what makes a 'good school,' and how a school with a past of less than stellar outcomes can become an organization that successfully meets the needs of its community.

In Hogan Prep you have such a school. When I first met Hogan in the summer of 2018, the school was indeed on the brink. My charge was to steward a financial transition that would be the foundation for new leadership to buildout a 21st century academic vision. In getting to know the school's story and people over the past two years, I have come to see its long history in the community, and the potential for the impact it can make on the urban education landscape in Kansas City as twin powerful forces being harnessed for the journey ahead.

As the school reaches this watershed moment of renewal, it has stable and inspiring leadership and a foundation for long-term financial sustainability. It is, for lack of a better metaphor, in the fifth inning of a new game so to speak. The game is low scoring and has had to endure a significant stoppage in play, but enough has happened thus far to see the resilience of the team's leaders and their broad strategy working. There is buy-in from the team as evidenced the nearly 1000 families that have remained with the school throughout the transition and pandemic. While the turn-around is not complete, and faces obstacles of the likes we have not seen before, the school has never been positioned more strongly from a financial and operational perspective to provide an educational offering that has the power to transform the community.

I would suggest it is impossible to measure the amount of will it has taken in the past two years to move the school to a set of tracks that can lead it to its desired destination. A vote to renew acknowledges the broad effort of many different people and the possibilities that exist once the metamorphosis is complete. If you had asked me 18 months ago if the school deserved to be renewed, my response would have been hesitant at best. But after witnessing the broad extent to which new life has been breathed into the school, and the subsequent momentum that has come of it - in spite the unprecedented Covid related challenges, I strongly believe that Hogan's future is as bright as it has ever been, and that's its best days are yet to come.

Warm regards,

Paul Greenwood
Regional Director

Dr. Cynthia Lane
Evolve Education Leadership LLC
3212 N. 68th Terrace
Kansas City, KS 66109
913.334.5380

Missouri Public Charter School Commission,
Attn: Board of Directors,
1306 Papin St.
St. Louis, MO 63103

RE: HOGAN PREPARATORY ACADEMY CHARTER RENEWAL

Dear Commission,

It is with great confidence in the redesign and continuous improvement process developed by the Hogan Preparatory Academy board and administration that I am writing in support of Hogan Preparatory Academy's Charter School Renewal Application. Today, Hogan Preparatory Academy has an experienced board, forward thinking leadership, talented staff, and an accountability plan that will result in students graduating with their high school diploma and the competitive advantages required for postsecondary success. In brief, Hogan is positioned to place each student on a pathway to success in college, and in high skilled, highly competitive jobs of the future.

Hogan intends to succeed. Their success will not occur by following the road paved with the best intentions that have historically worked for some, while leaving others to forge their own path. Hogan Preparatory Academy is revisioning the system from one of "best intentions," to a system of intentionality; where each student graduates fully prepared for postsecondary success. Specifically, Hogan is cultivating a system built on strategically designed conditions and actions that empower students to discover their strengths, talents, aspirations, and most importantly – to thrive. These conditions include ensuring students have a strong academic foundation; engage in experiences aligned to high skilled careers of the future; and are given frequent opportunities to demonstrate core and essential competencies (skills) necessary for postsecondary success.

The dramatic transformation underway at Hogan Preparatory Academy is critical to the education eco-system in the Kansas City region. Hogan is one of the few K-12 charter systems in the metropolitan area. The K-12 system provides families a unique choice centered on personalized and real-world learning approaches, built around strong relationships between teachers, students, families and the community. As the redesign of the Hogan system begins to transform students' day-to-day experiences, parents, teachers, and stakeholders have shared how inspired they are by the course; viewing the Hogan approach as the best opportunity for their students to realize academic accomplishment, and to graduate with a high school diploma plus meaningful assets calculated to propel each toward workforce and postsecondary success.

Evolve Education Leadership Consulting is pleased to be engaged with Hogan Preparatory Academy. In my nearly forty-years of experience as an educator, administrator and superintendent of a large urban school district, I have witnessed first-hand the life changing power of intentionally connecting academia to real-world opportunities, early college and

technical college experiences. Under the direction of the current superintendent and board, Hogan is shining a light on their challenges while expeditiously implementing a continuous improvement plan around five pillars: Leadership, Climate and Culture, Teaching and Learning, Operations, and Governance. Hogan's board and district leaders are building the system from the ground up, ensuring student educational needs drive every decision. All five pillars are interdependent and important to Hogan's success. Each pillar has a set of accountable actions necessary for any high-performing organization. While each pillar is necessary, it is without dispute that all actions must be in service to student achievement, and is reflected in the system of intentionality now in place at Hogan.

A system of intentionality tied to teaching and learning includes a well-developed and articulated curriculum align to college and career standards and real-world experiences. Equally as important as the "what" is being taught (curriculum) is the instructional approach. Hogan adopted the Charlotte Danielson's "Framework for Teaching" to ensure rigorous teaching for, and the assessment of learning, across all levels and content areas. Teachers are engaged in targeted professional learning and coaching to improve instruction, therefore improving outcomes for students. The culture is rapidly shifting to a culture of collaboration focused on the success of each student.

Hogan Preparatory Academy leadership and board understand fully that transformation of the system requires strategic partners. Hogan has engaged Evolve Education Leadership Consulting as once such partner. My role is to provide leadership coaching of district and school leaders and teams; assist in the planning and support implementation of the systemwide Framework for Teaching; facilitate the exploration of school design models to include "applied" and "work-based learning" models; assist in the cultivation of partnerships and networks to align teaching and learning with high skilled, high demand career pathways; and to facilitate the development of work-based, applied experiences, and demonstrations of core competencies that comprise the profile of Hogan Preparatory graduate.

Certainly, there is much more that needs to be done to achieve the overarching goal of graduating students with their competitive advantage. I am confident the system is on the right trajectory to meet and exceed the expectations set forth by the Charter School Commission and the State of Missouri. Most importantly, Hogan Preparatory Academy is on track to meet the expectations set forth in its very name, "Preparatory Academy." During this renewal cycle, Hogan students will graduate prepared with their individual competitive advantage, and positioned on a path to success in college, and in high skilled, highly competitive jobs of the future.

I highly recommend that the Commission approve Hogan Preparatory Academy School District's Charter School renewal application.

Sincerely,

Cynthia Lane

Dr. Cynthia Lane

JAMES W. TIPPIN & ASSOCIATES

ATTORNEYS AT LAW

JAMES W. TIPPIN
DANA TIPPIN CUTLER
KEITH A. CUTLER *

P.O. BOX 22807
KANSAS CITY, MISSOURI 64113-2807
816 / 471-8575
FAX 816 / 421-0243

OFFICE LOCATION
601 EAST 63RD STREET – SUITE 310
KANSAS CITY, MISSOURI 64110

*ADMITTED IN MISSOURI AND KANSAS

E-MAIL: dtcutler@tippinlawfirm.com

November 12, 2020

Missouri Public Charter School Commission
ATTN: Board of Directors
1306 Papin Street
St. Louis, Missouri 63103

Re: Charter Renewal – Hogan Prep

Dear Board,

I have had the pleasure of serving as legal counsel for Hogan Prep for more than five years. I began working with Hogan Prep on and off in 2010 providing board training at the behest of their then sponsor UCM. Thereafter, our firm would be contacted to assist with specific legal matters. It was not until 2016 that we began to provide ongoing legal services. I give you this history of our representation so that you can understand the bird's-eye view of remarkable, if not miraculous, change I have observed in the board governance, administrative leadership, and staff development.

Board Governance

When I think about my first interaction with the Board in 2010 and the Board today the only thing, they have in common is the school name. The current Board is engaged. It has depth with its members both personally and professionally. The current president, Matt Samson, brings institutional knowledge of Hogan's past and energy to fuel its future. The Board is committed to being excellent as evidenced by their pursuit of board training and active committees. A Board with an active committee structure has time to delve into and explore in-depth various issues and can bring sound, fleshed-out recommendations to the Board.

The Board has a vision for HPA and with all deliberate speed are pursuing the infrastructure; finances; and staff to make it happen. This engagement, vision and pursuit is what has brought Hogan Prep back not just from the brink but will take it to the highest levels of academic success for students, but professional reward for its community of educators and administrators.

JAMES W. TIPPIN & ASSOCIATES

ATTORNEYS AT LAW

Missouri Public Charter School Commission

November 12, 2020

Page Two...

Administrative Leadership

The Board under their past president, Alexis Petri, made a huge gain toward turning the ship when they chose Dr. Jayson Strickland as the school's superintendent. He is dynamic and devoted to student success and staff development. He is hard and demanding of himself and sets, what I have thought impossible goals, and then goes out and achieves them. He has not tolerated staff who are not committed to the same high goals and that is making a difference up and down the chain. The administrators Dr. Strickland has brought into Hogan are exceptional and bring depth and experience the school had not seen in years. In turn, those administrators are focused on professionally supporting teachers and paraprofessionals; students; and parents. Excellent administrators and educators will attract excellent students and all these elements working together will raise the tide of students who have been underserved or who are struggling.

Another important administrative change was hiring Jamie Berry an experienced Chief Financial Officer. Jamie brought her business acumen, negotiating skills and appropriate controls needed to effectively and efficiently a school's budget. Jamie keeps her eye on expenditures with help of EdOps, and the turn around has been remarkable. Three years ago, Hogan had to pre-pay for basic school services. Now, Hogan has re-built its creditworthiness with essential vendors like food and bus service. Developing a feasible budget and then managing that budget is key to a high-functioning charter school. More importantly there is transparency between the finance office and the Board and beyond that was so sorely lacking in the past. Jamie has proven to be the needed antidote needed to cure the financial woes and stressors of the past.

But I cannot, in good faith, not acknowledge an individual who manned the rudder until Dr. Strickland arrived. Dr. Tanya Shippy was the interim superintendent who when asked served, taking over a sinking ship after the abrupt departure of the prior superintendent. Dr. Shippy and her tiny Board of committed Directors literally glued the pieces together and put all their fingers in the various holes of the vessel and kept Hogan afloat. There would be no Hogan seeking renewal without Dr. Shippy's personal sacrifices of time and energy. Dr. Shippy continues to serve as H.R. Director and has been instrumental in identifying great staff and when needed, providing professional coaching to bolster certain staff.

Staff Development

Dr. Strickland, Dr. Shippy and Dr. Tamara Burns are committed to providing professional resources to help teachers be a strong presence in their classrooms who can meaningfully communicate with all the student types attending Hogan. I listen to the programs and resources being provided to teachers at the Board meetings and am impressed with the change from 2010 to 2020.

JAMES W. TIPPIN & ASSOCIATES

ATTORNEYS AT LAW

Missouri Public Charter School Commission

November 12, 2020

Page Three...

These three components—Board, Administration, Staff Development--cited herein are so desperately needed for schools to successfully educate students. We all know the startling and unsatisfactory educational statistics for students in Kansas City. Hogan has, in spite, of its dip been a safe haven for students and has continued to push students toward the next level, but just imagine what the next level will look like for students being supported by a strong Board, Administration and Staff. I look forward to seeing what Hogan can do in the next five years with these strong underpinnings and an engaged sponsor. I will continue, as long as the Board desires, to provide legal advice to help the Board in its decision-making and to protect the School. If further information is needed, please advise.

Respectfully,

/s/ *Dana T. Cutler*

Dana Tippin Cutler

cc: Hogan Preparatory Academy (via email only)

Alexis N. Petri
Past President, School Board | Hogan Preparatory Academy
Current volunteer | Hogan Preparatory Academy
816.809.6877 | alexispetri@gmail.com

13 November 2020

Missouri Public Charter School Commission
attn: Board of Directors
1306 Papin St.
St. Louis, MO 63103

Re: Hogan Preparatory Academy Charter Renewal

Dear Board of Directors:

I write in support of charter renewal for Hogan Preparatory Academy (HPA). I am the past school board president and served on the HPA school board for 11 years, as a volunteer tutor for four years, and managing service-learning placements at HPA for 8 years. In my capacity at UMKC, I have taught HPA graduates in first year academic prose courses and in interpersonal communication courses. Through the combination of these experiences, I have engaged with HPA since its first year as a public charter school.

In my professional life, I am the director of faculty support at the University of Missouri-Kansas in the Office of the Provost and Executive Vice Chancellor. I have worked for the past 25 years in higher education on issues of access and diversity, which is what lead me to HPA. My doctorate is in higher education administration with an emphasis on public policy and urban affairs.

I am incredibly proud of HPA for the determination to get where they are at this moment. I left the board in 2012 and agreed to return when HPA was in crisis in 2015. In 2012, the board was controlled by a small group of members who, even though I was board vice president and then board president, were stuck on the initial vision for the high school and not the realities of being an urban charter school district serving 100% students of color who are experiencing generational poverty and trauma. Out of frustration I approached the former charter sponsor and left with a couple hugs and pats on the back.

Three years later, when the district was in crisis, I was asked back to rebuild the board. The entire board except for me was let go by the prior charter sponsor for failing to meet the obligations of their volunteer office. I returned to a Hogan that had low morale, was failing to provide their students an education, and whose structures were deteriorating. Over the course of my return, it became clear to me that the then-superintendent and several building leaders were working for themselves and not for the students and families. It was clear that the then-superintendent was not giving the board candid and accurate performance information. A colleague at UMKC came to me with information he gleaned from strategic planning. When it was time to evaluate the then-superintendent, I conducted a 360-degree evaluation that supported the findings of concern. The board reached out to the attorneys, then charter sponsor, and to SchoolSmart KC for advice and support. This led to terminating the superintendent and beginning a turnaround process. This happened under the former charter sponsor, University of Central Missouri. I am sharing this perspective because I was part of the HPA community at its lowest points. And while I resigned from my position as board president and resigned from the board, I remain supportive of HPA and committed to its success.

As you review HPA's charter renewal application, you will find evidence of a public charter school that is in the process of transformation.

- The board is filled with committed professionals who are leading the district with caring and precision. HPA has increased transparency and accountability to the public.
- HPA changed charter sponsors to the Missouri Public Charter School Commission.
- HPA's administration is lead by an outstanding superintendent, Dr. Jayson Strickland, who is well-qualified for his position and is a person of color.
- HPA has entered a partnership with SchoolSmart KC that has resulted in increased support as the district transitions from a district in crisis to a district of transformation.
- HPA has maintained enrollment of over 1,000 students.
- HPA is serving PreK students.
- HPA serves 99% students of color and 100% students eligible for free and reduced lunch.

I recommend HPA for charter renewal for the following reasons.

- Through its time of turnaround, HPA has returned to its mission and is fulfilling the obligations of its charter, at least as I knew it. HPA provides a college prep education and serves students within the Kansas City Public School boundaries and is a Title I school. HPA has two goals for its students: college- or career- ready and life-ready. During the past two years, HPA has aligned itself with a common and consistent understanding of its educational plan and is implementing its educational plan in ways that are deliberate, specific, and ensures access and equity for its students.
- Through its partnership with SchoolSmart KC and its committed administrative leadership, HPA provides instructional personnel and staff with access to promising practices and innovation. I have remained in contact with instructional personnel and have seen renewed enthusiasm for the art of teaching. Most recently I have been teaching courses for students with disabilities. The students I have taught from HPA have had improved things to say about their high school education. These are students who are often not the priority at any school, and I have seen a measurable difference over the past 3 years in HPA alums who have special needs.
- I interact with HPA currently through a vertical teaming process I initiated where high school faculty and UMKC faculty who teach first-year students come together in a community of practice. I continue to be impressed with the HPA faculty, even though they do not have the amenities of other districts.
- HPA's school culture has always been an area where they shine. Students have strong attendance rates. Faculty have longevity and return to teach year after year. Educators demonstrate a shining commitment to students and a belief in their ability to succeed. HPA has a safe, growth-oriented school culture.

I cannot emphasize enough the importance of HPA to the urban education landscape in Kansas City. Families need school choice. The Kansas City Public Schools do not offer a comprehensive high school experience with a comprehensive curriculum and outstanding sports. Scholarships are a way forward for HPA students and most of those scholarships come through athletics for HPA students. Many HPA students need to go to college to complete their growth, even though their families are low-income and perhaps without HPA those students would go to work after high school. According to the Urban League's annual State of Black Kansas City report, Black families in Kansas City have a median net worth of \$17,600, while White households have a median net worth of \$171,000. Addressing this disparity of generational poverty requires postsecondary education, whether at a college or through a trade. HPA understands these struggles and is a charter school district that serves preK-12 families east of Troost and provides opportunities to young people to change their trajectory.

HPA epitomizes the vision of public education as a transformational force and opportunity, but HPA alone cannot change the lasting effect of generations of unequal education on Kansas City's most vulnerable children. It takes investment and belief from broader community, municipal, and state leadership.

I will continue to support HPA through my professional work and personally as a volunteer. I look forward to collaborating on grants and on educational outreach projects that give HPA students a chance to become familiar with their local university. If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Alexis N. Petri". The signature is written in a cursive, flowing style.

Alexis N. Petri



School of Education

Division of Educational Leadership, Policy and Foundations

Missouri Public Charter School Commission
attn: Board of Directors 1306
Papin St.
St. Louis, MO 63103

Directors:

It is a privilege to write a letter of support for Hogan Preparatory Academy. In my role as a teaching professor at the University of Missouri Kansas City, I have been involved with Hogan Prep as both a friend and consultant for almost 10 years. I feel qualified to speak about Hogan and its potential going forward.

During that history, I have seen a great deal of change take place. However, the one thing that has not changed is its clear vision to serve children in Kansas City. Hogan opens its doors to all who come, and make the necessary decisions to meet the needs of all who are enrolled. Hogan has always been a school that is welcoming and looks positively at its work of serving many of our children that are at risk of not being successful in school.

During the time I worked with the leadership and teachers at Hogan, I found a high degree of willingness to put students first and make programmatic changes for students. Over the years there were some individuals who may have been in positions that did not serve the school in the best possible way. That has now changed.

I am a strong supporter of Hogan Prep for the following reasons:

- The new leadership, both at the district and building level gives me great hope for the future. Dr. Strickland is a premier urban educator and is passionate about his vision for taking Hogan into the future.
- Hogan Prep provides a needed high school alternative in Kansas City. Other charter high schools seem to filter students out, not Hogan. Hogan serves the students who come, no matter their educational needs.
- Two of the building administrators (high school principal and middle school assistant principal), I had the privilege of having them in several classes as they completed their administration degrees. These two individuals were in the top 10% of all students I taught in my 22 years at UMKC. They will have a very positive impact on Hogan's students and Hogan's organization in the years to come.
- Under the leadership of Dr. Strickland, Hogan Prep has secured a great deal of community support. This can be witnessed in multiple ways. He has developed a strong relationship with Dr. Beddell and the Kansas City Public Schools, has met consistently with community leaders, and has built strong relationships and working with various community organizations.

- It also appears that Hogan has an effective board of education. The board understands its role as a policy body, and stays clear of acting like administrators.

In my role connected with school leadership development at UMKC, I hope that I can contribute to building the leadership bench for Hogan as key roles will need to be filled in the future. I also consider Dr. Strickland a valued professional colleague. We try to meet periodically and push each other's thinking about how best to do this "thing called education." We both agree, we have to be better at how we serve our urban youth. Hogan is uniquely positioned to try new, innovative approaches to serving its students. After all, isn't that the role of charter schools in our country?

Respectfully submitted,



Gus Jacob Ed.D
KC PLUS/Education Leadership, Policy & Foundation
School of Education/UMKC jacoba@umkc.edu
816-807-3778

OPERATION Breakthrough

Missouri Public Charter School Commission,
Attn: Board of Directors,
1306 Papin St., St. Louis, MO 63103
Missouri State Board of Education,
P.O. Box 480, Jefferson City, MO 65102)

November 13, 2020

Dear Members of the Board:

I am writing this letter in support of Hogan Prep's Charter renewal. Operation Breakthrough has been a partner of Hogan for the past two years. Operation Breakthrough serves over 700 at-risk children and their families in Kansas City's urban core. We will celebrate 50 years of community support in 2021. We have a strong early learning program and provide before and after school programming for children in Kindergarten through 8th grade at no cost to parents. We integrate education, social services, and both behavioral and preventative health in support of families in poverty.

Hogan is well aligned to support the needs of the children we serve. They have built a strong school culture which values strong academic performance, parent engagement, and individualized, wraparound support for students. For example, when it became apparent that many of the children served by Operation Breakthrough were becoming dysregulated on the bus, we formed a bus partnership and as a result the children were able to arrive at school ready to learn with no dysregulation. We regularly work together to combine our efforts to support education, social services and health for the children we serve.

In the fall of 2019 we contracted with Hogan to run two pre-school classrooms for Hogan to help build a strong foundation for rising kindergarten students. As indicated in the data provided in the charter renewal, nearly 100% of the children who remained engaged and face to face during COVID were Kindergarten ready. The Hogan Kindergarten teacher even taught summer school to create an even more seamless transition for the children. One of the highlights of the year was the opportunity for the PreK teachers and Kindergarten teachers to plan together.

I appreciate the opportunity to write this letter of support. If you have any questions or would like to discuss our partnership in more detail, please feel free to contact me at 913 638 5907.

Regards,

A handwritten signature in black ink, appearing to read 'Mary', enclosed within a thin black rectangular border.

Mary Esselman, Ph.D.
CEO/President
Operation Breakthrough
3039 Troost Avenue
Kansas City, MO 64109
marye@operationbreakthrough.org
913 638 5907



Missouri Public Charter School Commission:

As the Executive Director at DeLaSalle Education Center, I have had the unique pleasure of working with Hogan Charter District for the last 2 years on several projects. I have found the leadership of Hogan to be authentic, driven, focused on results and completely invested in the success for of the children in Kansas City, Missouri.

Over the last two years, Hogan and DeLaSalle co-wrote a grant application to the Kauffman Foundation to bring necessary resources to prepare curriculum, systems and structures for Real World Learning for our children. In addition, we have collaborated around providing meaningful pathways to graduation for our students. We have shared resources such as transportation, professional development, research, marketing ideas and support services for students with Special Needs. I consider Hogan to be a strategic partner and stakeholder of DeLaSalle Education Center. It is rare in a competitive world of student enrollment and talent acquisition that I have found a true partner in Hogan Charter District.

I am supporting the renewal of Hogan's charter because I realize quite simply we need them in this space. Leadership matters in reforming schools. Hogan has a phenomenal leadership structure that is led by a great superintendent, Dr. Jayson Strickland. He realizes that the past performance of Hogan is not sufficient for any student. He creating the urgency, support and resources to improve the performance of the adults that directly affect the change of their student performance. For these reasons, I wholeheartedly believe that Hogan is well-positioned to improve and dramatically demonstrate a change in their school and students.

Hogan Charter District has a legacy of athletic success and through wisdom has found a way to honor the brand of Hogan with an idea to infuse athletics into the curriculum and targeted outcomes for student success. Hogan is a unique system that is needed in Kansas City's urban education landscape. Children and adults love the school and have a drive to see its turnaround and success.

I will continue to serve as a thought-partner, professional learning partner and advocate for Hogan Charter School District. The focus and determination of the schools' leadership is inspirational and necessary for Kansas City.

I am open for any conversation as an ally in the work with Hogan. My email is stallings@delasalleeducation.org.

Respectfully submitted,

Sean Stalling, Executive Director

3737 Troost Ave, Kansas City, MO 64109
School 913-561-4445, Fax 816-561-6106
www.delasallecenter.com

Missouri Public Charter School Commission
1306 Papin St., St Louis, MO 63103

I am a proud graduate of Hogan Preparatory Academy, class of 2011, where I attended all four years. Throughout those years, I was afforded access to a staff of great teachers, counselors and leaders whose main focus for students was excellence. When it was time for me to transition from middle school to high school, Hogan was a top school for me to attend as an urban youth. At the time, my dreams of being a pro football player were manifesting and not growing up in an environment that positively supported those dreams, Hogan quickly became that environment I never knew I needed. As a young adolescent growing up in the core urban community, getting a strong reliable education was not easy to come by. When you heard “reliable education” you quickly thought of private school, and private school was never an option for myself or my community. Hogan was the equivalent, it held its students to higher standards than other schools in the community; requiring an above average GPA to remain enrolled, requiring uniforms exemplifying respect for ourselves and learning, and refreshed curriculums staying up to date with the latest learning techniques. I credit Hogan with my endgame; which is me being a college graduate, a successful NFL player and entrepreneur. Without Hogan and its influence allowing me to see there is opportunity for everyone, I could not say that I would be as far as I currently am. I want to end this expressing my support for Hogan Preparatory Academy’s charter renewal and am requesting a vote from this Board in favor of the renewal. It is important for future and current students, specifically from the urban community, to continue to see Hogan Prep as a stepping stone to the success that is waiting for them as well.

Best,

De’Vante Bausby

November 16, 2020

To Whom It May Concern,

My name is Dwayne Irvin and I am a 7th Grade student at Hogan Middle School. I have been at Hogan for 3 years. I attended the elementary school for 5th Grade, and I have been at Hogan Middle School for 6th and 7th Grade.

Hogan is a great school for me because I love the teachers. I loved having Social Studies with Mr. Forte last year because he pushes all of the students to reach for more. In my Social Studies class this year with Ms. Nicolet, I enjoy her class because she is one of the happiest teachers I have ever met. When we were learning about landforms, she showed us a picture of her on a cliff in Denver so we could see an actual example of landforms. When I was in 5th Grade, we got to do Science experiments in Ms. Gruss' class. We made observations and wrote about what we noticed. The work at Hogan is challenging. This is a good thing because it gets you ready for the next grade.

One great thing about Hogan this year is that once a week we meet in a Zoom room with all of the 7th Grade teachers for Ram Fam time. The teachers give us a weekly checklist of our assignments. We also play games and we get to have leadership opportunities. I got to lead a breakout room about politics the week before the election. At the end of Ram Fam time, teachers ask for suggestions for what to do the next week. I like that because we get to help plan Ram Fam time.

Thank you for reading this letter.

Sincerely,

Dwayne Irvin

Appendix J: Draft Master Plan

HOGAN PREPARATORY ACADEMY

MASTER PLAN
June 26, 2020



ENROLLMENT SUMMARY

TOTAL ENROLLMENT (without Pre-K)	
Current	1,078
Projected (12% growth)	1,230
Current	
Grades PK-6	463
Grades 7-12	615
TOTAL	1,078
Projected	
Grades PK-6	540
Grades 7-12	690
TOTAL	1,230

ENROLLMENT BY GRADE		
	current	projected
PK (not in totals)	38	60
K	44	69
1	58	69
2	69	69
3	69	69
4	69	69
5	69	80
6	85	115
Total K-6 FTE	463	540
7	115	115
8	115	115
Total 7-8 FTE	230	230
9	115	115
10	115	115
11	85	115
12	70	115
Total 7-12 FTE	385	460
TOTAL FTE	1078	1230

SQUARE FOOTAGE SUMMARY

TOTAL EXISTING GSF WITH CURRENT ENROLLMENT	
Elementary	46,500
Middle	53,773
High	54,593
District Administration Offices	9,600
TOTAL	164,466
SF per Student (1,078 FTE)	153
TOTAL CONSOLIDATED GSF WITH PROJECTED ENROLLMENT	
Middle School: Existing Building	53,773
Middle School: Classroom Expansion	11,853
High School: New Construction 7-8	13,500
High School: New Construction 9-12	36,570
District Administration (in new HS)	1,500
High School: Existing Gym	9,704
TOTAL	126,900
SF per Student (1,230 FTE)	103

PHASING SUMMARY

MOVE VS STAY: BY PHASE			
	PHAE 1	PHASE 2A	PHASE 2B
	build new High School + end lease at District Admin Building	move ES to MS + build addition at MS + build MS addition at HS + end lease at existing ES	demo existing HS + build new Gym and playing fields at HS
PK	stay: Operation Breakthrough	stay: Operation Breakthrough	stay: Operation Breakthrough
K	stay: existing ES	move: addition at MS	stay: MS
1	stay: existing ES	move: addition at MS	stay: MS
2	stay: existing ES	move: addition at MS	stay: MS
3	stay: existing ES	move: addition at MS	stay: MS
4	stay: existing ES	move: existing MS	stay: MS
5	stay: existing ES	move: existing MS	stay: MS
6	stay: existing MS	stay: existing MS	stay: MS
7	stay: existing MS	move: addition at HS	stay: HS
8	stay: existing MS	move: addition at HS	stay: HS
9	move: new HS	stay: HS	stay: HS
10	move: new HS	stay: HS	stay: HS
11	move: new HS	stay: HS	stay: HS
12	move: new HS	stay: HS	stay: HS
District Administration	move: new HS	stay: HS	stay: HS
High School Gym	stay: existing Gym	stay: existing Gym	move: new Gym at HS
High School Fields	replaced by new HS	replaced by new HS	build new at HS site

MIDDLE SCHOOL PROGRAM

grades K-6
total FTE = 540

Grades K-6 (540 FTE)	
Kindergarten	existing building
Kindergarten	existing building
Kindergarten	existing building
1st Grade	existing building
1st Grade	new addition
1st Grade	new addition
2nd Grade	new addition
2nd Grade	new addition
2nd Grade	new addition
2nd Grade	new addition
3rd Grade	new addition
3rd Grade	new addition
4th Grade	new addition
4th Grade	new addition
4th Grade	existing building
5th Grade	existing building
5th Grade	existing building
5th Grade	existing building
5th Grade	existing building
6th Math	existing building
6th Science	existing building
6th Social Studies	existing building
6th ELA	existing building
6t Elective	existing building
Music Classroom	existing building
Art Classroom	existing building
Gymnasium	existing building
Cafeteria	existing building
Kitchen	existing building
RAMS Room	existing building
RAMS	existing building
Reading Instruction	existing building
Reading Instruction	existing building
Reading Instruction	new addition
SPED Classroom	existing building
SPED Classroom	existing building
SPED Classroom	existing building
Instructional Coaches	existing building
Administration and Offices	existing building

NEW CONSTRUCTION ADDITION	
1st Grade	750
1st Grade	750
2nd Grade	750
2nd Grade	750
2nd Grade	750
3rd Grade	750
3rd Grade	750
3rd Grade	750
4th Grade	750
4th Grade	750
Reading Instruction	400
Toilet	400
Toilet	400
Elevator	80
Total Net	8,780
Grossing Factor (35%)	3,073
TOTAL ADDITION GSF	11,853

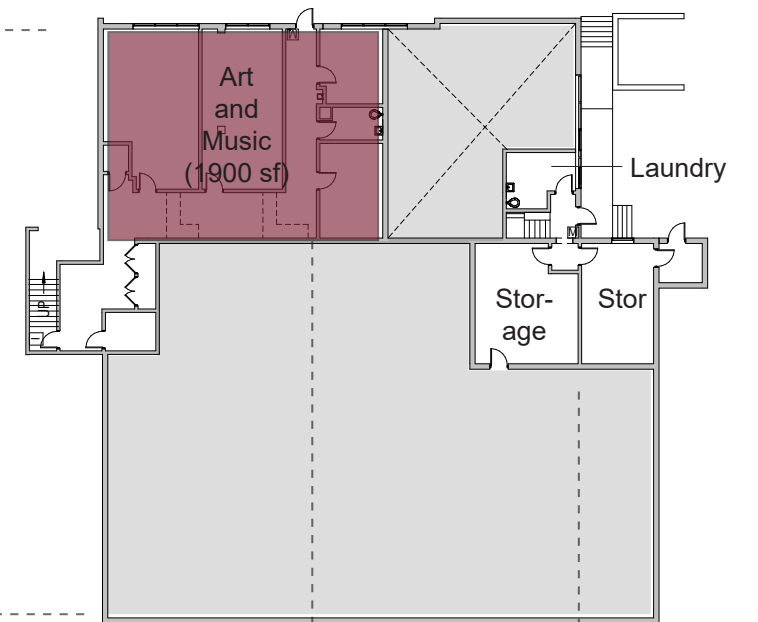
TOTAL CAMPUS GSF (EXISTING + ADDITION)	
Existing Building	53,773
New Addition	11,853
TOTAL CAMPUS GSF	65,626
SF per Student (540 FTE)	122

PER SQUARE FOOT COMPARISON	
Grades K-6	540
100 square foot per person	100
TOTAL GSF	54,000

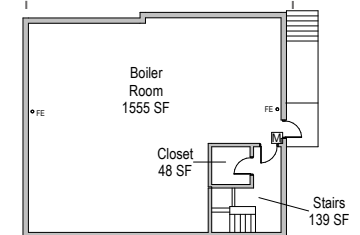


FIRST FLOOR

ADDITION
6,000 sf per floor
12,000 sf total

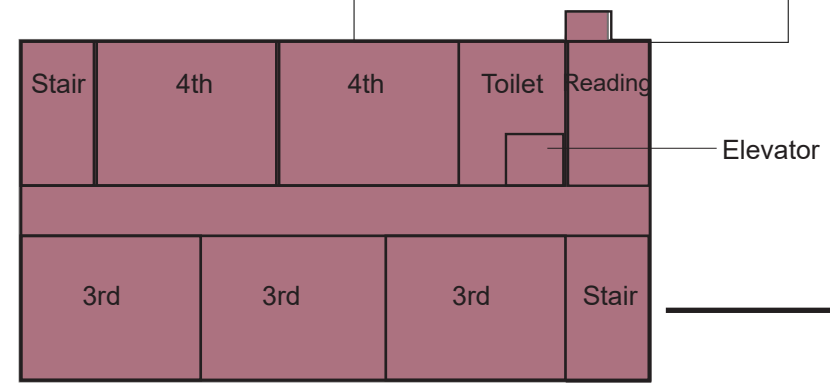
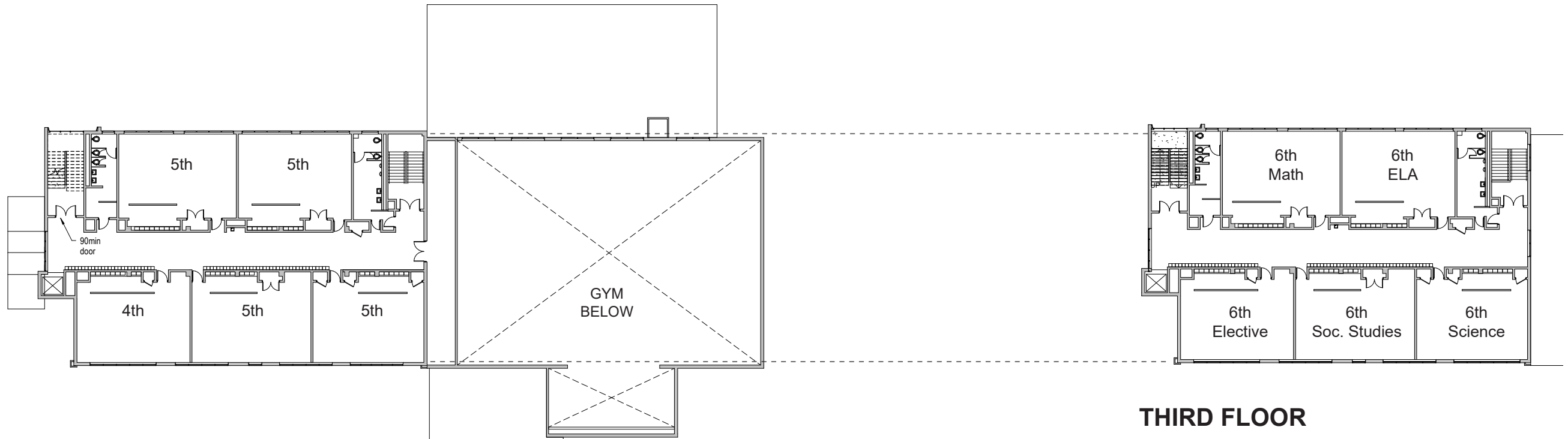


SUB-BASEMENT



BASEMENT

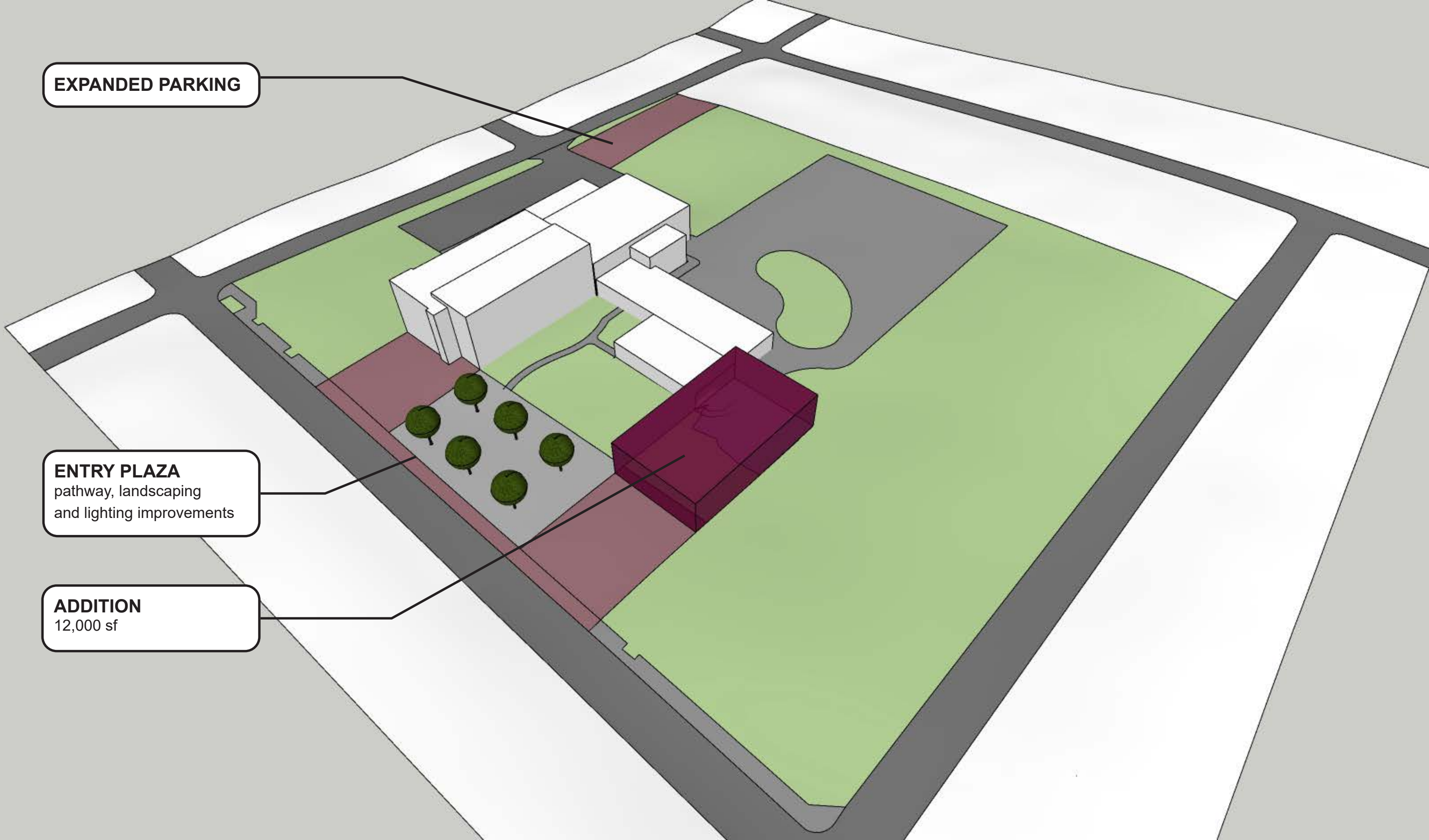
 AREA OF NEW CONSTRUCTION OR RENOVATION



SECOND FLOOR

ADDITION
6,000 sf per floor
12,000 sf total

AREA OF NEW CONSTRUCTION
OR RENOVATION



EXPANDED PARKING

ENTRY PLAZA
pathway, landscaping
and lighting improvements

ADDITION
12,000 sf

HIGH SCHOOL +
DISTRICT ADMINISTRATION
PROGRAM

grades 7-12
total FTE = 690

GRADES 7-8 (230 FTE)	
Math - 7	750
Science - 7	750
Social Studies - 7	750
ELA - 7	750
Math - 8	750
Science - 8	750
Social Studies - 8	750
ELA - 8	750
SPED classroom	500
SPED classroom	500
Elective - Leadership	750
Elective - Current Events	750
Administration	1,500
Total Net Square Feet	10,000
Grossing Factor (35%)	3,500
Total Gross Square Feet	13,500

GRADES 9-12 (460 FTE) + District Administration	
Science	750
Science	750
Science	750
Science	750
Psychics / Chemistry Lab	850
Social Studies	750
Social Studies	750
Social Studies	750
Math	750
Math / Computer Lab	750
Math / Computer Lab	750
Math	750
ELA	750
ELA	750
ELA	750
ELA	750
Art	on a cart
Art Storage and Office	400
Music	1,100
SPED	400
SPED	400
SPED	400
Spanish	750
Open Seminar	750
Study Hall / Library	2,000
Personalized Learning Lab	400
Tech Classroom	750
Health Classroom	750
Instructional Coach	300
Behavioral Coach	300
Recovery Room	500
Market Value Asset Coach	300
Administration Suite	1,700
Fitness Center	existing gym
Weight Room	existing stage
Cafeteria	2,200
Kitchen + Support	1,200
Gym	existing building
Locker Rooms	existing building
Total NSF Grades 9-12	26,700
District Administration Offices	1,500
Total Net Square Feet	28,200
Grossing Factor (35%)	9,870
Total Gross Square Feet	38,070

TOTAL NEW CONSTRUCTION 7-12 + District Admin	
Grades 7-8	13,500
Grades 9-12 + District Admin	38,070
TOTAL GSF	51,570

TOTAL CAMPUS	
New Construction 7-12 + D. Admin	51,570
Existing Gym	9,704
Total Campus GSF	61,274
SF per Student (690 FTE)	89

FTE : CLASSROOM QUANTITY RATIOS	
Grades 7-8 (230:10)	23 per classroom
Grades 9-12 (460:21)	22 per classroom

PER SQUARE FOOT PER STUDENT COMPARISON	
115 per grade (7-12)	690
100 square foot per person	100
TOTAL GSF	69,000

extend existing south lot
for accessible entry and
secondary drop-off

potential for divestment

paving, seating, landscaping
and lighting

2 stories @ 14,000 sf
can be phased for Option 2a

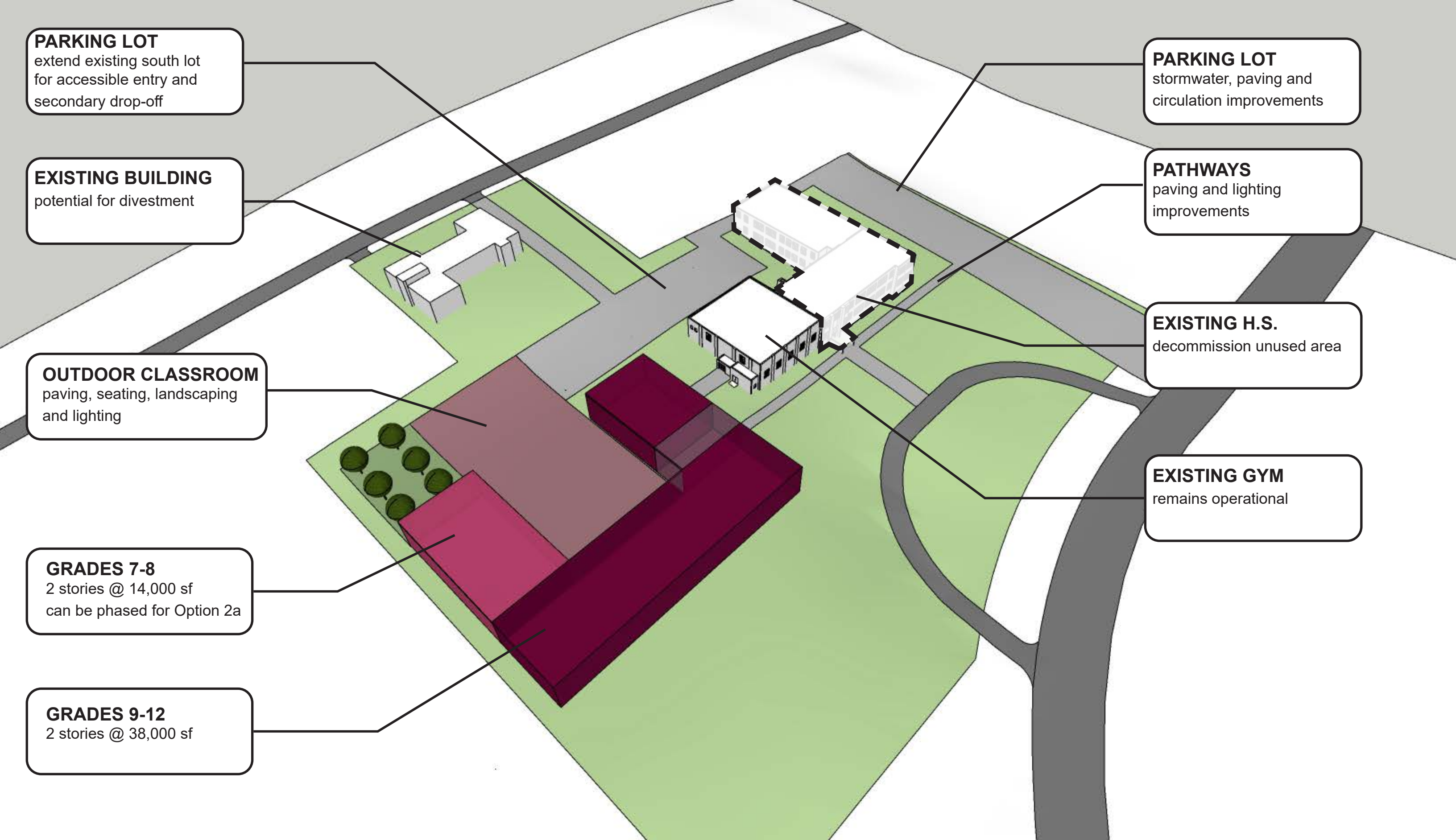
2 stories @ 38,000 sf

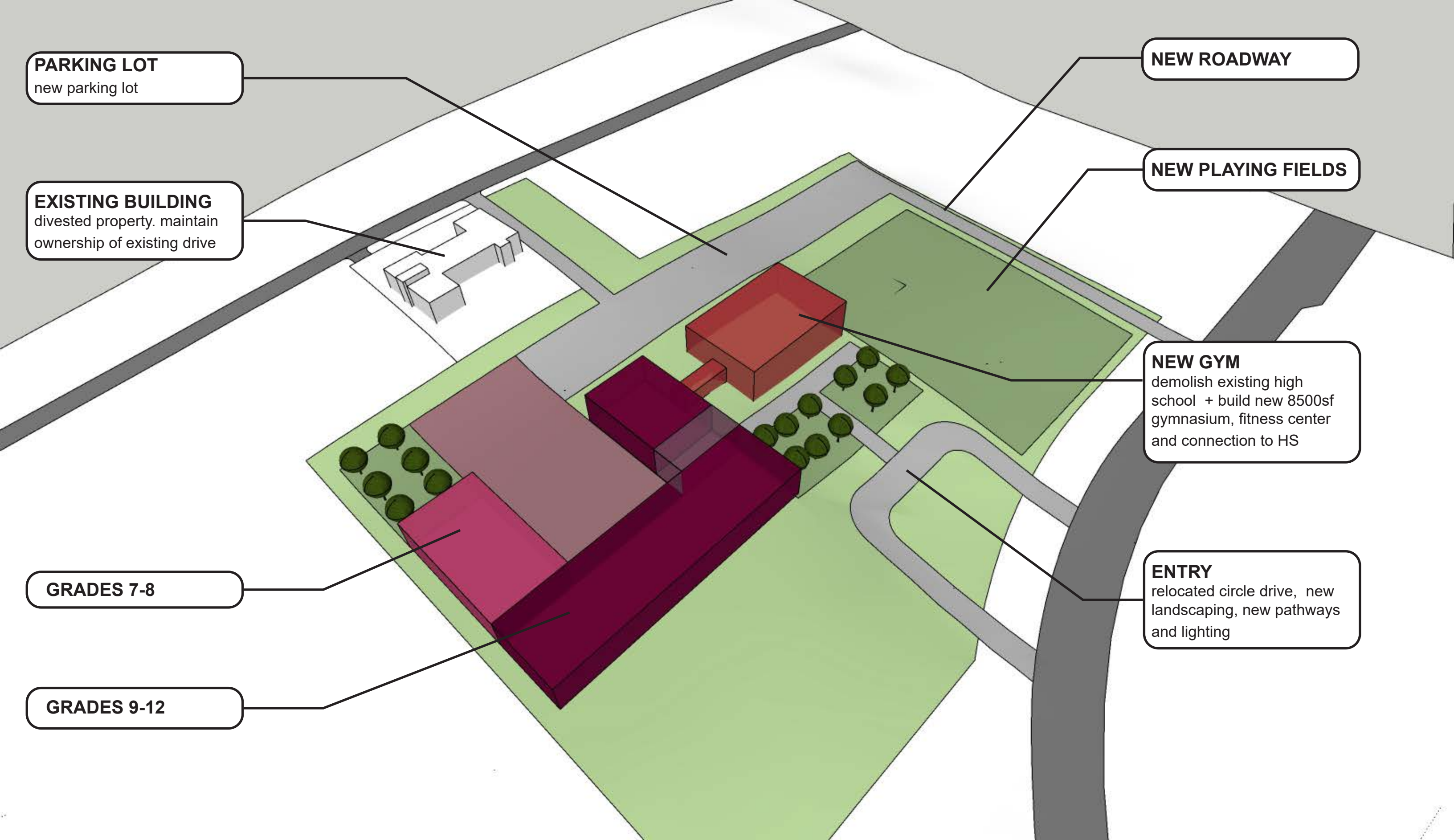
stormwater, paving and circulation improvements

- paving and lighting improvements

decommission unused area

remains operational





PARKING LOT
new parking lot

EXISTING BUILDING
divested property. maintain ownership of existing drive

NEW ROADWAY

NEW PLAYING FIELDS

NEW GYM
demolish existing high school + build new 8500sf gymnasium, fitness center and connection to HS

GRADES 7-8

GRADES 9-12

ENTRY
relocated circle drive, new landscaping, new pathways and lighting

Appendix K: 5-Year Budget and Assumptions

Hogan Prep Pro Forma Budget

Budget Year		SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Start of Year Enrollment		1,060		1,238	1,310	1,325
Attrition				7%	7%	7%
End of Year Students		1,000		1,157	1,224	1,238
Attendance %		91%		91%	91%	91%
ADA		921		1,081	1,143	1,157
Summer ADA		127		36	40	42
FRL ADA		138		179	209	211
WADA		1,184	1,184	1,296	1,392	1,410
Payment/WADA		7,961	7,800	8,228	8,393	8,560
Revenue						
	Local Revenue	2,904,056	1,462,825	1,053,298	1,190,203	1,278,020
	State Revenue	9,486,402	9,225,186	10,671,608	11,685,629	12,077,831
	Federal Revenue	2,102,542	2,568,651	1,848,536	1,957,247	1,983,621
	Private Grants and Donations	964,494	894,000	1,014,467	-	-
	Earned Fees	13,160	-	12,982	14,008	14,452
Total Revenue		15,470,654	14,150,662	14,600,891	14,847,087	15,353,924
Operating Expense						
	Salaries	6,118,130	6,682,244	6,845,671	6,982,585	7,122,237
	Benefits and Taxes	1,474,937	1,829,555	2,031,498	2,078,564	2,121,507
	Staff-Related Costs	202,339	233,897	134,657	145,304	149,905
	Rent	37,000	162,500	162,500	162,500	162,500
	Occupancy Service	1,714,323	992,837	804,391	759,602	766,698
	Student Expense, Direct	2,207,980	1,292,582	1,318,433	1,344,802	1,371,698
	Student Expense, Indirect	957,382	955,743	974,857	994,355	1,014,242
	Office & Business Expense	635,422	616,225	628,549	641,120	653,943
	Transportation	726,586	798,082	975,084	996,366	1,016,293
Total Operating Expense		14,074,100	13,563,664	13,875,642	14,105,198	14,379,023
Net Operating Income		1,782,344	586,998	725,249	741,889	974,902
Extraordinary Expenses						
	Debt - Existing	84,395	84,395	84,395	84,395	84,395
	Debt - Facilities Project				817,994	817,994
	Facility Capital Investment				1,000,000	

Total Expenses	14,158,494	13,648,058	13,960,036	16,007,586	15,281,411
Change in Cash	1,697,950	502,604	640,854	(1,160,499)	72,513
July 1 Cash Balance	818,434	2,516,384	3,018,987	3,659,842	2,499,342
June 30 Cash Balance	2,516,384	3,018,987	3,659,842	2,499,342	2,571,855
Days of Cash on Hand	63.98	79.63	94.38	63.79	64.39

Key Assumptions	
Local Revenue	Prop C Rev/student kept flat at 995/PY WADA
State Revenue	State Aid modeled for no withholding in FY 22 and a 2% increase in FY23
Federal Revenue	Following SIG phase out, federal revenue kept flat
Private Grants/Donations	Only accounts for private grants and donations already secured, namely a three-year SSKC turnaround grant through fiscal year 2022.
Salaries	2% raises/year
Benefits	Insurance costs, currently budgeted at 3,600/FTE increase to 5K/FTE
Staff Costs	Known SIG related costs removed FY 21 and beyond
Occupancy Service	Revised to reflect actual contract with MC Realty, expected savings from new building in FY23
Student Expense, Direct	2% increase from FY21, which has inflated costs due to COVID-19 expenses
Student Expense, Indirect	Food service cost set to 5% above food service revenue
Office & Business Expense	2% increase annually
Transportation	Assumes full fleet needed in FY22 and FY23
Debt Service	Added expected loan costs for building improvement project beginning in FY23

Key Risks	
State Revenue	Revenue has been in decline since FY 16 - current formula calc results in rev decrease when KC enrollment grows
Benefits	Need to develop long-term strategy that provides for staff while capping costs
Student Expense, Direct	Will be important to be strategic in allocating resources here in manner aligned with turnaround needs
Transportation	Need to develop transportation plan in alignment with related school goals