



Kairos Academies

Kairos Academies Monthly Board Meeting

NOTIFICATION OF KAIROS ACADEMIES MONTHLY BOARD MEETING

Date and Time

Thursday December 8, 2022 at 6:00 PM CST

Location

Zoom

We invite you join us at this Zoom link. This notice was published at www.kairosacademies.org/board at least one day prior to the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Record Attendance			
B. Call the Meeting to Order			
C. Public Comment			
D. Approve September 29, 2022 Board Meeting Minutes	Approve Minutes		
II. Finance Committee Updates			
A. Monthly financials			

III. Executive Committee Updates

IV. Governance Committee Updates

- A. Board Retreat Updates
- B. Board Calendar
- C. Governing The Board
- D. Board Policy Update
- E. Employee Handbook
- F. Board Expansion

V. Program Committee Updates

6:00 PM

- A. POSSIP
- B. IXL
- C. Summit Learning
- D. GROW
- E. Testing
- F. Staff Awards

5 m

5 m

VI. Facilities Committee Update

VII. CEO Updates

- A. GPTW
- B. January Goals
- C. MAP Student Growth Report
- D. Strategic Planning Process

VIII. Closing Items

- A. Adjourn Meeting Vote

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Kairos Academies

Kairos Academies Finance Committee Meeting

NOTIFICATION OF MONTHLY SCHEDULED COMMITTEE MEETING

Published on December 2, 2022 at 4:59 PM CST

Date and Time

Tuesday December 6, 2022 at 8:00 AM CST

Location

Kairos Academies
3449 S Jefferson Avenue
St. Louis, MO 63118

We invite you join us at this Zoom link. This notice was published at www.kairosacademies.org/board at least one day prior to the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 AM
A. Record Attendance			1 m
B. Call the Meeting to Order			
C. Approve Minutes	Approve Minutes		1 m
II. Monthly Financials			
III. Senior Director of Finance and HR Updates			
IV. Closing Items			
A. Adjourn Meeting	Vote		

EXECUTIVE SUMMARY TWO MONTH PERIOD ENDED AUGUST 31, 2022

	Actual DESE Payment	Budgeted DESE Payment	End of Year Expected Payment
Actual ADA	361	383.7	355.4
Projected ADA	352	383.7	352
Summer ADA	45.37	48.75	45.4
FRPL Count	35.99	25.72	36
IEP Count	0	0	0
Total WADA	433.36	458.17	433.40
PER WADA	\$9,225	\$9,400	\$9,225
TOTAL	\$3,997,607	\$4,306,798	\$3,998,115

Cash On Hand	
Total Expenses	3,654,252.49
Budget Year Days	122
Daily Expenses	29,952.89
Ending Cash Balance	2,448,347.31
Days of Cash	82

Forecasted Fund Balance %	
Forecasted Total Revenue	8,466,042.72
October ending Cash Balance	2,448,347.31
Forecasted Total Expense	10,962,757.47
Forecasted Ending Fund Balance	(48,367.44)
Fund Balance Percentage	0%

REVENUE OVER/(UNDER) EXPENSE ACTUAL YTD

Revenue Actual YTD	\$ 2,822,014.24
Expense Actual YTD	\$ 3,654,252.49
YTD Over/(under)	\$ (832,238.25)

REVENUES

Revenue Actual YTD	\$ 2,822,014.24
Revenue Budgeted YTD	\$ 2,947,724.00
YTD Over/Under	\$ (125,709.76)

EXPENSES

Expense Actual YTD	\$ 3,654,252.49
Expenses Budgeted YTD	\$ 3,206,941.00
YTD Over/Under	\$ (447,311.49)

STATEMENT OF CASH FLOWS

Beginning Cash & Cash Equivalents	3,238,721.19
Net Revenue (Ties to YTD Income Statement)	\$ (832,238.25)

Financial Highlights:

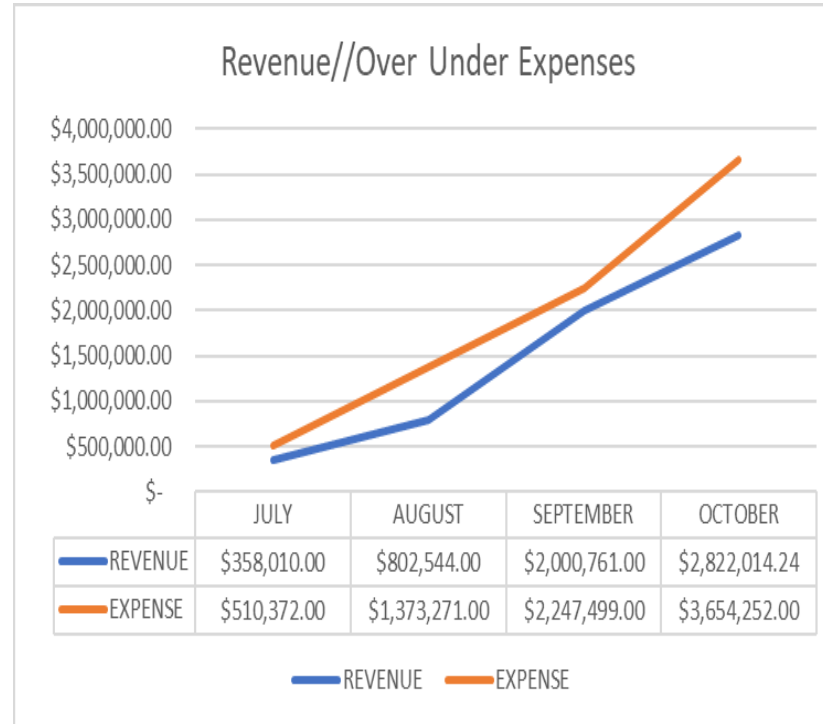
- 1. Additional \$182,000 awarded from Opportunity Trust.**
- 2. DESE has approved our budget and we received our SWP (\$463,000) payment.**
- 3. \$649,243.78 paid to CPH to cover our portion of construction cost.**
- 4. We are still forecasted to meet projected budgeted expense.**

EXECUTIVE SUMMARY TWO MONTH PERIOD ENDED AUGUST 31, 2022

Adjustment to beg. fund balance	\$	171.15
Payroll Clearing	\$	(12,473.94)
Payroll Deduction Health and Life Ins. hold	\$	(7,852.76)
Payroll Deduction Teacher Retirement Payable	\$	62,019.92
Net increase (decrease) in Cash	\$	(790,373.88)
Cash at end of period	\$	2,448,347.31

STATEMENT OF FINANCIAL POSITION

Total Current Assets	\$	2,448,347.31
Total Fixed Assets	\$	339,202.28
Total Assets	\$	2,787,549.59
Total Liabilities	\$	72,650.62
Equity		
Opening balance equity	\$	3,547,137.22
Net Revenues	\$	(832,238.25)
Total Equity	\$	2,714,898.97
Total Liabilities and Equity	\$	2,787,549.59



Purpose Presenter Time

III. MDS One-pager

IV. December Events

V. Closing Items

A. Adjourn Meeting

Vote

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Kairos Academies

Statement of Activity

July - Oct 2022

	10 General Fund	20 Teachers Fund	42 Capital Projects Fund
Revenue			
0000-5100 Revenues from Local Sources			
0000-5113 School District Trust Fund (Proposition C)	202,688.55		
0000-5141 Interest	0.78		
0000-5151 Food Sales to Pupils	3,506.70		
0000-5161 Food Sales to Adults	0.00		
0000-5171 Student Activities Student Fees	0.00		
0000-5172 Bookstore Sales	800.64		
0000-5179 Other Student Activity Income	1,155.00		
0000-5192 Gifts	212,659.38		
0000-5198 Miscellaneous Revenues	4,310.48		
Total 0000-5100 Revenues from Local Sources	\$ 425,121.53	\$ 0.00	
0000-5300 Revenues from State Sources			
0000-5311 Basic Formula - State Monies	767,190.69	847,140.07	
0000-5319 Basic Formula - Classroom Trust Fund	54,617.08	0.00	
Total 0000-5300 Revenues from State Sources	\$ 821,807.77	\$ 847,140.07	\$ 0.00
0000-5400 Revenues from Federal Sources			
0000-5412 Medicaid	18,998.40		
0000-5422 ESSER III Revenue	308,645.85		
0000-5423 ESSER II Revenue	0.00		
0000-5441 IDEA Entitlement Funds, Part B IDEA	0.00		
0000-5445 School Lunch Program	13,368.62		
0000-5446 School Breakfast Program	1,698.77		
0000-5451 Title I	345,492.98		
0000-5461 Title IV.A Student Support and Academic Enrichment	9,273.28		
0000-5465 Title II.A	23,466.97		
0000-5471 School Child Nutrition Program	0.00		
0000-5497 Other Federal Sources	7,000.00		
Total 0000-5400 Revenues from Federal Sources	\$ 727,944.87	\$ 0.00	\$ 0.00
0000-5800 Amounts Received From Other LEAs			
0000-5841 Transportation Sharing, Non-Disabled	0.00		
Total 0000-5800 Amounts Received From Other LEAs	\$ 0.00	\$ 0.00	\$ 0.00
Total Revenue	\$ 1,974,874.17	\$ 847,140.07	\$ 0.00

Expenditures

0000-6100 Salaries			
1131-6111 MS Instruction FT	96,180.12	359,014.74	
1151-6111 HS Instruction FT	32,061.43	189,979.50	
0000-6121 Substitutes		44,478.06	
1221-6151 Special Education FT	21,235.28	17,375.64	
1411-6111 Student Activities Salaries		8,058.00	
1411-6131 Student Activities Supp Pay			
2112-6151 Attendance/Registrar	11,456.32		
2113-6151 Social Worker		14,821.78	
2122-6151 Counseling - Restore. Justice	40,176.44		
2322-6151 Community Relations	53,994.57		
2411-6151 Other Student Support - noncert	190,650.23		
2211-6151 Improvement of Instruction	20,598.42		
2222-6151 Library			
2321-6151 Office of Superintendent - noncert	205,387.15		
2331-6151 Support Services - Tech	16,398.76		
2511-6151 Business Office	25,411.57		
2643-6151 Talent Director	15,425.05		
2645-6151 Nurse	9,659.68		
2911-6151 Support Services - noncert	49,165.42		
Total 0000-6100 Salaries	\$ 787,800.44	\$ 633,727.72	\$ 0.00
0000-6200 Benefits and Taxes			
6211/6211 Retirement	95,446.47	116,313.71	
6231 Social Security	47,922.72	38,418.21	
6232 Medicare	8,984.91	11,207.75	
6241 Employee Insurance/Workers comp	59,124.36	47,472.68	
Total 0000-6200 Benefits and Taxes	\$ 211,478.46	\$ 213,412.35	\$ 0.00
0000-6XXX-1 Staff-Related Costs			
2213-6319 Prof Dev (Instructional) Professional Services	15,167.30		
2213-6343 Prof Dev (Instructional) Travel	194.58		
2213-6411 Prof Dev Supplies	1,892.83		
2323-6319 Staff Relations Professional Services	330.00		
2323-6411 Staff Relations Supplies	6,118.73		
2644-6319 Prof Dev (Non-Instructional) Professional Services	\$ 1,255.00		
Total 0000-6XXX-1 Staff-Related Costs	\$ 24,958.44	\$ 0.00	\$ 0.00
0000-6XXX-2 Rent			
2542-6333 Facilities Rent	366,138.54		
Total 0000-6XXX-2 Rent	\$ 366,138.54	\$ 0.00	\$ 0.00
0000-6XXX-3 Occupancy Service			
2542-6319 Facilities Professional Services	61,170.00		
2542-6332 Facilities Repairs and Maintenance	2,985.00		
2542-6361 Facilities Phone/Internet	212.40		
2542-6411 Facilities Supplies	7,653.52		

2542-6521 Facilities Capital Projects	649,243.78			
2546-6412 Security Tech Supplies	0.00			
Total 0000-6XXX-3 Occupancy Service	\$ 721,264.70	\$ 0.00	\$ 0.00	
0000-6XXX-4 Student Expense, Direct				
1131-6319 MS Instruction Professional Services	1,097.11			
1131-6337 MS Instruction Tech Install, Repair, Maintenance	1,485.29			
1131-6411 MS Instruction Supplies	2,773.68			
1131-6412 MS Instruction Tech Supplies	25,742.28			
1131-6431 MS Instruction Textbooks	706.97			
1131-6441 MS Library Books - IAL	7,683.13			
1151-6337 HS Instruction Tech Install, Repair, Maintenance	13,628.70			
1151-6311 HS Services - Tuition	10,156.72			
1151-6319 HS Instruction Professional Services	800.00			
1151-6411 HS Instruction Supplies	1,010.50			
1151-6412 HS Instruction Tech Supplies	9,023.18			
1151-6431 HS Instruction Textbooks	0.00			
1221-6319 Special Education Professional Services	9,947.25			
1221-6411 Special Education Supplies	1,941.46			
1411-6319 Student Activities Professional Services	12,804.31			
1411-6411 Student Activities Supplies	5,955.20			
1421-6319 Student Athletics Prof Services	2,250.00			
1913-6319 Tuition to Other Districts	0.00			
2142-6319 Psychological Services Professional Services	9,078.50			
2152-6319 Speech Pathology Professional Services	19,016.25			
2162-6319 Occupational Therapy Professional Services	1,066.00			
2191-6319 Behavior Professional Services	56.20			
2211-6319 Inst Support Professional Services	1,551.25			
Total 0000-6XXX-4 Student Expense, Direct	\$ 137,773.98	\$ 0.00	\$ 0.00	
0000-6XXX-5 Student Expense, Indirect				
2134-6411 Nursing Supplies	935.17			
2211-6411 Inst Support Supplies	0.00			
2411-6319 Office of the Principal Professional Services	4,750.00			
2411-6411 Office of Princ Supplies	128.29			
2562-6319 Food Preparation Professional Services	0.00			
2562-6471 Food Supplies/Contracted Food Service	3,911.26			
2562-6541 Food Preparation Equipment	0.00			
2563-6391 Food Delivery Contracted Food Service	0.00			
2911-6319 Building Operations Professional Services	380.50			
Total 0000-6XXX-5 Student Expense, Indirect	\$ 10,105.22	\$ 0.00	\$ 0.00	
0000-6XXX-6 Office and Business Expense				
2311-6315 Board Audit	0.00			
2311-6317 Board Legal	85,568.92			
Retirement Payback	219,514.22			

2311-6352 Board Liability Insurance	8,565.50			
2321-6271 Exec Admin Unemployment	0.00			
2321-6319 Exec Admin Professional Services	92,575.13			
2321-6343 Exec Admin Travel	11,858.46			
2321-6361 Exec Admin Communications	12,938.99			
2321-6371 Exec Admin Dues and Memberships	979.00			
2321-6391 Exec Admin Platforms	19,666.77			
2321-6411 Exec Admin Supplies	8,695.16			
2321-6412 Exec Admin Tech Supplies	4,989.29			
2322-6411 Community Service Supplies	2,583.44			
2331-6316 IT Admin Data Processing	9,422.60			
2331-6319 IT Admin Professional Services	5,346.99			
2331-6338 IT Admin Tech Rental	1,538.15			
2331-6412 IT Admin Tech Supplies	0.00			
2511-6319 Business Office Professional Services/platforms	56,089.50			
2511-6411 Business Office Supplies	835.27			
Total 0000-6XXX-6 Office and Business Expense	\$ 541,167.39	\$ 0.00	\$ 0.00	
0000-6XXX-7 Transportation				
2551-6319 Contracted Pupil Transportation Professional Services	0.00			
2551-6341 Contracted Pupil Transportation To and From School	180.00			
2551-6342 Other Contracted Pupil Transportation - Non-Route	6,245.25			
Total 0000-6XXX-7 Transportation	\$ 6,425.25	\$ 0.00	\$ 0.00	
PayPal Fees				
Total Expenditures	\$ 2,807,112.42	\$ 847,140.07	\$ 0.00	
Net Revenue	-\$ 832,238.25	\$ 0.00	\$ 0.00	

Original FY23 Budget and YTD Forecast

Total	Calendar Days YTD	33.70%	Budget Before	10/31/2022
	FY23 Budget	YTD %	Forecast	YTD %
202,688.55	400,257.00	50.64%	262,269.00	77.28%
0.78	0.00			
3,506.70	20,071.41	17.47%	8,519.04	41.16%
0.00	0.00			
0.00	13,790.00	0.00%	6,849.96	0.00%
800.64	0.00			
1,155.00	0.00			
212,659.38	401,480.00	52.97%	425,499.96	49.98%
4,310.48	0.00		6,941.04	62.10%
	0.00			
\$ 425,121.53	\$ 835,598.41	50.88%	\$ 710,079.00	59.87%
1,614,330.76	4,998,089.99	32.30%	4,161,156.00	38.80%
54,617.08	0.00		81,299.04	67.18%
\$ 1,668,947.84	\$ 4,998,089.99	33.39%	\$ 4,242,455.04	39.34%
18,998.40	24,681.85	76.97%	59,587.68	31.88%
308,645.85	1,359,483.14	22.70%	1,951,884.00	15.81%
0.00	0.00			
0.00	117,597.09	0.00%	70,000.00	0.00%
13,368.62	60,460.08	22.11%	86,286.24	15.49%
1,698.77	7,188.01	23.63%	4,569.96	37.17%
345,492.98	827,780.75	41.74%	194,040.01	178.05%
9,273.28	20,000.00	46.37%	20,000.00	46.37%
23,466.97	58,304.98	40.25%	22,492.00	104.33%
0.00	0.00			
7,000.00	437,772.04	1.60%	752,523.00	0.93%
\$ 727,944.87	\$ 2,913,267.94	24.99%	\$ 3,161,382.89	23.03%
0.00				
0.00	0.00			
\$ 0.00	\$ 0.00		\$ 0.00	
\$ 2,822,014.24	\$ 8,746,956.34	32.26%	\$ 8,113,916.93	34.78%

455,194.86	1,606,934.72	28.33%	1,091,607.00	41.70%
222,040.93	593,232.92	37.43%		
44,478.06				
38,610.92	311,650.14	12.39%	30,000.00	128.70%
8,058.00	24,174.00	33.33%		
0.00	11,700.00	0.00%	7,200.00	2852.60%
11,456.32				
14,821.78	48,091.44	30.82%		
40,176.44				
53,994.57	172,344.74	31.33%		
190,650.23	283,851.01	67.17%		
20,598.42	491,752.21	4.19%		
0.00	22,963.41	0.00%		
205,387.15	586,166.36	35.04%		
16,398.76	49,008.81	33.46%		
25,411.57	138,447.44	18.35%		
15,425.05				
9,659.68	45,475.17	21.24%		
49,165.42	152,398.14	32.26%		
\$ 1,421,528.16	\$ 4,538,190.51	31.32%	\$ 1,121,607.00	126.74%
211,760.18	676,212.94	31.32%		
86,340.93	280,642.41	30.77%		
20,192.66	65,634.11	30.77%		
106,597.04	391,421.79	27.23%		
\$ 424,890.81	\$ 1,413,911.25	30.05%	\$ 0.00	
15,167.30	44,280.00	34.25%	3,000.00	505.58%
194.58	4,500.00	4.32%	6,400.00	3.04%
1,892.83				
330.00	3,750.00	8.80%		
6,118.73	8,800.00	69.53%	5,232.00	116.95%
1,255.00				
\$ 24,958.44	\$ 61,330.00	40.70%	\$ 14,632.00	170.57%
366,138.54	1,087,496.19	33.67%	694,752.96	52.70%
\$ 366,138.54	\$ 1,087,496.19	33.67%	\$ 694,752.96	52.70%
61,170.00	11,000.00	556.09%		
2,985.00	20,000.00	14.93%	4,350.08	68.62%
212.40				
7,653.52	174,603.67	4.38%	602,121.32	1.27%

649,243.78	995,080.00	65.25%		
0.00	0.00		1,800.00	0.00%
\$ 721,264.70	\$ 1,200,683.67	60.07%	\$ 608,271.40	118.58%
1,097.11	45,709.26	2.40%	544,550.64	0.20%
1,485.29	24,492.06	6.06%		
2,773.68	11,370.00	24.39%	30,299.44	9.15%
25,742.28	63,423.29	40.59%	260,899.10	9.87%
706.97	32,986.60	2.14%	9,782.40	7.23%
7,683.13				
13,628.70				
10,156.72				
800.00				
1,010.50	17,342.38	5.83%		
9,023.18	6,340.00	142.32%		
0.00	4,313.40	0.00%		
9,947.25	0.00		272,754.36	3.65%
1,941.46	4,250.00	45.68%		
12,804.31	81,044.00	15.80%	123,791.88	10.34%
5,955.20	42,282.00	14.08%	9,866.50	60.36%
2,250.00				
0.00	0.00			
9,078.50	17,004.00	53.39%	26,951.00	33.69%
19,016.25	38,974.36	48.79%	21,869.20	86.95%
1,066.00	33,974.36	3.14%	20,270.40	5.26%
56.20	0.00		110,114.76	0.05%
1,551.25	0.00		281,888.28	0.55%
\$ 137,773.98	\$ 423,505.71	32.53%	\$ 1,713,037.96	8.04%
935.17	3,130.21	29.88%	500.00	187.03%
0.00	0.00			
4,750.00				
128.29				
0.00	220.00	0.00%	7.00	0.00%
3,911.26	2,710.00	144.33%	119,454.96	3.27%
0.00	15,000.00	0.00%		
0.00	74,338.56	0.00%		
380.50	0.00		254,900.76	0.15%
\$ 10,105.22	\$ 95,398.77	10.59%	\$ 374,862.72	2.70%
0.00	25,250.00	0.00%	14,375.00	0.00%
85,568.92	50,000.00	171.14%	12,330.08	693.99%
219,514.22	359,830.00	61.00%		

8,565.50	38,999.38	21.96%	67,750.29	12.64%
0.00	0.00		20,000.04	0.00%
92,575.13	66,305.43	139.62%	483,101.88	19.16%
11,858.46	4,500.00	263.52%		
12,938.99	4,924.80			
979.00	3,662.50	26.73%	4,620.00	21.19%
19,666.77	0.00			
8,695.16	6,078.58	143.05%	13,306.16	65.35%
4,989.29	838.19	595.25%		
2,583.44				
9,422.60	34,800.00	27.08%	48,528.00	19.42%
5,346.99	14,567.40	36.71%		
1,538.15	3,349.30	45.92%	3,186.00	48.28%
0.00	7,527.68	0.00%	62,758.00	0.00%
56,089.50	63,039.49	88.98%	119,950.00	46.76%
835.27	0.00		1,000.08	83.52%
\$ 541,167.39	\$ 683,672.75	79.16%	\$ 850,905.53	63.60%
0.00	3,750.00	0.00%		
180.00	286.67	62.79%	2,811.96	6.40%
6,245.25	7,920.00	78.85%	5,940.00	105.14%
\$ 6,425.25	\$ 11,956.67	53.74%	\$ 8,751.96	73.41%
0.00				
\$ 3,654,252.49	\$ 9,516,145.52	38.40%	\$ 5,394,021.53	67.75%
-\$ 832,238.25	-\$ 769,189.18	108.20%	\$ 2,719,895.40	-30.60%

ROLE AND PRIORITIES

The Senior Director of Finance and Human Resource assists the CEO on all financial and human resources functions of the LEA. Budget preparation, school business operations and oversight of district accounting policies and practices. Along with HR leadership manager counsel, and development and implementation of effective human resource strategies.

November Priorities

1. Develop New hire Survey :

Outcome: New hire Survey with 85% Satisfaction

Causes: A new-hire survey helps you assess employees' experience during their initial few months on the job and identify necessary changes to the onboarding process.

Solutions: Met with other stakeholders, designed the survey and emailed to new hires.

2. Create HR Playbook

Outcome: 75% Percent of HR playbook complete

Causes:

1. Devise a Staffing Plan
2. Create an Employee Handbook.
3. Develop a Performance and Feedback Process

Solutions: I solicited six more companies and received four additional vendors.

3. Roles & Duties Doc for Finance/HR associate:

Outcome: Develop job description for Finance/HR Coordinator

Causes:

1. Write A Summary Overview of The Job
2. List The Job Responsibilities And Duties
3. Explain in Detail What Success
4. Research Salary Range

Solutions: Research and document completed by 11/30/2022

December Priorities

1. Fully Implement Paycor System
2. Select Finance Platform
3. Complete all audit request

Highlight:

- Employees enrolled in a new benefits package.
- COO and HR collaborated to implement a new online training platform.



Kairos Academies

Kairos Academies Governance Committee Meeting

NOTIFICATION OF MONTHLY SCHEDULED COMMITTEE MEETING

Date and Time

Wednesday December 7, 2022 at 6:00 PM CST

Location

Kairos Academies
3449 S Jefferson Avenue
St. Louis, MO 63118

We invite you join us at this Zoom link. This notice was published at www.kairosacademies.org/board at least one day prior to the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Record Attendance			
B. Call the Meeting to Order			
C. Approve Minutes	Approve Minutes		
II. Board Retreat Updates			
III. Board Calendar			

Purpose Presenter Time

IV. Governing the Board

V. Board Policy Update

VI. Employee Handbook

VII. Board expansion

VIII. Chief of Staff updates

IX. Closing Items

A. Adjourn Meeting

Vote

empowering students to direct their own lives and learning www.kairosacademies.org
📍 2315 Miami St., St. Louis, MO 63118 📧 hq@kairosacademies.org 📞 314-252-0602

Board Policy Updates

1. Changes made in Finance Policies..

2-3.1 Authority to Open Bank Accounts

- Previously written - The Kairos Academies Board Treasurer, Chief Executive Officer, and Chief Operating Officer have the authority...

- New language - The Kairos Academies Board President, Board Treasurer, Chief Executive Officer, and Head of Finance have the authority...

2-3.2 Authorization of Checks Over \$10,000

- Previously written - The following officers are authorized to sign checks from the bank account on behalf of the school: Board President, Board Treasurer, Chief Executive Officer, or Chief Operating Officer.

- New language - The following officers and staff are authorized to sign checks from the bank account on behalf of the school: Board President, Board Treasurer, Chief Executive Officer, or Head of Finance.

We need to add that "and staff" text since the CEO and Head of Finance aren't board officers

Other SECTIONS

- "Chief Operating Officer" was replaced with "Head of Finance".

2. Remove this portion from the Finance Policy.

2-1 Definitions

Non Employee Officers

For the purposes of the Kairos Academies board policies, officers (such as the Chief Executive Officer or Head of Finance) may be employees, contractors, or otherwise appointed by the Board.

3. Remove this portion from the Human Relations Policy

3-10 Personal Leave Policy



Board Policy Updates

December 2022

3-10.1 Personal Time Off (PTO)

Amount of Personal Time Off

Full-time employees (twenty or more hours per week) of the school shall be eligible for up to 7 PTO days per fiscal year.

Additional PTO days may be granted in extreme situations, according to the Chief Executive Officer's discretion.

Roll Over for PTOs

All PTO days are granted at the start of the year. Unused PTO days are forfeited at the end of the school calendar year and do not roll over.

Non-Approved Absences and Absence After the Exhaustion of PTOs

Days absent after PTO has been exhausted shall be deducted at their daily rate of pay for each day's absence not covered by leave or unapproved.

3-10.2 Vacation

Weeks of Vacation, Aligned to School Calendar

All Kairos employees are granted vacation at predetermined times. Weeks of vacation align with Kairos Academies' academic cycles, the exact dates for which are determined in the annual board-approved school calendar,

Additional Vacation Time

No additional vacation time, unaligned to Kairos Academies' school calendar, will be granted.

3-10.3 Holidays

Holidays for Kairos Academies' employees will consist of most federal holidays, updated in the annual calendar approved by the Board of Directors.

4. Changes made to the Lottery Section.

Old language...



Board Policy Updates

December 2022

When more registrants than seats in a class, grade level, or the school have been received, a public lottery shall be held to enroll students randomly, with preference with preference for eligible new students given in the following order:

children of faculty or staff
siblings of students either...
currently enrolled as of the lottery date or
who have been accepted in the selfsame lottery
students from the enrollment zone
other student applicants, and
students from outside St. Louis City, who may be charged tuition at the CEO's discretion

New language...

Kairos Academies ("Kairos") aims to bring an institutional asset to the Dutchtown community, so our lottery policy gives preference to students in our enrollment zone (zip codes 63111, 63116, and 63118). Seats remaining after the lottery are open to students in St. Louis City on a first-come, first-serve basis. Pursuant to [RSMo 160.0410](#), Kairos will be open to enrollment for:

- all students residing in the Saint Louis Public Schools district
- non-resident students who transfer from an unaccredited district
- those eligible under the terms of judicial settlements or through urban voluntary transfer programs as defined by [RSMo 167.131](#)

Kairos will accept applicants through a two-part form that uses questions from The Missouri Charter Public School Association's Central Application. The form is accessible by computer or mobile phone on Kairos' website at www.kairosacademies.org/enroll. Families can also apply in-person or by mail at our office (4220 Duncan Ave Ste. 201, St. Louis, MO 63110) or over the phone (314-607-0076). If Kairos has not met with a family before receiving an application, we arrange a 1-1 meeting with the parent to explain our enrollment process and timeline.

Kairos will hold one lottery on the second Friday in January. If the number of applicants exceeds capacity, Kairos will enroll students randomly, with preference for eligible new students given in the following order:



Board Policy Updates

December 2022

1. children of faculty, staff, and Board members
2. siblings of students currently enrolled as of the lottery date
3. students from the enrollment zone, and
4. other student applicants

Kairos has established a geographic enrollment preference to increase the chances of enrolling a diverse student population reflective of area demographics. Should a lottery be held, all completed applications submitted during the enrollment period will be publicly drawn in random order. Once capacity has been reached, additional applications will be added to a “waiting list.” Lotteries will be randomized by computer and certified by a third-party official to attest to the lottery’s fairness. After the first lottery, student spots will be offered on a first-come, first-serve basis to eligible students.

Kairos will not discriminate—for admission or otherwise—on the basis of race, ethnicity, religion, national origin, sexual orientation, disability, gender, income level, proficiency in the English language, or athletic ability. Kairos may limit admission to students within a given age group or grade level. Students will not be required to complete any test or measure for admission to Kairos.

Upon admission to Kairos, applicants must complete enrollment forms that include release records and required supporting documentation such as proof of residency and immunization. Forms must be returned by a date determined by the Chief Executive Officer. Enrollment forms received on time but incomplete due to circumstances beyond the applicant’s control may be enrolled at the discretion of the CEO. Applicants may always appeal the CEO’s decision to the Kairos Board of Directors.

To begin planning for our special education needs immediately, Kairos will request information about special education services on the enrollment form (not the application). Within two business days of enrollment, Kairos will request academic, special needs, and discipline records (as required by [RSMo 160.261](#)) from all schools the student has attended in the last twelve months. To determine the number of at-risk students in each enrolling class, Kairos will download direct certification forms and distribute applications for free-or-reduced-priced lunch.

Enrolled families are invited to a Kairos community events to learn more about Kairos, meet staff, and begin coordinating transportation (carpooling, walking groups, etc.). Kairos faculty will visit each admitted student’s home to review our school model and sign the Kairos Compact, a parent-student-coach commitment form. If students refuse their admission, families on the waitlist will be notified and the above process repeated. It is the responsibility of waitlist parents to maintain updated



Board Policy Updates

December 2022

contact information and emergency contacts. Contact will be attempted by phone and, if available, email; if it is not possible to reach a waitlist family directly, a message will be left on the phone and/or email. Families offered a spot off the waitlist will have 72 hours to complete the enrollment process before the opening is offered to the next student on the waitlist.

Kairos Academies Employee Handbook

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Cultural DNA

Hiring Policies & Procedures

- At-Will Status
- EEOC Statement
- Employment of Relatives
- Certification and Licensure of Instruction Staff
- COVID Vaccination Requirements
- Criminal Background Review

Workplace Policies & Procedures

- Reporting Days & Times
- Attendance and Punctuality
- Workplace Harassment, Discrimination and Retaliation
- Reporting Workplace Misconduct
- Open Door Policy
- Occupational Safety and Health Administration (“OSHA”) Statement
- Disability Accommodation
- Religious Accommodation
- Disciplinary Action
- Performance Evaluation

Standards of Conduct

- Code of Ethics
- Drug-Free Workplace
- Weapon & Firearms Possession
- Reporting Suspected Child Abuse and Neglect
- FERPA & Confidential Information
- Visitors in the Workplace
- Dress and Grooming
- Social Media
- Electronic Communication with Students

Compensation & Benefits

Compensation

- Fair Labor Standards Act
- Pay Procedures
- Payroll Deductions
- Direct Deposit
- Reporting Days & Times
- Saturday and Tutoring Pay
- Bonuses
- Pay Increases
- Travel and Reimbursement

Benefits

- Health Benefits
- Pension
- Workman's Compensation
- COBRA

Leaves & Absences

- Paid Time Off
- Attendance and Punctuality
- Bereavement
- Paid Holidays
- Jury Leave And Other Court Appearances
- Military Leave
- Parental Leave
- FMLA



Kairos Academies

Kairos Academies Program Committee Meeting

NOTIFICATION OF MONTHLY SCHEDULED COMMITTEE MEETING

Published on November 30, 2022 at 4:19 PM CST

Date and Time

Thursday December 1, 2022 at 2:00 PM CST

Location

Kairos Academies
3449 S Jefferson Avenue
St. Louis, MO 63118

We invite you join us at this Zoom link. This notice was published at www.kairosacademies.org/board at least one day prior to the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			2:00 PM
A. Record Attendance			1 m
B. Call the Meeting to Order			
C. Approve Minutes	Approve Minutes		1 m
II. School Updates			2:02 PM
A. POSSIP			
B. IXL			5 m
C. Summit Learning			5 m
D. GROW			5 m
E. Academic Testing			5 m
F. STAR			5 m



MDS Board Update

“You cannot improve what you don’t measure”

Role Priorities

The Managing Director of Schools is a senior member of the leadership cabinet, directly managing a portfolio of schools, principals, and initiatives that impact the education of future graduates. They are responsible for the superior performance of schools in the network.

November Priorities (Analyzing)

(1) Academics

Driver Goals

- Achievement Goal: MAP 60% students end year on/above grade level (proficient)
- Growth Goal: NWEA 70% reach growth goal
- CSI Goals: 35% 2+ years growth in reading and math AND 70% 1+ years growth in reading and math

➤ **Outcome: Created Data Dashboards for MS and HS**

	NWEA On Grade Level or Above		STAR On Grade Level or Above	
	Math	Reading	Math	Reading
5th	6.30%	11.20%	11.80%	11.80%
6th	31.30%	50%	45.60%	41.90%
7th	23.20%	39.4	24.20%	40.00%
8th	26.80%	45.10%	31.80%	39.80%
9th	33.90%	53.80%	21.80%	28.40%

	CSI Math (2+ years behind)			CSI Reading (2+ years behind)		
	# and % of students in Intervention	Average years behind	Range of years behind	# and % of students in Intervention	Average Years Behind	Range of years behind
5th	10 scholars (50%)	2.43	2-3	10 scholars (50%)	2.77	2-3
6th	25 scholars (33%)	2.73	2-5	21 scholars (28%)	2.86	2-4
7th	40 scholars (47%)	3.35	2-5	31 scholars (36%)	3.54	2-5
8th	58 scholars (59%)	3.83	2-7	42 scholars (42%)	3.8	2-6
	# and % of students for Double Dose	Average years behind	Range of years behind	# and % of students for Double Dose	Average Years Behind	Range of years behind
9th	80 scholars (60%)	4.08	2-8	60 scholars (45%)	4.09	2-7

IXL 1-pager [Middle School Data](#) [High School Data](#) [NWEA/ STAR](#)

➤ **Causes:**

- Pandemic and academic gaps
- Chronic absenteeism
- No research based intervention program
- No after school tutoring
- Teacher Retention
- Loss of coach/ mentors
- Students not appropriately placed in interventions and Double Dose
- Data meeting not happening consistently
- Low Cycle 2 IXL participation

an integrated community of self-directed learners, leaders, and citizens

➤ **Solution/Next Steps:**

- Attendance
 - Work with Ops to create a Mission List and a plan to improve attendance
- Tutoring
 - Beyond Schools
 - Wash U
 - St. Joseph Academy
- Progress Monitoring
 - MOY Star and NWEA test in January
 - Personalized MAP plan in IXL
 - Created Show Me the IXL incentive to push students and coaches to engage more with IXL
 - Have scholars goals and track progress *on Summit* for IXL completion
- Data Meeting
 - Weekly data meetings with clear agenda and actions steps
 - Track Summit Cog Scores and PFA completion
 - Projects in Summit, PFA, IXL - is this sufficient is this enough
 - Progress Monitoring - STAR growth each cycle for Intervention and Double Dose scholars
 - Analyze data weekly for trends, create reteach plans and create sub-groups and targeted instruction
- Tier 1 Instruction
 - Lesson Internalization, feedback, coaching and development
 - Classroom observations and feedback
 - Professional Development
 - Coaching Cycle

➤ **Outcome:**

Coaching and Development of Director of Culture

Possip: Parent/Staff Pulse Checks

Goals:	50% participation	85% positive		
		Kairos	Middle School	High School
Running Average:	22%	43%	39%	49%
10/9/2022	23%	58%	52%	65%
10/23	17%	44%	32%	57%
10/30/2022	33%	30%	30%	30%
11/20	15%	41%	41%	42%

[Possip](#)

➤ **Causes:**

- Clearly outlined student and staff expectations throughout the building.
 - Be respectful, Be responsible, Be safe and Be a learner.
- Normed culture observations twice a week with feedback in Grow
- Stamped using the behavior matrix for positive and negative consequences.
- Examine and follow the correct procedures and strategies to promote an effective approach to discipline.

(2) Culture

- 90% Student Persistence
- 85% Stakeholder Satisfaction (GPTW)
- 97% Student ADA



- Establish a positive school climate by implementing restorative practices to foster a sense of community around our school.
- Commit to racial equity and inclusion to create a safe and warm atmosphere for all students.
- Rolled out Possip Pulse checks to family bi-monthly and staff monthly
- Use restorative practices to support every student in having access to a safe, secure, and orderly school setting that is conducive to learning.

➤ **Solution/Next Steps:**

- Work with HaWanna to set up a coaching plan and culture priorities
 - Culture Walkthrough Observation Rubric
 - Instructional rubric with culture items
 - Kraken Guides alignment with Behavior Matrix and DeansList
- Entered school wide behavior into new platform DeansList.
 - Train staff on DeansList during next inService on Monday, January 2nd
- Possip
 - Start student pulse check in Possip monthly and reduce parent pulse checks to once a month
 - Created a system to identify high priority concerns and address them urgently

➤ **Outcome:**

- 100% of teachers and leaders receive feedback in Grow.
 - Preliminary data for Grow for HS and MS combined:
 - 8 observations, 20 meetings, 41 quick feedback, 19 action steps

➤ **Causes:**

- Managed principals around Grow expectations
- Normed what instruction and teacher development at Kairos will look and feel like
- Ensure all new teachers were added to Grow

➤ **Solution/Next Steps:**

- Norm schoolwide that all teachers receive 2 pieces of feedback weekly at a minimum
 - Classroom Observation (ID)
 - Culture observation (RJC)
 - Lesson internalization feedback (ID)
- Define and provide examples of quality Grow Feedback. Two Glows, One-Two Glows, One Action Step
- Norm lesson internalization document uploaded into Grow
- Find a way to track Grow feedback

(3) Principal Development

- Talent Management: Principal Retention - 100%
- School Leadership Levers



December Priorities (in addition to next steps above)

1. STAR Cycle 3 Testing for CSI scholars
2. Possip Student Pulse Checks
3. GTL and DC weekly meetings
4. Principal Parent Connection Touchpoints
5. Show Me the IXL - schoolwide academic incentive
6. All instructional leaders given feedback on 1 school leadership lever
7. Finalize promotion criteria
8. Finalize grading philosophy
9. School Leadership Levers: 8B (Organizing Time and Task); 6A(Coach and Manage Leaders); 6C (Facilitate Daily Huddle); 6D (Facilitate Weekly Tactical)

Highlights

Week Ending	Sample	Strengths	Opportunities	Aspirations	Results							
					Contacts	Contacts	Sentiment Average	Middle School Sentiment	High School Sentiment	Response Rate	New Voices	Follow Ups
11/20	Families	* Parent academy	Better Parent Communication and replying to all of the parent concerns * Reduce staff turnover / ocerworked staff * Development of staff in leadership positions	Increased participation and starting student pulse checks	30%	211	41%	41%	42%	15%	32	3
10/30	Staff	* HS team cohesion/flexibility	* Exec team to show they are taking action in response to staff concerns * Reduce staff turnover	Caring deeply about the well being of our staff	26%	179	30%	30%	30%	33%	31	1
10/23	Families	* Including families * Maddie Baumgard as a coach	* Increased communication from coaches	Keeping a close relationship with families	25%	148	44%	32%	57%	17%	48	2
10/9	Families	* Staff attitude/energy/commitment * Inclusive culture * Safe space	* Improve coaching communication, especially at HS * Increase communication about sports/extracurriculams * Improve student behavior in MS		17%	100	58%	52%	65%	23%	100	9



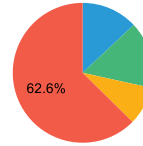
		CSI Math (2+ years behind)			CSI Reading (2+ years behind)		
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		GROW Frequency Dashboard					
		Observations					
		Meetings					
		Feedback					
		Action Steps					

		High School	Middle School
Coaching Last Week	Students	129	276
	% Checked In	48.8%	56.9%
	Missed Check Ins	66	119
	# Staff w/ 100%	4	6
	# Staff w/ 0%	5	16
	Week of	11/28/2022	11/28/2022
Summit Last Week	Cog Skill Average	2.64	2.29
	Course Average (%)	66.9%	72.7%
	# Overdue Projects	0.62	1.11
	# Overdue PFAs	4.91	3.38
IXL Student Averages (Cycle 3)	Math Skills Mastered	7.19	3.86
	English Skills Mastered	0.97	2.07
	# Earned Show Me the IXL Incentive	2	7
	Fundamentals Grade	19.1%	43.5%

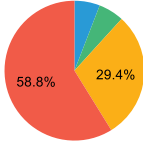
Grade Level Equivalencies

	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	Sum	%
Above Grade Level	1	9	15	18	16	59	17%
On Grade Level	1	17	13	15	19	65	18%
Behind 1-2 years	5	12	6	5	11	39	11%
Behind 2+ years	10	24	36	45	77	192	54%
not tested	3	13	15	15	6	52	
total	20	75	85	98	129	407	

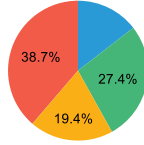
9th Grade



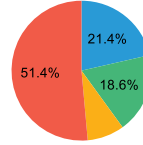
5th Grade



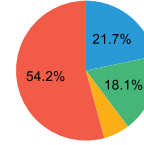
6th Grade



7th Grade



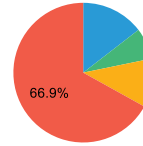
8th Grade



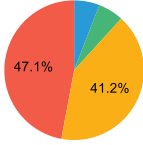
Grade Level Equivalencies

	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	Sum	%
Above Grade Level	1	6	2	17	18	44	13%
On Grade Level	1	20	14	10	9	54	15%
Behind 1-2 years	7	12	15	9	14	57	16%
Behind 2+ years	8	19	35	49	83	194	56%
not tested	3	18	19	13	5	58	
total	20	75	85	98	129	407	

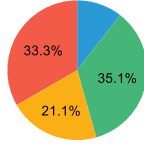
9th Grade



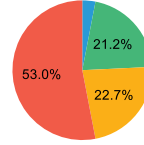
5th Grade



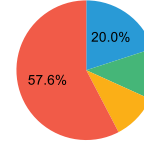
6th Grade



7th Grade

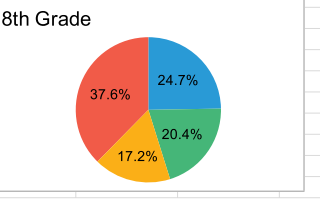
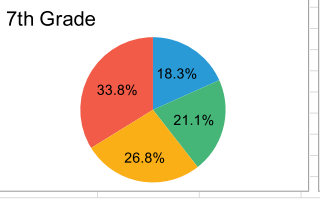
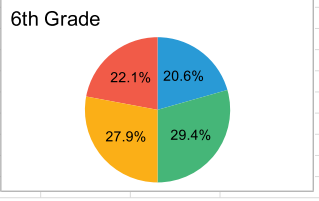
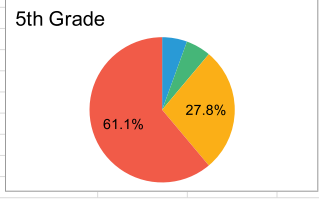
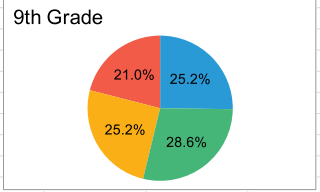


8th Grade



Fall Reading Percentiles

	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	Sum	%
75% and up	1	14	13	23	30	81	22%
50% - 74%	1	20	15	19	34	89	24%
25% - 49%	5	19	19	16	30	89	24%
below 25%	11	15	24	35	25	110	29%
not tested	1	6	11	5	8	31	
not enrolled	1	1	3	0	2	7	
total	20	75	85	98	129	407	





IXL is a software program Kairos uses to supplement our curriculum and core content. Kairos coaches assign **personalized skills** to students based on their most recent NWEA performance and/or their desired learning goals. Regular practice on **IXL builds fluency in math and English**, preparing students for success in Kairos classes and beyond. Kairos recommends scholars spend 30 minutes per day building fluency.

Cycle 3 Progress Reports will include **a grade for Fundamentals**. Students, with guidance from their coach, are expected to complete their IXL skills in cycle 3 during self direction (SD), Choice, or at home. Students are expected to work not on any skills, but the **specific skills their coach assigns** them (because they are aligned to the student’s ability level and the coach knows best what the student needs). Coaches will check in with students throughout the cycle to make sure they are progressing on the correct skills and will verify their performance at the end of the cycle.

When students work on an IXL skill, they have a “Smart Score” that represents their progress toward mastery. They start at 0, with every question they get right, their score increases. When they answer questions incorrectly, their score decreases. They reach “proficiency” when they earn a Smart Score of 80. At a Smart Score of 90 is considered “excellence”, and they enter “Challenge Zone,” which includes the most challenging questions types associated with the skill. Students earn “mastery” when they reach a **Smart Score of 100**. Kairos requires students to earn Mastery to earn credit for the skills. Each grade has a different number of required skills each cycle, see the table below for more information. The **deadline for the Cycle 3 incentive is December 16** at 5:00pm, the last day of the cycle.

Show Me the IXL: Cycle 3 Incentive

- Scholars who have a Smart Score of 100 in the required number of math and English skills will earn an **Amazon Gift Card** to use this holiday season!

Grade	Fundamentals Course Requirements	Cycle 3 Incentive Smart Score of 100
5th	2 math skills and 2 English skills	6 math assigned skills and 6 English assigned skills
6th	3 math skills and 3 English skills	9 math assigned skills and 9 English assigned skills
7th	4 math skills and 4 English skills	12 math assigned skills and 12 assigned English skills
8th	5 math skills and 5 English skills	15 math assigned skills and 15 English assigned skills
9th	6 math skills and 6 English skills	18 math assigned skills and 18 English assigned skills

Coaches can change the Fundamentals requirements for podlings by submitting a [request](#).

an integrated community of self-directed learners, leaders, and citizens



Personalized Learning Public Schools



WINTER FAMILY NIGHT

SANTA CLAUS • BAKE-OFF
BOOK FAIR • OPEN HOUSE

**THURS DEC 8
5-7PM**

2315 MIAMI ST, ST. LOUIS, MO 63118



Kairos Academies: public schools that empower students to direct their own lives and learning.

Learn more at KairosAcademies.org



Kairos Academies

Facilities Ad hoc Meeting

Published on November 22, 2022 at 3:58 PM CST

Date and Time

Monday November 28, 2022 at 5:00 PM CST

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
A. Record Attendance			1 m
B. Call the Meeting to Order			
II. Closed Session			5:01 PM
A. RSMo Section 610.021.(2)			
III. Closing Items			
A. Adjourn Meeting	Vote		



On My Mind

"My job is to make sure your plan works, not that your plan is my plan."

- Dr. Khalil Graham

Role Priorities

The Chief Strategy Officer stewards Kairos' sustainable growth through stakeholder recruitment (students & staff), strategic planning, external communications/brand management, site expansion, and model refinement. The role manages our Directors of Recruitment/Community, Talent, Communications/Marketing, and Coaching/Choice.

October Priority Report

94 Total
Student
Applications

Outcome: [27/94 Applications](#) (this month, up to 61 so far)

Causes (C) & Solutions (S):

- C** Didn't ensure adequate training for Darius on SchoolMint—lead to application launch and sharing delays
- S** Got Darius signed up for SchoolMint 101 to ensure no more launch delays + free support from Schoolmint team
- C** Allowed **over reliance on Fall Festival** as application getter/did not ensure there was clear training for volunteers on their event roles, including gathering applications
- S** Slice Run-of show plan + Darius calendar to ensure every upcoming event includes a dress-rehearsal for all roles, including dry-run of recruitment systems
- S** Ensure Darius has clear marketing followup plan for all new family RSVPs who didn't apply at the event
- C** **Calendar and priorities coaching:** Did not audit calendar alignment to highest leverage projects
- S** Adjusted 1-on-1 Agenda to look at prior week for how time reflected our top three priorities + upcoming week for how time reflects top three priorities
- C** Did not require Benchmark Mapping / straight line between recruitment tactics and certain number of applications
- S** Set new monthly + Weekly benchmark targets + Monthly plan for week by week strategies and the estimated number of applications that will result (strategies per week, number of instances, estimated applications per instance)
- C** Did not account for **recruitment seasonality** in setting benchmarks
- S** Adjust monthly benchmarks using historical data + explore secondary lottery to account for prime recruitment timeline

an integrated community of self-directed learners, leaders, and citizens

0 vacancies
for current
year

Outcome: 7 people hired (all teachers of record filled). 15%
[Vacancies](#) Remain ([org chart version](#)).

Causes (C) & Solutions (S):

Helping Traylor build project plans around the following concepts

- C** **Not actively recruiting for NDL Candidates** (waiting for candidates to come to us)
 - S** Coached Traylor to put NDL tuition assistance program directly on the JD
 - S** Coached Traylor to build weekly marketing time with Stuart for Collateral and SM posts
 - S** Got signing bonus approved for mid year hires
 - S** Create incentive marketing for NDL in collaboration with Stuart
 - S** Promote the NDL training pathway for newly hired paraprofessionals (easier to hire)
- C** **Sending single candidates for final interview** -> rejected by school team
 - S** Send a batch of 3 candidates to a final interview in a week you need one person to fill the roll—school team can compare multiple options at once and make a decision
 - S** Bring school team in on decision to of who to advance to final interview (ask them to review wedge videos for top 3-5 candidates) and agree to in-person interview
- C** Inefficient sorting, communications, and final interview processes
 - S** ensured training for all hiring managers on final interview protocol, tour, questions, and Jazz HR marking so he can focus on gathering more candidates for final interviews
 - S** Traylor moved single source of Talent Truth the Jazz HR, updated all prior actions, and added time to calendar to update every day to ensure it's accurate reflection
 - S** Traylor created automated email communications to candidates for rejections, interview invites, etc. (Intentionally kept final interview as a call because faster to get them scheduled)
- C** Traylor **calendar and priorities somewhat misaligned** with maximizing recruitment work
 - S** Added calendar review section to 1-on-1 where we compare weekly priorities to weekly calendar—deprioritize items if we won't have enough time to hit hiring goals



Onboarding/
offboarding
supporting
100%
implementation

Outcome: processes created on each team and being followed.

Causes (C):

- C Strong alignment between this outcome and Dr. of Talent's priority work
- C Strong accountability towards progress and collaboration with HR during weekly meetings

Next Steps

- Automate onboarding tracking through Asana Ticket

Cultural
Values first
draft shared
with
leadership
team

Outcome: Framework done, central words and definitions flushed out (Excellence, Love, Agency), draft of commitments created. Not shared with network team for feedback.

Causes (C) & Solutions (S):

- C Did not allocate appropriate time on the calendar to finalize this work
- S choose fewer priorities next month and set more realistic timeline for completion here

Next Steps:

- finalize commitment with Dr. Graham and share commitments with team.

Org chart,
roles, and
responsibilities
updated

Outcome:

Completed [automatically updating org chart](#) that pulls from faculty tracker to include vacancies—linked to roles and duties docs on each manager for clarity

Causes (C):

- C prioritized work time to complete

Next Steps:

- add to intranet
- share with entire staff through some sort of quick session so they know have to access and use the tool

LOIs signed
by end of
month

Outcome:

LOIs signed with all parcel-owners. [Image](#).

Causes:

- C Followed steps of project plan
- C Prioritized meetings to move this action forward because of larger timeline

Next Steps:

- Execute PSAs for all sites
- Complete due diligence reports on site
- Select Design-Build Firm
- Schematic designs begin



November Priorities

1. Coach my **team to 80%** full completion of their monthly priority projects (includes hiring, recruitment, comms, etc.)
2. **Building 2 benchmarks:** PSAs executed, schematic designs begun, phase I and II Due Diligence Complete
3. **Cultural Values** feedback received by network and leadership teams
4. Build **Recruitment Lead Tracker**
5. Create Mentoring Development Tool Dashboard to include rubric evaluations and parent feedback on coaching (measuring quality of coaches to give them feedback)
6. Build **Strategy Team PD** Google Classroom w/ book study and assignments for month

Highlights

- Seeing Traylor's growth through the hiring process: middle school and high school now (update over these older priorities) fully staffed for all known needs

Support Needed

- Repost recruitment and talent related social media content to your networks





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BEATING THE ODDS REPORT: STUDENT GROWTH IN MISSOURI'S HIGHEST POVERTY SCHOOLS

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INTRODUCTION

In this second publication in the Policy Research in Missouri Education (PRiME) Center's 2022 Growth Report series, we highlight the schools that are “beating the odds” across the state by moving the needle on student learning while serving high concentrations of low-income students as measured by the percentage of students identified as eligible for the Federal Free/Reduced Lunch (FRL) program. In the first report of our 2022 Growth Report series, Missouri Statewide Student Growth, we focused on overall statewide student growth in English language arts (ELA) and mathematics for schoolwide and Subgroup achievement. We divided the rankings by elementary, eleMiddle, and middle schools and showed the wide range in the types of schools across the state with outstanding student growth. Importantly, this report offered a first glimpse into the learning loss caused by the COVID-19 pandemic.

Student growth was disrupted in schools across the nation during the COVID-19 pandemic; however, high-poverty schools were disproportionately affected (Lewis & Kuhfeld, 2021). Relative to previous years, national data from fall 2021 indicated students in low-poverty schools were 2–4 percentage points behind in reading and 4–11 percentage points behind in math. Meanwhile, in high-poverty schools, students were 4–11 percentage points below in reading and 8–16 percentage points below in math (Lewis & Kuhfeld, 2021), which further widened the achievement gap.

While this achievement gap is a cause for concern, in our 2022 Missouri Statewide Growth Report, we found that the top-growth schools vary by socio-demographic background of the students served. In fact, many high-poverty schools across the state have shown exceptional growth, even in the midst of a national pandemic. This Beating the Odds Report calls attention to these schools.

Many high-poverty schools across the state have shown exceptional growth, even in the midst of a national pandemic. This Beating the Odds Report calls attention to these schools.

The PRiME Center asserts that policymakers, educators, and parents need to know and understand the progress students and schools are making from year to year. Examining student growth scores on the MAP is one way to do that. The PRiME Growth Score indicates which schools are moving students toward or beyond proficiency even if some students at these schools start the year far behind their peers when examining proficiency rates.

The PRiME Center asserts that policymakers, educators, and parents need to know and understand the progress students and schools are making from year to year. Examining student growth scores on the MAP is one way to do that.

In our first publication, we explained that the Missouri Assessment Program (MAP) is the standardized assessment in Missouri that measures the extent to which students have learned what is expected at specific grade levels in elementary and middle school and for end-of-course exams in high school. School-level results are most often publicly reported as the fraction of students that earn scores of proficient or advanced on these assessments. The results are a useful measure of student achievement at a single point in time but fail to adequately communicate how much (or little) students learn over time. For educators and policymakers to understand students' progress toward learning goals, a measure of progress over time—known as a student growth score—is more helpful.

The importance of examining student growth for a more full picture of school effectiveness is even more apparent when looking at the performance of schools that serve high concentrations of low-income students. Single point-in-time achievement scores, often reported as the percentage of students who score in the proficient or advanced categories, can undersell the performance of schools serving high concentrations of students in poverty. For this “beating the odds” report, we focus on the schools across the state that achieve high student growth scores while serving high concentrations of students who are eligible for the free or reduced lunch (FRL) program. We believe it is especially important to recognize these schools as they face many unique barriers to succeed at moving students forward at incredible rates.

Single point-in-time achievement scores can undersell the performance of schools serving high concentrations of students in poverty.

Research indicates that poverty does not determine the effectiveness of a school (Reardon, 2019). We emphasize this finding using Missouri data in Figure 1. There is almost no relationship between the percentage of students participating in the FRL program and a school's growth score (correlation = -0.02). This means that schools serving high concentrations of students in poverty and those serving very low concentrations of students in poverty are essentially equally as likely to demonstrate levels of growth that are higher than predicted.

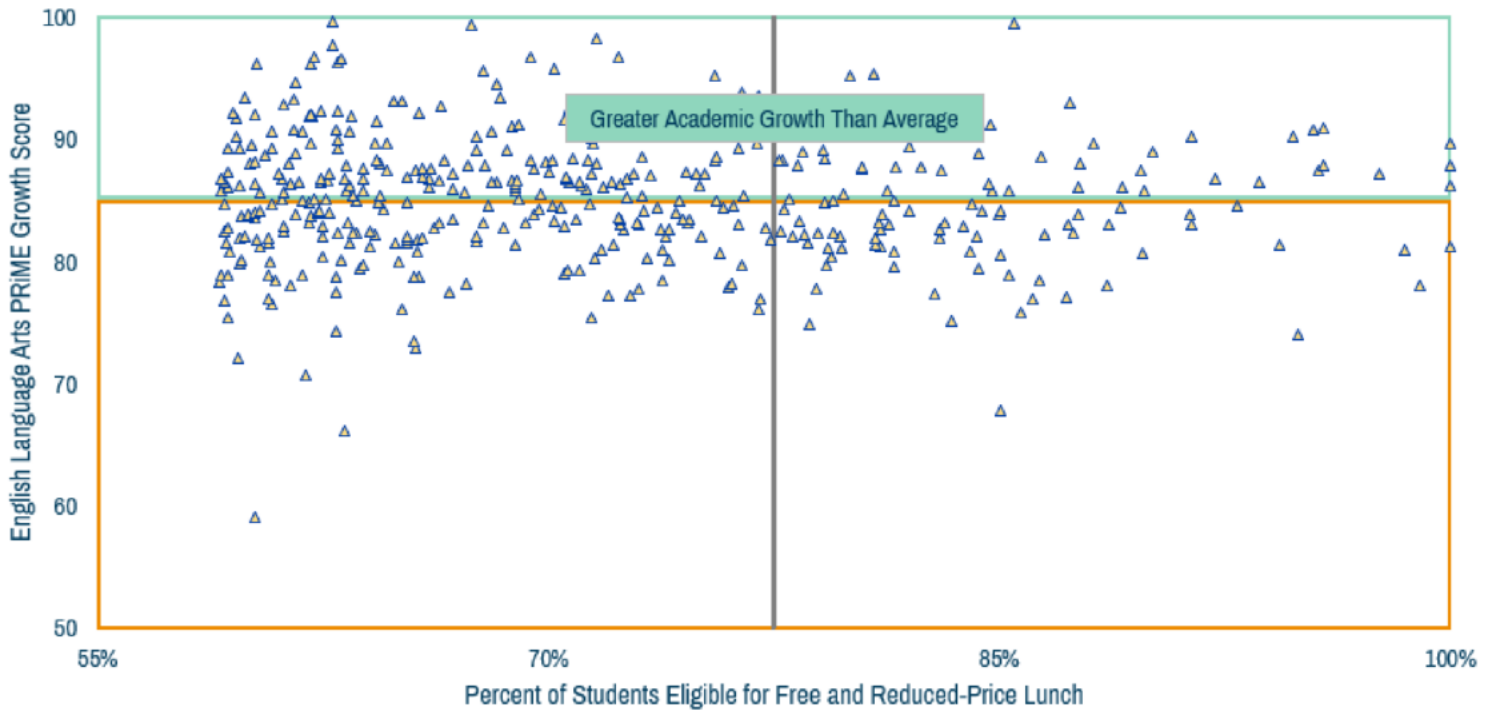
Figure 1 : English Language Arts PRiME Growth Score by School FRL %, Missouri Public Schools



When we examine growth only for those schools with the highest percentages (59% and higher) of students participating in FRL (Figure 2), the relationship is essentially the same (correlation = -0.03). This means that schools serving the highest concentrations of students in poverty—such as schools participating in the Community Eligibility Provision—have the same likelihood to exhibit greater than average expected growth. All these schools are serving high concentrations of students in poverty, but there is wide variation in the amount of academic growth students are experiencing at these schools. While we have shown the relationship between the percentage of students participating in FRL and growth in English Language Arts, the relationship is nearly identical when examining growth in math.

Schools serving the highest concentrations of students in poverty—such as schools participating in the Community Eligibility Provision—have the same likelihood to exhibit greater than average expected growth.

Figure 2 : English Language Arts PRiME Growth Score by School FRL %, Schools Serving High Concentrations of Students in Poverty



In our 2022 Growth Report series, we report the 2021 PRiME Growth Scores for schools across the state. The PRiME Growth Score is a translation of DESE’s 2020-21 Missouri Growth Model score, which reflects average annual student growth between the 2016-2017 school year and the 2017-2018 school year, the 2017-2018 school year and the 2018-2019 school year, and the 2018-2019 school year and the 2020-2021 school year. Notably, standardized test scores were not administered during the 2019-20 school year; thus, this year’s growth scores provide a first look at student growth during the pandemic.

Any schools for which 2021 PRiME Growth Scores are unavailable or yet to be attained—such as schools with untested grades—are excluded from this report. This transformation of scores does not alter the ordering of the Normal Curve Equivalent (NCE) growth scores provided by DESE; rather, it places the same scores on a scale that widens the distribution and is more like a percentage score that one might see on a report card. That is, growth scores in the high 90s are very good and scores in the low 70s are quite low. We believe the PRiME Growth Score makes the existing DESE growth measure more familiar and thus understandable to education stakeholders.

To better understand how the PRiME Center used the Missouri Growth Model measure and translated the state’s scale to help educators and the public better understand its significance, please refer to the 2022 Missouri Statewide Student Growth Report found at www.sluprime.org.

DEFINITIONS

- Community Eligibility Provision (CEP)—a special non-pricing school meal funding option of the National School Lunch Program that enables schools and school districts in low-income areas to provide free breakfast and lunch to all students without collecting household applications (USDA, 2022).
- Elementary schools—schools that serve students no older than the sixth grade.
- EleMiddle schools—schools with grades in both elementary and middle schools ranges. For example, a K–8 school would be included in the rankings of eleMiddle schools with top student Growth Scores.
- Free and Reduced-Price Lunch (FRL)—a proxy measure for students' socioeconomic need. In Missouri, schools participating in the Community Eligibility Provision (CEP) are listed as 100% FRL eligible. We report FRL as the percentage of students identified as FRL eligible at each school within districts using the CEP.
- MAP—the Missouri Assessment Program is used to measure how well students acquire the skills and knowledge described in Missouri's Learning Standards (MLS) (DESE, 2021). MAP tests are administered in Grades 3–8 and as End-of-Course (EOC) assessments in high school.
- Middle schools—schools that range from sixth grade through twelfth grade. These schools have three years of tests included in the Growth Scores in sixth, seventh, and eighth grades.
- Missouri Learning Standards—DESE defines these as “the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers” (DESE, 2016).
- Normal Curve Equivalent (NCE)—NCE scores, or Normal Curve Equivalent scores, are a method of reporting test scores created for the U.S. Department of Education. They range from 1 to 99 with a mean of 50, similar to percentiles.
- Proficiency levels—on the MAP tests, proficiency levels include advanced, proficient, basic, and below basic. Scoring proficient or advanced indicates that a student has mastered learning standards for their grade level at that point in time.
- Rebounding—NWEA defines this as "patterns of achievement gains that mirror or exceed pre-pandemic trends" (Kuhfeld & Lewis, 2022).
- Student growth—the change in achievement (as measured by the Missouri Assessment Program ELA and math assessments) for an individual student between two or more points in time (DESE, 2013).
- Subgroup achievement—Subgroup includes students receiving free and reduced-price lunch, Black and Hispanic students, English language learners (ELL), and students with disabilities (DESE, 2015). FRL percentages of individual schools were used for districts within the Community Eligibility Provision (CEP).





OVERALL RESULTS

This publication (the second in a series of three reports) highlights the schools achieving top student growth while serving high concentrations of low-income students. We define these “high poverty” schools as schools where the student body eligible for FRL is in the fourth quartile. Essentially, these schools serve the highest proportion of students eligible for the FRL program.

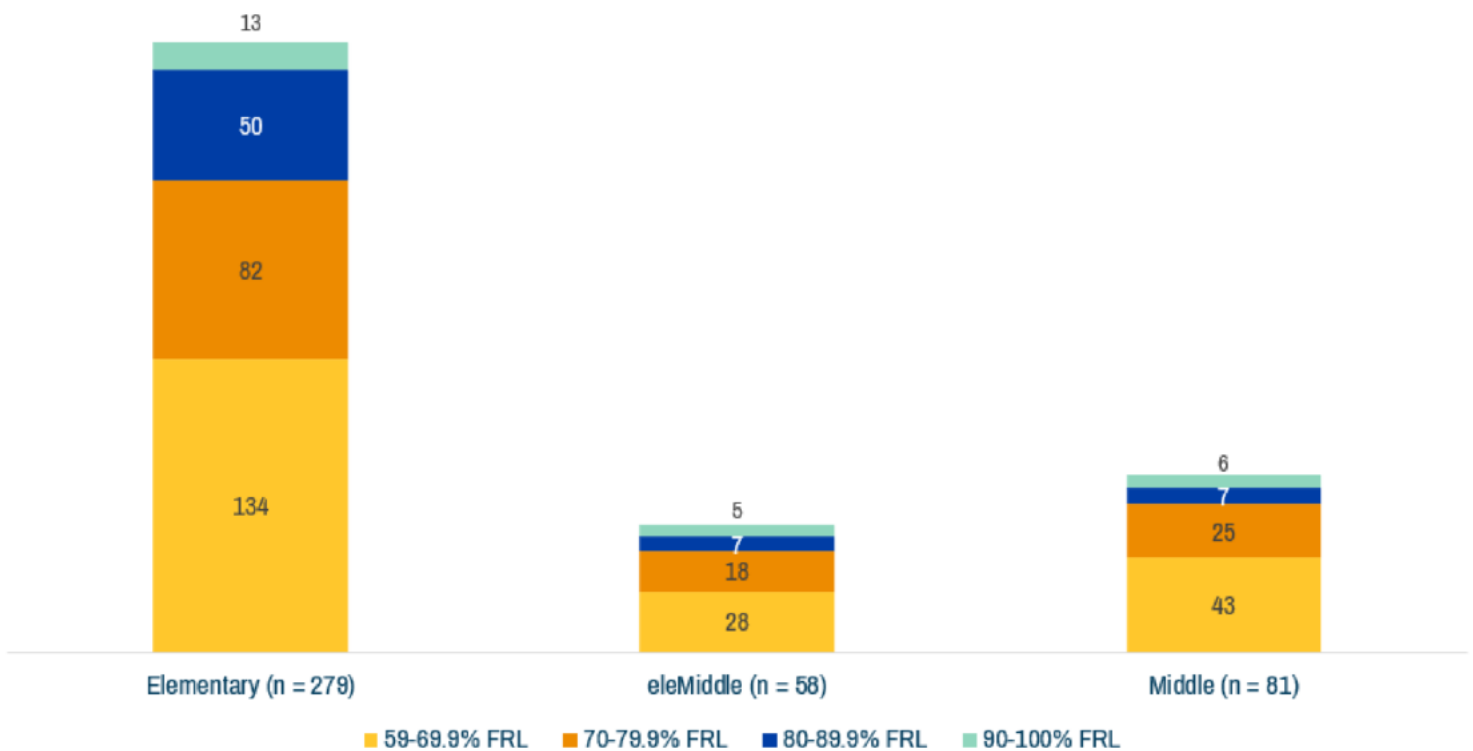
We define these “high poverty” schools as schools where the student body eligible for FRL is in the fourth quartile. Essentially, these schools serve the highest proportion of students eligible for the FRL program.

We divide our results into three sections according to school type: elementary, eleMiddle, and middle. We intend to group schools based on similarity in grade levels tested to avoid comparing dissimilar schools. For the purposes of this report, we rely on DESE’s categorization of schools for the basis of our groups. Therefore, elementary schools are defined as schools that serve students no older than the sixth grade. Middle schools are defined as schools that range from sixth grade through twelfth grade. These schools have three years of tests included in the PRiME Growth Scores in sixth, seventh, and eighth grades. We want to note that there are a few schools that overlap, in which case we rely on the DESE categorization of schools and the school’s name to place it into a school type. Schools that serve grades spanning across the elementary and middle school categories are designated as eleMiddle schools. For example, this category includes PreK-8, K-8, PreK-7, K-7, 4-12, and 3-8 schools.

For each school type, the threshold for being considered a school serving high concentrations of students in poverty is calculated based on the distribution of the percentage of FRL-eligible students in each school. The percentage of students eligible for FRL ranges from 2% to 100% in elementary schools; 5% to 100% in eleMiddle schools; and 15% to 100% in middle schools. We consider schools to be “high poverty” schools if they fall within the top quartile of this range, making the threshold 59.1% for elementary schools, 59.1% for eleMiddle schools, and 59.2% for middle schools.

We present the number of schools included in the fourth quartile based on the above mentioned thresholds and school FRL percentage in Figure 3. Importantly, schools or districts participating in the Community Eligibility Provision (CEP) in Missouri report a blanket FRL eligibility of 100%. However, a school or school district is CEP eligible if at least 40% of their enrolled students qualify for FRL, making the reported FRL percentage flawed. In this year's report, we provide a more accurate measure of students' socioeconomic need by reporting the percentage of FRL eligible students at individual schools participating in the CEP by using data from DESE's Food and Nutrition Services. Notably, this may result in varying FRL percentages from our 2021 Growth Reports. For more details of the CEP in Missouri, see PRiME's evidence primer on "The Community Eligibility Provision and Student Outcomes" (Shelton, 2020) available at www.sluprime.org.

Figure 3 : Number of Schools in Fourth Quartile, by School FRL%



In each section, we present the PRiME Growth Scores for schools for each of the two main MAP tests (ELA and mathematics) for all tested students. This results in six total categories of top schools featured in this report. Because there is variability in the total number of schools in each school type category statewide (1,011 elementary schools, 164 eleMiddle schools, and 501 middle schools), the number of schools observed in this report varies as well. For this report, our sample of elementary schools covers 279 schools, 58 eleMiddle schools, and 81 middle schools that each fall into the top-quartile of the percentage of students participating in the FRL program. Over the coming pages, we highlight the top 30 elementary schools, top 10 eleMiddle schools, and top 15 middle schools in each category. Notably, we highlight a differing number of schools in each school type category because the number of schools in the fourth quartile for each school type varies.

These rankings show the schools across the state that are going above and beyond to foster student learning as demonstrated by each school's PRiME Growth Score. These tables indicate the percentage of students eligible for FRL. In this column, higher percentages are generally associated with higher poverty schools. To offer more context of the school, we also include the school enrollment, the percent of students who score proficient and advanced on MAP tests (MAP Prof. & Adv.), and the district and region in which the school is located.

Statewide, 1,679 schools (across 549 districts and nine regions) have 2021 PRiME Growth Scores. Schoolwide ELA Growth Scores range from 59.1 to 103.1 while schoolwide math PRiME Growth Scores range from 62.7 to 104.9. While a very small number of schools earned scores above 100, we do cap our PRiME Growth Scores at 100 in the following tables in keeping with our objective to present these scores on a scale that is familiar to most readers.

The schools on the top ranked lists have varying starting points (in terms of proficiency levels) on state assessments. However, many schools on the top ranked lists have proficiency rates lower than 50%. Thus, this PRiME Growth Score can reveal excellent academic growth in schools that may have been otherwise overlooked.



SECTION A: ELEMENTARY SCHOOLS BEATING THE ODDS

In this section, we describe trends and present two tables highlighting the Missouri elementary schools that are “beating the odds,” achieving the highest PRiME Growth Scores while serving high concentrations of low-income students. We present the PRiME Growth Scores for ELA in Table 1 and math in Table 2.

Our rankings highlight 47 different elementary schools with the highest PRiME Growth Scores. Thirteen schools received top Growth Scores in both ELA and math and appear on both lists in this section. The schools that appear on both lists include: Benton Elementary (Neosho School District), Central Elementary (Neosho School District), Gladstone Elementary (Kansas City 33), Humansville Elementary (Humansville R-IV), Jefferson Elementary (Boonville R-I), Longfellow Elementary (Kansas City 33), Matthews Elementary (New Madrid Co. R-I), Monett Intermediate (Monett R-I), Parkview Elementary (Sedalia 200), Richland Elementary (Richland R-I), Senath-Hornersville Elementary (Senath-Hornersville C-8), South Harrison Elementary (South Harrison Co. R-II) and York Elementary (Springfield R-XII).

In this section, we describe trends and present two tables highlighting the Missouri elementary schools that are "beating the odds," achieving the highest PRiME Growth Scores while serving high concentrations of low-income students.

For this report, we focus on the 279 elementary schools with a FRL percentage in the fourth quartile (higher than 59.1%). Across these elementary schools serving high concentrations of students in poverty, schoolwide ELA Growth Scores range from 67.8 to 103.1 and schoolwide math Growth Scores range from 71.3 to 99.8. Statewide, there are 1,011 elementary schools with PRiME Growth Scores located in 453 districts and nine regions across Missouri. Schoolwide ELA Growth Scores range from 67.5 to 102.6 and math Growth Scores range from 69.2 to 102.4. For simplicity and clarity in the tables that follow, we cap the growth scores at 100 and round scores to one decimal place; however, we rank schools based on their full score. As there is such a large number of elementary schools in the state, we’re only capturing a tiny slice of schools that are performing well in terms of growth in the top 30 lists. To check out other schools who are top performing, refer to our downloadable data file available with the 2022 Statewide Student Growth Report at www.sluprime.org/education-reports.

Several schools appearing on the following two lists are also among the top achieving schools in the state, regardless of student demographics. However, many elementary schools serving high concentrations of students in poverty highlighted in this section (29) were not among the Top 20 statewide. By narrowing in on high-poverty schools, we highlight schools with excellent student growth who may have been otherwise overlooked. These schools include: Advance Academy (Advance R-IV), Anderson Elementary (McDonald Co. R-I), Benton Elementary (Neosho School District), Bernie Elementary (Bernie R-XIII), Blue Eye Elementary (Blue Eye R-V), Bryan Hill Elementary (St. Louis Public Schools), Central Elementary (Neosho School District), David Barton Elementary (Boonville R-I), Gladstone Elementary (Kansas City 33), Grundy Co. Elementary (Grundy Co. R-V), Jefferson Elementary (Joplin Schools), Jeffries Elementary (Springfield R-XII), Longfellow Elementary (Kansas City 33), Millennium at Sante Fe (Hickman Mills C-1), Morgan Co. Elementary (Morgan Co. R-II), Osceola Elementary (Osceola), Parkview Elementary (Sedalia 200), Rich Hill Elementary (Rich Hill R-IV), Sante Fe Trail Elementary (Independence 30), Sheldon Elementary (Sheldon R-VIII), Southeast Elementary (Sikeston R-6), The Arch Community School (The Arch Community School), Thomas Hart Benton Elementary (Independence 30), Van Buren Elementary (Van Buren R-I), Westran Elementary (Westran R-I), Westridge Elementary (Raytown C-2), Wheaton Elementary (Wheaton R-III), Wildwood Elementary (Sarcoxie R-II), and William Southern Elementary (Independence 30).

Notably, the top-growth elementary schools in each category vary widely in their proficiency rates. While several schools have both high PRiME Growth Scores and high proficiency rates, many top-growth schools have low proficiency rates.

Notably, the top-growth elementary schools in each category vary widely in their proficiency rates. While several schools have both high PRiME Growth Scores and high proficiency rates, many top-growth schools have low proficiency rates. For example, as shown in Table 1, Richland Elementary in the Richland R-I School District achieved the No. 3 ELA PRiME Growth Score for elementary schools with high percentages of FRL-participating students (66.5) with most (87.7%) of their students performing at proficient or advanced levels. Meanwhile, only 15.9% of the students at Longfellow Elementary in the Kansas City 33 School District are proficient or advanced. Yet, this school achieved the No. 24 ELA Growth Score for elementary schools with a PRiME Growth Score of 92.7. Longfellow Elementary represents a very important reason for highlighting growth. This is a school where the data reveal a great deal of student growth; thus, good things are happening that would not be apparent from a simple review of proficiency rates.

Only 15.9% of the students at Longfellow Elementary in the Kansas City 33 School District are proficient or advanced. Yet, this school achieved the No. 24 ELA Growth Score for elementary schools with a PRiME Growth Score of 92.7.

Table 1: Beating the Odds - Top English Language Arts Growth, Elementary Schools

Rank	School	PRiME Growth	MAP Prof. & Adv.	School Enrollment	F/R Lunch	District	Region
1	KIPP Victory Academy*	100.0	10.5%	590	78.1%	KIPP St. Louis Public Schools	St. Louis
2	Matthews Elem.*	100.0	83.3%	140	59.2%	New Madrid Co. R-I	Bootheel
3	Richland Elem.	99.9	87.7%	147	66.5%	Richland R-I	Bootheel
4	Monett Intermediate	99.3	48.2%	336	62.8%	Monett R-I	Southwestern
5	York Elem.	99.1	45.1%	195	85.5%	Springfield R-XII	Southwestern
6	Senath-Hornersville Elem.	97.8	50.5%	270	71.6%	Senath-Hornersville C-8	Bootheel
7	Neelyville Elem.	97.2	58.8%	196	62.8%	Neelyville R-IV	Bootheel
8	Benton Elem.	96.4	40.7%	464	72.3%	Neosho School District	Southwestern
9	Delaware Elem.	96.3	38.4%	211	62.2%	Springfield R-XII	Southwestern
10	South Harrison Elem.	96.2	50.0%	309	63.1%	South Harrison Co. R-II	Northwestern
11	Parkview Elem.	95.8	55.7%	475	60.3%	Sedalia 200	Western Plains
12	Humansville Elem.	95.7	30.1%	149	62.1%	Humansville R-IV	Southwestern
13	Wing Elem.	95.3	34.3%	354	70.2%	Sikeston R-6	Bootheel
14	Anderson Elem.	95.2	55.2%	436	67.8%	Mcdonald Co. R-I	Southwestern
15	Thomas Hart Benton Elem.	95.0	29.4%	408	80.8%	Independence 30	Kansas City
16	Central Elem.	94.9	31.1%	194	75.5%	Neosho School District	Southwestern
17	Gladstone Elem.	94.1	25.9%	343	68.3%	Kansas City 33	Kansas City
18	Wildwood Elem.	93.4	36.0%	275	76.4%	Sarcoxie R-II	Southwestern
19	Jefferson Elem.	93.1	42.1%	188	77.0%	Joplin Schools	Southwestern
20	David Barton Elem.	93.0	35.1%	311	68.4%	Boonville R-I	Central
21	William Southern Elem.	92.8	36.4%	401	61.5%	Independence 30	Kansas City
22	Southeast Elem.	92.7	33.6%	285	64.9%	Sikeston R-6	Bootheel
23	Bernie Elem.	92.7	65.1%	286	65.1%	Bernie R-XIII	Bootheel
24	Longfellow Elem.	92.7	15.9%	182	87.3%	Kansas City 33	Kansas City
25	Grundy Co. Elem.	92.5	29.6%	60	71.4%	Grundy Co. R-V	Northwestern
26	Jeffries Elem.	92.3	40.1%	425	66.4%	Springfield R-XII	Southwestern
27	Advance Elem.	92.0	63.1%	236	63.0%	Advance R-IV	Bootheel
28	Westran Elem.	92.0	45.2%	253	62.4%	Westran R-I	Northeastern
29	Morgan Co. Elem.	91.7	44.4%	501	62.1%	Morgan Co. R-II	Central
30	Westridge Elem.	91.6	19.5%	326	75.3%	Raytown C-2	Kansas City

* For simplicity and clarity, PRiME caps growth scores at 100. In reality, some schools may have growth scores above 100. We also round scores to one decimal place; however, we rank schools based on their full score. You can explore more in the downloadable data file available at www.sluprime.org/education-reports.

Note. MAP Prof. & Adv. indicates the percentage of students scoring proficient and advanced on the 2021 Missouri Assessment Program tests. The F/R Lunch column indicates the percentage of students eligible for free or reduced-price lunch at that school. Due to small sample sizes, some schools do not have their percent proficient and advanced reported; a (-) is indicated in these instances.

Highlights for Table 1:

- KIPP Victory Academy in St. Louis is the top elementary school beating the odds in ELA, with a PRiME Growth Score of 100. This school was also among the top-growth schools in the state (No. 1 in ELA schoolwide and Subgroup achievement).
- Two schools, KIPP Victory Academy and Matthews Elementary earned PRiME Growth Scores over 100.
- Proficiency rates vary from 10.5% to 87.7%.

Table 2: Beating the Odds - Top Mathematics Growth, Elementary Schools

Rank	School	PRiME Growth	MAP Prof. & Adv.	School Enrollment	F/R Lunch	District	Region
1	Matthews Elem.*	100.0	79.6%	140	59.2%	New Madrid Co. R-I	Bootheel
2	Froebel Elem.	99.0	5.9%	148	82.4%	St. Louis Public Schools	St. Louis
3	Humansville Elem.	98.5	20.4%	149	62.1%	Humansville R-IV	Southwestern
4	Niangua Elem.	97.8	11.1%	161	66.2%	Niangua R-V	Southwestern
5	Gladstone Elem.	96.6	16.2%	343	68.3%	Kansas City 33	Kansas City
6	Craig Elem.	96.4	-	34	94.3%	Craig R-III	Northwestern
7	Risco Elem.	96.0	32.1%	101	70.5%	Risco R-II	Bootheel
8	York Elem.	95.5	34.1%	195	85.5%	Springfield R-XII	Southwestern
9	Hope Leadership Academy	95.4	-	116	84.7%	Hope Leadership Academy	Kansas City
10	Parkview Elem.	94.8	50.3%	475	60.3%	Sedalia 200	Western Plains
11	Monett Intermediate	94.6	34.4%	336	62.8%	Monett R-I	Southwestern
12	Richland Elem.	94.4	79.5%	147	66.5%	Richland R-I	Bootheel
13	Bryan Hill Elem.	94.1	-	130	78.3%	St. Louis Public Schools	St. Louis
14	Oak Hill Elem.	93.9	12.7%	191	62.2%	St. Louis Public Schools	St. Louis
15	Jefferson Elem.	93.8	33.3%	188	77.0%	Joplin Schools	Southwestern
16	Osceola Elem.	93.8	54.7%	236	60.2%	Osceola	Western Plains
17	Washington Elem.	93.7	44.4%	233	70.8%	Sedalia 200	Western Plains
18	Longfellow Elem.	93.5	9.5%	182	87.3%	Kansas City 33	Kansas City
19	Van Buren Elem.	93.5	50.0%	243	67.9%	Van Buren R-I	Bootheel
20	The Arch Community School	93.3	-	88	89.1%	The Arch Community School	St. Louis
21	Santa Fe Trail Elem.	93.1	38.9%	286	75.9%	Independence 30	Kansas City
22	Blue Eye Elem.	93.0	36.8%	158	59.6%	Blue Eye R-V	Southwestern
23	Rich Hill Elem.	92.8	47.9%	142	61.8%	Rich Hill R-IV	Western Plains
24	Millennium at Sante Fe	92.7	15.7%	300	72.8%	Hickman Mills C-1	Kansas City
25	Sheldon Elem.	92.0	47.7%	88	70.6%	Sheldon R-VIII	Southwestern
26	South Harrison Elem.	92.0	40.2%	309	63.1%	South Harrison Co. R-II	Northwestern
27	Wheaton Elem.	91.8	31.7%	239	61.0%	Wheaton R-III	Southwestern
28	Senath-Hornersville Elem.	91.6	53.6%	270	71.6%	Senath-Hornersville C-8	Bootheel
29	Central Elem.	91.5	28.4%	194	75.5%	Neosho School District	Southwestern
30	Benton Elem.	91.4	34.6%	464	72.3%	Neosho School District	Southwestern

* For simplicity and clarity, PRiME caps growth scores at 100. In reality, some schools may have growth scores above 100. We also round scores to one decimal place; however, we rank schools based on their full score. You can explore more in the downloadable data file available at www.sluprime.org/education-reports.

Note. MAP Prof. & Adv. indicates the percentage of students scoring proficient and advanced on the 2021 Missouri Assessment Program tests. The F/R Lunch column indicates the percentage of students eligible for free or reduced-price lunch at that school. Due to small sample sizes, some schools do not have their percent proficient and advanced reported; a (-) is indicated in these instances.

Highlights for Table 2:

- Matthews Elementary in the bootheel is the top elementary school beating the odds, with a PRiME Growth Score of 100. This school was also among the top-growth schools in the state (No. 2 in math schoolwide achievement No. 3 in math Subgroup achievement).
- Froebel Elementary in St. Louis is a great example of a school beating the odds, with a proficiency rate of 5.9% while earning the No. 2 spot with a PRiME Growth Score of 99.0.
- Proficiency rates range from 5.9% to 79.6%.



SECTION B: ELEMIDDLE SCHOOLS BEATING THE ODDS

In this section, we describe trends and present two tables highlighting the Missouri eleMiddle schools that are “beating the odds,” achieving the highest PRiME Growth Scores while serving high concentrations of low-income students. We present the PRiME Growth Scores for ELA in Table 3 and math in Table 4.

Our rankings highlight 13 different eleMiddle schools with the highest PRiME Growth Scores. Seven schools received top Growth Scores in both ELA and math and appear on both lists in this section. The schools that appear on both lists include: Gasconade Elementary (Gasconade C-4), Green Forest Elementary (Green Forest R-II), Manes Elementary (Manes R-V), North Wood Elementary (North Wood R-IV), Oak Hill Elementary (Oak Hill R-I), Scuola Vita Nuova Charter (Scuola Vita Nuova), and Thornfield Elementary (Thornfield R-I).

In this section, we describe trends and present two tables highlighting the Missouri eleMiddle schools that are "beating the odds," achieving the highest PRiME Growth Scores while serving high concentrations of low-income students.

There are 164 eleMiddle schools with PRiME Growth Scores located in 146 districts and nine regions across Missouri. Schoolwide ELA Growth Scores range from 70.9 to 101.5 and math Growth Scores range from 71.6 to 99.4. For this report, we focus on the 58 eleMiddle schools with a FRL percentage in the fourth quartile (higher than 59.1%). Across these eleMiddle schools with high percentages of FRL-eligible students, schoolwide ELA Growth Scores range from 72.9 to 96.3 and schoolwide math Growth Scores range from 75.2 to 101.1.

Several schools appearing on the following two lists are also among the top achieving schools in the state, regardless of student demographics. However, some eleMiddle schools serving high concentrations of students in poverty highlighted in this section were not among the Top 20 statewide. By narrowing in on high-poverty schools, we highlight schools with excellent student growth who may have been otherwise overlooked. These schools include: Richards Elementary (Richards R-V), Skyline Elementary (Skyline R-II), and Thornfield Elementary (Thornfield R-I).

The top ranked eleMiddle schools in this report have proficiency rates ranging from 28% to 72.7%. While several schools have proficiency rates in the middle of this range, many top-growth schools have low proficiency rates.

Notably, the top-growth eleMiddle schools in each category vary widely in their proficiency rates. The top ranked eleMiddle schools in this report have proficiency rates ranging from 28% to 72.7%. While several schools have proficiency rates in the middle of this range, many top-growth schools have low proficiency rates. For example, as shown in Table 3, Thornfield Elementary in Thornfield R-1 achieved the No. 10 ELA PRiME Growth Score (89.3) with only 28% of students performing at proficient or advanced levels. In table 4, we see another example in Scuola Vita Nuova Charter who achieved the No. 8 math PRiME Growth Score (91.9) with less than one-third of students (30.4%) performing at proficient or advanced levels. These are schools where the data reveal a great deal of student growth; thus, good things are happening that would not be apparent from a simple review of proficiency rates.

In Table 4, we see another example in Scuola Vita Nuova Charter who achieved the No. 8 math PRiME Growth Score (91.9) with less than one-third of students (30.4%) performing at proficient or advanced levels. This is a school where the data reveal a great deal of student growth.

Table 3: Beating the Odds - Top English Language Arts Growth, EleMiddle Schools

Rank	School	PRiME Growth	MAP Prof. & Adv.	School Enrollment	F/R Lunch	District	Region
1	Gasconade Elem.	95.7	29.3%	76	63.0%	Gasconade C-4	Southwestern
2	Woodland Middle	94.0	47.8%	271	61.6%	Woodland R-IV	Bootheel
3	Green Forest Elem.	92.2	57.7%	188	77.1%	Green Forest R-II	Ozarks
4	St Louis Lang. Immersion Sch	92.0	39.9%	460	61.2%	St. Louis Lang. Immersion Sch	St. Louis
5	Oak Hill Elem.	91.8	31.4%	121	70.7%	Oak Hill R-I	Ozarks
6	Scuola Vita Nuova Charter	91.4	37.4%	339	79.9%	Scuola Vita Nuova	Kansas City
7	North Wood Elem.	91.4	47.1%	201	59.5%	North Wood R-IV	Ozarks
8	Manes Elem.	91.1	31.3%	50	77.6%	Manes R-V	Southwestern
9	Richards Elem.	89.9	39.5%	337	61.5%	Richards R-V	Ozarks
10	Thornfield Elem.	89.3	28.0%	32	67.6%	Thornfield R-I	Southwestern

* For simplicity and clarity, PRiME caps growth scores at 100. In reality, some schools may have growth scores above 100. We also round scores to one decimal place; however, we rank schools based on their full score. You can explore more in the downloadable data file available at www.sluprime.org/education-reports.

Note. MAP Prof. & Adv. indicates the percentage of students scoring proficient and advanced on the 2021 Missouri Assessment Program tests. The F/R Lunch column indicates the percentage of students eligible for free or reduced-price lunch at that school. Due to small sample sizes, some schools do not have their percent proficient and advanced reported; a (-) is indicated in these instances.

Highlights for Table 3:

- Gasconade Elementary in southwestern Missouri is the top eleMiddle school beating the odds, with a PRiME Growth Score of 95.7. This school was also among the top-growth schools in the state (No. 3 in ELA schoolwide and Subgroup achievement).
- Four schools on this list (Gasconade Elementary, Oak Hill Elementary, Manes Elementary, and Thornfield Elementary) have less than one-third of students performing at proficient or advanced levels.
- Proficiency rates range from 28% to 57.7%.

Table 4: Beating the Odds - Top Mathematics Growth, EleMiddle Schools

Rank	School	PRiME Growth	MAP Prof. & Adv.	School Enrollment	F/R Lunch	District	Region
1	Manes Elem.	99.4	53.1%	50	77.6%	Manes R-V	Southwestern
2	North Wood Elem.	98.9	45.5%	201	59.5%	North Wood R-IV	Ozarks
3	Oak Hill Elem.	93.8	34.3%	121	70.7%	Oak Hill R-I	Ozarks
4	Green Forest Elem.	93.5	72.7%	188	77.1%	Green Forest R-II	Ozarks
5	Thornfield Elem.	93.4	68.0%	32	67.6%	Thornfield R-I	Southwestern
6	Skyline Elem.	93.2	48.9%	74	72.6%	Skyline R-II	Southwestern
7	Raymondville Elem.	92.8	47.6%	125	83.2%	Raymondville R-VII	Ozarks
8	Scuola Vita Nuova Charter	91.9	30.4%	339	79.9%	Scuola Vita Nuova	Kansas City
9	Gasconade Elem.	90.6	34.1%	76	63.0%	Gasconade C-4	Southwestern
10	Kairos Academies	90.5	33.0%	233	62.2%	Kairos Academies	St. Louis

* For simplicity and clarity, PRiME caps growth scores at 100. In reality, some schools may have growth scores above 100. We also round scores to one decimal place; however, we rank schools based on their full score. You can explore more in the downloadable data file available at www.sluprime.org/education-reports.

Note. MAP Prof. & Adv. indicates the percentage of students scoring proficient and advanced on the 2021 Missouri Assessment Program tests. The F/R Lunch column indicates the percentage of students eligible for free or reduced-price lunch at that school. Due to small sample sizes, some schools do not have their percent proficient and advanced reported; a (-) is indicated in these instances.

Highlights for Table 4:

- Manes Elementary in southwestern Missouri is the top eleMiddle school beating the odds in, with a PRiME Growth Score of 99.4. This school was also among the top-growth schools in the state (No. 1 in math schoolwide and Subgroup achievement).
- More than half (6) of the schools on this list (Manes Elementary, Oak Hill Elementary, Green Forest Elementary, Skyline Elementary, Raymondville Elementary, and Scuola Vita Nuova Charter) serve a student population where at least 70% of students are FRL-eligible.
- Proficiency rates range from 30.4% to 72.7%.



SECTION C: MIDDLE SCHOOL PRiME GROWTH SCORES

In this section, we describe trends and present two tables highlighting the Missouri middle schools that are “beating the odds,” achieving the highest PRiME Growth Scores while serving high concentrations of low-income students. We present the PRiME Growth Scores for ELA in Table 5 and math in Table 6.

Our rankings highlight 21 different middle schools with the highest PRiME Growth Scores. Nine schools received top Growth Scores in both ELA and math and appear on both lists in this section. The schools that appear on both lists include: Delta C-7 High (Delta C-7), East Middle (Joplin Schools), Greenfield High (Greenfield R-IV), Guadalupe Centers Middle (Guadalupe Centers Schools), Hawthorne Middle (Hawthorn Leadership School for Girls), Humansville Middle (Humansville R-IV), Hurley High (Hurley R-I), Long International Middle School (St. Louis Public Schools), Neosho Junior High (Neosho School District).

In this section, we describe trends and present two tables highlighting the Missouri Middle schools that are "beating the odds," achieving the highest PRiME Growth Scores while serving high concentrations of low-income students.

There are 501 middle schools with PRiME Growth Scores located in 403 districts and nine regions across Missouri. Schoolwide ELA Growth Scores range from 59.4 to 100.8 and math Growth Scores range from 64.3 to 105.0. For this report, we focus on the 81 middle schools with a FRL percentage in the fourth quartile (higher than 59.2%). Across these middle schools serving high percentages of FRL-participating students, schoolwide ELA Growth Scores range from 59.1 to 99.4 and schoolwide math Growth Scores range from 62.7 to 100.9.

Several schools appearing on the following two lists are also among the top achieving schools in the state, regardless of student demographics. However, many middle schools serving high concentrations of students in poverty highlighted in this section (9) were not among the Top 20 statewide. By narrowing in on high-poverty schools, we highlight schools with excellent student growth who may have been otherwise overlooked. These schools include: Carr Lane VPA Middle (St. Louis Public Schools), Charleston Middle (Charleston R-I), Climax Springs High (Climax Springs R-IV), Craig High (Craig R-III), Guadalupe Centers Middle (Guadalupe Centers Schools), Humansville Middle (Humansville R-IV), North Middle (Joplin Schools), Reed Middle (Springfield R-XII), and Seymour Middle (Seymour R-II).

The top ranked middle schools shown here have proficiency rates ranging from 2.6% to 65.9%.

Notably, the top-growth middle schools in each category vary widely in their proficiency rates. The top ranked middle schools shown here have proficiency rates ranging from 2.6% to 65.9%. While several schools have proficiency rates in the middle of this range, many top-growth schools have low proficiency rates. For example, as shown in Table 6, Guadalupe Centers Middle in Guadalupe Centers Schools, which serves a student body that is nearly all (95.6%) FRL-eligible, achieved the No. 15 PRiME Growth Score for middle school math (88.6) with only 6.3% of students performing at proficient or advanced levels. This is a school where the data reveal a great deal of student growth; thus, good things are happening that would not be apparent from a simple review of proficiency rates.

Guadalupe Centers Middle in Guadalupe Centers Schools, which serves a student body that nearly all (95.6%) FRL-eligible, achieved the No. 15 PRiME Growth Score for middle school math (88.6) with only 6.3% of students performing at proficient or advanced levels.

Table 5: Beating the Odds - Top English Language Arts Growth, Middle Schools

Rank	School	PRiME Growth	MAP Prof. & Adv.	School Enrollment	F/R Lunch	District	Region
1	Hurley High*	100.0	37.2%	93	67.4%	Hurley R-I	Southwestern
2	Greenfield High	98.1	55.1%	195	69.4%	Greenfield R-IV	Southwestern
3	Allen Village Junior	96.5	38.0%	131	80.0%	Allen Village	Kansas City
4	Neosho Jr. High	94.7	48.6%	744	59.9%	Neosho School District	Southwestern
5	East Middle	93.5	43.8%	623	65.7%	Joplin Schools	Southwestern
6	Long International Middle School	93.1	15.1%	231	63.5%	St. Louis Public Schools	St. Louis
7	Reed Middle	91.3	46.0%	646	71.4%	Springfield R-XII	Southwestern
8	Humansville Middle	90.9	39.7%	84	100.0%	Humansville R-IV	Southwestern
9	St. James Middle	90.5	48.1%	410	60.8%	St. James R-I	Ozarks
10	Delta C-7 High	89.7	32.6%	84	73.1%	Delta C-7	Bootheel
11	Lift For Life Academy	89.5	17.6%	235	79.2%	Lift For Life Academy	St. Louis
12	Hawthorn Middle	89.4	19.6%	53	64.3%	Hawthorn Leadership Schl Girls	St. Louis
13	Carr Lane VPA Middle	89.4	10.4%	475	77.7%	St. Louis Public Schools	St. Louis
14	Jarrett Middle	88.7	40.5%	494	69.5%	Springfield R-XII	Southwestern
15	Guadalupe Centers Middle	88.6	16.6%	327	95.6%	Guadalupe Centers Schools	Kansas City

* For simplicity and clarity, PRiME caps growth scores at 100. In reality, some schools may have growth scores above 100. We also round scores to one decimal place; however, we rank schools based on their full score. You can explore more in the downloadable data file available at www.sluprime.org/education-reports.

Note. MAP Prof. & Adv. indicates the percentage of students scoring proficient and advanced on the 2021 Missouri Assessment Program tests. The F/R Lunch column indicates the percentage of students eligible for free or reduced-price lunch at that school. Due to small sample sizes, some schools do not have their percent proficient and advanced reported; a (-) is indicated in these instances.

Highlights for Table 5:

- Hurley High in southwestern Missouri is the top middle school beating the odds, with a PRiME Growth Score of 100. This school was also among the top-growth schools in the state (No. 1 in ELA schoolwide achievement and No. 5 in ELA Subgroup achievement).
- One school on this list (Humansville Middle) serves a student population where 100% of students are FRL-eligible.
- Proficiency rates range from 10.4% to 55.1%.

Table 6: Beating the Odds - Top Mathematics Growth, Middle Schools

Rank	School	PRiME Growth	MAP Prof. & Adv.	School Enrollment	F/R Lunch	District	Region
1	Hurley High*	100.0	49.0%	93	67.4%	Hurley R-I	Southwestern
2	Carthage Jr. High	97.5	39.2%	820	59.2%	Carthage R-IX	Southwestern
3	Hawthorn Middle	96.7	14.6%	53	64.3%	Hawthorn Leadership Schl Girls	St. Louis
4	Dora High	95.4	38.2%	165	71.1%	Dora R-III	Southwestern
5	Delta C-7 High	94.5	65.9%	84	73.1%	Delta C-7	Bootheel
6	Neosho Jr. High	94.3	40.9%	744	59.9%	Neosho School District	Southwestern
7	Long International Middle School	93.1	2.6%	231	63.5%	St. Louis City	St. Louis
8	Climax Springs High	93.0	29.8%	108	70.1%	Climax Springs R-IV	Central
9	Craig High	91.9	-	15	73.7%	Craig R-III	Northwestern
10	Humansville Middle	90.7	32.1%	84	100.0%	Humansville R-IV	Southwestern
11	Charleston Middle	90.7	14.0%	180	71.2%	Charleston R-I	Bootheel
12	North Middle	90.3	28.2%	569	68.8%	Joplin Schools	Southwestern
13	East Middle	90.2	25.5%	623	65.7%	Joplin Schools	Southwestern
14	Greenfield High	89.8	18.4%	195	69.4%	Greenfield R-IV	Southwestern
15	Guadalupe Centers Middle	89.7	6.3%	327	95.6%	Guadalupe Centers Schools	Kansas City

* For simplicity and clarity, PRiME caps growth scores at 100. In reality, some schools may have growth scores above 100. We also round scores to one decimal place; however, we rank schools based on their full score. You can explore more in the downloadable data file available at www.slprime.org/education-reports.

Note. MAP Prof. & Adv. indicates the percentage of students scoring proficient and advanced on the 2021 Missouri Assessment Program tests. The F/R Lunch column indicates the percentage of students eligible for free or reduced-price lunch at that school. Due to small sample sizes, some schools do not have their percent proficient and advanced reported; a (-) is indicated in these instances.

Highlights for Table 6:

- Hurley High in southwestern Missouri is the top elementary school beating the odds in math, with a PRiME Growth Score of 100. This school was also among the top-growth schools in the state (No. 2 in math schoolwide and Subgroup achievement). Hurley High earned a top-20 spot on all middle school categories across this report and the statewide report, showing excellent growth in both ELA and math.
- Proficiency rates range from 2.6% to 65.9%.



CONCLUSION, RECOMMENDATIONS, & PREVIEW OF WHAT'S NEXT

CONCLUSION

In this second report in our 2022 Growth Report series, we highlight schools showing excellent academic growth in ELA and mathematics while serving high concentrations of historically underserved students who are often subjected to systemic academic and socioeconomic challenges. While racial segregation has been shown to be a strong predictor of gaps in academic achievement between White and Black or Hispanic students, school poverty exacerbates racial achievement gaps (Matheny et al., 2021). Thus, recognizing schools that are “beating the odds” and best serving traditionally underserved students from high poverty schools and shrinking achievement and opportunity gaps is especially important.

Similar to our statewide report, this report shows that schools earning high PRiME Growth Scores vary on a variety of characteristics, including proficiency levels, school size, and school location. Schools serving the highest concentrations of FRL-eligible students also have a wide range in the socioeconomic status of students served (59-100% FRL). Notably, these high-poverty schools were disproportionately affected by the COVID-19 pandemic, the effects of which can be seen in drops in proficiency levels in both reading and math (Lewis & Kuhfeld, 2021). As high-poverty schools support their students in recovering from pandemic-induced learning loss, it is especially important to celebrate their successes. Additionally, the schools exhibiting high growth in these communities have historically been overlooked in evaluations that simply consider proficiency rates. We applaud them for their ability to move student learning forward in the midst of a national pandemic.

RECOMMENDATIONS

PRiME's intention with this series of reports is to encourage civic leaders, educators, and the public to focus on student growth (rather than point-in-time proficiency rates) when they consider the results of standardized assessments for Missouri students. We encourage school administrators to examine the PRiME Growth Scores closely for all schools in their districts. As seen in the data, there are many schools with high concentrations of students in poverty that are accelerating student learning regardless of their proficiency rates. It is important for us to learn what is happening in these high-growth schools while simultaneously recognizing these schools' ability to move student learning forward.

As with our statewide report, this report uses only publicly available data. We encourage school education leaders and school personnel to dig deeper than these results. While we only show school-level results here, school leaders can more closely examine their own data at the student-level to learn as much as they can about academic growth in various subjects and grade levels. By doing this, leaders might discover areas of excellence or opportunities for improvement that are simply not observable in the proficiency rates. In doing so, leaders and practitioners can more effectively identify what skills might need more attention and how to better meet students' needs in their unique learning environments.

This report focuses only on top-growth schools serving high concentrations of FRL-eligible students. Superintendents and principals should also pay close attention to Growth Scores for the Subgroup, included in our statewide report, which includes Black and Hispanic students, English language learners, and students with disabilities in addition to FRL-eligible students (DESE, 2015). Ensuring that classrooms serving traditionally underserved students are making good academic progress is critical to delivering an equitable education for all students.

To learn more about student growth in Missouri amidst the COVID-19 pandemic, you can view our 2022 Statewide Growth Report and the PRiME Blog, which will be updated with breakdowns of the 2022 Growth Report series, at www.sluprime.org.

PREVIEW OF WHAT'S NEXT

Our third and final publication in our 2022 Growth Report series will analyze student growth in schools by primary instructional mode on the first day of school in fall 2020. Mode of instruction (e.g., distanced, in-person, hybrid) was an important consideration for Missouri's schools during the COVID-19 pandemic and one factor that likely contributed to student growth. We will recognize schools whose students showed exceptional growth based on differing modalities of instruction.

ACKNOWLEDGEMENTS

We are extremely grateful to Eric Parsons from the University of Missouri for his work on the Missouri Growth Model and his support of our work. We also appreciate the assistance of Kyle Heislen from DESE's Food and Nutrition Services to help us improve the accuracy of our measure of FRL.

OUR ROLE AT PRiME

Our role at PRiME is to communicate data and evidence to education stakeholders. DESE generates meaningful growth scores for schools in multiple subjects each year. It is our hope that this report helps to communicate these growth data to school leaders and educators in a more meaningful way as these are the experts who can make the best use of this information within Missouri's schools.

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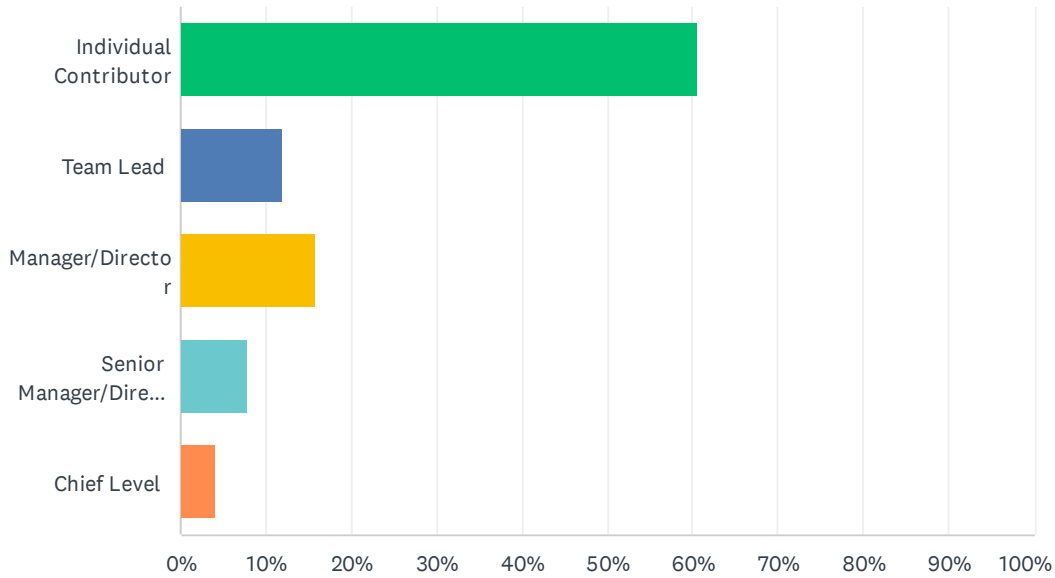


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Q1 What is your job role?

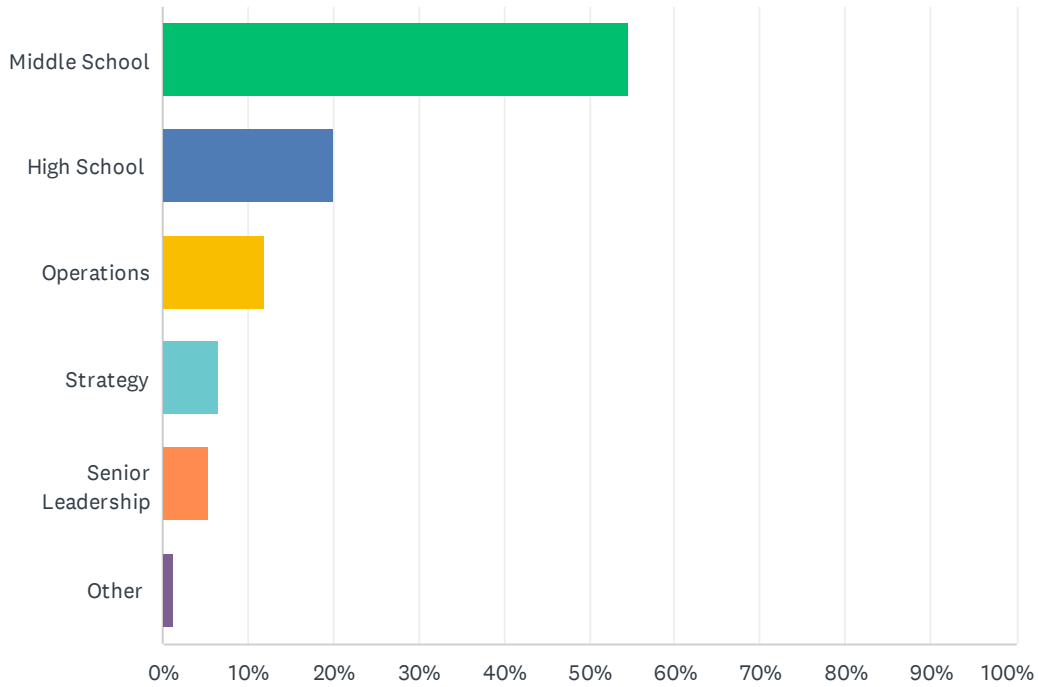
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ANSWER CHOICES	RESPONSES	
Individual Contributor	60.53%	46
Team Lead	11.84%	9
Manager/Director	15.79%	12
Senior Manager/Director	7.89%	6
Chief Level	3.95%	3
TOTAL		76

Q2 What team do you work with?

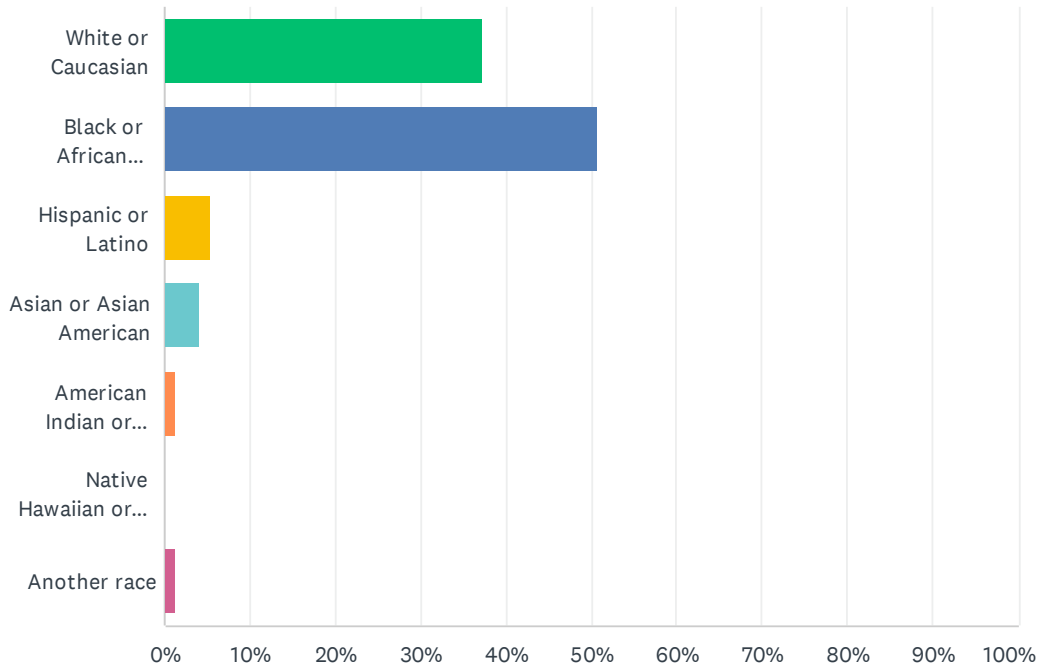
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ANSWER CHOICES	RESPONSES	
Middle School	54.67%	41
High School	20.00%	15
Operations	12.00%	9
Strategy	6.67%	5
Senior Leadership	5.33%	4
Other	1.33%	1
TOTAL		75

Q3 Please give your race/ethnicity

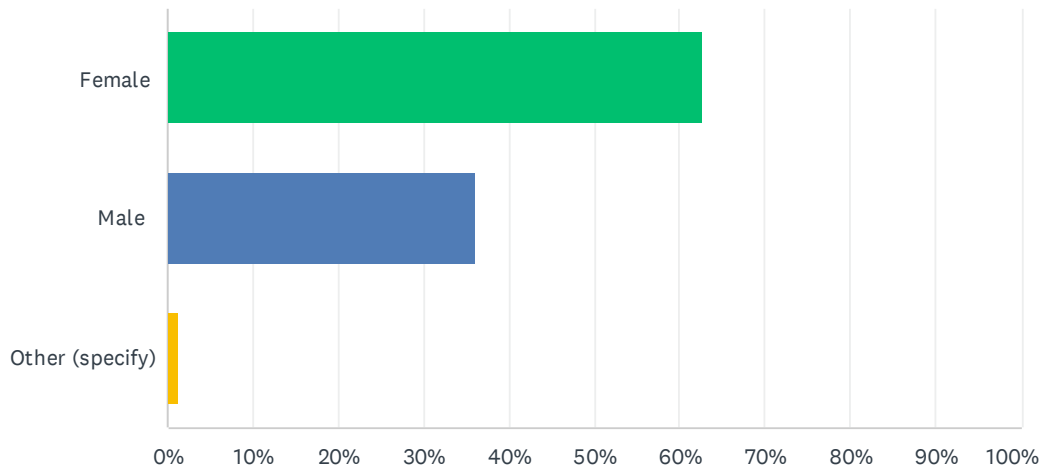
Answered: 75 Skipped: 1



ANSWER CHOICES	RESPONSES	
White or Caucasian	37.33%	28
Black or African American	50.67%	38
Hispanic or Latino	5.33%	4
Asian or Asian American	4.00%	3
American Indian or Alaska Native	1.33%	1
Native Hawaiian or other Pacific Islander	0.00%	0
Another race	1.33%	1
TOTAL		75

Q4 What is your gender?

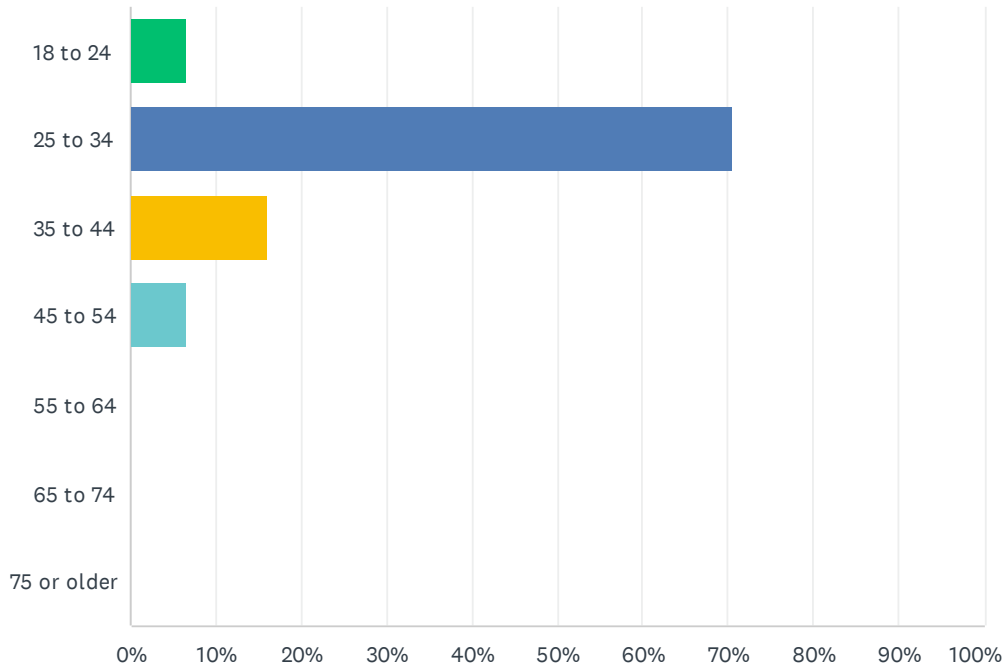
Answered: 75 Skipped: 1



ANSWER CHOICES	RESPONSES	
Female	62.67%	47
Male	36.00%	27
Other (specify)	1.33%	1
TOTAL		75

Q5 What is your age?

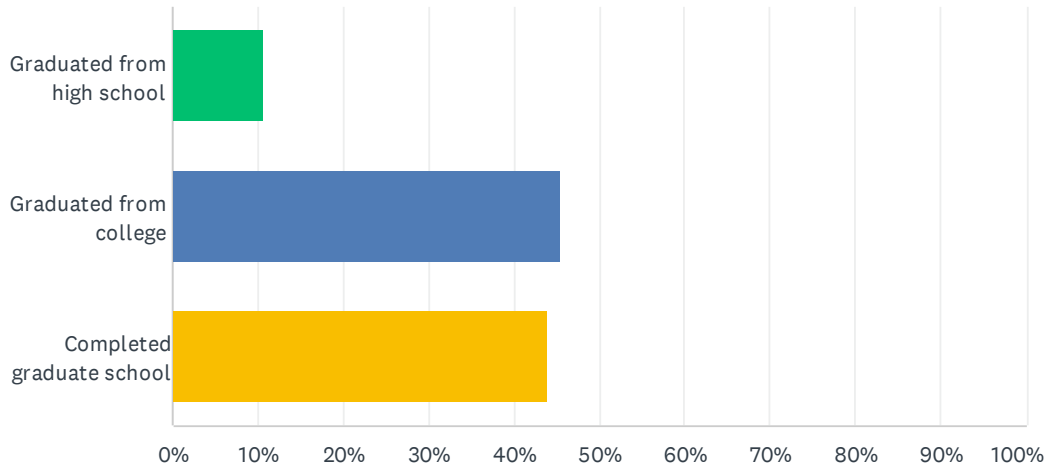
Answered: 75 Skipped: 1



ANSWER CHOICES	RESPONSES
18 to 24	6.67% 5
25 to 34	70.67% 53
35 to 44	16.00% 12
45 to 54	6.67% 5
55 to 64	0.00% 0
65 to 74	0.00% 0
75 or older	0.00% 0
TOTAL	75

Q6 What is the highest level of education you have completed?

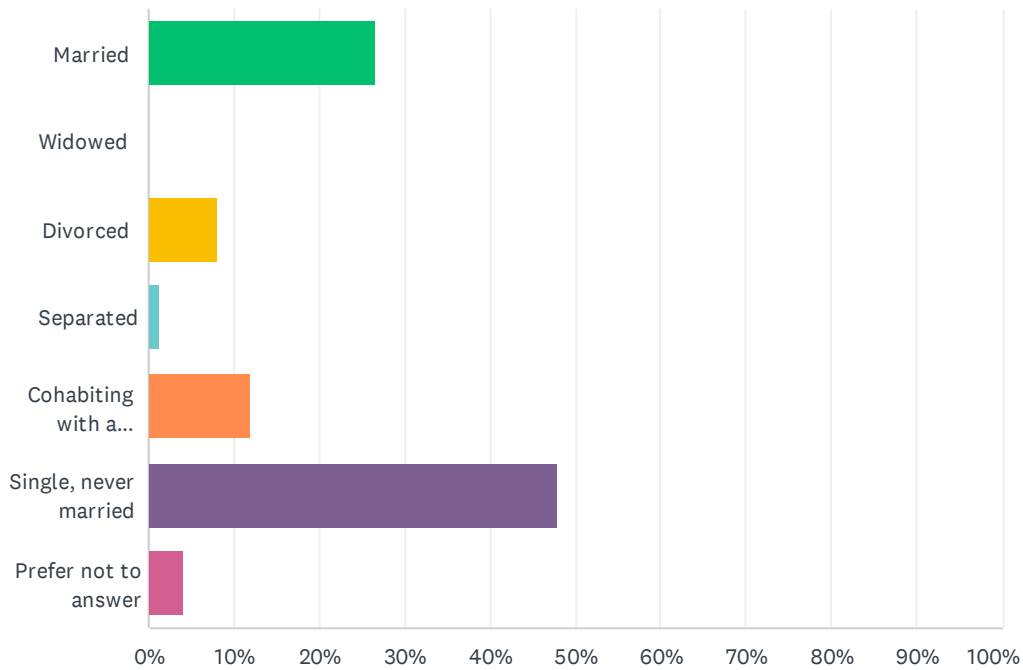
Answered: 75 Skipped: 1



ANSWER CHOICES	RESPONSES
Graduated from high school	10.67% 8
Graduated from college	45.33% 34
Completed graduate school	44.00% 33
TOTAL	75

Q7 Which of the following best describes your current relationship status?

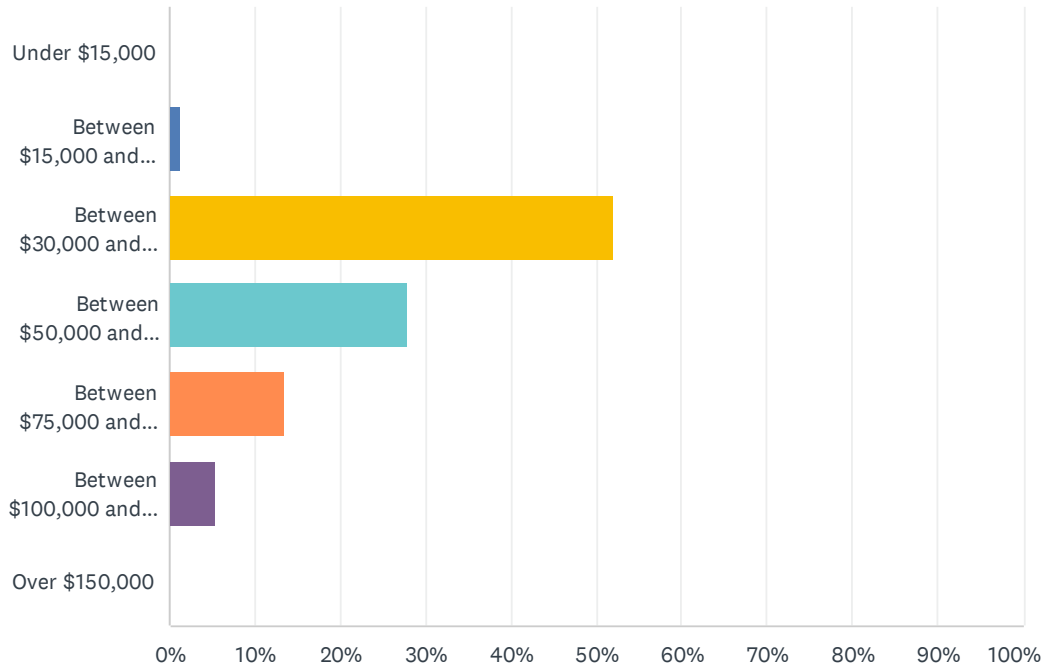
Answered: 75 Skipped: 1



ANSWER CHOICES	RESPONSES	
Married	26.67%	20
Widowed	0.00%	0
Divorced	8.00%	6
Separated	1.33%	1
Cohabiting with a significant other or in a domestic partnership	12.00%	9
Single, never married	48.00%	36
Prefer not to answer	4.00%	3
TOTAL		75

Q8 Please give your current income level

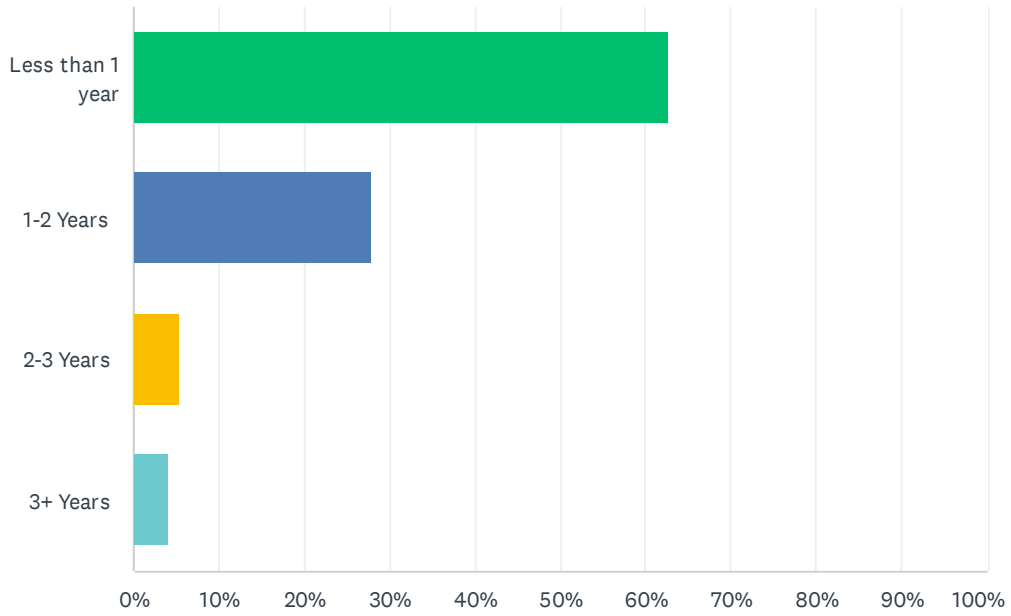
Answered: 75 Skipped: 1



ANSWER CHOICES	RESPONSES	
Under \$15,000	0.00%	0
Between \$15,000 and \$29,999	1.33%	1
Between \$30,000 and \$49,999	52.00%	39
Between \$50,000 and \$74,999	28.00%	21
Between \$75,000 and \$99,999	13.33%	10
Between \$100,000 and \$150,000	5.33%	4
Over \$150,000	0.00%	0
TOTAL		75

Q9 Years of employment with Kairos

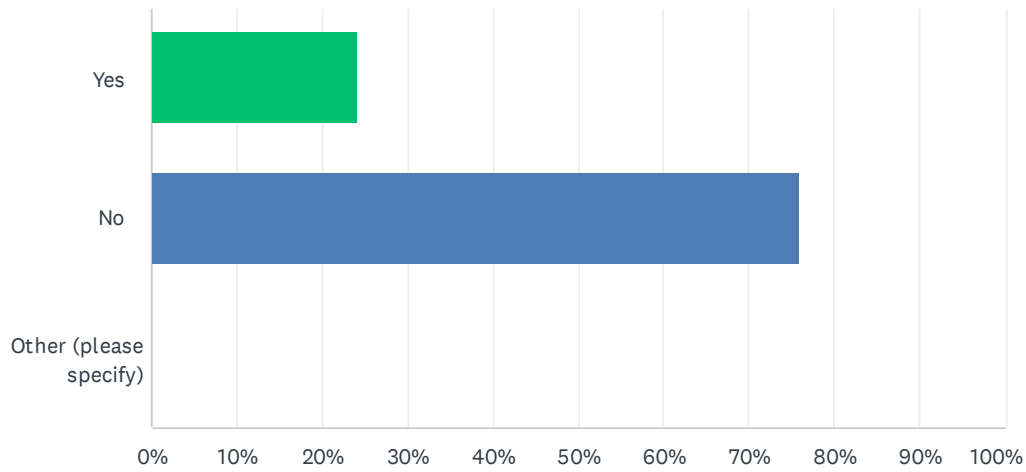
Answered: 75 Skipped: 1



ANSWER CHOICES	RESPONSES
Less than 1 year	62.67% 47
1-2 Years	28.00% 21
2-3 Years	5.33% 4
3+ Years	4.00% 3
TOTAL	75

Q10 Do you identify as Lesbian, Gay, Bisexual, or Transgender (LGBT)?

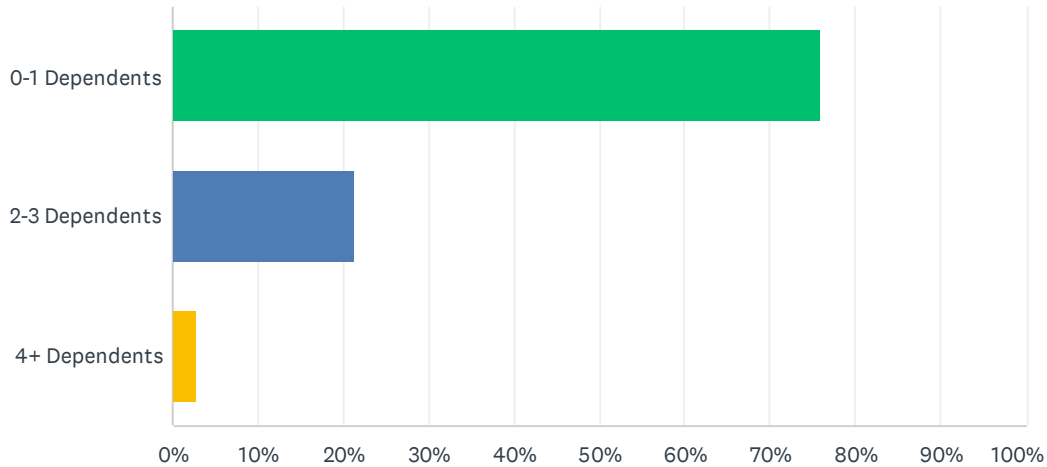
Answered: 75 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	24.00%	18
No	76.00%	57
Other (please specify)	0.00%	0
TOTAL		75

Q11 In your personal life, for whom do you have caregiving or financial responsibility?

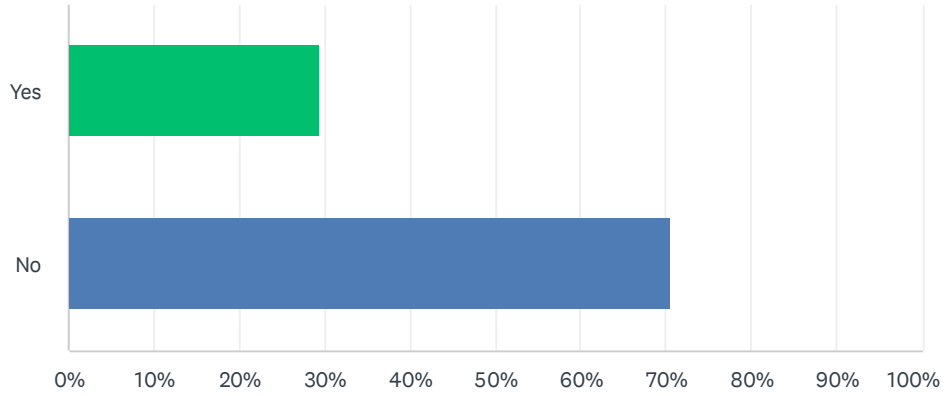
Answered: 75 Skipped: 1



ANSWER CHOICES	RESPONSES	
0-1 Dependents	76.00%	57
2-3 Dependents	21.33%	16
4+ Dependents	2.67%	2
TOTAL		75

Q12 Do you have any chronic physical, mental, or emotional health problems, illnesses or other disabilities?

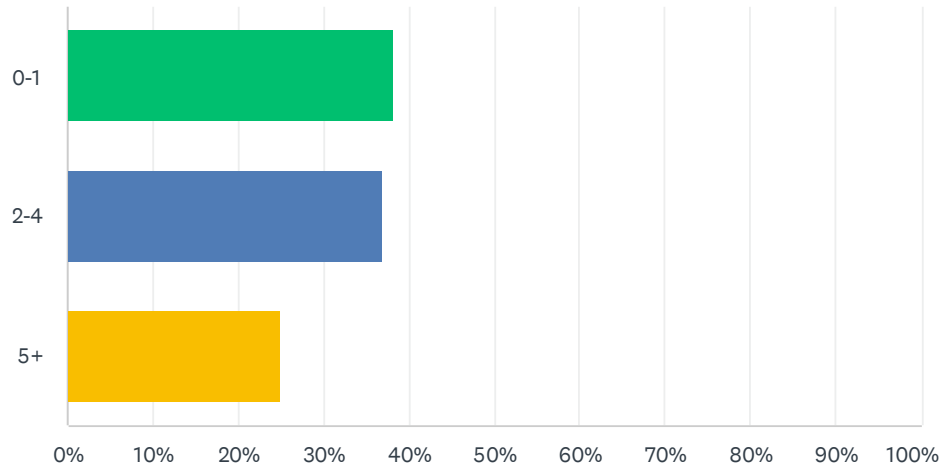
Answered: 75 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	29.33%	22
No	70.67%	53
TOTAL		75

Q13 Over the last year, how many meaningful opportunities have you had to develop new and better ways of doing things at work?

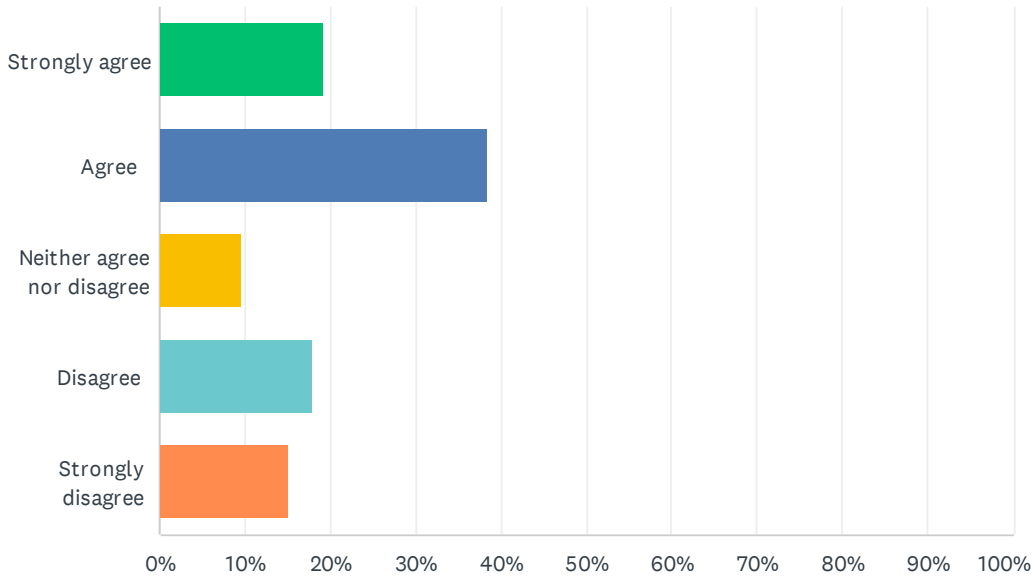
Answered: 76 Skipped: 0



ANSWER CHOICES	RESPONSES	
0-1	38.16%	29
2-4	36.84%	28
5+	25.00%	19
TOTAL		76

Q14 I can ask management any reasonable question and get a straight answer

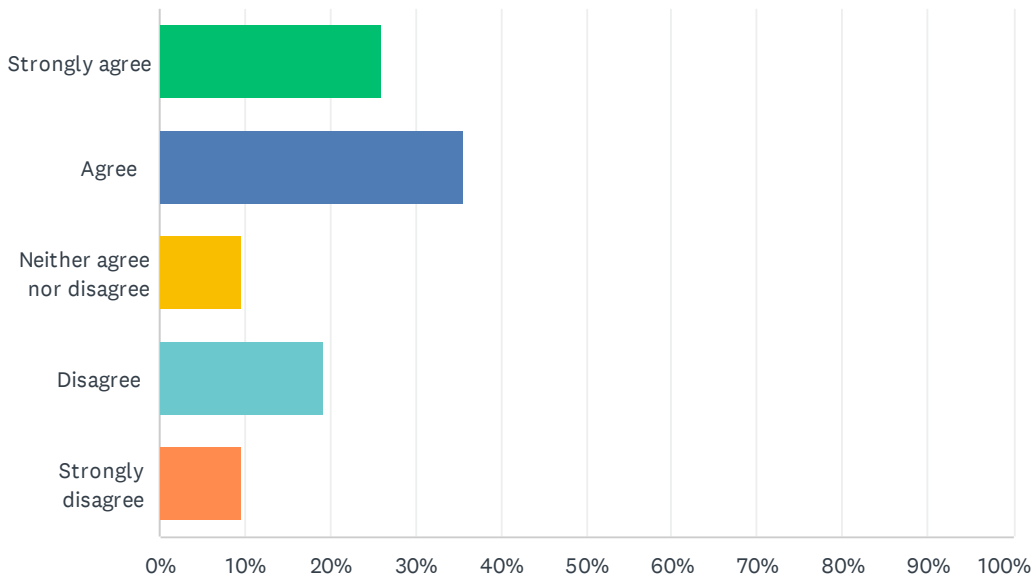
Answered: 73 Skipped: 3



ANSWER CHOICES	RESPONSES	
Strongly agree	19.18%	14
Agree	38.36%	28
Neither agree nor disagree	9.59%	7
Disagree	17.81%	13
Strongly disagree	15.07%	11
TOTAL		73

Q15 Management is approachable and easy to talk with

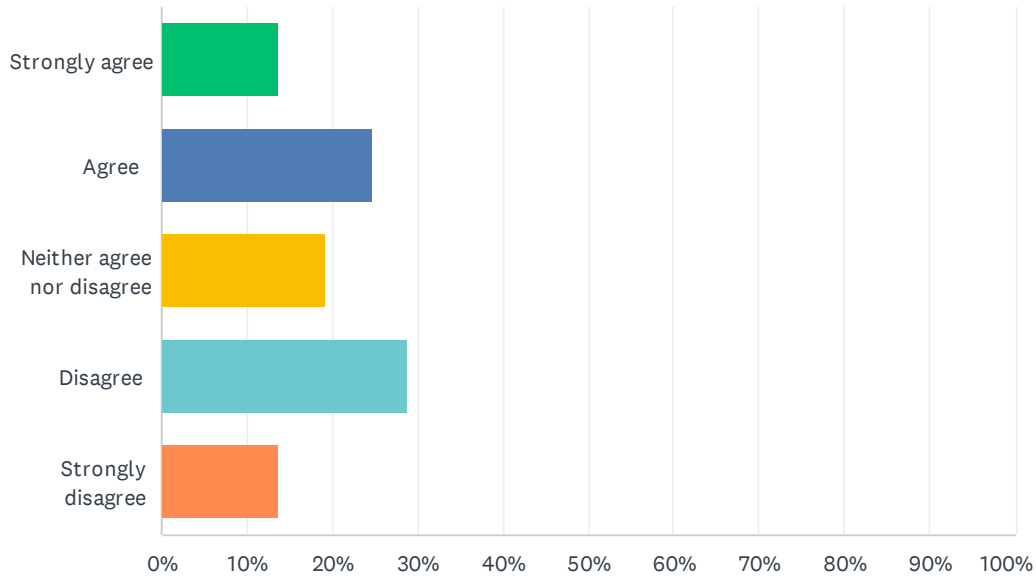
Answered: 73 Skipped: 3



ANSWER CHOICES	RESPONSES	
Strongly agree	26.03%	19
Agree	35.62%	26
Neither agree nor disagree	9.59%	7
Disagree	19.18%	14
Strongly disagree	9.59%	7
TOTAL		73

Q16 Management involves people in decisions that affect their jobs or work environment

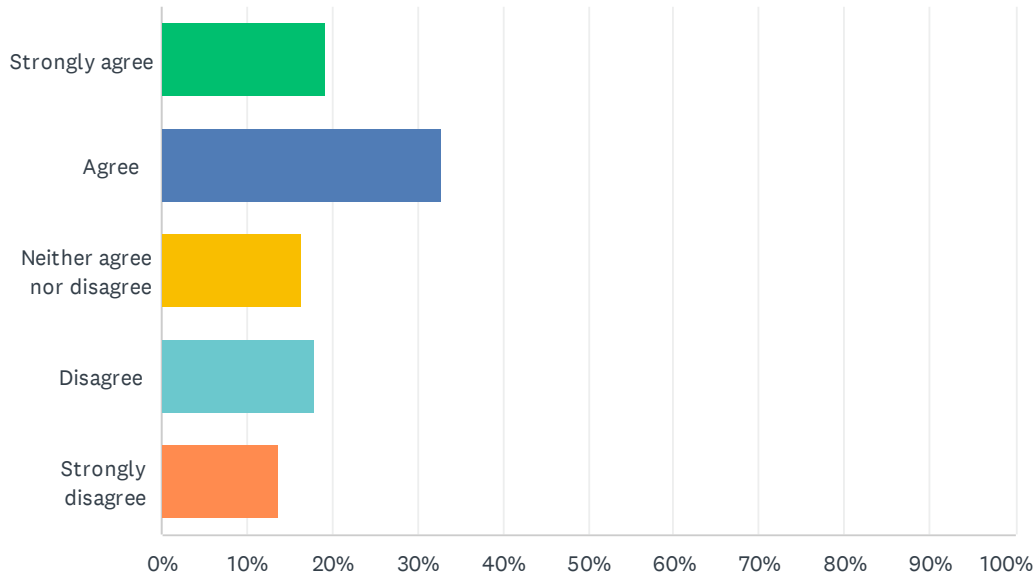
Answered: 73 Skipped: 3



ANSWER CHOICES	RESPONSES	
Strongly agree	13.70%	10
Agree	24.66%	18
Neither agree nor disagree	19.18%	14
Disagree	28.77%	21
Strongly disagree	13.70%	10
TOTAL		73

Q17 Management keeps me informed about important issues and changes.

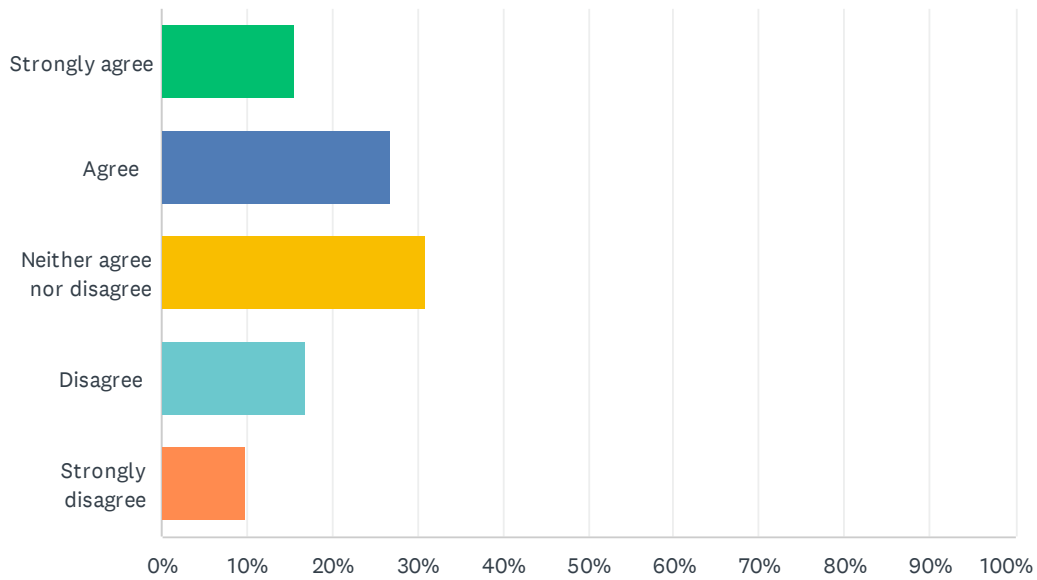
Answered: 73 Skipped: 3



ANSWER CHOICES	RESPONSES	
Strongly agree	19.18%	14
Agree	32.88%	24
Neither agree nor disagree	16.44%	12
Disagree	17.81%	13
Strongly disagree	13.70%	10
TOTAL		73

Q18 Management is competent at running our organization

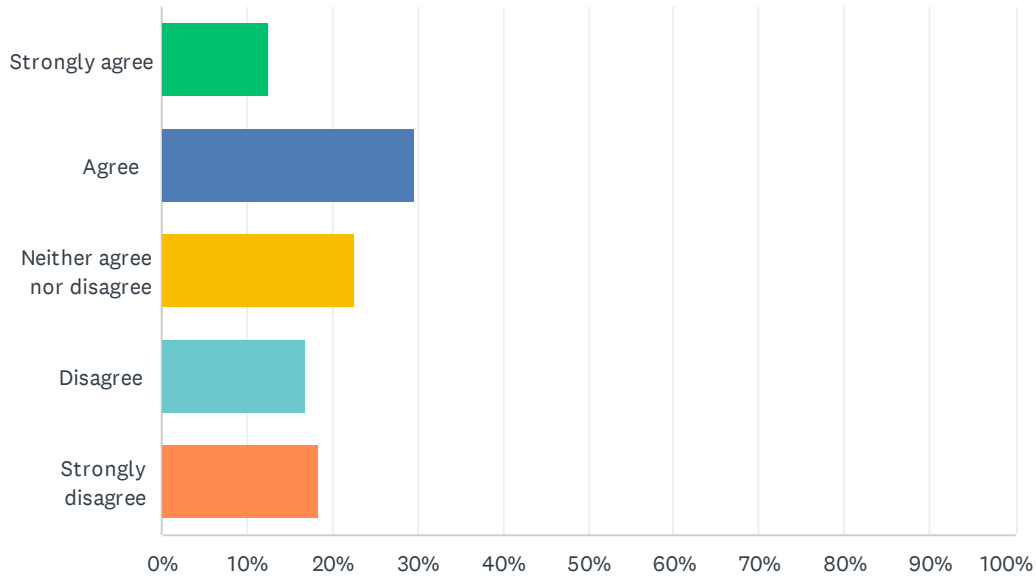
Answered: 71 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	15.49%	11
Agree	26.76%	19
Neither agree nor disagree	30.99%	22
Disagree	16.90%	12
Strongly disagree	9.86%	7
TOTAL		71

Q19 Management has a clear view of where Kairos is going and how to get there

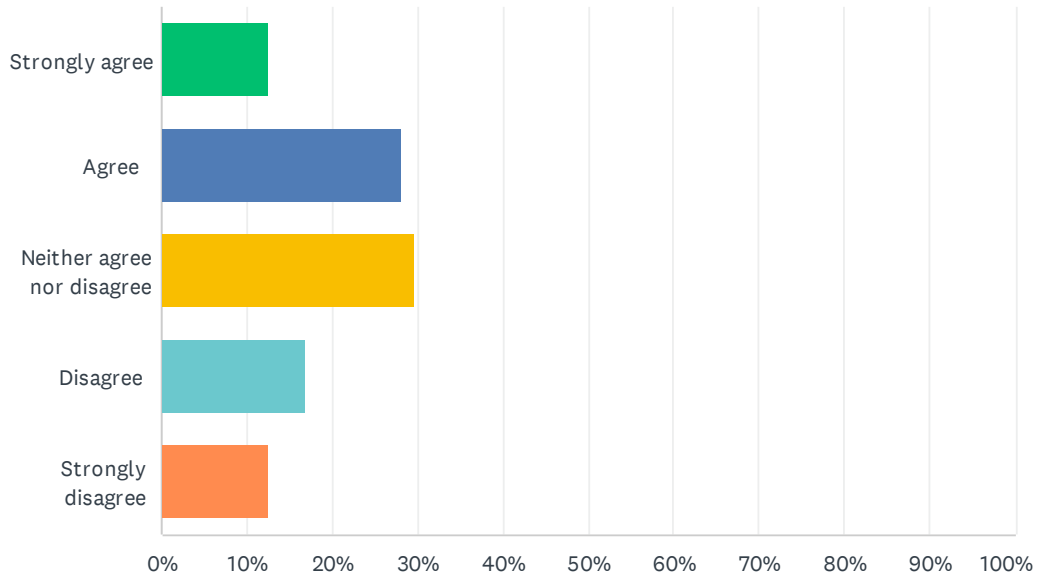
Answered: 71 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	12.68%	9
Agree	29.58%	21
Neither agree nor disagree	22.54%	16
Disagree	16.90%	12
Strongly disagree	18.31%	13
TOTAL		71

Q20 Management delivers on its promises

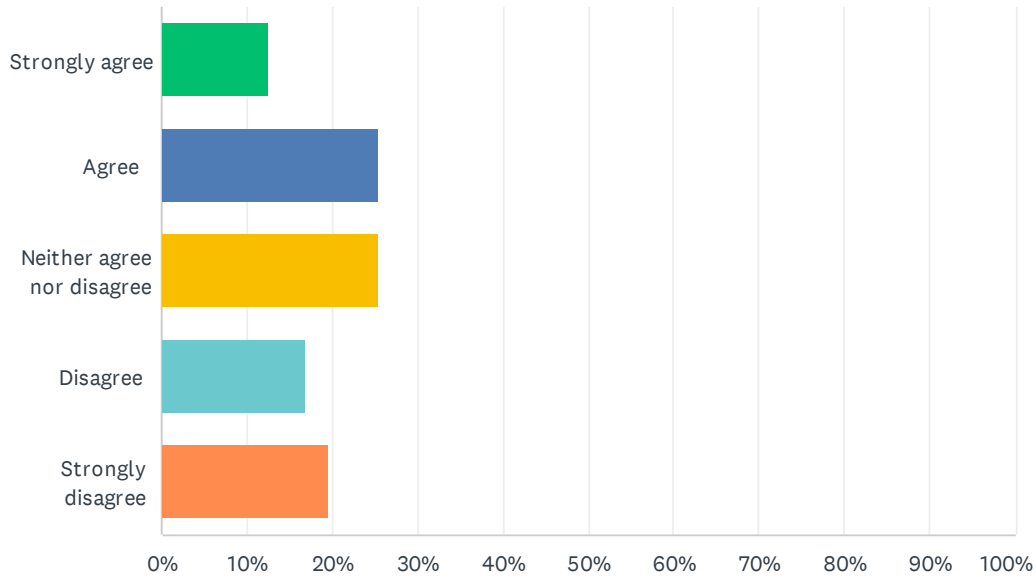
Answered: 71 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	12.68%	9
Agree	28.17%	20
Neither agree nor disagree	29.58%	21
Disagree	16.90%	12
Strongly disagree	12.68%	9
TOTAL		71

Q21 Management's actions match its words.

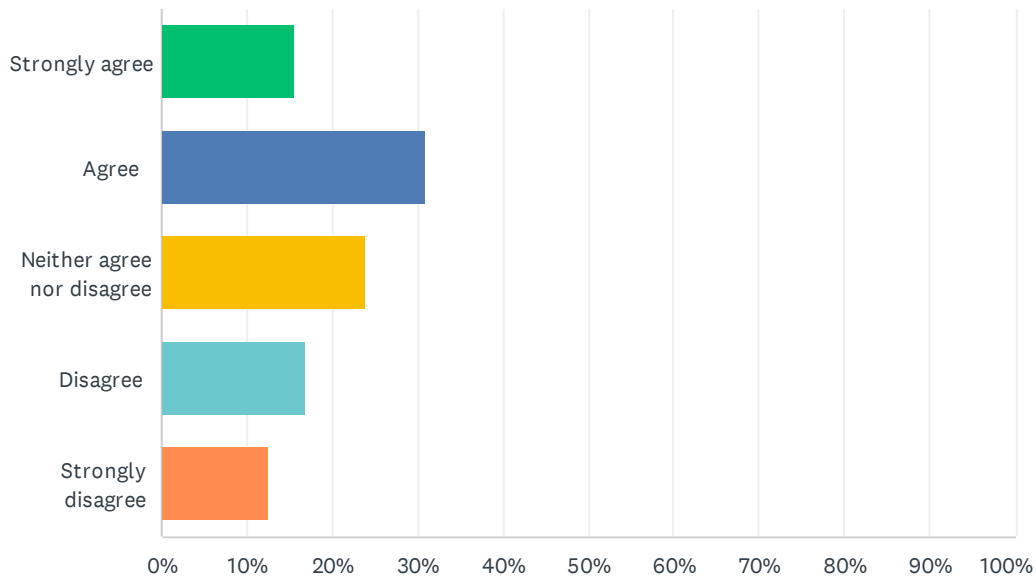
Answered: 71 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	12.68%	9
Agree	25.35%	18
Neither agree nor disagree	25.35%	18
Disagree	16.90%	12
Strongly disagree	19.72%	14
TOTAL		71

Q22 Management is honest and ethical in its practices

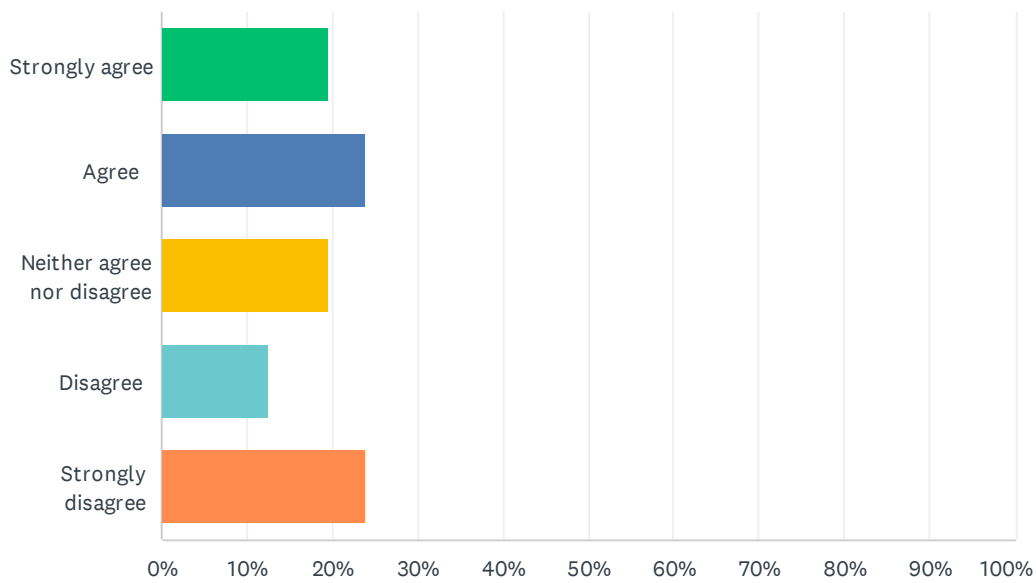
Answered: 71 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	15.49%	11
Agree	30.99%	22
Neither agree nor disagree	23.94%	17
Disagree	16.90%	12
Strongly disagree	12.68%	9
TOTAL		71

Q23 People avoid politicking and backstabbing as ways to get things done

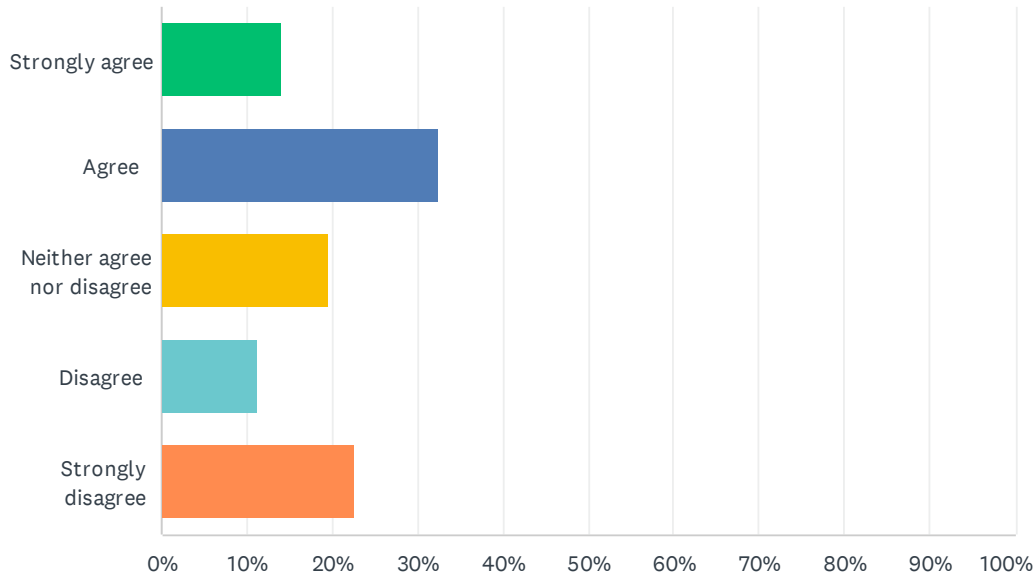
Answered: 71 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	19.72%	14
Agree	23.94%	17
Neither agree nor disagree	19.72%	14
Disagree	12.68%	9
Strongly disagree	23.94%	17
TOTAL		71

Q24 Managers avoid playing favorites

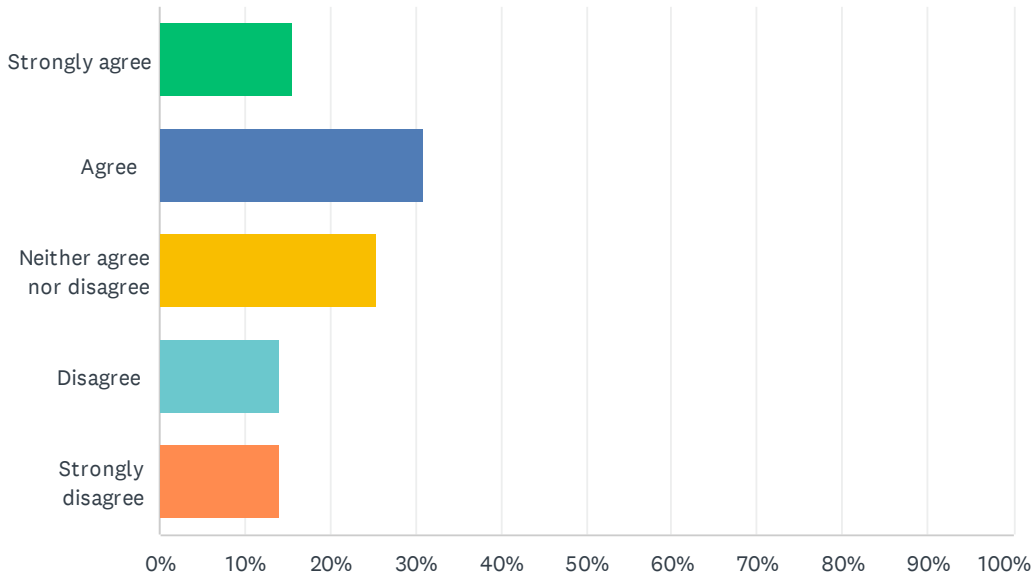
Answered: 71 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	14.08%	10
Agree	32.39%	23
Neither agree nor disagree	19.72%	14
Disagree	11.27%	8
Strongly disagree	22.54%	16
TOTAL		71

Q25 If I am unfairly treated, I believe I'll be given a fair hearing if I appeal

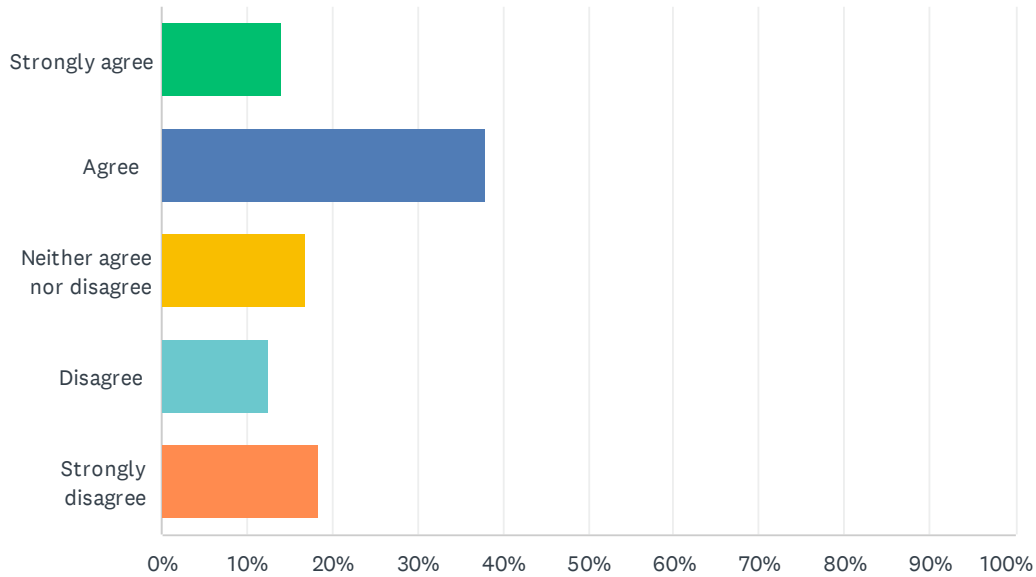
Answered: 71 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	15.49%	11
Agree	30.99%	22
Neither agree nor disagree	25.35%	18
Disagree	14.08%	10
Strongly disagree	14.08%	10
TOTAL		71

Q26 If I witness wrongdoing at work, I could raise the issue and be confident it would be addressed

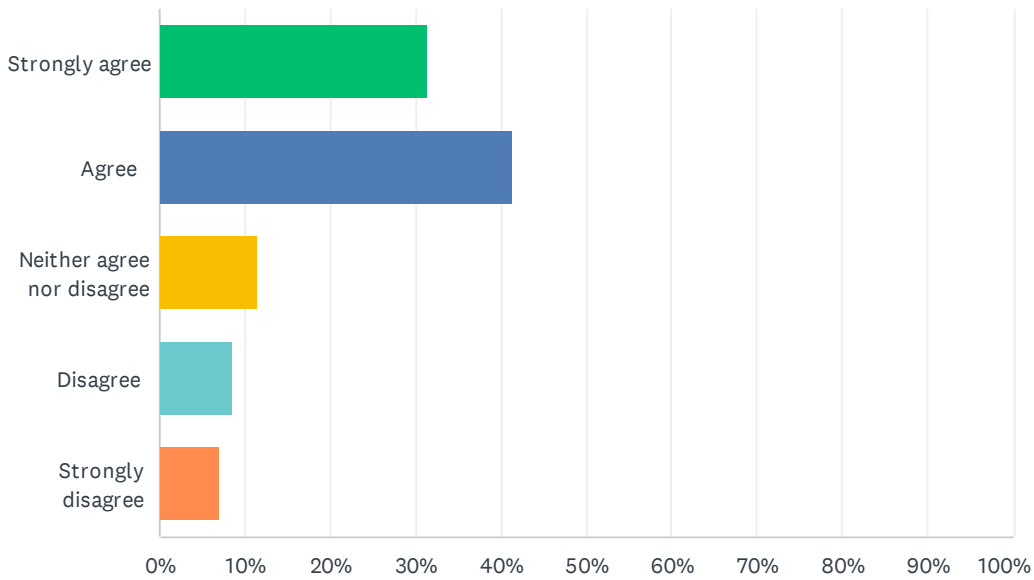
Answered: 71 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	14.08%	10
Agree	38.03%	27
Neither agree nor disagree	16.90%	12
Disagree	12.68%	9
Strongly disagree	18.31%	13
TOTAL		71

Q27 My manager gives me regular feedback on my performance

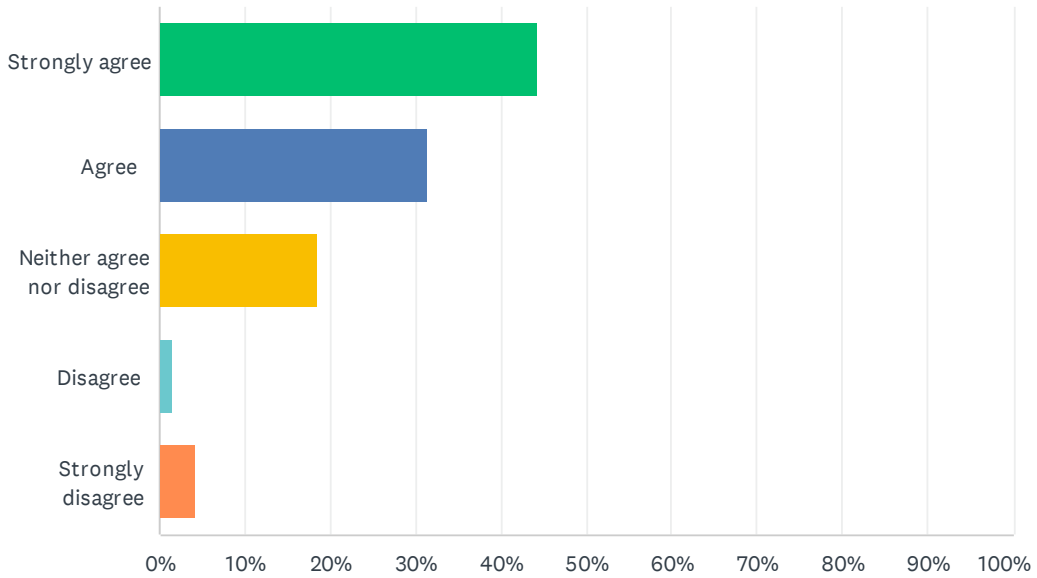
Answered: 70 Skipped: 6



ANSWER CHOICES	RESPONSES	
Strongly agree	31.43%	22
Agree	41.43%	29
Neither agree nor disagree	11.43%	8
Disagree	8.57%	6
Strongly disagree	7.14%	5
TOTAL		70

Q28 My manager works well with other managers/leaders

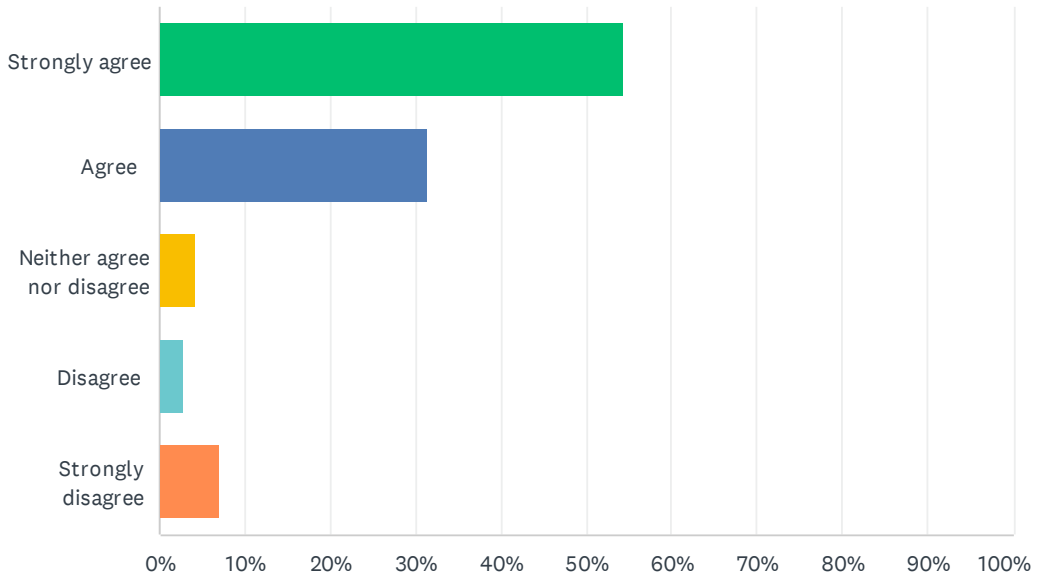
Answered: 70 Skipped: 6



ANSWER CHOICES	RESPONSES	
Strongly agree	44.29%	31
Agree	31.43%	22
Neither agree nor disagree	18.57%	13
Disagree	1.43%	1
Strongly disagree	4.29%	3
TOTAL		70

Q29 My manager values my contribution

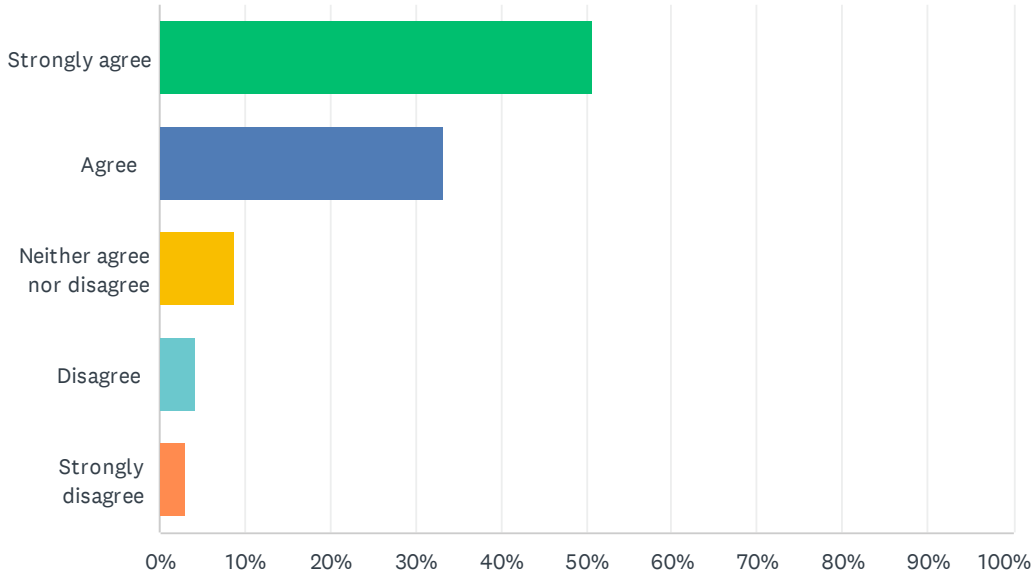
Answered: 70 Skipped: 6



ANSWER CHOICES	RESPONSES	
Strongly agree	54.29%	38
Agree	31.43%	22
Neither agree nor disagree	4.29%	3
Disagree	2.86%	2
Strongly disagree	7.14%	5
TOTAL		70

Q30 My department/team constantly looks for better ways to serve the primary stakeholder group we serve (families, staff, students, etc.).

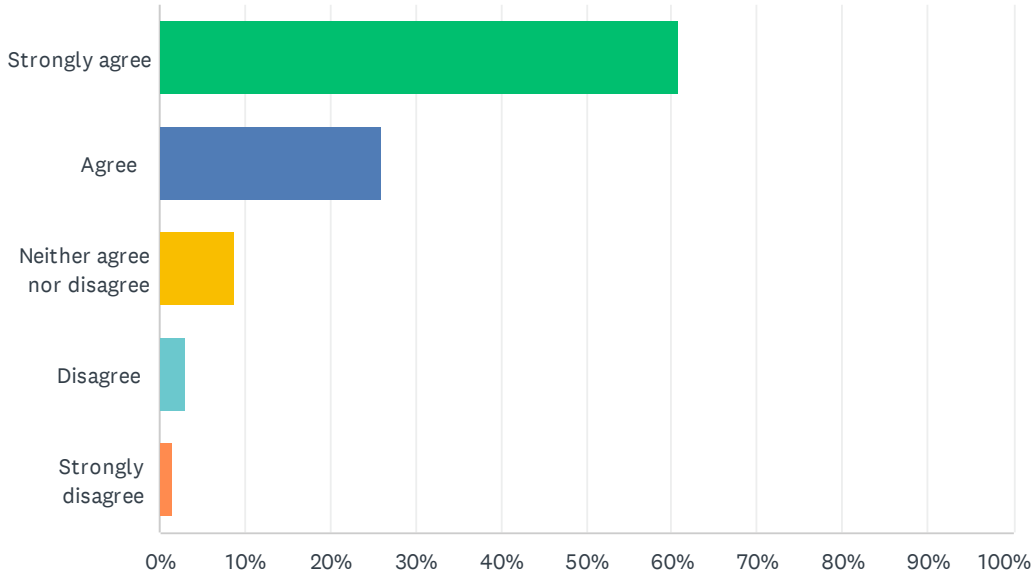
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	50.72%	35
Agree	33.33%	23
Neither agree nor disagree	8.70%	6
Disagree	4.35%	3
Strongly disagree	2.90%	2
TOTAL		69

Q31 Your primary stakeholder group (students, staff, families, etc.) are at the center of everything you do.

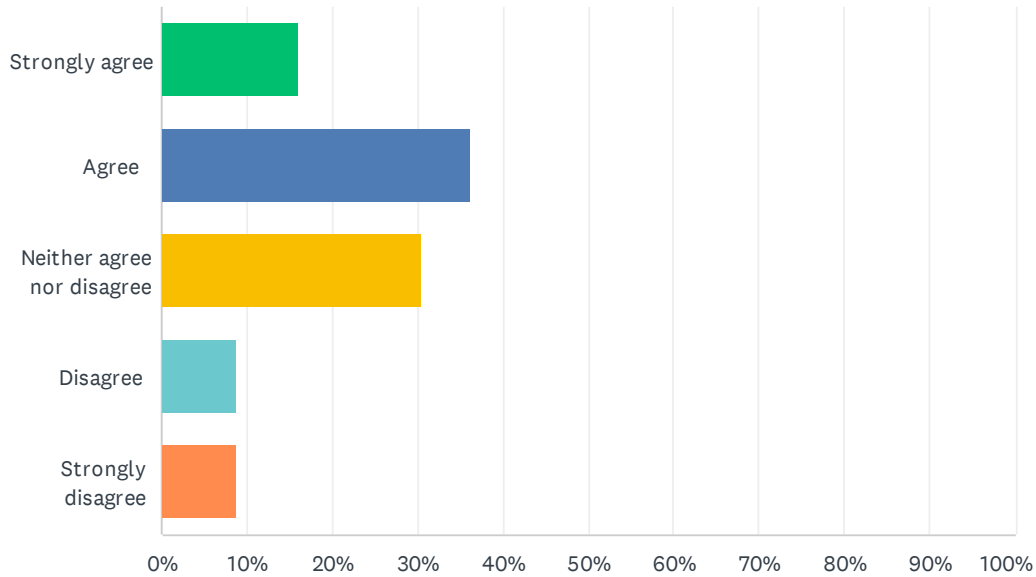
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	60.87%	42
Agree	26.09%	18
Neither agree nor disagree	8.70%	6
Disagree	2.90%	2
Strongly disagree	1.45%	1
TOTAL		69

Q32 Taking everything into account, stakeholders can trust this organization.

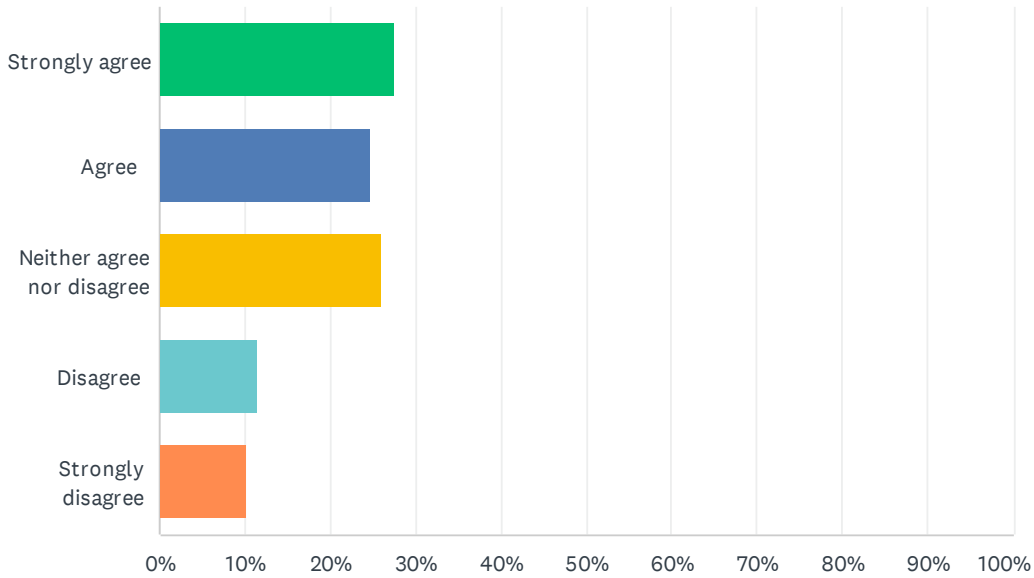
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	15.94%	11
Agree	36.23%	25
Neither agree nor disagree	30.43%	21
Disagree	8.70%	6
Strongly disagree	8.70%	6
TOTAL		69

Q33 Senior leaders clearly demonstrate the need for change.

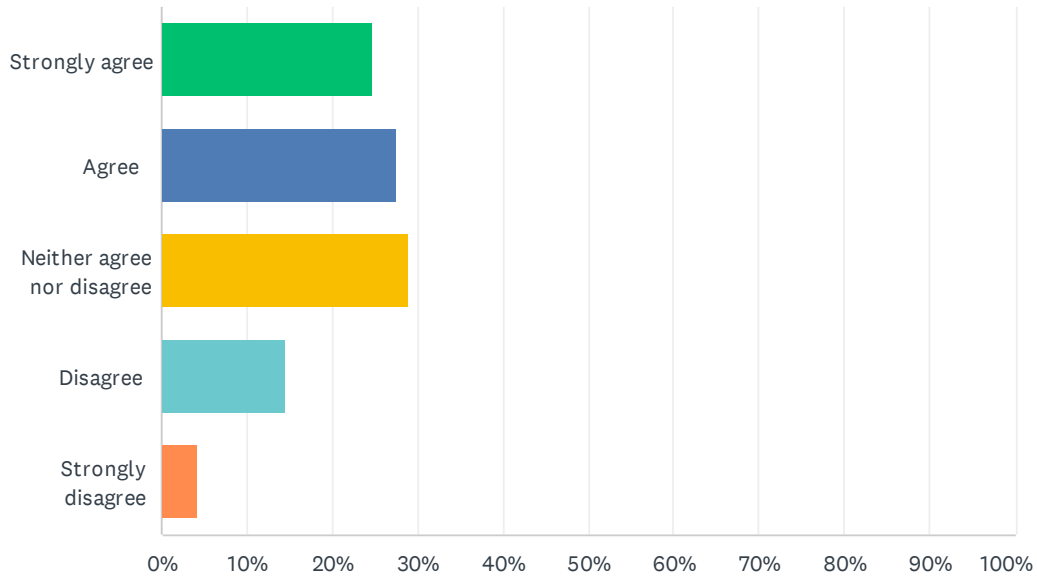
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	27.54%	19
Agree	24.64%	17
Neither agree nor disagree	26.09%	18
Disagree	11.59%	8
Strongly disagree	10.14%	7
TOTAL		69

Q34 People around here are really innovative

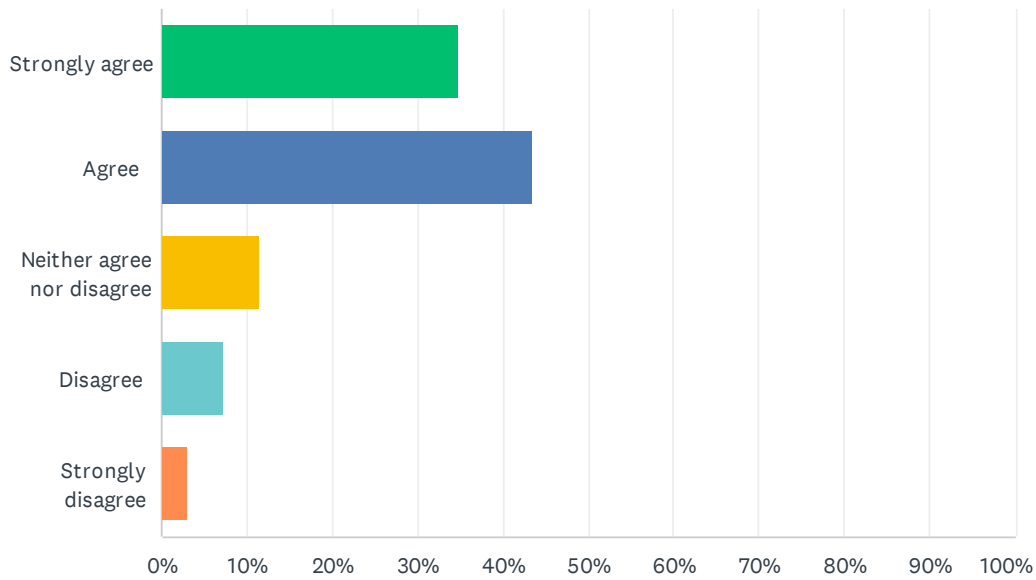
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	24.64%	17
Agree	27.54%	19
Neither agree nor disagree	28.99%	20
Disagree	14.49%	10
Strongly disagree	4.35%	3
TOTAL		69

Q35 My department is flexible in how it does business

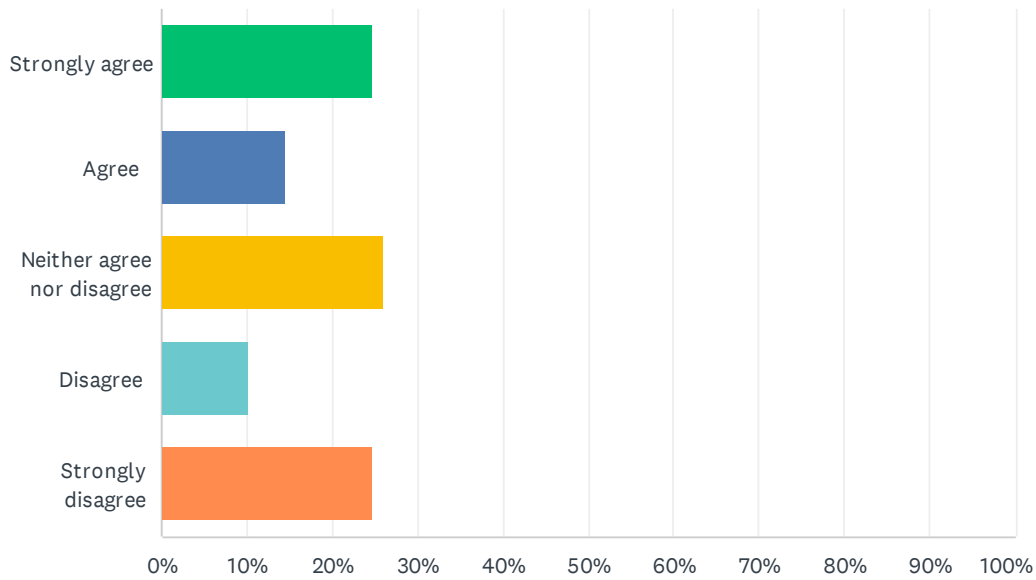
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	34.78%	24
Agree	43.48%	30
Neither agree nor disagree	11.59%	8
Disagree	7.25%	5
Strongly disagree	2.90%	2
TOTAL		69

Q36 I believe that this organization will act on the results of this survey

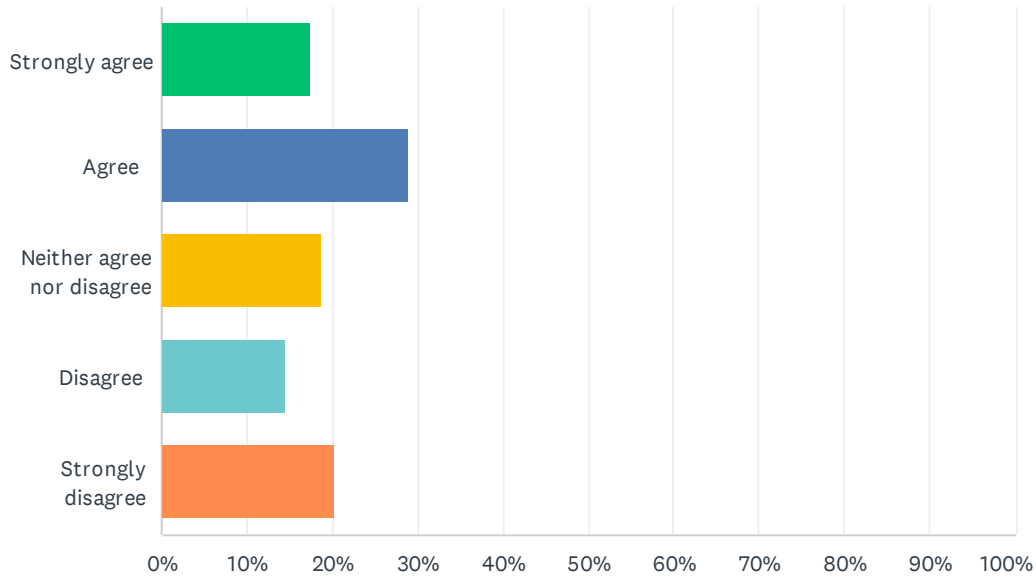
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	24.64%	17
Agree	14.49%	10
Neither agree nor disagree	26.09%	18
Disagree	10.14%	7
Strongly disagree	24.64%	17
TOTAL		69

Q37 I would recommend working here to others.

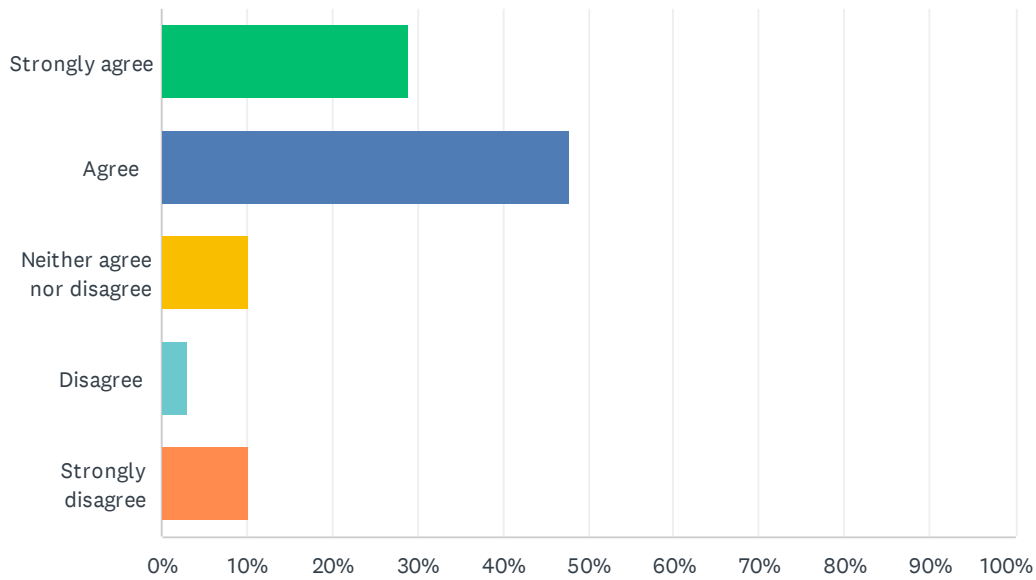
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	17.39%	12
Agree	28.99%	20
Neither agree nor disagree	18.84%	13
Disagree	14.49%	10
Strongly disagree	20.29%	14
TOTAL		69

Q38 I feel I make a difference here.

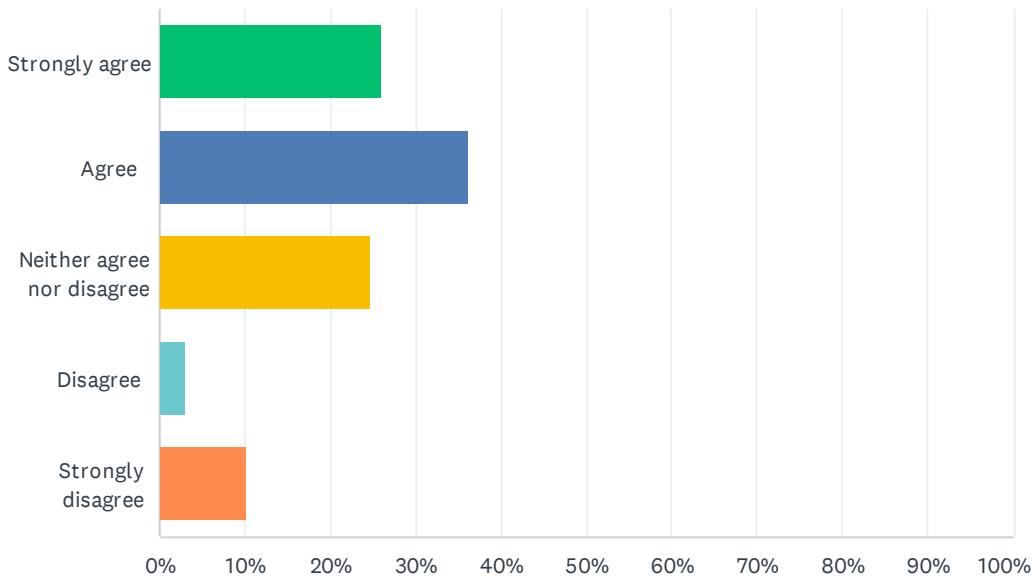
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	28.99%	20
Agree	47.83%	33
Neither agree nor disagree	10.14%	7
Disagree	2.90%	2
Strongly disagree	10.14%	7
TOTAL		69

Q39 People here are willing to give extra to get the job done.

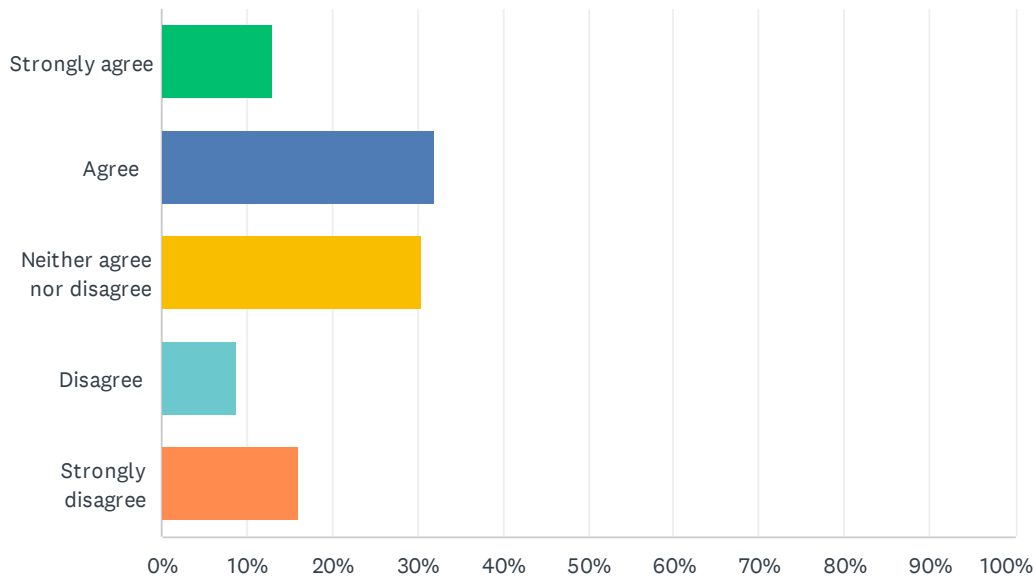
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	26.09%	18
Agree	36.23%	25
Neither agree nor disagree	24.64%	17
Disagree	2.90%	2
Strongly disagree	10.14%	7
TOTAL		69

Q40 I want to work here for a long time

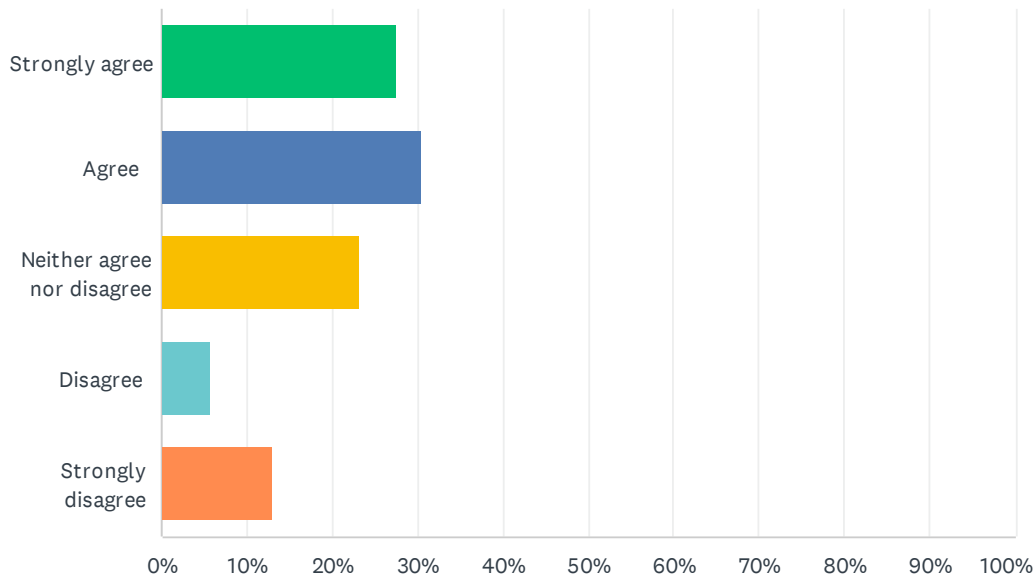
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	13.04%	9
Agree	31.88%	22
Neither agree nor disagree	30.43%	21
Disagree	8.70%	6
Strongly disagree	15.94%	11
TOTAL		69

Q41 I'm proud to tell others I work here.

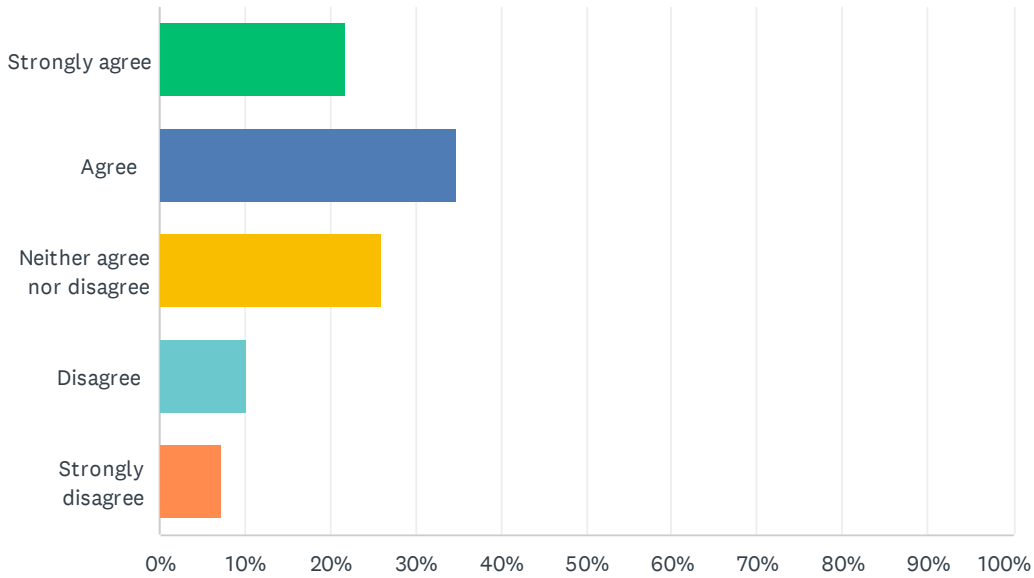
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	27.54%	19
Agree	30.43%	21
Neither agree nor disagree	23.19%	16
Disagree	5.80%	4
Strongly disagree	13.04%	9
TOTAL		69

Q42 When I look at what we accomplish, I feel a sense of pride.

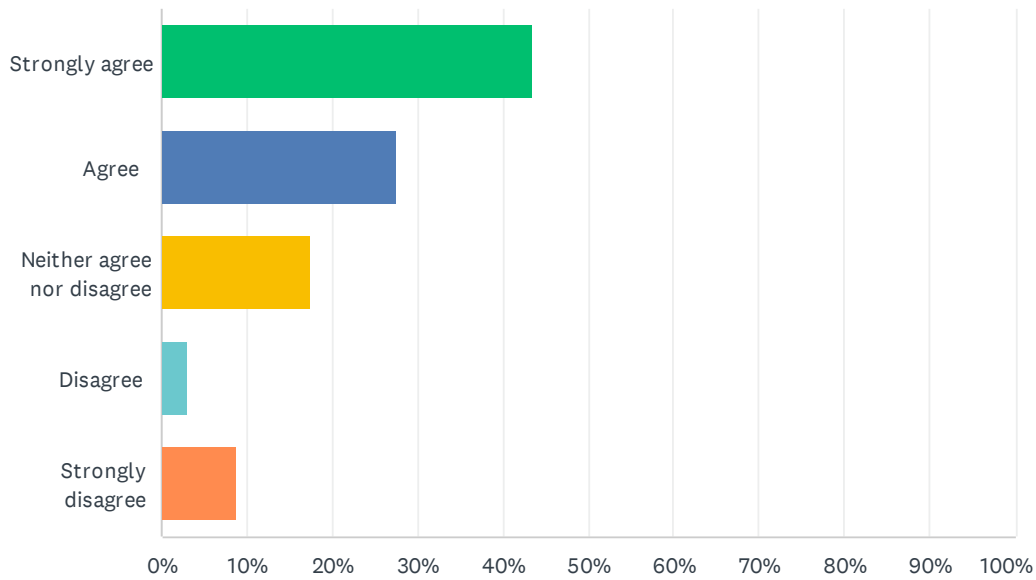
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	21.74%	15
Agree	34.78%	24
Neither agree nor disagree	26.09%	18
Disagree	10.14%	7
Strongly disagree	7.25%	5
TOTAL		69

Q43 My work has a special meaning: this is not "just a job"

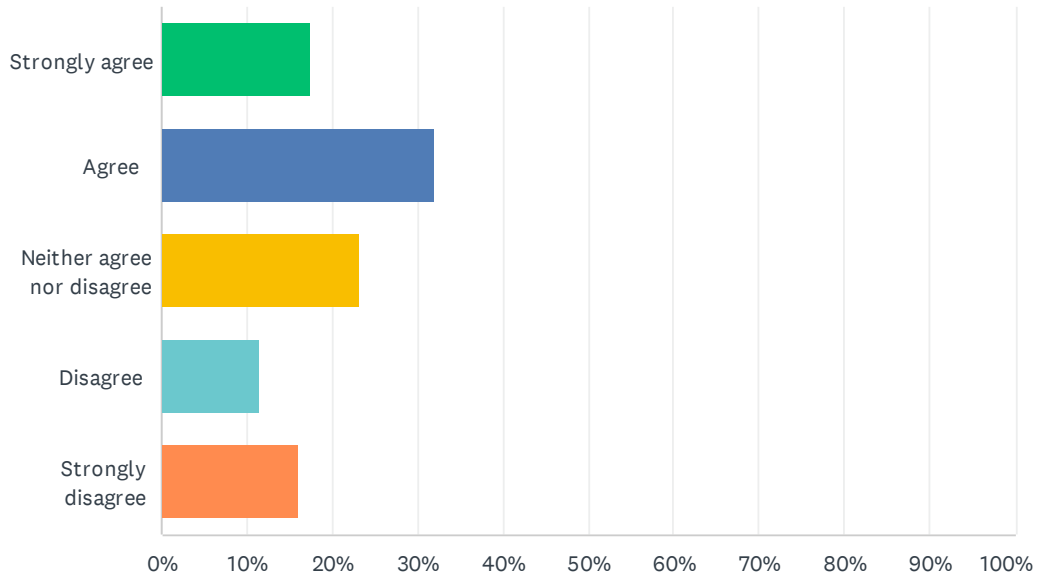
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	43.48%	30
Agree	27.54%	19
Neither agree nor disagree	17.39%	12
Disagree	2.90%	2
Strongly disagree	8.70%	6
TOTAL		69

Q44 I can fulfill my career aspirations working here.

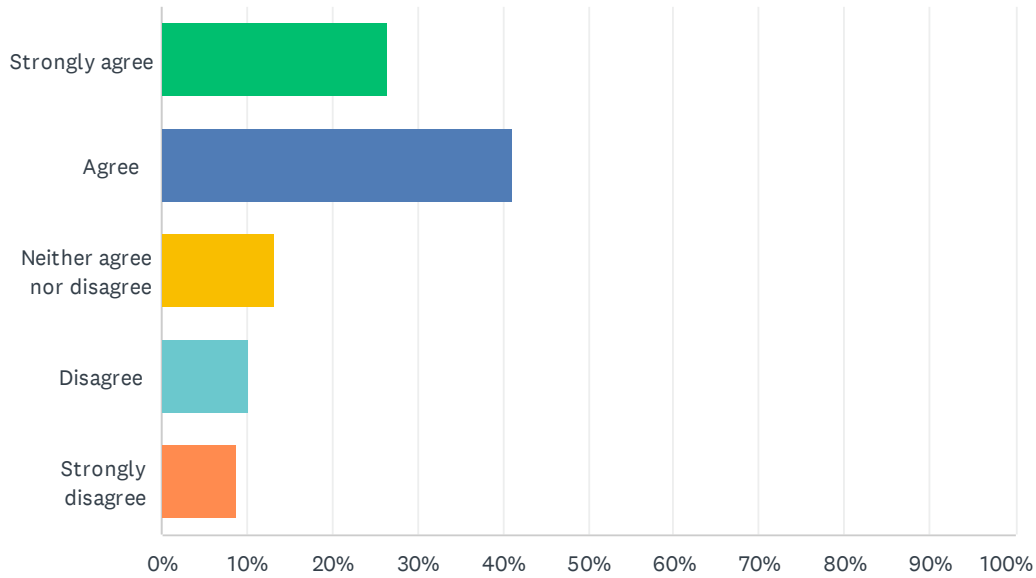
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	17.39%	12
Agree	31.88%	22
Neither agree nor disagree	23.19%	16
Disagree	11.59%	8
Strongly disagree	15.94%	11
TOTAL		69

Q45 I am developing professional working here.

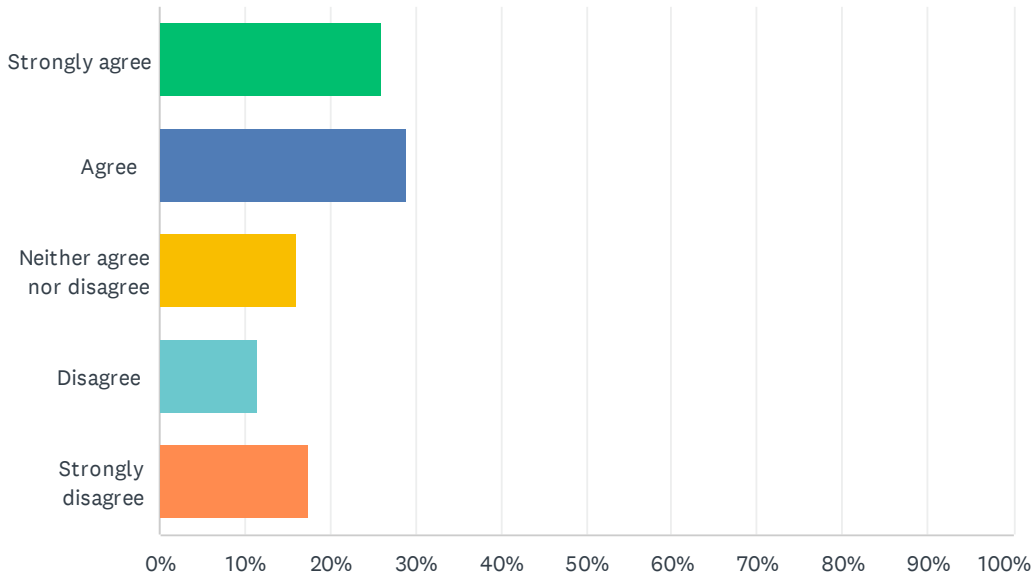
Answered: 68 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly agree	26.47%	18
Agree	41.18%	28
Neither agree nor disagree	13.24%	9
Disagree	10.29%	7
Strongly disagree	8.82%	6
TOTAL		68

Q46 I am offered training or development to further myself professionally.

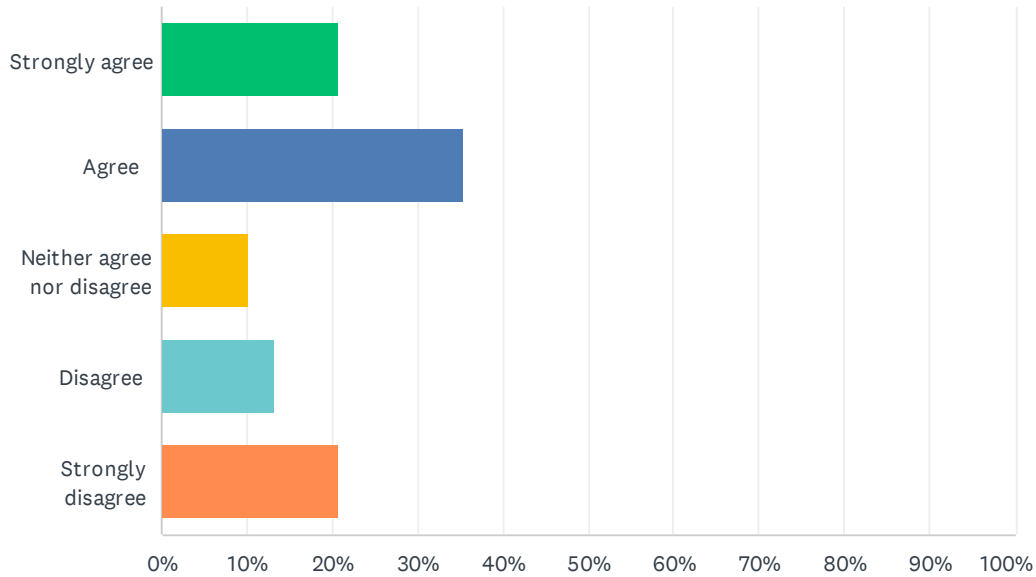
Answered: 69 Skipped: 7



ANSWER CHOICES	RESPONSES	
Strongly agree	26.09%	18
Agree	28.99%	20
Neither agree nor disagree	15.94%	11
Disagree	11.59%	8
Strongly disagree	17.39%	12
TOTAL		69

Q47 Management trusts people to do a good job without watching over their shoulders.

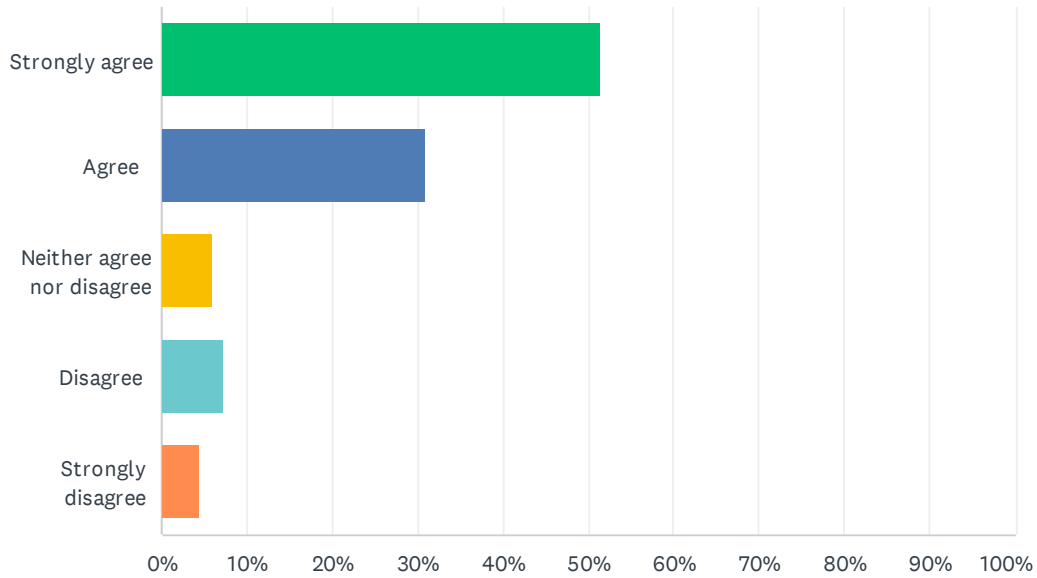
Answered: 68 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly agree	20.59%	14
Agree	35.29%	24
Neither agree nor disagree	10.29%	7
Disagree	13.24%	9
Strongly disagree	20.59%	14
TOTAL		68

Q48 People here are given a lot of responsibility.

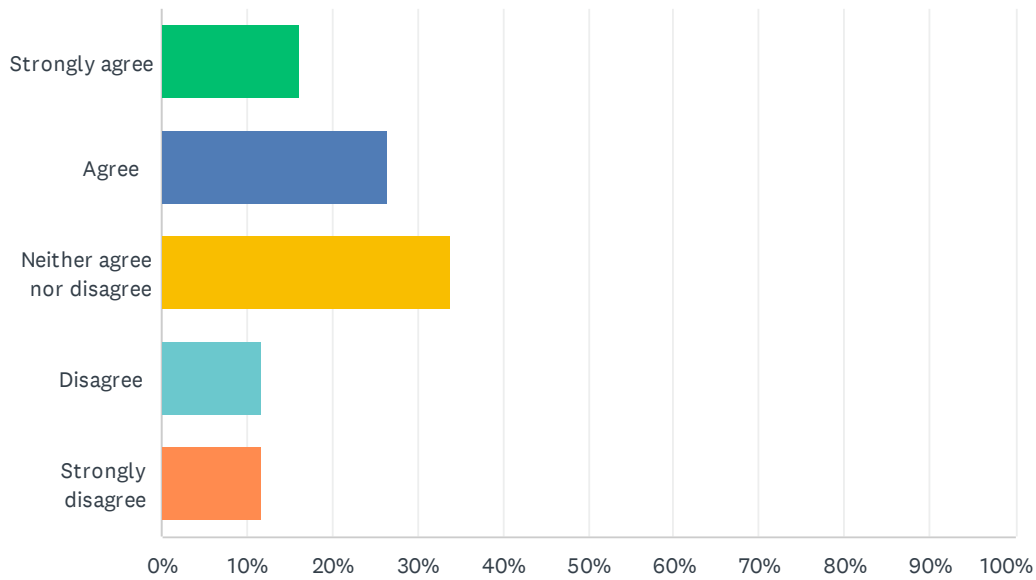
Answered: 68 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly agree	51.47%	35
Agree	30.88%	21
Neither agree nor disagree	5.88%	4
Disagree	7.35%	5
Strongly disagree	4.41%	3
TOTAL		68

Q49 Management makes its expectations clear.

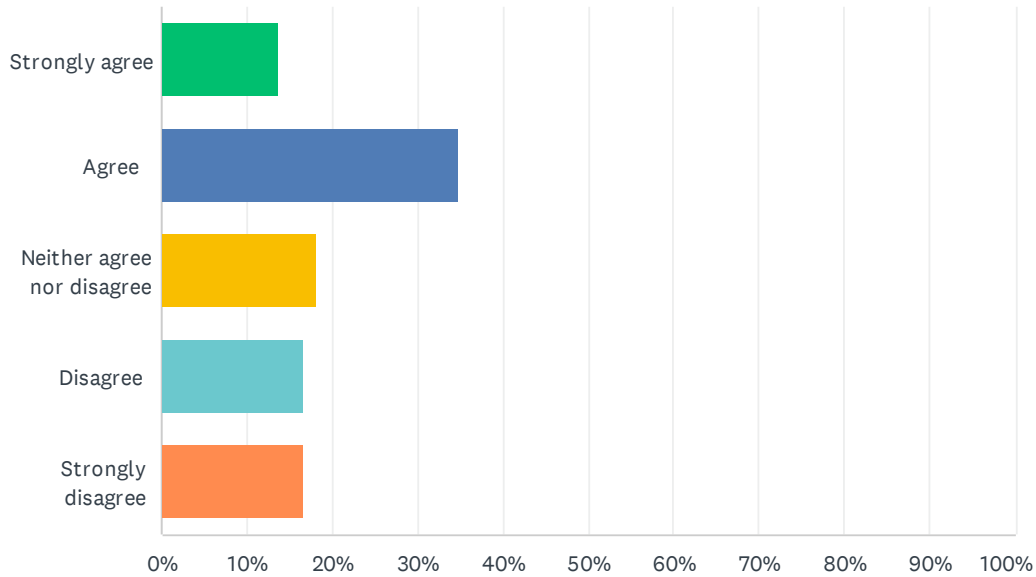
Answered: 68 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly agree	16.18%	11
Agree	26.47%	18
Neither agree nor disagree	33.82%	23
Disagree	11.76%	8
Strongly disagree	11.76%	8
TOTAL		68

Q50 Management genuinely seeks and responds to suggestions and ideas.

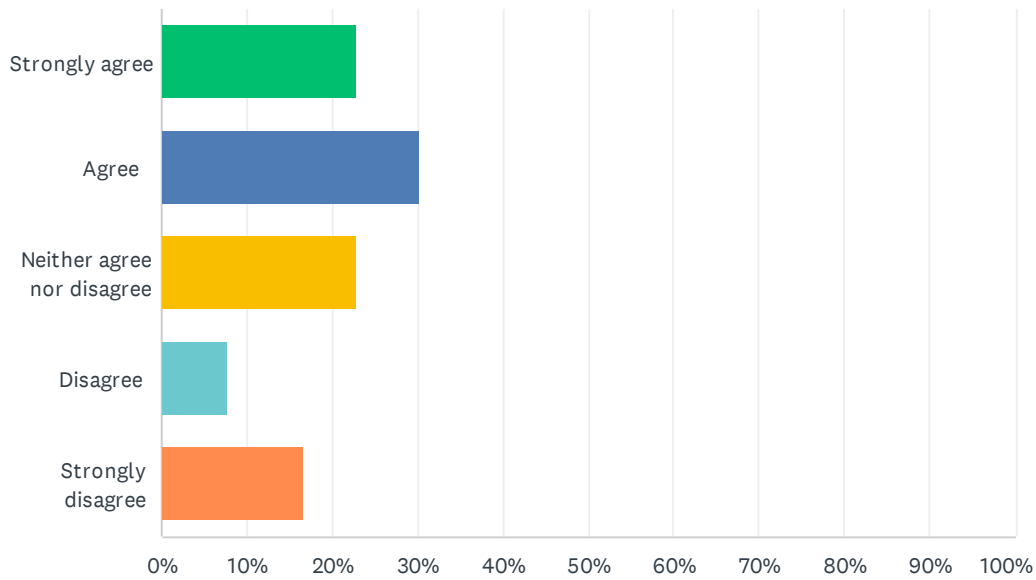
Answered: 66 Skipped: 10



ANSWER CHOICES	RESPONSES	
Strongly agree	13.64%	9
Agree	34.85%	23
Neither agree nor disagree	18.18%	12
Disagree	16.67%	11
Strongly disagree	16.67%	11
TOTAL		66

Q51 Management recognizes honest mistakes as part of doing business.

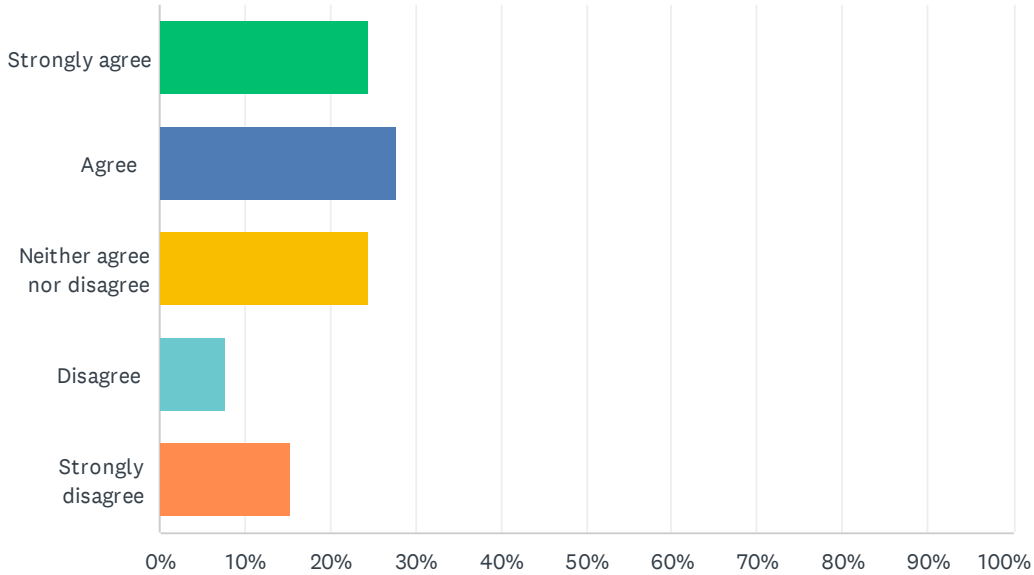
Answered: 66 Skipped: 10



ANSWER CHOICES	RESPONSES	
Strongly agree	22.73%	15
Agree	30.30%	20
Neither agree nor disagree	22.73%	15
Disagree	7.58%	5
Strongly disagree	16.67%	11
TOTAL		66

Q52 Management shows a sincere interest in me as a person, not just an employee.

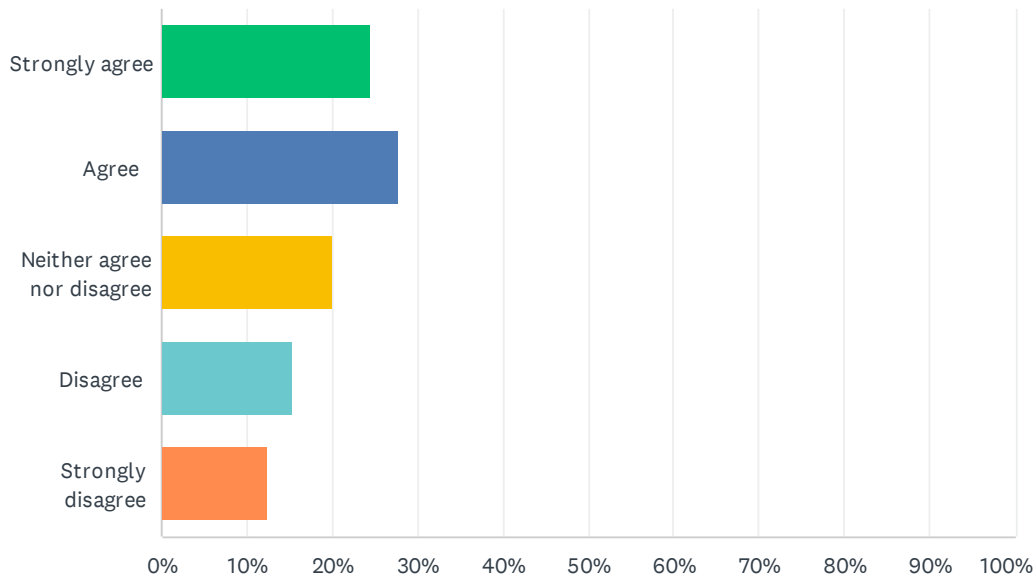
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	24.62%	16
Agree	27.69%	18
Neither agree nor disagree	24.62%	16
Disagree	7.69%	5
Strongly disagree	15.38%	10
TOTAL		65

Q53 Management shows appreciation for good work and extra effort.

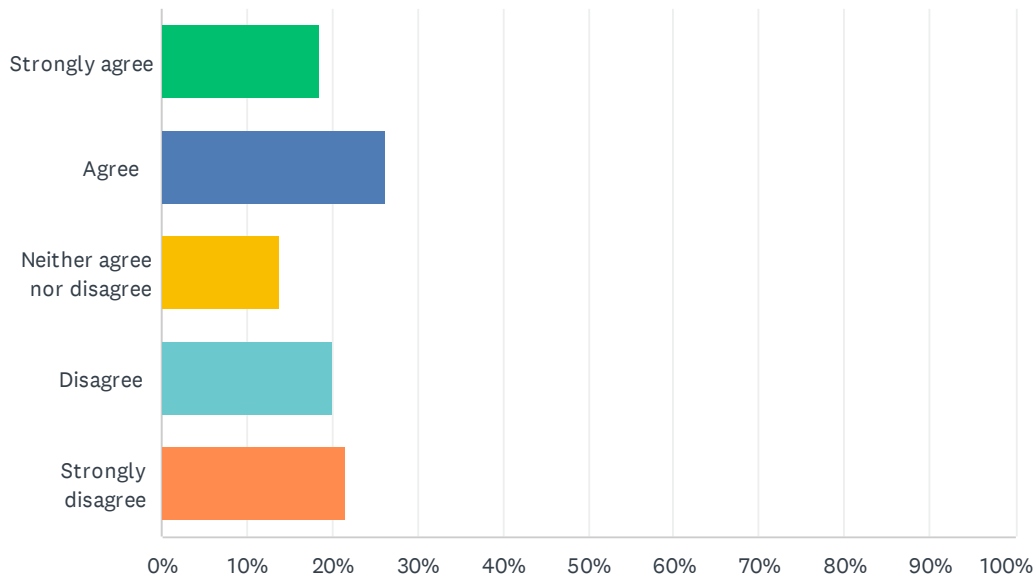
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	24.62%	16
Agree	27.69%	18
Neither agree nor disagree	20.00%	13
Disagree	15.38%	10
Strongly disagree	12.31%	8
TOTAL		65

Q54 Everyone has an opportunity to get special recognition.

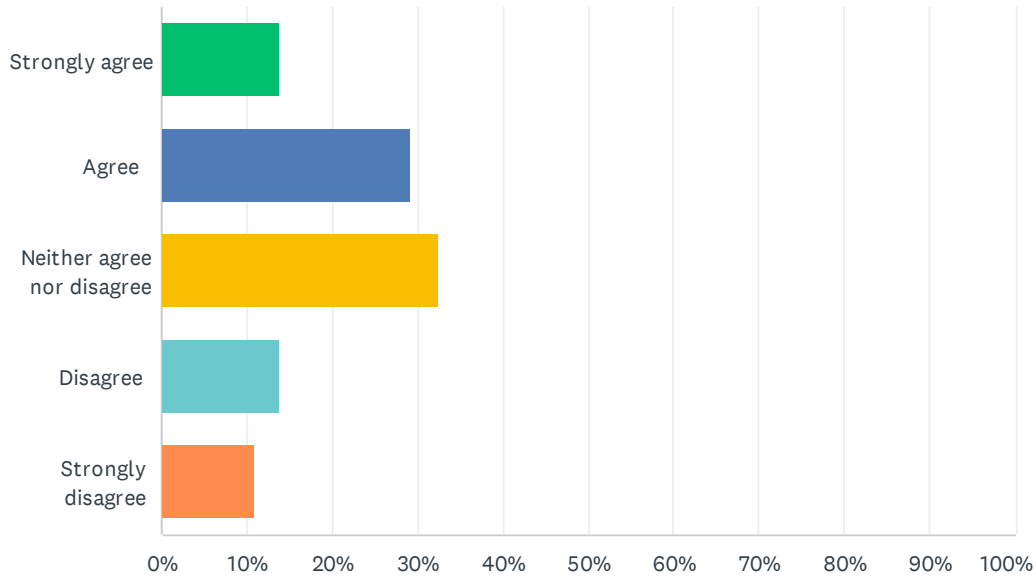
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	18.46%	12
Agree	26.15%	17
Neither agree nor disagree	13.85%	9
Disagree	20.00%	13
Strongly disagree	21.54%	14
TOTAL		65

Q55 Management hires people who fit in well here.

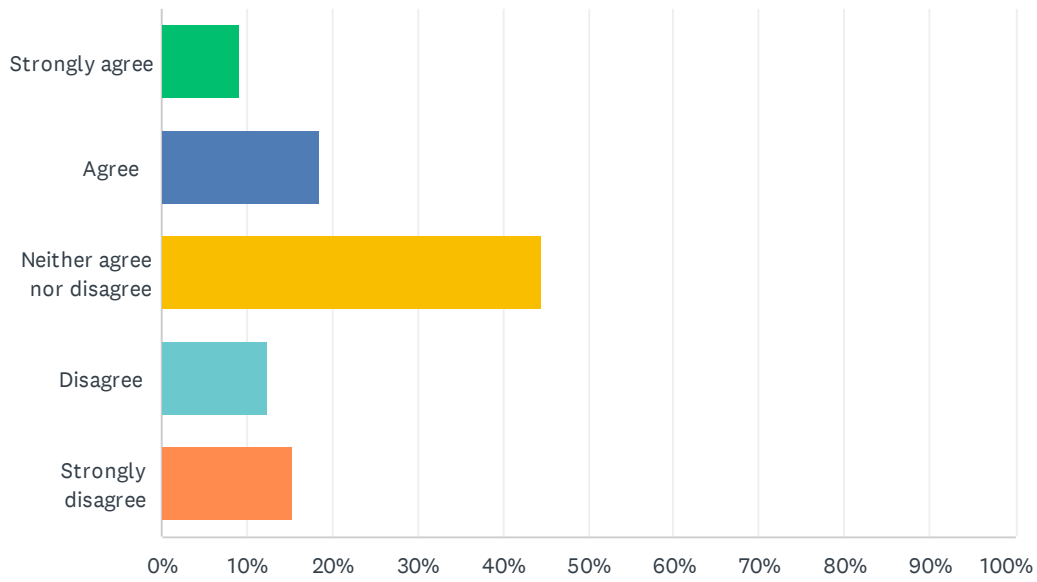
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	13.85%	9
Agree	29.23%	19
Neither agree nor disagree	32.31%	21
Disagree	13.85%	9
Strongly disagree	10.77%	7
TOTAL		65

Q56 Promotions go to those who best deserve them.

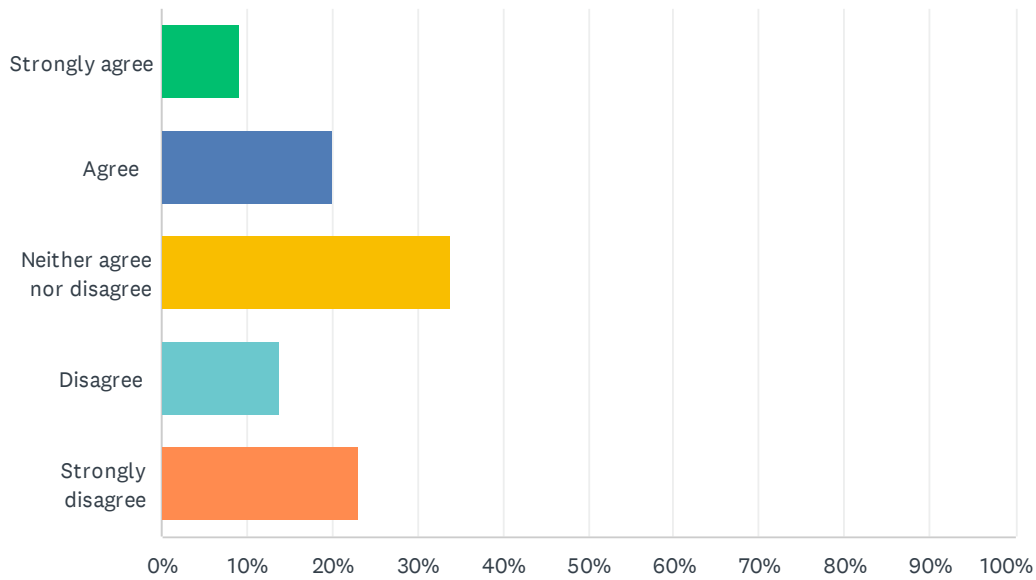
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	9.23%	6
Agree	18.46%	12
Neither agree nor disagree	44.62%	29
Disagree	12.31%	8
Strongly disagree	15.38%	10
TOTAL		65

Q57 This organization helps me plan for my retirement

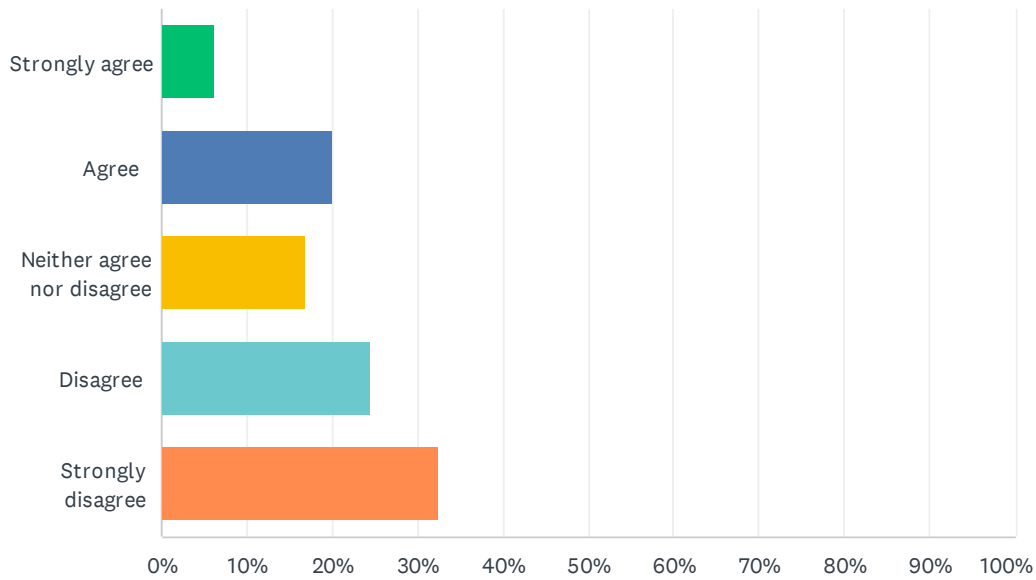
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	9.23%	6
Agree	20.00%	13
Neither agree nor disagree	33.85%	22
Disagree	13.85%	9
Strongly disagree	23.08%	15
TOTAL		65

Q58 This is a psychologically and emotionally healthy place to work.

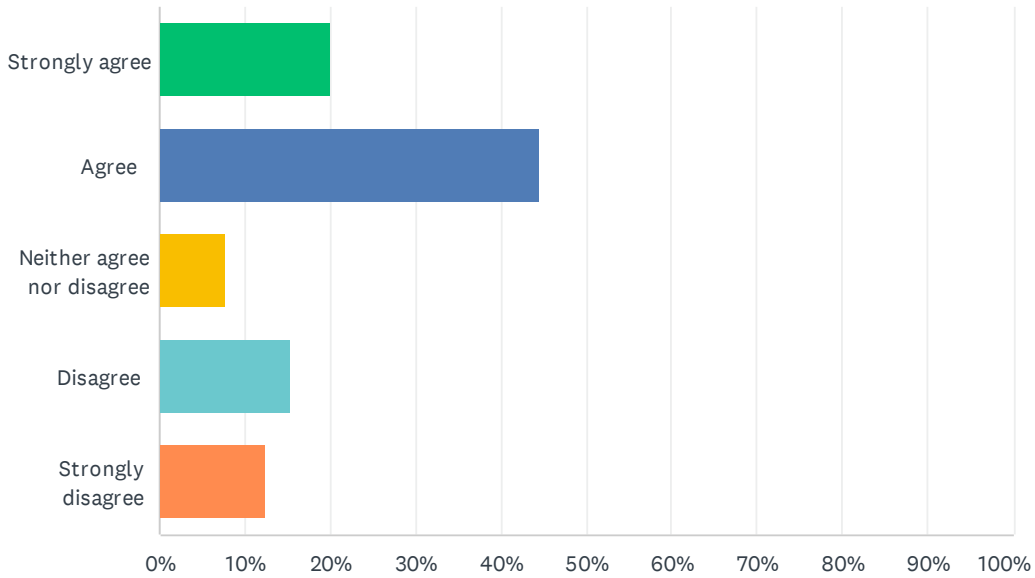
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	6.15%	4
Agree	20.00%	13
Neither agree nor disagree	16.92%	11
Disagree	24.62%	16
Strongly disagree	32.31%	21
TOTAL		65

Q59 I am able to take time off from work when I think it's necessary.

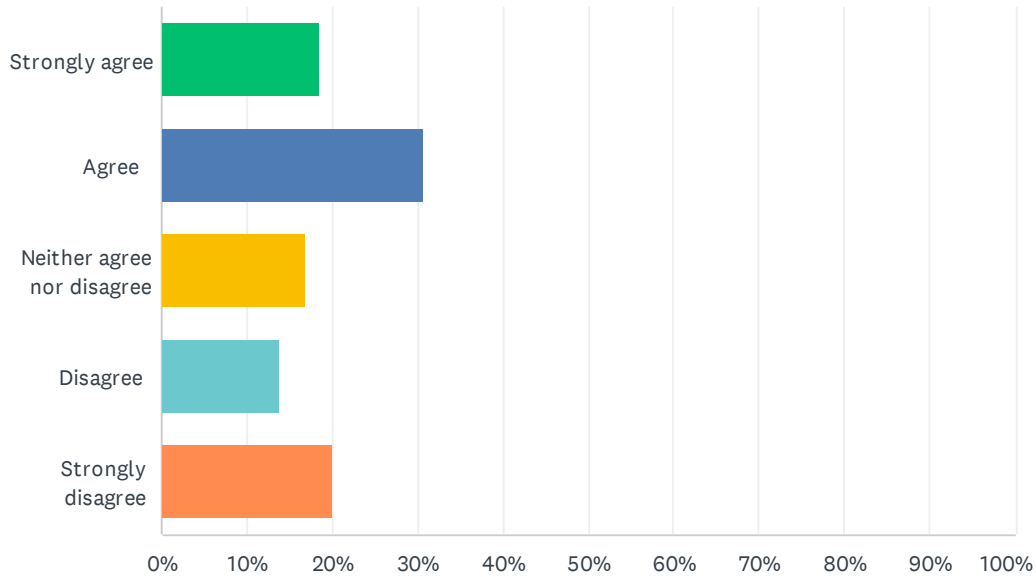
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	20.00%	13
Agree	44.62%	29
Neither agree nor disagree	7.69%	5
Disagree	15.38%	10
Strongly disagree	12.31%	8
TOTAL		65

Q60 People are encouraged to balance their work life and their personal life.

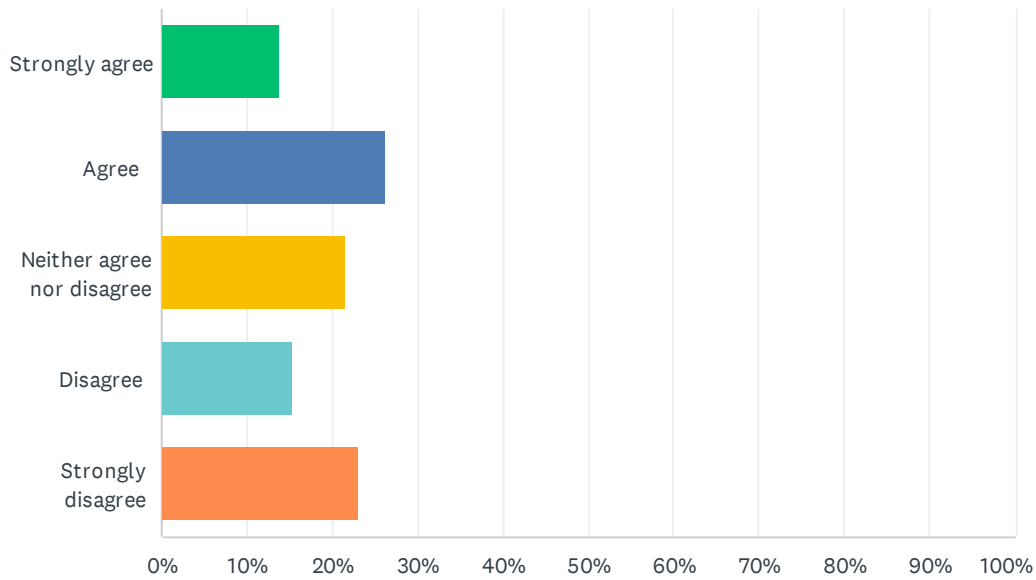
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	18.46%	12
Agree	30.77%	20
Neither agree nor disagree	16.92%	11
Disagree	13.85%	9
Strongly disagree	20.00%	13
TOTAL		65

Q61 Our facilities contribute to a good working environment

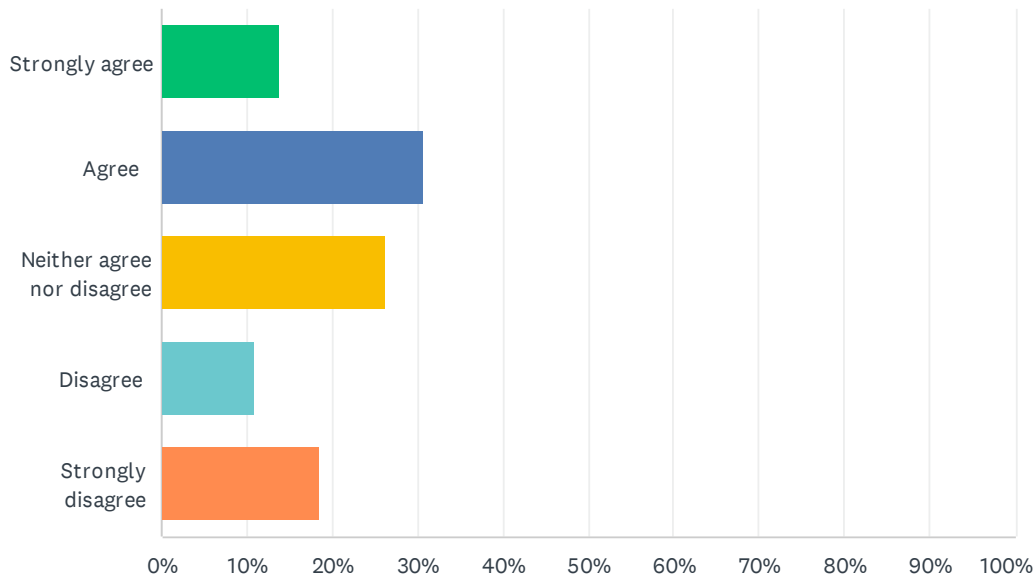
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	13.85%	9
Agree	26.15%	17
Neither agree nor disagree	21.54%	14
Disagree	15.38%	10
Strongly disagree	23.08%	15
TOTAL		65

Q62 I am given the resources and equipment to do my job.

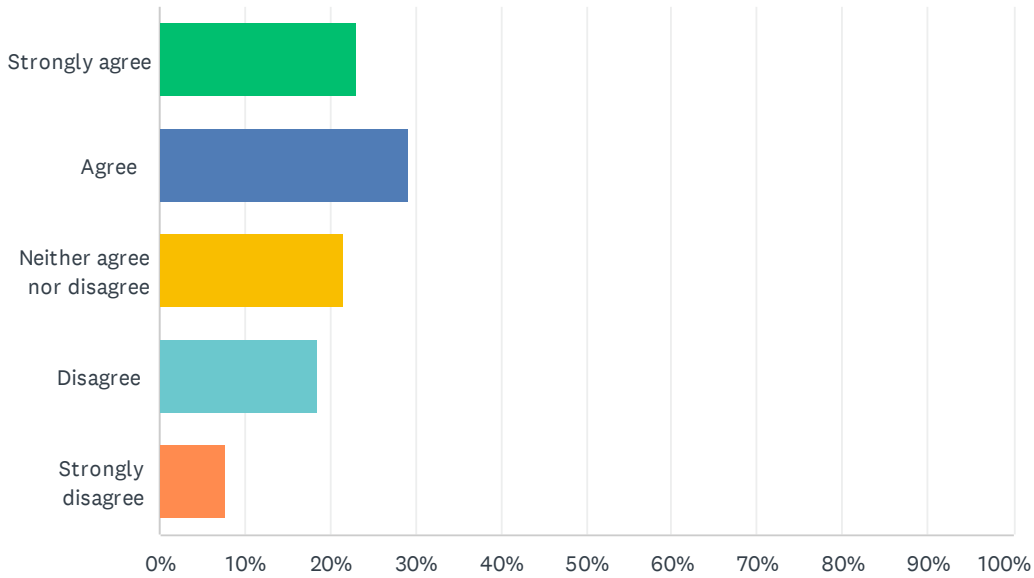
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	13.85%	9
Agree	30.77%	20
Neither agree nor disagree	26.15%	17
Disagree	10.77%	7
Strongly disagree	18.46%	12
TOTAL		65

Q63 This is a physically safe place to work.

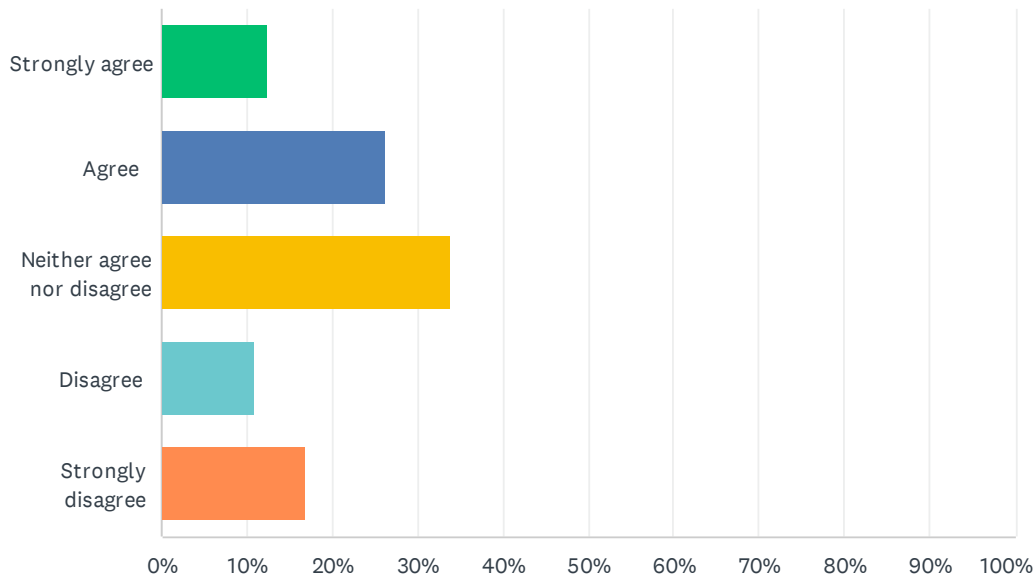
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	23.08%	15
Agree	29.23%	19
Neither agree nor disagree	21.54%	14
Disagree	18.46%	12
Strongly disagree	7.69%	5
TOTAL		65

Q64 Management does a good job of assigning and coordinating people.

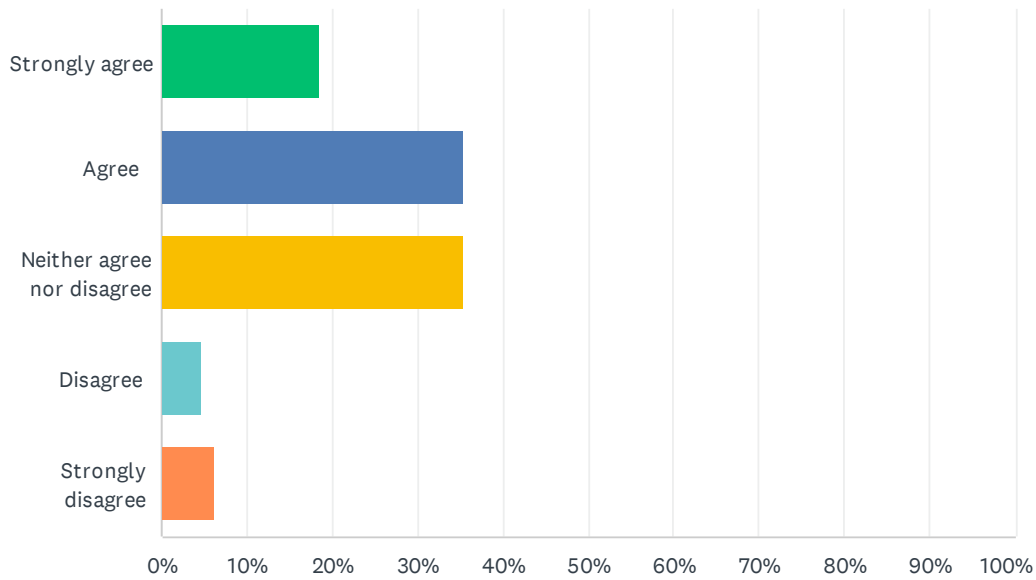
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	12.31%	8
Agree	26.15%	17
Neither agree nor disagree	33.85%	22
Disagree	10.77%	7
Strongly disagree	16.92%	11
TOTAL		65

Q65 My performance is fairly evaluated

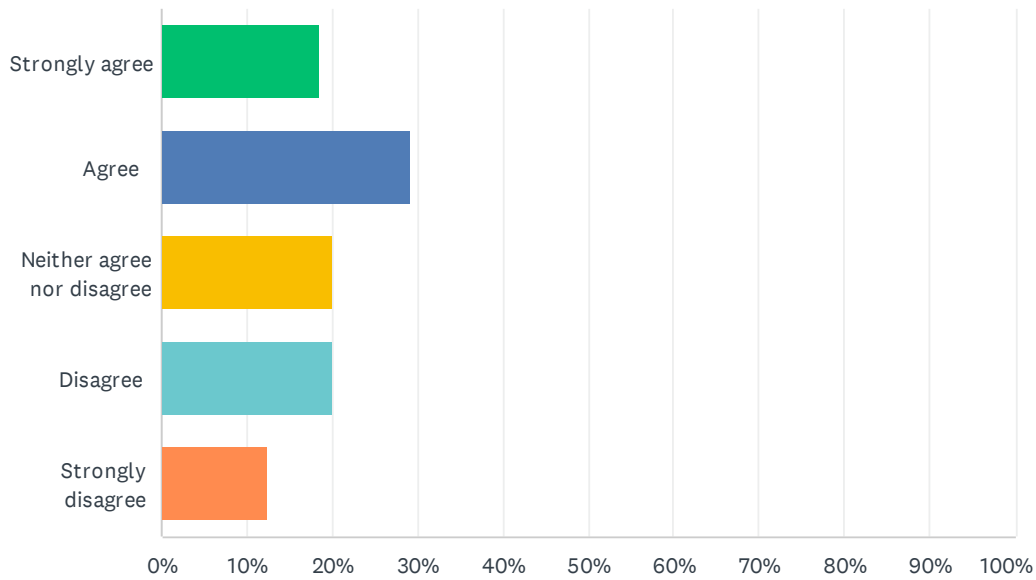
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	18.46%	12
Agree	35.38%	23
Neither agree nor disagree	35.38%	23
Disagree	4.62%	3
Strongly disagree	6.15%	4
TOTAL		65

Q66 Excellent performance is recognized in this organization.

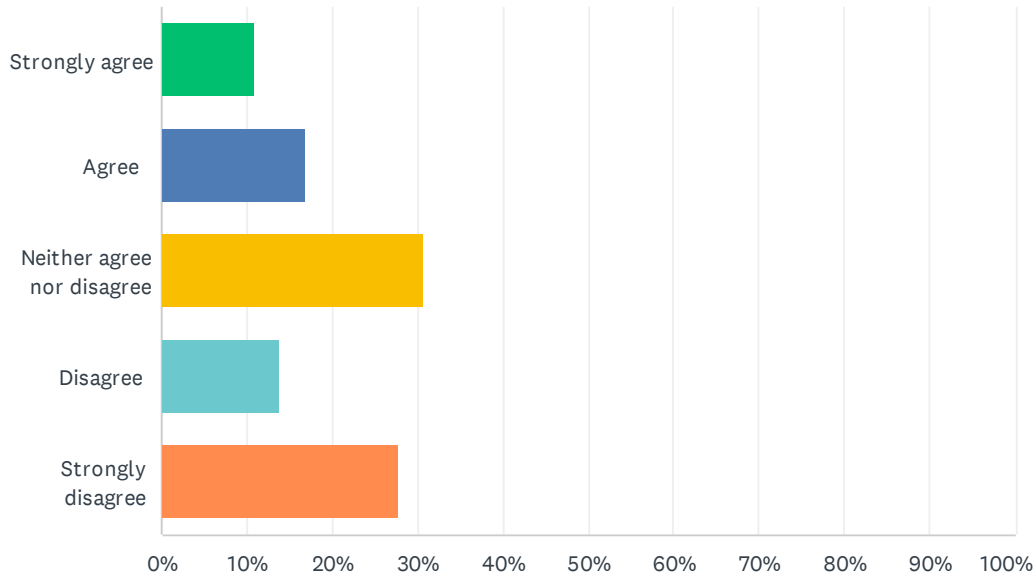
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	18.46%	12
Agree	29.23%	19
Neither agree nor disagree	20.00%	13
Disagree	20.00%	13
Strongly disagree	12.31%	8
TOTAL		65

Q67 Appropriate action is taken when dealing with poor performers.

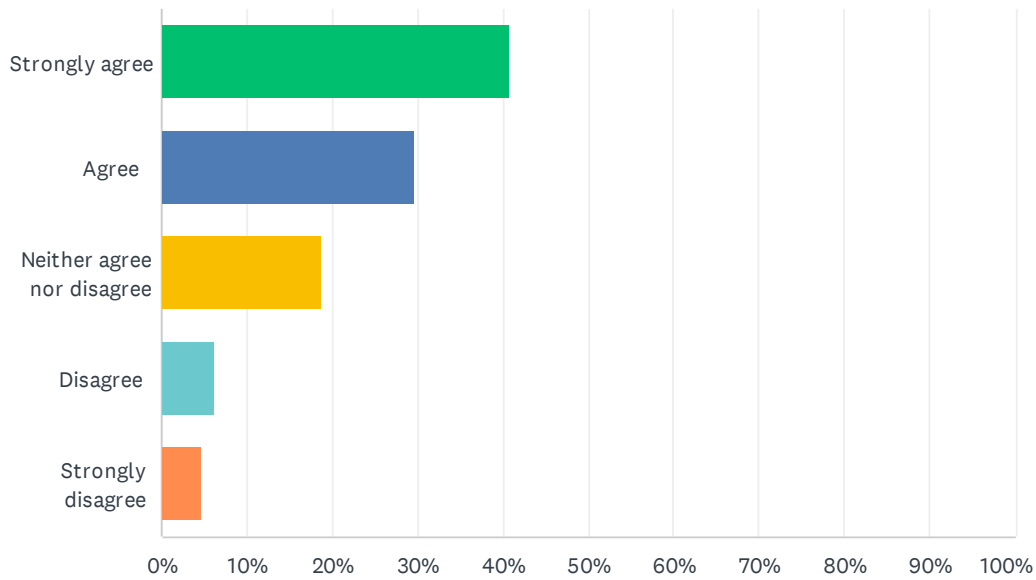
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	10.77%	7
Agree	16.92%	11
Neither agree nor disagree	30.77%	20
Disagree	13.85%	9
Strongly disagree	27.69%	18
TOTAL		65

Q68 People here are treated fairly regardless of their age.

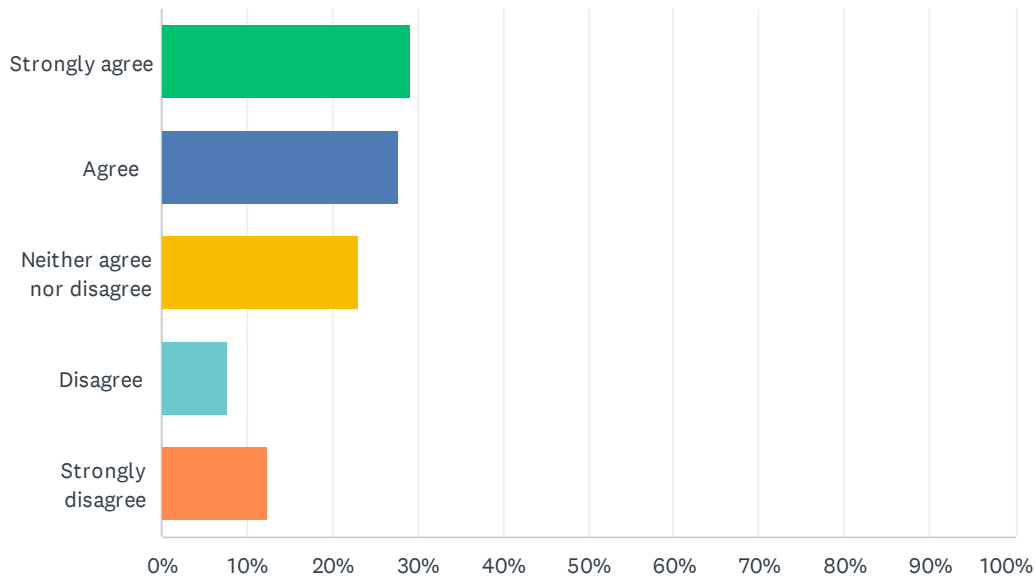
Answered: 64 Skipped: 12



ANSWER CHOICES	RESPONSES	
Strongly agree	40.63%	26
Agree	29.69%	19
Neither agree nor disagree	18.75%	12
Disagree	6.25%	4
Strongly disagree	4.69%	3
TOTAL		64

Q69 People here are treated fairly regardless of their race or ethnic origin

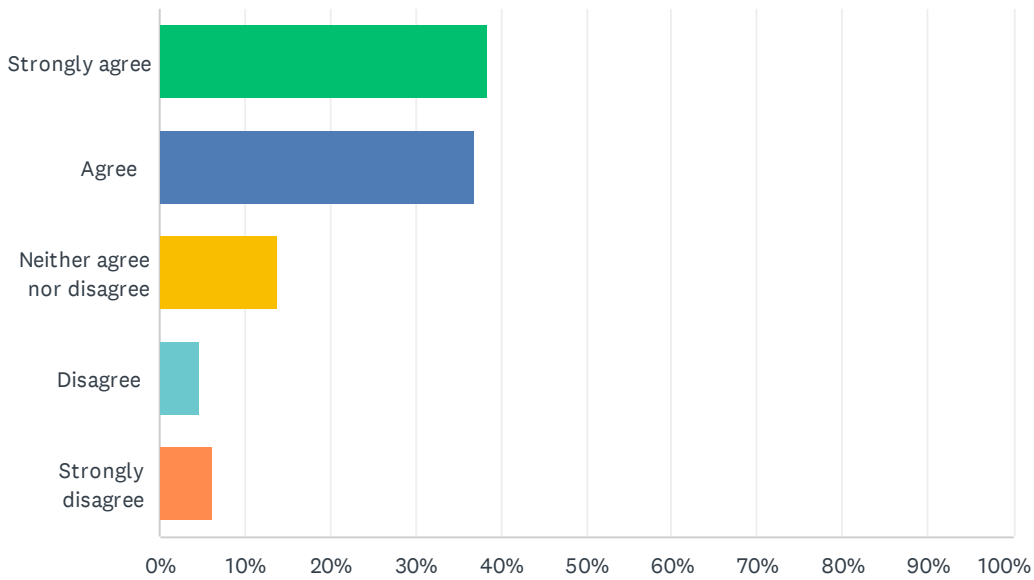
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	29.23%	19
Agree	27.69%	18
Neither agree nor disagree	23.08%	15
Disagree	7.69%	5
Strongly disagree	12.31%	8
TOTAL		65

Q70 People here are treated fairly regardless of their sex.

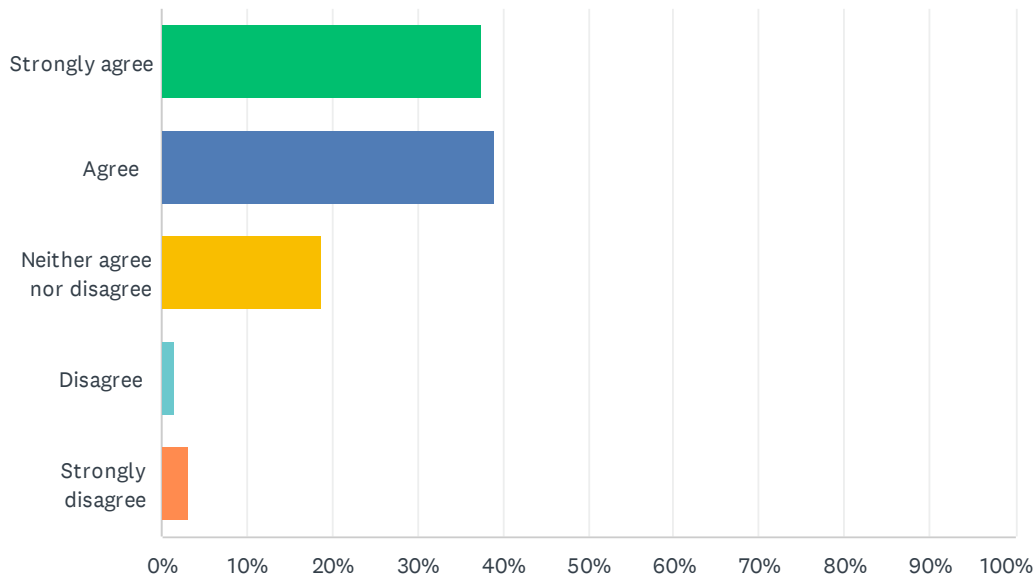
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	38.46%	25
Agree	36.92%	24
Neither agree nor disagree	13.85%	9
Disagree	4.62%	3
Strongly disagree	6.15%	4
TOTAL		65

Q71 People here are treated fairly regardless of their sexual orientation.

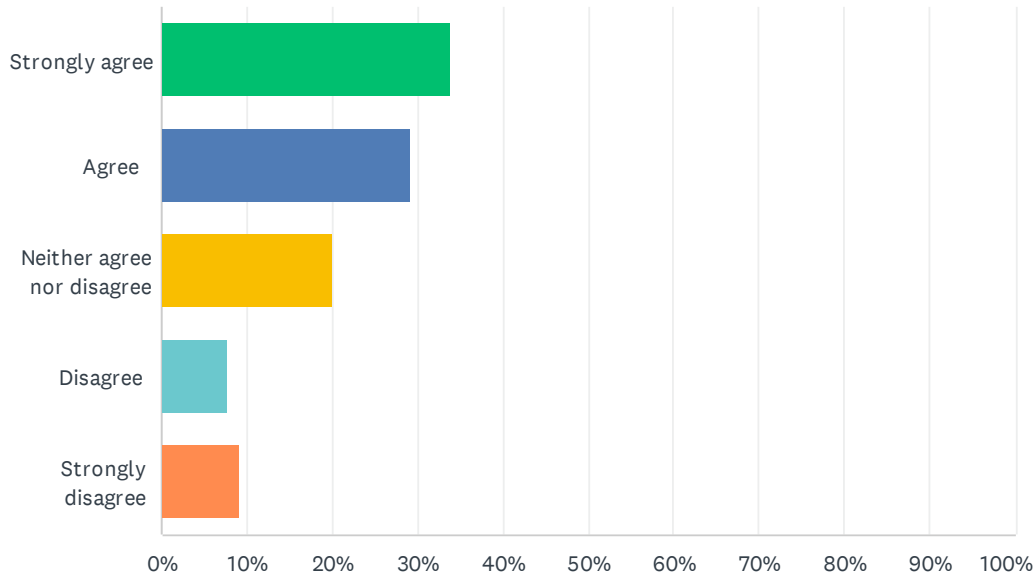
Answered: 64 Skipped: 12



ANSWER CHOICES	RESPONSES	
Strongly agree	37.50%	24
Agree	39.06%	25
Neither agree nor disagree	18.75%	12
Disagree	1.56%	1
Strongly disagree	3.13%	2
TOTAL		64

Q72 I am treated as a full member here regardless of my position.

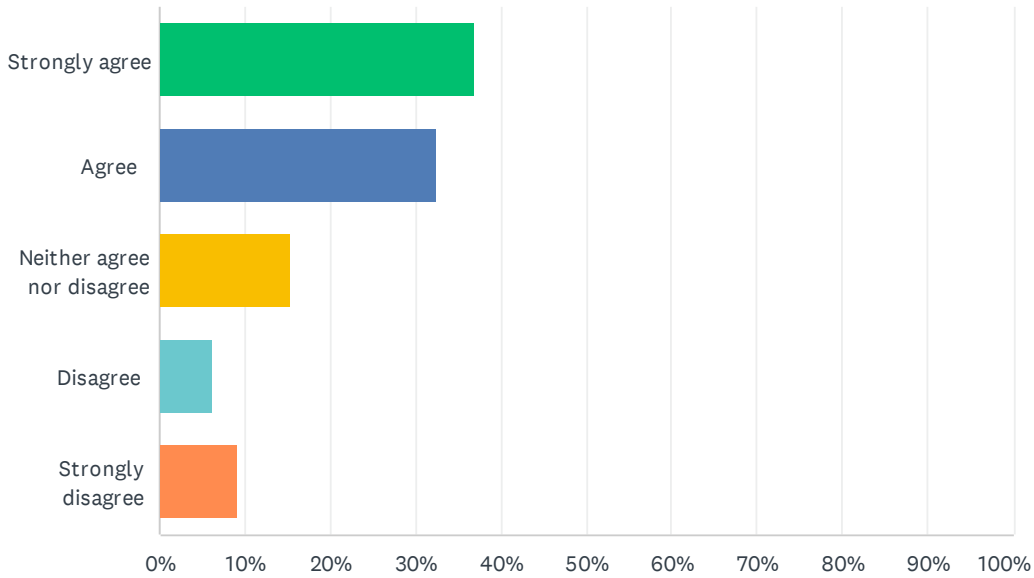
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	33.85%	22
Agree	29.23%	19
Neither agree nor disagree	20.00%	13
Disagree	7.69%	5
Strongly disagree	9.23%	6
TOTAL		65

Q73 When you join the organization, you are made to feel welcome.

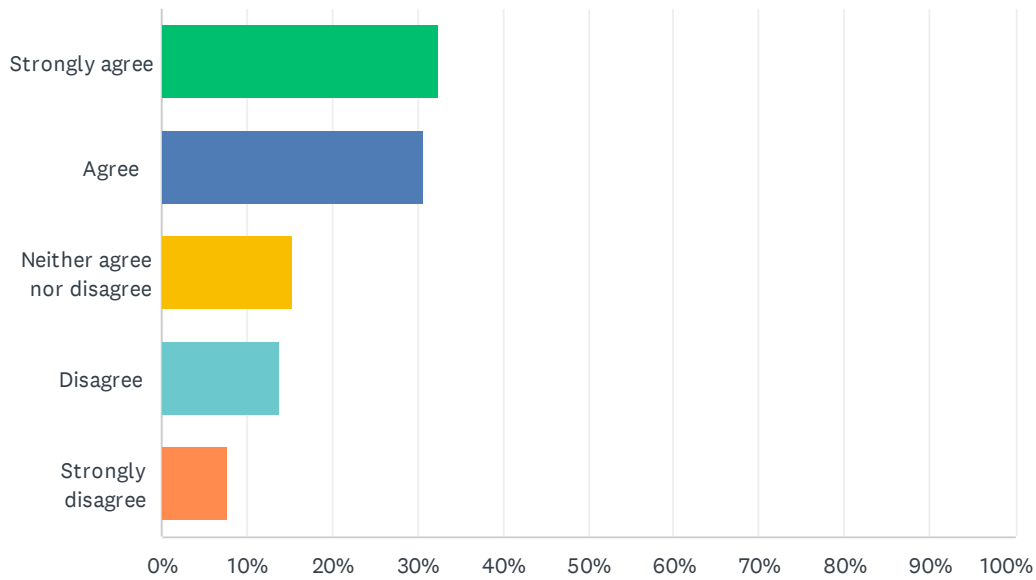
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	36.92%	24
Agree	32.31%	21
Neither agree nor disagree	15.38%	10
Disagree	6.15%	4
Strongly disagree	9.23%	6
TOTAL		65

Q74 I can be myself around here

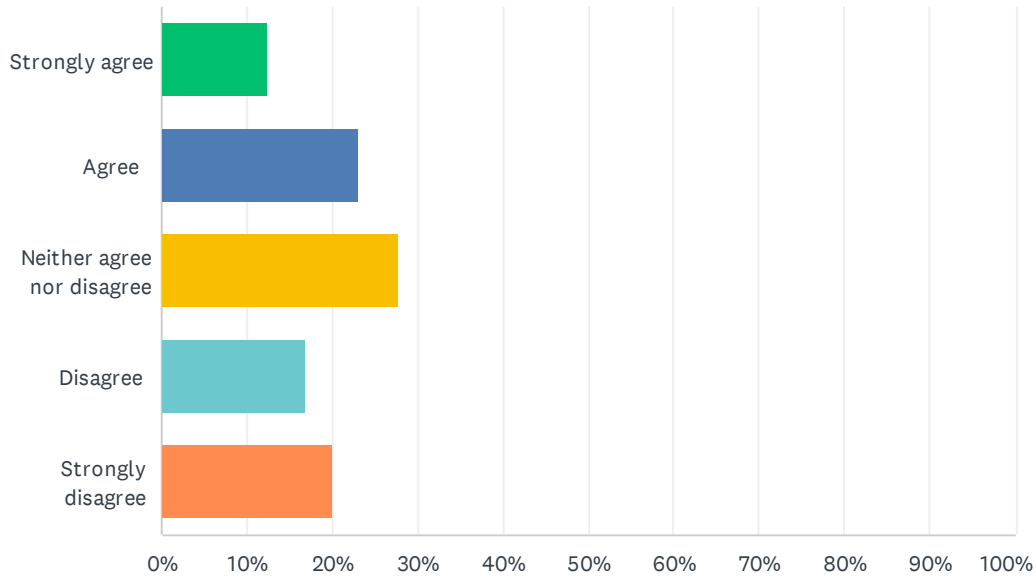
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	32.31%	21
Agree	30.77%	20
Neither agree nor disagree	15.38%	10
Disagree	13.85%	9
Strongly disagree	7.69%	5
TOTAL		65

Q75 People look forward to coming to work here

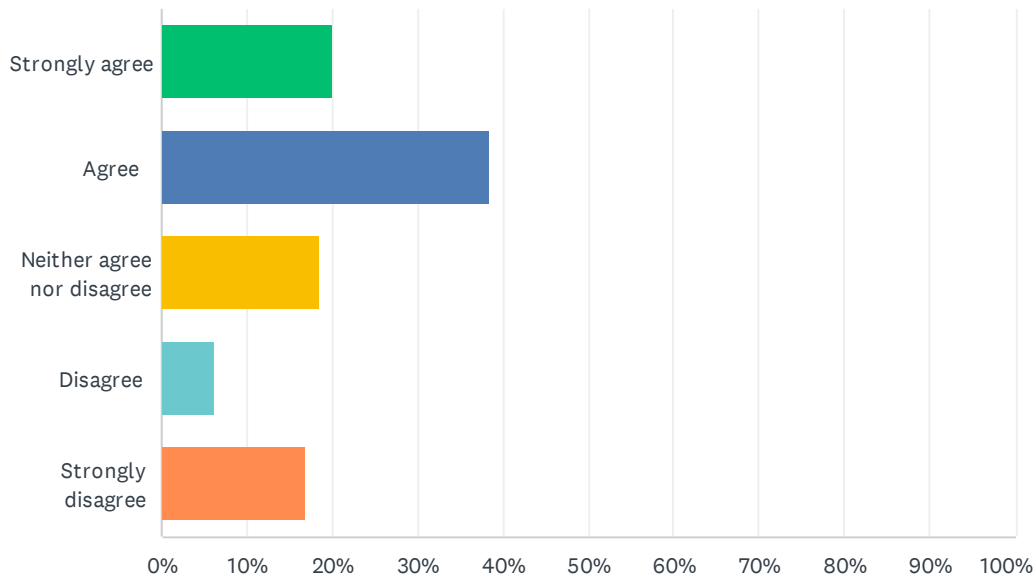
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	12.31%	8
Agree	23.08%	15
Neither agree nor disagree	27.69%	18
Disagree	16.92%	11
Strongly disagree	20.00%	13
TOTAL		65

Q76 This is a friendly place to work.

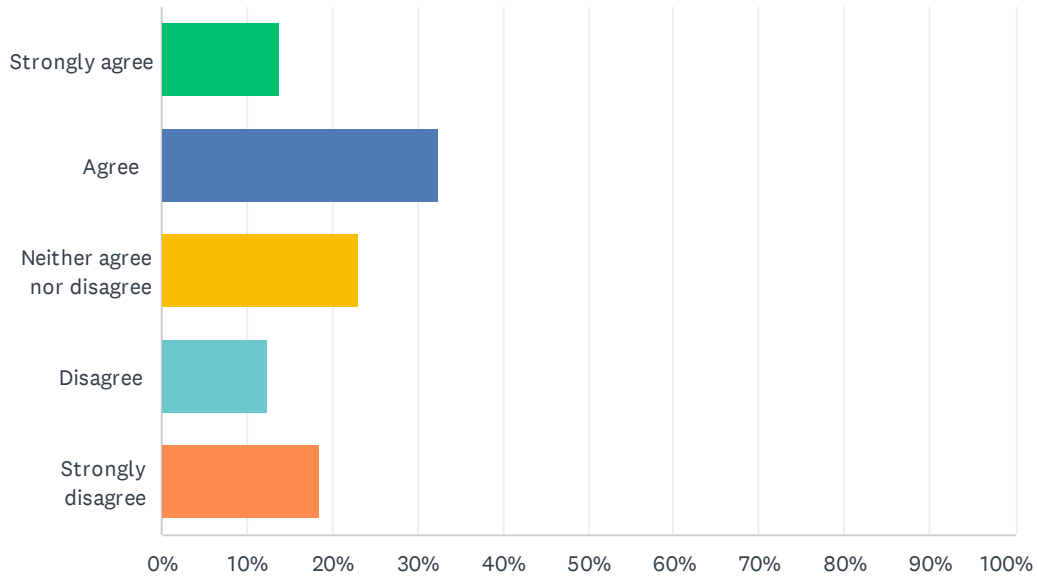
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	20.00%	13
Agree	38.46%	25
Neither agree nor disagree	18.46%	12
Disagree	6.15%	4
Strongly disagree	16.92%	11
TOTAL		65

Q77 This is a fun place to work.

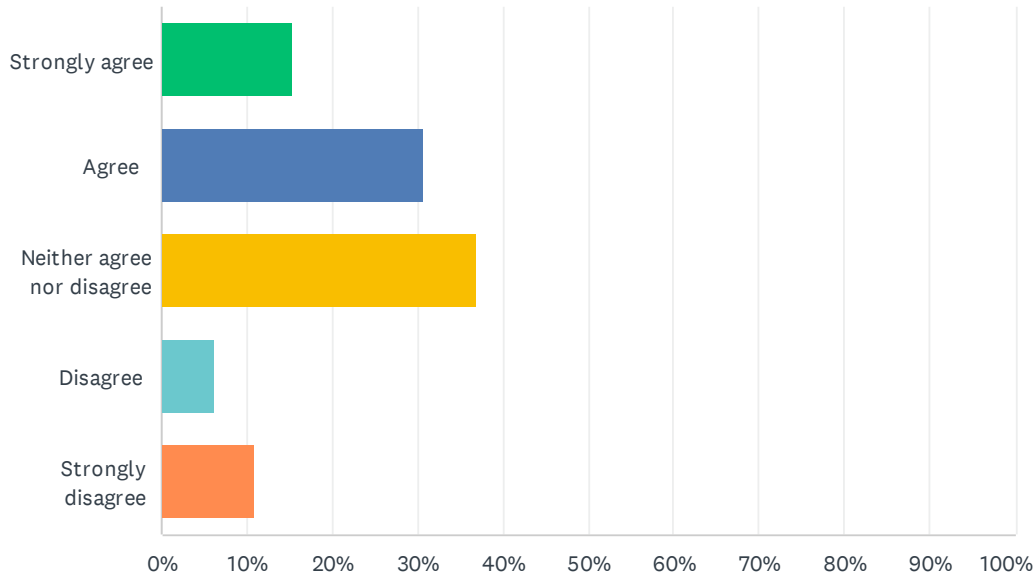
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	13.85%	9
Agree	32.31%	21
Neither agree nor disagree	23.08%	15
Disagree	12.31%	8
Strongly disagree	18.46%	12
TOTAL		65

Q78 When people change jobs or work teams, they are made to feel right at home.

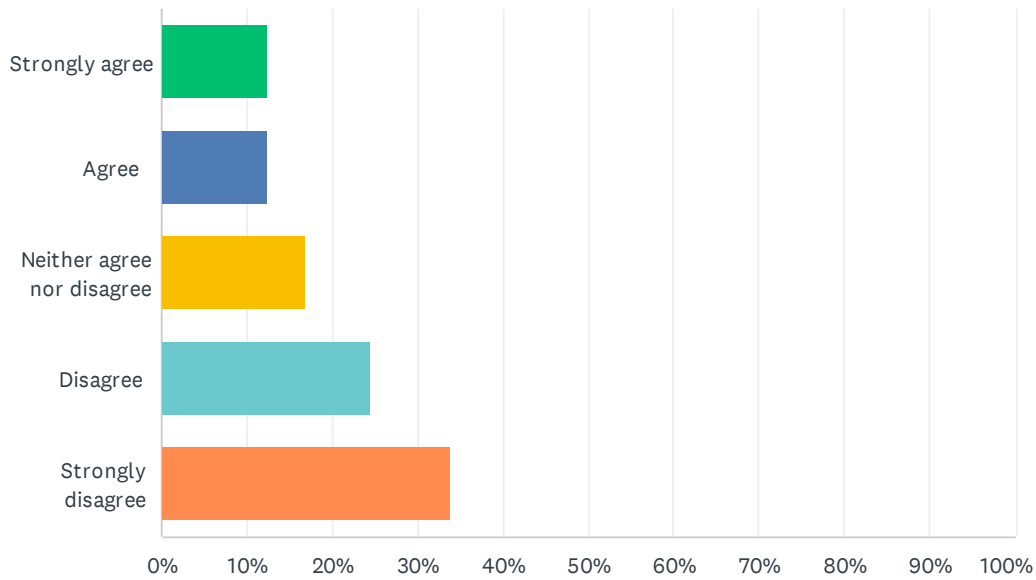
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	15.38%	10
Agree	30.77%	20
Neither agree nor disagree	36.92%	24
Disagree	6.15%	4
Strongly disagree	10.77%	7
TOTAL		65

Q79 People here are paid fairly for the work they do.

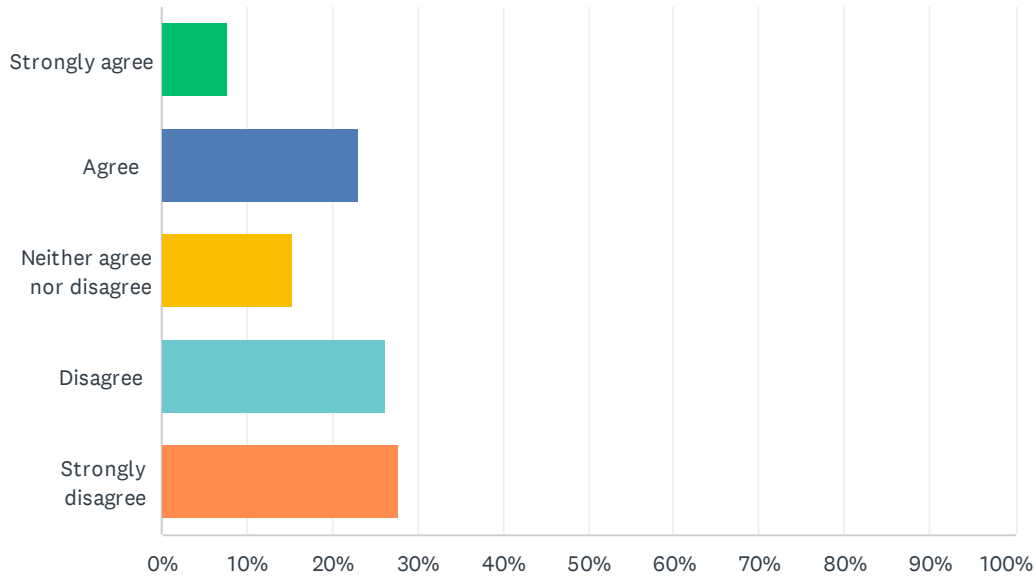
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	12.31%	8
Agree	12.31%	8
Neither agree nor disagree	16.92%	11
Disagree	24.62%	16
Strongly disagree	33.85%	22
TOTAL		65

Q80 We have special and unique benefits here.

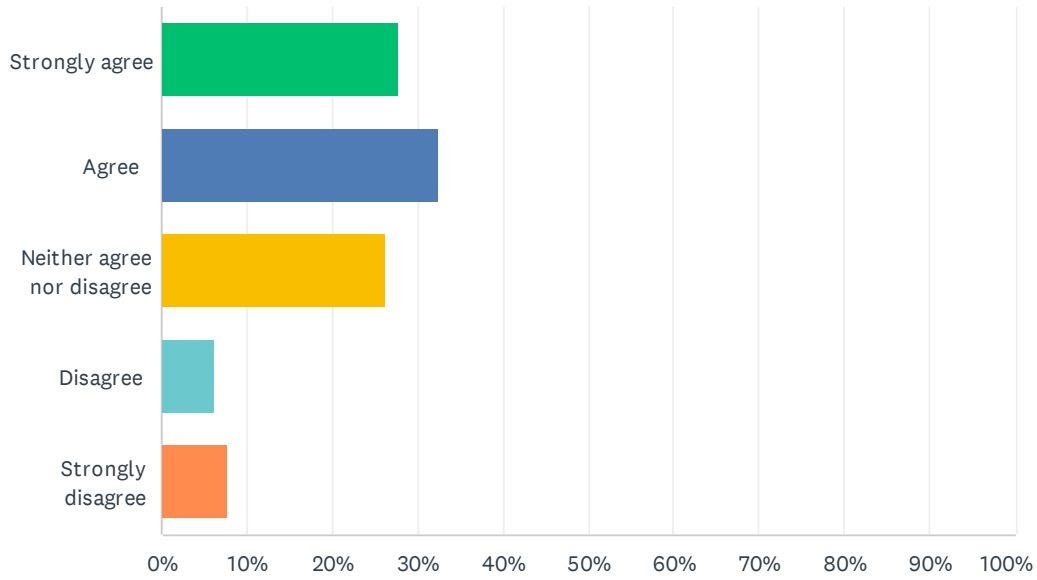
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	7.69%	5
Agree	23.08%	15
Neither agree nor disagree	15.38%	10
Disagree	26.15%	17
Strongly disagree	27.69%	18
TOTAL		65

Q81 People care about each other here.

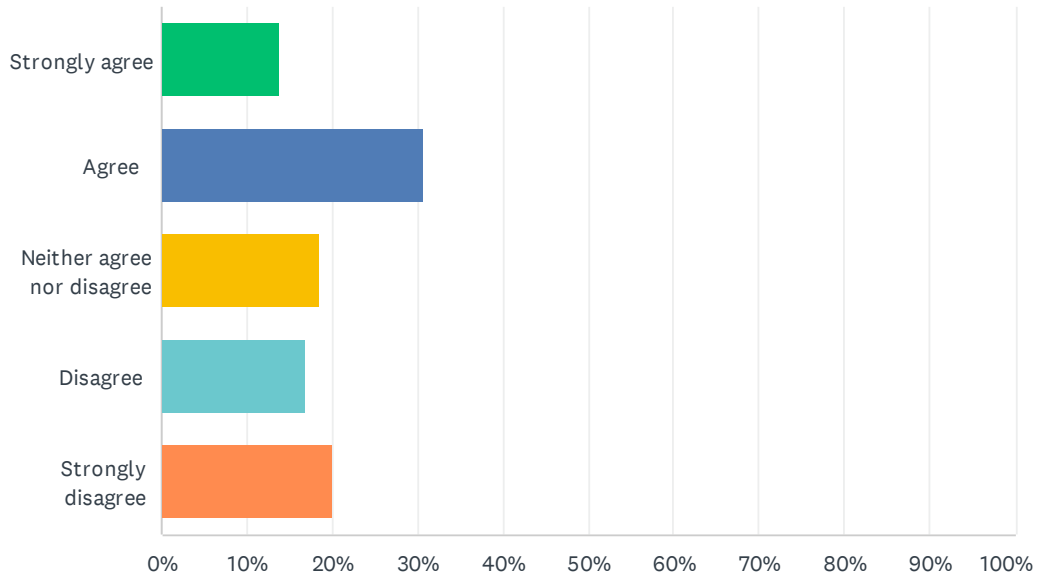
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	27.69%	18
Agree	32.31%	21
Neither agree nor disagree	26.15%	17
Disagree	6.15%	4
Strongly disagree	7.69%	5
TOTAL		65

Q82 There is a "family" or "team" feeling here.

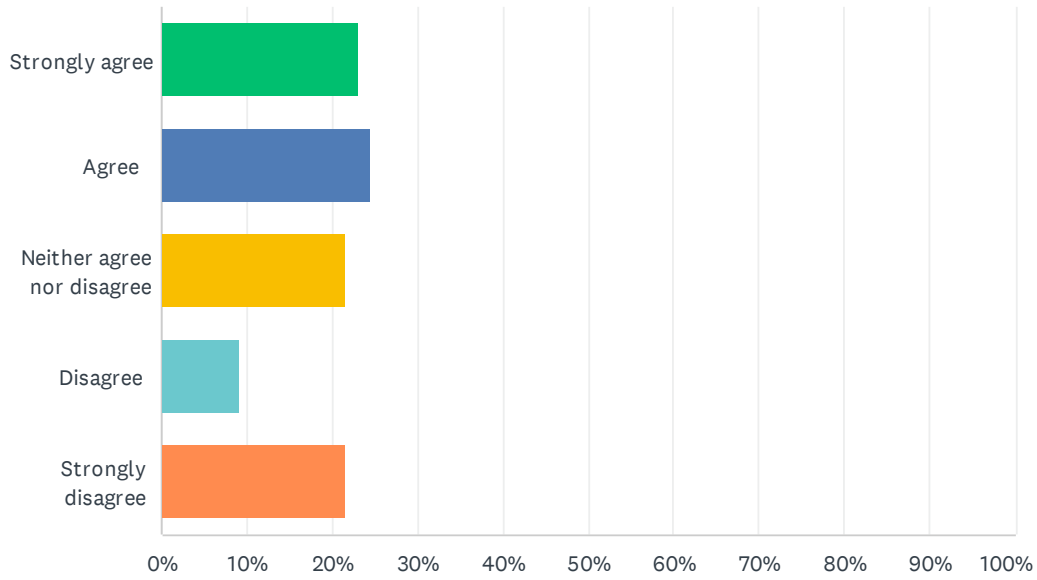
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	13.85%	9
Agree	30.77%	20
Neither agree nor disagree	18.46%	12
Disagree	16.92%	11
Strongly disagree	20.00%	13
TOTAL		65

Q83 We're all in this together.

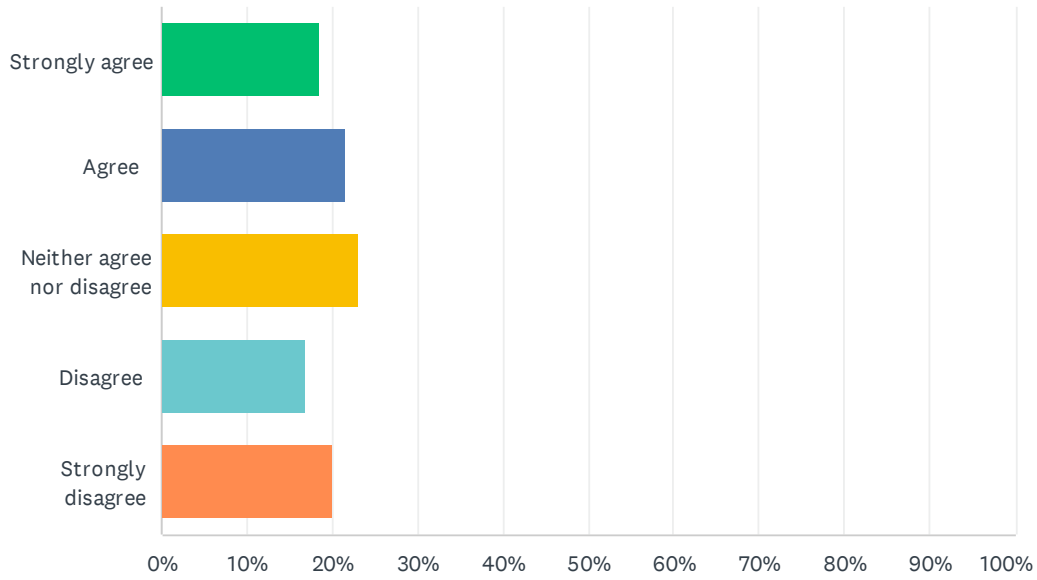
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	23.08%	15
Agree	24.62%	16
Neither agree nor disagree	21.54%	14
Disagree	9.23%	6
Strongly disagree	21.54%	14
TOTAL		65

Q84 You can count on people to cooperate.

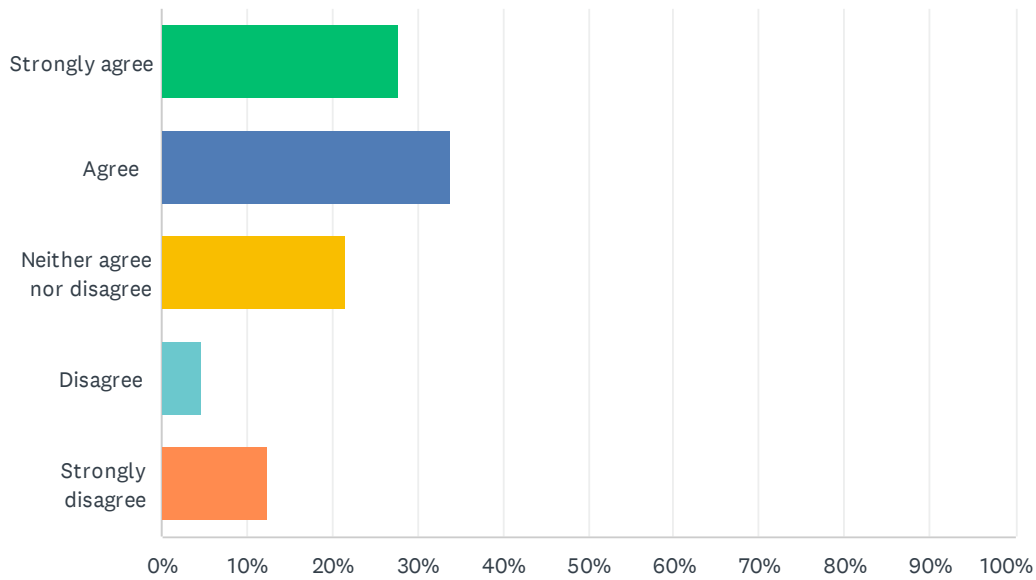
Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	18.46%	12
Agree	21.54%	14
Neither agree nor disagree	23.08%	15
Disagree	16.92%	11
Strongly disagree	20.00%	13
TOTAL		65

Q85 People celebrate special events around here.

Answered: 65 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	27.69%	18
Agree	33.85%	22
Neither agree nor disagree	21.54%	14
Disagree	4.62%	3
Strongly disagree	12.31%	8
TOTAL		65

Q86 Is there anything unique or unusual about this organization that makes it a great place to work? Please give specific examples.

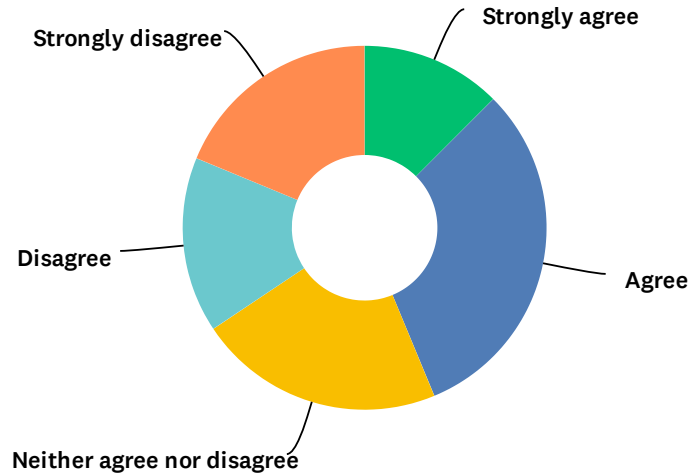
Answered: 51 Skipped: 25

Q87 If you could change one thing about this organization to make it a better place to work, what would it be?

Answered: 53 Skipped: 23

Q88 Taking everything into account, I would say this is a great place to work.

Answered: 64 Skipped: 12



ANSWER CHOICES	RESPONSES	
Strongly agree	12.50%	8
Agree	31.25%	20
Neither agree nor disagree	21.88%	14
Disagree	15.63%	10
Strongly disagree	18.75%	12
TOTAL		64



Strategic Planning Update

Thank you so much to the Kairos Ad hoc Strategic Planning Committee members: Aaron, Whitney, and Kate. Our first meeting will be in mid-December to discuss our initial findings to share with the board at our January meeting.

We officially launched the strategic planning process in late September, and we are doing our research now to create our SWOT to better understand Kairos' strengths and weaknesses as well as our landscape's opportunities and threats. In alignment with our value of community, we are soliciting significant input from our families, students, faculty, board, and external stakeholders as follows:

- Family input through listening tour
- Student input through SWOT design session on September 30, 2022 (middle and high school)
- Faculty and board input through SWOT surveys
- External stakeholder input through SWOT interviews.

Simmons Lettre, our consultant will analyze the data from all stakeholders and share findings with us at the January 26th board meeting. In the meantime, please find the following below:

1. Email Dr Graham sent to the Kairos community summarizing what I learned from the listening tour
2. Headlines from the student design session.

1. Email update to Kairos community sent 11/14/2022

Dear Kairos Community: As I wrap up my first 100 days as CEO of Kairos, I feel so grateful to have the honor of joining this amazing community of students, families, and faculty. I am especially thankful to those of you who joined one of my three "Listening Tours" this fall and gave me your input on what is and is not working at Kairos, and what you need from me as CEO to make sure Kairos is the best we can be. These Listening Tours will happen quarterly on January 10, March 14th and May 5th, 2022.

As promised, I wanted to share the themes I heard across the groups and a few next steps to help us move together in the right direction. I have not included every comment in the list below, but you can be sure I've got them captured in my own notes.

What we need to keep doing at Kairos/Bright Spots at Kairos



Strategic Planning Board Update

SY 22-23

- **Coaching** is special to Kairos, and sets us apart from other schools.
- **School culture** empowers students and faculty in important and positive ways. The camaraderie we feel as students, families, and faculty is a key ingredient to Kairos' secret sauce.
- **Diversity** in our students and faculty is a huge advantage for our community.
- **Professional development and team building for staff** has been a positive way to start this school year.

What we need to do to improve at Kairos

- **Improve communication** with families and staff so we are on the same page on everything from school culture, to procedures for assessments, to calendar and upcoming events.
- **Focus on staff retention** and take steps to minimize the impact of longer-term staff leaving. The community misses many key staff who left Kairos last year and wants to ensure that we are doing everything we can to make sure Kairos staff have the support they need to prevent burn out or interest in another school. I also heard that the absence of these staff brings uncertainty to our community about how to maintain the special culture Kairos was founded upon.
- **Consider tweaks to programming** such as after school activities, aligning language offerings from the high school to the middle school, and incorporating more experiential activities into the curriculum.
- **Work on the now and the tomorrow.** One staff member said it beautifully, "I fear we will focus only on the future and not the present." The community wants to ensure we are building for a strong high school and long-term success of Kairos and they also want to make sure we address challenges we are facing today so they will not become bigger problems in the future.

I will fold this input into our short and long-term planning. In the meantime, I see a few opportunities for quick wins in response to this feedback as follows:

- Student-specific interviews/focus groups to make sure their vision for their school is central to all planning and support. I will work with school leaders to ensure we incorporate student voice in our action planning.
- Strategic focus with manager training to best support trust and relationship building with staff members to create a culture that is inclusive and supportive.
- Implementation of our revamped rewards & benefits to ensure we recognize our staff in multiple formats.
- Immediately increased support for capacity building with leaders in the field focused at helping instructional outcomes (Summit learning platform, circle training, effective coaching, building school culture).

Again, thanks so much for your input and if you have further ideas for how I can support Kairos to be the best school it can be, I have office hours every week on Tuesdays & Thursdays or you can email me at khail.graham@kairosacademies.org. I look forward to continuing the conversation!

2. Student Design Session: Headlines

Kairos Strengths

- Teachers and faculty care for students, build relationships with them and see students as equals. They listen and are open minded.
- Choice/agency gives students choice, voice, and autonomy over their learning
- Accepting community
- Flexibility and self-direction in learning

Kairos Weaknesses

- Leadership does not keep its promises and has no clear plan for the future
- Safety: There are no drills, physical space does not feel safe, halls are packed and not safe
- Student conduct is not what it should be
- Teachers keep leaving.
- Need to better implement choice, especially at high school
- The high school does not feel like a high school. Just an extension of middle school.
- Facilities are not complete, have no green space, and we need more flexible space
- More class offerings and extra curriculars
- Better communication with students and parents

“If you were made of magic, what would you dream up for Kairos?”

- Faculty is prepared to teach well at Kairos on a broad range of topics
- Culture: Kairos delivers on its promises and has a clear vision for the future
- The high school feels different than the high school
- More robust facilities that include separate spaces for high school, green spaces, libraries, art rooms, a gym, computer labs, etc.
- High schoolers: college preparation and speciality classes
- More extra curricular activities
- More freedom and flexibility

“What do you want Kairos to prepare you for? Prepare you to do?”

- Make sure we know how the world really works and how we can succeed
- Prepare us for College
- Prepare us to find our own path
- Teach us self-agency
- Help us get a job
- Help us understand WHY we are learning stuff.