

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:	March 2020
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CONSIDERATION OF CHARTER SCHOOL APPLICATION RENEWAL FOR
GENESIS SCHOOL, INC.

STATUTORY AUTHORITY:	<input type="checkbox"/> Consent Item <input checked="" type="checkbox"/> Action Item <input type="checkbox"/> Report Item
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Section 160.400 and 160.405, RSMo

PRIORITY AREA

Success-Ready Students & Workforce Development

SUMMARY

The 1998 session of the Missouri General Assembly authorized establishment of charter schools. Renewal charter applications are submitted every five years. Section 160.405.9, RSMo requires the State Board of Education to vote to renew the charter after the sponsor has demonstrated compliance with state and federal law.

The Department of Elementary and Secondary Education (DESE) received a Charter School Renewal Application approved by the University of Missouri-Columbia (UMC). Genesis School, Inc., Kansas City, currently serves 290 students in grades PK-8. The charter school has requested that UMC renew its charter for a term of five years beginning July 1, 2020, and ending June 30, 2025. The sponsor has indicated the charter school is in good standing and requests renewal from the State Board of Education.

PRESENTERS

Chris Neale, Assistant Commissioner, Office of Quality Schools; and Gerry Kettenbach, Director of Charter Schools Office, University of Missouri will assist in the presentation and discussion of this agenda item.

RECOMMENDATION

The Department recommends that the State Board of Education authorize Genesis School, Inc., to continue operations pursuant to the charter renewal granted by University of Missouri – Columbia, effective July 1, 2020, for a five-year period, per the contingencies outlined in the performance contract.



**CONSIDERATION OF
RENEWAL:
GENESIS SCHOOL, INC.**

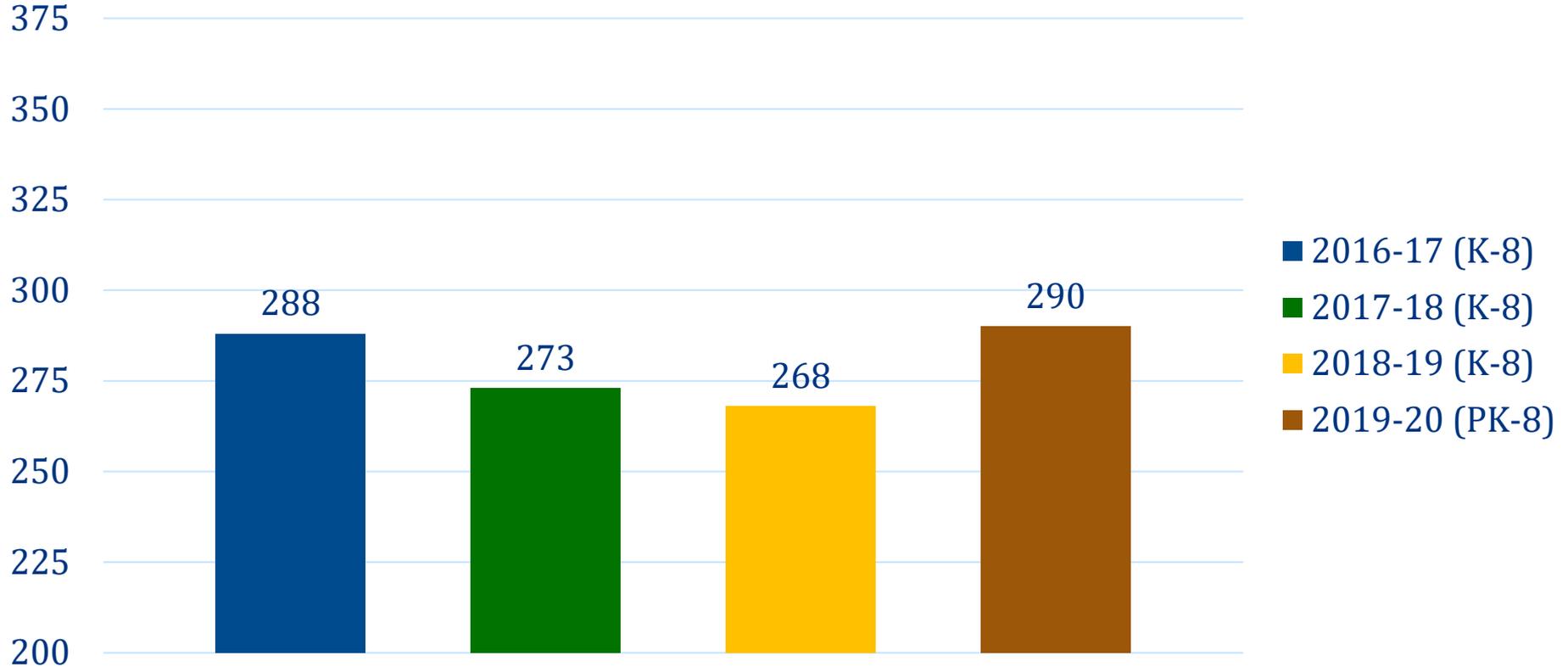
University of Missouri-Columbia

Missouri Department
of Elementary and Secondary Education

- Location: 3800 East 44th Street, Kansas City, MO
- Opened in 1999-2000
- Renewed 2004-2005
- Renewed 2014-2015
- Grades Served: PK-8*

*PK expansion authorized for 2020

Enrollment



Demographics

	Genesis School	Kansas City Public Schools (KCPS)	State
Asian	*	4.3	2.1
Black	85.8	55.8	15.7
Hispanic	2.6	27.6	6.7
Indian/Alaskan	*	.2	.4
Multi-Race	6.3	1.9	4.3
White	4.5	9.6	70.7
LEP	2.2	24.5	3.9
FRL	CEP**	CEP**	50.0
Special Education	13.4	11.7	13.5

Data as of 2019

* Data suppressed to protect student privacy

** Community Eligibility Provision, meals free regardless of student income

Annual Performance Report

Annual Performance Report	2016	2017	2018	2019
Genesis School, Inc.	48.1%	38.8%	16.7%	No Request Received
KCPS	70.0%	63.9%	82.9%	64.5%

High Quality Charter School – 85% or greater on APR, 3 out of the last 4 years
Expedited Renewal – 70% or greater on APR, 3 out of the last 4 years

Achievement Data

MAP Comparison by Grade Span



Data represented by MAP Performance Index
Single-year outcomes; not three-year averages

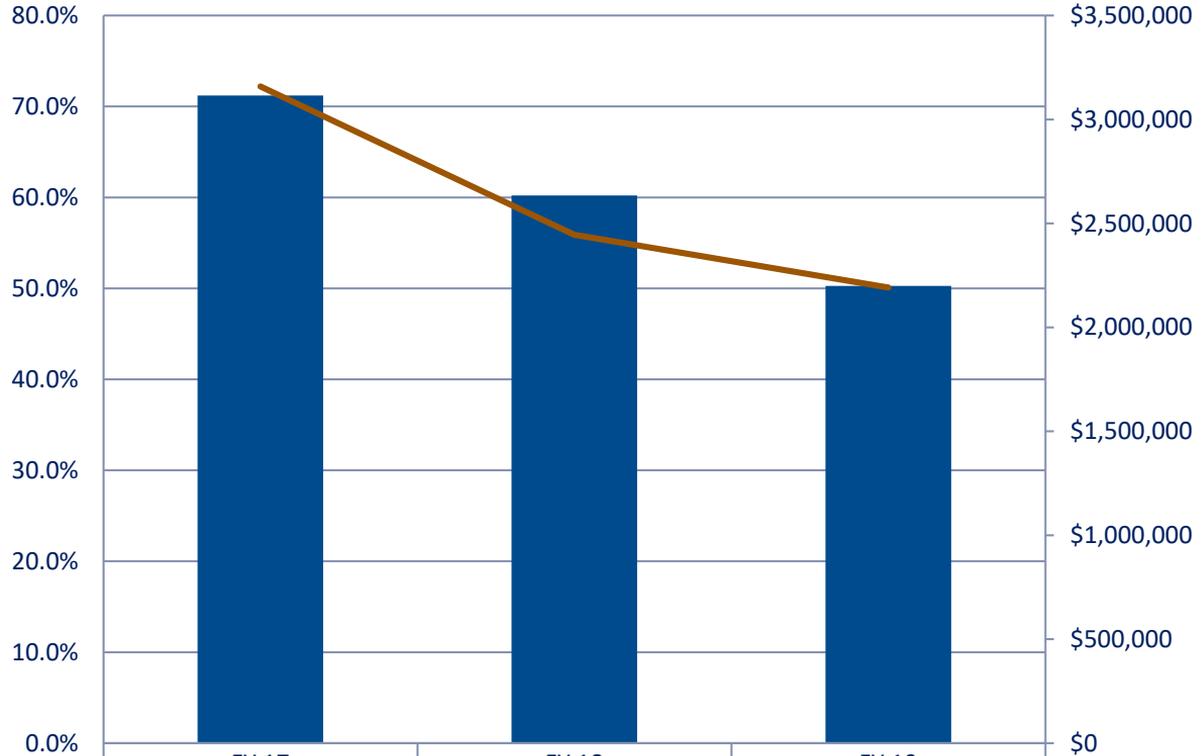
ELA and Math assessments changed between 2017 and 2018. Science assessment changed from 2017 to 2019.

Comparisons across changes to be avoided.

Financial Information

	2017	2018	2019
Operating Expenditures	\$4,311,960	\$4,710,369	\$4,392,946
Philanthropy	\$216,714	\$324,898	\$263,721
Capital Expenditures	\$30,498	\$5,768	\$2,835
Expenditure per ADA	\$13,565	\$15,914	
Per Pupil Expenditure			\$15,224

Fund Balances



Operating Fund Balance	\$3,115,057	\$2,634,169	\$2,199,523
Balance Percentage	72.2%	55.9%	50.1%

A sponsor must consider:

- Academic Record
 - ❑ Does the charter's annual performance report equal or exceed the district in which the charter school is located 3 of the last 4 school years by appropriate grade level configuration?
- Fiscal Viability
 - ❑ Is there a positive balance in its operating funds?
 - ❑ Is the combined operating balance three percent or greater?
 - ❑ Do receipts equal or exceed expenditures for the most recently completed fiscal year?
- Compliance
 - ❑ Is the charter is in compliance with its legally binding performance contract and sections 160.400, to 160.425, and 167.349, RSMo.?

Sponsor Performance Contract Analysis

Table 1. Academic Achievement

Measure	Equal or Exceed the District	Annual Minimum Target
English language arts	Does Not Meet	Does Not Meet
Mathematics	Does Not Meet	Does Not Meet

Table 2. MSIP 5

Measure	Annual Minimum Target
Student Attendance	Does Not Meet
Overall APR Score	Does Not Meet

Finance Standards: Meets 2 of 3

Governance Standards: Meets

- Compliance with statute 160.405.9, RSMo
 - ❑ The sponsor has determined that the school is in statutory compliance. A 5-year renewal is allowed.
- Sponsor recommendation
 - ❑ The University of Missouri-Columbia, the sponsor, recommends a 5-year renewal, beginning with probation.
- DESE recommendation
 - ❑ DESE recommends a 5-year renewal per the sponsor's condition of probation.

Genesis Mission & History

Genesis opened in 1975 as a VISTA high school program serving high needs students at risk of dropping out

Genesis became a charter school in 1999

Wanting to provide earlier interventions, Genesis transitioned from high school to elementary school

Throughout its history, Genesis has provided intensive therapeutic services to students and resources to their families

Genesis is embedded in the community and works in collaboration with agencies to provide for student and family needs, working to ensure that all children in the community receive an education to prepare them for life





9 January 2020

Department of Elementary and Secondary Education
ATTN: Dr. Chris Neale, Office of Quality Education
P.O. Box 480
Jefferson City, Mo. 65102

Dear Dr. Neale:

After a thorough review of Genesis School's mission, governance, finances, operations, and student achievement, the MU Charter School Sponsorship office recommends the school for charter renewal. That said, we recognize that Genesis has not been On Track for Growth the last two years. As a result, this is a conditional renewal in which Genesis will be renewed on probation. In the event that Genesis is On Track for both ELA and Math in the SY2020 and SY2021 testing cycles, it will be removed from probation. Further, the renewal is contingent on Genesis continuing the improvement model in its strategic plan and engage with the Department and/or RPDC to work on curricular and assessment alignment with state learning standards.

MU is pleased to have recently added Genesis School to our sponsorship, as it has provided a needs-responsive education to the students of an underserved community since 1975. In that time, many aspects of the school's programs have evolved to meet student needs, but the core mission to remove barriers to learning through a caring partnership with the community has remained the constant. Pursuing that mission has led the school to move from private to public charter and from high school to elementary—to meet needs earlier to prevent problems later.

The 2015 performance contract with UMKC was aligned to the Missouri Top 10 by 2020 goals and by those conventional school measures of proficiency, Genesis has not performed well. The most valid measure for schools serving high needs populations is growth, and Genesis demonstrated expected or above average growth on the MAP until the last two years. Under the terms of this renewal, we anticipate that Genesis will return to such performance.

Charter school sponsors are expected to include schools that serve high needs students and MU believes that Genesis School has served its students well in a holistic way that we believe is a valuable asset to the community. We are proud to sponsor Genesis and look forward to working with them for the next five years.

Sincerely,

Gerry Kettenbach, Ph.D.
Director
Charter School Sponsorship
kettenbachg@missouri.edu

Charter School Renewal

Implementation Year(s): 2019-20

GENESIS SCHOOL INC. (048905)

Team Members:	Gerald Kettenbach	Director of Charter Schools Office MU College of Education	KettenbachG@missouri.edu	314.400.8166
	Kevin Foster	Executive Director	kevinfoster@genesisschool.org	8169210775

Directions: Please state 'yes' or 'no' for each assurance. Please explain If an assurance requirement is not met. Comments should be as concise as possible, please include an attachment if further explanation is needed.

Charter schools requesting to renew its charter must submit this application electronically by responding to the following sections. The renewal submission must be signed by the Local Education Agency (LEA) authorized representative and the sponsor to ensure information submitted is accurate and in compliance with all statutes.

Upload questions require a document to be uploaded. This is done by selecting Manage Uploads, select Upload a Document, browse for the file, under File Description include the number of the question you are addressing and a description of the file as indicated by the Upload questions. Under Manage Team, include LEA contact and sponsor contact information.

1. Upload one page letter from the sponsor requesting renewal that must be signed by the Program Director of the Charter Sponsor Office. This assures that the Charter Renewal Application is accurate and in compliance with all statutes. Upload file under Manage Uploads. File Description would be 1. Sponsor Renewal Letter

Uploaded

-
2. LEA assures that Core Data/MOSIS is updated with current school name, superintendent/head administrator, and names of buildings(s) and principal(s).

Yes

If no, please explain.

-
3. LEA assures that Core Data/MOSIS is updated with mailing/physical address and telephone number of the charter school's main office.

Yes

If no, please explain.

-
4. LEA assures that Core Data/MOSIS is updated with list of the current board members including name, title and years served.

Yes

If no, please explain.

5. List the education service provider name and address (if applicable).

Education service provider name and address is below

Not applicable

6. LEA assures that the charter school adheres to the requirements of the applicable state statutes and regulations, the state rules governing the programs, and all other applicable statutes.

Yes

If no, please explain.

7. Upload the school's mission and briefly present the vision for how the school will continue to operate in the next five years. Upload file under Manage Uploads. File Description would be 7. Mission and Vision

8. List the date of board meeting which the vision and mission were adopted.

9. Upload or comment any changes or modifications to the school (new management, new theme, change in population, instructional staff). Upload file under Manage Uploads. File Description would be 9. Changes or Modifications

10. Upload or comment a concise projection of the school's goals over the next term of the charter. Upload file under Manage Uploads. File Description would be 10. School Goals

11. Upload or comment on other areas that have/will be addressed to improve performance. Upload file under Manage Uploads. File Description would be 11. Improve Performance

12. LEA assures that the school's educational program goals and curriculum aligned with state standards.

Yes

If no, please explain.

13. Upload the organizational chart of the staffing/reporting structure for the board, administration and staff, including teachers and contract employees. Upload file under Manage Uploads. File Description would be 13. Organizational Chart

14. Upload the Articles of Incorporation, bylaws and Missouri not-for-profit status. Upload file under Manage Uploads. File Description would be 14. Articles of Incorporation Bylaws and Not-For-Profit Status

15. Upload the renewal notification letter sent to the school board of the district. Upload file under Manage Uploads. File Description would be 15. Renewal Notification Letter

16. LEA assures that professional development/training was provided for all teachers and leaders.

Yes

If no, please explain.

17. LEA assures that requisite insurance coverage for directors/officers, and buildings.

Yes

If no, please explain.

18. LEA assures that board's most recent fingerprints.

Yes

If no, please explain.

19. LEA assures that there is a signed Conflict of Interest disclosure forms.

Yes

If no, please explain.

20. Assurance of Family Care Safety Registry check.

Yes

If no, please explain.

21. Assurance of requisite surety bond for school financial officer(s).

Yes

If no, please explain.

22. List the date the board reviewed faculty and staff handbook.

The Board Governance committee reviews applicable policies and changes to the faculty and staff handbook are made at the July annual meeting.

23. Assurance the board satisfies sunshine law compliance, including: posting agenda, time change notification.

Yes

If no, please explain.

24. Comment how board agendas and minutes are made available to the public.

Meetings are publicly posted and agendas and minutes are reviewed and approved in public session. Minutes are maintained at the school and available for review upon request.

25. Comment how often the board meets (monthly, semi-monthly).

The Board calendar is approved at the annual meeting. The Full board regularly meets on each subsequent odd numbered month. The Executive Committee of the Board meets on the even numbered months.

26. Comment how often does the board review policies.

The Board has a governance committee tasked with reviewing policies and making recommendations for changes to the full board on an annual and as needed basis.

27. Comment how many hours of board training are required for the board annually.

Board members take advantage of board training offered by MCPSA, MSBA and the Sponsor. All board members are inboarded by the governance committee and the Executive Director. Finding feasible board training for all members is an ongoing process.

28. Assurance that the school uses curriculum guides.

Yes

If no, please explain.

29. Assurance of an evaluation process of the LEA's leadership (admin, superintendent, principals).

Yes

If no, please explain.

The LEA uses the Missouri Evaluation system for administrators.

30. List any sponsor/partnership efforts that help support the charter school(s) in increasing student performance.

List of Partnerships uploaded.

31. Assurance of compliance with any/all federal and state programs' requirements.

Yes

If no, please explain.

32. Upload the existing performance contract that includes timelines and standards for renewal (include procedures and consequences for failure to meet requirements). Upload file under Manage Uploads. File Description would be 32. Current Performance Contract

Uploaded

33. Upload data on measurements and objectives met (or not) in existing performance contract. Upload file under Manage Uploads. File Description would be 33. Current Measurements and Objectives

The 2016 and 2017 sponsor reports to the board are attached. In the documents, the previous sponsor expressed desire to change the performance contract to better reflect the school's commitment to under-achieving at-risk students. Unfortunately, changes to tests, sponsors and the regulatory environment prevented a formal change until this renewal.

34. Upload the performance contract for the next term of charter. Upload file under Manage Uploads. File Description would be 34. Next Term Performance Contract

Uploaded.

35. If the school is a recipient of a federal Charter School Program grant, the sponsor assures that student performance is the most important factor in the determination of renewal/revocation.

Yes

If no, please comment.

NA.

36. Comment on goals to address academic performance based on current and projected data.

Changes to the Missouri assessment program have made bench-marking progress toward this goal extremely challenging. The school has significantly increased its instructional leadership capacity, with annual improvement goals focused around observation and feedback, data-driven instruction, school culture and family and community engagement. We began using Evaluate, a bench-marking tool for testing grades that indicates increased achievement and provides clear evidence that data processes are resulting in improved instructional practices and higher student achievement. The annual school improvement model provides clear focus and goals that facilitate alignment and keep the governing board informed of school improvement efforts using multiple assessment measures.

37. Upload projected budget for the next five years (list of items). Upload file under Manage Uploads. File Description would be 37. Projected Budget

Uploaded

38. Comment or upload any building/facility plan changes anticipated in the next five years.

The school is working with its partner and leasor, the Greater Kansas City Boys and Girls Club on capital projects but has a long term lease and no intention of moving or expanding.

39. Comment on plans of expansion of grade levels.

No plans to expand to other grade levels.

40. Assurance the school board reviews expenditures, low balances in operating funds, compliance with federal/state programs, and staff hiring.

Yes

If no, please explain.

41. Assurance that the school reports outstanding debt as required in Section 37.850.1.

Yes

If no, please explain.

No debt

42. Upload a school review process/ form of items that the sponsor addresses annually to ensure LEA is fulfilling its mission of educating children. Upload file under Manage Uploads. File Description would be 42. School Review Process/Form

The MU Sponsorship Monitoring Plan is uploaded. Additionally, the MU Sponsorship office has contracted financial consultants to provide regular review of each school's finances beyond what has been the office's practice.

43. Assurance the charter school understands the procedures for closure & distribution of assets as specified in RSMo160.405.1

Yes

If no, please explain.

44. List the date the charter school was placed on probation or remediation (if applicable).

NA

45. Upload the reasons why the charter is on probation or has remediation plan (if applicable). Upload file under Manage Uploads. File Description would be 45. Probation or Remediation Plan

NA

46. Comment on what attributes to student performance below 70% APR.

See Upload 46. APR analysis

47. Upload intervention strategies currently in place based on analysis of student data (include timeline). Upload file under Manage Uploads. File Description would be 47. Intervention Strategies

Uploaded

48. Upload or comment on what improvements/results have been obtained? Upload file under Manage Uploads. File Description would be 48. Improvement Results Obtained

Uploaded

49. Upload or comment on what additional steps/strategies are planned? Upload file under Manage Uploads. File Description would be 49. Additional Steps Strategies

Uploaded

50. The authorized representative assures DESE that the charter school, in accordance with Sections 160.400-160.425, RSMo, shall:

1. Receive and expend state/federal funds in a manner consistent with the intent of the approved application.
2. Keep such records for a period of three years and provide such information as may be necessary for the fiscal program auditing and for program evaluation; provide DESE any information it may need to carry out its responsibilities under the program.

The LEA authorized representative understands the assurances and the responsibility for compliance placed upon the applicant. The applicant will refund directly to DESE the amount of any funds made available to the applicant that may be determined by DESE, or an auditor representing DESE, to have been misspent or otherwise misapplied.

Yes

If no, please explain.

Genesis School is a K-8 public charter school with a long history of serving the academic needs of at-risk students in Kansas City. First established in 1975 as a VISTA program to assist students trying to attain GEDs, Genesis was first chartered in 1998 while operating as an alternative middle school serving students in grades 5 through 9 in 1998.

Renewed for 10 years in 2005, the school remained chartered as an alternative school, serving "high-risk" students, with a majority of students having been referred by the local school district or a community based support program. Since the school was serving alternative students referred from a district and had a high transient rate, academic achievement and attendance were predictably low, with successful students transitioning back to their traditional school.

In consultation with their sponsor and given the demands of school accountability placed on Genesis as an independent LEA, in 2010 the Board altered the grade configuration to K-8. The new configuration would allow the school to provide support and, if necessary, intervene at an earlier point in students' educational experiences in order to increase academic performance, provide an attractive and inclusive choice for successful students, **while also simultaneously remaining committed to continuing to meet the needs of at-risk students who were not successful in traditional academic settings.** As it has since 1975, Genesis remains a true community school, **with an unmatched level of support for elementary at-risk students, and fully committed to the belief that all students can learn at high levels, and all students deserve educational excellence.**

Mission Statement:

Endow students with the knowledge, skills, and mindsets necessary to be successful in college preparatory high schools.

The school's mission statement clearly articulates high academic expectations for all students while focusing on ambitious outcomes rather than processes and programs.

Vision:

Transform the Kansas City educational landscape by demonstrating that all students in an open-enrollment community school can achieve at the highest levels.

The school's vision statement articulates what the school community aspires to be, while envisioning measurable outcomes to measure progress against. **The school works hard to ensure all students, including those who are not experiencing success on their academic journey are able to access our program and that our institution is responsive to the needs of the community within which the school resides.** Genesis incorporates research based practices that can serve as a model for educational improvement efforts across the Kansas City landscape.

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KC Police Department

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Burns & McDonnell

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American Century

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Principal
Tina Hinds-Booth

Business Accounting
Director
Bennie Jackson

Accredited by:
AdvancED

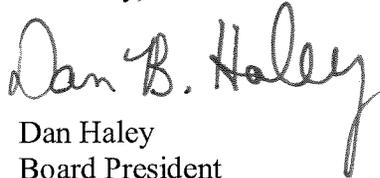
April 5, 2019

Gerard F Kettenbach, Ph.D., Director
Charter School Operations
University of Missouri—Columbia
4207 Lindell Boulevard Suite 400
St. Louis, MO 63108

Dear Dr. Kettenbach:

The Governing Board of Genesis School requests that the University of Missouri reassign sponsorship duties to the University of Missouri—Columbia from the University of Missouri—Kansas City, effective May 1, 2019.

Sincerely,



Dan Haley
Board President



Board President
Dan Haley
KC Police Department

Vice President
Kenda Caskey
Burns & McDonnell

Board Treasurer
Chris Lahna
American Century

Board Secretary
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Mayor

April 5, 2019

Gerard F Kettenbach, Ph.D., Director
Charter School Operations
University of Missouri—Columbia
4207 Lindell Boulevard Suite 400
St. Louis, MO 63108

Dear Dr. Kettenbach:

The Genesis governing board requests a modification to our performance contract specifically an expansion of grades served in order to offer Pre-Kindergarten. Offering 10 Pre-K seats will change our total enrollment capacity from 308 to 318. For the 2019-20 school year, Pre-K educational services will be provided as designed by the Kansas City Pre-K Collaborative and through a partner provider.

Sincerely,

Executive Director
Kevin Foster

Principal
Tina Hinds-Booth

Business Accounting
Director
Bennie Jackson

Dan B. Haley
Dan Haley
Board President

Accredited by:
AdvancED

Charter Term Goals

The ambitious goals below build upon ongoing efforts and lessons learned since the last renewal, exceed the measures in the proposed performance contract, and will guide board and school planning, resource allocation and improvement actions.

Academic Achievement Goals:

1. Make significant progress towards closing the achievement gap, with performance on the Missouri MAP closing within 10 points of the state average.
2. Score in the top of comparison schools for MAP MPI and growth and demonstrate on-track progress in ELA and Mathematics.
3. NWEA data (benchmarking building, grade-level, classroom, and individual student growth). 90% of students grow, 60% grow more than national average, 30% grow more than 1.5 years, 10% move to proficient.
4. Each year demonstrate an increase by 10% the number of students scoring proficient and decrease by 10% the number of students scoring below basic during the course of the year.

Enrollment Goal:

5. *Demonstrate strong demand by retaining 80% of eligible students, operating at 95% capacity and sustaining waiting lists for enrollment.*

Operations Goals:

6. Sustain a Comprehensive School Counseling Program that integrates mental health, behavioral, and personal support to academic programming.

Funding Goal:

7. Sustain a strong financial foundation by demonstrating the ability to operate year to year with a 3% surplus while maintaining a fund balance of 20% of annual operating expenses.

Given that Missouri does not have alternative measures for accountability for schools that prioritize serving at-risk students, the Board of Directors, in consultation with its sponsor, set ambitious goals while still attempting to stay true to their commitment to the community. The Board identified 5 goals and approved strategies to make progress toward those goals.

1_ Make significant progress towards closing the achievement gap, with performance on the Missouri MAP within 10 points of the state average.

- 1.1 Address the summer slide by adjusting the school calendar to add 20 instructional days for all students and spread breaks in instruction throughout the school year.
- 1.2 Utilize the DESE School Improvement/Accountability Model to annually identify improvement strategies that focus improvement efforts and provide the Board with updates.
- 1.3 Partner with Leading Educators and other partners to develop and leverage teacher leader capacity and utilize measurably effective Professional Learning Communities that examine learning outcomes, refine curriculum and norm best instructional practices.
- 1.4 Increase instructional leadership capacity and accelerate instructional improvement through professional development and fellowships including the National Institute of School Leadership, the Kansas City Principal's Collaborative, the KC Principals Fellowship/New Teacher Project and the Relay Graduate School of Education.

Update (Notable achievements and ongoing challenges): Changes to the Missouri assessment program have made benchmarking progress toward this goal extremely challenging. The school has significantly increased its instructional leadership capacity, with annual improvement goals focused around observation and feedback, data-driven instruction, school culture and family and community engagement. We began using Evaluate, a benchmarking tool for testing grades that indicates increased achievement and provides clear evidence that data processes are resulting in improved instructional practices and higher student achievement. The annual school improvement model provides clear focus and goals that facilitate alignment and keep the governing board informed of school improvement efforts using multiple assessment measures. In 2018 the school was removed from the Missouri Comprehensive Schools list, primarily due to growth in reading and mathematics on the Missouri MAP.

2. Demonstrate strong demand by retaining 90% of students and sustaining waiting lists for enrollment.

- 2.1 Modify the enrollment capacity in the charter renewal to freeze enrollment to match current facility capacity and prioritize improvement over expansion.
- 2.2 Explore increased partnerships with Day Care and Preschool providers that increase their capacity to prepare students for kindergarten and establishes pipelines to Genesis.
- 2.3. Develop a comprehensive plan for student retention that includes educating parents about the value of staying in the same school, monitors reenrollment throughout the process, and actively leverages all faculty to communicate our desire to retain existing students in our program,

Update (Notable achievements and ongoing challenges): Enrollment capacity was frozen at 308 students in 2016, with increased seats in early elementary and decreased seats in middle school grades. While Increased competition for kindergarteners resulted in less than 60% enrollment at the end of 2017, partnerships with providers has resulted in 78% of kindergarten seats filled in 2018 and again in 2019. In 2017, the school conducted a branding exercise and began efforts to better leverage the reading program in recruitment efforts for early elementary students. A comprehensive school retention plan has been developed and has increased and sustained reenrollment above 70%, above the average in the KC charter sector, but student mobility and the diversity of school grade level models in Kansas city have made achieving 90% retention out of reach. The school will engage in a comprehensive analysis of community needs and student demand in order to allocate seats during the first year of the renewed charter.

3. *Established Genesis as an “employer of choice” in the Kansas City education sector, capable of attracting, developing and retaining highly effective staff across the organization.*

In conjunction with Teacher Leaders, develop a teacher staffing plan that includes:

- 3..1 A Teacher Value statement that guides recruitment and hiring protocols and commits to shared leadership, professional growth and personal development.
- 3..2 A research based interview protocol that identifies potential high performing teachers who match Genesis mindsets.
- 3..3 Competitive and performance based teacher salary structure that recognizes both academic achievement and expanding influence across the faculty.
- 3..4 A plan to increase the applicant pool of new and developing teachers.

Update (Notable achievements and ongoing challenges): Focused efforts on teacher retention has resulted in decreased teacher turnover. That said, the school has struggled with finding high quality teachers for every classroom. In 2017, staff developed and the board approved a teacher staffing plan to better recruit, identify and develop teachers. Current efforts on development, interview protocols focusing on mindsets and partnerships with programs like the Kansas City Teacher Residency are showing promise.

4. *Sustain a strong financial foundation by demonstrating the ability to operate year to year with a 3% surplus while maintaining a fund balance of 20% of annual operating expenses.*

- 4.1 Leverage existing surplus funds to achieve strategic goals in achievement and student recruitment and retention goals while also monitoring long term sustainability of annual operating expenses.
- 4.2 Develop annual fundraising plan that includes strategies that support programming and build fundraising capacity.
- 4.3 Develop protocols and policies for the Board to invest surplus funds and identify funding available for capital improvement.

Update (Notable achievements and ongoing challenges): The school has invested in school improvement, operating at a deficit during the past two school years while still sustaining a fund balance of 40% of annual operating expenses. The annual fundraising plan has built fundraising capacity and funds 10% of operating expenses, including 100% of family and mental health programming. The protocols and policies resulted in investing surplus funds and generating increase revenue.

5. *Identify long -term facility needs with a capital plan to support increasing facility capacity to support planned growth to 396 students, while staying within our community.*

5.1. Identify and develop strategic partners and programs necessary to meet the needs of our school community.

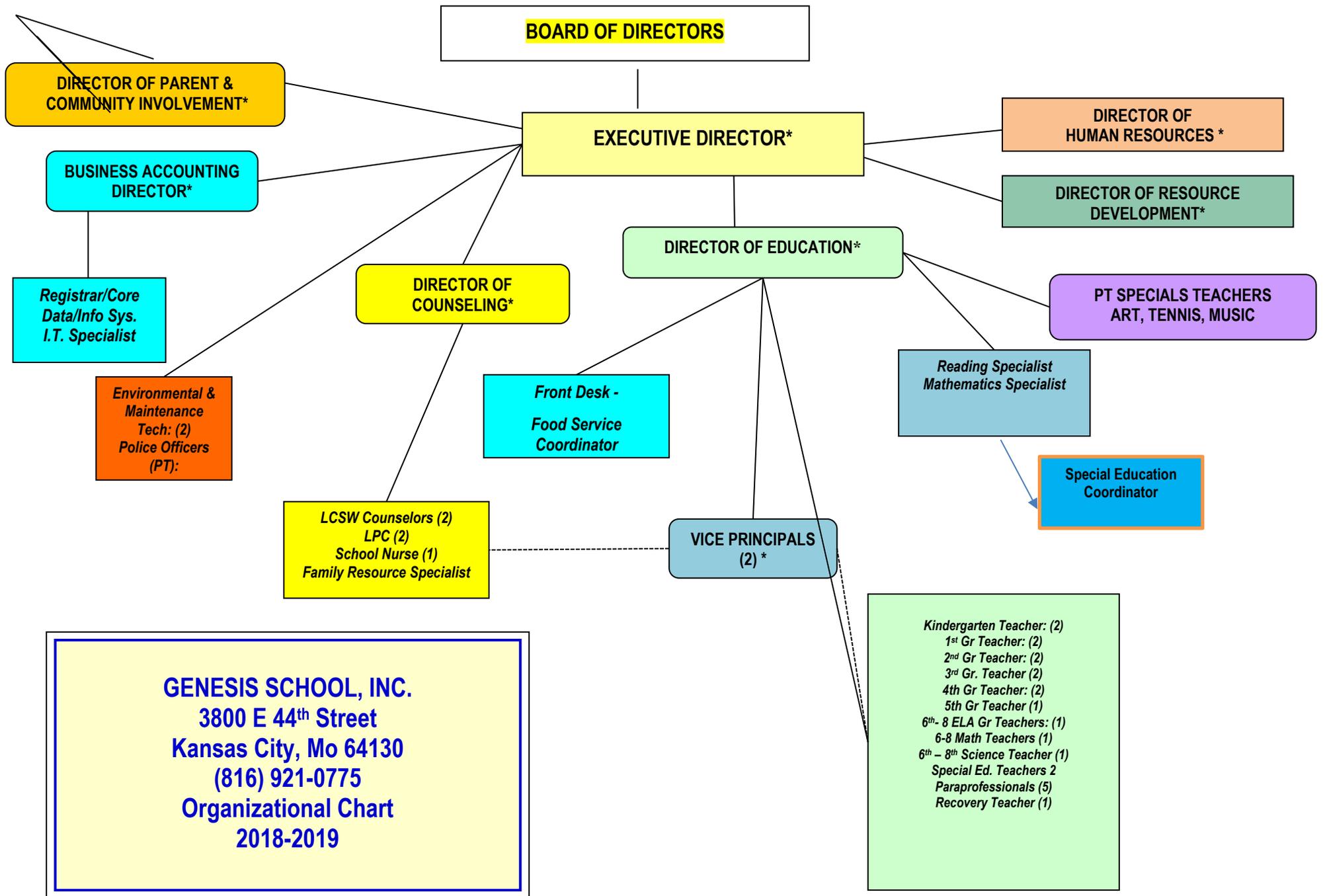
5.2. Empower a Facilities Committee to:

5.2.1. Assess the feasibility of expansion/addition of current facilities.

5.2.3. Explore available options that would fit Genesis needs within the local area.

5.2.2. Develop a timeline that includes phasing in order to address maintenance and current facility shortfalls that impact programming and student achievement

Notable achievements and ongoing challenges: The school has maximized the use of existing facilities to meet existing programming and needs. The strategic partners are in-place, but sustained academic progress and a more realistic performance contract that is aligned to the school community and mission is necessary in order to align investment and embark on a significant capital project.



BYLAWS
OF
GENESIS SCHOOL, INC.

ARTICLE I

CORPORATION, OFFICES, RECORDS, SEAL

Section 1.1. The Corporation. Genesis School, Inc. is a corporation that is organized under the Missouri Nonprofit Corporation Act. Pursuant to its articles of incorporation, this corporation has directors as provided in Article III below.

Section 1.2. Principal Office. The principal office and location of this corporation shall be at such place in or outside the State of Missouri as may be designated from time to time by the board of directors.

Section 1.3. Registered Office and Registered Agent. This corporation shall have and continuously maintain a registered office and registered agent in the State of Missouri. The location of the registered office and the name of the registered agent in the State of Missouri shall be as are stated in the articles of incorporation or as may be determined from time to time by the board of directors pursuant to the applicable provisions of law.

Section 1.4. Records. This corporation shall keep as permanent records minutes of all meetings of its board of directors, a record of all actions taken by the directors without a meeting, and a record of all actions taken by committees of the board of directors. This corporation shall maintain appropriate accounting records.

This corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

Without limiting the records required to be kept pursuant to this Section 1.4, this corporation shall keep a copy of the following records at its principal office:

- (a) its articles or restated articles of incorporation and all amendments to them currently in effect;
- (b) its bylaws or restated bylaws and all amendments to them currently in effect;
- (c) resolutions adopted by its board of directors relating to the characteristics, qualifications, rights, limitations and obligations of directors;
- (d) the minutes of all meetings of board of directors and records of all actions approved by the board of directors for the past three years;

(e) all written communications to all directors generally within the past three years, including the annual financial statements of this corporation for the past three years;

(f) a list of the names and business or home addresses of its current directors and officers;

(g) its most recent annual report delivered to the Missouri secretary of state as required by the Missouri Nonprofit Corporation Act; and

(h) appropriate financial statements of all income and expenses.

Except as required by law or as may be authorized by the board of directors (including the collection of appropriate charges), no director or agent or attorney of any director shall have the right to inspect the foregoing records or any other records of this corporation.

Section 1.5. Seal. The board of directors may adopt, and may alter at pleasure, a corporate seal, which would have inscribed thereon the name of this corporation and the words: Corporate Seal — Missouri. The corporate seal may be used by causing it, or a facsimile thereof, to be impressed or affixed or to be in any other manner reproduced.

ARTICLE II

TYPE OF CORPORATION; PURPOSES

Section 2.1. Type of Corporation. This corporation is a public benefit corporation. Such designation is made solely for the purposes of Section 355.096.2(2) of the Missouri Nonprofit Corporation Act.

Section 2.2. Purposes Stated in Articles. The purposes of this corporation shall be those nonprofit purposes stated in the articles of incorporation.

ARTICLE III

DIRECTORS

Section 3.1. Directors in Lieu of Members. This corporation shall not have members as such but, in lieu thereof, shall have only a self-perpetuating board of directors.

Section 3.2. Powers. All corporate powers shall be exercised by or under the authority of, and the affairs of this corporation shall be managed under the direction of, the board of directors of this corporation. The board of directors shall have and is vested with all and unlimited powers and authorities, except as it may be expressly limited by law, the articles of incorporation or these bylaws, to supervise, control, direct and manage the property, affairs and activities of this corporation, to determine the policies of this corporation, to do or cause to be done any and all lawful things for and on behalf of this corporation, to exercise or cause to be exercised any or all of its powers, privileges or franchises, and to seek the effectuation of its objects and purposes; provided, however, that (a) the board of directors shall not authorize or

permit this corporation to engage in any activity not permitted to be transacted by the articles of incorporation or by a corporation organized under the Missouri Nonprofit Corporation Act, (b) none of the powers of this corporation shall be exercised to carry on activities, otherwise than as an insubstantial part of its activities, which are not in themselves in furtherance of the purposes of this corporation, and (c) all income and property of this corporation shall be applied exclusively for its nonprofit purposes.

This corporation shall not engage in any activity which may not be engaged in by a corporation which is exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal internal revenue laws then in effect.

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation. This corporation shall not directly or indirectly participate in, or intervene (including the publishing or distributing of statements) in, any political campaign on behalf of (or in opposition to) any candidate for public office.

No part of the net earnings or other assets of this corporation shall inure to the benefit of any director, officer, contributor, or other private individual, having, directly or indirectly, a personal or private interest in the activities of this corporation, except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in furtherance of the purposes set forth in this Section 5.1.

The school's Board shall be the governing body charged with the responsibility for the operation of the public charter school. The most notable responsibilities shall be as follows:

- Govern and control the affairs of the School as provided by law and Board policies;
- Discover and interpret the educational needs, attitudes and interests throughout the School as a guide to developing and setting priorities for an educational program;
- Create and support a clear mission, vision, and performance objectives;
- Establish, interpret and enforce policies consistent with the mission;
- Exercise judgment in reviewing, considering and voting on school wide policies affecting the operation of the school;
- Oversee the management and fiscal control of the school as provided by law and to review, evaluate and judge the effectiveness of the educational program;
- Ensure fiscal health of the school including capital assets, operating budgets, fundraising, and endowments;
- Review and maintain bylaws;
- Adopt the annual financial budget;
- Approve expenditures as required by Board policy;

- Hire, support, manage, and assess the school leader;
- Require reports of the school leader concerning the school's progress;
- Evaluate itself annually and develop itself through orientation, ongoing education, and leadership succession planning;
- Establish strategic plans;
- Comply with Missouri's Sunshine Law by adopting a Sunshine Law policy as required by law and otherwise ensuring the board and school comply with the provisions of the Sunshine law, Ch. 610, RSMo;
- Assure compliance with federal and state laws, regulations and rules;
- Assist in development of plans and specifications and provide financing school facilities;
- Act as a final appeals board for personnel, parent, and student grievances;
- Hear communications, either written or oral, from stakeholders related to matters of policy;
- Act as charter school advocates and liaisons between the community and school;
- Meeting the terms of the charter and attaining established goals and objectives set forth in the charter document; and
- Meeting the legislative intent of raising student achievement and shall ensure the school operates in a fiscally responsible manner evidenced by an unqualified audit annually.

Section 3.3. Number and Qualifications. This corporation shall have not less than five and not more than twelve directors as may be determined by resolution of the board. All directors must be natural persons. As specified by state law (160.400.15 RSMO), no member of the Board shall hold any other office or employment from the board while serving as a member of the board; no member of the board shall have any substantial interest (see section 105.450 RSMo for a definition) in any entity employed by or contracting with the board; no member of the board shall be an employee of a company that provides substantial services to the charter school. Any person who does not meet the requirements of state law may not serve as a director.

Section 3.4. Election and Terms of Office. The directors in office at the time of the adoption of these by-laws shall hold office until the term of office of such director's successor has commenced, or until such director's earlier death, incapacity, disqualification, resignation or removal. A list of the current directors and the expiration of their current terms is attached to these by-laws as Exhibit A. At the annual meeting of the board of directors, as the first order of business of the meeting, new directors shall be elected to succeed those directors

whose terms expire with such annual meeting. A person so elected as a director shall serve until the third following annual meeting of the board of directors, or until such director's earlier death, incapacity, disqualification, resignation or removal.

One-third of the total authorized number of directors shall be elected in each year. If the total authorized number of directors at any time shall not be evenly divisible by three so that a different number of directors must be elected in certain years, the board shall make its best effort to equalize the numbers of director terms expiring in each year.

Any director may be elected for successive terms. Notwithstanding the foregoing, no director shall be elected as such director for more than five consecutive full terms. A full term for a director shall consist of three full years. The election in respect of five consecutive full terms shall not be deemed to include any term of less than one full year; provided, however, (a) that in the case of replacements to fill vacancies in the tenure of directors a period of nine months or more shall be computed as a full term of one year, and (b) that the term of a director elected at an annual meeting of the board of directors for a period expiring with the next following annual meeting of the board of directors shall be treated as a full term of one year, notwithstanding any change or changes in the dates of the annual meeting in the years involved.

Section 3.5. Commencement of Term of Office. The term of office of a person elected a director shall not commence until the time the person accepts the office of director either by a written acceptance or by participating in the affairs of this corporation at a meeting of the board of directors or otherwise.

Section 3.6. Vacancies. Vacancies on the board of directors resulting from the death, resignation, removal, incapacity or disqualification of a director, or by reason of an increase in the number of directors or the failure of an elected director to accept the office of director, may be filled by a majority vote of the remaining members of the board of directors (even though the directors remaining in office constitute fewer than a quorum) at any annual meeting or at a special meeting called for that purpose. A director elected to fill a vacancy shall meet any qualifications set forth in these bylaws, and shall serve for the unexpired term of such director's predecessor and until the term of office of such director's successor has commenced.

Section 3.7. Compensation. No director shall receive compensation from this corporation for any service such person may render to it as a director. However, a director may be reimbursed for such director's actual expenses reasonably incurred in attending meetings and in rendering service to this corporation in the administration of its affairs. Reimbursement must be authorized by a majority of the directors.

Section 3.8. Committees. The board of directors, by resolution adopted by a majority of the directors in office, may designate one or more committees, each of which shall consist of two or more directors and shall have and exercise the authority of the board in the management of this corporation to the extent provided in the designating resolution. Other committees not having the authority of the board of directors in the management of this corporation may be designated by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present. Each such committee shall have such duties and authority as are from time to time delegated to it by the board of directors.

Committees of the board of directors and members of such committees are governed by Article IV of these bylaws with respect to meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements; provided, however, that no committee shall be required to hold an annual meeting and provided, further, that a majority of the number of persons serving on a committee immediately before a meeting begins shall constitute a quorum for the transaction of business at such meeting of such committee.

All committees so appointed shall, unless otherwise provided by the board of directors in the case of committees not having the authority of the board of directors, keep regular minutes of the transactions of their meetings and shall cause such minutes to be recorded in books kept for that purpose in the office of this corporation and shall report the same to the board of directors at or prior to its next meeting. The secretary or an assistant secretary of this corporation may act as secretary of any such committee if the committee so requests.

A committee of the board may not:

- (a) authorize distributions to directors, officers, agents or employees except in exchange for value received;
- (b) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of this corporation's assets;
- (c) unless otherwise stated in these bylaws or the articles of incorporation, elect, appoint or remove directors or fill vacancies on the board or on any of its committees;
- (d) adopt, amend or repeal the articles of incorporation or these bylaws; or
- (e) perform any functions which, by law, must be exercised by the board itself.

Section 3.9. Resignation. Any director may resign from the board of directors by delivering a written notice thereof to the board of directors, its presiding officer, or to the president or secretary of this corporation. Such resignation shall be effective when such notice is delivered, unless a later date is specified in the notice.

Section 3.10. Removal.

A director may be removed with or without cause by a vote of two-thirds of the directors then in office.

ARTICLE IV

MEETINGS OF THE BOARD OF DIRECTORS

Section 4.1. Annual Meetings of the Board-Notice. The newly elected members of the board and those members of the board who continue in office (if any) shall meet

annually (a) in July, or (b) if not so established or if a quorum shall not be present, the members of such board may meet at such time and place as shall be consented to in writing by a majority of the directors, provided that notice of such meeting shall be given to each of the other directors in the same manner as provided in Section 4.4 of these bylaws with respect to the giving of notice of special meetings of the board except that it shall not be necessary to state the purpose of the meeting in such notice, or (c) regardless of whether or not the time and place of such meeting shall be so established, the members of such board may meet at such time and place as shall be consented to in writing by all of the directors.

Section 4.2. Regular Meetings. In addition to the annual meeting, the board of directors may hold regular meetings at such time and place as may be determined from time to time by resolution of the board. Any business may be transacted at a regular meeting. A designated period of time may be provided for public comments at all regular meetings.

Section 4.3. Special Meetings. Special meetings of the board of directors may be called by the chairman of the board, by the president or by a majority of the directors to be held at any time and for any purpose or purposes. Special meetings shall be held at the principal office of this corporation or at such place or places, within or without the State of Missouri, as the board of directors shall have determined.

Section 4.4. Notice of Meetings.

(a) Written notice of each regular meeting of the board need not be provided to directors.

(b) Public notice of each regular and/or special meeting of the board, stating the place, day and hour of the meeting and the purpose or purposes thereof, shall be provided by posting in the school and at the school's administrative offices and shall be given and effective at least twenty-four hours before the day on which the meeting is to be held unless for good cause it is impossible or impractical to provide such notice.

(c) Written notice of each special meeting of the board, stating the place, day and hour of the meeting and the purpose or purposes thereof, shall be provided to each director by the officer or directors calling the special meeting and shall be given and effective at least two days before the day on which the meeting is to be held.

(d) Whenever notice is required to be given to a director, such notice shall be mailed, sent by facsimile or personally delivered to such director. Such notice shall be deemed given and effective on the date determined in accordance with Article VIII of these bylaws.

"Notice" and "call" with respect to such meetings shall be deemed to be synonymous.

Section 4.5. Quorum. Unless otherwise required by law or provided elsewhere in these bylaws, the presence of a majority of the directors in office immediately before a meeting begins shall be requisite for and shall constitute a quorum for the transaction of business at all meetings; provided, however, that in no event shall fewer than two directors constitute a

quorum. The act of a majority of the directors present at a meeting at which a quorum is present shall be valid as the act of the board of directors except in those specific instances in which a larger vote may be required by law, by the articles of incorporation or by these bylaws.

Section 4.6. Adjournment. If the quorum specified above should not be present at any such meeting, but at least one-third of the directors in office are present, the directors present shall have power successively to adjourn the meeting, and to act as a quorum for such limited purpose, without notice other than announcement at the meeting, to a specified date. At any such adjourned meeting at which a quorum shall be present any business may be transacted that could have been transacted at the original session of the meeting.

Section 4.7. Voting. Each director present at any meeting shall be entitled to cast one vote on each matter coming before such meeting for decision.

Section 4.8. Meetings by Conference Telephone or Similar Communications Equipment. Members of the board of directors of this corporation may participate in a meeting of the board by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participation in a meeting in such manner shall constitute presence in person at the meeting.

Section 4.9. Action Without a Meeting. Any action which is required to be or may be taken at a meeting of the directors may be taken without a meeting if one or more written consents describing the action so taken are signed by all members of the board. The consents shall have the same force and effect as a vote at a meeting duly held and may be described as such in any document. The secretary shall file such consents with the minutes of the meetings of the board of directors.

ARTICLE V

OFFICERS

Section 5.1. General. The officers of this corporation shall be a president, one or more vice presidents, a secretary, a treasurer, and such other officers as the board of directors may elect, including but not limited to a chairman of the board of directors. The chairman of the board, if any, and the president shall be elected from among the members of the board of directors and shall at all times while holding such office be a member of the board of directors. The same person may simultaneously hold more than one office in this corporation.

The officers shall be first elected by the board of directors named in the articles of incorporation at the first meeting of the board, to serve at the pleasure of the board until the first annual meeting of the board of directors or until their earlier death, incapacity, disqualification, resignation or removal. At the first and each subsequent annual meeting of the board of directors, the newly elected board shall elect officers to serve at the pleasure of the board until the next annual meeting of the board or until their earlier death, incapacity, disqualification, resignation or removal.

Each officer of this corporation who is not reelected at the annual meeting of the board next succeeding such officer's election and at which any officer of this corporation is

elected shall be deemed to have been removed by the board, unless the board provides otherwise at the time of such officer's election.

The election of an officer does not itself create contract rights.

Section 5.2. Resignation. An officer may resign by delivering a written notice thereof to this corporation. Such resignation shall be effective when such notice is delivered, unless a future effective date is specified in the notice.

Section 5.3. Removal. Any officer or any employee or agent of this corporation may be removed or discharged for any lawful purpose by the board of directors at any time with or without cause, but such removal or discharge shall not affect the contract rights, if any, of the person so removed or discharged.

Section 5.4. Compensation. No officer who is also a member of the board of directors shall receive any salary or compensation for serving as a director. Salaries and compensation of all officers and of all other agents and employees of this corporation, if any, may be fixed, increased or decreased by the board of directors, but until action is taken with respect thereto by the board of directors, the same may be fixed, increased or decreased by the chairman of the board, president, or such other officer or officers as may be empowered by the board of directors to do so; provided, however, that no person may fix, increase or decrease such person's own salary or compensation. Each officer may be reimbursed for actual expenses if they are reasonable and incurred in connection with the business and activities of this corporation.

Section 5.5. Vacancies. Vacancies caused by the death, incapacity, disqualification, resignation or removal of an officer of this corporation shall be filled by the board of directors at any annual or other regular meeting or at any special meeting called for that purpose, and such person or persons so elected to fill any such vacancy shall serve at the pleasure of the board until the next annual meeting of the board or until such person's earlier death, incapacity, disqualification, resignation or removal.

Section 5.6. Delegation of Authority. The board of directors may from time to time delegate any of the functions, powers, duties and responsibilities of any officer to any other officer or to any agent or employee of this corporation or other responsible person. In the event of such delegation, the officer from whom any such function, power, duty or responsibility has been transferred shall thereafter be relieved of all responsibility for the proper performance or exercise thereof.

Section 5.7. The Chairman of the Board. If a chairman of the board be elected, the chairman shall preside at all meetings of the board of directors at which the chairman may be present and shall have such other duties, powers and authority as may be prescribed elsewhere in these bylaws. The board of directors may delegate such other authority and assign such additional duties to the chairman of the board, other than those conferred by law exclusively upon the president, as it may from time to time determine, and, to the extent permissible by law, the board may designate the chairman of the board as the chief executive officer of this corporation with all of the powers otherwise conferred upon the president of this corporation

under Section 7.8, or it may, from time to time, divide the responsibilities, duties and authority for the general control and management of this corporation's properties and affairs between the chairman of the board and the president.

Section 5.8. The President. Unless the board otherwise provides, the president shall be the chief executive officer of this corporation and shall have such general executive powers and duties of supervision and management as are usually vested in the office of the chief executive officer of a corporation, and the president shall carry into effect all directions and resolutions of the board. In the absence of the chairman of the board or if there be no chairman of the board, the president shall preside at all meetings of the board of directors at which the president may be present. If the board of directors does not appoint an Executive Director pursuant to Article VI of these bylaws or upon the death or during the absence, disability, or inability or refusal to act of any Executive Director so appointed, the president may exercise all of the powers and perform all of the duties of the Executive Director.

The president may execute all bonds, notes, debentures, mortgages, and other contracts requiring a seal, under the seal of this corporation, may cause the seal to be affixed thereto, and may execute all other contracts and instruments for and in the name of this corporation.

If a chairman of the board be elected and designated as the chief executive officer of this corporation, as provided in Section 7.6, the president shall perform such duties as may be specifically delegated to the president by the board of directors or are conferred by law exclusively upon the president, and upon the death or during the absence, disability, or inability or refusal to act of the chairman of the board, the president shall perform the duties and exercise the powers of the chairman of the board.

Unless otherwise specifically provided by the board of directors, the president shall have the right to participate in any meeting of any committee of the board of directors, whether or not the president is a member of such committee; provided, however, that unless the board of directors otherwise directs, the president shall not be entitled to vote at, and shall not be counted for purposes of determining whether a quorum is present at, any meeting of a committee of which the president is not a member.

The president shall have such other duties, powers and authority as may be prescribed elsewhere in these bylaws or by the board of directors.

Section 5.9. The Vice President. The vice president, or vice presidents if there are more than one, shall work in cooperation with the president and shall perform such duties as the board of directors may assign. In the event of the death or during the absence, incapacity, or inability or refusal to act of the president, the vice president (in order of seniority if there is more than one vice president) shall be vested with all the powers and perform all the duties of the office of president until the board otherwise provides.

Section 5.10. The Secretary. The secretary shall attend the meetings of the board of directors and shall prepare or cause to be prepared minutes of all proceedings at such meetings and shall preserve them in the minute book of this corporation to be kept for that purpose. The

secretary shall perform similar duties for any committee when requested by any such committee. In addition, the secretary shall have the following duties:

- (a) act as custodian of all the books, papers and records of this corporation and authenticate records of this corporation;
- (b) furnish the board, upon request, a full, true and correct copy of any book, paper or record in the secretary's possession;
- (c) act as custodian of the seal of this corporation and when authorized to do so shall affix it to any instrument requiring the seal, and when so affixed, shall attest the seal;
- (d) give or cause to be given notice of the meetings of the board of directors, but this shall not lessen the authority of others to give such notice as provided in these bylaws;
- (e) exercise and discharge the general duties, powers and responsibilities of a secretary of a corporation; and
- (f) exercise and discharge such other or further duties or authority as may be prescribed elsewhere in these bylaws or from time to time by the board of directors.

Section 5.11. The Treasurer. The treasurer shall have supervision and custody of all moneys, funds and credits of this corporation and shall cause to be kept full and accurate accounts of the receipts and disbursements of this corporation in books belonging to it. The treasurer shall keep or cause to be kept all other books of account and accounting records of this corporation as shall be necessary, and shall cause all moneys and credits to be deposited in the name and to the credit of this corporation in such accounts and depositories as may be designated by the board of directors. The treasurer shall disburse or permit the disbursement of funds of this corporation in accordance with the authority granted by the board of directors. The treasurer shall be relieved of all responsibility for any moneys or other valuable property or the disbursement thereof committed by the board of directors to the custody of any other person or corporation, or the supervision of which is delegated by the board to any other officer, agent or employee.

The treasurer shall render to the president, the Executive Director or the board of directors, whenever requested by any of them, a report on all financial transactions of this corporation and the financial condition of this corporation.

The treasurer shall be bonded at this corporation's expense if the board of directors so requires.

The treasurer shall have the general duties, powers and responsibilities of a treasurer of a corporation, shall be the chief financial and accounting officer of this corporation and shall have and perform such other duties, responsibilities and authorities as may be prescribed from time to time by the board of directors.

ARTICLE VI

EXECUTIVE DIRECTOR

The board of directors may appoint a person to exercise all of the powers and perform all of the duties set forth in this Article V and shall designate such person so appointed as the Executive Director. The Executive Director shall have such general powers and duties of supervision and management as are usually vested in the office of the chief administrative officer of a corporation, and such person shall carry into effect all directions and resolutions of the board. The Executive Director shall direct the day to day affairs of this corporation including supervising all employees of this corporation, reporting to the board of directors any violation of the rules and regulations (if any), collecting any charges or fees, and keeping records in the form prescribed from time to time by the board of directors and reporting thereon whenever so requested by the board of directors. The Executive Director shall be directly responsible to the board and shall report directly to the board.

The Executive Director shall cause to be prepared and shall submit to the board for its approval an annual budget and all supplements thereto for each fiscal year. The Executive Director shall submit to the board of directors at its annual meeting a report summarizing the operations and affairs of this corporation and its activities during the preceding year and setting forth the plans, programs or projects for future development, with such suggestions and recommendations as such officer shall deem appropriate. The Executive Director shall also make such reports to the board of directors as may be appropriate, or which may be required by these bylaws, or by the board.

The Executive Director shall have the power to employ, remove and suspend all agents and employees not elected or appointed by the board of directors, to determine the duties and responsibilities of such persons, to create such titles for such persons as such officer may deem desirable to enable them to execute their duties and responsibilities, and to fix and change the compensation of such persons.

The Executive Director (if not a director) may be invited to participate in any meeting of the board of directors and any committee thereof, whether or not a member thereof; provided, however, that the Executive Director shall not be entitled to vote at, and shall not be counted for purposes of determining whether a quorum is present at, any meeting of (i) the board of directors, if the Executive Director is not a director, or (ii) a committee, if the Executive Director is not a member of such committee.

The Executive Director shall be bonded at this corporation's expense if the board of directors so requires.

The Executive Director shall have such other or further duties and authority as may be prescribed elsewhere in these bylaws or the rules and regulations (if any) or from time to time by the board of directors.

In the event of the death or during the absence, incapacity, or inability or refusal to act of the Executive Director, the board of directors or president shall designate some other

person to exercise, and in the absence of such designation the president may exercise, all of the powers and perform all of the duties of the Executive Director.

ARTICLE VII

GENERAL PROVISIONS

Section 7.1. Depositories and Checks. The moneys of this corporation shall be deposited in such manner as the directors shall direct in such banks or trust companies as the directors may designate and shall be drawn out by checks signed in such manner as may be provided by resolution adopted by the board of directors.

Section 7.2. Bonds. Any officer or employee handling money of this corporation shall be bonded at this corporation's expense if the board of directors so requires.

Section 7.3. Custodian of Securities. The board of directors may from time to time appoint one or more banks or trust companies to act for reasonable compensation as custodian of all securities and other valuables owned by this corporation, and to exercise in respect thereof such powers as may be conferred by resolution of the board of directors. The board of directors may remove any such custodian at any time.

Section 7.4. Annual Audit. The board of directors shall direct that an annual audit of the books of account and financial records of this corporation be performed by an independent accounting firm.

Section 7.5. Absence of Personal Liability. The directors and officers of this corporation are not, as such, personally liable for the acts, debts, liabilities or obligations of this corporation.

Section 7.6. Indemnification of Directors and Officers.

(a) Indemnification in Actions by Third Parties. This corporation shall indemnify each person who has been or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, investigative or appellate (other than an action by or in the right of this corporation) by reason of the fact that such person is or was serving in an Indemnifiable Capacity (as hereinafter defined) against all liabilities and expenses, including, without limitation, judgments, amounts paid in settlement (provided that such settlement and all amounts paid in connection therewith are approved in advance by this corporation in accordance with paragraph (d) of this Section 9.6, which approval shall not be unreasonably withheld), attorneys' fees, ERISA excise taxes or penalties, fines and other expenses actually and reasonably incurred by such person in connection with such action, suit or proceeding (including without limitation the investigation, defense, settlement or appeal of such action, suit or proceeding) if such person acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of this corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe such person's conduct was unlawful; provided, however, that this corporation shall not be required to indemnify or advance expenses to any such person seeking indemnification or advancement of expenses in connection with an action, suit or proceeding

initiated by such person unless the initiation of such action, suit or proceeding was authorized by the board of directors of this corporation. The termination of any such action, suit or proceeding by judgment, order, settlement, conviction or under a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that such person did not act in good faith and in a manner which such person reasonably believed to be in or not opposed to the best interests of this corporation, and, with respect to any criminal action or proceeding, that such person had reasonable cause to believe that such person's conduct was unlawful.

(b) Indemnification in Derivative Action. This corporation shall indemnify each person who has been or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding by or in the right of this corporation to procure a judgment in its favor by reason of the fact that such person is or was serving in an Indemnifiable Capacity against amounts paid in settlement thereof (provided that such settlement and all amounts paid in connection therewith are approved in advance by this corporation in accordance with paragraph (d) of this Section 9.6, which approval shall not be unreasonably withheld) and all expenses (including attorneys' fees) actually and reasonably incurred by such person in connection with the defense or settlement of such action, suit or proceeding (including without limitation the investigation, defense, settlement or appeal of such action, suit or proceeding) if such person acted in good faith and in a manner such person reasonably believed to be in or not opposed to the best interests of this corporation, except that no indemnification under this paragraph (b) shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of such person's duty to this corporation unless and only to the extent that the court in which the action, suit or proceeding was brought determines upon application that, despite the adjudication of liability and in view of all the circumstances of the case, the person is fairly and reasonably entitled to indemnity for such expenses as the court shall deem proper.

(c) Indemnification for Success on the Merits or otherwise. Notwithstanding the other provisions of this Section 9.6, to the extent that a person who is or was serving in an Indemnifiable Capacity has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in paragraphs (a) or (b) of this Section 9.6 (including without limitation the dismissal of any such action, suit or proceeding without prejudice or the settlement of such action, suit or proceeding without admission of fault or liability), or in defense of any claim, issue or matter therein, such person shall be indemnified against amounts approved by this corporation to be paid in settlement of any such action, suit or proceeding and against expenses (including attorneys' fees) actually and reasonably incurred by such person in connection therewith. For purposes of this paragraph (c) of this Section 9.6, references to "this corporation" shall include, in addition to the resulting or surviving corporation, any constituent corporation (including any constituent of a constituent) absorbed in a consolidation or merger as well as the resulting or surviving corporation so that any person who is or was a director or officer of such constituent corporation, or is or was serving at the request of such constituent corporation as a director, officer, employee, or agent of any Other Enterprise, shall stand in the same position under the provisions of this paragraph (c) of this Section 9.6 with respect to the resulting or surviving corporation as such person would have if such person had served the resulting or surviving corporation in the same capacity.

(d) Determination of Right to Indemnification. Prior to indemnifying a person pursuant to the provisions of paragraphs (a) or (b) of this Section 9.6, unless ordered by a court and except as otherwise provided by paragraph (c) of this Section 9.6, this corporation shall determine that such indemnification is proper because such person has met the specified standard of conduct entitling such person to indemnification as set forth under paragraphs (a) or (b) of this Section 9.6. Any determination that a person shall or shall not be indemnified under the provisions of paragraphs (a) or (b) of this Section 9.6 shall be made (i) by the board of directors by a majority vote of a quorum consisting of directors who were not parties to the action, suit or proceeding, or (ii) if such quorum is not obtainable, or even if obtainable, if a quorum of disinterested directors so directs, by independent legal counsel in a written opinion, and such determination shall be final and binding upon this corporation; provided, however, that in the event such determination is adverse to the person to be indemnified hereunder, such person shall have the right to maintain an action in any court of competent jurisdiction against this corporation to determine whether or not such person has met the requisite standard of conduct and is entitled to such indemnification hereunder. For the purposes of such court action, an adverse determination as to the eligibility of a person for indemnification made pursuant to any of clauses (i), (ii) or (iii) of this paragraph (d) shall not constitute a defense to such action nor create a presumption regarding such person's eligibility for indemnification hereunder. If such court action is successful and the person is determined to be entitled to such indemnification, such person shall be reimbursed by this corporation for all fees and expenses (including attorneys' fees) actually and reasonably incurred in connection with any such action (including without limitation the investigation, defense, settlement or appeal of such action).

(e) Advancement of Expenses. Expenses (including attorneys' fees) actually and reasonably incurred by a person who may be entitled to indemnification hereunder in defending an action, suit or proceeding, whether civil, criminal, administrative, investigative or appellate, shall be paid by this corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount unless it shall ultimately be determined that such person is entitled to indemnification by this corporation. Notwithstanding the foregoing, no advance shall be made by this corporation if a determination is reasonably and promptly made by (i) the board of directors by a majority vote of a quorum consisting of directors who were not parties to the action, suit or proceeding for which the advancement is requested, or (ii) if a quorum is not obtainable, or even if obtainable, if a quorum of disinterested directors so directs, by independent legal counsel in a written opinion, that, based upon the facts known to the board, or counsel at the time such determination is made, such person acted in bad faith and in a manner that such person did not believe to be in or not opposed to the best interest of this corporation, or, with respect to any criminal proceeding, that such person believed or had reasonable cause to believe such person's conduct was unlawful. In no event shall any advance be made in instances where the board of this corporation or independent legal counsel reasonably determines that such person deliberately breached such person's duty to this corporation.

(f) Non Exclusivity. The indemnification and, to the extent permitted by the laws of the State of Missouri, the advancement of expenses provided by this Section 9.6 shall not be exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under Mo. Rev. Stat. Section 537.117, under any other provision of law, under the articles of incorporation or these bylaws or under any agreement, vote of

disinterested directors, policy of insurance or otherwise, both as to action in their official capacity and as to action in another capacity while holding their respective offices, and shall not limit in any way any right which this corporation may have to make additional indemnifications with respect to the same or different persons or classes of persons. The indemnification and advancement of expenses provided by, or granted pursuant to, this Section 9.6 shall continue as to a person who has ceased to serve in an Indemnifiable Capacity and shall inure to the benefit of the heirs, executors, administrators and estate of such a person.

(g) Insurance. This corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, agent or employee of this corporation, or is or was serving at the request of this corporation as a director, officer, agent or employee of any Other Enterprise, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status as such, whether or not this corporation would have the power to indemnify such person against such liability under the provisions of this Section 9.6.

(h) Vesting of Rights. The rights granted or created hereby shall be vested in each person entitled to indemnification hereunder as a bargained for, contractual condition of such person's serving or having served in an Indemnifiable Capacity and while this Section 9.6 may be amended or repealed, no such amendment or repeal shall release, terminate or adversely affect the rights of such person under this Section 9.6 with respect to any act taken or the failure to take any act by such person prior to such amendment or repeal or with respect to any action, suit or proceeding with respect to such act or failure to act filed before or after such amendment or repeal.

(i) Definition of "this corporation". For purposes of this Section 9.6, other than paragraph (c) of this Section 9.6, references to "this corporation" shall, if and only if the board of directors shall determine, include, in addition to the resulting or surviving corporation, any constituent corporation (including any constituent of a constituent) absorbed in a consolidation or merger, which, if its separate existence had continued, would have had power and authority to indemnify its directors or officers or persons serving at the request of such constituent corporation as a director, officer, employee, or agent of any Other Enterprise, so that any person who is or was a director or officer of such constituent corporation, or is or was serving at the request of such constituent corporation as a director, officer, employee, or agent of any Other Enterprise, shall stand in the same position under the provisions of this Section 9.6 with respect to the resulting or surviving corporation as such person would have with respect to such constituent corporation if its separate existence had continued.

(j) Certain Definitions. For purposes of this Section 9.6:

(i) References to serving in an "Indemnifiable Capacity" shall mean service by a person as a director or officer of this corporation or service by a person at this corporation's request as a director, officer, employee or agent of any Other Enterprise (as hereinafter defined);

(ii) References to "Other Enterprises" or "Other Enterprise" shall include without limitation any other corporation, partnership, limited liability company, joint venture, trust or employee benefit plan;

(iii) References to "fines" shall include any excise taxes assessed on a person with respect to an employee benefit plan;

(iv) References to "defense" shall include investigations of any threatened, pending or completed action, suit or proceeding as well as appeals thereof and shall also include any defensive assertion of a cross claim or counterclaim;

(v) References to "serving at the request of this corporation" shall include any service as a director, officer, employee, or agent of a corporation which imposes duties on, or involves services by, such director, officer, employee, or agent with respect to an employee benefit plan, its participants, or beneficiaries;

(vi) A person who acted in good faith and in a manner such person reasonably believed to be in the interest of the participants and beneficiaries of an employee benefit plan shall be deemed to have acted in a manner "not opposed to the best interests of this corporation";

(vii) Unless the board of directors of this corporation shall determine otherwise, any director or officer of this corporation who shall serve as a director, officer, employee, or agent of any Other Enterprise of which this corporation, directly or indirectly, is a shareholder or creditor, or in which this corporation is in any way interested, shall be presumed to be serving as such director, officer, employee, or agent at the request of this corporation; and

(viii) In all other instances where any person shall serve as a director, officer, employee, or agent of any Other Enterprise, if it is not otherwise established that such person is or was serving as such director, officer, employee, or agent at the request of this corporation, the board of directors of this corporation shall determine whether such person is or was serving at the request of this corporation, and it shall not be necessary to show any actual or prior request for such service, which determination shall be final and binding on this corporation and the person seeking indemnification.

(k) Severability. If any provision of this Section 9.6 or the application of any such provision to any person or circumstance is held invalid, illegal or unenforceable for any reason whatsoever, the remaining provisions of this Section 9.6 and the application of such provision to other persons or circumstances shall not be affected thereby and to the fullest extent possible the court finding such provision invalid, illegal or unenforceable shall modify and construe the provision so as to render it valid and enforceable as against all persons or entities and to give the maximum possible protection to persons subject to indemnification hereby within the bounds of validity, legality and enforceability. Without limiting the generality of the

foregoing, if any person who is or was serving in an Indemnifiable Capacity is entitled under any provision of this Section 9.6 to indemnification by this corporation for some or a portion of the judgments, amounts paid in settlement, attorneys' fees, ERISA excise taxes or penalties, fines or other expenses actually and reasonably incurred by any such person in connection with any threatened, pending or completed action, suit or proceeding (including without limitation, the investigation, defense, settlement or appeal of such action, suit or proceeding), whether civil, criminal, administrative, investigative or appellate, but not, however, for all of the total amount thereof, this corporation shall nevertheless indemnify such person for the portion thereof to which such person is entitled.

ARTICLE VIII

NOTICE

Any notice required or desired to be given under these bylaws or otherwise to any director shall be given in writing and shall be deemed given and effective at the earliest of the following:

- (a) when received by the director being notified;
- (b) five days after deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with first class postage affixed;
- (c) on the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; and
- (d) 30 days after its deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with other than first class, registered or certified postage affixed.

Written notice is correctly addressed to a director if addressed to the director's address shown on this corporation's current records.

ARTICLE IX

FISCAL YEAR

The board of directors shall have the power to fix and from time to time change the fiscal year of this corporation. In the absence of action by the board of directors, however, the fiscal year of this corporation shall end each year on the date which this corporation treated as the close of its first fiscal year, until such time, if any, as the fiscal year shall be changed by the board of directors.

ARTICLE X

AMENDMENTS

Except as otherwise specifically provided in these bylaws, the bylaws of this corporation may be amended or new bylaws adopted upon the approval of a majority of all directors in office. If an amendment is to be approved at a meeting of the board of directors, ten (10) days' notice of the meeting must be given by the chairman of the board, the president, or at least twenty (20) percent of the directors then in office. The notice must state that the purpose of the meeting is to consider a proposed amendment to the bylaws and contain or be accompanied by a copy or summary of the amendment. This corporation shall keep at its principal office a copy of the bylaws, as amended, which shall be open to inspection by any board member at all reasonable times during office hours.

ARTICLE XI

OPEN MEETINGS AND RECORDS

The board of directors shall ensure that it and the charter school operate in compliance with the Missouri Sunshine Law, Chapter 610, RSMo, regarding public meetings and public records.

Section 610.028, RSMo, requires that a body subject to the law adopt a reasonable written policy in compliance with sections 610.010 to 610.030, RSMo. The board shall adopt an initial Sunshine Law Policy as required by law, and thereafter, the Executive Director is delegated the authority to make modifications to the policy, or to adopt more detailed policies, with notice to the board of directors. The Executive Director shall, at least annually, review the policy or policies to ensure they continue to ensure compliance with the Missouri Sunshine Law, due to possible legislative changes or court decisions.

The board of directors shall review and become familiar with the Sunshine Law and its requirements, and may do so by reference to the Missouri Attorney General's web pages or publications on the same.

The Executive Director and any persons designated to handle public records requests shall also review and become familiar with the Sunshine Law and its requirements, and may do so by reference to the Missouri Attorney General's web pages or publications on the same.

[Signature Page Follows]

Exhibit A

<u>Director</u>	<u>Term Expiration</u>
<i>Emeka Anyanwu</i>	<i>2017</i>
<i>Patrick Sallee</i>	<i>2017</i>
<i>Dan Haley</i>	<i>2017</i>
<i>Mike Dreyer</i>	<i>2018</i>
<i>Don Sullivan</i>	<i>2018</i>
<i>Kenda Caskey</i>	<i>2018</i>
<i>Rodney Bland</i>	<i>2019</i>
<i>Chris Lahna</i>	<i>2019</i>

State of Missouri

LIMITED EXEMPTION FROM MISSOURI SALES AND USE TAX ON PURCHASES AND SALES (Public School)

Issued to:

Missouri Tax I.D. 12529486

GENESIS SCHOOL INC
3800 E 44TH ST
KANSAS CITY MO 64130

Effective Date: 10/26/2010

Your application for sales/use tax exempt status has been approved pursuant to Section 144.030.2(20), RSMo. This letter is issued as documentation of the exempt status of your organization. The organization above must adhere to the requirements of this exempt status.

This is a continuing exemption subject to legislative changes and review by the Director of Revenue. Outlined below are specific requirements regarding this exemption. This summary is not intended as a complete restatement of the law. You should review the law to ensure your understanding and compliance.

- This exemption is not assignable or transferable. It is an exemption from sales and use taxes only and is not an exemption from real or personal property tax.
- Purchases by your organization are not subject to sales or use tax if conducted within your organization's exempt functions and activities. When purchasing with this exemption, furnish all sellers or vendors a copy of this letter.
- Individuals making personal purchases may not use this exemption.
- A contractor may purchase and pay for construction materials exempt from sales tax when fulfilling a contract with your organization only if your organization issues a project exemption certificate and the contractor makes purchases in compliance with the provisions of Section 144.062 RSMo.
- Sales by your organization are not subject to sales or use tax if conducted within your organization's exempt charitable and educational functions and activities.
- Any alteration to this exemption letter renders it invalid.

If you have any questions regarding the use of this letter, please contact the Taxation Division, P.O. Box 358, Jefferson City, Missouri 65105-0358, Email salestaxexemptions@dor.mo.gov, or call 573-751-2836.

17 December 2019

Dr. Mark Bedell
Superintendent
Kansas City Public Schools
2901 Troost Ave., Ste. 215
Kansas City, Missouri 64109

Sent via email

Dear Dr. Bedell:

This letter serves as notice to the Kansas City Public Schools that the University of Missouri has agreed to renew the charter with Genesis School. The new charter will be effective July 1, 2020 through June 30, 2025. The full charter renewal application and all related materials will be available on the DESE website when formally submitted.

Should you have any questions about Genesis School's renewal application, please do not hesitate to contact me directly at 314-581-400-8166 or kettenbachg@missouri.edu

Sincerely,



Gerry Kettenbach, Ph.D.
Director
Charter School Sponsorship
kettenbachg@missouri.edu

Academic Partners

Literacy Lab: The Literacy Lab partners with schools to provide full-time, professional tutors trained to deliver daily, 1:1 evidence-based interventions in 20 minute sessions to a caseload of 15-20 students. Literacy Lab tutors are trained provide daily 1-on-1, twenty-minute intervention sessions with students in kindergarten through 3rd grade. A staff person at the school, called an Internal Coach, attends three days of training prior to the school year and supports the tutors throughout the year. Tutors provide targeted reading skill practice, commonly called interventions, in the areas of phonemic awareness, phonics, and fluency. Tutors are trained in 10 scripted reading interventions and our reading specialist selects interventions for targeted students.

Strategic Reading Initiative: The strategic reading program provides an additional 45 minutes of reading instruction using the Lindamood-Bell reading comprehension program. This intervention is provided during the school day to 12 students per semester by licensed reading clinicians through a contract with Strategic Education, LLC. 6 additional students are provided the same 45 minutes of support during after school.

Foster Grandparents: The school leverages the Foster Grandparent program to provide additional classroom support in all grade K thru 5 classrooms. Foster Grandparents provide socio-emotional and academic help to select students as well as facilitate small group instruction during literacy and guided reading instruction.

Staffing Partners

Kansas City Teacher Residence: The Kanas City Teacher Residence recruits, selects, trains, places and supports non-traditional teachers in Kansas City. The KCTR partnership has placed and supported teachers at Genesis since 2018. Teachers and Genesis Teacher mentors get ongoing coaching and development from KCTR.

Teach For America: Teach for America recruits, selects, trains, places and supports non-traditional teachers in Kansas City. The KCTR partnership has placed and supported teachers at Genesis since 2009.

KC Plus: Funded by the Kauffman Foundation, KC Plus utilizes TNTP's Pathway to Leadership in Urban Schools (PLUS) recruits, trains, and certifies school leaders through a two-year program in a residency model with feedback from skilled leadership coaches. The program also provides individualized coaching and a master's degree. 2 Instructional Leaders have been participating in KC Plus since 2018.

Support Partners

Boys and Girls Club of Greater Kansas City: The Boys and Girls Club owns the facility that Genesis operates in, collaborates on programming, and provides free before and after-school care to all students.

Jackson County Mental Health Levy Board: The Jackson County Mental Health Levy provides funding, assistance and oversight over our mental health counseling program.

US Tennis Association: The USTA provides funding, resources and training for the school's Tennis and after-school program. Genesis is a National Junior Tennis League site, a USTA program to support underserved populations.

United Way of Greater Kansas City: The United Way provides funding and programming assistance for our after-school enrichment program.

KC Local Investment Commission: KC Linc funds Genesis family engagement activities and provides training and resource support through the Community Schools initiative.

Emmanuel Early Childhood Learning Center: The Emmanuel Early Childhood Learning Center provides pre-k schooling for our students as well as provides early childhood and family services for shared families.



November 18, 2016

Dear Genesis Charter School Board of Directors,

As your sponsor, we are pleased to work with you toward the accomplishment of our joint missions to provide a quality education to our students that prepares them for college, career, and a successful life.

Also, as an approved sponsor, we are governed by Missouri State Statute and the Code of State Regulations as to our responsibilities to you in providing support and feedback toward maintaining your charter in good standing, and, ultimately, overseeing a process that leads to the successful renewal of your charter at the required time.

State Statute SB638, section 160;400 requires the sponsor demonstrate oversight of the charter school by evaluating performance, monitoring compliance, informing the school of recommended intervention and renewal decision, and ensuring autonomy provided under the law. It requires that the sponsor design and implement a transparent and rigorous process that uses comprehensive data to make merit-based renewal decision.

Code of State Regulations: 5 CSR 20-100.260 Standards for Charter Sponsorship
*(4) Standard 4—Academic Performance. The sponsor shall take steps to closely monitor state performance standards, as defined by the department, are included in the sponsor/charter contract. The sponsor— (A) Ensures that performance contracts are aligned to the pupil academic standards adopted by the State Board of Education as outlined in section 160.405.4(6)(a), RSMo;
(B) Mandates intervention based on performance deficiencies as outlined in section 160.405.8(1) (RSMo);
(C) Establishes clear procedures and consequences for failure to meet requirements and outcomes set in the sponsor/charter contract;*

As such, The UMKC Charter School Center has established a process by which to annually review important data points of your school's products and processes that provides the Board with a summary assessment of the school's performance to date. This assessment (1) provides evidence as we consider judgments about quality and effectiveness, (2) Answers the Board's questions as to "How are we doing?" "What's going well and where is there need of improvement?" and (3) Identifies deficiencies that require corrective action, and/or best practices that the board may want to replicate. The goal is to provide you with high quality information to drive insight and action in your school improvement planning process. Should deficiencies be identified, the Board's next steps would include conducting their own internal audit to verify same, then identify next steps, including the development of **SMART** goals (**S**pecific, **M**easurable, **A**ttainable, **R**esults-oriented, and **T**ime-bound.) to remedy the identified deficiencies.

The Process

Our feedback process incorporates a multi-measure framework that looks at a number of critical components necessary for a high functioning charter school. This process mirrors the more rigorous renewal process. As such, evaluation rubrics, standards and matrices may be found in this document.

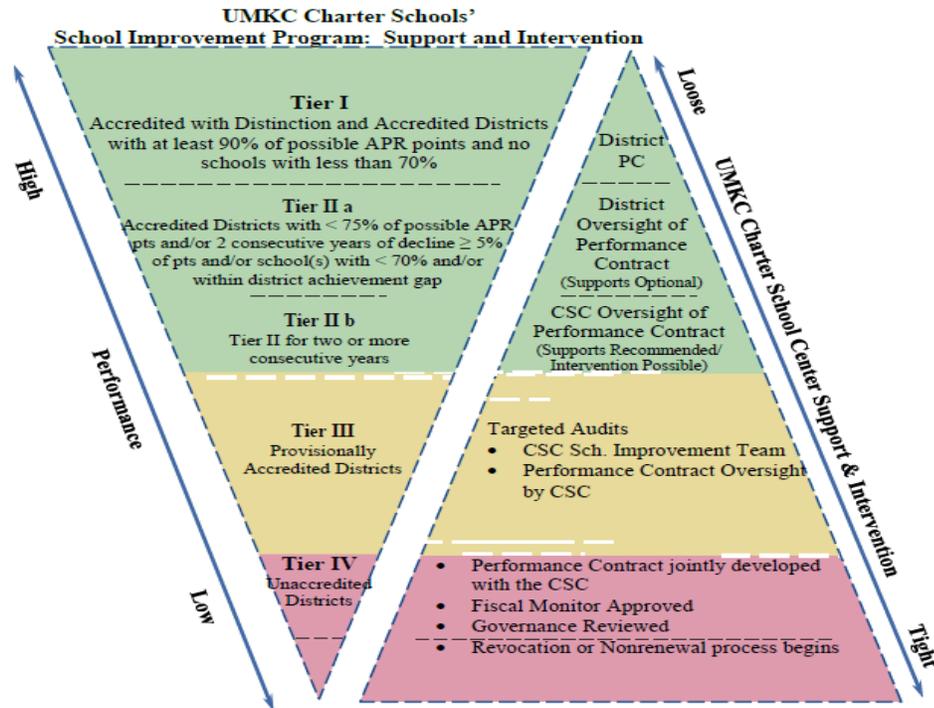
For this abbreviated review process, germane documents are collected and subjected to a “desk review”, as well as information gathered via sight visits. Two functions of a multi-measure framework are: **Improvement**-diagnostic feedback to support a solid planning process, and **Accountability**-assessments of current performance and potential for maintenance and or improvement. Both of these processes are formative in nature and point to next steps.

There are three primary categories reviewed for this process: financials, academics, and governance.

- **Financials:** Is the school financially accountable? The answer to this critical question is gained by asking a number of clarifying questions:
 - Does the school use practices consistent with the Missouri financial accounting manual?
 - Is an annual audit conducted?
 - Where does the school stand as compared to other schools on:
 - Instructional cost?
 - Administrative cost?
 - Operation of Plant cost?

- **Academics:** The Missouri Department of Elementary and Secondary Education has set a goal that states Missouri will be in the top 10% of states in terms of student achievement scores by the year 2020. Termed “Top 10 by 20” this initiative holds as a primary goal that all students will graduate high school college- and career-ready. To measure progress toward this goal and to distinguish among school and district performance, the Department computes an Annual Performance Report (APR) score for each Local Education Agency (LEA) and school. This overall score is comprised of scores for each of the MSIP 5 Performance Standards (1) **Academic Achievement** (2) **Subgroup Achievement** (3) **High School Readiness** (K-8 districts) or **College and Career Readiness** (K-12 districts), (4) **Attendance Rate** and (5) **Graduation Rate** (K-12 districts). Status, progress, and growth (where applicable) scores are used to calculate a comprehensive score that is used to determine the accreditation level of a school district.

The UMKC Charter School Center schools are held accountable to the same standards as other state public school, namely performance measures on state assessments. Their accreditation through the Center mirrors performance standards outlined by the state, known as MSIP 5 Performance Standards, and are reported through the Annual Performance Report (APR). Based on the scores from this report, schools are assigned a category with corresponding supports and/or interventions. See below.



- **Board governance:** Board governance has proven to be a primary correlate of charter school success and renewal. Consideration is given as to whether or not the governing board is aware of and follows the sunshine law in conducting board and committee business (*Public Government bodies, Sunshine policy 610.010.4, Meeting Notice 610.020, Public Records 610.010, 023, 024, 026, Emails 610.025, Closed Meeting/Records 610.021, 610.022*). Additional consideration is given to the following:
 - Does the governing board understand the charter’s academic goals and objectives related to student achievement?
 - Does the governing board have systems in place to monitor student achievement?
 - Does the governing board have systems in place to monitor short and long-term financial health?
 - Does the governing board monitor compliance with local, state and federal laws and regulations?
 - Does the governing board monitor compliance with charter contract and sponsor requirements?
 - Does the governing board have expectations for board training? Are those expectations enforced?

The attached form depicts the current status of the school in the aforementioned categories as assessed by the UMKC Charter School Center in its review of available information. This information should be used as formative information to the School Improvement Planning process conducted by the board and school leadership.

Phyllis Chase

Financials Genesis Charter School 2016	Meets Standard	Approaching Standard	Does Not Meet Standard
The previous three year's audit documents have been submitted to the UMKC Charter School Center	X		
The school's instructional cost are in an acceptable range compared to comparable schools and the state.	X		
The school's administrative cost in an acceptable range compared to comparable schools and the state.	X		
The school's operation of plant cost are in an acceptable range compared to comparable schools and the state.	X		
Academics	Status	Increasing last 3 years	Decreasing last 3 years
Annual Performance Report Score: 72.1, 66.3, 48.1			X
% Proficient	2014	2015	2016
Language Arts:		17.5	26.0
Math:		10.5	18.7
Science:		10.0	11.4
MPI Score			
Language Arts:	258	193	224
Math:	271	191	233
Science:	238	215	186
	Mixed		
Tier Level of Support/Interventions			
Tier IIb CSC oversight of Performance Contract			
Governance	Meets Standard	Approaching Standard	Does Not Meet Standard
All Board members have participated in 16 hours of Board Training		X	
The Board conducts strategic planning sessions that identify achievement goals	X		
The Board conducts strategic planning sessions that identify organization and/or leadership goals.	X		
The Board has systems in place to monitor the short and long-term financial health of the school	X		

Comments: The Charter School Center notes that the percentage of students at Genesis school who demonstrate Proficiency on the state MAP assessment has continued to increase over a three year period, while the Annual Performance Report has declined. The Charter School Center is currently working with the Genesis administration to amend its Performance Contract to reflect student achievement goals that reflect the school's adherence to an alternative school model that provides trauma-informed care to its students.

In service,



Phyllis A. Chase
Director, UMKC Charter School Center
5306 Holmes
Kansas City, MO 64110
816-235-6344
chasep@umkc.edu

This assessment is based on the data that was available to the Charter School Center at the time of this review. Should new or conflicting information be available, please contact the Charter School Center.

November 17, 2017

Dear Genesis Charter School Board of Directors,

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Also, as an approved sponsor, we are governed by Missouri State Statute and the Code of State Regulations as to our responsibilities to you in providing support and feedback toward maintaining your charter in good standing, and, ultimately, overseeing a process that leads to the successful renewal of your charter at the required time.

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(C) Establishes clear procedures and consequences for failure to meet requirements and outcomes set in the sponsor/charter contract;*

As such, The UMKC Charter School Center has established a process by which to annually review important data points of your school's products and processes that provides the Board with a summary assessment of the school's performance to date. This assessment (1) provides evidence as we consider judgments about quality and effectiveness, (2) Answers the Board's questions as to "How are we doing?" "What's going well and where is there need of improvement?" and (3) Identifies deficiencies that require corrective action, and/or best practices that the board may want to replicate. The goal is to provide you with high quality information to drive insight and action in your school improvement planning process. Should deficiencies be identified, the Board's next steps would include conducting their own internal audit to verify same, then identify next steps, including the development of **SMART** goals (**S**pecific, **M**easurable, **A**ttainable, **R**esults-oriented, and **T**ime-bound.) to remedy the identified deficiencies.

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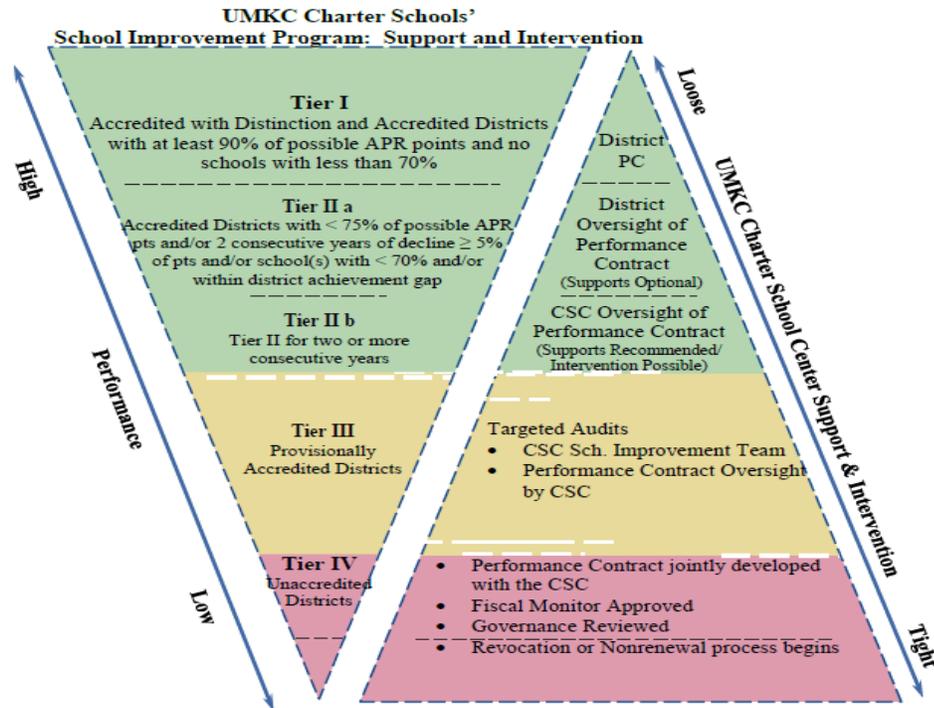
For this abbreviated review process, germane documents are collected and subjected to a “desk review”, as well as information gathered via sight visits. Two functions of a multi-measure framework are: **Improvement**-diagnostic feedback to support a solid planning process, and **Accountability**-assessments of current performance and potential for maintenance and or improvement. Both of these processes are formative in nature and point to next steps.

There are three primary categories reviewed for this process: financials, academics, and governance.

- **Financials:** Is the school financially accountable? The answer to this critical question is gained by asking a number of clarifying questions:
 - Does the school use practices consistent with the Missouri financial accounting manual?
 - Is an annual audit conducted?
 - Are there any concerns identified by the auditors?
 - Is the school identified as financially stressed?
 - Are required reports submitted on time?

- **Academics:** The Missouri Department of Elementary and Secondary Education has set a goal that states Missouri will be in the top 10% of states in terms of student achievement scores by the year 2020. Termed “Top 10 by 20” this initiative holds as a primary goal that all students will graduate high school college- and career-ready. To measure progress toward this goal and to distinguish among school and district performance, the Department computes an Annual Performance Report (APR) score for each Local Education Agency (LEA) and school. This overall score is comprised of scores for each of the MSIP 5 Performance Standards (1) **Academic Achievement** (2) **Subgroup Achievement** (3) **High School Readiness** (K-8 districts) or **College and Career Readiness** (K-12 districts), (4) **Attendance Rate** and (5) **Graduation Rate** (K-12 districts). Status, progress, and growth (where applicable) scores are used to calculate a comprehensive score that is used to determine the accreditation level of a school district.

The UMKC Charter School Center schools are held accountable to the same standards as other state public school, namely performance measures on state assessments. Their accreditation through the Center mirrors performance standards outlined by the state, known as MSIP 5 Performance Standards, and are reported through the Annual Performance Report (APR). Based on the scores from this report, schools are assigned a category with corresponding supports and/or interventions. See below.



- **Board governance:** Board governance has proven to be a primary correlate of charter school success and renewal. Consideration is given as to whether or not the governing board is aware of and follows the sunshine law in conducting board and committee business (*Public Government bodies, Sunshine policy 610.010.4, Meeting Notice 610.020, Public Records 610.010, 023, 024, 026, Emails 610.025, Closed Meeting/Records 610.021, 610.022*). Additional consideration is given to the following:
 - Does the governing board understand the charter’s academic goals and objectives related to student achievement?
 - Does the governing board have systems in place to monitor student achievement?
 - Does the governing board have systems in place to monitor short and long-term financial health?
 - Does the governing board monitor compliance with local, state and federal laws and regulations?
 - Does the governing board monitor compliance with charter contract and sponsor requirements?
 - Does the governing board have expectations for board training? Are those expectations enforced?

The attached form depicts the current status of the school in the aforementioned categories as assessed by the UMKC Charter School Center in its review of available information. This information should be used as formative information to the School Improvement Planning process conducted by the board and school leadership.

Phyllis Chase

Financials Genesis Charter School 2017	Meets Standard	Approaching Standard	Does Not Meet Standard			
The previous three year's audit documents have been submitted to the UMKC Charter School Center	X					
The Annual Secretary of the Board Report shows that the school is not financially stressed.	X					
The annual audit show no significant areas of concern.	X					
	X					
Academics	Status	Increasing	Decreasing			
2014 2015 2016 2017						
Annual Performance Report Score: 72.1, 66.3, 48.1 50.0						
Kansas City District Score: 66.1 63.9 70.0 63.9		Mixed	Mixed			
% Proficient	2014	2015	2016	2017		
Language Arts:		17.5	26.0	23.16		
Math:		7.17	17.12	18.39		
Science:		10.0	11.4	4.08	Mixed	Mixed
% Below Basic	2014	2015	2016	2017		
Language Arts:		65.03	48.0	48.9		
Math:		61.59	50.68	59.20		
Science:		47.50	62.86	67.35	Mixed	Mixed
Tier Level of Support/Interventions						
Tier IIb CSC oversight of Performance Contract						
Governance	Meets Standard	Approaching Standard	Does Not Meet Standard			
All Board members have participated in 16 hours of Board Training		X				
The Board conducts strategic planning sessions that identify achievement goals and monitors those goals annually.	X					

The Board conducts strategic planning sessions that identify organization and/or leadership goals.	X		
The Board has systems in place to monitor the short and long-term financial health of the school	X		
The board has adopted a comprehensive set of policies and implements them with consistency.	X		

Classification: Tier IIb: Charter School Center oversight of Performance Contract (Currently, the Genesis School and the UMKC Charter School Center, along with The Department of Elementary and Secondary Education representatives, are collaborating on appropriate measures of performance. These measures will be identified in the Performance Contract, as well as the DESE Accountability Plan.

Comments: The Charter School Center notes that the percentage of students at Genesis school who demonstrate Proficiency on the state MAP assessment has continued to increase over a three year period, while the Annual Performance Report has declined. The Charter School Center is currently working with the Genesis administration to amend its Performance Contract to reflect student achievement goals that reflect the school’s adherence to an alternative school model that provides trauma-informed care to its students.

In service,



Phyllis A. Chase
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This assessment is based on the data that was available to the Charter School Center at the time of this review. Should new or conflicting information be available, please contact the Charter School Center.



University of Missouri
Office of Charter School Operations
Genesis School Performance Contract 2020-2025

As the official charter school sponsor of Genesis School, the University of Missouri-Columbia (MU) is legislatively required to monitor compliance and performance of the school, recommend sanctions, if necessary, and closure when the school demonstrates an inability to meet standards. This performance contract represents expectations in this five-year charter term.

Central to the mission of Genesis School is serving the community in which it resides, particularly families facing complex challenges. As such, it serves high needs students and the expectations in this contract reflect meeting those challenges, including the comprehensive mental health and social services provided. Academic goals emphasize individual student growth.

Governance

Charter schools are governed by an independent board of directors that are required to abide by all laws governing 501(c)3 organizations, and public schools. The board of Genesis School shall:

1. Consistently abide by all Missouri laws, including the Missouri Sunshine Law, in all its operations.
2. Maintain an active, involved board as described in their bylaws and policies.
3. The Board will annually adopt, and administration implement, a Continuous School Improvement Plan (CSIP) that demonstrates a focus on school performance and improvement.

Finances

The school depends on the board maintaining proper fiduciary responsibility and adherence to all laws and accounting and record-keeping guidelines. The Genesis School board shall ensure that all stakeholders:

4. Comply with annual auditing and ASBR requirements, and remedy all audit findings.
5. Maintain adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner.

Operations

Genesis School staff and other stakeholders will engage in a myriad of activities necessary to operate a school. From human resources, to facility management and contracting, to extensive data collection and

reporting on all those activities, Genesis School will obey all laws, maintain appropriate oversight, and create and implement sound policies and processes, with fidelity. Genesis School shall:

6. Consistently comply with all laws and policies and meet all reporting requirements, including, but limited to, MOSIS submissions and Tiered Monitoring requirements.
7. Operate the school in accordance with approved school policies, in a way that advances stated goals and objectives, and address deficiencies in an appropriate and timely manner.

Environment

Genesis School measures school climate internally, and MU assesses it using various methods, as needed. Genesis School shall:

8. Adhere to all laws and regulations pertaining to the health and safety of all staff and students, and promptly and adequately answer any and all issues or complaints raised by any stakeholder.
9. Maintain school leadership and culture that contributes to successful attainment of stated goals and objectives.
10. The School and building leaders will continuously plan, engage and leverage community partnerships in order to provide support to students and their families and ultimately promote academic success.
11. The school will sustain a Comprehensive School Counseling Program that integrates mental health, behavioral, and personal support to academic programming. The program will result in decreased behavioral/discipline events, higher attendance, and better academic performance for students receiving services. Measurement of this goal will reflect best practice as articulated by the partner organizations providing mental health services.

Teaching and Learning

The most important measure of success in any school is student outcomes and quality teaching is the most important input to successful outcomes. Genesis School shall:

12. Maintain a professional development system that includes: a new teacher mentor program, teacher evaluation system that meets state requirements, retention of excellent teachers, and removal or development of teachers that are not meeting expectations.
13. Demonstrate the academic growth of its students by maintaining at least On Track performance in Performance or Growth each year for ELA and Math. Failure to do so in any year will result in a deficit letter with a required remedy. Failure to do so two out of three years will result in charter revocation.
14. Benchmark its performance against State, KCPS, and comparison schools using MPI for Status, Progress, and Growth. Genesis will move closer to the state average by two percent for each

subject assessed as calculated as a Percent of State Mean using two year averages in a three year cycle.

Genesis School and MU agree that substantial failure to meet any of the fourteen (14) terms of accountability will result in a deficit letter with a required remedy within a specified time. Failure to adequately address any deficiencies will result in additional action, including possible charter revocation. After 24 months of corrective actions based on this performance contract without remedy, the charter shall be revoked and the school shall move into closure in a manner least disruptive to students.

This contract is for five years. In the fourth year, Genesis School and MU will determine, based on MU policy and procedures and successful adherence to this contract, if the school is prepared for renewal. At that time, a new performance contract will be created to address the next renewal period.

In agreement:

Gerry Kettenbach, Executive Director
MU Office of Charter School Sponsorship

Dan Haley, President
Genesis School Board of Directors

Date

Date

	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment	318	318	318	318	318
Estimate Total ADA	273.48	276.66	279.84	283.02	286.2
Local Funds	\$ 887,545.55	\$ 909,734.19	\$ 932,477.55	\$ 955,789.48	\$ 984,463.17
State Funds	\$ 3,083,697.84	\$ 3,160,790.29	\$ 3,239,810.05	\$ 3,320,805.30	\$ 3,420,429.46
Federal Funds	\$ 550,895.22	\$ 564,667.60	\$ 578,784.29	\$ 593,253.90	\$ 611,051.51
Other	\$ 175,000.00	\$ 175,000.00	\$ 175,000.00	\$ 175,000.00	\$ 180,250.00
Total Revenue	\$ 4,697,138.61	\$ 4,810,192.08	\$ 4,926,071.88	\$ 5,044,848.68	\$ 5,196,194.14
Salaries	\$ 2,291,275.12	\$ 2,298,607.08	\$ 2,306,192.48	\$ 2,314,033.53	\$ 2,321,901.25
Employee Benefits	\$ 549,906.03	\$ 551,665.70	\$ 553,486.20	\$ 555,368.05	\$ 557,256.30
Purchased Services	\$ 1,099,812.06	\$ 1,103,331.40	\$ 1,106,972.39	\$ 1,110,736.10	\$ 1,114,512.60
Supplies	\$ 151,139.14	\$ 151,668.13	\$ 150,612.30	\$ 150,612.30	\$ 151,124.39
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expense	\$ 4,092,132.35	\$ 4,105,272.30	\$ 4,117,263.38	\$ 4,130,749.98	\$ 4,144,794.53
Revenue over/(under) Expenses	\$ 605,006.26	\$ 704,919.77	\$ 808,808.51	\$ 914,098.69	\$ 1,051,399.60
Fund Balance	\$ 2,634,169.00	\$ 2,634,169.00	\$ 2,634,169.00	\$ 2,634,169.00	\$ 2,634,169.00
End Balance	\$ 3,239,175.26	\$ 3,339,088.77	\$ 3,442,977.51	\$ 3,548,267.69	\$ 3,685,568.60

July 2018

PERFORMANCE MONITORING PLAN

Policies and Procedures

Office of Charter School Operations
College of Education



University of Missouri

College of Education
Office of Charter School Operations
Performance Monitoring Plan

The MU Office of Charter School Operations (OCSO), as an approved sponsoring agent of the Missouri State Board of Education, is charged with oversight and compliance monitoring of our schools. Schools that consistently perform well require less intervention and monitoring. New schools, or schools struggling to meet charter goals and/or state and federal requirements receive more oversight. However, all schools are held to the same standards—they must meet all government regulations and requirements, meet their charter and performance contract expectations, and generally perform, at minimum, near the average academic performance of the district in which they are located. This document describes the activities and expectations in the annual review process for all MU charter schools.

MONITORING FOCUS AREAS

Our intent is to monitor the primary systems and processes that contribute to school success and are subject to federal, state, local and charter compliance. The three focus areas detailed below represent the basic, interrelated elements of charter school operations, each important to the overall success of a charter school: Academics, Finances, and Governance & Organization. We will gather information on these areas in our attendance at board meetings, school visits and review of records.

FOCUS AREA 1: ACADEMICS

High academic outcomes are the main reason schools exist, and thus, the primary measure of their success. With an evolving understanding of the creativity and kinds of intelligence expected for graduates to succeed in a complex world, continued emphasis on accountability at both national and state levels, the adoption of new State Standards and assessments, and advancements in the use of technology to facilitate the learning process, it is difficult to define and demonstrate appropriate outcomes. Hence, measures of academic success continue to be reevaluated over time, considering state and local assessments.

Beyond assessments, academic outcomes are the result of a strong foundation of learning inputs which can be measured and monitored. It is widely acknowledged that willing students will succeed with an excellent teacher using nothing more than pencil, paper, and chalk—quality teachers being the cornerstone of successful schools. Supporting good teaching, it is imperative that schools invest in a guaranteed and viable curriculum and/or individualized learning plans for each learner, consistently utilize assessment tools that are reliable and valid, engage all members of the teaching team in the use of assessment data to

maximize student success, and effectively meet the needs of learners with special needs.

Therefore, in addition to high expectations for assessment outcomes, our office may look for evidence of strong operational foundations for learning, including, but not limited to;

- teacher evaluation systems,
- professional development,
- policies and culture that promote the recruitment and retention of high quality teachers,
- coordinated systems for addressing learning challenges for all students,
- evidence of data-driven decision-making and continuous improvement efforts.

FOCUS AREA 2: FINANCES

Sound finances support all aspects of school operations and success. Nationally, poor fiscal health, not academic performance, is the primary reason charter schools fail. Charter school finances are particularly challenging for several reasons: the need for start-up funding, building needs, high costs associated with a new business venture, complex funding of public schools, and the unpredictable nature of the education sector. Strong and capable board oversight of finances is crucial, and capable internal and external professionals are necessary for ongoing operations. Financial decisions must be carefully considered with appropriate data. All fiscal operations need to be monitored by the board and transparent to the public and federal, state and local government.

Charter schools must adhere to financial policies and procedures, as well as mandatory reporting, to fulfill statutory, regulatory, and charter obligations. In fulfilling these expectations, schools collect, report and retain enormous volumes of information in numerous systems, from the student information system to lunch menus and nutritional records. A well-run school will complete all reports, on time, with fidelity, and retain accurate records in accordance with a published policy, and all laws and regulations. All purchases and contracts will adhere to proper procurement policies and there will be internal controls for managing property and payments that contribute to the day-to-day success and orderly operations of the school. By law, every year an independent auditor must conduct an audit with, hopefully, no material findings.

FOCUS AREA 3: GOVERNANCE & ORGANIZATION

The foundation of charter school success is sound governance. Federal and state regulations and requirements are complex, and the knowledge needed to successfully navigate a PK-12 environment is sometimes overwhelming. The mixture of the need for sound business practices, a highly regulated educational sector, and the human dynamics of a school contribute to an environment that is fluid and often difficult to navigate. This context is different from both traditional school boards and most non-profit boards—it is essential that board members of charter schools be knowledgeable, responsible and effective in their role.

Governing boards are responsible for creating and maintaining a healthy fiscal foundation and comprehensive policies on which the school operates. Staff, contractors, and other personnel work together to ensure that routine needs are met on a daily basis—from transportation and lunch to instruction and assessment. Successful schools also attend carefully to other services in meeting student needs, from required special needs assessments to optional health screenings, that make it easier for teachers to teach and students to learn. Co-curricular activities and field trips enrich learning and are valuable investments beyond the daily routine. Addressing staff needs through effective communication and professional development is also essential for school success. All of these activities depend on sound finances and policies.

In many charter schools, operations and programs will cost more than state and federal funding provide. Some form of external funding is likely to be part of an excellent charter school operation. Whether it be in the form of corporate or foundation grants, large fundraisers, or private donations, many high achieving charter schools have a solid development plan and ongoing implementation.

Underlying everything from the makeup of the board to the activities the school finances, is Vision, Mission and Culture. Culture has been defined in numerous ways with varying degrees of specificity. It continues to be the focus of studies with efforts to measure its dimensions and impact. Regardless of how culture is defined or measured, however, what is clear for charter schools is that, for optimal success, all stakeholders embrace a specific mission and vision that is based on a set of values, assumptions and “ways of operating” that become part of the collective fabric of the organization—its culture. As this is unique and important to the overall success of the school in meeting the original goals set forth in the charter, this culture defines the larger environment in which the students and teachers work every day.

Culture begins with leadership setting the tone. From there, a healthy environment is one that is organized, respectful and supportive. It is characterized by facilities that reflect the culture, is filled with people who uphold the values of the school, and has processes, procedures and services needed to make the mission and vision a reality. At its best, a school reflects or extends its culture into the larger community by drawing in a circle of stakeholders who support the mission and vision and students of the school. Supporting student success, behavior management and wrap-around efforts are vital parts of a strong culture.

MONITORING ACTIVITIES

Two general methods of oversight are used: Direct and Indirect. Indirect oversight includes document collection and review, surveys, review of DESE reports and communications. Direct observation fills in detail of school operations and confirms information from indirect monitoring through attendance at Board meetings, school visits, participation in school activities and classroom observations. Effective monitoring requires direct interaction and the opportunity to build relationships and develop deeper understanding of school culture and operations. Most of these activities are described below, and some combination of direct and indirect oversight will be utilized in all schools, but will increase in schools that are not meeting expectations.

Indirect Monitoring

Indirect monitoring consists mainly of reviewing reports, documents, correspondence, websites, and other information from or about a school. Most document reviews are conducted primarily using Epicenter, an online document storage system. During the opening of a new school, and with each new year, documents are requested for submission into the system. Epicenter is a cloud-based system that allows the Charter Schools Office, designated school staff, board members, and DESE to see the complete collection of documents required for review and certify completion of other activities.

Monitoring budgets and financials is done through Epicenter, board meeting attendance, monthly financial reports and the annual audit.

Review of DESE data and other assessments is done as information becomes available to monitor general reporting compliance and academic achievement.

Review of school communications include school postings, materials distributed at parent meetings, websites, other electronic media, newsletters, annual reports, and media articles.

Other communication is monitored and included in the review process. This includes everything from notices of non-compliance from DESE or other agencies, parent or stakeholder complaints, teacher grievances, awards, recognition and commendations.

Surveys of teachers, staff, and board members may be conducted periodically. Student, community partner, parent, or other surveys will be conducted as needed and agreed to by individual schools.

Direct Monitoring

Board meeting attendance is a vital part of monitoring, as the MU Charter School Office's legal relationship is with the governing board. The governing board is the primary

leadership of the school and is responsible for compliance with open records and meetings laws, financial oversight requirements, and many other activities required and recommended as best practice. An OCSO staff member will generally attend all board meetings. To the extent agreed to by the board, our office will provide updates or other important announcements, and can assist to facilitate planning sessions, or training. However, in normal operations, our role at board meetings is observing as a member of the public, and we recognize that as our role in ensuring and protecting the autonomy of the school.

School Visits

School Visits are a normal part of our monitoring process throughout the term of a charter. The purpose of these visits is to gain a better understanding of how the school operates beyond the available performance data and board reports. Visits may be scheduled or unscheduled, and will vary in frequency and what is addressed depending on the development of the school over time. As a school approaches renewal, visits will become focused on gathering evidence to support charter renewal or a decision to allow the charter to lapse. Visits will always be structured to minimally interrupt school operations.

Scheduled Quarterly Visits

Throughout the term of the charter, the Charter School Office will arrange for its staff to visit the school. Each visit will be arranged with the school lead/principal and an agenda will be shared ahead of the visit. The purpose of these visits is to establish a narrative of the school's daily operation and administrative and staff duties. Our staff will talk to school staff and may visit classrooms and observe daily routines (such as passing time, lunch, and arrival or dismissal). What is captured during these visits will be included in the school's annual report, where appropriate. If there are concerns that are time sensitive, appropriate administrators will be notified. Boards may ask for an overview of the visit, but fully developed reports will not be given until after APR scores are released for the year.

Unscheduled Visits

Unannounced visits will be made during the school year and will not replace scheduled visits. Visits may be to community or school activities, professional development or meetings, and may include visits during regular school hours. At such times, CSO staff may visit classrooms and talk to staff, when available or as needed. The purpose of these visits is for relationship building and continues narrative building. Any information may be added to the school's annual report.

Renewal Visits

Renewal visits will begin during the 3rd year of a five year charter. During this time, the CSO office will conduct thorough visits with key staff and board members. During the 3rd and 4th year visits, outside experts might be asked to assist with evaluation of the school.

During the 3rd year, CSO staff will meet with the board chair about the school's current standing and possible renewal. CSO staff will then present to the entire board the process for renewal. Visits will include one-on-one meetings with key administration including; CEO, CFO and/or finance/operations director, curriculum specialist and/or school lead. The purpose of these visits is for the CSO staff to process the school's plan for the possibility of the next charter as projected by that administrator's area of expertise. The school will complete their renewal application for the University to continue sponsorship.

During the 4th year, visits will include some continuation of 3rd year visits, as needed. Other visits will include board finance committee and governance committee members. The purpose of these visits is for the CSO to have a full understanding of the board's plan for the upcoming charter renewal. CSO staff will also meet with Board Chair and CEO/School Leader to discuss non-renewal or renewal application. That conversation will determine how remaining visits will be structured.

Focused Site Visits

When concerns are noted, or when a school is on probation or in consideration for closure or non-renewal, the Charter Schools Office will conduct more focused site visits. Visits may include surveys, interviews with administrators, support staff, teachers, and board members. The office may also hire consultants to perform other reviews and evaluations of fiscal operations, or academic programs. These visits may replace or be in addition to Scheduled Quarterly Visits.

Reporting

Based on the above monitoring activities, the MU Charter School Office will provide the board, the schools and the public with information about the school and its academic outcomes.

Sponsor Website pages for each charter entity and school building present general and evaluative information about each school. Links will be provided to audits other fiscal reports, DESE report cards and other pertinent information.

Status Letters will be completed approximately one month following the release of state assessment data and APRs. The status letter will inform the school and DESE of the overall health of the school and include a monitoring plan, or updated performance contract, if necessary.

Letters of Concern will be sent when serious issues or patterns of non-performance arise in any area of monitoring. Letters of Concern could be issued in instances including, but not limited to:

- Low academic achievement;
- Evidence of financial instability, i.e., excessive reliance on short term loans, expenditures that regularly exceed revenues, and high payables;
- Any instance of legal noncompliance;
- A pattern of numerous and similar parental or public complaints;
- A matter of safety in the facilities;
- A matter of student safety;
- Poor governance and/or insufficient oversight; and/or
- Non-remediation of any other concerns communicated to staff by the DESE or the OCSO.

Performance Requirements

OCSO will monitor the performance of all charter schools in the three focus areas and will pay particular attention to key indicators. Schools will perform at different levels of strength in different periods of their charter. What constitutes a fiscal problem for a new school with 120 students in a donated building will be significantly different from a concern in an established charter network with 5000 students, five owned buildings, and its own bussing system. Also, each school is unique, as we expect to hold charters for a variety of educational concepts, from schools that look like traditional district schools, to schools for high-risk populations, and boutique concepts that serve small numbers of students in shared space.

For that reason, while performance agreements may differ due to the uniqueness of each charter, every charter school agreement will require:

- Legal compliance is not negotiable. OCSO may monitor and review any policies or practices required by law. It will also consider reports from external entities about any problems in this regard.
- Charter compliance is expected. However, changes are also normal. Schools will be accepted after providing a realistic plan for a high performing school built on a solid organizational foundation that expects high academic outcomes for its specified population.
- Academic outcomes should be the result. Charters will be expected to perform at least as well as the average of the district in which they are located, unless other outcomes are expected, as dictated by the population and the approved charter.

A draft performance contract is included as an Appendix.

School Status

The primary role of a sponsor is holding schools accountable for the results promised in the charter. Annually, the status letter will identify where each school stands in meeting that promise. In general, for regular academic schools, their status will be indicated by the following criteria. While most of the noted criteria are academic, financial health is a serious consideration in a school's status (at minimum, maintaining at least a 3% fund balance). APR scores are without any hold harmless provisions.

High Performing

- School is financially sound;
- APR above 85% for three of the last four school years;
- Graduation rate above 80%, if offering high school; and
- No unresolved letters of concern.

Good Standing

- School is financially sound;
- APR above 70% for three of the last four school years; and
- No unresolved letters of concern; or
- A new school not yet eligible for an APR.

Warning

- APR below 70% for three of the last four years; or
- Unresolved letters of concern (including financial).

Probation

- APR below 50% for three of the last four years; and/or
- Unresolved letters of concern (including financial) for two consecutive years.

Closure

- Any school after two consecutive years on probation, without increases in performance;
- A serious breach that necessitates charter revocation as defined by law;
- Charter lapse; or
- Governing board opts for closure.

While special schools, or schools for high-risk students may have different APR scores, as agreed in their performance contracts, they will still fall into one of the four status categories, but with differing requirements, as outlined in the charter.

Additional Monitoring for Schools Not In Good Standing

Schools in Warning Status:

Schools in warning status will be issued a Monitoring Plan, either with a letter of concern, or with the annual status letter. The monitoring plan will indicate elevated levels of monitoring and oversight which may include:

- Reports regarding teaching and learning inputs and alternative measures of academic achievement.
- Monthly fiscal records, such as checking account statements, credit card statements, or cash flow reports.
- Attendance at subcommittee meetings and other public planning events.
- Focused School Visits to monitor area specific to noted concerns
- Other monitoring as indicated by areas of concern. These activities may include file reviews, test monitoring, or other consultant reviews.

Schools on Probation or in Closure Status:

Schools on probation or in closure status will be issued a monitoring plan and may have a probationary performance contract with additional requirements that must be met for renewal. These situations are highly specific to the schools and the circumstances, but may include all items above, and will likely include additional assessments or evaluations conducted by contracted entities.

APPENDIX

Office of Charter School Operations CHARTER SCHOOL Performance Contract XXXX-XXXX

As the official charter school sponsor of CHARTER SCHOOL, the University of Missouri-Columbia (MU) is legislatively required to monitor compliance and performance of the school, recommend sanctions, if necessary, and closure when the school demonstrates an inability to meet standards. This performance contract represents expectations for the remainder of the charter term.

MU desires that CHARTER SCHOOL materially comply with the terms of accountability set forth below. MU will periodically assess performance against these terms of accountability and inform CHARTER SCHOOL of findings. CHARTER SCHOOL and MU agree that identification of a failure to meet any of the seven (7) terms of accountability below may result in a deficit letter being issued by MU. Any such deficit letter issued by MU will include a specifically identified deficiency and a reasonable timeline appropriate to the circumstances of the deficiency (which timeline shall be stated in a number of days) within which MU will re-evaluate the deficiency.

If, upon reevaluation, CHARTER SCHOOL has failed to remedy the specific deficiency set forth in the deficit letter, then MU will provide notice to CHARTER SCHOOL that it has been placed on Probation. The Probation notice will

1. identify the specific deficiency that has caused CHARTER SCHOOL to be placed on Probation,
2. require CHARTER SCHOOL to establish a remediation plan that is acceptable to MU by a specified deadline, and
3. state a reasonable timeline appropriate to the circumstances of the deficiency within which MU will assess whether CHARTER SCHOOL has met the requirements of the remediation plan.

If CHARTER SCHOOL fails to meet the requirements of the remediation plan as required by the Probation notice then MU shall reserve the right to terminate the charter or otherwise recommend closure.

Academic Outcomes

The most important measure of success in any school is student outcomes and quality teaching is the most important input to successful outcomes. CHARTER SCHOOL shall:

1. Maintain a professional development system that:
 - a. allows for implementation of the academic program described in the Charter Contract Exhibit A and carries out any operational details in Exhibit B;
 - b. includes a new teacher mentor program,
 - c. incorporates a teacher evaluation system that meets state requirements, and
 - d. facilitates the removal or development of teachers that are not meeting state or federal requirements.
2. Exceed district averages on all academic indicators and benchmarks evaluated by the

state. This includes, but is not limited to; MAP assessments, attendance, graduation, high school readiness, and any new indicators that may become part of any state monitoring or grading system.

Finances

The school depends on the board maintaining proper fiduciary responsibility. The CHARTER SCHOOL board shall ensure that all stakeholders:

1. Comply with all federal and state financial and auditing requirements, including annual ASBR filing and an external audit, and remedy all audit findings.
2. Operate in a manner designed to maintain adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, paying all obligations in a timely manner, and adhering to Exhibit C of the Charter Contract.
3. Consistently abide by, and ensure all school personnel abide by, all federal and Missouri laws and regulations, including, but not limited to IRS and federal financial and procurement requirements.

Governance and Organization

Charter schools are governed by an independent board of directors that operate as a 501(c)3 not-for-profit corporation. The board, its hired administration and contractors will engage in the activities necessary to operate a school. From board oversight of senior leadership to human resources, to facility management and contracting, to extensive data collection and reporting on all those activities, the board and administration of CHARTER SCHOOL shall:

1. Consistently abide by, and ensure all school personnel abide by, all Missouri laws and regulations, including, but not limited to: Missouri education and charter school law, the Missouri Sunshine Law, and all reporting requirements, including, but not limited to, MOSIS submissions and Tiered Monitoring requirements.
2. Maintain an active, involved board and operate the school in accordance with bylaws and approved policies, in a way that advances the stated goals and objectives of the Charter Contract, and address deficiencies in an approved and timely manner.

Furthermore, barring any other changes in law, procedure or status of the sponsor, meeting all terms of this contract will qualify CHARTER SCHOOL for renewal.

In agreement:

NAME, Executive Director
MU Office of Charter School Operations

NAME, CHAIR/PRESIDENT
CHARTER SCHOOL BOARD

Date

Date

While the MSIP-5 annual performance report format has provided the school with useful information to measure performance and evaluate the effectiveness of programming and improvement efforts, achieving and sustaining an overall score above 70% is challenging. This challenge has presented itself due to:

- As a K-8 LEA, there are only 80 points available. This significantly increases the weighting of each of the factors that are scored (Achievement, Attendance and High School Readiness).
- Science is weighted the same as ELA and Mathematics. This has proven problematic to achieve and obtain science points because as a small school, on average only 40 students in grades 5 and 8 take the science test, growth is not an available metric in science, and the overall score is disproportionately impacted by the students within the testing group on any given year.
- High School Readiness: High school readiness counts as 13% of the overall school score. While we have had students score proficient on the Algebra I End of Course exam and earn High School readiness points, the school has resisted the urge to push students toward a benchmark that impacts their math track in the myriad of high schools that they may attend.
- Attendance: As a school that recruits at-risk students and families who are not enjoying success on their academic journey, our attendance measure is significantly impacted by student enrollment rather than measuring the impact of our overall attendance program. While we have been able to achieve points for attendance, sustaining predictable attendance improvement is challenging.

The below table reflects the school’s Annual Performance Results since 2014.

MSIP 5 Standards		2014	2015	2016	2017	2018
1. Academic Achievement	Points Possible	Points Earned				
English Language Arts	16.0	12.0	6.0	12.0	12.0	8
Mathematics	16.0	12.0	6.0	6.0	12.0	8
Science	16.0	12.0	12.0	0.0	0.0	
Total Points Earned	48.0	36.0	36.0	24.0	24	16
2. Subgroup Achievement						
English Language Arts	4.0	3.0	2.0	2.0	3.0	2.7
Mathematics	4.0	3.0	2.0	2.0	2.0	2.7
Science	4.0	3.0	3.0	0.0	0.0	N/A
Total Points Earned	12.0	9.0	9.0	6.0	6.0	5.4
3. High School Readiness (HSR)*	10.0	N/A	10.0	9.5	6.0	0
4. Attendance	10.0	7.5	0.0	0.0	4.0	6.0
Total/Points Possible	80	52.5/70	55/80	39.5/80	40/80	27.4/60
APR Percent		75%	68.75%	49.38%	50%	45.70%

A breakdown explaining each category is as follows:

1. Academic Achievement: Given the mission of the school and the commitment to serving at-risk students, the key MSIP-5 indicators are growth and progress, particularly for ELA and Mathematics. The table below reflects growth and progress measures since 2013.

Year	ELA		Math	
	Growth	Progress	Growth	Progress
2013	On track	Exceeding	On track	Exceeding
2014	Exceeding	Approaching	Exceeding	Floor
2015	On track	Floor	On track	Floor
2016	Exceeding	Approaching	On track	Exceeding
2017	On track	Exceeding	On track	Floor
2018	Floor	Floor	Floor	Floor
2019	Floor	Floor	Floor	Approaching

The chart reflects that the school has obtained growth or progress points during all years but 2018. The decline in performance since the administration of the new MAP grade level tests in 2018 is troubling. It is particularly challenging for administration to plan against since it does not yet correspond to other assessment measures currently administered. While 2018 results were provided to late to make any adjustments to instruction, we have already begun adjusting grade level curriculum in testing grades and will continue to assess data across grade levels, strands and items.

2. Subgroup Achievement: Given the demographics of the school, subgroup achievement is a direct correlation to overall academic achievement.

3. High School Readiness (HSR): Given that our average 8th grade testing group is 20 students, wide discrepancies between high school readiness scores are possible as a result of 1 or 2 students taking algebra I. The school has done research and engaged gaining high schools to determine the impact of students completing Algebra I in the 8th grade and created an even higher bar before letting students prepare for and take the test. 75% of students who have attempted the test have scored proficient. We did not have any students take the test in 2019 and do not anticipate having students take the test in 2020. Two seventh grade students and four sixth grade students are currently “on track” to be able to master 8th grade curriculum and Algebra I before graduating.

4. Attendance: During the course of the charter, the school has seen a positive trend towards the 90/90 benchmark established by MSIP-5. 2019 was negatively impacted by weather and an unusually high

amount of make-up days during non-traditional school attendance days. The school has a robust attendance awareness and intervention program that operates each year. Many new students and families experience significantly increased attendance during their first and subsequent enrollment years at the school. The school's homeless and poverty numbers make attendance an essential challenge. Decreasing the amount of time between a family entering a crisis stage and the school intervening to assist is work that we have done and are proud of. That work is reflected in our APR, though not always above the 70% benchmark.

Summary: Though all measures of the MSIP-5 APR score are helpful to inform school management on progress, the overall score is not the best statistical measure of school success in accomplishing the goals of serving an at-risk population. The most important measurement, academic achievement has seen generally positive results for progress and growth, though that trend has not carried over to the latest assessment. Ensuring that our curriculum, teaching and learning, data processes and interventions result in better learning outcomes as measured by the MAP as well as other assessments is essential during the life of the next charter renewal. Stabilizing the test and assisting schools with aligned formative assessments would be helpful.

Intervention Strategies

Strategic Initiatives: The below Strategies were developed in close cooperation with our previous sponsor and codified in the School Strategic Plan and implemented in order to maximize learning and school improvement.

- Address the summer slide by adjusting the school calendar to add 20 instructional days for all students and spread breaks in instruction throughout the school year. *(Added to the calendar beginning in 2015, but by statute not mandatory. Have had more than 80% of returning students participate).*
- Utilize the DESE School Improvement/Accountability Model to annually identify improvement strategies that focus improvement efforts and provide the Board with updates. *(Begun in 2015 and continues. Used the DESE Comprehensive school improvement planning process and resulted in the school being removed from the Comprehensive school list in 2018).*
- Increase instructional leadership capacity and accelerate instructional improvement through professional development and fellowships including the National Institute of School Leadership, the Kansas City Principal's Collaborative, the KC Principals Fellowship/New Teacher Project and the Relay Graduate School of Education. *(Begun in 2015. The school has taken advantage of multiple leader and teacher leader development programs, including the Relay Graduate School program for administrators. Professional development, observation and feedback and data analysis have all been redone to improve academic achievement).*
- Modify the enrollment capacity in the charter renewal to freeze enrollment to match current facility capacity and prioritize improvement over expansion. *(Enrollment capacity was frozen at 308 students in 2016, with increased seats in early elementary and decreased seats in middle school grades.)*
- Explore increased partnerships with Day Care and Preschool providers that increase their capacity to prepare students for kindergarten and establishes pipelines to Genesis. *(While Increased competition for kindergarteners resulted in less than 60% enrollment at the end of 2017, partnerships with providers has resulted in 78% of kindergarten seats filled in 2018 and again in 2019. In 2017, the school conducted a branding exercise and began efforts to better leverage the reading program in recruitment efforts for early elementary students. In 2019, the school enrolled 10 pre-K students and are providing services through a partnership with a high quality provider as part of the KC Pre-K collaborative.)*
- Develop a comprehensive plan for student retention that includes educating parents about the value of staying in the same school, monitors reenrollment throughout the process, and actively leverages all faculty to communicate our desire to retain existing students in our program. *(A comprehensive school retention plan has been developed and has increased and sustained reenrollment above 70%, above the average in the KC charter sector, but student mobility and the diversity of school grade level models in Kansas city have made achieving 90% retention out of reach.)*

- In conjunction with Teacher Leaders, develop a teacher staffing plan that includes:
 - A Teacher Value statement that guides recruitment and hiring protocols and commits to shared leadership, professional growth and personal development.
 - A research based interview protocol that identifies potential high performing teachers who match Genesis mindsets.
 - Competitive and performance based teacher salary structure that recognizes both academic achievement and expanding influence across the faculty.
 - A plan to increase the applicant pool of new and developing teachers.

(Focused efforts on teacher retention has resulted in decreased teacher turnover. That said, the school has struggled with finding high quality teachers for every classroom. In 2017, staff developed and the board approved a teacher staffing plan to better recruit, identify and develop teachers. Current efforts on development, interview protocols focusing on mindsets and partnerships with programs like the Kansas City Teacher Residency are showing promise).

Operational and Student Interventions: During the past 5 years of operation, the school has continuously made adjustments and added or improved components in order to achieve the school’s mission and meet the specific demands of our school community. Given the Board’s expressed desire to serve at-risk students, it is essential that the school continue to adapt to the individual needs of students, keep the governing board apprised of outcomes and seek and employ partners aligned to the school’s mission and community. The quote below from the Advanc-ED engagement team capture evidence of the schools philosophy and culture:

*“Interviews with teachers and school leaders revealed a **strong focus on individual achievement data for each student and a commitment to not only adjust instruction, but to provide individualized interventions to struggling students through a response to intervention model.** Results from classroom observations and informal interviews with students also indicated learners have strong support from their teachers and other resources to achieve learning goals. **Students reported feeling known and cared for by their teachers and other school staff.** Teachers and staff discussed a strong commitment to equity for their students, and showed an **unwavering drive to meet their students’ needs.** It was also clear from the description of the **school’s counseling program, interviews with community members and school staff that support for Genesis students extends beyond their academic success to their physical and mental health needs.** Genesis has strong partnerships with community organizations to help meet the physical needs of students and their families. Genesis also has a program of on-site mental health counselors who provide individual and group counseling for students. **These services play a key role in giving students a strong sense of care and allows them to continue to grow academically. It was abundantly clear to the review team that a consistent commitment to meet the specialized social, emotional, developmental and academic needs of individual students across the institution is a deeply ingrained part of the school culture at Genesis and this commitment has a pivotal role in the success of Genesis’ students.”***

Advanc-ED Engagement team report, March 2019

- **Academic Support:** Genesis continues to increase and refine the capacity to provide additional academic support to students at-risk or behind grade level. Genesis School uses a Response to Intervention (RTI) model for reading and mathematics. The program screens all students in the fall. At a minimum, the bottom 25% of all students or students more than 2

years behind (whichever number is smaller) are pulled out of their classroom for 45 minutes of targeted instruction every day. Interventions are provided by the most qualified instructional staff in the building: the reading and math specialists. Interventions are conducted as part of the school day during “intensive instruction” time, allowing teachers and paraprofessionals to simultaneously provide level 2 interventions aligned to grade-level standards. The small-group intervention model continues to demonstrate a reduction of students scoring Below Basic on the Missouri MAP. The school also provides reading intervention augmentation, an additional 45 minutes of reading instruction using the Lindamood-Bell reading comprehension program. This intervention is provided during the school day to 12 students per semester by licensed reading clinicians through a contract with Strategic Education, LLC. Beginning in 2017, The school has also implemented Literacy Lab, a Kansas City program that provides a research based one on one tutor intervention for 30% of all students in grades K-1. Additionally the school provides remediation outside of the school hours through the following programs: After-school tutoring: Provided twice a week across all grade levels for 75 minutes per session. Includes both remediation and enrichment programming. Focuses on the core subjects of mathematics and reading. Summer school: Provided to students requiring academic or attendance remediation.

- **Counseling and Mental Health Services:** The Genesis Counseling Program provides individual, group, and psycho-educational group therapy to approximately 200 students. The goal of the program is to help children cope more effectively with the impact of trauma and psychosocial stressors at home and in the community. Clinically licensed mental health professionals (4 on staff) and teachers with trauma-informed care training work to build trusting relationships with the children, identify students’ strengths, and develop strategies to help students foster resiliency and reduce negative behaviors and debilitating symptoms of trauma. Children receiving individual therapy meet with a counselor weekly to biweekly for up to 1 hour. Group therapy occurs 2-3 times per month for 1 hour. In individual and group therapy counselors focus on a wide range of topics, such as identifying/articulating emotions, coping with trauma, relationships, anger management, conflict resolution, and impulse control. Kindergarten through 4th grade children receive psycho-educational group counseling once a week for 60 minutes. Fifth- through eighth-grade children receive psycho-education group counseling as needed. Topics include anti-bullying, social media impacts, appropriate social media use, home/community safety, social skills, and peer pressure. Care Teams of teachers, trained in trauma-informed care by Truman Medical Center Behavioral Health's Trauma Matters KC Program, and counselors meet on a monthly basis (or more often as needed) to discuss the needs of individual students. Counselors often sit in classrooms to promote healthy learning environments by teaching appropriate interactions among students and between students and teachers. Counselors intervene in classrooms-in-crisis to discuss healthier expressions of anger and identify students who need increased intervention. This unique K-8 program is funded in large part, and closely monitored, by the Jackson County Mental Health Board and the Health Forward Foundation.
- **Behavior Support:** Genesis continues to implement the Missouri Positive Behavior Support and Intervention program. Implementation of the Tier I program is evaluated by RPDC consultants each year and has been recognized with the Bronze Award. Consistent

implementation of the program results in reductions in office referrals and establishes a learning environment supportive of learning.

- **Character Development:** Genesis is a Caring School Community school, implementing the components of Character Plus. Key components of the Genesis program include classroom meetings to discuss character, classroom and individual student goal setting across character traits, and community programming that brings members of the community into classes monthly to discuss the importance of character.
- **Center for Conflict Resolution:** Genesis has adopted the restorative discipline process and is in the process of implementing restorative practices across all grade levels. Key components include classroom circles, peer-to-peer mediation, staff development around dignity, and conflict resolution.

Improvement Results: Changes to the Missouri assessment program have made benchmarking progress extremely challenging. The school has significantly increased its instructional leadership capacity, with annual improvement goals focused around observation and feedback, data-driven instruction, school culture and family and community engagement, and ultimately academic achievement. In order to ensure that our efforts were aligned toward Missouri Learning Standards, we began using Evaluate, a benchmarking tool for testing grades that indicates increased achievement and provides clear evidence that data processes are resulting in improved instructional practices and higher student achievement. Goals, results and MAP comparison data is included below.

2019-20 (Annual) Goals:

- During the academic year, increase by 10% the number of students scoring proficient and decrease the number of students scoring Below Basic by 10%.
- In comparison to last school year, increase the number of students scoring proficient by 5% and decrease the number of students scoring below basic by 5%.

Math Results:

- As of December's test, we have increased the amount of students scoring proficient by 4% and decreased the amount of students scoring below basic by 12%.
- As of December, we have 2% more students scoring proficient and 2% less students scoring below basic.
- From End of Year 2017 to end of Year 2019, we have increased the amount of students scoring proficient by 13% and decreased the amount of students scoring below basic by 17%.

ELA Results:

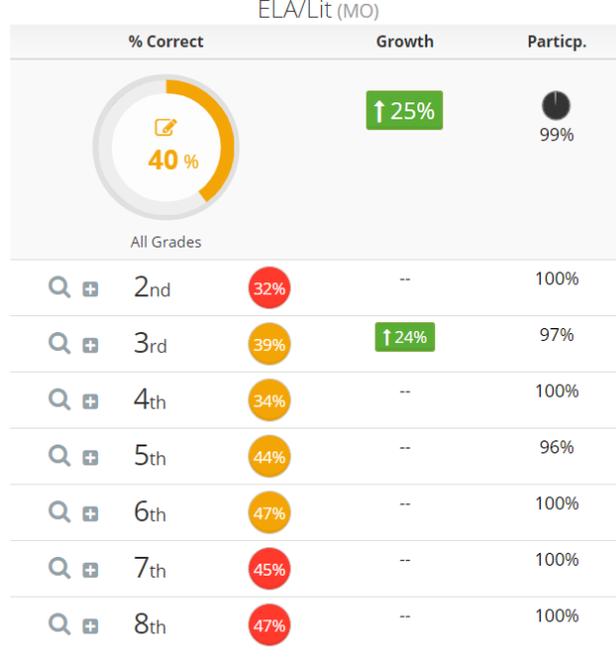
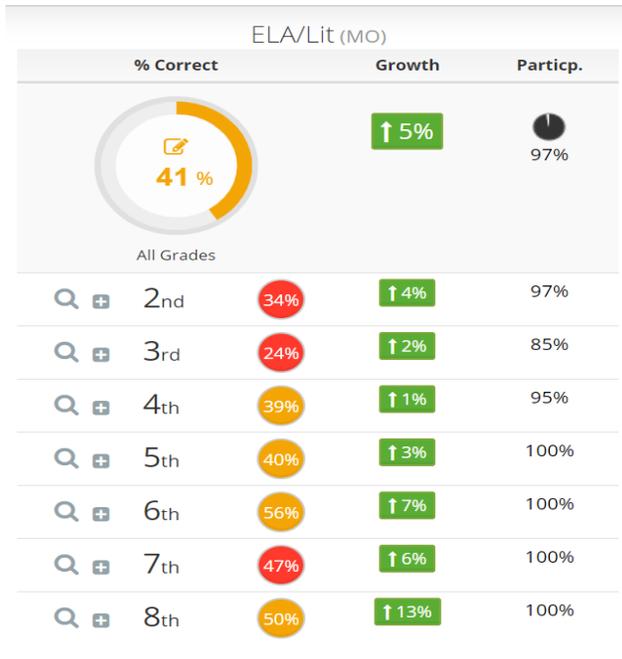
- As of December's test, we have increased the amount of students scoring proficient by 12% and decreased the amount of students scoring below basic by 8%.
- As of December, we have 6% more students scoring proficient, but 4% more students scoring below basic than in December of 2018.
- From End of Year 2017 to end of Year 2019, we have increased the amount of students scoring proficient by 6% and decreased the amount of students scoring below basic by 3%.

December 2019 results with comparison years are provided below. While the results have not yet correlated to the Missouri MAP, they demonstrate that instructional improvement processes are resulting in increased learning across the MAP testing grades.

2019-20 ELA_EVALUATE UPDATE

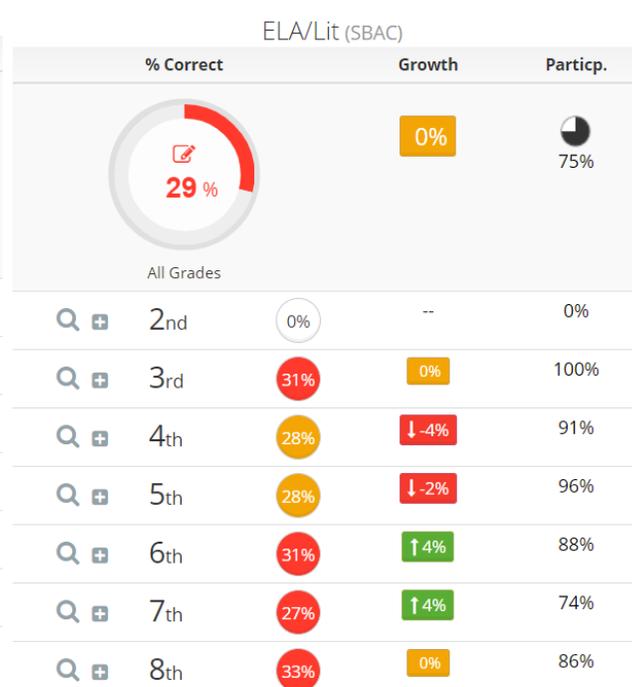
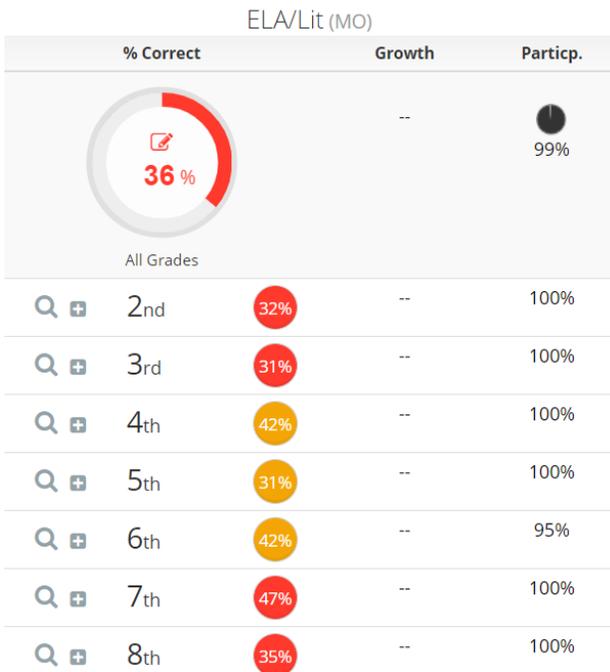
2019-20 DEC

2018-19 DEC

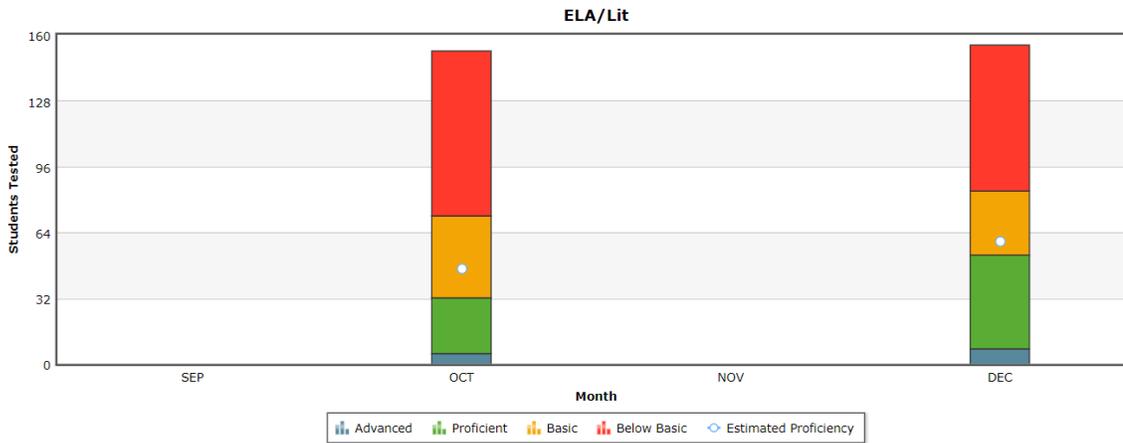


2017-18 DEC

2016-17 JAN (No Dec test)

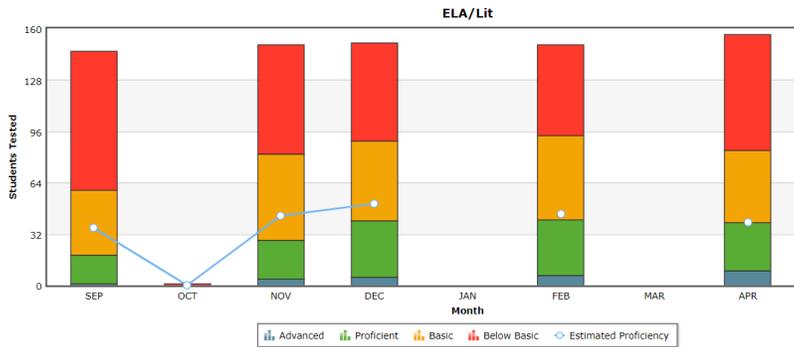


2019-20



2019-20	October	Dec	Apr	MAP
Proficient/Advanced	21%	33%		
Estimated Proficient*	30%	38%		
Below Basic	53%	45%		

2018-19



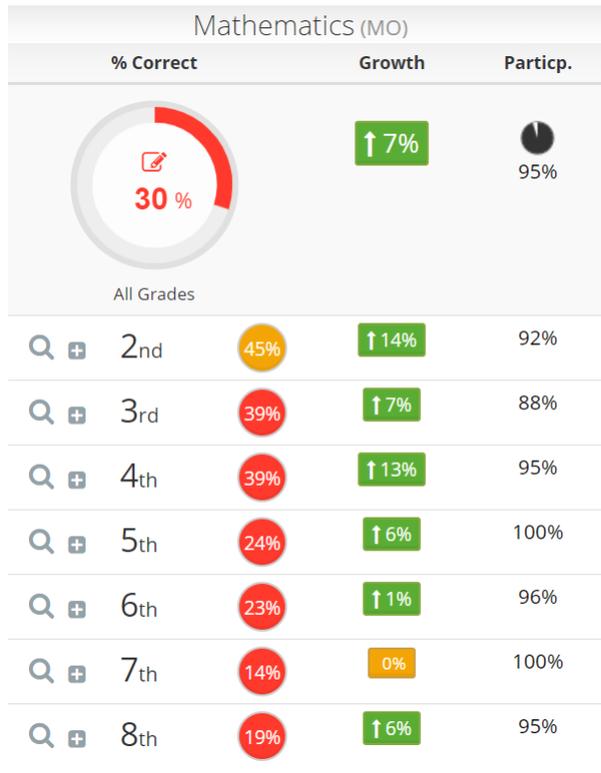
2018-19	September	Dec	April	MAP
Proficient/Advanced	14%	27%	25%	12%
Estimated Proficient*	24%	34%	25%	
Below Basic	61%	41%	46%	50%

2017-18	September	Dec	April	MAP
Proficient/Advanced	14%	20%	24%	10%
Estimated Proficient*	30%	37%	38%	
Below Basic	55%	48%	48%	52%

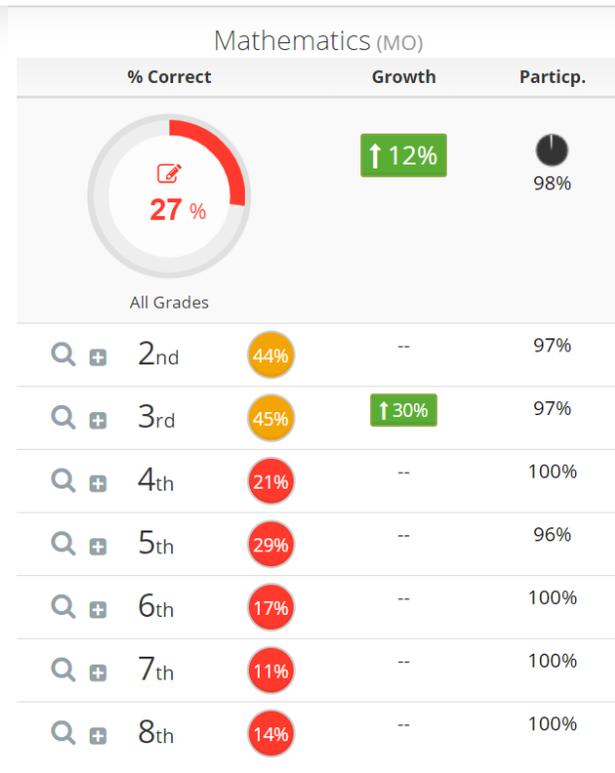
2016-17	September	November	April	MAP
Proficient/Advanced	7%	12%	19%	24%
Estimated Proficient*	22%	14%	35%	
Below Basic	64%	68%	49%	47%

2019-20 Math_EVALUATE UPDATE

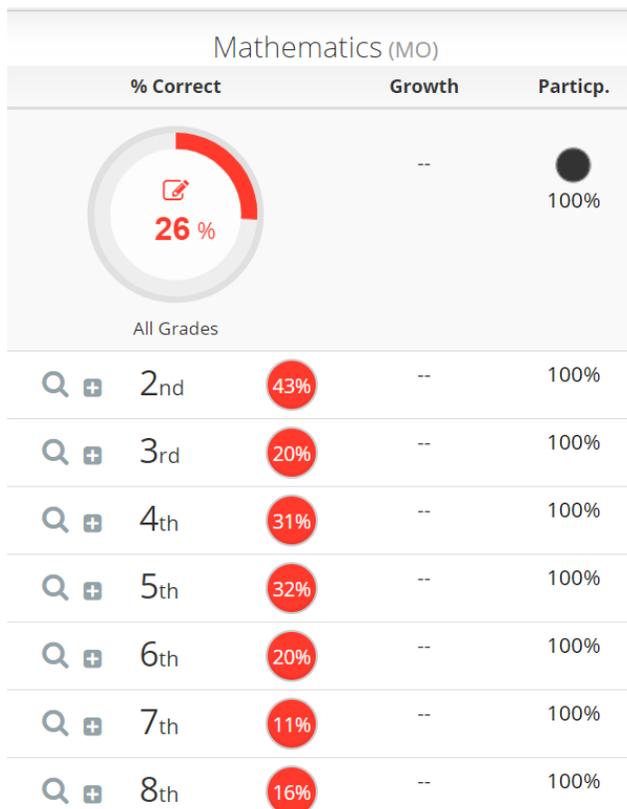
DEC 19-20



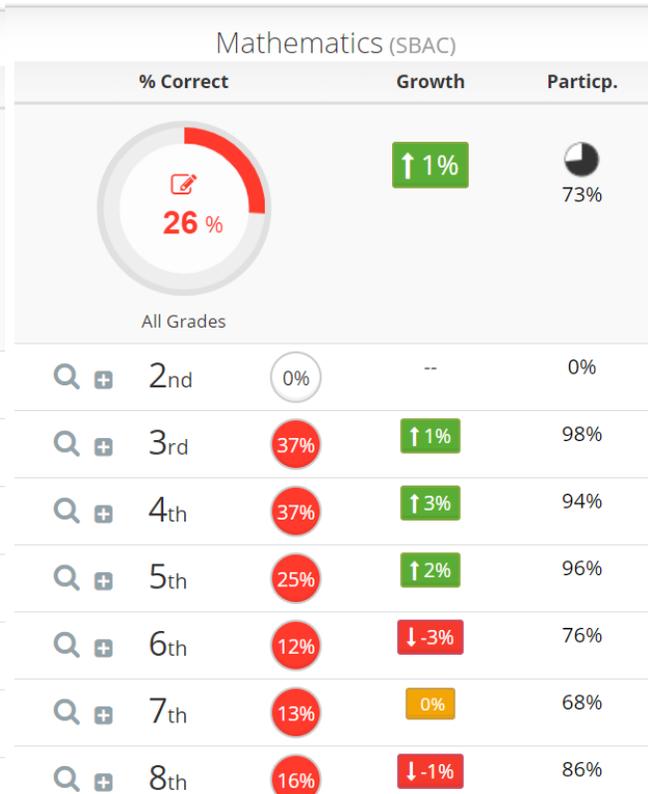
DEC 2018-19



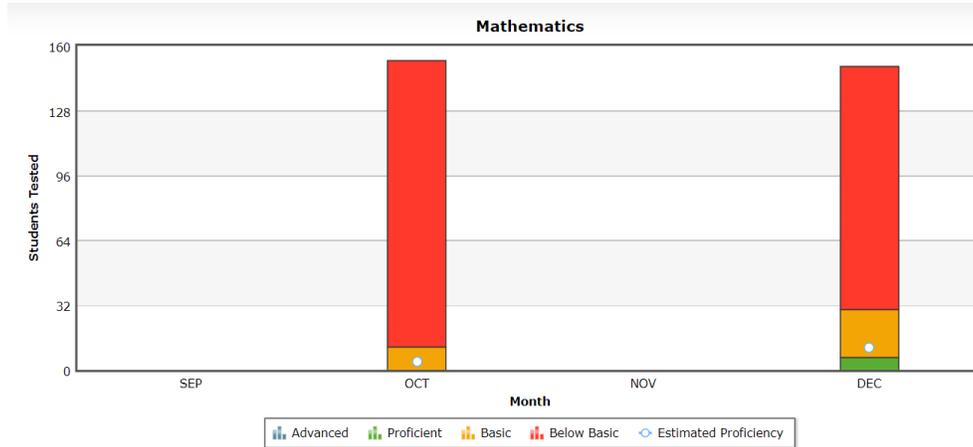
2017-18 DEC



2016-17 DEC

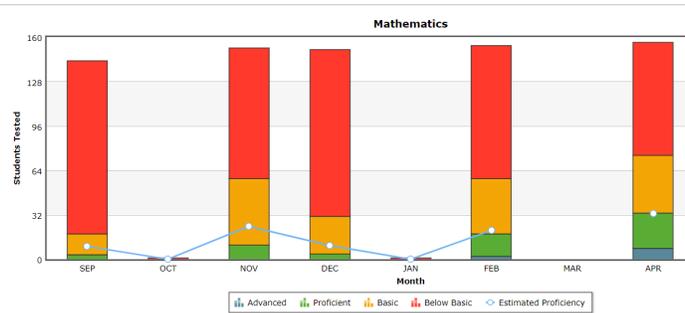


2019-20 (Map Grades)



2019-20	October	December	April	MAP
Proficient/Advanced	0%	4%		
Estimated Proficient*	3%	7%		
Below Basic	93%	79%		

2018-19 (Map Grades)



2018-19	September	December	April	MAP
Proficient/Advanced	2%	2%	21%	12%
Estimated Proficient*	6%	6%	21%	
Below Basic	88%	81%	52%	61%

2017-18	September	December	April	MAP
Proficient/Advanced	1%	0%	13%	10%
Estimated Proficient*	7%	8%	26%	
Below Basic	87%	84%	61%	66%

2016-17	September	November	April	MAP
Proficient/Advanced	1%	2%	8%	18%
Estimated Proficient*	5%	10%	20%	
Below Basic	91%	83%	69%	59%

49. Additional Steps/Strategies

2018 (new baseline) and 2019 MAP results are not consistent with the expectations of the school board, leadership or community. Other data indicates that the school program model and current academic improvement processes are producing student growth and improved school performance. It is incumbent upon school leadership to ensure that ongoing promising efforts correlate to the Missouri assessment program in the years ahead, while also continuing to improve the ability to meet the needs of the school community and its students. Toward that end, the following specific strategies are underway or envisioned:

Teacher Staffing: Research shows that teacher quality has the largest impact on student achievement. Our own data reveals that variances in teacher quality are also apparent in student retention data, office referrals, attendance and staff retention. Recognizing the critical importance of human capital, as part of the 2016 Strategic Plan the Genesis School Board identified the following as one of the Board's strategic goals for the next 5 years. "Goal # 3: *Established Genesis as an "employer of choice" in the Kansas City education sector, capable of attracting, developing and retaining highly effective staff across the organization.*" While all employees of Genesis School contribute toward accomplishing the mission of "endowing students with the knowledge, skills and mindsets to be successful in a college preparatory high school, employing effective teachers is absolutely essential. The board has adopted a staffing plan that focuses on efforts to improve the quality of the teaching staff with the goal of having an effective teacher in every classroom. Efforts are broken down and measured across four phases: **attracting, selecting, developing** and **retaining** effective teachers. The plan was approved and is showing promise, particularly in terms of widening the applicant pool, screening and selecting teachers prepared to work with at-risk students and increasing development capacity.

Instructional Leadership Capacity: In 2018, the school realigned its building administration model and increased the amount of instructional leaders by partnering with KC Plus and adding 2 Vice Principals. This dramatically increased the amount of support teachers receive as well as increased professional development and data analysis capacity. While this is not part of the long term staffing capacity, it is an investment during this critical improvement time and will be sustained for the near term.

Reading Interventions: Closing the gap in reading achievement is the strongest lever towards closing the opportunity gap faced by our students. Given that more than 70% of all incoming students (kindergarten and transfers) score in the bottom 20% of reading achievement on the nationally normed NWEA Measure of Academic Progress test, the school constantly reviews the components of our literacy program and seeks constant improvement. The plan is based on careful analysis of current practices, ongoing progress, and research. In addition to adding increased reading intervention capacity to the staff, the literacy plan incorporates the efforts of all KC partners targeting increased literacy performance in the city.

Curriculum Development: In an effort to increase the rigor of grade-level content across content and grade levels, the school had select teachers pilot recommended on-line curriculum. The goal of our curriculum efforts were to increase standardization of teacher materials, leverage vertical and horizontal alignment, transition to on-line resources and push toward increased teacher time and capacity to

internalize existing high-quality lessons rather than lesson planning. In 2019-20, we are using Match Fish Tank and the early results are promising.

Enrollment Planning: The school has enrollment shortfalls in early elementary grades, but significant waiting lists for middle school students. Grade-level breakdowns in the 2016 charter amendment were to target the achievement goals outlined in the 2015 performance contract and aligned to the State top ten by 20 goals. Upon approval of a performance contract, the school will assess programming and capacity in order to meet the needs of the community and align resources accordingly.

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Literacy Plan

Background: Closing the gap in reading achievement is the strongest lever towards closing the opportunity gap faced by our students. Given that more than 70% of all incoming students (kindergarten and transfers) score in the bottom 20% of reading achievement on the nationally normed NWEA Measure of Academic Progress test, we must constantly review the components of our literacy program and seek constant improvement. This plan is based on analysis of current practices, ongoing progress, and research. The plan is designed to accelerate progress toward the goal in the 2017 strategic plan: Close the gap to within 10% of the Missouri average on the Missouri MAP test.

Core Curriculum

Genesis School's curriculum is aligned to the Missouri Learning Standards. Teachers plan and submit learning units consistent with the Missouri Model Curriculum and the Wiggins and McTighe Understanding by Design Model. Teachers use instructional resources to plan learning that targets the standard and is aligned to student need. The core components of reading instruction at Genesis include:

Pathways to Reading: Pathways to Reading (PTR) is a Teacher Professional Development and reading curriculum for beginning readers in grades K-2. The PTR reading curriculum is comprehensive including manuals, lesson plans, assessments, and small group and large group instruction strategies. The core components of Pathways to Reading is also useful as an intervention for students in upper elementary grades. Implementation of Pathways includes introductory and ongoing professional development for staff as well as on-scene coaching support.

Journeys; *Journeys* is our K–6 comprehensive, research-based English Language Arts program. The program is designed to provide all students with a path to achieving rigorous (Common-core aligned) standards and includes print and digital components. Using authentic texts to anchor the core instruction, *Journeys* weaves the skills of close reading into a practical routine that is designed to have students read and reread for a variety of purposes, giving students more time to dig deeper into the text.

Drop Everything and Read (DEAR): Our daily DEAR program (Drop Everything and Read) provides students with much more than a just-sit-there-and-read experience. It gives the teacher

a structured time to touch base with each student over a period of time, assess progress, and target instruction. Even more important, it gives students time to read what they want to read, share what they've read, and receive the support they need for further reading explorations and reflections. Daily reading sessions last between fifteen and thirty minutes and are followed by opportunities in which students write in their reading response logs. When a student completes a book, he or she conferences with the teacher to discuss the book and share his or her reading log. PAL book talk sessions with adult volunteers follow. Volunteers spend less than ten minutes discussing the book with the student and follow up with a brief note of encouragement.

Guided Reading: **Guided reading** is 'small-group **reading** instruction designed to provide differentiated teaching that supports students in developing **reading** proficiency'. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. Genesis uses the "Great Habits, Great Readers" model to teach and coach teachers to effectively implement guided reading.

Daily 5: **The Daily 5™ is a framework for structuring literacy time so students develop lifelong habits of reading, writing, and working independently.** Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring. These choices include

- Read to Self,
- Work on Writing,
- Read to Someone,
- Listen to Reading, and
- Word Work.

Library: The Genesis Library is a central component of our school and our literacy program. The librarian meets with each K-5 class once a week, reading stories to younger students and making connections to the class curriculum or introducing students to authors and high interest texts. The Library is also available for scheduling and open to students in the older grades throughout the day.

Lexia: Lexia Reading Core5® is a computer based curriculum that provides differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia's research-proven

program provides explicit, systematic, personalized learning in all areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need to inform individual or small-group instruction.

Reading Plus: Reading Plus® is a web-based reading program that uses technology to provide individualized scaffolded silent reading practice for students in grades 3 and higher. The program aims to develop and improve students' silent reading fluency, comprehension, and vocabulary. Reading Plus® is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The program includes differentiated reading activities, computer-based reading assessments, and tools to monitor student progress.

Assessments

Genesis uses a systematic process of assessment and data cycles that regularly monitors learning and growth at the student, classroom, grade and building level. Analysis results in programmatic, curriculum and instructional change and remediation. The following assessments monitor and inform literacy instruction:

NWEA Measures of Academic Progress (MAP): The NWEA MAP and MAP for Primary grades is an adaptive assessment that provides nationally normed student performance data. Given twice an academic year, the NWEA MAP is used for goal setting and performance tracking at the student, classroom, grade and building level. NWEA data cycles result in forming/adjusting classroom groups, assigning interventions, changing instructional resources and practices, and allocating resources.

Evaluate: Evaluate is a benchmarking tool that benchmarks student progress specifically against Missouri Grade Level standards. Taken by students in grades 2 thru 8, Evaluate provides student and classroom results that drive instructional planning in the classroom. Evaluate data cycles include deep analysis that results in specific instruction in six week blocks.

Pathways to Reading assessment program: Universal phonics testing program assessing all students in grades K through 2 quarterly. Pathways to Reading data cycles drive interventions and small group phonics instruction, followed by small group and individual progress monitoring.

Fontus and Pinnell Reading Comprehension Benchmark system: All students in Grades K-2 are assessed quarterly to determine reading comprehension levels. Fontus and Pinnell results drive text selection and guided reading instruction in participating classrooms.

Interventions and Supports

Genesis School uses a Response to Intervention (RTI) model to ensure early and effective intervention for struggling readers. The program screens all students in the fall. The bottom 25% of all students or students more than 2 years behind (whichever number is smaller) are pulled out of their classroom for 45 minutes of targeted instruction every day. Interventions are provided by the most qualified instructional staff in the building: the reading interventionists. Interventions are conducted as part of the school day during “intensive instruction” time, allowing teachers and paraprofessionals to simultaneously provide level 2 interventions aligned to grade-level standards. The small-group intervention model has significantly contributed to the reduction of students scoring Below Basic on the Missouri MAP. The school also provides reading intervention augmentation.

Literacy Lab: The Literacy Lab partners with schools to provide full-time, professional tutors trained to deliver daily, 1:1 evidence-based interventions in 20 minute sessions to a caseload of 15-20 students. Literacy Lab tutors are trained provide daily 1-on-1, twenty-minute intervention sessions with students in kindergarten through 3rd grade. A staff person at the school, called an Internal Coach, attends three days of training prior to the school year and supports the tutors throughout the year. Tutors provide targeted reading skill practice, commonly called interventions, in the areas of phonemic awareness, phonics, and fluency. Tutors are trained in 10 scripted reading interventions and our reading specialist selects interventions for targeted students.

Strategic Reading Initiative: The strategic reading program provides an additional 45 minutes of reading instruction using the Lindamood-Bell reading comprehension program. This intervention is provided during the school day to 12 students per semester by licensed reading clinicians through a contract with Strategic Education, LLC. 6 additional students are provided the same 45 minutes of support during after school.

After-school remediation: The school provides additional 75 minute remedial reading sessions twice a week using a small group model during after-school programming. Approximately 15% of all students are enrolled in the after-school reading remediation program.

Foster Grandparents: The school leverages the Foster Grandparent program to provide additional classroom support in all grade K thru 5 classrooms. Foster Grandparents provide socio-emotional and academic help to select students as well as facilitate small group instruction during literacy and guided reading instruction.

Family and Community Engagement

In an effort to leverage family and community, Genesis is currently participating in the Samrtschools KC Family and Community Engagement Fellowship. As part of the pilot, we are currently piloting a program called “Partnering for Achievement”. The program includes 2 research based components: student led conferences and providing families with research based home strategies. We are currently piloting the program in grades 2 and 5. The Rationale for our focus is:

- 2nd Grade is a key grade as students transitioning from learning to read to reading to learn.
- 5th Grade is an important time to engage and involve parents as they prepare to transition from a self-contained classroom to a middle school model.

As part of the program, teachers provide personalized information regarding a students’ reading levels that is accessible, easily understood and allows parents to progress monitor academic growth toward specific goals. We will provide clear communication to parents about what they can do to support their child and partner with the school. We provide simple, accessible strategies that improve achievement.

We have also engaged other community based programs that offer programming designed to increase students passion for reading.

Lead to Read: Lead to Read is a community based program that recruits and connects trusted, caring adult volunteers (called Readers) with kids in grades 1 through 4 from every walk of life. Once a week, for 30 minutes, Readers and kids explore the world by reading books provided by

the children's teachers, in the safety and security of an elementary school classroom. We are currently piloting Lead to Read in 2nd Grade.

Let's Read: Let's Read is a multi-generational approach to family reading. Built to inspire a tradition of reading in the home, Let's Read offers an action packed hour each week for caregivers and children to laugh, read, and play together. Each session centers on a weekly theme and includes age appropriate books, crafts, and reading tips. At the end of each session, families leave with a brand new book, strategies for reading in the home, and great memories! In partnership with Literacy KC, we are offering Let's Read to Genesis families on Thursday evenings and are averaging 12 families per session.

Literacy Plan Budget

Staffing

Reading Specialist and Interventionists

Total	\$	\$ 131,823.85
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Software

Lexia and Reading Plus \$ 10,599.00

Reading A -Z \$ 2,039.40

Study Island \$ 2,682.00

Total	\$	15,320.40	\$ 15,320.40
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Partners

Strategic \$ 30,000.00

Literacy Lab \$ 49,000.00

Pathway To Reading \$ 4,750.00

Total	\$	83,750.00	\$ 83,750.00
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Professional Development

Curriculum Reinforcement \$5,000

Pathways to Reading 1500

Total	\$6,500	\$6,500
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Afterschool Tutoring

\$120 (\$30 a day for 4 days) x 30 weeks \$2,280

Total	\$2,280	\$2,280
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Total	\$240,994
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