



Missouri
Charter Public School Commission

April 11, 2023

Mr. Beto Lopez, Chair Board of Directors
Guadalupe Centers Schools
1015 Avenida Cesar E Chavez
Kansas City, MO 64108

RE: 2021-2022 Annual Report

Dear Mr. Lopez,

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

This report reflects the final year of the previous five-year contract. GCS's overall rating for FY22 is ***partially meets***.

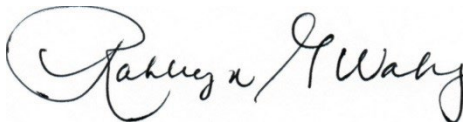
- The overall rating on academics is *partially meets*. The focus on student academic growth is clear with the high percentage of growth points earned for all students and student groups and GCS earning an *exceeds* rating for each of the growth categories. The levels of student proficiency *do not meet* standard. Proficiency, in most cases, is trending in a positive direction and should continue to be a focus for GCS.
- Financial management, governance and learning environment are all designated *meets*. The majority of indicators in these areas were met and the board and leadership should review and identify areas of growth to build on.
- Operations was designated *partially meets*. This was due to the number of compliance requirements that were submitted late. The Commission recognizes that this report reflects the first year in our portfolio and working with the EpiCenter system; however, it is

important for leadership to pay close attention to timeliness and ensure all future requirements are submitted on time.

The Commission encourages your board to review the information in this report thoroughly. The FY23 data will be available later this summer. Together, these data should inform the board and management's decision for the 2023-2024 school year. We have attached some questions you and your board may find helpful as you review the annual report and the forthcoming data.

We recognize that the pandemic continues to have an effect on all facets of the organization. GCS should be proud of the impact you are making for students and families in Kansas City through these difficult times. We were delighted to renew your charter in FY22 and look forward to working with you to continue that work. If you have any questions related to the report, please reach out.

Sincerely,

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

Robbyn G. Wahby
Executive Director

CC: Jim Hammen, Superintendent
Members, Guadalupe Centers Schools Board of Directors
Members, Missouri Charter Public School Commission

Attachments

Examining your Annual Report Questions
2021-2022 Annual Report
FY22 DESE Assurance Checklist
FY22 School Quality Review

Charter Boards: Examining Your Annual Report from the Commission

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

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

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



Missouri
Charter Public School Commission

Guadalupe Centers Schools

2021-2022 Annual Report

Annual Performance: **Partially Meets**

Year Opened: 1999-2000

Next Renewal: 2026-2027

Location: Kansas City

Enrollment: 1,393

Grades Served: PK-12

Contract Year: 5/5



Academics

Partially Meets



Financial
Management

Meets



Learning
Environment

Meets



Governance

Meets



Operations

Partially Meets






Performance Summary

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





Understanding this Report

Dear Reader,



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

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

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

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

Each key performance area contains a specific indicators and measures. Indicators gage these essential compliance and performance areas. The direction of the arrow will tell you if the school’s performance for each specific area is improving or declining since last year’s report.

PERFORMANCE OVER TIME	
	Increasing, moving in the right direction over time
No Arrow	Neither increasing or decreasing
	Decreasing, moving in the wrong direction over time

Each indicator is made up of measures, based on observations and data collected by the Commission. The following pages detail the results of these measures for the current year. When possible, prior year performance and a three year average are noted. Explanations of the various measures, computations (where appropriate), and the source of the data can be found <https://mcpssc.mo.gov/media/pdf/annual-report-terms-calculations-and-sources>.

The Commission wishes to express its gratitude to the National Association of Charter School Authorizers for use of its research and publications, especially Core Performance Framework and Guidance. The Commission has adopted NACSA’s Principles and Standards for authorizing. We have built our performance framework and annual report on NACSA’s research and continue to strengthen our work based on national best practices in charter school accountability.

Sincerely,

Missouri Charter Public School Commission

Guadalupe Centers Schools Overview

GRADES SERVED	PK-12
SCHOOL ADDRESS	5123 Truman Rd. Kansas City, MO 64127
SCHOOL WEBSITE	www.guadalupecenters.org
AREAS SERVED	Citywide
LEADERSHIP	Mr. Beto Lopez, Board President Dr. Jim Hammen, Interim Superintendent
SCHOOL MISSION	To create and empower our school community by providing rigorous and engaging academic and cultural experiences.

Student Demographics

TOTAL ENROLLMENT	1,393
ATTENDANCE	59.3%/90%
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	*
Black	1.7%
Hispanic/Latino	95.9%
Multiracial & Other	0.5%
Native American	*
White/Caucasian	1.7%

HISTORICALLY UNDERSERVED POPULATIONS % OF TOTAL	% OF TOTAL
Free or Reduced-Price Lunch	95.5%
Students with Disabilities	7.8%
English Language Learners	71.3%
Homeless/Migrant Students	3.2%

DISCIPLINE INCIDENTS – TOTAL	13
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	0%
Black	0%
Hispanic/Latino	38%
Multiracial & Other	0%
Native American	8%
White/Caucasian	54%

STAFF AND BOARD DEMOGRAPHICS			
	BOARD	ALL EMPLOYEES	TEACHERS
TOTAL NUMBER	9	202	112
RACE/ETHNICITY % OF TOTAL			
Asian/Pacific Islander	0%	2.5%	1.8%
Black	0%	2.9%	2.7%
Hispanic/Latino	89%	37.6%	26.8%
Multiracial & Other	0%	2.5%	3.5%
Native American	0%	0.5%	0.9%
White/Caucasian	11%	54.0%	64.3%

STUDENT ENROLLMENT BY GRADE	
PK	54
K	118
1	120
2	110
3	112
4	109
5	89
6	96
7	108
8	109
9	114
10	109
11	104
12	97






I. Academic Performance

Partially Meets

This section provides an overview of the school’s performance in the year reviewed on a variety of academic measures, and a view of recent historical trends the school is accountable for achieving, as established by applicable federal and state law and the charter contract. The measures provide information about student growth and outcomes. FY19 APR was produced under MSIP 5 guidelines. Due to COVID19, APRs were not produced in FY20 or FY21. FY22 APR is produced under MSIP 6 guidelines

INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
		3YR AVG	FY19	FY21 *	FY22	Rating	Direction	
FEDERAL & STATE ACCOUNTABILITY								
ESEA Designation	In Compliance (IC)		IC	IC	IC	Meets		Elementary School identified for Targeted Support in 2022.
State Rating	≥70%	N/A	56.2	N/A	72	Meets		This is a combination of performance and continuous improvement points established by DESE for districts in MSIP 6.
State Rating Academic Achievement					63.8			This number only includes academic achievement points generated using MSIP 6 calculation for the APR.
STUDENT ACADEMIC PROFICIENCY								
Proficiency – English (All)	On Track for APR Status	17.3	19.7	13.7	18.4	Does Not Meet	↗	Approaching rating on 2022 APR with MPI of 334.5
Proficiency – English (Student Group)	On Track for APR Status	17.3	19.8	13.7	18.3	Does Not Meet	↗	Approaching rating on 2022 APR with MPI of 334.6
Proficiency Comparison – English	Meet or Exceed Local District	-7.4	-5.2	-11.1	-5.9	Falls Far Below	↗	
Proficiency – Math (All)	On Track for APR Status	13.2	16.8	6.6	16.2	Does Not Meet	↗	Approaching rating on 2022 APR with MPI of 311.2
Proficiency – Math (Student Group)	On Track for APR Status	13.3	16.9	6.6	16.3	Does Not Meet	↗	Approaching rating on 2022 APR with MPI of 311.5
Proficiency Comparison – Math	Meet or Exceed Local District	-4.6	-5.6	-5.7	-2.5	Falls Far Below	↗	

INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
		3YR AVG	FY19	FY21 *	FY22	Rating	Direction	
Proficiency – Science (All)	On Track for APR Status	12.4	13.9	8.7	14.7	Does Not Meet		Approaching rating on 2022 APR with MPI of 323.5
Proficiency – Science (Student Group)	On Track for APR Status	12.5	13.9	8.7	14.8	Does Not Meet		Approaching rating on 2022 APR with MPI of 323.5
Proficiency Comparison – Science	Meet or Exceed Local District	-7.1	-6.9	-9.3	-5.2	Falls Far Below		
Proficiency – Social Studies (All)	On Track for APR Status	N/A	N/A	24.0	8.1	Does Not Meet		Approaching rating on 2022 APR with MPI of 340.8
Proficiency – Social Studies (Student Group)	On Track for APR Status	N/A	N/A	24.0	8.1	Does Not Meet		Approaching rating on 2022 APR with MPI of 340.0
Proficiency Comparison – Social Studies	Meet or Exceed Local District	N/A	N/A	+1.3	-15.4	Falls Far Below		
STUDENT ACADEMIC GROWTH								
Growth – English (All)	On Track for APR Status	50.8	48.1 (F)	52.1	52.2	Exceeds		Above Average rating on 2022 APR earning 88% of growth points
Growth – English (Student Group)	On Track for APR Status	51.0	48.7 (F)	52.1	52.2	Exceeds		Above Average rating on 2022 APR earning 90% of growth points
Growth – Math (All)	On Track for APR Status	52.2	47.7 (F)	52.6	56.3	Exceeds		Above Average rating on 2022 APR earning 98% of growth points
Growth – Math (Student Group)	On Track for APR Status	52.4	48.2 (F)	52.6	56.3	Exceeds		Above Average rating on 2022 APR earning 98% of growth points
POSTSECONDARY READINESS								
Graduation Rate	On Track for APR Status	70.6	73.7	67.6	70.5	Meets		On Track status in 2022 APR
Postsecondary Rate	On Track for APR Status	49.5	57.3	51.9	100	Exceeds		Floor status in 2022 APR
ACT Performance	On Track for APR Status	16.1	16.7	16.5	15.1	Falls Far Below		Floor status in 2022 APR

INDICATORS AND MEASURES	STANDARD	SCHOOL PERFORMANCE				RATING		NOTES
		3YR AVG	FY19	FY21 *	FY22	Rating	Direction	
SCHOOL-SPECIFIC ACADEMIC MEASURES								
Percent of ELL students demonstrating AEP or meeting growth target on ACCESS 2.0 test.	Benchmark 50%; Target 70%	29%	34%	14%	40%	Partially Meets		
Percent of students with above average fall-to-fall NWEA reading growth	Benchmark 50%; Target 70%	53%	54%	51%	53%	Partially Meets		
Percent of students with above average fall-to-fall NWEA math growth	Benchmark 50%; Target 70%	N/A	53%	N/A	55%	Partially Meets		
Graduation Rate (5 Year)	Benchmark 69.5%; Target 86.5%	82.3	85.7	81.9	79.4	Partially Meets		
Percent of graduates scoring at or above state standard on CCR assessments	Benchmark 30%; Target 50%	N/A	47.6	48.6	39.2	Partially Meets		

II. Financial Performance

Meets

This section provides an overview of the school’s performance in the year reviewed and a view of recent historical trends on financial measures the school is accountable for achieving. They provide information about the school’s financial health and sustainability.

INDICATORS AND MEASURES	STANDARD	3-YR AVG.	FY20 VALUE	FY21 VALUE	FY22 VALUE	RATING	NOTES
NEAR-TERM MEASURES							
Current Ratio	>1.0				No liabilities	Meets	
Unrestricted Days Cash on Hand	30/60/90				170	Meets	
Enrollment Variance	=>95%				96%	Meets	
Debt Default	Making payments; comply with covenants				Meets	Meets	
Fund Balance	3% or greater				49.04%	Meets	
SUSTAINABILITY MEASURES							
Total Margin	Positive				11.8%	Meets	
Debt to Asset Ratio	<.9				0.0	Meets	
Cash Flow	Multiple years positive				Positive \$2,498,182	Meets	
Debt Service Coverage Ratio	=>1.1				1370	Meets	

NOTE: FY22 was the first year Guadalupe Center Schools was sponsored by the Commission and therefore additional financial data is not included in this report.

III. Learning Environment Compliance

Meets

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

INDICATORS AND MEASURES	STANDARD	RATING	NOTES
SCHOOL ENVIRONMENT			
Complying with facilities and transportation requirements	Material Compliant	Meets	
Complying with health and safety requirements	Material Compliant	Meets	
Handling student information and data appropriately	Material Compliant	Meets	
EDUCATION PROGRAM COMPLIANCE			
Implementing the material terms of the education program as defined in the current charter contract	Material Compliant	Meets	
Complying with applicable education requirements	Material Compliant	Meets	
Protecting the rights of students with disabilities	Material Compliant	Meets	
Protecting the rights of English Language Learner (ELL) students	Material Compliant	Meets	
STUDENT RIGHTS AND REQUIREMENTS			
Protecting the rights of all students	Material Compliant	Meets	
Open, free access to apply and enroll	Material Compliant	Meets	
SCHOOL-SPECIFIC MEASURES			
Average Daily Attendance (Benchmark 90.3%; Target 94.6%)	90.0%	Partially Meets	
Student Retention (Benchmark 70%; Target 90%)	91%	Meets	

IV. Governance

Meets

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

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

V. Operational Compliance

Partially Meets

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

INDICATORS AND MEASURES	STANDARD	RATING	NOTES
FINANCIAL MANAGEMENT AND OVERSIGHT			
Meeting financial reporting and compliance requirements	Material Compliant	Meets	
Following Generally Accepted Accounting Principles (GAAP)	Material Compliant	Meets	
EMPLOYEE RIGHTS AND REQUIREMENTS			
Respecting employee rights	Material Compliant	Meets	
Completing required background checks	Material Compliant	Meets	
Meeting teacher and other staff credentialing requirements	Material Compliant	Meets	
COMPLIANCE AND REPORTING			
Federal and State reporting requirements	Material Compliant	Meets	
Local Reporting requirements	Material Compliant	Meets	
Commission reporting requirements	Material Compliant	Falls Far Below	Materially compliant; On time: 40%; Accurate 98%
Document Retention requirements	Material Compliant	Meets	



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

2021-22 MISSOURI CHARTER SCHOOL ASSURANCE CHECKLIST

CHARTER SCHOOL NAME GUADALUPE CENTER SCHOOLS	COUNTY-DISTRICT CODE 048-902
CHARTER SCHOOL CONTACT NAME JOE PALMER	CHARTER SCHOOL CONTACT PHONE NUMBER 816-421-1015
CHARTER SCHOOL CONTACT EMAIL JPALMER@GUADALUPECENTERS.ORG	FORM DUE DATE December 1, 2021

INSTRUCTIONS

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

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

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

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

CERTIFICATION

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

FINANCE

Yes (1)	1. The charter is organizationally and fiscally viable as defined in (Section 160.405, RSMo), not having:
Yes (1)	a. a negative balance in its operating funds;
Yes (1)	b. a combined balance of less than three percent of the amount expended for such funds during the previous fiscal year; or
Yes (1)	c. expenditures that exceed receipts for the most recently completed fiscal year.
Yes (1)	2. The charter school implements effective and efficient fiscal management systems that ensure accountability of charter school funds and provides charter financial and budgetary information to the public (Sections 160.066, RSMo and 5 CSR 30-4.030).
Yes(1)	3. If the charter contracts for pre-kindergarten services and claims attendance for state purposes, the pre-kindergarten provider meets the state pre-kindergarten program standards (Sections 163.018, 163.161, RSMo and 5 CSR 20-100.320).

GOVERNANCE

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

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

Yes (1, 3)	2. The charter school complies with federal laws relating to the protection of pupil rights, 20 U.S.C 1232h(b).
Yes (1, 9)	3. The governing body of a charter has adopted a written policy relating to information that the charter school will provide about former employees (certified and non-certified) to other public schools (Section 162.068, RSMo).
Yes (1, 3)	4. The charter school reports school dropouts to the Missouri Literacy Hot Line (Section 167.275, RSMo).
Yes (1)	5. The charter school waives proof of residency requirements for a child whose parent or guardian is serving on specified active duty military orders (Section 160.2000, RSMo).
Yes (1, 3, 5)	6. The charter provides for student religious liberties in a manner consistent with (160.405.4(1)) and (Section 160.2500, RSMo).
Yes (1)	7. The charter school ensures that an American Flag is displayed in front of each school building and the Pledge of Allegiance is recited in at least one scheduled class of every pupil enrolled in the school, no less often than once per school day (Section 171.021, RSMo).
Yes (1)	8. The charter school ensures that, if requested by any recognized organization, it allows at least 30 minutes to provide unbiased information on organ, eye and tissue donation to the governing body of a charter (Section 170.311, RSMo).
INSTRUCTION/CURRICULUM/ASSESSMENT	
NA (6)	1. The charter school has developed standards for teaching (Section 160.045, RSMo).
Yes (1)	2. The charter school complies with state high school graduation requirements (Section 170.345, RSMo and 5 CSR 20-100.190).
Yes (1)	3. The charter school provides one-half unit of high school health and personal finance credit for graduates (5 CSR 20-100.190).
Yes (1)	4. The charter school provides regular instruction in the United States and Missouri Constitutions , as well as American history, American institutions and American civics. Unless an exception applies, students are required to successfully complete a course of such instruction that is at least one semester in length, as required by (Section 170.011, RSMo).
Yes (1, 5)	5. The charter school ensures that all students entering ninth grade after July 1, 2017, pass an examination on the provisions and principles of American civics as required by (Section 170.345, RSMo).
Yes (1)	6. The charter school ensures that each high school distributes to its students the information on critical need occupations as provided by the DESE each year before November 1 st (Section 167.902, RSMo).
	7. The charter school ensures that it has policies and procedures in place allowing students to participate in the Missouri Course Access and Virtual School Program (MOCAP) (Section 161.670, RSMo).
Yes (1)	a. The charter school has adopted an enrollment policy that requires enrollment requests for MOCAP to be treated similarly to those for traditional courses.
Yes (1)	b. The charter school provides for an appeal process upon denial of enrollment in MOCAP courses.
Yes (1)	c. The charter school informs parents of their child's right to participate in the program by making program availability clear in the parent handbook, registration documents and by featuring it on the home page of the charter school's website.
Yes (1)	8. The charter school shall determine a child is gifted only if the child meets the definition of "gifted children" as provided in (Section 162.675, RSMo).
Yes (1)	9. The charter school's course materials relating to sexual education instruction shall comply with statute (Section 170.015, RSMo).
Yes (1)	10. The charter school ensures that it conducts dyslexia screenings for students and provides reasonable classroom support consistent with the guidelines developed by the DESE (Section 167.950, RSMo).
Yes (1)	11. The charter school ensures that all pupils (during the pupil's four years of high school) receive 30 minutes of cardiopulmonary resuscitation instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. Instruction is to be included in the charter school's existing health or physical education curriculum and must meet the requirements of (Section 170.310, RSMo).
PROFESSIONAL LEARNING	
Yes (1, 5)	1. The charter school ensures that all educators in its employ, who hold a career continuous certificate, complete a minimum of 15 contact hours of professional development annually unless exempt (Section 168.021, RSMo).
Yes (1)	2. The charter school provides two hours of in-service training for all practicing teachers annually regarding dyslexia and related disorders (Section 167.950, RSMo).
This is optional	3. All school personnel may participate in a simulated active shooter and intruder response drill conducted by law enforcement professionals, as described in statute. Program instructors must be certified by the Department of Public Safety's Peace Officers Standards Training Commission (Section 170.315, RSMo). This is not a required training.

SAFETY	
Yes (1, 7)	1. The charter school has a written discipline policy; provides the policy to students, parents and guardians; and follows the requirements of (Section 160.405, RSMo).
Yes (1)	2. The charter school complies with statute related to posting child abuse and neglect hotline information (Section 160.975, RSMo).
Yes (1)	3. The charter school requires the reporting of child abuse, including allegations of sexual misconduct involving a teacher or other employee of the charter school, and provides employee training in accordance with law (Sections 160.261.2, 162.069 and 210.115, RSMo).
Yes (1)	4. The charter school maintains immunization records as required by statute and reports such data required by the Missouri Department of Health and Senior Services (Sections 167.181 and 167.183, RSMo).
Yes (1) (3)	5. The charter school complies with all statutes related to the transportation of students (Sections 162.064, 162.065, and 167.231 RSMo).
NA (8)	6. The charter school complies with the Persistently Dangerous Schools provision of the Every Student Succeeds Act (ESSA) (P.L. 114-95) and (5 CSR 20-100.210).
NA (8)	a. Allow students who attend a persistently dangerous school to attend a safe public school within the charter school Local Education Agency (LEA).
NA (8)	b. Allow students who have been a victim of a violent criminal offense while in or on the grounds of the public school to attend a safe public school within the charter school LEA.
Yes (1, 9)	7. The charter school is required to disclose to any public school about any former employee, information regarding any violation of the published regulations of the state board of education, the district, or the governing body of the charter school by the former employee if such violation related to sexual misconduct with a student and was determined to be an actual violation of the board, of the district, or the governing body of the charter after a contested case due process hearing has been conducted, pursuant to board policy (Section 162.068, RSMo).
COMPLIANCE	
Yes (1)	1. The charter school complies with all the regulations of the state and federal programs in which the charter school participates (5 CSR 20-100.130, and 5 CSR 20-300.110 to .120.)
Yes (1)	2. The charter school meets state and federal special education requirements for students with disabilities, economically disadvantaged students, migratory children, students whose native or home language is other than English and homeless youth (Sections 162.680 and 167.020, RSMo, and 5 CSR 20-300.110 to .120.)
Yes (1)	3. The charter school complies with statutory standards including:
Yes (1)	a. Administration of the statewide system of academic assessments, as designated by the State Board of Education under (Section 160.518, RSMo).
Yes (1, 5)	b. Assurances for the completion and distribution of an annual report card as prescribed in (Section 160.522, RSMo).
Yes (1)	c. Collection of baseline data during the first three years of operation to determine the longitudinal success of the charter school (Section 160.405.7, RSMo).
Yes (1)	d. Measurement of pupil progress toward the pupil academic standards adopted by the State Board of Education under (Sections 160.514, and 160.405.6(a) RSMo).
NA (1,5)	e. Publication of each charter school's Annual Performance Report (Section 160.405, RSMo).
Yes (1)	f. Compliance with laws and regulations of the state, county or city relating to health, safety and state minimum educational standards, including requirements relating to student discipline under (Sections 160.261, 160.261.2, 167.161, 167.164 and 167.171, RSMo).
Yes (1)	g. Notification to law enforcement authorities of criminal conduct under (Sections 167.115 and 167.117, RSMo).
Yes (1)	h. Transmittal of school records as required by (Section 167.020, RSMo).
Yes (1)	i. Provision of the minimum amount of school time as required by (Section 171.031, RSMo).
Yes (1)	j. Performance of employee background checks as required by (Section 168.133, RSMo).
Yes (1, 9)	k. Protections to students and families with respect to certain surveys and evaluations as required by (Section 167.113, RSMo).

COMMENTS

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

1. The stated purpose of this form is "assuring that it has or will comply with state law, federal law, and State Board of Education regulations included during the 2021-22 school year." All charter schools sponsored by MCPSC have a signed contract on file at DESE. It assures compliance with all Missouri statutes related to charter public schools. MCPSC monitors throughout the year. MCPSC annually requests verification from DESE offices that monitor compliance to specific programs at the end of each fiscal year. MCPSC monitors schools compliance of annual items on the timeline dictated by the work function.
2. State statute does not exclude substitute certifications as valid certificates and DESE's practice has been to include those certificates in the 80%.
3. The following statutes do not applicable to charter schools: 571.030, 569.115, 574.115, 575.090, 597.030(1), 167.275, 160.2500, 160.522, 167.231
4. Self-monitoring document list is not provided.
5. One or more statutes in this section does not apply to charter schools, is a definition or the duty of another agency/board.
6. Only applicable to charter schools operated by a school district.
7. This statute applies to applications not operating schools. Correct statute is 160.261
8. This statute does not apply to this charter school. They do not offer this or do not serve the grades where this applies.
9. Governance 3 and Safety 7 are the same. Governance 2 and Compliance 3K are the same.

ASSURANCES

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

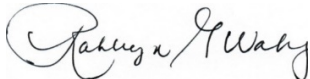
SIGNATURE OF SUPERINTENDENT

See signed contract on file (1)

DATE

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

SIGNATURE OF SPONSOR



DATE

November 15, 2021



GUADALUPE EDUCATION SYSTEMS

District SCHOOL QUALITY REVIEW

Introduction, Background, and Methodology

Introduction

Guadalupe Education Systems (GES) seeks to identify and prioritize school improvement activities and investments that will lead to sustainable improvement in student achievement. GES finalized a strategic planning process, rooted in evidence from a reflective process, in Summer 2018. GES recently completed a reflective strategic refresh to inform prioritization of high impact activities to lead their success.

The work completed through the strategic refresh process has driven critical aspects that will be the foundation of activity for GES. This foundation is inclusive of shared values, and consistent, relevant, and aligned goals and objectives, all of which bring focus and clarity to the day-to-day activities that impact students and families that have made GES their school of choice.

Background

Guadalupe Education Systems (GES) is an urban public school district. It is located in Kansas City, Missouri and serves approximately 1,300 K-12th grade students in three schools. GES hit a milestone in the 2017-18 academic year in serving students across a full Pre-K to 12th spectrum for the first time and has continued to increase enrollment towards full capacity. The educational program is grouped in three divisions of K-5 (primary), 6-8 (middle), and 9-12 (high school). The student population is 94 percent Hispanic compared to the state average of 7 percent. Additionally, 93 percent of GES' student population is eligible for free and reduced lunch compared to the state average of 50 percent. GES has a 70 percent or greater student retention and at least 20 percent of middle school students enter new to the district. Student mobility rates trend below the state average. Attendance rates are at or below state average.

School Quality Review Rating Methodology

A team of reviewers was formed around the key areas of focus identified by district leadership and rooted in the SchoolWorks Quality Criteria (SQC). Focus group, individual interviews, and a review of state reported data and key documents were conducted prior to the onsite visit. Key documents included curricula and related resources, educator evaluation and development protocol, school budget details, board meeting minutes, enrollment practice and policy and other key policy manuals. For the onsite visit, over the course of two days, three campuses were visited, including three elementary buildings, one middle school building and one high school building. In total, 34 classrooms were observed inclusive of all grade levels K-5, all subject levels 6-12, special subjects, intervention classrooms, and Spanish language classrooms. Additionally, several onsite interviews were conducted with school leadership, counselors, intervention teachers, classroom teachers, paraprofessionals, student teachers and front office staff.

Prior to the onsite visit, meeting was held with the site visit lead and review team for calibration and preparation. In this session, reviewers worked collaboratively to correlate evidence collected to date and identify key focus areas for strengths and opportunities requiring additional evidence to assign a rating. Additionally, reviewers were trained in correlation of evidence to indicators and documentation of evidence to assign consistent ratings. Using all sources of evidence, a total of 46 indicators organized under the focus areas of **Instruction, Students' Opportunities to Learn, Educator's Opportunities to Learn, Leadership and Governance, Financial Performance, and Organizational Performance** were observed and analyzed across the district and given an implementation rating against the following scale:

1 = Development (Basic Topical Knowledge – An understanding of the school design indicator and its need but lacking any formal plan for implementation).

2 = Awareness (Researched – Leadership is informed and enlightened, but implementation is partial, in process, or significant planning is evident).

3 = Experience (Implemented – Indicator exists in the early stages of implementation, leadership is limited, and practice is not yet effective. System integration is not yet evident. Evidence is limited and where measurable, indicates as much).

4 = Expertise (Championed – Indicator developed as the result of effective leadership, implementation, and practice. System integration is evident. Evidence is extensive and where applicable, measurable).

Following the onsite observation, reviewers submitted assigned ratings and evidence using a consistent guiding form. The team lead compared all ratings to identify the mean rating for each indicator and summarized all evidence supporting each indicator. A post scoring meeting was held with the review team to find a common rating for all indicators with significant deviation between reviewers or with limited evidence through a second review of evidence and collaborative dialogue, leading to a preliminary draft that was shared with school leadership through a virtual debrief meeting. The strength of the SQR process is in the quality of evidence provided and the buy-in of school leadership. To this end, all ratings were reviewed with leadership bringing the most crucial lens to ensure evidence was observed appropriately and no evidence was missed in the process. No ratings were adjusted in the finalized report.

Domain 1: Instruction

Dimension 1.1: Classroom Climate

Criterion 1.1.1 Behavioral expectations are clear and understood by students.

Comments: Norms and expectations have been communicated through interviews of staff. Behavioral Intervention Support Team (BIST) is the primary behavioral approach at the middle school and high school. VISTA (Voice Level, Invested Mind, Still Body, Tracking Eyes, Attentive Ears) was used in the elementary school. In all schools, it was common language of “We need to BIST that behavior” or “I don’t see VISTA”. Students and staff knew what these statements meant. It is unclear if the older students had a common expectation for what type of behavior would trigger BIST. Signage was observed in at least 50 percent of the classrooms visited in the Elementary building. Less signage was observed in the middle school and high school buildings. Redirection towards positive behavior expectations was observed in nearly all classrooms visited at all building levels. Students quickly responded and there was limited interruption to the lesson. Several methods of positive reinforcement were observed such as class dojo points, “Caught being awesome!” awards, candy connected to engagement, and other individual teacher incentives. In at least 75 percent of classrooms visited, students appeared to be acclimated to classroom norms such as how to get supplies, how to transition into partner work, how to request a bathroom pass, etc. Transition was observed to be orderly and fairly timely in most cases. More consistency in managing noise levels was observed in the elementary and middle school grades with simple redirects of “what voice level should we be at” and clearly stated consequences if noise level didn’t reduce (i.e. we won’t be able to stay at the carpet, we won’t be able to work in small groups, etc.).

Score: 3 - Experience

Criterion 1.1.2 The learning environment is highly structured, and learning time is maximized through effective planning and guidance.

Comments: The district has placed a focus on using shared planning templates to structure instruction. Priority is focused on clarity of the objective and student engagement as described by teachers and leaders. Instructional coaches review planning templates and offer coaching to teachers. In at least 75 percent of classrooms visited, it was evident teachers had a plan for instruction. Technology was well used and integrated to outline expectations for students. Clock countdowns were frequently observed. Students understood time expectations and transitions between activities were smooth and timely, especially at the K-8 level. High school students were given a bit more flexibility for peer interactions, appearing less structured but well aligned to the vision of student empowered learning. Teachers clearly defined expectations on timing of each transition. In at least 50 percent of the classrooms, teachers had the full agenda for the class period posted and clearly laid out what students should expect in the lesson. At

times, teachers did appear rushed to get to student empowered learning, leaving some gaps in understanding of expectations at the student level. Additionally, in some classrooms, the planned structure did not allow for adaptation to student needs.

Score: 3 - Experience

Criterion 1.1.3 Classroom interactions are cooperative and conducive to learning.

Comments: Students are described by teachers as highly cooperative and excited to be back in school. Per interviews and focus groups, it is not evident that instruction is impeded by peer interactions. Likewise, purposeful peer interaction is not described as a priority. An empathetic tone was evident from building level staff. Focus group and interviews expressed a positive culture and positive student engagement in the ever-changing approach to education over the past year. There was no specific reference to a character curriculum. Teachers were observed to be responsive to student needs (i.e. requests to move to other locations in the room, bathroom breaks, extra supplies, clarifying questions). It was rarely observed that a student needed SEL support. Teachers were observed to use language such as “friends” or “scholars” in addressing the class. In at least 75 percent of the classrooms visited, teachers actively walked around the room to connect 1:1 with students for quick check points. Peer interaction was positive. In nearly all classrooms, during some portion of the lesson students were asked to work together and did so collaboratively. In most classrooms, an average of 50 percent of students were actively engaged in the assigned group or partner work. Most interactions were table groups in which case some groups were observed to be off task, while other students worked individually. There were noted situations in which students were engaged by the teacher to help support other classmates in small group learning. About 50 percent of teachers observed actively addressed students off task but no accountability was placed on individuals. In the other 50 percent of classrooms, teachers actively identified spokesman for the group, placing accountability on students who may otherwise not be engaged.

Score: 3 - Experience

Dimension 1.2: Purposeful Teaching

Criterion 1.2.1 Teachers provide students with clear learning goals and focused, purposeful instruction.

Comments: It was reported in focus groups and interviews that students are encouraged through data celebration boards hung around the school. This was not observed consistently in the schools, but in limited situations it was observed it was executed at a high level. There was mention of the desire for each lesson structure to be rooted around a clear objective but stated that the implementation of measuring the adherence to this was not yet in place. In classroom observations, objectives were clearly visible in at least

75 percent of classrooms. Objectives were either posted on a white board or on the Smartboard. It was not routinely observed that objectives were tied to real-life, culturally relevant concepts, nor were group work or lessons. In one case, focus was placed on Hispanic immigrants. Students asked if they could study other nationalities of immigrants and the teacher quickly responded to the request. It was observed in some classrooms at the K-5 level (approximately 25 percent) objectives were slightly off grade level. It did not appear to be based on student data as lessons were consistent across grade levels. At the 6-12 levels, objectives and learning were presented at grade level. In several classrooms, it was observed that lessons were presented quickly and at a surface level, moving to partner or group work to practice. In these cases, it was observed that students were often unsure where to start on the practice as evidenced by observed blank practice worksheets. Some teachers worked the room, supporting students to get started. In other classrooms, teachers worked 1:1 with the students struggling the most and managed from the desk as questions were asked.

Score: 2 - Awareness

Criterion 1.2.2 A variety of instructional strategies and materials support students' diverse needs.

Comments: There is significant support in place for language acquisition and seemingly consistent intervention to support students. However, there is limited expression of an intentional student support model for non-language situations, including academic gaps. A heavy reliance is placed on the WIDA to measure language acquisition and curriculum appears to be scaled back for those students not yet testing proficient, creating an equity challenge. While teachers and support staff report recognizing the gaps in testing data, there was no evidence of application of qualitative data points to determine actual needs of students. Students were given a significant amount of self-directed learning at the 6-12 level. At the K-8 level, centers were used frequently (at least 50 percent of classrooms observed), but centers were based on varying prescribed content rather than varying scaffolds to support student access to content. K-5 classrooms were observed using pullout support services most frequently to support students. Paraprofessionals and student teaching candidates were assigned to classrooms but not observed as being active to scaffolding instruction. Grades 6-8 was observed applying Tier II supports within the classroom, delivered by the classroom teacher. At the high school, differentiation was primarily implemented through classroom placements. An intervention hour is in place, allowing for students to gain extra support or elective courses based on need, while not missing grade level instruction. Much of the support observed (at least 75 percent) was rooted in computer programs. Vocabulary words and graphics were observed in most classrooms across K-12. At the K-5 level, students used cut and paste opportunities to organize ideas and observed computer software programs incorporated non-linguistic learning. Teacher interviews revealed a recent shift to NWEA MAP tools to better plan for scaffolds for all students to access grade level content. Teachers reported being excited to

have this resource and gain more experience using it. At the time of observation, groupings did not appear to be based on skill level.

Score: 2 - Awareness

Criterion 1.2.3 All students are cognitively engaged in learning.

Comments: Teachers and leadership describe a focus on student engagement. Instructional coaches describe a 'look for' indicator of students being actively engaged. Lesson plans were designed to allow for student engagement in varying formats. In classrooms observed, at least 50 percent of students were actively engaged be it through whole group discussion, small group, partner exercises, or individual focused work. Teachers were observed using question technique during instruction time. In many classrooms, at least 25 percent of students were not cognitively engaged in the content, most often noticed as a gap in connection to the content. Center activities were not observed to promote peer connection. When engaged with a peer or teacher, students were observed to be willing to listen, learn and grow. Teachers were quick to acknowledge student contribution, while positively pushing for a more accurate answer. The goal of student-led instruction, noted as a 70/30 target, was consistently reported by teachers and leadership. It was observed that teachers were focused on maintaining the 30 percent of the time, often leaving instruction feeling rushed or lacking the required depth.

Score: 3 - Experience

Criterion 1.2.4 Instruction requires all students to use and develop higher-order thinking skills, including problem solving and critical thinking.

Comments: Based on interviews and focus groups, there is an emphasis on asking questions to inspire higher-order thinking skills as part of the classroom discussion. There was no discussion regarding application of content. In at least 75 percent of the classrooms, instruction was observed at the Remember, Understand, and Apply levels of Bloom's Taxonomy. Given the timing of the visit and the start of a new quarter, it is feasible classrooms were in this phase of instruction. At least 50 percent of teachers were observed using questioning strategies to connect previous lessons with new objectives. At all levels, K-12, students were actively asking questions, one student even asking to demonstrate rotation physically in a K-5 classroom. Students were observed to 'guess' frequently and feel safe to do so. Opportunities existed for teachers to challenge the student's guess and build on their own thinking. In centers and small group work, often it was assigned as "answer the question and then discuss answers" rather than posing a higher-order thinking skills question for the group to collaborate around.

Score: 3 - Experience

Dimension 1.3: In-class Assessment & Feedback

Criterion 1.3.1 In-class assessment strategies reveal students' thinking about learning goals.

Comments: In focus groups and interviews, it was evident that formative assessment is still a work in progress and observed lessons were whole group creating circumstances in some cases in which the rigor of the lesson is adjusted to meet those students struggling the most. Individualized differentiation was not observed. In nearly 100 percent of classrooms, teachers routinely used CFU's. Various techniques were observed including individualized white boards, raised hands, Google responses, intermittent work checks, and share out opportunities. Teachers across the district describe an overabundance of assessments that do not drive instruction. While teachers and support staff describe individual student capabilities with specification, it was not evident that assessment led to adaptations in instruction. A focus on triangulation of multiple data points, primarily WIDA, NWEA MAP and Missouri MAP was evident. Qualitative data points as part of the triangulation were not evident within the system, but evident within the teacher's knowledge about each student.

Score: 3 - Experience

Criterion 1.3.2 Timely, frequent, specific feedback is provided throughout the learning process to inform improvement efforts.

Comments: Formative assessment is in early stages offering some opportunity, but it is not evident as to how feedback is used to motivate and encourage students or if teachers have a defined standard, rubric or expectations to give feedback against. In teacher interviews, it was reported that students are not yet aware of the 'why' behind the tests they take, hence they often lack buy-in. One teacher reported placing a strong emphasis on student's knowing their data and believing that their accelerated success was due to the understanding of it. There is reported hesitation to share student data as to not discourage students who are significant grade levels behind. Assignment feedback was not observed. Teachers report giving opportunity for revision. In several classrooms it was observed for immediate praise and feedback in discussion such as "good job, nice work".

Score: 2 - Awareness

Domain 2: Students' Opportunities to Learn

Dimension 2.1: Students' Learning Supports

Criterion 2.1.1 The school has formalized procedures for identifying students needing additional support and systematically monitors student progress and program effectiveness.

Comments: Interim and summative assessments are used to measure student achievement regularly, however there is no evidence the data collected is used to drive instruction. Focus group and interview data suggests that the expansiveness of formative assessment is not yet fully understood or implemented as part of Tier I instruction, nor does it inform any other intervention outside of language acquisition. Onsite teacher interviews indicate a move to using data, particularly using the suite of tools through NWEA. Several teachers identified a gap in capacity for deep analysis of data. An onsite data coordinator was not identified. Building level leadership described in-depth processes for identifying the most at-risk students, using a method of triangulation of data sources. With the fall NWEA MAP data recently completed, leadership focused on students across the district and have set goals to develop systems at the building level for monitoring student progress to move students between Tiers.

Score: 2 - Awareness

Criterion 2.1.2 The school's intervention system allows students to move along a continuum of services and change placements according to identified progress or needs.

Comments: Common language has been formed around NWEA MAP testing as interim assessment and common data reports are routinely circulated and reviewed. Leadership is well versed in the data provided around NWEA MAP testing. There appears to be a significant gap in the understanding of formative assessment within the classroom and no connection to instructional strategy. Limited push-in support services are in place. Pull-out support services are limited to early language learners and the lowest readers. Data is not systematically identified for short-term data cycles and intervention placements. Focus groups and interviews indicated some discrepancies in student placement and the assumptions around language learners. Parents value the opportunity for language acquisition but express some concern about placement protocol in developmental courses. While the team expresses a commitment to quality education and high standards, intervention strategies are not aligned and do not promote equitable education opportunities. Paraprofessionals were observed in classrooms at the K-5 level but not observed leading any push-in intervention services or engaging with any small group of students. Lessons were not observed to be adaptive. Intervention is part of each building's schedule to allow for specific focus time. Review of the staffing lists show adequate personnel for push-in services. Additional resources in the way of student teachers were in place at the K-5 building. At the 9-12 building a recent transition was made from trimesters to quarters, a change driven out of the opportunity offered for additional credits each year, supporting students with credit recovery.

Score: 2 - Awareness

Criterion 2.1.3 The school provides appropriate supports for students with special needs, particularly those students identified with disabilities and those with limited English proficiency.

Comments: The level of ESL training and awareness is high. ESL coaches have been increased and work closely with both teachers and students. The district priority for instructional practices is rooted in ESL integration. There is evidence of support for those students needing the greatest amount of support at all building levels. It is unclear as to how those students bordering on proficiency are supported. It is not evident that the WIDA subsection scores are correlated to academic assessments to ensure language is not an assumed obstacle to learning or disability. Concern with using solely the WIDA test to measure language acquisition was reported in multiple teacher and support staff interviews. Strategies for helping kids to feel more comfortable with the test were described. The SPED identification percentage is on par with the surrounding districts. At the K-5 level, a classroom is committed to students with no English proficiency. Support services are abundant and intentional at the 6-8 building as well. School counselors across K-12 are highly visible and engaged in PLC work. An observed PLC at the 6-8 building demonstrated tracking of students having academic or social challenges and intentional planning for supports. Students not moving off the list are elevated for referral.

Score: 3 - Experience

Dimension 2.2: School Climate and Culture

Criterion 2.2.1 The school holds high expectations for academic learning.

Comments: The district has established a WIG (Wildly Important Goal) of “75 percent of students attending the school for 3 or more years will read on grade level”. This has absolutely shifted expectations for academic performance but a clear metric for assessing success at meeting the WIG is not evident, with some teachers reporting the WIG is always being tweaked. Across buildings different definitions of success are being referenced, and in many, the bar has inadvertently been set at a level that would not lead to the achievement of this goal. Additionally, consistency in established and consistent performance criteria is not as evident at the classroom, to the student or to the parent. From focus groups and interviews it is evident that high expectations are spoken, but the rigor of curriculum may be altered due to language barriers or other intervention needs. This was not evident in at least 75 percent of the classrooms as objectives were on grade level. Focus groups and interviews referenced posted scores and exceeding goals charts were posted around the school but not observed. Teachers posted their University on their doors to promote college and intentionality at the high school level to support students in college visits was observed. A college coordinator is in place at the high school level with nearly 90 percent of students placed by May. Of those students, only approximately 50 percent of students actually end up attending college. Attendance rates were celebrated and recognized in the school. It appears there is more recognition at the

school level (administrator to teacher) than at the district level (cabinet to leadership or cabinet to board). It was routinely expressed that significant pressure for performance was being felt but no instances of positive recognition for milestones were expressed. Data points would be shared but no acknowledgement of progress followed it. Expectations are high but there were no clear systems for identifying forward progress. Students were observed to be engaged in learning and excited to be in the building. While it was not always evident students understand the lesson due to the lack of scaffolds, in at least 75 percent of the classrooms, content was on grade level.

Score: 3 - Experience

Criterion 2.2.2 The school provides a safe and orderly learning environment that supports fulfillment of the educational goals.

Comments: In focus groups and interviews, mutual respect for the community, students, teachers, leadership, etc. was evident. Several examples of collaboration and appreciation were shared. Empathy for the community at the school level is strong, especially demonstrated with COVID challenges. It is observed that there is a lack of intentionality for relationships across buildings, yet the desire is present. Further, the vulnerability that comes with strong relationships is not yet evident, hence hard conversations are not taking place within the right groups. Social and emotional services are provided by Guadalupe Centers to families and students. Student relationships are a priority. Parents express this as a strength in focus groups. State data indicates a decline in suspension data. Classrooms at the K-8 level were welcoming, displayed prominent learning supports on the walls and desks and space was adequate and well organized. Classrooms at the 9-12 level were appropriate for the age level but some were smaller in size, hence placing students closer to one another. Supervision was adequate with a balance of security guards and a partnership with the local police department for DARE. The learning environment was calm, extending even to the lunchroom. Minor student behaviors such as outbursts, lack of motivation, lack of engagement, etc. were noted by staff and supported through the School Counselor and Assistant Principal in each building. In one observed classroom, students were required to stay back at dismissal. The teacher asked each student to reflect on the exchange of words. One student reflected that “it was just a joke” to which the teacher responded with “but what if he didn’t know it was a joke”. Students acknowledged the coaching and were dismissed. Positive student relationships were evident across all buildings. Students engaged happily in classrooms, in hallways and during lunch.

Score: 3 - Experience

Criterion 2.2.3 The school provides opportunities for students to form positive relationships with peers and adults in the schools.

Comments: Guadalupe Centers, the connected support center, offers social and emotional support to families and students. There is a demonstrated feeling of empathy listening to staff and a respect for differences. Site based school counselors are readily available to support students when social relationship challenges are identified by teachers. One PLC per week at the middle school is dedicated to student relationships and engagement. At the elementary level, recess offers students with opportunity to connect as does in-class collaboration. At the high school level, respectful dialogue between students and teachers and between students was observed. Sports teams and extracurricular clubs are at all buildings, allowing students the opportunity to engage socially. The high school is launching a service model in which students will have the opportunity to engage in local businesses for community service. College visits and community engagement activities are prioritized and teachers coordinating time out of class opportunities for some students was observed.

Score: 3 - Experience

Criterion 2.2.4 The school engages families in support of students' learning.

Comments: Across all buildings, parents and staff reported positively on communication, particularly around COVID related changes within the district. Parents felt heard and informed. Leadership and cabinet monthly meetings allow for timely exchange of information. With the focus of student achievement, reports are shared with school leadership and some teachers through instructional coaches, however this is not consistent and is not shared to the parent or student in all cases. Further, district wide progress data is not consistently shared and discussed. Teachers reported positive interactions with parents for student teacher conferences. One teacher noted the wish that parents would be more forceful on asking questions about the data shared, stating parents are just thankful for the school so they don't push for more. The middle school described a recent event for parent engagement around a culture tradition. A second opportunity for parents to observe students in action was scheduled within the week of our observation. High school is well recognized for athletics. Front office staff describe parents as highly engaged, often calling the school to coordinate pickup or to provide information on a student.

Score: 2 - Awareness

Domain 3: Educators' Opportunities to Learn

Dimension 3.1: Educators' Learning Supports

Criterion 3.1.1 Professional development (PD) is designed to address school priorities, school improvement goals, and/or identified areas of need.

Comments: Teachers and building leadership are positive about the professional development being offered. District PD is moving to an adaptive model using feedback from classroom observations, coaching sessions and instructional rounds to drive topic areas. Building level leaders have discretion to choose building level PD. Currently planned district days are heavily focused on the translation of student data into instructional plans. A curriculum council driven "pineapple" PD day is planned to allow for teacher chosen PD. Individualized teacher professional development does not yet appear to have a plan. Teachers interviews reported not having individualized access to PD but that it was really a timing issue given all the other planned PD. Some teachers reported having to attend PD's completely irrelevant to what they teach.

Score: 3 - Experience

Criterion 3.1.2 Professional development is active, intensive, and sustained.

Comments: A shift in the delivery of professional development was noted throughout the interviews and focus groups with more flexibility being offered at the building level. Additionally, instructional coaches and ELL interventionist actively engage with teachers to support instruction, most particularly around language acquisition. There is evidence of investment of both dollars and time with a prioritization and value of PD. Missing from the approach is alignment to the observation and evaluation priorities. It is unclear how data is used to determine PD or how individual teachers are supported as most described development was group focused. The school is working to cultivate and capture strong inputs supported by outcomes to share best practice across other districts serving a similar student population. Teachers reported positively on the recent PD, particularly around NWEA. An observation of a PLC meeting at the 6-8 level illustrated peer dialogue and sharing of best practices. Coach ratios to teachers are adequate. There is not an observed way to capture and leverage strengths across the building.

Score: 3 - Experience

Criterion 3.1.3 Professional development is evaluated.

Comments: In the past, professional development has been evaluated only in the sense of teacher surveys around satisfaction. There has been no evaluation of the impact of PD on classroom instruction. Teacher survey data also has not focused in on the specifics of PD

that have helped improvement. There is a plan in place to be more intentional about this in the coming academic year, but no evidence of implementation at this point.

Score: 2 - Awareness

Criterion 3.1.4 Educators collaborate regularly to learn about effective instruction and students' academic performance.

Comments: : PLC and professional development are prioritized in scheduling. There is evidence of some well-developed PLC's among the instructional coaches and within buildings but district-wide efforts were not evident. A collaborative and shared vision for some aspect of the agenda for shared goals was not evident, nor was it clear how information from various PLC's was shared out to others. Schedule allows for common planning time. Interest in this was expressed and supported however there does not appear to be a clear strategy for identifying and sharing strengths among team members and intentional scheduling. Video demonstrations and reflections were mentioned by multiple stakeholders as one means peer observation, yet it seemed to be outside examples. Some instructional practices around ELL were clearly articulated from various staff roles across all buildings.

Score: 2 - Awareness

Criterion 3.1.5 Trained mentors provide beginning teachers with sustained, job-embedded induction.

Comments: There is no evidence of a mentor program being in place. While there is an expressed desire from both the teacher and leadership side, teacher retention challenges has made it difficult to have a pool of mentors. Some experienced teachers are used for PD at the PLC level. There is intentional time in planning carved out for classroom observations and connections between peers but no systematic way yet to match pairings. This is stated as a goal for instructional coaches in the coming year. All teachers interviewed report having been observed. To date, leadership reports all teachers have had an observation by building level leadership and at least 75 percent have been observed as part of the instructional rounds. Instructional round notes were reviewed, illustrated strong overarching challenges. Teachers will receive at least 5 more walk-throughs by leadership and one last instructional round.

Score: 2 - Awareness

Dimension 3.2: Professional Working Climate

Criterion 3.2.1 Educators' mindsets and beliefs reflect shared commitments to students' learning.

Comments: An intentional focus has been placed on hiring teachers with a shared commitment to the students served by GES. A culture of empathy is described through

interviews and focus groups. Staff interviews identify primarily language obstacles. There is evidence of strong commitment and care for student success. Language suggests there may be a gap in the 'how' to move students, particularly those at the 9-12 level. Teachers express excitement for using NWEA and metrics of growth. Interviewed teachers and support staff express seeing growth in students not measured by testing, often placing greater value on qualitative observations. Teachers were observed encouraging students, promoting a growth mindset and holding students accountable for effort.

Score: 2 - Awareness

Criterion 3.2.2 The school reflects a safe, trustworthy and growth-oriented professional climate.

Comments: Teachers are regularly observed and receive feedback based on teacher discussion. Self-reflection reports were also referenced. A strong instructional coach framework is in place with support also coming from the ELL interventionist. It was not evident as to how overall effective teaching strategies on the NEE were supported as a whole group or on an individual level. A recent shift within the instructional leadership team was reported, giving more autonomy at the building level. It is not evident how observations against the NEE are supported or how student data drives prioritization on the NEE and for instructional strategies. Teachers express feeling supported. Leadership expresses the desire for mentorship opportunities and elevating strengths of teachers. Teachers express excitement about the rollout of the NWEA toolkit and report enjoying the professional development. Leadership, inclusive of cabinet, building level leadership and instructional coaches, are analyzing data. Observation of a quarterly data meeting reflected honesty, vulnerability and a team effort to grow forward. Teachers do not reflect feeling pressured for academic outcomes and were comfortable with observation.

Score: 3 - Experience

Criterion 3.2.3 School leaders create conditions that support educators' learning culture.

Comments: Interviews and focus groups report a culture of collaboration and strong peer support. Teachers often report not feeling as though they have the support they need to grow to the next level or having the time for development. Teachers do have planning time but it's reported as inadequate to connect and plan, especially with the new focus on data. Leaders are working to build their teams amid a staffing shortage crisis, creating time limitations to support all. While most express a commitment to growth, there is a reported gap in resources for those that can mentor. Staff reports feeling heard and resourced. Observation of classrooms confirm resources are abundant and the learning culture is positive. Leadership reports feeling pressured for academic results without regard to social and emotional needs and at times without support for the "how". Teachers were observed to be creative with varying teaching styles observed across all

buildings. The teaching styles among teachers identified by leadership and highly effective also vary, indicating an appreciation for differing approaches to delivering instruction.

Score: 3 - Experience

Domain 4: Leadership & Governance

Dimension 4.1: Instructional Leadership

Criterion 4.1.1 School leaders establish a vision aligned to students' long-term success and set clear goals to meet that vision.

Comments: To date there has been a scattered definition of student success and limited connection between the district spectrum of K-12. There can be the 'blame' aspect of who is at fault for students being behind in grade level with no reliable source of data to expose the real gaps and to solve for them collaboratively. In the past few months, cabinet level leadership, building leadership and instructional coaches have worked together to establish a common definition for success as measured by the NWEA assessment given to all students. Leadership has plans to roll out this definition and engage teachers in using data to see their progress towards district goals. It appears most guidance for performance comes from the board and continues to be pushed down to the building level. Teachers express an everchanging WIG, describing it as being "tweaked" frequently. At least 50 percent of the teachers interviewed expressed using data to better understand student needs, most naming WIDA as the primary data source. A common definition or common language around student success was not observed across all staff or buildings.

Score: 2 - Awareness

Criterion 4.1.2 School leaders ensure that the school has a coherent, comprehensive, and aligned curriculum.

Comments: Focus groups and interviews suggested the existence of a curriculum and felt supported with resources to support students needed extra help. A curriculum council has been formed to place a focus on integration and will present the first recommendations this month. Additionally, teachers may apply for paid opportunities to work on curriculum assessment and revisions over the summer. The curriculum has been recently evaluated by the University of Missouri and deemed rigorous. There is no evidence of an intentional effort to look at vertical alignment across buildings nor to use testing data to evaluate potential gaps in the curriculum around specific standards. Grade level content was observed to be similar across classrooms. In at least 75 percent of the classrooms, objectives were at grade level. Rigorous approaches to instruction were in place, yet it was often observed students were unable to complete the assignments. Teachers and staff acknowledge gaps in student learning, however a cohesive plan for how to address gaps was not heard consistently. Approximately 25 percent of teachers observed used a

data source (testing, previous assignments, CFU's) to drive the lesson. Several online supporting resources were referenced and observed.

Score: 3 - Experience

Criterion 4.1.3 School leaders ensure that teachers deliver high-quality instruction.

Comments: There is significant focus and common language around the identified ESL practices of vocabulary and building background knowledge and appears all coaching is geared to ESL best practice. Vocabulary walls were observed in every classroom. Focus on NEE indicators were expressed at some buildings. The NEE indicators appear to be more of a compliance tool, rather than a tool for improving instructional practices beyond ESL strategies. Building level leadership appear to have limited time for ongoing classroom visits that are non-evaluative. The district has made a transformative change to empower building level leadership to be instructional leaders and set the tone for their buildings around the common thread of a recently developed shared definition of Tier I instruction. Teachers acknowledge the desire to use small groups to meet more students where they are. Aspects of defined Tier I instruction were observed including student led instruction, cognitive engagement, and peer collaboration. Intentional grouping of students and scaffolding of the approach to content was not observed. Review of the instructional rounds 'wonderings' are accurate. Leadership, cabinet level and building level, agree on the vision for strong instruction. It was not clear as to how teachers were engaged in the observation feedback, how goals will be set and how growth will be measured.

Score: 2 - Awareness

Criterion 4.1.4 School leaders provide conditions that support a school-wide data culture.

Comments: While leadership and instructional coaches follow data tightly, teacher access and understanding of NWEA data is recent. At least 50 percent of teachers interviewed reported an appreciation of the recent training on the NWEA tool suite but expressed not having had the time to really dig in yet. PLCs are organized at each building level, allowing for review and analysis of data, both qualitative and quantitative. Teachers express concern on the number of tests administered. Buy-in on assessment outcomes is limited. Teachers report students not taking assessment serious due to the number and frequency. In all teacher interviews, there was no evidence of teacher avoidance to accountability. Rather teachers expressed a concern of not adding their own observation data to student learning plans in lieu of always relying on the test data. This was predominantly expressed regarding WIDA testing and student language skills, with teachers believing students are more fluent than testing reflects.

Score: 2 - Awareness

Dimension 4.2: Organizational Leadership

Criterion 4.2.1 School leaders lead intentional, strategic efforts to ensure the effectiveness of the school's program and the sustainability of the organization.

Comments: Focus groups, interviews and commitment to the strategic plan illustrate a commitment to the mission. However, this isn't clear across the district in establishing what a rigorous education is and the benchmarks that indicate success. Looking at the school websites, the communication of the vision and approach to education varies significantly across buildings. It is evident the mission has driven the desire to improve outcomes, yet it hasn't been embedded into every facet of practice. Classrooms are well resourced, and no evidence of limitations were expressed. Building level leadership is part of the budgeting process and is given opportunity to request resources. The Director of Finance reports limited occasions in which requests supported by data were denied. Reasons for resources being denied were described as requests not being long-term solutions or aligned to other activities. A grow your own approach is evident and communicated by leadership. It is unclear if teachers see the opportunity.

Score: 3 - Experience

Criterion 4.2.2 School leaders ensure effective communication and inclusive, transparent decision making across the organization.

Comments: Several examples of stakeholder input were observed including a curriculum council and curriculum design teams. Cabinet members and leadership report regular communication and it is evident in planning sessions that leaders from all ranks feel comfortable sharing their voice. PLCs include timely updates on decisions being made. It Several areas were observed having a lack of clarity including key metrics, priority instructional practices, use of data, etc. Large decisions, such as the back-to-school plan, were seemingly made with limited stakeholder impact. There appears to be a skepticism of the extent empowerment is allowed at both the building level leadership and teacher level. All building level staff interviewed report feeling engaged in most decisions.

Score: 3 - Experience

Criterion 4.2.3 School leaders create and implement systems to recruit and retain effective teachers and staff who can drive dramatic student gains.

Comments: There is a structure in place to recruit and retain staff with specific intentionality in recruiting mission aligned staff and provide training to support the student population. The compensation structure has improved to be more competitive, including incentives and bonuses such as tuition reimbursement and moving expenses, and building level leadership is actively engaged in the hiring process. In focus groups and interviews staff report feeling well supported by human resources. There is evidence of tools used for observation, evaluation, and self-reflection but the connection between tools and

coaching and professional development is not clear. Further, a change in language has not been fully implemented into the website, job descriptions, etc. Teachers interviewed reported an appreciation for the position, with many stating they had always hoped to be part of Guadalupe and captured the opportunity. It was reported that at least 50 percent of all teachers have a Master's degree or other advanced degree. A total of 31 new teachers were hired this year, 48 percent of them are either Hispanic or speak Spanish. All teachers were hired by June. A student teacher pipeline strategy is in place with several student teachers observed in classrooms. It is reported that 4 of 6 previous year students were hired.

Score: 3 - Experience

Criterion 4.2.4 School leaders evaluate all staff and dismiss those who do not meet professional standards and expectations.

Comments: Over the course of the past three years, a systematic approach to dismissal of teachers has been embraced. However, this effort has been less effective given the staffing shortages. Each leader can report teachers they would not keep if other talent was available. Each building leader was able to report highly effective teachers and teachers in development. These identifications were confirmed with observation. It was evident that the professionalism and skillsets of teachers in development were not detrimental to students. Building leadership report looking for a commitment to growth for their teachers as well as a commitment to mission. It was evident building leadership was engaged in best placement opportunities to match skillsets and did not report feeling pressured to "just pick a candidate".

Score: 3 - Experience

Criterion 4.2.5 School leaders ensure that the school has established sound financial and operational systems and processes.

Comments: Building and cabinet level collaboration is in place. School leaders have input into necessary resource requests. All processes and adherence to operational systems are led by Guadalupe Centers. Leadership is engaged in building annual budgets and have opportunity to request resources outside of the budget as needed. No evidence of staff feeling under resourced was observed. Classrooms were well equipped with resources, technology, student seating, etc. While all leadership is committed to enrollment, fear of limited cashflow was not evident. A healthy fund balance is in place, building renovations and updates are being made regularly, teacher compensation is among the highest in the area and student services are provided. Decisions for investment are intentional and supported by research and a strategy for implementation. School lunch was observed across several days and noted to be good by both students and staff. Transportation services were reported to be adequate when executed. A citywide challenge with staffing has had impacts on routes.

Score: 4 - Expertise

Dimension 4.3: Governance

Criterion 4.3.1 The Board provides strong oversight over the effectiveness of the academic program.

Comments: In focus groups and interviews it is evident the board is pushing for academic outcomes. The district recently adopted a revised strategic plan with clear metrics for tracking progress towards proficiency. Board meetings are well attended. An academic committee is in place. Discussions noted in meeting minutes include summer school success, strategic plan metrics, the RWL Impact Academy, district PD plans and a review of the district data dashboard. Observed interactions show limited engagement of the whole board in reviewing data and in understanding the gaps and how they board can help to support such gaps through resources, connections, etc.

Score: 3 - Experience

Criterion 4.3.2 The Board provides strong financial oversight.

Comments: Financial policies are in place and encompass all state , local and Federal requirements. Clear procurement processes are outlined for micro, small and large purchases, requiring board approval for anything over \$15,000. The Board has a financial committee tasked with providing strong oversight. Monthly all financials are reviewed including budget to actuals and a list of all checks written. Check lists are posted on the website for public transparency. Routine budget revisions are submitted to follow significant budget changes. The finance committee is highly involved in planning for future use of reserves, particularly around investment in facilities. The finance committee approves financials to move to the greater board. All board members have access and opportunity for questions.

Score: 4 - Expertise

Criterion 4.3.3 The Board ensures legal compliance and public disclosure.

Comments: All public disclosures in place and clearly posted on the Guadalupe Schools website. All board meeting dates and times are posted in a timely manner and detailed minutes are posted as well. The Board has adopted all required policies including student, financial operation, personnel services and instructional services. All policies meet requirements associated with topical area. In an observation of a board meeting, board members signed the board disclosure as required by the state and it was evident compliance requirements were known.

Score: 4 - Expertise

Criterion 4.3.4 The Board maintains effective governance practices (rather than management) to ensure organizational viability, including the systematic selection and oversight of the school leaders.

Comments: The board is observed to understand its role as the governing body. It is reported by leadership that board members do not engage in the day to day. The Board leads and is highly engaged in the process of the Superintendent's review and have clear metrics used in the evaluation. The Board does have multiple committees including administrative, finance and instruction. Not all committees meet each month. Committees focus at a slightly greater depth than the whole board. There is an observed sense of governing around performance metrics. Observation of board meetings and other board engagement reflects consistent strong engagement by at least half of the board members. Other members are engaged but at a review level, rather than at a inquisitive level.

Score: 3 - Experience

Domain 5: Financial Performance

Dimension 5.1: Financial Health and Sustainability

Criterion 5.1.1 The school demonstrates near-term financial health.

Comments: In review of the current year budget, the school has a healthy reserve fund at 46 percent. While this fund was lower due to recent building renovations, the last year of conservative budgeting, coupled with extra fund sources, created an opportunity to rebuild the reserve quickly. One example of an extra fund source is the percentage of local bond dollars set to expire last year but extended for an additional year. Staff salaries are competitive, and review of the budget does not indicate any identified gaps in investment for student resources.

Score: 4 - Expertise

Criterion 5.1.2 The school demonstrates financial stability.

Comments: In review of the 5-year budget, the school is financially sound. Facility expansions are planned in the coming year and will be paid directly out of the reserve fund. Significant facility renovations completed over the past few years were primarily covered out of planned reserve funds, leaving the school with limited debt. The relationship with Guadalupe Centers creates opportunity for below market lease rates. Enrollment is steadily increasing with anticipated growth of a least 100 more students over the next 5 years. A process of zero-based budgeting is employed each year to ensure all dollars are invested intentionally. Revenue estimates are conservative to plan for gaps in enrollment goals. Adequate compensation adjustments are included in the projections

and staffing ratios are appropriate. Fundraising projections are budgeted at only \$250,000. Priority is placed on fundraising to maintain strong financial stability.

Score: 4 - Expertise

Criterion 5.1.3 The school has sound financial management practices.

Comments: Board approved financial policies are compliant with all local, state and federal requirements. The process described by the Chief Financial Officer for the development of the annual budget, board oversight and procurement was aligned to the policies. The board is appropriately engaged at any amount over \$15,000. Small purchases are allowable up to \$250,000 as aligned with Federal guidelines. All checks are reviewed and approved by the board each month. Large expenditures, primarily related to facilities, are well planned in advance. A sealed bid process is required for all contracts over \$250,000, with clear criteria established for decision-making beyond low bid.

Score: 4 - Expertise

Criterion 5.1.4 The school has implemented systems and procedures to ensure sound financial management practices.

Comments: The school has clarity in systems and procedures for procurement and oversight from the building level to the Board level. Consistency in following the systems was observed and procedures were routinely described by multiple individuals at varying points within the procurement process. Consistency was described for engagement of building level leadership and processes for approval of staffing positions, purchasing of resources, etc. A zero-based budgeting process is used each year beginning at the building level with collaborative dialogue between building leadership and cabinet members. Cabinet leadership ensures expenditures are aligned with school priorities and are not duplicative efforts.

Score: 4 - Expertise

Domain 6: Organizational Performance

Dimension 6.1: Operational Systems and Structures

Criterion 6.1.1 The school's operations support the smooth running of its programs, via strong systems for maintaining compliance.

Comments: All facilities were well maintained and welcoming to students. Classroom space was adequate, and classrooms were fully equipped with supplies. Financial policies are in place and the board financial committee is highly engaged in the review of financials, inclusive of the review of the annual 990 and audit. Food service was observed

at all buildings and noted to be consistent and efficient, particularly adjusting for COVID protocols. Roles are split between building staff for student supervision, bus line, car line and other operational duties. The sharing of roles was often cited as a detriment to planning time. A desire for added capacity was noted frequently. All roles are noted on a master schedule at each building. Employment policies are compliant, and practices are supportive of employee needs. A priority focus on recruitment of talent has been successful with 46 percent of all new staff being Hispanic or a Spanish speaker. Guadalupe Centers lend capacity to high-level operations, leveraging capacity and experience.

Score: 3 - Experience

Criterion 6.1.2 The school has implemented plans and systems that ensure effective and efficient operations.

Comments: The facilities are well suited for the student age groups. The elementary school offers separation at the K-2, 3-4 and 5 grade levels between buildings. Administration is well placed to be present in the buildings. A large playground is available for recess, adequate gym space and room for special subjects and intervention services was noted. At the middle school, classrooms were of a good size and grade levels were split across floors. The high school is the tightest space in terms of classrooms due to varying electives, but still well suited to serve students. The staffing model prioritizes student supports encompassing instructional coaches, paraprofessionals, ESL interventionist and reading interventionist. School counselors are also in place at each building. In staff interviews, it was noted that capacity is still slightly limited, particularly in counseling services and push in intervention services. It is noted that while planning time is built into the master schedule, it is not enough time to effectively review data and develop lesson plans with adequate scaffolds given the academic diversity of students in each classroom. Outside of leadership, all staff appear to understand their role within the building. Interviews and observation reveal a slight disconnect in roles among building and cabinet leadership. Efforts have begun to rectify the disconnect. Food service and transportation was observed to be efficient. Students and staff understand protocol.

Score: 3 - Experience

Criterion 6.1.3 The Network provides valuable and effective operational support.

Comments: While GES does not have an educational service network, many of the operational services are supported by GSI, including food service, transportation and financial management. GSI also provides whole child services, offering a seamless transition for families between school based and home-based needs. A sizeable cabinet is in place at the district, however all cabinet employees are primarily focused on academics and talent. There is a clear lack of capacity in communications such as website

development, branding, etc. An external contractor is used for data management. A new student SIS was implemented a couple of years ago that is described as adequate. Technology is used throughout the buildings with no observed interruption in wifi within the classrooms, even with all students on devices. All internet access points are protected with a password. Building security was in place and appropriately placed. Security or safety was not heard as a concern.

Score: 3 - Experience

Criterion 6.1.4 The school successfully supports student recruitment efforts and effectively builds community relationships that marshal support for its work.

Comments: The school has grown consistently over the course of the last several years, reaching just over 1,300 students this year. Some grades do have active waiting lists, while other grades have minimal openings. The district is still growing into its full size with a gap between fifth and sixth grades. Continued growth plans are in place with supporting plans for facility expansion. Significant reliance on enrollment is placed in the location and connection to Guadalupe Centers. There is no notable evidence of intentional enrollment practices inclusive of participation in community fairs, flyers, advertising, etc. Front office staff confirmed waiting lists at all grades in the elementary and in some grades in the middle school. High school has openings. Parents frequently call the school offices to inquire about seats. Student retention averages above 75 percent, with attrition highest with transition between buildings. It was not evident that staff is highly engaged in enrollment. There is a natural pipeline of students, hence, enrollment concerns and significant campaigns were not noted nor observed.

Score: 3 - Experience

Criterion 6.1.5 The facilities meet the needs of schools and are financially viable.

Comments: Significant facility upgrades have been made in the past few years with additional classroom expansions scheduled for next year to meet projected enrollment at the elementary school. Facility design studies have been conducted to ensure square footage and classroom design is adequate at all buildings. Facilities are welcoming and well-designed school facilities. Some buildings at the elementary are unique but confirmed to work effectively. Facility maintenance is reasonable, and the district has limited debt due to proactive planning over years of building a reserve fund. GSI owns all buildings and offers the schools below market average lease rates. It was observed that buildings were in good condition and concerns were not reported by staff or parents.

Score: 4 - Expertise

Appendix A: Summary of Classroom Observation Data

Over the course of two days, three campuses were visited, including three elementary buildings, one middle school building and one high school building. In total, 34 classrooms were observed inclusive of all grade levels K-5, all subject levels 6-12, special subjects, intervention classrooms, and Spanish language classrooms. The following table presents the compiled data from those observations.

	Indicator	Distribution of Scores (%)			
		<i>Development</i>	<i>Awareness</i>	<i>Experience</i>	<i>Expertise</i>
		1	2	3	4
Classroom Climate	Behavioral Expectations Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	5%	20%	43%	32%
	Structured Learning Environment Teacher preparation Learning time maximized	14%	11%	57%	18%
	Supportive Learning Environment Caring relationships Teacher responsiveness to students' non-academic needs	11%	29%	44%	16%
Purposeful Teaching	Focused Instruction Learning objectives that drive all lesson activities Effective communication of academic content High expectations	15%	44%	29%	12%
	Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice	8%	62%	18%	12%
	Participation and Engagement Active student participation Strategies to increase participation	6%	18%	59%	17%
	Higher-order Thinking Challenging tasks Application to new problems and situations Justify thinking or reasoning	15%	29%	44%	12%
In-Class Assessment & Feedback	Assessment Strategies Use of formative assessments Alignment to academic content Integration of all assessments	0%	9%	85%	6%
	Feedback Clear, specific, and actionable Clarifies misunderstanding or provides guidance	9%	67%	21%	3%

