Kansas City Public Schools and Department of Elementary and Secondary Education

November 15, 2018

KANSAS CITY
PUBLIC SCHOOLS

Kansas City Education Landscape

Mr. Mike Reynolds

Ms. Linda Quinley

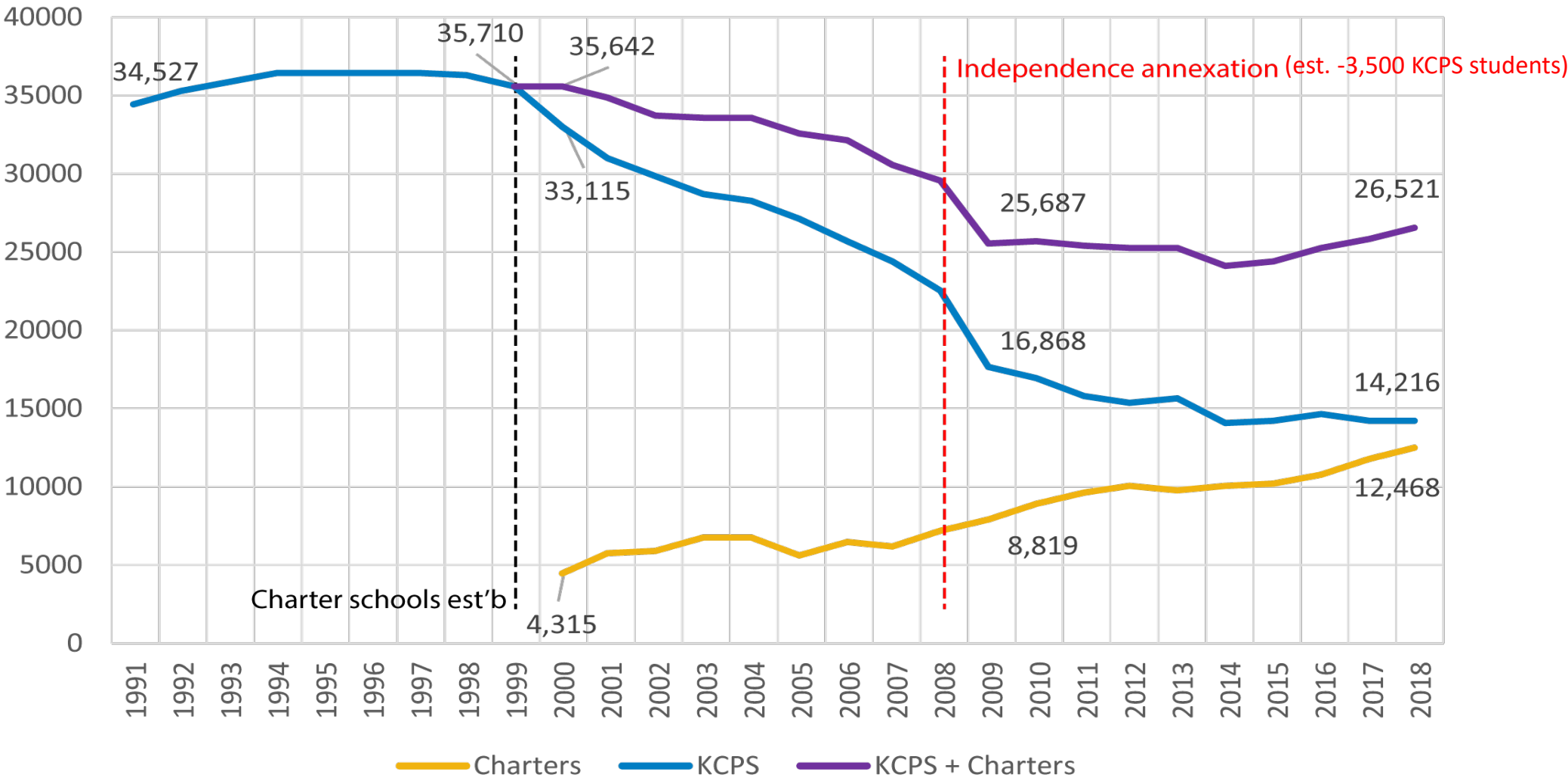Ms. Shannon Jaax

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Overview

- There is no overall analysis of the entire KCPS + Charter system

- There has been very little coordination / collaboration between KCPS & charter schools

- KCPS is taking the lead:

  – Conducting a system-wide assessment (achievement, demographics, mobility, financial implications, etc.)

  – Creating opportunities for district/charter collaboration

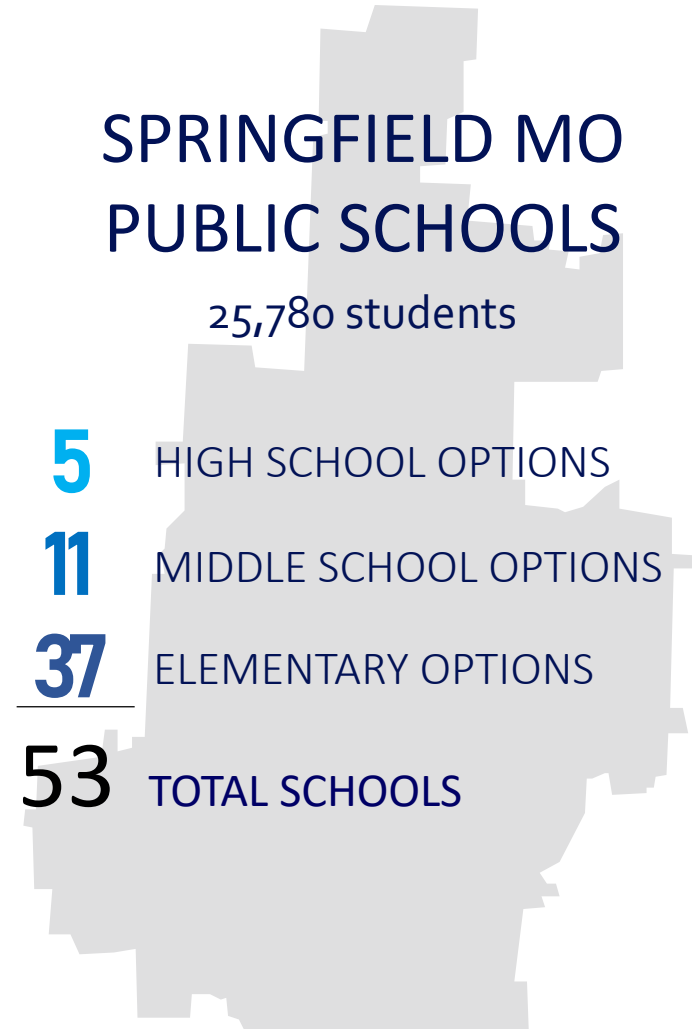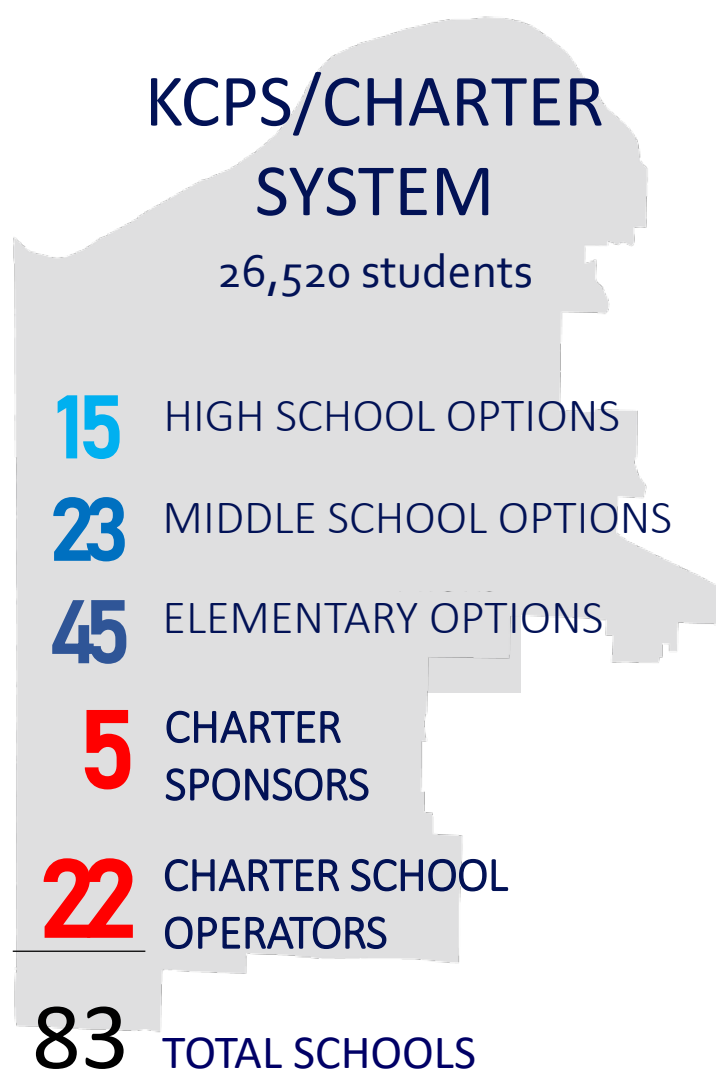- GOAL: A STRONGER, SUSTAINABLE EDUCATION SYSTEM WITH BETTER OUTCOMES AND OPPORTUNITIES FOR ALL STUDENTS

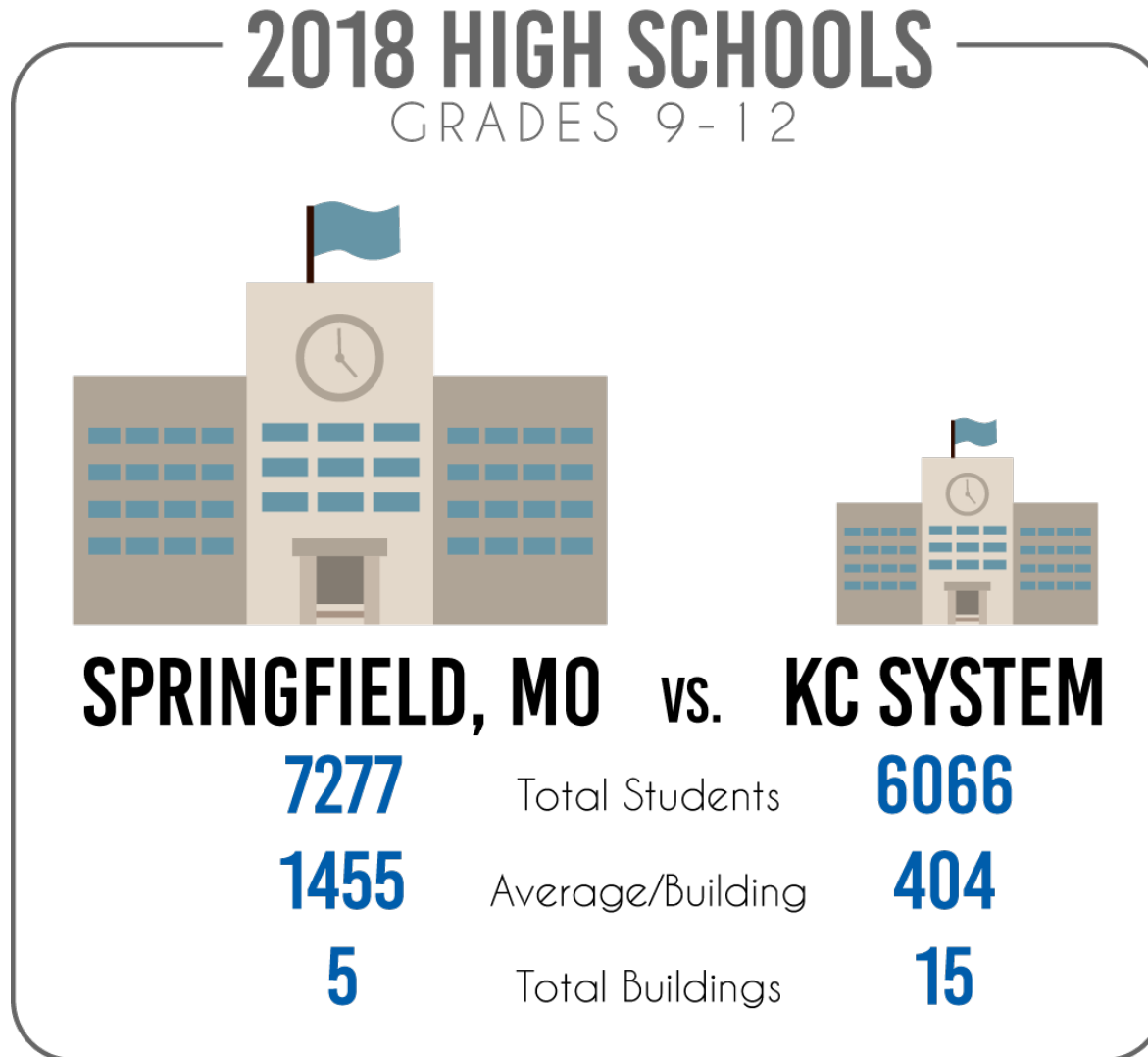# SNAPSHOT OF SYSTEM LANDSCAPE: KCPS + CHARTERS

K-12 Historical Enrollment

Charts showing K-12 Historical Enrollment from 1991 to 2018 for Charters, KCPS, and KCPS + Charters.

Key data points:
- 34,527 (1991, KCPS)
- 35,710 (1999)
- 35,642 (1999, KCPS + Charters)
- 33,115 (2001, KCPS)
- 4,315 (2000, Charters)
- Charter schools est'b (1999)
- Independence annexation (est. -3,500 KCPS students) (2008)
- 25,687 (KCPS + Charters)
- 16,868 (KCPS)
- 8,819 (Charters)
- 26,521 (2018, KCPS + Charters)
- 14,216 (2018, KCPS)
- 12,468 (2018, Charters)

Legend: Charters, KCPS, KCPS + Charters

SY18 - SNAPSHOT OF KCPS SYSTEM

KCPS/CHARTER SYSTEM

26,520 students

15 HIGH SCHOOL OPTIONS

23 MIDDLE SCHOOL OPTIONS

45 ELEMENTARY OPTIONS

5 CHARTER SPONSORS

22 CHARTER SCHOOL OPERATORS

83 TOTAL SCHOOLS

SPRINGFIELD MO PUBLIC SCHOOLS

25,780 students

5 HIGH SCHOOL OPTIONS

11 MIDDLE SCHOOL OPTIONS

37 ELEMENTARY OPTIONS

53 TOTAL SCHOOLS

2018 HIGH SCHOOLS
GRADES 9-12

SPRINGFIELD, MO vs. **KC SYSTEM**

SPRINGFIELD, MO		KC SYSTEM
7277	Total Students	6066
1455	Average/Building	404
5	Total Buildings	15

Are students receiving comparable academic offerings?

Are students receiving comparable co-curricular & extra-curricular offerings?

K
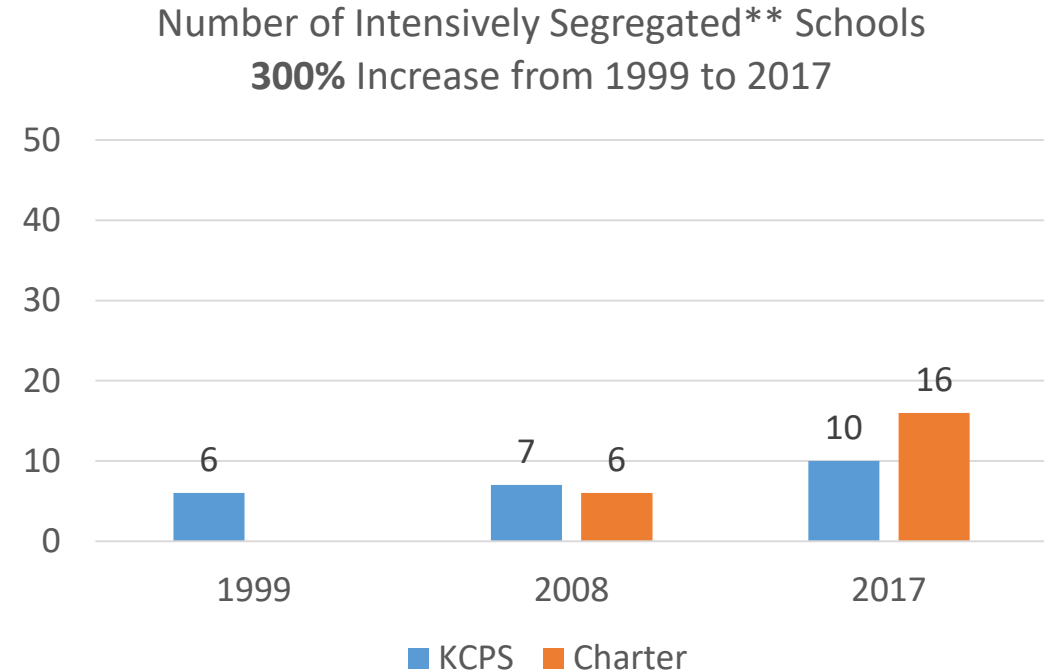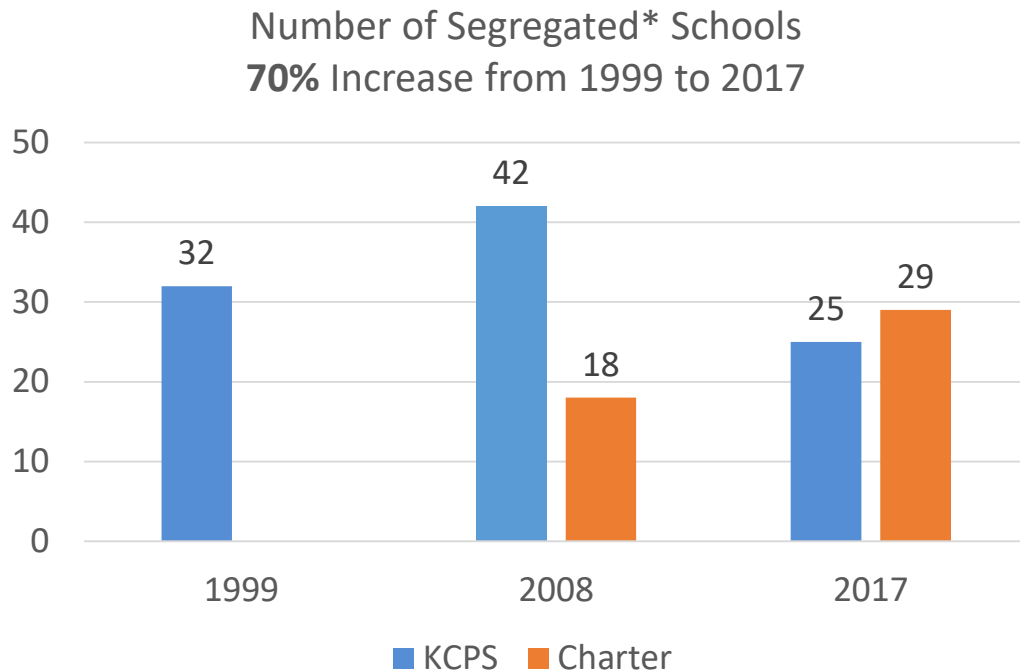2,522
students

12
1,193
students
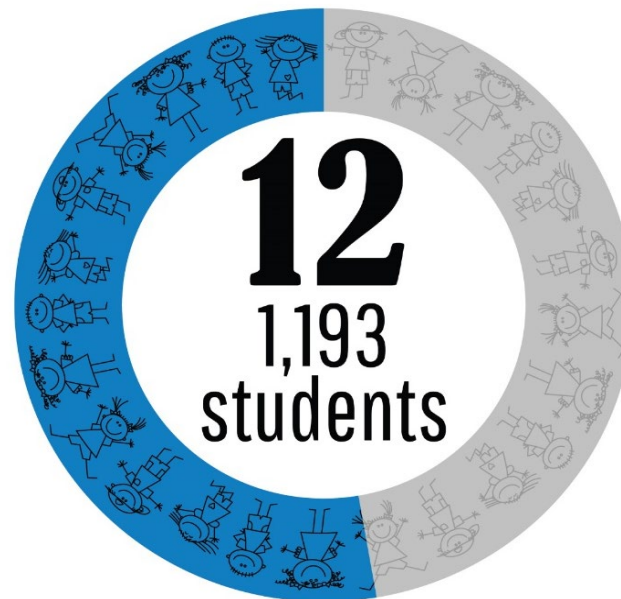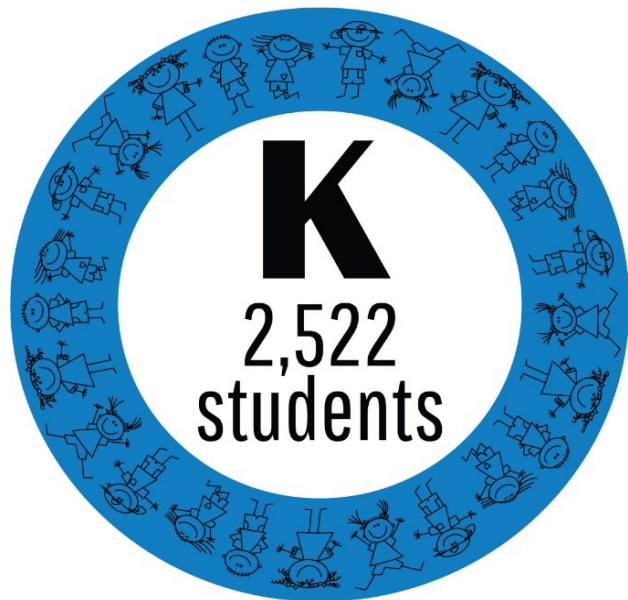
KCPS/Charter system serves **47%** students at 12th grade than at Kindergarten
fewer

LOTS OF CHOICE -- YET SYSTEM IS DIFFICULT TO NAVIGATE
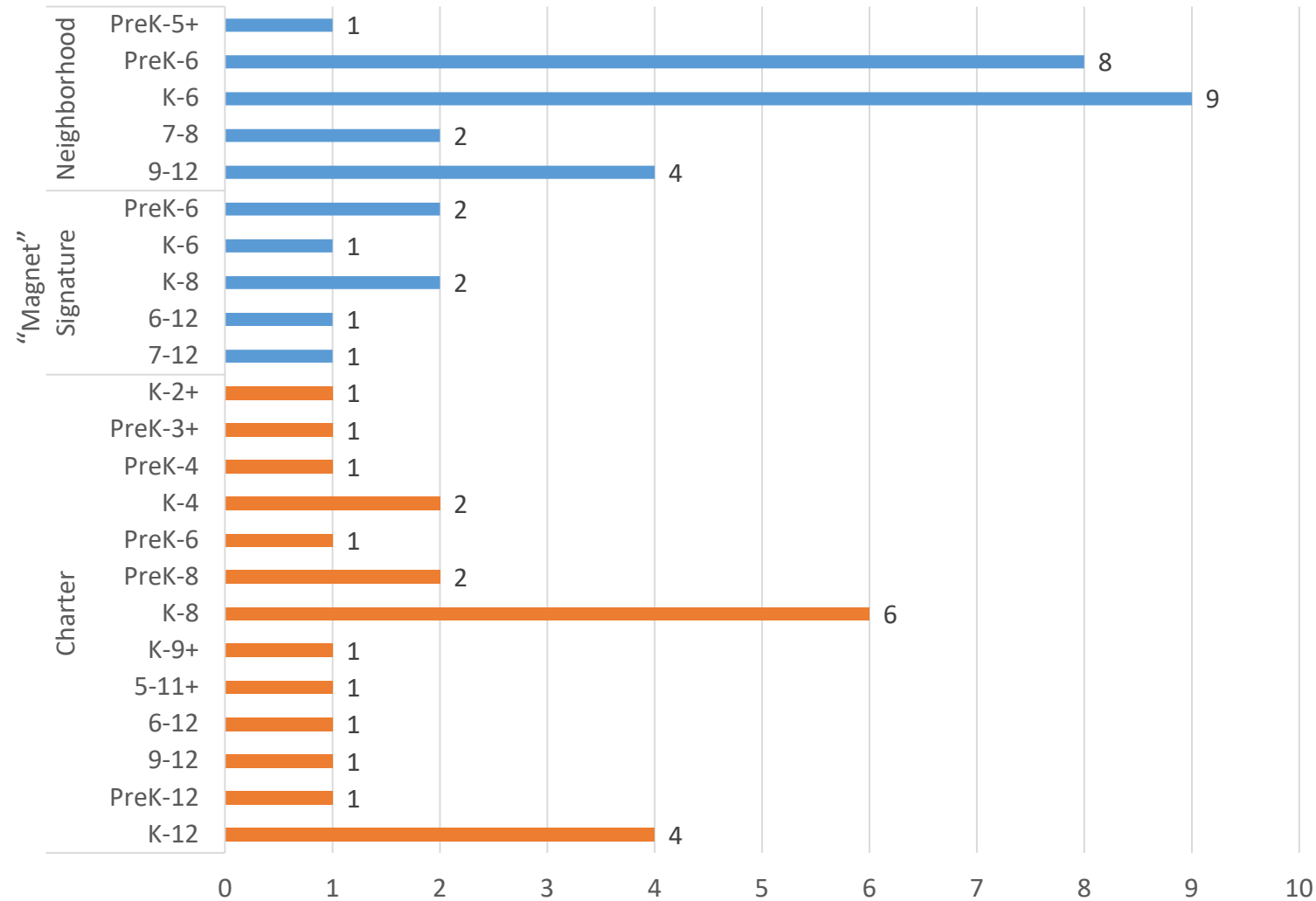
+ designates schools that are adding a grade level each year

SYSTEM IS MORE ECONOMICALLY & RACIALLY SEGREGATED

Number of Segregated* Schools
70% Increase from 1999 to 2017

Year	KCPS	Charter
1999	32	
2008	42	18
2017	25	29

Legend: ■ KCPS ■ Charter

Number of Intensively Segregated** Schools
300% Increase from 1999 to 2017

Year	KCPS	Charter
1999	6	
2008	7	6
2017	10	16

Legend: ■ KCPS ■ Charter

Note: Charters first opened in SY2000
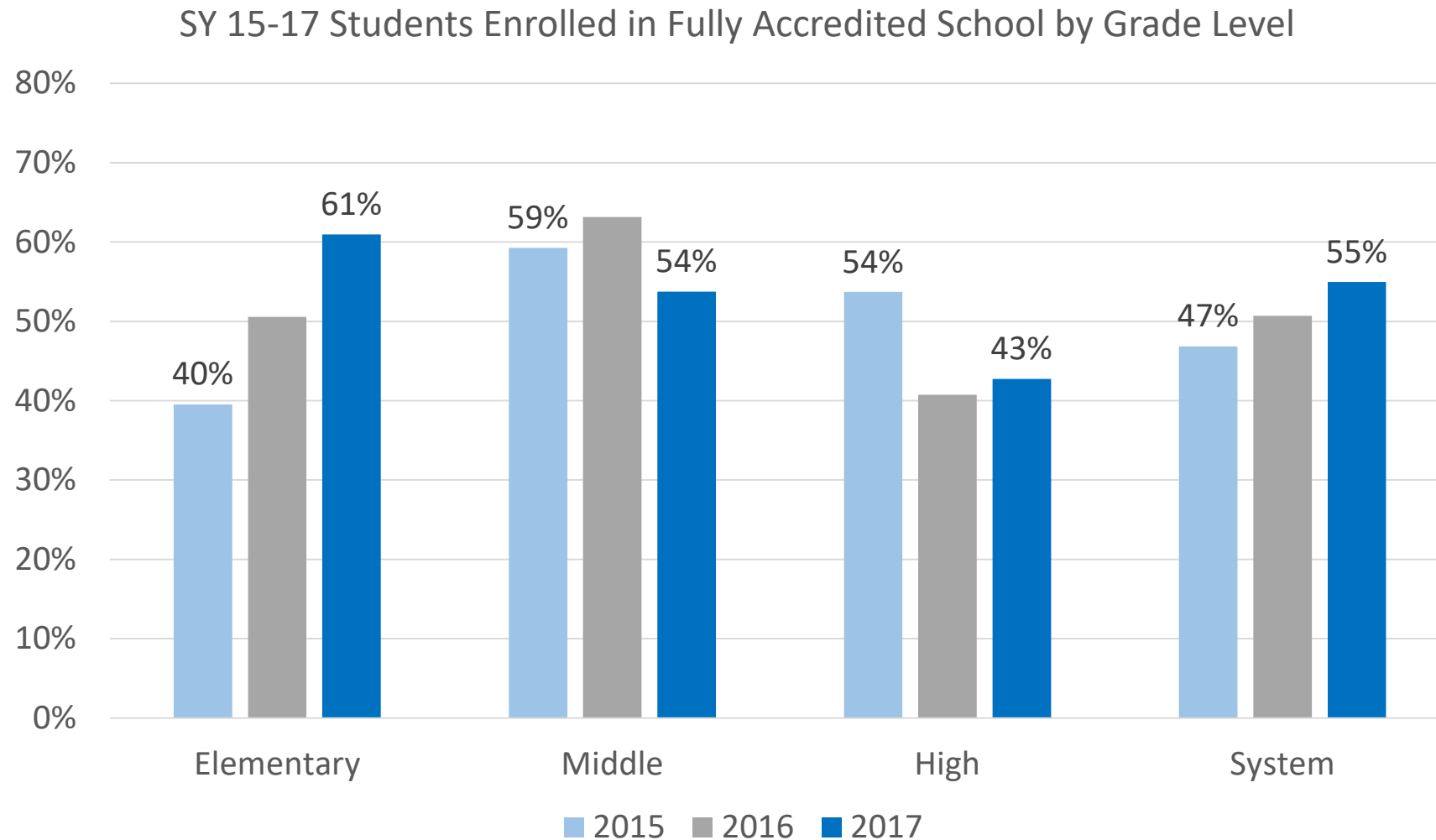   SY99: 65 KCPS schools (e.g., DESE building codes)
       SY08: 81 schools (57 KCPS; 24 charters)
       SY17: 69 schools (32 KCPS; 37 charters)

*Segregated Schools - More than 75% of children receive F/R Lunch and more than 75% are Black/Hispanic (GAO Report 2016)

**Intensively Segregated Schools - More than 90% F/R Lunch and 90% Black/Hispanic - (GAO Report 2016)

ONLY **55%** OF STUDENTS (KCPS + CHARTER) ATTEND A FULLY ACCREDITED SCHOOL

SY 15-17 Students Enrolled in Fully Accredited School by Grade Level

Legend: ■ 2015 ■ 2016 ■ 2017

Elementary: 40% (2015), 61% (2017)
Middle: 59% (2015), 54% (2017)
High: 54% (2015), 43% (2017)
System: 47% (2015), 55% (2017)

FINANCIAL IMPLICATIONS

How Does Funding Work For Missouri Districts With Charter Schools?

- Local Revenue Share

  – Charters share in current and delinquent local property taxes

  – 2017-18, the amount was $4,577 per WADA

- State Funding Revenue Share

  – 2017-18, the amount was $4,022 per WADA making a total <u>monthly</u> payment to Charters of $8,599

  - *Local and State revenue are shared with charters as a reduction in the monthly foundation formula payment*

  - <u>**This left $232 per District WADA per year (or $19 a month) in formula payment to KCPS**</u>

KCPS Net Revenues from State Foundation Formula & The Impact to Cash Flow and Fund Balance

Fiscal Year	Net State Foundation Formula Annual Funding	Average Monthly Foundation KCPS received for roughly 13,000 WADA
2010-11	$20,150,000	$1,679,167
2011-12	$18,255,000	$1,521,250
2012-13	$10,148,000	$845,667
2013-14	$ 8,529,000	$710,750
2014-15	$12,274,000	$1,022,833
2015-16**	$12,365,000	$1,030,417
2016-17	$6,101,000	$508,417
2017-18***	$4,246,000	$353,833
2018-17 est.	$3,800,000	$316,667

WADA decreased over this period by 2300 while KC total decrease was 3850 (roughly 11% each)
increase to 96.50% funding and * increase to "full funding"

These low monthly state payments require significantly higher fund balance as of June 30th

Expenditure Per Pupil – An Indicator Of Fiscal Inefficiency In KC

Fiscal Year	KCPS	KCPS Change over Time	Charter Average	Charter Change over Time
2009-10	$15,021		$10,880	
2010-11	$14,117	($904)	$12,566	$1,686
2011-12	$14,467	($554)	$12,497	$1,617
2012-13	$14,877	($144)	$12,932	$2,052
2013-14	$15,496	$475	$13,401	$2,521
2014-15	$15,305	$284	$13,534	$2,654
2015-16	$15,280	$259	$13,584	$2,704
2016-17	$14,428	($593)	$13,678	$2,798

The system as a whole has a high Cost per Pupil without many options for students.

While the cost per pupil is lower at charters, their demographics remain significantly different in the weighting categories.

Charter Funding –
Is It Sustainable For The Community?

- DESE payment Monthly $8,599 - Cost per Pupil Avg. of $13,678 x Avg. enrollment of 553

Difference of $5,079 – Where does it come from?

Average Total State Aid and Taxes $5,606,031

Average Total School Nutrition Rev $655,508   Second largest revenue

Average Total Gifts   *$613,153*   *Third largest revenue – 10% of total*

Economic Inefficiency of the Kansas City System

- Multiple schools competing for the same pool of students

Loss of Efficiency in Building and Class Size Causes Reduced Options for Students

- Average Student to Admin Ratio

KC System	161:1	$56 million
Springfield	293:1	$22 million

- Total Spend for K-12 Instruction in 2016-17

KC System	$115 million
Springfield	$93 million

- Total Spend for Extra Curricular in 2016-17

KC System	$4.3 million
Springfield	$7.3 million

Economic Inefficiency Of The Kansas City System

Multiple schools competing for the same number of students

- <u>Buses for different schools in same neighborhoods impact on Transportation Expense</u>

    – Total Spend for Transportation in 2016-17

KC System	$28.7 million
Springfield	$11.1 million

- <u>Greater Number of Facilities Impact on Cost of Plant Expense</u>

    – Total Spend for Operation of Plant in 2016-17

KC System	$50.1 million
Springfield	$22.9 million

EDUCATION COLLABORATION

Ed Collaboration: Key Milestones

March 9, 2011 – Repurposing policy outlined expectations for sale/lease of surplus buildings to charter schools

March 17, 2015 - DESE approved KCPS charter sponsor proposal

August 25, 2015 – KCPS Board approved KCPS sponsorship of KCNA

January 24, 2018 – KCPS Board approved Ed Collaboration Guiding Principles

October 17, 2018 – KCPS Board approved Administration to proactively pursue sponsorship opportunities with UMKC-sponsored charter schools

Board Principles for Ed Collaboration

The proposal shall **enhance education equity and opportunity** for students within KCPS boundaries.

The proposal shall **contribute to a more coordinated system** that provides for the educational needs of all children within KCPS boundaries. Moreover, the proposal shall **not compromise financial sustainability of the overall system nor contribute to inefficiency or redundancy.**

The proposal shall address an **unmet need and contribute to academic performance of the overall system**.

The proposing entity shall commit to **working with KCPS collaboratively as an educational thought partner.**

Board Principles for Ed Collaboration

The proposing entity shall **demonstrate educational expertise and operational capacity** to manage a high-performing program.

The proposal shall ensure a process for data-sharing, and academic and financial **accountability that aligns with Missouri accountability standards for school districts.**

The proposing entity shall commit to build a program that values and promotes inclusion to ensure **diversity among students and staff.**

The proposal shall ensure effective **student, family, educator and community involvement** in the development and operation of the school.

Collaboration Opportunities

Tier 1

Shared best practices
- Professional development
- ELL & SPED
- Classroom management
- Assessment & testing
- Parent involvement
- Classroom management
- Curriculum

System-wide planning

Tier 2

Contract for KCPS service & resources
- Nutrition services
- Maintenance & custodial services
- Accounting & payroll
- Core data reporting
- Safety & security
- Technology Services
- Fields/facilities

Shared services/purchasing (e.g., contractor/vendors)
- Transportation
- Professional development
- Assessment & testing
- Enrollment

Tier 3

School model partnership
- Contract "partnership" school
- KCPS-sponsored charter
- KCPS serves as charter LEA
- Co-location

Feedback for Mo Districts

❏ Understand impact of charter authorization in STL & KC

❏ Ask DESE/legislators to conduct impact analysis in STL & KC before replication or expansion into new markets

❏ Require impact analysis of any charters proposed in your school district (prior to DESE approval)

❏ Understand best practices recommendations – See Annenberg Institute for School Reform's Public Accountability for Charter Schools

TO CREATE A STRONGER, SUSTAINABLE EDUCATION SYSTEM WITH BETTER OUTCOMES & OPPORTUNITIES FOR ALL STUDENTS

Questions?

District Financial Update

Ms. Linda Quinley

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Operating Fund Balance Update
Incidental and Teachers' Funds only

	2014-2015	2015-2016	2016-2017	2017-2018 prelim	2018-2019 Original Budget	December 30, 2017	December 30, 2018 estimate
Beginning Fund Bal	$68,567,496	$62,292,826	$63,956,686	$65,287,439	$68,428,830	$65,287,439	$68,428,830
Revenue	$180,685,362	$185,354,057	$189,489,183	$199,017,635	$195,106,527	$79,366,405	$75,939,543
Expenditures	$172,648,988	$179,998,078	$181,573,866	$187,355,415	$196,456,817	$76,670,275	$75,953,422
Transfers In (Out)	$(14,311,043)	$(3,692,119)	$(6,584,564)	$(8,520,829)	$(81,721)	$(7,871,105)	$(2,000,000)
Net Revenue over E&T	$(6,274,670)	$1,663,859	$1,330,753	$3,141,391	$(1,432,011)	$(5,174,975)	$(2,013,880)
Fund Balance	$62,292,826	$63,956,686	$65,287,439	$68,428,830	$66,996,819	$60,112,464	$66,414,950
Fund Balance as %age	33.32%	34.82%	34.70%	34.93%	34.09%		
Unrestricted FB				$10,608,895	$10,608,895		
Unrestricted FB %age				29.52%	28.69%		

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Additional Supports for Classrooms and Schools 2018-2019

Operating Budget Support Additions 2018-2019

- 1.70 Math Interventionists at an estimated cost of $112,500
- 4.20 Guidance Counselors at an estimated cost of $195,000
- 6.00 Social Workers at an estimated cost of $558,000
- 9.70 Home School Coordinator or ISS at an estimated cost of $485,000
- 11.50 Vice Principals at an estimated cost of $1,165,000

Title I Budget Support Additions 2018-2019

- 16.00 Reading Interventionists at an estimated cost of $1,120,000
- 12.30 Math Interventionists at an estimated cost of $861,000
- 3.00 Grad Lab Coaches at an estimated cost of $210,000
- 7.30 Home School Coordinator or ISS at an estimated cost of $350,000

Total Support Investment in 71.70 FTE at an estimated cost of $5,056,500 included in 2018-2019 Operating Budget be continued using the same resources in 2019-2020.

Strategic Plan
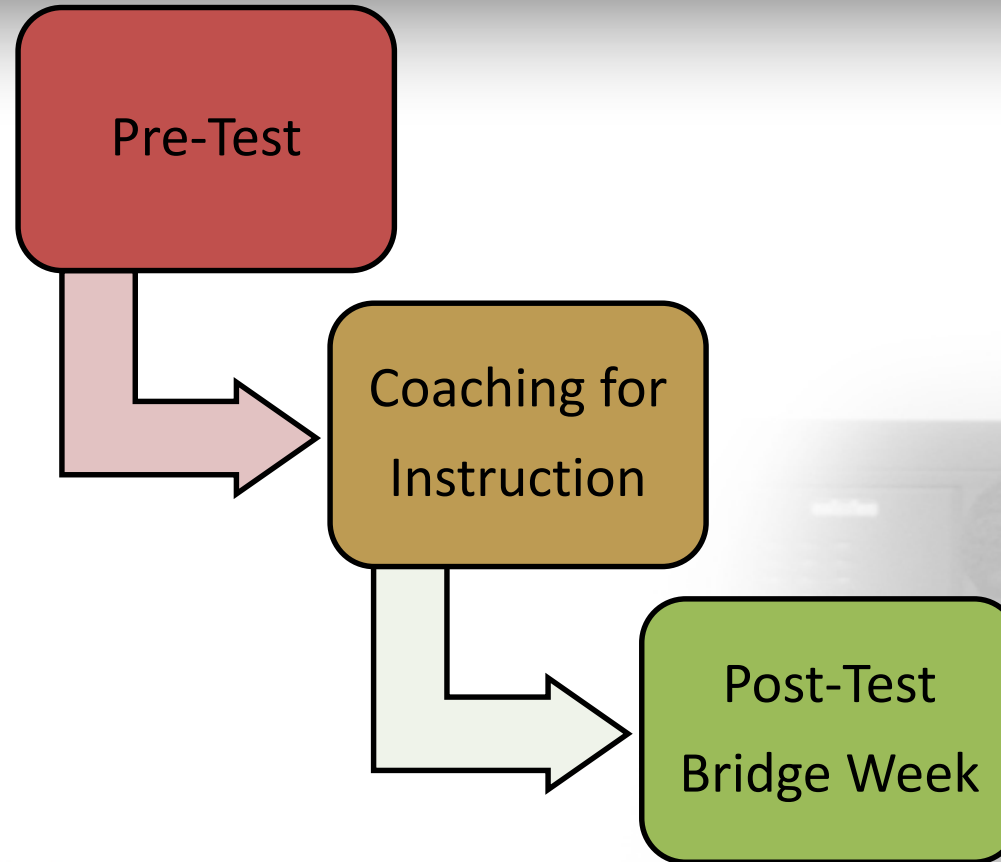Pillar A – Priority 2 and 3
Pillar C – Priority 3
Pillar D – Priority 11

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Questions?

Academic Achievement Data Analysis Process

Dr. Trinity Davis

KANSAS CITY
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Data Analysis & Instructional Support Process

Pre-Test

Coaching for Instruction

Post-Test Bridge Week

Pre-Test Process
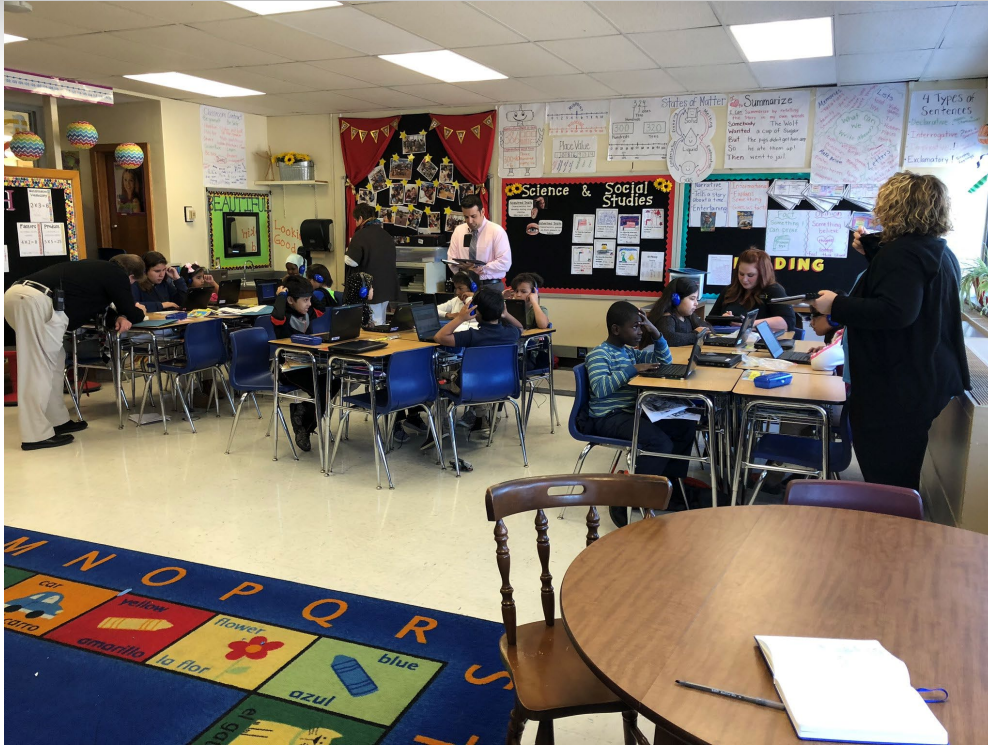
- Testing window is communicated
- Assessment is based on priority standards for the quarter
- Curriculum Coordinators use item analysis to provide PD for differentiated instruction
- Curriculum Coordinators email and make on-site visits to teachers not in attendance for afterschool PD

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Coaching for Instruction

- Modeling teaching of standards

- Aligning needs of students to resources

- Co-planning daily lesson plans based on data

- Analyzing data to inform flexible small groups

- Co-planning to create formative assessments

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Post-Test & Bridge Week

- Analyze the data
- Determine standards below basic and areas of growth
- Revise curriculum based on district-wide results
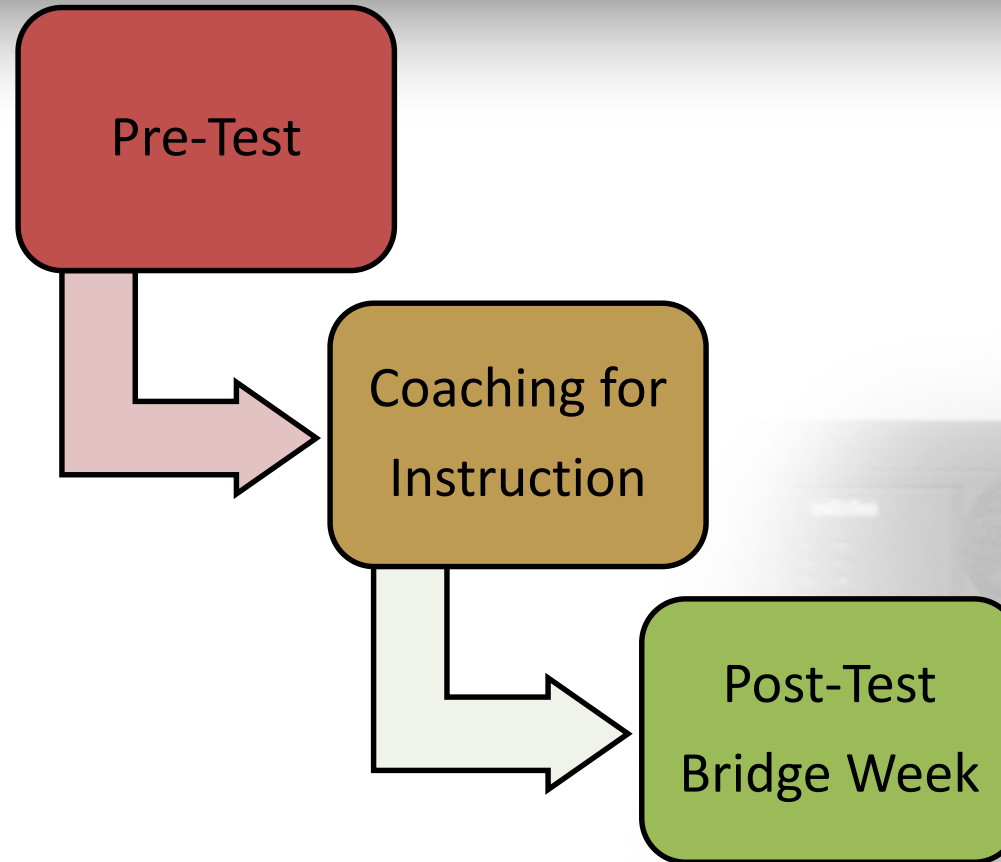- Spiral instruction next quarter in unit plan

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Questions?

Google Education

Javier Alfonso

KANSAS CITY

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Data Analysis & Instructional Support Process

Pre-Test

Coaching for Instruction

Post-Test
Bridge Week

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Coaching for Instruction

- First Quarter: Curriculum support

- Second Quarter: Identify the use of technology to determine where and how to support the creation vs. consumption using technology

- Third and Fourth Quarter: Support and help teachers move from baseline data to the next level

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Google Education: Formative Assessments

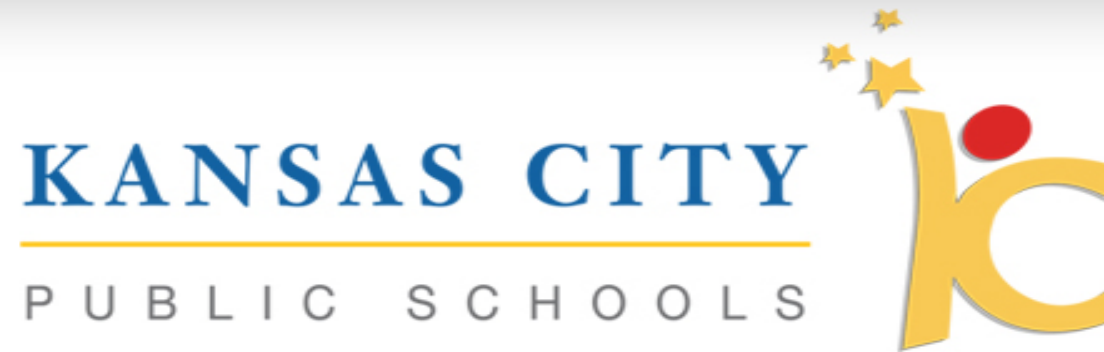- Small numbers of teachers are using Google forms

Next Steps

- Gather examples from teachers

- Use teacher created examples in District curriculum

- Provide support for curriculum coordinators in developing formative assessments using Google Forms

School Improvement and Accountability

Ms. Elizabeth Austin

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Monitoring Implementation of Continuous School Improvement

- Weekly Visits including 1:1 Ongoing Coaching, Instructional Support, and Instructionally Focused Walkthroughs

- Quarterly Data Consultations

- CIPD Network Consultations for Intensive Support

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Interventions for Academic Improvement

Data Consults to Support Successful Interventions:

Monitoring each indicator below to determine improvement:

- Attendance: 40% of schools are meeting or exceeding attendance goals
- Suspensions: 46% of schools have decreased suspensions from September through October
- Walkthroughs: Principals are required to do five walkthrough cycles per week
- iReady: ELA and Math: baseline data to create personalized learning goals for students in each tier
- Achievement Series: Assessments used to determine interventions for learning gaps for quarter one, pre-test for quarter two informs quarter two instructional focus

Achievement Series Post-Test Data

- Students are administered pre-tests in each discipline
- Teachers utilize the data to make instructional decisions
- Students are administered post-tests in each discipline
- There is a one week "Bridge" for teachers to utilize post-test data to reteach concepts
- Post tests are disaggregated by sub-group (race, ELL, SpEd)
- Principals utilize this data as part of the PST information needed to make intervention decisions for students

Quarter 1 Post Achievement Series Pct Correct
Disaggregated by Race, ELL , IEP

Site/Subject	Asian	Black	Hispanic	Indian	Multi	Pacific Island	White	ELL	IEP
African Centered Elementary									
English Language Arts/Communication Arts		63.9%	95.0%		58.8%		70.0%		31.5%
Mathematics		48.0%	75.0%		41.9%	56.3%	31.3%	60.0%	25.5%
Science		44.6%	71.4%		48.6%		16.0%		29.2%
Social Studies		54.7%					48.0%		43.5%
Banneker Elementary									
English Language Arts/Communication Arts		45.6%	47.3%				58.5%	41.4%	
Mathematics		53.4%	50.3%		96.7%		46.6%	43.5%	42.6%
Science		41.7%	38.9%		100.0%			20.0%	25.3%
Carver Dual Language									
English Language Arts/Communication Arts			63.5%						
Mathematics		52.6%	54.5%		53.3%			52.5%	37.6%
Science		58.1%	53.7%		65.2%			51.2%	35.8%
Central Academy of Excellence									
English Language Arts/Communication Arts		50.7%	56.6%		48.0%	50.0%	56.9%	54.2%	44.4%
Mathematics		38.0%	44.3%		37.5%	56.3%	41.3%	47.9%	28.0%
Science		33.8%	35.6%		31.7%	20.0%	50.4%	30.0%	27.7%
Social Studies		72.2%	76.7%		65.0%		74.6%	66.7%	58.4%
Central Middle									
English Language Arts/Communication Arts	80.0%	58.6%	63.7%	72.7%	3.3%		68.4%	54.5%	60.5%
Mathematics		45.0%	51.8%				59.1%	50.0%	39.0%
Science	64.4%	37.6%	51.9%		60.0%		40.3%	22.5%	30.0%
Social Studies	64.0%	42.2%	58.1%		36.0%		49.3%	53.7%	35.3%
East High School									
English Language Arts/Communication Arts	42.9%	44.2%	48.4%	65.0%	58.6%		58.3%	36.7%	41.7%
Mathematics	64.1%	52.7%	51.3%	25.0%		46.9%	53.6%	54.4%	51.0%
Science	47.1%	38.5%	38.3%	40.0%	47.5%	50.0%	48.9%	37.8%	35.0%
Social Studies	51.3%	56.3%	59.3%		80.0%	70.0%	77.1%	52.9%	55.3%

Example: Algebra I Item Analysis

Item Analysis Report

FLA	LCPA	EHS	CMS	NEHS	NEMS
N=21	N=132	N=148	N=29	N=70	N=37
95.24%	81.82%	49.32%	58.62%	45.71%	59.46%
19.05%	15.91%	10.81%	3.45%	5.71%	13.51%
57.14%	45.45%	23.65%	41.38%	15.71%	27.03%
19.05%	28.79%	5.41%	17.24%	15.71%	21.62%
19.05%	21.97%	27.03%	27.59%	28.57%	13.51%
33.33%	0.00%	0.00%	0.00%	0.00%	0.00%
33.33%	67.42%	36.49%	51.72%	14.29%	32.43%
66.67%	25.76%	35.81%	20.69%	37.14%	43.24%
9.52%	1.52%	0.68%	6.90%	0.00%	10.81%
61.90%	59.85%	37.84%	44.83%	35.71%	62.16%
33.33%	25.00%	1.35%	20.69%	12.86%	16.22%
33.33%	15.91%	6.08%	20.69%	17.14%	13.51%
19.05%	28.79%	32.43%	24.14%	32.86%	24.32%
47.62%	19.70%	10.81%	3.45%	1.43%	5.41%
76.19%	0.00%	0.00%	0.00%	0.00%	0.00%
38.10%	25.00%	28.38%	13.79%	10.00%	24.32%
42.86%	25.76%	19.59%	27.59%	18.57%	43.24%

Questions?

Healthy School Cultures

Dr. Latesha Woodley

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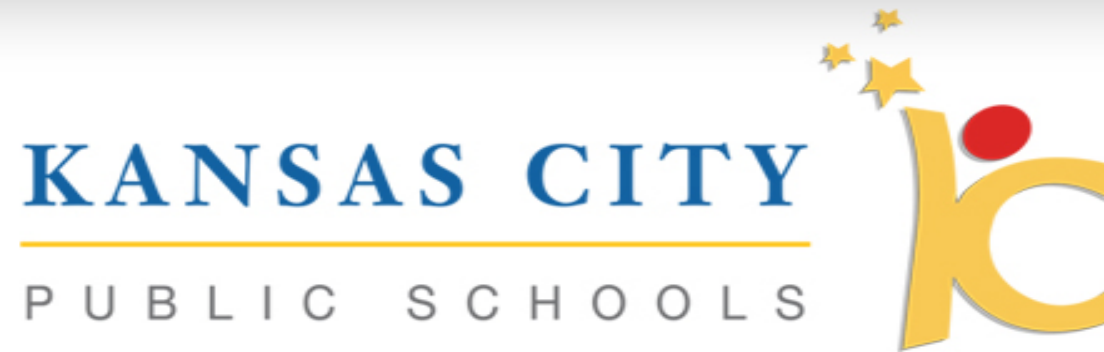
Culture and Climate

Problem Solving Team:

- Training for Leadership Teams

- All schools have implemented PSTs

- Trained on Behavior Intervention Strategies in alignment with the KCPS Code of Conduct

- Tiered System of Intervention

- Analysis of Data to Determine Next Steps at the School Level for Discipline, Behavior, and Socio-Emotional issues and concerns

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P U B L I C   S C H O O L S

Cultural Responsive Teaching and Learning

Curriculum Instruction Professional Development (CIPD)

- Job embedded professional learning on Culturally Responsive Teaching and Learning
- Book Study

Student Support Team

- Presenting cycle of Professional Development on Trauma Informed Care
- Sensory Recovery Rooms
- Mindfulness
- Brain Breaks

High Performing School Culture

School Professional Development was initially focused on:

- September – November: Curriculum Alignment and Focus
- November – January: Focused on Rigor
- January – March: Student Understanding
- Principals and CIPD are Implementing Feedback Cycle
- Walkthrough Data Analysis Determined the Areas of Need for Professional Learning needs

Questions?

Walk Through Classroom Process and Rigor in the Classroom

Dr. Darrin Slade

KANSAS CITY PUBLIC SCHOOLS

Classroom Walkthroughs

Multiple checkpoints in the Walkthrough Process:

- Assistant Superintendent and Principal Walkthroughs
- CIPD network team Walkthroughs
- School Leadership Team Walkthroughs

Each school is required to do a minimum of five walkthroughs per week. The cycle includes observation, rating, and feedback session with the teacher.

Sample Walkthrough Screen per Teacher

Sample Walkthrough with Limited Feedback

Non-examples

FOCUS: Are the objectives and lesson activities based on appropriate Missouri grade-level standards?

8/23/18 The lesson in the co-taught classroom is aligned to grade level standard, but the learning target is not unpacked.

LEVEL OF PRACTICE FOCUS:	Approaching

RIGOR: Do the content demands of tasks, questions, texts and materials align with the expectations defined by Missouri grade-level standards?

8/23/18 The content demands are low as students are simply writing definitions of EOC vocabulary.

LEVEL OF PRACTICE RIGOR:	Lagging

STUDENT UNDERSTANDING: Do all students demonstrate that they understand the standard/objective?

8/23/18 Students do not have an opportunity to demonstrate any understanding as they are simply copying definitions.

LEVEL OF PRACTICE STUDENT UNDERSTANDING:	Lagging

RIGOR: Do the content demands of tasks, questions, texts and materials align with the expectations defined by Missouri grade-level standards?

LEVEL OF PRACTICE RIGOR:	Advancing

STUDENT UNDERSTANDING: Do all students demonstrate that they understand the standard/objective?

LEVEL OF PRACTICE STUDENT UNDERSTANDING:	Advancing

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Sample Walkthrough with Acceptable Feedback

Examples with Detailed Feedback

FOCUS: Are the objectives and lesson activities based on appropriate Missouri grade-level standards?

Learning Objective: I can gather sources and evidence to answer my project research question.

Observations: Students were working in teams or pairs on a google classroom assignment. Students were out of there seats and very talkative and many were in and out of work talking and playing around. One young lady sat on top of the desk. Another one sat by the fan most of the time not working but talking with two other students. It was difficult to focus on the academic work due to the behavior concerns.

However, the assignment did align with the learning Objective and MLS to hind Sources and evidence to answer their PBL research question however, I did not see the teacher check for students understanding and progress with working through the objective.

Glow: You've built an effective lesson plan with precise learning objectives that can be accomplished in one lesson.

Grow: Routines an Procedures - revise any routine that needs more attention to detail or is inefficient, with particular emphasis on what students and teacher is doing at each moment. Address off task behavior and seek 100% compliance not being comfortable with partial compliance.

LEVEL OF PRACTICE FOCUS:	Approaching

FOCUS: Are the objectives and lesson activities based on appropriate Missouri grade-level standards?

Science Objective: Identify chemical changes by the type of reaction.

Teacher is using a Discover Ed video and article for the lesson.

Students are watching a video about making cookies and chemical reactions. The video explains that when you put the cookies in the oven and bake them the reaction is irreversible. Teacher stops the video to check for understanding on vocabulary-- What does irreversible mean? Student is called up and explains that you can't take it back or change it.

LEVEL OF PRACTICE FOCUS:	Approaching

RIGOR: Do the content demands of tasks, questions, texts and materials align with the expectations defined by Missouri grade-level standards?

Teacher continues to review and check for understanding on what they have seen so far in the video. She reviews what happens when ingredients are mixed and asks what kind of change it is ... students reply "physical" but when you bake it, it is a "chemical" change.

Each student has a science notebook with them either out on their desk or on the carpet and they are writing notes from the video. (types of reactions and what each looks like)

When students are struggling to come up with the answer she asks them to refer back to their notes and the anchor charts in the classroom.

LEVEL OF PRACTICE RIGOR:	Approaching

STUDENT UNDERSTANDING: Do all students demonstrate that they understand the standard/objective?

I am going to have you login and complete.....

Teacher reviews again, what are you going to do and has student repeat the directions to her step by step. Teacher calls the students by row back to their seats to begin working. Each students assignment will be completed in Discovery Ed.

Assignment: Students have a set of pictures and have to drag them into the correct box: Physical change or Chemical change. By utilizing Discovery Ed for their assignment it allows you a very quick way to check their work for student understanding. How will their scores impact your next steps? Ending Question: Why can't you reverse a chemical reaction:

ACTION STEP: To ensure differentiation for those struggling to keep up with the notes create a notes template with the main points arleady completed and then they fill in the blanks (examples, definitions or you could put definition and they put the correct vocabulary word-- this could look several different ways). This will continue to hold the accountable for taking notes and also ensure that they have the material in their notebooks for later use. It will also allow you time to focus on the accuracy of the notes and task taking place vs. whether or not they are even working.

SUGGESTION: Create an anchor chart for both physical and chemical changes with definition and examples.
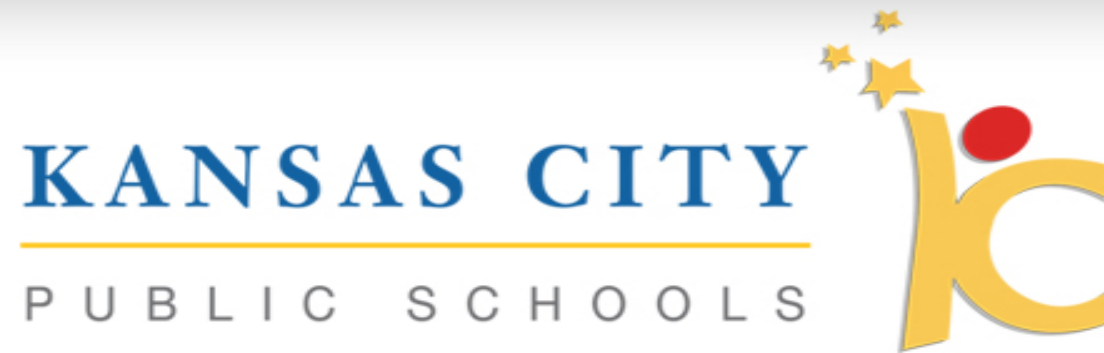
LEVEL OF PRACTICE STUDENT UNDERSTANDING:	Approaching

KANSAS CITY
PUBLIC SCHOOLS

Questions?

RSIT Breakout Discussion

Feedback/Requests

Monthly Meeting Date
Thursday, January 24, 2018

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Questions?