



# SUMMARY PRESENTATION: ENROLLMENT AND PERCEPTIONS RESEARCH STUDY

Kansas City Public Schools

*April 8, 2020*

# INTRODUCTION

During the 2019-2020 school year, Hanover Research (Hanover) completed a series of research projects to assist Kansas City Public Schools (KCPS) in developing a system-wide plan to ensure that all students have access to a range of high-quality educational opportunities and improve student recruitment and retention across the district. Hanover’s work provides insights to leaders at KCPS regarding:

- The factors that drive local families’ decisions around school enrollment;
- What changes are needed to retain and attract students;
- The competitive landscape, including what differentiates KCPS from other school options; and
- The perception of KCPS schools to inform branding, marketing, and communications efforts.

Hanover completed a series of three research studies to gather information from stakeholders on their opinions, experiences, and preferences related to family enrollment decisions and strategies for improving student recruitment and retention.

This document presents overall findings and recommendations based on a synthesis of study results.



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# METHODOLOGY

Hanover completed the following three research studies on behalf of KCPS to gain insight into perceptions of the district and families' enrollment decision making. The **Family Survey** and **Focus Groups** included parents from a range of KCPS signature and traditional schools, as well as non-KCPS parents. The Focus Groups also included KCPS staff and key community members. The **Staff Survey** included site-level staff from across KCPS schools.

## Key Stakeholders

## Participants

### Family Survey

October 2019 –  
February 2020

- KCPS Current Parents
- Local Parents of Non-KCPS Students
- Local Parents of Future School-Aged Children

2,331

Total Respondents



### Staff Survey

January –  
February  
2020

- KCPS Teachers
- KCPS Administrators
- Other KCPS site-level staff

506

Total Respondents

### Focus Groups

February  
2020

- KCPS Current Parents
- Local Parents of Non-KCPS Students
- KCPS Teachers/Librarians
- KCPS Partner Organization Representatives
- School-Choice Knowledgeable Organization Representatives

11

Focus Group  
Sessions

2

In-Depth  
Interviews

# ENROLLMENT DECISION PRIORITIES

- Families place the highest value and emphasis on the **quality of education** - especially the quality of academic programs and curricula and teachers - when selecting a school for their child.

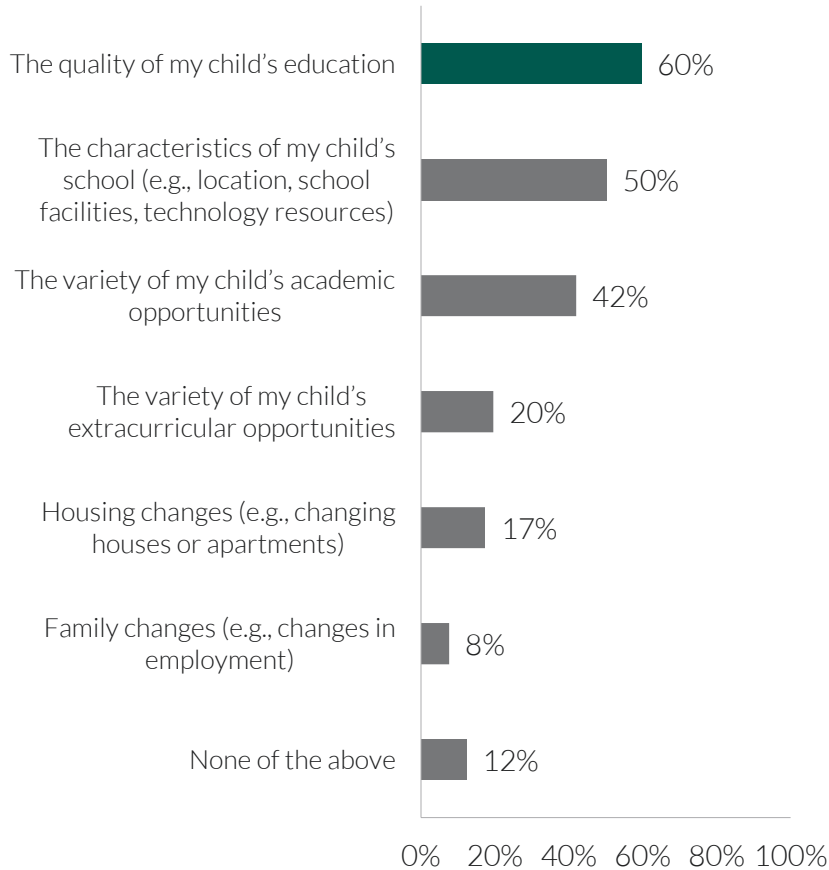


# RECOMMENDATIONS

- Emphasize maintaining and expanding high-quality academic programs and curricula in the district. The quality of academic programs and curricula is the most commonly cited academic-related factor that influences enrollment decisions among families (65%) and second most common according to staff (52%).
  - The enrollment decisions of parents of a child who transferred out of KCPS were *more affected by overall educational quality* than those of parents of a child who transferred into KCPS.
  - Staff – particularly neighborhood school staff – recommend prioritizing the improvement of *academic rigor* and the expansion of *programs for students who struggle academically* to attract and retain families.
  - Similarly, focus group participants recommend programs that increase the level of *personalization and rigor* – again, particularly at neighborhood schools – and resources to *identify students in need of additional support*.
- Continue to invest in the recruitment and retention of high-quality teachers and staff. Staff members perceive teacher quality as the most important academic-related factor affecting families' enrollment decisions (75%), as well as a top strength for KCPS. Families also commonly cite the quality of teachers (63%) as influential in making enrollment decisions.
  - Focus group participants recommend that KCPS focus their efforts on staff retention by *studying why teachers are leaving* and adjusting policies so that *first-year teachers* are not placed in high-needs schools and classrooms.

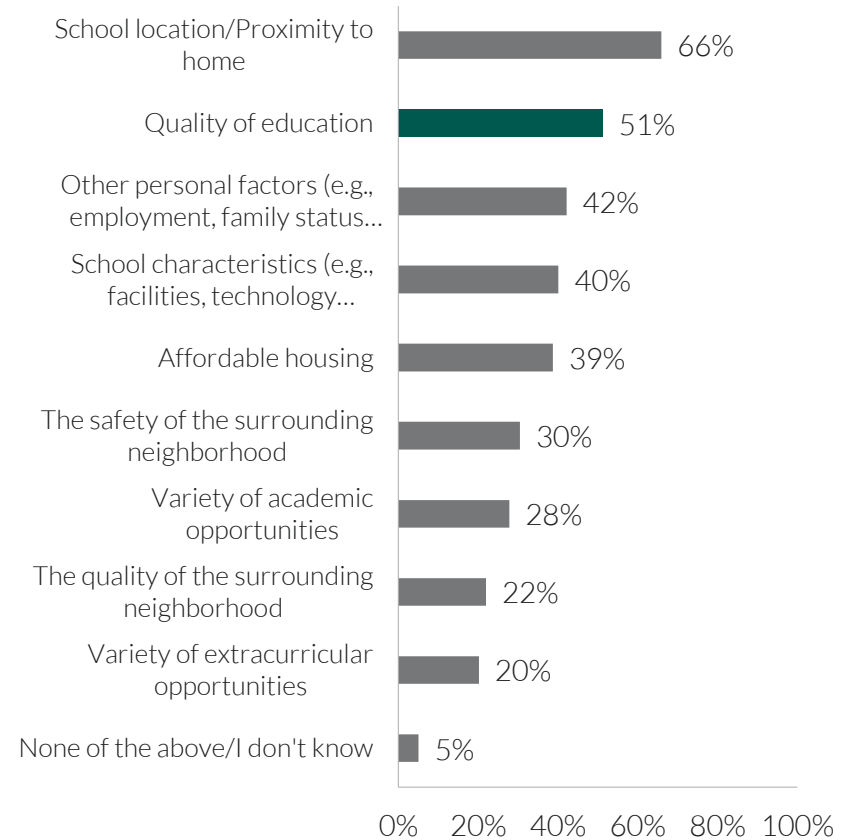
# FAMILY SURVEY RESULTS

Which of the following factors influenced your and your child's decision to enroll your child at their current/graduated school?  
Please select all that apply. (n=1,994)



# STAFF SURVEY RESULTS

In your experience with families and students at your school, which of the following factors most influence families' school enrollment decisions for their children? Please select all that apply. (n=496)





# TOP-LEVEL FACTORS INFLUENCING ENROLLMENT BY PARENT/STUDENT ENROLLMENT STATUS

Which of the following factors influenced your and your child’s decision to enroll your child at their current/graduated school? Please select all that apply.

	CURRENT KCPS PARENT (FORMER SCHOOL: KCPS SCHOOL) (N=666)	CURRENT KCPS PARENT (FORMER SCHOOL: NON-KCPS SCHOOL) (N=312)	FUTURE PARENT (N=182)	NON-CURRENT KCPS PARENT (FORMER SCHOOL: NON-KCPS SCHOOL) (N=635)	NON-CURRENT KCPS PARENT (FORMER SCHOOL: UNKNOWN) (N=107)	PAST KCPS PARENT (N=92)
The quality of my child’s education	51%	43%	84%	67%	62%	79%
The characteristics of my child’s school (e.g., location, school facilities, technology resources)	50%	41%	73%	52%	37%	47%
The variety of my child’s academic opportunities	35%	35%	71%	45%	35%	46%
The variety of my child’s extracurricular opportunities	17%	17%	45%	17%	21%	15%
Housing changes (e.g., changing houses or apartments)	14%	26%	26%	14%	21%	15%
Family changes (e.g., changes in employment)	5%	9%	13%	7%	9%	8%
None of the above	17%	14%	4%	11%	8%	0%

Note: For each respondent group, the three most selected factors are colored in green and the three least selected factors are colored in red.



# PRIORITIES - COURSE OFFERINGS

## *NON-SIGNATURE V. SIGNATURE SCHOOL STAFF*

If your school were to prioritize improving one of the areas listed below related to course offerings, which would you choose with the goal of better attracting and retaining families?

	Non-Signature School Staff (n=351)	Signature School Staff (n=110)
Academic rigor (i.e., course content that challenges students academically)	21%	12%
Elective course offerings in specific areas of interest to students	11%	12%
Access to advanced courses (e.g., AP, IB, honors, gifted)	9%	8%
Availability of career and technical education (CTE) courses in specific areas	9%	6%
Elective course offerings in areas related to students' future college/career plans	7%	9%
Variety of elective course offerings	7%	10%
Variety of core course offerings	4%	5%
Availability of dual credit courses	0%	5%
Financial support for college entrance testing and dual credit coursework	0%	1%
Other (please specify):	10%	10%
None/I don't know	23%	22%

Note: For each respondent group, the three most selected factors are colored in green.

# #1 SPECIAL ACADEMIC PROGRAMS TO EXPAND BY GRADE BAND (TEACHERS ONLY)

Do you feel that your school would benefit from adding or expanding on any special academic programs to attract and/or retain families? #1 Special Academic Program Expansion

	Grades PK-6 (n=253)	Grades 7-8 (n=26)	Grades 9-12 (n=67)
Specialty programs for students who struggle academically	28%	27%	18%
Performing arts	7%	8%	10%
English Language Learners	10%	4%	7%
Technology	5%	8%	9%
Career and Technical Education (CTE)	3%	12%	9%
Leadership	4%	0%	3%
College preparation	3%	4%	10%
Dual language	6%	0%	1%
Montessori	6%	0%	0%
Special education	2%	8%	4%
African-centered	3%	4%	1%
Foreign language (Spanish)	3%	0%	0%
Foreign language (Chinese)	1%	0%	1%
Visual arts	1%	4%	0%
Other	8%	8%	7%
None of the above/I don't know	10%	15%	16%

Note: For each respondent group, the three most selected factors are colored in green. Due to the display logic of the survey, this ranking combines multiple questions. Respondents who only selected one question in the initial "Please select all that apply." question were not shown the follow-up question asking them to select their first choice program expansion. This graph accounts for that by assigning a ranking of 1 for respondents who selected one item initially.





# IMPROVEMENT AREAS

- **Behavior and classroom management** is viewed as an area in need of improvement across the district and one that is linked to the perception of school safety.

“From middle school into high school, the internal violence level is pretty high, and surprisingly high, I think, of major fights, and fist fights, and aggression that scares teachers and kids.

– KCPS Partner (Focus Group)

# RECOMMENDATIONS

- Seek opportunities to provide additional behavioral support for students as part of a larger effort to improve school safety. While families are less likely to list behavioral supports (27%) and classroom management (42%) as influential factors in their enrollment decisions, nearly half (48%) do cite school safety as a consideration. Over half of staff members also note that school safety is influential in families’ school enrollment decisions (64%).
  - Staff report *classroom management and effective behavioral supports* as weaknesses of KCPS in comparison to local charter options.
  - Neighborhood school staff are more than twice as likely than signature school staff to believe that their school would most benefit from prioritizing *behavioral programming and supports* in order to attract and retain families. This is the most commonly selected priority area for staff overall.
  - Parents of a child who transferred out of KCPS placed more *emphasis on school safety* when making their child’s most recent enrollment decision than current KCPS parents.
  - Focus group participants suggest improvements to *classroom management and discipline practices* to improve perceptions of school safety and violence.
  - Focus group participants also suggest the establishment of multi-faceted strategies to reduce negative student behavior, such as increasing *trauma-informed practices*, implementing a *district-wide social-emotional learning* curriculum, and hiring additional *school-based social workers*.

# #1 PRIORITY AREAS

## *NON-SIGNATURE V. SIGNATURE SCHOOL STAFF*

Do you feel that your school would benefit from prioritizing any of the following areas to attract and/or retain families? #1 Priority Area

	Non-Signature School Staff (n=342)	Signature School Staff (n=108)
Behavioral programming and supports	33%	14%
Parent/Community engagement	14%	10%
Extracurricular programs and/or clubs	11%	9%
School facilities (e.g., instructional facilities, athletics facilities)	5%	15%
School safety	8%	4%
Athletics programming	4%	7%
Diversity of students and staff	3%	10%
Technology and devices	3%	5%
School-provided transportation	3%	3%
After-school care or programs	2%	3%
Before-school care or programs	1%	1%
Other	3%	9%
None of the above/I don't know	11%	10%

Note: For each respondent group, the three most selected factors are colored in green. Due to the display logic of the survey, this ranking combines multiple questions. Respondents who only selected one question in the initial "Please select all that apply." question were not shown the follow-up question asking them to select their top priority. This graph accounts for that by assigning a ranking of 1 for respondents who selected one item initially.



# SCHOOL CHARACTERISTICS BY PARENT/STUDENT ENROLLMENT STATUS

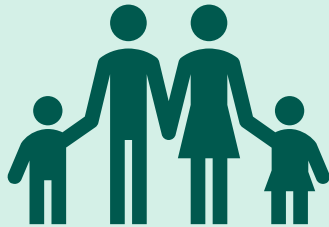
Which of the following school characteristics affected your and your child's decision to enroll your child at their current/graduated school? Please select all that apply.

	Current KCPS Parent (Former School: KCPS School) (n=354)	Current KCPS Parent (Former School: Non-KCPS School) (n=142)	Future Parent (n=135)	Non-Current KCPS Parent (Former School: Non-KCPS School) (n=344)	Non-Current KCPS Parent (Former School: Unknown) (n=45)	Past KCPS Parent (n=47)
School location/Proximity to home	61%	56%	63%	59%	36%	49%
Diversity of students and staff	55%	53%	70%	60%	49%	51%
Sense of community within schools	47%	45%	76%	60%	36%	45%
School safety	38%	39%	81%	49%	47%	53%
Level of parent involvement/outreach	40%	40%	71%	52%	40%	38%
Level of community involvement/outreach	27%	33%	53%	41%	31%	30%
School facilities (e.g., instructional facilities, athletics facilities)	20%	24%	63%	37%	31%	38%
Extracurricular programs and/or clubs	28%	35%	52%	28%	29%	26%
After-school care or programs	37%	32%	49%	24%	13%	15%
Technology use in the classroom	20%	25%	44%	25%	36%	28%
Before-school care or programs	30%	26%	41%	17%	11%	17%
School-provided transportation	20%	29%	30%	22%	40%	23%
Athletics programs	10%	23%	32%	14%	16%	9%
School-provided personal devices (e.g., laptop, tablet)	14%	20%	20%	11%	31%	6%
Other (please specify):	11%	11%	4%	7%	20%	9%
None of the above	4%	4%	0%	1%	4%	6%

Note: For each respondent group, the three most selected factors are colored in green and the three least selected factors are colored in red.

# IMPROVEMENT AREAS

- **Parent engagement** and **class size** are both viewed as weaknesses of KCPS and important factors in school choice for some families.

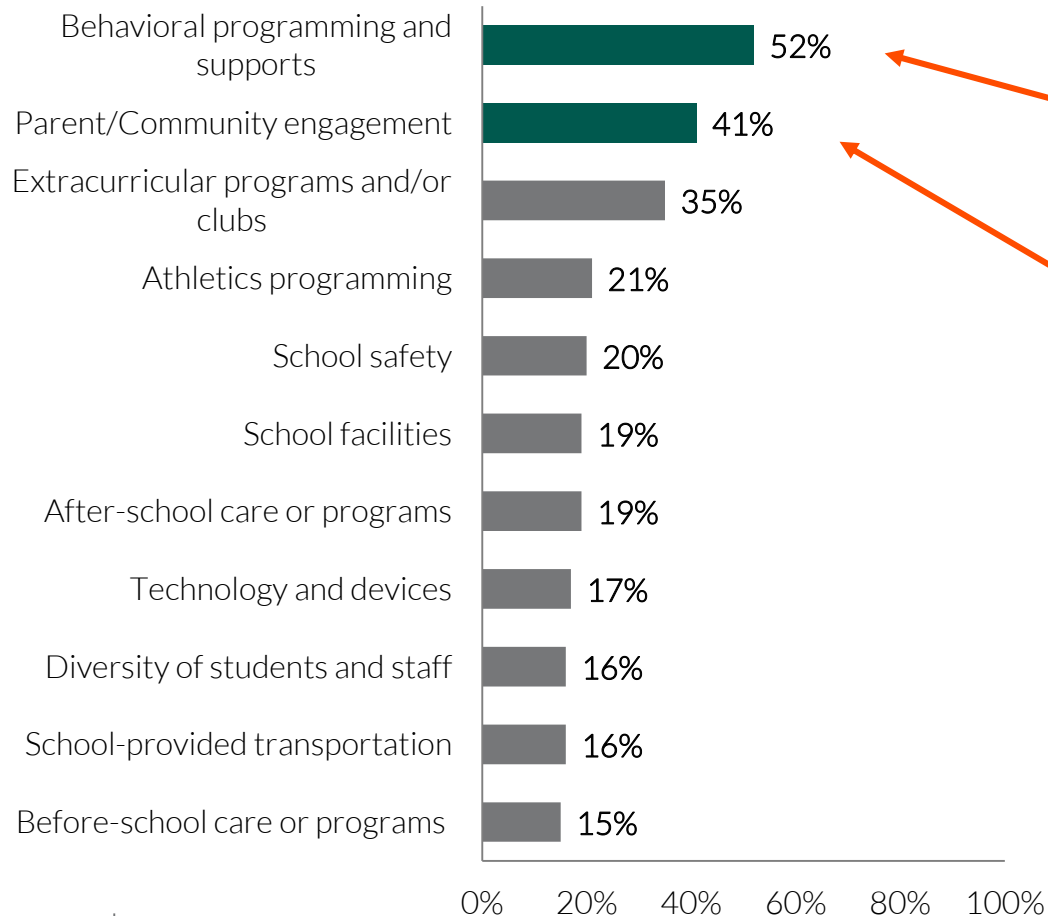


# RECOMMENDATIONS

- Encourage schools to increase opportunities for parent and community engagement, especially at secondary schools. Nearly half of families identify the level of parent involvement and outreach as a factor in their decision to enroll in their current school (48%). Focus group participants also perceive private and charter schools as having higher levels of parent involvement, better communication, and more personal relationships with families. Parent involvement is viewed as higher at KCPS elementary schools compared to secondary schools.
  - Focus group participants recommend that KCPS focus on strategies for *engaging parents who work during the day*, establish *parent-teacher organizations* at all schools, and *showcase parent involvement* when parents tour schools.
- Consider the feasibility of lowering class size at KCPS schools, especially those that struggle with recruitment and retention of students. Smaller than average class size may be a marketable factor for prospective parents. About a third of families list small class size as a factor in their decision to enroll in their current school (33%). Focus group participants also perceive private and charter schools as having smaller class sizes and recommend reducing class size to improve overall student enrollment and retention.
  - Non-KCPS parents – particularly parents of a future school-aged child and parents of a child who left KCPS – place *more emphasis on class sizes* when making enrollment decisions than current KCPS parents.

# STAFF SURVEY RESULTS

Do you feel that your school would benefit from prioritizing any of the following areas to attract and/or retain families? Please select all that apply from the list below. (n=451)



Top Three Weaknesses of KCPS v. local charter schools.

36% <sup>#3</sup>

Effective Behavioral Supports

42% <sup>#2</sup>

Level of Parent Involvement/  
Outreach

43% <sup>#1</sup>

Class Size

# ACADEMIC FACTORS BY PARENT/STUDENT ENROLLMENT STATUS

Which of the following academic-focused areas affected your and your child's decision to enroll your child at the school that they currently attend/graduated from? Please select all that apply.

	Current KCPS Parent (Former School: KCPS School) (n=374)	Current KCPS Parent (Former School: Non-KCPS School) (n=153)	Future Parent (n=158)	Non-Current KCPS Parent (Former School: Non-KCPS School) (n=447)	Non-Current KCPS Parent (Former School: Unknown) (n=71)	Past KCPS Parent (n=77)
Quality of academic programs and curricula	56%	69%	79%	68%	63%	57%
Quality of teachers	53%	46%	91%	68%	62%	53%
Quality of leadership (e.g., principals, vice principals)	39%	40%	69%	48%	45%	49%
Effective classroom management	31%	30%	68%	45%	41%	55%
Quality of college preparation	28%	52%	56%	40%	37%	48%
Quality and availability of STEM (Science, Technology, Engineering, and Mathematics) programs	25%	25%	65%	39%	35%	31%
Small class sizes	20%	18%	51%	43%	30%	38%
Quality of student support services	27%	24%	50%	26%	27%	43%
Quality and availability of arts programs	25%	21%	54%	25%	21%	31%
Variety of course offerings	20%	32%	49%	25%	25%	19%
Effective behavioral supports	21%	16%	46%	26%	23%	38%
Quality of career preparation	18%	21%	36%	18%	25%	29%
Quality of programs for students with special needs (e.g., IEP, 504)	13%	11%	16%	11%	14%	18%
Quality of programs for English language learners (ELLs)	5%	5%	11%	5%	6%	6%
Other (please specify):	11%	12%	6%	14%	14%	16%
None of the above	6%	3%	1%	2%	3%	3%

Note: For each respondent group, the three most selected factors are colored in green and the three least selected factors are colored in red.

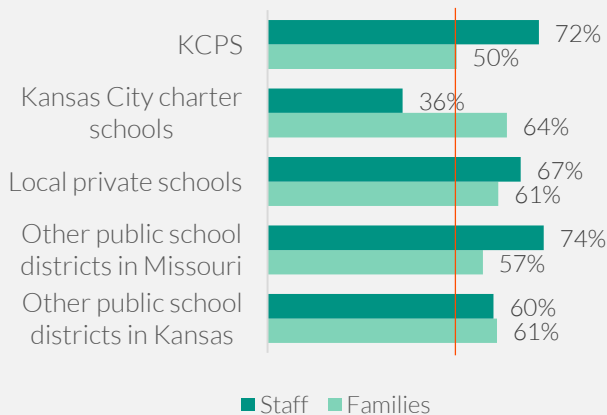


# PERCEPTION OF KCPS SCHOOLS

- Perceptions of KCPS are mostly positive overall, though families generally have a **more positive opinion of other school options**. Moreover, non-current KCPS parents have significantly less positive perceptions of the district.

## Overall Perception

% Somewhat Positive + % Very Positive



# RECOMMENDATIONS

- Focus resources to support marketing and recruitment efforts at traditional neighborhood schools. Focus group participants report a perception that signature schools at KCPS are viewed as having a stronger and improving reputation in comparison to traditional schools. Some stakeholders perceive signature schools as receiving more resources and support and as having more rigorous academic standards. Further, some parents of signature school students report that they would have chosen a charter school over their neighborhood school if their child had not enrolled in a signature school.
- Develop marketing and recruitment strategies that highlight the value of KCPS to future parents and those considering charter school options in particular. Future parents and parents of young children have the least positive perceptions of KCPS overall. In comparison, nearly twice as many parents of future school-aged children have positive perceptions of Kansas City charter schools, suggesting that charter schools will continue to be a major competitor to KCPS for future students in the city.
  - Focus group participants highlight KCPS' greater *diversity, variety of extracurricular options, before- and after-school care, and services for students with special needs* as benefits over other school options, including charter and private schools.
  - Minority parents* are more likely to have *positive perceptions of KCPS* than white, non-Hispanic parents.

# OVERALL PERCEPTIONS BY FAMILY/STUDENT ENROLLMENT STATUS

What are your overall perceptions of the following districts or schools?

	Community Member (n=198-231)	Current KCPS Parent (Former School: KCPS School) (n=397-629)	Current KCPS Parent (Former School: Non-KCPS School) (n=185-284)	Future Parent (n=149-173)	Non-Current KCPS Parent (Former School: Non-KCPS School) (n=481-611)	Non-Current KCPS Parent (Former School: Unknown) (n=66-95)	Past KCPS Parent (n=64-90)
KCPS	42%	72%	62%	34%	34%	44%	40%
Kansas City Charter Schools	48%	60%	66%	62%	71%	59%	79%
Local Private Schools	60%	59%	59%	64%	66%	61%	58%
Other public school districts in Missouri	61%	64%	54%	53%	54%	52%	46%
Other public school districts in Kansas	58%	63%	51%	67%	64%	52%	60%

Note: For each respondent group, the two most favorably ranked districts/schools are colored in green and the two least favorably ranked are colored in red.



# FOCUS GROUP FINDINGS

## KCPS Perceived Challenges & Negative Aspects



Teacher turnover

Negative student behavior and lack of classroom management

Attendance Challenges

Accreditation challenges

Lack of academic support and rigor

Segregation and redlining effects

Inconsistencies and variation within and across schools

Constant Change

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## KCPS Perceived Benefits & Positive Aspects



Variety of extracurricular options

Supportive teachers

Efforts to improve

Diversity

Before- and after-school care

Supports and services for students with special needs

# PERCEPTION OF KCPS SCHOOLS

- Stakeholders recognize that the district is working to **overcome challenges and negative coverage in the local press.**

“In the news it comes out when they do something wrong, but when they do something right you never know”

– KCPS Parent (Focus Group)

“I think the media loves sensationalizing failure. So I think a lot of the bright, shining stars are not reported as well as they could be.”

– School Choice Knowledgeable (Focus Group)

# RECOMMENDATIONS

- Develop a marketing and public relations campaign that showcases positive initiatives and aspects throughout KCPS signature and neighborhood schools to balance negative media and improve public perceptions. Stakeholders are aware of the district’s challenges with accreditation, staff retention, student behavior and violence, academic rigor, segregation, attendance, and variation between schools. Further, they emphasize that KCPS is represented negatively by the media, which biases public opinion and perception of its schools.
  - Parents of a child currently enrolled in KCPS have more positive perceptions of KCPS than other parents and community members, suggesting that these stakeholders may be *more aware of the system’s successes and benefits*. Parents of a child who left KCPS, however, have the most positive perceptions of local charter schools.
  - Focus group participants recommend *recruiting student and alumni volunteers to act as advocates* for their schools to the public.

# FOCUS GROUP FINDINGS

The following themes arose across focus groups and represent both barriers that inhibit parents from enrolling or keeping their child in KCPS, as well as areas that KCPS can address to improve student recruitment and retention in district schools:



**School Climate, Safety, and Violence**



**Communication and Relationship-Building**



**Meeting Students' Academic Needs**



**Parent Engagement and Involvement in School**



**Staff Retention**

# RECRUITMENT OF FAMILIES

- The **enrollment process** is viewed as a potential barrier to overcoming negative perceptions of KCPS schools and improving recruitment and retention.

“I just still had a good feeling that I hadn't always had when I walked in to other schools. And so that helped me decide to send my kids there.”

– Non-KCPS Parent (Focus Group)

“Enrollment...was a nightmare. ... The system wasn't working right”

– KCPS Parent (Focus Group)

# RECOMMENDATIONS

- Improve the enrollment and application experience for parents of prospective students, with a particular focus on transitions between schools. Focus group participants report that parents find the enrollment process challenging and often lack sufficient information on the steps required. Recommended improvements related to the enrollment process include:
  - Providing more information about school choice options and deadlines to all parents early in the school year;
  - Conducting quality and accuracy tests on enrollment materials in other languages; and
  - Improving KCPS' online enrollment system.
- Ensure that schools offer welcoming and informative tours for prospective families. While parents primarily rely on word of mouth and recommendations from friends, neighbors, and social media, they also place significant importance on their school visit experience in their enrollment decisions. Focus group participants, especially those who send their children to non-KCPS schools, report that school visits are very impactful and that they often choose a school based on its “feel” during the tour.



# FOCUS GROUP FINDINGS

Families find school information to inform enrollment decisions from:



**Word of mouth and conversations with family, friends, neighbors, and social media**



**School visits, shadows, and classroom visits**



**Organized tours that bring parents to visit multiple schools**



**Online: school websites, comparison websites, and reviews**

Parents describe having trouble finding information about enrollment in KCPS schools and describe a lack of communication from the district and individual schools regarding enrollment, especially around the middle and high school transition and related deadlines.



**Availability of school choice information for the middle and high school transition differs by school**



**Trouble enrolling in KCPS schools**



**Enrollment information difficult to obtain for parents who work or do not feel comfortable in schools**



# OVERVIEW OF PARTICIPANTS

# FAMILY ENROLLMENT DECISIONS SURVEY

## OVERVIEW OF RESPONDENTS

### All Respondents

Enrollment Status	#	%
Community Member	264	11%
Current KCPS Parent (Former School: KCPS School)	695	30%
Current KCPS Parent (Former School: Non-KCPS School)	320	14%
Future Parent	193	8%
Non-Current KCPS Parent (Former School: Non-KCPS School)	654	28%
Non-Current KCPS Parent (Former School: Unknown)	110	5%
Past KCPS Parent	95	4%
<b>Total</b>	<b>2,331</b>	<b>100%</b>

KCPS Status	#	%
Current KCPS Parents	1,015	44%
Non-Current KCPS Parents	1,316	61%
<b>Total</b>	<b>2,331</b>	<b>100%</b>

### Parent Respondents

Student Grade Band	#	%
Early Childhood Education (or Younger)	136	7%
PreK-6	1,236	61%
Grades 7-8	226	11%
Grades 9-12	387	19%
Graduated	25	1%
<b>Total</b>	<b>2,010</b>	<b>100%</b>

Student Grade Band	#	%
Public School (Non-Charter)	1,301	69%
Charter School	389	21%
Private School	119	6%
Other	41	2%
Homeschool	24	1%
<b>Total</b>	<b>1874</b>	<b>100%</b>

Note: Enrollment Status groups are defined on the following slide. The “Early Childhood Education (or Younger)” student grade band encompasses respondents who indicated that their child “is not yet enrolled in/too young for Pre-Kindergarten.”



# FAMILY ENROLLMENT DECISIONS SURVEY

## ENROLLMENT STATUS DEFINITIONS

Enrollment Status	Description
Community Member	Respondents who do not currently have and do not expect to have any children living with them in the next two years or respondents (in the first survey iteration) who have no children living with them and were not asked whether they expect to have any children living with them in the next two years.
Current KCPS Parent (Former School: KCPS School)	Respondents who have a child who currently attends (or graduated from) a KCPS school and who (a) attended another KCPS school prior to their current school (or the school from which they graduated) or (b) only ever attended the school at which they are currently enrolled (or from which they graduated).
Current KCPS Parent (Former School: Non-KCPS School)	Respondents who have a child who currently attends (or graduated from) a KCPS school and who previously attended a school outside of KCPS (e.g., a charter school, private school, school in another public school district).
Future Parent	Respondents (a) whose child is not yet enrolled in or too young for Pre-Kindergarten or (b) who do not currently have children but do expect to have children living with them in the next two years and indicate that they are at least somewhat likely to raise a child in Kansas City, MO.
Non-Current KCPS Parent (Former School: Non-KCPS School)	Respondents who have a child that currently attends (or graduated from) a non-KCPS school and who attended a non-KCPS school prior to enrolling at their current school (or the school from which they graduated).
Non-Current KCPS Parent (Former School: Unknown)	Respondents (in the first survey iteration) who have a child that currently attends (or graduated from) a non-KCPS school and who may or may not have attended a KCPS school prior to their current school (or the school from which they graduated).
Past KCPS Parent	Respondents who have a child that current attends (or graduated from) a non-KCPS school but attended a KCPS school prior to their current school (or the school from which they graduated).

# FAMILY ENROLLMENT DECISIONS SURVEY

## RESPONDENT DEMOGRAPHICS BY ENROLLMENT STATUS

Enrollment Status	% Living Within KCPS Boundaries	% Hispanic/Latino Child	% Non-White Child	% Household Income Below \$50K	% Household Income \$150K+
Community Member	59%	N/A	N/A	26%	13%
Current KCPS Parent (Former School: KCPS School)	97%	19%	63%	49%	7%
Current KCPS Parent (Former School: Non-KCPS School)	96%	17%	61%	51%	6%
Future Parent	79%	11%	39%	29%	22%
Non-Current KCPS Parent (Former School: Non-KCPS School)	79%	12%	43%	26%	17%
Non-Current KCPS Parent (Former School: Unknown)	78%	17%	64%	48%	4%
Past KCPS Parent	81%	20%	45%	38%	13%

# STAFF PERCEPTIONS SURVEY

## OVERVIEW OF RESPONDENTS

### All Respondents

Role	#	%
Teacher	391	77%
School Administrator	20	4%
Support Staff	57	11%
Other KCPS Staff Member	38	8%
<b>Total</b>	<b>506</b>	<b>100%</b>

Years Worked in KCPS	#	%
Less than 1 year	78	15%
1 to 3 years	136	27%
4 to 6 years	90	18%
7 to 10 years	40	8%
11 to 15 years	28	6%
16 to 20 years	55	11%
More than 20 years	79	16%
<b>Total</b>	<b>506</b>	<b>100%</b>

### Teacher Respondents

Grade Band	#	%
PreK-6	273	72%
Grades 7-8	28	7%
Grades 9-12	79	21%
<b>Total*</b>	<b>380</b>	<b>100%</b>

Role	#	%
Elementary school general education	143	37%
English language arts	86	22%
Math	70	18%
Science	62	16%
Social studies	53	14%
Special Education	39	10%
Other specific student populations (e.g., ELs, Gifted)	23	6%
Music	11	3%
Art	10	3%
World languages	9	2%
Health/P.E.	8	2%
Other	51	13%
<b>Total*</b>	<b>391</b>	<b>-</b>

\*Respondents spanning multiple grade bands are excluded in the top-right segmentation due to low sample size. Teachers could select multiple subject areas; the total in the bottom-right figure reflects the number of teachers who responded to this question.





# PARTICIPANTS

Group Composition	Number of Participants
Primary Parents (Grades Pre-K-2)	9
Teacher	1
KCPS Signature Parent	1
Non-KCPS Parents	8
KCPS Neighborhood Parents	7
KCPS Signature Parents	2
KCPS Partners Organization Leaders (Experience in Schools)	9
Non-KCPS Parents	9
Spanish-Speaking Parents	6
Charter School Parents	5
School-Choice Knowledgeable Organization Leaders	9
Teachers	2
KCPS Signature Parents	6

## KCPS Partner Organizations:

- LINC
- Score 1 for Health
- JVS (Refugee Resettlement Agency)
- Stand Up KC, the Children's Place, Operation Breakthrough, TIES, and Lead to Read KC
- Lead to Read KC
- Center for Conflict Resolution
- Communities In Schools
- Church of the Resurrection
- Samuel U. Rodgers Health Center

## School Choice Knowledgeable Organizations:

- Front Porch Alliance
- Show Me KC Schools
- UMKC's Institute for Human Development
- United Intercity Services
- Commerce Bank Charitable Trust and Foundations
- Kaufmann Foundation
- Hall Family Foundation
- Prep KC
- H&R Block Foundation



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