



BLUEPRINT 2030 ADVISORY TEAM

Meeting #2

5/14/20

PURPOSE

- Review/discuss findings of internal & 3rd party assessment reports
- Connect data/findings from reports to recurring themes and topics
- Begin to identify areas to address during goal-setting for 2030

AGENDA

- 4:00 - 4:05pm Welcome/Review Purpose & Agenda
- 4:05 - 4:10pm BP2030 Advisory Team Debrief/Key Takeaways
- 4:10 - 4:30pm Internal Assessment Reports Review
 - SY19 System Analysis Updated Findings
 - Transfer Analysis
 - Middle School Perceptions Survey
- 4:30 -5:15pm Hanover Research & Mass Insight Key Findings/Recommendations Review
- 5:15- 5:20pm Next Steps
- 5:20- 6:00pm Break-out Group Discussions

BP2030 ADVISORY TEAM DEBRIEF

What stands out about the data?

Inefficiencies with the number of facilities but declining enrollment

- Struck by the fact that charters have a larger share of younger children
 - Do new families moving into the area for the first time go to charters first?
- KCPS has a lot of facility needs and needs to get a bond passed
 - Don't see the same investment in buildings as you do in North Kansas City and other suburban districts
 - People remember the deseg money, KCPS comes up against historic memory
 - Some of the charters have modern facilities that can help attract students

Good to see that KCPS is making gains against the state – those gains are not happening fast enough

- Perception/reputation of KCPS isn't where it needs to be
- Why don't people pick KCPS?
 - Why don't employees pick KCPS for their own children

BP2030 ADVISORY TEAM DEBRIEF

What are the critical issues that need be addressed during BP 2030?

- The number of buildings are important, but so are the number of choices
- When you have so many choices within district, and even without, and in the charter schools = when someone gets mad, we throw in the towel and we move – we go back and forth – no one is **developing those relationships and resiliency to be able to stick with something**
 - The student enrollment decline in a 10-year span; impact of charter school introduction and the Independence annexation in KCPS enrollment is striking
 - The loss of kids from kindergarten to grade 12 also results in social implications for kids as well as academic ones
 - The kids left behind lose friends
 - **When students stay with KCPS the graduation rates are higher**
- **The issue that stands out the most = dollars and cents**
- **Amount of money that spent on buildings with low enrollment**
- Border Star – 300 students with a VP
- Importance of each building having a principal who is an instructional leader = need VP and/or instruction coaches for support
- We need to look at where our project say our population is going to increase – make sure we are investing appropriately – high-performing schools with great employees

BP2030 ADVISORY TEAM DEBRIEF

What are the critical issues that need be addressed during BP 2030?

- We need to **reframe the narrative** and improve marketing. Charters are better at marketing and enrollment
 - Charters go to people's homes. They take photos of the documents you need to enroll to make it easy
 - Charters are **more aggressive on marketing and enrollment**. KCPS just does billboards, fliers, ads and then waits for people to come to them
 - KCPS needs to do more to **personally convey that they want to educate the kids**. Charters do this
 - Families want to know about the opportunities students will have if they go to a particular school. We need to show all the college scholarship opportunities that our students receive. Charters market the scholarships their students receive
 - Charters **sell the dream** to the parent

BP2030 ADVISORY TEAM DEBRIEF

How can your organization help?

- Change the KCPS narrative - help people understand the momentum behind KCPS behind and the progress being made
 - Lots of great things happening within KCPS are unknown to non-KCPS families, we need to bring humanizing stories to tell our story to the greater community
 - Tell the success stories of individual schools
 - We need to use Dr. Bedell in the public to be a cheerleader for BP 2030
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- We consider ourselves a full partner with the district. So any way that we can be part of the message of this blueprint work, but continuing work that Dr. Bedell has led – making sure the community knows about all the things that are going on and the good work that is happening
-
- How do we mobilize the troops? How do you get the word out?
 - You're dealing with 20 to 30 years of bad publicity
 - We're a success story – there's good things happening
 - How do we get past the negative perspective so that people will consider our schools
 - Part of the message at Hale Cook – it's got to go beyond one school
 - How do you mobilize the parents and their resources at each school?

INTERNAL ASSESSMENT REPORTS

HUMAN CAPITAL ASSESSMENT
Staff Recruitment (3 year trend)
Staff Retention (3 year trend)
Staff Attendance/Absence

FACILITY ASSESSMENT
Facility Assessments (Recent improv/priority of work)
Facility Assessments (Critical systems)
5 Year Enrollment Projections Update / 10 Year Forecast
Utilization Study 2020
10 Year Facilities Plan

INEFFICIENCY ASSESSMENT
Central Office Staffing Survey: Group A
Central Office Staffing Survey: Group B
Current Cost Assessment - Cost/sq ft and /pupil
Current Cost Assessment - Cost/pupil compared to achievement
General Inefficiencies - 2016-17 and 2017-18 ASBR
General Inefficiencies - KCPS spending
Comparison District Program Info

ENROLLMENT (RECRUITMENT & RETENTION)
Transfer Analysis (Students)
Student Enrollment Projections/Scenarios
Part I (Customer) Market Research: Hanover Survey
Part II (Customer) Market Research: TBD
Part I (Competition) Market Research: TBD
Part II (Competition) Market Research: System Analysis 3.0

EDUCATIONAL ASSESSMENT
Signature School Assessment
Secondary Schools Assessment
Achievement Assessment
Grade Configuration Analysis
Feeder System Analysis

Today's highlights:

- SY19 System Analysis Update
- Transfer Analysis
- Middle School Perception Survey

Next board meeting highlights:

- Enrollment Projections
- Utilization Study
- Facilities Assessment
- Inefficiencies Assessment
- Human Capital Assessment

INTERNAL ASSESSMENT REPORTS

<http://www.kcpsbp2030.com/>

BLUEPRINT 2030
Assessment Report – Transfer Analysis
April 14, 2020

EXECUTIVE SUMMARY

PURPOSE:

Educational research indicates that high mobility, achievement and higher dropout rates. The student stability and instability across the KCPS improve student achievement.

APPROACH:

Two groups of student enrollments were compared: 1) students in grade levels were the expected following school year and 2) Exit year enrollment they must enroll in another school the next year.

This report utilizes KCPS Core Data Enrollment transfer year enrollment records to next year; the student from the transfer year to the next attendance hours in the transfer year was tracked. The data was then joined with building descriptions to provide analysis on these variables.

To analyze how student achievement is impacted by consecutive years compared to mobile students who took MAP Assessments into two group Assessment at the same elementary school, without 3 contiguous years of MAP Assessment.

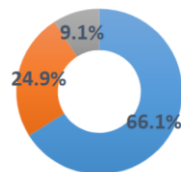
KEY FINDINGS:

- KCPS has a high percentage of students who leave KCPS, especially elementary school/end of middle school
 - 1 of every 4 Non-Exit year students transfer out of KCPS
 - 1 of every 3 Exit year students transfer out of KCPS
- KCPS has the highest level of transfers at the elementary school year.
 - Only 64% of Non-Exit elementary students remain in the same school year. Nationally, 77% of early elementary students remain in the same school the following year (Burkam, Lee and Dwyer).
 - Students at the 4th and 5th grade level have the highest transfer percentages.
 - Over 37% of Exit year elementary students transfer out of KCPS.
- While signature school students remain at the same school, neighborhood school students in Non-Exit year have a higher rate in Exit years.
 - Over 83% of Non-Exit year signature school students remain at the same school compared to 61% of Non-Exit year neighborhood school students.
 - 37% of both Signature and Neighborhood school students transfer out of KCPS.
- Transfer rates vary significantly by feeder pattern.
 - Non-Exit grade and Exit grade elementary students in Middle/Northeast High/East High feed higher rates than elementary students in other feeder schools.
 - Exit grade elementary students with signature schools have a higher rate (10% higher) than other elementary schools.
- Schools with higher APR points are more effective at retaining students.
- Asian and Hispanic elementary students have higher transfer rates.

DISTRICT

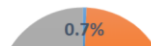
Non-Exit Students SY 2017-2019

■ Remain_Same_School ■ Transfer_Out_District ■ Transfer_out_school_stay_in_dist



Exit Students SY 2017-2019

■ Remain_Same_School ■ Transfer_Out_District ■ Transfer_out_school_stay_in_dist



25% of Non-Exit Year students transfer out of the district and 34% of Exit students transfer out of district

NEXT STEPS:

This analysis focused on student stability and transfer out data. Further analysis of transfer-in data could possibly provide further insight on the student mobility issues that KCPS faces. Also, further analysis of how student achievement is impacted when students remain in the same school for consecutive years compared to mobile students (additional grade levels, comparing individual schools and student characteristics) could provide an assessment of KCPS instructional programs.

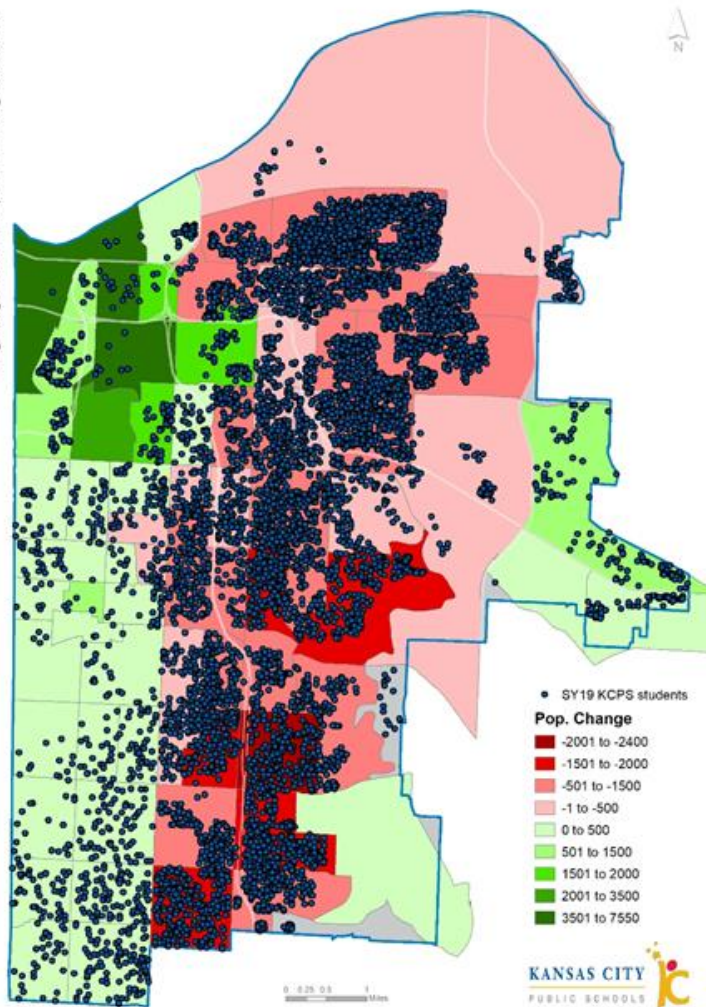
SUPPORTING DOCUMENTS:

- Transfer Analysis Key Findings Slide Deck (Attached)
- For complete analysis, see Blueprint2030_Full_Transfer_Analysis_Final.PDF

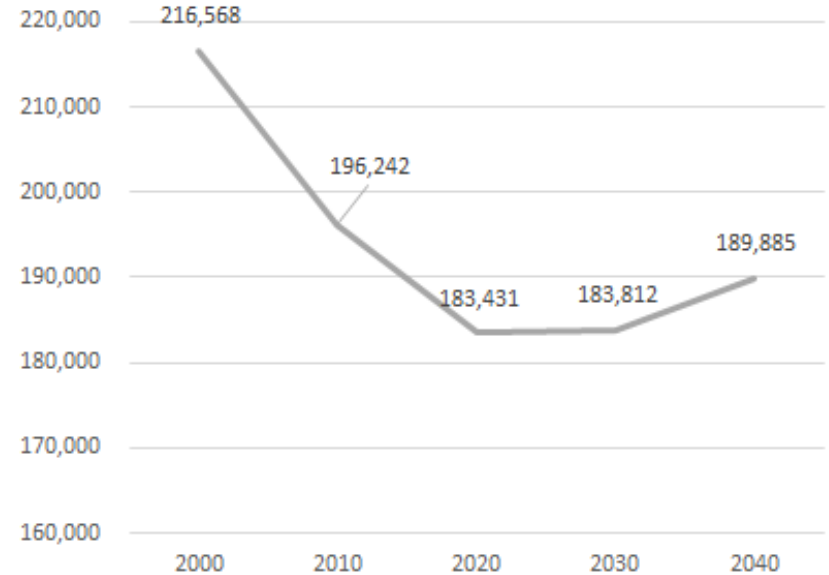
SY19 SYSTEM ANALYSIS REPORT KEY FINDINGS

- Long-range 2040 population forecasts by MARC show further population loss in the census tracts where the majority of current KCPS students live (which could result in further enrollment decline)
- Charter K-8 enrollment is now higher than KCPS
- KCPS/charter system has retention challenges (system serves 51% fewer students at 12th grade than at Kindergarten)
- Only 50% of KCPS/charter students (34% of high school students) attend a fully accredited school. Note: this is down from 55% in SY17 ~ System Analysis 1.0
- While the % of signature school students at Proficient/Advanced (P&A) level (45%) in ELA is approaching the statewide level (49%), KCPS's overall P&A% (24%), lags behind charter schools (35%)
- In Math, signature (34%) and charter (33%) schools have similar % of students at P&A level, yet they lag behind statewide P&A (42%) and are higher than neighborhood schools (16%)
- Neighborhood schools have almost 2x the % of students at the Below Basic level in ELA (43%) & Math (59%) than signature schools (ELA 18%; Math 31%) and charter schools (ELA 22%; Math 33%)
- Since SY16, KCPS has reduced the gap in ELA and Math State MPI scores (7% in ELA and 3% in Math)
- Systemwide grad rates have increased 2% to 75% since SY17 due to significant increases at several charter schools (Note: KCPS is still identifying graduates in the SY19 cohort of students. Updates will be provided to DESE in June, so rates may increase further)
- Three high schools have composite ACT scores that exceed the State (20.6). The remaining 11 high schools ACT scores lag behind (14.1 – 17.0)
- Mobility rates at neighborhood schools are more than double the mobility rates at signature & charter schools

FUTURE DEMOGRAPHIC TRENDS



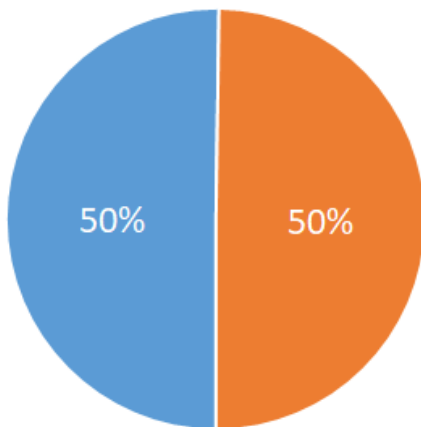
2040 Population Projection for KCPS
Boundaries



CHARTERS NOW SERVE MORE K-8 STUDENTS THAN KCPS

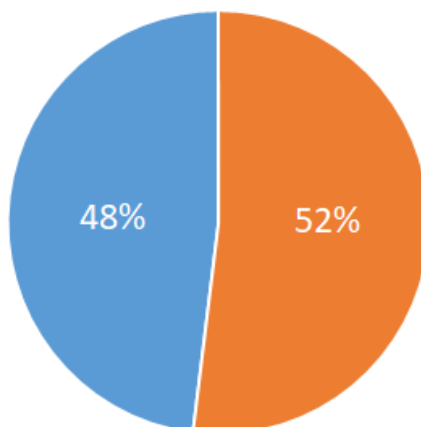
SY2019 Enrollment by Grade Levels

Elementary (K-5)



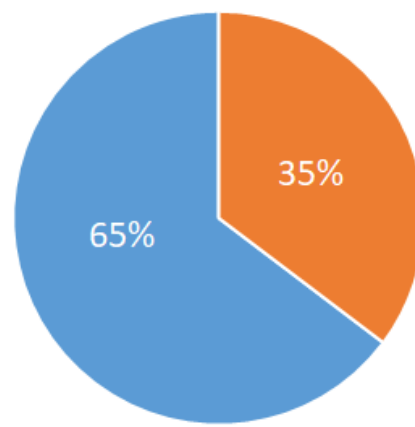
■ KCPS ■ Charter

Middle (6-8)



■ KCPS ■ Charter

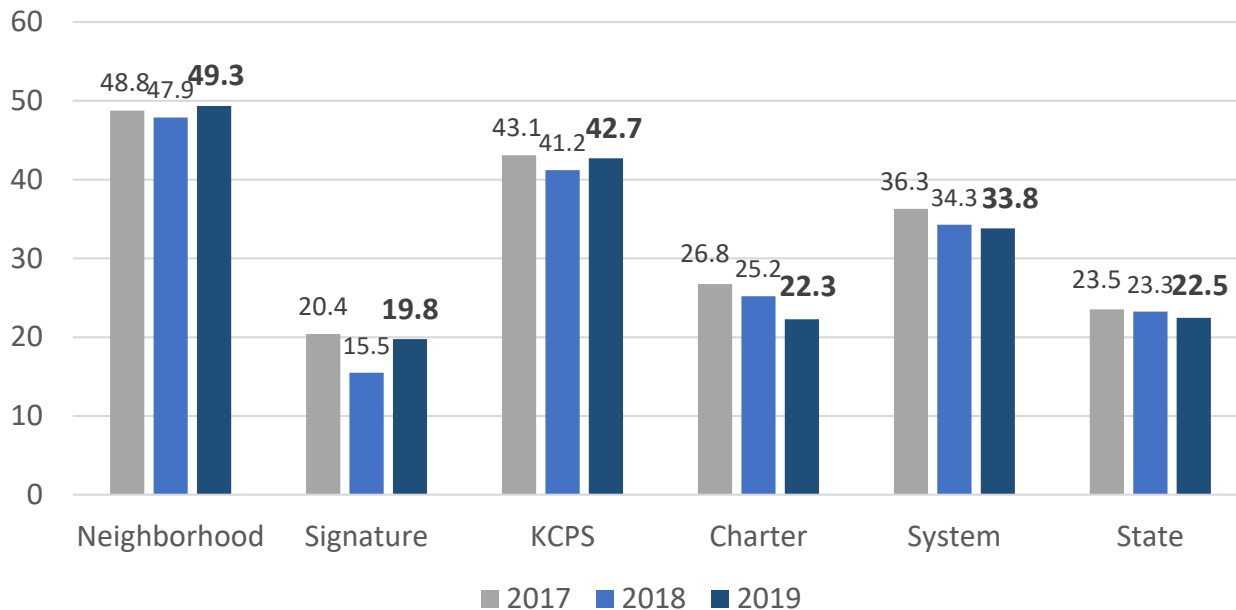
High (9-12)



■ KCPS ■ Charter

MOBILITY RATES VARY WIDELY BY SCHOOL TYPE

KC System Mobility Rates SY17-SY19

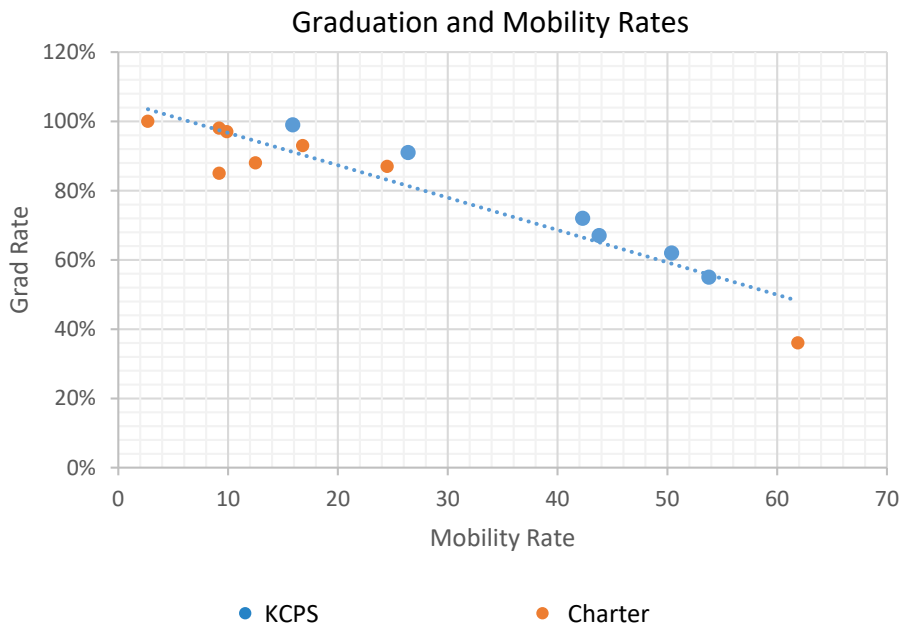
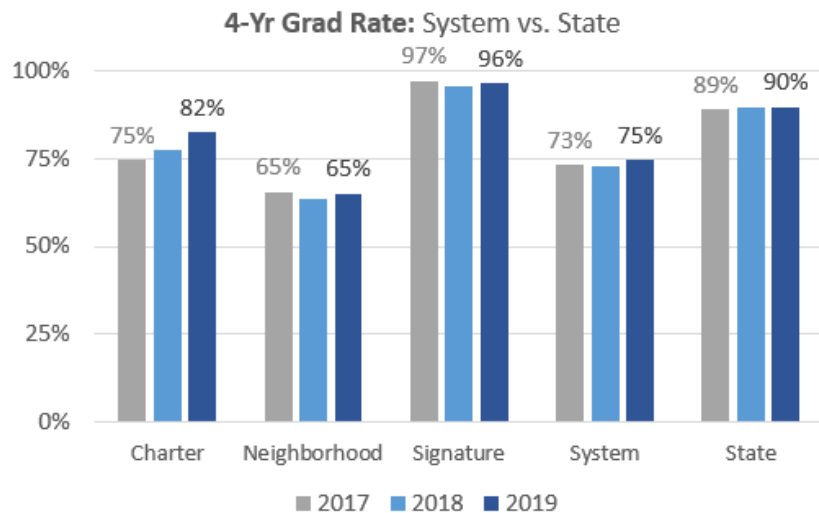


Rates calculated using DESE's data & methodology:

$$((\text{All SY Transfers In} + \text{All SY Transfers Out}) / (\text{Count Day Enrollment} + \text{Transfers In After Count Day})) * 100$$

**Previous versions of this slide were calculated using DESE's building-level numbers for KCPS, and DESE's LEA-level numbers for charters. As of SY19, these rates were calculated using building-level numbers for all schools.*

SYSTEMWIDE GRAD RATES INCREASING, BUT... IMPACTED BY MOBILITY



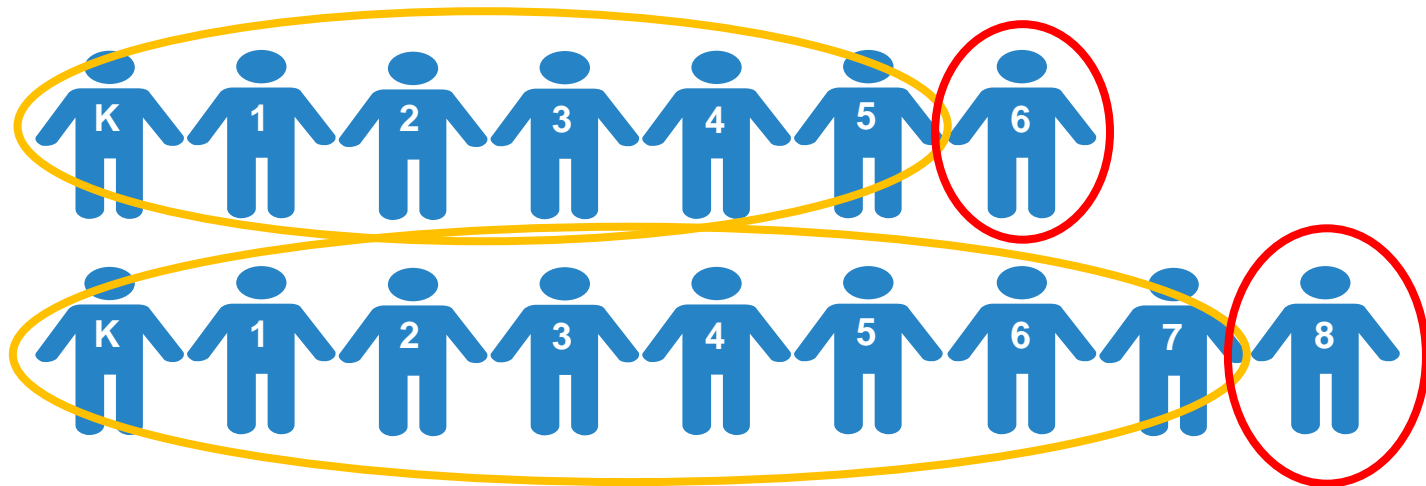
TRANSFER ANALYSIS REPORT KEY FINDINGS

- KCPS has a high percentage of students who leave KCPS, especially at exit grades (end of elementary school/end of middle school)
 - 1 of every 4 Non-Exit grade students transfer out of KCPS
 - 1 of every 3 Exit grade students transfer out of KCPS
- **KCPS has the highest level of transfers at the elementary school level**
 - **Only 64% of Non-Exit elementary students remain in the same school the following school year. Nationally, 77% of early elementary grades remain in the same school the following year (Burkam, Lee and Dwyer, 2009, p.5).**
 - Students at the 4th and 5th grade level had the lowest remain same school percentages
 - Over 37% of Exit grade elementary students transfer out of KCPS
- **While signature school students remain at their school at a higher rate than neighborhood school students in Non-Exit years, they transfer out of KCPS at a similar rate in Exit grades**
 - **Over 83% of Non-Exit grade signature school students remain at same school compared to 61% of Non-Exit grade neighborhood school students**
 - **37% of both Signature and Neighborhood Exit grade students transfer out of KCPS**
- Transfer rates vary significantly by feeder pattern
 - Non-Exit grade and Exit grade elementary students attending Northeast Middle/Northeast High/East High feeder schools remain within KCPS at much higher rates than elementary students attending Central Middle/Central High/SE High feeder schools
 - Exit grade elementary students with Southeast High feeder transfer out of KCPS at a higher rate (10% higher) than any other high school feeder
- Schools with higher APR points are more effective at retaining their students
- Asian and Hispanic elementary students have the highest student stability in Non-Exit grades
- Over 75% of Non-Exit grade students receiving ELL services remain in the same school compared to 62.3% of Non-ELL students
- Non-Exit grade middle and high school students who remained in their same school had higher GPAs than students who left the district or transferred to another KCPS school
- **5th grade students (at both neighborhood and signature schools) who took the MAP Assessment at the same elementary school for 3 years in a row performed significantly higher (MPI score & Proficient/Advanced %) than their classmates who were more mobile**
- **Only 50% of neighborhood school 5th grade students took the MAP Assessment at the same elementary school for 3 years in a row, whereas 80% of signature school 5th grade students did**

NON-EXIT GRADE VS. EXIT GRADE STUDENTS

Non-Exit grade enrollments are students in grade levels where the **expected outcome is to remain in the same school** the following school year

Exit grade enrollments are students in grade levels where **they must enroll in another school** the next school year



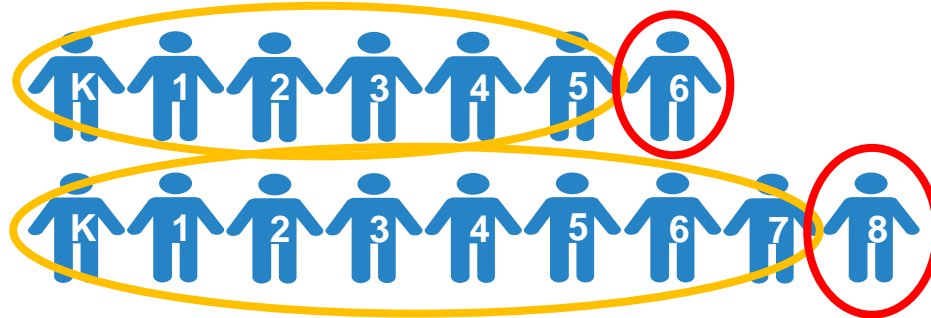
DISTRICT LEVEL

1 in 4

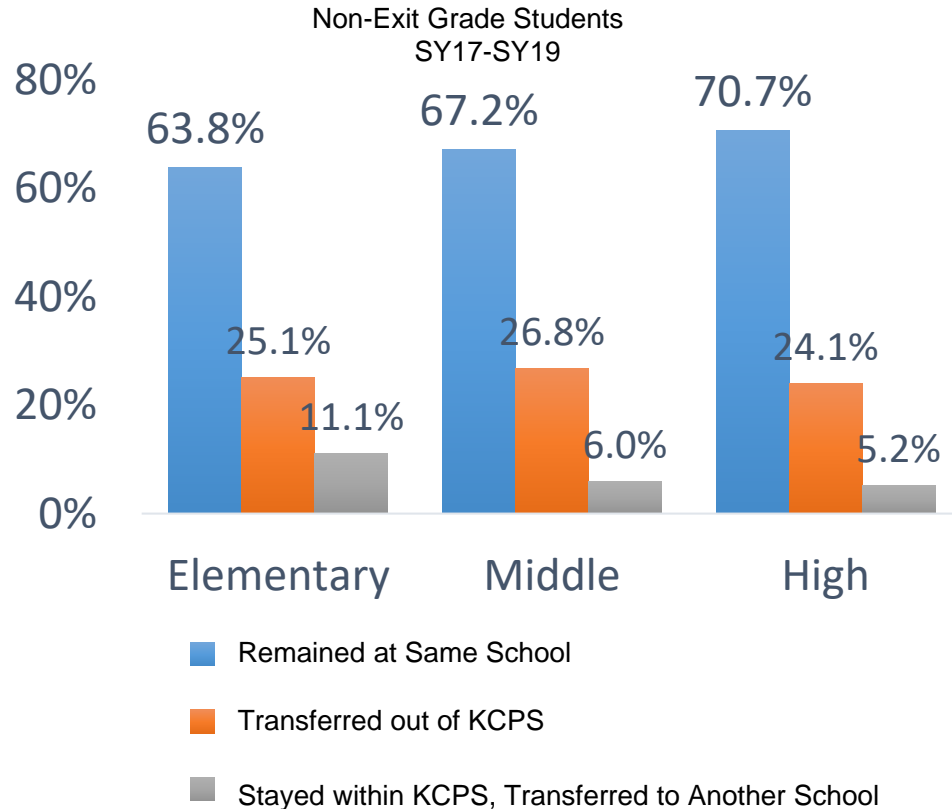
Non-Exit Grade
Students transfer
out of KCPS

1 in 3

Exit Grade Students
transfer out
of KCPS



SCHOOL LEVEL

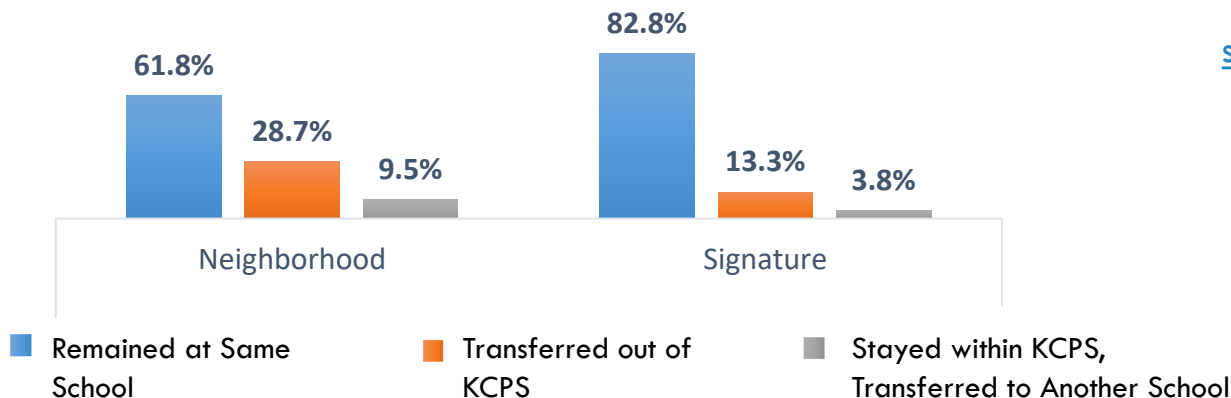


KCPS has the
highest level of
transfers at the
Elementary level

Only **64%** of Non-Exit
Grade Elementary Students
Remain at the Same School
(compared to 77% nationally)

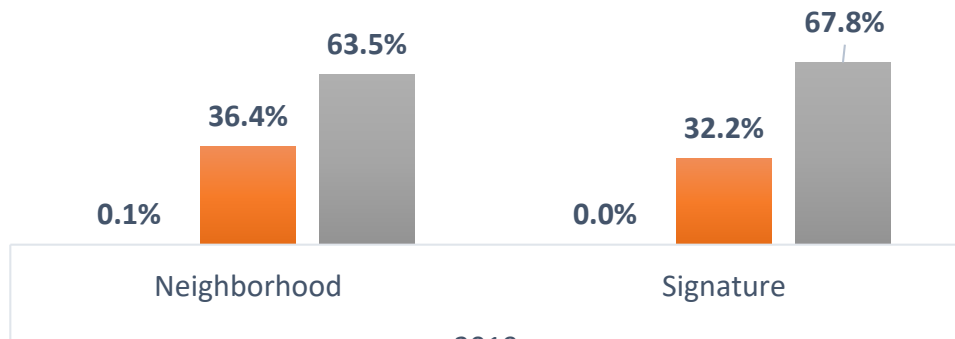
SCHOOL TYPE

Non-Exit Grade Students (2019)



83% of Non-Exit Grade signature school students remained at the same school compared to 62% of neighborhood school students

Exit Grade Students (2019)



Neighborhood and Signature Schools have similar Transfer Out of KCPS rates for Exit Grade students

MOBILITY/TRANSFER IMPACT ON ACHIEVEMENT

To analyze how student achievement is impacted when students remain in the same school for consecutive years compared to mobile students, the report looked at “MAP School Continuity” for SY19 5th Grade Students

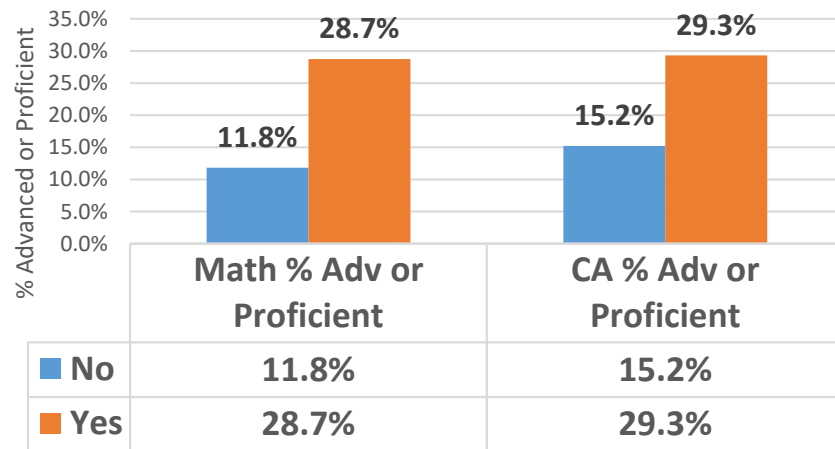
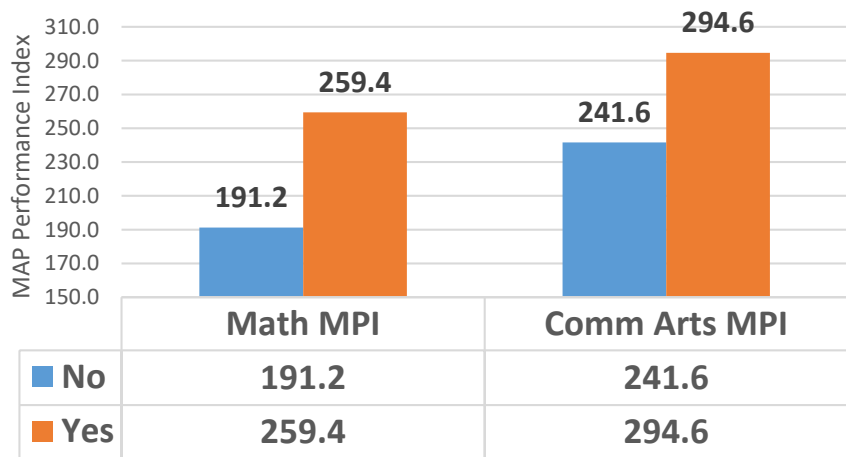
**MAP School Continuity = 5th Grade Students
with 3 Contiguous Years of MAP Assessment
at the Same Elementary School
(i.e., 3rd, 4th, & 5th Grades)**

Site	% 3 Year Continuity
Signature	80.3%
AC Prep Elem	61.9%
Border Star	91.3%
Carver	72.1%
FLA	90.9%
Holliday	100.0%
KCPS Total	53.4%

Site	% 3 Year Continuity
Neighborhood	48.5%
Banneker	32.7%
Faxon	36.7%
Garcia	57.5%
Garfield	52.6%
Gladstone	72.6%
Hale Cook	55.6%
Hartman	38.9%
James	57.7%
King	34.2%
Longfellow	43.3%
Melcher	14.6%
Phillips	60.5%
Pitcher	49.0%
Rogers	51.0%
Trailwoods	77.4%
Troost	22.7%
Wheatley	37.7%
Whittier	61.9%

MOBILITY/TRANSFER IMPACT ON ACHIEVEMENT

Comparison of SY 2019 MAP Scores for 5th Graders with & without 3 years of MAP School Continuity*

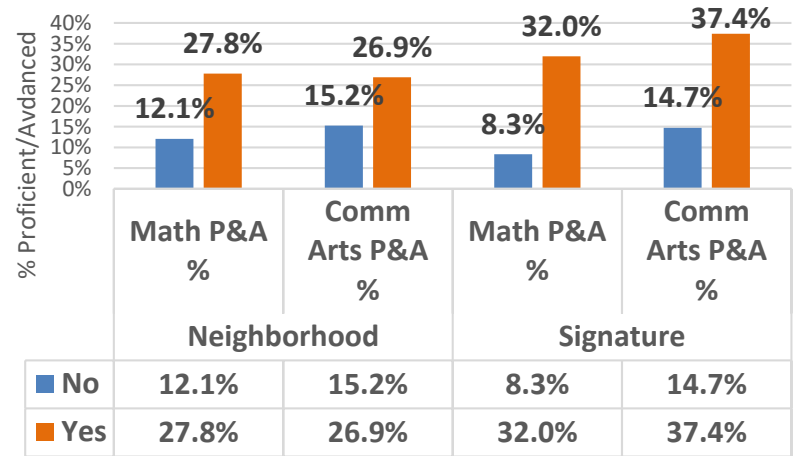
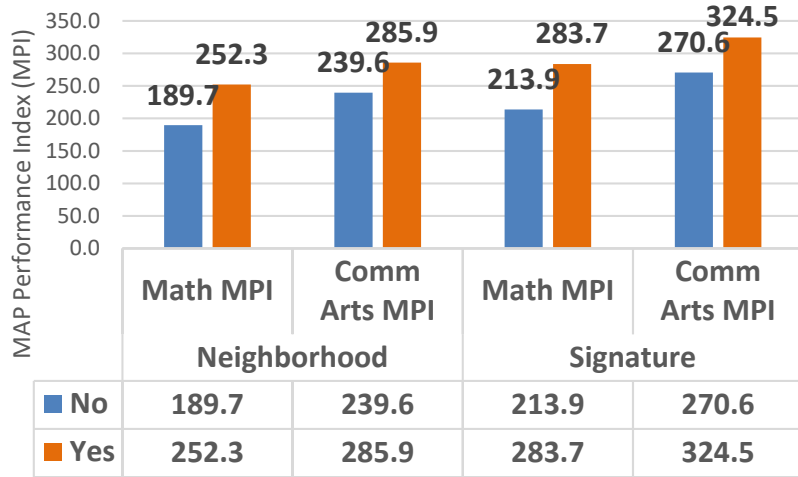


**If a student had 3 contiguous years of MAP Assessment at the same elementary school, then student is considered having MAP School Continuity 'Yes'*

- 5th grade students who took MAP Assessments at the same elementary school for 3 years (i.e., MAP School Continuity) performed significantly higher than their classmates without 3 years of MAP School continuity
 - 68 MPI points higher in Mathematics and 53 MPI points higher in Communication Arts
 - More than double the percentage of students scored Proficient/Advanced in Math & almost double in Communication Arts

MOBILITY/TRANSFER IMPACT ON ACHIEVEMENT

Comparison of SY 2019 MAP Scores for 5th Graders
with & without 3 years of MAP School Continuity* by School Type



**If a student had 3 contiguous years of MAP Assessment at the same elementary school, then student is considered having MAP School Continuity 'Yes'*

- 5th grade students with MAP School Continuity performed significantly higher than their classmates without 3 years of MAP School Continuity at both neighborhood & signature schools, although the gap is wider at signature schools for P&A%
- Only 50% of neighborhood school 5th grade students had MAP School Continuity, whereas 80% of signature school 5th grade students had MAP School Continuity

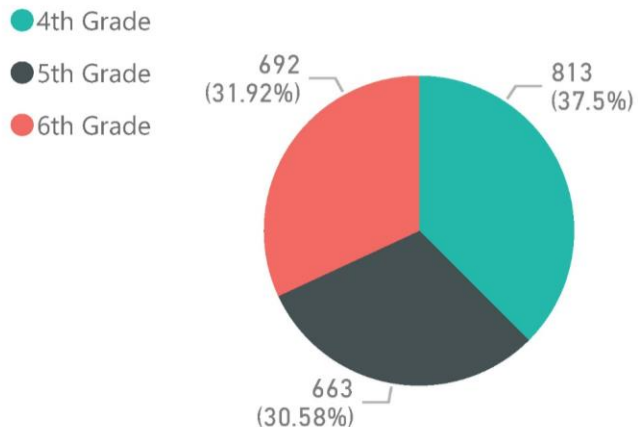
MIDDLE SCHOOL PERCEPTIONS SURVEY KEY FINDINGS

- The highest response to “Where do you plan to go for middle school?” was “I don’t know” (32%) followed by Lincoln Middle School and Northeast Middle School (18% ea), which suggests many students don’t know what their feeder middle school is. It also suggests an opportunity to better inform students of their KCPS middle school options
- Only 1.5% of students indicated they plan to go to a charter school (this is lower than the percentage of students who transfer to charters schools)
- The highest response to “How would you rate your neighborhood middle school?” 41% of students responded “I don’t know”, followed by “Ok” at 20% and “Very High” at 18%, which suggests an opportunity to better inform/connect students and their families to their neighborhood middle school
- The highest response to “What do you want/expect from your middle school?” is “After-school sports and clubs at 62%, followed by “elective classes” at 52%. Note: It would have been good to separate out the question of what does a student “want” from their middle school experience from what do they “expect”. This combination muddies the significance of the results
- While there is a feeling from staff that there is a negative perception of KCPS middle schools that we have to address, the student data doesn’t confirm this (only 12% of students rated their neighborhood middle school as very low or low)
- Principals meeting participants brainstormed strategies/solutions to reduce mobility and improve retention (both school-based efforts & where central office support is needed). Details can be found in the Principals Meeting – Break-out Group Notes

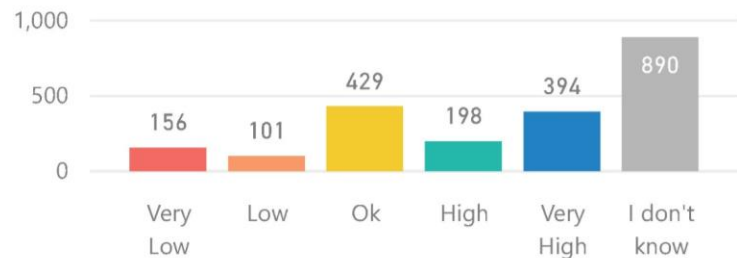
STUDENT SURVEY MIDDLE SCHOOL PERCEPTIONS

4th, 5th & 6th Grade Students: 2,168 Total Responses

What grade are you in? 2168 students



How would you rate your neighborhood middle school?



Average Rating

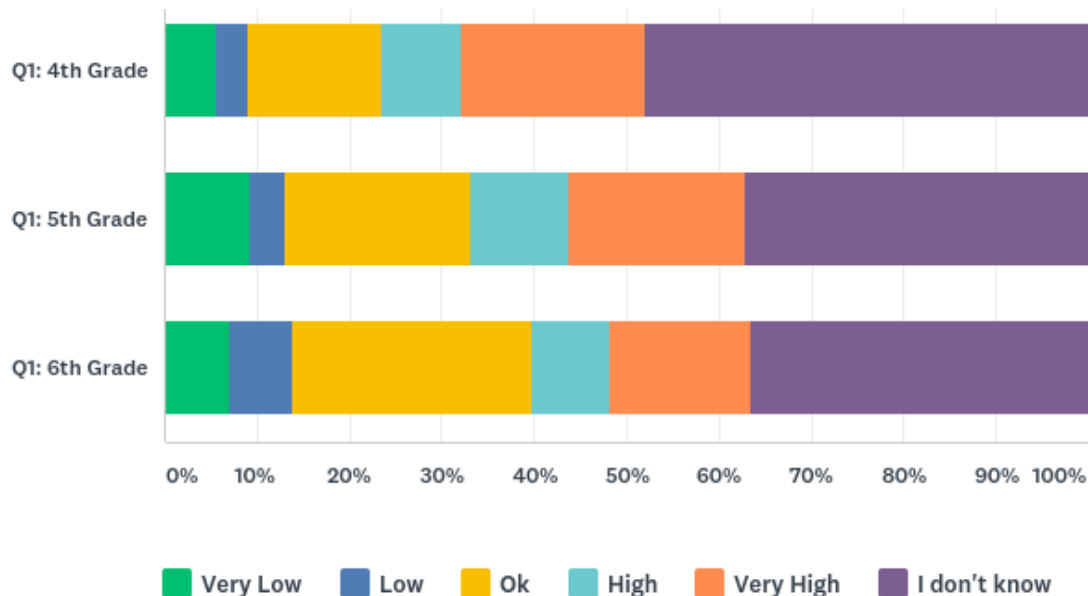


2168 students responded

STUDENT SURVEY MIDDLE SCHOOL PERCEPTIONS

4th, 5th & 6th Grade Students: 2,168 Total Responses

How would you rate your neighborhood middle school (Northeast Middle School or Central Middle School)?



STUDENT SURVEY MIDDLE SCHOOL PERCEPTIONS

4th, 5th & 6th Grade Students

Why did you give your neighborhood middle school this rating?

Answered: 962 Skipped: 1,207

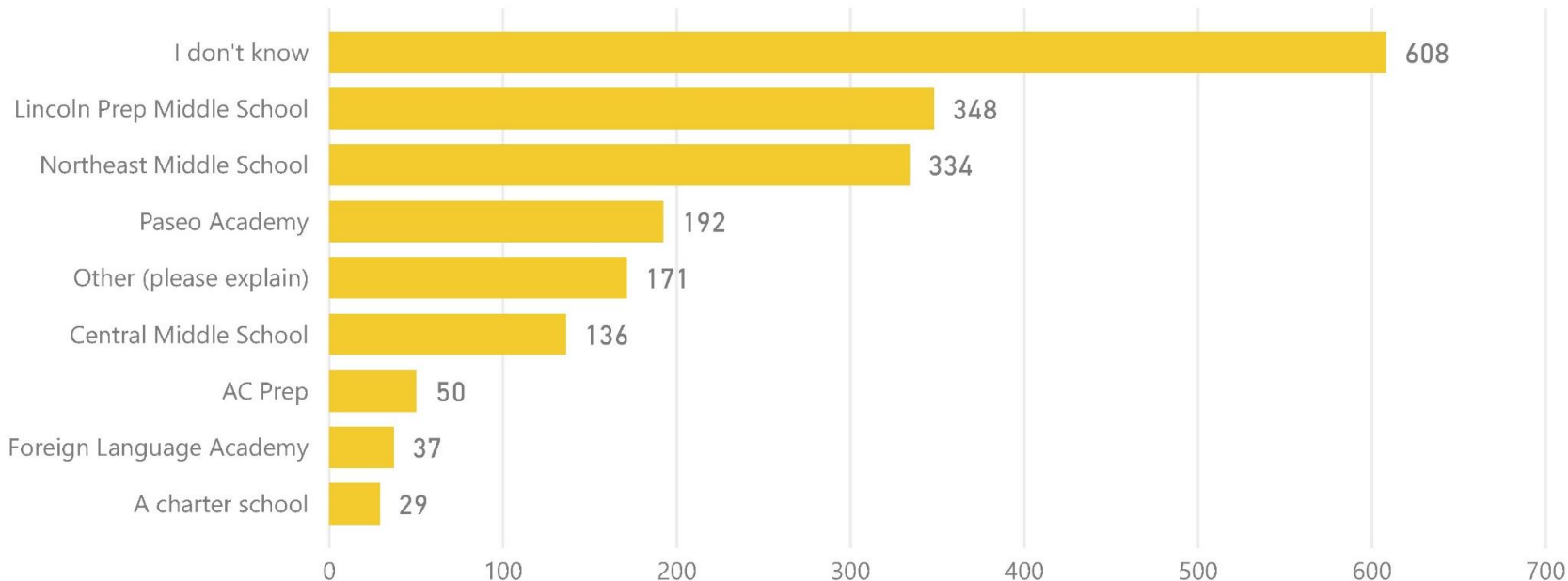
one way well care make around gave neighborhood middle lot people bullies now
thing bad stuff learn reason love shot Northeast said good school want
brother goes dont think good neighborhood middle school gave ok
gave rating sister really mean rating food fun yes students
lot
northeast middle school fights stuff nice alot kids becuse
good school bc neighborhood
gave neighborhood going brother middle school also
good want go school cool fights always lot okay
know bad kids bad see gave friends teachers
good things think becuse people great heard school rating ok
safe idk always fighting cause teach bad school work Central
really good dont know place much drugs rate sports low great school
middle school
rating close time alot fights go school never high smart Will year
sister goes told

STUDENT SURVEY MIDDLE SCHOOL PERCEPTIONS

4th, 5th & 6th Grade Students

Where do you plan to go for middle school?

1905 students responded

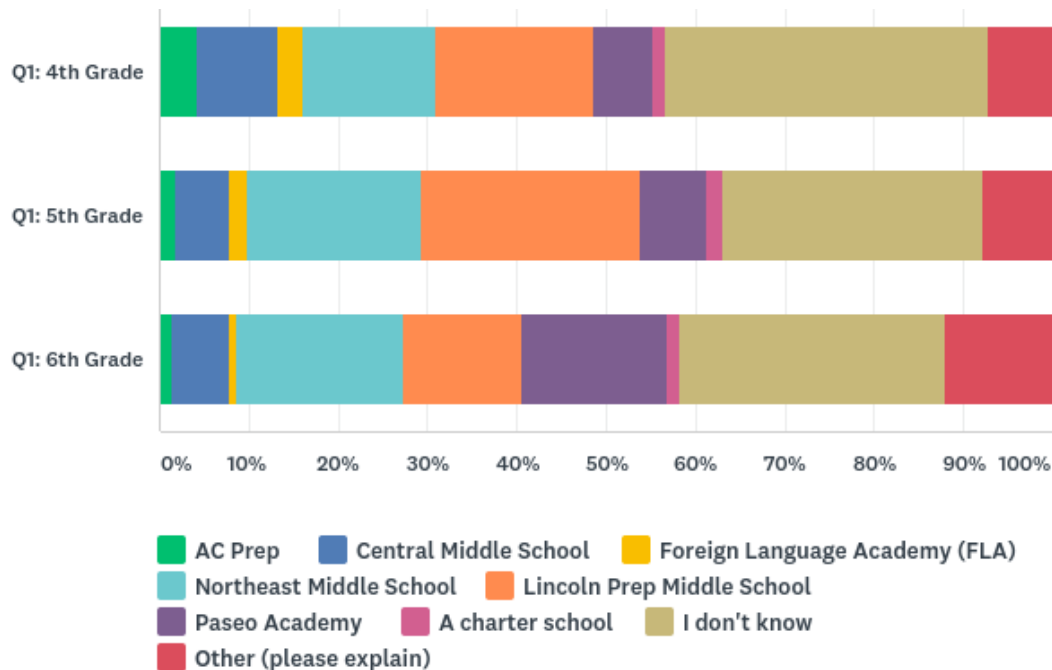


STUDENT SURVEY MIDDLE SCHOOL PERCEPTIONS

4th, 5th & 6th Grade Students

Where do you plan to go for middle school?

1905 students responded



STUDENT SURVEY MIDDLE SCHOOL PERCEPTIONS

4th, 5th & 6th Grade Students

Why have you selected this middle school?

Answered: 1,113 Skipped: 1,056

high school look paseo attend school go older sister really teach cool seems things yes
people good grades Lincoln stuff mom said talent fun see also students
friends go selected Lincoln close make said used go will pick brother
brother sister close house mom wants think good dad cause
go Lincoln know feel sister goes north east
selected middle family went want go heard good
go nice good school cousin go school im going
middle school go good better high want
people go brother goes go paseo think northeast middle
learn well sister becuase smart house selected school
help great school work mom live lot education great dont know
really
selected cousin told think will teachers thats good one chose
next year love sports good education big brother friends central middle art teach good idk
close home heard said good

HANOVER RESEARCH STUDY

Purpose of the study is to conduct market research related to:

- 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 communication efforts.



HANOVER RESEARCH STUDY

Family Survey

October 2019 –
February 2020

Staff Survey

January –
February
2020

Focus Groups

February
2020

Key Stakeholders

- KCPS Current Parents
- Local Parents of Non-KCPS Students
- Local Parents of Future School-Aged Children
- KCPS Teachers
- KCPS Administrators
- Other KCPS site-level staff
- KCPS Current Parents
- Local Parents of Non-KCPS Students
- KCPS Teachers/Librarians
- KCPS Partner Organization Representatives
- School-Choice Knowledgeable Organization Representatives

Participants

2,331

Total Respondents

506

Total Respondents

11

Focus Group
Sessions

2

In-Depth
Interviews



K-12 EDUCATION

HANOVER RECOMMENDATIONS

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.



K-12 EDUCATION

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.

HANOVER RECOMMENDATIONS

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)



K-12 EDUCATION

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*.

HANOVER RECOMMENDATIONS

IMPROVEMENT AREAS

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



K-12 EDUCATION

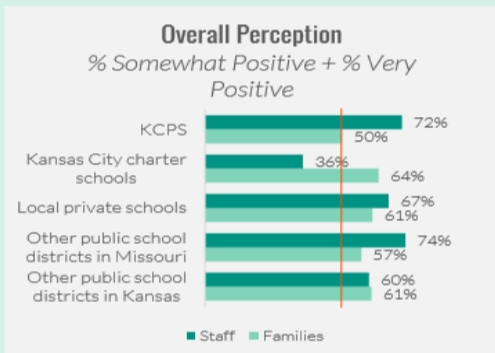
RECOMMENDATIONS

- 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.

HANOVER RECOMMENDATIONS

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.



K-12 EDUCATION

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.

HANOVER RECOMMENDATIONS

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.

HANOVER RECOMMENDATIONS

IMPROVEMENT AREAS

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



K-12 EDUCATION

RECOMMENDATIONS

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HANOVER RECOMMENDATIONS

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)

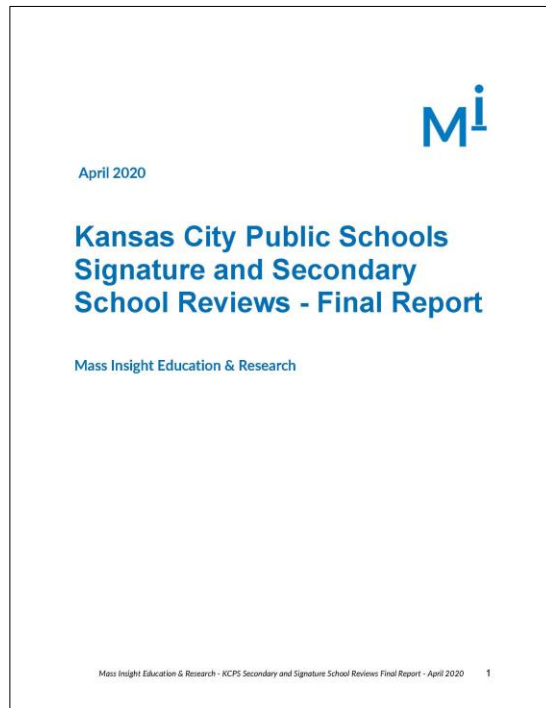
RECOMMENDATIONS

- 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.

MASS INSIGHT SIGNATURE & SECONDARY SCHOOL REVIEWS

Purpose of the study is to conduct an evaluation of KCPS' secondary & signature schools (both individually & within the context of all secondary & signature options) to help guide KCPS' planning, outreach and decision-making.

- School performance
- Climate/Environment
- Leadership
- Learning Supports, Initiatives, Extra/Co-curriculars
- Stakeholder & community perceptions
- Enrollment trends
- Equity



MASS INSIGHT THEORY OF ACTION

Focus on Instruction: Processes and supports that help teachers work together to constantly improve and refine standards-based instructional practice so that students can engage in deep learning tasks;

Collective Responsibility: The school faculty and staff ensure there is collective responsibility for both the quality of instruction and student learning and success;

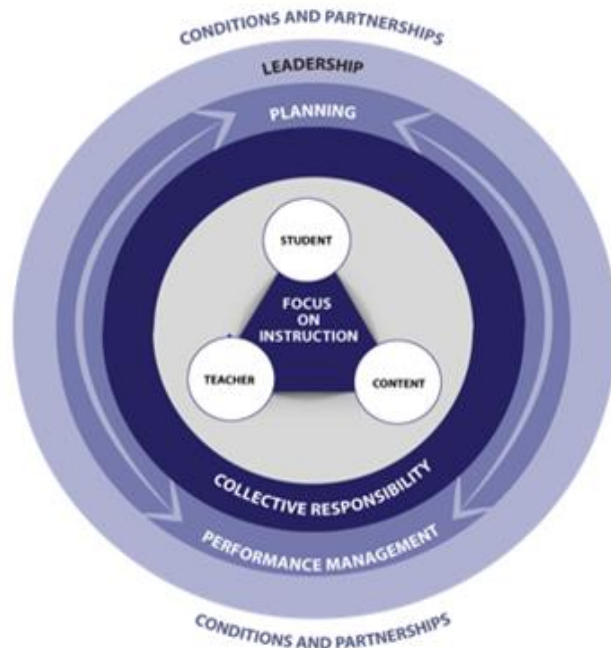
Planning: Evidence-based, actionable improvement plans that address the root causes of low performance informed by a review of existing conditions and input from school, district, and community stakeholders;

Performance Management: Consistent processes for using data to measure both implementation and outcomes to determine what's working and inform efforts to improve;

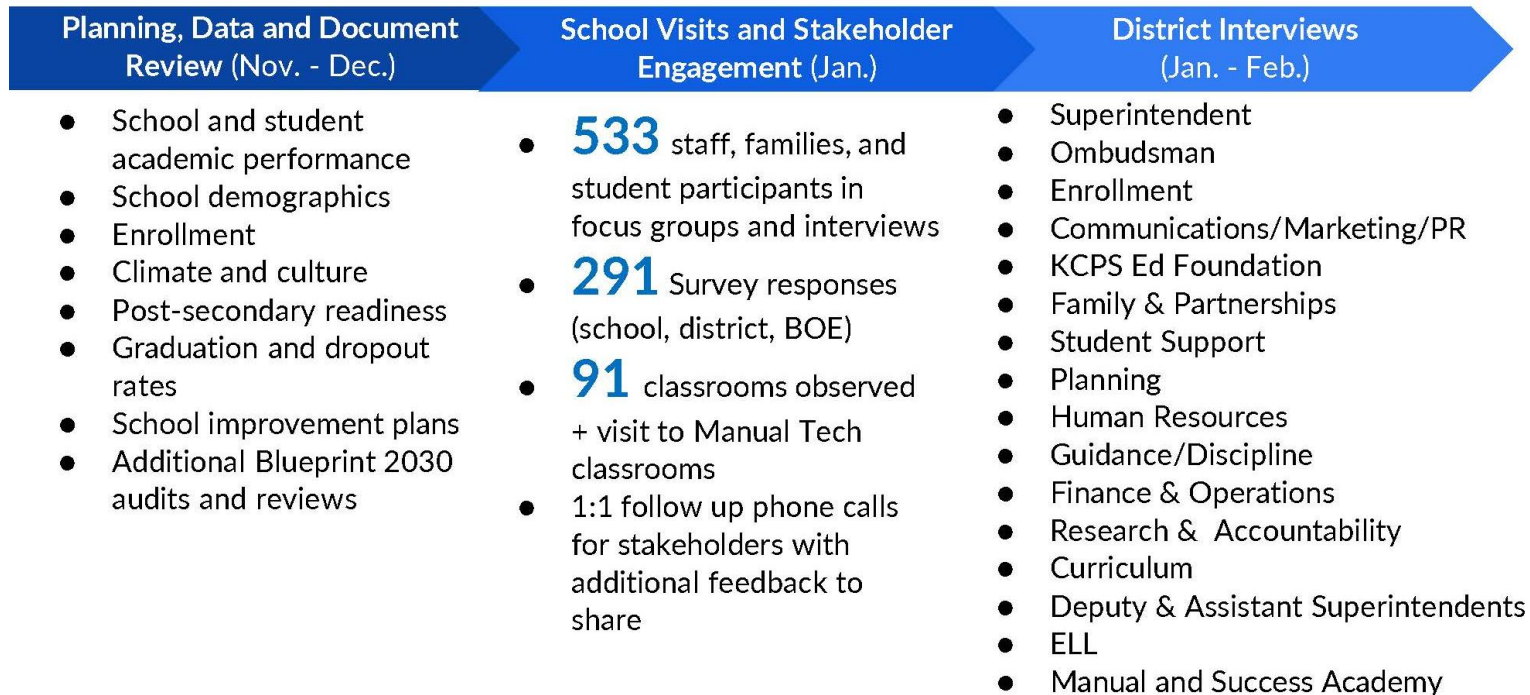
Partnerships: Partnerships that help the school meet the multiple needs of teachers and students;

Leadership: A principal who can manage and communicate complexity while maintaining focus on the school's vision and key priorities; and

Conditions: Sufficient school-level control over people, time, money, and program to address the root causes of low performance.



MASS INSIGHT SIGNATURE & SECONDARY SCHOOL REVIEWS



MASS INSIGHT: **SECONDARY SCHOOLS** KEY TAKEAWAYS

- District & school stakeholders are focused on strengthening the secondary system
- Positive foundational efforts are underway to improve performance (focus on culture/climate, standards-aligned curricula, etc.)
- Community perceptions of secondary options are not consistently positive
- KCPS enrollment decreases approaching secondary levels and there are high mobility rates
- Leading indicators of high-performing schools are still developing
- There is a need for KCPS to rethink how it supports the system of secondary schools to move beyond incremental improvements (allow for agile response to individual school's root causes of low performance)

MASS INSIGHT: SIGNATURE SCHOOLS KEY TAKEAWAYS

- Most signature schools are living their model and theme, contributing to positive culture and greater student outcomes
- Signature school enrollment is impacted by low retention rates
- Despite outperforming the district, there is an opportunity to strengthen achievement and academic rigor at all signature schools
- Varying eligibility requirements and barriers in application and enrollment processes limit equitable access to signature options
- There is limited coherence across similar-themes, and a lack of continuity across the K-12 trajectory (e.g., AC Prep, LCPA, Montessori, dual-language, few direct feeders).
- There does not appear to be a district strategy in place for signature offerings, nor is it clear how the district, given its current size and enrollment patterns, effectively supports both signature and traditional schools

AC Prep Lower, Carver, & FLA stakeholders overwhelmingly express a sense of belonging:

- *"This isn't a theme; this is us,"*
- *"We speak the same language; we share codes," and*
- *"Staff go above and beyond."*

MASS INSIGHT: KCPS SYSTEM KEY TAKEAWAYS

- KCPS is working hard to strengthen its system, investing significant resources and support to better meet the needs of students, families, schools. This is even more challenging in a local education landscape of various school choices
- The variety of grade configurations and inconsistent signature pathways results in confusion and more opportunities for families to seek alternatives
- The variety of KCPS schools requires highly differentiated school management approaches (resourcing, leadership supports, unique HR talent needs, accountability, etc)
- All stakeholders – leaders, school staff, central office – express a need to increase trust and demonstrate how central office understand the unique circumstances of individual school communities and is responsive to them

1ST AREA OF CONSIDERATION. Organization of the System of Schools and Implications for the Size and Function of Central Office

KCPS implements two distinct sets of schools. Once KCPS determines a strategy for their schools, then the district can organize in a way that best supports that strategy. **Traditional schools and signature schools require different theories of action for support:**

Questions for Consideration:

- What type of system does KCPS want to be (e.g., one that supports different school models, one that supports traditional models, or both)?
- Given the district size, enrollment trends, and resourcing, can KCPS sustain a highly differentiated system of schools, especially in light of a desire to reduce operational inefficiencies?
- What would that mean for the size, structure, and role of central office?

2ND AREA OF CONSIDERATION. Improved Conditions for Traditional Schools and Enhanced Flexibility/Differentiation for Signature Schools - *so all schools can strengthen their models and improve achievement*

Questions for Consideration For Traditional Schools: How can KCPS central office improve conditions (*to move beyond incremental change*) for traditional schools so that they have greater ability to address unique root causes by tailoring resourcing, supports, and initiatives in the following areas?

- a. Talent recruitment and staffing allocations
- b. Academic programming -- Knowing that higher performing students apply to and enroll in signature schools, how might programming at traditional schools need to be differentiated and focused on students who are coming in below grade level?
- c. Guidance and requirements for the use of time and scheduling
- d. School improvement plan development, implementation, and progress monitoring that address unique root causes, in a way that builds collective ownership

2ND AREA OF CONSIDERATION. Improved Conditions for Traditional Schools and Enhanced Flexibility/Differentiation for Signature Schools *- so all schools can strengthen their models and improve achievement*

Questions for Consideration For Signature Schools:

- Given the variety of signature offerings, how can central office understand and respond to individual signature models and school improvement needs?
- What does this mean for school-level flexibility necessary to sustain and improve signature models and achievement, especially in regards to curriculum, assessment, and decisions to opt out of district initiatives that do not align with their model?

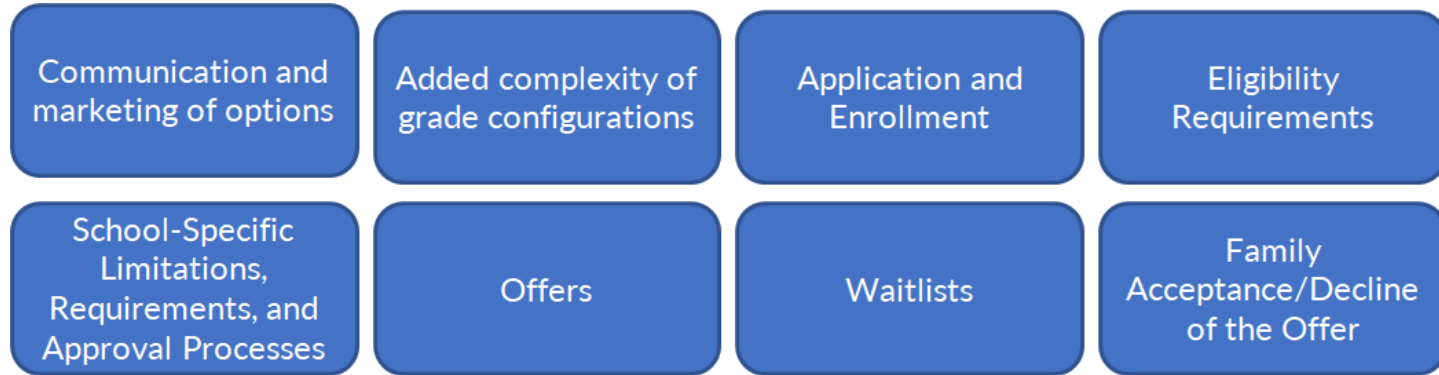
3RD AREA OF CONSIDERATION. Revisions to District Policies to Create More Uninterrupted Transitions for Students

Questions for Consideration: How can KCPS create more seamless, uninterrupted K-12 pathways for students?

- a. What policies might need to be revised to allow/encourage/support students to complete the school year at the school in which they start (*especially traditional secondary schools*), regardless of changes to address?
- b. How can KCPS increase collaboration and coherence between high schools and feeder middle schools to better support student transitions?
- c. How are signature schools organized to strengthen theme coherence and K-12 trajectories? What does this mean for signature offerings that do not yet extend to high school grades? What does this mean for how schools with common themes collaborate?
- d. What does all of this mean for grade configuration?

4TH AREA OF CONSIDERATION. Equitable Access to School Options

There are barriers to enrollment in options of choice -- and there are many built-in opportunities to screen out families who are interested in KCPS schools. This further exacerbates challenges in system that already struggles to retain families.



Questions for Consideration: How can KCPS revise signature school eligibility policies and application review processes to increase access and provide more students with opportunities for higher quality education?

ADVISORY TEAM NEXT STEPS

3rd Advisory team meeting – May 28

- Review/discuss remaining internal assessment reports

- Synthesize key findings to inform goal-setting

Board workshop – June 3

4th Advisory team meeting – June TBD

- Confirm key findings that are priorities for BP2030

- Begin goal-setting exercises

5th Advisory team meeting – June TBD

- Report out on feedback from broader community engagement re: goal-setting

- Finalize goal-setting recommendations

NEXT STEPS: ENGAGEMENT PLAN

THOUGHT EXCHANGE:

Crowdsourcing platform for community

SUMMER CONVERSATIONS WITH COMMUNITY ENTITIES:

Attending organizational meetings in our community

GALLERY WALK:

Testing priorities and/or goal suggestions (depending on where we are).

Expert stations to interact on: 1. facilities and operations; 2. academics; 3. programs; 4. process feedback

SMALL GROUP DISCUSSION

JOIN BREAK-OUT GROUP BASED ON YOUR INTEREST AREA:

Group A: EQUITY

GROUP B: PERCEPTIONS

GROUP C: ACHIEVEMENT

GROUP D: STUDENT EXPERIENCE

GROUP E: SCHOOL CHOICE

KEY DISCUSSION TOPICS:

1. Introduce yourself and share why you chose this break-out group discussion.
2. How do the findings/data considered relate to (your group topic)? Why is this important for students?
3. How does (your group topic) relate/cross-over to the topics discussed by other groups? How do the findings/data considered support this?
4. As we start to transition into goal-setting, which subjects/areas/topics discussed today should be addressed by our 2030 goals?
5. What specific community engagement/outreach recommendations do you have that can enhance/improve our outreach efforts?