Kansas City Public Schools and Department of Elementary and Secondary Education

September 29, 2017
Introduce New Members

Dr. Mark Bedell
Superintendent
Cabinet Organizational Chart

Dr. Mark Bedell
Superintendent

Director,
Catalyst Fund
Nicole Collier-White

Executive
Administrative
Assistant

Deputy Superintendent
Dr. Marla Sheppard

Chief Research and
Accountability Officer
Michael Reynolds, Interim

Chief Human Resources
Officer
Jennifer Collier

Chief of Staff/
Communications and
Engagement Officer
Natalie Allen

Chief Legal
Counsel
Ivan Nugent

Chief Student Support
Services Officer
Dr. Luis Cordoba

Chief Finance &
Operations Officer
Linda Quinley

KANSAS CITY
PUBLIC SCHOOLS
Cabinet

- Dr. Marla Sheppard, Deputy Superintendent
- Natalie Allen, Chief of Staff, Communications and Community Engagement
- Dr. Luis Cordoba, Chief of Student Support Services
- Jennifer Collier, Chief Human Resources Officer
- Linda Quinley, Chief Finance and Operations Officer
- Ivan Nugent, Chief Legal Counsel
- Michael Reynolds, Interim Chief of Research and Accountability
Questions?
New School Year Startup Activities

Dr. Marla Sheppard
Deputy Superintendent
New School Year Startup Activities

- Convened a committee comprised of representatives from every department
- Compiled a list of things that have worked in the past and things that have not worked
- Each member had the task of creating a better system for the 2017-18 school start
- Items that were of major concern included:
  - Transportation
  - Facilities
- Hosted a Principal’s ice cream social with representatives from each department there to provide support as needed for a smooth start
- There was an online Googledoc for principals to provide weekly feedback regarding school start readiness.
Questions?
Current Student Academic Achievement Data

Michael Reynolds
Interim Chief Research and Accountability
KCPS English Language Arts (ELA) Proficient and Advanced

-The percent of KCPS students scoring proficient or advanced increase in 5 of 6 grade levels and by 3% aggregate.

-Subgroup analysis indicates large achievement disparities in select students bodies, with the largest deviation from the district averages evident in students who are identified as IEP Non MAPA and student in the district and building less than 1 year.

<table>
<thead>
<tr>
<th></th>
<th>P&amp;A</th>
<th>BB</th>
<th>% of Total Population</th>
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<tr>
<td>Gifted</td>
<td>77.1%</td>
<td>9.1%</td>
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<tr>
<td>IEP MAPA</td>
<td>40.5%</td>
<td>24.6%</td>
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<tr>
<td>IEP Non MAPA</td>
<td>8.4%</td>
<td>76.6%</td>
<td>12.6%</td>
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<td>IEP Student</td>
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<td>69.7%</td>
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<td>24.1%</td>
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<td>In District &lt; 1 year</td>
<td>25.5%</td>
<td>48.1%</td>
<td>9.1%</td>
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<tr>
<td>LEP/ELL Students</td>
<td>32.3%</td>
<td>37.3%</td>
<td>31.2%</td>
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</table>
KCPS Math
Proficient and Advanced

-The percent of KCPS students scoring proficient or advanced increase in all grade levels.
-Consistent with ELA, subgroup analysis for mathematics also reveals large achievement disparities in select students bodies, with the largest deviation from the district averages evident in students who are identified as IEP Non MAPA and student in the district and building less than 1 year.
KCPS Science
Proficient and Advanced

- KCPS raised the percentage of students scoring proficient or advanced at both grade levels assessed by the MAP assessment.
- KCPS subgroup analysis for Science also indicates an achievement stratification among select subgroups.
## EOC – Algebra 1 & English 10

<table>
<thead>
<tr>
<th>Site</th>
<th>Students</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
<th>MPI</th>
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<tbody>
<tr>
<td>CENTRAL ACADEMY OF E</td>
<td>77</td>
<td>0.00%</td>
<td>9.09%</td>
<td>28.57%</td>
<td>62.34%</td>
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<tr>
<td>CENTRAL MIDDLE SCHOO</td>
<td>29</td>
<td>6.90%</td>
<td>75.86%</td>
<td>10.34%</td>
<td>6.90%</td>
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<tr>
<td>East High School</td>
<td>164</td>
<td>6.10%</td>
<td>54.88%</td>
<td>18.29%</td>
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<tr>
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<td>414.4</td>
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<td>15.79%</td>
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<tr>
<td>Paseo Acad. Of Performing Arts</td>
<td>32</td>
<td>3.13%</td>
<td>18.75%</td>
<td>18.75%</td>
<td>59.38%</td>
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<td>KCPS</td>
<td>766</td>
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<td>34.33%</td>
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<table>
<thead>
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<th>Site</th>
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<td>30.30%</td>
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<tr>
<td>Paseo Acad. Of Performing Arts</td>
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<td>50.00%</td>
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<td>5.56%</td>
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<td>SOUTHEAST HIGH SCHOO</td>
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<td>25.00%</td>
<td>43.92%</td>
<td>30.41%</td>
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<td><strong>Grand Total</strong></td>
<td><strong>770</strong></td>
<td><strong>5.71%</strong></td>
<td><strong>42.86%</strong></td>
<td><strong>29.87%</strong></td>
<td><strong>21.56%</strong></td>
<td><strong>311.2</strong></td>
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## EOC – Biology and American Government

<table>
<thead>
<tr>
<th>Site</th>
<th>Students</th>
<th>Advanced</th>
<th>Proficient</th>
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<td>CENTRAL ACADEMY OF E</td>
<td>107</td>
<td>0.00%</td>
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<td>217.8</td>
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<tr>
<td>East High School</td>
<td>155</td>
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<td>301.3</td>
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<td>Lincoln College Prep.</td>
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<td>63.11%</td>
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<tr>
<td>Northeast High</td>
<td>181</td>
<td>0.55%</td>
<td>9.39%</td>
<td>51.93%</td>
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<td><strong>KCP</strong></td>
<td><strong>850</strong></td>
<td><strong>4.71%</strong></td>
<td><strong>26.24%</strong></td>
<td><strong>44.71%</strong></td>
<td><strong>24.35%</strong></td>
<td><strong>286.9</strong></td>
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</table>

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<th>Basic</th>
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<td>CENTRAL ACADEMY</td>
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<td>15.13%</td>
<td>47.90%</td>
<td>36.13%</td>
<td>244.5</td>
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<td>East High School</td>
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<td>3.37%</td>
<td>38.94%</td>
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<td>55.22%</td>
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<td><strong>KCP</strong></td>
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<td><strong>43.64%</strong></td>
<td><strong>22.25%</strong></td>
<td><strong>295.1</strong></td>
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</table>
- KCPS college readiness assessments (3*1-3) experienced a slight decrease from SY16, but KCPS remains firmly in the (Approaching) status range, earning 6 out of 10 points.

- KCPS advanced courses (3*4) calculation also regressed slightly in SY17, but KCPS will earn 7.5 status points (On Track) and anticipates earning an additional 2 points for CTE expansion.

- KCPS Postsecondary Placement (3*5-6) status calculation has met the DESE 2020 Target and will earn a full 10 points on the SY17 APR.
ACT

ACT - KCPS and MO

<table>
<thead>
<tr>
<th></th>
<th>KCPS</th>
<th>MO</th>
<th>KCPS</th>
<th>MO</th>
<th>KCPS</th>
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<td>16.5</td>
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<td>21.7</td>
<td>16.3</td>
<td>21.7</td>
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<tr>
<td>Math</td>
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</table>

SY15

SY16

SY17
Questions?
Strategic Plan
Plan to Achieve Full State Accreditation

Dr. Mark Bedell
Superintendent
Superintendent’s Core Beliefs

Five principles guide our actions and behaviors at all levels.

1. All students can and will learn; we must provide appropriate educational opportunities for each student that are commensurate with his/her individual needs and abilities.

2. Education is a life-long process, only able to be fully achieved through a collaborative learning community that is built on integrity, high expectations, and mutual respect and support.
3. All schools can be successful and efficient when we provide each of our students with access to a rigorous curriculum and high levels of interaction, engagement, and teaming that will serve to prepare them for college, careers, and life.

4. We must provide a safe learning environment where students feel protected and learning can flourish.

5. With parental and community support and involvement from all stakeholders, we can build an environment where children have no option but to succeed.
Ends and Means

Ends
(Effect)

Board’s Global Ends
Vision & Mission
Goals & Measures of Student Success

Means
(Cause)

Four Pillars
Professional Practices
Strategic Priorities & Key Actions
Goals & Measures of Student Success

Goal 1  Success in the Early Years

Goal 2  Whole Child: Safe, Challenged, and Supported

Goal 3  Continuous Growth Toward Mastery of All Academic Subjects

Goal 4  21st Century Critical Thinkers and Problem-Solvers

Goal 5  Readiness for College, Career and Life

*See Scorecard – Student Goals & Measures for areas of focus in SY17-18*
## Four Pillars

<table>
<thead>
<tr>
<th><strong>“Teaching &amp; Learning”</strong></th>
<th><strong>“Schools can’t do it alone”</strong></th>
<th><strong>“Investing in people”</strong></th>
<th><strong>“Managing the whole”</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pillar A:</strong> Personalized, rigorous, culturally responsive teaching &amp; learning</td>
<td><strong>Pillar B:</strong> Safe climate and strong relation-ships with families &amp; community</td>
<td><strong>Pillar C:</strong> Caring and effective teacher in every class, and effective leader in every school</td>
<td><strong>Pillar D:</strong> Data-informed, effective &amp; efficient systems</td>
</tr>
</tbody>
</table>

*See Scorecard – Strategic Priorities & Indicators for areas of focus in SY17-18*
Strategic Priorities are the programs, targeted solutions, or continuous improvement initiatives which, when fully implemented, will facilitate accomplishment of the Goals.

Each Strategic Priority has a corresponding set of Key Actions, or specific strategies and milestones.
Please see the Scorecard handout for Student Goals & Measures, Strategic Priorities & Indicators, and Descriptors.
Questions?
Plan for improving school performance: How professional development, curriculum, instruction and district assessments are aligned to improve instruction

Dr. Marla Sheppard and Dr. Trinity Davis
Raise the level of content students are taught

Increase the level of the students’ active learning

Increase the skill and knowledge that the teachers bring to the teaching of the content

Standards influence the level of what is being taught

Task predicts performance

PD influences what teachers do

4 Things KCPS plans to influence:
1. Curriculum
2. Teacher knowledge and skills
3. Student engagement
4. Principal skill and knowledge

Extra-curricular Activities

Socio-Emotional Support

Attendance

The Instructional Core
Focus and Priority Schools Plan

- Focus on people, not programs
- Tiered support model
- K-2 Literacy training: Debbie Diller Balanced Literacy and Literacy Stations training in Spring 2018 (for 6 lowest performing schools)
- K-2 Literacy training and math workstations training in Summer 2018 (for 6 lowest performing schools)
- Middle school Instructional reorganization to include master schedule training and support for interventions
- Special education reorganization based on data
- ELL program reorganization based on data
- Co-teacher model for all schools
- Principal’s meetings more focused on instruction
- Principal training focused on three (3) areas:
  - Writing clear and focused learning objectives
  - Aligned learning tasks to Missouri Learning Standards
  - Rigor of student work/products/class discussion aligns with the rigor of the Student Expectation (listed in curriculum)
If Leadership and Academics develop principals using research-based, coherent, and personalized practices

**THEN**

Principal leadership and support will build capable, empowered leaders. As a result, principals will build teachers who deliver personalized, rigorous, culturally responsive learning that will improve student outcomes.
Strategic Plan

Strategic Priority 2: Aligned Instructional System
Focus on teaching high standards, rigorous curriculum, and reliable assessments
Professional Development Focus: Key Action 2.6

**Curriculum:**
Raising the level of the content that students are taught
*Principal “Look-Fors” Principal Knowledge*

**Instruction:**
Increase the skill and knowledge that teachers bring to the teaching of the content
*Walkthroughs Feedback*

**Assessment:**
Increase the student’s level of active learning of the content
*Quarterly District Assessments and School Based Assessments*

**Intervention:**
Adaptive and prescriptive, Teacher-Led, and Digital with Designated Time

Key Action 2.1
Key Action 2.4
Key Action 2.2
Key Action 2.3
Effective Professional Development

• Over a long period of time (three to five years)
• Involves external experts
• Teachers are deeply engaged
• It challenges teachers’ existing beliefs
• Teachers talk to each other about teaching
• School leadership supports teachers’ opportunities to learn and provides opportunities within the school structure for this to happen

Timperley, Wilson, Barrar, and Fung (2007)
Professional Development Structure

• District professional development will be one Wednesday each month
• Teachers will meet by grade level or content area in a central location
• Professional development is one hour
• Professional development will be delivered by Teacher Facilitators and the Curriculum Department
75 Minute Professional Development

• What standards do we want our students to master? (15 minutes)
• How will we teach this standard to students? (30 minutes)
• How will we know students have mastered this standard? (15 minutes)
• Researching a Universal Screener w/ adaptive capabilities
• Developing a Four Category, Rubric-based walkthrough for Principals and Instructional Support Staff
• Providing Focused, 10-minute Feedback Conference Training to Principals
• Planning a K-2 Literacy focus through use of Phonics as a foundation with Balanced Literacy as the instructional design model
• Middle school instructional revitalization effort
• Providing Pre-AP training to middle school core teachers to enhance rigor and provide equity, excellence, and access for all students
• Summer institute for our lowest performing schools to receive content-specific PD and student engagement strategies
• Master schedule training for all secondary schools to include intervention models
• Special Education and ELL Program Evaluations
Questions?
Human Resources Teacher Status Report

Ms. Jennifer Collier
Human Resources

Department Goals:

• To operate with a high level of professionalism at all times and in every situation.

• To offer a high level of customer service to all stakeholders, in every aspect of our roles as HR professionals.

• To recruit and retain highly qualified, good-fit candidates for our schools and supporting offices/departments, which closely mirrors our student and community demographics.

• To provide optimal, timely support regarding evaluation and managing of staff, for our schools and other district departments.

• To refine and implement systems and procedures for the daily work of HR in order to create consistency and efficiency in our work products and services.
## Staffing Update

### Vital Statistics

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<tbody>
<tr>
<td>Total # of Teacher Applicants</td>
<td>872</td>
<td>989</td>
<td>1014</td>
<td>963</td>
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<tr>
<td>Total # of new teacher hires</td>
<td>238</td>
<td>180</td>
<td>182</td>
<td>208</td>
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<tr>
<td>Total # of elementary hires</td>
<td>109</td>
<td>78</td>
<td>94</td>
<td>120</td>
</tr>
<tr>
<td>Total # of secondary hires</td>
<td>71</td>
<td>59</td>
<td>68</td>
<td>81</td>
</tr>
<tr>
<td>Total # of classified staff hires</td>
<td>333</td>
<td>196</td>
<td>114</td>
<td>121</td>
</tr>
<tr>
<td>Total # of new Principal hires</td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>10 (1 internal move) (6 internal hires) (3 external hires)</td>
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# Remaining Vacancies

<table>
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<tr>
<th>Type (total)</th>
<th>Location</th>
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<td>Secondary (2)</td>
<td>Northeast High-Science, NEM- Math,</td>
</tr>
<tr>
<td>Elementary (6)</td>
<td>Banneker (K, 4&lt;sup&gt;th&lt;/sup&gt;), Garfield (K), Longfellow (K), Wheatley (3&lt;sup&gt;rd&lt;/sup&gt;, 6&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Specials (2 PT/ 2 FT)</td>
<td>FLA (PE/.6), Knotts (Art/.4), Rogers (music), Faxon/Carver (computers)</td>
</tr>
<tr>
<td>ESL (2)</td>
<td>Science, ELA</td>
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# Teach for America

## Historical Data

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<th>Year Range</th>
<th>New Hires</th>
<th>TFAs</th>
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<td>2011-2012</td>
<td>163</td>
<td>147</td>
</tr>
<tr>
<td>2012-2013</td>
<td>166</td>
<td>83</td>
</tr>
<tr>
<td>2013-2014</td>
<td>208</td>
<td>45</td>
</tr>
<tr>
<td>2014-2015</td>
<td>238</td>
<td>29</td>
</tr>
<tr>
<td>2015-2016</td>
<td>180</td>
<td>6</td>
</tr>
<tr>
<td>2016-2017</td>
<td>182</td>
<td>8</td>
</tr>
<tr>
<td>2017-2018</td>
<td>208</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Range</th>
<th>% of New Hires</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>90.1%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>50%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>22%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>12%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>3.5%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>4%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>3.36%</td>
</tr>
</tbody>
</table>

## % of New Hires TFA

![Graph showing % of New Hires TFA over years]

- **TFAs**: Total number of Teach for America members.
- **% of New Hires**: Percentage of new hires from Teach for America.
# Teacher Status Report

## Quick Look

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td># of First Year Teachers to KCPS</td>
<td>208</td>
</tr>
<tr>
<td># of First Year Teachers to KCPS &amp; Education</td>
<td>86</td>
</tr>
<tr>
<td># of Slots filled by KCPS Full Time Substitutes</td>
<td>3</td>
</tr>
<tr>
<td>% of Teachers appropriately Certified</td>
<td>97.1%</td>
</tr>
</tbody>
</table>
Strategies to Address Staffing Issues

- Incentives for early notice of Retirement/Resignation
  (Due December 22nd)

- Offer early/on-the-spot contracts (KCPS Job Fair and other job fairs)

- Create Surplus Teacher Initiative (hard-to-fill areas)

- Strengthen and forge new partnerships with local universities (School of Education Visits)

- Increase recruitment sites and strategies (i.e. Montessori, HBCUs, Bilingual)
Strategies to Address Staffing Issues

– University of Missouri- KC (UMKC)
  • Student teacher placement (8 for Spring)
  • Professional Development Schools (Hartman, Garfield, Whittier)
  • Working collaboratively with UMKC School of Education, Curriculum and Instruction to design a “Grow your Own”, Education Prep Program.

– University of Missouri-Columbia
  • MU Fellows: Graduate students who teach a year in our schools, while simultaneously earning a master’s degree (Hale Cook, Gladstone, NEM)- 3 for SY18
Strategies to Address Staffing Issues

– **Teach for America (TFA)**
  - In 2014-2015, hired 29
  - In 2015-2016, hired 6
  - In 2016-2017, hired 8
  - In 2017-2018 to-date, hired 7

– **Kansas City Teacher Residency (KCTR)**
  - Residents earn a master’s degree while interning for a full year with a master teacher. Year 2, residents become the teacher of record. Current Placement: Garcia, Northeast Middle, Rogers, Troost)- 10 residents for SY18
Strategies to Address Staffing Issues

– **TeachKC Partnership**
  - (collaborative area-wide recruitment effort sponsored by Kauffman Foundation)

– **Experience KCPS (December Grad visits/hires)**

– **Quarterly Teacher Check-Ins- In partnership with CIPD**
  - Tuesday, September 19th (K-2nd grade teachers)
  - Thursday, September 21st (3rd-6th grade teachers)
  - Friday, September 22nd (7th-12th grade teachers)
Questions?
RSIT Breakout Discussion
Feedback/Requests
Monthly Meeting Date