

In the Cause of  
Kalima Jenkins, et al.  
vs.  
State of Missouri, et al.  
Case No. 77-0420-CV-W-4

Report of the Desegregation Monitoring Committee  
for the period July 1, 1991 - June 30, 1992

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## TABLE OF CONTENTS

<b>Budget Subcommittee</b> .....	1
- Introduction .....	1
- Year VII .....	1
- Direct Costs .....	3
- Purchasing .....	4
- Capital Improvements .....	4
- Transportation .....	5
- Joint Review Committee .....	5
- Conclusion .....	6
- Recommendations .....	6
 <b>Desegregation Subcommittee</b> .....	 7
- Overview .....	7
- Desegregation Trends .....	7
. Total Student Membership .....	7
. Ninety Percent Minority Schools .....	8
. Minority Enrollments Magnet Schools .....	8
. KCMUSD Marketing and Recruitment .....	9
- Security and Safety .....	10
- Capital Improvements .....	10
. CIP Budget Overruns .....	11
- Transportation .....	12
- Recommendations .....	13
 <b>Education Subcommittee</b> .....	 14
- Administration .....	14
- Personnel .....	15
- Purchasing and Procurement .....	17
- Relation of Administration to School Board .....	17
- Review of LRMP Programs and Renewal .....	18
- Proposed Magnet Themes .....	18
- Intervention Programs .....	18
- Cost Containment in CIP .....	19
- Achievement .....	19
. Drop-Out Rates .....	23
. Suspension Rates .....	23

- Magnet Themes .....	25
. 1986-87 Elementary Magnets .....	25
. College Preparatory .....	25
. Advanced Technology .....	26
. Agribusiness .....	26
. Business and Technology .....	27
. Classical Greek .....	28
. Communications .....	29
. Computers Unlimited .....	30
. Engineering and Technology .....	30
. Environmental Science .....	31
. Foreign Language/Global Studies/International Studies .....	31
. Health Professions .....	33
. Latin Grammar .....	33
. Law and Public Service .....	34
. Liberal Arts .....	34
. Math/Science .....	35
. Military Science .....	36
. Montessori .....	36
. Visual and Performing Arts .....	37
- Non-Magnets - Elementary .....	37
- Early Childhood .....	38
- Summer School .....	39
- Staff Development .....	40
- Extended Day .....	41
- Effective Schools .....	42
- Recommendations .....	42
 VIDT Subcommittee .....	 43

BUDGET SUBCOMMITTEE REPORT TO THE COURT  
FOR YEAR SEVEN

Members

Thomas Bixby, Chair  
Kenneth Kraft  
Calvin Ward  
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Contents

INTRODUCTION .....	1
YEAR VII .....	1
DIRECT COSTS .....	3
PURCHASING .....	4
CAPITAL IMPROVEMENTS .....	4
TRANSPORTATION .....	5
JOINT REVIEW COMMITTEE .....	5
CONCLUSION .....	6
RECOMMENDATIONS .....	6

Budget Subcommittee Report to the Court for Year VIII

1986-87 Magnet	14,354,433	8,949,478	60%
Base Budgets	13,258,819	8,028,974	61%
	42,340,187	24,009,315	57%
	27,394,188	18,198,814	66%
District Communications	31,125	18,125	58%

Introduction

There have been significant changes in the makeup of the Budget Subcommittee (BSC) over the past year. The BSC has had two new members, one of whom has now left, in addition to a new chairperson. The strength of the subcommittee over the past several years has been the active participation of each of its members. Despite all the changes, this level of participation has continued, and has made the committee stronger.

The subcommittee has taken a somewhat different approach to monitoring the desegregation program's finances over the past year. The BSC has looked less at how well the District keeps track of its money, and more at how the District spends its money. This change has occurred in part due to circumstances -- specifically the direct cost study -- and in part because the District continues to make steady progress in its financial management (the District was recently awarded a Certificate for Excellence in Financial Reporting by School Systems by the Association of School Business Officials International).

However, there remain too few incentives for the District to utilize desegregation funds wisely. The District has not, in our opinion, done enough to become efficient, or enough to evaluate the cost effectiveness of various programs. Progress in the desegregation program does not justify the current level of spending.

The District continues to budget and request far more in desegregation funds than it actually spends: Year VII funds were 67% expended as of April 30, 1992 (reference the following table). With less than 20% of the year left, some programs have 40% or more of their budgets to expend. Assuming that most supplies and equipment for the school year should have been purchased months ago, this is a substantial portion of the budgeted funds which will go unspent. The District continues to budget based on previous years' budgets rather than actual costs.

**YEAR VII**

	Budget	Expended Year to Date (4/30/92)	Percent Expended
Triple A	\$5,999,958	\$3,517,718	59%
Reduced Class Size	5,627,985	3,790,454	67%
Summer School	4,445,549	1,923,575	43%
Full Day Kindergarten	1,837,094	1,068,998	58%
Extended Day Traditional	453,000	281,763	62%
Early Childhood	5,589,872	4,577,829	82%
Effective Schools	7,250,000	5,017,596	69%

1986-87 Magnets	14,884,455	8,949,478	60%
Base Budgets	13,258,819	8,028,974	61%
LRMP	42,340,187	24,009,315	57%
Transportation	27,394,188	18,198,814	66%
District Communications	31,125	18,125	58%
Research, Evaluation & Testing	5,060	3,652	72%
Teacher Salary	5,776,605	4,718,512	82%
Maintenance Plan	2,239,877	2,022,083	90%
Special Education	869,189	691,672	80%
Security	1,337,412	714,527	53%
Salary Package	36,000,000	24,767,700	69%
Summer Security	124,580	179,918	144%
Interest Expense I & II	593,503	245,449	41%
Debt Service IV-VII	14,951,165	14,866,822	99%
VIT	<u>19,532</u>	<u>15,739</u>	<u>67%</u>
<b>TOTAL</b>	<b><u>\$191,029,155</u></b>	<b><u>\$127,608,713</u></b>	<b><u>67%</u></b>

Unfortunately, the District has not fully accomplished any of the six recommendations made to the KCMSD by this subcommittee last year. Those recommendations were:

1. The KCMSD should be required to encumber funds (issue formal purchase orders for the current fiscal year) no later than 60 days prior to the end of the fiscal year, June 30th.
2. The KCMSD should be required to clear all outstanding obligations of record on June 30th of each fiscal year within 120 days subsequent to that date, and no payments made after that date without the express approval of the DMC.
3. The KCMSD should be required to take such action as is necessary to provide for much greater internal auditing to protect itself against waste, abuse, and fraud in expending the resources provided by the Court. As long as millions of dollars are allocated to the desegregation remedy, the opportunity for misuse is prevalent.
4. The KCMSD should be required to see that the Superintendent and his Cabinet assume their rightful responsibility to see that the operating and desegregation funds are spent in a cost-effective manner, and that budgets are managed properly. With the hiring of a new superintendent, this requirement is a necessity.
5. The KCMSD should be required to present a long-range plan for funding the school district after the Court steps aside and ceases to

provide the funds.

6. The KCMSD should be required to submit a plan for the implementation of the findings in the Deloitte & Touche Management Study.

Although progress has been made in terms of closing out the fiscal year in a timely fashion, the District did not meet the 60-day and 120-day guidelines called for by the subcommittee in Year VI.

### Direct Costs

The BSC started the year with the task of monitoring the District's study of costs associated with the desegregation program which had not previously been viewed as desegregation costs. The Court had ordered that such "direct costs" might now be considered a desegregation expense, and that the District could bring forth a proposal to identify and fund those costs.

The District employed Deloitte & Touche to do the study -- the same firm which had completed a management study of the District for the DMC the year before. The BSC held monthly meetings with the District and Deloitte & Touche in an attempt to avoid any misunderstanding of the DMC's interpretation of which expenses were appropriately termed direct costs and prevent unnecessary expenses being incurred in conjunction with the study due to such misunderstandings.

Unfortunately, two major items, each involving funds in excess of \$2,000,000, were presented to the BSC by the KCMSD for the first time upon submission of the final direct cost proposal. The BSC, and later the full DMC, took exception to more than half of the proposed direct costs. Had these issues (legal fees and "phantom employees") been presented to the BSC during the regularly scheduled discussions on direct costs, the subcommittee could have advised the KCMSD of alternative measurements of legitimate costs acceptable to the committee or, at a minimum, the District would have had greater budget flexibility in the operating budget because the problem would have been addressed much earlier in the school year.

*phantom employees*

The direct costs issue is currently pending before the Court. Presumably, however, the District will request some sort of direct costs again in the coming year. One of the issues which the BSC raised throughout the direct cost process of the past year, and the District failed to address adequately, is the development of mechanisms for ongoing measurement of direct costs. A weakness in the original study was the compressed timeline for studying district employee work activities. A more valid study would measure work throughout the year. Clearly this was not an option for the initial study. It is an option for future studies and future desegregation revenue requests.

## Purchasing

The District's Purchasing Department has been a major problem for the District and the desegregation program for a number of years. The inability of the District to get supplies and equipment to the schools has been a continual embarrassment, and an obstacle to providing a quality education with a magnet theme to students in the District.

For each of the last several years, the District came to the DMC and subsequently the Court to request "budget carryovers." Because of the volume of purchase orders, the DMC was told, the Purchasing Department was unable to process all of their work on time, and students would be deprived of important equipment for their education if the DMC did not approve the carryovers. Each year the DMC and the Court allowed the carryovers, but promised improvements in the Purchasing Department by the KCMSD did not materialize, and each year the vote on the DMC was closer to a "no" vote on this issue.

The debate within the DMC centered on the fact that, although all agreed that getting the equipment "for the kids" was important, simply approving the carryovers allowed the District to have no consequences for having failed to perform. Although the DMC had "censured" the District for its failure in the past, censure had no practical effect, and clearly did not have the desired effect: getting the District to fix the problem.

When the District once again needed carryovers in 1991-92, the BSC discussed alternatives to either censure or taking exception to the carryovers. The BSC proposed to the full DMC that no exception be taken to the carryovers, but recommend that the Court sanction the District for having failed to address the Purchasing Department's problems. The sanctions were upheld and increased by the Court. The BSC will not be convinced that this action resulted in the desired effect until the supplies and equipment reach the schools in a timely manner. However, so far it would appear as though the results have been dramatic. A new director for the Purchasing Department has been brought on. The department has been restructured with numerous changes implemented so that the purchasing process, as reported by the KCMSD, seems to be working very smoothly and very efficiently.

## Capital Improvements Program

The Capital Improvements Program (CIP) continues to raise questions regarding cost-effective implementation. The BSC, in conjunction with the Desegregation Subcommittee, has raised questions about a lack of cooperation with various government agencies: required city inspections costing thousands of dollars which could be performed by state inspectors at no cost to the desegregation program; problems getting right-of-ways for some projects; and quid pro quos for other projects.



It is the feeling of the BSC that the Project Management Team (PMT) has not been successful in carrying out its mission regarding cost containment, and that the District's Oversight Team (OST) does far less overseeing of the PMT than it should. At times it appears as though the OST plays the role of support staff for the PMT rather than a supervisory role. This is an area which the BSC would like to spend some time delving into in the coming year.

### Transportation

The Budget and Desegregation Subcommittees have utilized the services of the DMC's financial specialist to perform an audit of the Transportation Department. At this writing, the audit is not complete. However, preliminary results indicate that there are numerous serious problems within the department. It is our understanding that some problems were addressed when raised by the financial specialist, but others remain. Since the audit is not complete, and the District has not had an opportunity to respond to all of its findings, it is not appropriate to comment on the specifics of the audit here.

One transportation problem encountered by the chair of the BSC on a school visit involved the efficiency of the District's routing of buses. This spring, a new federal law went into effect which initiated more stringent requirements for bus drivers to be licensed. The result was that the contractors had difficulty getting enough drivers on the streets. At one school, the problem was solved by rerouting buses so there were fewer routes, necessitating fewer drivers. This was possible because the routes had been based on the number of students attending the school in September, and that number had dropped considerably. If the District could draw up new routes to accommodate the needs of the contractor, the District should likewise draw up new routes, based on need, months earlier to reduce costs.

### Joint Review Committee

The Joint Review Committee (JRC) -- made up of members of the Budget and Education Subcommittees -- has made two changes in budget transfer procedures during the year. First, at the request of the KCMSD, the JRC recommended, and the DMC agreed, to allow greater flexibility to the District by not requiring pre-approval for desegregation budget transfers of less than \$10,000 (Effective Schools and Extended Day excepted). Second, the JRC no longer required parent signatures for Effective Schools budget "clean up" transfers which are under \$1,000.

The JRC also has proposed changes in Effective Schools budget transfers for Year VIII: (1) All budget transfers requiring School Advisory Committee (SAC) signatures must have five parent signatures, and (2) Effective Schools plans must be approved by the SAC and minutes of the vote must be provided with the Effective Schools site plan. These changes are designed to encourage more parental involvement in the SAC's. Clearly it will not guarantee more involvement, but the JRC felt that the requirement would put pressure

on principals to work with and develop an active SAC.

### Conclusion

The District continues to make steady progress towards putting its financial house in order. However, other major problems remain, requiring a more tightly focused effort on the part of the KCMSD and, therefore, the BSC submits recommendations as noted below:

### Recommendations

1. The KCMSD should be required to develop and implement ongoing mechanisms for the measurement of direct costs as part of any future request for desegregation funding.
2. The KCMSD should be required to begin a maintenance reserve fund/program so as to ensure proper maintenance of the massive CIP investment of the desegregation program.
3. The KCMSD should be required to comply with the Court's order that it present a long range plan for funding the school district after the court steps aside and ceases to provide the funds.
4. The KCMSD should be required to develop a more competitive and inclusive bidding process for the purchasing of goods and services.
5. The KCMSD should aggressively pursue the elimination of tax abatement properties, thereby increasing revenue for the operating budget.
6. The KCMSD should be required to develop a more valid process to determine when there is supplanting of the operating expenditures by desegregation revenue.

DESEGREGATION SUBCOMMITTEE REPORT TO THE COURT  
FOR YEAR SEVEN

Members

Dr. James Oglesby, Chair  
Javier Perez, Jr.  
Paul Rojas  
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Contents

OVERVIEW .....	7
DESEGREGATION TRENDS .....	7
. Total Student Membership .....	7
. Ninety Percent Minority Schools .....	8
. Minority Enrollments Magnet Schools .....	8
. KCMSD Marketing and Recruitment .....	9
SECURITY AND SAFETY .....	10
CAPITAL IMPROVEMENTS .....	10
. CIP Budget Overruns .....	11
TRANSPORTATION .....	12
RECOMMENDATIONS .....	13

## Desegregation Subcommittee Report to the Court for Year VII

### Overview

The Desegregation Subcommittee continued to focus on the global aspects of the court-ordered desegregation plan during Year VII. Year VII was a significant year because the KCMSD changed superintendents for the fourth time since the June 14, 1985 court-order was entered. Progress in desegregation of students continued at an uneven and unacceptably modest pace during Year VII, with frequent changes in supervisory leadership and focus being a contributing factor.

In 1991, a new administrative organization was presented to the DMC which reflected a number of changes in the top echelon of the KCMSD administration and was judged by the Desegregation Subcommittee to be top heavy at the Superintendent's level. The Desegregation Subcommittee continues to question whether the administrative organization as designed can effectively implement the court-ordered plan. During Year VII, key organizational changes in personnel have continued to occur and the Desegregation Subcommittee continues to question not only the organizational structure in place in the District, but also the knowledge and competency of key administrative personnel both at the central and building level.

The question of whether desegregation is occurring in the KCMSD continues to be raised by the Desegregation Subcommittee. Progress is far short of expectations and, after seven years, the Desegregation Subcommittee finds accomplishments to be clearly inadequate in relationship to the dollars expended.

### DESEGREGATION TRENDS

#### Total Student Membership

	<u>Majority Students</u>	<u>Minority Students</u>	<u>Total Students</u>	<u>%Minority Students</u>
1987-88	9,172	26,257	35,429	74.1%
1988-89	9,148	25,974	35,122	74.0%
1989-90	8,785	26,065 <sup>1</sup>	34,850	74.8%
1990-91	8,891	26,207	35,098	74.7%
1991-92*	9,297	26,710	36,007	74.2%

\* Thirty-Seventh Annual Report on the Progress of Desegregation in the Kansas City Public Schools  
<sup>1</sup> Includes American Indian/Alaskan 98; Asian Pacific Islander 513; Hispanic 1,489

The Total Student Membership data on the KCMSD indicated a slight increase in total student membership. In 1991-92, 909 additional students increased the total membership in the KCMSD to 36,007. Of the 36,007 students, 26,710 were minority and 9,297 were non-minority. The percent of minority students decreased to 74.2%. This represents a .5% decrease in minority students over the 1990-91 school year. This minimal change from the 1990-91 school year still places the District at a position where the percentage of minority student population is greater than it was in 1987-88.

The total number of both non-minority and minority students indicates an increase in 1991-92 over 1990-91. A similar increase has been consistent in all categories since the 1989-90 school year.

### Ninety Percent (90%) Minority Schools

	<u>Elementary</u>	<u>Secondary</u>	<u>Total</u>
1987-88	20	5	25
1988-89	16	5	21
1989-90	13	8	21
1990-91	11	5	16
1991-92	10	4	14

The KCMSD continues in 1991-92 to make some progress in reducing the total number of 90%+ minority schools. A review of the January 29, 1992 Student Census Count shows that 10 are elementary (nine of those being non-magnet schools) and four are secondary.

### Minority Enrollments Magnet Schools

	<u>Increase in Minority Students</u>	<u>No Change in Minority Students</u>	<u>Decrease in Minority Students</u>	<u>Minority Enrollment Below 60%</u>	<u>Minority Enrollment Above 60%</u>	<u>Minority Enrollment Above 70%</u>	<u>Minority Enrollment Above 90%</u>
Elem.	13	0	22	11	24	5	1
Middle	4	1	6	0	11	7	2
High	5	0	5	1	9	6	2

A review of changes in minority enrollment for magnet school is further evidence of the difficulty the KCMSD continues to have in desegregation efforts at the secondary level. Of 11 middle schools, seven are more than 70% minority, with two being more than 90% minority, and all being above 60% minority. Of the 10 high schools, six are more than 70% minority, two being more than 90% minority, and nine being above 60% minority.\*

\* KCMSD Percent of Minority Enrollments by School 1990-91 and 1991-92, June 1992

### KCMSD Marketing and Recruitment for Majority Students

	<u>Goal</u>	<u>Number Applications</u>	<u>Number Placed</u>	<u>Actual Attending</u>	<u>High School</u>	<u>Middle School</u>	<u>Elem. School</u>	<u>Total</u>
1990-91	1,000	1,100	794	545	106	135	304	545
1991-92	2,100	1,980	988	715	197	135	364	715*

\* Includes 19 Pre-K, 3/4

The recruiting goal for majority students in 1990-91 was 1,000; 1,564 applications were received, with 794 being placed and 545 enrolled at the schools. The Marketing and Recruitment Plan for school year 1991-92 was presented to the DMC in May 1991. The KCMSD recruitment goal for 1991-92 for new non-minority students was 2,100. The 1991-92 goal of 2,100 resulted in 1,980 applications received, 988 were placed and 715 actually enrolled, including 19 pre-Kindergarten, three- and four-year olds.\*\* Evidently, for 1991-92, the District presently has in its enrollment only 34% of its recruitment goal for the 1991-92 school year.

In the previous years since the court order was approved, it was difficult to secure accurate data on goals for recruiting, number placed, and number attending. Further, the District did not have a system in place to track changes and withdrawals. The DMC was informed in April 1992 that the hardware and software were installed, tested, and the District is able to now identify students. The DMC has also commissioned an audit to determine the number of non-minority suburban school district (SSD) students attending the KCMSD in 1991-92. The rationale for the audit was the result of conflicting enrollment data presented by the KCMSD's Admissions and Transportation departments and an audit report is expected by the DMC in September 1992.

The KCMSD has not produced evidence of its retention rate for non-minority students. Clearly, the KCMSD's responsibility extends beyond initial enrollment as non-minority enrollment must be kept in the KCMSD beyond the early elementary years. If desegregation is ever to be accomplished, retention rates and analysis of withdrawals must be available and examined to assist in the examination of progress of desegregation in the KCMSD and to identify needed intervention actions to retain students once they are enrolled.

\*\* Consent Agenda Board Item I-1-A dated June 1, 1992

## Security and Safety

The security issue relative to providing a safe learning environment for student learning is emerging as a major problem for the implementation of the desegregation plan. During the 1991-92 school year, reports appeared in the media about altercations at one or more of the magnet schools. It is difficult to assess the actual impact this negative publicity has had on the desegregation program. However, the Desegregation Subcommittee has received anecdotal information which reflects an attitude by suburban non-minority parents and students that certain magnet schools are unsafe. This attitude is particularly directed at the high schools.

The 1991-92 enrollment data indicated that the number of suburban non-minority students attending the KCMSD at the elementary level remain fairly consistent. However, at the middle and high school levels, the attraction fades. The number of schools that fail to meet their racial quotas increases at the middle and high schools. It is difficult to establish a direct cause and effect between the publicity about the safety and security at these magnet schools at the secondary level and non-minority attendance. **In the 1990-91 court report, it was stated that of the four top reasons for student withdrawal, safety was listed as one of the factors.** (One could conclude that safety and security could be a negative factor impacting on the desegregative efforts and successes at the secondary magnet schools.)

The KCMSD staff has indicated to the DMC that during 1991-92, an emphasis has been placed on safety and security in problem areas at the secondary level, but a comprehensive security and safety plan has not been adequately developed and implemented.

It must further be added that the human relations issue, along with safety and security, is a factor. To explain further, problems erupted in 1991-92 at a magnet school that the KCMSD staff felt to be related to both race and class. The KCMSD had indicated to the Desegregation Subcommittee that a human relations component was being developed and that this issue would receive the full support of the Superintendent. However, the Human Relations position is proposed to be eliminated by cuts in the KCMSD's operating budget and no adequate human relations plan has been developed and implemented by the District as of July 1992.

## Capital Improvements

Overall, significant progress has been made in the visual appearance of the school buildings involved in the CIP plan. The Desegregation Subcommittee continues to deal with issues which indicate that the implementation of the CIP plan remains problematic. An overriding concern is whether the District is receiving quality facilities for the magnitude of dollars allocated through the court. Change orders continue to come in at a high rate, planning process issues continue to arise, and budgets for capital projects continue to be

exceeded.

Meetings between the Desegregation Subcommittee and the parties were held in 1991-92 to address these very issues. The actions and activities needed to bring a building from the resources allotted to a finished facility appear staggering. When a glitch occurs, it is nearly impossible to determine the reason, and there are usually multiple reasons.

A major issue that may require the Court's attention is the PMT management fee. The original contract between the PMT and KCMSD lacked specificity. Therefore, we are approaching some difficult decisions regarding the PMT fee, partly due to the numerous delays in the CIP process for project completion. During the year, conflicts have occurred between the District and the PMT about whether certain requests for services by the District were within the scope of work of their contract. The net outcome of these disputes has been that the District was compelled to use additional resources to hire consultants to buttress the work required to continue the construction project.

Numerous cases exist where the expenditure exceeded the budget in order to complete a project. To heighten review of such expenditures, the DMC voted to request a review of projects that exceeded the budgeted expenditures by ten percent. The main glaring example of such cost overruns was at the Paseo shared facility. It is noted that the new administration has given assurances that projects will be completed within the court-ordered budget. The KCMSD has proposed to make certain alterations in projects in Phases VI-VII, VIII, IX and XI to remain within budget. The DMC will continue to monitor proposed alterations to ensure that programs will not be housed in facilities which do not meet the program's educational needs.

One project of great concern to the Desegregation Subcommittee is the Linwood Early Childhood Center. The KCMSD has presently discontinued this project after the expenditure of more than \$700,000 due to what has been described as unforeseen infrastructure problems. The Desegregation Subcommittee notes the Early Childhood program is one which has in the past been adequate, but woefully short of space.

The Desegregation Subcommittee will continue to investigate the circumstances regarding expenditures for this project and monitor the KCMSD's efforts at resolution of this issue.

CIP Budget Overruns\*

<u>School</u>	<u>Ordered Budget</u>	<u>CIP Budget Allocation</u>	<u>Anticipated Costs</u>	<u>Over CIP Budget</u>	<u>% Over CIP Budget</u>
Paseo Middle	5,605,163	5,605,163	6,611,894	1,006,731	18.0%
Southeast Annex	899,973	899,973	1,032,665	132,692	14.7%
Southwest High	9,451,793	9,451,793	11,197,385	1,745,592	18.5%
Paseo/Shared Facility	14,721,902	14,654,188	20,533,611	5,879,423	40.1%
East High	7,496,505	7,496,505	8,684,191	1,187,686	15.8%
Southeast High	6,849,930	6,849,930	8,428,081	1,578,151	23.0%



Van Horn	6,559,681	6,559,681	7,605,238	1,045,557	15.9%
Westport Middle	5,327,597	5,327,597	6,599,636	1,272,039	23.9%
Westport High	7,556,023	7,556,023	8,679,740	1,123,717	14.9%
Linwood	930,566	930,566	1,633,380	702,814	75.5%
New Attucks	2,746,701	2,665,580	3,211,900	546,320	20.5%
Paige	1,718,902	1,663,009	1,884,803	221,794	13.3%
Holliday	1,637,801	1,565,775	2,259,457	693,682	44.3%

\* CIP Budget Overrun Report, May 13, 1992

The Desegregation Subcommittee meetings with the District regarding change orders involved both the massive number and their financial magnitude. The DMC voted to request a review of change orders totaling \$100,000 or more. Unfortunately, the net result does not appear to be a reduction in the number of change orders, but simply submission of change orders that were presented for amounts less than \$100,000.

The project implementation process is wrought with delays. Many delays are due to the inability of different governance entities' lack of urgency in working together to complete a project. City departments have caused many delays due to the complicated approval process needed to push ahead on a project. Even though the court order provided resources for oversight of the CIP, performance in this area has been dismal.

The DMC expressed concern in 1990-91 regarding the ability of KCMSD to maintain the new and/or remodeled facilities. The KCMSD entered into a management-type contract with ServiceMaster and Woodley Building & Associates to provide maintenance for five years. The Desegregation Subcommittee and the full DMC reviewed the contract, questioned the terms of the contract, but ultimately "took no exception," as basically no other alternatives were readily available. A review of performance will be conducted in November 1992 to determine whether the maintenance relationship is working satisfactorily.

### Transportation

The Transportation Department has been under new leadership during 1991-92. It would appear that benefits are being derived from new initiatives aimed at bringing professionalism to the department. The Transportation Department is improved over past years, however, problems remain -- cost-effectiveness being top on the list. The KCMSD appears to perceive cost-efficiency and quality performance as mutually exclusive. The Desegregation and Budget Subcommittees have worked throughout the year to determine whether mechanisms are being utilized to achieve both fiscal responsibility and high quality service. The Desegregation Subcommittee will continue to pursue this issue in the coming year.

## Recommendations

1. That reliable non-minority retention and withdrawal data be collected and analyzed by the KCMSD to assist in the implementation of procedures to maintain non-minority enrollment.
2. That the KCMSD develop a comprehensive security plan which addresses the needs at the site level, based on bottom-up input, to address the issue of safety at KCMSD facilities.
3. That the KCMSD develop a proactive human relations plan demonstrative of diversity and a commitment to desegregate the KCMSD.
4. That the KCMSD put forth greater efforts to facilitate a cooperative relationship between governmental agencies involved in the capital improvement process.
5. That the KCMSD develop a plan to provide greater oversight over PMT activities and the quality of workmanship in CIP projects.
6. That the KCMSD develop a more comprehensive marketing, recruitment and retention plan to ensure that recruitment goals result in actual continuing non-minority enrollment in the magnet schools.
7. That the KCMSD develop a transportation plan that incorporates both quality of service and cost efficiency as its goals.

EDUCATION SUBCOMMITTEE REPORT TO THE COURT  
FOR YEAR SEVEN

Members

Dr. Miguel Sancho, Chair  
Charles James  
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Contents

ADMINISTRATION .....	14
PERSONNEL .....	15
PURCHASING AND PROCUREMENT .....	17
RELATION OF ADMINISTRATION TO SCHOOL BOARD .....	17
REVIEW OF LRMP PROGRAMS AND RENEWAL .....	18
PROPOSED MAGNET THEMES .....	18
INTERVENTION PROGRAMS .....	18
COST CONTAINMENT IN CIP .....	19
ACHIEVEMENT .....	19
. Drop-Out Rates .....	23
. Suspension Rates .....	23
MAGNET THEMES .....	25
NON-MAGNETS - ELEMENTARY .....	37
EARLY CHILDHOOD .....	38
SUMMER SCHOOL .....	39
STAFF DEVELOPMENT .....	40
EXTENDED DAY .....	41
EFFECTIVE SCHOOLS .....	42
RECOMMENDATIONS .....	42

## Education Subcommittee Report to the Court for Year VII

### Administration

The academic year of 1991-92 was the first full year for the new Superintendent and his administrative team. Not surprisingly, the period was marked by a number of adjustments, both in structure and personnel, as design and staffing patterns met the realities of the KCMSD.

At the beginning of this process, the Education Subcommittee expressed certain reservations, both in the administrative arrangements and in some of the personnel choices made to fill the positions. In particular, the Education Subcommittee felt that the large administrative apparatus immediately surrounding the office of the Superintendent might not be as cost effective as intended. The Education Subcommittee also questioned the very wide spans of control assigned to the offices of the Deputy Superintendent and the Associate Superintendent for Instruction. The concerns of the Education Subcommittee remain after the first year of the tenure of the new superintendent.

As ordered by the court, the Education Subcommittee participated in the Personnel Subcommittee's review of the qualifications of individuals appointed to administrative positions from the level of principal and higher. The subcommittee also reviewed the process by which the personnel were brought into the District. As the year progressed, the administration tuned both the structure and the personnel to fit the structure and, in several cases, in line with the recommendations of the Education and Personnel Subcommittees.

One prominent feature of the new and existing administrative set up is the vanishing separation between the magnet and non-magnet operations of the District. In the original LRMP, the magnet operations were administered under an almost completely separate structure from the non-magnet, with a separate personnel office, directors, and so on. The previous administration, with court approval, brought the magnet and base program operation together, removing the freestanding magnet school administration. There was, under that organization, an acknowledgement of magnet themes. For example, schools were grouped into areas of similar magnet theme with some non-magnet elementary schools for purposes of supervision. Under the present structure, the division into theme areas has been dropped. Clearly the push to make the directors conversant with the content of the themes in the schools they supervise, which was possible under the previous configuration, is now much less possible. Directors of elementary and secondary schools have been chosen for their administrative/managerial expertise and these appointments significantly impede the implementation of theme specific initiatives.

The danger here is that the administrative structure might lead to the loss of integrity and uniqueness of the separate magnet schools. As will be discussed below, this

problem is exacerbated when principals and other school level administrative personnel are selected without regard to their interest, background, or experience in the magnet theme of the schools they are to lead.

### Personnel

A previous member of the DMC noted the most important decisions are personnel decisions. Indeed, the relatively slow improvements in both the rate of desegregation and of achievement in the past can in large part be attributed to the uneven quality of the people called upon to implement this far-reaching and complex plan, both at the building level and at the level of the central administration.

The new administration is headed by an individual who has national experience and reputation. Not surprisingly, the administrative team initially put together reflected the connections and network developed over the years. Initially, the Education and Personnel Subcommittees, having reviewed the process of hiring and the qualifications of the appointees, took exception to some, but by no means all, of the individual selected, and in some cases to the processes of selection. Following a process, the DMC made its concerns known to the Superintendent and then to the Board of Education.

While the Superintendent was steadfast in supporting his appointees, he and the Board assured the DMC that all individuals in his administration would be given a chance to demonstrate their abilities and then be held accountable. And the DMC has not been hesitant in reminding the administration of that commitment. It seems clear that in a number of cases the monitoring actions of the DMC contributed to the administration's resolve in living up to some commitments.

At the school level, the process of improving the suitability of the personnel to deliver the programs continues, if, at times, somewhat unevenly and at times with less concern for the integrity of the distinctiveness of magnet themes than is necessary. The Education and Personnel Subcommittees interviewed this year's appointees for the positions of principal. Some of these were appointments from within the District and some were from outside. In a number of cases, the appointees were both exceptionally well trained as administrator and as academic leaders for the magnet program to be offered at their school. This was not the case with others. The administration seemed to have completely ignored the theme requirement in making the appointment. The District continues to make the argument that it can hire "generic" school level administrators without regard to their magnet experience and commitment and provide some sort of add-on training after the fact. It is the case that the 1990 salary order allows for some exception, but only when a thorough search has discovered no candidate with the requisite background. It may be that the District is using this escape clause as the starting point rather than the last resort intended by the court.

While the Education and Personnel Subcommittees are aware of the fact that individuals well versed in a theme are not automatically prepared or suited to lead a school, it is clear that the most successful magnet schools are those where the leadership is committed, even passionate, about the theme. Where this is present, the teacher corp at the school can be brought along in absorbing the ethos of the enterprise. There have been numerous examples of magnet schools at which the lack of ability and academic leadership in the theme has delayed the implementation of the program, and made gains in desegregation and in achievement negligible.

The District is in the process of sharpening the distinction between magnet secondary schools through updating of curricula. This process will be facilitated where strong academic leadership in the theme exists. Similarly, teachers and administrators continued or brought into magnet schools without theme background are now in the process of assembling portfolios of self-development in the theme areas in which they participate. Again, the process, if facilitated by the presence of an academically prepared school administration, might be successful. The Education and Personnel Subcommittees have worked with the District in encouraging this process.

More difficult, but just as important, a more efficient evaluation instrument and processes for teachers and administrators is being put into place. Every organization includes employees who would be better off in other employment. The teaching profession and the KCMSD are no exception. The processes for removal of teachers after their probationary period, after they have achieved the status of tenure in their position, has been a laborious and punishing one for the administrators involved. While due process must be guaranteed to every employee, increasing the efficiency of the process will serve the interest of the District, the overwhelming majority of competent employees, and especially the plaintiff children. Given the actions of the court in making additional resources available for teacher salaries, the corresponding improvements in the personnel of the District should be expected. But this, unfortunately, has not been realized, given the massive financial resources provided by the court.

At the same time, though it has proved somewhat difficult to recruit for the KCMSD nationally, the administration has been provided resources and incentive to bring in the most highly qualified individuals for the implementation of the desegregation programs. One method for acquiring highly qualified instructors involves looking beyond the usual product of certification programs at college and university departments of education. Many of the magnet themes require staffing by individuals not likely to have met the usual certification requirement. The Education and Personnel Subcommittees have facilitated meetings between representatives of the Missouri State Department of Education and the Human Resources division of the District with the intention of reviewing policies and procedure by which "non-traditional" or alternative certification routes can be pursued by recruiters for the District and individuals seeking positions. The certification arm of the Missouri Department of Education has, as in the past, presented itself as flexible and open to the alternative approaches to certification. The KCMSD also verbally presents itself

as open to alternative certification, but it is noted that the KCMSD is a large bureaucracy in which the policies accepted at the top levels are not rapidly filtered down.

### Purchasing and Procurement

The District began the fiscal year with a serious problem in providing in a timely fashion needed supplies, materials, and equipment for magnet programs to be opened in the fall of 1991. This was an unfortunate repetition of previous years' lack of performance after repeated reassurances from the administration that all would be ready for the opening of school. Several of the new magnet programs were seriously compromised and the promised educational experiences were not provided due to this shortcoming in the purchasing/procurement operation. The Education Subcommittee supported extensions of deadlines and sanctions so that essential equipment could be provided to the schools, and KCMSD could be held accountable.

It is very important to note that the KCMSD administration responded with much greater attention, seriousness and rapidity to this punitive action which had financial teeth than it had in the past to repeated resolutions of disapproval and censure. In its previous actions, the Education Committee has attempted to avoid impact on the plaintiff children more than on individuals and departments which had fallen far below acceptable levels of performance in implementing the court orders. Unfortunately, the instance in which a stiff sanction was applied to those most responsible for the poor performance demonstrated that action is required and that pious words and stern verbal admonitions alone have a very limited effect.

In response to the shortfalls in the system of purchasing and procurement, the administration instituted important personnel and process changes. Some of these had been proposed from within the administration in the past, and some suggested by the court-funded study conducted by Deloitte & Touche. The Education Subcommittee, as a result of meetings with relevant personnel in purchasing, is hopeful that the difficulties experienced in the past will not be repeated this fall or in the future. The administration of the KCMSD can be given credit for moving to correct what was a serious and ongoing problem.

### Relation of Administration to the School Board

The new administration has been skilled in obtaining the cooperation and support of the Board of Education of the KCMSD. This is a positive development. Too much energy and attention in the past have been given to working out of various political agendas at the expense of sound educational practice. The close working relationship between the Board and administration brings coherence to policy and decision-making.

On the other hand, too friendly a relation could, in theory, result in the loss of the oversight function which the Board must perform. With this possibility in mind, the DMC

needs to continue to act in an assertive manner to maintain the integrity of the court orders and the magnet programs. Certainly a cooperative and non-confrontative spirit should continue to mark the interaction of the administration and the DMC, but the DMC will continue to maintain its monitoring roll and independence as an arm of the court.

### Review of LRMP Programs and Renewal

As the first period of the implementation of the LRMP came to its conclusion and was extended, the administration began to review the educational and desegregative effectiveness of the various aspects of the LRMP. Although data and evaluative reports were available, additional time was requested to sort out which factors made for effective programs and which did not. The process was conducted by a team with representatives of the instructional side of the administration and fairly independent participation of the Testing and Evaluation division.

In reviewing the success of present LRMP magnet themes and producing designs for modifications of the LRMP, the administration has insisted on a strong leadership role as matching the responsibility which it has for the performance. The caution here is against an overly top-down approach imposed on schools and patrons without their participation and adherence to the proposals. The administration should be aware that success of any program depends on the ownership of that program by those who will have the day-to-day responsibility of implementation.

### Proposed Magnet Themes

The Education Subcommittee will be assertive in monitoring the proposed magnet themes and other refinements of the LRMP as the KCMSD's proposals are reviewed in the coming months.

### Intervention Programs

This year the KCMSD saw a number of programs aimed at addressing the needs of the lowest achieving segment of the student population. In societal terms, the need here is great. The potential loss of talent and the expense of dealing with the results of failed educational systems through other governmental agencies has been well documented. In terms of delivery of an educational program too wide a spread of achievement levels in one class can make any instruction difficult.

The District has allowed private agencies to enter two middle schools with an intensive intervention program based on low teacher to student ratio, high commitment to the project by a selected instructional staff, and one-on-one mentoring. The model is not unlike the School-Within-A-School (SWAS) program which has functioned for some time in the District. Like the SWAS program, the intervention programs have had success in terms of increased academic achievement and in the attitudes of the student participates.



Unfortunately, budget cuts necessitated by shortfalls in KCMSD operating funds have resulted in elimination of many intervention programs. The success of such programs warrants restoration as soon as funding is secured.

### Cost Containment in CIP

In the course of this year the KCMSD reviewed a number of plans for new school buildings which were headed for large budget overruns. The Education Subcommittee reviewed and took no exception to the modifications as not having significant impact on the delivery of the programs to be housed in the spaces modified. Not unexpectedly, there continues to be some difference of emphasis between the educators most closely responsible for implementing particular programs, and planners with responsibility for the overall capital improvements plan.

There is always a tension between the cost savings associated with accepting the design for generic facilities into which magnet programs must later be fit, and the somewhat costlier process of driving the design by a specific educational program. The Education Subcommittee continues to prod the administration from time to time of the need for the integrity of magnet programs in facilities, personnel and program.

### Achievement

Improved educational achievement has not been accomplished at an acceptable rate, considering the infusion of generous desegregation funding into the KCMSD. ITBS scores reports for 1992 for the KCMSD show a stagnant achievement level with only minimal signs of improvement at the lower grade levels and some signs of decline evident. The KCMSD must accelerate its efforts to increase student achievement with the realization that the desegregation plan requires both desegregated schools and improved educational achievement, both must be vigorously pursued. The KCMSD cannot continue year after year to fall short of achievement goals as desegregation funds continue to be provided for this purpose.

Performance on the part of the KCMSD relative to assessment on standardized tests data is disappointing. After seven years of the desegregation program, it is obvious that hope for and expected improvements in the standardized test area has not occurred. The KCMSD should be complemented, however, for noted district-wide improvement at the K-2 level but, unfortunately, these improvements in standardized test results are not adequately continued in the upper grades. This pattern of improved district-wide K-2 performance on standardized tests presents an immense opportunity for the KCMSD in the future and it is incumbent upon the KCMSD to modify the upper grade curricula and instructional approaches (especially at the middle and secondary school level) to ensure that these students who are increasingly arriving at school performing at or above national norms on standardized tests do not continue to fall further behind in performance on these tests as they attend school in the KCMSD.

**Comparison of KCMSD and State of Missouri Average Scale Scores  
on Missouri Mastery and Achievement Tests by Grade Level, 1987 through 1992**

Grade and Year	<u>Reading/Lang. Arts</u>			<u>Mathematics</u>			<u>Science</u>			<u>SocialStud./Civics</u>		
	KCMSD	State	Differ.	KCMSD	State	Differ.	KCMSD	State	Differ.	KCMSD	State	Differ.
<u>Grade Three</u>												
1987	258	300	-42	256	300	-44	250	300	-50	256	300	-44
1988	268	315	-47	264	318	-54	251	311	-60	262	325	-63
1989	275	328	-53	275	323	-48	282	344	-62	284	337	-53
1990	267	323	-56	278	330	-52	278	347	-69	282	346	-64
1991	274	321	-47	289	326	-37	290	344	-54	286	336	-50
1992	281	323	-42	289	339	-50	301	364	-63	275	336	-61
<u>Grade Six</u>												
1987	253	300	-47	259	300	-61	242	300	-58	247	300	-53
1988	258	308	-50	274	332	-58	262	332	-70	261	321	-60
1989	255	321	-66	264	339	-75	260	344	-84	254	322	-68
1990	244	310	-66	274	355	-81	284	375	-91	267	335	-68
1991	225	296	-71	267	347	-80	268	352	-84	257	330	-73
1992	241	308	-67	274	349	-75	254	347	-93	251	322	-71
<u>Grade Eight</u>												
1987	263	300	-37	245	300	-55	245	300	-55	258	300	-42
1988	281	322	-41	265	336	-71	264	337	-73	271	325	-54
1989	278	326	-48	269	335	-66	277	345	-68	273	325	-52
1990	282	322	-40	280	346	-66	295	357	-62	275	327	-52
1991	272	318	-46	270	331	-61	271	339	-68	259	315	-56
1992	271	323	-52	264	335	-71	285	365	-80	265	324	-59
<u>Grade Ten</u>												
1987	258	300	-42	254	300	-46	251	300	-49	262	300	-38
1988	258	315	-57	260	313	-53	262	326	-64	261	314	-53
1989	274	324	-50	270	330	-60	265	322	-57	263	311	-48
1990	288	335	-47	270	327	-57	271	330	-59	271	316	-45
1991	273	313	-40	278	326	-48	282	327	-45	268	302	-34
1992	274	313	-39	291	338	-47	298	348	-50	273	307	-34

Median Reading Grade Equivalent Scores on the Iowa Tests of Basic Skills  
and the Tests of Achievement and Proficiency  
Kindergarten through Grade Twelve within the School District  
of Kansas City, Missouri, 1986 - 1992<sup>1</sup>

Grade	School Year							National Norm
	1986	1987	1988	1989	1990	1991	1992	
K	K.9	1.0	1.1	1.2	1.2	N/A	N/A	K.7
1	1.7	1.9	1.6	1.7	1.8	1.8	1.8	1.8
2	2.4	2.4	2.5	2.5	2.7	2.6	2.7	2.8
3	3.4	3.5	3.3	3.3	3.4	3.5	3.5	3.8
4	4.1	4.1	4.2	4.3	4.2	4.3	4.3	4.8
5	5.1	5.1	5.2	5.3	5.3	5.2	5.4	5.8
6	5.8	5.8	5.8	5.7	5.8	5.8	5.8	6.8
7	6.5	6.5	7.1	7.1	7.1	7.0	7.0	7.8
8	7.4	7.4	8.0	8.2	8.3	8.2	8.2	8.8
9	7.7	7.6	7.7	7.9	8.2	8.2	8.1	9.8
10	8.3	8.3	8.8	9.2	9.0	9.1	9.1	10.9
11	9.7	9.4	9.4	9.7	9.7	9.7	9.7	12.0
12	N/A	9.5	9.9	10.1	10.0	10.7	11.4	12.6

<sup>1</sup> The ITBS (Level 5) does not have a reading subtest at the kindergarten level.

Median Mathematics Grade Equivalent Scores on the Iowa Tests of Basic Skills  
and the Tests of Achievement and Proficiency  
Kindergarten through Grade Twelve within the School District  
of Kansas City, Missouri, 1986 - 1992

Grade	School Year							National Norm
	1986	1987	1988	1989	1990	1991	1992	
K	K.7	K.8	K.8	1.1	1.1	1.1	1.1	K.8
1	1.7	1.8	1.8	2.0	2.1	2.1	2.1	1.9
2	2.7	2.7	2.9	3.0	3.1	3.1	3.2	2.9
3	3.7	3.7	3.5	3.5	3.6	3.7	3.7	3.8
4	4.7	4.7	4.6	4.6	4.6	4.6	4.7	4.8
5	5.7	5.7	5.4	5.5	5.5	5.5	5.5	5.8
6	6.6	6.6	6.3	6.0	6.1	6.1	6.1	6.8
7	7.1	7.2	7.0	7.1	7.0	7.0	7.0	7.8
8	7.9	7.8	7.8	7.9	8.1	7.8	7.8	8.7
9	7.8	7.8	7.8	7.8	8.0	8.0	7.8	10.0
10	9.0	9.0	9.4	9.4	8.9	9.1	9.1	11.0
11	9.4	9.8	9.8	9.8	9.9	9.9	9.9	12.0
12	N/A	10.0	10.7	10.7	10.8	10.8	10.8	12.5

## Drop-out Rates

The KCMSD provided baseline drop-out data for 1990-91\*. This baseline data was based on records which the KCMSD acknowledges may have been incomplete. The data provided also did not disclose tracking of inter- or intradistrict transfer students. The 1990-91 report indicated a 15% yearly drop-out rate for high schools and 3% for middle schools. Data for 1991-92 have not, as yet, been provided to the DMC.

## Suspension Rates

A review of the suspension rates shows great disparity from school to school. At the middle school level, short-term suspension rates range from 2.3% of the student population having been suspended for at least one day, to percentages as high as 55.6. High school suspension rates vary from 7.2% of the student population to 45.9% being suspended for at least one day. It should be noted that these percentages do not include in-school suspensions. The KCMSD should concentrate efforts district-wide on discipline that will address the requirement of an environment conducive to learning on the one hand without excessive exclusion of students from the learning environment. It is also noted that the KCMSD district-wide is suspending Black students at an unacceptably higher rate than White students. Efforts concentrated at the site level, with input from students, parents, and patrons, may facilitate this effort. Opportunities to explore such efforts may be present in the form of the new School Instructional Plan approved by the Court as part of the Year VIII Effective Schools Program.

Different  
treatment  
of whites  
& blacks

### 1991-92 Suspension Rates\*\*

#### Middle Schools

<u>School</u>	<u>Long Term***</u>	<u>Short Term****</u>
Bingham	0.9	45.6
Central	4.1	55.6
King	1.9	31.8
Lincoln Middle	0.6	11.9
Northeast	0.0	2.3
Nowlin	2.9	43.7
Robeson	0.7	29.7
Rogers	3.6	29.2

\* Report of School Dropouts, 1990-91, KCMSD, August 1991

\*\* Memo, Student Discipline Data, July 30, 1992 (figures do not include in-school suspensions)

\*\*\* Long term to Placement Board

\*\*\*\* Loss of one day or more

KCMSA	0.2	44.0
Southeast	1.5	29.8
Westport	<u>0.6</u>	<u>44.5</u>
Middle School Avg.	1.6	33.5
	<u>Black</u>	<u>White</u>
Middle School Membership	70.8	23.4
Long Term Suspension	84.1	11.5
Short Term Suspension	83.1	14.6
<b>High Schools</b>		
Central	2.3	31.7
East	2.8	24.5
Lincoln Prep	0.5	10.2
MATHS	1.8	45.9
Northeast	1.1	12.2
Paseo	1.4	17.2
Southeast	2.6	26.4
Southwest	1.0	23.1
Van Horn	1.6	7.2
Westport	<u>1.2</u>	<u>24.8</u>
High School Avg.	1.6	22.3
	<u>Black</u>	<u>White</u>
High School Membership	70.4	22.6
Long Term Suspension	93.5	5.7
Short Term Suspension	87.1	10.2

The following section contains a global overview of the magnet themes, non-magnet schools, Early Childhood program, Summer School, Extended Day, Staff Development, and Effective Schools. Information contained herein is based on review of KCMSD documents, anecdotal information, school visits and observations.

1986-87 Elementary Magnets

**Applied Learning Magnets**

School	Year Magnet Implemented	M/NM	Racial Composition	
			<u>85-86</u> <sup>1</sup> M/NM	<u>91-92</u> <sup>2</sup> M/NM
Swinney	1986-87	49/51	53/47	61/39
Volker	1986-87	54/46	66/34	61/39

**Investigative Learning Magnets**

Hartman	1986-87	53/47	56/44	63/37
Cook	1986-87	55/45	56/44	60/40
Marlborough	1986-87	55/45	76/24	63/37

The applied learning magnets emphasize hands-on experiences and field trips to support instruction in math, science, reading, language arts, and social studies. Student achievement remains at or above national norms in some areas. Also, because these schools were part of the initial 1986-87 magnet program, they maintain an extended day program which further enhances the applied learning skills via a variety of after-school instructional programs.

The investigative learning magnets focus on scientific inquiry, problem solving, and critical thinking skills. A major concern of these schools is the dwindling seating capacity for students who are to progress or feed into the higher grade levels. Hartman, the largest of the three facilities, has kindergarten and grade 1; Cook maintains grades 2 and 3 in a smaller facility, and Marlborough has the smallest facility which houses grades 4 and 5.

Enrollment at all of the 1986-87 elementary magnets is close to or at 60/40, although it must be noted that three of the five schools were less than 60% minority in 1985-86. The schools have a greater percentage of minority enrollment in 1991-92 than in 1986-87, the year of the initiation of the magnet program. All of these schools participate in the Math/Science District-Wide Task Force (DWTF), although frequent discussions have occurred to have these magnets form a liberal arts theme and develop a feeder pattern to Rogers Academy.

College Preparatory

School	Year Magnet Implemented	M/NM	Racial Composition	
			<u>85-86</u> <sup>1</sup> M/NM	<u>91-92</u> <sup>2</sup> M/NM
Lincoln College Preparatory Academy	1986-87	66/34	79/21	62/38

The college preparatory academy is comprised of two schools: the middle school for grades 6-8, and the high school for grades 9-12. This is the only KCMSD magnet school that restricts eligibility to students who achieve at or above the national norm on standardized tests. The admission criterion for Lincoln Academy was reviewed in 1991-92 and the percentile requirements for eligibility will be continued in 1992-93. Discussions also continue relative to the inclusion of additional admission criteria such as a minimum grade point average and faculty recommendations.

racial  
tension

The academic program continues to receive national and state recognition, and the students can earn college credits through the International Baccalaureate degree. A serious problem that students, faculty, and parents had to address in 1991-92 was the escalating tension between racial and ethnic factions which reinforced the need to expand the curriculum and school activities to encourage cultural diversity. The problem was exacerbated by the reassignment of the principal to another facility, but a new principal has recently been appointed and it is hoped that the instructional team will pursue cooperative efforts to ensure a multicultural learning environment.

Advanced Technology

School	Year Magnet Implemented		Racial Composition	
			85-86 <sup>1</sup> M/NM	91-92 <sup>2</sup> M/NM
Metropolitan Advanced Technology High	1990-91	75/25	87/13	82/18

This is a single theme program that is offered at the high school level. The curriculum has three areas of emphasis: transportation, construction, and the service industry, with 16 potential areas of career concentration. In 1991-92, all students must take a career exploration course and, upon completion, may take basic skills courses in cosmetology, garment design, construction, automotive repair, and food service.

In 1991-92, only students in grades 9 and 10 were enrolled in the advanced technology program. One improvement was the installation of a computer network for the three computer labs set up last year. Also, program staff vacancies were finally filled which should enable MATHS to begin enhancement of its vocational curriculum with more advanced technical courses. Other issues which have affected theme implementation include: ongoing efforts to support the tracking of purchase requisitions for theme instruction, the lack of an advisory committee or involvement with a DWTF, and the lack of entrepreneurial and internship activities.

Agribusiness

School	Year Magnet Implemented		Racial Composition	
			85-86 <sup>1</sup> M/NM	91-92 <sup>2</sup> M/NM
East High	1991-92		71/29	82/18



This first year magnet high school program is a school which appears to be off to a good start. But it is noted that the minority student percentage has increased by 11% since 1985-86. The agribusiness curriculum has a broad-based instructional program that encompasses "hands-on" learning activities, entrepreneurial and marketing classes, an internship program, and an opportunity to participate in Future Farmers of America.

This agribusiness theme is closely related to a second program at East High School, the environmental science theme. Shared resources include a 100 acres lab, a Land Lab, a Food and Fiber lab, and two greenhouses. Much effort has been displayed by program staff to encourage community involvement in the development and use of these resources. The agribusiness theme also actively participates in the environmental science DWTF and has encouraged the elementary schools to visit its outdoor facilities for hands-on science activities for students.

**Business and Technology**

School	Year Magnet Implemented	Racial Composition	
		85-86 <sup>1</sup> M/NM	91-92 <sup>2</sup> M/NM
Westport High	1991-92	84/16	92/08

This is a single theme program that is offered at the high school level. The opening of school in 1991-92 proved to be difficult for Westport primarily because the principal was not appointed until August and several administrative staff positions were vacant. In addition, the business program has been hindered by the physical limitations imposed by the ongoing building renovation, the construction of a new wing and some site-based administrators who have only the most limited knowledge in the magnet theme.

In 1991-92, the building administration focused on establishing a safe high school environment and locating many instructional supplies delayed because of poorly identified stored items and problems in the Purchasing Department of the KCMSD. The recent hiring of a program administrator and coordinator of instruction were critical for evaluating program weaknesses and recommending curriculum and staff changes for 1992-93. The existing program emphasizes secretarial courses and many teachers have been assigned with no certification in the respective subject areas. Program staff efforts have focused on identifying equipment and technology requirements to support the theme and drafting proposed changes to expand the scope of the instructional program. It is noted that this school lacks a theme knowledgeable principal.

## Classical Greek

School	Year Magnet Implemented	M/NM	Racial Composition	
			85-86 <sup>1</sup>	91-92 <sup>2</sup>
			M/NM	M/NM
Paige Elementary	1990-91	59/41	n/a	68/32
Pitcher Elementary	1989-90	41/59	38/62	53/47
Woodland Elementary	1989-90	67/33	60/40	65/35
Robeson Middle	1990-91	85/15	n/a	85/15
Central High	1991-92		99/01	74/26 <sup>+</sup>

With the opening of the new Central High Classical Greek magnet, the theme now should have an articulated K-12 program. Most of the elementary schools can be characterized as stable environments with renovated or new facilities and instructional programs that emphasize language arts, reading comprehension, and writing skills. For Satchel Paige Elementary, however, 1991-92 meant moving into a new facility and facing the obstacles of placements above planned program capacity, a third principal in two years, limited clerical support, and numerous transportation problems.

The Robeson Middle School for Classical Studies maintained a split campus in 1991-92, while a new facility was under construction. Implementation of theme objectives has been limited due to the physical restrictions of the temporary facilities, although exercise equipment and a wrestling coach were added this year. There also appears to be limited coordination in the instructional emphases articulated at earlier grade levels, and the condition of the temporary facilities has detracted from recruitment and meeting desegregation goals. Yet, despite these obstacles, the staff appears to have maintained its commitment and enthusiasm for the program.

The Central High Classical Greek Studies program began its first year of implementation at its new facility. The showcase building has unique physical development areas including an Olympic size pool, weightlifting training, wrestling and gymnastic rooms and many interscholastic or year-round athletic training activities. Several issues, however, delayed the theme's implementation such as late or missing classroom supplies and physical development equipment, administrative and teaching staff vacancies, damaged or incomplete construction of the physical education facilities, and the lack of procedures for handling student discipline. Although the high school program is only in its first year, the rigor of the Classical Greek curriculum will require KCMSD to ensure adequate transition and tutorial support to ensure that students are successful and eligible for athletic competitions.

The theme has a very active DWTF and has worked in 1991-92 to address issues such as the scope and sequence of curricula, feeder patterns, and the Olympic Development Program. The theme vision offers students a rigorous academic program and requires participation in a year-round training program or interscholastic (seasonal) sports. A major limitation is that Olympic development resource personnel are currently required to teach

a full load of general physical education classes, therefore, they have limited time to recruit and develop a training program. The DWTF has requested that additional physical education teachers be hired to enable resource teachers to develop and pursue the Olympic development aspect of the theme.

Communications

School	Year Magnet Implemented	M/NM	Racial Composition	
			<u>85-86</u> <sup>1</sup> M/NM	<u>91-92</u> <sup>2</sup> M/NM
Attucks Elementary	1989-90	80/20	89/11	77/23
Troost Elementary	1989-90	96/04	97/03	87/13
New West Elementary	1989-90	65/35	n/a	51/49
Westport Middle	1990-91	91/09	84/16	92/08
Westport High	1991-92	83/17	84/16	83/17*

The three elementary schools in this theme have enhanced their instructional programs by focusing on writing (journals, classroom and student stories, and school newspapers) and reading activities. Students are becoming proficient on the computers and utilize word processing programs to support their writing efforts, and each school has many unique theme activities such as a morning news program, storytelling programs, parent/child reading activities, etc.

Westport Middle has had many obstacles to deal with in 1991-92. Both new construction and renovation occurred and required the school to maintain a second facility for some of its students. In addition, the school principal was reassigned shortly before the opening of school and an interim principal served most of the school year. Overall, the program continues to improve and much of the construction and renovation is near completion which should allow staff to implement strands of the instructional program next year.

This is the first year of implementation for Westport High School, which also appears to be progressing modestly toward the establishment of a communications program. While most of the building renovation was completed during the summer, the construction of a new wing has required the cafeteria to be temporarily located in the gymnasium, some doubled-up classrooms, and a temporary library. Video and television equipment had to be borrowed and temporarily installed to compensate for the administrative delays by the KCMSD Purchasing Department. Also, staffing shortages and hiring delays have required altering proposed course offerings. As noted earlier, this school continues to have a principal who is not adequately knowledgeable in the theme.

The Communications DWTF has provided support to the middle and senior high programs and has encouraged staff cooperation and common inservice to improve theme infusion and teacher knowledge.

### Computers Unlimited

School	Year Magnet Implemented M/NM		Racial Composition	
			<u>85-86</u> <sup>1</sup> M/NM	<u>91-92</u> <sup>2</sup> M/NM
Banneker	1990-91	67/33	n/a	63/37
Richardson	1990-91	91/09	98/02	83/17
Central Middle	1987-88	86/14	98/02	78/22
Central High	1988-89	96/04	100/0	84/16

This is the first full year that Banneker is in its new facility with state-of-the-art classrooms that have a computer workstation/desk for each student. Richardson has an attractive facility that is designed with four to five computers in each of its classrooms, as well as two computer labs for student access.

Central Middle offers numerous computer electives for students, but is plagued by limited seating capacity and is unable to accommodate program continuation from students in the feeder schools. The high school program at Central moved into its new facility in 1991-92. The success of the program was hindered by student placements over the planned seating capacity which resulted in limited classroom space and computer access for students. Program staff must be commended for their efforts to accommodate students which included moving the library and resource computers to classrooms and borrowing equipment and computer software until new purchase orders were processed.

The Computers Unlimited DWTF has provided the support to make this theme attractive and members have worked cooperatively to promote the instructional benefits of this theme. Discussions in 1991-92 focused on the importance of feeder patterns to ensure clear articulation and program sequence for grades K through 12.

### Engineering and Technology

School	Year Magnet Implemented M/NM		Racial Composition	
			<u>85-86</u> <sup>1</sup> M/NM	<u>91-92</u> <sup>2</sup> M/NM
Van Horn High	1990-91	62/38	52/48	62/38

This is a single theme high school program that emphasizes engineering theory and design by using advanced technology for hands-on experiences in the areas of computer-assisted drafting (CAD), robotics, and aerodynamics. Students also participate in special projects such as bridge building as part of the engineering design requirement. Van Horn has been recognized by several universities and several students have received top honors in area engineering competitions.

In 1991-92, the building construction and renovation were completed enabling the staff and students to concentrate on improving student achievement. Ongoing problems with the internal design of the computers purchased by the KCMSD in 1990-91, however,

have affected program implementation and restricted the number of advanced engineering electives offered.

Van Horn participates in the Computers Unlimited DWTF which provides the program administration with access to information on advanced technologies. Since the program is designed to encourage students to pursue engineering career opportunities, the formation of an advisory committee comprised of industry leaders and university personnel may also enhance thematic objectives and solidify internship opportunities.

Environmental Science

School	Year Magnet Implemented	M/NM	Racial Composition	
			<u>85-86</u> <sup>1</sup> M/NM	<u>91-92</u> <sup>2</sup> M/NM
N. Rock Creek Elementary	1987-88	51/49	44/56	55/45
Korte Elementary	1987-88	46/54	37/63	55/45
Knotts Elementary	1988-89	90/10	99/01	76/24
Trailwoods Elementary	1990-91	62/38	n/a	57/43
Nowlin Middle	1989-90	64/36	46/54	64/36
East High	1990-91	80/20	71/29	82/18

The elementary schools in this theme can be characterized by lots of hands-on instruction, outdoor classroom activities, and field trips. In addition, each school has unique environmental projects and student activities such as recycling, zoo partnerships, and earth awareness day. The middle school program focuses more on the physical sciences and restricted the number of field trips in 1991-92 to emphasize classroom instruction and staff cooperation. The high school also maintains two greenhouses and shares resources with its second theme, agribusiness.

The Environmental Sciences DWTF has attempted to develop curricular materials to ensure scope and sequence for grades K-12. Member schools are also encouraged to utilize the facilities and resources of the high school, particularly the Land Lab and greenhouses. A major concern for this theme is the need to attract teachers who are theme knowledgeable to enhance instruction and student achievement.

Foreign Language/Global Studies/International Studies

School	Year Magnet Implemented	M/NM	Racial Composition	
			<u>85-86</u> <sup>1</sup> M/NM	<u>91-92</u> <sup>2</sup> M/NM
Fairmount K-3	1987-88	41/59	18/82	53/47
Franklin Elementary	1987-88	91/09	95/05	87/13
Longan Elementary	1987-88	72/28	72/28	67/33
Melcher 4-5	1988-89	61/39	55/45	62/38
Moore Elementary	1987-88	82/18	79/21	81/19
Mt. Washington K-3	1987-88	46/54	28/72	58/42
New West Elementary	1988-89	69/31	n/a	63/37

Sugar Creek K-3	1987-88	49/51	36/64	56/44
Central Middle	1987-88	86/14	98/02	78/22
Northeast Global Middle	1990-91	64/36	50/50	64/36
Southeast High	1991-92		99/01	95/05

### Foreign Language Magnets

The foreign language program for grades K-8 offers instruction in French, German, and Spanish. At the elementary level, the program is well organized with significant evidence of theme infusion. Students speak the target language, perform in public through singing or dancing, and participate in various field trips. Entry to the foreign language elementary program is restricted to kindergarten and first grade enrollments; however, a language lab and target language instruction are provided at fourth grade at one school to encourage new enrollments.

The program at Central Middle is a traditional curriculum that is hindered by staff shortages, placement of students with no foreign language proficiency, and a curriculum that has no exploratories or electives.

This is one of the most complex themes in terms of administration, student placements, teacher recruitment, and student achievement; nevertheless, it is incumbent that the KCMSD develop guidelines to measure student achievement in the theme and the language proficiency requirements as required in the LRMP.

### Global Studies

This program is an alternative feeder pattern for foreign language schools with a curriculum that emphasizes continuation of foreign language instruction and an interdisciplinary program of world geography, cultural diversity, conflict/resolution, and global environmental issues. Despite planning task force efforts to develop a unique theme with a middle school curriculum, actual program implementation has been minimal. Student placements above planned seating capacity, the need to attract theme knowledgeable staff, and a split campus have all affected the integrity of the program.

### International Studies

The international studies program is in its first year of implementation at Southeast High School. The curriculum of the program emphasizes interdisciplinary instruction in multiple foreign languages, world cultures, and exploration of careers through various strands in politics/law, health care, and business/marketing. Enrollment is extremely low (17)<sup>+</sup>.

The staff appears to have remained optimistic and enthusiastic about the theme despite ongoing building renovation, late arrivals of instructional materials and equipment, and staff vacancies including the program administrator. Enrollments for next year should

improve as the District has indicated that this is a targeted program for its 1992-93 recruitment campaign. It is also critical that the scope and sequence be improved at the middle school level so that better feeder pattern coordination and language proficiency occur.

**Health Professions**

School	Year Magnet Implemented M/NM		Racial Composition	
			85-86 <sup>1</sup> M/NM	91-92 <sup>2</sup> M/NM
Southeast High	1990-91	96/04	99/01	95/05

This theme continues to improve in its second year of implementation with a curriculum that emphasizes science, math, and health care careers. The strengths of the program include theme knowledgeable staff, an excellent internship program, and well coordinated field experiences at area hospitals and medical colleges. Progress toward desegregation at the school continues to be minimal.

In 1991-92, some impediments to successful program implementation include 300 additional contingency-placed minority students in the theme above desegregation ratios, ongoing building renovation, and incomplete medical laboratories and training classrooms. These issues have probably contributed to Southeast's inability to meet its desegregation goals.

**Latin Grammar**

School	Year Magnet Implemented M/NM		Racial Composition	
			85-86 <sup>1</sup> M/NM	91-92 <sup>2</sup> M/NM
Carver Elementary	1990-91	61/39	n/a	57/43
Garfield Elementary	1989-90	62/38	54/46	61/39
Pinkerton Elementary	1988-89	60/40	94/06	65/35
King Middle	1990-91	87/13	98/02	77/23

The Latin Grammar theme has a grade K-8 program that has received strong Central Office support to meet instructional objectives, coordinate student activities, and meet desegregation goals. All of the theme schools have worked cooperatively to encourage educational competitions and to develop learning outcomes in Latin, as well as the cultural and historical aspects of the theme. This year, Garfield Elementary has concentrated on acquiring much needed teacher and administrative supplies, raising morale and establishing comparable standards with its sister elementary schools. King Middle, with support from the KCMSD, continues in its aggressive and successful desegregation efforts.

One issue of concern for this theme has been the perception and subsequent promotional recruitment campaign by the KCMSD that the Latin Grammar magnets are attractive to students with behavioral problems because of the structured educational

environment. Members of the Latin Grammar DWTF actively worked with the Marketing and Recruitment Office to revise future promotional activities to promote the college preparatory aspect of the instructional program. Other staff concerns are the enforcement of the uniform policy and better articulation of the high school feeder pattern for this theme.

**Law and Public Service**

School	Year Magnet Implemented M/NM		Racial Composition	
			<u>85-86</u> <sup>1</sup> M/NM	<u>91-92</u> <sup>2</sup> M/NM
Northeast High	1987-88	59/41	52/48	66/34

This is a theme school with three major emphases: law and law enforcement, public service, and fire technology. In addition to these areas of study, students must also complete coursework in urban studies and information processing.

The program has operated for six years with an administrative and teaching staff that has remained stable. The program has no student internship program and no tracking of the number of students who pursue careers or post-secondary education in the theme areas. Also, there are few advanced program electives available to students, and the proposed theme certification requirements approved by the planning task force of Northeast were never submitted for Board approval and, therefore, never enforced.

**Liberal Arts**

School	Year Magnet Implemented M/NM		Racial Composition	
			<u>85-86</u> <sup>1</sup> M/NM	<u>91-92</u> <sup>2</sup> M/NM
J.A. Rogers Middle	1990-91	65/35	n/a	61/39

Rogers Academy is a single theme middle school with a liberal arts curriculum for grades 6-8. At the opening of school, the KCMSD again assigned a new administrative staff to the building: a principal, an assistant principal, a curriculum coordinator, a coordinator of instruction, a counselor, and clerical staff. This change in personnel has resulted in a more stable environment and the hiring of additional theme qualified resource staff has enhanced the instructional content of the program. However, tension between members of the School Advisory Committee, teaching staff, and community members, as well as the possible reassignment of current teaching staff, have impeded theme implementation. The hiring of a magnet coordinator specifically for the liberal arts theme would encourage a more cohesive articulation of the multi-disciplinary curriculum at Rogers to ensure more cooperative efforts next year.



## Math/Science

School	Year Magnet Implemented	M/NM	Racial Composition	
			<u>85-86<sup>1</sup></u> M/NM	<u>91-92<sup>2</sup></u> M/NM
New Gladstone Elementary	1989-90	58/42	n/a	55/45
Three Trails Elementary	1989-90	43/57	42/58	52/48
Wheatley Elementary	1989-90	91/09	87/13	75/25
Weeks Elementary	1989-90	95/05	95/05	92/08
Bingham Middle	1987-88	78/22	77/21	86/14
Lincoln Middle	1987-88	65/35	77/23	75/25
Southeast Middle	1987-88	98/02	99/01	97/03
Southwest High	1988-89	81/19	76/24	90/10

The elementary magnets have a well articulated program that includes access to hands-on activities and many instructional resources such as a science laboratory and an animal laboratory with an outdoor kennel. Program articulation does not continue to the middle and senior levels, however, as there is little coordination of scope and sequence for the math/science curriculum.

In 1986-87, all three middle school facilities were renovated and a computer lab and network were installed. There has been no subsequent effort to revisit this program to evaluate its changing technical needs, staff requirements, instructional improvements or a plan to ensure proper building maintenance. As a result, the curriculum has been limited by the inability to acquire math/science software because the existing computer hardware is no longer manufactured and repairs have hindered student computer usage. Furthermore, the math/science middle schools have yet to implement the distinguishing characteristics of a middle school program such as advisement, exploratory courses, and team teaching. These curricular limitations have also affected the high school program at Southwest which has replaced a number of advanced math/science courses to accommodate the large enrollments in introductory courses.

Enrollment at the middle schools has been affected by the contingency placements of the last few years so it is difficult to assess theme attractiveness. This is the only KCMSD magnet theme with three middle schools and enrollment data suggest trends towards resegregation.

In 1991-92, the Math/Science DWTF focused on revamping the science program to introduce an aerospace component next year. No effort was made to continue the work of last year's task force to ensure program articulation for grades K-12 in the math/science theme.

### Military Science

School	Year Magnet Implemented	M/NM	Racial Composition	
			85-86 <sup>1</sup>	91-92 <sup>2</sup>
Northeast High	1989-90	59/41	52/48	66/34

This military magnet program is an Army-based ROTC program with emphasis on military science classes, leadership drill classes, and hands-on military activities such as marksmanship and physical development. According to the LRMP, the military magnet program was intended to provide students with the opportunity to participate in a military program that is distinguishable from non-magnet Army ROTC activities of other Kansas City, Missouri schools.

The scope of the program has been restricted by the limited participation from other branches of the Armed Forces. Students, however, have benefitted from the theme knowledgeable instructional staff and concentrated daily involvement in military procedures and physical development.

### Montessori

School	Year Magnet Implemented	M/NM	Racial Composition	
			85-86 <sup>1</sup>	91-92 <sup>2</sup>
Faxon	1988-89	61/39	97/03	64/36
Holliday	1990-91	61/39	n/a	62/38

The Montessori theme is the only KCMSD program that has expanded because of its successful educational program and theme attractiveness to now include two schools. Theme implementation for the pre-kindergarten to grade five program has progressed in an orderly and timely fashion with a strong level of cooperation between school staffs. One frustration in 1991-92, however, has been the inability of the KCMSD to recruit certified Montessori resource teachers, with each facility having two to three staff vacancies.

Faxon began the school year in its new facility; Harold Holliday continued in its temporary facility while construction continues on a new building. The enrollment data at both schools indicate strong support for the Montessori theme, despite the temporary facilities where both schools initiated their programs.

Last year, this theme was assigned to the Liberal Arts DWTF for coordination of common inservice and staff development and to encourage a possible feeder pattern between the Montessori elementaries and Rogers Academy. In 1991-92, these two schools formed a stand alone theme.

## Visual and Performing Arts

School	Year Magnet Implemented	M/NM	Racial Composition	
			<u>85-86<sup>1</sup></u> M/NM	<u>91-92<sup>2</sup></u> M/NM
New Gladstone Elementary	1988-89	61/39	n/a	55/45
Longfellow Elementary	1988-89	75/25	79/21	70/30
Meservey Elementary	1988-89	92/08	98/02	80/20
Phillips Elementary	1988-89	87/13	98/02	74/26
KC Middle School of Arts	1987-88	62/38	n/a	63/37
New Paseo High	1989-90	60/40	100/0	50/50

This theme currently has program articulation for grades K-11. The elementary schools are designed to expose and develop the interests of young students to the visual and performing arts through hands-on experiences, field trips, school productions, and guest artists. As students progress through the theme, their individual talents and proficiency skills in specific career areas should enable them to compete for admission to the high school program or to easily transfer to another theme.

There is a disparity in the racial composition of the student body between the middle and senior schools. The DWTF has begun to examine this issue to determine if talented minority students are encouraged to continue their studies, the impact of contingency placement, and any other contributing factors to explain the decline in minority enrollment.

Overall, parent and student satisfaction appears to be higher at the middle and senior levels, perhaps because of the expanding curriculum and increasing opportunities for student achievement in the visual and performing arts. Neither of these programs are located in permanent facilities.

## Non-Magnets - Elementary

School	Racial Composition	
	<u>85-86<sup>1</sup></u> M/NM	<u>91-92<sup>2</sup></u> M/NM
Askew K-5	58/42	64/36
Bancroft K-5	97/03	97/03
Blenheim K-5	99/01	99/01
Border Star K-5	74/26	81/19
Bryant K-5	75/25	72/28
Chick K-5	96/04	98/02
Faxon Annex K-5	n/a	100/0
Graceland K-5	99/01	99/01
Greenwood K-3	59/41	94/06
Holmes K-5	95/05	99/01
James K-5	43/57	35/65
Kumpf K-5	100/0	97/03
Ladd K-5	99/01	98/02
McCoy K, 4-5	46/54	59/41

West Rock Creek K-3	42/58	34/66
Scarritt K-3	47/53	65/35
Whittier K-3	42/58	57/43

There are 17 non-magnet elementary schools whose curricular emphasis is on traditional core subjects such as math, reading, language arts, and science. These schools were initially intended to be alternative choices to specific magnet themes. After six years, however, it is apparent that the KCMSD has done little to build on the success of many of these elementaries and has kept them in a "holding pattern." Many of these schools show trends toward resegregation and enrollment often reflects the neighborhood housing pattern where these schools are located (nine schools [Bancroft, Blenheim, Chick, Faxon Annex, Graceland, Greenwood, Holmes, Kumpf, and Ladd] with a 90%-plus minority population, and two schools [James and West Rock Creek] with greater than 60% non-minority enrollment). Many facilities have been poorly maintained and are in need of major repairs, while others experience a shortage of supplies and resources. Despite these obstacles, the non-magnets have attempted to meet students' educational needs through federal funds, parent and community involvement, and staff dedication. In fact, 13 non-magnets receive Chapter One funding to improve educational services to economically disadvantaged students.

The District's stated commitment to adhere to a 60/40 racial balance in kindergarten has also affected Faxon Annex by requiring the school to remain open (100% minority) to accommodate the increased minority enrollments at the primary grade level. With the planned closing of Kumpf in 1992-93, the District will need to carefully address how it intends to continue its desegregation efforts without negatively impacting minority students and address long range plans for increasing the seating capacity for its increasing primary grade enrollments.

### Early Childhood

The early childhood component of the desegregation plan is comprised of Parents as Teachers and early childhood screening.

Parents as Teachers is a home-based program to provide parents of newborns to age three with information to become more knowledgeable about the stages of development and activities that encourage cognitive and developmental growth. The program services about 4,000 families.

The Early Learning Center (ELC), located at Pershing, is in its first year of operation. The program enrollment is 1,400 (87% minority, 13% non-minority) and provides two one-half day sessions to children identified as having language or motor skill developmental delays. Potential students for this program are identified from Parents as Teachers, childcare centers, and parent inquiries. A developmental screening is administered to approximately 4,000 three- to five-year olds to determine eligibility. Since there are over 700 students on the waiting list, the termination of renovation at the

Linwood Early Childhood Center due to infrastructure difficulties has further exacerbated the space limitations of this successful program and requires review by the KCMSD in the near future. Central administration leadership in this area during 1991-92 has been questioned by the DMC, and monitoring in this area will continue.

### Summer School

The 1991 summer school program had a total of 5,224 students\* in remedial, developmental and enrichment activities for grades K-12. The remedial and developmental components are for students who have been retained or identified as needing assistance because of low test scores or high absenteeism. Enrichment consists of theme specific topics, advanced electives, or college preparatory course work. Overall, while some enrichment is offered at the elementary level, the overall emphasis by the KCMSD, particularly at the middle and senior levels, was on remediation.

There were many administrative improvements in the coordination of the summer school program. In previous years, temporary principals were hired for the summer who may have been unfamiliar with a facility and available resources, and many lacked the theme knowledge to coordinate an enrichment program. In 1991, the regular school year principals were utilized to oversee the summer school programs in their respective buildings. This improved the site-based administration of the program and appeared to reduce the disciplinary problems that characterized the program last year. However, the selection of principals had no correlation to the quality or scope of the program course offerings, since the decision for site selection was driven by the need to use air-conditioned facilities, or at least those with air-conditioned administrative offices. Excluding exceptional education programs, the selected summer school locations were as follows: elementary schools (13) - Banneker, Franklin, Gladstone, Pitcher, Pinkerton, Franklin, Cook, Hartman, Marlborough, Swinney, Volker, Border Star, and West Rock Creek; middle schools (2) - Bingham and King; senior high schools (2) - Northeast and Southwest. In addition, the Lincoln College Preparatory Academy offered classes for its students.

<sup>1</sup> Thirty-First Annual Report of the Progress of Desegregation in the Kansas City Public Schools

<sup>2</sup> Thirty-Seventh Annual Report of the Progress of Desegregation in the Kansas City Public Schools

+ KCMSD January 29, 1992 Student Census Report

\* KCMSD Average Summer School Enrollment and Attendance, KCMSD Research Office, August 1991

While a curriculum guide was developed to articulate the summer school goals, the courses offered were basically an extension of regular school year classwork with an emphasis on remediation in core subjects. Some theme courses were offered only at the respective magnet schools and were labeled as enrichment. The summer school program did not offer a "sampling" of magnet courses from various themes, advanced courses or exploratory electives, mini courses to prepare for college exams, or summer internship opportunities -- all of which may enhance the District's objectives to provide desegregatively attractive programs to recruit new students.

The selection of teaching staff continued to present some obstacles to the success of the 1991 summer school program. In the elementary schools, many of the staff were teaching at their home school or at least within their theme. However, because there were only two middle and two senior high schools, teaching staff at these schools were selected from a pool of eligible candidates in particular disciplines rather than magnet themes. Principals also continue to be frustrated by union contract restrictions which basically forbid teachers to return to a school the subsequent year unless there are no other candidates. In 1991, site-based principals did have an opportunity to select teaching candidates from the District's pool of eligible applicants, and a formal teacher evaluation was also initiated and submitted at the end of the summer.

### Staff Development

A review of inservice proposals and attendance at both common days, site-based summer and year-round workshops revealed some theme workshops were excellent and others had no apparent utility, e.g. advanced computer classes, hands-on theme specific activities, reading strategies and the performing arts, etc., contrasted with lectures in auditoriums that included memorization of the pledge of allegiance in Latin, a review of a reading manual for two to three hours, lectures on Tourette Syndrome, photography and dancing classes, and personal time off. Anecdotal information indicates that, in most cases, teachers believe the school-based inservice is a more practical effort to identify specific problems at a school. The many site-based workshops visited were outstanding and included topics such as multiculturalism, African-American history, teacher facilitation, and cooperative learning.

Adequate site-based evaluations are not conducted by the KCMSD to review appropriate topics and speakers, measure the quality of workshop content, or correlate inservice with improvements in instruction or the level of staff theme knowledge. Evaluation of common days staff development is an assessment of teacher satisfaction. Little or no data are collected or compiled to assist site-based committees with their efforts to plan workshops or select speakers that would enhance theme objectives or concerns.

In summary, the calibre and focus of any KCMSD inservice varied from theme to theme and school to school. It is evident there is little cohesive planning between theme planning documents, DWTF efforts, or effective schools plans. The recent transfer of monies from the schools to a Central Office fund suggests that the site-based training and workshops will be coordinated by Central Office staff and could reduce the effectiveness of inservice, particularly if the teachers and principals lack direct involvement.

Extended Day

**Non-Magnets**

Askew  
 Border Star  
 Greenwood  
 James  
 Scarritt  
 West Rock Creek

**Magnets**

Banneker	Meservey
Carver	Moore
Cook	Mt. Washington
Faxon Montessori	New West
Fairmount	NRC/Korte
Franklin	Paige
Gladstone	Phillips
Hartman	Pinkerton
Holliday	Pitcher
King	Richardson
Knotts	Sugar Creek
Longan	Swinney
Longfellow	Trailwoods
Marlborough	Three Trails
Melcher	Volker
Weeks	Wheatley
Woodland	

There are 39 extended day programs in the KCMSD with morning and afternoon sessions. The intent of the program is to provide students with additional classroom time in theme-related or instructional activities, tutorial assistance, and creative or physical development activities. Also, because of the extension of school hours, another objective was to utilize this program to attract non-minority parents to KCMSD schools.

A review of the individual program materials for the extended day program, as well as observations of facilities, indicate that the type and scope of instruction, the availability and rigor of tutorial services, access to computers, musical instruments, physical development materials, and art resources varied from school to school. In many cases, students were able to learn to play a musical instrument, take advantage of theme infusion via mini courses in cooking, drama, art, and computers. Other classes reinforced skill building in math and reading. However, several schools focused on movie watching, worksheets and unstructured play in gymnasiums or outdoor facilities. A fixed budget for all programs, regardless of enrollment, and the lack of assigned personnel at Central Office to supervise and evaluate the quality and scope of school offerings may account for the lack of consistency in the extended day program.

**VIDT SUBCOMMITTEE REPORT TO THE COURT  
FOR YEAR SEVEN**

**Members**

Carl DiCapo, Chair  
Ed Stoll  
Ed Phillips



## VIDT Subcommittee Report to the Court for Year VII

The Missouri City transfer plan continued its success in 1991-92, despite some minor transportation difficulties at year's beginning. Three vacancies (created by graduations and a transfer) will be filled for the 1992-93 school year by sibling placements, maintaining the ten student participation. The Superintendent of the Missouri City School District has resigned and his cooperative and his supportive efforts will be missed. The DMC, however, looks forward to the same level of cooperation from the new administration.

Some prospects were developed in 1991-92 relative to a possible transfer program with the Grain Valley School District. However, public criticism ended any realistic chance for implementation of a plan in the immediate future.

As the VIDT Subcommittee awaits a ruling from the Eighth Circuit Court of Appeals regarding the Plaintiffs North Kansas City and Independence VIT plans, members of the VIDT Subcommittee continue to serve as full voting members assigned to the Education, Budget, and Desegregation Subcommittees.

The VIDT Subcommittee continues to seek the assistance of the State in pursuing a VIT plan, and continues to be troubled by what appears to be a lack of genuine commitment to the establishment of a viable VIT plan on the State's part. The VIT challenges the State to pursue innovative alternatives to establish a VIT plan, such as the establishment of state-funded magnet schools in the suburban Kansas City metropolitan area designed to attract minority enrollments from the KCMSD. The State could seek guidance from other jurisdictions which have initiated similar programs and begin an aggressive effort that would assist in moving the KCMSD toward its desegregation goals.