

Kansas City Public Schools and Department of Elementary and Secondary Education

Regional School Improvement Team Meeting

Tuesday, October 23, 2012

KANSAS CITY
PUBLIC SCHOOLS



Moving Your District from Losing to Leading

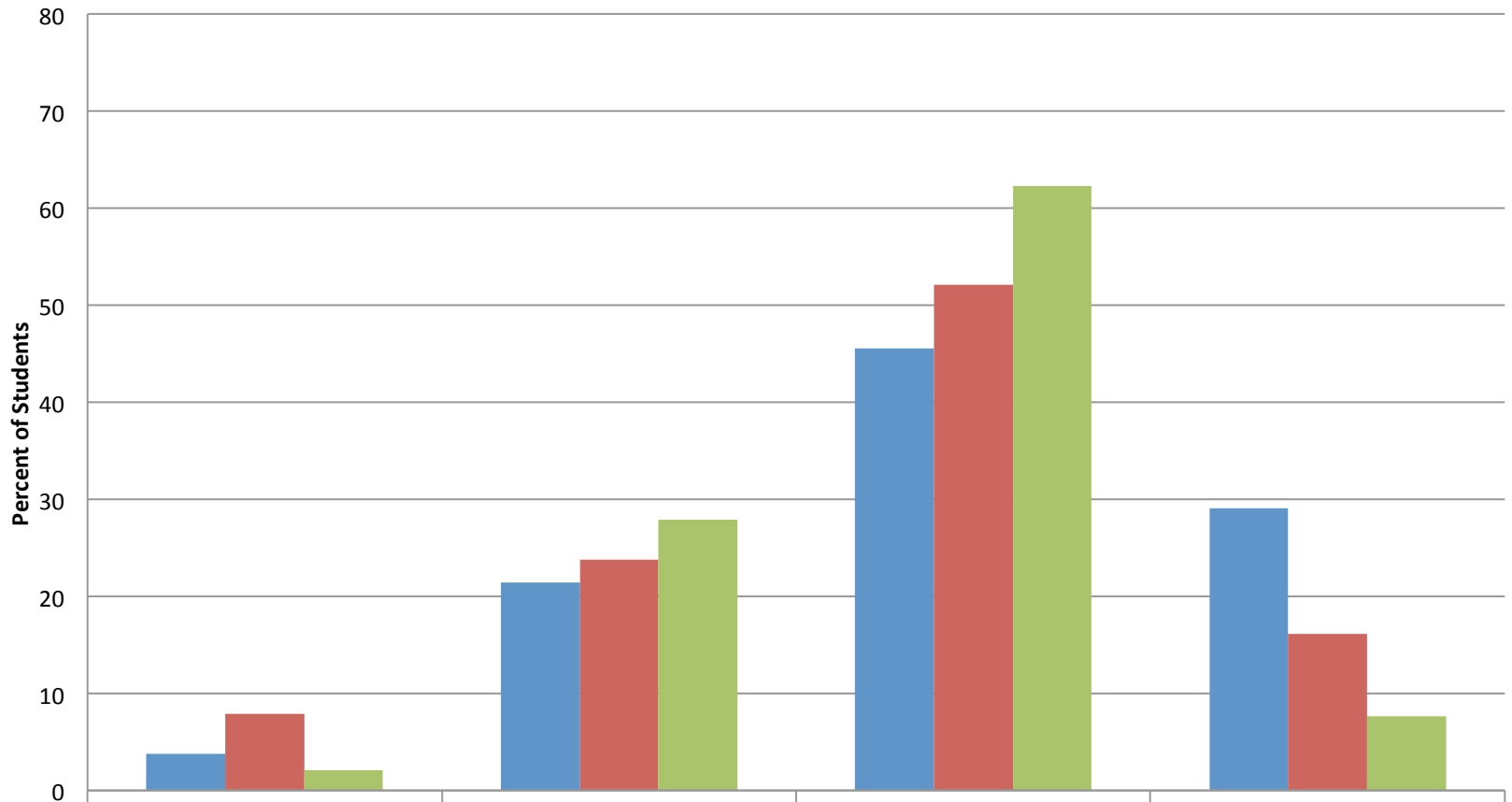
Achievement of Results	Lucky	Leading
	High results Low understanding of why Not really good – just lucky Replication of success unlikely	High results High understanding of what drives excellence Replication of success likely
	Losing	Learning
	Low results Low understanding of why “It must be the students” Replication of failure likely	Low results High understanding of what will drive excellence Replication of success likely

Antecedents of Excellence – the Drivers of Results

3-5 Math/Communication Arts



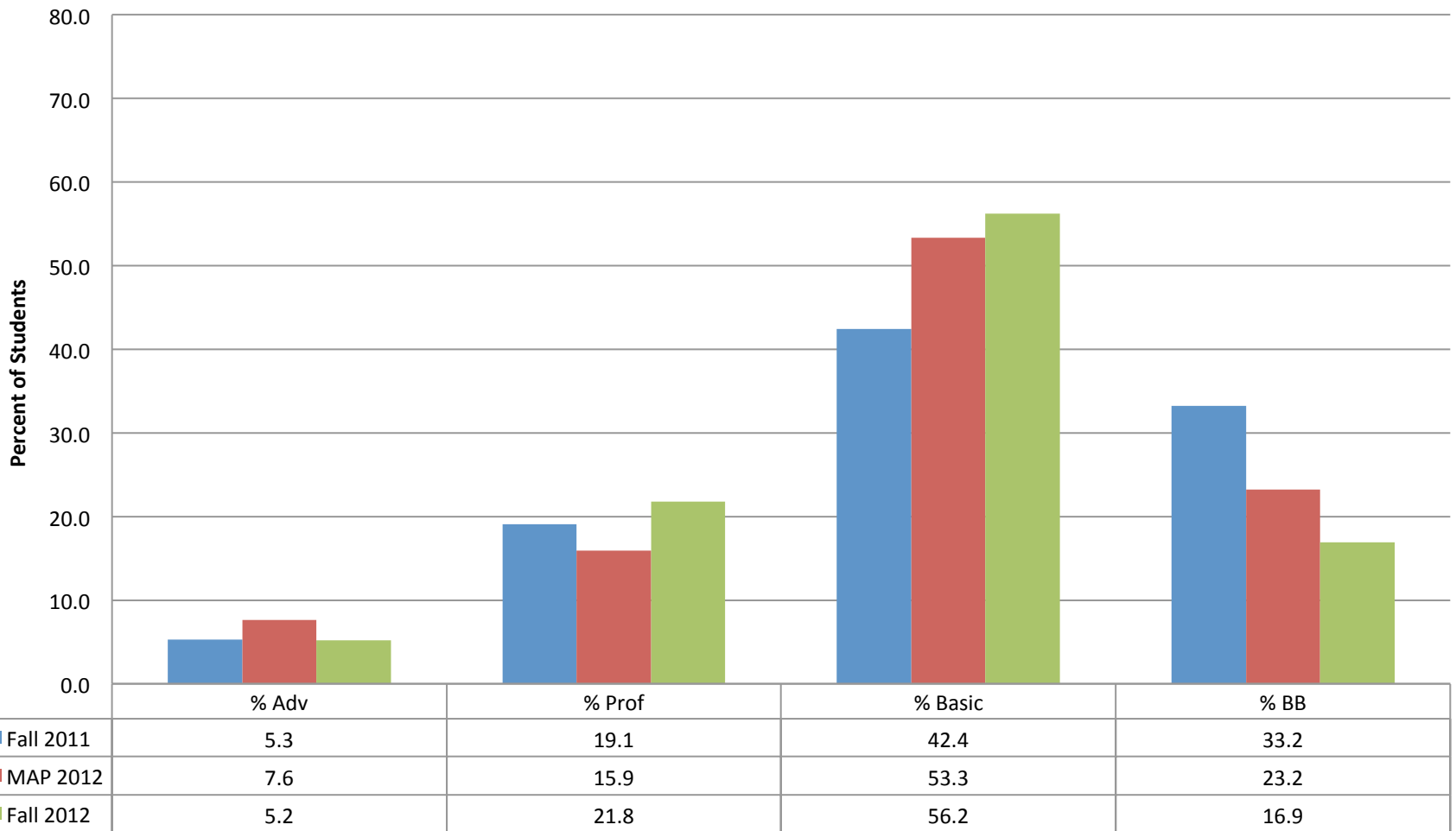
3-5 Math Achievement Levels Fall 2011, MAP Spring 2012, Fall 2012



Fall 2011	3.8	21.4	45.6	29.1
MAP 2012	7.9	23.8	52.1	16.1
Fall 2012	2.1	27.9	62.3	7.6

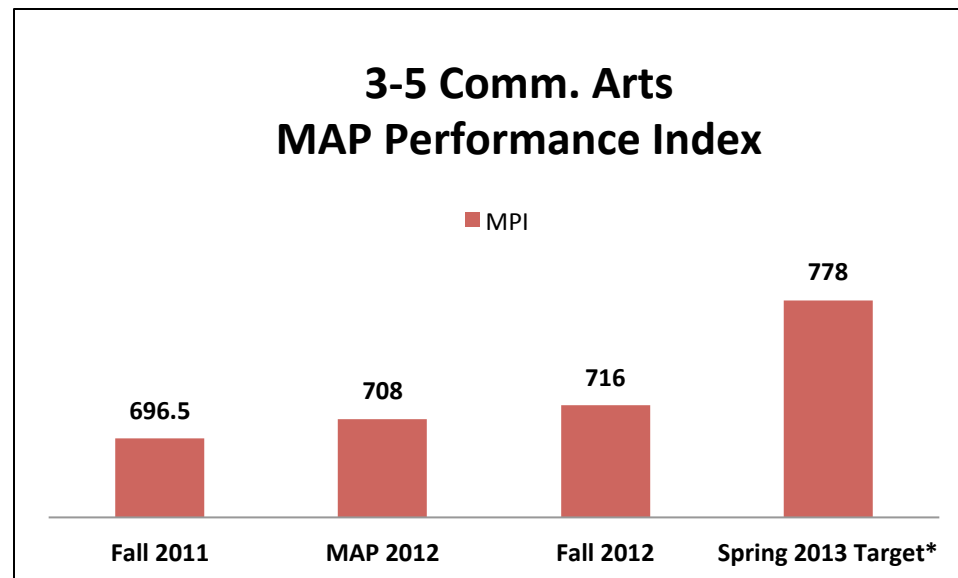
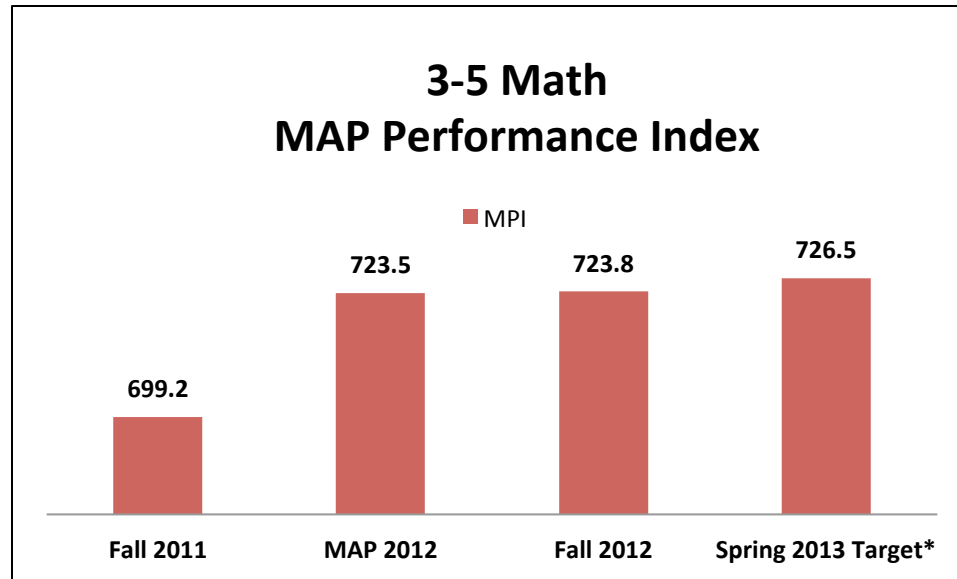
Fall District Assessments include Acuity MAP Predictive for Grades 3-5

3-5 Comm. Arts. Achievement Levels Fall 2011, MAP Spring 2012, Fall 2012



Fall District Assessments include Acuity MAP Predictive for Grades 3-5

MAP Performance Index with Spring 2013 Target



Fall 2012 Acuity A Achievement Levels by School by Grade

	Language Arts					Mathematics				
School/Grade	Adv	Prof	Basic	BB	MPI	Adv	Prof	Basic	BB	MPI
African Centered Elementary	2.2%	19.3%	59.9%	18.6%	705.2	0.8%	20.2%	66.8%	12.2%	709.5
3	2.6%	20.8%	48.1%	28.6%	697.4	0.0%	21.1%	68.4%	10.5%	710.5
4	1.4%	15.5%	60.6%	22.5%	695.8	0.0%	14.1%	69.0%	16.9%	697.2
5	4.8%	19.0%	61.9%	14.3%	714.3	0.0%	25.4%	71.2%	3.4%	722.0
6	0.0%	22.4%	72.4%	5.2%	717.2	3.6%	21.4%	57.1%	17.9%	710.7
Attucks Elem School	0.0%	22.8%	62.0%	15.2%	707.6	2.2%	24.7%	54.8%	18.3%	710.8
3	0.0%	8.0%	68.0%	24.0%	684.0	0.0%	11.5%	65.4%	23.1%	688.5
4	0.0%	21.4%	60.7%	17.9%	703.6	0.0%	21.4%	64.3%	14.3%	707.1
5	0.0%	38.1%	57.1%	4.8%	733.3	9.5%	47.6%	42.9%	0.0%	766.7
6	0.0%	27.8%	61.1%	11.1%	716.7	0.0%	22.2%	38.9%	38.9%	683.3
B. Banneker Elem School	0.8%	18.3%	56.7%	24.2%	695.8	0.0%	13.7%	71.0%	15.3%	698.4
3	0.0%	15.2%	45.5%	39.4%	675.8	0.0%	7.7%	76.9%	15.4%	692.3
4	0.0%	31.3%	43.8%	25.0%	706.3	0.0%	25.0%	50.0%	25.0%	700.0
5	3.4%	13.8%	58.6%	24.1%	696.6	0.0%	18.5%	77.8%	3.7%	714.8
6	0.0%	11.5%	84.6%	3.8%	707.7	0.0%	3.8%	80.8%	15.4%	688.5
Border Star Montessori	18.6%	35.6%	39.0%	6.8%	766.1	5.1%	41.0%	50.4%	3.4%	747.9
3	16.7%	33.3%	42.9%	7.1%	759.5	0.0%	29.3%	70.7%	0.0%	729.3
4	21.6%	29.7%	35.1%	13.5%	759.5	8.1%	45.9%	35.1%	10.8%	751.4
5	21.7%	43.5%	34.8%	0.0%	787.0	4.3%	56.5%	39.1%	0.0%	765.2
6	12.5%	43.8%	43.8%	0.0%	768.8	12.5%	37.5%	50.0%	0.0%	762.5
Carver Elem School	10.2%	22.2%	53.4%	14.2%	728.4	4.0%	34.5%	56.5%	5.1%	737.3
3	2.2%	21.7%	58.7%	17.4%	708.7	2.2%	37.0%	60.9%	0.0%	741.3
4	7.5%	18.9%	56.6%	17.0%	717.0	0.0%	20.8%	69.8%	9.4%	711.3
5	30.2%	20.9%	30.2%	18.6%	762.8	13.6%	56.8%	27.3%	2.3%	781.8
6	0.0%	29.4%	70.6%	0.0%	729.4	0.0%	23.5%	67.6%	8.8%	714.7

Reference handout for full report

District Assessment Report : 2012 - 2013

Kansas City School District 33

Test Name: Acuity Missouri Math Grade 5 Predictive Form A

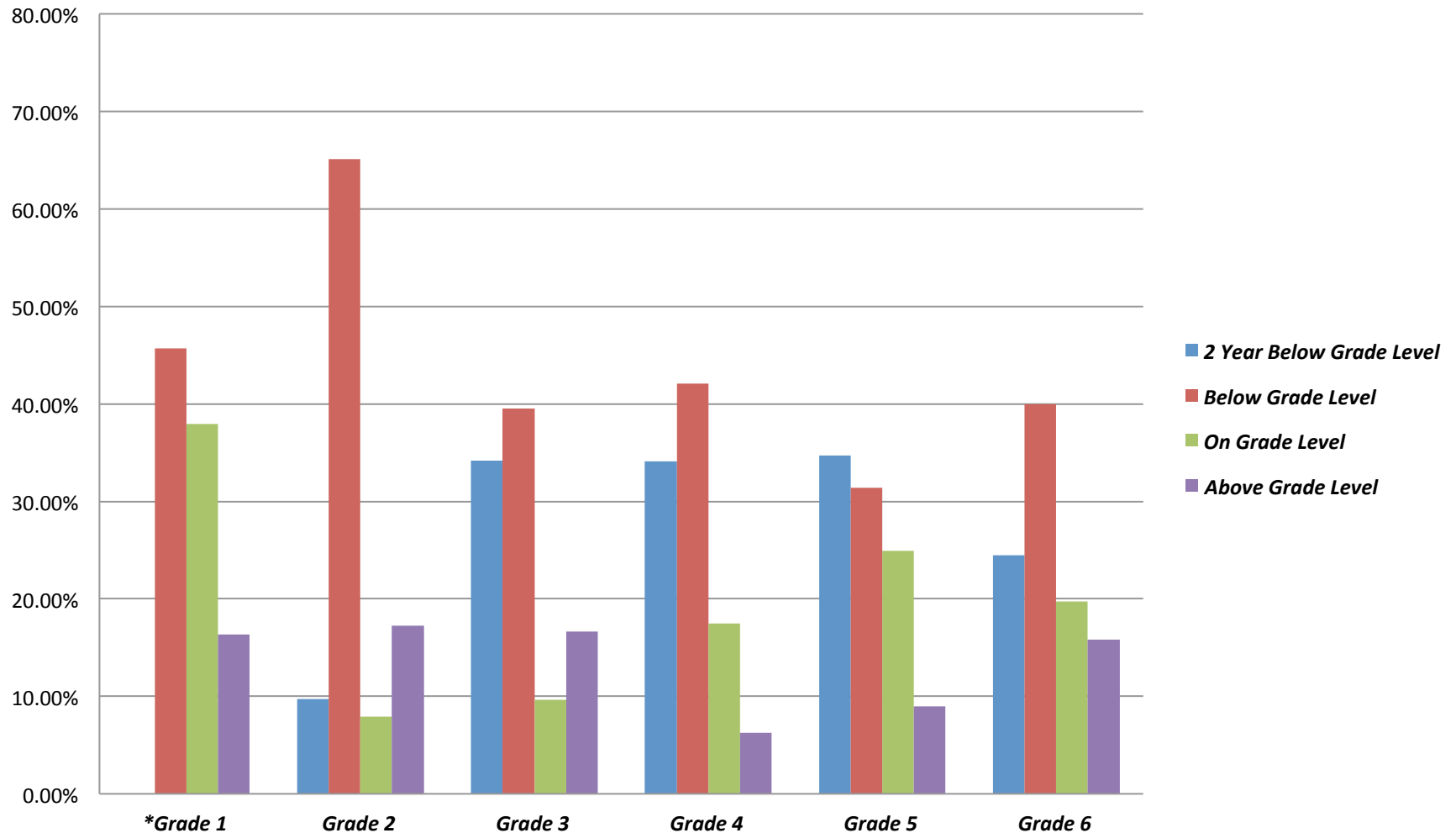
Test Performance

The score ranges for each performance tier are as follows: Tier 1 (0-30%), Tier 2 (31-60%), Tier 3 (61-80%), and Tier 4 (81-100%). These Tiers are defined by your district.

Grade Strand Big Idea	% of students who scored in each Performance Tier (based on % Points Obtained)				Average % Points Obtained
	(0-30) Tier 1	(31-60) Tier 2	(61-80) Tier 3	(81-100) Tier 4	
Grade 4	7%	53%	30%	9%	54%
A Algebraic Relationships	11%	38%	32%	19%	67%
A.1 Understand patterns, relations and functions	69%	0%	0%	31%	31%
A.2 Represent and analyze mathematical situations and structures using algebraic symbols	12%	14%	29%	45%	76%
D Data and Probability	13%	49%	18%	19%	48%
D.1 Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them	61%	18%	0%	21%	30%
D.3 Develop and evaluate inferences and predictions that are based on data	16%	0%	0%	84%	84%
G Geometric and Spatial Relationships	46%	29%	18%	7%	43%
G.1 Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships	41%	34%	0%	26%	43%
G.3 Apply transformations and use symmetry to analyze mathematical situations	33%	48%	0%	19%	43%
M Measurement	9%	22%	33%	36%	74%
M.1 Understand measurable attributes of objects and the units, systems and processes of measurement	17%	36%	0%	47%	65%
M.2 Apply appropriate techniques, tools and formulas to determine measurements	4%	27%	0%	70%	83%
N Number and Operations	34%	44%	17%	5%	47%
N.1 Understand numbers, ways of representing numbers, relationships among numbers and number systems	5%	22%	37%	37%	69%

5th Grade Acuity A Students and how they scored on 4th Grade Test Items

Fall 2012 DRA Reading Grade Level Estimates

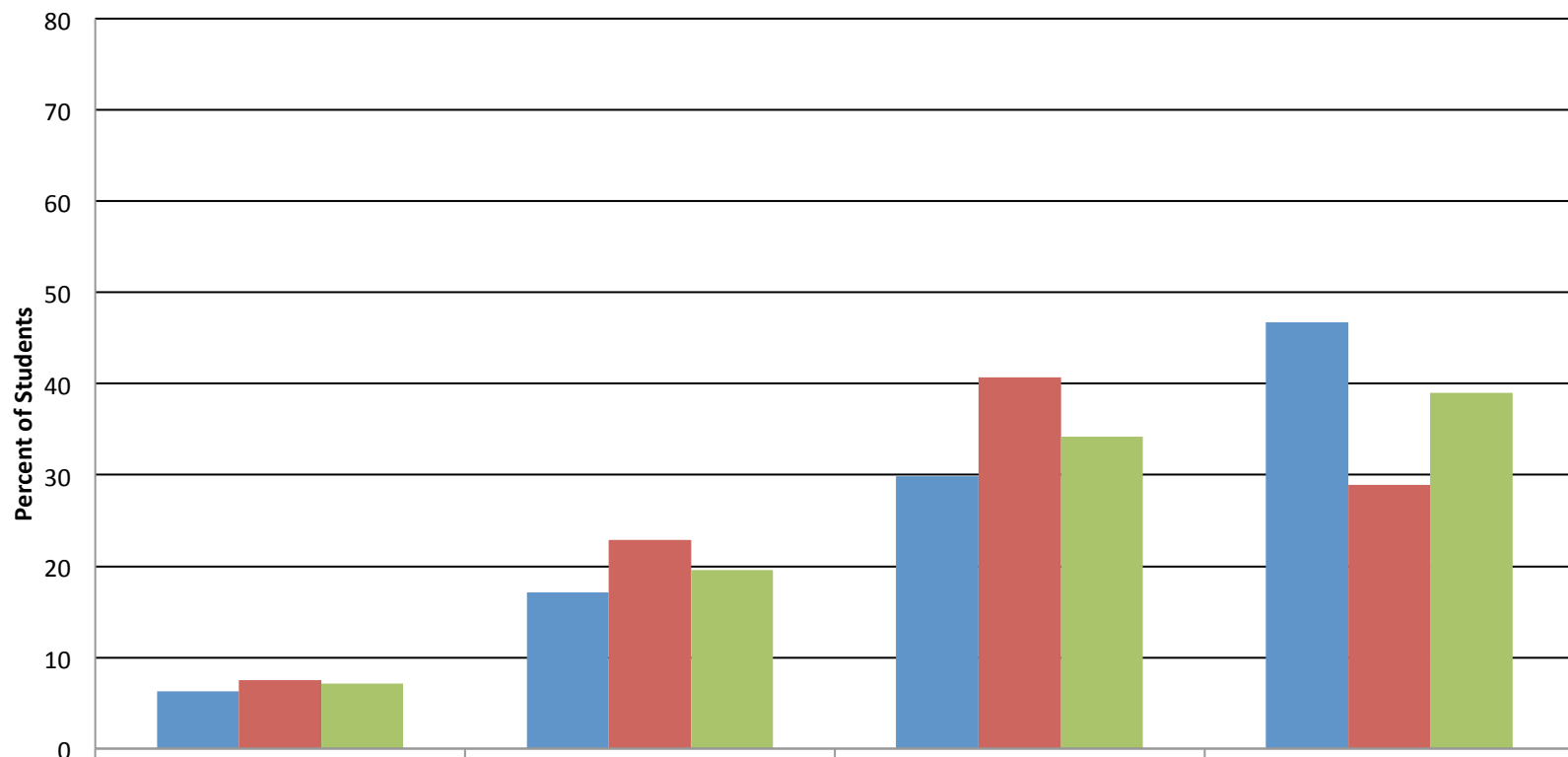


****2 Year Below Grade Level Not Applicable for Grade 1***

6-8 Math/Communication Arts



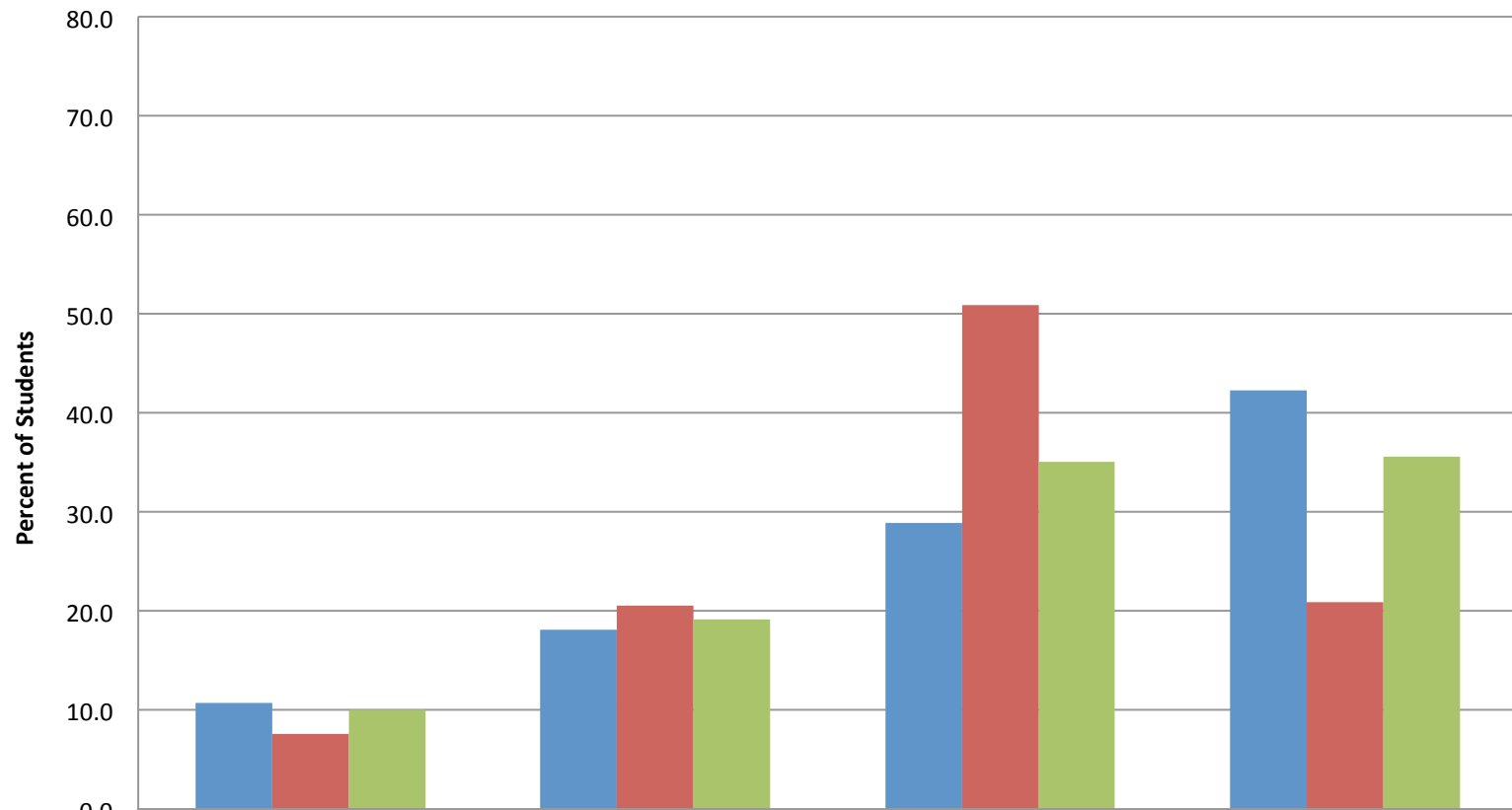
6-8 Math Achievement Levels Fall 2011, MAP Spring 2012, Fall 2012



	% Adv	% Prof	% Basic	% BB
Fall 2011	6.3	17.1	29.9	46.7
MAP 2012	7.5	22.9	40.7	28.9
Fall 2012	7.1	19.6	34.2	39

Fall District Assessments include Acuity MAP Predictive for 6th Grade and Performance Series for 7th and 8th Grade

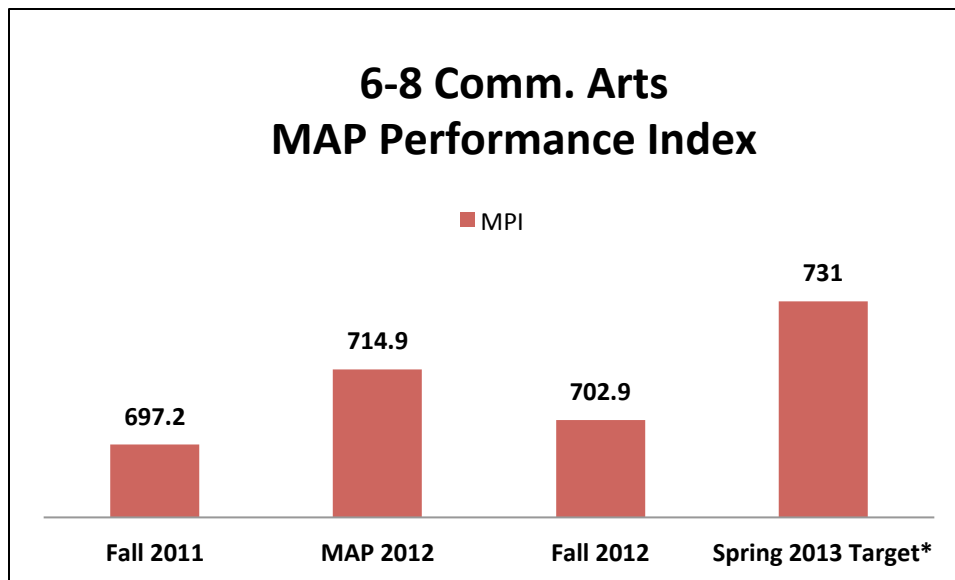
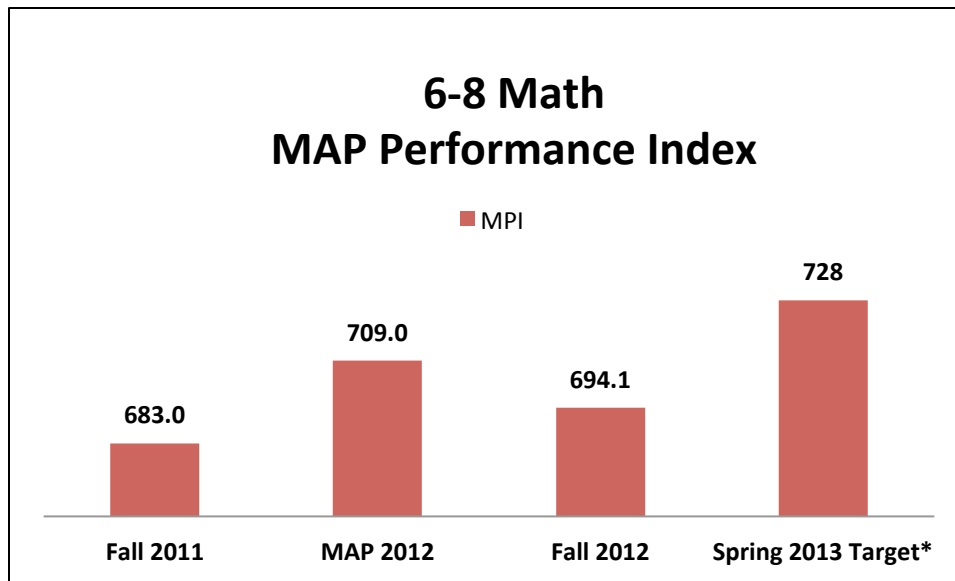
6-8 Comm. Arts. Achievement Levels Fall 2011, MAP Spring 2012, Fall 2012



	% Adv	% Prof	% Basic	% BB
Fall 2011	10.7	18.1	28.9	42.3
MAP 2012	7.6	20.6	50.9	20.9
Fall 2012	10.0	19.2	35.1	35.6

***Fall District Assessments include Acuity MAP Predictive for 6th Grade and
Performance Series for 7th and 8th Grade***

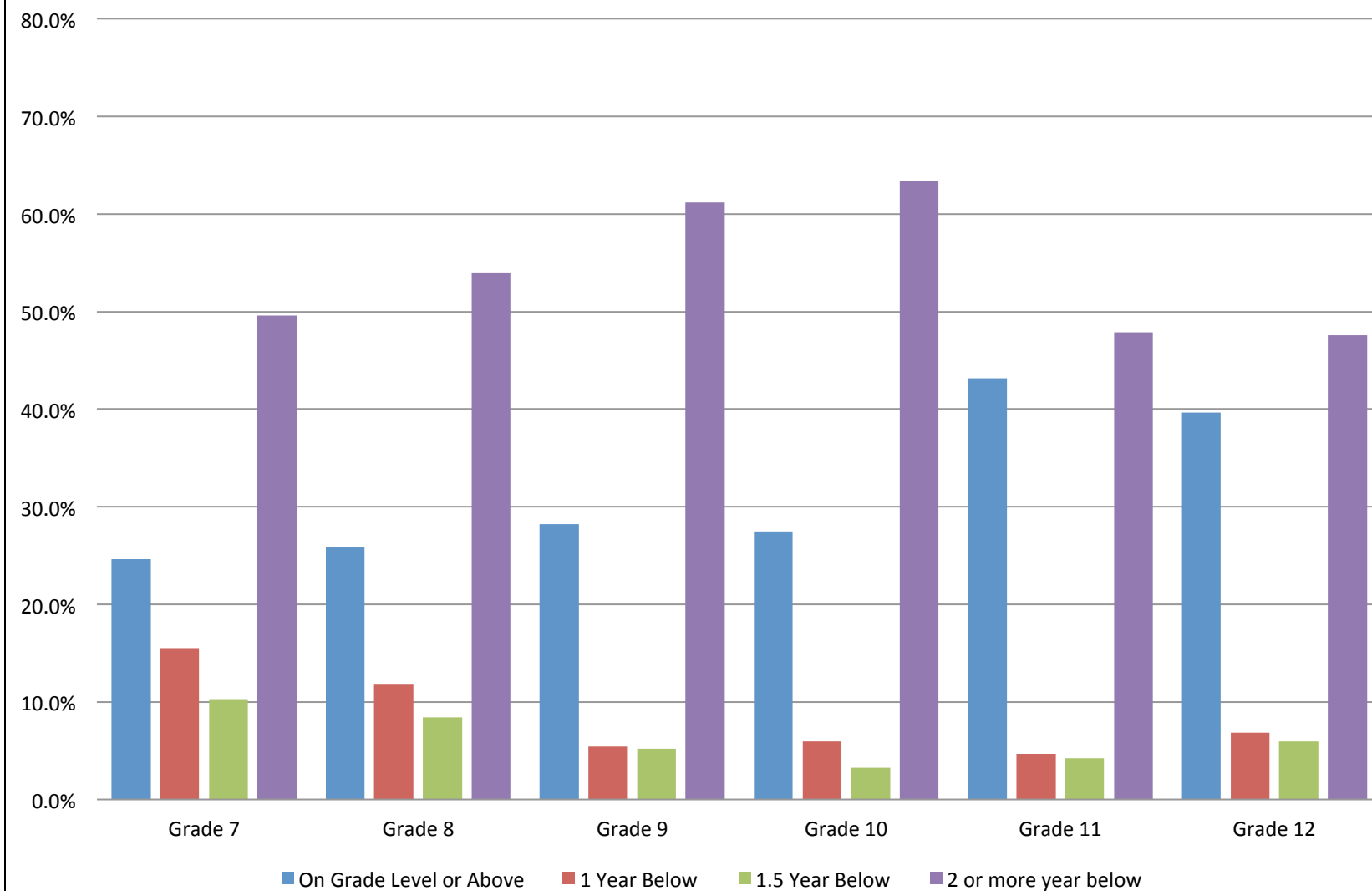
MAP Performance Index with Spring 2013 Target



Fall 2012 Performance Series Achievement Level by School by Grade

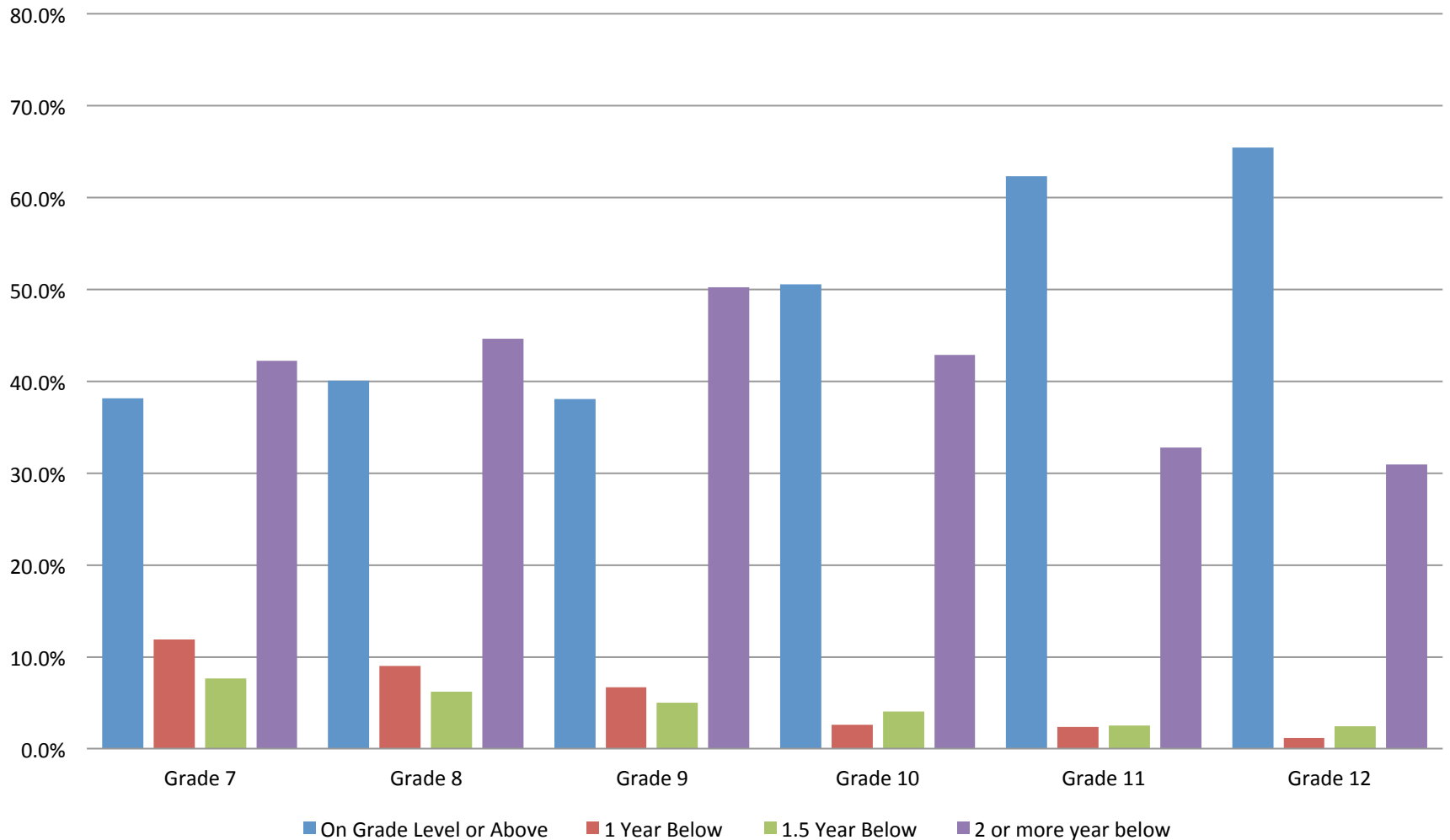
School/Grade	Mathematics					Reading				
	Adv	Prof	Basic	BB	MPI	Adv	Prof	Basic	BB	MPI
African-Centered College Prep Upper	6.1%	7.7%	26.0%	60.2%	659.7	5.1%	8.3%	17.8%	68.8%	649.7
7	8.8%	7.8%	25.5%	57.8%	667.6	7.9%	12.4%	24.7%	55.1%	673.0
8	2.5%	7.6%	26.6%	63.3%	649.4	1.5%	2.9%	8.8%	86.8%	619.1
Central High School	2.3%	8.8%	19.6%	69.2%	644.2	5.1%	10.9%	18.0%	66.0%	655.1
7	1.6%	5.6%	19.8%	73.0%	635.7	1.6%	8.9%	19.4%	70.2%	641.9
8	3.0%	11.9%	19.4%	65.7%	652.2	8.3%	12.9%	16.7%	62.1%	667.4
East High School	4.8%	9.0%	29.1%	57.1%	661.4	8.5%	9.5%	19.8%	62.2%	664.3
7	2.5%	6.4%	29.6%	61.6%	649.8	4.3%	9.1%	19.7%	66.8%	651.0
8	7.4%	12.0%	28.6%	52.0%	674.9	13.5%	10.0%	20.0%	56.5%	680.6
Lincoln College Prep	33.1%	42.2%	19.8%	4.9%	803.4	49.8%	30.4%	17.1%	2.7%	827.4
7	35.6%	43.2%	15.2%	6.1%	808.3	46.2%	33.3%	18.9%	1.5%	824.2
8	30.5%	41.2%	24.4%	3.8%	798.5	53.4%	27.5%	15.3%	3.8%	830.5
Northeast High School	2.3%	10.4%	29.5%	57.8%	657.1	3.1%	11.6%	28.6%	56.6%	661.3
7	2.9%	8.6%	28.7%	59.8%	654.6	3.2%	11.4%	25.9%	59.5%	658.2
8	1.5%	12.7%	30.6%	55.2%	660.4	3.1%	11.9%	31.3%	53.8%	664.4
Paseo Academy	4.8%	17.4%	28.1%	49.7%	677.2	13.7%	19.0%	24.4%	42.9%	703.6
7	5.7%	19.3%	27.3%	47.7%	683.0	15.9%	14.8%	26.1%	43.2%	703.4
8	3.8%	15.2%	29.1%	51.9%	670.9	11.3%	23.8%	22.5%	42.5%	703.8
Southwest Early College Campus	3.4%	9.7%	23.4%	63.4%	653.1	5.1%	9.6%	20.9%	64.4%	655.4
7	3.5%	9.4%	16.5%	70.6%	645.9	4.6%	9.2%	17.2%	69.0%	649.4
8	3.3%	10.0%	30.0%	56.7%	660.0	5.6%	10.0%	24.4%	60.0%	661.1
Success Academy at Anderson	0.0%	5.7%	14.3%	80.0%	625.7	0.0%	8.6%	20.0%	71.4%	637.1
7	0.0%	7.7%	23.1%	69.2%	638.5	0.0%	7.7%	23.1%	69.2%	638.5
8	0.0%	4.5%	9.1%	86.4%	618.2	0.0%	9.1%	18.2%	72.7%	636.4

Math 7-12 Performance Series Grade Level Performance



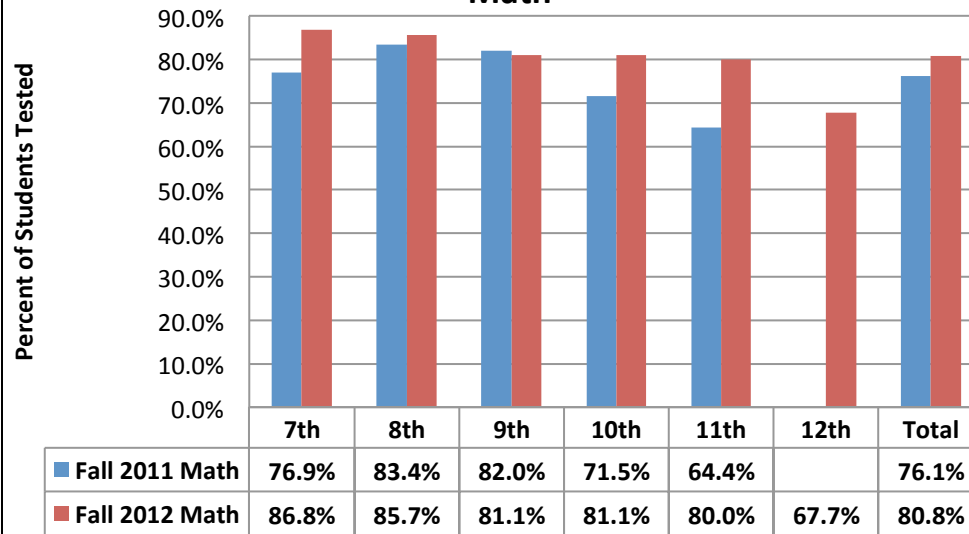
Performance Series Fall 2012 Grade Level Estimates

Reading 7-12 Performance Series Grade Level Performance



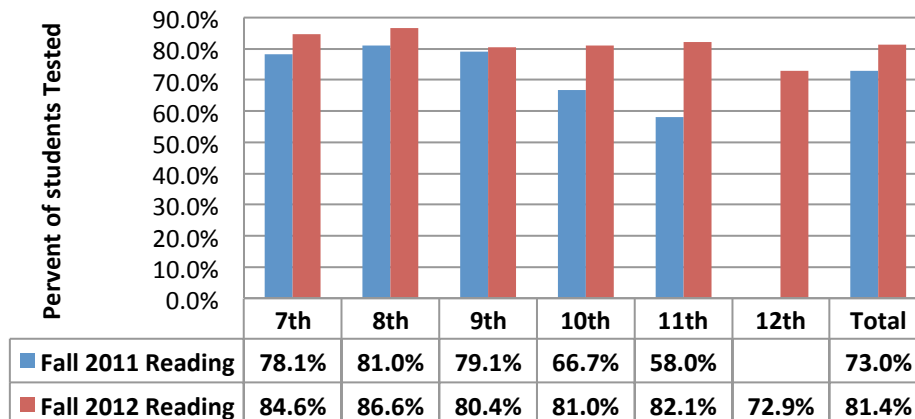
Performance Series Fall 2012 Grade Level Estimates

Fall Performance Series - % Students Tested Math



The percent of students tested increased during the Fall of 2012 compared to the previous year. Also, the testing window was completed nearly a month earlier in Fall 2012 so buildings had initial placement data earlier than the previous school year.

Fall Performance Series - % Students Tested Reading



Threshold Students Reporting



Students Nearing Next Achievement Levels

Grades 3-5 Students needed to attain MPI Target for CA and Math

Actual SY 12 Results											
Elementary Grade 3-5	BB	BB%	Basic	Basic %	Prof	Prof %	Advanced	Adv %	Reportable	MPI	
Comm Arts	792		1817		542		261		3412		
		23.2%		53.3%		15.9%		7.6%		708.0	
After Moving Students											
Elementary Grade 3-5	BB	BB%	Basic	Basic %	Prof	Prof %	Advanced	Adv %	Reportable	MPI	
Comm Arts	742		50		1817		803		3412		Target
		0.2		0.0		0.5		0.2		778.6	778
For 3-5 CA need to move 2409 students to next level-							70.6%	of students			
Actual SY 12 Results											
Elementary Grade 3-5	BB	BB%	Basic	Basic %	Prof	Prof %	Advanced	Adv %	Reportable	MPI	
Mathematics	550		1777		813		269		3409		
		16.1%		52.1%		23.8%		7.9%		723.5	
After Moving Students											
Elementary Grade 3-5	BB	BB%	Basic	Basic %	Prof	Prof %	Advanced	Adv %	Reportable	MPI	
Mathematics	550		1676		914		269		3409		Target
		16.1%		49.2%		26.8%		7.9%		726.5	726.5
For 3-5 Math need to move 101 students to next level-							3.0%	of students			

- ***Total CA Threshold Students in 4th and 5th Grade – 598 students***
- ***Total Math Threshold Students in 4th and 5th Grade – 526 students***

* Threshold students are students within 15 MAP Scale points to Next Higher MAP Achievement Level

Grades 6-8 Students needed to attain MPI Target for CA and Math

Actual SY 12 Results											
Grade 6-8	BB	BB%	Basic	Basic %	Prof	Prof %	Advanced	Adv %	Reportable	MPI	
Comm Arts	617		1503		607		225		2952		
		20.9%		50.9%		20.6%		7.6%		714.9	
After Moving Students											
Elementary	BB	BB%	Basic	Basic %	Prof	Prof %	Advanced	Adv %	Reportable	MPI	
Comm Arts	217		1803		707		225		2952		Target
		7.4%		61.1%		23.9%		7.6%		731.8	731
<i>For 6-8 CA need to move 500 students to next level-</i>							<i>16.9%</i>	<i>of students</i>			
Actual SY12 Results											
Grade 6-8	BB	BB%	Basic	Basic %	Prof	Prof %	Advanced	Adv %	Reportable	MPI	
Mathematics	855		1206		678		223		2962		
		28.9%		40.7%		22.9%		7.5%		709.1	
After Moving Students											
Elementary	BB	BB%	Basic	Basic %	Prof	Prof %	Advanced	Adv %	Reportable	MPI	
Mathematics	255		1806		678		223		2962		Target
		8.61%		60.97%		22.89%		7.53%		729.3	729
<i>For Grades 6-8 Math need to move 600 students to next level-</i>							<i>20.3%</i>	<i>of students</i>			

- ***Total CA Threshold Students 6th-8th Grade – 826 students***
- ***Total Math Threshold Students in 6th-8th Grade – 684 students***

* Threshold students are students within 15 MAP Scale points to Next Higher MAP Achievement Level

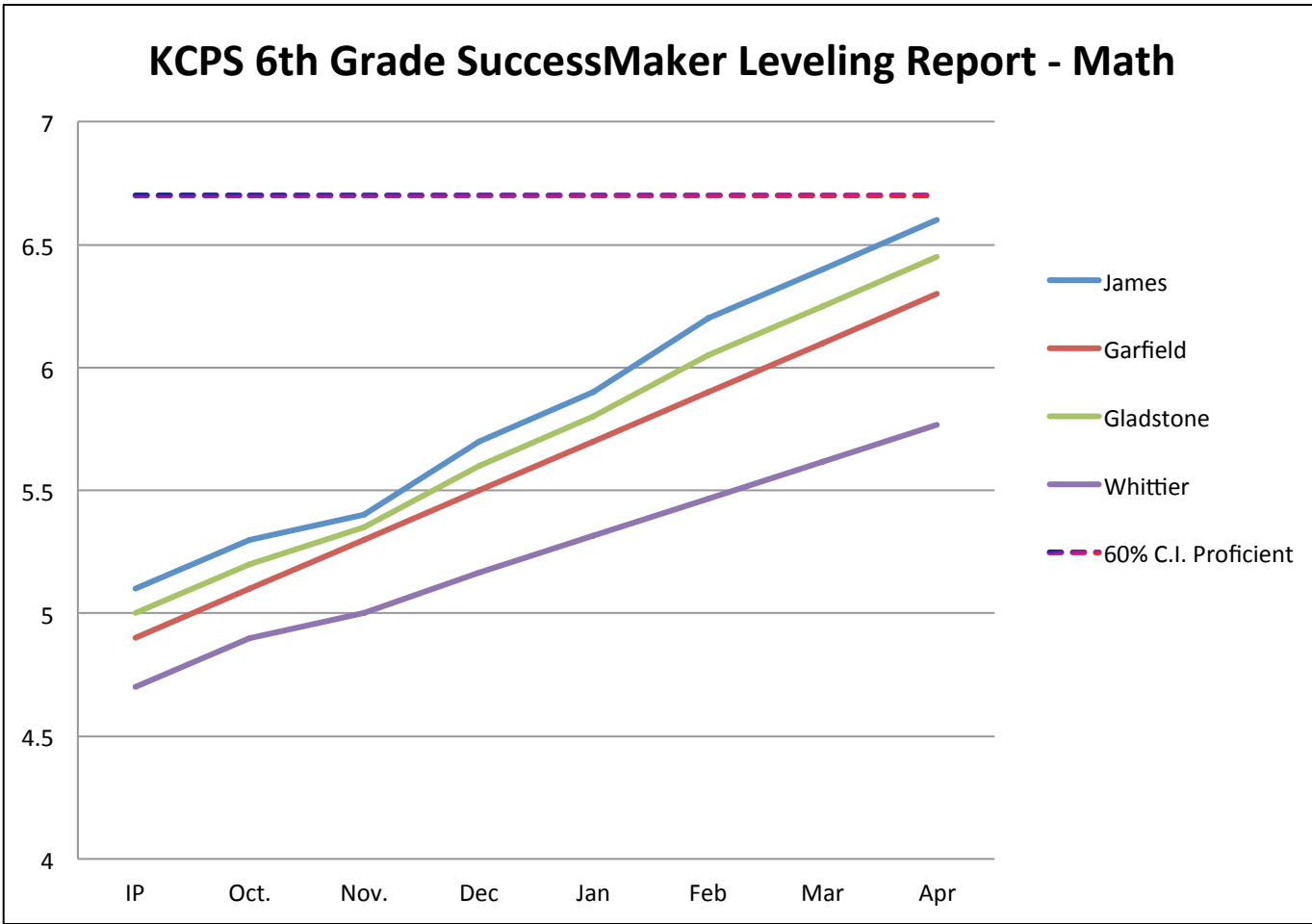
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Foreign Language 2012 MAP Mathematics Scores with Nearing Levels														
<i>This report lists the schools' current students with 2012 MAP scores. Students who are within 15 MAP Scale Pts to dropping to the next level below are highlighted</i>														
Site Name	Grade	Student Name	Student ID	Gender	Race	ELL	Free/Red	IEP	2012 MAP Scale Score	2012 Level	HigherLevel	LowerLevel	MAP Pts to Higher Level	MAP Pts to Lower Level
Foreign Language	06			F	H	N	Y	N	700	Proficient	706	667	6	33
Foreign Language	06			M	H	N	Y	N					N/A	N/A
Foreign Language	06			F	H	N	N	N					N/A	N/A
Foreign Language	06			M	W	N	N	N	757	Advanced	0	705	N/A	52
Foreign Language	06			M	W	N	Y	Y	668	Proficient	706	667	38	1
Foreign Language	06			F	H	N	N	N	702	Proficient	706	667	4	35
Foreign Language	06			F	B	N	N	N	637	Basic	668	604	31	33
Foreign Language	06			M	H	Y	Y	N	656	Basic	668	604	12	52
Foreign Language	06			F	H	N	Y	N	724	Advanced	0	705	N/A	19
Foreign Language	06			M	W	N	N	N	704	Proficient	706	667	2	37
Foreign Language	06			M	H	N	Y	Y	665	Basic	668	604	3	61
Foreign Language	06			M	B	N	Y	N	615	Basic	668	604	53	11
Foreign Language	06			M	B	N	Y	N	741	Advanced	0	705	N/A	36
Foreign Language	06			F	B	N	Y	N	678	Proficient	706	667	28	11
Foreign Language	06			F	B	N	N	N	640	Basic	668	604	28	36
Foreign Language	06			M	B	N	N	N	677	Proficient	706	667	29	10
Foreign Language	06			M	H	Y	Y	N	708	Advanced	0	705	N/A	3
Foreign Language	06			M	W	N	N	N	736	Advanced	0	705	N/A	31
Foreign Language	06			F	B	N	Y	N	628	Basic	668	604	40	24
Foreign Language	06			F	W	N	N	Y	700	Proficient	706	667	6	33
Foreign Language	06			F	B	N	Y	N	690	Proficient	706	667	16	23
Foreign Language	06			M	H	Y	Y	N	605	Basic	668	604	63	1
Foreign Language	06			M	W	N	N	N	642	Basic	668	604	26	38
Foreign Language	06			F	B	N	Y	N	662	Basic	668	604	6	58
Foreign Language	06			M	W	N	N	N	688	Proficient	706	667	18	21
Foreign Language	06			M	H	Y	N	N	709	Advanced	0	705	N/A	4
Foreign Language	06			F	H	Y	Y	N	635	Basic	668	604	33	31
Foreign Language	06			F	B	N	N	N	665	Basic	668	604	3	61
Foreign Language	06			F	H	N	Y	N	640	Basic	668	604	28	36
Foreign Language	06			M	B	N	Y	N	688	Proficient	706	667	18	21
Foreign Language	06			F	H	Y	Y	N	669	Proficient	706	667	37	2
Foreign Language	06			M	H	Y	Y	N	685	Proficient	706	667	21	18
Foreign Language	06			F	B	N	Y	N	658	Basic	668	604	10	54

Buildings are receiving Nearing Level reports which highlight students who are within 15 MAP Scale Points to move to next level – these students are highlighted green. The red highlighted students who are in danger of falling to the next level lower.

New District Reporting



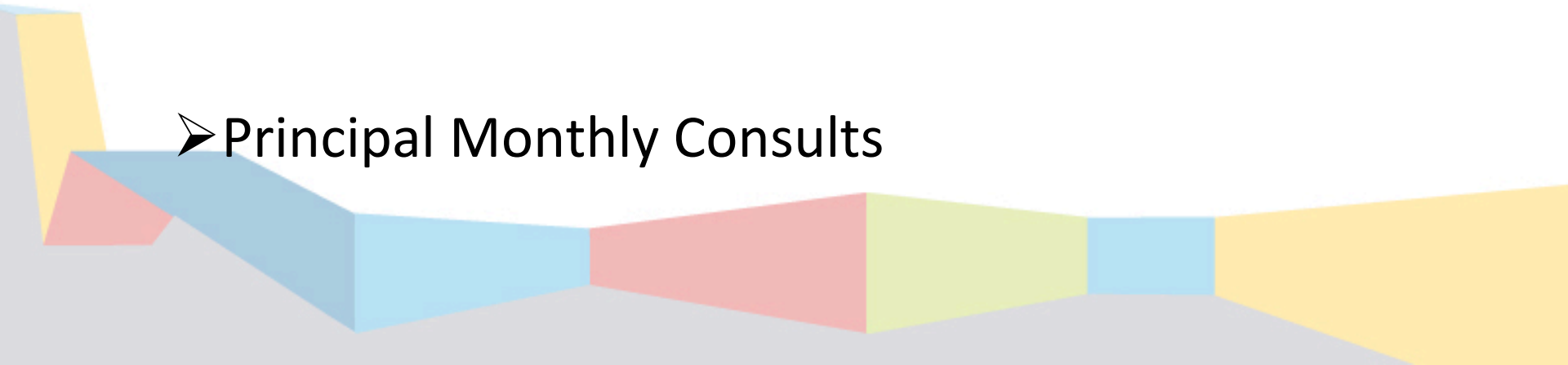
SuccessMaker Report Sample



Academic Accountability Road Map to Accreditation

District Leadership

- Align Instructional Resources
- Align Personnel Resources
- Provide Professional Development Support
- Principal Monthly Consults



Accountability Roadmap to Accreditation

Principal Leadership

Analyze the School Assessment Report

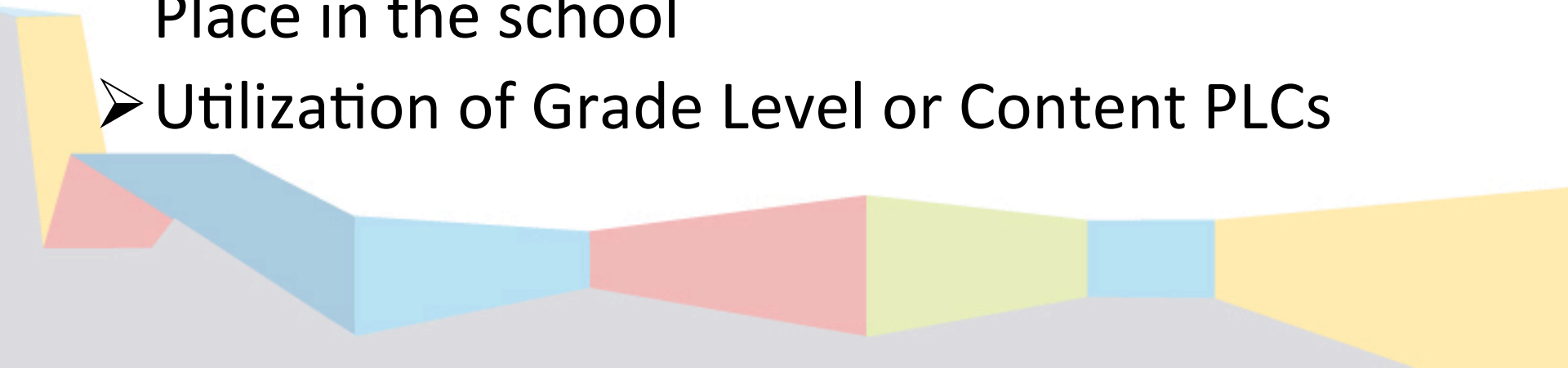
- Review Predicted Performance on State MAP Tests in Communication Arts & Math
- Review Item Analysis—which items indicate a need for more emphasis
- Administrative Review of each teacher's Class Assessment Report



Accountability Roadmap to Accreditation

Principal Leadership

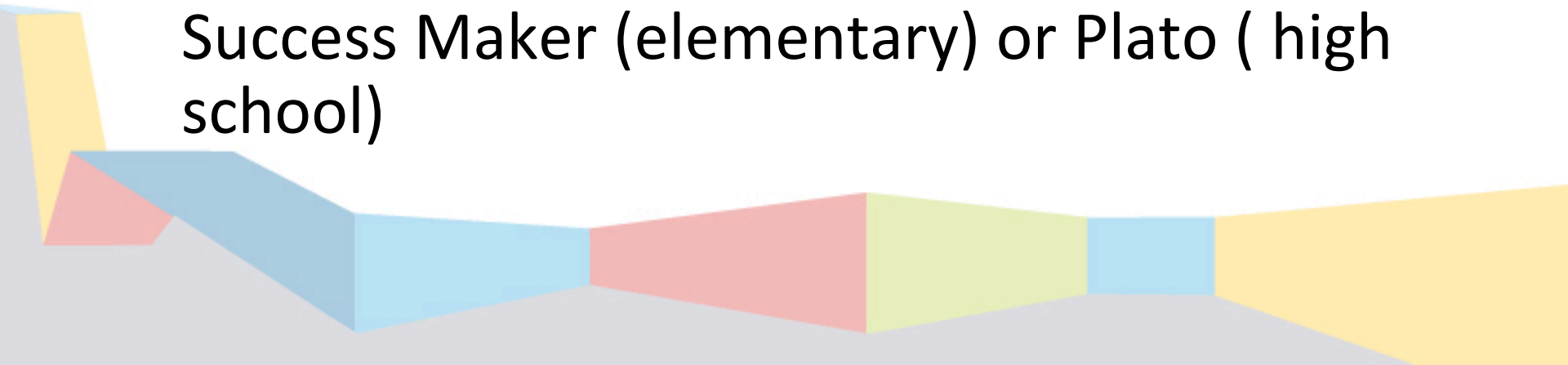
- Administrators meet with each teacher for Data Consults
- Identify the “Threshold” Students -- (15 points below Proficient and 15 points over Proficient)
- Publish School Data Results in Prominent Place in the school
- Utilization of Grade Level or Content PLCs



Accountability Roadmap to Accreditation

Teacher Leadership

- Individualized attention through Pull-out or Push-In
- Increased instructional time for the identified students
- Computer-assisted instruction through Success Maker (elementary) or Plato (high school)



Accountability Roadmap to Accreditation

Teacher Leadership

- Differentiated Instruction
- Teacher-established Incentives for Students



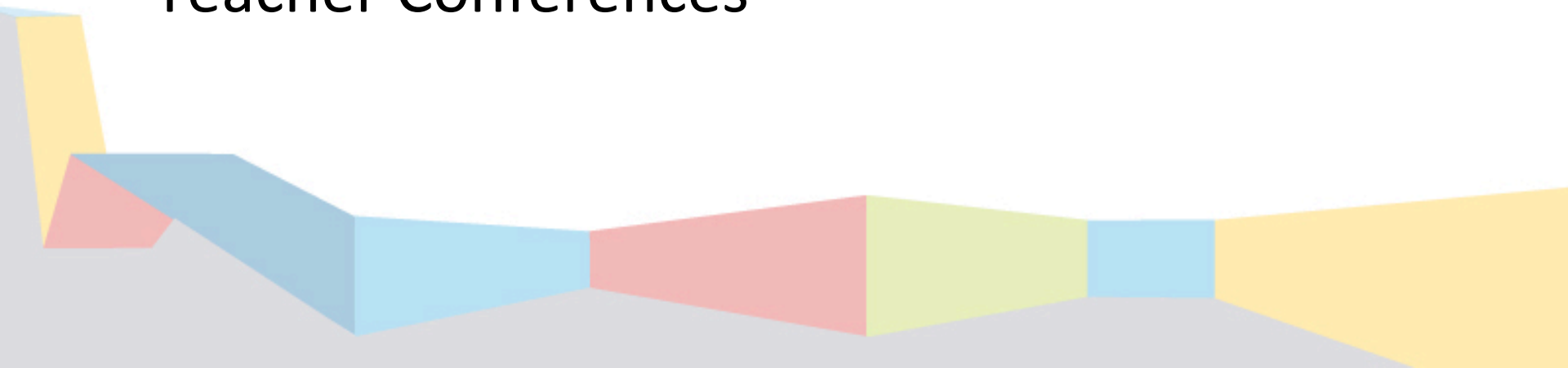
Accountability Roadmap to Accreditation

Student Leadership

- Students track their own performance and set goals

Parent /Guardian Leadership

- Receive Parent Resource Packet at Parent Teacher Conferences



Data Cycle



DATA TEAM NOTES

STUDENT ACHIEVEMENT GOAL:

DATA TEAM TIMELINE

Team Actions	Date to be Completed
Unwrap the Priority Target	
Post and Pre-Assessment Created	
Pre-Assessment Administered	
Data Team 5 Steps Cycle	
Teach the Learning Target	
Administer Formative Assessment	
Data Team Steps 1 & 2 on Formative	
Post Assessment Administered	
Data Team Steps 1 & 2 on Post Assess.	

CELEBRATION WHEN GOAL IS ACHIEVED:

STEP 1: PRE ASSESSMENT COLLECT AND CHART DATA

Priority Learning Target / Essential Learning Outcome: _____



		Proficient Score Range: (enter score range)		Close Score Range: (enter score range)		Far to Go Score Range: (enter score range)		Intervention Score Range: (enter score range)	
TEACHER	Number of Students	Number Proficient	Percent Proficient	Number Close	Percent Close	Number Far to Go	Percent Far to Go	Number Intervention	Percent Intervention
Total									
			A		B		C		



STEP 2: PRE ASSESSMENT ANALYZE TO PRIORITIZE

Priority Learning Target / Essential Learning Outcome: _____



PERFORMANCE CATEGORY	Student Work Observations from the Pre-Assessment	Possible reasons for strengths or misconceptions: Vocabulary / background knowledge / skill
Proficient	<p>Strengths:</p> <p>Next Steps:</p>	
Close	<p>Strengths:</p> <p>Errors/Misconceptions:</p>	
Far but Likely	<p>Strengths:</p> <p>Errors/Misconceptions:</p>	
Intervention	<p>Strengths:</p> <p>Errors/Misconceptions:</p>	
Assessment Evaluation: Did it measure the priority learning target / Did it allow for the identification of misconceptions / Were there any test design problems?		

POST ASSESSMENT COLLECT AND CHART DATA

Priority Learning Target / Essential Learning Outcome: _____

		Proficient Score Range: (enter score range)		Close Score Range: (enter score range)		Far to Go Score Range: (enter score range)		Intervention Score Range: (enter score range)	
TEACHER	Number of Students	Number Proficient	Percent Proficient	Number Close	Percent Close	Number Far to Go	Percent Far to Go	Number Intervention	Percent Intervention
Total									
			A		B		C		

Student Achievement Goal: The percentage of (grade level/course) students scoring proficient and higher in Priority Learning Target /Essential Learning Outcome: _____ will increase from (Pre Assess. Prof. %). % to (A+B+C) % as measured by the post assessment _____ administered on (Date) .

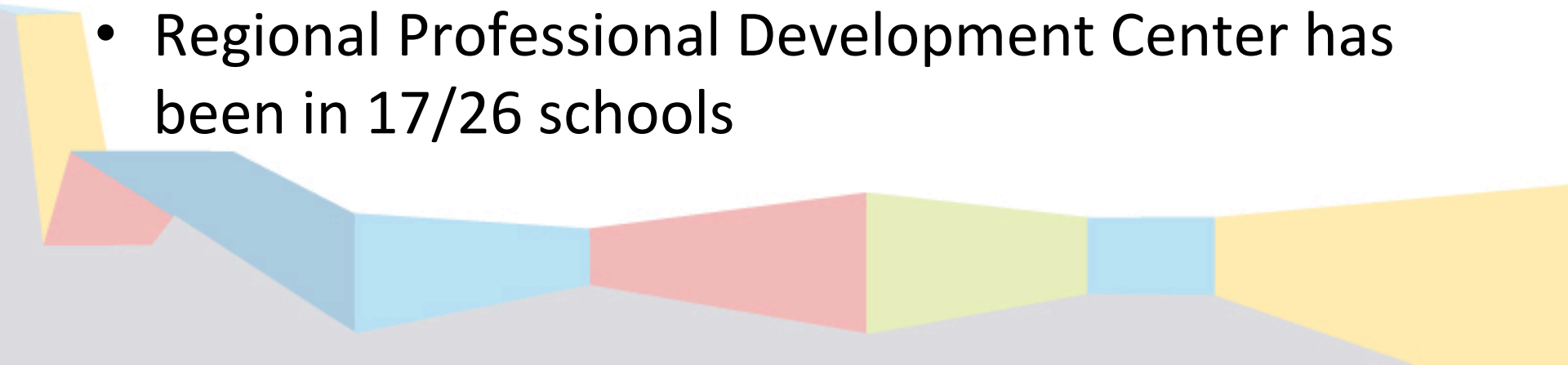
_____ Student Achievement Goal Met

_____ Goal Revised

Data Teams

Where are we now?

- 21/26 reporting schools have data teams meeting
- 15/26 are using designated protocols
- Data teams are being monitored by principals and/or Instructional Coaches in all schools
- 18/26 need more training on how to use data cycles
- Regional Professional Development Center has been in 17/26 schools



Future of Data Teams

- Ten of district staff will become certified data team facilitators on November 7-9
- Schools will use the full cycle including the use of formative assessments
- Teachers will have a clear understanding of how to use data to make instructional decisions
- All schools will function at proficient or higher level of efficiency

Complete plan will be created after November 9, 2012

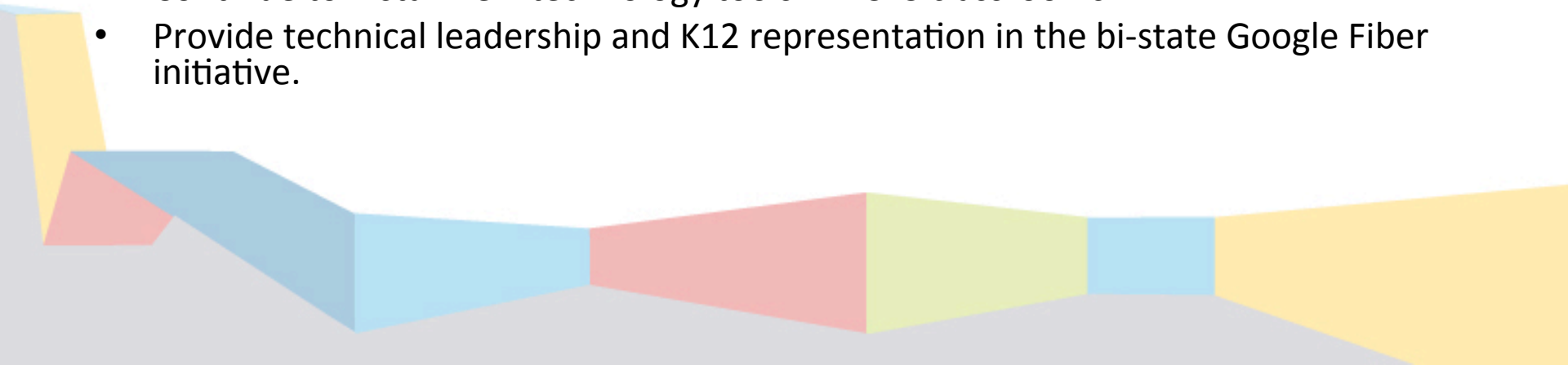


Superintendent's SMART Goals Update



Superintendent Goals

Goal 1: Student Achievement

- Create a student data notebook
 - Focus on SMART goals during principal
 - Deliver training on understanding the Learning Target and PD
 - Implement Data Cycle/PLC
 - Revise Curriculum
 - Prepare revenue projections for FY14.
 - Introduce FY14 preliminary budget to the Board and community.
 - Begin the process of identifying the highest curriculum financial priorities for the FY14 operational budget.
 - Continue to install new technology tools in KCPS classrooms
 - Provide technical leadership and K12 representation in the bi-state Google Fiber initiative.
- 
- A decorative graphic at the bottom of the slide consisting of several overlapping, semi-transparent geometric shapes in shades of yellow, light blue, and light red, creating a modern, abstract design.

Superintendent Goals

Goal 2: College and Career Readiness

- Develop and implement a capital plan for repair, replacement and upgrade of facility buildings and equipment recognizing that the safety and security of building occupants are a priority.
- Enhance the educational environment while increasing operational efficiency by implementing energy conservation measures through performance contracting.



Superintendent Goals

Goal 3: Classroom Management and Student Behavior

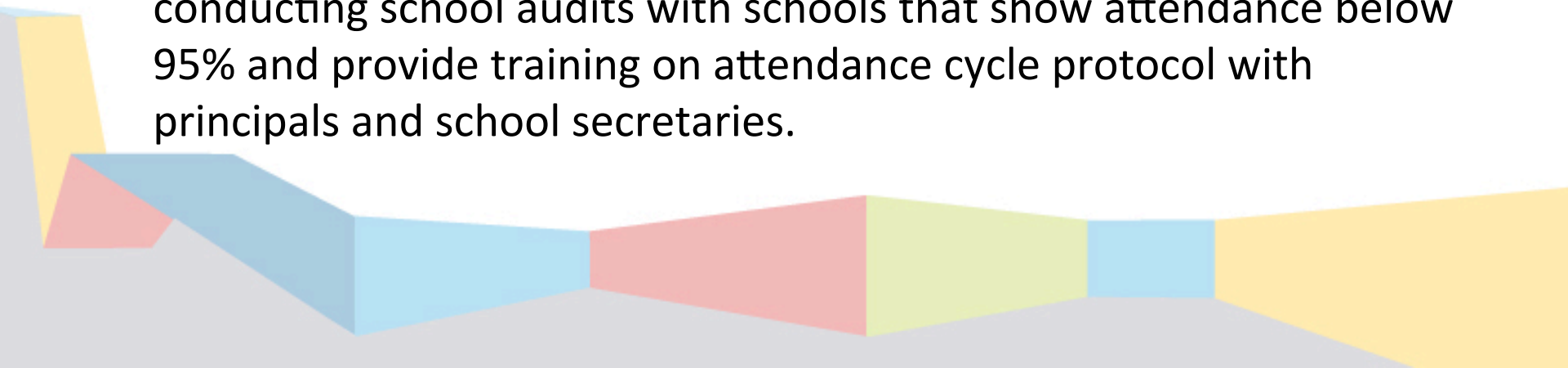
- Continue to provide monthly discipline data to Cabinet members.
- Enforce the Code of Student Conduct. Begin to work on suggested revisions and/or updates in January 2013.



Superintendent Goals

Goal 4: Student Attendance and Dropout Prevention

- Develop budget for the district to hire two truancy officers that will cover the 4 zones with the re-establishment of a KCPS Truancy Office.
- Continue to work with 15 students and their families through Success Court at Northeast High School. Grant match application is due January 2013.
- Continue to monitor attendance data for chronic offenders, conducting school audits with schools that show attendance below 95% and provide training on attendance cycle protocol with principals and school secretaries.



Superintendent Goals

Goal 4: Student Attendance and Dropout Prevention (Cont.)

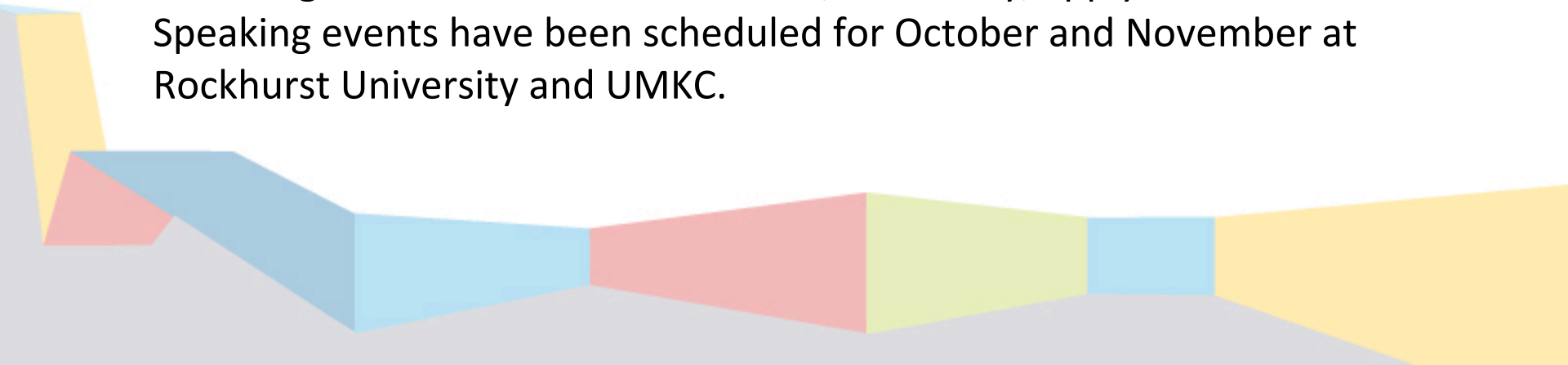
- Increase the number of students that receive health and dental services.
- Work collaboratively with various departments to ensure the successful launch and execution of the Parent Portal.



Superintendent Goals

Goal 5: Human Capital Management

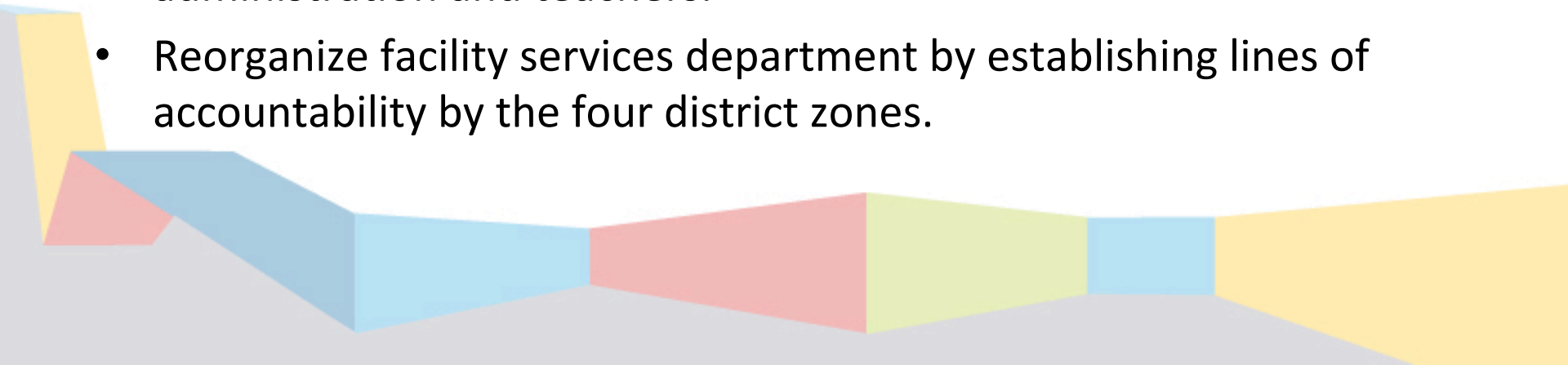
- Attend Recruiting and Career Fairs held at local universities and colleges throughout the metropolitan area and in surrounding cities. Fifteen recruiting fairs have been scheduled and confirmed for the month of November and then again in February – April.
- Support local university and college teacher preparation programs by participating in their “Mock Interview” sessions, panel discussions, and lecture/seminars with forthcoming teacher candidates. Events such as these will provide us with the opportunity to further market KCPS with the juniors and seniors while they are in their teaching programs and encourage them to student teach and, ultimately, apply with the District. Speaking events have been scheduled for October and November at Rockhurst University and UMKC.



Superintendent Goals

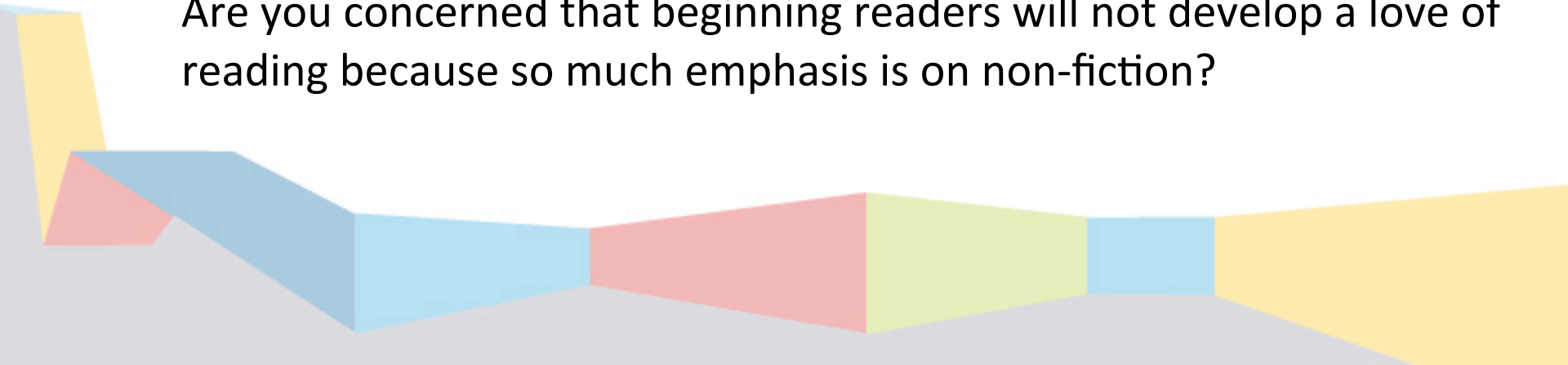
Goal 5: Human Capital Management (Cont.)

- Update both the Manager's Toolkit and Employee's Toolkit on the KCPS website. These toolkits allow all managers and employees to have immediate access to the HCM web pages that will answer many of their questions and supply them with the forms and tools they need on a regular basis.
- Combine operations and facilities into one department named Facility Services.
- Conduct a facility services satisfaction survey with building staff, administration and teachers.
- Reorganize facility services department by establishing lines of accountability by the four district zones.



Feedback

Questions from blue cards - September 2012

1. Why isn't there a union presentation at these meetings?
 2. Please help us understand acronyms.
 3. What about parents? How can they learn more and get involved?
 4. What programs/incentives do you have in place in the schools to improve attendance? The dropout rate?
 5. What was the ratio of fiction to non-fiction reading materials last school year? Is there research to support the 60/40 ratio of non-fiction to fiction improves achievement at the elementary level? Are you concerned that beginning readers will not develop a love of reading because so much emphasis is on non-fiction?
- 
- A decorative graphic at the bottom of the slide consisting of several overlapping, semi-transparent geometric shapes in shades of yellow, light blue, and light red, creating a modern, abstract design.

Questions and Answers

RSIT Breakout Discussion

Feedback/Requests

Monthly Meeting Date