

Kansas City Public Schools and Department of Elementary and Secondary Education

Regional School Improvement Team Meeting

Tuesday, January 22, 2013

KANSAS CITY
PUBLIC SCHOOLS



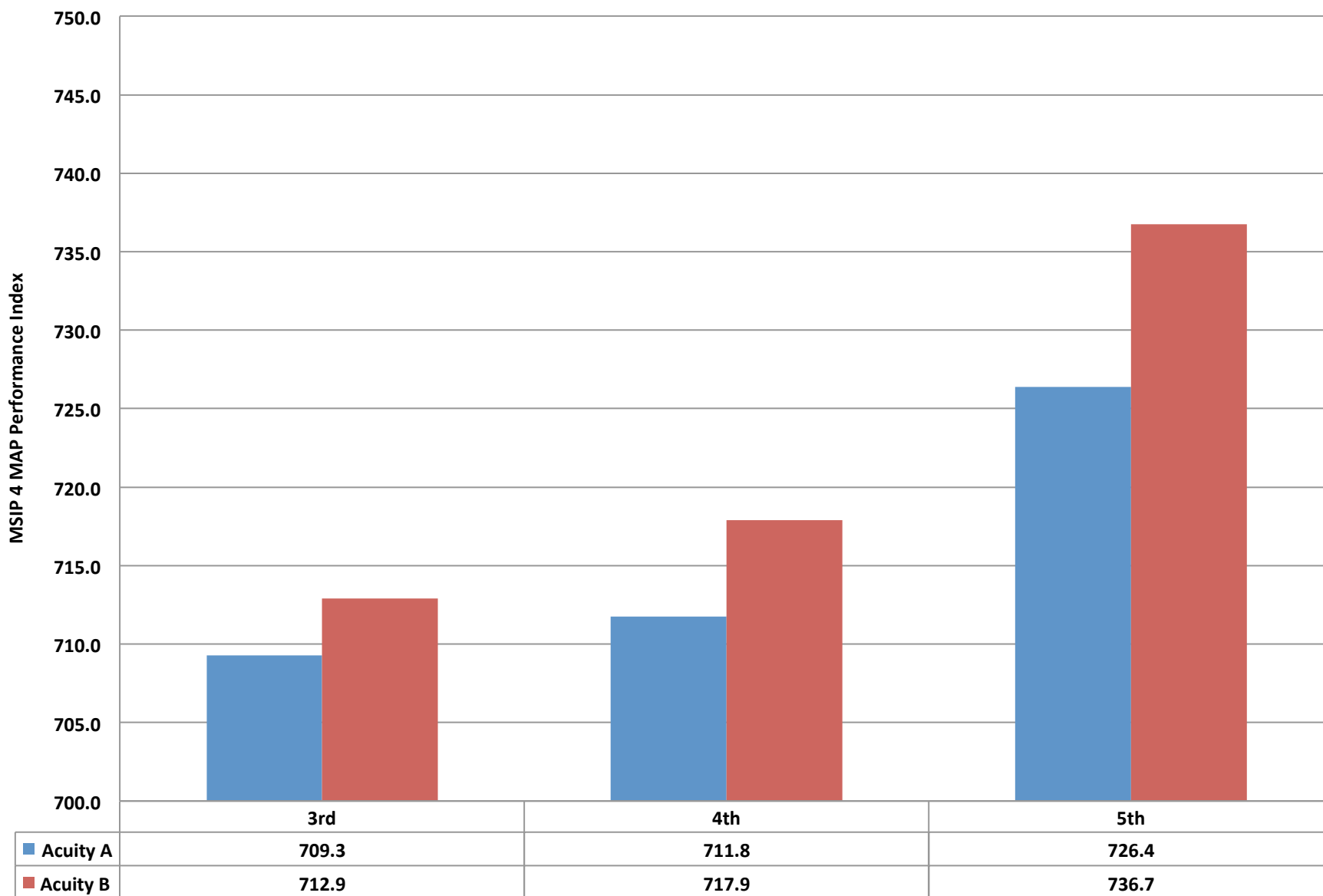
Academic Division

Grades 3-5
Communication Arts and Math



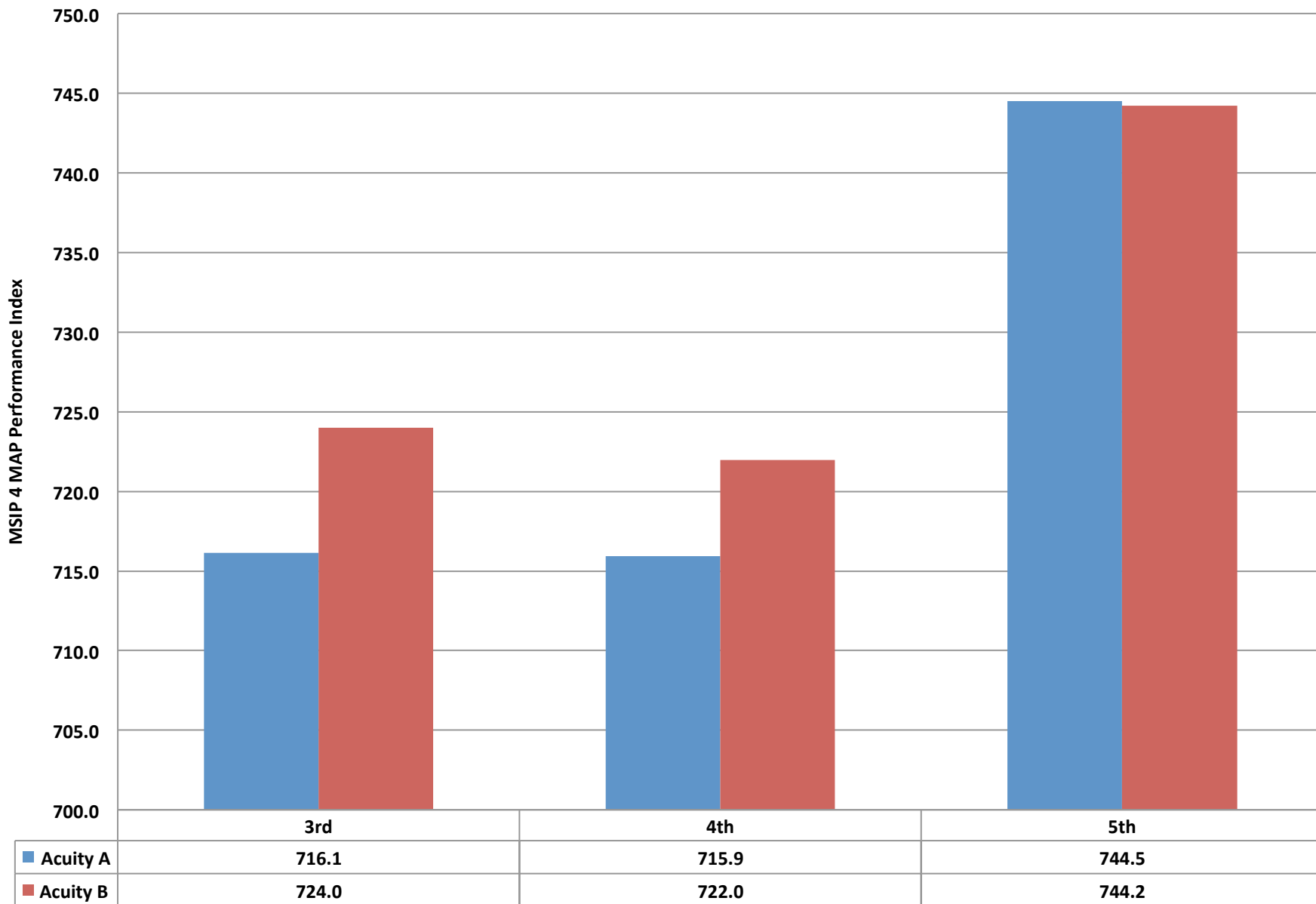
SY 2012-2013 Acuity A to Acuity B - Language Arts by Grade Level

MSIP 4 MAP Performance Index



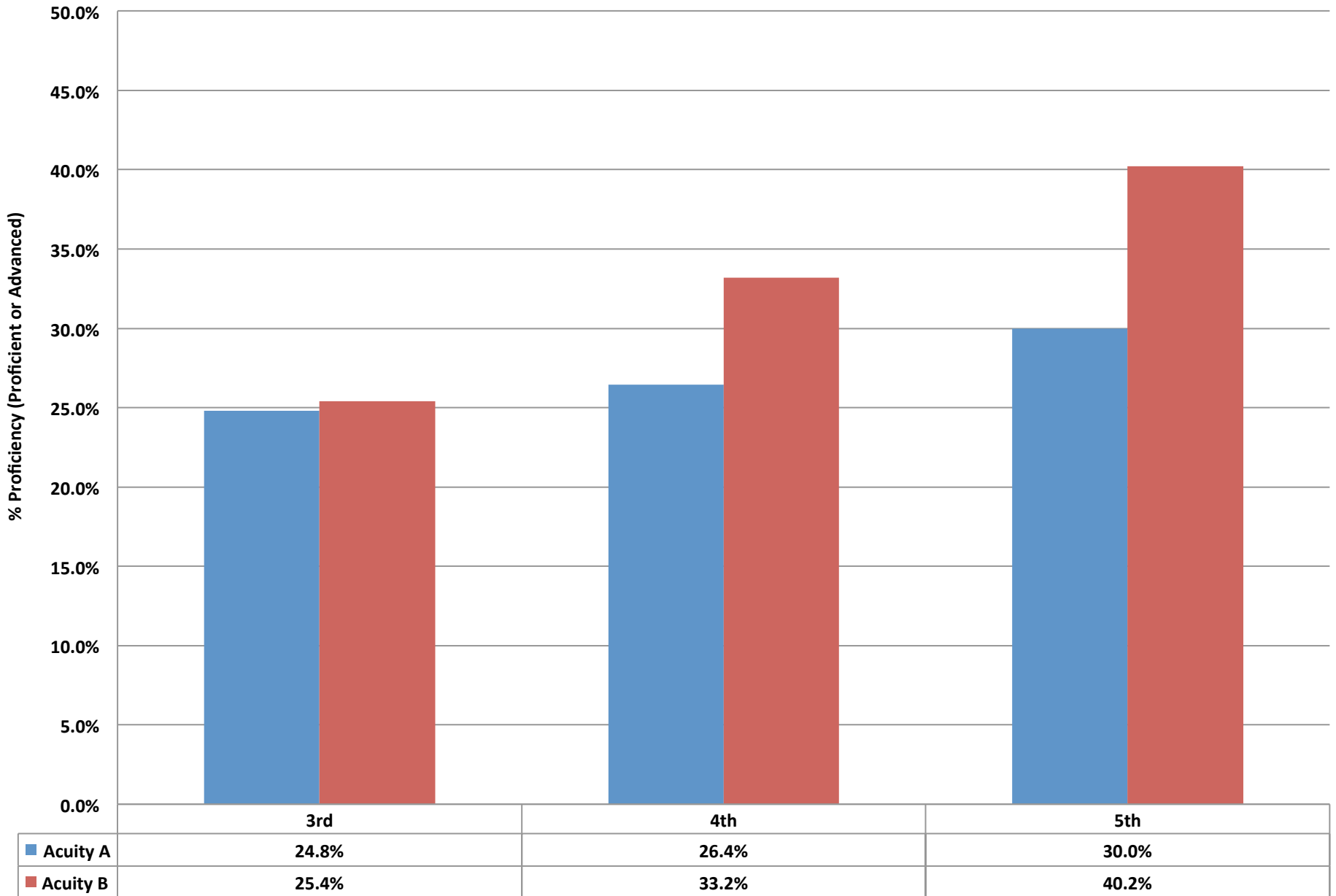
SY 2012-2013 Acuity A to Acuity B – Mathematics by Grade Level

MSIP 4 MAP Performance Index



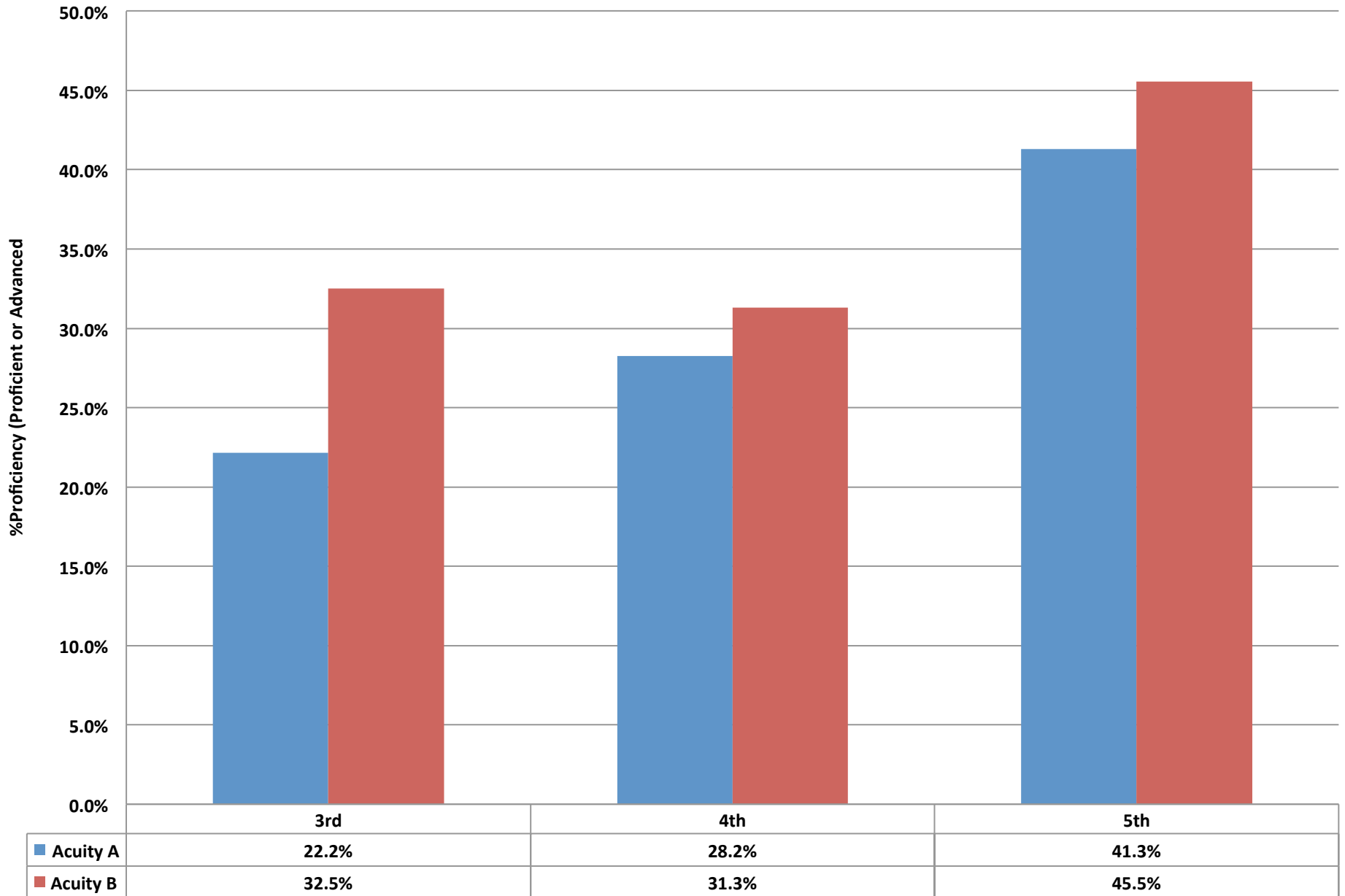
SY 2012-2013 Acuity A to Acuity B - Language Arts by Grade Level

% Proficiency (Proficient or Advanced)



SY 2012-2013 Acuity A to Acuity B – Mathematics by Grade Level

%Proficiency (Proficient or Advanced)



SY 2012-2013 Acuity A to Acuity B Grades 3-5

	<i>MSIP 5 Index</i>			<i>MSIP 4 Index</i>			<i>% Below Basic</i>			<i>% Proficient (Prof and Adv.)</i>		
	<i>Acuity A</i>	<i>Acuity B</i>	<i>Growth</i>	<i>Acuity A</i>	<i>Acuity B</i>	<i>Growth</i>	<i>Acuity A</i>	<i>Acuity B</i>	<i>Growth</i>	<i>Acuity A</i>	<i>Acuity B</i>	<i>Growth</i>
Language Arts	298.4	304.9	6.5	715.2	721.8	6.6	16.9%	16.9%	0.0%	26.9%	32.6%	5.7%
3	289.3	294.2	4.8	709.3	712.9	3.6	20.0%	18.8%	-1.2%	24.8%	25.4%	0.6%
4	293.1	297.5	4.4	711.8	717.9	6.2	18.7%	20.4%	1.7%	26.4%	33.2%	6.7%
5	315.4	326.4	11.0	726.4	736.7	10.3	11.0%	10.3%	-0.7%	30.0%	40.2%	10.2%
Mathematics	316.8	318.1	1.3	724.4	729.3	4.9	7.6%	11.1%	3.5%	30.0%	35.9%	5.9%
3	309.5	311.4	1.9	716.1	724.0	7.9	6.6%	12.6%	5.9%	22.2%	32.5%	10.4%
4	302.9	310.4	7.5	715.9	722.0	6.0	13.1%	11.6%	-1.5%	28.2%	31.3%	3.1%
5	342.3	335.3	-7.0	744.5	744.2	-0.3	2.2%	8.9%	6.7%	41.3%	45.5%	4.2%

Acuity A to B by School

<i>SY 2012-2013 Acuity A to B by School - Language Arts</i>											
	<i>MSIP 5 Index</i>			<i>% Below Basic</i>			<i>% Proficient (Prof and Adv.)</i>			<i>Stdts Tested</i>	
	<i>Acuity A</i>	<i>Acuity B</i>	<i>Growth</i>	<i>Acuity A</i>	<i>Acuity B</i>	<i>Growth</i>	<i>Acuity A</i>	<i>Acuity B</i>	<i>Growth</i>	<i>Acuity A</i>	<i>Acuity B</i>
African Center	286.6	290.6	4.0	18.6%	15.8%	-2.8%	21.6%	19.2%	-2.3%	269	234
Arucks Elem	292.4	289.7	-2.7	15.2%	22.7%	7.5%	22.8%	28.9%	6.0%	92	97
Bannock E	271.7	279.0	7.4	24.2%	21.9%	-2.3%	19.2%	21.0%	1.8%	120	105
Border Star M	359.3	382.5	23.1	6.8%	3.5%	-3.3%	54.2%	63.2%	8.9%	118	114
Carver Elem S	314.2	328.5	14.3	14.2%	8.9%	-5.3%	32.4%	39.1%	6.7%	176	179
Carson Elem S	273.9	262.8	-11.1	19.6%	26.6%	7.0%	12.0%	14.9%	2.9%	92	94

<i>SY 2012-2013 Acuity A to B by School - Mathematics</i>											
	<i>MSIP 5 Index</i>			<i>% Below Basic</i>			<i>% Proficient (Prof and Adv.)</i>			<i>Stdts Tested</i>	
	<i>Acuity A</i>	<i>Acuity B</i>	<i>Growth</i>	<i>Acuity A</i>	<i>Acuity B</i>	<i>Growth</i>	<i>Acuity A</i>	<i>Acuity B</i>	<i>Growth</i>	<i>Acuity A</i>	<i>Acuity B</i>
	292.5	307.6	15.1	18.3%	13.0%	-5.2%	26.9%	28.3%	1.4%	93	92
	283.1	299.1	16.0	15.3%	14.4%	-0.9%	13.7%	27.9%	14.2%	124	111
	344.4	343.5	-1.0	3.4%	8.7%	5.3%	46.2%	52.2%	6.0%	117	115
	332.2	340.9	8.7	5.1%	3.9%	-1.2%	38.4%	44.2%	5.8%	177	181
	262.0	291.5	29.5	26.1%	16.0%	-10.1%	14.1%	21.3%	7.1%	92	94
	355.2	357.3	2.0	2.0%	3.1%	1.1%	48.8%	50.3%	1.4%	391	386

Fourth Grade Teacher Acuity B results will show which standard the classroom is performing poorly on and then drill down to those individual students and assign additional instruction for those students on those standards

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	% of students who scored in each Performance Tier (based on % Points Obtained)					
Strand	(0-30) Tier 1	(31-60) Tier 2	(61-80) Tier 3	(81-100) Tier 4	Average % Points Obtained	
Big Idea						Assign Instruction
Assessment Totals:						
Grade 3	5%	41%	50%	5%	61%	
R Reading	5%	23%	45%	27%	70%	
R.1 Develop and apply skills and strategies to the reading process	9%	23%	45%	23%	70%	Assign
R.2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	14%	45%	0%	41%	64%	Assign
R.3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times	14%	14%	45%	27%	72%	Assign
Grade 4	5%	41%	50%	5%	58%	
R Reading	9%	55%	36%	0%	54%	
R.1 Develop and apply skills and strategies to the reading process	18%	50%	32%	0%	49%	Assign
R.2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	5%	27%	36%	32%	65%	Assign
R.3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times	23%	27%	32%	18%	48%	Assign
W Writing	5%	41%	18%	36%	69%	
W.1 Apply a writing process in composing text	0%	14%	50%	36%	74%	
W.2 Compose well-developed text	9%	27%	50%	14%	66%	Assign

Note: Items are included on this assessment in similar proportion to the state test blueprint at the strand level. Content may vary from the state test at levels finer than the strand (e.g., grade level expectation). Inferences from test results should be limited to the strand, and not lower levels. Also, the reported results for strands measured with fewer items are less reliable than for strands measured with more items. Thus, when small numbers of items are used to measure a strand, other measures (e.g., observations, homework, etc.) should be used to confirm the results reported here.

Tier 1 Performance


EN04001-02-Manges

Test Name:	Acuity Missouri LA Grade 4 Predictive Form B
Dates Test Completed:	12/20/12 - 12/20/12
Number of Students Assigned Test:	22
Number in Grade who Completed Test:	22 out of 22

Tier 1 Performance

R.3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

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.

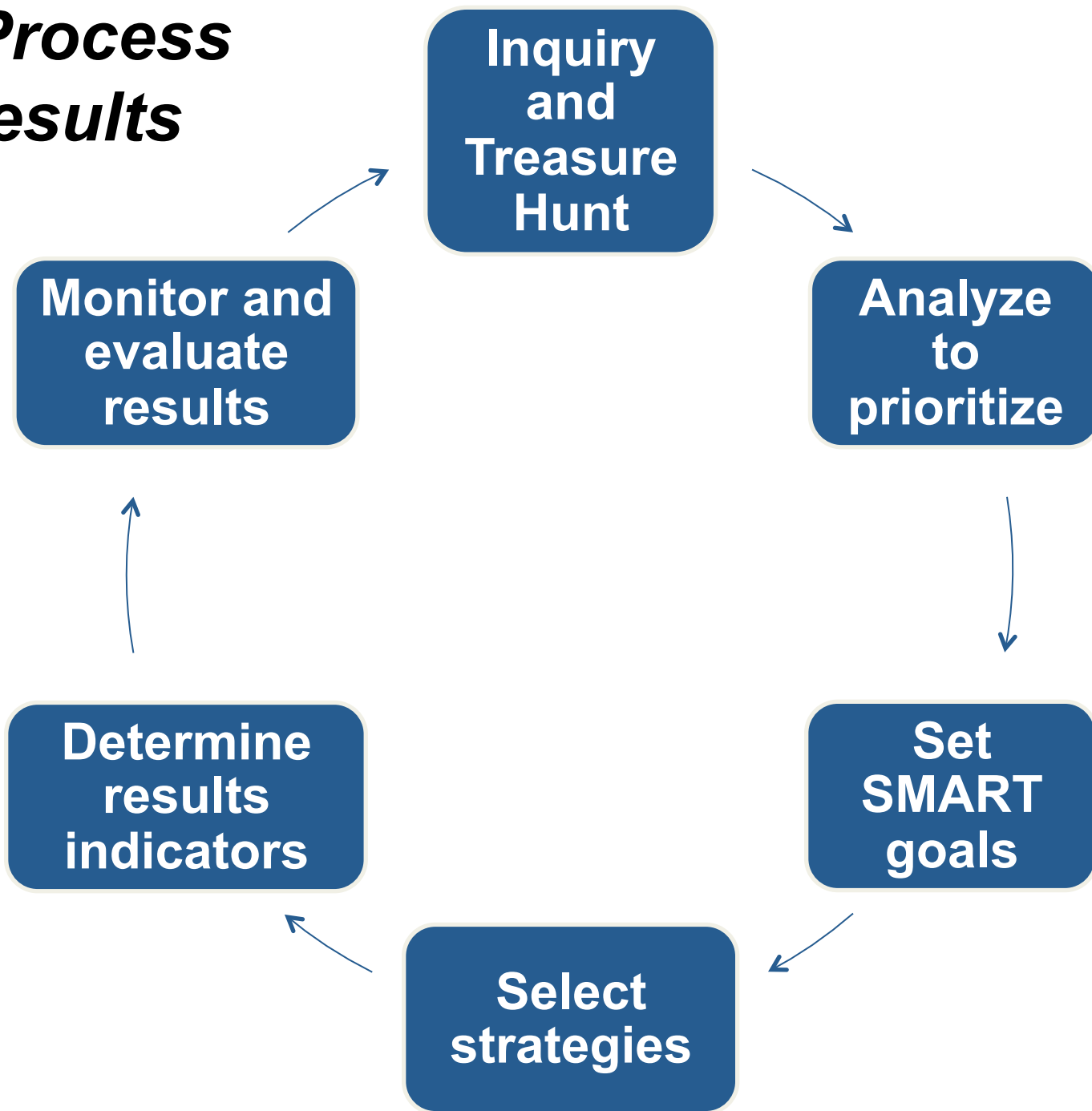
Student Name	Number of Items	Points Possible	Points Obtained	% Points Obtained
	3	3	0	0%
	3	3	0	0%
	3	3	0	0%
	3	3	0	0%
	3	3	0	0%

Acuity then allows the teacher to assign those students listed with additional instruction for the standard that those students performed poorly on

What do we do with this information?



The Process for Results



What do we do with this Information?

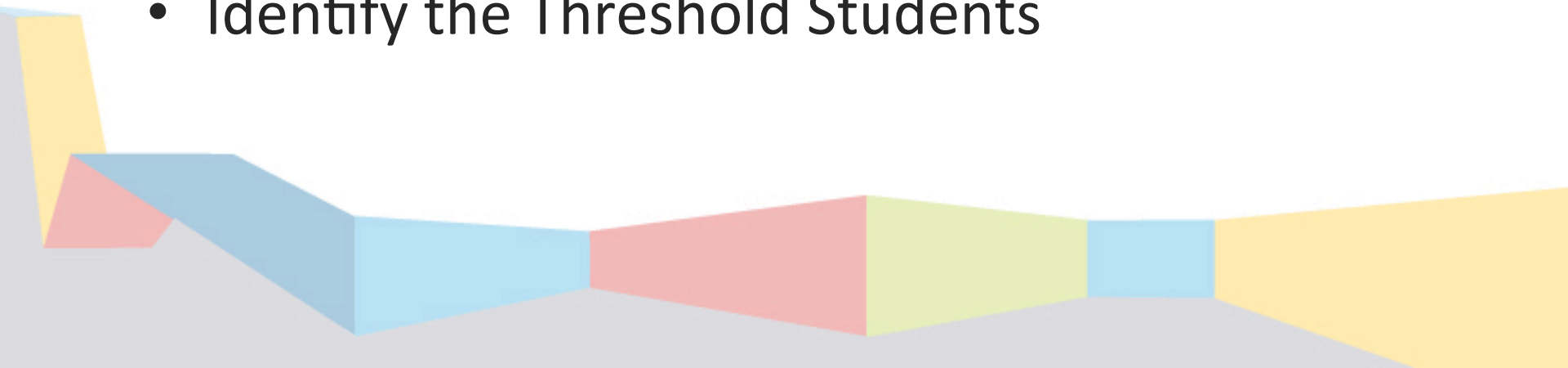
- Accommodations identified and utilized
- Micro Teaching/Self Reflection Video Taping
- Targeted Professional Development on specific skills
- Supplemental Resources/Materials that are MAP like



Leveraged Leadership: The Road to Accreditation

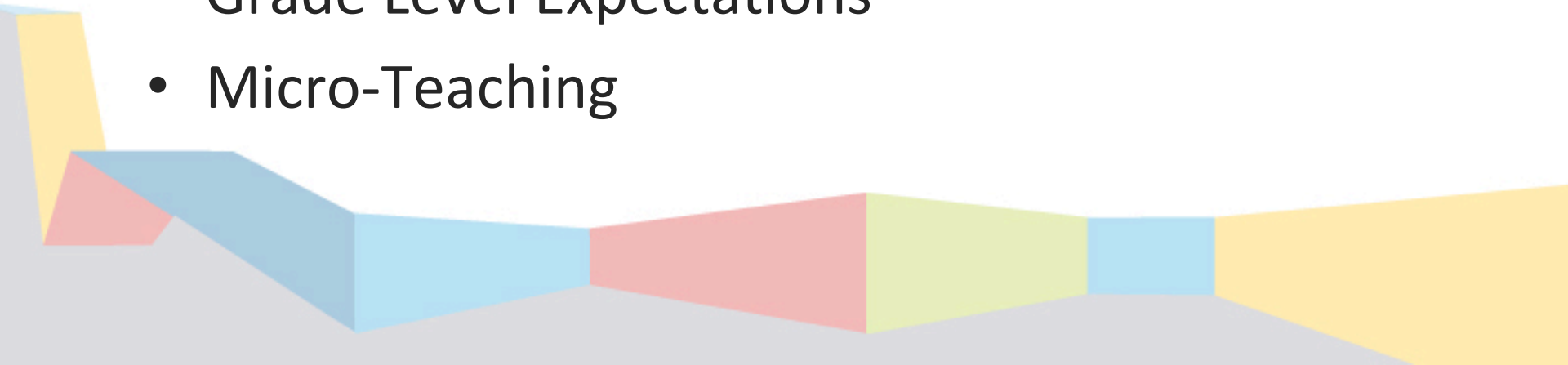
Principal

- Data Consults
- Analysis of MSIP 5 Accreditation Report
- Training—Data Team Trainings
- Develop a Building Plan for Improvement
- Identify the Threshold Students



Leveraged Leadership: Road to Accreditation

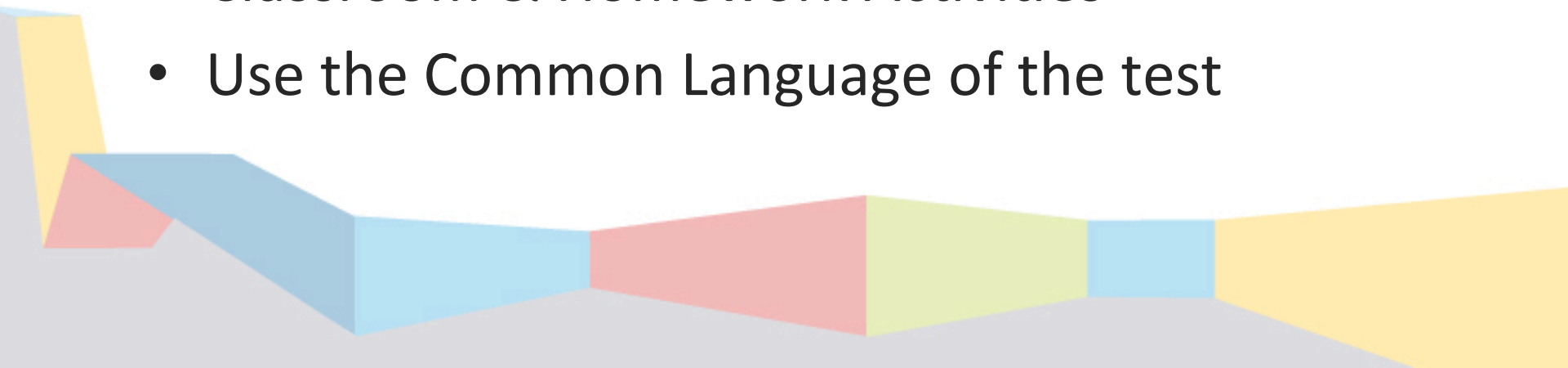
Classroom Teacher

- Classroom Data Analysis
 - “Do Now” Instructional Set Activities aligned with MAP
 - Lesson Content Aligned with Highly Tested Grade Level Expectations
 - Micro-Teaching
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Leverage Leadership: Road to Accreditation

Teacher

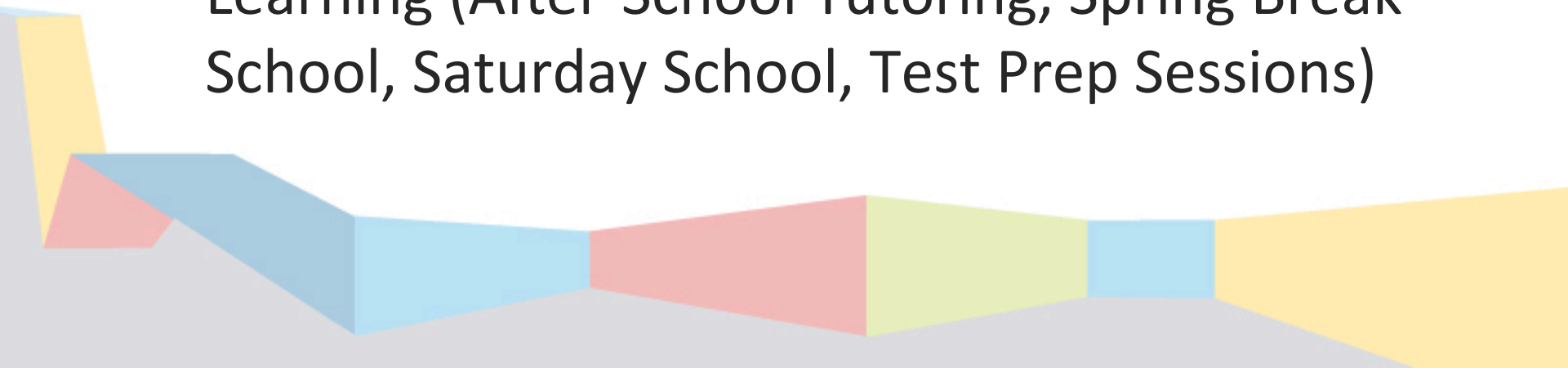
- Provide structured support (After School Tutoring, Pull-Out, Cooperative Groups, Differentiated Instruction)
- Use Released test items to formulate Classroom & Homework Activities
- Use the Common Language of the test



Leveraged Leadership: Road to Accreditation

Student

- Personal Goal-Setting & Reflection on Acuity A & B Performance/ Mock End of Course Exams
- Sign Commitment to Success—Extended Learning (After-School Tutoring, Spring Break School, Saturday School, Test Prep Sessions)



Leveraged Leadership: Parents/Guardians

- Use the Parent Portal to Monitor their Student's Achievement
- Commit to the Extended Learning Options
- Commit to their Student Attending School Each Day.



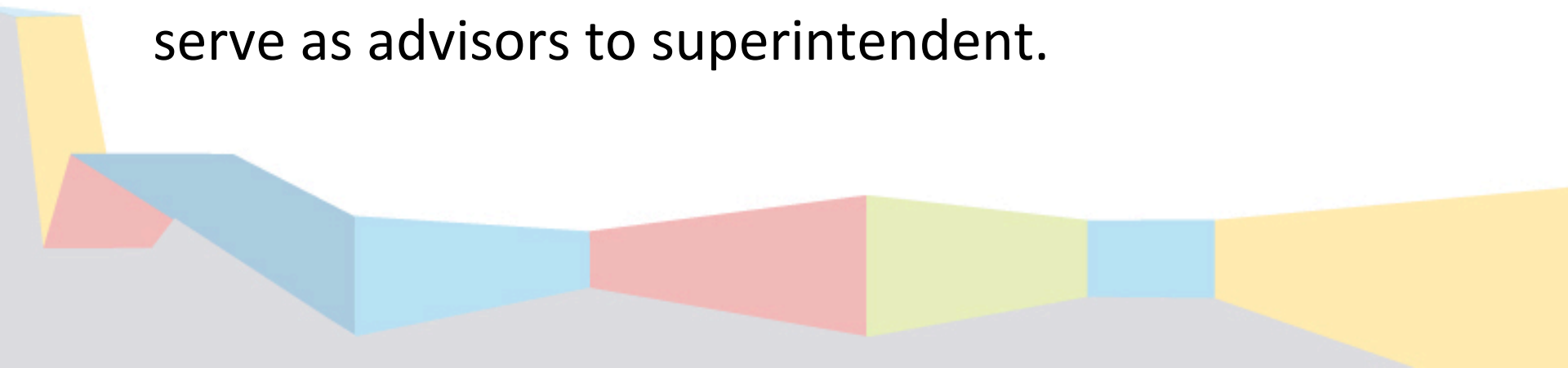
Questions?

Superintendent's Community Advisory Council



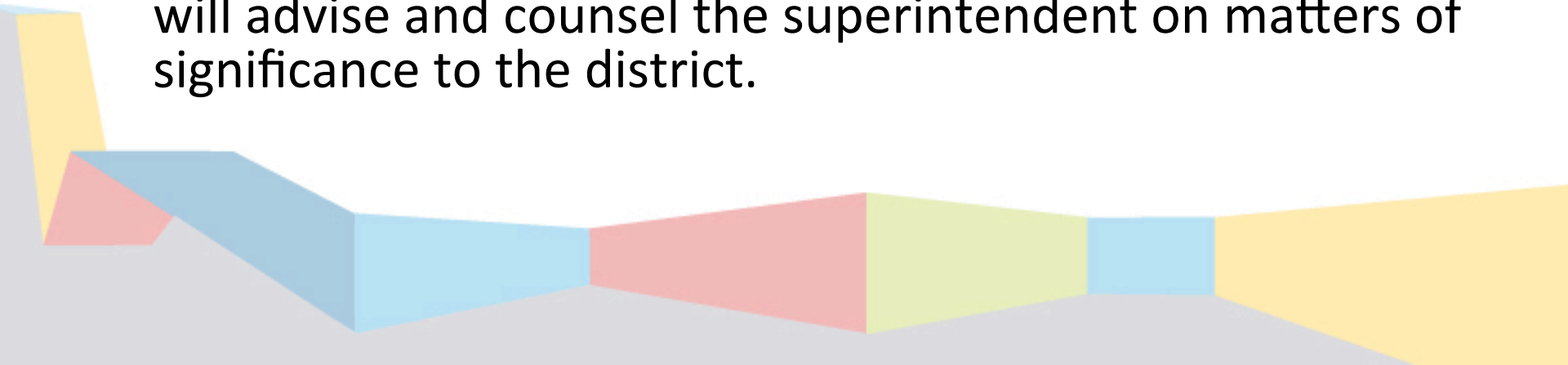
Mission

- The mission of the Superintendent's Community Advisory Council (SCAC) is to provide support, guidance and leadership to the Superintendent on issues pertaining to the district's academic and financial well-being.
- A 20-member committee will be appointed and will serve as advisors to superintendent.



Rationale

- The Superintendent's Community Advisory Team will assist the district in facilitating informed communication between the community and the KCPS leadership.
- The superintendent's role and that of participating staff is to inform the committee members on topics importance to KCPS.
- The committee will not be a decision-making body, but will advise and counsel the superintendent on matters of significance to the district.



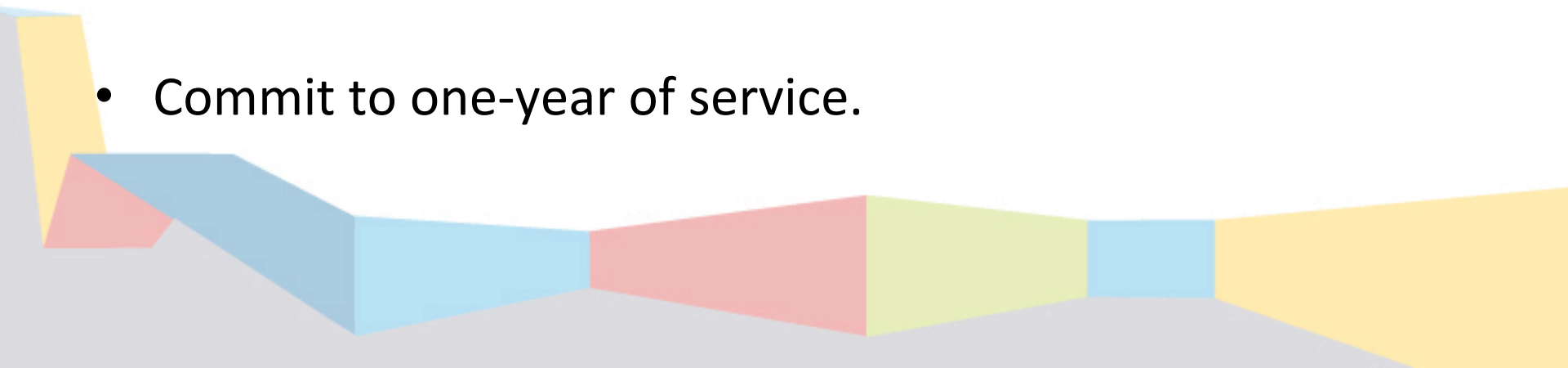
Goals

- To foster dynamic on-going communication and awareness.
- To strengthen the relationship between community stakeholders and the district.
- To recommend and support actions of the superintendent and district.
- To advocate for issues vital to the success of schools and the district.



Expectations

- Attend six meetings a year (August, October, December, February, April, June)
- Share accomplishments of the district with the broader community.
- Develop a shared vision of the Superintendent's goals.
- Commit to one-year of service.



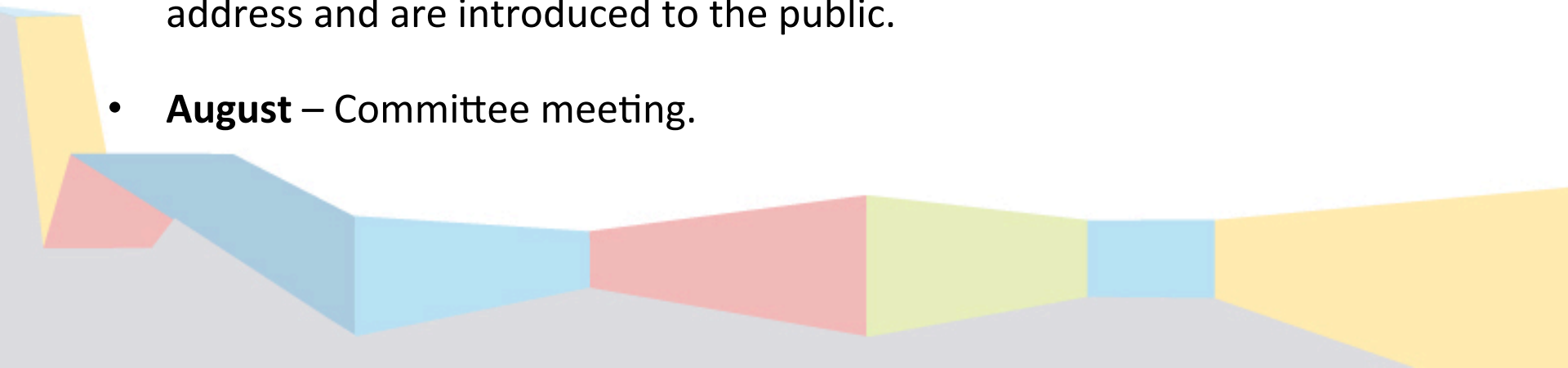
Term of Service

The term of the Superintendent's Advisory Committee is one year from April 2013 to April 2014.



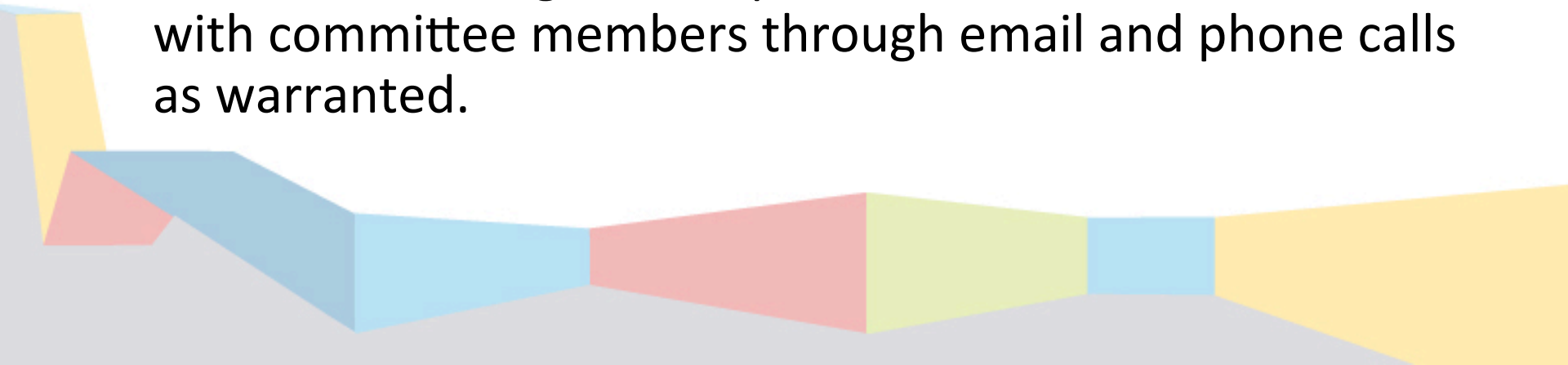
Timeline

- **February** – List of potential committee members is generated and vetted. Membership will include individuals who represent the various interests in the community: early childhood, higher education, healthcare, business and industry, non-profits, neighborhoods associations, etc.
- **March** – Dr. Green makes personal calls and follow-up letter to each individual, securing their commitment and support.
- **April** – Committee members attend a committee orientation/briefing on the district.
- **June** – Committee members attend Dr. Green's State of the School address and are introduced to the public.
- **August** – Committee meeting.



Meeting/Communication Structure

- Agendas will be set and emailed to committee members prior to each meeting.
- Each meeting will focus on a specific educational topic with presentations from Cabinet members and staff where appropriate.
- Time will be set aside for Q&A and brainstorming new ideas and initiatives.
- Between meetings, the superintendent will communicate with committee members through email and phone calls as warranted.



Questions?

Human Capital Management



Human Capital Management

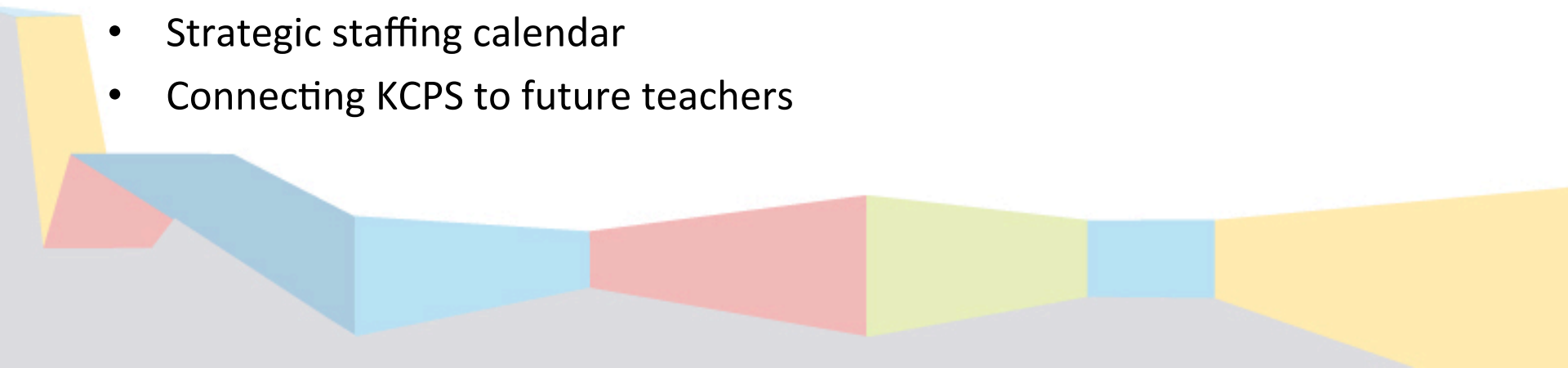
- Human Capital Management (HCM) facilitates a collaborative partnership between all KCPS administrators where we are strategic business partners in the schools assisting our principals and managers.



HCM – Recruitment

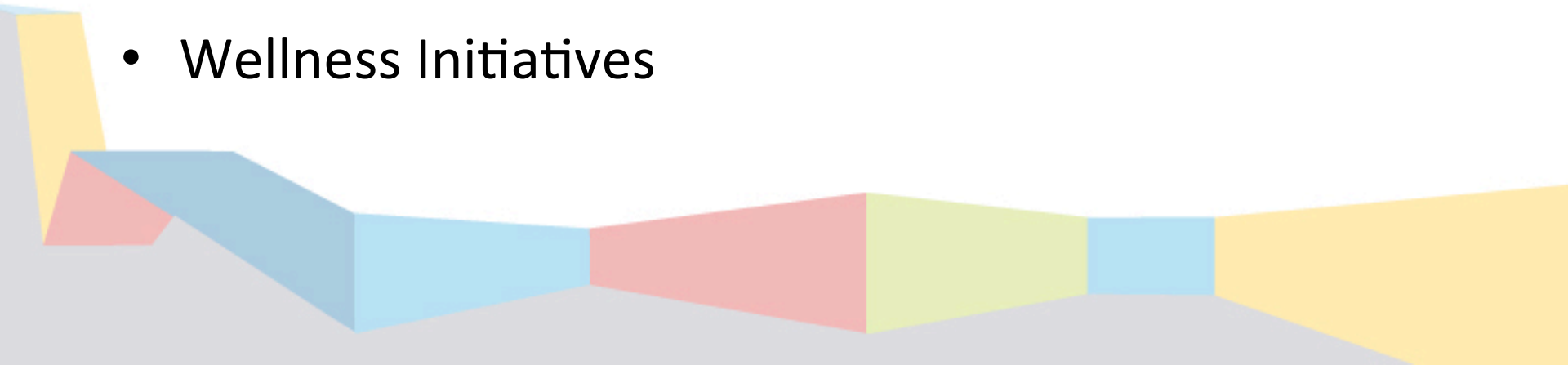
HCM's hiring processes include a system to effectively screen 100% of all principal and teacher candidates to determine those that are highly effective and meets the expectations for Board Policy 4.9 (1.0, 4.2, 4.9)

- Hiring for effectiveness
 - Effective Teaching and Management
 - Professional Qualities
 - School Fit
 - Haberman
- Robust recruiting activities
- Strategic staffing calendar
- Connecting KCPS to future teachers



Retention

- Early contract distribution
- Annual Recognition Ceremony
- Collaboration with Professional Development
- Enhanced Benefit Programs
- Wellness Initiatives



Principal Leadership: Selection of Staff

- Serve on Recruitment & Interview Committee
- Structured Interview—Scenarios & Content Questions
- Involvement of Veteran Staff in Interview
- Present Mock Lesson: Plan & Execute at Building Site



Principal Support of New Teachers

- Assigned an in-house, veteran content mentor
- Monthly Meetings—High Impact Strategies
- Instructional Coaches—Provide intensive support
- Use of instructional videos by Master Teachers



Principal Monitoring New Teachers

- Post Observation Feedback Conferences
- Classroom Observations—Structured Instrument
- Walk-Thrus—Structured Instrument



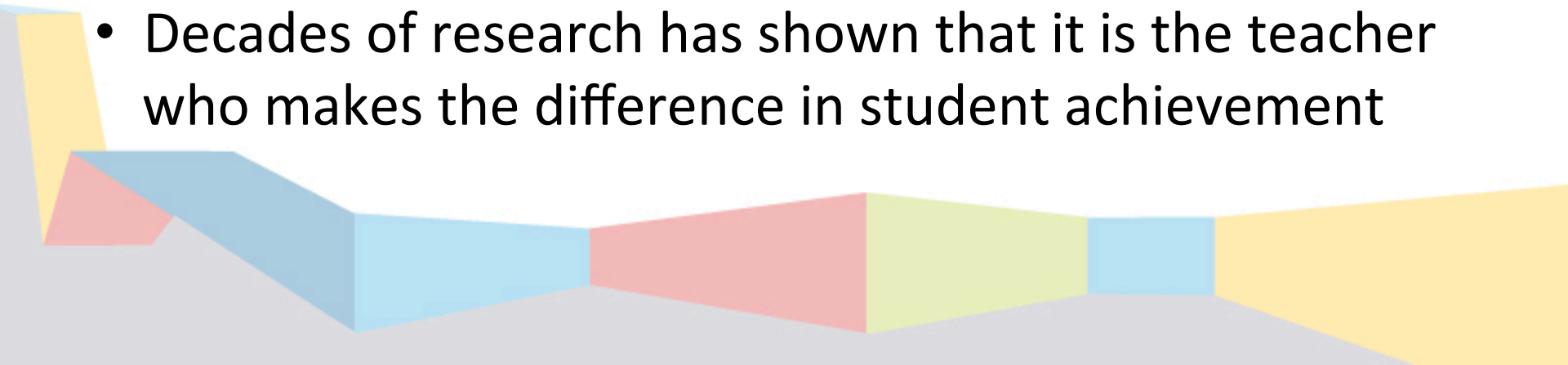
Teacher Evaluation Instrument

- Know the Content & Organize Instruction
- Facilitate Learning for all students
- Establish a Respectful and Productive Learning Environment for diverse learners
- Use Assessments Effectively & Respond to Student Growth & Needs
- Demonstrate Leadership & Professionalism



Induction: Research

- Current estimates show that over 50% of new teachers will leave the teaching profession within their first 5 years.
- School districts spend thousands of dollars recruiting teachers but invest very little to keep their new teacher from leaving.
- Decades of research has shown that it is the teacher who makes the difference in student achievement



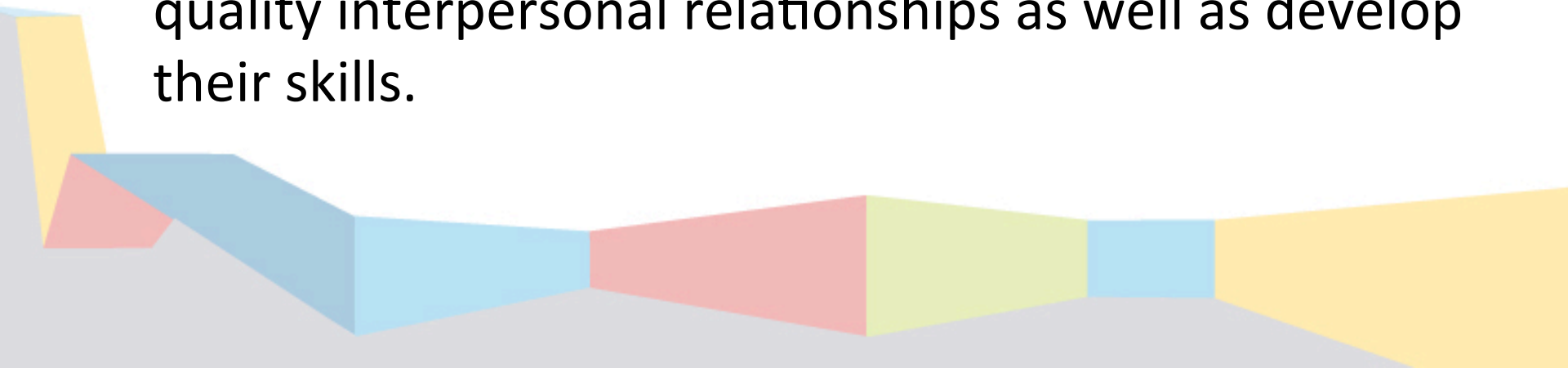
Induction: On-going Support

A comprehensive training and support process for teachers new to the district and teaching profession to acquire the competency and professionalism to provide the children in our community with the education they deserve.



Induction: Objectives

- Assist teachers in becoming more skilled at their profession.
- Prevents the isolation that many new teachers experience.
- Established learning communities between new and veteran teachers can interact and develop high-quality interpersonal relationships as well as develop their skills.

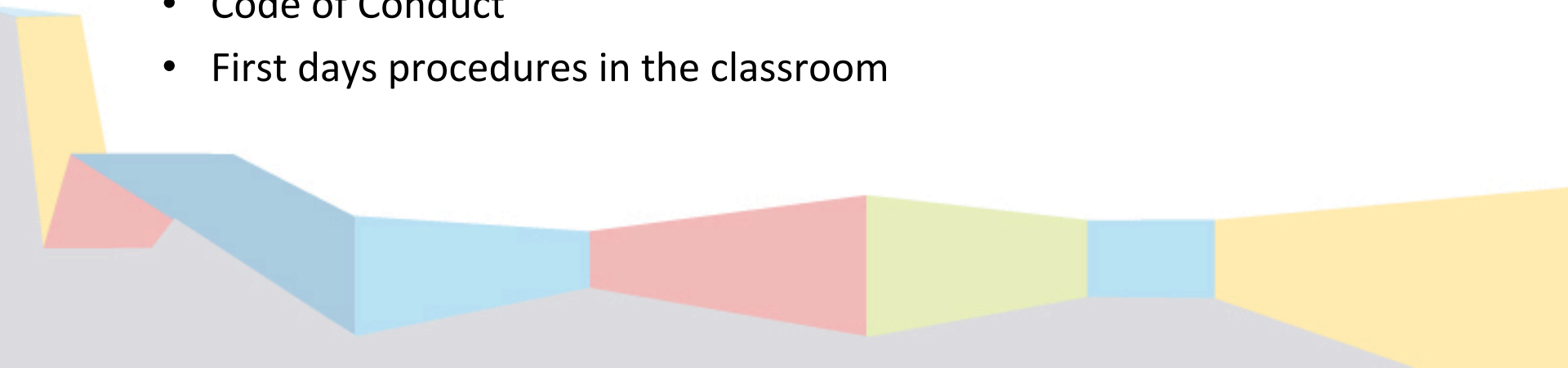


Induction: Components

Pre-school Orientation

The five days of new teacher orientation are scheduled the week before all teachers are required to report. During this week new teachers are introduced to the following topics:

- An overview of the induction program and calendar
- District policies and expectations for employees
- The role of the building mentor
- Curriculum and adopted resources
- Code of Conduct
- First days procedures in the classroom

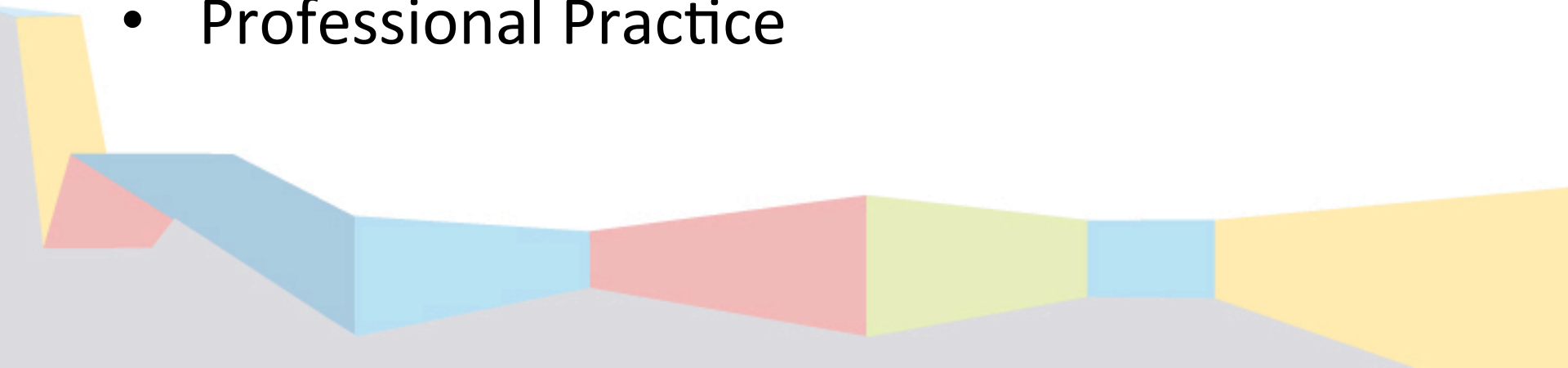


Induction

Monthly Meetings

Topic Categories:

- Instructional Practices
- Classroom Management
- Professional Practice

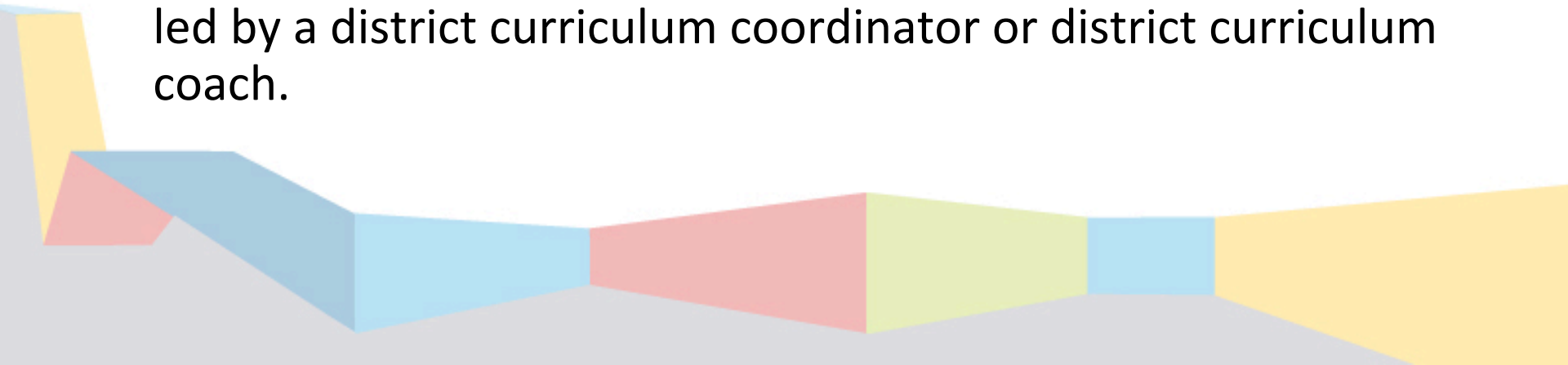


Induction:

Structure of Support

New teachers are organized into cohort groups that correspond to their teaching assignment. These include:

- Pre-K – 1st grade
- 2nd grade – 5th grade
- Middle school 6th grade – 8th grade
- High school
- Fine arts
- Each cohort group consists of no more than 10 teachers and is led by a district curriculum coordinator or district curriculum coach.



Monthly Meeting Calendar and Topics

SEPTEMBER 4 – 7

Instructional Practice

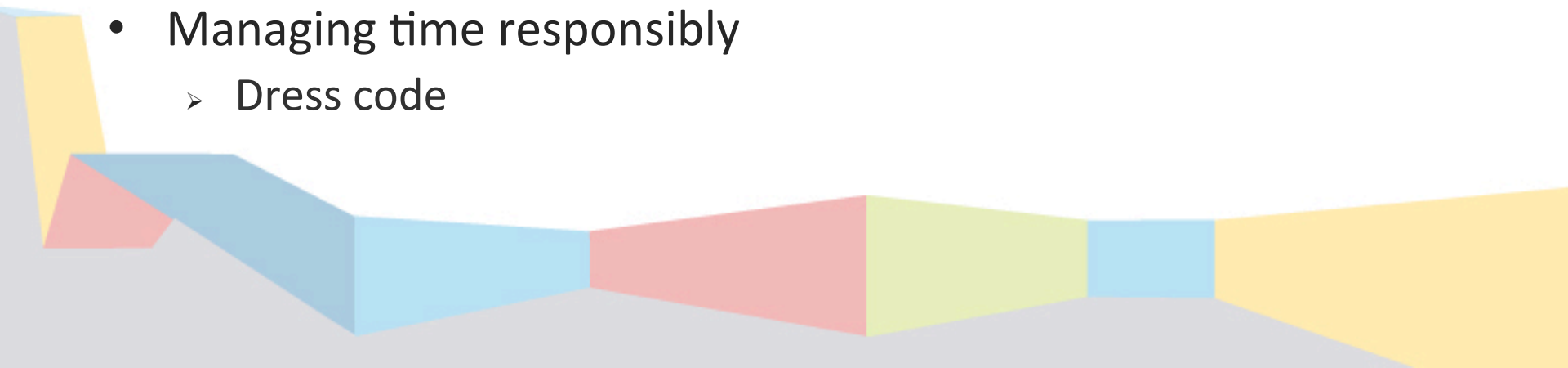
- Lesson Planning – using the district lesson plan template.
What are the components of a good lesson?

Classroom Management

- Inviting students to learn – Harry Wong *The First Days of School* – all new teachers receive a copy of the book.

Professional Practice

- Managing time responsibly
 - Dress code



Monthly Meeting Calendar and Topics

OCTOBER 16 - 19

Instructional Practice

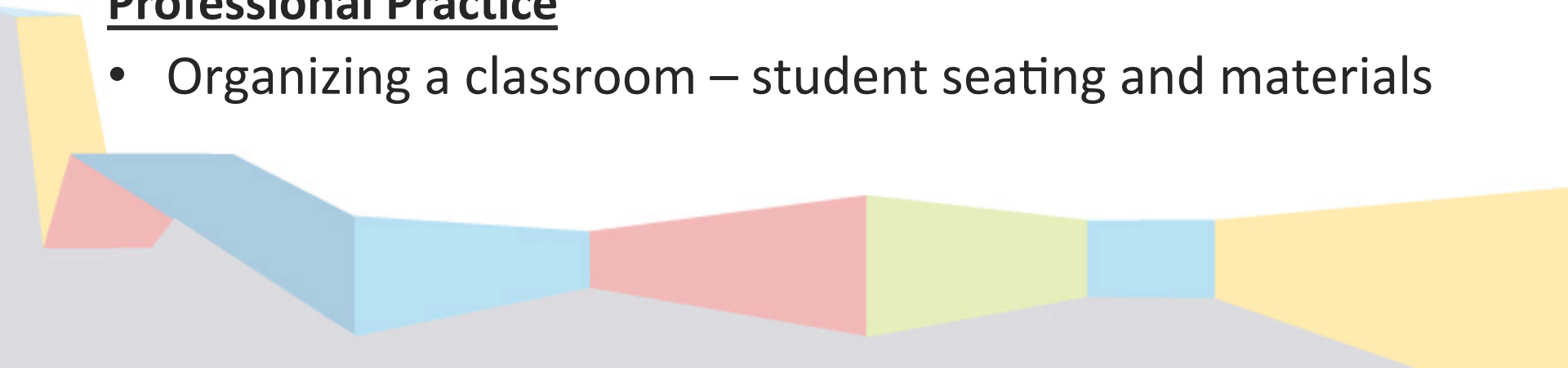
- Lesson Planning – presentation by Language Services Dept. on working with ELL students

Classroom Management

- Communicating with parents – preparing for parent/teacher conferences

Professional Practice

- Organizing a classroom – student seating and materials



Monthly Meeting Calendar and Topics

NOVEMBER 12 - 16

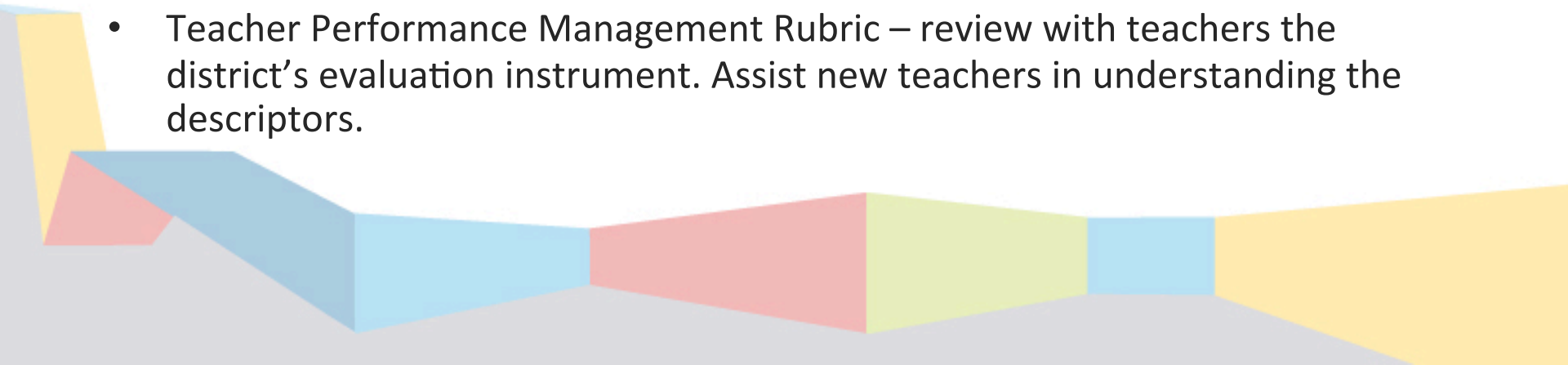
Instructional Practice

- Lesson Planning – instructional strategies that increase student engagement – Doug Lemov *Teach Like a Champion* – all new teachers receive a copy of the book

Classroom Management

- Communicating with parents – follow-up to parent/teacher conferences. New teachers share issues that came up during the conferences and discuss ways to increase communication with parents.

Professional Practice

- Teacher Performance Management Rubric – review with teachers the district's evaluation instrument. Assist new teachers in understanding the descriptors.
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Monthly Meeting Calendar and Topics

JANUARY 21 - 25

Instructional Practice

- Lesson Planning – formative and summative assessments

Classroom Management

- Factors that affect student motivation and strategies for improving participation

Professional Practice

- Professional Learning Communities – roles and responsibilities for serving on data teams.



Monthly Meeting Calendar and Topics

FEBRUARY 18 - 22

Instructional Practice

- Developing questioning strategies

Classroom Management

- Cooperative Learning

Professional Practice

- Managing stress



Monthly Meeting Calendar and Topics

MARCH 18 - 22

Instructional Practice

- Intervention strategies – working students who need additional support

Classroom Management

- Providing student feedback and recognizing student success

Professional Practice

- Best practices for administering standardized tests.
Motivating students to succeed on standardized tests.



Monthly Meeting Calendar and Topics

APRIL 8 - 12

Instructional Practice

- Inclusion of Exceptional Ed students in the general classroom.

Classroom Management

- Revisiting classroom routines. How to promote attendance and prevent tardies.

Professional Practice

- Setting professional development goals.



Monthly Meeting Calendar and Topics

MAY 6 – 10

- Reflection
- Celebrating success
- Planning for year 2
- Summer professional development opportunities



Years 2 and 3

Year 2

Second year teachers participate in quarterly professional development

- Topics include:
 - Differentiated Instruction
 - Using assessment data to plan
 - Targeted intervention
 - Incorporating technology into lessons
 - Maintaining student and teacher portfolios
 - Individual Professional Development Plans
 - Research based instructional strategies

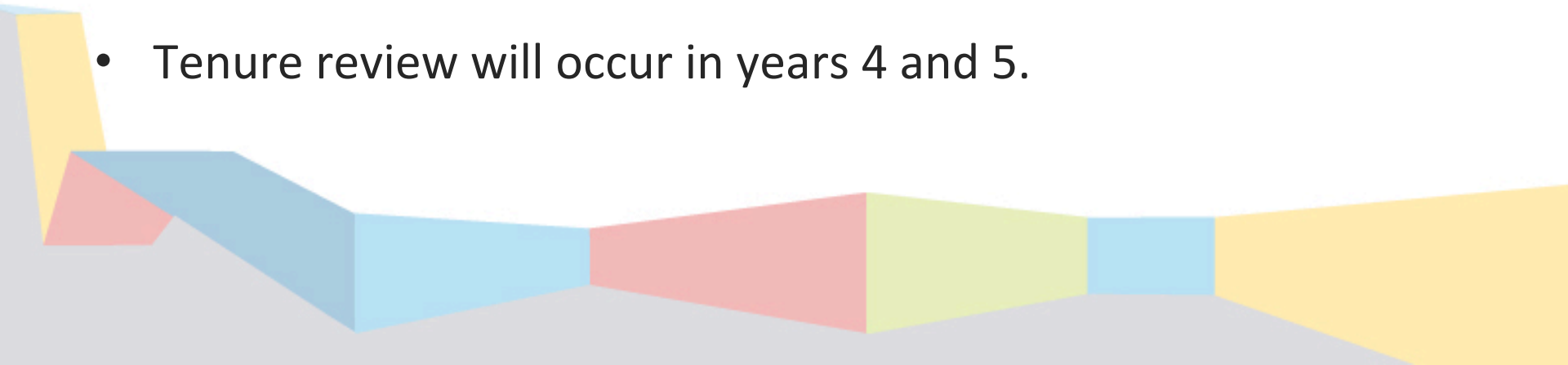
Year 3

Third year teachers participate in professional development sessions once each semester.

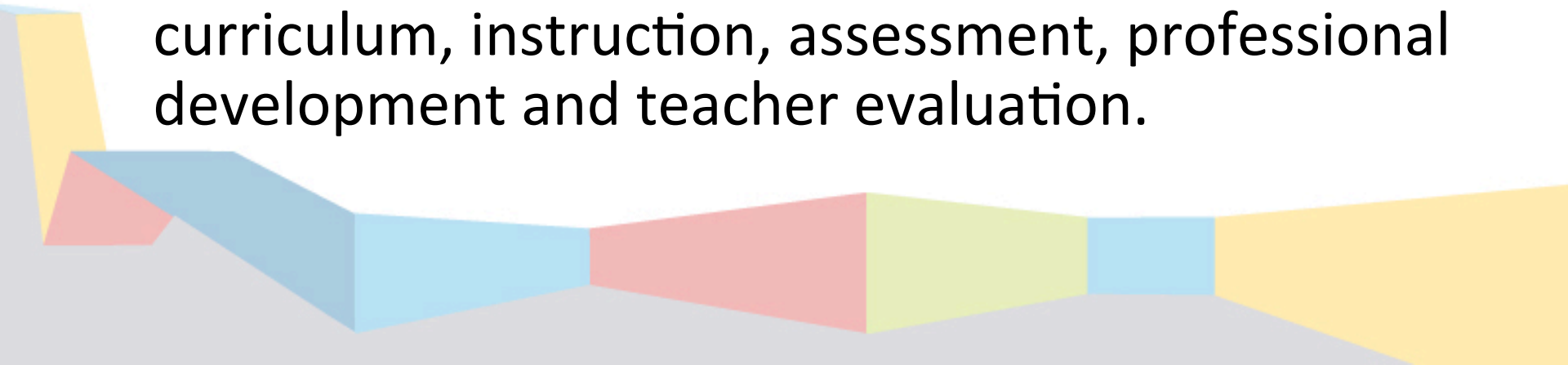


Years 4 and 5

- Teachers will develop an Individual Professional Development Plan that outlines professional learning goals based on teacher evaluation data and consultation with the principal.
- Teachers will attend district professional development sessions that support the goals on their IPDP.
- Teachers will continue to maintain a professional portfolio to support gaining teacher tenure.
- Tenure review will occur in years 4 and 5.



CONCLUSION

- January 7 – Surveyed all staff about evaluation tool and process.
 - Working with Marzano's Laboratory to revise evaluation tool and process to be more consistent with state model.
 - Revisions will be based on District's Instructional Framework that will provide alignment between curriculum, instruction, assessment, professional development and teacher evaluation.
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Questions?

Feedback

Questions from blue cards - December 2012

- What is being done at the Pre-K level to prepare students?
- In regards to re-evaluating security what is being done?



Questions and Answers

RSIT Breakout Discussion

Feedback/Requests

Monthly Meeting Date