

# **Kansas City Public Schools and Department of Elementary and Secondary Education**

## **Regional School Improvement Team Meeting**

**Tuesday, July 24, 2012**

**KANSAS CITY**  
PUBLIC SCHOOLS



# DESE Data Release

Date	Description	Mode
July 16 – August 6	4 <sup>th</sup> Cycle APR supporting data will be posted for review.	Changes to MOSIS data can be made at any time.
July 16 – July 27	Assessment Administration Anomalies	Appeals sent to the Office of Data System Management
July 16 – August 27	Student MAP Scores*	Appeals sent to the Office of Data System Management
October 1 – December 1	Appeals Window for Draft MSIP 5 Corrections and Revisions	Changes to MOSIS Data can be made at any time.

## DATA CORRECTIONS and APPEALS

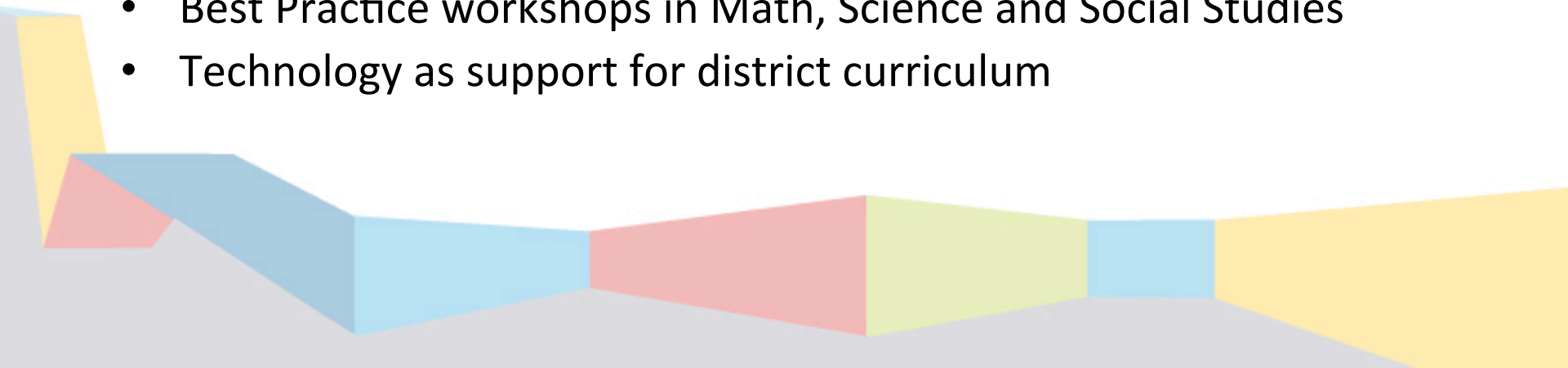
August 1	MSIP 4 <sup>th</sup> Cycle APR	<b>SECURE</b> On DESE website
August 8	Re-publish refreshed MSIP 4 <sup>th</sup> Cycle APR	<b>SECURE</b> On DESE website
August 9	MSIP 4 <sup>th</sup> Cycle results to media (for advance review)	<b>EMBARGOED</b> until August 14
August 10	DESE press conference	
August 14	DESE news release publicly issued for Final MSIP 4 <sup>th</sup> Cycle APR	<b>PUBLIC</b> On DESE website
October 1(tentative)	Preliminary release of MSIP 5 Draft	<b>SECURED</b> On DESE website
December 3	Final Draft MSIP 5 results publicly posted	<b>PUBLIC</b>

\*Student Score Changes will be reflected in the DRAFT MSIP 5 report.

# Professional Development Calendar Overview

# Professional Development Highlights

- Robert Marzano
- PLC and PBIS
- Math 21 / Science 21 – Lead Teachers
- Curriculum – Non-negotiables
- Teacher Induction program
- Administrators' Induction program
- Experienced administrators professional development
- SIG grants and related professional development
- Best Practice workshops in Math, Science and Social Studies
- Technology as support for district curriculum



# Interventions

# RTI Program: Tier 1

At this level, all students should be receiving high-quality, differentiated instruction in all subjects within the regular classroom. It is expected that 85% or more of our students will be successful at this level.

Elementary:

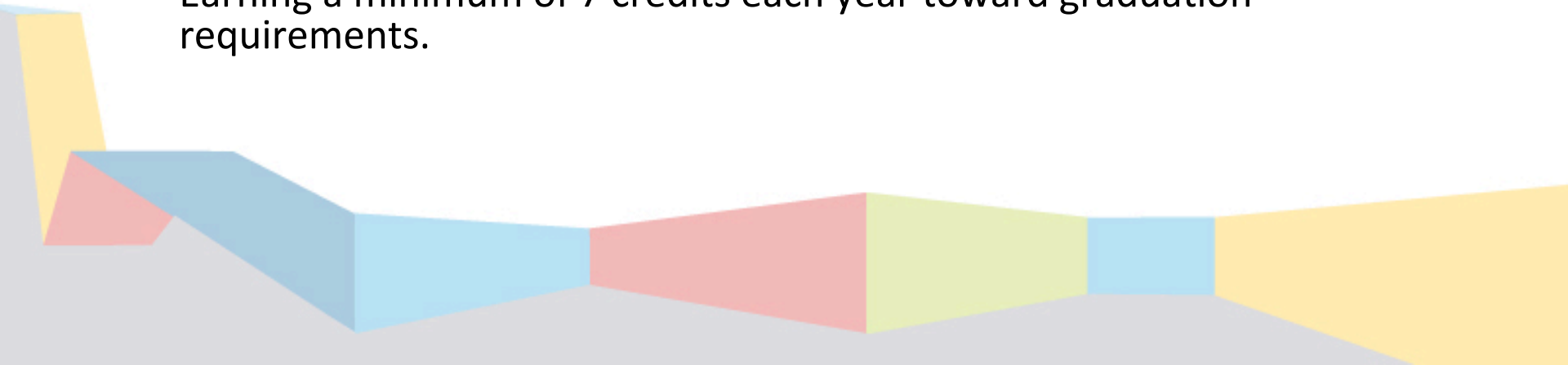
Reading and Math is on grade level

Secondary:

Reading on grade level

Completing appropriate End of Course tests

Earning a minimum of 7 credits each year toward graduation requirements.



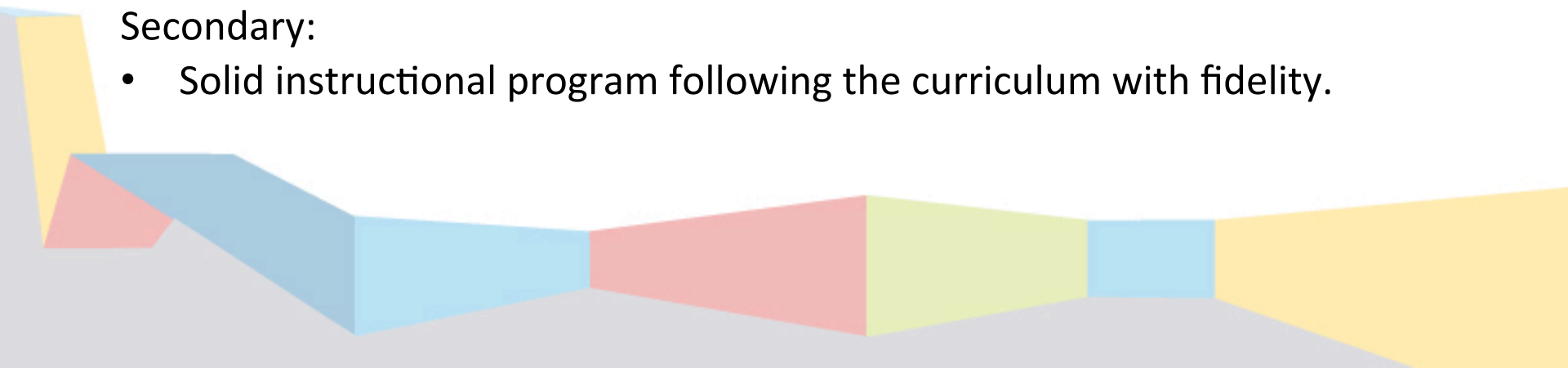
# RTI Tier I Interventions

## Elementary:

- Reading and Math followed with fidelity as determined by an established set on non-negotiables.
- *My Side Walks* will be used in addition to *Reading Street* to supplement the core reading program during whole group as well as small group.
- Focus Math will be used as a supplement to the core math program.
- Extensive PD will be provided to all teachers on the use of appropriate instructional strategies.
- Additional PD will be provided to K-2 teachers on phonics and phonemic awareness skills.

## Secondary:

- Solid instructional program following the curriculum with fidelity.



# RTI Program: Tier II

Failure to demonstrate success with the established criteria (slide 2) for Tier I makes the student eligible for Universal screening for Tier II

Our expectation is that no more than 15% of students will be in Tier II.

Elementary:

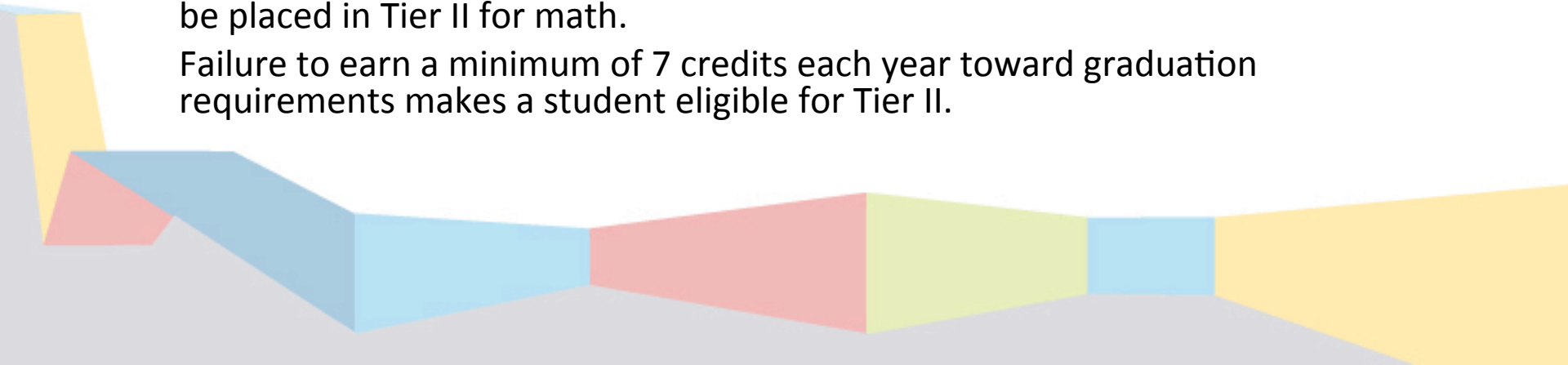
Dibels and DRA II will be used as the Universal screeners to determine if students should be placed in Tier II.

Secondary:

Gates-MacGinitie will be used as the Universal screener to determine if students should be placed in Tier II for reading.

Stanford will be used as the Universal screener to determine if students should be placed in Tier II for math.

Failure to earn a minimum of 7 credits each year toward graduation requirements makes a student eligible for Tier II.

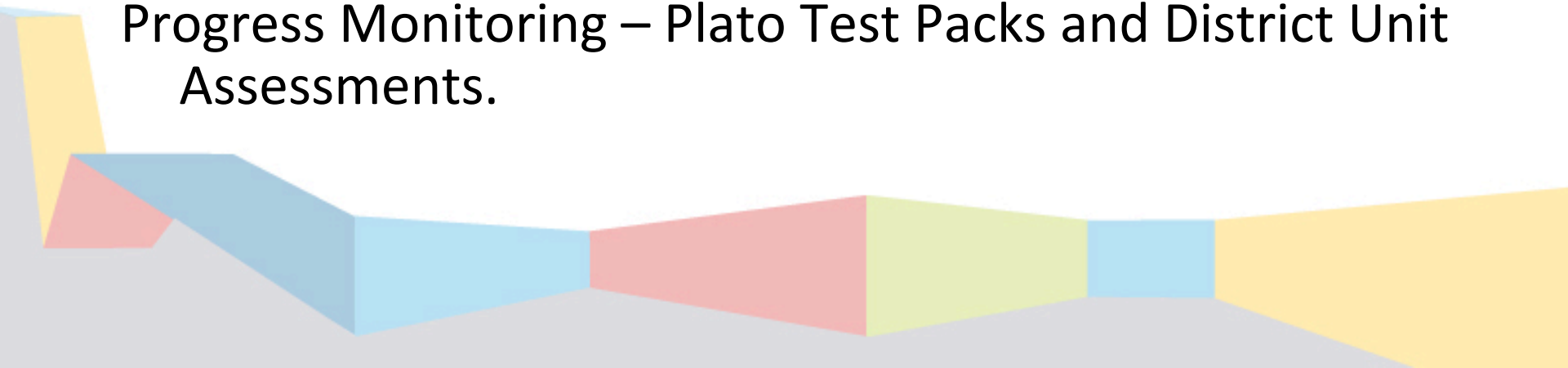
A decorative graphic at the bottom of the slide consisting of several overlapping, semi-transparent geometric shapes in shades of yellow, light blue, and light red, creating a modern, abstract design.



# Tier II Interventions for Elementary

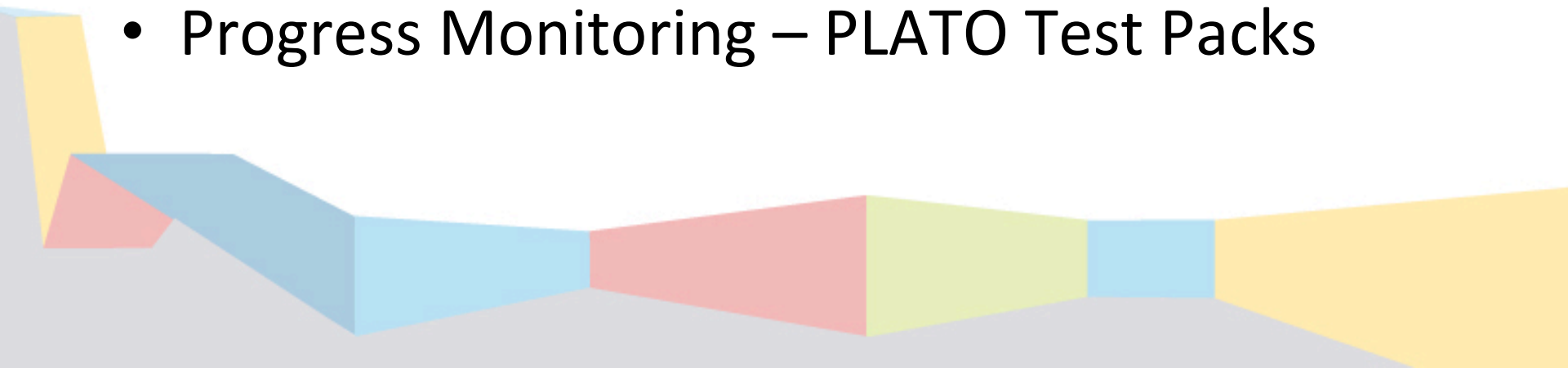
- Reading specialists for Focus Schools.
- SIG schools have additional staff to support Tier II students.
- Plato – Customized Courses related to curriculum.
- Professional Development for teachers and reading specialists.

Progress Monitoring – Plato Test Packs and District Unit Assessments.



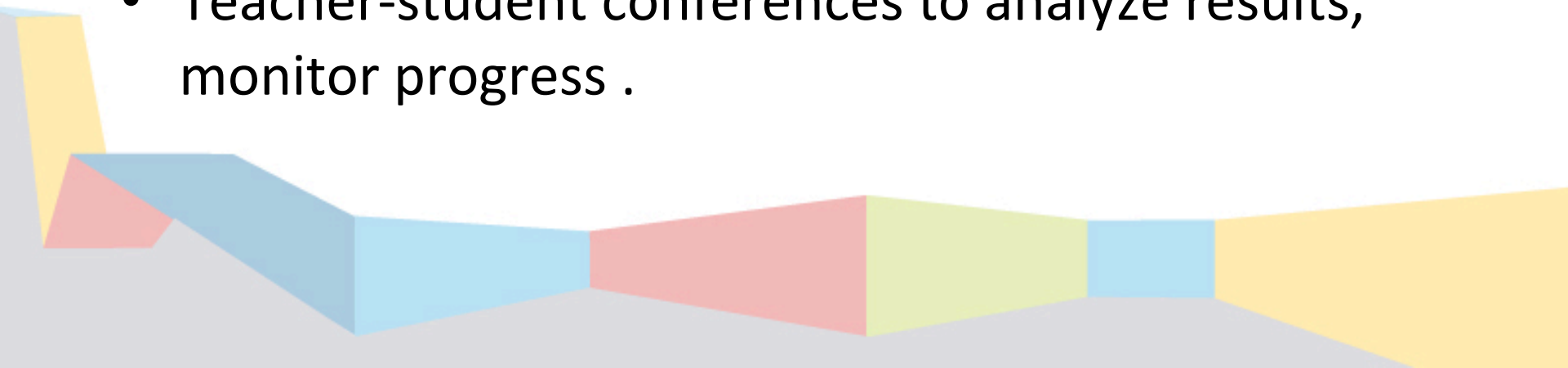
# Tier II Interventions for Secondary

- Student making insufficient progress through coursework
  - Small groups w/Academic Interventionist support.
  - Assigned PLATO unit(s) aligned to area(s) to be developed in conjunction with curriculum.
  - After-school program (supported by teacher/tutor).
- Progress Monitoring – PLATO Test Packs



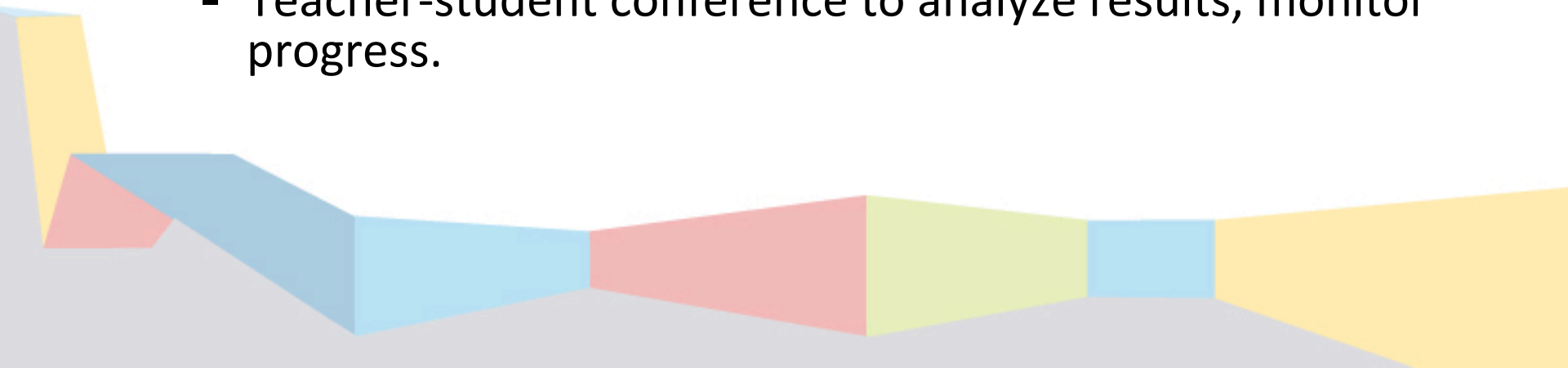
# **Tier III Interventions for Elementary**

- Reading Specialists
- Tutoring
- Modifications to assignments.
- Other interventions as required.
- Teacher-student conferences to set goals.
- Teacher-student conferences to analyze results, monitor progress .



# Tier III Interventions for Secondary

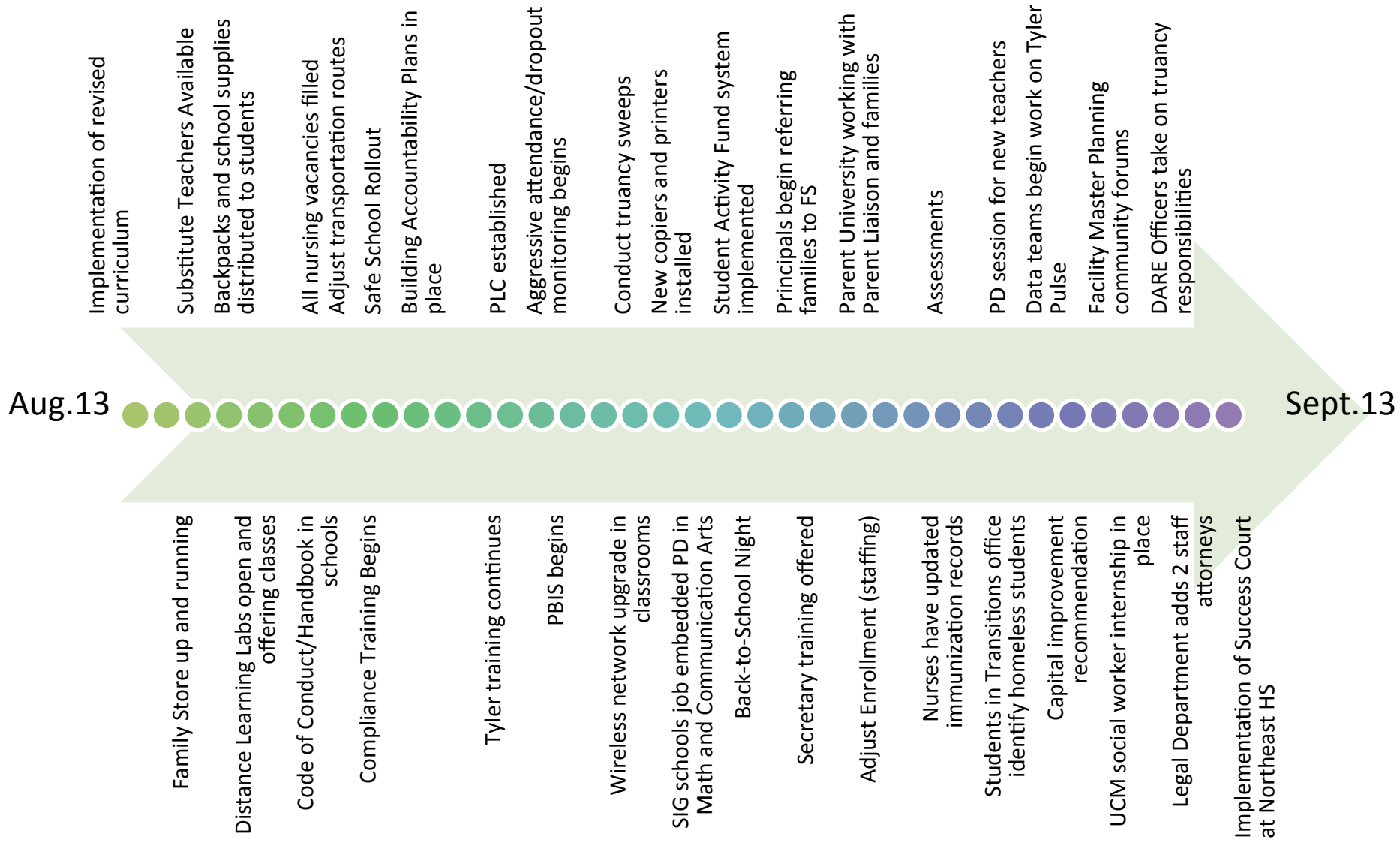
- Students not making sufficient progress with Tier II Intervention, per Progress Monitoring:
  - Assigned PLATO class, in lieu of elective.
  - Specific units based on need.
  - Teacher-student conferences to set goals.
  - Interventionist teachers mini-lesson prior to PLATO Unit.
  - Student progresses through each unit lesson.
  - Students take post-assessment.
  - Teacher-student conference to analyze results, monitor progress.



# Questions and Answers



# 30 Day State of Readiness



# Sample PULSE Enrollment Screen

## EN - Grade Level Analysis:

### Enrollment Analysis

#### EN - Grade Level Count Analysis:

This table shows a breakdown of enrollment by grade level for the district and for each school.

School Name	Grade PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrolled
Totals	1,631	2,110	1,965	1,943	1,853	1,921	1,805	1,749	1,733	1,636	3,210	2,071	1,715	1,330	26,672



#### EN - Grade Level Percentage Analysis:

This table shows the percentage breakdown of enrollment by grade level for the district and for each school.

School Name	Grade PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District Totals	6.1%	7.9%	7.4%	7.3%	6.9%	7.2%	6.8%	6.6%	6.5%	6.1%	12.0%	7.8%	6.4%	5.0%





# Sample PULSE Discipline Screen

District Pulse - Microsoft Internet Explorer provided by St. Louis Public Schools

https://sis.slps.org/Pulse/PulseDisplay.aspx?pagekey=cddc019e-556c-4f17-ab04-d70e4bb250c5

File Edit View Favorites Tools Help

The St. Louis Public Schools I... District Pulse MODESE Annual Report of Sc...

District Home Page :: Attendance :: ATN - Absences by School, Grade and Date :: Discipline

## DIS - School Discipline Analysis:

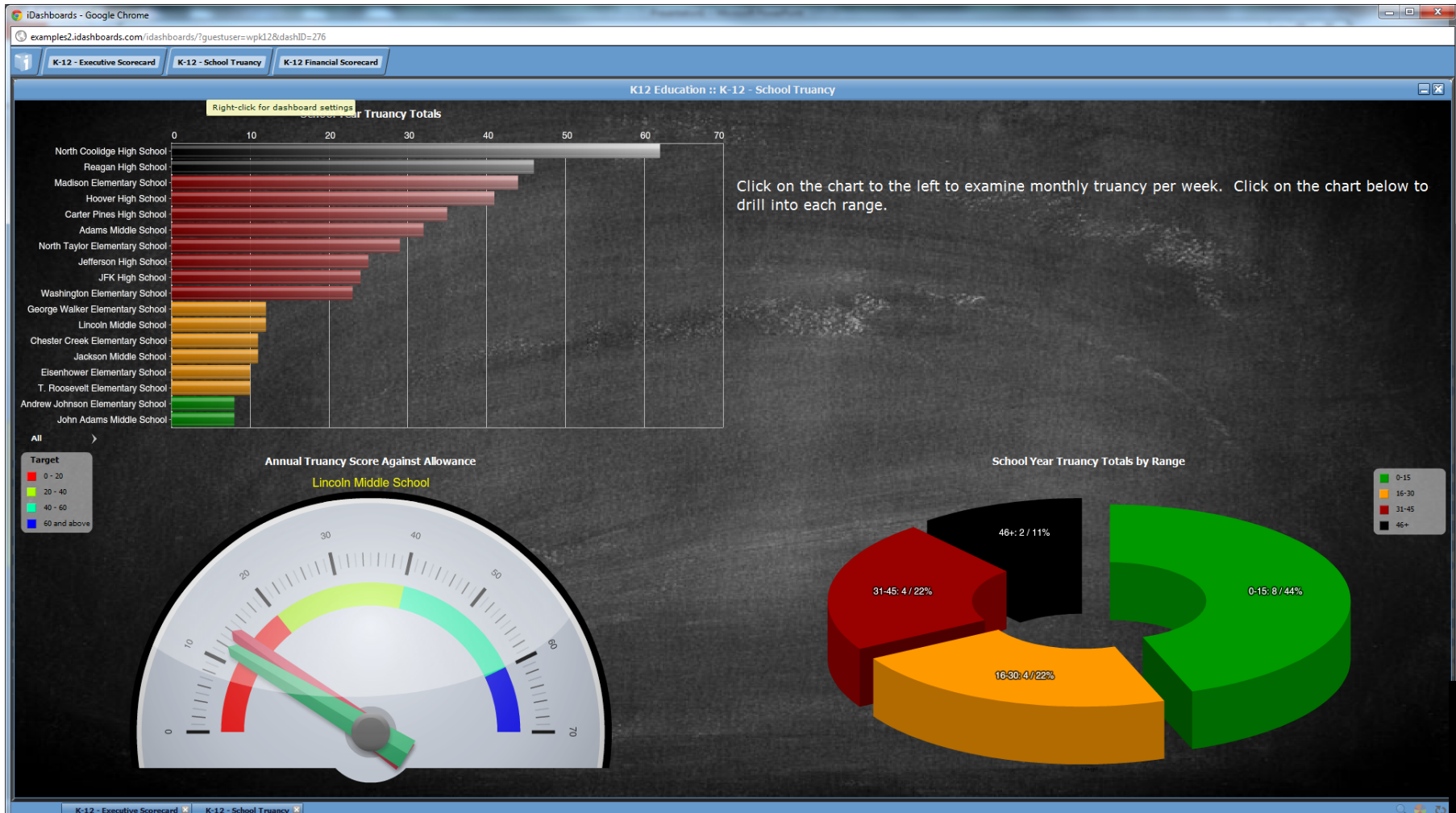
DIS - Discipline

**DIS - Event Types by School:**

This Table Shows a Breakdown of All Discipline Events for the School. Blank lines indicate Discipline Events Without Reasons Associated.

÷ School Name	÷ Event Description	÷ Event Count	÷ % of School
District Wide			
	ALCOHOL	1	0.0%
	ARSON	7	0.1%
	ASSAULT/BATTERY	156	1.3%
	BOMB THREATS	3	0.0%
	BULLYING	211	1.8%
	CHEATING	10	0.1%
	CHRONIC RULE VIOLATION	39	0.3%
	CLASS CUTTING/TRUANCY	1,541	12.8%
	CLASS DISRUPTION	313	2.6%
	DISORDER IN CAFETERIA	40	0.3%

# 2<sup>nd</sup> Generation of KPI



# Feedback

Questions from blue cards June 2012

1. What was attendance for Parent University in 2011-12?
2. Will sites for Parent University expand next year?
3. How many programs did the Planetarium have after launching this past year. Please provide utilization stats.
4. Will nurses be included in designing the district and school emergency plans? If not, why not?
5. What is the pathway for funds received via repurposing sales of buildings to be designated to support student achievement?



# Feedback

6. Given that some families have children in 3 or more schools, how will social workers in the respective schools coordinate referrals, interventions, etc.
7. Testing should include both teacher made and textbook based testing. We would hope that this is taken into account when developing the progress monitoring or RTI plan for the district as well as in the district assessment plan.
8. Does every school have a “care room?” Who manages this? What parameters will be in place?
9. Seems a district-wide grant writer would help allocate resources and be more strategic in increasing funding to raise student achievement.
10. So many program names were identified. Where is there a list of programs with descriptions and location and timeline? If soft money – how long is contract?



# Questions and Answers

# RSIT Breakout Discussion

# Feedback/Requests

# Monthly Meeting Date