

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

November 21, 2017

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# KCPS Annual Performance Report APR 2017

Mr. Michael Reynolds

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# APR Summary Data



## 2017 LEA Annual Performance Report (APR) - FINAL LEA Summary Report MSIP 5

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	2014	2015	2016	2017
APR Total Points	92.5/140	89.5/140	98.0/140	89.5/140
Percent of Points	66.1%	63.9%	70.0%	63.9%

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned
1. Academic Achievement	56.0	29.0	51.8%
2. Subgroup Achievement	14.0	5.0	35.7%
3. College and Career Ready (CCR)	30.0	25.5	85.0%
4. Attendance	10.0	6.0	60.0%
5. Graduation Rate	30.0	24.0	80.0%
<b>Total</b>	<b>140.0</b>	<b>89.5</b>	<b>63.9%</b>

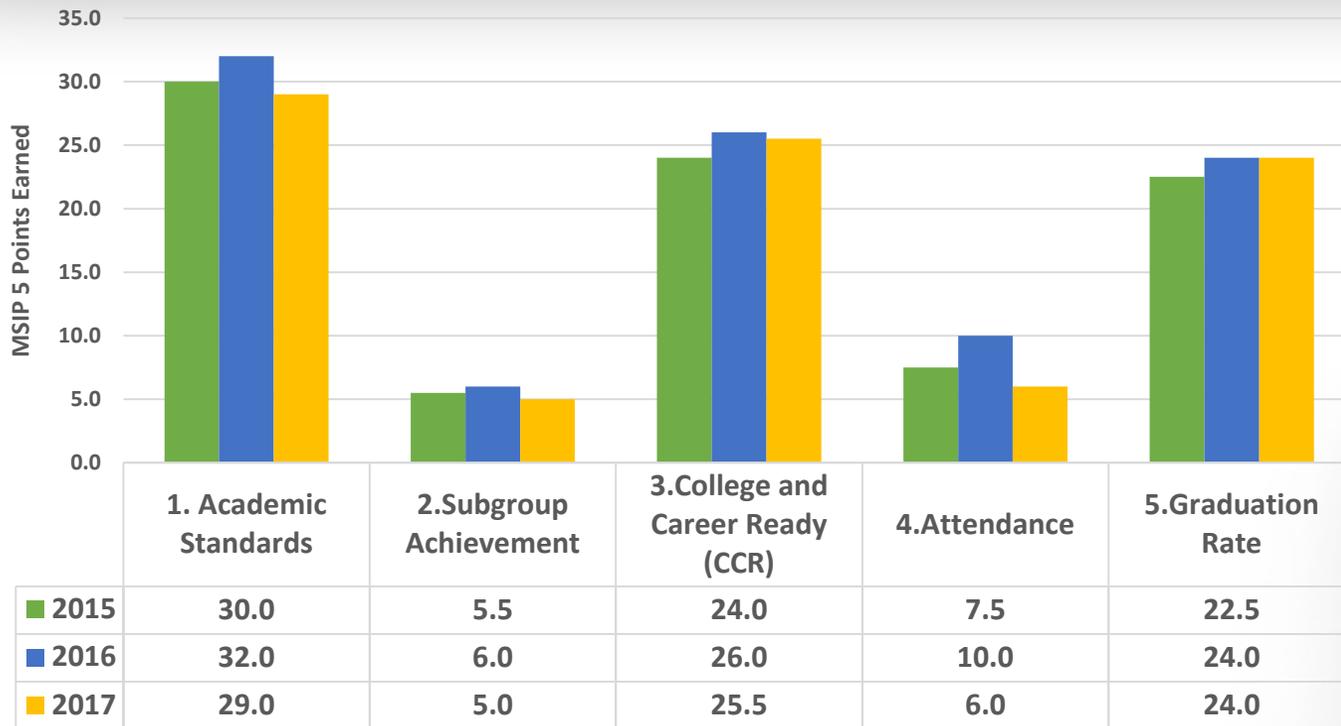
### 11th Grade ACT Census REPORTABLE

	2015	2016	2017
Participation Rate	84.1%	89.2%	85.3%
Avg. Composite Score	16.1	16.9	16.1

- KCPS experienced a drop of 8.5 points from the 2016 APR.
- The KCPS 2017 APR earned 89.5 points out of a possible 140 points which equates to 63.9% of possible points earned.

# MSIP 5 Points Earned by Standard

KCPS MSIP 5 Points Earned by Standard 2015-2017



- **KCPS lost MSIP 5 points in all Standards except for Standard 5 Graduation Rate, which remained static.**
- **The largest point loss was experienced in Standard 4 Attendance Rate, which accounted for nearly 50% of the total point loss.**

# Academic Achievement

- KCPS saw MPI increases in all Content Areas, except for Social Studies
- ELA earned 6 progress points
- KCPS earned 6 points in Math and ELA growth
- Social Studies in 2016 had the added benefit of two grade levels at Lincoln College Prep taking the Government EOC due to course grade level changes. This will effect the APR this year as well as next year. This accounts for the 3 point drop in Academic Achievement

1. Academic Achievement	Points Poss.	Points Earned	Percent Earned	Metric		2015			2016			2017 *		
<b>English Language Arts</b>						% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI	NCE Score
Status	16.0	0.0		266.6	Floor	33.4%	263.8	1.6	35.2%	265.9	2	35.9%	270.1	11.1
Progress	12.0	6.0		4.8	On Track	Prior 2 Yr NCE Avg = 1.8			Current 2 Yr NCE Avg = 1.6					
Growth	12.0	6.0		50.2 / N	On Track									
Total Points Earned - 2017 (Status + Progress or Growth)	16.0	6.0	37.5%	3 Yr Progress = Average(Current NCE and Year 2 NCE) - Average(Year 2 NCE and Year 3 NCE)										
Total Points Earned - 2015	16.0	12.0	75.0%											
						2015			2016			2017 *		
<b>Mathematics</b>						% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI	NCE Score
Status	16.0	0.0		240.7	Floor	22.4%	230.9	12.1	23.8%	245.0	9	23.5%	246.1	11.4
Progress	12.0	0.0		-0.3	Floor	Prior 2 Yr NCE Avg = 10.5			Current 2 Yr NCE Avg = 10.2					
Growth	12.0	6.0		50.1 / N	On Track									
Total Points Earned - 2017 (Status + Progress or Growth)	16.0	6.0	37.5%	3 Yr Progress = Average(Current NCE and Year 2 NCE) - Average(Year 2 NCE and Year 3 NCE)										
Total Points Earned - 2016	16.0	12.0	75.0%											
						2015			2016			2017		
<b>Science</b>						% Prof or Adv	MPI		% Prof or Adv	MPI		% Prof or Adv	MPI	
Status	16.0	0.0		259.9	Floor	25.2%	263.3		22.8%	256.2		23.6%	260.1	
Progress	12.0	0.0		-1.6	Floor	Prior 2 Yr MPI Avg = 259.8			Current 2 Yr MPI Avg = 256.2					
Total Points Earned (Status + Progress)	16.0	0.0	0.0%	3 Yr Progress = Average(Current MPI and Year 2 MPI) - Average(Year 2 MPI and Year 3 MPI)										
						2015			2016			2017		
<b>Social Studies</b>						% Prof or Adv	MPI		% Prof or Adv	MPI		% Prof or Adv	MPI	
Status	8.0	5.0		306.5	Approaching	38.6%	304.7		44.9%	318.8		34.8%	296.1	
Progress	6.0	0.0		-4.3	Floor	Prior 2 Yr MPI Avg = 311.8			Current 2 Yr MPI Avg = 301.5					
Total Points Earned (Status + Progress)	8.0	5.0	62.5%	3 Yr Progress = Average(Current MPI and Year 2 MPI) - Average(Year 2 MPI and Year 3 MPI)										

\* A1 and E2 were excluded in 2017. Comparisons of MPI and proficiency rates from 2016 to 2017 may not be advisable.



# Subgroup Achievement

2. Subgroup Achievement	Points Poss.	Points Earned	Percent Earned	Metric		2015			2016			2017 *		
<b>English Language Arts</b>						% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI	NCE Score
Status	4.0	0.0		266.6	Floor	33.4%	263.8	13.4	35.2%	265.9	12.1	35.9%	270.1	21.4
Progress	3.0	2.0		4.0	On Track	Prior 2 Yr NCE Avg = 12.8			Current 2 Yr NCE Avg = 16.8					
Growth	3.0	0.0		48.9 / S	Floor									
<b>Total Points Earned - 2017</b> (Status + Progress or Growth)	4.0	2.0	50.0%	3 Yr Progress = Average(Current NCE and Year 2 NCE) - Average(Year 2 NCE and Year 3 NCE)										
Total Points Earned - 2016	4.0	1.0	25.0%											
						2015			2016			2017 *		
<b>Mathematics</b>						% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI	NCE Score
Status	4.0	0.0		240.7	Floor	22.4%	231.0	22.3	23.8%	245.0	17.7	23.5%	246.1	20.7
Progress	3.0	0.0		-0.8	Floor	Prior 2 Yr NCE Avg = 20.0			Current 2 Yr NCE Avg = 19.2					
Growth	3.0	0.0		48.8 / S	Floor									
<b>Total Points Earned - 2017</b> (Status + Progress or Growth)	4.0	0.0	0.0%	3 Yr Progress = Average(Current NCE and Year 2 NCE) - Average(Year 2 NCE and Year 3 NCE)										
Total Points Earned - 2015	4.0	2.0	50.0%											
						2015			2016			2017		
<b>Science</b>						% Prof or Adv	MPI		% Prof or Adv	MPI		% Prof or Adv	MPI	
Status	4.0	0.0		259.9	Floor	25.3%	263.3		22.8%	256.2		23.6%	260.1	
Progress	3.0	0.0		-1.6	Floor	Prior 2 Yr MPI Avg = 259.8			Current 2 Yr MPI Avg = 258.2					
<b>Total Points Earned</b> (Status + Progress)	4.0	0.0	0.0%	3 Yr Progress = Average(Current MPI and Year 2 MPI) - Average(Year 2 MPI and Year 3 MPI)										
						2015			2016			2017		
<b>Social Studies</b>						% Prof or Adv	MPI		% Prof or Adv	MPI		% Prof or Adv	MPI	
Status	2.0	1.0		306.5	Approaching	38.6%	304.7		44.9%	318.8		34.8%	296.1	
Progress	1.5	0.0		-4.3	Floor	Prior 2 Yr MPI Avg = 311.8			Current 2 Yr MPI Avg = 307.5					
<b>Total Points Earned</b> (Status + Progress)	2.0	1.0	50.0%	3 Yr Progress = Average(Current MPI and Year 2 MPI) - Average(Year 2 MPI and Year 3 MPI)										

- Subgroup Achievement mirrored Academic Achievement with MPI increases in ELA, Math and Science
- The “Call” was not needed for ELA Subgroup Achievement as 2017 scores earned 2 points
- No growth points were earned in 2017. KCPS has never earned subgroup growth points
- The 1 point loss in Subgroup Achievement was due to drop in Social Studies due to LCP adjustment

\* A1 and E2 were excluded in 2017. Comparisons of MPI and proficiency rates from 2016 to 2017 may not be advisable.

# College and Career Ready

3. College and Career Ready	Points Poss.	Points Earned	Percent Earned	Pct.		2015			2016			2017		
*1-3 CCR Assessments						% at or Abv State Standard	# at or Abv State Standard	Number of Graduates	% at or Abv State Standard	# at or Abv State Standard	Number of Graduates	% at or Abv State Standard	# at or Abv State Standard	Number of Graduates
Status	10.0	6.0		49.5%	Approaching	47.9%	350.00	731	50.4%	374.75	744	50.1%	402.50	803
Progress	7.5	0.0		1.1%	Floor	Prior 2 Yr Avg = 49.2%			Current 2 Yr Avg = 50.3%					
Total Points Earned (Status + Progress)	10.0	6.0	60.0%	For details on progress please reference the MSIP5 Comprehensive Guide to Missouri School Improvement Program.										
*4 Advanced Placement						% at or Abv State Standard	# at or Abv State Standard	Number of Graduates	% at or Abv State Standard	# at or Abv State Standard	Number of Graduates	% at or Abv State Standard	# at or Abv State Standard	Number of Graduates
Status	10.0	7.5		45.0%	On Track	41.0%	300.00	731	49.4%	367.25	744	44.5%	357.50	803
Progress	7.5	0.0		1.8%	Floor	Prior 2 Yr Avg = 45.2%			Current 2 Yr Avg = 47.0%					
CTE Expansion *	2.0	2.0												
Total Points Earned (Status + Progress)	10.0	9.5	95.0%	For details on progress please reference the MSIP5 Comprehensive Guide to Missouri School Improvement Program.										
*5-6 Postsecondary Placement						% Earning Qualifying Score	# Earning Qualifying Score	Number of Graduates	% Earning Qualifying Score	# Earning Qualifying Score	Number of Graduates	% Earning Qualifying Score	# Earning Qualifying Score	Number of Graduates
Status	10.0	10.0		91.6%	2020 Target	89.9%	614	683	91.5%	666	728	93.3%	694	744
Progress	7.5	4.0		1.7%	On Track	Prior 2 Yr Avg = 90.7%			Current 2 Yr Avg = 92.4%					
Total Points Earned (Status + Progress)	10.0	10.0	100.0%	3 Yr Progress = Average(Current Pct and Year 2 Pct) - Average(Year 2 Pct and Year 3 Pct)										

- KCPS lost a half point in Standard 3 – College and Career Ready: This half point loss occurred at standard 3.4 Advanced Placement

# College and Career Ready

## Standard 3 - College and Career Ready



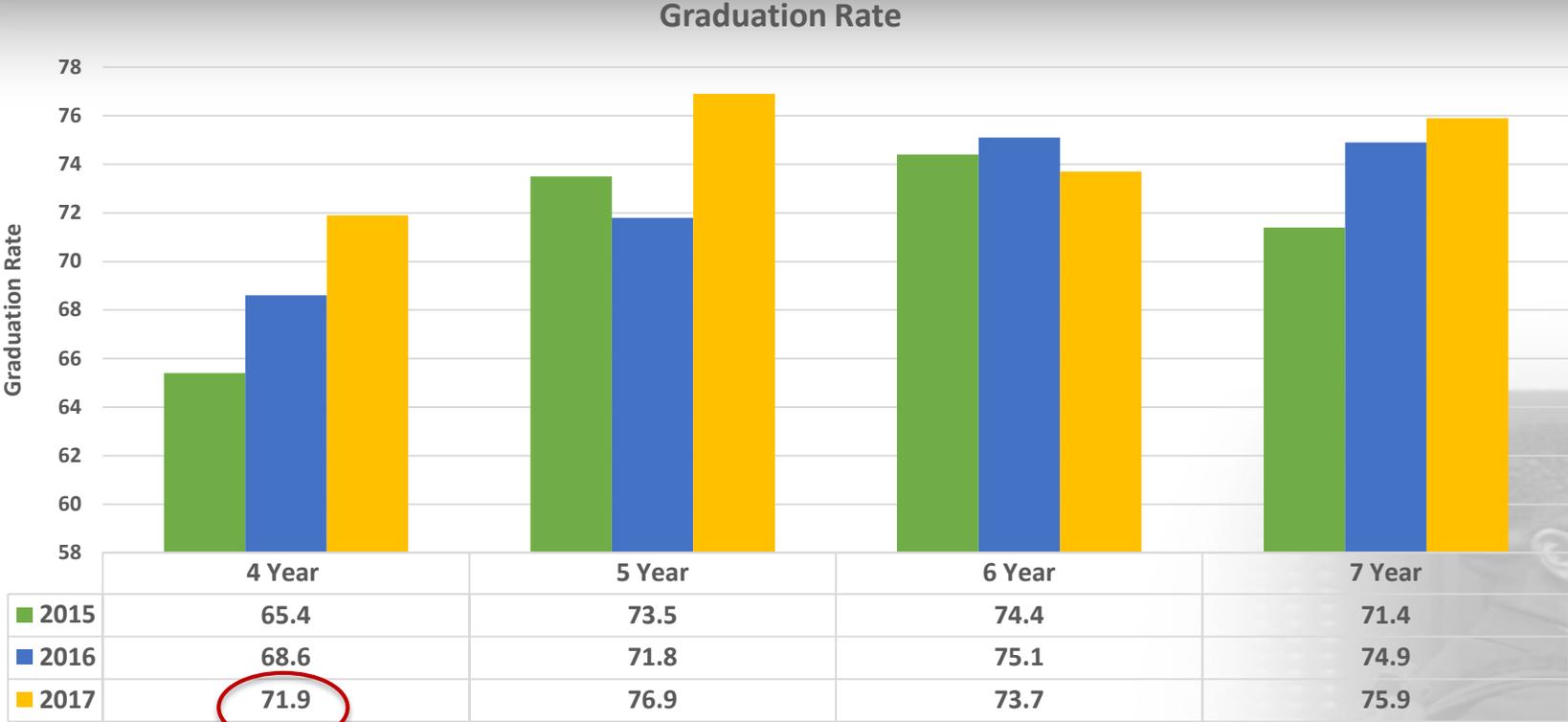
- **KCPS 2017 graduates who were at or above state standard has remained above the 2015 APR and showed an increase in Post-Secondary Placement**

# Attendance

4. Attendance	Points Poss.	Points Earned	Percent Earned	Pct.		2015			2016			2017		
Attendance						Pct Above 90%	Num. Above 90%	Num. Attend.	Pct Above 90%	Num. Above 90%	Num. Attend.	Pct Above 90%	Num. Above 90%	Num. Attend.
Status	10.0	6.0		80.5%	Approaching	79.5%	11195.4406	14086.0362	83.0%	11847.8153	14275.4643	79.1%	11157.7839	14097.1442
Progress	7.5	0.0		-0.2%	Floor	Prior 2 Yr Avg = 81.3%			Current 2 Yr Avg = 81.1%					
Total Points Earned (Status + Progress)	10.0	6.0	60.0%	3 Yr Progress = Average(Current Pct and Year 2 Pct) - Average(Year 2 Pct and Year 3 Pct)										

The MSIP 5 Attendance Standard is based on the percent of students attending school at least 90% of the time. KCPS lost 4 MSIP points from the 2016 APR as the Percent Above 90% dropped from 83.0% to 79.1 %.

# Graduation Rate



- KCPS earned 24 points on Standard 5 Graduation Rate which is the same amount of points earned in 2016
- KCPS has substantially increased its 4 Year and 5 Year Graduation Rates in 2017
- KCPS earned its points based on the 7 year Graduation Rate as KCPS has seen a steady increase since 2015 in the 7 year graduation rate
- KCPS had not had a 4 year grad rate above 70% since 2008

# Final Thoughts

- ❑ ELA continues to steadily improve
- ❑ KCPS has substantially increased its 4 Year and 5 Year Graduation Rates in 2017
- ❑ Post Secondary Placement increased again
- ❑ KCPS had not had a 4 year grad rate above 70% since 2008
- ❑ Science , Math and Attendance are areas that need to see improvements

Questions?

# Focus and Priority Schools

## 30 Day Running Record Progress Report

Dr. Marla Sheppard

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# Priority and Focus School Work Cohort Meeting

- Review dashboard data
- Share Running Records including 30 day plans, results, and next steps
- Analyze staffing performance data
- Share best practices and feedback in a collegial setting

# Last 30 Days

- Push in ELL teachers co-teaching with teacher of record during content teaching English, math, social studies and science
- Individual standards based achievement goals for each student
- During the school day academic interventionists work with students in the classroom
- Students receiving differentiated instruction specific to student areas of need

# Last 30 Days

- Professional development presented by principals to teachers to disaggregate data, deconstruct standards, analyze test questions
- Teachers are doing a book study around quality questioning and learning from each other to increase rigor in the classroom
- Teachers are learning to align learning targets with quality tasks and scaffolding instruction with quality questions

Questions?

# MSIP 6 - District Focus and Plans to Move Middle Schools Forward

Dr. Marla Sheppard

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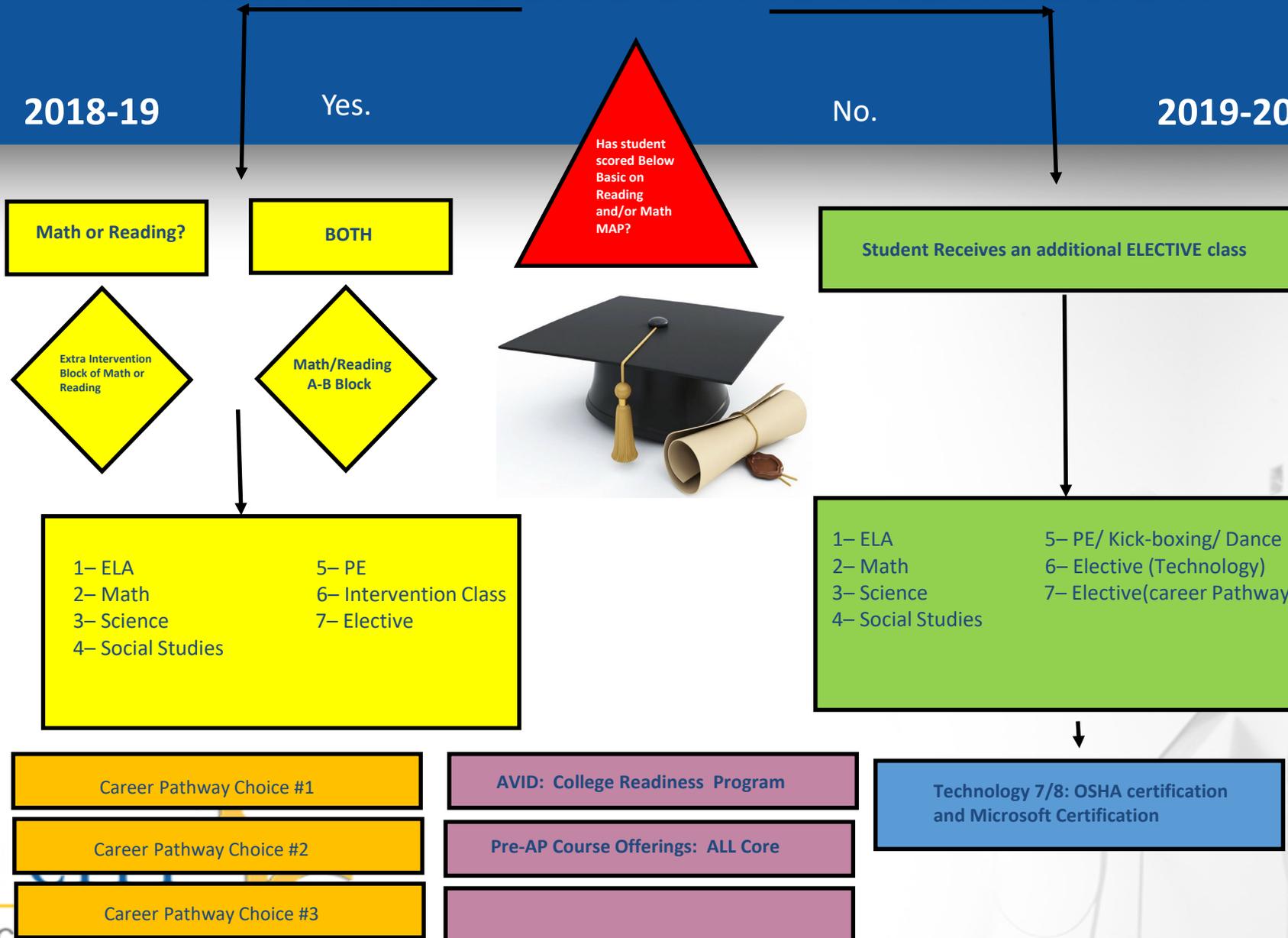
# Middle School Revitalization

2018-19

Yes.

No.

2019-20



# Middle School Revitalization

## Tier I Instruction

- Provide *The Conscious Classroom* training to all staff
- AIMS math instructional training for grades 7-9
- Training on use of Workshop Model in classrooms
- Training on Student Engagement strategies
- Training on ABYDOS for all ELA teachers
- AVID
- Quarterly science training from curriculum coordinator

## Tier II and III Interventions

- Universal screener for math and reading
- Additional block of math and/or reading
- Teacher training on use of screener to provide individualized interventions
- Use of master schedule to provide intervention time throughout the day

Questions?

# Professional Development Needs in KCPS

Dr. Trinity Davis

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# Professional Development Needs

- Unpacking the new Missouri Learning Standards and Grade Level Expectations
- Planning engaging lessons
- Planning lessons aligned to the expectation of the standards
- Knowing the learning progressions to meet the standards
- Analyzing the data to make instructional decisions

# Addressing Needs by Building

- Providing monthly professional development for principals on standards and the aligned task in the classroom and the curriculum
- Analyzing data by CIPD to determine tiered support for schools
- Differentiating support for schools in using resources
- Attending planning sessions by departments
- Training Content Leaders to support teachers in their building
- Building wide professional development based on needs
- Providing professional development from outside experts

# Addressing Needs by Classroom

- Modeling lessons
- Planning with teachers
- Providing instructional strategies based on student data
- Collaborating in District Wednesday Professional Development to unpack the standard, align instructional strategies and activities to the formative assessment

Questions?

# Self-Evaluation Report on Progress Made to Date on “Four Pillars” and “Instructional Effectiveness”

Mr. Jesse Lange, Dr. Trinity Davis,  
Ms. Elizabeth Austin, & Dr. Marla Sheppard



# KCPS Four Pillars – (Building Blocks)

*“Teaching & Learning”*

**Pillar A:**  
Personalized,  
rigorous,  
culturally  
responsive  
teaching &  
learning

*“Schools can’t do it alone”*

**Pillar B:**  
Safe climate  
and strong  
relationships  
with families  
& community

*“Investing in people”*

**Pillar C:**  
Caring and  
effective  
teacher in  
every class,  
and effective  
leader in  
every school

*“Managing the whole”*

**Pillar D:**  
Data-  
informed,  
effective &  
efficient  
systems

# Practices for Instructional Effectiveness

	Pillar A	Pillar B	Pillar C	Pillar D
Teaching Practices	Teachers will ...	Teachers will ...	Teachers will ...	Teachers will ...
Leadership Practices	Leadership will ...	Leadership will ...	Leadership will ...	Leadership will ...
Organizational Practices	Organization will ...	Organization will ...	Organization will ...	Organization will ...

# Teaching Practices for Effective Instruction

## SY17-18 Progress

- 75 Minute Weds. Professional Development (PD)
- Focused Math PD grades 3-6
- Content Coordinators with Tiered Support
- Balanced Literacy Training
- Trauma Sensitive School (TSS) Training - Practices/Strategies for Classrooms
- TSS/Cultural Responsive/Equity in Practice Session for New Hires

### TEACHING PRACTICES

#### **Pillar A** Personalized, Rigorous, Culturally Responsive Teaching & Learning

**T1:** Teachers guide students to direct their own learning and to work with other students on culturally and socially relevant research projects and assignments.

**T2:** Teachers utilize a variety of high engagement strategies, real-life and authentic learning opportunities, and motivational approaches to raise expectations for all students, regardless of current level of performance.

#### **Pillar B** Safe Climate and Strong Relationships with Families & Community

**T3:** Teachers implement a caring environment that fosters high expectations, responsibility, independence, and social and emotional competencies.

**T4:** Teachers routinely communicate with families about each student's progress relative to academic and behavioral expectations, and seek their involvement as equal partners.

#### **Pillar C** Caring and Effective Teacher in Every Classroom, and Effective Leader In Every School

**T5:** Teachers engage in ongoing reflection of their own professional growth, and assess their instructional effectiveness relative to student learning.

**T6:** Teachers demonstrate continuous learning through classroom application of relevant strategies learned through professional development and ongoing collaboration.

#### **Pillar D** Data-Informed, Effective, and Efficient Systems

**T7:** Teachers meet regularly to review and utilize formative and summative assessment data to target instruction to the personalized needs of students.

**T8:** Teachers utilize an effective system to maintain accurate data records and artifacts on student- and instructor-tracked completion of assignments, academic assessments, and assigned discipline.

# Leadership Practices for Effective Instruction

## SY17-18 Progress

- Instructionally Focused PD
- Instructional Core
- Focus on Task/Rigor Alignment
- Trauma Sensitive School (TSS) Education, Coaching & Consultation for Building Principals

### LEADERSHIP PRACTICES

#### **Pillar A** Personalized, Rigorous, Culturally Responsive Teaching & Learning

**L1:** Principal/Leadership encourages teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations and provides culturally relevant ongoing professional development.

**L2:** Principal communicates high expectations by prioritizing mastery of instruction for all student subgroups, and leading ongoing teacher, team and school-wide dialogue about student work products.

#### **Pillar B** Safe Climate and Strong Relationships with Families & Community

**L3:** Principal supports educators, students, families and the community to sustain high achievement in a positive, safe school environment.

**L4:** Principal provides information to parents/caregivers regarding how to foster learning at home, give appropriate assistance, support homework and academic resilience, and engage in two-way home-school communication.

#### **Pillar C** Caring and Effective Teacher in Every Classroom, and Effective Leader In Every School

**L5:** Principal uses multiple strategies to provide timely feedback about classroom practices and student learning (e.g., lesson study, collaborative analysis of student work, classroom observations, and team planning).

**L6:** Principal/Instructional Leadership Team implement differentiated professional development, focused on continuous improvement of student learning and professional practice.

#### **Pillar D** Data-Informed, Effective, and Efficient Systems

**L7:** Leadership Team uses student work and data to recommend instructional strategies and interventions for all students, and disseminates periodic progress reports to all stakeholders.

**L8:** Principal/Leadership Team works collaboratively with teachers to use a well-defined system to gather and analyze data about student growth and professional practices.

# Organizational Practices for Effective Instruction

## SY17-18 Progress

- Instructional Council Meetings
- Development of a 3-prong Walkthrough Targeting Task
- Visits to Other Urban Districts to Collaborate on Curriculum
- Larry Ainsworth Training
- Internal & External Mental Health Referral Process/System
- Creating Tier Level Behavioral/Socio-emotional Support Universal Framework

### ORGANIZATIONAL PRACTICES

#### **Pillar A** Personalized, Rigorous, Culturally Responsive Teaching & Learning

**O1:** School staff communicates a consistent message of high expectations, high support, and instructional approaches from a wide range of historical, cultural, and linguistic perspectives.

**O2:** District/School leadership ensures that standards-aligned, culturally relevant curricular are implemented and supported with curriculum guides, professional development, and a balanced assessment system.

#### **Pillar B** Safe Climate and Strong Relationships with Families & Community

**O3:** District builds systems to link educators, students, parents, caregivers, and community to the schools, and to foster a safe caring environment.

**O4:** District enables parents to participate as partners in developing school policies and practices and in analyzing student and school performance data.

#### **Pillar C** Caring and Effective Teacher in Every Classroom, and Effective Leader In Every School

**O5:** District Leadership creates work environments that support teachers and principals in what they need to focus on: quality instruction and well-run schools.

**O6:** Administrative Team clearly communicates the district's vision, mission, teacher-quality, and performance data and seek community input for continuous improvement.

#### **Pillar D** Data-Informed, Effective, and Efficient Systems

**O7:** District leadership implements a user-friendly system to provide information for monitoring and adjusting professional practice and to guide professional development.

**O8:** Central Office partners with all schools to provide professional development to all educators regarding analysis and interpretation of a variety of data about student learning and professional practices.

# Questions?

# How is the District “Better Off Academically” as Opposed to Last Year at This Time

Dr. Bedell/Michael Reynolds

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# Data Driven

- ❑ KCPS is moving toward an equity-based system of resource allocation
- ❑ Assessments – KCPS is working with industry recognized experts to rework our approach to formative assessments
- ❑ Assessments – KCPS is currently in the RFP process of identifying an aligned, adaptive normed assessment
- ❑ In the spring of 2018 KCPS will administer a comprehensive stakeholder survey
- ❑ KCPS continues to see growth in students receiving a national career readiness certificate (ACT WorkKeys), students enrolled in AP classes, IB diploma candidates, and students enrolled in Dual Credit courses

# Process Driven

- Standardized operating procedures for all departments and tasks
- Implementing Instructional Framework
- KCPS adopted Strategic Plan
- Assessments – KCPS is currently in the RFP process of identifying an aligned, adaptive normed assessment
- Professional Development – Industry leaders, all cabinet and site leadership participate, resulting in uniform message and expectations

Questions?

# RSIT Breakout Discussion

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# Feedback/Requests

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# Monthly Meeting Date

January 23, 2017

