

Kansas City Public Schools and Department of Elementary and Secondary Education

September 29, 2017

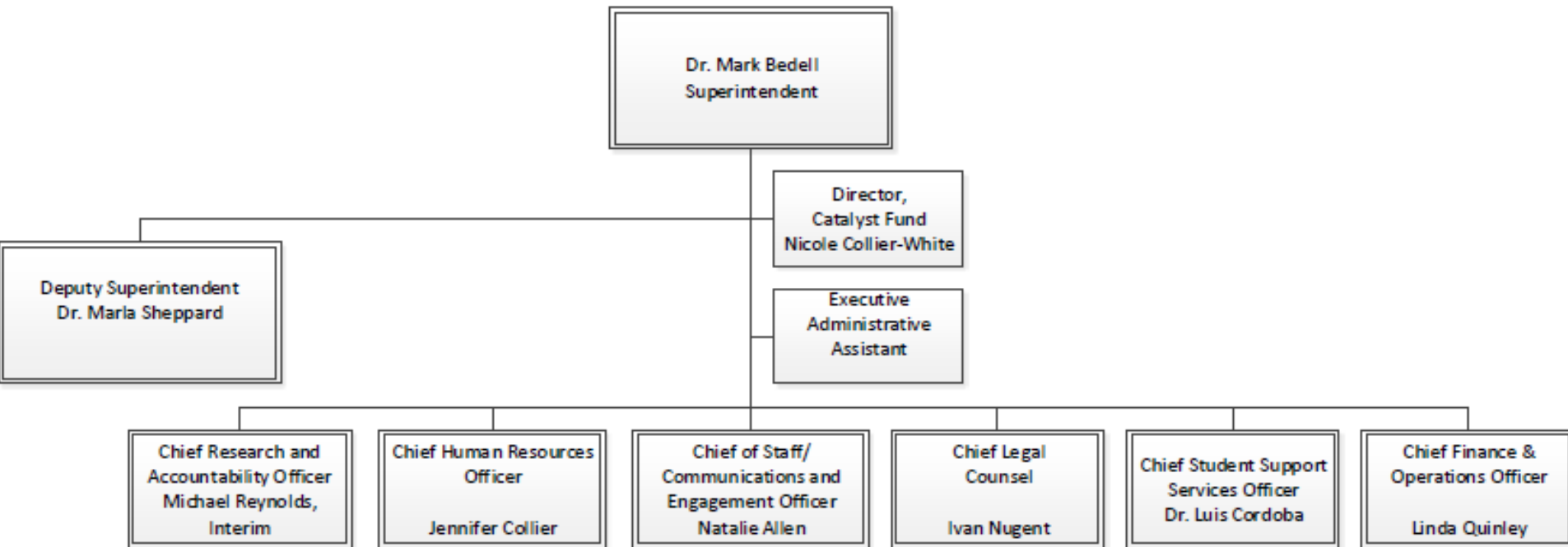


Introduce New Members

Dr. Mark Bedell
Superintendent



Cabinet Organizational Chart



Cabinet

- Dr. Marla Sheppard, Deputy Superintendent
- Natalie Allen, Chief of Staff, Communications and Community Engagement
- Dr. Luis Cordoba, Chief of Student Support Services
- Jennifer Collier, Chief Human Resources Officer
- Linda Quinley, Chief Finance and Operations Officer
- Ivan Nugent, Chief Legal Counsel
- Michael Reynolds, Interim Chief of Research and Accountability

Questions?

New School Year Startup Activities

Dr. Marla Sheppard
Deputy Superintendent



New School Year Startup Activities

- Convened a committee comprised of representatives from every department
- Compiled a list of things that have worked in the past and things that have not worked
- Each member had the task of creating a better system for the 2017-18 school start
- Items that were of major concern included:
 - Transportation
 - Facilities
- Hosted a Principal's ice cream social with representatives from each department there to provide support as needed for a smooth start
- There was an online Googledoc for principals to provide weekly feedback regarding school start readiness.

Questions?

Current Student Academic Achievement Data

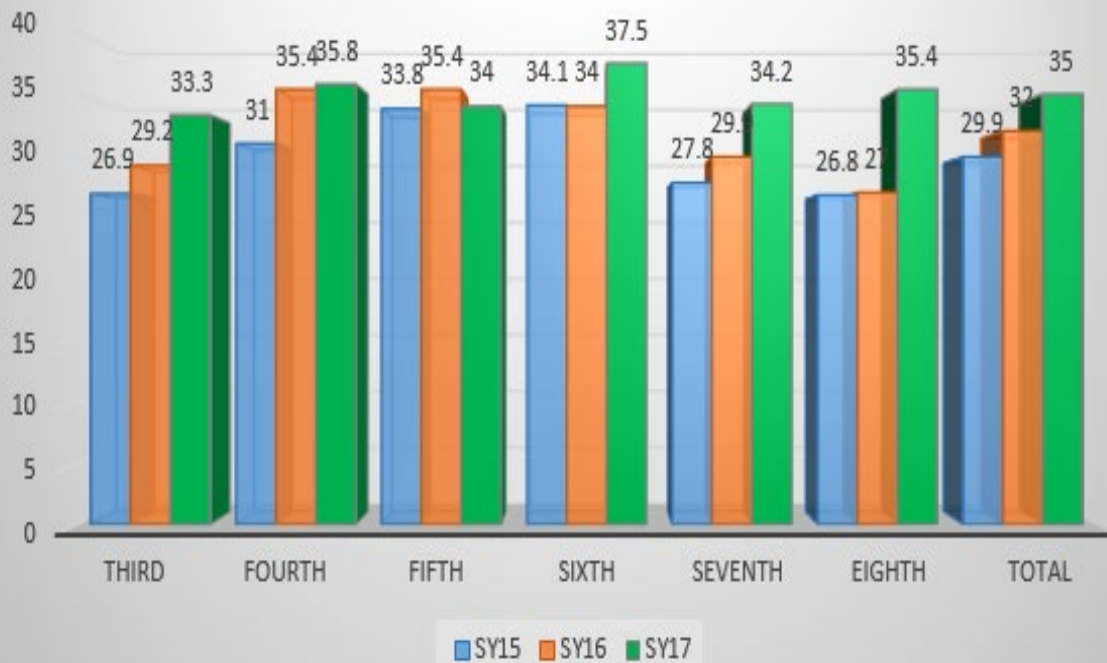
Michael Reynolds

Interim Chief Research and Accountability



KCPS English Language Arts (ELA) Proficient and Advanced

KCPS ELA Percent Prof/Adv



-The percent of KCPS students scoring proficient or advanced increase in 5 of 6 grade levels and by 3% aggregate.

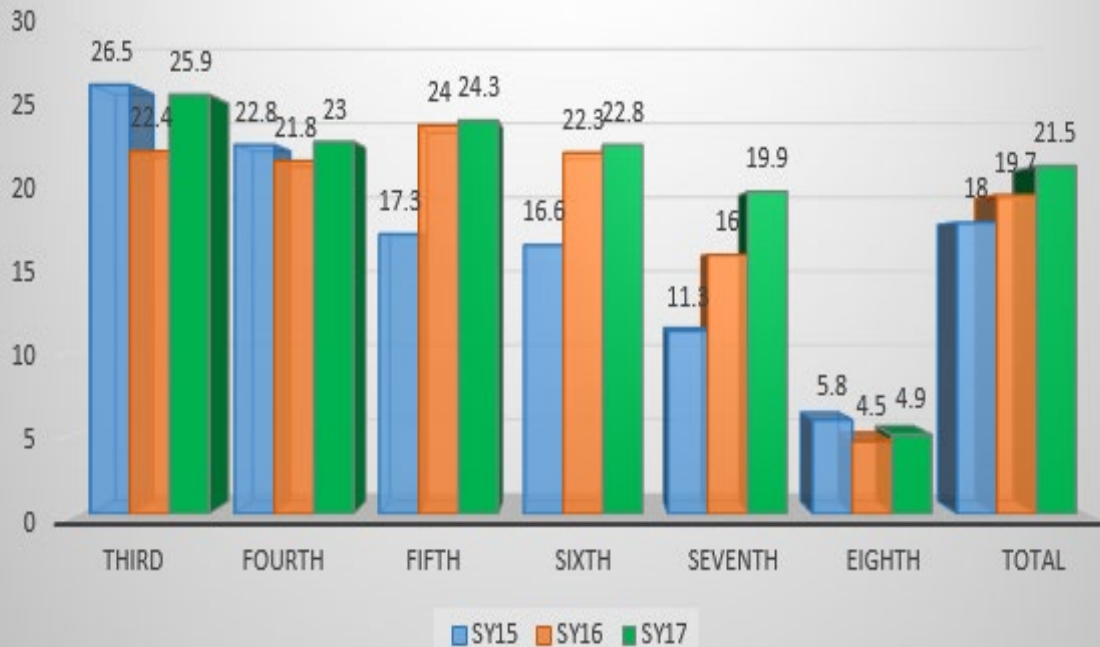
-Subgroup analysis indicates large achievement disparities in select students bodies, with the largest deviation from the district averages evident in students who are identified as IEP Non MAPA and student in the district and building less than 1 year.

		P&A	BB	% of Total Population
Eng. Language Arts	Gifted	77.1%	9.1%	7.4%
	IEP MAPA	40.5%	24.6%	1.9%
	IEP Non MAPA	8.4%	76.6%	12.6%
	IEP_student	12.7%	69.7%	14.5%
	In Building < 1 year	24.1%	50.7%	12.1%
	In District < 1 year	25.5%	48.1%	9.1%
	LEP/ELL Students	32.3%	37.3%	31.2%

KCPS Math

Proficient and Advanced

KCPS Math Percent Prof/Adv



-The percent of KCPS students scoring proficient or advanced increase in all grade levels.

-Consistent with ELA, subgroup analysis for mathematics also reveals large achievement disparities in select students bodies, with the largest deviation from the district averages evident in students who are identified as IEP Non MAPA and student in the district and building less than 1 year.

	P&A	BB	% of Total Population
Gifted	60.4%	8.9%	6.6%
IEP MAPA	17.5%	47.6%	1.9%
IEP Non MAPA	5.3%	78.6%	12.6%
IEP_student	6.9%	74.4%	14.5%
In Building < 1 year	13.8%	58.0%	14.0%
In District < 1 year	12.9%	57.2%	11.0%
LEP/ELL Students	22.2%	43.0%	34.0%

KCPS Science Proficient and Advanced

KCPS Science Percent Prof/Adv



- KCPS raised the percentage of students scoring proficient or advanced at both grade levels assessed by the MAP assessment.
- KCPS subgroup analysis for Science also indicates an achievement stratification among select subgroups

		P&A	BB	% of Total Population
Science	Gifted	51.6%	10.1%	7.6%
	IEP MAPA	10.3%	61.5%	1.9%
	IEP Non MAPA	2.9%	76.1%	11.6%
	IEP_student	3.9%	74.1%	13.5%
	In Building < 1 year	9.0%	52.8%	14.4%
	In District < 1 year	9.3%	52.5%	11.3%
	LEP/ELL Students	15.2%	39.9%	33.7%

EOC – Algebra 1 & English 10

A1

Site	Students	Advanced	Proficient	Basic	Below Basic	MPI
CENTRAL ACADEMY OF E	77	0.00%	9.09%	28.57%	62.34%	184.4
CENTRAL MIDDLE SCHOO	29	6.90%	75.86%	10.34%	6.90%	375.9
East High School	164	6.10%	54.88%	18.29%	20.73%	325.6
Foreign Language Academy	20	55.00%	45.00%	0.00%	0.00%	455.0
Lincoln College Prep.	139	30.94%	58.27%	7.91%	2.88%	414.4
Northeast High	133	3.01%	15.79%	26.32%	54.89%	212.0
NORTHEAST MIDDLE SCH	36	27.78%	44.44%	16.67%	11.11%	377.8
Paseo Acad. Of Performing Arts	32	3.13%	18.75%	18.75%	59.38%	206.3
SOUTHEAST HIGH SCHOO	136	0.00%	8.09%	22.06%	69.85%	168.4
KCPS	766	10.57%	34.33%	18.67%	36.42%	282.6

E10

Site	Students	Advanced	Proficient	Basic	Below Basic	MPI
CENTRAL ACADEMY OF E	99	2.02%	30.30%	35.35%	32.32%	269.7
East High School	165	1.21%	41.21%	29.70%	27.88%	287.9
Lincoln College Prep.	160	21.25%	74.38%	4.38%	0.00%	416.9
Northeast High	144	0.69%	34.03%	37.50%	27.78%	279.9
Paseo Acad. Of Performing Arts	54	7.41%	50.00%	37.04%	5.56%	353.7
SOUTHEAST HIGH SCHOO	148	0.68%	25.00%	43.92%	30.41%	265.5
Grand Total	770	5.71%	42.86%	29.87%	21.56%	311.2

EOC – Biology and American Government

Biology

Site	Students	Advanced	Proficient	Basic	Below Basic	MPI
CENTRAL ACADEMY OF E	107	0.00%	9.35%	44.86%	45.79%	217.8
East High School	155	3.87%	29.68%	48.39%	18.06%	301.3
Lincoln College Prep.	206	15.05%	63.11%	21.84%	0.00%	393.2
Northeast High	181	0.55%	9.39%	51.93%	38.12%	234.3
Paseo Acad. Of Performing Arts	83	2.41%	18.07%	63.86%	15.66%	291.6
SOUTHEAST HIGH SCHOO	118	0.00%	4.24%	55.08%	40.68%	222.9
KCPS	850	4.71%	26.24%	44.71%	24.35%	286.9

AG

Site	Students	Advanced	Proficient	Basic	Below Basic	MPI
CENTRAL ACADEMY	119	0.84%	15.13%	47.90%	36.13%	244.5
East High School	208	3.37%	38.94%	45.19%	12.50%	320.7
Lincoln College Prep.	134	23.13%	55.22%	20.90%	0.75%	400.0
Northeast High	170	0.59%	12.94%	42.94%	43.53%	227.1
Paseo Acad. Of Performing Arts	133	5.26%	31.58%	51.13%	12.03%	318.0
SOUTHEAST HIGH SCHOO	171	2.34%	18.13%	51.46%	28.07%	266.7
KCPS	935	5.45%	28.66%	43.64%	22.25%	295.1

MSIP Standard 3 College and Career Readiness

CCR 3*1-3 (ACT, SAT, COMPASS, ASVAB, ACT WorkKeys)

	SY15			SY16			SY17			SY17 APR Point Allocation		
	ABV State Standard	ABV State Standard	of Graduate s	ABV State Standard	ABV State Standard	of Graduate s	ABV State Standard	ABV State Standard	of Graduate s	Status Pts. Earned	Progress Pts. Earned	Total Pts. Earned
KCPS	47.9%	350	731	50.4%	374.75	744	49.4%	400.5	810	6	0	6
	Prior 2 Yr Avg = 49.2%						Current 2 Yr Avg = 49.9					

CCR 3*4 (AP, IB, PLTW, IRC, DC/DE)

	SY15			SY16			SY17			SY17 APR Point Allocation		
	ABV State Standard	ABV State Standard	of Graduate s	ABV State Standard	ABV State Standard	of Graduate s	ABV State Standard	ABV State Standard	of Graduate s	Status Pts. Earned	Progress Pts. Earned	Total Pts. Earned
KCPS	41.0%	300	731	49.4%	367.25	744	44.0%	356.25	810	7.5	0	9.5*
	Prior 2 Yr Avg = 45.2%						Current 2 Yr Avg = 46.7					

* KCPS anticipates earning 2 additional points for CTE expansion

CCR 3*5-6 Postsecondary Placement

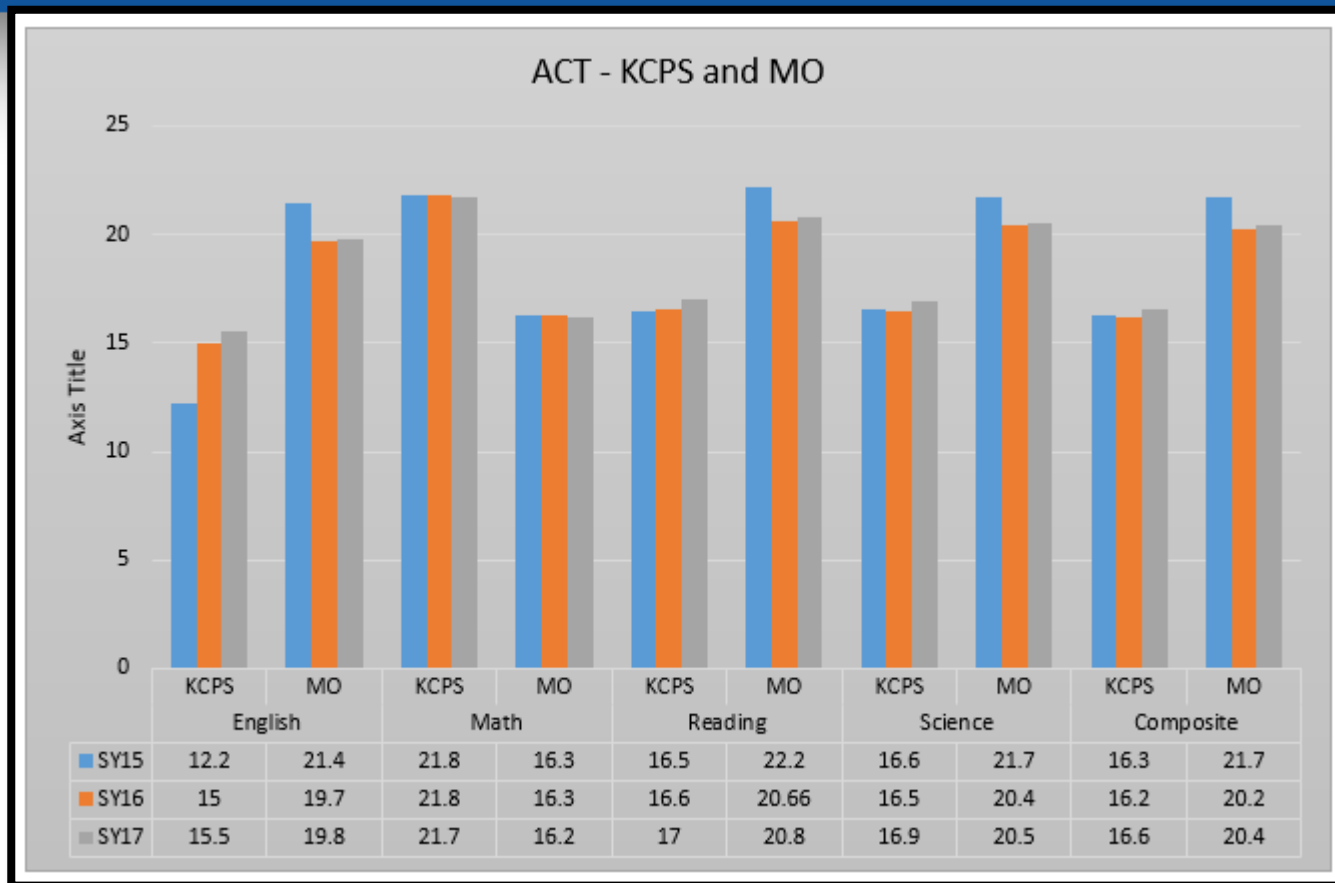
	SY15			SY16			SY17			SY17 APR Point Allocation		
	% Earning a Qualifying Score	# Earning a Qualifying Score	Number of Graduate s	% Earning a Qualifying Score	# Earning a Qualifying Score	Number of Graduate s	% Earning a Qualifying Score	# Earning a Qualifying Score	Number of Graduate s	Status Pts. Earned	Progress Pts. Earned	Total Pts. Earned
KCPS	89.9%	614	683	91.5%	666	728	93.3%	694	744	10	4	10
	Prior 2 Yr Avg = 90.7%						Current 2 Yr Avg = 92.4%					

-KCPS college readiness assessments (3*1-3) experienced a slight decrease from SY16, but KCPS remains firmly in the (Approaching) status range, earning 6 out of 10 points.

-KCPS advanced courses (3*4) calculation also regressed slightly in SY17, but KCPS will earn 7.5 status points (On Track) and anticipates earning an additional 2 points for CTE expansion.

-KCPS Postsecondary Placement (3*5-6) status calculation has met the DESE 2020 Target and will earn a full 10 points on the SY17 APR.

ACT



Questions?

Strategic Plan

Plan to Achieve Full State Accreditation

Dr. Mark Bedell
Superintendent



Superintendent's Core Beliefs

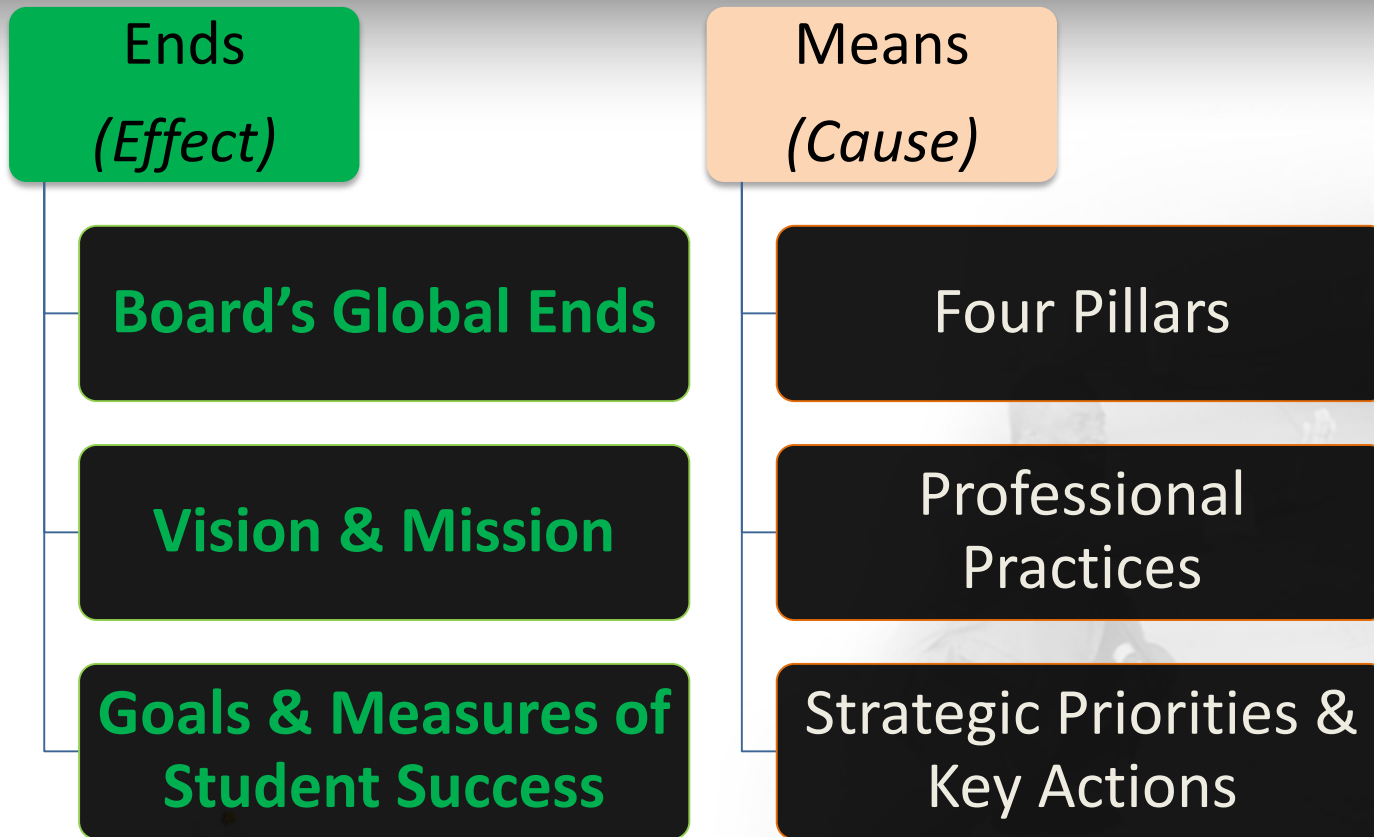
Five principles guide our actions and behaviors at all levels.

1. All students can and will learn; we must provide appropriate educational opportunities for each student that are commensurate with his/her individual needs and abilities.
2. Education is a life-long process, only able to be fully achieved through a collaborative learning community that is built on integrity, high expectations, and mutual respect and support.

Superintendent's Core Beliefs

3. All schools can be successful and efficient when we provide each of our students with access to a rigorous curriculum and high levels of interaction, engagement, and teaming that will serve to prepare them for college, careers, and life.
4. We must provide a safe learning environment where students feel protected and learning can flourish.
5. With parental and community support and involvement from all stakeholders, we can build an environment where children have no option but to succeed.

Ends and Means



Goals & Measures of Student Success

- Goal 1 Success in the Early Years
- Goal 2 Whole Child: Safe, Challenged, and Supported
- Goal 3 Continuous Growth Toward Mastery of All Academic Subjects
- Goal 4 21st Century Critical Thinkers and Problem-Solvers
- Goal 5 Readiness for College, Career and Life

Four Pillars

<i>"Teaching & Learning"</i>	<i>"Schools can't do it alone"</i>	<i>"Investing in people"</i>	<i>"Managing the whole"</i>
<u>Pillar A:</u> Personalized, rigorous, culturally responsive teaching & learning	<u>Pillar B:</u> Safe climate and strong relationships with families & community	<u>Pillar C:</u> Caring and effective teacher in every class, and effective leader in every school	<u>Pillar D:</u> Data-informed, effective & efficient systems

12 Strategic Priorities

Strategic Priorities are the programs, targeted solutions, or continuous improvement initiatives which, when fully implemented, will facilitate accomplishment of the Goals.

Each Strategic Priority has a corresponding set of **Key Actions**, or specific strategies and milestones.



Scorecard

Please see the
Scorecard
handout for
Student Goals &
Measures,
Strategic Priorities
& Indicators, and
Descriptors

Kansas City Public Schools		Kansas City Public Schools Scorecard Student Goals & Measures		Prelim
Goals	Measures			
Goal 1: Success in the Early Years	1a	% of students who meet ELA & Math standards at end of grade 3		
	1b	% students assessed as on or above grade level in reading, problem solving		
Goal 2: Whole Child: Safe, Challenge, and Supported	2a	% students who feel safe, challenged, and supported in learning & have a caring, meaningful friend		
	2b	% students receiving social/emotional interventions & continuous access to advocates/mentor		
Goal 3: Continuous Growth Toward Mastery of All Academic Subjects	3a	% students meeting proficiency standards in state, local, national		
	3b	% students participating in at least one extra-curricular activity		
Goal 4: 21st Century Critical Thinkers and Problem Solvers	4a	% students who meet standards on 21st Century Skills		
	4b	% students who meet standards on 21st Century Skills		
Goal 5: Readiness for College, Career, and Life	5a	% students who are on or above grade level in reading, problem solving		
	5b	% students who are on or above grade level in reading, problem solving		

Kansas City Public Schools		Kansas City Public Schools Balanced Scorecard Strategic Priorities & Indicators		Prelim
Strategic Priorities	Indicators			
Pillar A: Personalized, Rigorous, Culturally Responsive Teaching & Learning	A1	% of teachers implementing best practices		
	A2	% teachers receiving at least one professional development opportunity		
	A3	% parent agreement with school		
Pillar B: Safe Climate and Strong Relationships with Families & Community	B1	% of students who feel safe, challenged, and supported in learning & have a caring, meaningful friend		
	B2	% of students receiving social/emotional interventions & continuous access to advocates/mentor		
	B3	% of students participating in at least one extra-curricular activity		
Pillar C: Caring, Effective Teacher in Every Classroom and Effective Leader in Every School	C1	% teachers implementing best practices		
	C2	% teachers receiving at least one professional development opportunity		
	C3	% parent agreement with school		
Pillar D: Data-Informed, Effective and Efficient Systems	D1	% of students who are on or above grade level in reading, problem solving		
	D2	% of students who are on or above grade level in reading, problem solving		
	D3	% of students who are on or above grade level in reading, problem solving		

Kansas City Public Schools		Kansas City Public Schools Scorecard Descriptors		Prelim
Goals & Priorities	Measures & Indicators	Description		
Goal 1: Success in the Early Years	1a	% of students who meet ELA & Math standards at end of grade 3	% of KCPS kindergartners who have PE experience (Note: these data only include KCPS kindergartners who have distinct PE experiences)	
	1b	% students assessed as on or above grade level in reading, problem solving	% of students scoring at proficient and advanced levels by end of 3rd grade. Goals based upon gap between KCPS and MD State Avg to account for upcoming changes to state assessments	
Goal 2: Whole Child: Safe, Challenge, and Supported	2a	% students who feel safe, challenged, and supported in learning & have a caring, meaningful friend	Average of all students from annual KCPS Student Survey. Note: Elementary and Secondary response scales are different (yes for elementary & agree and strongly agree for secondary). Future assessment will be included in Spring 2018 Stakeholder Survey	
	2b	% students receiving social/emotional interventions & continuous access to advocates/mentor	TBD	
Goal 3: Continuous Growth Toward Mastery of All Academic Subjects	3a	% students meeting proficiency standards in state, local, national	% of students (7-12) participating in all athletics & extra-curricular activities	
	3b	% students participating in at least one extra-curricular activity	TBD	
Goal 4: 21st Century Critical Thinkers and Problem Solvers	4a	% students who meet standards on 21st Century Skills	The scores represent students scoring proficient. ACT scores represent the percentage of ACT participants of the graduating class receiving a composite score of 18 or higher.	
	4b	% students who meet standards on 21st Century Skills	The percent of students who achieved or exceeded their expected growth in the grade level may assessment (p. 3-6). Data calculated from the value added model from DESE.	
Goal 5: Readiness for College, Career, and Life	5a	% students who are on or above grade level in reading, problem solving	% of students who met standards on WorkKeys, ACT, and/or Project Lead the Way (PLW) (aligned by and aligned)	
	5b	% students who are on or above grade level in reading, problem solving	% of students (grades 7-12) who are "on track" with their individualized Success Plans	
Pillar A: Personalized, Rigorous, Culturally Responsive Teaching & Learning	A1	% of teachers implementing best practices	TBD	
	A2	% teachers receiving at least one professional development opportunity	All classroom teachers (includes literature & parent). Attendance defined as present in classroom or attending PD or district/charter authorized responsibilities.	
Pillar B: Safe Climate and Strong Relationships with Families & Community	B1	% of students who feel safe, challenged, and supported in learning & have a caring, meaningful friend	Will be included in Spring 2018 Stakeholder Survey	
	B2	% of students receiving social/emotional interventions & continuous access to advocates/mentor	Will be included in Spring 2018 Stakeholder Survey	
Pillar C: Caring, Effective Teacher in Every Classroom and Effective Leader in Every School	C1	% teachers implementing best practices	Will be included in Spring 2018 Stakeholder Survey	
	C2	% teachers receiving at least one professional development opportunity	Will be included in Spring 2018 Stakeholder Survey	
Pillar D: Data-Informed, Effective and Efficient Systems	D1	% of students who are on or above grade level in reading, problem solving	Will be included in Spring 2018 Stakeholder Survey	
	D2	% of students who are on or above grade level in reading, problem solving	Will be included in Spring 2018 Stakeholder Survey	

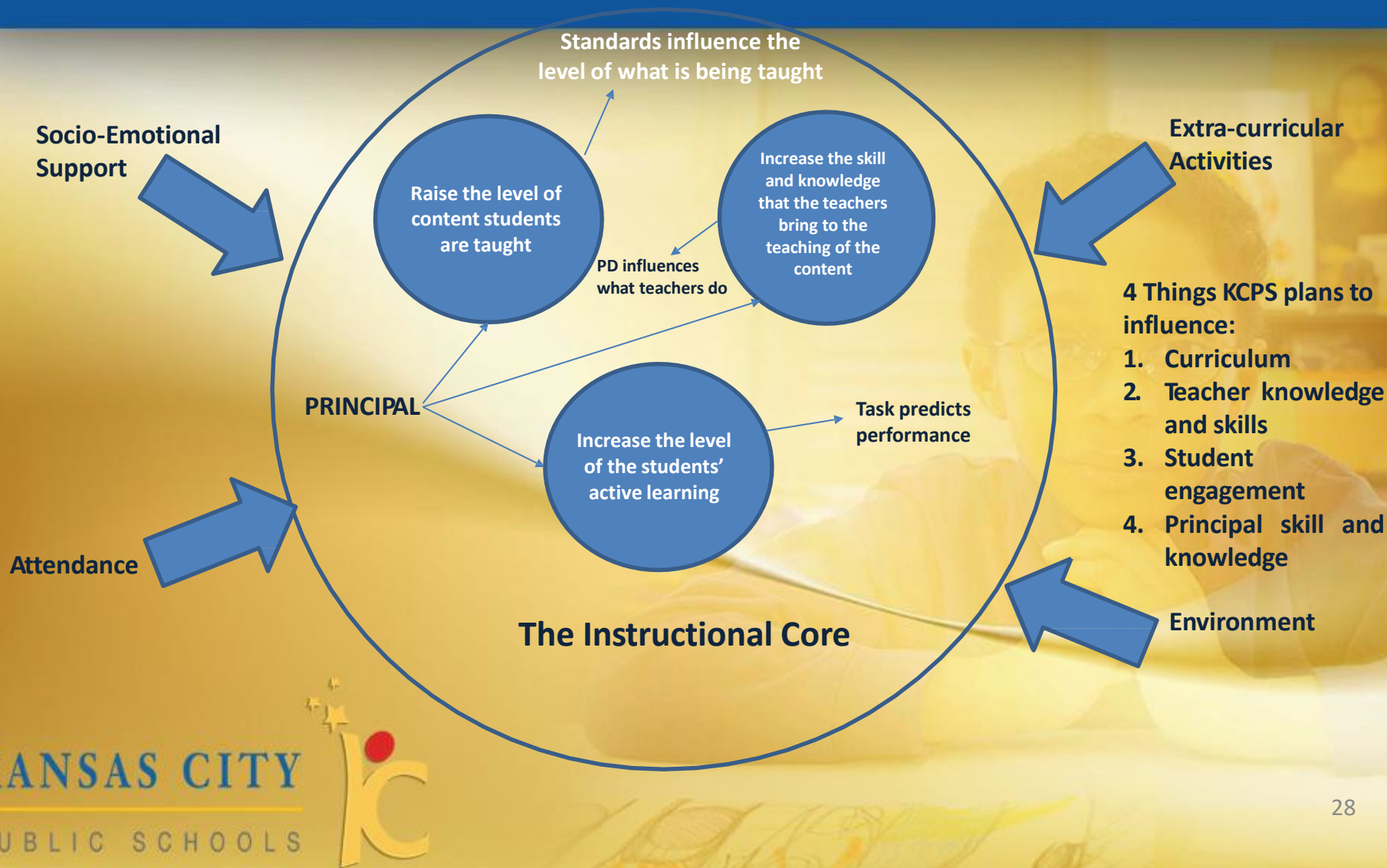
Questions?

Plan for improving school performance: How professional development, curriculum, instruction and district assessments are aligned to improve instruction

Dr. Marla Sheppard and Dr. Trinity Davis



Richard Elmore, Harvard University, School of Education



Focus and Priority Schools Plan

- Focus on people, not programs
- Tiered support model
- K-2 Literacy training: Debbie Diller Balanced Literacy and Literacy Stations training in Spring 2018 (for 6 lowest performing schools)
- K-2 Literacy training and math work stations training in Summer 2018 (for 6 lowest performing schools)
- Middle school Instructional reorganization to include master schedule training and support for interventions
- Special education reorganization based on data
- ELL program reorganization based on data
- Co-teacher model for all schools
- Principal's meetings more focused on instruction
- Principal training focused on three (3) areas:
 - ☐ Writing clear and focused learning objectives
 - ☐ Aligned learning tasks to Missouri Learning Standards
 - ☐ Rigor of student work/products/class discussion aligns with the rigor of the Student Expectation (listed in curriculum)

Department of School Leadership and Academics Theory of Action

Strategic Priority 9: Capable,
Empowered Leadership

If Leadership and Academics develop principals using research-based, coherent, and personalized practices

THEN

Principal leadership and support will build capable, empowered leaders. As a result, principals will build teachers who deliver personalized, rigorous, culturally responsive learning that will improve student outcomes.

Strategic Plan

Strategic Priority 2: Aligned Instructional System

Focus on teaching high standards, rigorous curriculum,
and reliable assessments

Professional Development Focus: Key Action 2.6

Curriculum:

Raising the level of the content that students are taught
Principal "Look-Fors"
Principal Knowledge

Key Action 2.1

Instruction:

Increase the skill and knowledge that teachers bring to the teaching of the content
Walkthroughs
Feedback

Key Action 2.4

Assessment:

Increase the student's level of active learning of the content
Quarterly District Assessments and School Based Assessments

Key Action 2.2

Intervention:

Adaptive and prescriptive, Teacher-Led, and Digital with Designated Time

Key Action 2.3

Effective Professional Development

- Over a long period of time (three to five years)
- Involves external experts
- Teachers are deeply engaged
- It challenges teachers' existing beliefs
- Teachers talk to each other about teaching
- School leadership supports teachers' opportunities to learn and provides opportunities within the school structure for this to happen

Timperley, Wilson, Barrar, and Fung (2007)

Professional Development Structure

- District professional development will be one Wednesday each month
- Teachers will meet by grade level or content area in a central location
- Professional development is one hour
- Professional development will be delivered by Teacher Facilitators and the Curriculum Department

75 Minute Professional Development

- What standards do we want our students to master? (15 minutes)
- How will we teach this standard to students? (30 minutes)
- How will we know students have mastered this standard? (15 minutes)



Current Projects

- Researching a Universal Screener w/ adaptive capabilities
- Developing a Four Category, Rubric-based walkthrough for Principals and Instructional Support Staff
- Providing Focused, 10-minute Feedback Conference Training to Principals
- Planning a K-2 Literacy focus through use of Phonics as a foundation with Balanced Literacy as the instructional design model
- Middle school instructional revitalization effort
- Providing Pre-AP training to middle school core teachers to enhance rigor and provide equity, excellence, and access for all students
- Summer institute for our lowest performing schools to receive content-specific PD and student engagement strategies
- Master schedule training for all secondary schools to include intervention models
- Special Education and ELL Program Evaluations

Questions?

Human Resources Teacher Status Report

Ms. Jennifer Collier



Human Resources

Department Goals:

- To operate with a high level of professionalism at all times and in every situation.
- To offer a high level of customer service to all stakeholders, in every aspect of our roles as HR professionals.
- To recruit and retain highly qualified, good-fit candidates for our schools and supporting offices/departments, which closely mirrors our student and community demographics.
- To provide optimal, timely support regarding evaluation and managing of staff, for our schools and other district departments.
- To refine and implement systems and procedures for the daily work of HR in order to create consistency and efficiency in our work products and services.

Staffing Update

Vital Statistics

	2014-2015	2015-2016	2016-2017	2017-2018
Total # of Teacher Applicants	872	989	1014	963
Total # of new teacher hires	238	180	182	208
Total # of elementary hires	109	78	94	120
Total # of secondary hires	71	59	68	81
Total # of classified staff hires	333	196	114	121
Total # of new Principal hires	6	10	7	10 (1 internal move) (6 internal hires) (3 external hires)

Remaining Vacancies

Type (total)	Location
Secondary (2)	Northeast High-Science, NEM- Math,
Elementary (6)	Banneker (K, 4 th), Garfield (K), Longfellow (K), Wheatley (3 rd , 6 th)
Specials (2 PT/ 2 FT)	FLA (PE/.6), Knotts (Art/.4), Rogers (music), Faxon/Carver (computers)
ESL (2)	Science, ELA

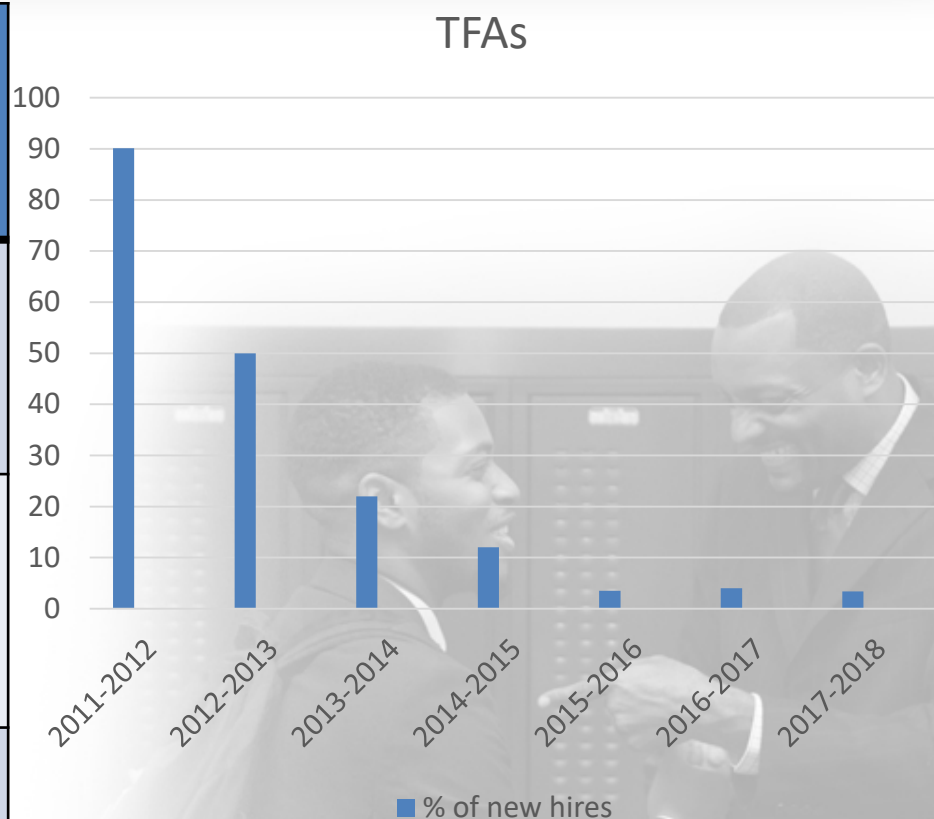


Teach for America

Historical Data

2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
147 TFAs	83 TFAs	45 TFAs	29 TFA's	6 TFAs	8 TFAs	7 TFAs
163 New hires	166 New hires	208 New hires	238 New hires	180 New hires	182 New hires	208 New hires
90.1%	50%	22%	12%	3.5%	4%	3.36%

% of New Hires TFA



Teacher Status Report

Quick Look	
# of First Year Teachers to KCPS	208
# of First Year Teachers to KCPS & Education	86
# of Slots filled by KCPS Full Time Substitutes	3
% of Teachers appropriately Certified	97.1%

Strategies to Address Staffing Issues

- Incentives for early notice of Retirement/Resignation
(Due December 22nd)
- Offer early/ on-the-spot contracts (KCPS Job Fair and other job fairs)
- Create Surplus Teacher Initiative (hard-to-fill areas)
- Strengthen and forge new partnerships with local universities (School of Education Visits)
- Increase recruitment sites and strategies (i.e. Montessori, HBCUs, Bilingual)

Strategies to Address Staffing Issues

– **University of Missouri- KC (UMKC)**

- Student teacher placement (8 for Spring)
- Professional Development Schools (Hartman, Garfield, Whittier)
- Working collaboratively with UMKC School of Education, Curriculum and Instruction to design a “Grow your Own”, Education Prep Program.

– **University of Missouri-Columbia**

- MU Fellows: Graduate students who teach a year in our schools, while simultaneously earning a master’s degree (Hale Cook, Gladstone, NEM)- 3 for SY18

Strategies to Address Staffing Issues

- **Teach for America (TFA)**

- In 2014-2015, hired 29
- In 2015-2016, hired 6
- In 2016-2017, hired 8
- In 2017-2018 to-date, hired 7

- **Kansas City Teacher Residency (KCTR)**

- Residents earn a master's degree while interning for a full year with a master teacher. Year 2, residents become the teacher of record. Current Placement: Garcia, Northeast Middle, Rogers, Troost)- 10 residents for SY18

Strategies to Address Staffing Issues

– TeachKC Partnership

- (collaborative area-wide recruitment effort sponsored by Kauffman Foundation)

– Experience KCPS (December Grad visits/hires)

– Quarterly Teacher Check-Ins- In partnership with CIPD

- Tuesday, September 19th (K-2nd grade teachers)
- Thursday, September 21st (3rd-6th grade teachers)
- Friday, September 22nd (7th-12th grade teachers)

Questions?

RSIT Breakout Discussion



Feedback/Requests



Monthly Meeting Date

