Kansas City Public Schools and Department of Elementary and Secondary Education

October 24, 2017

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Focus and Priority Schools

How our District's Strategic Plan is Aligned to Accountability Plans

"Moving the District Forward"

Dr. Anthony Lewis and Elizabeth Austin

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"Improving is hard work. To improve implies intent, consideration and coordination. Tangible, significant and sustainable progress can only happen with honest assessments, careful planning and faithful execution."

Dr. Mark T. Bedell

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Focus and Priority Schools

Focus Schools:

- Within the lowest performing 10% of the remaining Title I schools as determined by ELA and Math proficiency of the super-subgroup

Priority Schools:

- Within the lowest performing 5% of Title I schools (eligible or served) as determined by ELA and math proficiency; or
- A high school with a graduation rate less than 60% for three consecutive years

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Focus and Priority Schools

Focus Schools

- Garfield
- Gladstone
- Longfellow
- Rogers
- Wheatley
- Whittier

Priority Schools

- ACCPA
- Banneker
- Central Academy
- Faxon
- King
- Melcher
- Northeast High
- Southeast High
- Troost

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Core Elements for Student Achievement

- Leadership
- Collaborative Cultures
- Curriculum, Instruction and Assessment
- School Culture
- Student Attendance

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Accountability Plans

- Principals received PD – July/August
- Principals and School Leadership Teams draft plans
- Plans submitted – September 29th
- Plans reviewed by District Leadership
- Principals revise plans based on feedback
- Plans implemented and monitored

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Accountability Plan Goals

Leadership *An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students.*	**CSIP:** Goals 1-5 Pillar C Strategic Priority 9	**Principal Evaluation:** Standard 2
Collaborative Cultures *Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.*	**CSIP:** Goal 3	**Teacher Evaluation:** Standard 7 Standard 9
Curriculum, Instruction and Assessment *Curriculum, instruction and assessments are comprehensive and aligned with the core academic standards. Effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.* ☐ English Language Arts ☐ Math ☐ Science	**CSIP:** Goal 1 Goal 2 Goal 3 Goal 4	**Teacher Evaluation:** Standard 1 Standard 2 Standard 3 Standard 4 Standard 7
School Culture *A positive school culture and climate is one where individuals feel valued, cared for and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school.*	**CSIP:** Goal 2	**Teacher Evaluation:** Standard 2 Standard 5 Standard 7
Student Attendance *Regular attendance in class is an important factor to a student's success in school. 90% of the students should be in attendance 90% of the time*	**CSIP:** Goal 5	**Teacher Evaluation:** Standard 7

Identify Prioritized Needs

Prioritized Needs for the Building.	**1. Establish a collaborative culture to support high achievement and personal development.** **2. Improve classroom instruction to increase student performance in Reading, Math and Science.** **3. Effective implementation of Instructional Technology using the 1:1** **4. Improving teacher tech … ofessional development** **5. Hire a Parent Liaison t … and parental involvement.** **6. Implement before and …** **7. Professional developm … g, QRI, & AlphaKids.** **8. Analyze and Track stu … nthly to create next steps for Reading, Math & Science.**

	9. Attendance and Behavior Support Interventionist will work to decrease the number of days lost to instruction and increase student attendance.

Identify Prioritized Needs

Prioritized Needs for the Building.	1. Establish a collaborativ hievement and personal development. 2. Improve classroom inst performance in Reading, Math and Science. 3. Professional developme ng, QRI, & AlphaKids.

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Goal Pages

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

The teachers at Banneker Elementary will collaborate in grade levels and PLCs to tier students for intervention for ELA, Math & Science for the 2017-18 school year.
The students at Banneker Elementary school scori ELA will increase by 3% by the end of the 2017-18 school year on the MAP test.
The students at Banneker Elementary school scori Math will increase by 3% by the end of the 2017-18 school year on the MAP test.
The students at Banneker Elementary school scori Science will increase by 3% by the end of the 2017-18 school year on the MAP test.

Rationale (name the existing conditions/data poin ne objective/goal):

Utilizing the district curriculum, common assessm address high impact targets supported by research to increase higher order thinking skills a

- **Teachers will examine and analyze d**

- **Teachers will examine and analyze data from the NWEA scores**
- **Teachers will examine and analyze data from the completed data cycles**
- **Tier students in ELA and Math for strategic intervention**
- **Teachers will use Alpha Kids/ QRI for intervention**
- **Daily Trackers in Reading, Math & Science**

Goal Pages

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

The students at Banneker Elementary school scoring proficient and advanced in ELA will increase by 3% by the end of the 2017-18 school year on the MAP test.
The students at Banneker Elementary school scoring proficient and advanced in Math will increase by 3% by the end of the 2017-18 school year on the MAP test.
The students at Banneker Elementary school scorin Science will increase by 3% by the end of the 2017-18 school year on the MAP test.

Rationale (name the existing conditions/data points to s ective/goal):

- **Student performance data from the 2014 MA students tested scored proficient or advanced in ELA and 13.8% of the students tested scored athematics 16.0% of 5th Grade Science students tested scored proficient & advanced.**
- **Student performance data from the 2015 MAP showed that 18.9% of the students scored proficient or advanced in ELA and 5.7% of the students tested scored proficient or advanced in Mathematics 16.0% of 5th Grade Science students tested scored proficient & advanced.**
- **Student performance data from the 2016 MAP showed that 21.4% of the students scored proficient or advanced in ELA and 10.3% of the students tested scored proficient or advanced in Mathematics and 11.1% of 5th Grade Science students tested scored proficient & advanced.**

Measurable Adult Behaviors:

- Teachers will meet as a grade level team to discuss and implement instructional strategies and student achievement.
- Teachers will conduct peer "Classroom Walkthroughs" quarterly to identify instructional practices in need of improvement and celebrate best practices.
- Teachers will include differentiated instructional strategies in lesson plans
- Teachers will include 1-2 critical questions per content area in their lesson plans
- Teachers will use the district curriculum

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.

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

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

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SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

Utilizing the National SAMS process, the principal will decrease management task by 30% and increase instructional leadership task by 30%, as measured by the SAMS Time Track portal, by January 2018.

Measurable Adult Behaviors:

- Principal will meet with SAM daily to discuss and plan the week
- The SAM will help the administrator plan daily, weekly & monthly calendar
- Principal will complete weekly walkthroughs with every teacher and provide feedback
- Principal will attend bi weekly grade level/Data teams meeting with each grade level
- Principal will conduct "Classroom Walkthroughs" each week to identify instructional practices in need of improvement, especially practices related to student engagement in English language arts and math.

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).

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Support

- Monthly teacher trainings on the implementation of the standards in classrooms
- Embedded professional development for K-2 reading teachers in our Focus and Priority schools
- Quarterly professional development in mathematics instruction for grades 3-9 (including Algebra I)
- Campus collaborative walkthroughs specifically looking at the tasks that students are engaged in
- Instructional focus at each monthly meeting with curriculum rotations
- Principal's Professional Learning Communities (PLC's) with walkthroughs focusing on the task
- Increased Assistant Principal Allocation
- Principal Coach

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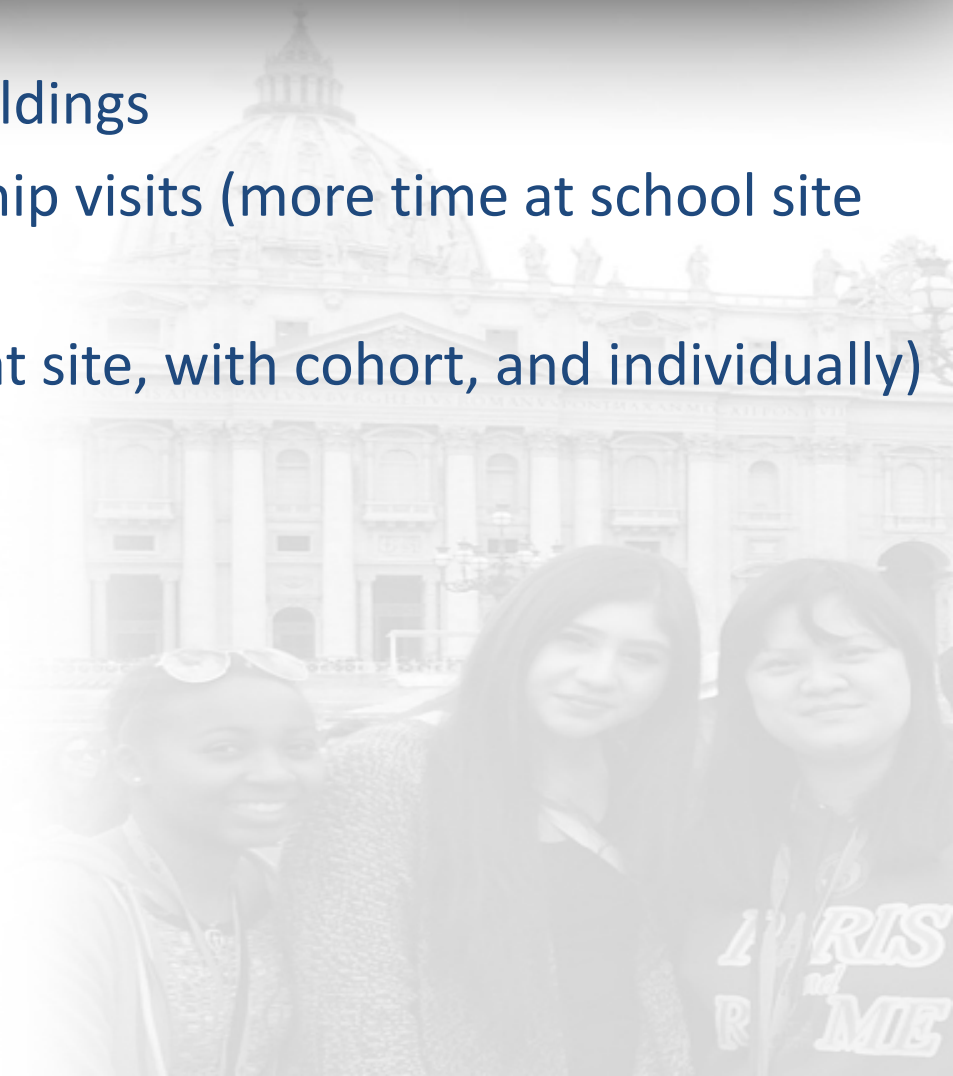
Progress Monitoring

- Assistant Superintendents spend 50% of their times in buildings
- Increased Curriculum and Instruction and School Leadership visits (more time at school site with focused follow-up, more monitoring)
- Monthly meetings to Monitor Accountability Plan Goals (at site, with cohort, and individually)
- Monitor Achievement Series Data
- Monitor Discipline Data
- Monthly Attendance PLC's



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Questions?

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Plan for Addressing Students Scoring Below District Averages

Dr. Marla Sheppard and Dr. Trinity Davis

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Plan for Addressing Students Scoring Below District Averages
Plan Implementation, Monitoring and Measuring

2017-18	
Quarterly Data Reviews	November 2017
	January 2018
	March 2018

2018-19	
Master Schedule with built-in Interventions	Training 2017-18 school year
Individualized Interventions based on MAP/Universal Screener Results	August 2018- May 2019
Quarterly Data Reviews	October January March

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Principals Meeting Agenda:

- Provide principals with disaggregated results in Math and ELA per school per teacher
- Complete chart that identifies low SE's per school/grade
- Unpack standards that are below district average
- Devise Intervention plan with use of spiraling
- Plan for principals to work with teachers per student

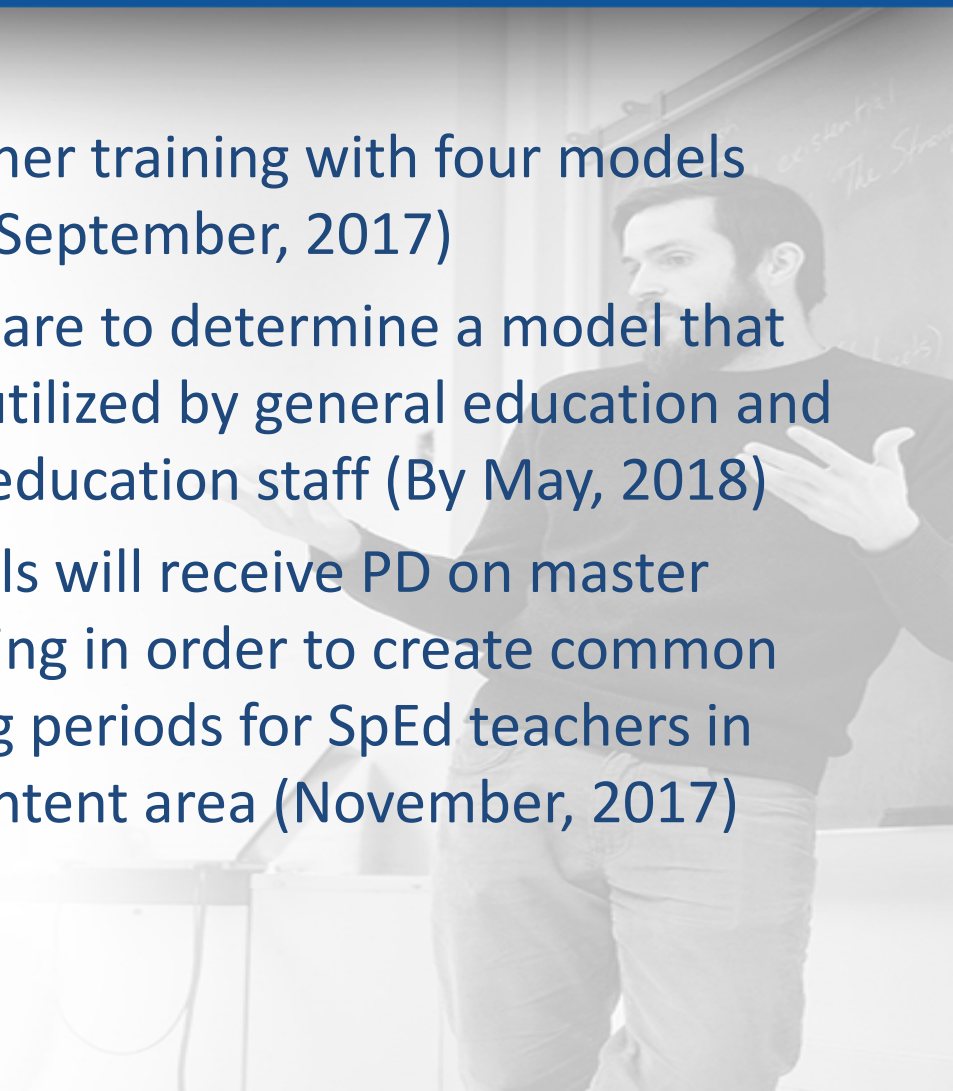
Plan for Addressing Students Scoring Below District Averages
Plan Implementation, Monitoring and Measuring

IEP Students / Non- MAP A

- Currently, a special education program evaluation is being conducted
- Our goal is to determine whether there is an efficient and effective model in place to create improved outcomes for IEP students

Trainings

- Co-teacher training with four models taught (September, 2017)
- Schools are to determine a model that will be utilized by general education and special education staff (By May, 2018)
- Principals will receive PD on master scheduling in order to create common planning periods for SpEd teachers in their content area (November, 2017)



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Plan for Increasing ACT, Algebra I and English 2 Scores

Dr. Marla Sheppard and Dr. Trinity Davis

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Plan for increasing ACT, Algebra I and English 2 Scores in District High Schools

Increasing ACT Scores

- Partnership with Urban League for ACT prep
- Incorporate ACT prep class into high school master schedule (2018-19)
- Increase the number of AP/Pre-AP courses offered at high schools (2018-19)
- Use Pre-ACT data to determine need for students and provide tutorials (2017-18)

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Increasing Algebra I and English 2 Scores

- Evaluate the effectiveness of the curriculum (CGCS) (2017)
- Provide quarterly PD through AIMS (2017-18)
- Provide Abydos English PD for 9th and 10th grade teachers (2017-18 summer)
- Monthly Algebra I and English 1 and 2 PD by teacher facilitators (2017-18)
- Quarterly data reviews (2017-18)
- Tiered visits by curriculum coordinators
- Provide final exam exemptions for students scoring Proficient or Advanced on EOC Exam (2017-18)- Student motivation

Data Teams, Response to Intervention PD Training

Dr. Marla Sheppard and Dr. Trinity Davis

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Data Teams, Response to Intervention PD Training (2017-18)

- Provide PD for teachers on the workshop model (Curriculum Coordinator)
- Professional development through consultants to provide engaging instructional strategies in literacy and math
- District data teams will be utilized quarterly in effort to model for principals school-level actions (Department of School Leadership)
- June, 2018 required PD hours in RtI for all schools (Summer Institute)

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Data Teams, Response to Intervention PD Training (2018-19)

- Provide push-in support during intervention time for students in need of additional help (elementary)- Training, Summer 2018
- Provide a second block of reading and/or math at the secondary level for students scoring ***Below Basic*** on MAP (secondary)- Training, Summer 2018
- Master schedule training to meet the needs of ALL learners
- Data Meeting in May/June, 2018
- Universal Screener with Adaptive Capabilities

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Strategic Plan “Scorecard”
Progress Measurements and How We Mark Progress

Mr. Jesse Lange

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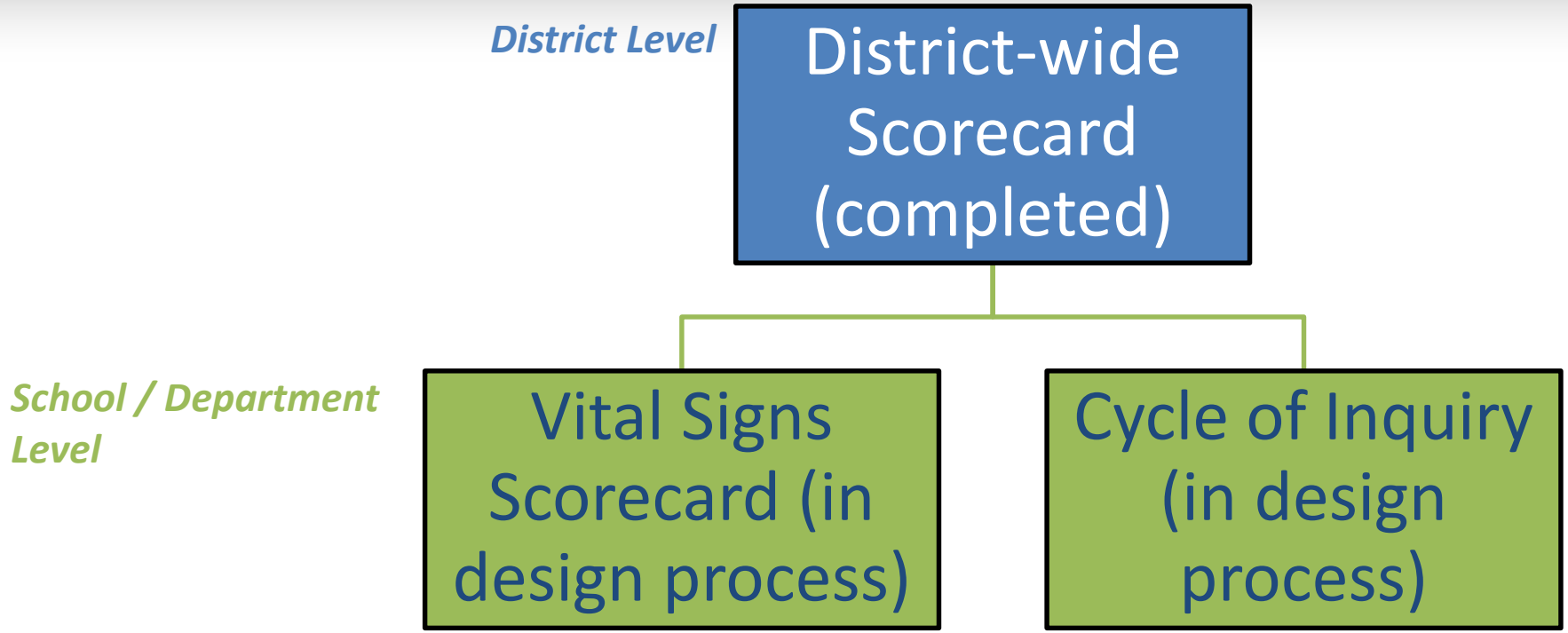
Ways to Measure Progress



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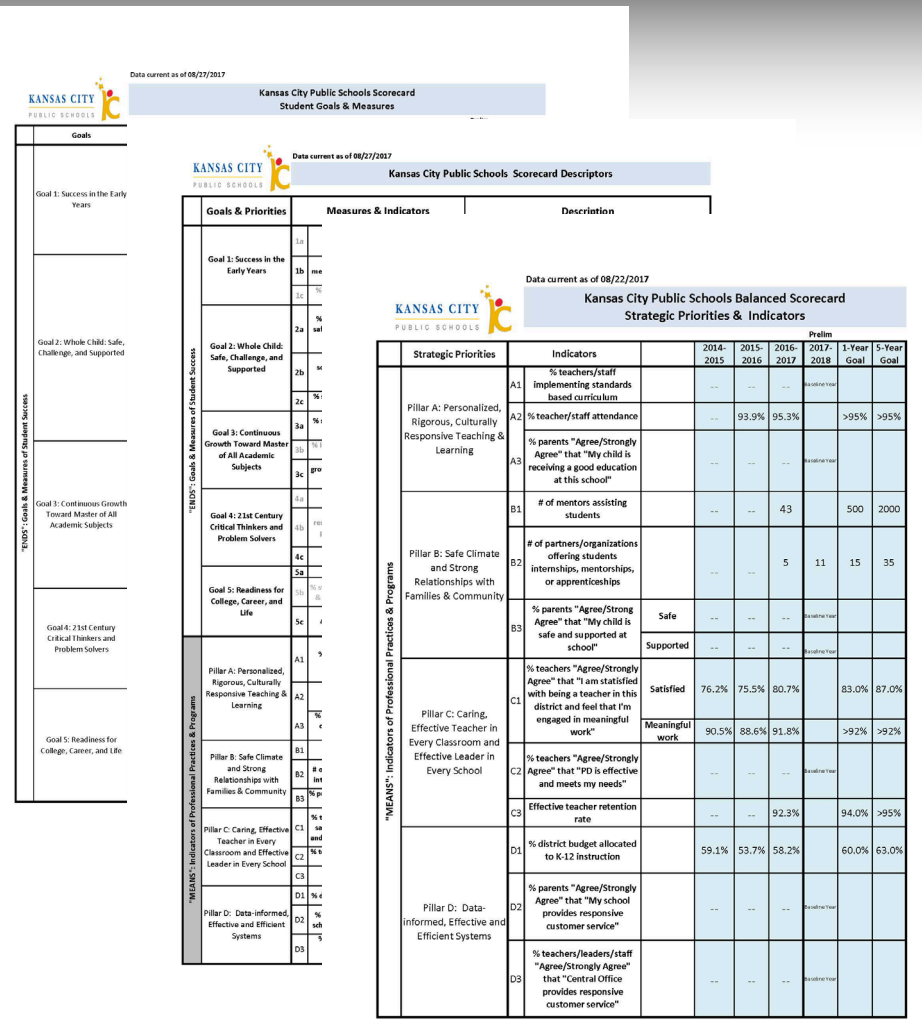
District-wide Scorecard

- Annual tracking
- Compares to Missouri state averages
- Reported to Board and public



Data current as of 08/27/2017

Kansas City Public Schools Scorecard
Student Goals & Measures

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

"ENDS": Goals & Measures of Student Success

Data current as of 08/27/2017

Kansas City Public Schools Scorecard Descriptors

Goals & Priorities	Measures & Indicators	Description
"ENDS": Goals & Measures of Student Success		
Goal 1: Success in the Early Years	1a	
	1b	
	1c	
Goal 2: Whole Child: Safe, Challenge, and Supported	2a	
	2b	
	2c	
Goal 3: Continuous Growth Toward Master of All Academic Subjects	3a	
	3b	
	3c	
Goal 4: 21st Century Critical Thinkers and Problem Solvers	4a	
	4b	
	4c	
Goal 5: Readiness for College, Career, and Life	5a	
	5b	
	5c	
"MEANS": Indicators of Professional Practices & Programs		
Pillar A: Personalized, Rigorous, Culturally Responsive Teaching & Learning	A1	
	A2	
	A3	
Pillar B: Safe Climate and Strong Relationships with Families & Community	B1	
	B2	
	B3	
Pillar C: Caring, Effective Teacher in Every Classroom and Effective Leader in Every School	C1	
	C2	
	C3	
Pillar D: Data-informed, Effective and Efficient Systems	D1	
	D2	
	D3	

Data current as of 08/22/2017

Kansas City Public Schools Balanced Scorecard
Strategic Priorities & Indicators

	Strategic Priorities		Indicators		2014-2015	2015-2016	2016-2017	Prelim 2017-2018	1-Year Goal	5-Year Goal
"MEANS": Indicators of Professional Practices & Programs	Pillar A: Personalized, Rigorous, Culturally Responsive Teaching & Learning	A1	% teachers/staff implementing standards based curriculum		--	--	--	Baseline Year		
		A2	% teacher/staff attendance		--	93.9%	95.3%		>95%	>95%
		A3	% parents "Agree/Strongly Agree" that "My child is receiving a good education at this school"		--	--	--	Baseline Year		
	Pillar B: Safe Climate and Strong Relationships with Families & Community	B1	# of mentors assisting students		--	--	43		500	2000
		B2	# of partners/organizations offering students internships, mentorships, or apprenticeships		--	--	5	11	15	35
		B3	% parents "Agree/Strong Agree" that "My child is safe and supported at school"	Safe	--	--	--	Baseline Year		
				Supported	--	--	--	Baseline Year		
	Pillar C: Caring, Effective Teacher in Every Classroom and Effective Leader in Every School	C1	% teachers "Agree/Strongly Agree" that "I am statisfied with being a teacher in this district and feel that I'm engaged in meaningful work"	Satisfied	76.2%	75.5%	80.7%		83.0%	87.0%
				Meaningful work	90.5%	88.6%	91.8%		>92%	>92%
		C2	% teachers "Agree/Strongly Agree" that "PD is effective and meets my needs"		--	--	--	Baseline Year		
		C3	Effective teacher retention rate		--	--	92.3%		94.0%	>95%
	Pillar D: Data-informed, Effective and Efficient Systems	D1	% district budget allocated to K-12 instruction		59.1%	53.7%	58.2%		60.0%	63.0%
		D2	% parents "Agree/Strongly Agree" that "My school provides responsive customer service"		--	--	--	Baseline Year		
		D3	% teachers/leaders/staff "Agree/Strongly Agree" that "Central Office provides responsive customer service"		--	--	--	Baseline Year		

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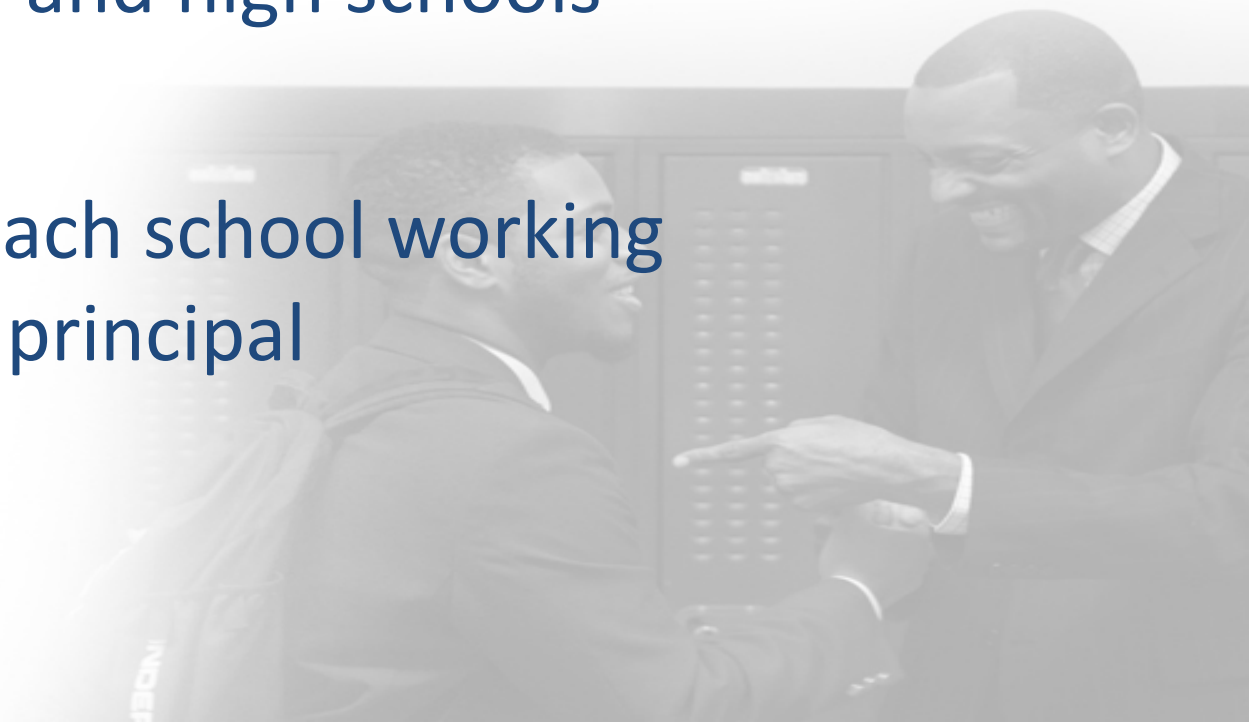
Vital Signs Scorecard (School Level)

Designing dashboards of key indicators of student learning and professional practices for KCPS elementary, middle, and high schools

Will apply the design to each school working collaboratively with each principal



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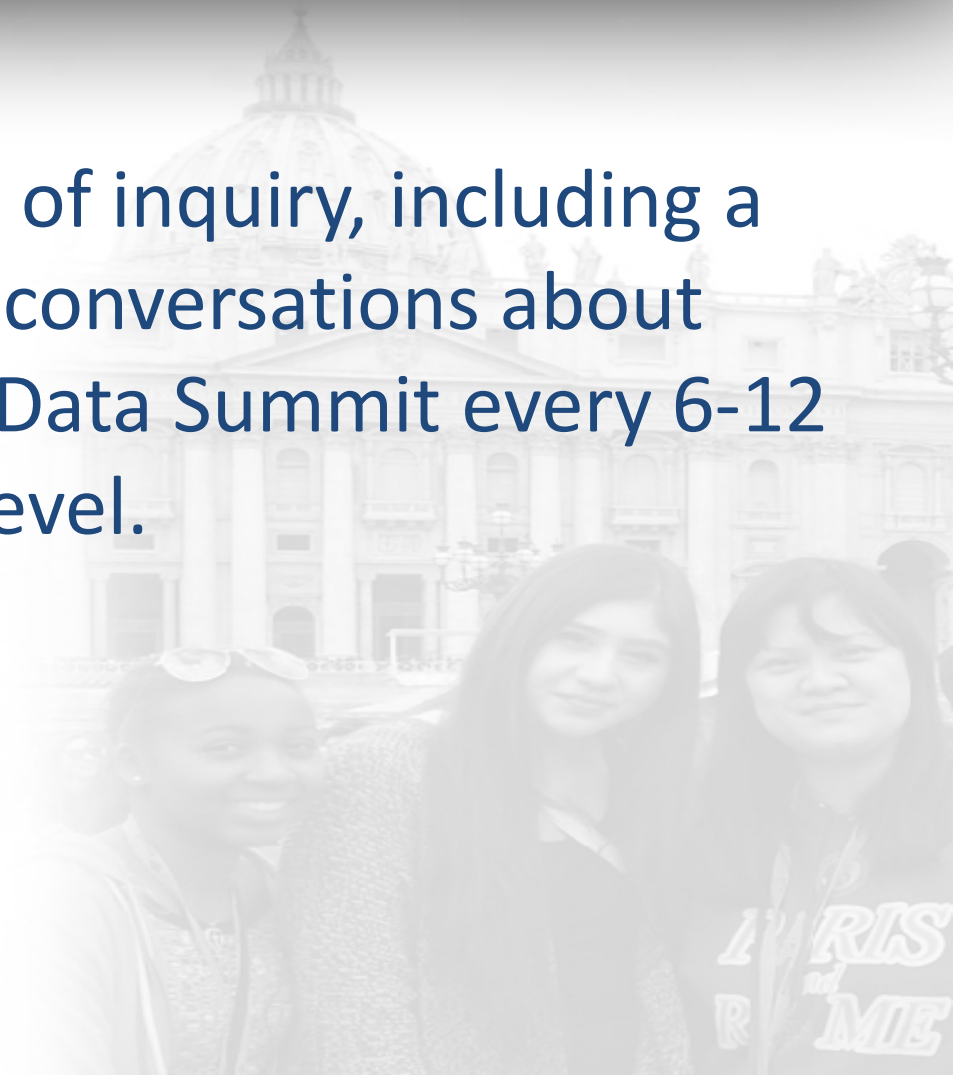
Cycle of Inquiry and Data Summit

Designing a framework for conducting cycles of inquiry, including a process for holding evidence-based collegial conversations about student learning and professional practices (Data Summit every 6-12 weeks) at the school-level and department-level.



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Additional Planning Work

- Annual School Improvement Plans
- Annual Department Work Plans
- Leadership Coaching & Support
- Progress Reports for Stakeholders

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Questions?

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Update on Recent Academic Achievement Data NWEA

Dr. Anthony Lewis & Ms. Elizabeth Austin

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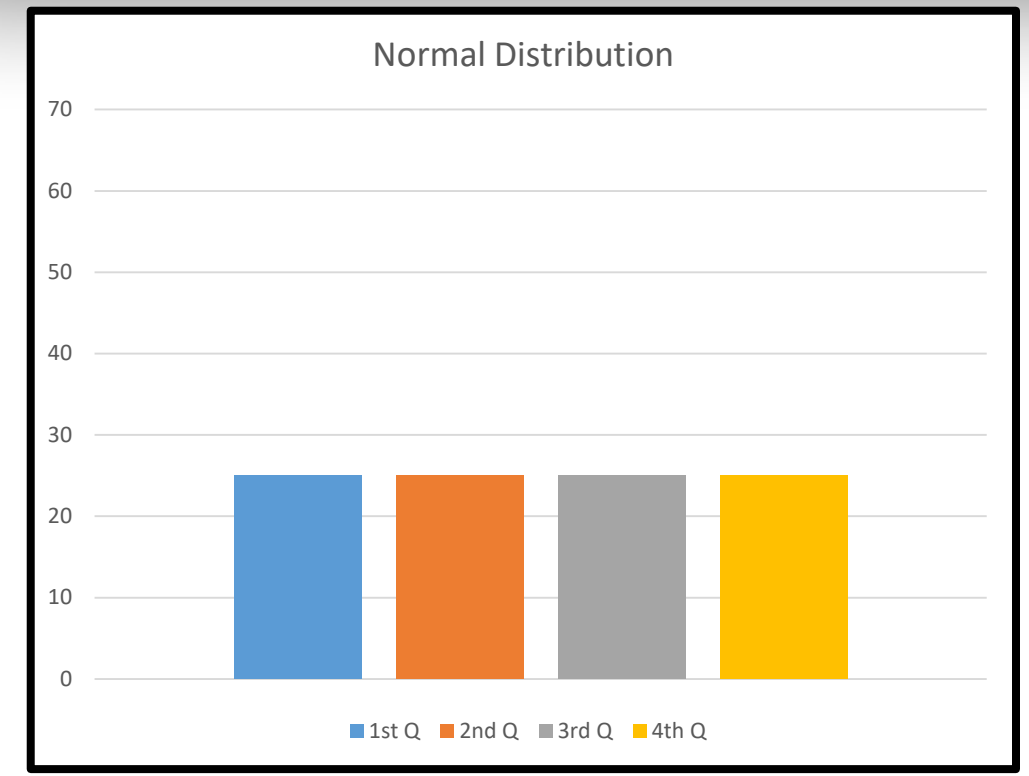
KCPS SY18 Fall NWEA Mathematics



Data is divided into quartiles

KEY

EAY 16 & 17 = Enrolled All Year School Year16 & 17

EAY 17 = Enrolled All School Year 17

N EAY 17 = Not Enrolled All School Year 17

Not Enrolled SY17 = Not Enrolled School Year 17

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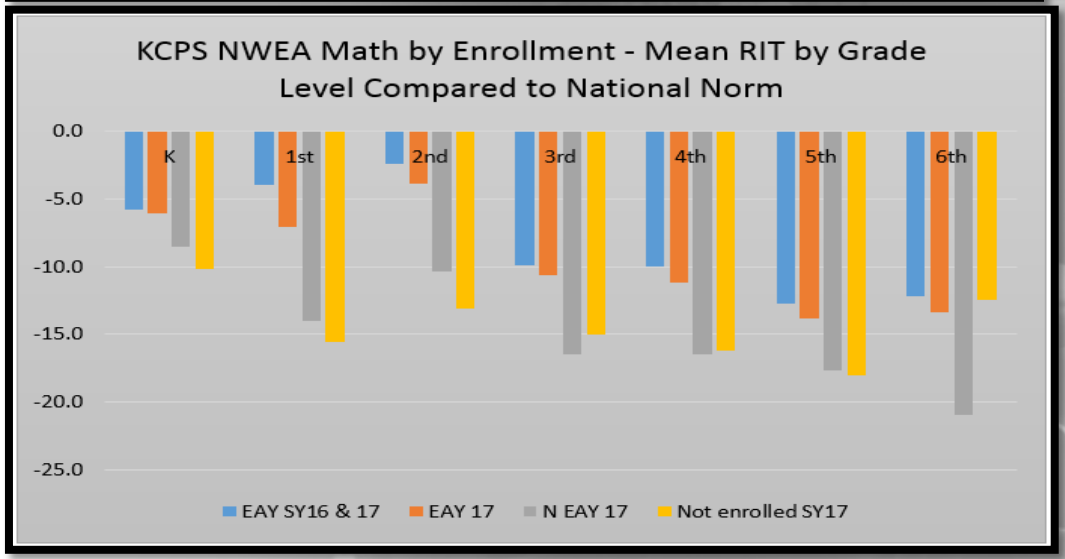
KCPS SY18 Fall NWEA Mathematics

NWEA Fall Administration provides baseline data for growth analysis.

Analysis of Enrollment trends when applied to the NWEA assessment in Mathematics starkly illustrates that students who exhibit a level of enrollment stability exhibit a higher level of academic performance than students experiencing mobility.

EAY = Enrolled all Year
N EAY = Not Enrolled All Year

	Quartile				
	1st	2nd	3rd	4th	Students
Mathematics	**51.47%**	**25.66%**	**15.49%**	**7.39%**	**8961**
K	45.10%	36.25%	12.29%	6.35%	960
1	47.08%	24.29%	17.64%	10.99%	992
2	36.31%	26.29%	20.14%	17.25%	1107
3	54.45%	26.59%	14.77%	4.19%	1192
4	54.72%	23.21%	16.61%	5.46%	1228
5	59.34%	24.52%	12.48%	3.66%	1146
6	54.81%	25.25%	14.73%	5.21%	1018



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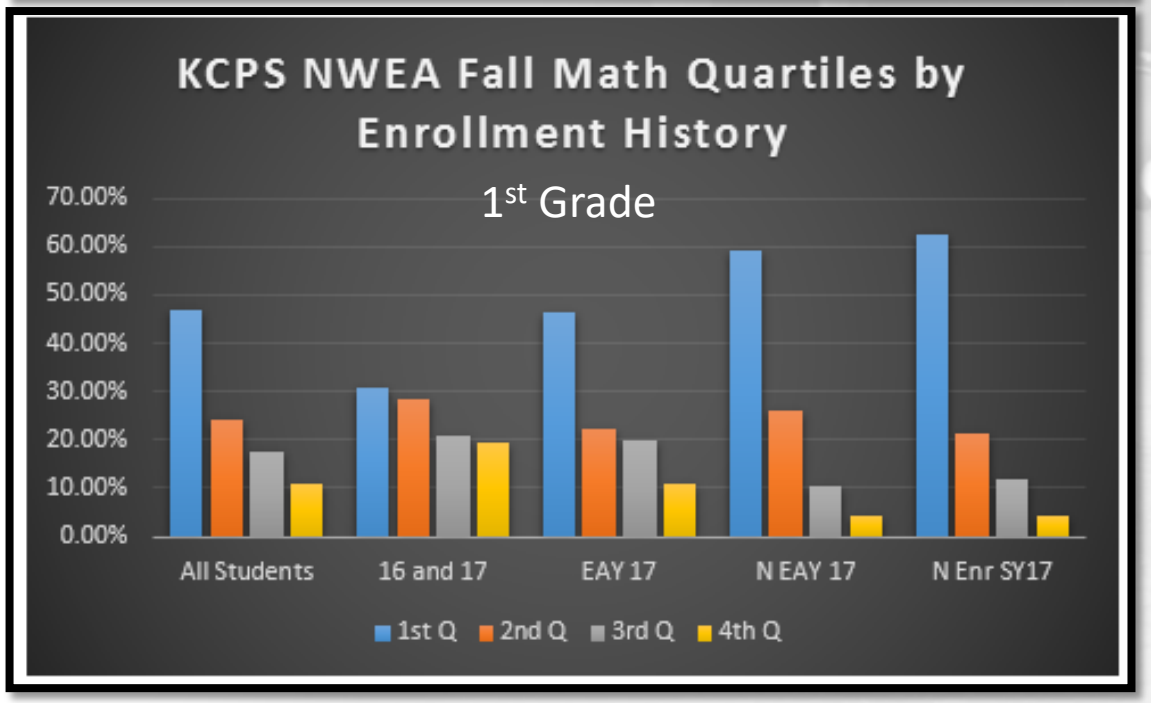
KCPS SY18 Fall NWEA Mathematics
1st Grade

- KCPS 1st Graders that were enrolled all year (Kindergarten and Pre K) had approximately 25% more students score in the third and fourth quartiles compared to student enrolled for less than a whole year.

- Students not enrolled in KCPS for SY17 had 31.8% of students tested score in the first quartile compared to students enrolled all year in SY16 and SY17.

KCPS 1st Grade Math - NWEA Fall SY18

	1st Q	2nd Q	3rd Q	4th Q	Students
All Students	**47.08%**	**24.29%**	**17.64%**	**10.99%**	**992**
16 and 17	30.91%	28.64%	20.91%	19.55%	220
EAY 17	46.53%	22.45%	20.00%	11.02%	490
N EAY 17	59.39%	26.06%	10.30%	4.24%	165
N Enr SY17	62.39%	21.37%	11.97%	4.27%	117



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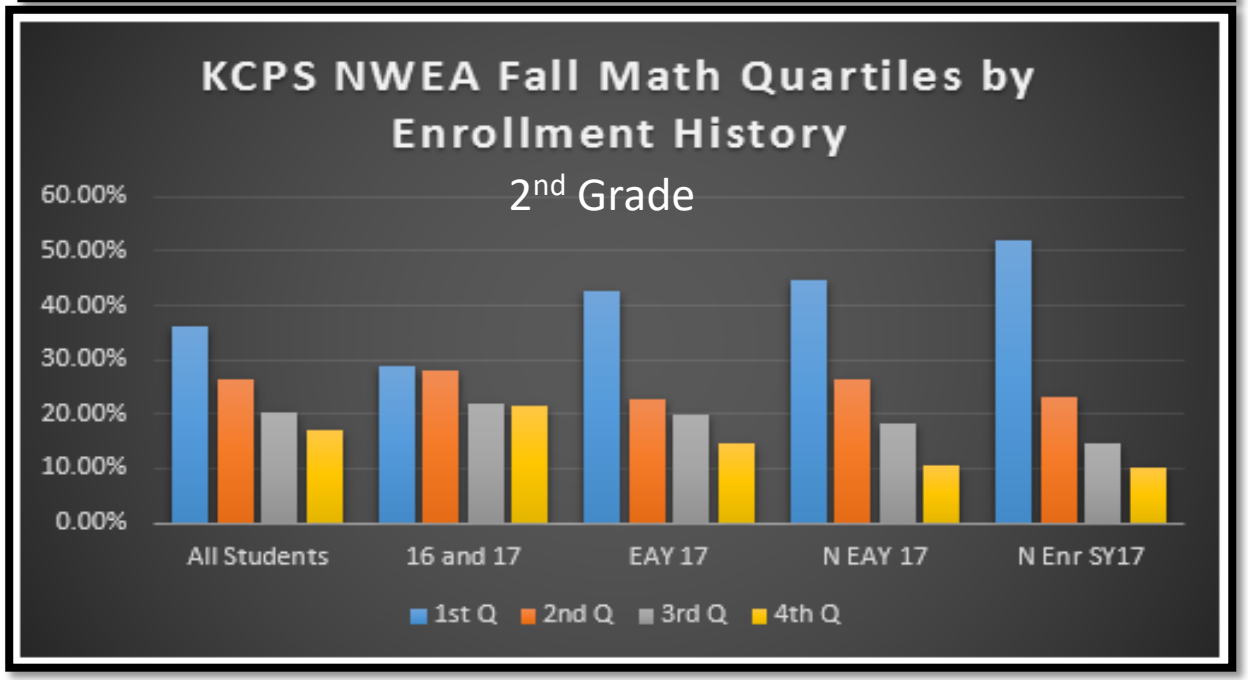
KCPS SY18 Fall NWEA Mathematics 2nd Grade

- KCPS 2nd Graders that were enrolled all year had approximately 19% more students score in the third and fourth quartiles compared to student enrolled for less than a whole year.
- Students not enrolled in KCPS for SY17 had 23.2% of students tested score in the first quartile compared to students enrolled all year in SY16 and SY17.

KCPS 2nd Grade Math - NWEA Fall SY18

	1st Q	2nd Q	3rd Q	4th Q	Students
All Students	**36.31%**	**26.29%**	**20.14%**	**17.25%**	**1107**
16 and 17	28.76%	27.95%	21.81%	21.49%	619
EAY 17	42.78%	22.78%	20.00%	14.44%	180
N EAY 17	44.69%	26.26%	18.44%	10.61%	179
N Enr SY17	51.94%	23.26%	14.73%	10.08%	129



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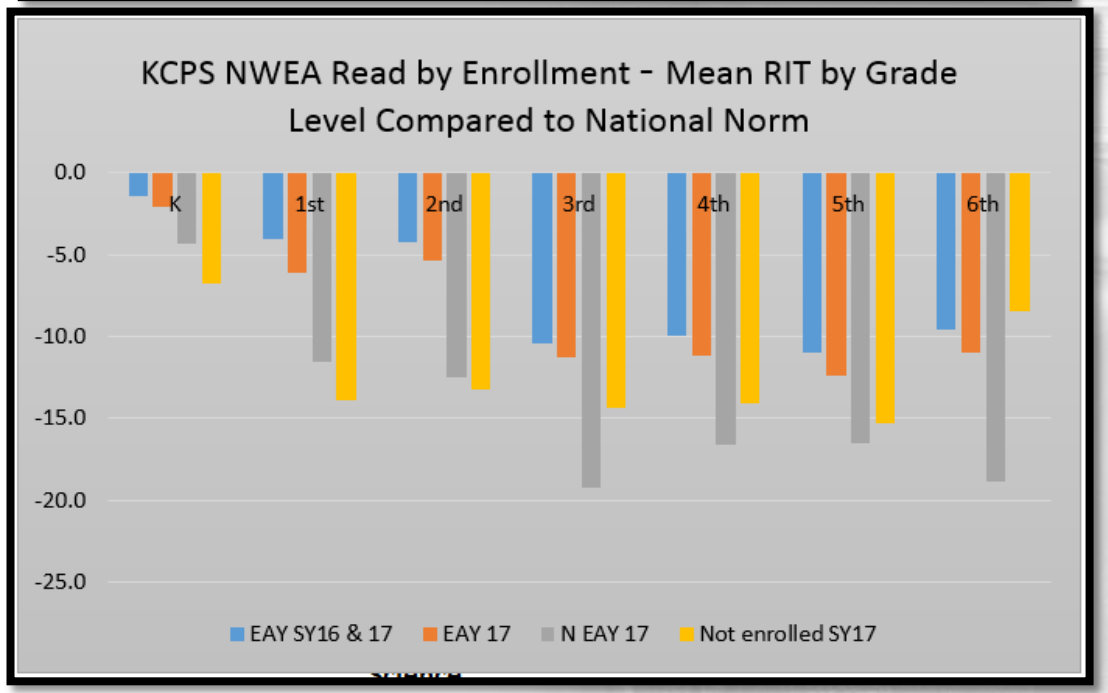
KCPS SY18 Fall NWEA Reading

- KCPS Fall NWEA Reading scores illustrate a similar pattern as Mathematics scores when viewed through the lens of mobility.
- KCPS students with enrollment stability attain a higher level of academic achievement than their peers that experience mobility. This trend is more pronounced at the earlier grades.

Reading	45.77%	26.37%	17.54%	10.33%	9118
K	32.26%	40.43%	20.27%	7.03%	967
1	44.11%	27.84%	19.56%	8.48%	1002
2	42.83%	24.80%	17.85%	14.52%	1109
3	53.01%	24.00%	13.74%	9.25%	1179
4	48.09%	23.49%	19.59%	8.84%	1256
5	50.61%	24.30%	16.90%	8.19%	1148
6	45.55%	27.08%	16.72%	10.65%	1023



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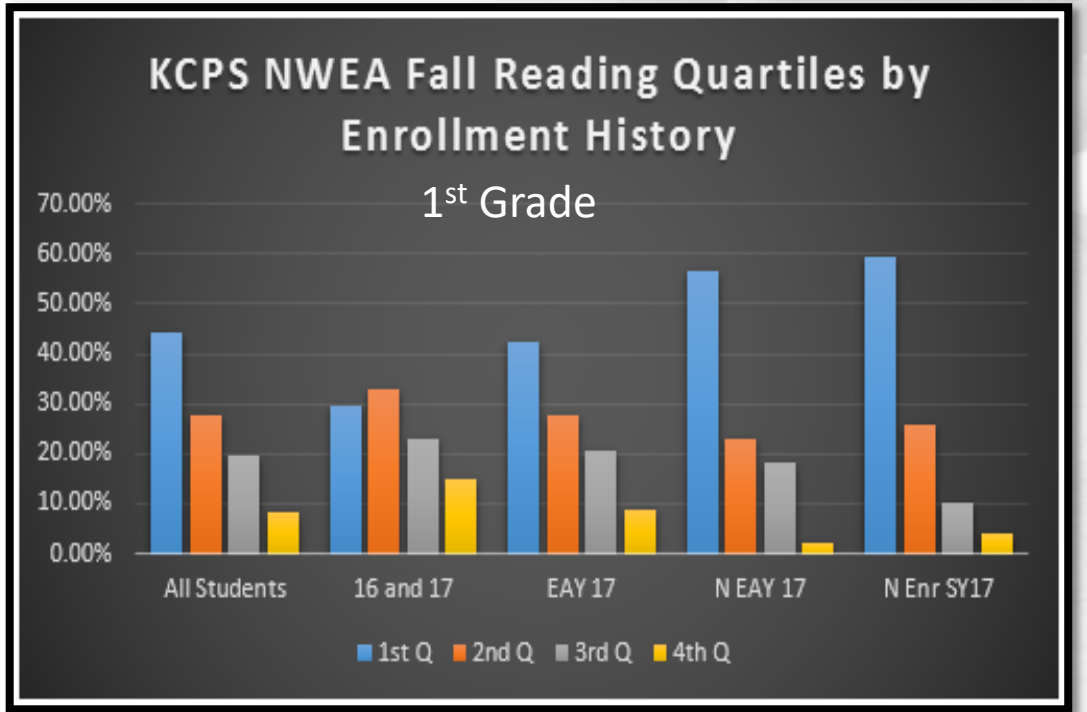
KCPS SY18 Fall NWEA Reading
1st Grade

- KCPS 1st Graders that were enrolled all year (Kindergarten and Pre K) had approximately 23% more students score in the third and fourth quartiles compared to student enrolled for less than a whole year.

- Students not enrolled in KCPS for SY17 had 30% of students tested score in the first quartile compared to students enrolled all year in SY16 and SY17.

KCPS 1st Grade Reading - NWEA Fall SY18

	1st Q	2nd Q	3rd Q	4th Q	Students
All Students	**44.11%**	**27.84%**	**19.56%**	**8.48%**	**1002**
16 and 17	29.49%	32.72%	23.04%	14.75%	217
EAY 17	42.42%	27.88%	20.81%	8.89%	495
N EAY 17	56.73%	22.81%	18.13%	2.34%	171
N Enr SY17	59.66%	26.05%	10.08%	4.20%	119



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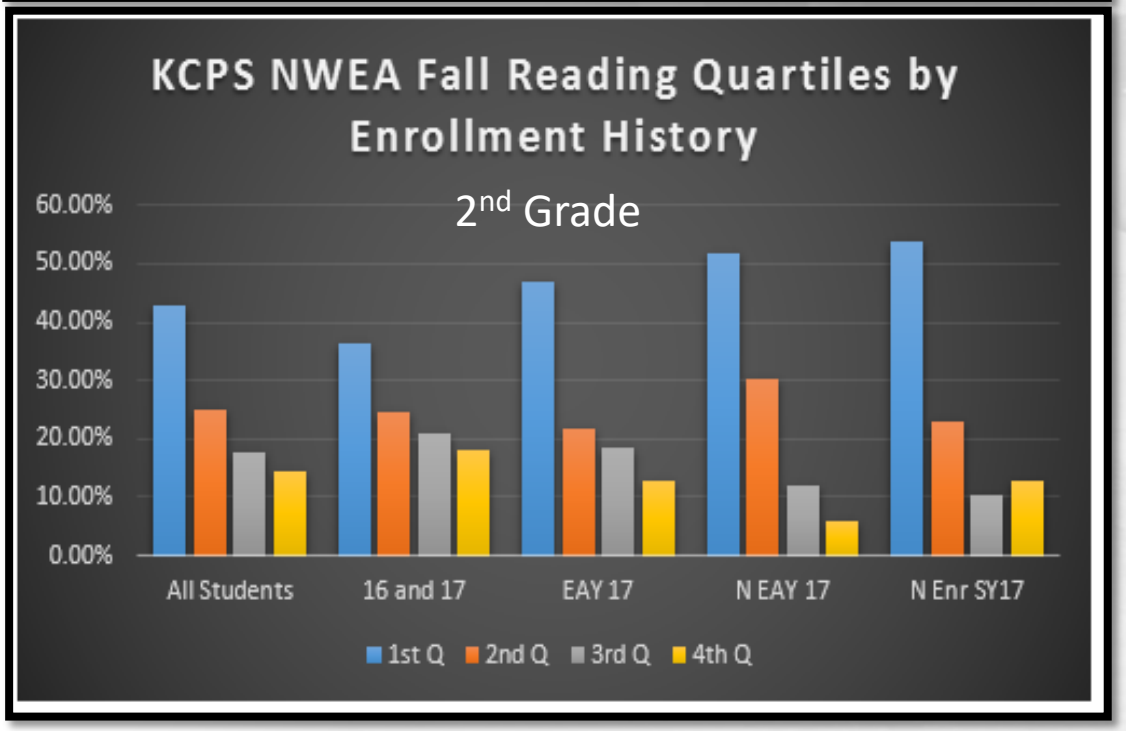
KCPS SY18 Fall NWEA Reading
2nd Grade

- KCPS 2nd Graders that were enrolled all year had approximately 16% more students score in the third and fourth quartiles compared to student enrolled for less than a whole year.
- Students not enrolled in KCPS for SY17 had 17.4% of students tested score in the first quartile compared to students enrolled all year in SY16 and SY17.

KCPS 2nd Grade Reading - NWEA Fall SY18

	1st Q	2nd Q	3rd Q	4th Q	Students
All Students	**42.83%**	**24.80%**	**17.85%**	**14.52%**	**1109**
16 and 17	36.54%	24.47%	21.04%	17.94%	613
EAY 17	47.03%	21.62%	18.38%	12.97%	185
N EAY 17	51.89%	30.27%	11.89%	5.95%	185
N Enr SY17	53.97%	23.02%	10.32%	12.70%	126



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Questions?

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RSIT Breakout Discussion

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Feedback/Requests

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Monthly Meeting Date

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