

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

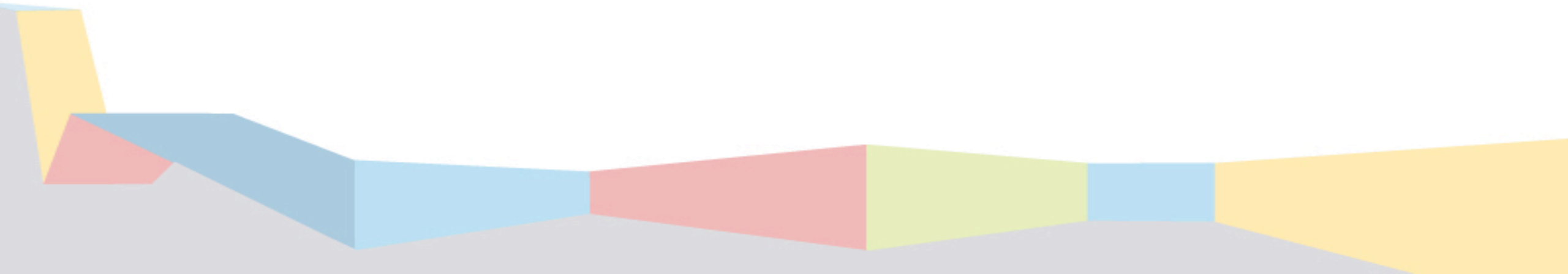
## **Regional School Improvement Team Meeting**

Tuesday, February 24, 2015

**KANSAS CITY**  
PUBLIC SCHOOLS



# **NWEA Grades 3-8 Data Fall to Winter Growth**



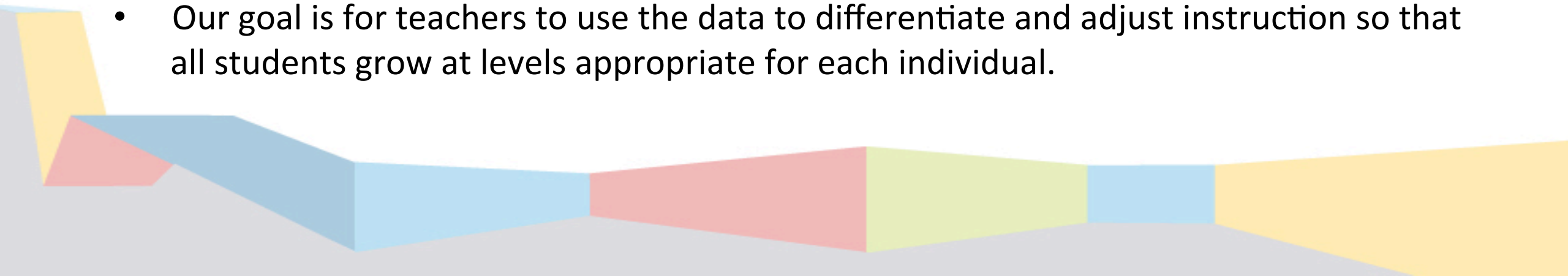
# NWEA - MAP

- Measures of Academic Progress (MAP) is a common core-aligned computerized adaptive assessment program that provides KCPS educators with the information they need to improve teaching and learning and make student-focused, data-driven decisions.
- Students in grades Kindergarten through eight are tested three times per year in math and reading. KCPS uses the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement.



# NWEA – RIT Score

- Student MAP testing results are reported in RIT scores (short for Rasch Unit). A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school.
- KCPS expects RIT scores to increase over the school year. Typically, younger students show more growth in one year than older students. Students who test above grade level often show less growth.
- Anticipated growth rates for each student are based on national norms and should be viewed as “typical” growth, not expected growth.
- Our goal is for teachers to use the data to differentiate and adjust instruction so that all students grow at levels appropriate for each individual.



# NWEA ELA 3-8

## Fall to Winter Growth

Reading NWEA Fall to Winter by Grade Level						
Grade Level	Student Count	Fall Average RIT	Winter Average RIT	Average Growth RIT	Students meeting their Growth target	% of Stdts Meeting their growth targets
3	1120	176.7	184.4	7.7	715	63.8%
4	1054	186.6	192.4	5.8	633	60.1%
5	776	193.5	199.3	5.8	497	64.0%
6	810	198.7	205.0	6.3	564	69.6%
7	722	198.1	205.1	7.0	497	68.8%
8	679	206.7	208.2	1.4	328	48.3%
<b>Grand Total</b>	<b>5161</b>	<b>191.6</b>	<b>197.5</b>	<b>5.9</b>	<b>3234</b>	<b>62.7%</b>

# NWEA Mathematics 3-8

## Fall to Winter Growth

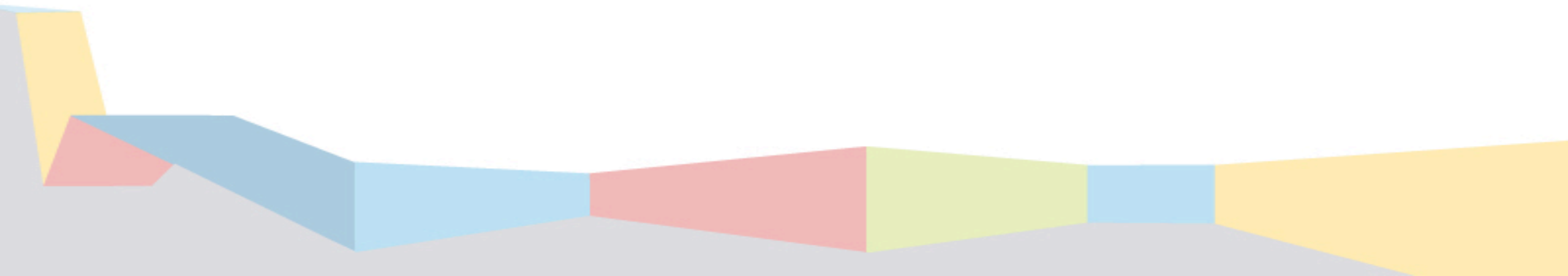
Mathematics NWEA Fall to Winter by Grade Level						
Grade Level	Student Count	Fall Average RIT Score	Winter Average RIT Score	Average Growth	Students meeting their Growth target	% of Stdts Meeting their growth targets
3	1144	180.6	188.9	8.4	710	62.1%
4	1057	191.6	197.3	5.7	572	54.1%
5	779	199.8	205.2	5.4	419	53.8%
6	821	205.2	209.7	4.5	475	57.9%
7	753	208.8	211.7	2.9	392	52.1%
8	611	211.1	213.8	2.7	304	49.8%
Grand Total	5165	197.4	202.7	5.3	2872	55.6%

# NWEA Science 4-8

## Fall to Winter Growth

Science NWEA Fall to Winter by Grade Level						
Grade Level	Student Count	Fall Average RIT Score	Winter Average RIT Score	Average Growth	Students meeting their Growth target	% of Stdts Meeting their growth targets
4	221	186.8	190.7	3.9	132	59.7%
5	735	190.8	195.5	4.7	460	62.6%
7	657	196.9	199.4	2.6	357	54.3%
8	685	199.4	201.8	2.4	344	50.2%
Grand Total	2298	194.7	198.0	3.3	1293	56.3%

# NWEA and Next Steps...



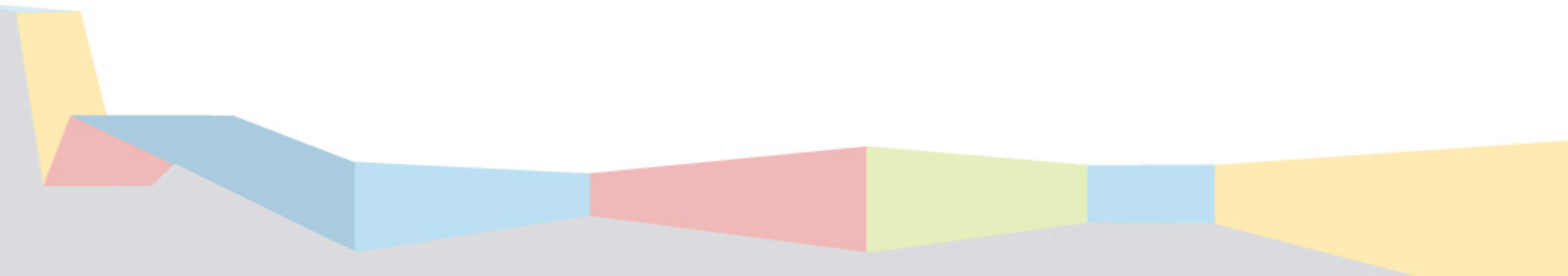


# Sample Nearing Level Report - Math

PriEnr	SiteNam	Grad	Student LastNa	Student FirstNa	ID	Gend	Rac	MAP_S CALE_S COREC	ACHIEV EMENT _LEVELC	HigherL LevelCA	LowerL LevelCA	MAPPts toHighe rLevelC	MAPPts toLowe rLevelC	Reading Fall_Tes tRITSco	Reading Winter_ TestRIT	Reading Winter_ TestPer centile	Fallto Wint erGr owth	Met Grow th
us Attucks Eleme	06					F	B	632	Basic	675	624	43	8					
us Attucks Eleme	06					M	B		Advanced	0	690	N/A	N/A					
us Attucks Eleme	06					M	B	615	elow Bas	625	0	10	N/A	154	177	1	23	Yes
us Attucks Eleme	06					M	H					N/A	N/A	158	172	1	14	Yes
us Attucks Eleme	06					M	B	651	Basic	675	624	24	27	203	215	52	12	Yes
us Attucks Eleme	06					F	B	651	Basic	675	624	24	27	202	213	46	11	Yes
us Attucks Eleme	06					F	H	629	Basic	675	624	46	5	195	202	20	7	Yes
us Attucks Eleme	06					F	A	660	Basic	675	624	15	36	207	213	46	6	Yes
us Attucks Eleme	06					M	B	637	Basic	675	624	38	13	194	199	14	5	Yes
us Attucks Eleme	06					M	B	624	elow Bas	625	0	1	N/A	194	199	14	5	Yes
us Attucks Eleme	06					M	B	656	Basic	675	624	19	32	201	206	28	5	Yes
us Attucks Eleme	06					M	B	619	elow Bas	625	0	6	N/A	183	187	3	4	Yes
us Attucks Eleme	06					M	B	581	elow Bas	625	0	44	N/A	186	190	4	4	Yes
us Attucks Eleme	06					M	B	614	elow Bas	625	0	11	N/A	196	199	14	3	Yes
us Attucks Eleme	06					F	B	616	elow Bas	625	0	9	N/A	207	210	38	3	Yes

# Curriculum and Instruction

Supporting Instruction and Learning



*Common Core Standards = Missouri Learning Standards*



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graph TD; A["Common Core Standards = Missouri Learning Standards"] <--> B["NWEA"]; B --> C["KCPS Teaching and Learning"]; C --> D["MAP"]
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NWEA

KCPS Teaching and Learning

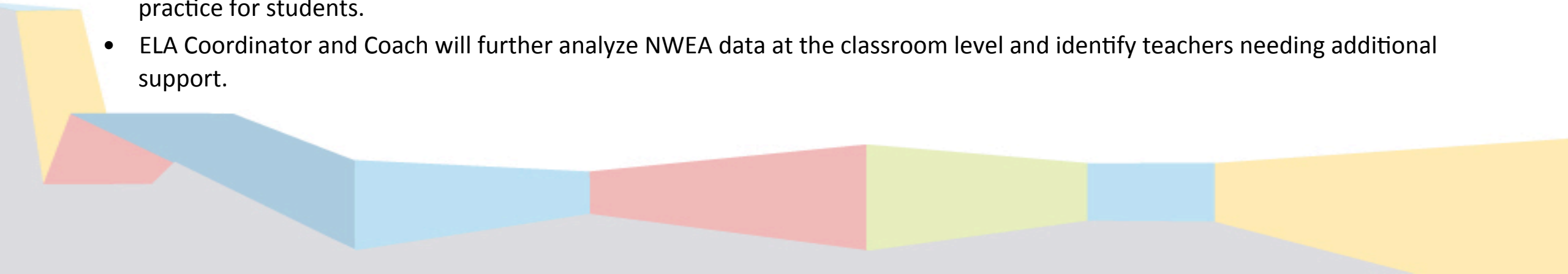
MAP

# ELA Response to Winter NWEA Scores

## Analysis

- Prior to the administration of the Winter NWEA, roughly 50% of the Missouri Learning Standards have been taught for mastery in ELA courses.
- Cross-text Analysis was assessed in 9<sup>th</sup> grade – now assessed beginning in 3<sup>rd</sup>.
- Citing Textual Evidence was previously assessed in 6<sup>th</sup> grade and up – now assessed in ALL grades.
- Expository Text Structures is new. It has never been assessed and now begins being assessed at 5<sup>th</sup> grade.
- Word Origins – the focus on Greek and Latin roots and affixes is newly assessed.

## Next Steps

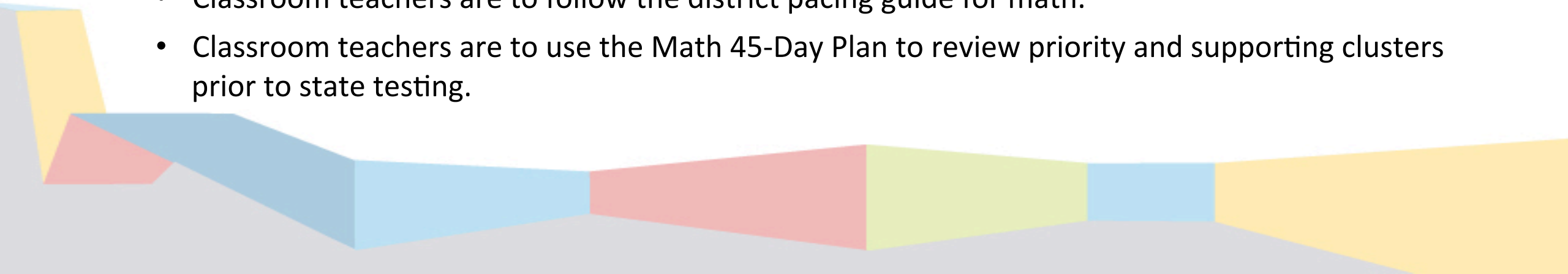
- Classroom teachers need to continue following the ELA pacing guide and curriculum to ensure complete standard coverage.
  - The 45-Day Plan for ELA test prep was structured to focus intensely on the above gaps.
  - Classroom teachers in tested grades should complete the classroom activities and performance events to provide additional practice for students.
  - ELA Coordinator and Coach will further analyze NWEA data at the classroom level and identify teachers needing additional support.
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# Elementary Math Response to Winter NWEA Scores

## Analysis

- Prior to the administration of the Winter NWEA, approximately 40 – 50% of the Missouri Learning Standards for grades 3 – 6 have been taught.
- Missouri Learning Standards for computation with fractions, data analysis, geometric concepts, measurement concepts and expressions and equations are primarily covered in Unit 3, Unit 4 and Unit 5 (in grade 6 only).

## Next Steps

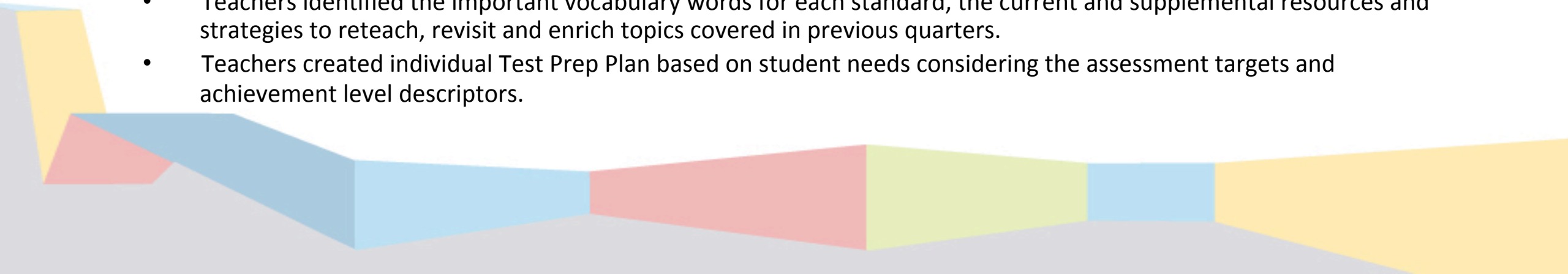
- Classroom teachers are to follow the district pacing guide for math.
  - Classroom teachers are to use the Math 45-Day Plan to review priority and supporting clusters prior to state testing.
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# Middle School Math (Grades 7-8) Response to NWEA

## Analysis

- Two domains (Geometry and Statistics/Probability) out of the four domains tested in the Winter Administration have yet to be covered in Quarters 3 and 4.
- Geometry items involved finding area, circumference, surface area, volume and angle measures, congruence and similarity, properties of circles and right triangles.
- All concepts above are currently being taught and will be assessed by end of Quarter 3.
- Grades 7 and 8 Math have new sets of domains under the Missouri Learning Standards, some of which were previously in Algebra 1.
- Functions and Systems of Equations (previously in Algebra 1 and 2) are now introduced in 8th grade Math under the Missouri Learning Standards.

## Next Steps

- A Test Prep PD session was provided to all teachers on February 6th.
  - Teachers carefully examined the shifts in content for their grade level.
  - Teachers identified the important vocabulary words for each standard, the current and supplemental resources and strategies to reteach, revisit and enrich topics covered in previous quarters.
  - Teachers created individual Test Prep Plan based on student needs considering the assessment targets and achievement level descriptors.
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# Example of Scope and Sequence

	Quarter 1 Place Value Operations	Quarter 2 Division / Decimals / Algebra	Quarter 3 Working with Fractions & Volume of Solids	Quarter 4 Measurement, Data, and Geometry
	<ul style="list-style-type: none"> <li>I can understand and explain the value of digits.</li> <li>I can read, write, and compare decimals to thousandths.</li> <li>I can read and write decimals to thousandths.</li> <li>I can compare decimals to thousandths.</li> <li>I can use place value understanding to round decimals to any place.</li> <li>I can add, subtract, multiply, and divide decimals to hundredths.</li> <li>I can use concrete models or drawings to explain the method used.</li> <li>I can explain patterns when multiplying a number by powers of 10.</li> <li>I can explain patterns when a decimal is multiplied or divided by a power of 10.</li> <li>I can multiply multi-digit whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>I can divide (up to) four-digit dividends by two-digit divisors.</li> <li>I can explain patterns when multiplying a number by powers of 10.</li> <li>I can explain patterns when a decimal is multiplied or divided by a power of 10.</li> <li>I can add, subtract, multiply, and divide decimals to hundredths. I can use concrete models or drawings to explain the method used.</li> <li>I can use parentheses and brackets in expressions.</li> <li>I can write expressions I hear using mathematic symbols and the order of operations.</li> <li>I can use numerical rules and patterns to form ordered pairs.</li> <li>I can graph the ordered pairs on a coordinate plane.</li> </ul>	<ul style="list-style-type: none"> <li>I can add and subtract fractions with unlike denominators and mixed numbers.</li> <li>I can solve word problems that involve fractions.</li> <li>I can understand that fractions are really the division of a numerator by the denominator.</li> <li>I can solve word problems where I divide whole numbers to create an answer that is a mixed number.</li> <li>I can multiply a fraction or whole number by a fraction.</li> <li>I can think of multiplication as the scaling of a number (similar to a scale on a map.)</li> <li>I can solve real world problems by multiplying fractions and mixed numbers</li> <li>I can divide fractions by whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand volume.</li> <li>I can find the volume of a cube.</li> <li>I can find the volume of a solid figure.</li> <li>I can measure volume by counting unit cubes.</li> <li>I can solve real world problems involving volume.</li> <li>I can solve real world problems involving volume.</li> <li>I can find the volume of an object using the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math>.</li> <li>I can solve real world problems involving volume.</li> </ul>

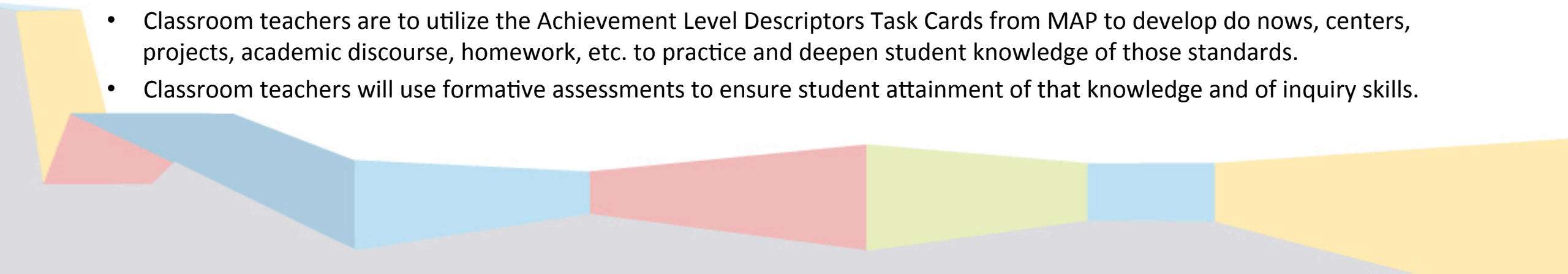
# Science Response to Winter NWEA Science Scores

## Analysis

The Winter NWEA Assessment is a grade level assessment that assesses The Next Generation Science Standards. Because Missouri Standards are the GLES and CLES and are assessed at grade spans, our curriculum is aligned to the MO Standards and may not align with the expectations of NWEA at a specific grade level assessment.

Missouri Learning Standards for Earth and Space are currently being taught with the Standards for Physical Science being taught in the 4<sup>th</sup> quarter at each grade level. Missouri Standards that our students have performed poorly on are identified in the NWEA data and addressed in instruction

## Next Steps

- Classroom teachers are to teach the Science Curriculum according to the Curriculum Maps.
  - Classroom teachers are to use the Science 45-Day Plan to identify students' needs to focus instruction to address student achievement of the MO Science Learning Standards.
  - Classroom teachers are to utilize the Achievement Level Descriptors Task Cards from MAP to develop do nows, centers, projects, academic discourse, homework, etc. to practice and deepen student knowledge of those standards.
  - Classroom teachers will use formative assessments to ensure student attainment of that knowledge and of inquiry skills.
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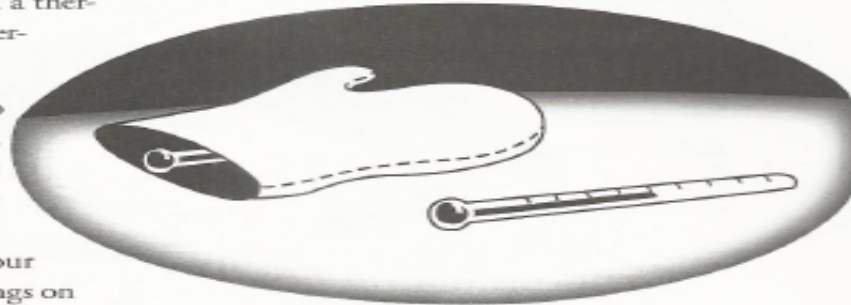


# Formative Assessment

## The Mitten Problem

Sarah's science class is investigating heat energy. They wonder what would happen to the temperature reading on a thermometer if they put the thermometer inside a mitten.

Sarah's group obtained two thermometers and a mitten. They put one thermometer inside the mitten and the other thermometer on the table next to the mitten. An hour later they compared the readings on the two thermometers. The temperature inside the room remained the same during their experiment.



What do you think Sarah's group will discover from their investigation? Circle the response that best matches your thinking.

- A** The thermometer inside the mitten will have a lower temperature reading than the thermometer on the table.
- B** The thermometer inside the mitten will have a higher temperature reading than the thermometer on the table.
- C** Both thermometers will have the same temperature reading.

Describe your thinking. Provide an explanation for your answer.

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*Common Core Standards = Missouri Learning Standards*

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graph TD; A["Common Core Standards = Missouri Learning Standards"] <--> B["NWEA"]; B --> C["KCPS Teaching and Learning"]; C --> D["MAP"];
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NWEA

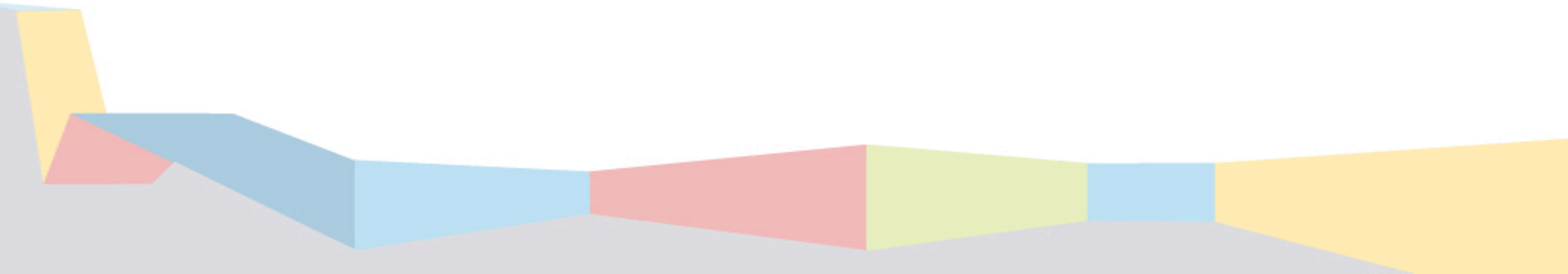
KCPS Teaching and Learning

MAP

# Questions?

# **School Leadership**

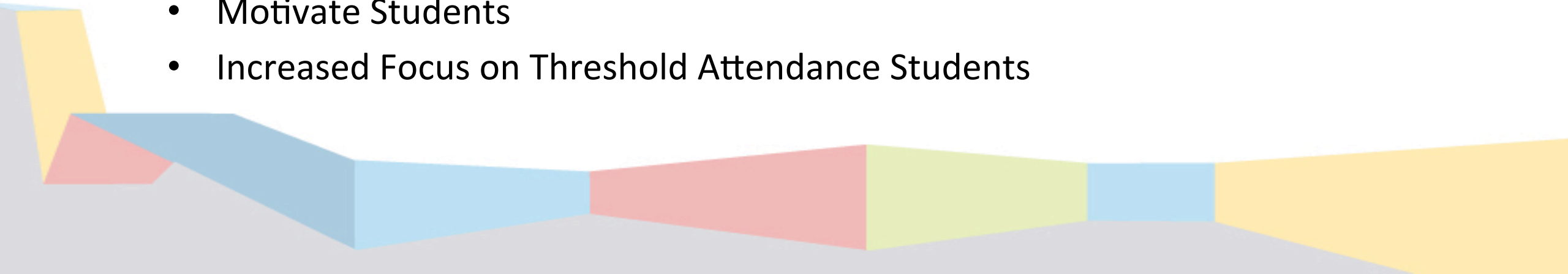
Monitoring Instruction and Learning



# School Leadership

## Monitoring Student Attendance

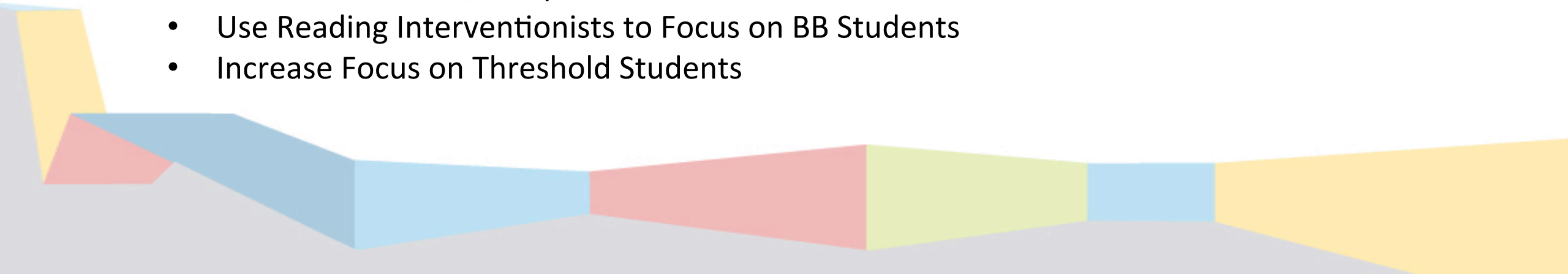
- Analyze Data Daily
- Recognize Students for Good Attendance
- Provide Incentives
- Engage Parents
- One-on-One Meetings
- Remove Attendance Interferences
- Motivate Students
- Increased Focus on Threshold Attendance Students



# School Leadership

## MAP/ EOC Preparation

- Monitor Implementation of 45-Day Plan
- Test Taking Strategies
- Building Test Stamina
- Spring Break School
- In-school Small Group Tutoring
- Increase Enrollment in After-school Tutoring
- Engage Parents
- Motivate Students
- Analyze Student Work
- Use Practice Tests, Sample Questions
- Use Reading Interventionists to Focus on BB Students
- Increase Focus on Threshold Students



# Questions?

# Curriculum and Instruction

45-Day Plan

“Road Map to Full Accreditation”

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# Test Preparation – Overview of 45-day plan

## Grades 3-8

Subject	Requirement	Test Prep Materials	When to Use Materials	Time Spent on Test Prep Materials
English Language Arts	Teach the Curriculum	<ul style="list-style-type: none"> <li>Supplemental Daily Activities</li> <li>Adaptive Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Do Now</li> <li>Center Activity</li> </ul>	15-20 minutes
Math	Teach the Curriculum	<ul style="list-style-type: none"> <li>enVision/Digits Reteaching</li> <li>Constructed Response Questions</li> </ul>	<ul style="list-style-type: none"> <li>Extend in Daily Lesson Plans</li> <li>Centers</li> </ul>	20-30 minutes
Science 5 <sup>th</sup> Grade & 8 <sup>th</sup> Grade	Teach the Curriculum	<ul style="list-style-type: none"> <li>Achievement Level Descriptor Task Cards</li> </ul>	<ul style="list-style-type: none"> <li>Do Now</li> <li>Centers Activity</li> </ul>	15-20 minutes

## Secondary

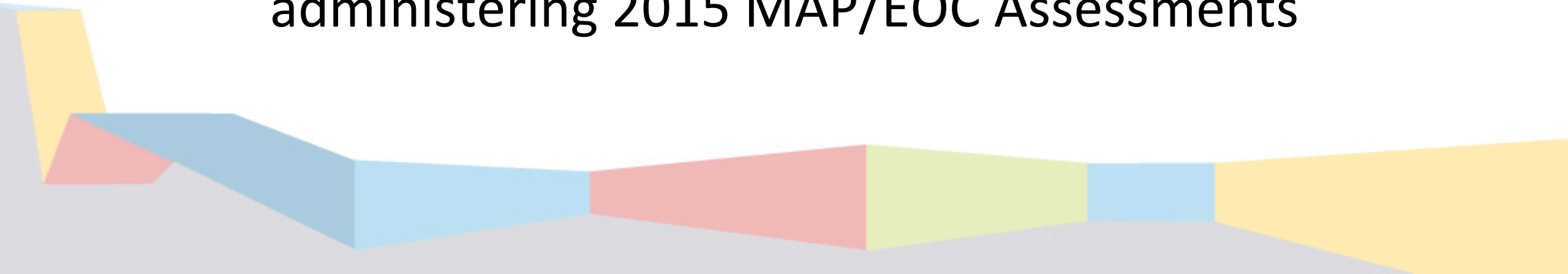
Subject	Requirement	Test Prep Materials	When to Use Materials	Time Spent on Test Prep Materials
English 10	Teach the Curriculum	<ul style="list-style-type: none"> <li>Extension Activities</li> </ul>	<ul style="list-style-type: none"> <li>Infuse into Daily Lesson Plans</li> </ul>	15-20 minutes
American Government	Teach the Curriculum	<ul style="list-style-type: none"> <li>Study Guide</li> </ul>	<ul style="list-style-type: none"> <li>Do Now or Quick Check</li> </ul>	15-20 minutes
Algebra I & II	Teach the Curriculum	<ul style="list-style-type: none"> <li>EOC Practice Packet</li> </ul>	<ul style="list-style-type: none"> <li>Do Now or Quick Check</li> </ul>	15-20 minutes
Biology	Teach the Curriculum	<ul style="list-style-type: none"> <li>Achievement Level Descriptor Task Cards</li> </ul>	<ul style="list-style-type: none"> <li>Do Now or Quick Check</li> </ul>	15-20 minutes

# Sample from 45-Day Math Plan-Grade 6

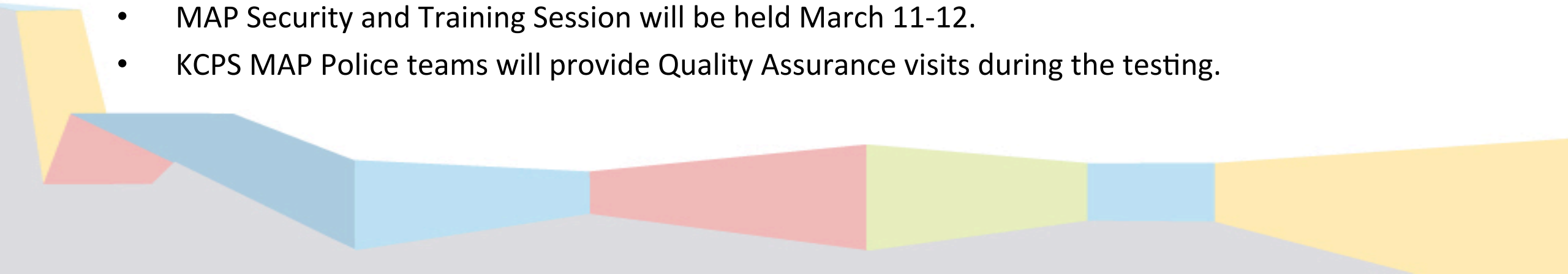
<p>Day 16 Clusters- Apply and extend previous understandings of multiplication and division to <i>multiply</i> fractions by fractions</p> <p>Apply and extend previous understandings of arithmetic to algebraic expressions</p> <p>Missouri Learning Standards-6.NS.1, 6.NS.6 and 6.EE.7</p> <p>Topic 8 <u>Reteaching</u> SB pg. 199</p>	<p>Day 17 Clusters- Apply and extend previous understandings of multiplication and division to <i>multiply</i> fractions by fractions</p> <p>Apply and extend previous understandings of arithmetic to algebraic expressions</p> <p>Missouri Learning Standards-6.NS.1, 6.NS.6 and 6.EE.7</p> <p>Topic 9 <u>Reteaching</u> SB pg. 218</p>	<p>Day 18 Clusters- Apply and extend previous understandings of multiplication and division to <i>multiply</i> fractions by fractions</p> <p>Apply and extend previous understandings of arithmetic to algebraic expressions</p> <p>Missouri Learning Standards-6.NS.1, 6.NS.6 and 6.EE.7</p> <p>Topic 9 <u>Reteaching</u> SB pg. 219</p>
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# **District MAP and EOC Meetings**

Goal – To create a successful process for administering 2015 MAP/EOC Assessments



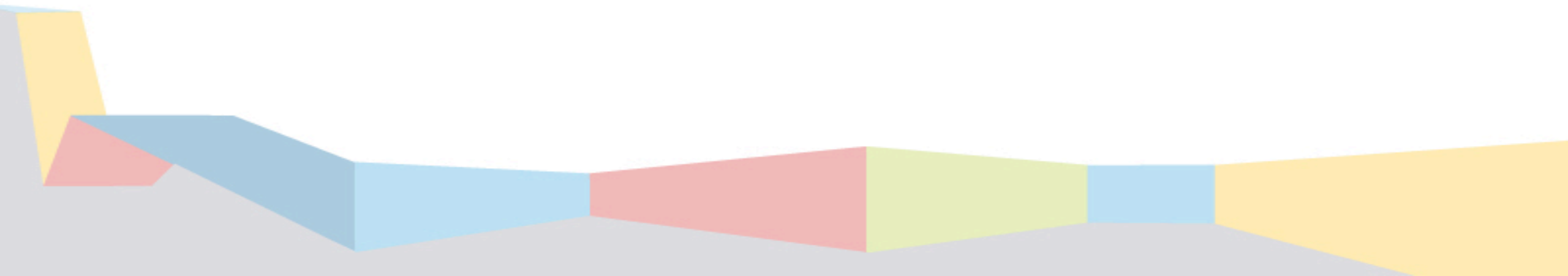
# Administering 2015 MAP & EOC Assessments

- The first District MAP & EOC meeting was Friday, February 20th.
  - Schools have identified their School Information Technology Coordinator (SITC). Each building will have a four member MAP team.
  - This year with online MAP testing, a testing server (computer) has been configured for each site. This server, which is called the Testing Site Manager, will communicate with all the students' testing computers. The KCPS IT department has configured and installed these new servers.
  - The INSIGHT testing software has been deployed by KCPS IT.
  - The Assessment and IT department have determined that a controlled testing environment for MAP testing will help IT troubleshoot any issues that may occur. Each school, based on enrollment, identifies 2-5 rooms for MAP testing.
  - MAP Security and Training Session will be held March 11-12.
  - KCPS MAP Police teams will provide Quality Assurance visits during the testing.
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# Questions?

# Feedback

Questions from feedback cards –



# RSIT Breakout Discussion



# Feedback/Requests





# Monthly Meeting Date