

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

## **Regional School Improvement Team Meeting**

Thursday, October 30, 2014

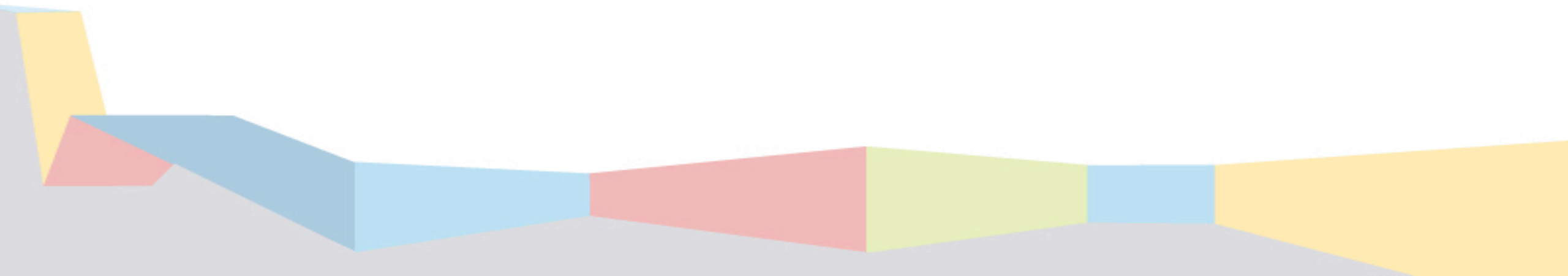
**KANSAS CITY**  
PUBLIC SCHOOLS





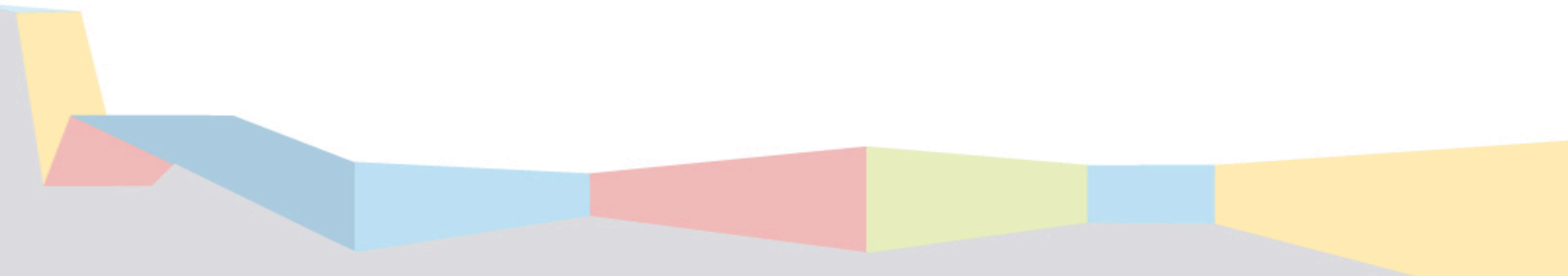
# **Academic Division**

## **BP 1.1 “Transitioning to the NWEA Assessment”**



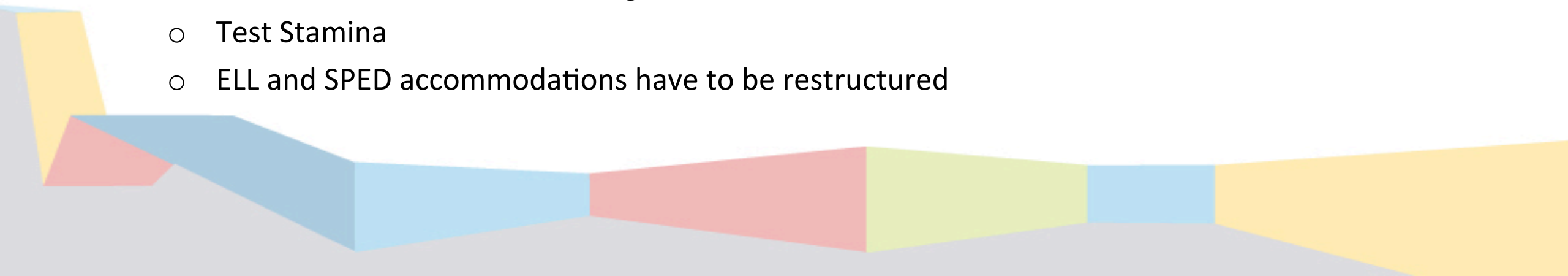
# **Accountability, Assessment and Academic Precision**

Northwest Evaluation Association (NWEA)



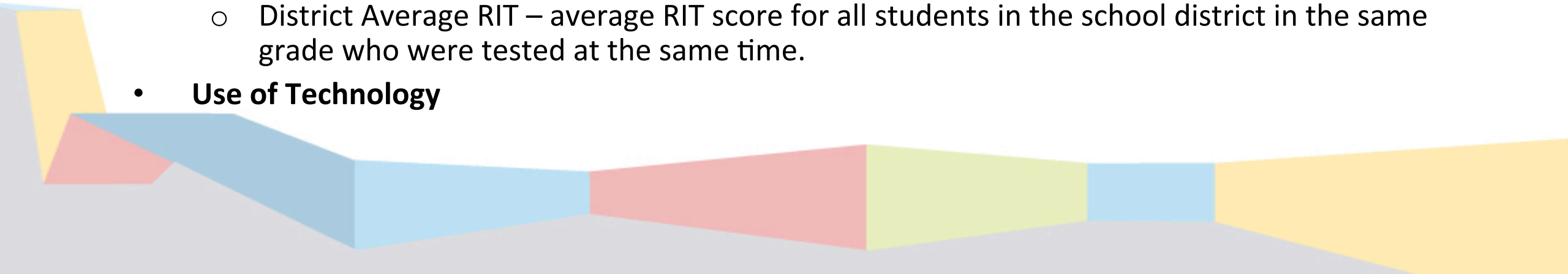
# Transition from Acuity to NWEA

- Acuity was an assessment that provided districts with predictability on how their students would score on the MAP which was aligned to the Show-Me-Standards (GLEs and CLEs).
- DESE realigned their standards to align with the Common Core standards. Districts will be assessed on the Missouri Learning Standards in 2014-2015.
- KCPS transitions from Acuity to NWEA which means:
  - On-line Summative Assessments K-8
  - Five achievement levels instead of four
  - ELA, Math, Science and Reading
  - Test Stamina
  - ELL and SPED accommodations have to be restructured



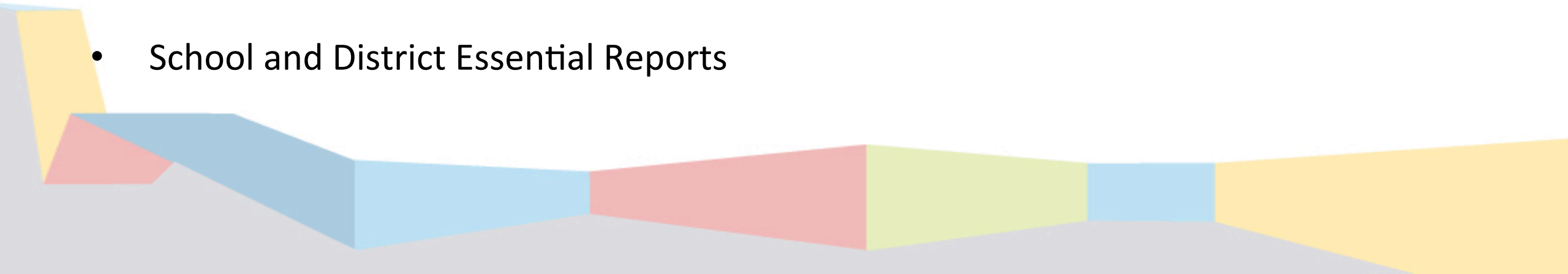
# Process of Transition

- **Professional Development for all classroom teachers K-8**
  - August – A four member team from each school received Train the Trainer instruction from NWEA facilitators to guide schools in administering and proctoring the Fall assessment.
  - September – Teachers learned how to read the students data reports and how to use those reports to make instructional decisions.
- **Transition to:**
  - Lexile Score – Reading Level
  - RIT Score – Rasch Unit – is a measurement scale developed to simplify the interpretation of test scores. Students typically start at the 180 to 200 level in 3<sup>rd</sup> grade.
  - Learning Continuum – Student performance level. Provides what students are ready to learn, and how to differentiate instruction for both individual & skill based small groups.
  - District Average RIT – average RIT score for all students in the school district in the same grade who were tested at the same time.
- **Use of Technology**



# Forecast for the Future

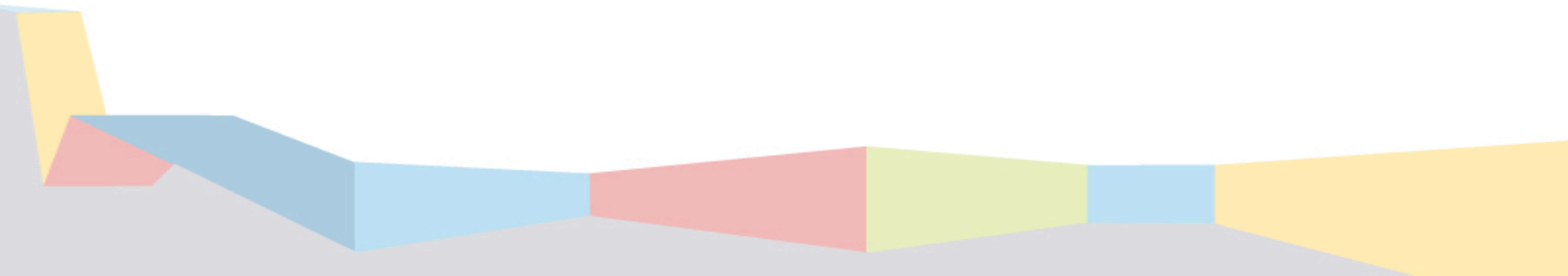
- Use the Data to Drive Instruction
- Achievement Status and Growth Projections
- Goal Setting with Individual Students
- Use Screening (Skills Checklist) and Survey Assessments to Monitor Progress
- School and District Essential Reports





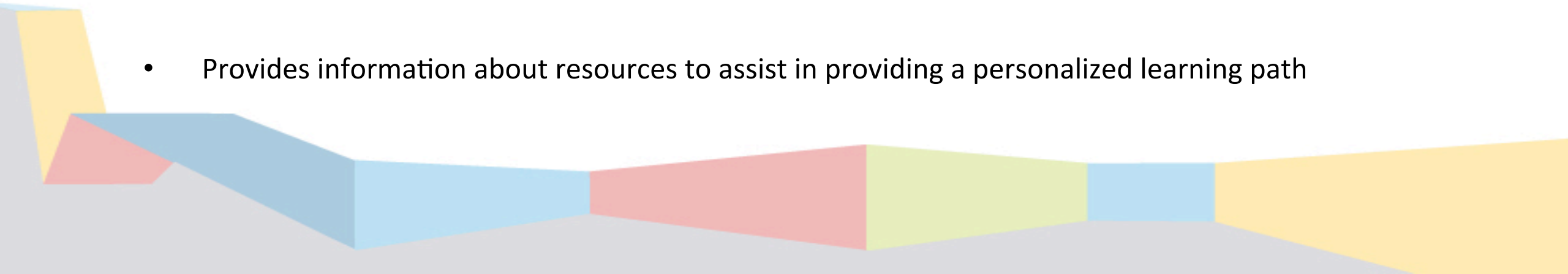
# Curriculum and Instruction

## Shifting Gears



# What C and I Has Learned About the NWEA

- Will answer - “Are my students learning?”
- Aligned to Missouri Learning Standards
- Rigorous assessment
- One data point (Formative, Interim, and Summative)
- Inform instruction (enables effective grouping and differentiating)
- On-line assessment
- Provides information about resources to assist in providing a personalized learning path





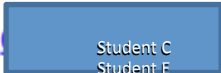
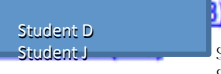


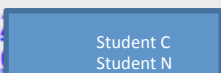
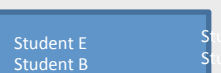



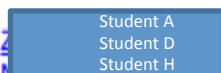
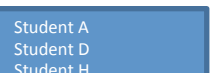


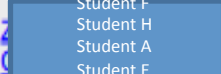
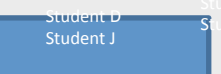

## Class Breakdown by Goal Report



**Term Rostered:** Fall 2014-2015  
**Term Tested:** Fall 2014-2015  
**District:** Kansas City Missouri School District  
 33  
**School:** 

### Mathematics

#### MAP: Math Primary Grades Common Core 2010 V2 / Common Core Mathematics K-12: 2010

Goal	Goal Score							
	111-120	121-130	131-140	141-150	151-160	161-170	171-180	181-190
<a href="#">Operations and Algebraic Thinking</a>		Student A Student B	 Student F Student H	 Student C Student E	 Student D Student J	 Student I Student K Student L		
<a href="#">Number and Operations</a>			 Student F Student H Student C	 Student C Student N	 Student E Student B	 Student D Student J		
<a href="#">Measurement and Data</a>		 Student F Student H	 Student C Student E	 Student A Student D Student H	 Student A Student D Student H Student K			
<a href="#">Geometry</a>			 Student F Student H	 Student F Student H Student A Student E	 Student D Student J	 Student C Student K		

# DesCartes: A Continuum of Learning®: Reading



## DesCartes: A Continuum of Learning

### Reading

Goal: Literature

14

RIT Score Range:

201-210

Statement Last Updated:

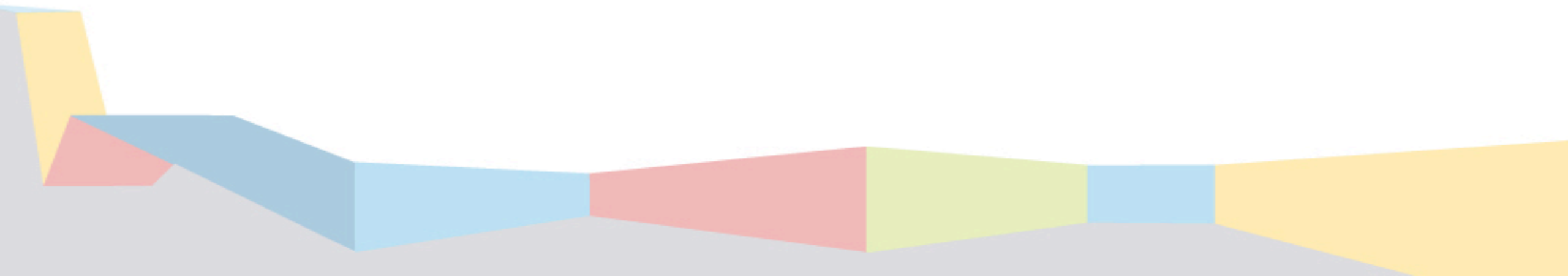
Mar 21, 2013

Skills and Concepts to Enchance (73% Probability*) 191-200	Skills and Concepts to Develop (50% Probability*) 201-210	Skills and Concepts to Introduce (27% Probability*) 211-220
<b>Literature: Key Ideas and Details</b> <ul style="list-style-type: none"> <li>Locates information in literary passages containing long, complex, or incomplete sentences</li> <li>Locates information in short literary passages (1 to 3 paragraphs, complex sentences)</li> <li>Locates and paraphrases information found in literary text</li> <li>Summarizes literary information</li> <li>Summarizes the plot of a story</li> <li>Summarizes information using supporting details in literary text</li> <li>Restates supporting details in literary text (1 to 3 paragraphs)</li> <li>Analyzes literary text to identify a title representing the main idea of literary text</li> <li>Analyzes short story literary passages (1-5 sentences) containing complex sentences to determine the main idea (term not used, expressed as a short phrase) in literary text</li> <li>Analyzes short literary passages (1-5 sentences) describing events and expresses the main idea in the form of a phrase</li> <li>Analyzes passages (1-3 complex paragraphs) of literary text and rephrases the main idea of text</li> <li>Analyzes passages (5 paragraphs) and rephrases the main idea (term not used) of literary text</li> <li>Analyzes passages (5-10 paragraphs) to identify main idea (term not used, expressed as a short phrase) in literary text</li> <li>Recognizes details that support the main idea in literary text</li> <li>Distinguishes between a result of a given event and other non-related events in literary text</li> <li>Explains why a specific event (term not used) occurred using information supplied in a literary passage (1-3 paragraphs containing complex sentences) describing events</li> <li>Compares short literary texts to determine the common theme</li> <li>Contrasts (term not used) characters in literary text (1-3 paragraphs)</li> <li>Distinguishes facts located in a passage of literary text</li> <li>Makes predictions from literary texts (1-3 paragraphs)</li> <li>Makes inferences from literary texts describing events</li> <li>Makes inferences based upon supporting details in literary text</li> </ul> <p><i>Note: Some learning statements removed to improve readability</i></p>	<b>Literature: Key Ideas and Details</b> <ul style="list-style-type: none"> <li>Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary</li> <li>Locates and paraphrases information found in literary text</li> <li>Summarizes literary information</li> <li>Restates supporting details in literary text (1 to 3 paragraphs)</li> <li>Evaluates literary passages to select the best summary</li> <li>Analyzes passages (1-3 complex paragraphs) of the literary text and rephrases the main idea of the text</li> <li>Analyzes passages (5 paragraphs) and rephrases the main idea (term not used) of literary text</li> <li>Analyzes passages (5-10 paragraphs) to rephrase the main idea of literary text (term not used) in the form of a short sentence</li> <li>Recognizes details that support the main idea in literary text</li> <li>Determines events as examples of cause and effect in literary text</li> <li>Compares short literary texts to determine the common theme</li> <li>Compares settings used in literary texts</li> <li>Infers the conflict (term not used) in a literary text</li> <li>Makes inferences to determine an author's bias or viewpoint or attitude (terms used) from paragraphs of literary text containing one or more complex sentences</li> <li>Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text</li> <li>Makes inferences from information found in literary text</li> <li>Infers the meaning of phrases found in literary text</li> <li>Infers meaning in literary text (4-6 paragraphs)</li> <li>Infers a similar meaning in a literary text</li> <li>Infers a title using information found in literary text</li> <li>Makes inferences (term not used) from literary passages (1-3 paragraphs)</li> <li>Draws conclusions based on information found in literary text</li> <li>Describes the plot of a story</li> <li>Identifies the development of plot in a literary text</li> <li>Analyzes events important to plot development in literary text</li> <li>Analyzes a literary passage and defines setting</li> </ul>	<b>Literature: Key Ideas and Details</b> <ul style="list-style-type: none"> <li>Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary</li> <li>Summarizes information in literary text with extensive dialogue</li> <li>Summarizes information in literary text based on supporting details</li> <li>Analyzes passages (5-10 paragraphs) to rephrase the main idea of literary text (term not used) in the form of a short sentence</li> <li>Analyzes poems to determine the main idea in literary text</li> <li>Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex)</li> <li>Analyzes how detail is used in a literary text to set the scene</li> <li>Describes contrasts made among characters in literary texts (1-10 complex paragraphs)</li> <li>Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text</li> <li>Makes inferences from information found in literary text</li> <li>Makes inferences from literary passages (1-3 paragraphs)</li> <li>Makes inferences from information in complicated literary texts</li> <li>Makes inferences in long literary passages</li> <li>Infers the meaning of phrases found in literary text</li> <li>Draws conclusions from literary text (3-5 paragraphs)</li> <li>Draws conclusions based on information found in literary text</li> <li>Identifies the development of plot in a literary text</li> <li>Infers a similar meaning in a literary text</li> <li>Identifies the use of rising action in plot</li> <li>Analyzes setting in literary texts</li> <li>Describes how characters are developed in literary texts</li> <li>Infers the reason behind a character's actions</li> <li>Evaluates character development in literary text</li> <li>Infers the qualities (emotional and/or physical) of a character based on information found in literary texts</li> <li>Infers the reason behind a character's feelings/emotions</li> <li>Identifies the qualities (emotional and/or physical) of a character in literary texts</li> </ul>
<b>Explanatory Notes</b> * At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.		



# School Leadership

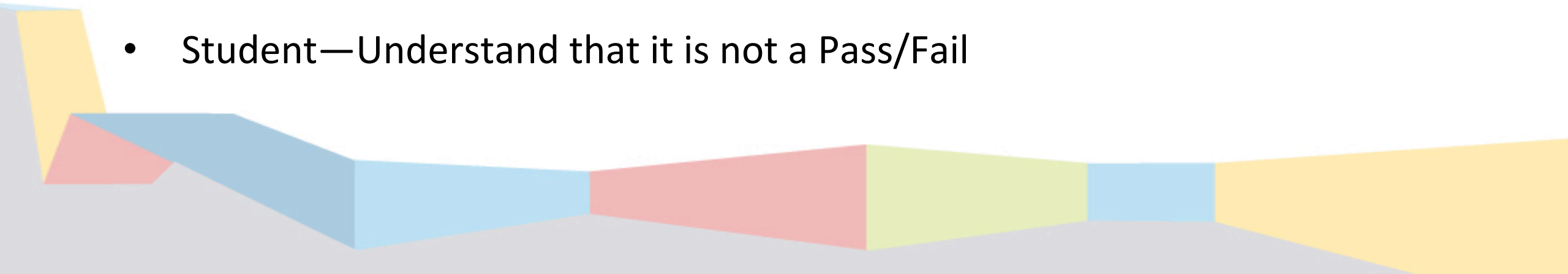
Monitoring & Supporting Instruction



# Monitoring and Supporting Instruction

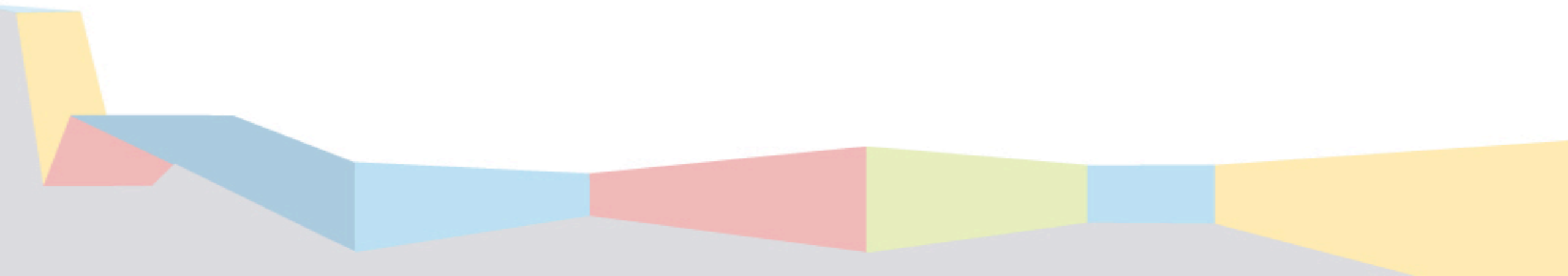
## Leveraged Leadership

- District—Analyze District Trends
- Building—Develop the building profile by Grade Level
- Classroom—Using the Class Goal Report—Group Students by Academic Interference
- Student—Understand that it is not a Pass/Fail



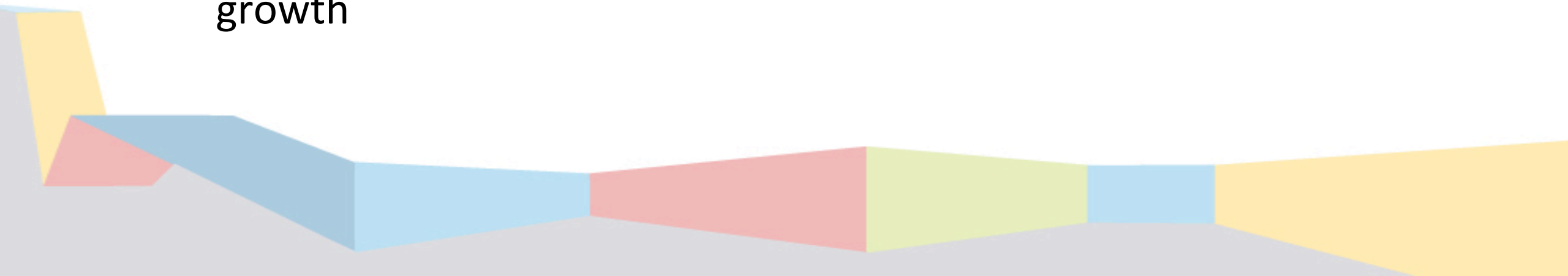
# Monitoring & Supporting Instruction

- Ensure that all Principals and Staff Understand the test
- Assess the Needs of the Data Teams
- Provide Training for the Data Teams
- Classroom Walk-Throughs with Specific Feedback



# Goal-Setting: Preparing for Success

- District—Set MPI Goals
- Building
  - Develop students' keyboarding skills
  - Attend the NWEA PD to learn how to effectively disaggregate the data and use that data to plan quality instruction for student growth



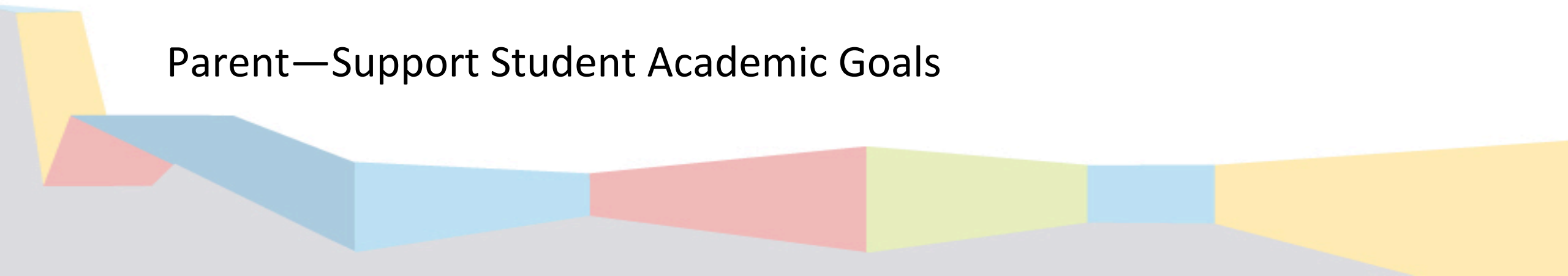
# Goal-Setting: Preparing for Success

## Building & Classroom

- Afford Students the opportunities to become familiar with the electronic Productivity Tools
- Use data groupings from NWEA to create Learning Stations

## Student—Goal Setting, Student-Led Conferences

## Parent—Support Student Academic Goals





## Goal Setting with Groups of Students

1. How might the goal areas help you set goals with your students?

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2. How might you determine which goal area would be appropriate for a class goal?

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3. How might you determine which goal area would be appropriate for a grade-level goal?

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## Sharing Data with Students and Parents

### Student Progress Report

View the *Student Progress Report* or a *Primary Grades Screening/Skills Checklist Individual Report* for one of your students. The *Normative Data* document and your *State Proficiency Tables* might also be helpful.

### Sharing Data with Students

Identify three points you would discuss with a student regarding his/her results.

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## Sharing Data with Parents

Using the same student report, identify three points you would discuss with his/her parents or guardians.

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How might you answer these questions from the student's parents:

1. Has my child's score gone up? \_\_\_\_\_
2. Is my child performing at grade level? \_\_\_\_\_
3. Based on these scores, how and what will you teach my child in class?

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4. What do the percentiles mean?

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How can students be involved in the conversation?

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### For School Administrators

Consider the school's expectations for goal setting with students. In order to facilitate this expectation, what resources to support parents, teachers, and students will be needed? What are some potential obstacles for meeting this expectation?

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1. What's currently in place and working?

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2. How can consistency and collaboration be fostered within and across grades?

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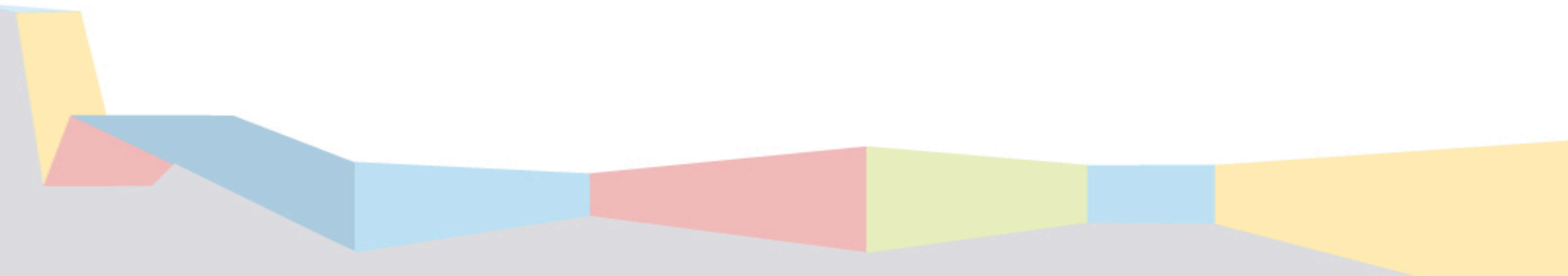


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# Questions

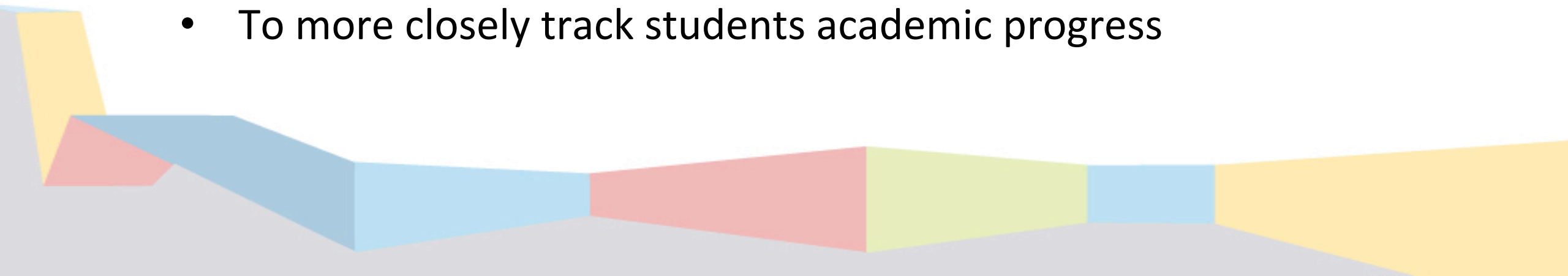


# Global Preparation Through Digital Learning



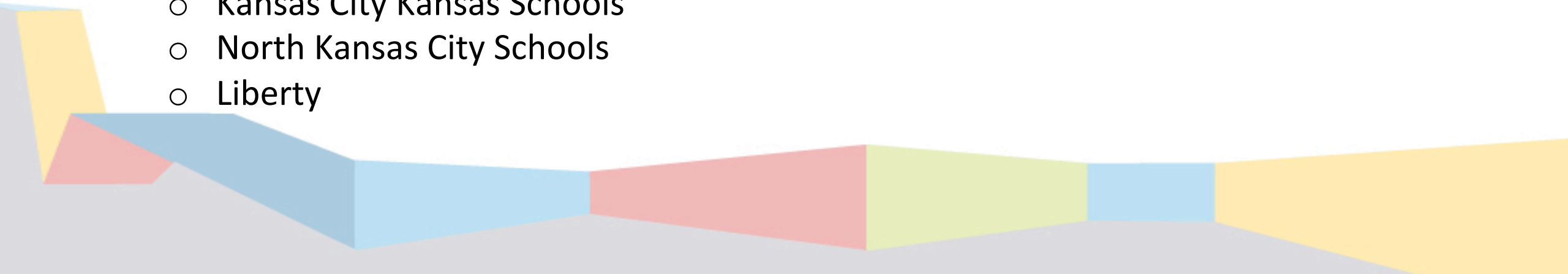
# Why 1:1 for KCPS?

- To boost rigor and increase student achievement
- To move us to the 21st Century Learning Environment
- To provide students with personalized learning
- To prepare our student for college and careers
- To increase student engagement
- To more closely track students academic progress



# Digital Learning Research

- Project Red
  - Consortium of Schools who have experience with one-to-one digital learning programs
- Huntsville City Public Schools
  - Second year of successful implementation
- Mooresville School District
  - Fifth year of implementation
- Other efforts by regional school districts
  - Kansas City Kansas Schools
  - North Kansas City Schools
  - Liberty



# Timeline

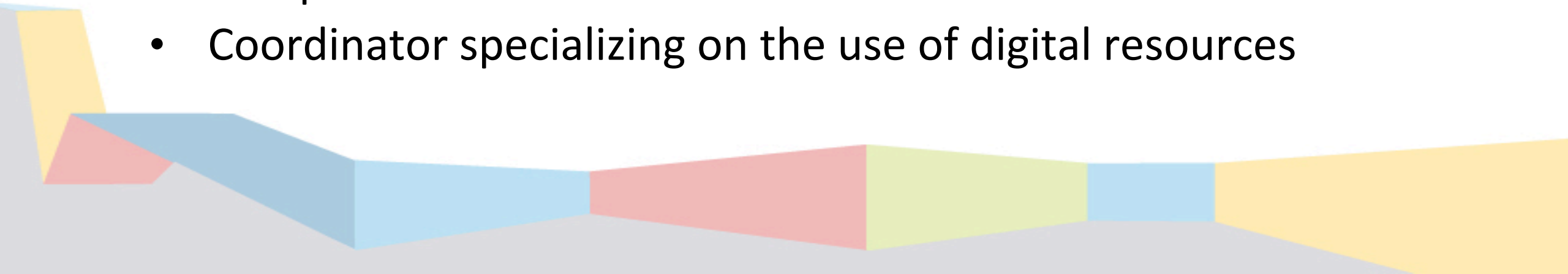
- August 2012 – Special Board Meeting to discuss textbook needs for 2012-13 school year. One-to-one digital learning was discussed as an option.
- April 2013 – Trip to Huntsville, AL school district to discuss and see their nationally recognized digital learning in action
- June 2013 – Pearson selected to be the provider of digital programs
- September 2013 – We started an on-going job embedded approach to the professional development
- Piloted 3 schools in 2013-14 and implemented in all schools this school year



# Support to Teachers

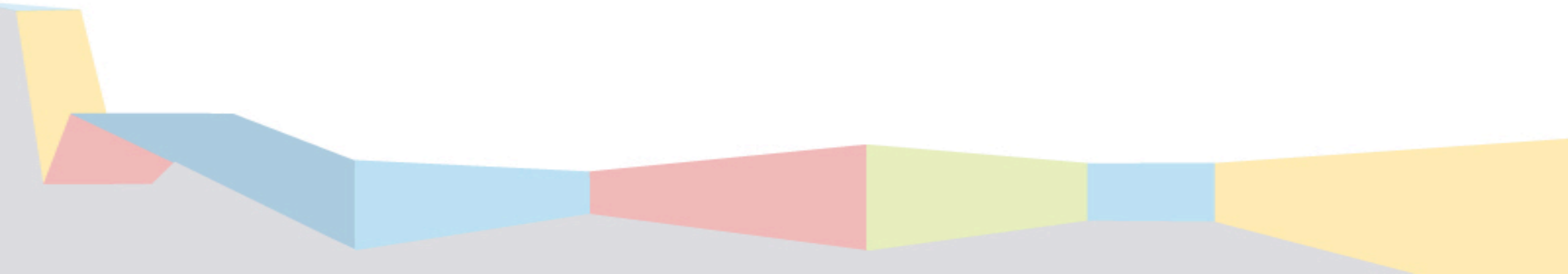
## Comprehensive professional development

- Job-embedded professional development by Pearson consultants
- District in-service professional development
- Recorded and live webinar sessions
- Changing role of Instructional Coaches
- Computer Teachers
- Coordinator specializing on the use of digital resources



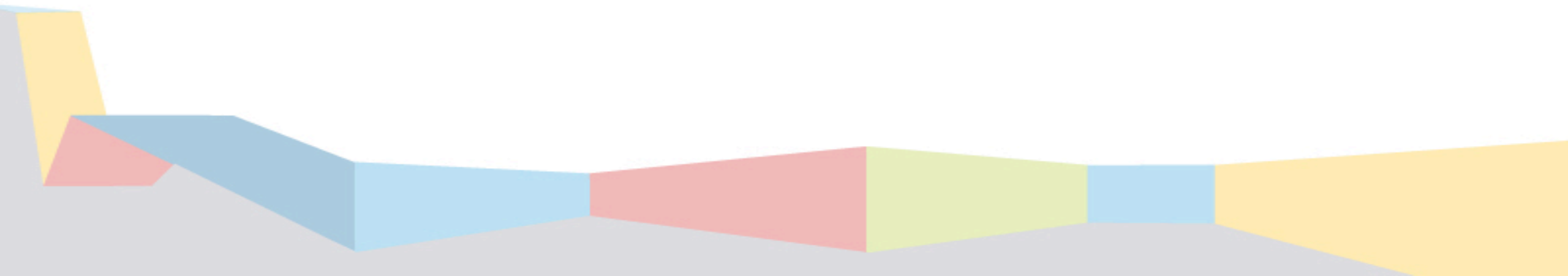
# Digital Resources Demonstration

- Successnet
- Successnet Plus
- Realize
- Successmaker
- Gradpoint
- Connections Learning

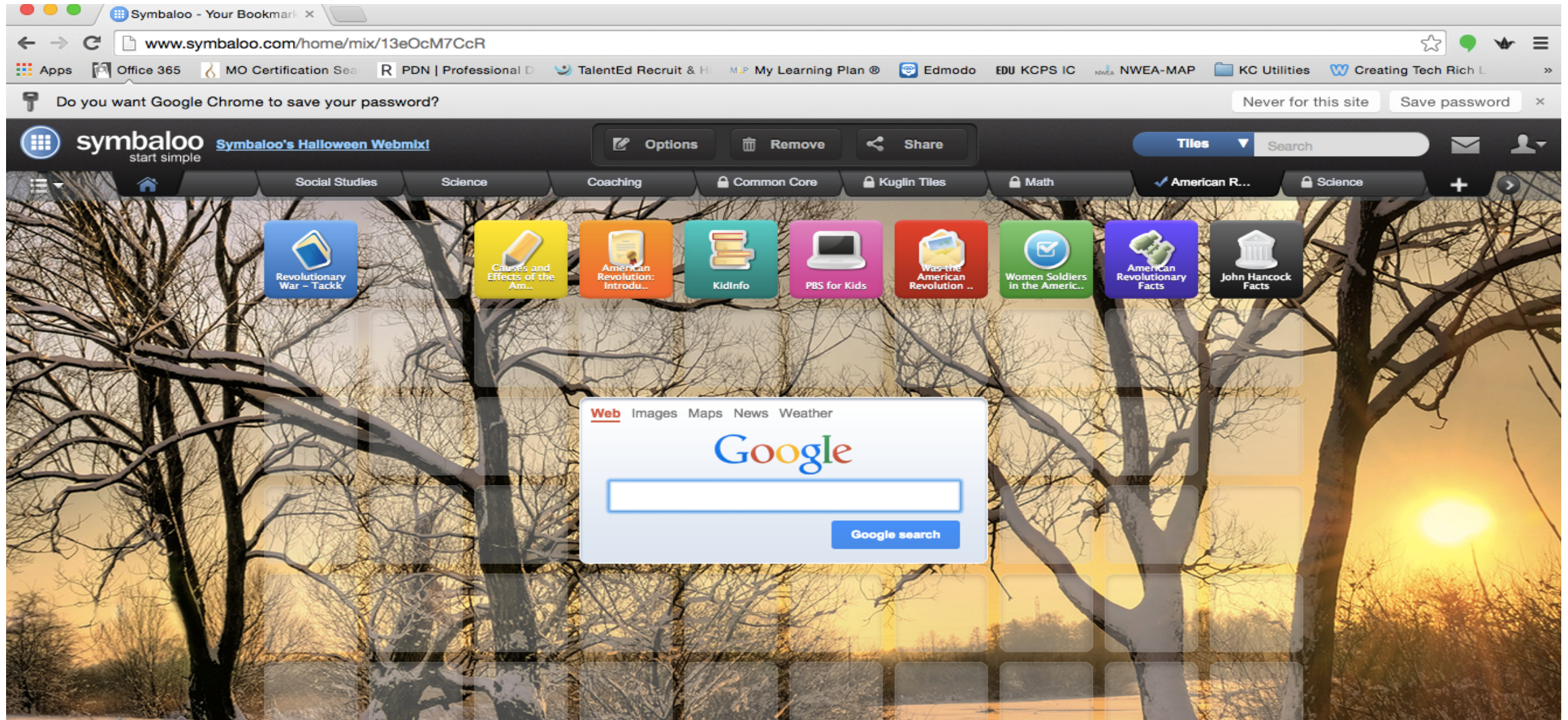


# Technology Integration

- Flipped Learning
- Create and develop multimedia presentations
- Support and enhance classroom instruction
- Create 21<sup>st</sup> Century learners



# Class Symboloo



# Class Tackk

Did You Know? - Tackk x

https://tackk.com/1acuhz

Apps Office 365 MO Certification Se... PDN | Professional D... TalentEd Recruit & ... My Learning Plan Edmodo EDU KCPS IC NWEA-MAP KC Utilities

Explore Tackks tackk Create

## Did You Know?

Branches of Government



**Assignment #1:** Go to padlet and answer the following essential question:

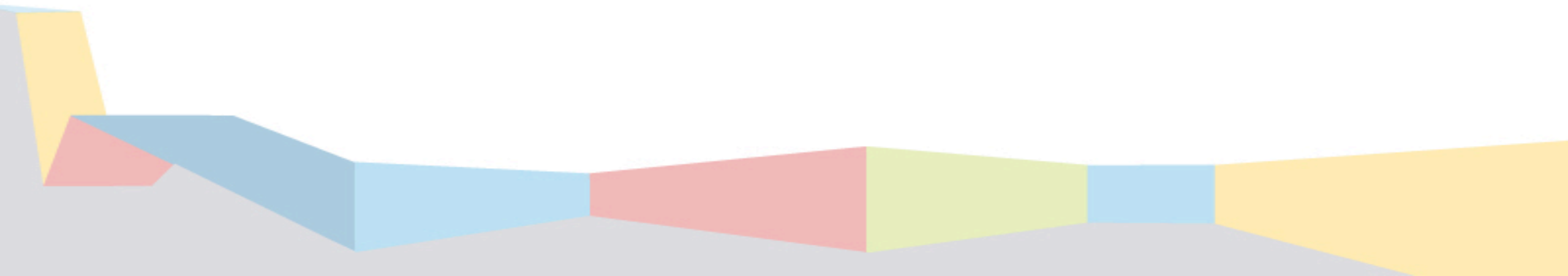
Who are the people that make decisions in our local, state, and national government?

You may use the video below to help you answer our essential question. Please watch the video before our class discussion on November 3, 2014.



# Digital Learning Initiative – 1:1

Thomas Brenneman, Executive Director for Technology



# Middle & HS Package



Lenovo X131e or X140e Laptop, Charger and Carrying Case

# Elementary Classroom Package



Lenovo X131e Laptop, Charger and Cart

# Presentation Classroom Package

Classroom Technologies for every KCPS School



**EPSON®**



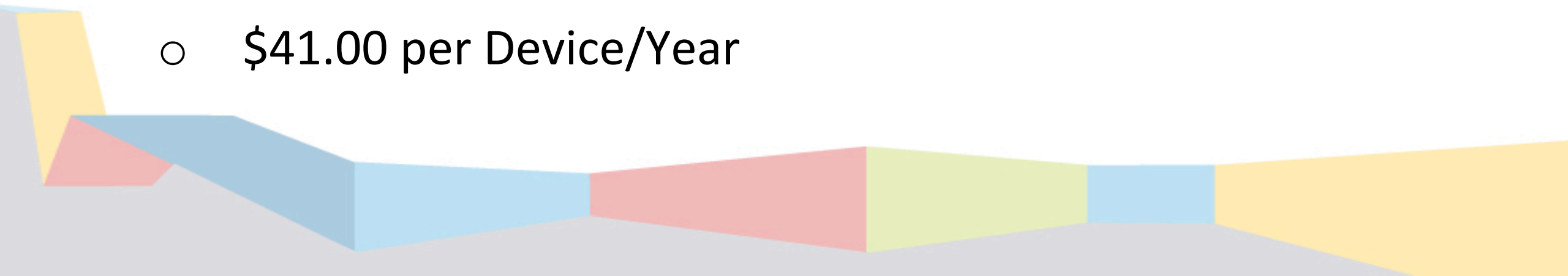
**ARUBA**  
networks

# Device Insurance

## Voluntary Group Form

### Two-week Enrollment Period

- Covers all damage and loss and with a zero deductible.
  - Does not cover simple loss.
  - Does not cover intentional damage.
  - If it is removed from an unlocked car.
  - \$41.00 per Device/Year



# Security

Laptops have location finding software. Computrace

Laptops have web filtering software. iboss

Laptops have Absolute software. Management

- Do not leave laptops in unsupervised areas.
- Keep track of your laptops as you do with other personal items.
- Do not loan your laptop to someone else.
- Even with protective software, unwanted files can be placed on your computer when visiting web sites.

**Absolute**<sup>®</sup>  
Software

COMPUTRACE<sup>®</sup>  
**LO JACK**<sup>®</sup>  
FOR LAPTOPS

**iboss**<sup>™</sup>  
WEB FILTERS

# Computer Breakage or Loss

Looking to use Charities linked to United Way for students and/or parents to complete community service assignments when equipment is broken or lost. Working at \$7.50/Hr

Description	Unit Price
DC Cable Socket	\$28.00
AC Adapter	\$49.99
RAM 4gb	\$62.13
LCD Cable	\$64.00
System Cooling Fan	\$70.18
Bottom Plastics	\$82.00
Keyboard Assembly	\$82.00
Keyboard Bezel	\$92.80
Battery	\$95.22
LCD Display Bezel	\$100.00
LCD Display Panel	\$129.41
128GByte SSD hard drive	\$165.11
System Board	\$232.15

## Damage to a Computer?

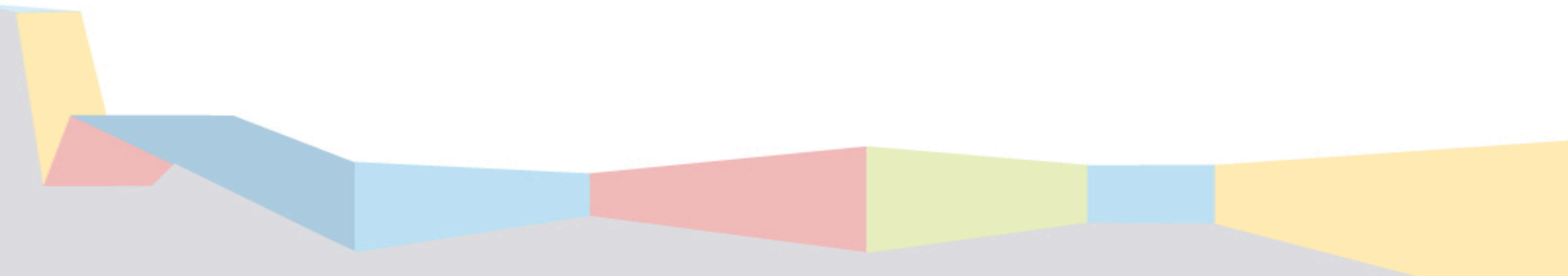
1. Pay for the repairs
2. Have Insurance (before the breakage)
3. Community Service
4. Use classroom computers.



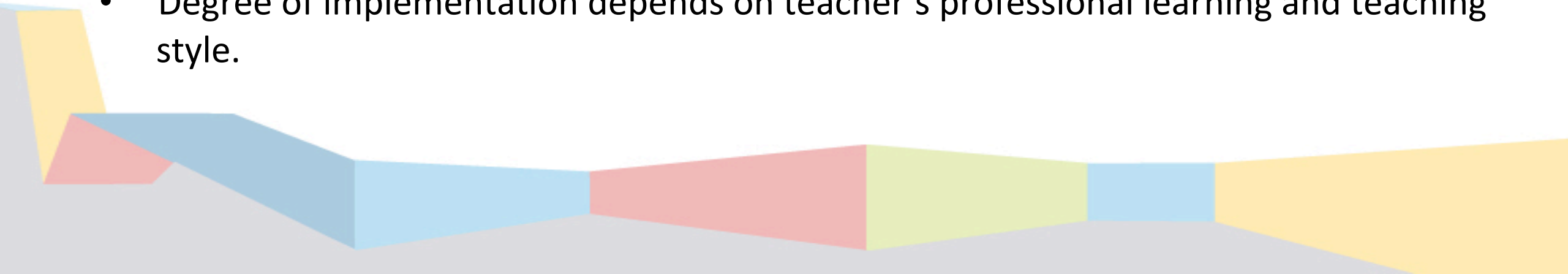
Ms. Bailey Pianalto  
816-559-4667  
816-472-4289  
[baileypianalto@uwkc.org](mailto:baileypianalto@uwkc.org)

# District Deployment (Computers/Carts/Classroom A/V)

KCPS Schools (1:1 for Grades 1-12)	Number of Computers	Number of Carts	Classrooms with A/V and Wireless <small>(Includes Pre-K, Music, Art Libraries and Kindergarten)</small>
Elementary Schools	8232	338	427
Secondary Schools	5576	14	610

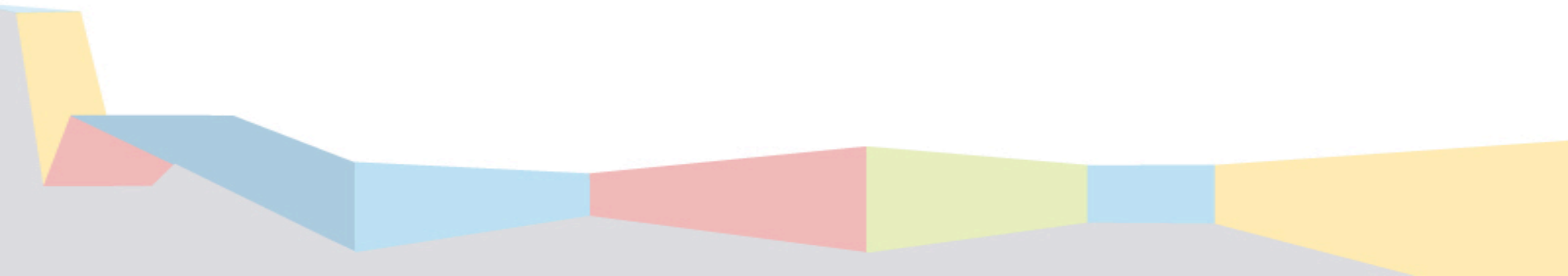


# Lessons Learned

- Must educate students on how to take care of their device.
  - Must make sure they can successfully logon to the KCPS network and Pearson learning sites.
  - Emphasize insurance coverage to parents.
  - Work closely with School Administration to communicate information to Parents.
  - Must have student run help desks.
  - Professional Development required.
  - Teacher's transition from print resources to digital resources is difficult for some.
  - Degree of implementation depends on teacher's professional learning and teaching style.
- 
- A decorative graphic at the bottom of the slide consisting of several overlapping, semi-transparent geometric shapes in shades of yellow, light blue, and light red/pink, creating a modern, abstract design.

# Digital Learning Initiative – 1:1

Thomas Brenneman, Executive Director for Technology



# Middle & HS Package



Lenovo X131e or X140e Laptop, Charger and Carrying Case

# Elementary Classroom Package



Lenovo X131e Laptop, Charger and Cart

# Presentation Classroom Package

Classroom Technologies for every KCPS School



**EPSON®**



**ARUBA**  
networks

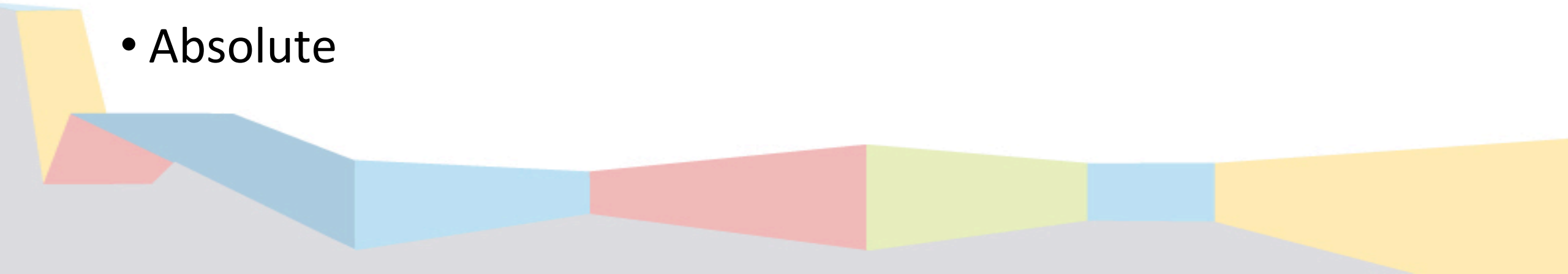
# Device Safeguards

## Voluntary Insurance Program

- Covers all damage and loss and with a zero deductible.
  - \$41.00 per Device/Year

## Security Software

- iBoss
- Computrace
- Absolute



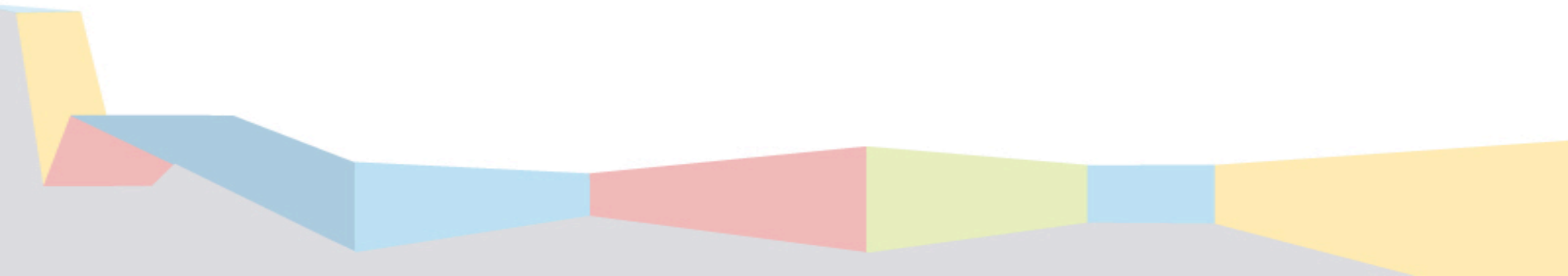
# Communications

## Parent and Community Meetings

- Attended Parent Meetings at Schools to discuss the 1:1 Program.
- Attended District Advisory Committee (DAC) meetings.
- Attended School Advisory Committee (SAC) meetings.
- Attending Superintendent Symposium meetings to share 1:1 Progress.

## Principal Meetings

- Attended District Meetings to address program with School Administration.
- Attended Pre-Rollout Logistics meetings with School Administration to discuss and plan computer rollout procedures.



# Internet in the Home

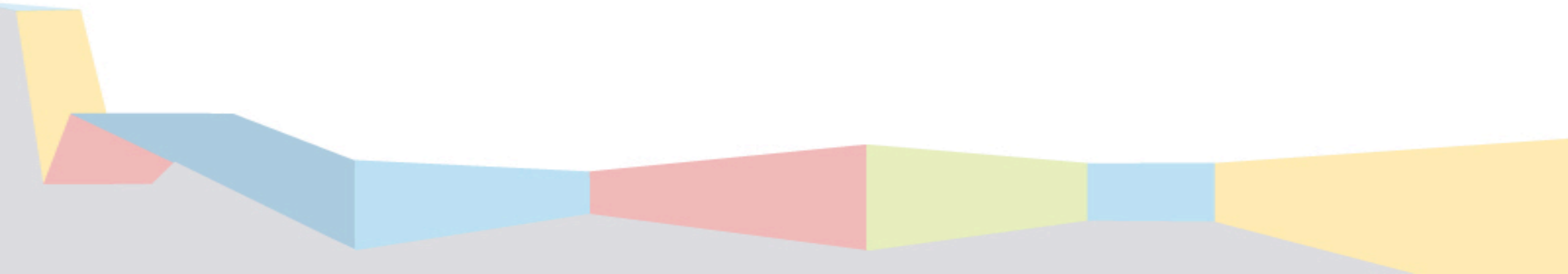
**We are still experiencing the Digital Divide – (60% - 70% of KCPS Families do not have Internet)**

**Connecting for Good – KCPS has been an early partner.**

- Developing a Wireless Mesh Network for KC Urban Core.
- Using KCPS Rooftops to broadcast into apartment complexes and other high density areas.

**Google Fiber and Time Warner**

- Each company has discounted programs for KCPS Families.



# Computer Breakage or Loss

Looking to use Charities linked to United Way for students and/or parents to complete community service assignments when equipment is broken or lost. Working at \$7.50/Hr

Description	Unit Price
DC Cable Socket	\$28.00
AC Adapter	\$49.99
RAM 4gb	\$62.13
LCD Cable	\$64.00
System Cooling Fan	\$70.18
Bottom Plastics	\$82.00
Keyboard Assembly	\$82.00
Keyboard Bezel	\$92.80
Battery	\$95.22
LCD Display Bezel	\$100.00
LCD Display Panel	\$129.41
128GByte SSD hard drive	\$165.11
System Board	\$232.15

## Damage to a Computer?

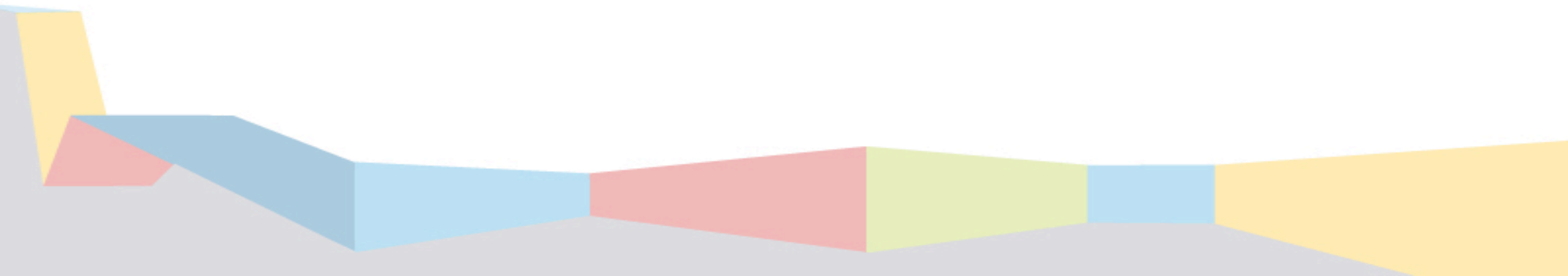
1. Pay for the repairs
2. Have Insurance (before the breakage)
3. Community Service
4. Use classroom computers.



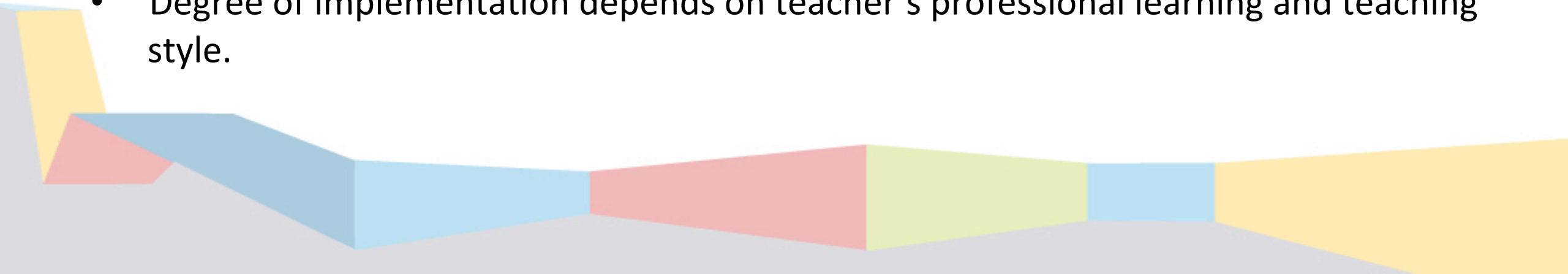
Ms. Bailey Pianalto  
816-559-4667  
816-472-4289  
[baileypianalto@uwkc.org](mailto:baileypianalto@uwkc.org)

# District Deployment (Computers/Carts/Classroom A/V)

KCPS Schools (1:1 for Grades 1-12)	Number of Computers	Number of Carts	Classrooms with A/V and Wireless <small>(Includes Pre-K, Music, Art Libraries and Kindergarten)</small>
Elementary Schools	8232	338	427
Secondary Schools	5576	14	610



# Lessons Learned

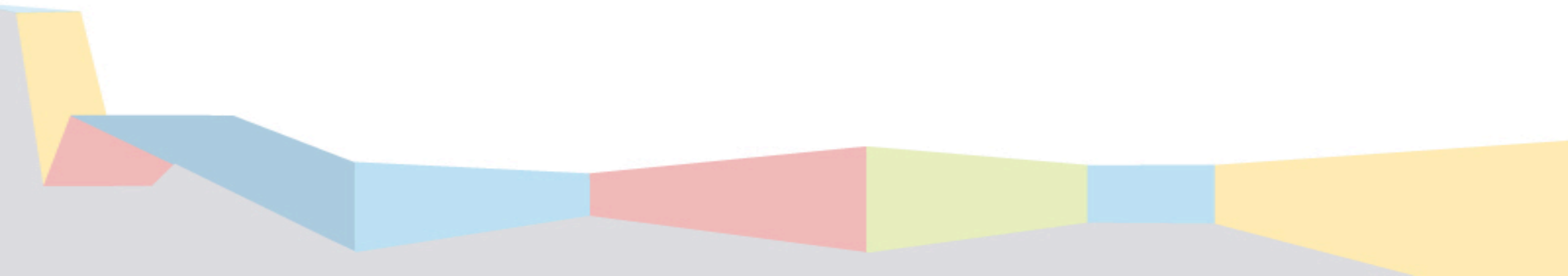
- Must educate students on how to take care of their device.
  - Must make sure they can successfully logon to the KCPS network and Pearson learning sites.
  - Emphasize insurance coverage to parents.
  - Work closely with School Administration to communicate information to Parents.
  - Must have student run help desks.
  - Professional Development required.
  - Teacher's transition from print resources to digital resources is difficult for some.
  - Degree of implementation depends on teacher's professional learning and teaching style.
- 
- A decorative graphic at the bottom of the slide consisting of several overlapping, semi-transparent geometric shapes in shades of yellow, light blue, and light red, creating a modern, abstract design.

# Questions?



# Human Resources

## Staffing Update



# Principal Hires

## 2012-2013

(13 schools)

Banneker

Troost

Northeast

Success Academy at Knotts

Success Academy at Anderson

AC Prep Elementary

AC Prep Secondary

Lincoln College Prep

Attucks

Border Star Montessori

Faxon

Longfellow

Melcher

## 2013-2014

(8 schools)

FLA

King

Melcher

Whittier

Central

AC Prep Secondary

Northeast High School

Success Academy at Knotts

## 2014-2015

(4 schools)

Holliday Montessori

James Elementary

SWECC

Success Academy at Anderson

## New Schools

(3 schools)

Central Middle School

Northeast Middle School

Hale Cook Elementary

# A Review

## 2013 - 2014

- 208 New Hires
- 56 New Teach For America Candidates
- Preparation for the opening of the middle schools in 2014-2015. Hired Lead Middle School Project Leader and future Principal

## 2014 - 2015

- 187 New Hires
- 25 New Teach For America Candidates
- Opened two new middle schools
- Opened one elementary school and revised Early Childhood to open two new Early Childhood centers



# Keep Moving Forward

## 2013-2014

- Early Notice Stipend for retirement and resignations
- Early Contracts issued and De-centralization of hiring
  - \$2,000 Penalty
  - Differentiation of contracts- Probationary, 1-year Temp, Tenured
- HBCU Recruiter
- Compensation Study
- Enhanced Professional Development partnerships for students, teachers, and administrators.
  - Summer Administrative Internships with the University of Missouri-Columbia

## 2014-2015

- Early Notice Stipend for retirement and resignations
- Early contracts issued and De-centralized of hiring
  - \$2,000 Penalty
  - Differentiation of contracts- Probationary, 1-year Temp, Tenured
- HBCU Recruiter-First HBCU recruit from Alabama A&M to join KCPS in January 2015
- Complete Compensation Study
- Enhanced Professional Development partnerships for students, teachers, and administrators
  - Summer Administrative Internships with University of Missouri-Columbia, UCM, UMKC conversation, administrative leadership opportunities within KCPS

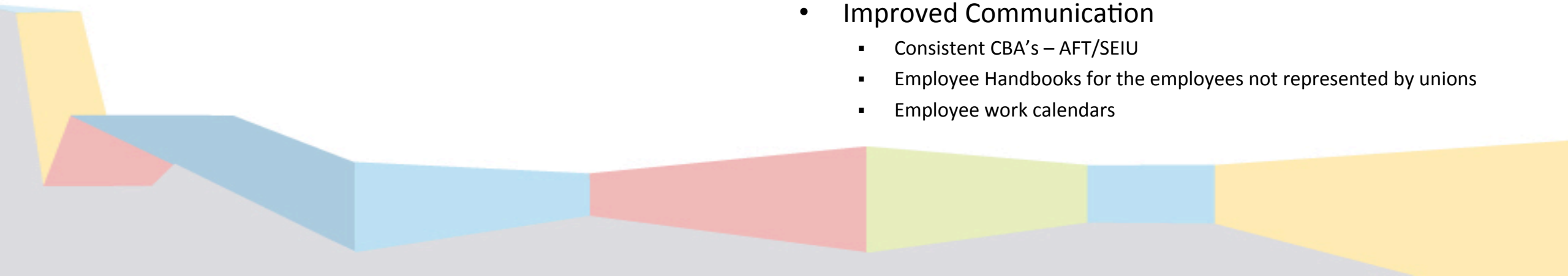
# Keep Moving Forward

## 2013-2014

- Enhanced Professional Development partnerships for students, teachers, and administrators.
  - UMKC Professional Development Schools
  - Summer Administrative Internships with the University of Missouri-Columbia
- Retired Temporary HR Recruiters Spring 2014
- Performance Management Reviews
  - Early identification for support and potential vacancies
- Principal Hiring- Building & District Committees

## 2014-2015

- Enhanced Professional Development partnerships for students, teachers, and administrators
  - UMKC Professional Development Schools
  - UCM and UMKC conversation
  - Administrative leadership opportunities within KCPS
- Retired HR Recruiters in Spring 2015
- Performance Management Reviews
  - Early identification for support and potential vacancies
  - Early secondary student course selections for 2015-2016 to determine needed secondary teacher content expertise
- Principal Hiring- Building & District Committees
- Improved Communication
  - Consistent CBA's – AFT/SEIU
  - Employee Handbooks for the employees not represented by unions
  - Employee work calendars



# Factors that Affect Recruiting & Retention



- Positive Image for KCPS
- Provisional Accreditation to Full Accreditation Pathway
- On The Rise!
- Retirements, resignations, and terminations
- Late or Declined Offers-Jun, 1, 2014 – Oct. 1, 2014
- Health Issues & Family Obligations
- Background Checks

# Positive Recruiting Efforts

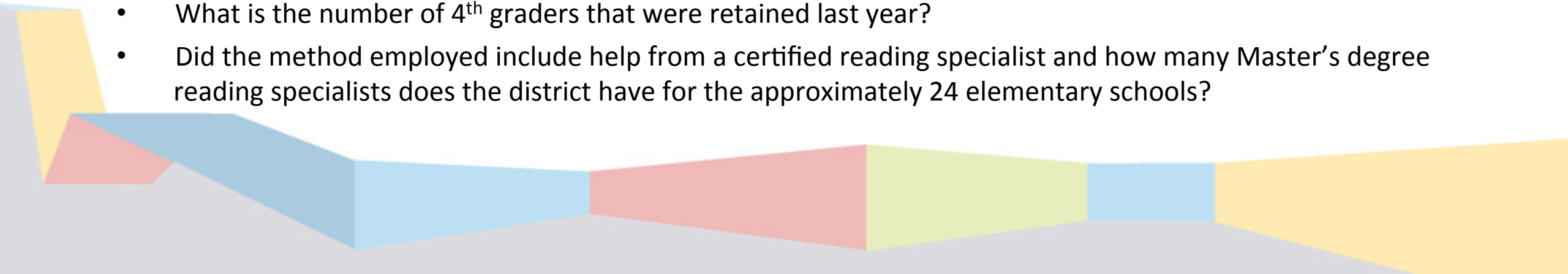
- 40+ Recruiting Events Planned
- KCPS Career Fair – January 24, 2015
- Networking events with local colleges & universities
- NASBE Conference Plans
- Establish a local pipeline-Future Teacher Clubs and Scholarship Opportunities, Loan Forgiveness



# Questions?

# Feedback

## Questions from feedback cards –

- To be sure we are complying with the state literacy law known as Senate Bill 319, I ask the following multi-part question and am attaching the State Law for reference.
  - What is the number of Senate Bill 319 students by grade level from 4<sup>th</sup> to 12<sup>th</sup> grade? (7<sup>th</sup>-12<sup>th</sup> graders are to have a “notation” attached to their permanent record.)
  - What is the number of grade level (4<sup>th</sup>-6<sup>th</sup>) that received the mandatory 30 hours after school reading help during the school year?
  - What is the number (4<sup>th</sup>-6<sup>th</sup>) that received the 40 hours mandatory reading help during Summer School and number of 7-12 that attended offered Summer School reading class ?
  - What is the number of 4<sup>th</sup> graders that were retained last year?
  - Did the method employed include help from a certified reading specialist and how many Master’s degree reading specialists does the district have for the approximately 24 elementary schools?
- 
- A decorative graphic at the bottom of the slide consisting of several overlapping, semi-transparent geometric shapes in shades of yellow, light blue, and light red, creating a modern, abstract design.

# RSIT Breakout Discussion



# Feedback/Requests



# Monthly Meeting Date