Kansas City Public Schools and Department of Elementary and Secondary Education

Regional School Improvement Team Meeting

Thursday, October 30, 2014
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
  o 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.
  o September – Teachers learned how to read the students data reports and how to use those reports to make instructional decisions.

• Transition to:
  o Lexile Score – Reading Level
  o 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 3rd grade.
  o Learning Continuum – Student performance level. Provides what students are ready to learn, and how to differentiate instruction for both individual & skill based small groups.
  o 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

### Mathematics

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Goal Score</th>
<th>111-120</th>
<th>121-130</th>
<th>131-140</th>
<th>141-150</th>
<th>151-160</th>
<th>161-170</th>
<th>171-180</th>
<th>181-190</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operations and Algebraic Thinking</strong></td>
<td></td>
<td>Student A</td>
<td>Student B</td>
<td>Student C</td>
<td>Student E</td>
<td>Student D</td>
<td>Student G</td>
<td>Student I</td>
<td>Student L</td>
</tr>
<tr>
<td><strong>Number and Operations</strong></td>
<td></td>
<td>Student F</td>
<td>Student G</td>
<td>Student H</td>
<td>Student N</td>
<td>Student E</td>
<td>Student B</td>
<td>Student D</td>
<td>Student J</td>
</tr>
<tr>
<td><strong>Measurement and Data</strong></td>
<td></td>
<td>Student C</td>
<td>Student D</td>
<td>Student A</td>
<td>Student H</td>
<td>Student K</td>
<td>Student E</td>
<td>Student J</td>
<td>Student K</td>
</tr>
<tr>
<td><strong>Geometry</strong></td>
<td></td>
<td>Student F</td>
<td>Student H</td>
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<td>Student E</td>
<td>Student D</td>
<td>Student I</td>
<td>Student J</td>
<td>Student K</td>
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- Term Rostered: Fall 2014-2015
- Term Tested: Fall 2014-2015
- District: Kansas City Missouri School District
- School: 33
DesCartes: A Continuum of Learning®: Reading

<table>
<thead>
<tr>
<th>Goal: Literature</th>
<th>Statement Last Updated: May 21, 2015</th>
<th>RIT Score Range: 201-210</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Skills and Concepts to Enhance (75% Probability*)</th>
<th>Skills and Concepts to Develop (50% Probability*)</th>
<th>Skills and Concepts to Introduce (25% Probability*)</th>
</tr>
</thead>
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<tr>
<td><strong>Literature: Key Ideas and Details</strong></td>
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</tr>
<tr>
<td>- Locates and paraphrases information found in literary text</td>
<td>- Locates and paraphrases information found in literary text</td>
<td>- Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary</td>
</tr>
<tr>
<td>- Summarizes the main idea of the supporting details in literary text</td>
<td>- Summarizes the main idea of the supporting details in literary text</td>
<td>- Summarizes information in literary text based on supporting details</td>
</tr>
<tr>
<td>- Analyzes a literary text to identify a title representing the main idea of the literary text</td>
<td>- Analyzes a literary text (2-5 sentences) containing complex sentences to determine the main idea (term not used, expressed as a short phrase) in literary text</td>
<td>- Identifies the use of phrases found in literary text</td>
</tr>
<tr>
<td>- Analyzes short literary passages (2-5 sentences) describing events and expresses the main idea in the form of a phrase</td>
<td>- Analyzes passages (3-5 complex paragraphs) of literary text and rephrases the main idea of the text (term not used).</td>
<td>- Identifies changes based on information found in literary text</td>
</tr>
<tr>
<td>- Analyzes passages (3-5 complex paragraphs) of literary text and rephrases the main idea of the text (term not used).</td>
<td>- Recognizes details that support the main idea in literary text</td>
<td>- Identifies changes based on information found in literary text</td>
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<td>- Analyzes passages (3-5 paragraphs) to identify main idea (term not used, expressed as a short phrase) in literary text</td>
<td>- Infers the meaning of phrases found in literary text</td>
<td>- Identifies changes based on information found in literary text</td>
</tr>
<tr>
<td>- Distinguishes between a result of a given event and other non-related events in literary text</td>
<td>- Infers the meaning of phrases found in literary text</td>
<td>- Views the action or event as a cause and effect in literary text</td>
</tr>
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<td>- Summarizes information in literary text containing complex sentences describing events</td>
<td>- Infers the meaning of phrases found in literary text</td>
<td>- Paraphrases information found in literary text (term not used)</td>
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<tr>
<td>- Compares short literary texts to determine the common theme</td>
<td>- Infers the meaning of phrases found in literary text</td>
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<td>- Identifies characters (term not used) in literary text (2-3 paragraphs)</td>
<td>- Infers the meaning of phrases found in literary text</td>
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<td>- Identifies facts located in a passage of literary text</td>
<td>- Infers the meaning of phrases found in literary text</td>
<td>- Identifies changes based on information found in literary text</td>
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<td>- Makes inferences from literary texts (2-3 paragraphs)</td>
<td>- Infers the meaning of phrases found in literary text</td>
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<td>- Identifies the development of plot in literary text</td>
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<tr>
<td>- Identifies events important to plot development in literary text</td>
<td>- Identifies the development of plot in literary text</td>
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Explanatory Notes:
* 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
  o Develop students’ keyboarding skills
  o 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?

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

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

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.

Sharing Data with Parents

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

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?

4. What do the percentiles mean?

How can students be involved in the conversation?

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?

1. What is current in place and working?

2. How can consistency and collaboration be fostered within and across grades?
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
  o Consortium of Schools who have experience with one-to-one digital learning programs
• Huntsville City Public Schools
  o Second year of successful implementation
• Mooresville School District
  o Fifth year of implementation
• Other efforts by regional school districts
  o Kansas City Kansas Schools
  o North Kansas City Schools
  o 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 21st Century learners
Class Symbaloo
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
Device Insurance

Voluntary Group Form

Two-week Enrollment Period

• Covers all damage and loss and with a zero deductible.
  o Does not cover simple loss.
  o Does not cover intentional damage.
  o If it is removed from an unlocked car.
  o $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.
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

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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
# District Deployment

(Computers/Carts/Classroom A/V)

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<th>KCPS Schools (1:1 for Grades 1-12)</th>
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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.
Digital Learning Initiative – 1:1

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Classroom Technologies for every KCPS School
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.
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• Degree of implementation depends on teacher’s professional learning and teaching style.
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 4th to 12th grade? (7th-12th graders are to have a “notation” attached to their permanent record.)

• What is the number of grade level (4th-6th) that received the mandatory 30 hours after school reading help during the school year?

• What is the number (4th-6th) 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 4th 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?
RSIT Breakout Discussion
Feedback/Requests
Monthly Meeting Date