SMART Goal Progress Report

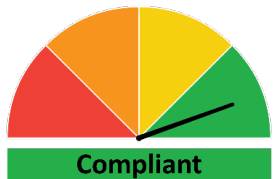# Rating Definitions

Non-compliant
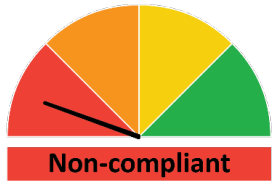
- No Progress made toward the District's SMART Goal.

Developing

- Making progress toward the District's SMART Goal and additional data is pending.

On Target

- Performing at or above the District's SMART Goals at this point and time.

Compliant

- Exceeding the District's SMART Goal and the set MAP Performance Index (MPI) Goal.

Goal # 1:
Academic & Subgroup Achievement

On Target

Goal	Satisfied	Not Satisfied	In Progress	Strategy
English Language Arts MPI Goal 303.7	✔			Literacy Focus, Pacing Guides aligned to the highly tested GLEs, focused professional development, extended learning time and data teams.
Mathematics – MPI Goal 301	✔			Pacing Guides aligned to the highly tested GLEs, focused professional development, data teams and extended learning time.
Science – MPI Goal 275.4	✔			Pacing Guides aligned to the highly tested GLEs, focused professional development, data teams and extended learning time.
Social Studies – MPI Goal 280.3			✔	Pacing Guides aligned to the highly tested GLEs, focused professional development, data teams and extended learning time.

Acuity C and 3rd Quarter Mock EOCs will provide a final predictor

Goal # 2:
College & Career Readiness

On Target

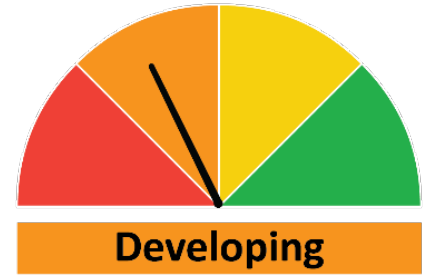| Goal	Satisfied	Not Satisfied	In Progress	Strategy
Percent of students that score at or above the state standards & the percent of students that participate in ACT, SAT, COMPASS or ASVAB by 5%	✔			On target to hit district goal
Percent of students who earn qualifying score on AP, IB, or TSA or receive college credit through dual enrollment with a grade of B or higher by 5%	✔			On target to hit district goal
Percent of students who complete career education programs & are placed in occupations their education or in military w/in six month of graduation by 10%	✔			District needs to match 16 more students and we will be on track to hit goal.

Goal # 3: Graduation Rate

On Target

Goal	Satisfied	Not Satisfied	In Progress	Strategy
Increase the percent of students who graduate from KCPS by 7%			✔	Senior Audits, Parent Meetings, Attendance Monitoring, On-line courses, and Extended Learning time
Four-Year Graduation rate will increase to 75%			✔	
Five-Year Graduation rate will increase to 75%			✔	
Six-Year Graduation Rate will increase to 66%			✔	

Goal # 4:
Student Attendance

Developing

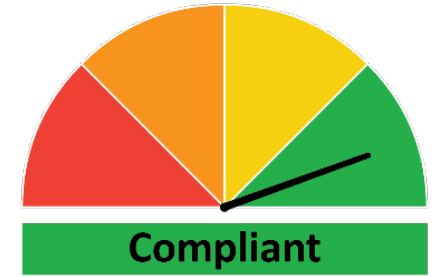| Goal	Satisfied	Not Satisfied	In Progress	Strategy
Increase attendance rate from 74.6% to 78.3 A. Become more accurate and efficient in recording attendance properly. B. Monitor the progress of the implementation of the P&P, (Process, Protocol, and Procedure)		✔		Lack of inconsistency in reporting attendance data • Coordinated July 2011 policy with district procedures, protocol, and process to create true data integrity (P&P implementation Feb. 24th district-wide) • Monitor attendance (P&P) procedures, and protocol process (daily, weekly, monthly) • Identify first semester suspect attendance errors and assist building staff to correct errors to recoup attendance hours/minutes. (Such as single period tardy mismarked as absent) • Provide technical assistance to ensure correct data input and minimize data error rate • Hold building administrators accountable to ensure fidelity of process at each building

Goal # 4: Student Attendance

Developing

Goal	Satisfied	Not Satisfied	In Progress	Strategy
Increase percent of students who attend school 90% of the time by 10% A. RTI Team/OSI Team coordination for differentiated interventions on "Bubble List" students. B. Report Progress in weekly dashboards.		✔		• Identify and target interventions to group of students who are at 85-89% attendance. • RTI, Response to Intervention teams include members from ELL, Special Ed, Homeless, Counselors, OSI, and Adult Education. Offering differentiated responses to the various student population with attendance issues.(Completed 2/14/14) • A series of data dashboards will inform the Superintendent as to how successful schools are in processing attendance with maximum integrity.
Clean up previous semester errors		✔		• Review single period absent/tardy issues. Approximately 20,000 issues exist. Adjust attendance to behavior issues.

Goal # 5: Business & Finance

Compliant

| Goal	Satisfied	Not Satisfied	In Progress	Strategy
Operate and maintain a balanced budget			✔	Currently in third year of a balanced budget. Preparation well underway toward recommending a fourth balanced budget to the Board of Education prior to June 2014 for FY 2015
Maintain at least a 25% unrestricted fund balance as of July 1, 2013	✔			Plan to maintain fund balance between 25% and 30% by June 30, 2014
Maintain a debt ratio less than 15% of the District's assessed valuation	✔			After considering a debt increase for capital projects and energy management projects, the ratio is not projected to exceed 4.5%
Report zero findings from external auditor	✔			FY 2013 resulted in the second consecutive year of zero findings. Down from 19 in 2008
Maintain at least 90% fund balance for future employee benefits	✔			Currently at 90 %

Goal # 6:
Parent & Community Engagement

On Target

| Goal	Satisfied	Not Satisfied	In Progress	Strategy
Develop a Parent and Family Marketing campaign that reaches 100% of parents and families in KCPS system that builds trust and brings awareness to the importance of supporting student achievement			✔	Build a group of informed and empowered parents, teachers, staff and community at each school that work collaboratively to support increased student achievement.
Increase parent and family engagement participation by 50% across the KCPS system			✔	Develop a data-driven process that Parent Liaisons will utilize in each school to track every parent activity and event held at their schools.
Implement a workshop training series for parents and families that define parent roles and responsibilities in supporting their students' schools and help increase student achievement.			✔	Work with Parent Liaisons, building administrators, SAC members and families to define parent roles and responsibilities and discuss the importance each role plays in supporting student learning and increased student achievement.
Develop a grass roots campaign that will inspire and engage school and community-wide action to increase student achievement through a pledge of support			✔	Develop a strategic communications plan that includes a campaign encouraging stakeholders to take a pledge to support the district. Two-way communications efforts will help build support, solicit input and encourage dialogue.
Increase the number of formal partnerships by 5 percent	✔			Partners in Education continues to seek new partnerships that benefit students and families. All new partnerships must be aligned to the Superintendent's SMART goals and support increased student achievement.
Increase social media subscribers by 10 percent			✔	Continue to use our social media and Internet-based communications platforms to bring about awareness and provide information to stakeholders. Encourage users to encourage others to sign up and use tools as a resource.

30-day Plan
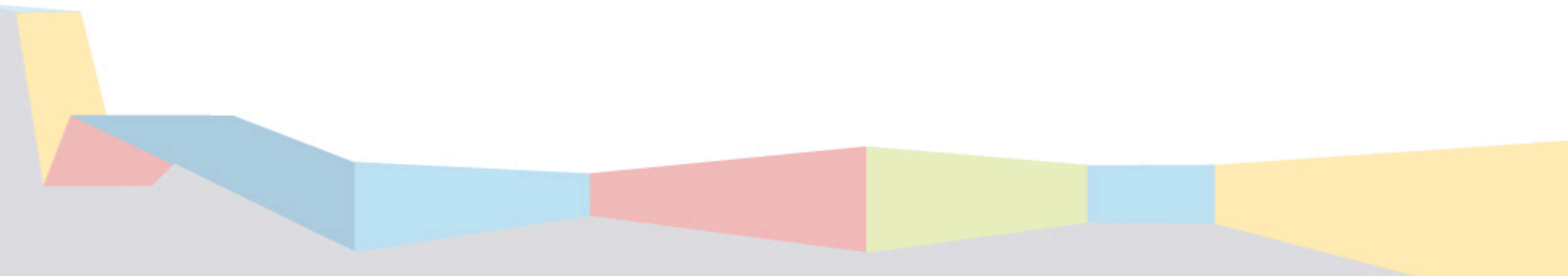
30-day Plan

Activity	Date
Rollout – Attendance Policy	Feb. 20
Rollout – Digital Devices	Feb. 21
Acuity C	Feb. 24 - March 6
Map-Alike	Feb. 24 - March 6
Mock EOC	March 4
Data Consults	March 4
HR Recruitment Fairs	March 10 - April 16
Balance Recommended FY 15 Budget	March 12 - April 9
Spring Break School	March 17- 21
Capital Financing Project	March 26

Goal: The 30-day plan will culminate in the fulfilling of the 2013-2014 Superintendent's SMART Goals and reaching full accreditation.
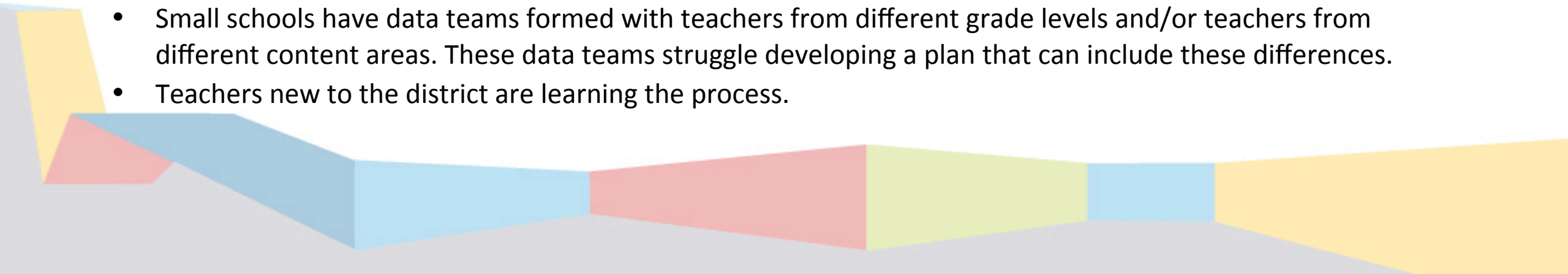
Questions

Data Teams
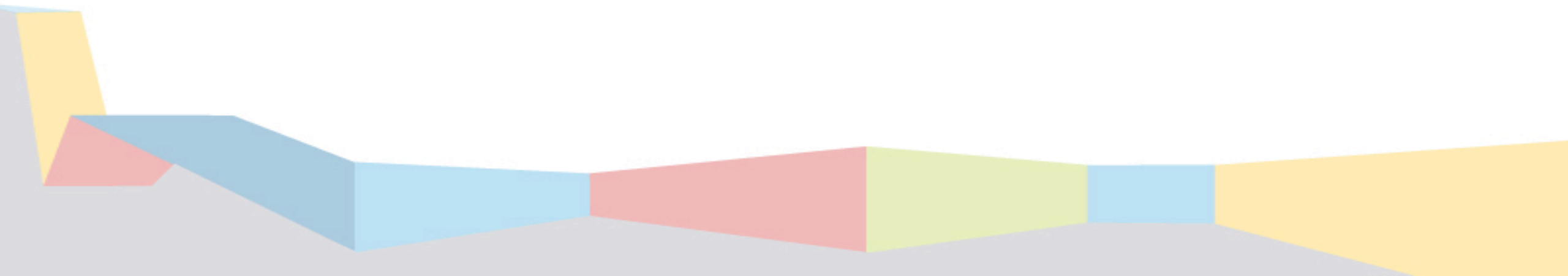
Data Team Rubric

1	2	3	4	5
IC leads meetings	IC leads meetings	IC participates in meetings	Teacher facilitating meetings	Teacher facilitating meetings
	Discuss data	Teacher does some facilitation	Pre and Post tests developed and documented	Pre and Post tests developed and documented
		Data collected and documented	Data from pre and post tests being discussed	Data from pre and post tests used to make instructional decisions
		Discuss data	Some instructional decisions made from test data	Interventions being provided are based on data
District Average Data Team Rating: 3.8				

Data Team Average Rating

School Name	Average Rating	School Name	Average Rating
ACCPA Lower	3	Phillips	4.5
Attucks	3	Pitcher	4
Banneker	3	Rogers	4.5
Border Star	3	Success@Knotts	3.5
Carver	4	Trailwoods	5
Faxon	3.5	Troost	2.5
FLA	4	Wheatley	3.5
Garcia	2.5	Whittier	3
Garfield	3.5	ACCPA Upper	3
Gladstone	4.5	Central Academy	3
Hartman	4	East HS	4.5
Holliday	4.25	LCPA	2.5
James	4	Northeast HS	3
King	4	Paseo Academy	3
Longfellow	4	SWECC	3
Melcher	3	Success@Anderson	3
Paige	3		

Data Team Analysis

- Data teams meet regularly at all buildings. Teachers recognize the importance of collaboration and analyzing student data.
- Teachers are able to engage in conversations with school and district leadership about individual student data.
- District coaches are providing coaching and guidance to data teams.
- Staffs in schools that have shown growth in student achievement attribute the results to the collaborative work of data teams.
- School leadership is taking an active role in monitoring data teams.
- Some teachers are not taking the leadership role in facilitating the data team meetings.
- Data teams struggle to create authentic and reliable assessments that can measure and identify student deficiencies.
- Some teams have difficulty developing intervention plans with specific strategies to address deficiencies.
- Small schools have data teams formed with teachers from different grade levels and/or teachers from different content areas. These data teams struggle developing a plan that can include these differences.
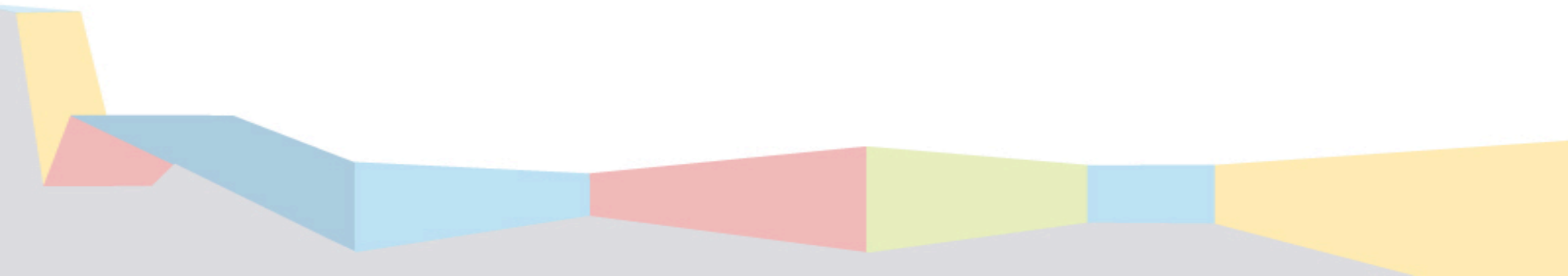- Teachers new to the district are learning the process.

Questions

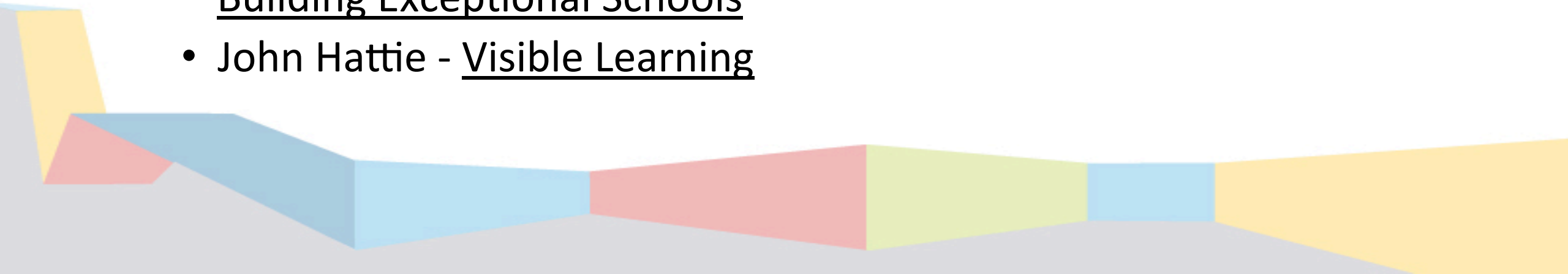# S.W.A.T. Results
School-wide Assessment Teams

# School-Wide Assessment Teams:
Purpose & Research Base

Purpose
- Provide Support
- Provide a re-emphasis on the Urgency of Turn-Around

Research Base
- Robert Marzano - Schools that Work; Classrooms that Work
- Paul Bambrick Santoyo - Leverage Leadership: A Practical Guide to Building Exceptional Schools
- John Hattie - Visible Learning

School-Wide Assessment Teams: Parameters

- MPI below 300

- Decline in Test Scores: Acuity A to Acuity B

- End of Quarter Content tests: Class Mean Scores of 50% & below

- No Quantifiable growth between test administrations
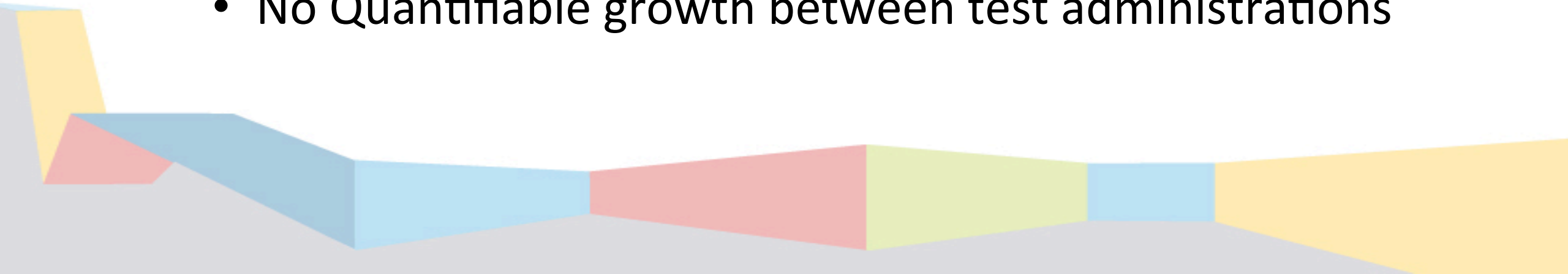
S.W.A.T.—Teacher Feedback

Commonalities

- More Time
- More Technology
- More Academic Support
- Review of How to Personally Track MPI
- Concern over Validity of EOCs and Alignment of Pacing Guide
- More building-specific Professional development

S.W.A.T—Administrative Recommendations & Insights

- Increase building Autonomy with Authentic Accountability
- Focus on GLEs & CLEs: A Roadmap to Success
- Shift emphasis from Digital Resources to District Curriculum
- Refine Instructional Coaches Role - Increase Modeling
- Departmentalize where appropriate
- SIG Schools - Hire Academic Tutors
- Work with LINC on highly-tested GLEs
- CLE Support - Grad Point, After-School Tutoring, Spring Break School
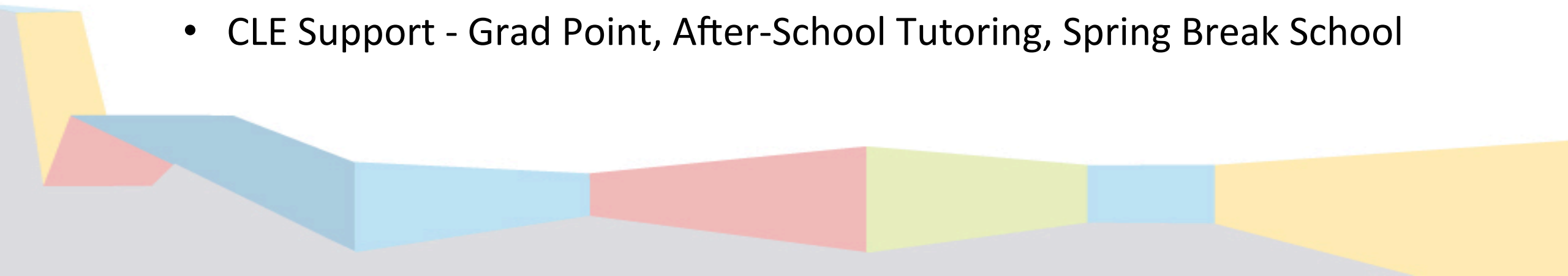
S.W.A.T. - Administrative Recommendations & Insights

- Maximize Expertise of Mentor Teachers
- Provide an Instructional Roadmap for next 45 days
- Hire Floating substitutes for the 12 Academically-Stressed Buildings
- Mandatory Building SWAT Follow-up Plan
- ELL & SPED Accommodations Implemented
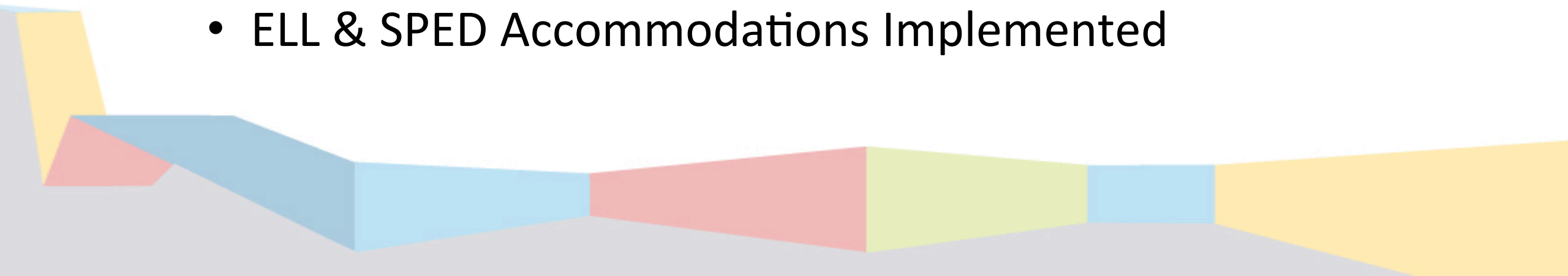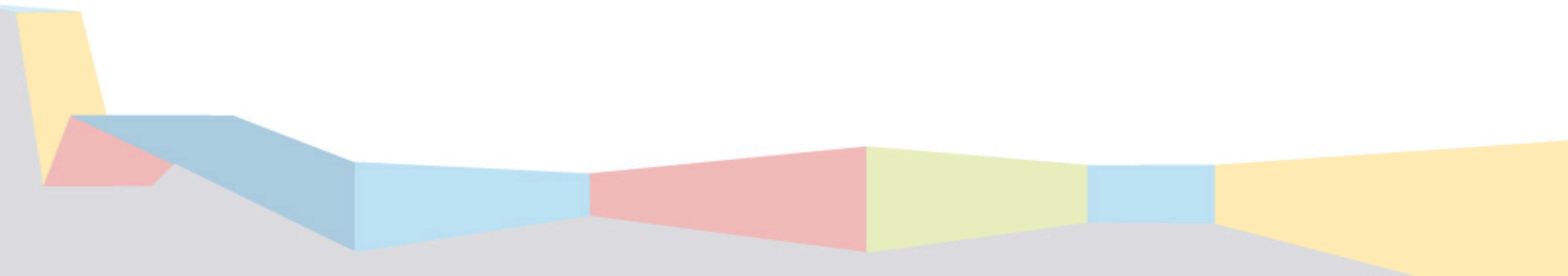
S.W.A.T. - Follow-Up

- Focus School Meetings - DESE & KCPS
- Data Team Ratings
- Mandatory Student Data Tracker
- Projection Chart
- SAM Project
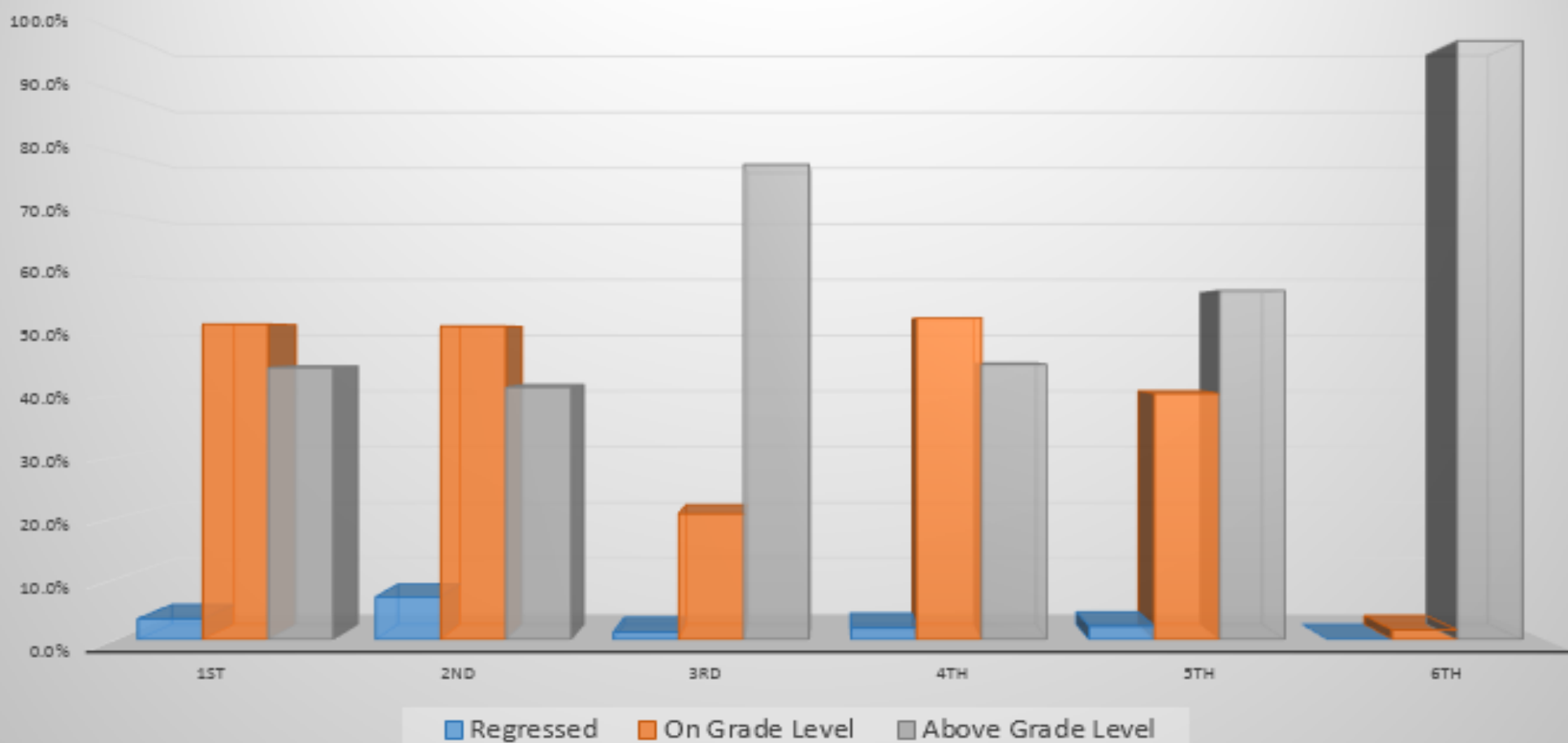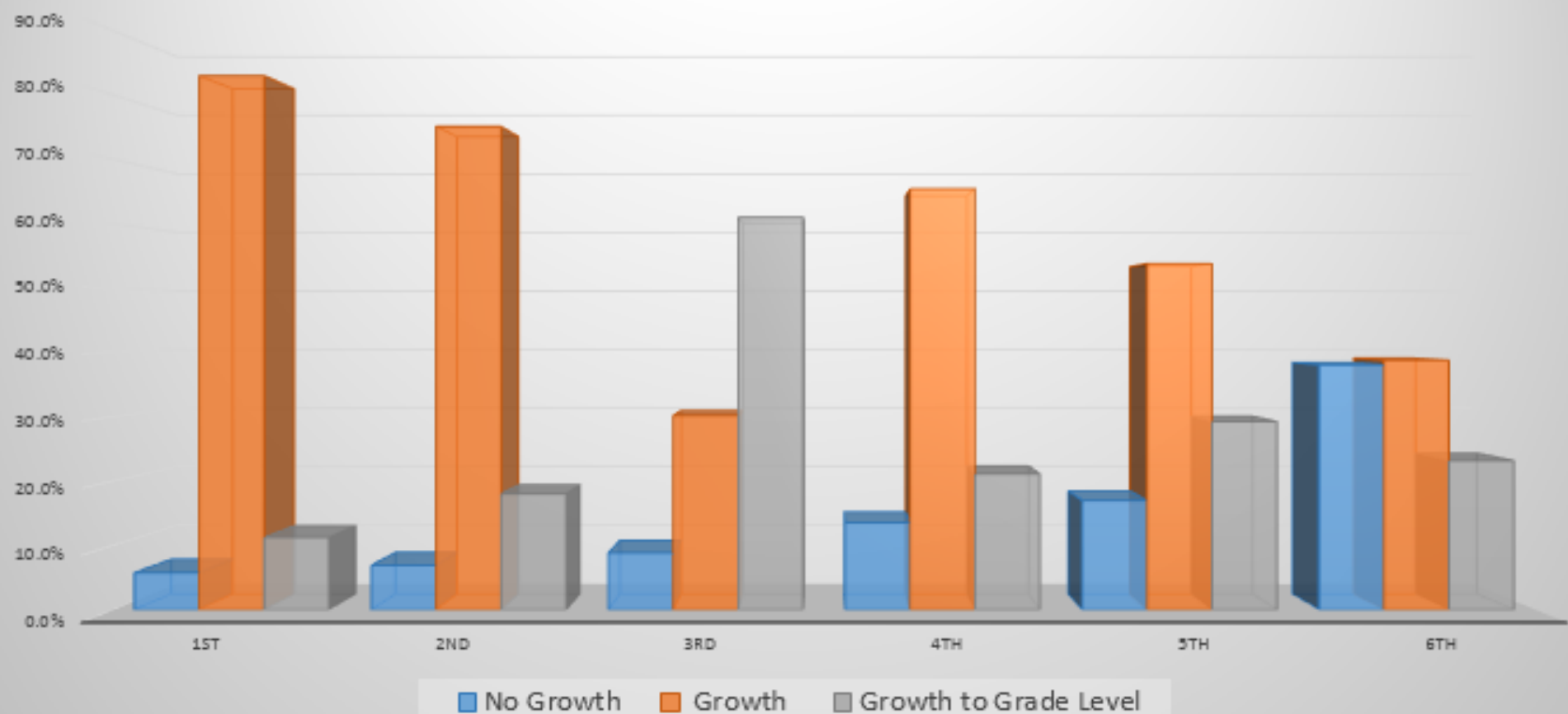- Loop Back Observations with Feedback
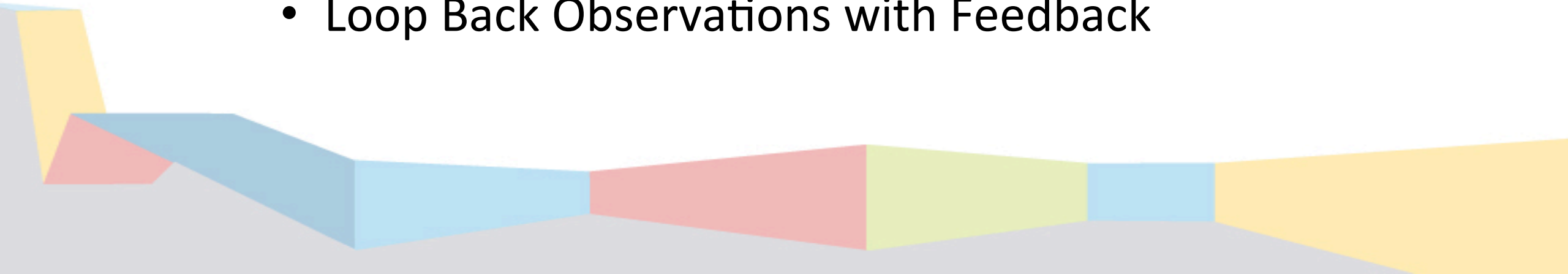
Questions

Developmental Reading Assessment DRA2

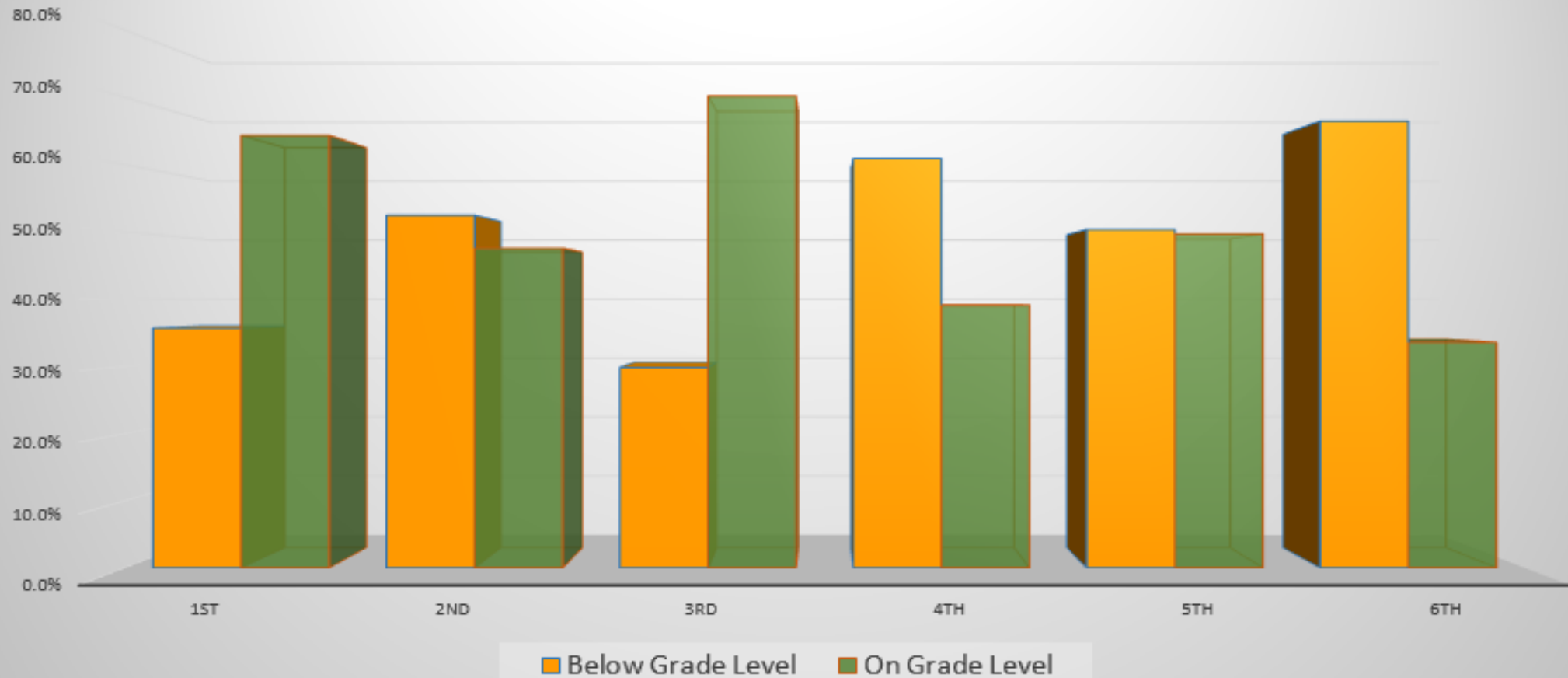Fall to Winter Reading Growth of Students Identified as Reading on Grade Level on Fall DRA2

Fall to Winter Reading Growth for Students Identified as Reading Below Grade level On Fall DRA2

Winter Reading Levels by Grade (DRA2)

Literacy Focus

- Literacy Plan
- Reading Interventionist at lower grade levels
- Continue to build the content and instructional strategies of teachers
- Compare NWEA mid-year scores with Winter DRA2 scores
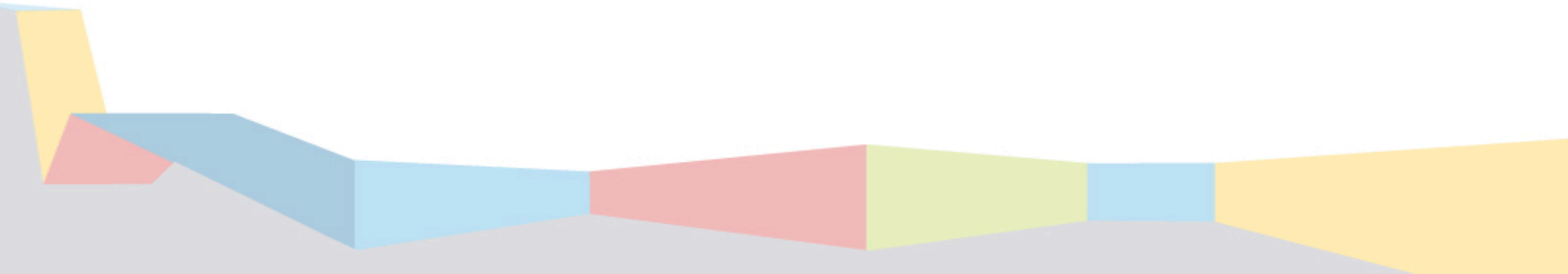- Compare Acuity C with Winter DRA2 scores

Questions

Human Resources of Today!

"Getting the right people, at the right time, for Kansas City Public Schools…"

Personnel Standards – Policy 4.9

The Superintendent shall neither cause nor allow the District to employ staff that cannot advance the district toward its board stated end objectives.

Comprehensive Recruitment, Selection and Retention Plan

Focus on higher education partnerships to increase student teacher placements

UMKC, UCM, MU, PD Schools, Fellowships

KCPS Job fair 11/23/13 (100) 3/8/14

Robust participation in career fairs - 16

Strategic Outreach – HBCU Recruiter

Total compensation – Comp Study/Non-Union

Enhanced Performance Management Review System

Early identification of employee strengths and needed support

Fall monthly reviews and coordination with Teacher Evaluations and PGPs

- Specific processes and timelines to identify vacancies early, due to retirement, resignations and possible non-renewals

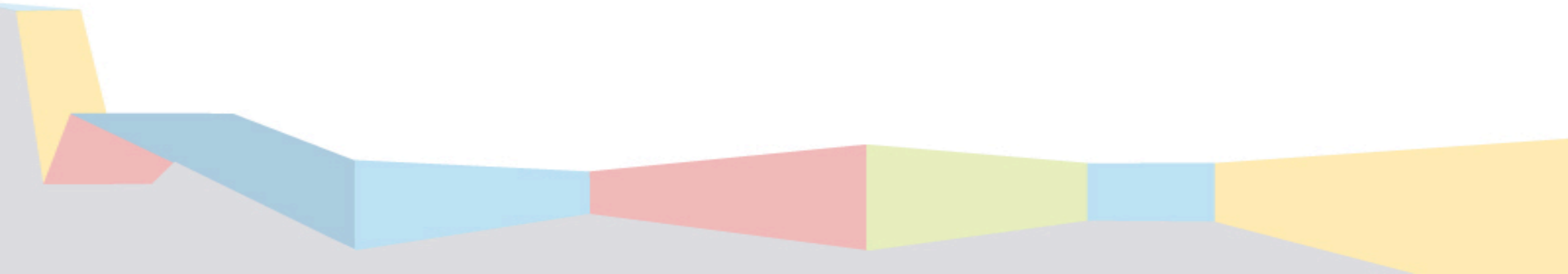Early Notice Stipends and Kelly Services

Customer Service

Questions

Educator Evaluation System
Pilot Project Update

Why Change?

Teacher Growth = Improved Student Achievement
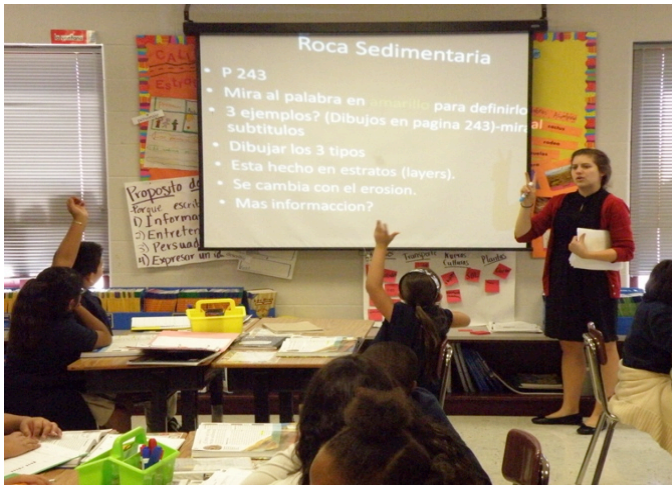
Why Change?

What we really need is a conception of teacher evaluation as part of a *teaching and learning system* that supports **continuous improvement**, both for individual teachers and for the profession as a whole. Such a system should **enhance teacher learning and skill**, while at the same time ensuring that teachers who are retained and tenured can effectively support student learning throughout their careers.

~Linda Darling Hammond
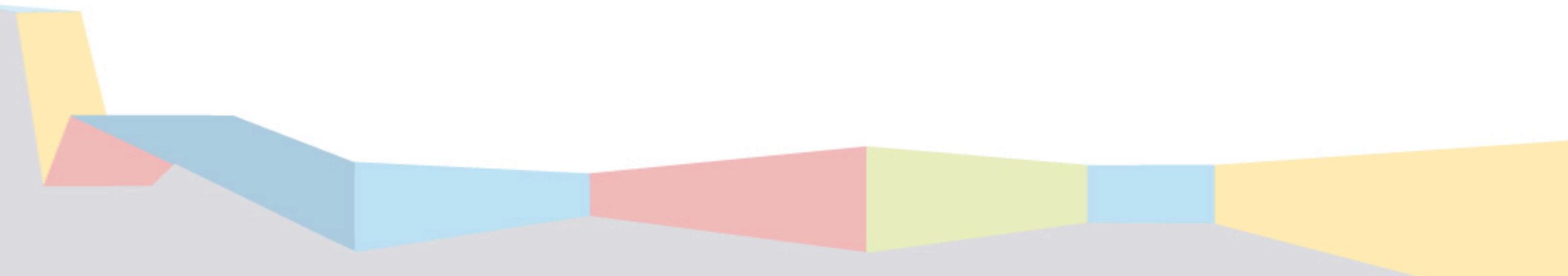
Schools in Pilot

- ACCPA Lower
- ACCPA Upper
- Attucks Elementary
- Banneker Elementary
- Central Academy of Excellence
- Faxon Elementary
- Foreign Language Academy
- Garcia Elementary
- Gladstone Elementary
- King Elementary

- Lincoln College Preparatory Academy
- Longfellow Elementary
- Melcher Elementary
- Northeast High School
- Phillips Elementary
- Pitcher Elementary
- Success Academy
- Trailwoods Elementary
- Troost Elementary
- Wheatley Elementary

SY 14 Training Sessions

**June 4**
- Overview of the evaluation system
- Summary of pilot project

September 13
- Shifting evaluation to a continuous improvement process
- Emphasize the KC focus (taken from the KCPS Literacy Plan, Superintendent's Goals)
- Determine indicators to support the KC focus
- Identify research-based strategies to support the indicators
- Document the goals and strategies on a growth plan
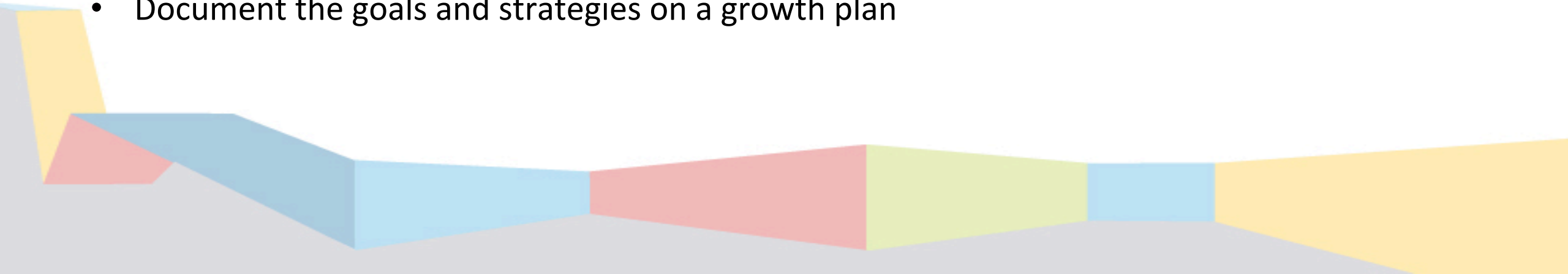
SY 14 Training Sessions
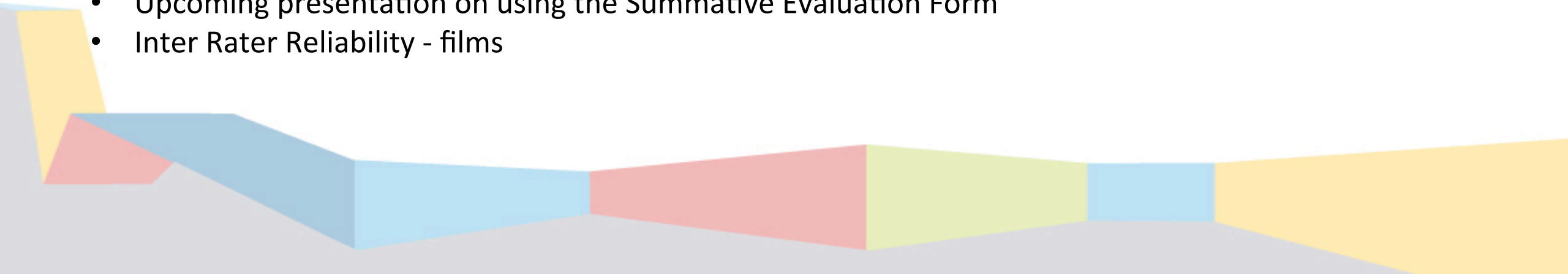
October 24 meeting
- Reviewed selected indicators and growth plans
- Discussed using look fors in the growth plans when doing observation
- Providing feedback that is meaningful, delivering it effectively, and documenting it on the feedback forms

December 6 Feedback Clinic
- Mike Rutherford presented his logic model
- Groups of principals visited classrooms and practiced giving effective and meaningful feedback

Additional Trainings
- Additional feedback clinics with Mike Rutherford
- Upcoming presentation on using the Summative Evaluation Form
- Inter Rater Reliability - films

Missouri Educator Evaluation System Protocol

Process begins here

What impact?
What new indicators?

Recommended to focus only on 3 indicators

Reflect and Plan

Identify Indicators

THE PROCESS

0-7   Rating Growth Guides

Assess Final Performance

Assess Baseline Performance

0-7 Rating Growth Guides

Applied Learning and Feedback

Coaches Peers

Possible Sources of Evidence
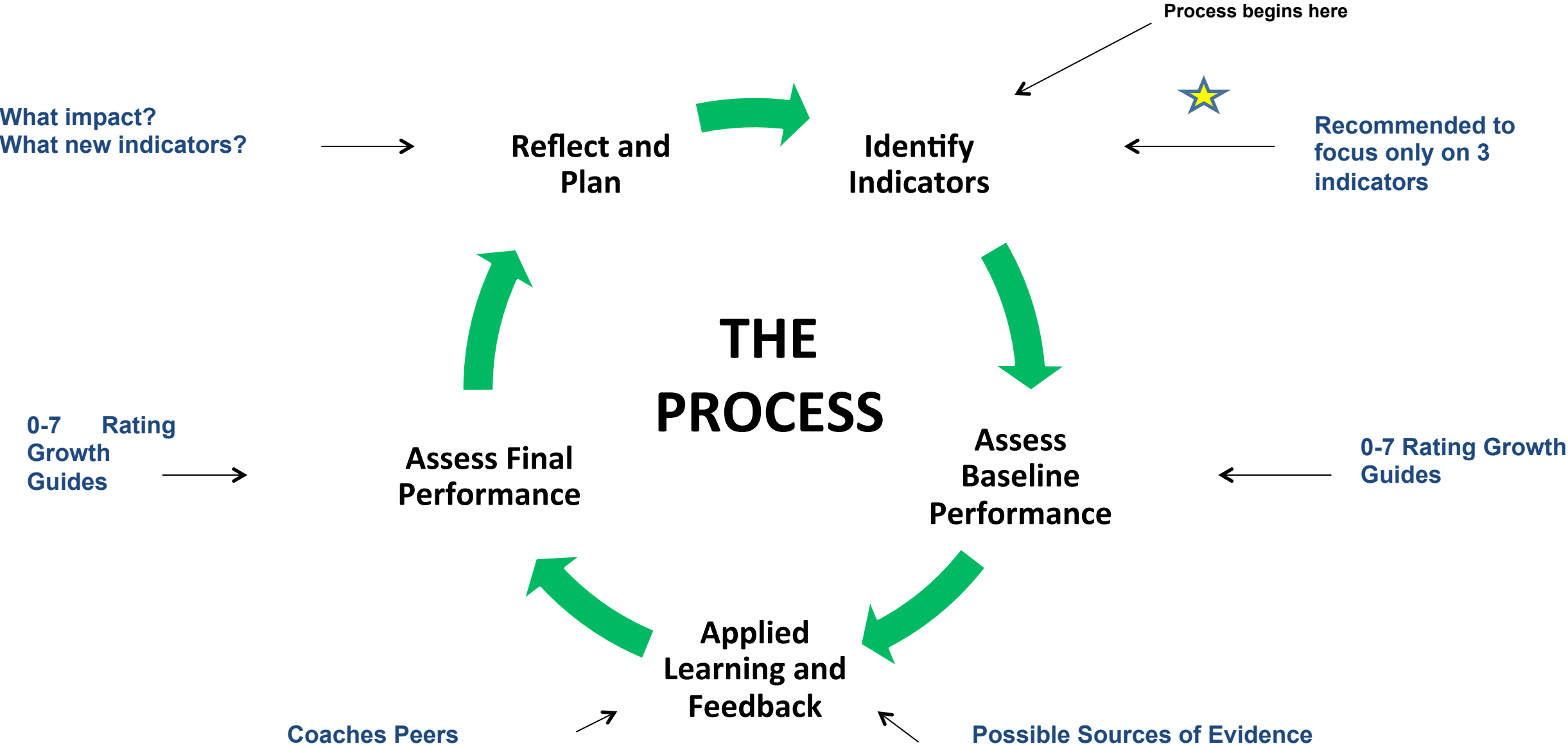
KCPS Evaluation System Standards

1. Content knowledge aligned with appropriate Instruction

2. Student learning growth and development

3. Curriculum implementation

4. Critical thinking

5. Positive classroom environment

6. Effective Communication

7. Student assessment and data analysis

8. Self-assessment and improvement

9. Professional collaboration
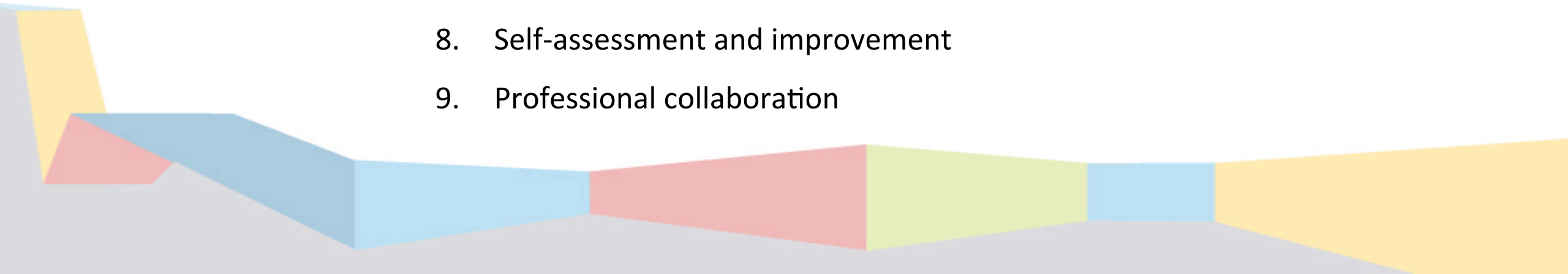
Selecting Quality Indicators

- Based on student instructional needs
- Aligned to improvement plans
- Includes a variety of perspectives
- Is based on growth opportunities
- Keep it focused
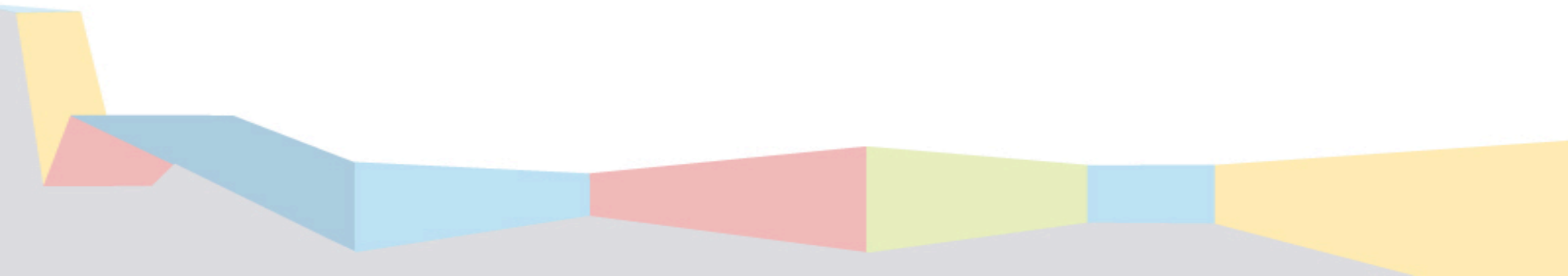
Standard 7: Student Assessment and Data Analysis
The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

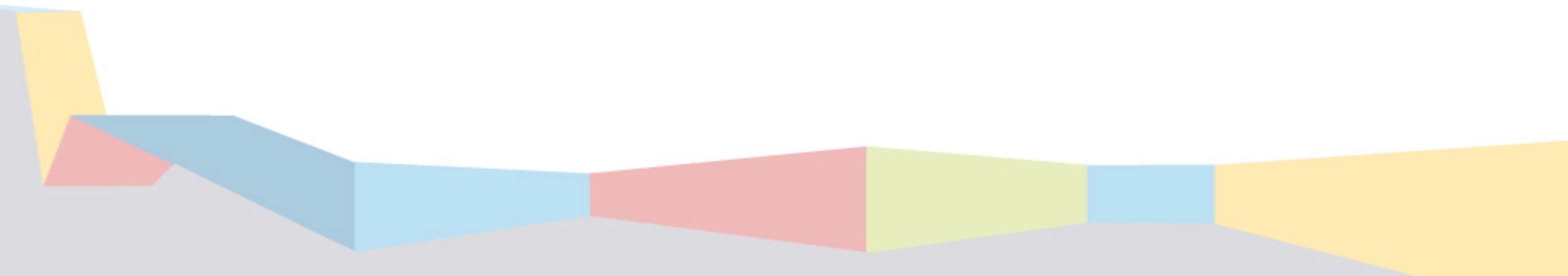**Quality Indicator 4: Effect of instruction on individual/class learning**

45

Emerging	Developing	Proficient	Distinguished
7E4) The emerging teacher… Observes the effect of class instruction on individual and whole class learning.	7D4) The developing teacher also… Collects relevant information and data about current instruction to plan future instruction.	7P4) The proficient teacher also… Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual's learning of instructional objectives through modifications to instructional strategies.	7S4) The distinguished teacher also… Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about the effect of instruction to enhance individual and class achievement.

Professional Frames

Evidence of Commitment *Class instruction is designed to impact learning* *Evidence of Practice* *Collects information through observation of classroom interactions, higher order questioning, and analysis of student work* *Evidence of Impact* *N / A*	*Evidence of Commitment* *Planning for class instruction is based on data from previous learning* *Evidence of Practice* *Uses data and information to reflect on and plan for future lessons, adjusting and modifying as necessary* *Evidence of Impact* *N / A*	*Evidence of Commitment* *Instruction design is modified based on data from previous learning* *Evidence of Practice* *Modifies instruction based on observation data and monitors to confirm impact* *Evidence of Impact* *N / A*	*Evidence of Commitment* *Lesson design includes ongoing, consistent assessments* *Evidence of Practice* *Acts as a resource and/or models for others the use of seamless assessment to improve the overall learning process* *Evidence of Impact* *N / A*

Score = 0	1	2	3	4	5	6	7

Sources of Researched Based Strategies

1. Marzano

2. Hattie

3. Teach Like a Champion

Individual Support Plan

(Based on the Data Team Process Model)

☐ Individual Support Plan for

Name	Date	School	Subject	Academic Year

Identify Indicator:

Select Standard	Select Indicator
Standard Number and Name	Quality Indicator Number and Name

Briefly describe why this indicator was selected (Include whether this indicator aligns to a CSIP and/or BIP improvement goal)

1. FOCUS	2. GOAL
Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.	Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicators?
3. STRATEGY	**4. RESULTS**
Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.	What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.

Signature of Teacher	Signature of Evaluator	Baseline Score	Follow-Up Score	Growth Score

Standard 7: Student Assessment and Data Analysis

Quality Indicator 4: Effect of instruction on individual/class learning

Rationale: Superintendent Goal #1 Academic and Subgroup Achievement

Focus: Improve instructional practice to increase student literacy

Goal: Use weekly or bi-weekly assessments to track student progress and adjust instructional practices to increase student literacy

Individual Support Plan
(Based on the Data Team Process Model)

Individual Support Plan for ____ Name ____ Date ____ School ____ Subject ____ Academic Year

Identify Indicator: Select Standard
Standard Number and Name

Select Indicator
Quality Indicator Number and Name

Briefly describe why this indicator was selected (Include whether this indicator aligns to a CSIP and/or BIP improvement goal)

1. FOCUS
Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.

2. GOAL
Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicators?

3. STRATEGY
Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.

4. RESULTS
What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.

Signature of Teacher ____ Signature of Evaluator ____ Baseline Score ____ Follow-Up Score ____ Growth Score

September 2013

Strategy:
The teacher uses formal/informal means to track student progress for one or more learning goals by assigning scores based on a scale or rubric and using the results to inform modifications to instruction

Standard 7: Student Assessment and Data Analysis
The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 4: Effect of instruction on individual/class learning

49

Emerging	Developing	Proficient	Distinguished
7E4) The emerging teacher… Observes the effect of class instruction on individual and whole class learning.	7D4) The developing teacher also… Collects relevant information and data about current instruction to plan future instruction.	7P4) The proficient teacher also… Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual's learning of instructional objectives through modifications to instructional strategies.	7S4) The distinguished teacher also… Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about the effect of instruction to enhance individual and class achievement.

Professional Frames

Evidence of Commitment Class instruction is designed to impact learning	*Evidence of Commitment* Planning for class instruction is based on data from previous learning	*Evidence of Commitment* Instruction design is modified based on data from previous learning	*Evidence of Commitment* Lesson design includes ongoing, consistent assessments
Evidence of Practice Collects information through observation of classroom interactions, higher order questioning, and analysis of student work	*Evidence of Practice* Uses data and information to reflect on and plan for future lessons, adjusting and modifying as necessary	*Evidence of Practice* Modifies instruction based on observation data and monitors to confirm impact	*Evidence of Practice* Acts as a resource and/or models for others the use of seamless assessment to improve the overall learning process
Evidence of Impact N / A	*Evidence of Impact* N / A	*Evidence of Impact* N / A	*Evidence of Impact* N / A

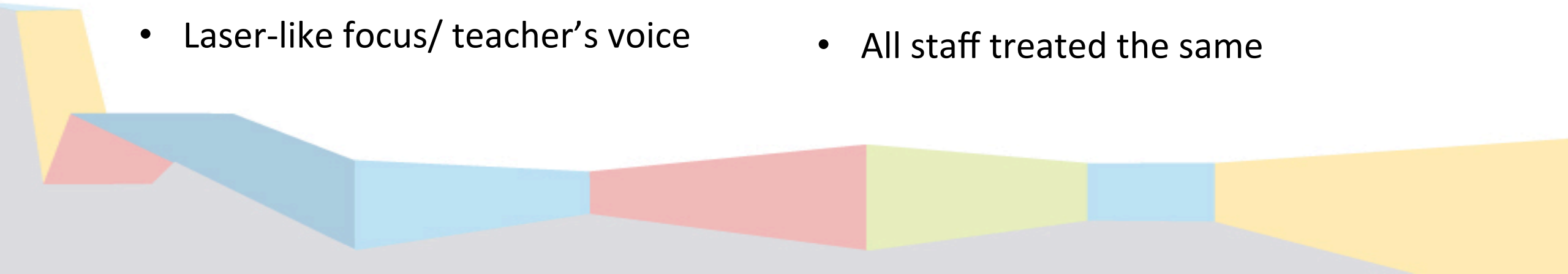| Score = 0	1	2	3	4	5	6	7

Comparison

Pilot System

- Teacher growth will equal improved student achievement
- Identified growth segments
- Aligned to Superintendent's goals and district focus areas
- Focused on 3 or 4 indicators
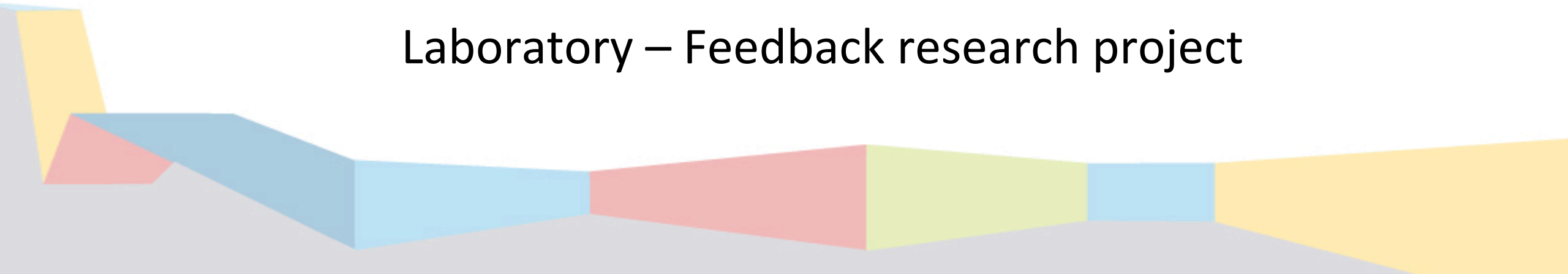- Laser-like focus/ teacher's voice

Current System

- Evaluative
- Subjective
- Doesn't require alignment
- General focus
- All staff treated the same

Pilot Evaluation

- Survey of Teachers

- Survey of Principals

- Pilot Committee of principals and teachers

- REL Central at Marzano Research Laboratory – Feedback research project

Questions

Feedback - January 29, 2014

Questions from blue cards –

- Are we purchasing or have we purchased curriculum materials that are aligned to Common Core?

- How often does a textbook/curriculum adoption take place?

- Why not require unaccredited school districts to provide summer school for kindergarten students in Kansas City and St. Louis?

- Is there a system to access ALL students with good attendance who lack 7 months gain in academics? How do we take care of the whole child with social, emotional and support services.
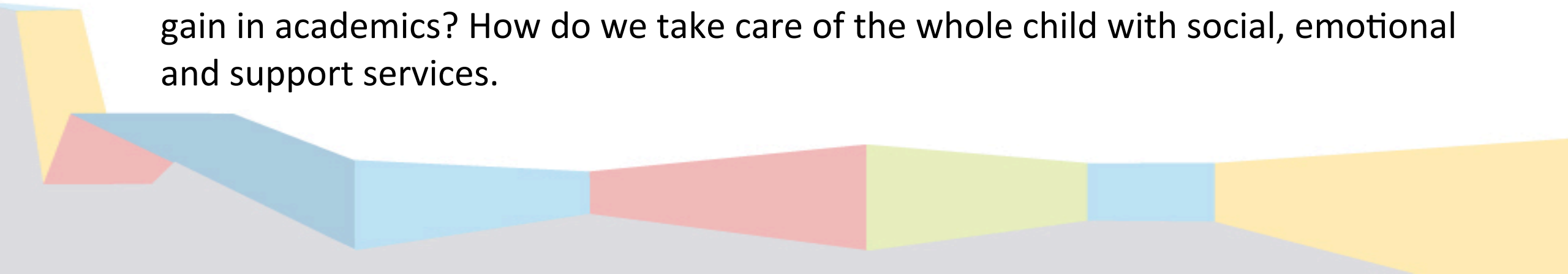
RSIT Breakout Discussion

Feedback/Requests

Monthly Meeting Date