

Kansas City Public Schools and Department of Elementary and Secondary Education

Regional School Improvement Team Meeting

Wednesday, October 30, 2013

KANSAS CITY

PUBLIC SCHOOLS

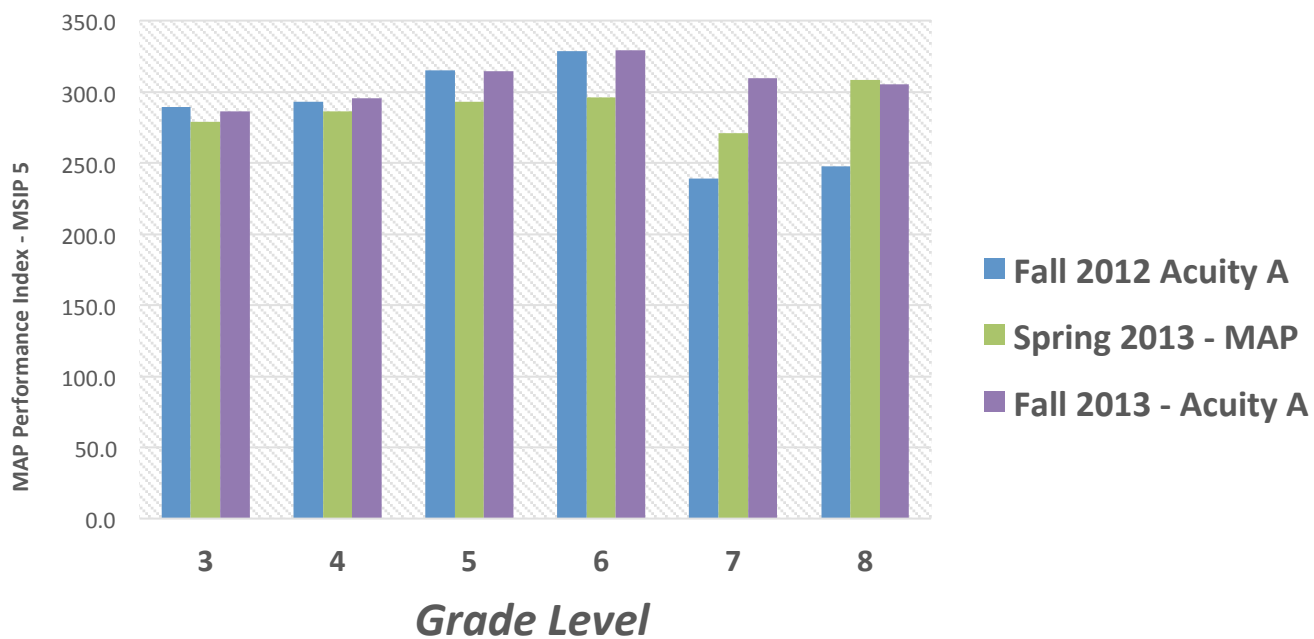


Academic Division

Acuity A, DRA2, and
EOC Quarterly Assessments



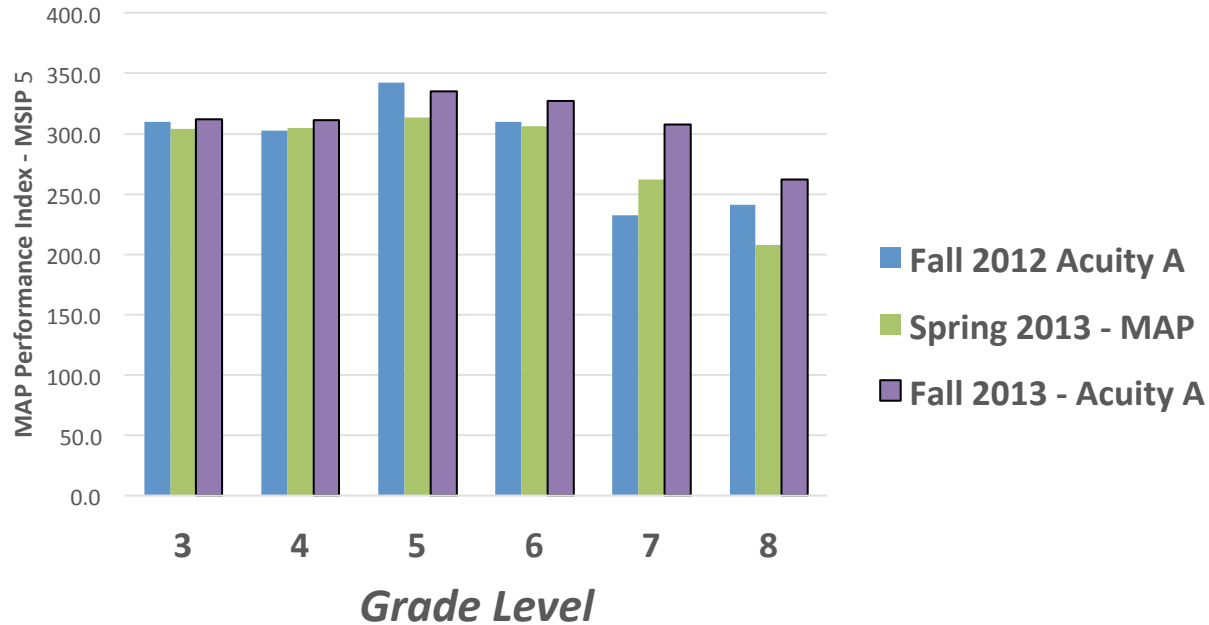
Language Arts - Acuity A by Grade Level



Language Arts

Grade	Fall 2012 Acuity A	Spring 2013 - MAP	Fall 2013 - Acuity A
3	289.3	279.2	286.5
4	293.1	286.6	295.5
5	315.4	293.2	314.7
6	328.8	296.1	329.2
7	239.3	271.2	309.7
8	247.8	308.5	305.5

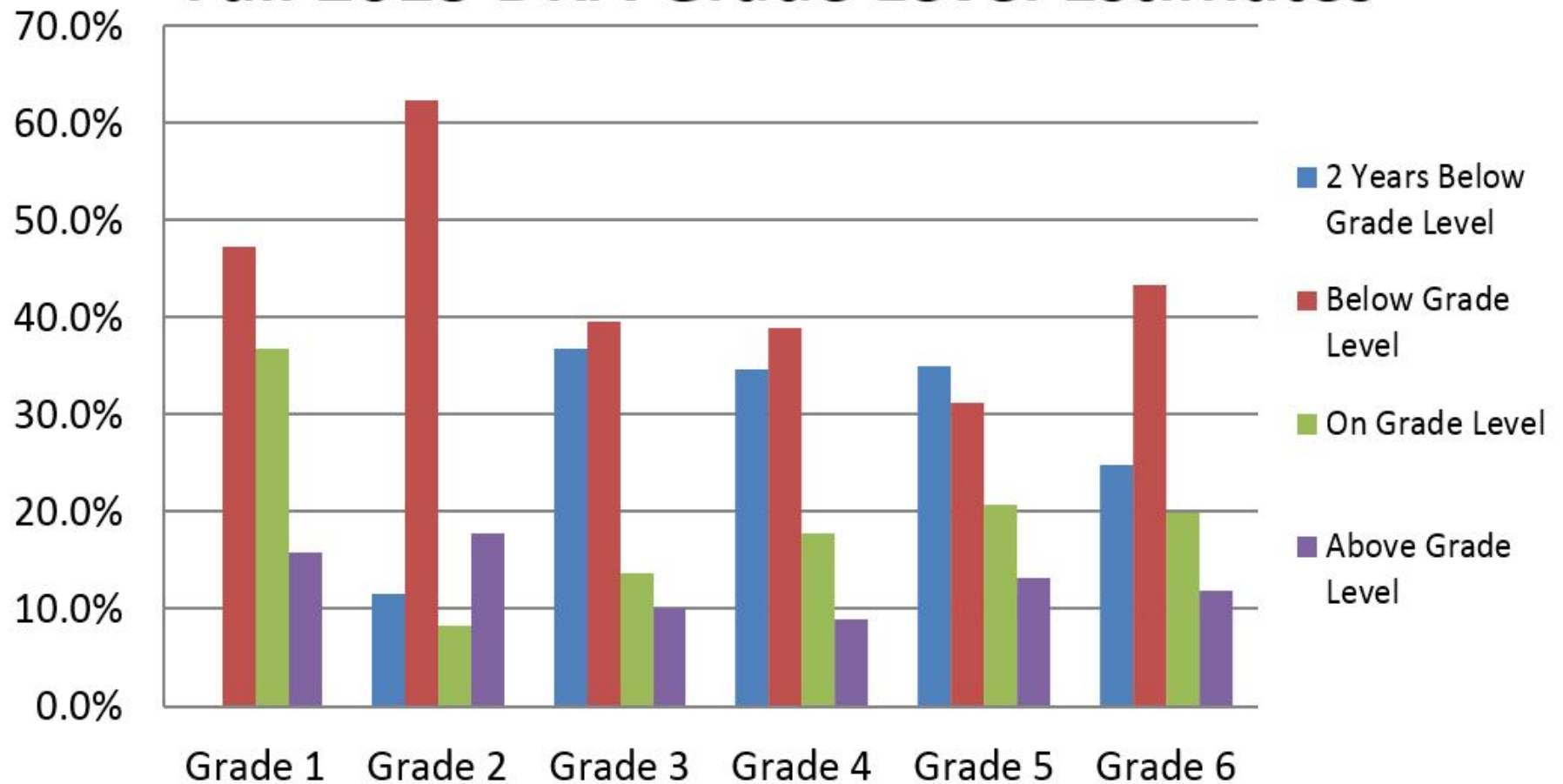
Mathematics- Acuity A by Grade Level



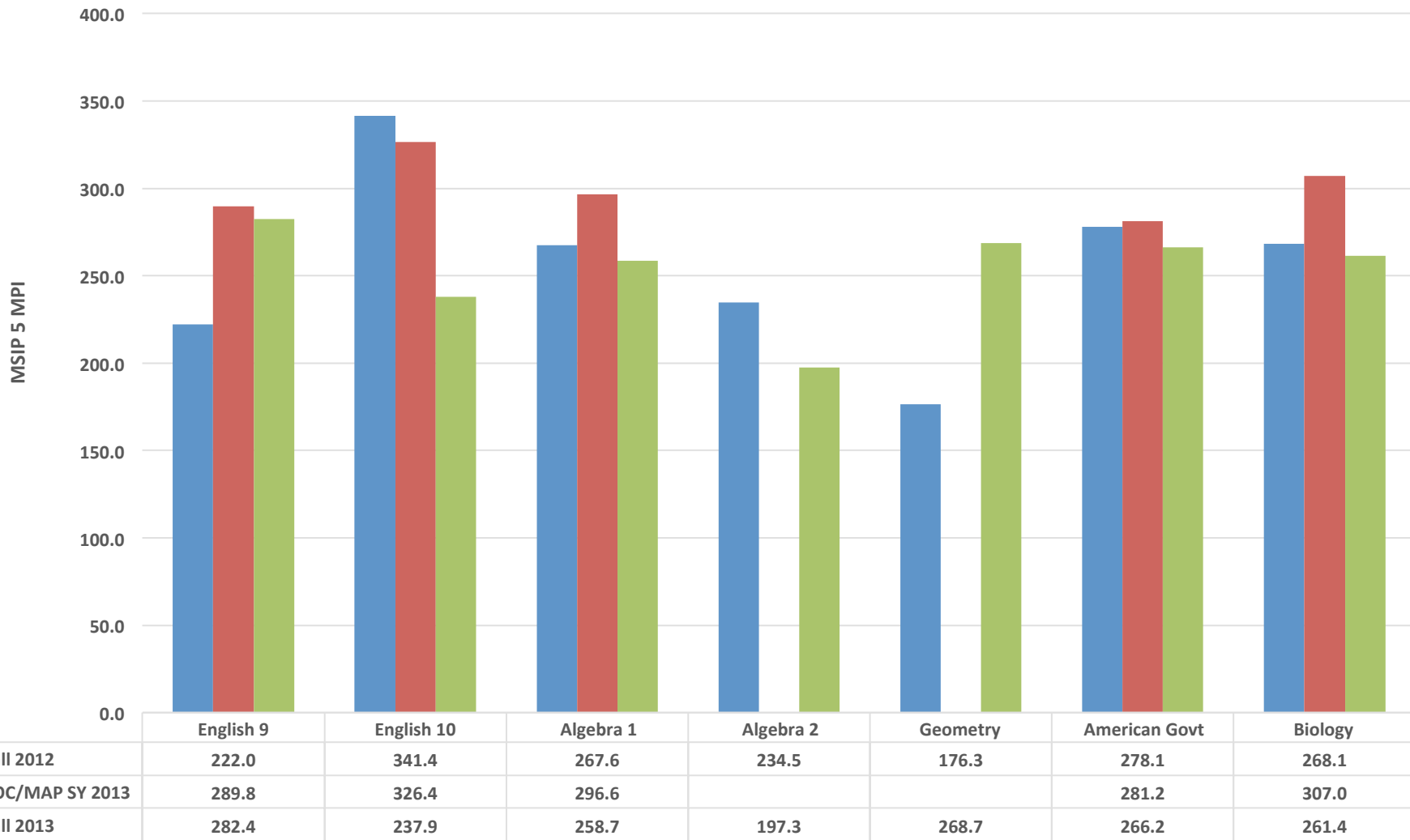
Mathematics

<i>Grade</i>	<i>Fall 2012 Acuity A</i>	<i>Spring 2013 - MAP</i>	<i>Fall 2013 - Acuity A</i>
3	309.5	304.3	312.0
4	302.9	304.5	311.5
5	342.3	313.5	334.8
6	309.8	306.4	327.4
7	232.1	261.8	307.6
8	241.4	207.9	262.1

Fall 2013 DRA Grade Level Estimates

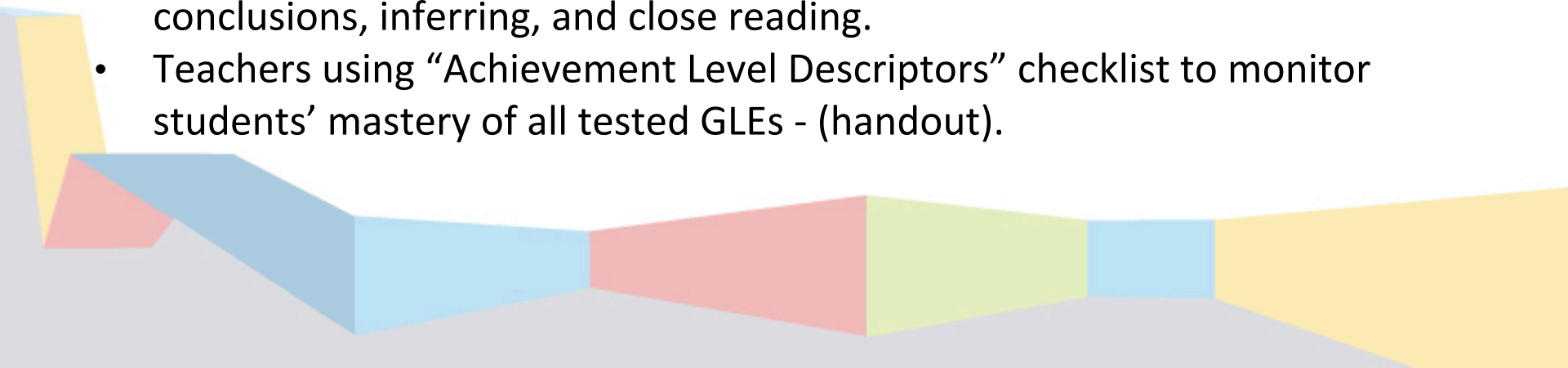


Fall 2013 Qtr1 Mock EOC vs. Fall 2012 vs. Spring 2013 EOC



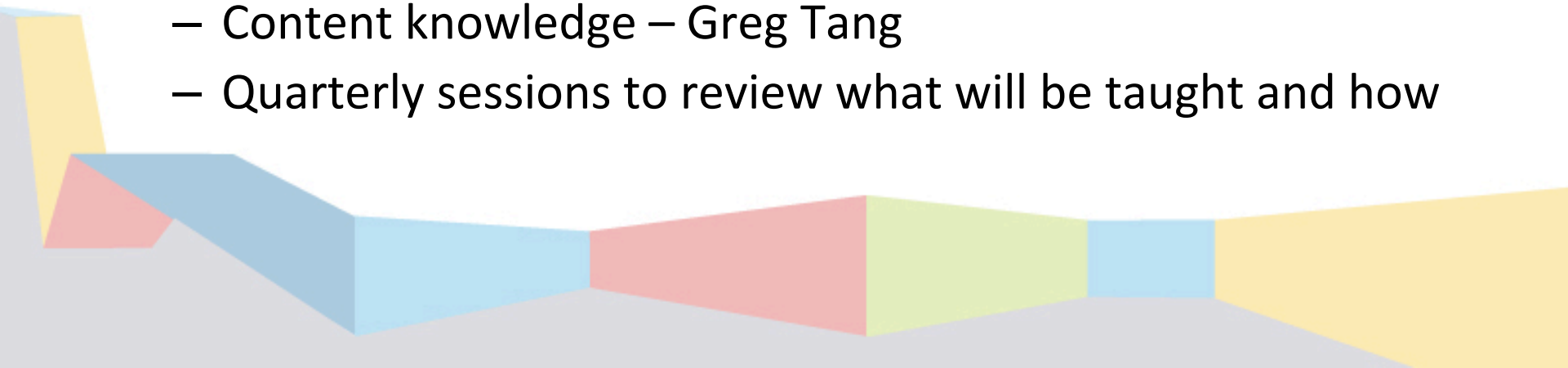
ELA Acuity A and DRA2

- Literacy Plan in place.
- ELA district focus areas identified including strategies (small group).
- Data Teams.
- Monitoring implementation of the Literacy Plan and the Data Teams.
- Instructional Coaches using the data with identified classroom teachers to make instructional decisions.
- Reading Interventionists working on improvement of decoding and fluency.
- Professional Development on small groups, practice stations, drawing conclusions, inferring, and close reading.
- Teachers using “Achievement Level Descriptors” checklist to monitor students’ mastery of all tested GLEs - (handout).



Math Acuity A

- New Resources
- Monitoring the use of the resources and the curriculum.
- Graduate Courses during summer and school year.
- Continuing to focus on highly tested GLEs but also move to the CCSS.
- Professional Development
 - Use of the new resources
 - Content knowledge – Greg Tang
 - Quarterly sessions to review what will be taught and how



Amber 3rd Grade



Amber's ELA Needs: Acuity

Totals:		19	39		
Grade 2					
R Reading					
R.1.E.c Develop vocabulary by reading, listening to, and discussing unknown words in stories using context clues					
4	Use context clues to determine the meaning of unknown words - 89628	1	1	A	Correct
18	Use context clues to determine the meaning of unknown words - 53382	0	1	A	Incorrect
R.1.H.b Apply post-reading skills to respond to text: identify the main idea and supporting details					
1	Determine the main idea--inferred from text - 74106	0	1	B	Incorrect
R.1.H.f Apply post-reading skills to respond to text: draw conclusions					
5	Draw conclusions from passage details--30918	1	1	D	Correct
16	Make broader inferences from passage information - 73022	0	1	C	Incorrect
31	Draw conclusions from passage details - 25306	1	1	C	Correct
R.2.B.a Identify examples of rhythm, rhyme and alliteration					
15	Identify a use of rhyme patterns - 94636	0	1	B	Incorrect
R.2.C.a Use details from text to make basic inferences					
2	Compare or contrast two characters' or people's traits - 5362	1	1	D	Correct
6	Identify a missing event--inferred - 27106	0	1	B	Incorrect
7	Make broader inferences from passage information--inferred from text - 13822	0	1	C	Incorrect
R.2.C.c Use details from text to identify events in logical sequence					
3	Determine what event came before or after another event--explicitly stated in text - 28860	1	1	B	Correct

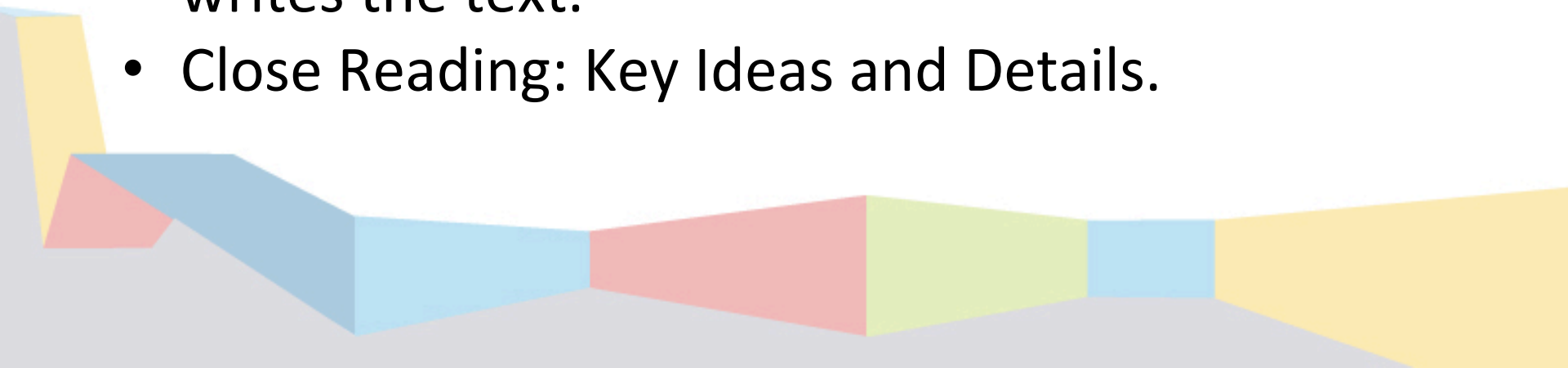
Amber's ELA Needs: DRA2

DRA2	40 (NF)	Intermediate	99%	8	12	16
------	---------	--------------	-----	---	----	----

- 99% tells us she is a fluent decoder
- The **16** tells us she doesn't comprehend on grade level

Amber's Common Theme: Inferences

- Give Amber “Inference Scenarios” and she will write the inference.
- Teach the strategy of Question and Answer Relationship (QAR).
- Formative Assessments on Inferring.
- Practice Stations: Matching pictures with the information and the correct inference. Amber writes the text.
- Close Reading: Key Ideas and Details.

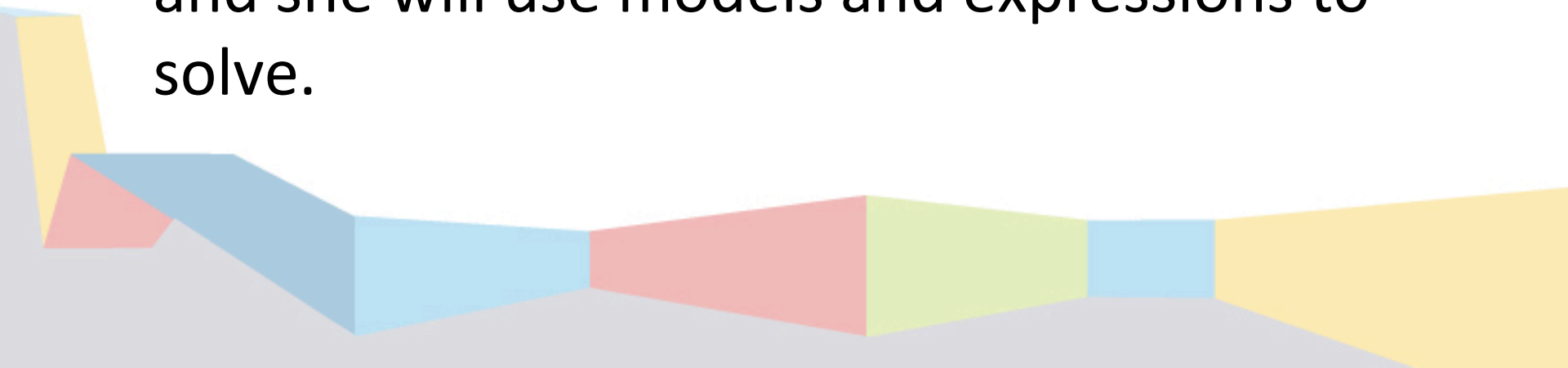


Amber's Math Needs: Acuity

N Number and Operations					
N.1.A read, write, and compare whole numbers less than 1000					
6	Convert numeral to word, 3-digit, 1 of the digits zero - 29205	1	1	D	Correct
11	Chose a 3-digit number that is between two other 3-digit numbers - 29148	1	1	C	Correct
N.1.B recognize unit fractions of a shape					
24	Identify fraction; part of a shape divided into equal parts - 10028	1	1	D	Correct
N.1.C compose or decompose numbers by using a variety of strategies, such as using known facts, tens place value or landmark numbers to solve problems					
29	Composes or decomposes 3-digit numbers using models. - 15250	0	1	B	Incorrect
N.1.D skip count by multiples of numbers less than 10					
30	Skip counting by threes - 5748	1	1	C	Correct
N.2.A represent/ model a given situation involving two-digit whole number addition or subtraction					
15	Connect subtraction model to expression - 3491	0	1	B	Incorrect
N.3.B demonstrate fluency including quick recall with basic number relationships of addition and subtraction for sums up to 20					
12	Subtract a two-digit number between 10 and 18 and a one-digit number, with regrouping - 58595	0	1	B	Incorrect
N.3.C apply and describe the strategy used to compute 2-digit addition or subtraction problems with regrouping					
*36	Apply results of 2 digit addition to another problem - 37886	0	3		See section below
N.3.D estimate sums and differences of whole numbers					
34	Find reasonable estimate for two-digit number plus a one or two-digit number. - 51673	1	1	A	Correct

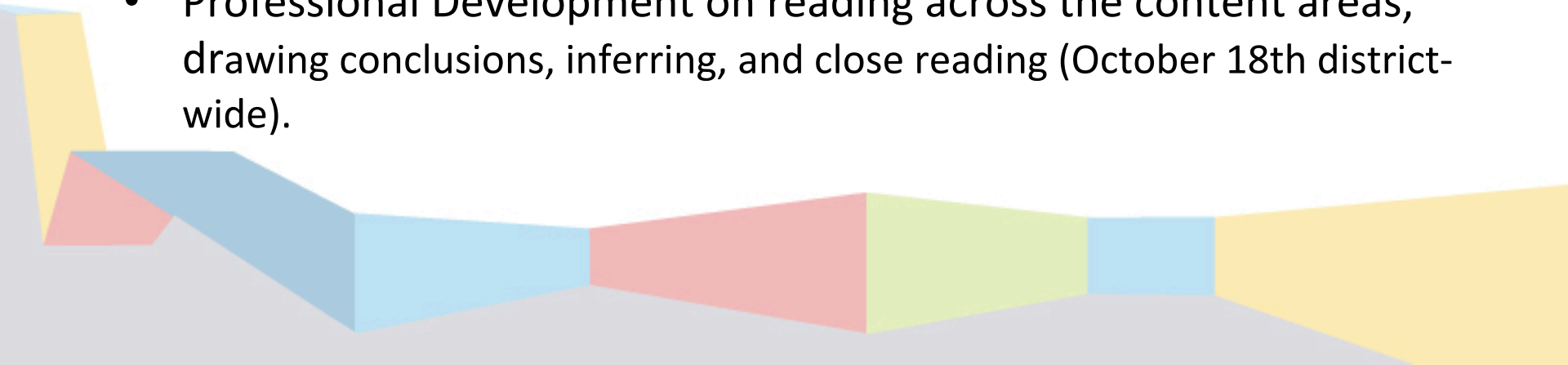
Amber's Common Theme: Subtraction

- Use base-ten blocks for a hands-on approach to understand regrouping.
- Teach Amber how to use a model.
- Formative Assessments on Subtraction.
- Practice Stations: Give Amber word problems and she will use models and expressions to solve.



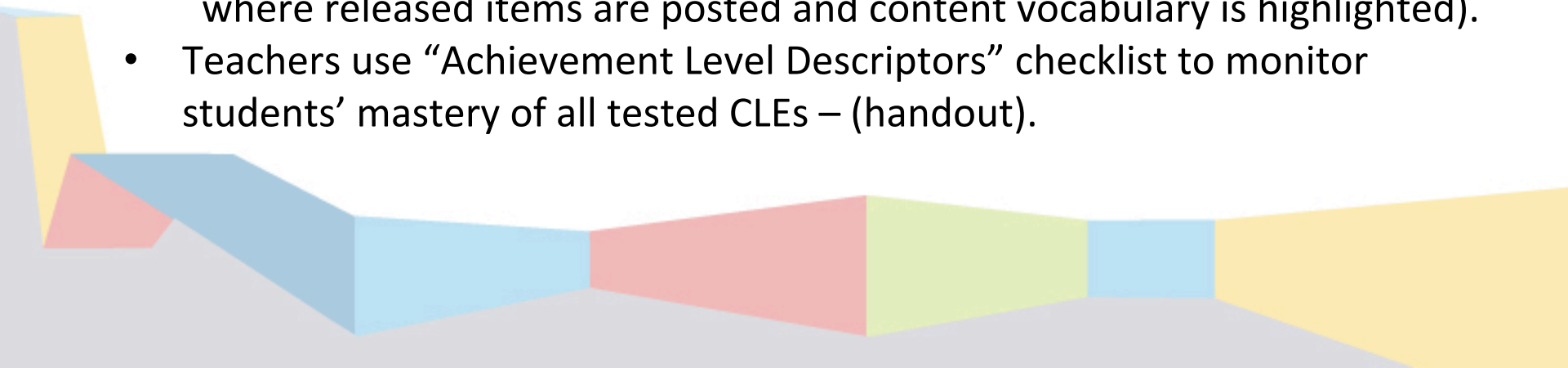
English 9 and 10 EOC

- Literacy Plan in place.
- Restructuring of the ELA curriculum department.
- ELA district focus areas identified including strategies (writing).
- Data Teams
- Monitoring implementation of the Literacy Plan and the Data Teams.
- Instructional Coaches using the data with identified classroom teachers to make instructional decisions.
- New Resources
- Professional Development on reading across the content areas, drawing conclusions, inferring, and close reading (October 18th district-wide).



High School Math EOC

- New Resources
- Monitoring implementation of curriculum and the Data Teams.
- Professional Development:
 - Alignment of new resources to KCPS math curriculum.
 - Analyzing of EOC data to plan instruction for struggling students.
 - EOC preparation strategies and resources.
 - Use of the new resource.
- Project EOC for Algebra 1 and Geometry (EOC packets providing opportunity for students to write and explain their reasoning; EOC wall where released items are posted and content vocabulary is highlighted).
- Teachers use “Achievement Level Descriptors” checklist to monitor students’ mastery of all tested CLEs – (handout).

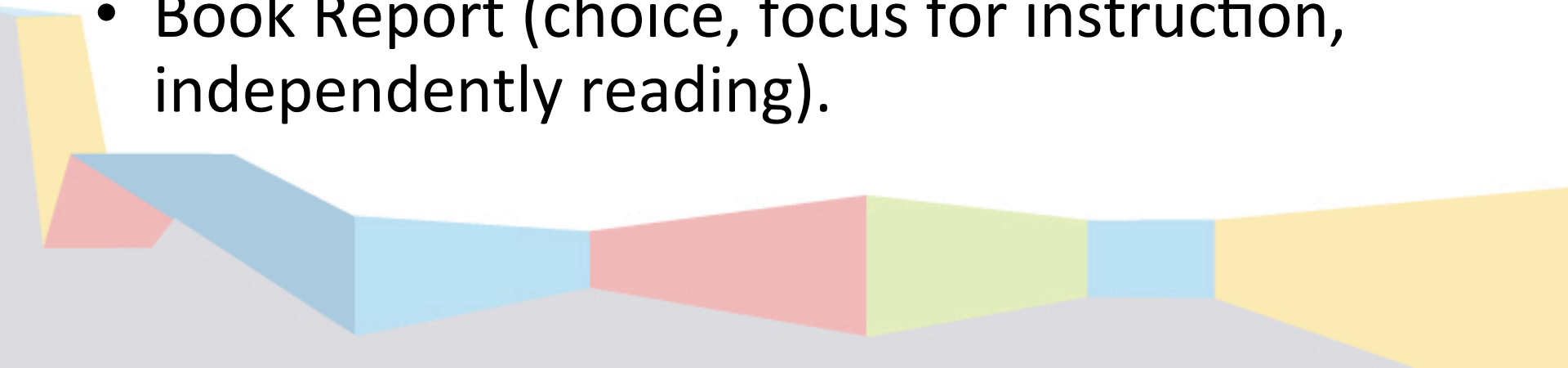


Davion Data for ELA

Score	Points Earned	Standard
0%	0.00/2.00	R.1.E.b Context Clues
50%	1.00/2.00	R.1.H.d Draw Conclusions
60%	6.00/10.00	CCSS ELA-Literacy RL and RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
40%	2.00/5.00	CCSS. ELA-Literacy RI 9-10.4 Determine the meaning of words and phrases as they are used in a text including figurative , connotative, and technical meanings; analyze the cumulative impact of word choices.
100%	3.00/3.00	CCSS.ELA-Literacy.L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron)in context and analyze their role in the text

Davion's Instructional Focus

- Formative on Drawing Conclusion (for more information).
- QAR: Read passages and create questions.
- Compare and contrast vocabulary used in different types of text (newspaper editorial vocabulary compared to an article).
- Book Report (choice, focus for instruction, independently reading).



Davion's Data for Algebra 1

Score	Points Earned	Standard
100%	2.00/2.00	N.1.A.1 compare and order rational and irrational numbers, including finding their approximate locations on a number line
0%	0.00/3.00	N.1.B.1 use real numbers and various models, drawing, etc. to solve problems
33.30%	1.00/3.00	A.2.A.1 use symbolic algebra to represent and solve problems that involve linear and quadratic relationships including equations and inequalities
0%	0.00/1.00	A.2.C.1 use and solve equivalent forms of equations (linear, absolute value, and quadratic)
27.30%	3.00/11.00	A.4.A.1 analyze linear and quadratic functions by investigating rates of change, intercepts and zeros

Davion's Instructional Focus

- Steps for Davion: visualize word problem, determine what is being asked, and determine the operation.
- Formative assessments and targeted homework on translating word problems and expressions.
- Differentiation: Write story problems.
- Differentiation: Read word problems and match the operation.



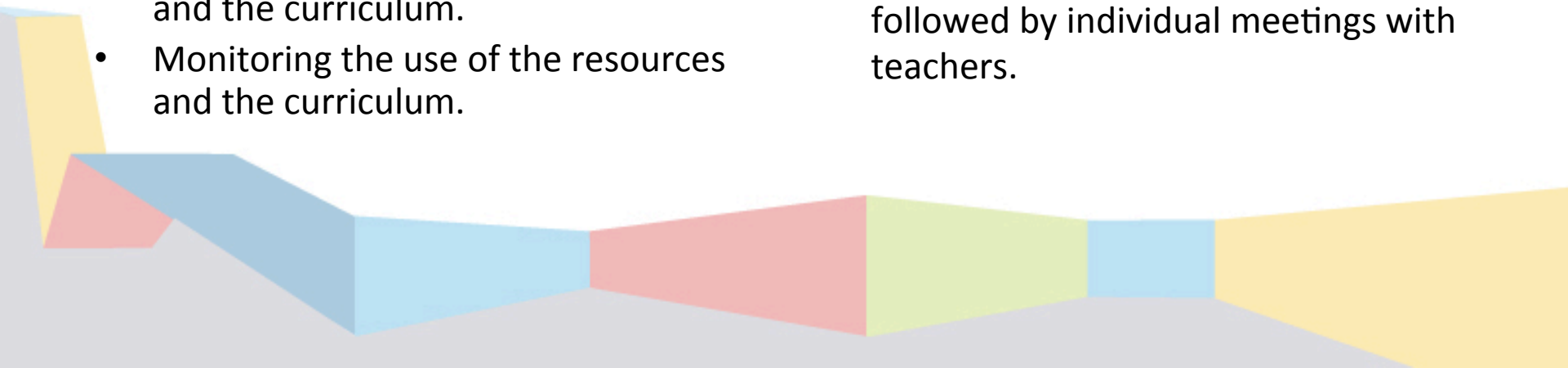
American Government and Biology EOC

American Government EOC

- Teachers are using EOC study guides and the DESE blueprint to focus on highly tested GLEs.
- Achievement level descriptors and student checklists have been distributed to each classroom to check for student understanding and achievement levels.
- Quarterly Professional development on the appropriate use of resources and the curriculum.
- Monitoring the use of the resources and the curriculum.

Biology EOC

- Professional development focused on highly tested GLEs and CLEs.
- Achievement level descriptors and student checklists have been distributed to each classroom to check for student understanding and achievement levels.
- New resources made available.
- Monitoring of quarterly assessments followed by individual meetings with teachers.

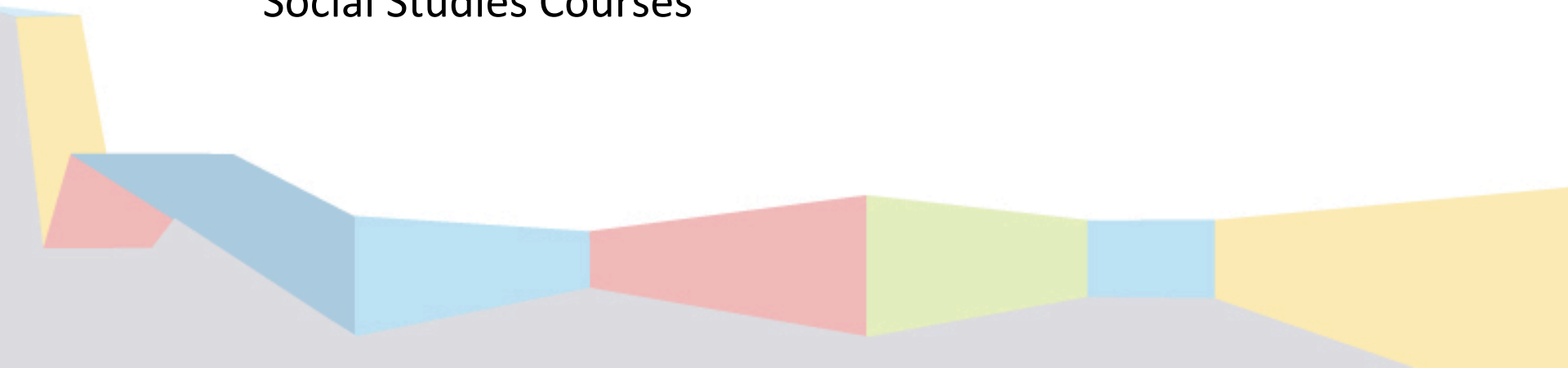


School Leadership: Monitoring Using Precision and Personalization

Plan of Attack

Areas of Need:

- Acuity A (Grades 3-6): ELA Grades 3 & 4; Mathematics Grade 8
- DRA 2 (Grades K-6) : Below Grade Level (67.9%)
- End of Quarter EOC: English 10, Math Courses, Science, Social Studies Courses

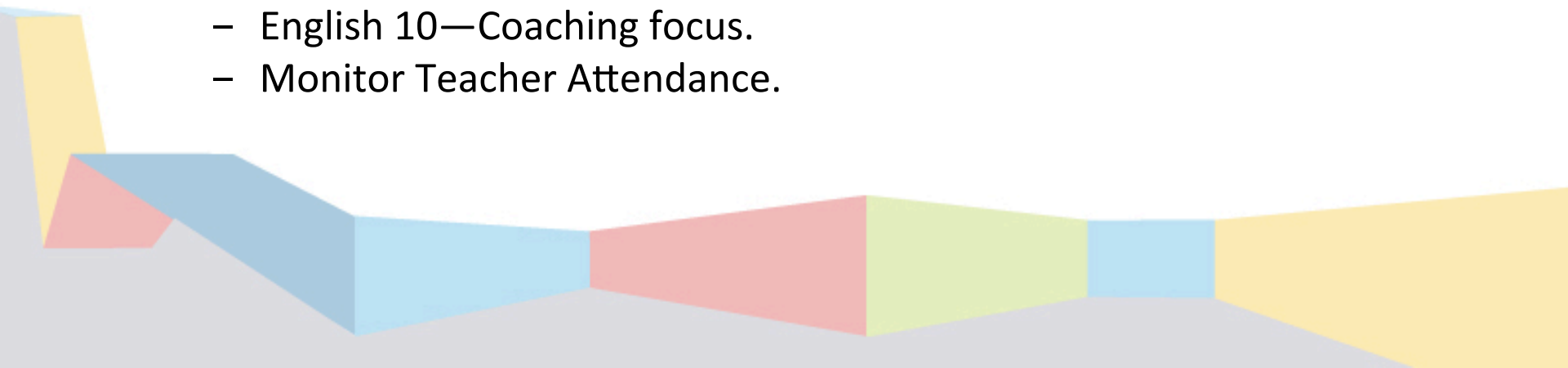


School Leadership: Monitoring Using Precision & Personalization

Plan of Attack

Monthly Monitoring:

- Walk-Throughs
 - Focus on grades 3 & 4, and math 8, social studies (Am. Gov't, Am. Hist.), and Biology (priority courses CLEs & GLEs).
 - District data team specialists will focus on the priority courses.
 - Review MSIP 5 interactive worksheet.
 - Check the SB 319 site plan at each elementary school.
 - Look for evidence of increased student and parent engagement.
 - Select a teacher at random to have a “data talk.”
 - English 10—Coaching focus.
 - Monitor Teacher Attendance.

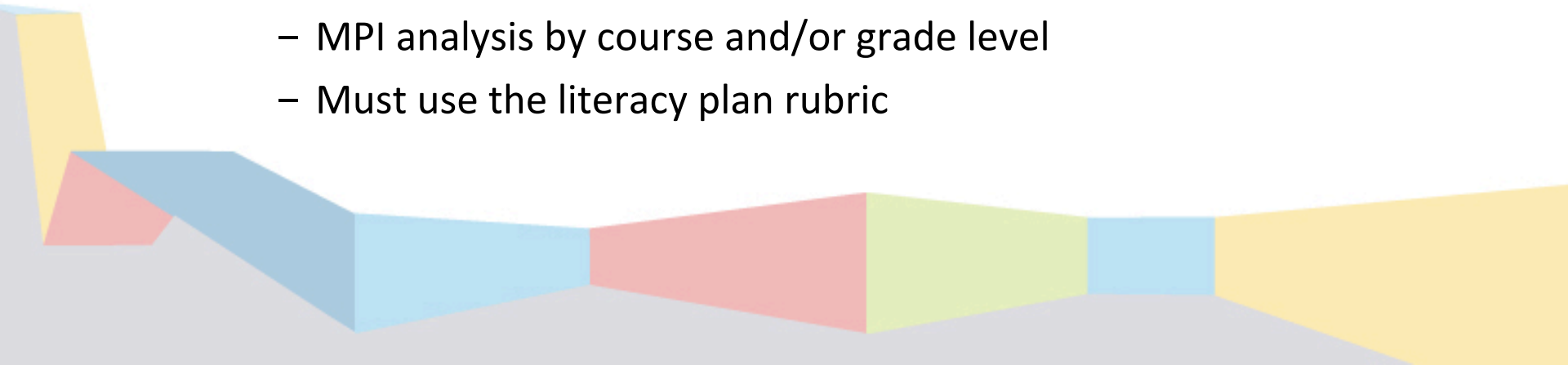


School Leadership: Monitoring Using Precision & Personalization

Plan of Attack

Personalized Monitoring:

- MSIP Personalized School Visits
- Look at SY13 Performance on Missouri Assessment Program (MAP)
- Set Personalized SY14 APR Goals
- Charged Building Principals with Developing a Building Level Response Plan
 - Attendance committee
 - MSIP 5 MPI Committees
 - MPI analysis by course and/or grade level
 - Must use the literacy plan rubric

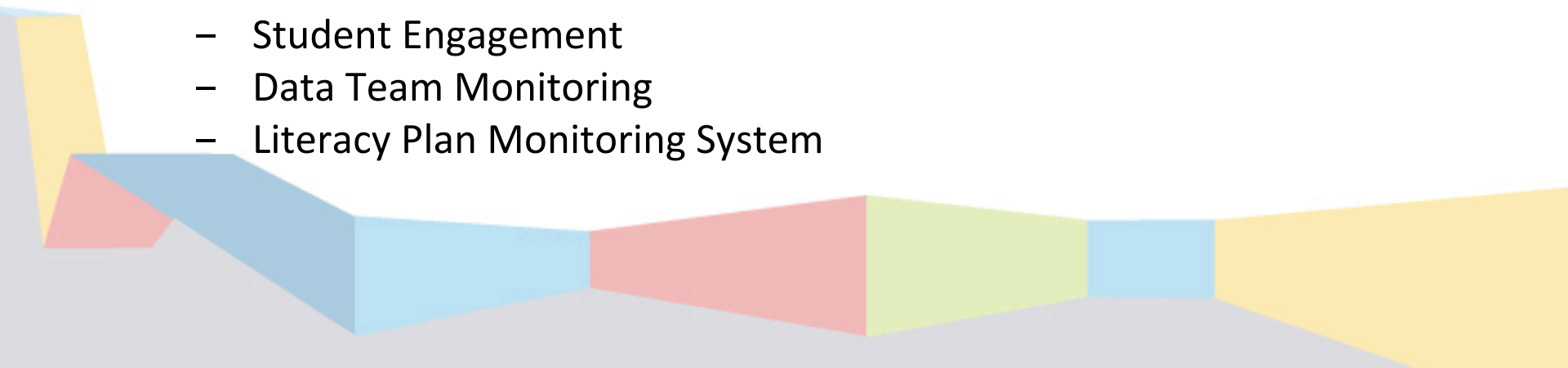


School Leadership: Monitoring Using Precision & Personalization

Plan of Attack

District-wide Initiatives:

- Coaches (AI, RI, IC) targeted populations & evaluation affected by classroom successes
- All Principal Meetings have a segment entitled, “Building Leadership: Literacy & Common Core”
- Principal Share: Principal Meetings & Building Visitations
- Set and Monitor the SY2013-14 District Areas of Focus:
 - Student Engagement
 - Data Team Monitoring
 - Literacy Plan Monitoring System



Literacy Plan



Monitoring	Timeline	Monitoring Form	Monitoring By
Small Group Instruction	Monthly	Walk-through reports	Curriculum, Leadership, Principals
Practice Stations	Monthly	Walk-through reports	Curriculum, Leadership, Principals
Literacy Block	Monthly	Walk-through reports	Curriculum, Leadership, Principals
Classroom Environment	Monthly	Walk-through reports	Curriculum, Leadership, Principals
Classroom Organization	Monthly	Walk-through reports	Curriculum, Leadership, Principals
Resources	Monthly	Walk-through reports	Curriculum, Leadership, Principals
Weekly Formative	Weekly	Assessment Data	Leadership, Principals
Unit Assessments	6 Week	Assessment Data	Assessment, Leadership, Principals
DRA2	Fall, Winter, Spring	Monitoring the administration of the assessments. The data will be used to drive instruction.	Assessment, Leadership, Principals
SRI	Fall, Winter, Spring		Assessment, Leadership, Principals
Acuity	Fall, Winter, Spring		Assessment, Leadership, Principals
NWEA	Fall, Winter, Spring		Assessment, Leadership, Principals
MAP	End of Year		Assessment, Leadership, Principals
Data Teams	Monthly	Data Cycle Forms	Assessment, Leadership, Principals
Close Reading (2nd Qt)	Monthly	Walk-through reports	Curriculum, Leadership, Principals
Content Writing	Monthly	Walk-through reports	Curriculum, Leadership, Principals
Reading Interventionists	Monthly	Assessment Data	Curriculum, Principals
Instructional Coaches	Monthly	Data Consults	L. Gowin, T. Davis, A. Blancarte
Curriculum Monitoring	Monthly	Walk-through reports	Curriculum
ELL	Monthly	Assessment Data	A. Hile, Principals
SPED	Quarterly	Assessment Data	M. Sherman, Principals
Pylons	6 Weeks	Writing Rubric	A. Blancarte, Principals
Instruction	Assessment	Intervention	

Elementary Literacy Focus

Months	September-October	November-December	January-February	March-April
District Focus	Drawing Conclusion	Inferring	Argumentative Writing	Informational Text
Building Focus				
Instructional Focus for ALL Elementary	Small Group Instruction			
	Engagement			
	Practice Stations			
	Writing			

Secondary Literacy Focus

Months	September-October	November-December	January-February	March-April
District Focus	Drawing Conclusion	Inferring	Argumentative Writing	Informational Text
Building Focus				
Instructional Focus for ALL Secondary	Curriculum			
	Integration of Digital Resources			
	Reading Literature and Informational Text			
	Differentiation			
	Writing and Writing in the Content Areas			

Data Teams



STEP 4/5: SELECT DIFFERENTIATED INSTRUCTIONAL STRATEGIES / ESTABLISH RESULTS INDICATORS

Priority Learning Target / Essential Learning Outcome: _____

Performance Category	If as teachers we: Descriptions of Research-based Instructional Strategies	Then, we will see the following results in student behaviors and work:	Environment, time and resources needed to apply the instructional strategy with fidelity.	Specific assignments or assessments to be used to monitor student progress on priority standard
Proficient	Targeted "Next Step" from Step 2 : Instructional Strategy:			
Close	Targeted "Misconception" from Step 2 : Instructional Strategy:			
Far but Likely	Targeted "Misconception" from Step 2 : Instructional Strategy:			
Intervention	Targeted "Misconception" from Step 2 : Instructional Strategy:			

The instructional strategies in the last column are experienced by all students during teaching and could be used as formative assessments.



FORMATIVE ASSESSMENT COLLECT AND CHART DATA

Priority Learning Target / Essential Learning Outcome: _____

		Proficient Score Range: (enter score range)		Close Score Range: (enter score range)		Far to Go Score Range: (enter score range)		Intervention Score Range: (enter score range)	
TEACHER	Number of Students	Number Proficient	Percent Proficient	Number Close	Percent Close	Number Far to Go	Percent Far to Go	Number Intervention	Percent Intervention
Total									
			A		B		C		

Monitoring Goal: (Goal % Formula = Add Columns Percent A+B from Step 1 Chart)

The percentage of (grade level/course) students scoring proficient and higher in Priority Learning Target / Essential Learning Outcome: _____
 will increase from (Pre Assess. Prof. %) % to (A+B) % as measured by the formative assessment, _____ administered on (Date) _____.

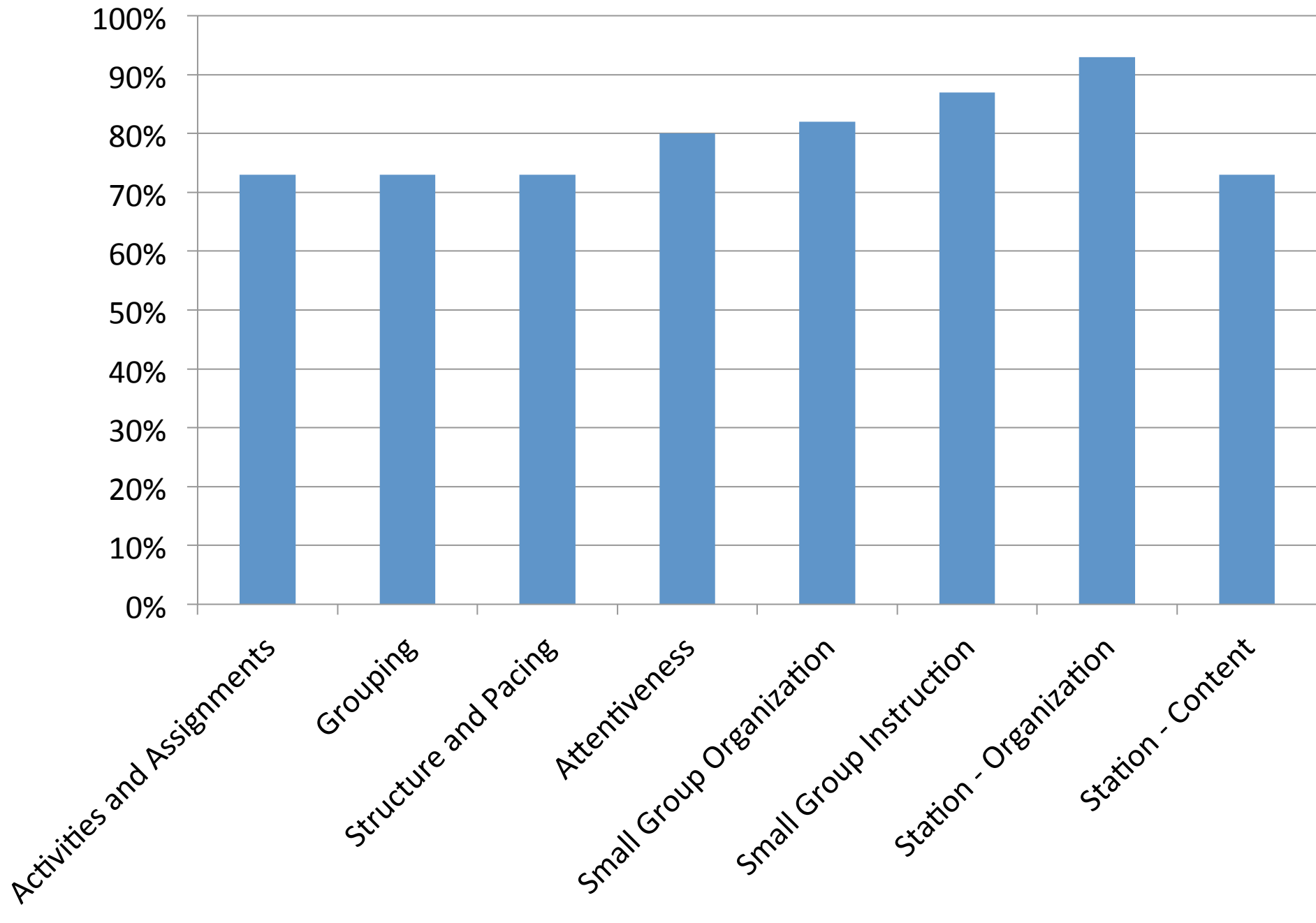
_____ Monitoring Goal Met

_____ Goal Revised

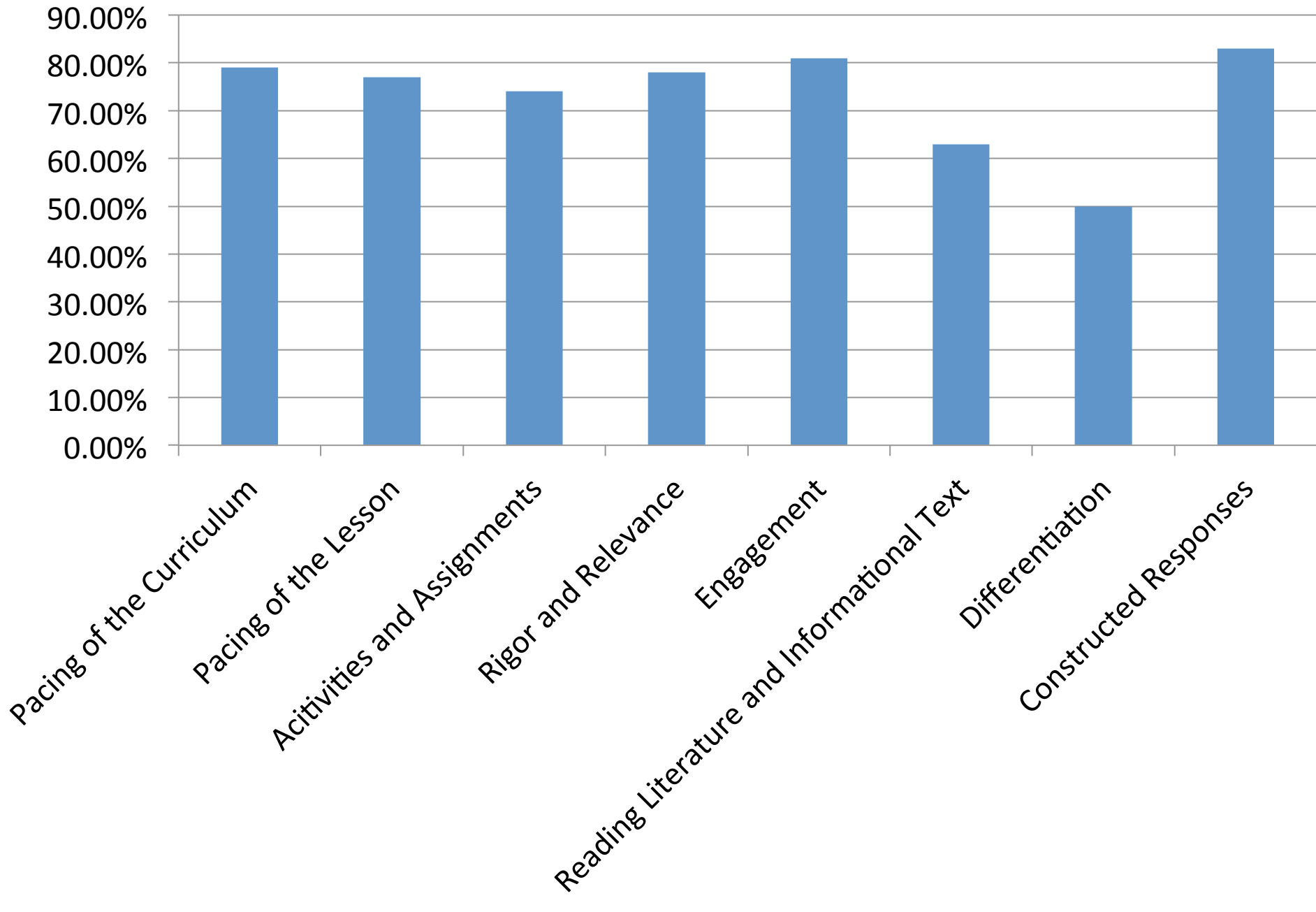
Monitoring the Literacy Plan



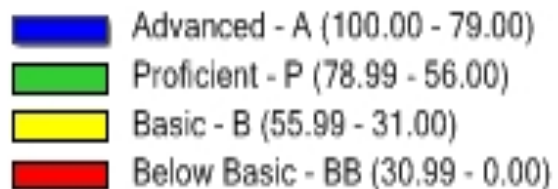
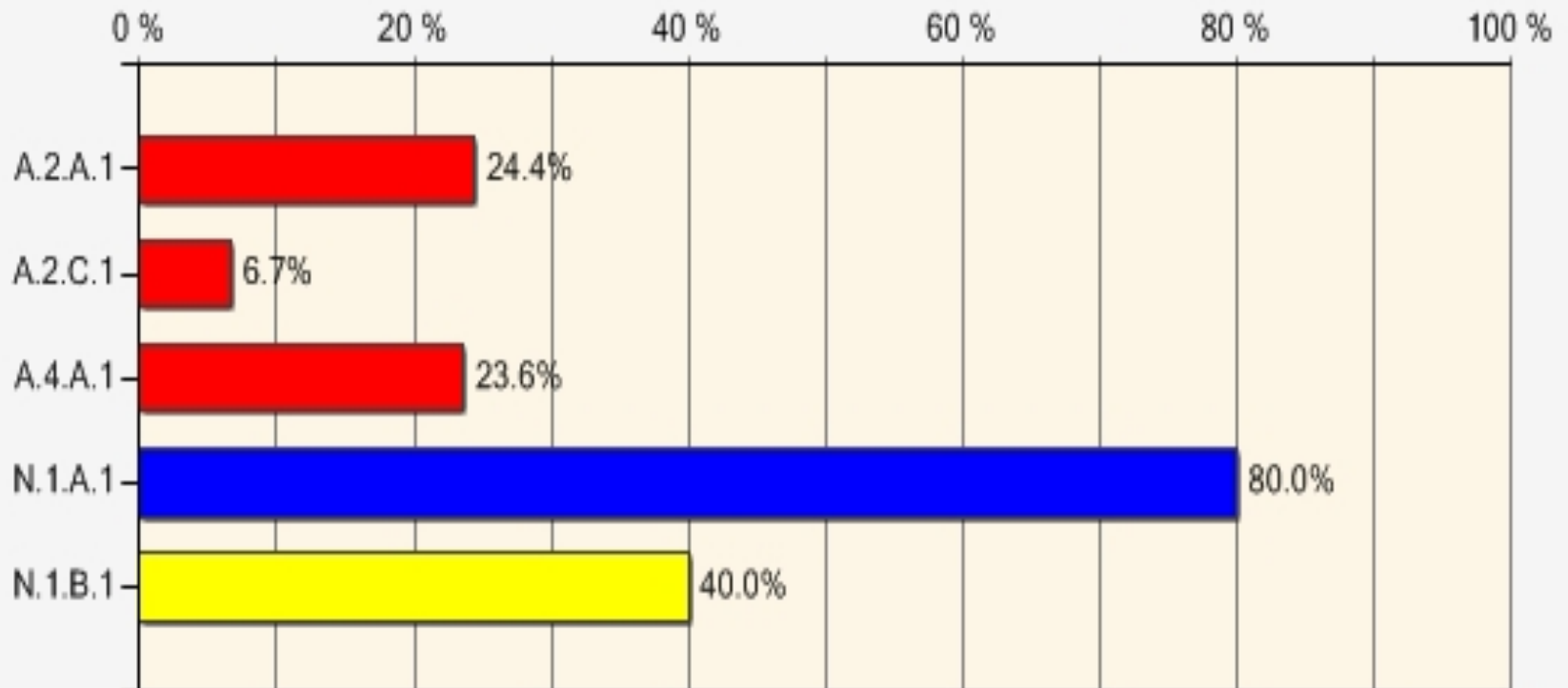
Elementary Results of Monitoring Forms – Q1



Secondary Results of Monitoring Form - Q1



Algebra 1 Pacing vs. Quarter 1 Mock EOC Test Result



Monitoring Curriculum Pacing by School

ELA Curriculum Pacing Guide	Actual ELA Pacing	Math Curriculum Pacing Guide	Actual Math Pacing
Reading Street Unit 2	Unit 2 Week 6	enVision Topic 5	Topic 5
RS Unit 2 Week 5	Unit 2 Week 6	enVision Topic 5	Topic 5
RS Unit 2 Week 5	Unit 2 Week 6	enVision Topic 5	Topic 5
RS Unit 2 Week 5	Unit 2 Week 6	enVision Topic 5	Topic 5
RS Unit 2 Week 5	Unit 2 Week 6	enVision Topic 5	Topic 5
RS Unit 2 Week 5	Unit 2 Week 6	enVision Topic 5	Topic 5
RS Unit 1 Week 5	Unit 1 Week 2	enVision Topic 5	Topic 4
RS Unit 1 Week 5	Unit 1 Week 2	enVision Topic 5	Topic 4
RS Unit 1 Week 5	Unit 1 Week 2	enVision Topic 5	Topic 4
RS Unit 1 Week 5	Unit 1 Week 2	enVision Topic 5	Topic 4
RS Unit 1 Week 5	Unit 1 Week 2	enVision Topic 5	Topic 4
RS Unit 1 Week 5	Unit 1 Week 2	enVision Topic 5	Topic 4
RS Unit 2 Week 5	Unit 2 Week 3	enVision Topic 6	Topic 4
RS Unit 2 Week 5	Unit 2 Week 3	enVision Topic 6	Topic 4
RS Unit 2 Week 5	Unit 2 Week 3	enVision Topic 6	Topic 4
RS Unit 2 Week 5	Unit 2 Week 3	enVision Topic 6	Topic 4
RS Unit 2 Week 5	Unit 2 Week 3	enVision Topic 6	Topic 4
RS Unit 2 Week 5	Unit 2 Week 3	enVision Topic 6	Topic 4
RS Unit 2 Week 5	Unit 2 Week 2	enVision Topic 4	Topic 3
RS Unit 2 Week 5	Unit 2 Week 2	enVision Topic 4	Topic 3
RS Unit 2 Week 5	Unit 2 Week 2	enVision Topic 4	Topic 3
RS Unit 2 Week 5	Unit 2 Week 2	enVision Topic 4	Topic 3
RS Unit 2 Week 5	Unit 2 Week 1	enVision Topic 5	Topic 4
RS Unit 2 Week 5	Unit 2 Week 1	enVision Topic 5	Topic 4
RS Unit 2 Week 5	Unit 2 Week 1	enVision Topic 5	Topic 4
RS Unit 2 Week 5	Unit 2 Week 1	enVision Topic 5	Topic 4
RS Unit 2 Week 5	Unit 2 Week 3	enVision Topic 6	Topic 5
RS Unit 2 Week 5	Unit 2 Week 3	enVision Topic 6	Topic 5
RS Unit 2 Week 5	Unit 2 Week 3	enVision Topic 6	Topic 5
RS Unit 2 Week 5	Unit 2 Week 1	enVision Topic 5	Topic 4
RS Unit 2 Week 5	Unit 2 Week 1	enVision Topic 5	Topic 4
RS Unit 2 Week 5	Unit 2 Week 1	enVision Topic 5	Topic 4

Questions



Office of Student Intervention Services



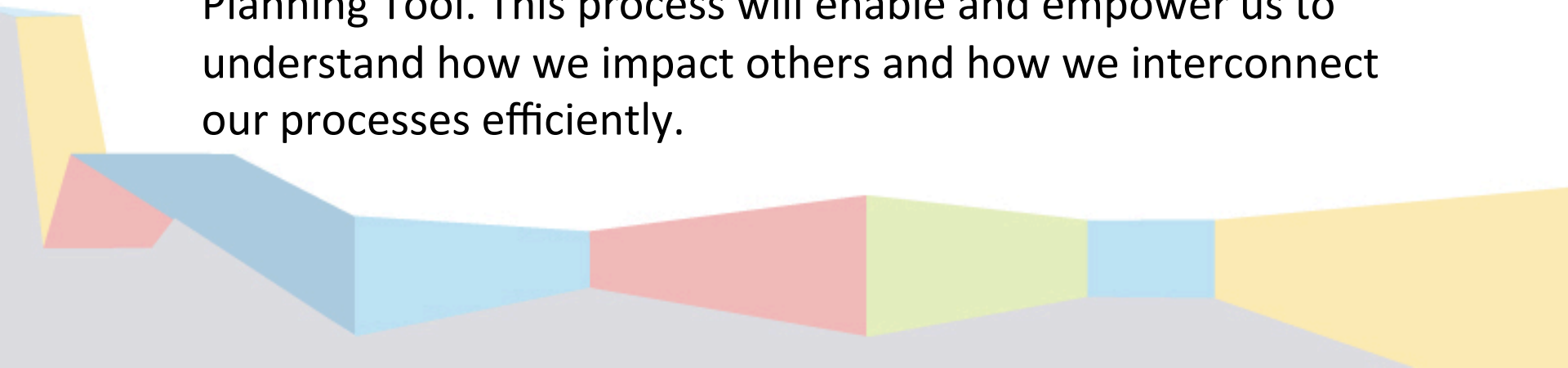
Objectives & Goals

- Identifying the key opportunities for improvement in the attendance/dropout challenges.
- Analyzing data using both intra-district and inter-district and recognized norms in a balanced scorecard.
- Interpreting data dynamically.
- Examining the “why’s, who’s and what’s” of the challenge.
- Remaining committed to maximizing quality performance.



Commitment to Proven Quality Performance Models

- Through focused and committed leadership, provide proven management methodology and approach to improve organization performance.
- Guide intradepartmental systems to coordinate processes, activities, and tasks to perform their roles strategically, efficiently, and effectively.
- Emulate educational experts, like Dr. Michael Perich by implementing process systems like the I.G.O.E . Strategic Planning Tool. This process will enable and empower us to understand how we impact others and how we interconnect our processes efficiently.



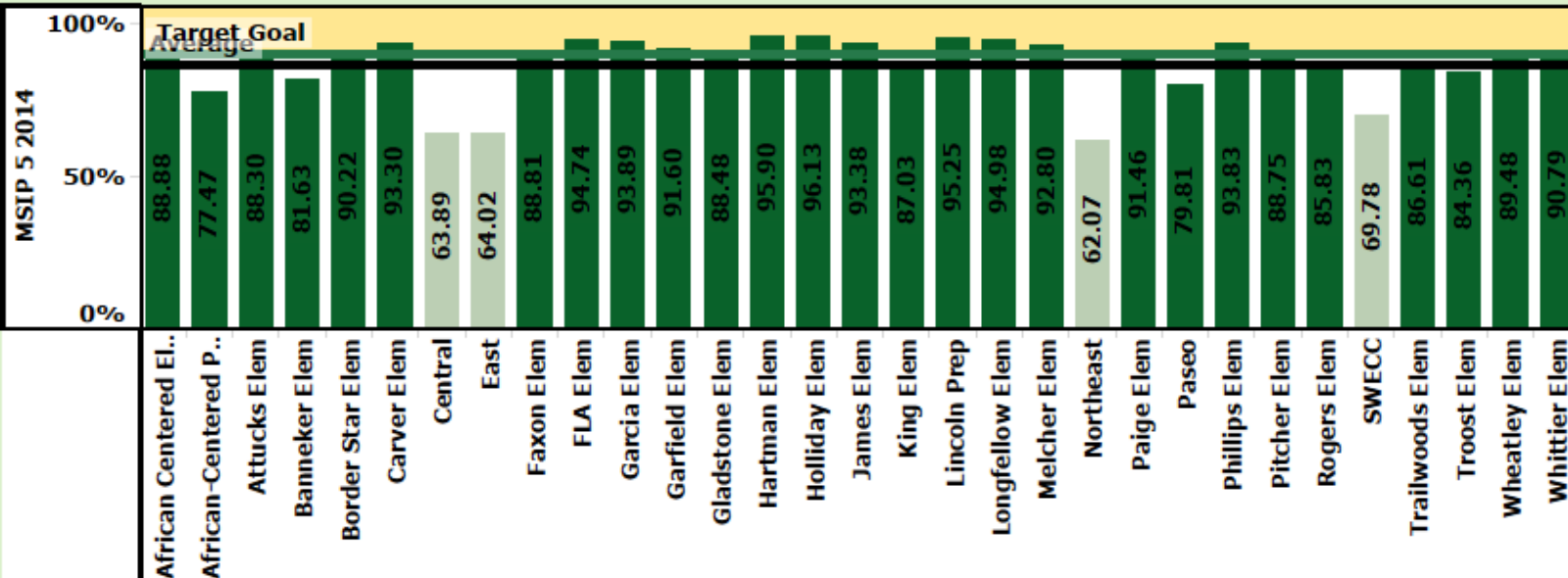
2013 vs 2014 By School

Dark Green color indicates ABOVE 2014 SMART GOAL of 76.3%

18 of 31 in 2013 & 27 of 31 in 2014 as of 10-1-2013

2013-2014 -14
Schools above
90/90 MSIP 5

MSIP5 2014



School Name
All

COMPARISON
2013 vs. 2014

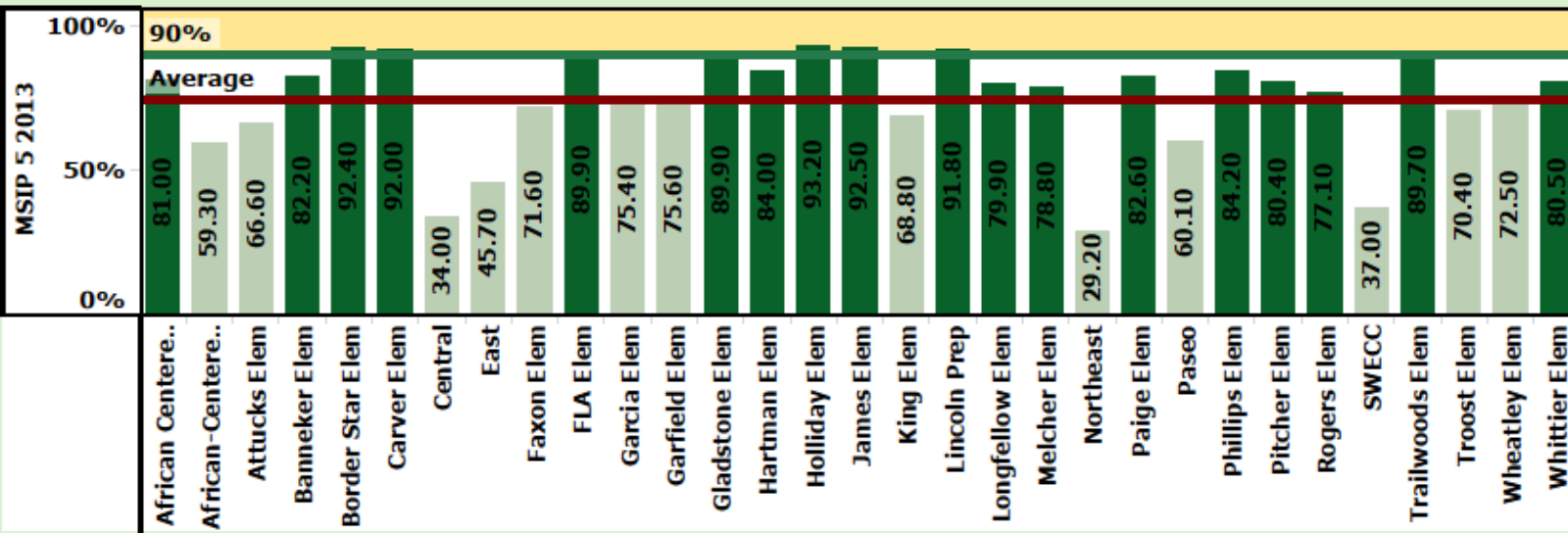
2013
Average Score
69%

2014
Current Score
86%

MSIP 5
Goal
90%

KCPS Goal
76.3%

MSIP5 2013

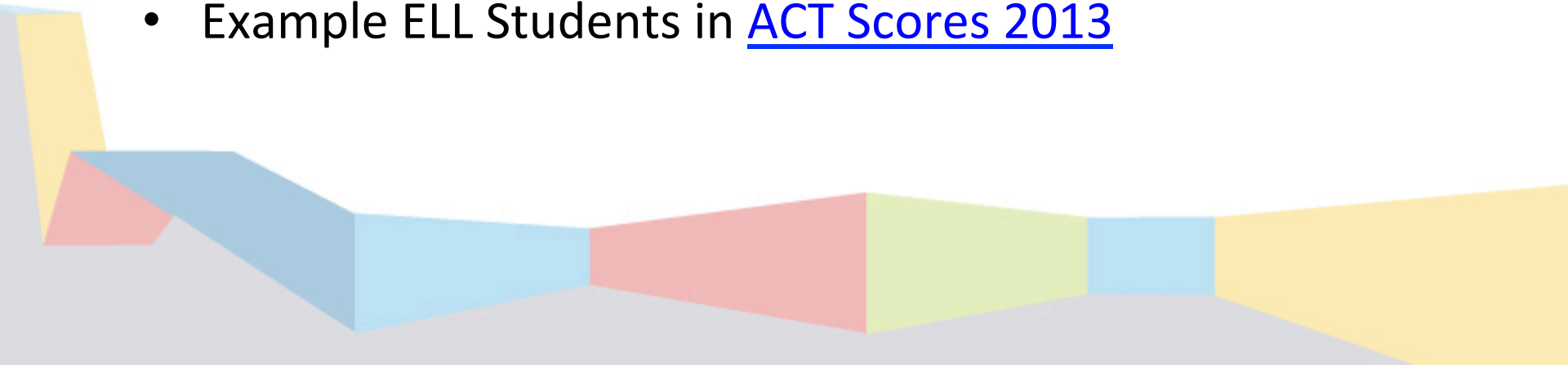


2012-2013 -5
Schools above
90/90 MSIP 5

Step 1 “The Data Surgery”

Student attendance is the first dimension to measure a potential dropout situation.

- Utilize data systems to identify schools with attendance challenges
 - Tyler Student Information System, SIS K-12
 - Tyler Pulse [BI](#) software, PULSE, (available to building staff)
 - Tableau Business Intelligence Software
- Dissect the characteristics of the demographics of the clusters of students missing school to understand the motivations for the absences.
- Example ELL Students in [ACT Scores 2013](#)



Leadership in the Community

- Kansas City Tyler SIS K-12 User Group
- Kansas City Tyler Pulse User Group
- Kansas City Area Student Intervention User Group
- KCBCOE – Kansas City Baldrige Community of Excellence



Step 2

Plan Improvements

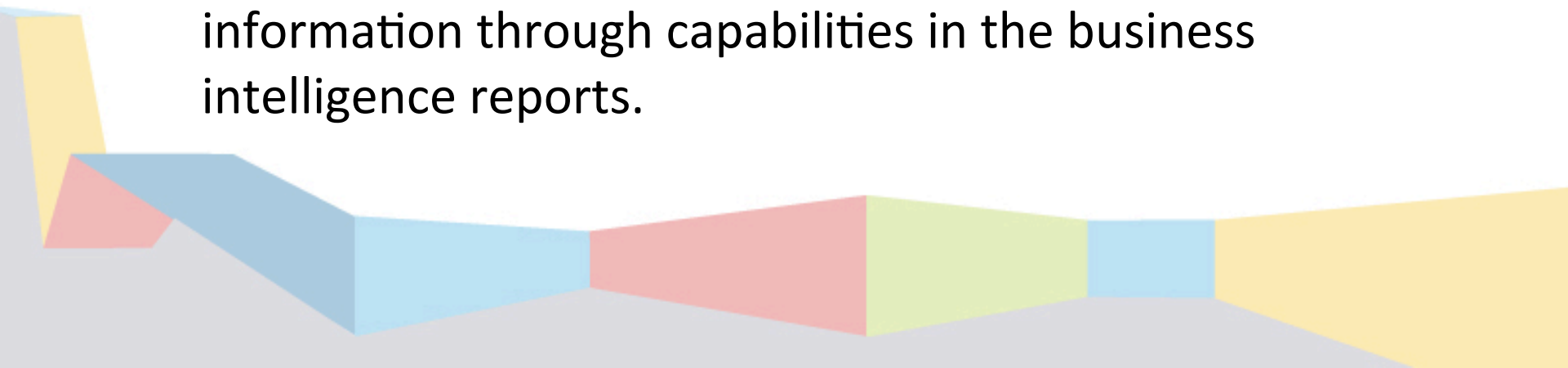
- Continue to conduct trainings with OSI team on student information system and business intelligence software.
- Remain committed to data evaluation.
- Coordinate efforts and define parameters of the attendance process (April 11, 2013 meeting.) Review data, information, and other factors that affect information gathering.



Step 3

Systematic Evaluation and Improvements

- Work with principals and school administration to ensure multiple daily reviews of attendance reports.
- Assist in demonstrating the building leadership responsibility to the students and the accountability to the district administration concerning the attendance challenges.
- Review procedure for utilizing the reporting information through capabilities in the business intelligence reports.



Step 4

Strategic Planning

- Create strategic plan for future improvements in coordination with the RTI Project and the other student services departments.
- Utilize Tyler SIS K-12 for daily attendance monitoring.
- Utilize Tyler Pulse “At Risk” reports and Pulse automated Alert emails.
- Include those students in focused interventions by district team and intra-school programs, via the intra-departmental RTI Project.



Login:

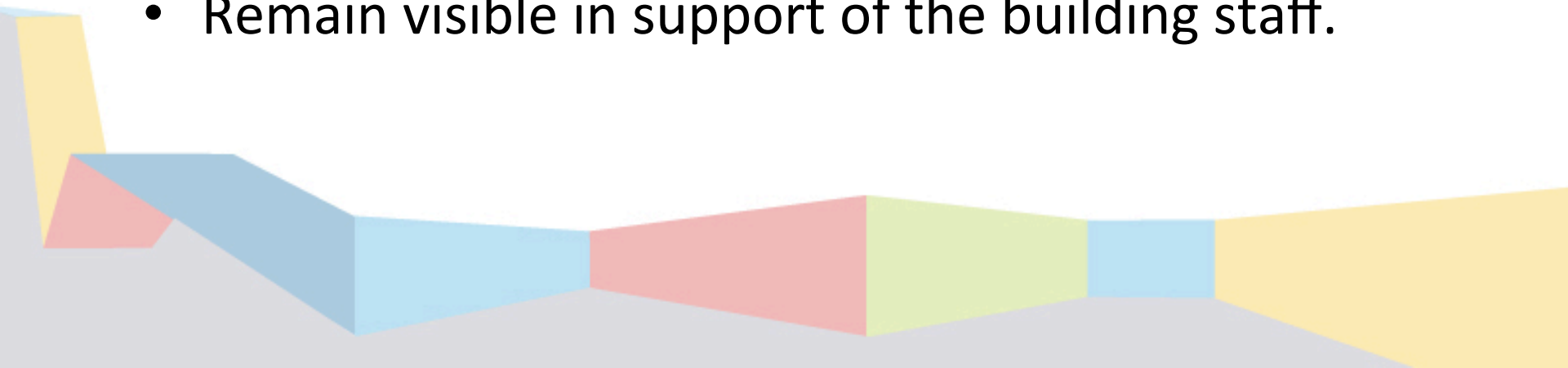
Password:

[illegible]

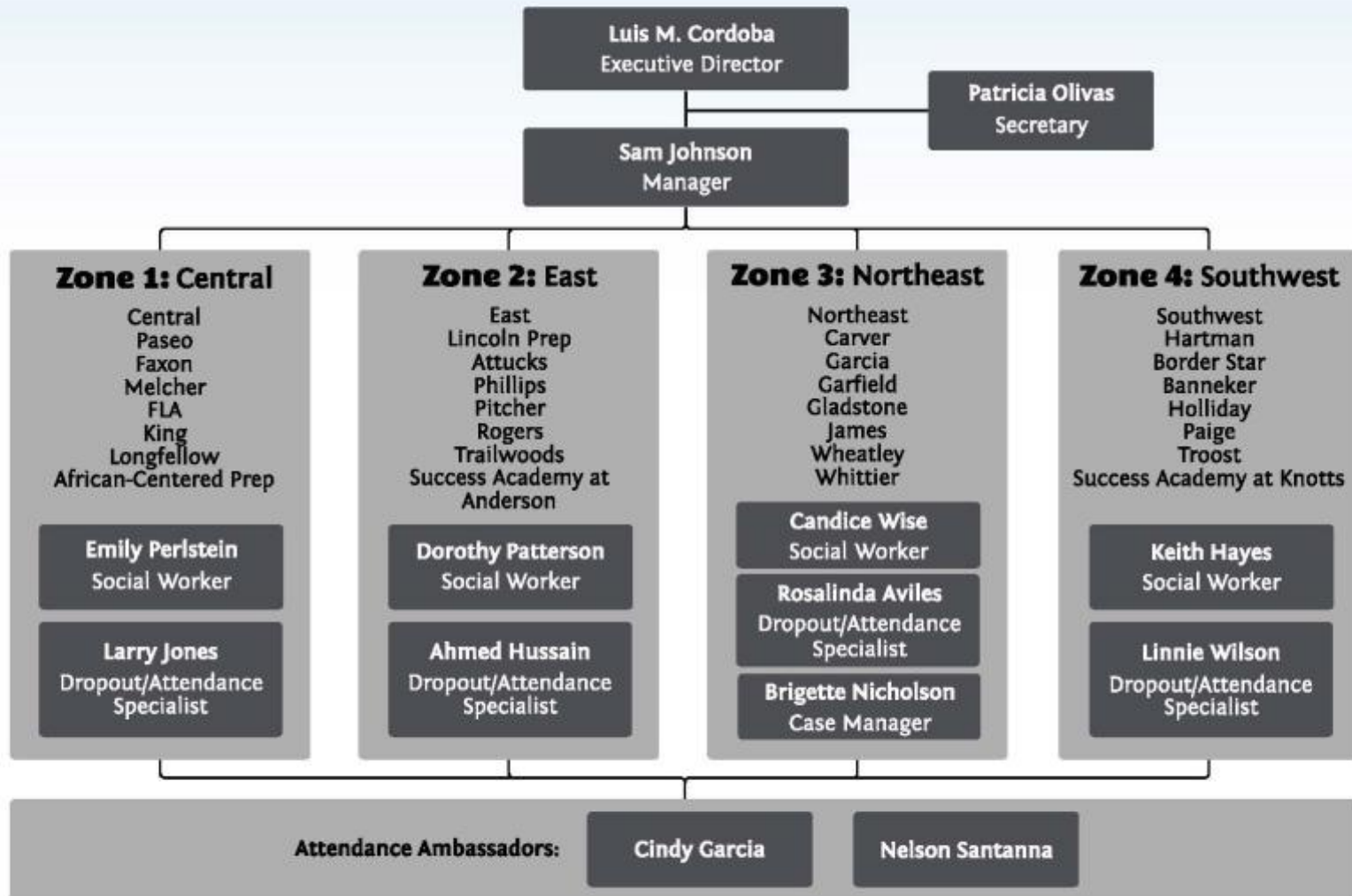
Step 5

Organization innovative plans

- Implement plans to improve attendance and reduce dropout rates that will increase graduation rates among students.
- Continue to coordinate efforts with the RTI Project and the other departments.
- Remain visible in support of the building staff.



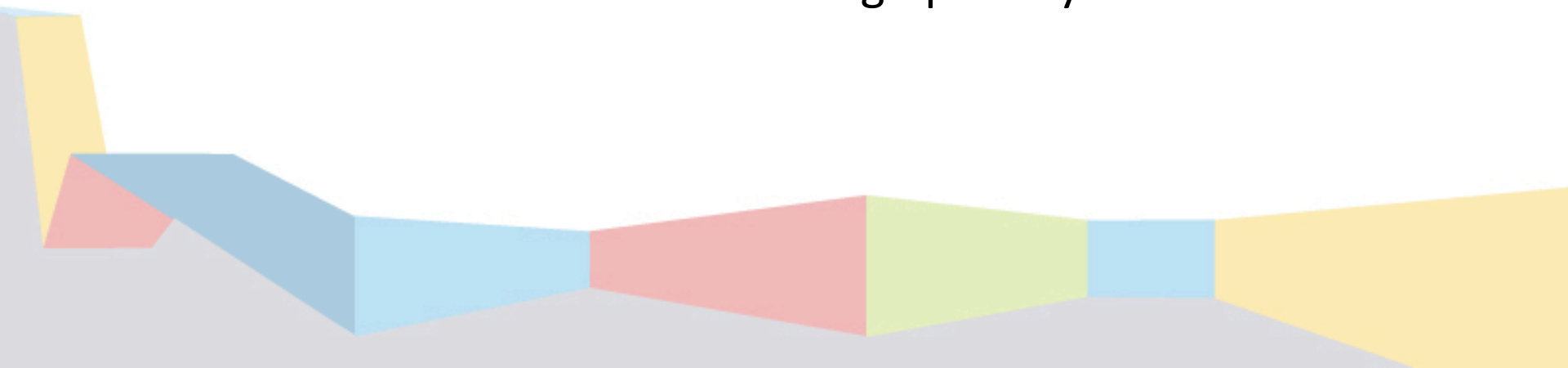
Office of Student Interventions



Zone Intervention Team Goals

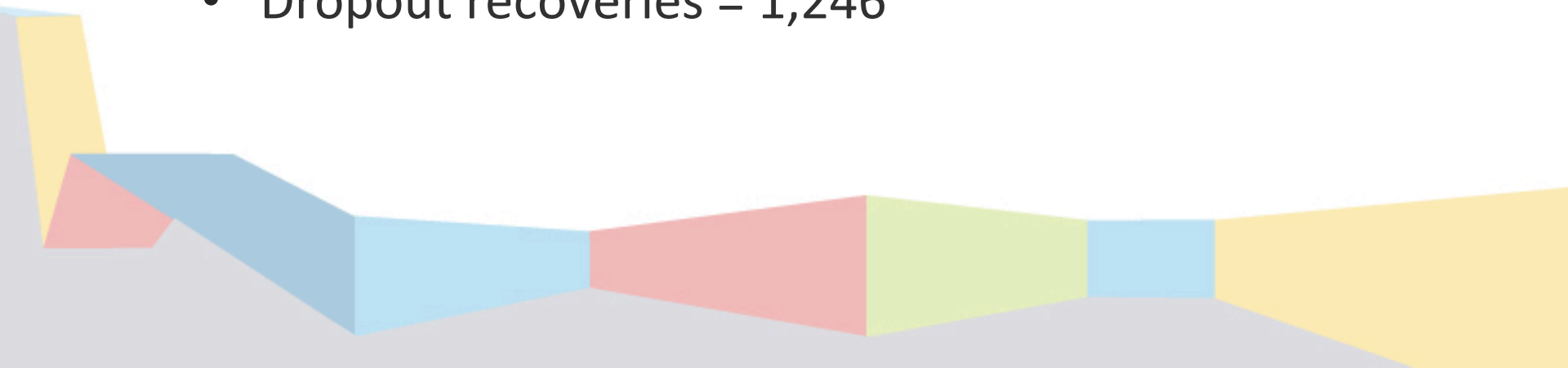
Goals:

- The attendance/dropout specialist identify and interact with students whose daily attendance rates fall below 90%.
- The social workers work with community service providers to connect students and parents to social and emotional support services.
- Attendance Ambassadors conduct home visits, truancy sweeps and assist the Zone teams with high priority cases.



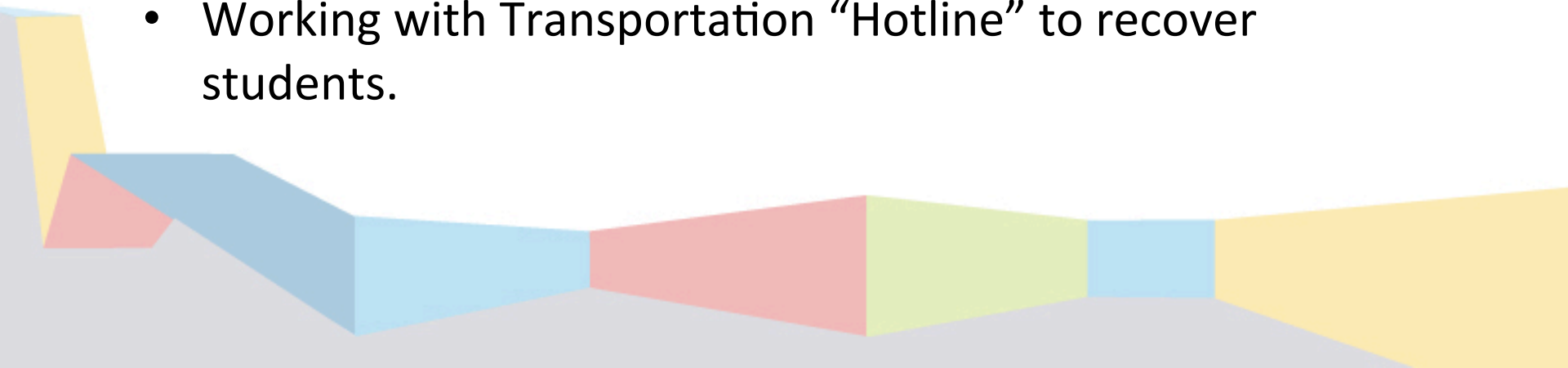
The Student Intervention

- Phone calls = 581
- Home visits = 96
- Letters = 519
- Student conferences = 220
- Parent conferences = 87
- School visits = 31
- Dropout recoveries = 1,246



Dropout Recovery Efforts

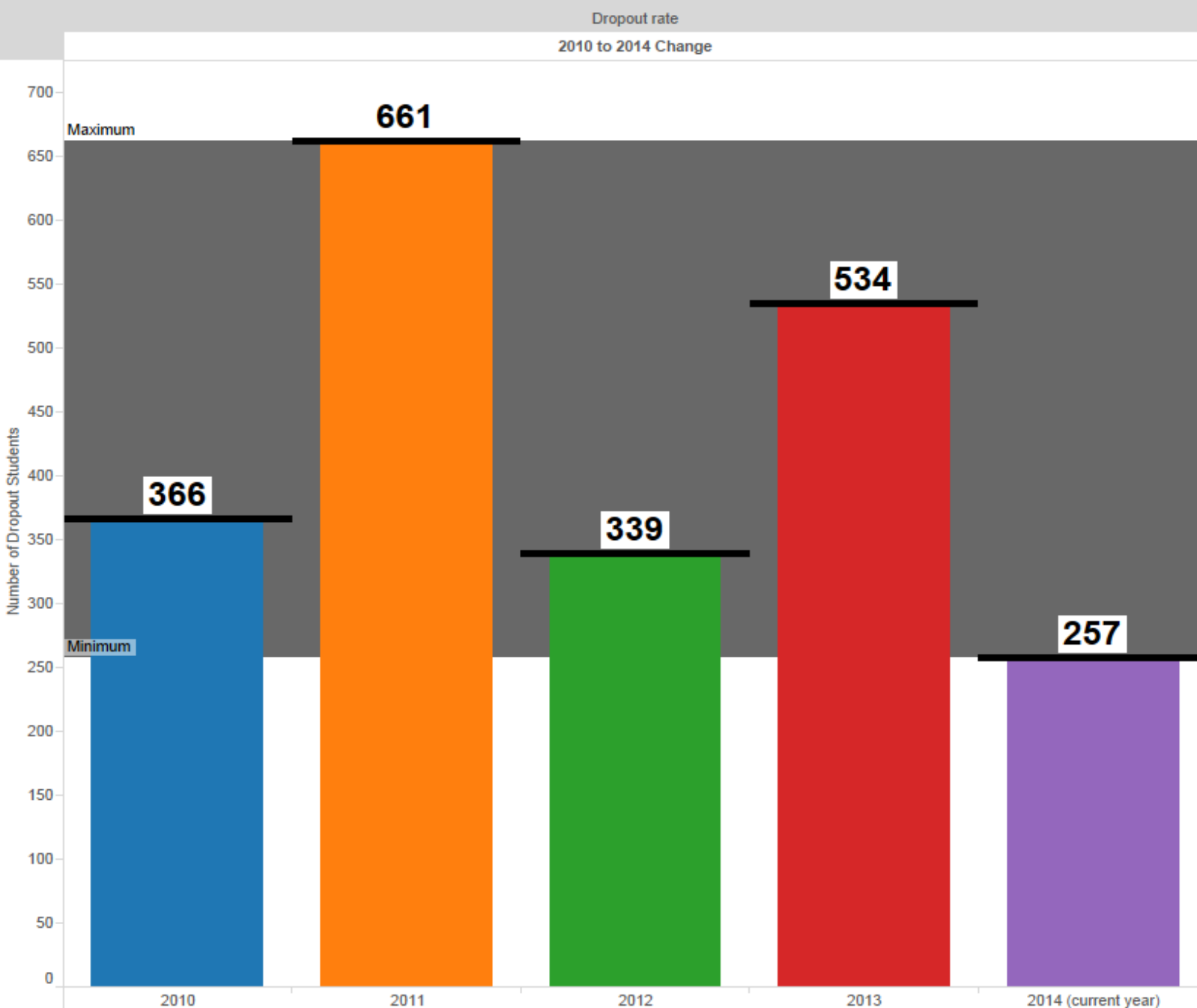
- Formed better communications with Office of Student Support and Community Services, Technology, Curriculum and Instruction, Assessment, Accountability, and Academic Precision, Public Relations, Legal, Finance, and Operations.
- Making phone calls to students who have dropped out.
- Monitoring student enrollment in other charter and district schools.
- Working with Transportation “Hotline” to recover students.



Dropout Rate Reduction Dashboard

Measure Names

- 2010
- 2011
- 2012
- 2013
- 2014 (current year)



Number of
“Dropouts”
have been re-
duced
404
students
since 2010.

In the last year
the number of
students re-
covered, 277,
a
51.87%
reduction.

Data as of Sept.29,
2013

What are examples of some efforts or interventions that have been made to improve attendance, reduce the number of dropouts and increase the career and college readiness of students?



Truancy Efforts

- Gateway Crimes Tasks Force (Councilman Scott Wagner 1st District-at-Large)
- Compulsory Attendance Ordinance
- Creation of Truancy Court (Honorable Ardie Bland)
- Attendance Truancy Intervention efforts (Knock-'N-Talk)
- Project MSIP 90/90 “Want your permit and license?” Stay in School!



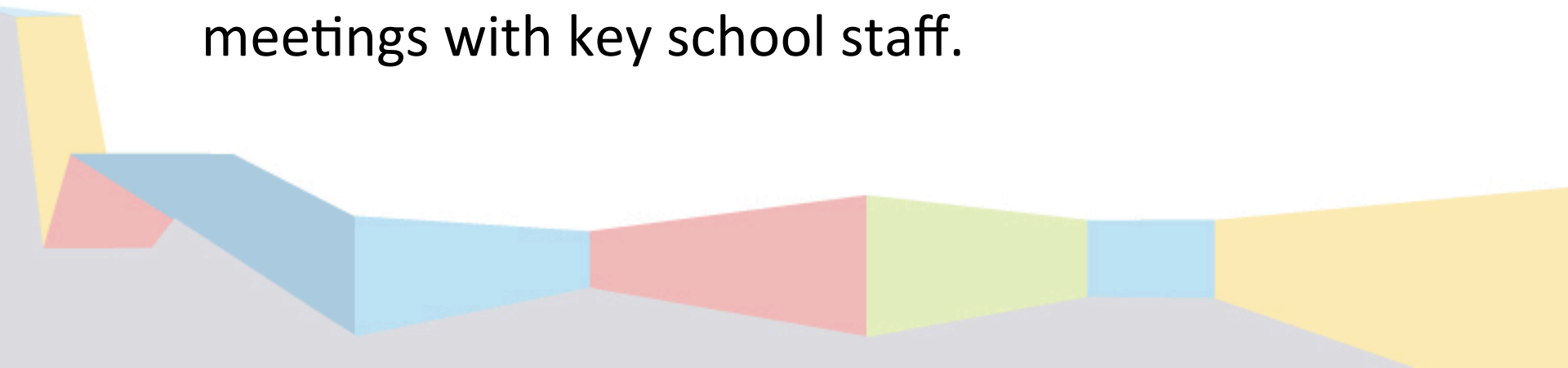
Dropout Recovery Efforts

- Monitor absences of students whose attendance rate is below 90%.
- Make classroom and home visits, daily phone calls as well as mail dropout and attendance letters to help improve attendance and decrease the dropout rate.
- Meet regularly with schools in each zone to address students with attendance problems.
- Meet with students who have attendance problems.



Dropout Recovery Efforts (Con't.)

- Refer students to social worker, school programs and outside resources when needed.
- Perform truancy sweeps.
- Meet monthly with surrounding districts to discuss dropouts (transfers) and compare data.
- Schedule weekly Student Support Team meetings with key school staff.



Success Court

- KCPS partnership with Family Court and COMBAT. (2012)
- Court room renovations at Northeast High school.
- Judge Garrett agrees to sit on the bench.
- Birth of Success Court Program.



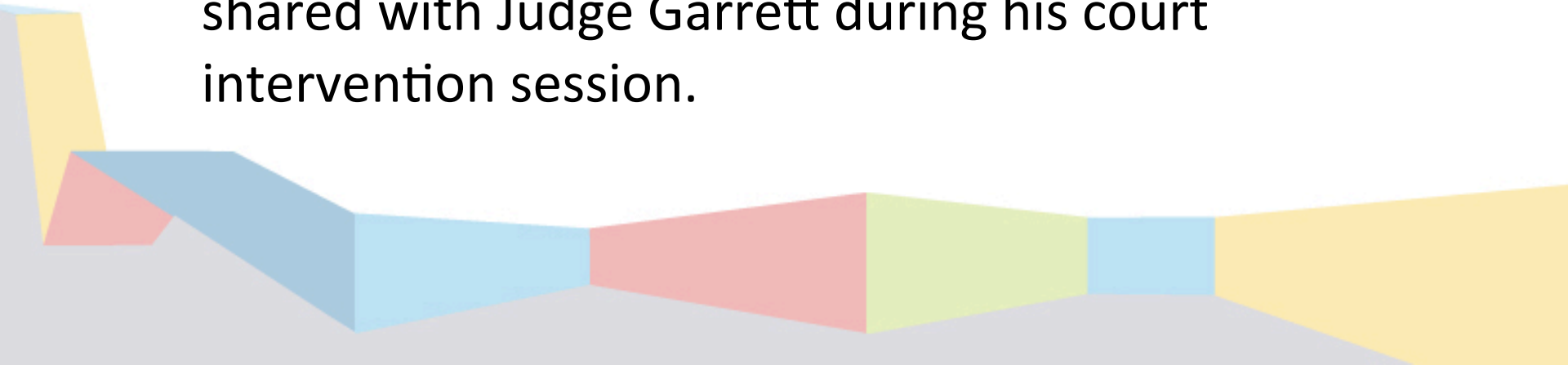
Success Court Outcomes

- 26 of the 42 participants graduated from Success Court.
- Fall and Spring participants reflected an increase in attendance, academics and a reduction in maladaptive behaviors.



Success Stories

- Program graduate was interviewed and highlighted by KMBZ Radio, Kansas City Star, FOX 4 and KMBC-TV 9 during the mayor's press conference on Attendance Awareness Month.
- Other school districts are interested in duplicating Success Court.
- Participants created their own SMART goals and shared with Judge Garrett during his court intervention session.



Mental Health

“If a student is not emotionally well, learning does not take place”

- Mental Health Partnership for School Success
- Kansas City Behavioral Health Network and Marion and Henry Bloch Family Foundation Partnership
- Spofford Reach to Teach Project (Behavioral Support at Rogers Elementary)
- Trauma Sensitive Schools Project (Walla Walla, WA)
- Olweus Bullying Prevention Project Partnership (First Call/COMBAT)



WE ARE ALL IN THIS TOGETHER

How a community-led approach benefits students



Questions

Feedback

Questions from blue cards – none



RSIT Breakout Discussion



Feedback/Requests



Monthly Meeting Date