Kansas City Public Schools and Department of Elementary and Secondary Education

November 22, 2016

2015-2016
Annual Progress Report (APR)

Dr. Vickie Murillo

KANSAS CITY

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KCPS PROGRESS TOWARDS ACCREDITATION
2015-2016

KCPS Has Met The Points For Accreditation!

MSIP 5 APR POINTS

140
120
100
80
60
40
20
0

DESE FULLY ACCREDITED
98 POINTS (70%)

22.5
38
70
84
86.5
92.5
89.5
98

16%
KCPS 2012 PRELIMINARY APR

27%
KCPS 2012 FINAL APR

50%
DESE PROVISIONALLY ACCREDITED

60%
KCPS 2013 FINAL APR

62%
KCPS 2014 PRELIMINARY APR

66%
KCPS 2014 FINAL APR

63.9%
KCPS 2015 FINAL APR

70%
KCPS 2016 FINAL APR

2015-2016 APR

Back to MSIP 5

To Supporting Data

	2014	2015	2016
APR Total Points	92.5/140	89.5/140	98.0/140
Percent of Points	66.1%	63.9%	70.0%

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned	
1. Academic Achievement	56.0	32.0		57.1%
2. Subgroup Achievement	14.0	6.0		42.9%
3. College and Career Ready (CCR)	30.0	26.0		86.7%
4. Attendance	10.0	10.0		100.0%
5. Graduation Rate	30.0	24.0		80.0%
Total	140.0	98.0		70.0%

11th Grade ACT Census REPORTABLE

	2015	2016
Participation Rate	84.1%	89.2%
Avg. Composite Score	16.1	16.9

2015-2016 Highlights

- APR increased from 89.5 to 98 points **(+8.5)**

- 11th Grade ACT Census Reportable increased from 84.1% to 89.2 % **(+5.1%)**

- 11th Grade Avg. Composite Score increased from 16.1 to 16.8 **(+.7)**

- Seven areas on the APR achieved status

  - **Status is a measurement of achievement based upon a three (3) year average of tiered performance expectations. Districts that reach status earn points in accordance to their status level and also qualify for progress/growth points. Status indicates consistent progress towards the 20/20 target.**

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Academic Achievement Highlights

Academic Achievement:

- ELA Prof/Adv increased from 33.4% to 35.2% **(+1.8%)**

- MA Prof/Adv increased from 22.4% to 23.8% **(+1.4%)**

- S.S. Prof/Adv increased from 38.6% to 44.9% **(+6.3%)**

Social Studies is our first academic content to hit STATUS

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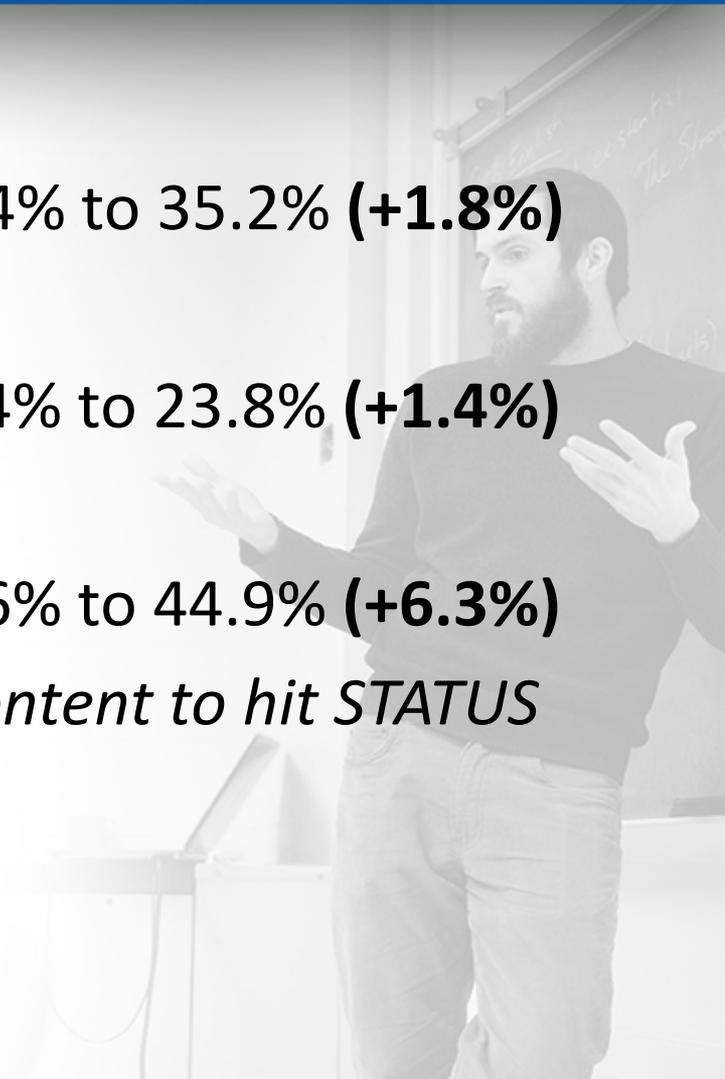
Subgroup Highlights

- ELA Prof/Adv increased from 33.4% to 35.2% **(+1.8%)**

- MA Prof/Adv increased from 22.4% to 23.8% **(+1.4%)**

- S.S. Prof/Adv increased from 38.6% to 44.9% **(+6.3%)**

Social Studies is our first academic subgroup to hit STATUS

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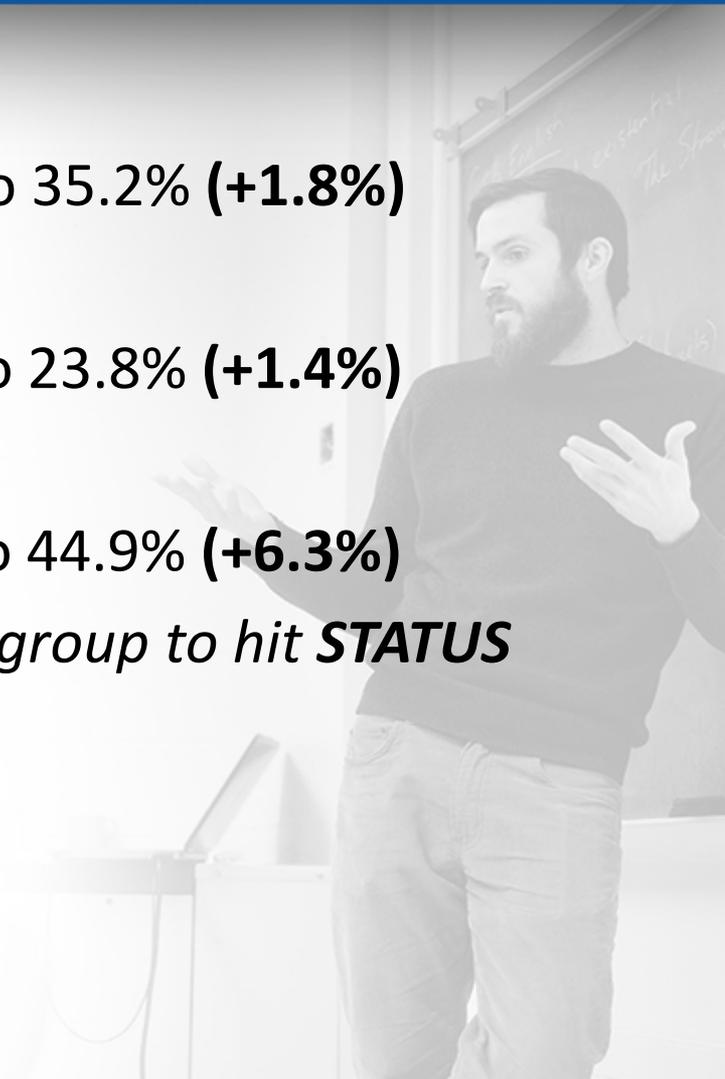
College & Career Readiness (CCR) Highlights

CCR Standards:

- **3.1-3 ACT/ACT WorkKeys/ASVAB** - Increased from 47.9% to 50.4% **(+2.5%) – STATUS**

- **3.4 Advance courses** - Increased from 41% to 49.3% **(+8.3%) – STATUS**

- **3.5-6 Post Secondary Placement** - Increased from 89.9% to 91.5**% (+1.6%) – STATUS (Met the 20/20 Target)**

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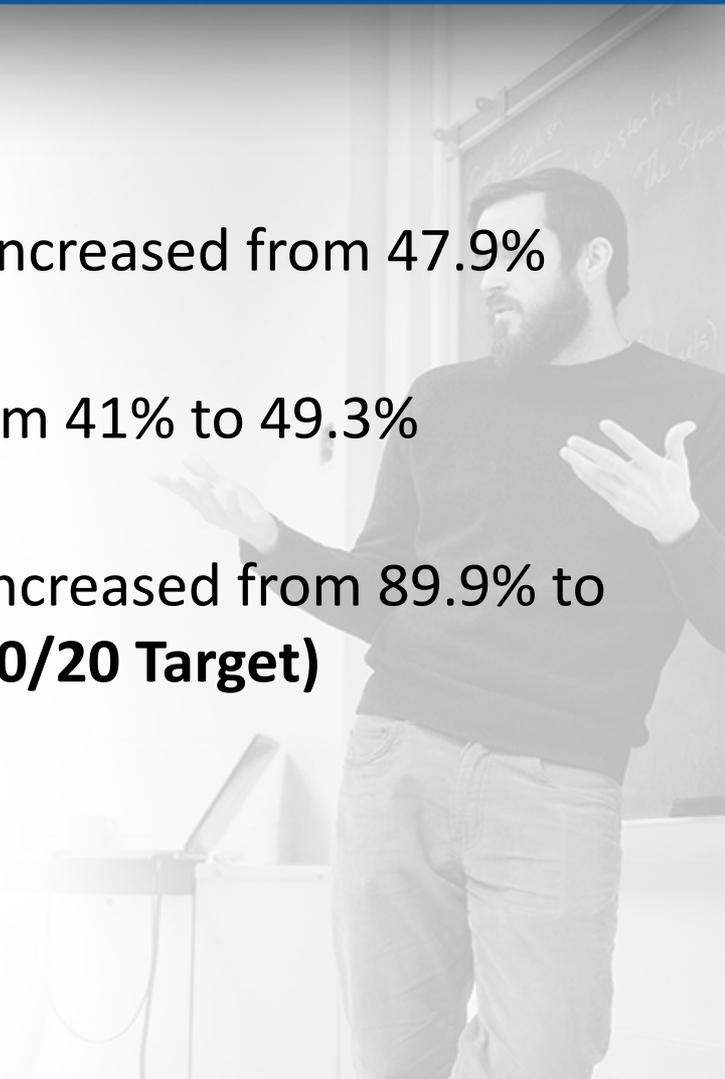
Attendance & Grad Rate Highlights

- **Attendance:**

  Increased from 79.5% to 83% **(+3.5%) – STATUS**

- **Grad Rate**:
  - 4 Year – Increased from 65.4% to 68.4 **(+3%)**
  - 6 Year – Increased from 74.4% to 75.1% **(+.7%) Earning us Status Points and Progress Points**
  - 7 Year – Increased from 71.4% to 74.9% **(+3.5%) Earning us Progress Points**

2016-2017 Focus

- Science – Prof/Adv decreased from 25.2% to 22.8% **(-2.4%)**
- Mathematics
- Attendance
- Graduation Rates
- APR – MSIP Task Force Teams
- War Room

2015-16 Building Level Annual Progress Reports

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MSIP 5 2016 School APR Percent of Points Earned

School	Percent of Points Earned 2013	Percent of Points Earned 2014	Percent of Points Earned 2015	Percent of Points Earned 2016
JAMES ELEM.	100.0%	90.0%	100.0%	100.0%
LINCOLN COLLEGE PREP.	100.0%	100.0%	100.0%	100.0%
PITCHER ELEM.	82.1%	92.9%	92.9%	100.0%
WENDELL PHILLIPS ELEM.	96.4%	100.0%	88.6%	88.6%
BORDER STAR MONTESSORI	95.7%	100.0%	92.9%	87.1%
FOREIGN LANGUAGE ACADEMY	85.7%	82.9%	92.9%	87.1%
TRAILWOODS ELEM.	100.0%	97.9%	88.6%	87.1%
GLADSTONE ELEM.	75.7%	62.9%	59.3%	84.3%
AC PREP ELEMENTARY	14.3%	19.3%	75.7%	78.6%
GARFIELD ELEM.	53.6%	40.7%	57.1%	77.9%
PASEO ACAD. OF PERFORMING ARTS	59.3%	83.2%	93.2%	73.6%
JOHN T. HARTMAN ELEM.	84.3%	90.0%	84.3%	71.4%
AFRICAN CENT COLLEGE PREP ACAD	39.6%	71.4%	77.1%	66.4%
SOUTHWEST EARLY COLLEGE CAMPUS	13.1%	53.9%	75.0%	65.7%
CARVER DUAL LANGUAGE SCHOOL	91.4%	64.3%	64.3%	64.3%
WHITTIER ELEM.	82.1%	80.0%	58.6%	63.6%
PRIMITIVO GARCIA ELEM.	47.1%	47.1%	62.9%	62.9%
NORTHEAST HIGH	20.0%	24.3%	44.6%	61.4%
PHILLIS WHEATLEY ELEM.	65.0%	57.1%	59.3%	60.0%
ROGERS ELEMENTARY	82.1%	77.1%	64.3%	58.6%
CENTRAL ACADEMY OF EXCELLENCE	39.3%	25.4%	43.9%	55.4%
ATTUCKS ELEM.	59.3%	52.1%	55.7%	55.0%
GEORGE MELCHER ELEM.	33.6%	64.3%	42.9%	54.3%
HOLLIDAY MONTESSORI	58.6%	67.1%	54.3%	54.3%
M. L. KING ELEMENTARY	22.9%	37.1%	37.1%	52.9%
TROOST ELEM.	17.1%	41.4%	44.3%	52.9%
EAST HIGH SCHOOL	57.1%	65.0%	61.1%	51.8%
FAXON ELEMENTARY	72.1%	75.0%	53.6%	51.4%
B. BANNEKER ELEM.	36.4%	47.1%	31.4%	37.1%
LONGFELLOW ELEM.	41.4%	33.6%	58.6%	37.1%
SATCHEL PAIGE ELEM.	30.7%	34.3%	31.4%	31.4%
CENTRAL MIDDLE SCHOOL	N/A	N/A	N/A	N/A
NORTHEAST MIDDLE SCHOOL	N/A	N/A	N/A	N/A

*Green - Full Accreditation

*Yellow - Provisional Accreditation

*Red - No Accreditation

KCPS SY17 Preliminary APR Goals

2016-2017 Preliminary Academic Goals

1. Academic Achievement	Points Poss	Points Earned SY16 APR	SY15 MPI	SY16 MPI	Score Needed	Status	Progress	Total	APR Subscore
ELA	16	12	263.8	265.9	300	0	0	12*	
Math	16	12	230.9	245	300	0	0	12*	
Science	16	0	263.3	256.2	284	0	12	12	44
Social Studies	8	8	304.7	318.8	326	5	6	8	

2016-2017 Preliminary Subgroup Goals

2. Subgroup Achievement	Points Poss	Points Earned SY16 APR	SY15 MPI	SY16 MPI	Score Needed	Points Earned			APR Subscore
						Status	Progress	Total	
ELA	4	2	263.8	265.9	300	0	0	2*	
Math	4	2	231	245	300	0	0	2*	
Science	4	0	263.3	256.2	284	0	3	3	
Social Studies	2	2	304.7	318.8	326	1	1.5	2	9

2016-2017 Preliminary CCR & Attendance Goals

							Points Earned		
3. Collge and Career Ready	Points Poss	Points Earned SY16 APR	SY15 Score	SY16 Score	% Needed	Status	Progress	Total	
3.1-3* (ACT®, SAT®, COMPASS® or ASVAB®)	10	6	47.9	50.4	53.6	6	2	8	
3.4* COLLEGE AND CAREER READINESS - AP, IB, Dual Credit, TSA or Early College	10	10**	41	49.3	53	10**	2	10	APR Subscore
3.5*6 Placement	10	10	89.9	91.5	92	10	2	10	28

**KCPS Earned an additional '.5' for CTE expansion and is eligible again in SY17

							Points Earned		
4. Attendance	Points Poss	Points Earned SY16 APR	SY15 Rate	SY16 Rate	% Needed	Status	Progress	Total	
									APR Subscore
	10	10	79.5	83	85.6	6	4	10	10

2016-2017 Preliminary Graduation Rate Goals

5. Graduation Rate	Points Poss	Points Earned SY16 APR	SY15 Rate	SY16 Rate	% Needed	Points Earned			
						Status	Progress	Total	
4 year	30	0	65.4	68.4	82.6	18	22.5	30	APR Subscore
5 year	30	18	73.5	71.8	79.5	18	6	24	
6 year	30	24	74.4	75.1	78.5	18	6	24	24
7 year	30	12	71.4	74.9	76	18	6	24	

Questions

Areas of Concern

- Reading Informational Text
- Answering Multi-Step Questions
- Answering Technology Enhanced Questions
- Solving Real World Problems
- Answering Multi-Select Questions
- Understanding Academic Vocabulary
- Using Scientific Inquiry

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Identify Highly Tested Standards

Math Example

Strand	MLS Code	MLS Category/Focus	DOK	QT
Expressions and Equations: 15/46 (33%)	6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.	Skill/Concept	MC
			Skill/Concept	MC
	6.EE.2	"Write, read, and evaluate expressions in which letters stand for numbers. See CCSS 2a-c."	Skill/Concept	MS
			Skill/Concept	MC
			Skill/Concept	MC
	6.EE.3	Apply the properties of operations to generate equivalent expressions.	Skill/Concept	MS
	6.EE.5	Solve an equation/inequality using values from a set that make the equation or inequality true. Use substitution to determine whether a given number makes an equation/inequality true.	Skill/Concept	MC
			Skill/Concept	MC
	6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number.	Skill/Concept	MS
			Skill/Concept	MC
	6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	Skill/Concept	SA
	6.EE.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Represent solutions of such inequalities on number line diagrams.	Skill/Concept	MC
			Skill/Concept	MC
	6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity in terms of the other quantity.	Skill/Concept	MC
			Skill/Concept	SA

Science Example

Strand	MLS Code	MLS Category/Focus	Session* Item	DOK	QT	Pts.Poss
Changes in Ecosystems and Interactions of Organisms with their Environments 9/60 (15%)	EC.1.A.4.a	Identify the ways a specific organism may interact with other organisms or with the environment (e.g., pollination, shelter, seed dispersal, camouflage, migration, hibernation, defensive mechanism)	2*2	Recall	MC	1
			2*5	Recall	MC	1
	EC.1.D.4.a	Identify examples in Missouri where human activity has had a beneficial or harmful effect on other organisms (e.g., feeding birds, littering vs. picking up trash, hunting/conservation of species, paving/restoring green space)	1*8	Strategic Thinking	CR	2
	EC.2.A.3.a	Identify sunlight as the primary source of energy plants use to produce their own food	1*7	Skill/Concept	CR	2
	EC.2.A.3.d	Predict the possible effects of removing an organism from a food chain	2*3	Skill/Concept	MC	1
	EC.2.A.4.b	Differentiate between the types of consumers (herbivore, carnivore, omnivore, and detrivore/decomposer)	2*7	Recall	MC	1
	EC.3.C.4.b	Identify specialized structures and senses and describe how they help animals survive in their environment (e.g., antennae, body covering, teeth, beaks, whiskers, appendages)	2*1	Skill/Concept	MC	1
Processes and Interactions of the Earth's Systems (Geosphere, Atmosphere and Hydrosphere) 8/60 (13%)	ES.1.A.4.a	Identify and describe the components of soil (e.g., plant roots and debris, bacteria, fungi, worms, types of rock) and its properties (e.g., odor, color, resistance to erosion, texture, fertility, relative grain size, absorption rate)	2*18	Recall	MC	1
	ES.2.A.4.a	Observe and describe the breakdown of plant and animal material into soil through decomposition processes (i.e. decay/rotting, composting, digestion)	2*17	Recall	MC	1
	ES.2.E.5.a	Describe and trace the path of water as it cycles through the hydrosphere, geosphere, and atmosphere (i.e., the water cycle: evaporation, condensation, precipitation, surface run-off/groundwater flow)	1*10	Recall	CR	2
			2*8	Recall	MC	1
			2*15	Recall	MC	1
	ES.3.A.4.b	Propose ways to solve simple environmental problems (e.g., recycling, composting, ways to decrease soil erosion) that result from human activity	1*9	Skill/Concept	CR	2
Properties and Principles of Force and Motion 5/60 (8%)	FM.1.A.4.b	Describe an object's motion in terms of distance and time	1*3	Skill/Concept	CR	2
	FM.2.A.4.c	Observe and identify friction as a force that slows down or stops a moving object that is touching another object or surface	2*6	Recall	MC	1
	FM.2.D.4.c	Predict how the change in speed of an object (i.e., faster/slower/remains the same) is affected by the amount of force applied to an object and the mass of the object	1*4	Skill/Concept	CR	2
	IN.1.A.5.a	Formulate testable questions and explanations (hypotheses)	3*7	Strategic Thinking	CR	1
			3*8	Skill/Concept	CR	1

Unit at a Glance

Grade 3 Math
Second Quarter at a Glance

Week	Dates	Topic(s)	Standards	I Can Statements	Resources	Assessments
1 2	10/17 to 10/28	5	3.OA.3 3.OA.9 3.NBT.3	I can use what I know about multiplication and division to solve word problems. I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work. I can quickly and easily multiply any one digit whole number by 10.	enVision Topic 5 – Lessons 5.1-5.7 Supplemental Lessons-Engage NY – Module 3: Lessons 4-19	Formative Assessment – Topic 5 Pre/Post Tests (on Achievement Series)
3 4	10/31 to 11/11	6	3.OA.5 3.OA.3	I can use the commutative property of multiplication. I can use what I know about multiplication and division to solve word problems.	enVision Topic 6 – Lessons 6.1-6.9 Supplemental Lessons-Engage NY – Module 3: Lessons 4-15, 18, and 20	Formative Assessment – Topic 6 Pre/Post Tests (on Achievement Series)
5 6 7	11/14 to 12/2	7	3.OA.3 3.OA.2 3.OA.6 3.OA.4	I can use what I know about multiplication and division to solve word problems. I can understand division by thinking about how one group can be divided into smaller groups. I can find the answer to a division problem by thinking of the missing factor in a multiplication problem. I can find the missing number in a multiplication or division equation.	enVision Topic 7 – Lessons 7.1 – 7.6 Supplemental Lessons-Engage NY – Module 1: Lessons 6, and 12-13 Module 3: Lesson 3-15, and 18	Formative Assessment – Topic 7 Pre/Post Tests (on Achievement Series)
8 9	12/5 to 12/16	8	3.OA.7 3.OA.3	I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related. I can use what I know about multiplication and division to solve word problems.	enVision Topic 8 – Lessons 8.1 – 8.9 Supplemental Lessons-Engage NY – Module 3: Lessons 4-15, and 18	Formative Assessment – Topic 8 Pre/Post Tests (on Achievement Series)

Teacher Communication and Professional Development

- Align Benchmark Assessment Data to Highly Tested Standards and Areas of Concern

- Monitor Instruction: Academic Vocabulary and Depth of Knowledge 3 and 4

- Provide Professional Development Opportunities: Number Talks, Analyzing Data to Provide Instruction, Using Technology to Enhance Instruction, Re-teaching Strategies

- Email Weekly Updates to Teachers

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Questions

Update on Strategic Plan

Dr. Mark T. Bedell

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Questions

Attendance Monitoring Update for Secondary Schools

Dr. Derald Davis

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Challenges and Solutions

- Challenges

  - Single Period Errors
  - Student Missing Hours
  - Data Entry
  - Accurate Training of Staff
  - Dropout Prevention Efforts
  - Parent Accountability

- Solutions

  - Hourly Attendance Alerts
  - Teacher Advocate for Students
  - Weekly Review of Data
  - Staff training and support
  - Reposted Dropout Prevention Coordinator Position
  - Truancy Court
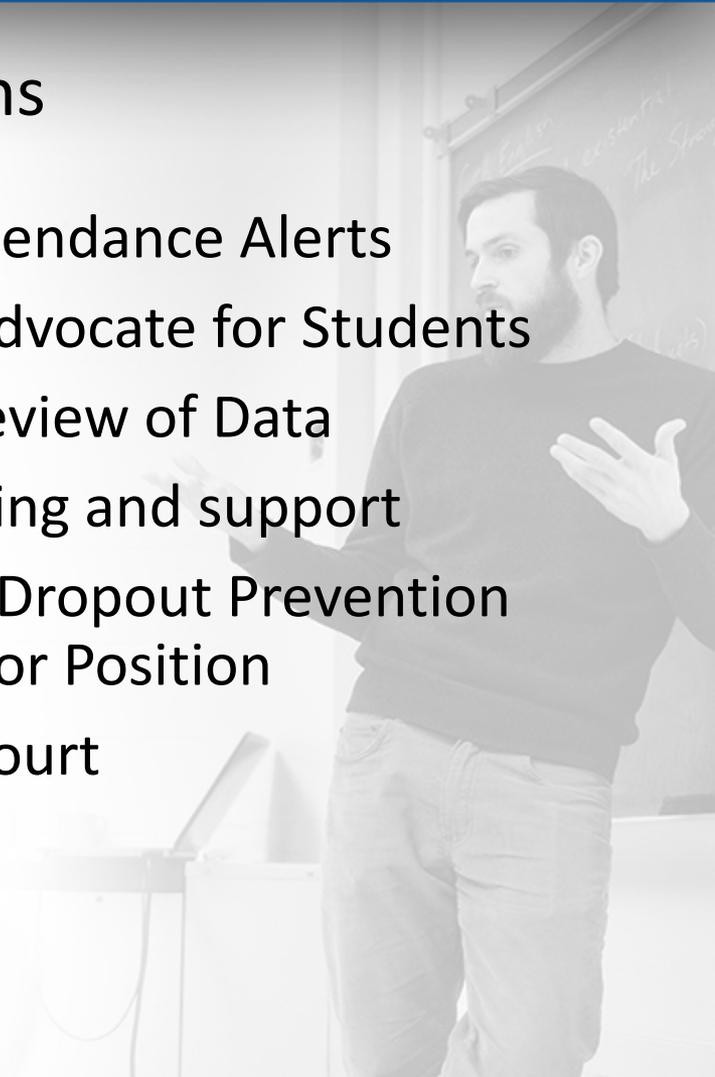
Opportunities For Growth

- Useable attendance analysis tools
- Teacher involvement in attendance monitoring and intervention
- Attendance teams at the district and school building levels
- Planned opportunities for data analysis and strategy development
- Faculty and staff involvement in policy development and implementation

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Accountability

- Commitment of school principals
  - Absenteeism is a "red flag" issue
- Consistent policy enforcement and documentation
  - Within school buildings
  - District-wide
- Define procedures for Tier II and Tier III interventions
- Students and families are educated on attendance expectations

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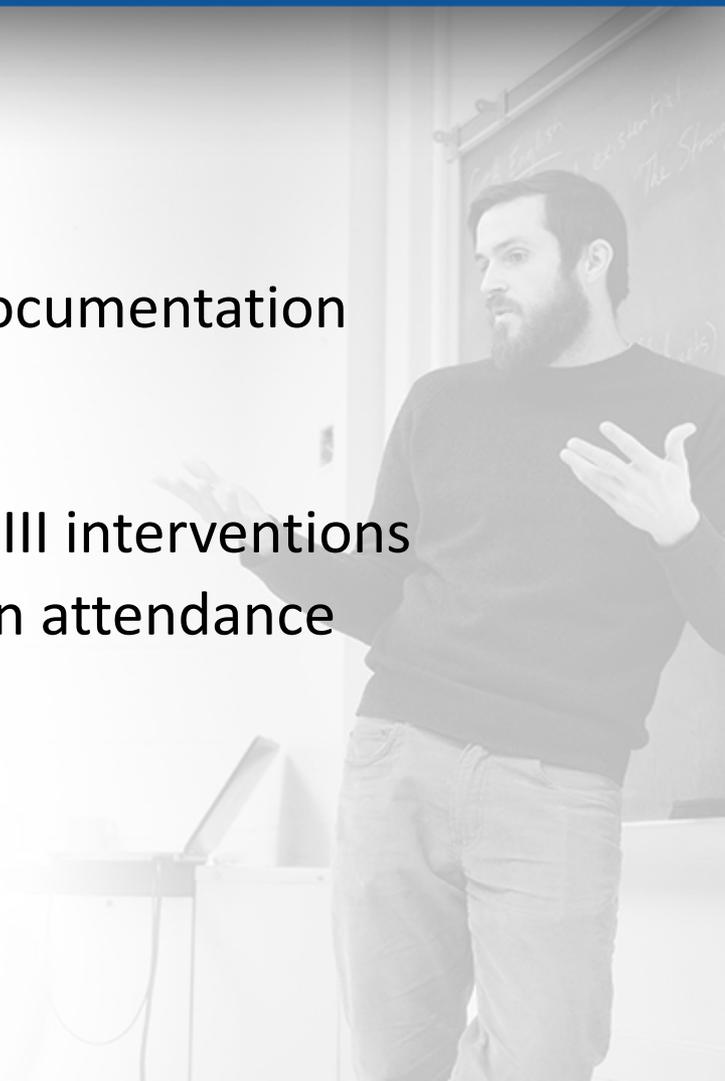
Questions

Build Capacity – Focus & Priority School Principals -
Central Office Support/Initiatives

Dr. Mark Bedell & Dr. Vickie Murillo

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Build Capacity – Focus & Priority Schools

- **Dr. Bedell's Strategic Vision**

- **District and State Partnerships:**
  - DESE
  - District Data Consults
  - CIPD District Curriculum & Resource Team
  - School Leadership

- **District Initiatives:**
  - Relay Graduate School of Education (Relay GSE)
  - Kansas City PLUS Program
  - UMKC Principal Cohort
  - Leading Educators

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Questions

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Creating Social and Emotional Supports for Students and their Families in Schools

Dr. Luis Cordoba, Executive Director
Molly Ticknor, Director of Mental Health

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Office of Student Intervention Goals

- To improve KCPS district culture that promotes Trauma Sensitive Practices throughout all systems.

- To improve and create systems that focus on prevention and overall student and staff wellness.

- To maintain a strengths-based, student-centered framework to build-up protective factors that support socio-emotional wellness for students and families.

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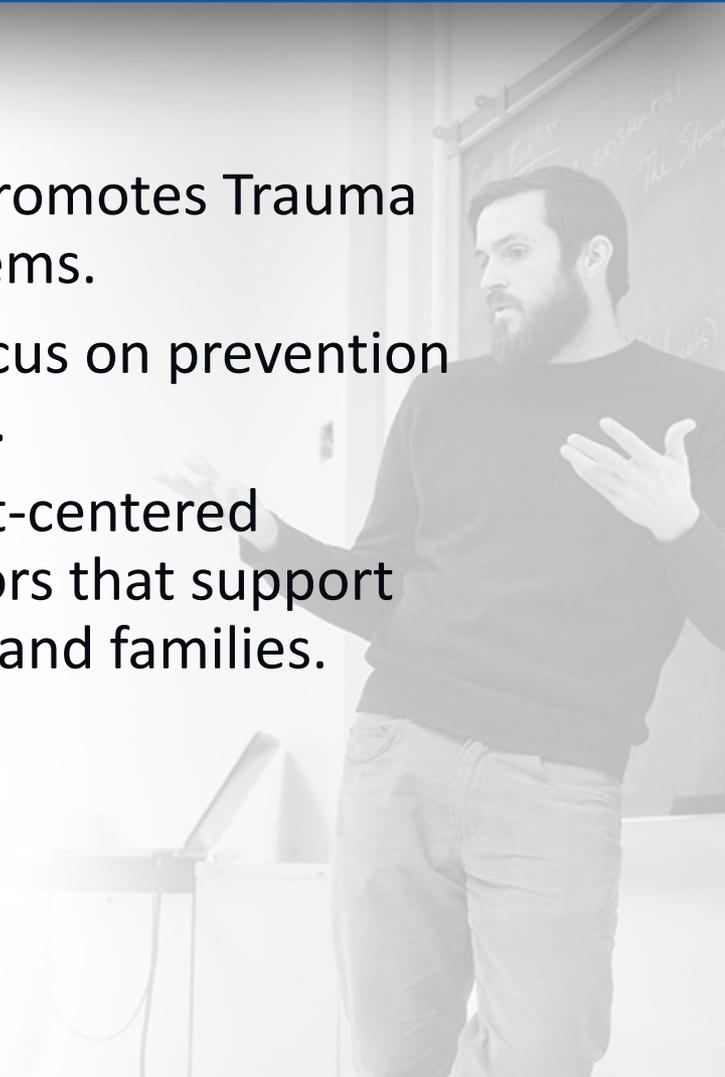
Urgent Need for Action

- US Department of Education's Arts Education in Public Schools Reform Act

- National Legislation to integrate Trauma Informed Care into Public Policy

- Safe Schools Act: Anti-Bullying Legislation & Missouri State Law as of August 2016

- National & State legislation on school-based suicide prevention

- Missouri Department of Mental Health integrating Trauma Informed Care into all state- funded agencies

- Legislation passed on creating Trauma Sensitive Schools in 9 states
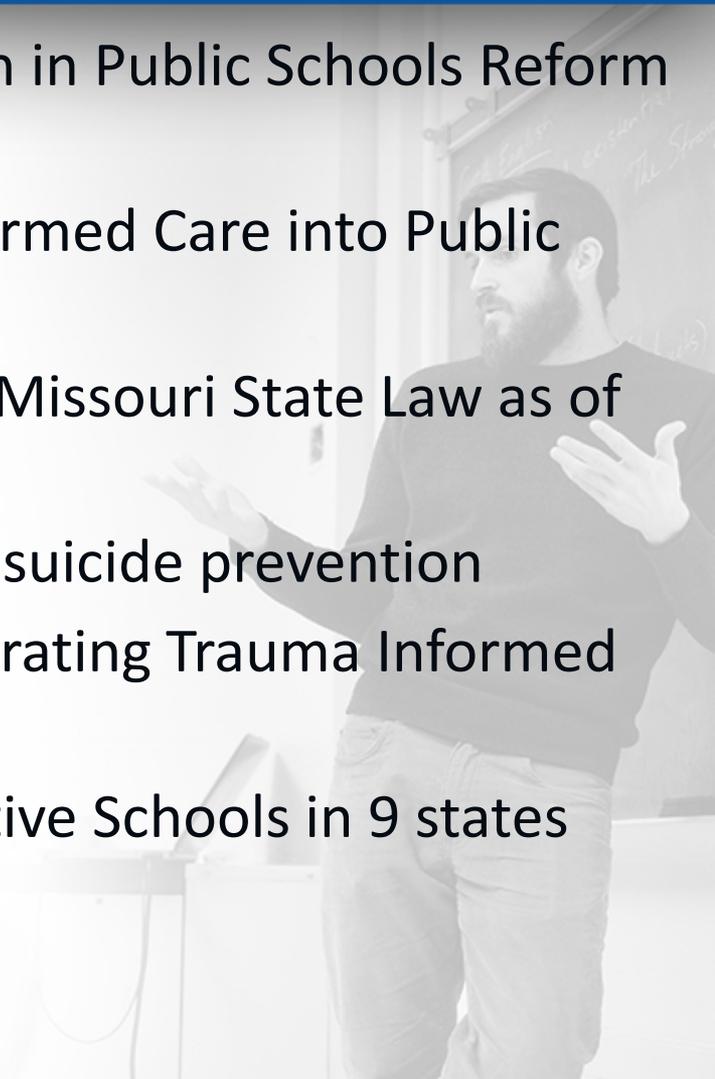
Why Trauma Sensitive Schools?
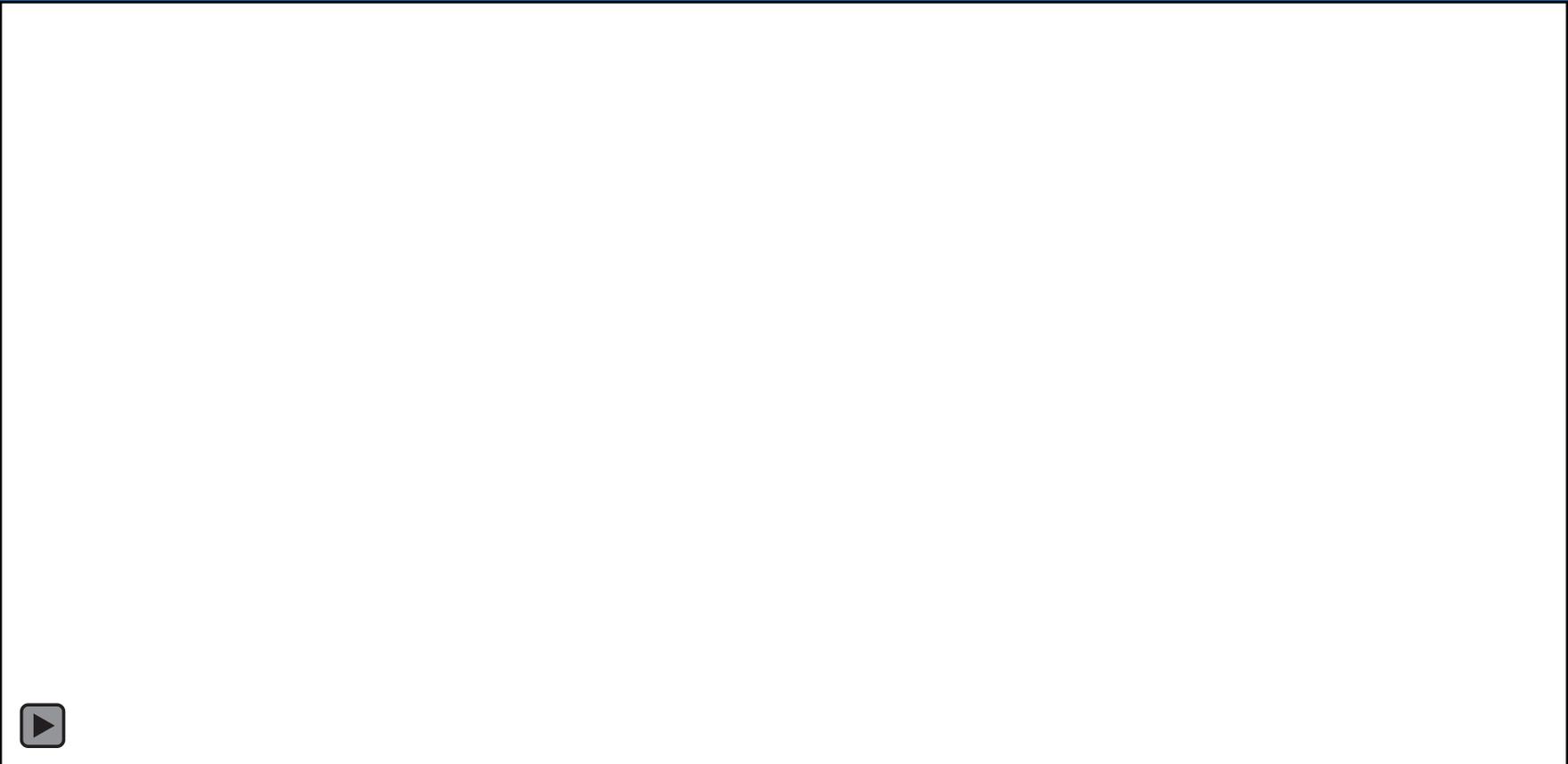
What is "Trauma?"
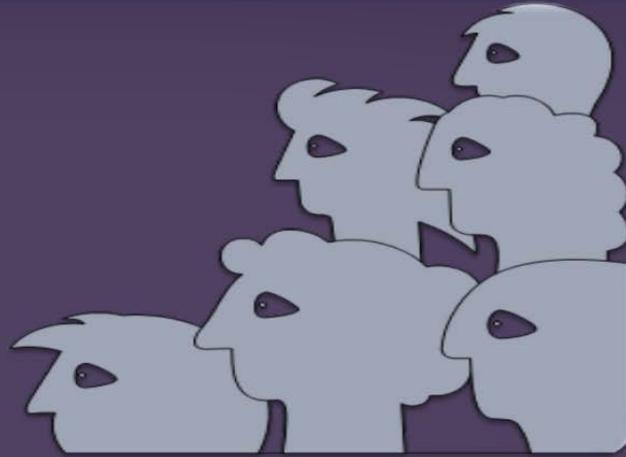
Traumatization occurs when both internal and external resources are inadequate to cope with external threat.

Van der Kolk, 1989

Adverse Childhood Experiences and Education Outcomes

- Youth with at least 2 on ACE score:

    - Are 95 more times likely to be designated to special education.

    - Are 2 ½ times more likely to fail a grade.

    - Score 1 ½ times lower on standardized tests.

    - Are 50% more likely to be suspended / expelled.

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Trauma Sensitive Schools

http://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/Trauma.htm

Comprehend the Prevalence and Impact of Trauma

Empowerment and Resiliency
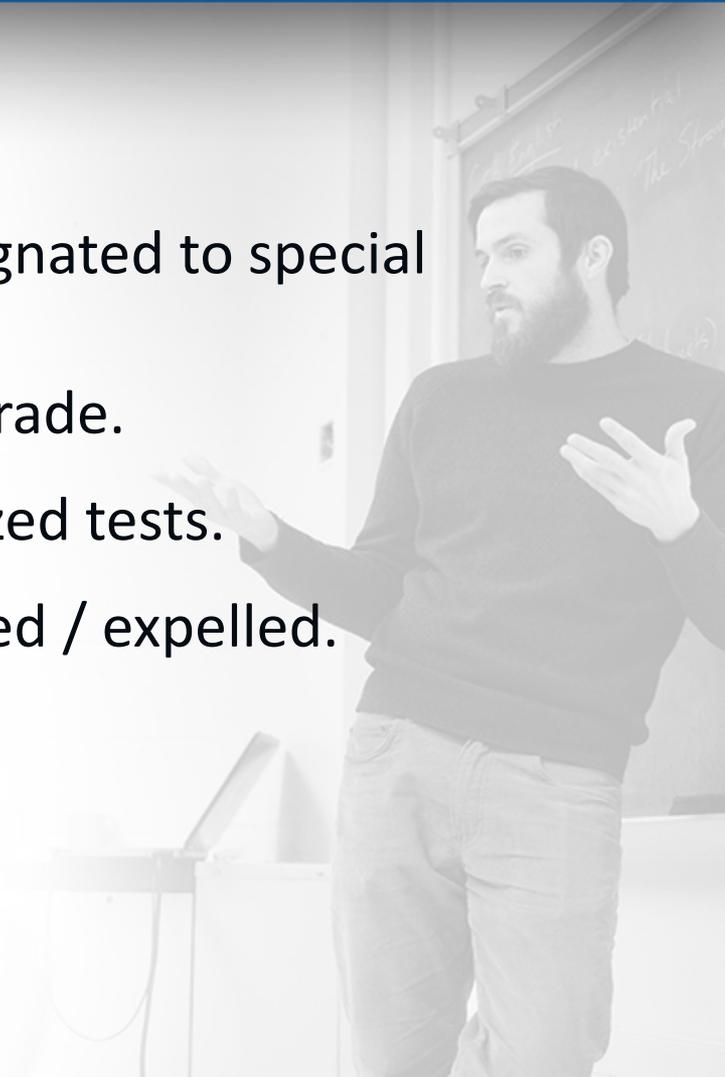
Fundamental Principles of Trauma Sensitive Schools

Trauma Informed Lens

Caregiver Capacity

Using Relationships to Heal and Build School Connectedness

http://www.apa.org/pi/families/resources/children-trauma-update.aspx

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Trauma Sensitive Schools and Positive Behavior Supports

TIER THREE

Assessment for traumatic experiences and severe mental health difficulties. Assessment then is used as a basis for plans for intervention to assist student in overall wellness and is sensitive to the traumatic experiences.

TIER TWO

Small group interventions that assist students with managing mild symptoms, indicative of psychological difficulties. Programs and services support students who struggle with maintaining healthy relationships that impact their ability to be successful in school.

TIER ONE

School-wide programs that support socio-emotional wellness and promote healthy relationships. All systems make students / staff feel confident that they can learn, teach, and feel safe in school. All procedures, policies, and programs promote resilience, and model self-regulation to promote Trauma Sensitive School culture.

Community Partnerships

- Truman Medical Center

- Cornerstones of Care

- Mattie Rhodes

- UMKC & Park University

- Children's Mercy

- Swope Mental Health Services

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Parent Engagement and Support

- Student story as relates to family engagement
  - Engagement equates to building a relationship
  - Linkage to external resources based on their socio-emotional needs
  - Parental education on interventions and strategies to support the overall needs of their families
 - Maintaining emotional wellness to support success of family

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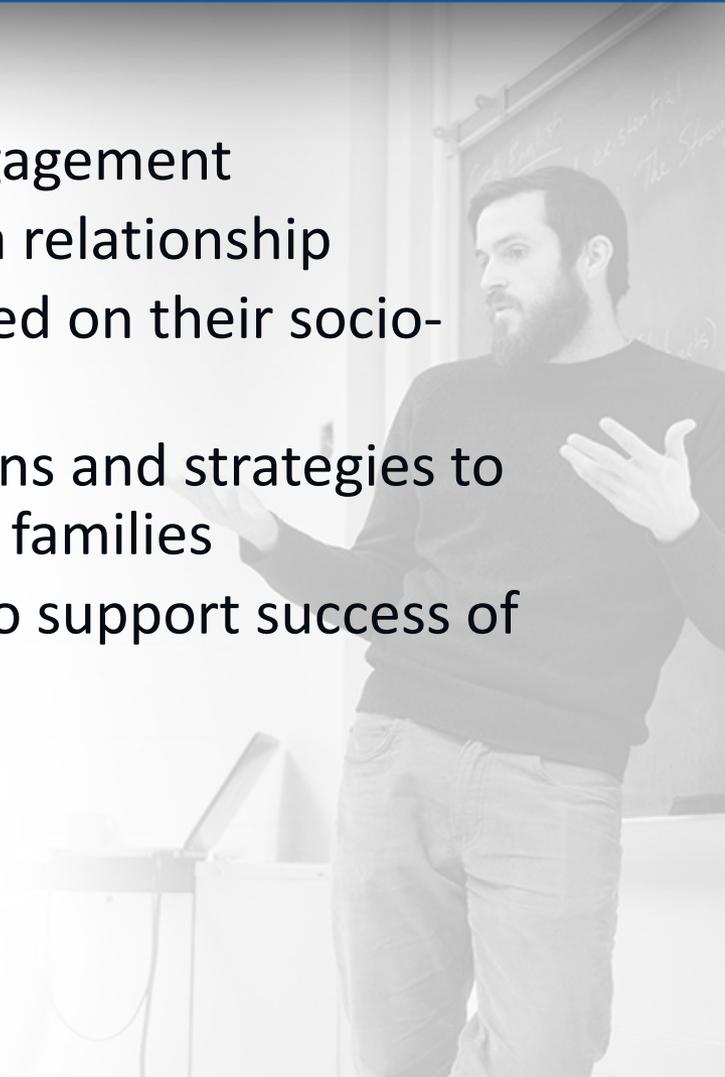
Buy-in

- At all Levels

- Stage of Readiness

Recommendations

- Advocate for sustainable legislation to support Trauma Sensitive Schools

- Create language in the RSIT standards to support the socio-emotional needs of students

- Incorporate Trauma Sensitive Schools into new hire orientation

- Create burnout prevention and secondary trauma protocols

- Open communication and effective collaboration across all systems

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Questions
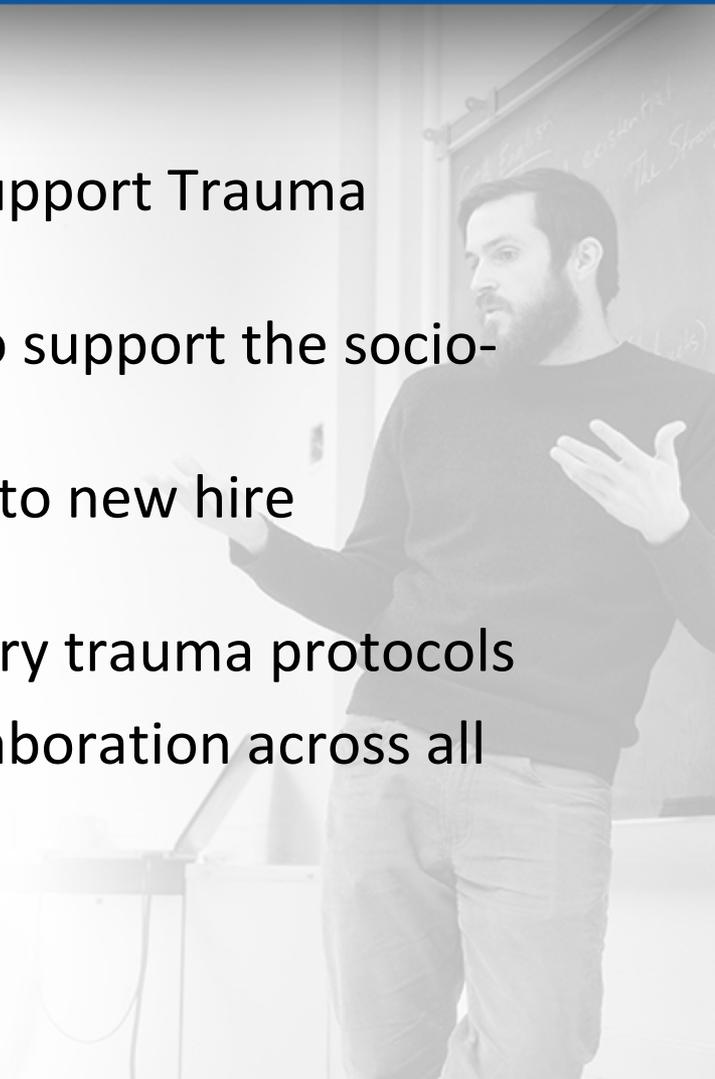
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RSIT Breakout Discussion

Feedback/Requests

Monthly Meeting Date