

Kansas City Public Schools and Department of Elementary and Secondary Education

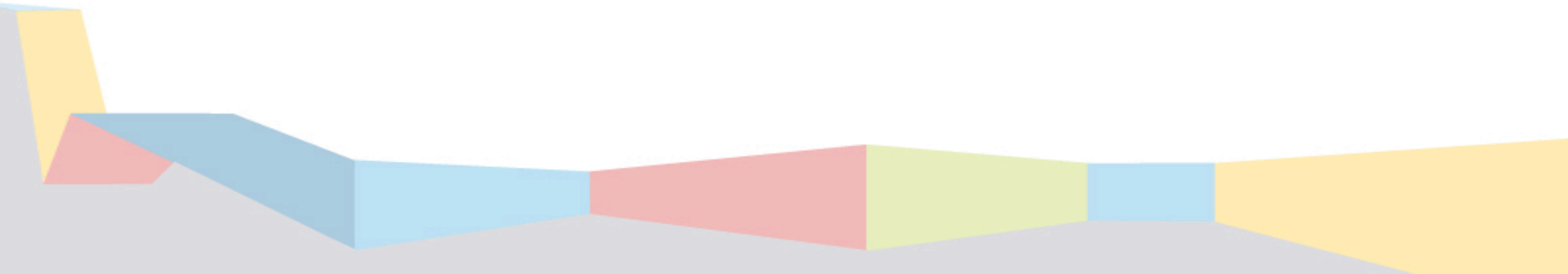
Regional School Improvement Team Meeting

Thursday, March 27, 2014

KANSAS CITY
PUBLIC SCHOOLS



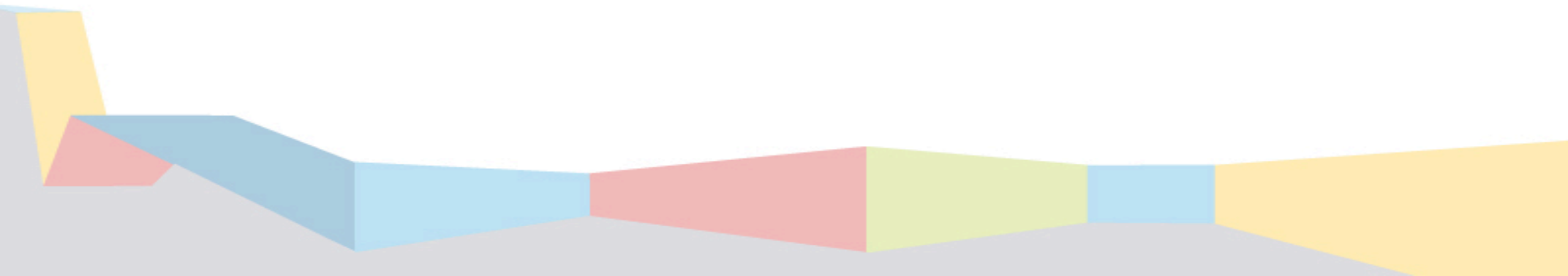
Attendance 30-day plan



Implementation of the Attendance Policy and Procedures

Increase attendance rate above 78%

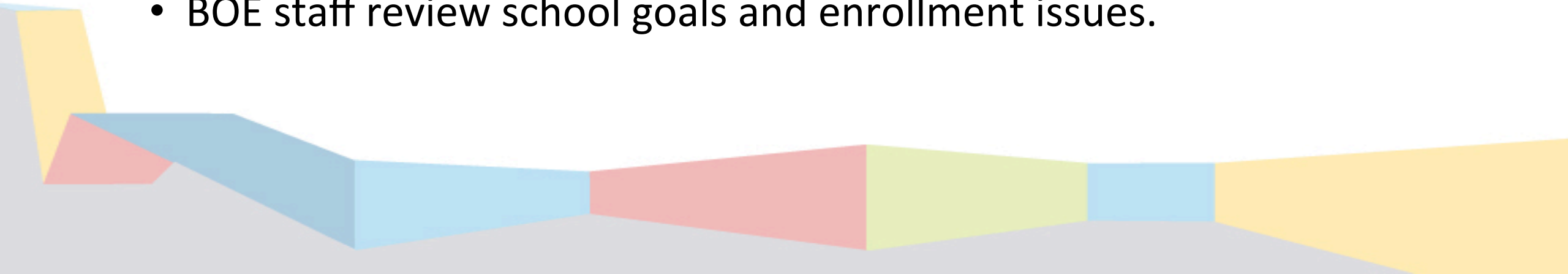
- Increase the quantity and integrity in attendance data collection.
- Increase the timeliness and accuracy of attendance.
- Reconciliation of erroneously marked data to maximize quality in reporting.



Implementation (con't.)

Empower school staff to play a more integral role in the area of Attendance Policy & Procedures.

- Security staff, counselors, nurses, librarians, and front office staff engaged in check in and check out processing.
- School attendance monitors receive hands-on mentoring with OSI staff.
- BOE staff review school goals and enrollment issues.



Implementation (con't.)

Target “Threshold” or “On-Track” students who attend school 85% to 89% and increase to 90% attendance or more.

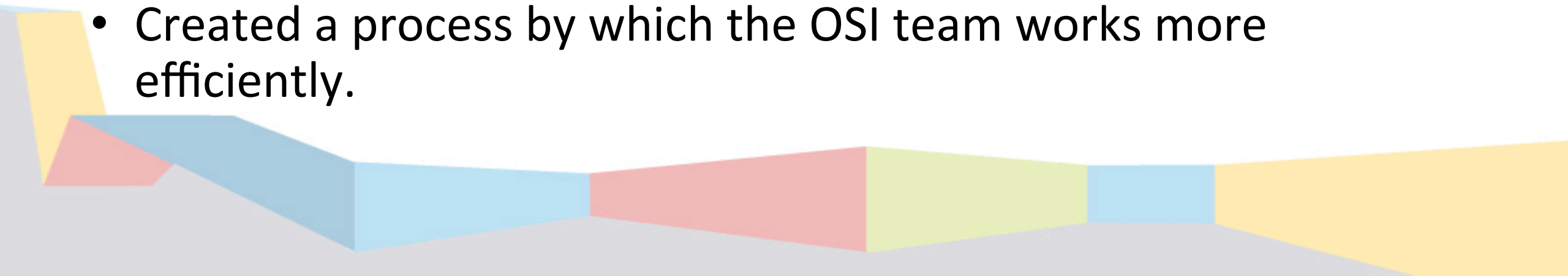
- RTI Attendance Team works with OSI Team Coordinators on differentiated interventions for “Threshold List” students.
- Report progress weekly. (Sample and handouts.)

Clean up previous day's errors (Phase II)

A decorative graphic at the bottom of the slide consisting of several overlapping, semi-transparent geometric shapes in shades of yellow, light blue, and light red, creating a layered, abstract effect.

What impact did the plan create?

- Created processes, procedures and protocols to ensure data integrity.
- Created intra-district communication and collaboration.
- Created a reconciliation/reclamation process.
- Created a greater one-on-one relationship with students, staff, and principals.
- Created a process by which the OSI team works more efficiently.



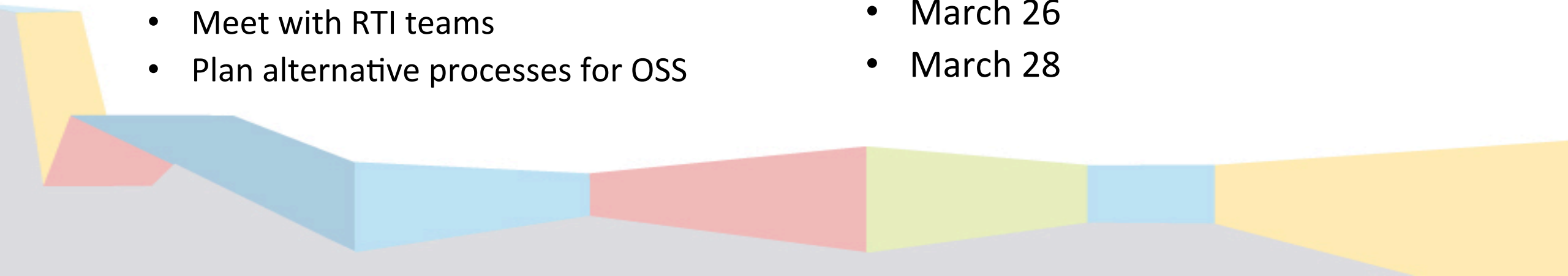
30-Day Plan

Activity

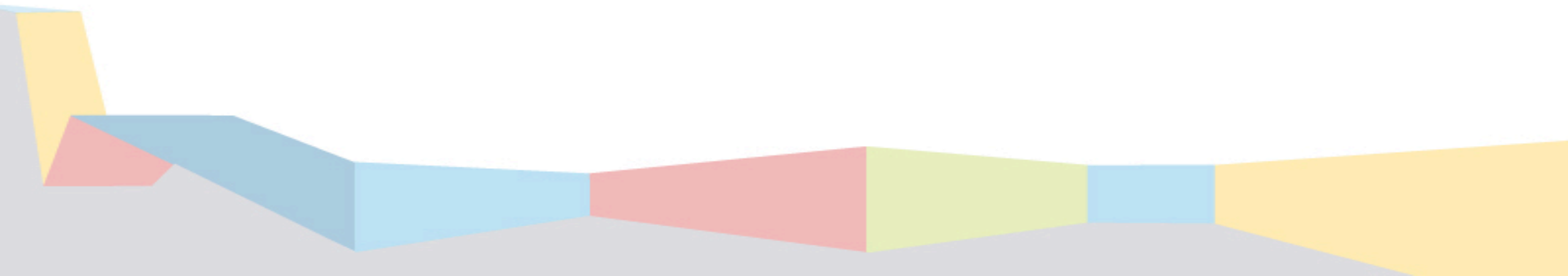
- Meet with OSI Zone teams
- Weekly status meetings
- Withdrawn student's attendance record clean up
- Monitor daily submissions
- On-site mentoring with monitors
- Requirement of mid-day submission forms
- Meet with RTI teams
- Plan alternative processes for OSS

Date

- March 20
- March 21 to end of year
- March 24
- March 24 to end of year
- March 24 to end of year
- March 25
- March 26
- March 28



Spring Break 90/90 March Madness Basketball Tournament

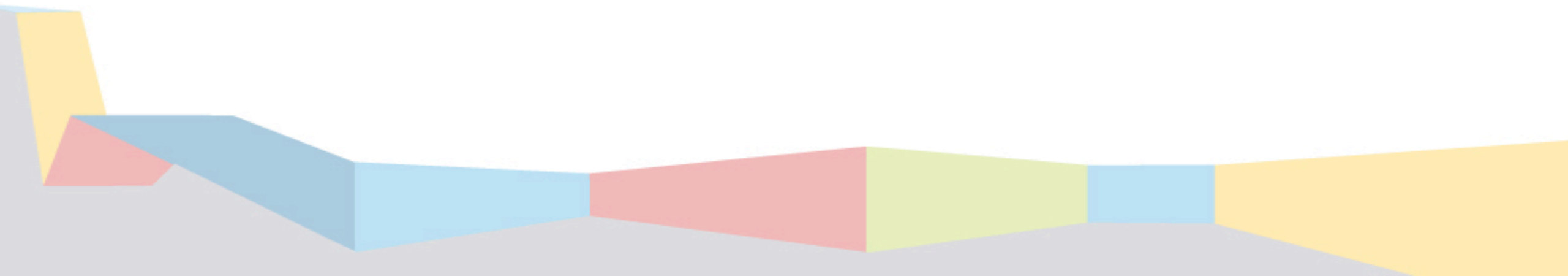




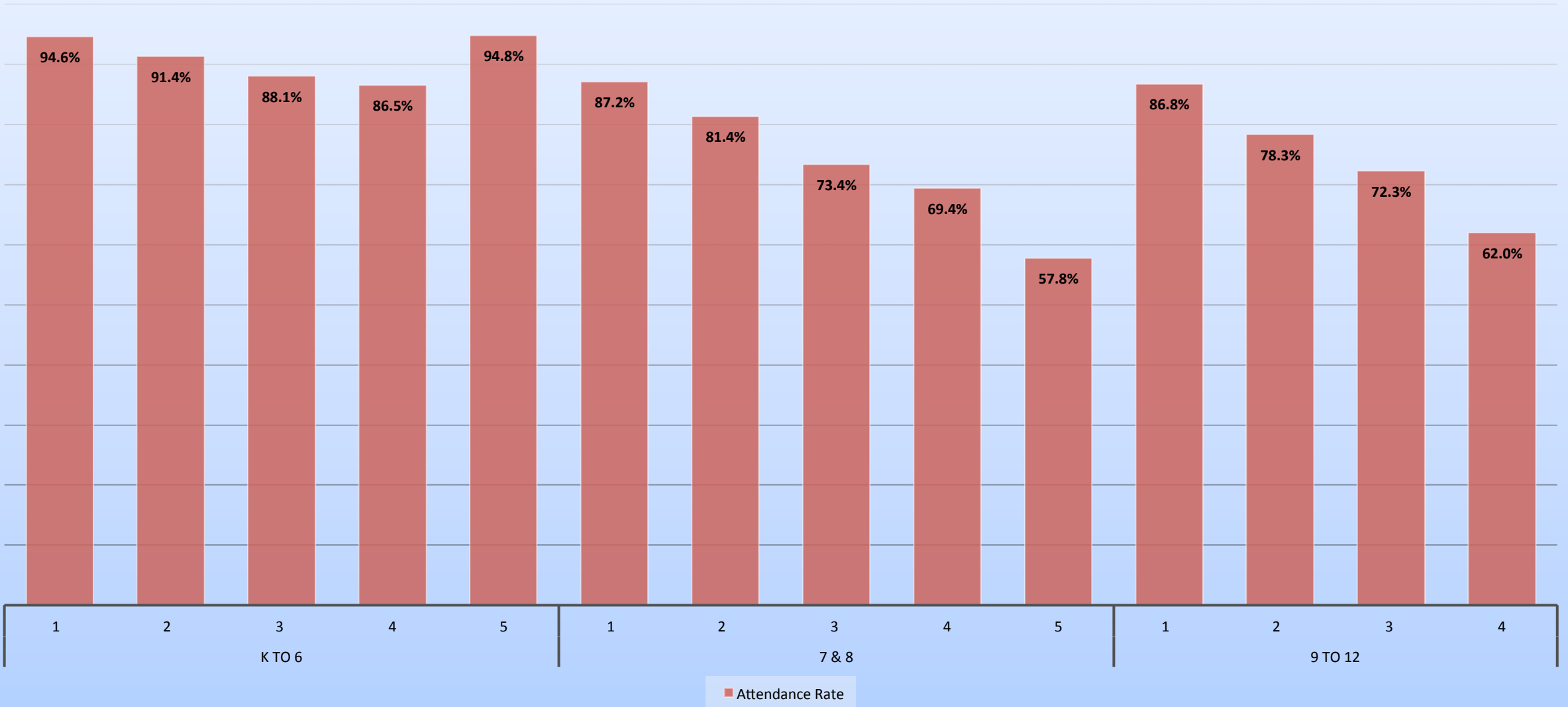
Questions



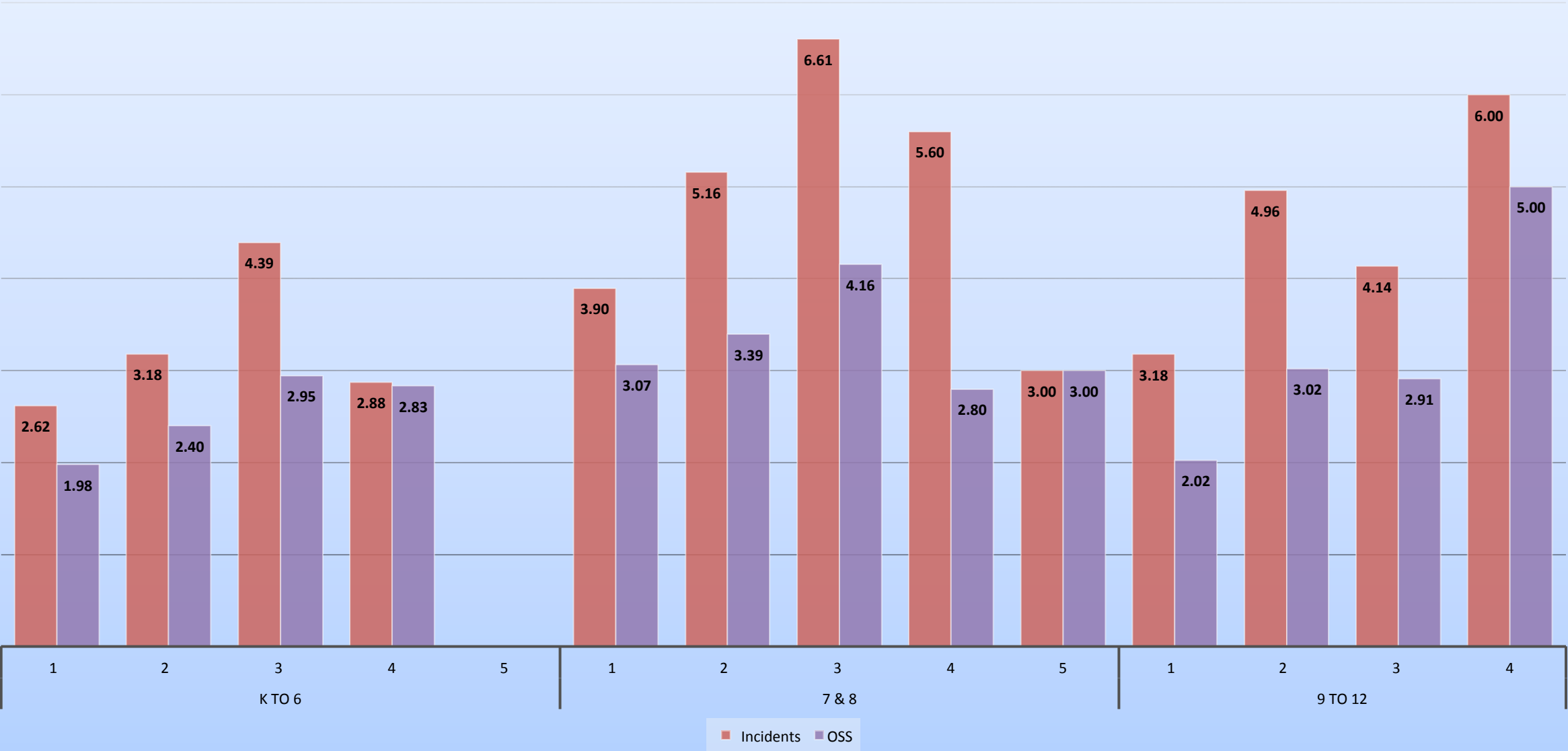
KCPS Mobility/Achievement Report



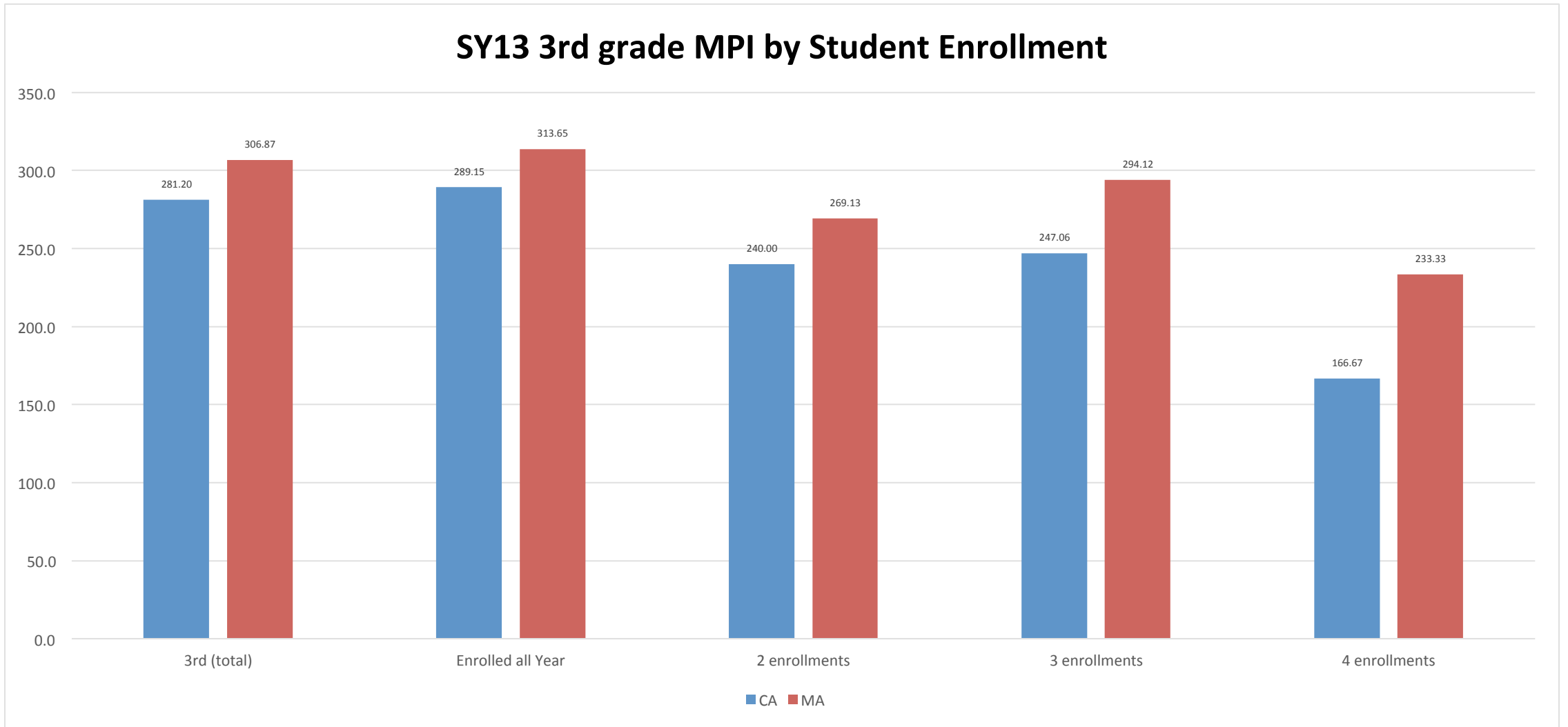
SY13 Attendance Rates by Mobility



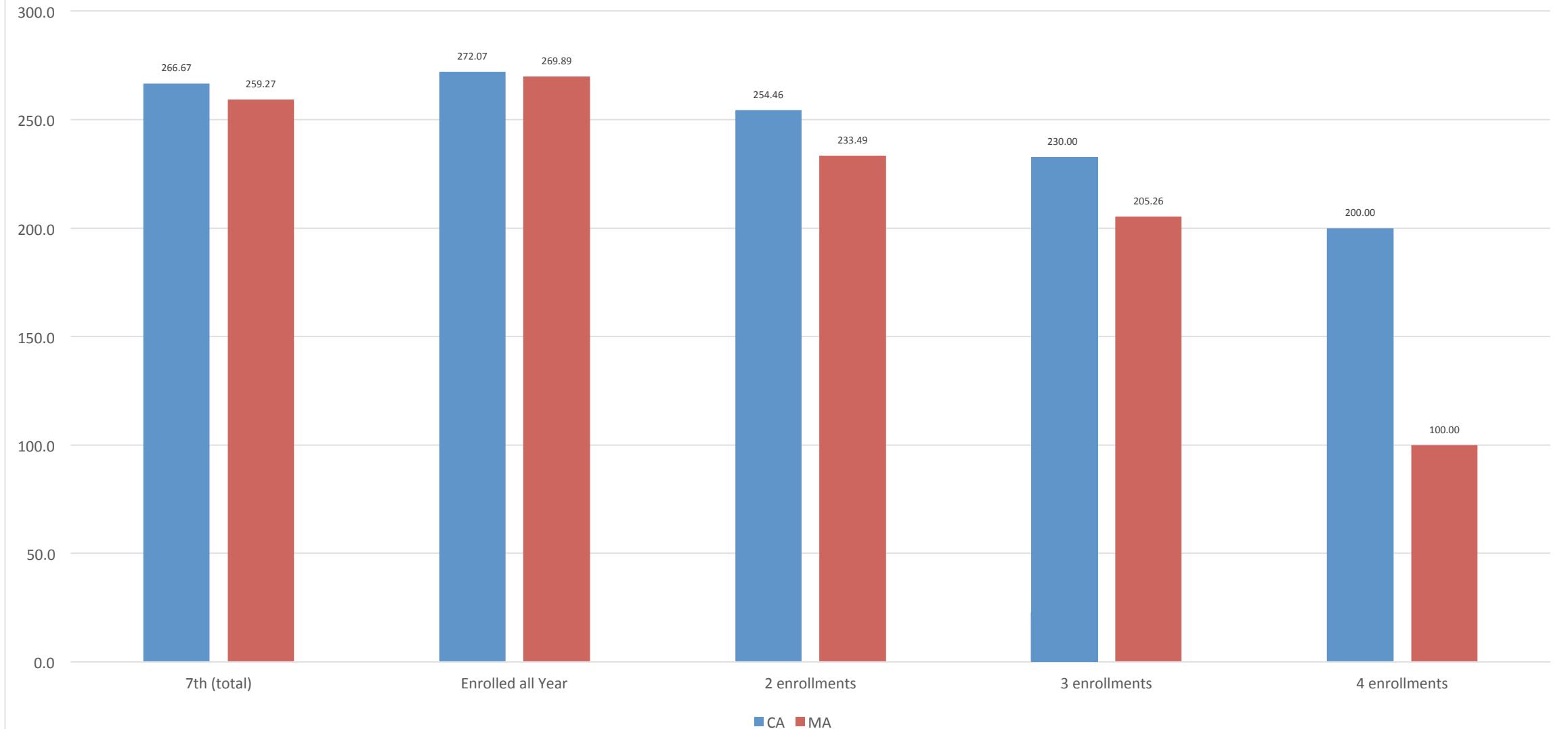
SY13 Discipline Incidents and OSS by Mobility



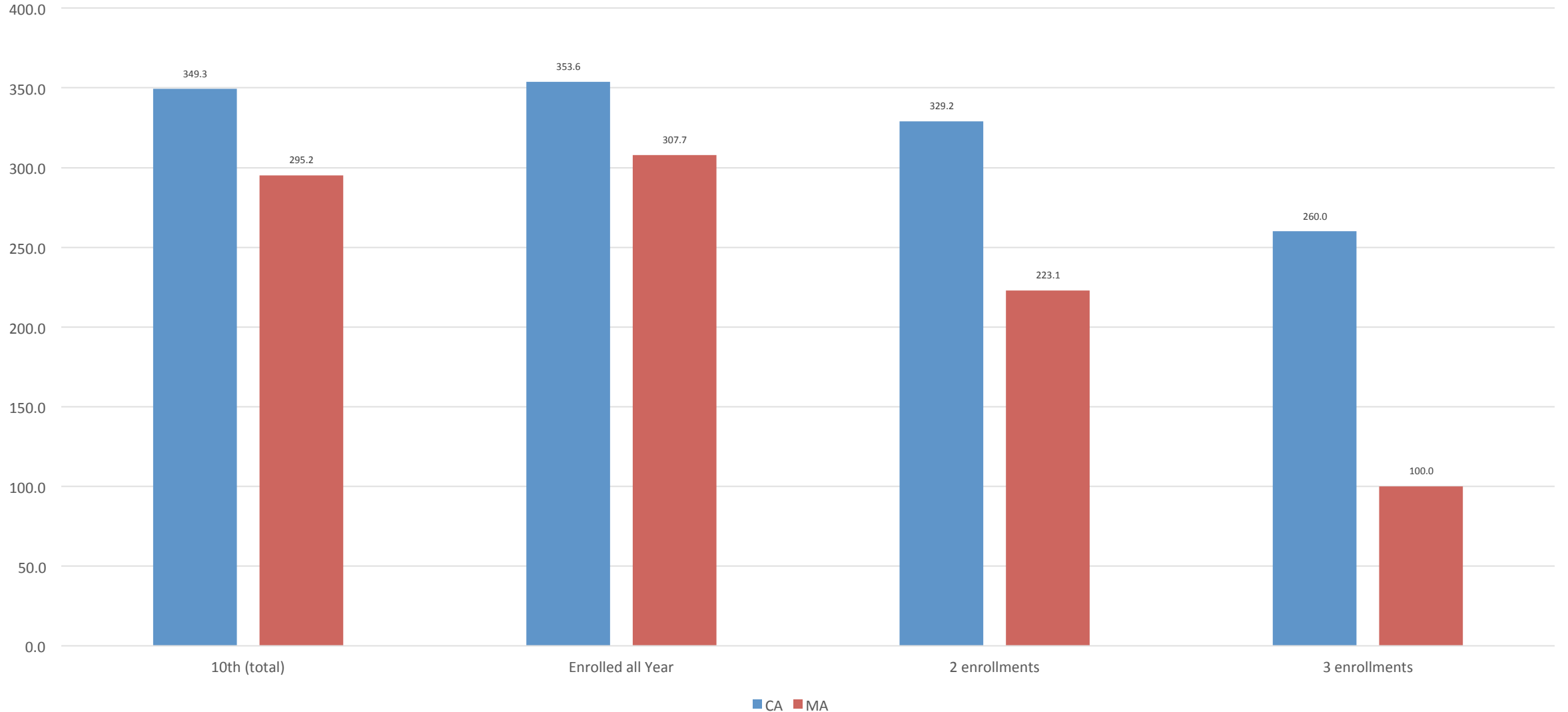
Mobility vs. Achievement



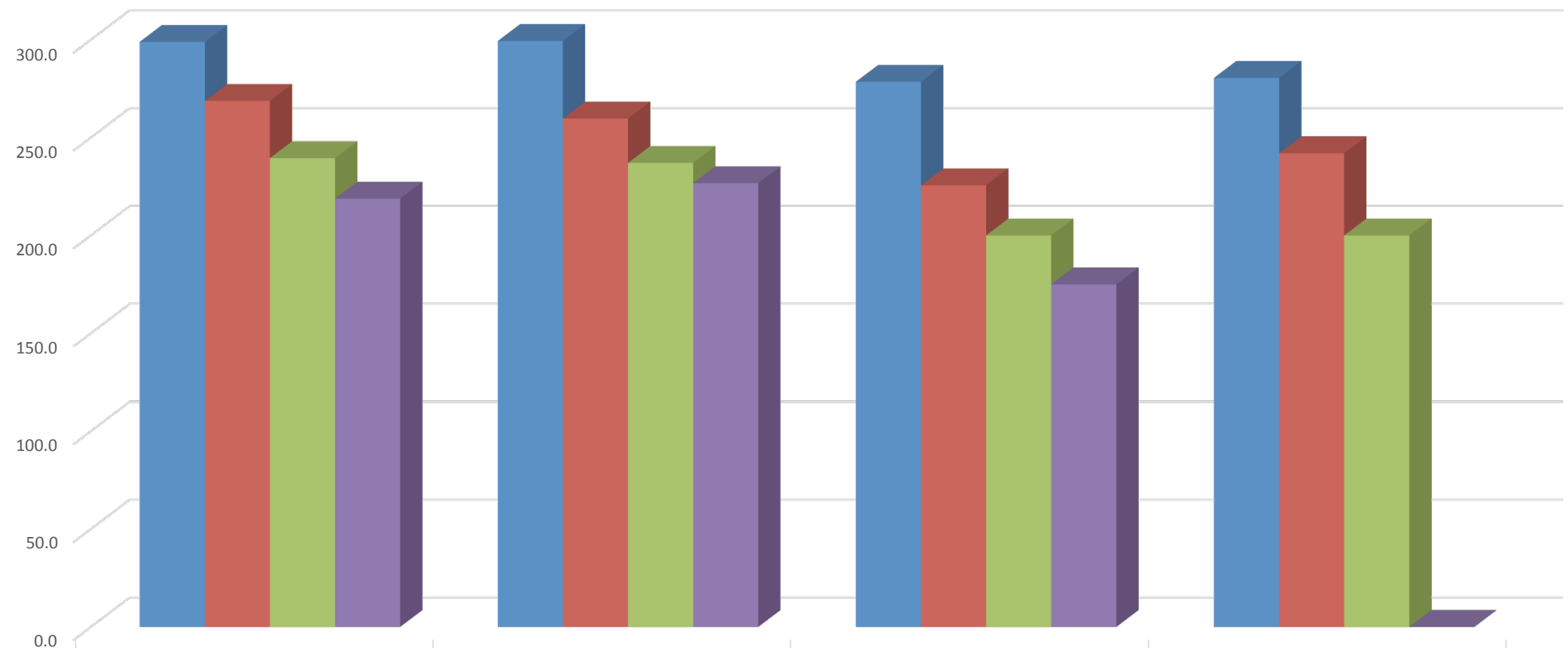
SY13 7th grade MPI by Student Enrollment



SY13 10th grade MPI by Student Enrollment



SY13 MPI by Student Enrollments

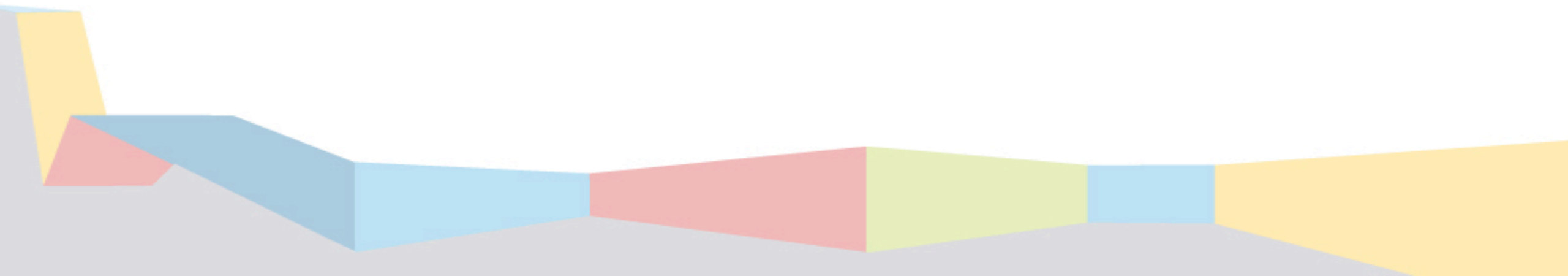


■ Enrolled all Year	CA	298.9	MA	299.3	SCI	278.5	SS	280.5
■ 2 enrollments		268.7		259.7		225.6		242.0
■ 3 enrollments		239.5		237.0		200.0		200.0
■ 4 enrollments		218.8		226.7		175.0		0.0

Questions



Acuity A, B, and C



Acuity A to C Results Comparison

Language Arts

<i>Grade</i>	<i>Acuity A 2014</i>	<i>Acuity B 2014</i>	<i>Acuity C 2014</i>	<i>change B to C</i>
3	286.5	294.5	298.3	3.8
4	295.5	297.3	297.3	0.1
5	314.7	313.4	327.3	13.9
6	329.2	315.7	331.7	16.0
7	309.7	316.2	321.8	5.6
8	305.5	325.1	317.6	-7.5
<i>Total</i>	305.6	309.1	314.3	5.3

Mathematics

<i>Grade</i>	<i>Acuity A 2014</i>	<i>Acuity B 2014</i>	<i>Acuity C 2014</i>	<i>change B to C</i>
3	312.0	307.8	302.9	-4.9
4	311.5	303.5	323.3	19.8
5	334.8	315.3	311.4	-3.9
6	327.4	327.3	322.4	-4.9
7	307.6	279.8	284.6	4.7
8	262.1	252.3	283.1	30.9
<i>Total</i>	311.1	300.7	306.3	5.6

Science

<i>Grade</i>	<i>Acuity C 2014</i>
5	308.5
8	273.7
<i>Total</i>	292.4

SY 2013-2014 Elementary Language Arts Acuity A, B and C ranked by Growth from B to C

	Language Arts Acuity A			Language Arts Acuity B			Language Arts Acuity C			
	% Adv and Prof	% Basic and BB	MPI	% Adv and Prof	% Basic and BB	MPI	% Adv and Prof	% Basic and BB	MPI	Change B to C
<i>B. Banneker Elem School</i>	21.4%	78.6%	293.1	15.6%	84.4%	263.7	25.8%	74.2%	299.2	35.5
<i>Wheatley Elem School</i>	22.6%	77.4%	295.9	19.3%	80.7%	266.2	26.9%	73.1%	296.6	30.3
<i>Pitcher Elem School</i>	27.6%	72.4%	302.1	37.4%	62.6%	319.4	49.3%	50.7%	342.5	23.1
<i>Trailwoods Elem School</i>	38.1%	61.9%	336.3	39.5%	60.5%	338.9	55.8%	44.2%	361.5	22.7
<i>Melcher Elem School</i>	19.8%	80.2%	288.5	21.6%	78.4%	276.3	29.0%	71.0%	299.0	22.7
<i>Troost Elem School</i>	25.2%	74.8%	288.3	21.0%	79.0%	264.7	15.5%	84.5%	282.8	18.1
<i>Phillips Elem School</i>	36.4%	63.6%	318.2	30.8%	69.2%	319.6	39.7%	60.3%	335.3	15.7
<i>Martin Luther King Jr</i>	13.1%	86.9%	271.4	14.4%	85.6%	266.5	20.5%	79.5%	280.7	14.2
<i>Whittier Elem School</i>	24.4%	75.6%	289.3	28.6%	71.4%	295.2	34.9%	65.1%	307.4	12.3
<i>Border Star Montessori</i>	56.2%	43.8%	367.7	52.7%	47.3%	358.9	61.9%	38.1%	370.6	11.7
<i>S. Paige Elem School</i>	17.4%	82.6%	279.2	20.3%	79.7%	285.2	26.3%	73.7%	295.9	10.7
<i>Primitivo Garcia Elementary</i>	31.0%	69.0%	309.5	31.7%	68.3%	298.8	33.1%	66.9%	308.8	10.0
<i>Gladstone Elem School</i>	37.9%	62.1%	328.9	38.2%	61.8%	322.1	42.7%	57.3%	328.5	6.4
<i>H. Holliday Elem School</i>	41.7%	58.3%	337.0	37.1%	62.9%	330.5	38.1%	61.9%	335.2	4.8
<i>Foreign Language Acad</i>	44.2%	55.8%	341.9	41.5%	58.5%	337.2	45.1%	54.9%	339.9	2.8
<i>Attucks Elem School</i>	24.3%	75.7%	297.1	23.6%	76.4%	283.0	27.3%	72.7%	283.8	0.8
<i>Hartman Elem School</i>	21.6%	78.4%	296.4	44.8%	55.2%	333.6	40.5%	59.5%	333.6	0.0
<i>African Centered Elementary Academy</i>	18.2%	81.8%	281.2	20.6%	79.4%	287.4	23.7%	76.3%	287.3	-0.1
<i>Garfield Elem School</i>	15.7%	84.3%	277.4	23.0%	77.0%	279.6	21.3%	78.7%	278.0	-1.6
<i>James Elem School</i>	34.0%	66.0%	322.2	45.5%	54.5%	339.7	42.8%	57.2%	338.2	-1.6
<i>Rogers Elementary School</i>	35.4%	64.6%	317.0	37.2%	62.8%	323.5	35.9%	64.1%	319.7	-3.8
<i>Longfellow Elem School</i>	21.3%	78.8%	280.0	33.8%	66.2%	302.6	27.2%	72.8%	293.8	-8.8
<i>Faxon Elem School</i>	22.2%	77.8%	263.3	19.0%	81.0%	279.8	15.9%	84.1%	269.5	-10.2
<i>Carver Elem School</i>	17.7%	82.3%	284.6	31.3%	68.8%	299.4	22.8%	77.2%	286.6	-12.8
<i>Success Academy at Knotts</i>	2.9%	97.1%	261.8	11.9%	88.1%	278.6	10.0%	90.0%	250.0	-28.6

SY 2013-2014 Elementary Math Acuity A, B and C ranked by Growth from B to C

	Acuity A			Acuity B			Acuity C			
	% Adv and Prof	%Basic and BB	MPI	% Adv and Prof	%Basic and BB	MPI	% Adv and Prof	%Basic and BB	MPI	Change B to C
Wheatley Elem School	23.3%	76.7%	305.5	20.0%	80.0%	278.6	37.7%	62.3%	326.7	48.1
Trailwoods Elem School	49.1%	50.9%	349.7	45.6%	54.4%	341.8	70.8%	29.2%	386.4	44.6
Melcher Elem School	30.2%	69.8%	312.6	32.3%	67.7%	298.4	43.4%	56.6%	326.3	27.8
Foreign Language Acad	48.1%	51.9%	348.9	36.3%	63.7%	328.0	47.6%	52.4%	344.5	16.4
S. Paige Elem School	21.8%	78.2%	292.2	15.3%	84.7%	273.2	27.2%	72.8%	288.0	14.7
Pitcher Elem School	23.9%	76.1%	313.4	49.0%	51.0%	347.8	58.1%	41.9%	360.8	13.0
Faxon Elem School	22.2%	77.8%	303.3	26.2%	73.8%	288.1	25.0%	75.0%	298.8	10.7
Phillips Elem School	30.0%	70.0%	327.3	29.4%	70.6%	321.1	37.9%	62.1%	331.0	9.9
B. Banneker Elem School	22.7%	77.3%	300.0	17.0%	83.0%	271.9	21.7%	78.3%	279.8	8.0
Primitivo Garcia Elementary	35.4%	64.6%	313.3	27.3%	72.7%	300.6	33.8%	66.3%	306.9	6.3
James Elem School	36.4%	63.6%	332.5	50.6%	49.4%	354.4	55.8%	44.2%	358.4	4.0
Hartman Elem School	20.9%	79.1%	299.1	36.2%	63.8%	313.8	41.9%	58.1%	317.1	3.3
Success Academy at Knotts	9.1%	90.9%	272.7	9.8%	90.2%	251.2	4.9%	95.1%	251.2	0.0
Rogers Elementary School	32.0%	68.0%	329.1	35.4%	64.6%	332.9	41.5%	58.5%	332.8	-0.1
Border Star Montessori	40.0%	60.0%	338.5	43.4%	56.6%	334.1	47.6%	52.4%	333.3	-0.8
Whittier Elem School	36.2%	63.8%	323.7	32.9%	67.1%	310.7	32.9%	67.1%	309.6	-1.0
Carver Elem School	41.0%	59.0%	341.6	36.5%	63.5%	329.2	36.2%	63.8%	326.0	-3.2
Gladstone Elem School	36.8%	63.2%	331.3	45.0%	55.0%	332.9	44.4%	55.6%	328.9	-4.0
Martin Luther King Jr	21.1%	78.9%	291.3	16.7%	83.3%	271.4	22.0%	78.0%	267.3	-4.1
Garfield Elem School	23.2%	76.8%	301.8	25.4%	74.6%	292.0	20.4%	79.6%	280.3	-11.8
H. Holliday Elem School	48.1%	51.9%	351.9	47.6%	52.4%	346.7	39.0%	61.0%	334.3	-12.4
Troost Elem School	17.1%	82.9%	296.2	16.0%	84.0%	259.7	14.9%	85.1%	244.7	-14.9
African Centered Elementary Academy	15.1%	84.9%	298.7	15.6%	84.4%	280.3	15.6%	84.4%	263.6	-16.8
Attucks Elem School	23.1%	76.9%	309.6	17.3%	82.7%	294.2	25.0%	75.0%	277.2	-17.1
Longfellow Elem School	25.6%	74.4%	303.7	33.8%	66.2%	313.0	27.2%	72.8%	280.2	-32.7

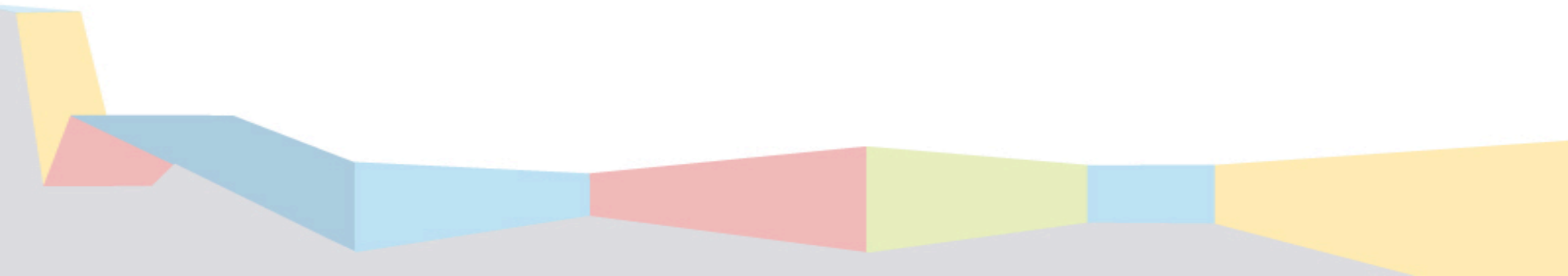
**SY 2013-2014 High School Language Arts Acuity A, B and C ranked by Growth
from B to C**

	Language Arts Acuity A			Language Arts Acuity B			Language Arts Acuity C			Change B to C
	% Adv and Prof	%Basic and BB	MPI	% Adv and Prof	%Basic and BB	MPI	% Adv and Prof	%Basic and BB	MPI	
Northeast High School	22.3%	77.7%	292.2	20.8%	79.2%	287.1	24.3%	75.7%	310.4	23.2
African Centered College Prep Acad 7-12	23.4%	76.6%	307.2	26.1%	73.9%	306.1	32.2%	67.8%	324.3	18.3
Southwest Early College Campus	15.9%	84.1%	289.8	21.1%	78.9%	294.6	19.3%	80.7%	300.6	6.0
Paseo Academy	39.3%	60.7%	334.8	31.9%	68.1%	308.7	30.1%	69.9%	314.6	5.9
East High School	21.2%	78.8%	292.1	29.2%	70.8%	315.3	28.5%	71.5%	310.7	-4.6
Central High School	14.9%	85.1%	272.7	17.8%	82.2%	284.2	14.5%	85.5%	279.6	-4.7
Lincoln MS	65.9%	34.1%	377.5	80.0%	20.0%	410.2	82.6%	17.4%	403.2	-7.0
Success Academy at Anderson grades 7-12	6.9%	93.1%	286.2	4.8%	95.2%	257.1	3.6%	96.4%	225.0	-32.1

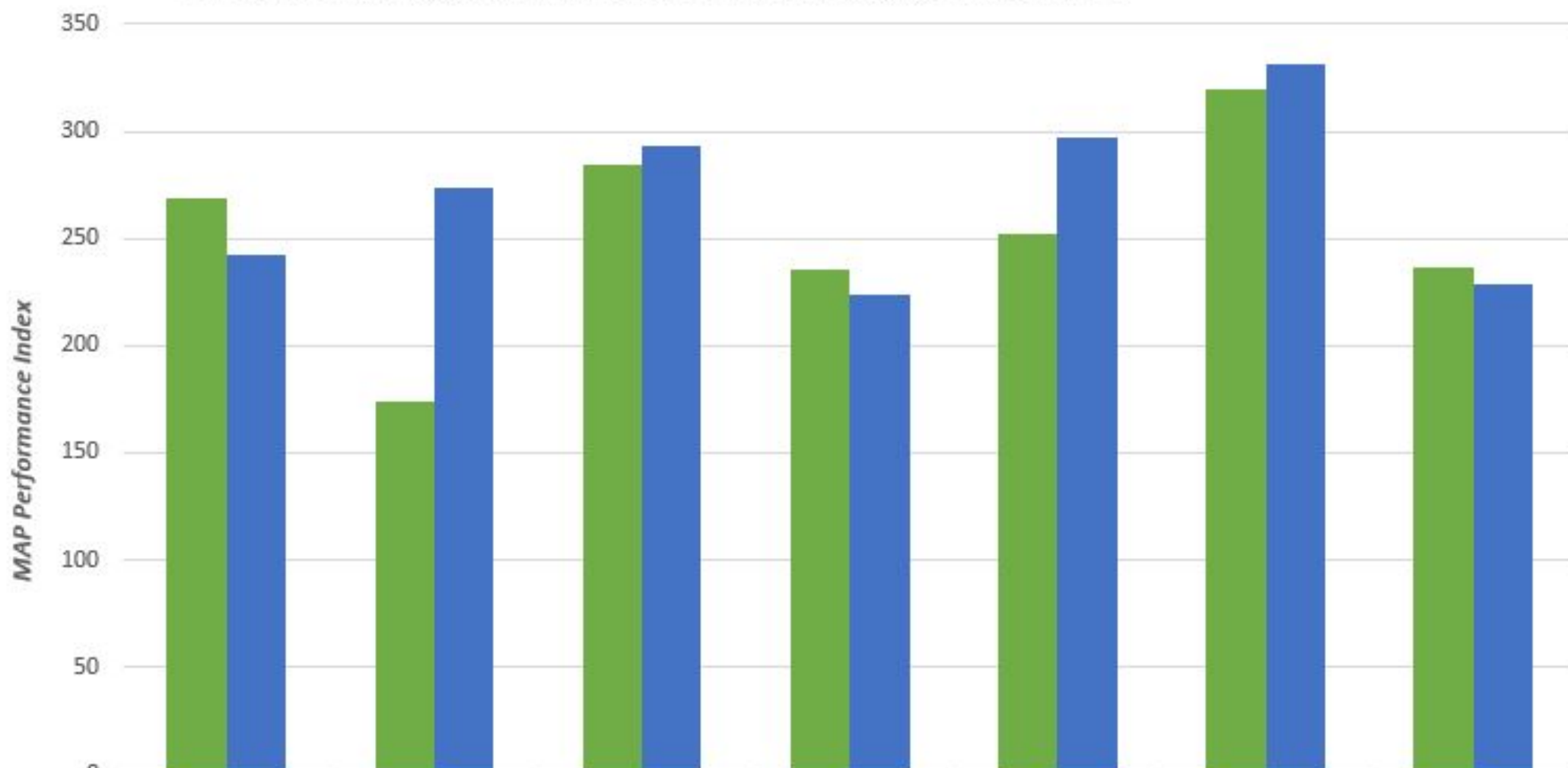
**SY 2013-2014 High School Mathematics Acuity A, B and C ranked by Growth
from B to C**

	Mathematics Acuity A			Mathematics Acuity B			Mathematics Acuity C			Change B to C
	% Adv and Prof	%Basic and BB	MPI	% Adv and Prof	%Basic and BB	MPI	% Adv and Prof	%Basic and BB	MPI	
East High School	24.8%	75.2%	290.2	24.8%	75.2%	286.9	44.1%	55.9%	330.3	43.4
Paseo Academy	19.0%	81.0%	283.8	10.5%	89.5%	219.5	18.5%	81.5%	262.2	42.6
Northeast High School	15.1%	84.9%	268.3	17.9%	82.1%	256.6	21.0%	79.0%	277.6	21.0
Central High School	13.3%	86.7%	250.8	11.8%	88.2%	226.5	11.1%	88.9%	230.3	3.9
Southwest Early College Campus	16.1%	83.9%	265.6	16.0%	84.0%	248.5	10.6%	89.4%	233.5	-14.9
African Centered College Prep Acad 7-12	19.6%	80.4%	275.0	20.2%	79.8%	268.4	17.9%	82.1%	251.3	-17.1
Lincoln MS	87.3%	12.7%	419.3	86.1%	13.9%	412.2	75.3%	24.7%	394.1	-18.1
Success Academy at Anderson grades 7-12	3.6%	96.4%	232.1	3.7%	96.3%	200.0	0.0%	100.0%	164.3	-35.7

3rd Quarter Mock EOC

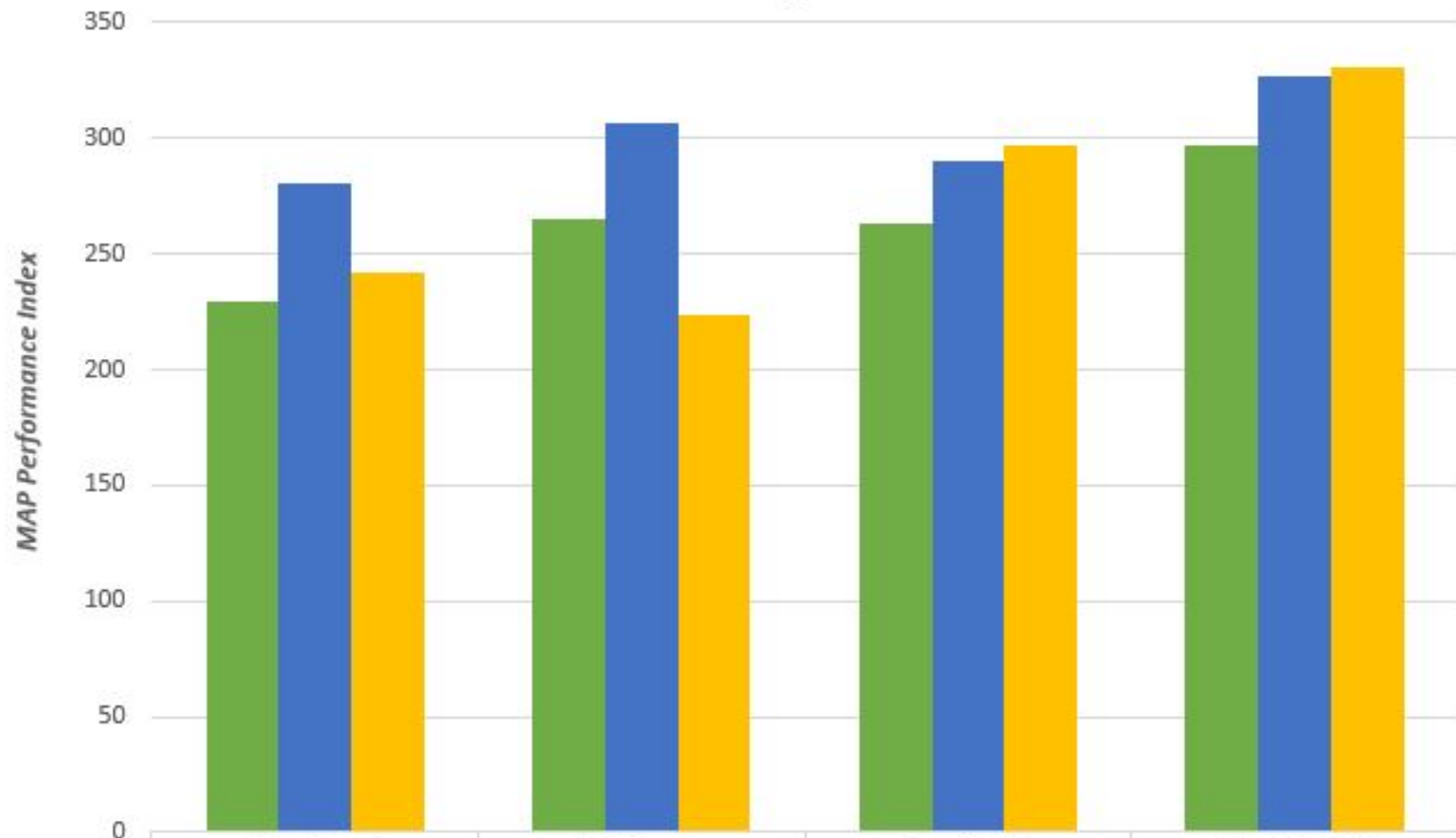


SY 13-14 2nd Quarter Mock EOC vs. 3rd Quarter Mock EOC



	Algebra 1	Algebra 2	Am Govt	Biology	English 9	English 10	Geometry
■ Qtr 2	268.3	173.6	284.1	235.7	252.1	319.8	236.5
■ Qtr 3	242.1	273.8	293.1	223.7	297.1	331.1	228.9

3rd Qtr Mock EOC vs EOC by School Year



■ SY1213 Qtr 3 MOCK

229

265.4

262.9

296.7

■ SY1213 EOC

281

307

289.8

326.4

■ SY1314 Qtr 3 MOCK

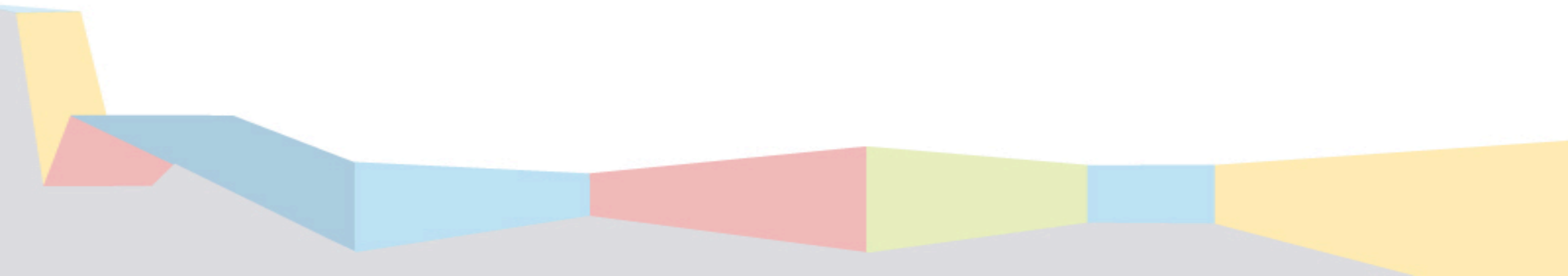
242.1

224

297.1

331

Final MPI Projection for SY14



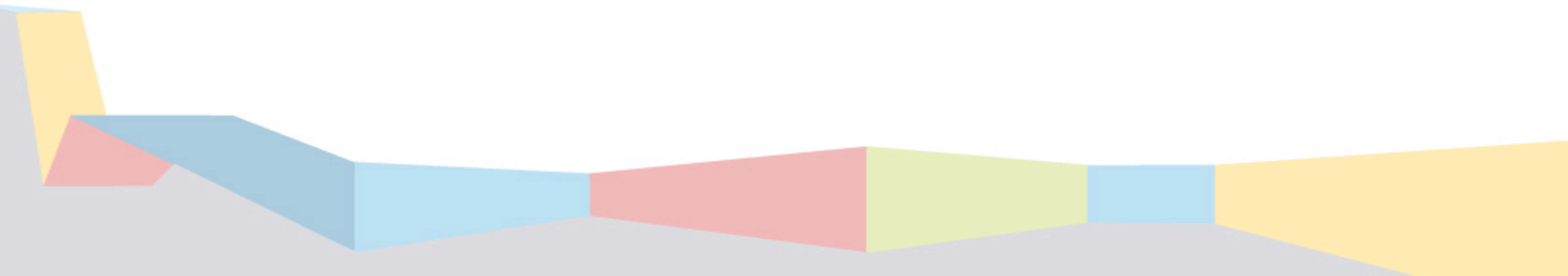
SY 14 Predicted MPI based on Acuity C, 3rd Quarter MOCK EOC and Fall EOC Achievement Levels

						<i>Points Predicted Earned SY 14 APR</i>		
<i>Content Area</i>	<i>Points Poss</i>	<i>Points Earned SY13 APR</i>	<i>SY13 MPI</i>	<i>SY 14 Predicted MPI</i>	<i>SY 14 Target</i>	<i>Academic Achievement</i>	<i>Subgroup Achievement</i>	<i>Total</i>
<i>ELA</i>	<i>16</i>	<i>0</i>	<i>293.5</i>	<i>316.3</i>	<i>303.7</i>	<i>6*</i>	<i>2</i>	<i>8</i>
<i>Math</i>	<i>16</i>	<i>6</i>	<i>292.9</i>	<i>306.2</i>	<i>301</i>	<i>12</i>	<i>3</i>	<i>15</i>
<i>Science</i>	<i>16</i>	<i>12</i>	<i>271.1</i>	<i>277.6</i>	<i>274.4</i>	<i>12</i>	<i>3</i>	<i>15</i>
<i>Social Studies</i>	<i>8</i>	<i>6</i>	<i>275.3</i>	<i>285.7</i>	<i>265.2</i>	<i>6</i>	<i>1.5</i>	<i>7.5</i>

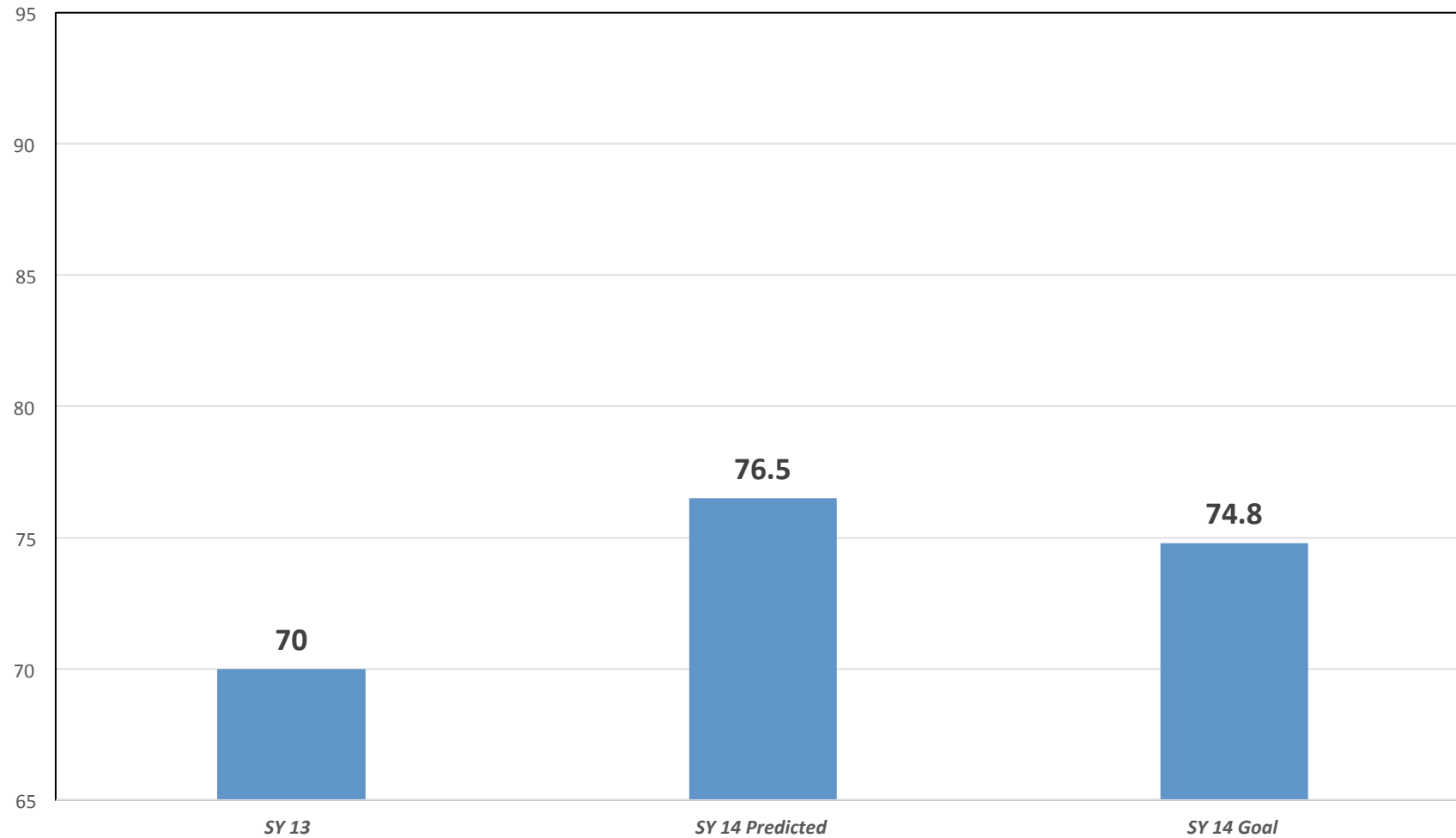
** Only predicting 6 Points as ELA Acuity has traditionally predicted high*

MSIP 5 Performance Standards	Status	Progress	Subgroup Achievement	Predicted Total SY14 APR Points
English Language Arts (ELA)		6	2	8
Math		12	3	15
Science		12	3	15
Social Studies		6	1.5	7.5
<i>Attendance</i>		7.5		7.5
CCR 3.1-3	6	2		8
CCR 3.4	6	2		8
CCR 3.5-6	7.5			7.5
Graduation Rate		22.5		22.5
Target/Goal for SY14				99.5
Total Points Possible				140 >70 = Provisional >98 = Accredited

Graduation Rate Projection

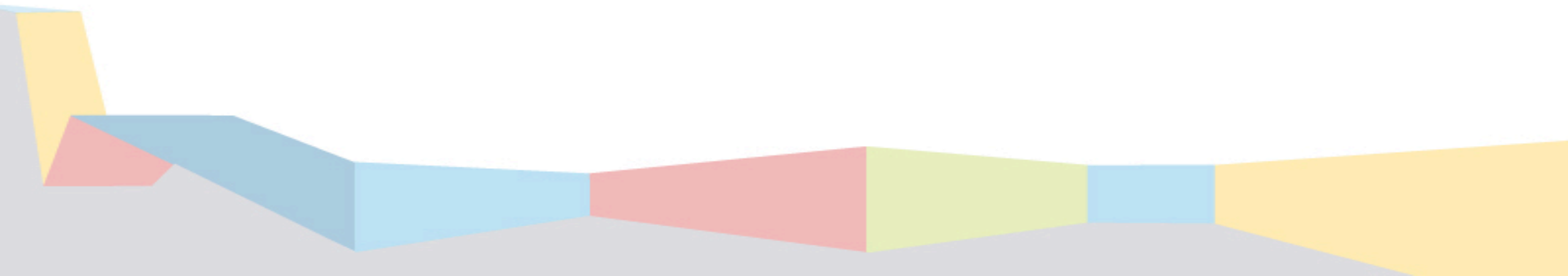


SY 14 Predicted 5 year graduation rate



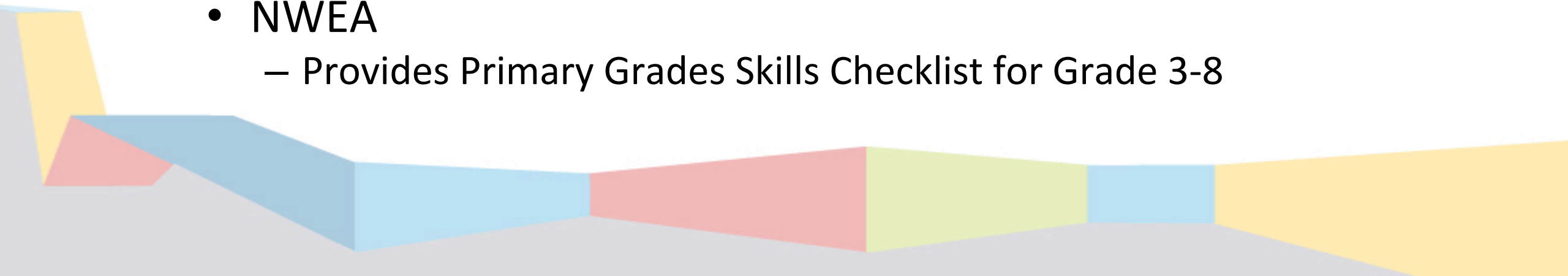
KCPS Predicted 5 year graduation rate compiled using DESE Cohort Report.

What will be done differently next year?



SY15 District Assessments

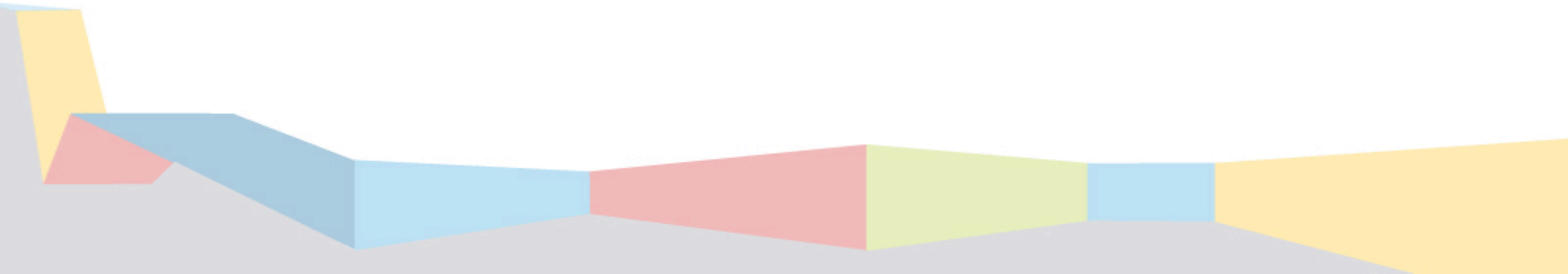
- State Interim Assessment – Grades 3-8
 - Smarter Balance Blue Print
 - Missouri Survey Blue Print
 - Fixed Forms or Testlets
- Quarterly Mock EOC for High School
- End of Unit Assessments – C&I
- DRA2
- NWEA
 - Provides Primary Grades Skills Checklist for Grade 3-8



Questions



Curriculum and Instruction



Forty-day Calendar

ELA Sample

KCPS ELA MAP READINESS INSTRUCTIONAL PATH

KCPS wants to ROCK the MAP this year. Our scholars need to be READY and EAGER!!! In order to help you prepare your the ELA team has organized an instructional path to highlight the HIGHLY tested GLEs in the 30 days until MAP!!! Let's Get It!

These activities are designed to be completed in brief lessons using grade level text. The resources we listed offer multiple options for grade level text for you to choose from. You may choose to present the lessons whole group, in small groups, in practice stations, or as partner work.

Each suggested resource provides multiple activities and instructional routines for teaching. We do ask that you not simply give the assignments as homework. Further, please be sure to assess the activities as students move through each week to identify any potential areas of need.

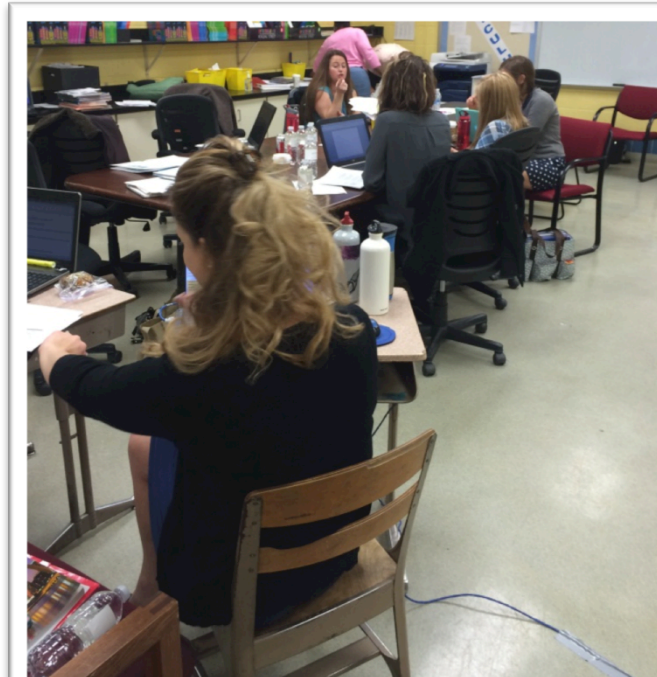
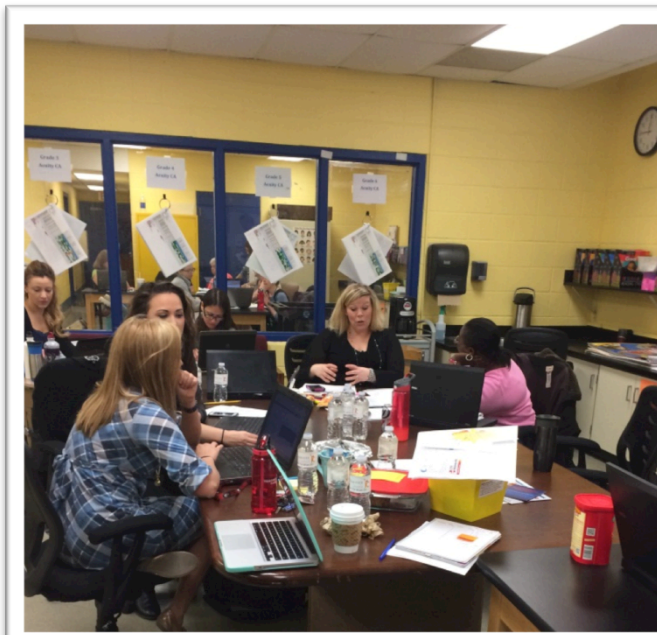
7 Weeks Remaining	3-Mar	4-Mar	5-Mar	6-Mar	7-Mar
Weekly Focus: Literary Elements	R2C: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction from a variety of cultures and times.				
Definition	Literary Elements include the four main components of a story: character, plot, setting, and theme. Good readers use the elements of literature to make inferences and deepen comprehension.				
Available Resources	3rd: Reading Street Guide on the Side pgs. 136 - 137 4th: Reading Street Guide on the Side pgs. 118 - 119 5th: Reading Street Guide on the Side pgs. 118 - 119 6th: Guide on the Side pgs. 118 - 119 7th: Prentice Hall Reading Kit Unit 2, part 1 pgs 56 - 59; Unit 5 Part 2 pg. 228; Unit 1, Part 2 pg. 30 8th: Prentice Hall Reading Kit Unit 1, Part 1 pgs. 6 - 9; Unit 2, Part 1 pg. 56 - 57; Unit 5, Part 1 pg. 208 - 209; Unit 5, Part 2, pgs. 228				

Forty-day Calendar

Math Sample

<p>Day 1 N1A- read, write and compare whole numbers up to 10,000</p> <p>N1C- recognize equivalent representations for the same number and generate them by <u>decomposing and composing numbers</u> including expanded notation</p> <p>Topic 1 Reteaching-Student Book pg. 24</p>	<p>Day 2 N1A- read, write and compare whole numbers up to 10,000</p> <p>A1A- extend numeric patterns to find the next term</p> <p>Topic 1 Reteaching-Student Book pg. 25</p>	<p>Day 3 A2B- use the <u>associative</u> properties for basic facts of whole numbers</p> <p>Topic 2 Reteaching-Student Book pg. 58</p>	<p>Day 4 N3D- estimate and justify sums and differences of whole numbers</p> <p>Topic 2 Reteaching-Student Book pg. 59</p>	<p>Day 5 N3C- apply and describe the strategy used to compute up to 3-digit addition or subtraction problems</p> <p>Topic 3 Reteaching-Student Book pg. 92</p>
<p>Day 6 N3C- apply and describe the strategy used to compute up to 3-digit addition or subtraction problems</p>	<p>Day 7 N3B- use strategies to <u>develop fluency</u> with basic number relationships (9 X 9) of multiplication</p>	<p>Day 8 N3B- use strategies to <u>develop fluency</u> with basic number relationships (9 X 9) of multiplication</p>	<p>Day 9 N3B- use strategies to <u>develop fluency</u> with basic number relationships (9 X 9) of multiplication</p>	<p>Day 10 N3B- use strategies to <u>develop fluency</u> with basic number relationships (9 X 9) of multiplication and division</p>

Wheatley teachers working
collaboratively to
implement the 40 day plan




Curriculum, Instruction and Professional Development Adjustments

- Continuously monitoring the effectiveness of the curriculum and pacing guides
- CIPD meetings with principals
- Resources and support to classrooms using Digits
- Accommodations provided
- On Demand- On Site professional development

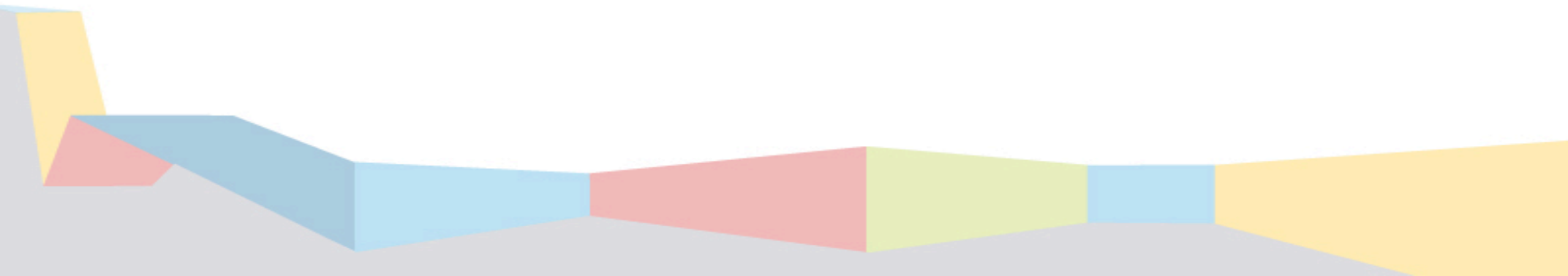


Curriculum, Instruction and Professional Development Adjustments

- Cathy Battles – “Are you ready for MAP Math Assessment?”
 - Test taking strategies and strategies to build stamina were presented and provide for each content area
 - KCPS/LINC partnership to extend learning beyond the school day
 - Expanding educational opportunities for students
 - Assuring the effective use of digital resources
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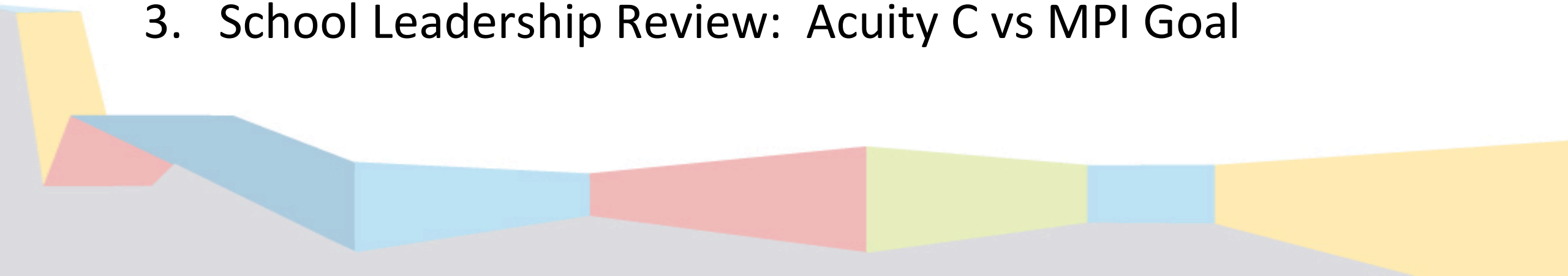
School Leadership

Monitoring and Measuring What Matters



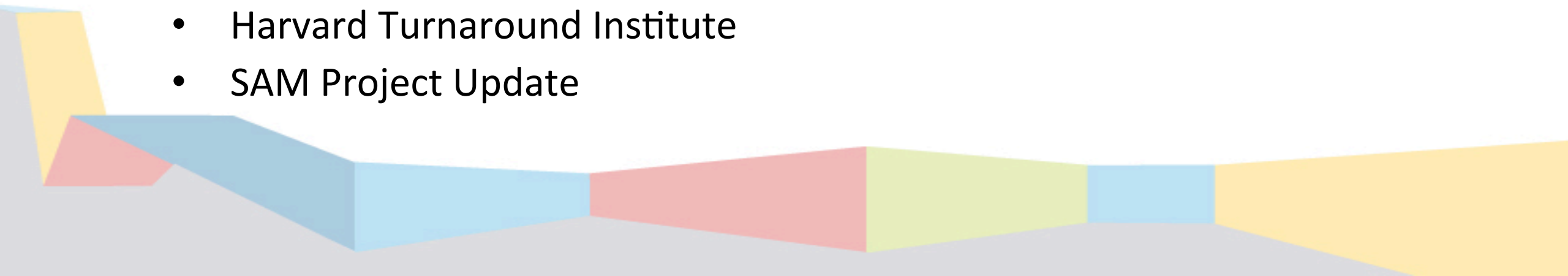
Learning-Focused Leadership

1. School-Wide Assessment Teams—S.W.A.T. Follow-Up
 - Response to Intervention (RTI) within the school day
 - Assistance for the struggling teachers
 - Individual Student Trackers
2. 16 Intensive Care Schools
3. School Leadership Review: Acuity C vs MPI Goal



Learning-Focused Leadership

1. Full Court Press Faculty Meetings
2. Motivational Speaker at SIG Schools
3. Test-Taking Stamina
 - Healthy Hip-Hop
 - Principal PD
4. Principal Leadership Training
 - NSIL and MoLead
 - Harvard Turnaround Institute
 - SAM Project Update



Learning-Focused Leadership

1. Data Consults – Principal & Teacher
2. Cabinet Involvement – Data Consults & Monitoring 40-Day Plan
3. Spring Break School
4. Supports & Incentives
5. Time & Collaboration—10 building substitutes
6. Curricular & Programming Responses

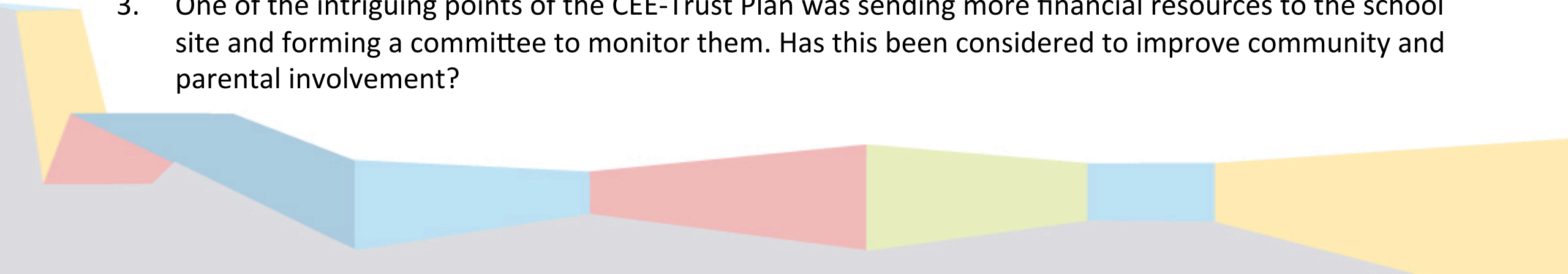


Questions



Feedback

Questions from feedback cards – (February 19, 2014 meeting)

1. Provide examples from accreditation, provisional accreditation, unaccredited schools as to the level of autonomy and accountability around staffing decisions, professional development offerings, instructional practice, behavior management practice and resource allocation for wraparound services. What does the accountability/autonomy agreement look like based on the performance of the school?
 2. If documentation of a teacher is required, how long is documentation needed to consider removal of a teacher?
 3. One of the intriguing points of the CEE-Trust Plan was sending more financial resources to the school site and forming a committee to monitor them. Has this been considered to improve community and parental involvement?
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RSIT Breakout Discussion



Feedback/Requests



Monthly Meeting Date

