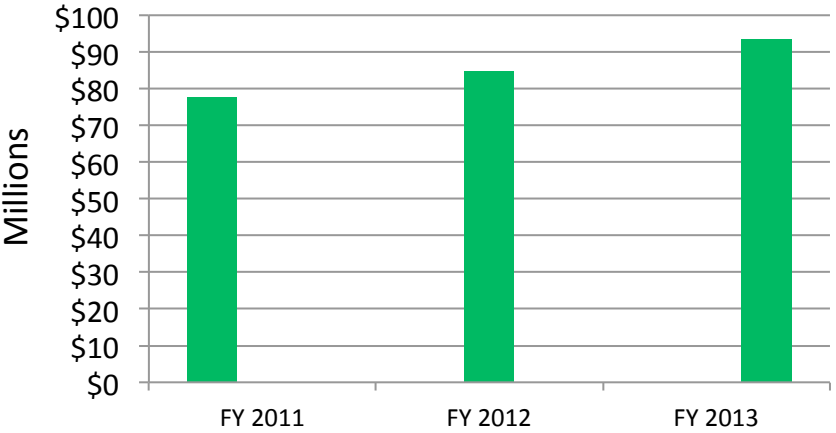
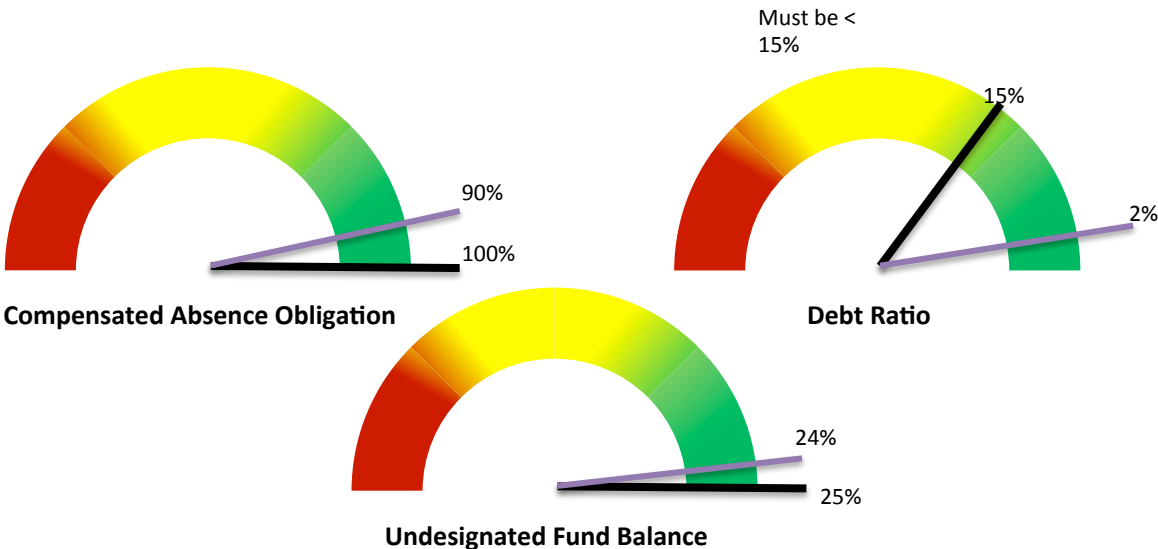
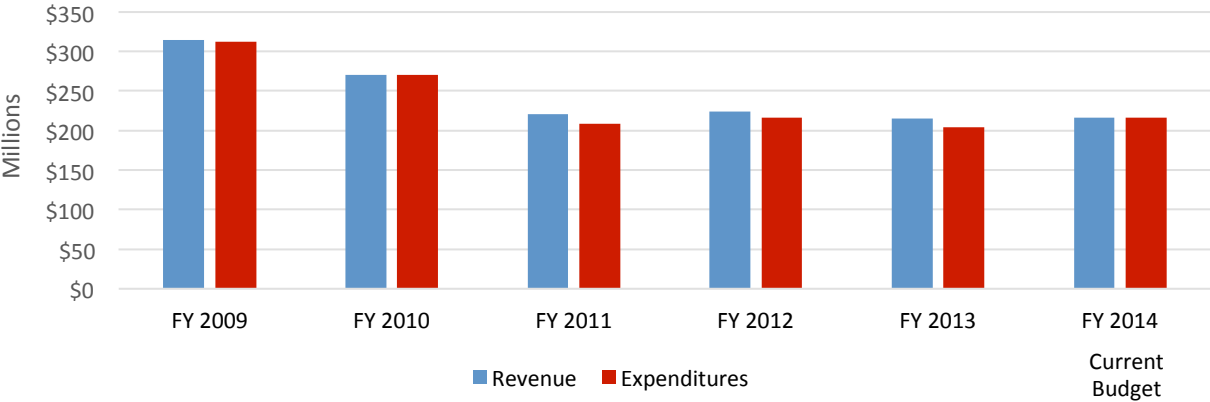


Indicators of Financial Stability

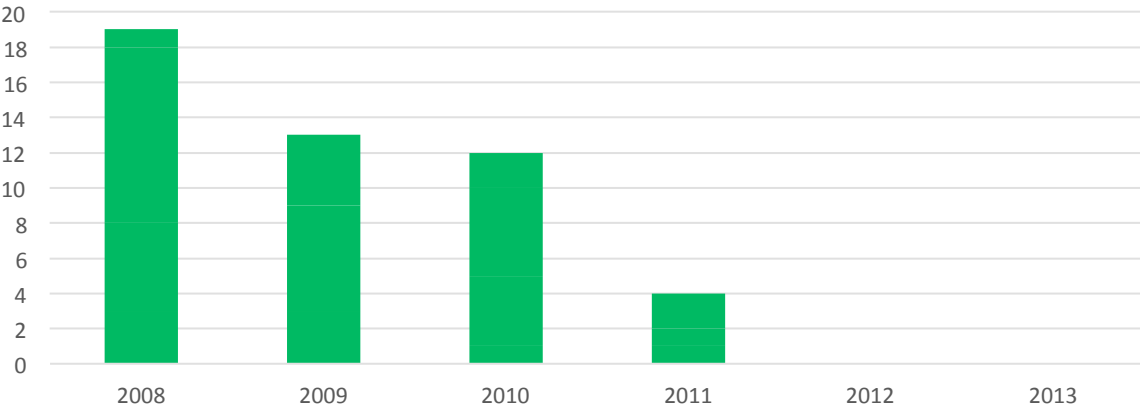
Fund Balance FY 2011 – FY 2013
Comprehensive, Student Activity, & Compensated Absences



Six Year Comparative Revenue and Expenditures
(Operating, Grants and Child Nutrition)



Compliance Audit – Number of Findings for the Past 6 Years (Zero findings in 2012 & 2013)



Kansas City Public Schools

Audit Presentation for June 30, 2013

Data and information portrayed in the attached graphic presentations were derived from the District's financial statements and compliance report which were audited by McGladrey LLP and Welch & Associates, LLC whose report thereon is dated November 4, 2013. The data presented should be read in conjunction with the District's financial statements and compliance report.



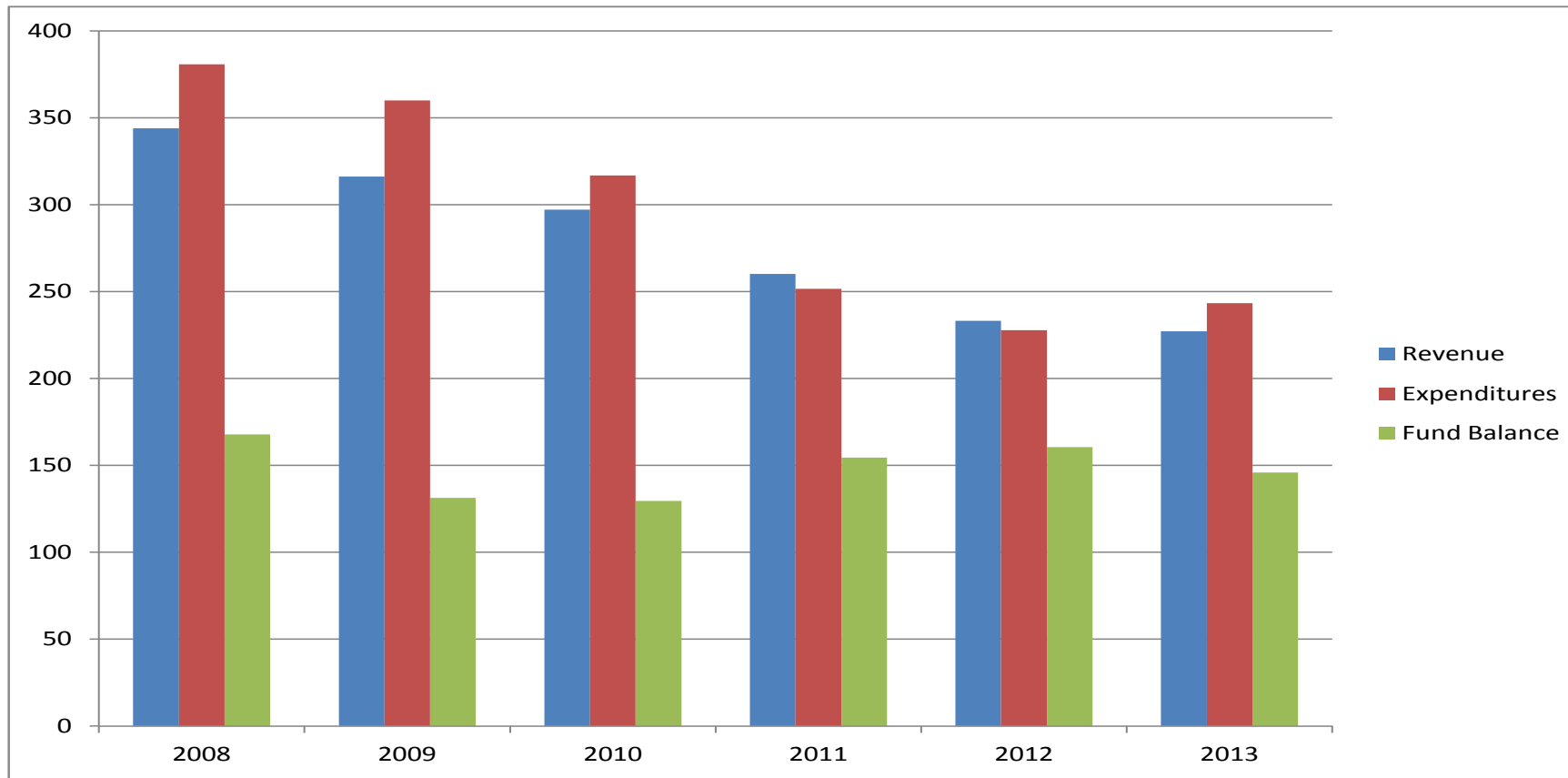
Assurance ■ Tax ■ Consulting

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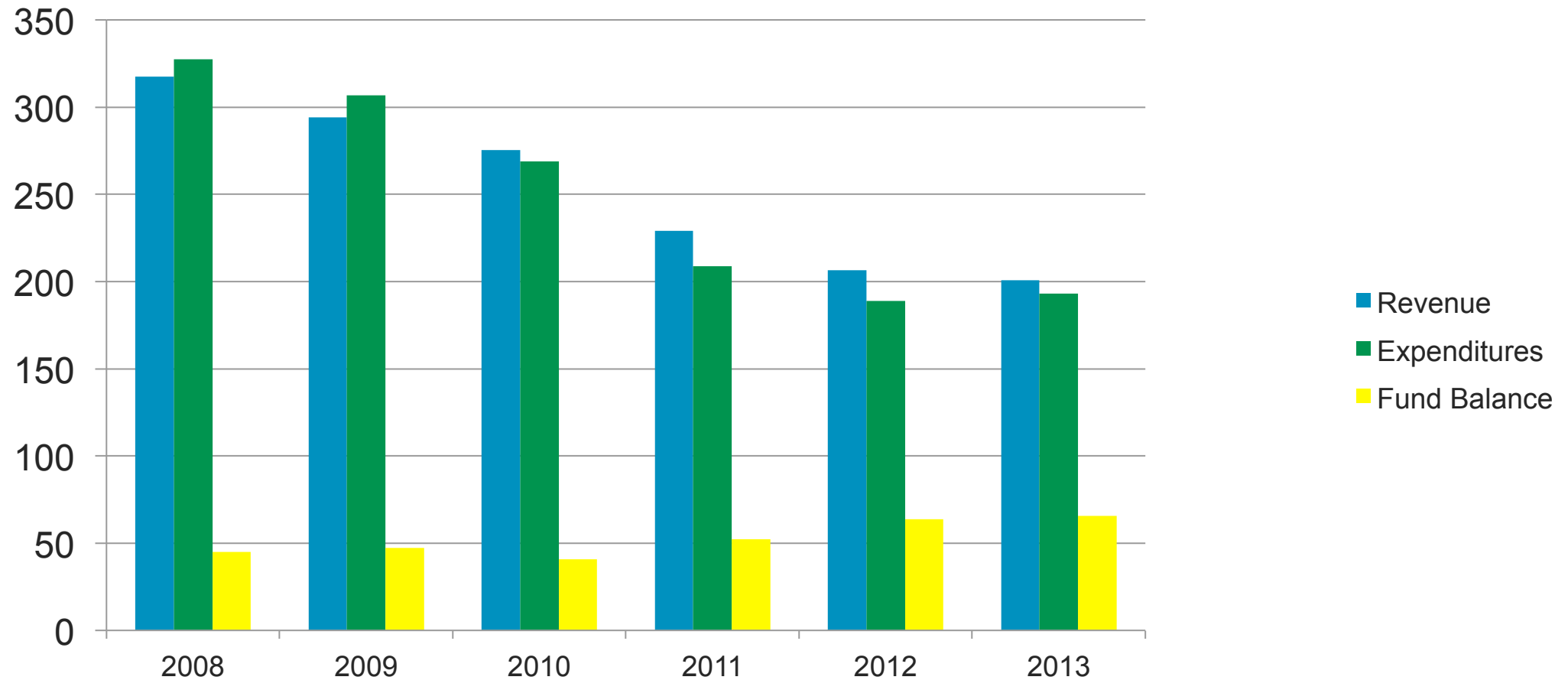
Agenda

- Summarize:
 - 6-Year History of Financial Information
 - 2013 Financial Statement Summary
 - 6-Year History of Compliance Audit opinions
 - 6-Year History of Findings

Governmental Funds – Revenue, Expenditures & Fund Balance (in millions)



General Fund (including Teachers Fund) – Revenue, Expenditures & Fund Balance (in millions)



Financial Statement Summary

- Unmodified (“clean”) opinion on the financial statements
- Decrease in total governmental fund balances of \$14.7 million over prior year, due primarily to capital projects
- Expenditures for all governmental funds (excluding capital projects and debt service expenditures) increased by \$5.7 million
- State Aid-Basic declined by \$8.8 million or 47% from 2012 (charter distribution)
- Revenues from federal grant programs decreased by \$6.4 million from 2012
- Reduction in administrative and facility operation budgets of 9%.

6-Year History of Major Programs and Compliance Opinions

Program	2008	2009	2010	2011	2012	2013
Adult Ed	Unqualified	n/a	n/a	n/a	n/a	Unmodified
Child Nutrition	Qualified	Qualified	Qualified	Unqualified	Unqualified	n/a
Early Reading First	Unqualified	n/a	n/a	n/a	n/a	n/a
Head Start	Qualified	Unqualified	Unqualified	Unqualified	n/a	n/a
Title I	Qualified	Qualified	Qualified	Qualified	Unqualified	Unmodified
IDEA	n/a	Unqualified	Unqualified	Unqualified	n/a	n/a
Title II, Part A	n/a	Qualified	Qualified	Unqualified	n/a	Unmodified
Title II, Part B	n/a	n/a	n/a	n/a	n/a	Unmodified
Title III	n/a	Unqualified	n/a	n/a	n/a	n/a
State Fiscal Stabilization	n/a	n/a	Unqualified	Unqualified	Unqualified	n/a
Ed Jobs	n/a	n/a	n/a	Unqualified	n/a	n/a
School Imp. Grant	n/a	n/a	n/a	Unqualified	Unqualified	Unmodified
Teacher Incentive Grant	n/a	n/a	n/a	n/a	n/a	Unmodified
State Compliance	Unqualified	Unqualified	Unqualified	Unqualified	Unqualified	Unmodified

Compliance Audit – Number of Findings for the Past 6 Years

Type of Finding	2008	2009	2010	2011	2012	2013
Material Weakness	3	-	1	1	-	-
Significant Deficiency	5	3	4	1	-	-
Material Instance of noncompliance	10	6	5	2	-	-
Instance of noncompliance	1	4	2	-	-	-
Total	19	13	12	4	0	0

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Kansas City Public Schools and Department of Elementary and Secondary Education

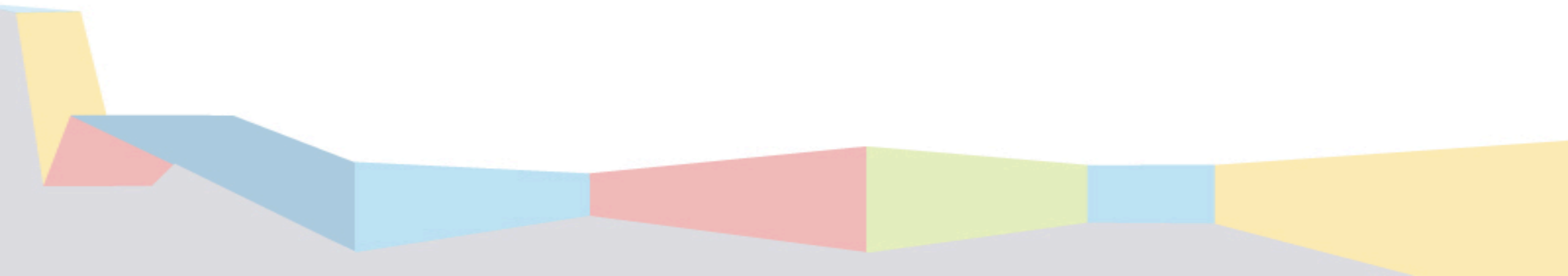
Regional School Improvement Team Meeting

Thursday, November 21, 2013

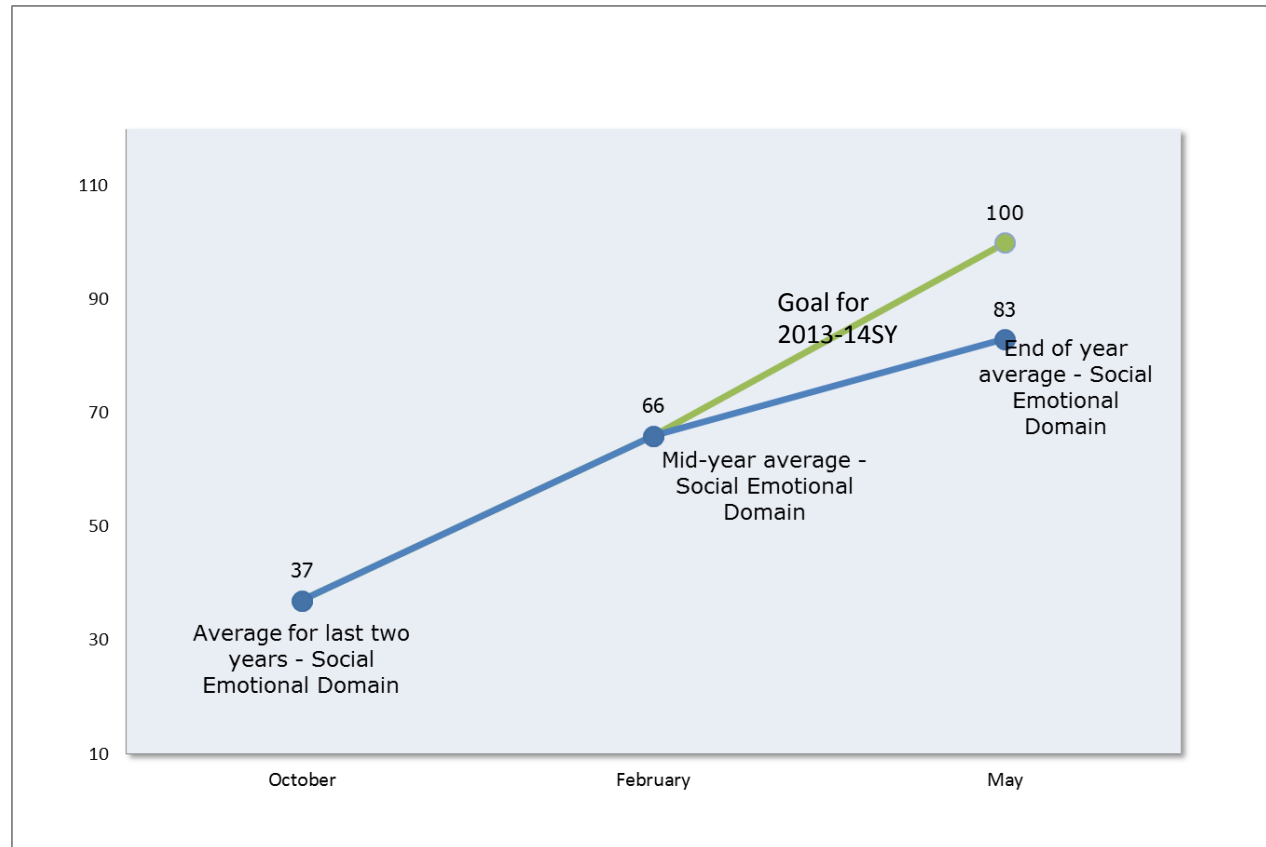
KANSAS CITY
PUBLIC SCHOOLS



EARLY LEARNING PRE-K ASSESSMENT



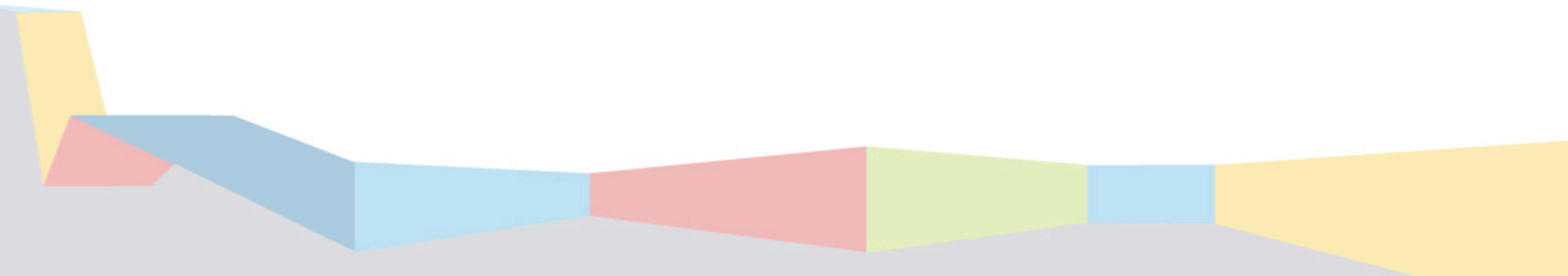
Pre-K Early Learning



Months of assessment date

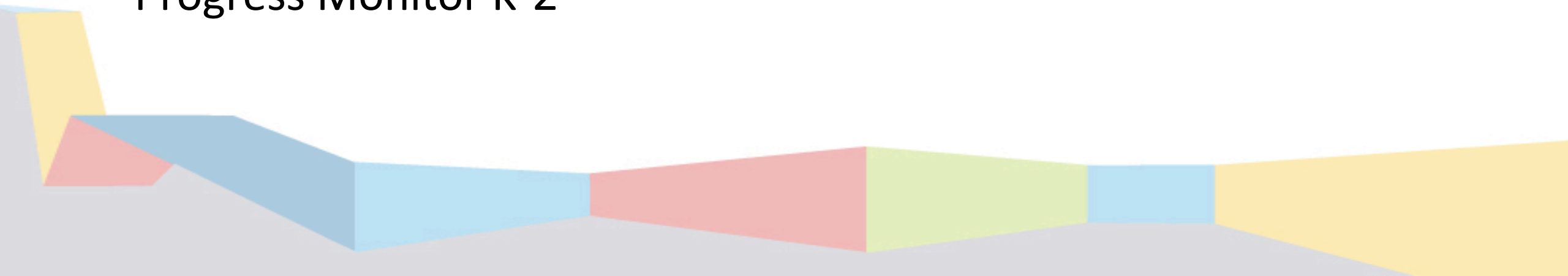
NORTHWEST EVALUATION ASSOCIATION (NWEA)

SY 2014 Fall Assessment - ELA and Math
Grades K, 1 and 2

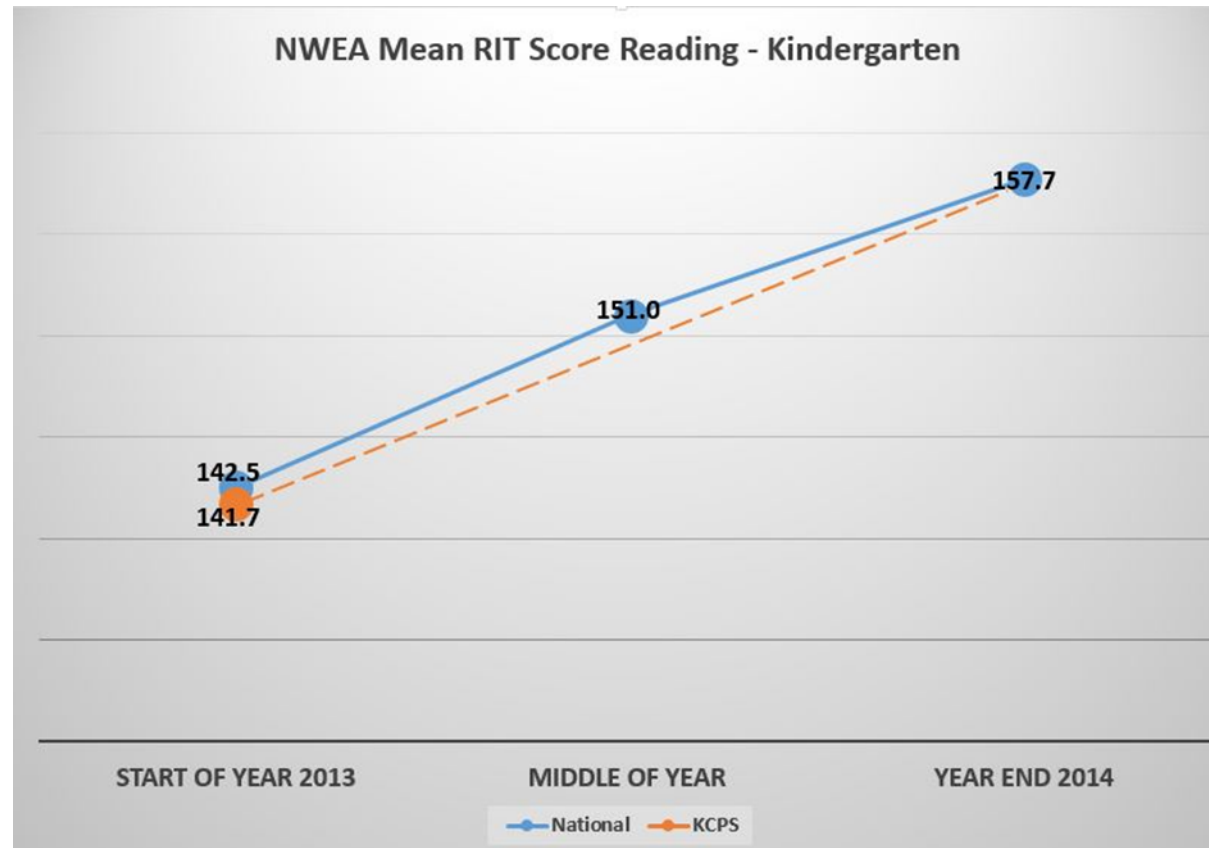


NWEA

- Diagnostic Test
- Adaptive Computer Based Assessment
- NWEA uses a RIT Scale Score
- Standard Measurement of Error with an interval of 10 points
- Immediate feedback on data
- Progress Monitor K-2

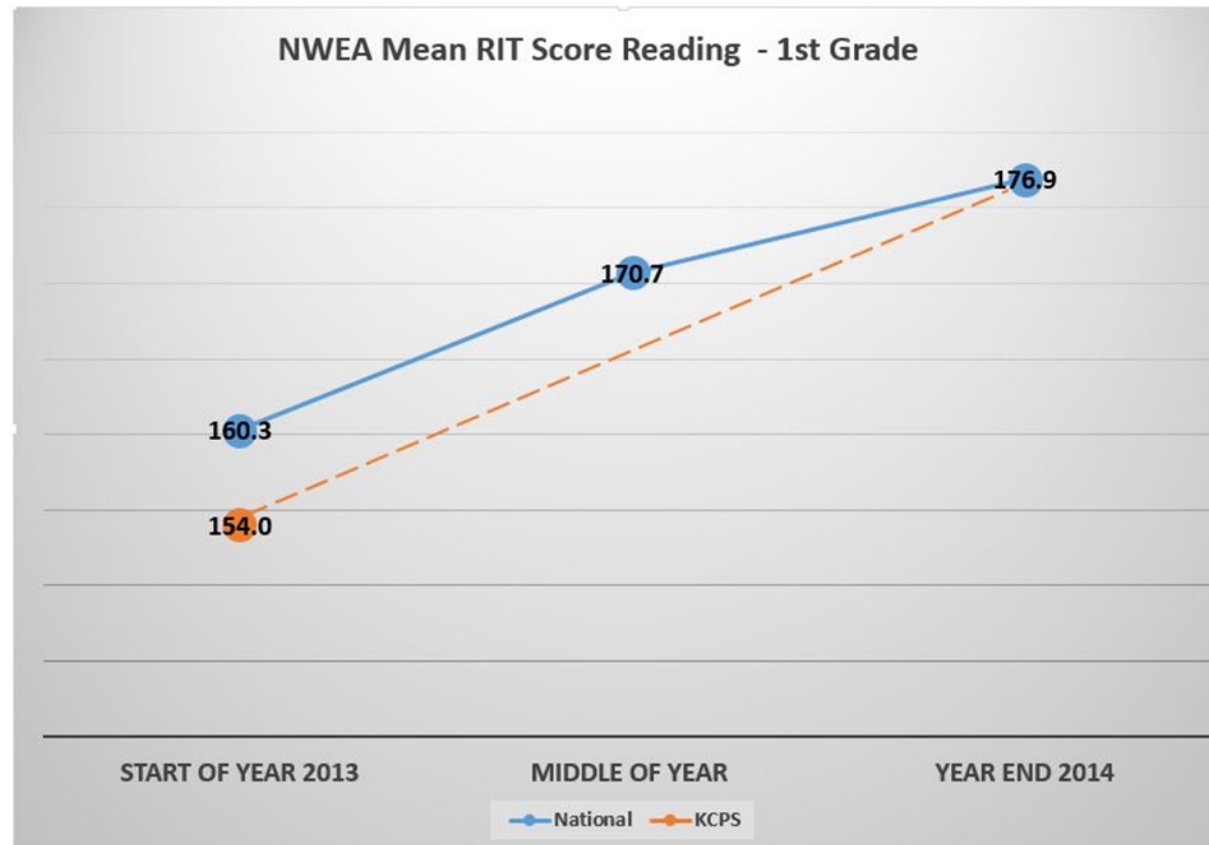


NWEA Reading Assessment Kindergarten

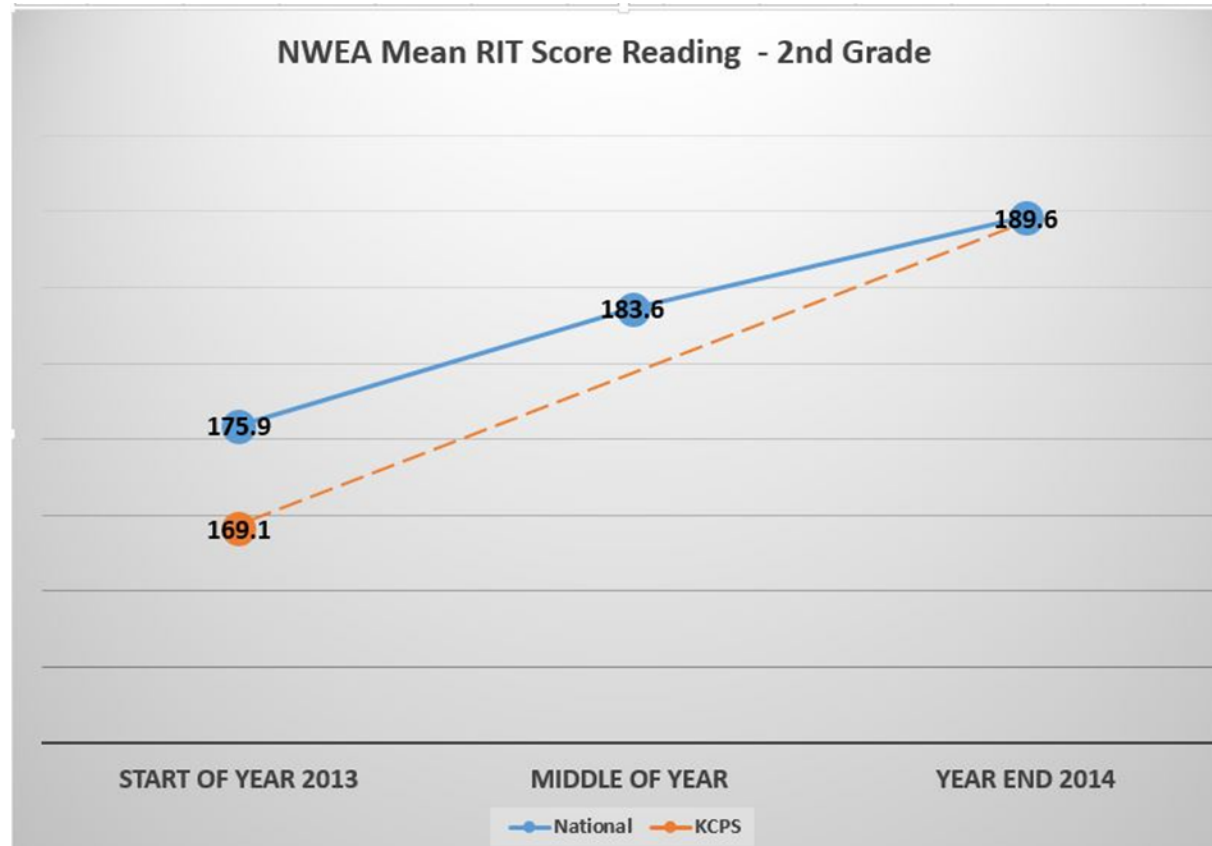


NWEA Reading Assessment

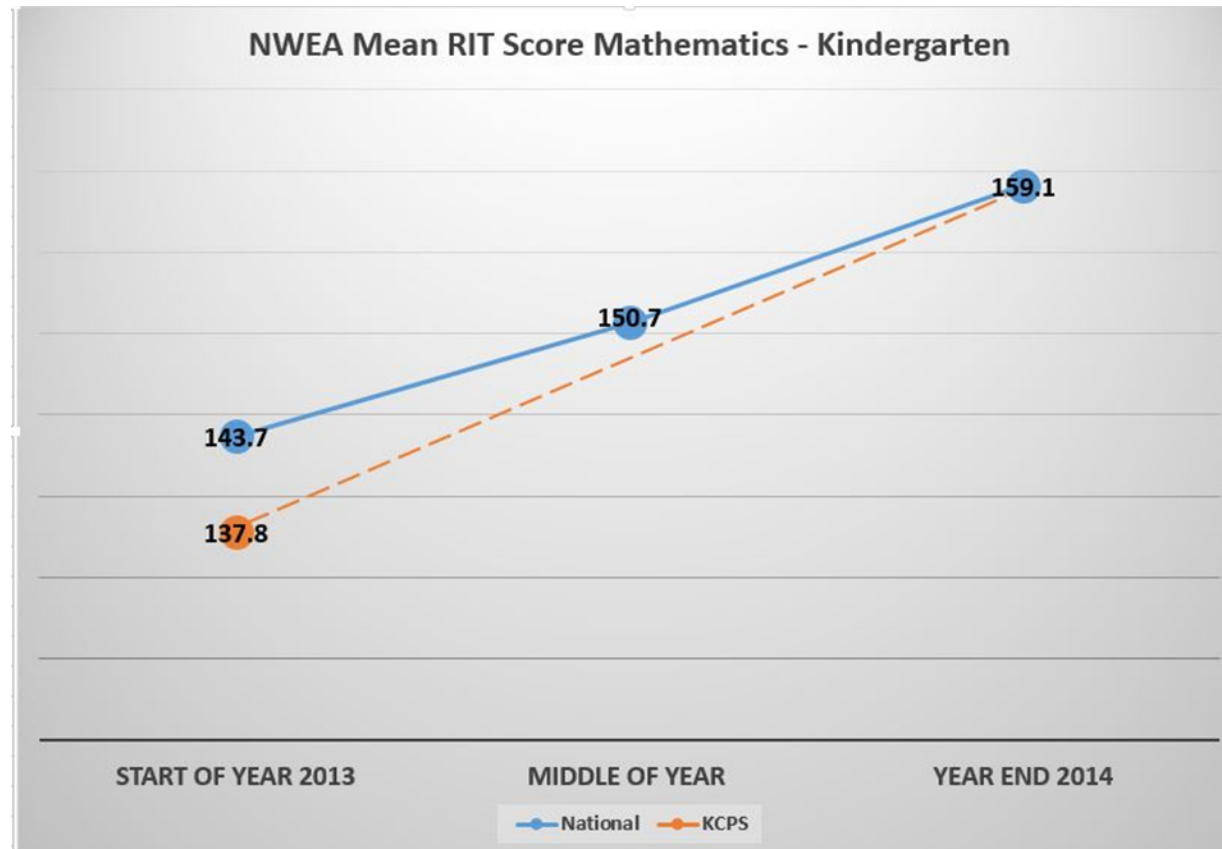
1st Grade



NWEA Reading Assessment 2nd Grade

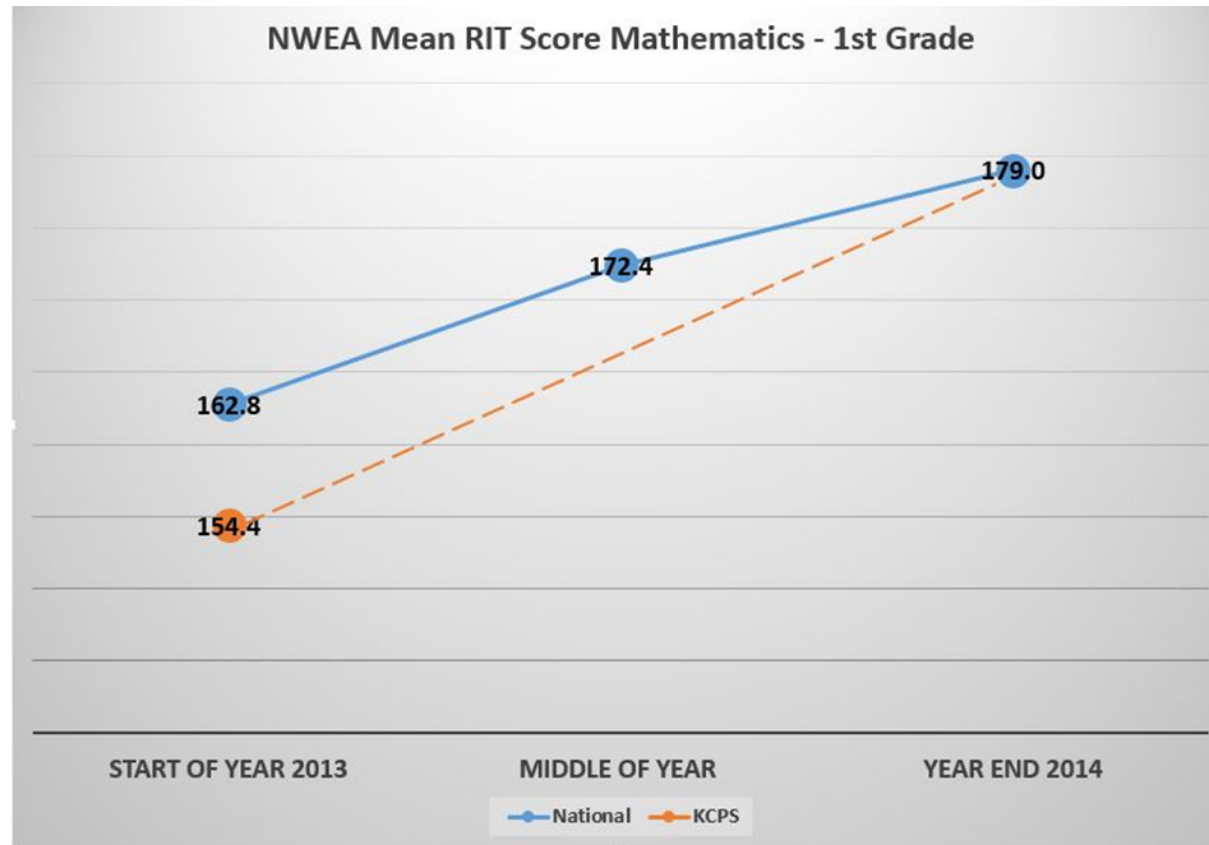


NWEA Math Assessment Kindergarten

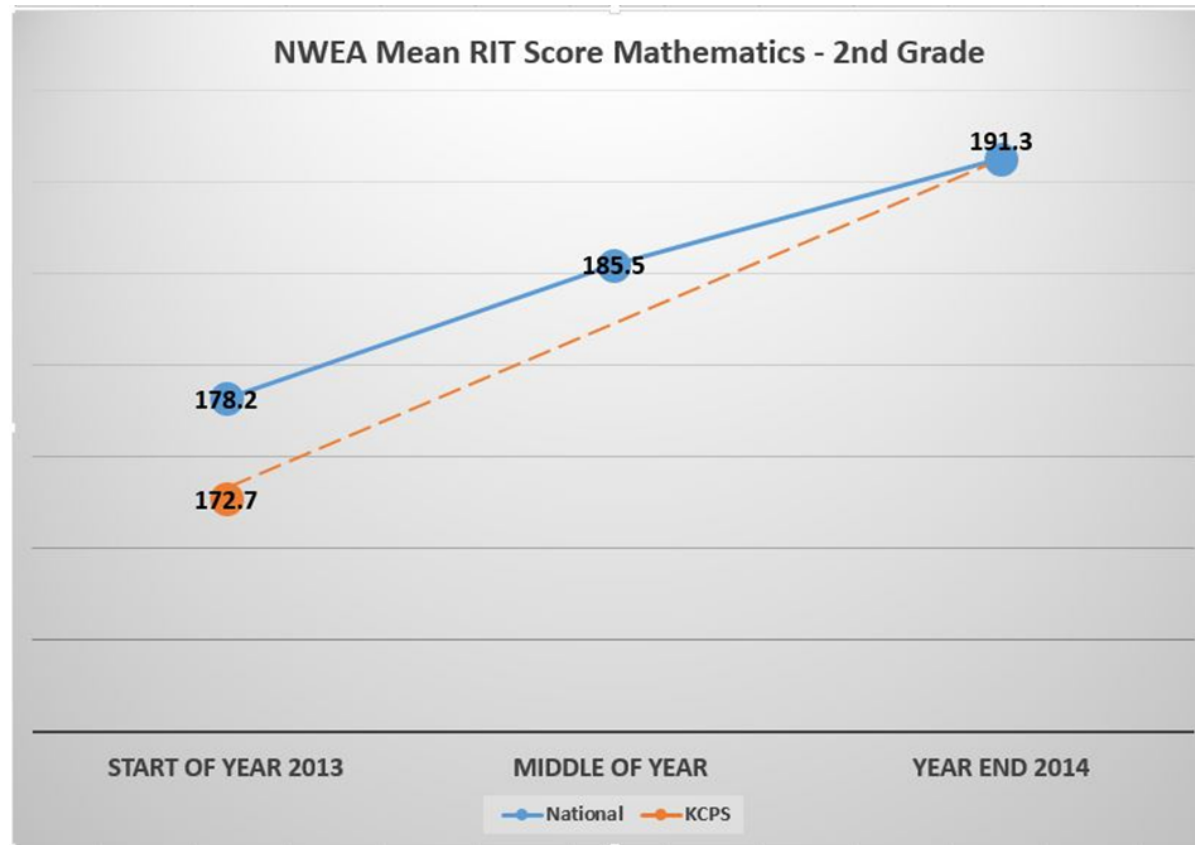


NWEA Math Assessment

1st Grade

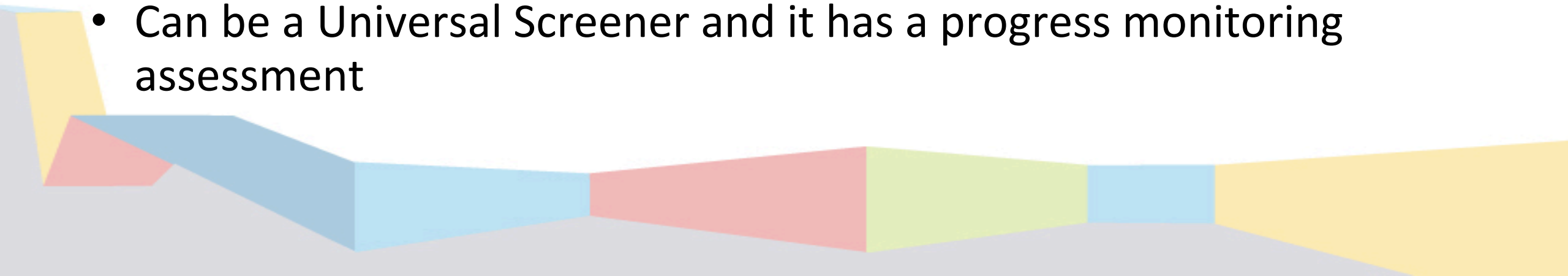


NWEA Math Assessment 2nd Grade



NWEA Overview by Curriculum and Instruction

- Adaptive assessment Math & ELA
- Computer based assessment versus teacher administration
- Literal questioning versus Inferential questioning
- Listening and cognitive comprehension versus decoding ability
- DRA measures reading fluency
- Immediate feedback on data
- Can be a Universal Screener and it has a progress monitoring assessment



Class Report: Reading

Overall Performance

Reading

Summary	
Total Students With Valid Growth Test Scores	21
Mean RIT	158.4
Median RIT	158
Standard Deviation	8.9
District Grade Level Mean RIT	153.9
Students At or Above District Grade Level Mean RIT	15
Norm Grade Level Mean RIT	160.3
Students At or Above Norm Grade Level Mean RIT	7

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Reading	4	19%	5	24%	6	29%	5	24%	1	5%	156-158-160	158	8.9

Class Report: Reading Goal Areas

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
MAP: Reading Primary Grades Common Core 2010 / Common Core English Language Arts K-12: 2010	4	19%	5	24%	6	29%	5	24%	1	5%	156- 158 -160	158	8.9
Goal Area													
Literature and Informational	4	19%	6	29%	3	14%	5	24%	3	14%	156- 159 -162	159	13.2
Vocabulary Use and Functions	6	29%	4	19%	3	14%	6	29%	2	10%	156- 158 -161	158	11.1
Language and Writing	4	19%	7	33%	5	24%	4	19%	1	5%	156- 158 -160	157	10.3
Foundational Skills	4	19%	8	38%	4	19%	2	10%	3	14%	156- 158 -160	155	9.3

Class Report: Reading

Student RIT Scores

Reading

MAP: Reading Primary Grades Common Core 2010 / Common Core English Language Arts K-12: 2010

Goal Performance

C. Literature and Informational
D. Vocabulary Use and Functions
B. Language and Writing
A. Foundational Skills

Name (Student ID)	Grade	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C	D
	1	10/22/13	139- 142 -145	5- 8 -12	BR	26 m	137-148	131 -143	134-146	142-153
	1	10/22/13	142- 145 -148	8- 12 -17	BR	21 m	144-156	142-154	136-148	136-148
	1	10/22/13	146- 149 -152	13- 19 -26	BR	30 m	140-152	142-154	149-162	139-152
	1	10/22/13	146- 149 -152	13- 19 -26	BR	15 m	142-154	149-161	145-157	135 -147
	1	10/22/13	149- 152 -155	19- 26 -34	BR	21 m	154-166	145-157	143-155	143 -154
	1	10/22/13	150- 153 -156	21- 28 -37	BR	20 m	148-160	147-160	157-170	135 -147
	1	10/22/13	152- 155 -158	26- 34 -43	BR	27 m	149-162	153-164	144 -156	149-161
	1	10/22/13	152- 155 -158	26- 34 -43	BR	19 m	150-161	147-159	151-162	149-161
	1	10/22/13	152- 155 -158	26- 34 -43	BR	23 m	148-160	143 -155	153-165	152-164
	1	10/22/13	155- 158 -161	34- 43 -52	BR	24 m	154-165	156-168	146 -158	152-164
	1	10/22/13	155- 158 -161	34- 43 -52	BR	26 m	148 -161	147 -160	163-176	148 -160
	1	10/22/13	155- 158 -161	34- 43 -52	BR	20 m	157-170	161-174	119 -140	163-176
	1	10/22/13	156- 159 -162	37- 46 -55	BR	17 m	152-163	160-171	149 -161	151-163
	1	10/22/13	156- 159 -162	37- 46 -55	BR	23 m	146 -157	151-163	154-166	162-174
	1	10/22/13	160- 163 -166	49- 58 -67	BR	19 m	156-168	154-166	161-173	157-169
	1	10/22/13	161- 164 -167	52- 61 -70	BR	26 m	143 -155	164-176	168-181	159-171
	1	10/22/13	163- 166 -169	58- 67 -75	BR	21 m	170-182	151 -163	162-174	158-170
	1	10/28/13	165- 168 -171	64- 73 -80	BR	23 m	163-175	157 -169	164-176	162-174
	1	10/22/13	166- 169 -172	67- 75 -82	BR	38 m	154 -167	153 -166	168-181	173-185
	1	10/22/13	168- 171 -174	73- 80 -86	BR	32 m	167-178	159 -171	165-177	169-181
Name	1	10/22/13	175- 178 -181	88- 92 -95	105-255L	39 m	168 -180	182-194	178-190	159 -172

Class Breakdown Report

MAP: Reading Primary Grades Common Core 2010 / Common Core English Language Arts K-12: 2010							
Goal	Goal Score						
	121-130	131-140	141-150	151-160	161-170	171-180	181-190
Foundational Skills			5	9	4	3 name	
Language and Writing		1	3	10	6 name		1
Literature and Informational	1	1	3	7	5	3 name	1
Vocabulary Use and Functions			6	6	7	2 name	

Primary Grades Instructional Data



Skills and Concepts to Enhance (73% Probability*) 161 - 170		Skills and Concepts to Develop (50% Probability*) 171 - 180		Skills and Concepts to Introduce (27% Probability*) 181 - 190	
Informational Text: Key Ideas, Details, Craft, Structure		Informational Text: Key Ideas, Details, Craft, Structure		Informational Text: Key Ideas, Details, Craft, Structure	
161	Locates a detail in an informational passage	171	Locates a detail in an informational passage (five to ten sentences)	181	Understands the main idea of an informational passage
162	Identifies the author on the cover of a book	171	Understands the main idea of an informational passage	183	Distinguishes a fact from a given informational passage
162	Infers the topic of a book from a given title and cover illustration	171	Identifies the author of a letter	184	Identifies the title of a newspaper article
163	Infers an event to represent a given advertisement (school starting)	172	Locates information in a table of contents	184	Finds the detail that does not support a given topic (informational passage)
164	Identifies the author on the title page of a book	172	Locates a detail in a short informational passage (passage not read aloud)	184	Locates a detail in a short informational passage
164	Locates a detail in an informational passage (passage not read aloud)	173	Interprets the meaning of a given advertisement (event ending)	185	Locates a heading of an informational passage given a definition
164	Locates a detail in a short informational passage	174	Identifies a table of contents	185	Understands the purpose of a subheading in informational text
165	Infers a detail from an informational passage	174	Infers the author's purpose given the genre of a text (research report)	186	Identifies the purpose of bold print in an informational passage
165	Infers the main idea of a short informational passage	175	Locates a detail in an informational passage	186	Finds the detail that supports the author's claim in an informational passage
166	Identifies the purpose of large print in a given note	175	Distinguishes a fact in given sentences	187	Identifies the purpose of a heading in an article
167	Interprets the main idea of a diagram	175	Infers the purpose of a short informational passage	187	Distinguishes a fact in a given paragraph
168	Locates information in a table of contents	176	Infers the purpose of a literary passage	189	Classifies a heading correctly when given a definition
168	Understands the topic of an informational passage	177	Infers a detail from an informational passage	189	Distinguishes facts from a given informational passage
169	Identifies a table of contents	177	Infers the purpose of a short how-to passage	190	Locates the cause of a given effect in an informational passage
169	Recognizes the correct term for a table of contents	178	Distinguishes a fact from a given informational passage	190	Identifies the main idea of an informational passage (passage not read aloud)
170	Locates the cause of a given effect in a sentence	178	Infers an event to represent a given advertisement (gardening)		
170	Locates information in a short informational passage	180	Selects a question that can be answered from a given bar graph		
		180	Identifies the main idea of an informational passage (passage not read aloud)		
Literature: Key Ideas, Craft, Structure		Literature: Key Ideas, Craft, Structure		Literature: Key Ideas, Craft, Structure	
161	Understands the main idea of a literary passage	171	Infers the main idea of a literary passage	181	Sorts pictures to retell the sequence of events of a story (story not read aloud)
161	Infers the word that best completes a sentence (predictable text; two to five sentences)	171	Understands the main idea of a literary passage (not read aloud)	181	Finds the detail that supports the main idea of a poem
161	Identifies the setting from a given book cover (the beach)	171	Infers a conclusion from a literary passage	181	Infers a character's motivation in a literary passage (six to ten sentences)
161	Locates a detail about a character's actions in a literary passage	171	Locates a detail in a compound sentence (sentence not read aloud)	181	Infers the cause of a plot point in a literary passage (story not read aloud)
161	Locates the motivation of a character's actions in a given literary passage	171	Infers the season from a given description	182	Selects the purpose of a metaphor in a literary passage (term not used)
161	Locates the previous event in a story sequence	171	Identifies the genre from a story description (fairy tale)	182	Locates the character's solution to the problem in a myth
161	Predicts the next event in a literary passage (six to ten sentences)	172	Compares the descriptions of two people (similarities)		
		172	Finds the pictures that correspond to the details in the story		
		172	Infers a detail in a given literary text		

Primary Grades Instructional Data



Skills and Concepts to Develop (50% Probability*) 171 - 180	
Informational Text: Key Ideas, Details, Craft, Structure	
171	Locates a detail in an informational passage (five to ten sentences)
171	Understands the main idea of an informational passage
171	Identifies the author of a letter
172	Locates information in a table of contents
172	Locates a detail in a short informational passage (passage not read aloud)
173	Interprets the meaning of a given advertisement (event ending)
174	Identifies a table of contents
174	Infers the author's purpose given the genre of a text (research report)
175	Locates a detail in an informational passage
175	Distinguishes a fact in given sentences
175	Infers the purpose of a short informational passage
176	Infers the purpose of a literary passage
177	Infers a detail from an informational passage
177	Infers the purpose of a short how-to passage
178	Distinguishes a fact from a given informational passage
178	Infers an event to represent a given advertisement (gardening)
180	Selects a question that can be answered from a given bar graph
180	Identifies the main idea of an informational passage (passage not read aloud)
Literature: Key Ideas, Craft, Structure	
171	Infers the main idea of a literary passage
171	Understands the main idea of a literary passage (not read aloud)
171	Infers a conclusion from a literary passage
171	Locates a detail in a compound sentence (sentence not read aloud)
171	Infers the season from a given description
171	Identifies the genre from a story description (fairy tale)
172	Compares the descriptions of two people (similarities)
172	Finds the pictures that correspond to the details in the story
172	Infers a detail in a given literary text

Primary Grades Instructional Data



- 171 Understands the main idea of an informational passage
- 171 Identifies the author of a letter
- 172 Locates information in a table of contents

Student Progress Report

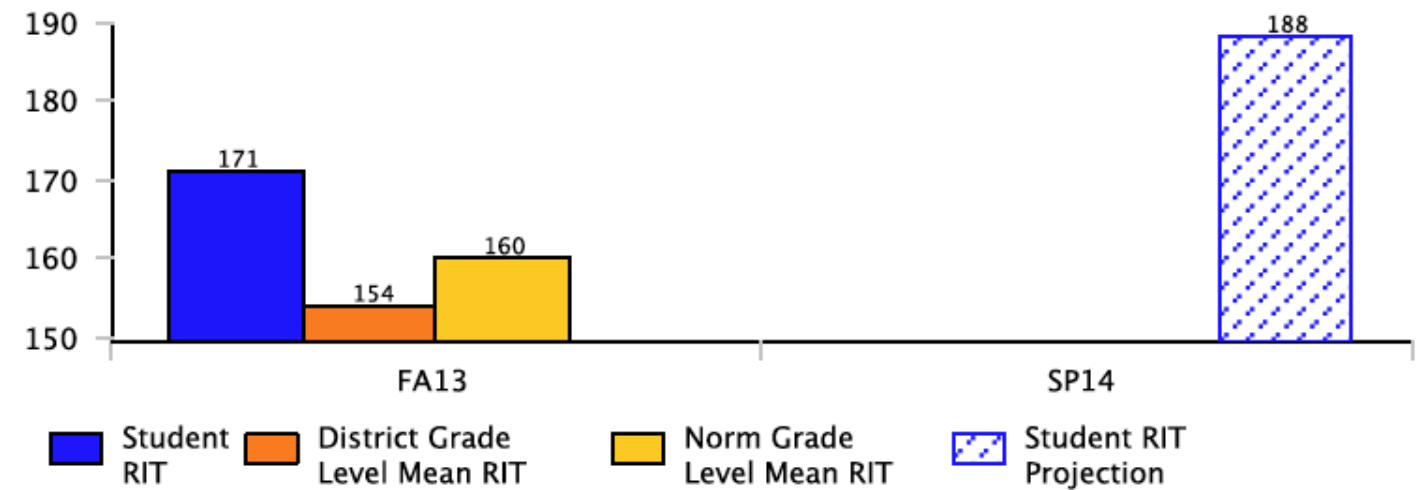


Student Progress Report



Term Rostered: Fall 2013-2014
District: Kansas City Missouri School District 33
School: [Redacted]
Growth Comparison Period: Fall to Spring

Reading



Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA13	1	168-171-174			73-80-86

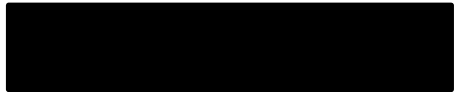
Reading Goals Performance - Fall 2013-2014


Foundational Skills	High	Language and Writing	HiAvg
Literature and Informational	HiAvg	Vocabulary Use and Functions	High
Lexile® Range	BR		

Student Goal Setting Worksheet

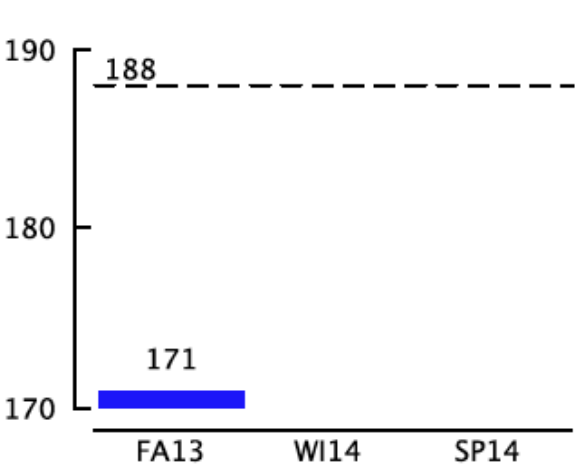


Student Goal Setting Worksheet



District: Kansas City Missouri School District 33
School: 
Growth Measured from: Fall 2013 to Spring 2014

Reading (MAP: Reading Primary Grades Common Core 2010)



Projected RIT 188
My Goal _____
RIT Growth *

	FA13	WI14	SP14
Overall RIT Score	171		
Goal Performance			
Literature and Informational	165-177		
Vocabulary Use and Functions	169-181		
Language and Writing	159-171		
Foundational Skills	167-178		

Lexile® Range BR

Student Action Plan: _____

Questions

Mathematics

Summary	
Total Students With Valid Growth Test Scores	21
Mean RIT	156.9
Median RIT	159
Standard Deviation	9.8
District Grade Level Mean RIT	154.4
Students At or Above District Grade Level Mean RIT	13
Norm Grade Level Mean RIT	162.8
Students At or Above Norm Grade Level Mean RIT	6

[illegible]

Class Report: Math

Goal Areas

											Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev	
											count	%	count	%	count	%	count	%	count	%				
Overall Performance											8	38%	6	29%	3	14%	3	14%	1	5%	155-157-159	159	9.8	
MAP: Math Primary Grades Common Core 2010 V2 / Common Core Mathematics K-12: 2010																								
<div><div></div><div></div><div></div><div></div><div></div></div>																								
Goal Area																								
Operations and Algebraic Thinking											2	10%	9	43%	3	14%	4	19%	3	14%	159-162-165	159	13.2	
<div><div></div><div></div><div></div><div></div><div></div></div>																								
Number and Operations											7	33%	7	33%	3	14%	3	14%	1	5%	154-156-159	154	11.4	
<div><div></div><div></div><div></div><div></div><div></div></div>																								
Measurement and Data											10	48%	6	29%	2	10%	2	10%	1	5%	152-154-157	153	10.9	
<div><div></div><div></div><div></div><div></div><div></div></div>																								
Geometry											7	33%	3	14%	7	33%	4	19%	0	0%	153-156-158	160	11.8	
<div><div></div><div></div><div></div><div></div></div>																								

Class Report: Math

Student RIT Scores

Mathematics

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

Goal Performance

- A. Operations and Algebraic Thinking
- B. Number and Operations
- C. Measurement and Data
- D. Geometry

Name (Student ID)	Grade	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Test Duration	A	B	C	D
	1	10/25/13	136-139-142	2-4-6	27 m	Low	LoAvg	Low	Low
	1	10/25/13	141-144-147	5-8-12	22 m	LoAvg	Low	Low	Low
	1	10/25/13	143-146-149	7-11-14	33 m	LoAvg	Low	Low	Low
	1	10/28/13	144-147-150	8-12-17	17 m	Low	Low	Low	Low
	1	10/25/13	144-147-150	8-12-17	11 m	LoAvg	Low	Low	Low
	1	10/25/13	146-149-152	11-15-21	18 m	LoAvg	Low	Low	LoAvg
	1	10/25/13	148-151-154	14-19-26	24 m	Avg	Low	Low	Low
	1	10/25/13	148-151-154	14-19-26	28 m	LoAvg	LoAvg	Low	Low
	1	10/31/13	152-155-158	21-28-36	14 m	Avg	Low	Low	Avg
	1	10/25/13	154-157-160	26-33-42	26 m	LoAvg	Avg	LoAvg	Avg
	1	10/25/13	156-159-162	31-39-48	22 m	HiAvg	LoAvg	Avg	LoAvg
	1	10/25/13	156-159-162	31-39-48	22 m	LoAvg	LoAvg	LoAvg	Avg
	1	10/25/13	156-159-162	31-39-48	36 m	LoAvg	LoAvg	LoAvg	Avg
	1	10/25/13	156-159-162	31-39-48	19 m	HiAvg	Avg	Low	LoAvg
	1	10/25/13	158-161-164	36-45-54	42 m	HiAva	LoAva	LoAva	HiAva
	1	10/25/13	160-163-166	42-51-59	26 m	LoAvg	HiAvg	LoAvg	Avg
	1	10/25/13	163-166-169	54-59-68	26 m	HiAvg	LoAvg	Avg	HiAvg
	1	10/25/13	164-167-170	54-62-70	36 m	High	Avg	LoAvg	HiAvg
	1	10/25/13	164-167-170	54-62-70	36 m	Avg	HiAvg	HiAvg	Avg
	1	10/25/13	166-169-172	59-68-75	25 m	High	HiAvg	HiAvg	Avg
Name	1	10/25/13	176-179-182	83-88-92	33 m	High	High	High	HiAvg

Class Breakdown Report

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

Goal	Goal Score							
	111-120	121-130	131-140	141-150	151-160	161-170	171-180	181-190
Operations and Algebraic Thinking	1				10	5	4	name
Number and Operations			2	4	8	4	2	name
Measurement and Data			3	3	11	3		name
Geometry			3	4	5	7	1	name

Primary Grades Instructional Data



Skills and Concepts to Enhance (73% Probability*) 171 - 180	Skills and Concepts to Develop (50% Probability*) 181 - 190	Skills and Concepts to Introduce (27% Probability*) 191 - 200
Represent and Solve Problems	Represent and Solve Problems	Represent and Solve Problems
<p>171 Represents a subtraction word problem with an equation (numbers ≤ 10 in word form)</p> <p>171 Solves an addition word problem (1-digit addends; sum ≤ 20)</p> <p>171 Solves a division word problem (1-digit dividend and divisor; dividend ≤ 5; equal sharing; manipulatives given)</p> <p>171 Solves a change unknown word problem (1-digit numerals; difference ≤ 5; numbers ≤ 5)</p> <p>171 Solves a subtraction word problem (difference ≤ 5; numbers ≤ 20)</p> <p>173 Represents a multiplication word problem with a repeated addition expression (1-digit addends; sum ≤ 20; manipulatives shown)</p> <p>173 Selects the "=" symbol to make an equation true (difference ≤ 5)</p> <p>173 Solves an addition word problem (three 1-digit addends; sum ≤ 20)</p> <p>175 Represents a change unknown word problem with an equation (subtraction; difference ≤ 10; numbers ≤ 10; using numerals)</p> <p>176 Represents an subtraction word problem on a number line (numbers ≤ 5)</p> <p>176 Solves a change unknown word problem (1-digit numerals; sum ≤ 10)</p> <p>176 Solves a part unknown word problem (1-digit numerals; sum ≤ 10)</p> <p>176 Solves a division word problem (2-digit dividend and 1-digit divisor; dividend ≤ 20; equal sharing; manipulatives given; numerals shown)</p> <p>176 Determines basic subtraction facts (difference ≤ 5; 5 - 1; vertical representation)</p> <p>176 Solves a change unknown word problem (1-digit numerals; difference ≤ 5; numbers ≤ 10)</p> <p>177 Represents a change unknown word problem with an equation (subtraction; difference ≤ 10; numbers ≤ 20)</p> <p>177 Represents a subtraction word problem with an equation (numbers ≤ 20)</p> <p>177 Solves a multiplication word problem (1-digit factors; product ≤ 10; manipulatives given)</p> <p>178 Identifies all of the odd numbers in a group of numbers (≤ 20)</p>	<p>181 Identifies all of the odd numbers in a group of numbers (≤ 20)</p> <p>181 Represents a change unknown word problem with an equation (subtraction; difference ≤ 10; numbers ≤ 10; using numerals)</p> <p>181 Represents a subtraction word problem with an equation (numbers ≤ 20)</p> <p>181 Solves a division word problem (2-digit dividend and 1-digit divisor; dividend ≤ 20; repeated subtraction; manipulatives given; using numerals)</p> <p>181 Solves a multiplication word problem (1-digit factors; product ≤ 15; manipulatives given)</p> <p>181 Solves a multi-step word problem using reasoning strategies (equivalence; numbers ≤ 10; manipulatives shown)</p> <p>181 Solves a start unknown word problem (1- and 2- digit numerals; sum ≤ 20; numbers ≤ 20)</p> <p>182 Solves a change unknown word problem (1-digit numerals; sum ≤ 20)</p> <p>182 Solves a division word problem (1-digit dividend and divisor; dividend ≤ 10)</p> <p>182 Solves a division word problem (1-digit dividend and divisor; dividend = 5; equal sharing; manipulatives given; using numerals)</p> <p>183 Represents a change unknown word problem with an equation (addition; 1-digit addend; sum ≤ 10; using numerals)</p> <p>183 Represents a multiplication word problem with manipulatives (factors ≤ 10; product ≤ 20)</p> <p>183 Solves a start unknown word problem (1-digit numerals; sum ≤ 10)</p> <p>183 Solves a multiplication word problem (1-digit factors; product ≤ 10; manipulatives given)</p> <p>184 Solves a change unknown word problem (2-digit numerals; sum ≤ 100)</p> <p>184 Solves a division word problem (2-digit dividend and 1-digit divisor; dividend ≤ 20; equal sharing; manipulatives given; numerals shown)</p> <p>184 Solves a change unknown word problem (1-digit numerals; sum ≤ 10)</p>	<p>191 Represents a change unknown word problem with an equation (addition; 1-digit addend; sum ≤ 10; using numerals)</p> <p>191 Represents a start unknown word problem with an equation (addition; 2-digit addends; sum ≤ 20)</p> <p>192 Represents a change unknown word problem with an equation (subtraction; difference ≤ 5; numbers ≤ 10 in word form)</p> <p>192 Solves an addition word problem (three 2-digit addends; sum ≤ 100; no regrouping)</p> <p>192 Solves a division word problem (2-digit dividend and 1-digit divisor; dividend ≤ 20; repeated subtraction; manipulatives given; numerals shown)</p> <p>192 Solves a multi-step word problem using reasoning strategies (equivalence; numbers ≤ 10)</p> <p>192 Solves a change unknown word problem (2-digit numerals; difference ≤ 20; no regrouping; numbers ≤ 50)</p> <p>193 Solves a multi-step word problem using reasoning strategies (determine second addend, then solve; 1- and 2-digit addends; sum ≤ 100)</p> <p>194 Solves a division word problem (2-digit dividend and 1-digit divisor; dividend ≤ 100; equal sharing; manipulatives given; numerals shown)</p> <p>194 Solves a division word problem (2-digit dividend and 1-digit divisor; dividend ≤ 20; equal sharing)</p> <p>194 Solves a multi-step word problem using reasoning strategies (adding three numerals; two unknown addends are same number; sum ≤ 10)</p> <p>194 Solves a multi-step word problem using reasoning strategies (equivalence with two equations; parts unknown; numbers ≤ 5)</p> <p>194 Solves an algebraic equation using reasoning strategies (two parts unknown; sum ≤ 20; manipulatives shown)</p> <p>195 Represents a start unknown word problem with an equation (addition; 1-digit addend; sum ≤ 20)</p> <p>196 Solves a multi-step word problem using reasoning strategies (determine second addend, then solve; 1-digit addends; sum ≤ 10)</p> <p>196 Solves an addition word problem (two 1- and 2-digit addends; sum ≤ 100; no regrouping)</p>

Primary Grades Instructional Data



Skills and Concepts to Develop (50% Probability*) 181 - 190	
Represent and Solve Problems	
181	Identifies all of the odd numbers in a group of numbers (≤ 20)
181	Represents a change unknown word problem with an equation (subtraction; difference ≤ 10 ; numbers ≤ 10 ; using numerals)
181	Represents a subtraction word problem with an equation (numbers ≤ 20)
181	Solves a division word problem (2-digit dividend and 1-digit divisor; dividend ≤ 20 ; repeated subtraction; manipulatives given; using numerals)
181	Solves a multiplication word problem (1-digit factors; product ≤ 15 ; manipulatives given)
181	Solves a multi-step word problem using reasoning strategies (equivalence; numbers ≤ 10 ; manipulatives shown)
181	Solves a start unknown word problem (1- and 2- digit numerals; sum ≤ 20 ; numbers ≤ 20)
182	Solves a change unknown word problem (1-digit numerals; sum ≤ 20)
182	Solves a division word problem (1-digit dividend and divisor; dividend ≤ 10)
182	Solves a division word problem (1-digit dividend and divisor; dividend = 5; equal sharing; manipulatives given; using numerals)
183	Represents a change unknown word problem with an equation (addition; 1-digit addend; sum ≤ 10 ; using numerals)
183	Represents a multiplication word problem with manipulatives (factors ≤ 10 ; product ≤ 20)
183	Solves a start unknown word problem (1-digit numerals; sum ≤ 10)
183	Solves a multiplication word problem (1-digit factors; product ≤ 10 ; manipulatives given)
184	Solves a change unknown word problem (2-digit numerals; sum ≤ 100)
184	Solves a division word problem (2-digit dividend and 1-digit divisor; dividend ≤ 20 ; equal sharing; manipulatives given; numerals shown)
184	Solves a change unknown word problem (1-digit numerals; sum ≤ 10)

Primary Grades Instructional Data

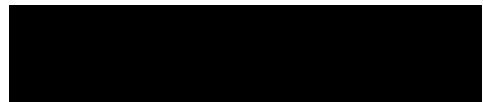


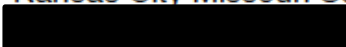
- | | |
|-----|--|
| 181 | Identifies all of the odd numbers in a group of numbers (≤ 20) |
| 181 | Represents a change unknown word problem with an equation (subtraction; difference ≤ 10 ; numbers ≤ 10 ; using numerals) |
| 181 | Represents a subtraction word problem with an equation (numbers ≤ 20) |

Student Progress Report

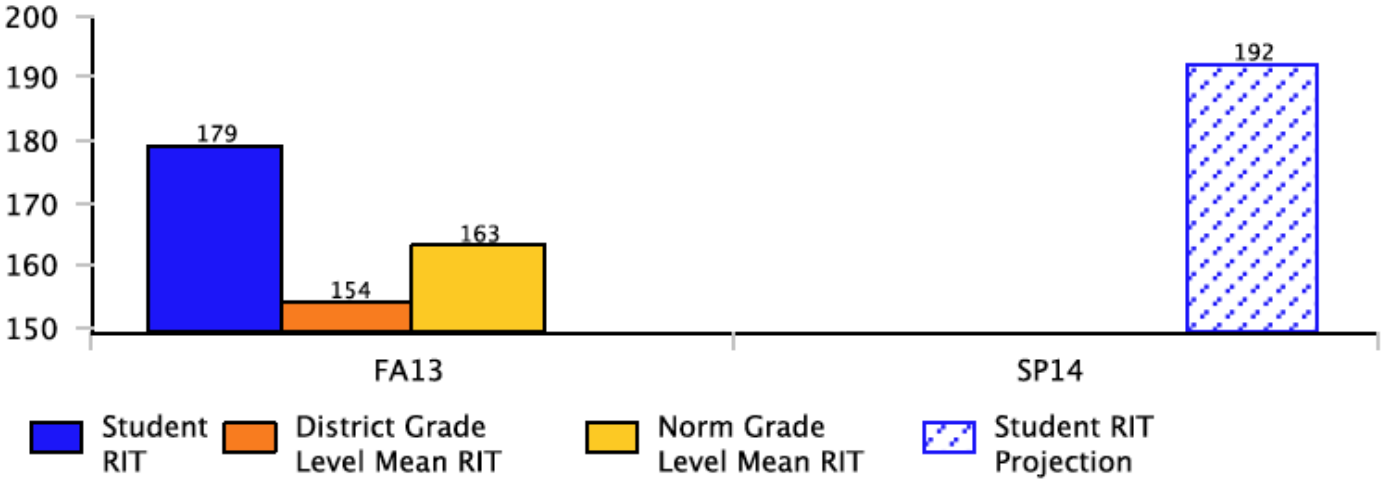


Student Progress Report



Term Rostered: Fall 2013-2014
District: Kansas City Missouri School District 33
School: 
Growth Comparison Period: Fall to Spring

Mathematics



Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA13	1	176-179-182			83-88-92


Mathematics Goals Performance - Fall 2013-2014
 Operations and Algebraic Thinking: High
 Measurement and Data: High
 Number and Operations: High
 Geometry: High
 High HiAvg

Student Goal Setting Worksheet

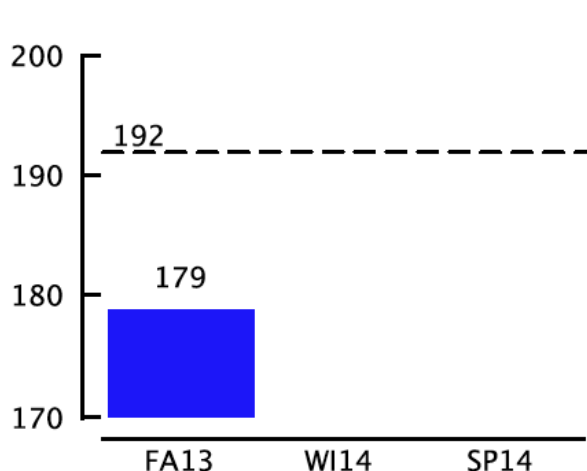


Student Goal Setting Worksheet



District: Kansas City Missouri School District 33
School: 
Growth Measured from: Fall 2013 to Spring 2014

Mathematics (MAP: Math Primary Grades Common Core 2010 V2)



Projected RIT 192
My Goal _____
RIT Growth *

	FA13	WI14	SP14
Overall RIT Score	179		
Goal Performance			
Operations and Algebraic Thinking	179-191		
Number and Operations	171-184		
Measurement and Data	177-189		
Geometry	166-178		

Student Action Plan: _____

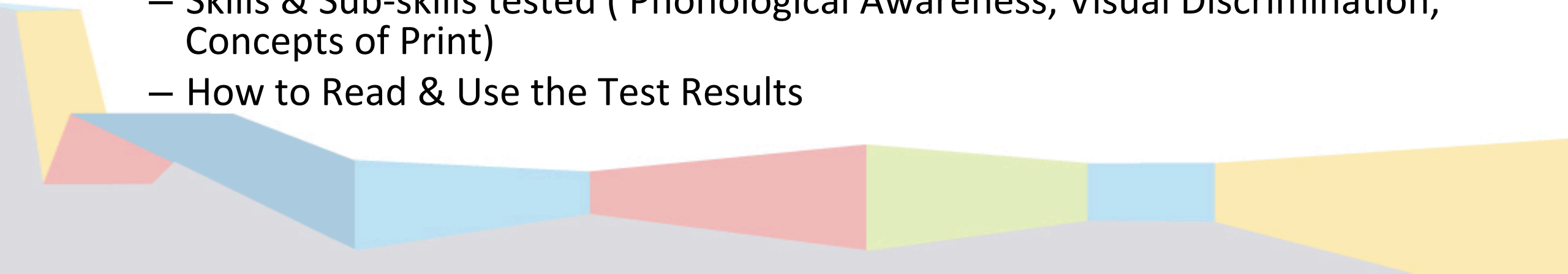
Questions



School Leadership: Monitoring Using Precision & Personalization

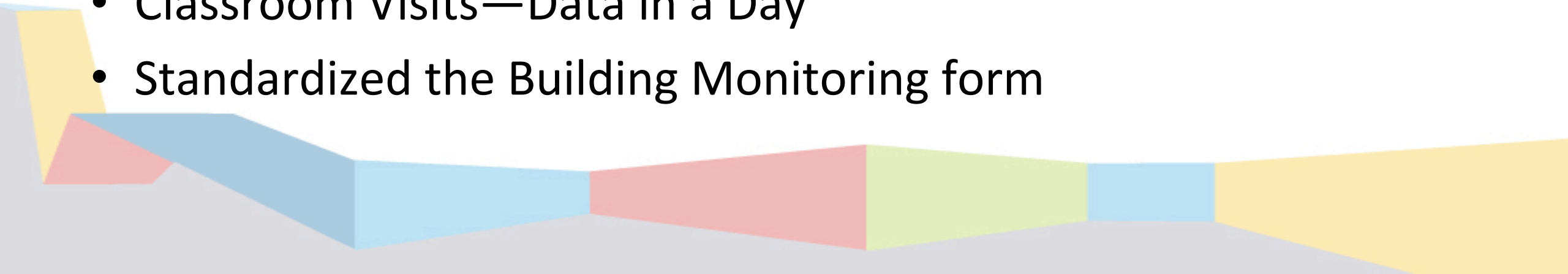
Plan of Attack: Authentic Accountability

- Data Analysis—Similar to National Norms
 - Reading—Gap widens as students move from learning to read to reading to learn (Grade 2—6.9 point gap between national norm & KCPS scores)
 - Mathematics—Widest gap—5.9 points in first grade
- Review Item Analysis
- Provide the Principals with information on NWEA
 - Skills & Sub-skills tested (Phonological Awareness, Visual Discrimination, Concepts of Print)
 - How to Read & Use the Test Results



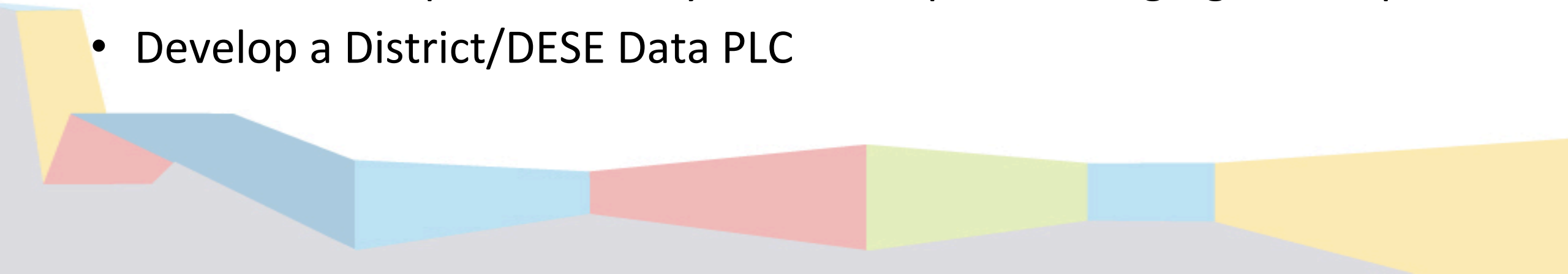
School Leadership: Monitoring Using Precision & Personalization

Plan of Attack: Authentic Accountability

- Principal conduct Data Consult with teachers
 - Teachers map students—Identify Academic Interferences
 - Teachers prepare interventions based on student academic interferences
 - Classroom Visits—Data in a Day
 - Standardized the Building Monitoring form
- 
- 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 modern, abstract background element.

School Leadership: Monitoring Using Precision & Personalization

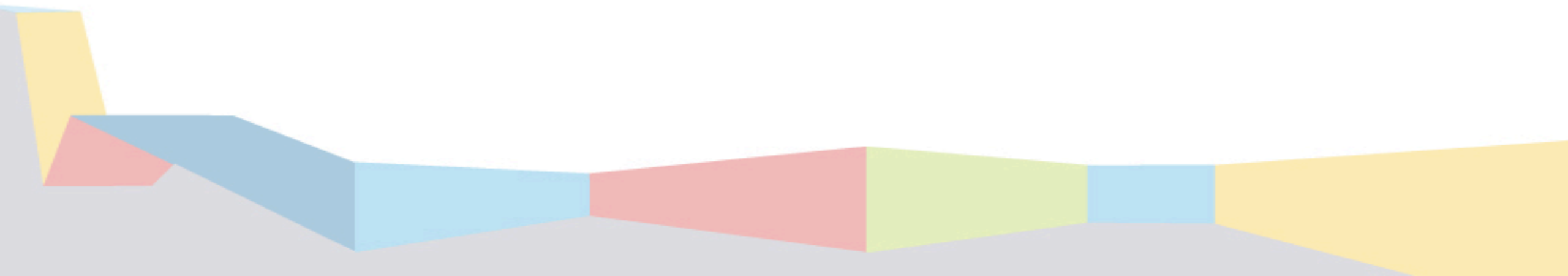
Plan of Attack: Authentic Accountability

- Inform practice and PD through Teacher Data Talks at Random
 - Use the DESE building report forms to personalize the building supports
 - Refine the implementation of Vertical Teams
 - Increase Principal Autonomy with Principal Meeting Agenda topics
 - Develop a District/DESE Data PLC
- 
- 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 modern, abstract design.

Questions



Literacy Plan Update



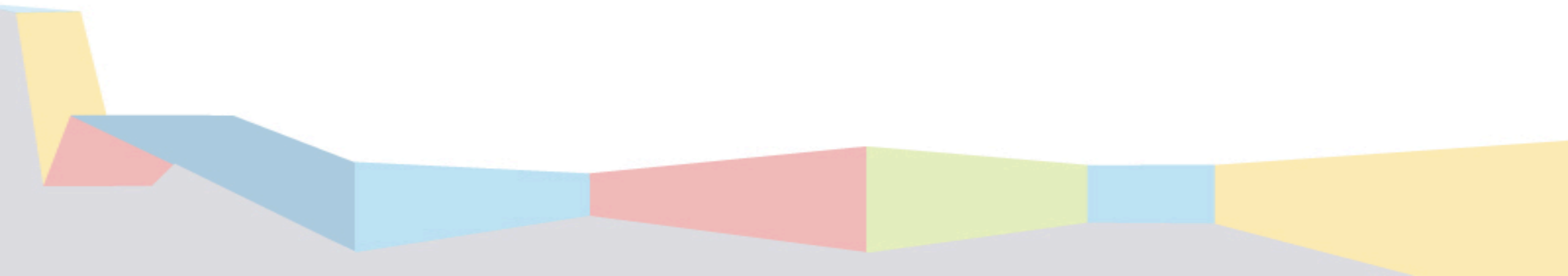
Monitoring of Literacy Plan Results

- Creating assessments and item analysis
- Providing resources for formative assessments (Book and SchoolNet)
- Practice station resources
- “Curriculum Friday Updates”
- Professional development aligned to needs

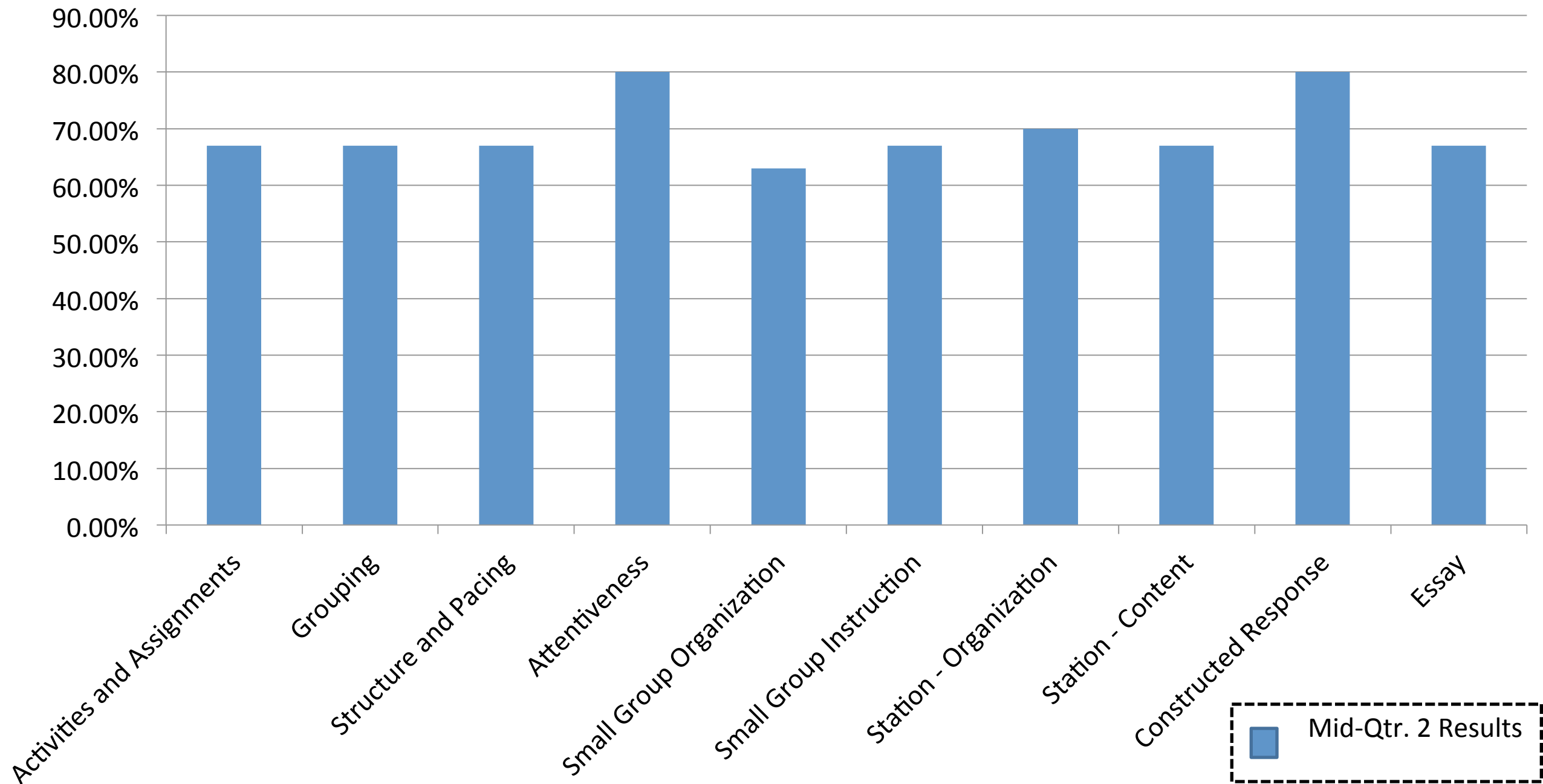


Restructuring of Curriculum ELA Staff

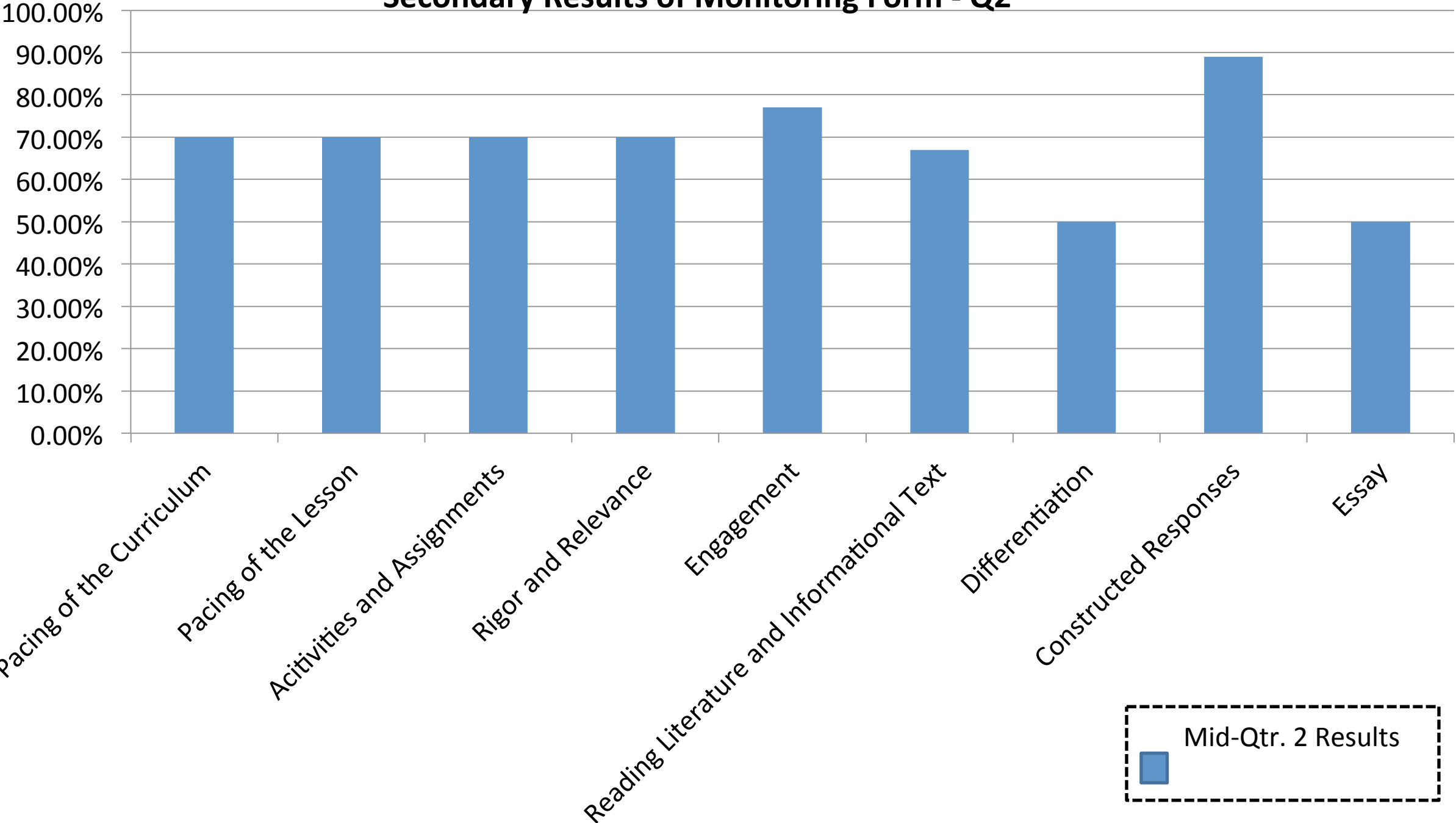
- Becky Nace, English Language Arts, Grades K-2
- Sherry Eastin, English Language Arts, Grades 3-8
- Michael McAnally, English Language Arts, Grades 9-12



Elementary Results of Monitoring Forms

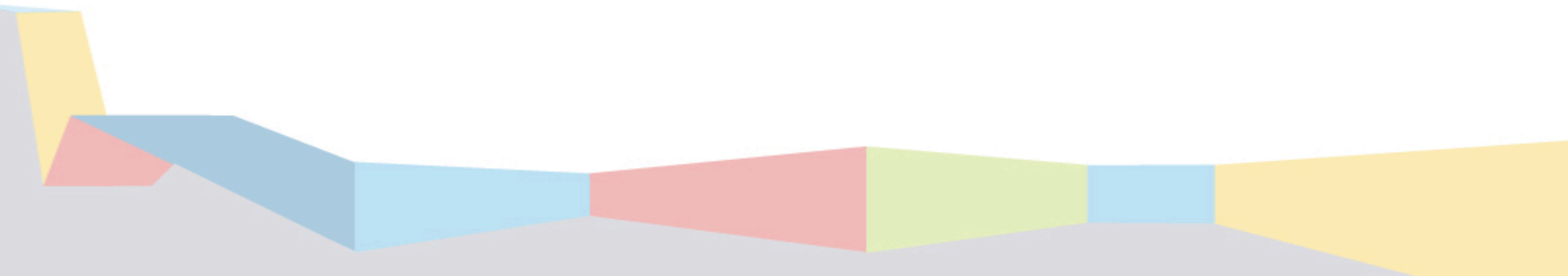


Secondary Results of Monitoring Form - Q2



Adjustments made to the Literacy Plan as a result of walkthrough date

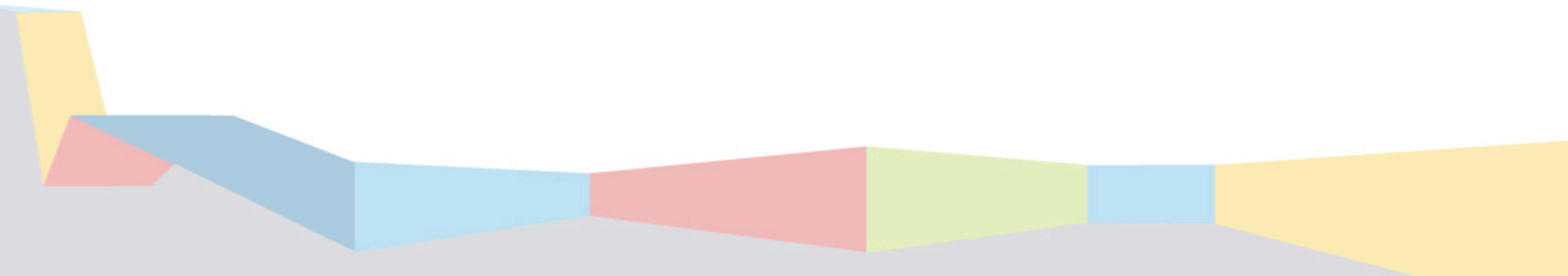
- Feedback to principals
- Individual building reports
- More specific monitoring assignments and reporting
- Professional development aligned to walkthrough data
- Pilot RTI



Questions

Feedback

Questions from blue cards –



RSIT Breakout Discussion



Feedback/Requests



Monthly Meeting Date

