

Kansas City Public Schools and Department of Elementary and Secondary Education

Regional School Improvement Team Meeting

Tuesday, March 26, 2013

KANSAS CITY
PUBLIC SCHOOLS



Academic Division



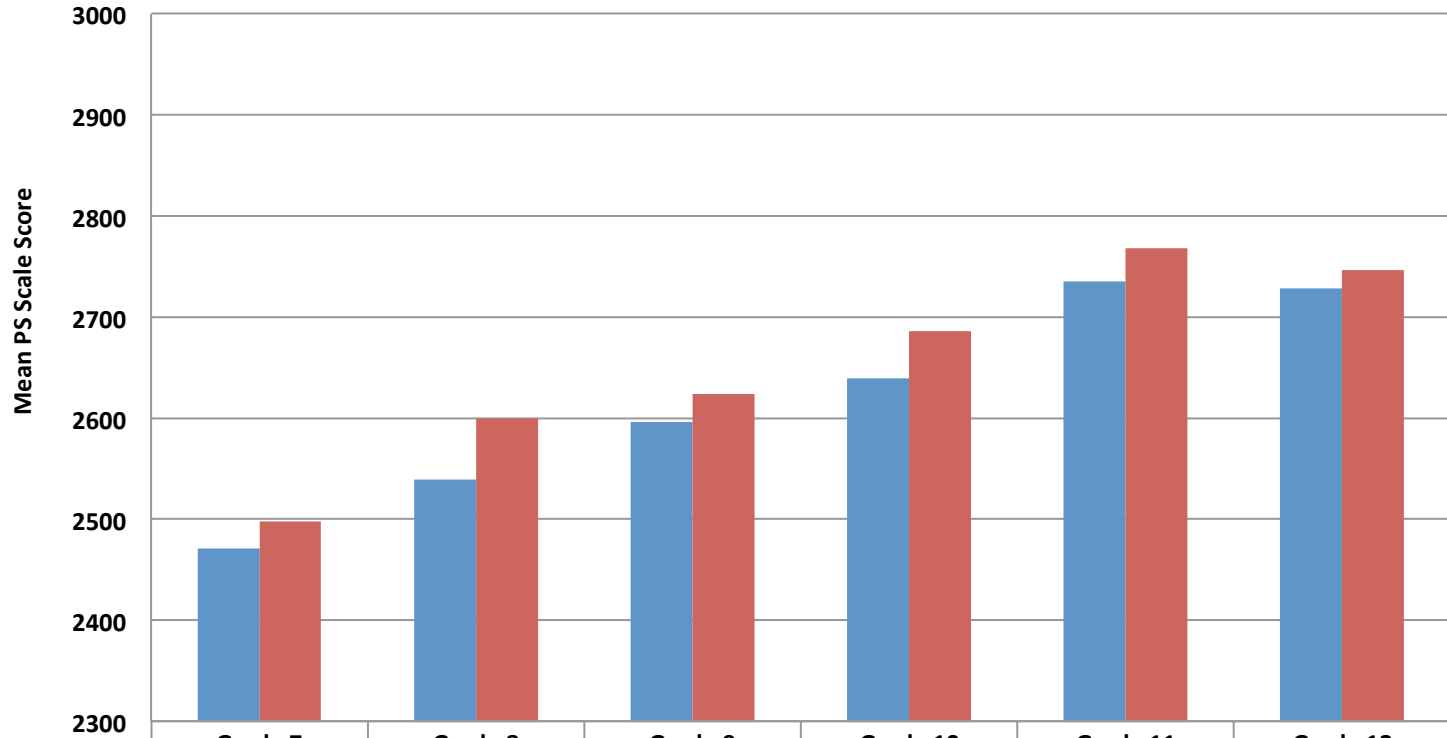
Spring Assessments

March Assessments:

- Ed Performance Series
Grades 7-12
- Acuity C
Grades 3-6

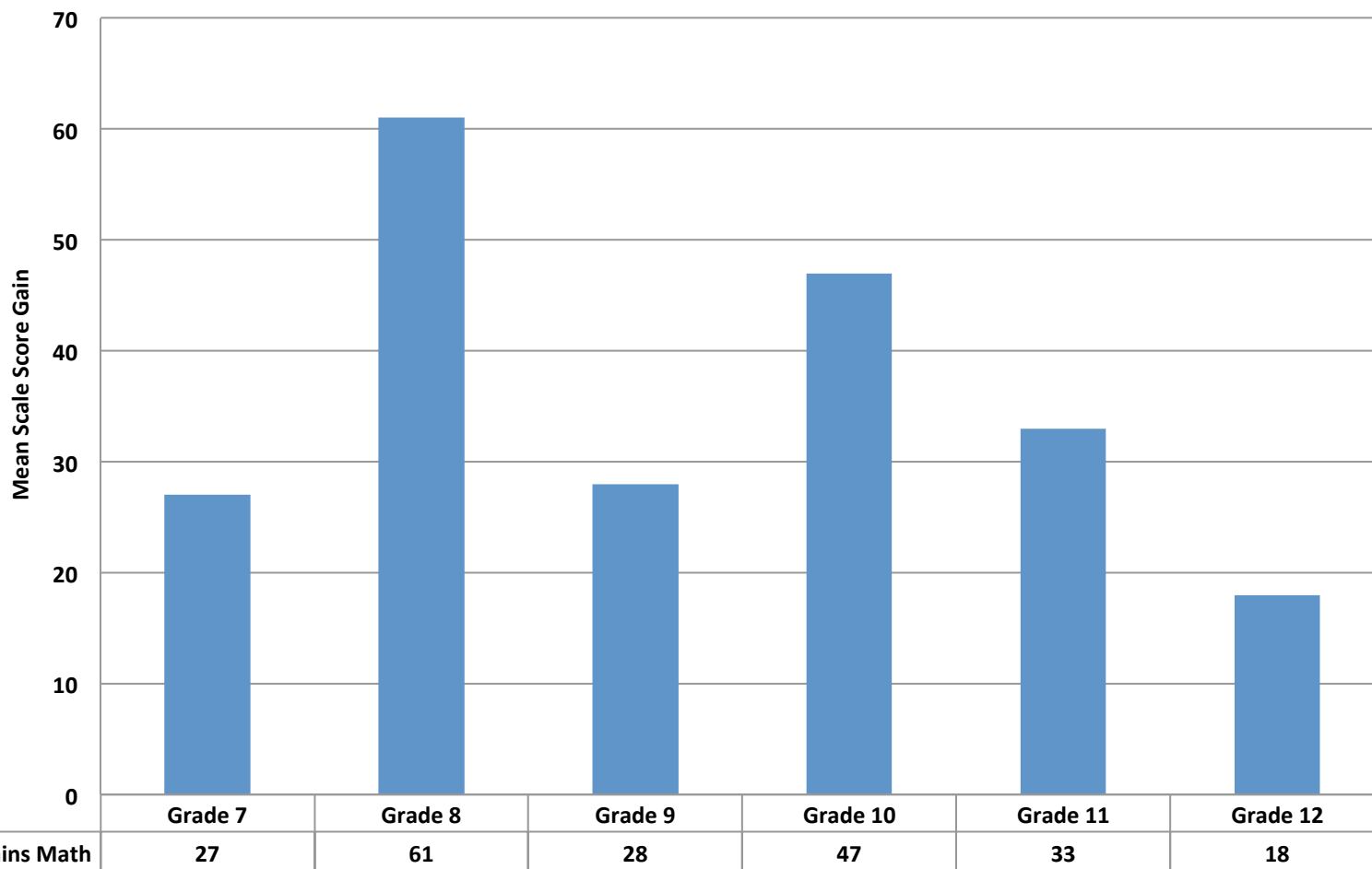


Math Performance Series Fall to Early Spring Scale Score Gains by Grade

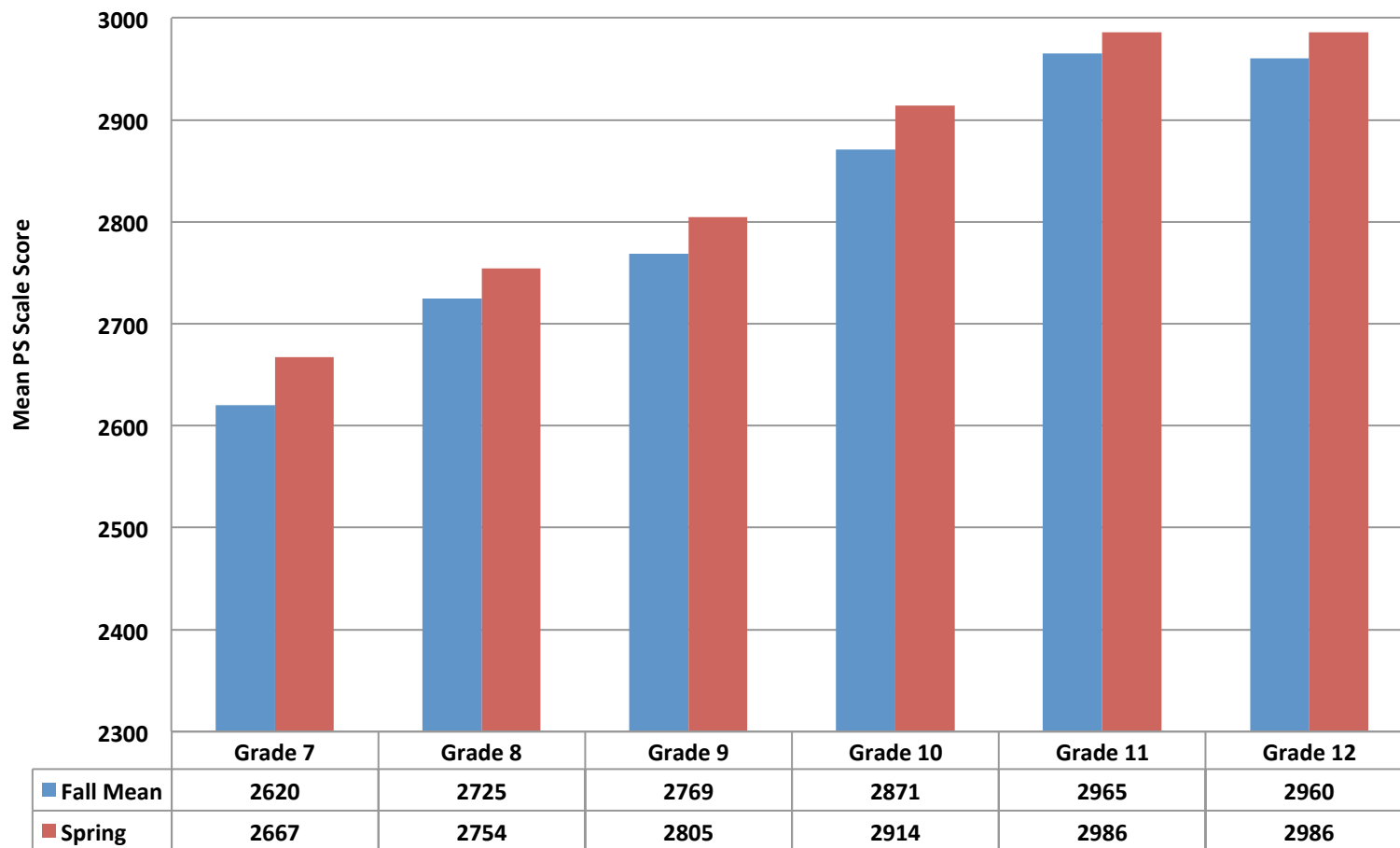


	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Fall Mean	2471	2539	2596	2639	2735	2728
Spring Mean	2498	2600	2624	2686	2768	2746

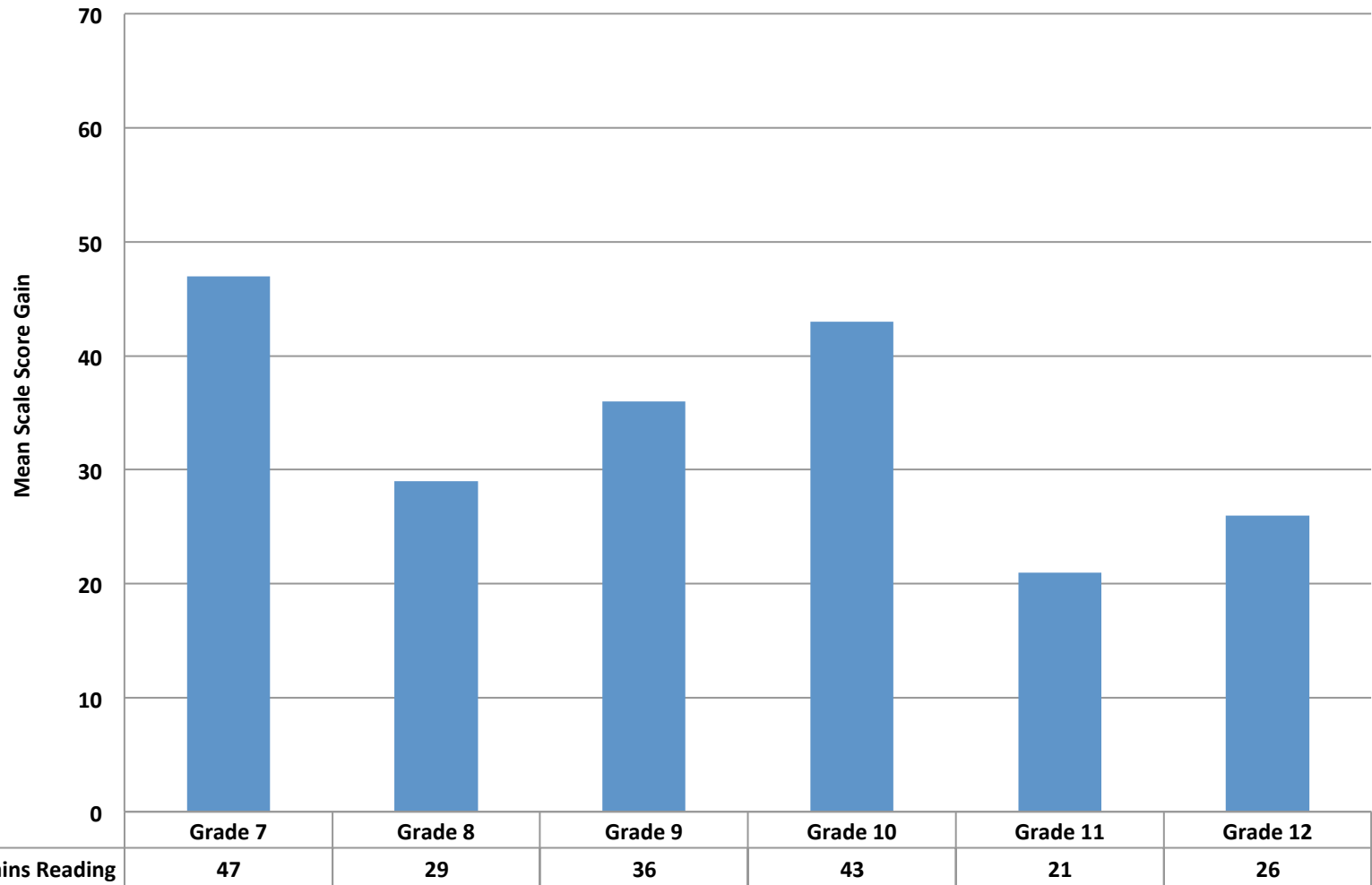
Math Gains Fall to Early Spring by Grade



Reading Performance Series Fall to Early Spring Scale Score Gains by Grade



Reading Gains Fall to Early Spring by Grade



Performance Series KCPS Observed Gains and National Math and Reading Gains

	KCPS Math Gains	Math National Overall Gains	KCPS Reading Gains	Reading National Overall Gains
Grade 7	27	95.4	47	48.25
Grade 8	61	77.28	29	36.1
Grade 9	28	54.39	36	20.37
Grade 10	47	54.74	43	19.5

SY 2012-2013 Acuity A to Acuity C Grades 3-8

	MSIP 5 Index				% Below Basic				% Proficient (Prof and Adv.)			
	Acuity A	Acuity B	Acuity C	Growth A-C	Acuity A	Acuity B	Acuity C	Growth A-C	Acuity A	Acuity B	Acuity C	Growth A-C
Lang. Arts	306.1	308.6	312.5	6.4	13.9%	15.0%	15.0%	1.1%	28.8%	32.3%	34.9%	6.1%
3	289.3	294.2	300.3	11.0	20.0%	18.8%	18.6%	-1.4%	24.8%	25.4%	29.1%	4.3%
4	293.1	297.5	288.5	-4.6	18.7%	20.4%	23.1%	4.4%	26.4%	33.2%	29.3%	2.9%
5	315.4	326.4	329.6	14.2	11.0%	10.3%	11.2%	0.2%	30.0%	40.2%	41.3%	11.3%
6	328.8	314.3	332.0	3.2	4.3%	9.7%	6.5%	2.2%	33.2%	28.3%	39.2%	6.0%
7	355.7	371.2	367.6	11.9	4.3%	4.5%	1.5%	-2.8%	54.3%	59.1%	60.3%	6.0%
8	341.5	363.5	367.3	25.8	3.8%	3.8%	0.0%	-3.8%	41.5%	51.9%	53.8%	12.3%
Math	316.9	319.9	317.7	0.8	8.9%	10.8%	12.8%	3.9%	31.6%	36.8%	37.6%	6.0%
3	309.5	311.4	302.4	-7.1	6.6%	12.6%	17.6%	11.0%	22.2%	32.5%	34.7%	12.5%
4	302.9	310.4	320.7	17.8	13.1%	11.6%	7.6%	-5.5%	28.2%	31.3%	35.2%	7.0%
5	342.3	335.3	326.1	-16.2	2.2%	8.9%	11.8%	9.6%	41.3%	45.5%	39.4%	-1.9%
6	309.8	319.3	311.8	2.0	14.5%	10.6%	16.1%	1.6%	33.6%	37.1%	37.6%	4.0%
7	365.7	360.6	386.8	21.1	2.9%	3.0%	2.9%	0.0%	54.3%	48.5%	63.2%	8.9%
8	382.7	396.1	440.4	57.7	3.8%	2.0%	0.0%	-3.8%	65.4%	68.6%	88.5%	23.1%

Science -Acuity B			
	MSIP 5 Index	% Below Basic	% Prof. and Adv.
Science	305.3	13.6	26.2
5	303.9	14.1	25.5
8	332.7	5.8	38.5

*7th and 8th Grade for FLA Students Only

Acuity C Results : Areas of Concern for Grade 4 ELA

Strand	R1: Develop and apply skills and strategies to the reading process.	R2: Apply skills and strategies to comprehend, analyze and evaluate <u>fiction</u> .	R3C: Apply skills and strategies to comprehend, analyze and evaluate <u>nonfiction</u> .	W2E: Compose well-developed text.
GLE	R1Hb: Identify and explain the relationship between the main idea and supporting details. (27%)	R2Ba: Identify and explain examples of figurative language emphasizing simile. (45%) R2Ca: Use details from the text to make concrete inferences from passage information. (48%) R2Cd: Use details from the text to identify cause and effect. (48%)	R3Cd: Use details from the text to determine the cause or effect of a situation or something that happened – inferred. (53%) R3Cg: Use details from the text to make predictions – what would happen if conditions or elements in a text were different. (53%)	W2Ea: In written text capitalize holidays, names of counties and countries. (34%) W2Eb: In written text employ correct punctuation – commas in a series. (45%)
Resource for additional student practice	Houghton Mifflin MO Test Preparation Grade 4 Theme 1 page 8 Theme 2 pages 20 and 22 Theme 6 pages 86-87 Buckle Down Grade 4 Unit 1 Lesson 2 page 19 (main idea and details) Unit 1 Lesson 3 page 32 (main idea and details)	Houghton Mifflin MO Test Preparation Grade 4 Theme 6 page 97 Theme 5 page 59 Buckle Down Grade 4 Unit 2 Lesson 6 page 74 (figurative language) Unit 2 Lesson 4 page 44 (inferring, cause and effect)	Houghton Mifflin MO Test Preparation Grade 4 Theme 2 page 19 Theme 3 page 35 Theme 5 page 59 Buckle Down Grade 4 Unit 2 Lesson 4 page 44 (inferring, cause and effect) Unit 1 Lesson 2 page 19 (predicting)	Buckle Down Grade 4 Unit 5 Lesson 15 page 166 (capitalization and punctuation)

Acuity C Results: Areas of Concern for Grade 3 Math

Strand	Numbers and Operations	Algebraic Relationships	Geometric and Spatial Relationships	Measurement
	Tested GLEs already covered and needed to be revisited			
GLEs	<p>N1C: Recognize equivalent representations for the same number and generate them by decomposing and composing numbers(4%) (53%)</p> <p>N3C: Apply and describe the strategy used to compute a given multiplication of 2-digit by 2-digit (49%)</p> <p>N3D: Estimate and justify products and quotients of whole numbers: Reasonableness of estimate:(47%) Estimate two-digit multiplication problem (48%)</p>	<p>A1A: Describe geometric and numeric patterns (48%)</p> <p>A1B: Analyze patterns using words, tables and graphs: Choose the rule that describes a pattern (31%) Find the rule for a pattern given an Input-Output table (53%) Choose the best description of a number pattern on a graph (38%)</p> <p>A2A: Represent a mathematical expression as an expression or number sentence: Represent and model division (57%)</p>	<p>G1A: Name and identify properties of 1-,2-, and 3-D shapes and describe the attributes: Select the true statement about given 3-D shape (44%)</p> <p>G3A: Predict the results of sliding/translating, flipping/reflecting, or turning/rotating around the center point of a polygon: Select the pair of objects that are rotations of each other (49%)</p> <p>G3C: Create a figure with multiple lines of symmetry: Select the number of lines of symmetry (32%)</p>	<p>M1B: Tell time to the nearest minute(57%)</p>
Pacing				

Acuity C Results: Areas of Concern for Grade 5 Math

Strand	Numbers and Operations	Algebraic Relationships	Geometric and Spatial Relationships	Measurement	Data and Probability
	Tested GLEs already covered and needed to be revisited		Some tested GLEs have been taught but majority are still to be covered		
GLEs	<p>N1B: Recognize and generate equivalent forms of commonly used fractions and decimals: convert decimal to fraction (38%)</p> <p>N2A: Represent and recognize division using various models: Represent division as a repeated subtraction (51%)</p> <p>N3B: Demonstrate fluency with efficient procedures for adding and subtracting fractions and decimals: Add fractions with unlike denominators(36%)</p> <p>N3D: Estimate and justify products and quotients of whole numbers and sums/ differences of decimals and fractions: Calculate answers rounded to the ones place (35%)</p>	<p>A2A: Represent mathematical expression or number sentence with a variable(57%)</p> <p>A3A: Model problem situation and draw conclusions using representations: Select graph that corresponds to a given real-world situation (32%)</p>	<p>G1C: Predict the result of subdividing, combining and transforming shapes (38%)</p>	<p>M1B: Identify the equivalent weights and capacities within a system of measurement (39%)</p> <p>M2C: Determine the volume by finding the total number of same size units needed to fill a space without gaps(27%)</p> <p>M2E: Convert from one unit to another within a system of linear measurement (50%)- average on 5 items tested</p>	
Pacing	First Semester		March 4- April 9, 2013	February 4-27, 2013	

Acuity C Results: Areas of Concern for Grade 6 Math

Strand	Numbers and Operations	Algebraic Relationships	Geometric and Spatial Relationships	Measurement	Data and Probability
	Tested GLEs already covered and needed to be revisited		Some tested GLEs have been taught but majority are still to be covered		
	<p>N1A: Apply and understand whole numbers to million, fractions and decimals:... Given a fraction, identify a model of the fraction (41%)</p> <p>N1B: Recognize and generate equivalent forms of fractions, decimals and benchmark percent (39%)</p> <p>N3E: Solve problems using ratios and rates (54%) (46%)</p> <p>Note: Acuity C included 2 items on N2D: Identify square and cubic numbers: compute a value cubed (38%) (61%). This GLE is not explicitly tested in the MAP</p>	<p>A1B: Represent and describe patterns with tables, graphs, pictures, symbolic rules or words: determine the formula for the second part of a number pair (54%)</p> <p>A3A: Translate verbal statements to math expression with variable: multiplication and subtraction (32%)</p>	<p>G1A: Identify similar and congruent shapes: Select shape congruent to a given moderate shape (star, L-shape, etc.) (57%)</p> <p>G2A: Use coordinate systems to construct geometric shapes: Select the point/s needed to complete a quadrilateral on a coordinate grid (37%) (51%)</p> <p>G4B: Draw or use visual models to represent solve problems: Find the area of a non-rectangular shape divided into unit squares (49%)</p>	<p>M2E: Convert from one unit to another: determine the number of ounces equivalent to AB pounds (38%)</p>	<p>D1C: Interpret circle graphs; create and interpret stem-and-leaf plots: -Get one datum from a circle graph (31%) - Compare two of four data from a circle graph (57%) - Stem-and-leaf plot: apply multiple data (47%)</p> <p>D2A: Find range and measures of center, including mean, median and mode: Given any type of graph or table, determine median of data, odd number of data points (39%)</p>
Pacing	First Semester	Jan 8 – Feb 14, 2013	Feb 25 -Mar 15	March 18 –Apr 9, 2013	April 15-26, 2013

Highly Tested ELA CLE's

Grade	Skill/Strand	GLE
7-12	Vocabulary: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade level text, choosing from a range of strategies: context, common Greek and Latin affixes and roots, and specialized references.	R1E
7-12	Inferences: Make logical inferences/draw conclusions while independently reading fiction and nonfiction grade-level text by providing several pieces of textual evidence as support.	R1G, R1H, R2C, R3C
7-12	Summarizing: Determine a central idea of a text and provide an objective summary, including all important ideas, key vocabulary and supporting facts in own words.	R1H, R2C, R3C
7-10	Literary Techniques: Demonstrate command of grade-level literary techniques with emphasis on hyperbole, imagery, and propaganda in both fiction and nonfiction.	R2B, R3B
7-10	Literary Elements: Identify point of view, plot and sub-plot, mood, flashback, theme and types of conflict using details from the text; evaluate the effectiveness of the problem-solving processes of characters.	R2C
7-12	Cause and Effect: Analyze how the author unfolds an analysis or series of ideas or events including their sequence, development and the connections between them; analyze and evaluate the organizational pattern.	R2C, R3C
9-12	Point of View and Author's Purpose: Determine an author's viewpoint or purpose in a text and analyze how an author uses rhetoric to advance that viewpoint or purpose.	R3C

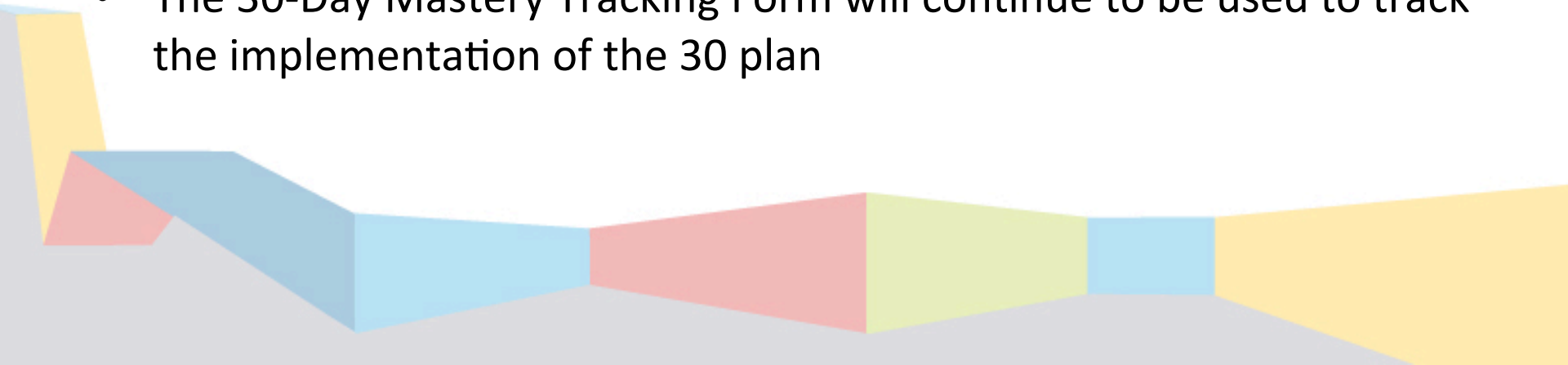
Note: The district provided Review Test Practice Booklets for grades 7-10 which included training on how to use them; also suggestions for pacing.

Strand	Highly Tested Math CLEs				
	Grade 7	Grade 8	Algebra 1	Algebra 2	Geometry
Numbers and Operations	N3C, N3D	N1B, N3C,N3E (all 7 th grade levels)	N1A, N1B	N1A, N1B	Not Tested
Algebraic Relationships	A2A, A2B, A3A,A4A	A2A, A2B A3A	A1C, A2A, A2B,A2D	A2D, A3A, A4A	A1B, A3A. A4A
Data and Probability	D1C, D2AD3A, D4A	D1C, D2AD2B, D3A	D1C, D2A, D3C	D2A, D2C, D4B	Not Tested
Geometric and Spatial Relationship	G1A, G1BG2A, G4B	G1A,G3A, G3B,G4B	Not Tested	Not Tested	G1A, G1B, G3C, G4A
Measurement	M1B, M2E	M2B, M2D	Not Tested	Not Tested	M2B, M2C

Note: MAP and EOC Review Packets have been rolled out with suggested pacing and sequence to hit the highly tested CLEs before state testing.

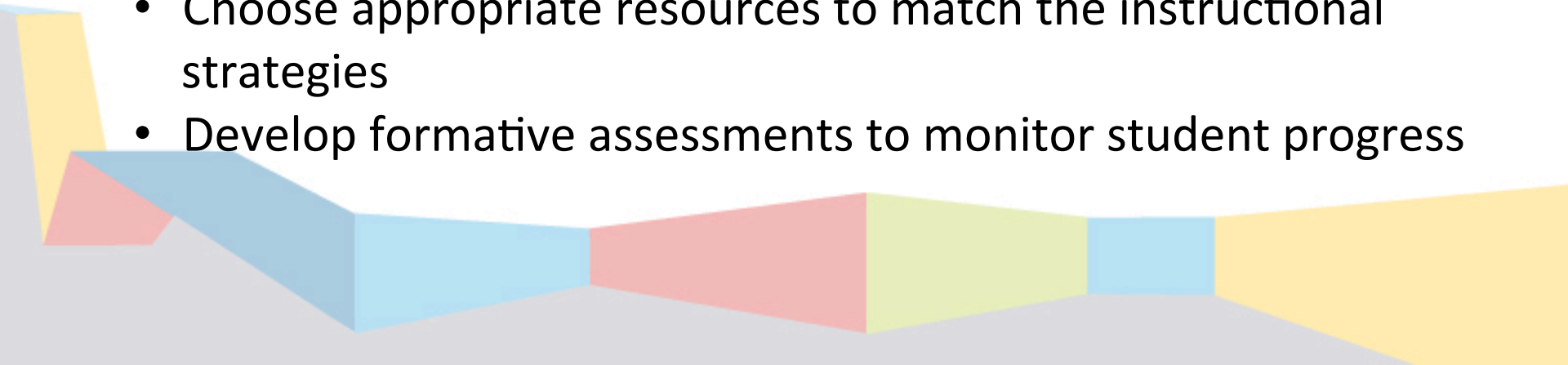
Actions to Address Areas of Need at the Building Level

- District Coaches will continue to work with building leadership teams to use the Acuity or Ed. Performance data to drill down to the specific areas of need for each building.
- District Coaches will use that information to make sure that the data teams are staying focused on areas of need
- Students will be assigned to small groups to receive the necessary interventions for identified areas of need. This will be especially the case with those students that are in the below basic category
- The 30-Day Mastery Tracking Form will continue to be used to track the implementation of the 30 plan



Actions a District Coach will Take with her/his Building

- Meet with each grade-level Data Team to analyze Acuity/Ed Performance test results
 - Identify low-performing GLEs/CLEs in Math and ELA
 - Analyze Acuity/Ed Performance test questions
 - Identify students close to moving from Below Basic to Basic
- Work with teachers to identify instructional strategies to raise student performance on the identified GLEs/CLEs
- Choose appropriate resources to match the instructional strategies
- Develop formative assessments to monitor student progress



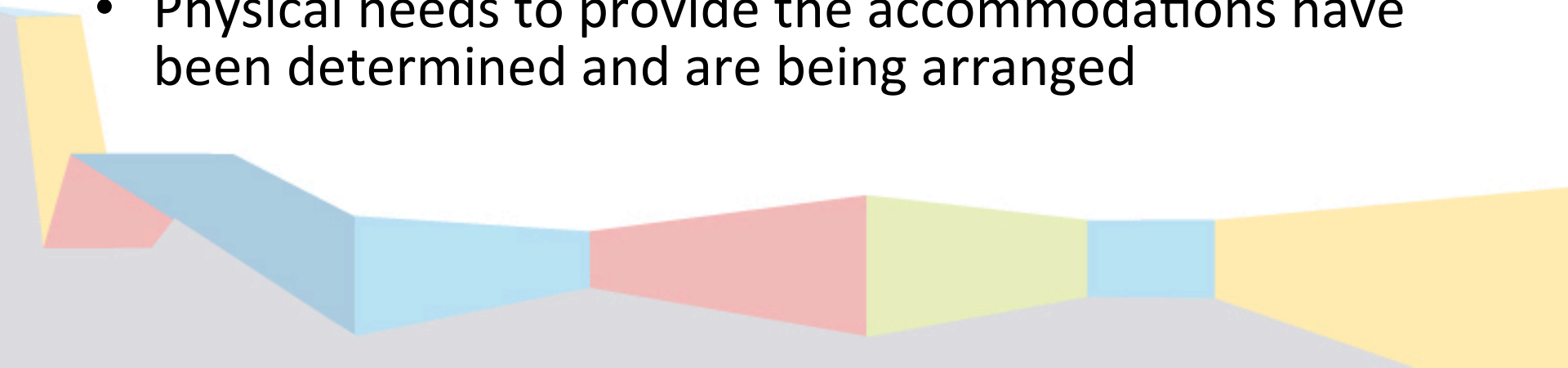
MAP - A

- All Students eligible for MAP –A were identified
- Appropriate data was collected
- In house training and review of the data collected was conducted by the RPDC
- MAP – A data was submitted

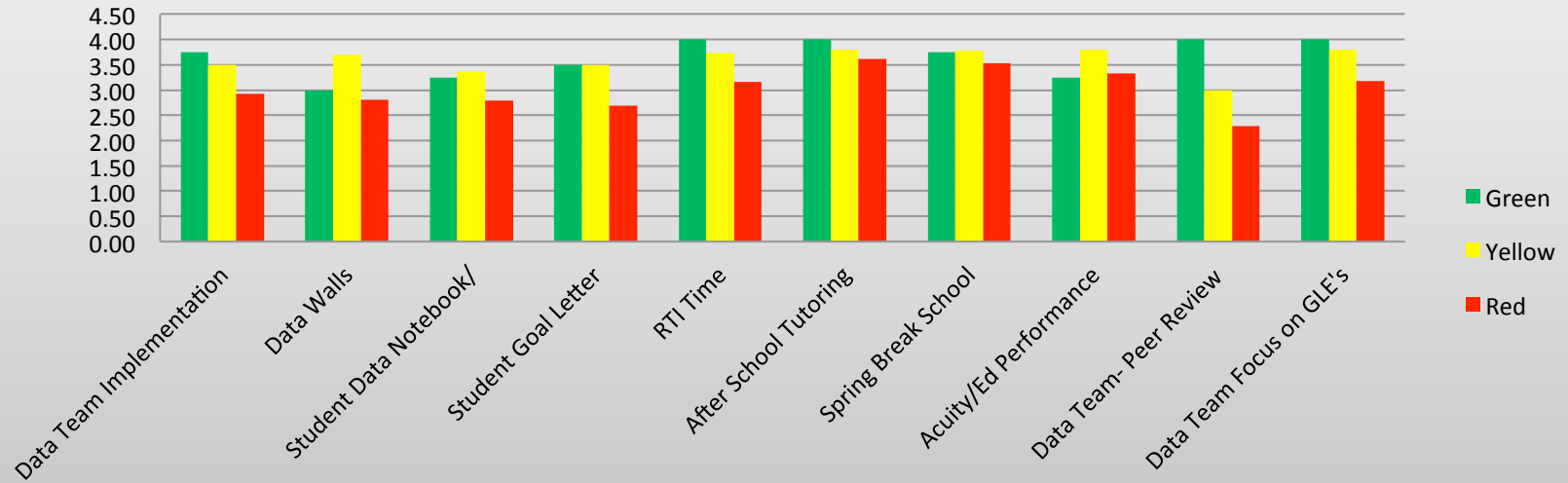


Special Education Accommodations

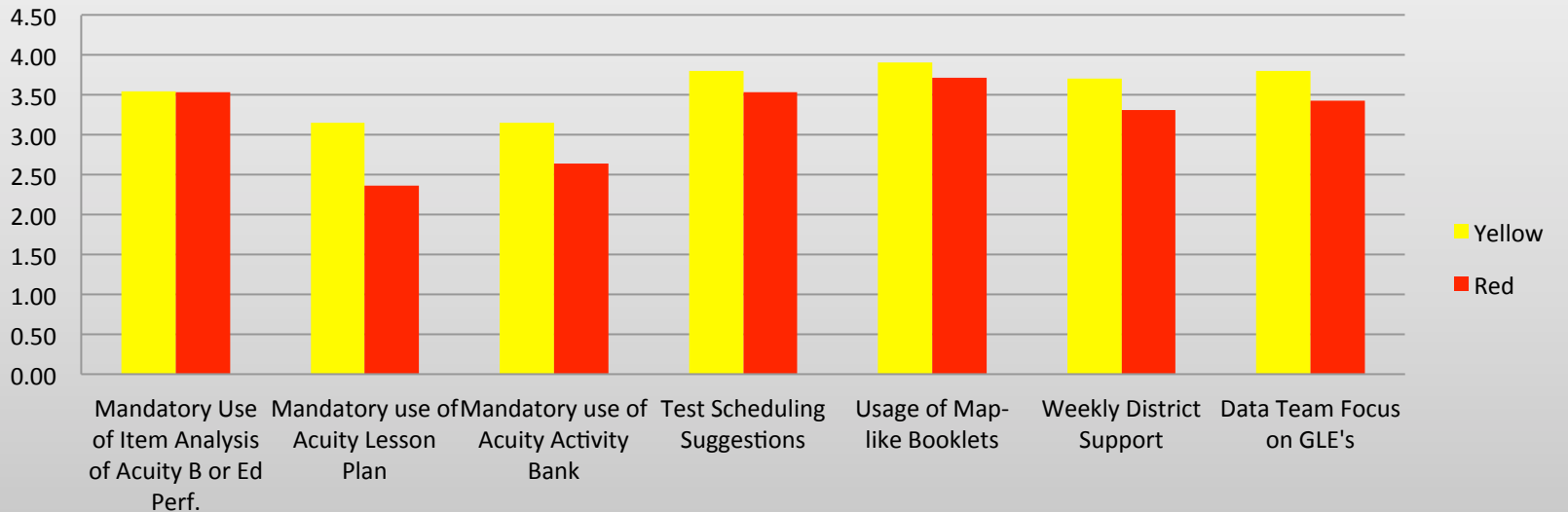
- All IEPs have been reviewed to determine who are eligible to receive accommodations
- Staffing needs to provide the accommodations have been determined
- Appropriately certified staff have been identified to administer the accommodations
- Training for staff administering the accommodations is being provided
- Physical needs to provide the accommodations have been determined and are being arranged



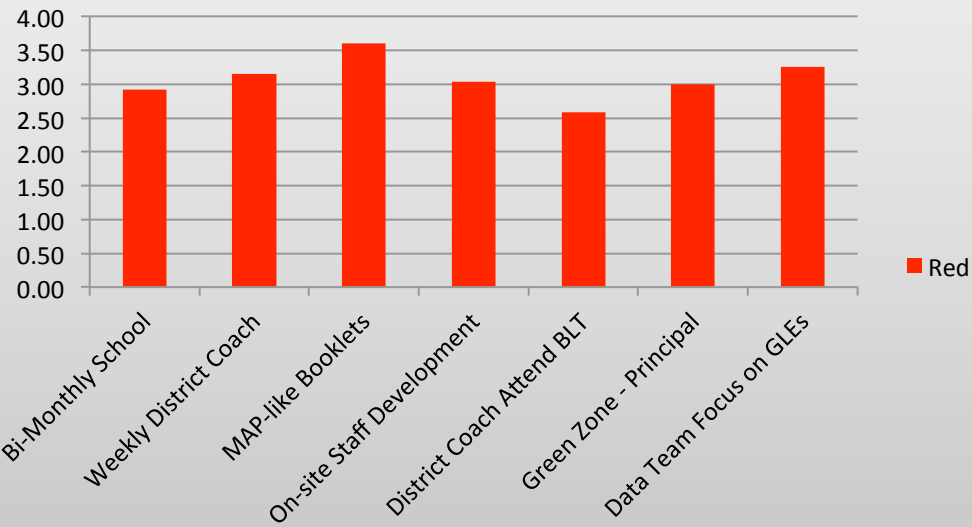
Green, Yellow and Red Schools Tracking Results



Yellow and Red Schools Tracking Results



Red Schools Tracking Results



Questions and Answers

School Leadership

Road Map to Re-accreditation: 30-Day Plan—Follow Up



30-Day Plan—Follow-Up

Everyone of us has a stake in ...transformation away from selfish lives and toward commitment to others. The quality of the future depends on our actions and whether we choose to invest in our children.

-Marian Wright Edelman



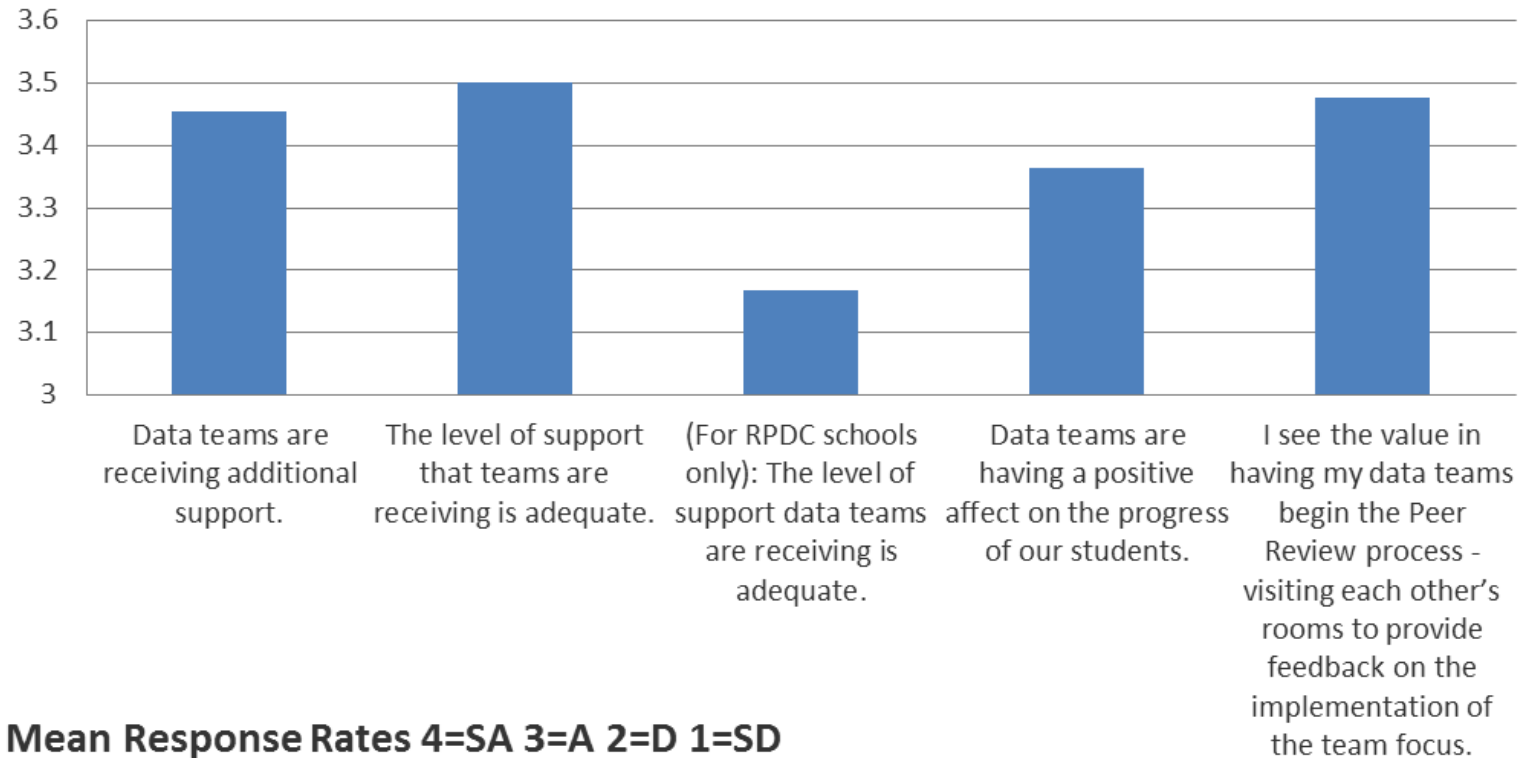
KCPS Administrator Dashboard

Indicators	Measure	Staff Responsible	Baseline 3/1/13	Target	3/22/13
Attendance	Pulse--IT	Principals School Leadership	69.29%	90%/90%	72%
Academic Achievement (ELA) Grades 3-8	Acuity	Assessment Team	306.1 Acuity A	312.5 Acuity C	83% of the grade levels demonstrated growth
Academic Achievement (Math) Grades 3-8	Acuity	Assessment Team	316.9 Acuity A	317.7 Acuity C	67% of the grade levels demonstrated growth
Map-Like Test Environment	Check List	Principal & Building Team	NA	100%	100%
Spring Break School	Scheduling Report District Monitoring Enrollment list	Principals School Leadership Assessment C & I	NA	100% Participation	100% Participation by enrolled students

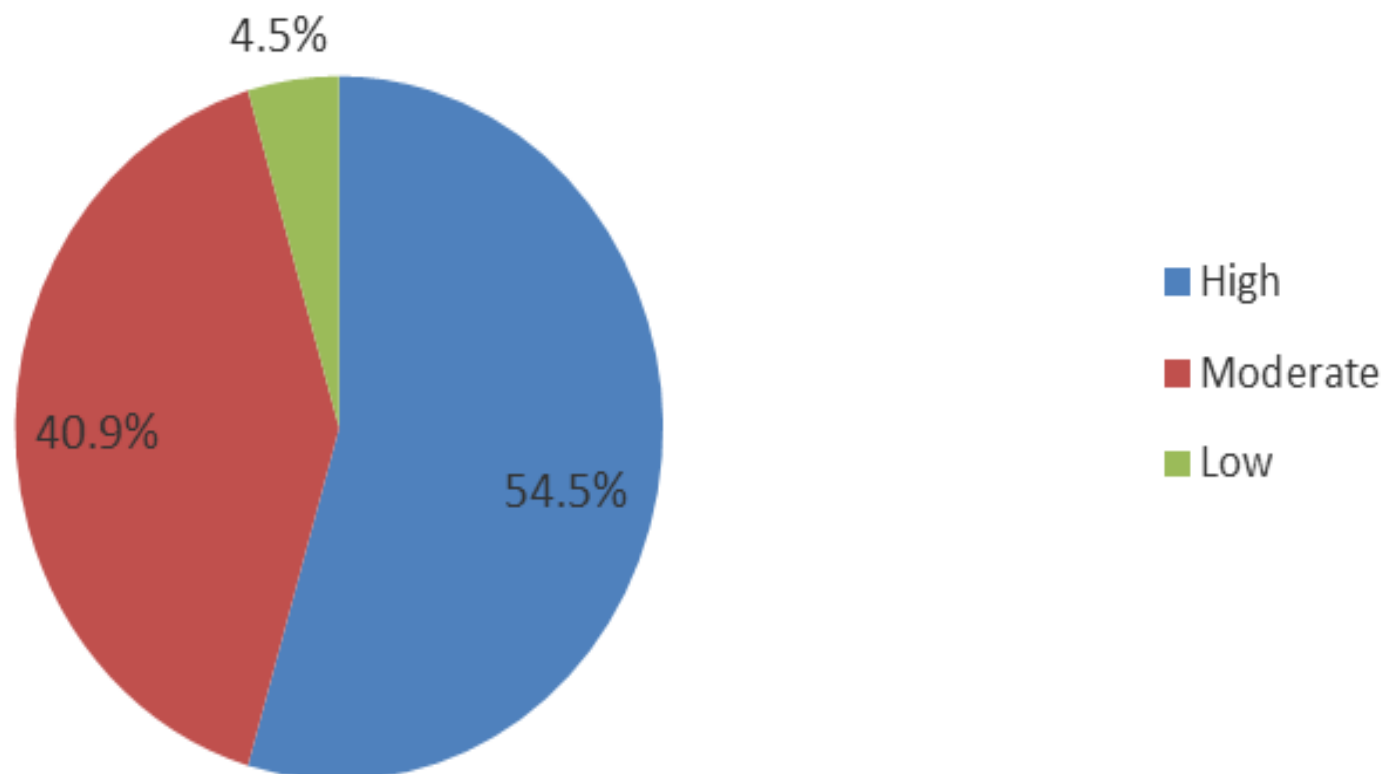
KCPS Administrator Dashboard

Indicators	Measure	Staff Responsible	Baseline 3/1/13	Target	3/22/13
NISL--MoLead	Attendance & Action Plan Implementation	School Leaders	94% (1) Absence--illness	100%	100%
Tracking Forms	Quantification	C & I	NA	100%	100%
Cabinet Involvement	Onsite Meetings & Walk-Thrus	Supt. & Cabinet	March PD visited 24 buildings	24 building Visits	100%
Build Capacity at Building Level	Attend Principal Mtgs.	School Leadership	NA	33 APs attend 3/7 mtg.	100%
Leverage Successes	Principal share	School Leadership	NA	Share at 3/7 mtg.	100%

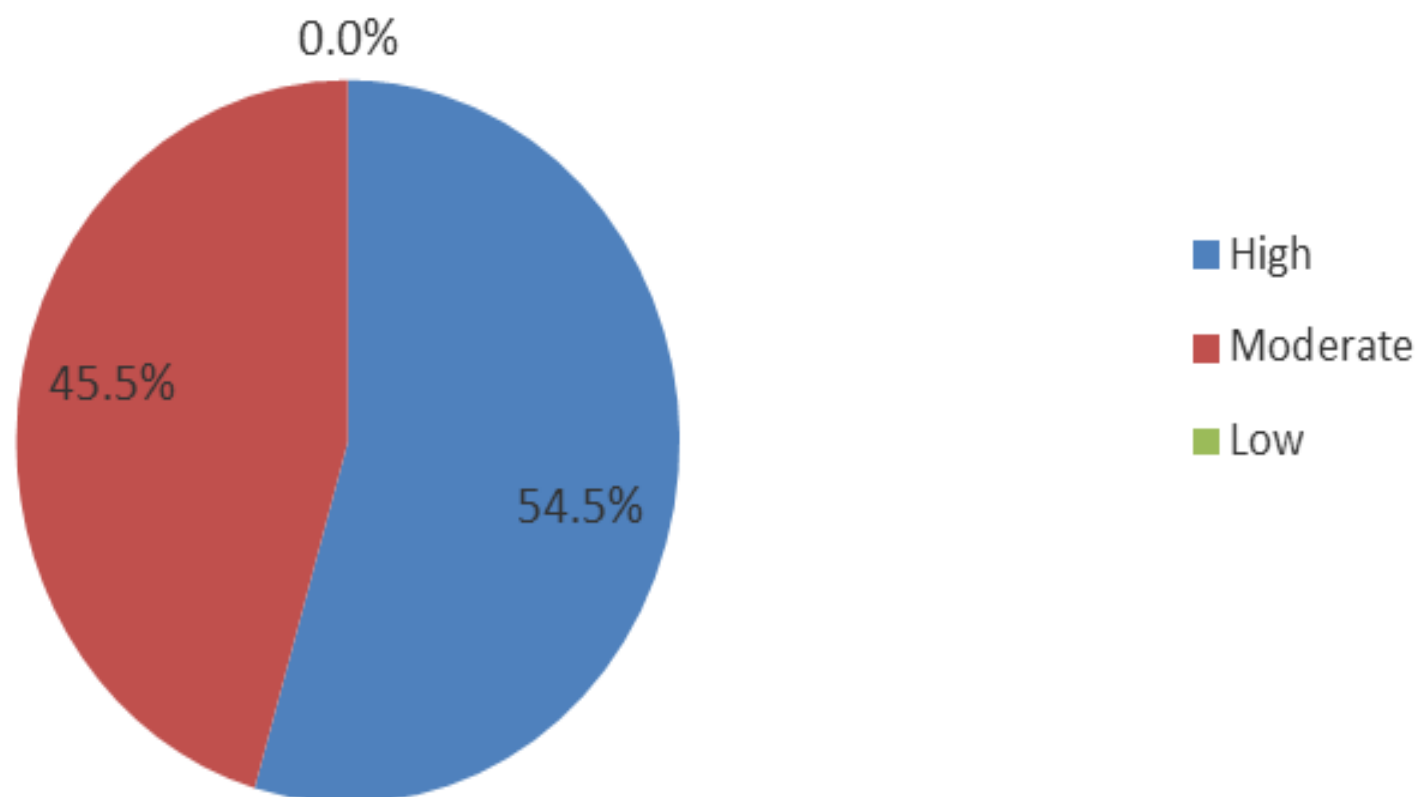
30-Day Survey



Rate the level of your data teams' use of the item analysis feature available through Acuity and Ed Performance. Rate the level of your data teams' use of the item analysis feature available through Acuity and Ed Performance.



Rate your students' knowledge of their past performance and goal setting for 2013 MAP? Rate your students' knowledge of their past performance and goal setting for 2013 MAP?



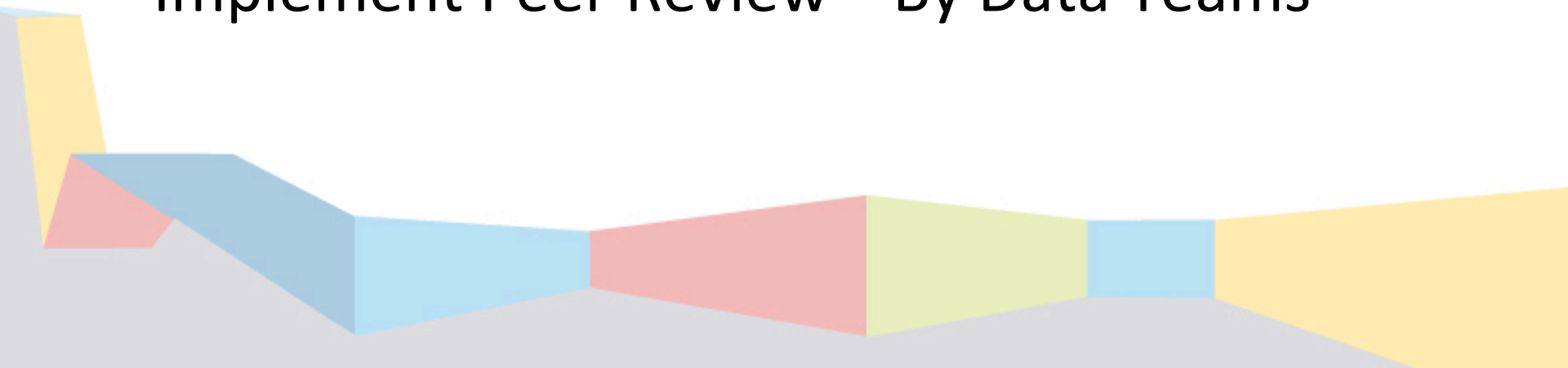
Next 30-Days

- Laser-like focus on the latest Assessment Data
- Map buildings by Performance: Green, Yellow, Red
- Intensive Support for the High Schools
 - Intensify the focus on the highly-tested GLEs/CLEs
 - Provide & Monitor implementation a Blue Print for teaching the highly-tested GLEs/CLEs
- Item- Analysis Utilization by every teacher
- Implement the Use of the Revised Building Tracking/Monitoring Forms



Next 30-Days

- Review Test Administration and Test Security
- Share Lessons learned at NISL at Principal Meetings
- Continue to Build Leadership Capacity—APs attend Principals Meetings
- Implement Peer Review—By Data Teams



Human Capital Management

Stability and Continuity

Retention Strategies

- Selection
- Behavior Based Interview training
- Performance/Competency



Stability and Continuity

The Relationship between Turnover and Effectiveness

- New teachers
- Experience
- Good Turnover



2010-2013 Retention Status

Teachers

School Year	Total Number of Teachers Hired	Number of Teachers Separated in First Year	Number of Teachers Separated in Second Year	Number Remaining
2010-2011	77	14	37	26
2011-2012	190	63	7	120
2012-2013	161	15 (YTD)	0	146

School Based Administration

School Year	Total Number Hired	Number Separated in First Year	Number Separated in Second Year	Number Remaining
2010-2011	6	3	3	0
2011-2012	6	2	0	4
2012-2013	9	0	0	9

Non-Certified Staff

School Year	Total Number Hired	Number Separated in First Year	Number Separated in Second Year	Number Remaining
2010-2011	137	43	21	73
2011-2012	134	33	25	76
2012-2013	193	30	N/A	7

Administration/Cabinet

School Year	Total Number Hired	Number Separated in First Year	Number Separated in Second Year	Number Remaining
2010-2011	4	1	1	2
2011-2012	9	6	0	3
2012-2013	7	0	N/A	7

Experience Lifecycle

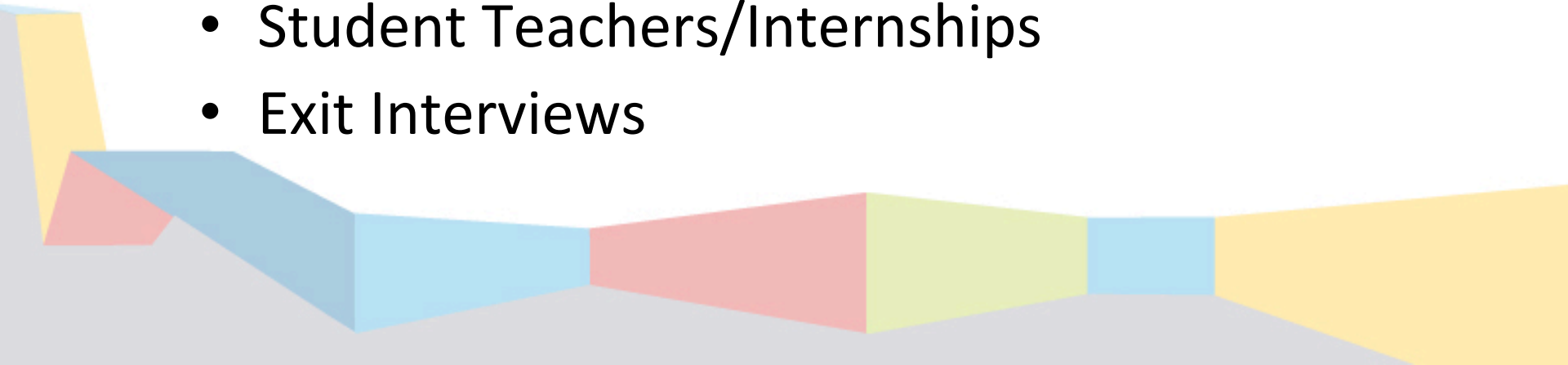
- Beginning
- Emerging
- Developing
- Experienced



Workplace Stability

What Are We Doing?

- Orientation
- Teacher Induction Program
- Peer Mentoring
- Data Teams
- Leadership Academy
- Academic Tuition Program
- Student Teachers/Internships
- Exit Interviews



Questions and Answers

Feedback

Blue Card Questions – March 1, 2013



RSIT Breakout Discussion

Feedback/Requests

Monthly Meeting Date