Kansas City Public Schools and
Department of Elementary and Secondary Education

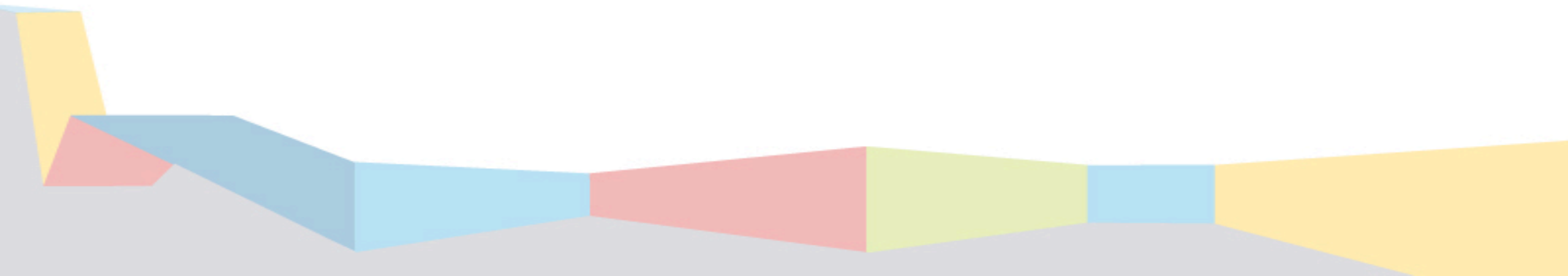## Regional School Improvement Team Meeting

Thursday, August 29, 2013

KANSAS CITY
PUBLIC SCHOOLS

# Roadmap to Re-Accreditation:
Personalization and Precision

Roadmap to Re-Accreditation Personalization and Precision

A Systemic, Sustainable Approach to Regaining Accreditation: Compelling Questions

- How did we get here?

- What will we modify?

- How will we sustain the momentum of achievement?

- What is our evidence-based rationale for seeking re-classification of KCPS accreditation status?
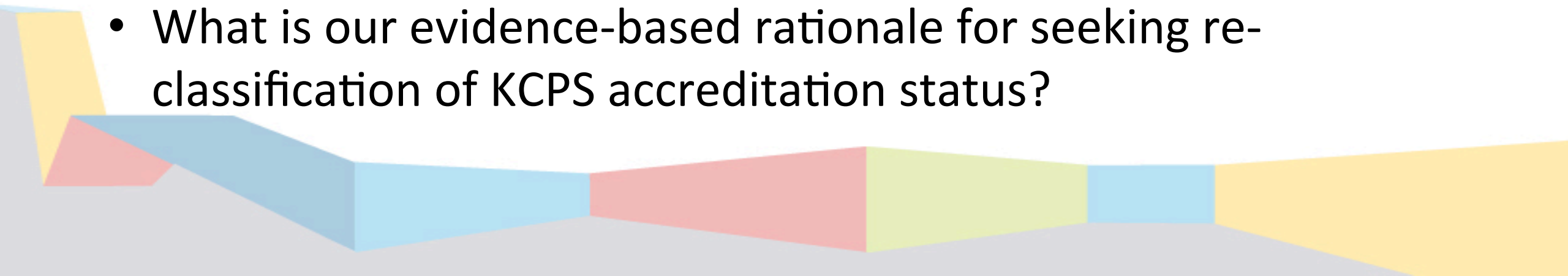
2011 vs. 2012 MSIP Standards/Indicators

MSIP Standard/Indicator	2011	2012	Improved	Earned a 'MET' on 2012 APR
9.1*1 - 3-5 Mathematics	716.1	723.5	Y	N *
9.1*2 - 3-5 Communication Arts	709.2	708.0	N	N
9.1*3 - 6-8 Mathematics	700.9	709.1	Y	N
9.1*4 - 6-8 Communication Arts	714.7	714.9	Y	N
9.1*5 - 9-11 Mathematics	706.8	710.3	Y	N
9.1*6 - 9-11 Communication	763.1	740.0	N	N
9.3 - ACT	17.3%	15.0%	N	N
9.4*1 - Advanced Courses	35.5%	47.2%	Y	Y
9.4*2 - CTE Courses	10.0%	17.2%	Y	Y
9.4*3 - College Placement	52.2%	66.3%	Y	Y
9.4*4 - CTE Placement	91.8%	88.7%	N	Y
9.5 - Graduation Rate	57.3%	64.3%	Y	N
9.6 - Attendance	89.1%	91.3%	Y	N
BONUS - MAP Achievement	0	4	Y	Y

* Only needed to increase 3 points in 2013 in order to meet the Standard
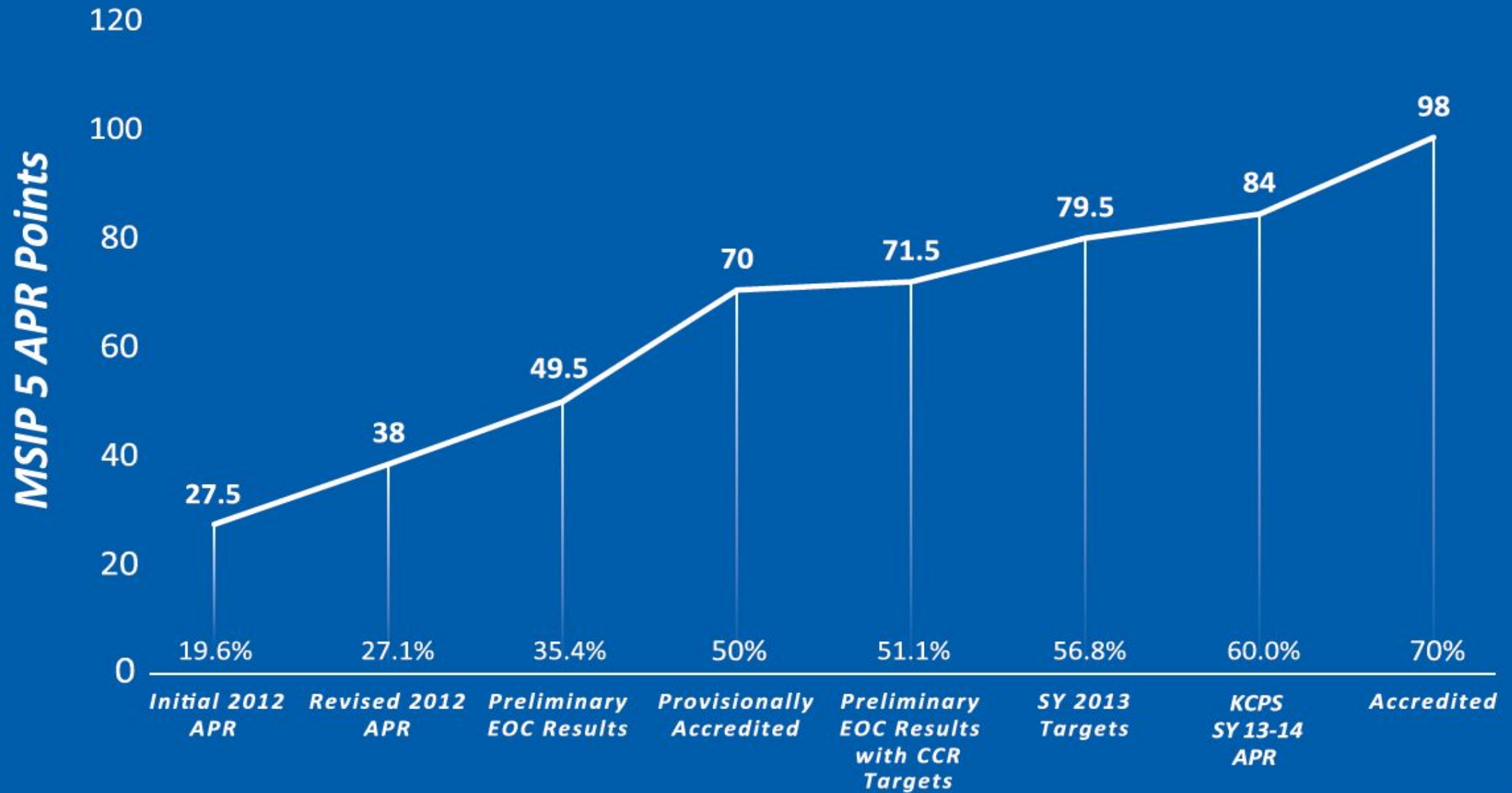
A Systemic, Sustainable Approach to Regaining Accreditation

KCPS had a systematic approach to regaining accreditation by maintaining a laser-like focus on district and building level data. Deliberately drilling down to each classroom level enabled personalized instruction for every student. This intentional approach provided teachers the knowledge to move students forward regardless of their current performance level.

MSIP 5 - State Accountability System

- The fifth version of the Missouri School Improvement Program that focused on five performance standards.

District Focus

Targets based on District data in:
- Academic Achievement
- Subgroup Achievement
- College & Career Readiness
- Attendance Rate
- Graduation Rate

Elementary and High Schools

- Elementary focused on three standards
- High Schools focused on five standards

Individual School

- Schools' goals and targets were based on their individualized academic and performance data.
- Quarterly benchmarks were put in place to monitor and measure progress at the district level.

Individual Classroom

- Classroom goals and targets were based on their students' individualized academic data.
- Building level administration through data teams monitored and measured progress at the classroom level.

Individual Student

- Student goals and targets were based on their personalize academic data.
- Teachers monitored and measured their student's progress through formative and summative assessments.

	2013	2014	2015
APR Total Points	84.0/140		
Percent of Points	60.0%		

MSIP 5 Standards

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned
1. Academic Achievement	56.0	24.0	42.9%
2. Subgroup Achievement	14.0	6.5	46.4%
3. College and Career Ready (CCR)	30.0	23.5	78.3%
4. Attendance	10.0	7.5	75.0%
5. Graduation Rate	30.0	22.5	75.0%
Total	140.0	84.0	60.0%

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned	
1. Academic Achievement				
English Language Arts	16.0	0.0		0.0%
Mathematics	16.0	6.0		37.5%
Science	16.0	12.0		75.0%
Social Studies	8.0	6.0		75.0%
Total Points Earned	**56.0**	**24.0**		**42.9%**
2. Subgroup Achievement				
English Language Arts	4.0	0.0		0.0%
Mathematics	4.0	2.0		50.0%
Science	4.0	3.0		75.0%
Social Studies	2.0	1.5		75.0%
Total Points Earned	**14.0**	**6.5**		**46.4%**
3. College and Career Ready (CCR)				
3.1 – 3*	10.0	8.0		80.0%
3.4*	10.0	8.0		80.0%
3.5 – 6*	10.0	7.5		75.0%
Total Points Earned	**30.0**	**23.5**		**78.3%**
4. Attendance	**10.0**	**7.5**		**75.0%**
5. Graduation Rate	**30.0**	**22.5**		**75.0%**
Total	**140.0**	**84.0**		**60.0%**

District Level MISP 5 Committees

Academic & Subgroup Committee:

- Academic Division
- Directors of Assessment and C&I
- Curriculum Coordinators
- School Leadership Team
- Coordinator for Instructional Coaches
- Director for ESL

CCR and Graduation Committee:

- Assessment Coordinator
- Director of Guidance & Counseling
- School Leadership
- Graduation Specialist
- CTE Coordinator
- Coordinator for Gifted and Talented Education

Attendance Committee:

- Assessment Coordinator
- Office of Student Support
- Office of Student Intervention
- School Leadership
- IT Coordinator for Pulse and the Tyler System
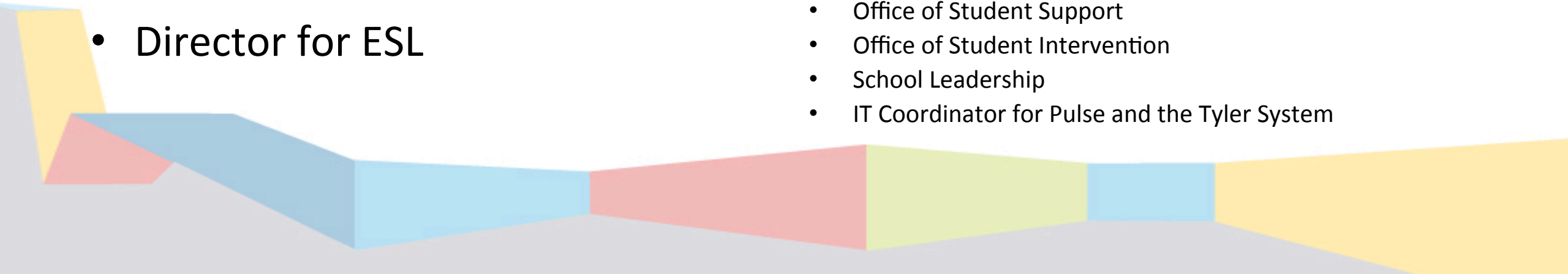
MSIP 5 2013 School APR Percent of Points Earned

School	Percent of Points Earned
LINCOLN COLLEGE PREP.	100.0%
TRAILWOODS ELEM.	100.0%
JAMES ELEM.	100.0%
WENDELL PHILLIPS ELEM.	96.4%
BORDER STAR MONTESSORI	95.7%
CARVER ELEMENTARY	91.4%
FOREIGN LANGUAGE ACADEMY	85.7%
JOHN T. HARTMAN ELEM.	84.3%
ROGERS ELEMENTARY	82.1%
PITCHER ELEM.	82.1%
WHITTIER ELEM.	82.1%
GLADSTONE ELEM.	75.7%
FAXON	72.1%
PHILLIS WHEATLEY ELEM.	65.0%
PASEO ACAD. OF PERFORMING ARTS	59.3%
ATTUCKS ELEM.	59.3%
HOLLIDAY MONTESSORI	58.6%
EAST HIGH SCHOOL	57.1%
GARFIELD ELEM.	53.6%
PRIMITIVO GARCIA ELEM.	47.1%
LONGFELLOW ELEM.	41.4%
AFRICAN CENT COLLEGE PREP ACAD	39.6%
CENTRAL ACADEMY OF EXCELLENCE	39.3%
B. BANNEKER ELEM.	36.4%
GEORGE MELCHER ELEM.	33.6%
SATCHEL PAIGE ELEM.	30.7%
M. L. KING ELEMENTARY	22.9%
NORTHEAST HIGH	20.0%
TROOST ELEM.	17.1%
AC PREP ELEMENTARY	14.3%
SOUTHWEST EARLY COLLEGE CAMPUS	13.1%

*Green - Full Accreditation

*Yellow - Provisional Accreditation

*Red - No Accreditation

MAP/EOC SY 2012 vs. 2013 English Language Arts

School Name	2012 MPI	2013 MPI	2012 to 2013 Change
EAST HIGH SCHOOL	274.6	288.5	13.9
PASEO ACAD. OF PERFORMING ARTS	307.5	313.3	5.8
LINCOLN COLLEGE PREP.	413.2	416.1	2.9
NORTHEAST HIGH	262.6	262.8	0.2
CENTRAL ACADEMY OF EXCELLENCE	247	239.9	-7.1
SOUTHWEST EARLY COLLEGE CAMPUS	276.3	269	-7.3
AFRICAN CENT COLLEGE PREP ACAD	295.1	284	-11.1
M. L. KING ELEMENTARY	225.6	267.5	41.9
GEORGE MELCHER ELEM.	231.9	265.8	33.9
LONGFELLOW ELEM.	263.2	288.9	25.7
ROGERS ELEMENTARY	278.6	298.8	20.2
ATTUCKS ELEM.	265.9	284.2	18.3
PITCHER ELEM.	294.7	311.1	16.4
HOLLIDAY MONTESSORI	317.4	333.3	15.9
B. BANNEKER ELEM.	238.1	253.5	15.4
PHILLIS WHEATLEY ELEM.	285.3	297.1	11.8
BORDER STAR MONTESSORI	347	356.5	9.5
WENDELL PHILLIPS ELEM.	308.9	318.2	9.3
SATCHEL PAIGE ELEM.	267.7	276.5	8.8
PRIMITIVO GARCIA ELEM.	283.6	288.8	5.2
TROOST ELEM.	250.4	254	3.6
CARVER ELEMENTARY	304.5	308	3.5
GLADSTONE ELEM.	293.4	295.7	2.3
TRAILWOODS ELEM.	334.3	329.4	-4.9
JAMES ELEM.	328.7	321.7	-7
FAXON ELEMENTARY	254	246.1	-7.9
GARFIELD ELEM.	240.3	230.4	-9.9
FOREIGN LANGUAGE ACADEMY *	345.7	324.6	-21.1
WHITTIER ELEM.	294.7	271.4	-23.3
JOHN T. HARTMAN ELEM.	327.5	295.8	-31.7
AC PREP ELEMENTARY	312.7	263.5	-49.2

MAP/EOC SY 2012 vs. 2013 Mathematics

School Name	2012 MPI	2013 MPI	2012 to 2013 Change
LINCOLN COLLEGE PREP.	360	406.9	46.9
AFRICAN CENT COLLEGE PREP ACAD	204.6	250	45.4
NORTHEAST HIGH	211.4	232.6	21.2
EAST HIGH SCHOOL	263.8	278.9	15.1
PASEO ACAD. OF PERFORMING ARTS	227.8	236.9	9.1
SOUTHWEST EARLY COLLEGE CAMPUS	221.7	225.5	3.8
CENTRAL ACADEMY OF EXCELLENCE	218.4	219.7	1.3
PITCHER ELEM.	301.5	339.7	38.2
GEORGE MELCHER ELEM.	255.1	286.6	31.5
M. L. KING ELEMENTARY	252.5	283.6	31.1
B. BANNEKER ELEM.	247.8	275.4	27.6
PHILLIS WHEATLEY ELEM.	297.8	314	16.2
LONGFELLOW ELEM.	266.1	281.9	15.8
GARFIELD ELEM.	258.8	266.8	8
GLADSTONE ELEM.	315	323	8
WHITTIER ELEM.	313.7	320.9	7.2
ROGERS ELEMENTARY	317.9	325	7.1
FAXON ELEMENTARY	270.8	273.1	2.3
TROOST ELEM.	259.2	260.5	1.3
BORDER STAR MONTESSORI	327	327.8	0.8
ATTUCKS ELEM.	301.1	296.8	-4.3
FOREIGN LANGUAGE ACADEMY *	360.2	355.3	-4.9
WENDELL PHILLIPS ELEM.	331.6	326.1	-5.5
CARVER ELEMENTARY	347.3	339	-8.3
PRIMITIVO GARCIA ELEM.	322.9	313.6	-9.3
HOLLIDAY MONTESSORI	345	335.1	-9.9
SATCHEL PAIGE ELEM.	301.1	286.3	-14.8
JAMES ELEM.	364.6	348.9	-15.7
TRAILWOODS ELEM.	369.4	343.1	-26.3
JOHN T. HARTMAN ELEM.	348.6	321.2	-27.4
AC PREP ELEMENTARY	306.3	261.2	-45.1

Roadmap to Re-Accreditation

Personalization and Precision:

How We Got Here
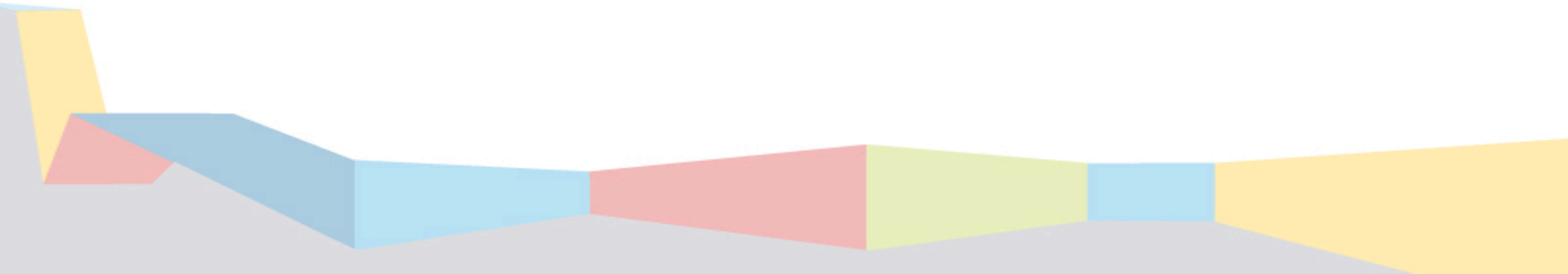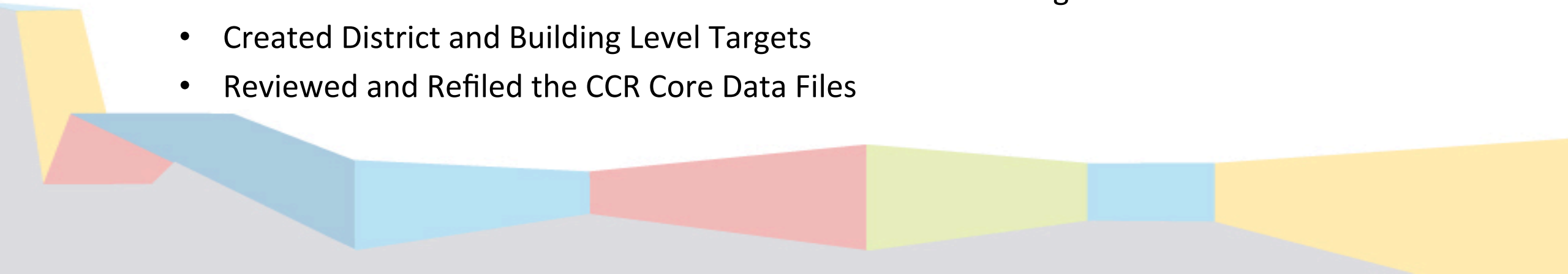
Personalization and Precision
What we did

Response: Assessment Department

Personalization:

- Ranked Every School – Green, Yellow, Red

- Created a Laser-like-focus – by building, by grade level, and by classroom

- Identified Threshold Students at every grade level by building

- Internal Tracking and Auditing System for Academics, CCR, Graduation Rate, and Attendance

Precision:

- Learned the new MSIP 5 Matrix – Studied the MSIP 5 Scoring Guide

- Created District and Building Level Targets

- Reviewed and Refiled the CCR Core Data Files

KCPS Elementary Schools MSIP5 – Achievement and Goals

		Standard				Smart Goal			Measurements		
		MPI									
		ELA	MA	SC	**ELA**	**MA**	**SC**	**ELA**	**MA**	**SC**	
Academic Achievement	1	345.7	360.2	318.4	360.7	375.2	333.4	Acuity C			
	2	334.3	369.4	366.7	349.3	384.4	381.7				
	3	328.7	364.6	302.6	343.7	379.6	317.6	Pre-Post Tests			
	4	327.5	348.6	269.4	342.5	363.6	284.4				
	5	347	327	320	362	342	335	DRA2			
	6	317.4	345	278.6	332.4	360	293.6				
	7	304.5	347.3	300	319.5	362.3	315	Imagine Learning			
	8	308.9	331.6	388.9	323.9	346.6	403.9				
	9	312.7	306.3	270.8	327.7	321.3	285.8	Success Maker			
	10	240.3	258.6	250	255.3	273.6	265				
	11	293.4	315	269.8	308.4	330	284.8	Voyager			
	12	294.7	313.7	297.5	309.7	328.7	312.5				
	13	283.6	322.9	283.3	298.6	337.9	298.3				
	14	278.6	317.9	235	293.6	332.9	250				
	15	294.7	301.5	244.4	309.7	316.5	259.4				
	16	285.3	297.8	270.3	300.3	312.8	285.3				
	17	267.7	301.1	221.8	282.7	316.1	236.8				
	18	265.9	301.1	242.9	280.9	316.1	257.9				
	19	263.2	266.1	262.5	278.2	281.1	277.5				
	20	254	270.8	166.7	269	285.8	181.7				
	21	250.4	259.2	237.9	265.4	274.2	252.9				
	22	231.9	255.1	181.1	246.9	270.1	196.1				
	23	238.1	247.8	194.4	253.1	262.8	209.4				
	24	225.6	252.5	221.8	240.6	267.5	236.8				

Roadmap to Accreditation: What we did

Response: Curriculum and Instruction Department

- Aligned Curriculum
- Data Teams
    - Identified low-performing GLEs/CLEs in Math and ELA
    - Analyzed Acuity/Ed Performance test data
    - Identified specific students and their needs
- Support of teachers provided by district and building coaches
- Accommodations provided to Special Education and ELL students

Roadmap to Accreditation: What we did

Response: Curriculum and Instruction

- Interventions provided
  - Tutoring - Extended Day and Spring break school
  - Test like resources
  - Reading Interventionists

- Professional Development
  - Targeted
  - Job embedded
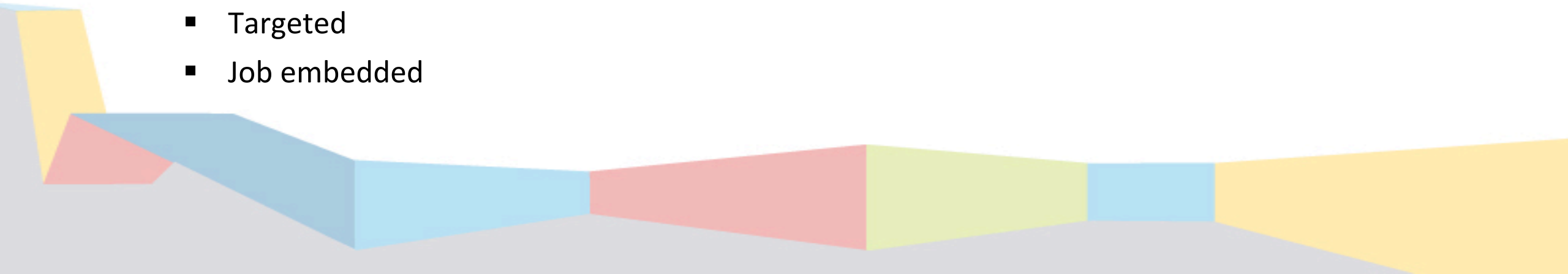
Roadmap to Re-Accreditation: Personalization & Precision
What we did

Response: School Leadership

- Faced the Brutal Facts
- Created a Sense of Urgency
- Sharpened Our Focus
- Increased Earned Autonomy
- Improved Analysis & Utilization of Data
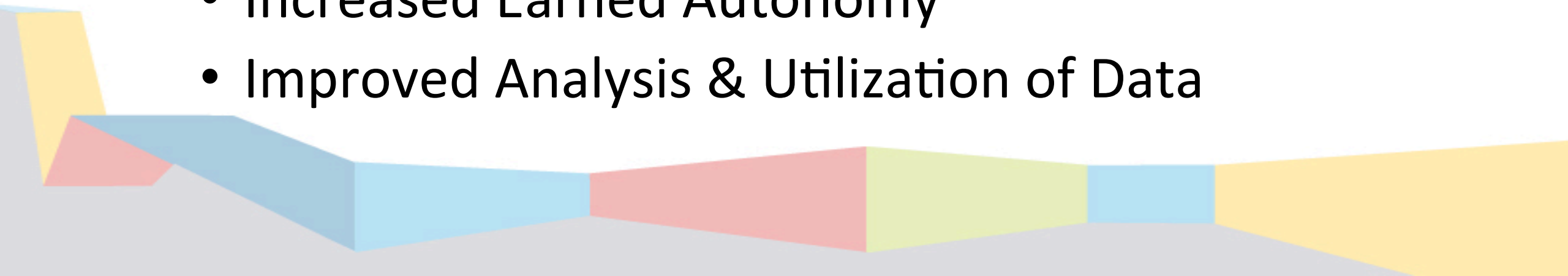
Roadmap to Re-Accreditation Personalization and Precision

School Leadership: Lessons Learned

- Change Ineffective Leadership

- Continue "No Excuses" Policy & Practice

- Refine Reform at Classroom Level

- Closely Monitor Principals' Individual Development Plan (IDP)

- Increase Parental/Guardian & Student Involvement

- Find & Use a High School Predictive Analytic
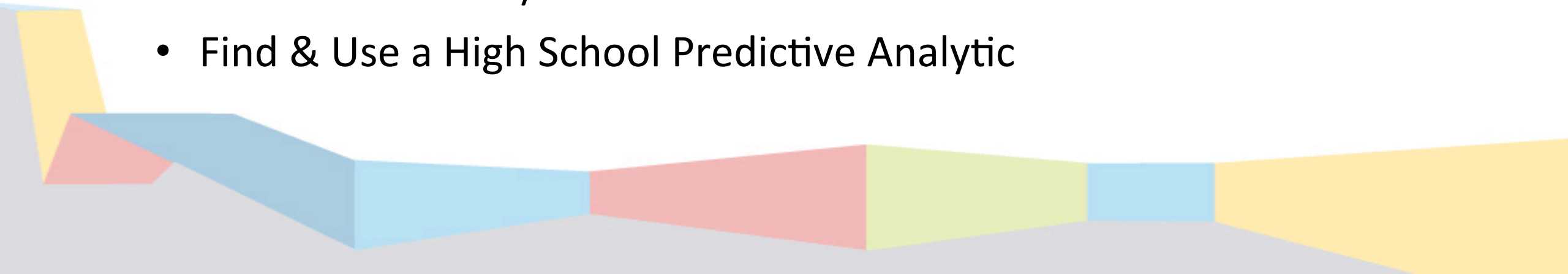
Roadmap to Re-Accreditation: Personalization and Precision

Next Steps…

What will we modify?
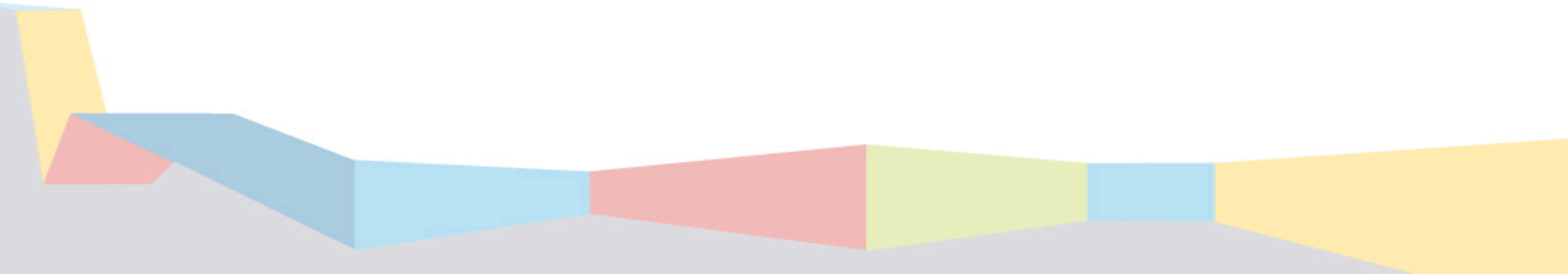
Roadmap to Re-Accreditation: Personalization & Precision

Where are we going? Full Court Press # 2

- Each building will develop its full court – Individual Academic Plan (IAP)
- First who—then what?
- Implement 3 Focused, District-wide Strategies
- Increase Rigor
- No OSS Absences
- Identify High School Predictive Analytic

Roadmap to Accreditation:
What will we modify?

- Data driven decision making embedded in school culture
- Deepen the work of Data Teams
- Continue the efforts in Math and Science
- Provide Digital Resources
- Provide Job Embedded professional development targeting content knowledge and process
- Use Instructional Coaches to work with teachers that have lowest performing students
- Focus on Literacy
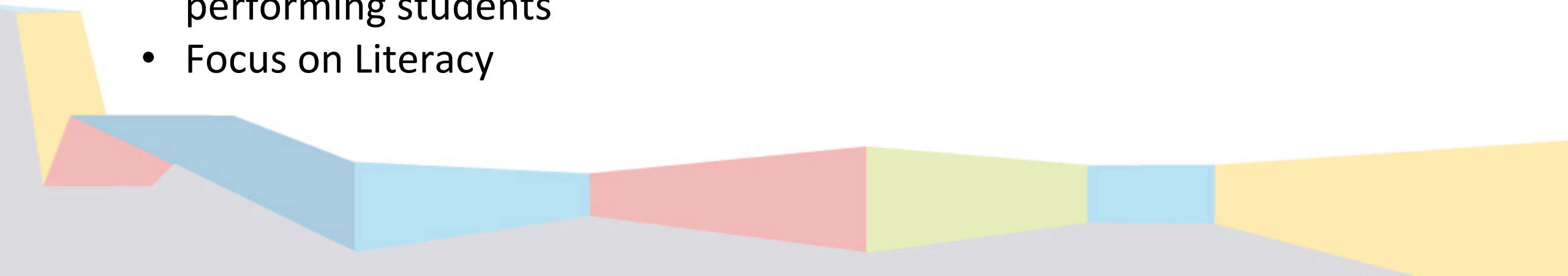
Roadmap to Accreditation Elementary Literacy Plan

1. Data Analysis

2. Individualized Plan

3. Small Group Instruction

DRA 2 Administration & NWEA

PD: DRA2 Administration

PD: Analyze DRA2 Data in Data Teams

Adjust Instruction based on Student Needs

Identified Student Need

Building Literacy Team: Principal, Lead ELA, IC, RI, Teacher, Consultant

PD: Planning Based on Data

PD: Literacy Instruction

Individualized Plan for Students

Progress Monitoring

PD: Progress Monitoring

Small Group Instruction

PD: Small Group Instruction

Roadmap to Accreditation Secondary Literacy Plan

1. Whole staff focus

2. Unpacking the data

3. Monitoring

Diagnostic Assessments : Reading Lexile & Writing Sample

PD: Unpacking the Data

PD: Job-Embedded Research-Based: Whole School/Content/Grade Level

Response to Intervention (RTI)

Progress Monitoring of Teacher Implementation and Student Achievement

Formative Assessments to Adjust Instruction

Building Literacy Team: Principal, VP, IC, Teachers, Support Staff

Focused Collaboration: Whole Staff

PD: Job-Embedded Research-Based: Whole School/Content/Grade Level

PD: Unpacking the Data

Superintendent's SMART Goals for the 2013-2014 school year

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Target No. 1 – Academic & Subgroup Achievement

Target No. 2 – College and Career Readiness

Target No. 3 – Graduation Rate

Target No. 4 – Student Attendance

Target No. 5 – Business and Finance

Target No. 6 – Parent & Community Engagement

Goal 1: Academic & Subgroup Achievement

Goals

District will increase Academic Achievement and Subgroup Achievement in the four content areas.

District's Targets for SY 2013 - 2014:

- English Language Arts MPI 303.7

- Mathematics MPI 301

- Science MPI 275.4

- Social Studies MPI 280.3

Benchmarks

District Assessments

- District Assessments

  Acuity – DRA2 – NWEA

- Semester Assessments

  Quarterly EOCs Unit Assessments

  Ed Performance Series

- Annual State Assessments

  EOC & MAP State Assessments

Goal 2: College and Career Readiness

Goals

District will provide adequate post-secondary preparation for all students by increasing the % of students:

- that score at or above the state standards & the % of students that participate in ACT, SAT, COMPASS or ASVAB by 5%.

- who earn qualifying score on AP, IB or Technical Skills Attainment (TSA) &/or received college credit through dual enrollment with a grade of B or higher by 5%.

- who complete career education programs & are placed in occupations directly related to their training, continue their education or in military w/in six months of graduating by 10%.

Benchmarks

- Director of Assessment will provide monthly reports following receipt from ACT Testing Center of Students tested and their scores.

- Director of Counselors will provide a quarterly report that tracks all seniors' college readiness participation.

- CTE Director will provide monthly update on CTE enrollment and TSA assessments

- Director of Assessment will provide a report on the number of students enrolled in advanced placement courses two weeks following the beginning of each semester.

Goal 3: Graduation Rate

Goals

August 2013 – June 2014

- Increase the percent of students who graduate from KCPS by 7%

- Four-Year Graduation rate will increase to 75%

- Five-Year Graduation Rate will increase to 75%

- Six-Year Graduation Rate will increase to 66%

Benchmarks

- The Director of Assessment and Director of Guidance and Counseling will provide a graduate verification report at the end of first quarter.

- Director of Counselors will provide a quarterly report that tracks all seniors' college readiness participation.

Goal 4: Student Attendance

Goals

August 2013 – June 2014

- District's goal will be to increase the attendance rate to 76.3%

- Increase the percent of students who attend school 90% of the time by 10%.

Benchmarks

- Monthly student attendance reports will be provided for elementary schools and for secondary schools.

- Student mobility will be tracked using MOSIS number system to accurately monitor the transfer ins and out of KCPS.

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Goal 5: Business and Finance

Goals

July 2013 – June 2014

District will maintain financial stability by the following indicators:

- Operate and maintain a balanced budget

- Maintain at least a 25% unrestricted fund balance as of July 1, 2013

- Maintain a debt ratio less than 15% of the District's assessed value

- Report zero finding from external auditor

- Maintain at lease 90% fund balance for future employee benefits

Benchmarks

- Monthly comprehensive summary of revenues and expenditures

- Comprehensive Annual Financial Report (Nov, 2013)

- Compare outstanding debt with District's certified assessed value

- Audit report of McGladrey Pullen for FY2013

- Compare restricted fund balance for employee compensated items

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Goal 6: Parent & Community Engagement

Goals

- Develop a Parent and Family Marketing campaign that reaches 100% of Parents and Families in the KCPS system that builds trust and brings awareness to the importance of Parent and Family engagement roles in supporting student achievement

- Increase Parent & Family Engagement participation by 50% across the KCPS system

- Implement a Workshop Training Series for Parents and Families in the KCPS system that will begin to define Parent Roles in supporting their students schools and help increase student achievement

- Develop a grassroots campaign that will inspire and engage school and community-wide action to increase student achievement through a pledge of support

- Increase the number of formal partnerships by 5 percent

- Increase social media subscribers by 10 percent

Benchmarks

- Director of Parent and Family Engagement will receive monthly reports from school designees (ie.. Parent Liaison, Parent Advocate or LINC Site Coordinator) that monitors effectiveness and attendance of Parents and Families once workshop training sessions have been implemented within the KCPS system.

- Director of Parent and Family Engagement will create a monitoring system that provides on-going feedback and evaluations of workshop training sessions from Parents and Families in the KCPS.

- Focus Groups for Parents and Families will be held on a quarterly basis in order to receive on-going feedback and communication with Parents and Families in the KCPS system.

- Reports on the number of pledges to support achievement from four affinity groups: students, community, parents and staff

- Survey parents, students and community two times a year to assess perception of KCPS, its schools and the campaign

- Coordinator of Partners in Education/Volunteers will submit formal memorandums for partnerships through BoardDocs for Superintendent and Board Approval

- Monthly reports will provide information on the number of new subscribers to KCPS Facebook, Twitter, newsletters and school system and school websites

SY 2013 – 2014 Goals

- District Goals

- Building Goals

- Classroom Goals

- Student Goals
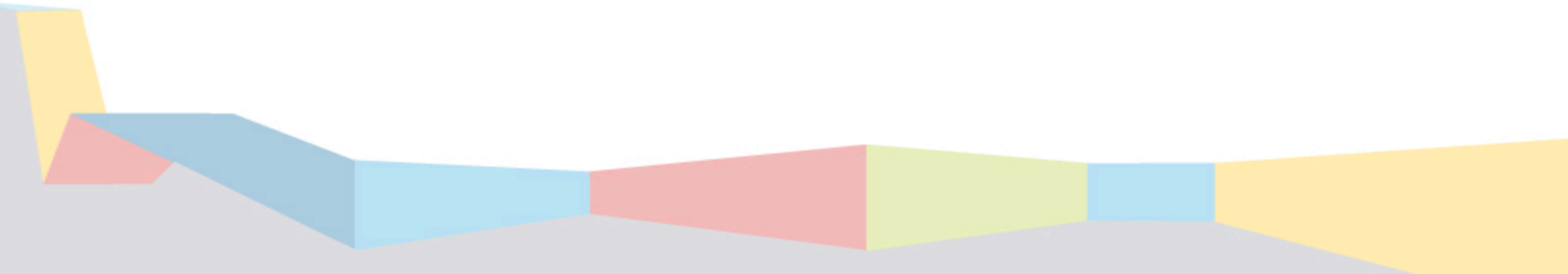
District Goals

1. Academic Achievement	Points Poss	Points Earned SY13 APR	SY13 MPI	Score Needed	Status	Progress	Total	
ELA	16	0	293.5	312.5	9	12	16	
				310.1	0	12	12	
				303.7	0	6	6	
				297.5	0	3	3	
Math	16	6	292.9	322.5	9	12	16	
				301	0	12	12	
				294.6	0	6	6	
				288.2	0	3	3	
Science	16	12	271.1	274.4	0	12	12	APR Subscore
				266.8	0	6	6	
Social Studies	8	6	275.3	265.2	0	6	6	36

1. Subgroup Achievement	Points Poss	Points Earned SY13 APR	SY13 MPI	Score Needed	Status	Points Earned Progress	Total	
ELA	4	0	290.8	307.7	0	3	3	
				301.3	0	2	2	
				294.9	0	1	1	
Math	4	2	291.2	298.9	0	3	3	
				292.3	0	2	2	
Science	4	3	268.4	271.7	0	3	3	APR Subscore
				264.1	0	2	2	
Social Studies	2	1.5	271.2	261.7	0	1.5	1.5	9.5

Individual School Goals for SY14 with Interactive Worksheets tied to each student

Hartman SY14 APR Goals

1. Academic Achievement	Points Poss	Points Earned SY13			MPI		SY14 APR Goals				
		Status	Progress/Growth	Total	SY12	SY13	MPI Goal	Status	Progress	Total	
ELA	16	9	6	15	327.5	295.8	341.5	9	12	16	
							335.9	9	6	15	
							330.3	9	3	12	
Math	16	9	6	15	348.6	321.2	355.5	9	6	15	APR Subscore
							350.9	9	3	12	42
							<350.8	9	0	9	APR Points Poss.
											48
Science	16	0	12	12	269.4	268	287.5	0	12	12	% Earned
							280.3	0	6	6	87.5%

2. Subgroup Achievement	Points Poss	Points Earned SY13			MPI		SY14 APR Goals				
		Status	Progress/Growth	Total	SY12	SY13	MPI Goal	Status	Progress	Total	
ELA	4	2	2	4	325.2	293	333.7	2	2	4	
							328.1	2	1	3	APR Subscore
							282-328	2	0	2	7
Math	4	3	2	4	347.3	321.9	349.6	3	1	4	APR Points Poss.
											12
Science	4	0	3	3							% Earned
											58.3%

4. Attendance	Points Poss	Status	Progress/Growth	Total	% 90 90		SY14 APR Goals				APR Subscore
					SY12	SY13	% Needed	Status	Progress	Total	
	10	6	0	6	83.6	84	87.4	7.5	2	9.5	9.5

Total APR Points SY14	% Earned SY14	% Earned SY13
58.5	83.6%	84.3%

Do Not Enter Data in the Blue Cells

English Language Arts

Grade	Below Basic	Basic	Proficient	Advanced	Total Enrollment	Map Performance Index
3	5	12	10	7	34	341.18
4	4	14	7	3	28	317.86
5	6	12	6	7	31	325.81
6	3	15	4	4	26	323.08
Total	18	53	27	21	119	327.73

Mathematics

Grade	Below Basic	Basic	Proficient	Advanced	Total Enrollment	Map Performance Index
3	5	10	15	20	50	390
4	6	12	6	3	27	300
5	4	10	10	7	31	351.61
6	1	13	8	4	26	353.85
Total	16	45	39	34	134	355.97

Science

Grade	Basic	Basic	nt	ed	Enrollment	Perform
5					0	#DIV/0!

Schools can click on CA or MA for individual student scores and see how moving a student's Academic Achievement level changes the school's MPI

Hartman | CA | MA

Schools can move the student's achievement level during the monitoring process and the worksheet will update the school's MPI which will enable school leadership to monitor their school level academic targets.

SY13 GRADE_LEVEL	DISTRICT_STUDENT_NUMBER	LAST_NAME	FIRST_NAME	MIDDLE_INITIAL	MAP_SCALE_SCORE	SY13 ACHIEVEMENT_LEVEL	Predicted SY14 Level BB	Predicted SY14 Level Basic	Predicted SY14 Level Prof	Predicted SY14 Level Adv.
3					480	Below Basic	1			
3					634	Basic		1		
3					615	Basic		1		
3					544	Below Basic			1	
3					604	Basic		1		
3					643	Basic			1	
3					561	Below Basic		1		
3					470	Below Basic		1		
3									1	
3					602	Basic		1		
3					586	Below Basic		1		
3					558	Below Basic	1			
3					617	Basic		1		
3					654	Proficient				1
3					657	Proficient				1
3					641	Basic		1		
3					606	Basic	1			
3					485	Below Basic		1		
3					585	Below Basic		1		
3					641	Basic			1	
3					564	Below Basic		1		
3					606	Basic			1	
3					632	Basic		1		
3					609	Basic			1	
3					636	Basic			1	
3					601	Basic		1		
3					522	Below Basic	1			
3						Proficient	0			1
							4	14	7	3

Prioritize Expenses
## Intentional, Deliberate,& Focused

New Priorities

- Focus Clearly on Student Achievement – Defined by the Curriculum & Instruction Department

- Establish Academic Precision Department, Leadership Team – Focus on Student data

- Enhance Assessment Tools

- Professional Development

- Data Teams

- Change Instructional Methodology – Interactive use of Technology, Individualization

- One to One Initiative

- Relocate Middle Schools out of High Schools

- Early Childhood

- Tutoring Programs

- Saturday School

- Spring Break School

- Winter Break School

- Instructional Coaches

- Behavior Interventionists

- Reading Specialist

- Increase Recruitment Efforts to get the Best

- Salary Increases

- Increase Options for High School Students

- Facility Improvements to Enhance Student learning – HVAC, Classroom Standards

- Safety & Security Improvements

Where the Money Came From

- Turnover Savings from 385 new teachers in the past two years

- Turnover Savings from 30 building administrators and 10 district administrators in the past two years

- Eliminate Administrative Support Positions

- Eliminate Outdated Instructional Materials

- Eliminate Unnecessary Contracts

- Create Technology Efficiencies

- Energy Management Savings - Utilities

- Shift Operating Expenses to Capital - In-House Construction Crew

- Alter Legal Strategy by Moving to In-House Counsel

- Invest Re-purposing Proceeds in Capital

- Pay-off Old Bonds

- Tighten Human Resource Policies - FMLA, Leave

- Develop and Live by a Strict "Business Code of Conduct"

Indicators of Financial Stability

Fund Balance Fy2011 – Fy2013
Comprehensive, Student Activity, & Compensated Absences
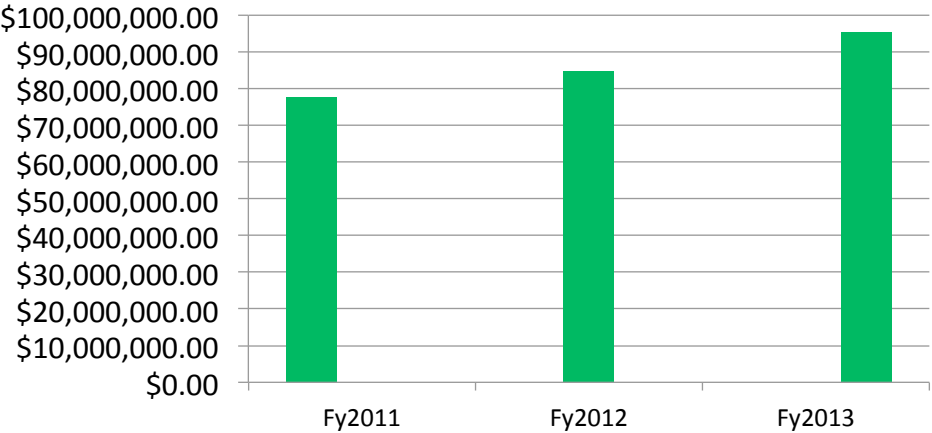
Five Year Comparative Revenue and Expenditures
(Operating, Grants and Child Nutrition)

Compensated Absence Obligation

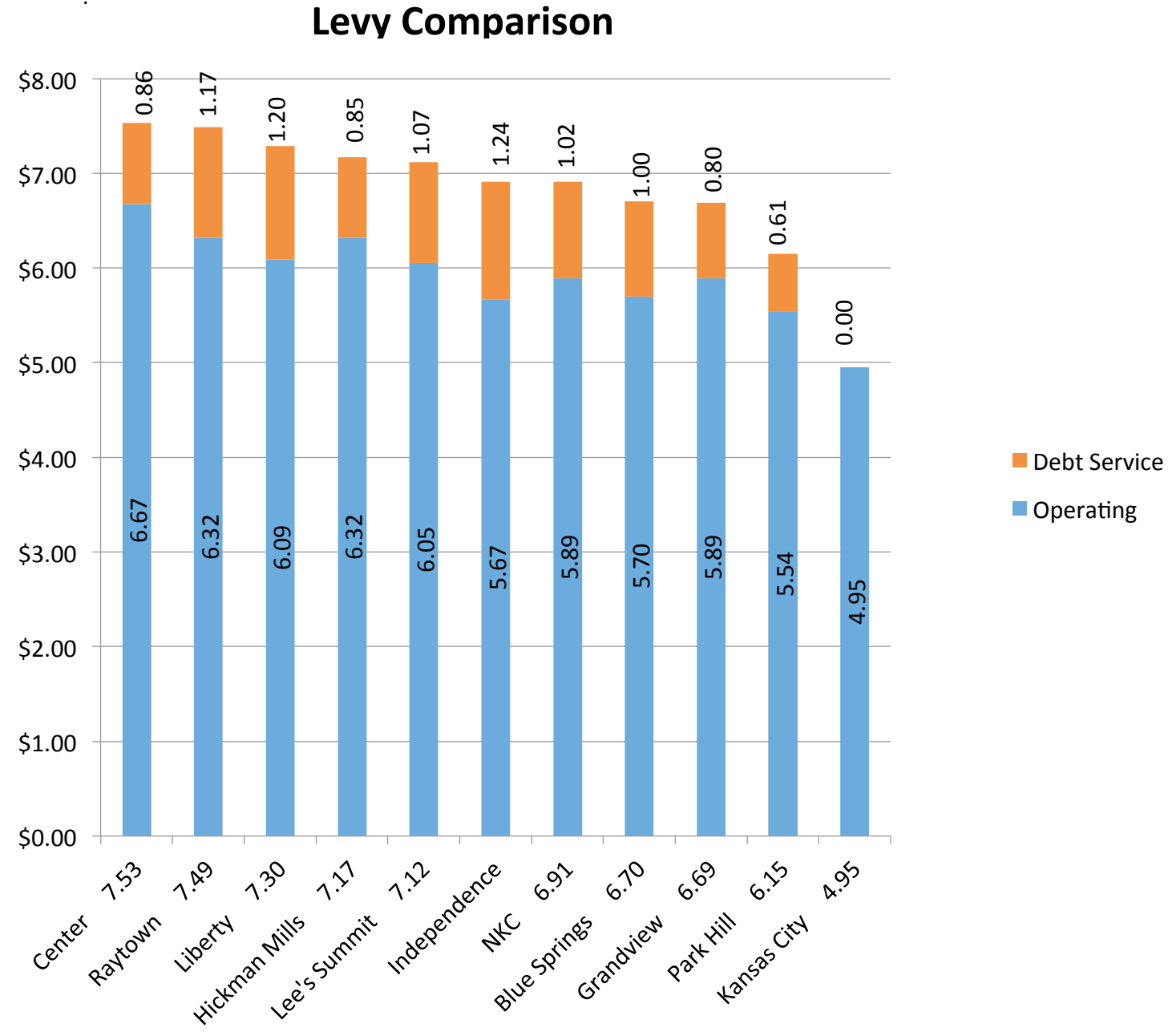Must be < 15%

Debt Ratio

Undesignated Fund Balance
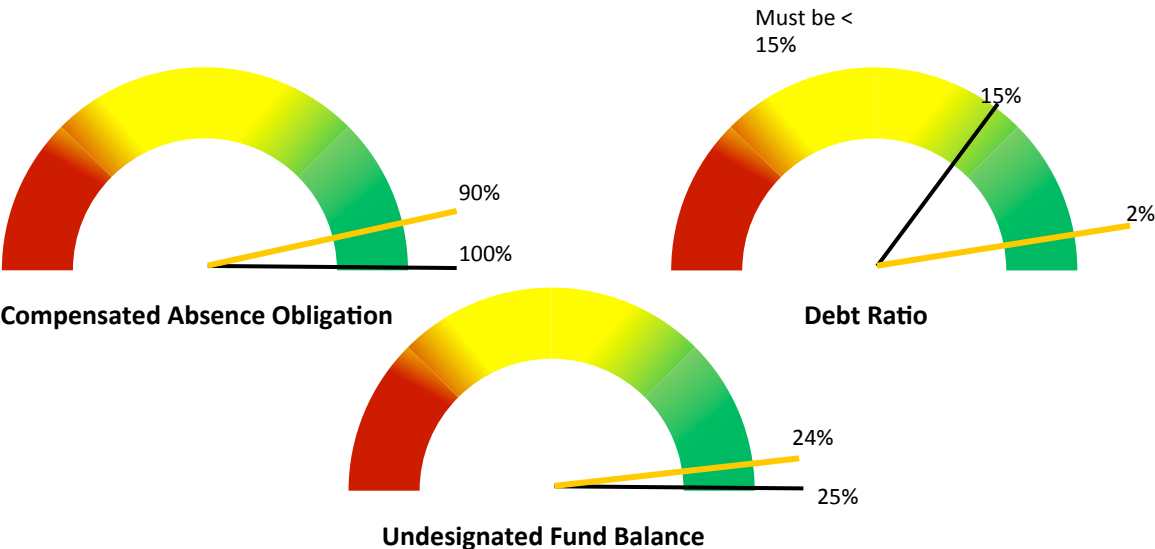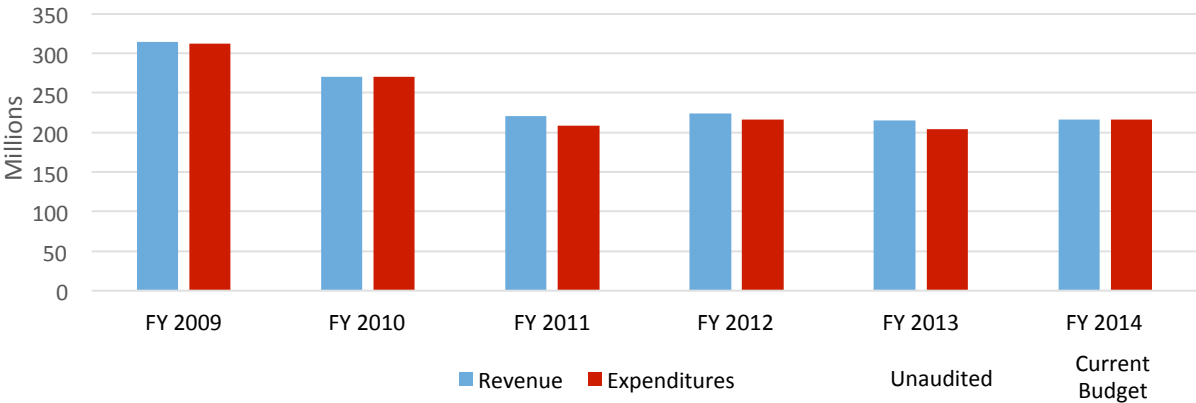
Compliance Audit – Number of Findings for the Past 6 Years (Zero findings in 2012 & 2013)
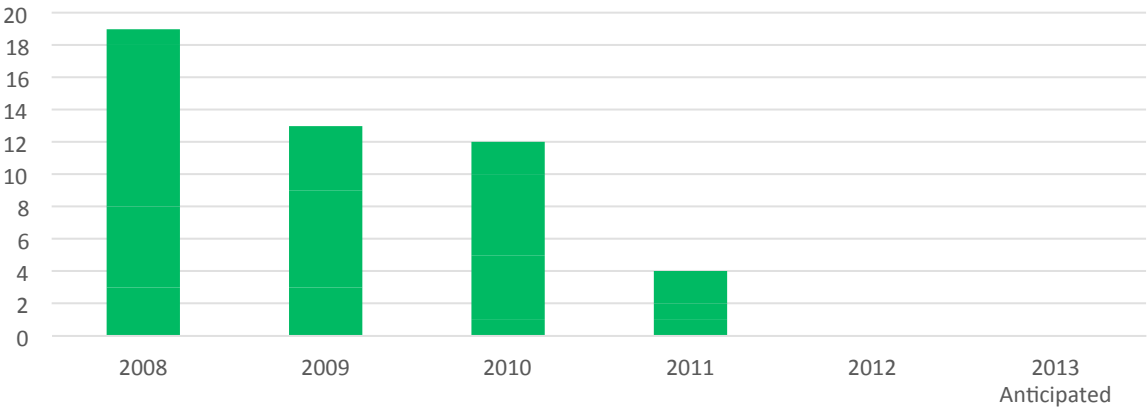
Financial Reasons for Designating Provisional Accreditation

- District has maintained Financial stability for the past two years

- Increase Bond Rating

- Good Schools generate Economic Development for the City, Region, State of Missouri – Business loss to Kansas

- Build Community Credibility for Future Bond / Levy Election

- We have identified $200,000,000 in Capital Improvements for enhanced student learning

- Divert $6,000,000 Capital Expense annually from Operating Fund

- Provisional Accreditation will assist in teacher and administrative recruiting efforts

- Student Transfer Policy
  - Financial
  - Distraction

Levy Comparison

District	Operating	Debt Service	Total
Center	6.67	0.86	7.53
Raytown	6.32	1.17	7.49
Liberty	6.09	1.20	7.30
Hickman Mills	6.32	0.85	7.17
Lee's Summit	6.05	1.07	7.12
Independence	5.67	1.24	6.91
NKC	5.89	1.02	6.91
Blue Springs	5.70	1.00	6.70
Grandview	5.89	0.80	6.69
Park Hill	5.54	0.61	6.15
Kansas City	4.95	0.00	4.95

A Systemic, Sustainable Approach
to Regaining Accreditation

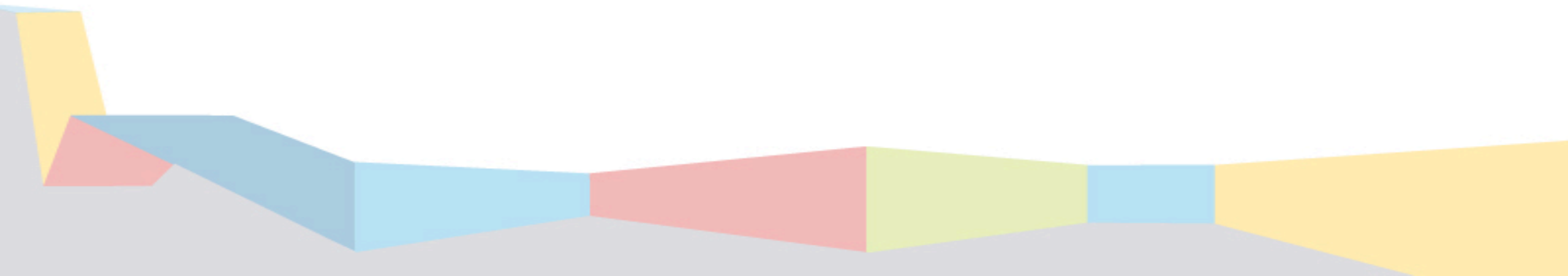What is our evidence-based rationale for seeking re-classification of KCPS accreditation status?

Our Answer

Questions

Feedback

Questions

RSIT Breakout Discussion

Feedback/Requests

Monthly Meeting Date