

Shawnee Mission School District OVT Report – Spring 2020

Section A – Compliance and Foundational Structures

Any non-compliant issue(s) identified in YEARS ONE or TWO should be updated here. Identify the issue(s) and explain how they have been addressed.

The Shawnee Mission School District meets all state compliance requirements. However, the district was flagged for being at high-risk in some areas by Youth Outcomes Driven Accountability (YODA).

These areas include:

- Chronic absenteeism in American Indian or Alaska Native students as well as Homeless students.
- State assessment performance results on the ELA State Assessments for English Language Learners and results on the ELA and Math State Assessments for Students with disabilities
- Graduation Rate Data for Subgroups

These areas of concern are based upon data from the 2017-2018. school year. An increase in current attendance and graduation rate data is evident. In order to better monitor student academic progress the team brought in Myron Melton from the Kansas State Department of Education to assist in developing an action plan that braided the KESA goals and the strategic plan goals.

Following this training, the district created an improvement plan to address these high-risk indicators.

Shawnee Mission Schools YODA/KIAS Improvement Plan 2019-20

Goals:

1. Chronic Absenteeism (18-19 data) - SMSD Strategic Plan Objective 1

Improve SMSD absentee data by increasing the percentage of absences in secondary schools by 1% by May of 2022.

2. State Assessment (18-19 data) - SMSD Strategic Plan Objective 2

Improve performance on the Kansas State Assessment by reducing the percentage of students in the non-proficient performance categories by 3% by May of 2022.

3. Graduation Rate (2018 Graduates) - SMSD Strategic Plan Objective 3

Increase the graduation rate by 2% in the following sub-groups: Homeless, Free/Reduced lunch, ELL, Students with Disabilities, African American, Hispanic, and Multi-Racial by May 2022.

The OVT suggests the building leaders identify not only the subgroups of students that fall into the categories (chronically absent and at risk of not graduating) but identify the students and understand exactly who the students are in order to intervene individually. The OVT suggested having data points for monitoring the targeted subgroups and data points for monitoring the individual students. These data points will need to be collected at the building level.

Section B and C: District Goals - Relationships: Equitable and Inclusive Culture

The Shawnee Mission School District has placed a strong emphasis on creating ways to ensure students have equitable learning opportunities. Creating a three-year cycle, they have outlined a process that will provide professional development on equity throughout their schools. Both certified and classified staff are expected to be trained through a train-the-trainer model. Staff will be focusing on creating an inclusive culture. Tracking of discipline referrals across all sub groups, attendance data and graduation rates are all being monitored.

The KESA Needs Assessment Data taken in previous cycle years had indicated a focus should be placed on increasing stakeholder engagement and involving families and the community in making connections. Buildings within the district have found a connection between the District Level Team, Building Level Teams and Site Councils. The multiple committees are using a common agenda that has led to focused discussions. Knowing the district's focus has kept buildings aligned because they now share a common goal. This common goal has allowed middle schools to meet across all feeder patterns and has brought community groups in to help support families in need. Each building leader discussed the formation of a common partnership that was helping to meet the needs of the diversity within each building.

Suggestions from the previous year's OVT visit was to take the focus that had been placed on engaging the community and do the same to build relationships within the school setting. This action could be seen in the work through the Social Emotional Learning Cadre. Multiple stakeholders from all areas within PreK-12 using feeder schools were brought together. This team looked at the Social Emotional Character Development Standards and identified 8 priority standards at each grade level. Teams then broke down areas in which buildings were currently meeting student needs. Some of these activities included:

- 30 minute daily focus on character skills
- Tobacco Prevention - "Up In Smoke"
- K-6 Happy Bear
- E-Safety presentations
- Suicide Prevention presentations
- Bully Prevention Month
- Social Work building support
- Kindness Patrols
- Parent Information Nights
- Second Step Lessons
- Relationship Matching
- Morning Meetings
- Deep Equity Training

Members of the OVT recognized the multiple efforts to keep students as the focus. Recommendations were made to analyze what was making the biggest impact and what could be released to take stress off of staff members. Members of the District Level Team mentioned a new Climate Culture Survey could help narrow down information through student, staff and parent input.

Section B and C: District Goal - Responsive Culture

During the 2019-2020 school year the Shawnee Mission School District developed a Strategic Plan to provide more structure and clarity to their improvement process. Multiple stakeholders worked to ensure a responsive culture that met the academic and social-emotional needs of all students. In creating a Strategic Plan, multiple stakeholders including building representatives, district administration, students, parents and community members came together to plan and provide feedback to increase academic and personal success. Committees took a closer look at the district's RtI process to ensure there was a clear goal on how to serve students with tiered supports. This District Level Team agreed the language needed to be consistent at all levels. The representatives from each level are providing communication and feedback between each building and the DLT.

A large part of this success on building a responsive culture was connected to the intense professional development provided to educational staff. This professional development focused on areas including:

- English Language Curriculum to allow students to return to core classes with support
- Scaffolding Maps that are focused on common assessments
- Special Education Resources to promoting learning skills to generalize in the real world
- Expanding Higher Education Opportunities
- Completing Xello Student Surveys to identify career pathways

The OVT members encouraged the DLT and BLT members to look at opportunities to share this information with parents. This could be during enrollment, an Open House or in weekly newsletters. By updating families, the district could build connections and support students in long range planning.

Section D - Results

The Shawnee Mission School District (SMSD) continues to focus on school improvement through the district's strategic planning and the KESA process. Shawnee Mission School District has been tracking data and monitoring results for state board of education goal areas. These areas include Kindergarten Readiness, Social-Emotional Learning, Individual Plans of Study, High School Graduation Rates, and Post-Secondary Completion/Attendance.

Kindergarten Readiness:

Pre-K teachers have engaged in the same curricular processes as K-12 staff to create curriculum maps and proficiency scales to articulate the essential competencies that students need to master for a successful transition to Kindergarten. Priority Standards and Proficiency scales have been created and implemented for literacy and math as well as Social- Emotional Learning and Approaches to Learning. Teachers use these resources to monitor the young learners' progress on these critical skills necessary to be ready for Kindergarten. In addition to

this targeted approach to ensure all students receive quality instruction on these important early learning skills, SMSD also monitors students' readiness levels by collecting data from the Ages and Stages Questionnaire and the local screening tool to determine if incoming Kindergarten students need additional support and intervention. The youngest learners will continue to receive appropriate support as outlined in the district's revised Response to Intervention protocol. SMSD utilizes MyIGDIs, Acadience (DIBELS) assessment and the NWEA Primary Map assessments to monitor students' progress and then they use the data from these assessments to determine the level of support needed for each student.

SMSD utilizes Acadience (DIBELS) to assess incoming Kindergarten students in reading Skills. The percent of incoming kindergarten students scoring at Benchmark on the reading assessment in the fall for the past three years has been largely stable fluctuating up and down in alternating years.

Below is a table that shows the % of students scoring at Benchmark on the Reading DIBELS assessment for Kindergarten students for the last three years.

KDG. Reading DIBELS	2017-18	2018-19	2019-20
Beg. of Year	61%	67%	64%
Middle of Year	70%	72%	70%
End of Year	79%	78%	Not Available

This data shows that the majority of the incoming Kindergarteners have the necessary literacy skills to be ready for Kindergarten in the fall. The data also confirms that through-out the school year, most students are responding positively to instruction and interventions. As they implement the strategies outlined in the strategic plan, they look forward to more consistency and an increase in this data.

Local Kindergarten Screener

SMSD also uses a locally developed Kindergarten Screening assessment to assess incoming students' Kindergarten Readiness Skills. Students participate in activities to demonstrate their ability to:

- Identify upper-case letters
- Identify numerals
- Count objects
- Identify basic colors

- Perform gross and fine motor skills (pencil grip, cutting with scissors etc.)

They use this data to inform practices by:

- Monitoring trends over time
- Providing parents with feedback regarding their student's Kindergarten readiness skills
- Providing teachers with specific information regarding individual students' skill levels so they can use this information when planning instruction

Below is the data from this local assessment.

School Year: Average Composite Score

2017-2018: 33.3

2018-2019: 33.9

2019-2020: 33.7

The highest score possible on this local assessment is 47.2. The data has been consistent over the last three years.

Social- Emotional Learning:

A team created during last school year has been working this year to identify and define the social-emotional and character development standards that will be areas of focus in each grade level. By developing and implementing a systemic protocol to support students' social-emotional learning, staff will have the training and resources necessary to be responsive to the needs of their students.

The Shawnee Mission School District (SMSD) Strategic Plan requires that they make Social-Emotional Learning (SEL) a priority by way of three objectives:

- Every student will achieve academic success through an individualized learning plan
- Every student will develop and utilize personal resilience while mastering competencies that lead to college and/or career readiness
- Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.

Through programs like Second Step and Trauma Smart, the district is working to ensure all staff members have a deeper understanding of the Social Emotional Character Development (SECD) Standards and how teachers can incorporate teaching these competencies into all areas of instruction. Moreover, training on trauma-informed and trauma-responsive methods are being conducted at the district and building level.

As part of their commitment to establish a data-rich culture and use data to guide their decisions, this year is their first year implementing the Panorama Social Emotional Learning Survey. The Panorama platform enables school districts to administer validated, research-based social emotional learning surveys to students. For SMSD, survey data will work in conjunction with KSDE

SECD Cornerstone standards and provide a customizable approach to measuring social-emotional learning and growth.

They are using the results from the fall administration as a baseline measure. They will continue to monitor student growth with each administration of the survey.

PANORAMA SMART Goals:

By May 2022:

- The Percentage of Favorable Responses in the Area of Grit will increase by at least 10% in grades 3- High School
- The Percentage of Favorable Responses in the Area of Growth Mindset will increase by at least 10% in grades 6- High School
- The Percentage of Favorable Responses in the Area of School Climate will increase by at least 10% in grades 6- High School

The Panorama survey allows SMSD to measure emotion-regulation, grit, growth mindset, social awareness and self-efficacy, as well as environmental categories like school climate, teacher-student relationships, school safety and students' sense of belonging. Surveying these social-emotional traits sends a message that they care about these skills. It also allows them to be proactive with regard to issues and concerns at the district, building and individual student level. With this info building leadership and SIT Teams can develop specific, targets and strategies to address concerns.

Individual Plans of Study (IPS):

The work being done in the area of curriculum, instruction, and assessment will help SMSD monitor students' mastery of the essential academic and interpersonal competencies necessary to achieve their career goals. By increasing students' understanding of the importance of these curricular and social-emotional skills and providing them with connections to show how they will impact students in the workplace, engagement in the IPS process becomes more relevant.

In the spring of 2019, 57% of all students in grades 7-12 had identified a learning style and personality style as well as career clusters in their individual plan.

As of December 20, 2019, 70% of students in grades 7-12 had completed these same tasks in their plans.

SMSD schools utilize Seminar or Mascot time for students to engage in the development, implementation, and review of these individual plans. The level of implementation varies as the focus has been on getting the plans created. They will continue to expand the use of these plans to consistently engage students and their families in this process.

By May 2022, at least 95% of all students in middle and high school will have a complete Individual Plan of study that they use regularly to continue to expand their career exploration.

High School Graduation Rates:

By clearly identifying and articulating the academic and interpersonal essential competencies, monitoring all students' progress and providing students with targeted interventions to support their academic and social-emotional skill development, more students will successfully complete high school and be better prepared for college and careers. This should positively impact their high school graduation rates for all groups of students.

Shawnee Mission School District 2019 Graduation Rate

- **90% of all students graduated from high school**

Below is a table comparing the 2018 and 2019 Graduation Rates for different student Groups.

YEAR	WHITE	HISPANIC	AFRICAN AMERICAN	FREE AND REDUCED	SPED	ELL	MIGRANT
2018	91.8	84.5	84.5	79.4	83.0	79.7	60.0
2019	92.0	83.6	90.4	82.1	76.2	82.8	71.4

They were able to increase the graduation rate for many of their student groups:

- Almost 6% increase for African American students
- Almost 3% increase for Free & Reduced students
- Almost 7% increase for ELL students
- Over 11% increase for Migrant students

However, there was a decrease in the graduation rate for some of their student groups:

- Almost 1% decrease for Hispanic students
- Over 7% decrease for Students with Disabilities

Post-Secondary Completion/ Attendance:

As SMSD continues to implement their Strategic Plan outcomes and focus on improvement in the other Kansas State Board Goal areas, they should see an increase in the percentage of students who attend and complete post-secondary programs. They will continue to make sure students are:

- Ready for Kindergarten
- Demonstrating appropriate social-emotional competencies
- Utilizing their Individual Plans of Study to pursue their career interests and goals
- Prepared to graduate from high school

- Equipped to complete their post-secondary plans

Using the KSDE Report Card Data, their Success Rate has fluctuated between 62% and 66% over the past five years. These values are approximately 10% higher than the state aggregate. Their Effective Rate has fluctuated between 55% and 60% during this same time frame. These values are also approximately 10% higher than the state aggregate. It is important for the district to base their progress around post-secondary success on improvement AND the comparison of actual rates with predicted rates.

Section E - Implementation of Action Plans

Summarize the implementation of building level and system level action plans, review data and evidence supporting plans and selected goals. Evidence of a shared responsibility and the necessary resources provided to buildings are to be identified.

The “*KESA Action Plan Doc*” outlines the system’s objectives as aligned to the strategic plan and KESA guidelines. Objectives are clearly listed with indicators, baseline, and target. A series of action items are listed under each objective outlining the strategies that will help the system reach its goals including resources. During the onsite visit *not one* interviewee stated resources were not available to meet goals. One reference was made to the development of an RTI Coordinator job description. This job description is going to the “cabinet” to determine if it is needed. Such statements suggest resources listed are provided and accessed to achieve goals. Stakeholders, including over 300 community members, aided the system in developing its strategic plan (an overview of this work was presented to the OVT on April 30, 2020) and objectives. Evidence was provided in the Year 3 Artifacts as well as confirmed in onsite interviews (with stakeholders including social workers, directors, principals, and teachers) that the DLT and BLTs participated in this work. Since that time, the DLT and BLTs have been designing action plans that meet the needs of the individual building communities while also advancing the system’s goals as outlined in the KESA and Strategic Plan action plans.

The BLT ties all this work together through PLC’s and the 20-day plans. Samples of these plans were outlined at the OVT visit on April 30, 2020. and sent via email on May 1. BLTs have KESA goals (aligned with the strategic plan) and together these synergistically move the entire district forward while also advancing the immediate needs of buildings. As the district elementary and secondary coordinators work with BLTs, they develop 20-day plans that outline what the community is going to work on in the next cycle and what they hope to glean from that work. This activity may help teachers see how their work and district work/goals are one in the same—connected to push the entire district forward. The professional development plan in the system also emphasizes how initiatives tie together to support teachers’ work in being responsive to student learning. In summary, the hope is that initiatives aren’t seen as disconnected items to check off a to-do list, but rather as natural parts of the building’s culture to meet student needs.

Continued effort is encouraged to help staff and patrons connect the different parts of the improvement plans. For example, the Deep Equity work is connected to SEL which is connected to increasing academic achievement. The same is true for RTI, PLC's, personalized learning, individual plans of study, graduation rate, kindergarten readiness, etc. The OVT does not question that leadership understands these connections but cautions that staff and patrons may not easily make these connections if plans or data are presented as segmented initiatives. The explanation of the 20-day plan helped the OVT understand this process. It will take continuous effort to help people make these connections. PLC's may be a valuable piece of solving this on-going challenge.

The system (DLT and BLT) continues to streamline how it collects data (using tools like XELLO for Individual Plans of Study and Panorama for Social Emotional Learning) and links the data to strategic objectives. Interactive Dashboards

(<https://www.smsd.org/academics/curriculum-instruction/interactive-dashboard>) are provided on their website housing many data points outlined in the "*KESA Action Plan Doc*" as indicators of achieving objectives. Potentially identifiable data has been removed. The dashboard does not give year over year comparison data and the Year 3 Report provides goals for data points but no analysis of findings outside compliance and foundational structures. A YODA Improvement Plan and SMART Goals have been constructed to ensure the system is "moving the dial" when tracking achievement and goal attainment. In examining the data provided, the district is making gains in all areas with the exception of slight decreases in graduation rates for Hispanic students and Students with Disabilities (with 1% and 7% decrease respectively), and Kindergarten Readiness in Reading (DIBELS declined approximately 2 percentage points). IPS compliance has gone from the 57% to 70%. Other Compliance and Foundational Structures data points show a growth in activity or gains toward goals. The OVT recognizes the district has many initiatives and activities to track. The system has proven itself student-centered and focused on its strategic plan. Students are being well served by a talented team and committed community. While all initiatives are connected to the action plan, there is concern that data points have not been established that can clearly point to the effectiveness of given actions. For example, if resiliency is a major component of SEL, what measure will be accepted as evidence given the "*KESA Action Plan Doc*" lists Discipline Data, Attendance Data, Panorama Data, and Climate Survey Data as evidence points? The OVT recommends using the KESA action plan document and connecting action steps with data points referenced in the objectives to hone efforts and help track the effectiveness of various initiatives. This should also allow the system to let go of work that isn't fruitful in achieving their goals. That said the OVT recognizes some initiatives may be important to the system that are outside of KESA and should be maintained due to this. Absent these connected data points, the district may be hard pressed to convince the ARC that progress has been made and may attribute gains incorrectly to the wrong initiative. Finally, as the system approaches years 4 and 5 of the KESA cycle, it will be important to conduct an assessment alignment activity summer 2020 to ensure the correct data points are tracked to promote integrity of findings.

Section F – Additional Evidence of System Improvement

SMSD is a student- centered school district. This is evident by the planning process that keeps students as the focus and the goals established to monitor student success.

The interconnectedness of the district is evident to the OVT. This is true from a district to school perspective and from a strategic to KESA plan perspective. The connection between district level leadership teams and building level leadership teams is strong and serves as a model for other school districts. Continued effort will be necessary for teachers/staff and parents to see the connections among the many goal areas and initiatives.

Broad based input has been solicited and used in the development and implementation of the strategic and KESA plans. This includes staff at all levels and community.

The district asked for assistance/ideas around SEL. The OVT suggests that you are on the right track and do not need more initiatives. Establishing data points for the initiatives that are in place should be a higher priority.

State Board Outcomes are being emphasized and monitored. Other than IPS implementation, the OVT has no major concerns about these outcomes. Graduation rates are acceptable but have room for improvement. Clarifying post-secondary data around 'predicted' rate and actual rate is needed. SEL and kindergarten readiness data is being collected and used. Improvement in these key data points is important.

Individual Programs of Study are starting to be implemented. The district recognizes the need for improvement. The OVT concurs. The district should investigate why the Individual Plans of Study area has not been implemented fully. The district should consider the instrument that is being used, connection of IPS to other parts of the improvement plan and professional learning as possible reasons for lagging implementation. Students, teachers and administrators in the schools will be the best sources for this information.

Deep equity work under the responsive culture goal, is connected and intertwined with other initiatives. The district seems to have accepted this initiative which is not always the case around this important, but controversial topic.

The district has many initiatives/activities. Each is connected to the strategic and KESA plan. This is positive. A concern may be that clear data points have not been established that will demonstrate growth. Using the KESA action plan document and connecting action steps with data points would be helpful. This will also allow the district to make decisions about what initiatives actually 'move the needle'. The ARC will need to see clear and concise improvement of student data. Heading into year four, this may be the highest priority for the district.