KANSAS CITY PUBLIC SCHOOLS

Regional School Improvement Team Presentation

May 20, 2021

Celebrating Success – Elementary, Middle, and High School grade spans

Dr. Lloyd Jackson

Celebrations

- Schools are handling celebrations at the school level.
- We are celebrating principals and principals are celebrating teachers and students.

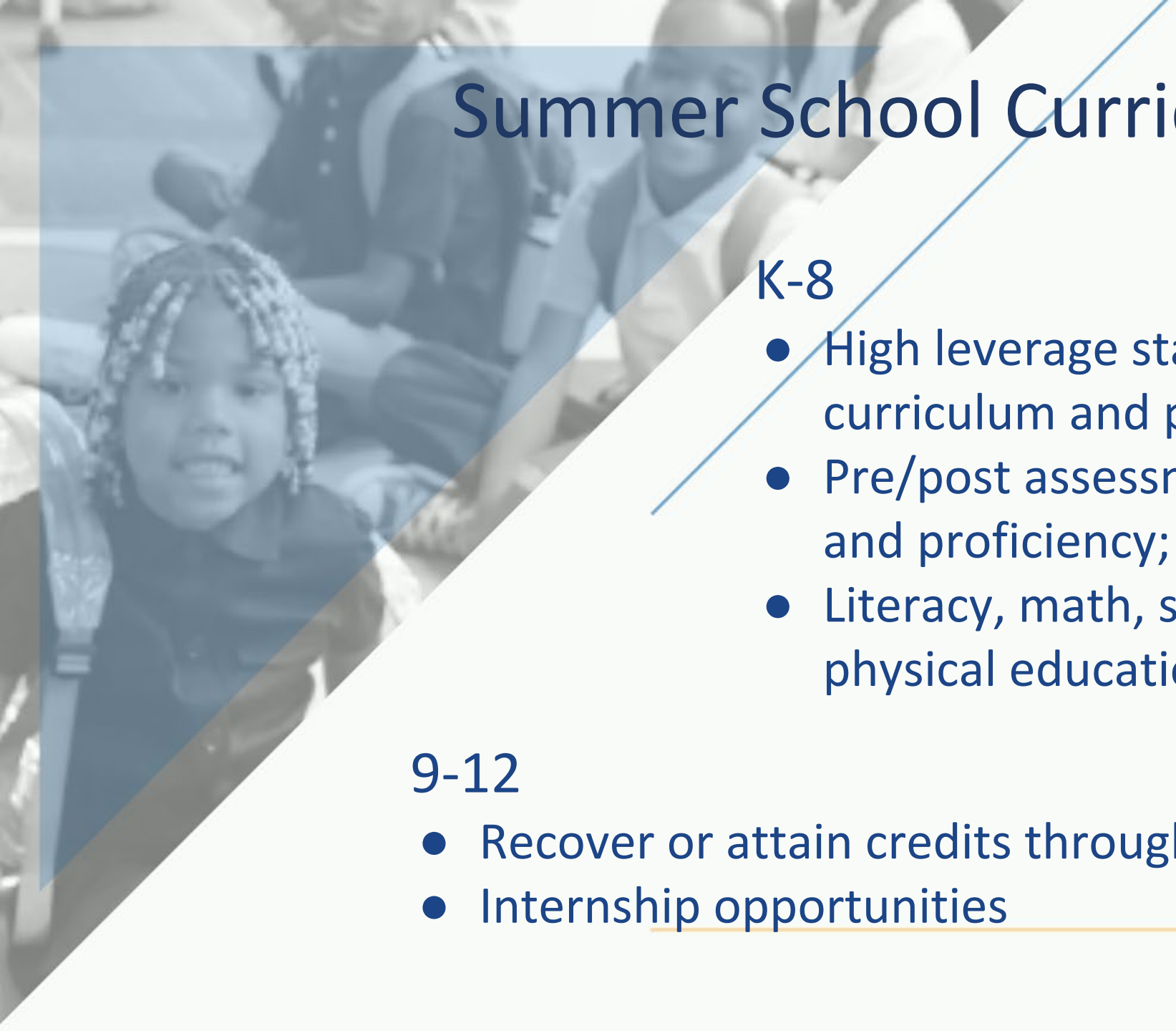
KANSAS CITY PUBLIC SCHOOLS

Accelerating Learning

Dr. Lloyd Jackson

Summer School Overview

- Academically Focused
- Improve Reading and Math Skills
- Ease Transition from One Grade to the Next
- Engaging and Project-based
- Face to Face Instruction and Virtual Instruction Options
- Real World Learning
- Intense Focus on Monitoring Teaching and Learning
- SEL Supports



Summer School Curriculum

K-8

- High leverage standards; following KCPS curriculum and proficiency scales
- Pre/post assessments - monitor progress and proficiency; program evaluation
- Literacy, math, science, social studies, physical education, iSpark (K-6 only)

9-12

- Recover or attain credits through OdysseyWare
- Internship opportunities

Upcoming FY22 School Year

- School Support
- Instruction
- Data Deep Dives
- Assessment

Theory of Action at Work.....

Curriculum:

Raising the level of the content that students are taught
Principal "Look-Fors"
Principal Knowledge

Key Action 2.1

Instruction:

Increase the skill and knowledge that teachers bring to the teaching of the content
Walkthroughs
Feedback

Key Action 2.4

Assessment:

Increase the student's level of active learning of the content
Interim District Assessments and School Based Assessments

Key Action 2.2

Intervention:

Adaptive and prescriptive, Teacher-Led, and Digital with Designated Time

Key Action 2.3

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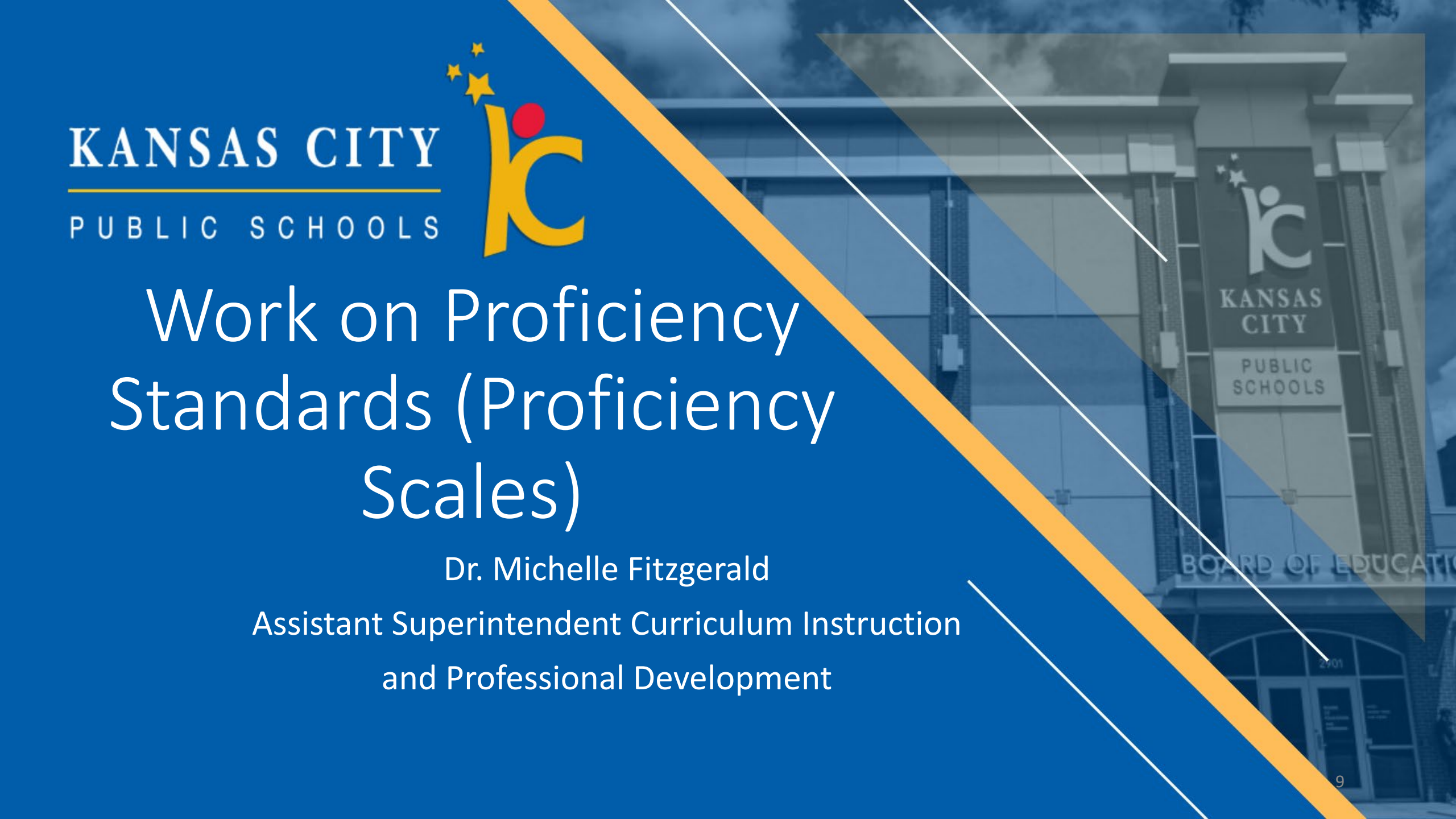
Work on Proficiency Standards (Proficiency Scales)

Dr. Michelle Fitzgerald

Assistant Superintendent Curriculum Instruction and Professional Development



What Do We Want Each Student to Know and Be Able To Do?

Kansas City Public Schools

Journey to Proficiency Scales

- Worked on proficiency scales in the past
- Met with Dr. Bob Marzano – expert in proficiency scales
- Purchased proficiency scales
- Curriculum coordinators cross-walked critical concepts with Missouri Learning Standards
- Teachers are currently customizing the proficiency scales for KCPS

Proficiency Scale: 3rd Grade Math

Title of Scale: Equivalent Fractions

Elementary: Math
Grade: 3rd Grade

Standard(s):
NF.A.4 Demonstrate that two fractions are equivalent if they are the same size or the same point on a number line.
NF.A.5 Recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent.
*NF.A.6 Compare two fractions with the same numerator or denominator using the symbols >, = or <, and justify the solution.
*NF.A.7 Explain why fraction comparisons are only valid when the two fractions refer to the same whole.

4.0	Students will be able to: • Compare fractions with different numerators and denominators by reasoning about their relationship to whole numbers or simple benchmark fractions (for example, determine that 5/4>7/8 because 5/4 is greater than 4/4 or 1 and 7/8 is less than 8/8 or 1).
3.0	Students will be able to: • Identify fractions equivalent to whole numbers (for example, when given the fractions 1/1, 1/2, 3/4, 6/6, 7/3, and 8/4, identify which fractions are equivalent to whole numbers and represent them on a number line). **(EF1)** • Identify simple equivalent fractions by reasoning about their size or location on a number line (for example, when given the fractions 1/2, 2/4, 2/1, 2/3, and 4/6 which all refer to the same whole, identify which fractions are equivalent to each other by reasoning about their size or by locating them on a number line). **(EF2)** • Compare fractions with the same numerator or same denominator by reasoning about their size (for example, compare 1/4 and 1/6, 2/3 and 2/4, 3/8 and 5/8, and 4/4 and 5/4 using < and > symbols by reasoning about the relative sizes of their numerators and denominators). **(EF3)**
2.0	**EF1** Students will ***recognize*** and ***recall*** specific vocabulary, including: • Denominator, equal portions, equivalent, fraction, number line, numerator, whole, whole number Students will be able to: • Represent a given fraction using a model or diagram. • Locate a given fraction on a number line. • Explain that selecting a number of equal portions of a whole, in which the number of portions selected is equal to the number of portions into which the whole has been partitioned, is the same as selecting the entire whole. For example, explain that the fraction 4/4, which indicates 4 portions of a whole that

Proficiency Scale: Algebra I

ALGEBRA 1 PROFICIENCY SCALES_APR

Measurement Topic: Adding and Subtracting Polynomials

High School Math
Course: Algebra 1

Standard(s):
A1.APR.A.1 Add, subtract and multiply polynomials, and understand that polynomials follow the same general rules of arithmetic and are closed under these operations.

4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** **Students will be able to:** • Develop a strategy for simplifying polynomials (for example, first distribute any factors or negative signs across the polynomials to which they apply, then rewrite the expression with like terms next to each other, finally add and subtract like terms and write the final form of the expression with terms in order of descending degree).
3.0	**Students will be able to:** • Add and subtract polynomials (for example, (x^3+3x-6)+(⟦-2x⟧ ^2+x-2)-(3x-4)=x^3- ⟦2x⟧ ^2+x-4). • Simplify polynomials with more than one variable (for example, ⟦4x⟧ ^2 y- ⟦3x⟧ ^2-2y+8xy- ⟦3x⟧ ^2+ ⟦2x⟧ ^2 y+4= ⟦6x⟧ ^2 y- ⟦6x⟧ ^2+8xy-2y+4).
2.0	**Students will *recognize* and *recall* specific vocabulary, including:** • Distributive property, negative sign, polynomial, commutative property, distributive property, like terms, order of operations, unlike terms **Students will be able to:** • Add two polynomials. For example, (⟦5x⟧ ^2+8x-3)+(⟦2x⟧ ^2-7x+13x)= ⟦7x⟧ ^2+14x-3. • Subtract two polynomials. For example, (16x+14)-(⟦3x⟧ ^2+x-9)= ⟦-3x⟧ ^2+15x+23. • Distribute the negative sign across the entire polynomial to which it applies when subtracting polynomials. For example, (16x+14)-(⟦3x⟧ ^2+x-9)=16x+14- ⟦3x⟧ ^2-x+9. • Identify like terms in a polynomial. • State that unlike terms in a polynomial cannot be combined. For example, x^2+x^3 or x^2 y+x^2. • Use the correct order of operations when simplifying polynomials. • Use the commutative property to group like terms in a polynomial. • Use the distributive property to simplify polynomial expressions. • Simplify polynomial expressions with one variable. For example, ⟦3x⟧ ^2-8x+7+ ⟦2x⟧ ^3-x^2+8x-3= ⟦2x⟧ ^3+ ⟦2x⟧ ^2+4. • Write polynomial expressions in standard form (in order of descending degree). • Use the properties of exponents to simplify polynomials.
1.0	**With help, partial success at level 2.0 content and level 3.0 content**

KANSAS CITY PUBLIC SCHOOLS

How do we Know What Each Student Knows and What They Still Need to Learn?

Assessment *for* Learning

- i-Ready Diagnostic (K-9th Grade)
  - Reading and Math
  - Fall - September 21-October 2 (1st-9th only)
  - Winter – January 5-15 (K-8 and Tier 3 9th)
  - Spring – April 20-30 (K-8 and Tier 3 9th)
- District Interim Assessments (K-12th Grade)
  - Reading, Math, Science and Social Studies
  - Last two weeks of quarter 1, 2, and 3
- ELL and Dyslexia Screening
  - ELL September 8-18, Dyslexia September 8-25, January 19-29, May 17-June 4
- Ongoing Formative Assessment

Interim Assessment Data

Assessment Matrix Report: 10_ELA_Interim_1.1_Session_1_Best_EAST High School

			9-10.RI.1.A			9-10.RI.1.B			9-10.RI.2.A			9-10.RI.2.B		9-10.RI.2.C		9-10.RI.2.D		9-10.RL.1.A		9-10.RL.1.B			9-10.RL.1.D		
Question			8	9	Percent Correct	11	24	Percent Correct	10	16	Percent Correct	14	Percent Correct	17	Percent Correct	18	Percent Correct	6	Percent Correct	7	23	Percent Correct	1	3	
Class Percent Correct		35.3%	40%	36%	38%	25%	43%	34%	33%	33%	33%	40%	40%	26%	26%	26%	26%	28%	28%	40%	31%	35%	53%	48%	
Rubric		5			1			1			0		0		0		0		0			1			
Multiple Choice		33			1			1			2		1		1		1		1			1			
Points Possible/Correct Answer		43	1	C	2	1	A	2	C	C	2	A	1	D	1	AB	2	C	1	1	C	2	B	CD	
	2565244	33	0	B	0	0	B	0			100	C	0	A	0	AD	50	D	0	0		50		BB	
	3976988	21	0	D	0	0	C	0	D	A	0		100	B	0	AC	50	A	0	0	A	0	C	BB	
	2346067	49	1		100	0		50	B	A	0		100	A	0	C_	0		100	0		50	D	C_	
	6691984	26	1	D	50	0	B	0		B	50	D	0	B	0	CC	0	D	0	0	B	0		BB	
	8813856	23	1	D	50	0	C	0	B		50	D	0	A	0	CC	0	B	0	0		50	D	BB	
	2767942	19	0	A	0	0	B	0	A	B	0		100		100	CD	0	B	0	0	A	0		BD	
	0141764	12	0	A	0	0	B	0	D		50	C	0	B	0	CC	0	A	0	0	D	0	A	BB	
	4315366	26	0		50	0		50	B		50	B	0		100	C_	0	A	0	1		100		B_	
	0136753	53	1		100	1	D	50	B	A	0		100	A	0	BC	0	D	0	0		50	D		
	4738203	0	0		0	0		0			0		0		0		0		0	0		0			
	0125425	77	1	B	50	1		100	B		50		100		100		100		100	0	A	0			
	0121762	53	1	B	50	0		50	D	A	0		100	B	0		100		100	1		100			
	0117076	12	0	A	0	0	B	0		D	50	B	0	C	0		100	B	0	0	D	0	A	DB	
	4174153	58	0	B	0	1		100	B	B	0		100	C	0	BB	0	D	0	1	A	50			
	9091622	63	0	D	0	1		100	B		50		100		100	CA	0		100	1		100			
	9374512	28	1	D	50	0		50	A	A	0	D	0		100	BC	0	B	0	0		0	D	CB	
	3702138	0	0		0	0		0			0		0		0		0		0	0		0			
	9181702	56	0	A	0	1		100		A	50		100		100	AA	50	B	0	0		50			
	0142386	26	1	A	50	0		50		A	50	C	0	B	0	BA	0	D	0	0	D	0	D	DC	
	0150442	72	1		100	1	C	50	B		50		100	B	0		100	D	0	0	B	0			
	8236662	0	0		0	0		0			0		0		0		0		0	0		0			

Data Deep Dive

1. **Standards Analysis: Complete for standards where students are not proficient (based on performance bands)** Introduction and Part 1 Video

Standards Distribution Table

Have been taught	Currently teaching	Will teach
NBT.A.2 NBT.A.1 NBT.A.5 GM.C.8	NBT.A.6 RA.A.2 GM.C.8 GM.C.6 NBT.A.7	NF.A.3 NF.B.4 NF.B.8 DS.A.2 DS.A.3 GM.B.4 GM.B.5 GM.A.2

Standards/Question #s that were not proficient (based on performance bands) (add/delete rows as necessary)	**Deep-dive Analysis**
Standard/Question	What misunderstandings are revealed in the data? Why do you think students failed to reach proficiency? What gaps in the instruction of the standard contributed to these misunderstandings?

Intervention Days for Students

AUGUST

- 12 .....Teachers Return
- 12-20 .....Teacher PD/Prep Days
- 23 .....First Day for Students

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

- 6 .....Holiday - Labor Day
- 24 .....Midterm exams
- 29 .....Mid-term Grades Due

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

- 14 ....Parent-Teacher Conferences 10am- 6pm
  (No School for Students)
- 15 .....Teacher Workday
  (No School for Students)
- 22 .....PLC Day
  (No School for Students)
- 27 - 28 ...Student Intervention Days
- 29 .....First Quarter Ends

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

FEBRUARY

- 17 ....Parent-Teacher Conferences 10 am - 6 pm
  (No School for Students)
- 18 .....Teacher Workday
  (No School for Students)
- 21 .....Holiday - Presidents Day
- 25 .....Midterm Exams

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MARCH

- 2 ....Midterm Grades Due
- 21 - 25 .....Spring Break

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

APRIL

- 1 .....PLC Day
  (No School for Students)
- 7 - 8 ...Student Intervention Days
- 8 .....Third Quarter Ends
- 11 .....Fourth Quarter Begins
- 13 ..... Third Quarter Grades Due
- 15 .....Spring Holiday

May

Assessment *of* Learning

- WIDA ACCESS
  - ELL Students Grades K-12
  - Speaking, Listening, Reading, and Writing
  - January 25-February 5
- End-of-Course (EOC)
  - English I, English II, Algebra I, Algebra II, Geometry, American History, Government, Biology and Physical Science
  - Fall Window – December 1-18
  - Spring Window – May 3-28
- Missouri Assessment Program (MAP)
  - ELA and Math Grades 3-8, Science Grades 5 and 8
  - May 10-28
  - MAP-A – ELA and Math Grades 3-8 and 11, Science Grades 5, 8 and 11

Kansas City
Public Schools

Utilization of ESSER Dollars I and II

Ms. Erin Thompson
Executive Director Business and Finance

CARES ACT BUDGET SUMMARY *as of 04.28.2021*

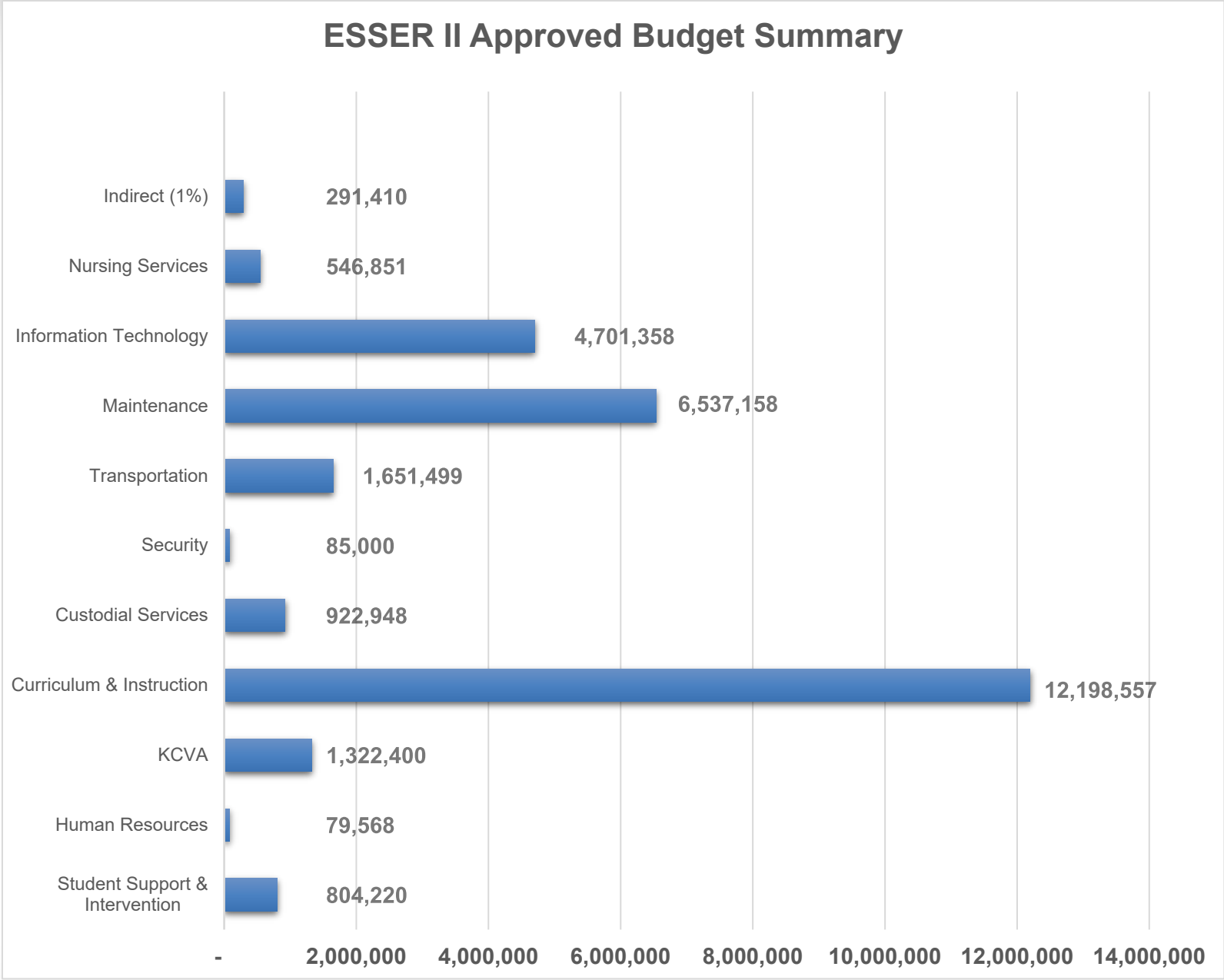
Description	Budget	Encumbrance	Expenditure	Balance
KCVA Virtual Teachers, Supplies & Materials	576,908	0	(486,107)	90,801
Curriculum Software	1,231,007	0	(1,231,007)	0
IT Hotspots, Computers, Carts, One Screens	4,677,201	(1,699,296)	(2,977,718)	187
*Non-Public Services, Supplies, Equipment	1,429,068	(67,432)	(783,610)	578,026
GRAND TOTAL	**7,914,184**	**(1,766,728)**	**(5,478,443)**	**669,014**

*Non-Public funds are allocated by DESE, pass through KCPS and are reimbursed to non public schools as requested

How will KCPS use the one time federal dollars for Covid Recovery (ESSER II)

Department and Use	Costs
• Student Support and Intervention- Restorative Justice Staff and Testing Kits	$804,220
• Human Resources – half of cost of HR Attorney leading Mitigation and Response	$79,568
• **KCVA – Virtual teachers, leaders and software**	**$1,322,400**
• **Class Size Reduction Teachers, Night School Teachers and Materials**	**$1,323,360**
• **9 Additional Calendar Days for Teachers (6 for students)**	**$5,130,001**
• **Secondary Summer School Teaching Staff and Student Incentives**	**$1,770,467**
• **School Based Funding for Accelerated Learning Options**	**$3,974,729**
• Custodial Service 24 PT mid day staff and supplies to support buildings	$922,948
• Security off duty supports and equipment to expedite entry/reduce lines	$85,000
• Transportation – homeless, 9 additional days, summer school, night school	$1,651,499
• Enhanced HVAC/Air Quality systems, hydration stations, filters and supports	$6,537,158
• Technology Services – various supports, interactive panels, PLTW equipment, etc.	$4,701,358
• Nursing Services – Mitigation staff and high school nurses for testing, etc.	$546,851
• Indirect Costs	$291,410
Total Allocation	**$29,140,969**

Approved by DESE 5.10.2021



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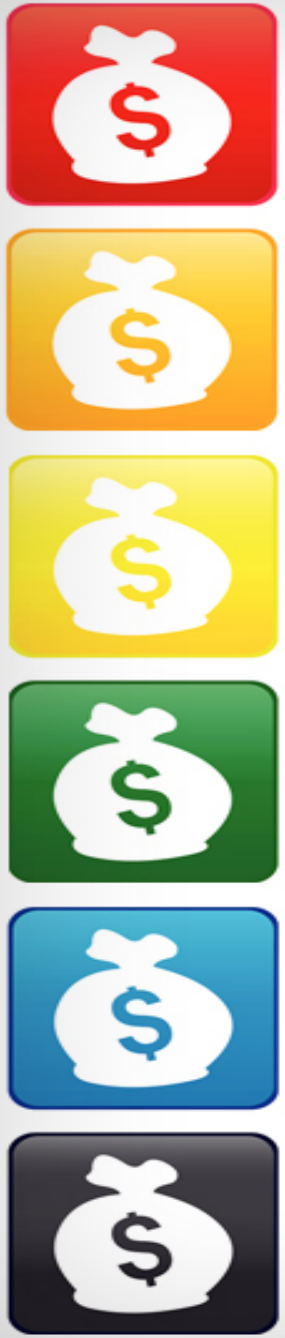


ESSER II Approved Budget: School Allocations

May 18, 2021

School Code	School Name	Tier	FY22 Projected Enrollment	Base Allocation	Tier 2 & 3 Equity Allocation	Total School Allocation (Rounded)
1200	Central High	3	486	89,548.50	54,507.65	144,057
1670	Southeast High	3	487	89,732.76	54,619.80	144,353
3090	Central Middle	3	365	67,253.51	40,936.81	108,190
3100	Northeast Middle	3	616	113,501.81	69,087.88	182,590
4450	Faxon	3	248	45,695.53	27,814.60	73,510
4750	King	3	337	62,094.33	37,796.46	99,891
4880	Longfellow	3	166	30,586.53	18,617.84	49,204
5020	Melcher	3	330	60,804.54	37,011.37	97,816
5440	Banneker	3	393	72,412.68	44,077.17	116,490
5580	Troost	3	280	51,591.73	31,403.58	82,995
5630	Garcia	3	278	51,223.22	31,179.27	82,402
5660	Wheatley	3	359	66,147.97	40,263.88	106,412
1340	Northeast High	2	569	104,841.77	38,671.93	143,514
1400	Paseo Academy	2	647	119,213.75	43,973.18	163,187
4330	Rogers	2	469	86,416.15	31,875.46	118,292
4460	Garfield	2	433	79,782.93	29,428.73	109,212
4500	Gladstone	2	326	60,067.51	22,156.50	82,224
5200	Phillips	2	263	48,459.38	17,874.72	66,334
5500	Carver Dual Language	2	386	71,122.89	26,234.39	97,357
5670	AC Prep	2	405	74,623.75	27,525.71	102,149
5700	Whittier	2	367	67,622.02	24,943.06	92,565
1220	Lincoln College Prep	1	1040	191,626.43	-	191,626
1580	East High	1	1028	189,415.35	-	189,415
3050	Lincoln Middle College Prep	1	595	109,632.43	-	109,632
4270	Hale Cook	1	291	53,618.55	-	53,619
4310	Trailwoods	1	301	55,461.11	-	55,461
4350	Foreign Language Academy	1	699	128,795.07	-	128,795
4580	Hartman	1	332	61,173.05	-	61,173
4700	James	1	222	40,904.87	-	40,905
5240	Pitcher	1	261	48,090.86	-	48,091
5450	Holliday	1	219	40,352.10	-	40,352
5780	Border Star	1	234	43,115.95	-	43,116
Subtotal Allocation for Schools			**13,432**	**2,474,929**	**750,000**	**3,224,929**
Reserved for Innovation Grant Awards						**750,000**
Grand Total Allocation for Schools						**3,974,929**

$ 184.26	*Base Per Pupil Allocation*
$ 67.96	*Tier 2 Equity Per Pupil Allocation*
$ 112.16	*Tier 3 Equity Per Pupil Allocation*

Kansas City
Public Schools

Find Students- Re-engagement

Dr. Lateshia Woodley and School Leadership

Data Driven Indicators for Student Interventions

Attendance

KANSAS CITY PUBLIC SCHOOLS

Social Emotional Support Behavioral

Academic Performance

Kansas City Public Schools

Attendance Protocols

ATTENDANCE REQUIREMENTS	KANSAS CITY PUBLIC SCHOOLS PROCEDURES
Student is absent 1 – 2 day (s)	**1st and 2nd Absence(s):** Teacher make a reasonable effort to contact parent/guardian to verify knowledge whenever a student fails to report to school and maintain Tyler SIS contact log information
Student is absent 3 – 6 day (s)	**3RD unexcused absence** – Principal or designated representative contact Parent to obtain explanation via telephone. **4TH unexcused absence** – Principal or designated representative attempt to contact Parent via telephone/in person to obtain explanation of absence and explain consequence of nonattendance. Schedule a conference within 3 days to meet with Parent/Student conference. If unable to contact a letter is send to parent/guardian informing them of the student's attendance record, possible consequences, and the need for a response. **6th unexcused absence** – The principal/designee will submit a Police Wellness Check referral. The Dropout Prevention and Recovery Specialist will verify intervention documentation, if not document it will return to school without action. a) If intervention documentation is verified then a Police Wellness

Kansas City Public Schools

Attendance Protocols

Student is absent 7 – 9 day(s)	**7th – 10th unexcused absence** – The School Student Attendance Team (SAT) will continue intervention plan (Problem solve solutions) that should include: a) Assessment of the problem -ex. lack of parental involvement b) Intervention recommendations - ex. Student Attendance contract, Social services support, referral, Transition services, parent Liaison, family support plan, etc. c) Conducting Home visit to meet with parent and student to discuss attendance concerns d) Determine if Social Services are needed Certified letter to Parent/student to share information regarding State Compulsory School Attendance law (137.031 R.S.M.O.) and Citation.
Student is absent 10 – 15 days	**10th – 12th Absences:** DPRT will then review and verify that proper intervention documentation has been completed. Once receiving the Truancy referral, the DPRT will review the intervention plan of the school to ensure we have needed documentation parent/guardian and/or student intervention documentation the next steps will be taken: A DPRT will attempt to contact Parent/Guardian by phone or email to determine issues related to the student's absenteeism. B. DPRT will arrange a home visit to determine if Social Services or resource are needed to assist the family, if needed ensure agencies are contacted and family are provided with needed assistance. C. Parent will be requirements to sign an Attendance Student Contract that requires student regular attendance that will be monitored weekly by DPRT. D. If students continue not to attend school, then parent/guardian is notified of risk of citation. Inform parent/guardian that the State Compulsory Attendance Law, Section 167.031, RSMo is still in effect. E. If unable to have Parent/Guardian agree or to maintain Attendance Contract in a for two-week period then a Truancy citation will be issued. Home Visit; share information about school & community resources and Truancy Law **13th – 15th Absences:** Submit referral form with documentation for Truancy Citation to District Truancy Officer.

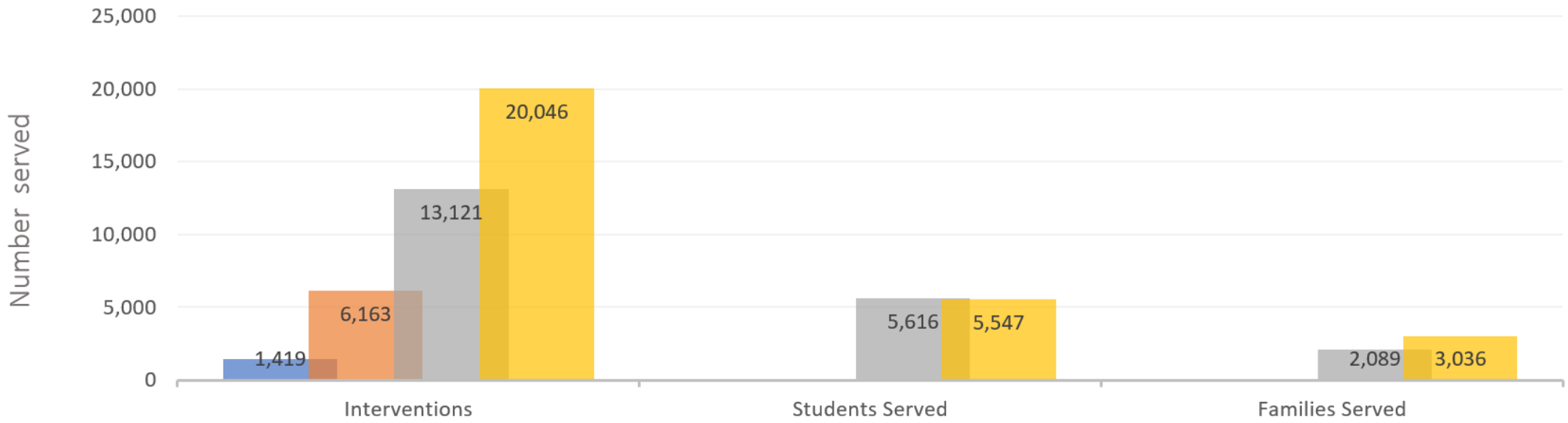
Kansas City Public Schools is working hard to track down absent students

https://www.kmbc.com/article/kansas-city-public-schools-is-working-hard-to-track-down-absent-students/36334606

Current Average Attendance Rate

Grade	Attendance 5/17
K	89.6
1	89.0
2	89.8
3	90.0
4	90.2
5	89.9
6	90.3
7	89.3
8	82.8
9	75.4
10	76.3
11	77.7
12	83.1
K-6 Totals	89.8
7-8 Totals	86.0
9-12 Totals	78.4
District Totals	88.0

Student Intervention Trends



*SY ‘21 – began tracking students/families served data

Safety Alerts
120
100
80
60
40
20
0
ALERTS
RISK OF HARM ID
NO RISK OF HARM ID
Sept '20
Oct '20
Nov '20
Dec '20
Jan '21
Feb '21

Social Emotional Support and Learning – School Re-entry

Educators

- Created spaces where adults can connect, heal, and build their capacity to support students
- Ensure confidential access to mental health and trauma support/Employee crisis hotline
- Provided access to supports and professional development that encourage health and well-being

Students

- Developed student SEL screener
- Provide age-appropriate information regarding trauma and emotional regulation and opportunities to develop new coping tools.
- Focused on discipline that supports restoring and repairing

Questions

RSIT Breakout Discussion

Feedback/Requests

Regional School Improvement Team

Thank you