KANSAS CITY
PUBLIC SCHOOLS

Regional School Improvement Team Presentation

September 28, 2021

KANSAS CITY
PUBLIC SCHOOLS

Celebrations

Dr. Mark Bedell
Superintendent

Celebrations

- Started the school year in-person
- Began the school year with relatively minimal vacancies-12 (compared to counterparts across the region/nation)
- Child Nutrition stability and enhancements
- ESSER Funds to support acceleration of student learning

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Challenges

Dr. Mark Bedell
Superintendent

Challenges

- COVID-19 related concerns (quarantining of staff & students)
- Staffing for multiple positions (certified & classified)
- Student Information System conversion
- Transportation
- Social-emotional health of staff and students

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Observations on the start of the school year

KCPS Enrollment

Dr. Lloyd Jackson

Schools	ADM Total	ADA Total	% Attendance
AC Prep Elem	407.28	314.49	77%
Anderson	45.19	23.31	62%
Banneker Elem	341.16	301.32	88%
Border Star	232.09	202.45	86%
Carver Elem	385.38	341.74	89%
Central High	543.29	347.89	65%
Central Middle	318.26	259.71	82%
Early College	124	123.19	99%
East High	997.71	746.8	75%
Faxon Elem	259.35	222.84	86%
FLA	675.71	606.83	90%
Garcia Elem	244.45	206.6	85%
Garfield Elem	396.09	361.2	91%
Gladstone Elem	342.2	312.42	91%
Hale Cook Elem	244.72	225.51	92%
Hartman Elem	232.8	218.3	94%
Holliday Elem	213.95	199.12	94%
J A Rogers Elem	436.84	371.63	85%
James Elem	200	179.23	90%

Schools	ADM Total	ADA Total	% Attendance
KCVA	740.04	722.58	98%
King Elem	334.32	306.98	92%
Knotts	28.28	24.22	87%
Lincoln Middle	564.68	516.93	92%
Lincoln Prep	943.67	885.21	94%
Longfellow Elem	195.8	187.04	96%
Melcher Elem	282.52	239.69	85%
Middle College	38.4	38.36	100%
MO Option	63.86	63.86	100%
Northeast High	514.6	407.73	79%
Northeast Middle	564.45	434.78	77%
Paseo Academy	650.7	546.4	84%
Phillips Elem	263.28	234.73	90%
Pitcher Elem	244.92	217.15	88%
Southeast High	385.38	287.19	75%
Trailwoods Elem	288.4	257.83	89%
Troost Elem	224.16	186.97	83%
Wheatley Elem	353.08	301.58	86%
Whittier Elem	337.4	302.49	90%
Grand Total	**13658.41**	**11726.3**	**87%**

Questions

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Transportation

Mr. Christopher Walls

Transportation 2021-2022 (Driver Shortage and Adjustments to Improve Performance Levels)

Day 1 of School

- Day 1 Route Count=140
- Day 1 Anticipated Driver Count=150
- Actual Day 1 Driver Count=142
- End of Week 1 Driver Count=130
- **Assuming Daily Call-Offs, daily driver shortage=22**

Day 11 of School

- Day 11 Route Count=118 (22 route reduction)
- Day 11 Driver Count=130
- **Assuming Daily Call-Offs, daily driver shortage=0**
- This route reduction a combination of parent transport, cab service assistance, and route consolidation. Rather than wait until driver supply increased, we proactively reduced route count to match available driver supply.

Kansas City Public Schools

Questions

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Child Nutrition

Ms. Katlyn Lanoue
Assistant Director Child Nutrition

Summary Update

- Procuring a Prime Food Vendor
  - Modification of acceptance of food deliveries – between midnight – 6:00 a.m.
- Continuing to fill staff vacancies
- Focusing on Food Safety
- Promoting fresh fruits and vegetables
  - Awarded **$ 494,069.19** from the Fresh Fruit & Vegetable Grant
- Introducing recipe-based menu items
- Focus on Student Satisfaction

Vendors

Company	Products	Fill Rate
Martin Bros	Prime Food	99%
KC Cold Storage	USDA Commodity Foods	100%
Loffredo	Fresh Produce	98%
Belfonte	Milk	100%
Roma	Bread	100%

Questions

Kansas City
Public Schools

Teaching Vacancies

Mr. Jordan D. Gordon
Executive Director of Human Resources

Teaching Vacancies

School Categories	Total Vacancies	Total RTH's	Left to fill
High School	2	0	2
Middle School	3	0	3
Elementary	10	2	8
Except Ed./ECSE	4	0	4
ESL	3	0	3
Counselors	0	0	0
Total Vacancies	***22***	***2***	***20***
Prior Year Trends	**SY20**	**SY21**	**SY22**
Beginning Vacancies	7.4	3	12

Teacher Challenges

- **Competitive Salaries**
  - Out-of-State Incentives
- **Hard to Fill Positions**
  - Exceptional ED
  - English Language Learners
  - Math/Science/ELA

- **Teacher Resignations**
  - Anxiety
  - Stress
  - Medical Risks

Questions

KANSAS CITY
PUBLIC SCHOOLS

Addressing Learning Loss

Dr. Phillip Jones

Interim Assistant Superintendent Curriculum & Instruction

Ms. Erin Dorsey

Interim Director of Curriculum & Instruction

Instructional Plan of Action

Staying the Course!

(across all content areas)

Areas of Focus for SY22

Proficiency Scales

Data Deep Dives of Assessments

Internalization of Instructional Design

Proficiency Scales

- A visual representation of how student learning could progress from the introduction of new concepts to developing an understanding beyond the classroom environment
  - Direct instruction – Level 2
  - Independent practice/learning –Level 3
  - Application of Knowledge – Level 4

Title of Scale: Multiplication

Elementary: Math
Grade: 3rd Grade

Standard(s):
RA.A.1 Interpret products of whole numbers.
RA.A.3 Describe in words or drawings a problem that illustrates a multiplication or division situation.
*RA.A.4 Use multiplication and division within 100 to solve problems.
*RA.A.5 Determine the unknown number in a multiplication or division equation relating three whole numbers.
RA.B.6 Apply properties of operations as strategies to multiply and divide.
*RA.C.7 Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.
*RA.C.8 Demonstrate fluency with products within 100.
NBT.A.4 Multiply whole numbers by multiples of 10 in the range 10-90.

4.0	Students will be able to: • Develop strategies for multiplying two-digit numbers (for example, when given the problem 8×37, reason that 37=30+7 and 30=3×10, then use the distributive and associative properties to rewrite the problem as 8×3×10+8×7).
3.0	Students will be able to: • Represent multiplication problems using models or diagrams (for example, when given the problem 5×7, represent the problem as an array of objects arranged in 5 rows and 7 columns and identify the total number of objects as 35). **(M1)** • Rewrite multiplication expressions as equivalent multiplication expressions in different forms using the properties of operations (for example, when given the expression 6×8, rewrite the expression as (6×4)+(6×4) or as 6×(2×4)). **(M2)** • Solve multiplication problems represented as equations using various strategies (for example, when given the problem 9×7=□, solve the problem by counting nine 7s, rewriting the problem as (9×5)+(9×2), or recognizing that the answer to 9×7 will be one 7 less than 10×7). **(M3)**
2.0	**M1** Students will ***recognize*** and ***recall*** specific vocabulary, including: • Array, column, equal groups, factor, multiplication, multiply, product, row, times Students will be able to: • Identify the components of a multiplication problem (factors, multiplication symbol, and product). • Describe multiplication as repeated addition or as groups of a factor. For example, describe the problem 3×4 as 3 sets of 4 added together (4+4+4) or as "three fours." • Represent multiplication using groups of equal objects. For example, describe 3×4 as representing the total number of objects in 3 groups of 4 objects each. • Represent multiplication using arrays of objects. For example, describe 7×8 as representing the total

Data Deep Dives of Assessments

					1	2	3	4	5
	42.9%	17	33	52	4	48	25	42	44
3.DS.A.1					0	0	0	100	100
9	38%		I	C		A	B		
3.DS.A.2					0	0	0	0	0
2	19%		I	D	A	A	C	A	A
3.DS.A.3					0	0	0	0	0
22	16%		I	D		A	A	C	C
23	14%		I	BC		D	D	A	A
3.GM.A.1					0	0	0	0	0
31	3%	I		1	0	0	0	0	0
3.GM.B.4					0	100	0	0	0

Grade level: 3rd Content/Course: Math

1. Standards Analysis: Standards Not Yet Proficient
2. Student Analysis: What Does the Data Tell You About Your Students?
3. Instructional Plan
4. Student Analysis: Lowest Performing Students
5. Student Growth Objective (SGO)

Initial Questions to Consider (quick, 2-3 min conversation to focus the team):

- How well did the class do as a whole?
- What are the strengths and weaknesses in different standards?
- How were the results in the different question types (multiple choice vs. open-ended, reading vs. writing)? Do they provide you any information on the different item types? Did students struggle with one more than others?
- Who are the strong and weak students?
- Bombed question (based on performance bands) - did students all choose the same wrong answer? Why or why not?
- Break down standards - did students do similarly on each question within the standard? Why or why not?
- Sort data by students' scores - are there questions that separate proficient and non-proficient students?
- Look horizontally by student - are there any anomalies occurring with certain students?

If you want to view the training module for the Data Deep Dive Protocol CLICK HERE

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

Math Internalization

Steps	Internalization/Annotation Priority	Questions to Guide Internalization and Annotations
Step 1	Do the Math of the Lesson ▪ This includes the exit ticket, problem set, concept development, application problem, and fluency--as applicable.	▪ What are the various solution methods/representations that could be produced? ▪ Where did I struggle with the math for this lesson?
Step 2	Identify the standard connected to the lesson, objective, and exit ticket.	▪ Given the math involved in this lesson, which standard(s) is being addressed? ▪ Are parts of the standard(s) addressed or does the lesson attend to the full standard? ▪ Does the exit ticket fully align to the standard or part of the standard?
Step 3	Identify the aspect(s) of rigor called for by the standard(s) and analyze the connection to the lesson.	▪ Which aspect(s) of rigor is the standard(s) calling for? Conceptual understanding, procedural skill/fluency, and/or application. ▪ Where are the key connections to the aspect(s) of rigor in the lesson?
Step 4	Identify key lesson takeaways	▪ Based on my understanding of the standard(s), objective and appropriate aspect(s) of rigor: ○ What is the essential math I want students to walk away from the lesson knowing? ○ How does the concept development unfold in a way that gets students to those key takeaways? ○ What questions from concept development are essential to support/develop students' understanding?
Step 5	Anticipate and note potential student misconceptions	▪ In concept development, where do you anticipate your students will struggle? Why? ▪ What questions and/or just-in time scaffolds should you include as a result? If available, how can you use the supports provided in the Teacher's Edition?
Step 6	Make decisions in the Problem Set	▪ Based on your understanding of the key takeaways and connections to the standard, which questions must all students do in order to have access to success on the outcome of the lesson? Designate those in your Teacher's Edition.

ELA Internalization

A PLC is an ongoing process of continuous improvement that allows educators to work in a collaborative culture with recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

PLC Process

Step 1: Teachers will read through the text for the week and each day of the slide deck to gain an overall understanding of intended learning.

Step 2: Teachers will review the exit ticket for days 1-5 and create an exemplar response for each exit ticket - actually write out the response you are expecting from students (use the proficiency scales to guide what will be expected of student responses)

Step 3: Teachers will internalize each day of the slide deck. This will include: determining the answer they want from the questions on the slides; determining the instructional moves (sentence stems, partner work; back pocket questions; etc.); determining engagement strategies; determining what slides or pages to have students read and reread independently and/or with a partner; etc.

Step 4: Teachers bring back one common exit ticket from the week and use the proficiency scales to analyze the data. This will help drive small group and whole group instruction for the following week.

iReady Data Trends - Reading

At Risk for Tier 3
40%

Tier 2
30%

Tier 1
30%

SY 2018 - 2019

At Risk for Tier 3
43%

Tier 2
34%

Tier 1
22%

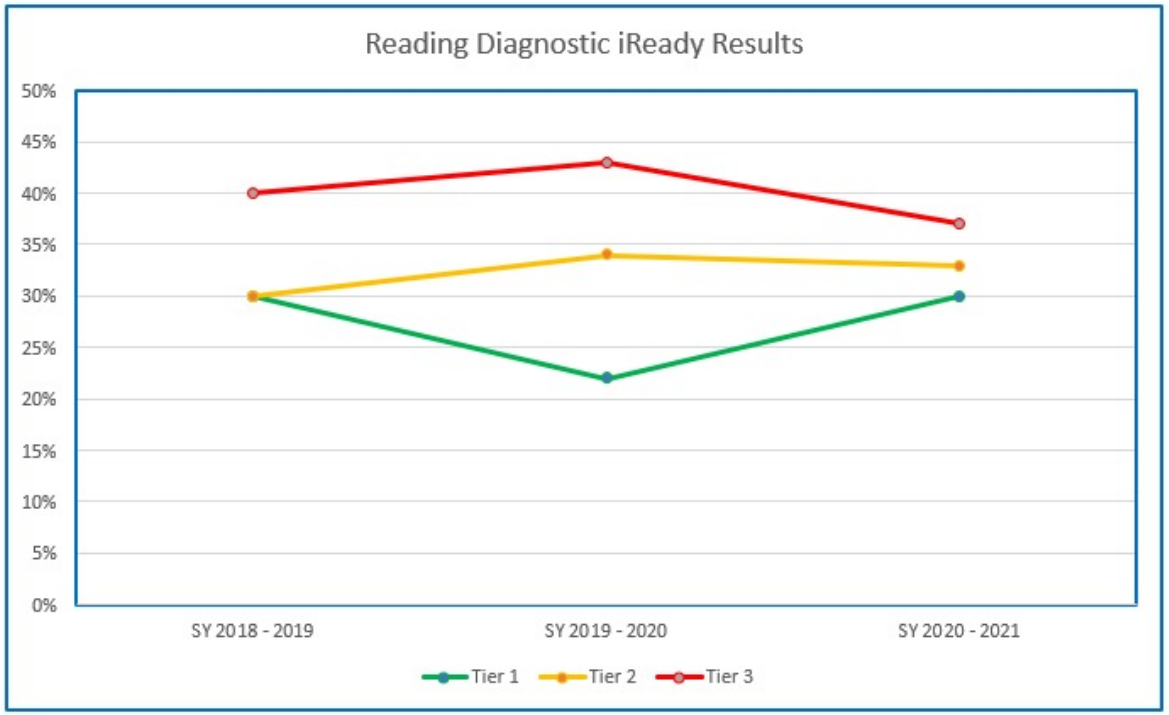
SY 2019 - 2020

At Risk for Tier 3
37%

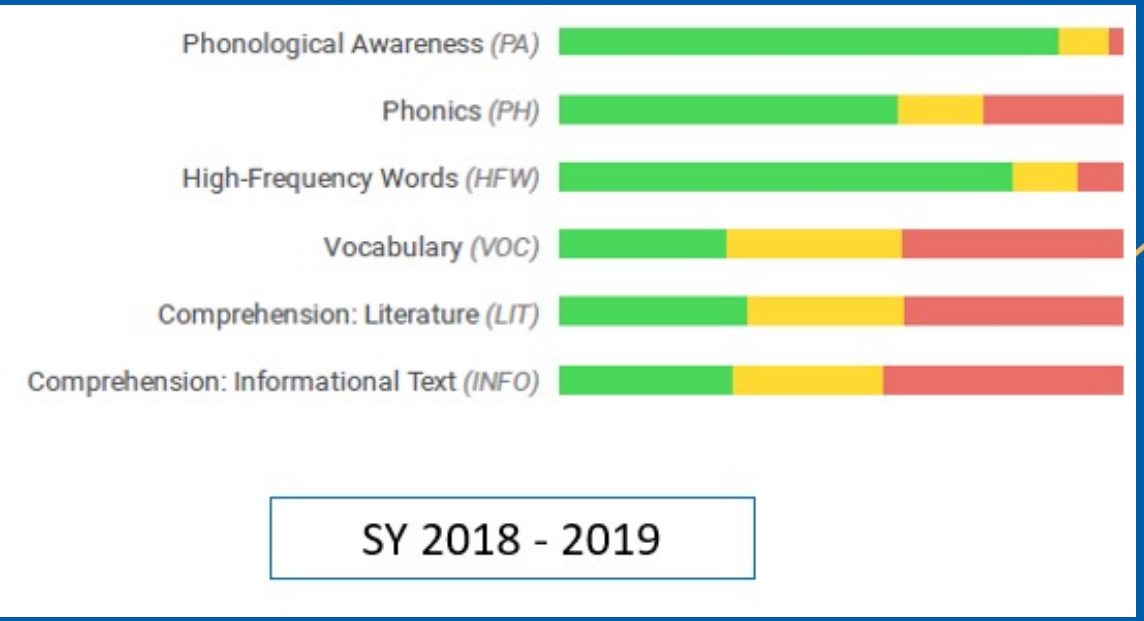
Tier 2
33%

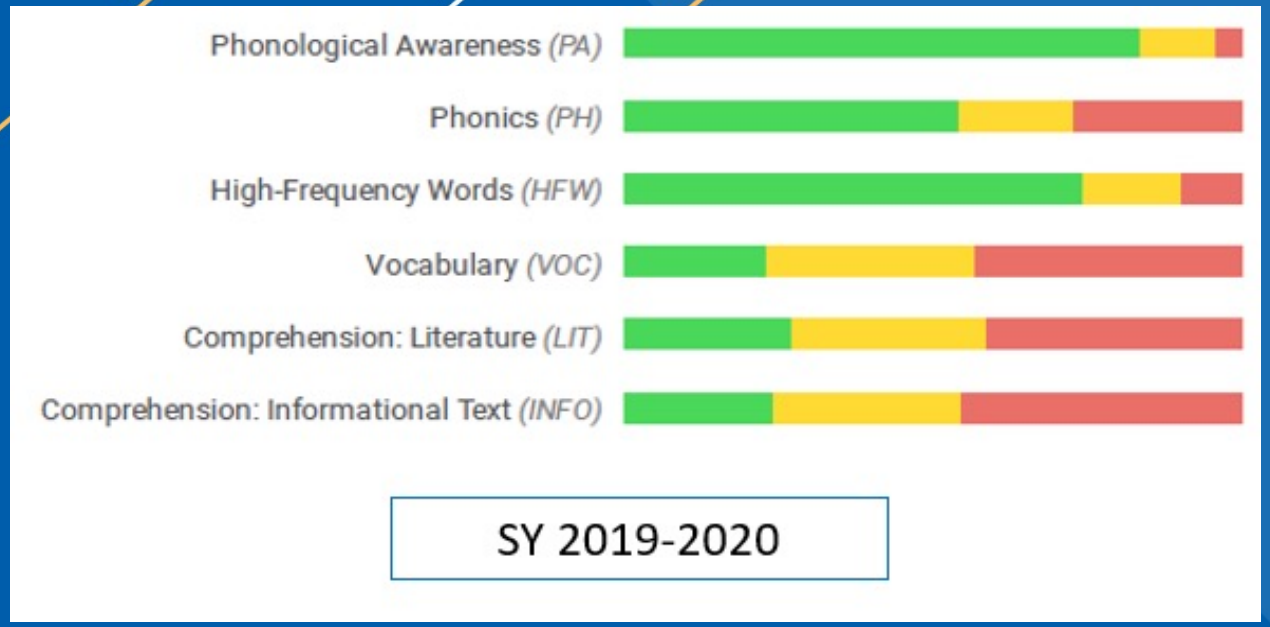
Tier 1
30%

SY 2020 - 2021



iReady Data Trends - Reading





Plan of Action

Reading & English Language Arts

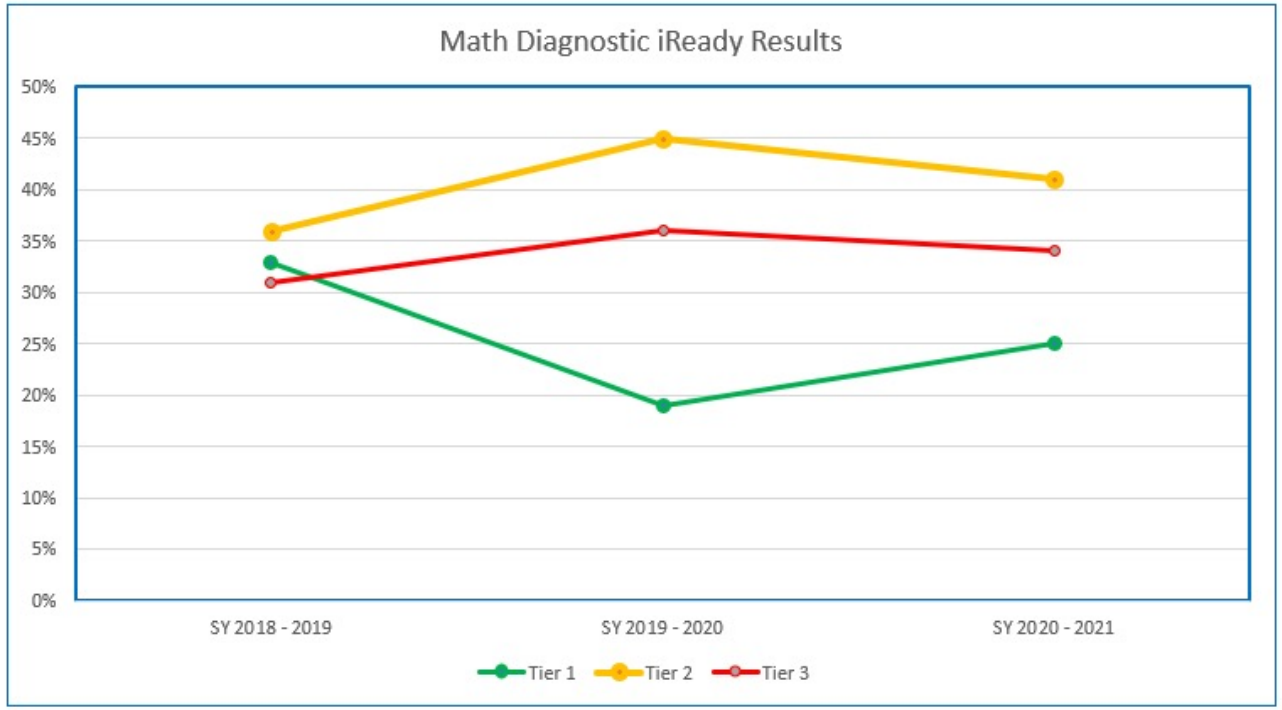
- Provide professional learning opportunities focused on the internalization of learning progression (modified Marzano proficiency scales)
  - Use scales to identify gaps
  - Use scales to guide scaffolding during whole-group/small-group instruction as part of teaching blocks
- Science of Reading utilizing LETRS trained teachers to support foundational skills in reading (vocabulary, comprehension (literature), comprehension (informational text)
- Addition of Reading Interventionists (Tier 3 schools)

iReady Data Trends - Math

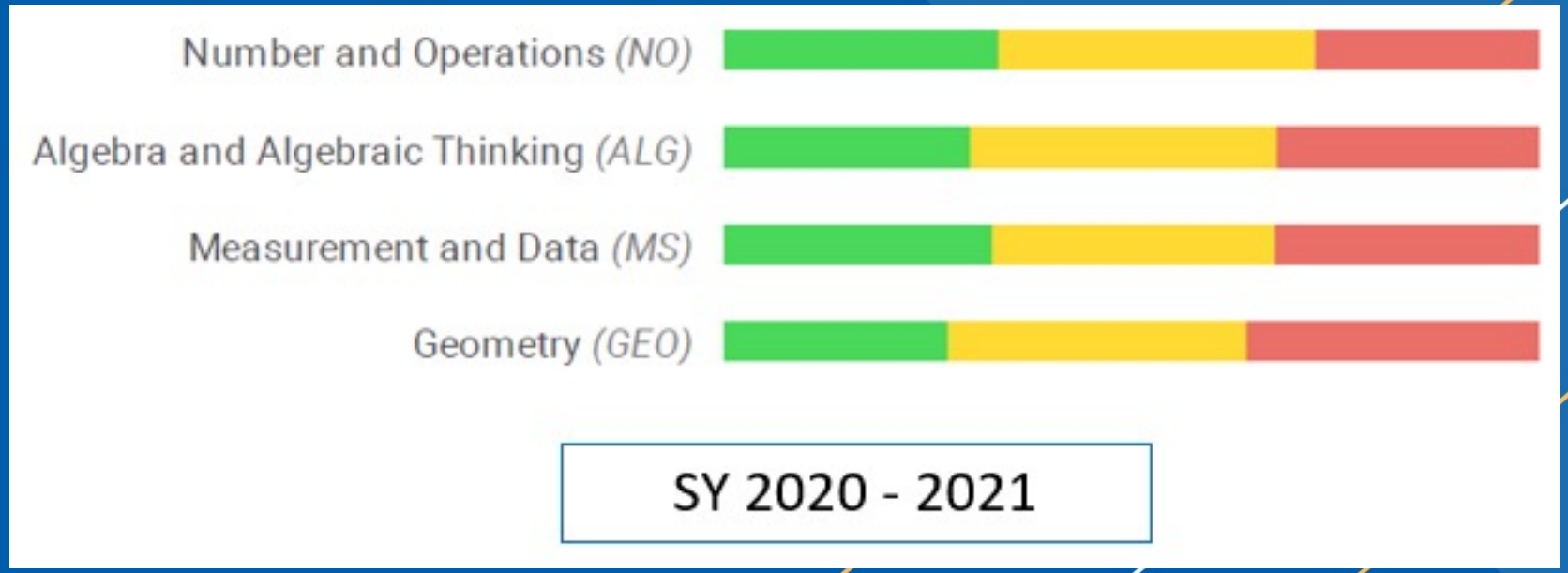
SY 2018-2019

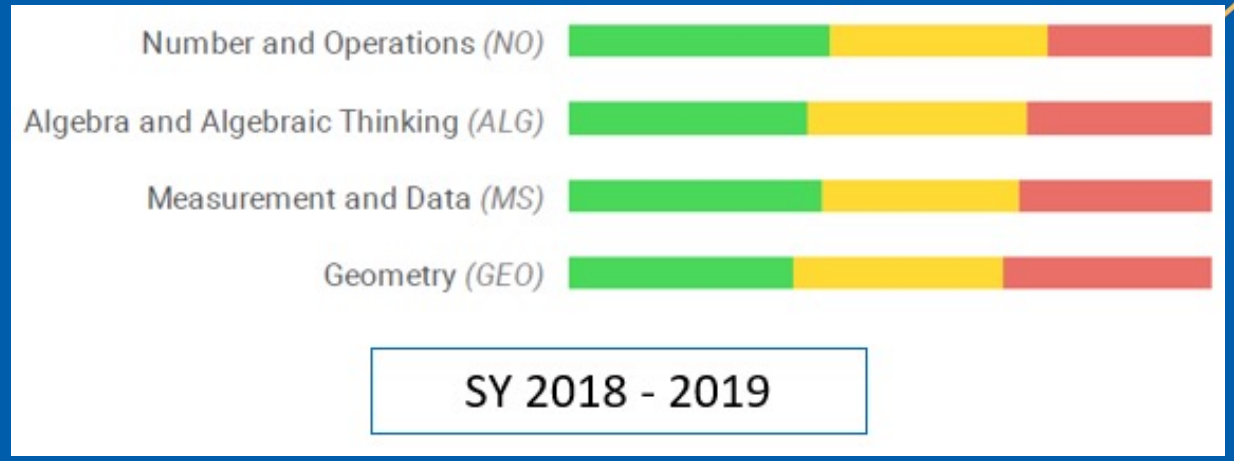
SY 2019-2020

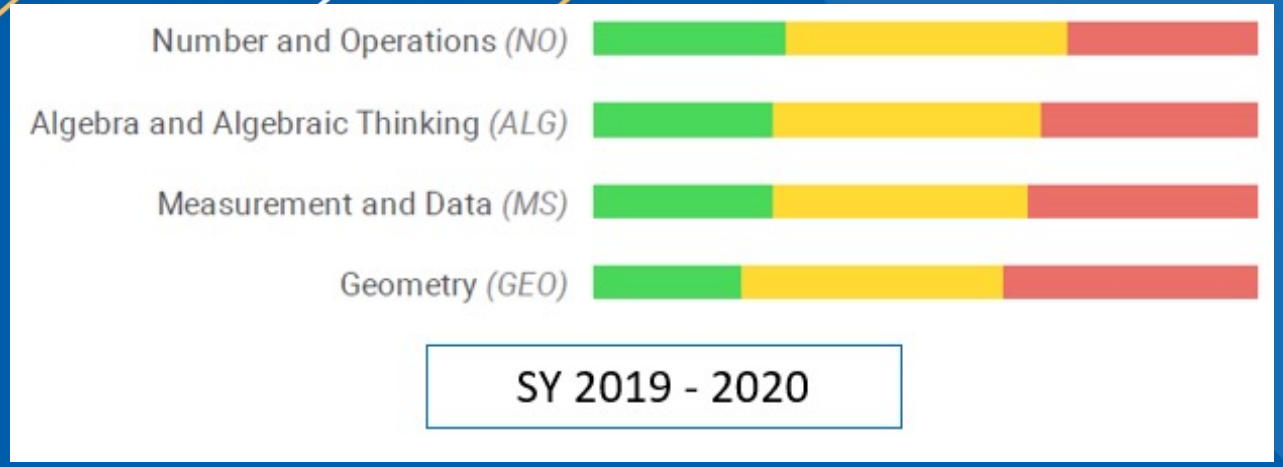
SY 2020- 2021



iReady Data Trends - Math







Plan of Action

Mathematics

- Provide professional learning opportunities focused on the internalization of learning progression (modified Marzano proficiency scales)
  - Use scales to identify gaps and guide scaffolding during whole-group/small-group instruction as part of teaching blocks
  - Incorporation more math literacy in classroom instruction
- In addition to math interventionists, will hire Math Tutors (primarily retired teachers)
- Student Internship – Math Tutor (extension of successful summer 2021 program)
  - Potential start date - January 2022
  - 11th and 12th grade students will provide after school tutoring sessions
  - Underclass students (HS buildings) or to K – 8th grade students (MS/ES buildings)

Plan of Action

Mathematics cont.

- Tier 2 and Tier 3 Resources
  - iReady teacher toolbox (K-8)
  - ALEKS (9-12) in curriculum maps
- Unit Learning Progressions K-6
- Unit Performance Tasks

Learning Progression
4th Grade Math ~ Unit 5: Adding/Subtracting Fractions ~ 22 days

Priority Standards:
★NF.B.6 Solve problems involving adding and subtracting fractions and mixed numbers with like denominators.
Supporting Standards:
NF.B.4 Understand addition and subtraction of fractions as joining/composing and separating/decomposing parts referring to the same whole.
NF.B.5 Decompose a fraction into a sum of fractions with the same denominator and record each decomposition with an equation and justification.

Essential Question	Big Idea	Math Manipulatives	Connections
How do I add and subtract fractions and mixed numbers with like denominators?	Operations with fractions follow similar patterns to operations with whole numbers.	Counter Fraction tiles Number lines	• Cooking/Recipes • Measurement/distance

	Learning Targets for Instruction	Resource
Day 1-2	• I can use a number line to add and subtract fractions with like denominators	i-Ready Classroom Common Core Gr. 4 Lesson 19 Session 1
Day 3-4	• I can use number lines and area models to show fraction addition and subtraction	i-Ready Classroom Common Core Gr. 4 Lesson 19 Session 2
Day 5-6	• I can decompose a fraction into a sum of fractions with the same denominator	i-Ready Classroom Common Core Gr. 4 Lesson 20 Session 1
Day 7-8	• I can develop strategies to add fractions	i-Ready Classroom Common Core Gr. 4 Lesson 20 Session 2
Day 9-10	• I can develop strategies to subtract fractions	i-Ready Classroom Common Core Gr. 4 Lesson 20 Session 3
Day 11-12	• I can decompose a fraction in more than one way	i-Ready Classroom Common Core Gr. 4 Lesson 20 Session 4
Day 12-14	• I can solve problems by adding and subtracting fractions	i-Ready Classroom Common Core Gr. 4 Lesson 20 Session 5
Day 15	• I can use number lines and benchmark fractions to estimate fraction sums and differences	Envision 2.0 9-7
Day 16	• I can use models and equivalent fractions to help add and subtract mixed numbers	Envision 2.0 9-8
Day 17	• I can add and subtract fractions that are greater than 1	i-Ready Classroom Common Core Gr. 4 Lesson 21 Session 1
Day 18	• I can use models to add and subtract fractions that are greater than 1	i-Ready Classroom Common Core Gr. 4 Lesson 21 Session 2
Day 19	• I can use models to add and subtract fractions that are greater than 1	i-Ready Classroom Common Core Gr. 4 Lesson 21 Session 3
Day 20	• I can use equivalent fractions and properties of operations to add mixed numbers	Envision 2.0 9-9
Day 21	• I can use equivalent fractions, properties of operations, and the relationship between addition and subtraction to subtract mixed numbers	Envision 2.0 9-10
Day 22	• I can use math I know to represent and solve problems	Envision 2.0 9-11

Unit Performance Task

UNIT 4 MATH IN ACTION

Discuss Models and Strategies

Read the problem. Write a solution on a separate sheet of paper. Remember, there are lots of ways to solve a problem!

Coin Purses

Luna wants to make and sell small coin purses with gold braid around the perimeter. She will show a sample of each of the two styles at a craft fair. If people like them, she will make more.

Here are Luna's notes about the two styles.

Square style:
- all sides are $2\frac{1}{2}$ inches long

Rectangle style:
- sides are $3\frac{1}{4}$ inches and $2\frac{1}{4}$ inches long

Note: I will have to cut pieces of braid to fit, but I won't put together two small pieces for one side.

Luna needs to buy enough gold braid to make one sample purse for each design. She wants to spend as little as possible.

How can Luna use this price chart to decide what lengths of gold braid to buy?

Length (inches)	2	4	6	8	10	12	20
Cost	$2	$4	$6	$8	$10	$11	$17

632 Unit 4 Math in Action Use Fractions and Decimals

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Questions

Kansas City
Public Schools

Plan for ESSER III Funding

Jennifer Collier
Deputy Superintendent
Linda Quinley
Chief Financial & Operations Officer

20% Learning Loss at 28.62% for KCPS

		2022-23 ESSER III	
Department/Requestor	Items	FTE	Total
Instruction	Individual building allotments & departments serving the most highly impacted students		$ 5,360,000
Instruction	Night School Coordinator and 4.00 teachers, plus support staff licenses, supplies	7.00	$ 400,000
Instruction	Talking Points		$ 67,178
Instruction	Class Size Reduction Teachers	20.00	$ 1,440,000
Instruction	Elementary Reading Interventionist 25.00		
Instruction	Reading & Math Interventionists K-12	30.00	$ 2,160,000
Instruction	Math focused Professional Development		$ 119,000
Instruction	Student Peer Tutoring Program		$ 30,000
Instruction	Building Subs (includes CTE & PreK)	45.00	$ 2,565,000
Instruction	Instructional Paras 34.00	34.00	$ 1,480,836
Instruction	Classroom Furniture		$ 1,500,000
Instruction	Library and Digital Library Materials		$ 100,000
Instruction	PT teachers tutoring		$ 750,000
Instruction	Before & After School Tutoring Pay for Teachers		$ 400,000
Virtual Academy	Virtual Teacher Cost extra pay		$ 50,000
Virtual Academy	Virtual Teachers	25.00	$ 1,800,000
Virtual Academy	Cost of Licensures/etc.		$ 100,000
Total Instruction		161.00	$ 18,322,014

Use of remaining money

Student Support-Intervention	**Restorative Justice 4.00**	**4.00**	**$**	**304,220**
Student Support-Intervention	Rise Mentor Specialists	4.00	$	240,000
Student Support-Intervention	College Access Specialists	5.00	$	300,000
		13.00	$	844,220
Transportation	Homeless Transportation		$	676,500
		-	$	676,500
Nursing Services	Nurses High School 6.00	6.00	$	505,800
		6.00	$	505,800

Use of remaining money

Custodial	**24 New Part-time employee/school facility staff to reduce risk of virus transmission**		**$ 521,090**
Custodial	PPE/Masks		$ 100,000
Facilities	Air Quality/System Improvements HVAC		$ 34,000,000
Facilities	Repairs of mechanical systems relating to indoor quality		$ 1,000,000
Facilities	Merv 13 Filters		$ 90,000
Facilities	HVAC 3.00		
Total Operations		-	$ 35,711,090
Technology Services	Tech Support at schools 17.00	17.00	$ 1,133,108
Technology Services	Outside staffing contract		$ 1,000,000
Technology Services	Student USB-C and iPad Headphones		$ 100,000
Technology Services	T-Mobile Hotspots Renewal		$ 500,000
Technology Services	Webcams		$ 30,000
Technology Services	Google Voice		$ 200,000
Technology Services	District Fiber Loop		$ 5,000,000
Total Information Technology		-	$ 7,963,108

Waiting on Legislative Appropriation

- ESSER III application submitted by 8/23/2021 Deadline
- Awaiting review and approval of that application
- ESSER III timeline
  - Must use ESSER II prior to accessing ESSER III
  - Final spending committed by 09/30/2024

Questions

Kansas City
Public Schools

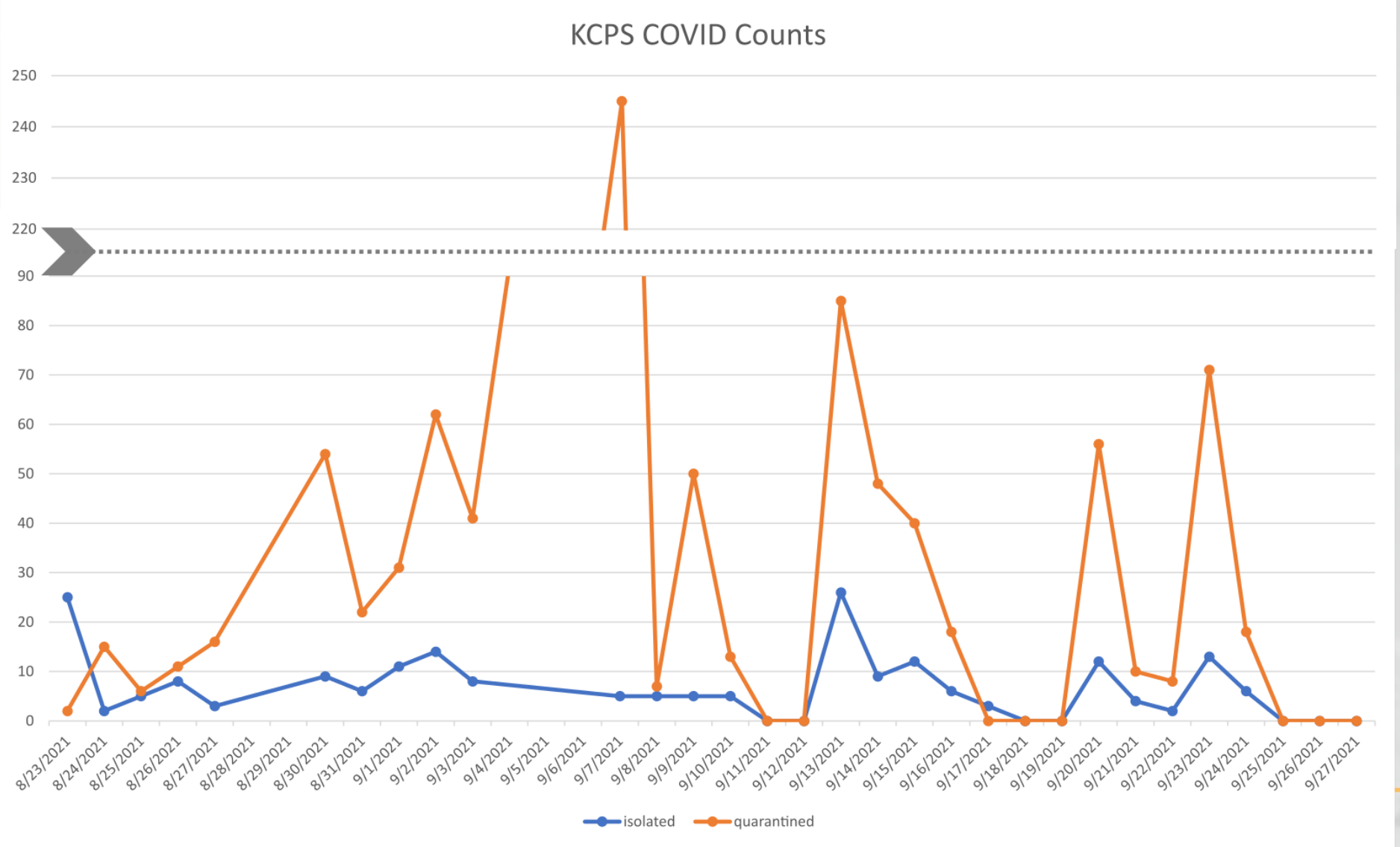
COVID-19 Update

Ms. Lauren Grimes
Ms. Sara Williams

Safe Return to In-Person Instruction and Continuity of Services Plan (SRCSP)

- SRCSP and COVID-19 Data Dashboard are available on KCPS Home Page by clicking on the "COVID-19 INFO" tab
- Schools are 100% open with KCVA option available
- Mitigation Strategies:
  - VAX or test for all staff
  - Strongly recommend vaccine for all eligible students
  - COVID-19 testing (surveillance and diagnostic) available at all KCPS sites for students and staff; unvaccinated staff are required to test weekly
  - Masks required indoors and on transportation
  - Hand hygiene
  - Podding/cohorting/seating charts
  - Social distancing to the extent possible
  - Continuous cleaning
  - Contact tracing with Isolation and Quarantine Protocols for students and staff
  - Following MSHSAA guidelines and KCPS I and Q protocols for student athletes
  - Notification of COVID-19 events sent to affected families and staff
  - Do Not Allow Entry list maintained (I&Q)
  - Students on Isolation or Quarantine learn through virtual options

COVID-19 Daily Case/Quarantine Count



Future Planning

- Partner with Children's Mercy Hospital, Truman Medical Center, and Kansas City Health Department:
  - Vaccine Clinics for students (5 and up), staff, and families
  - Booster Clinic for staff once timeline established
  - Educational opportunities for families, staff, and students (CMH Lunch and Learn at LCPA)
- Continue to refine/revise SRCSP, as needed, with input from:
  - Trusted community health partners
  - CDC Guidance
  - Continual input from families, staff, students, and stakeholders through "Let's Talk," Staff and Stakeholder Surveys, and COVIDCoordinator@kcpublicschools.org

Questions

KANSAS CITY
PUBLIC SCHOOLS

Accreditation

Dr. Mark Bedell

Questions

RSIT Breakout Discussion

Feedback/Requests

Regional School Improvement Team
Thank you

Next presentation is February 25, 2021