

Kansas City Public Schools and Department of Elementary and Secondary Education

February 28, 2018



4.4 & 11.1 Academic Safety Nets and Allocating Resources

Ms. Linda Quinley, Dr. Marla Sheppard,
Mr. Michael Reynolds



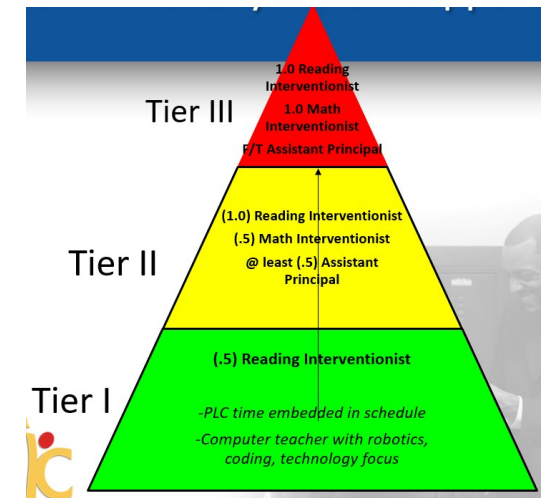
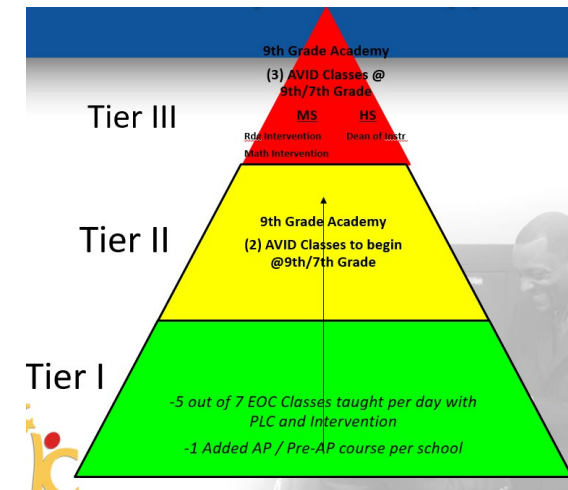
Measurements and procedures to assure allocation supports the academic growth of students

4.4 Develop a System of Academic Safety Nets

- Ensure that every school has a trained problem-solving team in place with a system-wide process
- Provide K-8 schools with trained interventionists to assist students who have learning gaps
- Create a culture of collaboration through system-wide implementation of PLCs
- Reorganize CIPD such that each Coach is a part of a PLC for schools with a common Assistant superintendent.
- Creating a system-wide transition team and process for all students moving from one level to the next.

11.1 Allocating Resources

- Creation of a tiered model for funding schools



Measurements and procedures to assure allocation supports the academic growth of students

- 1) Review professional service contracts system-wide to determine current need and value

Intended outcome: Reduce the percentage of the operating budget spent on service and supplies, thereby increasing the amount spent on salaries and benefits.

- 2) Use zero based budgeting to assure budget managers examine their detailed use of budgets and reconsider requests accordingly

Intended Outcome: Clarity via detail in the 2018-19 budget requests enhancing the administration's ability to provide focus and approvals on priorities. Increase transparency in the budget process

Measurements and procedures to assure allocation supports the academic growth of students

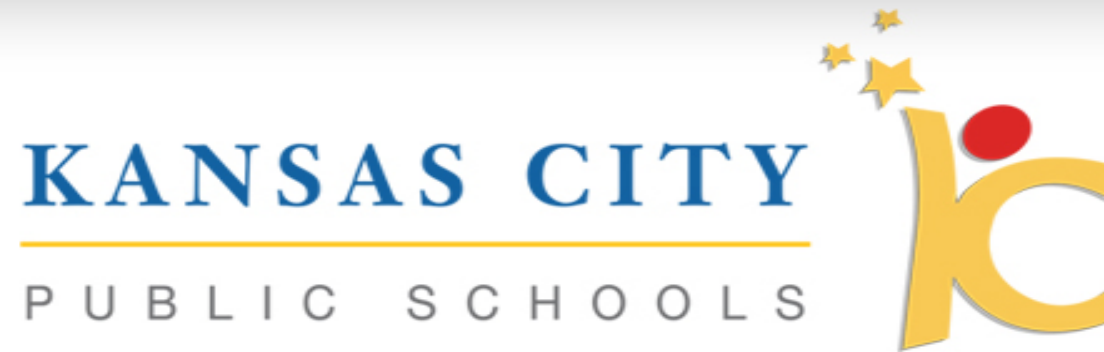
- 3) Establish a 5-year budget model projecting revenues and expenditures and planning for major initiatives such as opening/closing of schools, expansion of programs, etc.

Intended Outcome: Increase leadership, board and community awareness of priorities through the budget. Provide the plan/model in the final budget document to show the commitment to the priorities and the planning model.

Questions?

Transition to Middle School

Dr. Marla Sheppard



Addressing The Transition Between Elementary and Middle School

Pre-K

- Learning Inventory for K teacher
- CIPD and Enrollment will be working with KCPS elementary principals on transition

6th to 7th

- 6th grade students will visit middle schools in March
- Parent meeting will be held for elementary school parents
- Students will participate in a summer fish camp
- Systems and procedures will be taught in the summer

8th to 9th

- Students will be invited to their zoned high school
- Parent meeting will be held for middle school parents
- All high schools will have an orientation and camp for incoming students

Questions?

RTI Process in Schools, Observation Tool TNTP

Dr. Marla Shehppard

KCPS Highest Priorities

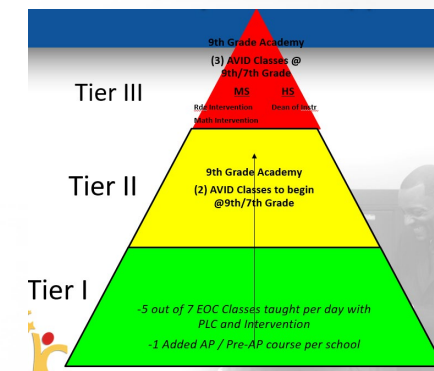
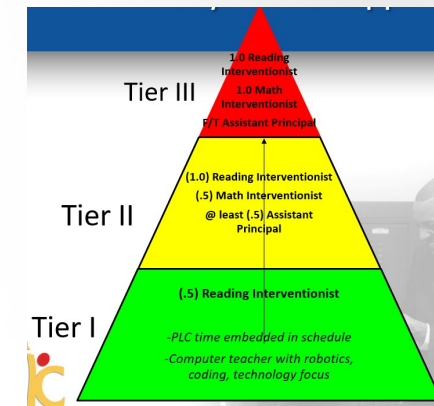
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Measure: Student Growth and Achievement

11.1 Allocating Resources

- Creation of a tiered model for funding schools



Rtl Process in Schools

Rebirth of the Problem-Solving Team



All Central Office Team Members Trained (January 31, 2018)

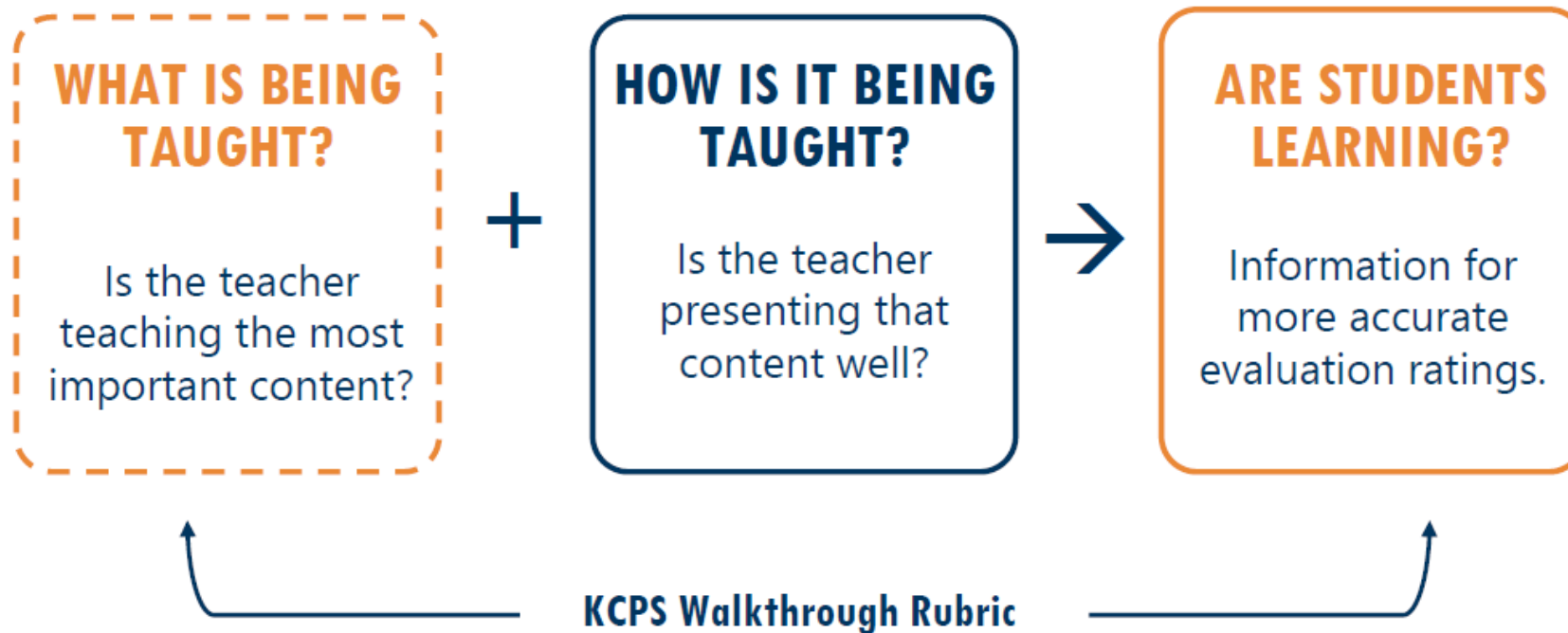


Principals are Trained and are to choose a team comprised of :
Teachers, counselors, administration, special education teachers, interventionists,
and ELL teachers (By May 31, 2018)



ALL Teams are trained in the Summer, 2018 with necessary forms
placed on a Google Doc

KCPS Walkthrough Tool



Focus



FOCUS: Are the objectives and lesson activities aligned to appropriate Missouri grade-level standards?

- *Is the objective aligned to grade-level cluster(s) and/or Missouri standard(s)?*
- *Do the lesson objectives help students work toward the depth of the standard?*

| 1. Lagging | 2. Approaching | 3. Advancing | 4. Leading |
|---|---|--|---|
| <p>The lesson objective is not aligned to grade-level Missouri content standard.</p> <p>The criteria for meeting the lesson objective is not written or communicated.</p> <p>The lesson activities are not aligned to the objectives.</p> | <p>The lesson objective states what students will be able to know and do but is not aligned to a grade-level Missouri standard.</p> <p>The criteria for meeting the objective is written but not discussed with students.</p> <p>The lesson activities are partially aligned to the objectives.</p> | <p>The lesson objective is aligned to the grade-level Missouri content standard.</p> <p>The criteria for successfully meeting the objective is written and discussed with students and the teacher checks for student understanding of the objective and criteria.</p> <p>The lesson activities are aligned to the lesson objective but partially move toward the depth of the standard.</p> | <p>The lesson objective and activities are aligned to the grade-level Missouri content standard.</p> <p>The criteria for successfully meeting the objective is written and discussed with students and the teacher checks for student understanding of the objective. When prompted, students can articulate the lesson objective and criteria for success in their own words.</p> <p>The lesson activities are aligned to the lesson objective and allow students to demonstrate mastery at the depth of the standard.</p> |

CORE TEACHER SKILL: Develop and clearly communicate a well-framed, standards-aligned, and appropriately rigorous objective to describe the goal(s) of the lesson.

Rigor



RIGOR: Do the content demands of tasks, questions, texts, and materials align with the expectations defined by Missouri grade-level standards?

- *What questions and tasks were students asked to complete?*
- *Do the questions and tasks require students to provide evidence, both in written and oral responses?*
- *Does what you observed match that standard?*
- *What are teachers and students **asking, saying, or doing** in relation to the question, text, or task?*

| 1. Lagging | 2. Approaching | 3. Advancing | 4. Leading |
|--|--|--|--|
| <p>Questions and tasks require students to recall and identify information or lead students to only one answer.</p> <p>Teachers repeat and synthesize all student responses.</p> <p>Very few or no students are using knowledge and evidence to form, articulate, and defend their answers and opinions.</p> <p>Students are not required to complete cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all the cognitive work.</p> | <p>Questions and tasks occasionally require students to provide multiple answers.</p> <p>Teachers repeat and synthesize some student responses and put others back onto students to synthesize.</p> <p>Some students are using knowledge and evidence to form, articulate, and defend their answers and opinions.</p> <p>Some students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving.</p> | <p>Questions and tasks require students to analyze and synthesize complex/multiple ideas or concepts.</p> <p>Teachers give students ample opportunity to synthesize their own responses.</p> <p>Most students are using knowledge and evidence to form, articulate, and defend their answers and opinions.</p> <p>Most students complete the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson.</p> | <p>Students formulate their own questions and task/make new meaning from content.</p> <p>Students lead discussions, synthesize their own responses, and ask further questions.</p> <p>All or almost all students are using knowledge and evidence to form, articulate, and defend their answers and opinions.</p> <p>All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.</p> |

CORE TEACHER SKILL: Use appropriately demanding instructional materials, such as texts, questions, problems, exercises, and assessments.

Student Understanding



STUDENT UNDERSTANDING: Do all students demonstrate that they understand the standards?

- Does the teacher respond to misunderstandings and provide appropriate scaffolding during the lesson?
- Are students explaining their thinking using evidence gathered from text, lesson activities, or other students to justify their answers?

| 1. Lagging | 2. Approaching | 3. Advancing | 4. Leading |
|---|---|--|--|
| <p>Teacher does not respond to misunderstandings and does not provide appropriate scaffolding.</p> <p>Checks for understanding are infrequent, of limited variety, and do not assess progress toward objective.</p> <p>Students have very few or no opportunities to express their thinking using evidence gathered from text, lesson activities, or other students.</p> <p>Students' voices are not heard. Students do not volunteer responses, ask questions, or discuss the work unless prompted by teacher.</p> | <p>Teacher occasionally responds to misunderstandings and/or provides appropriate scaffolding.</p> <p>Checks for understanding are occasional and provide limited assessment of progress toward objective.</p> <p>Students have few opportunities to express their thinking using evidence gathered from text, lesson activities, or other students.</p> <p>Students' voices are occasionally heard during the lesson doing only one of the following with the teacher: volunteering responses, asking questions, or discussing the work.</p> | <p>Teacher frequently responds to misunderstandings and provides appropriate scaffolding.</p> <p>Checks for understanding are frequent and assess progress toward objective but are limited in variety.</p> <p>Students have some opportunities to express their thinking using evidence gathered from text, lesson activities, or other students.</p> <p>Students' voices are often heard during the lesson doing one or more of the following with the teacher: volunteering responses, asking questions, and discussing the work.</p> | <p>Teacher consistently responds to misunderstandings and provides appropriate scaffolding.</p> <p>Checks for understanding are frequent, differentiated, and occur at strategic key points during the lesson.</p> <p>Students have extensive opportunities to express their thinking using evidence gathered from text, lesson activities, or other students.</p> <p>Students' voices are consistently heard during the lesson doing one or more of the following with teachers and peers: volunteering responses, asking questions, discussing the work, and giving feedback to peers.</p> |

CORE TEACHER SKILL: Use a variety of methods to check for whether students understand the key content needed to master the lesson at key moments in the lesson and address the underlying cause of student misunderstanding.

Questions?

KCPS Accountability, Improvement Goals & Framework for Achieving Goals

Dr. A. Lewis, Ms. E. Austin, Dr. T. Davis, Dr. D. Davis



Curriculum and Instruction

Non-Negotiables in Schools

- Follow the KCPS curriculum
- Follow the KCPS pacing guides
- Administer pre and post assessments

Innovation Non-Negotiables in Schools

- Attendance meetings take place same day and time each week and follows standard agenda
- Led by principal or principal's designee
- Include Site-based Mentor Coordinator (or Success Mentors)
- Invite key community-based partners
- Community-based partners sign confidentiality agreement to review student-level data

Innovation Non-Negotiables in Schools

For Students with a Success Mentor -

- One additional week of schooling
- 2.5 percentage point increase in attendance
- Increase in Achievement scores for elementary, middle, and HS students who exit chronic absenteeism
- Increase GPA for middle and high school students who exit chronic absenteeism
- Decrease in dropout rates for overage and under-credited students

School Level -

- At least 1.5 percentage point decline in Chronic Absenteeism

Questions?

ACT Score Improvement

Dr. Trinity Davis



Pre-ACT Baseline Data

1,953 students Grades 9-11

Score < 11 was 343 students (17.5%)

Score 12-15 was 1,006 students (51.5%)

Score 16-18 was 273 students (13.9%)

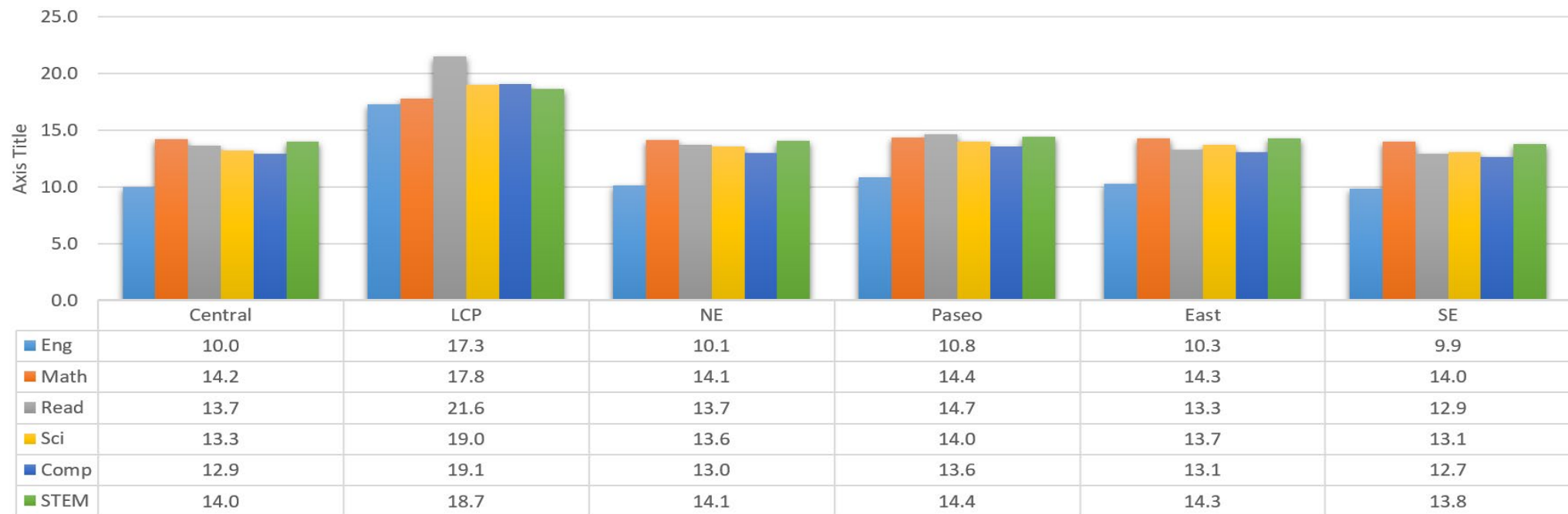
Score 19-25 was 226 students (11.57%)

Score 26-30 was 37 students (1.89%)

Score 30+ was 11 students (0.56%)

Pre-ACT Baseline Data

KCPS PreACT Scores - SY18



Pre-ACT Information

- Areas of Strength: Science, STEM, and Reading
- Areas of Concern: English and Math
- Curricular Interventions:
 - Grammar practice, comma and apostrophe usage, subject/verb agreement in Language Study unit
 - Alignment of MLS to ACT skills explicitly stated in the curriculum for secondary
 - Include ACT released items in classroom practice exercises

Pre-ACT Information

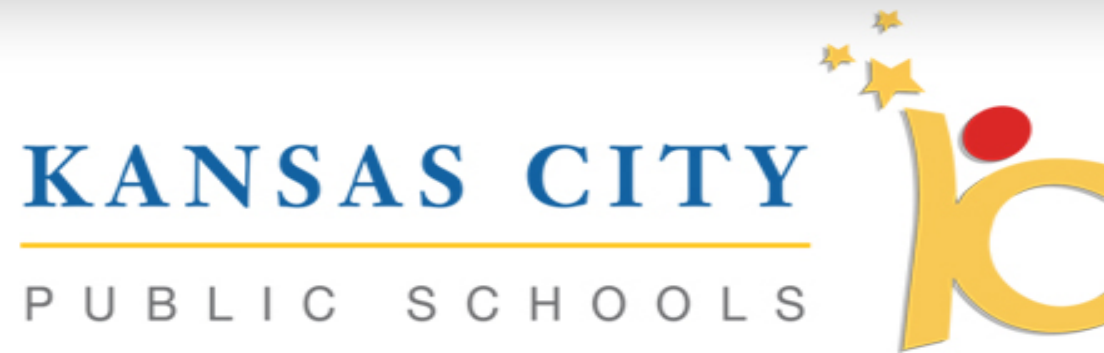
- Letters of congratulations will be sent to students scoring 19-30+ in order to keep them motivated and foster parental support for their academic progress on the April testing
- Three high schools are currently piloting an intensive EOC/ACT prep program
- Training in the summer for ACT Preparation Teachers will be facilitated by Dr. Wilson. Additionally a focus will be on tracking data in the ACT Prep course and targeting the needed interventions
- Each high school will offer ACT Preparation Classes to support the needs of KCPS students next school year

Questions?

RSIT Breakout Discussion



Feedback/Requests



Monthly Meeting Date

Thursday, April 4, 2018

