RSIT Presentation
January 24, 2019
Analysis of Data

Dr. Lateshia Woodley
Principals were given the following data:

1. 2018 Student-level MAP scores
2. I-Ready Beginning/Middle of the Year data
3. Achievement Series Reading, Math, and Science data

*Creating differentiated plans per student was discussed*
Principals were given this form in order to analyze data per teacher to determine alignment in walkthrough data and student performance. The analysis of this information will assist in decisions regarding teacher support.
Principals were invited to provide a 30 minute presentation to Dr. Bedell, Dr. Sheppard, and their Assistant Superintendent. The report was to give detailed information on attendance, discipline, academic growth, and needed support.
Questions?
Project Lead the Way Launch
Code.org

Javier Alfonso
PLTW/Code.org Teachers

- Transitioned from computer teacher to Project Lead the Way/Code.org teacher
  - Trained and certified in code.org (August 2017)
  - Trained and certified in PLTW Launch (July 2018)
  - Ongoing training (October 2018, December 2018 and March 2019)
PLTW/Code.org Teachers

• Current Support
  — Teaching using the Project Problem-based Learning model
  — Moving from sage on the stage to facilitator of learning
  — Side-by-side coaching/modeling
  — Providing feedback
  — Joint walkthroughs with principals
PLTW/Code.org Teachers

• 2019-2020 Focus
  — Continue focus on using the Project Problem-based Learning model
  — Creating common formative assessment rubrics
  — Side-by-side coaching/modeling
  — Providing feedback
  — Joint walkthroughs with principals
Questions?
AVID Implementation in KCPS

Dr. Jermaine Wilson
AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.
AVID Program Information

- Funding and Support by George K. Baum Foundation
- Measurable Outcomes and Metrics
- Expansion Plan over 4 Years
AVID Implementation

AVID in KCPS
(Enrollment Numbers)

- Central Academy- **16** (9th Grade)
- Central Middle School- **13** (8th Grade)
- East High School- **34** (9th Grade)
- Northeast High School- **27** (9th Grade)
- Northeast Middle School- **42** (8th Grade)
- Paseo Academy of the Fine and Performing Arts- **30** (18- 8th Grade and 12- 9th Grade)

**TOTAL= 185 Students in Cohort 1**
2018-2019 Program Foci

• School Year- **Focused Note-Taking Strategies (Organization Domain)**

• Quarters 1 and 2-
  – Focused Note-Taking
  – Binders
  – Socratic Seminar

• Quarters 3 and 4
  – Focused Note-Taking
  – Binders
  – Tutorials
Marking the Text at Central Middle School
Tutorials at Northeast and Paseo
Tutorial Request Forms, GPA Tracking, and College Going Environment
30 Second Speeches (NEMS), College Environment, and Socratic Seminar (Southeast)
Questions?
Replacement of NWEA with I-Ready

Mr. Mike Reynolds
Replacement of NWEA with I-Ready

- Provides school level reporting on student instructional tiers on aggregate and by grade level.
- Also provides a student level intervention tier by grade level.
- KCPS assessed a total of 8,486 students on the Reading portion of the i–Ready diagnostic.
• Provides school level reporting on student instructional tiers on aggregate and by grade level.

• Also provides a student level intervention tier by grade level.

• KCPS assessed a total of 8,554 students on the Mathematics portion of the i–Ready diagnostic.
i – Ready
Needs Analysis by Grade Report

- Needs Analysis available at the District, School, Grade, and Student Level
- Needs Analysis breaks down subject area domains to allow targeted intervention in areas of high need.
i – Ready Intervention Screener Report

- Provides school level reporting on student instructional tiers on aggregate and by grade level.
- Also provides student level intervention tiers by grade level.
Replacement of NWEA with I-Ready

**GOALS FOR 2018-19 EOY**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>At risk for Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>18.1%</td>
<td>21.3%</td>
<td>60.7%</td>
</tr>
<tr>
<td>Goal</td>
<td>+5% From Tier 2</td>
<td>+8% From Tier 3</td>
<td>-8% to Tier 2</td>
</tr>
<tr>
<td>EOY Distribution</td>
<td>23.1%</td>
<td>24.3%</td>
<td>52.7%</td>
</tr>
</tbody>
</table>

- KCPS reportable goals are to move 5% of students from Tier 2 to Tier 1 and also moving 8% of students identified in Tier 3 to Tier 2.
- Goals will be applied to KCPS as a whole, and will also be applied to individual grade levels as well as targeted subgroups.
Questions?
KCPS Intervention and Interventionists for At-Risk Schools

Dr. Christy Harrison
Math and Reading Interventionists Using the Tiered Model

- Tier 2 Schools-half time
- Tier 3 Schools-full time

<table>
<thead>
<tr>
<th>Interventionist</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math: 11</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Reading: 14</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>
## Sample Intervention Caseload

<table>
<thead>
<tr>
<th>Time</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:20 - 8:50</td>
<td>1st Grade - Tier II (K level PH, PA, Vocab &amp; HFW)</td>
<td>8 students</td>
</tr>
<tr>
<td>8:50 - 9:20</td>
<td>1st Grade - Tier II (K level PH, PA, Vocab, HFW)</td>
<td>6 students</td>
</tr>
<tr>
<td>9:20 - 9:50</td>
<td>1st Grade - Tier II (K level PH, PA, HFW)</td>
<td>6 students</td>
</tr>
<tr>
<td>10:00 - 10:30</td>
<td>2nd Grade - Tier II (1st level - PH, PA, V, HFW, C)</td>
<td>6 students</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>2nd Grade - Tier II (K/1 level - PH, PA, V, HFW, C)</td>
<td>6 students</td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td>2nd Grade - Tier III (K/1 level - PH, PA, V, HFW, C)</td>
<td>6 students</td>
</tr>
<tr>
<td>11:30 - 12:00</td>
<td>2nd Grade - Tier III (K/1 level - PH, PA, V, HFW, C)</td>
<td>6 students</td>
</tr>
<tr>
<td>12:00 - 1:00</td>
<td>Lunch / Plan</td>
<td></td>
</tr>
</tbody>
</table>
Individual Student Diagnostic 2
Growth Data

Overall Diagnostic Growth

<table>
<thead>
<tr>
<th>Domain</th>
<th>Diagnostic 1</th>
<th>Diagnostic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Grade K</td>
<td>Grade K</td>
</tr>
<tr>
<td>Phonological Awareness*</td>
<td>Emerging K</td>
<td>Grade K</td>
</tr>
<tr>
<td>Phonics*</td>
<td>Grade K</td>
<td>Emerging K</td>
</tr>
<tr>
<td>High-Frequency Words*</td>
<td>Emerging K</td>
<td>Grade K</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Early 1</td>
<td>Early 1</td>
</tr>
</tbody>
</table>

† This Diagnostic used to establish Growth Measures.
## Elementary Intervention Student Diagnostic 2 Growth Data

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
<th>Score 5</th>
<th>Score 6</th>
<th>Score 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>257%</td>
<td>113/44</td>
<td>140%</td>
<td>113/81</td>
<td>Grade K (412)</td>
<td>Mid 2 (525)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>187%</td>
<td>73/39</td>
<td>138%</td>
<td>73/53</td>
<td>Grade 1 (444)</td>
<td>Mid 2 (517)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>146%</td>
<td>79/54</td>
<td>82%</td>
<td>79/96</td>
<td>Emerging K (327)</td>
<td>Grade K (406)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>146%</td>
<td>57/39</td>
<td>108%</td>
<td>57/53</td>
<td>Grade 1 (473)</td>
<td>Mid 2 (530)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>136%</td>
<td>53/39</td>
<td>100%</td>
<td>53/53</td>
<td>Grade 1 (442)</td>
<td>Early 2 (495)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>126%</td>
<td>49/39</td>
<td>92%</td>
<td>49/53</td>
<td>Grade 1 (433)</td>
<td>Grade 1 (482)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>121%</td>
<td>47/39</td>
<td>89%</td>
<td>47/53</td>
<td>Grade 1 (476)</td>
<td>Mid 2 (523)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Secondary Intervention Student Diagnostic 2 Growth Data
Regrouping for Second Semester
Questions??
PLC Implementation

Dr. Lateshia Woodley
PLC Implementation

- July Summer Professional Development with Solution Tree
- September 20th Principal Meeting - Focused on PLC Implementation
- September - Solution Tree Consultants Begin work with Targeted Focus/Priority Schools
- October Solution Tree Consultants Facilitating Professional Development at Principals Meetings
- October 2018 PLC Fish Bowl for schools to discuss glows and grows and next steps for implementation
- Assistant Superintendents have visited at least one PLC at every assigned school
- Continued monthly collaboration around PLCs; Next Step- RtI within PLCs
- Mike Mattos will teach on RtI at the April 11, 2019 Principal’s Meeting
- Principal’s Summer Institute will dig deeper into RtI within PLCs

Theme: “Every Child, Everyday….RtI Matters”
Progress Update on New Walkthrough Tool

Dr. Darrin Slade
A system-wide Focus on Instructional Practices

WHAT IS BEING TAUGHT?
Is the teacher teaching the most important content?

HOW IS IT BEING TAUGHT?
Is the teacher presenting that content well?

ARE STUDENTS LEARNING?
Information for more accurate evaluation ratings.

KCPS Walkthrough Rubric
FOCUS

What is it that we want our students to know and be able to do?

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>The lesson objective is not aligned to grade-level Missouri content standard. The criteria for meeting the lesson objective is not written or communicated. The lesson activities are not aligned to the objectives.</td>
<td>The lesson objective states what students will be able to know and do but is not aligned to a grade-level Missouri standard. The criteria for meeting the objective is written but not discussed with students. The lesson activities are partially aligned to the objectives.</td>
<td>The lesson objective is aligned to the grade-level Missouri content standard. 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. The lesson activities are aligned to the lesson objective but partially move toward the depth of the standard.</td>
<td>The lesson objective and activities are aligned to the grade-level Missouri content standard. The criteria for successfully meeting the objective is written and discussed with students and the teacher checks for student understanding of the objective. When promoted, students can articulate the lesson objective and criteria for success in their own words. The lesson activities are aligned to the lesson objective and allow students to demonstrate mastery at the depth of the standard.</td>
</tr>
</tbody>
</table>

CORE TEACHER SKILL: Develop and clearly communicate a well-framed, standards-aligned, and appropriately rigorous objective to describe the goal(s) of the lesson.
At what level should our students know this concept? How will we know they learned it?

**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?

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Questions and tasks require students to recall and identify information or lead students to only one answer. Teachers repeat and synthesize all student responses. Very few or no students are using knowledge and evidence to form, articulate, and defend their answers and opinions. 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.</td>
<td>Questions and tasks occasionally require students to provide multiple answers. Teachers repeat and synthesize some student responses and put others back onto students to synthesize. Some students are using knowledge and evidence to form, articulate, and defend their answers and opinions. Some students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving.</td>
<td>Questions and tasks require students to analyze and synthesize complex/multiple ideas or concepts. Teachers give students ample opportunity to synthesize their own responses. Most students are using knowledge and evidence to form, articulate, and defend their answers and opinions. 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.</td>
<td>Students formulate their own questions and task/make new meaning from content. Students lead discussions, synthesize their own responses, and ask further questions. All or almost all students are using knowledge and evidence to form, articulate, and defend their answers and opinions. 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.</td>
</tr>
</tbody>
</table>

**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?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher does not respond to misunderstandings and does not provide appropriate scaffolding.</td>
<td>Teacher occasionally responds to misunderstandings and/or provides appropriate scaffolding.</td>
<td>Teacher frequently responds to misunderstandings and provides appropriate scaffolding.</td>
<td>Teacher consistently responds to misunderstandings and provides appropriate scaffolding.</td>
</tr>
<tr>
<td>Checks for understanding are infrequent, of limited variety, and do not assess progress toward objective.</td>
<td>Checks for understanding are occasional and provide limited assessment of progress toward objective.</td>
<td>Checks for understanding are frequent and assess progress toward objective but are limited in variety.</td>
<td>Checks for understanding are frequent, differentiated, and occur at strategic key points during the lesson.</td>
</tr>
<tr>
<td>Students have very few or no opportunities to express their thinking using evidence gathered from text, lesson activities, or other students.</td>
<td>Students have few opportunities to express their thinking using evidence gathered from text, lesson activities, or other students.</td>
<td>Students have some opportunities to express their thinking using evidence gathered from text, lesson activities, or other students.</td>
<td>Students have extensive opportunities to express their thinking using evidence gathered from text, lesson activities, or other students.</td>
</tr>
<tr>
<td>Students’ voices are not heard. Students do not volunteer responses, ask questions, or discuss the work unless prompted by the teacher.</td>
<td>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.</td>
<td>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.</td>
<td>Students’ voices are consistently heard during the lesson doing one or more of the following with teachers and peers: volunteering responses, asking questions, and discussing the work.</td>
</tr>
</tbody>
</table>

**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.

What will we do if they don’t learn it?
What will we do if they do learn it?
Sample Walkthrough Screen per Teacher

<table>
<thead>
<tr>
<th>Component Name</th>
<th>Progress</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Growth Objective 1</td>
<td>1 of 2</td>
<td>In Progress</td>
</tr>
<tr>
<td>Student Growth Objective 2</td>
<td>1 of 2</td>
<td>In Progress</td>
</tr>
<tr>
<td>Individual Support Plan/Professional Development Plan</td>
<td>1 of 2</td>
<td>In Progress</td>
</tr>
<tr>
<td>Walkthrough (completed by 12/14)</td>
<td>1 of 1</td>
<td>Complete</td>
</tr>
<tr>
<td>Walkthrough (completed by 12/14) #2</td>
<td>1 of 1</td>
<td>Complete</td>
</tr>
<tr>
<td>Walkthrough (completed by 12/14) #3</td>
<td>1 of 1</td>
<td>Complete</td>
</tr>
<tr>
<td>Walkthrough (completed by 4/19)</td>
<td>1 of 1</td>
<td>Complete</td>
</tr>
<tr>
<td>Walkthrough (completed by 4/19) #2</td>
<td>0 of 1</td>
<td>Incomplete</td>
</tr>
<tr>
<td>Walkthrough (completed by 4/19) #3</td>
<td>0 of 1</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>
Questions??
Tiered Staffing Model

Elizabeth Austin
11.1 Allocating Resources

- Creation of a tiered model for funding schools

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>25</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>3-4</td>
<td>27</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>5-6</td>
<td>30</td>
<td>25</td>
<td>22</td>
</tr>
</tbody>
</table>
### 11.1 Allocating Resources

<table>
<thead>
<tr>
<th>Tier</th>
<th>Tier 1 Above Max</th>
<th>Tier 1 Total Classes</th>
<th>Tier 1 % Above Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>2</td>
<td>69</td>
<td>3%</td>
</tr>
<tr>
<td>3 - 4</td>
<td>2</td>
<td>42</td>
<td>5%</td>
</tr>
<tr>
<td>5 - 6</td>
<td>2</td>
<td>38</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier</th>
<th>Tier 2 Above Max</th>
<th>Tier 2 Total Classes</th>
<th>Tier 2 % Above Max</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>64</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>42</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>39</td>
<td>8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier</th>
<th>Tier 3 Above Max</th>
<th>Tier 3 Total Classes</th>
<th>Tier 3 % Above Max</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>51</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>34</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>28</td>
<td>46%</td>
</tr>
</tbody>
</table>
Questions??
Graduation Cohort Update

Major Stevie Brooks
Dropout Prevention Coordinator
What is your anticipated graduation rate and what is being done to improve it?

• Graduation Cohort Calculation
• My role and that of my team
• What can I do to affect the graduation rate?
  – D.R.I.P.
  – Cohort Data Collection (Google Form)
  – Cohort Search
  – Cohort Results
Dropout Recovery Intervention Protocol (DRIP)

DRIP Committee meetings are to discuss progress of locating “No shows/Dropouts”. Meetings will begin on the second week of the school year and occur weekly until the last week in October. After October, teams will not have to meet in-person once their cohort percentage of Dropouts + On-track completers + Transfers equals or exceeds 80%.

- Required attendees include: School Principal, School Attendance Monitor, Administrator (as per principal), Counselor, Dropout Recovery Specialist, Registrar
- Cohort Calculators will be given to all schools prior to the start of the school year.
- 8th grade principals will receive the cohort of students moving from 8th to 9th grade.
- Statement of Commitment will be issued to 8th grade students in middle school, as well as to 9th, 10th, and 11th grade students.
- High schools will receive the cohort spreadsheet for students entering 12th grade.

Dropout Recovery Specialists will work on all reported dropouts by conducting (in order of severity):

1. Contacts
2. Social Media checks
3. MOSIS
4. Home Visits
5. Research Team Protocols
6. By January of the given school year, a private detective will possibly be employed.

Registrars should house all records concerning student withdrawals, request for records, evidence of recovery records, etc.

- After 3rd absence, students receive phone call from attendance clerk or designee.
- After 5th absence w/ no parent communication, red folder is created and dropout recovery procedures begin.

A checklist will be designed for each folder. Registrars will keep folders on all students who withdraw and/or stop attending school.

- Red folders: unrecovered students, GEDs, drops, etc.
- Yellow folders: recovered students “on watch” until fully recovered (attendance for ___ days)
- Green folders students with “Request for Records”

*Students with a 10-day suspension who don’t return on the 11th day will begin the recovery process.
*Students in Alternative Placement will have the same 3-day/5-day process for dropout recovery. Notification will come from Success to school principal and registrar.
Cohort Data Collection

Google Form

- Collect data
  - Student status
    - ADA rate
    - Credits
    - Disciple Issues
    - Tracking process
    - Reasons for Dropping out

- Data Analysis
  - Trends
  - Strategies
  - Early Warning Indicators
  - Data Driven Decision
# Graduation Cohort Status Based on Total Credits

<table>
<thead>
<tr>
<th>School</th>
<th>Denominator</th>
<th>Numerator “On Track”</th>
<th>Active</th>
<th>Inactive (Drop Out)</th>
<th>Estimated Grade Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>172</td>
<td>69</td>
<td>110</td>
<td>62</td>
<td>40%</td>
</tr>
<tr>
<td>East</td>
<td>258</td>
<td>162</td>
<td>190</td>
<td>68</td>
<td>63%</td>
</tr>
<tr>
<td>Lincoln</td>
<td>150</td>
<td>146</td>
<td>148</td>
<td>2</td>
<td>97%</td>
</tr>
<tr>
<td>Paseo</td>
<td>65</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>85%</td>
</tr>
<tr>
<td>Northeast</td>
<td>183</td>
<td>101</td>
<td>145</td>
<td>38</td>
<td>55%</td>
</tr>
<tr>
<td>Southeast</td>
<td>156</td>
<td>72</td>
<td>106</td>
<td>50</td>
<td>46%</td>
</tr>
<tr>
<td>Southwest</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>989*</td>
<td>605</td>
<td>759</td>
<td>230*</td>
<td>62%</td>
</tr>
</tbody>
</table>

*2 students are inactive from MO Options and Anderson marked as Primary Enrollment.

The academic professionals are responsible for the ACTIVE students

My Team is responsible for the 230 in the INACTIVE column.
### My Team Results 2018-19

<table>
<thead>
<tr>
<th>School</th>
<th>Denominator</th>
<th>Numerator “On Track”</th>
<th>Active</th>
<th>Inactive (Drop Out)</th>
<th>Confirmed Dropout</th>
<th>Recovered</th>
<th>Estimated Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>172</td>
<td>69</td>
<td>110</td>
<td>62</td>
<td>7</td>
<td>11</td>
<td>43%</td>
</tr>
<tr>
<td>East</td>
<td>258</td>
<td>162</td>
<td>190</td>
<td>68</td>
<td>29</td>
<td>8</td>
<td>65%</td>
</tr>
<tr>
<td>Lincoln</td>
<td>150</td>
<td>146</td>
<td>148</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>97%</td>
</tr>
<tr>
<td>Paseo</td>
<td>65</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>85%</td>
</tr>
<tr>
<td>Northeast</td>
<td>183</td>
<td>101</td>
<td>145</td>
<td>38</td>
<td>19</td>
<td>7</td>
<td>57%</td>
</tr>
<tr>
<td>Southeast</td>
<td>156</td>
<td>72</td>
<td>106</td>
<td>50</td>
<td>7</td>
<td>7</td>
<td>48%</td>
</tr>
<tr>
<td>Southwest</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>989*</td>
<td>605</td>
<td>759</td>
<td>230*</td>
<td>62</td>
<td>33</td>
<td>63%</td>
</tr>
</tbody>
</table>

Team has referred 45 students to MO Option, Virtual School, and Middle College
The “A” Team

Questions?
Attendance and Discipline

Mr. Michael Reynolds
KCPS ADA

KCPS Attendance Rate by Grade Level
SY2018 vs. SY2019
First Day of School - January 15

<table>
<thead>
<tr>
<th>Grade</th>
<th>SY18 Attendance</th>
<th>SY19 Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.6%</td>
<td>93.3%</td>
</tr>
<tr>
<td>01</td>
<td>94.4%</td>
<td>93.3%</td>
</tr>
<tr>
<td>02</td>
<td>94.6%</td>
<td>94.4%</td>
</tr>
<tr>
<td>03</td>
<td>94.4%</td>
<td>94.3%</td>
</tr>
<tr>
<td>04</td>
<td>95.2%</td>
<td>94.5%</td>
</tr>
<tr>
<td>05</td>
<td>94.9%</td>
<td>95.0%</td>
</tr>
<tr>
<td>06</td>
<td>90.6%</td>
<td>94.8%</td>
</tr>
<tr>
<td>07</td>
<td>89.6%</td>
<td>90.6%</td>
</tr>
<tr>
<td>08</td>
<td>88.8%</td>
<td>90.6%</td>
</tr>
<tr>
<td>09</td>
<td>90.0%</td>
<td>90.6%</td>
</tr>
<tr>
<td>10</td>
<td>90.0%</td>
<td>87.2%</td>
</tr>
<tr>
<td>11</td>
<td>88.4%</td>
<td>88.2%</td>
</tr>
<tr>
<td>12</td>
<td>85.5%</td>
<td>88.6%</td>
</tr>
<tr>
<td>Total</td>
<td>92.7%</td>
<td>91.9%</td>
</tr>
</tbody>
</table>
In School Suspension (ISS) incidents and days suspended are both down from SY18.

Out of school suspension incidents are slightly higher this school year than SY18, although days suspended decreased, indicating the average suspension length has been reduced.
In School Suspensions peak in grade 7 through 9

Suspensions remained relatively low in grades Kindergarten through 6th grade. SY18 ISS incidents numbered 657, while SY19 incidents ISS incidents numbered 579.

Grades 7 and 8 remained relatively flat from SY18 to SY19, with incidents numbering 1674 last year to 1636 this school year.

High School ISS incidents have decreased from 971 in SY18 to 684 in SY19.
OSS incidents have increased from SY18 to SY19, 618 to 837. OSS days has also slightly increased from 1748 in SY18 to 1803 this year.

Incidents resulting in OSS have slightly regressed from SY18, from 3359 to 3183.

OSS incidents also regressed in grades 9 through 12, falling from 3354 to 2803.

Overall days missed due to Out of School suspension has decreased 672 days from SY18.
Questions?
Assessment Data

Mr. Michael Reynolds
I Ready Results - Math

- 33% of students have already reached Typical Growth, 10% have reached Stretch Growth goal.
- KCPS is moving students between intervention tiers.
• 40% of students have met their Typical Growth goal, while 14% have reached their Stretch Growth goal.
• KCPS is moving students between intervention tiers.
Questions?
Middle School Update

Dr. Darrin Slade
Middle School Update

• Middle schools continue to struggle based on data at all levels.

• Middle school Math and ELA are being re-structured for the Spring semester to include a prescriptive approach:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-15 Minutes</td>
<td>Tiered I-Ready Usage</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Mini-Lesson</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Guided Practice</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Small Group or Independent Practice</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Formative Assessment/I-Ready</td>
</tr>
</tbody>
</table>

• Middle school quarterly meetings for math teachers

• Middle school Academic Focus group January 31, 2019 to discuss 2019-20 middle school reconfiguration
Questions??
RSIT Breakout Discussion
Feedback/Requests
Monthly Meeting Date
Wednesday, February 27, 2019