KCPS Annual Performance Report
APR 2017

Mr. Michael Reynolds
APR Summary Data

- KCPS experienced a drop of 8.5 points from the 2016 APR.

- The KCPS 2017 APR earned 89.5 points out of a possible 140 points which equates to 63.9% of possible points earned.
MSIP 5 Points Earned by Standard

KCPS MSIP 5 Points Earned by Standard 2015-2017

- KCPS lost MSIP 5 points in all Standards except for Standard 5 Graduation Rate, which remained static.

- The largest point loss was experienced in Standard 4 Attendance Rate, which accounted for nearly 50% of the total point loss.
Academic Achievement

**• KCPS saw MPI increases in all Content Areas, except for Social Studies**

**• ELA earned 6 progress points**

**• KCPS earned 6 points in Math and ELA growth**

**• Social Studies in 2016 had the added benefit of two grade levels at Lincoln College Prep taking the Government EOC due to course grade level changes. This will affect the APR this year as well as next year. This accounts for the 3 point drop in Academic Achievement**
Subgroup Achievement

- Subgroup Achievement mirrored Academic Achievement with MPI increases in ELA, Math and Science

- The “Call” was not needed for ELA Subgroup Achievement as 2017 scores earned 2 points

- No growth points were earned in 2017. KCPS has never earned subgroup growth points

- The 1 point loss in Subgroup Achievement was due to drop in Social Studies due to LCP adjustment
College and Career Ready

- KCPS lost a half point in Standard 3 – College and Career Ready: This half point loss occurred at standard 3.4 Advanced Placement.
College and Career Ready

- KCPS 2017 graduates who were at or above state standard has remained above the 2015 APR and showed an increase in Post-Secondary Placement.
### Attendance

The MSIP 5 Attendance Standard is based on the percent of students attending school at least 90% of the time. KCPS lost 4 MSIP points from the 2016 APR as the Percent Above 90% dropped from 83.0% to 79.1%.

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<tbody>
<tr>
<td>Status</td>
<td>10.0</td>
<td>6.0</td>
<td>80.5%</td>
<td>Approaching</td>
<td>70.5%</td>
<td>11156.440</td>
<td>11847.816</td>
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<tr>
<td>Progress</td>
<td>7.5</td>
<td>0.0</td>
<td>-0.2%</td>
<td>Floor</td>
<td>Prior 2 Yr Avg = 81.3%</td>
<td>Current 2 Yr Avg = 81.1%</td>
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<tr>
<td>Total Points Earned (Status + Progress)</td>
<td>10.0</td>
<td>6.0</td>
<td>60.0%</td>
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3 Yr Progress = Average(Current Pct and Year 2 Pct) - Average(Year 2 Pct and Year 3 Pct)
Graduation Rate

KCPS earned 24 points on Standard 5 Graduation Rate which is the same amount of points earned in 2016.

KCPS has substantially increased its 4 Year and 5 Year Graduation Rates in 2017.

KCPS earned its points based on the 7 year Graduation Rate as KCPS has seen a steady increase since 2015 in the 7 year graduation rate.

KCPS had not had a 4 year graduation rate above 70% since 2008.
Final Thoughts

- ELA continues to steadily improve
- KCPS has substantially increased its 4 Year and 5 Year Graduation Rates in 2017
- Post Secondary Placement increased again
- KCPS had not had a 4 year grad rate above 70% since 2008
- Science, Math and Attendance are areas that need to see improvements
Questions?
Focus and Priority Schools
30 Day Running Record Progress Report

Dr. Marla Sheppard
Priority and Focus School Work
Cohort Meeting

• Review dashboard data
• Share Running Records including 30 day plans, results, and next steps
• Analyze staffing performance data
• Share best practices and feedback in a collegial setting
Last 30 Days

• Push in ELL teachers co-teaching with teacher of record during content teaching English, math, social studies and science
• Individual standards based achievement goals for each student
• During the school day academic interventionists work with students in the classroom
• Students receiving differentiated instruction specific to student areas of need
Last 30 Days

- Professional development presented by principals to teachers to disaggregate data, deconstruct standards, analyze test questions
- Teachers are doing a book study around quality questioning and learning from each other to increase rigor in the classroom
- Teachers are learning to align learning targets with quality tasks and scaffolding instruction with quality questions
Questions?
MSIP 6 - District Focus and Plans to Move Middle Schools Forward

Dr. Marla Sheppard
Middle School Revitalization

2018-19

Math or Reading?

BOTH

Extra Intervention Block of Math or Reading

Math/Reading A-B Block

1– ELA  
2– Math  
3– Science  
4– Social Studies

5– PE  
6– Intervention Class  
7– Elective

Career Pathway Choice #1

Career Pathway Choice #2

Career Pathway Choice #3

2019-20

Has student scored Below Basic on Reading and/or Math MAP?

Yes.

No.

Student Receives an additional ELECTIVE class

1– ELA  
2– Math  
3– Science  
4– Social Studies

5– PE/ Kick-boxing/ Dance  
6– Elective (Technology)  
7– Elective (career Pathway)

AVID: College Readiness Program

Pre-AP Course Offerings: ALL Core

Technology 7/8: OSHA certification and Microsoft Certification
Middle School Revitalization

**Tier I Instruction**
- Provide *The Conscious Classroom* training to all staff
- AIMS math instructional training for grades 7-9
- Training on use of Workshop Model in classrooms
- Training on Student Engagement strategies
- Training on ABYDOS for all ELA teachers
- AVID
- Quarterly science training from curriculum coordinator

**Tier II and III Interventions**
- Universal screener for math and reading
- Additional block of math and/or reading
- Teacher training on use of screener to provide individualized interventions
- Use of master schedule to provide intervention time throughout the day
Questions?
Professional Development Needs in KCPS

Dr. Trinity Davis
Professional Development Needs

- Unpacking the new Missouri Learning Standards and Grade Level Expectations
- Planning engaging lessons
- Planning lessons aligned to the expectation of the standards
- Knowing the learning progressions to meet the standards
- Analyzing the data to make instructional decisions
Addressing Needs by Building

- Providing monthly professional development for principals on standards and the aligned task in the classroom and the curriculum
- Analyzing data by CIPD to determine tiered support for schools
- Differentiating support for schools in using resources
- Attending planning sessions by departments
- Training Content Leaders to support teachers in their building
- Building wide professional development based on needs
- Providing professional development from outside experts
Addressing Needs by Classroom

• Modeling lessons
• Planning with teachers
• Providing instructional strategies based on student data
• Collaborating in District Wednesday Professional Development to unpack the standard, align instructional strategies and activities to the formative assessment
Questions?
Self-Evaluation Report on Progress Made to Date on “Four Pillars” and “Instructional Effectiveness”

Mr. Jesse Lange, Dr. Trinity Davis,
Ms. Elizabeth Austin, & Dr. Marla Sheppard
KCPS Four Pillars – (Building Blocks)

“Teaching & Learning”

**Pillar A:** Personalized, rigorous, culturally responsive teaching & learning

“Schools can’t do it alone”

**Pillar B:** Safe climate and strong relationships with families & community

“Investing in people”

**Pillar C:** Caring and effective teacher in every class, and effective leader in every school

“Managing the whole”

**Pillar D:** Data-informed, effective & efficient systems
# Practices for Instructional Effectiveness

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<tr>
<th>Teachers Practices</th>
<th>Leadership Practices</th>
<th>Organizational Practices</th>
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<tr>
<td>Teachers will ...</td>
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Teaching Practices for Effective Instruction

SY17-18 Progress
• 75 Minute Weds. Professional Development (PD)
• Focused Math PD grades 3-6
• Content Coordinators with Tiered Support
• Balanced Literacy Training
• Trauma Sensitive School (TSS) Training - Practices/Strategies for Classrooms
• TSS/Cultural Responsive/Equity in Practice Session for New Hires

TEACHING PRACTICES

Pillar A
Personalized, Rigorous, Culturally Responsive Teaching & Learning

T1: Teachers guide students to direct their own learning and to work with other students on culturally and socially relevant research projects and assignments.

T2: Teachers utilize a variety of high engagement strategies, real-life and authentic learning opportunities, and motivational approaches to raise expectations for all students, regardless of current level of performance.

Pillar B
Safe Climate and Strong Relationships with Families & Community

T3: Teachers implement a caring environment that fosters high expectations, responsibility, independence, and social and emotional competencies.

T4: Teachers routinely communicate with families about each student’s progress relative to academic and behavioral expectations, and seek their involvement as equal partners.

Pillar C
Caring and Effective Teacher in Every Classroom, and Effective Leader In Every School

T5: Teachers engage in ongoing reflection of their own professional growth, and assess their instructional effectiveness relative to student learning.

T6: Teachers demonstrate continuous learning through classroom application of relevant strategies learned, through professional development and ongoing collaboration.

Pillar D
Data-Informed, Effective, and Efficient Systems

T7: Teachers meet regularly to review and utilize formative and summative assessment data to target instruction to the personalized needs of students.

T8: Teachers utilize an effective system to maintain accurate data records and artifacts on student- and instructor-tracked completion of assignments, academic assessments, and assigned discipline.
## Leadership Practices for Effective Instruction

### SY17-18 Progress

- Instructionally Focused PD
- Instructional Core
- Focus on Task/Rigor Alignment
- Trauma Sensitive School (TSS)

**Education, Coaching & Consultation for Building Principals**

### Pillar A
**Personalized, Rigorous, Culturally Responsive Teaching & Learning**

**LEADERSHIP PRACTICES**

- **L1**: Principal/Leadership encourages teachers and staff to challenge their own beliefs and actions about students’ ability to meet high expectations and provides culturally relevant ongoing professional development.
- **L2**: Principal communicates high expectations by prioritizing mastery of instruction for all student subgroups, and leading ongoing teacher, team, and school-wide dialogue about student work products.

### Pillar B
**Safe Climate and Strong Relationships with Families & Community**

**LEADERSHIP PRACTICES**

- **L3**: Principal supports educators, students, families and the community to sustain high achievement in a positive, safe school environment.
- **L4**: Principal provides information to parents/caregivers regarding how to foster learning at home, give appropriate assistance, support homework and academic resilience, and engage in two-way home-school communication.

### Pillar C
**Caring and Effective Teacher in Every Classroom, and Effective Leader In Every School**

**LEADERSHIP PRACTICES**

- **L5**: Principal uses multiple strategies to provide timely feedback about classroom practices and student learning (e.g., lesson study, collaborative analysis of student work, classroom observations, and team planning).
- **L6**: Principal/Instructional Leadership Team implement differentiated professional development, focused on continuous improvement of student learning and professional practice.

### Pillar D
**Data-Informed, Effective, and Efficient Systems**

**LEADERSHIP PRACTICES**

- **L7**: Leadership Team uses student work and data to recommend instructional strategies and interventions for all students, and disseminates periodic progress reports to all stakeholders.
- **L8**: Principal/Leadership Team works collaboratively with teachers to use a well-defined system to gather and analyze data about student growth and professional practices.
Organizational Practices for Effective Instruction

**SY17-18 Progress**

- Instructional Council Meetings
- Development of a 3-prong Walkthrough Targeting Task
- Visits to Other Urban Districts to Collaborate on Curriculum
- Larry Ainsworth Training
- Internal & External Mental Health Referral Process/System
- Creating Tier Level Behavioral/Socio-emotional Support Universal Framework

**Pillar A**
Personalized, Rigorous, Culturally Responsive Teaching & Learning

**Pillar B**
Safe Climate and Strong Relationships with Families & Community

**Pillar C**
Caring and Effective Teacher in Every Classroom, and Effective Leader In Every School

**Pillar D**
Data-Informed, Effective, and Efficient Systems

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**ORGANIZATIONAL PRACTICES**

- **O1:** School staff communicates a consistent message of high expectations, high support, and instructional approaches from a wide range of historical, cultural, and linguistic perspectives.
- **O2:** District/School leadership ensures that standards-aligned, culturally relevant curriculum are implemented and supported with curriculum guides, professional development, and a balanced assessment system.
- **O3:** District builds systems to link educators, students, parents, caregivers, and community to the schools, and to foster a safe caring environment.
- **O4:** District enables parents to participate as partners in developing school policies and practices and in analyzing student and school performance data.
- **O5:** District Leadership creates work environments that support teachers and principals in what they need to focus on: quality instruction and well-run schools.
- **O6:** Administrative Team clearly communicates the district’s vision, mission, teacher-quality, and performance data and seek community input for continuous improvement.
- **O7:** District leadership implements a user-friendly system to provide information for monitoring and adjusting professional practice and to guide professional development.
- **O8:** Central Office partners with all schools to provide professional development to all educators regarding analysis and interpretation of a variety of data about student learning and professional practices.
Questions?
How is the District “Better Off Academically” as Opposed to Last Year at This Time

Dr. Bedell/Michael Reynolds
Data Driven

- KCPS is moving toward an equity-based system of resource allocation
- Assessments – KCPS is working with industry recognized experts to rework our approach to formative assessments
- Assessments – KCPS is currently in the RFP process of identifying an aligned, adaptive normed assessment
- In the spring of 2018 KCPS will administer a comprehensive stakeholder survey
- KCPS continues to see growth in students receiving a national career readiness certificate (ACT WorkKeys), students enrolled in AP classes, IB diploma candidates, and students enrolled in Dual Credit courses
Process Driven

- Standardized operating procedures for all departments and tasks
- Implementing Instructional Framework
- KCPS adopted Strategic Plan
- Assessments – KCPS is currently in the RFP process of identifying an aligned, adaptive normed assessment
- Professional Development – Industry leaders, all cabinet and site leadership participate, resulting in uniform message and expectations
Questions?
Feedback/Requests
Monthly Meeting Date

January 23, 2017