Progress Monitoring
STAR Assessment/Data

Curriculum, Instruction & Professional Development
STAR: Progress Monitoring Baseline Data: Tier 2 and 3 Students

KCPS Baseline Reading Grade Level Estimates - Oct. 2015 STAR Reading Assessment

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grade Equivalent</th>
<th>Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1ST</td>
<td>1.3</td>
<td>1</td>
</tr>
<tr>
<td>2ND</td>
<td>1.8</td>
<td>2</td>
</tr>
<tr>
<td>3RD</td>
<td>2.3</td>
<td>3</td>
</tr>
<tr>
<td>4TH</td>
<td>2.7</td>
<td>4</td>
</tr>
<tr>
<td>5th</td>
<td>3.2</td>
<td>5</td>
</tr>
<tr>
<td>6th</td>
<td>3.5</td>
<td>6</td>
</tr>
<tr>
<td>7th</td>
<td>5.5</td>
<td>7</td>
</tr>
<tr>
<td>8th</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>9th</td>
<td>5.7</td>
<td>9</td>
</tr>
<tr>
<td>10th</td>
<td>6.6</td>
<td>10</td>
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</table>
STAR: Progress Monitoring Baseline
Data: Tier 2 and 3 Students

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st - 24th</td>
<td>2560</td>
<td>66.6</td>
</tr>
<tr>
<td>25th - 49th</td>
<td>786</td>
<td>20.4</td>
</tr>
<tr>
<td>50th - 74th</td>
<td>343</td>
<td>8.9</td>
</tr>
<tr>
<td>75th &amp; Above</td>
<td>155</td>
<td>4.0</td>
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</table>
Steps to Address the Data:

- CIPD Literacy Team meets every two weeks analyze the data
- CIPD and School Leadership meet monthly to look at the analysis of STAR, Imagine Learning and Study Island to determine next steps for leadership
- Professional Development provided to Principals on STAR
- Professional Development provided to Principals on Imagine Learning
- Professional development is provided by Literacy Leaders on Literacy Wednesdays
- All schools have an RtI block of 30-45 minutes
- Daily guided reading groups for tier 2 and 3 students
Questions?
Benchmarking Plan

Chief Academic and Accountability Office
KCPS Benchmarks

Data that is pulled to benchmark progress made in the district by school and grade level every month, quarter, or semester.
## How will Progress be Measured & Monitored?

<table>
<thead>
<tr>
<th>1. Academic Achievement</th>
<th></th>
</tr>
</thead>
</table>
| **ELA**                  | NWEA 3 X Year (individualized growth expectations)  
CIPD Formative and Quarterly EOC  
STAR Progress Monitoring Tool and the RtI Model |
| **Math**                 | NWEA 3 X Year (individualized growth expectations)  
CIPD Formative and Quarterly EOC  
STAR Progress Monitoring Tool and the RtI Model |
| **Science**              | NWEA 3 X Year (individualized growth expectations)  
CIPD Formative and Quarterly EOC |
| **Social Studies**       | CIPD Formative and Quarterly EOC |

<table>
<thead>
<tr>
<th>3. College and Career Ready</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em><em>3.1-3</em> (ACT®, SAT®, COMPASS® or ASVAB®)</em>*</td>
<td>Counseling and Assessment Department Audits</td>
</tr>
</tbody>
</table>
| **3.4* COLLEGE AND CAREER READINESS - AP, IB, Dual Credit, TSA or Early College** | Counseling and Assessment Department Audits  
National Student Clearinghouse |
| **3.5*6 Placement** | CTE and Counseling Personal Follow Up |

<table>
<thead>
<tr>
<th>4. Attendance</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Bi-weekly Monitoring by School Leadership</strong></td>
<td><strong>Home visits conducted by Office of Student Intervention</strong></td>
</tr>
</tbody>
</table>
## Star Assessment

- Example of the data that is examined by CIPD and SL once every other week.

![Growth Report](image)
Questions?
Discipline & ISS, OSS & AOSS

School Leadership
Discipline: Strategic Plan

1. District-wide Focus on Culture and Climate
2. On-going Professional Development
3. Weekly Monitoring of Discipline Data
4. Added Safeguards to Monitor Excessive Suspensions
Alternatives to Suspensions

- Ask student for ideas
- Assignment to an adult mentor
- Behavior Monitoring
- Behavior Contracts
- Buddy Room
- Community Service/Service Learning
- Cool-Off Passes
- Daily report card on behavior, task completion, and achievement
- Detention: after school, lunch detention, Saturday detention
- Diversion conference with school resource officer
- Independent study
- Loss of privileges: home or school

- Monitor Response to Intervention (RTI)
- Online behavior skills module
- Peer Mediation/Teen Court
- Referral to after-school program
- Referral to an in-school suspension center
- Referral to Community Agencies/Diversion Programs
- Referral to Community Mental Health
- Referral to student support team (MTSS)
- Referral to support staff, such as guidance counselor, social worker, or nurse

- Reflective essay or other reflective activity
- Restitution
- Restorative Justice
- Re-teaching of expectations and skills
- Role-play a problem-solving approach to conflict
- Saturday School
- Student/teacher/parent conference
- Temporary loss of privileges
- Written apology
## Discipline: Year-to-Date Progress

<table>
<thead>
<tr>
<th>Year</th>
<th>AOSS</th>
<th>ISS</th>
<th>OSS</th>
<th>LTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 1415</td>
<td>19</td>
<td>952.943</td>
<td>6540.5</td>
<td>1738</td>
</tr>
<tr>
<td>SY 1516</td>
<td>1604</td>
<td>1801.6</td>
<td>2353.3</td>
<td>0</td>
</tr>
</tbody>
</table>

- 5925 Fewer suspensions from last year
- 72% decrease in suspensions from last year.
- Improved attendance—our ADA is 93.6% compared to last year 92.75%
- Total revenue based on the increase ADA from last year is: $488,873.
RSIT Breakout Discussion
Feedback/Requests
Monthly Meeting Date