



Kansas City, Missouri
SCHOOL DISTRICT



Regional School Improvement Team

Accountability Plan Progress Report

Kansas City, Missouri School District
Nelson-Atkins Museum of Art
Thursday, March 26, 2009



Overview

- **Report Overview**
 - ❖ Process
 - ❖ Program implementation
 - ❖ Initial outcomes
- **Balanced Scorecard**
 - ❖ ePeGs Reporting Model
 - ❖ Implementation
 - Work Progress Rating Scale



**What do we want
students to Learn?**

**What are we doing if they
are not learning or
already know the
material?**

Students

**How do we know if they
are learning?**

**Do schools have the
necessary support?**



Balanced Scorecard

Progress rating scale

- **5:** The action step has been implemented and fully executed ahead of identified timeline.
- **4:** The action step is being implemented and is due for completion ahead of the scheduled identified timeline.
- **3:** The action step has been implemented and is currently on schedule with the identified timeline.
- **2:** Implementation of the action step has begun, but there are specific, identifiable barriers to prevent its successful execution within the identified timeline.
- **1:** Due to significant barrier(s) to action, the action step cannot be implement at this time.



Governance

- Balanced Scorecard
- Data Dashboard
- Superintendent Search
- Ombudsman
- Governance Process/
Structure
- Calendar
- Board Retreats

Parent & Community Involvement

- Partnerships/Adopt a School
- Parent Involvement
- Initiative
- Family Advocates
- Transition Fair

ePeGs Reporting Model

Facilities/Support/ Instructional Resources

- Planning
- Safety/School Climate
- Evaluation
- Federal Programs
Compliance
- Data Reporting

Student Performance

- Student Assessment
- Programs of Study
- Curriculum Revision
- Walk-throughs
- Co-Teaching
- College & Career

Highly Qualified Staff

- Professional
Development
Implementation and
Evaluation
- Instructional Coaches
- Teacher/Principal
Evaluation Tool
- Mentoring



Governance

- Balanced Scorecard
- Data Dashboard
- Superintendent Search
- Ombudsman
- Governance Process/Structure



Student Performance

Supporting Programs/Processes

- Student Assessment
- Programs of Study
- Curriculum revision
 - ❖ Component audits
 - ❖ Timeline
 - ❖ Curriculum Mapper
 - ❖ Literacy Review
- **Walkthroughs**
 - ❖ MSIP Observation Tool
 - ❖ Monthly Focus
 - ❖ Feedback
- **Co-teaching**
- **College and Career**

Acuity MAP Predictor Results (3-8)

Communication Arts

| School | Group | #Students | Communication Arts | | | | | | | | | |
|--------|-----------|-----------|----------------------|---------------------------------------|-----------------------------------|--------------|--------------|--------------|--------------------|--------------------|--|--|
| | | | 2008 AYP %Proficient | 2009 SH Target Percentage of Students | 2009 SH Target Number of Students | %Prof Pred A | %Prof Pred B | %Prof Pred C | Growth %Prof A - C | Status vs. SH Goal | #Students Predicted Proficient (Predictor C) | #Additional Students Needed to Meet SH |
| Dist | Totals | 7696 | 24.6 | 32.1% | 2473 | 20.9% | 23.7% | 28.9% | ↑8.0% | ●3.3% | 2221 | 252 |
| Dist | Asian | 156 | 41.6 | 47.4% | 74 | 39.0% | 41.4% | 50.7% | ↑11.7% | ●3.2% | 79 | -5 |
| Dist | Black | 4825 | 21.3 | 29.2% | 1407 | 18.8% | 21.5% | 26.0% | ↑7.2% | ●3.2% | 1255 | 153 |
| Dist | Hispanic | 2085 | 22.6 | 30.3% | 633 | 19.7% | 22.8% | 28.9% | ↑9.2% | ●1.4% | 603 | 29 |
| Dist | White | 609 | 40.4 | 46.4% | 282 | 37.0% | 40.3% | 45.3% | ↑8.3% | ●1.0% | 276 | 6 |
| Dist | F/R Lunch | 6677 | 22.1 | 29.9% | 1996 | 19.0% | 21.9% | 27.3% | ↑8.2% | ●2.6% | 1822 | 174 |
| Dist | IEP | 860 | 11.2 | 20.1% | 173 | 4.1% | 5.2% | 6.8% | ↗2.7% | ●13.3% | 58 | 114 |
| Dist | LEP | 1672 | 19 | 27.1% | 453 | 17.0% | 20.3% | 25.8% | ↑8.8% | ●1.3% | 432 | 22 |
| Dist | Grade 3 | 1467 | NA | NA | NA | 8.5% | 17.6% | 23.8% | ↑15.3% | NA | 349 | NA |
| Dist | Grade 4 | 1385 | NA | NA | NA | 27.9% | 24.0% | 25.7% | ↘2.2% | NA | 355 | NA |
| Dist | Grade 5 | 1347 | NA | NA | NA | 23.7% | 28.0% | 30.5% | ↑6.9% | NA | 411 | NA |
| Dist | Grade 6 | 1249 | NA | NA | NA | 17.5% | 22.0% | 33.7% | ↑16.3% | NA | 421 | NA |
| Dist | Grade 7 | 1158 | NA | NA | NA | 27.4% | 26.4% | 31.8% | ↗4.4% | NA | 369 | NA |
| Dist | Grade 8 | 1090 | NA | NA | NA | 22.4% | 25.1% | 29.2% | ↑6.8% | NA | 318 | NA |

Acuity MAP Predictor Results (3-8)

Mathematics

| School | Group | #Students | Mathematics | | | | | | | | | |
|--------|-----------|-----------|----------------------|---------------------------------------|-----------------------------------|--------------|--------------|--------------|--------------------|--------------------|--|--|
| | | | 2008 AYP %Proficient | 2009 SH Target Percentage of Students | 2009 SH Target Number of Students | %Prof Pred A | %Prof Pred B | %Prof Pred C | Growth %Prof A - C | Status vs. SH Goal | #Students Predicted Proficient (Predictor C) | #Additional Students Needed to Meet SH |
| Dist | Totals | 7696 | 22.3 | 30.1% | 2314 | 19.5% | 18.0% | 24.6% | ↑5.1% | ●-5.5% | 1894 | 420 |
| Dist | Asian | 156 | 42.6 | 48.3% | 75 | 43.4% | 44.7% | 50.3% | ↑7.0% | ●2.0% | 79 | -3 |
| Dist | Black | 4825 | 17.4 | 25.7% | 1238 | 16.4% | 15.0% | 20.7% | ↗4.3% | ●-5.0% | 998 | 240 |
| Dist | Hispanic | 2085 | 24.9 | 32.4% | 676 | 20.9% | 18.7% | 28.3% | ↑7.3% | ●-4.1% | 589 | 86 |
| Dist | White | 609 | 36.3 | 42.7% | 260 | 33.2% | 32.7% | 36.5% | ↗3.3% | ●-6.1% | 222 | 37 |
| Dist | F/R Lunch | 6677 | 19.7 | 27.7% | 1852 | 18.0% | 16.6% | 23.2% | ↑5.2% | ●-4.5% | 1551 | 301 |
| Dist | IEP | 860 | 11.4 | 20.9% | 174 | 3.8% | 4.4% | 6.3% | ↗2.6% | ●-13.9% | 54 | 120 |
| Dist | LEP | 1672 | 21.7 | 29.5% | 494 | 19.4% | 16.9% | 24.9% | ↑5.5% | ●-4.7% | 416 | 78 |
| Dist | Grade 3 | 1467 | NA | NA | NA | 12.7% | 14.7% | 20.3% | ↑7.6% | NA | 297 | NA |
| Dist | Grade 4 | 1385 | NA | NA | NA | 18.7% | 13.9% | 25.6% | ↑6.9% | NA | 354 | NA |
| Dist | Grade 5 | 1347 | NA | NA | NA | 19.4% | 23.5% | 22.2% | ↗2.8% | NA | 299 | NA |
| Dist | Grade 6 | 1249 | NA | NA | NA | 25.9% | 19.3% | 26.9% | ↗1.0% | NA | 336 | NA |
| Dist | Grade 7 | 1158 | NA | NA | NA | 23.4% | 17.9% | 30.4% | ↑7.0% | NA | 352 | NA |
| Dist | Grade 8 | 1090 | NA | NA | NA | 18.6% | 19.6% | 23.5% | ↗4.9% | NA | 256 | NA |

Acuity – GLE Growth Report

| Gr | Subj | Strand | Big Idea | Concept | Pred A | Pred B | Pred C | Growth |
|----|------|-------------------------|---|---------------------------------------|--------|--------|--------|--------|
| 3 | CA | Reading | R3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspaper, technical manuals) from a variety of cultures and times | 3C. Text Elements | 23.7% | 38.1% | 52.8% | 29.2% |
| 3 | CA | Reading | R2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times | 2C. Text Elements | 40.8% | 50.9% | 54.6% | 13.9% |
| 3 | CA | Writing | W2. Compose well-developed text using standard English conventions | 2D. Parts of Speech | 50.6% | 34.8% | 61.2% | 10.6% |
| 3 | CA | Reading | R1. Develop and apply skills and strategies to the reading process | 1H. Post-Reading | 56.8% | 45.1% | 63.4% | 6.7% |
| 3 | CA | Reading | R1. Develop and apply skills and strategies to the reading process | 1I. Making Connections | 28.4% | 46.2% | 34.3% | 5.9% |
| 3 | MA | Data and Probability | DP1. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them | 1C. Represent and interpret data | 19.6% | 41.3% | 54.8% | 35.2% |
| 3 | MA | Measurement | M1. Understand measurable attributes of objects and the units, systems and processes of measurement | 1D. Count and compute money | 47.6% | 40.9% | 58.1% | 10.5% |
| 3 | MA | Number and Operations | NO2. Understand meanings of operations and how they relate to one another | 2A. Represent operations | 55.8% | 41.3% | 52.3% | -3.6% |
| 3 | MA | Algebraic Relationships | AR2. Represent and analyze mathematical situations and structures using algebraic symbols | 2A. Represent mathematical situations | 66.7% | 55.1% | 54.5% | -12.2% |

Math Common Assessment Results (3-8)

| Grade | Strand | Big Idea | Concept | %Earned |
|---------|----------------------|---|--|---------|
| Grade 3 | Number Operations | NO3. Compute fluently and make reasonable estimates | 3C. Compute problems | 56.9% |
| Grade 3 | Data and Probability | DP2. Select and use appropriate statistical methods to analyze data | 2A. Describe and analyze data | 52.1% |
| Grade 3 | Measurement | M2. Apply appropriate techniques, tools and formulas to determine measurements | 2A. Use standard or non-standard measurement | 30.2% |
| Grade 3 | Data and Probability | DP1. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them | 1C. Represent and interpret data | 23.7% |
| Grade 3 | Measurement | M1. Understand measurable attributes of objects and the units, systems and processes of measurement | 1D. Count and compute money | 12.1% |

High School Common Assessment Results

| School | Test | Standard | Items | Score |
|----------|-----------|--|-------|--------|
| District | Algebra I | D.2.A Describe and analyze data: apply statistical measures of center to solve problems | 1 | 49.10% |
| District | Algebra I | A.2.C Utilize equivalent forms: use and solve equivalent forms of equations (linear, absolute value, and quadratic) | 10 | 47.95% |
| District | Algebra I | D.1.C Represent and interpret data: select and use appropriate graphical representation of data and given one-variable quantitative data, display the distribution and describe its shape | 2 | 42.68% |
| District | Algebra I | A.2.A Represent mathematical situations: use symbolic algebra to represent and solve problems that involve linear and quadratic relationships including equations and inequalities | 9 | 39.44% |
| District | Algebra I | D.1.A Formulate questions: formulate questions and collect data about a characteristic which include sample spaces and distributions | 2 | 34.16% |
| District | Algebra I | A.2.B Describe and use mathematical manipulation: describe and use algebraic manipulations, including factoring and rules of integer exponents and apply properties of exponents (including order of operations) to simplify expressions | 2 | 34.09% |
| District | Algebra I | A.1.D Identify and compare functions: understand and compare the properties of linear and nonlinear functions | 1 | 30.02% |
| District | Algebra I | N.2.D Apply operations on real and complex numbers: apply operations to real numbers, using mental computation or paper-and-pencil calculations for simple cases and technology for more complicated cases | 1 | 29.89% |
| District | Algebra I | N.3.E Use proportional reasoning: solve problems involving proportions | 3 | 28.58% |
| District | Algebra I | G.1.B Apply Geometric relationships: apply Geometric properties such as similarity and angle relationship to solve multi-step problems in 2 dimensions | 3 | 28.58% |



Formative Assessment

- Math Quarterly Assessment Grades 3-8
- Algebra and Geometry Benchmark Assessments/Quarterly Assessments Biology Unit Tests
- Success for All—multiple measures assessment to measure students reading at grade level



Additional Performance Indicators

The following standards have been met:

- College placement
- Career placement

The following standards are being monitored:

- Attendance
- Graduation rate
- Required annual progress to meet ACT
- Advanced courses
- Vocational courses

Summary of Growth Models

| Test Name | Content Area | Growth Model Type | Pre-Test/Post-Test 1 | Pre-Test/Post-Test 2 |
|---|--------------|------------------------|--------------------------------------|-------------------------|
| Scholastic Reading Inventory | CA | Fall to Spring* | Fall 2008/Spring 2009 | Fall 2009/Spring 2010 |
| Missouri Assessment Program (MAP) | CA | Spring to Spring | Spring 2008/Spring 2009 | Spring 2009/Spring 2010 |
| Acuity MAP Predictor Test | CA | Fall to Spring* | Fall 2008/Spring 2009 | Fall 2009/Spring 2010 |
| Performance Series Computer Adaptive Test | CA | Fall to Spring** | Fall 2008/Spring 2009 | Fall 2009/Spring 2010 |
| ACT EXPLORE and PLAN | CA | Fall to Fall (2 Years) | Fall 2008 (EXPLORE)/Fall 2010 (PLAN) | NA |
| Missouri Assessment Program (MAP) | MA | Spring to Spring | Spring 2008/Spring 2009 | Spring 2009/Spring 2010 |
| Acuity MAP Predictor Test | MA | Fall to Spring* | Fall 2008/Spring 2009 | Fall 2009/Spring 2010 |
| Performance Series Computer Adaptive Test | MA | Fall to Spring** | Fall 2008/Spring 2009 | Fall 2009/Spring 2010 |
| ACT EXPLORE and PLAN | MA | Fall to Fall (2 Years) | Fall 2008 (EXPLORE)/Fall 2010 (PLAN) | NA |
| *Assessment has Fall, Midyear and Spring scores - also allows for Fall to Fall, Midyear to Midyear and Spring to Spring comparisons | | | | |
| **Assessment has Fall and Spring scores - also allows for Fall to Fall and Spring to Spring comparisons | | | | |



Next Steps

- Quality Benchmarks/Analyze Outcomes
- Implement Feedback
 - ❖ Curriculum
 - ❖ Programs of Study
 - ❖ Walkthrough follow-up
- Curriculum Mapper
- Continue to use assessment data to inform instruction
- Using prior years' data to pilot growth tool
- Develop additional formative assessments
- Additional Training
 - ❖ MSIP observation tool
 - Instructional strategies, instructional delivery, differentiated instruction
- Expanded implementation
 - ❖ Co-teaching

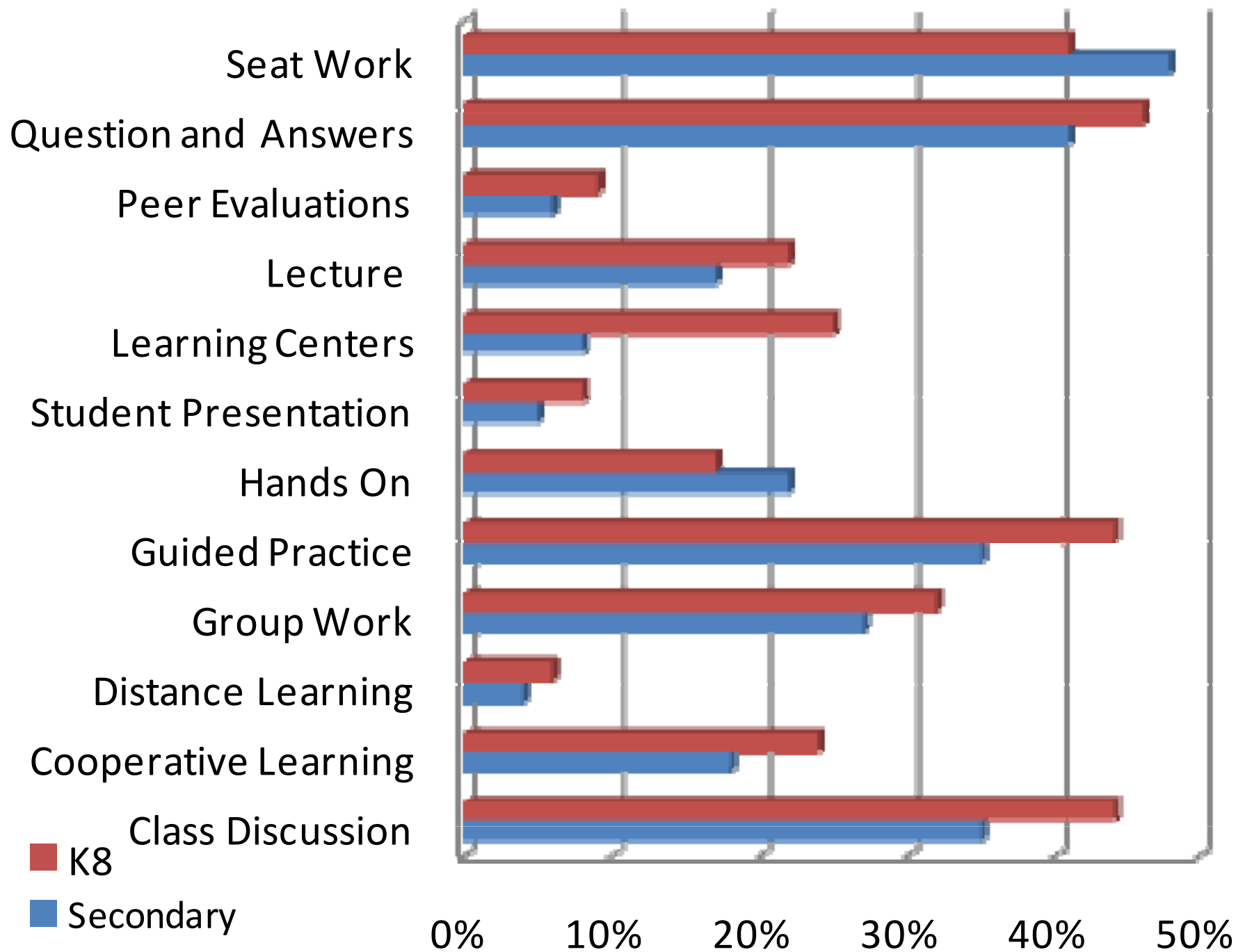


Highly Qualified Staff

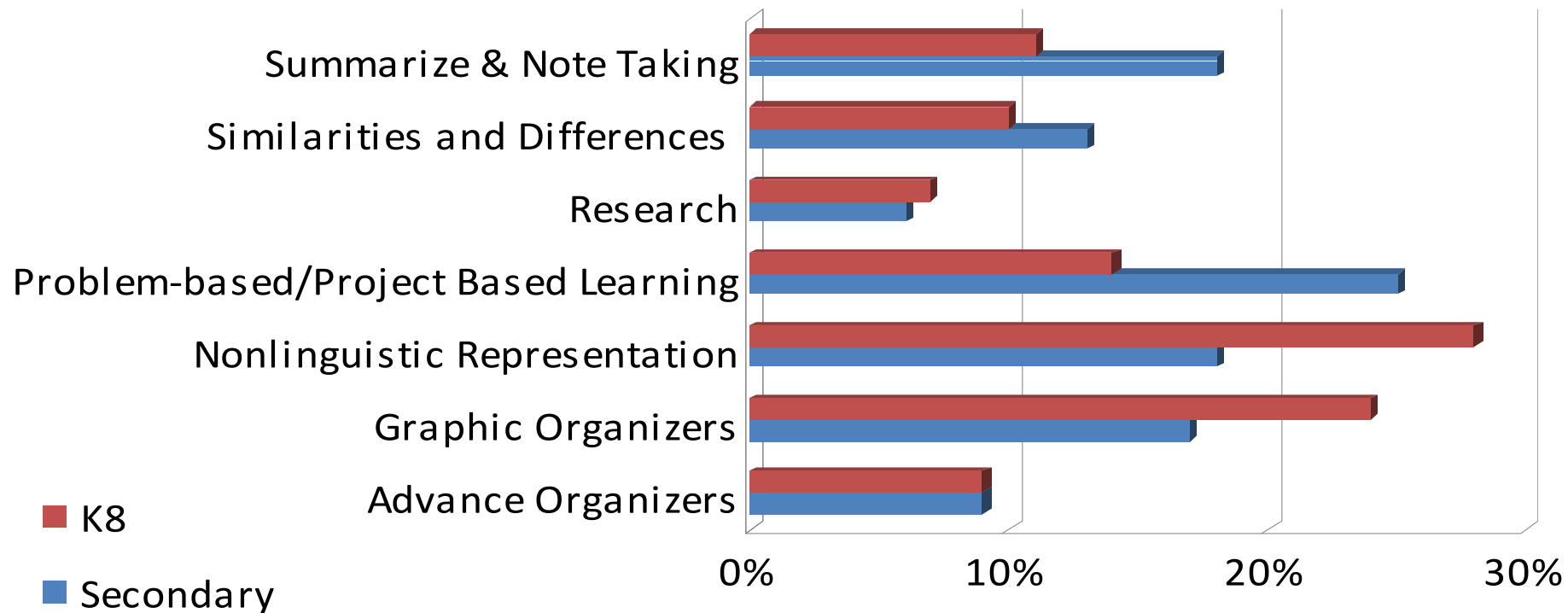
Professional Development

- **Implementation Plan**
 - ❖ NSDC Professional Standards
 - ❖ PD 360
 - ❖ PLC/PBS

- **Evaluation Plan**
 - ❖ Knowledge
 - ❖ Transfer
 - ❖ Outcomes



Instructional Strategies





Highly Qualified Staff

- **Instructional Coaches**
- **Evaluation Tool**
 - ❖ Reviewing best practice
 - Council of Great City Schools
 - State and national standards
- **Mentoring**



Next Steps

- Quality Benchmarks
- Analyze Coaching Logs
- Begin Implementing PD360
- Continue PLC/PBS Training
- Summer Training Institute
- Site-based Professional Development Plans
- SAI Teacher Survey
- Complete Evaluation Plan
- Identify Mentoring Program Components
- Develop Additional Instructional Resources:
 - ❖ Interventions (Tier 2 and Tier 3)
 - ❖ Instructional strategies
 - ❖ Differentiated instruction
 - ❖ Essential /supplemental instructional materials to support curriculum



Facilities/Support/ Instructional Resources

Planning

- Student/Staff Projections
- Budget
- Technology
 - ❖ Data Warehouse
 - ❖ Certica
 - ❖ Instructional Resources
- Facilities/Operations



Facilities/Support/ Instructional Resources

- **Safety/School Climate**
 - ❖ Code of Conduct
 - ❖ Gallup Poll
 - ❖ Parent/Teacher/Student Surveys
 - ❖ Safety Plans
 - ❖ Violence Prevention/Peer Mediation & Conflict Resolution
- **Federal Programs Compliance**
- **Data Reporting**
 - ❖ Core Data



Kansas City, Missouri SCHOOL DISTRICT

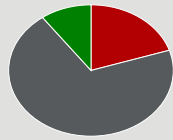


Index | The Student Poll | Interventions

School Name

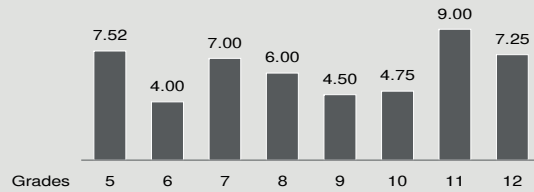
Engagement

Your Students



Acting Out = 20
Tuned Out = 70
Tuned In = 10

Engagement by Grade



[learn more](#)

Promotion Index

42%

Promise Index

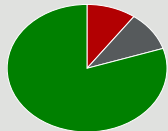
12%

Gallup Education | [learn more](#)

The Gallup Student Poll is a brief measure of engagement, hope, and well-being. The Poll taps into the hearts and minds of American students to determine what drives achievement. Distribution and discussion of The Gallup Student Poll data will help create a more hopeful story about communities in which students and teachers get to do what they do best everyday, how their well-being and success matter to the community, and how their personal flourishing leads to school success.

Well-Being

Your Students



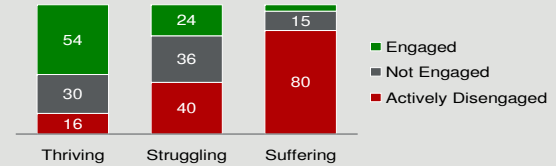
Suffering = 10
Struggling = 10
Thriving = 80

Well-Being by Grade



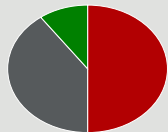
[learn more](#)

Well-Being and Engagement



Hope

Your Students



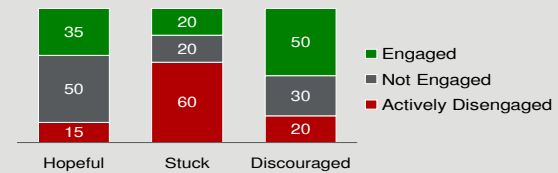
Discouraged = 50
Stuck = 40
Hopeful = 10

Hope by Grade



[learn more](#)

Hope and Engagement





Next Steps

- Quality benchmarks
- Continue to reduce audit findings
- Complete update on procedures for fiscal accountability and Fiscal Reporting Calendar for Grant Programs



Parent and Community Involvement

- Partnerships/Adopt a School
- Parent Involvement Initiative
- Family Advocates
- Transition Fair



Next Steps

- Quality benchmarks
- Elicit feedback
- Interventions



Conclusion

- Questions
- Closing remarks