



# Regional School Improvement Team (RSIT)

November 14, 2019

KANSAS CITY

PUBLIC SCHOOLS



# Attendance report (ADA)

**Jerome Williams**  
Research and Assessment  
Manager

# Strategic Plan - Goal 5

## Goal 5a:

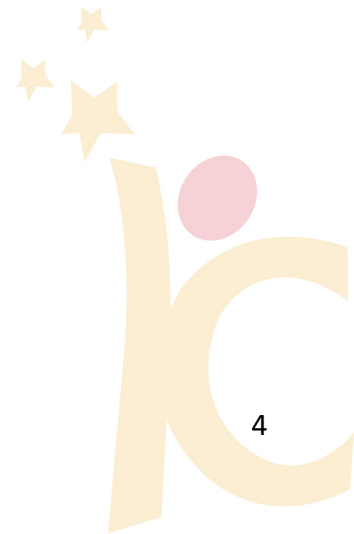
- Increased percentage of students with school attendance of at least 90%.





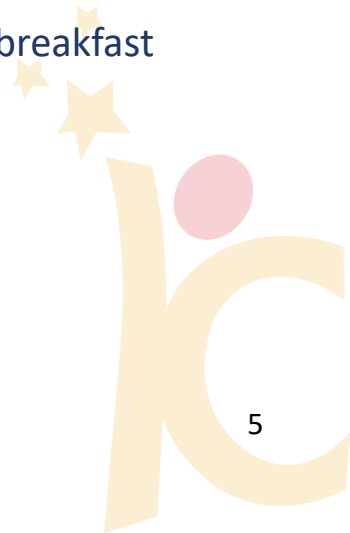
# KCPS ADA SY19 & 20

	Sy19	Sy20
Month	ADA	ADA
August	94.7%	94.9%
September	93.9%	93.5%
October	92.4%	92.3%
KCPS	93.4%	93.3%



# Transportation and Attendance

- **Transportation is a factor in attendance**
  - YTD attendance rate through October is estimated to be 92.30%
  - Transportation reason code used for .04% or less of our lost attendance minutes
- **Transportation efforts to date in 2019-20**
  - New provider with new buses – more reliable transport
  - New family app to track buses arrival at stop (rolled out November 1)
  - Adjusted start times to provide more time for arrival, departure, security and breakfast
- **Transportation challenges**
  - National Driver Shortage – STA currently hired at 165 drivers for 141 routes
  - Urban traffic
  - Road construction
  - High mobility rate and frequent route changes



# **ACT Results and ACT Preparation**

**Dr. Marla Sheppard  
Deputy Superintendent**

# Strategic Plan – Pillar A

## Goal: 3a

- Increased percentage of students meeting proficiency standards on local, state and national examinations.

## Strategic Priority: 2

- Focus on teaching high standards, rigorous curriculum and reliable assessments.

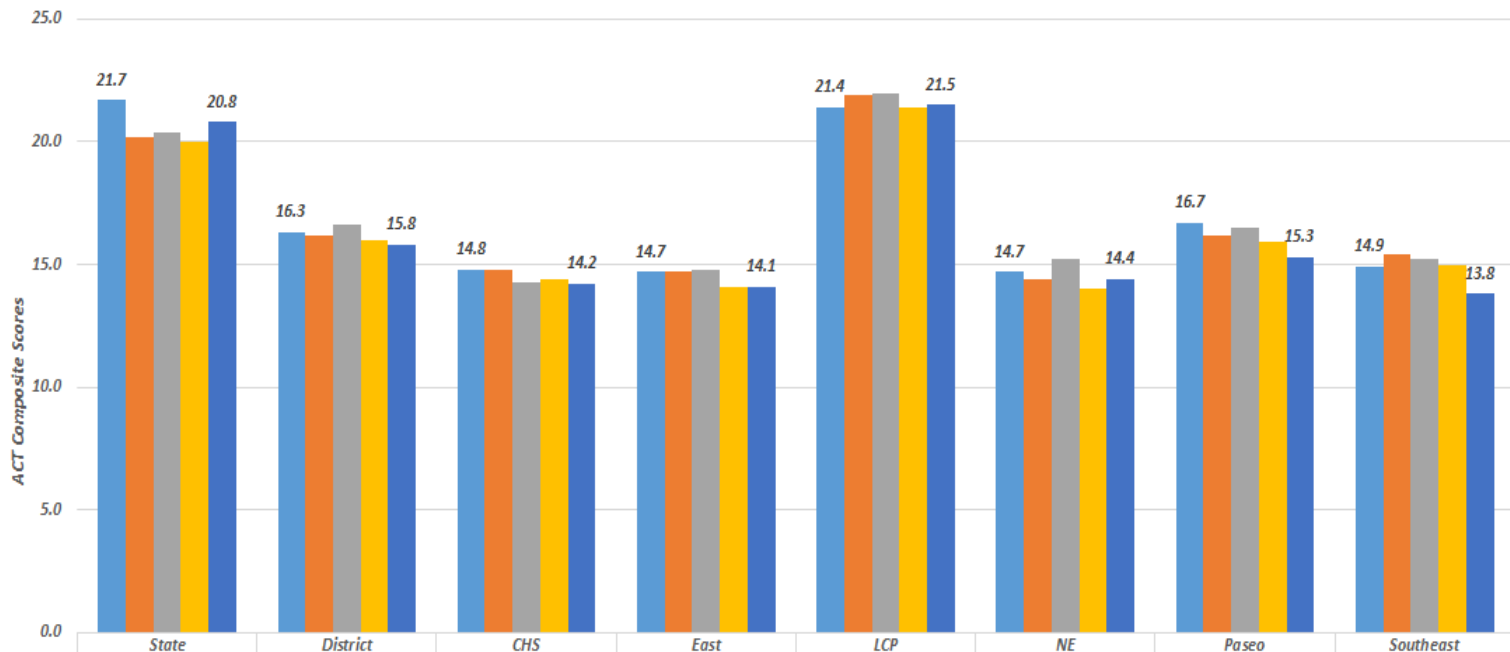
## Key Actions: 2.2

- Use ongoing assessment results to monitor the progress of each student and to differentiate instruction, acceleration and enrichment.



# ACT Composite Scores – SY15-19

ACT Composite Scores Graduating Class 2015 thru 2019

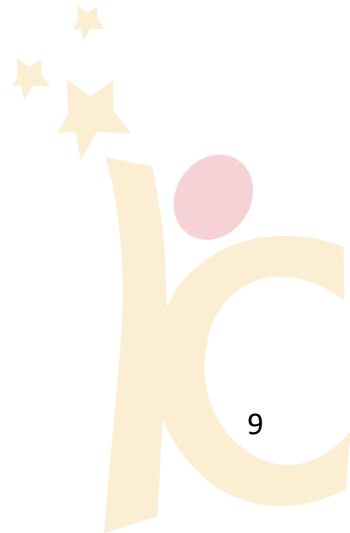


	State	District	CHS	East	LCP	NE	Paseo	Southeast
2015	21.7	16.3	14.8	14.7	21.4	14.7	16.7	14.9
2016	20.2	16.2	14.8	14.7	21.9	14.4	16.2	15.4
2017	20.4	16.6	14.3	14.8	22.0	15.2	16.5	15.2
2018	20.0	16.0	14.4	14.1	21.4	14.0	15.9	15.0
2019	20.8	15.8	14.2	14.1	21.5	14.4	15.3	13.8



# ACT Prep Plan

- December: Teacher training with online resources at all high schools
- January: Master scheduling will include ACT Prep course
- February: ACT Testing (Juniors)
- March: Boot Camp (Juniors and Seniors)
- April: Retest Juniors and Seniors



# Questions and Answers



# Formative Assessments and PLCs

**Dr. Trinity Davis**  
Assistant Superintendent  
of Curriculum Instruction  
and Professional  
Development

# Strategic Plan – Pillar A

## Strategic Priority: 2

- Focus on teaching high standards, rigorous curriculum and reliable assessments.

## Key Actions: 2.1

- Align curriculum, assessments, instruction, instructional materials and technology across content areas and implement, with fidelity, a culturally responsive, standards-aligned, guaranteed and viable curriculum with embedded supports in all subjects and in every classroom.

# Formative Assessments and PLCs

1st Gr Sci Pre Students	1st Gr Sci Post Students	Qt 1 Pre	Qt 1 Post	Difference Between Tests
13	15	41.54%	62.67%	21.13%
13	16	27.69%	60.00%	32.31%
16	18	11.25%	71.11%	59.86%
42	51	25.71%	63.53%	37.82%

# Formative Assessments

	Pre-Summative	Post-Summative	Difference
Teacher A	34.4%	64.7%	+30.3%

Test Score	4.NBT.A.1	4.NBT.A.2	4.NBT.A.5	4.RA.A.2	4.GM.C.8
57%	0%	100%	67%	100%	0%
43%	0%	100%	33%	0%	33%
36%	0%	100%	0%	50%	0%
50%	0%	100%	33%	50%	33%
29%	0%	50%	33%	0%	33%
36%	0%	75%	33%	50%	0%
50%	0%	100%	33%	0%	67%
14%	0%	0%	33%	0%	33%
36%	0%	50%	33%	50%	33%
50%	100%	75%	0%	50%	33%
29%	50%	75%	0%	0%	0%
7%	0%	25%	0%	0%	0%
43%	0%	100%	0%	0%	67%
21%	0%	25%	33%	0%	33%
29%	0%	75%	33%	0%	0%
21%	0%	75%	0%	0%	0%

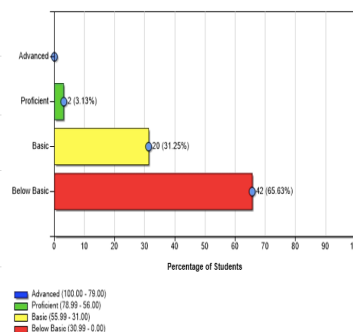
Test Score	4.NBT.A.1	4.NBT.A.2	4.NBT.A.5	4.RA.A.2	4.GM.C.8
100%	100%	100%	100%	100%	100%
93%	50%	100%	100%	100%	100%
86%	100%	100%	67%	50%	100%
79%	100%	100%	100%	50%	33%
71%	100%	100%	100%	0%	33%
71%	100%	100%	33%	0%	100%
86%	100%	75%	100%	50%	100%
29%	50%	50%	33%	0%	0%
57%	100%	100%	33%	0%	33%
50%	50%	100%	67%	0%	0%
71%	100%	75%	67%	0%	100%
50%	50%	75%	33%	0%	67%
64%	50%	75%	67%	50%	67%
36%	50%	50%	33%	0%	33%
43%	0%	100%	33%	0%	33%
57%	50%	75%	33%	50%	67%
57%	50%	50%	100%	0%	67%

# Formative Assessments and PLCs

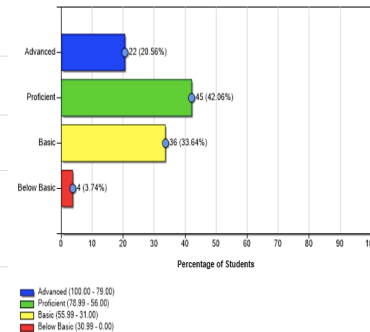
Class	Algebra 1 Quarter 1 Test SY1920 Students	Algebra 1 Quarter 1 Post Test SY1920 Students	Algebra 1 Quarter 1 Test SY1920 Mean Score	Algebra 1 Quarter 1 Post Test SY1920 Mean Score	Difference Between Tests
Algebra 1 (#MA09111, Sec: 01)	8	19	28.34%	59.57%	31.23%
Algebra 1 (#MA09111, Sec: 02)	13	24	26.66%	59.66%	33.00%
Algebra 1 (#MA09111, Sec: 03)	11	21	31.52%	58.06%	26.54%

Standard	Algebra 1 Quarter 1 Test SY1920 Items Tested	Algebra 1 Quarter 1 Post Test SY1920 Items Tested	Algebra 1 Quarter 1 Test SY1920 Score	Algebra 1 Quarter 1 Post Test SY1920 Score	Difference Between Tests
A1.CED.A.1 Create equations and inequalities in one variable and use them to model and/or solve problems.	4	4	31.64%	73.60%	41.96%
A1.CED.A.4 Solve literal equations and formulas for a specified variable that highlights a quantity of interest.	7	7	24.11%	56.48%	32.37%
A1.IF.A.1a Understand that a function from one set (domain) to another set (range) assigns to each element of the domain exactly one element of the range. Represent a function using function notation.	1	1	35.94%	65.42%	29.48%
A1.IF.A.1b Understand that a function from one set (domain) to another set (range) assigns to each element of the domain exactly one element of the range. Understand that the graph of a function labeled $f$ is the set of all ordered pairs $(x, y)$ that satisfy the equation $y = f(x)$ .	2	2	25.78%	43.46%	17.68%
A1.IF.A.2 Use function notation to evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	2	2	29.69%	55.14%	25.45%

Staff Member Scores: Performance Band Distribution  
Report Date: 11-08-2019



Staff Member Scores: Performance Band Distribution  
Report Date: 11-08-2019







# 7 Core Practices for Student-Centered Coaching



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# Questions and Answers



# K-2 Literacy Plan

**Dr. Trinity Davis**  
**Dr. Marla Sheppard**

# Strategic Plan – Pillar A

## Goal 1

### Goal: 1 Success in the Early Years

- Every student will receive the social-emotional, cognitive, health and community support necessary to be successful by the end of Grade 3.

### Strategic Priority: 2

- Focus on teaching high standards, rigorous curriculum and reliable assessments.

### Key Actions: 2.3

Target specialized programs that support early literacy and math in elementary schools.





# K-2 Literacy Plan

**STANDARDS-BASED CURRICULUM**

**INTENTIONAL INSTRUCTION**

**ASSESSMENT AND DATA ANALYSIS**

**INTERVENTION**

**PRE-K TO K ALIGNMENT**

**UNITS OF STUDY**

**LEARNING PROGRESSIONS**

**COMMON FORMATIVE ASSESSMENTS**

**WORKSHOP MODEL & LITERACY STATIONS**

**STUDENT-CENTERED COACHING**

**EXPLICIT, SYSTEMATIC PHONICS INSTRUCTION**

**DYSLEXIA SCREENING (K-3)**

**READING IMPROVEMENT PLANS**

**TIERED DATA ANALYSIS**

**RTI**

**INTERVENTIONISTS (K-2)**

**INDIVIDUALIZED INTERVENTION PLANS**

**STANDARDS-BASED CURRICULUM**

**PHONOLOGICAL AWARENESS**

**PRE-K / KINDERGARTEN TEAMS**



## How the Big 5 Components of Reading are Addressed K-3

	K	1	2	3
PHONEMIC AWARENESS	Pathways to Reading - Blend, Stretch, & Segment	Pathways to Reading - Segment and Write, Old Word / New Word		
PHONICS	Pathways to Reading - Letter Naming, Vowel Hill	Pathways to Reading - "Screech Guides" (Phonics Lessons), Vowel Town		
VOCABULARY	Reader's Workshop, Guided Reading			
FLUENCY	Pathways to Reading - Read Words	Reader's Workshop, Guided Reading, Pathways to Reading - Read in Context (emphasis on fluency)		
COMPREHENSION	Reader's Workshop, Guided Reading			



# Questions and Answers



# Financial Update

**Linda D. Quinley**  
**Chief Financial and**  
**Operations Officer**

# Strategic Plan – Pillar D

## Strategic Priority: 11

- Match resources to data-supported student and staff needs

### Key Actions: 11.1

Allocate resources (i.e., people, time, and money) based on data-supported needs of students, staff and schools.





# Financial Update as of October 31, 2019

- **2018-19 Operating Fund (excluding capital) Fund Balance**
  - Ending is \$53.5 million or 24.12% of expenditures
  - Operating Revenues exceeded expenditures by \$1.6 million
- **2019-20 Operating Fund Budget (excluding capital)**
  - Total Revenues budgeted at \$203.5 million
  - Total Expenditures budgeted at \$204 million





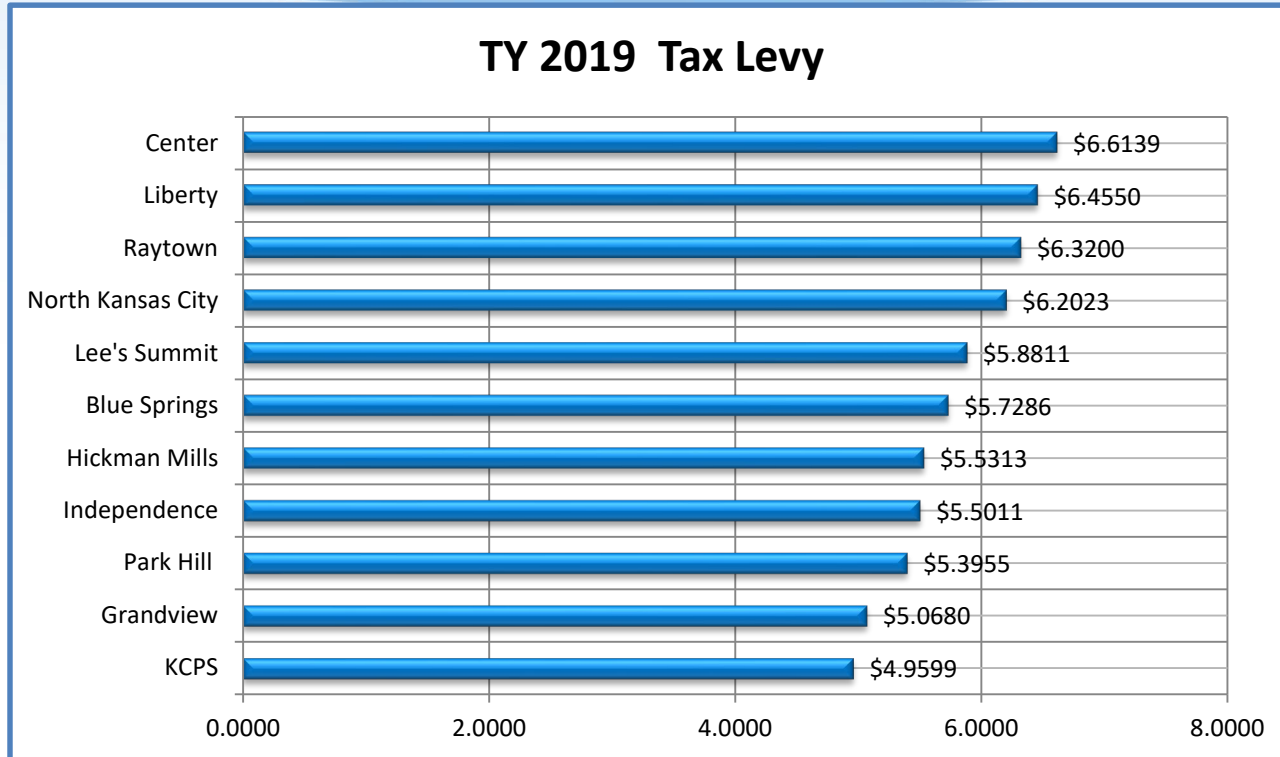
# 2019-20 Local Property Tax

- 2019 Reassessment info
  - March 2019 preliminary assessment – 17.15% increase
  - Budget assumption - 15% or \$163 million in current
  - September 2019 final assessment – 26%
  - October 2019 after appeals – 20% (appeals ongoing)
- Projected Revenues to Budget - ?
  - With 89% net collection of the October values
  - Would result in \$7 million more than budgeted

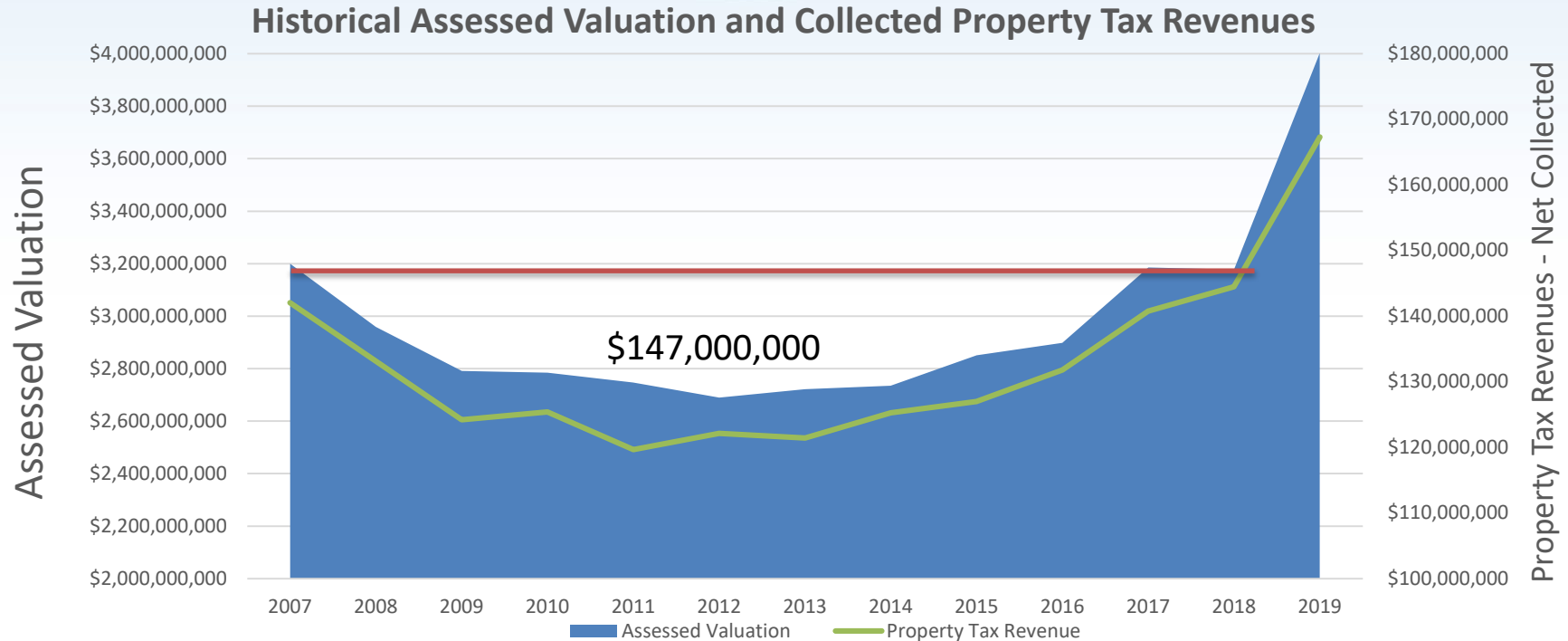


# Total Tax Levy Comparison

Includes Debt Service Levy (yet uncertified)

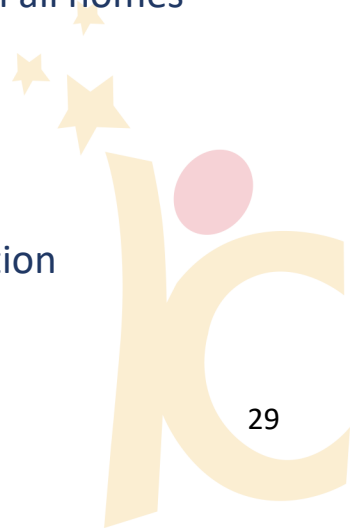


# Historical Change in Assessed Valuation and Impact of Article X



# Property Tax Revenue Changes Daily

- **Continued decreases due to review and appeals process**
  - \$33 million in decrease in RE values in October = \$1.5 million less revenues
  - Over 17,000 appeals yet to be heard
- **Local efforts to establish artificial caps on current reassessment values**
  - One community in KCPS boundaries asking the Board of Appeals for 6% cap on all homes
  - Two area school districts asking BOE to set a caps inside their boundaries
  - Might the BOE then be comfortable with other arbitrary caps?
- **State Commission on Local Taxes**
  - Considering legislation that would call for a cap of increases in assessed valuation
  - How does this play with Hancock?



# Questions and Answers





# RSIT Breakout Discussion



# Feedback/Requests





# Thank you



Next RSIT meeting is scheduled for January 23, 2020