

KANSAS CITY PUBLIC SCHOOLS

STRATEGIC PLAN PROGRESS REPORT



MOVING FORWARD TOGETHER!

2017-18 Key Actions



Dr. Mark Bedell, Superintendent
August 2018



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INTRODUCTION

This report highlights the progress regarding Key Actions for the 2017-18 school year. The Key Actions, prioritized by Superintendent Dr. Mark Bedell and his Cabinet, were drafted by Kansas City Public Schools (KCPS) stakeholders and framed around the 12 Strategic Priorities found within the Strategic Plan.

The purpose of this report is three-fold:

- Keep the Board of Directors informed of the district's progress relative to priorities identified within the Strategic Plan;
- Serve as a proactive communication and public accountability mechanism between the district and community stakeholders;
- Motivate and sustain the ongoing support and commitment of district employees, parents, and community partners for the district's goals for student learning and achievement.

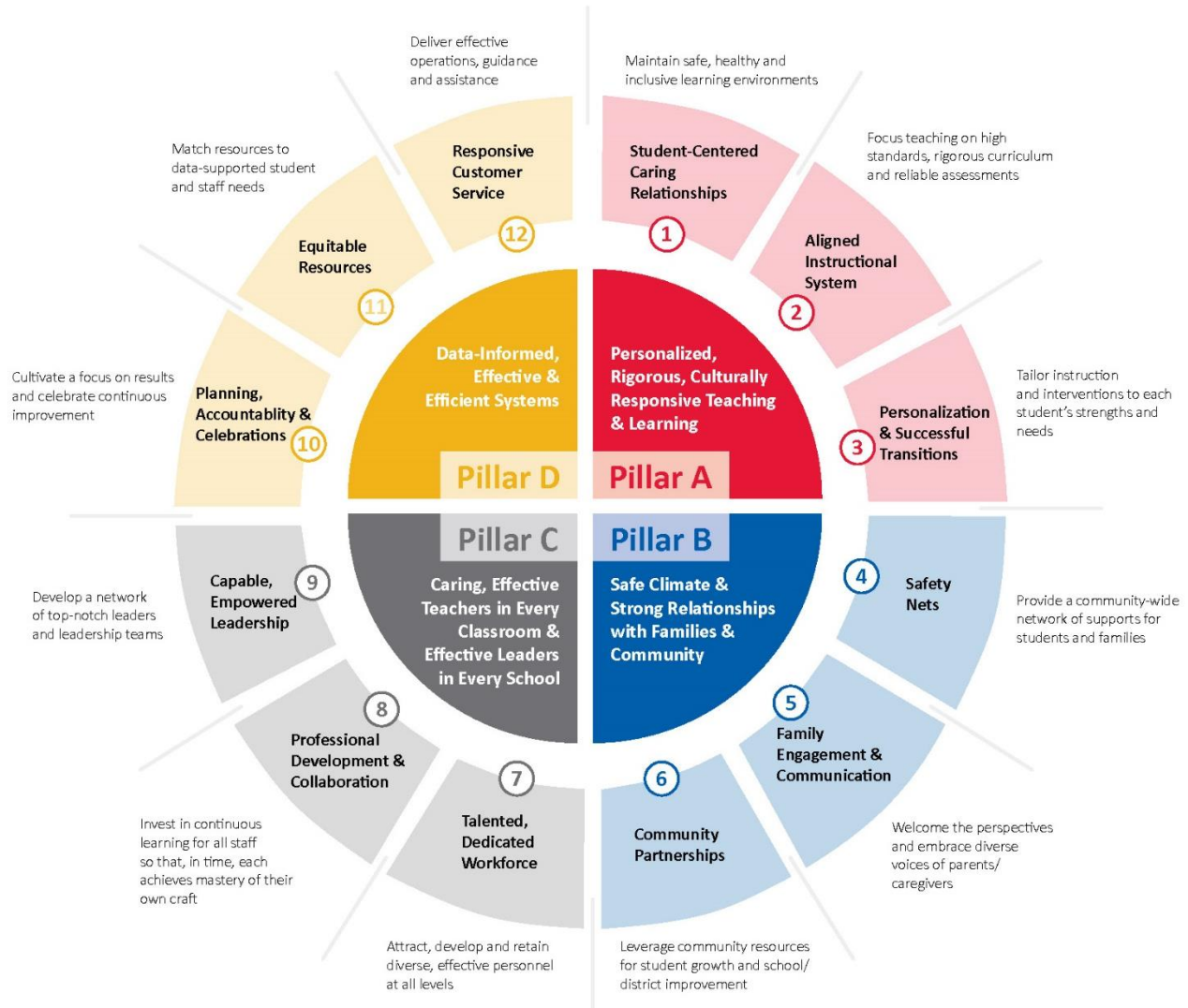
This report will be generated twice a year; once during the summer and once midyear. As Superintendent Bedell stated:

"Improving is hard work. To improve implies intent, consideration and coordination. Tangible, significant and sustainable progress can only happen with honest assessments, careful planning and faithful execution... Our improvement work has only just begun. We have an excellent plan in hand. Now we need to carry it through relentlessly and with fidelity. As superintendent, I expect our Board and community to hold us accountable for ensuring that the work gets done."

In the spirit of mutual responsibility and accountability, we will continue **Moving Forward Together!**

12 STRATEGIC PRIORITIES

Strategic Priorities are the programs, targeted solutions, or continuous improvement initiatives which, when fully implemented, will facilitate the accomplishment of our goals for student learning. Each priority has a corresponding set of Key Actions or specific strategies and milestones.



AUGUST 2018 PROGRESS REPORTS

Reports are organized as follows:

Strategic Priority #: Strategic Priority Title

X.X KEY ACTION SELECTED AS AN AREA OF FOCUS FOR SY2017-18:

Description of Key Action as found in the Strategic Plan.

MAJOR ACCOMPLISHMENTS

ISSUES AND CHALLENGES

LESSONS LEARNED

PRIORITIES FOR NEXT REPORTING CYCLE (August 2018-January 2019)

Strategic Priority 1: Student-centered Caring Relationships

1.1 SAFE SCHOOLS:

Ensure that every school is a safe, secure, orderly, drug-free environment for learning, with uniform standards for ensuring positive learning culture within which students feel valued, cared for, challenged, and supported.

MAJOR ACCOMPLISHMENTS

- Designed and implemented tiered intervention systems, staffing model, and funding model.
- Hired additional social workers and behavior interventionists to better meet the needs of students.
- Conducted Positive Behavioral Interventions and Supports (PBIS)/Behavior Intervention Support Team (BIST) Center for Conflict Resolution (CCR) training.
- Held community partner meetings in an effort to clarify services.
- Held trauma sensitive school trainings.

ISSUES AND CHALLENGES

- There is a need to investigate relevance, gaps, inconsistencies, and overlaps between district provided and partner services.
- Communication within district and communication with partners.

LESSONS LEARNED

- Some partners may not be well suited to address district needs.

PRIORITIES FOR NEXT REPORTING CYCLE

- Implement Tier 1 Positive Reinforcement/Anti-Bullying Program No Place for Hate.
- Improve communication internally and externally.

Strategic Priority 2: Aligned Instructional System

2.1 K-12 ARTICULATION:

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

MAJOR ACCOMPLISHMENTS

- Aligned curriculum and assessments to new state standards.
- Introduced principals to instructional framework, *The Instructional Core* by Richard Elmore.
- Created a walkthrough tool aligned with *The Instructional Core* framework in collaboration with The New Teacher Project (TNTF).
- Created protocols for principals to analyze student data and devise a plan to respond.
- The Department of Curriculum, Instruction and Professional Development (CIPD) provided support 785 times to teachers. Support was provided in the following areas:
 - Analysis of Student Data (19)
 - Attended Building Meetings and Leadership Meetings (74)
 - Professional Development (PD) (2)
 - Individual Coaching (26)
 - Teacher Collaboration (7)
 - Problem-Solving (34)
 - Classroom Management (36)
 - Co-Teaching (9)
 - Curriculum Assistance (42)
 - Observation with Feedback (271)
 - Planning (134)
 - Professional Study (10)
 - Resource/Material Assistance (51)
 - Special Projects (25)
 - Modeling (39)

ISSUES AND CHALLENGES

- CIPD was developing curriculum and assessments while also supporting teachers.
- The 24 elementary schools had one English Language Arts (ELA)/Social Studies (SS) coordinator, one math coordinator, and one science coordinator (K-12).

LESSONS LEARNED

- CIPD needed an increase in support from district coaches based on the principal and teacher feedback from surveys and walkthrough data.

PRIORITIES FOR NEXT REPORTING CYCLE

- Place curriculum coordinators and coaches into networks to equitably support targeted schools.
- Monthly network meetings between the CIPD and leadership departments to provide targeted and aligned support.
- Provide professional development during evening sessions to address data-based needs of teachers.
- Use a newly created data reporting app to identify needs of teachers and determine specific support.

2.6 TEACHER COLLABORATION:

Support teachers to collaborate within grade levels and departments to develop question progression and visual mapping to improve student critical thinking skills.

MAJOR ACCOMPLISHMENTS

- Provided district-wide professional development on Zone Wednesdays each month for grade level or content area collaboration.
- Presented the first KCPS Summer Institute for Teachers with 500+ teachers and principals.
- Provided professional learning opportunities with national consultants around core content: Deb Diller- Literacy Work Stations, Marco Ramirez-Math Concepts, Dana Vontour- Math Strategies, AIMS- Secondary Math Concepts & Critical Thinking Skills.

ISSUES AND CHALLENGES

- Difficulty for teachers traveling to a zone site for Wednesday PD.
- Teachers reported not having enough time in sessions.

LESSONS LEARNED

- Professional learning at the individual building sites needs to include collaboration in professional learning communities (PLCs).

PRIORITIES FOR NEXT REPORTING CYCLE

- Implement new KCPS district initiatives for all teachers to be trained on envision 2.0 and iReady Universal Screener.
- Conduct PLC training for all principals and staff members.

Strategic Priority 3: Personalization & Successful Transitions

3.1 DIFFERENTIATION & PERSONALIZED LEARNING:

Personalize instruction for all students, including: an English Language Acquisition program with ample daily instructional time for English learners; specialized enrichment opportunities for gifted and advanced students; and intervention services for special education students towards meeting grade-level standards or their Individualized Education Plan (IEP) goals.

MAJOR ACCOMPLISHMENTS

- Continued movement of students in high minute classrooms to the least restrictive environment. Secondary intellectually delayed (ID) students moved from high minutes Essential Skills classrooms into co-teaching, resource and Direct Instruction classrooms. We ended the year with 138 students in contract sites, down from 175 students in January 2015. We began the year with 7 high minute cross categorical elementary classrooms, down from 12 in January 2015, and 2 emotionally disturbed elementary classrooms, down from 9 in January 2015.
- Addition of instruction coordinators to focus on instructional strategies for special education teachers providing resource and co-teaching services to students with special needs.
- Employment Based Transition Training (EBTT) partnership with KCPS, VA Hospital, Vocational Rehabilitation Services through the Missouri Department of Elementary and Secondary Education (DESE) and Goodwill.
- Direct Instruction curriculums were written for all ELA and Math 7-12 courses – to include scope and sequence.
- Implemented data meetings at schools with English for Speakers of Other Languages (ESOL) teachers and administrators to drill down on the ACCESS data by school and identified areas of concerns and areas of success; created school targets for language growth, proficiency and reclassification.
- Implemented co-teaching as the elementary service model and created guiding documents for student placement according proficiency level and minute requirements. Also implemented co-teaching at the secondary level for Advanced English Learners (ELs) at Northeast Middle and Northeast High and intermediate math at Northeast Middle.
- Redesigned delivery models and staffing allocations at elementary sites to focus on a more equitable distribution on instructional times based on students English proficiency.

ISSUES AND CHALLENGES

- EBTT partnership had a delayed start so growing pains were involved. There were challenges with all partners regarding understanding their roles and following the Individuals with Disabilities Education Act (IDEA).

- Providing professional development when ESOL teachers do not know who their co-teacher will be and when there is competing PD offered
- Some teachers are resistant to change. They want to deliver service in the same way they have in the past, even if the data doesn't support what they are doing.

LESSONS LEARNED

- It might have been best to have a year of planning before beginning the EBTT program.
- Staff has a tendency to take data personally. We need to move toward using data protocols to have discussions and foster a growth mindset. "This is where we are, so how are we going to achieve greater academic growth?"

PRIORITIES FOR NEXT REPORTING CYCLE

- Instructional strategies for co-teaching and resource along with assurance of all students with special needs accessing the general education curriculum both in special education and general education.
- Strengthening co-teaching to increase academic growth for students with special needs.
- Focus on serving students and keeping track of the data through the use of ProjectELL, co-teaching and equitable instructional time.
- Co-teaching training for the high school and middle school.
- Continued data conversations with the sites.

Strategic Priority #4: Safety Nets

4.2 TRAUMA-SENSITIVE SERVICES:

Implement and communicate trauma-sensitive, data-informed behavior models that fit the needs of the students and families at each school, and to address health-related and social-emotional barriers to learning.

MAJOR ACCOMPLISHMENTS

- Trained approximately 68 Security officers in Trauma Informed Care and in Crisis Intervention Team (CIT – evidenced-based model to prevent and address mental health crisis).
- Hired 8 additional mental health professionals, to provide socio-emotional supports to KCPS students and families; and an additional focus on supporting immigrant and undocumented families.
- Eco/Asset Mapping of all KCPS schools to determine internal and external socio-emotional supports in each school.
- Created a system in Tyler for support staff to track socio-emotional support interventions.

ISSUES AND CHALLENGES

- Need for inter-department socio-emotional and security professional development on related protocols and procedures.
- Data systems are not inter-connected across departments.

LESSONS LEARNED

- Implementing Trauma Sensitive Movement on a smaller scale (within the Division of Student Support Services) was more productive than attempting to complete on a larger scale (district-wide).

PRIORITIES FOR NEXT REPORTING CYCLE

- Youth Mental Health First Aid (YMHFA) and Crisis Prevention Intervention (CPI) – rolled out district-wide in August. We developed train-the-trainer model for sustainability.
- Purchase of a training simulator for active shooter/intruder training for KCPS staff.

Strategic Priority #5: Family Engagement & Communication

5.3 HOME-SCHOOL DIALOG:

Provide frequent two-way communication with students and families in an increasing number of languages regarding each student's academic progress toward mastery of all subjects.

MAJOR ACCOMPLISHMENTS

- Revitalization of the District Advisory Council (including meetings, recruitment strategies and advocacy and empowerment focus) comprised of parent and community leaders to ensure a vocal representation of parent concerns are elevated, addressed and empowered.
- Identified and supported the 16 active KCPS parent organizations to ensure that communication happens directly between school-level parent leaders and KCPS staff.
- Charted an internal, interdisciplinary Parent Engagement Charter Team to ensure that engagement programming, initiatives, and events are internally supported amongst KCPS staff.
- Launched a Family Empowerment Series aimed to support parents and families in developing skills and increasing capacity to become a knowledgeable advocate for their student.
- Held successful family and community engagement events (including family/community meetings, Family Empowerment Luncheon and Summerfest) that showcase the collaborative and culturally diverse approach to engaging parents at key points during the academic year.
- Updated the KCPS website and modified the school calendar to better foster ease of use by parents in a variety of languages and literacy levels.

ISSUES AND CHALLENGES

- It is difficult to develop individual school profiles and plans for addressing the needs of parents in buildings where language and culture are challenges to engagement.
- Over-reliance on commercial translation services (i.e. Google Voice) created challenges in ensuring seamless communication with immigrant and refugee families.
- Turnover with school-based parent engagements specialists and KCPS family engagement staff made relationship-building more critical but also more complicated.

LESSONS LEARNED

- Early, often and targeted communication strategies work best after they have been assessed for previous success. We need to request feedback constantly.
- Engaging key stakeholders to serve in an advisory capacity is essential when attempting new methods or introducing new initiatives, programs.
- Conduct historical assessment on strategies and practices that had previously been introduced so as not to create new programming, focuses with issues that had been identified challenges.

- Less is more, as often the most impactful practices being those that require very little.

PRIORITIES FOR NEXT REPORTING CYCLE

- Hire new Family and Community engagement staff with a priority focus on family support, communication and outreach while branding a dedicated office to continue the focused work.
- Hold a Family Advocacy Workshop Series.
- Continue to identify the scope of work for school-based parent organizations.
- Develop an ongoing family communication method (newsletter, weekly email, etc.).

Strategic Priority #6: Community Partnerships

6.6 MUTUAL RESPONSIBILITY & ACCOUNTABILITY:

Convene annual gathering of community partners and providers to reach consensus on priority focus areas for the school year, align efforts and resources to needs for optimum efficiency and impact; conduct mid-year and end-of-year evidence-based progress review; and publish end-of-year community-wide report to highlight accomplishments, challenges, and recommendations for next school year.

MAJOR ACCOMPLISHMENTS

- Hosted three large events with a clear focus on bringing together community partners and stakeholders:
 - Partnership Breakfast (Fall 2017) with over 125 people in attendance and 73 individual organizations
 - Family Empowerment Luncheon (Spring 2018) with 100 partnering organizations, community members, and families to discuss and gauge the direction family engagement/empowerment
 - Summerfest (Summer 2018) with 63 community organizations and partners focused on the back-to-school support of KCPS students and families
- Hosted a series of Fall/Winter Community Conversations that were billed as a progress review of the District from the Listen and Learn tour held eighteen months prior.

ISSUES AND CHALLENGES

- Consistent attendance at events.
- Identification of a streamlined feedback resource regarding events and gathering to assess impact and support future planning.

LESSONS LEARNED

- Ensure gatherings include a call-to-action or tangible “ask” so that attendees have targeted responsibilities upon departures.

PRIORITIES FOR NEXT REPORTING CYCLE

- Find ways to capitalize on and collaborate with other significant community events to reach a new and broader partnering community.
- Identify a consistent communication strategy for partners and community members.

Strategic Priority #7: Talented Dedicated Workforce

7.5 LEADERSHIP INDUCTION:

Implement a formal on-boarding process for new school and department leaders, focused on the essential knowledge and skills needed by all leaders (including awareness of Standards of Professional Practice, key Board policies, district's equity guidelines, cultural competencies).

MAJOR ACCOMPLISHMENTS

- Execution of new school/department leader day two onboarding.
- Held Principal/school leader opening of year training.
- Implemented First Friday trainings in partnership with Legal department.

ISSUES AND CHALLENGES

- The schedule was short and content was lengthy; therefore, time was an issue. Namely, having enough time to devote to key areas.

LESSONS LEARNED

- More personalization and interactive learning is best.

PRIORITIES FOR NEXT REPORTING CYCLE

- Based on new leader feedback, continue to refine the day two onboarding process so that we maximize our time by reviewing only the most critical information.

Strategic Priority #8: Professional Development & Collaboration

8.1 CYCLES OF INQUIRY:

Develop (not implement until 2018-2019 SY) a cycle of inquiry process as a tool for continuous improvement of practices and processes at every level, including: 6-12-week instructional planning, Data Summit at the end of each assessment cycle, and user-friendly data management system to facilitate evidence-based dialogs.

MAJOR ACCOMPLISHMENTS

- Trained all principals and leadership teams on PLCs.
- Analyzed student data at meetings with principals.

ISSUES AND CHALLENGES

- Not all teachers were administering the pre- and post-test.

LESSONS LEARNED

- Better communication is required and higher accountability for teachers to give assessments.

PRIORITIES FOR NEXT REPORTING CYCLE

- Implement PLCs at all schools.

8.2 PROFESSIONAL MASTERY:

Strengthen effectiveness of teachers, leaders, and staff by institutionalizing professional development systems focused on effective practices, deeper content knowledge, professional learning communities, and collaborative inquiry.

MAJOR ACCOMPLISHMENTS

- Held Principal's Institute and provided training on Problem Solving Teams (PST), PLC, Response to Intervention (RTI), Community Partners, Eco-maps.
- Held Teacher's Institute which provided training on initiatives, programs, instructional strategies, effective instruction and active engagement and participation as restorative practices.
- Monthly principal meetings focused on Instructional Core and Problems of Practice.
- Held monthly clustered PLC visits.

ISSUES AND CHALLENGES

- Having adequate time for PD and training needed for staff.

LESSONS LEARNED

- Be sure to elicit community involvement and feedback regarding proposed initiatives.

PRIORITIES FOR NEXT REPORTING CYCLE

- Develop Aspiring Leaders Academy.
- Actively plan PD for principals that is relevant to current practice and issues.

Strategic Priority #9: Capable, Empowered Leadership

9.3 LEADERSHIP PIPELINE:

Develop an internal leadership pipeline and succession planning process to promote leadership from within (“grow our own”) and to motivate aspiring leaders.

MAJOR ACCOMPLISHMENTS

- Created KCPS-LEAD (leadership development and certification program in partnership with UMKC).
- Development of KC-PLUS (leadership development and certification program in partnership with TNTP).
- Hired 1 KCPS-LEAD and 3 KC-PLUS residents as assistant principals for 2018-2019.
- Held Tier II leader monthly meetings.

ISSUES AND CHALLENGES

- Working to improve communications around Tier II leadership focus and initiatives with executive level staff.
- Working to combine the 2 principal pipeline programs to standardize the experience for all participants and to provide the resident experience to all accepted aspiring leaders.

LESSONS LEARNED

- There is a need to improve communication and standardize the pipelines.

PRIORITIES FOR NEXT REPORTING CYCLE

- Additional assistant principals will be placed from the ranks of the two established leadership pipelines.

Strategic Priority #10: Planning, Accountability & Celebrations

10.1 RESULTS-FOCUSED ANNUAL PLANS:

Ensure that each school and department develops a results-driven, equity-focused Annual Action Plan, with clear targets and implementation strategies that are aligned to the strategic plan

MAJOR ACCOMPLISHMENTS

- Annual action plans were created for all KCPS departments and organized by Cabinet member.
- Cabinet members, department directors, and select staff were trained to use the online monitoring system (Eye on the Goal).
- Five schools were selected as pilot schools in the development of school improvement plans for SY18-19. The leaders from Northeast Middle, Gladstone, Foreign Language Academy, Longfellow, and East High met regularly and developed the plan template.

ISSUES AND CHALLENGES

- Coordination of schedules for district leaders and the consultant meant that the process for the development of department annual action plans did not begin until midway through SY17-18.
- Some staff members were resistant to adoption of the new online monitoring system for departments.
- Delayed assessment data from the State of Missouri made it challenging for schools to adequately plan for SY18-19 and make adjustments.

LESSONS LEARNED

- KCPS planning staff will lead future efforts to complete department annual action plans, allowing the district to adhere more closely to a desired schedule for completion.
- Some department plans included too many milestones which made using the online monitoring system tedious and time consuming. Department plans should only include highlights (“big rocks”) of department work, not standard operating procedures.

PRIORITIES FOR NEXT REPORTING CYCLE

- Refine the department planning process and content.
- Complete department annual action plans for all KCPS departments organized by Cabinet member SY18-19.
- Complete SY18-19 school improvement plans for the five pilot schools.

10.4 STAKEHOLDER FEEDBACK:

Conduct an annual survey to assess students’ perception and satisfaction regarding their academic and socio-emotional experiences. [Additionally: In 2017-2018, conduct

feedback survey of all stakeholders regarding their perception of and satisfaction with the outcomes and quality of services provided by Kansas City Public Schools.]

MAJOR ACCOMPLISHMENTS

- Over 4,200 stakeholders completed the 2018 Stakeholder Survey.
- We were able gather data from stakeholders that we hadn't previously reached (i.e. community partners, parents of non-KCPS students and other residents).
- We used a new survey system, Qualtrics, in hopes of deeper data analyses and higher response rates.

ISSUES AND CHALLENGES

- Implementing a new survey system resulted in a steep learning curve.
- Connecting district staff to Qualtrics productive staff was a challenge do to schedules.

LESSONS LEARNED

- Start the survey design and implementation process earlier in the school year.

PRIORITIES FOR NEXT REPORTING CYCLE

- Start to build out questions in November or December instead of February.
- Make sure that all survey items require a response so that responses to all survey items will be higher.

Strategic Priority #11: Equitable Resources

11.1 NEEDS-BASED RESOURCE ALLOCATION:

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

MAJOR ACCOMPLISHMENTS

- Implemented a tiered budget process for school buildings based strictly on the educational tier system.
- Re-directed operational budget dollars to instructional support for buildings based on assessment area needs.
- Re-established steps for experience on salary schedules to recognize same and retain personnel.

ISSUES AND CHALLENGES

- Continued need for resources greater than the scope of annual funding increases.
- Need for increased efficiency for non-instructional expenses of the District.

LESSONS LEARNED

- Begin early and re-evaluate often.

PRIORITIES FOR NEXT REPORTING CYCLE

- Evaluation of 2018-19 additions to determine effective use of resources based on resulting data.
- Continue to focus on improving process for enrollment data to more accurately plan by building and grade.
- Evaluate facility needs and consider funding options.

Strategic Priority #12: Responsive Customer Service

12.1 ASSESSMENT & DATA SYSTEM:

Develop an integrated data infrastructure that facilitates system-wide monitoring, analysis, and dissemination of data about student learning and organizational performance, as a means to build trust, transparency, and accountability with stakeholders.

MAJOR ACCOMPLISHMENTS

- Transitioned from Northwest Evaluation Association (NWEA) to iReady in order to provide more accurate and real time student achievement data.
- Conducted Schoolzilla workshop for principals. Schoolzilla is an integrated data dashboard which is very user friendly and pre-built iReady reporting capabilities.
- Began development of Tableau dashboards for district level monitoring (i.e. graduation/drop out analysis, recruitment and marketing, discipline, etc.).

ISSUES AND CHALLENGES

- Funding for Schoolzilla access.
- Transitioning from one assessment tool to another takes time, training, patience, and buy-in.

LESSONS LEARNED

- Incentives would help increase teacher attendance for summer iReady training.

PRIORITIES FOR NEXT REPORTING CYCLE

- Secure funding and implement Schoolzilla pilot for all principals.
- Continue to develop and enhance data dashboard capabilities.

12.3 SERVICE STANDARDS:

Define the standards of practice and key performance metrics for each school and district-level service unit (e.g., payroll secretarial/administrative support, facilities, human resources, purchasing, special education), with input from each unit's key customers/clients. [In 2017-2018, conduct pilot with selected units only.]

MAJOR ACCOMPLISHMENTS

- Developed and administered a customer service survey for all central office departments in Fall 2018.
- Developed and administered a customer service survey for principals regarding interactions between school and central office.
- Instituted district-wide customer service training based upon *Lessons from the Mouse*. Approximately 300 people have attended training and used their knowledge to train

their own staff. It is estimated that in 5 months, over 500 staff members have been exposed to the knowledge and expectations of outstanding customer service.

- Defined a set of Standard Operating Procedures for each department.

ISSUES AND CHALLENGES

- We desire higher response rates for KCPS surveys.

LESSONS LEARNED

- General consensus among stakeholders indicated that while most feel customer service is improving; it still needs to be an area of focus.
- We need to improve communication and increase reminders to ensure survey completion.

PRIORITIES FOR NEXT REPORTING CYCLE

- Administer the next customer service survey in November 2018.
- Continue monthly district-wide customer service staff trainings.

Data current as of 8/22/18



Kansas City Public Schools Scorecard

Student Goals & Measures

PUBLIC SCHOOLS											
	Goals	Measures			2015-2016	2016-2017	2017-2018	Recent MO Avg	Prelim 2018- 2019	Prev 1-Yr Goal	5-Yr Goal
"ENDS": Goals & Measures of Student Success	Goal 1: Success in the Early Years	1a	% K students w/ PK experience		41.6%	42.0%	43.6%	--			
		1b	% students from each subgroup who meet/exceed ELA & Math standards at end of grade 3	ELA	29.2%	33.3% (28.9% gap)	Not Yet Available	62.2%		25% gap	15% gap
				Math	22.4%	25.9% (27.2% gap)	Not Yet Available	53.1%		25% gap	15% gap
		1c	% students persistent & confident in social, emotional, problem solving skills		--	--	79.3% *	--			
	Goal 2: Whole Child: Safe, Challenge, and Supported	2a	% students who feel school environment is safe for learning & have sense of belonging + personally meaningful friendships	I feel safe at school	85.4%	79.3%	85.0%	--		80.0%	88.1%
				There is a feeling of belonging at my school	77.9%	70.6%	77.3%	--		75.0%	83.0%
				I have personally meaningful friendships at school	--	--	84.1%	--		85.0%	90.0%
		2b	% students receiving effective social/emotional behavior interventions & continuous access to advocate/mentor /counselor		--	--	8.1% *	--			
		2c	% students participating in athletics or other extra-/co-curricular activities	Extra-curr	33.0%	25.1%	31.5%	--		30.0%	36.0%
				Co-curr			88.7%				
	Goal 3: Continuous Growth Toward Master of All Academic Subjects	3a	% students meeting proficiency standards on state, local, national exams	MAP ELA	32.0%	35.0%	Not Yet Available	--		38.0%	50.0%
				MAP MATH	19.7%	21.5%	Not Yet Available	--		24.5%	36.5%
				MAP SCI	17.4%	18.8%	Not Yet Available	--		22.0%	34.0%
				ACT (18+)	36.1%	37.5%	Not Yet Available	--		41.0%	49.0%
		3b	% identified students moved up/out of tiered academic support		--	--	Baseline Year	--			
		3c	Growth rate by min. 1 yr for students ≥ grade level & 1.5 yr for students < grade level	ELA Below Basic/Basic	43.5%	44.5%	Not Yet Available	50.0%		56.0%	60.0%
				ELA Prof/Adv	63.8%	69.4%	Not Yet Available	65.0%		70.0%	72.0%
				Math Below Basic/Basic	48.5%	49.6%	Not Yet Available	53.0%		59.0%	63.0%
	Math Prof/Adv			64.7%	64.5%	Not Yet Available	67.0%		70.0%	71.0%	
	Goal 4: 21st Century Critical Thinkers and Problem Solvers	4a	% students who can solve real-world, interdisciplinary problems		--	--	Baseline Year	--			
		4b	% students who can use digital tools & resources to plan/conduct research, manage projects, solve problems, make informed		--	--	Baseline Year	--			
		4c	% students who met standards on performance-based assessments		29.8%	28.6%	30.1%	--		31.6%	37.6%
	Goal 5: Readiness for College, Career, and Life	5a	% students w/ attendance ≥ 90%		83.0%	79.1%	78.2%			81.1%	85.0%
		5b	% students who completed courses, activities, & experiences based on college/career plan	HS	--	--	42.8% *				
				MS			25% *				
		5c	4yr HS grad rates & 4yr HS dropout rates	4 Year Grad Rate	68.4%	71.8%	69.1%			73.0%	77.0%
				Dropout Rate	5.5%	7.1%	Not Yet Available		5.0%	4.6%	3.5%

* See Descriptors

**Kansas City Public Schools Balanced Scorecard
Strategic Priorities & Indicators**

				Prelim		Prev			
Strategic Priorities		Indicators		2015-2016	2016-2017	2017-2018	2018-2019	1-Year Goal	5-Year Goal
"MEANS": Indicators of Professional Practices & Programs	Pillar A: Personalized, Rigorous, Culturally Responsive Teaching & Learning	A1	% teachers/staff implementing standards based curriculum	--	--	Baseline Year			
		A2	% teacher/staff attendance	93.9%	95.3%	93.4%		>95%	>95%
		A3	% parents "Agree/Strongly Agree" that "My child is receiving a good education at this school"	--	--	83.7%			
	Pillar B: Safe Climate and Strong Relationships with Families & Community	B1	# of mentors assisting students	--	43	714		500	2000
		B2	# of partners/organizations offering students internships, mentorships, or apprenticeships	--	5	11		15	35
		B3	% parents "Agree/Strong Agree" that "My child is safe and supported at school"	Safe	--	--	88.3%		>90%
				Supported	--	--	84.6%		>90%
	Pillar C: Caring, Effective Teacher in Every Classroom and Effective Leader in Every School	C1	% teachers "Agree/Strongly Agree" that "I am satisfied with being a teacher in this district and feel that I'm engaged in meaningful work"	Satisfied	75.5%	80.7%	70.7%		83.0%
				Meaningful work	88.6%	91.8%	92.6%		>92%
		C2	% teachers "Agree/Strongly Agree" that "PD is effective and meets my needs"	--	--	55.3%			
		C3	Effective teacher retention rate	--	92.3%	93.2%		94.0%	>95%
	Pillar D: Data-informed, Effective and Efficient Systems	D1	% total district budget allocated to K-12 instruction	47.2%	43.4%	44.5%		45.5%	50.0%
		D2	% parents "Agree/Strongly Agree" that "My school provides responsive customer service"	--	--	81.4%			>85%
		D3	% teachers/leaders/staff "Agree/Strongly Agree" that "Central Office provides responsive customer service"	--	--	74.1%			85%

Kansas City Public Schools Scorecard Descriptors

	Goals & Priorities	Measures & Indicators	Description
"ENDS": Goals & Measures of Student Success	Goal 1: Success in the Early Years	1a % K students w/ PK experience	% of KCPS Kindergartens who have PK experience (Note: these data only include KCPS Kindergarteners who have district PK experience).
		1b % students from each subgroup who meet/exceed ELA & Math standards at end of grade 3	% of students scoring at proficient and advanced levels by end of 3rd grade. Goals based upon gap between KCPS and MO State Avg to account for upcoming changes to state assessments
		1c % students persistent & confident in social, emotional, problem solving skills	Based upon student responses from 2018 Stakeholder Survey. This measurement will change in SY19 and will not be survey based.
	Goal 2: Whole Child: Safe, Challenge, and Supported	2a % students who feel school environment is safe for learning & have sense of belonging + personally meaningful friendships	Based upon Spring 2018 Stakeholder Survey
		2b % students receiving effective social/emotional behavior interventions & continuous access to advocate/mentor /counselor	NOTE: Current count only includes students who had access to mentor. In SY19, systems are in place to track social/emotional behavior interventions and counseling.
		2c % students participating in athletics or other extra-/co-curricular activities	% of students (9-12) participating in all athletics & extra/co-curricular activities
	Goal 3: Continuous Growth Toward Master of All Academic Subjects	3a % students meeting proficiency standards on state, local, national exams	Map scores represent students scoring prof/adv. ACT scores represent the percentage of ACT participants of the graduating class receiving a composite score of 18 or higher.
		3b % Identified students moved up/out of tiered academic support	Will be captured in SY19 by iReady assessment.
		3c growth rate by min. 1 yr for students ≥ gr lvl & 1.5 yr for students < gr lvl	The percent of students who achieved or exceeded their expected growth on the grade level map assessment (gr 3-8). Data calculated from the value added model file from DESE.
	Goal 4: 21st Century Critical Thinkers and Problem Solvers	4a % students who can solve real-world, interdisciplinary problems	Will be captured in SY19 by iReady assessment.
		4b % students who can use digital tools & resources to plan/conduct research, manage projects, solve problems, make informed decisions	In SY18-19, KCPS will begin correlating student website usage to usage of science digital resource. In SY19-20 KCPS will have the best measurement for the percentage of students using technology to research and create projects. Student website usage will be correlated to curriculum and students will create projects using a variety of digital tools
		4c % students who met standards on performance-based assessments	% of students who met standards on WorkKeys, ASVAB, IRC and/or Project Lead the Way (PLTW) divided by total graduates.
	Goal 5: Readiness for College, Career, and Life	5a % students w/ attendance ≥ 90%	% of students who are at or above the 90/90 attendance threshold.
		5b % students who completed courses, activities, & experiences based on college/career plan	% of students (grades 7-12) who are "on track" with their individualized Success Plans. For SY17-18, the percentage represents the % of students who completed the Gameplan course. In SY18-19, the percentage will represent students that completed the Graduation Course Plan and are on track.
		5c 4yr HS grad rates & 4yr HS dropout rates	4 Year cohort graduation rate. Drop out rate represents the September enrollment plus transfers in minus transfer outs and dropouts.
"MEANS": Indicators of Professional Practices & Programs	Pillar A: Personalized, Rigorous, Culturally Responsive Teaching & Learning	A1 % teachers/staff implementing standards based curriculum	Determined by indicators found within CIPD classroom walkthrough tool.
		A2 % teacher/staff attendance	All classroom teachers (includes librarians & paras). Attendance defined as present in classroom or attending PD or district/school authorized responsibilities.
		A3 % parents "Agree/Strongly Agree" that "My child is receiving a good education at this school"	Based upon Spring 2018 Stakeholder Survey
	Pillar B: Safe Climate and Strong Relationships with Families & Community	B1 # of mentors assisting students	# of adult mentors assisting KCPS students through the Success Mentors program
		B2 # of partners/organizations offering students internships, mentorships, or apprenticeships	# of partners/org offering these student opportunities
		B3 % parents "Agree/Strongly Agree" that "My child is safe and supported at school"	Based upon Spring 2018 Stakeholder Survey
	Pillar C: Caring, Effective Teacher in Every Classroom and Effective Leader in Every School	C1 % teachers "Agree/Strongly Agree" that "I am satisfied with being a teacher in this district and feel that I'm engaged in meaningful work"	Based upon Spring 2018 Stakeholder Survey
		C2 % teachers "Agree/Strongly Agree" that "PD is effective and meets my needs"	Based upon Spring 2018 Stakeholder Survey
		C3 Effective teacher retention rate	% of teachers evaluated identified as prof or proficient plus by KCPS teacher evaluation system and retained the following school year
	Pillar D: Data-informed, Effective and Efficient Systems	D1 % total district budget allocated to K-12 instruction	Based upon DESE defined K-12 instructional budget
		D2 % parents "Agree/Strongly Agree" that "My school provides responsive customer service"	Based upon Spring 2018 Stakeholder Survey
		D3 % teachers/leaders/staff "Agree/Strongly Agree" that "Central Office provides responsive customer service"	Based upon Spring 2018 Stakeholder Survey