Mass insight
education & research

NORTHEAST HIGH SCHOOL:
School Readiness Assessment Final Report

Kansas City Public Schools Secondary and Signature School Reviews

Site Visit Date: January 21, 2020

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School Readiness Assessment Purpose

Kansas City Public Schools (KCPS) has partnered with Mass Insight Education & Research, a national non-profit, to conduct school reviews of all secondary and signature schools. The purpose of these reviews is to:
- Surface individual school successes, challenges, and opportunities to inform continuous improvement efforts; and
- Surface trends across secondary and signature schools to:
  - understand how secondary and signature options contribute to the overall experience and expectation of the KCPS community and help achieve KCPS' 5-Year Strategic Plan goals; and
  - inform the identification of systems-level changes and school supports.

Mass Insight's research-based School Readiness Assessment (SRA) supports and accelerates school improvement by informing the development of strong school improvement plans that address a school's highest needs, as well as informing district-level improvement to better meet the needs of students and schools. In alignment with the Mass Insight theory of action (described on page 4) and based on more than 10 years of national experience and research in the field of school improvement, Mass Insight has identified seven elements that we observe to drive school improvement and school readiness and ensure the success of all students. The SRA is structured to analyze the extent to which these elements are in place.

School Readiness Assessment Process

The school review process follows three phases, including a comprehensive data/document review conducted prior to a campus visit; the on-site campus visit; and finally, analysis and report of findings.

Phase	Potential Activities
Pre-Site Visit *(December 2019)*	● Collect and review campus data and related documents to understand campus context, including principal, staff and student surveys. ● Coordinate visit logistics to ensure a successful site visit.
Site Visit *(January 2020)*	● Conduct interviews and focus groups with a variety of campus stakeholders (e.g. teachers, students, administrators, counselors, instructional coaches, families, etc.). ● Classroom, hallway, and common space walkthroughs (observations may not occur on the same date as your site-visit interviews and focus groups).
Post-Site Visit *(January- February 2020)*	● The site visit team synthesizes and analyzes visit findings that surface priority focus area recommendations.

Overview of the Findings Report

This report begins with a **Data Profile** - a high level quantitative overview of the school's current demographics, culture and climate indicators, and recent academic performance. Next is a summary of **Strengths and Challenges** - the most salient and resounding headlines from Mass Insight's time on campus. These are not arranged by any particular element and may represent a confluence of factors that can help the school begin to prioritize strengths and challenges to focus on following the site visit. Mass Insight will also provide action-oriented **Recommendations** for how the school can improve and where they might prioritize efforts first. This might also be used to inform the revision or creation of a School Improvement Plan. Finally, the Appendix contains the **School Readiness Assessment Tool**, which provides specific evidence gathered during the review process and a rating (described in the next section) for each feature of each element. This section can be useful for delving into more specific and granular details. Mass Insight does not suggest attempting to tackle every feature all at once.

School Readiness Assessment Evidence and Rating System

Mass Insight's SRA Tool (included in Appendix) is designed to analyze the extent to which a school has elements of our theory of action in place, in relation to an exemplar description of each element (and the features that make up that element) at the highest performing schools. The Mass Insight team will use the SRA Tool to document evidence based on information gathered during the SRA activities to assign a rating for each feature. Ratings are designed to describe the extent to which evidence aligns to the exemplar descriptions at the highest performing schools. The features rated lowest do not necessarily mean that those features are in the most urgent need of attention; the recommendations describe what Mass Insight suggests addressing first.

Rating Level Key:
0: Not Meeting (no, or extremely limited, evidence of this feature; work on this feature has not yet started)
1: Somewhat Meets (some evidence of implementation of this feature)
2: Mostly Meets (considerable evidence of implementation of this feature)
3: Meets (robust evidence of implementation of this feature)

About Mass Insight and Our Theory of Action

Mass Insight is a national non-profit organization committed to transforming public schools into high-performing organizations and closing achievement gaps. Since 2007, Mass Insight has worked with schools, districts, and state education agencies to redesign systems and establish the conditions and capacity for district and school improvement. As part of this work, Mass Insight has conducted numerous School Readiness Assessments (SRAs) across the country.

In 2007, Mass Insight published *The Turnaround Challenge*[1], a nationally-recognized research report and call to action that highlighted the need for intervention in America's lowest-performing schools. Since 2009, Mass Insight has worked with schools, districts, and state education agencies in Massachusetts and across the country to redesign the systems that support chronically underperforming schools and to drive gains in student achievement. Building from our research and more than ten years of experience in turnaround, we recently revisited Mass Insight's theory of action and identified seven theory of action elements that we believe must be in place to ensure schools are successful.

Mass Insight's SRA is structured to analyze the extent to which elements of our theory of action are in place in schools. We seek to understand what student outcome data reveals, analyze evidence and hypothesize why challenges and successes exist, and help schools prioritize where to focus next.

We believe that if schools have:
Conditions: Sufficient school-level control over people, time, money, and program to address the root causes of low performance;
Planning: Evidence-based, actionable improvement plans that address the root causes of low performance informed by a review of existing conditions and input from school, district, and community stakeholders;
**Leadership:** A principal who can manage and communicate complexity while maintaining focus on the school's vision and key priorities;
Focus on Instruction: Processes and supports that help teachers work together to constantly improve and refine standards-based instructional practice so that students can engage in deep learning tasks;
Collective Responsibility: The school faculty and staff ensure there is collective responsibility for both the quality of instruction and student learning and success;
Performance Management: Consistent processes for using data to measure both implementation and outcomes to determine what's working and inform efforts to improve; and
**Partnerships:** Partnerships that help the school meet the multiple needs of teachers and students,
THEN schools will dramatically improve and student learning will increase.

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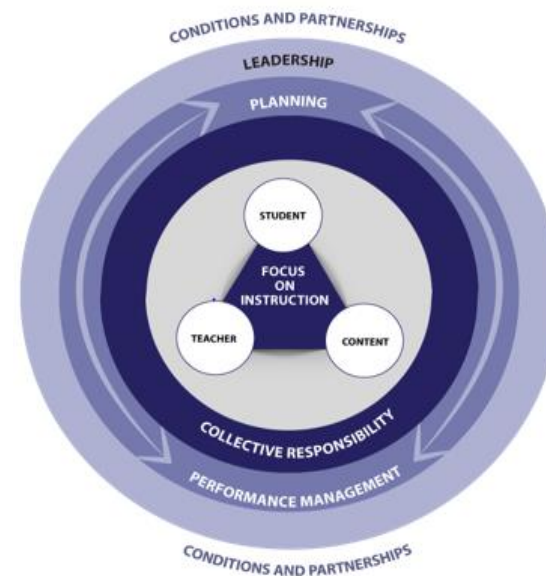
[1] *Mass Insight Education and Research*. Mass Insight Education and Research Institute, Inc., 2007, www.massinsight.org/resources/the-turnaround-challenge/
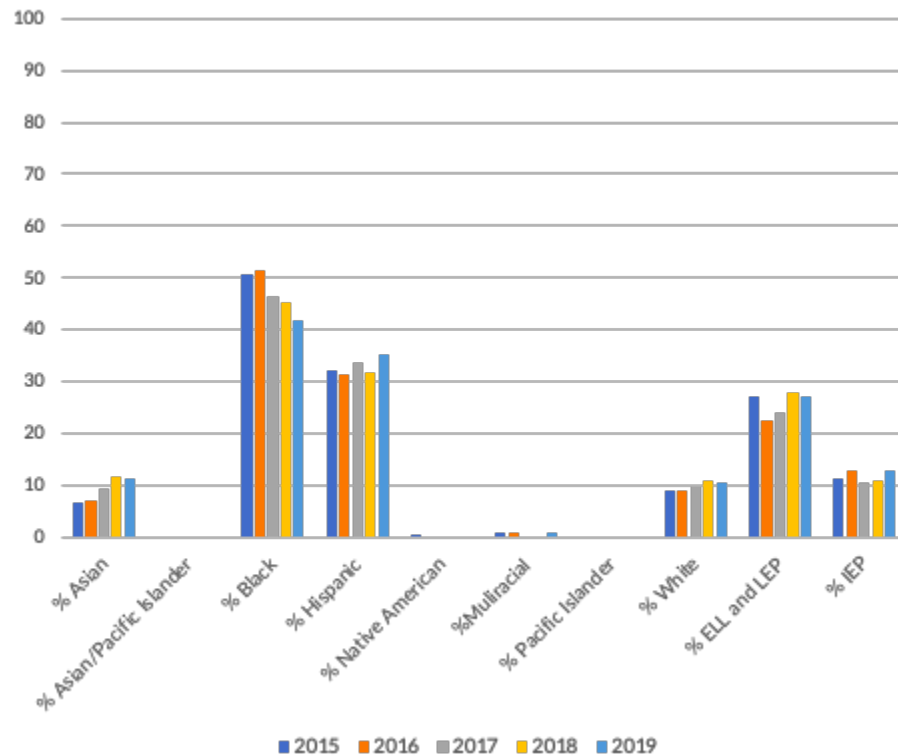
Student Enrollment and Attendance

Total Enrollment 2015-2019
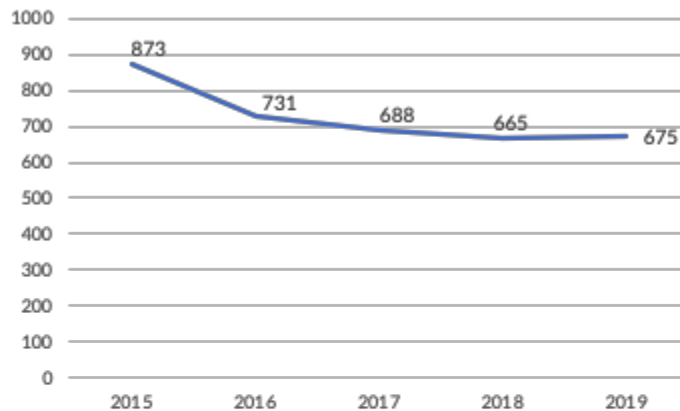
Student enrollment at Northeast High School over the last 5 years has decreased and was 198 students lower in 2019 than in 2015.

Student Enrollment by Subgroup

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[2] Data contained within this data profile was publicly available on the Missouri Department of Elementary and Secondary Education's website: https://dese.mo.gov/school-data

Student Attendance Trend 2015-2019
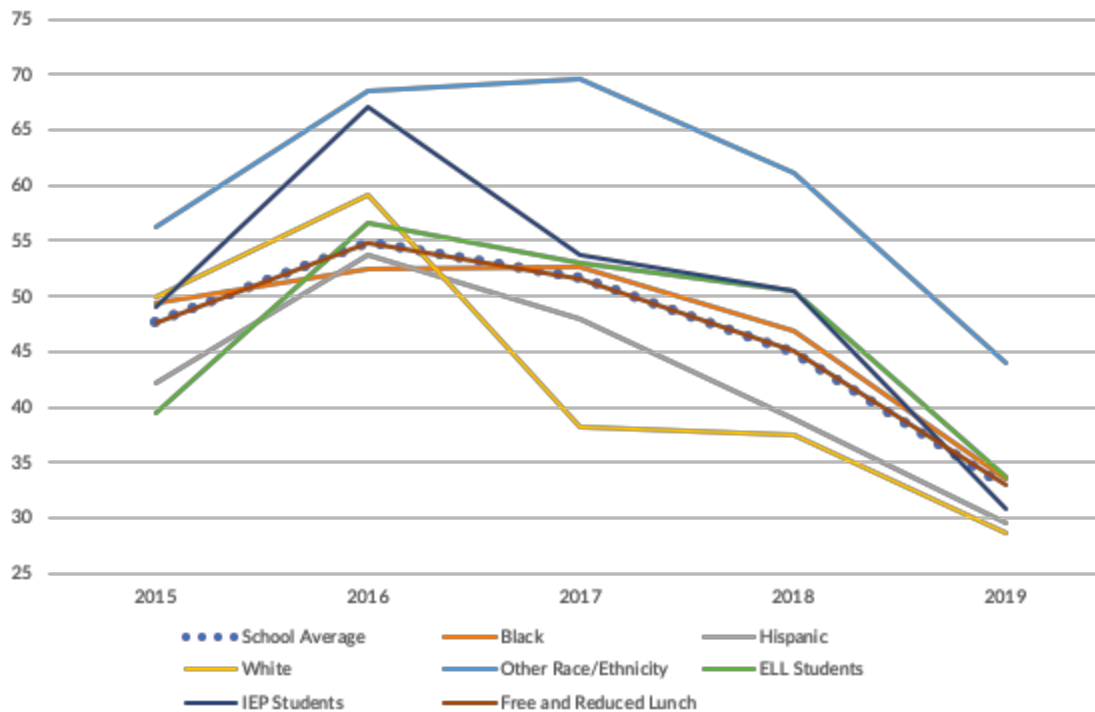
The proportional attendance rate for students at or above 90% (displayed in the graph to the left) at Northeast High School over the last 5 years has decreased around 10% to 33% in 2019. IEP and other race/ethnicity student attendance is consistently higher than the school-wide average and other subgroup attendance rates. White and Hispanic rates have been consistently lower than the school-wide average for the last 3 years.

The total proportional attendance rate for the last 3 school years at Northeast High School was:
- 2017 – 54.7%
- 2018 – 48.8%
- 2019 – 37.1%

which demonstrates a 17.6% decrease in student attendance over the last 3 years.

STUDENT MOBLITY	Fall Enrollment	Additional Enrollment	Transfers	Mobility Rate	Dropout Rate
2017	688	133	390	47.5	8.4
2018	665	121	357	45.1	10.3
2019	675	121	337	42.3	15.9

Student enrollment at Northeast High School has decreased by13 students over the last 3 years. While additional students enroll throughout the year, the number of transfers is high, resulting in mobility rates near 45% for the last 3 years.

The dropout rate has increased 7.5% over the last 3 years, from 56 students in 2017 to 103 students in 2019. The dropout rate for multiracial students is over 40% and for whites is over 20%.

Note: KCPS is still working to identify graduates from the SY19 cohort, so SY19 drop out/graduation numbers that are currently reported by DESE may be higher than actual. Updated data is submitted to DESE in June 2020.

Student Discipline

DISCIPLINE RATES	2015	2016	2017	2018	2019
Enrollment	873	731	688	665	675
Total Number of Incidents	173	54	51	49	40
Incident Rate (per 100 students)	19.8	7.4	7.4	7.4	5.9
Type of Removal					
In-School Suspension (number | rate)	0 | 0.0	1 | 0.1	0 | 0.0	0 | 0.0	0 | 0.0
Out of School Suspension (number | rate)	173 | 19.8	53 | 7.3	51 | 7.4	49 | 7.4	40 | 5.9
Expulsion (number | rate)	0 | 0.0	0 | 0.0	0 | 0.0	0 | 0.0	0 | 0.0
Length of Removal					
10 Consecutive Days (number | rate)	144 | 16.5	51 | 7.0	43 | 6.3	47 | 7.1	31 | 4.6
More than 10 Consecutive Days (number | rate)	29 | 3.3	3 | 0.4	8 | 1.2	2 | 0.3	9 | 1.3

The incident rate has decreased over the last 5 years and was 13.9% lower in 2019 than 2015. The out of school suspension rate has decreased in the last 5 years, as well as the rate of students removed for 10 or more days.

Student Academic Performance

2019 School-wide MAP EOC Results
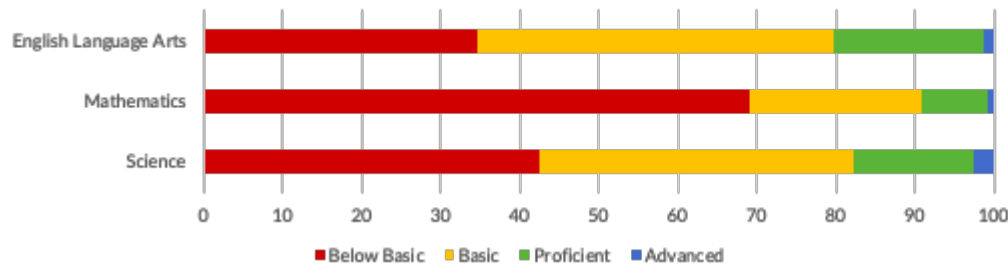
School-wide performance on EOC tests in 2019 showed 20.3% of students were proficient/advanced in English Language Arts, 9.1% were proficient/advanced in Mathematics, and 17.7% were advanced/proficient in Science.

Legend: Below Basic, Basic, Proficient, Advanced

2019 English 1 EOC MAP Proficiency Rates


Legend: Below Basic, Basic, Proficient, Advanced
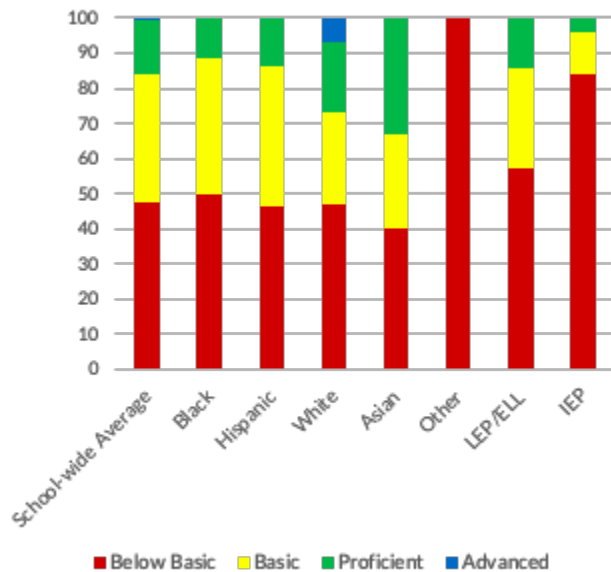
English 1 and 2 EOC exams in 2019 showed 15.4% of English 1 students and 19.3% of English 2 students were proficient/advanced.

On the English 1 EOC, 11.3% of Black students, 13.8% of Hispanic students, 26.7% of White students, 33.3% of Asian students, 14.3% of LEP/ELL students, and 4% of students with IEPs were proficient, while 0% of other students were proficient.

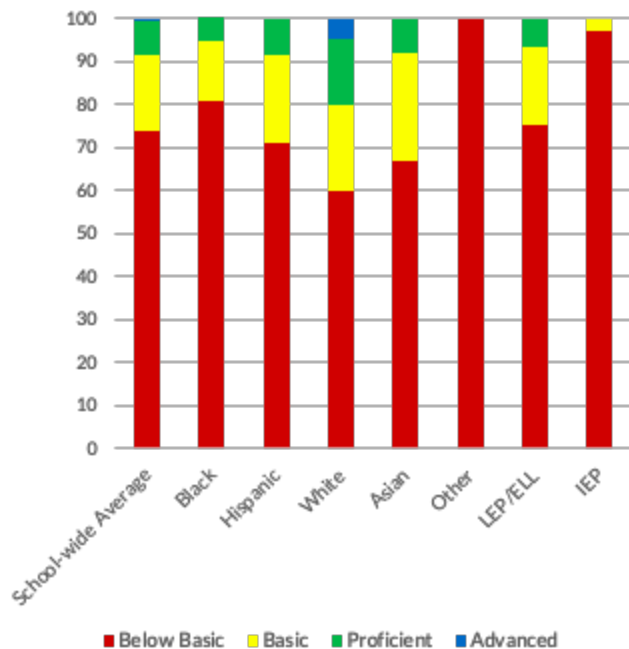On the English 2 EOC, 11.5% of Black students, 24.7% of Hispanic students, 29.4% of White students, 18.2% of Asian students, and 15.1% of LEP/ELL students were proficient, while 0% of students with IEPs were proficient.

2019 English 2 EOC Proficiency Rates
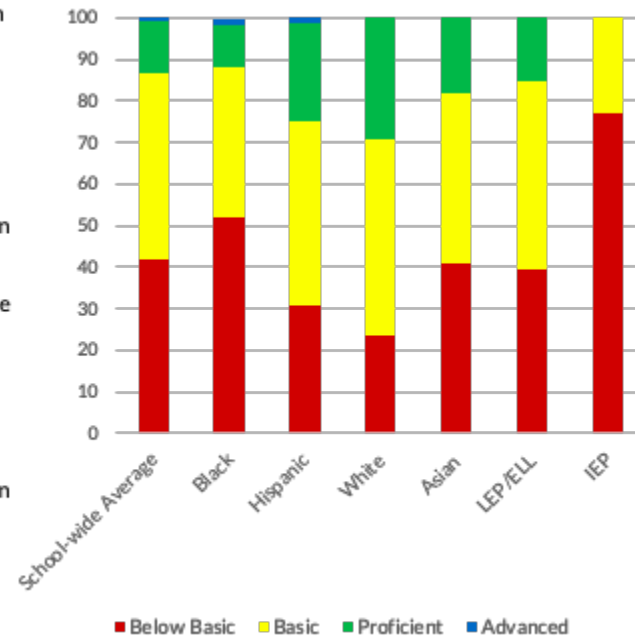
Legend: Below Basic, Basic, Proficient, Advanced

Note: the "other" descriptor refers to a racial or ethnic subgroup or combined subgroup of fewer than 10 students.
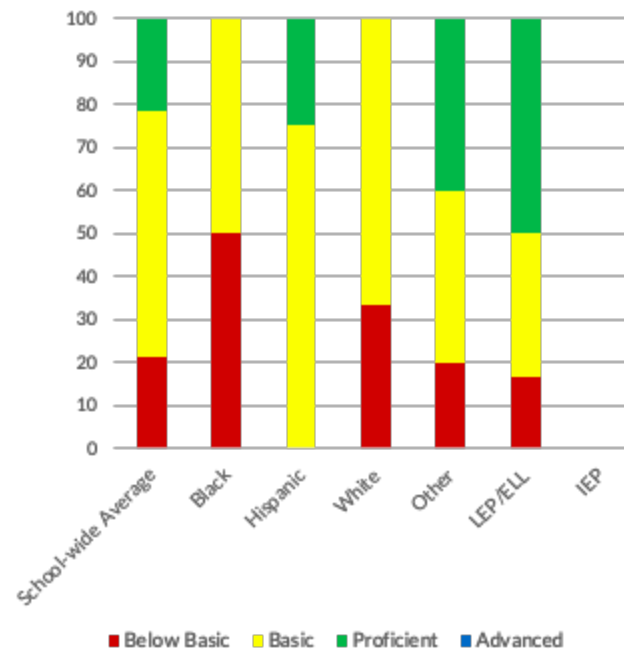
2019 Algebra 1 EOC MAP Proficiency Rates

The Algebra 1 EOC exam in 2019 showed 8.0% of Algebra 1 students were proficient/advanced. 5.6% of Black students, 8.5% of Hispanic students, 20% of White students, 8.3% of Asian students, and 6.6% of LEP/ELL students were proficient, while no other students or students with IEPs were proficient.

The Algebra 2 EOC exam in 2019 showed 21.4% of students were proficient/advanced. 25% of Hispanic students, 40% of other students, ad 50% of LEP/ELL students were proficient, while 0% of Black students and White students were proficient.

2019 Algebra 2 EOC MAP Proficiency Rates

Note: the "other" descriptor refers to a racial or ethnic subgroup or combined subgroup of fewer than 10 students.

2019 Biology EOC MAP Proficiency Rates
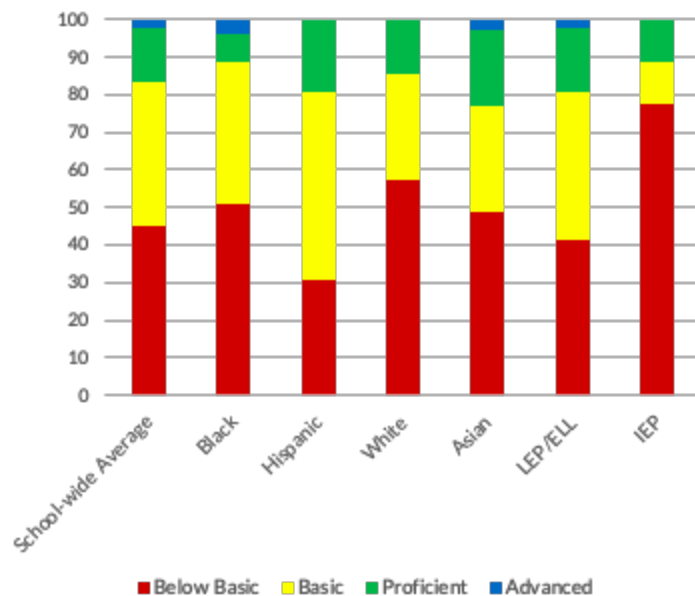
The Biology EOC in 2019 showed 16.8% of biology students were proficient/advanced. 11.3% of Black students, 19.4% of Hispanic students, 14.3% of White students, 22.9% of Asian students, 19.5% of LEP/ELL students, and 11.1% of students with IEP were proficient.

■ Below Basic □ Basic ■ Proficient ■ Advanced

Graduation

2015-2019 Graduation Rate Trend
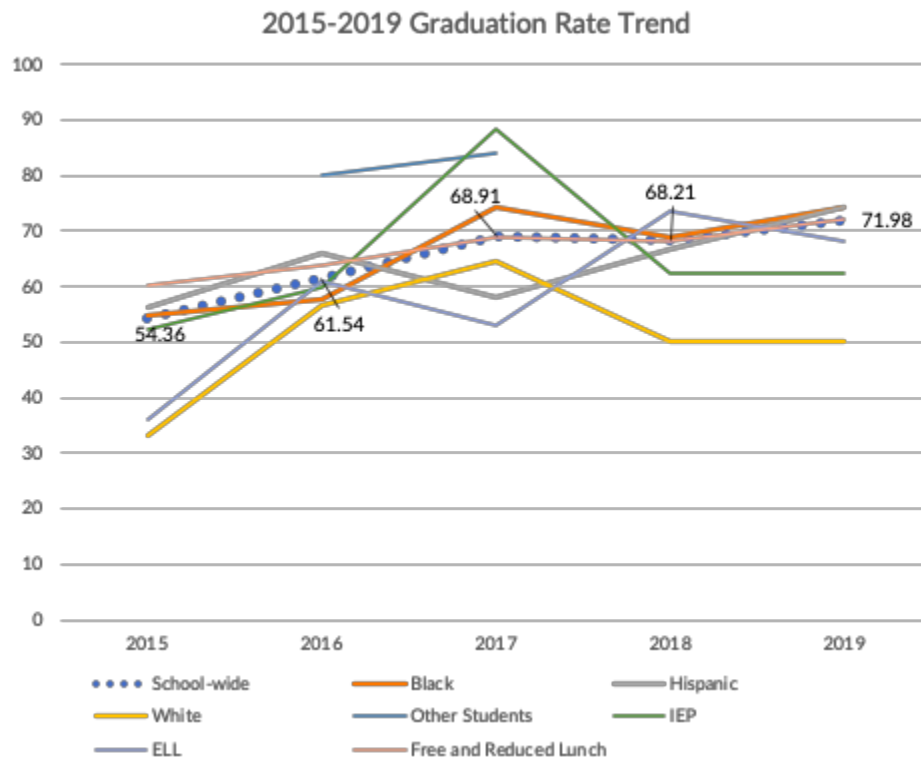
The school-wide 4-year graduation rate at Northeast High School has increased 17.6% over the last 5 years to 72.0% in 2019. The district-wide graduation rate in 2019 was 71.21%.

92% of Northeast High School graduates took the ACT in 2019. Their average composite score was 14.7

Of 2017 Northeast High School graduates, 12.7% attended a 4-year college, 20.9% attended a 2-year college, 0.6% were non-college, 57% sought employment, and 1.3% were military.

Note: KCPS is still working to identify graduates from the SY19 cohort, so SY19 drop out/graduation numbers that are currently reported by DESE may be higher than actual. Updated data is submitted to DESE in June 2020.

Strengths

- **The school has established strong, on-going partnerships with local and national agencies to provide additional academic support and enrichment opportunities for the students.** Students report that they find a great deal of support in programs such as AVID (Advancement Via Individual Determination) and City Year and that they can reliably count on their tutoring and overall help. In addition, there are partnerships in place to enhance opportunities for promoting students' college readiness such as Early College programs and Aplus, an educational enrichment program that takes groups of Northeast students to visit colleges.

- **Student behavior has improved.** All stakeholders, including the students, indicated that, by comparison to previous years, student behavior has improved in important manners: less disruptive behavior in the hallways and less physical fights, and increased attendance. Basic discipline policies from the new administration have contributed to this progress. These policies include designating someone as an attendance clerk who keeps track of student absenteeism and conducts home visits to chronically absent students, using countdowns in between classes in order to minimize the number of students lingering in the hallways during the transition in between classes, and on-going communication with the families of students who are persistently misbehaving. Restorative discipline practices have also contributed to this improvement as well as an emphasis on learning: "we come to school to learn."

- **There is a strong teacher-to-teacher culture in the school**. Most staff shared that teacher-to-teacher interactions at the school are positive and collaborative. This is particularly true within subject departments: teachers indicated that they support each other, share strategies, frustrations and accomplishments with their fellow teachers in their departments. In the school at large, teachers describe the teacher-to-teacher culture as professional.

- **There are consistent structures in place for teachers to receive walkthrough and formal evaluations about their instructional practice.** Administrators conduct regular walk throughs and compile findings from their observations in a written form made available to teachers. In addition, there are formal evaluations conducted twice a year for which administrators use a structured rubric to rate the quality of instruction. 61% of staff survey respondents strongly agree/agree that they receive accurate and specific feedback through the evaluation process.

Challenges

- **While there are pockets of strong instruction at the school, classroom instruction is neither consistently rigorous nor reflective of a unified instructional vision for the school**. Classroom observations suggest that students generally are not being given opportunities to do the heavy lift or thinking about the content. The school has largely adopted the I Do, We Do, You Do approach - posted in many classrooms - but not observed in classrooms. Students shared that while instruction at school is providing them with basic life skills, they do not fully perceive it as getting them ready for the cognitive demands of college.

- **The systems and structures to ensure data-driven instruction are limited**. Over half of the school staff (58%) either strongly disagree, disagree or aren't sure about the existence of systems, structures, and processes that support them individually and in teams to frequently and routinely use student academic data to pinpoint class and student needs at the school. Staff reported that the PST has only met once this year (as of the date of the site visit) and that it wasn't clear that all stakeholders involved in the team are on the same page about what is supposed to happen in the team. Despite the fact that there are PLCs in place, there is not enough evidence that suggests that teams engage in data inquiry cycles to drive instructional decisions.

- **The systems and structures to ensure collective responsibility for school improvement are limited**. Despite the presence of both an Instructional Leadership Team and a Leadership Team at the school, it is unclear how these teams monitor and keep track of progress towards meeting school improvement priorities. The roles, meeting agendas and overall function of the ILT team in the building is not specified. Only a third of the staff strongly agree or agree that a representative group (e.g. ILT) takes ownership for the implementation and progress monitoring of school improvement at the school.

- **In-house professional development offerings are not perceived as opportunities for professional growth.** Most teachers report that the weekly professional development sessions are not engaging and that the content provided lacks quality. Staff do not experience these offerings as relevant or particularly tailored to their needs. Less than third of the school staff (26%), either strongly agree/agree that all forms of professional development at the school (coaching, PD, observation feedback) are coordinated and of high quality to improve their professional practice.

1. **Develop a campus-wide instructional vision that clearly outlines instructional expectations for teachers and learner expectations for students.** Stakeholders report that there isn't a clear, unified instructional vision for the building. 36.21% of the school staff strongly disagree, disagree or aren't' sure that the school has an instructional vision that defines the actions educators must take to accelerate student learning. An instructional vision could help the school define how academically successful students engage in the learning process; how successful teachers develop students and their own professional practices and engage students in rigorous learning; how successful leaders support and develop teachers and students and their own professional practice; and how families support and develop their children and their engagement with the school. Creating an instructional vision will ensure that all stakeholders -- from students and families to teachers and leaders -- can speak to their own roles and responsibilities, the roles and responsibilities of others, and the focus on high-quality classroom experiences for students. A strong instructional vision can also be a road map for identifying the professional development supports the staff will require to implement it.

2. **Strengthen existing team structures such as the ILT and PLCs in order to optimize opportunities for monitoring improvement towards meeting school priorities and ensure data-informed instruction respectively.** Only a third of the staff strongly agree/agree that a representative group (e.g. ILT) takes ownership for the implementation and progress monitoring of school improvement. Explicitly assigning the ILT responsibilities directly related to the monitoring of progress towards meeting the School Improvement Plan priorities will increase the sense of ownership about improvement plans and help raise awareness among the staff at large of what needs to get done to achieve its priorities. Similarly, 67% of staff strongly disagree, disagree or aren't sure about the existence of a clear vision and purpose for the PLCs at the school. Supporting the PLCs as organizational spaces in which teams engage in data inquiry cycles to drive on-going instructional decisions, including grouping, differentiation, enrichment, intervention, and personalized plans for meeting graduation requirements could enhance the sense of purpose for these groups. Overall, working on optimizing existing team structures at the school will translate into a stronger sense of collective responsibility around student learning and success at the school.

Appendix: School Readiness Assessment Tool

Mass Insight's SRA Tool is designed to analyze the extent to which a school has elements of our research-based theory of action in place, in relation to an exemplar description of each element (and the features that make up that element) at the highest performing schools. The Mass Insight team uses this SRA Tool to document evidence and analysis based on information gathered during the SRA activities to assign a rating for each feature. Ratings are designed to describe the extent to which evidence aligns to the exemplar descriptions at the highest performing schools.

Rating Key:
0: Not Meeting (no, or extremely limited, evidence of this feature; work on this feature has not yet started)
1: Somewhat Meets (some evidence of implementation of this feature)
2: Mostly Meets (considerable evidence of implementation of this feature)
3: Meets (robust evidence of implementation of this feature)

Element	At Highest Performing Schools	Rating	Discussion of Evidence
Focus on Instruction: Processes and systems help teachers work together to constantly improve and refine standards-based instructional practice, ensuring students engage in deep learning tasks.	*School Model and Instructional Vision* *Signature schools*: The school implements a clearly defined and observable school model that meets student interests and demand. *Secondary schools:* The school implements clear pathways for student progression through high school to college and careers. There is a clear instructional vision that aligns with the district-wide framework for critical thinking, problem-solving and cultural responsiveness for 21st Century learning, and the school model. It focuses on the success of all students, aligns with standards, and helps build an understanding of the actions that educators must take to accelerate student learning. The vision is widely understood and drives school decision-making. All teachers and	1: Somewhat Meets	● The school has largely adopted the I Do, We Do, You Do approach to instruction - posted in many classrooms - but it is not observed in classrooms. ● Some staff report that there isn't a clear, unified instructional vision for the building. 36.21% of staff survey respondents strongly disagree, disagree or are not sure that the school has an instructional vision that defines the actions educators must take to accelerate student learning. ● Staff report that messages from administration around the instructional vision in the building can be conflicting and that there is an emphasis on test performance. ● 85% of staff survey respondents indicated that they strongly agree or agree that they routinely monitor and meet with students to ensure that they are on-track to graduate. ● There is a graduation coach available to students and a Graduation PLC in place in order to keep students on track towards graduation. For example, they

Focus on Instruction, continued.	administrators can describe how their work moves the school closer to meeting the vision.		identify students in freshman year who may be behind with credit accrual in the fall semester and design interventions to help them move to their sophomore year.
	Readiness to Learn The school implements consistent, equitable, and asset-based policies, procedures, and practices that foster positive learning school experiences that validate all students' social-emotional and cultural identities. As a result, students feel safe, valued, cared for, challenged, and supported at school. Student and family needs are identified and connected with resources and services to ensure all students can self-regulate and engage in learning with agency. The school has programs, structures, and extracurricular activities (such as looping, advisory, morning meetings, intramurals, clubs) to expand and nurture students' sense of belonging and ensure that every student has enriching experiences and strong relationships with adults.	1: Somewhat Meets	- Many staff report that restorative discipline practices have made a difference in the overall environment of the school: - There have been fewer physical fights among students in the last year and more mediations to solve conflicts. - Staff report that student behavior has improved at the school: rules about hallway behavior and being on time to class as well as an emphasis on focusing on learning have generated positive changes in students. - There is an attendance clerk who keeps track of student absenteeism and conducts home visits to chronically absent students. - Some teachers and students consider that some of the behavioral interventions are still inconsistently implemented. For example, policies around cell phone usage in classrooms and at the school at large are inconsistently reinforced. Also, the manner in which students make use of the ISS program is inconsistent (some students do the work they are supposed to do while others don't). - Both students and staff share that they feel safe at the school. 58% of staff survey respondents reported that they strongly disagree, disagree or are not sure about the existence of programs and structures to ensure that each student has a strong relationship with an adult at the school. - Enrichment opportunities for students include: - After- school tutoring - AVID - Upward bound

| Focus on Instruction, continued. | **Teacher Development & Feedback** There are systems, structures, and practices that prioritize teacher development based on data and district priorities including trauma sensitive strategies. There are feedback cycles and follow-up. All teachers describe receiving frequent, consistent, coherent, and coordinated high-quality feedback on teaching that is grounded in an instructional vision and that will lead to accelerated learning for all students. | 1: Somewhat Meets | ● Staff report that there are regular classroom walkthroughs in which administrators visit classrooms and provide feedback to teachers on what they observed around their instruction. These walkthroughs were more regular during the fall (weekly) and will resume more regularly in February.
 ● After walkthroughs, administrators provide written communication with feedback to teachers. However, staff share that oral communication is uncommon.
 ● Some teachers experience the walkthroughs as intimidating as they express the feedback they get is negative.
 ● Some teachers report that, earlier in the year, walkthroughs were too frequent and somewhat disruptive (visits added up to 3-4 per week) because they combined regular building administrators' visits and visits from district administrators.
 ● More formal classroom observations occur less often (at the beginning and at the end of the year). Administrators use a structured feedback form to rate the quality of instruction during formal observations. Some of the areas assessed include: Is instruction aligned to standards? Are students engaged with the classroom activities? Do students know what they are doing? Teachers are then assessed using the following rubric: lagging, approaching, advancing and leading.
 ● 56% of school staff survey respondents strongly agree and agree that they receive frequent, clear, and actionable feedback around their instructional practice that helps them improve.
 ● Teachers report that while their scores are typically higher later in the year, they are not confident that observation scores yield accurate data on their performance.
 ● In-house professional development sessions are available to teachers every Wednesday. The fourth Wednesday of each month the professional |

Focus on Instruction, continued.			• development session is flexible, which means that they are not mandatory. • Most teachers report that the professional development sessions are not consistently engaging and that the content often lacks quality. Some express that some of the professional development content could be addressed in a more effective manner via email, opening time and space to focus on more relevant or pressing issues. • Several staff express that they feel "talked down to" in the context of professional development and they would like to be listened to more. • Less than a third of the surveyed school staff (26%) either strongly agree/agree that all forms of professional development at the school (coaching, PD, observation feedback) are coordinated and of high quality to improve their professional practice. • Most teachers do not attend the flex professional development session and report that professional development overall feels like a waste of time.

	Teacher Collaboration (PLCs)
	Teachers working in teams have time, systems and structures to maximize collaborative time in instructional teams (such as by grade level or content area). Teachers work towards commonly set and motivating goals that help all students progress towards the highest priority academic standards and improve critical thinking skills; these teams receive high-quality feedback and enjoy a trusting culture that includes open and constructive dialogue.
		1:
		Somewhat
		Meets
			• There are several structures in place at the school in order to maximize teacher collaboration:
			  ○ Weekly PLCs organized by content areas
			  ○ Curriculum team: Vice Principals and counselors
			  ○ Discipline team: teachers (7) and Dean of students
			  ○ Attendance team: security officer, attendance clerk, registrar, principal intern, two title one positions, parent liaison, athletic director
			  ○ Graduation PLC: Counselors, Vice Principal, graduation coach
			• Despite the existence of PLCs and several efforts from the school administration to provide PLC guidance and protocols (e.g. a PD session was devoted to PLC training with a consultant from

Focus on Instruction, continued.			Solution Tree), some staff report that there is not enough clarity on the purpose of PLCs. ● 67% of staff survey respondents strongly disagree, disagree or aren't sure about the existence of a clear vision and purpose for the PLCs at the school. Staff also indicate that administrative presence is inconsistent at the PLC meetings, and there isn't enough guidance. ● For teachers who convey an understanding of their PLC time as a time to examine student performance data, they share that implementation of PLCs has gone poorly, and report needing more guidance and time to do so effectively. ● Most teachers report that there is a culture of stress and frustration in the building. Overall, teachers do not feel supported or listened to.
	Curriculum, Standards & Assessment Instructional work is guided by curricula and instructional resources (including technology) aligned to standards and aligned across and between grade levels. It is responsive to students' cultures, experiences, needs, and interests. Formative and externally-developed summative assessments are aligned with both standards and the sequence of instruction. These assessments yield frequent, accurate, and actionable data about student progress towards the highest priority standards.	1: Somewhat Meets	● Overall, teaching staff feel that they have not come together to work on curriculum alignment to standards or to grade levels. ● Only 39% of staff survey respondents strongly agree/agree that summative/interim assessments yield accurate and actionable data about student progress toward standard mastery. ● Some teachers report that there is no alignment between what they teach in the classroom and what students get assessed on, particularly because of content pacing. For example, they indicate that only a few of the questions on the Achievement Series assessment end up being covered in classroom lessons. ● Most staff indicate that the district provides standards, pacing guides and a few related resources, but all is in "skeletal" form. They describe the resources as "not robust or cohesive." A lot of the curriculum is left for teachers to develop. The district does not provide curriculum resources for ELL.

Focus on Instruction, continued.			- Teachers are provided a lesson plan template which for some of the staff feels restrictive in terms of all the components that should be met in a lesson plan that may be hard to fit in. - Only 25% of the staff survey respondents strongly agree/ agree with the statement "Our curriculum is responsive to the needs, identities, and backgrounds of our students." - Some teachers express concern about the use of the iReady Test to assess and support the development of students' reading skills. They consider this test not developmentally appropriate for high school students. They feel that since the iReady was originally intended for elementary school students, high school students experience the test and supportive tools as 'young' for them. - Some teachers report an interest to identify and use technology that can support student learning. They think that both the district and the school could be investing more resources on technology. - Most staff report that the district's policies around accessing online resources can set unnecessary limits to resources that otherwise would support students learning (some of the online research resources students would like to pursue are blocked and inaccessible). - For example, the Google Certification site, Google Hangouts was blocked, even though they were part of the lesson. Teachers have reached out to the district to get this resolved to no avail.

Focus on Instruction, continued.	***Data-Driven Decision-Making for Classroom Instruction*** ● Intervention ● Enrichment ● Differentiation ● Progress monitoring of all students The academic progress of all students is monitored by teachers and students. Systems, structures, and processes support teachers—individually and in teams (such as the Problem Solving Team (PST))—to frequently and routinely use a variety of student data, including disaggregated academic data, to pinpoint class and student needs. Data inquiry cycles drive on-going instructional decisions, including grouping, differentiation, enrichment, intervention, and personalized plans for meeting graduation requirements.	1: Somewhat Meets	● The school has a Problem-Solving Team (PST) that consists of an administrator, counselors, the school nurse and a clinician. This team is tasked with addressing the needs of students' who are struggling either academically, socio-emotionally and behaviorally. The Dean of Students is the administrator who oversees this team. ● Staff report that the PST has only met once this year (as of the date of the site visit) and that it wasn't clear that all stakeholders involved in the team are on the same page about what is supposed to happen in the team. ● 58% of staff survey respondents strongly disagree, disagree or aren't sure about the existence of systems, structures, and processes that support them individually and in teams to frequently and routinely use student academic data to pinpoint class and student needs. ● There is limited evidence that suggests that teams engage in data inquiry cycles to drive instructional decisions. ● However, 91% of staff survey respondents strongly agree/agree that they routinely use student academic data to drive ongoing instructional decisions, including grouping, differentiation, intervention and enrichment.

| Focus on Instruction, continued. | **Rigorous Classroom Practice**
● Student engagement
● Rigor
● Instructional vision in action

All students describe, and are observed, learning high-level and grade-level appropriate knowledge and skills in classrooms where each student is challenged; teachers are observed bringing the school's instructional vision to life in their classrooms. All students demonstrate progress toward stated learning objectives through their work or responses. | 1: Somewhat Meets | ● The school has largely adopted the I Do, We Do, You Do approach, which is posted in many classrooms, but not observed in classroom practice.
● There are pockets of strong instruction at the school, but generally not rigorous or urgent enough to allow students to demonstrate mastery of state standards. Students generally are not being given opportunities to do the heavy lift or thinking about the content.
● Some staff report that there is an overreliance on online resources like Khan Academy and others for students to work in the classroom. In cases, those resources are replacing actual direct instruction from teachers.
● Some students feel that the school is preparing them in terms of basic life skills (e.g. personal finance, car insurance information) but not fully preparing them for college.
● Most students describe an overuse of online resources and technology in the classroom for instructional purposes, at the expense of more interpersonal interactions with other students and with adults in the classroom.
● Students report an inconsistent level of challenge in their classrooms. |
| | **Supports for Special Populations**
There is a strategy in action for ensuring that special populations of students—including students with disabilities and ELLs— are accurately identified, and receive integrated, inclusive, and high-quality instructional support. Students' progress is monitored to ensure that they are moving expediently towards success in an inclusion environment. A variety of models and supports, including interventions, ensure students are adequately challenged and ultimately successful. | 1: Somewhat Meets | ● 45% of staff survey respondents strongly agree/agree that English learners receive integrated, inclusive and high-quality instructional support throughout the school.
● 52% of staff survey respondents strongly agree/agree that students with disabilities receive integrated, inclusive and high-quality instructional support throughout the school.
● Teachers report that Northeast High does not effectively implement the co-teaching model for Special Education and ELLs due to lacking, inconsistent or insufficient planning time needed to implement this model. For some teachers there isn't |

Focus on Instruction, continued.			joint planning time, for others the time allotted to planning is not enough and in other cases, teachers are asked to substitute for other teachers or need to work on IEP documentation and are not able to attend their planning sessions.
			● Staff share that the lack of planning has the following implications that make it difficult to meet the needs of students with special education needs and ELLs:
			  ○ General ed teachers possibly perceiving instructional strategies proposed by ELL and/or SpEd teachers as suggestions rather than actual strategies that will support students' learning.
			  ○ Inability for general education and ELL/SpEd teachers to strategize together around groupings of students that may enhance their opportunities to learn.
			  ○ General education teachers not implementing suggested accommodations for some students.
			  ○ Students with special education needs and general education students not working together in the classroom.
			● Some staff believe that Black males are overrepresented in the SpEd population and that not much seems to be done to address this issue.
			● Some teachers believe that ELL students are underrepresented in Special Education. ELL students with special needs get misidentified as ELL-only students. Teachers describe the setting up of SpEd meetings for ELL students as challenging because it has to go through the Language Department first.
			● The district has the RED (Review of existing data) process in place for reevaluating special education students. The reevaluation process happens every three years.
			● Some staff report that when students no longer qualify for SpEd services or for ELL services, it is

| Focus on Instruction, continued. | | | challenging to meet their needs as they continue to need additional support. Some teachers report that they are not always notified about a new special education student coming their way after the evaluation. Since at least ¼ of the ELL students are Burmese, staff report that it would be very helpful to have at least one paraprofessional who speaks Burmese. |

Element	At Highest Performing Schools	Rating	Discussion of Evidence
Collective Responsibility: *The school faculty and staff ensure there is collective responsibility for both the quality of instruction and student learning and success.*	**Systems and Structures for School-wide Continuous Improvement** Leadership effectively implements systems and structures to cultivate shared ownership for school-wide continuous improvement for both the quality of instruction and each students' learning. A representative group of building leaders, teachers, and staff (e.g., ILT) takes ownership for implementation and progress monitoring of school improvement.	1: Somewhat Meets	- There is an Instructional Leadership Team at the school consisting of the content area chairs (Social Studies, Science, ELA, Math, Electives) and the Chair of Special Education. - It is unclear what the ILT is charged with, how often they meet and what their meeting agendas are. - In addition, the school has an administrative team that consists of the principal, two vice-principals, a principal intern and a Dean of Students. - Only a third of the staff survey respondents strongly agree or agree that a representative group (e.g. ILT) takes ownership for the implementation and progress monitoring of school improvement.
	School-wide Beliefs and Trust Staff have, and inculcate in students, the belief that all students can and will learn. This motivates all to continuously improve teaching and learning. Staff demonstrate individual and collective responsibility for student learning and behavior that extends beyond individual classrooms or departments and permeates the school. Staff intentionally promote the success for all students, which results in all students	1: Somewhat Meets	55% of staff survey respondents strongly agree/agree that all staff at the school believe that all students can and will learn. 73% of staff survey respondents strongly agree/agree that they feel empowered and responsible for the success of students at the school. - Most staff report having a positive teacher-to-teacher culture. Particularly, within departments, teachers indicate they support each other, share strategies, frustrations and accomplishments.

| Collective Responsibility, continued. | feeling valued, supported, and challenged to learn in and out of school.

Interactions between adults in the building are positive and supportive, resulting in a sense of trust and partnership among staff. Staff own the success of all students. And there is a shared culture of continuous improvement for all students, staff, and schoolwide success. | | Most teachers describe the teacher-to-teacher culture as professional. There are mixed reports regarding the interactions between administrators and teachers. Some teachers feel that administrators give them the autonomy and freedom they need to teach in their own ways, and offer support when they need to improve. However, some staff report that the culture is more "cut-throat" and that approaches to teacher accountability vary across administrators. Some staff report experiencing a communication challenge among department heads and between teachers and administrators. They experience conflicting messages from administration, whereby an initiative gets changed and follow-up is scarce. Only 30% of staff survey respondents strongly agree/agree that there is trust amongst all staff at the school. Most students report that teachers do care about them and their success and that they provide support when needed. |

Element	At Highest Performing Schools	Rating	Discussion of Evidence
Planning: *Evidence-based, actionable improvement plans that address the root causes of low performance, informed by a review of existing conditions with input from school, district, and community stakeholders.*	**Planning Processes** School stakeholders are actively engaged in evidence-based processes to identify and analyze root causes of low performance. These processes include honest conversations about how the school works and an examination of data, including disaggregated data. The processes produce no more than four major improvement strategies that planning participants believe can be implemented and will lead to substantial improvement.	1: Somewhat Meets	• School administrators examined EOC scores and established increasing proficiency percentages as a priority. • The school staff recognizes that the process of examining data and planning accordingly is still incipient at the school and focused on simple data. • The leadership team developed the School Improvement Plan: they worked on different sections of the plan and the building administrators completed it. The actual SIP document was presented to the School Board. • Some staff report that teachers did have an opportunity to be part of the development of the SIP in January 2019. They provided input on root causes of low performance and helped determine increasing student attendance as one of the improvement priorities.

	The School Improvement Plan The school has one evidence-based, equity-focused actionable school improvement plan that addresses the root causes of low performance. The school plan focuses the school's energy and resources on no more than four strategies that will impact the instructional core and increase student learning. The plan identifies a set of action steps for each strategy, and, for each action step, assigns responsibility, provides a timeline, and identifies critical milestones. Teachers in the school can describe the school improvement strategies and explain how they expect the strategies to lead to improvement.	1: Somewhat Meets	• Attendance, discipline and test scores are the top three priorities established in the School Improvement Plan. Some staff are able to articulate these school improvement priorities in these exact terms.
			• The administrative team also determined specific priorities for their work at the school:
			   ○ Get the students into the classroom, change their mindsets,
			   ○ Relationship building with the teachers in order for administrator coaching to work with teacher, and
			   ○ Data-informed instruction.
			• 64% of staff survey respondents strongly agree/agree that they know the school's top priorities for improvement.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
Performance Management: *Consistent processes for using data to measure both implementation and outcomes to determine what's working and inform efforts to improve.*	**Plan Implementation & Management** A team of school leaders meets frequently and regularly to manage plan implementation and impact with a focus on the following questions: • *Have we done what we said we would do in the plan? If not, why not?* • *Is it making a difference? What's the evidence?* • *What do we have to do differently?*	0: Not Meeting	• There is no evidence of a structure to manage plan implementation and impact. • 51% of staff survey respondents strongly agree/agree that they know how well the school is doing with implementation and progress of the school's improvement priorities. • Some staff report that, at Northeast, not enough time is given to initiatives, quickly moving to new ones without determining whether the existing ones have worked or not.
	Monitors Key Indicators to Inform Decisions and Actions The school identifies and monitors a limited number of leading and lagging indicators to measure schoolwide progress, early warning signs, and/or plan next steps. Data is relevant, timely, accessible, accurate, and disaggregated by subgroup. There are clear roles and responsibilities for data collection and reporting. Teams regularly analyze data to identify disproportionality, identify root causes, establish key actions, and track progress of action items for continuous improvement.	1: Somewhat Meets	• Administrators monitor PAR, EOC and Achievement Series scores. In the last school year, the school made significant gains in PAR scores. • Administrators also monitor progress towards increased attendance and decreased school suspensions. • The number of students who get put on behavioral and/or academic plans also get tracked by administrators. • There is no evidence yet that teams meet regularly to analyze data to identify disproportionality, establish key actions, and track progress on action items. • There is a graduation PLC composed of a vice principal, a counselor and a graduation coach. They do track freshman students who may be lagging behind and design interventions so that they can pass their freshman year.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
Partnering: Partnerships that help the school meet the multiple needs of teachers and students.	**Family and Community Engagement** The school operates with the understanding that students' most important influencer and advocate are their families. The school intentionally builds community and family partnerships that honor and recognize families' existing knowledge and skills. The school connects with and engages families through intentional programming (e.g., series of family nights), regular two-way dialogue in family accessible languages, and capacity building (e.g. Parent Liaisons and Parents-as-Teachers program) designed to strengthen family-school partnership and further student learning including in the creation of student academic, college, and career plans. Staff have respect and knowledge of cultural norms and act in ways that are welcoming and responsive to students and their families.	1: Somewhat Meets	● There is a designated parent liaison, a Title One funded position at the school. However, some staff report that this position is being underutilized and occupied with other responsibilities not related to family engagement. ● School counselors reach out to families through phone calls when students struggle academically: failure reports. ● Staff report that parents would prefer more regular communication about their children's performance rather than being surprised by failure report calls. ● Some staff indicate that families do not use the online student portals, either because they don't own computers or don't know how to use them. ● Families share that they feel welcomed at the school and that there are opportunities for engaging at the school, like the PTA.

	Strategic Partnerships
	The school has a limited number of community and business partnerships that support specific school and student needs, such as providing students with real-world application opportunities, college and career exploration, and rewards for positive student behavior. Students have equitable access to resources and partnerships. The school regularly reviews the effectiveness of partnership programs and makes changes as needed to meet student needs. Partnerships are actively managed to streamline efforts and impact.
		2: Mostly Meets	● The school has established productive partnerships to ensure the educational enrichment and support of its students. These partnerships include:
			    ○ AVID (Advancement Via Individual Determination), a college readiness program.
			    ○ City Year: Provides academic support and tutoring.
			    ○ Early College programs
			    ○ Aplus: an educational enrichment program who took a group of Northeast students to visit colleges.
			● It is unclear to what extent the school regularly reviews the effectiveness of partnership programs and makes changes as needed to meet student needs.

Element	At Highest Performing Schools	Rating	Discussion of Evidence

Conditions: *Sufficient school-level control over people, time, money and program to address the root causes of low performance to ensure all students can succeed.*	**Larger systems, structures, and practices (e.g. district, union, state, etc.) enable school-level control of conditions necessary to implement the plan and address the root causes of low performance**
	● People
	● Time
	● Money
	● Program
	
	The district recognizes that the school is the unit of improvement and allows for flexibility in the use of people, time, funding, and program so that the school can meet the needs of all students. Systems and structures are clear and aligned so that principals can focus on the success of all students. The district provides school leaders with the necessary support and ongoing capacity-building to achieve school priorities.
		1: Somewhat Meets	● The school principal receives a variety of supports from central office:
			  ○ The Assistant Superintendent does bimonthly visits to the school and the classrooms.
			  ○ Principals' PLCs are in place to discuss topics of common interest.
			  ○ Assistant superintendent sends a weekly newsletter to principals under his supervision.
			● Several staff report that the district provides inconsistent or scarce curriculum resources and guidance. Most curricula provided to teachers are in outline form.
			● Staff share that attracting strong candidates to open positions is particularly challenging due to the district's non-competitive salaries.
			● Staff share that school also faces constraints organizing time for teachers to collaborate as a grade level.

	Sufficient school leader authority over conditions to implement the plan and address the root causes of low performance
	● People
	● Time
	● Money
	● Program
	
	The principal has the authority to create staff configurations and work assignments in alignment with the school's instructional model, design the right positions, and fill positions with the right people to do their most effective work. The principal has the authority to make changes to the school schedule such as PLCs, interventions, and/or other school-
		1: Somewhat Meets	● The district seems to have centralized control over several aspects of the school:
			  ○ While the school is able to interview and hire some of the positions for his school, candidates have to be vetted by the central office.
			  ○ The school does not have full autonomy over decisions about the master schedule. Administrators attend a master schedule training and overall scheduling decisions are centralized.
			  ○ The school also faces constraints organizing time for teachers to collaborate at a grade level.

Conditions, continued.	based professional development activities so that the school can meet the needs of all students. The principal has the authority to align the school's financial resources with school plan priorities. The principal has sufficient authority to shape teaching approaches and related services around the school's mission and the needs of all students.		• As a traditional school, Northeast HS follows the district curriculum, scope and sequence, and assessments. • Staff did not discuss what budget autonomies are available at the school-level or how funds can be used flexibly to meet school needs.
	Enrollment and Configuration School configuration and/or application and student enrollment processes enable equitable access to a complete feeder. Families have data and access to make informed choices regarding the school/program that best meets their students' needs and interests. Principals have the ability to recruit students to their school and recruitment processes are equitable. The district and school principal cultivate a distinct, consistent brand presence for the school, resulting in positive stakeholder perceptions.	1: Somewhat Meets	• As a traditional KCPS school, most students are zoned by neighborhood. • There is no evidence, at this point in time, that the district and the school principal work together to position the school as attractive to parents. On the contrary, some staff report that the families' perceptions in the city about Northeast High School are not positive. • Only 36% of staff survey respondents strongly agree/agree that the school is an attractive option for students and families. • Current families share that they have a strong sense of satisfaction with the school and have access to enough information about the school at the time of enrollment.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
Leadership: *Principal who can manage and communicate complexity while maintaining focus on the school's vision and key priorities.*	***Stakeholder Investment and Mobilization*** Principal effectively constructs and adapts communication and actions to inspire and invest diverse stakeholders in a clear, compelling, and inclusive vision for change. Staff receive timely and transparent updates on progress toward the vision. Staff understand the vision, their role in the vision, and rationale for changes. Principal builds a culture of collective responsibility for the success of every student by mobilizing and empowering teams that support and sustain the vision over time.	1: Somewhat Meets	- There is no evidence of a shared vision for instruction; therefore, there is no evidence that staff are mobilized or invested in a shared vision. - Staff share that the main unifying goal is increasing standardized test results. - The principal at the school has communicated progress towards test performance and attendance to staff in the school. - All staff at the school are aware of the increase in scores in standardized tests in the last year. - The school principal has developed teacher leadership opportunities by enabling them to mentor other teachers, coordinate the AVID program, and step into administrative roles. In addition , teachers can participate in various committees including the attendance and discipline committees. - Reports about the principal's leadership and communication style are mixed. Some staff indicate that they perceive the administrator's communication as inconsistent, and at times, adversarial rather than supportive. Other staff report an administrative style that is open and approachable this year at the school. 67% of staff survey respondents strongly disagree/disagree and aren't sure about school communication being clear, consistent, and includes the why/what/how of changes.

| Leadership, continued. | **Sustained Focus on Results**
Principal models and sets clear expectations for all staff, creating a culture of accountability for the learning of all students. Principal prioritizes efforts that advance progress of all students and school goals. Principal effectively advocates for the school needs with the district and reaches beyond the building to pursue needed resources and bring in best practices in order to meet the needs of all students. | 1:
Somewhat
Meets | • 67% of staff survey respondents strongly agree/agree that the school maintains a focus on its goals and improvement efforts.
• 73% of staff survey respondents strongly agree/agree that the principal models and sets high expectations for staff.
• Most staff report that efforts have been made to increase teachers' instructional accountability. Regular walkthroughs with accompanying written feedback reports as well as formal observations at the beginning and end of the school year are in place as mechanisms to increase teacher effectiveness.
• Principal has established the Northeast CARES: C(Curriculum) A(Attendance) R(Restorative) E(Engagement S(Seniors Graduate) as building priorities. However, it is not clear whether the staff identify these as the building priorities.
• There is evidence of the principal pursuing resources for professional development around PLCs.
• It is unclear how school needs are lifted to the district. |
| | **Talent Management**
Principal works with the district to forecast staffing needs and recruit quality, diverse candidates. Principal implements formal and rigorous staff selection, hiring, and induction processes. Hiring and assignment processes match staff to specific positions based on skill. Positions have clear roles, responsibilities, and performance expectations that align with the school's mission and plan, and hold staff to the success of all students . All teachers receive accurate and specific feedback through the evaluation process. Principal is intentional about retaining high-performing staff and designing and implementing staff succession plans. | 1:
Somewhat
Meets | • While the school is able to interview and hire some positions, candidates are first vetted by the central office.
• There are high levels of staff turnover at Northeast High School.
• Teaching staff at the school is predominantly white (75%-80%) and not representative of the student community.
• There is some evidence of the principal's intentionality in retaining high-performing staff. Some of the strategies include encouraging high-performing teachers to become teacher leaders, requesting their input and keeping them involved to build buy-in. |

Leadership, continued.			• Some staff report that there are unaddressed racial dynamics around teacher feedback in the school: white staff are not very receptive to professional feedback from black administrators. • 61% of staff survey respondents strongly agree/agree that they receive accurate and specific feedback through the evaluation process.
	Resource Maximization Principal is adept at maximizing resources to meet the needs of all students and accomplish school goals. Principal demonstrates persistence, ingenuity, and resourcefulness in identifying untapped resources in the areas of time, money, programs, and partnerships. Those resources advance outcomes for every student.	1: Somewhat Meets	• There are strong partnerships in place that provide enrichment and college readiness opportunities for students. • It is unclear how available resources are strategically aligned to meet the school's Improvement Plan. • 50% of staff survey respondents strongly agree/agree that leadership is adept and creative at maximizing resources to meet the needs of all students and accomplish school goals.