

PASEO ACADEMY OF FINE AND PERFORMING ARTS: School Readiness Assessment Final Report

Kansas City Public Schools Secondary and Signature School Reviews

<p>Site Visit Date: January 22, 2020</p> <p>Principal: Patricia Hayes</p> <p>Mass Insight Team: Andrea Wolfe, MJ Mathis, & Julie Shepherd</p>	<p>Table of Contents:</p> <p>Part I: School Readiness Assessment Introduction2</p> <p>Part II: School Data Profile5</p> <p>Part III: Strengths and Challenges16</p> <p>Part IV: Recommendations.....18</p> <p>Appendix: School Readiness Assessment Tool.....19</p>
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School Readiness Assessment Introduction

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 <i>(December 2019)</i>	<ul style="list-style-type: none">● 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 <i>(January 2020)</i>	<ul style="list-style-type: none">● 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 <i>(January- February 2020)</i>	<ul style="list-style-type: none">● 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;

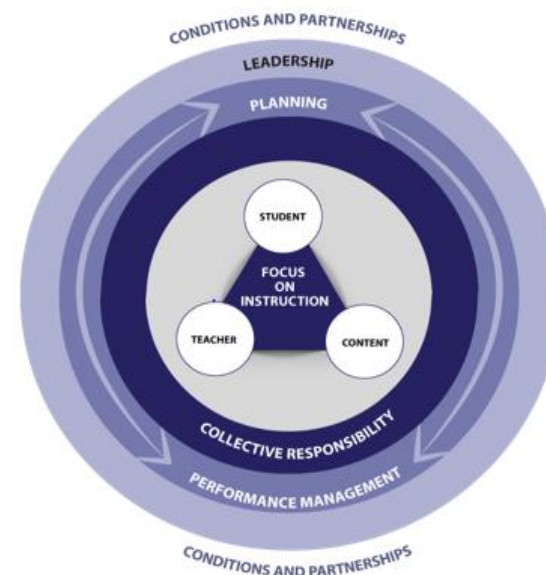
Leadership: A principal who can manage and communicate complexity while maintaining focus on the school's vision and key priorities;

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;

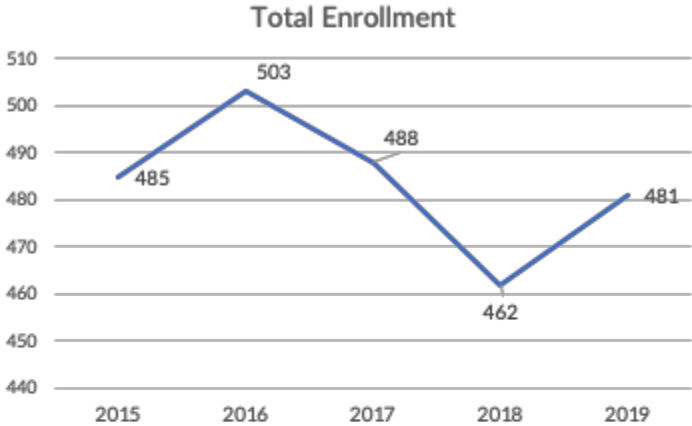
Performance Management: Consistent processes for using data to measure both implementation and outcomes to determine what's working and inform efforts to improve; and

Partnerships: Partnerships that help the school meet the multiple needs of teachers and students, *THEN schools will dramatically improve and student learning will increase.*



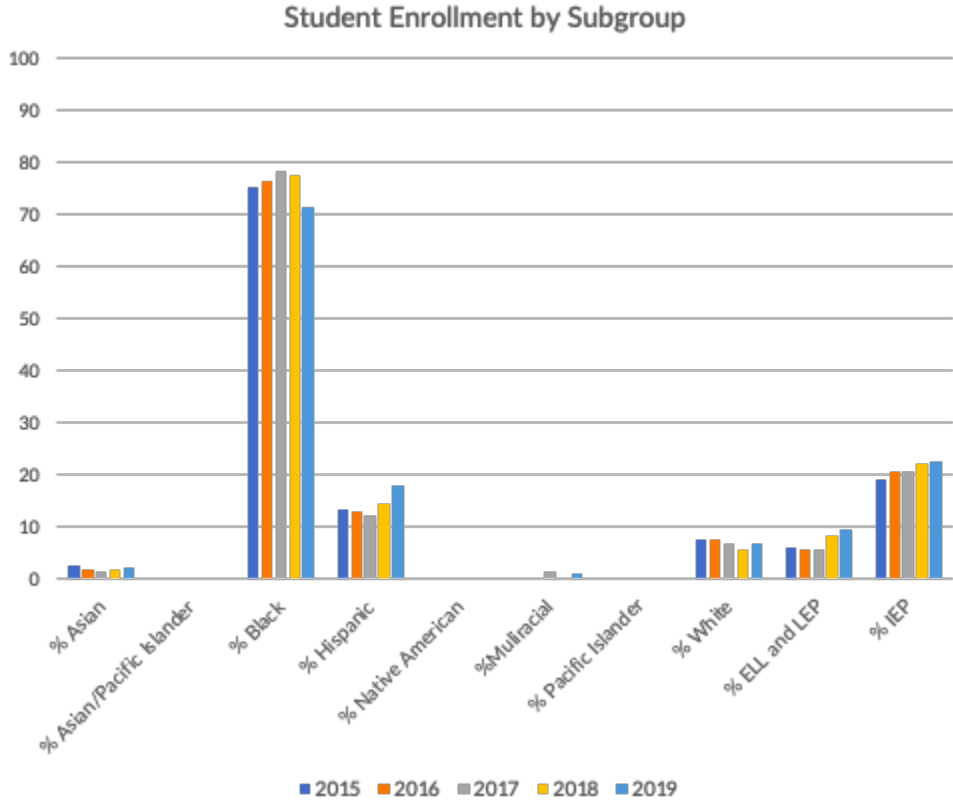
¹ Mass Insight Education and Research. Mass Insight Education and Research Institute, Inc., 2007, www.massinsight.org/resources/the-turnaround-challenge/

Student Enrollment and Attendance



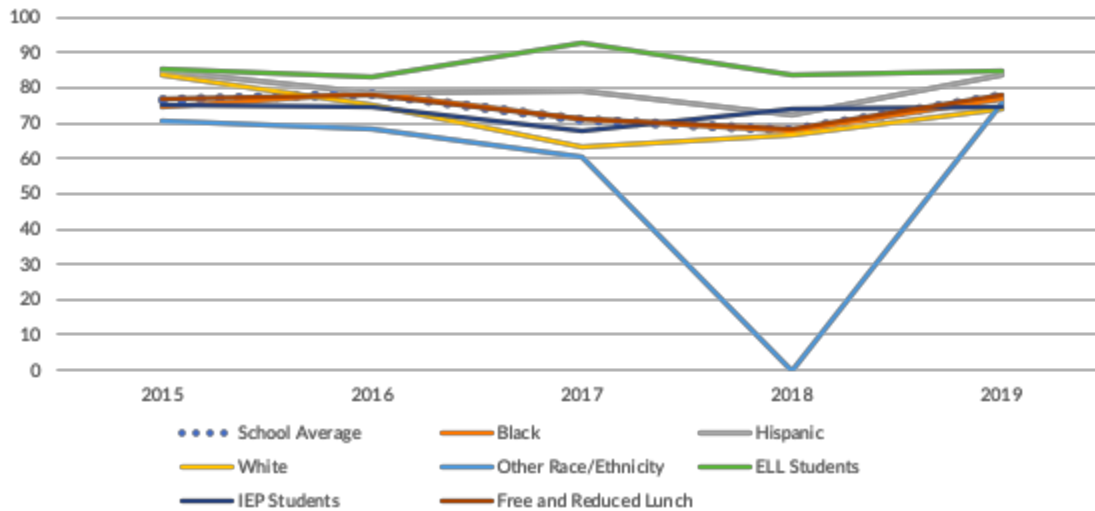
Student enrollment at Paseo Academy of Fine and Performing Arts over the last 5 years has decreased and was 4 students lower in 2019 than in 2015.

The majority of the student population is Black.



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 Paseo Academy of Fine and Performing Arts over the last 5 years has fluctuated but is overall steady around 77%. ELL and Hispanic student attendance is consistently higher than the school-wide average.

The total proportional attendance rate for the last 3 school years at Paseo AFPA was:

- 2017 - 76.8%
- 2018 - 73.8%
- 2019 - 82.2%

which demonstrates a 5.4% increase in student attendance over the last 3 years.

STUDENT MOBILITY	Fall Enrollment	Additional Enrollment	Transfers	Mobility Rate	Dropout Rate
2017	488	24	145	28.3	2.3
2018	462	12	106	22.4	0.9
2019	481	12	130	26.4	3.6

Student enrollment at Paseo Academy for Fine and Performing Arts has decreased by 7 students over the last 3 years. While a few additional students enroll throughout the year, the number of transfers is high, resulting in mobility rates between 22-29% for the last 3 years.

The dropout rate has increased 1.3% over the last 3 years. The dropout rates for White students was over 10% in the 2019 school year.

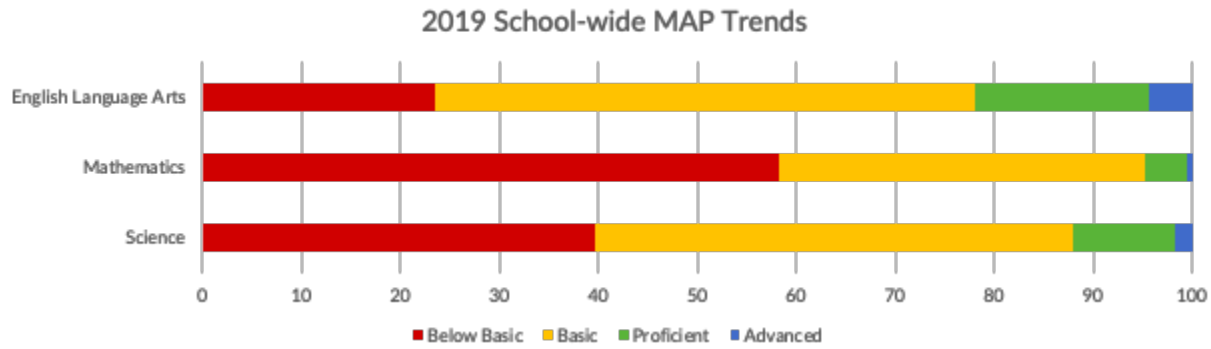
**Note: KCPS is still working to identify graduates from the SY19 cohort, so SY19 drop out/graduation numbers that are currently reported by DESE may be higher than actual. Updated data is submitted to DESE in June 2020.*

Student Discipline

DISCIPLINE RATES	2015	2016	2017	2018	2019
Enrollment	485	503	488	462	481
Total Number of Incidents	11	9	8	13	4
Incident Rate (per 100 students)	2.3	1.8	1.6	2.8	0.8
Type of Removal					
In-School Suspension (number rate)	0 0.0	0 0.0	0 0.0	5 1.1	0 0.0
Out of School Suspension (number rate)	11 2.3	9 1.8	7 1.4	8 1.7	4 0.8
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)	8 1.6	8 1.6	7 1.4	12 2.6	3 0.6
More than 10 Consecutive Days (number rate)	3 0.6	1 0.2	1 0.2	1 0.2	1 0.2

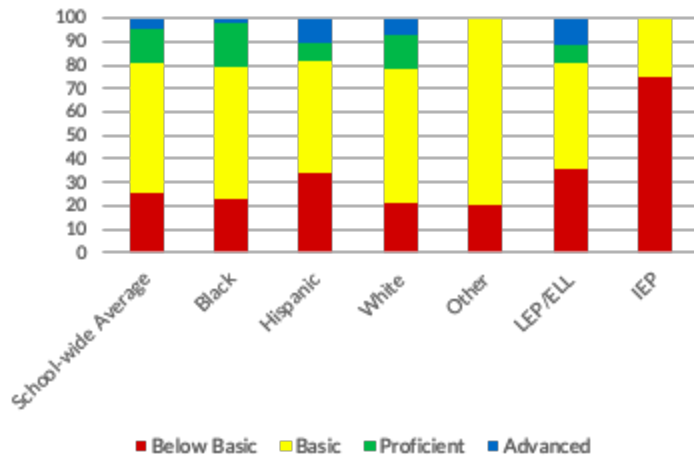
The incident rate has decreased over the last 5 years and was 1.5% lower in 2019 than 2015. The out of school suspension rate has decreased in the last 5 years, as well as the rate of students removed for 10 or more days.

Student Academic Performance

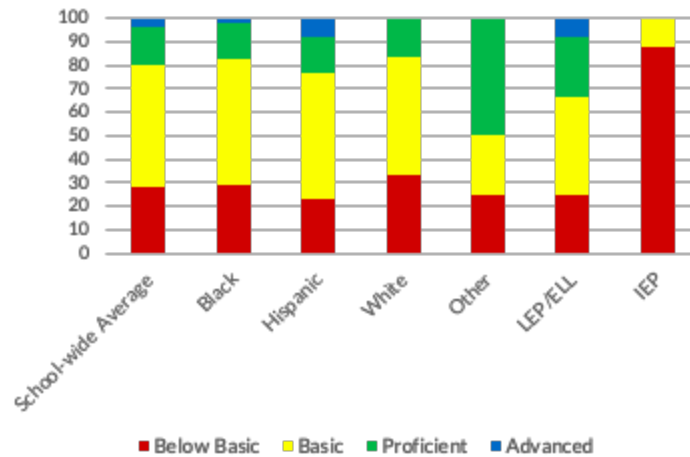


School-wide performance on EOC tests in 2019 showed 21.9% of students were proficient/advanced in English Language Arts, 4.7% were proficient/advanced in Mathematics, and 12% were advanced/proficient in Science.

7th Grade 2019 English Language Arts MAP Proficiency Rates



8th Grade 2019 English Language Arts MAP Proficiency Rates

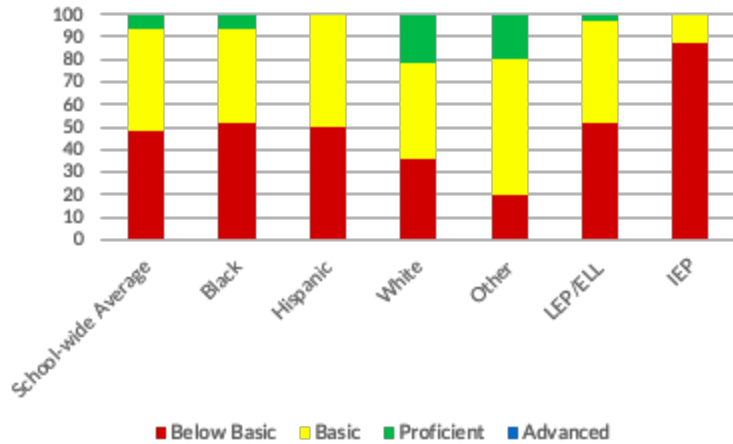


7th grade ELA MAP exams in 2019 showed 19.2% of 7th grade students were proficient/advanced. 20.5% of Black students, 18.4% of Hispanic students, 21.4% of White students, and 19.4% of LEP/ELLs were proficient. No other students or students with IEPs were proficient.

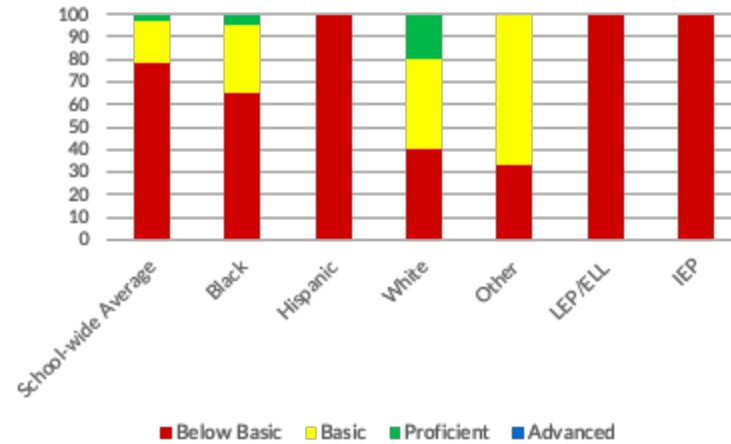
8th grade ELA MAP exams in 2019 showed 20% of 8th grade students were proficient/advanced. 17.4% of Black students, 23.1% of Hispanic students, 16.7% of White students, 50% of other students, and 33.3% of LEP/ELLs were proficient. No students with IEPs were proficient.

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

7th Grade 2019 Mathematics MAP Proficiency Rates



8th Grade 2019 Mathematics MAP Proficiency Rates

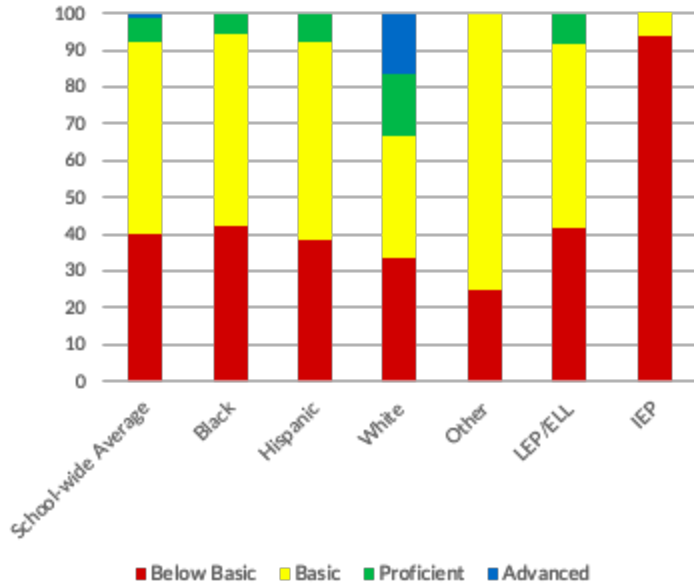


7th grade Mathematics MAP exams in 2019 showed 6.8% of 7th grade students were proficient/advanced. 6.7% of Black students, 21.4% of White students, 20% of other students, and 2.9% of LEP/ELLs were proficient. No Hispanic students or students with IEPs were proficient.

8th grade Mathematics MAP exams in 2019 showed 3.3% of 8th grade students were proficient/advanced. 4.3% of Black students and 20% of White students were proficient. No Hispanic students, other students, LEP/ELLs, or students with IEPs were proficient.

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

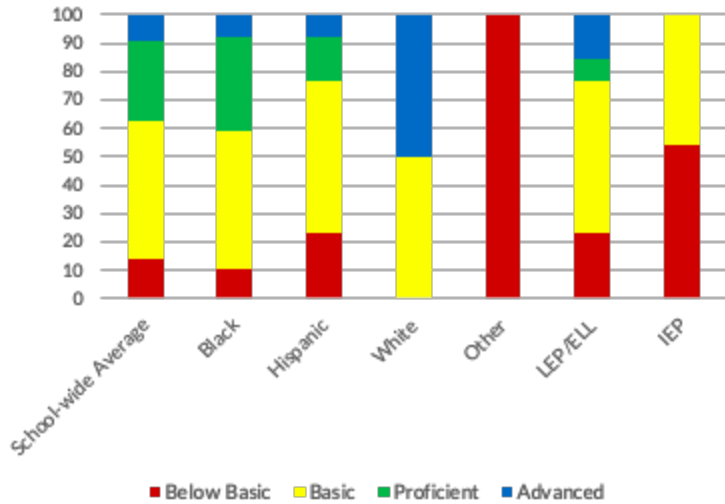
8th Grade 2019 Science MAP Proficiency Rates



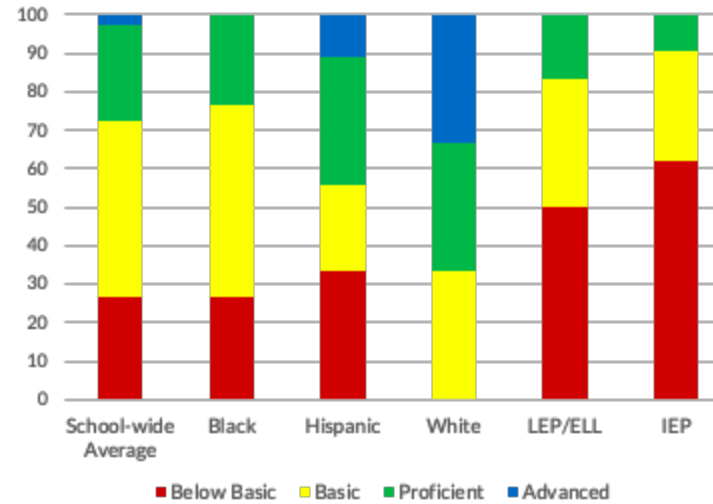
8th grade Science MAP exams in 2019 showed 8% of 8th grade students were proficient/advanced. 5.8% of Black students, 7.71% of Hispanic students, 33.4% of White students, and 8.3% of LEP/ELLs were proficient. No other students or students with IEPs were proficient/advanced.

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

2019 English 1 EOC MAP Proficiency Rates



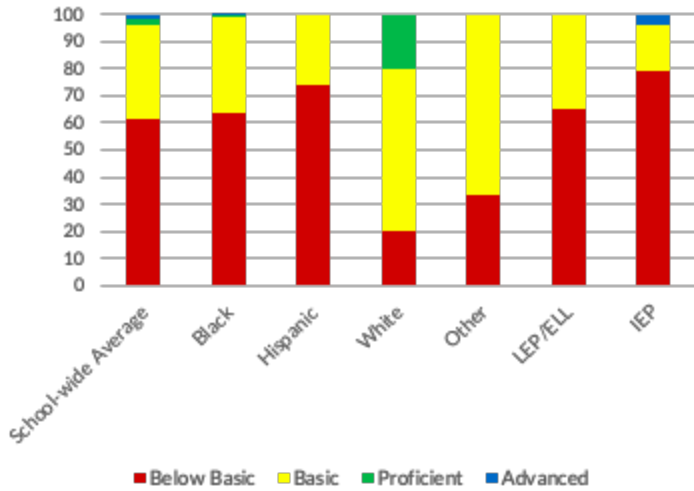
2019 English 2 EOC MAP Proficiency Rates



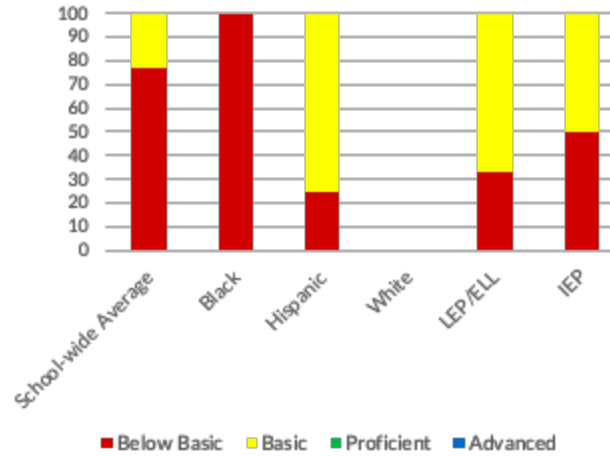
The English 1 EOC exam in 2019 showed 37.5% of English 1 students were proficient/advanced. 40.9% of Black students, 23.1% of Hispanic students, 50% of White students, and 23.1% of LEP/ELLs were proficient. No other students or student with IEPs were proficient.

The English 2 EOC exam in 2019 showed 27.8% of students were proficient/advanced. 23.3% of Black students, 44.4% of Hispanic students, 66.6% of White students, 16.7% of LEP/ELLs, and 9.5% of students with IEPs were proficient.

2019 Algebra 1 EOC MAP Proficiency Rates



2019 Algebra 2 EOC MAP Proficiency Rates

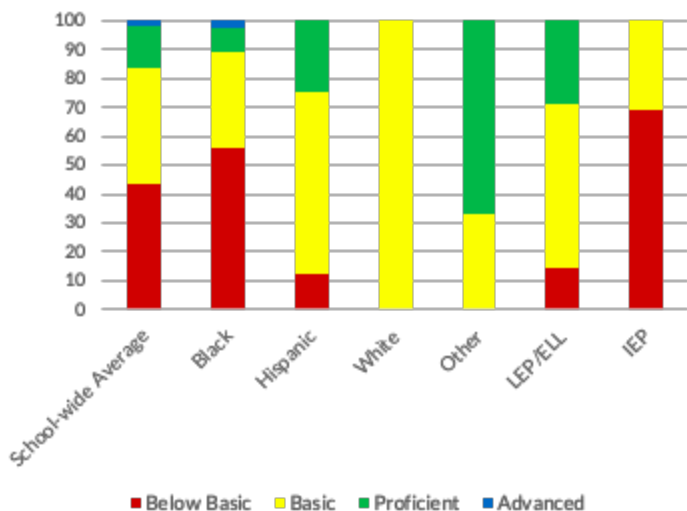


Algebra 1 EOC exams in 2019 showed 3.4% of students were proficient/advanced. 3.4% of Black students, 30% of White students, and 4.2% of students with IEPs were proficient. No Hispanic students, other students, or LEP/ELLs were proficient.

Algebra 2 EOC exams in 2019 showed 0% of students were proficient/advanced.

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

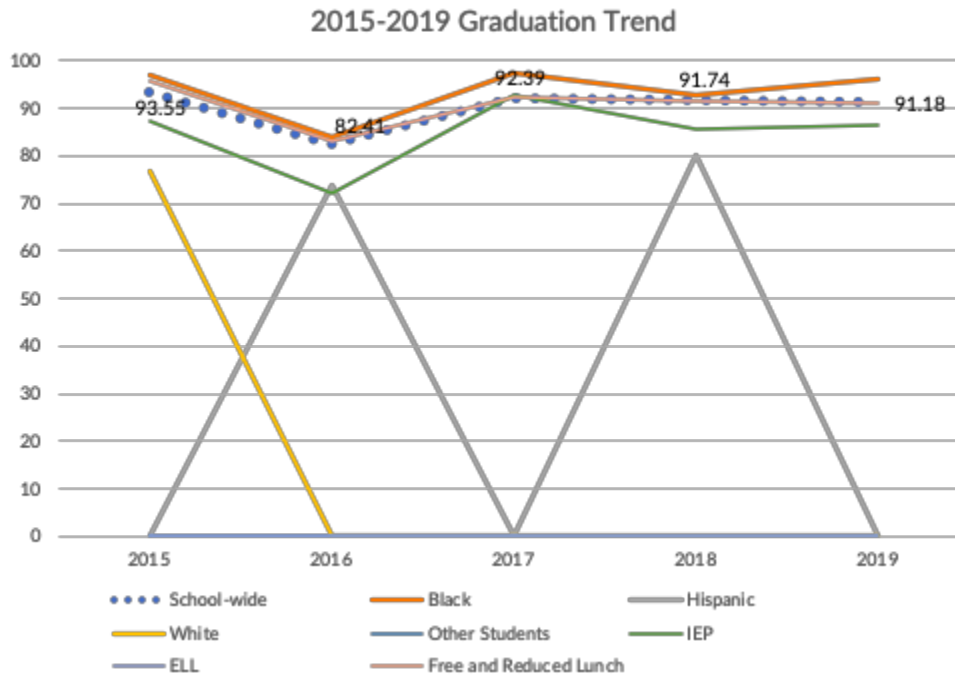
2019 Biology 1 EOC MAP Proficiency Rates



The Biology EOC exam in 2019 showed 16.7% of students were proficient/advanced. 11.1% of Black students, 25% of Hispanic students, 66.7% of other students, and 28.6% of LEP/ELLs were proficient. No White students or students with IEPs were proficient.

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

Graduation



The school-wide 4-year graduation rate at the Paseo Academy for Fine and Performing Arts has decreased by 2.37% over the last 5 years to 91.18% in 2019. The district-wide graduation rate in 2019 was 71.21%. Graduation rates for Hispanic and White students, and students with IEPs remain lower than the school-wide graduation rate.

69% of Paseo graduates took the ACT in 2019. Their average composite score was 15.3.

**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

- **Paseo's staff see Dr. Hayes as a positive and receptive presence in the school.** Stakeholders report appreciation for the fact that Dr. Hayes makes an effort to build relationships with staff. They name her as open to feedback and consistently seeking input. Despite day to day challenges, staff trust Dr. Hayes to support the work of staff and students to the best of her ability.
- **There is a theme of inclusivity at Paseo; students of all backgrounds, identities, special needs, and language needs are provided access to all of Paseo's academic and arts programming. This contributes to students, teachers, and families feeling a sense of belonging at Paseo, especially within the performing arts.**
- **There is a sense of pride in the history of Paseo and the school building itself. Students share they actively selected Paseo for its performing arts program and staff, particularly the performing arts team, which describes efforts taken to strengthen the school's arts programming.**

Challenges

- **While 100% of classrooms visited were physically and emotionally safe for students, rigorous instruction is not yet consistent across classrooms.** Student focus groups also shared that content area coursework was not consistently challenging. Though there is a consistent emphasis on students needing to uphold strong academic achievement in order to participate fully in performing arts, staff members were not able to consistently define the instructional vision of Paseo.
- **There is a lack of integration of academics and the performing arts, creating a sense of division within the school.** Across stakeholder groups (including students) there's a perception that arts and academics are completely separate. Academic and performing arts teachers rarely have time to collaborate with each other, and there has been a lack of professional development to support integration of academics and the arts.
- **Formal systems for communication and collaboration are not consistently allowing all staff to feel prepared, supported, and heard.** More than half of staff surveyed do not agree that school communication is clear, consistent, and includes the why/what/how of changes. Staff describe getting news about students, performances, and other events last minute. Not all staff receive updates from their leadership team points of contact, with some staff members reporting being unsure who represents them to leadership.
- **Students with disabilities make up a significant percentage (over 20%) of Paseo's enrollment. There is a need to revisit the school's instructional and special education model to effectively serve this population.** While there is a co-teaching and inclusion model in place, given the large population of students with IEPs, the district and Paseo should prioritize support for special education and general education teachers and reassess staffing and resourcing to ensure that all student needs are met.

- **Declining and low student enrollment is leading to budgetary constraints that no longer allow for critical programming and facilities maintenance.** Stakeholders consistently show appreciation for the potential the building holds; it is clear that this building was designed for the performing arts with the sizable auditorium, design studios, and practice rooms. However, decisions made at the district level to move programming from Paseo to other buildings (e.g., sports programs) is leading to, what stakeholders believe, is a root cause of lower enrollment. Resulting budgetary constraints have led to an inability to make crucial repairs and updates (e.g., new curtains, PA system, new computers, etc.).

Recommendations

- 1. There is an opportunity to clearly define an instructional vision for Paseo that integrates its identity as a performing arts school with high quality and rigorous instruction; what does a high quality, performing arts education mean?** A clearly defined instructional vision will help all educators understand what quality instruction looks like across all grade levels and content areas, including expectations for the integration of the arts in content areas and vice versa. 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. The vision should also describe expectations and Once a vision is set, this will provide an opportunity to set and align structures to that vision. By setting a clear vision and aligning systems and structures to the vision, staff will be more successful in providing a cohesive, high-quality instructional experience for students designed to ensure their success in performing arts and academics.
- 2. Develop a small set of communication norms that allow staff and leadership to align under common school improvement goals, give and receive feedback, and monitor progress toward those goals.** As stated above, there is a need to align all staff, academic and performing arts, under a shared vision for school improvement and high quality instruction. Once common school improvement goals and a vision for instruction are established, it is critical that support for implementation and progress is monitored. Developing a shared set of communication norms within the ILT and administrative teams will ensure that information is disseminated in a timely manner and all school-wide decisions are made aligned to common goals. Monitoring progress toward goals allows the team to celebrate the small wins along the way and supports a more integrated “team” feeling. This will enhance the positive school culture and sense of belonging that students and staff already feel.

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.

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Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>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.</p>	<p>School Model and Instructional Vision</p> <p><i>Signature schools:</i> The school implements a clearly defined and observable school model that meets student interests and demand.</p> <p><i>Secondary schools:</i> The school implements clear pathways for student progression through high school to college and careers.</p> <p>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 administrators can describe how their work moves the school closer to meeting the vision.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● Students choose Paseo because it is a fine and performing arts school. ● Though there is consistent messaging that academics come first, rigorous instruction is not consistently exhibited across the school. ● There is a lack of instructional vision and branding of school that integrates arts and academics. ● When asked about Paseo's model, all stakeholders named fine and performing arts as the central theme. ● Staff were able to name some priorities of the school (e.g., increasing attendance, raising test scores, incorporating AVID strategies); responses across staff members varied among focus groups, signaling a lack of clarity around school improvement priorities.

<p>Focus on Instruction, continued.</p>	<p>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.</p> <p>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.</p>	3: Meets	<ul style="list-style-type: none"> ● Students feel like they belong, especially within their major. ● Students name positive engagement from staff (e.g., greetings, checking in). ● There is an inclusiveness of students of all abilities, learning needs, identities, and interests in the performing arts programming; a co-teaching model is utilized in content area classes. ● 100% of classrooms visited are physically and emotionally safe for students. ● All students report they have more than one adult at school who cares about them. ● Students have access to counselors and advisory periods in which they receive support from teachers. ● Students report feeling especially at home and belonging in their majors (e.g., vocal music, choir, art, orchestra, etc.). ● Students and staff report that when sports programs left it began to create a dilemma in which students felt they had to choose between sports or performing arts, causing many to transfer out of Paseo.
	<p>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.</p>	1: Somewhat Meets	<ul style="list-style-type: none"> ● Teachers name access to professional development (PD) through the district system, "My Learning Plan." Staff have received trauma sensitive training. ● New teachers report receiving consistent support from the instructional coach. ● Staff survey data shows that 73% of respondents name that they receive feedback about their instructional practice that helps them improve. ● Staff identify walkthroughs as a tool for improving instruction; staff report these are inconsistent and result in compliance-based requests (e.g., specific bulletin board configurations). ● Staff report a desire for PD that will improve their practice and allow them to better collaborate with their colleagues in service of student achievement.

Focus on Instruction, continued.	<p>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.</p>	1: Somewhat Meets	<ul style="list-style-type: none"> ● PLCs are named as a priority of administration; implementation is infrequent due to union regulations that administration be present. ● Collaboration between teachers in the same content area and grade level is reported to be difficult due to a lack of common planning periods. ● The instructional coach sets the PLC agenda and facilitates the meetings. ● Less than half of survey respondents agree that there is a clear vision and purpose for PLCs at Paseo.
	<p>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.</p>	1: Somewhat Meets	<ul style="list-style-type: none"> ● Paseo utilizes district provided curriculum and resources, including curriculum maps, lesson plans, and assessments. These are not aligned to the school's model. ● It is unclear the extent to which the curriculum and resources are responsive to students' cultures, experiences, needs and interests. ● Staff name a lack of consistency in access to curricular resources (e.g., textbooks and lesson plans) depending on the content area. ● There is a lack of formal guidelines for integrating arts and academics. ● Teachers name a diverse array of assessments (e.g., iReady, MAP, District Assessments). ● Staff share that some district assessments are more informative and rigorous than others; specifically, literacy assessments are named as more rigorous, with math considered to be less so.

<p>Focus on Instruction, continued.</p>	<p>Data-Driven Decision-Making for Classroom Instruction 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.</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> Teachers name a diverse array of assessments (e.g., MAP, iReady, district benchmarks, etc.) that inform different methods for student progress monitoring and interventions. Stakeholders are unsure that district benchmarks are the most valid measures of progress; they name differing levels of rigor depending on the content area as a reason. Stakeholders discussed their use of data and survey respondents overwhelmingly agree that they are consistently using data to inform instruction. Students participate in advisory periods where they monitor their grades and receive extra support when needed. The Problem Solving Team (PST) made up of counselors and teachers meets to track students who need extra intervention. The PST monitors and reviews each student’s progress in attendance, behavior/social- emotional, or academics every six weeks.
	<p>Rigorous Classroom Practice 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.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> There is a lack of shared understanding amongst staff about the definition of rigor and how that looks instructionally. Standards-based objectives observed in all classrooms observed. Student engagement with the learning process, tasks, and materials varied during classroom observations: in 43% of classrooms, 75-100% of students were engaged; in 29% of classrooms, 50-75% of students were engaged; and in 29% of classrooms, less than 50% of students were engaged. Students report a desire for more challenging coursework (e.g., AP and honors courses) and note that due to the pace of the curriculum, teachers tend to move too quickly through material, with students feeling left behind often.

<p>Focus on Instruction, continued.</p>			<ul style="list-style-type: none"> ● In 58% of observed classrooms, 75-100% of students interacted with other students and/or their teacher.
	<p>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.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● Paseo employs an inclusion model for participation in performing arts. ● Co-teaching occurs in most classrooms; staff report a lack of formal collaboration mechanisms in place for co-teachers. ● Paseo houses the district autism program. ● All students are expected to take the state and district assessments, even when it may not be appropriate (e.g., non-verbal or non-hearing students). ● Exceptional educators track student IEP goals separate from district and state assessments to show student progress. ● The 2019 ELA and Math MAP results show that 100% of students with IEPs performed basic or below basic; on the Math MAP assessment, 85% of students with IEPs performed Below Basic. ● Performing arts teachers name a lack of strategies for supporting students with special needs within their electives classes; stakeholders name that staff to student ratio in those classes is low.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Collective Responsibility: The school faculty and staff ensure there is collective responsibility for both the quality of instruction and student learning and success.</p>	<p>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.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● ILT meets weekly after school and is made up of representatives from each content department. ● ILT members report that they discuss data around attendance, academic assessments, and parent participation in a general way; these discussions have led to a reevaluation of students receiving intervention. However, members note a lack of practices, processes, and protocols. ● Staff report little communication or inconsistent communication from ILT representatives; almost 50% of staff surveyed note that they do not know who represents them in ILT.
	<p>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 feeling valued, supported, and challenged to learn in and out of school.</p> <p>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.</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> ● Students note especially positive and supportive relationships with their performing arts teachers (e.g., making connections to opportunities in their field outside of school). ● In general, students note adults in the building consistently check in with them, call home if they are absent, and are supportive and responsive to their needs. Students believe staff want them to be successful. ● Less than 30% of staff agree that there is trust amongst all staff at Paseo; academic staff and fine and performing art staff note a disconnect between them. ● Some staff report a perception that not all staff members believe all students can and will learn.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>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.</p>	<p>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.</p>	2: Mostly Meets	<ul style="list-style-type: none"> ● Leadership, in partnership with key stakeholders, conducted a needs assessment in the summer which informed the Title I plan. ● Stakeholders identified 3 goals utilizing survey data, student data, assessment data, and feedback.
	<p>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.</p>	2: Mostly Meets	<ul style="list-style-type: none"> ● There is one Title I plan for the school, which outlines 3 SMART goals under the KCPS Strategic Plan's pillars of Leadership, Collaborative Culture and Climate, and Effective Teaching and Learning. ● The plan outlines strategies and action steps for each goal (with assigned responsibilities) at 30/60/90 days. ● School staff, outside of the ILT members, were unable to consistently identify the school's improvement strategies

Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Performance Management: Consistent processes for using data to measure both implementation and outcomes to determine what's working and inform efforts to improve.</p>	<p>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:</p> <ul style="list-style-type: none"> • <i>Have we done what we said we would do in the plan? If not, why not?</i> • <i>Is it making a difference? What's the evidence?</i> • <i>What do we have to do differently?</i> 	1: Somewhat Meets	<ul style="list-style-type: none"> • ILT members report discussing data around key improvement strategies. • There is evidence that specific strategies outlined in the plan are at some level of implementation at the school. • It is unclear based on interviews and evidence if the plan is regularly assessed for impact. • Less than 50% of survey respondents agree that they know how well Paseo is doing with implementation and progress of the improvement priorities.
	<p>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.</p>	2: Mostly Meets	<ul style="list-style-type: none"> • The school regularly monitors student attendance data, assessment data (Achievement Series, iReady, MAP), and behavior data. • School report card data is disaggregated by student subgroups, but it is unclear whether the school disaggregates data this way on a regular basis. • The attendance team meets biweekly, and each member of the team is responsible for a group of students to monitor and track within a tiered system of support and outreach. • Counselors run student transcripts at every grading period to monitor and track progress toward graduation.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Partnering: <i>Partnerships that help the school meet the multiple needs of teachers and students.</i></p>	<p>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.</p>	2: Mostly Meets	<ul style="list-style-type: none"> ● Paseo has a thriving School Advisory Committee made up of parents, alumni, and community members, led by the parent liaison that meets once a month ● Recently, Paseo held a Pastries with Parents event to engage families who may be unable to attend evening events. ● These structures allow for updates from the school and a chance to get feedback from families regarding their needs and desires. ● Paseo Ambassadors are students, families, and alumni who give tours of the school to visitors and act as ushers during school events and performances on a volunteer basis. ● Staff consistently report a feeling of partnership with families; staff support families with translation, sign language, and literacy needs at all levels of school engagement.
	<p>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.</p>	2: Mostly Meets	<ul style="list-style-type: none"> ● Students and staff report an outpouring of community support for students in the performing arts, including formal partnerships with celebrity artists, the Kansas City Symphony, and the Nelson Art Gallery (23 partnerships total). ● Paseo also partners with health and wellness agencies (Swope and Truman) and an immigrant and refugee agency (Maddie Rose). ● The student support team maintains these partnerships, although it is unclear the process for monitoring their impact and efforts.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>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.</p>	<p>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 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.</p>	<p>0: Not Meeting</p>	<ul style="list-style-type: none"> As a signature school with a specific theme - fine and performing arts - district requirements often impede the school's ability to bring to life a cohesive, rigorous educational experience for students that ensures success in academics and the arts. For example, district scheduling requirements result in lopsided class sizes and decreased collaboration time across content areas, which leads to decreased integration of academics and arts. Similarly, requirements to adopt one-size-fits all structures limits the ability to customize initiatives to further Paseo's identity as a performing arts school -- such as the ability to customize curriculum to integrate the arts and walkthrough forms that do not take into consideration the school's unique theme. Stakeholders note that there are too many new priorities handed down from the district without time to go deep into them. As a signature school with a school improvement designation, Paseo is often prioritized first for new initiatives and supports, such as AVID and trauma informed practices training. While each initiative is valuable and important, the sheer number of initiatives can overwhelm the school and negatively impact its ability for improvement. School staff note that their principal is pulled in multiple directions and often pulled out of the building for district meetings and requirements.

<p><i>Conditions, continued.</i></p>	<p>Sufficient school leader authority over conditions to implement the plan and address the root causes of low performance 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-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.</p>	<p>1: Somewhat Meets</p>	<p>People:</p> <ul style="list-style-type: none"> ● The school is able to select staff for open positions; however, it is a difficult process to terminate ineffective staff due to the collective bargaining agreement and district processes for tenured staff. ● It is difficult to request for changes to staff allocations to best fit the school model and provide differentiated offerings, varied class sizes, etc. <p>Time:</p> <ul style="list-style-type: none"> ● The school faces constraints in designing and implementing a master schedule that aligns with the school model, specifically district parameters for block scheduling that do not account for staff model or grade level configuration. ● The master schedule is lopsided-- some classrooms are over capacity while others are under enrolled due to insufficient electives teachers or staffing allocations that do not account for a 6-12 configuration. ● The school also faces constraints organizing time for teacher collaboration due to master schedule and collective bargaining agreement parameters. <p>Money:</p> <ul style="list-style-type: none"> ● Paseo receives additional funding of approximately \$40,000 as a signature school. ● Paseo also receives title funding which is primarily utilized for instructional materials and human capital. <p>Program</p> <ul style="list-style-type: none"> ● Paseo utilizes the district curriculum and has limited flexibility to design programming and course offerings to meet student needs. For example, students and staff did not know why the fashion program was no longer offered (a decision made by the district). Staff also hear rumors about discontinuation of the graphic design program.
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<p><i>Conditions, continued.</i></p>	<p>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.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● As a signature school, students must apply to enroll at Paseo. To be eligible to enroll in 7th and 8th grades, students must have a cumulative GPA of 2.5 or higher, 90% attendance rate or higher for a full academic year, no "D" or "F" grade at the end of the semester, no chronic discipline or behavior issues, and pass an interview. ● To enroll in the 9th grade, students already enrolled in Paseo must maintain good standing and pass an audition. ● Because the school does not follow traditional grade-level configuration and has another step for enrollment to the 9th grade, it is challenging for all students to select and successfully complete education in a seamless feeder. ● Paseo's historical reputation as a performing arts school continues to draw student interest. However, enrollment has also declined in recent years as a result of the weakened integration of the arts and academics. Students and staff also note that the elimination of the school's athletic programs has hurt student enrollment and pride in the school. ● There are opportunities to increase interest and enrollment by strengthening the school model and enhancing student recruitment activities.
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Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Leadership: <i>Principal who can manage and communicate complexity while maintaining focus on the school's vision and key priorities.</i></p>	<p>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.</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> ● This is the principal's first year at Paseo. Staff share that, in contrast to her predecessor, the new principal is taking a more proactive role leading the school, tightening leadership, and refocusing the school on academics. ● The school leader has reorganized leadership team roles and responsibilities to increase a focus on academics. ● Staff indicate they appreciate the school leader's positive and welcoming presence in the building, and they see the direction she is trying to take the school. The leader's focus on instruction is echoed across stakeholder groups. ● Staff convey a desire for improved communication regarding school events. Often students leave class for what appears to be last minute events and performances, and teachers describe finding out at the last moment.
	<p>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.</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> ● The principal has strategically prioritized initiatives to tighten instruction and focus on attendance to address priority areas from state identification. This includes the addition of PLCs, grade requirement to participate in performance events, and attendance strategies. ● Staff see the school leader following through and present in the building; however, they note that the principal is often pulled in multiple directions and often out of the building for district meetings and priorities. ● Staff members are held accountable to supporting students during advisory periods (e.g., reviewing grades, offering interventions, support with completing assignments).

Leadership, continued.	<p>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.</p>	1: Somewhat Meets	<ul style="list-style-type: none"> ● The school leader is able to hire who she wants and utilizes a school-based hiring process. ● Staff retention is not an issue at Paseo. Paseo's biggest talent management challenge is exiting and removing poor performers. Despite the cumbersome process, school leadership has put staff on performance growth plans. ● A lack of instructional vision leads to a lack of clarity around staff roles, responsibilities, and performance expectations. ● Despite having a unique model (performing arts) and serving a significant percent of students with disabilities and an autism program, the school is restricted to one-size-fits-all district staffing ratios. ● Administration conducts district mandated walkthroughs. Teachers do not find the evaluation system (platform) helpful. Teachers describe not utilizing the platform to view observations notes. ● The instructional coach spends time to grow and support new teachers; outside of this support, staff name a lack of onboarding that engages them in the school model and vision.
	<p>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.</p>	1: Somewhat Meets	<ul style="list-style-type: none"> ● As noted above, the school benefits from multiple partnerships that support its emphasis on the arts. Beyond maximizing these partnerships, there are limited examples of ingenuity and resourcefulness in the areas of time and money.