Mass insight
education & research

SOUTHEAST HIGH SCHOOL / AFRICAN-CENTERED COLLEGE PREPARATORY ACADEMY: School Readiness Assessment Final Report

Kansas City Public Schools Secondary and Signature School Reviews

Site Visit Date: January 13, 2020 **Principal:** Jessica Bassett **Associate Principal (AC Prep):** Shanelle Smith **Mass Insight Team:** Anna Braet, Eldrin Deas, Francina Victoria, & Julie Shepherd	**Table of Contents:**

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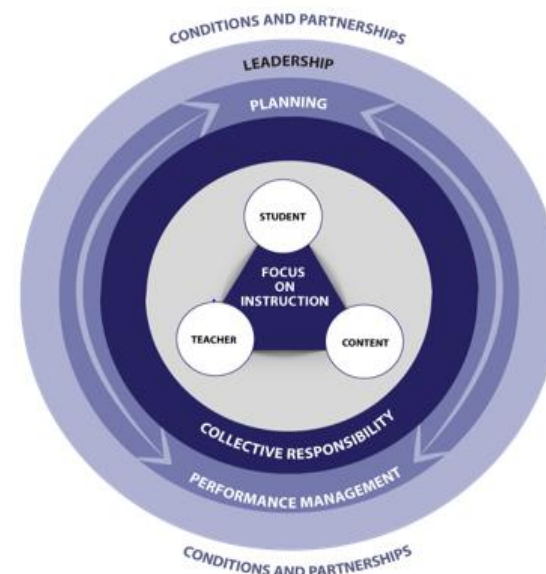
[1] *Mass Insight Education and Research*. Mass Insight Education and Research Institute, Inc., 2007, www.massinsight.org/resources/the-turnaround-challenge/
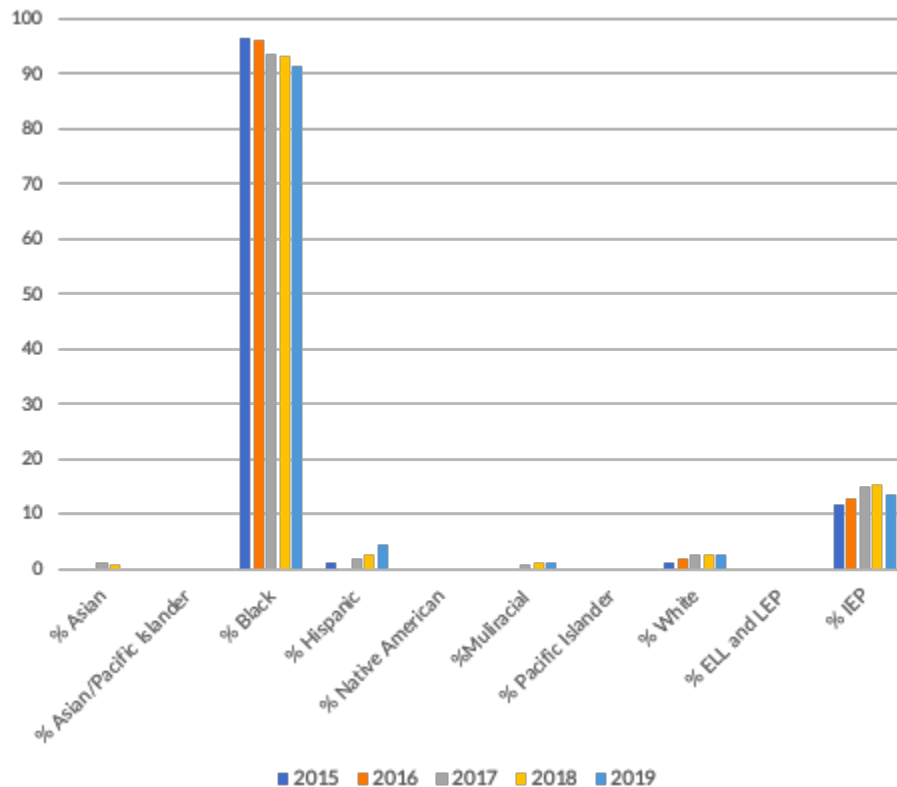
Student Enrollment and Attendance

Total Student Enrollment 2015-2019
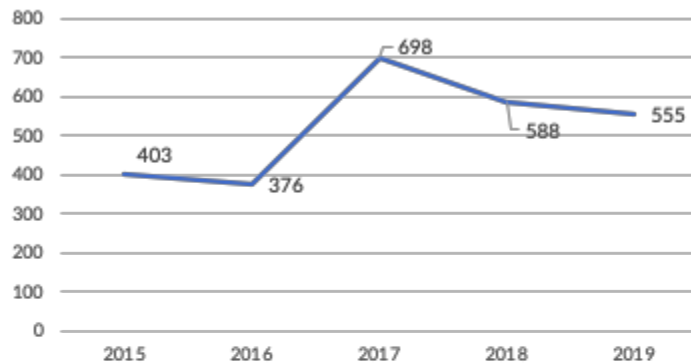
Southeast High School and AC Prep Academy combined in 2017. Student enrollment over the last 3 years has decreased since, with 143 fewer students in 2019 than in 2017.
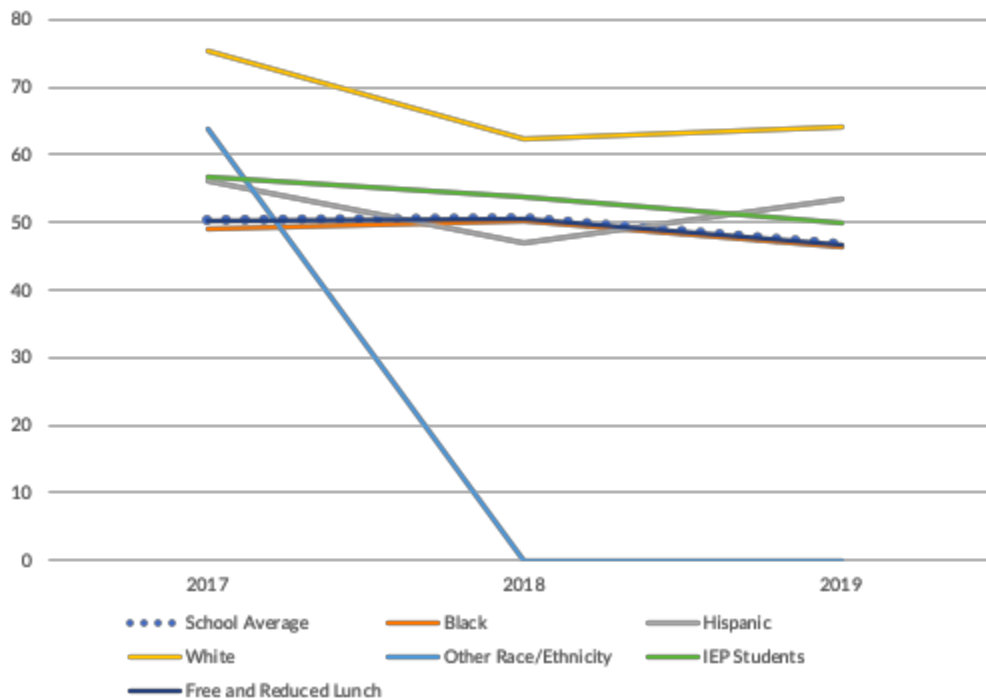
The majority of the student population is Black.

Student Enrollment by Subgroup

Legend: ■ 2015 ■ 2016 ■ 2017 ■ 2018 ■ 2019

Student Attendance Trend 2017-2019

The proportional attendance rate for students at or above 90% (displayed in the graph to the left) at Southeast High School over the last 3 years has remained relatively steady around 48%. IEP and white student attendance is consistently higher than the school-wide average and other subgroup attendance rates.

The total proportional attendance rate for the last 3 school years at Southeast High School was:
- 2017 – 54.4%
- 2018 – 54%
- 2019 – 55.3%

which demonstrates a 0.9% increase in student attendance over the last 3 years.

Legend:
- •••• School Average
- ——— Black
- ——— Hispanic
- ——— White
- ——— Other Race/Ethnicity
- ——— IEP Students
- ——— Free and Reduced Lunch

STUDENT MOBLITY	Fall Enrollment	Additional Enrollment	Transfers	Mobility Rate	Dropout Rate
2017	698	117	402	49.3	9.0
2018	588	113	324	46.2	13.4
2019	555	119	340	50.4	20.0

Student enrollment at Southeast High School has decreased by 143 students over the last 3 years. While additional students enroll throughout the year, the number of transfers is high, resulting in mobility rates near 50% for the last 3 years.

The dropout rate has increased 11% over the last 3 years, from 59 students in 2017 to 110 students in 2019. The dropout rate for white and multiracial students are both over 50%.

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	403	376	698	588	555
Total Number of Incidents	21	7	94	50	49
Incident Rate (per 100 students)	5.2	1.9	13.5	8.5	8.8
Type of Removal					
In-School Suspension (number | rate)	0 | 0.0	0 | 0.0	1 | 0.1	1 | 0.2	0 | 0.0
Out of School Suspension (number | rate)	21 | 5.2	7 | 1.9	91 | 13.0	49 | 8.3	49 | 8.8
Expulsion (number | rate)	0 | 0.0	0 | 0.0	2 | 0.3	0 | 0.0	0 | 0.0
Length of Removal					
10 Consecutive Days (number | rate)	19 | 4.7	6 | 1.6	81 | 11.6	42 | 7.1	39 | 7.0
More than 10 Consecutive Days (number | rate)	2 | 0.5	1 | 0.3	13 | 1.9	8 | 1.4	10 | 1.8

The incident rate has fluctuated over the last 5 years and was 3.5% higher in 2019 than 2015. The out of school suspension rate has increased 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
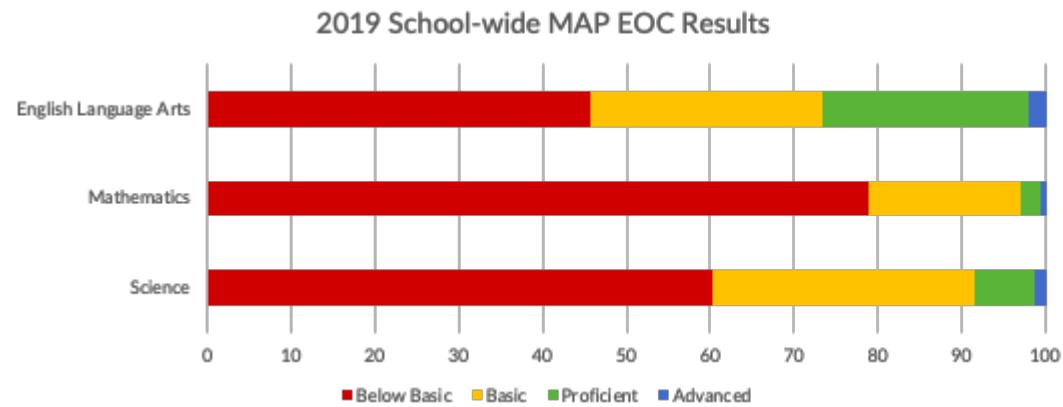
School-wide performance on EOC tests in 2019 showed 26.6% of students were proficient/advanced in English Language Arts, 2.9% were proficient/advanced in Mathematics, and 8.6% were advanced/proficient in Science.

2019 English 1 EOC MAP Proficiency Rates

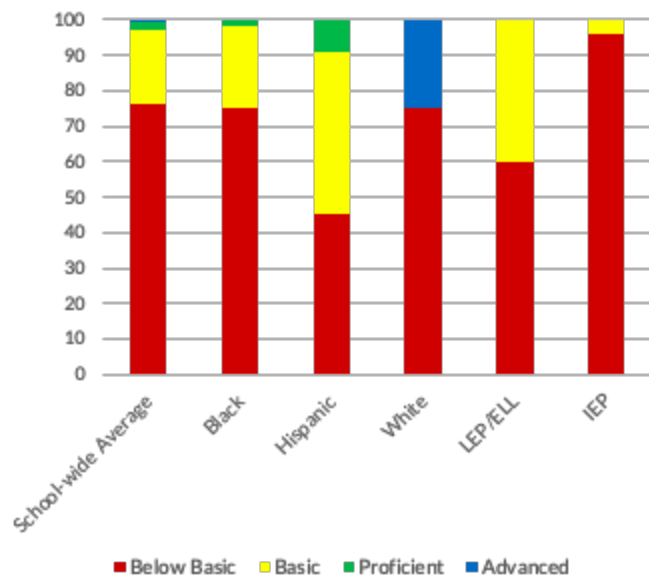Below Basic Basic Proficient Advanced
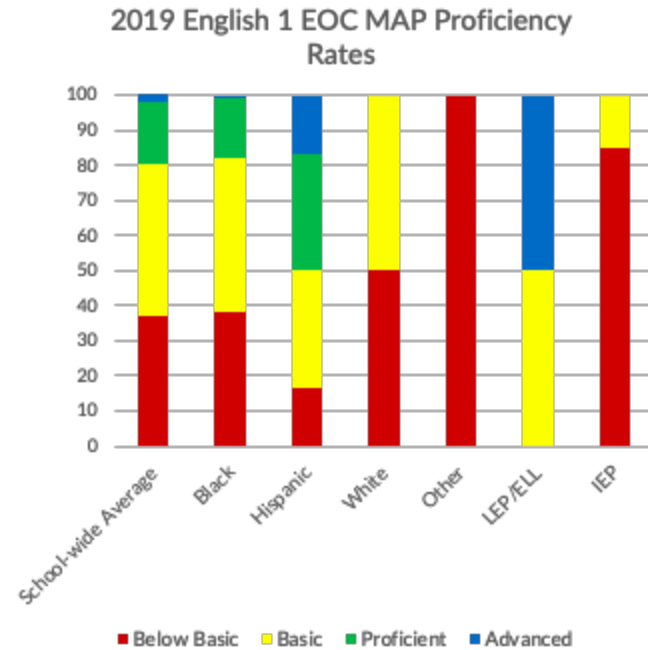
English 1 EOC exams in 2019 showed 19.5% of students were advanced/proficient. 18.1% of Black students, 50% of Hispanic students, and 50% of LEP/ELLs were proficient. No White students, other students, or students with IEPs were proficient.

English 2 EOC exams in 2019 showed 24.3% of students were proficient/advanced. 25.3% of Black students, 25% of White students, 100% of other students, and 9.1% of students with IEPs were proficient. No Hispanic students or LEP/ELLs were proficient.
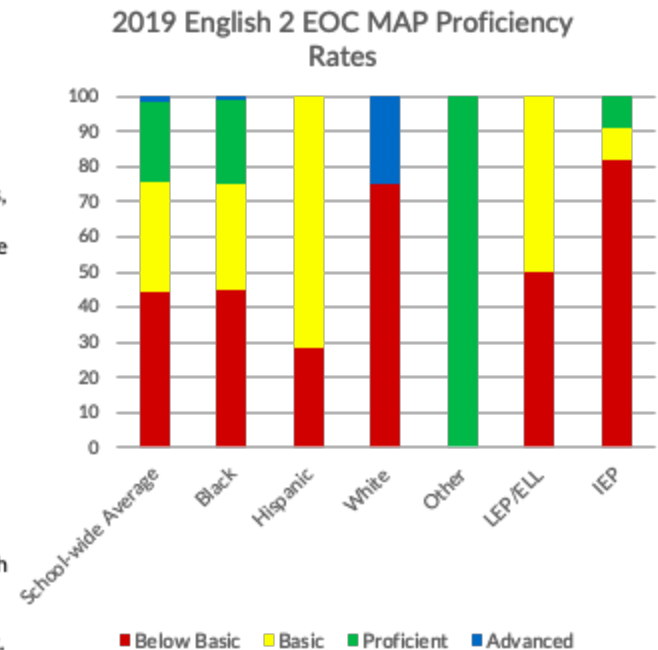
2019 English 2 EOC MAP Proficiency Rates

Below Basic Basic Proficient Advanced

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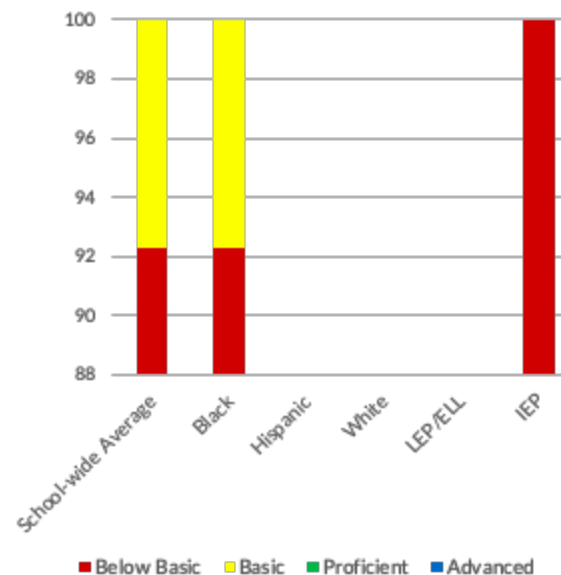
2019 Algebra 1 EOC MAP Proficiency Rates

Algebra 1 EOC exams in 2019 showed 2.8% of Algebra 1 students were proficient/advanced. 1.8% of Black students, 9.1% of Hispanic students, and 25% of White students were proficient. No LEP/ELLs or students with IEPs were proficient.
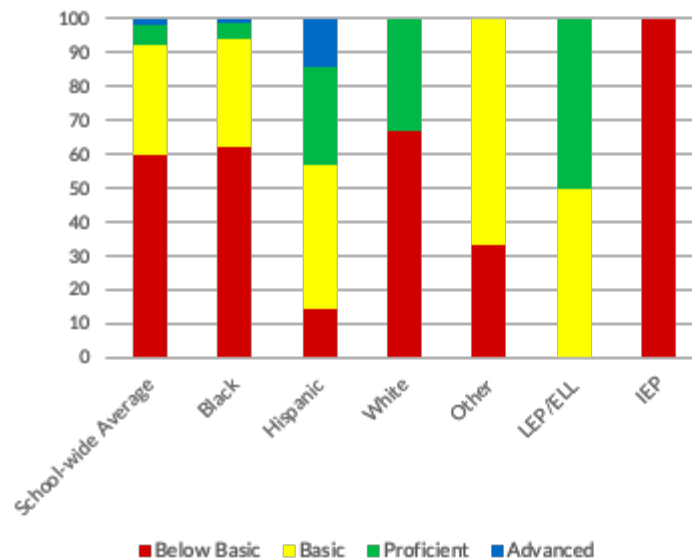
Algebra 2 EOC exams in 2019 showed 0% of students were proficient/advanced.

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 7.9% of biology students were proficient/advanced. 6% of Black students, 40.9% of Hispanic students, 33.3% of White students, and 50% of LEP/ELLs were proficient. No other students or students with IEPs were proficient.

Legend: ■ Below Basic ☐ Basic ■ Proficient ■ Advanced

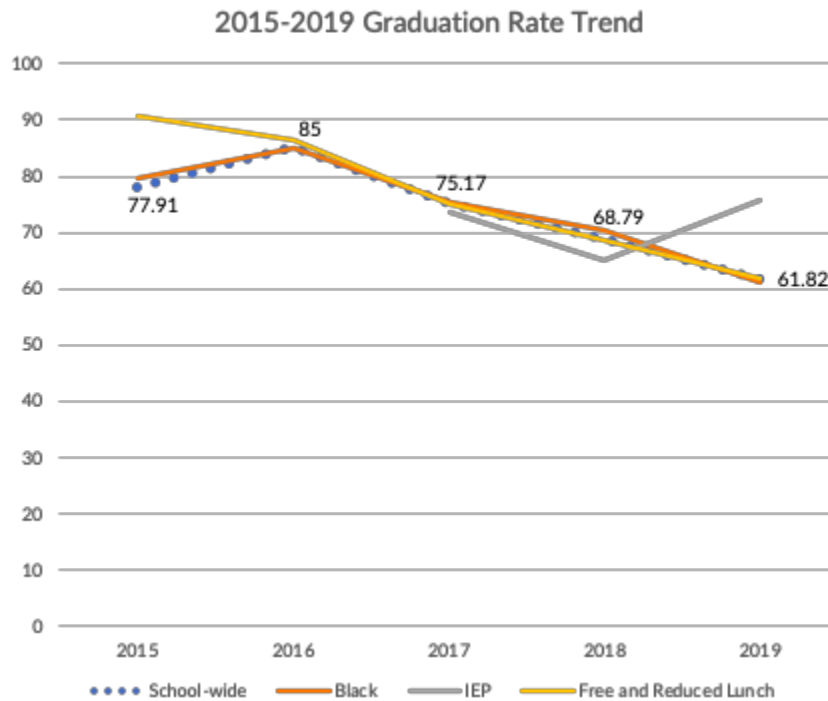*Note: the "other" descriptor refers to a racial or ethnic subgroup or combined subgroup of fewer than 10 students.*

Graduation

2015-2019 Graduation Rate Trend

The school-wide 4-year graduation rate at Southeast High School has declined 13.35% over the last 3 years to 61.82% in 2019 since Southeast HS and AC Prep Academy combined. The district-wide graduation rate in 2019 was 71.21%.

73% of Southeast High School graduates took the ACT in 2019. Their average composite score was 14.1

Of 2017 Southeast High School graduates, 28.4% attended a 4-year college, 16.3% attended a 2-year college, 0.7% were non-college, and 36.9% sought employment.

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

- **There is a desire to rebuild, strengthen, and grow the AC Prep program.** There is strong institutional memory at the school of that the program used to be; and staff and school leadership underscore the ongoing potential of AC Prep as a theme. There is some dedicated capacity focused reorganizing resources to narrow the focus and scope of the program. Students and staff alike enjoy the monthly Harambees and appreciate the development of the Ma'at council for AC Prep. Overall, there is a desire to see more African-centered systems and structures in place to develop AC Prep as a true school within a school model.

- **Culture and climate has been made a priority schoolwide.** Staff have been organized to improve the culture and climate of the school. Specifically, school leadership created a new position, the Dean of Culture and Climate, to help the school meet its goals around improving relationships across stakeholder groups. Students report that they generally feel safe at school and that they have at least one adult advocate in the building.

- **There is a schoolwide focus on improving attendance.** Increasing student attendance is highlighted as a priority for school leaders, teachers, and support staff. Data show that student attendance has remained around 48% in recent years and has declined slightly for some student subgroups (i.e., Black students, those who receive free or reduced-price lunch, and students with IEPs). Multiple teams and individuals— teachers, counselors, school administrators, RJ, etc.—indicate that they track attendance data, which is important as the school seeks to identify trends. There is a points-based incentive system in place to motivate students. Students also recognize and appreciate this focus, with one student remarking, "If we don't come to school, [then] we don't learn."

Challenges

- **Although there is school-wide support for strengthening the AC Prep program, current systems and structures are not clearly organized to move the program toward its goals.** It is not easily apparent for leaders, teachers, and students to understand who all is associated with AC Prep. Some AC Prep teachers have classes attended exclusively by traditional Southeast HS students. Some students are unsure if they are in the AC Prep program or not. Also, there are some AC Prep electives to which some AC Prep students do not have access because of scheduling constraints (e.g., African drumming and African dance). Additionally, systems for identifying AC Prep students do not consistently provide reliable information. There is an opportunity to review AC Prep resources relative to general Southeast Prep resources.

- **There is not a clearly defined and commonly understood vision for high-quality instruction at Southeast HS (or for the AC Prep program).** School leaders, teachers, and support staff highlight a wide range of elements when discussing the instructional vision of the school. Although most stakeholders agree that attendance is a priority, it is not clear how this focus is intended to translate to improved instructional practice.

There is an opportunity to clarify the instructional vision and align resources in support of that vision. Additionally, the school has not defined what high quality African-centered college prep instruction should look like in practice.

- **There are inconsistencies in instructional rigor and student engagement.** Staff and students report—and classroom observations confirm—that many students are often disengaged from the learning process. This may result from a lack of a common definition of what rigor looks like in the classroom. Some teachers suggest that this lack of rigor may cause some of the student attendance issues. As one student reportedly notes, "[There is] nothing interesting I am learning; [so there is] nothing I need from these classes." There is an opportunity to clarify what high-quality, rigorous instruction looks like and strengthen instructional practice towards that vision.

- **Multiple and competing priorities hinder a sustained and schoolwide focus towards results.** Staff share that the school has a number of new initiatives this year (e.g., AVID, RTI, PLCs), and note a lack of consistency (e.g., frequent schedule changes). Staff name this as a challenge and frustration and express a lack of understanding of all school changes and how they better support students. The inability to focus on a few priorities, makes it a challenge to go deeper and focus on quality of implementation.

1. **Develop and communicate a schoolwide and program-specific instructional vision for Southeast HS and AC Prep, respectively that aligns with identified school/program priorities and that clearly outlines instructional expectations for teachers and learner expectations for students.** Teachers note that there is currently no shared definition of rigor or shared understanding of what rigorous instruction looks like; they also mention that no systems have been created to frame and align instructional practices across the school. An instructional vision could help the school and program define a) how academically successful students engage in the learning process; b) how successful teachers develop students and their own professional practices and engage students in rigorous learning; c) how successful leaders support and develop teachers and students and their own professional practice; and d) 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.

2. **Develop a plan for strengthening and growing the AC Prep program.** Currently, teachers and students find it difficult to tell the difference between Southeast HS and AC Prep. For school leaders, this manifests through a lack of clarity in a vision for the program and gaps in systems for best organizing resources to meet the academic and social needs of students. There is an opportunity to leverage schoolwide support for the AC Prep theme to build a program that provides a more unique educational experience for students. Although there is evidence that there are already efforts in place to strengthen the program—conversations with AC Prep Lower, seeking out AC-themed curricular resources, AC-oriented decorations, etc.—there is not yet a single plan in place with action steps to help move the process forward. Developing a plan to drive AC Prep efforts may help a) build collective responsibility for the success of the program; b) define key markers for program success; and c) align district support and resources to meet program goals.

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)
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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 administrators can describe how their work moves the school closer to meeting the vision.	1: Somewhat Meets	• The AC model is currently not active in Southeast HS. Although there have been efforts to rebuild the original framework, there is no defined track for students who enter the program (or apply from the lower school). • The vision set for the school (in terms of AC implementation) has been built around the comprehensive school and district outline; however, goals for AC Prep are reportedly not yet fully fleshed out. • Staff report that although there was a focus meeting at the beginning of the school year—there is not a clear sense of commitment to one particular strategy. • Teachers and school leaders report an uncertainty around whether or not the district has a clear vision for the AC Prep program and express a need for tangible support to make the school within a school model work (e.g., dedicated space in the school building, staff dedicated fully to AC Prep, etc.). • AC Prep does not currently have program-specific math or science teachers. • There has been a push by the ILT to incorporate African-Centered curriculum into planning and grade levels.

SOUTHEAST HIGH SCHOOL AND AFRICAN-CENTERED COLLEGE PREPARATORY ACADEMY
KCPS School Reviews, School Readiness Assessment Final Report, Updated April 2020 | 16

Focus on Instruction, continued.			• During classroom observations, the AC Prep theme was not evident; however, some wall decorations—painting, symbols, posters, etc.—did highlight the theme. • Students express that the AC Prep programming has changed dramatically in a negative way, suggesting the school "took all of the African out of the program." • Students indicate that the AC Prep programming does not feel substantively different from that of other Southeast HS students, leaving some to ask, "What is the point of the program" if it is not unique? • There is no clear vision for what high quality instruction should look like at Southeast HS and teachers report that instructional priorities change often and are hard to keep track of. ○ The instructional priorities currently revolve around the usage of Engage NY and helping students improve scores on tested subject areas. ○ Teachers share that the focus on multiple priorities (e.g., RJ, Elevate, AC programming, etc.) has not yet translated into a clear vision for school improvement.
	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	• Whereas some students expressed feeling safe at the school during focus group discussions, all students (100%) were observed to be physically safe in their classroom during observations. • Students express that they have at least one adult in the building that they feel like is an advocate for them; and all students were observed to be emotionally safe in their classroom and positively supported by an adult during observations. • Students report that although teachers at the school are generally great, there is a lack of consistency and longevity in the teaching staff, signaling a difficulty in establishing deeper adult-student relationships. • The current practices for behavior management and student support are not consistent between teachers and some students report instances of inequity. • Students suggest that discipline policies, especially as it relates to cell phone use, are not applied equitably; noting that some

Focus on Instruction, continued.				teachers don't mind if students use phones while others are hyper-focused on enforcing strict cell phone rules.
				● There have been efforts to increase the number of advisory sessions in the morning to connect students to staff, but competing priorities have made scheduling a challenge.
				   ○ There is a lack of consistency in the number of sessions for each advisory on a weekly basis.
				   ○ Some advisory sessions start and stop at varying times.
				   ○ The intent was for AC Prep students to be in one of five advisories, but that is reportedly not happening.
				● Students enjoy the sports offerings at the school and mention gaining more experiences in building teacher-student relationships via other extracurricular activities (e.g., E-sports, STEM club, gardening club, freshman club).
				● A team of staff members and students planned a homecoming dance in order to engage more students and improve teacher-student relationships.
				● Teachers and support staff note that counselor capacity is mostly dedicated to academics and tracking credits and graduation data which leaves less time to provide students with social and emotional support; however, there is a social worker and a Communities in Schools (CIS) specialist in place to provide additional support.
				● Some AC Prep students express difficulty in the classroom as a result of non-AC Prep students being loud during lessons, which hinders learning time.
				● Some teachers report that some policies are enforced with varying degrees of intensity. For example, there was reportedly a schoolwide focus on hall freezes; then, as months passed, there were no hall freezes.
				● Monthly Harambees are intended to build culture and teacher-student relationships; however, this has not yet translated into noticeable shifts for teachers or students.
				● The newly developed Ma'at Council is designed to provide AC Prep students with opportunities to partner with school leadership.

| 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 | There are weekly scheduled meetings on Wednesdays that provide staff with an opportunity to learn about school/district updates and new initiatives. Some of this time is also dedicated to department-level planning. Some teachers report that current PD offerings do not have a clear through-line to address teacher needs, noting that some PD focuses on broad goals such as improving test results and making progress toward implementing restorative justice (RJ) practices. Some teachers report that current PD offerings revolve around discussion of values rather than action-oriented work. There are weekly walkthroughs that meet the district's observation requirements. Some teachers report that the feedback from walkthroughs helps uncover blind spots in teacher practice and instruction. Some teachers report that the feedback helps raise awareness on how to support specific student subgroups. Teachers share—and leaders confirm—that the number of monthly walkthroughs has decreased from the first two semesters to now, which allows for more valuable feedback. The teacher evaluation and observation follow-up process is not yet representative of teacher needs and processing styles. Development support for SPED teachers at the district level includes crisis behavior management and instructional strategies. |
| | **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 | 1: Somewhat Meets | Though there are scheduled staff meetings and team time (e.g., departmental meetings and AC Prep team meetings), there are not yet consistent, coordinated peer to peer opportunities. Teachers note that PLCs often take place on an inconsistent basis; however, this has improved recently as testing windows approach. Teachers report that the structure and expectations of PLCs are unclear with one notable exception, the Grad Lab PLC, which is |

| Focus on Instruction, continued. | thinking skills; these teams receive high-quality feedback and enjoy a trusting culture that includes open and constructive dialogue. | | a new structure this school year.
○ The Grad Lab is a district initiative; representatives from all KCPS high schools come together once per month to discuss graduation data.
● Whereas the PLC structure is relatively new, and school leadership believes that PLCs could help the school improve, staff express competing time priorities (testing, sporting events, etc.) limit opportunities to fully execute PLCs.
● Teachers of tested subjects have common plan time; however, some teachers report that AC Prep meetings often conflict with other core content meetings. So, AC Prep teachers have to choose which to attend. |
| | *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 | ● The school uses available district curricular resources, but staff express concerns that these resources are not consistently aligned to standards and assessments. Staff share that they often spend time piecing together materials from multiple sources and they are using Engage NY and i-Ready.
● Students take assessments such as i-Ready, the Achievement Series, MAP, and teacher-developed common formative assessments.
● Staff report that there is misalignment in the scope and sequence of curriculum and the assessments students take, naming social studies as a particular area of need. Teachers indicate that this misalignment leads to data that is not accurate or helpful in providing support to students.
● Students and teachers express a desire to have more inclusive curricular materials that are responsive to student culture; in particular, some students wonder, "When are we going to talk about us? When are we going to talk about Africa?"
● There is not yet a coherent course continuum for AC Prep, so there is no true program-specific curriculum. Some teachers express desire to assist in the curriculum development process.
● African drumming and African dance are two electives offered as part of the AC Prep program; however, AC Prep students are not required to take these classes. Other Southeast HS students can take these classes as well. |

Focus on Instruction, continued.			• There are limited curricular differentiations between Southeast HS and AC Prep:
			   ○ Graduation requirements are the same for all students.
			   ○ There is an African Seminar class and an African History class that are intended for AC Prep students exclusively.
			• There is a SOAR (Successful Opportunities to Accelerate and Recover) lab for students to take online classes to make up work.

	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.
		1: Somewhat Meets	• There is a PST that supports students identified with the highest need. Interventions are set for these students and monitored by the school.
			   ○ This is a relatively new initiative in the district.
			   ○ Team consists of an AP, counselors, and a social worker.
			   ○ The PST discusses data, reaches out to families to discuss issues with the teachers who recommend students to the PST in order to develop a support plan that meets student needs.
			• Although teachers report conducting common formative assessments (CFAs), a majority of teachers share that post-test data is not useful because of curricular misalignment. As a result, there are not clear structures in place to use this data to drive instructional decisions.
			• Staff share that teachers can provide intervention through iReady, but that most intervention happens in the classroom.
			• The school has a reading and math interventionist.
			• Staff share that attempts to implement RTI this year have been unsuccessful, due to schedule challenges (e.g., trying to fit RTI into advisory), unclear processes for student grouping, and a general lack of time to reteach.
			• Staff share that students who are doing well go to enrichment during RTI time, but do not articulate what enrichment entails.
			• Some teachers report that missing and broken laptops can inhibit full implementation of interventions.
			• It is not evident that student data is disaggregated to identify trends among specific subgroups.

Focus on Instruction, continued.	**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.	1: Somewhat Meets	• Some teachers report that there is no common definition of rigor at the school. • Both Southeast HS and AC Prep students indicate that their classes are not particularly challenging, suggesting that they spend too much time on content they have already experienced. • Students share that the low attendance of their peers has an impact on the learning environment and the structure of their classes. • In most classrooms observed (~83%), less than half of the students interact with each other and their teacher. • During classroom observations, approximately 50%-70% of students are engaged with the learning process, tasks, and materials. • Student learning objectives are clear and grade-level appropriate in the majority of classrooms observed; sample objectives include "analyze"/"infer"/"why" language. • Student learning tasks are grade-level appropriate and standards aligned in the majority of classrooms observed. • Some students shared that they feel challenged by a few select teachers, although many expressed that courses generally were not challenging enough. • There is limited evidence of the AC Prep theme in classroom instruction. Wall decorations, painting, symbols, and posters are visible in some school spaces.

	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	• Students who require SPED support are identified, tested and provided with the required IEP minutes.
			• There are not many ELL students, but teachers report a high number of SPED students needing support.
			• There are two models of support for SPED students: direct instruction and co-teaching.
			   ○ Teachers report that a lot of SPED students could benefit from direct instruction, but there is a cap on the number of SPED students a teacher can have; staffing issues make providing this support difficult.
			   ○ Some teachers report that students could benefit from pull-out support, but that it is not common practice at the high school level.

Focus on Instruction, continued.			- Some teachers report that the distribution of SPED students is inconsistent. In one example, teachers highlight that in some classes, there may be only one SPED student while in others there may be 15 SPED students. They share this is often a result of scheduling challenges. - Staff support students with IEPs by checking in with them on their grades and monitoring academic progress.

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 ILT in place, including: - Dean of Academics and Assessment - Dean of Culture and Climate - VP, over the freshman class - Instructional Coach/math interventionist - Library and Media Specialist - ILT supports teachers to focus on rewriting and aligning curriculum and assessments. - Staff share that behavior management impacts ILT members' ability to effectively support teacher development. - However, staff are not sure who takes ownership for leading and managing performance of school improvement priorities. - Staff share that the wide range of school priorities leads to a lack of clarity around how these efforts drive the improvement of instruction. - Although attendance and behavior are in the forefront, school priorities are not yet connected to high quality instruction. - Curriculum for the AC program is still in the development stages and staffing for courses not yet defined. This area is not yet tended to by the ILT.

Collective Responsibility, continued.	**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. 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.	1: Somewhat Meets	● Some staff share the belief that students can learn at high levels, while others see behavior as a challenge. ● The consistent shift in staff and class structure has negatively impacted student trust in school and teaching structure. ● Opportunities for teacher-teacher interactions are reportedly limited outside of the relatively new PLC structure, and many share that they work in silos. ● Teachers share that they are burnt out from dealing with behavior issues. ● The high teacher turnover has created some gaps in teacher to teacher communication and trust. ● Although some teachers highlight ways that they support students under their care in individual classrooms, there is a lack of evidence to show how teachers demonstrate collective responsibility for student learning in the school as a whole. ● Students share that classes are not consistently challenging, but they do believe there is at least one adult who can advocate for them.

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.	2: Mostly Meets	● As a comprehensive school, Southeast HS follows the state Title I planning process. ● School leadership and a staff team, including teachers across grade-levels and content areas and parent representatives, conducted a needs assessment last year to inform their plan development. ● The plan also indicates that district staff also supported the planning process, including the Federal Programs Supervisor and Budget office. ● After identifying needs in the plan template, the school team develops no more than 3 priorities for improvement, informed by district academic performance goals. ● Teachers report uncertainty about what is in the plan and who all is involved in plan development.

| Planning, continued. | **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. | 2: Mostly Meets | The school uses the state's Schoolwide Title I Plan for Improvement/ Accountability Plan as the school improvement plan. The plan includes SMART goals, rationale/data indicating the need, and multiple strategies for improvement towards each goal. The plan also includes action steps, timelines and milestones (30-day, 90-day, and long-term), persons responsible, and needed resources. The majority of staff are unable to articulate plan priorities/strategies. |

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?*	1: Somewhat Meets	- School leadership shares that they monitor the plan monthly in a meeting with all comprehensive schools in the district, with support from state representatives. - Additionally, state representatives come on-site every other month to meet with the full admin team (principal, academic dean, vice principals, associate principal of AC Prep program). - It is unclear how plan goals and progress are communicated to staff. - Teachers report that there are frequent changes to school priorities, and there is a lack of clarity among teachers about how these changes relate to highlighted school priorities.

| Performance Management, continued. | **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 | The attendance team meets every other week on Wednesdays to pull data and review growth and struggle areas. The school established a points-based incentive system to improve attendance; this system is monitored by the CIS coordinator. The school tracks student referral data as a gauge of culture and climate. Whereas there is evidence of teams monitoring individual student data; there is less discussion about looking at data schoolwide. Staff share examples of students enrolled in classes they have already passed, which they share can take months to resolve and hinders the monitoring of on-track to graduate indicators. At the beginning of the 2019-20 school year, on-track for graduation data was monitored in advisory; now advisory has shifted, and it doesn't happen as often. The two school counselors are responsible for monitoring on-track data and keeping students informed about their GPA status. Students indicate that they track progress toward graduation by reviewing their credits with their counselors once per semester; they can also track individual class progress through the Tyler SIS portal. The school administers surveys three times per year to understand the student perspective through qualitative data. Survey topics include the extent to which students enjoy coming to school and how students respond to conflict. ISS and attendance data is tracked by the RJ team. |

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.	0: Not Meeting	- There is a Communities In Schools (CIS) Coordinator (outside contractor) that supports in student engagement and social development. - Leads dance, student council and mentoring - Coordinator also supports and collaborates with the PST and connects with students regarding attendance - Resources for families are on a district level and range from basic necessities to relocation for homeless students. - Staff share limited interactions with families and describe their engagement to be low/not existent. - There is a parent advisory board in place to get parents more involved. Teachers note that many parents have limited access to transportation, which makes engagement in the advisory board difficult. - It is unclear if this advisory board is positioned to provide input that drives school decisions. - Multiple attempts to connect with families for their perspective on engagement for this review were unsuccessful.
	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.	1: Somewhat Meets	- Current resources available to students include: - Jobs Across America for Graduates (JAAG) - Elevate KC, for mentoring - The school is making plans to get AVID programming off the ground to support college and career readiness initiatives. - The Missouri College Advisors program provides an advisor to the school to help improve the graduation rate; students also receive ACT prep support. School counselors meet with the college advisor approximately quarterly. - The RJ initiative was one highly reviewed by students—some shared their understanding of its intent/purpose, while others highlighted its ineffectiveness in helping students resolve issues. - The Penn Valley program allows students to enroll in college courses after their sophomore year, but it is unclear who has access to it.

Partnering, continued.	<table><tr><td></td><td></td><td> 2020 Leadership is non-profit leadership program that provides training and services to students; students apply, get support, and complete a project (e.g., developing a clothing boutique). - There is no clear evidence of schoolwide reviews of partnerships and their effectiveness to support student success. - The school has partnered with UMKC to conduct a two-year qualitative study, which includes teacher and student voices. </td></tr></table>

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.	0: Not Meeting	● Staff express a desire for prioritization of and more timely information on new district initiatives to ensure alignment to school needs and sufficient planning time (e.g., did not learn about intervention and RTI requirements until summer, which made scheduling a challenge). ● Staff share that it often feels like there are too many new priorities handed down from the district without time to go deep into one (e.g., last year a focus on PLCs, and this year RTI, PSTs, and AVID were added); there is a desire to go deep on PLCs and AVID before taking on additional priorities. ● Some staff share that district initiatives can feel one-size fits all, especially for the high school level (e.g., iReady, daily RTI in a 7-hour secondary schedule, etc.). ● Staff and students have identified a need for more ACT support to help more students access college and other postsecondary options. ● Staff share that some district personnel are very visible in the school, providing feedback and acting as an accountability partner. ● Staff are unclear what the district's vision is for the AC Prep program and what that means for the Southeast High School. Also, while signature schools receive signature funds, staff believe AC Prep funds are limited.

| Conditions, continued. | **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-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. | 1: Somewhat Meets | ● Staff share that as a comprehensive turnaround school, Southeast HS receives limited autonomy and would benefit from more flexibility to focus on efforts that align to school needs.
● Principals can select candidates from the district- vetted teacher pool. Though, staff share that it often feels like a fight for teachers, especially in Math and Science.
● Staff share that at the school-level, they do not have the ability to see all administrator candidates that apply for an opening and that they are given a few to choose from. Additionally, staff express a desire to see more candidates of color in the administrator and staff pools.
● Staff highlight limited ability to utilize different staff configurations and work assignments. For example, district-mandated interventionists predominantly support 9th grade, which is approximately one-fourth of the student population; school leaders would like to spread support across all grade levels and customize support at the upper grades.
● Staff share that teacher PD days have increased this year, but there are still limitations with schedules (e.g., ability to provide PLC time and support staff development activities).
● Staff highlight examples of adjusting the school-day schedule mid-year to try to implement the district's RTI model.
● Staff express having limited flexibility with the school budget, as funds are allocated based on the district requirements and current priorities (e.g., reading and math intervention, AVID, etc.).
● Staff share a need for flexibility to redesign the AC Prep program at Southeast High School to move towards becoming a true school within a school model. |

Conditions, continued.	**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.	0: Not Meeting	- There are three main requirements for AC Prep enrollment: 2.5 or higher cumulative GPA - Attendance rate of 80% or higher - No Class 3 or Class 4 discipline infractions - Staff report that, at times, students are placed in the AC Prep program although they do not meet program requirements. - Staff report an inability to demit students at semester break. - On the positive side, this gives students more time to get on track academically. - On the negative side, this gives students more time to fall behind academically, when they might be better served in another environment. - It is difficult for staff to track exactly how many students are in the AC Prep program; any students zoned to another school that are at Southeast HS are assigned to AC prep; - Staff are still trying to streamline the application process. - Some students don't know if they are AC prep or not; some say they found out at their first Harambee. - Collaboration with AC Prep Lower is limited, but efforts have been made to increase the interactions. - Some students visited the lower school to help with a Kwanzaa event; these are students who had been performing well academically. Staff express a desire to strengthen the bonds between schools. - Staff and students note that the theme of the program at the lower school is clearer with its direction and focus. - Staff share that while the student experience at AC Prep Lower is great, there are a lot of students who don't end up coming to the upper school because the school within a school model at Southeast HS has been neglected at a district level. - Staff express a desire to increase and enhance communication to parents. - With the current district messaging system, messages reportedly cannot go to students specifically coded to AC Prep—they go out to the whole school (RoboCalling). - Staff have petitioned district personnel about how to get separation of students/parents for targeted communication.

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	● Staff share that school leadership is supportive and trusting and provides coaching support. ● Staff share the need to have a streamlined process to receive information, priorities and consistency in timelines. ○ Teachers report that the first two semesters included many changes and initiatives that are no longer active in the 3rd semester. ● Some staff share that there's a feeling of "What is our direction? Where are we going?" ● The principal's efforts to increase and monitor attendance via data/celebratory practices is evident and recognized by both staff and students.
	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	● Some staff believe the principal models and set expectations for staff. ● Staff report that changes in plans and priorities makes it hard to focus on any particular strategies. ● Staff report that expectations for their work are unclear and perceive that they are not consistently held accountable for the success of all students. ● Staff share that the AC prep associate principal is working to bring the AC Prep program back to life.
	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	1: Somewhat Meets	● School leadership is able to hire from a pool vetted by the district. ● There is a desire to have effective teachers teaching tested areas; also, there is a preference to keep effective teachers in specific grades (e.g., ENG 12) to ensure students leave high school on a strong note. ● Some staff share that there is a lack of clarity on how staff are assigned and/or why/how they received a particular assignment. ● There is some concern among staff that, if teachers don't get to teach what they want, there are other options for them, and they may actually leave the school.

SOUTHEAST HIGH SCHOOL AND AFRICAN-CENTERED COLLEGE PREPARATORY ACADEMY
KCPS School Reviews, School Readiness Assessment Final Report, Updated April 2020 | 31

| Leadership, continued. | accurate and specific feedback through the evaluation process. Principal is intentional about retaining high-performing staff and designing and implementing staff succession plans. | | The teacher transfer window runs from November to February, so the school does not know if there will be vacancies until March, which makes staffing difficult. Teacher turnover is high at the school; there were reportedly 19 vacancies this school year. Last year, there was a full-time sub in two out of three math classes. Although staff express that support roles in the school are clear, it is not clear how these roles all work together to drive school improvement. Staff report the school leadership develops a strong pipeline of leaders, some of whom have gone on to lead other schools. Teachers report having received approximately 15 evaluations this school year (to date); walkthroughs are conducted by school administrators. Teachers report that inconsistencies in who is conducting walkthrough leads to gaps in understanding for the reviewing administrator; that is, when a teacher receives an evaluation from one administrator and then a different administrator, there are things that the second administrator might miss that the first one had been tracking. Some teachers report that evaluations are most helpful when conducted by the administrator who is typically responsible for overseeing the work of their department. Some teachers report that the feedback provided by school leadership is important to highlight great practices and gaps in teacher performance. |
| | **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 | It is unclear how resources (e.g., budget, time, staff) for Southeast HS and AC Prep are allocated and maximized to support the needs of the school at large and the AC Prep program. While AC Prep receives some signature school funding, a majority of staff do not know how these funds are used. Staff share that scheduling has changed mid-year to increase RTI time, but share that RTI has been a challenge and is not yet happening smoothly. Additionally, this has resulted in less student advisory time. |

SOUTHEAST HIGH SCHOOL AND AFRICAN-CENTERED COLLEGE PREPARATORY ACADEMY
KCPS School Reviews, School Readiness Assessment Final Report, Updated April 2020 | 32

| Leadership, continued. | | | The school contracts with a CIS coordinator, who helps students with both academic and hygiene needs, providing toothbrushes, deodorant, and school supplies. Whereas school leadership is able to direct resources to create new positions such as the Dean of Culture and Climate, the extent to which school leadership is adept and creative at maximizing resources to meet the needs of all students and accomplish school goals is unclear to staff. |