

Kalamazoo Public Schools Mid-Year Report for KPS BoE - January 20201

Listed below are the goals from the KPS Extended Continuity of Learning Plan. The response in blue is an update for the mid-year report.

For the 2020-2021 school year, KPS will have the following goals:

1. Of the students enrolled, 75% of the students will make two academic contacts per week. Contacts include two-way communication on academics through synchronous lessons, asynchronous lessons, phone calls, text messages, and home visits with COVID-19 protocols.

This goal will be reported monthly to the KPS Board of Education.

Kalamazoo Public Schools continues to meet this goal. Every week, the percentage of students with two academic contacts per week has been between 88.28% to 91.76%. Teachers, staff, and administrators work hard to connect all students to learning. Many staff are making numerous phone calls, text messages, and home visits.

2. KPS students in kindergarten through 8th grades (who attend the entire school year) will make academic growth from fall 2020 to spring 2021 on the NWEA-MAP English Language Arts Assessment.

This goal will be reported mid-year and end of the school year to the Board of Education.

3. KPS students in kindergarten through 8th grades (who attend the entire school year) will make academic growth from fall 2020 to spring of 2021 on the NWEA-MAP Mathematics Assessment.

This goal will be reported mid-year and end of the school year to the Board of Education.

For the second two academic goals, students in grades kindergarten through 8th grades took the NWEA assessment in 2020 with scores included in the report. This was the first time that NWEA made remote testing available to schools to use because of COVID. Teachers were trained on how to proctor and monitor the test remotely, and expectations regarding appropriate testing practices were communicated to students and families. Despite these efforts, the fall data have questionable reliability and validity for a variety of reasons, including evidence of adult or older student assistance given to testing students and a much larger percentage of students opting out of exams altogether. Because of the validity issues, we recommend that the fall 2020 aggregate building and district data are

not meaningful and should not be used. Individual student data can be used on a case by case basis if validity is known.

4. The district will survey teachers for instructional needs in the virtual learning environment to determine support in professional development.

This goal will be reported mid-year to the Board of Education.

The Kalamazoo Public Schools teaching staff was surveyed shortly after the school year began (9/21/20-9/27/20) as to what additional supports would be needed to enhance what they learned during back to school professional development and after the first few weeks of remote learning. A total of 414 staff members responded with the following being the top 5 areas of learning:

1. Student engagement and motivation in a remote environment
2. Instructional technology like Google Classroom, Google Meet and other learning apps
3. Trauma informed/culturally responsive teaching strategies
4. Best practices in grading/feedback in a remote learning environment
5. Progress monitoring in a remote learning environment

The Teaching and Learning Services Department as well as the Student Services Department has directed professional development thus far this year to the topics requested above. (Sue/Dr. Rita See examples of teacher professional development [here](#).)

5. The district will provide added monthly staff learning opportunities through scheduled Professional Learning Communities (PLCs) to support teachers with remote learning to support students and families while in remote learning.

This goal will be reported mid-year and end of year to the Board of Education.

Professional Learning Communities (PLCs) have been utilized by building and district teams every Wednesday for the duration of our 20/21 school year. These one-hour sessions focus on the four PLC questions and the data that informs working through them:

1. What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?

2. How will we know if they have learned? Are we monitoring each student's learning on a timely basis?
3. What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
4. What will we do if they already know it? Is there a way to extend learning or continue to challenge the students?

Within the three building level PLCs held monthly, principals, lead teachers, department heads, and grade level leads take teams of teachers through the data collection process, analysis steps, and action research necessary to grow student learning for all students.

During district PLCs which occur once a month, district coaches, coordinators, directors or trained lead teachers take teams through a similar process outlined above. In addition to diving deep into one or more of the PLC questions, the district PLC date grows teacher knowledge of the curriculum and tools that can best drive student growth. When available, longitudinal data are visited as well as cross-district practices.

6. The district will implement a new website for improved communication with students, families, and the community as well as a new app to support direct communication with students and families.

This goal will be reported mid-year and end of year to the Board of Education.

KPS launched a new and improved website for the district and every school in early August. The website is user-friendly, is translatable into other languages, and is accessible to those with disabilities. The website design is responsive to any type of device. A custom mobile app is in the final stages of development and will be launched soon. The app will allow parents to engage with their child's academic information, school news, alerts, calendars, and many other resources from their phone or other digital devices. KPS also added an e-flyer platform called Peachjar to connect our families to school and community events through email and website links. Peachjar will also be embedded in the custom mobile app.