

**Academic Systems Review
of the
Lee's Summit R-7 School District
Lee's Summit, Missouri**



Kindergarten - Richardson



**Curriculum Management Solutions, Inc.
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December 2016

Academic Systems Review
of the
LEE'S SUMMIT R-7 SCHOOL DISTRICT
Lee's Summit, Missouri

Curriculum Management Solutions, Inc.
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Academic Systems Review

of the

Lee's Summit R-7 School District

Lee's Summit, Missouri

I. INTRODUCTION

This document constitutes the final report of an Academic Systems Review of the Lee's Summit R-7 School District. The review was commissioned by the Lee's Summit R-7 School District Board of Education/Governing Authority within the scope of its policy-making authority. It was conducted during the time period of September 12-17, 2016. Document analysis was performed off site, as was the detailed analysis of findings and site visit data.

An Academic Systems Review is designed to reveal the extent to which officials and professional staff of a school district have developed and implemented a sound, valid, and operational system of curriculum management. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. When such a system is fully operational, it assures the district taxpayers that their fiscal support is optimized under the conditions in which the school district functions.

Background

The 117-square mile Lee's Summit R-7 School District is located in the southeast portion of the Kansas City metropolitan area. The district serves the communities of Lee's Summit, Greenwood, Lake Lotawana, and Lake Winnebago, as well as unincorporated areas of eastern Jackson County and a small portion of Blue Springs and Kansas City municipalities. The Lee's Summit R-7 School District has gained an annual average of 345 new students since 1990, with enrollment for 2016-17 at 18,509.

The district currently includes 18 elementary schools, three middle schools, three high schools, an alternative secondary school, a secondary technology academy, an early education center, and a special-education day-treatment center. The R-7 School District has won Missouri's Distinction in Performance Award, the state's highest recognition for academic achievement. The district exceeded the criteria for this prestigious award by earning a perfect score on the Missouri performance indicators every year since the program began. Lee's Summit was recently featured in BusinessWeek magazine as Missouri's "Best Place in America to Raise Kids."

Mission and Vision

The mission, vision, and commitment statements of Lee's Summit R-7 School district are outlined in the strategic plan.

The Mission of LSR7 is: We prepare each student for success in life.

The vision of LSR7 is stated as follows:

- Lee's Summit R-7 is an exemplary school district, graduating students who are college and career ready with the competitive advantage necessary to be successful.
- Lee's Summit R-7 reflects a culture of respect and acceptance. Collaboration is an expectation that fosters mutual understanding and a focus on student achievement and staff development.
- Lee's Summit R-7 encourages innovation and creativity, recognizing student learning as our fundamental purpose.

The district commits to:

- Engaging students in research-based programs in a technology-rich environment.

- Embracing open, honest two-way communication.
- Promoting continuous improvement through data-driven decision-making.
- Sustaining positive relationships among students, staff, families and community members.
- Ensuring a rigorous and relevant learning experience that leads to success for each student.
- Partnering with students in identifying and achieving their learning goals.
- Continuing a safe and caring environment.

R-7 Comprehensive School Improvement Plan for 2016-21

The Lee's Summit R-7 *Comprehensive School Improvement Plan* or CSIP provides a guide for the school district with its major emphasis on student achievement. It is developed by a community team and approved by the Board of Education. The CSIP focuses on five areas—governance; student performance; highly qualified staff; facilities, support and instructional resources; and parent and community involvement. The five-year plan includes a number of components to enhance accountability and is also part of the district's evaluation process through the State of Missouri.

District History

The Lee's Summit School District was reorganized in 1949 when 16 rural elementary districts combined with the Greenwood School District and the Lee's Summit City School District. These rural districts included High Mound, Cedar Hill, Hazel Grove, Maple Grove, Colbern, Lone Oak, Oakland, Cyclone, Center Point, Wright, Tennyson, Woodland, Hazel Dell, Tarsney, and Mason. In 1949, the school district totaled a little over 1,200 students. Today, 18,509 students attend LSR7 schools. Reorganized School District No. 7—more commonly known as the Lee's Summit R-7 District—now includes 18 elementary schools, three middle schools, three high schools, the Summit Ridge Academy (alternative school), Great Beginnings Early Education Center, and Summit Technology Academy. A brief history of each school listed alphabetically follows:

Elementary Schools

- Cedar Creek Elementary School, located on the district's far west side, opened in fall 1997 as a "first-phase" school. The school was funded by an April 1996 Proposition C issue, which was approved by voters. A second phase was completed during the 1998-99 school year.
- Greenwood Elementary School, located in the city of Greenwood in the district's far southern portion, was one of several schools already in existence when the district reorganized in 1949. The original building was constructed as a high school and grammar school. The original building was built in 1910, and additions were completed in 1965 and 1978. A 2002 bond issue funded an addition and renovation.
- Hawthorn Hill Elementary School opened in fall 2001 and serves the southwest side of the district. It was funded by a 1999 voter-approved bond issue. The school is named after the Missouri state flower and is located on a small hill.
- Hazel Grove Elementary is located on the district's northwest side and sits next to Unity Village. The school was built in 1940 on land donated by Unity. A new wing was added in 1951, and a 1999 bond issue funded an addition at the school.
- Highland Park Elementary School opened in fall 1998. It is located near what was once known as the Highland Farm, owned by Milton Thompson. Highland Park was funded by a 1996 voter-approved Prop. C issue.
- Lee's Summit Elementary School is located in downtown Lee's Summit and is one of the district's most historic schools. It sits on the site of the 1907 Lee's Summit High School building. This same location was also once home to an elementary school built in 1922. The current elementary building was constructed in 1955, and additions were built in 1955 and 1958. A 2002 bond issue funded an addition and renovation at the school.

- Longview Farm Elementary School, located on Lee's Summit's far west side, opened in fall 2005. It is located in a renovated Longview Show Horse Arena on the historic Longview Farm. Thanks to an agreement involving a local developer and the City of Lee's Summit, Gale Communities provided approximately 28 percent of the school's cost. The school's construction process included efforts to preserve and restore historic attributes of the original structure. Also included is a major addition built to resemble the original facility.
- Mason Elementary School is located on the district's far eastern side just north of Lake Lotawana, an older lake community. The original Mason building was constructed in 1942 with additions built in 1951, 1956, 1965, and 1978. A large addition was completed in 2000.
- Meadow Lane Elementary School is located just north of downtown Lee's Summit. When Meadow Lane opened in 1972, it was almost completely surrounded by farms. Since then, this farm land has been converted into residential neighborhoods. A 2004 bond issue funded renovation and a major addition to this school.
- Pleasant Lea Elementary School shares a site with Pleasant Lea Middle School and is southwest of downtown Lee's Summit. It was built in 1966 and is located near the district's highest point or "summit." A major addition was completed in 2000, and the 2002 bond issue funded a kitchen/cafeteria addition.
- Prairie View Elementary School is the largest elementary school in the district and also one of the largest in the state. The school is located on Lee's Summit's east side. The original Prairie View building opened in 1980, and two additions were added in 1985 and 1987. The 1987 addition doubled the building's size.
- Richardson Elementary School is one of two "first-phase" elementary schools opened in fall 1993. Both Richardson and Trailridge elementary schools opened second phases in 1994. Richardson is located on Lee's Summit's east side and is named after a Lee's Summit family.
- Summit Pointe Elementary School opened in fall 2007. Summit Pointe is located in the southwest corner of the school district. It is the district's 17th elementary school.
- Sunset Valley Elementary School, the district's newest school, opened in August 2009. It is located in the southeast portion of the school district and is funded by an April 2008 no-tax-increase bond issue.
- Trailridge Elementary School opened its first phase in 1993 and its second phase in 1994. A 1995 bond issue funded the completion of eight additional classrooms at the new school. It is located in southern Lee's Summit, near the city of Greenwood.
- Underwood Elementary School opened in 1991. It is named after Dr. William Joseph Underwood, former assistant superintendent. Dr. Underwood retired from the school district in 1976 and remained active in the community and the schools until his death in 1999. Underwood Elementary is located in northern Lee's Summit and shares a site with Bernard Campbell Middle School.
- Westview Elementary School is located on Lee's Summit's west side and is visible from Highway 50. The school opened in 1956 on what was then considered the city's west side. Growth has since moved the west side several more miles to the west, and Westview is now more accurately located near the center of town. The April 2002 bond issue funded a new gymnasium addition and renovation to the school.
- Woodland Elementary School opened in fall 2001 and is located on the southeast side of the school district. It is named after Woodland Elementary, an old one-room schoolhouse located around one mile south of the new school. The old schoolhouse served students through eighth grade and closed about the time of the school district's reorganization in 1949.

Middle Schools

- Bernard C. Campbell Middle School, the district's second middle school, opened in 1992. The school is named after the district superintendent who served from 1943 through 1980. Dr. Campbell guided the district through reorganization in 1949 and was instrumental in establishing the district's tradition of excellence. Campbell Middle School shares a site with Underwood Elementary School.
- Pleasant Lea Middle School opened in 1971, and an addition was completed in 1973. The school was renovated during the summers of 1991, 1992, 1993, and 1999. Pleasant Lea Middle and Elementary Schools are named for an early settler of old Lee's Summit—Dr. Pleasant Lea. There is some question about whether he is actually the "Lee" in Lee's Summit. A major addition was funded by the 2004 bond issue.
- Summit Lakes Middle School opened in fall 2000 and is located in southern Lee's Summit, sharing a site with Trailridge Elementary School. It opened as a "first-phase" school, designed with a student capacity of 600. A 2004 bond issue funded the school's second phase, increasing capacity to nearly 1,000 students.

High Schools

- Lee's Summit High School is located near downtown Lee's Summit just off Highway 50's eastern outer road. Building B, located farthest from the highway, houses freshmen and sophomores. It was constructed in 1963. Building A, home to juniors and seniors, was constructed in 1951. This school opened its doors in January 1953, and graduated its first class in June 1953. The Fieldhouse, constructed in 1963-64, and the Performing Arts Center, built in 1979, are located between the two divisions. A major addition, including a lecture hall, was completed during the 2000-01 school year, and a 2002 bond issue funded additional renovation at the school.
- Lee's Summit North High School is located in north central Lee's Summit. It opened in 1995 and is the district's second high school. The school was funded by three voter-approved bond issues, which were passed in 1993, 1994, and 1995. A 500-student addition opened during the 2000-01 school year, bringing the school's student capacity to approximately 2,000.
- Lee's Summit West High School is located in western Lee's Summit. It opened in fall 2004 and is considered a "first-phase" school designed for 1,600 students. As enrollment has increased, an addition was added to bring the school's student capacity to 2,000 students. LSWHS was funded by a no-tax-increase bond issue, approved by voters in spring 2002. A major addition opening in fall 2009 was part of an April 2008 no-tax-increase bond issue.

Specialized Schools

- Summit Ridge Academy is located in a facility that opened in fall 2004. The school building was funded by the 2002 voter-approved bond issue, and it replaced a smaller facility formerly located on the LSHS campus. Summit Ridge Academy opened in 1997 at its original location and was initially called the Lee's Summit Alternative High School. During 2000-01, the school began enrolling middle school students, and the name was changed to Lee's Summit Alternative School. Summit Ridge Academy currently serves grades 7-12 students who need an alternative learning environment to be successful.
- Summit Technology Academy, geared toward preparing students for technology careers, opened in fall 1999. The unique school is located in the former AT&T plant (now known as the Summit Technology Campus). The business provides the space and equipment for the school, and the school district provides the staffing. In addition, Summit Technology Academy is the home of The Missouri Innovation Campus, a unique partnership involving the Lee's Summit R-7 School District, the University of Central Missouri, Metropolitan Community College, and industry-leading businesses.
- Great Beginnings Early Education Center opened during summer 2005 and is located on donated land within Legacy Park in eastern Lee's Summit. It houses the Early Childhood Center program for developmentally delayed and special-needs preschoolers and the Parents As Teachers program for

families with young children. Approximately two-thirds of the funding for this building was raised from contributions through the Lee's Summit Educational Foundation, and the remaining third came from the 2004 no-tax-increase bond issue.

- The district's special education day treatment facility, Miller Park Center, opened in 2009 and is located in downtown Lee's Summit. It houses the district's behavior learning program, which serves students from kindergarten through high school. It also houses a number of Special Services Department employees, including occupational/physical therapists, educational diagnosticians, social workers, behavior/autism specialists, Health Services, as well as instructors for visually impaired students and orientation/mobility. In addition, the R-7 PTA has an office in the Miller Park Center.



Cedar Creek exploration



Highland Park grade 2

Academic Achievements

The R-7 School District places emphasis on providing top quality educational programs that help students reach their academic potential. Standardized testing, including the Missouri Assessment Program, and ACT and SAT tests, reflect achievement well above national and state norms for students district-wide. The school district has met all criteria to earn the state's top designation for academic achievement—accredited with distinction.

Students from elementary through high school regularly qualify and win competitions at the district and state level in such areas as math, science, foreign language, social studies, language arts, industrial arts, technology, robotics, and business.

Academic honor rolls are maintained throughout all grades to underscore the importance placed on academic achievement. More than 500 high school students are recognized annually for outstanding academic achievement during the schools' traditional Achievement Awards Ceremonies. During the reviewers' visit to LSR7 it was announced that Summit Technology Academy had earned recognition as a 21st Century Learning Exemplar School.

The high school graduation rate is 93.3 percent, and of the high schools' graduates, approximately 84 percent attend college.

Superintendent Tenure

Over the past 10 years the district's top leadership has been stable with Dr. David McGehee serving as superintendent until the spring of 2016. Since that time Dr. Brent Blevins served as Acting Superintendent along with continuing his role as Deputy Superintendent of Operations until the appointment of Dr. David Benson as Interim Superintendent in September 2016. The governing board is conducting a search for the next superintendent with a goal of having an appointment by July 2017.

Governance Structure

The Lee's Summit R-7 School District is governed by a seven-person board of education elected by voters residing within the district's boundaries to serve staggered three-year terms. [Exhibit 0.1](#) provides LSR7 Board of Education membership for the past two decades:

Exhibit 0.1

History of Board of Education Membership and Terms of Service Lee's Summit R-7 School District September 2016

Board of Education Member	Term of Board Service
Julie Doane, Current Member	2015-2018
Adam Rutherford, Current Vice President	2015-2018
Bill Baird, Current Member	2014-2017
Bob White, Current President	2013-2019
Phyllis Balagna, Current Member	2012-2019
Terri Harmon, Current Member	2011-2017
Chris Storms, Current Member	2011-2017
Ron Baker	2009-2015
Jack Wiley	2005-2014
Gene Brixey	2004-2013
Michael Dodig	2004-2011
Jon Plaas	2002-2011
Annette Braam	2002-2005, 2010-2012
Patricia Buie	2000-2015
Jeff Tindle	1999-2011
Manne Magady	1997-2009

As can be seen in [Exhibit 0.1](#), board membership has been relatively stable over the past 19 years. Seven former members served two terms, three members served three terms, and two former members served four terms.

Academic Systems Review Background and Scope of Work

The Academic Systems Review is a process based on the CMSi Curriculum Audit™ that was developed by Dr. Fenwick W. English and first implemented in 1979 in the Columbus Public Schools, Ohio. The audit is based upon generally-accepted concepts pertaining to effective instruction and curricular design and delivery, some of which have been popularly referred to as the “effective schools research.”

A CMSi Curriculum Audit™ is an independent examination of three data sources: documents, interviews, and site visits. These are gathered and triangulated, or corroborated, to reveal the extent to which a school district is meeting its goals and objectives, whether they are internally or externally developed or imposed. The Academic Systems Review followed the same approach and criteria represented in the Curriculum Management Improvement Model (CMIM). A public report is issued as the final phase of the review process.

The Curriculum Management Improvement Model's scope is centered on curriculum and instruction, and any aspect of operations of a school system that enhances or hinders its design and/or delivery. This review is an intensive, focused, “postholed” look at how well a school system such as Lee's Summit R-7 School District has been able to set valid directions for pupil accomplishment and well-being, concentrate its resources to accomplish those directions, and improve its performance, however contextually defined or measured, over time.

The Curriculum Management Improvement Model does not examine any aspect of school system operations unless it pertains to the design and delivery of curriculum. For example, reviewers would not examine the cafeteria function unless students were going hungry and, therefore, were not learning. It would not examine vehicle maintenance charts, unless buses continually broke down and children could not get to school to engage in the learning process. It would not be concerned with custodial matters, unless schools were observed to be unclean and unsafe for children to be taught.

The Curriculum Management Improvement Model centers its focus on the main business of schools: teaching, curriculum, and learning. Its contingency focus is based upon data gathered during the review that impinges negatively or positively on its primary focus. These data are reported along with the main findings of the review.

In some cases, ancillary findings in an Academic Systems Review are so interconnected with the capability of a school system to attain its central objectives, that they become major, interactive forces, which, if not addressed, will severely compromise the ability of the school system to be successful with its students.

CMSi Curriculum Audits™ and related System and Program Reviews have been performed in over 500 school systems in more than 47 states, the District of Columbia, and several other countries, including Canada, Saudi Arabia, New Zealand, Bangladesh, Malaysia, and Bermuda.

The methodology and assumptions of the Curriculum Management Improvement Model have been reported in the national professional literature for more than a decade, and at a broad spectrum of national education association conventions and seminars, including the American Association of School Administrators (AASA); Association of Supervision and Curriculum Development (ASCD); National Association of Secondary School Principals (NASSP); Association for the Advancement of International Education (AAIE); American Educational Research Association (AERA); National School Boards Association (NSBA); and the National Governors Association (NGA).

This Academic Systems Review was conducted in accordance with a contract between Lee's Summit R-7 School District and Curriculum Management Solutions, inc. All members of the team were certified by Curriculum Management Solutions, Inc.

Reviewers for this Academic Systems Review were:

- Kay Coleman, M.Ed.
- Kelly Cross, Ed.D.
- Brian Ellis, Ed.D.
- Susan Penny Gray, Ph.D.
- Sarah Mitchell, Ed.D.

Biographical information about the reviewers is found in [Appendix A](#).

System Purpose for Conducting the Review

Excellence is the standard for the Lee's Summit School District in a community with high expectations. After reviewing 10 years of summative assessment data compared to four other Kansas City metropolitan schools, consideration was given in the fall of 2015 to having an outside entity conduct a review of the educational program to evaluate if and where curriculum gaps exist. After exploring the option of a curriculum review exclusively, the Instructional Operations Team (IOT), led by Dr. Kevin Daniel, came to the realization it would be more effective to have a comprehensive review of all instructional operations.

The purpose of the academic systems review is to get meaningful and actionable feedback to allow the district to better position itself for high student achievement that is sustainable moving forward. Additionally, the IOT hopes to respond to emerging needs in a community that, like all communities, is experiencing a change in demographics and student achievement results in a few, but noticeable, content areas that have either flat-lined or dipped over the last five to seven years.

Approach of the Review

The Curriculum Management Improvement Model, upon which the Academic Systems Review is based, has established itself as a process of integrity and candor in assessing public school districts. It has been presented as evidence in state and federal litigation concerning matters of school finance, general resource managerial effectiveness, and school desegregation efforts in Kansas, Kentucky, New Jersey, and South Carolina. The model served as an important data source in state-directed takeovers of school systems in New Jersey and Kentucky. The Curriculum Management Improvement Model has become recognized internationally as an important, viable, and valid tool for the improvement of educational institutions and for the improvement of curriculum design and delivery.

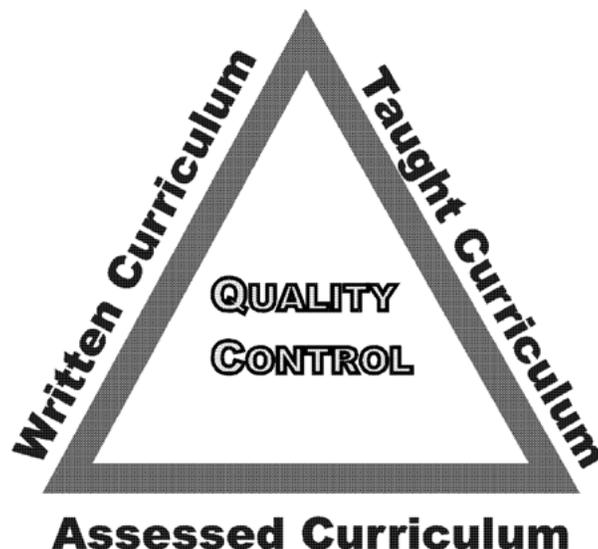
The Curriculum Management Improvement Model represents a “systems” approach to educational improvement; that is, it considers the system as a whole rather than a collection of separate, discrete parts. The interrelationships of system components and their impact on overall quality of the organization in accomplishing its purposes are examined in order to “close the loop” in curriculum and instructional improvement.

II. METHODOLOGY

The Model for the Academic Systems Review

The quality control schematic for the Curriculum Management Improvement Model is shown in the schematic below. The model has been published widely in the national professional literature, including the best-selling book, *The Curriculum Management Audit: Improving School Quality* (1995, Frase, English, Poston).

A Schematic View of Curricular Quality Control



General quality control assumes that at least three elements must be present in any organizational and work-related situation for it to be functional and capable of being improved over time. These are: (1) a work standard, goal/objective, or operational mission; (2) work directed toward attaining the mission, standard, goal/objective; and (3) feedback (work measurement), which is related to or aligned with the standard, goal/objective, or mission.

When activities are repeated, there is a “learning curve,” i.e., more of the work objectives are achieved within the existing cost parameters. As a result, the organization, or a subunit of an organization, becomes more “productive” at its essential short- or long-range work tasks.

Within the context of an educational system and its governance and operational structure, curricular quality control requires: (1) a written curriculum in some clear and translatable form for application by teachers in classroom or related instructional settings; (2) a taught curriculum, which is shaped by and interactive with the written one; and (3) a tested curriculum, which includes the tasks, concepts, and skills of pupil learning and which is linked to both the taught and written curricula. This model is applicable in any kind of educational work structure typically found in mass public educational systems, and is suitable for any kind of assessment strategy, from norm-referenced standardized tests to more authentic approaches.

The Academic Systems Review assumes that an educational system, as one kind of human work organization, must be responsive to the context in which it functions and in which it receives support for its continuing existence. In the case of public educational systems, the support comes in the form of tax monies from three levels: local, state, and federal.

In return for such support, mass public educational systems are supposed to exhibit characteristics of rationality, i.e., being responsive to the public will as it is expressed in legally constituted bodies such as Congress, state legislatures, and locally elected/appointed boards of education.

In the case of emerging national public school reforms, more and more this responsiveness is assuming a distinctive school-based management focus, which includes parents, teachers, and, in some cases, students.

The ability of schools to be responsive to public expectations, as legally expressed in law and policy, is crucial to their future survival as publicly-supported educational organizations. The Academic Systems Review is one method for ascertaining the extent to which a school system, or subunit thereof, has been responsive to expressed expectations and requirements in this context.

Standards for the Reviewers

The CMSi Curriculum Management Improvement Model is guided by the principles delineated below. These are:

Technical Expertise

CMSi-certified reviewers must have actual experience in conducting the affairs of a school system at all levels reviewed. They must understand the tacit and contextual clues of sound curriculum management.

The Lee's Summit R-7 School District Academic Systems Review Team selected by the Curriculum Management Audit Center included reviewers who have been school superintendents, assistant superintendents, directors, coordinators, principals and assistant principals, as well as elementary and secondary classroom teachers in public educational systems. This review team has vast experience, including conducting 78 reviews and serving on review teams in 23 states and one foreign country.

The Principle of Independence

None of the Academic Systems Review Team members had any vested interest in the findings or recommendations of the Lee's Summit R-7 School District Academic Systems Review. None of the reviewers has or had any working relationship with the individuals who occupied top or middle management positions in the Lee's Summit R-7 School District, nor with any of the past or current members of the Lee's Summit R-7 School District Board of Education.

The Principle of Objectivity

Events and situations that comprise the database for the Academic Systems Review are derived from documents, interviews, and site visits. Findings must be verifiable and grounded in the database, though confidential interview data may not indicate the identity of such sources. Findings must be factually triangulated with two or more sources of data, except when a document is unusually authoritative such as a court judgment, a labor contract signed and approved by all parties to the agreement, approved meeting minutes, which connote the accuracy of the content, or any other document whose verification is self-evident.

Triangulation of documents takes place when the document is requested by the reviewers and is subsequently furnished. Confirmation by a system representative that the document, is in fact, what was requested is a form of triangulation. A final form of triangulation occurs when the review is sent to the superintendent in draft form. If the superintendent or his/her designee(s) does not provide evidence that the review text is inaccurate, or documentation that indicates there are omissions or otherwise factual or content errors, the review is assumed to be triangulated. The superintendent's review is not only a second source of triangulation, but is considered summative triangulation of the entirety of review.

The Principle of Consistency

All CMSi-certified reviewers have used the same standards and basic methods since the initial audit conducted by Dr. Fenwick English in 1979. Reviews are not normative in the sense that one school system is compared to another. School systems, as the units of analysis, are compared to a set of standards and positive/negative discrepancies cited.

The Principle of Materiality

CMSi-certified reviewers have broad implied and discretionary power to focus on and select those findings that they consider most important to describing how the curriculum management system is functioning in a school district, and how that system must improve, expand, delete, or reconfigure various functions to attain an optimum level of performance.

The Principle of Full Disclosure

Reviewers must reveal all relevant information to the users of the review, except in cases where such disclosure would compromise the identity of employees or patrons of the system. Confidentiality is respected in review interviews.

In reporting data derived from site interviews, reviewers may use some descriptive terms that lack a precise quantifiable definition. For example:

“Some school principals said that...”

“Many teachers expressed concern that...”

“There was widespread comment about...”

The basis for these terms is the number of persons in a group or class of persons who were interviewed, as opposed to the total potential number of persons in a category. This is a particularly salient point when not all persons within a category are interviewed. “Many teachers said that...” represents only those interviewed by the reviewers, or who may have responded to a survey, and not “many” of the total group whose views were not sampled, and, therefore, could not be disclosed during an review.

In general, these quantifications may be applied to the principle of full disclosure:

Descriptive Term	General Quantification Range
Some...or a few...	Less than a majority of the group interviewed and less than 30 percent
Many...	Less than a majority, more than 30 percent of a group or class of people interviewed
A majority...	More than 50 percent, less than 75 percent
Most...or widespread	75-89 percent of a group or class of persons interviewed
Nearly all...	90-99 percent of those interviewed in a specific class or group of persons
All or everyone...	100 percent of all persons interviewed within a similar group, job, or class

It should be noted for purposes of full disclosure that some groups within a school district are almost always interviewed in toto. The reason is that the review is focused on management and those people who have policy and managerial responsibilities for the overall performance of the system as a system. In all reviews an attempt is made to interview every member of the board of education and all top administrative officers, all principals, and the executive board of the teachers’ association or union. While teachers and parents are interviewed, they are considered in a status different from those who have system-wide responsibilities for a district’s operations. Students are rarely interviewed unless the system has made a specific request in this regard.

Interviewed Representatives of the Lee’s Summit R-7 School District

Interim Superintendent	Associate and Deputy Superintendent
Assistant Superintendents	Executive Directors and Directors
All Principals	Assistant Principals
Teachers	Students (during site visits)
Board of Education Members	Parents (Voluntary and Self-Referrred)
Community Members	

The reviewers conducted 345 interviews with individuals and groups.

Surveys were made available to three groups in Lee’s Summit R-7 School District prior to the site visit. A total of 3,418 individuals responded including:

Survey Group	Number of Individuals Responding to the Survey
Parents	2,401
Teachers	963
Principals/Assistant Principals	54
Total	3,418

Data Sources of the Academic Systems Review

An Academic Systems Review uses a variety of data sources to determine if each of the three elements of curricular quality control is in place and connected one to the other. The review process also inquires as to whether pupil learning has improved as the result of effective application of curricular quality control.

The major sources of data for the Lee’s Summit R-7 School District Academic Systems Review were:

Documents

Documents included written board policies, administrative regulations, curriculum guides, memoranda, budgets, state reports, accreditation documents, and any other source of information that would reveal elements of the written, taught, and tested curricula and linkages among these elements.

Interviews

Interviews were conducted by reviewers to explain contextual variables that were operating in the school system at the time of the review. Such contextual variables may shed light on the actions of various persons or parties, reveal interrelationships, and explain existing progress, tension, harmony/disharmony within the school system. Quotations cited in the review from interviews are used as a source of triangulation and not as summative averages or means. Some persons, because of their position, knowledge, or credibility, may be quoted more than once in the review, but they are not counted more than once because their inclusion is not part of a quantitative/mathematical expression of interview data.

Site Visits

All building sites were toured by the CMSi review team. Site visits reveal the actual context in which curriculum is designed and delivered in a school system. Contextual references are important as they indicate discrepancies in documents or unusual working conditions. Reviewers observed in as many school settings as possible including all classrooms, gymnasiums, labs, playgrounds, hallways, restrooms, offices, and maintenance areas to properly grasp accurate perceptions of conditions, activities, safety, instructional practices, and operational contexts.

Online Surveys

Online surveys are administered to stakeholder groups, such as principals, teachers, parents, and sometimes students. The surveys allow stakeholders to provide reviewers with valuable feedback regarding strengths and weaknesses in the system.

Standards for the Academic Systems Review

The CMSi Curriculum Management Improvement Model used five standards against which to compare, verify, and comment upon the Lee's Summit R-7 School District's existing curricular management practices. These standards have been extrapolated from an extensive review of management principles and practices and have been applied in all previous Academic Systems Reviews and CMSi Curriculum Audits™.

As a result, the standards reflect an ideal management system, but not an unattainable one. They describe working characteristics that any complex work organization should possess in being responsive and responsible to its clients.

A school system that is using its financial and human resources for the greatest benefit of its students is one that is able to establish clear objectives, examine alternatives, select and implement alternatives, measure results as they are applied against established objectives, and adjust its efforts so that it achieves a greater share of the objectives over time.

The five standards employed in the CMSi Academic Systems Review in Lee's Summit R-7 School District were:

1. The school district demonstrates its control of resources, programs, and personnel.
2. The school district has established clear and valid objectives for students.
3. The school district demonstrates internal consistency and rational equity in its program development and implementation.
4. The school district uses the results from district-designed or -adopted assessments to adjust, improve, or terminate ineffective practices or programs.
5. The school district has improved productivity.

A finding within an Academic Systems Review is simply a description of the existing state, negative or positive, between an observed and triangulated condition or situation at the time of the CMSi review and its comparison with one or more of the five review standards.

Findings in the negative represent discrepancies below the standard. Findings in the positive reflect meeting or exceeding the standard. As such, review findings are recorded on nominal and ordinal indices and not ratio or interval scales. As a general rule, reviews do not issue commendations, because it is expected that a school district should be meeting every standard as a way of normally doing its business. Commendations are not given for good practice. On occasion, exemplary practices may be cited.

Unlike accreditation methodologies, reviews do not have to reach a forced, summative judgment regarding the status of a school district or subunit being analyzed. Reviews simply report the discrepancies and formulate recommendations to ameliorate them.

III. EXECUTIVE SUMMARY

An Academic Systems Review is basically an “exception” report. That is, it does not give a summative, overall view of the suitability of a district. Rather, it holds the system up to scrutiny against the predetermined standards of quality, notes relevant findings about the system, and cites discrepancies from review standards. Recommendations are then provided, accordingly, to help the district improve its quality in the areas of noted deficiencies.

Lee’s Summit R-7 School District (LSR7) is located in the southeast portion of the Kansas City metropolitan area. The district encompasses a 117 square mile setting and serves the communities of Lee’s Summit, Greenwood, Lake Lotawana, and Lake Winnebago, as well as unincorporated areas of eastern Jackson County and also includes a small portion of Blue Springs and Kansas City municipalities. The Lee’s Summit R-7 School District has gained an annual average of 345 new students since 1990, with enrollment for 2016-17 at 18,509. The district includes 18 elementary schools, three middle schools, three high schools, an alternative secondary school, a secondary technology academy, an early education center, and a special-education, day-treatment center. The Lee’s Summit R-7 School District has won Missouri’s Distinction in Performance Award, the state’s highest recognition for academic achievement.

In the spring of 2016, the Instructional Operations Team, under the leadership of Dr. Kevin Daniel, requested a contract with Curriculum Management Solutions, inc., to conduct an Academic Systems Review as part of their continuous improvement process. The district leadership team desires a clear analysis of where the district is in terms of teaching and learning and has requested guidance on areas of improvement to better meet the needs of students and families of LSR7.

The on-site visit to LSR7 occurred September 12-15, 2016, by a team of five reviewers whose biographical sketches are included in [Appendix A](#). The review team reviewed and analyzed over 1,200 documents (listed in [Appendix B](#)) prior to, during, and after the on-site visit. While in district, the reviewers visited 393 classrooms across all campuses, and personally interviewed 345 district stakeholders. They also administered online parent, teacher, and principal surveys prior to the on-site visit for which they received 2,401, 963, and 54 responses, respectively, for a total of 3,418 survey responses.

The reviewers triangulated information from the document review, interviews, classroom visits, and surveys to arrive at 16 findings and nine recommendations based on the five review standards, as cross-referenced in [Exhibit S.0.1](#). The findings listed in the exhibit provide the Lee’s Summit R-7 School District with specific details about the current and potential barriers and challenges that internal stakeholders face in their efforts to move the district toward achieving its mission and goals enroute to the next level of excellence. However, more importantly, the recommendations provide explicit steps for removing those barriers.

Exhibit S.0.1

**Finding and Recommendations Aligned to Review Standards
Lee’s Summit R-7 School District
September 2016**

Recommendations	Standard 1			Standard 2				Standard 3			Standard 4				Standard 5	
	Finding 1.1 Policy	Finding 1.2 Org Chart/Job Descriptions	Finding 1.3 Planning	Finding 2.1 Curriculum mgt plan	Finding 2.2 Curr Scope	Finding 2.3 Quality of curr guides	Finding 2.4 Congruency	Finding 3.1 Equity	Finding 3.2 Professional Development	Finding 3.3 Instruction, SAMR, Artifacts, Monitoring	Finding 4.1 Assessment and prog eval plan	Finding 4.2 Assessment Scope	Finding 4.3 Assessment Trends	Finding 4.4 Data use	Finding 5.1 Performance Budgeting	Finding 5.2 Tech Plan
1	X	X														
2			X													
3				X	X	X	X									
4									X							
5										X						
6								X								
7											X	X	X	X		
8															X	
9																X

As noted in [Exhibit S.0.1](#) many of the recommendations cover multiple findings; the major recommendation assigned to each finding is indicated with an “X.”

Standard One: Control

The use of policies, organizational charts, job descriptions, and planning in Lee’s Summit R-7 School District is examined in [Standard One](#). When reviewing the current status of LSR7 in relationship to the Lee’s Summit R-7 School District board policies, the review team found policies and administrative procedures to be inadequate in both content and specificity to guide all necessary aspects of curriculum management and the educational program. Several policies in the curriculum management areas of control, direction, connectivity and equity, feedback, and productivity (the five standards of the review) were either weak or absent.

Reviewers determined that the district organizational charts are ineffective in providing oversight in the district. More specifically, the organizational charts violate several rules of sound organizational management in the areas of span of control, logical grouping of functions, scalar relationships, and full inclusion. More specifically, the organizational charts violate several rules of sound organizational management. As the review team analyzed the district’s job descriptions they found most to be inadequate for curricular linkage and insufficient to direct the design and delivery of the district’s curriculum. Without current and complete job descriptions the district cannot ensure that faculty and staff are aware of their professional responsibilities related to student learning and expectations.

In terms of planning process and plans, LSR7 has been involved in long-term strategic planning for many years with *Destination 2021* representing the most recent five-year strategic plan, along with annual improvement plans for individual schools. The overall planning process of LSR7 is firmly in place with board policies to direct planning, a collaboratively defined vision, and empowerment for day-to-day decisions. However, linkage

to data, budget planning, support of emergent and fluid planning, clearly articulated actions, and professional development need to be tightened. Currently, the district plan is of sufficient quality to direct design, deployment, and delivery of improvement strategies. However, district department and building plans are not consistently of sufficient quality to lead to accomplishment of desired improvement efforts.

Standard Two: Direction

Under the parameters of Standard Two, the reviewers examined the district’s direction for teaching and learning. Specifically, they looked for systematic curriculum management planning, representation of curriculum offerings in high quality written curriculum guides, and clear alignment of the written, taught, and tested curriculum.

In order to effectively manage the design and delivery of curriculum in complex school systems, adequate staffing and resources are devoted to the most crucial role of the school system’s mission: defining, developing, implementing, monitoring, evaluating, and revising the written, taught, and assessed curricula. In carrying out these critical tasks, certain balances must be maintained among those tasks best kept at the central office and those best left to the discretion of individual schools. This balance is critical in assuring both consistency and quality in student learning, but also in supporting autonomy and flexibility at school sites to ensure that they can meet the unique needs of their students. The review expectations regarding those functions of curriculum management that are to be tightly held and those that may be loosely held are presented in Exhibit S.0.2.

Exhibit S.0.2

Tightly Held vs. Loosely Held Curriculum Management Functions and Components

CMA Beliefs on Curriculum Versus Instruction	
Ends (Curriculum and Aligned Assessments)	Means (Instruction and Program)
Tightly-held (Non-negotiable) <i>District Level</i>	Loosely-held (Aligned to the Tightly-held but Negotiable by Teacher/Faculty) <i>School/Classroom Level</i>
<ul style="list-style-type: none"> • Mission • Curriculum—Standards/Outcomes/Student Expectations/Objectives • Priority Standards/Outcomes/Student Expectations/Objectives (usually a deep alignment backloading) • Aligned CRT assessments 	<ul style="list-style-type: none"> • Differentiation of when which students get which standards/outcomes/student expectation/objectives • Processes, procedures, instructional strategies used • Resources, textbooks, etc. • Programs (e.g., ELL Program, Sp. Ed. Program, Reading Program) • Groupings • Staffing • Informal assessments for diagnostic purposes

When functions that are loosely held are instead held tightly, such as with curriculum resources or instructional strategies, teachers and school leaders lack the flexibility and autonomy to make decisions in response to demonstrated student needs. Likewise, when curriculum objectives and assessments are not held tightly, there is no consistency in what students are learning or in the evaluation of that learning across the system. This can result in students being inadequately prepared for external, high stakes assessments and the next step in their educational and life journey.

The reviewers found that LSR7 struggles with such a balance of tightly held and loosely held functions and does not have a comprehensive curriculum management plan to provide direction and the expected processes for the design and delivery of the curriculum. An examination of various district documents indicates a focus on curriculum and instruction in the Lee’s Summit R-7 School District; however, individually or collectively, district documents do not provide clear guidance or direction for comprehensive curriculum management planning.

Reviewers also found inadequate direction for written curriculum in LSR7 with the scope of the written curriculum (the percentage of courses that have a written curriculum guide) not meeting the CMSi Review standard for adequacy to guide instruction across the district, which reduces the system's ability to plan and measure its work against intended instructional outcomes. As reviewers dug deeply into the written curriculum, they found that the district has provided a consistent format for curriculum guides, but the quality of the LSR7's written curriculum documents is not adequate to provide minimum direction to teachers in how to teach important curricular objectives. The inadequate guide quality, vague specifications for student learning, and the variance in curriculum guidance impede the district's ability to ensure equal access to a rigorous curriculum for all students.

The review team conducted further analyses of the design of core curriculum guides for internal consistency and cognitive complexity. The Missouri Department of Education adopted new Missouri Learning Standards (MLS) in the spring of 2016. In response to this new adoption and anticipation of the expected new State tests, Lee's Summit R-7 personnel have begun analysis of the differences between the current district essential standards and learning targets and the MLS. The district's initial analysis documented in LSR7 *Crosswalks* was found to be in its beginning stage and not specific enough to ensure alignment of the LSR7 curriculum with the new state standards. Therefore, the review team conducted a deeper analysis of the congruency between the district curriculum and the state standards, finding areas of adequacy and inadequacy in the sample examination of guides.

Internal consistency between the LSR7 learning targets and the district's optional DSAs was examined at the request of district administration and found to be inadequate in many areas. Reviewers also examined a sample of resources linked to the LSR7 curriculum and found resources to be inadequately aligned in some areas.



Meadow Lane kindergarten student practicing his ABCs - context differentiation



Mason Elementary grade 6 science

Standard Three: Consistency and Equity

The delivery of curriculum, professional development, and equity for all students in Lee's Summit R-7 School District is examined in Standard Three. Reviewers found inconsistencies in several areas of district and school operations and educational services including specific areas of inequity in student enrollment, staffing patterns, budget practices, discipline issues, and retention practices. A primary concern is the lack of a clear plan to address equity in the district specifically related to student access to curriculum, programs and services offered. Of great concern is the underrepresentation of economically disadvantaged students and students of color in upper level courses; disciplinary incidents that disproportionately involve more male students, black students, and economically disadvantaged students; retention practices that identify economically disadvantaged students

and black students more frequently than they are represented in the general population; special education enrollments that disproportionately represent economically disadvantaged students, black students, and male students; and graduation data that over-represents certain subgroups. Through these areas of inconsistency in operations and educational services, students are hindered from equal access to all the district has to offer.

In regard to learning opportunities for staff, there are numerous professional development offerings for teachers and support staff provided at the district, building, and individual levels. However, reviewers did not find evidence that professional development efforts were based on careful analysis of school or district data, or that a process to monitor the effectiveness of professional development relative to student achievement or curriculum delivery existed. The management of professional development may inhibit the district's ability to gain efficiency, reduce redundancy, and achieve long-term improvement in this area.

Reviewers found inconsistency between observed teaching strategies and activities and district expectations regarding the use of best practices and cognitive engagement. Curriculum delivery expectations and the use of research-based instructional strategies to teach target objectives were narrow in scope, resulting in insufficient application and support of instructional approaches known to increase student learning. Observed classroom activities and student work samples indicate inconsistent application of higher-level thinking skills by students across the district. Use of technology in classrooms to enhance student learning is inconsistent with district expectations regarding integration of technology based on the SAMR model. Reviewers observed limited use of technology by teachers; primary use was for substitution of common tasks. Lastly, monitoring of instruction was limited in focus and guidance. Reviewers did not find evidence of clear district expectations for monitoring instruction that include identifying and promoting a range of effective instructional practices to support learning, correcting or eliminating practices that do not support learning, or identifying professional development needs.

Standard Four: Feedback

In Standard Four, the focus is on assessment and program evaluation and the use of data to support system improvement. Reviewers found that the Lee's Summit R-7 School District lacks adequate planning for student assessment. The district provides limited direction for student assessment, and its assessment plan document is largely a listing of assessments. The direction for student assessment that is present comes mostly from limited board policies and job descriptions. Reviewers also analyzed the scope of student assessment in LSR7 and found that required assessments were only present in elementary English Language Arts and Mathematics courses, the High School International Baccalaureate courses, and courses tested in the state required Missouri Assessment Program (MAP). There were no common required assessments from which teachers could gather data to utilize for instruction and that the district could use to measure the quality of curriculum and instruction.

Reviewers found that in the context of the limited scope of assessment, LSR7 lacks a consistent approach and focus on utilizing student achievement data at all levels of the organization. They also found limited evidence of data being used to inform district functions, inadequate formative assessment tools for teachers to use during instruction, and a lack of formal program evaluations that can identify the effectiveness of academic programs in the district.

Reviewers also examined recent LSR7 student achievement data to identify trends and to benchmark its performance against other districts. Given the changes to the Missouri Assessment Program, reviewers could not examine trends in a traditional fashion. However, reviewers did find that while high school performance on the MAP and ACT is strong relative to other top districts in Missouri, elementary and middle school performance generally trails that of the same districts. As was noted in standard three with areas of equitable access for students, in standard four the review team found evidence of achievement gaps between race/ethnicity groups, socioeconomic groups, and between special education and non-special education students with evidence that many of the gaps were widening rather than closing.

Standard Five: Productivity

In Standard Five, the focus is on productivity within the district. Board policy is inadequate to provide adequate direction for budget planning and aligning district financial resources with curricular and academic goals. Reviewers found a traditional budget development process in place with no clear linkages between district goals

and priorities and budgetary allocations. Financial allocations in the Lee's Summit R-7 School District are not driven by program priorities, achievement needs, or cost-benefit analysis of educational programs and services.

The Lee's Summit R-7 Board of Education has made a significant capital investment in equipping district classrooms with instructional technologies through the 1:1 program and developing a technology infrastructure to support the use of instructional technology. Board policies, however, do not provide adequate direction regarding the development, implementation, integration, and evaluation of a district technology plan. The district's technology planning was considered inadequate in providing expectations, goals, guidelines for use, and integration of technology across district functions and in the curriculum, as well as ensuring consistent implementation across the system.

Summary

LSR7 and its stakeholders are faced with both challenges and opportunities. The district is in the process of selecting a new superintendent to whom this report and the findings and recommendations can provide a map for next steps to take this district to a new level of excellence. Teachers, administrators, staff, and the board of education have indicated a desire to support the new superintendent as he/she leads the district to the next level of excellence and sets the standards for high quality educational opportunities for all of its students. Undertaking the Academic Systems Review (ASR) is evidence of such commitment. However, future progress will depend, in part, on the district leadership's efforts to address the issues presented in the review, including the willingness of the board to allocate additional resources necessary to implement the recommendations.

The review team has suggested numerous steps for improving all areas in which the current status precluded meeting review criteria. While additional actions might be developed by the district administration and staff to implement those recommended changes, the recommendations that have been offered have a history of success in school districts. The first step is for the superintendent to develop a work plan for responding to the findings and recommendations. With eventual approval by the board of education and active implementation by the administration over the next three to five years, this blueprint can bring organizational effectiveness and student achievement to new heights.

Several quotes from LSR7 stakeholders may best summarize the opportunities going forward for Lee's Summit R-7 School District:

- "I choose to be here. I love this district." (Building Administrator)
- "Are we willing to take a look in the mirror as a result of this process?" (Central Office Staff)
- "Our district is growing and sometimes we try to maintain the small town atmosphere, which is unrealistic. We need to accept the fact that we are a large district." (Building Administrator)
- "[In this district] it is not well-defined what is tight and what is loose." (Central Office Staff)
- "This is an excellent school district that is wanting great outcomes for students." (Central Office Staff)
- "The district is good but probably not great." Central Office Staff)
- "A question that we always have is, are we great at R-7 because of our population, or is it a result of the systems we have in place?" (Central Office Staff)
- "We need to keep the main thing—the main thing (and that is kids)."
- "The question for us is always what can we do to enhance learning for our students." (Central Office Staff)
- "Status quo does not equal continued success. To continue to be successful we have to have a continual improvement model in place." (Central Office Staff)
- "A strength of this district is that everybody cares about the kids. We put the kids first even with position frustrations." (Support Staff)

IV. FINDINGS

STANDARD 1: The School District Demonstrates Its Control of Resources, Programs, and Personnel.

Quality control is the fundamental element of a well-managed educational program. It is one of the major premises of local educational control within any state's educational system.

The critical premise involved is that, via the will of the electorate, a local board of education establishes local priorities within state laws and regulations. A school district's accountability rests with the school board and the public.

Through the development of an effective policy framework, a local school board provides the focus for management and accountability to be established for administrative and instructional staffs, as well as for its own responsibility. It also enables the district to make meaningful assessments and use student learning data as a critical factor in determining its success.

Although educational program control and accountability are often shared among different components of a school district, ultimately fundamental control of and responsibility for a district and its operations rests with the school board and top-level administrative staff.

What the Reviewers Expected to Find in the Lee's Summit R-7 School District:

A school system meeting CMSi Curriculum Management Improvement Model Standard One is able to demonstrate its control of resources, programs, and personnel. Common indicators are:

- A curriculum that is centrally defined and adopted by the board of education;
- A clear set of policies that establish an operational framework for management that permits accountability;
- A clear set of policies that reflect state requirements and local program goals and the necessity to use achievement data to improve school system operations;
- A functional administrative structure that facilitates the design and delivery of the district's curriculum;
- A direct, uninterrupted line of authority from school board/superintendent and other central office officials to principals and classroom teachers;
- Organizational development efforts that are focused to improve system effectiveness;
- Documentation of school board and central office planning for the attainment of goals, objectives, and mission over time; and
- A clear mechanism to define and direct change and innovation within the school system to permit maximization of its resources on priority goals, objectives, and mission.

Overview of What the Reviewers Found in the Lee's Summit R-7 School District:

This section is an overview of the findings that follow in the area of Standard One. Details follow within separate findings.

The reviewers found the Lee's Summit R-7 School District board policies to be inadequate in both content and specificity to guide all necessary aspects of curriculum management and the educational program. Several policies in the curriculum management areas of control, direction, connectivity and equity, feedback, and productivity (the five standards of the review) were either weak or absent.

Reviewers determined that the district organizational charts are ineffective in providing oversight in the district. More specifically, the organizational charts violate several rules of sound organizational management in the areas of span of control, logical grouping of functions, scalar relationships, and full inclusion. Most of the job

descriptions were rated inadequate for curricular linkage and insufficient to direct the design and delivery of the district's curriculum. Over a third of job descriptions related to instruction were missing, and of those available, over half were lacking a date. Without current job descriptions the district cannot ensure that faculty and staff are aware of their professional responsibilities related to student learning and expectations.

In terms of planning process and plans, LSR7 has been involved in long-term strategic planning for many years with *Destination 2021* representing the most recent five-year strategic plan, along with annual improvement plans for individual buildings. The overall planning process of LSR7 is firmly in place with board policies to direct planning, a collaboratively defined vision, and empowerment for day-to-day decisions. However, linkage to data, budget planning, support of emergent and fluid planning, clearly articulated actions, and professional development needs to be tightened.

The current district improvement plan was rated as adequate to direct design, deployment, and delivery of the improvement strategies. However, the building improvement plans did not meet the expectations of congruence and connectivity, clarity, emergent thinking, use of change strategies, use of deployment strategies, integration of goals and actions, evaluation, or plans for monitoring. Lacking from planning documents provided to the reviewers were department level plans and 12 school plans.

Finding 1.1: Board policies lack content and sufficient specificity to provide for adequate direction and quality control for the effective management of curriculum and other district functions.

Public schools are governed by many laws, including constitutional statutes enacted by state legislatures, interpretations of laws by the courts, and rules established by state and national education agencies. While these various sources of law establish the broad framework within which school districts must operate, local boards adopt policies that govern all facets of school district operations, including curriculum and instruction, educational programs, resource adoptions, employment of staff, administration of public services, finances, and support services. In order for policies to provide an effective operational framework, they must be useful in communicating the values and expectations of the school district, ensure compliance with state and federal laws, direct practices that are appropriate to the school district, and guide administrators in making decisions that are consistent, uniform, and predictable. In order for policies to drive decision making, they must be specific, easily referenced, and the first-source documents to provide individual and system guidance. Conversely, when policies are absent, outdated, vague, or ignored, there is no effective guidance for administrators or staff. The result may be that decision making is left to the discretion of individuals or special interests. In such instances, there is a lack of coherence in systems, operations, and actions. Educational outcomes may be unpredictable and/or fragmented and may not reflect the intent of the board.

Ensuring high quality instruction for all students in the Lee's Summit R-7 School District requires a comprehensive curriculum policy framework that clearly communicates the expectations of the board. A well-written curriculum policy framework is critical in a school district's efforts to improve student achievement and close academic achievement gaps, particularly those that frequently exist among low-income students, minority students, students with disabilities, and students learning English as a second language. The impact of a fragmented curriculum delivery system is disproportionately felt by these groups of students, frequently limiting post-secondary educational options, career choices, and potential lifetime income. It is through a comprehensive curriculum policy framework that the board translates expectations embedded in federal and state statutes into local implementation.

It is expected that a comprehensive policy framework be in place to ensure constancy of purpose, avoid curriculum fragmentation, and establish a clear expectation for:

- A centrally defined curriculum that is deeply aligned with state content standards and accountability systems.
- Variation in how teachers deliver instruction and engage students with the curriculum in order to optimize student mastery of the adopted curriculum regardless of race, gender, disability, or socioeconomic status.

- Use of instructional resources to support delivery of the adopted written curriculum and not become a substitute or surrogate curriculum. A written curriculum should be developed prior to the adoption of an instructional resource.
- Use of student assessment data, gathered through the use of both formative and summative assessments, to guide modifications in the written curriculum and instructional approaches and to ensure consistent achievement by all students over time.
- Professional development opportunities that are differentiated based on the professional needs of teachers and designed to increase the capacity of teachers to effectively deliver the adopted curriculum.

The reviewers examined all policies, rules, and administrative procedures provided by the school district. They selected for further analysis those policies most directly related to curriculum management and organizational support and assessed them by comparing their content to 26 policy criteria that comprise the Curriculum Management Improvement Model (CMIM). This model serves as the basis for evaluating key documents in the review. Interviews were conducted with board members, administrators, and staff to identify the extent to which board policies are used in the district to guide decisions about educational programs and the curriculum.

The reviewers found the Lee's Summit R-7 School District's policies to be inadequate in both content and specificity to guide all necessary aspects of curriculum management and the district's educational programs. Most policies in the curriculum management areas of control, direction, consistency, feedback, and productivity were either weak or absent. The lack of centrally defined administrative regulations limits the ability of district leadership to ensure board policies are interpreted as intended and support consistent decision making across the district.

Missouri state statutes give school boards powers and wide discretion in exercising the powers granted by the legislature. The following statute was noted granting school boards the authority to manage the school district:

- *Missouri Revised Statute 171.011* states, "The school board of each school district in the state may make all needed rules and regulations for the organization, grading and government in the school district. The rules shall take effect when a copy of the rules, duly signed by order of the board, is deposited with the district clerk. The district clerk shall transmit forthwith a copy of the rules to the teachers employed in the schools. The rules may be amended or repealed in like manner."

The board of education, through its adopted policies, establishes its governance role in developing policies and directing the superintendent to develop necessary rules and regulations. The following policies reference the role of the school board in establishing district policies:

- *Board Policy AF: Accountability/Commitment to Accomplishment* states, "The Board accepts ultimate responsibility for all facets of the operations of the school district. Because it is accountable to the patrons of the district, the Board will maintain a program of accountability that will help to accomplish the following objectives:
 - Clearly state expectations and purposes as these relate to district operations, programs, departments and positions.
 - Provide necessary resources and support to enable the professional and support staff to achieve stated expectations and purposes subject to the financial resources of the district.
 - Evaluate district operations, programs, services, and instructional activities to determine how well expectations and purposes are being met.
 - Evaluate the efforts of the employees of the Board and of the Board itself in accordance with stated objectives. The first purpose of personnel evaluation will be to help each individual make a maximum contribution to the goals and objectives of the school district.

The superintendent shall implement procedures to ensure continued progress and improvement of the district operations through a program of meaningful evaluations and assessments, including compliance with annual districtwide reporting requirements set forth by law."

- *Board Policy BBA: School Board Powers and Duties* states, “The Board is responsible for the development of policies, rules and procedures to serve as guidelines for the general management and administrative actions of the district. The establishment of the goals and objectives of the school district and the methods of financial support needed to reach those goals and objectives are a part of the policy-making function of the Board of Education.”
- *Board Policy BF: School Board Policy Process* states, “The Board of Education shall determine the policies to serve as a basis for the administration of the school district. The formulation, development, adoption and revision of written policies is a Board function, and adopted policies are among the Board’s governing documents.”
- *Board Policy CB: School Superintendent* states, “The superintendent is charged with creating, implementing and maintaining written administrative procedures to provide guidance on policy implementation to the district.”

Reviewers obtained for analysis copies of 224 board policies and 121 administrative procedures from the Lee’s Summit School District’s website. Exhibit 1.1.1 lists 69 curriculum management system policies and administrative procedures that were selected by reviewers for analysis.

Exhibit 1.1.1

Board Policies and Administrative Procedures Reviewed Lee’s Summit R-7 School District September 2016

Policy No.	Policy and Regulation Title	Date of Issue
AA	School District Legal Status	December 11, 2003
AC	Prohibition Against Illegal Discrimination, Harassment and Retaliation	July 17, 2014
AD	School District Mission (Comprehensive School Improvement Plan)	December 17, 2015
AF	Board Policy: Accountability/Commitment to Accomplishment	October 11, 2001
BBA	School Board Powers and Duties	October 11, 2001
BCE	Board Committees/Advisory Committees to the Board	June 19, 2008
BF	School Board Policy Process	June 18, 2015
CB	School Superintendent	June 18, 2015
CBG	Evaluation of the Superintendent	September 24, 2015
CF	School Building Administration	October 11, 2001
CF-AP1	School Building Administration (Site-Based Decision Making)	October 12, 2001
CFB	Evaluation of Principals	September 24, 2015
CFB-AP1	Evaluation of Principals	September 24, 2015
CH	Policy Implementation and Dissemination	February 8, 2007
CHCA	Handbooks and Directives	October 11, 2001
DA	Fiscal Responsibility	May 17, 2012
DB	Annual Budget	June 19, 2014
DD	Grants	June 17, 2004
DI	Fiscal Accounting and Reporting/Accounting System	May 17, 2012
DIE	Audits	May 20, 2010
EBCA	Crisis Intervention Plan	June 19, 2014
EDB	Building and Grounds Maintenance	May 17, 2012
EEA	Student Transportation Services	December 11, 2013
EF	Food Service Management	December 18, 2014
FB	Facilities Planning	February 8, 2007
GBB	Staff Involvement in Decision Making	October 11, 2001
GCL	Professional Staff Development Opportunities	June 19, 2008
GCL-AP1	Professional Staff Development Opportunities	September 24, 2015

Exhibit 1.1.1 (continued)
Board Policies and Administrative Procedures Reviewed
Lee's Summit R-7 School District
September 2016

Policy No.	Policy and Regulation Title	Date of Issue
GCN	Evaluation of Professional Staff	September 24, 2015
GCN-AP1	Evaluation of Professional Staff (Evaluation Process)	July 17, 2014
GDN	Evaluation of Support Staff	July 17, 2014
IA	Instructional Goals/Priority Objectives	October 11, 2001
IC	Academic Calendar/Year/Day	December 17, 2015
IF	Curriculum Development	June 13, 2002
IF-AP	Curriculum Development	October 12, 2001
IGA	Basic Instructional Programs	October 11, 2001
IGAC	Teaching About Religion	June 19, 2014
IGAD	Occupational Education	October 11, 2001
IGAEA	Teaching About Drugs, Alcohol and Tobacco	December 11, 2003
IGAEB	Teaching About Human Sexuality	June 19, 2008
IGBA	Programs for Students with Disabilities	May 26, 2011
IGBC	Parent/Family Involvement in Instructional and Other Programs	February 9, 2006
IGBCA	Programs for Homeless Students	June 14, 2012
IGBCB	Programs for Migrant Students	June 18, 2015
IGBD	At-Risk Students	October 11, 2001
IGBE	Students in Foster Care	April 11, 2013
IGBG	Homebound Instruction	July 18, 2013
IGBH	Programs for English Language Learners	June 19, 2008
IGC	Extended Instructional Program	January 21, 2016
IGCE	District-Sponsored Instruction Options	April 11, 2013
IHB	Class Size	June 19, 2014
IIA	Instructional Materials	October 11, 2001
IIAC	Instructional Media Centers/School Libraries	August 14, 2003
IICA	Field Trips and Excursions	April 19, 2007
IK	Academic Achievement	October 11, 2001
IKE	Promotion, Acceleration and Retention of Students	October 11, 2001
IKF	Graduation Requirements	April 11, 2013
IL	Assessment Program	January 21, 2016
IM	Evaluation of Instructional Programs	July 17, 2014
JCB	Intradistrict Transfers	April 11, 2013
JECC	Assignment of Students to Grade Levels/Classes	April 11, 2013
JG	Student Discipline	April 11, 2013
JGB	Detention and/or In-School Suspension of Students	October 11, 2001
JGD	Student Suspension and Expulsion	September 18, 2008
JGE	Discipline of Students with Disabilities	September 8, 2005
JGF	Discipline Reporting and Records	June 19, 2014
JHD	Student Guidance and Counseling	May 26, 2011
JHDA	Surveying, Analyzing or Evaluating Students	September 8, 2005
JO	Student Records	May 16, 2013
KC	Community Involvement in Decision Making	August 12, 2004

AP = designates an administrative procedure

Reviewers analyzed the policies and administrative regulations listed in [Exhibit 1.1.1](#) for congruence with review standards using 26 criteria, each with three defining characteristics. The reviewers assessed the quality of the board policies and administrative procedures by comparing the content to review criteria for good curriculum

management. The 26 criteria are organized into five categories—control, direction, connectivity and equity, feedback, and productivity—that mirror the five standards of the review. Relevant policies were selected from those noted in [Exhibit 1.2.1](#) for further study and review.

The reviewers examined each relevant policy to determine if the review criteria were met. For each criterion, a score of 0 to 3 points was given based on the characteristics of the policy. If a policy or administrative procedure (or several considered together) met any of the defining characteristics, the policy or administrative procedure was given the corresponding score (1-3). If a policy or administrative procedure was considered too weak to meet the characteristics or if there was no policy or administrative procedure regarding the criterion, a rating of 0 was given. To be considered adequate, 70 percent of the total possible points for a standard (set of criteria) had to be given. Results of this analysis are contained in [Exhibits 1.1.2](#) through [1.1.7](#)

Exhibit 1.1.2

Reviewers’ Analysis of Board Policies and Administrative Procedures On Review Standard One to Determine Quality and Degree of Adequacy Lee’s Summit R-7 School District September 2016

Standard One—Provides for Control: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers Rating
1.1 A taught and assessed curriculum that is aligned to the district written curriculum		
• Requires the taught and assessed curriculum to be aligned to the district’s written curriculum	IF, IF-AP, IGA, JFCL	0
• Addresses the alignment of the district’s written curriculum with state and national standards for all subject areas and grades (includes electives)		1
• Directs the district’s written curriculum documents to be more rigorous than state and national standards, to facilitate deep alignment in all three dimensions with current and future high-stakes tests		0
1.2 Philosophical statements of the district instructional approach		
• Has a general philosophical statement of curriculum approach, such as standards-based, competency-based, outcome-based, etc.	IA, IF, IGA	1
• Directs adherence to mastery learning practices for all content areas and grades involved in local, state, and national accountability		0
• Directs adherence to mastery learning practices for all grade levels and content areas, including electives		0
1.3 Board adoption of the written curriculum		
• Requires the annual review of new or revised written curriculum prior to its adoption	IF, IF-AP, IGA	1
• Directs the annual adoption of new or revised written curriculum for all grade levels and content areas		1
• Directs the periodic review of all curriculum on a planned cycle over several years		1
1.4 Accountability for the design and delivery of the district curriculum through roles and responsibilities		
• Directs job descriptions to include accountability for the design and delivery of the aligned curriculum	AF, BBA, CBG, CFB, GCA, GCE, GCN, GCN-AP1, GDA	0
• Links professional appraisal processes with specific accountability functions in the job descriptions of central office administrators, building administrators, and regular classroom teachers		0
• Directs professional appraisal processes to evaluate all staff in terms of gains in student achievement		1

Exhibit 1.1.2 (continued) Reviewers' Analysis of Board Policies and Administrative Procedures On Review Standard One to Determine Quality and Degree of Adequacy Lee's Summit R-7 School District September 2016		
Standard One—Provides for Control: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers Rating
1.5 Long-range, system-wide planning		
<ul style="list-style-type: none"> As part of the district planning process, policy requires that the superintendent and staff think collectively about the future and that the discussion take some tangible form (This allows for flexibility without prescribing a particular template). 	AD, BBA, CF, CF-API, GBB, IM	0
<ul style="list-style-type: none"> Requires the development of a system-wide, long-range plan that is updated annually; incorporates system-wide student achievement targets; and is evaluated using both formative and summative measures 		1
<ul style="list-style-type: none"> Expects school improvement plans to be congruent with the district long-range plan, to incorporate system-wide student achievement targets, and to be evaluated using both formative and summative measures 		0
1.6 Functional decision-making structure		
<ul style="list-style-type: none"> Expects an organizational chart that is annually reviewed, presented to the board, and approved by the superintendent 	CF, CF-API, GBB, GCA	0
<ul style="list-style-type: none"> Requires that job descriptions for each person listed on the organizational chart be present and updated regularly to ensure that all review criteria, such as span of control, logical grouping of functions, etc., are met 		0
<ul style="list-style-type: none"> Directs and specifies the processes for the formation of decision-making bodies (e.g., cabinet, task forces, committees) in terms of their composition and decision-making responsibilities, to ensure consistency, non-duplication of tasks, and product requirements 		0
Standard One Rating (number of points for the six criteria with a possibility of 18)		7
Percentage of Adequacy (points divided by the number of possible points—18)		38.8%
Note: One point is awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		
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Exhibit 1.1.2 presents the reviewers' ratings of the district policies and regulations related to Standard One, which provides for control. Reviewers found that board policies lacked sufficient content, specificity, and direction to meet this review criterion. At least 70 percent of the characteristics must be met for the policies to be considered adequate, the reviewers found that seven out of 18 (38.8 percent) of the criteria were met.

The following presents information about the reviewers' ratings on Standard One:

Criterion 1.1 – A taught and assessed curriculum that is aligned to the district written curriculum

Reviewers found no policy statement that clearly requires alignment of the taught and assessed curriculum to the district's written curriculum. Reviewers found a couple of policy references that require the district's curriculum to meet state and/or national requirements. *Board Policy IGA* states, "The curriculum will also meet requirements established by state law, the Missouri State Board of Education and/or the Missouri Department of Elementary and Secondary Education." *Board Policy JFCL* requires, "All of the curriculum as it is revised and written will meet the requirements of the A+ Schools Program and MSIP requirements." *Board Policy IF* provides direction to the curriculum development committee regarding articulation and use of instructional methods, materials, and technology, but does not require that curriculum to be aligned to state and national standards or curriculum documents be more rigorous than state and national standards. The district's website, under the Curriculum & Instruction tab states "the Curriculum Writing Team reviews National and State

Standards such as the Missouri Learning Standards to ensure our curriculum is aligned to the appropriate high academic standards.” One point was awarded this criterion.

Criterion 1.2 – Philosophical statements of the district instructional approach

Board Policy IGA establishes that “The ultimate aim of the instructional program will be the development of proficiency in each pupil’s ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use technology, use basic mathematical computational skills, observe carefully, solve problems, participate effectively in teams, keep healthy, enjoy aesthetic experiences, and develop interest in and/or start career development.” No policy statement was found requiring mastery learning practices to be employed at all grade levels and in all content areas. One point was awarded this criterion.

Criterion 1.3 – Board adoption of the written curriculum

In board policies, reviewers found references requiring board approval of district curriculum. *Board Policy IGA* requires “A written curriculum guide for all subject areas will be developed by the staff and reviewed and approved by the Board.” *Board Policy IF* states, “The Board will review and approve each curriculum guide developed by the district.” *Board Policy IF* also requires that a systematic plan will be established whereby each curricular area will be reviewed regularly. *Administrative Procedure IF-AP* requires that curriculum guides for math, social studies, science, English, foreign language, fine arts, health/physical education, and vocational education will be re-evaluated every four years. Three points were awarded this criterion.

Criterion 1.4 – Accountability for the design and delivery of the district curriculum through roles and responsibilities

Board Policy GCA and *GDA* require the superintendent to “maintain a comprehensive and current set of job descriptions for all positions in the district.” No requirement was noted in board policies requiring job descriptions to include accountability for the design and delivery of curriculum. Reviewers noted several policies that reference use of student growth in learning in evaluation practices at all levels. *Board Policy CFB* requires the superintendent or designee to evaluate annually the performance of principals using an evaluation instrument incorporating the Essential Principles of Effective Evaluation as adopted by the Missouri State Board of Education. The evaluation process is to “Use student growth in learning as a significant contributing factor in the evaluation of practice at all levels, using a wide variety of student performance measures.” *Board Policy GCN* states that the evaluation of educators will be conducted regularly and shall include as one of the components: “Student Growth and/or Achievement Data.” However, *Administrative Procedure* indicates that “student performance data will not be immediately used” until the process has been more extensively vetted. One point was awarded this criterion.

Criterion 1.5 – Long-range, system-wide planning

Board Policy AD addresses system-wide planning by requiring the development of a board-approved comprehensive school improvement plan that is guided by the mission statement and based on the district’s fundamental beliefs about teaching and learning. This policy states the “plan serves as the district’s foundation for allocating resources, developing policies and procedures, and selecting and implementing instructional programs designed to raise student achievement.” No policy expectation was found that requires annual reviews of district improvement planning efforts in terms of improved student achievement. *Board Policy CF* states, “The purpose of Site-Based Decision Making is to create and maintain effective schools through a continuous improvement process which fosters an environment where all children can learn.” The superintendent is charged with the responsibility of organizing a system to implement site-based decision making in the schools. There is no stated policy expectation that site-based improvement plans be aligned or congruent with district improvement plans. *Administrative Regulation CF-API* lists topics where decisions may be centralized, but this procedure does not specially address alignment of school improvement plans with district goals and initiatives. One point was awarded this criterion.

Criterion 1.6 – Functional decision-making structure

No policy statements establishing an expectation for an organizational chart depicting lines of authority were found. *Board Policy CF* indicates the district’s commitment to site-based decision making. The superintendent is charged with the responsibility establishing the system for implementing site-based decision making that includes the involvement of representatives from various groups, including teachers, support staff, parents, students (where appropriate), plus the principal of each school. *Administrative Procedure CF-API* does not specify a process for appointing or forming decision-making bodies. *Board Policy GBB* authorizes the superintendent to establish any committees viewed as appropriate. No accompanying administrative procedure was noted. No points were awarded this criterion.

Exhibit 1.1.3

Reviewers’ Analysis of Board Policies and Administrative Procedures On Review Standard Two to Determine Quality and Degree of Adequacy Lee’s Summit R-7 School District September 2016

Standard Two—Provides for Direction: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers’ Rating
2.1 Written curriculum with aligned, criterion-referenced formative assessments for all subject areas at all grade levels		
• Requires enough specificity so that all teachers can consistently describe how students will demonstrate mastery of the intended objective	IF, IL, IL-AP	0
• Requires formative assessment instruments that align to specific curriculum objectives		0
• Directs that suggestions be provided to teachers for differentiating curriculum to meet students’ needs as diagnosed by formative assessments		0
2.2 Periodic review/update of the curriculum and aligned resources and assessments		
• Requires the development of procedures to both formatively and summatively review the written curriculum for all grade levels and content areas	IF, IF-AP, JHD	1
• Requires the annual review of test banks, benchmark assessments, and other assessment instruments for alignment with the district or state accountability system		0
• Evaluates assessment instruments for alignment to the district curriculum in all three dimensions: content, context, and cognitive type		0
2.3 Textbook/resource alignment to curriculum and assessment		
• Requires textbooks/resources to be regularly reviewed and the resource revision/ adoption cycle to align with the curriculum revision cycle	IF, IIA, II-AP1, IIA-AP2	0
• Directs review of all new instructional resource materials for content, context, and cognitive type alignment to the district curriculum and assessment		0
• Directs district staff to identify discrete areas where alignment is missing and provide teachers with supplementary materials to address gaps in alignment (missing content, inadequate contexts, etc.)		0
2.4 Content area emphasis		
• Directs the yearly identification of subject areas that require additional emphasis based on a review of assessment results		0
• Within subject areas, requires identification by administration of specific objectives, contexts, cognitive types, and instructional practices to receive budgetary support		0
• Requires focused professional development and coaching to support the instructional delivery of the identified priorities within the content areas		0

Exhibit 1.1.3 (continued) Reviewers' Analysis of Board Policies and Administrative Procedures On Review Standard Two to Determine Quality and Degree of Adequacy Lee's Summit R-7 School District September 2016		
Standard Two—Provides for Direction: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers' Rating
2.5 Program integration and alignment to the district's written curriculum		
<ul style="list-style-type: none"> Directs that all subject-related (e.g., reading, Title I) and school-wide (e.g., tutoring, DARE, AVID) programs be reviewed for alignment to the written and assessed curriculum 	CGC, IGBD, IGCE	0
<ul style="list-style-type: none"> Requires written procedures for both formative and summative evaluation of all new subject-related and school-wide programs before submission to the board for approval 		0
<ul style="list-style-type: none"> Directs administrative staff to prepare annual recommendations for subject-related and school-wide program revision, expansion, or termination based on student achievement 		0
Standard Two Rating (number of points for the five criteria with a possibility of 15)		1
Percentage of Adequacy (points divided by the number of possible points—15)		6.6%
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		
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Exhibit 1.1.3 presents the reviewers' ratings of the district policies and administrative procedures related to Standard Two, which provides for direction. Reviewers found that board policies lacked sufficient content, specificity, and direction to meet this review criterion. At least 70 percent of the characteristics must be met for the policies to be considered adequate; the reviewers found that one out of the 15 criteria (6.6 percent) was met.

The following presents information about the reviewers' ratings on Standard Two:

Criterion 2.1 – Written curriculum with aligned, criterion-referenced formative assessments for all subject areas at all grade levels.

Reviewers found no policies that specifically address the alignment of the written curriculum with criterion-referenced assessments. *Board Policy IL* lists some of the purposes for a district assessment plan but makes no specific requirement that assessment be aligned to the written curriculum. *Board Policy IF* establishes guidelines for curriculum review committees to follow in developing curriculum, but the policy does not establish as a guideline alignment of assessment with the written curriculum. No points were awarded this criterion.

Criterion 2.2 – Periodic review/update of the curriculum and aligned resources and assessments

Board Policy IF requires that “A systematic plan will be established whereby each curricular area will be reviewed regularly, based on actual student needs and indications of student mastery.” *Administrative Procedure IF-AP* requires curriculum development committees to consider an analysis of assessment scores by student subgroup and level of proficiency on the “Show-Me Standards,” which were approved by the Missouri State Board of Education in 1996 and are no longer the approved learning standards in the State of Missouri. One point was awarded this criterion.

Criterion 2.3 – Textbook/resource alignment to curriculum and assessment

Two policies were noted that required instructional materials to be aligned with the curriculum. *Board Policy IF* requires use of “instructional materials that are effectively coordinated with the curriculum guides and programs.” *Board Policy IIA* states, “It is the responsibility of the professional staff to select instructional materials of the highest quality that will support the educational curriculum and goals of the district.” While these two policies establish some expectation requiring instructional resources to support the curriculum, the policies lacked sufficient specificity to require the resources be reviewed for content, context, and cognitive

type. No policy expectation was found that requires the review of textbooks and instructional materials to coincide with the curriculum review cycle. No points were awarded this criterion.

Criterion 2.4 – Content area emphasis

Reviewers did not find any policies containing characteristics associated with this criterion. No policy expectation was noted for identifying subject areas that require additional emphasis and budgetary support. No points were awarded this criterion.

Criterion 2.5 – Program integration and alignment to the district’s written curriculum

Reviewers found no policies addressing program alignment, evaluation, revision, expansion, or termination. No points were awarded this criterion.

Exhibit 1.1.4

**Reviewers’ Analysis of Board Policies and Administrative Procedures
On Review Standard Three to Determine Quality and Degree of Adequacy
Lee’s Summit R-7 School District
September 2016**

Standard Three—Provides for Connectivity and Equity: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers’ Rating
3.1 Predictability of written curriculum from one grade and/or instructional level to another		
• Requires the vertical articulation and horizontal coordination of the curriculum within schools	IF, IGA	0
• Requires vertical articulation across grade levels and horizontal coordination among schools at a given level for all content areas		0
• Directs the identification of prerequisite skills and their placement in the written curriculum at the appropriate grade/instructional level		0
3.2 Training for staff in the delivery of the curriculum		
• Directs the development and implementation of a district professional development plan, focused on effective curriculum delivery, that is congruent with the district long-range plan and annual goal priorities	GCL, GCL-AP1	1
• Requires a process whereby staff are coached over time in the implementation of professional development initiatives		1
• Directs the regular evaluation of the impact of professional development on student achievement, using both formative and summative measures		1
3.3 Delivery of the adopted district curriculum		
• Requires all staff to deliver the curriculum as approved by the board	JHD	0
• Requires building principals and all central office staff with curriculum responsibilities to review disaggregated assessment results and identify areas where curriculum delivery may be ineffective		0
• Requires an annual report for the board regarding the status of curriculum delivery		0
3.4 Monitoring the delivery of the district curriculum		
• Directs building principals to develop and implement a plan to monitor the delivery of the district curriculum on a weekly basis	GNC	0
• Directs central office curricular staff to assist the principal in monitoring the delivery of the district curriculum		0
• Requires periodic school and classroom data-gathering reports from administrators detailing the status of the delivery of the curriculum across the district, with recommendations for the creation of professional development activities or curricular revisions		0

Exhibit 1.1.4 (continued) Reviewers' Analysis of Board Policies and Administrative Procedures On Review Standard Three to Determine Quality and Degree of Adequacy Lee's Summit R-7 School District September 2016		
Standard Three—Provides for Connectivity and Equity: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers' Rating
3.5 Equitable student access to the curriculum, instructional resources, and learning environment		
<ul style="list-style-type: none"> Requires equal student access to the curriculum, appropriate instructional materials for a variety of learning levels and modes, and appropriate facilities to support the learning environment necessary to deliver the district curriculum 	AA, IGA, IGBA, IGBCA,	1
<ul style="list-style-type: none"> Directs the development of procedures for fast-tracking students who lack sufficient prerequisite skills for courses such as AP, honors, etc., but need more challenging content 	IGBCB, IGBD, IGBH	0
<ul style="list-style-type: none"> Requires an annual review of equity data (such as access, racial isolation, rigor), the subsequent reporting to the board of those data, and the development of a plan for correcting equity issues 		0
Standard Three Rating (number of points for the five criteria with a possibility of 15)		4
Percentage of Adequacy (points divided by the number of possible points—15)		26.6%
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		
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Exhibit 1.1.4 presents the reviewers' ratings of the district policies and administrative procedures related to Standard Three, which provides for connectivity and equity. Reviewers found that board policies lacked sufficient content, specificity, and direction to meet this review criterion. At least 70 percent of the characteristics must be met for the policies to be considered adequate; the reviewers found that four out of 15 (26.6 percent) of the criteria were met.

The following presents information about the reviewers' ratings on Standard Three:

Criterion 3.1 – Predictability of written curriculum from one grade and/or instructional level to another

Reviewers found within *Board Policy IF* a requirement that curriculum review committees will ensure “Articulation of the curriculum content on a districtwide basis, K-12.” *Board Policy IGA* states the following: “The various instructional programs offered by the district will be developed with the view toward maintaining a balanced and sequential curriculum that will serve the educational needs of all school-aged children in the district. The instructional program will also provide a planned sequence in the communication arts, mathematics, social studies, the sciences, foreign languages, fine arts, industrial and practical arts, health and safety education, vocational-technical education and physical education.” District policies were silent on requiring horizontal coordination of the curriculum or requiring that prerequisite skills be identified and included in the written curriculum. No points were awarded this criterion.

Criterion 3.2 – Training for staff in the delivery of the curriculum

References to professional development were found in *Board Policy GCL* and *Administrative Procedure GCL-API*. In *Board Policy GCL* the board of education recognizes the relationship between professional development and student achievement and requires a staff development program. Specifically, *Board Policy GCL* requires district professional development to be aligned with school improvement plans, sustained over time, focused on specific content areas and instructional practices, and to provide teachers the opportunity to practice and apply new knowledge. *Board Policy GCL* establishes the expectation that evaluation of the district's professional development program will be based, to the extent possible, on student achievement as measured by assessments of student mastery of grade level expectations. Three points were awarded this criterion.

Criterion 3.3 – Delivery of the adopted district curriculum

Reviewers found no policies that require delivery of the approved curriculum or use of assessment results to identify areas of curriculum delivery that may be ineffective. No points were awarded this criterion.

Criterion 3.4 – Monitoring the delivery of the district curriculum

Reviewers found no policies that require monitoring of curriculum delivery in the district. No points were awarded this criterion.

Criterion 3.5 – Equitable student access to the curriculum, instructional resources, and learning environment

Several policies were found that establish a clear expectation that students are not to be denied access to the district's educational programs, including the following references:

- *Board Policy IGA* states, “At all levels, provisions will be made for a wide range of individual differences in student abilities and learning rates through the use of a variety of materials, adjustments in programs, and courses adapted to special needs of students.”
- *Board Policy IGBA* states, “It is the policy of the Board of Education to provide a free and appropriate education for students with disabilities, including those who are in need of special education and related services.”
- *Board Policy IGBCA* requires the district to “plan for education of the homeless, will give special attention to ensure that homeless students in the school district have access to a free and appropriate public education.”
- *Board Policy IGBCB* requires that “The administration will develop written administrative procedures for ensuring that migrant students, once identified, receive services for which they are eligible.”
- *Board Policy IGBH*: states, “if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs.”

While several policies were noted that require that students not be denied access to the district's educational programs, board policies were considered weak in establishing an expectation that students will have equal access to the district curriculum and the appropriate materials and instructional differentiation to support delivery of the district curriculum. Reviewers found no references requiring review of equity data or the development of procedures for fast-tracking students who lack sufficient skills for courses such as AP, honors, etc. One point was awarded this criterion.

Exhibit 1.1.5

**Reviewers' Analysis of Board Policies and Administrative Procedures
On Review Standard Four to Determine Quality and Degree of Adequacy
Lee's Summit R-7 School District
September 2016**

Standard Four—Provides for Feedback: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulation	Reviewers' Rating
4.1 A student assessment process		
• Requires the development and implementation of a district student assessment process that goes beyond the state accountability assessment system and includes both formative and summative measures	IL	0
• Requires the development and implementation of a district student assessment process that is differentiated to address variations in student achievement (both above and below grade level) and includes both formative and summative assessment measures		0
• Requires assessment instruments to be more rigorous in content, context, and cognitive type than external, high stakes assessments		0
4.2 A program assessment process		
• Directs the development and implementation of a district program evaluation process	IM	1
• Requires each proposed program to have an evaluation process (including both formative and summative evaluations) before that program is adopted and implemented		0
• Directs the program assessment process to link with district planning initiatives, including site improvement plans and the strategic/long-range plan		0
4.3 Use of data from assessments to determine program and curriculum effectiveness and efficiency		
• Requires the disaggregation of assessment data at the school, classroom, student subgroup, and student level to determine program and curriculum effectiveness and efficiency	IF-AP, IL	1
• Requires classroom teachers to track and document individual student mastery in core content areas		0
• Requires the development of modifications to the curriculum and/or programs as needed in response to disaggregated assessment data to bring about effectiveness and efficiency		1
4.4 Reports to the board about program effectiveness		
• Requires yearly reports to the board regarding program effectiveness for all new programs for the first three years of operation	IM	0
• Requires reports to the board every three years for long-term programs		1
• Requires summative reports to the board every five years for all content areas before any curriculum revisions or major materials acquisition, with the reports delivered prior to the curricular adoption cycle		0
Standard Four Rating (number of points for the four criteria with a possibility of 12)		4
Percentage of Adequacy (points divided by the number of possible points—12)		33.3%
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		
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Exhibit 1.1.5 presents the reviewers' ratings of the district policies and administrative procedures related to Standard Four, which provides for feedback. Reviewers found that board policies lacked sufficient content, specificity, and direction to meet this review criterion. At least 70 percent of the characteristics must be met for

the policies to be considered adequate; the reviewers found that four out of the 12 (33.3 percent) of the criteria were met.

The following presents information about the reviewers' ratings on Standard Four:

Criterion 4.1 – A student assessment process

Board Policy IL establishes a clear expectation that “The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.” Reviewers, however, found no policy references requiring district assessments to go beyond those required by the state, or a system that is differentiated or more rigorous than external high stakes assessments. No points were awarded this criterion.

Criterion 4.2 – A program assessment process

Board Policy IM directs the superintendent “to implement appropriate methods for a continual evaluation of the curriculum, the educational programs and the instructional processes of the school district. These evaluations will assess educational needs, provide information for planning in the district, indicate instructional strengths and weaknesses in the district’s educational programs, assure that the district is complying with the legal requirements for state-funded and federally funded programs, and provide data for public information.” Reviewers found no policy statement that specifically required program proposals to include an evaluation process or that specifically required program evaluation results to be linked to improvement plans or long-range planning. One point was awarded this criterion.

Criterion 4.3 – Use of data from assessments to determine program and curriculum effectiveness and efficiency

Administrative Procedure IF-AP contained an expectation for the use of disaggregated assessment data in the review of curriculum effectiveness, stating the curriculum revision and review committees will base revisions on “Analysis of assessment scores disaggregated by each of the following: race/ethnicity, gender, identified disability, and migrant and/or Limited English Proficiency (LEP) status.” No policy expectation was found requiring teachers to track individual student mastery. Two points were awarded this criterion.

Criterion 4.4 – Reports to the board about program effectiveness

Board Policy IM states, “The superintendent will prepare and maintain written reports about the educational programs and instructional processes of the district and provide copies to the Board upon request and as necessary to carry out the Board evaluations required by this policy. The reports will include the goals and objectives of each program, progress toward meeting those goals and objectives, an explanation of the data and information used to determine program effectiveness, and recommendations for continued or improved effectiveness.” This policy also establishes a biennial review of specific district programs. No policy expectation was noted requiring annual reports for new programs for the first three years of operation or summative reports every five years for all content areas before considering curriculum revisions or acquisition of instructional resources. One point was awarded this criterion.

Exhibit 1.1.6

**Reviewers' Analysis of Board Policies and Administrative Procedures
On Review Standard Five to Determine Quality and Degree of Adequacy
Lee's Summit R-7 School District
September 2016**

Standard Five—Provides for Productivity: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers' Rating
5.1 Program-centered budgeting		
<ul style="list-style-type: none"> Directs development of a budget process that requires program evaluation, identification of specific measurable program goals before the budget process begins, and documented costs to ensure that expenditures are aligned within revenues and cost-benefit analysis is facilitated 	BBA, DB	0
<ul style="list-style-type: none"> Requires adherence to a program-centered budgeting process that includes incremental budgeting based on different program types, delivery, and quality for all curriculum areas (The process provides evidence of tangible connections between allocations and anticipated program outcomes or accomplishments.) 		0
<ul style="list-style-type: none"> Directs full implementation of a program-centered budgeting process that includes incremental funding possibilities, a process for evaluating options, and the use of program evaluation data linked to budget allocations (This process enables program budget decisions to be based upon documented results and performance.) 		0
5.2 Resource allocation tied to curriculum priorities		
<ul style="list-style-type: none"> Requires a budget that allocates resources according to documented needs, assessment data, and established district curriculum and program goals and priorities 	BBA, DA, DB	1
<ul style="list-style-type: none"> Requires a budget that may be multi-year in nature, provides ongoing support for curriculum and program priorities, and connects costs with program expectations and data-based needs 		0
<ul style="list-style-type: none"> Directs a budget that provides resources needed to achieve system priorities over time and demonstrates the need for resources based on measurable results and/or performance of programs and activities 		0
5.3 Environment to support curriculum delivery		
<ul style="list-style-type: none"> Directs facilities that enable teachers to work in an environment that supports adequate delivery of the curriculum 	EB, EB-AP1, ECB, FB, FEF	1
<ul style="list-style-type: none"> Directs consideration of multi-year facilities planning efforts to adequately support the district curriculum and program priorities 		1
<ul style="list-style-type: none"> Directs facilities planning linked to future curriculum and instructional trends and to the teaching-learning environment incorporated in the documented system mission and vision statements 		0
5.4 Support systems focused on curriculum design and delivery		
<ul style="list-style-type: none"> Provides a clear connection between district support services and the achievement of the district curriculum design and delivery, and evidence of optimization within the system 	EEA, EEAB, EF, EHB, JHD	1
<ul style="list-style-type: none"> Requires formative and summative evaluation practices for each support service to provide data for improving these services and documented evidence of improvement over time 		0
<ul style="list-style-type: none"> Requires periodic reports to the board with recommendations for continuing, revising, and/or developing new support services to enhance fulfillment of the mission, including needs-based data 		0

Exhibit 1.1.6 (continued) Reviewers' Analysis of Board Policies and Administrative Procedures On Review Standard Five to Determine Quality and Degree of Adequacy Lee's Summit R-7 School District September 2016		
Standard Five—Provides for Productivity: Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers' Rating
5.5 Data-driven decisions for the purpose of increasing student learning		
<ul style="list-style-type: none"> Directs the development of specific requirements for data analysis that lead to improved student learning for the core curriculum areas and electives 	IL, IM	0
<ul style="list-style-type: none"> Directs the development of specific requirements for data analysis that lead to improved student learning for all curriculum areas and grade levels (including electives) 		0
<ul style="list-style-type: none"> Directs the development of specific requirements for data analysis that lead to improved student learning for all operations of the district 		0
5.6 Change processes for long-term institutionalization of district priority goals		
<ul style="list-style-type: none"> Requires the identification of strategies, grounded in documented assessment of program success or efficacy, to be used by the district to ensure long-term institutionalization of change 	GBB	0
<ul style="list-style-type: none"> Directs the development of school improvement plans that address the use of specific change strategies at the building level to ensure the institutionalization of change and improved results or performance 		0
<ul style="list-style-type: none"> Directs that all district, department, and program plans incorporate procedures for change strategies to ensure the institutionalization of change for improvement and include procedures with formative and summative practices that provide data about change implementation and effectiveness 		0
Standard Five Rating (number of points for the six criteria with a possibility of 18)		4
Percentage of Adequacy (points divided by the number of possible points—18)		22.2%
Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.		
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Exhibit 1.1.6 presents the reviewers' ratings of the district policies and exhibits related to Standard Five, which provides for productivity. Reviewers found that board policies lacked sufficient content, specificity, and direction to meet this review criterion. At least 70 percent of the characteristics must be met for the policies to be considered adequate; the reviewers found that four (22.2 percent) of the 18 criteria were met.

Criterion 5.1 – Program-centered budgeting

Board Policy BBA states, “The Board is responsible for the adoption of the annual budget, which will provide financial basis for personnel, facilities, materials and equipment to enable the district to carry out its educational program.” Reviewers, however, found no policy expectations requiring implementation of a program-centered budget process. No points were awarded this criterion.

Criterion 5.2 – Resource allocation tied to curriculum priorities

Reviewers found some policy direction for the allocation of resources based on documented district needs. *Board Policy DB* states, “The annual district budget is a written document presenting the Board’s plan for allocation of the available financial resources to sustain and improve the educational function of the school district. It is a legal document describing the programs to be conducted during the fiscal year and is the basis for the establishment of tax rates for the district.” *Board Policy BBA* further states, “The establishment of the goals and objectives of the school district and the methods of financial support needed to reach those goals and objectives are a part of the policy-making function of the Board of Education.” No policy expectation was

found that would require budget planning to include a multi-year plan, or that resource allocation be based on measurable results and/or documented needs. One point was awarded this criterion.

Criterion 5.3 – Environment to support curriculum delivery

Reviewers noted several policies that address adequacy of facilities, including *Board Policy ECB*, which links facilities maintenance to student achievement, stating “Well-maintained facilities improve student achievement, and inadequately maintained facilities have a negative impact on student achievement and staff and student morale.” This policy requires the superintendent to implement a program of preventive maintenance to protect and improve the district’s facilities. *Board Policy EB* recognizes the necessity for a planned safety program to create a safe environment for the students attending school in the district and for the professional and support staff employed by the school district. *Board Policy FB* addresses facilities planning, requiring the superintendent to report the board annually the status of facilities needed, based on enrollment projections and other factors. There was no policy expectation that specifically requires facilities planning to include a consideration of the district’s current and/or future curriculum and program priorities. Two points were awarded this criterion.

Criterion 5.4 – Support systems focused on curriculum design and delivery

Reviewers found two policies that directly make the connection between support services and student learning. *Board Policy EF* states, “The food service program operates as an integral part of the total school program and contributes to the district’s efforts to improve student achievement.” *Board Policy EHB* states, “The Lee’s Summit R-7 School District’s technology exists for the purpose of enhancing the educational opportunities and achievement of district students.” Reviewers, however, found no policy expectation requiring evaluation of support services to provide data for improving services or requiring periodic reports to the board of education regarding the effectiveness of support services in helping the district meet its goals. One point was awarded this criterion.

Criterion 5.5 – Data-driven decisions for the purpose of increasing student learning

Reviewers noted references in district policies to use of data. *Board Policy IM* references use of data to determine program effectiveness and to develop recommendations for continued improvement. *Board Policy IL* states that the use of data is for monitoring academic progress and to assist in the preparation of recommendations for instructional program changes. No policy statements were found that specifically required the use of data analysis to improve student learning. No points were awarded this criterion.

Criterion 5.6 – Change processes for long-term institutionalization of district priority goals

No policies were noted that referenced change or implementing change processes. No points were awarded this criterion.

Exhibit 1.1.7 shows the percentage of adequacy of board policies for each of the five standards and an overall percentage of adequacy for all five standards

Exhibit 1.1.7

**Summary Ratings of the Reviewers' Analysis of Board Policy
And Administrative Procedures to Determine Quality and Degree of Adequacy
Lee's Summit R-7 School District
September 2016**

Standard	Number of Criteria	Number of Possible Points	Points Given	Percentage of Points Relative to 70% Standard for Adequacy
One: Control	6	18	7	38.8
Two: Direction	5	15	1	6.6
Three: Connectivity	5	15	4	26.6
Four: Feedback	4	12	4	33.3
Five: Productivity	6	18	4	22.2
Overall Rating for all Criteria	26	78	20	25.6%

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As can be noted, district policies and administrative procedures scored 20 out of a possible 78 points. Scores for each of the five categories are as follows: Control—7 of 18, Direction—1 of 15, Connectivity and Equity—4 of 15, Feedback—4 of 12, and Productivity—4 of 18. To be considered adequate, an overall score of 57 points or 70 percent, is required. With an overall score of 20 points, or 25.6 percent, reviewers determined that the policies and administrative procedures of the Lee's Summit LR-7 School District did not meet the review standard for effective governance and are considered inadequate.



LS HS - small engine repair

In a review of board agendas (lacking available board minutes) for the past three years from September 2013 through August 2016, it was noted that the board agenda had consent agenda items for first readings, first and final readings, and second and approval readings of new policies as presented by the Assistant Superintendent for Human Resources. Since these items were presented in the consent agenda and absent board minutes, there was no indication that much discussion or revision took place in the policy approval process. Interviews with board members and district administrators also revealed that the board has had a limited role in developing, reviewing, or revising local policies.

- “Most of our policy generation is through Missouri School Boards Association (MSBA) based on Missouri statutes and tweaked to fit our circumstances here. We get into the nitty gritty with procedures,

which are not board adopted. Ultimately the board is responsible for policy. It is our main role.” (Board Member)

- “Process-wise with this board, most things are brought to us well in advance of them needing to be decided on through Friday updates.” (Board Member)
- “The Associate Superintendent of Human Resources receives policy updates from MSBA and brings them to the Superintendent’s Leadership Team (SLT). The policy recommendations are reviewed and then taken to the Board of Education (BOE) for first reading through the board update. Then, after feedback from the BOE, amendments are made and the new policy is taken to the BOE for a second reading for approval.” (Central Office Staff)
- “Administrative procedures (AP) is where the SLC spends a lot of time to be sure that any changes in policy fit our protocols. Administrative procedures are not adopted by the BOE, but they are housed in the policy book.” (Central Office Staff)

Policy and Administrative Regulation Distribution and Implementation

The final question to be addressed in the analysis of board policies and administrative regulations was to determine if existing policies and regulations are easily accessible and followed. Links to the LSR7 Policy Manual are easily accessed on the district’s website. In response to a survey question asking what principals’ primary source of direction for decision making was, 31 percent responded that board policy was their first place to go, 15 percent indicated they would go to administrative procedures, 19 percent would depend on their own experience, and 13 percent would go to their supervisor.

Interviews and surveys with district stakeholders provided some additional insight into the use of policies throughout the district:

- “Board Policies guide our decision making. I appreciate the collaborative approach of our team.” (Principal Survey)
- “Of course BOE policy always weighs heavy on decisions. I also consider previous success and support needed, the needs of the building, the needs of the community, etc.” (Principal Survey)
- “When I need policy help I contact the Assistant Superintendent for Elementary Education.” (Principal)
- “A challenge for us with policy and procedures is a lack of clarity. Is this something we are going to be tight on or is this something that we are going to give some room on.” (Building Administrator)

Summary

In summary, the reviewers compared governing policies and exhibits to review criteria for quality in the areas of control, direction, connectivity and equity, feedback, and productivity. In their analysis of board policies reviewers did not find a comprehensive policy framework to guide the development and delivery of curriculum in the Lee’s Summit R-7 School District.

Reviewers noted the following:

In the area of direction:

- Policy requires a written curriculum guide for all subject areas through a systematic plan but board policies do not convey a clear expectation that requires alignment of the taught and assessed curriculum to the written curriculum.
- Policy requires a specific plan for regular review of curriculum; however, the current policy speaks to “Show Me Standards” that were approved in 1996 and are no longer the Missouri learning standards.
- Policy establishes the expectation requiring instructional resources to support the curriculum but do not require deep alignment of resources and instructional strategies.
- There are no policy expectations addressing program alignment, evaluation, revision, expansion, or termination.

- Policies are silent on requiring horizontal coordination of the curriculum across schools or requiring prerequisite skills to be identified and included in the written curriculum.

In the area of control:

- There is no policy expectation that requires annual reviews of district improvement planning efforts in terms of improved student achievement.
- There is no policy expectation that site-based improvement plans be congruent with the district improvement plan.
- Policies do not establish expectations for an organizational chart depicting lines of authority, or that job descriptions be updated regularly and include accountability for the design and delivery of curriculum at all levels.

In the area of connectivity and equity:

- No policy expectation was found requiring building administrators to monitor the delivery of the written curriculum on a consistent and ongoing basis, and that includes classroom observations and analysis of student assessment data.
- No policies were noted for review of equity data or the development of procedures for fast-tracking students who lack sufficient skills for courses such as AP, honors, IT, etc.
- Policies are in place expecting professional development and linking professional development to student achievement.

In the area of feedback:

- No policies specifically address the alignment of district assessments to the written curriculum.
- There is no policy requiring the review of disaggregated student assessment results to determine areas where curriculum delivery may be ineffective and, thus, identify areas for professional development.
- No policy requires district assessments to go beyond those required by the state, or a system that is differentiated or more rigorous than external high stakes assessments.
- No policy states that specifically required program proposals include an evaluation process, or that specifically required program evaluation results be linked to improvement plans or long-range planning.
- No policy requires teachers to track individual student mastery.
- No policy expectations specifically require the use of data analysis to improve student learning.

In the area of productivity:

- No policy was found that requires the alignment of budget expenditures with program goals or requires that expenditures be based on an assessment of district data and program priorities.
- No policy expectations require implementation of a program-centered budget process, or that resource allocation be based on measurable results and/or documented needs.
- No policy expectation specifically requires facilities planning to include a consideration of the district's current and/or future curriculum and program priorities.

Overall, lacking formal policy direction, curriculum management is out of control, missing expectations for teaching, learning, evaluation, and improvement using feedback.

Finding 1.2: The organizational chart does not meet review criteria and does not adequately reflect sound organizational management of the school system. Job descriptions are inadequate in clearly communicating roles and responsibilities associated with curriculum design and delivery.

Clarity of administrative role relationships is important to an organization in the productive grouping and management of its tasks and functions. A functional and accurate delineation of administrative relationships

is generally depicted in graphic form and called an Organizational Chart or Table of Organization. An organizational chart graphically depicts the line of authority and responsibilities from the board of education and superintendent to campus principals and classroom educators for producing student learning.

To serve as an effective guide in curriculum development, a school system's policy framework must be specific so decisions can be made by referencing specific relevant policies. Reviewers reviewed policies for clear direction in this area but found no policy that specifically requires an organizational chart.

In order to analyze the adequacy of the Lee's Summit R-7 School District's organizational charts, reviewers reviewed the current LSR7 organizational charts, system-provided job descriptions, payroll guidelines, salary schedules, and other documents communicating information about roles and areas of responsibility. Reviewers also interviewed district and campus administrators, and other staff regarding the organizational chart and job descriptions.

The reviewers found no board policies that require the development and revision of job descriptions. (Although there is an expectation for the development and use of job descriptions, there is no policy expectation regarding the required content of written job descriptions.) They also found the current organization charts were inadequate to reflect sound general management of the school system when evaluated against review criteria, and job descriptions were inadequate in communicating clear linkages to curriculum.

Board Policy

Reviewers examined the following board policies that give direction related to the administrative organization and the district's organization, job descriptions, roles, and responsibilities:

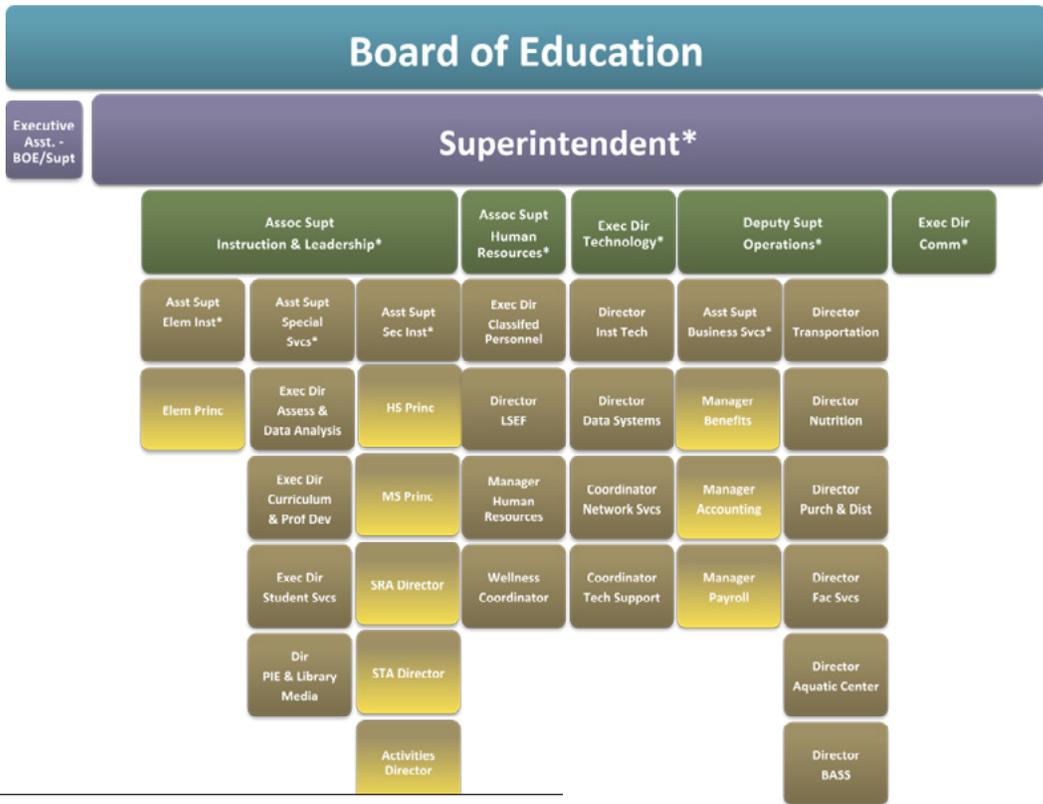
- *Board Policy CB: School Superintendent* states that "The execution of all decisions made by the Board concerning the internal operation of the school district shall be delegated to the superintendent. The superintendent shall then be responsible for the delegation of responsibility and authority for the operation of the various functions of the district."
- *Board Policy CBG: Evaluation of the Superintendent* defines as one of the responsibilities of the superintendent to lead personnel and manage "the organizational structure and resources in a way that promotes a safe, efficient and effective learning environment."
- *Board Policy GCA: Professional Staff Positions* requires that "The superintendent will maintain a comprehensive and current set of job descriptions for all positions in the district. Job descriptions shall be available in the office of the superintendent during regular business hours."
- *Board Policy EBBA: Illness and Injury Response and Prevention* requires the superintendent/designee to continuously review job descriptions and district activities to improve safety in the district.
- *Board Policy GCD-API: Professional Staff Hiring* states that Human Resources will approve all job descriptions.
- *Board Policy GDA: Support Staff Positions* states that the superintendent or designee will maintain a comprehensive and current set of job descriptions for all positions in the district.

In their review of board policies, reviewers found some generic language on organizational structure but no specific policy expectation for an organizational chart depicting the organizational structure of the district with clear lines of authority established. While a few policies were found that reference job descriptions, no policy expectation was found regarding the content that must be included in the job descriptions or the requirement that job descriptions be periodically reviewed for all positions in the district.

Organizational Structure

Reviewers were provided with organizational charts for the 2015-16 school year and one for 2016-17. Two of those are displayed in [Exhibit 1.2.1](#).

Exhibit 1.2.1
Organizational Chart
Lee's Summit R-7 School District
September 2016



Lee's Summit R-7 School District
Organizational Chart 2015-16

*Superintendent's Leadership Team
 TeamTeam



LEE'S SUMMIT R-7 SCHOOL DISTRICT
Instructional Department Leaders 2016-17

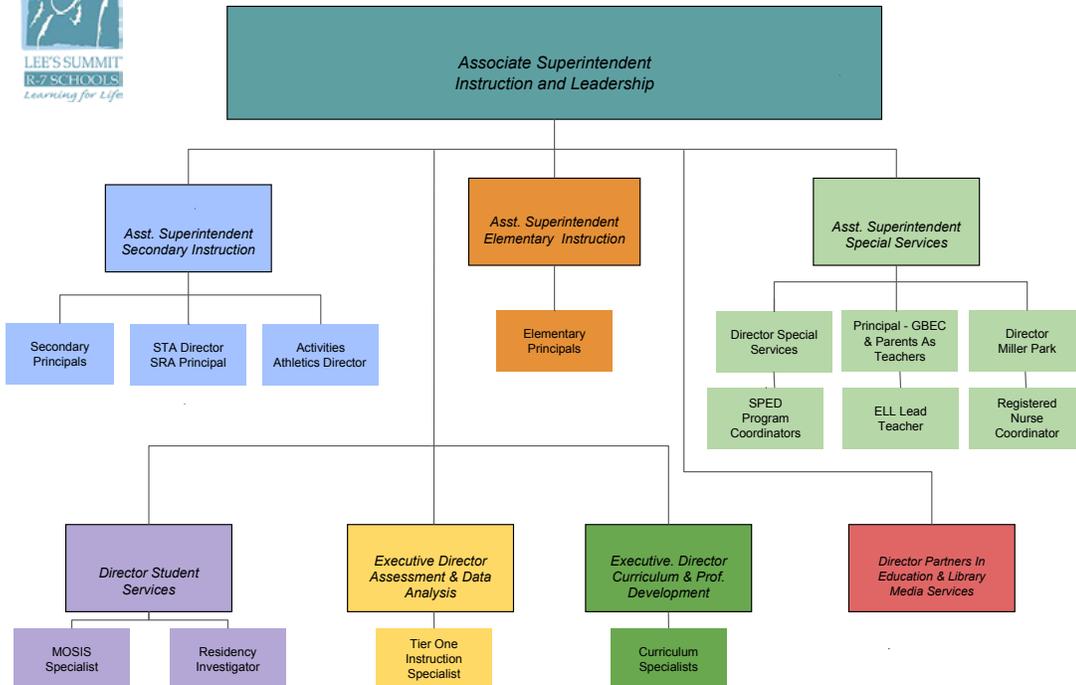


Exhibit 1.2.2 provides the principles of organizational management against which reviewers analyze a district’s organization chart. The review expectation is that all principles listed will be met.

Exhibit 1.2.2

**Curriculum Management Improvement Model
Of Sound Organizational Management**

Principle	Explanation
Span of Control	The range of superiors to subordinates should be 7-12 as a maximum number of persons who are supervised on a daily face-to-face-basis.
Chain of Command	A person should have only one superior to avoid being placed in a compromised decision-making situation.
Logical Grouping of Functions	The clustering of similar duties/tasks is employed in order to keep supervisory needs to a minimum (ensuring economy of scale).
Separation of Line and Staff Functions	Those administrators carrying out the primary mission of the district are not confused with those supporting it. In reporting relationships, line administrators report only to other line administrators, never staff administrators. This keeps the line of accountability for the primary mission of the district uncomplicated.
Scalar Relationships	Roles of the same title and remuneration should be depicted graphically on the same general horizontal plane.
Full Inclusion	All persons working within the district carrying out its essential functions should be depicted on the table of organization.
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The review team analyzed the tables of organization presented in Exhibit 1.2.1, district job descriptions, lists of all current district personnel, district payroll guidelines, and salary schedules. In addition, the reviewers discussed the organizational structure during interviews with the interim superintendent, board members, and district staff. The reviewers found that the depiction of the organizational structures, as presented, failed to meet the Curriculum Management Improvement Model Principles of Sound Organizational Management.

The following are the reviewers’ assessment of the current Lee’s Summit R-7 School District organizational charts (Exhibit 1.2.1) based on the six criteria in Exhibit 1.2.2.

Span of Control (Not Met)

This review criterion expects that administrators directly (day-to-day supervision and communication) supervise no more than 12 employees to permit adequate supervision. Senior leadership positions seem to fall within this parameter with the exception of the Assistant Superintendent of Elementary Instruction who supervises 18 elementary principals. This review criterion was not met.

Chain of Command (Met)

The chain of command on the table of organization is laid out in such a way to clearly communicate chain of command. When analyzing the job descriptions reviewers found adequacy in chain of command on 60 of 66 job descriptions (91 percent), which included clear chain of command. This review criterion was met.

Logical Grouping of Functions (Not Met)

All functions examined by the reviewers in the organizational chart were logically grouped. However, the placement of the Director of Instructional Technology seems to be divided between the operations side of the house and the instructional side of the house, which can cause confusion. Separating instructional technology from curriculum and instruction within the larger organization ensures that there will be difficulty in the direction related to curriculum, instruction, and assessment—the very work of the schools.

Separation of Line and Staff Functions (Met)

A “line function” is one that directly advances the core work of the school organization, that of delivering teaching and learning to students. A “staff function” is one that provides services and assistance to other parts of the organization, but is not directly involved in achieving the primary mission of the organization. On the organizational chart, reviewers expected to find a direct, uninterrupted line of authority extending from the board of education, through the superintendent and other central office officials, to campus principals, and classroom teachers. The line of authority depicted on the organizational chart for the Lee’s Summit R-7 School District meets this review criterion; however, teachers are not depicted on the chart or in the central line of authority.

Scalar Relationships (Not Met)

Positions that appear at the same level on the organizational chart are expected to have similar authority and responsibilities and receive comparable compensation. When reviewers compared the positions on the same horizontal plane to the 2016-17 Salary Schedule the following was noted:

- Assistant superintendents, executive directors, and directors are on the same horizontal plane with varying responsibilities and salaries.
- Principals are on the same plane as executive directors and directors.
- High school principals and elementary principals are on the same horizontal plane with differing salaries and responsibilities.

Full Inclusion (Not Met)

An organizational chart depicts the relationship of one official, or one position, to others within the school district. Not all positions involved in the instructional programs, such as assistant principals, campus directors, and teachers, are depicted on the LSR7 organizational chart. The organizational chart is incomplete in that it does not depict full inclusion of all positions responsible for the implementation and delivery of the curriculum to students.

Interviews and Surveys

There was concern among teachers and school leaders about support for the delivery of curriculum at the school site as demonstrated by these representative comments, which go to the heart of an organizational chart:

- “The curriculum specialists are too few and far between.” (Teacher)
- “Curriculum specialists don’t get out to the school sites. Is that the best fit for this district? I don’t know.” (Central Office Staff)
- “I’d like to see more instructional coaches in the buildings.” (Parent Survey)
- “We need more academic support at the building level: adequate resources, coaching, PD follow-up in the building.” (Principal Survey)
- “We need more of a team approach and support between the building level and central office administrators. [We need and understanding that]...each program change affects the building which can cause a pile up when multiple groups at the district level are making changes independently.” (Principal Survey)
- “We need more of a teamwork approach between central office, building administrators, and teachers.” (Teacher Survey)
- “There is a disconnect between central office and schools.” (Teacher Survey)

The following questions and concerns were representative of communication to the review team about the needs of the organizational structure:

- “I believe vertical collaboration is strongly needed.” (Principal Survey)

- “We need additional staff at the SLC level. There are very few folks running a very large district with many programs. We need access to answers, and some are spread very thin at the district level.” (Principal Survey)
- “There should be a redesign of the function and control of the district LRE team.” (Teacher Survey)
- “Collaboration of instructional technology and the curriculum specialists is needed. Right now there is a separation of curriculum from technology.” (Central Office Staff)
- “I wonder if we aren’t top heavy in the admin building. We may have too many chiefs. Are salaries reasonable for those who are in the admin building? The recent superintendent was overcompensated by far. Are others overcompensated to the detriment of our funding in the classroom?” (Teacher Survey)
- “We need coordination of instructional initiatives: technology, curriculum and instruction.” (Principal Survey)
- “Everyone at our central office has initiatives and all of these get pushed down to teachers. Teachers feel they can’t get really good at these initiatives because there is always so much on our plate.” (Teacher Survey)
- “The central office organization needs to flatten.” (Principal Survey)
- “We’re all siloed. [We] Need to let go of the old school organization.” (Central Office Staff)

Job Descriptions

Job descriptions are clearly written summaries of duties and qualifications of persons employed by the school district. They provide information regarding the necessary background to qualify for specific jobs and how those positions function within the organization. The descriptions should include assignment of supervisory relationships and the critical components of job duties. A clear set of job descriptions supports the district’s internal and external communication by explaining who performs what duties within the organization. Adequately designed job descriptions should reflect and be congruent with the graphic depiction of administrative relationships on a district’s organizational chart.

To analyze job descriptions, the review team examined policies directing the use of job descriptions, reviewed the job descriptions submitted by district leaders, collected names of positions from payroll data, and also received information regarding existing positions during the interview process. The reviewers found adequate direction for having job descriptions in policy. *Board Policy GCA* and *GDA* require “The superintendent will maintain a comprehensive and current set of job descriptions for all positions in the district.” However, no requirement was noted in board policies requiring job descriptions to include accountability for the design and delivery of curriculum. The reviewers also interviewed staff regarding job descriptions, their respective job responsibilities, and the supervision/reporting structure.

A total of 98 unique job descriptions were provided to the review team. Fifty-four (54) of those written job descriptions were related to teaching and learning. Reviewers compared the job descriptions made available to the team with the data collected concerning what positions exist in the district also related to teaching and learning. These data were collected from district payroll printouts that included all current employee’s position titles, organizational charts provided to the team, and interviews with staff.

This comparison, presented in [Exhibit 1.2.3](#), showed a number of positions for which the reviewers did not receive a written job description. Additionally, several identified positions did not have a corresponding job description but the district did provide job postings. A total of 76 job titles were listed and analyzed. [Exhibit 1.2.3](#) provides a listing of these instruction-related job titles and details on whether the position has a corresponding job description or posting.

Exhibit 1.2.3
Scope of Job Descriptions
Lee's Summit R-7 School District
September 2016

Job Title	Job Description Available	Other job titles/Also Called	Date of Job Description
Assistant Director-Before and After School	x	Assistant Director-BASS	5/17/10
Assistant Director of Special Services	x		Undated
Assistant Director-Summit Technology Academy	x		Undated
Assistant Director-Middle School/Athletics and Activities Director	x		4/5/10
Assistant Principal-Athletic and Activities Director HS	Missing JD/ Posting Provided		1/25/13
Assistant Principal-Elementary	x		Undated
Assistant Principal-Middle School	Missing JD/ Posting Provided		2/15/13
Assistant Principal-High School	x		4/15/13
Assistant Superintendent Instruction and Leadership	Missing	Assistant Supt Instr & Leadership-Elementary, Assistant Supt Inst & Leadership Secondary	
Associate Superintendent-Instruction and Leadership	x	Associate Superintendent of Academic Services & Leadership	Undated
Autism/Behavior Specialist	x		Undated
BASS Manager	x	Before and After School Manager	Undated
Behavior Coach	x		Undated
Campus Supervisor	x		6/1/10
Certified Occupational Therapy Assistant (COTA)	x		4/24/12
Coordinator of Speech-Language Pathologists	x		Undated
Coordinator of Instructional Technology	x		Undated
Counselor-Elementary	x		10/4/11
Counselor-Guidance	x		4/15/10
Curriculum Specialists	Missing		
Deputy Superintendent of Operations	x		Undated
Director-BASS	x		Undated
Director of Community Relations	x		2/1/13
Director of Lee's Summit Educational Foundation	x		11/3/11
Director of Curriculum and Instruction	x	Executive Director of Curriculum & Instruction, Executive Director of Curriculum & Professional Development	1/19/12
Director of Assessment and Data Analysis	x	Executive Director of Assessment and Data Analysis	3/17/10
Miller Park Director	x		4/8/10
Director of Library Media Services	x	Dir Partners in Education and Library Services, Dir PIE	2/19/10
Director of Instructional Technology	x		Undated
Director of Special Services	Missing		
Director of Student Services	x		Undated

Exhibit 1.2.3 (continued)
Scope of Job Descriptions
Lee's Summit R-7 School District
September 2016

Job Title	Job Description Available	Other job titles/Also Called	Date of Job Description
District MOSIS Specialist	Missing JD/ Posting Provided	MOSIS Specialist	5/29/13
Executive Director of Special Services	x	Assistant Superintendent Special Services	Undated
Executive Director of Technology	x		Undated
Head Start Coordinator	x		Undated
Health Services Coordinator	x		Undated
IB Coordinator	Missing		
Instructional Technology Specialist	x	Instructional Evaluation Specialist	Undated
Interpreter	x		6/16/10
Lead Teacher Positions including ELL Leads, Test Coordinators, Partners in Education Facilitators, etc.	Missing		
Library Media Specialist	Missing JD/ Posting Provided		Undated
Occupational Therapist	x	Mobility Specialist	Undated
Miller Park Therapist	x		4/4/10
Paraprofessional-Generalist	Missing JD/ Posting Provided	Focus Facilitators, Paras, etc.	Undated
Paraprofessional-One-on-one and Life Skills	Missing JD/ Posting Provided		Undated
Physical Therapist	x	Mobility Specialist	Undated
Principal-Early Education	x	Parent Educator, Principal GBECC and Parents as Teachers	Undated
Principal-Elementary	x		1/3/11
Principal-Middle School	x		6/7/11
Principal-High School	x		2/28/11
Program Specialist	Missing		
Psychologist Intern	Missing		
Resource Aide	Missing JD/ Posting Provided		8/29/16
Residency Investigator	x		Undated
School Age Care Site Coordinator	x		7/1/10
School Age Care Assistant Site Coordinator	x		5/17/10
School Community Liaison/Social Worker	Missing JD/ Posting Provided		4/6/16
School Psychologist	x		Undated
Section 504 Process Coordinator	x		5/3/10
Site Technical Specialist-Elementary	Missing JD/ Posting Provided		6/15/16
Social Worker/Mental Health Therapist	x		Undated
Special Education Process Coordinator	x	Coordinator-Special Education, SPED Program Coordinators, Coordinator Special Services	5/3/10
Speech/Language Pathologist	x	Educational Therapist	Undated

**Exhibit 1.2.3 (continued)
Scope of Job Descriptions
Lee's Summit R-7 School District
September 2016**

Job Title	Job Description Available	Other job titles/Also Called	Date of Job Description
Teacher/Administrator Alternative School	x		Undated
School Psychologist	x		Undated
Superintendent	x		9/17/10
Teacher Associate	x		5/12/10
Teacher Elementary	x		2/18/10
Teacher Elementary-Certified Reading Resource	Missing JD/ Posting Provided		5/30/16
Teacher Elementary-Certified Math Interventionist/Specialist	Missing JD/ Posting Provided		7/14/14
Teacher High School	x		3/8/11
Teacher Middle School	x		5/6/10
Teacher Special Education	x		3/26/10
Tier One Instruction Specialist-Elementary	Missing JD/ Posting Provided	Instructional Specialist	5/16/14
Tier One Instruction Specialist-Middle School	Missing JD/ Posting Provided	Instructional Specialist	5/16/14
TOTALS	Totals	Percentages	Undated Job Descriptions
Job Descriptions	55	73%	26
Job Postings Without Job Descriptions	13	17%	
Missing Job Descriptions	7	10%	
Total Teaching and Learning	75	100%	

As can be seen on [Exhibit 1.2.3](#), there was a total of 75 job titles reviewed and determined to be related to teaching and learning. Of the 75 job titles for teaching and learning, 55 job descriptions (73 percent) were made available to the review team prior to the site visit and during the week following. An additional 13 job titles had a corresponding job posting, which the auditors showed in the exhibit since these postings include at least minimal information that would be included in an official job description. However, job postings are not considered adequate to serve as an official job description. The following observations were also relevant:

- Nine of the job titles had no corresponding job descriptions or job postings presented to the team.
- There are a total of 20 positions (27 percent) related to teaching and learning that do not have job descriptions on file in Human Resources. As can be seen in [Exhibit 1.2.3](#), many of these positions are central to the work of teaching and learning in LSR-7, such as curriculum specialists and the assistant superintendent of instruction and leadership.
- Eighteen (18), or 33 percent, of the 55 job descriptions have discrepancies in job titles that are referred to on intra-district documents and summarized in the exhibit.
- Of the 55 positions with job descriptions, 26 of them (47 percent) are undated. Several of the dated job descriptions are more than six years old, dating back to 2010.

Of particular note, the confusion over titles and job descriptions is exacerbated by the fact that the positions responsible for ELL, Test Coordinators, Partners in Education Facilitators, and other coaching type positions in the district are all classified as “Lead Teachers.” They are therefore presented as one position on the exhibit, although each position has distinct and different responsibilities. The district calls these positions teachers who are receiving an extra duty contract. The review criteria used by the review team require any such positions, when duties differ, to have a specific job descriptions outlining those duties, regardless of how the contract

reads. Otherwise, there is no specificity for what the responsibilities and roles of these positions are nor any way to provide for accountability in fulfilling those roles.

In summary, the reviewers determined that the scope of job descriptions available in LSR-7 for staff involved in teaching and learning is inadequate to guide and direct the responsibilities of teaching and learning staff members. Job postings do not qualify as adequate job descriptions. There is discrepancy in the district regarding exact titles, with 33 percent of the job descriptions showing multiple titles as represented on organizational charts, in interviews, and on district payroll printouts. This lack of clarity in job descriptions and responsibilities can create confusion over the proper assignment of roles and can impede effective performance of duties by relevant personnel.

The review team then examined the quality of the 55 complete job descriptions submitted by district leaders. To determine quality, reviewers examined each of the 55 job descriptions that were made available and evaluated the degree to which each adequately addressed the four critical elements of quality job descriptions:

- Qualifications;
- Links to Chain of Command;
- Functions, Duties, and Responsibilities; and
- Relationship to the Curriculum.

The rating indicators are presented in [Exhibit 1.2.4](#).

Exhibit 1.2.4
Quality of Written Job Descriptions
Rating Indicators

Rating	Explanation
Missing	No statement made.
Inadequate	A statement made, but is incomplete and missing sufficient detail.
Adequate	A more or less complete statement usually missing curricular linkages or sufficient detail regarding curricular linkages/alignment.
Strong	A clear and complete statement, including linkages to curriculum where appropriate or, if not appropriate, otherwise quite complete.
Exemplary	A clear, complete statement with inclusive linkages to curriculum indicated in exemplary scope and depth.
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[Exhibit 1.2.5](#) presents the job descriptions examined by the reviewers and their assessment of the adequacy of each job descriptions. Reviewers assigned a rating to each of the four critical elements using five indicators ranging from Missing (M) to Exemplary (E). For a job description to be considered strong, each of the four critical elements must be rated as adequate (A) or higher.

Exhibit 1.2.5
Quality of Written Job Descriptions
Lee’s Summit R-7 School District
September 2016

Job Title	Qualifications	Links to Chain of Command	Functions, Duties, and Responsibilities	Relationship to Curriculum
Assistant Director-Before and After School	I	A	I	M
Assistant Director of Special Services	I	A	I	M
Assistant Director-Summit Technology Academy	I	A	I	M

Exhibit 1.2.5 (continued)
Quality of Written Job Descriptions
Lee's Summit R-7 School District
September 2016

Job Title	Qualifications	Links to Chain of Command	Functions, Duties, and Responsibilities	Relationship to Curriculum
Assistant Director-Middle School/Athletics and Activities Director	I	A	I	M
Assistant Principal-Athletic and Activities Director HS	I	A	I	M
Assistant Principal-Elementary	I	A	I	M
Assistant Principal-Middle School	I	A	I	M
Assistant Principal-High School	I	A	I	M
Associate Superintendent Instruction and Leadership	I	A	A	A
Autism/Behavior Specialist	I	A	I	M
BASS (Before and After School) Manager	M	M	I	M
Behavior Coach	I	A	A	M
Campus Supervisor	I	A	A	M
Certified Occupational Therapy Assistant (COTA)	A	A	A	M
Coordinator of Speech-Language Pathologists	I	A	I	M
Coordinator of Instructional Technology	I	A	I	I
Counselor-Elementary	I	A	A	M
Counselor-Guidance	I	A	A	M
Deputy Superintendent of Operations	I	A	A	M
Director-BASS	I	A	A	M
Director of Community Relations	I	A	A	M
Director of Lee's Summit Educational Foundation	I	A	A	M
Director of Curriculum and Instruction (Title Change to Executive Director of Curriculum & Instruction)	I	A	A	A
Director of Assessment and Data Analysis (Title Change to Executive Director of Assessment and Data Analysis)	I	A	I	M
Miller Park Director	I	M	A	M
Director of Library Media Services	I	A	A	I
Director of Instructional Technology	I	A	I	M
Director of Student Services	I	A	A	M
District MOSIS Specialist	I	A	A	M
Executive Director of Special Services (Title Change to Assistant Superintendent Special Services)	I	A	I	M
Executive Director of Technology	I	A	I	M
Head Start Coordinator	I	A	I	M
Health Services Coordinator	I	A	A	M
Instructional Technology Specialist	I	A	A	A
Interpreter	I	A	A	A
Library Media Specialist	I	A	A	I
Occupational Therapist	A	A	A	I
Miller Park Therapist	A	M	A	M
Paraprofessional-Generalist (also called Focus Facilitators)	I	A	A	M
Paraprofessional-One-on-One and Life Skills	A	A	A	M
Physical Therapist	A	A	A	A

Exhibit 1.2.5 (continued)
Quality of Written Job Descriptions
Lee's Summit R-7 School District
September 2016

Job Title	Qualifications	Links to Chain of Command	Functions, Duties, and Responsibilities	Relationship to Curriculum
Principal-Early Education	I	A	A	I
Principal-Elementary	I	A	I	M
Principal-Middle School	I	A	I	M
Principal-High School	I	A	I	M
Resource Aide	I	M	A	M
Residency Investigator	A	M	A	M
School Age Care Site Coordinator	A	A	A	M
School Age Care Assistant Site Coordinator	A	A	A	M
School Community Liaison/Social Worker	I	M	A	M
Section 504 Process Coordinator	I	A	A	M
Social Worker/Mental Health Therapist	I	A	A	M
Special Education Process Coordinator	I	A	A	M
Speech/Language Pathologist	I	A	A	M
Teacher/Administrator Alternative School	I	A	A	I
School Psychologist	I	A	A	M
Superintendent	I	A	A	I
Teacher Associate	I	A	I	M
Teacher Elementary	I	A	I	M
Teacher Elementary-Certified Reading Resource	I	A	I	M
Teacher Elementary-Certified Math Interventionist/ Specialist	I	A	I	M
Teacher High School	I	A	I	M
Teacher Middle School	I	A	I	M
Teacher Special Education	I	A	I	M
Tier One Instruction Specialist-Elementary	I	A	I	M
Tier One Instruction Specialist-Middle School	I	A	I	M

As can be seen in [Exhibit 1.2.5](#):

- Of the total 66 job descriptions provided for review with a total of 264 total possible points, reviewers rated 110, or 42 percent, of the critical elements as adequate.
- One hundred fifty-four (154), or 58 percent, of the critical elements were rated as inadequate or missing.
- No critical elements were rated as strong or exemplary.
- The element with the highest ranking overall was that of Links to Chain of Command with 60, or 91 percent, of the job descriptions receiving an adequate rating in this area.
- The lowest rating was in the area of making a link to curriculum with 61, or 92 percent, of the 66 job descriptions rated as inadequate or missing this critically important indicator. Five, or seven percent, provided an adequate link to curriculum and, thus, teaching and learning.

Based on the analysis reflected in [Exhibits 1.2.4](#) and [1.2.5](#), the reviewers found job descriptions inadequate in design to clearly communicate roles and responsibilities associated with the design and delivery of curriculum. It is important to note here that job descriptions were frequently written in a technical manner, requiring the same basic knowledge for all employees, rather than tailoring the job description to the needs and context of the position. For example, the role of principal is described as a building manager rather than an instructional

leader. Qualifications describe very basic and low level requirements for positions frequently requiring basic mathematics knowledge for even high level employees of the system.

The following representative comments regarding job descriptions were obtained during interviews and surveys with district personnel:

- “We have so many ‘leaders’ at our central office who don’t appear to be performing their designated roles. For instance, instructional specialists don’t have the answers to specific questions regarding their curriculum areas. Instead, they ask other teachers for the answers.” (Teacher Survey)
- “My reading specialist is not a coach and will not be a strong coach. We are discussing having these positions become academic coaches, and this move needs to be reconsidered. I am concerned about this move.” (Building Administrator)
- “I’ve asked if I could trade a position for a paraprofessional, but it is not allowed. We really don’t need a copying person. It’s nice, but we can handle this. We need staff to support our students.” (Building Administrator)
- “Counselors are now more involved in testing and less about small group interactions with students. We need them to be with our children.” (Community Member)
- “The goal is Instructional Technology Specialists are going to try to get into every classroom this year: 1/3 supporting teachers in classrooms, 1/3 PD, 1/3 making sure that individual needs are met.” (Central Office Staff)
- Challenges: “Time, there are a lot of demands on us in terms of being a support for teachers, and facilitating curriculum teams, additional projects that come up. One specialist per area with 18 elementary schools.” (Central Office Staff)

Overall, reviewers found through interviews and surveys some consistent concerns related to the district’s organization, job descriptions, and the way in which business is conducted within the district. The following quotes, categorized as communication and time in schools, contain a message that is important to be noted.



Hawthorn Hill students checking out books

Communication

Reviewers repeatedly heard of communication challenges between interventionists, specialists, team leaders, and others.

- “One area that I feel we could improve on is our communication between our departments.” (Building Administration)
- “[We need] Communication between departments.” (Principal Survey)
- “[We need] Continued focus on communication at all levels. As the district continues to grow this becomes more difficult and needs to be a focus.” (Principal Survey)
- “Better communication between departments and better follow-up is needed.” (Principal Survey)
- “Improved communication and streamlining of processes from the top down.” (Principal Survey)
- “Communication from SLC and other departments to the buildings/teachers needs to be streamlined.” (Principal Survey)
- “We need transparency between central office and employees.” (Teacher Survey)
- “[Our challenge is to] “heal the wounds of the superintendent divorce.” (Central Office Staff)
- “The Board has agreed to play in the sandbox nicely.” (Central Office Staff).
- “Many different departments at SLC frequently have meetings and expectations which can become overbearing when trying to manage the day to day school operations. We need more communication between departments and areas at SLC.” (Principal Survey)

Central Leadership Time in Schools

- “Our central office administration and building administration need to get into the classrooms more. Make contact with the teaching staff in some manner. There is a distrust between upper-level administration and the teaching staff.” (Teacher Survey)
- “Central office staff need to come to the buildings to see what is actually going on in classrooms.” (Teacher Survey)
- “Central office employees need to spend more time in classrooms.” (Teacher Survey)
- “There’s a disconnect between what happens at the central office and what happens in the schools. I’d like to see our leaders more out in our schools.” (Teacher)

Summary

The reviewers found no board policies that require the development of an organizational chart. Except for some generic language on organizational structure, there was no specific policy expectation for an organizational chart depicting the organizational structure of the district with clear lines of authority established. They also found the current organizational charts inadequate to reflect sound general management of the school system when evaluated against review criteria.

Although the district has done an admirable job of providing organizational charts, the ambiguities of the organizational charts result in some uncertainty and confusion regarding the authority of central office positions related to instruction. The scope of responsibilities and supervision lacks depiction of the span of control, logical grouping of functions, scalar relationships, and full inclusion and, thus, does not meet the review criteria for sound organizational management. The organizational chart does not provide the clarity needed to develop a cohesive district curriculum, or the clear authority of the central office to direct the implementation of an adopted curriculum.

With most of the job descriptions for instruction rated inadequate for curricular linkage, they are insufficient to direct the design and delivery of the district’s curriculum. With over a third of the job descriptions missing and over 50 percent lacking a date, the district is unable to maintain accurate and current expectations for its

professional staff. Without current job descriptions, the district cannot ensure that the staff is cognizant of its professional responsibilities related to student learning, new initiatives, and local mandates.

Finding 1.3: Multi-year district planning is in place and the district plan meets review criteria; however, the quality of the planning at the building and department levels is inadequate to direct major change and guide decision making in meeting district goals.

The needs of society and students are continually evolving. A characteristic of an effective school system is the ability to consistently engage in long- and short-range planning focused on the attainment of agreed-upon goals and priorities. The planning function in a school system serves to chart the course for progress. Structured planning establishes the vision and mission for all district efforts and affords the district an opportunity to assess and reassess its beliefs, values, commitments, and resources in terms of its vision and mission.

Planning is a process by which district leaders envision the district's future and develop the necessary procedures and operations to achieve that future. Embedded in this planning is the ability to modify and adjust direction based upon student needs, new legislation, or changes in the community as district leaders identify, prioritize, and respond to the continually evolving needs of those it serves. The planning process assists a district to anticipate emerging needs, develop a framework for systemic action toward the attainment of organizational goals, and strategically focus activities that create the future.

Reviewers analyzed a number of documents in order to understand how Lee's Summit R-7 School District carries out the planning process. The documents reviewed included policies/procedures and job descriptions as well as:

- Lee's Summit R-7 School District 2011-2016 Strategic Plan
- Lee's Summit R-7 School District 2016-2021 Strategic Plan: *Destination 2021* (also referred to as the *R-7 Comprehensive School Improvement Plan* or CSIP)
- Building improvement plans provided for 17 of 29 schools
- Mission, vision, and commitment documents
- A variety of other planning documents

Reviewers also requested department improvement plans, a district-wide curriculum management plan, a student assessment and program evaluation plan, a district-wide professional development plan, an instructional technology plan, and a long-term facilities plan.

In addition, interviews were conducted with district staff, district and building administrators, parents, and teachers regarding planning in the district, as well as surveys of teachers, parents, and principals and assistant principals.

Several board policies direct planning in the Lee's Summit R-7 School District (see [Finding 1.1](#)).

- *Board Policy AD* addresses system-wide planning by requiring the development of a board-approved comprehensive school improvement plan that is guided by the mission statement and based on the district's fundamental beliefs about teaching and learning. This policy states that the "plan serves as the district's foundation for allocating resources, developing policies and procedures, and selecting and implementing instructional programs designed to raise student achievement." No policy expectation was found that requires annual reviews of district improvement planning efforts in terms of improved student achievement.
- *Board Policy CF* states, "The purpose of Site-Based Decision Making is to create and maintain effective schools through a continuous improvement process which fosters an environment where all children can learn." The superintendent is charged with the responsibility of organizing a system to implement site-based decision making in the schools. There is no stated policy expectation that site-based improvement plans be aligned or congruent with district improvement plans.

- *Administrative Regulation CF-API* lists topics where decisions may be centralized, but this procedure does not specially address alignment of school improvement plans with district goals and initiatives.

Overall, reviewers found that planning does take place in the Lee’s Summit R-7 School District, and it involves representative stakeholders in strategic planning, district improvement planning, and school improvement planning. The reviewers were not provided with any stand-alone, single topic plans or plans that provided adequate guidance in specific areas or departments (e.g., curriculum management planning ([Finding 2.1](#)), staff development planning ([Finding 3.1](#)), student assessment and program evaluation planning ([Finding 4.1](#)), long-term facilities planning ([Finding 5.1](#)), instructional technology planning ([Finding 5.2](#)), or formalized planning for individual departments.



LS North Choir Practice

Analysis of the Quality of Planning and District Planning Documents

Three levels of analysis are used to determine the quality of an organization’s planning process and planning documents. The first level addresses the planning process, in general. In applying this level of analysis, the reviewers considered the planning function within Lee’s Summit R-7 School District and how it is carried out at various levels within the district. The second level of analysis focuses on the existence and quality of a comprehensive district-wide planning process. The third level of analysis addresses the existence and quality of school and department/unit planning documents. As with all findings and analysis reviewers asked four essential questions:

1. Is there planning? (Design)
2. What is the quality of the planning? (Design)
3. Is there any action as a result of the planning? (Deployment and Delivery)
4. Is the action getting results? (Delivery)

Level 1: Current planning efforts in the LSR7 school district are inadequate to achieve the vision of planning.

Overall, the reviewers found documented evidence of planning over time. Historically in Lee’s Summit R-7 School District, strategic plans have been developed to cover a five-year period with school improvement plans created annually. The process for the current strategic plan, *Destination 2021* (also referred to as *Comprehensive School Improvement Plan* or CSIP) included reaching out to the larger Lee’s Summit community to “produce a five-year direction for the district, by identifying focus areas, measureable goals and strategies that meet the needs of each student and are evaluated on an annual basis and then revised, if determined necessary.” The team is selected through district-wide communication with staff, parents, and community members who apply

for membership on the team. The team reviews and/or revises the district mission, vision, and commitment statements, writes SMART goals for each focus area, writes strategies for each goal, conducts a community feedback process, and develops recommendations for the Superintendent’s Leadership Team.

To determine the quality of the planning function, the reviewers used eight characteristics of quality planning for design, deployment, and delivery. This level of analysis approached the planning functions at the district-wide level, the department level, and the building level. In order for the reviewers to rate the quality as adequate, at least six of the eight characteristics of quality planning must be evident and rated adequate. [Exhibit 1.3.1](#) lists the review characteristics for examining a district’s overall planning efforts and the reviewers’ rating:

Exhibit 1.3.1

**Level I: Rating of Characteristics of Quality Planning
Design, Deployment, and Delivery
Lee’s Summit R-7 School District
September 2016**

There is evidence that...	Reviewers’ Rating	
	Adequate	Inadequate
1. Policy Expectations: The governing board has placed into policy the expectation that the superintendent and staff collectively discuss the future and that this thinking should take some tangible form without prescribing a particular template, allowing for flexibility as needed.	X	
2. Vision/Direction: Leadership has implicit or explicit vision of the general direction in which the organization is going for improvement purposes. That vision emerges from having considered future changes in the organizational context.	X	
3. Data-driven: Data influence the planning and system directions/initiatives.	Partial*	
4. Budget Timing: Budget planning for change is done in concert with other planning, with goals and actions from those plans driving the budget planning.	Partial*	
5. Day-to-Day Decisions: Leadership makes day-to-day decisions regarding the implicit or explicit direction of the system and facilitates movement toward the planned direction.	X	
6. Emergent/Fluid Planning: Leadership is able to adjust discrepancies between current status and desired status, facilitates movement toward the desired status, and is fluid in planning efforts (emergent in nature).		X
7. Deliberate Articulated Actions: Staff are involved in a purposeful way through such efforts as school/unit improvement planning, professional development councils, and district task forces that are congruent with the articulated direction of the system or system initiatives.	Partial*	
8. Aligned Professional Development: Professional development endeavors are aligned to system planning goals and initiatives.		X
Total	3	5
Percentage of Adequacy	38%	
*Partial ratings are tallied as inadequate.		
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[Exhibit 1.3.1](#) reflects that the system’s planning process satisfied three (38 percent) of the eight review characteristics. At least six of the eight characteristics must be met for the system planning process to qualify as adequate.

The following discussion provides more information on what reviewers found with respect to each of the characteristics above.

Characteristic One: Policy Expectations

Reviewers identified several board policies that address planning functions. *Board Policy AD* requires a comprehensive school improvement plan that serves as the “district’s foundation for allocating resources, developing policies and procedures and selecting and implementing instructional programs designed to raise student achievement.” While policies are in place establishing an expectation for district- and building-level planning, there are no administrative regulations to direct district planning processes and expectations.

This characteristic was rated adequate.

Characteristic Two: Vision/Direction

Board Policy AD requires that the board-approved *Comprehensive School Improvement Plan (CSIP)* be guided by the mission and based on the district’s fundamental beliefs about teaching and learning. Goals, outcomes, or objectives are provided in sufficient detail to direct the improvement efforts of the district for at least a five-year period.

This characteristic was rated as adequate.

Characteristic Three: Data-Driven

The reviewers were provided no evidence to suggest that district and building planning was driven by adequate scope and analysis of data. *Destination 2021*, the current CSIP, has five broad areas of focus including:

- governance;
- student performance;
- highly qualified staff;
- facilities, support, and instructional resources; and
- parent and community involvement.

These areas of focus are the same as for the previous CSIP for 2011-2016 and list goals with action steps or action plans and tasks, which, in some cases, include not only measurable performance metrics but also activities. Reviewers noted that board agendas and superintendent’s reports consistently include narratives on the progress with the CSIP and regular reports to the board on various areas addressed within the plans. There is no similar process for building improvement plans.

The district staff talks about data, and planning documents make general references to the use of data and the resulting needs of schools. However, although progress is evident, data-driven decision making has not been sufficiently institutionalized within the LSR7 for this characteristic to be rated as adequate.

This characteristic was rated as partially adequate.

Characteristic Four: Budget Timing

Although it appears that district-wide CSIP goals are related to budget planning, it was noted in [Finding 5.1](#) that only 23 percent of teacher survey respondents and less than half (43 percent) of principal respondents believed that building goals and objectives were a major or primary influence in the development of the annual budget. Interviews and documents reviewed showed a minimal relationship between the ongoing planning efforts and the budget process. They were, for the most part, two separate processes (see [Finding 5.1](#)).

This characteristic was rated as partially adequate.

Characteristic Five: Day-to-Day Decisions

The reviewers determined that central office administrators and principals have been empowered to make decisions that affect their respective units on a day-to-day basis. The scope of principal responsibilities is somewhat defined in the job description; however, the limits of the parameters of site responsibilities are not clearly defined beyond general guidance in *Administrative Regulation CF-API*. Reviewers determined that this

characteristic was met; however, clearly defined responsibilities for site-based management are needed so that silos are not created or maintained within the organization.

This characteristic was rated as adequate.

Characteristic Six: Emergent/Fluid Planning

The opportunity for emergent fluid planning exists within the planning process. At the building level, school improvement planning teams are free to review and revise plans at any time and suggest modifications that need to be made. At the central office level, the Instructional Operations Team (IOT) engages in conversations and takes actions in an attempt to promote continuous improvement in the organization. The reviewers were repeatedly told that the district staff is innovative, progressive, creative, forward thinking, holds high expectations for the learners, and think together about professional practices and ways to improve. What appears to be missing are guidelines that would provide continuity and communication from central administration to the school sites about the change actions taking place. Interviews and surveys provide a representative sample of many comments related to barriers that are seen from the school level. With total freedom to choose actions at all levels within the system, it is easy for school-level personnel to feel overwhelmed by the volume of change impacting the classroom.

This characteristic was rated as inadequate.

Characteristic Seven: Deliberate Articulated Actions

The flow of information between the schools and central office is viewed as somewhat disjointed. No board policies or regulations guide the communication process. Reviewers found that LSR7 central administration and schools operated somewhat independently of each other, causing a lack of deliberate articulated actions overall. There is consistent, written district curriculum at the elementary level, but the middle schools and high schools do not have consistent, written district curriculum that is required to be taught at each level (see [Finding 2.2](#)). Professional development includes excellent content and quality, but for district initiatives a trainer of trainer model is being used that is not meeting the needs of all either in quality or content (see [Finding 3.2](#)).

Interview and survey comments (below) revealed frustrations felt at all levels of the district about intentional articulated steps in new initiatives, allowing time for implementation, and a reasonable evaluation system that serves to provide feedback to improve or perhaps to eliminate initiatives. Another consistent concern expressed to reviewers was moving too fast to allow teachers to feel the satisfaction of doing things well and learning from what has been done.

This characteristic was rated as partially adequate.

Characteristic Eight: Aligned Professional Development

A district planning process, requiring alignment of building and district professional development is not occurring in LSR7. Many professional learning offerings are provided, but their alignment to the school improvement efforts is inconsistent. Based on conversations with district personnel, a district level professional development plan is not in place (see [Finding 3.2](#)). District and building professional development decisions are being made in isolation, and there is a disconnect between district departments and buildings operating independently of one another. Professional development is mentioned in the district improvement plan and school improvement plans, but without evidence of a system of coordinated planning for purposeful professional learning that is designed to improve teaching and increase student achievement.

This characteristic was rated as inadequate.

The following interview and survey comments are representative of the feelings and perspectives of district stakeholders about the district's vision, barriers to excellence, and concerns about the lack of articulated planning:

Overall planning

- “We do a good job with planning. We set a strategic plan once every five years and practice a continuous improvement process. We amend the plan as needed, and the board participates in the process. We share some of our dreams and hopes and collaborate; the plan is tied to the budgeting process. Pretty much if something is not in the strategic plan it won’t be funded.” (Board Member)
- “Limitation on plans coming out of central office. We need clarity and focus on goals from a district level.” (Teacher Survey)
- “Our strategic Comprehensive School Improvement Plan (CSIP) incorporates all aspects of the district from funding to facilities to teaching to everything we do. The CSIP is what we hold ourselves accountable for. We believe in long-range planning that is comprehensive in nature.” (Central Office Staff)

Autonomy as a challenge in planning

- “Autonomy is a great thing, but it is really hard to collaborate with other administrators. I think we need to take a look at how much autonomy we have.” (Building Administrator)
- “One of our strengths is also our weakness. The autonomy of site-based decision making at times can become a weakness. It seems to sometimes inhibit collaboration, professional development using buying power, and other ways in which we can be stronger together.” (Central Office Staff)
- “One of the challenges of site-based management is that some buildings almost have walls around them, and they do not collaborate beyond those walls.” (Central Office Staff)
- “[In this district] it is not well-defined what is tight and what is loose.” (Central Office Staff) The CIP is what site-based is based on.” (Central Office Staff)
- “We have a very open communication and dialogue related to ideas and innovations. We don’t want anyone to be afraid to step out. Don’t let the quick answer be we can’t afford it. Senior leadership says, ‘let us help you try to make it happen once the ideas are vetted, and we think it is something that will make a difference for our kids.’” (Central Office Staff)

Barriers that impact the ability for fluid planning and implementation

- “Our central office is continually changing the way we do things to the point that no one knows what is going on.” (Teacher Survey)
- “More support/connections between central office and the worker bees in the school setting. They make all of our decisions, yet have no idea what is going on.” (Teacher Survey)
- “Central office administration have worked extremely hard to bring us through a turbulent time. Building administrators are hard workers. We just need to not micro manage our teachers and instead support them and allow time for collaboration and implementation of technology and new initiatives. Stop going in so many directions with so many initiatives. Pick a direction, stay focused and allow teachers planning time and support.” (Teacher Survey)
- “Those in upper administration within central office are tagged (correctly or not) with being distant, aloof, and too many in number. That may have been cultivated (again possibly unjustified, but perception becomes reality) by/through the former superintendent. Yet the perception among the general public seemed to be there. Direct, open and transparent communication helps, personal engagement by the administration with stakeholders helps, mutually respectful discussions with business owners, other education partners and entities, as well as city, county and state legislators helps. Parent dialogue at all/each level helps. Teachers and staff [need to] be kept informed and encouraged to row the boat together and in the same direction. Yes, each and every aspect needs attention, as all aspects of education becomes a very emotional part of family and community life.” (Parent Survey)

- “District initiatives need to be well thought out with a sense of commitment. After the last phase of initiatives used so many resources/funds and was not successful (Balanced Assessment is barely mentioned. Schoolnet is defunct. DSA’s are gone, more learning targets in revision from changes in state standards). Many teachers seem somewhat jaded on what the ‘new flavor of the week’ will be like from Central Office leadership.” (Teacher Survey)
- “[Our vetting process for planning goes from] PRATS to the Instructional Operations Team (IOT), to the SLT (Superintendents Leadership Team).” [Is the process in writing?] “I’m sure it’s in writing—maybe part of the continual improvement annual plan—not really sure.” (Central Office Staff)

Summary—District-Wide Planning Processes

In summary, the reviewers determined that the quality of overall planning in the district is inadequate to initiate and sustain efforts. There is evidence that policies are in place, a process for planning is in place, defining a clear vision and direction is in place, and the process for day-to-day decisions is in place. Areas that are inadequate in the district-wide planning processes include data analysis to provide feedback on initiatives, linking budgeting processes with programs and planning, and deliberate articulated actions planned for all initiatives. Additional areas that are inadequate include developing parameters for continuity and communication to support fluid planning and aligning professional development across the system.

Level II: District planning is adequate to direct change and improvement.

If the reviewers find planning in the system, they then proceed to determine if there are plans, and if there are, they examine these plan documents for certain change characteristics. Planning was found at the district level, and the *Lee’s Summit Comprehensive School Improvement Plan: Destination 2021* was used for plan analysis. LSR7 utilizes a collaborative planning process, including community and staff input to develop the district’s strategic plan. The planning group for the process is chartered by the Superintendent’s Leadership Team and called the CSIP Development Team. The CSIP Development Team makes its final recommendation to the Superintendent’s Leadership Team who then take the plan to the Board of Education for approval.

In this analysis three questions are asked:

1. Is there a district-wide plan? (Design)
2. What is the quality of the district-wide plan? (Design)
3. Is the plan being carried out and used? (Deployment and Delivery)

Overall, the plan was found to be adequate to direct system change.

Exhibit 1.3.2 lists the Academic Systems Review characteristics of a quality planning document and the reviewers’ assessment of adequacy related to the *LSR7 Comprehensive School Improvement Plan: Destination 2021*. If the plan meets five of the seven characteristics, the review criteria for adequacy have been met.

Exhibit 1.3.2

Level II: Review and Rating of Characteristics of District-wide Plan Quality Design, Deployment, and Delivery of the LSR7 Improvement Plan: Destination 2021 Lee’s Summit R-7 School District September 2016

Characteristics	Reviewers’ Rating	
	Adequate	Inadequate
1. Reasonable and Clear: The plan is reasonable; it has a feasible number of goals and objectives for the resources (financial, time, people) available. Moreover, the goals and objectives are clear and measurable.	X	
2. Emergent/Fluid: The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.	X	

Exhibit 1.3.2 (continued)
Level II: Review and Rating of Characteristics of District-wide Plan Quality
Design, Deployment, and Delivery of the LSR7 Improvement Plan: Destination 2021
Lee's Summit R-7 School District
September 2016

Characteristics	Reviewers' Rating	
	Adequate	Inadequate
3. Change Strategies: The plan incorporates and focuses on those action strategies/interventions that are built around effective change strategies (e.g., capacity building of appropriate staff).	X	
4. Deployment Strategies: The plan clearly delineates strategies to be used to support deploying the steps and tasks outlined in the plan (e.g., orientation to the change, staff development on the proficiencies needed to bring about the change, communication regarding planned change).		X
5. Integration of Goals and Actions: All goals and actions in the plan are interrelated and congruent with one another.	X	
6. Evaluation Plan and Implementation: There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results, and they are then modified as needed. There is both frequent formative evaluation and annual summative evaluation, so that plans are revised as needed.	Partial*	
7. Monitoring: Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting the outcomes that take place as the plan is designed and implemented.	X	
Total	5	2
Percentage of Adequacy	71%	
*Partial ratings are tallied as inadequate.		
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As can be noted in [Exhibit 1.3.2](#), five of the seven characteristics for district planning were rated as adequate. The district plan has met the criteria for a quality plan. The following comments provide more information on what the reviewers found with respect to each of the characteristics above.

Characteristic One: Reasonable and Clear

As stated earlier the CSIP is organized around five focus areas and is a five-year plan. Each of the focus areas followed the same format and listed metrics, goals, action plans, and tasks. Reviewers found the plan reasonable in depth and in its comprehensive nature. It did not include more goals and action steps than could reasonably be accomplished over the next five years.

This characteristic was rated as adequate.

Characteristic Two: Emergent/Fluid

Discussion within the district is linked to how to improve teaching and learning. This is a district that has experienced academic success but is aware of changes and “flat-lined” growth over the past several years, driving analysis of why that is occurring. Past practice of site-based decision making has allowed principals great discretion in making decisions about how to best improve results for students. However, at present, there is discussion about what needs to be tightly-held and loosely-held in the organization. The opportunity for emergent thinking has been available, and yet there are questions noted in interview and survey comments about the wisdom of this.

This characteristic was rated as adequate.

Characteristic Three: Change Strategies

Change strategies were incorporated in the plan, including capacity building strategies and orientation to the initiatives.

This characteristic was rated as adequate.

Characteristic Four: Deployment Strategies

To determine the adequacy of this characteristic of planning, reviewers looked for activities and strategies that implicitly or explicitly addressed the recognition that successful implementation of change requires clear deployment (i.e., anticipation for what will be required, preparation, organization). As indicated in interview and survey comments in this finding the perception of many stakeholders is that this is one of the things that is least well done in the district.

The plan did not address strategies to be used to deploy the steps of the plan to carry out action steps and strategies. Additionally, there was no specific indication of how the intent of the plan was to be communicated to the educational community.

This characteristic was rated as inadequate.

Characteristic Five: Integration of Goals and Actions

Goals and actions are integrated. Interviews with district and building administrators, board members, and teachers indicated that the goals, action steps, and tasks in the plan are related to one another, and the plan was identified as a driving force for direction within the district.

This characteristic was rated as adequate.

Characteristic Six: Evaluation Plan and Implementation

The LSR7 *Destination 2021* does not contain a written plan for monitoring or evaluating the implementation of improvement strategies and activities or the attainment of the improvement plan goals/action steps/and tasks. While several goals contain metrics there is no link to each action step/task. There was no indication of how frequently the listed activities would be evaluated or what specific data would be used and how. There were no provisions in the plan to evaluate whether or not the plan as a whole made a difference or was instrumental in attaining its intended purposes. This aligns with Standard 5 findings (see [Recommendation 7](#)).

This characteristic was not met.

Characteristic Seven: Monitoring

There is evidence of past reports to the Board of Education on the progress of strategic planning; however, there is no language in the actual plan for monitoring.

This characteristic was rated as adequate.

In summary, there is a district strategic plan that is of sufficient quality to provide direction to the system. The plan was rated as adequate in most of the characteristics. Certainly, actions are underway throughout the district that are aligned with the plan.

Level III: Department and school improvement efforts fail to meet review criteria for bringing about change.

The last type of analysis conducted by reviewers was to review department and school improvement plans. The same types of characteristics rated for the district-wide plan are used in addition to looking for a tight line of control that provides the necessary structure throughout district planning efforts and still allows for creativity and flexibility at the school level. When properly structured, systemic planning reduces slack within the organization. Slack occurs when connections among the district, departments, and schools are not clearly defined.

School improvement planning documents are a rational approach to dealing with problems that require attention over an extended period to prepare for anticipated events and for limiting the negative impact of an uncertain future. A sound school improvement plan, representing the best judgment of stakeholders, provides the necessary blueprint for directing school resources to programs designed to attain and maintain high student achievement. When such planning is absent, goals may not be attained, and resources may be wasted on inappropriate and ineffective programs. Meanwhile, the staff must manage day-to-day operations without adequate direction.

The approach used to analyze building-level improvement plans is the same reviewers used to analyze the LSR7 *Destination 2021* (CSIP). This analysis traces the connectivity, monitoring, and evaluation of planning efforts from district document (e.g., the CSIP) to building improvement plans and department improvement plans. To assess the quality of building-level planning reviewers analyzed the building improvement plans for 2015-16 that were provided to them. The review team also interviewed principals, staff representatives, and central office staff, as well as conducted surveys. Reviewers determined that there are no policies or procedures that outline the requirement for building improvement plans and general requirements for the planning. Twelve (12) of the 29 school plans and department planning documents were not provided to reviewers, although reviewers were told by one person interviewed, “Each department has a plan that links to the CSIP.” (Central Office Staff). Such plans were not forthcoming.

Exhibit 1.3.3 presents the eight characteristics of quality department and school planning that the reviewers used to examine the building improvement plans. To meet review standards, six of the eight criteria must be determined to be adequate.

Exhibit 1.3.3

**Level III: Rating of Characteristics for Department and School Improvement Plan Quality
Design, Deployment, and Delivery
Lee’s Summit R-7 School District
September 2016**

Characteristics	Reviewers’ Rating	
	Adequate	Inadequate
1. Congruence and Connectivity: Goals and actions are derived from, explicitly linked to, and congruent with the district plan’s goals, objectives, and priorities.		X
2. Reasonable and Clear: The plan is reasonable; it has a feasible number of goals and objectives for the resources available (finances, time, people). The goals and objectives of the plan are clear and measurable.		X
3. Emergent/Fluid: The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.		X
4. Change Strategies: The plan incorporates and focuses on those action strategies/interventions that are built around effective change strategies (e.g., capacity building of appropriate staff).		X
5. Deployment Strategies: The plan clearly delineates strategies to be used to support deploying the steps and tasks outlined in the plan (e.g., orientation to the change, staff development on the proficiencies needed to bring about the change, communication regarding planned change).		X
6. Integration of Goals and Actions: All goals and actions in the plan are interrelated and congruent with one another.		X
7. Evaluation Plan and Implementation: There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results and modified as needed. There is both frequent formative evaluation and summative evaluation, so that plans are revised as needed.		X

Exhibit 1.3.3 (continued)		
Level III: Rating of Characteristics for Department and School Improvement Plan Quality Design, Deployment, and Delivery Lee's Summit R-7 School District September 2016		
Characteristics	Reviewers' Rating	
	Adequate	Inadequate
8. Monitoring: Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting outcomes that take place as the plan is designed and implemented.		X
Total	0	8
Percentage of Adequacy	0%	
*Partial ratings are tallied as inadequate.		
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As can be noted in [Exhibit 1.3.3](#), none of the eight characteristics were rated as adequate. The building improvement plans provided fail to meet the quality plan criteria. The following provides more information on what the reviewers found with respect to each of the characteristics.

Characteristic One: Congruence and Connectivity

There is not consistent alignment of the building planning documents with the LSR7 CSIP. Additionally, all school plans and department plans were not made available to the review team.

This characteristic was rated as inadequate.

Characteristic Two: Reasonable and Clear

Building plans that were made available have reasonable and clear objectives with a manageable number of action steps. The essence of a plan is that it identifies what will happen, when it will happen, who will do the work, and what resources will be used. As a group, LSR7 improvement plans do not identify these elements in sufficient detail to be useful as guides to action. Again, department planning documents were not available.

Overall, building improvement plans did not satisfy this criterion and are rated as inadequate.

Characteristic Three: Emergent/Fluid

The opportunity for emergent fluid planning exists within the overall planning process, but no evidence was provided of how that works at the individual building, and if, in fact, revisions and mid course corrections were made along the way. Again, department planning documents were not available.

This characteristic was not met.

Characteristic Four: Change Strategies

The change strategy most referenced in the building improvement plans was professional development or “training.” Clearly, the district understands the importance of building capacity in its most important resources—people—as a requirement for change. However, there was little attention paid in most building plans for working with parent and educator groups, holding community awareness sessions, providing time for teachers to plan and design teaching and learning projects, creating advisory councils/boards, developing partnerships with the community at large, and other strategies for building capacity.

This characteristic was not met.

Characteristic Five: Deployment Strategies

The building plans, as with the CSIP, are lacking activities and strategies that explicitly or implicitly addressed the recognition that successful implementation of change requires clear deployment (i.e., anticipation for what is required, clear preparation and organization, and keeping the end in mind.)

This characteristic was not met.

Characteristic Six: Integration of Goals and Actions

As stated above, there is inconsistency across the plans that were reviewed on alignment with the goals of the CSIP. The integration of goals and actions within each plan was not consistently evident. Frequently, actions for each goal were cited independently of other goal statements. There was little coordination across stated goals. Within each section of the plan, activities described were often isolated actions and showed little or no connections to other goals.

This characteristic was not met.

Characteristic Seven: Evaluation Plan and Implementation

Again, this is an area of inconsistency across building plans. Some buildings provided clear statements of intended evaluation, but more frequently there was no written plan to evaluate the goals of the building plans. Most often plan activities did not include any benchmark data to indicate current or desired status against which progress could be measured.

This characteristic was not met.

Characteristic Eight: Monitoring

Intended monitoring methods were inconsistent across plans. Generic statements about monitoring were provided or perhaps a date at some point during the year in which “monitoring” would occur. No procedures described how any monitoring data would be used to adjust design of building plans during deployment or redesign.

This characteristic was not met.

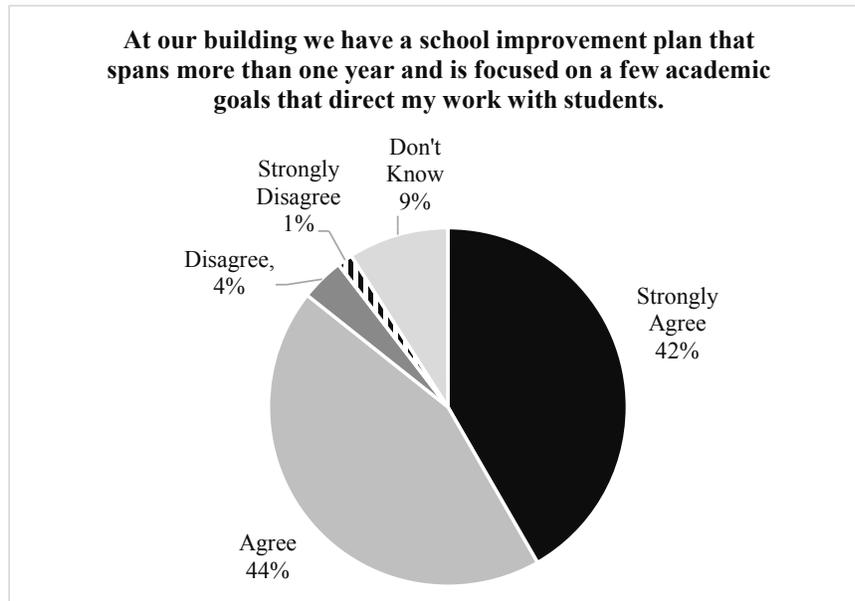
Summary—Building and Department Planning

Overall, reviewers found building improvement plans and planning processes failed to meet review quality criteria for such plans. All elements of building plans lacked focus, adequate specificity to direct staff action, interconnectedness, response to data analyzed, monitoring for implementation, and evaluation of the impact on student achievement. The inadequacy of planning is further complicated without any planning documents for 12 schools and for district departments.

Additional information from surveys and interviews

Exhibit 1.3.4 displays teacher response to the statement, “At our building we have a school improvement plan that spans more than one year and is focused on a few academic goals that direct my work with students.”

Exhibit 1.3.4
Teacher Survey Response
Lee’s Summit R-7 School District
September 2016



As can be seen in Exhibit 1.3.4:

- Eighty-six (86) percent of teachers responding to the teacher survey agree or strongly agree with this statement.
- Nine percent of teachers do not know, and five percent disagree or strongly disagree with the statement.

Some final comments made in regard to school planning in interviews or anonymous surveys included:

- “Seems like a lot of decisions are already made before presenting them to those in the trenches. Don’t ask us if you’ve already made your mind up.” (Teacher Survey)
- “Our planning process is that the building leadership team meets in the summer and reviews last year’s plans and data to see if we accomplished those goals. We determine what new initiatives are coming up and what initiatives we want for the school. Each member talks to their people and returns back to the group. We then develop our plan for the coming year. It is about a four-week process and we are done by mid-September.” (Building Administrator)
- “For our planning at this building we start with looking at our data and involve our site-based team and faculty. We begin with the district improvement plan, set our goals based on our needs. We always have an academic goal, and I expect every teacher to have a leadership goal. We have a growth and development chart on progress over time, and we use data to show how we are progressing.” (Building Administrator)
- “Our SIP is developed using both the district’s CSIP, district data, and school specific data. We then develop short-term and long-term action teams to accomplish set goals.” (Principal Survey)
- “We use the CSIP developed by the community, building, and district leaders to guide our plans.” (Principal Survey)

- “Our building leadership team meets each summer and looks at long range goals and updates our building improvement plan. We then meet monthly to gauge our progress.” (Principal Survey)
- “A team of teachers, counselors, and administrators (with the addition of instructional coaches) look at staff feedback and student data to determine our building and student needs. We look at research, current trends, and district info to see how we can best do this.” (Principal Survey)
- “We base decisions off of APR/MAP scores, along with other site-based data, such as Lexia and Aims Web to provide curricular and HR [human resource] needs as able with budget for highest priorities first. Priorities are decided based upon number of students affected, amount of time change is expected to occur, and expense.” (Principal Survey)
- “In the fall, leadership team reviews the previous year’s data including MAP, AIMS, behavior and perceptual data, and the previous year’s BIP. Adjustments are made to the BIP based on that data. Each vertical team (math, reading, technology, behavior) have a SMART goal that they work on and monitor that school year. The leadership team meets 3-4 times during the school year.” (Principal Survey)
- “Typically we map out the year for annual planning. We try to map out a few years at a time, if we can, consulting the CSIP if need be. As far as facility and budgeting, we try to keep lists of needs over time so we can prioritize when the time is right.” (Principal Survey)

It must be noted that the overall planning process in the past year was impacted by the events of the spring of 2016. The following comments are representative:

- “Through adversity you see leaders crash or soar and the last six months for our district has been challenging and a test of sorts. Our senior leadership soared, and our building leadership and teachers did as well.” (Central Office Staff)
- “Our staff went through a situation in the spring of 2016 that could have damaged our community and schools for many years. However, teachers and administrators stayed focused on kids and never let the drama get into the classroom.” (Central Office Staff)
- “We have had some stressful times. Dr. Blevins served as a lighthouse through the dark times.” (Building Administrator)
- “Our central office has had a very hard six months...healing is a goal for all of us.” (Building Administrator)

Summary—Planning Overall

The Lee’s Summit R-7 School District has been involved in long-term strategic planning for many years with *Destination 2021* representing the most recent five-year strategic plan. Each building also creates an annual improvement plan based on the needs of the building. Some of those plans link, at least topologically, to the CSIP, but there is inconsistency in that alignment.

Currently, district and building plans are not of sufficient quality to lead to accomplishment of desired improvement efforts. The overall planning process of LSR7 is firmly in place with board policies to direct planning, a collaboratively defined vision, and empowerment for day-to-day decisions. The overall planning process lacks clearly defined measurable goals and ease of access to appropriate data for monitoring and evaluating progress. Other areas of inadequacy include a budgeting process clearly linked to support educational priorities in the planning process, clear communication of initiatives, deliberate articulated actions, guidelines to provide continuity and communication between schools and central office, and aligned professional development across the system.

The district improvement plan was rated as adequate to direct design, deployment, and delivery of the improvement strategies. The building improvement plans did not meet the expectations of congruence and connectivity, clarity, emergent thinking, use of change strategies, use of deployment strategies, integration of goals and actions, evaluation, or plans for monitoring. Plans were not provided for 12 schools or district departments, complicating the reviewers’ analysis.

STANDARD 2: The School District Has Established Clear and Valid Objectives for Students.

A school system meeting this CMSi Curriculum Management Improvement Model standard has established a clear, valid, and measurable set of pupil standards for learning and has set the objectives into a workable framework for their attainment.

Unless objectives are clear and measurable, there cannot be a cohesive effort to improve pupil achievement in the dimensions in which measurement occurs. The lack of clarity and focus denies to a school system's educators the ability to concentrate scarce resources on priority targets. Instead, resources may be spread too thin and be ineffective in any direction. Objectives are, therefore, essential to attaining local quality control via the school board.

What the Reviewers Expected to Find in the Lee's Summit R-7 School District:

Common indicators the CMSi reviewers expected to find are:

- A clearly established, board-adopted system-wide set of goals and objectives for all programs and courses;
- Demonstration that the system is contextual and responsive to national, state, and other expectations as evidenced in local initiatives;
- Operations set within a framework that carries out the system's goals and objectives;
- Evidence of comprehensive, detailed, short- and long-range curriculum management planning;
- Knowledge, local validation, and use of current best practices and emerging curriculum trends;
- Written curriculum that addresses both current and future needs of students;
- Major programmatic initiatives designed to be cohesive;
- Provision of explicit direction for the superintendent and professional staff; and
- A framework that exists for systemic curricular change.

Overview of What the Reviewers Found in the Lee's Summit R-7 School District:

This section is an overview of the findings that follow in the area of Standard Two. Details follow within separate findings.

An examination of various district documents indicates a focus on curriculum and instruction in the Lee's Summit R-7 School District. However, individually or collectively, district documents such as the *Balanced Assessment/Overview of Five-Year Plan* do not provide clear guidance or direction for comprehensive curriculum management planning. As a result, the district does not have a means of assuring cohesion and consistency in curriculum planning, as evidenced by the variety of ways the district's curriculum documents are being used by different departments and grade levels (see Finding 2.1).

The scope of written curriculum (the percentage of courses that have a written curriculum guide) does not meet the CMSi Review standard for adequacy to guide instruction across the district, and reduces the system's ability to plan and measure its work against intended instructional outcomes (see Finding 2.2).

The district has provided a format for curriculum guides, but the contents of the guides do not consistently contain the five basic elements the CMSi Review considers essential to provide quality curriculum guidance to instructors. Currently, the LSR7 essential standards and learning targets are correlated to the Common Core State Standards (2010). The inadequate guide quality, vague specifications for student learning, and the variance in curriculum guidance impede the district's ability to ensure equal access to a rigorous curriculum for all students (see Finding 2.3).

The review team conducted further analyses of the design of core curriculum guides for internal consistency and cognitive complexity (see [Finding 2.4](#)). The Missouri Department of Education adopted new Missouri Learning Standards (MLS) in the spring of 2016. In response to this new adoption and anticipation of the expected new state tests, Lee's Summit R-7 personnel have begun analysis of the differences between the current district essential standards and learning targets and the MLS. The district's initial analysis documented in *LSR7 Crosswalks* was found to be in its beginning stage and not specific enough to ensure alignment of the LSR7 curriculum with the new state standards. Therefore, the review team conducted a deeper analysis of the congruency between the district curriculum and the state standards, finding areas of adequacy and inadequacy in the sample examination of guides.

Reviewers were informed that the formerly required District Summative Assessments (DSA) are now optional, due to technological problems in implementation. The district has moved to a new learning management system and must make decisions as to use of the current DSAs in preparation for assessment alignment with the new Missouri Learning Standards. *Schoology* was adopted by the board as a replacement for the district's existing Learning Management System (LMS), beginning June 2016. This new system offers online and blended learning and also can provide a collaborative platform to store and share curriculum, assessments, and instructional resources.

Internal consistency between the LSR7 learning targets and the DSAs was examined at the request of district administration and found to be inadequate in many areas.

A major concern as expressed in surveys and in interviews was presence of, access to, and quality of resources for delivering the curriculum. Reviewers examined a sample of resources linked to the LSR7 curriculum and found resources to be inadequately aligned in some areas.

Findings within [Standard Two](#) focus on the design of the written curriculum and are presented in the following order:

- Curriculum management planning.
- Overall scope of curriculum in the Lee's Summit R-7 School District.
- Overall minimal basic components for quality and specificity of curriculum document design.
- Internal consistency and congruency of the LSR7 curriculum to include:
 - Congruency of a sample of the LSR7 curriculum against the 2016 Missouri Learning Standards (MLS);
 - Internal consistency and cognitive complexity of a sample of District Summative Assessment (DSA) components in the LSR7 written curriculum;
 - Internal consistency and cognitive complexity of a sample of curriculum resource components in the LSR7 written curriculum; and
 - Feasibility of the number of learning targets in subjects and courses.

The delivery of curriculum in Lee's Summit R-7 School District is examined in Standard Three.

Finding 2.1: Curriculum management planning in the Lee's Summit R-7 School District is inadequate to direct the design, implementation, monitoring, evaluation, and revision of curriculum.

A school district with a strong curriculum management system has a written plan that facilitates the design and delivery of the curriculum. The plan directs the stages of development and review and assigns responsibility for design and delivery to district and school staff members. The plan provides processes for curriculum development, adoption, implementation, monitoring, evaluation, and revision for all courses of study. A comprehensive curriculum management plan provides for system accountability and quality control.

To determine the quality and effectiveness of curriculum management in the Lee's Summit R-7 School District, the reviewers examined documents and plans provided by district officials, examined board policies,

administrative regulations, job descriptions, visited 393 classrooms in 29 schools, interviewed key district stakeholders, and administered an online survey to teachers, parents, and principals.

Overall, several components of curriculum management planning were found in board policies, job descriptions, and district plans, but a comprehensive written curriculum management plan was not presented to the reviewers.

The key curriculum-related documents and other sources examined by reviewers for this finding are listed in [Exhibit 2.1.1](#).

Exhibit 2.1.1
Curriculum Planning Documents Examined by Reviewers
Lee’s Summit R-7 School District
September 2016

Document	Date
Board Policies	2001-02
Board of Education Work Session Instructional Operations Team White Paper: A Strategic Response to Student Performance	January 22, 2015
Related Job Descriptions	2010-11
2014-15 ELA Resources Review/Adoption Timeline	2014
15-16 Novel Adoption Timeline	2015
Mathematics Textbook Request Algebra/Geometry II	April 2014
Curriculum Memoranda	2015-15
Curriculum Meeting Minutes	2015-16
Comprehensive School Improvement Plan 2011-2016	2011-2016
2016-2021 Strategic Plan Destination 2021	August 2016
Lee’s Summit R-7 School District Website	Not listed
District Assessment Plan 2016-17	2016-17
Professional Development Plan	Not listed
Steps for Curriculum Development and Feedback	October 2011
Next Steps for Phase I Essential Standards/Learning Target Work	Not listed
Balanced Assessment/Overview of Five-Year Plan	April 2013

In the absence of a comprehensive planning document dedicated to managing the design, delivery, evaluation, and revision of curriculum, reviewers examined board policies and other materials described in [Exhibit 2.1.1](#) for characteristics of quality curriculum management planning.

Components of curriculum planning were found in board policies and job descriptions (see [Findings 1.1](#) and [1.2](#)). The following board policies provided guidance for curriculum management and planning in the district:

- *Board Policy BBA: Educational Planning and Evaluation* states, “The Board is responsible for establishing educational goals which will guide both the Board and the staff in working together toward the continued improvement of the educational programs in the district. It is responsible for providing for an ongoing evaluation of the school program as measured through the goals and objectives set forth by the Lee’s Summit R-7 School District Board of Education and by the Missouri State Board of Education.”
- *Board Policy IM: Evaluation of Instructional Programs* states, “The Board of Education directs the superintendent to implement appropriate methods for a continual evaluation of the curriculum, the educational programs and the instructional processes of the school district. These evaluations will assess educational needs, provide information for planning in the district, indicate instructional strengths and weaknesses in the district’s educational programs, assure that the district is complying with the legal requirements for state-funded and federally funded programs, and provide data for public information.”

- *Board Policy IF: Curriculum Development* requires, “The district will provide resources and administrative support for curriculum development, evaluation and revision. A systematic plan will be established whereby each curricular area will be reviewed regularly, based on actual student needs and indications of student mastery. The basic responsibility for this review process will rest with the superintendent or designee. Individuals who are well qualified in a designated area of study will be appointed by the superintendent or his or her designee to a curriculum review committee for the designated curricular area.”

The reviewers found that board policies provided a general expectation for instructional planning but, overall, lacked sufficient content and specificity to direct comprehensive curriculum planning in the Lee’s Summit R-7 School District.

Reviewers also examined job descriptions to determine if roles and responsibilities for the management of curriculum are clearly articulated in the Lee’s Summit R-7 School District. The following is a summary of curriculum management responsibilities found in district job descriptions:

- Director of Curriculum and Instruction—Established for the purpose/s of providing leadership to the development, implementation and coordination of the District’s K-12 curriculum; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing, and maintaining services in compliance with established guidelines; and serving as a member of the leadership team.
- Director of Student Services—Established for the purpose/s of supporting the educational program with specific responsibilities for directing student services; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing, and maintaining services in compliance with established guidelines; and serving as a member of the instructional leadership team.
- Principal Early Education, Elementary, Middle, and High School—Established for the purpose/s of providing support to the instructional process with specific responsibility for directing overall site operations, services, and staff at an (elementary, middle, high) school; providing information and serving as a resource to others; enforcing established policies and regulatory requirements; and coordinating school activities and addressing issues, situations and/or problems that arise on campus or with enrolled students. Collaborates with professional learning community, student, staff, parents, and a variety of community resources (e.g., PTA, business partners, SAP, etc.) for the purpose of improving the overall quality of student outcomes and achieving school improvement plan objectives.
- Superintendent—Responds to complex and critical reports and inquiries from a wide variety of internal and external sources regarding development, implementation, and evaluation of district programs for the purpose of identifying relevant issues and recommending or implementing action plans.

Several positions described aspects of curriculum management and planning. The Director of Curriculum and Instruction was charged with the most comprehensive examination of curriculum. No position was charged with the development of a curriculum management plan; however, the main components of curriculum management are provided in a number of listed job responsibilities.

In addition to reviewing board policy and job responsibilities, the reviewers examined a variety of district documents presented by district administration as well as on the district website in order to gain an understanding of the district’s current approach to curriculum management planning. The documents listed in [Exhibit 2.1.1](#) provided reviewers with some insight into curriculum planning in the district but, collectively, do not provide a systematic and clear direction for staff to develop, implement, and evaluate curriculum using a comprehensive plan. During their examination of district documents, reviewers noted that there are major initiatives that were executed and are currently planned around curriculum and instruction. The following is a brief summary of what reviewers noted in district documents:

The district website provides a general outline of curriculum and instruction throughout the Lee’s Summit R-7 School District. The website describes the *Balanced Assessment/Overview of Five-Year Plan* that was

conducted in order to revise and update the curriculum. The updated curriculum includes: essential standards, learning targets, alignments to national and state standards, and district summative assessments. The document contains activities for development and implementation of curriculum from Fall 2011 through Fall 2015. Even with the district's efforts to design and produce aligned written curriculum, reviewers found that quality of the LSR7 curriculum is inadequate in design to direct instruction (see [Findings 2.3](#) and [2.4](#)).

The document titled *Curriculum School Improvement Plan* provides specific goals and action steps for the development of curriculum, including a plan to design curriculum with essential standards and student-friendly learning targets, align 21st Century Skills and resources to the established curriculum, and provide professional development for instructional staff on the use of learning targets and the relationship to the mastery of essential standards.

Guiding documents titled *Steps for Curriculum Development and Feedback* and an additional document titled *Next Steps for Phase I Essential Standards/Learning Target Work* both provide specific steps for faculty as they develop the curriculum. Steps include guidance in deconstructing standards and aligning curriculum both horizontally and vertically.

A document titled *District Assessment Plan* provides information on the Lee's Summit R-7 District Assessment program. The plan includes a philosophical approach "in which overall student achievement and program evaluation are assessed via summative assessment and individual student instructional needs are assessed via ongoing formative assessments." The District Summative Assessments (DSA), which are currently optional, are designed to provide student data for teacher collaboration with regards to student achievement and the relationship to curriculum and instruction.

The recently adopted *2016-2021 Strategic Plan Destination 2021* states as part of Goal Three Action Plan A, "The district will provide and deliver a guaranteed and viable curriculum by providing effective instruction and support." This plan does not include requirements for comprehensive curriculum management planning.

Although an examination of various district documents indicates a focus on curriculum and instruction in the Lee's Summit R-7 District, individually or collectively, district documents do not provide clear guidance or direction for comprehensive curriculum management planning (see [Findings 2.3](#) and [2.4](#)).

The reviewers found some reference to curriculum and planning in board policies, job descriptions, and district documents. However, no single document provides guidance and direction for sound curriculum management. Based on the examination of district policies and documents the reviewers assessed the district's approach to curriculum management planning against 15 characteristics of a quality curriculum management plan or planning when no plan exists. These characteristics are described in [Exhibit 2.1.2](#) accompanied by the reviewers' assessment of each. An "X" in the "Adequate" column indicates that the characteristic was met. An "X" in the "Inadequate" column indicates that the characteristic was not fully met. A comprehensive curriculum management plan as described in [Exhibit 2.1.2](#) directs not only the design of the curriculum, but also the scope and cycle of implementation and review, the roles and responsibilities of various stakeholders, the procedures for alignment, and the strategies for assessment and for using assessment data for revision and improvement. In order for the district's curriculum management planning to be considered adequate, the district's planning approach should demonstrate inclusion of at least 11 of the 15 (73 percent) components, meeting the CMSi standard of 70 percent or more.

Exhibit 2.1.2

**Curriculum Management Planning Characteristics
And Reviewers' Assessment of District Approach
Lee's Summit R-7 School District
September 2016**

Characteristics:	Reviewers' Rating	
	Adequate	Inadequate
1. Describes the philosophical framework for the design of the curriculum, including such directives as standards-based, results-based, or competency-based; the alignment of the written, taught, and tested curriculum; and the approaches used in delivering the curriculum.		X
2. Identifies the timing, scope, and procedures for a periodic cycle of review of curriculum in all subject areas and at all grade levels.	X	
3. Defines and directs the stages of curriculum development.		X
4. Specifies the roles and responsibilities of the board, central office staff members, and school-based staff members in the design and delivery of curriculum.	X	
5. Presents the format and components of all curriculum, assessments, and instructional guide documents.		X
6. Directs how state and national standards will be considered in the curriculum. This includes whether or not to use a backloaded approach, in which the curriculum is derived from high-stakes tested learnings (topological and/or deep alignment), and/or a frontloaded approach, which derives the curriculum from national, state, or local learnings.	X	
7. Requires for every content area a focused set of precise student objectives/student expectations and standards that are reasonable in number so the student has adequate time to master the content.		X
8. Directs that curriculum documents not only specify the content of the student objectives/student expectations, but also include multiple contexts and cognitive types.		X
9. Specifies the overall beliefs and procedures governing the assessment of curriculum effectiveness. This includes curriculum-based diagnostic assessments and rubrics (as needed). Such assessments direct instructional decisions regarding student progress in mastering prerequisite concepts, skills, knowledge, and long-term mastery of the learning.	X	
10. Directs curriculum to be designed so that it supports teachers' differentiation of instructional approaches and selection of student objectives at the right level of difficulty. This ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, and that students who have already mastered the objectives are also moved ahead at a challenging pace.	X	
11. Describes the procedures teachers and administrators will follow in using assessment data to strengthen written curriculum and instructional decision making.		X
12. Outlines procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content.		X
13. Requires the design of a comprehensive staff development program linked to curriculum design and its delivery.		X
14. Presents procedures for monitoring the delivery of curriculum.		X
15. Establishes a communication plan for the process of curriculum design and delivery.		X
Total	5	10
Percentage of Adequacy	33%	
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Exhibit 2.1.2 shows that the district’s documents and approaches met five of the 15 characteristics (33 percent), and did not meet the criteria for adequacy. Therefore, the district’s approach to curriculum management planning is inadequate to provide a comprehensive approach to the design, delivery, monitoring, and evaluation of the curriculum.

A detailed discussion of each characteristic follows:

Characteristic 1: Philosophical Framework (Inadequate)

Board policies and other documents examined by the reviewers did not describe the philosophical framework for the design of the curriculum, including such directives as standards-based, results-based, or competency-based; the alignment of the written, taught, and tested curriculum; and the approaches used in delivering the curriculum. There was some reference to alignment on the district website under curriculum stating, “Currently, we are engaged in a five-year plan to update our curriculum. This updated curriculum will include: Alignments to National and State Standards—As curriculum is written, the Curriculum Writing Team reviews National and State Standards such as the Missouri Learning Standards to ensure our curriculum is aligned to the appropriate high academic standards.” This statement provided some direction for curriculum writers but was not enough to satisfy the requirements of this characteristic.

Characteristic 2: Periodic Curriculum Review (Adequate)

Board policy provides a generic timeline and sequence for review of all subjects with two subjects being reviewed each year. *Administrative Procedure IF: Curriculum Development* states, “The district will review and revise written curriculum on a rotating basis. Curriculum guides for math, social studies, science, English, foreign language*, fine arts, health/physical education, and vocational education will be re-evaluated every four (4) years in the following manner: Two (2) subject areas will be reviewed and revised each year, one each semester. Beginning in _____ (date) the following schedule will be followed:”

The details of which subjects would be reviewed were not indicated, but the general timeline was provided.

Characteristic 3: Stages of Curriculum Development (Inadequate)

In order to receive a rating of adequate for this characteristic the plan must define and direct the stages of curriculum development. The Lee’s Summit R-7 School District provides some steps of curriculum development in the Comprehensive School Improvement Plan 2011-2016: Focus Area: Student Performance Goal III: Strategy A: “Provide Essential Standards and Learning Targets to frame the classroom instructional program.” Action Step 1: “Design curriculum to include Essential Standards and student-friendly Learning Targets in all curricular areas.” Further information is provided in two documents labeled Steps for Curriculum Development and Feedback and Next Steps for Phase I Essential Standards/Learning Target Work. The documents describe the process for designing learning targets and vertical alignment. Although these documents provide some of the components and initial stages of curriculum development, they do not clearly define and direct all of the stages of the curriculum development process.

Characteristic 4: Roles and Responsibilities (Adequate)

Board policies and job descriptions provide enough guidance for the roles and responsibilities for the design and delivery of curriculum for this characteristic to be rated adequate. Board policy assigns general roles as directed by the superintendent for the development of curriculum.

- *Board Policy BBA Educational Planning and Evaluation* requires that “The Board is responsible for establishing educational goals which will guide both the Board and the staff in working together toward the continued improvement of the educational programs in the district.”
- *Board Policy IF Curriculum Development* states, “The superintendent will initiate a curriculum development program, which will require various administrative and instructional staff participation at building and district levels as well as involvement from parents/guardians, members of the community and students...The basic responsibility for this review process will rest with the superintendent or designee.” The policy goes on to state, “The administrative procedure for this board policy outlines the

make-up and responsibilities of this review committee. Committee members will be appointed by the superintendent or designee.”

In addition to board policies, job descriptions provided guidance on responsibilities for the design and delivery of curriculum. A sample of job descriptions follow:

- The position of Director of Curriculum and Instruction was established for the purpose/s of providing leadership to the development, implementation, and coordination of the District’s K-12 curriculum; Collaborates with internal and external personnel (e.g., other administrators, various curriculum committees, community members, etc.) for the purpose of implementing and/or maintaining services and programs and effecting horizontal and vertical continuity and articulation of the district’s instructional program.
- The position of Teacher includes the responsibility “for developing lesson plans and delivering group and/or individual student instruction within established curriculum guidelines.”
- The position of Counselor at the elementary level “Presents lessons to students for the purpose of following district curriculum.”

The combination of board policies and job descriptions provided adequate information to satisfy the components of this characteristic.

Characteristic 5: Format and Components of Curriculum Guides (Inadequate)

In order to receive an adequate rating for this characteristic a plan must present the format and components of all curriculum, assessments, and instructional guide documents. There were many components of the curriculum guides found on the district website under curriculum including the expectation that the “updated curriculum will include essential standards, learning targets, alignment to national and state standards, and district summative assessments (DSA).” While these descriptions provide some guidance, they do not address the format or presentation for these components or assessments.

Characteristic 6: Inclusion of State and National Standards (Adequate)

In order to receive a rating of adequate for this standard a district must direct how state and national standards will be considered in the curriculum. This includes whether or not to use a backloaded approach, in which the curriculum is derived from high-stakes tested learnings (topological and/or deep alignment), and/or a frontloaded approach, which derives the curriculum from national, state, or local learnings. Lee’s Summit R-7 School District describes the use of national standards in designing the curriculum on the district website under curriculum and instruction as “Alignments to National and State Standards—As curriculum is written, the Curriculum Writing Team reviews National and State Standards such as the Missouri Learning Standards to ensure our curriculum is aligned to the appropriate high academic standards.” Further information is provided in a document labeled Steps for Curriculum Development, which states, “As a team, complete the *Deconstructing Standards Worksheet* (DSW) for each essential standard.” These documents, in combination, meet the requirements outlined for this standard.

Characteristic 7: Reasonable Number of Student Objectives (Inadequate)

This characteristic requires for every content area a focused set of precise student objectives/student expectations and standards that are reasonable in number so the student has adequate time to master the content. The reviewers did not find a specific set of expectations that met the requirements of this characteristic. There were some references that met the spirit of this characteristic in professional development training notes. For example, an English language Arts curriculum development PowerPoint note describes a process where essential standards are identified and learning targets are developed. The process includes a “parking lot” for standards that are not a high priority for that course. The inference is that a reasonable number of standards will be assigned to each course. Although other content areas may adopt a similar process, there is no systemic direction or expectation for this process. Reviewers found that the number of learning targets to be taught in certain elementary grade levels was not feasible given the time allotted for instruction and mastery of student learning in a given grade level (see [Finding 2.4](#)).

Characteristic 8: Curriculum Specifies Multiple Contexts and Cognitive Types (Inadequate)

A rating of adequate for this characteristic directs that curriculum documents not only specify the content of the student objectives/student expectations, but also include multiple contexts and cognitive types. Reviewers were not presented with any documents that required a variety of contexts and cognitive types in the design of the curriculum.

Characteristic 9: Evaluation of Curriculum Effectiveness (Adequate)

Board policy and the *District Assessment Plan* specify the overall beliefs and procedures governing the assessment of curriculum effectiveness, including the disaggregation of data by subgroup and the different types of assessment that will be used. *Administrative Procedure IF: Curriculum Development* requires “Analysis of assessment scores disaggregated by each of the following: race/ethnicity, gender, identified disability, and migrant and/or Limited English Proficiency (LEP) status.”

The District Assessment Plan states, “Lee’s Summit R-7 District Assessment Plan is designed to be a balanced assessment program in which overall student achievement and program evaluation are assessed via summative assessment and individual student instructional needs are assessed via ongoing formative assessments... Assessments are aligned to state curricular standards and have been aligned to pacing guides as appropriate.”

Characteristic 10: Differentiated Instructional Approaches (Adequate)

Board policies, teacher job descriptions, and the Comprehensive School Improvement Plan all provide expectations for the differentiation of instruction. *Board Policy IGA: Basic Instructional Program* states, “At all levels, provisions will be made for a wide range of individual differences in student abilities and learning rates through the use of a variety of materials, adjustments in programs, and courses adapted to special needs of students.”

The teacher job description requires that teachers “Differentiate classroom work for the purpose of providing students with instructional strategies and materials that address individualized learning within established lesson plans.”

The Comprehensive School Improvement Plan expects teachers to “Differentiate Instruction based on analysis of student assessment results”

Characteristic 11: Use of Assessment Data in Instructional Decision Making (Inadequate)

To meet the requirements of this characteristic the plan must describe the procedures teachers and administrators will follow in using assessment data to strengthen written curriculum and instructional decision making. There are several references to assessment use in board policies, job descriptions, and district documents, but there is no specific description of the procedures that will be used in this process. The job description for Director of Curriculum and Instruction requires that this position “Compiles data from a variety of sources for the purpose of evaluating district curriculum and/or services, developing programs and/or services and complying with financial, legal and administrative requirements.”

Characteristic 12: Program Evaluation (Inadequate)

In order to receive a rating of adequate on this characteristic the plan must outline procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content.

Board policy provides guidance for evaluation of the curriculum and a directive to the superintendent. *Board Policy IM: Evaluation of Instructional Programs* specifies, “The Board of Education directs the superintendent to implement appropriate methods for a continual evaluation of the curriculum, the educational programs and the instructional processes of the school district.”

Board policy dictates that the curriculum, educational programs, and the instructional processes should be evaluated; however, specific procedures for conducting evaluations of programs and corresponding curriculum are inadequate.

Characteristic 13: Design of a Comprehensive Staff Development Program Linked to Curriculum (Inadequate)

In order to receive a rating of adequate for this characteristic a school district must have a comprehensive staff development program linked to curriculum design and its delivery. The Lee's Summit R-7 District provides information on how professional development is organized and decided in the district. In addition, the Comprehensive School Improvement Plan discusses training staff in the use of learning targets. Both of these components provide some guidance for staff development but are not comprehensive enough for a rating of adequate.

Characteristic 14: Procedures for Monitoring Curriculum Delivery (Inadequate)

Characteristic 14 expects documentation of specific procedures for monitoring the delivery of curriculum. Curriculum delivery is the core business of schools; this process must be monitored to make certain that progress is being made in delivering the curriculum effectively and with the intended result: improved student learning. The district has implemented the Network for Educator Effectiveness (NEE) teacher evaluation model and has called for classroom visits focused on increasing cognitive engagement (Indicator 1.2) and monitoring the effect of classroom instruction on individual and class learning (Indicator 7.4). However, reviewers did not find a district-wide procedure in place for monitoring the delivery of curriculum.

Characteristic 15: Communication Plan for Curriculum Design and Delivery (Inadequate)

The reviewers were not presented with a clearly established communication plan for the process of curriculum design and delivery.

Overall, curriculum management planning in the district was rated inadequate to guide the design, delivery, monitoring, and evaluation of curriculum in Lee's Summit R-7 School District. The overall planning in the district met five out of the 15 characteristics and failed to meet the 70 percent required for a rating of adequacy.

In addition to examining board policies, job descriptions, and district documents and evaluating the district's planning against CMSi Review standards, reviewers interviewed key stakeholders about curriculum management in the district. The following are representative comments of concerns about curriculum management in the district:

- "There are holes in the curriculum in which some areas do not match what is tested on the MAP test." (Teacher)
- "[We need] cooperation from K-12 for curriculum writing and implementation so that we are working toward the same goals." (Teacher)
- "We are not all on the same page on the material we teach." (Teacher)
- "[There are a] lack of formal curriculum maps, unit plans, and lesson plans." (Teacher)
- "[There is] too much curriculum for the teachers to be able to effectively teach." (Parent)
- Things need to be done consistently throughout the district." (Teacher)

Summary

The reviewers found that the Lee's Summit R-7 School District lacks a comprehensive curriculum management plan to direct the design, delivery, monitoring, and evaluation of the curriculum. Board policies and supplemental documents provide some direction for the planning process but are lacking key components that would guide the development of a quality written curriculum in an organized, consistent manner for all teachers. Overall, the current process of curriculum management planning in the Lee's Summit R-7 School District is inadequate when measured against CMSi Review criteria.



LS High School

Finding 2.2: The scope of the written curriculum is adequate for all subjects at kindergarten through grade 6 and for non-core courses in middle and high school. The scope of written curriculum is inadequate for core courses at the middle and high school levels to provide direction for instruction across all subject areas and grades.

The written curriculum codifies the essential outcomes of the district’s educational program. As such, it provides a common focus for planning, managing, and evaluating the most important result of the district’s efforts, student learning. The written curriculum guides staff in planning and evaluating programs of instruction, including course design, resource selection, instruction, intervention, differentiation for subgroups of students, assessment, professional development, and the supervision of principals and teachers. It also provides the foundation for outcome-based decisions regarding organizational structure, staffing, and financial management. The written curriculum is, in short, a school district’s work plan. When a course does not have a curriculum document or guide, teachers may then rely on outside resources to determine teaching content, thus diminishing the alignment of what they’re teaching with the content, contexts, and cognitive type of mandated assessments.

Reviewers looked for board policy and administrative procedure requiring curriculum for all subjects and courses. Two board policies generally addressed this requirement:

- *Board Policy IGA: Basic Instructional Programs* requires that “A written curriculum guide for all subject areas will be developed by the staff and reviewed and approved by the Board.” Reviewers did not find language in this policy that requires a written curriculum guide for all courses within a subject area.
- *Board Policy IF—AP: Curriculum Development* calls for review of curriculum guides for math, social studies, science, English, foreign language, fine arts, health/physical education, and vocational education. This administrative procedure does not, however, require that there be a curriculum guide for every course offered in the district.

As noted in [Finding 2.1](#), the district established in Fall 2011 a *Balanced Assessment/Overview of Five-Year Plan* that was conducted in order to revise and update the curriculum. Personnel did not share plans for continuing this process to ensure that there is a comprehensive written curriculum guide for all courses and subjects offered in Lee’s Summit R-7 School District.

In the CMSi Review, the percentage of subjects and courses that have a corresponding written curriculum (hard copy or electronic) is referred to as the scope of curriculum. To determine the scope of the written curriculum in the Lee’s Summit R-7 School District, reviewers looked for a curriculum document for every subject and course that is listed as being offered in the 2015-16 master schedules of all schools.

In analyzing the scope of curriculum, reviewers consider only the presence or absence of curriculum documents. For analyses of the content and quality of the guides, see [Findings 2.3](#) and [2.4](#).

The CMSi Review standard considers the scope of curriculum to be adequate when 100 percent of courses in core subject areas (English language arts, mathematics, science, and social studies) and 70 percent of all other courses have curriculum guidance documents. The reviewers found in the Lee’s Summit R-7 School District that 70 percent of core and 76 percent of non-core subjects have curriculum guidance documents.

The scope of curriculum is broadest in the elementary grades, where 100 percent of core and non-core courses have curriculum guides. The scope of curriculum for middle school non-core courses is adequate while the scope for core courses is inadequate. The scope of written curriculum is weakest in high school, with written curriculum guides for 63 percent of core courses and 73 percent of non-core courses, 69 percent coverage overall.

[Exhibit 2.2.1](#) displays the scope of written curriculum by subject area and by grade level for kindergarten through grade 6. LSR7 does not currently run a district Pre-K program. Therefore, Pre-K is not included.

Exhibit 2.2.1

**Scope of the Written Curriculum by Subject Area and Grade Level
Kindergarten through Grade 6
Lee’s Summit R-7 School District
September 2016**

Course Offering	K	1	2	3	4	5	6	Courses Offered	Curriculum Guides Presented
Core Courses									
English Language Arts	X	X	X	X	X	X	X	7	7
Mathematics	X	X	X	X	X	X	X	7	7
Social Studies	X	X	X	X	X	X	X	7	7
Science	X	X	X	X	X	X	X	7	7
Totals								28	28
Percentage of Core Courses with Written Curriculum									100
Non-Core Courses									
Health/Physical Education	X	X	X	X	X	X	X	7	7
Art	X	X	X	X	X	X	X	7	7
Music	X	X	X	X	X	X	X	7	7
Totals								21	21
Percentage of Non-Core Courses with Written Curriculum									100
Total Courses with Written Curriculum									100
Key: X= Course offered with guide available									
Data Source: LSR7 Curriculum Website, Hard copy and electronic copies of curriculum guidance documents provided by LSR7 central office staff									

As can be noted in [Exhibit 2.2.1](#):

- The district offers 28 core courses and 21 non-core courses at the elementary level.
- The scope of the written curriculum for the K-6 level is adequate with 100 percent of the core courses having curriculum guides.
- The scope of non-core subject/course offerings is also considered adequate with 100 percent of the courses having curriculum guides, therefore meeting the CMSi Review standard of 70 percent or more.

Exhibit 2.2.2 displays the scope of middle school written curriculum by grade level and course. This list of course offerings came from the *Lee's Summit Career and Educational Planning Guide* and was then checked against actual course offerings listed in the 7-8 schools' master schedules for 2015-16. Only those courses included in at least one of the schools' master schedules is included in this scope. Reviewers found that in some instances the course name listed in the master schedule did not match the course name given in the Career and Educational Planning Guide.

Exhibit 2.2.2

**Scope of the Written Curriculum by Grade Level and Course
Middle School
Lee's Summit R-7 School District
September 2016**

Course Offering	7	8	Courses Offered	Curriculum Guides Presented
Core Courses				
English Language Arts				
English Language Arts	X	X	2	2
Communication Arts (Summit Ridge)	X	X	1	-
Advanced Studies Language Arts	X	X	2	2
Modified Curriculum Language Arts	X	X	2	2
ESL Advanced Language Arts		X	1	-
ESL Beginning Language Arts	X		1	-
Reading Lab	X	X	1	-
Library Assistant	X	X	1	-
Mathematics				
Mathematics	X		1	1
Advanced Studies Math	X		1	1
Modified Curriculum Math	X		1	1
Pre-Algebra		X	1	1
Algebra 1		X	1	1
Modified Curriculum Pre-Algebra		X	1	1
Mathematics (Summit Ridge)	X	X	1	-
ESL Math	X	X	1	-
Science				
Science	X	X	2	2
Advanced Science	X	X	2	2
Science (Summit Ridge)	X	X	1	-
Social Studies				
Eastern Hemisphere	X		1	1
Advanced Eastern Hemisphere	X		1	1
Modified Eastern Hemisphere	X		1	1
Early American History		X	1	1
Advanced Early American History		X	1	1
Modified Early American History		X	1	1
Social Studies (Summit Ridge)	X	X	1	-
ESL Beginning Social Studies	X	X	2	2
Total Core Courses and Guides			33	24
Percent of Core Courses with Curriculum Guides				73%

Exhibit 2.2.2 (continued)
Scope of the Written Curriculum by Grade Level and Course
Middle School
Lee's Summit R-7 School District
September 2016

Course Offering	7	8	Courses Offered	Curriculum Guides Presented
Non-Core Courses				
Art	X	X	2	2
Advanced Art		X	1	1
Band	X	X	1	1
Band Brass	X		1	-
Band Woodwinds	X		1	-
Band Percussion	X		1	-
Concert Band	X	X	1	1
Honors Band	X	X	1	-
String Orchestra	X	X	1	-
Music I	X		1	1
Music II		X	1	1
Computer Explorations	X		1	1
Computer Concepts	X		1	-
Intro. Computer Science (PLTW)		X	1	1
SMARTS	X		1	1
Digital Tools & Applications		X	1	1
Intro Engineering and Technology	X		1	1
Industrial Technology		X	1	-
Engineering Technology		X	1	-
Exploring Speech and Theater	X		1	1
Speech and Theater		X	1	1
Broadcasting and Video Technology		X	1	1
Discovering FACS	X		1	1
Living Skills			1	1
Personal Skills		X	1	1
Physical Education	X	X	2	2
Health Education	X		1	1
Adaptive PE	X	X	1	-
Exploring Language/Cultures	X		1	1
Chinese I		X	1	1
French I		X	1	1
German I		X	1	1
Spanish I		X	1	1
Exploring Keyboarding	X		1	1
Office Assistant	X	X	1	-
Total Non-Core Courses and Guides			37	27
Percentage of Non-Core Courses with Curriculum Guides				73%
Percentage of Core Courses with Curriculum Guides				73%
Percentage of Total Middle School Courses with Curriculum Guides				73%
Key: X = Course offered Dash = Course offered, but no guide presented				
<i>Data Source: LSR7 Curriculum Website, Hard copy and electronic copies of curriculum guidance documents provided by LSR7 central office staff; 2015-16 course listings reported on master schedules for individual high schools.</i>				

Exhibit 2.2.2 illustrates the following:

- The district offered 33 core and 37 non-core courses for a total of 70 courses at the middle school level for the year 2015-16.
- The scope of written curriculum for non-core middle school courses is adequate with 73 percent of the courses having curriculum guides, meeting the CMSi Review standard of 70 percent or more.
- The scope of written curriculum for core middle school courses is inadequate with 73 percent of the courses having curriculum guides, not meeting the CMSi Review standard of 100 percent coverage. The reviewers were not presented with written curriculum for nine (27 percent) of the core courses offered.
- Seven (78 percent) of the nine courses where guides were not presented were for either ESL or special courses at Summit Ridge School.

Course offerings of the following schools are included in the scope of high school written curriculum:

- Lee's Summit High School
- Lee's Summit North High School
- Lee's Summit West High School
- Summit Ridge Academy
- Summit Technology Academy
- R-7 Online

Off-campus career education courses listed in the master schedules that are the responsibility of another school district were not included. These excluded courses are offered at Herndon Career Center and Cass County Schools.



Summit Technology Academy students building and programming robots

Exhibit 2.2.3 presents a summary of the data regarding the 9-12 scope of the written curriculum. The detailed analyses, including which of the identified high schools offer each course listed, are presented in Appendix C. This list of course offerings was taken from the *Lee's Summit Career and Educational Planning Guide* and then checked against actual course offerings listed in the 9-12 schools' master schedules for 2015-16. Only those courses included in at least one of the schools' master schedules are included in this scope. Again, reviewers found that the course name listed in the master schedule did not always match the course name given in the Career and Educational Planning Guide.

Exhibit 2.2.3

Summary of Scope of the Written Curriculum by Course High School Lee's Summit R-7 School District September 2016

Content Area	# Course Offerings	# Offerings with Curriculum Guides Presented	% Offerings with Curriculum Guides Presented
Core Content Areas			
Communication Arts	46	15	33
Mathematics	25	17	68
Science	33	28	85
Social Studies	22	20	91
Subtotal Core Subject Areas	126	80	63
Non-Core Subject Areas			
Modern Language	21	21	100
Fine Arts	42	34	81
Practical Arts	77	57	74
Physical Education & Health	14	7	50
Special Education	9	0	0
Subtotal of Non-Core Subject Areas	163	119	73
Total Scope of 9-12 Written Curriculum	289	199	69
<i>Data Source: LSR7 Curriculum Website, Hard copy and electronic copies of curriculum guidance documents provided by LSR7 central office staff; 2015-16 course listings reported on master schedules for individual high schools.</i>			

Exhibit 2.2.3 shows the following:

- The district offered 126 core and 163 non-core courses for a total of 289 courses at the high school level in 2015-16.
- The scope of written curriculum for non-core high school courses is adequate with 73 percent of the courses having curriculum guides, meeting the CMSi Review standard of 70 percent or more.
- The scope of written curriculum for core high school courses is inadequate with 63 percent of the courses having curriculum guides, not meeting the CMSi Review standard of 100 percent coverage. The reviewers were not presented with written curriculum for 46 (37 percent) of the core courses offered and, therefore, did not meet the CMSi Review standard of 100 percent.
- Reviewers were presented with guides for one hundred percent (100 percent) of the 21 Modern Language courses offered in the district.
- Of the core subject area courses offered, social studies had the highest percentage (91 percent) of course offerings with a written curriculum.
- Reviewers were presented with communication arts curriculum guides for just 33 percent of the courses offered.
- Overall, the scope of the written curriculum for 9-12 core and non-core subject areas at 69 percent coverage is inadequate to provide direction for teachers in planning classroom instruction.

Exhibit 2.2.4 provides a summary of the scope of Kindergarten through grade 12 core and non-core curriculum guidance documents by level.

Exhibit 2.2.4
Summary of the Scope of Kindergarten through Grade 12
Curriculum Guidance Documents by Level
Lee’s Summit R-7 School District
September 2016

Grade Levels	# Offerings	# Offerings with Curriculum Guides	% Offerings with Curriculum Guides
K-6	49	49	100
7-8	70	51	73
9-12	289	199	69
All Levels	408	299	73%

As can be noted from Exhibit 2.2.4:

- Reviewers found a total of 408 course offerings in kindergarten through grade 12 in Lee’s Summit R-7 School District.
- The review team was presented with curriculum guidance documents for 299 course offerings and no documents for the remaining 109.
- For kindergarten through grade 12, curriculum guides were presented to reviewers for 73 percent of course offerings. However, the kindergarten through grade 12 scope of written curriculum remains inadequate given that middle and high school core subjects/course curriculum coverage was below the CMSi Review standard of 100 percent coverage for core subjects/courses (see Exhibits 2.2.2 and 2.2.3).

Summary

Reviewers found the scope of the written curriculum to be adequate for core subject offerings in kindergarten through grade 6 but inadequate for core subjects/courses at the grades 7-8 and grades 9-12 levels. Non-core offerings were adequately covered for subjects/courses in kindergarten through grade 12. Because middle and high school core course offerings coverage did not meet the CMSi Review standard of 100 percent coverage, the overall scope of the written curriculum kindergarten through grade 12 is inadequate to direct instruction across all subject areas and grades (see Recommendation 3).

Finding 2.3: The quality of curriculum guides across the district is inadequate to inform instruction. The design of the curriculum guides provides a consistent template across subjects and courses, but the availability and quality of critical components included in the curriculum guides needed to ensure delivery of instruction and mastery of student learning vary across subject areas and courses.

It is through written curriculum that a school district provides direction to classroom instruction. Quality curriculum guides identify the specific objectives to be taught, align the objectives with the tested curriculum, and identify the context for evaluation of student attainment of the objectives. Additionally, they specify prerequisite skills, instructional tools, and resources that are closely aligned with the objectives, and they provide specific examples of how to approach key concepts and skills in the teaching of the objectives. When guides are incomplete or do not exist, instruction is likely to be inconsistent and fragmented across grades, courses, classrooms, and schools, and teachers make individual decisions about what to teach without guidance or consensus on curricular priorities, instructional strategies, materials, or evaluation. When that happens, the district has not provided all students equal access to a common curriculum.

To determine the quality of the Lee’s Summit R-7 School District’s (LSR7) written curriculum, reviewers examined board policy and other district guiding documents to identify expectations for written curriculum format and quality. In addition, reviewers interviewed board members, district leaders, curriculum and instructional support staff, principals, parents, and teachers.

All documents presented as the district curriculum on the Lee's Summit R-7 Curriculum website were reviewed. The district's Department of Curriculum and Instruction also provided reviewers with hard copy and electronic documents that serve as curriculum guides. For clarification, all curriculum documents reviewed for a subject at a given grade or course will be considered components of a curriculum guide for that subject at a given grade or course.

Overall, the reviewers found little direction in policy or procedure for the content of written curriculum in the district (see [Finding 2.1](#)). While the LSR7 curriculum documents provide a consistent structure for curriculum guides, there is much variation in components within that structure. All of the district's curriculum guides, based on the rating of five minimum components, are inadequate to direct teaching and learning.

Staff perceptions about the curriculum documents are positive concerning the overall structure; however, there are widespread feelings of frustration with the volume of material, the difficulty in moving through the various folders and links on the LSR7 Curriculum website, and the quality of the suggested resources (see [Finding 2.4](#)).

The following board policies include only general reference to the quality or content of written curriculum or curriculum guides:

- *Board Policy IF: Curriculum Development* outlines general guidelines for a curriculum project in Lee's Summit R-7 School District and calls for the following:
 - Articulation of the curriculum content on a district-wide basis, K-12;
 - Written in specific terms and can be used by the respective staff members;
 - Use of effective methods of instruction;
 - Use of instructional materials that are effectively coordinated with the curriculum guides and programs;
 - Use of current supplementary and enrichment materials; and
 - Use of technology to empower learning.
- *Board Policy IGA: Basic Instructional Programs* makes a general reference to content of the instructional program with an expectation of "a planned sequence in the communication arts, mathematics, social studies, the sciences, foreign languages, fine arts, industrial and practical arts, health and safety education, vocational-technical education and physical education." This policy also states that "provisions will be made for a wide range of individual differences in student abilities and learning rates through the use of a variety of materials, adjustments in programs, and courses adapted to special needs of students."

Lee's Summit R-7 School District *Comprehensive Improvement Plan 2011-2016* includes as one goal relative to curriculum content, "A viable curriculum containing Essential Standards and Learning Targets in all courses and grade levels is accessible on-line." Under this goal, Strategy A states, "Provide Essential Standards and Learning Targets to frame the classroom instructional program." Two action steps are listed as Step 1—"Design curriculum to include Essential Standards and student-friendly Learning Targets in all curricular areas," and Step 2—"Align 21st Century Skills and resources to the establish curriculum." In the Comprehensive Improvement Plan focus area of Parent and Community Involvement, a strategy is listed as "Research and incorporate philanthropy lessons into the curriculum."

The recently adopted *2016-2021 Strategic Plan Destination 2021* states as part of Goal Three Action Plan A, "The district will provide and deliver a guaranteed and viable curriculum by providing effective instruction and support." This plan does not describe what the components of the curriculum will be.

In a January 22, 2015, Board of Education "Instructional Operations Team White Paper," it was noted that "K-12 Mathematics curriculum has recently undergone through the Balanced Assessment Curriculum and Assessment revision process. K-6 and 7-12 teams collaborated to ensure the curriculum was seamless and aligned." The *Balanced Assessment/Overview of Five-Year Plan* and subsequent training documents derived from this plan examined by the reviewers lay out specific descriptions and definitions for developing essential

standards and learning targets. The trainings do not, however, include requirements for development of summative assessments, resources, and approaches for curriculum delivery.

Reviewers analyzed 262 Lee’s Summit R-7 School District curriculum guides using five criteria for minimal basic components for curriculum document quality and specificity. The criteria are shown in [Exhibit 2.3.1](#). A guide may receive a rating of zero (0) to three (3) on each criterion. A three (3) represents the highest rating possible. Based on the five CMSi Review criteria, a guide may receive an overall rating of 15 points. A guide must receive a rating of 12 points or greater to be considered sufficient quality to guide instruction. More comprehensive analyses of the quality of LSR7 guides are presented in [Finding 2.4](#).

Exhibit 2.3.1

Curriculum Management Improvement Model Frame One Analysis: Minimal Basic Components for Curriculum Document Quality and Specificity

Point Value	Criteria
Criterion One: Clarity and Specificity of Objectives	
0	No goals/objectives present
1	Vague delineation of goals/learner outcomes
2	States tasks to be performed or skills to be learned
3	States for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning
Criterion Two: Congruity of the Curriculum to the Assessment Process	
0	No assessment approach
1	Some approach of assessment stated
2	States skills, knowledge, and concepts that will be assessed
3	Keys each objective to district and/or state performance assessments
Criterion Three: Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes	
0	No mention of required skill
1	States prior general experience needed
2	States prior general experience needed in specified grade level
3	States specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grades/courses if PreK-12)
Criterion Four: Delineation of the Major Instructional Tools	
0	No mention of textbook or instructional tools/resources
1	Names the basic text/instructional resource(s)
2	Names the basic text/instructional resource(s) and supplementary materials to be used
3	States for each objective the “match” between the basic text/instructional resource(s) and the curriculum objective
Criterion Five: Clear Approaches for Classroom Use	
0	No approaches cited for classroom use
1	Overall, vague statement on approaching the subject
2	Provides general suggestions on approaches
3	Provides specific examples of how to approach key concepts/skills in the classroom
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The first three components are considered critical, since they define exactly what students are expected to master (objectives), the sequence in which they need to learn it (prerequisites/scope and sequence), and what that mastery should look like (assessment). These represent the three tightly held components of the written curriculum. The last two components are considered suggestions; they are the loosely held required components

of the curriculum. Teachers must have latitude in selecting the strategies, approaches, and resources that best fit the needs of their students.

This balance of tightly held and loosely held components reflects the balance between tightly held and loosely held aspects of the management of curriculum, overall, within the system. The same is true for the written curriculum.

The analyses presented in all exhibits in this finding, using the criteria from [Exhibit 2.3.1](#), are for minimum basic components only. A guide might score high on this analysis and still not be a high quality guide due to a lack of alignment with external assessments, poor internal consistency, or suggested approaches that are incongruent with the stated curriculum objective.

The reviewers present ratings for curriculum from the four core content areas, as well as for the non-core content areas. Documents reviewed and found on the LSR7 Curriculum website or provided by district personnel in hard copy form included a number of documents, including but not limited to the following for grades K-12:

- Year-At-A-Glance, an overview of LSR7 learning targets
- Essential Standards and Learning Targets
- “I Can” Statements
- Assessments/DSAs (optional)
- Instructional Activities
- Resources
- Unit Plans
- Scope and Sequence

Most curriculum documents reviewed referred to the following three basic components of student learning and assessment of that learning:

- Essential Standards (ES) – The set of standards that Lee’s Summit R-7 School District determines essential for each student to master, which are derived from local, state, and national common core standards.
- Learning Targets (LT) – Prioritized progression of intended learning that breaks down essential standards into incremental steps of learning.
- District Summative Assessments (DSA) – Periodic assessments that determine students’ mastery of the essential standards and learning targets. District administrators commented that the DSAs referred to in the district curriculum are currently optional. Because these assessments are optional, results cannot be compared across grade levels and schools nor used to assess the effectiveness of the written and taught curriculum.

Reviewers noted that, in many cases, folders for activities, resources, and assessments found on the LSR7 Curriculum website across content areas and school levels (elementary, middle, and high school) were empty. District staff confided that the district curriculum development was a “work in progress.”

The reviewers' ratings of elementary school (grades K-6) documents are displayed in Exhibit 2.3.2.

Exhibit 2.3.2

**CMIM Frame One Curriculum Analysis:
Reviewers' Ratings of Minimal Basic Components and Specificity
Grades K-6
Lee's Summit R-7 School District
September 2016**

Elementary Curriculum Guides	Date	Grade Level	Criteria					Total Rating
			1.0	2.0	3.0	4.0	5.0	
			Obj	Assmt	Prereq	Res	Appr	
Core								
English Language Arts	May 2015	K	2.0	1.0	0.0	2.0	3.0	8.0
English Language Arts	May 2015	1	2.0	1.0	0.0	2.0	3.0	8.0
English Language Arts	May 2015	2	2.0	1.0	0.0	2.0	2.0	7.0
English Language Arts	May 2015	3	2.0	1.0	0.0	2.0	3.0	8.0
English Language Arts	May 2015	4	2.0	1.0	0.0	2.0	3.0	8.0
English Language Arts	May 2015	5	2.0	1.0	0.0	2.0	2.0	7.0
English Language Arts	May 2015	6	2.0	1.0	0.0	2.0	1.0	6.0
Average English Language Arts			2.0	1.0	0.0	2.0	2.4	7.4
Mathematics	August 2016	K	2.0	1.0	0.0	2.0	3.0	8.0
Mathematics	May 2015	1	2.0	1.0	0.0	2.0	3.0	8.0
Mathematics	July 2015	2	2.0	1.0	0.0	2.0	3.0	8.0
Mathematics	May 2015	3	2.0	1.0	0.0	2.0	3.0	8.0
Mathematics	August 2015	4	2.0	1.0	0.0	2.0	3.0	8.0
Mathematics	August 2015	5	2.0	1.0	0.0	2.0	3.0	8.0
Mathematics	August 2015	6	2.0	1.0	0.0	2.0	3.0	8.0
Average Mathematics			2.0	1.0	0.0	2.0	3.0	8.0
Science	May 2015	K	2.0	1.0	0.0	2.0	3.0	8.0
Science	April 2016	1	2.0	1.0	2.0	2.0	3.0	10.0
Science	April 2016	2	2.0	1.0	2.0	2.0	3.0	10.0
Science	April 2016	3	2.0	1.0	2.0	2.0	3.0	10.0
Science	April 2016	4	2.0	1.0	2.0	2.0	2.0	9.0
Science	April 2016	5	2.0	1.0	2.0	2.0	2.0	9.0
Science	April 2016	6	2.0	1.0	2.0	2.0	1.0	8.0
Average Science			2.0	1.0	1.7	2.0	2.4	9.1
Social Studies	August 2016	K	2.0	1.0	0.0	2.0	1.0	6.0
Social Studies	August 2016	1	2.0	1.0	0.0	2.0	1.0	6.0
Social Studies	August 2016	2	2.0	1.0	0.0	2.0	1.0	6.0
Social Studies	August 2016	3	2.0	1.0	0.0	2.0	1.0	6.0
Social Studies	May 2016	4	2.0	1.0	0.0	2.0	1.0	6.0
Social Studies	May 2016	5	2.0	1.0	0.0	2.0	1.0	6.0
Social Studies	May 2016	6	2.0	1.0	0.0	2.0	1.0	6.0
Average Social Studies			2.0	1.0	0.0	2.0	1.0	6.0
Core Subjects Average			2.0	1.0	0.4	2.0	2.2	7.6

Exhibit 2.3.2 (continued)
CMIM Frame One Curriculum Analysis:
Reviewers' Ratings of Minimal Basic Components and Specificity
Grades K-6
Lee's Summit R-7 School District
September 2016

Elementary Curriculum Guides	Date	Grade Level	Criteria					Total Rating
			1.0	2.0	3.0	4.0	5.0	
			Obj	Assmt	Prereq	Res	Appr	
Non-Core Courses								
Art	May 2015	K	2.0	1.0	0.0	2.0	2.0	7.0
Art	May 2015	1	2.0	1.0	0.0	2.0	2.0	7.0
Art	May 2015	2	2.0	1.0	0.0	2.0	2.0	7.0
Art	May 2015	3	2.0	1.0	0.0	2.0	2.0	7.0
Art	May 2015	4	2.0	1.0	0.0	2.0	2.0	7.0
Art	May 2015	5	2.0	1.0	0.0	2.0	2.0	7.0
Art	May 2015	6	2.0	1.0	0.0	2.0	2.0	7.0
Music	July 2016	K	2.0	1.0	0.0	1.0	1.0	5.0
Music	July 2016	1	2.0	1.0	0.0	1.0	1.0	5.0
Music	July 2016	2	2.0	1.0	0.0	1.0	1.0	5.0
Music	July 2016	3	2.0	1.0	0.0	1.0	1.0	5.0
Music	July 2016	4	2.0	1.0	0.0	1.0	1.0	5.0
Music	July 2016	5	2.0	1.0	0.0	1.0	1.0	5.0
Music	July 2016	6	2.0	1.0	0.0	1.0	1.0	5.0
Arts Average			2.0	1.0	0.0	1.5	1.5	6.0
Health/Physical Education	January 2013	K-2	2.0	1.0	0.0	2.0	2.0	7.0
Health/Physical Education	August 2015	3-6	2.0	1.0	0.0	2.0	2.0	7.0
PE Average			2.0	1.0	0.0	2.0	2.0	7.0
Non-core Subjects Average			2.0	1.0	0.0	1.6	1.6	6.1
Core Subjects Average			2.3	1.0	0.4	2.0	2.2	7.6
Total Elementary Average			2.1	1.0	0.2	1.8	1.9	6.9

Source: LSR7 K-6 Curriculum documents found on the district website.

As noted in [Exhibit 2.3.2](#):

- Forty-four (44) elementary curriculum guides were reviewed.
- The mean rating for all elementary curriculum documents analyzed was 6.9 on a scale of 0-15, which fell short of meeting the 12-point CMSi Review minimal standard for adequacy to guide instruction.
- An average rating of 7.6 was given to the four core content areas combined. An average rating of 6.1 was given to all non-core areas combined.
- Criterion One: Clarity and Specificity of Objectives and Criterion Five: Clear Approaches for Classroom Use received the highest average ratings of 2.1 and 1.9, respectively, for core and non-core areas combined.
- Criterion Three: Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes received the lowest average rating of 0.2.
- Science received the highest average rating (9.1) when compared to all other subject areas. Next highest average rating (8.0) went to mathematics. The lowest rating (6.0) was given to social studies.

- The highest rating of 10 was given to science curriculum for grades 1, 2, and 3.
- No K-6 LSR7 curricula received a minimal rating of 12 for adequacy.

Comments related to the ratings for each criterion in [Exhibit 2.3.2](#) follow:

Criterion One: Clarity and Specificity of Objectives

Mean Rating: 2.0

Objectives were present in curriculum documents for all subjects and at all grade levels. This rating was derived from Curriculum Unit Plans that included learning targets and “I Can Statements,” as well as from Instructional Activities unit plans that included essential standards and learning targets for each unit. The documents stated the skills to be learned, but did not align each objective to the what, when, how the standard is to be performed, and the amount of time spent learning the objective. Therefore, this criterion was given an overall rating of 2.0.

Criterion Two: Congruity of the Curriculum to the Assessment Process

Mean Rating: 1.0

The District Summative Assessment (DSA) is listed as an optional assessment. As an optional assessment, reviewers considered the DSAs as “some approach of assessment stated.” Because these assessments are optional, results cannot be compared across grade levels and schools nor used to assess the effectiveness of the written and taught curriculum. Other assessment measures were vague and only provided some form of approach, but not the specific skills to be assessed.

Criterion Three: Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes

Mean Rating: 0.2

Science is the only subject with curriculum documents that included a scope and sequence of general experience needed in specified grade level K-6. Science scored a 1.7, while all other core and non-core subjects received a score of zero (0). In order to score a three, the scope and sequence needs to be at least K-12. The district does not currently operate a regular pre-kindergarten program. Therefore, Pre-K is not included in the scope and sequence.

Criterion Four: Delineation of the Major Instructional Tools

Mean Rating: 1.8

All core and non-core curriculum documents, with the exception of music, were found to include instructional resources as well as supplemental resources. It should be noted that music included “Notebook” resources that reviewers were unable to access. These music resources may include supplemental and/or instructional resources, but as reviewers were unable to access them, they received a score of one (1). Some mathematic resources included: NCTM Illuminations, Math Counts, Creative Mathematics (Kim Sutton), Discovering Decimals by Kagan Cooperative Learning, Common Core Math Curriculum through “Engage New York,” and New Jersey Center for Teaching and Learning. The “match” between the basic text/instructional resource(s) and the learning target must be stated in order to receive a rating of three.

Criterion Five: Clear Approaches for Classroom Use

Mean Rating: 1.9

Reviewers were presented with various formats of curriculum that included a range of approaches for classroom use. This criterion was the least uniform in regard to district expectations. Some curriculum, such as math, included specific examples on how to approach key concepts or skills through instruction and they were rated as 3.0. Examples of mathematics resources included Fact Fluency Expectations and AIMS Education Foundation (specific approaches for instruction) included in all grade levels. Curriculum documents from other subject areas provided vague or general suggestions for instruction. Again, reviewers were unable to access music resources. While investigating the K-5 English language arts LSR7 curriculum documents, reviewers found that some unit instructional strategy folders were empty. All subject area curriculum provided some statement on approaching the subject.

The reviewers' ratings of middle school (grades 7-8) curriculum documents are displayed in Exhibit 2.3.3.

Exhibit 2.3.3

**CMIM Frame One Analysis:
Reviewers' Ratings of Minimal Basic Components and Specificity
Grades 7-8
Lee's Summit R-7 School District
September 2016**

Curriculum Documents	Date	Criteria					Total Rating
		1	2	3	4	5	
		Obj.	Assmt.	Prereq.	Res.	Strats.	
Core							
English Language Arts							
Language Arts 7	Updated 2015/2016	2.0	1.0	0.0	1.0	2.0	6.0
Advanced Studies Language Arts 7	Updated 2015/2016	2.0	1.0	2.0	1.0	2.0	8.0
Modified Curriculum Language Arts 7	Updated 2015/2016	2.0	1.0	0.0	1.0	2.0	6.0
Language Arts 8	Updated 2015/2016	2.0	1.0	2.0	2.0	2.0	9.0
Advanced Studies Language Arts 8	Updated 2015/2016	2.0	1.0	2.0	2.0	2.0	9.0
Modified Curriculum Language Arts 8	Updated 2015/2016	2.0	1.0	0.0	2.0	2.0	7.0
Exploring Speech & Theatre	Updated 2015/2016	2.0	1.0	0.0	1.0	1.0	5.0
Speech & Theatre	Updated 2015/2016	2.0	1.0	0.0	1.0	1.0	5.0
Broadcasting & Video Technology	Updated 2015/2016	2.0	1.0	0.0	2.0	1.0	6.0
Average ELA		2.0	1.0	0.7	1.4	1.7	6.8
Mathematics							
7	May 2016	2.0	1.0	0.0	3.0	3.0	9.0
Advanced Studies 7	April 2016	2.0	1.0	2.0	3.0	3.0	11.0
Modified Curriculum 7	Spring 2016	2.0	1.0	0.0	3.0	3.0	9.0
8	May 2015	2.0	1.0	2.0	3.0	3.0	11.0
8	May 2015	2.0	1.0	2.0	3.0	3.0	11.0
Modified Curriculum 8	Spring 2016	2.0	1.0	0.0	3.0	3.0	9.0
Average Mathematics		2.0	1.0	1.0	3.0	3.0	10.0
Science							
7	January 2013	2.0	1.0	0.0	3.0	1.0	7.0
7	January 2013	2.0	1.0	0.0	3.0	1.0	7.0
8	January 2013	2.0	1.0	0.0	3.0	1.0	7.0
8	January 2013	2.0	1.0	0.0	3.0	1.0	7.0
Average Science		2.0	1.0	0.0	3.0	1.0	7.0
Social Studies							
Eastern Hemisphere	Undated	2.0	1.0	2.0	2.0	3.0	10.0
Advanced Eastern Hemisphere	Undated	2.0	1.0	2.0	2.0	3.0	10.0
Modified Curriculum Eastern Hemisphere	Undated	2.0	1.0	0.0	2.0	3.0	8.0

Exhibit 2.3.3 (continued)
CMIM Frame One Analysis:
Reviewers' Ratings of Minimal Basic Components and Specificity
Grades 7-8
Lee's Summit R-7 School District
September 2016

Curriculum Documents	Date	Criteria					Total Rating
		1	2	3	4	5	
		Obj.	Assmt.	Prereq.	Res.	Strats.	
Social Studies (continued)							
Early American History	Undated	2.0	1.0	2.0	2.0	1.0	8.0
Advanced Early American History	Undated	2.0	1.0	2.0	2.0	1.0	8.0
Modified Curriculum Early American History	Undated	2.0	1.0	0.0	2.0	1.0	6.0
ELL Eastern Hemisphere	Undated	2.0	1.0	0.0	3.0	0.0	6.0
ELL Early American History	Undated	2.0	1.0	0.0	3.0	0.0	6.0
Average Social Studies		2.0	1.0	1.0	2.3	1.5	7.8
Core Average		2.0	1.0	0.7	2.4	1.8	7.9
Non-Core							
Fine Arts							
Art							
7	January 2013	2.0	1.0	0.0	1.0	2.0	6.0
8	January 2013	2.0	1.0	0.0	1.0	2.0	6.0
8	January 2013	2.0	1.0	0.0	1.0	2.0	6.0
Music							
MS Vocal/Choral	Undated	2.0	2.0	0.0	1.0	2.0	7.0
MS Band	January 2013	2.0	1.0	0.0	1.0	2.0	6.0
MS Orchestra	Undated	2.0	1.0	0.0	0.0	0.0	3.0
Average Fine Arts		2.0	1.2	0.0	0.8	1.7	5.7
Practical Arts							
Business, Marketing & Information Technology (BMIT)							
Computer Explorations 7	Undated	2.0	1.0	0.0	1.0	0.0	4.0
SMARTS 7	Undated	2.0	0.0	0.0	1.0	0.0	3.0
Introduction to Computer Science (PLTW) 8	August 2015	2.0	0.0	0.0	2.0	3.0	7.0
Digital Tools and Apps 8	Undated	2.0	1.0	0.0	2.0	2.0	7.0
Engineering & Industrial Technology (E&IT)							
7	January 2013	2.0	0.0	0.0	0.0	0.0	2.0
Family And Consumer Science (FACS)							
7	January 2016	2.0	0.0	0.0	1.0	0.0	3.0
8	January 2016	2.0	0.0	0.0	0.0	0.0	2.0
8	January 2016	2.0	1.0	0.0	1.0	1.0	5.0
Average Practical Arts		2.3	0.4	0.0	1.1	0.9	4.7
Modern Language							
Exploring Languages	Undated	2.0	1.0	0.0	2.0	2.0	7.0
Spanish I	Undated	2.0	1.0	2.0	2.0	0.0	7.0
French I	Undated	2.0	1.0	2.0	2.0	0.0	7.0
German I	Undated	2.0	1.0	2.0	2.0	1.0	8.0
Chinese I	Undated	2.0	1.0	2.0	0.0	0.0	5.0
Average Modern Language		2.0	1.0	1.6	1.6	0.6	6.8

Exhibit 2.3.3 (continued)
CMIM Frame One Analysis:
Reviewers' Ratings of Minimal Basic Components and Specificity
Grades 7-8
Lee's Summit R-7 School District
September 2016

Curriculum Documents	Date	Criteria					Total Rating
		1	2	3	4	5	
		Obj.	Assmt.	Prereq.	Res.	Strats.	
Physical Education/Health							
7	Undated	2.0	1.0	0.0	2.0	3.0	8.0
8	Undated	2.0	1.0	0.0	2.0	3.0	8.0
7	October 2013	2.0	1.0	0.0	3.0	1.0	7.0
Average Physical Education		2.0	1.0	0.0	2.3	2.3	7.7
Non-Core Average		2.1	0.9	0.4	1.5	1.4	6.2
Core Average		2.0	1.0	0.7	2.4	1.8	7.9
Total Middle School Average		2.0	0.9	0.6	1.9	1.6	7.1
<i>Source: Curriculum documents presented to the reviewers by central office staff or viewed on the LSR7 curriculum website.</i>							

Exhibit 2.3.3 indicates the following:

- Forty-nine (49) middle school curriculum guides were reviewed.
- The mean rating for middle school curriculum guides on the CMSi Review Minimal Basic Components is 7.1 on a scale of 0-15, which fails to meet the 12-point standard for adequacy.
- The mean rating for core curriculum documents (7.9) was higher than the average for all non-core documents (6.2).
- The strongest overall category was Clarity and Specificity of Objectives, with an average score of 2.0 out of a possible three points.
- The weakest overall category was Delineation of Prerequisite Essential Skills, Knowledge, and Attitudes, with an average score of 0.6 out of a possible three points.
- When compared with the five CMSi Review Minimal Basic Components, individual middle school curriculum guide ratings ranged from two points to 11 points. No middle school curriculum guides analyzed received the CMSi Review standard of adequacy, 12 or higher on a scale of 0-15.
- Of the core content areas, mathematics received the highest average rating (10) when compared to all other subject areas. Next highest average rating (7.8) went to social studies. The lowest rating (6.8) was given to English language arts.

Comments related to the ratings for each criterion in Exhibit 2.3.3 follow:

Criterion One: Clarity and Specificity of Objectives

Mean Rating: 2.0

Essential standards and learning targets were present in curriculum documents for all subjects and at all grade levels. Advanced studies and modified curriculum guides indicated in red changes/additions to regular curriculum. The rating for this criterion was derived from Curriculum Unit Plans or Year-at-a-Glance documents that included learning targets and "I Can Statements," as well as from Instructional Activities unit plans that included essential standards and learning targets for each unit. The documents stated the skills to be learned, but did not align each objective to the what, when, how the standard was to be performed, and the estimated amount of time to be spent learning the objective. When time spent learning the essential standards and learning targets was indicated it was often for a unit of study consisting of several learning targets. If time for a single learning

target learning time was given it was described in days without explaining whether a day meant, for example, 45 minutes or one course period.

Criterion Two: Congruity of the Curriculum to the Assessment Process

Mean Rating: 0.9

The District Summative Assessment (DSA) is listed as an optional assessment. As an optional assessment, reviewers considered the DSAs as “some approach of assessment stated.” Because these assessments are optional, results cannot be compared across grade levels and schools nor used to assess the effectiveness of the written and taught curriculum. Other optional assessment measures listed were vague and only provided some form of approach, but not the specific skills to be assessed.

Criterion Three: Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes

Mean Rating: 0.6

In order to score a three (3) for this criterion, a guide must state specific documented prerequisites or describe discrete skills/concepts required prior to this learning. This may be a K-12 (Prek-12 if the district has a prekindergarten program) scope and sequence across grades/courses. Reviewers found secondary flow charts for the core areas on the LSR7 district website on the Curriculum and Instruction page. These flow charts received a score of two because they only included grades 7-12 courses in the chart.

Criterion Four: Delineation of the Major Instructional Tools

Mean Rating: 1.9

All core and most non-core curriculum documents, at a minimum, named the basic text or instructional resource(s). In most cases, resources listed in the curriculum documents were the same for regular and advanced studies courses. These resources may include supplemental and/or instructional resources. Only one core content area contained linkage to an adopted textbook. Grade 7 learning targets for mathematics were linked to *Glencoe Course 2* via the correlated Common Core State Standards. District personnel noted that the linkage to this textbook was outdated and that work was in progress to revise the linkage to reflect the new, updated version of the textbook. The “match” between the basic text/instructional resource(s) and each learning target must be stated in order to receive a rating of three. Mathematics and science curriculum guides were rated three because resources were linked to individual learning targets. Two social studies guides and the grade 7 Health Education guide also received a rating of three for this criterion. This rating does not indicate the quality of the resources. Quality and cognitive complexity of the resources will be addressed in [Finding 2.4](#).

Criterion Five: Clear Approaches for Classroom Use

Mean Rating: 1.6

Reviewers were presented with various formats of curriculum that included a range of approaches for classroom use. This criterion was the least uniform in regard to district expectations. Some curriculum, such as mathematics and science, included specific examples on how to approach key concepts or skills through instruction, many of which were full lessons or lab experiments, and they received a rating of three. Approaches from other subject areas provided vague or general suggestions for instruction. While investigating the middle school curriculum documents, reviewers found that some unit instructional strategy and activity folders were empty. Most core content curriculum provided some statement on approaching the subject.

The reviewers' ratings of high school (grades 9-12) documents are displayed in [Exhibit 2.3.4](#).

Exhibit 2.3.4

**CMIM Frame One Analysis Frame One Analysis:
Reviewers' Ratings of Minimal Basic Components and Specificity
Grades 9-12
Lee's Summit R-7 School District
September 2016**

Curriculum Documents	Date	Criteria					Total Rating
		1	2	3	4	5	
		Obj.	Assmt.	Prereq.	Res.	Strats.	
Core							
Communication Arts							
English 9	2015-16	2.0	1.0	2.0	1.0	2.0	8.0
Advanced Studies English 9	2015-16	2.0	1.0	2.0	1.0	2.0	8.0
Modified Curriculum English 9	2015-16	2.0	1.0	2.0	1.0	0.0	6.0
English 10	2015-16	2.0	1.0	2.0	1.0	1.0	7.0
Advanced Studies English 10	2015-16	2.0	1.0	2.0	1.0	0.0	6.0
Modified Curriculum English 10	2015-16	2.0	1.0	2.0	1.0	0.0	6.0
English 11	2015-16	2.0	1.0	2.0	1.0	0.0	6.0
English 11 Honors	2015-16	2.0	1.0	2.0	1.0	0.0	6.0
Modified Curriculum English 11	2015-16	2.0	1.0	0.0	1.0	0.0	4.0
English 12	2015-16	2.0	1.0	2.0	1.0	0.0	6.0
English 12 Honors	2015-16	2.0	1.0	2.0	1.0	0.0	6.0
Modified Curriculum English 12	2015-16	2.0	1.0	0.0	1.0	0.0	4.0
Communication Arts Electives							
Debate	2016-17	2.0	0.0	0.0	0.0	0.0	2.0
Introduction To Broadcasting/Video Technology	2015-16	2.0	1.0	0.0	0.0	0.0	3.0
Advanced Video Technology	2015-16	2.0	0.0	0.0	0.0	0.0	2.0
Advanced Broadcasting	2015-16	2.0	1.0	0.0	0.0	0.0	3.0
Average ELA		2.0	0.9	1.3	0.8	0.3	5.2
Mathematics							
Algebra/Geometry I	May-15	2.0	1.0	2.0	3.0	0.0	8.0
Algebra/Geometry II	May-15	2.0	1.0	2.0	3.0	0.0	8.0
Algebra/Geometry III	May-15	2.0	1.0	2.0	3.0	0.0	8.0
Modified Curriculum PreAlgebra	Spring 2016	2.0	1.0	2.0	0.0	0.0	5.0
Algebra I	May-15	2.0	1.0	2.0	3.0	2.0	10.0
Geometry	May-15	2.0	1.0	2.0	3.0	2.0	10.0
Advanced Studies Geometry	May-15	2.0	1.0	2.0	3.0	2.0	10.0
Algebra II	May-15	2.0	1.0	2.0	3.0	3.0	11.0
Advanced Studies Algebra II	May-15	2.0	1.0	2.0	3.0	3.0	11.0
College Preparatory Mathematics	May-15	2.0	1.0	2.0	3.0	0.0	8.0
PreCalculus	May-15	2.0	1.0	2.0	3.0	2.0	10.0
AP Calculus	Undated	2.0	2.0	2.0	1.0	2.0	9.0
Average Mathematics		2.0	1.1	2.0	2.6	1.3	9.0
Science							
Biology I	Jan-13	2.0	1.0	2.0	3.0	3.0	11.0
Advanced Science Biology I	Jan-13	2.0	1.0	2.0	3.0	3.0	11.0
Fundamentals of Physics and Chemistry	Undated	2.0	1.0	2.0	1.0	1.0	7.0

Exhibit 2.3.4 (continued)
CMIM Frame One Analysis Frame One Analysis:
Reviewers' Ratings of Minimal Basic Components and Specificity
Grades 9-12
Lee's Summit R-7 School District
September 2016

Curriculum Documents	Date	Criteria					Total Rating
		1	2	3	4	5	
		Obj.	Assmt.	Prereq.	Res.	Strats.	
Science (continued)							
Chemistry I	Jan-13	2.0	1.0	2.0	3.0	3.0	11.0
Advanced Science Chemistry I	Jan-13	2.0	1.0	2.0	3.0	3.0	11.0
Science Electives							
Biology II	Jan-13	2.0	1.0	2.0	3.0	3.0	11.0
Science of Nature	May-15	2.0	0.0	2.0	0.0	0.0	4.0
Meteorology	Sept-12	2.0	1.0	2.0	0.0	0.0	5.0
Astronomy	Undated	2.0	0.0	2.0	0.0	0.0	4.0
Chemistry II	Jan-13	2.0	1.0	2.0	3.0	3.0	11.0
Human Anatomy/Physio	Undated	2.0	0.0	2.0	0.0	0.0	4.0
Physics	Undated	2.0	0.0	2.0	0.0	0.0	4.0
Pre-Professional Nursing (Off-Campus)	Undated	2.0	1.0	0.0	0.0	0.0	3.0
Pre-Allied Health (Off-Campus)	Undated	2.0	1.0	0.0	0.0	1.0	4.0
Average Science		2.0	0.7	1.7	1.4	1.4	7.2
Social Studies							
American History	Undated	2.0	1.0	2.0	3.0	0.0	8.0
ELL American History	Undated	2.0	1.0	0.0	3.0	0.0	6.0
Modified Curriculum American History	Undated	2.0	1.0	0.0	3.0	0.0	6.0
Advanced Studies American History	Undated	2.0	1.0	2.0	3.0	0.0	8.0
World History	Undated	2.0	1.0	2.0	1.0	0.0	6.0
ELL World History	Undated	2.0	1.0	0.0	3.0	0.0	6.0
Modified Curriculum World History	Undated	2.0	1.0	0.0	1.0	0.0	4.0
Advanced Studies World History	Undated	2.0	1.0	2.0	1.0	0.0	5.0
Modern Global Issues	Undated	2.0	1.0	2.0	1.0	0.0	6.0
Modified Curriculum Modern Global Issues	Undated	2.0	1.0	0.0	1.0	0.0	4.0
American Government	Undated	2.0	1.0	2.0	3.0	0.0	8.0
Modified Curriculum American Government	Undated	2.0	1.0	0.0	3.0	0.0	6.0
IB History of The Americas 11	Undated	1.0	0.0	3.0	0.0	0.0	4.0
IB History of The Americas 12	Undated	1.0	1.0	3.0	0.0	0.0	5.0
Social Studies Electives							
Comparative Government	Undated	2.0	1.0	0.0	0.0	0.0	6.0
Contemporary Issues	Undated	2.0	1.0	0.0	3.0	0.0	10.0
Economics	Undated	2.0	1.0	0.0	3.0	0.0	6.0
General Psychology	Undated	2.0	1.0	0.0	1.0	1.0	4.0
Historical Topics	Undated	2.0	1.0	0.0	3.0	1.0	7.0
Non-Western History	Undated	2.0	1.0	0.0	3.0	0.0	6.0
Origins Of Western Civilization	Undated	2.0	1.0	0.0	3.0	0.0	6.0
Sociology I	Undated	2.0	1.0	0.0	1.0	0.0	4.0
Sociology II	Undated	2.0	1.0	0.0	1.0	0.0	4.0
Average Social Studies		1.9	1.0	0.8	1.9	0.1	5.9
Core Average		2.0	0.9	1.4	1.7	0.8	6.8

Exhibit 2.3.4 (continued)
CMIM Frame One Analysis Frame One Analysis:
Reviewers' Ratings of Minimal Basic Components and Specificity
Grades 9-12
Lee's Summit R-7 School District
September 2016

Curriculum Documents	Date	Criteria					Total Rating
		1	2	3	4	5	
		Obj.	Assmt.	Prereq.	Res.	Strats.	
Non-Core							
Modern Language							
Spanish 1	Undated	2.0	1.0	2.0	2.0	0.0	7.0
Spanish 2	Undated	2.0	1.0	2.0	2.0	0.0	7.0
Spanish 3	Undated	2.0	1.0	2.0	2.0	0.0	7.0
Spanish 4	Undated	2.0	1.0	2.0	2.0	0.0	7.0
Spanish 5	Undated	2.0	1.0	2.0	2.0	0.0	7.0
Heritage Spanish	Undated	2.0	1.0	0.0	2.0	0.0	7.0
German 1	Undated	2.0	1.0	2.0	2.0	1.0	8.0
German 2	Undated	2.0	1.0	2.0	2.0	0.0	7.0
German 3	Undated	2.0	1.0	2.0	2.0	0.0	7.0
German 4/5A	Undated	2.0	1.0	2.0	1.0	0.0	6.0
German 4/5B	Undated	2.0	1.0	2.0	1.0	0.0	6.0
French 1	Undated	2.0	1.0	2.0	2.0	0.0	7.0
French 2	Undated	2.0	1.0	2.0	2.0	0.0	7.0
French 3	Undated	2.0	1.0	2.0	2.0	0.0	7.0
French 4/5A	Undated	2.0	1.0	2.0	2.0	0.0	7.0
French 4/5B	Undated	2.0	1.0	2.0	2.0	0.0	7.0
Mandarin Chinese 1	Undated	2.0	1.0	2.0	0.0	0.0	5.0
Mandarin Chinese 2/3A	Undated	2.0	1.0	2.0	0.0	0.0	5.0
Mandarin Chinese 2/3B	Undated	2.0	1.0	2.0	0.0	0.0	5.0
Mandarin Chinese 4/5A	Undated	0.0	1.0	2.0	0.0	0.0	3.0
Average Modern Language		1.9	1.0	1.9	1.5	0.1	6.5
Fine Arts							
Art							
Foundations of Drawing	Jan-13	2.0	1.0	0.0	0.0	2.0	5.0
Foundations of Design	Jan-13	2.0	1.0	0.0	0.0	0.0	3.0
Visual Arts 9-10	Undated	2.0	1.0	0.0	0.0	1.0	4.0
Painting I	Nov-13	2.0	1.0	0.0	1.0	1.0	5.0
Painting II	Nov-13	2.0	1.0	0.0	1.0	2.0	6.0
Painting III	Nov-13	2.0	1.0	0.0	1.0	0.0	4.0
Drawing I	Jan-13	2.0	2.0	0.0	1.0	0.0	3.0
Drawing II	Jan-13	2.0	2.0	0.0	1.0	0.0	5.0
Drawing III	Jan-13	2.0	2.0	0.0	1.0	1.0	4.0
Ceramics I	Undated	2.0	2.0	0.0	1.0	0.0	4.0
Ceramics II	Undated	2.0	2.0	0.0	1.0	0.0	4.0
Ceramics III	Undated	2.0	2.0	0.0	1.0	0.0	4.0
Graphic and Computer Arts I	Undated	2.0	2.0	0.0	1.0	1.0	4.0
Graphic and Computer Arts II	Undated	2.0	2.0	0.0	0.0	0.0	3.0
Theatre							
Theatre Arts I	2015-16	2.0	1.0	0.0	0.0	0.0	3.0
Theatre Arts II	2015-16	2.0	1.0	0.0	1.0	1.0	5.0

Exhibit 2.3.4 (continued)
CMIM Frame One Analysis Frame One Analysis:
Reviewers' Ratings of Minimal Basic Components and Specificity
Grades 9-12
Lee's Summit R-7 School District
September 2016

Curriculum Documents	Date	Criteria					Total Rating
		1	2	3	4	5	
		Obj.	Assmt.	Prereq.	Res.	Strats.	
Music							
Music Appreciation	Undated	2.0	0.0	0.0	0.0	0.0	2.0
Concert Band	Jan-13	2.0	1.0	0.0	0.0	0.0	3.0
Symphonic Band	Jan-13	2.0	1.0	0.0	0.0	0.0	3.0
Concert Orchestra	Jan-13	2.0	1.0	0.0	0.0	0.0	3.0
Philharmonic Orchestra	Jan-13	2.0	1.0	0.0	0.0	0.0	3.0
Symphony Orchestra	Jan-13	2.0	1.0	0.0	0.0	0.0	3.0
Freshman Women's Choir	Jan-13	2.0	1.0	0.0	0.0	0.0	3.0
Women's Choir	Jan-13	2.0	1.0	0.0	0.0	0.0	3.0
Men's Choir	Jan-13	2.0	1.0	0.0	0.0	0.0	3.0
Concert Choir	Jan-13	2.0	1.0	0.0	0.0	0.0	3.0
Average Fine Arts		2.0	1.3	0.0	0.4	0.3	3.7
Practical Arts							
Business							
Introduction to Business Management	Undated	2.0	1.0	0.0	0.0	0.0	3.0
Introduction to Business Essentials	Undated	2.0	1.0	0.0	2.0	1.0	6.0
Advanced Business Essentials	Undated	2.0	1.0	0.0	2.0	0.0	5.0
Business Law	Undated	2.0	1.0	0.0	0.0	1.0	4.0
Business Administration Honors	Undated	2.0	1.0	0.0	0.0	0.0	3.0
IB Business Management SL	Undated	2.0	2.0	3.0	1.0	2.0	10.0
Accounting	Undated	2.0	2.0	0.0	2.0	0.0	5.0
College Accounting Honors	Undated	2.0	2.0	0.0	0.0	0.0	3.0
Personal Finance	Undated	2.0	2.0	0.0	2.0	2.0	7.0
Computer Applications I	Undated	2.0	2.0	0.0	2.0	0.0	5.0
Computer Applications II	Undated	2.0	2.0	0.0	2.0	0.0	5.0
Marketing 101	Undated	2.0	2.0	0.0	0.0	0.0	3.0
Creative Marketing Honors	Undated	2.0	2.0	0.0	0.0	1.0	4.0
Network Engineering I/II	Undated	2.0	2.0	0.0	1.0	0.0	4.0
Sports and Entertainment Marketing	Undated	2.0	2.0	0.0	0.0	0.0	3.0
Technology Assistance Center	2015-16	2.0	2.0	0.0	1.0	0.0	4.0
PLTW Computer Science Principles	2015	2.0	2.0	1.0	0.0	0.0	4.0
PLTW Computer Science A	2015	2.0	2.0	1.0	0.0	0.0	4.0
Digital Tools and Apps	Undated	2.0	2.0	0.0	2.0	2.0	7.0
Multimedia	Undated	2.0	0.0	0.0	0.0	0.0	2.0
Keyboarding	Undated	2.0	1.0	0.0	0.0	1.0	4.0
Introduction to Web Design	Undated	2.0	0.0	0.0	0.0	0.0	2.0
Internship in STEM	Jul-10	2.0	1.0	0.0	2.0	0.0	5.0
International Studies	May-08	1.0	0.0	0.0	1.0	0.0	2.0
IB Information Technology in a Global Society	Updated 2015	3.0	2.0	3.0	1.0	2.0	11.0
Cyber Security	Updated August 2016	2.0	0.0	3.0	2.0	0.0	7.0

Exhibit 2.3.4 (continued)
CMIM Frame One Analysis Frame One Analysis:
Reviewers' Ratings of Minimal Basic Components and Specificity
Grades 9-12
Lee's Summit R-7 School District
September 2016

Curriculum Documents	Date	Criteria					Total Rating
		1	2	3	4	5	
		Obj.	Assmt.	Prereq.	Res.	Strats.	
Business (continued)							
Computer Hardware & Operations I/II	Undated	2.0	0.0	0.0	0.0	0.0	2.0
Advanced Web Design	Undated	2.0	0.0	0.0	0.0	0.0	2.0
Software Development	Undated	2.0	0.0	0.0	0.0	0.0	2.0
Supervised Business Experience	Jul-10	2.0	0.0	3.0	1.0	0.0	6.0
Air Force Junior ROTC	2016	2.0	2.0	3.0	3.0	3.0	13.0
Family & Consumer Sciences (FACS)							
Introduction to Human Services	Undated	1.0	2.0	0.0	1.0	0.0	4.0
Child Development: Parenting	Jan-13	2.0	0.0	0.0	0.0	0.0	2.0
Interior Design	Undated	2.0	0.0	0.0	0.0	0.0	2.0
Culinary Foundations	Jan-13	2.0	0.0	0.0	0.0	0.0	2.0
Culinary Arts I	Undated	0.0	1.0	0.0	0.0	0.0	1.0
International Foods	Jan-13	2.0	1.0	0.0	0.0	2.0	5.0
Introduction to Hospitality and Tourism	Undated	2.0	2.0	0.0	3.0	1.0	8.0
Career Pathways for the Teaching Profession	Dec-14	2.0	0.0	0.0	0.0	0.0	2.0
Engineering and Industrial Technology (E&IT)							
Power And Energy Technology	Undated	2.0	2.0	0.0	1.0	1.0	6.0
Furniture Making	Undated	2.0	2.0	0.0	1.0	1.0	6.0
Metal Technology	Undated	0.0	0.0	3.0	0.0	0.0	3.0
Advanced Material Processing	Undated	2.0	2.0	3.0	1.0	2.0	10.0
Woodworking Technology	Undated	2.0	2.0	0.0	1.0	2.0	7.0
Material & Processing Technology	Undated	2.0	2.0	0.0	1.0	2.0	7.0
Auto & Home Care	Undated	2.0	2.0	0.0	1.0	2.0	7.0
Small Engine Repair	Undated	2.0	2.0	0.0	1.0	2.0	7.0
Electricity Electronics	Undated	2.0	0.0	0.0	1.0	2.0	5.0
Graphics Technology	Undated	2.0	2.0	0.0	0.0	2.0	6.0
Advanced Concepts in CAD	Undated	0.0	0.0	3.0	0.0	0.0	3.0
Machine Tool Technology	Undated	0.0	0.0	3.0	0.0	0.0	3.0
Average Practical Arts		1.8	1.2	0.6	0.8	0.7	4.8
Physical Education And Health							
Foundations of Fitness	Undated	2.0	1.0	0.0	3.0	1.0	7.0
Team Sports	Undated	2.0	1.0	0.0	3.0	1.0	7.0
Fitness 4 Life	Undated	2.0	1.0	0.0	3.0	1.0	7.0
Strength and Performance	Undated	2.0	1.0	0.0	3.0	0.0	6.0
Advanced Strength and Performance	Undated	2.0	1.0	0.0	3.0	0.0	6.0
Health - Wellness for Life	Undated	2.0	1.0	0.0	2.0	0.0	5.0
Essentials of Athletic Training and First Aid	Undated	2.0	1.0	0.0	3.0	0.0	6.0
Average Physical Education		2.0	1.0	0.0	2.9	0.4	6.3
Non-Core Average		1.9	1.1	0.6	1.4	0.4	5.3
Core Average		2.0	0.9	1.4	1.7	0.8	6.8
All Average		2.0	1.0	1.0	1.5	0.6	6.0

As evidenced in Exhibit 2.3.4:

- One hundred sixty-nine (169) high school curriculum guides were analyzed.
- The mean total rating for high school curriculum guides on the CMSi Review Minimal Basic Components is 6.0 on a scale of 0 to 15, which fails to meet the 12-point CMSi Review standard for adequacy to guide instruction.
- The mean score for core curriculum documents (6.8) was higher than the mean for all non-core documents (5.3).
- The strongest overall category was Clarity and Specificity of Objectives, with a mean score of 2.0 out of possible three points.
- The weakest overall category was Clear Approaches for Classroom Use, with a mean score of 0.6 out of possible three points.
- When compared with the five CMSi Review Minimal Basic Components, high school curriculum guide ratings ranged from one point to 13 points. Only the JROTC curriculum documents achieved a rating of 13, high enough to be considered adequate when compared with the CMSi Review standards.

Comments related to the ratings for each criterion in Exhibit 2.3.4 follow:

Criterion One: Clarity and Specificity of Objectives

Mean Rating: 2.0

Essential standards and learning targets were present in curriculum documents for all core subjects and most non-core subjects. Advanced studies and modified curriculum guides indicated in red changes/additions to regular curriculum. The rating for this criterion was derived from Curriculum Unit Plans or Year-at-a-Glance documents that included learning targets and “I Can Statements,” as well as from Instructional Activities unit plans that included essential standards and learning targets for each unit. Most documents stated the skills to be learned, but did not align each objective to the what, when, how the standard was to be performed, and the amount of time to be spent learning the objective. When time spent learning the essential standards and learning targets was indicated it was often for a unit of study consisting of several learning targets. If a single learning target learning time was given it was described in days without explaining whether a day meant, for example, 45 minutes or one course period.

Criterion Two: Congruity of the Curriculum to the Assessment Process

Mean Rating: 1.0

As in the elementary and middle school level curriculum, the District Summative Assessment (DSA) is listed as an optional assessment. As an optional assessment, reviewers considered the DSAs as “some approach of assessment stated.” Because these assessments are optional, results cannot be compared across grade levels and schools nor used to assess the effectiveness of the written and taught curriculum. Other assessment measures were vague and only provided some form of approach, but not the specific skills to be assessed.

Criterion Three: Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes

Mean Rating: 1.0

Again, in order to score a three (3) for this criterion, a guide must state specific documented prerequisites or describe discrete skills/concepts required prior to this learning. This may be a K-12 (Pre-K-12 if the district has a prekindergarten program) scope and sequence across grades/courses. Reviewers found secondary flow charts for the core areas on the LSR7 district website on the Curriculum and Instruction page. These flow charts received a score of two because they only include grades 7-12 courses in the chart.

Criterion Four: Delineation of the Major Instructional Tools

Mean Rating: 1.5

All core and some core electives, at a minimum, named the basic text/instructional resource(s). In most cases resources listed in the curriculum documents were the same for regular and advanced studies courses. These resources may include supplemental and/or instructional resources. Only one core content area contained linkage to an adopted textbook. Algebra I mathematics learning targets were linked to *Prentice Hall Mathematics Algebra I*. The “match” between the basic text/instructional resource(s) and each learning target must be stated in order to receive a rating of three. Eleven (11), or 92 percent, of mathematics guides, six (43 percent) of science curriculum guides, and 12 (52 percent) of social studies guides analyzed were rated three for this criterion because resources were linked to individual learning targets. Just eight of the 104 non-core guides were rated as a three. This rating does not indicate the quality of the resources. Quality and cognitive complexity of the resources will be addressed in [Finding 2.4](#).

Criterion Five: Clear Approaches for Classroom Use

Mean Rating: 0.6

Reviewers were presented with various formats of curriculum that included a range of approaches for classroom use. This criterion was the least uniform in regard to district expectations. Two mathematics curriculum guides (17 percent) and six science guides (43 percent) included specific examples on how to approach key concepts or skills through instruction, many of which were full lessons or lab experiments, and they received a rating of three. Reviewers found no English language arts or social studies guides that rated a three for this criterion. Approaches from other subject areas provided vague or general suggestions for instruction. While investigating the high school curriculum documents, reviewers found that many unit instructional strategy and activity folders were empty. Thirty-one (31) percent of all core content curriculum guides provided at least some statement on approaching the subject.

[Exhibit 2.3.5](#) summarizes the means of the reviewers’ ratings of curriculum guides for all three school levels, and [Exhibit 2.3.6](#) provides a graphic display of the mean ratings.

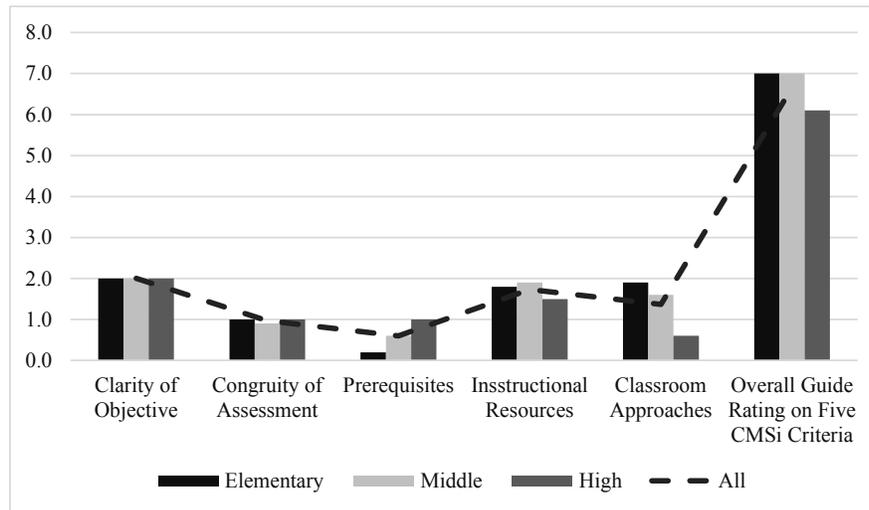
Exhibit 2.3.5

**Mean Quality Rating of Curriculum Guides by Criterion and School Level
Lee’s Summit R-7 School District
September 2016**

Criteria	Elementary (n=44)	Middle (n=49)	High (n=169)	All (n=262)
Clarity of Objectives	2.1	2.0	2.0	2.0
Congruity of Assessment	1.0	0.9	1.0	1.0
Prerequisites	0.2	0.6	1.0	0.6
Instructional Resources	1.8	1.9	1.5	1.7
Classroom Approaches	1.9	1.6	0.6	1.4
Overall Guide Rating on Five CMSi Criteria	7.0	7.0	6.1	6.7

Exhibit 2.3.6

Average Quality Rating of Curriculum Guides by Criterion Lee's Summit R-7 School District September 2016



Summary observations from Exhibits [2.3.5](#) and [2.3.6](#) include the following:

- Two hundred sixty-two (262) curriculum guides were reviewed against the five CMSi Review Minimal Basic Components.
- The mean rating of all K-12 curriculum guides reviewed on the CMSi Review Minimal Basic Components was 6.7 on a scale of 0 to 15, which fails to meet the 12-point standard for adequacy to guide instruction.
- When all school levels were considered, the strongest and most consistent overall category was Clarity and Specificity of Objectives, with an average score of 2.0 out of possible three points.
- The weakest overall category was Prerequisites with an average score of 0.6 out of possible three points.
- Middle school and elementary guides scored the highest (7.0) when compared with high school guides (6.1).

On that basis, the quality of curriculum guides in Lee's Summit R-7 is determined to be inadequate to guide instruction.

Exhibit 2.3.7 displays reviewers' ratings of curriculum guides by subject areas and school levels, and Exhibit 2.3.8 summarizes the ratings of guides by subject areas. Comments for both exhibits follow.

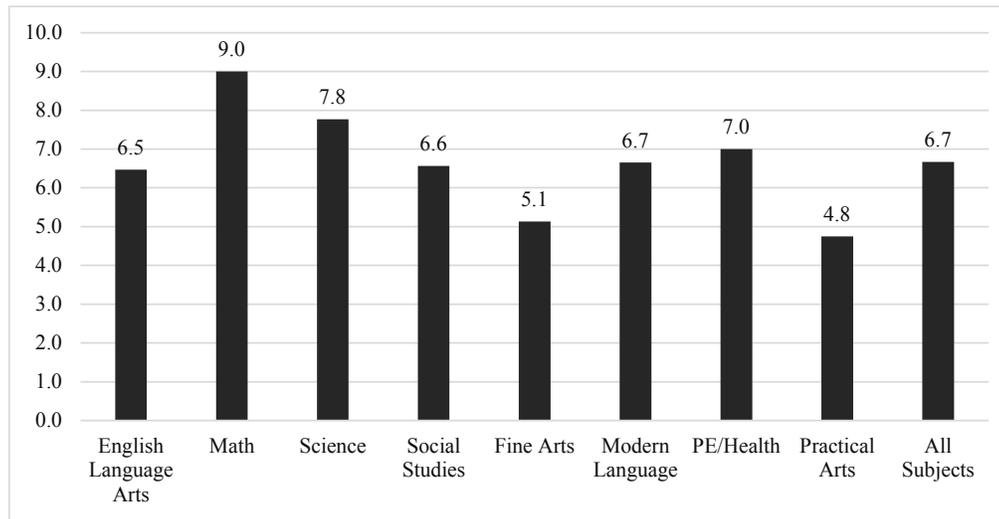
Exhibit 2.3.7

**Average Quality Rating of Curriculum Guides by Criterion, School Level, Subject Area
Lee's Summit R-7 School District
September 2016**

		Number of Guides Reviewed	Obj	Assmt	Preq	Res	Appr	Overall Guide Rating
ELA	Elementary	7	2.0	1.0	0.0	2.0	2.4	7.4
	Middle School	9	2.0	1.0	0.7	1.4	1.7	6.8
	High School	16	2.0	0.9	1.3	0.8	0.3	5.2
	All ELA	32	2.0	1.0	0.7	1.4	1.5	6.5
Math	Elementary	7	2.0	1.0	0.0	2.0	3.0	8.0
	Middle School	6	2.0	1.0	1.0	3.0	3.0	10.0
	High School	12	2.0	1.1	2.0	2.6	1.3	9.0
	All Math	25	2.0	1.0	1.0	2.5	2.4	9.0
Science	Elementary	7	2.0	1.0	1.7	2.0	2.4	9.1
	Middle School	4	2.0	1.0	0.0	3.0	1.0	7.0
	High School	14	2.0	0.7	1.7	1.4	1.4	7.2
	All Science	25	2.0	0.9	1.1	2.1	1.6	7.8
Social Studies	Elementary	7	2.0	1.0	0.0	2.0	1.0	6.0
	Middle School	8	2.0	1.0	1.0	2.3	1.5	7.8
	High School	23	1.9	1.0	0.8	1.9	0.1	5.9
	All Social St.	36	2.0	1.0	0.6	2.1	0.9	6.6
Fine Arts (Art, Music)	Elementary	14	2.0	1.0	0.0	1.5	1.5	6.0
	Middle School	6	2.0	1.2	0.0	0.8	1.7	5.7
	High School	26	2.0	0.9	0.0	0.4	0.3	3.7
	All Arts	46	2.0	1.0	0.0	0.9	1.2	5.1
Modern Languages	Elementary							
	Middle School	5	2.0	1.0	1.6	1.6	0.6	6.8
	High School	20	1.9	1.0	1.9	1.5	0.1	6.5
	All Mod. Lang.	25	2.0	1.0	1.8	1.6	0.4	6.7
PE/Health	Elementary	2	2.0	1.0	0.0	2.0	2.0	7.0
	Middle School	3	2.0	1.0	0.0	2.3	2.3	7.7
	High School	7	2.0	1.0	0.0	2.9	0.4	6.3
	All PE/Health	12	2.0	1.0	0.0	2.4	1.6	7.0
Practical Arts	Elementary							
	Middle School	8	2.3	0.4	0.0	1.1	0.9	4.7
	High School	51	1.8	1.2	0.6	0.8	0.7	4.8
	All Practical Arts	59	2.1	0.8	0.3	1.0	0.8	4.8
All	Elementary	44	2.0	1.0	0.2	1.8	1.9	6.9
	Middle School	49	2.0	0.9	0.6	1.9	1.6	7.1
	High School	169	2.0	1.0	1.0	1.5	0.6	6.0
	All Subjects	262	2.0	1.0	0.6	1.7	1.4	6.7

Exhibit 2.3.8

Overall Curriculum Quality Rating by Subject Area Lee's Summit R-7 School District September 2016



Exhibits 2.3.7 and 2.3.8 illustrate the following:

- The average rating for all subjects was 6.7, well below the 12-point review standard for adequacy to guide instruction.
- When all subject areas were combined middle school guides scored the highest (7.1) overall compared with elementary guides (6.9) and high school guides (6.0).
- Middle School mathematics curriculum guides had an overall rating of 10.0, the highest rating of any subject area at any level.
- School level guides with the highest overall scores for a subject were as follows:
 - English language arts—Elementary (7.4)
 - Mathematics—Middle School (10.0)
 - Science—Elementary (9.1)
 - Social Studies—Middle School (7.8)
 - Fine Arts—Elementary (6.0)
 - Modern Languages—Middle School (6.8)
 - PE/Health—Middle School (7.7)
 - Practical Arts—High School (4.8)
- High school English language arts and social studies guides scored the lowest of the school levels for core subjects with overall ratings of 5.2 and 5.9, respectively.
- The overall rating (9.0) for mathematics curriculum guides across the school levels was the highest when compared with other subject area guides.
- Practical arts curriculum documents received the lowest rating (4.8) when compared with all other subject area guides. Fine arts received the second lowest rating (5.1).
- No LSR7 curriculum guide met or exceeded the 12-point CMSi Review standard for adequacy to guide instruction.

In summary, the review team found that the overall quality of the curriculum guides in the Lee's Summit R-7 School District is inadequate to provide direction for teachers to facilitate learning and promote alignment of the written, taught, and tested curriculum. [Finding 2.4](#) reflects the review team's further analyses of the design of core curriculum guides for internal consistency and cognitive complexity. Not one of the 262 curriculum guides reviewed in this initial analysis met CMSi Review standards for minimal components and specificity. Most lack the precision and specificity among objectives, assessments, resources, and teaching strategies needed to enhance teacher preparation and delivery, and improve achievement for all students (see [Recommendations 3 and 4](#)).



Grade 5 writing at Summit Elementary School

Finding 2.4: Congruency between the current district curriculum and the new Missouri Learning Standards is disparate across grade levels, subjects, and courses. Curriculum design of assessment and resources to support effective delivery of the district curriculum is inadequate to support student learning and success on state and local tests. There are too many learning targets to be taught to mastery in elementary grades given the time allotted for instruction.

Quality written curriculum is the most critical tool district leaders can provide to teachers. In addition to having minimum components of objectives, assessments, and prerequisite skills, as well as suggested strategies, approaches, materials, and resources, the content of those components must align in multiple dimensions with local and state standards. These dimensions include content, context, and cognitive type. Content refers to the skills, processes, knowledge, concepts, or vocabulary students must learn. Context refers to how they are to practice or demonstrate that learning, such as in a real-life situation or with pencil and paper. Cognitive type refers to the nature of the cognitive engagement the learning demands. Looking at alignment along all three dimensions gives teachers and administrators a more specific picture of the extent, nature, and degree of alignment.

A component of particular importance to Lee's Summit R-7 School District is the alignment in the dimensions of content, context, and cognitive type of current, locally-developed learning targets with the newly adopted 2016 Missouri Learning Standards. Locally developed summative assessments were compared with district learning targets to ensure the instruments are a sound and valid measurement of students' progress toward mastering those targets. Reviewers examined resources and student activities for alignment in all three dimensions with the LSR7 learning targets. Resources and student activities suggest how students will be engaged, overall, with the content. Lastly, reviewers looked at the feasibility of the number of essential standards and learning targets in the LSR7 curriculum.

The reviewers have presented the analyses of LSR7 elementary and secondary curriculum organized by analyses in the following order:

- I. Elementary LSR7 Learning Targets and Missouri Learning Standards Analyses
- II. Middle and High School LSR7 Learning Targets and Missouri Learning Standards Analyses
- III. Elementary District Summative Assessment (DSA) and Learning Target Analyses
- IV. Middle and High School District Summative Assessment (DSA) and Learning Target Analyses
- V. Elementary Curriculum Resource/Student Activity and LSR7 Learning Target Analyses
- VI. Middle and High School Curriculum Resource/Student Activity and LSR7 Learning Target Analyses
- VII. Feasibility of the LSR7 Curriculum

The intent of the first analysis is to determine how well LSR7 learning targets align with the new 2016 Missouri Learning Standards in the dimensions of content, context, and cognition. Reviewers noted that the district’s learning targets are more precise and are the skills students need in order to master the district’s essential standards.

The reviewers looked to see if there was a match along all three dimensions of content, context, and cognition between the LSR7 learning targets and the new Missouri Learning Standards. They then looked to see if the learning targets exceeded the demand of the Missouri Learning Standards in any of the dimensions. When the student work meets and exceeds the demand of the objective, particularly in context and cognition, the premise is that such work better prepares student for the demand on high stakes assessments, since they are practicing their learning in more challenging and complex scenarios than what the test demands. This is the foundational principle of deep curriculum alignment and will be the basis of various analyses in [Finding 2.4](#).

For this first analysis the state-tested core content areas of English language arts, mathematics, and science were reviewed using the district developed “Crosswalk” draft documents to make initial linkage in comparing the current district curriculum with the new Missouri Learning Standards. A sample of English language arts learning targets was analyzed for grade 7 and English 10. A sample of mathematics was analyzed for grades 3, 5, 7, and Algebra I. A sample of science learning targets was examined for grades 3 and 5.

If the content, context, or cognitive type of the LSR7 learning target fully matches the content, context, or cognitive type of the Missouri Learning Standard, it is considered topologically aligned. If the learning target exceeds the content, context, or cognitive type of the Missouri Learning Standard, it is considered deeply aligned. If the content, context, or cognitive type of the learning target does not fully match the Missouri Learning Standard, it is classified as inadequately aligned. If the content of a learning target is judged as inadequately aligned, reviewers go no further with analysis of context and cognition.

To perform the analyses of cognitive type, reviewers used the framework based on the Bloom’s Taxonomy of Cognitive Domains as presented in [Exhibit 2.4.1](#).

Exhibit 2.4.1

Description of Cognitive Types in Bloom’s Taxonomy

Cognitive Domain	Definition of Type	Additional Clarification Comments
Knowledge	Includes those behaviors and test situations that emphasize the remembering, either by recognition or recall, of ideas, material, or phenomena.	<p>Ranges from the specific and relatively concrete types of behaviors to the more complex and abstract ones, including the interrelations and patterns in which information can be organized and structured.</p> <p>Remembering is the major psychological process involved.</p>

Exhibit 2.4.1 (continued)		
Description of Cognitive Types in Bloom's Taxonomy		
Cognitive Domain	Definition of Type	Additional Clarification Comments
Comprehension	When confronted with a communication, written or oral, they are expected to know what is being communicated and to be able to make some use of the material or ideas contained in it.	Three types: translation, interpretation, and extrapolation. Emphasis is on the grasp of the meaning and intent of the material.
Application	Apply comprehension in a situation new to the student without prompting; requires transferring of knowledge and comprehension to a real situation.	Emphasis is on the remembering and bringing to bear upon given material the appropriate generalizations or principles.
Analysis	Break down the material into its constituent parts, make explicit the relationships among the elements, and then recognize the organizational principles of the arrangement and structure that hold together the communication as a whole.	Emphasis is on the breakdown of the material into its constituent parts and detection of the relationship of the parts and of the way they are organized. Not to be confused with comprehending the meaning of something abstract (which is comprehension).
Synthesis	Putting together elements and parts, so as to form a whole, to a pattern or structure not clearly there before.	Focus on creative ability of the student but within limits of a framework. Must draw upon elements from many sources and put these together in a structure or pattern not clearly there before. Should yield a product.
Evaluation	Making of judgments about the value, for some purpose, of ideas, works, solution, methods, material, etc.	Involves use of criteria as well as standards for appraising the extent to which particulars are accurate, effective, economical, or satisfying. May be quantitative or qualitative. Are not opinions but judgments based on criteria.
<i>Source: Taxonomy of Educational Objectives, Benjamin Bloom, Editor, Longman, 1956</i>		
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The reviewers used the classifications presented in [Exhibit 2.4.1](#) for the analyses found in subsequent exhibits.

I. Elementary Learning Targets and Missouri Learning Standards Analyses

[Exhibit 2.4.2](#) displays reviewers' analysis of the congruency of a sample of LSR7 science learning targets and Missouri Learning Standards in grades 3 and 5. For purposes of efficiency in the analyses, learning targets are referred to as LT and Missouri Learning Standards are referred to as MLS.

Exhibit 2.4.2

**Congruency of Sample District Learning Targets to Missouri Learning Standards
Science, Grades 3 and 5
Lee’s Summit R-7 School District
September 2016**

LSR7 Learning Target (LT)	Missouri Learning Standard (MLS)	Alignment Analysis
Grade 3		
3_SC_1_B Define a simple problem that can be solved through the development of a new or improved object or tool.	ETS1-Engineering Design Define a simple design problem reflecting a need or a want that includes a specified criteria [sic] for success and constraints on materials, time, or cost.	Content: Inadequately Aligned The LT and MLS ask the student to define a simple problem. However, the MLS requires the student to include specific criteria and the LT does not. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.
3_SC_1_D Analyze data from tests of an object or tool to determine if it works as intended.	ETS1-Engineering Design Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Content: Inadequately Aligned The MLS asks the student to both generate and compare multiple possible solutions to a problem. The LT asks students to analyze data from tests of an object or tool, but does not ask the student to generate or compare solutions. In addition, the MLS asks students to determine solutions based on its likelihood to meet criteria and constraints of the problem. The LT only asks students to determine if the object or tool will work as intended. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.
3_SC_3_A Sequence the life cycle of an organism.	Develop a model to compare and contrast observations on the life cycle of different plants and animals. [Clarification Statement: Changes organisms go through during their life form a pattern.]	Content: Inadequately Aligned The MLS asks students to develop, compare, and contrast the life cycle of different plants and animals. The LT asks students to sequence the life cycle of one organism. Students are not asked to compare or contrast, or to sequence multiple organisms. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.
Grade 5		
5_SC_3_C Plan and carry out “fair” tests in which variables are controlled and test is evaluated to identify parts of a model that can be improved.	ETS1-Engineering Design Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Content: Topologically Aligned The learning target and the MLS both ask students to plan and carry out fair tests in which variables are controlled, and parts of a model are identified for improvement. Context: Topologically Aligned In both the learning target and the MLS students are conducting similar tasks: to plan and carry out fair tests, and to identify areas of improvement. The MLS and the learning target do not ask students to go beyond the stated task. Cognition: Topologically Aligned Both MLS and learning target ask students to plan and execute fair tests, as well as to identify areas of improvement. Both are at a level of analysis.

Exhibit 2.4.2 (continued)
Congruency of Sample District Learning Targets to Missouri Learning Standards
Science, Grades 3 and 5
Lee's Summit R-7 School District
September 2016

LSR7 Learning Target (LT)	Missouri Learning Standard (MLS)	Alignment Analysis
Grade 5 (continued)		
5_SC_2_E Explain that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the Sun.	PS3-Energy Use models to describe that energy stored in food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. [Clarification Statement: Examples of models could include diagrams, and flow charts.]	Content: Topologically Aligned Both the learning target and the MLS ask students to explain or describe that energy stored in food was once energy from the sun. Context: Inadequately Aligned The learning target asks students to explain, and the MLS asks students to use models to describe. These are different tasks within the same content. Cognition: Inadequately Aligned The learning target asks students to explain, which is at a cognitive level of comprehension, and the MLS asks students to use models, which is at a cognitive level of application.
5_SC_5_A Identify that the gravitational force exerted by Earth on objects is directed down.	PS2-Motion and Stability: Forces and Interactions Support an argument that the gravitational force exerted by Earth on objects is directed toward the planet's center. [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.]	Content: Topologically Aligned Both learning target and MLS ask students to recognize that the gravitational force exerted by Earth on objects is downward. Context: Inadequately Aligned The identification of the gravitational force exerted by Earth is the same in the LT as in the MLS; however, the LT asks students to identify, while the MLS asks students to support an argument. Cognition: Inadequately Aligned The learning target asks students to identify, which is a cognitive level of knowledge. The MLS asks students to support an argument, which is a cognitive level of evaluation.
<i>Source: Grade 3 and 5 Science Crosswalks</i>		

As indicated in [Exhibit 2.4.2](#):

Grade 3 Science

- All three LTs analyzed by reviewers were inadequately aligned to the MLS.
- One of the learning targets asked students to sequence the life cycle of an organism, while the MLS asked students to develop a model to compare and contrast observations on the life cycle of different plants and animals.
- The learning targets analyzed by reviewers were not as specific as the MLS.

Grade 5 Science

- All three LTs analyzed by reviewers were topologically aligned in content.
- One out of the three learning targets was topologically aligned in regard to context and cognition, and two of the three were inadequately aligned in regard to context and cognition.
- Of the LTs analyzed by reviewers that were inadequately aligned in cognition, the MLS required students to perform higher level thinking than the learning targets.

Exhibit 2.4.3 displays reviewers' analysis of the congruency of a sample of LSR7 mathematics learning targets and new Missouri Learning Standards in grades 3 and 5.

Exhibit 2.4.3

Congruency of Sample District Learning Targets to Missouri Learning Standards Mathematics, Grades 3 and 5 Lee's Summit R-7 School District September 2016

LSR7 Learning Target (LT)	Missouri Learning Standard (MLS)	Alignment Analysis
Grade 3		
3_M_1_A Use place value and number line understanding to round whole numbers to the nearest ten or hundred.	3.NBT.A.1 Round whole numbers to the nearest 10 or 100.	<p>Content: Topologically Aligned Both the learning target and the MLS ask students to round whole numbers.</p> <p>Context: Topologically Aligned The learning target and the MLS ask students to round whole numbers to the nearest 10 or 100. The LT is more specific in how the student is to round the number: using place value and number line understanding.</p> <p>Cognitive: Topologically Aligned The learning target and the MLS both require the same cognitive level to complete the task. Students are to apply knowledge of place value to round numbers. Both items are at a level of application.</p>
3_M-1_D Efficiently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3.NBT.A.3 Demonstrate fluency with addition and subtraction within 1,000.	<p>Content: Topologically Aligned The learning target and the MLS ask students to add and subtract within 1,000.</p> <p>Context: Inadequately Aligned The MLS simply asks students to demonstrate fluency with addition and subtraction within 1,000. The LT also asks students to add and subtract within 1,000, but includes parameters for the task: using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. The MLS does not include this context information.</p> <p>Cognitive: Topologically Aligned The LT and the MLS both ask students to demonstrate understanding of addition and subtraction and are both at a cognitive level of comprehension.</p>
3_M_3_E Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.	3.NBT.A.4 Multiply whole numbers by multiples of 10 in the range 10-90.	<p>Content: Topologically Aligned The LT and the MLS both ask students to multiply whole numbers within a specific range.</p> <p>Context: Topologically Aligned The learning target and the MLS ask students to multiply whole numbers within the range 10-90. The LT is more specific in how the student is to round the number: using strategies based on place value and properties of operations.</p> <p>Cognition: Topologically Aligned The LT and MLS both ask students to demonstrate understanding multiplication of whole numbers in multiples of 10 and are both at a cognitive level of comprehension.</p>

Exhibit 2.4.3 (continued)
Congruency of Sample District Learning Targets to Missouri Learning Standards
Mathematics, Grades 3 and 5
Lee's Summit R-7 School District
September 2016

LSR7 Learning Target (LT)	Missouri Learning Standard (MLS)	Alignment Analysis
Grade 5		
5_M_1_C Compare two decimals up to the thousandths place using >, =, and < symbols.	5.BTT.A.2 Compare two numbers from billions to thousandths using symbols >, = or <, and justify the solution.	Content: Topologically Aligned Both the LT and the MLS ask students to compare two numbers. Context: Inadequately Aligned The LT and MLS both ask students to compare two numbers, but the LT states the parameters to be up to the thousandths place, and the MLS states the parameters to be from billions to thousandths. Cognition: Inadequately Aligned Both LT and MLS ask students to compare two numbers, which is a cognitive level of knowledge. The MLS goes further, asking students to also justify the solution, which is a cognitive level of evaluation.
5_M_2_G Multiply a fraction by a fraction or a whole number.	5.NF.8.7 Extend the concept of multiplication to multiply a fraction or whole number by a fraction. a) Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths. b) Calculate and interpret the product of a fraction by a whole number and a whole number by a fraction. c) Calculate and interpret the product of two fractions less than one.	Content: Topologically Aligned The LT and the MLS both ask students to multiply a fraction by a fraction or whole number. Context: Inadequately Aligned The MLS puts the problem in a different context by having students work with fractional side lengths and fractions less than one. Cognition: Topologically Aligned The LT and MLS both ask students to multiply, which requires a cognitive level of knowledge. The MLS requires multiplying in different context, but the level of cognition is application for both the LT and the MLS.
5_M_4_B Write and interpret numerical expressions.	5.RA.B.4 Translate written expressions into algebraic expressions.	Content: Inadequately Aligned The LT asks students to write and interpret a numerical expression, and the MLS asks students to translate expressions into algebraic expressions. The LT does not require students to include algebraic expressions. Because content is inadequately aligned reviewers go no further with analysis of context and cognition.
<i>Source: Grade 3 and 5 Mathematics Crosswalks</i>		

As noted in [Exhibit 2.4.3](#):

Grade 3 Mathematics

- All three LTs analyzed by reviewers were topologically aligned to the MLS in content.
- In two of the three items the LT was more specific regarding how the student should complete the task.
- All three LTs were adequately aligned with the MLS in terms of cognition required by students to complete the task.

Grade 5 Mathematics

- Two of the three LTs analyzed by reviewers were topologically aligned in content.
- All of the items analyzed by reviewers were inadequately aligned in terms of context. The MLS items included more specificity and higher level thinking skills for the tasks. For example, one LT asks students to compare, but the MLS asks students to go further and to justify.



Grade 3 math lesson at Sunset Valley Elementary School

II. Middle and High School Learning Targets and Missouri Learning Standards Analyses

[Exhibit 2.4.4](#) displays reviewers' analysis of the congruency of a sample of LSR7 English language arts learning targets and Missouri Learning Standards in grade 7 and English 10.

Exhibit 2.4.4

Congruency of Sample District Learning Targets to Missouri Learning Standards English Language Arts Grade 7 and English 10 Lee's Summit R-7 School District September 2016

LSR7 Learning Target(s) (LT)	Missouri Learning Standard (MLS)	Alignment Analysis
Grade 7		
LA7_ELA_2_C Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	LT 2D Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.	Content: Inadequately Aligned The LT and the MLS direct the student to determine the theme of a text. However, the MLS requires the student to explain the relationship between the theme(s) and supporting evidence and the LT does not. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.
LA7_ELA_3_D Analyze the structure the author uses to organize a text, including how the major actions contribute to the whole and to the development of the ideas.	IT 2A Analyze how a text's organization or overall structure contributes to meaning.	Content: Topologically Aligned Both the LT and the MLS direct the student to analyze how the text structure contributes to meaning. The LT does not exceed or expand the content of the MLS. Context: Topologically Aligned The LT fully matches the MLS for context. Cognition: Topologically Aligned The LT and the MLS both generate analysis.

Exhibit 2.4.4 (continued)
Congruency of Sample District Learning Targets to Missouri Learning Standards
English Language Arts Grade 7 and English 10
Lee's Summit R-7 School District
September 2016

LSR7 Learning Target(s) (LT)	Missouri Learning Standard (MLS)	Alignment Analysis
Grade 7 (continued)		
LA7_ELA_6_E Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and the sufficiency of evidence.	SL 1B Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Content: Topologically Aligned The LS and the MLS delineate and evaluate a speaker's argument. Context: Inadequately Aligned The MLS directs the student to respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. The LT only requires the student to delineate a speaker's argument and evaluate the soundness and relevance of reasoning and sufficiency of evidence. Cognition: Topologically Aligned Both the LT and the MLS elicit analysis and evaluation in student thinking.
English 10		
ENG10_ELA_2_E Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	LT 2B Analyze how point of view is reflected in the characters, setting, and plot.	Content: Inadequately Aligned The LT does not require the student to analyze how point of view is reflected in the characters, setting, and plot. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.
ENG10_ELA_2_I Determine the meaning of words and phrases as they are used in context, including figurative and connotative meanings.	LT 1B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Content: Topologically Aligned The LT and the MLS both require students to determine meaning as used in text, including figurative and connotative meanings. Context: Inadequately Aligned The MLS suggests the student use context, affixes, or reference materials. The LT suggests only context. Cognition: Topologically Aligned The LT and the MLS both generate application in student thinking.
ENG10_ELA_3_G Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	IT 2D Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Content: Topologically Aligned The LT and the MLS have students evaluate the author's argument and assess whether the reasoning is valid. Context: Topologically Aligned The LT matches but does not exceed the context of the MLS. Cognition: Topologically Aligned The LT and the MLS both generate analysis in student thinking.
<i>Source: LSR7 Grade Seven English Language Arts Curriculum, 7th Grade Language Arts Crosswalk; LSR7 English 10 Curriculum, 10th Grade English Crosswalk</i>		

Exhibit 2.4.4 illustrates the following:

Grade 7 English Language Arts

- One grade 7 LT was inadequately aligned in content with the MLS in that one element listed in the Missouri Learning Standard was missing. Because content is inadequately aligned, reviewers went no further with analysis of context and cognition for this learning target.
- The LTs for grade 7 were topologically aligned in content in two of the three samples analyzed.
- The two LTs analyzed for cognition were rated as topologically aligned. Both generated analysis in student thinking.
- While one LT was rated as topologically aligned in context, the other LT analyzed for context was inadequately aligned. The MLS directs the student to respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. The LT only requires the student to delineate a speaker's argument and evaluate the soundness and relevance of reasoning and sufficiency of evidence.

Grade 10 English Language Arts

- One of the three grade 10 LTs analyzed was considered by the reviewers to be inadequately aligned with the MLS in that the LT does not require the student to analyze how point of view is reflected in the characters, setting, and plot.
- Two of the LTs analyzed were topologically aligned in content and cognition. These two LTs generated application and analysis in student thinking.
- One of the LTs analyzed for context was rated as inadequately aligned. The MLS suggests the student use context, affixes, or reference materials. The LT suggests only context.

Exhibit 2.4.5 displays reviewers' analysis of the congruency of a sample of LSR7 mathematics learning targets and Missouri Learning Standards in grade 7 and Algebra I. All learning targets linked in Crosswalks to a given Missouri Learning Standard were considered.

Exhibit 2.4.5

**Congruency of Sample District Learning Targets to Missouri Learning Standards
Mathematics, Grade 7 and Algebra I
Lee's Summit R-7 School District
September 2016**

*LSR7 Learning Target(s) (LT)	Missouri Learning Standard (MLS)	Alignment Analysis
Grade 7		
7M_M_3_F Solve proportions. 7M_M_3_G Write and solve an equation to represent proportional relationships between quantities. 7M_M_3_H Solve percent problems that involve finding the whole, a part and the percent of a number. 7M_M_3_I Use proportional relationships to solve multi-step ratio and percent problems.	7.R.P.A.3 Solve problems involving ratios, rates, percentages and proportional relationships.	Content: Deeply Aligned When all LTs are considered, the content of the MLS is matched. The LTs exceed the MLS in requiring students to use proportional relationships to solve multi-step problems. One LT is more specific in requiring students to solve percent problems that involve finding the whole, a part, and the percent of a number. Context: Deeply Aligned One of the LTs requires students to write equations as well as solve problems. Cognition: Topologically Aligned Both the LTs and the MLS are at an application level.

Exhibit 2.4.5 (continued)
Congruency of Sample District Learning Targets to Missouri Learning Standards
Mathematics, Grade 7 and Algebra I
Lee's Summit R-7 School District
September 2016

*LSR7 Learning Target(s) (LT)	Missouri Learning Standard (MLS)	Alignment Analysis
Grade 7 (continued)		
<p>7M_M_1_G Use patterns and properties of operations to add, subtract, multiply, and divide integers.</p> <p>7M_M_1_H Solve real-world and mathematical problems involving the four operations with integers and absolute value.</p> <p>7M_M_1_T Solve multi-step real-world and mathematical problems involving the four operations with positive and negative rational numbers (integers, fractions, and decimals) and estimate the reasonableness of the answer.</p>	<p>NS.A.3 Solve problems involving the four arithmetic operations with rational numbers.</p>	<p>Content: Deeply Aligned The MLS is a broad statement and does not provide the specificity needed to direct student learning to mastery. The LTs exceed the MLS by stating that the problems to be solved involve operations with absolute value.</p> <p>Context: Deeply Aligned The LTs go further than the MLS in specifying that the student solves real-world problems and is able to solve multi-step problems. In addition, the LTs require the student to estimate the reasonableness of the answer, while the MLS does not include estimation.</p> <p>Cognition: Topologically Aligned Both the LTs and the MLS are at an application level.</p>
<p>7M_M_2_A Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients.</p>	<p>7.EE.A.1 Apply properties of operations to simplify and to factor linear algebraic expressions with rational coefficients.</p>	<p>Content: Topologically Aligned The LT and the MLS require the student to have knowledge of properties of operations.</p> <p>Context: Topologically Aligned The LT and the MLS direct the student to apply properties of operations to manipulate linear expressions.</p> <p>Cognition: Topologically Aligned Both generate application in student thinking.</p>
Algebra I (Secondary)		
<p>AlgI_M_1_A Write and solve an equation and interpret the solution.</p> <p>AlgI_M_1_B Solve problems involving proportions (including finding the missing dimensions and scale factor of similar figures).</p> <p>AlgI_M_1_C Apply geometric properties such as similarity and angle relationships to solve multi-step problems in two dimensions.</p> <p>AlgI_M_1_E Write and solve an inequality and interpret the solution. Include compound inequalities and graphing on a number line.</p> <p>AlgI_M_1_H Identify the variables and quantities represented in a real-world problem.</p>	<p>A1.CED.A.1 Create equations and inequalities in one variable and use them to model and/or solve problems.</p>	<p>Content: Deeply Aligned The LTs provide more specificity in outlining the skills needed to master the MLS.</p> <p>AlgI_M_1_E has the student solving compound inequalities.</p> <p>AlgI_M_1_C requires students to have knowledge of similarity and angle relationships.</p> <p>Context: Deeply Aligned AlgI_M_1_B has students find the missing dimensions and scale factor of similar figures.</p> <p>AlgI_M_1_E has the student graphing on a number line.</p> <p>AlgI_M_1_H has students identifying variables and quantities represented in real-world problems.</p> <p>Cognition: Topologically Aligned Both the LT and the MLS generate application in student thinking.</p>

Exhibit 2.4.5 (continued) Congruency of Sample District Learning Targets to Missouri Learning Standards Mathematics, Grade 7 and Algebra I Lee's Summit R-7 School District September 2016		
*LSR7 Learning Target(s) (LT)	Missouri Learning Standard (MLS)	Alignment Analysis
Algebra I (Secondary) (continued)		
AlgI_M_1_G Write a function rule for data given in a table, graph, set of ordered pairs, or description.	A1.IF.B.3 Using tables, graphs and verbal descriptions, interpret key characteristics [sic] of a function that models the relationship between two quantities.	Content: Topologically Aligned Both the LT and the MLS require student to understand intercepts; intervals where the function is increasing, decreasing, positive or negative in order to interpret key characteristics of a function. Context: Inadequately Aligned The MLS suggests the student may use verbal descriptions as one way to interpret, while the LT lists only description (may be verbal or written). Cognition: Topologically Aligned Both generate application in student thinking about how to interpret a function.
AlgI_M_1_I Generalize patterns using explicitly defined functions. AlgI_M_1_J Write an explicit formula for an arithmetic sequence . AlgI_M_1_K Write a function to model an arithmetic sequence given a real-world problem.	A1.LQE.B.4 Write arithmetic and geometric sequences in recursive and explicit forms, and use them to model situations and translate between the two forms.	Content: Inadequately Aligned None of the LTs linked to this MLS include knowledge of recursive forms and translating between the two forms. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.
*Note: The new secondary mathematics Missouri Learning Standards are written in broad terms. The district learning targets are more specific in describing the content of what the students need to learn in order to meet the district's essential standards.		
Source: 7th Math: Secondary Mathematics Standards Crosswalk; Algebra I: Secondary Mathematics Standards Crosswalk		

Reviewers considered all learning targets linked in the LSR7 Crosswalks documents to a given Missouri Learning Standard in this analysis. As indicated in [Exhibit 2.4.5](#):

Grade 7 Mathematics

- Reviewers found that two of three grade 7 mathematics LTs linked to the three MLS analyzed were deeply aligned in content. The LTs for one MLS exceed the MLS in requiring students to use proportional relationships to solve multi-step problems and to solve percent problems that involve finding the whole, a part, and the percent of a number. The LTs exceed another MLS by stating that the problems to be solved involve operations with absolute value.
- LTs linked to two MLS were deeply aligned in context. The LT linked to one MLS exceeds by requiring students to write equations as well as solve problems. The LTs linked to another MLS go further than the MLS in specifying that students solve real-world problems, be able to solve multi-step problems, and estimate the reasonableness of the answer, while the MLS does not include estimation.
- The LTs linked to all three of the MLS analyzed were topologically aligned in cognition and generated application in student thinking.

Algebra I

- The LTs linked to one MLS were deeply aligned in content in that they exceeded the MLS by having the student solving compound inequalities, and required knowledge of similarity and angle relationships.

- The LTs linked to one MLS were considered by reviewers as deeply aligned in context in having students find the missing dimensions and scale factor of similar figures, graphing on a number line, and identifying variables and quantities represented in real-world problems.
- The LTs linked to two MLS were topologically aligned in cognition, generating application.
- The LTs linked to one MLS were inadequately aligned in content because they did not include knowledge of recursive forms and translating between the two forms.

In summary, Lee’s Summit R-7 School District personnel have begun the process of aligning its curriculum with the new Missouri Learning Standards. The reviewers have found that currently congruency of the district’s current LSR7 learning targets to the new Missouri Learning standards is inconsistent across grade levels in science, English language arts, and mathematics. Most alignment in the samples analyzed is topological. Reviewers did find some areas of deep alignment in content and context. However, areas of inadequate alignment were also noted.

III. Elementary District Summative Assessment (DSA) and Learning Target Analyses

Reviewers examined how well LSR7 District Summative Assessments (DSAs) align with the LSR7 learning targets using the lens of the dimensions of content, context, and cognition. District personnel shared that administration of the DSAs is currently optional. However, central office administration requested that reviewers examine these assessments so that they may learn from the analysis what needs to be considered with any future assessment development. The state-tested core content areas of reading and mathematics at grades 3, 5, 7, 10, Algebra I, and Biology were reviewed.

The reviewers selected two DSA items linked to a given learning target indicated in the answer key. If the content, context, or cognitive type of the DSA items selected for analysis fully matched the content, context, or cognitive type of the LSR7 learning target, they were considered topologically aligned. If the DSA items exceeded the content, context, or cognitive type of the learning target, it was considered deeply aligned. If the content, context or cognitive type of the DSA items did not fully match the learning target, they were classified as inadequately aligned.

Exhibit 2.4.6 provides an analysis of sample English language arts DSA items to learning targets for grades 3 and 5. Where possible, two DSA items from the same test are selected for each learning target for comparison.

Exhibit 2.4.6

Internal Consistency of Sample District Summative Assessment Items To District Learning Targets English Language Arts, Grades 3 and 5 Lee’s Summit R-7 School District September 2016

Learning Target (LT)	District Summative Assessment (DSA)	Alignment Analysis
Grade 3		
3_W_2_D Write narratives that use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	DSA1 Narrative Writing Prompt Write a story to go with the picture. Your story can be real or imaginative. Include: <ul style="list-style-type: none"> • An effective beginning that introduces the characters • Events in a logical order • An ending that provides closure • Vivid language • Dialogue • Correct capitalization, punctuation and spelling 	Content: Inadequately Aligned The DSA item does not ask students to include descriptions of actions, thoughts, or feelings to develop experiences and events. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.

Exhibit 2.4.6 (continued)
Internal Consistency of Sample District Summative Assessment Items
To District Learning Targets
English Language Arts, Grades 3 and 5
Lee's Summit R-7 School District
September 2016

Learning Target (LT)	District Summative Assessment (DSA)	Alignment Analysis
Grade 3		
3_W_3_H Form and use regular and irregular plural nouns.	DSA1: ELA 8. Which is the best way to write this sentence? A. The water was crowded because there were lots of persons swimming in the waves. B. The water was crowded because there were lots of people swimming in the waves. C. The water was crowded because there were lots of peoples swimming in the waves. 10. In which of these groups of words must you add "es" in order to make each of the words plural? A. tree, truck, egg B. tax, flash, beach C. box, apple, too D. fox, feather, candy	Content: Topologically Aligned Both DSA items match the LT as they ask students to use and identify correct use of regular and irregular nouns. Context: Topologically Aligned Both DSA items match in terms of context; they both require use of regular and irregular nouns in writing. The test item mode of response for both items is multiple choice, and the items do not expand or exceed the LT in context. Cognition: Topologically Aligned Both DSA items generate knowledge in student thinking.
3_R_4_B Ask and answer questions referring explicitly to a literary text as the basis for answers.	DSA2: ELA 1. Why did the fox go see Doctor De Soto? 2. What is another question that could be answered using this text?	Content: Topologically Aligned Both DSA items require students to either ask or answer a question by referring to the literary text. Context: Topologically Aligned Both DSA items require students to seek information from the text in order to ask or answer a question. Both examples have an open-ended response mode. Cognition: Topologically Aligned Both DSA items activate higher level thinking skills, specifically evaluation and synthesis.
3_W_3_C Capitalize proper nouns and words in titles.	DSA1: ELA 2. Which is the best way to write this sentence? A. She collected stamps, rocks, and coins. B. She collected stamps rocks and coins. C. She collected stamps, rocks, and, coins. D. She collected stamps, rocks and, coins. 5. Which sentence uses correct capitalization? A. last Saturday was a warm and sunny day. B. last Saturday was a Warm and sunny day. C. Last Saturday was a warm and sunny day.	Content: Inadequately Aligned These items were included here for the district's information. Reviewers found that neither DSA item addresses capitalization for proper nouns and words in titles. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.

Exhibit 2.4.6 (continued)
Internal Consistency of Sample District Summative Assessment Items
To District Learning Targets
English Language Arts, Grades 3 and 5
Lee’s Summit R-7 School District
September 2016

Learning Target (LT)	District Summative Assessment (DSA)	Alignment Analysis
Grade 5		
<p>5_R_4_B Recognize two or more main ideas of a text and explain how they are supported by key details, summarize the text.</p>	<p>DSA1: Reading 5. Read the article “Don’t Just Stand By” to answer the following questions: “What is the main idea of the article?” 6. Read the passage – “Don’t Just Stand By” – and answer the question below: “What are two pieces of evidence from the article that support the main idea?”</p>	<p>Content: Inadequately Aligned Item 5 asks students to identify one main idea, not multiple ideas, and does not ask students to support the idea with key details, or to summarize the text. Item 6 does not ask students to identify multiple main ideas or to summarize the text. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.</p>
<p>5_W_3 The student will apply the conventions of Standard English usage in writing.</p>	<p>DSA1: Narrative Writing Prompt: We have been reading stories about family traditions. Write a story about a meaningful family tradition. Include:</p> <ul style="list-style-type: none"> • An effective beginning that introduces a character or narrator • Events in a logical order • An ending that provides closure • Transition words • Vivid language • A variety of narrative techniques such as dialogue, pacing and description • Correct capitalization, punctuation and spelling <p>Opinion Prompt: Using information from the article “Koala Crisis” and the rainforest video, write an opinion essay that answers the following question. Should communities be allowed to expand into forested areas? Remember good opinion writing includes:</p> <ul style="list-style-type: none"> • Clearly stating your opinion • Supporting your opinion with reasons • Using connecting words • A concluding statement • Correct capitalization, punctuation and spelling 	<p>Content: Topologically Aligned Both DSA items ask student to employ correct capitalization, punctuation and spelling. Context: Topologically Aligned Both DSA items ask students to demonstrate knowledge of the conventions of Standard English through a written example. Cognition: Topologically Aligned Both DSA items require knowledge and application.</p>

Exhibit 2.4.6 (continued)
Internal Consistency of Sample District Summative Assessment Items
To District Learning Targets
English Language Arts, Grades 3 and 5
Lee’s Summit R-7 School District
September 2016

Learning Target (LT)	District Summative Assessment (DSA)	Alignment Analysis
Grade 5 (continued)		
<p>5_R_2_B Describe the meaning of a word or phrase using context clues.</p>	<p>DSA1: Reading</p> <p>1. Read the following sentence from the passage “Tales of Bullying” I was the smallest kid in the class and big guys used to <u>hassle</u> me all the time. What does the word <u>hassle</u> mean?</p> <p>A. bother B. injure C. compliment D. help</p> <p>2. Read the excerpt from the passage “Tales of Bullying” Just coming to school knowing what your day is going to be like takes <u>courage</u>. I know I’ve been tehre [sic]. What you’ve got to remember is that you can always make yourself stronger.” What does the word <u>courage</u> mean?</p> <p>A. friendship B. bravery C. kindness D. apathy</p>	<p>Content: Topologically Aligned Both DSA items ask students to determine the definition of a word using context clues.</p> <p>Context: Topologically Aligned Both items ask students to identify definitions within a written excerpt. The test item mode of response for both items is multiple choice. The items do not expand or exceed the Learning Target in context.</p> <p>Cognition: Topologically Aligned The primary activity of both DSA items is knowledge.</p>
<p><i>Source: Grade 3 Curriculum Year-at-a-Glance; DSA Units 1 and 3 tests, Writing Prompt and Rubric, and answer key. Grade 5 Curriculum Year-at-a-Glance; DSA Units 1 and 3 tests, Writing Prompt and Rubric, and answer key.</i></p>		

Exhibit 2.4.6 indicates the following:

Grade 3 English Language Arts

- Reviewers found four out of seven (57 percent) of the DSA items analyzed to be topologically aligned with the learning target, and three out of seven (43 percent) were inadequately aligned.
- Reviewers did not find any DSA items to be deeply aligned with the learning targets.
- One DSA item was inadequately aligned to the learning target (3_W_3_C). The learning target focused on capitalization of proper nouns and words in titles. The DSA item asked students to determine the best way to write a sentence in a multi-choice format. The choices differed by their use of commas. The DSA item did not include any proper nouns or words in titles.

Grade 5 English Language Arts

- Reviewers found four out of six (67 percent) of the DSA items analyzed to be topologically aligned to the learning targets, and two out of six (33 percent) to be inadequately aligned.
- Reviewers did not identify any grade 5 DSA items to be deeply aligned to the learning targets.

Exhibit 2.4.7 displays reviewers' analyses of sample mathematics DSA items to learning targets for grades 3 and 5. Where possible, two or more DSA items from one test are analyzed for comparison.

Exhibit 2.4.7

Internal Consistency of Sample District Summative Assessment Items To District Learning Targets Mathematics Grades 3 and 5 Lee's Summit R-7 School District September 2016

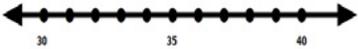
Learning Target (LT)	District Summative Assessment (DSA)	Alignment Analysis										
Grade 3												
<p>3_M_1_A Use place value and number line understanding to round whole numbers to the nearest ten or hundred.</p>	<p>DSA Unit 1—Number and Operations in Base Ten</p> <ol style="list-style-type: none"> 1. Round 76 to the nearest ten. <ol style="list-style-type: none"> a. 70 b. 75 c. 80 d. 85 2. Using the number line, round 34 to the nearest ten.  <p>Answer: _____</p>	<p>Content: Topologically Aligned Both DSA items require students to have an understanding of place value, and to use place value to round to whole numbers.</p> <p>Context: Topologically Aligned Both DSA items ask students to round whole numbers to the nearest ten or hundred, and are aligned with the LT.</p> <p>Cognition: Topologically Aligned The primary activity of both LTs and the DSA items is comprehension, in which students are asked to interpret, comprehend, or translate information based on prior learning.</p>										
<p>3_M_1_B Identify and describe arithmetic patterns in number charts, addition tables, and multiplication tables.</p>	<p>DSA Unit 1—Number and Operations in Base Ten</p> <p>6. Analyze the following In and Out table. Solve for y.</p> <table border="1" data-bbox="431 1119 810 1297"> <thead> <tr> <th>In</th> <th>Out</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>11</td> </tr> <tr> <td>7</td> <td>14</td> </tr> <tr> <td>9</td> <td>y</td> </tr> <tr> <td>12</td> <td>19</td> </tr> </tbody> </table> <p>7. Complete the pattern. 3, 6, 12, _____, 48</p>	In	Out	4	11	7	14	9	y	12	19	<p>Content: Inadequately Aligned Both DSA items require students to identify arithmetic patterns, but neither of the items requires students to describe the pattern. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.</p>
In	Out											
4	11											
7	14											
9	y											
12	19											
<p>3_M_1_F Use a variable to write an equation to represent an unknown quantity.</p>	<p>17. Robert's dad fixed 12 cookies. After Robert finished eating there were 8 cookies left. How many cookies did Robert eat? Could the following equations be used to find how many cookies Robert ate? Mark yes or no for each question</p> <p>$12 - 8 = y$ <input type="checkbox"/>yes <input type="checkbox"/>no $y + 8 = 12$ <input type="checkbox"/>yes <input type="checkbox"/>no $y - 8 = 12$ <input type="checkbox"/>yes <input type="checkbox"/>no $12 - y = 8$ <input type="checkbox"/>yes <input type="checkbox"/>no</p> <p>22. Amy is 49 inches tall and Shelly is 43 inches tall. How much taller is Amy than Shelly? Write an equation to find how much taller Amy is. Use a letter (variable) for the unknown.</p>	<p>Content DSA 17: Inadequately Aligned Item 17 does not require students to write an equation. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition for this item.</p> <p>Content DSA 22: Topologically Aligned Item 22 requires the student to write an equation to represent an unknown quantity; this item is aligned with the LT.</p> <p>Context DSA 22: Topologically Aligned This DSA item requires the student to use a variable to write an equation. The context of the item matches the context of the LT.</p> <p>Cognition DSA 22: Topologically Aligned The primary activity of the LT and DSA item is application, to use data and principles to complete a problem or task.</p>										

Exhibit 2.4.7 (continued)
Internal Consistency of Sample District Summative Assessment Items
To District Learning Targets
Mathematics Grades 3 and 5
Lee's Summit R-7 School District
September 2016

Learning Target (LT)	District Summative Assessment (DSA)	Alignment Analysis
Grade 5		
5_M_4_B Write and interpret numerical expressions.	<p>DSA1 Numerical Concepts</p> <p>7. In German class, Miranda has to read 18 pages of a book written in German each week. What expression represents the number of pages Miranda will read after 9 weeks?</p> <p>a. $18 \div 9$ b. $18 - 9$ c. $18 \cdot 9$ d. $18 + 9$</p> <p>9. Angie has 23 beads. Julie has 8 times as many beads as Angie. Write the expression that shows how many beads Julie has.</p>	<p>Content DSA 7: Inadequately Aligned Item 7 asks students to interpret numerical expressions, but not to write a numerical expression. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition for this item.</p> <p>Content DSA 9: Topologically Aligned Item 9 asks students to both write and interpret a numerical expression. This item is aligned with the LT.</p> <p>Context DSA 9: Topologically Aligned The LT and this DSA item both require the student to have an understanding of numerical expressions and write out the expression of that interpretation.</p> <p>Cognition: Topologically Aligned The primary activity of the DSA item and the LT is application. Students are asked to use data and principles to complete a problem.</p>
5_M_4_A Evaluate expressions containing parenthesis, brackets, and braces.	<p>DSA1 Numerical Concepts</p> <p>1. Solve $6 \times (3 + 5)$</p> <p>a. 21 b. 53 c. 90 d. 48</p> <p>4. Solve $(192 + 6) \div 2$</p> <p>a. 16 b. 37 c. 64 d. 96</p>	<p>Content: Topologically Aligned Both DSA items match the LT, as they require students to evaluate an expression that contains a parenthesis.</p> <p>Context: Topologically Aligned Both DSA items require students to evaluate an algorithm. The test item mode of response for both items is multiple choice. The DSA items do not expand or exceed the LT in context.</p> <p>Cognition: Topologically Aligned The primary activity of the LT and both DSA items is comprehension. The DSA items ask students to solve the equations that contain parenthesis.</p>
5_M_1_F Multiple whole numbers by powers of 10 and explain how the number of zeros in the product relates to the power of 10 and to factors that end in zero.	<p>DSA3 Multiplication of Whole Numbers and Decimals</p> <p>2. Find the product of 20×500</p> <p>a. 346 b. 3,460 c. 34,600 d. 346,000</p> <p>3. If a 4-pound bag of coffee costs \$15, how much will it cost to buy 40 pounds of coffee?</p>	<p>Content: Inadequately Aligned Both DSA items require students to multiply, but neither item asks students to explain how the number of zeros in the product relates to the power of 10 and to factors that end in zero. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.</p>

Exhibit 2.4.7 indicates the following:

Grade 3 Mathematics

- Reviewers found three out of six DSA items (50 percent) to be topologically aligned with the learning target.
- Reviewers did not identify any grade 3 DSA items to be deeply aligned to the learning target.
- Two items were inadequately aligned to the learning target (3_M_1_B and 3_M_1_F). The learning target asked students to identify and describe an arithmetic pattern in number charts, addition tables, and multiplication tables. The DSA item asked students to analyze an arithmetic pattern in a number chart, but not to describe the pattern.

Grade 5 Mathematics

- Reviewers found three out of six DSA items (50 percent) to be topologically aligned with the learning target.
- Reviewers did not identify any grade 3 DSA items to be deeply aligned to the learning targets.

Exhibit 2.4.8 displays an analysis of sample science DSA items to learning targets for grades 3 and 5. Two DSA items from the same test are selected for comparison.

Exhibit 2.4.8

**Internal Consistency of Sample District Summative Assessment Items
To District Learning Targets
Science, Grades 3 and 5
Lee’s Summit R-7 School District
September 2016**

Learning Target (LT)	District Summative Assessment (DSA)	Alignment Analysis						
Grade 3								
3_SC_2_A Observe and measure consistent patterns of motion to predict future motion.	DSA2 Force and Motion 3. Tom places a toy car at the top of a ramp and releases it. Describe what will happen to the car as it goes down the ramp. 8. Matt is swinging on a swing. Describe what will happen to Matt and the swing when he jumps off.	Content: Inadequately Aligned The LT asks students to both observe and measure a consistent pattern to predict future motion. The DSA items only ask student to predict future motion. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.						
3_SC_2_C Determine cause and effect relationships of electric and magnetic interactions between two objects not in contact with each other.	DSA2 Force and Motion 9. A balloon that you have rubbed on your hair sticks to the wall. Explain how positive and negative charges allow this to happen. 10. Complete the table below. Write two items that would attract magnets and two items that would not. <table border="1" data-bbox="428 1612 907 1751" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="428 1612 667 1684">Attract Magnets</th> <th data-bbox="667 1612 907 1684">Does not Attract Magnets:</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 1684 667 1719">1.</td> <td data-bbox="667 1684 907 1719">1.</td> </tr> <tr> <td data-bbox="428 1719 667 1751">2.</td> <td data-bbox="667 1719 907 1751">2.</td> </tr> </tbody> </table>	Attract Magnets	Does not Attract Magnets:	1.	1.	2.	2.	Content: Inadequately Aligned The LT requires students to determine cause and effect relationships between two objects not in contact with each other. In DSA #9 the objects are in contact with each other. DSA #10 does not ask students to determine cause and effect of the relationship between the magnet and the object. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.
Attract Magnets	Does not Attract Magnets:							
1.	1.							
2.	2.							

Exhibit 2.4.8 (continued)
Internal Consistency of Sample District Summative Assessment Items
To District Learning Targets
Science, Grades 3 and 5
Lee's Summit R-7 School District
September 2016

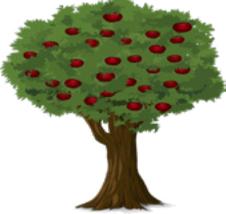
Learning Target (LT)	District Summative Assessment (DSA)	Alignment Analysis
Grade 3 (continued)		
<p>3_SC_2_E Describe Earth's gravity as a force that pulls objects toward the Earth without touching the object.</p>	<p>DSA2 Force and Motion</p> <p>6. Look at the picture of the apple tree. What is the force that pulls the apples toward the center of the Earth?</p>  <p>a. Gravity b. Friction c. Electricity d. Magnetism</p> <p>8. Matt is swinging on a swing. Describe what will happen to Matt and the swing when he jumps off.</p>	<p>Content: Inadequately Aligned Neither of the DSA items asks students to describe Earth's gravity as a force that pulls objects. DSA #6 asks students to identify the force that is pulling the apples, but does not ask students to describe the force. DSA #8 asks students to predict motion, but not to describe Earth's gravity. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.</p>
Grade 5		
<p>5_SC_5_A Identify that the gravitational force exerted by Earth on objects is directed down.</p>	<p>DSA3 Structures and Properties of Matter</p> <p>2. How does gravity affect the Moon and its relationship with Earth's gravity</p> <p>a. pulls the Moon closer all the time. b. keeps the Moon in orbit around Earth. c. makes the Moon nearly spherical. d. keeps the Moon moving in a straight line.</p> <p>18. What causes an object to fall to the Earth when dropped?</p> <p>a. weight b. inertia c. magnetism d. gravity</p>	<p>Content: Topologically Aligned Both DSA items and the LT require student to identify that the Earth's gravity is directed downward.</p> <p>Context: Topologically Aligned Both DSA items and the LT ask students to identify that gravity is moving an object downward toward the Earth. Both questions are multiple-choice.</p> <p>Cognition: Topologically Aligned The primary activity of the LT and both DSA items is knowledge. Students are asked to recall information and principles.</p>

Exhibit 2.4.8 (continued)
Internal Consistency of Sample District Summative Assessment Items
To District Learning Targets
Science, Grades 3 and 5
Lee's Summit R-7 School District
September 2016

Learning Target (LT)	District Summative Assessment (DSA)	Alignment Analysis
Grade 5 (continued)		
<p>5_SC_5_B Describe the observed pattern of daily changes in length and direction of shadows as the Earth rotates.</p>	<p>DSA5 Stars and the Solar System 6. What time of day, and time of year, will your shadow be the shortest? a. at noon during the summer b. at noon during the winter c. at dinner time during the summer d. at dinner time during the winter 13. Compared to the shadow cast by an object in the early morning, its shadow at noontime would be _____. a. shorter and fatter b. shorter and thinner c. longer and fatter d. longer and thinner</p>	<p>Content DSA 6: Inadequately Aligned This DSA items does not ask students to describe observed patterns of daily changes related to shadows. The question asks about a specific shadow, not a pattern. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition. Content DSA 13: Topologically Aligned This DSA item and the LT both ask the student to describe a pattern of daily changes in length and direction of shadows. This test item requires students to understand the pattern in order to correctly answer the question. Context DSA 13: Topologically Aligned Both DSA item and LT ask students to demonstrate their understanding by describing patterns of shadows caused by the Earth's rotation. Cognition DSA 13: The primary activity in both the DSA item and the LT are at a level of knowledge. Students are asked to recall or recognize information in the approximate form in which they were learned.</p>
<p>5_SC_5_D Describe the observed pattern of moon phases as the moon rotates around the Earth.</p>	<p>DSA5 Stars and the Solar System 7. It takes the moon about _____ to make one revolution around the Earth. a. 28 days b. 365 days c. 24 hours d. 4 seasons 19. Using pictures or words – describe the Earth's position, moon's position and the Sun during the NEW MOON phase.</p>	<p>Content DSA 7: Inadequately Aligned This DSA item does not ask students to describe the pattern of moon phases as the moon rotates around the Earth. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition for this item. Content DSA 19: Topologically Aligned Both DSA item and LT ask the student to describe the pattern of the moon phases, including its relationship to Earth and Sun. Context DSA 19: Topologically Aligned The DSA item and the LT both ask students to describe various aspects of the rotation of Sun, Moon, and Earth. Cognitive DSA 19: Topologically Aligned The DSA item and the LT both require comprehension skills. Students are asked to describe information.</p>
<p><i>Source: Grade 3 Curriculum Year-at-a-Glance; DSA Unit 2 test and answer key. Grade 5 Curriculum Year-at-a-Glance; DSA Unit 5 test and answer key.</i></p>		

Exhibit 2.4.9 (continued)
Internal Consistency of Sample District Summative Assessment Items to District Learning Targets
English Language Arts, Grade 7 and English 10
Lee’s Summit R-7 School District
September 2016

Learning Target (LT)	District Summative Assessment (DSA)	Alignment Analysis
Grade 7 (continued)		
<p>LA7_ELA_3_H Analyze how two or more authors writing about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>DSA1 Informational Texts Read the following and answer the questions below: [“Will School Uniforms Help Curb Student Violence?” and “The Return of School Uniforms”] 12. Both of these articles discuss school uniforms, but they emphasize different information. Article #1 (Will School Uniforms Help Curb Student Violence?) emphasizes <u>1 – (A) both benefits and drawbacks (B) only benefits (C) only drawbacks (D) neither benefits nor drawbacks</u> of school uniforms while article #2 (“The Return of School Uniforms”) provides <u>2 – (A) both benefits and drawbacks (B) only benefits (C) only drawbacks (D) neither benefits nor drawbacks</u>.</p>	<p>Content: Topologically Aligned The DSA item and the LT both expect the student to know how to analyze and compare texts. Context: Inadequately Aligned The DSA item is multiple choice and provides the student with possible responses to the question of how authors have different emphases in their writing. The LT, however, requires the student to analyze the actual text and come to his/her own conclusions concerning author emphasis and differences between two texts about similar topics. Cognition: Topologically Aligned The LT and DSA item both expect the student to compare and contrast, considered analysis.</p>
<p>LA7_ELA_2_I Determine the meaning of words and phrases as they are used in context, including figurative and connotative meanings.</p>	<p>DSA3 Literary Analysis 4. Read the excerpt and answer the following question: <i>“Did pretty well out West, didn’t you?”</i> asked the policeman. <i>“You bet! I hope Jimmy has done half as well. He was a kind of plodder, though, good fellow that he was. I’ve had to compete with some of the sharpest wits going to get my pile. <u>A man gets in a groove in New York.</u> It takes the West to put a razor edge on him.”</i> When the man in the doorway tells the policeman “<u>a man gets in a groove in New York</u>” he means that a person’s life can become: A. comfortable and content B. interesting and exciting C. phony and dishonest D. proud and confident 8. Bob’s <u>keen</u> eyes stared out from his square-faced jaw. He did not miss a detail. <u>Keen</u> most likely means: A. soft B. trusting C. sharp D. innocent</p>	<p>Content: Topologically Aligned The DSA items and the LT expect the student’s understanding of figurative and connotative meanings. Context: Topologically Aligned Both DSA items require the student to determine meaning of words in context. The mode of response for these items is multiple choice, and the item does not expand or exceed the LT in context. Cognition: Topologically Aligned The DSA items and the LT generate comprehension in that they require the student to infer from context the meaning of words.</p>

Exhibit 2.4.9 (continued)
Internal Consistency of Sample District Summative Assessment Items to District Learning Targets
English Language Arts, Grade 7 and English 10
Lee’s Summit R-7 School District
September 2016

Learning Target (LT)	District Summative Assessment (DSA)	Alignment Analysis
English 10		
ENG10_ ELA_2_F Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	DSA4 Literary Analysis Read the following and answer the questions below: <p style="text-align: center;">[“Amnesty”]</p> 15. How is this text influenced by the author’s cultural background? A. A South African author is able to write about the government because that is a legal right she has. B. A South African author is able to explain historical events because she isn’t biased. C. A South African author is able to justly criticize the government because she experienced it first-hand. D. A South African author is able to glorify the government and its laws.	<p>Content: Topologically Aligned The DSA item and the LT both expect the student to understand how to analyze a point of view in a work of literature</p> <p>Context: Inadequately Aligned The DSA item is multiple choice and provides the student with possible responses to the question of how the text is influenced by the author’s cultural background. The LT, however, requires the student to analyze the actual text and come to his/her own conclusions concerning the influence of cultural background on the author’s writing.</p> <p>Cognition: Topologically Aligned The DSA items and the LT generate analysis in student thinking.</p>
ENG10_ ELA_2_C Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	DSA4 Literary Analysis Read the following and answer the questions below: <p style="text-align: center;">[“Amnesty”]</p> 6. The first paragraph foreshadows a theme developed throughout the story. What is that theme? A. The quest for money comes with sacrifice. B. Relationships make life worth living. C. Reputations are hard to overcome. D. Upon reflection, there is joy and hardship in life. 7. What idea about South Africa is suggested by “It’s the Boer’s farm but that’s not true, it belongs to nobody? The cattle don’t know that anyone says he owns it, the sheep – they are grey stones, and then they become a thick grey snake moving – don’t know.” A. Natives don’t own the land. B. The oppressed people have transformed into fighters. C. The land is not owned by any one person. D. The jail system has changed the natives for the worse.	<p>Content: Inadequately Aligned The DSA items expect the student to determine a theme or central idea of a text. They do not require the student to analyze its development over the course of the text nor provide an objective summary of the text. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.</p>

Exhibit 2.4.9 (continued)
Internal Consistency of Sample District Summative Assessment Items to District Learning Targets
English Language Arts, Grade 7 and English 10
Lee's Summit R-7 School District
September 2016

Learning Target (LT)	District Summative Assessment (DSA)	Alignment Analysis
English 10 (continued)		
ENG10_ ELA_5_B Gather relevant information from multiple authoritative print and/or digital sources, using advanced search terms effectively.	DSA3 Research 13. In 1587 121 colonists led by John White arrived on Roanoke Island in present day North Carolina to establish a colony. As tensions mounted with the native population, however, John White returned to England in order to solicit reinforcements. When he returned several years later, the settlement was deserted with no signs of a struggle and no remains to be found anywhere. The settlement became known as the Lost Colony, and none of its members were ever seen again. Pedro is writing an essay with the following research question: <i>After John White left, what happened to the inhabitants of Roanoke Island?</i> When researching, Pedro typed "John White" into Google but was not finding information that was useful. Which of the following would be the best search terms for Pedro to use next? A. John White 16th century B. Roanoke Island Dare County North Carolina C. King Henry VIII England D. Missing colonists Roanoke Island	Content: Topologically Aligned The DSA item and the LT both expect understanding of how to gather relevant information. Context: Inadequately Aligned The DSA item is multiple choice and provides the student with possible responses regarding the best search terms to use. Multiple choice is not the best format for this LT because it does not allow for the student to gather information from multiple sources, using advanced search terms effectively. Cognition: Topologically Aligned Both the DSA item and the LT generate analysis of the text to determine the best search terms.
<i>Source: Grade 7 English language arts and English 10 LSR7 Year-at-a-Glance; unit DSA answer keys and test</i>		

The following is noted from [Exhibit 2.4.9](#):

Grade 7 English Language Arts

- All grade 7 English language arts DSA items analyzed were topologically aligned in content and cognition to the LTs. Two of the items produced comprehension and one analysis in student thinking.
- Two of the DSA items were topologically aligned in context.
- One DSA item was inadequately aligned in context to the LT. The DSA item is multiple choice and provides the student with possible responses to the question of how authors have different emphases in their writing. The LT, however, requires the student to analyze the actual text and come to his/her own conclusions concerning author emphasis and differences between two texts about similar topics.
- Reviewers did not find any DSA grade 7 items to be deeply aligned with the learning targets.

English 10

- Two English 10 DSA items analyzed were topologically aligned in content and cognition to the LTs. The DSA items produced analysis in cognition.
- One DSA item was judged inadequately aligned in content. The DSA item does not require the student to analyze its development over the course of the text nor provide an objective summary of the text. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.

- Two DSA items were inadequately aligned in context to the LT. One DSA item does not require the student to analyze the actual text and come to his/her own conclusions concerning the influence of cultural background on the author’s writing. The other DSA item is multiple choice, not the best format for this LT because it does not allow for the student to gather information from multiple sources, using advanced search terms effectively.
- Reviewers did not find any DSA English 10 items to be deeply aligned with the learning targets.

Exhibit 2.4.10 presents an analysis of sample Mathematics DSA items to learning targets for grade 7 and Algebra I. Where possible, two or more DSA items from the same test are analyzed for comparison.

Exhibit 2.4.10

Internal Consistency of Sample District Summative Assessment Items To District Learning Targets Mathematics, Grade 7 and Algebra I Lee’s Summit R-7 School District September 2016

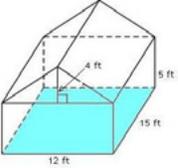
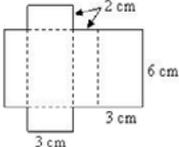
Learning Target	District Summative Assessment (DSA)	Alignment Analysis
Grade 7		
<p>7M_M_4_E Solve real-world and mathematical problems involving volume and surface area (cubes and right prisms)</p>	<p>DSA6 Geometry</p> <p>4. Brian needs to know the volume of the shed below to buy a heater. Calculate the total volume.</p>  <p>A. 360 cubic feet B. 900 cubic feet C. 1260 cubic feet D. 1800 cubic feet</p> <p>6. The net of a rectangular prism is shown below. Calculate the surface area.</p>  <p>A. 36 square centimeters B. 60 square centimeters C. 62 square centimeters D. 72 square centimeters</p>	<p>Content: Topologically Aligned Both DSA items match the LT as they require students to know the procedures for figuring volume and surface area (cubes and right prisms).</p> <p>Context DSA 4: Topologically Aligned DSA item 4 requires students to solve a real-world problem involving volume in order to purchase a heater. The mode of response for this item is multiple choice, and the item does not expand or exceed the LT in context.</p> <p>Context DSA 6: Inadequately Aligned DSA item 6 requires the student to calculate surface area of an abstract prism and, therefore, is not written as a real-world problem.</p> <p>Cognitive Type: Topologically Aligned. The primary activity of the LT and both DSA items is application.</p>

Exhibit 2.4.10 (continued)
Internal Consistency of Sample District Summative Assessment Items To District Learning Targets
Mathematics, Grade 7 and Algebra I
Lee's Summit R-7 School District
September 2016

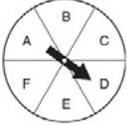
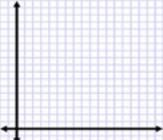
Learning Target	District Summative Assessment (DSA)	Alignment Analysis
Grade 7 (continued)		
<p>7M_M_5_F Find probabilities of compound events using organized lists, tables, tree diagrams and simulations.</p>	<p>DSA5 Probability</p> <p>8. Customers can choose between vanilla, chocolate, or strawberry ice cream with nuts or sprinkles. What is the probability that a customer chooses vanilla ice cream with sprinkles?</p> <p>A. $\frac{1}{6}$ B. $\frac{1}{5}$ C. $\frac{1}{4}$ D. $\frac{1}{3}$</p> <p>5. Find the total number of outcomes when spinning the spinner below and tossing a coin.</p> 	<p>Content: Inadequately Aligned</p> <p>Both DSA items, as well as the other three items on the test for probability, match the LT in that they all require students to find probabilities of compound events. However, the items do not require students to show their knowledge of organized lists, tables, tree diagrams, and simulations to find probability. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.</p>
<p>7M_M_1_E Interpret the addition and subtraction of integers by relating the values to real-world situations.</p>	<p>DSA1 Integers</p> <p>1. In Chicago, IL the temperature at 7:00 a.m. was 2 degrees below zero. Throughout the day, the temperature rose 18 degrees. What is the temperature now?</p> <p>a. -20 degrees b. -16 degrees c. 16 degrees d. 20 degrees</p> <p>3. Describe a real-world situation that could be represented by this expression: $-5 + 7$.</p>	<p>Content: Topologically Aligned</p> <p>Both DSA items match the LT for content in that they require students to interpret the addition and subtraction of integers</p> <p>Context DSA 1: Topologically Aligned</p> <p>The mode of response for this item is multiple choice, and the item does not expand or exceed the LT in context.</p> <p>Context DSA 3: Topologically Aligned</p> <p>The LT requires students to relate values to real-world situations as does this DSA item.</p> <p>Cognition: Topologically Aligned</p> <p>The primary activity of the LT and the DSA items is application.</p>
Algebra I		
<p>AlgI_M_5_F Create a scatter plot and determine an equation of a line of best fit for a set of two-variable data.</p>	<p>DSA5 Modeling of Quadratic Functions</p> <p>4. Provide the following information on the graph provided.</p> <p>a. Label the independent and dependent variable on the graph. b. Create a scatter plot from the information in the table. c. Draw in the line of best fit.</p>  <p>5. Write the equation of your line of best fit in point-slope form. Show your work to support your answer.</p>	<p>Content: Topologically Aligned</p> <p>The DSAs and the LTs both expect the student to know how to create a scatter plot and determine an equation.</p> <p>Context: Deeply Aligned</p> <p>DSA item 5 directs the student to show work to support answer. The LT does not require student to support answer.</p> <p>Cognition: Topologically Aligned</p> <p>The DSA items and LT generate application.</p>

Exhibit 2.4.10 (continued) Internal Consistency of Sample District Summative Assessment Items To District Learning Targets Mathematics, Grade 7 and Algebra I Lee's Summit R-7 School District September 2016										
Learning Target	District Summative Assessment (DSA)	Alignment Analysis								
Algebra I (continued)										
AlgI_M_3_C Solve quadratic equations by factoring.	DSA5 Modeling of Quadratic Functions 1. Solve this quadratic equation by factoring. $2n^2 - 11n + 15 = 0$	Content: Topologically Aligned The DSA item and the LT expect the student to know what quadratic equations are. Context: Topologically Aligned The DSA item and the LT direct the student to solve the problem by factoring. Cognition: Topologically Aligned The DSA item and the LT generate application.								
AlgI_M_3_E Solve quadratic equations by completing the square (when $a = 1$).	DSA5 Modeling of Quadratic Functions 6. Determine the type of solutions for each of the following quadratic equations. Select your answer from these three options: integer, fraction/decimal, or no real. <table border="1" style="margin-left: 20px;"> <tbody> <tr> <td>$x^2 - 2x + 1 = 0$</td> <td></td> </tr> <tr> <td>$x^2 + 14 = 0$</td> <td></td> </tr> <tr> <td>$(x + 7)(x + 2) = 0$</td> <td></td> </tr> <tr> <td>$(x - 9)^2 - 5 = 0$</td> <td></td> </tr> </tbody> </table>	$x^2 - 2x + 1 = 0$		$x^2 + 14 = 0$		$(x + 7)(x + 2) = 0$		$(x - 9)^2 - 5 = 0$		Content: Topologically Aligned The LT is broadly written so that it cannot be determined whether the DSA exceeds it. Context: Deeply Aligned The DSA item requires the student to determine type of solution and select answer from three options: integer, fraction/decimal, or no real. The LT only requires the student to solve an equation. Cognition: Topologically Aligned The DSA item and the LT generate application.
$x^2 - 2x + 1 = 0$										
$x^2 + 14 = 0$										
$(x + 7)(x + 2) = 0$										
$(x - 9)^2 - 5 = 0$										
<i>Source: Grade 7 Mathematics and Algebra I LSR7 Year-at-a-Glance; unit DSA answer keys and test</i>										

Exhibit 2.4.10 illustrates the following:

Grade 7 Mathematics

- The DSA items for two LTs were analyzed as topologically aligned in content and cognition. Items generated application in student thinking.
- The two DSA items for one LT were judged as inadequately aligned in content. The items do not require students to show their knowledge of organized lists, tables, tree diagrams, and simulations to find probability.
- For one LT, the context of one DSA item was topologically aligned and the other item was inadequately aligned. The inadequately aligned DSA item is not written as a real-world problem as the LT prescribes.
- Reviewers did not find any DSA grade 7 items to be deeply aligned with the learning targets.

Algebra I

- All Algebra I DSA items analyzed were topologically aligned in content and cognition. These items were the application cognitive type.
- Two DSA items were judged as deeply aligned in context. One DSA item directs the student to show work to support answer, while the LT does not require student to support answer. One DSA item requires the student to determine type of solution and select answer from three options: integer, fraction/decimal, or no real. The LT only requires the student to solve an equation.

Exhibit 2.4.11 displays an analysis of sample grade 7 science and Biology DSA items to learning targets. Where possible, two or more DSA items from the same test are analyzed for comparison.

Exhibit 2.4.11

**Internal Consistency of Sample District Summative Assessment Items
To District Learning Targets, Grade 7 Science and Biology I
Lee’s Summit R-7 School District
September 2016**

Learning Target (LT)	District Summative Assessment (DSA)	Alignment Analysis
Grade 7		
<p>7SC_SC_3_C Describe factors that affect changes in weather.</p>	<p>Weather and Climate Unit 8 11. Look at the weather data below. Give three reasons why you know it will rain. Temperature – 62 degrees Dew Point – 61 degrees Wind – SSW at 5mph Wind Chill – 62 degrees Barometric Pressure – 29.71 inches and falling Relative Humidity – 99%</p>	<p>Content: Topologically Aligned The DSA item matches the LT in content. Context: Inadequately Aligned The LT requires an open-ended response from the student. The DSA item provides the student with information to use to respond to the question. Cognition: Inadequately Aligned The LT generates comprehension, and the DSA item generates knowledge.</p>
<p>7SC_SC_1_C Analyze external factors that are responsible for changes to the surface of the Earth.</p>	<p>Rocks, Fossils, and Plate Tectonics Unit Two 6. The Appalachian Mountains used to be taller than they are today. Explain how weathering, erosion and deposition caused these changes. 7. The breaking down of rocks into smaller particles such as sand and pebbles is: a. weathering b. erosion c. deposition 8. What moves sediment from one place to another? a. chemical weathering b. erosion c. mechanical weathering d. deposition 9. A rock at the Earth’s surface is primarily affected by _____. a. heat and pressure b. pressure only c. weathering and erosion d. cooling 10. Erosion stops when the transported particles are settled on a new surface. This is called _____. a. chemical weathering b. erosion c. mechanical weathering d. deposition</p>	<p>Content: Topologically Aligned Both DSA items match the LT in content. Context: Topologically Aligned Both DSA items match the LT in context. The mode of response for DSA item 7 is multiple choice, and the item does not expand or exceed the LT in context. Cognition: Inadequately Aligned. The LT generates analysis in student thinking, while the DSA items generate comprehension in student thinking by having students use prior learning of weathering, erosion, and deposition to answer the question.</p>

Exhibit 2.4.11 (continued)
Internal Consistency of Sample District Summative Assessment Items
To District Learning Targets, Grade 7 Science and Biology I
Lee's Summit R-7 School District
September 2016

Learning Target (LT)	District Summative Assessment (DSA)	Alignment Analysis																				
Grade 7 (continued)																						
7SC_SC_3_D Describe the characteristics of air masses.	Predicting the Weather Unit 9 12. Complete the following table describing the characteristics of air masses. <p style="text-align: center;">Characteristic of Air Masses</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Humidity</th> <th style="text-align: center;">Temperature</th> <th style="text-align: center;">Where it Forms</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Continental Polar</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Continental Tropical</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Maritime Polar</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Maritime Tropical</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Humidity	Temperature	Where it Forms	Continental Polar				Continental Tropical				Maritime Polar				Maritime Tropical				<p>Content: Topologically Aligned The DSA item matches the LT in content.</p> <p>Context: Topologically Aligned The DSA item matches the LT in context by having the student fill in a chart with descriptions of air masses.</p> <p>Cognition: Topologically Aligned The DSA item and the LT match cognitively in that both generate recall of information (knowledge cognitive type).</p>
	Humidity	Temperature	Where it Forms																			
Continental Polar																						
Continental Tropical																						
Maritime Polar																						
Maritime Tropical																						
Biology 1																						
BIO_SC_2_H Recognize cells both increase in number and differentiate, becoming specialized in structure and function, during and after embryonic development.	Genetics and Cell Division Unit 6 <p style="text-align: center;">[Embryonic figure]</p> 1. As seen in the embryonic figure above, during embryonic development, cells _____ and become more _____. a. increase in number; generalized b. decrease in number; generalized c. decrease in number; specialized d. increase in number; specialized 2. After fertilization cells divide repeatedly. The next step in the development of a multicellular organism would be a. differentiation b. cytokinesis c. meiosis d. separation	<p>Content: Topologically Aligned Both DSA items match the LT.</p> <p>Context: Topologically Aligned. The mode of response for both DSA items is multiple choice, and the items do not expand or exceed the LT in context.</p> <p>Cognition: Topologically Aligned The DSA items and the LT are matched cognitively, generating knowledge in student thinking.</p>																				
BIO_SC_3_E Recognize the chromosomes of daughter cells, formed through the processes of asexual reproduction and mitosis, the formation of somatic (body) cells in multicellular organisms, are identical to chromosomes of the parent cell.	Genetics and Cell Division Unit 6 5. When a body cell divides through the process of mitosis, the chromosomes in the daughter cells a. are identical to the chromosomes of the parent cell. b. are only half of the chromosomes in the parent cell. c. are formed when chromosomes from the parent cell cross over. d. represent only the healthiest chromosomes from the parent cell.	<p>Content: Topologically Aligned. The DSA item is a match with the LT in content.</p> <p>Context: Topologically Aligned The mode of response for the DSA item is multiple choice, and the item does not expand or exceed the LT in context.</p> <p>Cognition: Topologically Aligned The DSA item and the LT are matched cognitively, generating knowledge in student thinking.</p>																				

Exhibit 2.4.11 (continued)
Internal Consistency of Sample District Summative Assessment Items
To District Learning Targets, Grade 7 Science and Biology I
Lee's Summit R-7 School District
September 2016

Learning Target (LT)	District Summative Assessment (DSA)	Alignment Analysis
Biology 1 (continued)		
BIO_SC_3_A Explain all cells contain genetic information in the form of DNA, which contains regions called genes that code for the formation of proteins and carry out the work of most cells.	DNA, RNA, and Protein Synthesis Unit 5 1. What is the function of DNA and where is it found in a eukaryote cell? a. controls sexual reproduction: ribosomes b. controls respiration: mitochondria c. regulates all cell activity: nucleus d. passes on identical traits: endoplasmic reticulum <div style="border: 1px solid black; padding: 5px; width: fit-content;"> I am: double stranded found in the nucleus have four nitrogen bases contain deoxyribose sugar contain thymine instead of uracil </div> 2. Use the information above to answer the following question. What important molecule am I? A) DNA B) RNA C) enzyme D) protein	Content: Deeply Aligned Whereas the LT and both DSA items require the student to know the function of DNA, the DSA items go one step further in expecting the student to know where DNA is found in the cell (nucleus). Context: Topologically Aligned The mode of response for both DSA items is multiple choice, and the items do not expand or exceed the LT in context. Cognition: Topologically Aligned The DSA items and the LT are matched cognitively, generating knowledge in student thinking.
<i>Source: Template Forms for Grade 7 and Grade 9 Biology I DSA Science Tests provided by district personnel.</i>		

The following is illustrated by [Exhibit 2.4.11](#):

Grade 7 Science

- All grade 7 science DSA items analyzed were topologically aligned in content to the linked LTs.
- DSA items linked to two of the three LTs were topologically aligned in context. If the mode of response was multiple choice, the DSA item did not expand or exceed the LT in context.
- The grade 7 DSA item for one LT was inadequately aligned. The LT requires an open-ended response from the student. The DSA item provides the student with information to use to respond to the question, thus limiting choices.
- The DSA item for one LT was a match in cognition (knowledge). However, the DSA items for two LTs selected for analysis were inadequately aligned. One LT generates comprehension, while the linked DSA items generates knowledge. The other LT generates analysis in student thinking, while the DSA items for that LT generate comprehension in student thinking by having the student use prior learning of weathering, erosion, and deposition to answer the question.
- Reviewers did not find any DSA items for grade 7 science deeply aligned to the learning targets.

Grade 9 Biology I

- The Biology I DSA items for two of the LTs selected were topologically aligned in content, context, and cognition. For context if the mode of response was multiple choice, the DSA item did not expand or exceed the LT in context.
- All of the Biology I LTs and DSA items generated knowledge in student thinking.

- The two DSA items for one of the LTs were deeply aligned in content, because both items required the student to know where in a cell DNA are found. Context and cognition were topologically aligned for these two DSA items.

In summary, the degree of content, context, and cognitive alignment of the District Summative Assessments (DSA) with the LSR7 learning targets varies across grade levels and courses in English language arts, mathematics, and science. Reviewers noted that while some DSA items were multiple choice format, many of the DSA items were open response. Most alignment is topological. Reviewers did find some areas of deep alignment in content and context. However, areas of inadequate alignment were also noted.

V. Elementary Curriculum Resource/Student Activity and LSR7 Learning Target Analyses

For this next analysis, reviewers examined how well a small sample LSR7 resources/student activities listed in the LSR7 curriculum guides align with the LSR7 learning targets, again using the lens of the dimensions of content, context, and cognition. The core content areas of mathematics and social studies at grades 3, 5, 7, Algebra I, and World History were reviewed.

The reviewers selected resources/student activities linked to learning targets indicated in the LSR7 curriculum guide. If the content, context, or cognitive type of the resource/student activity selected for analysis fully matched the content, context, or cognitive type of the LSR7 learning target they were considered topologically aligned. If the resource/student activity exceeded the content, context, or cognitive type of the learning target, it was considered deeply aligned. If the content, context, or cognitive type of the resource/activity did not fully match the learning target, they were classified as inadequately aligned.

Exhibit 2.4.12 displays the analysis of congruency of grades 3 and 5 resources/student activities to two district learning targets in mathematics.

Exhibit 2.4.12

Congruency of Resources/Student Activities to District Learning Targets Mathematics, Grades 3 and 5 Lee's Summit R-7 School District September 2016

LSR7 Learning Target (LT)	LSR7 Curriculum Resource/Student Activity	Alignment Analysis
Grade 3		
3_M_1_A Use place value and number line understanding to round whole numbers to the nearest ten or hundred.	<i>Math Connects Grade 3 Connect ED online textbook, Unit 1 Rounding Whole Numbers.</i> Resource/Activity 1. Use a number line to round each number to the underlined digit. 2. <u>7</u> 89 (Think: which place value do you need to round to?) Students move an interactive button across a number line and top at the number they select as their answer. Resource/Activity 2. Use a number line to round each number to the underlined digit. 4. 1, <u>7</u> 35 (Think: which place value do you need to round to and which numbers go at the beginning and end of the number line?) • Label each tick on the number line. • Move the button to where 1,735 belongs on the number line.	Content: Topologically Aligned The LT and the resources both ask students to round whole numbers by using place value and number line understanding. The tasks are similar in content. Context Resource/Activity 1: Topologically Aligned Both the LT and this resource ask students to round a whole number. Context Resource/Activity 2: Deeply Aligned The task of rounding a whole number is aligned; however, this resource requires students to label numbers along a number line in addition to rounding the number. The resource context goes beyond what is asked in the LT. Cognition: Topologically Aligned The LT and both resources ask students to round numbers. One resource also asks students to label numbers along a number line. Both tasks generate a cognitive level of knowledge/comprehension.

Exhibit 2.4.12 (continued)
Congruency of Resources/Student Activities to District Learning Targets
Mathematics, Grades 3 and 5
Lee's Summit R-7 School District
September 2016

LSR7 Learning Target (LT)	LSR7 Curriculum Resource/Student Activity	Alignment Analysis
Grade 3 (continued)		
3_M_3_E Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.	<i>Math Connects Grade 3 Connect ED online textbook, Unit 3 Multiplication</i> Resource/Activity 1. P.3 ***** ***** ***** ___ groups of ___ equals ___ ___ + ___ + ___ = ___ ___ x ___ = ___ Resource/Activity 2. P. 7 Beth, Brett, Quinn, and Patty each have a bag of candy. Each bag has 6 pieces of candy in it. How many pieces of candy do they have altogether? Draw to solve.	Content: Inadequately Aligned The LT requires students to multiply one-digit whole numbers by multiples of 10. The resources ask students to multiply in groups with less than 10. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.
Grade 5		
5_M-1_A Read and write decimals to the thousandths place using standard form and word form.	<i>Smart Notebook, Unit 2: Decimal Place Value "Rounding and Naming Decimals"</i> Resource/Activity 1. P. 2 Label Each Place Value: 1,234,567.0893 Tens, Ten Thousandths, Millions, Ones, Thousandths, Thousands, Tenths, Ten Thousands, Hundredths, Hundred Thousands, Hundreds Resource/Activity 2. P. 4 Write each number: 52.4 _____ 12.12 _____ 7.367 _____ 9.0023 _____	Content: Topologically Aligned The resources ask students to read and use word form to write out decimal numbers. Context: Topologically Aligned The task of reading and writing out decimals is similar in context to the tasks in the resources. One resource asks students to label the place value of the decimal, and the other asks students to write out the decimal in word form. Cognition: Topologically Aligned The resources and the LT generate a cognitive level of knowledge/comprehension.
5_M_2_H Solve real world problems involving multiplication of fractions and mixed numbers.	<i>Smart Notebook, Unit 6: Multiplying Fractions</i> Resource/Activity 1. P. 2 Two after school clubs are having pizza parties. For the Math Club, the teacher will order 3 pizzas for every 5 students. For the student council, the teacher will order 5 pizzas for every 8 students. Since you are in both clubs, you need to decide which party to attend. How much pizza would you get at each party? If you want to have the most pizza, which party should you attend? Take about 10 minutes to work out this problem. Write your answer and make sure you can explain your reasoning. Resource/Activity 2. P. 4 The 6 fifth grade classrooms have a total of 27 boxes of pencils. How many boxes will each classroom receive? Write an equation and solve.	Content: Topologically Aligned The LT and resources both ask students to solve real world problems that include multiplication using fractions and mixed numbers. Context: Topologically Aligned The context of both the LT and the two resources are real world problems that students can likely relate with. Cognition: Topologically Aligned The LT and resources both generate a cognitive level of application. Students are required to apply principles to solve a problem or task.

Source: Grade 3 and 5 Mathematics Crosswalks, Year-at-a-Glance, and resources: Math Connects (grade 3), Smart Notebook (grade 5).

Exhibit 2.4.12 illustrates the following:

Grade 3 Mathematics

- Two of the four resources analyzed were topologically aligned in content.
- One of the two resources analyzed was topologically aligned in regard to context, and both resources analyzed were topologically aligned in regard to cognition level.
- One resource analyzed was rated as deeply aligned. Both the LT and the resource require the student to round whole numbers. The resource goes a step further in requiring the student to label a number line.
- For one LT the resource asks students to multiply in groups with less than 10. The LT requires students to multiply one-digit whole numbers by multiples of 10. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.
- The mathematics resources analyzed for grade 3 typically include more detail and specificity than the learning target.

Grade 5 Mathematics

- All four resources analyzed by reviewers were topologically aligned in terms of content, context, and cognition.
- None of the resources in grade 5 were deeply aligned to the learning target.

Exhibit 2.4.13 displays the analysis of congruency of grades 3 and 5 resources/student activities to two district learning targets in social studies.

Exhibit 2.4.13
Congruency of Resources/Student Activities to District Learning Targets
Social Studies, Grades 3 and 5
Lee’s Summit R-7 School District
September 2016

LSR7 Learning Target (LT)	LSR7 Curriculum Resource/ Student Activity	Alignment Analysis
Grade 3		
3_SS_2_A Identify and describe the responsibilities and functions of the three branches of the federal government.	<i>Grade 3 Social Studies, Quizzes for Unit 3</i> Resource/Activity 1: 5. Which branch of government makes sure the laws are obeyed (enforces the laws)? * Executive * Legislative * Senate * Judicial Resource/Activity 2: 8. Which of these is not a branch of government? * Judicial * Legislative * Executive * Senate	Content: Inadequately Aligned The LT asks students to identify and describe responsibilities and function of three branches of government. The activities ask students to select which branch of government has certain responsibilities, and which is not a branch of government. Neither of the resources asks students to describe functions of all three branches of the federal government. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.

Exhibit 2.4.13 (continued)
Congruency of Resources/Student Activities to District Learning Targets
Social Studies, Grades 3 and 5
Lee's Summit R-7 School District
September 2016

LSR7 Learning Target (LT)	LSR7 Curriculum Resource/ Student Activity	Alignment Analysis						
Grade 3 (continued)								
<p>3_SS_3_B Identify specific groups in Colonial America.</p>	<p><i>Grade 3 Social Studies, Important Colonial Americans Unit 5</i> Resource/Activity 1: See how many famous Colonial people you can identify? Students are asked to match the name of a famous Colonial person with a fact about the person, including the person's region. Example:</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 2px;">Sir Walter Raleigh</td> <td style="padding: 2px;">"I was governor of the Pilgrims in Plymouth for over 30 years"</td> </tr> <tr> <td style="padding: 2px;">William Bradford Squanto</td> <td style="padding: 2px;">"I helped the Pilgrims plant corn and served as an interpreter"</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">"I established the colony of Roanoke"</td> </tr> </table> <p><i>Colonial America: "Daily Life in the Colonies"</i> Resource/Activity 2: Reading: Students can choose to read about various details of rural life, such as Livestock, Rural Areas, The House Drink, and Farm Laborer.</p>	Sir Walter Raleigh	"I was governor of the Pilgrims in Plymouth for over 30 years"	William Bradford Squanto	"I helped the Pilgrims plant corn and served as an interpreter"		"I established the colony of Roanoke"	<p>Content: Inadequately Aligned The LT requires the student to identify specific groups in Colonial America. Neither of the resources requires identification of specific groups. Resource/Activity 1 has the student identify famous colonial individuals. The second resource has the student read about details of colonial life. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition.</p>
Sir Walter Raleigh	"I was governor of the Pilgrims in Plymouth for over 30 years"							
William Bradford Squanto	"I helped the Pilgrims plant corn and served as an interpreter"							
	"I established the colony of Roanoke"							
Grade 5								
<p>5_SS_6_A Identify concepts of place.</p>	<p><i>Grade 5 Social Studies, Continents and Oceans power point – Unit 1</i> Resource/Activity 1</p> <ul style="list-style-type: none"> • Identify and name the seven continents. • Identify and name the five oceans <p>Resource/Activity 2 Think of an acronym to help you remember the continents and oceans. Example: <u>P</u>lease <u>E</u>xcuse <u>M</u>y <u>D</u>ear <u>A</u>unt <u>S</u>ally (PEMDAS) - Math</p>	<p>Content: Topologically Aligned Both LT and resources ask students to identify concepts of place. Context: Topologically Aligned The LT and both resources ask students to identify places. Resource/Activity 2 has students devise an acronym to help them remember the continents and oceans. No additional information is requested. Cognition: Topologically Aligned The LT and both activities ask students to identify places, generating recall or recognition of information.</p>						

Exhibit 2.4.13 (continued) Congruency of Resources/Student Activities to District Learning Targets Social Studies, Grades 3 and 5 Lee's Summit R-7 School District September 2016		
LSR7 Learning Target (LT)	LSR7 Curriculum Resource/ Student Activity	Alignment Analysis
Grade 5 (continued)		
5_SS_1_B Understand ancient cultural groups of the Inca, Aztec and Maya.	<i>Grade 5 Social Studies, Unit 2: Complex Societies Inquiry Unit</i> Resource/Activity 1 1) How did Maya use writing to represent activities in their culture? Resource/Activity 2 2) Make a chart of the benefits of swamp agriculture and the use of chinampas.	Content: Topologically Aligned The LT is written broadly, leaving the topic open to interpretation. Therefore, both resources are topologically aligned in their specification of what students are to understand. Context: Deeply Aligned Both activities deepen the student's understanding of ancient cultural groups by the context in which they are asked to explore the topic. Cognition: Topologically Aligned The LT asks students to understand ancient culture. The resources/activities both require recall of information.

As noted in [Exhibit 2.4.13](#):

Grade 3 Social Studies

- All resources selected by reviewers as linked to the two LTs are inadequately aligned in content.

Grade 5 Social Studies

- The two resources linked to the first LT selected for analysis were topologically aligned in content, context, and cognition. Neither of these resources expanded or exceeded the LT.
- The second social studies LT for grade 5 is written broadly, leaving the topic open to interpretation. Therefore, both resources linked to this LT are topologically aligned in content in their specification of what students are to understand. Both resources are deeply aligned in context as they expand and deepen the students' exploration of the three ancient cultural groups.
- All four resources analyzed for grade 5 require the student to recall or recognize information and ideas.

VI. Middle and High School Curriculum Resources/Student Activities and LSR7 Learning Target Analyses

[Exhibit 2.4.14](#) displays the analysis of congruency of grade 7 mathematics and Algebra I resources/student activities to two district learning targets in mathematics. Resources/student activities were selected from the textbooks adopted for the course and linked in the LSR7 curriculum guide. The reviewers sometimes selected more than one resource/activity for analysis for comparison.

Exhibit 2.4.14

**Congruency of Resources/Student Activities to District Learning Targets
Mathematics, Grade 7 and Algebra I
Lee’s Summit R-7 School District
September 2016**

LSR7 Learning Target (LT)	LSR7 Curriculum Resource/ Student Activity	Alignment Analysis
Grade 7		
<p>7M_M_3_A Compute a unit rate by multiplying or dividing both quantities by the same factor. (R) (7.RP.1)</p>	<p><i>Glencoe Math Course 2</i> Chapter 1—Ratios & Proportional Relationships Lesson 4 Problem-Solving Practice <i>Multiply Integers</i> Resource/Activity 1. Solve. A drought can cause the level of the local water supply to drop by a few inches each week. Suppose the level of the water supply drops 2 inches each week. How much will it change in 4 weeks? Resource/Activity 2. Multiply. $-4(6)$</p>	<p>Content: Topologically Aligned Both activities require the student to compute a unit rate of change. Resource/Activity 1 Context: Deeply Aligned The first activity requires students to compute unit rate for a real-world problem. Resource/Activity 2 Context: Topologically Aligned The second activity requires students to compute unit rate. Cognition: Topologically Aligned Both the resource/activities and the LT generate application in student thinking.</p>
<p>7M_M_4_A Identify and state the relationship between supplementary, complementary, adjacent, and vertical angles. (K) (7.G.5)</p>	<p><i>Glencoe Math Course 2</i> Chapter 7—Geometric Figures Resource/Activity 1. Lesson 2 Complementary and Supplementary Angles Bridges: Engineers use angles to construct bridges. The Golden Gate Bridge is created by combining angles as shown. [Drawing of Golden State Bridge] <ul style="list-style-type: none"> • What types of angles make up the two angles marked in the drawing of the bridge? • What is the sum of the two angles marked in the drawing of the bridge? • In the space below, draw a figure that contains two angles that have a sum of 90°. Resource/Activity 2. Extra Practice: The corner where the states of Utah, Arizona, New Mexico, and Colorado meet is called the Four Corners. [Map with each of the Four Corner states outlined] <ul style="list-style-type: none"> • Identify a pair of vertical angles. Justify your response. • Identify a pair of adjacent angles. Justify your answer. </p>	<p>Resource/Activity 1 Context: Inadequately Aligned The activity does not ask the student to understand the relationship between the two right angles that make them complementary. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition for this resource. Resource/Activity 2 Context: Topologically Aligned Resource 2 is about identifying vertical and adjacent angles and showing understanding of the relationships between the angles that makes them adjacent and vertical angles. Resource/Activity 2 Context: Topologically aligned. The student is required to identify and justify the response. Resource/Activity 2 Cognition: Topologically Aligned Resource/Activity 2 and the learning target generate knowledge and comprehension.</p>

Exhibit 2.4.14 (continued)
Congruency of Resources/Student Activities to District Learning Targets
Mathematics, Grade 7 and Algebra I
Lee's Summit R-7 School District
September 2016

LSR7 Learning Target (LT)	LSR7 Curriculum Resource/ Student Activity	Alignment Analysis																								
Algebra I																										
<p>AlgI_M_1_G Write a function rule for data given in a table, graph, set of ordered pairs, or description. (R) (F-IF.2)</p>	<p><i>Prentice Hall Mathematics Algebra I</i> Chapter 5—Graphs and Functions 5-4 Writing a Function Rule Resource/Activity 1. Quick Check: Write a function rule for the table.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>x</td> <td>$f(x)$</td> </tr> <tr> <td>1</td> <td>-1</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>3</td> <td>1</td> </tr> <tr> <td>4</td> <td>2</td> </tr> </table> <p>Resource/Activity 2: Alternative Have students each write a function rule for a line, then make a table of values for the rule. Next have students graph the line. Instruct students to graph the line. Instruct students to have a neighbor check their work. Repeat as necessary. You may wish to change the order to graph a line, make a table of values, and then write a corresponding function rule.</p>	x	$f(x)$	1	-1	2	0	3	1	4	2	<p>Content: Topologically Aligned Both resource/activities match the LT in content by expecting students to understand what a function rule for data is and how it is created. Resource/Activity 1 Context: Topologically Aligned The resource/activity matches the LT in context. Resource/Activity 2 Context: Deeply Aligned Students do more than simply write a function rule. Once they have made a table of values for the rule, they graph the line. Cognition: Topologically Aligned Both resource/activities generate application in student thinking.</p>														
x	$f(x)$																									
1	-1																									
2	0																									
3	1																									
4	2																									
<p>AlgI_M_1_D Use unit analysis to solve problems. (R) (N-Q.1)</p>	<p><i>Prentice Hall Mathematics Algebra I</i> Chapter 3—Solving Equations 3-3 Equations with Variables on Both Sides Resource/Activity. Using a Table to Solve an Equation Costs for a key chain business are \$540 to get started plus \$3 per key chain. The cost of producing a key chain is $(540 + 3k)$ dollars. Key chains sell for \$7 each. The revenue for selling k key chains is $7k$ dollars. To make a profit, revenue must be greater than costs. 1. Copy and complete the following table.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Key Chains</th> <th>Cost</th> <th>Revenue</th> </tr> </thead> <tbody> <tr> <td>k</td> <td>$540 + 3k$</td> <td>$7k$</td> </tr> <tr> <td>100</td> <td>840</td> <td>700</td> </tr> <tr> <td>110</td> <td></td> <td></td> </tr> <tr> <td>120</td> <td></td> <td></td> </tr> <tr> <td>130</td> <td></td> <td></td> </tr> <tr> <td>140</td> <td></td> <td></td> </tr> <tr> <td>150</td> <td></td> <td></td> </tr> </tbody> </table> <p>2. For 110 key chains, which is greater, the cost or the revenue? 3. When will the revenue be greater than the cost? 4. Use your table to estimate the solution of $540 + 3k = 7k$. 5. Explain how solving an equation can help you decide whether a business can make a profit or not.</p>	Key Chains	Cost	Revenue	k	$540 + 3k$	$7k$	100	840	700	110			120			130			140			150			<p>Content: Topologically Aligned The resource/activity and the LT match in content. Context: Deeply Aligned The resource/activity exceeds the LT in context in requiring the student make a real-world connection by explaining how an equation can help decide whether a business will make a profit or not. Cognition: Topologically Aligned The resource/activity and the LT both generate application in student thinking.</p>
Key Chains	Cost	Revenue																								
k	$540 + 3k$	$7k$																								
100	840	700																								
110																										
120																										
130																										
140																										
150																										

Source: LSR7 Grade Seven Curriculum, Glencoe Math Course 2; LSR7 Algebra I Curriculum, Prentice Hall Mathematics Algebra I

Exhibit 2.4.14 indicates the following:

Grade 7 Mathematics

- Reviewers found that the resources for one LT selected for analysis and only one of the two resources for the other LT selected were topologically aligned in content.
- One activity linked to a LT was inadequately aligned in content because the activity does not ask the student to understand the relationship between the two right angles that make them complementary. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition for this resource.
- All resources for one LT were topologically aligned in context. One activity for the other LT was deeply aligned in context in that it requires students to compute unit rate for a real-world problem.
- All resources were topologically aligned in cognition. Resources for one LT generated the cognitive type of application, and the resources for the other LT generated knowledge in student thinking.

Algebra I

- The resource/activities for both LTs selected for analysis were topologically aligned in content and cognition. All resources were at an application level.
- The resource/activity for one LT was deeply aligned in context. This activity exceeds the LT in requiring the student to make a real-world connection by explaining how an equation can help decide whether a business will make a profit or not.
- One activity linked to a LT was topologically aligned in context while the other activity for the same LT was deeply aligned in context. The activity has students do more than simply write a function rule. Once they have made a table of values for the rule, they graph the line.

Exhibit 2.4.15 displays the analysis of congruency of grade 7 Eastern Hemisphere and grade 10 World History resources/student activities to district learning targets in social studies. Resources/student activities were selected from the resources/activities linked in the LSR7 curriculum guide. The reviewers in most cases selected more than one resource/activity linked to a learning target for analysis for comparison.

Exhibit 2.4.15

**Congruency of Resources/Student Activities to District Learning Targets
Social Studies, Grade 7 Eastern Hemisphere and Grade 10 World History
Lee’s Summit R-7 School District
September 2016**

LSR7 Learning Target (LT)	LSR7 Curriculum Resource/ Student Activity	Alignment Analysis
Grade 7 Eastern Hemisphere		
<p>EH_SS_3_O Analyze the Caste System’s influence in political and social structures.</p>	<p>Unit 7 Ancient India Activity Resource/Activity 1 Modern Day Caste System (Teacher tries to “sell” a fake Job Earnings Program that simulates the Caste System.)</p> <ol style="list-style-type: none"> 1. Use the opening slide to set up the lesson. The opening slide has a fake Job Earnings Program that simulates the Caste System. 2. The most important part of this lesson is the ability of the teacher to “sell” the program as being real, so you must be able to answer their questions as though you are an expert on the program. The effect for the students can be dramatic. 3. Explain to the students that LSR7 is starting a new program, and they will be affected. 4. Use the data on the Job Earnings slide to explain how the “new program” will affect each of them. 5. Use your teacher discretion. The other slides are the background information notes that lead into India’s Caste System. <p>Resource/Activity 2 Two Articles: <i>Capitalism’s Assault on the Indian Caste System</i> and <i>How Economic Liberalization Spawned Low-caste Dalit Millionaires</i> by the CATO Institute</p> <p>Resource/Activity 3 <i>The Children’s March</i> video (show in conjunction with the observation of Dr. Martin Luther King, Jr.’s holiday)</p>	<p>Content Resource/Activities 1 and 3: Inadequately Aligned. These resources do not directly serve as resources for the teacher in teaching to mastery of the LT content. Resource/Activity 1 is an introductory activity to the idea of a modern day caste system, but, again, does not provide the teacher with a resource for directly teaching the LT. Resource/Activity 3 is a video intended to assist students in understanding that political movements involve children as well as adults. Students will understand children of all ages have the power to make a difference in the world. The teacher is given a list of questions to ask students as they watch the video. None of the questions make the connection to India’s Caste System. That connection is left to the teacher. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition for these two resources.</p> <p>Content Resource/Activity 2: Topologically Aligned This LT expects the student to analyze the Caste System’s influence in political and social structures. Resource/Activity 2 consists of two articles that describe the Caste System’s influence in political and social structures.</p> <p>Resource/Activity 2 Context: Inadequately Aligned The teacher is given no instruction as to how to have students use the articles mentioned in resource/activity 2 to analyze the Caste System’s influence in political and social structures.</p> <p>Cognition: Topologically Aligned The LT and resources/activities generate degrees of analysis in student thinking.</p>

Exhibit 2.4.15 (continued)
Congruency of Resources/Student Activities to District Learning Targets
Social Studies, Grade 7 Eastern Hemisphere and Grade 10 World History
Lee’s Summit R-7 School District
September 2016

LSR7 Learning Target (LT)	LSR7 Curriculum Resource/ Student Activity	Alignment Analysis
Grade 7 Eastern Hemisphere (continued)		
EH_SS_7_B Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters.	Unit 10 Ancient Rome Resource/Activity Ancient Rome Murder Mystery Game by BBC: An online site where students may select and investigate a topic by clicking on various experts in the field and reading what they know about the selected topic.	Content: Inadequately Aligned One resource/activity was linked for this LT. The “Ancient Rome Murder Mystery Game” is limited to only one type of resource students may use to investigate a topic— comments by experts. Other primary and secondary resources are not available in this online resource alone. Because content is inadequately aligned, reviewers go no further with analysis of context and cognition for this resource.
Grade 10 World History		
W_SS_1_E Evaluate the global impact of European exploration in Central America, South America, Africa, and Asia.	Unit Two Exploration The following activities are part of a five-day lesson about the LT. Resource/Activity 1 Simulation Game for Cultural Clashes The goal of this activity is to expose participants to a situation where cultural norms change and participants are required to practice reacting and adapting. Students are directed to use only three words to summarize the point of this game. Resource/Activity 2 Students read three articles: <i>A. Reasons for Europe’s Interest in Africa</i> <i>B. Imperialism in Africa: The Rationale</i> <i>C. The Economics of Colonialism</i> They then are directed to complete a “Ready-Set-Go-Whoa Chart” (What do I know? What new information do I think I will gather? What new information do I have? What questions do I still have about the topic?) Resource/Activity 3 Analyze political cartoons identifying symbols and the messages of the cartoons. Resource/Activity 4 Analyze a map of pre-colonization Africa and then complete a colony map, indicating territories claimed by different European nations. Resource/Activity 5 Watch “A Brief History of European Colonization in Africa” and read “Colonial Rule: Did the Africans Benefit?” Complete a positive and negatives chart using details to support the positive/negative claims.	Content: Deeply Aligned The resource/activities during the five-day lesson generate expanded critical thinking about the impact of colonialism in Africa. Context: Deeply Aligned Students are involved in a variety of lessons during which they are discussing, reading, observing, and writing. Cognition: Deeply Aligned The resource/activities of this 5-day lesson generate comprehension, summarizing, application, analysis, and evaluation in student thinking.

Exhibit 2.4.15 (continued)
Congruency of Resources/Student Activities to District Learning Targets
Social Studies, Grade 7 Eastern Hemisphere and Grade 10 World History
Lee’s Summit R-7 School District
September 2016

LSR7 Learning Target (LT)	LSR7 Curriculum Resource/ Student Activity	Alignment Analysis
Grade 10 World History (continued)		
<p>W_SS_4_E Analyze and assess World War I as the first Modern Industrialized War.</p>	<p>Unit 6: WWI and Totalitarians The resource for this LT came from one online link: “European History” Module 03: 1917-Did the War Cause a Revolution? Students read: A. Information leading to the question of whether WWI caused the revolutions of 1917; B. The context of the era; and C. Sources leading to conclusions. The online lessons suggested the following writing assignments and discussion points: Resource/Activity 1 Petrograd Soviet’s “Call to the Peoples of the World, Lenin’s “April Theses,” and Miliukov’s “Note on War Aims.” How do the positions advanced in the documents reflect the ideological orientation of their authors? What kind of people would respond to the positions of these documents and why? Resource/Activity 2 Consider the lyrics and melodies of the “Workers’ Marseillaise,” “The Warsaw Song,” and the “Internationale”. What common themes present themselves in the lyrics of the revolutionary songs you listened to in the Evidence section? How might these songs have served as rallying cries during 1917? What is the basis of their appeal? Resource/Activity 3 For discussion: Why did the Bolsheviks come to power in October 1917? Consider the significance of the following in your answer: <ul style="list-style-type: none"> • The nature of the autocratic system. • The impact of World War I on Russian society and the economy. • The “dual power” system. • Bolshevik tactics and ideology. • The political aspirations of workers, peasants, and soldiers. </p>	<p>Content: Topologically Aligned All resource/activities linked in the LSR7 World History curriculum to this one LT were a match. Context: Deeply Aligned The resources/activities students were engaged in were varied to include resource documents (Introductory readings and Resource/Activity 1), songs, and discussions about the significance of themes and ideas (Resource/Activity 3). Cognition: Deeply Aligned The student activities went well beyond analysis in evaluating/critiquing/judging the significance of an assortment of ideas, sources, and activities occurring in 1917 to come to individual conclusions about the question of “Did the war cause a revolution?”</p>
<p><i>Source: LSR7 Grade Seven Eastern Hemisphere Curriculum, Units 7 and 10; LSR7 Grade 10 World History Curriculum, Units 2 and 6</i></p>		

Exhibit 2.4.15 illustrates:

Grade 7 Eastern Hemisphere

- Three resources were evaluated for the first LT. One of the resources was topologically aligned in content to the LT. The other two resources were inadequately aligned in that they do not directly serve as resources for the teacher in teaching to mastery of the LT content.

- The resource that was aligned in content and linked to the first LT analyzed was inadequately aligned in context to the LT. The teacher is given no instruction as to how to have students use the articles mentioned in resource/activity 2 to analyze the Caste System’s influence in political and social structures.
- One resource was linked to the second LT analyzed. This resource was inadequately aligned to the LT. The “Ancient Rome Murder Mystery Game” is limited to only one type of resource students may use to investigate a topic—comments by experts. Other primary and secondary resources are not available.

Grade 10 World History

- The content, context, and cognition of the resources/activities linked to the first LT analyzed were deeply aligned.
 - Content: The five-day lesson generated expanded critical thinking about the impact of colonialism in Africa.
 - Context: Students were involved in a variety of lessons during which they are discussing, reading, observing, and writing.
 - Cognition: This 5-day lesson generated student thinking that spans the whole array of Blooms cognitive types.
- The resources/activities linked to the second LT were topologically aligned.
- The context of the second LT resources was deeply aligned in that activities were varied to include resource documents (Introductory readings and Resource/Activity 1), songs, and discussions about the significance of themes and ideas (Resource/Activity 3).
- The student activities for the second LT went well beyond analysis in evaluating/critiquing/judging the significance of an assortment of ideas, sources, and activities occurring in 1917 to come to individual conclusions about the question of “Did the war cause a revolution?”

Teachers and administrators were asked what they considered to be areas that need improvement in the district. Concerns about the resources found in the LSR7 curriculum guides were noted. The following are illustrative of those concerns:

- “Our district needs more resources to pull from the curriculum website.” (Teacher)
- “[We need] correlation of easily accessible resources to curriculum.” (Building Administrator)
- “[We need] quality resources that are available on the district curriculum website.” (Teacher)
- “There are lots of resources on the curriculum website; however, it’s more of a pick and choose, which doesn’t provide students with constant rigor or content.” (Teacher)
- “Resources to support curriculum need to improve. Teachers spend time digging through online resources or creating their own and it doesn’t seem efficient.” (Teacher)
- “[The district lacks] Consistency among elementary buildings in the area of reading, phonics, and phonemic awareness resources and not just electronic resources.” (Building Administrator)
- “Elementary curriculum is all online links, so [there is] not a lot of consistency across district as to how things are being taught.” (Teacher)
- “[We need] textbooks and material to teach social studies and science. Currently, we do not have any. A list of good websites does not help.” (Teacher)

Teachers and building administrators expressed concerns about the availability of instructional resources, in general. Examples of these concerns follow:

- “[There is] a need for supports and resources for curriculum.” (Building Administrator)

- “Teachers need consistent access to resources to teach the curriculum. The curriculum is consistent, but the resources are not and teachers spend so much time searching for ways to address the learning standards.” (Teacher)
- “The district provided a curriculum without providing resources.” (Teacher)
- “Teachers are not given resources at all to teach their curriculum.” (Teacher)
- “Our teachers need access to high quality content that supports the curriculum.” (Teacher)
- “The district needs to supply the teachers with ready-made materials to support the curriculum.” (Teacher)”

In summary, reviewers consider this analysis of a small number of resources as an indication of the larger issue: lack of consistent content, context, and cognitive alignment of the resources linked with learning targets in the district curriculum guides. The degree of alignment varies across grade levels and courses. Where alignment was found it was most often topological. Reviewers did find a few areas of deep alignment in content and context at the high school level. However, areas of inadequate alignment were also noted.

I. Feasibility of the LSR7 Elementary Curriculum

For any grade level or course, the number of standards or objectives (essential standards and learning targets in the LSR7 curriculum) must be feasible for the time allotted for instruction if teachers are to be able to teach to mastery rather than coverage.

District personnel have stated that teachers teach to the LSR7 curriculum learning targets. There are 171 days of instruction in the Lee’s Summit R-7 School District. Overall, the reviewers found far too many learning targets to be taught at the elementary level within the time available to teach to mastery.

Exhibit 2.4.16 shows the total number of essential standards and learning targets tested in grades 3, 5, 7, Algebra I, Biology, and World History.

Exhibit 2.4.16

Number of Essential Standards and Learning Targets Elementary and Secondary Level Lee’s Summit R-7 School District September 2016

Grade/Course(s)	Number of Essential Standards	Number of Learning Targets
Elementary Level		
Grade 1		
Reading	21	39
Writing	8	41
Word Work	8	36
ELA Subtotal	37	116
Mathematics	9	43
Science	4	24
Social Studies	9	20
Total	59	203

Exhibit 2.4.16 (continued)		
Number of Essential Standards and Learning Targets		
Elementary and Secondary Level		
Lee's Summit R-7 School District		
September 2016		
Grade/Course(s)	Number of Essential Standards	Number of Learning Targets
Elementary Level (continued)		
Grade 3		
Reading	20	41
Writing	10	43
ELA Subtotal	30	84
Mathematics	8	42
Science	5	26
Social Studies	21	42
Total	64	194
Grade 5		
Reading	17	45
Writing	10	51
ELA Subtotal	27	96
Mathematics	9	35
Science	6	31
Social Studies	17	43
Total	59	205
Secondary Level		
Grade 7 English Language Arts	6	*75
English 10	6	81
Grade 7 Mathematics	10	44
Algebra 1	20	56
Biology I	14	39
Grade 10 World History	33	60
Total	89	355
*Includes "Instructional Focus" Learning Targets		
<i>Source: LSR7 Curriculum Years at a Glance for 2015-2016</i>		

As indicated in the sample in [Exhibit 2.4.16](#):

- The number of learning targets in the elementary curriculum, when all four core areas are combined, ranged from 194 at grade 3 to a high of 205 at grade 5, with grade 1 coming in at 203. If mastery is to be achieved, students in grades 1, 3, and 5 would need to master content at the rate of more than one learning target every day.
- When numbers of the sample elementary grade level learning targets for reading, writing, and word work (grade 1 only) were combined under the umbrella of English language arts, grade 1 English language arts curriculum contained 116 learning targets, grade 3 had 84, and grade 5 had 96 learning targets. Of the English language arts subjects, writing had the most learning targets.
- Science curriculum was identified as having the lowest number of learning targets.

- At the secondary level, learning target numbers for the sampled courses varied widely. Students are expected to master between 39 (Biology I) and 81 (English 10) learning targets, depending on the course.

Teachers and building administrators expressed concern during interviews and in the ASR-LSR7 survey about the amount of material contained in the district’s curriculum. Some illustrative comments follow:

- “The ELA curriculum is so extensive, that if teachers are to complete the entire curriculum, it necessitates skimming the surface of many learning targets.” (Teacher)
- “There is so much to cover that you have to integrate subjects, or you won’t be able to get through all the year’s curriculum.” (Teacher)
- “There is too much curriculum to teach thoroughly enough for students to grasp what we are teaching.” (Teacher)
- “Although they try to adhere to the curriculum, teachers definitely have to skim or pick and choose. We’d talked about going deeper not wider with our curriculum.” (Building Administrator)
- “Teachers are asked to do too much in the time that they have.” (Teacher)
- “Our math curriculum is a mile wide and a 1/2 in. thick. We would like to see focus on fewer skills taught in more depth.” (Teacher)

Redundancy of learning targets across grade levels

In order to perhaps understand why there were so many learning targets in elementary subjects/grades and to assist LSR7 personnel in decreasing the number of learning targets, the reviewers chose to examine a sample of the vertical articulation of the elementary writing curriculum—the spiraling complexity of learnings. The CMSi Review expectation is that a concept will be taught across the curriculum for some span of grades/courses with the concept increasing in its complexity as the students move from grade to grade. This allows students to grow in their knowledge over time regarding specific learnings.

The reviewers were not presented with a vertically articulated scope-and-sequence document for the elementary English language arts curriculum (see [Finding 2.3](#)). As illustrated in [Exhibit 2.4.16](#), there are far too many English language arts learning targets teachers are expected to teach and students expected to learn to mastery in the LSR7 curriculum. Reviewers’ sample analysis of vertical flow and redundancy is displayed in [Exhibit 2.4.17](#). Reviewers looked at curriculum writing guides for grades on either side of grade 2 to determine when a concept first appeared in the curriculum and how long specific attention to that concept was maintained. The letter “C” in the exhibit below indicates the place where a concept commences in the curriculum. A “D” indicates that learning expectations at the next grade are simply a duplicate, while an “E” indicates that knowledge and skills are extended—the concept is spiraled into greater complexity of learning. An asterisk indicates that the expectations at a grade level are lower than at the previous one.

Exhibit 2.4.17

Redundancy of Selected Learning Targets Across Grade Levels Writing Curriculum Lee’s Summit School District September 2016

Learning Target	K	1	2	3	4	5	6
2_W_2_I Write opinion pieces that identify the opinion on a topic or book (P) (W.2.1)	C	E	*	E	E	*	
2_W_3_A Use an apostrophe to form contractions and common possessives correctly (R) (L.2.2c)			C	D			
2_W_1_A Explain and demonstrate the work of a writer (K, S)	C	D	D	D			
2_W_1_B Identify the purpose of the three components within the workshop model: crafting, composing, reflecting	C	D	D	D	D	D	D

Exhibit 2.4.17 (continued)
Redundancy of Selected Learning Targets Across Grade levels
Writing Curriculum
Lee’s Summit School District
September 2016

Learning Target	K	1	2	3	4	5	6
2_W_1_C Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R)	C	D	D	D	D	D	D
2_W_1_D Understand and demonstrate the procedures and routines during Writers’ Workshop (K, S)	C	D	D	D	D	D	D
2_W_1_E Identify the ways that writers get their ideas(K)	C	D	D	D	D	D	D
2_W_1_F Use a writer’s notebook (i.e. folder, binder, composition notebook)	C	D	D	D	D	D	D
2_W_2_A Follow a writing process to plan writing by using pre-writing strategy, revise and edit a draft with the help of others, and use a variety of formats, including digital formats, to publish writing (P) (W.2.5, 6)	C	E	E	D	E	D	D
2_W_2_B Write narratives that describe actions, thoughts, and feelings (P) (W.2.3)	C	E	E	E	E	E	E
2_W_3_C Capitalize proper nouns (e.g. holidays, product names and geographic names) when writing (R) (L.2.2a)	C	E	E	E			
2_W_3_F Form and use irregular plural nouns (R) (L.2.1b)			C	D			
2_W_2_F Write informational & explanatory texts that identify one topic to share (P) (W.2.2)	C	E	E	D	E	D	E

Source: Grades K-6 LSR7 English language arts Years at a Glance for 2015-2016

Reviewers’ analysis generated the following vertical articulation and spiraling information from Exhibit 2.4.17:

- Often the next grade curriculum extended a learning and at the same time “unpacked” the learning target from the prior grade into more discrete learning targets, thus adding to the number of learning targets needing to be mastered.
- Some duplication of learning targets was recorded. Duplication was often noted when the learning target was worded differently, but the content was the same.
- The most duplication across grade levels was seen in the unit on “Writers’ Workshop. As the learning targets for this unit are “process” targets, students utilize them when mastering the various types of writing (narrative, opinion, informational). Reviewers found redundancy in the repetitiveness of learning targets that start with “Following a writing process....”

Summary

Lee’s Summit R-7 School District has begun the necessary processes to align the current district curriculum (correlated to the Common Core State Standards) with the new Missouri Learning Standards. Reviewers found that congruency between the current district learning targets and the new Missouri Learning Standards varies across units of study, grade levels, subjects, and courses. Curriculum design of the optional District Summative Assessment (DSA) and resources/activities linked in the curriculum guides to support effective delivery of the district curriculum is inadequate to support student learning and success on state and local tests. The sheer number of learning targets at elementary grade levels is not feasible for teachers to teach to mastery or students to learn. This is also true at the secondary level in some courses with the allotted time for learning.

STANDARD 3: The School District Demonstrates Internal Consistency and Rational Equity in Its Program Development and Implementation.

A school system meeting this CMSi Curriculum Management Improvement Model standard is able to show how its program has been created as the result of a systematic identification of deficiencies in the achievement and growth of its students compared to measurable standards of pupil learning.

In addition, a school system meeting this standard is able to demonstrate that it possesses a focused and coherent approach toward defining curriculum and that, as a whole, it is more effective than the sum of its parts, i.e., any arbitrary combinations of programs or schools do not equate to the larger school system entity.

The purpose of having a school system is to obtain the educational and economic benefits of a coordinated and focused program for students, both to enhance learning, which is complex and multi-year in its dimensions, and to employ economies of scale where applicable.

What the Reviewers Expected to Find in the Lee's Summit R-7 School District:

The CMSi reviewers expected to find a highly-developed, articulated, and coordinated curriculum in the school system that was effectively monitored by the administrative and supervisory staffs at the central and site levels. Common indicators are:

- Documents/sources that reveal internal connections at different levels in the system;
- Predictable consistency through a coherent rationale for content delineation within the curriculum;
- Equity of curriculum/course access and opportunity;
- Allocation of resource flow to areas of greatest need;
- A curriculum that is clearly explained to members of the teaching staff and building-level administrators and other supervisory personnel;
- Specific professional development programs to enhance curricular design and delivery;
- A curriculum that is monitored by central office and site supervisory personnel; and
- Teacher and administrator responsiveness to school board policies, currently and over time.

Overview of What the Reviewers Found in the Lee's Summit R-7 School District:

This section is an overview of the findings that follow in the area of Standard Three. Details follow within separate findings.

Reviewers found disparities and inequities present in several areas of the Lee's Summit R-7 School District operations and services. Specific areas of inequity include enrollment, staffing patterns, budget practices, discipline issues, and retention practices. A primary concern is the lack of a clear plan to address equity in the district, thereby hindering students from equal access to the curriculum, programs, and services offered.

In regard to learning opportunities for staff, there are numerous professional development offerings for teachers and support staff provided at the district, building, and individual levels. However, reviewers did not find evidence that professional development efforts were based on careful analysis of school or district data, or that a process to monitor the effectiveness of professional development relative to student achievement or curriculum delivery existed. Professional development did not appear to be managed in a systematic, centralized, and coordinated manner, which may inhibit the district's ability to gain efficiency, reduce redundancy, and achieve long-term improvement in this area.

Reviewers found inconsistency between observed teaching strategies and activities, and district expectations regarding the use of best practices and cognitive engagement. Curriculum delivery expectations and the use of research-based instructional strategies to teach target objectives were narrow in scope, resulting in insufficient application and support of instructional approaches known to increase student learning. Observed classroom

activities and student work samples indicate inconsistent application of higher-level thinking skills by students across the district. Use of technology in classrooms to enhance student learning is inconsistent with district expectations regarding integration of technology, based on the SAMR model. Reviewers observed limited use of technology by teachers; primary use was for substitution of common tasks. Lastly, monitoring of instruction was limited in focus and guidance. Reviewers did not find evidence of clear district expectations for monitoring instruction that include identifying and promoting a range of effective instructional practices to support learning, correcting or eliminating practices that do not support learning, or identifying professional development needs.

Finding 3.1: Disparities, inequities, and inconsistencies exist among schools, programs, and services. Staff demographics do not reflect student enrollment.

A well-managed school system provides all students with equal access to the programs and services provided by the district. Access should not be determined by gender, ethnicity, attendance area, or socioeconomic status. The reviewers expect to find similar proportions of students by gender, socioeconomic status, and ethnic origin in specific programs as reflected in the general student population. No student group should be disproportionately represented in retention and suspension rates, graduation rates, and enrollment in various special programs and services.

While the term equal means “exactly the same,” the review refers to “equity” as the principle of treating students in accordance with differentiated needs. Rather than distributing resources based on a per pupil allocation, equity requires that additional resources be directed to students with greater needs. Without equal access to programs and services, differential educational responses, and equitable distribution of resources, school systems perpetuate the disparities among students that a public school education was designed to ameliorate.

In order to examine the practices associated with equity in the Lee’s Summit R-7 School District, the reviewers studied numerous documents, including board policies, planning documents, enrollment and demographic reports, achievement data, course schedules, and other district and state reports. The reviewers visited all schools, observed 393 classrooms in progress, interviewed district and school personnel, as well as several community members and parents, in one-on-one and group settings and administered an online survey.

The reviewers found disparities and inequities present in several areas of district and school operations and services. The primary concerns identified by the reviewers:

- There is no intentional plan to address inequities in programming, student access to the curriculum, and support service allocation.
- Disparities exist in enrollment of economically disadvantaged student populations across schools.
- Certain student subgroups are under-identified and under-represented in upper level courses and International Baccalaureate (IB) classes.
- Staffing data do not reflect equivalent gender or ethnic representation in comparison with the student population.
- Disciplinary incidents and actions disproportionately involved more male students than female students and were more frequent among certain subgroups of students.
- Graduation and retention data reflect a disproportionate representation of graduates and retentions in certain subgroups of students in comparison with the total student population.
- Certain student subgroups are over-identified for special education programs.
- Budgeting practices distribute resources equally but not equitably among schools.

The reviewers began the examination of equity in the Lee’s Summit R-7 School District by examining board policies and district level documents. Several policies were found that establish an expectation that students are not denied access to the district’s educational programs, including the following references (see [Finding 1.1](#)):

- *Board Policy IGA* states, “At all levels, provisions will be made for a wide range of individual differences in student abilities and learning rates through the use of a variety of materials, adjustments in programs, and courses adapted to special needs of students.”
- *Board Policy IGBA* states, “It is the policy of the Board of Education to provide a free and appropriate education for students with disabilities, including those who are in need of special education and related services.”
- *Board Policy IGBCA* requires the district to “plan for education of the homeless,” and to “give special attention to ensure that homeless students in the school district have access to a free and appropriate public education.”
- *Board Policy IGBCB* states, “The administration will develop written administrative procedures for ensuring that migrant students, once identified, receive services for which they are eligible.”
- *Board Policy IGBH* states, “if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs.”
- *Board Policy IFAP* calls for “Analysis of assessment scores disaggregated by each of the following: race/ethnicity, gender, identified disability, and migrant and/or Limited English Proficiency (LEP) status.”

As previously discussed in [Finding 1.1](#), several policies require that students not be denied access to the district’s educational programs; however, board policies were considered weak in establishing an expectation that students will have equal access to the district curriculum and the appropriate materials and instructional differentiation to support delivery of the district curriculum. Reviewers found no references requiring the development of procedures for fast-tracking students who lack sufficient skills for courses such as IB or honors.

In addition to reviewing board policies, reviewers also examined documents that were presented to the team for information about equity. The following documents provided additional guidance on equity in the district: The Comprehensive School Improvement Plan and The Diversity Planning Team Meeting Agendas 2014-15 school year through August 30, 2016.

The Comprehensive School Improvement Plan Destination 2021 describes goals in the following areas: “recruit diverse and highly qualified staff; develop a systemic diversity training plan for staff; and monitor staff, student, and parent perceptions of diversity training and culture of inclusion.”

Lee’s Summit 2016-17 Diversity Planning Team (DPT) meeting agendas included items such as the creation of a diversity website, potential training ideas, educator equity, strategic plan implementation, the use of diversity lesson plans, and lists of diversity themes.

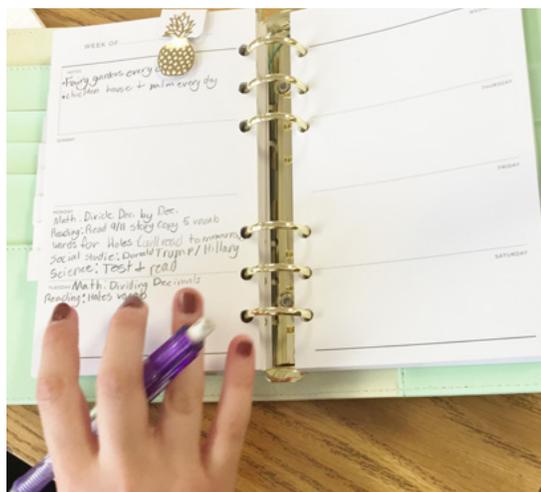
In addition to examining district documents and agendas, the reviewers checked job descriptions to determine if any individuals in the district were responsible for providing equitable access to the district’s educational programs. The following positions referenced access:

- Director of Student Services: “Responsible for supporting the needs of the homeless student population; ensuring the delivery of mandated services to facilitate the student’s attendance and access to appropriate education; assess homeless students and families.”
- Instructional Technology Specialist: “Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers.”
- Occupational Therapist: “Collaborates as needed with adapted physical education teachers or other individuals providing adaptive physical education to meet the student’s needs related to: health and safety, including specific medical needs; modifications of equipment or the environment; specific sensorimotor programming; specific play or leisure needs; positioning during exercise and games; access to the general curriculum.”

- School-Community Liaison/Social Worker: “Identifies at risk students for the purpose of providing support and referrals to ensure student progress and ongoing involvement of family members in the educational process.”

While some district level documents and job descriptions provided guidance on the issues of equity and access, there was no single document or position that was responsible for systematically reviewing students’ access to all educational programming in the district. The *Comprehensive School Improvement Plan Destination 2021* goals and the creation of a District Diversity Planning Team and the associated agenda topics provided some direction for the district, but did not explicitly outline procedures for ensuring equitable access.

In addition to reviewing board policies, district overarching documents, and job descriptions, reviewers examined equity across the district in a number of different areas, including distribution of student diversity based on economics, gender, and ethnicity, and ratios of teachers to students by ethnicity. The review team used the data provided by district personnel for the following narratives and exhibits related to disparities by economics, gender, or ethnicity.



Hazel Grove student organizing her assignments

Student Enrollment by Socioeconomic Factors and Enrollment in Gifted Programs

The reviewers examined enrollment of students identified as economically disadvantaged to determine if there were differences that might be considered isolation of these students. Free and reduced lunch percentages were used to represent the percentage of economically disadvantaged students in each school. Reviewers also examined enrollment in gifted programs in these same schools.

Exhibit 3.1.1 shows the percentage of students identified as economically disadvantaged enrolled in each school at the elementary, middle, and high school levels and the enrollment in gifted and talented educational services in those same schools.

Exhibit 3.1.1

**Percentages of Students Identified as Economically Disadvantaged
And Gifted Across School Enrollments
Lee's Summit R-7 School District
2015-16**

School	Total Enrollment	# Economically Disadvantaged	% Economically Disadvantaged	# Gifted Enrollment	% Gifted Enrollment
Pre-K School					
Great Beginnings	334	122	36.5%	0	0
Elementary Schools					
Longview Farm	591	11	1.9%	30	5.1%
Hawthorn Hill	567	31	5.5%	32	5.6%
Summit Pointe	597	40	6.7%	5	0.8%
Richardson	619	55	8.9%	19	3.1%
Cedar Creek	539	52	9.6%	25	4.8%
Trailridge	472	49	10.4%	16	3.4%
Highland Park	503	61	12.1%	9	1.8%
Greenwood	455	62	13.6%	9	2%
Mason	447	64	14.3%	4	0.9%
Sunset Valley	474	70	14.8%	18	3.8%
Woodland	349	63	18.0%	8	2.3%
Underwood	492	95	19.3%	7	1.4%
Pleasant Lea	581	168	28.9%	16	2.8%
Prairie view	890	311	35.0%	8	0.9%
Hazel Grove	441	155	35.2%	22	5%
Westview	364	169	46.4%	6	1.6%
Meadow Lane	527	283	53.7%	8	1.5%
Lee's Summit	307	167	54.4%	3	1%
Middle Schools					
Bernard C. Campbell	889	197	22.2%	0	0
Summit Lakes	1021	86	8.4%	0	0
Pleasant Lea	826	194	23.5%	0	0
High Schools					
Lee's Summit High	1823	326	17.9%	0	0
Lee's Summit North	1904	331	17.4%	0	0
Lee's Summit West	2037	142	7%	0	0
District Total	18,081	3,311	18.3%	245	1.4%
<i>Source: District documents as presented to the reviewers and the Missouri State Website</i>					

As noted in [Exhibit 3.1.1](#):

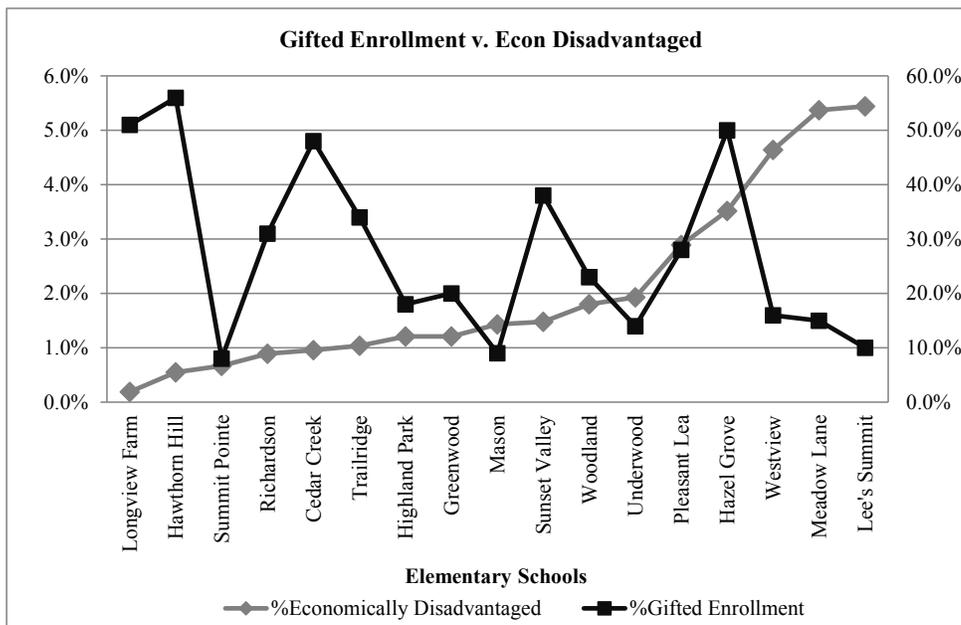
- Students identified as economically disadvantaged make up 18.3 percent of the Lee's Summit R-7 School District student population.
- Elementary Schools range from a low of 1.9 percent (Longview Farm Elementary) economically disadvantaged students to a high of 54.4 percent (Lee's Summit Elementary); middle schools range from a low of 8.4 percent (Summit Lakes Middle) economically disadvantaged students to a high of

23.5 percent (Pleasant Lea Middle); high schools range from a low of seven percent (Lee’s Summit West) to a high of 17.9 percent (Lee’s Summit High) economically disadvantaged students.

- Students identified as gifted make up 1.4 percent of the total Lee’s Summit R-7 School District population.
- The identified gifted population in the elementary schools ranges from a low of less than one percent (0.8) at Summit Pointe Elementary to a high of 5.6 percent at Hawthorn Hill Elementary.
- The two schools with the lowest percentage of free and reduced lunch students (Longview Farm and Hawthorn Hill) had the highest percentage of identified gifted students at 5.1 percent and 5.6 percent.

Exhibit 3.1.2 displays the percentage of students who are identified as gifted in each school, represented by square icons, compared to students who are economically disadvantaged by school, represented by diamond icons.

Exhibit 3.1.2
Percentages of Students Identified as Economically Disadvantaged
And Gifted Across Elementary School Enrollments
Lee’s Summit R-7 School District
2015-16



As noted in Exhibit 3.1.2.

- Longview Farm and Hawthorn Hill have the lowest percentage of economically disadvantaged students, but the highest percentage of students identified as gifted.
- Westview, Meadow Lane, and Lee’s Summit have the highest percentage of economically disadvantaged students and some of the lowest percentages of students identified as gifted.

The three elementary schools with some of the lowest percentages of students identified as gifted have the highest enrollments of economically disadvantaged students. The two schools that have the lowest percent of economically disadvantaged students have the highest percentage of students who are identified as gifted.

The percentages of economically disadvantaged students at each school reveal disparity in the distribution of students attending the Lee’s Summit R-7 School District with a high of 54.4 percent (Lee’s Summit Elementary) to a low of 1.9 percent (Longview Farm Elementary). At the elementary level, schools with the highest percentage of economically disadvantaged students tended to have the lowest percentage of identified

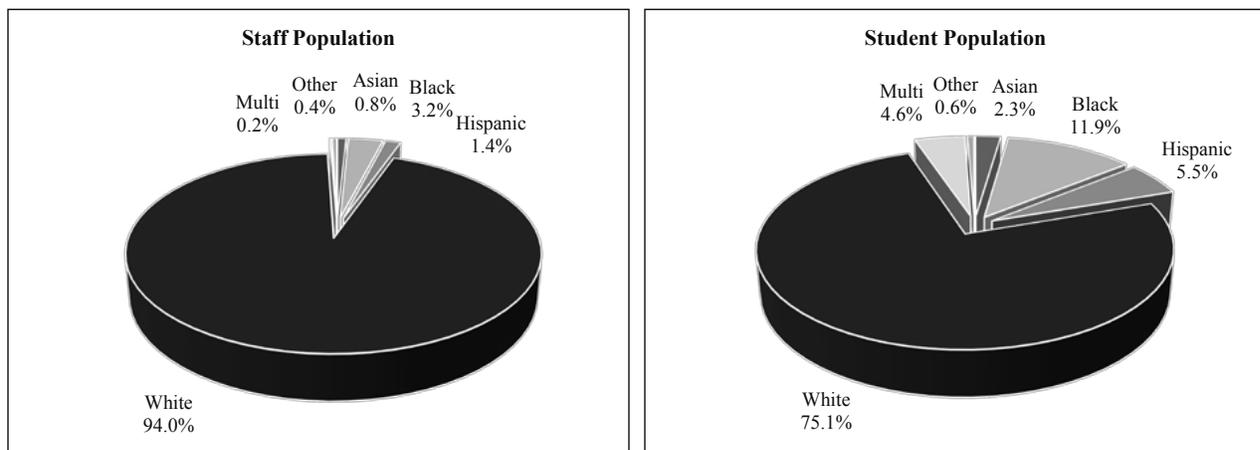
gifted students. One middle school (Summit Lakes) had a lower percentage (8.4 percent) of economically disadvantaged students, compared to the other two middle schools; and one high school (Lee’s Summit West) had a lower percentage (seven percent) of economically disadvantaged students, compared to the other two high schools. Economically disadvantaged students are not distributed equally across schools. Gifted education portrays disparity in identification and participation. Disproportionate representation of certain subgroups in educational programs may indicate that not all students have equitable access to all of the learning opportunities provided by the Lee’s Summit School District.

Teacher Gender and Ethnicity Compared to Student Gender and Ethnicity

Another area of consideration for equity in the educational experience is student access to adults in their various ethnic groups. The reviewers customarily compare the gender and ethnic representation of teachers in the district with the same data for students since these are the adult positions with which students have the most daily contact. Reviewers consider variations of five percent indicative of disparities. The review of staff data by gender and ethnicity revealed that disparities exist in the district. [Exhibit 3.1.3](#) summarizes the district-wide data comparing student and teacher gender and ethnicity.

Exhibit 3.1.3

**Percentages of Students Enrolled by Gender and Ethnicity as Compared to the Faculty
Lee’s Summit R-7 School District
September 2016**



	Total Count	Male	Female	Asian	Black	Hispanic	White	Multi	Other*
Staff Population	1,271	21%	79%	0.8%	3.2%	1.4%	94%	0.2%	0.4%
Student Population	18,081	51%	49%	2.3%	11.9%	5.5%	75.1%	4.6%	0.6%

*Other includes: American Indian or Alaska Native, Pacific Islander.

Source: District data as presented to the reviewers

As noted in [Exhibit 3.1.3](#):

- A total of 1,271 teachers work in the Lee’s Summit R-7 School District.
- Twenty-one (21) percent of the faculty are male as compared to 51 percent of the student population.
- Black faculty represent 3.2 percent of the teaching population as compared to 11.9 percent of the student population.
- White faculty represent 94 percent of the teaching population as compared to 75.1 percent of the student population.
- Hispanic faculty represent 1.4 percent of the teaching population as compared to 5.5 percent of the student population.

- Multi-race faculty represent 0.2 percent of the teaching population as compared to 4.6 percent of the student population.

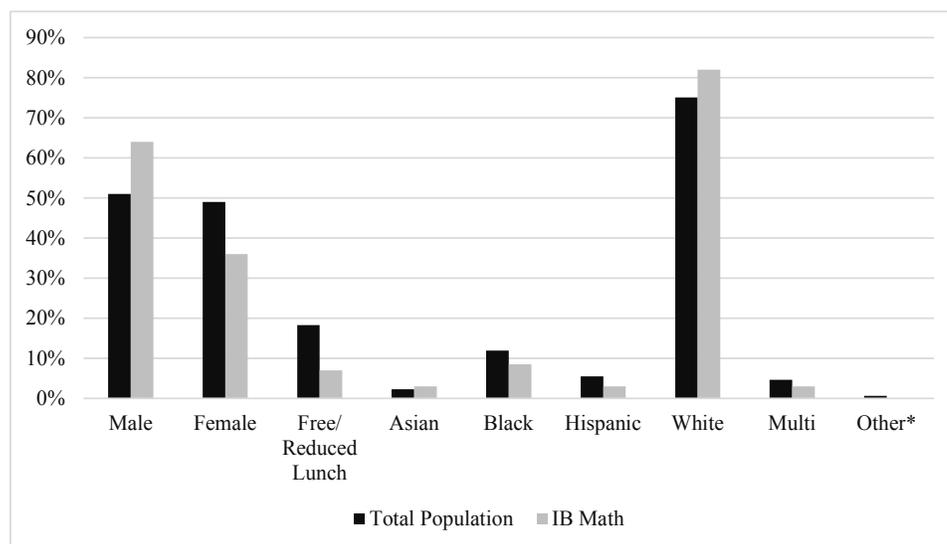
The data examined by reviewers demonstrated disparities in gender and ethnicity representation between students and teachers in the district.

Representation of Student Groups in Advanced Learning Opportunities

Next, reviewers turned their attention to sampling areas that reflect equity and equal access for students. The results of those samplings are reflected in the charts and tables presented as exhibits in the following section. In order to determine student representation of certain subgroups in advanced courses, reviewers selected a sample of advanced courses offered in the district. As previously stated, reviewers expect to find similar proportions of students by gender, socioeconomic status, and ethnic origin in specific programs as reflected in the general student population. Exhibit 3.1.4 provides information about enrollment in the IB math program in grades 11 and 12.

Exhibit 3.1.4

**Percentages of Students Enrolled in Grades 11 and 12 IB Math by Economic Status, Ethnicity, And Gender as Compared to the Total District Population
Lee’s Summit R-7 School District
September 2016**



	Total Count	Male	Female	Free/Reduced Lunch	Asian	Black	Hispanic	White	Multi	Other*
Total Population	18,081	51%	49%	18.3%	2.3%	11.9%	5.5%	75.1%	4.6%	0.6%
IB Math	163	64%	36%	7%	3%	8.5%	3%	82%	3%	0%
*Other includes: American Indian or Alaska Native, Pacific Islander.										
Source: District data as presented to the reviewers										

As noted in Exhibit 3.1.4:

- A total of 163 students in grades 11 and 12 participate in the IB math program.
- Females represent 49 percent of the total enrollment in Lee’s Summit R-7 School District and 36 percent of the grades 11 and 12 IB math enrollment.
- Economically disadvantaged students represent seven percent of grades 11 and 12 IB math enrollment and 18.3 percent of the total population.

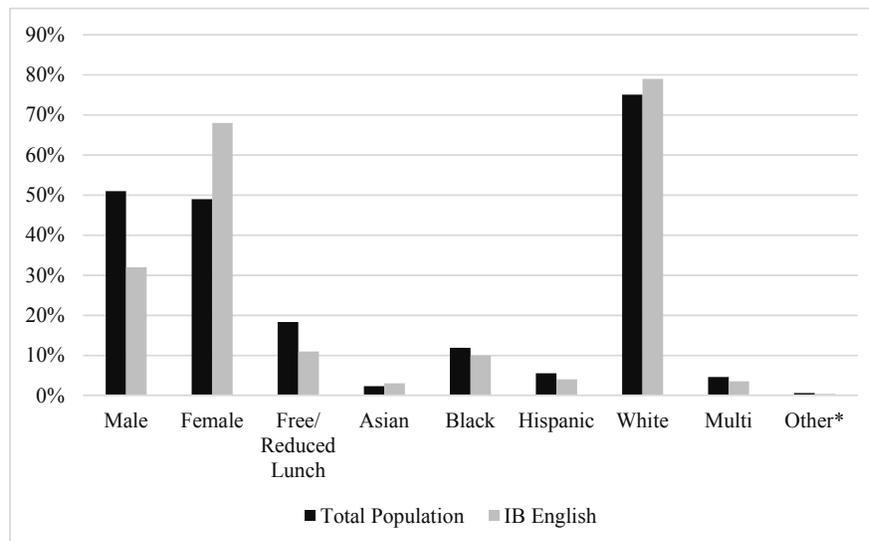
- White students represent 75.1 percent of the total population and 82 percent of the grades 11 and 12 IB math enrollment.
- Black students represent 11.9 percent of the total population and 8.5 percent of the IB math enrollment in grades 11 and 12.
- Hispanic students represent 5.5 percent of the total population and three percent of the grades 11 and 12 IB math enrollment.

In the grades 11 and 12 IB math courses male students (64 percent) and White students (82 percent) are disproportionately represented in enrollment as compared to their percentages in the total population: 51 percent male and 75.1 percent White. Students who are economically disadvantaged (seven percent) are under-represented, compared to their representation in the total population (18.3 percent). Black (8.5 percent), Hispanic (three percent), and multi-racial (three percent) students are underrepresented in IB math enrollment as compared to their representation in the total population (11.9 percent, 5.5 percent, and 4.6 percent, respectively).

In [Exhibit 3.1.5](#) grades 11 and 12 IB English enrollment is examined by gender, socioeconomic status and ethnicity.

Exhibit 3.1.5

**Percentages of Students Enrolled in Grades 11 and 12 IB English by Economic Status, Ethnicity, and Gender as Compared to the Total District Population
Lee’s Summit R-7 School District
September 2016**



	Total Count	Male	Female	Free/Reduced Lunch	Asian	Black	Hispanic	White	Multi	Other*
Total Population	18,081	51%	49%	18.3%	2.3%	11.9%	5.5%	75.1%	4.6%	0.6%
IB English	485	32%	68%	11%	3%	10%	4%	79%	3.5%	0.4%

*Other includes: American Indian or Alaska Native, Pacific Islander.

Source: District data as presented to the reviewers

As noted in [Exhibit 3.1.5](#):

- A total of 485 students in grades 11 and 12 participate in the IB English program.
- Males represent 51 percent of the total enrollment in Lee’s Summit R-7 School District and 32 percent of the grades 11 and 12 IB English enrollment.

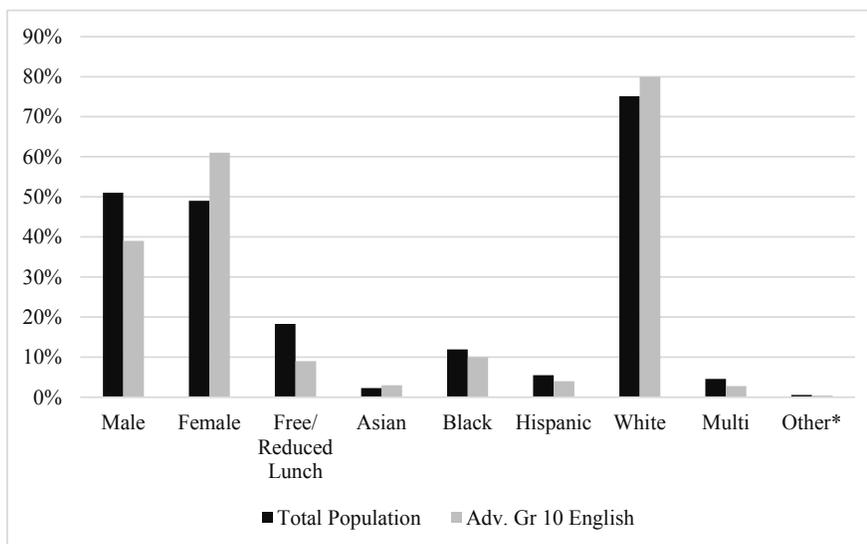
- Economically disadvantaged students represent 11 percent of the grades 11 and 12 IB English enrollment and 18.3 percent of the total population.
- Black students represent 11.9 percent of the total population and 10 percent of the IB English enrollment.
- White students represent 79 percent of the IB English enrollment and 75 percent of the total population.
- Hispanic students represent 5.5 percent of the total population and four percent of the IB English enrollment.

In the grades 11 and 12 IB English courses female students (68 percent) and White students (79 percent) are disproportionately represented in enrollment, compared to their percentages in the total population (49 percent and 75 percent, respectively). Students who are economically disadvantaged are under-represented with 11 percent taking IB English, compared to their 18.3 percent representation in the general population of Lee’s Summit R-7 School District. Black (10 percent) and Hispanic (four percent) students are underrepresented in the IB English enrollment, compared to their total enrollment in the population at 11.9 percent and 5.5 percent, respectively.

In [Exhibit 3.1.6](#) reviewers examined enrollment in grade 10 honors English.

Exhibit 3.1.6

**Percentages of Students Enrolled in Advanced Grade 10 English by Economic Status, Ethnicity, and Gender as Compared to the Total District Population
Lee’s Summit R-7 School District
September 2016**



	Total Count	Male	Female	Free/Reduced Lunch	Asian	Black	Hispanic	White	Multi	Other*
Total Population	18,081	51%	49%	18.3%	2.3%	11.9%	5.5%	75.1%	4.6%	0.6%
Advanced Grade 10 English	757	39%	61%	9%	3%	10%	4%	80%	2.8%	0.4%
*Other includes: American Indian or Alaska Native, Pacific Islander.										
Source: District data as presented to the reviewers										

As noted in [Exhibit 3.1.6](#):

- A total of 757 students are enrolled in grade 10 honors English.
- Males represent 51 percent of the total enrollment in Lee’s Summit R-7 School District and 39 percent of the grade 10 honors English enrollment.

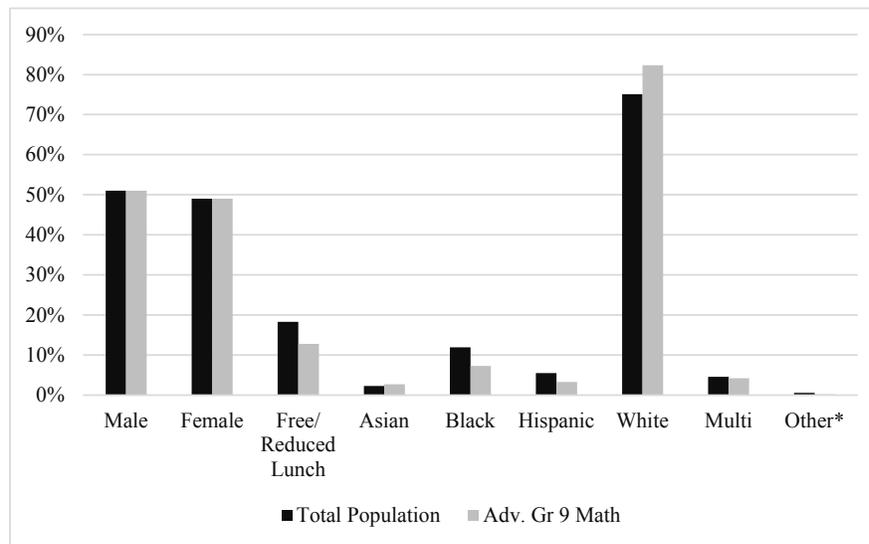
- Economically disadvantaged students represent nine percent of the grade 10 honors English enrollment and 18.3 percent of the total population.
- Black students represent 11.9 percent of the total population and 10 percent of the advanced grade 10 English enrollment.
- White students represent 80 percent of the advanced grade 10 English enrollment and 75.1 percent of the total population.
- Hispanic students comprise 5.5 percent of the total population and four percent of the advanced grade 10 English enrollment.
- Multi racial students account for 4.6 percent of the total population and 2.8 percent of the advanced grade 10 English enrollment.

In the grade 10 honors English courses female students (61 percent) and White students (80 percent) are disproportionately represented in enrollment as compared to their percentage in the total population (49 percent and 75 percent, respectively). Students who are economically disadvantaged are under-represented with nine percent taking honors English, compared to their 18.3 percent representation in the general population of Lee’s Summit R-7 School District. Black (10 percent), Hispanic (4 percent) and multi-racial (2.8 percent) are all under-represented in the honors English 10 courses as compared with their representation in the total population (11.9 percent, 5.5 percent, and 4.6 percent, respectively).

Enrollment in grade 9 math courses is examined in [Exhibit 3.1.7](#).

Exhibit 3.1.7

**Percentages of Students Enrolled in Advanced Grade 9 Math by Economic Status, Ethnicity, And Gender as Compared to the Total District Population
Lee’s Summit R-7 School District
September 2016**



	Total Count	Male	Female	Free/Reduced Lunch	Asian	Black	Hispanic	White	Multi	Other*
Total Population	18,081	51%	49%	18.3%	2.3%	11.9%	5.5%	75.1%	4.6%	0.6%
Advanced Grade 9 Math	452	51%	49%	12.8%	2.7%	7.3%	3.3%	82.3%	4.2%	0.2%
*Other includes: American Indian or Alaska Native, Pacific Islander.										
Source: District data as presented to the reviewers										

As noted in [Exhibit 3.1.7](#):

- A total of 452 students in grade 9 participate in advanced math courses.
- Economically disadvantaged students represent 12.8 percent of enrollment in grade 9 advanced math courses and 18.3 percent of the total population.
- White students represent 75.1 percent of the total population and 82.3 percent of the enrollment in grade 9 advanced math courses.
- Black students represent 11.9 percent of the total population and 7.3 percent of the grade 9 advanced math enrollment.
- Hispanic students represent 5.5 percent of the total population and 3.3 percent of the grade 9 advanced math enrollment.

In the grade 9 advanced math courses White students are disproportionally represented in enrollment (82.3 percent) as compared to their general enrollment (75.2 percent) in the district. Students who are economically disadvantaged are under-represented (12.8 percent) as compared to their enrollment in the district (18.3 percent). Black (7.5 percent) and Hispanic (3.3 percent) students are under-represented in enrollment in the grade 9 advanced math courses.

Overall, enrollment in advanced courses varies, based on gender, ethnicity, and socioeconomic status. In some courses, males or females are over-represented in enrollment counts. White students are disproportionally represented in advanced math and IB courses. Economically disadvantaged students and Black and Hispanic students are under-represented in all of the advanced English and math courses that were sampled. The enrollment patterns in the sample IB and advanced courses in LSR7 do not reflect a system that provides equitable access to advanced learning opportunities. Enrollment in specialized programs should closely resemble the proportion of students found in the general population.

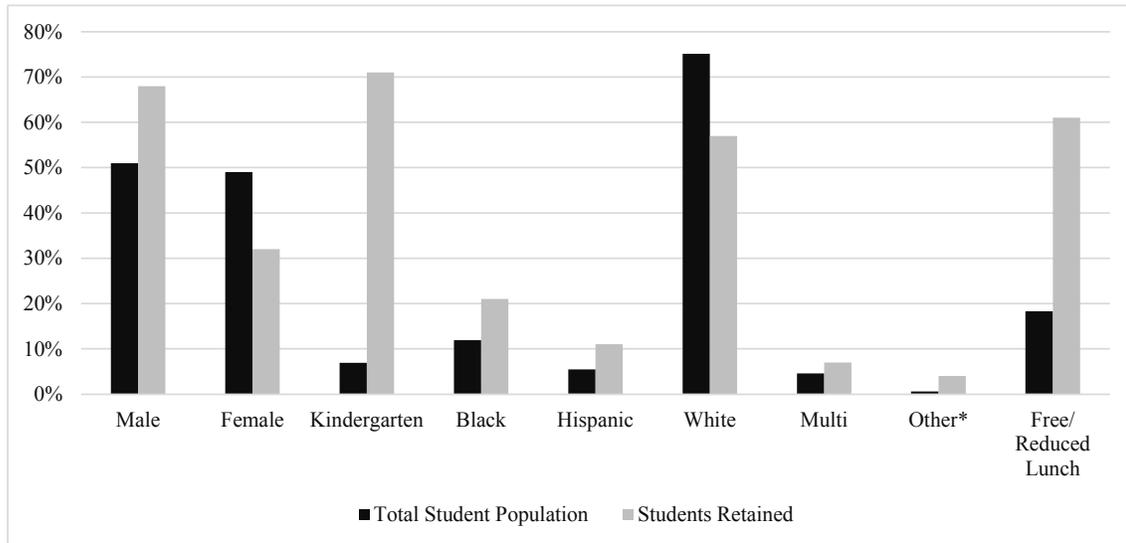
Retention, Graduation, Suspension, and Special Education Rates

Reviewers examined enrollment in special programs as well as retention, suspension and graduation rates in order to determine equity in the representation of students by gender, economic status, and ethnicity. The next section displays the percentage of students retained by ethnicity, free/reduced lunch status, gender, and enrollment in kindergarten.

Retaining a pupil in grade can promote or jeopardize a student's educational success. Retentions can also reflect bias or indicate that students are not receiving the full benefit of necessary or customary support services. [Exhibit 3.1.8](#) displays student retention data by gender, economic status, and kindergarten enrollment.

Exhibit 3.1.8

**Percentages of Students Retained by Gender, Ethnicity, and Economic Status
As Compared to the Total District Population
Lee’s Summit R-7 School District
2015-16**



	Total Count	Male	Female	Kindergarten	Black	Hispanic	White	Multi	Other*	Free/Reduced Lunch
Total Student Population	18,081	51%	49%	6.9%	11.9%	5.5%	75.1%	4.6%	0.6%	18.3%
Students Retained	28	68%	32%	71%	21%	11%	57%	7%	4%	61%
*Other includes: American Indian or Alaska Native, Pacific Islander.										
Source: District data as presented to the reviewers										

As noted in [Exhibit 3.1.8](#):

- A total of 28 students, representing less than one percent of the total student population, were retained in the 2015-16 school year.
- Fifty-one (51) percent of the Lee’s Summit R-7 School District student population is male; 68 percent of the students who were retained were male.
- Black students represent 11.9 percent of the student population and 21 percent of the student retentions.
- The percentage of students identified as economically disadvantaged in Lee’s Summit R-7 School District is 18.3 percent, while the percentage of economically disadvantaged students who were retained was 61 percent.
- White students represent 75 percent of the general student population, but only 57 percent of the students who were retained.
- Kindergarten students represent 71 percent of the students who were retained and 6.9 percent of the total population.

While student retention in Lee’s Summit R-7 School District is generally low, the students who were retained were disproportionately Black (21 percent, compared to 11.9 percent of the population), male (68 percent, compared to 51 percent of the population), and economically disadvantaged (61 percent compared to 18.3 percent of the population). Seventy-one (71) percent of retentions occurred during the kindergarten year.

In [Exhibit 3.1.9](#) the reviewers examined graduation rates by gender, economic status, and ethnicity.

Exhibit 3.1.9

**Four Year Graduation Rate by Gender and Ethnicity
As Compared to the Total District Population
Lee’s Summit R-7 School District
2015**

	Total Graduation Rate	Asian	Black	Hispanic	Multi-Racial	White	Male	Female
Lee’s Summit Sr. High	94.4%	100%	41/43 95.4%	24/27 88.9%	12/14 85.7%	332/350 94.9%	204/218 93.6%	214/225 95.1%
Lee’s Summit North	91.9%	13/14 92.9%	49/58 84.5%	27/28 96.5%	13/14 92.8%	349/377 92.6%	222/247 89.9%	231/246 93.9%
Lee’s Summit West	94.7%	12 100%	50/51 98%	17/18 94.4%	9/12 75%	325/341 95.3%	212/227 93.4%	202/210 96.2%
District Total	93.6%	96.1	92%	93%	85%	94%	92%	95%

As noted in [Exhibit 3.1.9](#):

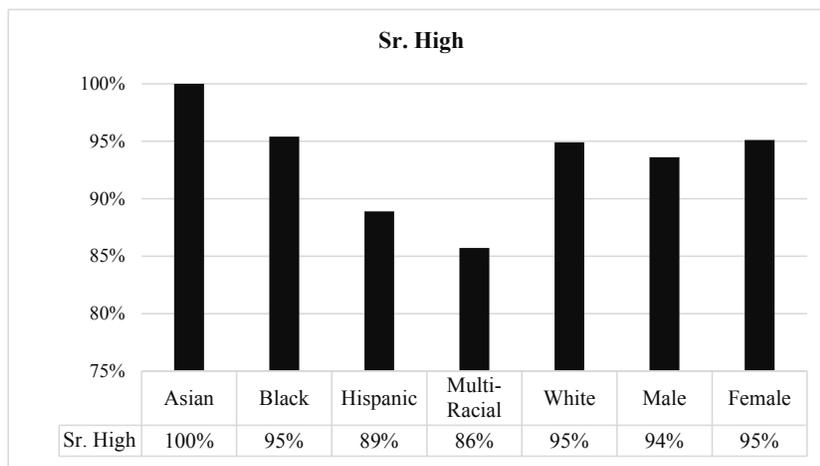
- The total graduation rate in the district was 93.6 percent.
- The graduation rate of Black students at Lee’s Summit North was 84.5 percent as compared to the district total of 93.6 percent.
- The graduation rate of multi-racial students, overall, was 85 percent; at Lee’s Summit West the rate was 75 percent, and at Lee’s Summit Sr. High the rate was 85.7 percent as compared to the total graduation rate of 93.6 percent.

Multi-racial students overall (85 percent) and Black students at Lee’s Summit North (84.5 percent) had lower graduation rates than the total population (93.6 percent) of Lee’s Summit R-7 School District.

[Exhibits 3.1.10](#) through [3.1.12](#) display graduation rates for each of the three high schools by ethnicity in 2015.

Exhibit 3.1.10

**Four-Year Graduation Rate at Lee’s Summit Sr. High by Gender and Ethnicity
Lee’s Summit R-7 School District
2015**

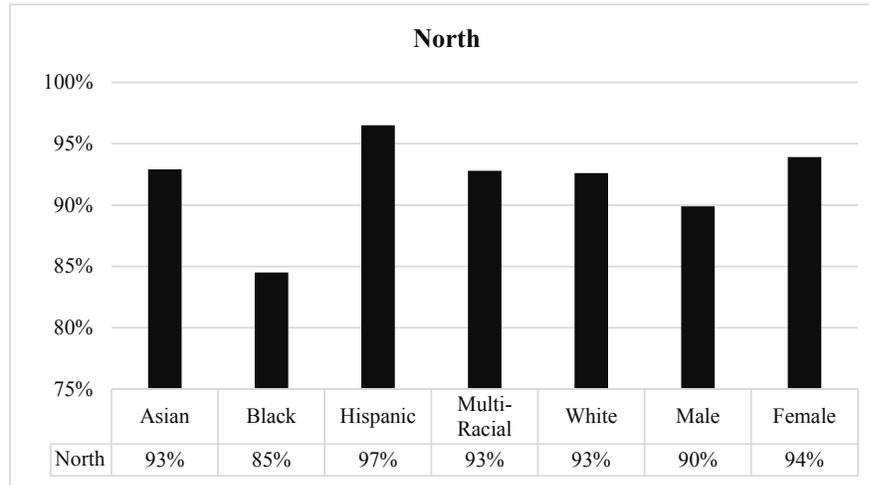


As shown in [Exhibit 3.1.10](#):

- Hispanic students (89 percent) and multi-racial students (86 percent) had a lower graduation rate at Lee’s Summit Sr. High than the overall graduation rate of 93.6 percent.

Exhibit 3.1.11

**Four-Year Graduation Rate at Lee’s Summit North by Gender and Ethnicity
Lee’s Summit R-7 School District
2015**

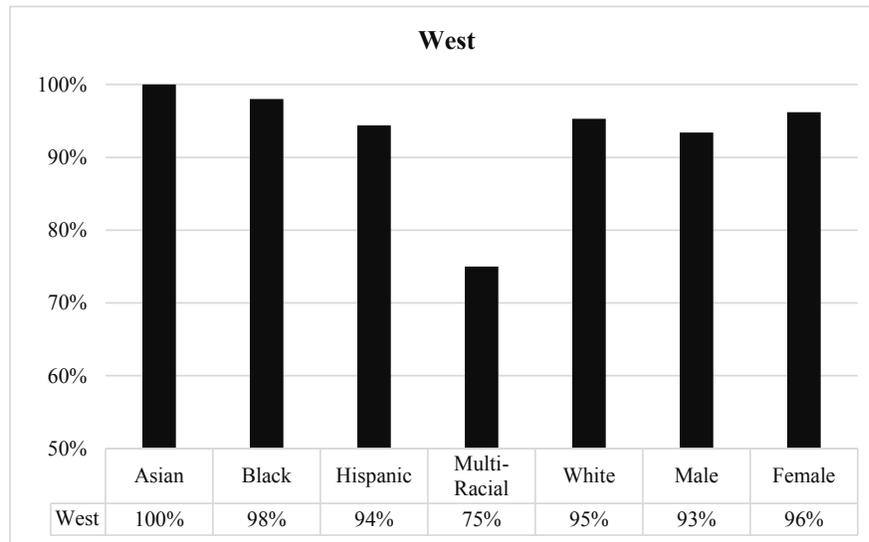


As shown in Exhibit 3.1.11:

- Black students had a lower graduation rate (85 percent) at Lee’s Summit North than the overall graduation rate of 93.6 percent.
- Male students had a lower graduation rate (90 percent) at Lee’s Summit North than the overall graduation rate of 93.6 percent.

Exhibit 3.1.12

**Four-Year Graduation Rate at Lee’s Summit West by Gender and Ethnicity
Lee’s Summit R-7 School District
2015**



As shown in Exhibit 3.1.12:

- Multi-racial students had a lower graduation rate (75 percent) at Lee’s Summit West than the overall graduation rate of 93.6 percent.

The number of students who did not graduate from Lee’s Summit high schools is relatively low; however, the percentage of students who did not graduate was disproportionately Hispanic (89 percent) and multi-racial (86 percent) at Lee’s Summit Sr. High; Black (85 percent) or male (90 percent) at Lee’s Summit North; and multi-racial (75 percent) at Lee’s Summit West.

Suspension rates are examined in [Exhibit 3.1.13](#).

Exhibit 3.1.13

**Suspension Rates by Gender, Economic Status, and Ethnicity
As Compared to the Total District Population
Lee’s Summit R-7 School District
2014-15**

	Total Count	Male	Female	Free/ Reduced Lunch	Black	Hispanic	White	Multi	Other*
Total Student Population	18,081	51%	49%	18.3%	11.9%	5.5%	75.1%	4.6%	0.6%
ISS	383	73%	27%	52%	25%	7%	62%	3.7%	2.3%
OSS	160	70%	30%	55%	36%	1.8%	52%	5.6%	4.6%
OSS w/ Placement	25	72%	28%	56%	32%	12%	52%	4%	0%
Total Suspensions	569	72%	28%	52%	28.5%	6.3%	58%	6.2%	1%

As noted in [Exhibit 3.1.13](#):

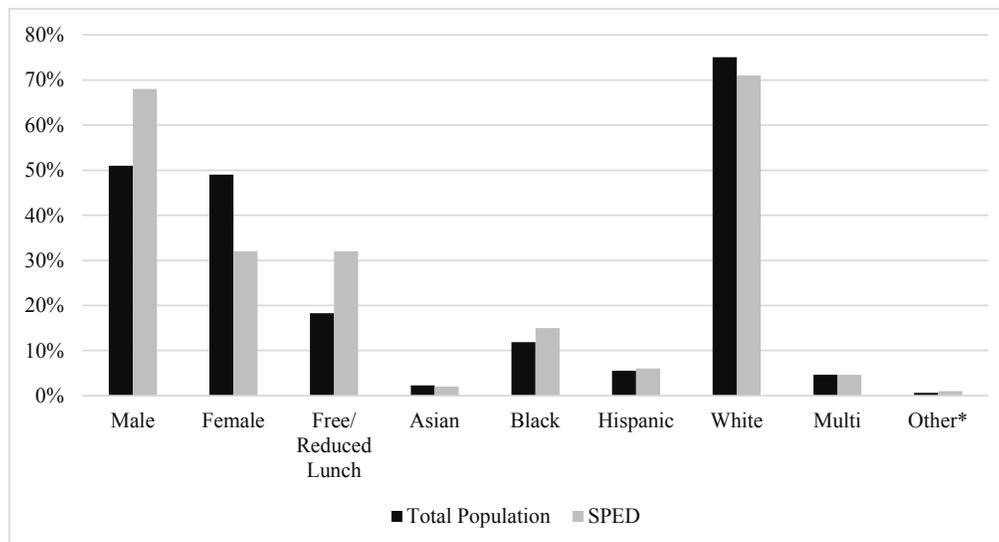
- There were a total of 569 suspensions during the 2014-15 school year.
- Male students represented 73 percent of in-school suspensions (ISS), 70 percent of out of school suspensions (OSS), and 72 percent of OSS with placement as compared to 51 percent of the total population.
- Economically disadvantaged students represented 52 percent of ISS, 55 percent of OSS, and 56 percent of OSS with placement as compared to 18.3 percent of the total population.
- Black students represented 25 percent of ISS, 36 percent of OSS, and 32 percent of OSS with placement as compared to 11.9 percent of the total population.
- Hispanic students represented 12 percent of OSS with placement as compared to 5.5 percent of the total population.

Internal, out of school, and out of school with placement suspension rates disproportionately represent males (73 percent, 70 percent, 72 percent), economically disadvantaged students (52 percent, 55 percent, 56 percent) and Black students (25 percent, 36 percent, 32 percent) as compared to their percentage of the total population 51 percent male, 18.3 percent economically disadvantaged, and 11.9 percent Black. Hispanic students are disproportionately represented in out of school suspensions with placement (12 percent) as compared to their percentage in the total population (5.5 percent).

Exhibit 3.1.14 examines participation in special education.

Exhibit 3.1.14

**Percentages of Students Enrolled in Special Education by Gender, Ethnicity,
And Economic Status as Compared to the Total District Population
Lee’s Summit R-7 School District
September 2016**



	Total Count	Male	Female	Free/Reduced Lunch	Asian	Black	Hispanic	White	Multi	Other*
Total Population	18,081	51%	49%	18.3%	2.3%	11.9%	5.5%	75.1%	4.6%	0.6%
SPED	1707 (9.4%)	68%	32%	32%	2%	15%	6%	71%	4.6%	1%
*Other includes: American Indian or Alaska Native, Pacific Islander.										
Source: District data as presented to the reviewers										

As noted in Exhibit 3.1.14:

- A total of 1,707 students comprise the special education population in Lee’s Summit R-7 School District.
- Male students represented 68 percent of the special education population as compared to 51 percent in the general population.
- Thirty-two (32) percent of special education students were identified as economically disadvantaged as compared to 18.3 percent of the total population.
- Black students represented 15 percent of the special education programs as compared to 11.9 percent in the general population.

Male students (68 percent), students who are economically disadvantaged (32 percent), and Black students (15 percent) represented a greater proportion of the special education numbers as compared to their percentages in the general population, 51 percent, 18.3 percent and 11.9 percent, respectively.

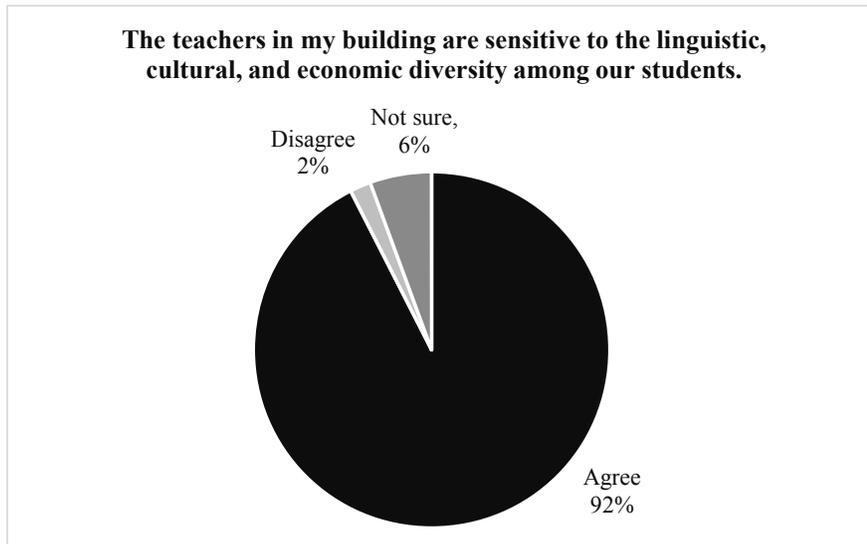
As previously discussed, no subgroup should be disproportionately represented in retention, suspension, special education programming, or graduation rates. Certain subgroups in the Lee’s Summit School District were over-represented in each of these categories. Black, male and economically disadvantaged student subgroups were over-represented in retention rates, suspension rates, and special education identification. There were differences in subgroup graduation rates at each of the three high schools with lower graduation rates of

Hispanic and multi-racial students at Lee’s Summit Sr. High; Black students at Lee’s Summit North; and multi-racial students at Lee’s Summit West.

In addition to examining representation of student subgroups in various programs in the Lee’s Summit R-7 School District, the reviewers collected information through online surveys. Parents, teachers, and principals responded to questions pertaining to specialized programs and training in the district. Exhibits 3.1.15 through 3.1.20 provide information collected from the surveys about specialized educational programming in the district.

Exhibit 3.1.15

**Principal Response to the Statement:
The teachers in my building are sensitive to the linguistic, cultural,
and economic diversity among our students.
Lee’s Summit R-7 School District
September 2016**



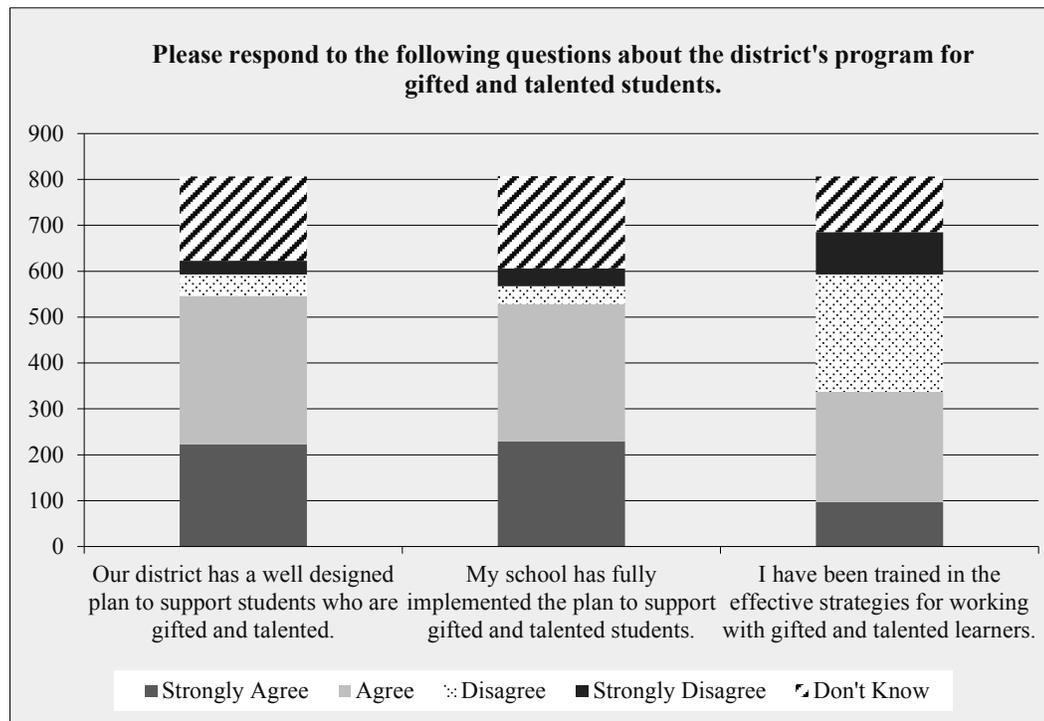
The teachers in my building are sensitive to the linguistic, cultural, and economic diversity among our students.		
Answer Options	Response Percent	Response Count
Agree	92.6%	50
Disagree	1.9%	1
Not sure	5.6%	3
<i>answered question</i>		54
<i>skipped question</i>		0

As noted in Exhibit 3.1.15:

- Over 90 percent (92.6 percent) of principal respondents agree that teachers in their building are sensitive to the linguistic, cultural, and economic diversity among students.

Exhibit 3.1.16

**Teacher Response to Questions About the District’s Program
For English Language Learners.
Lee’s Summit R-7 School District
September 2016**



Please respond to the following questions about the district’s program for English language learners.						
Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Don’t Know	Response Count
Our district has a well-designed plan to support students whose primary language is not English.	111	236	44	11	405	807
There is an explicit instructional model teachers use for English language development.	59	140	45	15	548	807
All students have full access to the core curriculum through sheltered language instruction or primary language support.	69	172	29	6	530	806
My school has fully implemented the district plan for English language learners.	73	137	31	18	543	802
I have been trained in effective strategies for working with English language learners.	47	102	183	192	278	802
<i>answered question</i>						808
<i>skipped question</i>						155

As noted in [Exhibit 3.1.16](#):

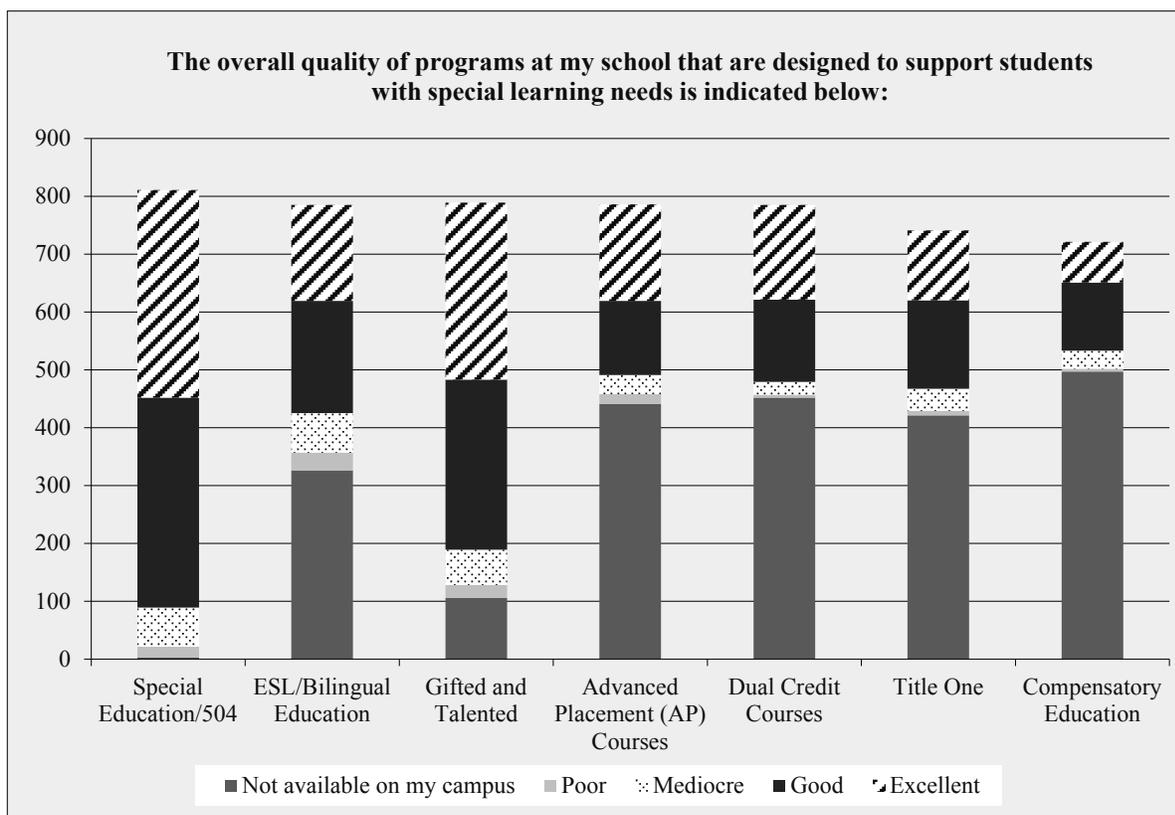
- Fifty (50) percent or 405 of 807 teachers who responded did not know if the district had a well-designed plan to support students whose primary language is other than English.
- More than half of the teacher respondents (548/807 or 68 percent) did not know if there was an explicit instructional model for English language development, or if ELL students have full access to the curriculum through sheltered language instruction (530/806 or 66 percent).

- Sixty-eight (68) percent (543/802) of teacher respondents did not know if their school has fully implemented the district’s plan for ELLs.
- Forty-seven (47) percent (375/802) of teacher respondents disagreed or strongly disagreed that they were trained in effective strategies for working with English language learners.

The next few exhibits examine teacher and principal responses to questions about serving students with special learning needs.

Exhibit 3.1.17

**Teacher Response to the Statement:
The overall quality of programs at my school that are designed to support students with special learning needs is indicated below:
Lee’s Summit R-7 School District
September 2016**



The overall quality of programs at my school that are designed to support students with special learning needs is indicated below:

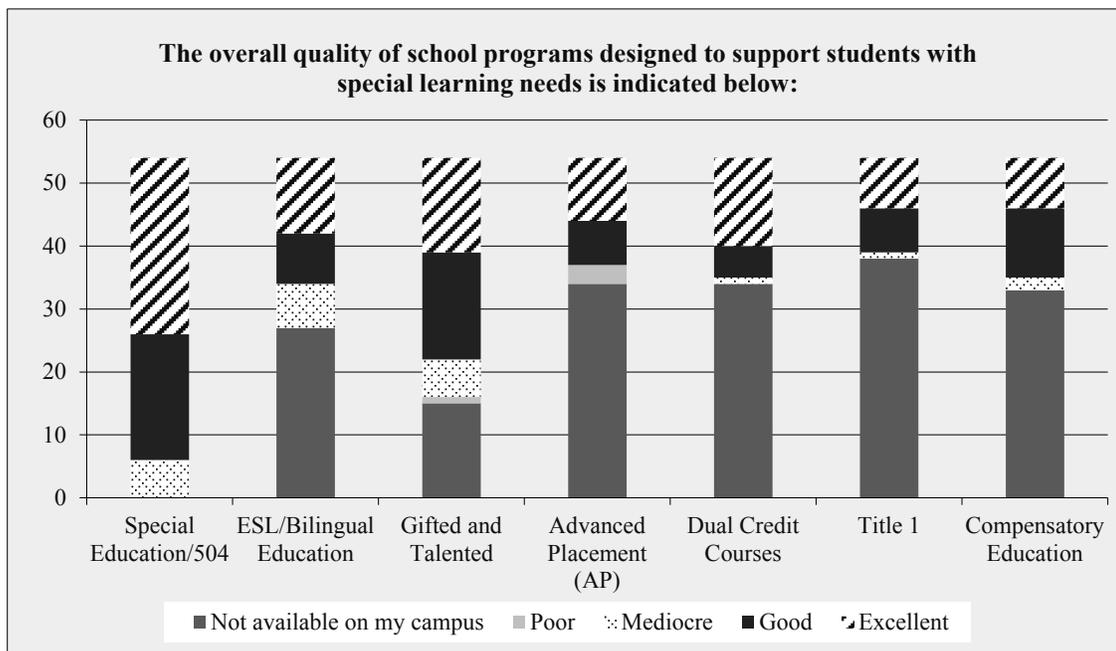
Answer Options	Not available on my campus	Poor	Mediocre	Good	Excellent	Response Count
Special Education/504	3	18	68	363	359	811
ESL/Bilingual Education	326	31	68	194	166	785
Gifted and Talented	106	22	61	294	306	789
Advanced Placement (AP) Courses	441	17	33	128	167	786
Dual Credit Courses	452	5	22	142	164	785
Title One	421	8	38	153	121	741
Compensatory Education	497	5	31	118	70	721
answered question						813
skipped question						150

As noted in [Exhibit 3.1.17](#):

- Seven hundred and twenty-two (722) of 811 respondents to this question, or 89 percent of teacher respondents, rated the special education programs in their school as excellent or good.
- Programs for ELL students at schools that had programs were rated as excellent or good by 360 teacher respondents (78 percent).
- Gifted and talented programs were rated as excellent or good by 295/345 (86 percent) of teacher respondents at schools that had programs.

Exhibit 3.1.18

**Principal Response to the Statement:
The overall quality of school programs designed to support students with special learning needs is indicated below:
Lee's Summit R-7 School District
September 2016**



The overall quality of school programs designed to support students with special learning needs is indicated below:

Answer Options	Not available on my campus	Poor	Mediocre	Good	Excellent	Response Count
Special Education/504	0	0	6	20	28	54
ESL/Bilingual Education	27	0	7	8	12	54
Gifted and Talented	15	1	6	17	15	54
Advanced Placement (AP)	34	3	0	7	10	54
Dual Credit Courses	34	0	1	5	14	54
Title 1	38	0	1	7	8	54
Compensatory Education	33	0	2	11	8	54
answered question						54
skipped question						0

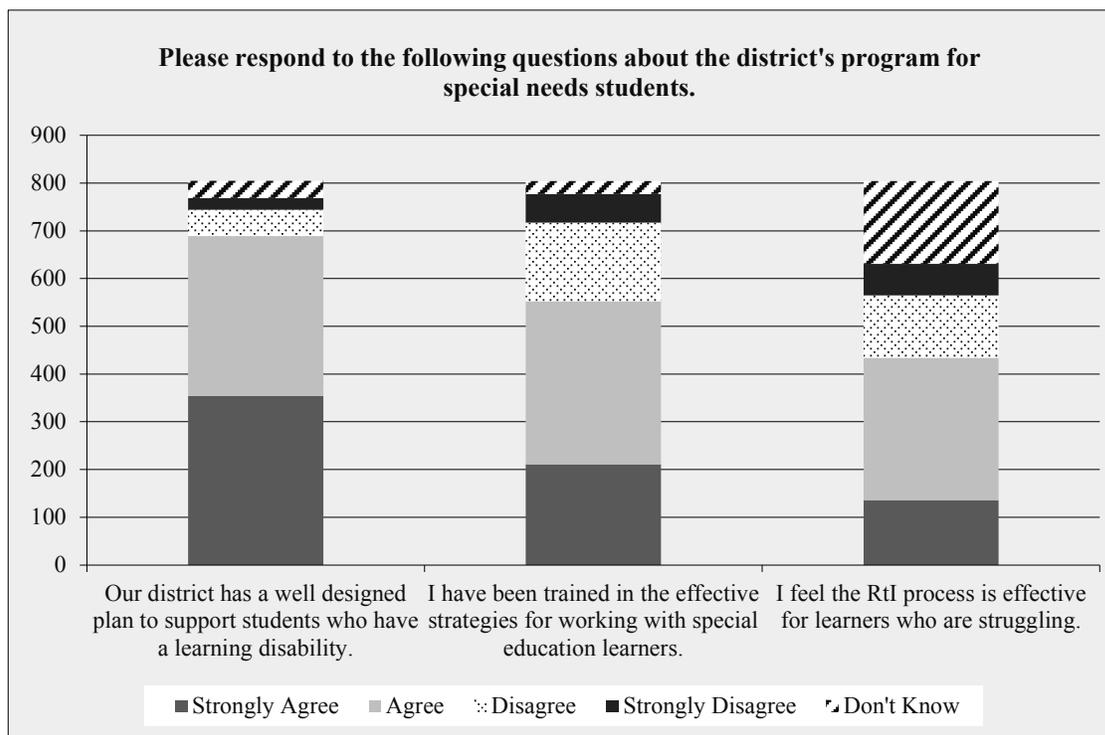
As noted in [Exhibit 3.1.18](#):

- Forty-eight (48) of 54 or 89 percent of principal respondents rated the special education programs in their school as excellent or good.

- Programs for ELL students at schools that had programs were rated as excellent or good by 20 principal respondents (74 percent).
- Gifted and talented programs were rated as excellent or good by 32/39 (82 percent) of principal respondents at schools that had programs.

Exhibit 3.1.19

**Teacher Response to Questions About the District’s Program for Special Needs Students.
Lee’s Summit R-7 School District
September 2016**



Please respond to the following questions about the district’s program for special needs students.						
Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Response Count
Our district has a well-designed plan to support students who have a learning disability.	354	335	55	25	36	805
I have been trained in the effective strategies for working with special education learners.	211	341	165	60	27	804
I feel the RtI process is effective for learners who are struggling.	136	298	131	66	173	804
<i>answered question</i>						808
<i>skipped question</i>						155

As noted in [Exhibit 3.1.19](#):

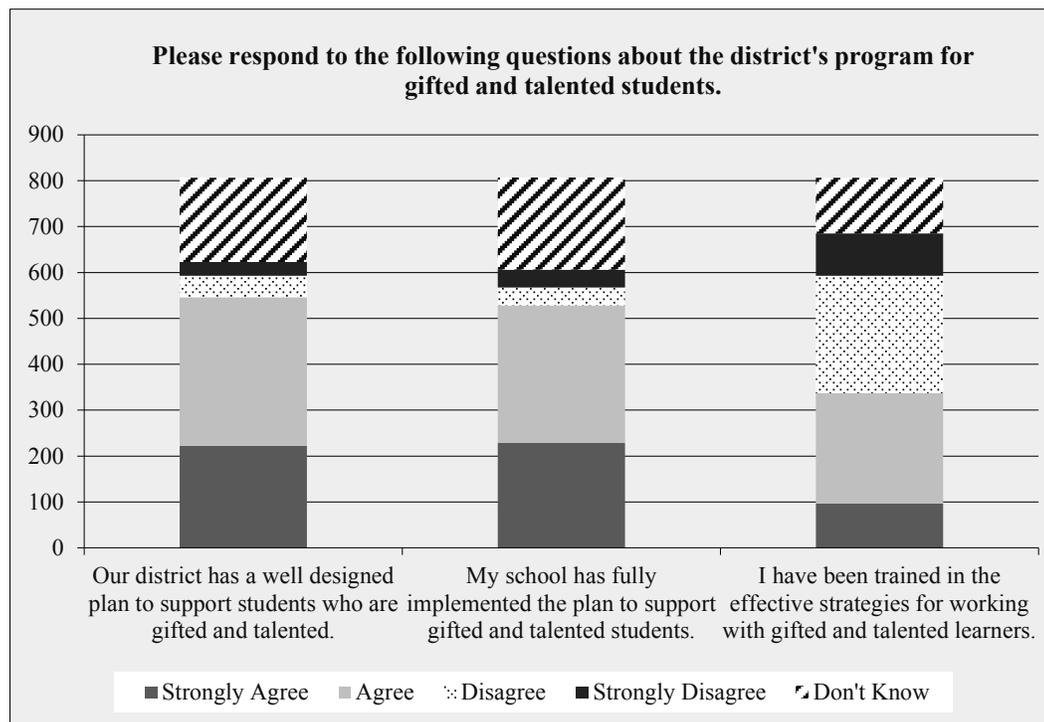
- Most teacher respondents 689/805 (86 percent) agree or strongly agree that the district has a well-designed plan for students with special needs.
- The majority of teacher respondents, 552/804 (69 percent), agree or strongly agree that they have been trained in effective strategies for working with special education learners.
- Four hundred and thirty-four (434) teacher respondents (54 percent) feel that the RtI process is effective for struggling learners.

Both teachers and principals rated the quality of the special education (86 percent of teachers and 89 percent of principals), ELL programs (78 percent teachers, 74 percent principals), and gifted and talented programs (86 percent teachers, 82 percent principals) as good or excellent. Teacher respondents agree that the district has a plan for special education students (86 percent), and they have been trained in effective strategies for working with special education students (69 percent). The majority of teacher respondents feel that the RtI process is effective for struggling learners.

In [Exhibit 3.1.20](#) teachers provide information about the gifted and talented programming in the district.

Exhibit 3.1.20

**Teacher Response to the Questions about the District’s Program
For Gifted and Talented Students
Lee’s Summit R-7 School District
September 2016**



Please respond to the following questions about the district’s program for gifted and talented students.						
Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Don’t Know	Response Count
Our district has a well-designed plan to support students who are gifted and talented.	222	324	47	30	183	806
My school has fully implemented the plan to support gifted and talented students.	229	299	39	39	201	807
I have been trained in the effective strategies for working with gifted and talented learners.	97	240	256	92	121	806
<i>answered question</i>						808
<i>skipped question</i>						155

As noted in [Exhibit 3.1.20](#):

- Most teacher respondents, 546/806 (68 percent), agree or strongly agree that the district has a well-designed plan for students who are gifted and talented.
- Sixty-five (65) percent of teacher respondents agree or strongly agree that their school has fully implemented the district plan to support gifted and talented students.

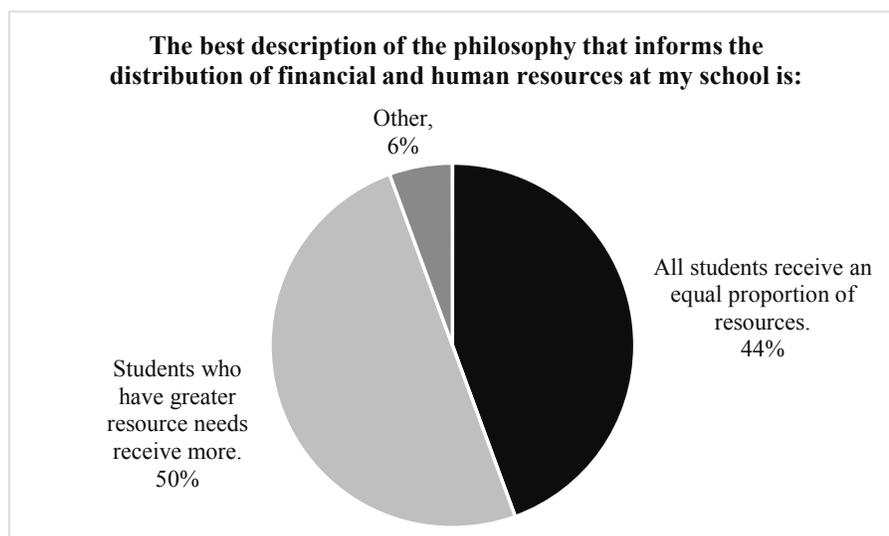
- Forty-three (43) percent of teacher respondents disagree or strongly disagree that they have been trained in effective strategies for working with gifted and talented learners.

Budgetary considerations and equity

Next the reviewers examined equity in the form of distribution of resources. An online survey asked principals and assistant principals about how resources are distributed in the district. [Exhibit 3.1.21](#) shows the resulting survey responses.

Exhibit 3.1.21

**Principal Response to the Question:
The best description of the philosophy that informs the distribution
of financial and human resources at my school is:
Lee’s Summit R-7 School District
September 2016**



The best description of the philosophy that informs the distribution of financial and human resources at my school is:		
Answer Options	Response Percent	Response Count
All students receive an equal proportion of resources.	44.4%	24
Students who have greater resource needs receive more.	50.0%	27
Other	5.6%	3
<i>answered question</i>		54
<i>skipped question</i>		0

As noted in [Exhibit 3.1.21](#):

- Twenty-four (24) school leaders (44.4 percent) reported that students receive equal proportions of resources.
- Twenty-seven (27) principal respondents (50 percent) reported that students who have the greater resource needs receive more.

Half of the principal respondents reported that resources are provided based on need. Reviewers examined the 2015-16 budget allocations to schools, including Title I funds. Several budget items are paid through district allocations such as salaries and benefits.

Exhibit 3.1.22 is a display of funding that is provided in addition to district line items at the building level. Principals report that they have a lot of discretion as to how building funds are spent.

Exhibit 3.1.22

**Percentages of Students Identified as Economically Disadvantaged
And Per Student Expenditure by School
Lee's Summit R-7 School District
2015-16**

School	Total Enrollment	Budget Allocation	Actual Budget Spent	Title I Funds	Total (Actual plus Title I)	Per pupil cost actual	Per pupil cost budgeted	Percent Free/Reduced Lunch
PK								
Great Beginnings	334	43,858	45,304.14	173,500	218,804	655	651	36.50%
Elementary Schools								
Longview Farm	591	75,642	73,793.21	0	73,793	125	128	1.90%
Hawthorn Hill	567	76,543	72,674.87	0	72,675	128	135	5.50%
Summit Pointe	597	74,253	63,801.25	0	63,801	107	124	6.70%
Richardson	619	81,147	73,352.07	0	73,352	119	131	8.90%
Cedar Creek	539	72,912	57,250.06	0	57,250	106	135	9.60%
Trailridge	472	65,701	66,958.31	0	66,958	142	139	10.40%
Highland Park	503	70,050	65,192.71	0	65,193	130	139	12.10%
Greenwood	455	64,292	72,280.16	0	72,280	159	141	13.60%
Mason	447	64,582	67,670	0	67,670	151	144	14.30%
Sunset Valley	474	64,697	58,371.05	0	58,371	123	136	14.80%
Woodland	349	55,181	52,395	0	52,395	150	158	18.00%
Underwood	492	65,864	75,120.04	0	75,120	153	134	19.30%
Pleasant Lea	581	74,919	66,919.34	0	66,919	115	129	28.90%
Prairie View	890	118,436	112,496.93	0	112,497	126	133	35.00%
Hazel Grove	441	67,991	66,087.67	0	66,088	150	154	35.20%
Westview	364	124,602	138,713.08	162,000	300,713	826	787	46.40%
Meadow Lane	527	191,196	188,863.17	312,890	501,753	952	957	53.70%
Lee's Summit	307	89,075	100,209.70	256,500	356,710	1162	1126	54.40%
Middle Schools								
Bernard C. Campbell	889	236,614	241,497.04	0	241,497	272	266	22.20%
Summit Lakes	1021	258,514	228,248.54	0	228,249	224	253	8.40%
Pleasant Lea	826	225,201	217,021.18	0	217,021	263	273	23.50%
High Schools								
Lee's Summit High	1823	615,948	708,264.81	0	708,265	389	338	17.90%
Lee's Summit North	1904	649,600	608,087.21	0	608,087	319	341	17.40%
Lee's Summit West	2037	664,673	696,976.1	0	696,976	342	326	7%
District Total	18,081							
<i>Source: District documents as presented to reviewers, Missouri State Website</i>								

As noted in Exhibit 3.1.22:

- The range of budgeted funding per pupil in non-Title I elementary schools is \$128 to \$158. The range of free and reduced lunch counts for these schools is 1.9 percent to 35.2 percent.

- The range of actual per pupil spending in non-Title I elementary schools is \$106 to \$159. The range of free and reduced lunch counts for these schools is 1.9 percent to 35.2 percent.
- The range of actual per pupil funding in Title I elementary schools is \$826 to \$1,162. The range of free and reduced lunch counts for these schools is 46.40 percent to 54.4 percent.
- Middle school per pupil cost ranged from \$224 to \$272. Schools with a lower free and reduced lunch count received lower funding per pupil.
- High school per pupil cost ranged from \$319 to \$389. The range of free and reduced lunch counts ranged from seven percent to 17.9 percent.

Funding for elementary, middle, and high schools is based on a per pupil allocation with the exception of Title I schools, which receive additional federal funding. Student spending for non-Title I schools ranged from \$106 to \$159, and Title I schools ranged from \$826 to \$1,162. The difference in percentage of free and reduced lunch students from Title I schools to non-Title I schools was as little as 10 percent in some cases, yet the funding difference was \$676 per student. Middle school funding increased slightly as the percentage of free and reduced lunch counts increased, but in the high school there was no funding pattern related to free and reduced lunch counts.

In addition to looking at school and district data, the review team interviewed key stakeholders and conducted online surveys. Many individuals discussed equity, diversity, and distribution of resources in the district. The following are representative comments:

Several individuals discussed the changing population of Lee's Summit Schools:

- "We are becoming more and more diverse, and the children have more exposure to different cultures and religions." (Teacher)
- "Being able to work with diversified students [is a strength]." (Teacher)
- "Our district population has changed dramatically in the last 20 years; however, it does not seem that we have added the supports and structures to work with the family and services in the community to help our growing population of students living in poverty." (Teacher)
- "Racial diversity [is a strength]." (Parent)

Individuals described disparity between the district's schools:

- "Inequities between elementary and secondary schools." (Teacher)
- "Balanced staffing across buildings based on enrollment, including counselors." (Teacher)
- "Equal distribution of resources. Schools who lack funding are constantly grasping at anything they can buy or get donated to help their students. Schools without the ability to fund-raise through parents or PTA are at a distinct disadvantage." (Teacher)
- "Equality at each High School needs to improve. Some high schools have the ability to offer classes that do not make at the others. I feel this is a problem." (Teacher)
- "Eighteen elementary schools, they are all different and diverse according to our city's population. Schools where the free and reduced is at a higher level, Title One, or ESL should not be looked at the same as schools who have little or none of these programs. Class sizes should be brought down in these schools, to deal with those different populations better." (Teacher)
- "Schools having same opportunities. If school has a strong PTA, many more things are available for the students that support curriculum." (Parent)
- "[We need] consistency of resources across the 18 buildings." (Parent)
- "There is not an equity among elementaries [sic] with what they use for instruction and/or extra-curricular activities." (Parent)

- “[We need] parity among high schools.” (Parent)

Staff members expressed a need for increased professional development:

- “[We need] diversity training.” (Teacher)
- “More diversity training.” (Teacher)

Many individuals described the lack of diversity among staff:

- “[We need] diversity of staff members.” (Teacher)
- “[We need] cultural diversity among faculty and staff.” (Teacher)
- “We should recruit minority educators. We shouldn’t passively wait for diverse applicants; we should actively recruit the best minority candidates from every college of education in the state.” (Teacher)
- “Diversity among teachers and administrators. Less than five percent of all teachers and administrators combined in the district are African-American, Hispanic, or Asian. That is alarmingly low.” (Teacher)
- “I strongly feel that this district needs to do a better job of minority hiring. I don’t feel like there is much racial or ethnic diversity in our teaching staff.” (Teacher)
- “[We need] a faculty that represents the student body population.” (Building Administrator)
- “Diversity in staff [is a weakness].” (Parent)
- “[We need] more diversity at the administration level on down.” (Parent)
- “This school district is not diverse culturally in its teaching staff and understanding that not all kids are alike and do not act alike.” (Parent)
- “I feel there should be more diversity in leadership as well as teachers in the elementary and middle schools.” (Parent)

Others discussed inequities and attitudes about diversity that exist in the district:

- “We need to have a stronger diversity committee, one that really makes an impact on school policies and practice.” (Teacher)
- “Meeting the needs of a diverse student population [is a weakness].” (Building Administrator)
- “[We need] openness to differences and diversity, keen awareness to those voices that are not heard, for those who seem to be powerless.” (Teacher)
- “Racial inequities [is an issue].” (Parent)
- “Improving race relations [is needed].” (Parent)
- “Attitudes toward diversity of both staff and students.” (Teacher)
- “IB [enrollment] is not representative of our population. It is challenging to get [minority, socioeconomic representation] into upper level classes.” (Building Administrator)

Some individuals discussed the need for increased services to assist families:

- “Every school needs to have resources and help for low income families; some help a lot and others offer no help. Mason offers no help for low income families.” (Parent)
- “Not all of our parents are strong advocates for their child’s education, or if they are, they don’t all know how to translate their thoughts into changes on their child’s behalf. We need district leadership to advocate for some families.” (Teacher)

Summary

The reviewers found disparities and inequities present in several areas of district and school operations and services, including:

- The lack of a clear plan to address equity in the district.
- Disparities in enrollment of economically disadvantaged student populations across schools.
- Under-representation of certain subgroups in IB and upper level courses, including economically disadvantaged students and Black students in sample courses.
- Staffing patterns that do not represent student populations.
- Disciplinary incidents and actions that disproportionately involve more male students, Black students, and economically disadvantaged students.
- Retention practices that identify economically disadvantaged students and Black students more frequently than they are represented in the general population.
- Special education enrollment that disproportionally represents economically disadvantaged students, Black students, and male students.
- Graduation data that over-represents certain subgroups.
- Budgeting practices that distribute resources equally but not equitably to schools.

As previously discussed, a well-managed school system provides all students equal access to the programs and services provided by the district as well as providing equitably for students' needs. Access should not be determined by gender, ethnicity, attendance area, or socioeconomic status.

Finding 3.2: Professional development planning is inadequate in terms of providing systemic coordination, monitoring, and evaluation of professional development efforts to improve instruction or increase the likelihood of student success.

The primary purpose of professional development (PD) is to improve teacher effectiveness and consequently increase student achievement. Effective professional development is well planned, research-based, and adapted to allow for differentiation of both the teacher and learner. It should provide all staff members with the skills and knowledge necessary to meet the needs of a diverse student population. A high quality professional development plan should be linked to the goals outlined by the district, supported in policy, based on identified needs, designed for long-term implementation, and provide opportunities for meaningful practice and reflection. Professional learning should be job-embedded, and offer a variety of delivery models that mirror district expectations for delivery of curriculum. Professional learning must be clearly defined and coordinated, with a limited number of focus areas at any given time. Effective professional learning is focused on delivery of curriculum, and should include a systemic feedback process and multiple evaluation methods to determine effectiveness.

Professional learning begins with a careful analysis of data and a comprehensive needs assessment to determine strengths and weaknesses in regard to curriculum delivery, and to provide a starting point for initial planning. Professional learning offered in response to identified needs should begin with a clear purpose of intended outcomes, be relevant and meaningful, and be flexible with the delivery approach. High quality professional learning requires a monitoring component to effectively measure the success of the training and its impact on instruction and student achievement, as well as to manage district adherence to board policies as they relate to staff development.

The Lee's Summit R-7 School District Professional Development Committee Charter states as its mission to "support district educators in their continual efforts to improve instruction so that each student may achieve at higher levels of learning." The Professional Development Committee is responsible for the following:

- Assessing needs and developing professional development opportunities for staff
- Communicating with Instructional Operation Team regarding Professional Development

- Designing a district level professional development program once district initiatives have been identified
- Reviewing and revising the beginning teacher assistance program as needed
- Reviewing and revising the mentor teacher program to assist beginning teachers
- Reviewing and revising the district’s Professional Development Plan
- Ensuring one percent funds are only expended for allowable expenses
- Creating a yearly itemized budget to reflect professional development expenditures
- Maintaining written documentation of requests, signed by the chairperson or designee, for PDC funds that were approved and denied

The Professional Development Committee (PDC) provides professional learning opportunities at the district and building levels, as well as individual participation in continuing education credit. The Professional Development Plan, developed by the PDC, includes national staff development standards and a definition of high quality professional development, it also references the Outstanding Schools Act of 1993 (SB380) regarding funding for professional development. The plan is aligned to the district’s Comprehensive School Improvement Plan (CSIP), which includes the following goals and tasks related to professional development:

Student Performance – Goal One – Task Four:

- Design and recommend a staff development model which is inclusive of but may not be limited to: choice, variety, job-embedded experiences, individual learning plans, varying delivery models (online, in person, year-round), etc.

Student Performance – Goals Two – Task One:

- Analyze current student engagement opportunities for students at each school level and determine areas of deficit.

Student Performance – Goal Three – Task Two:

- Continue to provide the necessary staff development and work toward full implementation of Balanced Assessment and the Learning Cycle.

Student Performance – Goal Three – Task Four:

- Ensure that collaboration continues to focus on supporting the Learning Cycle and examining student work when appropriate.

Highly Qualified Staff – Goal Two – Task One:

- Research delivery models of professional learning and develop district recommendations

To determine the adequacy and effectiveness of professional development planning in Lee’s Summit R-7 School District, reviewers examined district policies, district and school improvement plans, relevant documents, job descriptions, and lists of professional development offerings. In addition, reviewers interviewed district and building administrators and teachers. [Exhibit 3.2.1](#) displays the documents reviewed:

Exhibit 3.2.1

**Professional Learning Documents Reviewed
Lee’s Summit R-7 School District
September 2016**

Documents Reviewed	Date
Board Policies	
Policy GCL: Professional Staff Development Opportunities	June 2008
Policy GCL-AP1: Professional Staff Development Opportunities	June 2008
Policy GCL-AP2: Professional Staff Development Opportunities (Educational Assistance)	June 2014

Exhibit 3.2.1 (continued)
Professional Learning Documents Reviewed
Lee's Summit R-7 School District
September 2016

Documents Reviewed	Date
Board Policies	
Policy CFB: Evaluation of Principals	September 2015
Policy AF: Accountability/Commitment to Accomplishment	October 2001
Policy GBCB: Staff Conduct	March 2005
Policy CBE: Superintendent's Development Opportunities	October 2001
Policy CBG: Evaluation of the Superintendent	September 2015
Policy GCN: Evaluation of Professional Staff	September 2015
Policy GCN-AP1: Evaluation of Professional Staff	July 2014
Policy	
Job Descriptions	
Superintendent	September 2010
Assistant Director of Special Services	No Date
Director of Curriculum and Instruction	January 2012
Assistant Director of Summit Technical Academy	No Date
Principal – Early Childhood	No Date
Principal – Elementary	January 2011
Assistant Principal Elementary	No Date
Principal – Middle School	June 2011
Assistant Principal Middle School/Athletics and Activities Director	April 2010
Principal – High School	February 2011
Assistant Principal High School	April 2013
Associate Superintendent of Academic Services and Leadership	No Date
Teacher/Administrator Alternate School	No Date
Instructional Technology Specialist	No Date
Tier I Instructional Specialist - Elementary	No Date
Tier I Instructional Specialist - Middle	No Date
District Technology Specialist	No Date
Certified OT Assistant (COTA)	April 2012
Health Services Coordinator	No Date
Documents	
Lee's Summit R-7 School District Professional Development Plan	No Date
Professional Development Committee Charter	No Date
Professional Development Guide for New Teachers	July 2013
Standards for Professional Learning	Online
Missouri Leader Standards	June 2013
Lee's Summit R-7 School District 2016-2021 Strategic Plan	August 2016
Types of PD in R-7	No Date
NEE Data Tool – Teacher Professional Development Plan	2016
NEE Building Improvement Plan Template	No Date
School Building Improvement Plans	2015-2016
Program Evaluation for Professional Development	November 2014
Board of Education – Friday Update on Spring PD	No Date
Spring PD Evaluation Survey	No Date
Professional Development Program Evaluation	November 2015

The following board policies describe expectations for professional development:

- *Board Policy GCL: Professional Staff Development Opportunities* states that the Board of Education of the Lee's Summit R-7 School District "recognizes the relationship between high-quality professional development and student achievement and therefore commits to a high-quality professional staff development program. The program will be aligned with the current Comprehensive School Improvement Plan (CSIP)." In addition, the Board will "allocate adequate funding for high-quality professional development activities as defined by law." The policy also states that "the Professional Development Committee will conduct an annual evaluation of the professional development program to determine whether professional development is aligned with the district's CSIP and identified instructional strategies. To the extent possible, the evaluation will determine the effect of the professional development program on student achievement as measured by assessments of student mastery of grade level expectations." In addition, this policy directs the professional development program for teachers to:
 1. Be sustained over time.
 2. Focus on specific content areas or instructional practices.
 3. Support the collective learning of teachers.
 4. Align with district, school, and teacher goals.
 5. Be infused with active learning and provide teachers the opportunity to practice and apply new knowledge.
- *Board Policy GCL-API: Professional Staff Development Opportunities* directs the Professional Development Committee to:
 1. Create a professional development plan that is:
 - a. Tied to the district's Comprehensive School Improvement Plan (CSIP).
 - b. Based on identified needs.
 - c. Created in consultation with the administration.
 - d. Submitted to the Board for approval.
- *Board Policy GCL-AP2: Professional Staff Development Opportunities (Educational Assistance)* states all regular employees who have been employed for at least one (1) school year are eligible to participate in the district's educational assistance program for reimbursement of credits taken.
- *Board Policy CFB: Evaluation of Principals* states, "the primary purpose of the evaluation is to improve student performance by promoting the continuous growth of principals in a manner that is aligned with the district's Comprehensive School Improvement Plan (CSIP)," and that the principal demonstrates knowledge and ability to ensure the success of all students by "remaining current on best practices in education administration and school-related areas as evidenced by his or her annual professional development plan."
- *Board Policy AF: Accountability/Commitment to Accomplishment* states that the first purpose of personnel evaluations is "to help each individual make a maximum contribution to the goals and objectives of the school district."
- *Board Policy GBCB: Staff Conduct* requires employees to "keep current on developments affecting the employee's area of expertise or position."
- *Board Policy CBE: Superintendent's Development Opportunities* states that the "Board shall offer the superintendent encouragement and assistance for his/her own professional development."

- *Board Policy CBG Evaluation of the Superintendent* states that the superintendent remain “current on best practices in education administration and school-related areas as evidenced by establishing a plan for his or her professional development each year.”
- *Board Policy GCN: Evaluation of Professional Staff* outlines guidelines for evaluating educators in the Lee’s Summit R-7 School District. Guidelines include “ongoing feedback for professional growth.”
- *Board Policy GCN-API: Evaluation of Professional Staff* asserts that the evaluation process includes a Professional Development Plan (PDP) for educators and addresses the five areas of the state model of educator evaluation that includes “improving practice/seeking Professional Growth Support.”

Several policies include district expectations in regard to professional development planning and evaluation, but lack sufficient content and specificity to guide coordination, monitoring, or evaluation efforts in order to achieve professional development outcomes (see [Finding 1.1](#)).

Reviewers examined job descriptions to determine district expectations in regard to professional development. [Exhibit 3.2.2](#) displays references to professional development found within several job descriptions.

Exhibit 3.2.2

Job Descriptions in Reference to Professional Development Lee’s Summit R-7 District September 2016

Position	References to Professional Development
Superintendent	Performs a variety of personnel functions (e.g., interviewing, evaluating, training, supervising, etc.) for the purpose of maintaining adequate staffing, enhancing productivity, and complying with administrative and legal requirements. Promotes a “student first” philosophy for the purpose of modeling to all staff, the community and the Board the importance of a comprehensive educational program.
Assistant Director of Summit Technical Academy	Supervises personnel for the purpose of monitoring performance, providing professional growth, and achieving overall objective of school’s curriculum.
Director of Curriculum and Instruction	Coordinates with the PD and Assessment departments for the purpose of assisting the instructional staff in ongoing implementation of local and state requirements. Facilitates PD for the purpose of identifying issues, developing recommendations, supporting other staff, and serves as a District representative.
Principal – Early Childhood	Collaborates with professional learning community, students, staff, parents, and a variety of community resources for the purpose of improving the overall quality of student outcomes, implementing and/or maintaining programs, and achieving school improvement plan objectives. Performs personnel functions (e.g., interviewing, evaluating, supervising, observing, training, etc.) for the purpose of maintaining adequate staffing and ensuring that standards are achieved and performance is maximized.
Principal – Elementary	Performs personnel functions (e.g., interviewing, evaluating, supervising, observing, training, etc.) for the purpose of maintaining adequate staffing and ensuring that standards are achieved and performance is maximized. Researches current curriculum ideas and programs for the purpose of enhancing student achievement.

Exhibit 3.2.2 (continued) Job Descriptions in Reference to Professional Development Lee's Summit R-7 District September 2016	
Position	References to Professional Development
Assistant Principal Elementary	Supervises personnel for the purpose of monitoring performance, providing professional growth, and achieving overall objective of school's curriculum.
Principal – Middle School	Performs personnel functions (e.g., interviewing, evaluating, supervising, observing, training, etc.) for the purpose of maintaining adequate staffing and ensuring that standards are achieved and performance is maximized. Researches current curriculum ideas and programs for the purpose of enhancing student achievement.
Assistant Principal Middle School/ Athletics and Activities Director	Conducts performance appraisal on assigned personnel for the purpose of providing professional growth, ensuring that standards are achieved and performance is maximized.
Principal – High School	Performs personnel functions (e.g., interviewing, evaluating, supervising, observing, training, orientating, etc.) for the purpose of maintaining adequate staffing and ensuring that standards are achieved and performance is maximized. Researches current curriculum ideas and programs for the purpose of enhancing student achievement.
Assistant Principal High School	Supervises assigned certified and classified personnel for the purpose of providing professional growth, ensuring that standards and objectives are achieved, and performance is maximized.
Associate Superintendent of Academic Services and Leadership	Provides leadership and direction in all departments related to instruction and leadership for the purpose of ensuring that the most effective strategies and tools for teaching and learning are implemented.
Instructional Technology Specialist	Conducts needs assessments, develops technology-related professional learning programs, and evaluates the impact on instructional practice and student learning.
Tier I Instructional Coach – Elementary	Supports building leaders in providing professional development.
Tier I Instructional Coach – Middle	Supports building leaders in providing professional development.
Coordinator of Instructional Technology	Develops training for the purpose of implementing, maintaining, and supporting District and department services and/or programs.
Certified OT Assistant	Instructs teachers and staff on the use of assistive devices.
District Technology Specialist	Conducts and participates in meetings, in-services, and/or trainings for end-users/technologists.

Exhibit 3.2.2 indicates the following:

- Job descriptions describe general expectations for promoting professional growth, but lack specificity in terms of support, implementation, or facilitation of professional development.
- Job descriptions do not provide guidance for monitoring or evaluation of the impact of professional development as it relates to student achievement.
- Of the 83 job descriptions related to teaching and learning that were presented to reviewers (see [Finding 1.2](#)), 17 (20 percent) referenced professional development as part of the position's responsibilities.

None of those descriptions provided specific guidelines for developing, implementing, or monitoring professional development.

Reviewers determined that professional development expectations found in job descriptions are inadequate to support or necessitate effective instructional strategies designed to meet the individual needs of all students (see [Finding 1.2](#)). District and school level job descriptions include general statements regarding professional development. Building administrators are required to perform personnel functions, such as trainings, to ensure that “standards are achieved and performance is maximized.” Several central office positions (Superintendent, Director of Curriculum and Instruction, Instructional Technology Specialists, and Tier I coaches) are required to develop, perform, or support professional development. These job descriptions, however, do not include expectations regarding the role’s responsibility to provide and to implement professional development, or to monitor effectiveness of professional development efforts as they relate to student achievement. Additionally, the only reference to an expectation for staff to participate in or attend professional development is for Elementary Assistant Principals, Paraprofessionals, and Resource Aides.

Teachers and building administrators were asked to complete a survey regarding various aspects of Lee’s Summit R-7 School District. A total of 963 teachers and a total of 54 administrators responded. Reviewers examined survey responses regarding professional development. Overall, the majority of building principals (85 percent) believe teachers in their building receive an adequate amount of quality professional development aligned to school goals and their individual needs. However, survey responses, as well as interviews with teachers and administrators, indicate frustration with professional development in regard to coordination, relevance, follow-up support, and an evaluation process to determine impact on student achievement. Survey comments include:

- “The amount of PD is adequate, but follow through and support in the building is difficult without a coaching model in place.” (Building Administrator)
- “We can’t do a two-hour math workshop and be expected to go out and teach it perfectly. Further, we can’t depend on a trainer of trainer model after one workshop. We need time and development of skills and knowledge.” (Building Administrator)
- “We simply have too many initiatives and not enough time.” (Building Administrator)
- “Part of professional development needs to be allowing time for our teachers to go out and see people using the initiative and bringing people in to collaborate and coach ourselves. Everything has been too fast and furious. We need to train and head down the path together.” (Building Administrator)
- “Professional development is the weakest area of our school district. Our district should have a meaningful cohesive plan for educating our teachers on current trends.” (Teacher)
- “We who are not grade level-level teachers often are required to sit through PD that has no relevance for our discipline.” (Teacher)
- “Instead of spending a ton of money on PD that is supposed to be ‘one size fits all,’ I would love to see more specialized PD such as conferences or even teacher observations.” (Teacher)
- “I feel that a lot of our PD is repetitive and we never actually get time to work these new PD ideas into our actual teaching.” (Teacher)
- “Building PD often doesn’t apply to what I teach.” (Teacher)
- “We have a lot [of PD] in our building. It is hit and miss, [it] doesn’t really apply to specialist teachers. They treat all our PD the same.” (Teacher)
- “Professional development is a challenge for principals as well. I need to be the instructional leader over something (content and process) that I have not been trained on. It makes it hard for me to know how to help my teachers.” (Building Administrator)

[Exhibit 3.2.3](#) displays a table of survey response numbers and percentages regarding the quality and relevance of professional development, as perceived by teachers.

Exhibit 3.2.3

Teacher Survey Response Numbers and Percentages Quality and Relevance of Professional Development Lee’s Summit R-7 School District September 2016

Type of PD	Excellent	Above Average	Average	Poor	Not Available	Total
District-provided (coach, mentor, specialist, etc.)	18.33% 147	36.66% 294	32.92% 264	7.48% 60	4.61% 37	802
School-site provided (principal, department head, etc.)	24.34% 195	41.82% 335	29.46% 236	3.87% 31	0.50% 4	801
State- or Region-provided	11.81% 92	22.72% 177	27.09% 211	6.68% 52	31.71% 247	779

Exhibit 3.2.3 indicates:

- School-site provided professional development received the highest percentage of responses in the categories of “Excellent” and “Above Average,” and the lowest percentage of responses in the categories of “Poor” and “Not Available.”
- State- or Region-provided professional development received the lowest percentage of responses in the categories of “Excellent,” “Above Average,” and “Average,” and the highest percentage of responses in the category of “Not Available.”
- District-provided professional development received the highest percentage of responses in the categories of “Average” and “Poor.”

Teachers are the driving force for student learning, and monitoring classroom instruction is a crucial component to ensure students are receiving appropriate instruction so they may reach their highest potential. Classroom observations provide a picture of how curriculum is delivered to students. They reveal instructional strengths and weaknesses and evidence to provide teachers with tangible feedback. Frequent classroom observations provide building administrators with a more realistic picture of instruction, allow more frequent coaching in the development of skillful teaching, and send a message to students and teachers that the administrator cares about what is going on in classrooms. Teachers and building administrators in the Lee’s Summit R-7 School District were asked their perception of the frequency of classroom visits conducted by administrators. Exhibit 3.2.4 presents data from survey responses.

Exhibit 3.2.4

Perceived Frequency of Classroom Visits Teachers and Building Administrators Lee’s Summit R-7 School District September 2016

Frequency Percentage of Classroom Visits	Daily or Almost Daily	At Least Weekly	At Least Monthly	At Least Twice a Year	Rarely
Principals’ Perception	33.33%	38.89%	9.26%	7.41%	11.11%
Teachers’ Perception					
Principal	5.89%	18.05%	31.95%	27.94%	16.17%
Assistant Principal	3.85%	18.27%	32.83%	27.06%	17.99%
District Office Admin.	0.25%	0.25%	3.31%	21.53%	74.65%
Other	3.13%	1.56%	6.25%	7.81%	81.25%
Percentage Difference	27.44%	20.84%	22.69%	20.53%	5.06%

As noted in [Exhibit 3.2.4](#):

- Principals’ perception of the frequency of classroom visits differs from teachers’ perception of the frequency of classroom visits conducted by the principal.
- The majority of principal responses indicate they are in classrooms more often than what is reflected in teacher responses regarding frequency of visits.
- The response with the most comparable percentage between principal and teacher perception of classroom visits is that principals are “Rarely” seen in classrooms.
- The response with the least comparable percentage between principal and teacher perception of classroom visits is that principals visit classrooms “Daily or Almost Daily.”

Survey responses, as well as interviews with administrators and teachers, indicate that professional learning opportunities lack coordination, follow-up support, and an evaluation process to determine impact on student achievement.

To determine adequacy of the district’s professional development program, reviewers compared the Lee’s Summit R-7 School District’s program against 18 characteristics of a comprehensive professional development program. An “X” in the “Adequate” column indicates that the characteristic was met. “Partial” indicates that not all parts of the characteristics were present. Partial ratings are tallied as inadequate. An “X” in the “Inadequate” column indicates that the characteristic was not met. In order for the district’s professional development planning to be considered adequate, the professional development plan must demonstrate adequacy in 13 of the 18 characteristics (more than 70 percent) of a comprehensive professional development program. Reviewers’ assessment of the district’s professional development program is displayed in [Exhibit 3.2.5](#).

Exhibit 3.2.5

**Curriculum Management Improvement Model Staff Development Criteria
Reviewers’ Assessment of Staff Development Program
Lee’s Summit R-7 School District
September 2016**

Characteristics	Reviewers’ Rating	
	Adequate	Inadequate
Policy		
1. Has policy that directs staff development efforts.	X	
2. Fosters an expectation for professional growth.	X	
3. Is for all employees.	X	
Planning and Design		
4. Is based on a careful analysis of data and is data-driven.		X
5. Provides for system-wide coordination and has a clearinghouse function in place.	Partial*	
6. Provides the necessary funding to carry out professional development goals.	X	
7. Has a current plan that provides a framework for integrating innovations related to mission.	X	
8. Has a professional development mission in place.	X	
9. Is built using a long-range planning approach.		X
10. Provides for organizational, unit, and individual development in a systemic manner.	X	
11. Focuses on organizational change—staff development efforts are aligned to district goals.	Partial*	

Exhibit 3.2.5 (continued) Curriculum Management Improvement Model Staff Development Criteria Reviewers' Assessment of Staff Development Program Lee's Summit R-7 School District September 2016		
Characteristics	Reviewers' Rating	
	Adequate	Inadequate
Delivery		
12. Is based on proven research-based approaches that have been shown to increase productivity.		X
13. Provides for three phases of the change process: initiation, implementation, and institutionalization.		X
14. Is based on human learning and development and adult learning		X
15. Uses a variety of professional development approaches.	X	
16. Provides for follow-up and on-the-job application necessary to ensure improvement.	Partial*	
17. Expects each supervisor to be a staff developer of staff supervised.		X
Evaluation		
18. Requires an evaluation of process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual change in behavior.		X
Total	8	10
Percentage	44%	
*Partial ratings are tallied as inadequate.		
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As shown in [Exhibit 3.2.5](#) the district's professional development program does not satisfy the reviewers' criteria. For a professional development plan to be adequate, 13 of the 18 required characteristics must be met. Lee's Summit R-7 School District's professional development plan met eight of the 18 criteria (44 percent), and reviewers rated the professional development program as inadequate. Details supporting the analysis are presented:

Policy

Characteristic 1: Policy that directs staff development efforts

This characteristic was rated as adequate. Reviewers examined board policies (see [Exhibit 3.2.1](#)) that indicate some direction concerning professional development or that referenced professional learning in some manner. However, board policies do not address systemic coordination or monitoring of professional development. Board policy does require an annual evaluation of the professional development program in terms of its alignment to the district strategic plan and identified instructional strategies; however, the policy is vague in regard to its evaluation of the professional development impact on student achievement. There is no systemic procedure to evaluate effectiveness in terms of whether trainings have influenced instructional practices and, consequently, increased student achievement.

Characteristic 2: Fosters expectation for professional growth

This characteristic was rated as adequate. *Board Policy GCL* states that the professional development program for teachers will "support the collective learning of teachers." *Board Policy CFB* identifies the primary purpose of principals' evaluation to be improvement of student performance by "promoting the continuous growth of principals;" and *Board Policy CBE* states that the Board shall "offer the superintendent encouragement and assistance in his/her own professional development." In addition, the mission statement of the Lee's Summit R-7 Professional Development Committee Charter is "to support district educators in their continual efforts

to improve instruction so that each student may achieve at higher levels of learning.” It is clear that district policies promote an expectation for staff professional growth.

Characteristic 3: Professional development is for all employees

This characteristic was rated as adequate. *Board Policy GCL-API* directs the responsibility of the Professional Development Committee to work with all teachers, including beginning teachers, and support staff to identify needs and develop in-service opportunities. In addition, the Professional Development Committee will “consult with district administrators and select programs that reflect the results of any needs assessment survey, coordinate with the CSIP, and are based on recognized standards of staff development.” *Board Policy CFB* references the professional growth of principals, and *Board Policy CBE* references the professional growth of the superintendent. There appears to be professional development opportunities for all employees; however, survey responses and interview comments suggest that professional development is not relevant for all employees.

Planning and Design

Characteristic 4: Based on careful analysis of data and is data-driven

This characteristic was rated as inadequate. The Professional Development Plan includes reference to high quality professional development as being driven by a “data-based assessment of current reality,” and that the desired outcome of the Professional Development Plan is to promote student learning. The Professional Development Plan was developed in alignment with the Comprehensive School Improvement Plan (CSIP). The CSIP, however, does not include reference to professional development that is focused on careful analysis of student achievement data. One goal related to professional development states, “Provide high quality professional learning that prepares each staff member to successfully support an inclusive learning environment as measured annually by published staff and student surveys.” Reviewers were not presented with any evidence that professional development offerings have been developed in response to disaggregated student achievement data, or that evaluation of professional development efforts focus on how the efforts impacted student achievement. Building Improvement Plans contain summaries of major objectives and strategies of the improvement plan, but reviewers were not presented with plans that included how the professional development activities offered by the school or district were selected in response to student data. The Professional Development Plan does not include a process for determining the effectiveness of professional development in changing teacher behavior and producing desired learning results.

Characteristic 5: System-wide coordination and a clearinghouse function

This characteristic was partially met. Professional development opportunities are provided through the district, as well as at the building level, and staff members may take graduate credit courses for professional development. District employees have access to a clearinghouse of professional development resources through the Network for Educator Effectiveness (NEE). The Professional Development Plan indicates that school improvement plans will include a strategy for professional development that addresses the needs of the staff, and will be developed through shared decision making of the building site-based team, the Professional Development Committee, and the District Improvement Team. However, reviewers were not presented with evidence of a systemic process for coordinating building improvement efforts in terms of alignment to the Professional Development Plan or the Comprehensive School Improvement Plan priorities. There is no apparent mechanism in place for systemic organization or vetting of professional development that synchronizes these trainings to eliminate repetition, address identified needs, or monitor their effectiveness. The lack of coordination may cause a lack of focus, which leaves teachers without a blueprint or identifiable purpose for professional learning. Interview comments suggest that building professional development lacks focus and is not well coordinated with district efforts:

- “Each building is allowed to run their own PD. Some like to plan in isolation, and others like to plan together. Each building is given a ‘pot of gold’ that allows buildings to deal with what they need to deal with, and they can seek outside resources.” (Central Office Staff)
- “There is some building directed coordination, but not from the district.” (Central Office Staff)

- In terms of professional development: “Elementary and secondary are not necessarily run the same way.” (Central Office Staff)
- “Staff development is not systemic. Need teachers to laser focus on one thing we are all going to do together.” (Building Administrator)
- “Professional development concerns me. We have not had systemic professional development over many years. Just like with the curriculum pace, we are not allowing opportunities for teachers to develop deep understandings about the new initiatives.” (Building Administrator)
- “Our district needs to slow down and pick an initiative or two and provide the training, professional development, time to practice and reflect, fix our needs, and then practice again. We can only do so many things at once.” (Building Administrator)
- “I believe we need consistent ongoing professional development aimed at a specific topic.” (Building Administrator)

Characteristic 6: Provides necessary funding

This characteristic was rated as adequate. The Professional Development Plan includes specific funding through the Outstanding Schools Act of 1993 (SB380). Lee’s Summit R-7 School District allocates one percent of its revenue from the foundation program, exclusive of categorical add-ons, to the Professional Development Committee (see [Finding 5.1](#)). The committee then distributes the funds between building level professional development efforts (47.1 percent), district efforts focused on the Comprehensive School Improvement Plan initiative of Balanced Assessment (39.85 percent), the Professional Development Committee (6.59 percent), and the Beginning Teacher Assistance and Mentoring Programs (5.85 percent). In addition, *Board Policy GCL* supports “adequate funding for high-quality professional development activities as defined by law.”

Characteristic 7: Provides a framework for integrating innovation

This characteristic was rated as adequate. The Professional Development Plan includes a mission statement, desired outcomes, various modes of professional development delivery, and funding to support efforts. The plan is aligned to the Comprehensive School Improvement Plan and references national staff development standards. This framework includes an expectation to increase educator effectiveness and results for all students by integrating theories, research, and models of human learning to achieve intended outcomes. In addition, the Director of Curriculum and Instruction is tasked with coordinating the professional development and assessment departments for the purpose of assisting instructional staff, and to facilitate professional development efforts (see [Exhibit 3.3.2](#)).

Characteristic 8: Professional development mission

This characteristic was rated as adequate. The Professional Development Plan includes the school district mission and vision, as well as a mission statement specifically for the Professional Development Committee. *Board Policy GCL: Professional Staff Development Opportunities* states that the board “commits to a high quality professional staff development program. The program will be aligned with the current Comprehensive School Improvement Plan (CSIP).”

Characteristic 9: Built using a long-range planning approach

This characteristic was rated as inadequate. Reviewers were not presented with evidence of systemic planning or an approval process related to a long-range plan. Professional development is initiated and carried out at various levels and through various school buildings and departments without system-wide coordination, communication, or a long-term approach. The Beginning Teachers Assistance Program (BTAP) provides ongoing support for certified staff in the first three years of their professional experience, but this long-term planning is only for new teachers and does not include long-range professional development planning for all employees. In addition, the Professional Development Plan does not include a mechanism for supporting or monitoring long-term effectiveness of curriculum delivery.

Characteristic 10: Provides organizational, unit, and individualized development

This characteristic was rated as adequate. The Professional Development Plan includes offerings at the district level, focused on the Comprehensive School Improvement Plan's current initiative, Balanced Assessment, as well as at the building level through individual School Improvement Plans, and at the individual level through support from the district for teachers to take graduate courses for professional development that are aligned to district priorities. Reviewers did not find evidence of coordination for organizational, unit, and individualized professional development.

Characteristic 11: Focused on organizational change and aligned to district goals

This characteristic was rated as partially met. According to the Professional Development Plan, all decisions of the Professional Development Committee must be aligned with the following:

- The Lee's Summit Board of Education Policies and Procedures
- The District's Mission, Beliefs, and Vision Statements
- SBS380 Guidelines for funding
- Missouri Professional Learning Guidelines

Board Policy GCL requires the Professional Development Plan to be based on the district's Comprehensive School Improvement Plan. In addition, this policy requires the professional development program for teachers to be aligned with district, school, and teacher goals, and the professional development for administrators to be aligned with Interstate School Leaders Licensure Consortium (ISLLC) standards and focused on classroom instruction. *Board Policy GCL-API* requires that professional development programs be selected to "coordinate with the district's CSIP." Reviewers were not presented with a process for coordination among the different guidelines, policies, and the District Mission, Beliefs, and Vision Statements. Organizational change necessitates systemic planning and implementation of change in order to minimize resistance and maximize effectiveness of the change effort. It relies on clear communication and systemic management of efforts. The degree of alignment of all professional development efforts to district goals is difficult to determine without systemic coordination.

Delivery

Characteristic 12: Based on research-based approaches proven to increase productivity

This characteristic was rated as inadequate. High quality professional development, described in the Professional Development Plan, includes a data-based assessment of current reality to be essential if teachers are to implement the most recent research on teaching and learning. *Board Policy GCL: Professional Staff Development Opportunities* states that the professional development evaluation will be based, "to the extent possible," on student achievement as measured by assessments of student mastery of grade-level expectations. *Board Policy GCL* directs the Professional Development Plan to align with the Comprehensive School Improvement Plan (CSIP). The CSIP Student Performance Goal Three, Action Plan A identifies student engagement, Balanced Assessment, and the Learning Cycle as focus areas for effective instruction. Research-based approaches known to positively impact student achievement were not included in the CSIP, and reviewers were not presented with a link between system-wide professional development efforts and research-based approaches to increase productivity. The Professional Development Program Evaluation from November 2015 addresses CSIP goals, but does not include a data-driven measure of the professional development impact on student achievement.

Characteristic 13: Initiation, implementation, and institutionalization

This characteristic was rated as inadequate. Reviewers were not presented with board policy or any documents directing professional development offerings to be developed within the three phases of the change process: initiation, implementation, and institutionalization. High quality professional development begins with an initiation phase that includes orienting participants to the changed behavior and providing clear rationale, explanations, and demonstrations of the new learning. Successful implementation of professional development requires sufficient practice to ensure mastery and coaching over time so that new learning and skills are

implemented with fidelity. Institutionalization entails revisiting the training over time as well as bringing along new staff who have not had the training to establish skills as a routine way of performing within the system. Reviewers found language in board policy and in the Professional Development Plan that described high quality professional development as being “sustained over time,” yet there is no evidence that professional development efforts provide for these three critical stages of the change process.

Characteristic 14: Based on adult human learning and development

This characteristic was rated as inadequate. The Standards for Professional Learning, referenced in the Professional Development Plan, include Learning Designs as one of the seven standards. Learning Designs is defined as “professional learning that increases educator effectiveness and results for all students, integrates theories, research, and models of human learning to achieve its intended outcomes.” However, no documents that require professional development to be based on adult learning theory were provided to reviewers. The way adults learn plays an important role in their growth as professionals. It is one thing to identify the knowledge and skills that teachers and administrators need to be successful, yet more challenging to change attitudes and behavior. To improve professional practice of teachers and administrators they must: 1) understand the importance and need to improve their knowledge and skills with relevance to their particular field; 2) understand the importance of how their beliefs and attitudes can affect learning; and 3) receive ongoing follow-up and consistent application in classrooms. Reviewers could not find evidence that adult learning needs were addressed consistently in professional development.

Characteristic 15: Variety of approaches

This characteristic was rated as adequate. Reviewers found a variety of professional development approaches, including face-to-face trainings, online trainings, large and small group work, and coaching models. These various modes of delivery address participants’ different learning styles. The district provides for professional development focused on district initiatives, building level efforts, and individual choice.

Characteristic 16: Follow-up and job-embedded

This characteristic was rated as partially met. *Board Policy GCL: Professional Staff Development Opportunities* instructs professional development to be “infused with active learning and provide teachers the opportunity to practice and apply new knowledge.” The Professional Development Plan directs that high quality professional development “includes opportunities for practice, research, and reflection” and is “embedded in educators’ work and takes place during the school day.” In addition, under the Comprehensive School Improvement Plan, the district will “design and recommend a staff model which is inclusive of but may not be limited to: choice, variety, job-embedded experiences, individual learning plans, varying delivery models (online, in person, year-round), etc.” However, in policy and district plans, reviewers were not presented with evidence of a systemic plan for follow-up support of professional development efforts. The district provides follow-up support for new teachers through the Beginning Teacher Assistance and Mentoring Programs (BTAP), but there is no evidence of an evaluation for BTAP training, or for post-training support for all other professional development offerings. Board policy and the Professional Development Plan include the requirement of an annual evaluation of professional development. In addition, the mission of the Professional Development Committee is “to support district educators in their continual efforts to improve instruction so that each student may achieve at higher levels of learning.” The Professional Development Committee was developed to support district educators in their efforts to improve instruction and student achievement; yet reviewers found that the Program Evaluation report focused on quality of the trainings (were they well planned, were the presenters knowledgeable, did the presenter model effective practices), and not on whether the trainings had an impact on student achievement, changed teaching practice, or whether teachers received post-training support. Reviewers were not presented with evidence of a process to provide for follow-up to ensure the initiation, implementation, and institutionalization of professional learning. As was expressed in an interview with a central office staff member regarding professional development, “Our biggest request – time to follow-up. That would be an area of improvement for our building and our district. No one is there to support you with resources, or to collaborate with colleagues.”

Characteristic 17: Expects each supervisor to be a staff developer

This characteristic was rated as inadequate. Reviewers were not presented with any evidence that employees in supervisory positions have an expectation to be staff developers. Job descriptions require administrative personnel in supervisory positions to “maintain adequate staffing and ensuring that standards are achieved and performance is maximized” as essential functions of the job (see [Exhibit 3.3.1](#)). Building administrators are responsible for development of Building Improvement Plans, which may include professional development; however, there is no expectation for the building administrators to lead professional development for staff. This leaves building administrators to rely on efforts of other entities at the district and building level to direct staff development, which negates their role as a staff developer. This is similar for other instructional leadership positions across the district.

Characteristic 18: Requires an evaluation process

This characteristic was rated as inadequate. Reviewers were not presented with a district-wide evaluation process for all professional development efforts that is ongoing, includes multiple sources of information and data, is focused on all levels of the organization, and is based on actual change in behavior and its impact on student achievement. The Professional Development Plan requires the Professional Development Committee (PDC) to review and revise the beginning teacher assistance program and mentor teacher program as needed, and to review and revise the district’s Professional Development Plan, but there is no requirement in the Professional Development Plan for a comprehensive evaluation of professional development efforts. The Professional Development Initiative instructs the PDC to recommend district initiatives that will focus the district’s professional development efforts for the duration of the Comprehensive School Improvement Plan, yet there is no mention of assessing these professional development efforts in terms of whether there have been changes in instructional practices or student achievement. The objectives of the Professional Development Program Evaluation do not include a comprehensive evaluation of efforts. The district provides a spring professional development survey, but the focus is primarily on the quality of the presenter and not on whether the effort made a difference in the classroom. Comments from teachers and administrators indicate that a comprehensive professional development evaluation is lacking.

- “There’s no district-wide mandate to collect data to determine PD effectiveness.” (Building Administrator)
- “To determine impact of professional development, I look at office referrals, behavior.” (Building Administrator)
- PD monitoring: “That’s the \$64,000 question – we have struggled with that mightily. As a district, how do we know? We know what (PD) they received, what we don’t know is if they used it three weeks down the road and it made a difference in instruction.” (Central Office Staff)
- “I don’t think it changes instruction. Teachers have some kind of feedback, but whether or not it changed things for our kids, I don’t think it changes instruction.” (Building Administrator)

Summary

There are many opportunities for teachers to be involved in professional learning through a variety of different venues, and in various content areas. There is no consistent district-wide focus or coordination for these multiple opportunities. Relatively few job descriptions (20 percent) include reference to professional development as part of the role’s responsibilities, and reviewers did not find a job description specific to professional development coordination. It is unclear who is ultimately responsible for oversight of professional development efforts. Elements of professional development planning were found, but a district-wide professional development plan that includes the criteria for a comprehensive plan as listed in [Exhibit 3.2.5](#) does not exist in Lee’s Summit R-7 School District. The Professional Development Plan does not include a process for system-wide coordination of planned professional learning opportunities that include district, building and individual trainings, nor does it provide a means to assess effectiveness of professional learning in terms of student achievement or delivery of curriculum. Without a systemic way of monitoring professional learning, there is no way to determine if instruction has changed or student achievement has been impacted. There is no evidence that professional

development efforts are focused on careful analysis of data or are data-directed. There is a focus on district initiatives identified in the Comprehensive School Improvement Plan; however, these efforts are not always based on individual needs or coordinated with other professional development efforts. The district is lacking system-wide coordination of professional development efforts and long-range planning.

Finding 3.3: Instructional practices and activities observed during classroom visits are not in accordance with district expectations and research-based practices known to positively impact student learning. Student work examples examined lack an adequate range of cognitive demands to provide academic success, and systemic integration of technology is not meeting district expectations.

High quality and effective classroom approaches are fundamental to a district's efforts to impact student learning. Instructional practices that include a range of approaches and systemic use of research-based instructional strategies increase likelihood of a positive impact on student learning. Quality instruction that encourages critical thinking and problem solving motivates students and increases high level thinking for all students regardless of gender, ethnicity, or socioeconomic status. Instruction in all the various cognitive domains, with varying and interconnected instructional materials, engages students in the learning and is key to students' transference of knowledge and academic maturity. Effective school districts focus on developing the skills of teachers and administrators in the selection and use of meaningful instructional materials. Teachers are the backbone of quality instruction. How teachers are supported, supervised, and evaluated is essential for successful curriculum delivery and communicates the district's instructional expectations. Classroom instruction and the use of effective teaching materials and technology are all part of a tightly aligned written, taught, and assessed curriculum. It is the responsibility of the district and school leaders to establish and communicate expected classroom practices necessary for quality instruction to take place, and to monitor the instruction for effectiveness in regard to student outcomes and sustained implementation.

To analyze instructional practices in the Lee's Summit R-7 School District, reviewers examined documents and interviewed teachers, parents, students, administrators, and school board members. Reviewers also visited classrooms in every school across the district. Overall, reviewers found that instructional practices and activities are incongruent with district expectations and lack breadth of best practices known to have a positive impact on student learning.

The Lee's Summit R-7 School District Guidelines for Performance-Based Teacher Evaluations focus on the district alignment between Balanced Assessment and the Network for Educator Effectiveness (NEE). This alignment connects Balanced Assessment to the five sources of NEE data:

- Mini observations, based on district selected NEE indicators;
- District Professional Development Plan, anchored to NEE indicators;
- Student surveys, related to NEE indicators;
- Unit of instruction, anchored in Essential Standards and Learning Targets; and
- Student achievement, as measured by formative assessment, namely the district summative assessments (DSA), which are optional assessments.

The district identified two NEE indicators that guide all teacher observations and evaluations, district professional development efforts, and student surveys. The two indicators are:

- 1.2: The teacher cognitively engages students in the content; and
- 7.4: The teacher conducts formative, on-going [sic] assessment of learner progress.

There are no indicators or evidence of district expectations in regard to systemic use of research-based best practices to deliver curriculum, how to measure instructional effectiveness, or how to monitor whether teachers are encouraging higher level thinking skills. In addition, the district *Comprehensive School Improvement Plan* (CSIP) goals do not provide specificity regarding delivery of the curriculum. Reviewers found reference to instructional practices in the CSIP focus area of student performance. Goal Three, Action Plan A states, "the district will provide and deliver a guaranteed and viable curriculum by providing effective instruction and

support.” Reviewers were not presented with a district definition of a viable curriculum or effective instruction. The action plan includes five tasks related to instructional practices:

- Task 1: Identify Balanced Assessment classroom implementation goals related to look-fors as related to Balanced Assessment and the Learning Cycle. Continue to monitor the work toward full implementation of Balanced Assessment and the Learning Cycle.
- Task 2: Continue to provide the necessary staff development and work toward full implementation of Balanced Assessment and the Learning Cycle.
- Task 3: Build capacity in teachers to develop formative assessments that are differentiated as part of the learning cycle.
- Task 4: Ensure that collaboration continues to focus on supporting the Learning Cycle and examining student work when appropriate.
- Task 5: Develop and recommend a long-range plan to respond to emerging early education programming needs.

Tasks focus on design of curriculum through Balanced Assessment, but not on delivery of curriculum. The CSIP identified two focus areas, aligned to the NEE, as district priorities for instruction: 1) cognitive student engagement, and 2) monitoring effect of instruction on individual and class learning. Individual school buildings are to determine a third and optional fourth indicator. The focus on two district-wide approaches to instruction ignores application of other critical instructional strategies. The vision statement for Lee’s Summit R-7 School District includes the declaration, “We excel in student achievement, the implementation of researched best practices, the continuous improvement process, the productive use of technology and partnerships with parents and community,” and the Professional Development Plan describes an essential element of high quality professional development as applying the most recent research on teaching and learning. Yet the focus of classroom observations, professional development, and instructional monitoring is narrow in scope and does not promote other best practices known to improve student learning. This indicates a disconnect between what the district expects from teachers in terms of improving student achievement and what the district has identified as a priority for monitoring and supporting instruction.

Board Policies

To better understand district expectations regarding curriculum delivery, the following board policies were reviewed:

- *Board Policy GCN: Evaluation of Professional Staff* includes the improvement of instruction as one purpose of the evaluation process. In addition, this policy states that educator development should promote “the achievement and sustainment of high quality instruction” as essential for student academic success, growth, and achievement.
- *Board Policy GCN-API: Evaluation of Professional Staff* requires the district to evaluate all educators in accordance with applicable district policy, state laws, and regulatory guidelines. The district employs the Network for Educator Effectiveness (NEE) system as the evaluation framework. Policy states that the NEE system “exceeds the seven essential components requirement set forth in the ESEA waiver.” The observation component of the NEE is intended to “gauge the effectiveness of each educator’s instructional and pedagogical strategies; curriculum implementation; ability to teach critical thinking, maintain a positive classroom learning environment and demonstrate effective communication; and use of assessment data to improve student learning.” The purpose of the observation, according to this policy, is to “observe the educator as he or she engages in classroom instruction and then to evaluate the instructional practices demonstrated by the educator against the observation scoring guides.”
- *Board Policy IM: Evaluation of Instructional Programs* directs the superintendent to implement continual evaluation of the curriculum, the educational programs, and the instructional processes of the school district.

- *Board Policy IA: Instructional Goals/Priority Objectives* describes five educational goals for students: intellectual development, physical development, social development, career development, and organization of instruction. The intellectual development goal includes the “acquisition of knowledge as well as the creative ability to process and use that knowledge.”
- *Board Policy AF: Accountability/Commitment to Accomplishment* states that the Board will maintain a program of accountability. Objectives of district accountability include an evaluation of “district operations, programs, services, and instructional activities to determine how well expectations and purposes are being met.”

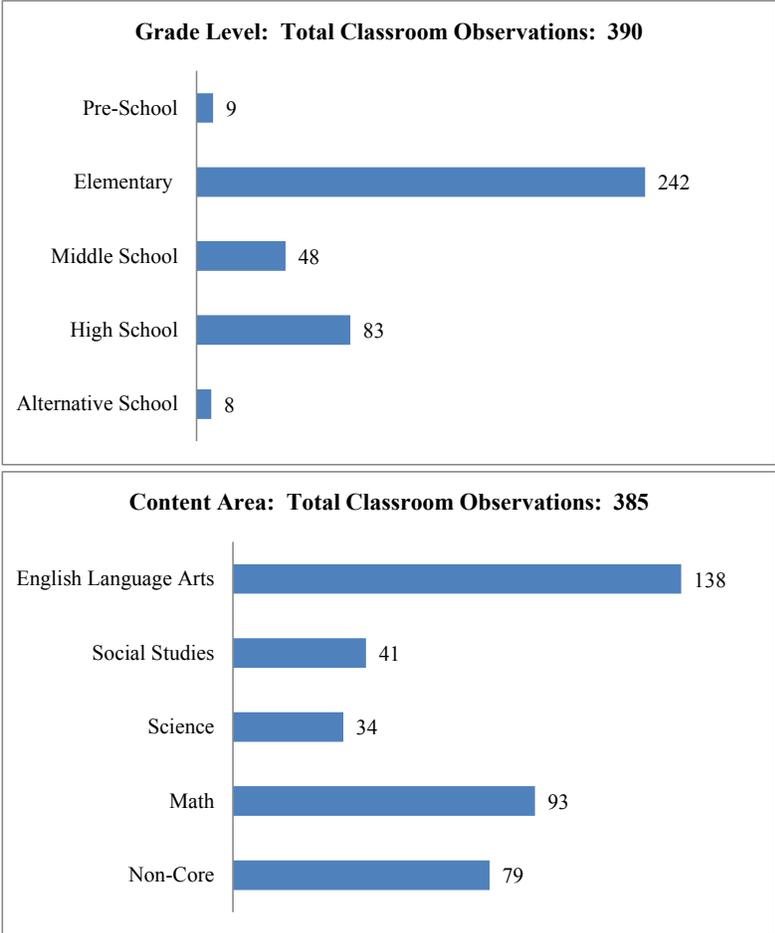
Board policy expectations are general in description and do not establish clear guidelines for instructional practices. Policy directs the teacher evaluation framework to be based on the Network for Educator Effectiveness (NEE).

Classroom Observations

To determine whether district expectations are being met and instructional practices include a range of research-based strategies and higher order thinking skills, reviewers compared district expectations to instructional strategies observed and identified during classroom visits. Reviewers used an observation protocol to record “snapshot” data in 393 classrooms in Lee’s Summit R-7 District. Research-based instructional practices identified in the observation protocol included Academic Systems Review standards and Marzano’s strategies for effective teaching and learning, strategies that are most likely to improve student achievement across all content areas and across all grade levels. Classroom observations spanned one to ten minutes and provided reviewers with data regarding instructional practices used in the district across all grade levels and subject areas. Brief classroom visits were considered those less than five minutes, and extended visits were considered those lasting five to ten minutes. Reviewers also collected data on whether objectives were seen or heard, taught objectives matched stated or written objectives, dominant teacher and student activities, and integration of technology as measured by the SAMR Model.

This section is focused on classroom practices and teaching strategies observed during the reviewers’ classroom visits to all schools in the district. The intention of the classroom visits is to provide a snapshot in time of observed teaching strategies. If this snapshot is indicative of a typical teaching moment during any instructional day or time, it can serve to provide the district with data to guide improvement efforts at all levels. It is important to note that teachers and principals were aware that reviewers would be visiting classrooms at predetermined times, and that factor may affect the representation of the observed activities. Exhibit 3.3.1 provides a graph showing the number of classrooms observed by grade level and content area.

Exhibit 3.3.1
Frequency of Classroom Observations by Reviewers
Grade Level and Content Area
Lee’s Summit R-7 School District
September 2016



During classroom observations, reviewers collected data on dominant teacher and student activities. [Exhibit 3.3.2](#) presents descriptors that reviewers used to categorize dominant teacher and student activities during the time of their visits.

Exhibit 3.3.2

Descriptors of Recorded Classroom Instructional Activities

Teacher Activities	Descriptor
Large Group Direct Instruction-Teacher Centered	Refers to the teacher verbally leading the entire class through a learning activity, e.g., lecture, demonstration, overhead projector or Promethean Board. Student involvement is typically passive.
Large Group Direct Instruction-Student Centered	Refers to the teacher leading a whole-group activity that engages students actively, such as discussion, question/answer, etc.
Individual Instruction	Refers to a teacher working with students individually for instruction, such as giving the student information about specific steps or actions the student(s) should use, or reviewing student work, not simply providing praise or feedback.
Small group/pairs	Refers to a teacher working with a group of students that is less than approximately one-fourth of the number of students in the classroom. Examples include reading groups, centers, or tutoring a small group.
Assisting	Refers to a teacher working with students in pairs, small lab groups, or individually about specific steps or actions the student(s) should take, not simply providing praise or feedback.
Monitoring	Refers to the teacher circulating about the classroom visually monitoring the students as they work.
Giving Directions	Refers to the teacher providing direction to a task or assignment and not providing instruction.
At Desk	Refers to a teacher sitting in a chair at his/her desk and not assisting students or observing/monitoring their work.
Student Activities	Descriptor
Transition	Refers to the period of time from when students have completed one activity and are about to begin another.
Warm-up Review	Refers to students reviewing previous learning or conducting an exercise to stimulate thinking.
Practicing Problems	Refers to students practicing a previously learned task.
Reading: Whole Class or Small Groups	Refers to students involved as a whole class or in small groups in a common reading assignment.
Reading: Individual Choice	Refers to students involved in an individually selected reading assignment.
Writing: Open-Ended Application	Refers to students responding in writing to an open-ended question or task.
Writing: Low-level, Copying	Refers to students replicating or copying low-level writing assignment.
Worksheet/Textbook Work	Refers to students working out of a textbook or working on a worksheet.
Lab/Hands On	Refers to students actively involved in a laboratory experiment/investigation or problem-solving activity, typically in pairs or small groups, with manipulatives or hands on opportunities.
Watching Video	Refers to students watching a video that is either aligned to the content objectives or not.
Taking Assessment	Refers to students taking a quiz or test.
Listening	Refers to students listening to the teacher during a lecture, demonstration, or guided practice.
Speaking	Refers to students involved in a small group discussion or speaking to the class as a whole.

Exhibit 3.3.3 displays the results of the data that reviewers analyzed regarding dominant teacher and dominant student activities during their 393 classroom observations. The frequency was based on the total number of classrooms in which data were collected. It should be noted that more than one response may have been collected regarding dominant teacher activity, and multiple responses were collected on dominant student activity. Reviewers visited classrooms for approximately two to 10 minutes, and activities varied depending upon course content and time of day.

Exhibit 3.3.3

**Table of Frequency of Observed Classroom Visits
Dominant Teacher and Dominant Student Activities
Lee’s Summit R-7 District
September 2016**

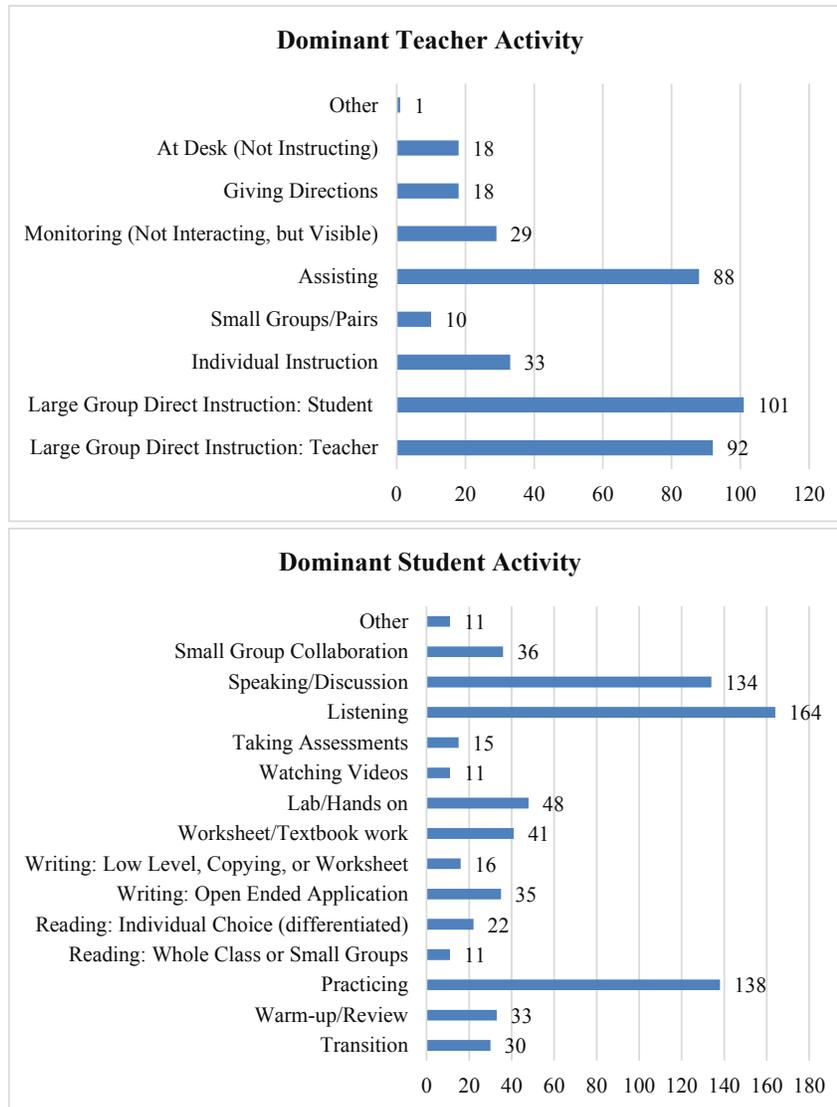


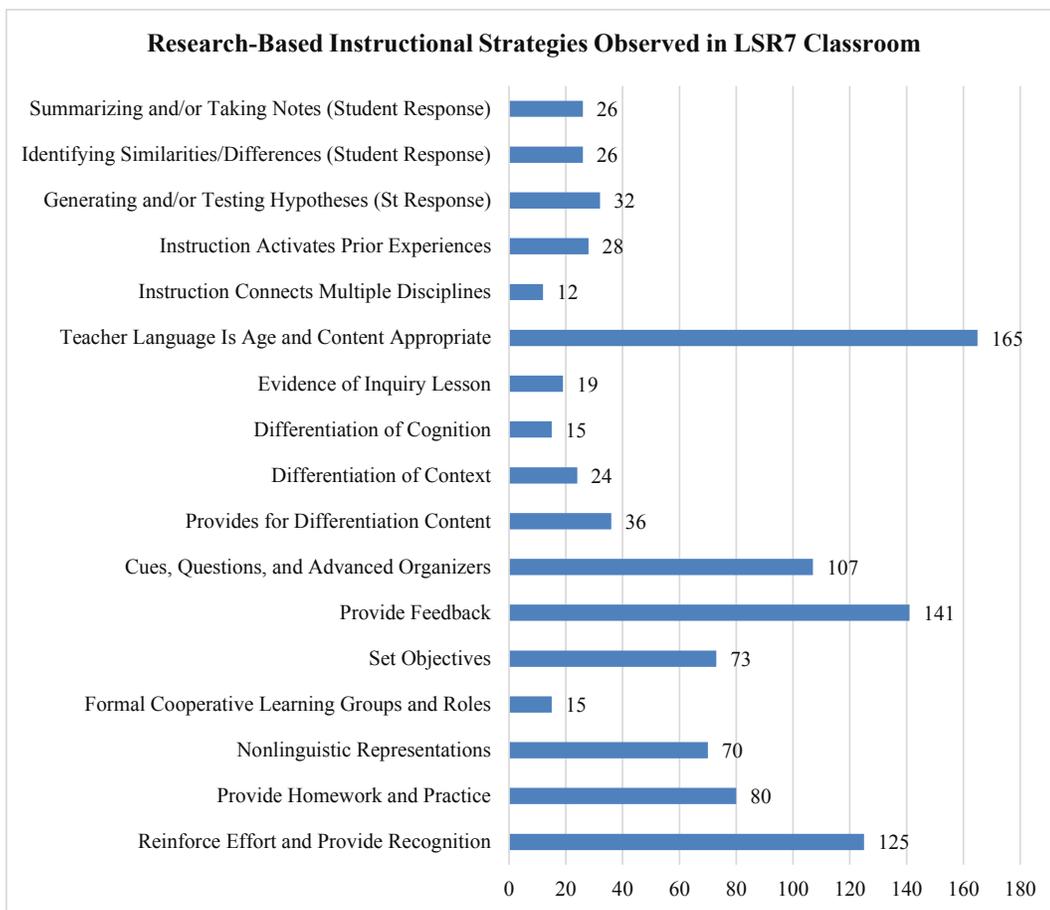
Exhibit 3.3.3 indicates:

- The dominant teacher activities identified by reviewers across the district observations were large group direct instruction, both teacher-centered and student-centered, and assisting students.
- The least dominant teacher activity identified by reviewers was working with students in small groups or pairs.

- The dominant student activities identified by reviewers were listening, practicing, and speaking/discussion.
- The least dominant student activities identified by reviewers were whole class or small group reading and watching videos.

Reviewers also collected data on whether research-based instructional strategies known to have a positive impact on student learning were evident in classrooms they visited. It should be noted that more than one strategy may be identified for a single classroom, such as providing homework and practice, using formal cooperative learning groups and roles, and providing feedback to students. Reviewers collected data on all instances of each type of strategy. [Exhibit 3.3.4](#) provides a display of the number of instances of each research-based instructional strategy used by teachers and students during the reviewers' 393 classroom visits.

Exhibit 3.3.4
Frequency of Research-Based Instructional Strategies
Observed in Classrooms
Lee's Summit R-7 School District
September 2016



As can be noted by [Exhibit 3.3.4](#):

- The most frequently used strategies by teachers were 1) use of language that is age and content appropriate, 2) providing feedback, 3) reinforcing effort and providing recognition, and 4) use of cues, questions, and advanced organizers.
- The least frequently used strategies by teachers were 1) connecting instruction to multiple disciplines, 2) formal cooperative learning groups, 3) differentiation of cognition, and 4) evidence of inquiry lesson.

- There was similar frequency, 26-32 total times, for each of the three research-based strategies used by students.
- Out of 393 classroom observations, reviewers identified student use of research-based instructional strategies a total of 84 times.
- In 21 percent of the classrooms (83 of 393), there was no evidence of even one of the research-based strategies being used.

Reviewers matched some indicators found in the district’s teacher evaluation tool Network for Educator Effectiveness (NEE) with some of the instructional strategies observed in classrooms. “Differentiation of cognition” is a research-based practice that may correlate with NEE Indicator 1.2: Cognitively engages students in subject. The NEE Classroom Observation Scoring Rubric includes the use of “strategies to promote thinking” as evidence of Indicator 1.2. “Set objectives” is a research-based practice that may be indicative of Indicator 7.4: Monitor effect of instruction. The use of “monitoring progress of attaining instructional objectives” is evidence of Indicator 7.4. In regard to research-based strategies that correlated with Indicators 1.2 and 7.4 of the NEE, reviewers found 15 instances of “Differentiation of cognition” and 73 instances of setting objectives during their visits to 393 classrooms.

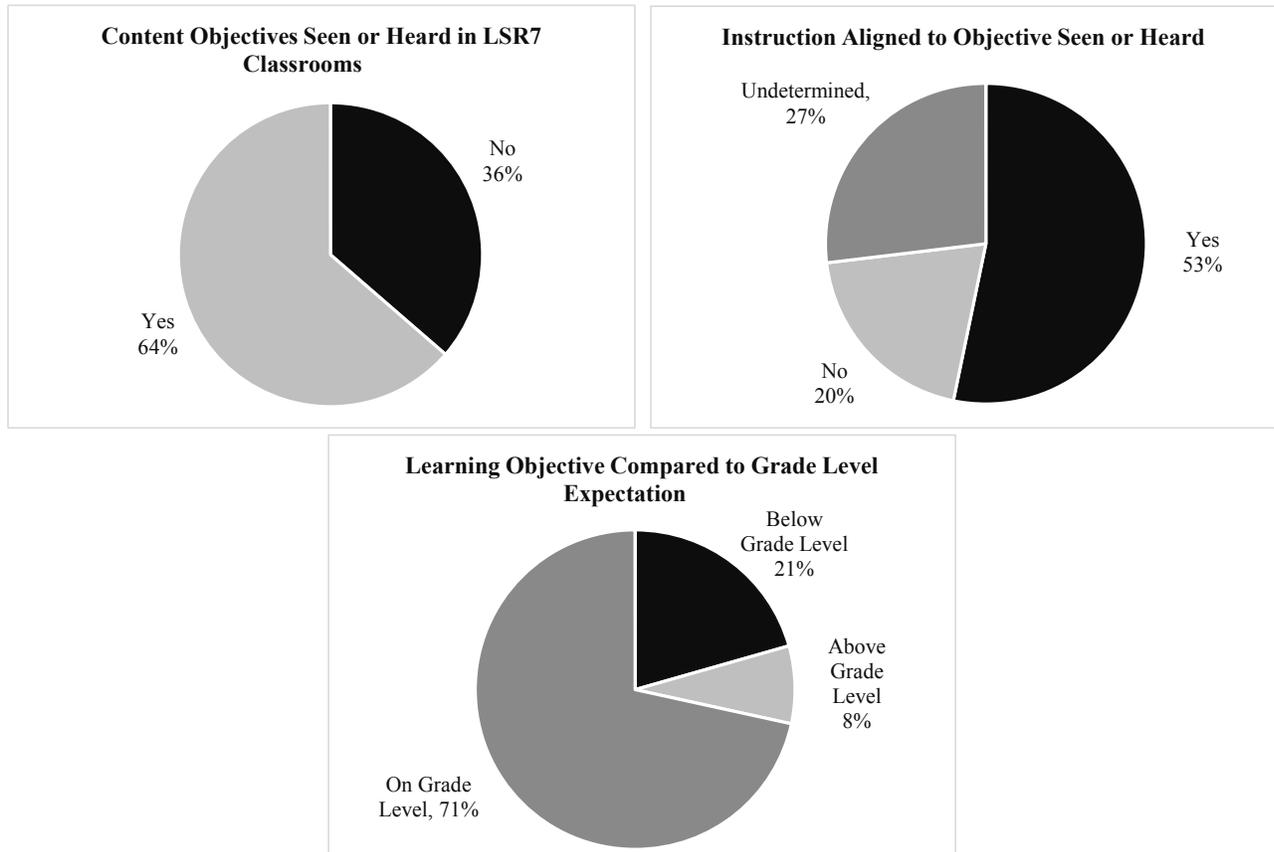


Summit Technology Academy students collaborating on a project

Reviewers also analyzed data regarding learning objectives. Reviewers noted during classroom observations whether the content objective was seen or heard during the visit, if the taught objective matched the stated or written objective, and whether the taught objective was on grade level. [Exhibit 3.3.5](#) provides results from that analysis:

Exhibit 3.3.5

Learning Objectives Observed in Classrooms Seen or Heard, Aligned to Instruction, and Grade Level Lee's Summit R-7 School District September 2016



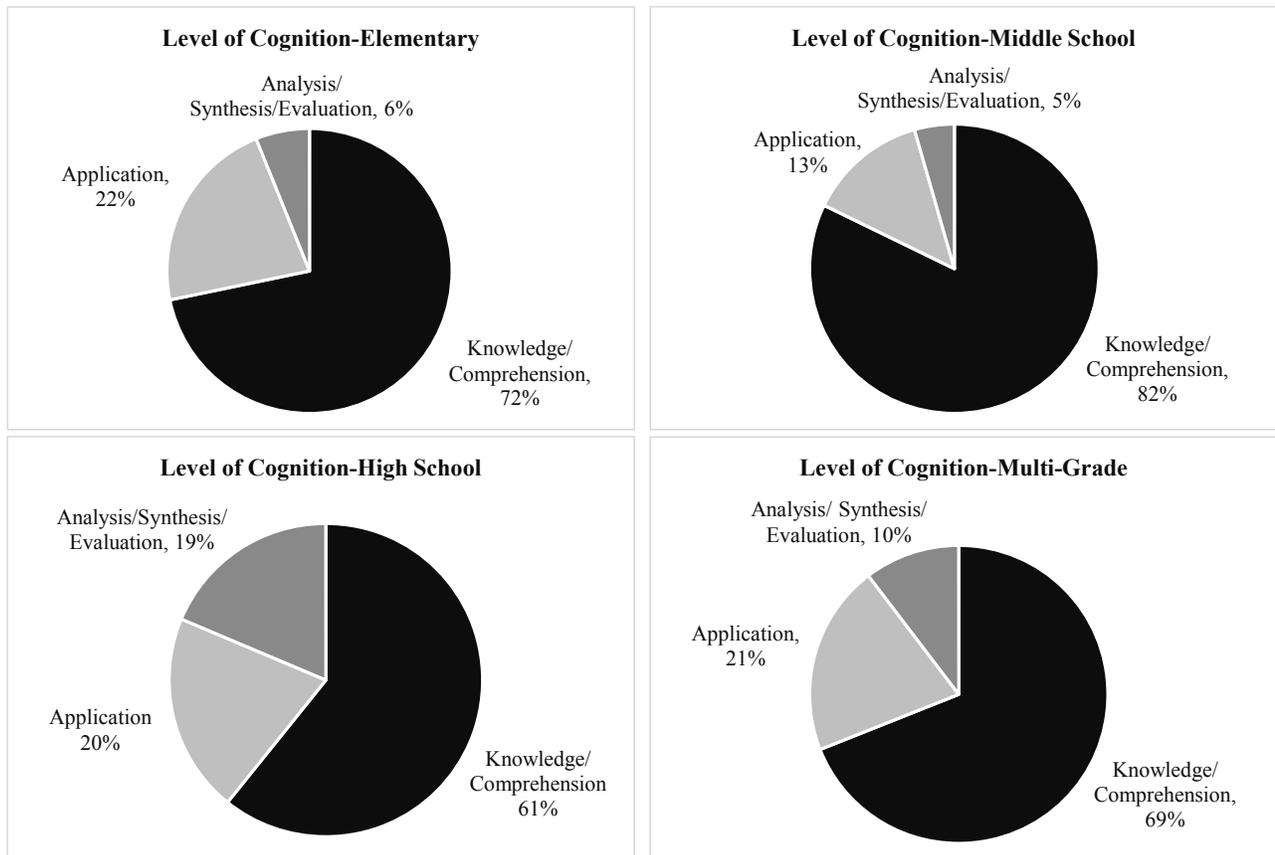
As noted in [Exhibit 3.3.5](#):

- The learning objective was seen or heard by reviewers in 64 percent of the classrooms visited.
- The learning objective was not seen or heard by reviewers in 36 percent of the classrooms visited.
- The taught objective matched the stated or written objective in 204 out of 383 classroom visits (53 percent).
- The taught objective did not match, or it was undetermined in 179 classroom observations (47 percent).
- Reviewers analyzed learning objectives in 102 of the total classroom visits where the objective was identifiable. Of those observations, 71 percent of the learning objectives were on grade level when compared with the Missouri Learning Standards, eight percent were above grade level, and 21 percent were below grade level.

One district-selected priority for Lee's Summit R-7 School District is for teachers to increase cognitive engagement of students. Reviewers were not presented with a clear definition of cognitive engagement; however, based on the example evidence provided by the Network for Educator Effectiveness (NEE), reviewers interpreted cognitive engagement as students engaged in multiple levels of cognition and higher level thinking skills, in particular. Levels of cognition are indicators of the sort of thinking required of the learner to carry out a given task. To determine the cognition level of tasks assigned to students, reviewers collected data on student activities during classroom visits and placed the activities in categories based on Bloom's Taxonomy of Cognition (see [Exhibit 2.4.1](#)). Reviewers used three categories for identification of student activities: 1)

Knowledge and Comprehension; 2) Application; and 3) Analysis, Synthesis, and Evaluation. Knowledge and comprehension are considered lower level thinking skills, application is mid-level, and asking students to analyze, synthesize, or evaluate is considered higher-level thinking. [Exhibit 3.3.6](#) presents, by grade level, the level of cognition required of students to complete the observed learning task.

Exhibit 3.3.6
Level of Cognition Observed in Classrooms
By Grade Level
Lee's Summit R-7 School District
September 2016



[Exhibit 3.3.6](#) shows that:

- Lower-level thinking skills that include knowledge and comprehension, were observed most often at all grade levels, including multi-grade level classrooms.
- Knowledge and comprehension skills were three times more frequent than other cognitive levels.
- High school classrooms had the highest frequency of higher level thinking skills, and middle school had the lowest frequency of higher level thinking skills.

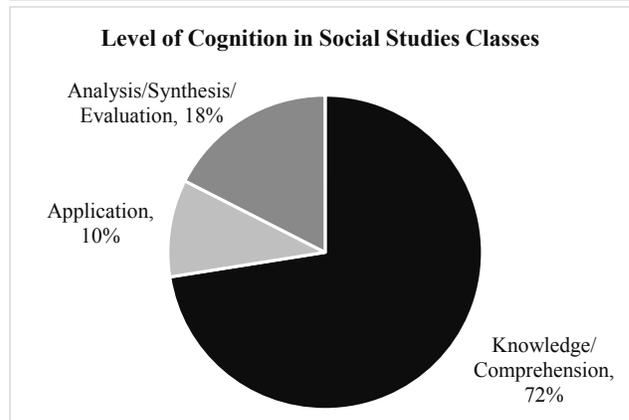
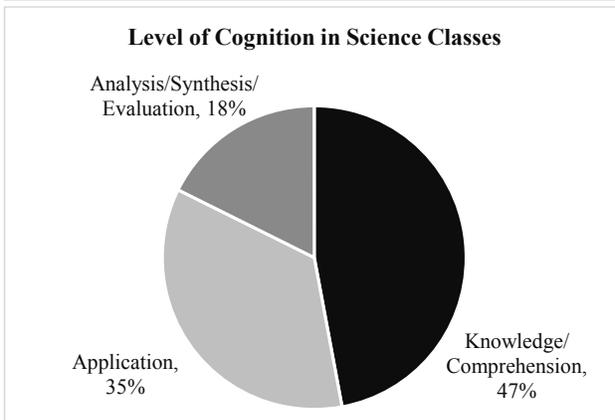
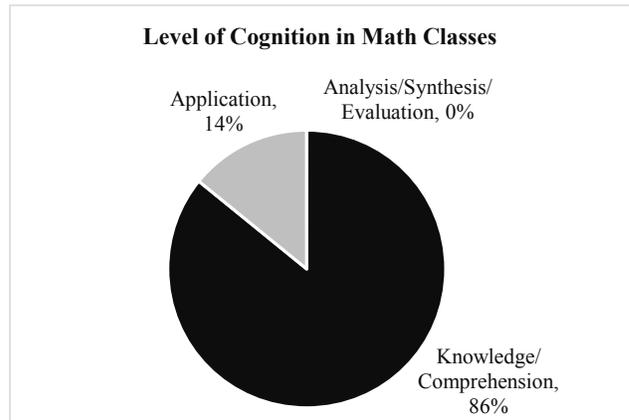
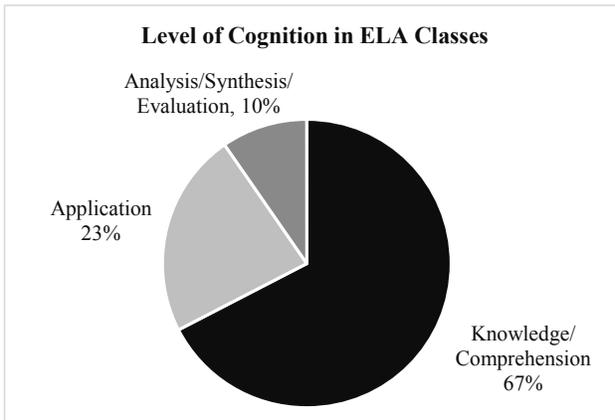


Grade 4 math lesson Greenwood

Reviewers also analyzed the cognition level of learning tasks in regard to subject area. [Exhibit 3.3.7](#) displays the results.

Exhibit 3.3.7

**Level of Cognition Observed in Classrooms
By Subject Area
Lee's Summit R-7 School District
September 2016**



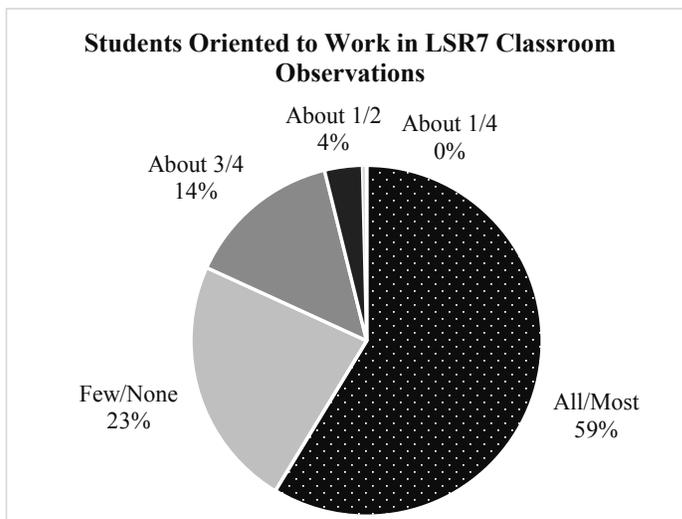
As can be noted in [Exhibit 3.3.7](#):

- Cognitive levels with the greatest frequency in classrooms visited by reviewers were knowledge and comprehension.

- The highest cognitive level identified, analysis/synthesis/evaluation, was most frequently observed in Science and Social Studies, and least frequently observed in Math and English Language Arts.
- The lowest cognitive level, knowledge and comprehension, was most frequently observed in Math, and least frequently observed in Science.

Reviewers collected data on the estimated number of students in each classroom observed who appeared to be oriented to their school work. [Exhibit 3.3.8](#) provides the percentages of these estimations.

Exhibit 3.3.8
Percentage of Students Oriented to Work
Lee’s Summit R-7 School District
September 2016



As noted in [Exhibit 3.3.8](#):

- In 59 percent of classroom observations, all or most students were oriented to work, and in 14 percent of classroom observations about three-fourths of the students were oriented to work.
- The large majority of students in classrooms observed appeared to be on task and oriented to work.

As presented in [Exhibit 3.3.8](#), the majority of students observed were oriented to the learning task. This percentage, however, may not reflect cognitive engagement of students since an observer is unable to determine whether students are cognitively engaged. According to [Exhibits 3.3.6](#) and [3.3.7](#), the learning tasks observed in 393 classroom visits were categorized as requiring lower level (knowledge and comprehension) thinking skills in most classrooms.

In summary, the district’s vision statement includes the expectation for “implementation of researched best practices, the continuous improvement process, the productive use of technology and partnerships with parents and community.” The Professional Development Plan also highlights the need for teachers to apply the most current research on teaching and learning. There is an expectation that research-based best practices will be implemented. The district identified cognitive engagement and monitoring instruction as the two areas of focus for district-wide instructional monitoring and professional development. During reviewers’ observations in 393 classrooms across the district, there was evidence of implementation of some best practices, but systemic use of a wide range of research-based approaches was lacking. Fourteen (14) common research-based best practices were used in the classroom observation protocol to determine whether teachers in the Lee’s Summit R-7 School District were applying researched approaches in their instruction. All 14 researched strategies were observed, and four of them (use of age and content appropriate language, providing feedback, reinforcing effort and providing recognition, and providing cues, questions, and advanced organizers) were observed over 100 times during the classroom observations. However, each of the other 10 instructional strategies were observed less

than 100 times during classroom visits; four of the strategies (instruction connects multiple disciplines, evidence of inquiry lesson, differentiation of cognition, and formal cooperative learning groups) were observed less than 20 times each. In 21 percent of classrooms in which reviewers observed there was no use of research-based strategies. Reviewers determined a lack of breadth regarding system-wide use of best practices. Reviewers also examined the cognitive levels of learning tasks in the classrooms observed. Analysis of this data revealed that classroom instructional practices ask students to perform low level thinking skills three times more often than higher level thinking skills by grade level and by content area. Higher-level thinking skills were most often found in science and social studies classes and at the high school level. Lee’s Summit R-7 School District has initiated implementation of systemic research-based strategies and multiple levels of cognition in learning tasks, yet current practices lack specificity and breadth to increase likelihood of improved student achievement. There is room for improvement in this area to expand the use of instructional practices that are known to have a positive impact on student learning.

Analysis of Student Work Examples

Lee’s Summit R-7 School District teachers in grades 3, 5, 7, and 10 were asked by district administration to provide the review team with one core content student work sample that would serve as an example of student work for a given subject.

The intent was to analyze the student work examples presented for cognition and compare work examples to the district’s learning targets for congruency.

When student work examples contained several skills, reviewers classified the cognition and congruency to the learning targets based on the dominant activity or concept being addressed in the example. Reviewers noted that most of the student work examples presented were from textbooks, Internet websites, publishers’ supplemental materials, and a few that were teacher-created. Materials are expected to come from a variety of sources, but inconsistencies can result if materials are pulled from multiple places without a clearly defined curriculum in place. Without a tightly held curriculum, the materials and resources may not be congruent with assessments in content, context, and cognition (see Findings 2.3 and 2.4).

Exhibit 3.3.9 presents an overview of the number of student work examples provided by teachers across the four high school feeder patterns

Exhibit 3.3.9

**Core Content Student Work Examples Collected by School Level and Subject
Lee’s Summit R-7 School District
September 2016**

School Level	English Language Arts	Mathematics	Science	Social Studies	Total
Elementary (Grades 3/5)	35	29	24	33	121
Middle (Grade 7)	12	12	12	12	48
High (Grade 10)	30	30	36	29	125
Total	77	71	72	74	294

Exhibit 3.3.9 shows:

- Of the 294 work examples presented, 77 were English/language arts, 71 mathematics, 72 science, and 74 social studies.

Cognitive Type of Student Work Examples

Reviewers examined a sample of the student work examples presented for cognitive type using Bloom’s Taxonomy of Cognitive Domains (see Exhibit 2.4.1). The various assignments and activities collected should reveal a range of cognitive demands so that students have ample opportunity to practice the cognitive skills they need to be successful on national, state, and local assessments. Reviewers examined these student work

examples to ascertain the extent these student work examples reflected the district's expectations for academic rigor.

Exhibit 3.3.10 presents cognitive analyses of a sample of the core content student work examples selected from across the high school feeder patterns showing grade level and subject area. Each feeder pattern includes one high school, one middle school, and six elementary schools.

Exhibit 3.3.10
Cognitive Type of Core Content Student Work Examples
By High School Feeder Pattern and School Level
Grades 3, 5, 7, and 10
Lee's Summit School District
September 2016

School Level	# Student Work Examples	% Knowledge/Comprehension	% Application	% Analysis/Synthesis/Evaluation
Lee's Summit High School Feeder Pattern (LSH)				
High School				
ELA	6	17	33	50
Math	5	40	60	0
Science	6	17	17	67
Social Studies	7	0	14	86
High School Subtotal	24	19	31	51
Middle School				
ELA	4	50	50	0
Math	4	50	50	0
Science	4	75	0	25
Social Studies	4	50	25	25
Middle School Subtotal	16	56	31	13
Elementary School				
ELA	6	33	67	0
Math	6	83	17	0
Science	6	0	17	83
Social Studies	6	83	17	0
Elementary Subtotal	24	50	29	21
LSH Feeder Total	64	42%	30%	28%
Lee's Summit North High School Feeder Pattern (LSN)				
High School				
ELA	5	0	20	80
Math	8	63	38	0
Science	7	14	14	71
Social Studies	5	0	0	100
High School Subtotal	25	19	18	63
Middle School				
ELA	4	25	50	25
Math	4	50	50	0
Science	4	0	25	75
Social Studies	4	25	25	50
Middle School Subtotal	16	25	38	38

Exhibit 3.3.10 (continued) Cognitive Type of Core Content Student Work Examples By High School Feeder Pattern and School Level Grades 3, 5, 7, and 10 Lee's Summit School District September 2016				
School Level	# Student Work Examples	% Knowledge/Comprehension	% Application	% Analysis/Synthesis/Evaluation
Elementary School				
ELA	6	17	33	50
Math	6	33	67	0
Science	6	17	0	83
Social Studies	6	83	17	0
Elementary Subtotal	24	38	29	33
LSN Feeder Total	65	27%	28%	45%
Lee's Summit West High School Feeder Pattern (LSW)				
High School				
ELA	11	18	55	27
Math	6	33	33	33
Science	7	29	43	29
Social Studies	7	43	29	29
High School Subtotal	31	31	40	30
Middle School				
ELA	4	0	50	50
Math	4	25	75	0
Science	4	25	25	50
Social Studies	4	50	50	0
Middle School Subtotal	16	25	50	25
Elementary School				
ELA	6	33	67	0
Math	6	50	50	0
Science	6	0	33	67
Social Studies	6	67	33	0
Elementary Subtotal	24	38	46	17
LSW Feeder Total	71	31	45	24
Total All Feeders	200	33%	34%	32%

For purposes of efficiency in writing about LSR7 feeder pattern schools, student work examples will be identified as LSH, LSN, or LSW to indicate feeder pattern in each of the comment sections for school level below. As illustrated in [Exhibit 3.3.10](#):

High School Level

- Fifty-one (51) percent of LSH student work examples were considered by reviewers to be of the analysis/synthesis/evaluation type of cognition. Eighty-six (68) percent of LSH social studies and 80 percent of LSN English language arts work examples generated analysis/synthesis/evaluation in students' thinking.
- No LSH and LSN mathematics student work examples were judged to be analysis/synthesis/evaluation cognitive types.

- Sixty (60) percent of LSH mathematics and 55 percent of LSW English language arts student work examples generated application in student thinking.
- The student work examples generating the highest percent of knowledge/comprehension were LSN mathematics work examples (63 percent). LSW social studies student work examples judged to be knowledge/comprehension were the next highest (43 percent).

Middle School Level

- Thirteen (13) percent of LSH student work examples were considered by reviewers to be of the analysis/synthesis/evaluation type of cognition. Fifty percent of LSN social studies, LSW English language arts, and LSW science generate analysis/synthesis/evaluation in student thinking.
- None of the mathematics student work examples in any feeder pattern was found to be of the analysis/synthesis/evaluation cognitive type. None of the LSH English language arts and LSW social studies work examples were judged to be of the analysis/synthesis/evaluation cognitive type.
- The highest percentage (75 percent) of student work examples that generated application in student thinking was found at the middle school in math at LSW.
- The student work examples generating the highest percent of knowledge/comprehension was LSH science work examples (75 percent). None of the LSN science and LSW English language arts student work examples generated exclusively knowledge/comprehension.

Elementary School Level

- Eighty-three (83) percent of science LSH and LSN student work examples were considered by reviewers to be of the analysis/synthesis/evaluation type of cognition. Fifty (50) percent of LSN English language arts student work examples generated analysis/synthesis/evaluation in student thinking.
- None of the mathematics or social studies student work examples in any feeder pattern were found to be of the analysis/synthesis/evaluation cognitive type.
- The highest percentage (67 percent) of student work examples that generated application in student thinking was found at the elementary school in LSW and LSH English language arts and LSN mathematics.
- The student work examples generating the highest percentage (83 percent) of knowledge/comprehension in student thinking were LSH and LSN social studies and LSH mathematics. None of the LSH and LSW science student work examples generated exclusively knowledge/comprehension.

Exhibit 3.3.11 displays a summary of the student work example analysis by high school feeder pattern for cognitive type.

Exhibit 3.3.11

Summary of Cognitive Type of Core Content Student Work Examples by Feeder Pattern Lee's Summit R-7 School District September 2016

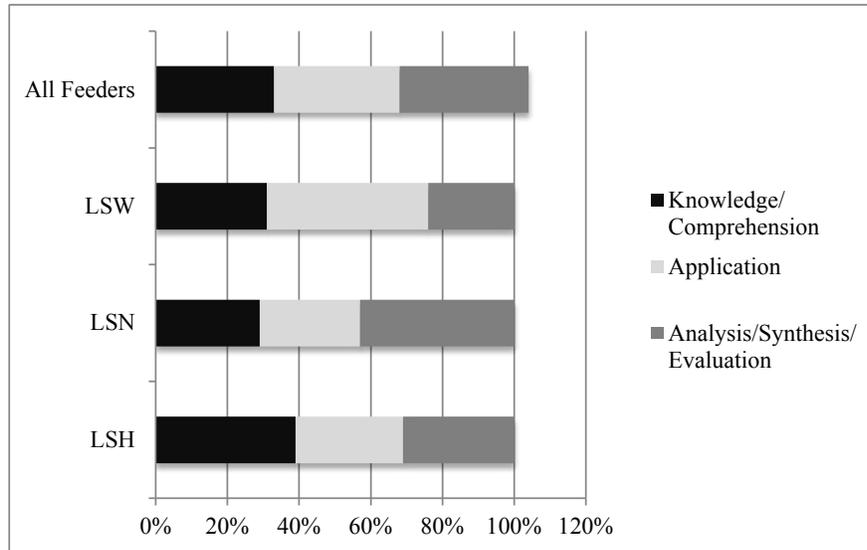


Exhibit 3.3.11 shows that:

- The results of the analysis of student work examples for cognition showed that when all examples were considered together, cognition was fairly evenly distributed: 33 percent knowledge/comprehension, 35 percent application, and 36 percent analysis/synthesis/evaluation.
- Lee's Summit North High School feeder pattern student work examples had the highest percentage of analysis/synthesis/evaluation type of cognition.
- Forty-five (45) percent of Lee's Summit West High School feeder pattern student work examples were application, while just 24 percent were at the more rigorous cognition level of analysis/synthesis/evaluation.
- Lee's Summit High School feeder pattern student work examples had the highest percentage (39 percent) of knowledge/comprehension cognitive type, higher than any of the work examples from the other feeder patterns.

Though cognition of student work examples were evenly distributed when all student examples were totaled together, differences were observed among feeder pattern student work examples when compared to each other.

Exhibit 3.3.12 shows analysis of cognition by subject area.

Exhibit 3.3.12

**Cognitive Type of Core Content Student Work Examples by Subject Area
Lee's Summit R-7 School District
September 2016**

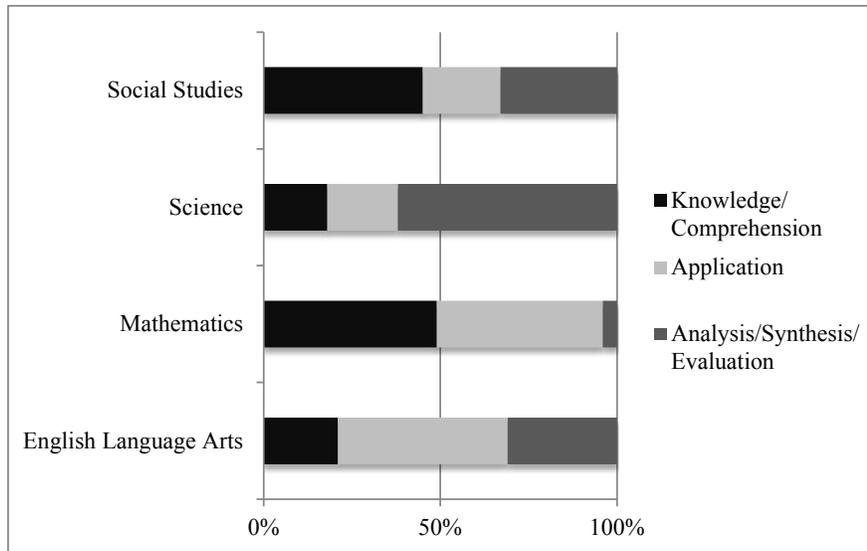


Exhibit 3.3.12 illustrates the following:

- Sixty-two (62) percent of science student work examples analyzed by reviewers were of the analysis/synthesis/evaluation type of cognition, significantly higher than for any other subject area. Many of the science student work examples were science lab activities, requiring students to hypothesize and work through experiments to prove or refute the hypothesis.
- Two mathematics student work examples (four percent) were judged to be analysis/synthesis/evaluation. Ninety-six (96) percent of the remaining examples reviewed were considered as either knowledge/comprehension (49 percent) or application (47 percent). Most of the mathematics work examples examined by the reviewers required students to solve word problems or compute math problems.
- Thirty-three (33) percent of social studies student work examples were of the analysis/synthesis/evaluation type of cognition. Many of these student examples were research activities requiring students to examine and analyze multiple sources. Forty-five percent of social studies work examples were considered knowledge/comprehension. Reviewers found that many of these student work examples required students to identify places and terms on maps or timelines.
- Thirty-one (31) percent of English language arts work examples were also of the analysis/synthesis/evaluation type of cognition. Many of these work examples were activities conducted in the “Writer’s Workshop.” Writing topics sometimes required students to analyze, synthesize, and evaluate fiction/non-fiction documents.
- English language arts student work examples were judged to be at the application type of cognition 48 percent of the time.
- Sixty-eight (68) percent of the 200 student work examples reviewed generated knowledge/comprehension or application in students’ thinking, while 36 percent of work examples produced analysis/synthesis/evaluation. The results of this analysis have implications for rigor of student thinking at all levels of Lee’s Summit R-7 schools.

Congruency of Student Work Examples to the District Learning Targets

Reviewers then compared a sample of science and mathematics core content student work examples against the district’s learning targets using the lens of the dimensions of content, context, and cognitive type (see [Finding 2.4](#) for definitions of deeply aligned, topologically aligned, and inadequately aligned and [Exhibit 2.4.1](#) for Bloom’s Taxonomy of Cognitive Domains). Samples were randomly selected from all the student work examples and across the high school feeder patterns. [Exhibit 3.3.13](#) displays the data generated from the sample analysis of science student work examples.

Exhibit 3.3.13

Analysis of Congruency of Science Student Work Examples with Learning Targets Grades 3, 5, 7, and 10 Lee’s Summit R-7 School District September 2016

	Grade 3 (n=3)	Grade 5 (n=3)	Grade 7 (n=6)	Grade 10 (n=6)	Total % Alignment
# Content					
Deeply Aligned	0	3	1	0	22%
Topologically Aligned	3	0	5	6	78%
Inadequately Aligned	0	0	0	0	0%
# Context					
Deeply Aligned	0	1	5	1	39%
Topologically Aligned	2	2	1	4	50%
Inadequately Aligned	1	0	0	1	11%
# Cognition					
Deeply Aligned	0	0	5	0	28%
Topologically Aligned	3	3	1	4	61%
Inadequately Aligned	0	0	0	2	11%

[Exhibit 3.3.13](#) indicates the following about science student work examples:

- All science student work examples examined were judged to be deeply or topologically aligned in content.
- Three grade 5 and one grade 7 student work examples were deeply aligned in content.
- All six of grade 10 and five of grade 7 work examples were topologically aligned in content.
- Thirty-nine (39) percent of all student work examples were deeply aligned and 50 percent topologically aligned in context.
- One grade 3 and one grade 10 example were inadequately aligned in context.
- Five grade 7 examples were deeply aligned in cognition. No other work examples were deeply aligned in cognition.
- Two grade 10 student work examples were inadequately aligned with the learning target.

Exhibit 3.3.14 displays the data generated from the analysis of sample mathematics student work examples.

Exhibit 3.3.14

**Analysis of Congruency of Mathematics Student Work Examples with Learning Targets
Grades 3, 5, 7, and 10
Lee’s Summit R-7 School District
September 2016**

	Grade 3 (n=3)	Grade 5 (n=3)	Grade 7 (n=6)	Grade 10 (n=6)	Total % Alignment
	# Content				
Deeply Aligned	0	0	2	1	17%
Topologically Aligned	3	3	4	5	83%
Inadequately Aligned	0	0	0	0	0%
	# Context				
Deeply Aligned	0	0	2	0	11%
Topologically Aligned	2	3	4	3	67%
Inadequately Aligned	1	0	0	3	22%
	# Cognition				
Deeply Aligned	0	0	2	0	11%
Topologically Aligned	3	3	3	2	61%
Inadequately Aligned	0	0	1	4	28%

As indicated in Exhibit 3.3.14:

- All mathematics student work examples examined were judged to be either deeply or topologically aligned in content.
- Two grade 7 mathematics student work examples examined were deeply aligned in all three dimensions of content, context and cognition.
- All grade 5 and all but one grade 3 work examples were topologically aligned in all three dimensions of content, context, and cognition.
- One grade 3 and three grade 10 student work examples were judged to be inadequately aligned in context.
- Four grade 10 and one grade 7 mathematics student work examples were inadequately aligned in cognition.

Exhibit 3.3.15 displays a summary comparison between science and mathematics student work examples for content congruency with the LSR7 learning targets.

Exhibit 3.3.15

**Summary of Analysis of Content Congruency of Student Work Examples
With Learning Targets
Science and Mathematics
Lee's Summit R-7 School District
September 2016**

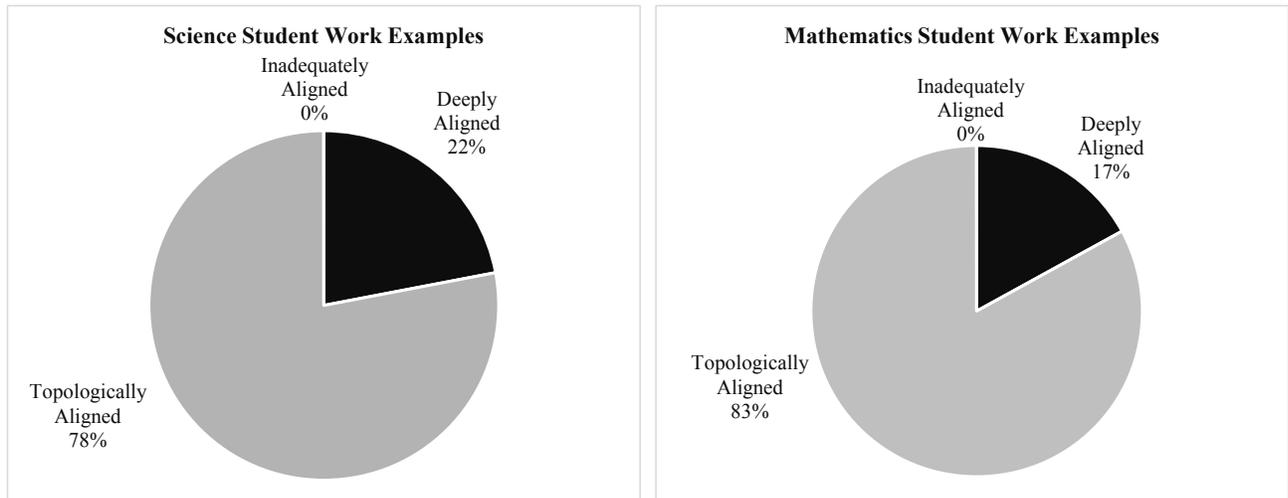


Exhibit 3.3.15 illustrates congruency of content as follows:

- Seventy-eight (78) percent of science and 83 percent of mathematics student work examples examined by reviewers were topologically aligned for content. This means that content of the artifact fully matches the content of the LSR7 learning target it is linked with.
- Twenty-two (22) percent of science and 17 percent of mathematics student work examples examined were deeply aligned for content. When the artifact exceeds the content of linked learning target, it is considered deeply aligned.

Exhibit 3.3.16 displays a summary comparison between science and mathematics student work examples for congruency of context with the LSR7 learning targets.

Exhibit 3.3.16

**Summary of Analysis of Context Congruency of Student Work Examples
With Learning Targets
Science and Mathematics
Lee's Summit R-7 School District
September 2016**

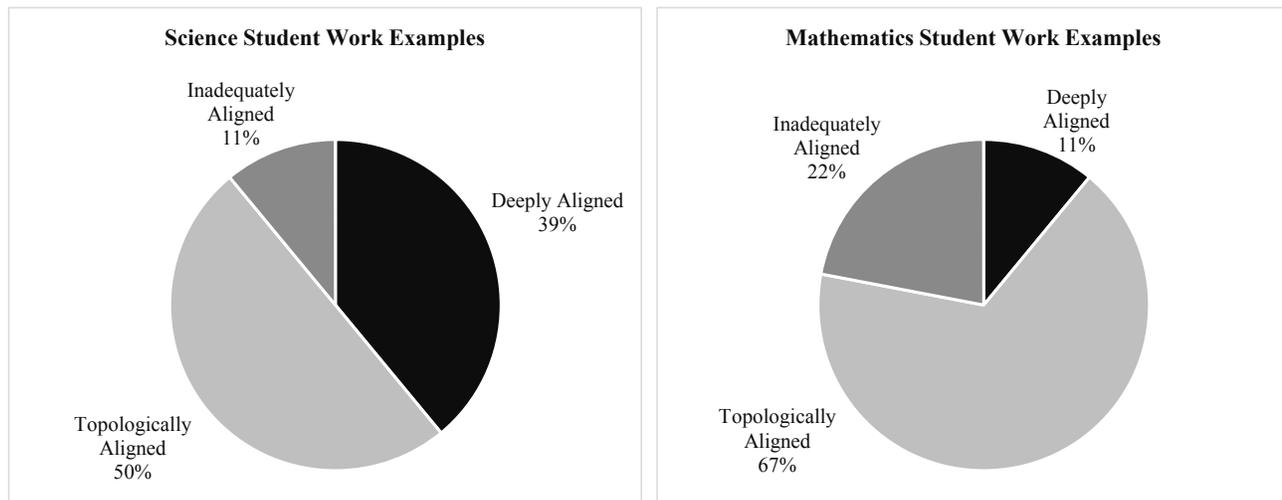


Exhibit 3.3.16 illustrates congruency of context as follows:

- Sixty-seven (67) percent of mathematics and 50 percent of science student work examples examined by reviewers were topologically aligned for context.
- Thirty-nine (39) percent of science and 11 percent of mathematics student work examples examined were deeply aligned for context.
- Twenty-two (22) percent of mathematics and 11 percent of science student work examples were inadequately aligned in context.

Exhibit 3.3.17 displays a summary comparison between science and mathematics student work examples for cognitive congruency with the LSR7 learning targets.

Exhibit 3.3.17

Summary of Analysis of Cognitive Congruency of Student Work Examples With Learning Targets Science and Mathematics Lee's Summit R-7 School District September 2016

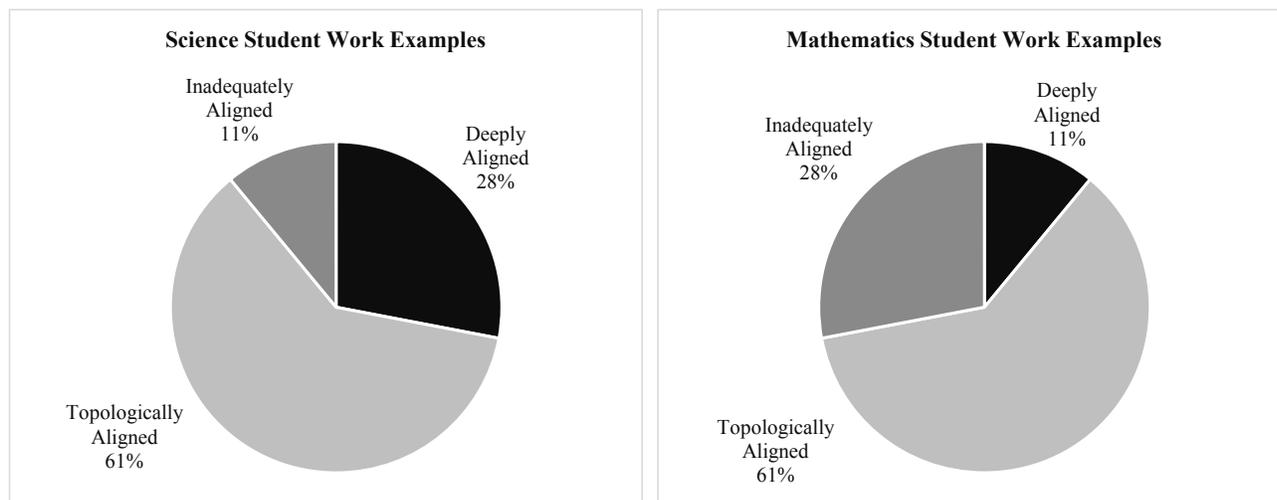


Exhibit 3.3.17 illustrates cognitive congruency as follows:

- Sixty-one (61) percent of mathematics and science student work examples examined by reviewers were topologically aligned for cognitive congruency.
- Twenty-eight (28) percent of science and 11 percent of mathematics student work examples examined were deeply aligned for cognitive congruency.
- Twenty-eight (28) percent of mathematics and 11 percent of science student work examples were inadequately aligned for cognitive congruency.

In summary, all science and mathematics student work examples examined were judged to be either topologically or deeply aligned with the LSR7 learning targets in content. While a few work examples were inadequately aligned in context and cognition, most of science and mathematics student work examples in this analysis were aligned either topologically or deeply in context and cognition. Whereas analysis of the alignment of student work examples to learning targets has reinforced the work teachers and other district personnel have completed in this regard, the analysis of student work examples for cognition has implications for rigor of student thinking in Lee's Summit R-7 School District.

Technology Use

Technology use in the 21st century is a critical component of daily life both in and out of the classroom. Today's classrooms are expected to prepare students for a world filled with ever changing uses and applications of technology. As part of the review, technology expectations and practices were reviewed in the Lee's Summit R-7 School District.

The Lee's Summit R-7 School District implemented a K-12 1:1 technology initiative in the fall of 2015. Members of the school community reported a smooth roll out of the devices and transition to the new learning environment. In an examination of district documents and the district website, reviewers found several expectations for technology use, including both the quantity and quality of technology use in the Lee's Summit R-7 School District. After examining district expectations, reviewers compared those with the implementation

of technology as observed during the 393 classroom visits that took place during the week of September 12, 2016.

Exhibit 3.3.18 provides a summary of district memorandum that outlines the expectation for the use of three specific web-based products currently licensed in the district. Further exhibits provide information about additional expectations for technology use and what the reviewers observed during classroom visits. In general, reviewers found that technology use in the district during the week of the site visits did not align with district expectations.

Exhibit 3.3.18

**District Technology Use Expectations for Web based Products
Lee’s Summit R-7 School District
September 2016**

Technology Tool	Recommended use	Description
Istation	<ul style="list-style-type: none"> • Tier 3 students use the program for 90 or more minutes per week. • Tier 2 students use the program for 60 minutes per week. • Tier 1 students use the program for 30 minutes per week. 	“Istation Reading provides computer-based assessment and instruction in reading and writing for PreK-12 students. Students complete game-based lessons and activities led by animated characters while the program generates reports on their progress for teachers, parents and administrators.”
DreamBox	<u>DreamBox Use Guidelines for ‘16 – ‘17</u> <ul style="list-style-type: none"> • Utilize 30 – 60 minutes a week (DreamBox suggests 5-6 completed assignments per week) • Base use on student need • Encourage at home practice • Review progress reports with students for goal setting purposes 	“DreamBox Learning teaches K-8 mathematics standards in an adaptive game format.”
TenMarks	<u>R7 TenMarks Use Guidelines for ‘16 – ‘17</u> <ul style="list-style-type: none"> • 2 TenMarks assignments per week (modeled and completed whole group, small group, partner, or individual completion) • Jam Sessions – as needed for support or intervention (Jam Sessions are practice not “assignments”). • Completion of Standard Level Assessments (per curricular unit) 	“An adaptive mathematics platform that teachers use as a supplement to what’s being taught in the classroom.”

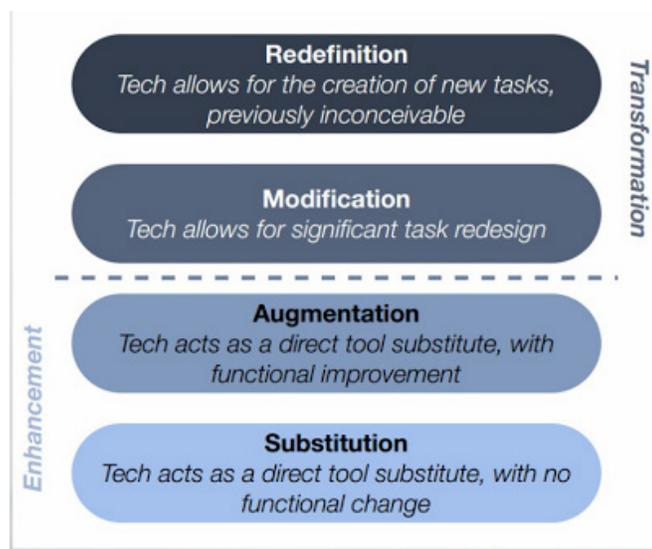
Source: www.edsurge.com/product-reviews.
District Documents as presented to the reviewers.

In addition to providing teachers with guidance around the amount of time for the use of specific web-based programs, the district also provided information on the Lee’s Summit R-7 School District website under instructional technology on the type of use. The district is currently using the SAMR model to describe and inform technology use in the classroom. Exhibit 3.3.19 provides a description of the SAMR model.

Technology should be seamlessly integrated into lesson design to enhance the learning. To the extent technology is integrated in the classroom, it can be described as a continuum from the enhancement of existing practices to the development and creation of new practices. This is also known as the progression from Enhancement, Substitution and Augmentation, to Transformation, Modification and Redefinition (SAMR). Reviewers observed the level of technology integration in LSR7 classrooms based on the SAMR model.

Exhibit 3.3.19 shows the SAMR model with a brief description of each progression in the continuum from Substitution to Redefinition.

Exhibit 3.3.19
Substitution, Augmentation, Modification, Redefinition



Source: <http://www.educatorstechnology.com/2013/06/samr-model-explained-for-teachers.html>

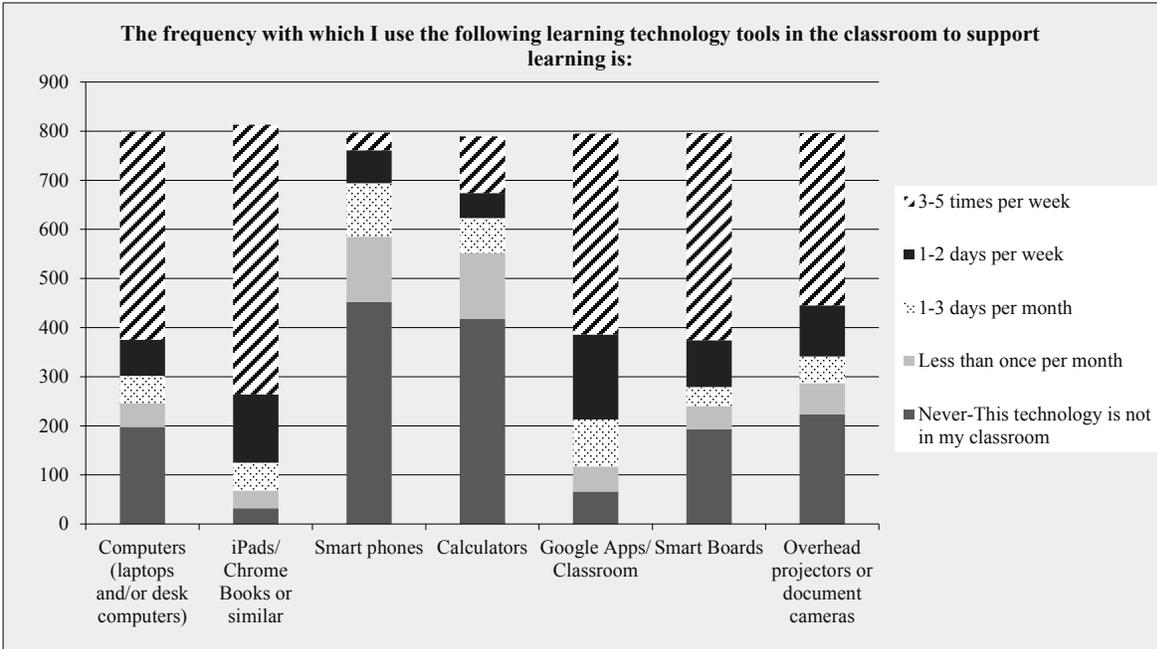
Based on Exhibit 3.3.19, the following points are noted:

- Technology integration is considered as a continuum—moving from substitution to redefinition of classroom activity. SAMR is not a tool to evaluate the educator; however, it is a tool to assess learning design and the role of technology.
- Substitution is when technology is used as a direct substitute for existing classroom practices. It is doing the same task with the introduction of technology but without any modification of the task. For example, using a note-taking application on the Chromebook to draft a document rather than handwriting with paper and a pencil.
- Augmentation involves some functional improvement but is still a direct tool substitute. The task has not changed but has been enhanced slightly. For example, using some of the iPad’s built in tools such as the thesaurus, dictionary or speak mode to augment a classroom task.
- Modification technology is being used more effectively not to do the same task using different tools but to redesign new parts of the task and transform students learning. For example, learners collaborating in one Google doc and using the comments feature to provide feedback.
- Redefinition is doing something that was inconceivable without technology and gives learners a stage. For example, learners connect to a classroom across the world where they would each write a narrative of the same historical event in Google Docs using the chat and comment section to discuss the differences and they use voice comments to discuss the differences they noticed.

In addition to examining district documentation for expectations around technology use the reviewers also collected information through an online survey. Exhibits 3.3.20 through 3.3.22 display information that was collected from the teacher and principal online surveys.

Exhibit 3.3.20

**Teacher Response to the Question:
The frequency with which I use the following learning technology tools in the classroom to support learning is:
Lee's Summit R-7 School District
September 2016**



The frequency with which I use the following learning technology tools in the classroom to support learning is:						
Answer Options	Never-This technology is not in my classroom	Less than once per month	1-3 days per month	1-2 days per week	3-5 times per week	Response Count
Computers (laptops and/or desk computers)	198	48	56	73	424	799
iPads/Chrome Books or similar	32	36	57	139	549	813
Smart phones	452	133	109	67	36	797
Calculators	418	134	71	51	115	789
Google Apps/Classroom	66	51	96	173	409	795
Smart Boards	193	47	39	95	422	796
Overhead projectors or document cameras	223	64	54	104	351	796
Other (please specify)						38
					<i>answered question</i>	819
					<i>skipped question</i>	144

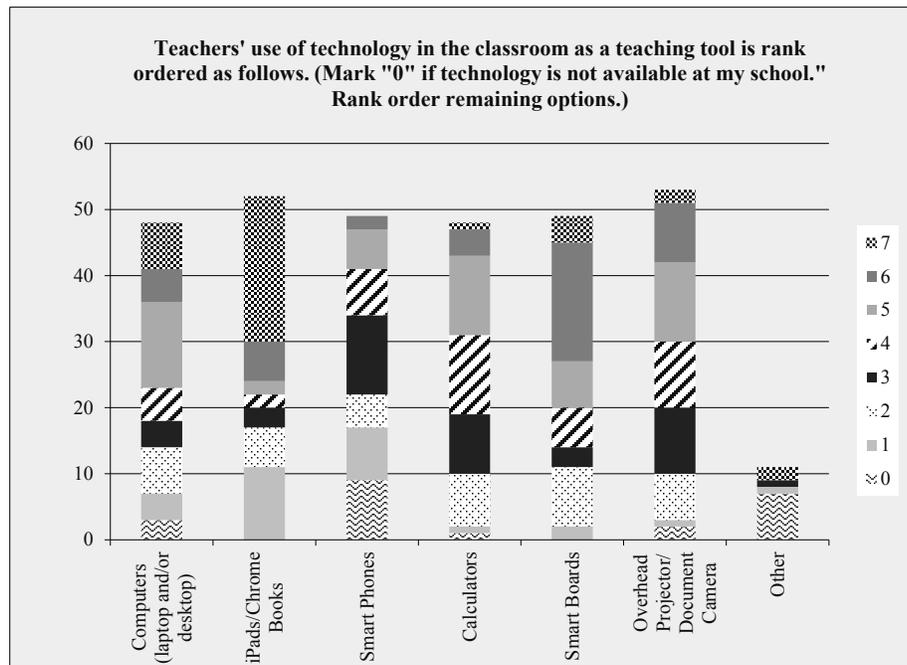
As noted in [Exhibit 3.3.20](#):

- The most frequently used device reported by teachers was iPads/Chrome Books or similar devices; 68 percent of teachers reported using these three to five times a week.
- More than half of the 799 respondents (424) reported using laptops or desktops three to five times per week.
- Four hundred and twenty-two (422) of the 796 (53 percent) respondents reported using Smart Boards, overhead projectors, or document cameras three to five times per week.
- Four hundred and nine (409) of the 795 (51 percent) respondents reported using Google Apps/Classroom three to five times a week.

In Exhibit 3.3.21 principals were asked to rank order the type of device that teachers most commonly use in classrooms in their schools.

Exhibit 3.3.21

**Principal Response to the Question:
Teachers' use of technology in the classroom as a teaching tool is rank ordered as follows:
Lee's Summit R-7 School District
September 2016**



Teachers' use of technology in the classroom as a teaching tool is rank ordered as follows. (Mark "0" if technology is not available at my school." Rank order remaining options.)									
Answer Options	0	1	2	3	4	5	6	7	Response Count
Computers (laptop and/or desktop)	3	4	7	4	5	13	5	7	48
iPads/Chrome Books	0	11	6	3	2	2	6	22	52
Smart Phones	9	8	5	12	7	6	2	0	49
Calculators	1	1	8	9	12	12	4	1	48
Smart Boards	0	2	9	3	6	7	18	4	49
Overhead Projector/Document Camera	2	1	7	10	10	12	9	2	53
Other	7	1	0	1	0	0	0	2	11
Other (please specify)									3
answered question									54
skipped question									0

As noted in Exhibit 3.3.21:

- Principals reported that Chrome Books or other similar devices were the most commonly used device in their school.
- Principals ranked computers (desktops or laptops) as the second most commonly used devices for learning in their schools.

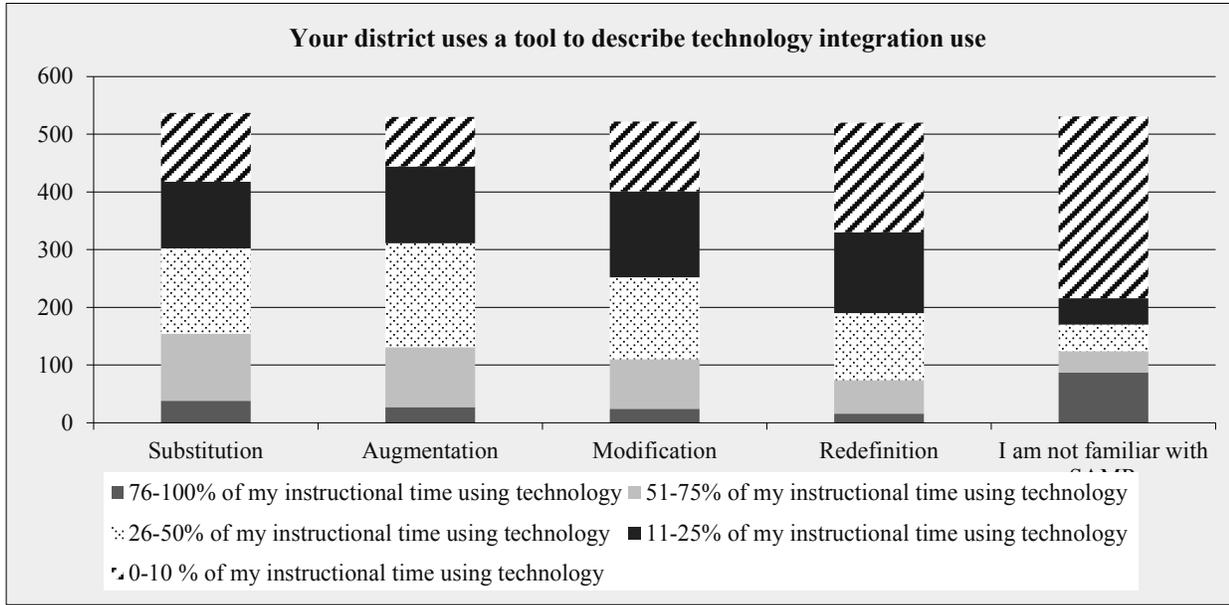
In the next section teachers and principals were asked about the type of technology use in the classroom using the SAMR model as a measurement tool. In [Exhibit 3.3.22](#) teachers were asked about technology integration levels, followed by [Exhibit 3.3.23](#) where principals were asked a similar question.

Exhibit 3.3.22

Teacher Response to the Question:

Your district uses a tool to describe technology integration use in classrooms called SAMR. When thinking about your own use of technology with students, please identify the percentage of time that you use these various levels of technology integration in your classroom when you are using technology with your students.

**Lee’s Summit R-7 School District
September 2016**



Your district uses a tool to describe technology integration use in classrooms called SAMR. When thinking about your own use of technology with students, please identify the percentage of time that you use these various levels of technology integration in your classroom when you are using technology with your students.

Answer Options	0-10 % of my instructional time using technology	11-25% of my instructional time using technology	26-50% of my instructional time using technology	51-75% of my instructional time using technology	76-100% of my instructional time using technology	Response Count
Substitution	119	116	148	116	38	534
Augmentation	86	133	180	104	27	528
Modification	121	149	142	86	24	521
Redefinition	190	140	116	58	16	519
<i>answered question</i>						825
<i>skipped question</i>						138

As noted in [Exhibit 3.3.22](#):

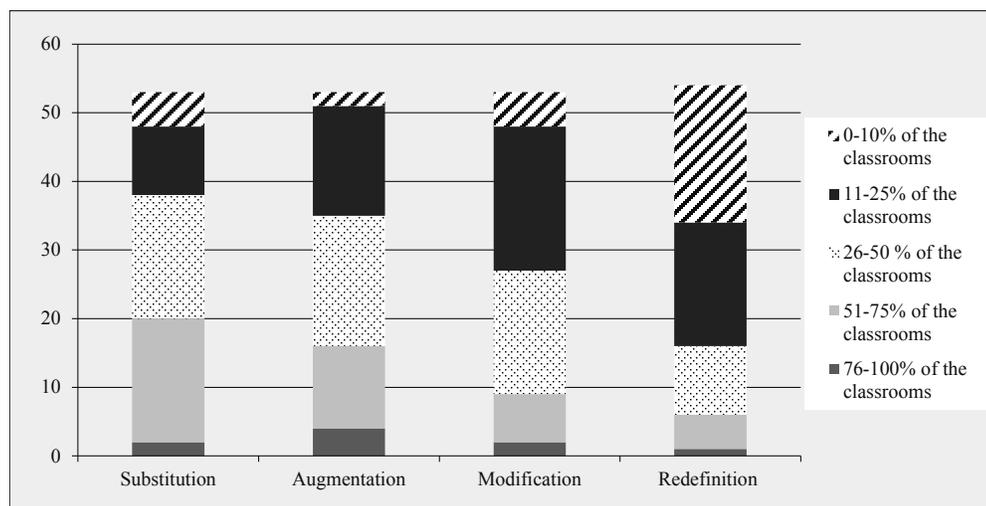
- Half of teacher respondents reported using substitution either 26-50 percent of their instructional time (28 percent) or 51-75 percent of their instructional time (22 percent).
- Fifty-nine (59) percent of teacher respondents reported using augmentation either 11-25 percent of their instructional time or 26-50 percent of their instructional time (34 percent).
- Fifty-six (56) percent of teacher respondents reported using modification either 11-25 percent of their instructional time (29 percent) or 26-50 percent of their instructional time (27 percent).

- Sixty-four (64) percent of teacher respondents reported using redefinition either zero to 10 percent of their instructional time (37 percent) or 11-26 percent of their instructional time (27 percent).

Half of teachers who responded to the survey reported using substitution 26-75 percent of the time in their classrooms. Fifty-nine (59) percent of teacher reported using augmentation 11-50 percent of the time in their classrooms. Fifty-six (56) percent of teachers reported using modification 11-50 percent of the time in their classrooms, and 64 percent of teacher respondents reported using redefinition 0-26 percent of the time in their classrooms.

Exhibit 3.3.23

Principal Response to the Question:
When considering the SAMR tool that has been used in your district to describe the levels of technology use by teachers please identify percentage of time that you expect that the Review Team will find the following use of technology in classrooms at your school:
Lee's Summit R-7 School District
September 2016



When considering the SAMR tool that has been used in your district to describe the levels of technology use by teachers please identify percentage of time that you expect that the Review Team will find the following use of technology in classrooms at your school:						
Answer Options	0-10% of the classrooms	11-25% of the classrooms	26-50 % of the classrooms	51-75% of the classrooms	76-100% of the classrooms	Response Count
Substitution	5	10	18	18	2	53
Augmentation	2	16	19	12	4	53
Modification	5	21	18	7	2	53
Redefinition	20	18	10	5	1	54
Comment:						4
<i>answered question</i>						54
<i>skipped question</i>						0

As noted in [Exhibit 3.3.23](#):

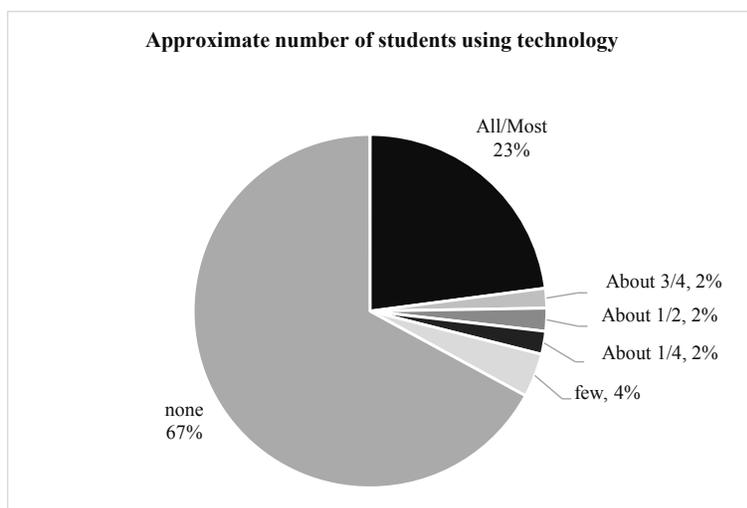
- Sixty-eight (68) percent of principals reported that reviewers should expect to see substitution in either 26-50 percent of classrooms (34 percent) or 51-75 percent of classrooms (34 percent) observed.
- Thirty (30) percent of principals reported that reviewers should expect to see augmentation in 26-50 percent of classrooms, and 36 percent of principal respondents said 51-75 percent of classrooms.
- Forty (40) percent of principal respondents reported that reviewers should expect to see modification in 11-25 percent of classrooms, and 34 percent expected 26-50 percent of classrooms.

- Thirty-seven (37) percent of principal respondents reported that reviewers should expect to see redefinition in zero to 10 percent of classrooms, and 33 percent expected 11-26 percent of classrooms.

Principal expectations for what reviewers would see dropped in percentage of classrooms as the SAMR level increased from the two lower levels to the two upper levels. The majority of principals (68 percent) predicted substitution would be seen in 26-75 percent of classrooms, followed by 74 percent of principals predicting augmentation in 26-75 percent. There was a drop in the percentage for modification with 74 percent of principals predicting 11-50 percent of classrooms, and finally another drop for redefinition with 70 percent of principal respondents predicting it would be seen in 0-26 percent of classrooms. Teacher reported use of the SAMR levels also dropped as the SAMR level increased. Fifty (50) percent of teachers reported use of substitution 26-75 percent of their instructional technology time, compared to 59 percent of teachers reporting using augmentation 11-50 percent of time and 65 percent of teachers reporting use of modification 11-50 percent of the time. Sixty-four (64) percent of teachers reported using redefinition 0-25 percent of the time. Both principals and teachers reported lower uses of the higher levels of SAMR as compared to the lower levels. Principal respondents had a larger percentage of agreement, compared to teacher reported use.

In the next section the reviewers provide information about observed technology use. As previously discussed the reviewers visited all schools and a total of 393 classrooms in the Lee’s Summit R-7 School District. During classroom visits reviewers noted whether technology was being used and the type of use based on the SAMR model described in [Exhibit 3.3.19](#). Descriptions of what the reviewers found are described in the following sections: [Exhibit 3.3.24](#) provides information about student use of technology.

Exhibit 3.3.24
Technology Use in Classrooms During the Onsite Visit
Lee’s Summit R-7 School District
September 2016



Approximate number of students using technology		
Answer Options	Response Percent	Response Count
All/Most	22.9%	88
About 3/4	1.8%	7
About 1/2	2.1%	8
About 1/4	2.1%	8
few	4.1%	17
none	67.0%	257
answered question		385
skipped question		8

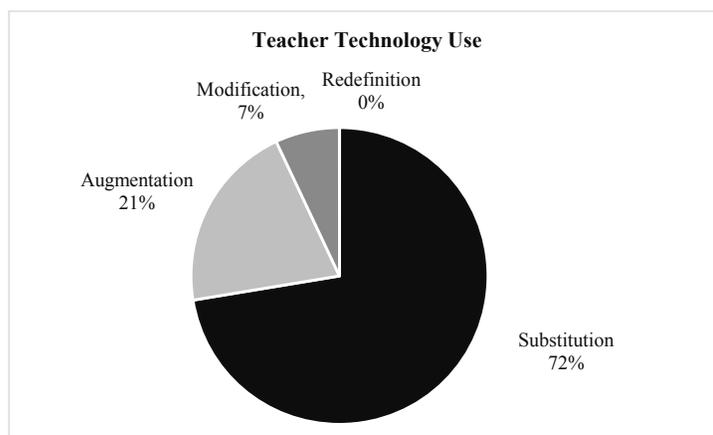
As noted in [Exhibit 3.3.24](#):

- Technology was not being used by students in 67 percent of classrooms during the classroom visits.
- All or most students were using technology in 22.9 percent of the observed classrooms.
- Half to three-fourths of students were using technology in 4.2 percent of the observed classrooms.
- A few students to one-fourth of students were using technology in 6.2 percent of the observed classrooms.

In addition to noting what percentage of the class was using technology the reviewers also assessed the type of use that was occurring as displayed in [Exhibit 3.3.25](#).

Exhibit 3.3.25

Teacher Technology Use Defined by SAMR in Classrooms During the Onsite Visit Lee's Summit R-7 School District September 2016



Technology Use		
Answer Options	Response Percent	Response Count
Substitution	72.4%	126
Augmentation	20.6%	36
Modification	7%	12
Redefinition	0%	0
No teacher use of technology	55%	213
<i>answered question</i>		387
<i>skipped question</i>		6

As noted in [Exhibit 3.3.25](#):

- Teachers were not using technology with their students in 55 percent of the observed classrooms.
- Seventy-two (72) percent of teachers who were using technology with their classes were using it at the substitution level.
- In 20.6 percent of the classrooms where teachers were using technology the level of use was augmentation.
- Assignments at the modification level were observed in seven percent of the classrooms where technology was in use.
- Redefinition was not seen in any of the observed classrooms.

Principal and teacher predictions indicated that substitution and augmentation would be seen more often than modification and redefinition. Observation data confirmed these predictions, but substitution and augmentation

were seen in a higher percentage of classrooms than either principals predicted or teachers reported. [Exhibit 3.3.26](#) provides a summary overview of what the majority of principals predicted vs. what teachers reported vs. what observations showed during the week of the site visit.

Exhibit 3.3.26

**Teacher, Principal Reported Technology Use Defined
By SAMR as Compared to Classroom Observations
Lee’s Summit R-7 School District
September 2016**

SAMR Level	What Percent of Teachers Reported Use in the Observed Range	What Percent of Principals Predicted Use in the Observed Range	Observation Data During Site Visits
Substitution	22%	34%	72.4%
	Most thought this would be lower		
Augmentation	25%	30%	20.6%
	Most thought this would be higher		
Modification	23%	9%	7%
	Most thought this would be higher		
Redefinition	37%	37%	0%
	Most thought this would be higher		
<i>Source: Teacher and principal surveys and classroom observations.</i>			

As noted in [Exhibit 3.3.26](#):

- Classroom observations on the week of the visits found 72.4 percent of classrooms at the substitution level. Twenty-two (22) percent of teachers reported using substitution 51-75 percent of the time in their classrooms, and 34 percent of principals predicted that reviewers would see substitution in 51-75 percent of classroom visits.
- Classroom observations on the week of the visits found 20.6 percent of classrooms at the augmentation level. Twenty-five (25) percent of teachers reported using augmentation 11-25 percent of the time in their classrooms, and 30 percent of principals predicted that reviewers would see augmentation in 11-25 percent of classroom visits.
- Classroom observations on the week of the visits found seven percent of classrooms at the modification level. Twenty-three (23) percent of teachers reported using modification zero to 10 percent of the time in their classrooms, and nine percent of principals predicted that reviewers would see modification in zero to 10 percent of classroom visits.
- Classroom observations on the week of the visits found zero percent of classrooms at the redefinition level. Thirty-seven (37) percent of teachers reported using redefinition zero to 10 percent of the time in their classrooms, and 37 percent of principals predicted that reviewers would see redefinition in zero to 10 percent of classroom visits.

Compared to actual observation data the majority of teachers and principals thought there would be fewer classrooms at the substitution level and more classrooms at the augmentation, modification, and redefinition levels. In addition to examining district documents, administering an online survey, and observing classrooms in session, reviewers also conducted interviews with key stakeholders. Representative comments are provided below:

Many respondents discussed the relative strength of technology in the district:

- “[The district is good at] supporting technological changes and advancements.” (Teacher Survey)
- “We are very knowledgeable with technology, and use it the way it was intended.” (Teacher Survey)

- “[We are] on the forefront of technology.” (Teacher Survey)
- “The Instructional Technology department is very knowledgeable and very willing to help.” (Teacher Survey)
- “This district has always been advanced in the area of technology.” (Teacher Survey)
- “Attempts to stay ahead or on track with technology [is a strength].” (Teacher Survey)
- “This school district is up to date on technology and practices that go along with technology.” (Teacher Survey)
- “Technology advancement [is a strength].” (Parent)

Several individuals discussed the limitations of technology in the district:

- “The Chrome Books are a perfect example. All they can be used for is basically word processing and surfing the internet. Since no other applications can be added to them they can’t be used for the majority of the computer classes....” (Teacher Survey)
- “The biggest area of improvement we need is in technology. We need for our technology department to be more ‘education-friendly’ in allowing access/removing restrictions to the network and resources needed to deliver the curriculum. We are often blocked from doing the things we need to do.” (Teacher Survey)

Some respondents discussed professional development and support:

- “More training in the area of technology use [is needed].” (Teacher Survey)
- “We NEED the parents to be educated in Chrome Books.” (Parent)
- “The district needs to instruct the teachers on how to use ALL the technology in the classroom.” (Teacher Survey)
- “In our instructional technology we are still in a phase of converting from it is about the technology to it’s about the pedagogy of using this technology as a tool to support learning.” (Central Office Staff)
- “Technology is a tool to use to support student learning. It is not the focus of the lesson. With our 1:1 implementation a lot of our staff who are veteran teachers were afraid to push buttons. The presence of the technology specialists has helped a lot, but we don’t have them often enough.” (Building Administrator)
- “My teachers were ready for the 1:1 initiative. We had had Chrome Book carts for a couple of years, and so we were hungry to not have to fight for carts. Teachers are aware of SAMR and willing to try to transform their teaching to use technology. We are gradually getting the right programs and resources, but that is our current challenge.” (Building Administrator)

In summary, district expectations for technology use did not match the technology instructional practices that were observed during the week of the site visit. Classroom visits are short snapshots and do not necessarily capture all of the information about technology use, but they do provide feedback on what was happening in hundreds of classrooms during one moment in time. The Lee’s Summit R-7 School District has outlined some expectations for technology use that are discussed in this finding; further discussion about technology planning can be found in [Finding 5.2](#). District leaders have outlined guidance for instructional minutes on three web-based programs that are currently in use in the district and guidance around the integration of technology using the SAMR model. Classroom observation data showed higher levels of the use of substitution than teachers and principals reported and lower levels of augmentation, modification, and redefinition.

Summary

Overall, reviewers found inconsistency between observed teaching strategies and activities and district expectations regarding the use of best practices and cognitive engagement. Curriculum delivery expectations and the use of research-based instructional strategies to teach target objectives were narrow in scope, resulting

in insufficient application and support of instructional approaches known to increase student learning. Observed classroom activities and student work samples indicate inconsistent application of higher-level thinking skills by students across the district. Use of technology in classrooms to enhance student learning is inconsistent with district expectations regarding integration of technology based on the SAMR model. Reviewers observed limited use of technology by teachers; primary use was for substitution of common tasks. Lastly, monitoring of instruction was limited in focus and guidance. Reviewers did not find evidence of clear district expectations for monitoring instruction that include identifying and promoting a range of effective instructional practices to support learning, correcting or eliminating practices that do not support learning, or identifying professional development needs.

STANDARD 4: The School District Uses the Results from System-Designed and/or -Adopted Assessments to Adjust, Improve, or Terminate Ineffective Practices or Programs.

A school system meeting this CMSi Curriculum Management Improvement Model standard has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives. Common indicators are:

- A formative and summative assessment system linked to a clear rationale in board policy;
- Knowledge, local validation, and use of current curricular and program assessment best practices;
- Use of a student and program assessment plan that provides for diverse assessment strategies for varied purposes at all levels—district, school, and classroom;
- A way to provide feedback to the teaching and administrative staffs regarding how classroom instruction may be evaluated and subsequently improved;
- A timely and relevant database upon which to analyze important trends in student achievement;
- A vehicle to examine how well specific programs are actually producing desired learner outcomes or results;
- A database to compare the strengths and weaknesses of various programs and program alternatives, as well as to engage in equity analysis;
- A database to modify or terminate ineffective educational programs;
- A method/means to relate to a programmatic budget and enable the school system to engage in cost-benefit analysis; and
- Organizational data gathered and used to continually improve system functions.

A school district meeting this model standard has a full range of formal and informal assessment tools that provide program information relevant to decision making at classroom, building (principals and school-site councils), system, and board levels.

A school system meeting this model standard has taken steps to ensure that the full range of its programs is systematically and regularly examined. Assessment data have been matched to program objectives and are used in decision making.

What the Reviewers Expected to Find in the Lee's Summit R-7 School District:

The reviewers expected to find a comprehensive assessment program for all aspects of the curriculum, pre-K through grade 12, which:

- Was keyed to a valid, officially adopted, and comprehensive set of goals/objectives of the school district;
- Was used extensively at the site level to engage in program review, analysis, evaluation, and improvement;
- Was used by the policy-making groups in the system and the community to engage in specific policy review for validity and accuracy;
- Was the foci and basis of formulating short- and long-range plans for continual improvement;
- Was used to establish costs and select needed curriculum alternatives; and
- Was publicly reported on a regular basis in terms that were understood by key stakeholders in the community.

Overview of What the Reviewers Found in the Lee's Summit R-7 School District:

This section is an overview of the findings that follow in the area of Standard Four. Details follow within separate findings.

Reviewers found that the Lee's Summit R-7 School District (LSR7) lacks adequate planning for student assessment. The district provides limited direction for student assessment, and its Assessment Plan document is largely a listing of assessments. The direction for student assessment that is present comes largely from limited board policies and job descriptions. Reviewers only identified one of the 15 characteristics of the Academic Systems Review *Characteristics of a Comprehensive Student Assessment Plan and Program Evaluation Planning* (see Finding 4.1). Reviewers also analyzed the scope of student assessment in LSR7 and found that required assessments were only present in elementary English language arts and mathematics courses, the high school International Baccalaureate courses, and courses tested in the state-required Missouri Assessment Program (MAP). There were no common required assessments from which teachers could gather data to utilize for instruction and that the district could use to measure the quality of curriculum and instruction (see Finding 4.2).

Reviewers found that in the context of the limited scope of assessment, LSR7 lacks a consistent approach and focus on utilizing student achievement data at all levels of the organization. Reviewers found limited evidence of data being used to inform district functions, inadequate formative assessment tools for teachers to use during instruction, and a lack of formal program evaluations that can identify the effectiveness of academic programs in the district (see Finding 4.4).

Reviewers also examined recent LSR7 student achievement data to identify trends and to benchmark its performance against other districts. Given the changes to the Missouri Assessment Program, reviewers could not examine trends in a traditional fashion. However, reviewers did find that while high school performance on the MAP and ACT is strong relative to other top districts in Missouri, elementary and middle school performance generally trails that of the same districts. Reviewers also found evidence of achievement gaps between race/ethnicity groups, socioeconomic groups, and between special education and non-special education students, and they found evidence that many of the gaps were widening rather than closing (see Finding 4.3).

Finding 4.1: Planning for student assessment and program evaluation is inadequate to provide the school district with information necessary to adequately respond to student needs.

An effective student assessment and program evaluation system ensures that students are being assessed appropriately, and that the information gleaned from those assessments is utilized to make informed decisions that positively impact student learning. An effective system provides information that can be used at all levels of the district, from officials making large-scale budgeting decisions, to principals allocating resources, to individual teachers modifying activities for individual students. When a school district lacks an effective student assessment and program evaluation plan, the decision makers lack the student assessment data needed to make informed decisions and instead must rely on instinct or past practice to make their decisions.

An effective assessment system includes a clear plan for how students are assessed and how the information will be used. The plan should expect that students are assessed in all content areas (see Finding 4.2) with high quality aligned assessments (see Finding 2.4), in not only a summative fashion, but also in a formative fashion that provides instructors with the diagnostic information needed to adapt and improve instruction for their students. Additionally, an effective assessment system provides procedures and information for evaluating instructional practices (see Finding 3.2), as well as larger academic programs, to determine their effectiveness so that they can be continued, modified, or terminated (see Finding 4.4). The desired impact of an effective student assessment and program evaluation system is the continual use of data (see Finding 4.4) to ensure the ongoing improvement of student achievement over time (see Finding 4.3).

To determine the scope and adequacy of the district plans for student assessment and program evaluation, reviewers examined board policy, job descriptions, assessment materials, and other documents pertaining to student assessment and program evaluation. The reviewers also interviewed central office staff, building

administrators, and board members, along with surveying parents and teachers to gain further information regarding the district student assessment and program evaluation system.

Reviewers found that while Lee's Summit R-7 School District students are assessed formally in the state tested subjects and grade levels (see [Finding 4.2](#)), the district lacks adequate direction for student assessment and program evaluation. The direction that is provided lacks specificity, and the system lacks direction for the ongoing assessment of students using formative, summative, and diagnostic means. Reviewers found that the evidence of planning present for student assessment and program evaluation was inadequate to provide meaningful feedback to the organization.

Board Policies

The reviewers examined LSR7 board policies related to assessment and program evaluation. In the review of policy, reviewers found the overall rating for Standard Four: Provides for Feedback to be inadequate (see [Finding 1.1](#)). The following policies relate to assessment, program evaluation, and related responsibilities.

- *BBF: School Board Member Ethics* includes a board member responsibility: “12. Maintain a process of regular and systematic assessment of the evaluation system, in order to provide accountability for the school district.”
- *IF-AP: Curriculum Development* describes the process by which curriculum is developed and revised in the district. It requires that committee members be provided with “information regarding disaggregated results of the district assessment program for each curricular area.” Additionally, it states that revisions shall be based on “Analysis of assessment scores disaggregated by each of the following: race/ethnicity, gender, identified disability, and migrant and/or Limited English Proficiency (LEP) status,” as well as other criteria.
- *IK: Academic Achievement* states that “It is essential that the professional staff have adequate information to assess a student’s educational needs, growth patterns and other factors necessary to design instructional plans for the student.”
- *IL: Assessment Program* contains a number of statements relating to the district’s assessment system. This policy includes:
 - A statement that “The district will use assessments as one (1) indication of the success of the district’s education program.”
 - The expectation that “the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district’s instructional programs, making adjustments as necessary.”
 - The expectation that “The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.”
 - A statement of the purposes of the plan that include facilitating and providing information on student achievement, student guidance, instructional change, school and district evaluation, and accreditation.
 - The requirement that “staff will be given training and responsibilities to implement and coordinate the program.”
 - Prescribing required assessments in Reading, English Proficiency, and the Statewide assessment program.
- *IL-AP: Assessment Program (State-Mandated Reading Assessment Program)* outlines guidelines for the administration of the program, including which students must be assessed and timelines for those assessments.

- *IM: Evaluation of Instructional Programs* directs the “superintendent to implement appropriate methods for a continual evaluation of the curriculum, the educational programs and the instructional process of the school district.” It further states that the “evaluations will assess educational needs, providing information for planning in the district, indicate instructional strengths and weaknesses in the district’s educational programs.”
- *JHD: Student Guidance and Counseling* requires that “The guidance curriculum will be systematically reviewed and revised, and modifications to the guidance curriculum will be based on student data, school data and needs-assessment data collected at least every three (3) years.”

Reviewers found that while the policies reference student assessment, they fail to provide adequate direction for a comprehensive student assessment and program evaluation system (see [Finding 1.1](#)). The reviewers would expect to find explicit statements in board policy regarding the need for a comprehensive student assessment system that includes at minimum: descriptions of how students are to be assessed, how programs in the district are to be assessed, the use of data to determine program and curriculum effectiveness and efficiency, and regular reports to the board of education regarding program effectiveness.

Job Descriptions

Another source of direction for student assessment and program evaluation are job descriptions. The reviewers examined job descriptions to determine the roles and responsibilities related to assessment, assessment planning, data analysis, and program evaluation in LSR7. Reviewers would expect to find references to assessment and program evaluation in the job descriptions of those who hold the primary academic roles in the district (see [Finding 1.2](#)). Job descriptions that referenced such responsibilities in some manner are noted in [Exhibit 4.1.1](#).

Exhibit 4.1.1

Job Descriptions with Assessment and Program Evaluation Requirements Lee’s Summit R-7 School District September 2016

Job Description	Assessment and Program Evaluation Requirements in the Description
Assistant Director of Special Services	<i>Essential Functions:</i> “Evaluates programs and/or projects for the purpose of carrying out and achieving objectives within area of responsibility.”
Assistant Principal Elementary	<i>Essential Functions:</i> “Presents information to a wide variety of audiences (e.g., test data, curriculum proposals, etc.) for the purpose of communicating information and gaining feedback.”
Associate Superintendent of Academic Services and Leadership Associate Superintendent – Instruction and Leadership	<i>Essential Functions:</i> “Engages in an on-going evaluation of the effectiveness of the elementary and secondary instructional programs for the purpose of ensuring that the potential for optimal student learning is maximized.” “Provides leadership and direction to all departments related to instruction and leadership (e.g., ...assessment...)”
Director of Assessment and Data Analysis	<i>Essential Functions:</i> “Coordinates all aspects of the District’s assessment program... and providing information for the school improvement process.” “Interprets data collected from students’ assessment scores... for the purpose of making decisions about curriculum, instruction practices, and professional development.” “Presents information regarding the District assessment program...”
Director of Curriculum and Instruction	<i>Essential Functions:</i> “Compiles data from a variety of sources for the purpose of evaluating district curriculum and/or services...”
Director of Student Services	<i>Essential Functions:</i> “Compiles data from a variety of sources... for the purpose of developing and/or evaluating programs...” “Evaluates programs and/or projects for the purpose of carrying out and achieving objectives within area of responsibility.”
Executive Director of Special Services	<i>Essential Functions:</i> “Compiles data from a wide variety of sources (e.g., staff, student records, etc.) for the purpose of analyzing issues, ensuring compliance with organizational policies and procedures, and/or monitoring program components.”

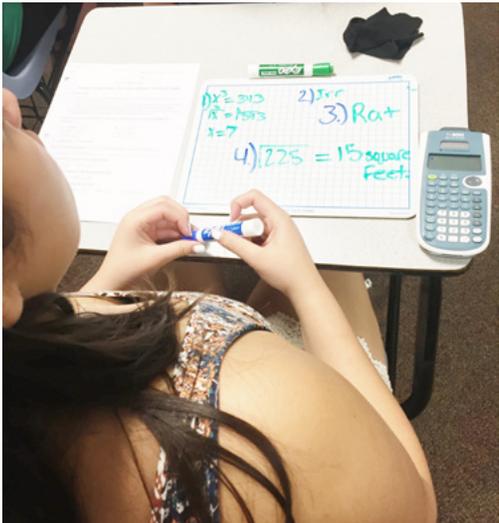
Exhibit 4.1.1 (continued)
Job Descriptions with Assessment and Program Evaluation Requirements
Lee’s Summit R-7 School District
September 2016

Job Description	Assessment and Program Evaluation Requirements in the Description
Instructional Technology Specialist	<i>Essential Functions:</i> “ITSs assist teachers...including: Technology-enhanced learning experiences...and assessment tools to address the diverse needs and interests of all students; Technology tools...to continuously assess student learning...by applying... formative and summative assessments....”
Principal Early Education	<i>Essential Functions:</i> “Analyzes various types of data (e.g., ...assessment results...) for the purpose of promoting student achievement and evaluation of services and programs.”
Principal Elementary Principal Middle School Principal High School	<i>Essential Functions:</i> “Analyzes various types of data (e.g., ...test scores...) for the purpose of making it relevant to student achievement.”
Teacher/Administrator Alternative School	<i>Essential Functions:</i> “Analyzes test data and plans instructional responses for the purpose of enhancing student achievement.” “Assesses student progress towards objectives, expectations and/or goals (e.g. grades, tests, quizzes, student work, observations, etc.) for the purpose of providing feedback to students, parents, administrators, and/or to seek the assistance of district specialists.”
Superintendent	<i>Essential Functions:</i> “Analyzes data from a wide variety of internal and external sources (e.g., test results...) for the purpose of developing financial, legal, and/or administrative policies....”
Teacher Elementary Teacher Elementary (K-6) Certified – Reading Resource Teacher Elementary (K-6) Certified – Math Interventionist/ Specialist Teacher High School	<i>Essential Functions:</i> “Administers subject specific assessments, district and/or state tests, etc... for the purpose of assessing student competency levels and/or developing individual learning plans.” “Analyzes assessment data for the purpose of enhancing student achievement.” “Assesses student progress towards objectives, grade level expectations and/or goals for the purpose of providing feedback to students, parents, administration and/or seeking the assistance of district specialists.”
Teacher Middle School	<i>Essential Functions:</i> “Administers subject specific assessments, district and/or state tests for the purpose of assessing student competency levels and/or developing individual learning plans.” “Analyzes assessment data for the purpose of enhancing student achievement by directly impacting instruction.” “Assesses student progress towards objectives, grade level expectations and/or goals for the purpose of providing feedback to students, parents, administration and/or seeking the assistance of district specialists.”
Teacher Special Education	<i>Essential Functions:</i> “Administers developmental testing programs, district assessments and/or state tests for the purpose of assessing student competency levels and/or developing individual learning plans.” “Assesses student progress towards objectives, expectations and/or goals (...) for the purpose of providing feedback to students, parents, and administration.”
Tier 1 Instruction Specialist – Elementary Tier 1 Instruction Specialist – Middle School	<i>Essential Functions:</i> “Provide support/modeling for collaboration groups around effective use of student data for differentiation.”
<i>Source: Job Descriptions provided by Lee’s Summit R-7 School District</i>	

As would be expected, reviewers noted the administration of assessments, use of assessment data in planning instruction, and modeling the use of student in primary instructional roles of teachers and specialists. Reviewers also noted the use of data to evaluate programming in many of the central office roles such as directors and assistant superintendents. However, reviewers noted limited language in the Principal job descriptions: “Analyzes

various types of data (e.g., ...test scores...) for the purpose of making it relevant to student achievement.” The reviewers would expect more significant “essential functions” such as “direct staff in the use of data to impact student achievement,” “use assessment results to evaluate school programming,” rather than the indirect statement that is included.

Reviewers also noted that a number of the job descriptions for instructional roles in the district made no mention of assessment administration and/or use of data. These job descriptions include: Assistant Principal—Middle School, Assistant Principal High School, Coordinator of Instructional Technology, Counselor—Elementary, Counselor Guidance, and Director of Instructional Technology.



Campbell MS math class

Assessment and Program Evaluation Planning

To further review direction for student assessment and program evaluation, reviewers typically review the district’s assessment plan. While LSR7 has an assessment plan document, *Lee’s Summit R-7 School District Assessment Plan*, the document is primarily a list of assessments and brief descriptions of those assessments. Consequently, reviewers considered other documents and information related to planning, student assessment, and program evaluation such as board policy, job descriptions, assessment calendars, and interview data to determine the adequacy of LSR7’s student assessment and program evaluation planning. To determine adequacy, the reviewers utilized the Curriculum Management Review Characteristics of a Comprehensive Student Assessment Plan and Program Evaluation Planning. For the district’s assessment and program evaluation planning to be considered adequate, 11 of the 15 characteristics must be present and adequate.

The characteristics and review team’s analysis are displayed in [Exhibit 4.1.2](#).

Exhibit 4.1.2

**Characteristics of a Comprehensive Student Assessment Plan
And Program Evaluation Planning and Reviewers’ Assessment of District’s Approach
Lee’s Summit R-7 School District
September 2016**

Characteristic (The plan...)	Reviewers’ Rating	
	Adequate	Inadequate
1. Describes the board’s policy regarding the philosophical framework for the design of the student assessment plan and directs both formative and summative assessment of the curriculum by course and grade and expectations with ongoing formative and summative program evaluation; directs use of data to analyze group, school, program, and system student trends.	Partial*	

Exhibit 4.1.2 (continued)
Characteristics of a Comprehensive Student Assessment Plan
And Program Evaluation Planning and Reviewers' Assessment of District's Approach
Lee's Summit R-7 School District
September 2016

Characteristic (The plan...)	Reviewers' Rating	
	Adequate	Inadequate
2. Explicitly includes a formative and summative assessment set of procedures to carry out board policy (if such exists); provides for regular formative and summative assessment at all levels of the system (organization, program, student).		X
3. Provides for frequent diagnostic (formative) instructional student assessments aligned to district curriculum, which teachers use to make ongoing decisions, including which students receive which learner objectives to be at the appropriate level of difficulty (e.g., provides data for differentiated instruction).		X
4. Provides a list of student assessment and program evaluation tools, purposes, subjects, type of student tested, timelines, etc.	X	
5. Identifies and provides direction on the use of diverse assessment strategies for multiple purposes at all levels, district, program, school, and classroom, that are both formative and summative.		X
6. Specifies the roles and responsibilities of the central office staff and school-based staff for assessing all students using designated assessment measures, and for analyzing test data.		X
7. Specifies the connection(s) among district, state, and national assessments.		X
8. Specifies the overall assessment and analysis procedures used to determine curriculum effectiveness.	Partial*	
9. Requires aligned student assessment examples and tools to be placed in curriculum and assessment documents.		X
10. Specifies how equity issues will be identified and addressed using data sources; controls for possible bias.		X
11. Identifies the components of the student assessment system that will be included in program evaluation efforts, and specifies how these data will be used to determine continuation, modification, or termination of a given program.		X
12. Provides for appropriate trainings for various audiences on assessment and the instructional use of assessment results.	Partial*	
13. Delineates responsibilities and procedures for <u>monitoring</u> the administration of the comprehensive student assessment and program evaluation plan and/or procedures.		X
14. Establishes a process for communicating and training staff in the interpretation of results, changes in state and local student achievement tests, and new trends in the student assessment field.		X
15. Specifies creation of an assessment data system that allows for the attribution of costs by program, permitting program evaluations to support program-based cost-benefit analyses.		X
Total	1	14
Percentage of Adequacy = (1/15)		6.7%
*Partial ratings are tallied as inadequate.		

As found with other planning efforts (see [Finding 1.3](#)), reviewers found planning for assessment to be inadequate. [Exhibit 4.1.2](#) shows that reviewers found one adequate characteristic out of the 15 listed. The information presented to and found by reviewers was sufficient to partially address three of the characteristics. The reviewers noted their findings regarding the characteristics:

Characteristic 1 (Partially Adequate)

Board Policy IL: Assessment Program provides some direction for the philosophical framework of assessment, but fails to address the detailed expectations in the criterion specifically by failing to articulate the direction for formative and summative assessment; furthermore, while the policy states a purpose for assessment in regards to providing data, it fails to specifically direct the use of assessment and/or achievement data to impact the school system.

The *District Assessment Plan* includes a statement that partially addresses Characteristic 1: “The Lee’s Summit R-7 District Assessment Plan is designed to be a balanced assessment program in which overall student achievement and program evaluation are assessed via summative assessment and individual student instructional needs are assessed via ongoing formative assessments.” However, again this statement fails to direct staff to utilize the results from the assessments.

Characteristic 2, 3, and 5 (Inadequate)

While reviewers found some evidence of formative, summative, and diagnostic assessments being used in places within the district, there is a lack of consistent direction for such assessments and how the data are to be used to impact various levels of the school system (individual, classroom, school, program, and district).

Characteristic 4 (Adequate)

While the expected content is not contained in one comprehensive document, the *Lee’s Summit R-7 School District Assessment Plan* includes a list of all the assessments that LSR7 students are taking during the 2016-17 school year. It also includes a general statement of purpose for the assessment and addresses which students take the assessments. Staff members were also provided with an e-mail (Subject: Assessment calendar 2016-17, From: Christy Barger, Date/Time: 05/06/16 2:50 PM) directing staff to assessment timing windows for all state and other mandated assessments.

Characteristic 6 (Inadequate)

While the majority of job descriptions for academic staff in the district reference assessment and/or analysis of assessment results, the statements contained within the descriptions are not sufficient in regards to the roles and responsibilities of each staff member.

Characteristic 7 (Inadequate)

While the state assessment program and other forms of assessments are referenced in policy and in other district documents, no connections are drawn between the assessments.

Characteristic 8 (Partially Adequate)

Board Policy IF-AP: Curriculum Development includes criteria for how curriculum is to be developed, including the expectation that assessment results are utilized as a primary means of determining revisions that need to be made, but the policy itself is not detailed enough to meet the expectation of having “overall assessment and analysis procedures.”

Characteristic 12 (Partially Adequate):

Reviewers noted that the job description of the Tier 1 Instruction Specialist included “modeling...the use of student data for differentiation.” Furthermore, *Board Policy IL: Assessment Program* includes the requirement that staff will be given training and responsibilities to implement and coordinate the program. However, reviewers did not find evidence of plans or planning to implement such direction and to ensure all staff had such competencies.

Characteristics 9, 10, 11, 13, 14, and 15 (Inadequate)

Reviewers found no evidence of the characteristics in district planning and other related documents.

Reviewers interviewed district administrators and board trustees while also surveying principals, teachers, and parents to get their perceptions of assessment and assessment planning in LSR7. Respondents frequently noted

the lack of comprehensive planning for student assessment and the lack of program assessment occurring within the district. The interview responses and survey results are consistent with the reviewers' finding of inadequate planning for student assessment and program evaluation. Examples of such comments and survey results include:

- “[The] Local assessment plan must be revisited.” (Central Office Staff)
- “We need an assessment plan that has a formative and summative component, and the summative has to tell us if we are teaching our guaranteed curriculum....The vast majority must be formative.” (Central Office Staff)”
- “It is a strong weakness that data does not drive program review or creation.” (Central Office Staff)
- “My teachers say we have gone backwards. We used to have clickers and could get quick results with formative assessment. We need to get back to being able to quickly and efficiently assess our kids and get our results quickly.” (Building Administrator)
- “We have this pendulum of assessment in this district. FTOLs. We need a systemic approach to assessment that gives us a really good read on kids. We have some things in place, but I’m not sure they are the best thing to give us to drive instruction.” (Building Administrator)
- “We lost our ability to measure and monitor our curriculum. Half of staff uses [the District Summative Assessments]. We are burning our teachers to the ground with these assessments.” (Central Office Staff)
- Only 76 percent of Building Administrators responded agree to the survey question: “Teachers in my building consistently select instruction interventions based on formative student achievement data.”
- Only 49 percent of Teachers responded “Several times a week” or “Daily” to the question: “How frequently do you use the results of assessments to plan instruction.”

Summary

Assessments can provide invaluable information regarding the effectiveness of a school system at all levels from the individual student to classroom, building, and district-wide. LSR7 students are being assessed frequently; however, the district lacks a comprehensive plan for such assessment and lacks the direction that all students be assessed in a systemic fashion. The lack of planning and direction leaves the district without the means to gather appropriate feedback for all levels of the organization, leaving the district unable to effectively respond to meet student needs. LSR7 lacks a formal student assessment and program evaluation plan and instead relies on job descriptions and board policy to drive the assessment system. Reviewers found only adequate evidence for one and partial evidence for three of the 15 characteristics of an Academic Systems Review Comprehensive Student Assessment Plan and Program Evaluation Planning (see [Recommendation 6](#)).

Finding 4.2: The scope of assessment in the district is inadequate to measure student mastery of the curriculum and to provide data necessary for instructional decision making.

Student assessment data serve as the foundation for decision making regarding the effectiveness of curriculum and instruction. By examining and utilizing evidence of student achievement across grade levels and content areas, educators can make informed instructional decisions that help students meet their desired performance. Without data from all subjects and grade levels, educators cannot effectively evaluate curriculum and instruction within the district. An effective assessment program requires that students be assessed in each subject and grade level via formal district-wide assessment. Such assessments provide a common measurement of learning, which helps ensure that each student is receiving a common and equitable education, regardless of their school of attendance. When the scope of student assessment does not meet this standard, the board, staff, students, and parents will not have the evidence they need to determine student progress and the success of educational programs in the district.

To determine the scope of student assessment, the reviewers examined documents provided by the Lee’s Summit R-7 School District (LSR7) staff, including district policies, assessment plans, assessment calendars, and lists

of course offerings. Reviewers also reviewed assessment documentation provided by the Missouri Department of Elementary and Secondary Education.

Reviewers found that the scope of formal student assessment in LSR7 is inadequate when viewed across all grade levels and curriculum offerings, as well as when considering the various grade level groups. The district-wide formal assessment is limited to subjects tested in the Missouri Assessment Program and International Baccalaureate courses, as well as English Language Arts and mathematics at the elementary level. Reviewers identified an effort to provide assessments more broadly over content areas in the form of the District Summative Assessments (DSA); however, these assessments are not required and, therefore, do not meet the standards reviewers utilize for assessment scope, because the results cannot provide reliable district-wide information regarding student progress towards learning objectives.

Direction for assessment in LSR7 is provided by *Board Policy IL: Assessment Program*. While the policy directs that assessment occur in “the subject areas of English, reading, language arts, science, mathematics, social studies and civics,” the policy frequently qualifies the assessment administration with “as required by law.” Such language implies that assessment is being administered for compliance rather than as an opportunity to gather the critical information needed for creating effective education environments. The policy does have references to the “development of an assessment program,” which would suggest assessment occurring beyond mere compliance; however, that can only be inferred. Reviewers would expect policy to direct the development of an assessment program that goes beyond required state assessment, includes both formative and summative measures, requires assessment to be differentiated by student achievement level, and requires the local assessments to be more rigorous than the required state assessments (see [Finding 1.1](#)).

The Lee’s Summit R-7 School District Assessment Plan 2016-17 shows that the district’s assessment program for all students consists of state-mandated (MAP) assessments, national assessments (NWEA MAP, DRA2, AIMSweb, ACT, Pre-ACT) and a locally developed basic math facts assessment. Additionally, LSR7 provides locally developed District Summative Assessments (DSA) to teachers that can be used to gather information about student mastery of learning objectives; however, they are not required. [Exhibit 4.2.1](#) lists the formal assessments administered in LSR7 along with its subject area, frequency, grades administered, and a brief description of the assessment.

Exhibit 4.2.1
List and Description of Formal Assessments
Lee’s Summit R-7 School District
September 2016

Assessment	Subject Area	Frequency Per Year	Grade Level	Description
Required Assessments Administered and Required of All District Students				
Missouri Assessment Program (MAP) Grade-Level Assessments	Communication Arts	1	3-8	State required assessments used to measure the development of skills within the Missouri Learning Standards.
	Mathematics	1	3-8	
	Science	1	5,7	
Missouri Assessment Program (MAP) End-of-Course (EOC) Exams	Algebra I	1	9*	State required assessments used to measure the development of skills within the Missouri Learning Standards.
	Algebra II	1	10*	
	American Gov.	1	11*	
	Biology	1	9*	
	English II	1	10*	
NWEA Measures of Academic Performance (NWEA)	Reading	2	2,4	Standardized adaptive assessment utilized to identify instructional levels. Also used to screen for gifted identification.
	Mathematics	2	2,4	
Developmental Reading Assessment (DRA2)	Reading	2	K-5	Standardized assessment used to analyze reading performance in literature-based reading program.
		1	6	

Exhibit 4.2.1 (continued)
List and Description of Formal Assessments
Lee's Summit R-7 School District
September 2016

Assessment	Subject Area	Frequency Per Year	Grade Level	Description
Required Assessments Administered and Required of All District Students (continued)				
AIMSweb	Early Literacy	1	K-1	Standardized reading, literacy, and mathematics assessments used to compare student levels to national norms and as mathematical benchmarks.
	R-CBM	1	2-6	
	MAZE	1	3-6	
	Early Numeracy	1	K-1	
	M-COMP	1	2-6	
	M-CAP	1	2-6	
Math Facts	Basic Math Facts	2	2-6	District created assessment designed to assess student mastery of basic math facts.
Pre-ACT	English Mathematics Reading Science	1	10	The standardized assessment is a practice version of the college placement exam, the ACT.
ACT	English Mathematics Reading Science	1	11	The standardized assessment is one of two primary college placement examinations in the United States.
Assessments Administered to Targeted Groups of Students				
MAP Alternate Assessments (MAP-A)	English Lang. Arts	Annual	3-8,11	Administered to one to two percent of special education students for whom it has been deemed inappropriate to take MAP tests.
	Mathematics	Annual	3-8,11	
	Science	Annual	5,8,11	
Gifted Battery		As Needed	As Needed	LSR7 administers five different assessments to candidates for the Elementary Gifted Education program.
Special Education		As Needed	As Needed	LSR7 lists 92 different assessments they will administer as necessary to identify or support special education students.
International Baccalaureate	Business	1	11-12	Common international assessments administered to students at the end of International Baccalaureate courses to measure student mastery of content.
	English	1		
	Health & Phys. Ed	1		
	Fine Arts	1		
	Mathematics	1		
	Modern Language	1		
	Science	1		
	Social Studies	1		
Teacher Optional Assessments				
District Summative Assessments (DSA)	All Content Areas	1- 6 times per course	K-12	District created assessments designed to provide data regarding achievement and its relation to curriculum and instruction.
Student Optional Assessments				
PSAT	Reading Writing and Language Mathematics Essay (optional)	1	10-11*	The standardized assessment is a practice version of the college placement exam, the SAT. It is also used to qualify for the National Merit Scholarship Program.

Exhibit 4.2.1 (continued)
List and Description of Formal Assessments
Lee's Summit R-7 School District
September 2016

Assessment	Subject Area	Frequency Per Year	Grade Level	Description
Student Optional Assessments (continued)				
Armed Services Vocational Aptitude Battery (ASVAB)	General Science Arithmetic Reasoning Word Knowledge Paragraph Comp. Math Knowledge Electronics Info. Auto Information Shop Information Mechanical Comp. Assembling Objects	1	11-12	The standardized assessment measures student aptitudes for specific careers upon graduation.
SAT	Reading Writing and Language Mathematics Essay (optional)	As Desired	10-12*	The standardized assessment is one of two primary college placement examinations in the United States.
* The grade level stated is the typical grade in which students take the assessments.				
<i>Source: Lee's Summit R-7 School District Assessment Plan 2016-17, Missouri Department of Elementary & Secondary Education Website: LEA Guide to the Missouri Assessment Program 2015-2016</i>				

Reviewers noted the following about [Exhibit 4.2.1](#):

- The majority of assessments are commercially developed standardized assessments. Only the district developed Basic Math Facts assessment and the District Summative Assessments are locally developed.
- The district utilizes both diagnostic and summative assessments; however, the only required summative assessments are the Missouri Assessment Program (MAP) assessments. There are not required summative assessments for areas outside of those assessed via the MAP assessments.
- The district assists or provides the full cost of International Baccalaureate assessments for students, so while they are not technically required assessments, reviewers considered them as such.
- The required district assessments do not include more regular periodic assessments such as unit exams or ongoing formative assessments (see [Finding 4.4](#)).

To determine the scope of student assessment in LSR7, reviewers analyzed the subjects and grade levels to determine whether or not there was an assessment administered to all district students. To be considered adequate, at each level (K-grade 6, grades 7-8, and grades 9-12), the scope of the taught curriculum (see [Finding 2.2](#)) that is assessed must be at least 100 percent for the four academic core areas and 70 percent for the remaining areas of the taught curriculum.

Reviewers only consider mandatory required assessments when considering the scope of assessment in a district, as optional assessments do not provide information on all students and cannot be used to measure overall student mastery of the curriculum. Even if broadly administered, optional assessments may still miss certain groups of students, leading to incomplete and potentially incorrect conclusions regarding the effectiveness of curriculum and assessment. However, while they were not included in the reviewers' assessment scope because they are currently optional, reviewers did note the original intent of the District Summative Assessments (DSAs). DSAs were a core part of LSR7's Balanced Assessment initiative. Teams of district teachers developed multiple common assessments for the majority of courses in 2011 through 2014. The assessments were developed to provide the district staff with the very type of information the reviewers expect. During the 2014-15 school year, central office staff made the decision to make the assessments optional due to technological issues with

the administration. This decision left the district without a tool to measure instructional and curriculum effectiveness, and contributed to reviewers finding a very limited scope of assessment in LSR7.



Math manipulatives in grade 1 at Sunset Valley Elementary School

In Exhibits 4.2.2, 4.2.3, and 4.2.4, reviewers noted the types of assessments given at each content area and grade level and determined the overall scope of assessment.

Exhibit 4.2.2 shows the assessment scope by subject area for grades K-6.

Exhibit 4.2.2

**Scope of Student Assessment by Subject Area and by Grade Level
Kindergarten through Grade 6
Lee's Summit R-7 School District
September 2016**

Course Offering	K	1	2	3	4	5	6	Courses Offered	Mandatory Assessment Present
Core Courses									
English Language Arts	D, A	D, A	D, A, N	D, A, M	D, A, N, M	D, A, M	D, A, M	7	7
Mathematics	A	A	A, N	A, M	A, N, M	A, M	A, M	7	7
Social Studies								7	0
Science						M		7	1
	Totals							28	15
	Percentage of Core Courses with Required Assessment								54%
Non-Core Courses									
Health/Physical Education								7	0
Art								7	0
Music								7	0
	Totals							21	0
	Percentage of Non-Core Courses with Required Assessment								0%
	Total Courses with Required Assessment								31%
Key: Formative or Diagnostics Assessments: D – DRA2, A – AIMSweb, N – NWEA Summative Assessments: M – Missouri Assessment of Progress (MAP)									
<i>Data Source: Lee's Summit R-7 School District Assessment Plan</i>									

Reviewers noted the following about Exhibit 4.2.2:

- The scope of student assessment in grades K-6 is inadequate. The scope of student assessment fails to meet the review standard of 100 percent in core areas (54 percent) and the standard of 70 percent in remaining areas (0 percent).
- English Language Arts and Mathematics include multiple forms of formative or diagnostics assessments: Developmental Reading Assessment (DRA2), NWEA Measures of Academic Performance (NWEA), and AIMSWeb. The assessments can be used to identify student progress against national norms.
- English Language Arts and Mathematics are also assessed in grades 3 through 5 in a summative fashion via the state assessments: Missouri Assessment Program (MAP). Science also includes a summative MAP assessment in fifth grade.
- There are no required summative assessments in Kindergarten through grade 2 in Mathematics and English Language Arts, no summative assessments in Science except for grade 5, and no summative assessments in Social Studies.
- There are no required district-wide assessments in any of the non-core areas.

Exhibit 4.2.3 shows the assessment scope by subject area for grades 7-8.

Exhibit 4.2.3
Scope of Student Assessment by Subject Area and by Grade Level
Grade 7-8
Lee's Summit R-7 School District
September 2016

Course Offering	7	8	Courses Offered	Mandatory Assessment Present
Core Courses				
English Language Arts				
English Language Arts	M	M	2	2
Communication Arts (Summit Ridge)	M	M	1	1
Advanced Studies Language Arts	M	M	2	2
Modified Curriculum Language Arts	M	M	2	2
Other ELA Courses			4	0
Mathematics				
Mathematics	M		1	1
Advanced Studies Math	M		1	1
Modified Curriculum Math	M		1	1
Pre-Algebra		M	1	1
Algebra 1		E	1	1
Modified Curriculum Pre-Algebra		M	1	1
Mathematics (Summit Ridge)	M	M	1	1
Other Math Courses			1	0
Science				
Science		M	2	1
Advanced Science		M	2	1
Science (Summit Ridge)		M	1	1

Exhibit 4.2.3 (continued) Scope of Student Assessment by Subject Area and by Grade Level Grade 7-8 Lee's Summit R-7 School District September 2016				
Course Offering	7	8	Courses Offered	Mandatory Assessment Present
Core Courses (continued)				
Social Studies				
All Social Studies Classes			9	0
Total Core Courses and Guides			33	17
Percent of Core Courses with Required Student Assessment				52%
Non-Core Courses				
All Non-Core Courses			37	0
Total Non-Core Courses and Student Assessment			37	0
Percent of Non-Core Courses with Required Student Assessment				0%
Percent of Core Courses with Required Student Assessment				52%
Percent of Total Middle School Course with Required Student Assessment				24%
Note: Course list mirrors the curriculum course listing in Exhibit 2.2.2				
Key: Summative Assessments: M – Missouri Assessment of Progress (MAP), E – MAP End of Course Assessments				
Data Source: Lee's Summit R-7 School District Assessment Plan 2016-17				

Reviewers noted the following about [Exhibit 4.2.3](#):

- The scope of student assessment in grades 7-8 is inadequate. The scope of student assessment fails to meet the review standard of 100 percent in core areas (52 percent) and the standard of 70 percent in remaining areas (0 percent).
- The only required assessments that are present are the summative state Missouri Assessment Program (MAP) assessments in English Language Arts (grades 7-8), Mathematics (grades 7-8), and Science (grade 8).
- Algebra is assessed via the state MAP End-of-Course assessment that is also administered to high school Algebra students.
- Seventh grade science, all social studies courses, and all non-core courses do not have any common required assessments.
- There are no common formative or diagnostic assessments administered to all students in grades 7 or 8 in any subject area.

Exhibit 4.2.4 shows the assessment scope by subject area for grades 9-12.

Exhibit 4.2.4
Scope of the Student Assessment by Subject Area
Grade 9-12
Lee's Summit R-7 School District
September 2016

Content Area	# Course Offerings	# Offerings MAP – EOC Assessments	# Offerings MAP – IB Assessments	% of Courses with Required Assessment
Core Content Areas				
Communication Arts	46	3	3	13%
Courses with Required Assessment: English 10, Advanced English Studies 10, Recovery English 10, IB English A1 HL 11 th Grade, IB English A1 HL 12 th Grade, IB Film SL				
Mathematics	25	5	3	32%
Courses with Required Assessment: Algebra I, Intermediate Algebra II, Intro to Algebra II, Algebra II, Advanced Studies Algebra II, Math Studies II/IB Math Studies SL, IB Mathematics SL—11, IB Mathematics SL—12				
Science	34	2	5	21%
Courses with Required Assessment: Biology I, Advanced Studies Biology I, IB Environmental Systems and Societies SL, IB Biology HL—11, IB Biology HS—12, IB Chemistry HL—11, IB Chemistry HL—12				
Social Studies	22	1	6	32%
Courses with Required Assessment: American Government, IB History of The Americas HL—11, IB History of The Americas—12, IB Psychology SL, IB Psychology HL, IB Theory of Knowledge, IB Approaches to Learning				
Subtotal Core Subject Areas	127	11	17	22%
Non-Core Subject Areas				
Modern Language	21	0	4	19%
Courses with Required Assessment: IB Spanish V, IB German V, IB French V, IB Mandarin Chinese V				
Fine Arts	42	0	1	2%
Courses with Required Assessment: IB Visual Arts SL or HL				
Practical Arts	77	1*	1	3%
Courses with Required Assessment: Personal Finance*, IB Business Management SL				
Physical Education & Health	14	0	1	7%
Courses with Required Assessment: IB Sports, Exercise and Health Science SL				
Special Education	9	0	0	0%
Courses with Required Assessment: None				
Subtotal of Non-Core Subject Areas	163	1	7	5%
Total Scope of 9-12 Required Student Assessment	290	12	24	12%
* The State Personal Finance test is not part of the Missouri Assessment Program – End of Course Assessments (MAP - EOC) but it is mandated of all students in the high school.				
Note: Course list is derived from the curriculum course listing in Appendix C that is summarized in Exhibit 2.2.3				
Data Source: Lee's Summit R-7 School District Assessment Plan 2016-17, Missouri Department of Elementary & Secondary Education Website: LEA Guide to the Missouri Assessment Program 2015-2016				

Reviewers noted the following about Exhibit 4.2.4:

- The scope of student assessment in grades 9-12 is inadequate. The scope of student assessment fails to meet the review standard of 100 percent in core areas (22 percent) and the standard of 70 percent in remaining areas (five percent).
- The formal assessments that are administered are limited exclusively to Missouri Assessment Program End of Course assessments and International Baccalaureate assessments, along with the state required Personal Finance assessment. No other courses have a required district-wide formal assessment.

Exhibit 4.2.5 provides a summary of the scope of Kindergarten through grade 12 core and non-core curriculum guidance documents by level.

Exhibit 4.2.5

Summary of the Scope of Kindergarten through Grade 12 Student Assessment by Level Lee's Summit R-7 School District September 2016

Grade Levels	# Offerings	# Offerings with Required Assessment	% Offerings with Required Assessment
K-6	49	15	31%
7-8	70	17	24%
9-12	290	36	12%
All Levels	409	78	19%

As can be noted from Exhibit 4.2.5:

- Reviewers found a total of 409 course offerings in kindergarten through grade 12 in Lee's Summit R-7 School District.
- Seventy-eight (78) of the 409 (19 percent) course offerings had a required assessment of all students. Three hundred thirty-one (331) course offerings had no required assessment.

Reviewers interviewed district administrators, teachers, and board members while also surveying principals, teachers, and parents to get their perceptions of the scope of assessment in LSR7. Respondents frequently noted the need for district provided summative assessments. The interview responses and survey results are consistent with the reviewers' finding of inadequate scope of student assessment. Examples of such comments and survey results included:

- "We lost our ability to measure and monitor our curriculum. Half of staff uses [the District Summative Assessments]. We are burning our teachers to the ground with these assessments." (Central Office Staff)
- "We only have summative assessments provided for some units." (Teacher)
- "We would like district provided assessments so we are all doing the same thing across the district." (Teacher)
- "The Missouri Assessment Program (MAP) is a moving target. We can't compare apples to apples as long as this continues. So as a district we have to bring the DSAs back." (Building Administrator)
- "We need a systematic way to do assessment across the district. We need common assessments pre and post, not just unit assessments. We need to be able to look at assessment data to determine what is working in our teaching." (Building Administrator)
- "We need some type of common assessments for collaboration." (Building Administrator)

- Eighty-two percent (667 of 813) of teachers responded “Agree” to the survey question: “I have adequate summative assessment tools to use to determine mastery of curriculum objectives.” However, of 62 comments, only 12 comments referenced that the district provided assessments. Fifteen staff members referenced that they had to create the assessments themselves.

Given the limited amount of required assessment occurring in LSR7, reviewers found that the overall scope of assessment was inadequate to provide data that can be used effectively to measure student progress in mastering content for instructional decision making (see [Finding 4.4](#)).

Summary

The scope of the formal student assessment in the Lee’s Summit R-7 School District is inadequate when viewed across all grade levels and curriculum offerings, as well as when considering the various grade-level groups. Only 19 percent of the curriculum offerings in the district are formally assessed. With the exception of elementary English Language Arts and Mathematics instruction, formal required assessment is limited to Missouri Assessment Program and International Baccalaureate assessments (see [Recommendation 6](#)).

Finding 4.3: District achievement results consistently exceed statewide averages and at some levels exceed averages of the best performing districts in Missouri; however, the district has achievement gaps among race/ethnicity groups, socioeconomic groups, and special education groupings of students.

Student achievement data is the primary resource that provides ongoing feedback on the effectiveness of a district’s curriculum. Regular review of the trends of the aggregate assessment data provide insight into how schools and classes of students are performing. By reviewing results and trends from summative assessment data, such as the Missouri Assessment of Progress (MAP) and ACT, staff can make informed modifications to curriculum, instruction, and professional development that result in improved student achievement (see [Findings 2.3](#) and [3.2](#) and [Recommendations 3](#), [4](#), and [6](#)). Furthermore, review of data disaggregated by race/ethnicity and other demographic qualities can help identify circumstances of inequity present in the system (see [Finding 3.1](#)).

To analyze student achievement, reviewers examined the achievement data of the Lee’s Summit R-7 School District by pulling data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>). While reviewers considered statewide averages as a traditional benchmark of performance, reviewers recognized that LSR7 consistently outperforms statewide averages. To provide a benchmark more consistent with LSR7 performance, reviewers also calculated the average of the Top 10 Large Missouri School Districts. Large was defined as greater than 10,000 students. These Top 10 districts were identified in a *Data and Accountability Update* (October 23, 2015) to the Board of Education. The districts that were included in the Top 10 average were: Blue Springs R-IV, Francis Howell R-III, Ft. Zumwalt R-II, Parkway C-2, Rockwood R-VI, Park Hill, Liberty 53, North Kansas City 74, Lee’s Summit R-VII, and Fox C-6. This additional average provided reviewers with a more appropriate benchmark than only utilizing state averages.

Reviewers also noted the difficulties LSR7 and other Missouri districts have had in analyzing trends in performance over recent years. The MAP assessments were changed between 2014 and 2015, and student scoring levels were reset. This adds significant challenge to examination of results “over the years” as to how performance has improved or declined, because results are no longer an “apples to apples” comparison. Consequently, reviewers utilized more benchmarking against the state and Top 10 averages, as well as benchmarking against demographic groups within LSR7, to help identify positive or negative trends in performance.

Reviewers found that LSR7 is a high achieving district by most measures. At the high school level, MAP and ACT performance consistently outpace the average of the highest performing districts in Missouri. At other levels, the performance outpaces state averages by large margins, and in some cases, the performance is above or similar to that of the highest performing schools. However, while overall achievement is high, reviewers found achievement gaps in the performance of students when separated by race/ethnicity, socioeconomic, and special education status.



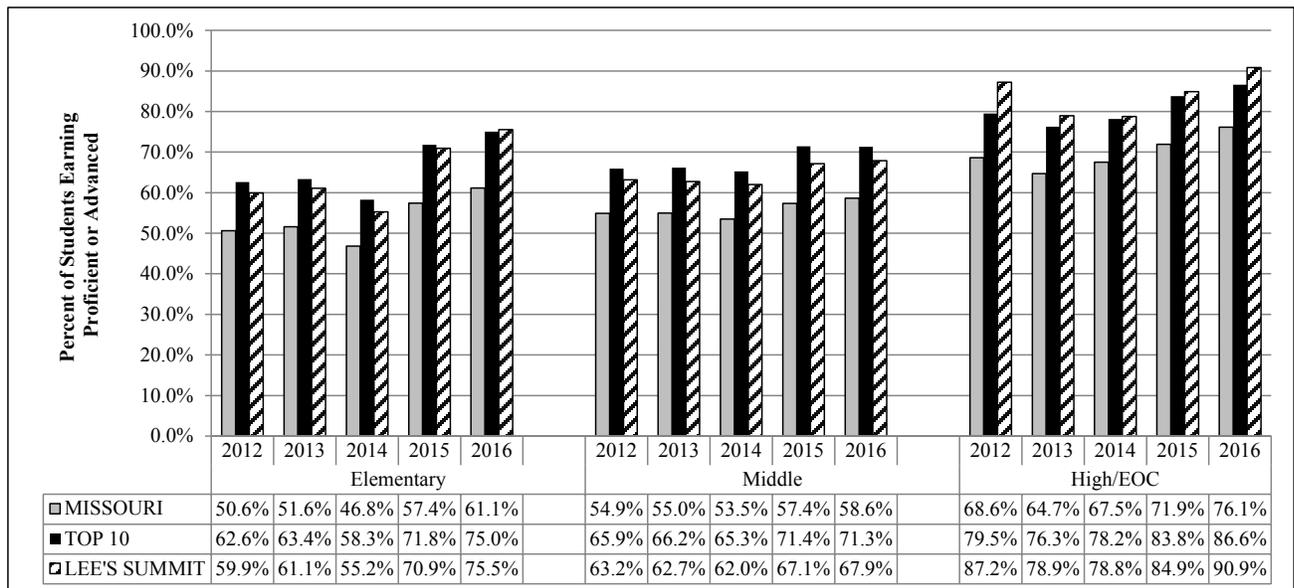
BCMS Industrial Technology

LSR7 Student Performance Trends

In [Exhibit 4.3.1](#) through [Exhibit 4.3.4](#), reviewers analyzed the LSR7 MAP results for English Language Arts, Mathematics, Science, and Social Studies, respectively, for all three building levels: elementary, middle, and high school. The LSR7 performance is compared to Missouri statewide averages and the average performance of students in the Top 10 large Missouri school districts as explained earlier. [Exhibit 4.3.1](#) shows the English Language Arts MAP performance.

Exhibit 4.3.1

Overall Percentage of Students Scoring Proficient or Advanced English Language Arts - Missouri Assessment Program Lee's Summit R-7 School District 2012-2016



Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

Reviewers noted the following about [Exhibit 4.3.1](#):

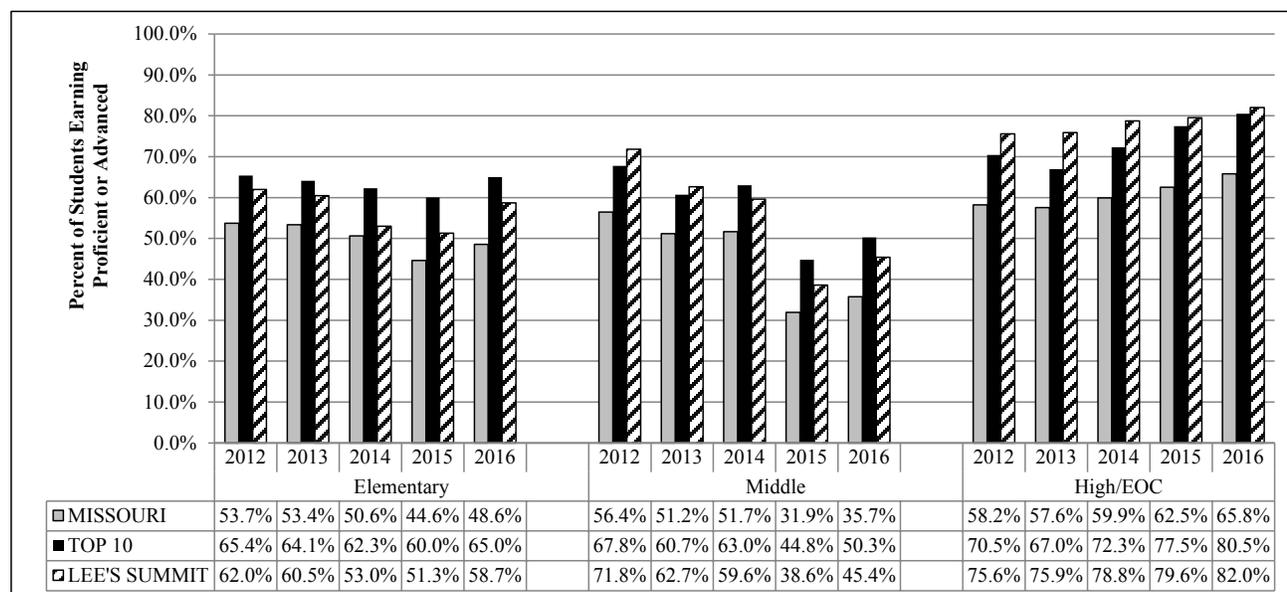
- Elementary results for English Language Arts have improved since 2012. From 2012 through 2015, LSR7 results trailed the average Top 10 districts; however, in 2016, LSR7 exceeds the average of the Top 10 districts by 0.5 percent.

- Middle school results trailed the average of the Top 10 districts each of the five reported years. In 2016, LSR7 trails by 3.4 percent.
- High school/end of course results have exceeded the average of the Top 10 districts each of the five reported years. In 2016, LSR7 average results are 4.3 percent higher than the Top 10 district average.
- LSR7 results consistently exceed those of the statewide Missouri averages over the 5-year period. In 2016, LSR7 results were 14.4 percent, 9.3 percent, and 14.8 percent higher for elementary, middle, and high school/EOC, respectively.

Exhibit 4.3.2 shows the Mathematics MAP performance.

Exhibit 4.3.2

Overall Percentage of Students Scoring Proficient or Advanced Mathematics - Missouri Assessment Program Lee's Summit R-7 School District 2012-2016



Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

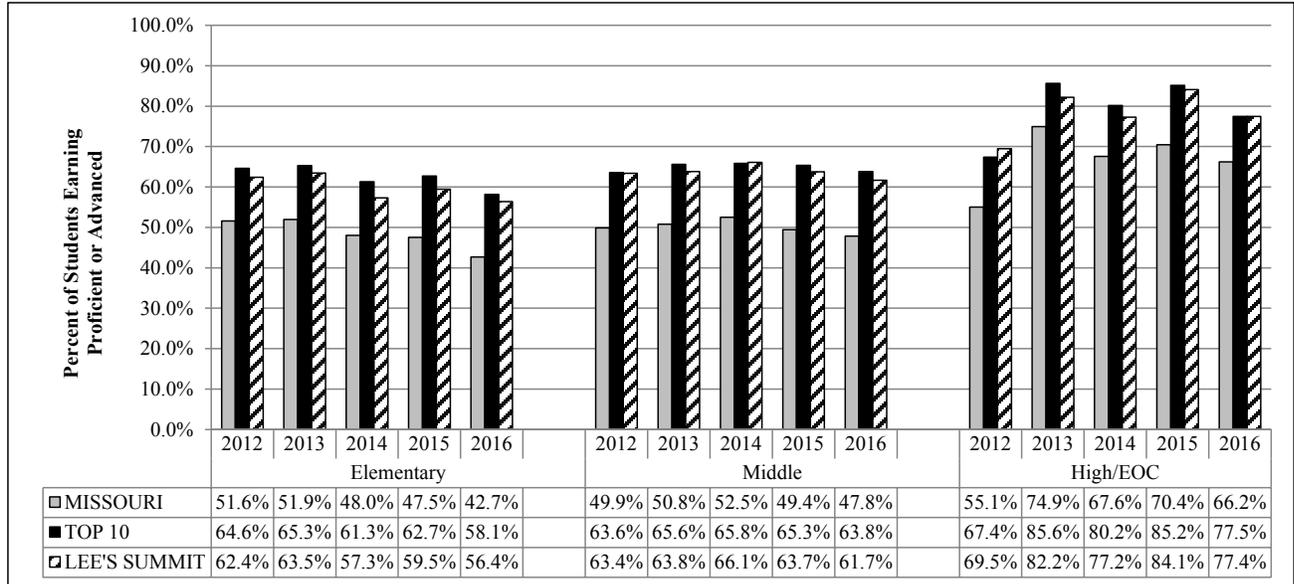
Reviewers noted the following about Exhibit 4.3.2:

- Elementary results for Mathematics have stayed relatively the same since 2012. In each year, LSR7 results trail the average of the Top 10 districts. In 2016, LSR7 trails by 6.3 percent.
- Middle school results exceeded the average of the Top 10 districts in 2012 and 2013, but have trailed since 2014. In 2016, LSR7 trails by 4.9 percent.
- High school/end of course results have exceeded the average of the Top 10 districts each of the five reported years. In 2016, LSR7 average results are 1.5 percent higher than the Top 10 district average.
- LSR7 results consistently exceed those of the statewide Missouri averages over the five-year period. In 2016, LSR7 results were 10.1 percent, 9.7 percent, and 16.2 percent higher for elementary, middle, and high school/EOC, respectively.

Exhibit 4.3.3 shows the Science MAP performance.

Exhibit 4.3.3

Overall Percentage of Students Scoring Proficient or Advanced Science - Missouri Assessment Program Lee's Summit R-7 School District 2012-2016



Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

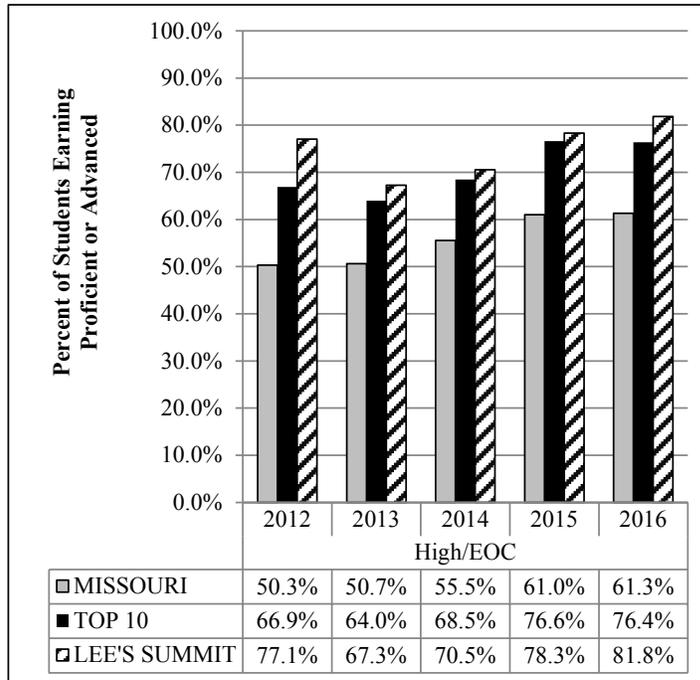
Reviewers noted the following about Exhibit 4.3.3:

- Elementary results for Science have stayed relatively the same since 2012. In each year, LSR7 results trail the average of the Top 10 districts. In 2016, LSR7 trails by 1.7 percent.
- Middle school results have trailed the average of the Top 10 districts every year except for 2014. In 2016, LSR7 trails by 2.1 percent.
- High school/end of course results exceeded the average of the Top 10 districts in 2012 but have trailed since. In 2016, LSR7 average results are 0.1 percent lower than the Top 10 district average.
- LSR7 results consistently exceed those of the statewide Missouri averages over the five-year period. In 2016, LSR7 results were 13.7 percent, 13.9 percent, and 11.2 percent higher for elementary, middle, and high school/EOC, respectively.

Exhibit 4.3.4 shows the Social Studies MAP performance.

Exhibit 4.3.4

**Overall Percentage of Students Scoring Proficient or Advanced
Social Studies - Missouri Assessment Program
Lee's Summit R-7 School District
2012-2016**



Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

Reviewers noted the following about Exhibit 4.3.4:

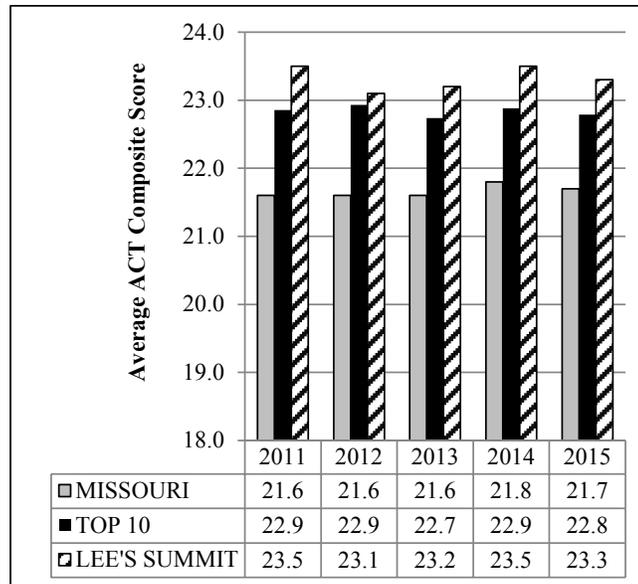
- High school/end of course results have exceeded the average of the Top 10 districts in every year. In 2016, LSR7 average results are 5.4 percent higher than the Top 10 district average.
- LSR7 results consistently exceed those of the statewide Missouri averages over the five-year period. In 2016, LSR7 results were 20.5 percent higher at the high school/EOC level.

In Exhibits 4.3.5 and 4.3.6, reviewers considered results of the ACT exam, once again comparing LSR7 results to Missouri statewide averages and the averages of students in the Top 10 large school districts in Missouri. The ACT is a college entrance examination that students commonly take as part of their application process. The state of Missouri has mandated that all students take the ACT, starting in the Spring of 2016. However, the district results of that assessment were not publicly released at the time of the Academic Systems Review and, therefore, are not included. Given the consistent testing environment from 2011 to 2015, trends can be considered as evidence of progress or decline in the school system, in contrast to the MAP results in which trend analysis is not recommended. Once the results of 2016 are published, any trend analysis would have to account for the larger population of students taking the exam and the likely decline in overall test results.

Exhibit 4.3.5 displays the average composite score on the ACT for Missouri, the Top 10 Schools, and LSR7.

Exhibit 4.3.5

**Composite ACT Score
Lee's Summit R-7 School District
2011-2015**



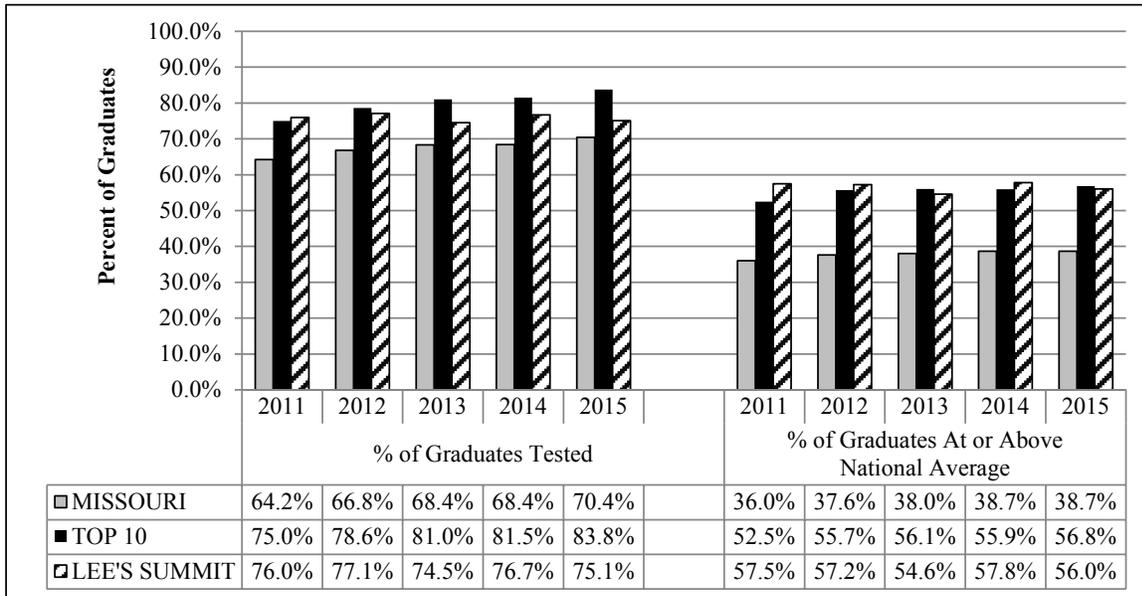
Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

Reviewers noted the following about Exhibit 4.3.5:

- LSR7 average ACT composite scores have exceeded the average of the Top 10 districts each year from 2011 to 2015. The gap in scores has been relatively consistent, ranging from 0.6 points in 2011 to 0.5 points in 2015. Only in 2012, did the gap fall to less than 0.5 points.
- LSR7 average scores have exceeded Missouri statewide averages each year from 2011 to 2015. The gap has been relatively consistent, ranging from 1.9 points in 2011, to 1.6 points in 2015. The gap has been 1.5 points or higher every year.

Additional indicators of system effectiveness are the percentage of students taking the ACT as it is a proxy for the percentage of likely college-bound students, as well as the percentage of students scoring at or above national averages. [Exhibit 4.3.6](#) displays those measures for the state of Missouri, the Top 10 large Schools, and LSR7.

Exhibit 4.3.6
Percentage of Graduates Taking ACT
And Percentage of Graduates At or Above the National Average on ACT
Lee’s Summit R-7 School District
2011-2015



Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

Reviewers noted the following about [Exhibit 4.3.6](#):

- LSR7 had a higher percentage of Graduates Tested in 2011 than the Top 10 large districts, but has had fewer graduates tested each year since. In 2011, LSR7 had 1.0 percent more tested. However, in 2015, LSR7 had 8.7 percent less tested. The total percentage of LSR7 students tested has declined from 76.0 percent to 75.1 percent. During the same period, the Top 10 large district average has increased 8.8 percent, and the statewide average has increased 6.2 percent.
- LSR7 had a higher percentage of graduates at or above the national average in 2011, but overall has declined relative to the Top 10 large districts average. In 2011, LSR7 had 5.0 percent more, and in 2015 LSR7 had 0.8 percent less. The total percentage for LSR7 has declined 1.5 percent over the five-year period. During that same time, the Top 10 large district average has increased 4.3 percent, and the statewide average has increased 2.7 percent.

In [Exhibits 4.3.1](#) through [4.3.6](#) reviewers analyzed the performance of LSR7 relative to the statewide average performance and the average performance of students from the Top 10 large districts (greater than 10,000 students) in Missouri. The analysis demonstrates that at the high school level, LSR7 has generally had higher achievement than the average of the Top 10 large districts on the four content areas of the MAP assessment and also on the ACT. However, while the high school had higher performance, the middle school and elementary school performance generally trails that of the Top 10 large districts with the exception of elementary English Language Arts. At all levels and content areas, LSR7 performance is consistently higher than the state average.

Gaps in Achievement between Race/Ethnicity Groups

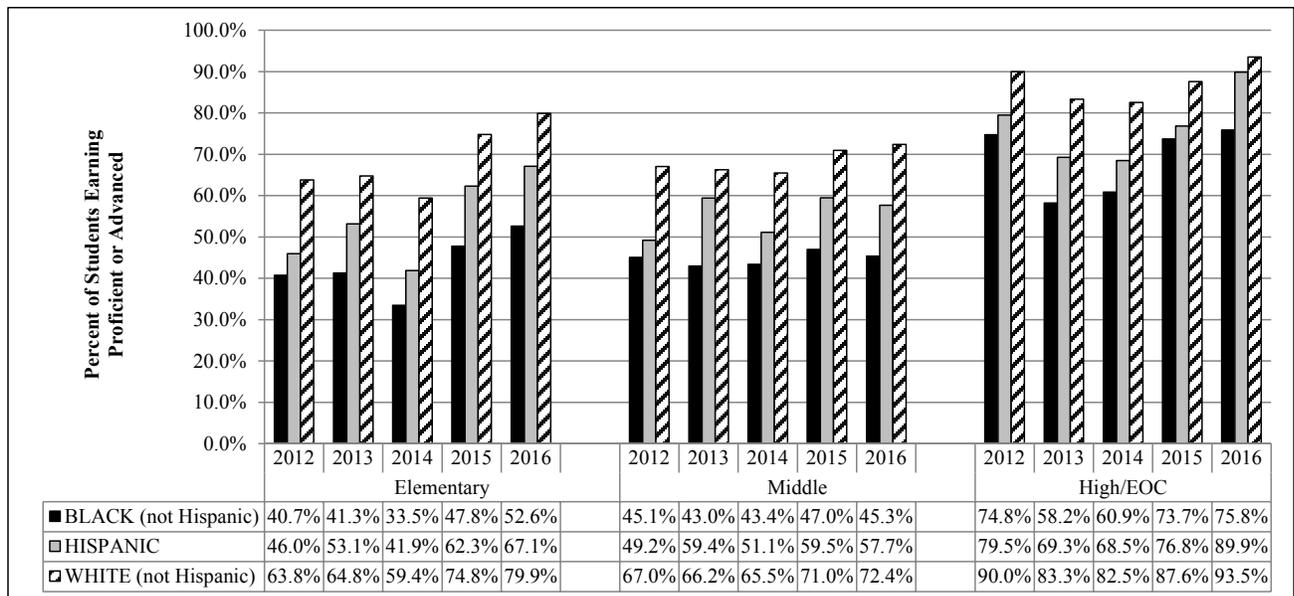
In [Exhibits 4.3.7](#) through [4.3.10](#) reviewers analyzed the LSR7 MAP results for English Language Arts, Mathematics, Science, and Social Studies, respectively, for all three building levels: elementary, middle, and

high school, contrasting the performance of Black (not Hispanic), Hispanic, and White (not Hispanic) students. Other race/ethnicities are present in LSR7, but the relative size of the groups is too small to incorporate into the comparisons. In an equitable system, reviewers would expect to see similar performance from each race/ethnicity group or, at the very least, progress that indicates a similar performance will occur in the near future. When gaps exist and progress is not being made towards closing them, it can indicate that a school system is not adequately responding to student needs and failing to ensure that all students have equitable access to a quality education. Given the changes in the MAP, conclusions about trends should not be taken from the exhibits; however, reviewers could still analyze the results for evidence of gaps and compare the relative performance of the demographic groups over time.

Exhibit 4.3.7 shows English Language Arts MAP performance by race/ethnicity demographic.

Exhibit 4.3.7

**Percentage of Students Scoring Proficient or Advanced by Race/Ethnicity Group
English Language Arts - Missouri Assessment Program
Lee's Summit R-7 School District
2012-2016**



Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

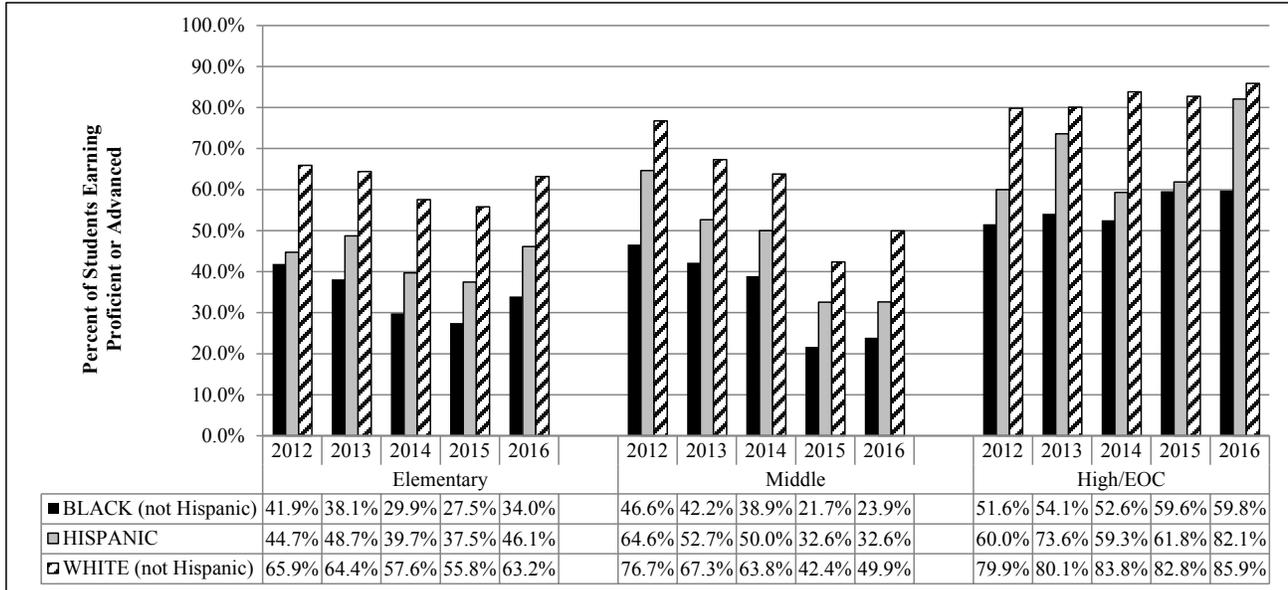
Reviewers noted the following about Exhibit 4.3.7:

- In English Language Arts, White (not Hispanic) students have higher achievement results than Black (not Hispanic) and Hispanic students at all levels in all years. Hispanic students have higher achievement results than Black (not Hispanic) students at all levels in all years.
- In 2016, the gap in achievement between White (not Hispanic) and Black (not Hispanic) students is 27.3 percent, 17.1 percent, and 17.7 percent at the elementary, middle, and high school/EOC levels, respectively.
- In 2016, the gap in achievement between White (not Hispanic) and Hispanic students is 12.8 percent, 14.7 percent, and 3.6 percent at the elementary, middle, and high school/EOC levels, respectively.

Exhibit 4.3.8 shows the Mathematics MAP performance by race/ethnicity demographic.

Exhibit 4.3.8

**Percentage of Students Scoring Proficient or Advanced by Race/Ethnicity Group
Mathematics - Missouri Assessment Program
Lee's Summit R-7 School District
2012-2016**



Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

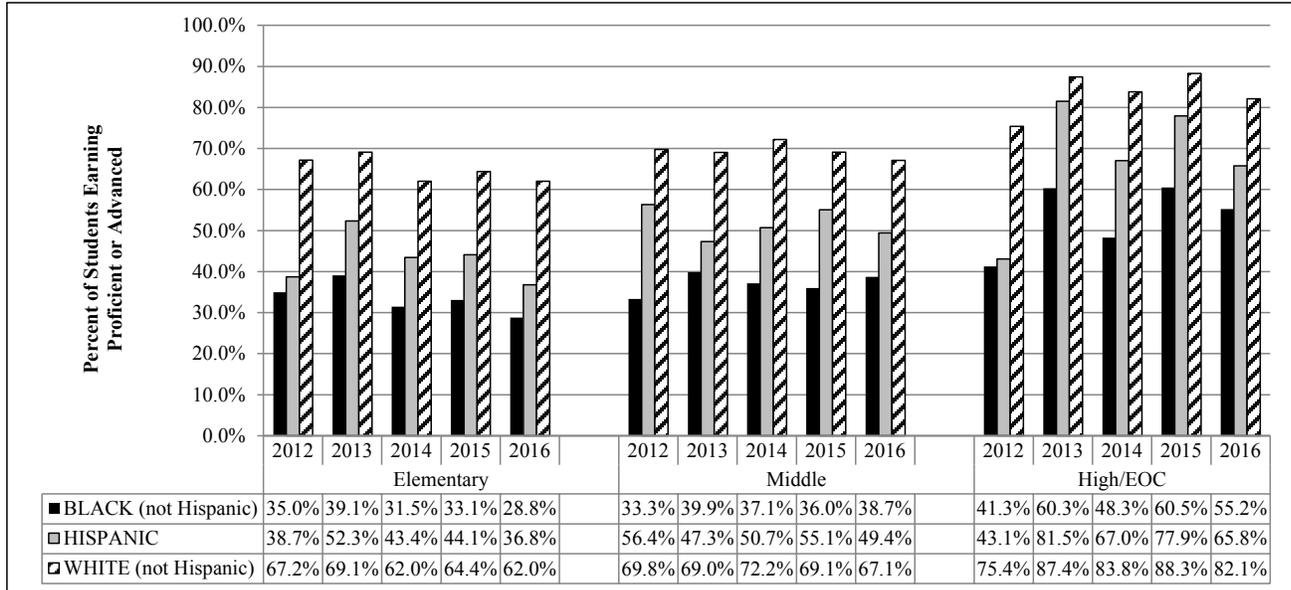
Reviewers noted the following about Exhibit 4.3.8:

- In Mathematics, White (not Hispanic) students have higher achievement results than Black (not Hispanic) and Hispanic students at all levels in all years. Hispanic students have higher achievement results than Black (not Hispanic) students at all levels in all years.
- In 2016, the gap in achievement between White (not Hispanic) and Black (not Hispanic) students is 29.2 percent, 26.0 percent, and 26.1 percent at the elementary, middle, and high school/EOC levels, respectively.
- In 2016, the gap in achievement between White (not Hispanic) and Hispanic students is 17.1 percent, 17.3 percent, and 3.8 percent at the elementary, middle, and high school/EOC levels, respectively.

Exhibit 4.3.9 shows the Science MAP performance by race/ethnicity demographic.

Exhibit 4.3.9

**Percentage of Students Scoring Proficient or Advanced by Race/Ethnicity Group
Science - Missouri Assessment Program
Lee's Summit R-7 School District
2012-2016**



Source: Data from the Missouri Comprehensive Data System website (<https://mcads.dese.mo.gov/Pages/default.aspx>)

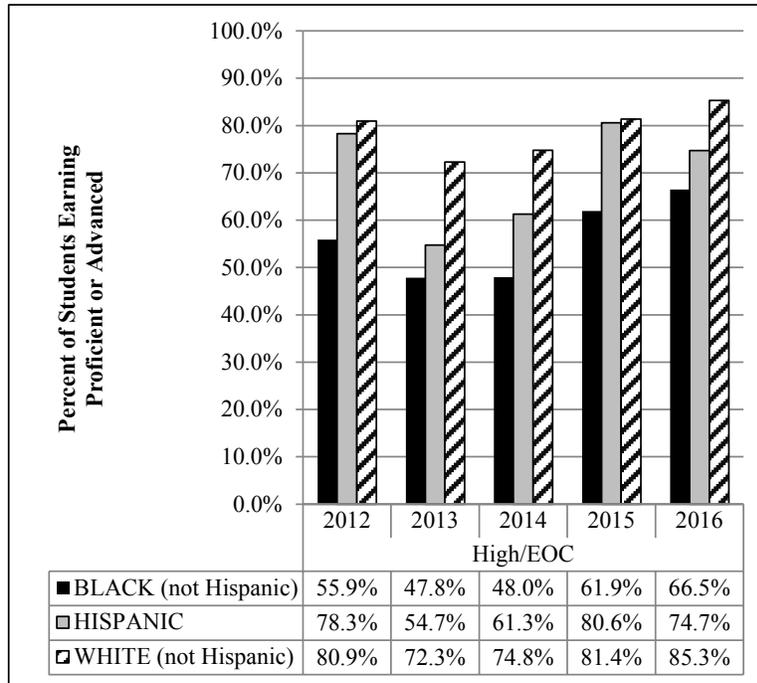
Reviewers noted the following about Exhibit 4.3.9:

- In Science, White (not Hispanic) students have higher achievement results than Black (not Hispanic) and Hispanic students at all levels in all years. Hispanic students have higher achievement results than Black (not Hispanic) students at all levels in all years.
- In 2016, the gap in achievement between White (not Hispanic) and Black (not Hispanic) students is 31.2 percent, 28.4 percent, and 16.9 percent at the elementary, middle, and high school/EOC levels, respectively.
- In 2016, the gap in achievement between White (not Hispanic) and Hispanic students is 25.2 percent, 17.7 percent, and 16.3 percent at the elementary, middle, and high school/EOC levels, respectively.

Exhibit 4.3.10 shows the Social Studies MAP performance by race/ethnicity demographic.

Exhibit 4.3.10

**Percentage of Students Scoring Proficient or Advanced by Race/Ethnicity Group
Social Studies - Missouri Assessment Program
Lee’s Summit R-7 School District
2012-2016**



Source: Data from the Missouri Comprehensive Data System website
(<https://mcds.dese.mo.gov/Pages/default.aspx>)

Reviewers noted the following about Exhibit 4.3.10:

- In Social Studies, White (not Hispanic) students have higher achievement results than Black (not Hispanic) and Hispanic students in all years. Hispanic students have higher achievement results than Black (not Hispanic) students at all levels in all years.
- In 2016, the gap in achievement between White (not Hispanic) and Black (not Hispanic) students is 18.8 percent at the high school/EOC level.
- In 2016, the gap in achievement between White (not Hispanic) and Hispanic students is 10.6 percent at the high school/EOC level.

Exhibits 4.3.7 through 4.3.10 demonstrate an achievement gap is present between White (not Hispanic) and Black (not Hispanic) students, as well as between White (not Hispanic) and Hispanic students. However, given the changes to the MAP, reviewers could not complete a traditional trend analysis to determine whether the gaps are closing. Consequently, reviewers conducted a modified trend analysis using relative rather than absolute values. Traditionally, reviewers would do an estimate of a trend called Years to Parity where they would take the percentage of proficiency in a given year (for example: 2012 with 25 percent) and look at the final year of data (for example: 2016 with 45 percent) and then calculate the average increase per year (for example (20 percent over four years or five percent per year). The growth rates for different demographic groups would then be compared to see how long, or the years to parity, it would take for the group averages to meet. Since such “absolute” analysis is likely not accurate given the changes to the MAP, reviewers instead used relative percentages by using the White (not Hispanic) percentages as a “baseline” and comparing the growth or declines relative to the baseline group.

The following example is provided to help explain the methodology:

	2012	2013	2014	2015	2016
Group 1	90%	90%	40%	45%	50%
Group 2	60%	65%	25%	30%	35%

In this example, the test became more difficult in 2014. It would be unfair to characterize the trend as Group 1 having lost 40 percent over the period and Group 2 having lost only 25 percent. In fact, both groups may be performing better in those latter years, and the test is that much more difficult. Additionally, if the goal is to consider if Group 2 is “closing the gap” compared to what it was in 2012, a simple subtraction would say there has been a significant improvement from a 30 percent gap to a 15 percent gap. But in reality, there has only been a slight improvement. The gap closing is largely a product of the more difficult test than any changes in performance of the respective groups. In 2012, 67 percent (60/90) as many Group 2 students earned proficiency when compared to Group 1. In 2016, 70 percent (35/50) as many students earned proficiency. So what looks like a large change when looking at the absolute values is, in fact, a small change when looking at the relative values. To perform well with this relative Years to Parity measurement, the lower achieving group needs to move their relative percentage toward 100 percent as that indicates an equal performance. While this method is not as valid as complex statistical measures that normalize the results, it is more understandable and can still provide an indication of the relative changes in achievement gaps in situations where test scoring is reset or new tests are introduced.

Exhibit 4.3.11 demonstrates the relative Years to Parity analysis as applied to the achievement gaps present between White (not Hispanic) and Black (not Hispanic) students, as well as between White (not Hispanic) and Hispanic students.

Exhibit 4.3.11

Relative Years to Parity Missouri Assessment Program Results for All Students by Race/Ethnicity Lee’s Summit R-7 School District 2012-2016

English Language Arts	2012	2013	2014	2015	2016
<i>White (not Hispanic)</i>	68.5%	69.7%	66.9%	75.6%	79.7%
Black (not Hispanic) - Actual	48.0%	46.5%	44.6%	52.2%	54.4%
Black (not Hispanic) - Relative	70.1%	66.6%	66.7%	69.0%	68.2%
Average Annual Change	-0.45%	Years to Parity		NEVER	
Hispanic - Actual	52.0%	58.8%	50.5%	63.8%	67.3%
Hispanic - Relative	75.9%	84.4%	75.5%	84.4%	84.5%
Average Annual Change	2.2%	Years to Parity		7.0 Yrs	
<i>Calculation Explained: The Hispanic Years to Parity</i> 84.5%-75.9%= 8.6% 8.6%/4=2.2% 100%-84.5% = 15.5% 15.5%/2.2% = 7.0 Years					
Mathematics	2012	2013	2014	2015	2016
<i>White (not Hispanic)</i>	71.2%	67.6%	64.3%	58.8%	64.3%
Black (not Hispanic) - Actual	44.9%	42.2%	36.8%	32.4%	36.8%
Black (not Hispanic) - Relative	63.1%	62.5%	57.3%	55.2%	57.3%
Average Annual Change		Years to Parity		NEVER	
Hispanic - Actual	52.4%	53.6%	45.3%	39.8%	47.8%
Hispanic - Relative	73.7%	79.3%	70.5%	67.7%	74.4%
Average Annual Change	0.2%	Years to Parity		128 Yrs	

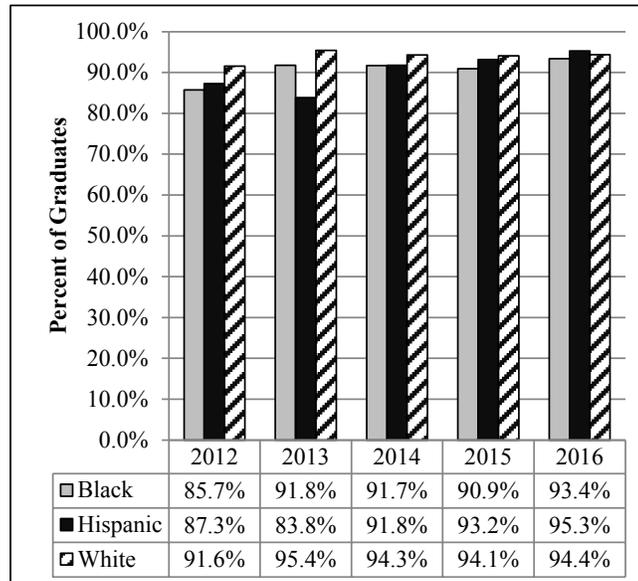
Exhibit 4.3.11 (continued)					
Relative Years to Parity					
Missouri Assessment Program Results for All Students by Race/Ethnicity					
Lee's Summit R-7 School District					
2012-2016					
Science	2012	2013	2014	2015	2016
<i>White (not Hispanic)</i>	70.8%	75.3%	73.0%	73.9%	70.8%
Black (not Hispanic) - Actual	36.4%	48.1%	40.3%	44.2%	42.5%
Black (not Hispanic) - Relative	51.4%	63.8%	55.1%	59.8%	60.0%
Average Annual Change	2.2%	Years to Parity		18.2 Yrs	
Hispanic - Actual	45.5%	59.1%	54.5%	59.8%	50.0%
Hispanic - Relative	64.3%	78.5%	74.6%	80.9%	70.6%
Average Annual Change	1.6%	Years to Parity		18.4 Yrs	
Social Studies	2012	2013	2014	2015	2016
<i>White (not Hispanic)</i>	80.9%	72.3%	74.8%	81.4%	85.3%
Black (not Hispanic) - Actual	55.9%	47.8%	48.0%	61.9%	66.5%
Black (not Hispanic) - Relative	69.0%	66.2%	64.1%	76.1%	78.0%
Average Annual Change	2.3%	Years to Parity		9.6 Yrs	
Hispanic - Actual	78.3%	54.7%	61.3%	80.6%	74.7%
Hispanic - Relative	96.7%	75.7%	82.0%	99.0%	87.6%
Average Annual Change	-2.3%	Years to Parity		NEVER	
<i>Source: Data from the Missouri Comprehensive Data System website (https://mcds.dese.mo.gov/Pages/default.aspx)</i>					

Reviewers noted the following about Exhibit 4.3.11:

- The gap between White (not Hispanic) students and Black (not Hispanic) students is widening in English Language Arts. At current trends, LSR7 will never achieve equity in achievement. The gap between White (not Hispanic) students and Hispanic students is closing. The analysis indicates that the gap will close in 7.0 years if the relative trends continue.
- The gaps in Mathematics are large. The gap between White (not Hispanic) and Black (not Hispanic) students is increasing, and the gap between White (not Hispanic) and Hispanic students is closing very slowly. The analysis indicates that the gap will close in 128 years if the trends continue.
- The gaps in Science are closing. If current trends continue, the analysis indicates that equity will be achieved in 18.2 years between White (not Hispanic) and Black (not Hispanic) students and 18.4 years between White (not Hispanic) and Hispanic students.
- The gap in Social Studies is closing between White (not Hispanic) and Black students, while it is widening between White (not Hispanic) and Hispanic students. The analysis indicates that if the current trends continue, the White (not Hispanic) and Black gap will close in 9.6 years.

Another measure of equity between race/ethnicity groups is graduation rate. As with assessment performance, reviewers would expect a similar graduation rate amongst all race/ethnicity groups and in circumstances where the rate is not similar, reviewers would expect the gaps between the groups to be closing. Exhibit 4.3.12 displays the graduation rate by race/ethnicity from 2012 through 2016.

Exhibit 4.3.12
Graduation Rates
All Students by Race/Ethnicity
Lee's Summit R-7 School District
2012-2016



Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

Reviewers noted the following about Exhibit 4.3.12:

- There is a very small difference in graduation rates between the race-ethnicity groups.
- Hispanic students have the highest graduation rate (95.3 percent) in 2016, compared to White (not Hispanic) students (94.4 percent) and Black (not Hispanic) students (93.4 percent).
- The graduation rates for all three demographic groups have increased since 2012. Black (not Hispanic) has improved 7.7 percent. Hispanic has improved 8.0 percent, and White (not Hispanic) has improved 2.8 percent.

Reviewers found an interesting contrast in the data of the various race/ethnicity groups. While achievement on the MAP assessments clearly indicate White (not Hispanic) students having higher achievement across all content areas and grade levels, the graduation rate indicator shows very little difference between the groups and demonstrates that the Hispanic students have the highest graduation rate. However, Exhibits 4.3.7 through 4.3.11 clearly indicate achievement gaps are present, and in most cases, they are not closing or are closing very slowly.

Gaps in Achievement between Socioeconomic Groups

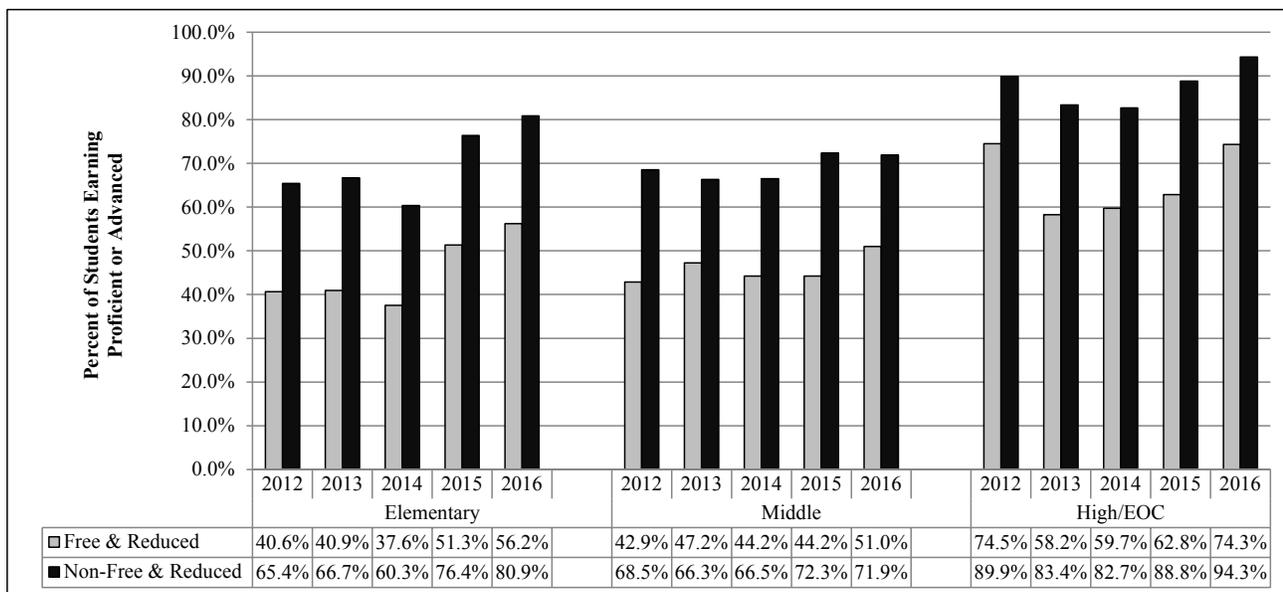
In Exhibits 4.3.13 through 4.3.16, reviewers analyzed the LSR7 MAP results for English Language Arts, Mathematics, Science, and Social Studies, respectively, for all three building levels: elementary, middle, and high, contrasting the performance of students eligible for Free & Reduced Lunch and students who are not eligible for Free & Reduced Lunch. Free and Reduced Lunch is a program provided to students of limited financial means to completely pay for or significantly subsidize the cost of meals. The designation provides reviewers with a means to determine how well the system compensates for the lack of resources that families in poverty often are unable to provide to their students.

In an equitable system, reviewers would expect to see similar performance from both groups or, at the very least, progress that indicates a similar performance will occur in the near future. When gaps exist and progress is not being made toward closing them, it can indicate that a school system is not adequately responding to student

needs and failing to ensure that all students have equitable access to a quality education. Given, the changes in the MAP, conclusions about trends should not be taken from the figures; however, reviewers could still analyze the results for evidence of gaps and compare the relative performance of the demographic students over time.

Exhibit 4.3.13 shows the English Language Arts MAP performance by socioeconomic demographic.

Exhibit 4.3.13
Percentage of Students Scoring Proficient or Advanced by Socioeconomic Group
English Language Arts - Missouri Assessment Program
Lee's Summit R-7 School District
2012-2016



Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

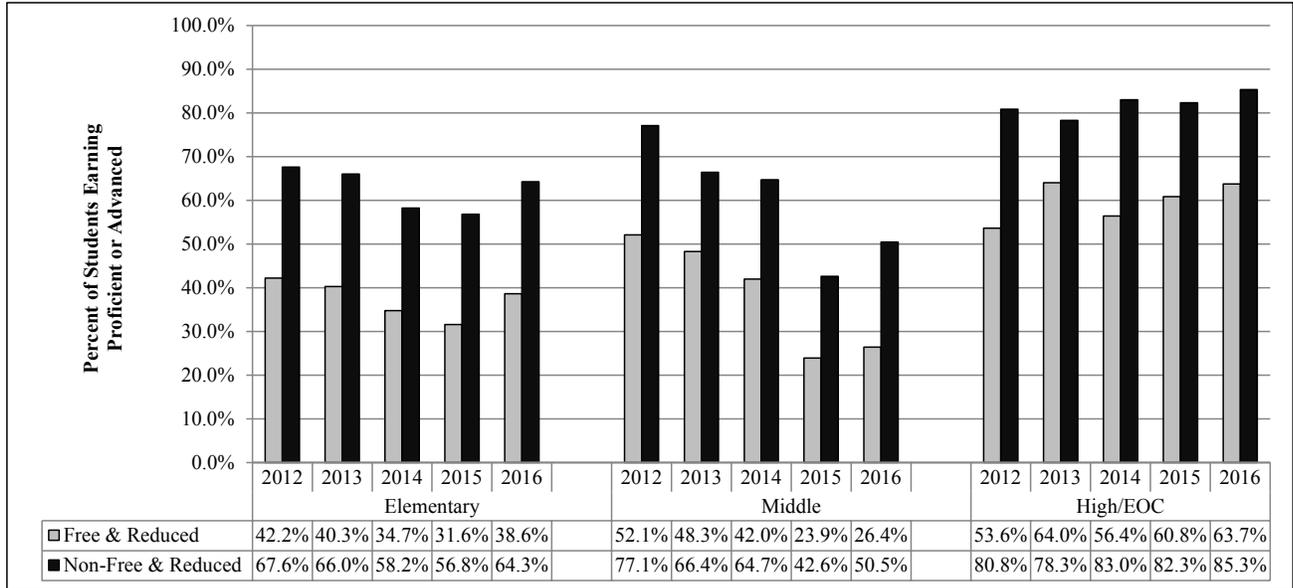
Reviewers noted the following about Exhibit 4.3.13:

- At all levels and over each year, Non-Free & Reduced students have higher achievement in English Language Arts than that of Free & Reduced students.
- The gaps in 2016 are 24.7 percent, 20.9 percent, and 20.0 percent in elementary, middle, and high school, respectively.

Exhibit 4.3.14 shows the Mathematics MAP performance by socioeconomic demographic.

Exhibit 4.3.14

**Percentage of Students Scoring Proficient or Advanced by Socioeconomic Group
Mathematics - Missouri Assessment Program
Lee's Summit R-7 School District
2012-2016**



Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

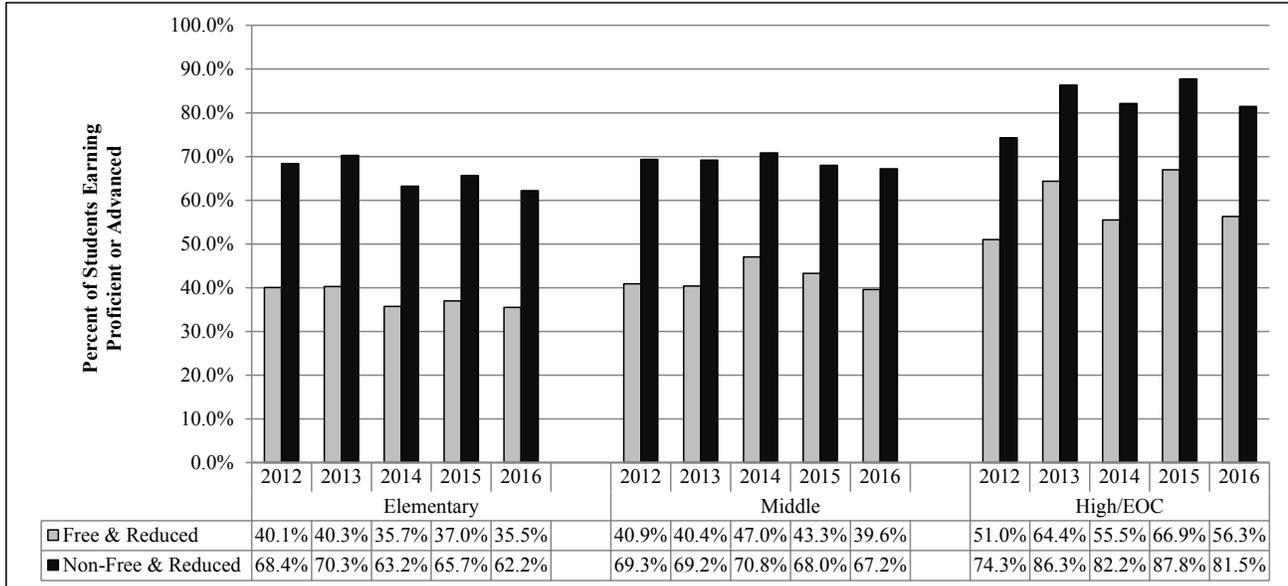
Reviewers noted the following about Exhibit 4.3.14:

- At all levels and over each year, Non-Free & Reduced students have higher achievement in Mathematics than that of Free & Reduced students.
- The gaps in 2016 are 25.7 percent, 24.1 percent, and 21.6 percent in elementary, middle, and high school, respectively.

Exhibit 4.3.15 shows the Science MAP performance by socioeconomic demographic.

Exhibit 4.3.15

**Percentage of Students Scoring Proficient or Advanced by Socioeconomic Group
Science - Missouri Assessment Program
Lee's Summit R-7 School District
2012-2016**



Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

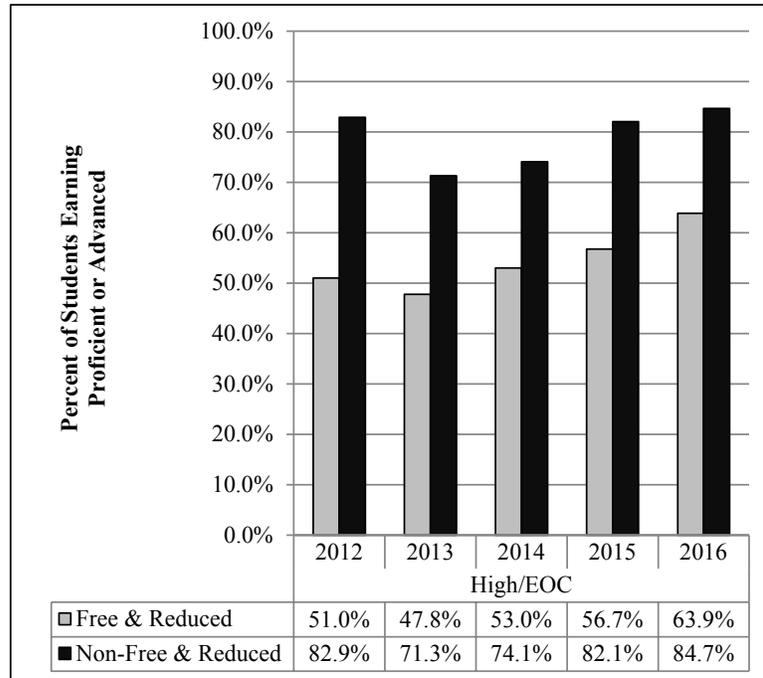
Reviewers noted the following about Exhibit 4.3.15:

- At all levels and over each year, Non-Free & Reduced students have higher achievement in Science than that of Free & Reduced students.
- The gaps in 2016 are 26.7 percent, 27.6 percent, and 25.2 percent in elementary, middle, and high school, respectively.

Exhibit 4.3.16 shows the Social Studies MAP performance by socioeconomic demographic.

Exhibit 4.3.16

**Percentage of Students Scoring Proficient or Advanced by Socioeconomic Group
Social Studies - Missouri Assessment Program
Lee's Summit R-7 School District
2012-2016**



Source: Data from the Missouri Comprehensive Data System website
(<https://mcds.dese.mo.gov/Pages/default.aspx>)

Reviewers noted the following about Exhibit 4.3.16:

- Over each year, Non-Free & Reduced students have higher achievement in Social Studies than that of Free & Reduced students.
- The gap in 2016 is 20.6 percent.

Exhibits 4.3.13 through 4.3.16 demonstrate that large achievement gaps are present between students eligible for Free & Reduced Lunch and those students who are not eligible. However, given the changes to the MAP, reviewers could not complete a traditional trend analysis to determine whether the gaps are closing. Reviewers instead conducted a modified trend analysis using relative rather than absolute values called Relative Years to Parity. The methodology is explained prior to Exhibit 4.3.11. The purpose of the measure is to identify the length of time it will take the lower achieving group, in this case, the students eligible for Free & Reduced lunch, to have the same level of achievement as the higher achieving group.

Exhibit 4.3.17 demonstrates the Relative Years to Parity analysis for the socioeconomic groups.

Exhibit 4.3.17

**Relative Years to Parity
Missouri Assessment Program Results for All Students by Socioeconomic Groupings
Lee's Summit R-7 School District
2012-2016**

English Language Arts	2012	2013	2014	2015	2016
<i>Non-Free & Reduced Lunch</i>	70.0%	70.9%	67.9%	77.2%	80.2%
Free & Reduced - Actual	45.4%	46.3%	44.0%	50.7%	57.0%
Free & Reduced - Relative	64.8%	65.3%	64.8%	65.8%	71.0%
Average Annual Change	1.6%	Years to Parity		18.1 Yrs	
<i>Calculation Explained:</i> 71.0%-64.8% = 6.2% 6.2%/4=1.6% 100%-71.0% = 29.0% 29.0%/1.6% = 18.1 Years					
Mathematics	2012	2013	2014	2015	2016
<i>Non-Free & Reduced Lunch</i>	72.4%	68.2%	65.0%	59.5%	65.1%
Free & Reduced - Actual	46.6%	45.4%	39.6%	34.1%	38.8%
Free & Reduced - Relative	64.4%	66.6%	61.0%	57.3%	59.6%
Average Annual Change	-1.2%	Years to Parity		NEVER	
Science	2012	2013	2014	2015	2016
<i>Non-Free & Reduced Lunch</i>	70.7%	75.5%	72.6%	74.0%	70.9%
Free & Reduced - Actual	44.0%	48.2%	46.0%	48.3%	43.0%
Free & Reduced - Relative	62.3%	63.8%	63.3%	65.4%	60.7%
Average Annual Change	-0.4%	Years to Parity		NEVER	
Social Studies	2012	2013	2014	2015	2016
<i>Non-Free & Reduced Lunch</i>	82.9%	71.3%	74.1%	82.1%	84.7%
Free & Reduced - Actual	51.0%	47.8%	53.0%	56.7%	63.9%
Free & Reduced - Relative	61.6%	67.0%	71.6%	69.1%	75.5%
Average Annual Change	3.5%	Years to Parity		7.0 Yrs	
<i>Source: Data from the Missouri Comprehensive Data System website (https://mcds.dese.mo.gov/Pages/default.aspx)</i>					

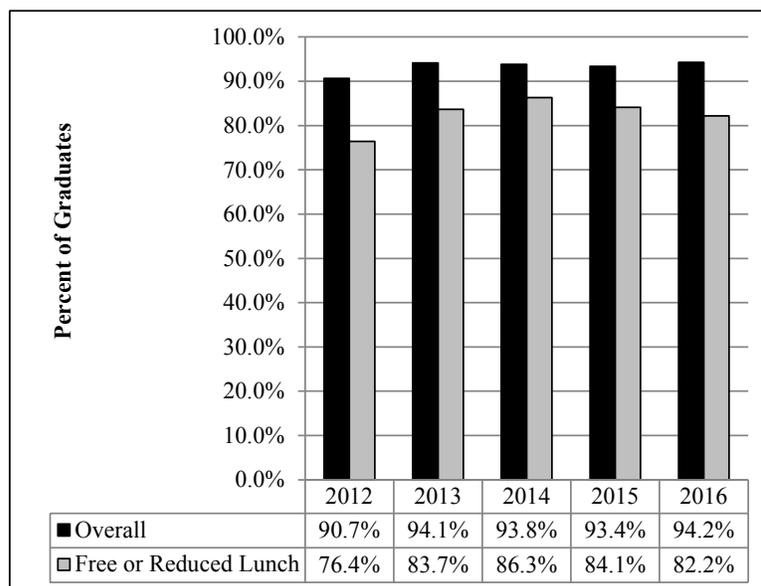
Reviewers noted the following about Exhibit 4.3.17:

- If the current trends of relative performance continue, the gap in English Language Arts between students who are eligible and not eligible for Free & Reduced lunch will close in 18.1 years. The gap will close in 7.0 years in Social Studies. At current trends, gaps in Mathematics and Science will never close.

Another measure of equity between socioeconomic groups is graduation rate. As with assessment performance, reviewers would expect a similar graduation rate among all socioeconomic groups, and in circumstances where the rate is not similar, reviewers would expect the gaps between the groups to be closing. Missouri does not publish the graduation rate for non-Free and Reduced Lunch students, and reviewers did not access to information necessary to calculate it; consequently, reviewers used the overall graduation rate as a proxy for comparison.

Exhibit 4.3.18 displays the graduation rate of all students in LSR7 and students eligible for free and reduced lunch from 2012 through 2016.

Exhibit 4.3.18
Graduation Rates
All Students and Students Eligible for Free & Reduced Lunch
Lee's Summit R-7 School District
2012-2016



Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

Reviewers noted the following about Exhibit 4.3.18:

- The gap in graduation rates between students eligible for Free & Reduced Lunch and the Overall group of LSR7 students is 12 percent in 2016.
- The gap closed from 14.3 percent in 2012 to 7.5 percent in 2014 before increasing in 2015 and again in 2016.

Reviewers noted clear evidence of achievement gaps between students eligible for Free & Reduced lunch and those who are not. While the relative years to parity analysis indicated the gaps are closing, the smallest gap across all the various levels and content areas is still 20 percent in 2016. Additionally, reviewers noted that while the relative graduation rates improved slightly through 2014, the gap is again widening.

Gaps in Achievement between Special Education and Non-Special Education Students

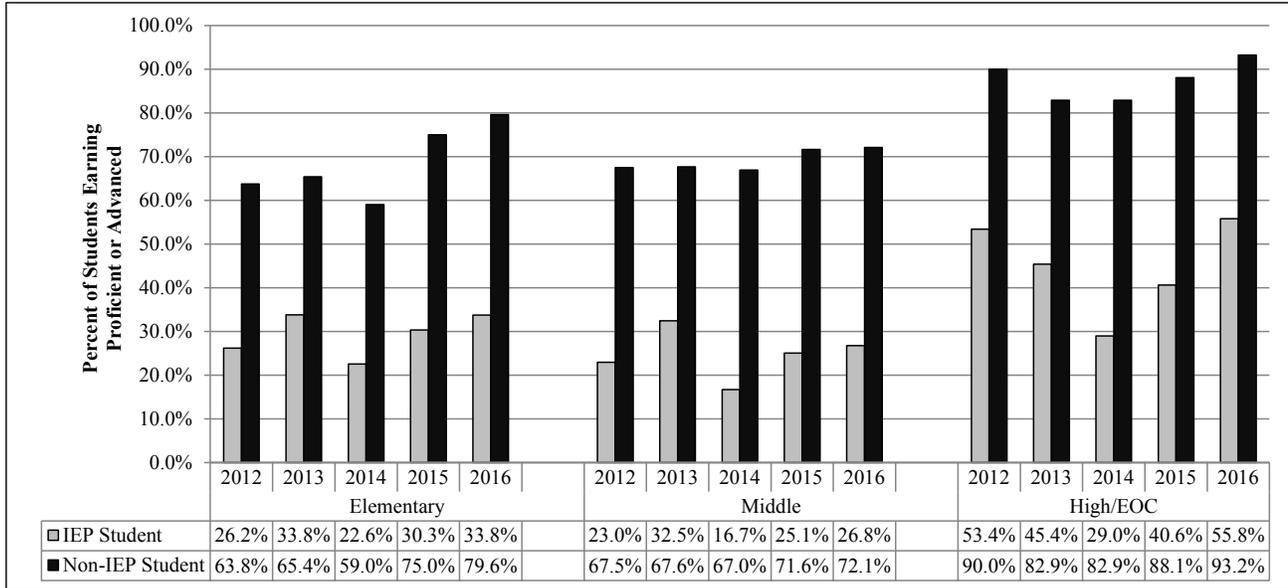
In Exhibits 4.3.19 through 4.3.22, reviewers analyzed the LSR7 MAP results for English Language Arts, Mathematics, Science, and Social Studies, respectively, for all three building levels: elementary, middle, and high school, contrasting the performance of Special Education and non-Special Education students. While it would be expected that the performance of Special Education students would trail that of non-Special Education students, the purpose of Special Education is to provide students with an appropriate education and to help the students overcome their academic difficulties so that they may achieve at higher levels.

In an equitable system, reviewers expect that there is progress being made that indicates a similar performance between the groups will occur in the near future. When a gap persists and progress is not being made towards closing it, it can indicate that a school system is not adequately responding to student needs and failing to ensure that all students have equitable access to a quality education. Given the changes in the MAP, conclusions about trends should not be taken from the figures; however, reviewers could still analyze the results for evidence of gaps and compare the relative performance of the demographic groupings over time.

Exhibit 4.3.19 shows the English Language Arts MAP performance by special education status.

Exhibit 4.3.19

**Percentage of Students Scoring Proficient or Advanced by Special Education Status
English Language Arts - Missouri Assessment Program
Lee's Summit R-7 School District
2012-2016**



Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

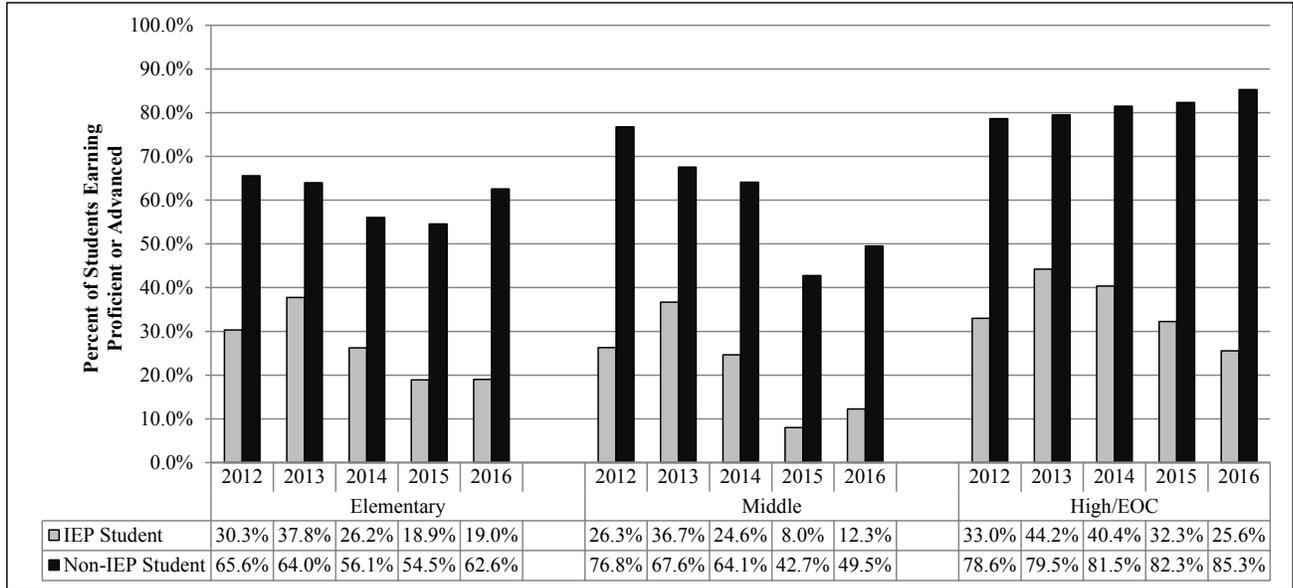
Reviewers noted the following about Exhibit 4.3.19:

- At all levels and over each year, non-Special Education students have significantly higher achievement in English Language Arts than Special Education students.
- The gaps in 2016 are 45.8 percent, 45.3 percent, and 37.4 percent in elementary, middle, and high school, respectively.

Exhibit 4.3.20 shows the Mathematics MAP performance by special education status.

Exhibit 4.3.20

**Percentage of Students Scoring Proficient or Advanced by Special Education Status
Mathematics - Missouri Assessment Program
Lee's Summit R-7 School District
2012-2016**



Source: Data from the Missouri Comprehensive Data System website (<https://mcads.dese.mo.gov/Pages/default.aspx>)

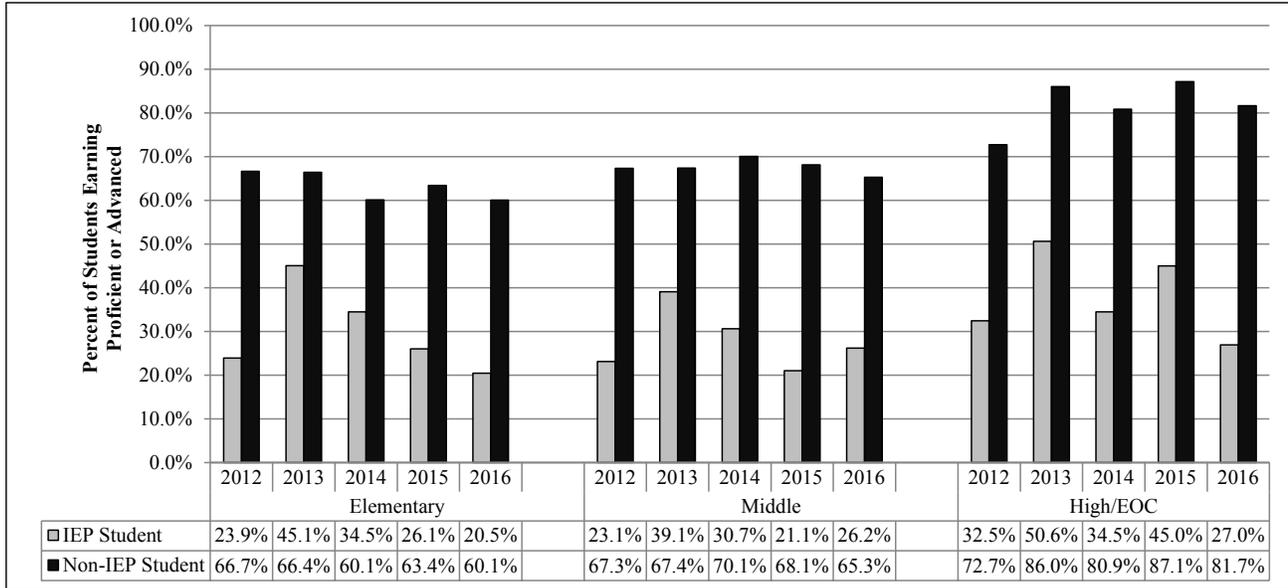
Reviewers noted the following about Exhibit 4.3.20:

- At all levels and over each year, non-Special Education students have significantly higher achievement in Mathematics than Special Education students.
- The gaps in 2016 are 43.6 percent, 37.2 percent, and 59.7 percent in elementary, middle, and high school, respectively.

Exhibit 4.3.21 shows the Science MAP performance by special education status.

Exhibit 4.3.21

**Percentage of Students Scoring Proficient or Advanced by Special Education Status
Science - Missouri Assessment Program
Lee's Summit R-7 School District
2012-2016**



Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

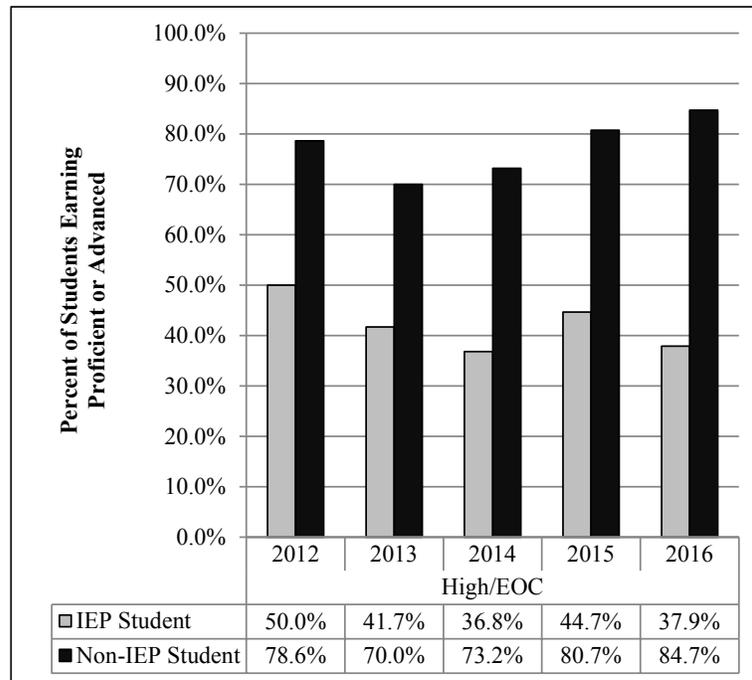
Reviewers noted the following about Exhibit 4.3.21:

- At all levels and over each year, non-Special Education students have significantly higher achievement in Science than Special Education students.
- The gaps in 2016 are 39.6 percent, 39.1 percent, and 54.7 percent in elementary, middle, and high school, respectively.

Exhibit 4.3.22 shows the Social Studies MAP performance by special education status.

Exhibit 4.3.22

**Percentage of Students Scoring Proficient or Advanced by Special Education Status
Social Studies - Missouri Assessment Program
Lee's Summit R-7 School District
2012-2016**



Source: Data from the Missouri Comprehensive Data System website
(<https://mcds.dese.mo.gov/Pages/default.aspx>)

Reviewers noted the following about Exhibit 4.3.22:

- Each year, non-Special Education students have significantly higher achievement in Social Studies than Special Education students.
- The gap in 2016 is 46.8 percent at the high school.

Exhibits 4.3.19 through 4.3.22 demonstrate the large achievement gaps that are present between Special Education and non-Special Education students. However, given the changes to the MAP, reviewers could not complete a traditional trend analysis to determine whether the gaps are closing. However, reviewers conducted a modified trend analysis using relative rather than absolute values called Relative Years to Parity. The methodology is explained prior to Exhibit 4.3.11. The purpose of the measure is to identify the length of time it will take the lower-achieving group, in this case, the Special Education students, to have the same level of achievement as the higher-achieving group.

Exhibit 4.3.23 demonstrates the Relative Years to Parity analysis for the special education and non-special education groups.

Exhibit 4.3.23

**Relative Years to Parity
Missouri Assessment Program Results for All Students by Special Education Status
Lee's Summit R-7 School District
2012-2016**

English Language Arts	2012	2013	2014	2015	2016
<i>Non-IEP Students</i>	68.8%	70.5%	67.3%	76.1%	79.4%
IEP Students - Actual	28.3%	35.8%	22.3%	29.8%	33.9%
IEP Students - Relative	41.2%	50.8%	33.2%	39.2%	42.7%
Average Annual Change	0.4%	Years to Parity		143.3 Yrs	
<i>Calculation Explained:</i>					
42.7%-42.1% = 1.5% 1.5%/4=0.4% 100%-42.7% = 57.3% 57.3%/0.4% = 143.3 Years					
Mathematics	2012	2013	2014	2015	2016
<i>Non-IEP Students</i>	70.8%	67.5%	63.2%	58.1%	63.9%
IEP Students - Actual	29.3%	38.2%	27.4%	17.5%	17.6%
IEP Students - Relative	41.4%	56.6%	43.3%	30.1%	27.6%
Average Annual Change	-3.5%	Years to Parity		NEVER	
Science	2012	2013	2014	2015	2016
<i>Non-IEP Students</i>	68.9%	73.6%	70.9%	73.1%	69.5%
IEP Students - Actual	26.3%	44.7%	33.2%	29.3%	24.5%
IEP Students - Relative	38.1%	60.6%	46.8%	40.1%	35.2%
Average Annual Change	-0.7%	Years to Parity		NEVER	
Social Studies	2012	2013	2014	2015	2016
<i>Non-IEP Students</i>	78.6%	70.0%	73.2%	80.7%	84.7%
IEP Students - Actual	50.0%	41.7%	36.8%	44.7%	37.9%
IEP Students - Relative	63.6%	59.6%	50.3%	55.4%	44.8%
Average Annual Change	-4.7%	Years to Parity		NEVER	
<i>Source: Data from the Missouri Comprehensive Data System website (https://mcds.dese.mo.gov/Pages/default.aspx)</i>					

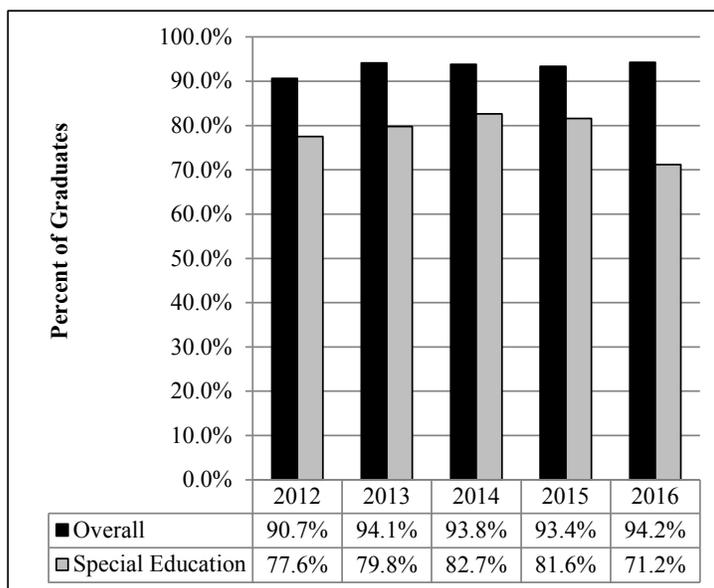
Reviewers noted the following about Exhibit 4.3.23:

- The relative Years to Parity analysis demonstrates the average achievement of Special Education students is making very limited, if any, gains relative to that of the non-Special Education population.
- If the relative trends continue, the gaps will continue to widen in Mathematics, Science, and Social Studies, and it will take 143.3 years to close the gap in English Language Arts.

Another measure of equity for the special education students is graduation rate. As with assessment performance, reviewers would expect a similar graduation rate for special education and non-special education students, and in circumstances where the rate is not similar, reviewers would expect the gap between the groups to be closing. Missouri does not publish the graduation rate for non-special education students, and reviewers did not have access to information necessary to calculate it; consequently, reviewers used the overall graduation rate as a proxy for comparison.

Exhibit 4.3.24 displays the graduation rate of all students in LSR7 and special education students from 2012 through 2016.

Exhibit 4.3.24
Graduation Rates
All Students and Special Education Students
Lee's Summit R-7 School District
2012-2016



Source: Data from the Missouri Comprehensive Data System website (<https://mcds.dese.mo.gov/Pages/default.aspx>)

Reviewers noted the following about Exhibit 4.3.24:

- While the overall graduation rate of LSR7 students has increased by 3.5 percent between 2012 and 2016, the rate for Special Education students has fallen 6.4 percent.
- The gap in graduation rate in 2016 stands at 23.0 percent.

Exhibits 4.3.19 through 4.3.24 demonstrate a significant gap in achievement between Special Education and non-Special Education students. While it would not be expected that Special Education students would have the same level of achievement of non-Special Education students, reviewers would expect that achievement of Special Education students would be improving and that they would be graduating at rates consistent with non-special education students. Reviewers demonstrated that this is not the case in LSR7. The smallest gap in achievement is in middle school mathematics at 37.2 percent. Furthermore, Exhibit 4.3.24 demonstrates that the graduation rate of Special Education students is declining, while the rate for the overall population of students is increasing.

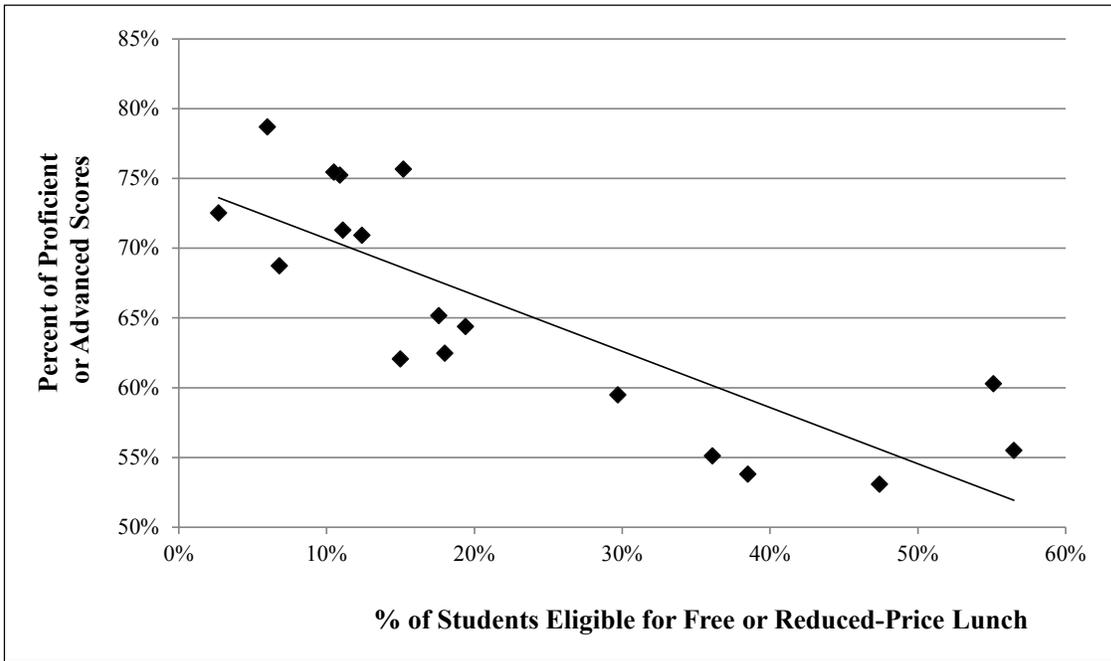
Achievement by Building

Another measure of equity that reviewers look for is the relative achievement of buildings in a school district. The educational opportunity for students should not be determined by the building they attend or the make-up of their student body. Reviewers conducted an analysis comparing achievement between district buildings and expected to find that all buildings would have similar levels of achievement to demonstrate equity in opportunity for all students.

Exhibit 4.3.25 displays a scatter plot of each LSR7 elementary building, comparing the percentage of students eligible for Free or Reduced-Price Lunch and the percentage of proficient or advanced scores on the 2016 MAP assessments. Below the scatter plot is a table of all district buildings with the same information.

Exhibit 4.3.25

Comparison of MAP Performance to Free/Reduced Lunch Percentage
By District Building
Lee's Summit R-7 School District
2012-2016



	Percent of Free/ Reduced Students	Percent of Proficient and Advanced Scores		Percent of Free/ Reduced Students	Percent of Proficient and Advanced Scores
CEDAR CREEK	11%	75%	SUNSET VALLEY	18%	62%
GREENWOOD	15%	62%	TRAILRIDGE	11%	71%
HAWTHORN HILL	6%	79%	UNDERWOOD	19%	64%
HAZEL GROVE	36%	55%	WESTVIEW	47%	53%
HIGHLAND PARK	12%	71%	WOODLAND	18%	65%
LEE'S SUMMIT	57%	55%			
LONGVIEW FARM	3%	73%	BERNARD C. CAMPBELL	24%	60%
MASON	15%	76%	PLEASANT LEA	26%	56%
MEADOW LANE	55%	60%	SUMMIT LAKES	9%	66%
PLEASANT LEA	30%	59%			
PRAIRIE VIEW	39%	54%	LEE'S SUMMIT NORTH	18%	82%
RICHARDSON	11%	75%	LEE'S SUMMIT SR.	20%	79%
SUMMIT POINTE	7%	69%	LEE'S SUMMIT WEST	7%	84%
<i>Source: Data from the Missouri Comprehensive Data System website (https://mcds.dese.mo.gov/Pages/default.aspx)</i>					

Reviewers noted the following about Exhibit 4.3.25:

- The scatter-plot demonstrates an inverse relationship between the percentage of Free & Reduced (F&R) lunch students and achievement on the MAP assessments. As the percentage of F&R students increases in a building, the trend shows that achievement will decline.

- No school is a large outlier from the trend-line. Each school's achievement falls within seven percent of what could be predicted merely by the percentage of F&R students.
- The highest achieving elementary (Hawthorn Hill) has the second lowest F&R population. The lowest achieving elementary (Westview) had the third highest F&R population

While there is no scatter-plot for the middle and high schools, they exhibited the same trend as the elementary schools. The highest achieving middle school (Summit Lakes) and high school (Lee's Summit West) had the lowest F&R population, while the lowest achieving (Pleasant Lea and Lee's Summit High) had the highest F&R populations.

Exhibit 4.3.25 demonstrates that achievement of a school in LSR7 can be predicted by the number of students eligible for Free and Reduced meals. Schools in LSR7 with larger number of students with means will outperform those with larger number of students who have lesser means. This performance indicates a potential lack of responsiveness to the unique needs of students who live in poverty.

Summary

Lee's Summit R-7 School District is a very high achieving district by many measures. The district students' performance on the Missouri Assessment Program assessments and the ACT college entrance exam outperforms statewide averages, and at many levels and content areas, the achievement levels are greater than average performance of students from the top ten large (greater than 10,000 students) districts in Missouri. However, while overall achievement is high, LSR7 has achievement gaps between race/ethnicity, socioeconomic, and special education groups. Some gaps are large and indicate a potential lack of responsiveness to the unique needs of students.

Finding 4.4: The district lacks a consistent approach for and focus on reviewing and utilizing formative and summative assessment data to inform instructional decision making at all levels of the organization.

Formative and summative student assessment data provide staff with ongoing feedback regarding student learning and the effectiveness of educational programs. Teachers who utilize formative assessment are equipped to address student needs immediately by modifying instruction to impact individual and classrooms of students. Beyond the individual classroom, school and district leaders can identify trends in formative and summative assessment results and promptly respond with curricular resources and programming to assist teachers in improving their students' achievement. Effective use of formative and summative data allows teachers to proactively address student needs prior to subsequent summative assessment and helps ensure students remain on target to meet mastery of the curriculum.

When teachers lack formative and summative assessment information or fail to make use of it, teachers are left to their instincts when making instructional decisions. When districts fail to use formative and summative assessment data, they lack the continual review needed to make sound and informed decisions regarding how to modify the academic program. Teachers and districts that fail to utilize formative assessment data are left to rely on the results of summative assessment to identify student weaknesses and are forced to respond reactively by designing re-teaching and remediation plans to help ensure students master the curriculum. Such efforts often leave students without prerequisite knowledge for subsequent learning, leading to further need for re-teaching. Such a cycle becomes difficult to overcome and leaves student achievement below levels of expected mastery.

To determine if the district formative and summative data use is adequate to improve student achievement, the reviewers examined board policies, job descriptions, assessment data reports, and other district documents, as well as interviewing and surveying administrators and teachers to determine the extent of data use in the district.

The reviewers found the use of data in LSR7 to be inadequate across the organization. LSR7 is not collecting data to adequately measure district programming, and the district has not provided teachers with adequate tools to formatively assess their students before, during, and immediately after instruction, nor does LSR7 require summative assessment of students at the culmination of assessment. Reviewers did find that LSR7 has board policy requiring the evaluation of major programs within the district. However, there is limited guidance for

how evaluations are to be conducted, and examples of evaluations do not generally show measurement of program effectiveness and recommendations in response to current status of the program.

Board Policy

In [Findings 1.1](#) and [4.1](#), reviewers examined board policies in regard to the direction they provide for student assessment and the use of assessment results. Reviewers identified a number of policies that had some reference to the use of assessments results, including:

- *Board Policy IK: Academic Achievement* references staff having “adequate information to assess a student’s educational needs...necessary to design instructional plans.”
- *Board Policy IL: Assessment Program* includes a statement that “The district will use assessments as one (1) indication of the success of the district’s education program,” as well as the expectation that “the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district’s instructional programs, making adjustments as necessary.”

However, while these statements show direction that requires the system to have assessment results, it fails to direct any staff member outside of the Superintendent and the board itself to actually use the results to impact instruction. Furthermore, the policy fails to direct the system to have the formative and summative assessments necessary to provide teachers, building administrators, and central office staff with the information necessary to continually improve the educational environment.

Board policy does include a specific policy in regards to evaluating programs. *Board Policy IM: Evaluation of Instructional Programs* directs the “superintendent to implement appropriate methods for a continual evaluation of the curriculum, the educational programs and the instructional process of the school district.” It further states that the evaluations will assess educational needs, providing information for planning in the district, and indicate instructional strengths and weaknesses in the district’s educational programs.

Job Descriptions

Job descriptions provide another source of direction for the use of data. The review team examined job descriptions in [Finding 4.1](#) as they conducted their analysis of the Curriculum Management Review Characteristics of a Comprehensive Student Assessment Plan and Program Evaluation Planning. In [Finding 4.1](#), reviewers found many references to the use of data in job responsibilities. Those references included:

- Assistant Director of Special Services—“Evaluates programs and/or projects for the purpose of carrying out and achieving objectives within area of responsibility.”
- Associate Superintendent of Academic Services and Leadership & Associate Superintendent—Instruction and Leadership—“Engages in an on-going evaluation of the effectiveness of the elementary and secondary instructional programs for the purpose of ensuring that the potential for optimal student learning is maximized.”
- Director of Assessment and Data Analysis—“Interprets data collected from students’ assessment scores,...for the purpose of making decisions about curriculum, instructional practices, and professional development.”
- Director of Curriculum and Instruction & Director of Student Services—“Compiles data from a variety of sources...for the purpose of developing and/or evaluating programs;” and “Evaluates programs and/or projects for the purpose of carrying out and achieving objectives within area of responsibility.”
- Executive Director of Special Services—“Compiles data from a wide variety of sources (e.g. staff, student records, etc.) for the purpose of analyzing issues, ensuring compliance with organizational policies and procedures, and/or monitoring program components.”
- Principal Early Education—“Analyzes various types of data (e.g., ...assessment results...) for the purpose of promoting student achievement and evaluation of services and programs.”

- Principal Elementary, Principal Middle School, & Principal High School—“Analyzes various types of data (e.g., ...test scores...) for the purpose of making it relevant to student achievement.”
- Teacher (includes multiple job descriptions)—“Administers subject specific assessments, district and/or state tests, etc... for the purpose of assessing student competency levels and/or developing individual learning plans.” “Analyzes assessment data for the purpose of enhancing student achievement.” “Assesses student progress towards objectives, grade level expectations and/or goals for the purpose of providing feedback to students, parents, administration and/or seeking the assistance of district specialists.”
- Tier 1 Instruction Specialist—Elementary & Tier 1 Instruction Specialist – Middle School—“Provide support/modeling for collaboration groups around effective use of student data for differentiation.”

In [Finding 4.1](#), reviewers noted that the use of data was referenced in the majority of job descriptions of academic officials in the district. Teachers and specialists were expected to administer assessments and use the results in instructional planning. Central Office staff members were expected to utilize data in the evaluation of programming. However, reviewers specifically noted that Principals were only required to analyze results; there was no direction that they act upon the results once identified.

Use of Data to Inform District-wide Decision Making

Reviewers conducted interviews and reviewed district documents such as Board of Education meeting agendas and reports to the board, analysis conducted by the Assessment and Data Analysis department, and agendas from building and curriculum meetings. Reviewers were interested in the type of analysis being conducted and how data were presented to audiences. Some examples that were shared with reviewers included:

- Board of Education Presentations—The Assessment and Data Analysis department provides regular reports to the Board of Education regarding the district and school’s assessment results on the MAP and ACT, as well as reports of the MSIP and ARP. The reports often compare LSR7 results to state averages and the performance of other similar districts in Missouri, as well as cohort analysis of students.
- Big 5 Past 10 Analysis—To benchmark the district’s performance in comparison to other school districts, the district generated a report of the percentages of proficiency on each of the MAP assessments over the last 10 years for five school districts, including LSR7. This report allowed the district to see their trends of performance in comparison to other similar districts.
- Departmental Curriculum Analysis—Reviewers noted agendas for Middle School ELA and Mathematics curriculum discussions that included examination of district MAP data. The examinations considered how the district results compared to those of other districts and how grade levels compared to one another.

In [Finding 4.2](#), reviewers noted that the scope of assessment in the district was inadequate to provide district staff with meaningful information necessary for effective instructional decision making. A common thread through the district level data use is the lack of information available from the existing assessments. Teachers, principals, and curriculum development staff lack actionable data from the Missouri Assessment Program (MAP) assessments. The district can identify how a given year’s results may compare to state averages and the performance of other districts. However, the MAP results are difficult to analyze over time (see [Finding 4.3](#)), given the multiple changes to the assessments, and the fact that provided results are limited to averages and a single student score. The educators lack tools such as item analyses and/or summary of results by standards or categories that they can use to interpret the reasons why students are earning the results they earned. During interviews with district educators, reviewers heard similar themes:

- “We used to use MAP data when state provided actionable data. We used to be provided with benchmark data.” (Building Administrator)
- “For teachers and principals, access to data is a problem. The state doesn’t provide data very easily.” (Central Office Staff)

- “We have had three different MAP tests in three different years. The state rewrote the assessment. [Teachers] are getting results without any item analysis to tell what is going on.” (Central Office)

The lack of actionable data and the limitations in what the district can garner from the MAP results reinforces the need for a broader scope of student assessment (see [Finding 4.2](#)), so that district staff can identify why students are earning the results they are earning. Otherwise, LSR7 will continue to be limited to merely comparing results to past results and to those of other school systems.

Use of Data to Inform Building and/or Grade Level Decision Making

Reviewers sought examples of how data was being used by classroom teachers and administrators to collectively make decisions regarding instruction. The primary example that was cited was “Wednesday Mornings” where students in all district schools arrive later than usual so that teachers have an opportunity to collaborate. Given the district’s belief in site-based management, each building has its own guidelines and protocols for those sessions. Reviewers requested example information about what is occurring in buildings, including meeting agendas, protocols, or post-meeting feedback and documents. Reviewers received such information from seven schools.

Reviewers noted that five of the seven schools had expectations that included review of data. The data sources encompassed formal assessments such as those in elementary English Language Arts and Mathematics, District Summative Assessment results, and results from teacher developed assessments. However, reviewers found very different structures and priorities for the use of data as shared by a Central Office Staff member during interviews: “Facilitation and expectation for use of data is very much a principal by principal decision.”

Two of the seven schools had no expectation of data use in their documentation. Three of the schools included review of data as a choice for what could be done during the meeting or had feedback that suggested that some groups reviewed data while others did not. The other two schools had clear directions in their protocol documents to justify their work with achievement data.

Given the inadequate scope of student assessment (see [Finding 4.2](#)) and the district’s site-based management practices, differences in the use of data are to be expected. Given that the district does not require assessments, schools and teachers must determine whether or not to collect their own data via building decisions; and if they choose to collect data, they must determine if their collection instruments are valid for the task. In schools that lack meaningful assessment data, reviewers would expect teachers to focus their attention on other instructional planning activities. However, reviewers would still expect the system to have a plan for student assessment that can provide all levels of the organization (individual, classroom, grade level, building, and district) with formative and summative assessment data that can be used for instructional decision making.

Use of Formative Assessment in the District

In [Finding 4.2](#), reviewers analyzed the scope of Student Assessment in LSR7. During the analysis, reviewers identified the formal district-wide assessments occurring in LSR7. The following assessments were administered to all students at their respective grade levels and can be considered formative assessments or provide results that can be used in a formative fashion to measure student progress.

- AIMSWeb—Standardized reading, literacy, and mathematics assessments used to compare student levels to national norms and as mathematical benchmarks.
- NWEA Measures of Academic Performance—Standardized adaptive assessment utilized to identify instructional levels.
- Development Reading Assessment (DRA2)—Standardized assessment used to analyze reading performance in literature-based reading program.
- Math Facts—District-created assessment designed to assess student mastery of basic math facts.

In [Finding 4.1](#), the review team analyzed the district’s assessment planning as part of the analysis: Characteristics of a Comprehensive Student Assessment Plan and Program Evaluation Planning. The characteristics include explicit expectations for references to formative assessment. Reviewers found the plan to be inadequate overall,

as well as finding each of the characteristics that involve the use of formative and summative assessment data to be inadequate.

To further determine the adequacy of design for formative assessments in LSR7, reviewers completed an analysis utilizing the Academic Systems Review: Presence of Formative Student Assessments—Minimal Basic Competencies. Reviewers rated each of the criteria on a scale of 0-3. To be considered adequate, reviewers would expect a total of 12 out of 15 possible points.

The criteria for *Minimal Basic Competencies* and the reviewers' rating are shown in [Exhibit 4.4.1](#).

Exhibit 4.4.1

Presence of Formative Student Assessments – Minimal Basic Competencies Lee's Summit R-7 School District September 2016

Point Value	Criteria	Reviewers' Rating
1. Formal formative student assessments for all curriculum standards/objectives are available for teacher use in determining students' <u>initial acquisition of learning</u>		
0	No district formative student assessments to determine initial acquisition of learning are in place for any of the curriculum standards.	0
1	Formative assessments to determine students' initial acquisition of learning are in place for some of the curriculum, including at least two or three academic core areas at a minimum of six grade levels.	
2	Formative student assessments to determine initial acquisition of learning are in place for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.	
3	Formative assessments are in place to determine students' initial acquisition of learning for all required and elective subject areas and all grades/courses.	
2. Informal formative assessments are available for all appropriate course/grade standards/objectives for teachers to use prior to teaching a standard to determine if students possess necessary <u>prerequisites (the concepts, knowledge, and skills that are required before students can successfully master the intended standard or objective)</u>		
0	No district formative student assessments to determine whether prerequisite knowledge of learning are in place for any of the curriculum standards.	
1	Formative student assessments to determine student prerequisite knowledge of learning are in place for some of the curriculum, including at least two or three academic core areas, at a minimum of six grade levels.	1
2	Formative student assessments to determine if student prerequisite knowledge of learning is in place for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.	
3	Formative student assessments to determine if student prerequisite knowledge of learning are in place for all required and elective subject areas and all grades/courses.	
3. Informal formative assessments for all standards/objectives are in place for teachers to use prior to teaching a standard to determine prior student mastery		
0	No district formative student assessments to determine students' prior mastery of learning are in place for any of the curriculum standards.	0
1	Formative student assessments to determine prior mastery of learning are in place for some of the curriculum, including at least two or three academic core areas at a minimum of six grade levels.	
2	Formative student assessments to determine students' prior mastery of learning are in place for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.	
3	Formative student assessments to determine students' prior mastery of learning are in place for all required and elective subject areas and all grades/courses.	

Exhibit 4.4.1 (continued) Presence of Formative Student Assessments – Minimal Basic Competencies Lee’s Summit R-7 School District September 2016		
Point Value	Criteria	Reviewers’ Rating
4. Pools of informal student assessment items for all curriculum standards/objectives are available for teachers to use during their ongoing instruction to diagnose students’ current status of learning—both initial acquisition and sustained mastery		
0	No district item pools for informal district formative student assessments are available for teachers’ use as part of their ongoing instruction around the standards.	
1	Item pools for informal formative student assessments are available to determine student learning for some of the curriculum, including at least two or three academic core areas at a minimum of six grade levels.	
2	Item pools for informal formative student assessments are available to determine student learning for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.	2
3	A variety of informal formative student assessments are available to determine student learning for all required and elective subject areas and all grades/courses.	
5. Formative student assessments are treated as diagnostic tools rather than summative tools		
0	Formative student assessments are generally seen as summative in nature, or the distinction between the two is not reflected in their use.	Not Determined
1	Some formative student assessments are used appropriately, but most are seen and/or used as summative instruments. Grades are often assigned for scores.	
2	Many formative student assessments are being used appropriately, but there is some use of the assessments in a summative way. In some cases, grades are assigned for scores.	
3	Formative student assessments are generally used appropriately as diagnostic tools. No grades are given on the assessments; rather, teachers use the information from these assessments to guide their instructional decisions regarding each student’s needs.	
Total Points		3 of 15 20%

As noted in [Exhibit 4.4.1](#), with a score of three out of 15, or 20 percent, the reviewers found the formative assessment system to be inadequate. The assessment system does not meet the minimum score of 12 (80 percent) needed to meet the requirements for adequacy. For the data shown in [Exhibit 4.4.1](#), the reviewers made the following observations regarding the five criteria:

Criterion 1 (Point Value 0): Criterion 1 speaks to whether or not a teacher has a tool or tools to identify whether or not a student initially understands material immediately following instruction (i.e., initial acquisition of learning). While the district utilizes AIMSWeb, DRA2, and NWEA-MAP, these assessments are not administered with the purpose of determining whether students initially acquired the learning from a given lesson or series of lessons.

Criterion 2 (Point Value 1): Criterion 2 speaks to whether or not a teacher has a tool or tools to identify if a student has the requisite knowledge necessary to successfully engage in material. The district utilizes AIMSWeb, DRA2, and NWEA-MAP for this purpose. Teachers can review student results to identify the skills and knowledge students are bringing to instruction and whether or not they are adequately prepared. However, collectively, the assessments only address English Language Arts and Mathematics in grades kindergarten through grade 6.

Criterion 3 (Point Value 0): Reviewers did not find evidence that informal formative assessments are available to all teachers for the purpose of identifying prior student mastery.

Criterion 4 (Point Value 2): While the district did not intentionally develop a pool of formative assessment items, teachers have access to the previously created District Summative Assessments (DSAs) to use as a pool

of questions that can be used formatively. The DSAs were developed across all content areas and grade levels, and efforts were made to link the DSAs to curriculum objectives and state standards, making them suitable for this purpose. However, reviewers noted that if teachers use the DSAs as summative assessments during a course, they have no informal pool of questions.

Criterion 5 (Point Value undetermined): Given the district site-based management and the limited scope of assessment, reviewers could not determine the degree to which formative assessment is being utilized appropriately in the district.

In addition to reviewing the assessments in use in the district, reviewers also surveyed principals and teachers to determine formative assessment practices in the district. The survey of principals included the following:

- 41 of 54 Principals (76 percent) responded “Agree” to the question: “Teachers in my building consistently select instructional interventions based on formative assessment data.”
- 50 of 54 Principals (93 percent) responded “Agree” to the question: “Teachers have adequate assessment tools for their use on a daily basis to determine student progress in mastering curriculum objectives.”

The survey of teachers included the following:

- 402 of 813 teachers (49 percent) responded “Several times a week” or “Daily” to the question: “How frequently do you use the results of assessments to plan instruction?”
- 728 of 813 teachers (90 percent) included “To plan reteaching” in their response to the statement: “I use student assessment data for the following: (Mark all that apply.)” 591 of 813 (64 percent) included “To refer students to intervention.” 552 of 813 (68 percent) included “To place students in small groups for targeted instruction.”
- 689 of 813 teachers (85 percent) responded “Agree” to the statement: “I have adequate formative assessment tools to determine student mastery of curriculum objectives.” 56 teachers added a comment, and 20 of the comments referenced some premise of having to develop and/or purchase such assessments themselves or that the district provided options insufficient for the task.
- 474 of 813 teachers (58 percent) responded “Agree” to the statement: “I have access to my students’ prior summative achievement data to use in planning instruction.”

The teacher and principal survey results indicate inconsistent practices and perceptions regarding the use of data and access to quality formative assessments in LSR7. The responses indicated that data use is occurring in some parts of the organization, but is not occurring consistently across the organization, nor is it occurring necessarily as a response to district direction and district provided assessments. If sufficient formative assessment tools were available to teachers and teachers were using formative assessment frequently, reviewers would expect that more than 76 percent of principals would respond “Agree” to “Teachers in my building consistently select instructional interventions based on formative assessment data.” More than 49 percent of teachers would respond “Several times a week” or “Daily” to “How frequently do you use the results of assessments to plan instruction?”

Given the limited evidence of formative assessment across grade levels and lack of consistent use of formative assessment data in the district, reviewers did not consider the quality of formative assessment use in the district. However, reviewers included the Academic Systems Review Characteristics of an Adequate Instructional Approach to Formative Student Assessment Data Use in [Recommendation 6](#).

Use of Summative Assessment in the District

[Finding 4.2](#) demonstrated that formal district-wide summative assessment in LSR7 is limited to assessments within the Missouri Assessment Program (MAP) and the International Baccalaureate Programme. Given that the current Missouri Assessment Program only provides assessment results regarding overall levels of achievement, and not more specific information such as item analysis or student-level subscores that identify achievement of individual students by standard, there is little that teachers and administrators can do to utilize the MAP results to improve instruction.

Consequently, reviewers would expect the district would implement other required summative assessment measures that can provide teachers with data they can utilize to design re-teaching and/or enrichment activities for students (Finding 4.2). LSR7 attempted to do this with the District Summative Assessment (DSA) initiative. But given that teachers currently have the option, rather than being required to implement such assessments, teachers do not necessarily have formal summative assessment data that they can adequately respond to. The teacher survey included a question: “What tools do you use on an ongoing basis to assess student learning (check all that apply)?” Only 370 of 813 (46 percent) of teachers responded that they use “Optional DISTRICT development assessment tools,” while 658 of 813 (81 percent) responded that they use “Assessment tools that I create myself.” The survey further indicates through comments and other questions that staff members generally rely on their own developed or purchased assessments to measure students in a summative fashion.

Given the current lack of common required summative assessments in LSR7 and the diversity of approaches to assessment data use in buildings and classrooms, reviewers did not consider the quality of summative assessment data use in the district. However, reviewers included the Academic Systems Review Characteristics of an Adequate Instructional Approach to Summative Student Assessment Data Use in Recommendation 6.

Program Evaluations

Another expectation for the use of data examined by reviewers is how a district develops and ultimately evaluates the effectiveness of educational programs. Educational programs often consume significant district resources, including both financial resources and also teachers’ and staff time; therefore, it is important to ensure such resources are being used effectively and efficiently. Additionally, districts will often implement programs, one on top of the next, without ever considering the effectiveness of previous programs. This leaves educators in “initiative overload” and also makes it difficult to determine what program or initiative is ultimately responsible for positive or negative student achievement results.

Consequently, reviewers expect that a district would have a plan for program evaluations and evidence of evaluations being conducted. Reviewers examined board policy, job descriptions, and examples of program evaluations to determine the planning for program evaluation present in LSR7. To analyze program evaluation activities in LSR7, reviewers utilized the Academic Systems Review Characteristics of a Quality Program Evaluation Plan or Process.

Exhibit 4.4.2
Characteristics of a Quality Program Evaluation Plan or Process
And Reviewers’ Assessment of the District’s Approach
Lee’s Summit R-7 School District
September 2016

Characteristics of a Quality Program Evaluation Plan or Process	Reviewers’ Rating	
	Adequate	Inadequate
1. Describes board or administrative directives to have program evaluation procedures in place	X	
2. Specifies procedures for program evaluation, including needs assessment and formative evaluation and summative evaluation methods		X
3. Specifies the proficiencies of persons responsible for conducting the evaluation, enhancing likelihood that findings achieve maximum credibility and acceptance	X	
4. Expects multiple measures designed to obtain quality data about the goals and objectives of the program and to be accurate and reliable measures		X
5. Provides for multiple measures of data collection to be used, including both quantitative and qualitative data		X
6. Directs ongoing formative assessments for the first two years for any new program implementation and summative evaluation at the end of the third year		X
7. Directs that all existing programs undergo a program evaluation at least every three years	X	

Exhibit 4.4.2 (continued)		
Characteristics of a Quality Program Evaluation Plan or Process And Reviewers' Assessment of the District's Approach Lee's Summit R-7 School District September 2016		
Characteristics of a Quality Program Evaluation Plan or Process	Reviewers' Rating	
	Adequate	Inadequate
8. Expects procedures used in the evaluation process to be clearly described		X
9. Specifies that program evaluation reports clearly describe the program, including its context, purposes, and procedures		X
10. Expects program evaluation reports to be utilized to support timely decisions regarding program effectiveness, identify both strengths and weaknesses of the program, and include findings and recommendations for continuation as is, modification, or termination		X
11. Directs program evaluation designs to be practical, ethical, and cost effective, and to adequately address relevant political issues		X
12. Expects all proposals for the initiation of new program to include needs assessment data, a description of formative and summative evaluations, and data collection procedures		X
Total	3	9
	Percentage of Adequacy	
	25%	
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As noted in Exhibit 4.4.2, with a score of three out of 12, or 25 percent, the reviewers found the formative assessment system to be inadequate. The assessment system does not meet the minimum score of eight, or 67 percent, needed to meet the requirements for adequacy. For the data shown in Exhibit 4.4.2, the reviewers made the following observations regarding the 12 characteristics:

Characteristic 1 (Adequate)

Board Policy IM: Evaluation of Instructional Programs clearly directs the district to conduct program evaluation. The policy states: “The Board of Education directs the superintendent to implement appropriate methods for a continual evaluation of the curriculum, the educational programs and the instructional process of the district.”

Characteristic 3 (Adequate)

The job descriptions for the majority of central office staff, including the Assistant and Associate Superintendents, include responsibilities for evaluating programs. Each job description has a section titled Minimum Qualifications that includes the Skills, Knowledge, and Abilities of the respective roles. These Skills, Knowledge, and Abilities include the capacities necessary to do program evaluation.

Characteristic 7 (Adequate)

Board Policy IM: Evaluation of Instructional Programs includes a requirement for “Biennial Review” of 13 programs, such as Federal Title Programs, Special Education, and Career/Technical Education.” *Board Policy IF – AP: Curriculum Development* includes a requirement that Curriculum Guides (i.e., the written curriculum) be evaluated every four years.

Characteristics 2, 4, 5, 6, 8, 9, 10, 11, &12 (Inadequate)

Reviewers did not find any evidence of these characteristics being expected for program evaluations.

To consider the quantity and quality of program evaluations occurring in the district, reviewers asked district staff to provide examples of evaluations conducted by the district. Reviewers were pointed to school board meeting agendas and attachments for such evaluations. To find the program evaluations, reviewers used the searchable database of board meeting minutes and attachments. When multiple documents were found for a particular program, reviewers noted the most recent document. A list of the programs required by board policy

to provide evaluations in the district, whether or not reviewers found a program evaluation document, and the type of evaluation is demonstrated in Exhibit 4.4.3.

Exhibit 4.4.3

List of Major Programmatic Efforts in the District And Existence of Program Evaluation Documents Lee's Summit R-7 School District September 2016

Program	Purpose	Program Evaluation		Relevant Document and Date	Type of Evaluation
		Present	Absent		
Program evaluations required by the Board of Education in <i>Policy IM: Evaluation of Instructional Programs</i>					
Federal Title Programs	To share information regarding the program and how resources were allocated.	X		BoE Written Report – FED Programs May 2015.pdf	Cost Analysis
Special Education	“designed to meet the required components of the DESE program evaluation”	X		SPED Program Evaluation Jan 2016.pdf	Outcome Evaluation
Career/ Technical Education	To provide information on the effectiveness of CTE and to make recommendations for subsequent years.	X		Program Evaluation Plan 2016.pdf	Outcome Evaluation
Gifted Education	To present information on the gifted program and accomplishments of students.	X		Gifted BOE Written report Nov 15.pdf	Program Monitoring
Early Childhood Programs	To report on early childhood activities that are present in the district.	X		2015 – 2016 Board Report by Boehm (1).pdf	Program Monitoring
Parents as Teachers	To collect information on the families served as required “to meet DESE screening and personal home visit quotas.”	X		PAT Prog Eval.pdf (May 2011)	Program Monitoring
Guidance and Counseling	To measure progress on a plan for 2010-2015 regarding implementation of guidance services.	X		Guidance Department Five Year Plan Progress Report to BOE March 20015.pdf	Program Monitoring
Student Health Services	To provide data on student health needs and to share goals for subsequent years.	X		Health Services Report 2015 (1).pdf	Program Monitoring
Library and Media Resources	To share new developments and activities occurring in district.	X		Library Media Services Annual Report Supplement – 2014-15	Program Monitoring
Technology	To share the functions of technology department and basic data on technology calls and student progress.	X		Technology Program Evaluation 2015.pdf	Program Monitoring
Professional Development	To share data related to staff professional development activities.	X		Professional Development Program Evaluation.pdf	Program Monitoring
Parent, Family, and Community Involvement	To share progress made on parent and community involvement over a five-year period.	X		CSIP Notebook Parent Community Involvement.pdf	Program Monitoring
General Description of Evaluation Types (www.cdc.gov/std/Program/pupestd/Types of Evaluation.pdf): <ul style="list-style-type: none"> • Cost Analysis – What resources are being used in a program and their costs (direct and indirect) compared to outcomes. • Program Monitoring – The extent to which the program is being implement as designed. • Outcome Evaluation – The degree to which the program is having an effect on the target population’s behaviors. 					

Reviewers noted the following about [Exhibit 4.4.3](#):

- The Board of Education has received evaluations from each of the programs called for in *Board Policy IM: Evaluation of Instructional Programs*.
- While the board has been provided with evaluations per policy, the vast majority of evaluations are much more reports on progress and activities than actual program evaluations, particularly those noted as Cost Analysis and Program Monitoring. *Board Policy IM: Evaluation of Instructional Programs* includes the following language: “to determine program effectiveness, and recommendations for continued or improved effectiveness.” Reviewers found limited evidence of comments regarding program effectiveness nor recommendations in response to data analysis in the reports provided to the board. Only the Special Education program evaluation and Career/Technical Education program evaluations met the full expectations of the board policy.

Beyond those evaluations required by the board, reviewers would expect to find formal evaluations of major academic programs occurring in the district, such as academic interventions and special curricular programs. In LSR7, examples could include formal evaluations of activities that were frequently discussed with reviewers such as Balanced Assessment, Connect2Learn, International Baccalaureate, Summit Technology Academy, as well as any other programs that require significant district resources or include a large number of students. Like the board reports referenced in [Exhibit 4.3.3](#), reviewers were not provided with formal evaluations of such activities but instead were provided with reports on progress and activities, as well as descriptions of the programs.

Given the limited “in-depth” program evaluations that are occurring in LSR7, reviewers did not conduct a quality review of any of the evaluations. However, reviewers included the Academic Systems Review Characteristics of a Comprehensive Program Evaluation Report in [Recommendation 6](#).

Summary

Reviewers found the use of data in LSR7 to be inadequate across the organization. LSR7 is not collecting data to adequately measure district programming, which is especially important given the lack of “actionable data” from the Missouri Assessment Program. The district has not provided teachers with adequate tools to formatively assess their students before, during, and immediately after instruction, nor have they required summative assessment of students at the culmination of instruction. While LSR7 has board policy requiring the evaluation of major programs within the district, there is limited guidance for how evaluations are to be conducted, and examples of evaluations do not generally show measurement of program effectiveness and recommendations in response (see [Recommendation 6](#)).

STANDARD 5: The School District Has Improved Productivity.

Productivity refers to the relationship between system input and output. A school system meeting this standard of the CMSi Curriculum Management Improvement Model is able to demonstrate consistently improved pupil outcomes, even in the face of diminishing resources. Improved productivity results when a school system is able to create a consistent level of congruence between major variables in achieving enhanced results and in controlling costs.

What the Reviewers Expected to Find in the Lee's Summit R-7 School District:

While the attainment of improved productivity in a school system is a complex process, caused in part by the lack of a tight organizational structure (referred to as “loosely coupled”), common indicators of a school system meeting this model standard are:

- Planned and actual congruence among curricular objectives, results, and financial allocations;
- A financial database and network that can track costs to results, provide sufficient fiduciary control, and be used as a viable database in making policy and operational decisions;
- Specific means that have been selected or modified and implemented to attain better results in the schools over a specified time period;
- A planned series of interventions that have raised pupil performance levels over time and maintained those levels within the same cost parameters as in the past;
- School facilities that are well-kept, sufficient, safe, orderly, and conducive to effective delivery of the instructional program; and
- Support systems that function in systemic ways.

Overview of What the Reviewers Found in the Lee's Summit R-7 School District:

This section is an overview of the findings that follow in the area of Standard Five. Details follow within separate findings.

Board policy is inadequate to provide sufficient direction for budget planning and aligning district financial resources with curricular and academic goals. Reviewers found a traditional budget development process in place with no clear linkages between district goals and priorities and budgetary allocations. Financial allocations in the Lee's Summit R-7 School District are not driven by program priorities, achievement needs, or cost-benefit analysis of educational programs and services. Over a four-year period, the district's expenditures have exceeded district revenue.

Board policies do not provide adequate direction regarding the development, implementation, integration, and evaluation of a district technology plan. The Lee's Summit R-7 School Board has made a significant capital investment in equipping district classrooms with instructional technologies through the 1:1 program and developing a technology infrastructure to support the use of instructional technology. The district's technology planning, however, was considered inadequate in providing clear expectations, goals, guidelines for use, and integration of technology across district functions and in the curriculum, as well as ensuring consistent implementation across the system.

Finding 5.1: The district's budget development and financial decision-making process is not effectively driven by clientele needs, curricular goals, or assessment data, and the budgeting process impedes determinations of cost-effectiveness and equity in program activities and services.

A school system's productivity is enhanced by budgetary decisions based on program needs, goals, and priorities. Productivity is improved when clear linkages exist between the curriculum and the budget. These increases in productivity are achieved through cost-benefit analyses and require a clear delineation of costs compared to documented system gains, or results obtained from allocations. Such linkages provide for a budgetary process that is driven by curriculum needs, priorities, and goals. Linkages between the budget and curriculum

are critical and document how the district allocates fiscal resources to support and implement its programs. Thus, the budget is the numerical expression of the curriculum and should mirror program priorities. A budget development process focused on supporting the school system’s highest priorities is especially important when that system is faced with fiscal constraints requiring programs and services to be reduced. When the budget does not reflect curricular goals and priorities, it is less likely that students will receive the educational benefits intended by the organization’s leaders.

To determine the extent of the connection between curriculum and budget in Lee’s Summit R-7 School District, reviewers interviewed board members and district employees. They also reviewed district documents, board policies, and procedures used by the district to prepare, implement, monitor, and evaluate the budget.

Reviewers determined that financial decision making and budget development processes lack cost-benefit analyses and are not adequately linked to curricular goals and priorities. While a budgetary planning process is in place, the reviewers found an absence of direct linkages among department goals and budget priorities. No formal, routine effort has been made to link student achievement or program performance feedback to budgetary decisions. One example of the challenge of a poorly defined linkage to curricular goals is the cut made to the Lee’s Summit R-7 School District elementary library services. Many parents, teachers and principals discussed the part-time nature of library services in the elementary schools. One teacher’s comment represents the sentiments of many in the district: “There needs to be a full-time library media specialist at each elementary school to be able to provide instructional support, instructional resources, and digital support and resources on a consistent basis.” While budget reductions are inevitable in a system in times of limited resources it is important to reduce programs in a way that prioritizes needs based clearly on defined links to curriculum priorities and achievement. When program-based budgeting is implemented, district leadership can clearly identify and justify reductions based on data.

In the first component of this finding the reviewers examined board policy to determine if there is explicit direction for budget development. The following board policy excerpts guide budget development:

- *Board Policy BBA: School Board Powers and Duties* states, “The Board is responsible for the adoption of the annual budget, which will provide financial basis for personnel, facilities, materials and equipment to enable the district to carry out its educational program. The establishment of the goals and objectives of the school district and the methods of financial support needed to reach those goals and objectives are a part of the policy-making function of the Board of Education.”
- *Board Policy DB: Annual Budget* states, “The annual district budget is a written document presenting the Board’s plan for allocation of the available financial resources to sustain and improve the educational function of the school district. It is a legal document describing the programs to be conducted during the fiscal year and is the basis for the establishment of tax rates for the district.”

These policies provide some guidance for budget planning, but they do not provide adequate policy guidance for curriculum-based budget planning (see [Finding 1.1](#)).

The district receives the majority of funding from local and county sources, supplemented by state sources, and, to a lesser degree, federal programs and grants. [Exhibits 5.1.1](#) and [5.1.2](#) display an increase in revenue from 2012 through 2016 by source and operating expenditures.

Exhibit 5.1.1
Summary of Total Revenues and Funding Sources
Lee’s Summit R-7 School District
2013-2016

Fiscal Year	Federal	Local/County	State	Total
2016	\$9,159,030	\$148,485,124	\$67,872,911	\$225,517,065
2015	9,368,116	146,618,957	66,865,433	222,852,506
2014	8,025,068	143,698,893	64,028,163	215,752,124
2013	6,700,992	137,514,805	63,799,293	208,015,090

As noted in [Exhibit 5.1.1](#):

- Federal programs and grants resources have increased by 37 percent from 2013 through 2016.
- Local and County revenue has increased by eight percent from 2013 through 2016.
- State revenue has increased by six percent from 2013 to 2016.

Exhibit 5.1.2

**Comparison of Total Expenditures
Lee's Summit R-7 School District
2013-2016**

Expense	FY 2016	FY 2015	FY 2014	FY 2013
Capital Projects	\$4,656,869	\$5,293,724	\$6,855,747	\$6,076,918
Lease Payments	5,426,291	3,779,916	3,641,606	3,816,787
Purchased Services	12,493,048	12,436,048	11,357,289	10,850,464
Materials & Supplies	17,158,610	15,804,862	16,887,774	17,114,521
Debt Service	25,000,000	51,015,581	48,446,552	20,683,496
PSRS/PEERS Retmt	16,549,449	16,063,543	15,267,039	14,376,974
Insurance/Other Benefits	23,093,930	22,107,161	19,623,389	17,236,244
Salaries	126,926,738	123,577,625	117,618,669	112,238,459
Total	\$231,300,935	\$250,078,461	\$239,698,064	\$202,393,863

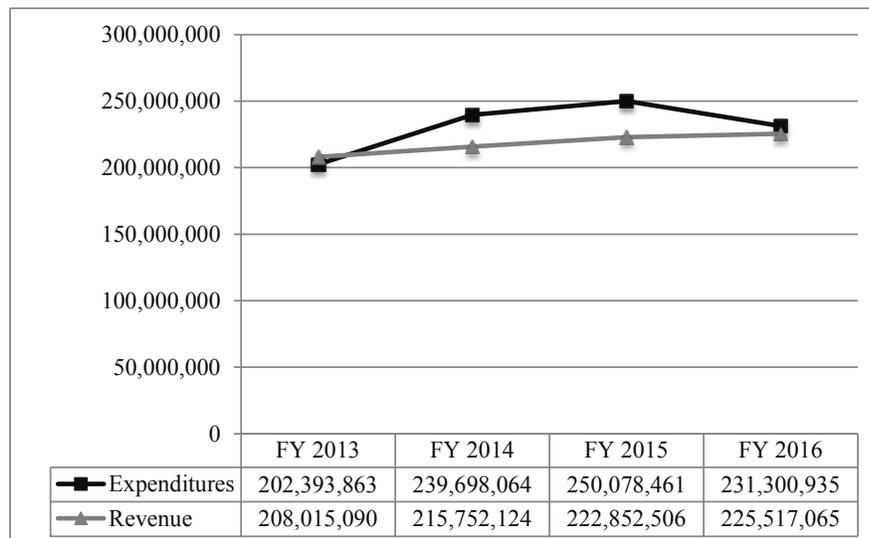
As noted in [Exhibit 5.1.2](#):

- Salary expenditures have increased by 12 percent from 2013 through 2016.
- Expenditures for insurance and other benefits have increased by 25 percent over the last four years.
- Expenditures for materials and supplies have remained relatively flat from 2013 to 2016.

The total revenue and expenditures in the Lee's Summit R-7 School District have increased from 2013 through 2016. [Exhibit 5.1.3](#) provides a comparison of revenue to expenses in the Lee's Summit R-7 School District.

Exhibit 5.1.3

**Comparison of Total Revenues to Total Expenditures 2013 to 2016
Lee's Summit R-7 School District
September 2016**



As noted in [Exhibit 5.1.3](#):

- Expenditures have exceeded revenue for the past four years.
- Expenditures exceeded revenue by as little as \$5,783,870 in 2016 and as much as \$27,225,955 in 2015.

Total revenue has not kept pace with expenditures from 2013 through 2016.



Cooperative games in gym class at Sunset Valley Elementary



Grade 3 flexible seating at Sunset Valley Elementary School

Budget Development

To determine if the district budget development process was linked to the district’s policies, mission, goals, and curriculum, the reviewers assessed the district’s planning procedures using six CMSi components of a curriculum-driven budget. District policies, annual budgets, budget presentations, and other district documents related to budgeting were reviewed. Interviews were conducted with district and school administrators, school board members, teachers, parents, and community members to determine the processes for budget development and implementation. Relevant survey data were also collected from parents, teachers, and school administrators.

[Exhibit 5.1.4](#) lists the CMSi components of a curriculum-driven budget along with the reviewers’ assessment of the degree to which the budget development process and resulting budget are driven by and focused on curriculum. An “X” in the “Adequate” column indicates that the characteristic was met and a score of one point was assigned. An “X” in the “Inadequate” column indicates that the characteristic was partially met or not met and no points were assigned. A discussion of the reviewers’ ratings follows the exhibit.

Exhibit 5.1.4

**Components of a Performance-based Budget
And Adequacy of Use in the Budget Development Process
Lee’s Summit R-7 School District
September 2016**

Performance-based Budget Criteria	Reviewers’ Rating	
	Adequate	Inadequate
1. Tangible, demonstrable connections are evident between assessment of operational curriculum effectiveness and allocations of resources.		X
2. Rank ordering of program components is provided to permit flexibility in budget expansion, reduction, or stabilization based on changing needs or priorities.		X
3. Each budget request or submittal shall be described so as to permit evaluation of consequences of funding or non-funding in terms of performance or results.		X
4. Cost benefits of components in curriculum programming are delineated in budget decision making.		X
5. Budget requests compete for funding based upon evaluation of criticality of need and relationship to achievement of curriculum effectiveness.		X
6. Priorities in the budget are set by participation of key educational staff in the allocation and decision-making process. Teacher and principal suggestions and ideas for budget priorities are reflected and incorporated in budgeting decisions.		X
Total	0	6
Percentage of Adequacy	0%	
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As noted in Exhibit 5.1.4, there were a total of six performance-based budget criteria. None of the criteria were rated adequate. Specific notes related to each criterion follow.

Criterion 1: Evidence of connection between curriculum effectiveness and resource allocation (Inadequate)

The Lee’s Summit R-7 School District 2015-16 budget describes some linkages between the budget and district priorities. “This cycle also allows for restructuring or discontinuing of programs, initiatives and/or activities as we seek to prepare our students for success with available resources.” Two policies direct the evaluation of curriculum effectiveness. *Board Policy BBA: School Board Powers and Duties: Educational Planning and Evaluation* states, “The Board is responsible for establishing educational goals which will guide both the Board and the staff in working together toward the continued improvement of the educational programs in the district.” *Board Policy IM: Instructional Programs: Evaluation of Instructional Programs* states, “The Board of Education directs the superintendent to implement appropriate methods for a continual evaluation of the curriculum, the educational programs and the instructional processes of the school district.” Neither the 2015-16 budget or board policy provide specific direct links to resource allocation based on district curricular goals. In addition, 57 percent of principals who responded to an online survey replied that their school goals and objectives had little or no influence or some/moderate influence on the distribution of funds to their school. Thirty-nine (39) percent of teachers did not know if their school goals or objectives influenced the amount of funds allocated to their school. Principals reported, “My budget is based upon enrollment.”

Criterion 2: Rank ordering of program components (Inadequate)

One policy was presented that described the responsibilities of the board in relation to the budget. *Board Policy BBA* states, “The Board is responsible for the adoption of the annual budget, which will provide financial basis for personnel, facilities, materials and equipment to enable the district to carry out its educational program.”

The Comprehensive School Improvement Plan includes a goal to “Develop and evaluate the annual budget for alignment of district resources with the Comprehensive School Improvement Plan.” In the Lee’s Summit R-7 2015-16 budget the process for identifying technology as a priority was described, “This emphasis on long-range planning and fiscal stewardship is helping our district launch a new program known as Connect2Learn in 2015-16.” Although reviewers were presented with some direction on setting budget priorities, there was no rank ordering presented to address the expansion, reduction, or stabilization of program funds.

Criterion 3: Evaluation of consequences of funding or non-funding budget requests (Inadequate)

Reviewers found some policy direction for the allocation of resources based on documented district needs. *Board Policy DB* states, “The annual district budget is a written document presenting the Board’s plan for allocation of the available financial resources to sustain and improve the educational function of the school district.” No policy expectation was found that would require budget planning resource allocation based on measurable results.

Criterion 4: Cost benefit analysis (Inadequate)

The district lacks the processes to conduct meaningful cost-benefit analyses. While data systems are in place, there is no evidence of cost-benefit analysis occurring, nor are discussions during the budget planning process inclusive of this criterion.

Criterion 5: Criticality of need and relationship to achievement of curriculum effectiveness (Inadequate)

Reviewers found some direction in policy linking the goals and objectives to financial support. *Board Policy BBA* states, “The establishment of the goals and objectives of the school district and the methods of financial support needed to reach those goals and objectives are a part of the policy-making function of the Board of Education.” No references were found that linked the effectiveness of the curriculum to funding.

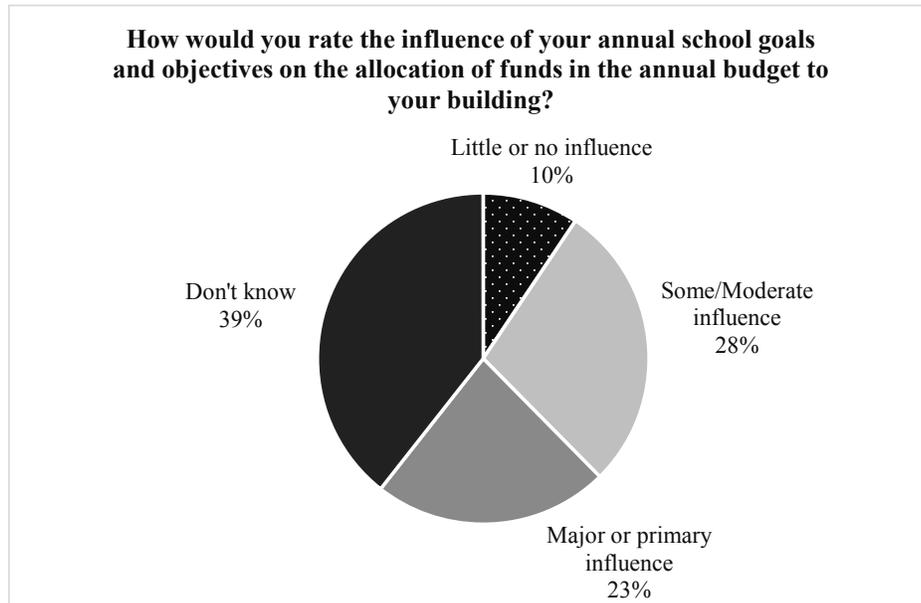
Criterion 6: Participation of key educational staff (Inadequate)

The Lee’s Summit R-7 School District 2015-16 budget identifies key stake-holders who are involved in the budget development process. “The Budgeting is a continual process involving community stakeholders, staff, site and department leadership, administration, and the Board of Education.” However, interviews with board members and district personnel indicate that district-level budget decisions are primarily formula driven. To be considered adequate, teachers and principals must participate in developing and recommending budget priorities for the school district.

In addition to rating the district budget process against the CMSi criteria, reviewers also gathered information through an online survey. [Exhibits 5.1.5](#) and [5.1.6](#) describe the influence of school goals on the annual budget.

Exhibit 5.1.5

**Teacher Response to the Question:
How would you rate the influence of your annual school goals
and objectives on the allocation of funds in the annual budget to your building?
Lee's Summit R-7 School District
September 2016**



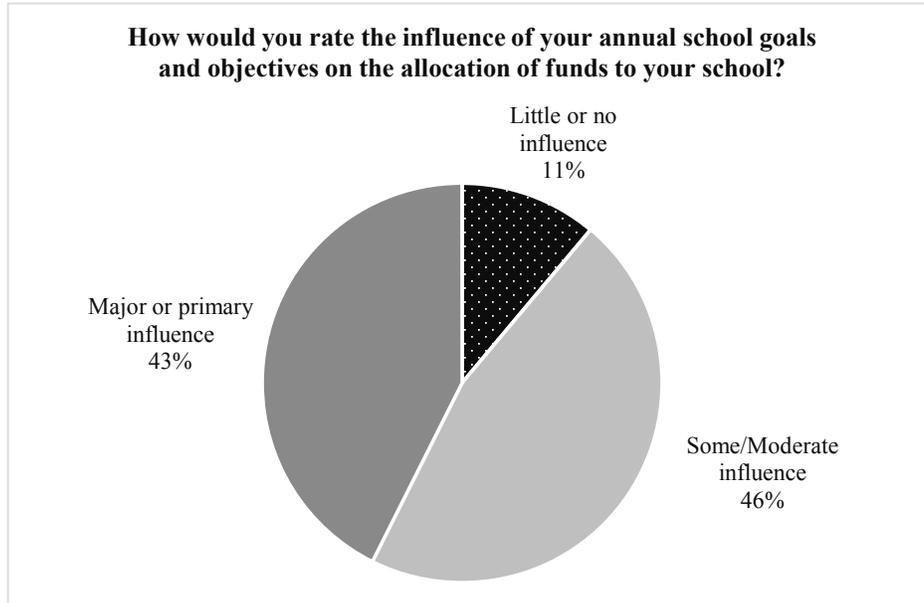
How would you rate the influence of your annual school goals and objectives on the allocation of funds in the annual budget to your building?		
Answer Options	Response Percent	Response Count
Little or no influence	9.4%	75
Some/Moderate influence	28.2%	225
Major or primary influence	23.0%	183
Don't know	39.4%	314
Comment:		14
	<i>answered question</i>	797
	<i>skipped question</i>	166

As noted in [Exhibit 5.1.5](#):

- Thirty-nine (39) percent of teachers did not know if their school's goals or objectives influenced the allocation of funds in the annual budget.
- Thirty-eight (38) percent of teacher respondents stated that the annual school goals and objectives on the allocation of funds in the annual budget to their building had little or no influence or some/moderate influence.

Exhibit 5.1.6

**Principal Response to the Question:
How would you rate the influence of your annual school goals
and objectives on the allocation of funds to your school?
Lee's Summit R-7 School District
September 2016**



How would you rate the influence of your annual school goals and objectives on the allocation of funds to your school?		
Answer Options	Response Percent	Response Count
Little or no influence	11.1%	6
Some/Moderate influence	46.3%	25
Major or primary influence	42.6%	23
Comment		3
<i>answered question</i>		54
<i>skipped question</i>		0

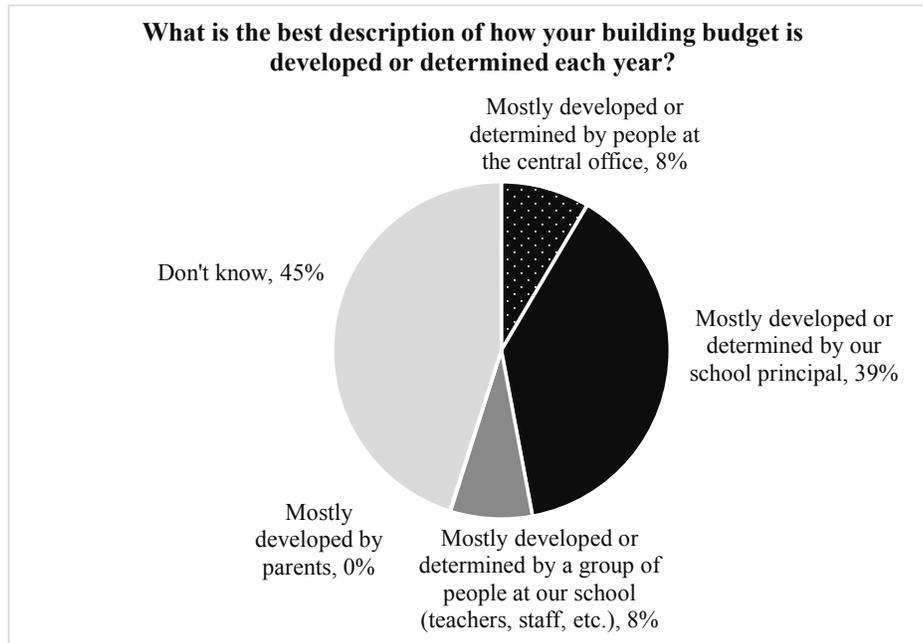
As noted in [Exhibit 5.1.6](#):

- Eleven (11) percent of principal respondents said their school goals and objectives had little or no influence on the allocation of funds to their building.
- Forty-six (46) percent of principal respondents stated that the annual school goals and objectives on the allocation of funds in the annual budget to their building had some/moderate influence.

Both principals and teachers did not indicate that the development of the annual budget was influenced by the goals and objectives in their building. Only 23 percent of teacher respondents and less than half (43 percent) of principal respondents believed that building goals and objectives were a major or primary influence in the development of the annual budget. [Exhibits 5.1.7](#) and [5.1.8](#) show principals' and teachers' responses to questions about the development of the individual building budget.

Exhibit 5.1.7

**Teacher Response to the Question:
What is the best description of how your building budget
is developed or determined each year?
Lee's Summit R-7 School District
September 2016**



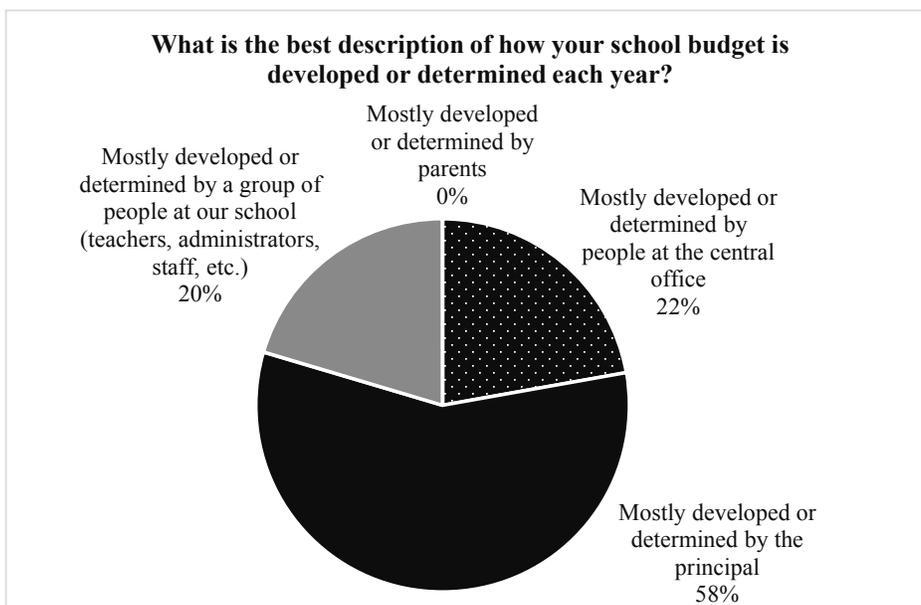
What is the best description of how your building budget is developed or determined each year?		
Answer Options	Response Percent	Response Count
Mostly developed or determined by people at the central office	8.5%	68
Mostly developed or determined by our school principal	38.5%	307
Mostly developed or determined by a group of people at our school (teachers, staff, etc.)	7.8%	62
Mostly developed by parents	0.1%	1
Don't know	45.0%	359
Comment:		18
	<i>answered question</i>	797
	<i>skipped question</i>	166

As noted in [Exhibit 5.1.7](#):

- Forty-five (45) percent of teacher respondents did not know how the building budget was developed.
- Thirty-nine (39) percent of teacher respondents indicated that the school budget was developed primarily by the school principal.
- Eight percent of teacher respondents said that the building budget was determined by a group of people, including staff and teachers at their school.

Exhibit 5.1.8

**Principal Response to the Question:
What is the best description of how your school budget is developed or determined each year?
Lee's Summit R-7 School District
September 2016**



What is the best description of how your school budget is developed or determined each year?		
Answer Options	Response Percent	Response Count
Mostly developed or determined by people at the central office	22.2%	12
Mostly developed or determined by the principal	57.4%	31
Mostly developed or determined by a group of people at our school (teachers, administrators, staff, etc.)	20.4%	11
Mostly developed or determined by parents	0.0%	0
Other (please specify)		9
	<i>answered question</i>	54
	<i>skipped question</i>	0

As noted in [Exhibit 5.1.8](#):

- Twenty-two (22) percent of principal respondents indicated that the building budget was primarily developed by people at central office.
- Fifty-eight (58) percent of principal respondents indicated that the school budget was developed primarily by the school principal.
- Twenty (20) percent of principal respondents said that the building budget was determined by a group of people, including staff and teachers at their school.

Forty-five (45) percent of teacher respondents did not know how the building budget was developed. Teacher respondents (39 percent) and principal respondents (58 percent) indicated that the building principal was primarily responsible for the development of the building budget.

Summary

Overall, financial decision making and budget development processes lack cost-benefit analyses and are not adequately linked to curricular goals and priorities. No formal, routine effort has been made to link student achievement or program performance feedback to budgetary decisions. District budgeting practices did not meet CMSi review standards.

Finding 5.2: The district’s technology plan needs a few key points included to adequately support the integration of technology across subjects and grades.

In the 21st Century, technology is a critical component of daily life. As technology has grown exponentially over the previous decades, so have the expectations in schools for the use of technology. No longer are teachers simply expected to use interactive whiteboards to display a PowerPoint slide presentation or students limited to the use of the Internet to conduct research. Rather, the expectation is that teachers will use technology to aid in the delivery of instruction and engage students in the use of technology to create understanding and knowledge.

A district aspiring to prepare each student for success in life integrates technology into all aspects of the day-to-day operation of the district, including teaching and learning. Funding and directing the integration of technology in a school district are essential parts of effective management and control. A written plan that outlines expectations, goals, guidelines for use, and integration of technology across district functions and in the curriculum is an effective means of ensuring consistent implementation across the system. A quality plan that is effectively implemented provides stakeholders not only with a clear framework for the design of a technology program, but also how program results will be evaluated.

The reviewers did not find a comprehensive technology plan to guide the implementation and use of technology across the district. In the absence of a formal technology plan, reviewers examined other documents in the district that might provide components of a plan. Overall, technology planning in the Lee’s Summit R-7 School District did not meet review criteria for technology planning.

Exhibit 5.2.1 provides a list of the key technology-related documents and other sources examined by reviewers for this finding.

Exhibit 5.2.1

**Technology Planning Documents Examined by Reviewers
Lee’s Summit R-7 School District
September 2016**

Document	Date
Board Policies	Varied
Related Job Descriptions	Varied
Lee’s Summit R-7 School District Website Technology Pages	Varied
Professional Development Plan	Not available
Lee’s Summit R-7 School District budgets	2015/16
End of Year Board Action Item	Not available
Tech. Program Evaluation	2016
Comprehensive School Improvement Plan	2011-2016
Comprehensive School Improvement Plan	2016-2021
Lee’s Summit R-7 School District Website	Varied
Replacements and Upgrades through 19 - 20	Not available
Copy of IOT Budget	2016/17
LRP Technology Budget	2014-2021
Connect2Learn Data	2016
Quality Focus Team Charter-District	2012-13
Computer Numbers	Not available
C2L PRAT Recommendations	2016
LSR7 Learning Management System PRAT Recommendation	March, 2016
Lee’s Summit R-7 Online Academy Enrollment History	2016
Building Improvement Plans	2016

In the absence of a formalized technology plan, reviewers examined board policies, job descriptions, district improvement plans, and other documents described in [Exhibit 5.2.1](#) to determine the quality of technology planning and implementation in the Lee's Summit R-7 School District. Reviewers also visited all school sites, observed 393 classrooms, interviewed teachers, school administrators, board members, and central office administrators, and surveyed staff regarding technology planning and the use of technology in the school district. Currently, the state of Missouri does not require a technology plan, but for the reasons previously stated a written plan can provide a district with a framework to support technology integration.

Reviewers examined board policies to determine the direction they provide for technology planning, financing, and implementation. Reviewers were presented with two policies that discussed technology in the district:

- *Board Policy EHB: Technology Usage* states, "The Lee's Summit R-7 School District's technology exists for the purpose of enhancing the educational opportunities and achievement of district students."
- *Board Policy EHB - API: Technology Usage (Technology Safety)* states, "students will be given access to the district's technology resources."

Board policy does not adequately direct the development, implementation, integration, and evaluation of a district technology plan for the improvement of student achievement or increased efficiency of business and management functions. In addition to reviewing board policies for direction in the design of a district technology plan, reviewers also examined relevant job descriptions. The following positions provided some guidance around planning for technology integration in the Lee's Summit R-7 school district:

- Executive Director of Technology: "The job of Executive Director of Technology was established for the purpose/s of providing direction for and achievement of the district technology plan and all aspects of the district technology program."
- Coordinator of Instructional Technology: "The job of Coordinator of Instructional Technology was established for the purpose/s of providing leadership to the educational process by assisting the management of district technology use and related services; planning, evaluating, developing, implementing, monitoring and maintaining District information technology as assigned... Coordinates the integration of technology into the curriculum for the purpose of facilitating the achievement of curriculum objectives."
- Director of Instructional Technology: "The job of Director of Instructional Technology was established for the purpose/s of providing leadership to the educational process by assisting the management of instructional technology use and related services; planning, monitoring and maintaining District information as assigned."
- District Technology Specialist: "The job of District Technology Specialist was established for the purpose/s of serving as the top tier in customer support for all computer software and hardware issues."
- Instructional Technology Specialist: "The role of the Instructional Technology Specialist (ITS) was established in order to provide support to instructional programs with specific responsibilities of integrating technology into the instructional process."

Job descriptions provide specific responsibilities for technology planning in the district. In addition, using district documents that were presented in [Exhibit 5.2.1](#), interviews, and site visits, the reviewers compared the district's technology planning against the 14 CMSi quality criteria for technology planning. [Exhibit 5.2.2](#) presents the technology plan quality criteria and the reviewers' assessment as to adequacy. An "X" in the "Adequate" column indicates that the characteristic was met and a score of one point was assigned. An "X" in the "Inadequate" column indicates that the characteristic was partially met or not met and no points were assigned. To be considered adequate, 70 percent of the quality criteria must be determined to be adequate. A discussion of the reviewers' ratings follows the exhibit.

Exhibit 5.2.2

Reviewers' Assessment of Quality Criteria for Instructional Technology Related Programs Lee's Summit R-7 School District September 2016

Criteria	Reviewers' Rating	
	Adequate	Inadequate
1. Board policy or administrative regulation for instructional technology exists.		X
2. There is a clear statement of program philosophy/vision.	X	
3. A comprehensive view of technology exists.	X	
4. A needs assessment has been completed and evaluated	X	
5. Measurable student goals and objectives exist.	X	
6. An ongoing student assessment component exists.		X
7. An ongoing program assessment component exists.	X	
8. There are comprehensive staff trainings with measurable standards for equipment, application, and technology.		X
9. School site equipment standards exist.		X
10. Internet access standards exist.	X	
11. The role of the school library is stated.	X	
12. An implementation budget has been identified.	X	
13. A maintenance budget has been identified.	X	
14. Technology site plans are aligned with district plans.		X
Total	9	5
Percentage Adequate	64%	
*Partial ratings are tallied as inadequate.		
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As noted in [Exhibit 5.2.2](#):

A total of nine (64 percent) areas were rated as adequate in the district technology planning documents, which fails to meet the 70 percent required for adequacy. Specific notes related to each criterion follow.

Criterion 1: Board policy or administrative regulation for instructional technology exists. (Inadequate)

Board policy does not adequately direct the development, implementation, integration, and evaluation of a district technology plan for the improvement of student achievement or increased efficiency. *Board Policy EHB: Technology Usage* states, "The Lee's Summit R-7 School District's technology exists for the purpose of enhancing the educational opportunities and achievement of district students." *Board Policy EHB - AP1: Technology Usage (Technology Safety)* states, "students will be given access to the district's technology resources." In addition the *Technology Program Evaluation 2016* provides a goal, "optimize the use of established technology and integrate emerging technology to support student learning and staff productivity." While there is some guidance for the use of technology in the district, the policies and goals provide little specificity on the development and implementation of instructional technology in the district.

Criterion 2: There is a clear statement of program philosophy/vision. (Adequate)

The *Comprehensive School Improvement Plan 2016-2021* provides specific goals for the use and integration of technology to improve student outcomes. The *CSIP* states, "Fully implement and utilize the district's learning management system (LMS) to design lessons, promote access to high quality and relevant digital content, assess learning in order to support personalization and ownership of student learning by everyone involved in a student's education, both inside and outside of the classroom."

Criterion 3: A comprehensive view of technology exists. (Adequate)

The *Technology Program Evaluation 2016* provides an overview of the current state of technology in the district, including the goals of the technology program, the number of devices available, current projects, and professional development. The district website provides an extensive description of the SAMR model under the technology tab, which is currently being used to guide technology use in the district. See [Finding 3.3](#) for additional information around district expectations for technology use and integration in the district. The combination of these two components, as well as additional information found in [Finding 3.3](#), satisfy the requirements of this criterion.

Criterion 4: A needs assessment has been completed and evaluated. (Adequate)

The district conducts needs assessments via a number of different methods, including the collection of BrightBytes data, Advanced Learning Partnerships survey data, and computer devices per building inventory. In addition, other documents presented to the reviewers provided technology information: the “Replacements and Upgrades through 19-20” document estimates Chromebook replacement needs through 2020. “The End of Year Board Action” document provides a summary of 2015/16 technology repairs. A combination of these inventories, surveys and reports provide the district with enough information to determine the needs of the district.

Criterion 5: Measurable student goals and objectives exist. (Adequate)

The district is proposing the use of the ISTE standards as noted in C2L Prat Recommendations, “Allow ISTE standards to serve as technology benchmarks for LSR7, with established goal being all students and teachers will master the ISTE standards within the next three years.” The use of these standards is still in the recommendation phase and once fully adopted will satisfy the requirements of this criteria.

Criterion 6: An ongoing student assessment component exists. (Inadequate)

While there is a formalized student assessment plan, there is no description of how student technology skills will be assessed. The BrightBytes data provide some general information on the progress of the district, overall, but do not address specific learning targets for technology skills.

Criterion 7: An ongoing program assessment component exists. (Adequate)

The district conducted a program evaluation in June 2016. The report includes the goals and objectives, support and network services, key projects, professional development, and implementation data on the Connect2Learn initiative. Only one report was presented to the review team, but if this report is an example of annual technology assessment, then the information provided meets the criteria for a rating of adequate for this standard.

Criterion 8: There are comprehensive staff trainings with measurable standards for equipment, application, and technology. (Inadequate)

This criterion was rated inadequate. The *Comprehensive School Improvement Plan 2011 – 2016* describes some intent to “Implement professional development plan to support the infusion of instructional technology,” but there are no measurable standards provided for equipment, application, and technology.

Criterion 9: School site equipment standards exist. (Inadequate)

No school site equipment standards were presented to the review team.

Criterion 10: Internet access standards exist. (Adequate)

The *Technology Program Evaluation 2016* provides detailed information on the previous year’s Internet usage, servers and storage, network and phone systems, and key projects related to those areas. There is no specific standard described, but key projects provide goals for increased conductivity and expansion of services.

Criterion 11: The role of the school library is stated. (Adequate)

Board policy describes the function of the school libraries and media centers. *Board Policy IIAC: Instructional Media Centers/School Libraries* states, “The Board believes that instructional media centers/libraries are a

fundamental part of the educational process. The district meets individual learning needs, provides flexible and innovative learning experiences and encourages independent learning by providing sufficient resource options to students and staff.”

Criterion 12: An implementation budget has been identified. (Adequate)

The *Long Range Planning Technology Budget* has identified an implementation budget through 2019.

Criterion 13: A maintenance budget has been identified. (Adequate)

The *Long Range Planning Technology Budget* has identified a maintenance budget through 2019.

Criterion 14: Technology site plans are aligned with district plans. (Inadequate)

Half (50 percent) of the 16 building improvement plans presented to reviewers had a goal that was related to the district technology plan. The remaining eight plans did not have any stated technology goals.

Overall, eight criteria were rated adequate, and six were rated inadequate. The overall adequacy rate was 64 percent, which fails to meet the 70 percent required to meet the review standard. In addition to rating the district’s technology plan, the reviewers also conducted an online survey about technology and its use in the district.



Grade 1 technology use at Summit Point Elementary



Grade 3 technology use at Greenwood

In addition to examining board policies and other district documents, the review team interviewed stakeholders and conducted a survey of principals, teachers, and families to gather information about the availability, implementation, and use of technology in the district.

Technology support was described by many as a weakness:

- “[We] put the money where it is needed. Initiatives like 1:1 and RtI along with others are rolled out, but money is not spent on support, on site techs.” (Teacher)
- “Technology and technology support [is an area of weakness].” (Teacher)
- “Technology is not supported well.” (Teacher)

Another group spoke to the challenges of technology when it is not working properly:

- “Technology is an important tool for myself, as a teacher, and for my students. When technology isn’t working, the issues are not resolved in a timely manner.” (Teacher)
- “I am all for using technology, but we have run into a few situations in which the Chromebook or application/platform was not working correctly.” (Parent)
- “Technology (wired tech systems are outdated): maintaining infrastructure and continuous improvement/replacement of wireless instructional hardware.” (Teacher)

Summary

Overall, technology planning in the district is inadequate to guide the implementation and use of technology across the district. The district has a number of documents that describe many aspects of a technology plan but fall short of providing all of the requirements of a comprehensive plan.

V. RECOMMENDATIONS OF THE CMSI ACADEMIC SYSTEMS REVIEW TEAM FOR THE IMPROVEMENT OF THE LEE'S SUMMIT R-7 SCHOOL DISTRICT

Based on the three streams of data derived from interviews, documents, and site visits, the CMSi Academic Systems Review Team has developed a set of recommendations to address its findings shown under each of the standards of the review.

In the case of the findings, they have been triangulated, i.e., corroborated with one another. In the case of the recommendations, those put forth in this section are representative of the reviewers' best professional judgments regarding how to address the problems that surfaced in the review.

The recommendations are presented in the order of their criticality for initiating system-wide improvements. The recommendations also recognize and differentiate between the policy and monitoring responsibilities of the board of education, and the operational and administrative duties of the superintendent of schools.

Where the CMSi review team views a problem as wholly or partly a policy and monitoring matter, the recommendations are formulated for the board of education. Where the problem is distinctly an operational or administrative matter, the recommendations are directed to the superintendent of schools as the chief executive officer of the school system. In many cases, the CMSi review team directs recommendations to both the board and the superintendent, because it is clear that policy and operations are related, and both entities are involved in a proposed change. In some cases, there are no recommendations to the superintendent when only policy is involved or none to the board when the recommendations deal only with administration.

Review recommendations are presented as follows: The overarching goals for the board and/or the superintendent, followed by the specific objectives to carry out the overarching goals. The latter are designated "Governance Functions" and "Administrative Functions."

Recommendation 1: Review, revise, adopt, and implement current policies (board of education) and corresponding administrative procedures (superintendent) to obtain quality control with adequate elements of policy and organizational structures needed for sound curriculum management and to effectively accomplish the district's mission and goals.

Quality control lies at the heart of a well-managed educational system. School systems demonstrate quality control through a clear set of policies that establish direction and a functional table of organization and related job descriptions that set the structure to support achievement of mission and goals. Reviewers determined that Lee's Summit R-7 School District lacks sufficient mechanisms for quality control in the areas of policy and organizational structure to realize the district's strategic direction.

The reviewers found Lee's Summit R-7 School District board policies and related administrative procedures to be inadequate in both content and specificity to guide all necessary aspects of curriculum management and the educational programs. Several policies in the curriculum management areas of control, direction, connectivity and equity, feedback, and productivity were either weak or absent (see Finding 1.1). Reviewers also found job descriptions for many positions are missing, and many that are available are not dated and important elements are missing. Additionally, the district organizational charts do not meet all the principles of sound organizational management for the deployment of human resources (see Finding 1.2).

The reviewers' recommended actions address the primary needs in the area of policies as identified through the review analysis. Additional recommendations in this report also identify specific areas of policy weakness in each of the five standards of the review. The actions need to be addressed during the next six to 12 months in order to establish clear parameters for operations and job performance and to communicate expectations regarding the follow-up actions based on this report. The work to undertake extensive policy updating, combined with the work to update job descriptions, and the updating of organizational charts will establish greater control over curriculum management and related functions of the organization and direction of human resources through the district.

Governance Functions: The following actions are recommended to the Lee's Summit R-7 Board of Education:

G.1.1: Develop and adopt a set of board policies that meets the academic review criteria for the management of an aligned written, taught, and assessed curriculum. At a minimum, policies should address the criteria of sound curriculum management found in Exhibits 1.1.2 through 1.1.6.

G.1.2: Direct the superintendent to work with other central office personnel to review and develop administrative procedures for board policy that provide clarification and further direction to staff regarding the implementation of board policies. Administrative procedures are particularly important if the “how” of implementation (not just the outcome) of a board policy is important; when a board policy is vague or stated in broad terms; and/or if precise implementation is important for legal and/or student impact reasons.

G.1.3: Schedule a series of board retreats or special meetings with the superintendent to review board policies and administrative procedures to facilitate a clear understanding of the responsibilities of the board and those of the superintendent and his/her team. Such an activity will be a good review for seasoned board members and important initial training for new board members. The conversation should focus on four questions:

1. Do current board policies reflect all the board’s collective expectations about curriculum management and related functions? If no, what changes are needed? (**G.1.1**)
2. What board directives/governance expectations are not being addressed by the board?
3. Is the board assuming responsibilities that should be handled by the superintendent?
4. Is the superintendent assuming responsibilities that should require board approval?

The board may want to contract with Missouri School Boards Association (MSBA) for a facilitator of these discussions that in all probability will need to be scheduled over a three- to six-month period.

G.1.4: Direct the superintendent to present a plan that includes a timeline for completion and the resources needed to implement the administrative functions outlined below. Commit adequate resources and political support for timely implementation. Require regular board updates on progress.

Administrative Functions: The following actions are recommended to the Lee’s Summit R-7 School District Superintendent:

A.1.1: Assist the board in reviewing, developing new, revising existing, and adopting board policies referenced in **G.1.1**.

A.1.2: Assign content specialists (upper management) to review all policies to identify where administrative procedures are needed. Develop required administrative procedures, as well as those determined important, to provide clarification, interpretation, and expansions for the implementation of board policies. Require that an electronic copy is housed in the board policy database online and that a hard copy of all administrative procedures be incorporated into the hard copy of board policies and procedures to facilitate the probability that a person researching a particular topic can rely upon finding all critical information in the same location or in close proximity.

A.1.3: Work with the board president and MSBA to schedule and plan the board policy and administrative procedure retreats/special meetings described in **G.1.3** for a clear understanding of board and management responsibilities.

A.1.4: Develop a standard process for the timely development and distribution of new and revised board policies and administrative procedures to internal stakeholders. Assign this responsibility to a specific person (e.g., Assistant Superintendent for Human Resources) to ensure it gets done. Provide face-to-face interpretation sessions and training in electronic access to super-users. The superintendent’s leadership group should be responsible for leading these sessions.

A.1.5: Develop job descriptions for all positions currently without one, and revise all existing district job descriptions to meet the minimum criteria defined in Exhibit 1.2.4 and analyzed in Exhibit 1.2.5. Modify the current job description format by adding required and preferred qualifications and experience tailored for each position. Modify and expand the format for writing and communicating job responsibilities to include expected outcomes by writing statements that include “What, How, and Why” (e.g., “Deliver the district approved curriculum using differentiated strategies to promote learning by all students”). Incorporate a statement in each

job description that clearly communicates to each employee the reason for the position’s existence is to support the core business of the district—teaching and learning.

A.1.6: Ensure no contradictions between job descriptions and the current organization chart, regarding position titles or reporting relationships. Ensure in this process that all district documents, such as business cards, letterhead, website, etc., include the correct titles.

A.1.7: Date and place all job descriptions on an automatic five-year review/revision cycle or earlier as driven by changes in statute, case law, or internal need.

A.1.8: Submit new and revised job descriptions to the LSR7 Board of Education for approval. This can be accomplished in “bundles” rather than waiting until all are complete in the initial revisions.

A.1.9: Notify any employee immediately if their job description has changed, and incorporate a discussion of new/revised/unchanged job descriptions into the annual performance review process, requiring each supervisor to review the respective job description with each employee: provide a copy of the job description to the employee and clarify (if necessary); and secure the signature of the employee, designating receipt. This process should occur annually.

A.1.10: Conduct a comprehensive review of the relationship between job descriptions and the respective annual performance appraisal criteria to ensure close alignment for accountability purposes.

A.1.11: Revise the Lee’s Summit R-7 School District organizational charts to meet review criteria and address the deficiencies noted in Finding 1.2, especially focusing on span of control, logical grouping of functions, scalar relationship, and full inclusion of essential positions for quality control (see Exhibits R.1.1 a and b below).

Include the following characteristics in the design of the organizational charts:

- A span of control that requires direct responsibility for no more than 12 employees;
- No employee with more than one supervisor to avoid being placed in a compromised decision-making situation;
- Logical grouping of functions to keep tasks of a similar nature grouped together;
- A separation of line and staff positions;
- A scalar relationship that shows positions at the same level with similar responsibilities, authority, and compensation; and
- Full inclusion of all central functions that facilitate quality control in the organizational structure with respect to the essential functions of the school system.

Exhibit R.1.1a

**Proposed Revised Organizational Chart-Superintendent’s Leadership Team
Lee’s Summit R-7 School District
September 2016**

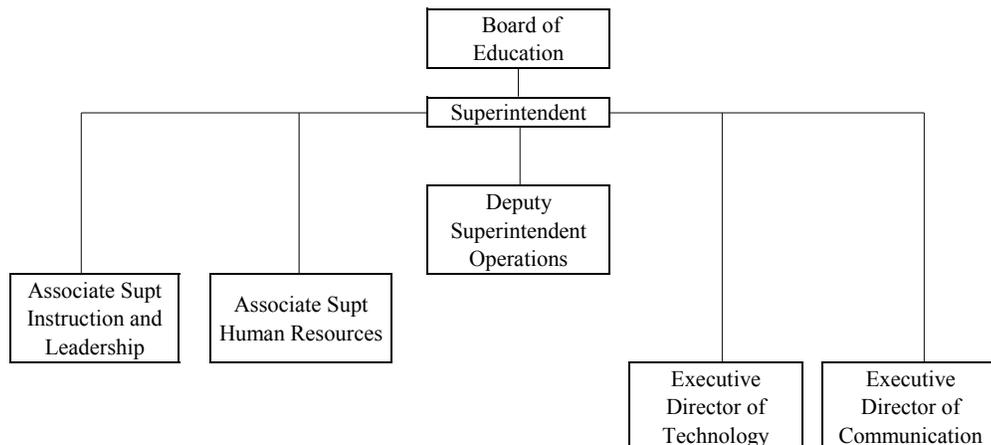
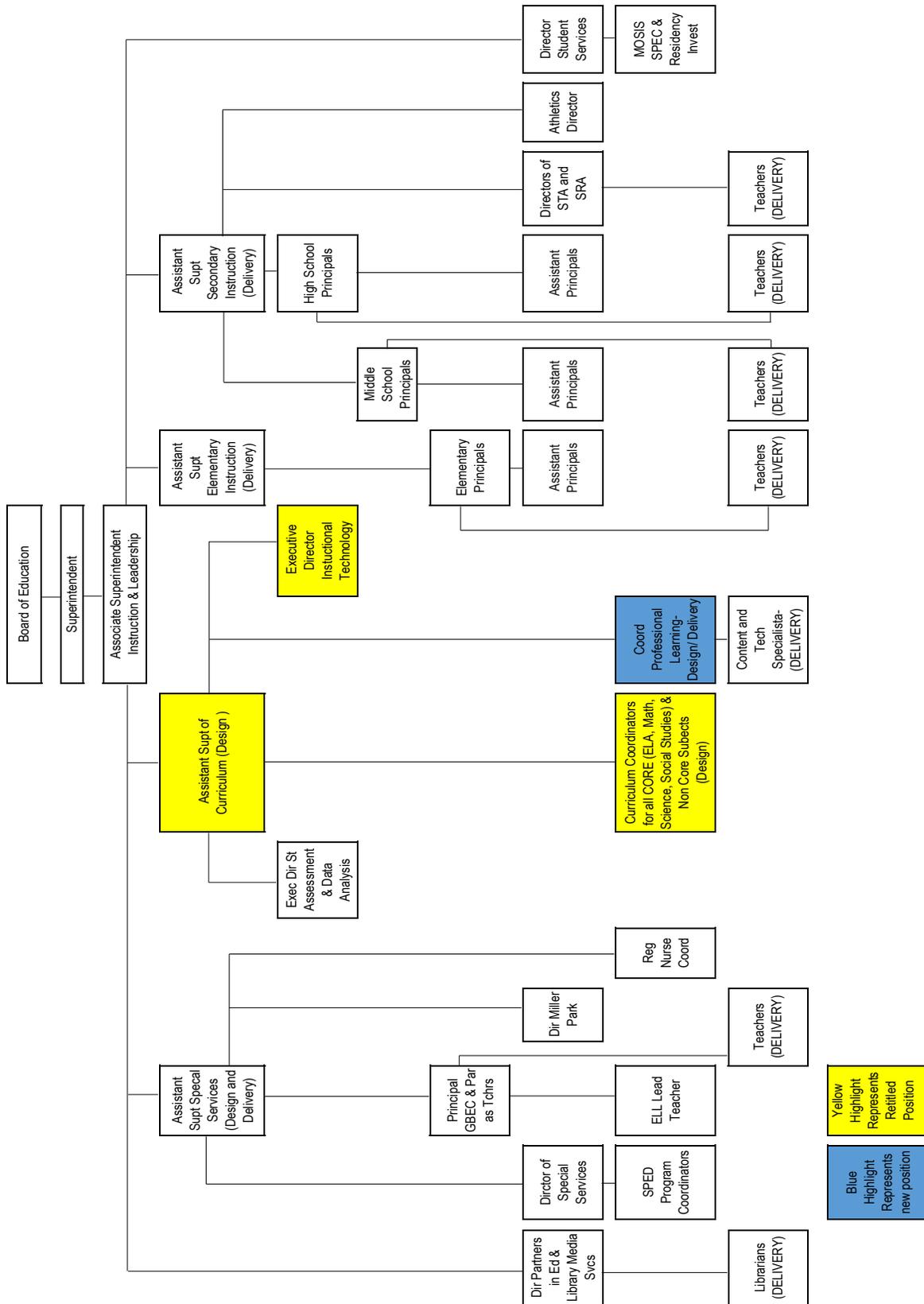


Exhibit R.1.1b

Proposed Revised Organizational Chart-Instructional Operations Team
 Lee's Summit R-7 School District
 September 2016



The proposed organizational charts [Exhibit R.1.1a](#) and [b](#) present a few recommended changes:

- Retitle and expand the responsibilities of the position of Executive Director of Curriculum to Assistant Superintendent due to the level of responsibility for curriculum design work. In making this move, appropriate budgets need to follow this position.
- Retitle and expand the responsibilities of Curriculum Specialists to Curriculum Coordinators with a clear focus on development and design of curriculum (see [Recommendation 3](#)). Provide an adequate number of these positions to complete the design work that is needed. Ongoing training needs to be provided to support Curriculum Coordinators in deeply aligning the written curriculum of LSR7.
- Add a Coordinator of Professional Development to work closely with Curriculum Coordinators to develop meaningful professional development that allows time and support for all teachers to implement the written curriculum. The focus of this position is to support delivery of the written curriculum and deployment of [Recommendation 4](#).
- Move the Executive Director for Assessment and Data Analysis and the Director of Instructional Technology to the supervision of the new Assistant Superintendent for Curriculum to support the design and delivery of the written district curriculum. These positions will work closely with curriculum coordinators and the academic coaches/content specialists.
- The review team recommends that the district study the current organizational structure and redeploy and develop current positions as academic coaches/content and technology specialists to support teachers in delivering the designed curriculum. These positions need to work closely with the curriculum coordinators, the coordinator of professional development, the director of instructional technology, and the executive director of assessment to ensure that all new and revised curriculum is supported consistently across the district (see [Recommendation 4](#)). There is need in the schools for such positions to support district provided professional development with consistent coaching and small group professional development opportunities. These positions need to be filled by staff who are learners, and the district needs to support their work with intense training in coaching, content knowledge, and technology. They need to practice using the technology that the district has heavily invested in as tools to support teaching and learning at the higher levels of SAMR. Additionally, these positions need to be of adequate number to realistically support all teachers at the elementary and middle school level. At the high school level, department chairs need to assume these responsibilities.

The review team recognizes that eliminating and/or significantly revising line and staff positions is difficult and that complete revision of the organization chart may take time and rely on attrition, as well as reassignment of personnel.

A.1.12: Present a copy of the revised organizational charts to the Lee's Summit R-7 board at a public meeting, discuss the rationale for the restructure, and provide opportunities for discussion. Establish an annual timeline for reporting any changes in the organizational charts to the board, as well as all internal and external stakeholders. Post the organizational charts on the district website for easy access.

Recommendation 2: Refine the Lee's Summit R-7 School District planning process to focus human and financial resources toward achieving the institutional mission and goals.

Short-term and long-range planning is critical to maintain vigilant focus on the predetermined goals and mission of an institution. Without such planning, the worthwhile actions of competent employees may still fail to achieve the intended outcomes, because they lack a detailed roadmap that leads to the preferred destination.

The three levels of planning analysis conducted by the reviewers and reported in [Finding 1.3](#) reveal that planning and plans in LSR7 have areas of effectiveness but are, overall, inadequate to provide clear and coordinated direction for achieving maximum benefit of resource expenditure. District-wide planning as a concept has been evolving in the right direction for many years, but lacks important elements. Annual planning documents are also in place at the district and school levels, but again important elements are missing. Planning documents from district departments as well as 12 schools plans were not provided to the review team. Few or no elements

of curriculum, student assessment, and program evaluation planning, which are critical areas for an education institution responsible for student learning and assessment, are evident (see [Findings 2.1](#) and [4.1](#)). Further, the district has an inadequate master plan for professional development (see [Finding 3.2](#)) and for instructional technology (see [Finding 5.2](#)) to effectively guide the district.

As indicated in [Findings 1.1, 1.2, and 1.3](#), the LSR7 board has adopted several policies that collectively require planning and plans at the district and school level. However, planning in the district needs to be more focused. Accordingly, the following specific actions are recommended to the board of education and the superintendent. Full implementation of these recommendations should take from two to three years.

Governance Functions: The following actions are recommended to the Lee’s Summit R-7 Board of Education:

G.2.1: With assistance from the superintendent, adopt new and/or revise existing board policies to provide clear, concise, and comprehensive direction to the LSR7 administration to:

1. Continue to engage in comprehensive, long-range planning that provides overarching goals for the district in attaining its mission.
2. Engage in formal curriculum and assessment management planning and create comprehensive plans that serve as a reference document for building and central office employees to promote focus and increase the probability of success (see [Recommendations 3](#) and [7](#)).
3. Develop and implement a comprehensive plan for professional development that provides a framework for the provision of quality professional development across the district for all employees (see [Recommendation 4](#)).
4. Create and implement a performance-based budget development process that inextricably links planning and plan priorities to the allocation of resources (see also [Recommendation 5](#)).
5. Submit an annual summative evaluation of all plans to the board for review and discussion. This could be accomplished at a regular board meeting or at a board retreat as a springboard for planning and budget development for the next fiscal year.

G.2.2: Continue the development of the five-year strategic planning process, involving broad-based input from internal and external district stakeholders.

Administrative Functions: The following actions are recommended to the LSR7 Superintendent:

A.2.1: Assist the board in drafting new and revising existing board policies as referenced in [G.2.1](#).

A.2.2: Develop administrative procedures to further detail and provide guidance for the board policies related to planning (see also [Recommendation 1](#)). Administrative procedures should stipulate that the respective planning process or plans include Academic Systems Review quality characteristics as designated:

- District-wide planning—[Exhibit 1.3.1](#)
- Comprehensive district improvement plan—[Exhibit 1.3.2](#)
- Building and department improvement plans—[Exhibit 1.3.3](#)
- Curriculum management planning—[Exhibit 2.1.2](#)
- Assessment and program evaluation planning—[Exhibit 4.1.2](#)
- Professional development planning—[Exhibit 3.2.5](#)
- Technology planning—[Exhibit 5.2.2](#)

A.2.3: Designate district-wide oversight of planning to a central office administrator at the director level or higher. This person should serve as a consultant and resource to all planning in the district to ensure alignment and full coverage of all major efforts, as well as unduplicated efforts, and this responsibility should be reflected on the job description.

A.2.4: Work closely with the board president in development of a comprehensive long-range plan for the district as described in **G.2.2**, ensuring that all of the academic review characteristics outlined in Exhibit 1.3.2 are addressed. The plan should include major initiatives the district will undertake to achieve the desired outcomes, but not get too far into the weeds regarding the details. For example, it was reported that a recent initiative and expenditure of funds to reimagine the use of technology, resulting in large numbers of technology devices on the school campuses, was moved from a “good idea” and put into nearly immediate action without considering the needs of those who would be using the technology—learners or educators. On all initiatives the board needs to be proactive in identifying the major initiatives, based on data, and putting those initiatives into a thoughtful, well defined planning process, rather than moving to immediate action.

A.2.5: Working within board policy and administrative procedures framework, create a new comprehensive planning process that requires clear and explicit connections between all planning efforts and the LSR7 priorities as reflected in **A.2.2**. Within this framework:

1. Expand the comprehensive district-wide planning process to include the characteristics displayed in Exhibit 1.3.1 that were rated as inadequate (i.e., using data that go beyond student achievement data; determining where major decisions should be made [school or district office]; and aligning professional development to planning).
2. Work with LSR7 principals and central administrators to develop a standard format for all building plans to include, at a minimum, the elements in Exhibit 1.3.3. Provide professional development to principals, school staff, and department leaders in the planning and plan development process, including how to write measurable objectives, establish criteria for evaluating outcomes and objectives, conduct formative plan evaluation, and document intra-year revisions/strategies necessitated by changes in the environment, etc. Emphasize that these plans are to become authentic guidance documents. Direct principals via job descriptions (see Finding 1.2) and the performance review process to monitor plan implementation and to apprise the superintendent/designee of any major problems or delays in reaching goals.
3. Work with department leadership to develop a standardized format for improvement plans, and develop plans for all units that provide support functions. Include, at a minimum, the elements in Exhibit 1.3.3. The focus of these plans should be continuous improvement of the processes provided by the unit (“plan, do, study, act”) not improvement in student achievement. The expectation is that improved staff processes will support the line (school) efforts in improving student learning, even though indirectly. For example, the human resources department might choose “improve the quality of new LSR7 teachers by reducing the average amount of time required for hiring teachers” as a goal, with the expectation that doing so will have a positive impact on student achievement. Require the same implementation, monitoring, and evaluation steps described in number 2, above.
4. Develop and or revise current plans in curriculum management (Recommendation 3), student assessment and program evaluation (Recommendation 7), professional development (Recommendation 4), and instructional technology (Recommendation 9). These plans are critical to provide comprehensive planning coverage for all aspects of offering a mandated district-wide, high quality aligned PreK-12 grade curriculum to students attending all schools. Submit the plans to the LSR7 board for approval. Assign (through the job description) someone at the director or above level in the Instruction and Leadership department to lead the development, implementation, management, and evaluation of the plans.

A.2.6: Schedule informal and formal conversations with key internal stakeholders (assistant superintendents, executive directors, directors, principals, teachers) regarding the importance and value of having a written plan that is truly a roadmap to reach the desired destination in the most expeditious (effective and efficient) manner (route) possible. The reviewers concluded that many people in LSR7 understand they are required to have a plan, but few value plans as dynamic, ever-changing documents for continual reference and guidance along the sometimes rocky road of public education.

A.2.7: Working with the board president, establish an annual schedule to present evaluation results of all major plans in an open public meeting. The report should include how progress toward goals and objectives is to be used as feedback for improvement and subsequent year goals.

In summary, these recommendations are necessary to provide long-range planning for the district with appropriate linkages to annual building and department improvement plans. Such work is important to ensure that the resources of the district are used in the most productive and systemic way to carry out the mission of the school system. With implementation of actions recommended to the board and the administration, the district's framework for long-range integrated thinking and planning can be formalized. Implementation of the recommended actions and inclusive involvement of the broad community of stakeholders can create the necessary infrastructure to support teaching and learning in LSR7.

Recommendation 3: Develop and implement a comprehensive curriculum management system that coordinates and focuses all curriculum management functions and tasks across and within departments and schools. Deeply align current essential standards and learning targets to the new Missouri Learning Standards; redesign and direct curriculum revision to ensure curriculum documents are of the highest quality and deeply aligned in content, context, and cognitive rigor with high stakes assessments.

Sound curriculum management has many components, including:

- A board-adopted curriculum, aligned with student needs and state performance requirements, covering all courses and subjects taught.
- A means for conveying the curriculum and performance requirements (usually curriculum and/or pacing guides) to teachers, along with performance expectations for teachers.
- Professional development that equips teachers to implement the curriculum in accordance with the board's performance expectations. This includes support in the classroom to ensure that training and curriculum materials are properly used.
- Monitoring of classroom activities by principals and other supervisors to identify and propagate productive practices that support learning, correct or eliminate practices that do not, and identify professional development needs.
- Appropriate and timely formative and summative assessments of students and evaluation of programs to identify the extent to which board goals are being achieved and areas where teaching and learning need to be modified to improve achievement and provide feedback for decision making and planning.

Reviewers found no one comprehensive board policy requiring planning for curriculum management (see [Findings 1.1](#) and [2.1](#)). District administrators have developed some components of curriculum management planning that are located in a variety of documents, including the *Balanced Assessment/Overview of Five-Year Plan*. The curriculum management information in these documents needs to be revised and merged into a comprehensive plan, directed by board policy, and used to guide the design and delivery of the curriculum, systematic assessment of student achievement, and timely data-driven program evaluation (see [Findings 2.1](#) and [4.1](#)).

The scope of the K-12 written curricula is inadequate in that not all courses and subjects are supported by board-adopted curricula (see [Finding 2.2](#)).

Lee's Summit R-7 School District curriculum guides, on average, do not give adequate information to teachers for effective delivery of the curriculum (see [Finding 2.3](#)). Internal consistency, which measures the congruence among design elements in a written curriculum and degree of cognitive complexity of the district objectives, assessments, and resources, was inadequate to direct teaching of the written curriculum and support attainment of district expectations expressed in the *Lee's Summit R-7 School District 2016-2021 Strategic Plan Destination 2021* (see [Finding 2.4](#)).

There are many opportunities for teachers to be involved in professional learning through a variety of different venues and in various content areas. However, there is no consistent district-wide focus or coordination.

Elements of professional development planning were found, but a district-wide professional development plan that includes the criteria for a comprehensive plan (as listed in [Exhibit 3.2.5](#)) does not exist in Lee's Summit R-7 School District (see [Finding 3.2](#)).

Reviewers' observational data gathered while visiting classrooms and submitted student work examples indicate that instruction and student activities across schools do not meet district expectations expressed in the *Lee's Summit R-7 School District 2011-2016 Comprehensive School Improvement Plan* or the newly adopted *2016-2021 Strategic Plan Destination 2021* (see [Finding 3.3](#) and [Recommendation 5](#)).

Reviewers found that the Lee's Summit R-7 School District lacks adequate planning for student assessment. In the context of the limited scope of assessment, LSR7 lacks a consistent approach and focus on utilizing student achievement data at all levels of the organization. The district lacks adequate formative and summative assessment tools for teachers to use during instruction, and formal program evaluations that can identify the effectiveness of academic programs in the district (see [Findings 4.1, 4.2, 4.3, 4.4](#), and [Recommendation 7](#)).

I. Curriculum Management Planning

The district needs a cohesive and comprehensive plan that directs the management of a quality, deeply aligned curriculum and its effective implementation in every classroom. Such management includes monitoring its delivery to maintain equity and the district's philosophical and instructional priorities, and evaluating its effectiveness, using the deeply aligned formative, progress monitoring, and diagnostic assessment tools. This plan should be developed in congruence with the Strategic Plan and should assure that the complex interworking of departments within the district is both efficient and effective in achieving district goals. This plan must also integrate and coordinate professional development across the schools, specify and support identified methods (and purposes) for monitoring curriculum delivery, and reinforce the model for instructional delivery. These processes and procedures must be formalized and institutionalized in policy to ensure smooth transitions in the event of staff turnover and to facilitate orientation of new staff during future years of growth and expansion in the communities served.

Governance Functions: The following actions are recommended to the Lee's Summit R-7 School District Board of Education for immediate consideration in refining curriculum management planning:

G.3.1: Direct the superintendent to draft a curriculum management planning policy for board review, revision, and adoption that provides direction for the development, implementation, monitoring, and evaluation of curriculum. Require regular reporting to the board on curriculum effectiveness, and include the following:

- A requirement for the alignment of the written, taught, and tested curriculum;
- The expectation of Pre-K-12 articulation of learning goals and objectives;
- The expectation that all courses offered be supported by written curriculum guides;
- Formal board adoption of all curricula prior to implementation; and
- A requirement that planning, particularly timelines, within and among departments and schools be aligned to the curriculum management plan.

G.3.2: Direct that the superintendent enforce the requirement of a written, board-adopted curriculum for all subjects and courses taught, starting with core courses/subjects and expanding to non-core courses/subjects.

G.3.3: Direct the superintendent to establish systematic procedures requiring central office staff members to monitor curriculum implementation in schools.

Administrative Functions: The following actions concerning curriculum management planning are recommended for completion within the next 12 months by the Lee's Summit R-7 School District Superintendent:

A.3.1: Assist the board of education in developing policies that define the roles of the board, district administrators, and teachers regarding curriculum. For example, the board is primarily responsible for adopting curriculum; administrators are responsible for attending to its development, evaluation, and revision, as well as for overseeing and supporting its implementation; teachers are responsible for delivering the adopted curriculum

and sometimes assisting in the writing or reviewing of the curriculum, with support from school personnel, outside consultants, or district administrators.

A.3.2: Develop a curriculum management plan for directing the design, delivery, monitoring, evaluation, and revision of curriculum. The plan should address the following areas (see also [Exhibit 2.1.2](#)):

A philosophical framework for the design of the curriculum: Identify what the underlying beliefs of district leadership are regarding how children learn: What constitutes effective teaching, what is the teacher's role, what is the student's role, and what is a district's role in assuring a student's learning? Is education a process, a goal, or both? Use this process to specifically identify what the district's and schools' respective roles are in providing each child with an education, and establish a picture of what an effective, engaging classroom should look like. Use the philosophical framework as the guiding force behind making decisions regarding curriculum and assessment design and instructional delivery.

Timing, scope, and procedures for a periodic cycle of curriculum and resource review/development: Ensure that every content area is addressed and has a written curriculum guide that facilitates effective, rigorous instruction; and that curriculum is kept up-to-date, particularly with changes in state standards or requirements, as well as testing modifications or changes. Such a cycle should also establish the timeline for reviewing the alignment, quality, and rigor of adopted resources and materials, and direct their revision or replacement where and when they are inadequate. ALL resources that are referenced by the curriculum should be screened for rigor, availability to all schools, appropriateness, alignment to district expectations for instruction and student engagement.

Stages of curriculum development: Specify the different stages for developing and revising the curriculum. These might include: backloading and released item analysis; review for alignment with external/ target assessments in all three dimensions (content, context, cognition); assessing the complexity, rigor, and measurability of objectives; placing objectives in an articulated, K-12 (Pre-K-12 if district offers preschool) sequence that expects mastery of content six to nine months before it is encountered on the state test or other high stakes tests; developing mastery-level projects and activities (such as any existing formative assessment tools) with accompanying rubrics; validating the existing learning targets, materials, and resources against multiple external sources, such as IB standards, AP standards, etc., or for rigor, cultural proficiency/inclusivity, technology integration, and student-centered, active learning; and creating a bank of high quality assessment items and formative/progress monitoring assessment instruments to support differentiated, individualized instruction. See *50 Ways to Close the Achievement Gap*¹ for more specific suggestions and information. The stages defined in the plan must particularly address the way student achievement data, teacher input, and monitoring data are used to evaluate the quality of the written curriculum. Revise the curriculum, accordingly.

Staff roles and responsibilities for curriculum management: Who is responsible for what task? How do departments with overlapping responsibilities (such as Elementary and Secondary Superintendents' offices and Curriculum and Instruction) work in concert to effect improvements in the written curriculum and to better support classroom instruction? This aspect of the plan delineates which tasks are housed where and at what level: which are classroom-based, which are school-based, which are department-based, and which are board-based. For example, it is the board's responsibility to determine the content of the educational program, in congruence with state law, and to approve and adopt the written curriculum. It is the teacher's role to deliver the curriculum, the principal's to monitor, instructional coach's and principal's role to support teachers in delivering the curriculum, etc. Curriculum development should be the sole responsibility of the department of Curriculum and Instruction (staff) and its implementation or delivery the focus of the Elementary and Secondary Schools Departments (see also [Recommendation 1](#)).

Monitoring of classroom activities should be the primary responsibility of the principals, with support from other designated positions (such as instructional coaches) to identify and promote productive practices that support learning, correct or eliminate practices that do not, identify weaknesses or gaps in the written curriculum, and determine professional development needs.

¹ Downey, English, Poston, Steffy (2009). Corwin Press.

Clarify how monitoring and curriculum support responsibilities of any school-based personnel complement one another to prevent duplication of effort or possible conflicts in carrying out these supportive responsibilities.

A format and included components for curriculum guides: For consistency in every content area, specify the components to be included in the curriculum that are nonnegotiable and the other aspects that are “fluid.” The curriculum should include the criteria presented in [Exhibit 2.3.1](#) in addition to supporting assessments and tools to enable differentiation and implementation of the district’s instructional model in the classroom.

Direction for how state standards will be included in the curriculum: Decide whether or not to use a backloaded approach in which the curriculum is derived from high-stakes tested learnings (topological and/or deep alignment) and/or a frontloaded approach, which derives the curriculum from the state test (but in a refined, more specific format). Of critical importance is the emphasis on condensing and streamlining the standards for feasibility and clarity of focus.

Require for every content area a focused set of precise student objectives/student expectations and standards: Essential standards and learning targets should be derived from the Missouri Learning Standards, be reasonable in number so the student has adequate time to master the content and practice it in authentic, rigorous contexts, be very specific so teachers clearly understand what mastery of these objectives look like and what the standard of performance is, and should be measurable (written in measurable terms).

The curriculum should not only specify the content of the learning targets/student expectations, but also include multiple contexts and suggestions for activities and approaches that engage students in critical thinking and analytical cognitive types.

Assessment beliefs and procedures to determine curriculum effectiveness and use of data: What are all the instruments that will be used to measure progress toward meeting goals, including the goal of students mastering curriculum objectives? How will the data be used, who will use it, how will it be collected, analyzed, and disseminated to teachers, administrators, and concerned stakeholders? There must be an expectation for formative assessments included in the frameworks that teachers can use whenever needed to evaluate student progress in mastering learning targets (or to determine whether they already know content about to be taught).

Design of curriculum to support differentiation and other expectations for delivery: Curriculum guides should be revised so that they explicitly support, in an integrated fashion, district expectations for student use of technology and cognitive rigor. The curriculum (in a vertical alignment of the district-refined learning targets) must also support teachers’ ability to select student learning targets at the right level of difficulty or for preteaching and reteaching needs. This ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, so they don’t fall further and further behind, and that students who have already mastered the objectives are also moved ahead at a challenging pace.

Whole group, one-size-fits-all approaches, and reliance on test-like contexts cannot meet the majority of students’ academic needs. District curriculum leaders must define what true academic differentiation and rigor look like and how teachers can manage so many different skill levels and varying content knowledge in the classroom without holding certain students back or leaving other students behind. This is critical to meeting the needs of academically at-risk populations and must be addressed by the design of the curriculum, in addition to all district documents that describe expectations for delivery.

Approaches for using diagnostic, formative, and summative test results to plan instruction, evaluate programs, and design interventions at all levels. See [Recommendation 7](#).

A staff development program linked to curriculum design and delivery: Professional development that trains teachers in the curriculum, its design, and how to deliver the curriculum in accordance with the board’s performance expectations is absolutely critical. This includes support in the classroom to ensure that training and curriculum materials are properly used. See the professional development section in [Recommendation 4](#) for more detailed information.

Monitoring (and supporting) the delivery of curriculum: Delineate the procedures, philosophy, and intent for supporting and monitoring the delivery of curriculum. Outline how specialists or coaches will work in

concert with principals and academic content supervisors and specialists to support effective delivery of the curriculum. Multiple means of monitoring are suggested. See [A.3.13](#) for more information about monitoring and [Recommendation 4](#) for more detailed information.

Communication plan: Establish a plan for communicating among and across departments regarding the process, goals, and products/measurable associated with curriculum design and delivery (which also includes professional development and assessment) to maintain constancy of effort, focus, and continuity.

A.3.3: Make periodic reports to the board of education regarding the progress in managing curriculum district-wide, using data from formative and summative assessments, as well as from monitoring practices. The importance of quality, deeply-aligned written curriculum that raises expectations for student performance and supports those expectations with critical resources for teachers cannot be overstated; curriculum is a key component in ensuring better teaching and higher achievement. Planning for its development, implementation, and revision is essential for impact on student learning in every classroom.

II. Curriculum Design

Administrative Functions: The following actions are recommended for completion within the next five years by the Lee’s Summit R-7 School District Superintendent:

A.3.4: Require that efforts to revise and refine the written curriculum begin immediately.

A.3.5: Assist the board of education in developing policy that requires the curriculum to reflect the principles and concepts of Deep Curriculum Alignment (see [Findings 2.3](#) and [2.4](#)).

A.3.6: Define what the curriculum still needs to be considered a “model” curriculum. Examine the weaknesses in the format and components identified in [Finding 2.3](#). The following components are minimum requirements:

1. Objectives: The current essential standards used in the district curriculum guides are correlated in part to the 2010 Missouri Common Core State Standards. District personnel should continue in their efforts to align the current essential standards and learning targets with the new Missouri Learning Standards (MLS). Essential standards should be “refinements” of the MLS: a specific restatement of the intended skill or knowledge to be learned that is measurable, and at the mastery level, connected to the contexts in which it is to be learned and demonstrated; and the standard of performance by which a teacher knows mastery of that skill or knowledge has been achieved.

Objectives that are necessary in order to equip students for mastery level of the LSR7 essential standards are coded by LSR7 staff as learning targets and serve as “en route objectives” or “prerequisites.”

The refined essential standards and learning targets in the vertical alignment (where ALL levels are displayed) should link back to specific student expectations in the Missouri Learning Standards, but these specific essential standards and learning targets give the teacher more precise information of what mastery looks like and clearly define which essential standards and learning targets are assigned to which grade or instructional level (because the first grade learnings are clearly different from the second, and so on).

Within discrete units, the essential standards and learning targets included must be presented with priority designated. This allows teachers to know which skills, concepts, knowledge within that chunk of time (unit, etc.) are the most critical—and assessed. This makes the curriculum manageable for teachers. It is better to focus on fewer learnings and address them more “deeply” than including an entire battery of essential standards and learning targets that teachers “might” touch on or cover.

Review all essential standards and learning targets for evidence of rigor (see Bloom’s Taxonomy in [Exhibit 2.4.1](#)); assure that all suggested assessment activities support the highest level of rigor.

Giving teachers a clear continuum of student learning from Pre-K-12 also allows them to move students who are already ahead at a more appropriate pace (beyond their grade level), since they know exactly what is next, just as they know what students have mastered when they come into their classroom. It also informs them where there may be gaps in a student’s learning so they can access the curriculum materials for that skill at the prior grade level.

2. Assessment: District Summative Assessments (DSA) are available throughout the curriculum documents. However, none are required or collected for accountability or monitoring purposes. Emphasis on authentic, frequent measures to evaluate student progress must be a priority, and certain assessments should be randomly collected throughout the year (once or twice per content area per grade level) for monitoring. Develop high quality, clear, and specific rubrics to evaluate these measures. Random samples of all the assessments administered district-wide should be collected at the central office and reviewed for accuracy in grading and to also see how well students are performing on them.

District formative assessments were not provided to the reviewers. Formative assessment must be developed, to better predict student performance. Relying on released test items or commercially produced assessments or unit/chapter tests is insufficient; the sample items to be included should be items based on deconstructed, released test items that have been altered and “deepened” to provide students with a challenge level, ensuring their success on a multitude of test items related to the same content (*Deep Curriculum Alignment*²). Additional progress-monitoring and diagnostic assessments are needed to supplement the DSAs, which are meant to be summative, so teachers have tools with which to continuously evaluate student progress and move them at the appropriate, individualized pace.

3. Prerequisites/Scope and Sequence: Place the essential standards and learning targets (Pre-K-12) within a scope and sequence document to allow teachers to easily discern what content and skills students come in with, and what content and skills they are responsible for seeing students leave with. Such a document helps distribute accountability and eliminates gaps and overlaps in student learning—an important factor in an educational environment that must make the most of the time allowed with students. This will also facilitate greater articulation of the curriculum from one level to the next and assure greater coordination across a single level or course, as the mapping out of objectives is already completed, and any “misinterpretation” of the nonspecific state standards/student expectations is avoided.

4. Resources and Materials: Every book, recommended professional resource, audiovisual aid, technological enhancement or program, and other resource should be linked (after ensuring teachers have all that are necessary) to a specific objective or lesson within a unit. Currently, the many resources provided are offered as potential resources, but teachers must sift through them to determine what is appropriate, and, in some cases, that requires too much time. The number of resources provided is less an issue than the fact that what they are suitable for is not clearly specified nor linked with a discrete skill or objective. This is especially important if these resources are appropriate for differentiating content, products, or processes.

5. Suggested Strategies and Approaches: This is a critical part of achieving deep alignment and providing teachers, particularly inexperienced teachers, with support in deciding ways to teach the assigned objectives. Flexibility is always allowed in how teachers approach a given essential standard learning target, but this component provides teachers with invaluable, research-proven suggestions if they want or need them. The suggested lessons are a good foundation; however, additional support for how a classroom should be set up and how the block of time for each content area can be used will assist teachers with implementing such efforts as:

- A. Balanced literacy: components (rationale for each), gradual release of responsibility model, sample schedule for it within the literacy block, etc.
- B. Reader’s/Writer’s workshop
- C. Guided reading group: how to determine group members, what to teach, how to assess, typical activities/areas of focus
- D. Centers and student activities (all content areas) to facilitate and manage flexible learning arrangements (paired work, small group activities, etc.)

All suggested student activities should be reviewed to ensure they incorporate those *contexts* and *cognitive* types known to meet and exceed the tests in use (especially exceed those that are multiple choice in nature); and these strategies and suggested student activities and projects allow students to become familiar with the context

² English and Steffy (2001). Scarecrow Press.

and cognitive type before encountering them on the high stakes tests. This is the main tenet of the “doctrine of no surprises,” in which students and teachers are not surprised by the measures of their performance.

A wide variety of authentic, student-centered contexts is recommended to ensure a broad-based, real life application of the concepts, skills, and knowledge so that students can connect personally with the learning, be more actively and cognitively engaged, and see the overall value of their learning.

Current suggested lessons are of varying quality. Classroom-based activities and strategies should always meet and exceed the rigor found on assessments. Students should be challenged and encouraged to take risks in the classroom, not on a high stakes assessment.

A.3.7: Direct the staff to revise/prepare written curricula in alignment with the new Missouri Learning Standards in content, cognition, and context for all taught subjects and courses, starting with core subjects/courses and expanding to non-core subjects/courses. Lee’s Summit R-7 School District has evidenced the beginnings of an effective approach to designing a system-wide curriculum. Existing curriculum documents have a common format across subjects and grade levels, and key structures have the potential for refinement to attain deeper alignment.

Content, Cognition, Context: Content is typically derived from state standards with local augmentation; cognition refers to the type of cognitive processes students engage in when learning content; and context refers to the way learning is experienced, e.g., write, model x based on y , represent, etc.

Example: Students will order and compare (*cognition*) whole numbers to 1,000 by using the symbols $<$, $>$, $=$ (*content*) in written form given sets of numbers in mixed sequence from 1 to 1,000 (*context*).

A.3.8: Engage in a deep alignment analysis (considering the dimensions of content, cognition, and context) to ensure the objectives, resources, and strategies included in curriculum guides are deeply aligned to the tests in use. Research the methods and ideas presented in the book *Deep Curriculum Alignment* by English and Steffy (2001), or consider contracting for a deep curriculum alignment training (contact CMSi for more information) to gain the skills necessary to analyze and deconstruct released test items, for information on how to successfully prepare for current and future tests in use, and to more successfully anticipate the direction in which the test is moving. This will assist the district in predicting where the state assessments and other external assessments are going and increase student success on current and future forms of the tests in use by ensuring that the content, context, and cognitive types encountered on any tests are an integral part of daily instruction without compromising rigor, active student engagement, and hands-on problem solving.

A.3.9: Link/reference formative assessments (diagnostic, progress-monitoring, pre/post-tests) to the evidence of assessment section of the curriculum guides. For each assessment instrument, specify when it is appropriate/desirable to be used, its main purpose, and how to use the data it yields. For performance-based measures (projects, essays, etc.), include specific rubrics with exemplars that teachers can use to quantify students’ learning. Identify those assessments for which the data will be entered electronically and monitored at the system and/or building level. Some of them should be open for teacher selection, but ALL should be rigorous and incorporate a wide variety of contexts—not just multiple choice. Emphasis should be given to assessments that engage students in writing and demand evidence of thinking.

Certain assessments must provide teachers with specific data on what skills, concepts, and knowledge students have mastered and where there are gaps, so that instructional decisions may be made that target those deficiencies and to ensure teaching is never redundant. The assessments should be concise and yield the needed information in a very brief span of time—a few days, at the most. Ideally, all assessments could be quickly scored at each school, so teachers receive the data immediately and can adjust instruction, accordingly. Any data from district-wide formative assessments should be compiled and made available in a timely manner. A battery of assessments will allow teachers to monitor every individual student’s progress toward mastering the intended curriculum, so each student’s performance on the state tests will no longer be a surprise or a guessing game.

A.3.10: Establish a process to ensure that all texts, instructional materials, and ancillary resources for all courses that are suggested through the curriculum guides and provided to teachers by district personnel, including

interventions and adopted programs, are screened for quality, rigor, and alignment (in all three dimensions) to the curriculum and with district expectations, prior to presenting to the board for adoption.

A.3.11: Prepare for curriculum implementation. At least six months to one year prior to rolling out any new or comprehensively revised curriculum, do the following:

- Field-test the curriculum. Pilot the resource materials, assessments, and any other supporting materials.
- Collect preliminary data concerning the pilot curriculum's effectiveness in terms of student achievement.
- Revise field-tested curriculum guides based on feedback.
- Submit the revised curriculum guides for adoption by the board.

A.3.12: Work in concert with staff development personnel to prepare trainings for teachers in using and effectively implementing the curriculum. Issue a directive that planning within and across departments and schools will be in concert with the curriculum management plan, especially in the area of providing timely professional development necessary for effective curriculum delivery (see [Recommendation 4](#)).

A.3.13: Define purposes for monitoring delivery of curriculum. Specify what type of data is to be collected for each purpose and with what methods. Indicate which data are intended to be collected district-wide for district-level feedback (such as for determining the effectiveness of a staff development initiative), and which data are to be used for teacher evaluation, coaching, and instructional improvement within the building. Establish routine procedures requiring central office staff to monitor proper implementation of curriculum.

Consider classroom trend data collection and the systematic collection of student work for purposes of calibrating the work. Classroom trend data collection is simply collecting observed data frequently over time to see if dominant teacher and student activities, the objectives taught, and the student work displayed reflect the district's instructional model and expectations for rigor. Systematic collection of student work is a method for collecting student work to calibrate it against district and state standards and benchmarks to check alignment and determine whether the work is on, above, or below level. Both sets of data can provide valuable district-level feedback for district decision-making processes.

In summary, following the steps outlined above will move the district's written, taught, and tested curriculum in closer alignment and increase the overall expectations for student cognitive engagement, thereby reducing the likelihood that student performance on tests is predicted by demographic factors rather than by classroom instruction. A key element in curriculum quality is maintaining unwavering focus on how design supports and facilitates delivery; written curriculum must not only integrate content and contexts and rigor that are more challenging and deeper than the tests, it must provide teachers with tools they need to teach most effectively in a manageable format. The current LSR7 curriculum has pockets of rigor and sufficient components, but requires refinement in deeply aligning to the taught and tested curriculum and to the new Missouri Learning Standards.

Recommendation 4: Revise the professional development plan to incorporate systemic coordination, effective classroom strategies for cognitive engagement of learners, and emphasis on growth in curriculum alignment and delivery. Include a process for review of implementation and subsequent evaluation of the quality and effectiveness of both district and building professional development.

The mission of a quality professional development program is to increase the capacity of staff members to improve student achievement in a systemic and coordinated manner. This is accomplished by developing knowledge and skills of teachers, administrators, and support staff to effectively deliver the curriculum.

A high quality professional development plan is committed to aligning a district's resources to effectively and efficiently implement the written curriculum, and support training in best practices to meet identified student and teacher needs. Such a plan is comprehensive and includes ongoing evaluation of professional development design and delivery to determine whether the training has led to improved student learning and achievement. An effective professional development plan is systemically coordinated to oversee and manage initiatives at the district, building, and individual level. Trainings should be supported during implementation and monitored to ensure institutionalization within the system over time.

Reviewers found professional development planning in place and offerings available in the Lee's Summit R-7 School District. However, the current professional development program lacks the planning, design, and evaluation process to be highly effective. Professional development initiatives are uncoordinated across multiple departments and schools, and are not guided by long range planning. The professional development plan does not focus on organizational change, the change process, or adult learning. The range of researched instructional practices observed in classrooms was limited and did not reflect district expectations.

Classrooms represent a critical juncture for school districts. It is in the classroom that the written curriculum is executed, and it is the work of the classroom that is ultimately assessed to determine student achievement. What goes on in the classroom has repercussions for the entire system. If a district has high expectations for student learning but the student work examples do not reflect these expectations, it is unlikely the district will achieve its goals. It is, therefore, of great importance that student work examples be aligned to the written curriculum, and also that the rigor of the student work examples embody the high expectations of the district. Reviewers developed a series of actions recommended for the board and superintendent to address the needs identified in the Academic Systems Review report.

Governance Functions: The following actions are recommended to the Lee's Summit R-7 School District Board of Education:

G.4.1: Direct the superintendent to develop and present for adoption a comprehensive board policy that provides for centralized control and direction of professional development in the district. Such policy should incorporate characteristics of the 18 Quality Criteria for Staff Development in [Exhibit 3.2.5](#) and should address areas of inadequacy identified in [Finding 3.2](#).

G.4.2: Direct the superintendent to amend the professional development plan to ensure district-wide consistency, continuity, and quality control. The plan should evolve from consideration of at least the following factors:

- Congruency with the district's staff appraisal data;
- Curriculum monitoring data;
- Student assessment data;
- Program evaluation data;
- Student equity needs;
- Definition of the rationale and mechanism for coordination of professional development efforts to ensure appropriate training and prevent duplication and gaps in needed training;
- Requirement that all professional development be evaluated in terms of student learning and growth of professional educators in the design, writing, and delivery of curriculum;
- Requirement of systematic monitoring of instruction specifically to determine if skills acquired through the professional development program are being applied effectively in the classroom;
- Emphasis to train teachers and building administrators on effective implementation of district priorities as identified in the teacher appraisal system and the strategic plan;
- Need for effectively integrating the use of technology as both a teaching and learning tool;
- District strategic priorities; and
- Staff requests for assistance with curriculum or classroom management needs.

The plan should include an evaluation process to measure effectiveness of each activity to enhance student achievement. This evaluation component will help determine whether the professional development program is achieving the desired results.

G.4.3: Direct the superintendent to revise administrator job descriptions to clarify roles and responsibilities and to require that all professional development be coordinated through a centralized administrator.

G.4.4: Require annual reports on evaluations of professional development initiatives in terms of improved student achievement and demonstrated teacher use and competence in the classroom.

Administrative Functions: The following actions are recommended for consideration to the Lee’s Summit R-7 School District Superintendent:

A.4.1: Develop, for consideration by the board, a board policy to direct the revision and implementation of the professional development plan to focus on effective delivery of the adopted curriculum that aligns with the district’s long-range improvement plan and implementation projects. Through policy, set the following expectations:

- A framework that takes a long-range planning approach and focuses organizational change with professional development efforts that are aligned with district goals.
- Alignment of the professional development mission with that of the district and building level efforts.
- Training requirement for all supervisory personnel in district monitoring techniques and procedures. Hold all personnel accountable for implementation and maintenance of a consistent, systemic monitoring program for instructional practices that includes, but is not limited to, observation, coaching, and providing growth feedback.
- Emphasis on training for teachers and building administrators regarding effective implementation of district priorities as identified in the teacher appraisal system and the strategic plan.
- A system-wide expectation for quantity of time spent using technology in classrooms, and quality of technology use that includes different levels of the SAMR Model.
- Provision for district-wide, building level, and individual development in a systemic manner.
- A focus on proven research-based strategies with demonstrated effectiveness in increasing productivity.
- Data-based analysis of needs in regard to professional development.
- Supervisors to function as staff developers for employees they supervise.
- Support for all three phases of the change process – initiation, implementation, and institutionalization—that require provisions for on-the-job application of newly acquired skills and follow-up support and training to uphold new learning.
- Use of professional development approaches that consider adult learning and development.
- Ongoing evaluation using multiple information sources, focused on all levels of professional development, and based on actual changed behavior.
- System-wide oversight and coordination.

A.4.2: Provide a framework to coordinate all professional development efforts in the district to ensure that efforts are aligned with identified district goals and needs. All program efforts need to be coordinated so the system is not overloaded by building and department level initiatives that may not be relevant to participants or that compete for limited resources, time, and attention of teachers. The professional development framework should also address the facilitated transfer of learning and the use of regular and constructive feedback to inform individual progress.

A.4.3: Design a multi-year professional development plan that addresses the 18 Quality Criteria for Staff Development in [Exhibit 3.2.5](#), as well as the following:

- Ongoing assessment of the effectiveness of professional development initiatives using multiple data sources.
- Classroom follow-up support to ensure transfer of learning from professional development efforts.
- A process for annual review and revision in response to student achievement data, use of technology, and changing district and building level professional learning needs.

- A process for monitoring whether teachers adhere to district expectations regarding use of technology in classrooms
- Congruence with the district's staff appraisal system
- Assimilation of data from curriculum monitoring, staff performance appraisals and annual reviews, student assessment and achievement, student equity issues, program evaluation, and staff requests for assistance in curriculum implementation or classroom management needs.

A.4.4: Update district and building job descriptions to clarify professional development roles and responsibilities as they relate to the implementation of a well-planned professional development program.

A.4.5: Update the job descriptions of building administrators and all other supervisors of instructional personnel to include the expectation that they be staff developers (see [Finding 1.2](#)).

A.4.6: Develop a professional development program specifically for building administrators and curriculum coaches in the following areas:

- Instructional leadership to promote student achievement;
- Collection and analysis of assessment data to be used for decision making about curriculum and implementation of appropriate initiatives;
- Research-based instructional practices and content-specific instructional strategies (see [Finding 3.3](#));
- What to look for specifically when monitoring in a classroom with at-risk student populations, and where differentiation and core content interventions are being implemented;
- Strategies for ensuring alignment of the written, taught, and assessed curriculum;
- Strategies to increase students' cognitive engagement;
- Strategies for monitoring curriculum delivery that link to the district-adopted employee evaluation program (NEE);
- Strategies for monitoring teacher and student use of technology at different levels of the SAMR Model (see [Finding 3.3](#)).
- Strategies for increasing and maximizing academic learning time; and
- Strategies for effective student-teacher engagement.

A.4.7: As a regular component of administrator meetings, provide training in curriculum content, assessment, and research-based instructional strategies in order to enhance administrators' ability to monitor implementation of the district's curriculum and instructional approaches.

A.4.8: Communicate to all supervisory personnel clear expectations for the percentage of time teachers should be reaching the upper levels of SAMR while using instructional technology tools. Provide professional development on how to reach the upper levels of SAMR with examples in each content level and grade level span. Monitor technology implementation through administrative classroom observations to measure instructional expectations against delivery.

A.4.9: Assign the responsibility to develop and present an annual report to the board on the status and outcomes of professional development trainings, based on student performance data resulting from the trainings. This report should include the following:

- A review of identified professional development and student needs;
- A review of critical learning outcomes with specificity that outlines what the training should have accomplished;
- An overview of all major professional development initiatives at both district and building levels;
- The alignment of professional development efforts in relation to performance goals; and

- The evaluation procedures used to measure the effectiveness of professional development in relation to improved instructional practices and student achievement.

A.4.10: Use a classroom observation process (in addition to walk-throughs) to specifically evaluate student artifacts and objectives being used in classrooms in a collaborative, non-threatening context that can even be performed by teacher teams, department heads, or instructional coaches. Consider something like the Examining Student Work program (CMSi) to enable teachers and building leaders to gauge the level of student work in the school and determine if it is appropriately on-level and cognitively challenging. This process will also assist teachers in evaluating the work they assign in their classrooms, particularly those activities and resources that are commercially produced.

A.4.11: Provide building administrators, key district leaders, instructional coaches, and curriculum specialists with training, coaching, and support in their roles as instructional leaders. Include in their training student work example calibration and alignment, using the dimensions of content, context, and cognition, and determine whether the work is on, above, or below level. This data can provide valuable district-level feedback for district decision making.

A.4.12: Provide teachers training in data collection and analysis concerning the grade level and cognitive rigor of materials used in the classrooms. Teachers must be informed consumers concerning the types of activities and materials they use with students—too many passive, low-level activities result in low-level learning and students who are not prepared for test success.

Student work examples need to be specifically aligned with the content, cognition, and context of each learning target. Student activities and assignments should be vetted for congruency and limited to those that are aligned deeply with the objectives. Software and websites used by students should also be vetted to maximize increasing student achievement. Activities and assignments should be differentiated for students needing modified avenues to the objective, as well as students who demonstrate previous mastery of the target objective. Student assignments should reflect centrally focused priorities, such as cognitive rigor and integration of technology.

In summary, implementation of these recommendations will coordinate and clarify the district's focus on professional development that is designed to enhance the professional capacity of teachers and, ultimately, increase student achievement. The professional development plan should be revised within one year of receiving this report.

Recommendation 5: Establish an instructional model that clarifies curriculum delivery, and develop procedures for consistent monitoring of district instructional practices across all levels of the school district. Provide principals training in monitoring of instructional practices and the development of reflective practitioners.

Curriculum design and delivery are critical functions essential to the success of any school district. Curriculum design entails the work needed to produce a written curriculum, including the concepts, skills and knowledge, and processes students are expected to master (see [Recommendation 3](#)). Curriculum delivery is the instructional practices teachers apply in schools in order to teach the written curriculum. Delivery of curriculum includes instruction that takes place in every classroom, monitoring of the instruction, and students learning the required content. Professional development links curriculum design and delivery, and must be directed and coordinated by a centralized plan (see [Recommendation 4](#)). The purpose of professional development is to train and prepare teachers to more effectively deliver the curriculum.

It is critical to provide teachers, particularly inexperienced teachers, with instructional guidance that clarifies and describes effective ways to teach the written curriculum. A district instructional model provides teachers with that clarification, and provides supervisory personnel with a blueprint for conducting evaluations. The instructional model should be a toolbox of strategies for teachers to use in classrooms. It is important that teachers have flexibility in how they approach a particular objective, but their instructional foundation should be based on a well-developed, district-adopted instructional model that provides them with research-based strategies known to positively impact student learning. Instructional strategies should incorporate a mastery

learning approach, which provides for differentiation based on informal and diagnostic assessment, along with re-teaching and sufficient practice time to establish new concepts into long-term memory.

Monitoring, feedback, and ongoing evaluation must be established and implemented to ensure that instructional practices are meeting the needs of all students and are resulting in increased student achievement. Communicating district expectations regarding monitoring of instructional practices and providing professional development based on that information afford school district personnel the opportunity to adjust for learner differences, thereby having a greater impact on achievement results for all students. The absence of monitoring procedures leaves curriculum delivery to individual interpretations of district goals.

Reviewers found a lack of direction in policy, job descriptions, observations, and evaluation protocols for district expectations of an instructional model. Most references were general in nature and did not specify how the curriculum should be delivered in classrooms. There was no common understanding of expectations for curriculum delivery across the district. In their visits to classrooms, reviewers found that instructional practices were dominated by large group, teacher-centered instruction primarily focused on knowledge and comprehension levels of cognition.

Curriculum monitoring was taking place in the Lee's Summit R-7 School District during the review, but lacked sufficient focus to improve instruction. District Guidelines for Performance-Based Teacher Evaluations is based on district identified priorities, Balanced Assessment, and the Network for Educator Effectiveness (NEE). The district identified two NEE indicators to guide all teacher observations and evaluations. The two indicators are:

- Indicator 1.2: The teacher cognitively engages students in the content; and
- Indicator 7.4: The teacher conducts formative, on-going [sic] assessment of learner progress.

The NEE indicators are narrow in scope and limit the expectation for use of a wide range of best practices. The district's Vision Statement indicates that "researched best practices" and "productive use of technology" are being implemented. However, reviewers did not find evidence of district guidance in regard to systemic use of research-based best practices to deliver curriculum, including the use of technology, how to measure instructional effectiveness, or how to determine whether teachers are promoting higher order thinking skills. The district *Comprehensive School Improvement Plan (CSIP)* goals do not include an expectation of instructional practices outside the two identified indicators and Balanced Assessment. Based on their findings, the reviewers have developed recommended actions to improve curriculum delivery and curriculum monitoring and, consequently, improve student achievement.

I. Curriculum Delivery

Delivery of the curriculum should support teachers' differentiation of instructional approaches (to match student preference and learning style) and teachers' selection of student objectives at the right level of difficulty to meet students' academic needs, including the selection of resources and materials that reflect cognition at all levels of Bloom's Taxonomy.

Governance Functions: The following actions are recommended to the Lee's Summit R-7 School District Board of Education.

G.5.1: Require that instructional delivery expectations, instructional monitoring, and aligned professional development be a part of the curriculum management plan (see [Recommendation 3](#)).

G.5.2: Direct the superintendent to develop administrative regulations that define the basic instructional model to be adopted in classrooms throughout the district.

G.5.3: Direct the superintendent to provide to all teachers and building administrators a synopsis of research-based strategies that are proven effective in raising student achievement, and that address culturally and economically diverse student populations.

G.5.4: Direct the superintendent to develop school board policies and administrative regulations requiring the use of technology in the classrooms to improve student achievement, and the monitoring of technology integration into the delivery of curriculum. Such policies and regulations should define effective integration

of technology and require that teachers and administrators participate in professional development focusing on integrating technology into classroom practices.

G.5.5: Work with the superintendent to develop school board policy and administrative regulations that require teachers to participate in professional development training on integrating technology into the classrooms.

G.5.6: Direct the superintendent to regularly evaluate the effectiveness of curriculum delivery throughout the district. Such evaluation should use data from multiple sources: formative assessments, summative assessments, monitoring data from both building administrators and other personnel, and formal teacher evaluations.

G.5.7: Adopt the policies and regulations described above when drafted; direct the superintendent to ensure their implementation.

Administrative Functions: The following actions are recommended to Lee’s Summit R-7 School District Superintendent:

A.5.1: Assist the board of education in developing the policies described above.

A.5.2: Define a basic instructional model to be used in classrooms across the district. This is not intended to be a prescriptive, tightly-held requirement; rather, the instructional model is intended to provide a clear picture of what district leaders expect effective and rigorous classroom instruction to look like. Instructional expectations should be integrated into one consolidated document that is adopted by the board and that includes ways in which the written curriculum should be delivered. These expectations should describe the type of teaching practices that district leadership expects to see and that are proven effective. Suggested practices should be research-based, developmentally appropriate, as well as culturally and personally relevant to students, and might include:

- Implementing higher-order thinking skills and questions that help students see the “big picture” of the concepts, knowledge, and skills being taught, as well as facilitating a deeper understanding on the part of students.
- Differentiating instruction to meet the individual needs of all students.
- Using small group activities, paired tasks, and cooperative learning strategies.
- Comparing/contrasting new concepts, knowledge, and skills with concepts, skills, and experiences already familiar to students.
- Engaging students in experimental inquiry, problem-solving, and investigating, and use of hands-on activities to apply or discover new learning concepts.
- Having students set their own learning goals, develop strategies for attaining them, and monitoring their own progress toward meeting those goals.
- Engaging students in metacognitive activities, whereby they analyze their own thought processes in approaching assignments, new information, or assessment questions.
- Using non-linguistic ways to support comprehension of, identification with, and the retention of new concepts or knowledge, such as pictures, graphic organizers, and outlines.
- Tailoring information to the cultural, economic, and linguistic diversity present in classrooms; recognizing and valuing differences and similarities; and emphasizing the benefits of cultural and linguistic pluralism.

A.5.3: Set clear expectations for the percentage of time teachers should be reaching the upper levels of SAMR (see [Exhibit 3.3.19](#)) while using instructional technology tools. Provide professional development (see [Recommendation 4](#)) on how to reach the upper levels with examples in each content level and grade level span. Monitor technology implementation through administrative classroom observations to measure instructional expectations against delivery.

II. Curriculum Monitoring

Monitoring of classroom instruction should be accomplished by principals and other designated personnel to identify and promote effective instructional practices that support learning, correct or eliminate practices that do not support learning, and identify professional development needs. The district must clarify how monitoring responsibilities of any district personnel complement one another to prevent duplication of effort or possible conflicts in carrying out monitoring responsibilities.

Governance Functions: The following actions are recommended to the Lee's Summit R-7 School District Board of Education.

G.5.8: Develop a district philosophy for monitoring curriculum delivery. Appropriate monitoring is more than a checklist. Identify the necessary components (e.g., teacher evaluation and related walk throughs), as well as the role of the building principal as the instructional leader.

G.5.9: Direct the superintendent to develop and implement a uniform process for district and building administrators and content specialists to use in monitoring the delivery of the curriculum, as well as provide a predictable experience for teachers.

G.5.10: Require the revision of the principals' and the support staffs' job descriptions (see [Recommendation 2](#)) and board policy to include more specific expectations for monitoring. Expectations should include:

- A definition of all purposes of monitoring.
- Specification of who is monitoring for what and how those responsibilities are interconnected. For example, if support staff share monitoring responsibilities, how/when are their findings or observation data shared with the principal? What kind of feedback should they share with district-level staff? How is this to occur and how frequently? Ensure that the building principal remains the key instructional leader in the building, and require him/her to oversee all monitoring that occurs by other staff members.
- Specification of the type of data to be collected for each purpose, and with what methods.
- Indication of which data are intended to be collected district-wide for district-level feedback (such as for determining effectiveness of staff development efforts), and which data are to be used for teacher evaluation, coaching, and instructional improvement within the building. All monitoring data should be reported to a single department, rather than split among different departments. Monitoring should focus on collecting information related to the effectiveness and alignment of the delivered curriculum, not evaluating teachers, so this is primarily a curriculum-related function.

G.5.11: Direct the superintendent to provide focused professional development (see [Recommendation 4](#)) to monitor classroom practices and the use the teacher evaluation process. Design training for new administrators as they join the district.

G.5.12: Commit adequate resources to support ongoing walkthrough and monitoring training and professional development for all administrators on providing effective feedback to teachers for the continued improvement of instructional practices.

G.5.13: Require an annual report to the board on the improvement of instructional monitoring and evaluation efforts in relation to student achievement.

Administrative Functions: The following actions are recommended to Lee's Summit R-7 School District Superintendent:

A.5.4: Recommend board policies that reflect comprehensive monitoring and evaluation programs for all employees that support the delivery of the district curriculum. When monitoring, focus should be on the instructional model, as well as learner objectives and essential classroom practices. Administrators should focus reflective questions on those aspects of the model the administrator deems appropriate.

A.5.5: Require monitoring and the development of reflective practitioners to be the primary responsibility of the building administrator, in keeping with the role as instructional leader.

A.5.6: Develop and implement a system-wide comprehensive walkthrough process with accompanying ongoing training for all supervisory staff to include the following characteristics:

- It is a research-based model that focuses on the delivery of curriculum as well as on a wide range of expected instructional strategies.
- It utilizes frequent short classroom observations.
- It is not dependent upon an activity checklist.
- It provides for reflective thought and dialogue.

A.5.7: Develop and use a classroom observation process to specifically evaluate the alignment of student work samples and objectives being used and taught in each classroom to ensure alignment.

A.5.8: Require district personnel who observe or evaluate teachers to monitor student and teacher use of technology to ensure that it is used in a manner to enhance student learning and is increasingly consistent with the SAMR model in transforming student and teacher use of technology at the modification and redefinition level.

A.5.9: Require district administrators to monitor principals they supervise to ensure that instructional monitoring and evaluation are focused on developing reflective practice, and that monitoring and evaluation data are analyzed in terms of student achievement.

A.5.10: Report to the board of education on at least an annual basis the progress of monitoring and employee evaluation efforts and results in relation to increased student achievement and the development of reflective practice.

In summary, the planning and policy portions of this recommendation should be in place within six months. The monitoring expectations and system-wide protocols should be completed within 10 months, followed by full implementation in the following school year. These recommendations, when fully implemented, will provide clarity for systemic curriculum delivery and curriculum monitoring on the expected quality of instruction, including strategies for differentiation, wide use of research-based instructional strategies, and transformational use of instructional technology. Students will be actively engaged in critical thinking and problem solving, and instructional leaders will be regularly involved in monitoring classroom practices and supporting teachers in their continual growth, as well as ensuring that student achievement is positively impacted.

Recommendation 6: Develop and implement a plan of action to address issues of equity in the district, including: student achievement disparities, access to advanced programs of study, representation of subgroups in disciplinary actions and graduation rates, and funding distribution to areas of need. Ensure that all efforts to address issues of equity are regularly monitored and evaluated.

As previously discussed, a well-managed school system provides all students with equal access to the programs and services provided by the district. Access should not be determined by gender, ethnicity, attendance area, or socioeconomic status. No student group should be disproportionately represented in retention and suspension rates, graduation rates, and enrollment in various special programs and services.

While the term equal means “exactly the same,” the review refers to “equity” as the principle of treating students in accordance with differentiated needs. Rather than distributing resources based on a per pupil allocation, equity requires that additional resources be directed to students with greater needs.

The reviewers found disparities and inequities present in several areas of district and school operations in the Lee’s Summit R-7 School District (see [Finding 3.1](#) and [Finding 4.3](#)), including:

- There is no intentional plan to address inequities in programming, student access to the curriculum, and support service allocation.
- Disparities exist in enrollment of economically disadvantaged student populations across schools.

- Disparities exist in student achievement performance on assessments and enrollment in advanced level courses, including International Baccalaureate (IB) classes.
- Staffing data do not reflect equivalent gender or ethnic representation in comparison with the student population.
- Disciplinary incidents and actions, graduation rates, retention data, and identification of students for participation in special education programs disproportionately represent certain subgroups.
- Budgeting practices distribute resources equally but not equitably among schools.

In order to overcome the relative disadvantages that some students face when they enter the educational system, the following recommendations are presented to the board and superintendent. These recommended actions should be put in place and implemented over a three- to five-year timeline.

Governance Functions: The following actions are recommended to the Lee’s Summit R-7 School District Board of Education:

G.6.1: Direct the superintendent to prepare for board adoption revisions and additions to current policies to address the issue of equity, and prioritize it district-wide. The revised policy needs to accomplish the following.

- Define equity specifically in terms that clearly contrast it with equality. Specify when things are to be equal (such as access to resources, materials, and courses), and when they are to be equitable (fair, just, and different to level the playing field).
- Expand *Board Policy IFAP*, which calls for: “Analysis of assessment scores disaggregated by each of the following: race/ethnicity, gender, identified disability, and migrant and/or Limited English Proficiency (LEP) status” to include disaggregation of all centrally collected program participation data by student subgroups. Include the disaggregation of discipline data. Direct district leaders to pay close attention to achievement gaps that fail to narrow over a reasonable amount of time, such as two years.
- Determine the suitability of current efforts to ameliorate achievement gaps and subgroup participation inequities based on data.
- Require that the factors contributing to inequities, when they are within the scope of the district’s control, be targeted and eradicated, using whatever means necessary to make changes that will result in their amelioration.
- Identify professional development initiatives that are necessary to address equity issues; create a plan that outlines their accomplishment, and ensure the plan’s integration with the district professional development plan. Implement the plan, accordingly (see [Recommendation 4](#)).

G.6.2: Direct the superintendent to review all programs and interventions to determine equality of access and equitable distribution of resources using achievement data.

G.6.3: Require congruity of board policy intent with administrative and school-based decisions and actions. Direct the superintendent to systematically monitor all reports, the budget, planning documents, assessment data, and programming plans to ascertain the equitable treatment of all school sites and all students. Change current budget practices to allow for distribution of funding based on the principle of equity.

G.6.4: Direct the superintendent to provide frequent and annual updates regarding efforts and progress in eliminating inequalities and inequities within the district, using measures congruent with methods for equity data collection defined in policy.

Administrative Functions: The following actions are recommended to the Lee’s Summit R-7 School District Superintendent:

A.6.1: Prepare, for board review and approval, drafts of the suggested policies in [G.6.1](#) to address equity across the district.

A.6.2: Establish administrative regulations clarifying, interpreting, and expanding the new board policies addressed in **G.6.1**. Share new administrative regulations with the board, and ensure that all district and school administrators who have responsibility for implementing the regulations are appropriately informed and trained.

A.6.3: Continue to support the Lee's Summit 2016-17 Diversity Planning Team (DPT) in its mission to identify and eliminate equity issues in the district.

A.6.4: Take steps to ensure that all students can succeed regardless of ethnicity, primary language, mobility, or economic status. Establish linkage to the budget process.

A.6.5: Expand the *Comprehensive School Improvement Plan (CSIP)* to include a focus on equity and implementation of research-based strategies demonstrated to have the most powerful impact on closing achievement gaps and providing access to advanced programs of study, in addition to the efforts already identified to recruit ethnically diverse teaching staff.

A.6.6: Continue to support the collection of equity data both within the system and from outside organizations.

A.6.7: Monitor achievement by student subgroups at ALL levels: through state assessments, district curriculum-based assessments, and formalized formative assessments, as well as national exams such as *International Baccalaureate*, and *ACT*.

A.6.8: Continue to require an instructional model that is centered on individual student needs. The model should reflect the latest research concerning effective approaches and activities for culturally, linguistically, and economically diverse students.

In summary, these recommendations, if implemented, will provide the Lee's Summit R-7 School District with a system that responds to issues of equity, including: access to curriculum and courses; identification for special programs; disciplinary actions; graduation rates; subgroup performance on assessments; and distribution of resources.

Recommendation 7: Develop a comprehensive student assessment and program evaluation plan. Utilize feedback provided by assessments at all levels of the organization to make informed decisions that positively impact student learning.

A comprehensive plan for student assessment provides school systems with the procedures necessary to give valuable feedback on the learning process. A comprehensive assessment program includes assessments of students at all grade levels in all content areas and includes both formative and summative measures. It includes specific procedures for how student assessment data is distributed throughout the organization so that district employees can make decisions about curriculum and instruction.

The reviewers found limited evidence of planning for student assessment (see [Finding 4.1](#)), and that the scope of assessment was inadequate to provide feedback in all grade levels and subject areas (see [Finding 4.2](#)). The lack of planning for assessment and limited scope of assessment leave the district without adequate data for decision making. Reviewers also found limited evidence of an effective formative assessment system that teachers can utilize for instruction, and a lack of meaningful program evaluation occurring in the district (see [Finding 4.4](#)). Finally, reviewers found that while overall student achievement compares favorably to that of the best districts in Missouri, significant achievement gaps exist among demographic groupings of students.

The leadership of the Lee's Summit R-7 School District must consider the development of a plan for student assessment a priority. Developing the plan as directed below will provide guidance to school district personnel in the ongoing development or refinement of existing assessments so that they can provide both formative and summative data to classroom teachers and district personnel. Additionally, the plans will help ensure that the school and district leadership, along with the board of education, can receive the feedback necessary to monitor and evaluate instruction and programming so that they can make informed decisions regarding the instructional needs of students.

It is recommended that the appropriate policies, regulations, and plans be developed or modified during the remainder of the 2016-17 school year and that the development and implementation of the plans be completed by the conclusion of 2017-18 school year.

Governance Functions: The following actions are recommended to the Board of Education of the Lee's Summit R-7 School District:

G.7.1: Revise *Board Policy IL: Assessment Program* to expand the scope of student assessment. Include a section in the policy for Local Assessment that requires the development and implementation of curriculum aligned district-wide formative and summative student assessments for each grade level in each content area. This section can reference the Missouri Assessment Program and note that any grade level and content area assessed by state required assessments does not require additional summative assessments, but that formative assessment must be developed and implemented.

G.7.2: Adopt a board policy requiring the use of formative and summative student assessment data that requires data to be utilized to evaluate the effectiveness of curriculum, and that curriculum and instruction are modified to respond to the needs as identified by examination of the data. This content can be incorporated into *Board Policy IL: Assessment Program* or be developed as a "stand-alone" policy to emphasize its importance.

Administrative Functions: The following actions are recommended to the Superintendent of the Lee's Summit R-7 School district.

A.7.1: As directed by the board, draft a comprehensive plan for student assessment and program evaluation as called for in *Board Policy IL: Assessment Program*. Include the Academic Systems Review Characteristics of a Comprehensive Student Assessment Plan and Program Evaluation Planning listed and discussed in [Exhibit 4.1.2](#) and also listed below:

1. Describes the philosophical framework for the design of the student assessment plan and directs both formative and summative assessment of the curriculum by course and grade in congruence with board policy. Expect ongoing formative and summative program evaluation; directs use of data to analyze group, school, program, and system student trends.
2. Includes an explicit set of formative and summative assessment procedures to carry out the expectations outlined in the plan and in board policy. Provides for regular formative and summative assessment at all levels of the system (organization, program, student).
3. Requires that formative, diagnostic assessment instruments that align to the district curriculum be administered to students frequently to give teachers information for instructional decision making. This includes information regarding which students need which learner objectives to be at the appropriate level of difficulty (e.g., provides data for differentiated instruction).
4. Provides a list of student assessment and program evaluation tools, purposes, subjects, type of student tested, timelines, etc.
5. Identifies and provides direction on the use of diverse assessment strategies for multiple purposes at all levels, district, program, school, and classroom, that are both formative and summative.
6. Specifies the roles and responsibilities of the central office staff and school-based staff for assessing all students using designated assessment measures, and for analyzing test data.
7. Specifies the connection(s) among district, state, and national assessments.
8. Specifies the overall assessment and analysis procedures used to determine curriculum effectiveness.
9. Requires aligned student assessment examples and tools to be placed in curriculum and assessment documents.
10. Specifies how equity issues will be identified and addressed using data sources; controls for possible bias.
11. Identifies the components of the student assessment system that will be included in program evaluation efforts, and specifies how these data will be used to determine continuation, modification, or termination of a given program.

12. Provides for appropriate trainings for various audiences on assessment and the instructional use of assessment results.
13. Delineates responsibilities and procedures for monitoring the administration of the comprehensive student assessment and program evaluation plan and/or procedures.
14. Establishes a process for communicating and training staff in the interpretation of results, changes in state and local student achievement tests, and new trends in the student assessment field.
15. Specifies creation of an assessment data system that allows for the attribution of costs by program, permitting program evaluations to support program-based cost-benefit analyses.

A.7.2: Direct human resources personnel to revise job descriptions with requirements for staff to utilize assessment, assessment data, and program evaluation throughout their responsibilities (see [Exhibit 4.1.1](#)). This includes but need not be limited to:

- Modify all Principal and Assistant Principal job descriptions to include the Essential Function that they “direct staff in the use of data to impact student achievement,” and “use assessment results to evaluate school programming” (see [Recommendation 1](#)).

A.7.3: For all grade levels and content areas where District Summative Assessments have been developed:

- Identify a committee of administrative staff and teachers, and assign the task of refining the existing District Summative Assessments so that they are aligned with current Missouri Learning Standards.
- Implement quality control measures to ensure validity and reliability of the District Summative Assessments. Develop a clear set of procedures for the development and review of the assessments that requires at minimum:
 1. Professional development for all staff who write or review test questions that includes clear direction for how to identify questions’ content, context, and cognition, as well as how to write questions that are aligned by content, context, and cognition to Missouri Learning Standards and any available released items (see [Finding 2.4](#) for additional information).
 2. A review cycle for each assessment that includes an item analysis and standard level analysis as well as feedback from teachers and curriculum staff.
 3. Careful development of new questions to replace any questions found to be invalid or unreliable through the review in #2.

A.7.4: Establish timelines for principals and curriculum personnel to work with staff members to develop regular formative assessments for each grade level, course, and/or content area that is measured by a state assessment. The assessments should provide for teacher use in initial acquisition of learning, as well as identifying prerequisite knowledge and prior mastery (see [Finding 4.4](#) and [Exhibit 4.4.1](#)).

A.7.5 Establish a formative and summative data system to provide teachers with greater access to “actionable data” from which they can base instructional decisions. Ensure that the system incorporates the Academic Systems Review Characteristics of an Adequate Instructional Approach to Formative Student Assessment Data Use (see [Exhibit 4.4.1](#)):

1. Provides teachers with formative achievement data for the students in their class(es). Data from the prior year(s) assessments are available by student, so every teacher has data for their new students at the beginning of the year or course.
2. Identifies for the teacher the individual student’s formative data for every discrete objective, his or her respective level of achievement for that objective, and where he or she is within that level for each administration of the formative assessments. Data include group or subgroup levels of achievement for a given concept/standard.

3. Presents for every objective the individual formative student achievement level within the context of the district's schedule or sequence of objectives or pacing chart.
4. Presents teachers with longitudinal data for each student, organized by class roster, and specifies the gain required to close any identified achievement gaps. This information is intended to assist teachers in moving all students to grade-level performance over the course of their education within the district.
5. Identifies formative student assessment instruments that teachers may use prior to teaching targeted concepts, knowledge, or skills to diagnose individual student mastery of those targeted objectives. These formative instruments allow teachers to determine whether students are making desired progress over time.
6. Provides teachers with student achievement data for each student in their class(es). Data from prior years' assessments are available by student, so every teacher has data for their new students at the beginning of the year or course.
7. Identifies for the teacher the individual student's summative data for every objective, his or her respective level of achievement for that objective, and where he or she is within that level. Data include group or subgroup levels of achievement for a given concept/standard.
8. Presents the student's summative achievement data for every objective within the context of the district's sequence of objectives or pacing chart.
9. Presents teachers with longitudinal data for each student, organized by class roster, and specifies the gain required to close any identified achievement gaps. This information is intended to assist teachers in moving each student to grade-level performance over the course of their education within the district.
10. Identifies formative student assessment instruments that teachers may use prior to teaching targeted concepts, knowledge, or skills to diagnose individual student mastery of those targeted objectives based on summative achievement data from one or more years. This allows teachers to determine whether students are making desired progress over time.

A.7.6: Establish timelines for principals and curriculum personnel to work with staff members to develop formative and summative assessments for each grade level, course, and content area that does not currently have formal district-wide assessment (see [Finding 4.2](#)). Require that the assessments be developed and organized in a fashion whereby information on student(s)' learning of the curriculum (i.e., by student expectation) can be easily collected and analyzed.

A.7.7: Expand the scope of Program Evaluation to include programs beyond those merely required by *Board Policy IM: Evaluation of Instructional Programs*. Ensure that all program evaluations incorporate the Academic Systems Review Program Evaluation Criteria (see [Exhibit 4.4.2](#)):

1. Describes why this program was selected to be evaluated, with reasons that suggest an expected evaluation outcome.
2. Presents a description of the program goals, objectives, activities, individuals served, context, funding source, staffing patterns, and expected outcomes.
3. Uses multiple measures of data collection, resulting in both quantitative and qualitative data. The report describes what data were collected from what sources and the collection methodology.
4. Reports clearly describe the program evaluation procedures, findings, and recommendations.
5. Clearly describes procedures used in the evaluation process.
6. Program evaluation designs are practical, ethical, cost effective, and adequately address relevant political issues.
7. Reports are provided in a timely manner so that timely decisions regarding program effectiveness and continuation can be made.

8. If a sampling technique was used, it was adequate to support the conclusions that were drawn or any generalizations made to different settings or populations.
9. Individuals responsible for the program evaluation were “independent,” or, if not, there was no attempt to control the evaluation results.
10. Findings of the evaluation seem to be supported by the evidence reported in the evaluation document.
11. Recommendations are supported by the findings and are practical in that they are within the capacity of the organization to implement.
12. The document contains only substantive and related information.

In summary, these recommendations, if implemented, should result in improved system efficiency and in increased student achievement. By ensuring students are being adequately assessed in both formative and summative fashions using aligned assessments, making certain school personnel continue to have the means to regularly review the student results, and staff are able to utilize the results to evaluate academic programs, the curriculum and instruction of Lee’s Summit R-7 School District can be continually refined to better meet the needs of the district’s students.

Recommendation 8: Design and implement a comprehensive, curriculum-driven budget development process that emphasizes cost-benefit analysis, linking district and school resources toward attainment of curricular goals and strategic priorities.

A budget process that is tightly linked to the district’s curricular goals and strategic priorities is key in ensuring that the district goals and objectives are at the forefront of the decision-making process. When expenditures are fully aligned to the curricular priorities of the district, the ability to effectively deliver the district’s curriculum is greatly enhanced. Alignment of resources provides a system that produces the effective and efficient attainment of desired results. A comprehensive, curriculum-based, systemic budget development process helps ensure that the budget represents the district’s strategic priorities for student achievement. Additionally, a thorough cost-benefit analysis of intended results allows for an annual opportunity to reallocate funds as needed to enhance the attainment of curricular goals and strategic priorities.

Reviewers determined that financial decision making and budget development processes lack cost-benefit analyses and are not adequately linked to curricular goals and priorities. While a budgetary planning process is in place, the reviewers found an absence of direct linkages among department goals and budget priorities. No formal, routine effort has been made to link student achievement or program performance feedback to budgetary decisions (see [Finding 4.4](#) and [Finding 5.1](#)).

The reviewers recommend steps to bring the budget development process in line with expectations for a curriculum-driven budget process that can improve linkage to district and school resources in attaining curricular goals and strategic priorities. It is recommended that these processes be put in place over the next three years.

Governance Functions: The following actions are recommended to the Lee’s Summit R-7 School District Board of Education:

G.8.1: Direct the superintendent to design and prepare for board adoption a comprehensive set of financial policies that link costs to program efforts and provide safeguards that ensure financial planning is based on district goals. Policies need to require the establishment of performance benchmarks, which ensure that all district operations are cost-effective. Policies should provide for continuous auditing of the district’s financial status and establishment of a link between budget allocations and their impact on individual curriculum programs. Actual costs and benefits should be assigned to the curricular areas to provide a more detailed record of decision making and planning. Use the criteria presented in [Exhibit 5.1.4](#) as a guide.

G.8.2: Continue to produce a budget document that widely publicizes the goals of the board, current issues and trends in expenditures and revenue sources, including local tax assessments, and enrollment trends and projections.

G.8.3: Direct the superintendent to include a cost-benefit analysis for each program in the district, with an evaluation cycle (every three years as a minimum) to ensure programs and interventions used in the district are effective in achieving desired student achievement results. The cost analysis should include setting a minimum required student achievement standard in order to maintain a program/intervention.

G.8.4: Review and revise, as necessary, the *Comprehensive School Improvement Plan* to ensure that budget planning is linked to multi-year strategic goals (see [Recommendation 2](#)).

Administrative Functions: The following actions are recommended for consideration to the Lee’s Summit R-7 School District Superintendent:

A.8.1: Develop, for board consideration, a comprehensive set of financial policies that support clear linkages between district programs/curricular priorities and financial decisions. As directed by the board, review and revise, as necessary, the *Comprehensive School Improvement Plan* to ensure that budget planning is linked to multi-year strategic goals.

A.8.2: Appoint a District Budget Planning Team that will be responsible for developing budget options organized by program, evaluating incremental levels of funding for programs, rank ordering program increments for funding, and recommending a priority ranking of program budget increments to the superintendent and board within the framework and assumptions established by the board. The District Budget Planning Team must include key district leadership, teachers, and principals.

A.8.3: Develop a three-year plan for full implementation of curriculum-driven budgeting, and establish linkages with performance data. The major steps of implementing curriculum-driven budgeting include the following:³

- Identify various educational activities or programs, and group them into broad areas of need or purpose served. Examples could include elementary instruction, middle school instruction, high school instruction, instructional support programs, special education services, district administration, professional development, technology, and maintenance. Divide the organization into the most logical, but least number necessary, subgroups based on the existing operating structure.
- Assemble all budgetary information related to each curricular or program area identified. Combine assessment information on student achievement, coupled with related leading and lagging performance indicators, to permit a more accurate evaluation of the connection between expenditures and results. Clarify criteria for establishing basic and needs-driven allocation planning for the various divisions, and communicate those to budget developers.
- Build budget “packages” within each of the subgroups by the priority with which they deliver the objectives of the area of need or purpose. For example, any given program could be defined and packaged into units, which provide programs and services at (1) 90 percent of last year’s budget, (2) 100 percent of last year’s budget, and (3) 105 percent of last year’s budget level. These percentages will differ over time as the system becomes more sophisticated and data-driven.
- Assign the responsibility of preparing budget packages for each of the identified subgroups to specific administrators. Each budget package needs to represent a level of activity that builds sequentially on the previous package. Budget packages should be concise and meaningful and be developed with broad district-wide input.
- Use organizational performance data and appropriate involvement of staff (including principals, directors, coordinators, and teachers) to define current and desired levels of services and program objectives.
- Attach a goal statement to each program area or package that states the purpose it serves. Each budget request shall be described to permit evaluation of the consequences of funding or non-funding in terms of performance results.

³ For detailed information about the performance-based budgeting process the following reference is recommended: *School Budgeting for Hard Times: Confronting Cutbacks and Critics*. (Poston, W., Corwin Press. 2011).

- Goal statements and budget packages are compiled and given to appropriate staff to gather data to describe service levels, program outputs, and cost benefits.
- Budget packages, including costs, are compiled into a worksheet with instructions for evaluating and ranking.
- Past cost information, especially expenditures as a percentage of the budget, is coupled with performance data, and recommendations are made to guide preliminary budget-building estimates.
- Budget program packages are given to the Budget Design Team for evaluation and ranking. Budget requests need to compete with each other for funding based upon evaluation or priority of need and relationship to achievement of program effectiveness. Compiled results are published in a tentative budget, and program packages listed in order of ranked priority.
- Prior to finalizing budget options for consideration by the board, seek input on preliminary budget options from key district stakeholders, including faculty, staff, and the community. Refine budget options in consideration of input received from stakeholder groups.
- Build the capital outlay and improvement budget from a zero base each year. Develop multi-year projections for capital improvements, including life-cycle replacement and preventive maintenance costs. Prioritize needs based on health, safety, and impact on the learning environment and protection of capital investments. Capital needs change annually and do not reoccur once met and paid for.
- Finalize budget allocations based on the decision framework established by the board, including board-approved budget assumptions and the program funding priorities and ranking by the Budget Design Team, and recommend to the board.
- The board reviews recommendations, evaluates priorities, establishes which programs and services are to be funded and at what level, and adopts the budget.

A.8.4: Provide ongoing training and consultation to all district administrators, principals, and other key staff during the transition to a curriculum-driven budgeting process. Special and extended training is advisable since curriculum-driven budgeting requires that both financial and programmatic effectiveness be monitored simultaneously.

- With a curriculum-based approach to budgeting, both finances and programmatic efforts are integrated and, therefore, monitored simultaneously. It is important to note that this process needs to be developed carefully and systematically and cannot be implemented overnight.
- Given this approach to budgeting based on achieved results instead of how much was spent will provide the board, district administrators, staff, and the public a more complete idea of what is funded and what is not in operations, programs, and services of the Lee's Summit R-7 School District.

In summary, these budget recommendations will allow the Lee's Summit R-7 School District to align district financial resources and the budgeting process with the school district's curricular goals. A comprehensive, curriculum-based, systemic budget development process helps ensure that the budget represents the district's strategic priorities for student achievement. Decisions during times of budget reductions are clearer and more easily justifiable.

Recommendation 9: Design and implement a comprehensive technology plan that provides for coordination of all technology initiatives in the district and is focused on producing effective instructional practices associated with high levels of student achievement.

An effective school district that is preparing students for the 21st century provides students with both access to technology and goals and objectives that are closely tied to the school district's mission and curricular goals. A written plan that outlines expectations, goals, guidelines for use, and integration of technology across district functions and in the curriculum is an effective means of ensuring consistent implementation across the system. A quality plan that is successfully implemented provides all individuals in the system with a clear framework, direction for the design of technology programs, and guidance on how program results will be evaluated.

In the Lee's Summit R-7 School District the reviewers did not find a comprehensive technology plan to guide the implementation and use of technology across the district. Several components of technology planning were found in various documents, but no one central document allows stakeholders to easily access all the information. In addition, there were several components of technology planning that were not found in any documents. The most notable of these missing components was the lack of clear assessments for student learning (see [Finding 4.2](#)).

The reviewers recommend steps to develop a comprehensive technology plan that will house all district technology planning components. It is recommended that this plan be developed over the next two years in conjunction with the development of a curriculum management plan see ([Recommendation 3](#)).

Governance Functions: The following actions are recommended to the Lee's Summit R-7 School District Board of Education:

G.9.1: Direct the superintendent to draft, for board review, revision, and approval, a policy that provides for technology planning in the district. The policy should incorporate characteristics of [Exhibit 5.2.2](#) and should address the deficiencies identified in [Finding 5.2](#).

G.9.2: Require through the policy described above in [G.9.1](#) that a schedule be established for reporting evidence of the effectiveness of technology use on student achievement.

Administrative Functions: The following actions are recommended to the Lee's Summit R-7 School District Superintendent:

A.9.1: Develop, for consideration by the board, a board policy to direct the development and implementation of a comprehensive technology plan that aligns with the district's curriculum management plan (see [Recommendation 3](#)) and the district's assessment plan (see [Recommendation 7](#)).

A.9.2: Develop a technology plan that expands upon or includes the following:

Draw upon existing technology documentation and practices to:

- Incorporate a clear statement of program philosophy and vision for instructional technology.
- Outline a plan for ongoing needs assessment measurements.
- Clearly state student goals and objectives linked to district learning objectives.
- Provide a section describing Internet access standards.
- Describe the role of the school library.
- Include the maintenance and implementation budgets.

Develop additional sections to address the following components:

- Describe how students will be assessed, including measurement instruments and reporting schedules.
- Outline how program success will be measured and the timeline for reporting to the staff and board.
- Provide descriptions on how staff will be trained and how training outcomes will be monitored and measured. Link this to the professional development plan (see [Recommendation 4](#)).
- Develop school equipment standards.
- Describe how school improvement plans will be aligned with the district technology plan.

In summary, these technology planning recommendations, if adopted, will provide the Lee's Summit R-7 School District with a comprehensive planning document. Planning for technology initiatives is a key component to providing access to tools for 21st century learners. A quality plan that is successfully implemented provides all individuals in the system with a clear framework, direction for the design of technology programs, and guidance on how program results will be evaluated.

VI. APPENDICES

Appendix A

Reviewers' Biographical Data



Kay Coleman, M.Ed.

Kay Coleman is an independent consultant and retired school leader having served in the roles of Assistant Superintendent for Educational Services in two urban districts in Phoenix, Arizona, as well as Executive Director of a BOCES in rural Colorado. Over her 40-year career in education she was a classroom teacher, reading specialist, elementary principal, director of curriculum and instruction in urban and suburban areas, and a director of an aspiring principal program at Arizona State University. Mrs. Coleman's areas of expertise are curriculum development, professional development, instructional leadership, program evaluation, and early literacy. She conducts workshops and seminars nationally and is a certified trainer in the Downey Walk-Through process, Deep Alignment of Curriculum, 50 Ways to Close the Achievement Gap, Examining Student Work, and the Curriculum Management Audit process. She served as principal investigator of several systemic change projects in mathematics through the National Science Foundation and the U. S. Department of Education, as well as a contributing author on a number of books on teaching mathematics and literacy.

Mrs. Coleman earned her B.A. and M.Ed. from Arizona State University and completed her Curriculum Management Audit (CMA)/Review training in El Paso, Texas, in 1992. She has served as an auditor/reviewer of school districts in eight states and is a Lead Auditor/Reviewer. She personally experienced an audit/review in three of her own districts in 1989, 1994, and 2001.



Kelly Cross, Ed.D.

Dr. Kelly Cross is a Clinical Associate Professor in the College of Education at Boise State University. She is also Program Coordinator for the Educational Leadership Program and Associate Director of the Center for School Improvement and Policy Studies at Boise State University. Dr. Cross also oversees the Idaho Special Education Support and Technical Assistance (SESTA) Project for the state of Idaho. Prior to her position with Boise State University, she worked for 18 years with the Independent School District of Boise as a teacher and school administrator. She earned her Doctorate in Curriculum and Instruction from Boise State University, and her Specialist Degree in Educational Leadership from the University of Idaho. She is a member of the Idaho Association of School Administrators, the Association for Supervision and Curriculum Development, and Phi Delta Kappa. Dr. Cross completed curriculum audit/review training in Boise, Idaho, in 2002 and has served on audit/review teams in eight states.

Appendix A (continued) Reviewers' Biographical Data



Brian Ellis, Ed.D.

Dr. Brian Ellis is an educator and educational consultant who has spent his entire career in public education. He currently serves as Principal of York Suburban High School in the York Suburban School District (York, Pennsylvania). Previously, he served as an Assistant Principal, Assessment and Testing Consultant, Mathematics Consultant, and also a teacher of Mathematics and Computer Science in the Manheim Township School District (Lancaster, Pennsylvania). Beyond his district responsibilities, Dr. Ellis has been active in the Advanced Placement Computer Science program, having served as an exam reader and contributor to AP Central. Dr. Ellis received his undergraduate degree in Mathematics and Computer Science from Gettysburg College, his master's degree in Computer Science from Villanova University, and his doctoral degree in Educational Leadership and Management from Drexel University. He completed his audit/review training in Tucson, Arizona, and has served on audits/reviews in seven states.



Penny Gray, Ph.D

Penny Gray has been an educator for 40 years, as a teacher and an administrator, in Indiana and California. She taught elementary school for 20 years and was Director of Curriculum Services in the San Marcos Unified School District in California. She has taught graduate courses in educational leadership and supervised students in the Administrative Credential Program for San Diego State University. Dr. Gray co-authored articles on state testing programs and labor relations and three books, *From Good Schools to Great Schools: What Their Principals Do Well*, *Leading Good Schools to Greatness: Mastering What Great Principals Do Well*, and *The New School Management by Wandering Around*. She received her Ph.D. from Claremont Graduate School and completed her audit training in Burlingame, California, in 1998. Dr. Gray has served on audits/reviews in 13 states and Bermuda.



Sarah Mitchell, Ed.D.

Dr. Sarah Mitchell is the Director of Secondary Education for the Frontier Regional and Union #38 School Districts. She has over 30 years of professional experience in the field of education, including teaching students in grades PK through college. In her current role as the Director of Secondary Education, Dr. Mitchell supervises curriculum development, student assessment and testing programs, district professional development, and is responsible for writing and managing her district's state and federal grants. At the University of Massachusetts, Dr. Mitchell received her B.S. in Animal Science, her Masters degree in Environmental Health Sciences, and her Doctorate in Education, Policy, Research and Administration. She completed her audit/review training in Arizona in 2007 and has served on audit/review teams in seven states.

Appendix B
List of Documents Reviewed
by the
Lee's Summit R-7 School District Review Team

Title of Document	Date
10th Grade English Crosswalks	2016
2015-2018 Staff Development Priorities	Undated
5th Grade Meeting Minutes (Building Not Identified)	2/17/2016
7th Grade Language Arts Crosswalks	2016
Advanced class enrollment district data 2016	2016
Algebra I: Secondary Mathematics Curriculum Crosswalks	May 2016
Balanced Assessment/Overview of Five-Year Plan	4/1/2013
Balanced Assessment Learning Targets - PowerPoint	Undated
BCMS Back to School agenda	8/9/2016
BCMS Late Start Wed Groups, Norms and Roles	9/15/2016
Beginning Teacher Assistance and Mentoring Plan	Undated
Big 5 past 10 years report	4/5/2016
Board of Education – Friday Update on Spring PD	Undated
Board of Education Work Session	1/1/2015
Board of Education Work Session Instructional Operations Team White Paper: A Strategic Response to Student Performance	1/22/15
Board Policies (all 224)	Varied
Board Report by Boehm	2015
Board-Administrative Procedures (all 121)	Varied
BOE 9-16 report	9/16/2016
BOE Report 10-16docx.docx	10/15/2015
BOE Report 10-23-15.docx	10/23/2015
BOE Report 10-9docx.docx	10/9/2015
BOE Report 8-15.docx	8/15/2014
BOE Report 8-16.docx	8/16/2013
BOE Report 8-22-14.docx	8/22/2014
BOE Report 8-23.docx	8/23/2013
BOE Report 8-29-14.docx	8/29/2014
BOE Report 8-8.docx	8/8/2014
BOE Report 8-9.docx	8/9/2013
BoE Written Report – FED Programs May 2015	May 2015
Budget Allocations	Undated
Budget FY14	2014
Budget FY15	2015
Budget FY16	2016
Budgets for all schools	Varied
Building Improvement Plans 2016 (all plans)	2015 & 2016
Building Professional Development Plans	7/8/1905
C2L Action Team 2016	2016
C2L Prat Recommendations	Undated
Calendar of Professional Development	2016-17
Call for Proposals	10/1/2014
Career and Educational Planning Guide	2015-16
CCE Back to School Meetings/Agendas 2016	7/27/2016
Classroom Observation Scoring Rubric	Undated

Appendix B (continued)
List of Documents Reviewed
by the
Lee's Summit R-7 School District Review Team

Title of Document	Date
Comprehensive School Improvement Plan 2011 - 2016	2011
Comprehensive School Improvement Plan Destination 2021	2016
Computer Numbers	2016
Connect2Learn Data	2016
CSIP Notebook Parent Community Involvement	Undated
Curriculum Guides (all guides were reviewed)	2016-17
Curriculum Meeting Minutes	Varied
Curriculum memorandum	Varied
Demographic and Enrollment Report 2015-16	2015
Demographic breakdown data	2016
District Annual Dropout Rate	Undated
District Assessment Plan 2016-17	2016
District Payroll printout with names redacted	2016
District Retention Data 2015-16	2016
Diversity Planning Team Meeting Agendas 2014-15 school year through August 30 th , 2016	Varied
Dreambox usage recommendation	Undated
ELA Resources Review/Adoption Timeline	2014
Elementary Enrollment 2016-17	2016
Elementary Numeracy Leaders	6/1/2016
Elementary Retention Data	2016
Elementary Section Counts	2016
End of Year Board Action Item	Undated
English Language Arts, Mathematics, Science, Social Studies Flow Charts	Undated
Equal Opportunity Schools Data Analysis Package	Undated
Essential Standards Training - PowerPoint	Undated
Evaluation Implementation Timeline	2015-2016
Example Teacher PD Plan Organizer	Undated
Fact fluency guidelines	6/1/2016
Federal Programs Written Board Report 2015-16	2015 and 2016
Gifted BOE Written report Nov 15	2014 & 2015
Gifted Data	2016
Glencoe Math Connects: Concepts, Skills, & Problem Solving, Course 2, Teacher's Ed.	©2011
Grade Seven: Secondary Mathematics Curriculum Crosswalks	May 2016
Guidance Department Five Year Plan Progress Report to BOE March 20015.pdf	March 2015
Guidelines for Fundraising	Undated
Guidelines for Performance-Based Teacher Evaluations	Undated
GWE-Back to School Meeting Agendas 2016	8/1/2016
Hawthorn Hill Team Collaboration Log	Undated
Health Services Report 2015 (1).pdf	2014
HGE-2016 Back to school meetings	8/1/2016
HHE Back to School Meetings	7/26/2016
HPE - Copy of 2016-17 Back to School Staff Meetings	7/25/2016
IOT Budget 2016	2016
Istation Reading Curriculum Correlated to Common Core State Standards for English Language Arts and Reading Grades K-5	©2016
Istation usage memorandum email 2016	2016

Appendix B (continued)
List of Documents Reviewed
by the
Lee's Summit R-7 School District Review Team

Title of Document	Date
Job Descriptions (109 job descriptions and 13 job postings)	Varied
LEA Guide to the Missouri Assessment Program	2015-2016
Lee's Summit R-7 School District Learning Cycle	Undated
Lee's Summit R-7 School District Learning Cycle Graphic	Undated
Lee's Summit West Titan Collaboration Documentation Responses	Undated
Lee's Summit R-7 Online Academy Enrollment History	2016
Lee's Summit R-7 School District budgets	2016
Lee's Summit R-7 School District Graduate Course Catalogs	2013-14
Lee's Summit R-7 School District Professional Development Plan	Undated
Lee's Summit R-7 School District Website	2016
Lee's Summit R-7 School District Website Technology Pages	2016
Library Media Services Annual Report Supplement – 2014-15	2014
Longview Farm - Back to School Meeting 2016-17	8/11/2016
LRP Technology Budget 2016	2016
LSE - Back to School Meeting 2016-17	7/28/2016
LSHS Faculty letter and agenda 2016-17.docx	9/15/2016
LSN BTS Agenda 2016.docx	9/15/2016
LSR7 Board Membership History	Undated
LSR7 History	Undated
LSR7 Learning Management System PRAT Recommendation	Undated
LSR7 Superintendent History	Undated
LSR7 Academic Review Survey Results—Parent, Teacher/Principal	September 2016
LSR7 Curriculum Website	Undated
LSW 2016 August Meeting Dates.pdf	9/15/2016
MAE - Back to School Meeting 2016-17	7/28/2016
Master Schedule List by Department--all Secondary Schools	2015-2016
Math Workshop Meeting and Training	6/1/2016
Math Workshop Training and Meeting Dates	6/1/2016
Mathematics Textbook Request Algebra/Geometry II	April, 2014
Middle School ELA Professional Development	1/1/2015
Middle School MAP ELA Discussion Outcomes	10/2015
Miller Park PD - Beginning of School	8/9/2016
Mission, Vision, and Commitment Statements	July 2011
Missouri Leader Standards	6/1/2013
Missouri Learning Standards	August 2016
Missouri State Website district drop out data	Undated
Missouri State Website district graduation data	Undated
MLE Back to School Schedule.docx	8/4/2016
MUST READ NOW - Online Math Text for you	6/1/2016
My Learning Plan	Undated
NEE Building Improvement Plan Template	Undated
NEE Data Tool – Classroom Observation Templates	7/8/1905
NEE Data Tool – Teacher Professional Development Plan	7/8/1905
NEE Data Tool – Teacher Professional Development Plan	7/8/1905
Network for Educator Effectiveness (NEE) Teacher Evaluation Model	Varied

Appendix B (continued)
List of Documents Reviewed
by the
Lee's Summit R-7 School District Review Team

Title of Document	Date
Network for Educator Effectiveness Year Two Implementation Plan	2015-2016
Next Steps for Phase I Essential Standards/Learning Target Work	Undated
Notes from MAP & EOC discussion	10/1/2015
Novel Adoption Guidelines 7-12 English Language Arts Policy and Procedure	2015-16
Novel Adoption Time Line	2015
Online Academy Enrollment History	Undated
Online Academy Website	Fall 2016
Online Curriculum Website	6/1/2016
Online Math Textbook	6/1/2016
Online Textbook Detailed Directions	6/1/2016
Online Textbook Survey	6/1/2016
Organizational Charts	2016-17
PAT Prog Eval.pdf (May 2011)	May 2011
PD by Building—including Spring PD and Graduate Courses	2015-16
PLE	7/26/2016
PLMS 2016-17 BTS Meeting Agenda.doc	9/15/2016
Prentice Hall Mathematics Algebra I Teacher's Edition	©2007
Principal PD Plan	2015-16
Principal Program Surveys	Sep-16
Priorities Development Process 2016	2016
Professional Development Agendas (across schools and district-wide)	Varied
Professional Development Committee Charter	Undated
Professional Development Guide for New Teachers	7/1/2013
Professional Development Plan	2016
Professional Development Program Evaluation	2013-14
Program Evaluation for Professional Development	11/1/2014
Program Evaluation Plan 2016	2016
PVE Back to School Agenda	8/3/2016
Quality Focus Team Charter-District	Undated
R7 Graduate Courses	2013-2016
Replacements and Upgrades through 19 - 20	Undated
Requested Discipline Data	2016
RHE 16-17 Back to School Schedule	7/28/2016
School Building Improvement Plans	2015-16
Secondary Section Counts	2016
SLMS Collaboration Agenda and Summary	5/18/2013
SPE BTS 2016	7/28/2016
SPED 2016 December Student Core Data Aggregation	2016
SPED Program Evaluation Jan 2016	Jan. 2016
Spring PD - Elementary	2014-15
Spring PD - Secondary	2014-15
Spring PD Evaluation Survey	Undated
SRA BTS PD Schedule 1617	8/9/2016
STA Back to School Meetings Overview Agenda 2016	9/15/2016
Standards for Professional Learning	Undated

Appendix B (continued)
List of Documents Reviewed
by the
Lee's Summit R-7 School District Review Team

Title of Document	Date
Steps for Curriculum Development and Feedback	October, 2011
Structured Teacher Collaboration 2015-16 (Building Not Identified)	Undated
Summer School Course Chart	2016
SVE Back to Work Week Schedule	7/27/2016
Teacher and Administrator Evaluations—Names redacted	Varied
Technology & Learning - Data Review	5/27/2016
Technology and Learning BryteBites Data	2016
Technology Program Evaluation 2015	2015
TenMarks Getting Started - 10 Quick Tips	6/1/2016
TenMarks Reports	6/1/2016
TenMarks usage recommendation	2016
Title IA Budget	2015
Titles (of adopted Texts) by Department	Varied
TRE - Back to School 2016-17	8/10/2016
Types of PD in R-7	Undated
UWE Back to School Agenda.docx	8/3/2016
Various District Summative Assessments (DSA)	Varied
Various Student Work Examples (Student Artifacts) 294 samples of student work	September 2016
Various Year-At-A-Glance Documents	Varied
What Is Continuing Ed for Graduate Credit	Undated
WLE - Back to School Plan for 16-17	8/1/2016
Woodland Elementary Structured Teacher Collaboration	Undated
WVE Back to School Meetings 2016	7/27/2016

Appendix C

Exhibit 2.2.3 Scope of the Written Curriculum by Course, High School Lee's Summit R-7 School District September 2016

Courses	Grade	High Schools (2015-16 Courses Offered)						Guide	
		LSHS	LSN	LSW	SRA	STA	R-7 Online	Present	Not Present
Core									
Communication Arts									
Reading Lab	9-12	X	X	X	X				
Reading Strategies	9-12	X	X	X					
Reading	9-12	X							
English 9	9	X	X	X	X			X	
Advanced Studies English 9	9	X	X	X				X	
English 10	10	X	X	X	X			X	
Advanced Studies English 10	10	X	X	X				X	
English 11	11	X	X	X	X			X	
English 11 Honors	11	X	X	X				X	
English II CAPS	11	X							
CAPS11 Shadowing	11	X	X						
Junior English-SPUR	11		X						
English 12	12	X	X	X	X			X	
English 12 Honors	12	X	X	X				X	
College Credit English 12	12	X	X	X					
IB English A1 HL 11th Grade	11	X	X	X				X	
IB English A1 HL 12th Grade	12	X	X	X				X	
ESL I-V	9-12	X							
ESL Learning Lab	9-12	X							
Learning Lab	9-12	X	X		X				
Learning Lab-SPUR		X							
Recovery English 9	9	X	X	X			X		
Recovery English 10	10	X	X	X			X		
Recovery English 11	11	X	X	X			X		
Recovery English 12	12	X	X	X			X		
Communication Arts Electives									
Creative Writing	11-12	X	X	X	X		X		
Debate	9-12	X	X	X				X	
Advanced Debate	10-12	X	X	X					
Journalism	10-12		X						
News For Print And Online I	9-12	X	X	X					
News For Print And Online II	10-12	X	X	X					
Advanced Yearbook	10-12	X	X	X					
Introduction To Broadcasting/Video Technology	9-12	X	X	X				X	
Advanced Video Technology	10-12	X	X	X				X	
Advanced Broadcasting	10-12	X	X	X				X	

Appendix C (continued)									
Exhibit 2.2.3									
Scope of the Written Curriculum by Course, High School									
Courses	Grade	High Schools (2015-16 Courses Offered)						Guide	
		LSHS	LSN	LSW	SRA	STA	R-7 Online	Present	Not Present
Core (continued)									
IB Film SL	11 or 12	X	X	X				X	
ACT Preparation	10-12	X	X	X					
Editorial Leadership-Broadcasting	10-12	X	X	X					
Editorial Leadership-Yearbook	10-12	X	X	X					
Editorial Leadership-Newspaper	10-12	X	X						
Introduction to Yearbook	9-12	X	X	X					
Learning Lab-Student Senate	10-12	X	X						
Library Assistant	9-12	X	X	X					
Success Lab	11	X	X	X	X				
Affective Communications	9-12		X	X	X				
Language Enrichment	9-12			X					
Subtotal Communication Arts								15	
% Communication Arts Offerings with Curriculum Guides									
Mathematics									
Algebra/Geometry I	9-10	X	X	X	X			X	
Algebra/Geometry II	10-11	X	X	X	X			X	
Algebra/Geometry III	11-12	X	X	X	X			X	
Intermediate Algebra II	12	X	X	X					
Pre Algebra	SPED	X	X	X				X	
Algebra I	9-11	X	X	X			X	X	
Geometry	9-12	X	X	X			X	X	
Advanced Studies Geometry	9	X	X	X				X	
Intro To Algebra II	11	X	X		X				
Algebra II	10-12	X	X	X				X	
Advanced Studies Algebra II	10	X	X	X				X	
Math Studies I	11	X	X					X	
Math Studies II/IB Math Studies SL	12	X	X	X				X	
College Preparatory Mathematics	11-12	X	X					X	
Pre-Calculus	11-12	X	X	X				X	
College Algebra	12	X	X	X				X	
Calculus	12	X	X	X				X	
IB Mathematics SL	11	X	X					X	
IB Mathematics SL	12	X	X					X	
ACT Preparation	10-12	X	X	X					
Recovery Math – Alg/Geo I	9-12	X	X				X		
Math I	9-12				X				
Career Math I	9-12				X				
Career Math II	9-12				X				
Math Lab	9-12			X	X				
Subtotal Mathematics								17	
% Mathematics Offerings with Curriculum Guides									

Appendix C (continued)									
Exhibit 2.2.3									
Scope of the Written Curriculum by Course, High School									
Courses	Grade	High Schools (2015-16 Courses Offered)						Guide	
		LSHS	LSN	LSW	SRA	STA	R-7 Online	Present	Not Present
Core (continued)									
Science									
Biology I	9	X	X	X	X			X	
Advanced Studies Biology I	9	X	X	X				X	
Fundamentals Of Physics and Chemistry	10	X	X	X	X			X	
Chemistry I	10-12	X	X	X				X	
Advanced Studies Chemistry I	10	X	X	X				X	
Science Electives									
Biology II	11-12	X	X	X				X	
Science Of Nature	11-12	X	X	X	X		X	X	
Meteorology	11-12	X	X	X			X	X	
Astronomy	11-12	X	X	X			X	X	
Chemistry II	11-12	X	X	X				X	
Human Anatomy/Physiology	11-12	X	X	X				X	
IB Environmental Systems and Societies SL	11-12	X	X	X				X	
IB Biology HL	11	X	X	X				X	
IB Biology HL	12	X	X	X				X	
IB Chemistry HL	11	X	X	X				X	
IB Chemistry HL	12	X	X	X				X	
Physics I	11-12	X	X	X				X	
Physics II	11-12	X	X	X				X	
Advanced Placement (AP) Physics C	11-12	X	X	X					
Principles Of The Biomedical Sciences (PBS) PLTW	9-10	X	X					X	
Human Body Systems** (HBS) PLTW	11-12	X	X	X				X	
Medical Interventions (MI)/ Biomedical Innovation (BI) PLTW	11-12	X	X	X		X		X	
Pre-Professional Nursing	12	X	X			X		X	
Pre-Allied Health Academy	11-12	1				X		X	
Principles Of Engineering (POE) PLTW	10-12	X		X				X	
Digital Electronics/Computer Integrated Manufacturing/ Aerospace Engineering PLTW	11-12	X				X		X	
Digital Electronics		X	X	X		X		X	
Digital Media Technology	11-12	X	X	X		X			
Summit International Studies Academy	12		X			X		X	
Engineering Design & Development PLTW	10-12	X	X	X		X		X	
ACT Preparation	9-12		X	X					

Appendix C (continued)									
Exhibit 2.2.3									
Scope of the Written Curriculum by Course, High School									
Courses	Grade	High Schools (2015-16 Courses Offered)						Guide	
		LSHS	LSN	LSW	SRA	STA	R-7 Online	Present	Not Present
Core (continued)									
Learning Lab	9	X	X	X					
Recovery Biology I			X						
Subtotal Science								28	
% Science Offerings with Curriculum Guides									
Social Studies									
American History	9	X	X	X	X		X	X	
Advanced Studies American History	10	X	X	X				X	
World History	10	X	X	X	X			X	
Advanced Studies World History	11	X	X	X				X	
Modern Global Issues	11	X	X	X	X		X	X	
American Government	11	X	X	X	X		X	X	
IB History Of The Americas HL	12		X	X				X	
IB History Of The Americas HL	10		X	X				X	
ESL World History	9	X							
ESL American History		X							
Social Studies Electives	11-12								
Comparative Government	11-12		X					X	
Contemporary Issues	11-12	1	X		X			X	
Economics	11-12		X	X				X	
General Psychology	11-12	X	X	X	X		X	X	
Non-Western History	11-12		X					X	
Origins Of Western Civilization	11-12		X	X				X	
Sociology I	11-12	X	X	X	X			X	
Sociology II	11-12	X	X	X				X	
IB Psychology SL	12	X	X	X				X	
IB Psychology HL	11-12	X	X	X				X	
IB Theory of Knowledge	11-12	X	X	X				X	
IB Approaches to Learning	9-12	X	X	X		X		X	
Subtotal Social Studies								20	
% Social Studies Offerings with Curriculum Guides									
Subtotal Core Subject Areas								80	
% Core Offerings with Curriculum Guides									
Non-Core									
Modern Language									
Spanish I	9-12	X	1	X				X	
Spanish II	9-12	X	X	X				X	
Spanish III	10-12	X	X	X				X	
Spanish IV	11-12	X	X	X				X	
IB Spanish V	12	X	X	X				X	
Spanish for Heritage Speakers I/II	9-12	X						X	
German I	9-12	X	X	X				X	
German II	9-12	X	X	X				X	

Appendix C (continued)
Exhibit 2.2.3
Scope of the Written Curriculum by Course, High School

Courses	Grade	High Schools (2015-16 Courses Offered)						Guide	
		LSHS	LSN	LSW	SRA	STA	R-7 Online	Present	Not Present
Non-Core (continued)									
German III	10-12	X	X	X				X	
German IV	11-12	X	X	X				X	
IB German V	12	X	X	X				X	
French I	9-12	X	X	X				X	
French II	9-12	X	X	X				X	
French III	10-12	X	X	X				X	
French IV	11-12	X	X	X				X	
IB French V	12	X	X	X				X	
Mandarin Chinese I	9-12	X	X	X				X	
Mandarin Chinese II	10-12	X	X	X				X	
Mandarin Chinese III	11-12	X	X	X				X	
Mandarin Chinese IV	11-12	X	X	X				X	
IB Mandarin Chinese V	12	X		X				X	
Subtotal Modern Language								21	0
% Modern Language Offerings with Curriculum Guides									100%
Fine Arts (Visual Art)									
Foundations Of Drawing	9-12	X	X	X	X			X	
Foundations Of Design	9-12	X	X	X	X			X	
Visual Arts	9-12	X	X	X				X	
Painting I	9-10	X	X	X				X	
Painting II	10-12	X	X	X				X	
Painting III	11-12	X	X	X				X	
Painting IV	11-12	X							X
Drawing I	10-12	X	X	X				X	
Drawing II	10-12	X	X	X				X	
Drawing III	11-12	X	X	X				X	
Ceramics I	10-12	X	X	X				X	
Ceramics II	10-12	X	X	X				X	
Ceramics III	11-12	X	X	X				X	
Ceramics IV	11-12	X		X					X
Graphic and Computer Arts I	10-12	X	X	X				X	
Graphic and Computer Arts II	10-12	X	X	X				X	
Graphic and Computer Arts III	10-12	X	X	X				X	
Portfolio I	12	X	X	X				X	
Portfolio II	12	X	X	X				X	
IB Visual Arts SL or HL	11-12	X	X	X				X	
Fine Arts (Theatre)									
Stagecraft	10-12	X	X	X					X
Advanced Stagecraft	10-12	X	X	X					X
Theatre Arts I	9-12	X	X	X				X	
Theatre Arts II	10-12	X	X	X				X	
Repertory Theatre	11-12	X	X	X					X

Appendix C (continued)
Exhibit 2.2.3
Scope of the Written Curriculum by Course, High School

Courses	Grade	High Schools (2015-16 Courses Offered)						Guide	
		LSHS	LSN	LSW	SRA	STA	R-7 Online	Present	Not Present
Non-Core (continued)									
Competitive Dramatics	9-12	X	X	X					X
IB Theatre Arts	11-12		X	X				X	
Fine Arts (Music)									
Percussion	9-12	X	X	X					X
Concert Band	9-12	X	X	X				X	
Concert Band II	10-12	X		X				X	
Symphonic Band	9-12	X	X	X				X	
Concert Orchestra	9-12	X	X	X				X	
Philharmonic Orchestra	9-12	X	X	X				X	
Symphony Orchestra	9-12	X	X	X				X	
Freshman Women's Choir	9	X	X	X				X	
Women's Choir	10-12	X	X	X				X	
Men's Choir	9-12	X	X	X				X	
Mixed Choir	9-12		X					X	
Concert Choir	10-12	X	X	X				X	
Chamber Choir	10-12	X	X						X
Music Appreciation	9-12	X	X	X				X	
IB Music SL	11-12	X	X	X				X	
Subtotal Fine Arts								34	8
% Fine Arts Offerings with Curriculum Guides									81%
Practical Arts (Business)									
Introduction to Business Management	9-10	X	X	X				X	
Introduction to Business Essentials	11-12	X	X	X			X	X	
Advanced Business Essentials	11-12	X	X	X			X	X	
Business Law	11-12	X	X	X	X		X	X	
Business Administration Honors	11-12	X	X	X				X	
IB Business Management SL	11-12	X	X	X				X	
Learning Lab - Business	9-12	X	X	X					X
Accounting	9-12	X	X	X				X	
College Accounting Honors	10-12	X	X	X			X	X	
Personal Finance	11-12	X	X	X	X		X	X	
Keyboarding	9-12	X	X		X			X	
Computer Applications I	9-12	X	X	X	X		X	X	
Computer Applications II	9-12	X	X	X	X		X	X	
Multimedia	9-12	X	X	X				X	
Introduction To Web Design	9-12	X	X	X				X	
Advanced Web Design	10-12	X	X	X				X	
Advertising & Display Art	10-12	X	X	X					X
PLTW Computer Science & Software Engineering	9-12	X	X					X	
PLTW Computer Science Applications	10-12		X					X	

Appendix C (continued)									
Exhibit 2.2.3									
Scope of the Written Curriculum by Course, High School									
Courses	Grade	High Schools (2015-16 Courses Offered)						Guide	
		LSHS	LSN	LSW	SRA	STA	R-7 Online	Present	Not Present
Non-Core (continued)									
Database Management I	9-12	X	X	X			X		X
Database Management II	9-12	X	X	X			X		X
Software Development I	11-12	X	X	X		X		X	
Software Development II	11-12	X		X		X		X	
Computer Hardware & Operating Systems I	9-11	X	X	X			X	X	
Computer Hardware & Operating Systems II	9-12	X	X	X			X	X	
Technology Assistance Center (TAC)	10-12	X	X	X			X	X	
Network Engineering I	11-12	X	X	X		X		X	
Network Engineering II	11-12	X	X			X		X	
Cyber Security	12	X	X	X		X		X	
Marketing 101	10-12	X	X	X				X	
Creative Marketing Honors	11-12		X	X				X	
Sports And Entertainment Marketing	11-12	X	X	X				X	
Supervised Business Experience (SBE) Internship	12	X	X	X				X	
Marketing Internship	12	X	X	X				X	
Cooperative Career Experience (CCE) Internship	12	X	X						X
Cooperative Career Experience (CCE)	12	X	X	X	X				X
Cooperative Career Education MO Options				X	X				X
Internship in Stem Careers	12	X	X	X		X		X	
Internship in MIC	12	X	X	X		X			X
Industrial Internship			X						X
Practical Arts (Family & Consumer Sciences)									
Introduction to Human Services	9-12	X	X	X	X		X	X	
Introduction to Hospitality and Tourism	10-12	X	X	X					X
Child Development: Parenting Issues	11-12	X	X	X	X			X	
Child Development: Preschool Experiences	11-12	X	X	X					X
Child and Adolescent Psychology	12	X	X	X					X
Interior Design	10-12	X	X	X				X	
Personal Image	10-12	X	X	X	X				X
Fashion Merchandising and Design	10-12	X	X	X					X
Culinary Foundations	9-12	X	X	X	X			X	
Culinary Arts I	10-12	X	X	X					X

Appendix C (continued)									
Exhibit 2.2.3									
Scope of the Written Curriculum by Course, High School									
Courses	Grade	High Schools (2015-16 Courses Offered)						Guide	
		LSHS	LSN	LSW	SRA	STA	R-7 Online	Present	Not Present
Non-Core (continued)									
Food Science	10-12	X	X						X
International Foods	10-12	X	X	X					X
FACS Internships	12		X						X
Pre-Professional Education Cadet	12		X			X			X
Career Connections	9-12				X				X
Practical Arts (Engineering and Industrial Technology)									
Introduction to Engineering & Design (IED)	9-12	X		X				X	
Digital Electronics/Computer Integrated Manufacturing/Aerospace Engineering PLTW	11-12		X			X		X	
Principles of Engineering (POE)	10-12	X	X	X				X	
Civil Engineering And Architecture (CEA)	10-12	X	X	X				X	
Engineering Design & Development	12	X	X	X		X		X	
Power and Energy Technology	9-12	X	X	X				X	
Materials and Processing Technology	9-12	X	X	X				X	
Graphics Technology	9-12	X	X	X				X	
Advanced Concepts in CAD	11-12	X	X	X				X	
Woodworking Technology	10-12	X						X	
Furniture Making	11-12	X	X	X				X	
Metal Technology	10-12	X		X				X	
Machine Tool Technology	11-12	X		X				X	
Basic Electricity/Electronics	10-12	X	X	X				X	
Advanced Materials & Processing Technology	10-12		X	X				X	
Small Engine Repair	10-12	X	X	X				X	
Auto And Home Repair	10-12	X	X	X				X	
Air Force Junior ROTC									
AS1: Aerospace Science and Leadership 100 (Aerospace Science 100/ Leadership Education 100)	9-12	X	X	X				X	
ASL2: Aerospace Science and Leadership 200 (Aerospace Science 200/ Aerospace Science 220/ Leadership Education 200)	9-12	X		X				X	
ASL3: Aerospace Science and Leadership 300 (Aerospace Science 300/ Leadership Education 300)	10-12		X	X				X	
ASL4: Aerospace Science and Leadership 400 (Aerospace Science 400)	10-12	X	X	X				X	

Appendix C (continued)									
Exhibit 2.2.3									
Scope of the Written Curriculum by Course, High School									
Courses	Grade	High Schools (2015-16 Courses Offered)						Guide	
		LSHS	LSN	LSW	SRA	STA	R-7 Online	Present	Not Present
Non-Core (continued)									
ASL5: Aerospace Science and Leadership 500	11-12	X						X	
Subtotal Practical Arts								57	20
% Practical Arts Offerings with Curriculum Guides								74%	
Physical Education & Health									
Foundations of Fitness	9-12	X	X	X	X			X	
Team Sports (Boys)	9-12	X	X	X				X	
Team Sports (Girls)	9-12	X	X	X				X	
Fitness 4 Life	9-12	X	X	X	X			X	
Individual Physical Education	9-12	X	X	X					X
Co-Ed Weight Conditioning	9-12	X	X	X					X
Boys Weight Training	9-12	X	X	X					X
Advanced Strength and Performance	10-12	X						X	
Girls Aerobic Weight Training	9-12	X	X	X					X
Health - Wellness for Life	9-10	X	X	X	X		X	X	
Essentials of Athletic Training and First Aid	11-12	X	X					X	
Swimming for Life I	9-12	X	X	X					X
IB Sports, Exercise and Health Science SL	11-12	X	X	X					X
Service Learning	9-12		X						X
Subtotal Physical Education & Health								7	7
% Physical Education & Health Offerings with Curriculum Guides								50%	
Special Education									
Life Skills	SPED	X	X						X
General Science	SPED	X	X						X
Practical Vocational Preparation	SPED		X	X					X
Vocational Preparation	SPED	X	X	X					X
Integrated Chem/Physics	SPED		X						X
Social Development I	SPED	X	X	X					X
Social Development II	SPED	X	X	X					X
Resource Transition Lab	SPED	X	X	X	X				X
Work Exploration	SPED	X	X	X					X
Subtotal Special Education								0	9
% Special Education Offerings with Curriculum Guides								0%	
Subtotal Non-Core Subject Areas								119	44
% Non-Core Offerings with Curriculum Guides								73%	
Total Scope of 9-12 Written Curriculum								199	90
% Total Scope of 9-12 Written Curriculum								69%	
<i>Data Source: LSR7 Curriculum Website, Hard copy and electronic copies of curriculum guidance documents provided by LSR7 central office staff, course listings reported on master schedules for individual high schools.</i>									