

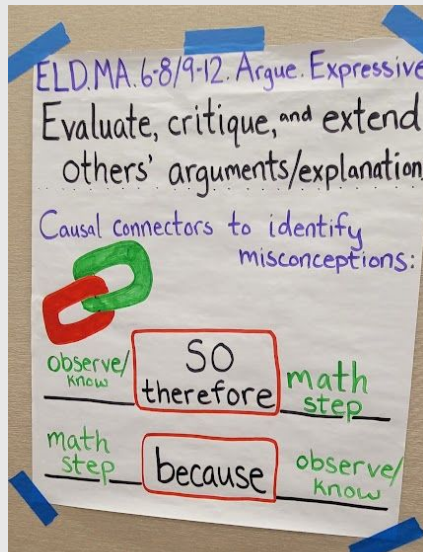
Curriculum & Instruction Report

Dec. 17, 2024



National WIDA Conference

Five KCIA staff members had the opportunity to attend the annual WIDA Conference either virtually or in Pittsburgh in October. The conference is the largest U.S. gathering of K-12 educators dedicated to serving multilingual learners.



Implications

Deficit mindset

- Lowered Expectations
- Marginalization
- Inequitable Access to Resources and Opportunities
- Increased Risk of Dropout
- Less engagement and lower achievement

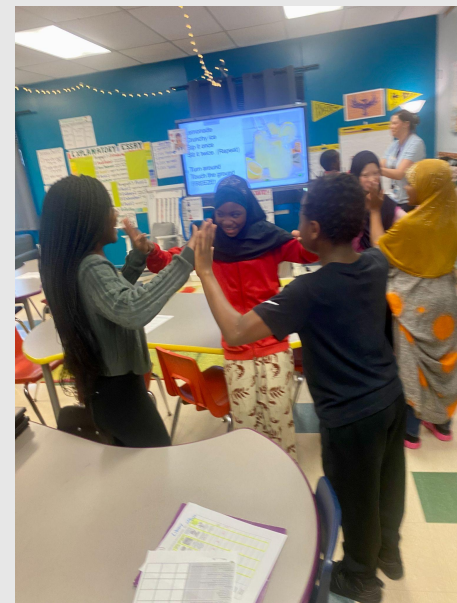
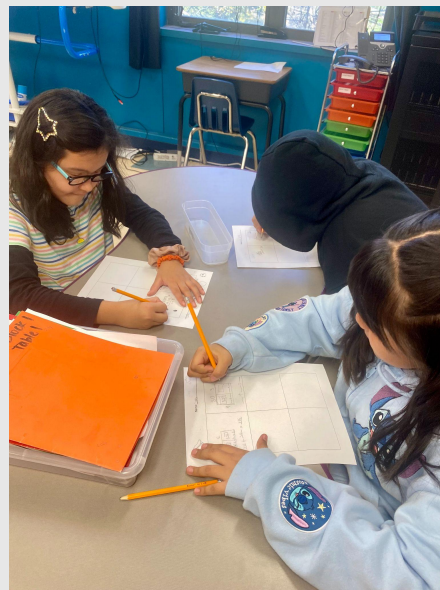
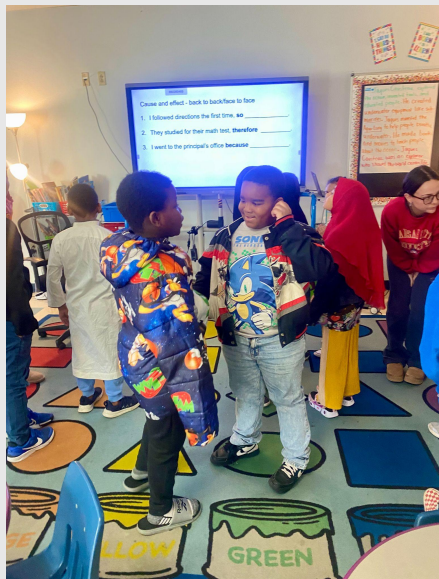
Asset based mindset

- Increased Self-Esteem and Confidence
- Enhanced Motivation and Engagement
- Improved Academic Performance
- Stronger Relationships with Teachers and Peers
- Empowerment and Agency



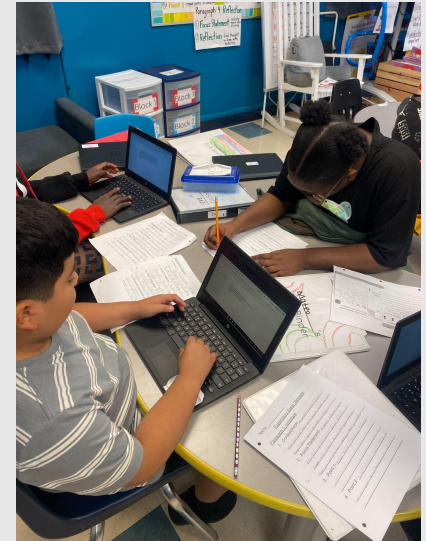
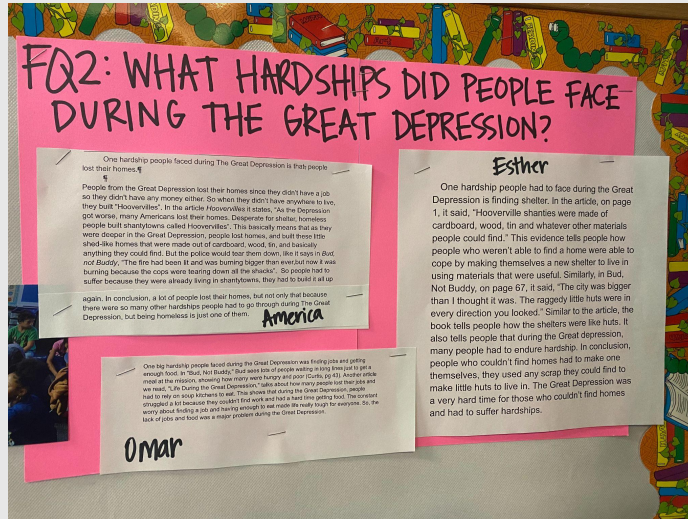
Educator Teaming

Upper elementary students are fully participating in a teaming model inspired by Arizona State University's [Next Education Workforce](#) and supported by a grant from SchoolSmartKC. Teachers are specializing in a content area and flexibly grouping students in ways that allow for more differentiated instruction. Teachers are sharing all students in a grade level, which has opened up more opportunities for collaboration and problem solving to meet the needs of students.



Student Writing

Our school's focus on writing instruction and *The Writing Revolution* is evident on bulletin boards as you walk the hallways at KCIA. Students worked especially hard to publish their end-of-module writing and have it ready to share with parents at parent-teacher conferences.



2024 Annual Performance Report

The data shows that Missouri schools are meeting the more rigorous requirements and higher expectations set forth in MSIP 6. MSIP 6 takes a closer look at what districts are doing to implement effective practices and sustain improvements, while increasing the focus on individual student outcomes. We are seeing positive movement because of hard work at the local level.

Missouri Commissioner of Education
Karla Eslinger



Embargoed Until November 12, 2024

KC INTERNATIONAL ACADEMY (048912)

[Link to 2024 LEA APR Summary Data Report](#)

| 2024 MSIP 6 Annual Performance Report (APR) | | | | | | |
|---|---------------------------|-----------------|---------------|-----------------|-------|-------------|
| Year 3 | | | | | | |
| The 2024 APR includes points for both performance and continuous improvement standards. | | | | | | |
| | | Points Possible | Points Earned | % Points Earned | | |
| Performance: | | 94.0 | 61.5 | 65.4% | | |
| Continuous Improvement: | | 60.0 | 56.0 | 93.3% | | |
| | Totals: | 154.0 | 117.5 | 76.2% | | |
| Performance Totals | | | | | | |
| Performance | | Points Possible | Points Earned | % Points Earned | MPI | Designation |
| Academic Achievement Status - All Students | | 12.0 | 6.0 | 50.0% | 334.1 | Approaching |
| English Language Arts - Student Group | | 6.0 | 3.0 | 50.0% | 332.7 | Approaching |
| Academic Achievement Status - All Students | | 12.0 | 6.0 | 50.0% | 325.4 | Approaching |
| Mathematics - Student Group | | 6.0 | 3.0 | 50.0% | 323.6 | Approaching |
| Academic Achievement Status - All Students | | 4.0 | 2.0 | 50.0% | 326.5 | Approaching |
| Science - Student Group | | 2.0 | 1.0 | 50.0% | 322.8 | Approaching |
| Academic Achievement Growth - All Students | | 12.0 | 12.0 | 100.0% | | Target |
| Eng. Language Arts - Student Group | | 6.0 | 6.0 | 100.0% | | Target |
| Academic Achievement Growth - All Students | | 12.0 | 12.0 | 100.0% | | Target |
| Mathematics - Student Group | | 6.0 | 6.0 | 100.0% | | Target |
| Academic Achievement Growth - All Students | | 4.0 | 3.0 | 75.0% | | On-Track |
| Science - Student Group | | 2.0 | 1.5 | 75.0% | | On-Track |
| Success-Ready Students | K-8 High School Readiness | 10.0 | 0.0 | 0.0% | | Floor |

* Suppression has been applied to protect small student populations.
 **CCR assessments include the following: ACT™, SAT™, WorkKeys™, Accuplacer™, and ASVAB corrected data for the 2023 graduation cohort.
 ***Advanced Credit includes: AP™, IB™, Dual Credit, Dual Enrollment, PLTW™, IRC or two qualifying stackable credentials corrected data for the 2023 graduation cohort.

APR

What is the APR?

The APR measures the extent to which LEAs and individual school buildings meet or make progress toward the [MSIP standards and indicators](#), using multiple measures of academic performance and continuous improvement. The APR helps to distinguish LEA and school performance. It is one tool DESE uses to review the performance and continuous improvement efforts of LEAs and buildings, and it serves as an important component of recommendations for accreditation classification of LEAs and authorization of charter renewals.

KCIA 2024 Score

76.2%

**DESE Classification:
Fully Accredited**



KCIA APR History

MSIP 6:

| School Year | APR Total Points | Percent of Points | Three-Year Average | DESE Composite* |
|-------------|------------------|-------------------|--------------------|-----------------|
| 2022 | 103/140 | 73.5% | | |
| 2023 | 98.3/140 | 70.2% | | |
| 2024 | 117.5/154 | 76.2% | 73.3% | 74.2% |

No APR calculated in 2020 or 2021, due to Covid 19 pandemic.

**Official calculation from DESE not a simple average of the overall percentages. It is calculated at the standard level/indicator level for each scoring category.*

MSIP 5:

| School Year | APR Total Points | Percent of Points |
|-------------------------------|------------------|-------------------|
| 2014 | 37/70 | 52.9% |
| 2015 | 37/80 | 46.3% |
| 2016 <input type="checkbox"/> | 29.5/80 | 36.9% |
| 2017 | 37.5/80 | 46.9% |
| 2018 | 40/60 | 66.7% |
| 2019 | Not calculated | |

| Performance Totals | | | | | | |
|---|---------------------------|-----------------|---------------|-----------------|-------|-------------|
| Performance | | Points Possible | Points Earned | % Points Earned | MPI | Designation |
| Academic Achievement Status - English Language Arts | All Students | 12.0 | 6.0 | 50.0% | 334.1 | Approaching |
| | Student Group | 6.0 | 3.0 | 50.0% | 332.7 | Approaching |
| Academic Achievement Status - Mathematics | All Students | 12.0 | 6.0 | 50.0% | 325.4 | Approaching |
| | Student Group | 6.0 | 3.0 | 50.0% | 323.6 | Approaching |
| Academic Achievement Status - Science | All Students | 4.0 | 2.0 | 50.0% | 326.5 | Approaching |
| | Student Group | 2.0 | 1.0 | 50.0% | 322.8 | Approaching |
| Academic Achievement Growth - Eng. Language Arts | All Students | 12.0 | 12.0 | 100.0% | | Target |
| | Student Group | 6.0 | 6.0 | 100.0% | | Target |
| Academic Achievement Growth - Mathematics | All Students | 12.0 | 12.0 | 100.0% | | Target |
| | Student Group | 6.0 | 6.0 | 100.0% | | Target |
| Academic Achievement Growth - Science | All Students | 4.0 | 3.0 | 75.0% | | On-Track |
| | Student Group | 2.0 | 1.5 | 75.0% | | On-Track |
| Success-Ready Students | K-8 High School Readiness | 10.0 | 0.0 | 0.0% | | Floor |

60% of possible APR points result from performance. Student achievement is evaluated in three ways:

- **Status:** Points are awarded based on how many students are basic, below basic, proficient and advanced on the MAP test.
- **Growth:** Points are awarded based on a state-calculated measure of instructional effectiveness. Schools receive a percentage of points based on how many students exceeded, met, or failed to meet predicted scores based on the prior year's performance at both the student and school level.
- **Success-Ready Students:** This measure considers the number of eighth-grade students achieving proficiency on any grade-level MAP or End-of-Course exam in ELA or math.

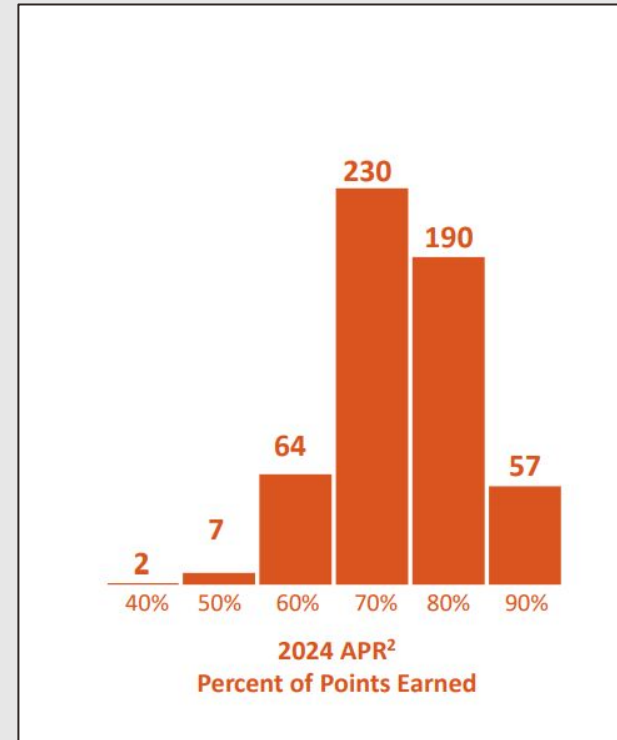
| Continuous Improvement Totals | | | | | |
|-------------------------------|---|-----------------|---------------|-----------------|-------------|
| Continuous Improvement | | Points Possible | Points Earned | % Points Earned | Met/Not Met |
| Improvement Plan | | 30.0 | 30.0 | 100.0% | |
| LEA Response to Standards | | 8.0 | 8.0 | 100.0% | |
| Climate and Culture Survey | | 4.0 | 4.0 | 100.0% | |
| Success-Ready Students | KEA ³ | 4.0 | 4.0 | 100.0% | |
| | ICAP ⁴ | 4.0 | 4.0 | 100.0% | |
| | Attendance | 4.0 | 0.0 | 0.0% | |
| MSIP 6 Required Documentation | Audit ⁶ | 2.0 | 2.0 | 100.0% | Met |
| | Annual Secretary of the Board Report (ASBR) | 2.0 | 2.0 | 100.0% | Met |
| | Timely Submission of MOSIS/Core Data | 2.0 | 2.0 | 100.0% | Met |

40% of possible APR points measure other aspects of school quality and improvement efforts, including:

- Evidence of planning for continuous school improvement
- Attendance
- Using climate and culture surveys for staff, students and other stakeholders
- Assessing kindergarten readiness
- Initiating career planning
- Maintaining and submitting key reports and records on time

What about other Missouri and KC Schools?

- 86% of districts in Missouri received an APR score of 70% or better in 2024.
- Kansas City Public Schools earned a score of 73.2%.
- KCIA's score is in the top third of KC-area charter schools.



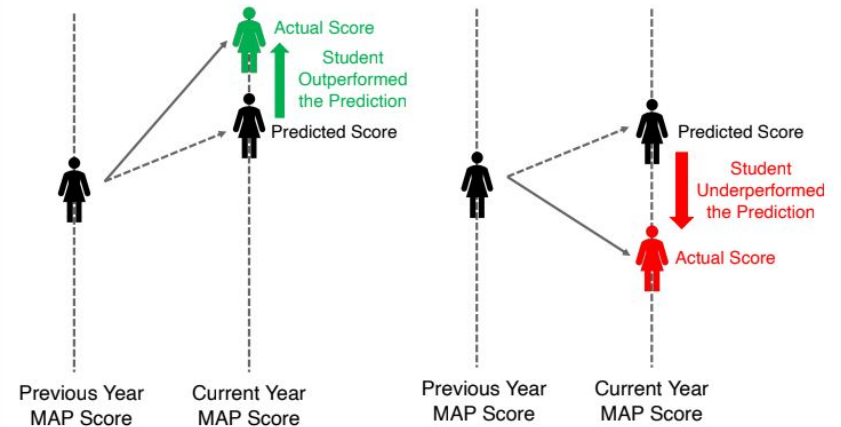
**An Even
Bigger
Celebration!**



Missouri Value-Added Growth Model

- What the **Missouri Growth Model** is:
 - The **Missouri Growth Model** **does produce** an **instructional-unit level measure** (e.g., for a building or LEA) that captures the amount of student learning that can be uniquely attributed to the instructional unit.
 - One can think of it as a **measure of instructional effectiveness**.

Missouri Growth Model Calculation



KCIA Overall

100% of growth points in ELA & Math

ELA:

VAM Growth Score: 53.2

Correlated Effectiveness: 88%

Weeks of Instruction Gained/Lost: 16 weeks gained

Math:

VAM Growth Score: 53.6

Correlated Effectiveness: 91%

Weeks of Instruction Gained/Lost: 19 weeks gained

2024 4th Graders

ELA:

VAM Growth Score: 52.3

Correlated Effectiveness: 73%

Weeks of Instruction Gained/Lost: 12 weeks gained

Math:

VAM Growth Score: 51.1

Correlated Effectiveness: 61%

Weeks of Instruction Gained/Lost: 5 weeks gained

2024 5th Graders

ELA:

VAM Growth Score: 51.9

Correlated Effectiveness: 69%

Weeks of Instruction Gained/Lost: 10 weeks gained

Math:

VAM Growth Score: 50.9

Correlated Effectiveness: 60%

Weeks of Instruction Gained/Lost: 5 weeks gained

2024 6th Graders

ELA:

VAM Growth Score: 52.1

Correlated Effectiveness: 71%

Weeks of Instruction Gained/Lost: 11 weeks gained

Math:

VAM Growth Score: 50.5

Correlated Effectiveness: 55%

Weeks of Instruction Gained/Lost: 3 weeks gained

2024 7th Graders

ELA:

VAM Growth Score: 54

Correlated Effectiveness: 85%

Weeks of Instruction Gained/Lost: 21 weeks gained

Math:

VAM Growth Score: 58.3

Correlated Effectiveness: 98%

Weeks of Instruction Gained/Lost: 43 weeks gained

2024 8th Graders

ELA:

VAM Growth Score: 55.7

Correlated Effectiveness: 93%

Weeks of Instruction Gained/Lost: 29 weeks gained

Math:

VAM Growth Score: 57.8

Correlated Effectiveness: 98%

Weeks of Instruction Gained/Lost: 40 weeks gained



