

Citizens of the World Kansas City

Trimester Report
Spring 2017

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Our Purpose

Our purpose is to realize human potential by strengthening the bonds among us and developing true citizens of the world.

Our Mission

The mission of CWC Kansas City is to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community.

Trimester Reporting: Overview

Trimester Reporting

Three times a year, CWCS reviews key organizational goals that indicate progress towards realizing the CWC mission. In addition to the goals highlighted within, schools will adopt goals local to their school that align with their current priorities and interim collection of data.

Note regarding two of the assessments referenced within:

NWEA (Northwest Evaluation Association) is a nationally norm referenced test. As such, all students who score at or above mean RIT are considered equal to the average performance of their age equivalent peers who also took the NWEA test.

We also include student **SELweb** results by grade in Trimesters 1 and 3. This assessment provides a composite score of how students comprehend four elements of social and emotional learning (SEL): perspective taking, emotional recognition, problem solving, and self-control. At CWC, SELweb results are used to inform classroom and school-level planning. However, the results are not used to determine student academic scores, and are not reported on the students' report card and progress reports.

Thank you,

Schools Team
Citizens of the World Charter Schools

Note to Reader

Our Community

CWC Kansas City (CWC KC) is an Equal Opportunity Employer and, as schools serving a diverse group of students, we work to reflect this diversity in our staff as well.

Our students are enrolled through a blind, random selection lottery that complies with all public charter school regulations and the mandates of our charter.

Throughout the document, we reference subgroups. This is a generally acceptable word to capture traditionally non-majority groups of students and/or staff. It is not our intention to portray any group of people greater than, or less than another in any way associated with race, ethnicity, program, and/or economic status.

Diversity: Key Findings

Our Community

Student Enrollment and Attrition

A comprehensive review of student enrollment and student attrition will be provided to start the 2017-18 school year. This will include a review of enrollment relative to overall diversity goals and a review of student attrition: withdrawals within the 2016-17 school year and withdrawals between the 2016-17 and 2017-18 school years.

Goals:

- Diversity of students to align with targets set in the charter by school.
- No student attrition variance among various subgroups.

Academics: Measuring Student Performance in Reading

Multiple Measures:

Fountas & Pinnell (F&P), NWEA Measures of Academic Progress (MAP), and other assessment data across subject areas help support data-informed decision-making within the CWC Academic Model. In Reading, F&P and MAP each provides information on students in the following areas:

Fountas & Pinnell

F&P is an assessment of reading fluency and comprehension.

NWEA Measures of Academic Progress

The Reading portion of the NWEA MAP focuses on specific performance areas:

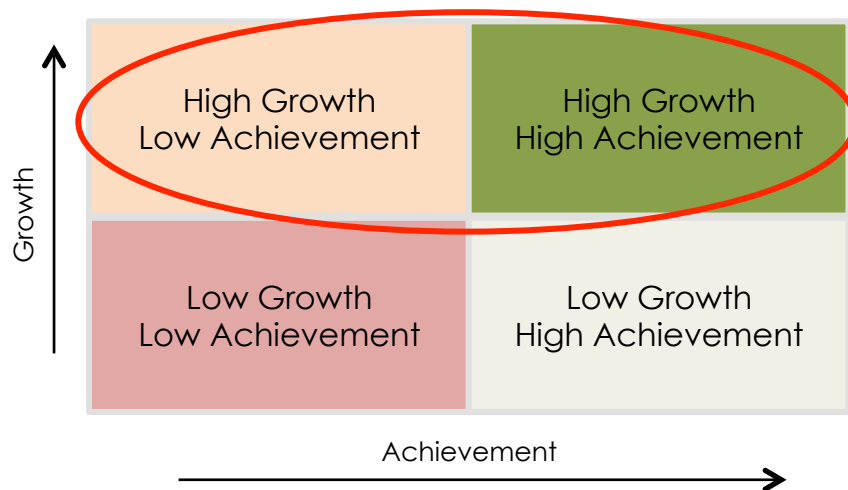
- Foundational Skills
- Language and Writing
- Literature and Information
- Vocabulary Use and Functions

Academics: NWEA Percentile Rankings

NWEA: Percentile Rankings – Achievement vs. Growth

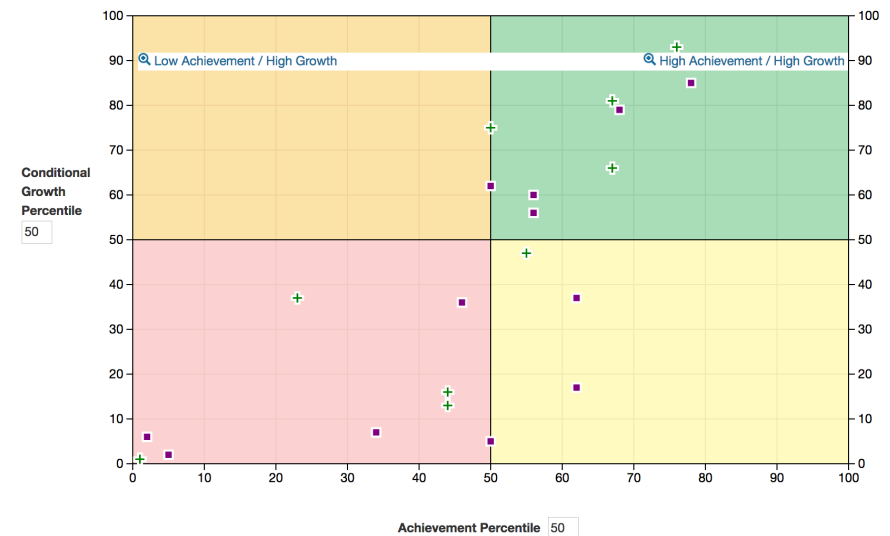
Percentile rankings can be useful in comparing an individual student's or group of students' performance with those of other students within a defined group. NWEA utilizes percentile rankings based on its nationally normed data set.

Achievement and Growth Chart Summary



Our goal is to see percentile rankings that reflect both high achievement to end a trimester and high growth between two distinct trimester reporting periods.

Achievement and Growth Chart Example



Teachers are able to access this interactive graph and view the achievement and growth results for each individual student (each point on graph represents a student).

Academics: Key Findings

NWEA Achievement: Percentage of Students On or Above the National Average

- Across all students, 44% in Reading and 43% in Math performed on or above the national average for her or his grade level. Both represent a decline from Trimester 1.
- A higher proportion of Caucasian students performed in the top and second quartiles relative to other racial/ethnic groups. Overall, all students - across race/ethnicity and program subgroup - reflect a decline in the top two quartiles from Trimester 1.

NWEA Growth: Percentile Rankings – Achievement vs. Growth

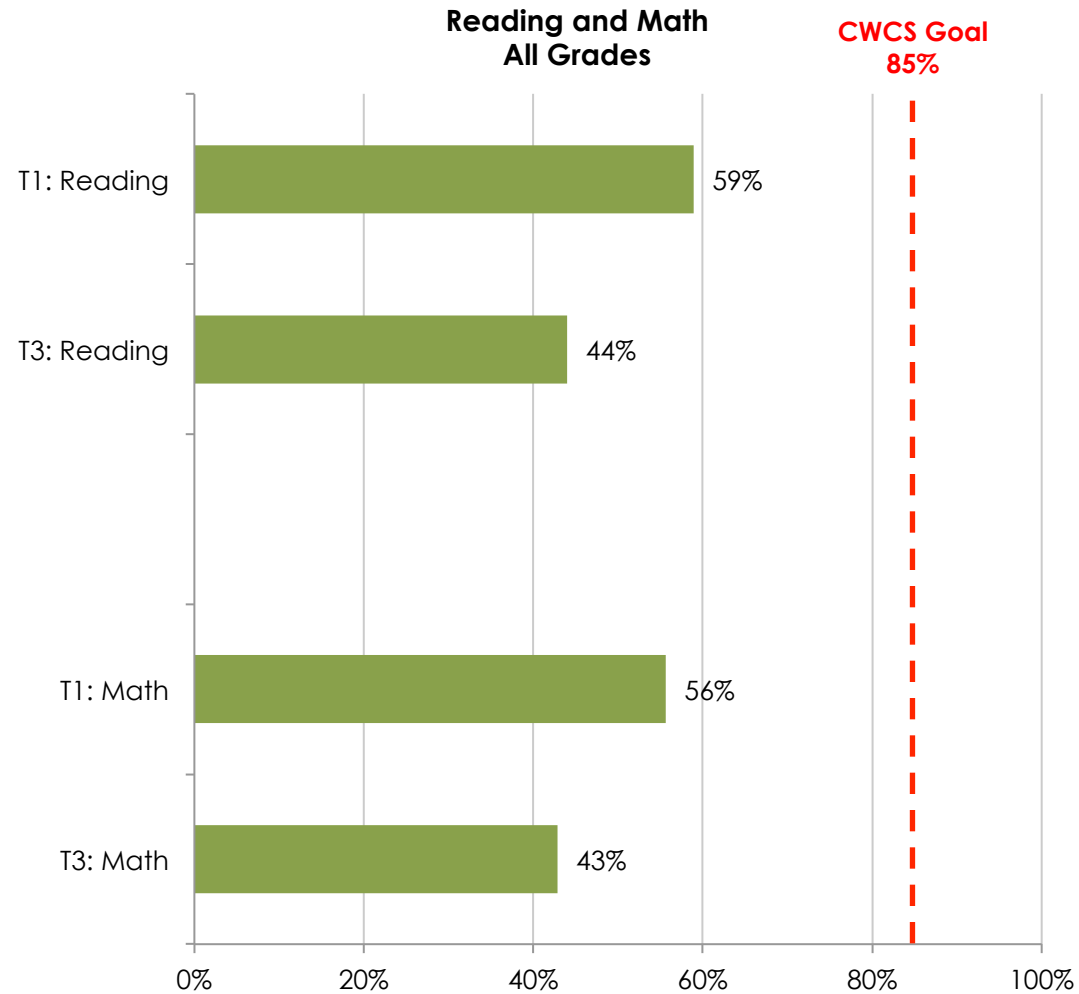
- Kindergarten students' median percentile rankings were 39th and 35th in Reading and Math, respectively. Therefore, in Math, CWC KC students performed better than 35% of Kindergarten students who tested at about the same time in their instructional calendar.
- Growth median percentile rankings were lower in both subjects across grade levels, which indicates students grew less on average than peers in the same grade level, the same subject and with similar starting RIT scores in Trimester 1.

NWEA Growth: Students Who Met Projected Growth Target

- A student's projected RIT depends on their grade, subject, and starting RIT, and indicates the average growth for all students in the same grade, subject, and starting RIT.
- In both Reading and Math, 38% of all students met growth targets. This percentage was higher for Caucasian students and lower for both African American students and students eligible for free and reduced lunch.

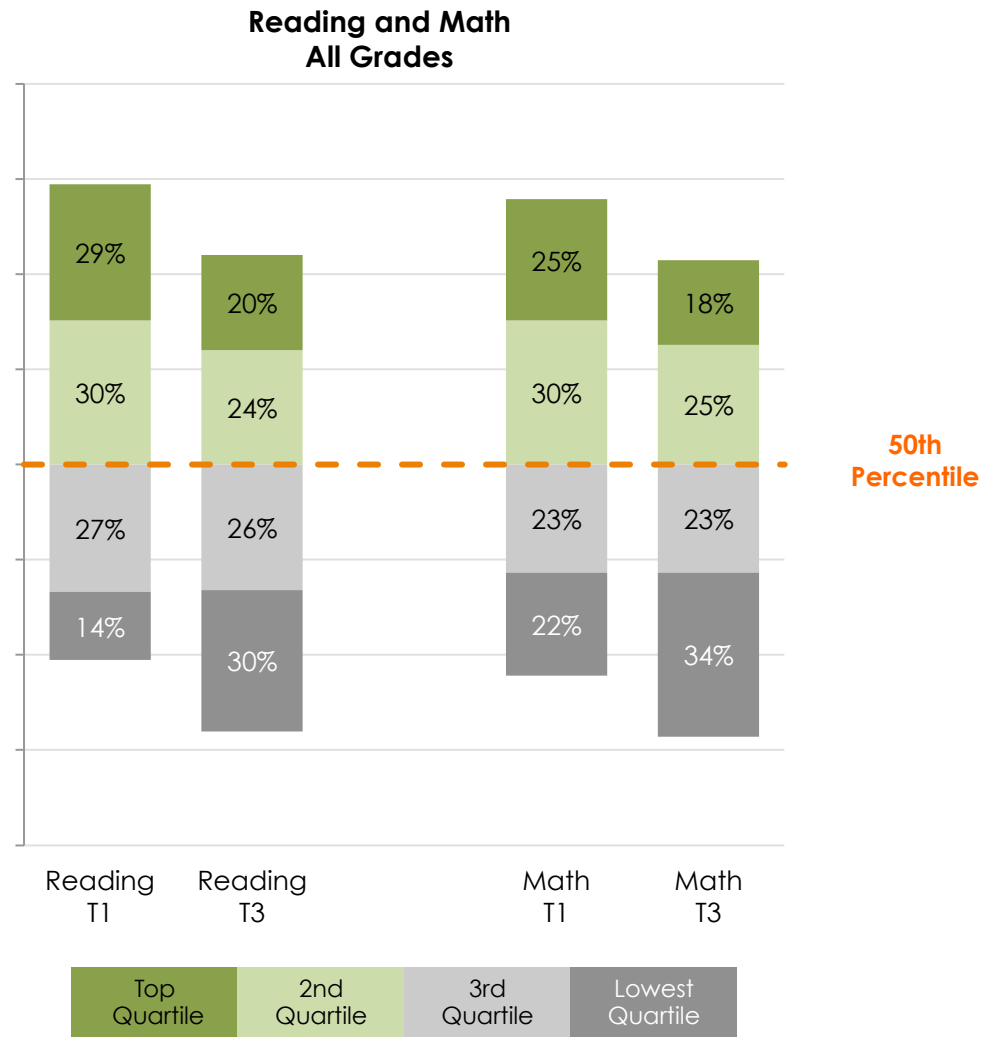
Understanding: Academics

NWEA Achievement: Percentage of Students On or Above the National Average
2016-17: Trimester 1 to Trimester 3
All Grades: All Students



Understanding: Academics

NWEA Achievement: Percentage of Students On or Above the National Average
 2016-17: Trimester 1 to Trimester 3
 All Grades: All Students

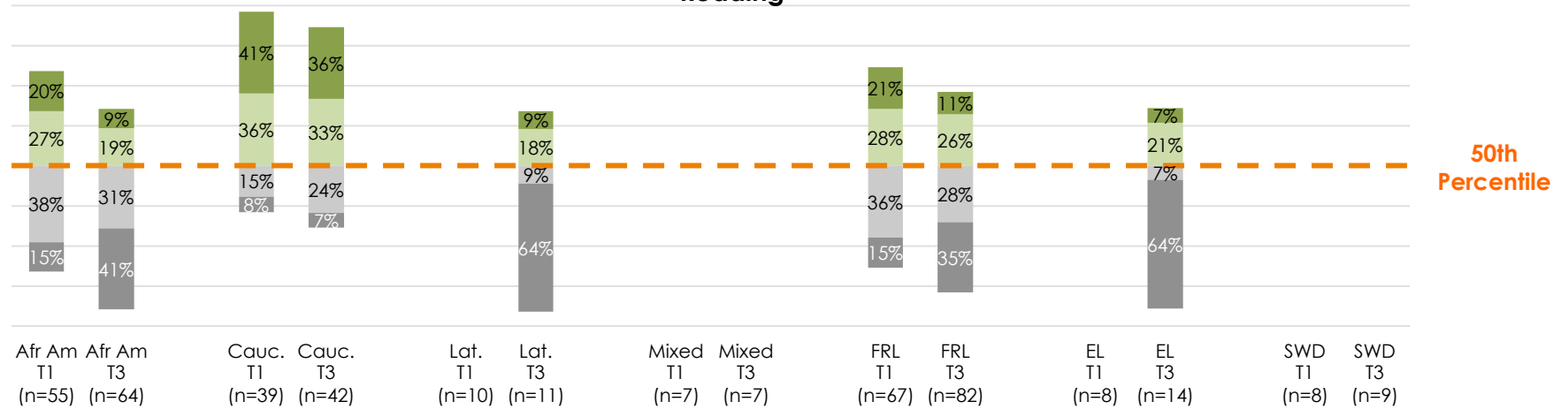


Understanding: Academics

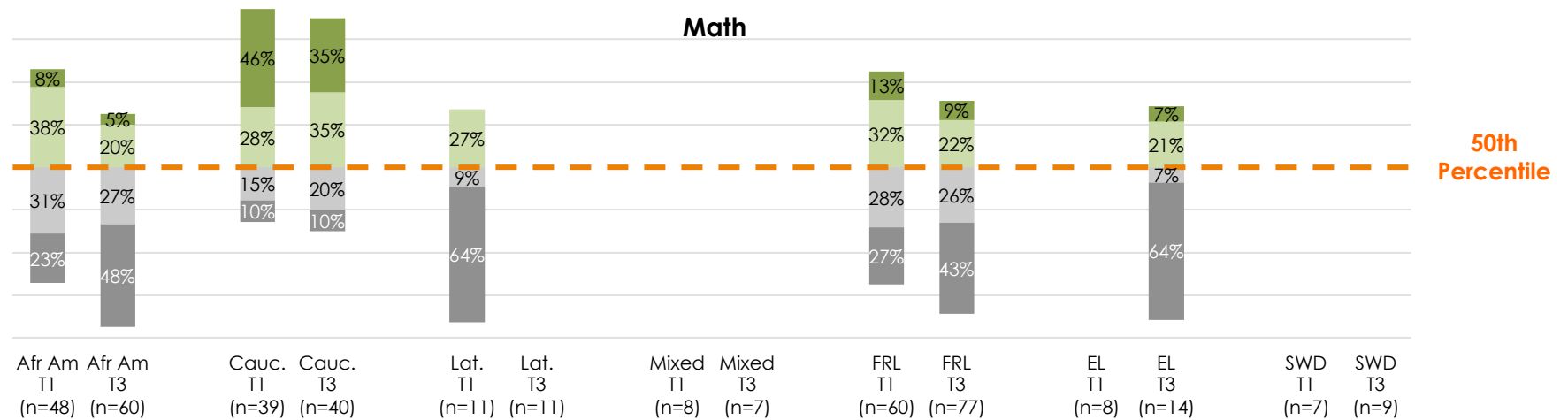
NWEA Achievement: Percentage of Students On or Above the National Average
 2016-17: Trimester 1 to Trimester 3
 All Grades: By Race / Ethnicity and Program Subgroup



Reading



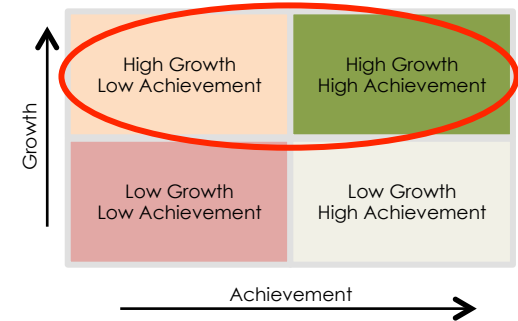
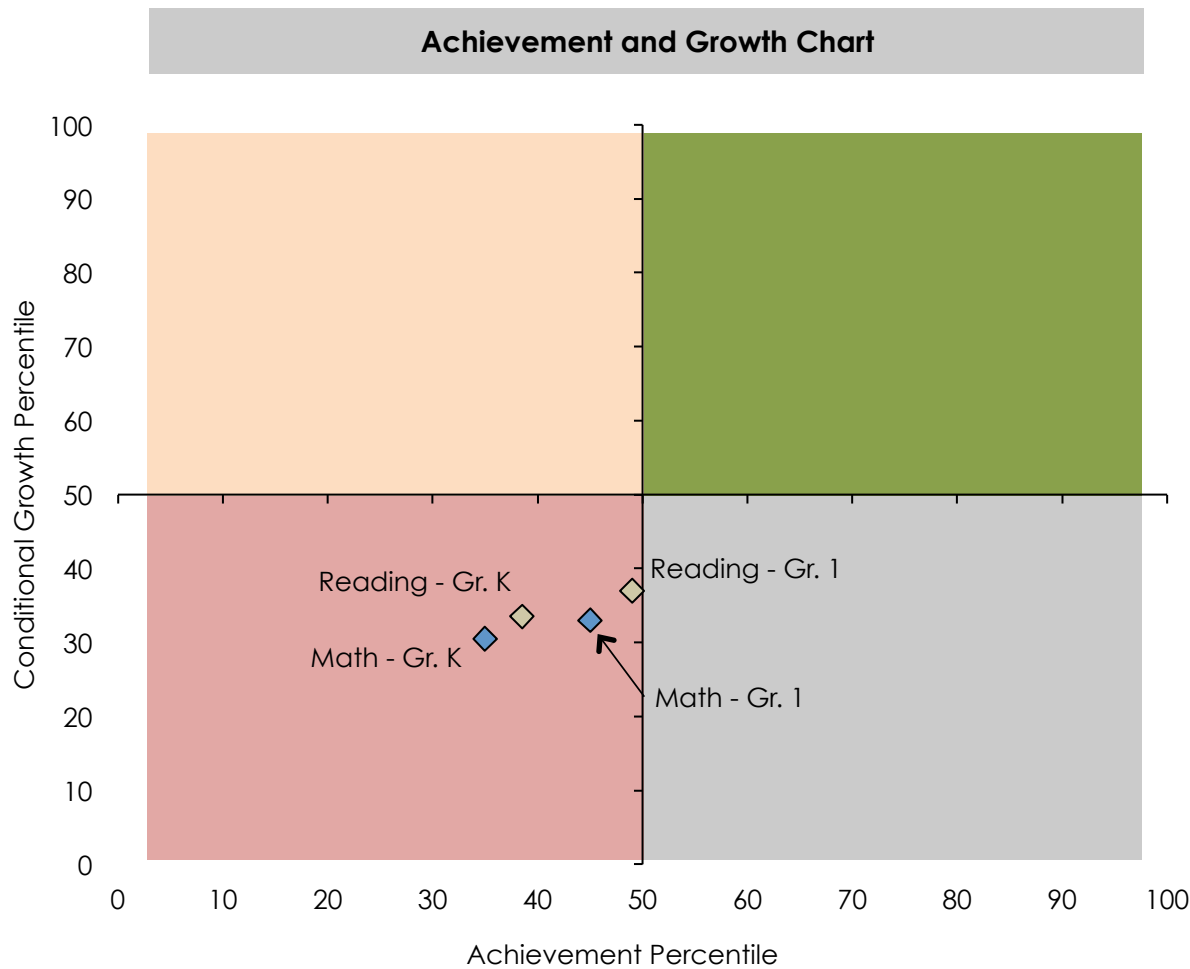
Math



Note: Data not included for sample sizes less than 11.

Understanding: Academics

NWEA Growth: Student Median Percentile Rankings – Achievement vs. Growth
 2016-17: Trimester 1 to Trimester 3
 By Grade Level

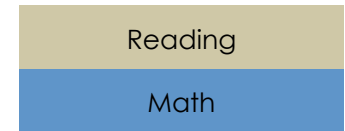


| CWC Kansas City | Percentile Rankings | |
|-----------------|---------------------|--------|
| | Ach. | Growth |
| Reading | | |
| Grade K | 39 | 34 |
| Grade 1 | 49 | 47 |
| Math | | |
| Grade K | 35 | 31 |
| Grade 1 | 45 | 33 |

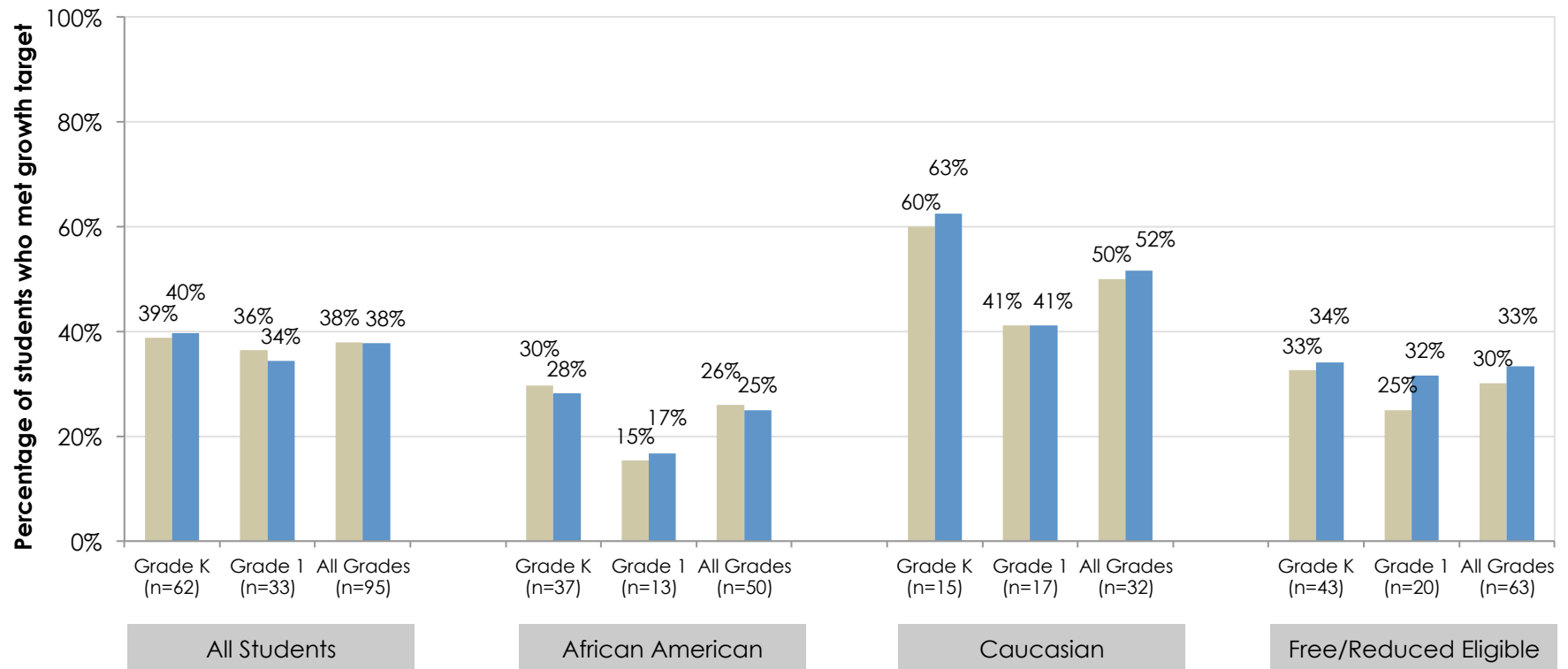
Note: Teachers are able to access a version of this chart and view the achievement and growth results for each individual student.

Understanding: Academics

NWEA Growth: Students Who Met Projected Growth Target
 2016-17: Trimester 1 to Trimester 3
 By Subgroup



By Subgroup

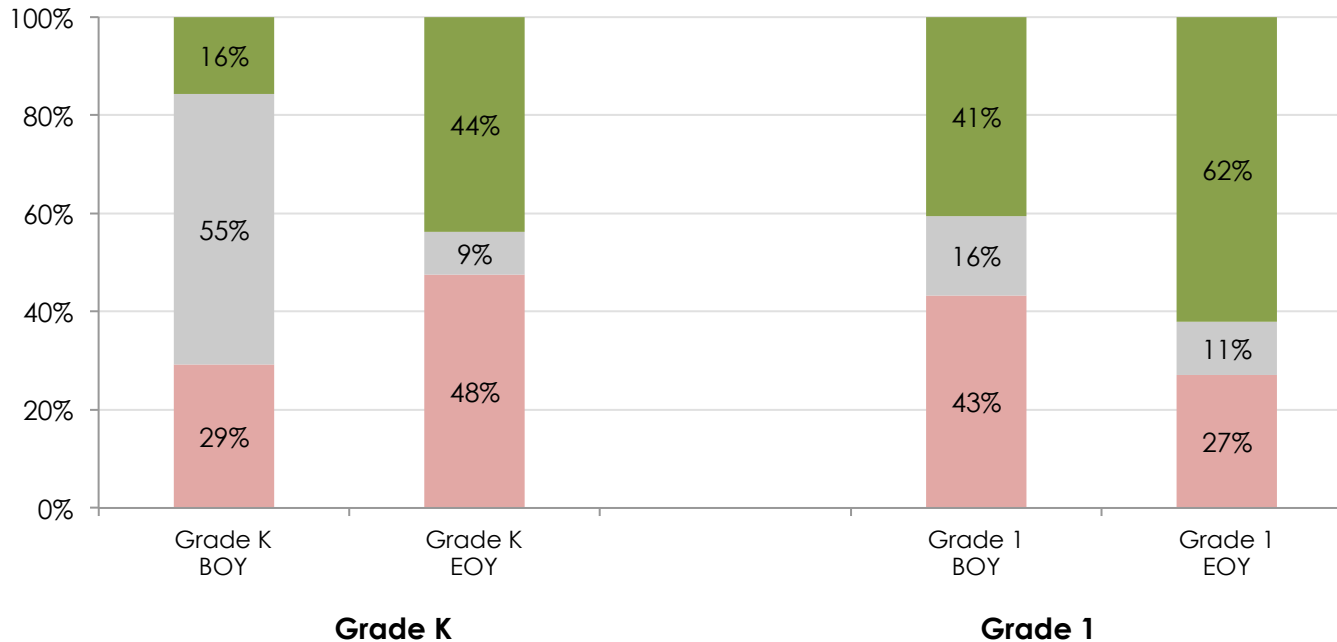


Note: Data not included for sample sizes less than 11.

Understanding: Academics

Fountas & Pinnell Benchmark Assessment System
 Percentage of Students at Instructional Text Reading Level
 2016-17: Beginning of Year (BOY) to End of Year (EOY)
 By Grade Level

F&P Percentage of Students Below, On or Above Grade Level

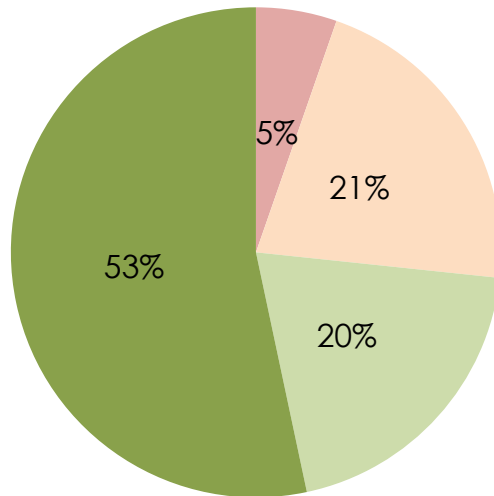


| | BOY | EOY | BOY | EOY |
|--------------|-------------------|------------------|------------------|------------------|
| Above | Level A or Above | Level D or Above | Level E or Above | Level J or Above |
| On | Level P2/P3 | Level C | Level C/D | Level I |
| Below | Level P1 or Below | Level B or Below | Level B or Below | Level H or Below |

Understanding: Academics

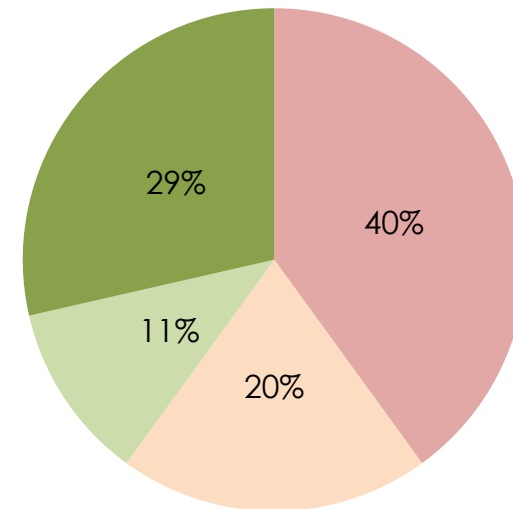
Fountas & Pinnell Benchmark Assessment System
 Percentage of Students Meeting Expecting Growth
 2016-17: Beginning of Year (BOY) to End of Year (EOY)
 By Grade Level

Kindergarten



| | |
|-----------------------------|----------------|
| Higher than expected growth | > 3 F&P Levels |
| Expected growth | 3 F&P Levels |
| Just below expected growth | 2 F&P Levels |
| Less than expected growth | < 2 F&P Levels |

Grade 1

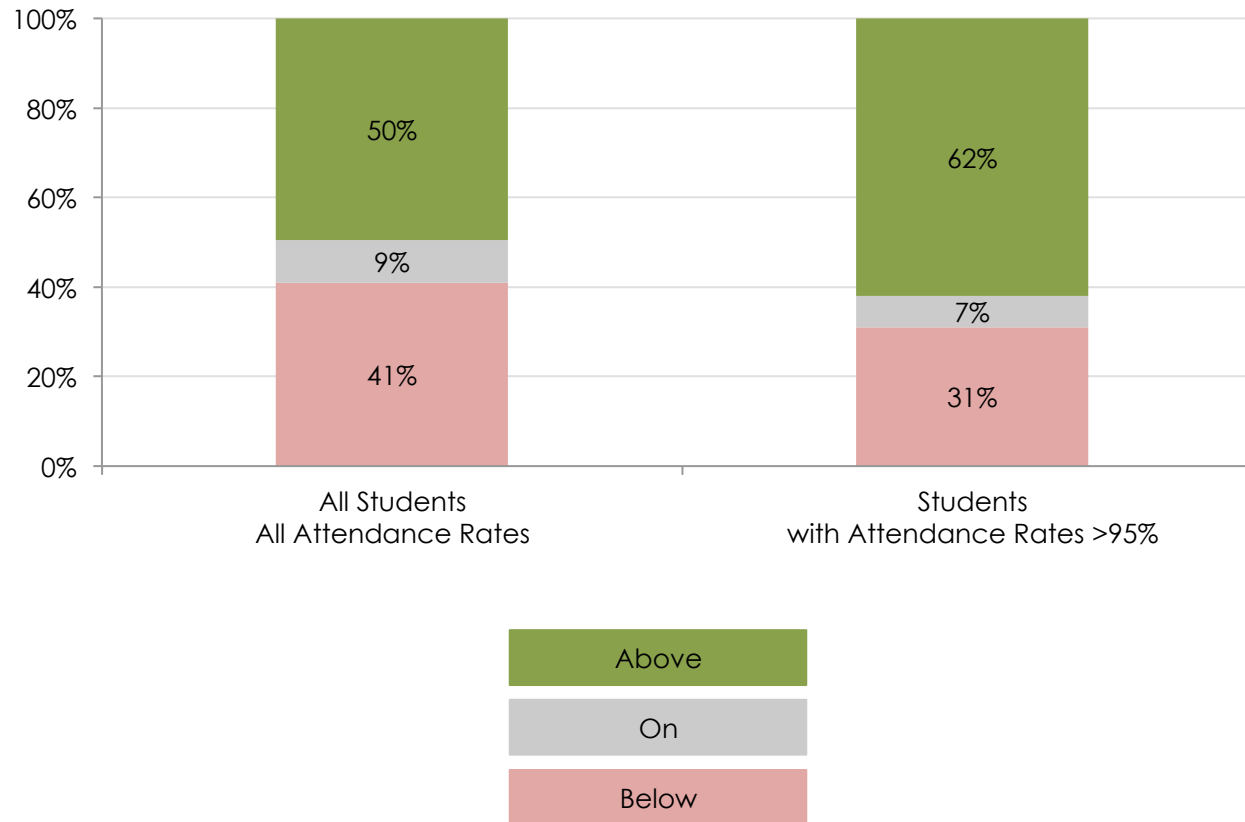


| | |
|-----------------------------|----------------|
| Higher than expected growth | > 6 F&P Levels |
| Expected growth | 6 F&P Levels |
| Just below expected growth | 5 F&P Levels |
| Less than expected growth | < 5 F&P Levels |

Understanding: Academics

Fountas & Pinnell Benchmark Assessment System
Percentage of Students at Instructional Text Reading Level
2016-17: Beginning of Year (BOY) to End of Year (EOY)
By Attendance Rate

**F&P Percentage of Students Below, On or Above Grade Level
By Attendance Rate**



Social-Emotional Learning: Key Findings

SELweb

SELweb is an assessment that provides information on students' social and emotional comprehension. SELweb assesses student comprehension in the following areas: emotional recognition, perspective taking, social problem-solving, and self-control. SELweb also assesses social acceptance. In each classroom, the number of nominations each child receives as a most-liked peer and a least-liked peer are tallied. This assessment was given in October 2016 and March 2017.

Research has shown a strong correlation between social emotional comprehension and academic standing. At CWC, SELweb results are used to inform planning at the classroom and school-level; results are not used to determine student academic performance.

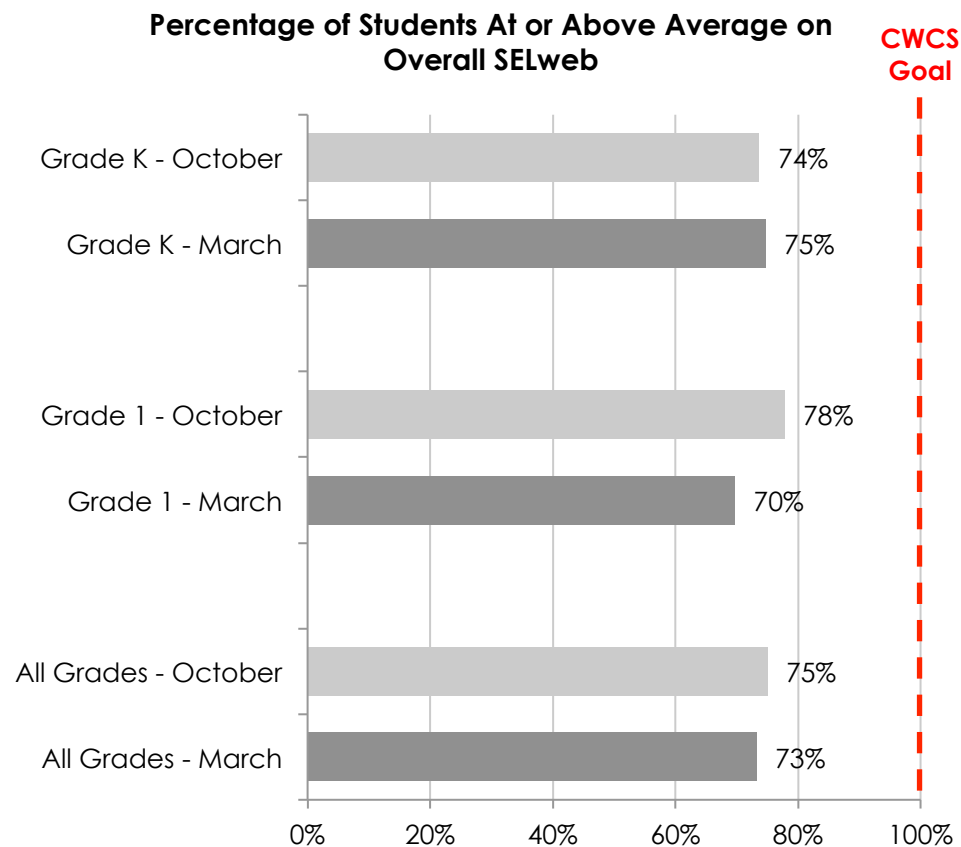
Goal: 100% students who score at or above 'Average' SELweb total competency score at every school

Key Findings

- Approximately 73% of all students scored at or above 'average' on their SELweb total competency score, which was slightly lower than the October administration.
- All students demonstrated similar comprehension across each SELweb competency area. The percentages of students are comparable within each performance band (High, Average, Low Average, Borderline, and Very Low) from the October to March administrations.
- With regards to social acceptance, there was an increase in the percentage of students accepted by peers from October to March.

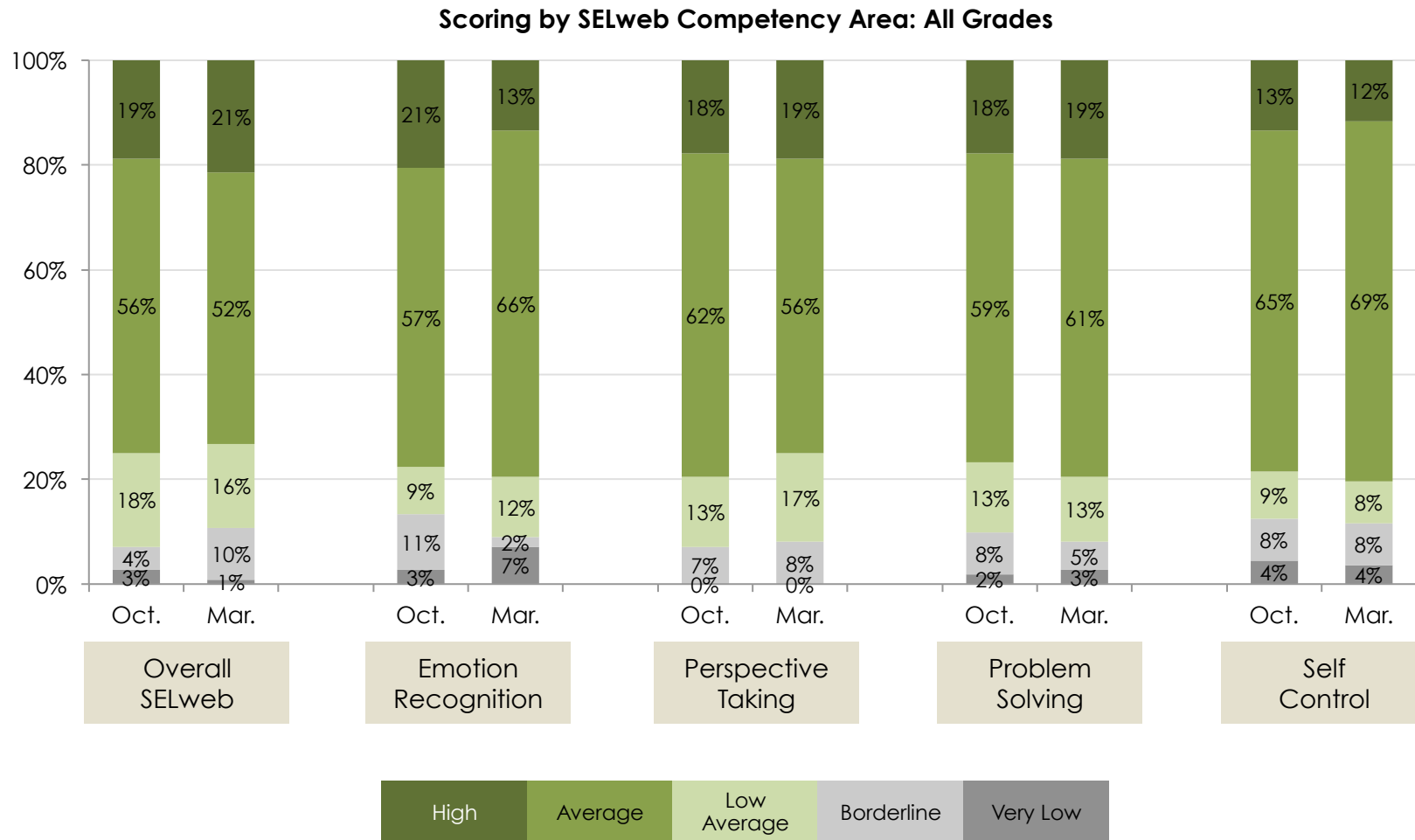
Understanding: Social and Emotional Learning

Goal: 100% students who score at or above 'Average' SELweb total competency score at every school



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