

# Citizens of the World Kansas City

Trimester Report - Part II  
Fall  
2018-19

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# Our Purpose and Our Mission

## **Purpose**

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

## **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.

# 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 student groupings. 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.

# Academics: Measuring Student Performance

Using assessments together

Assessments at CWC are intended to give us a deep, nuanced understanding of **what students know and can do**, and what we need to do to move them forward.

Responding to instructional leaders

CWC **responded to feedback and input** from instructional leaders, principals and Executive Directors on what has and has not worked for educators and students.

Strengthen the CWC vision

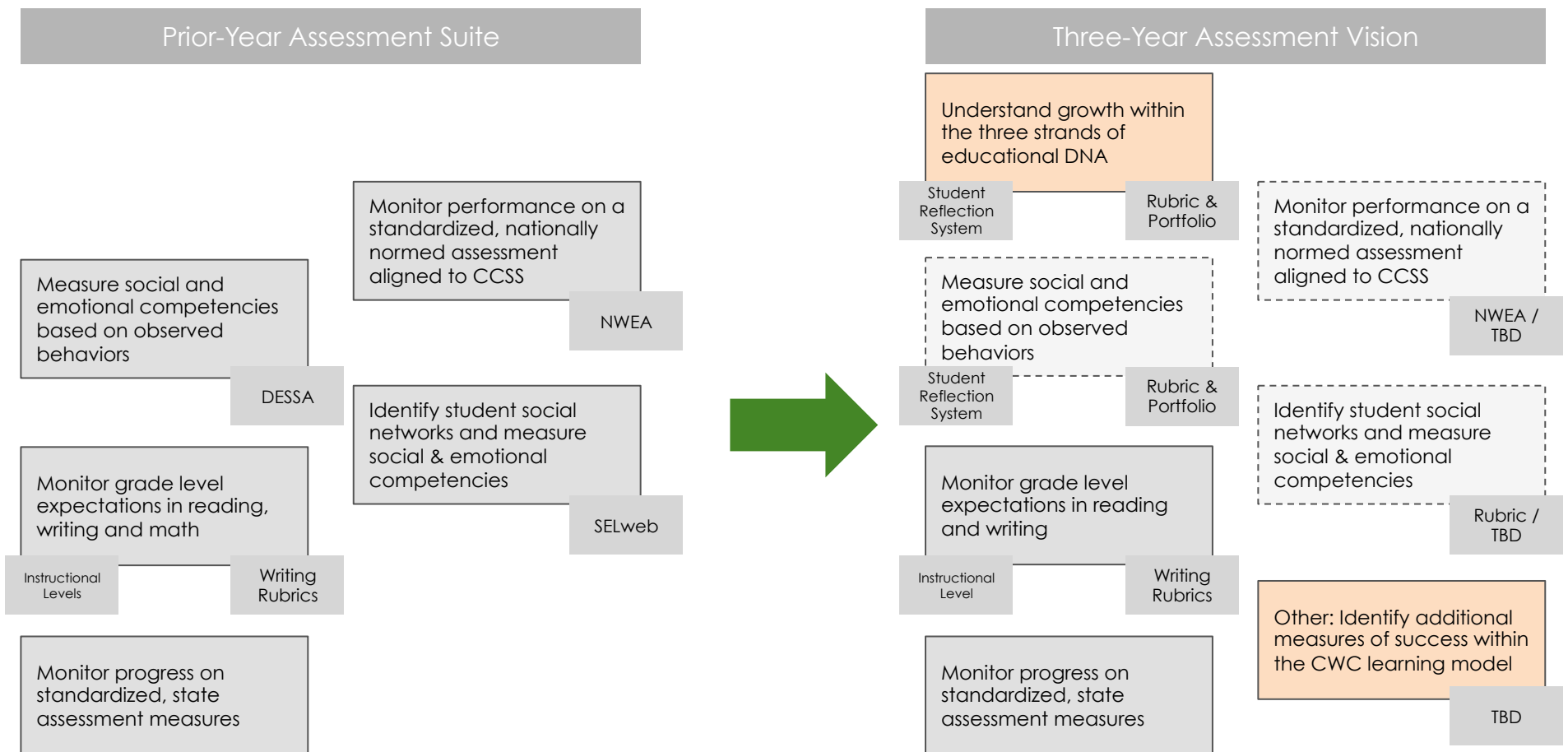
Further adjustments have been made to the Assessment Suite as CWC continues to **refine its approach** to achieve a vision of assessments.

The **Graduate Disposition Framework** offers an opportunity to align this work.

# Academics: Measuring Student Performance

## Transitioning to a Three-Year Vision

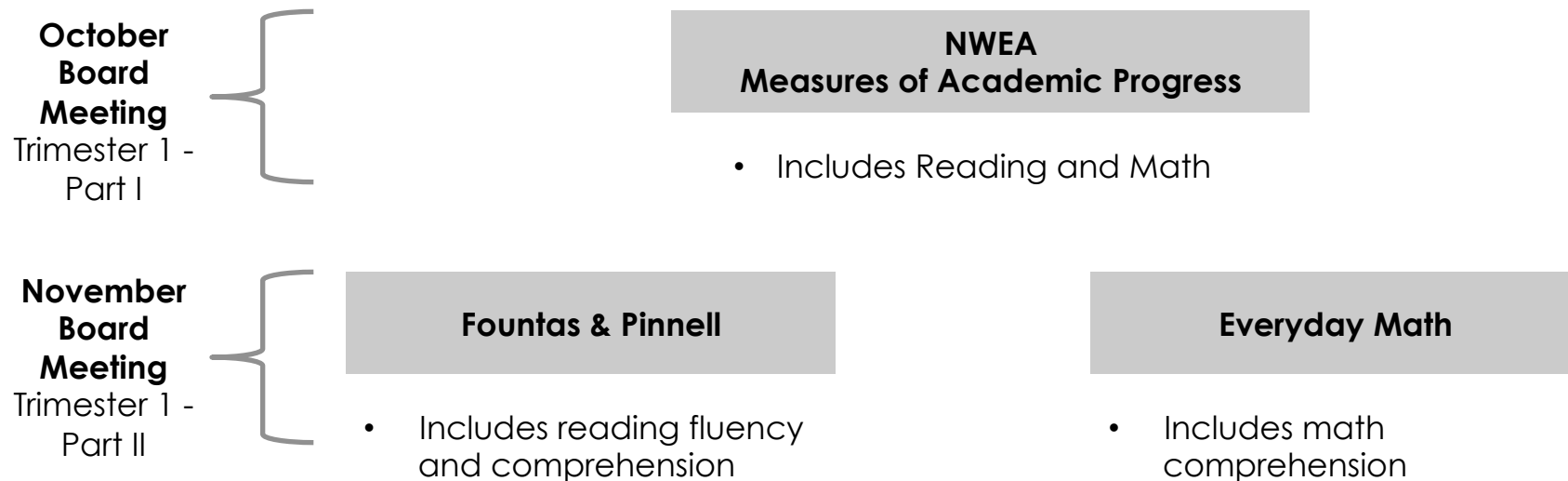
As we move forward with the Graduate Disposition Framework, there will be opportunities to continue using existing tools, identify other tools, or even create new tools that best fit the CWC Learning Model.



# Academics: Measuring Student Performance

## Multiple Measures:

- In the current school year, CWC Kansas City will continue to use a variety of sources to understand student performance and progress.
- Fountas & Pinnell (F&P), NWEA Measures of Academic Progress (MAP), Everyday Math and other assessment data across subject areas help support data-informed decision-making within the CWC Learning Model.



# 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

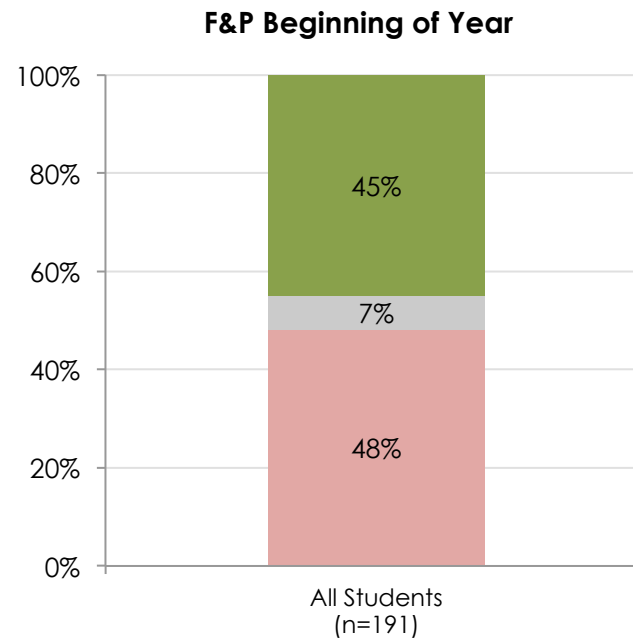
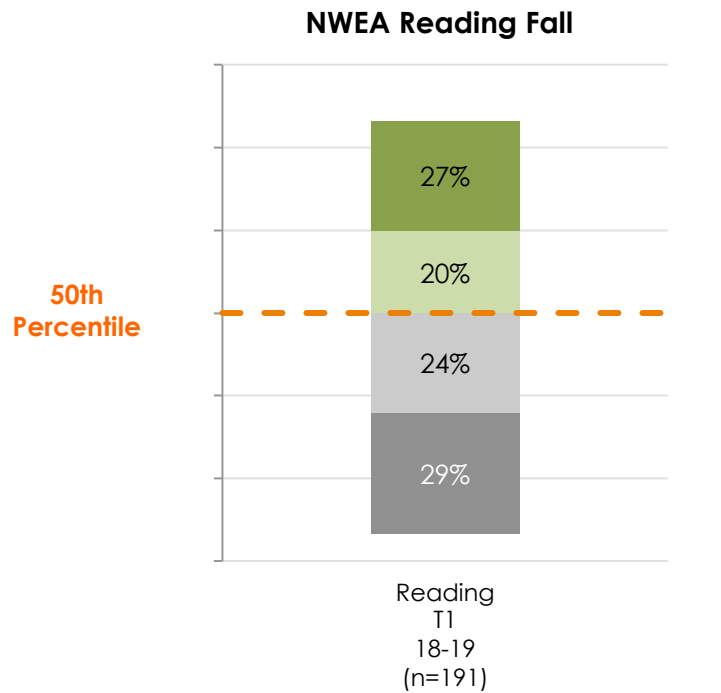


# Understanding: Academics - Student Achievement

Fountas & Pinnell Benchmark Assessment System

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

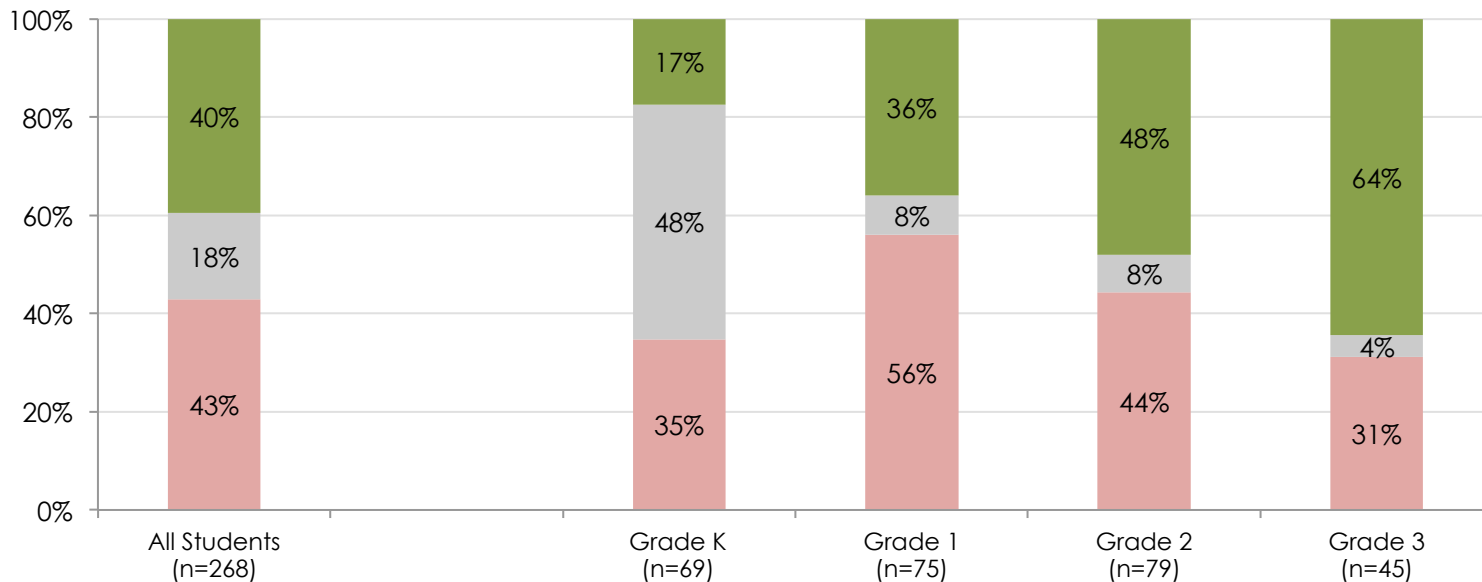
Grades 1-3 Only



# Understanding: Academics - Student Achievement

Fountas & Pinnell Benchmark Assessment System  
 Percentage of Students at Instructional Text Reading Level  
 2018-19: Beginning of Year (BOY)  
 All Grades

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

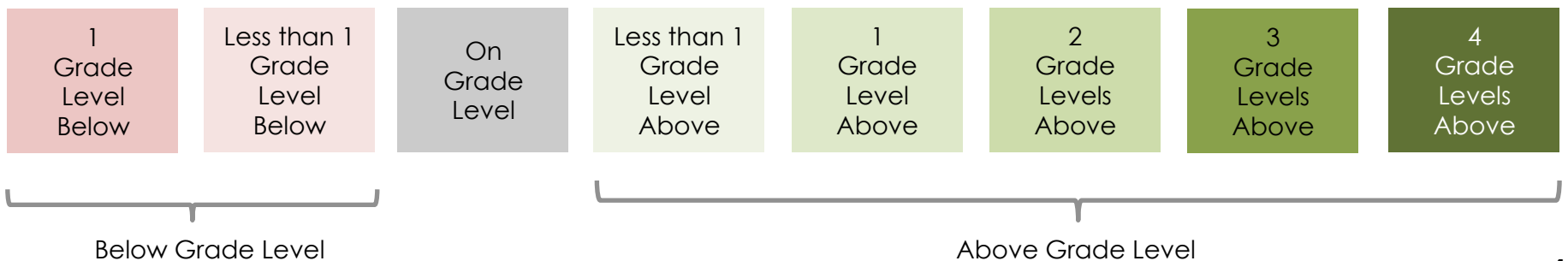
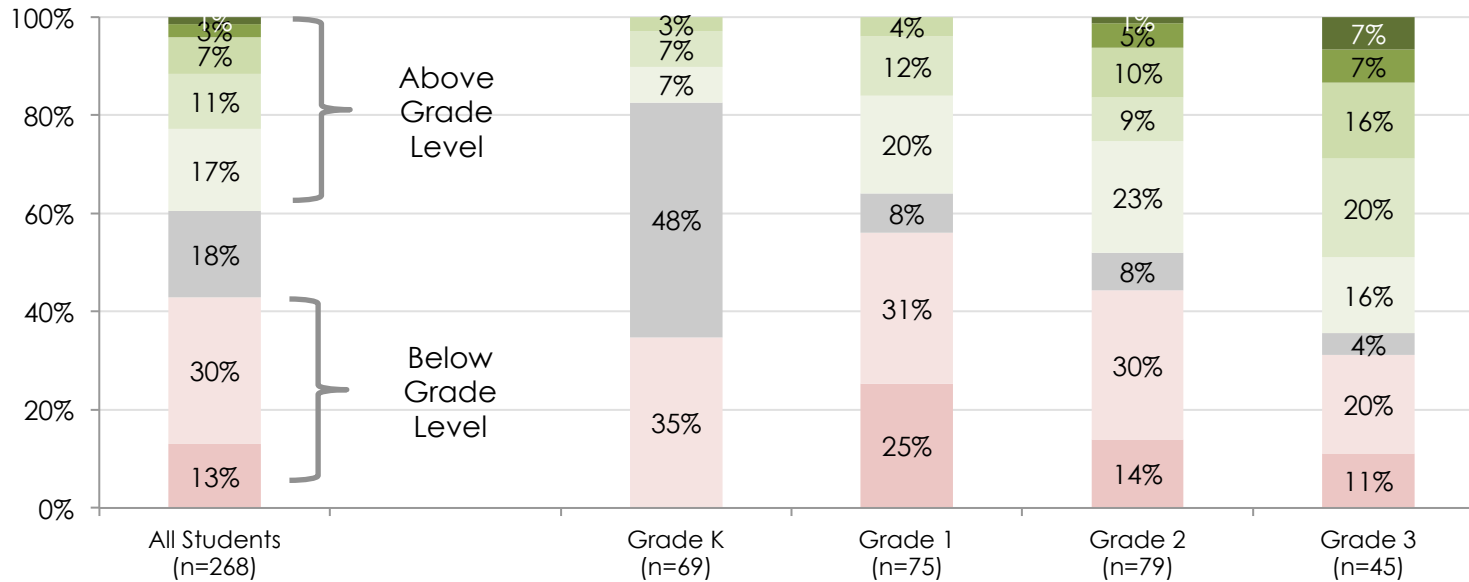


	Grade K	Grade 1	Grade 2	Grade 3
<b>Above</b>	Level A or Above	Level E or Above	Level K or Above	Level O or Above
<b>On</b>	Level P2/P3	Level D	Level J	Level N
<b>Below</b>	Level P1 or Below	Level C or Below	Level I or Below	Level M or Below
<b>On or Above</b>	<b>65%</b>	<b>44%</b>	<b>56%</b>	<b>69%</b>

# Understanding: Academics - Student Achievement

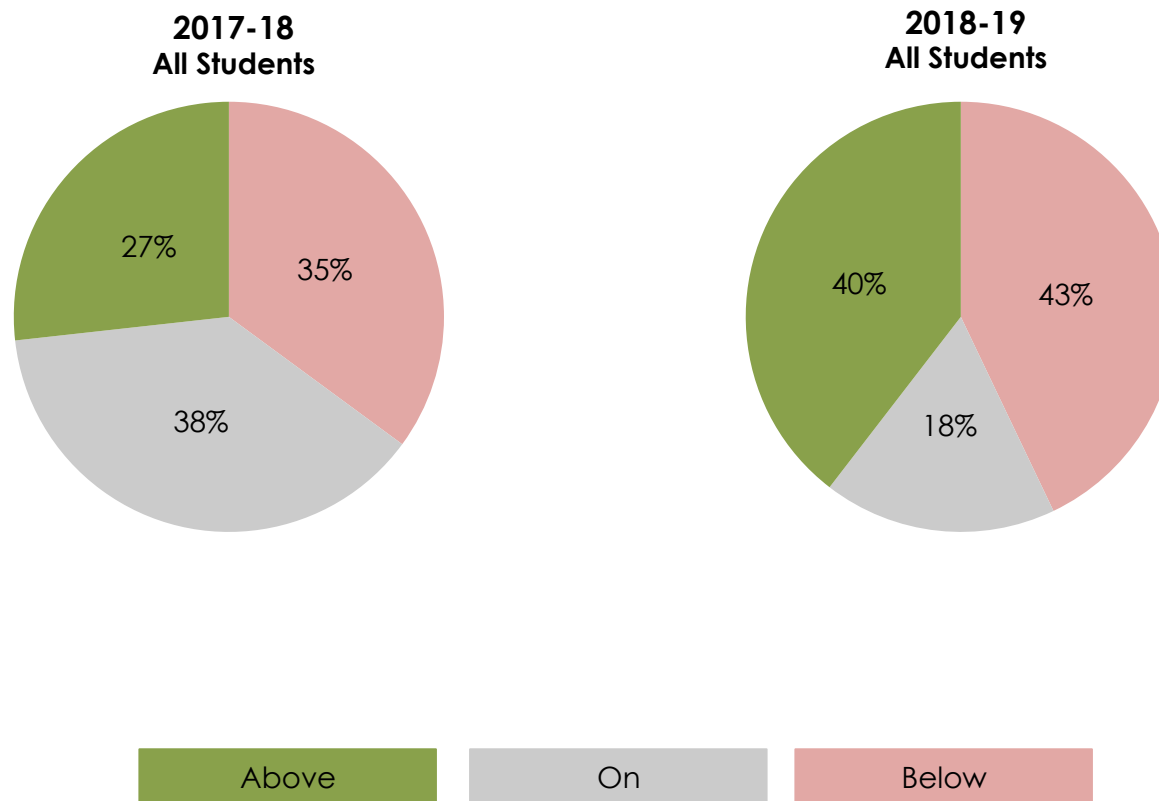
Fountas & Pinnell Benchmark Assessment System  
 Percentage of Students at Instructional Text Reading Level  
 2018-19: Beginning of Year (BOY)  
 All Grades

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



# Understanding: Academics - Student Achievement

Fountas & Pinnell Benchmark Assessment System  
Percentage of Students at Instructional Text Reading Level  
Beginning of Year (BOY) 2017-18 compared with 2018-19  
Grades K-2

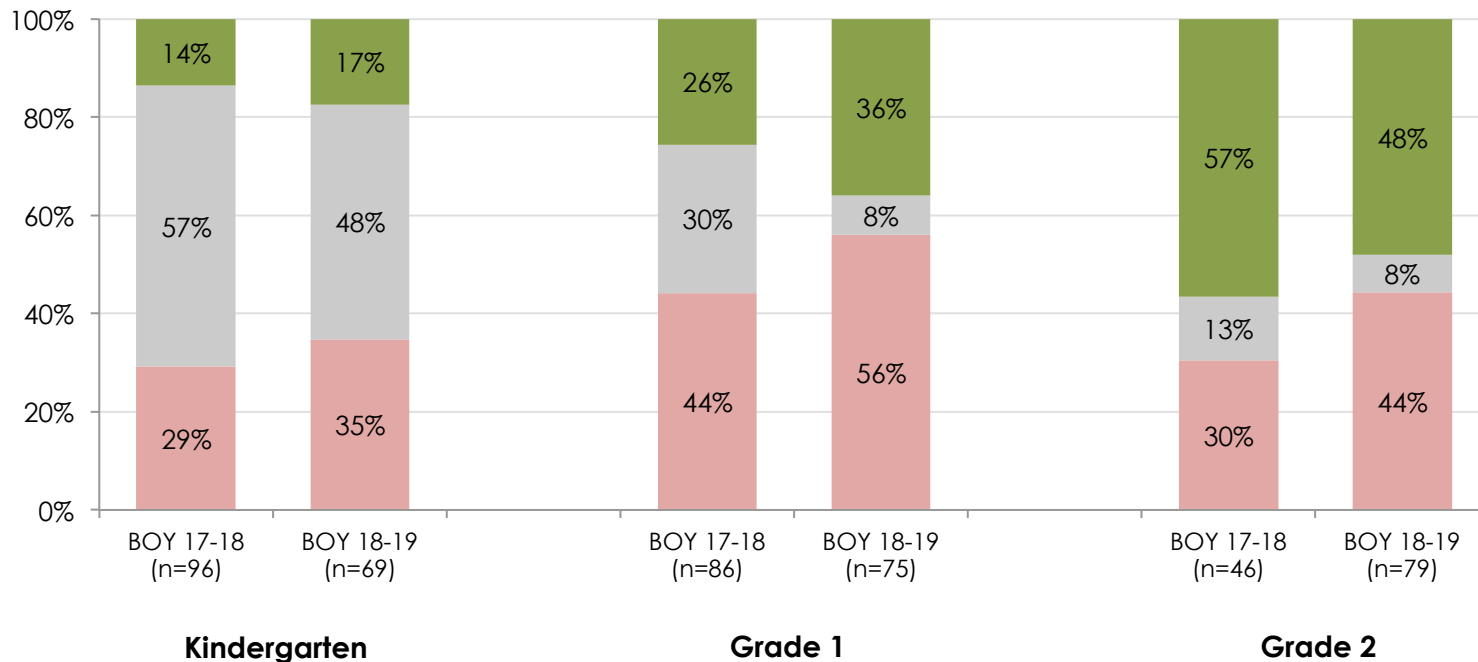


\*\*\*Note: Beginning of Year 2017-18 was administered in Month 1. while Beginning of Year 2018-19 was administered in Month 2.

# Understanding: Academics - Student Achievement

Fountas & Pinnell Benchmark Assessment System  
 Percentage of Students at Instructional Text Reading Level  
 Beginning of Year (BOY) 2017-18 compared with 2018-19  
 Grades K-2

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



Category	2017-18	2018-19
Above	A Or above	A Or above
On	P2/P3	P2/P3
Below	P1 Or below	P1 Or below

Category	2017-18	2018-19
Above	E Or above	E Or above
On	C/D	D
Below	B Or below	C Or below

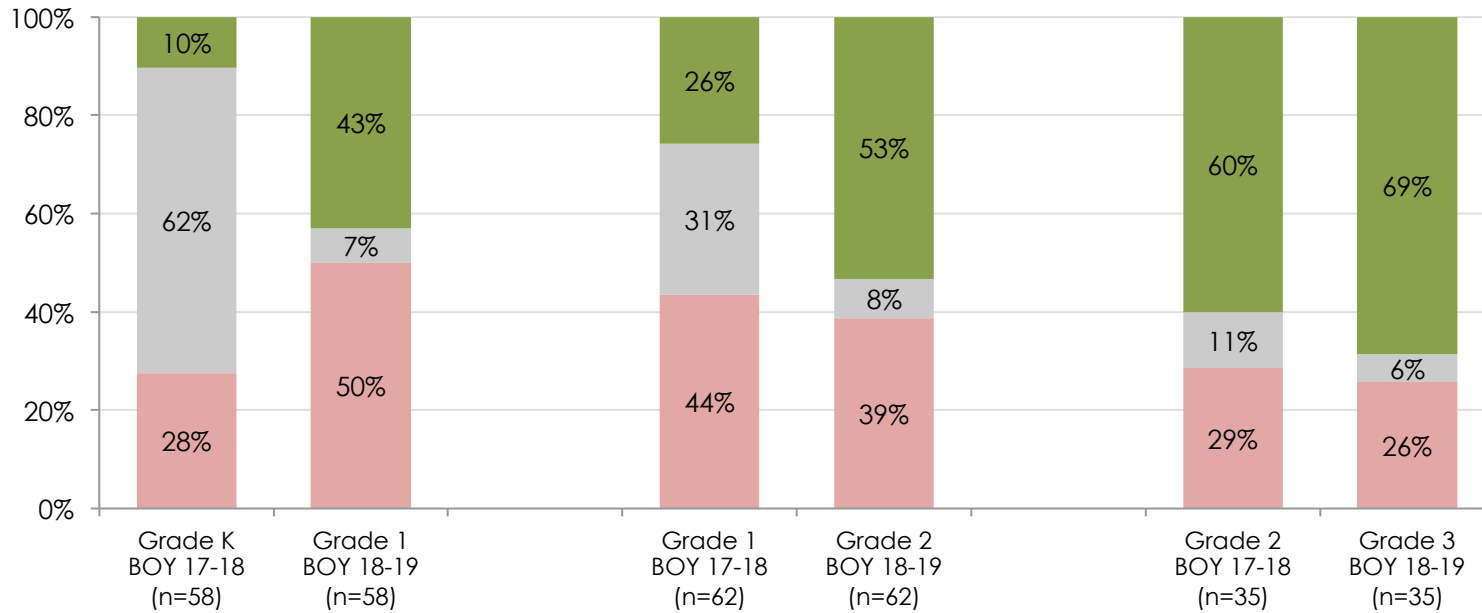
Category	2017-18	2018-19
Above	K Or above	K Or above
On	I/J	J
Below	H Or below	I Or below

\*\*\*Note: Beginning of Year 2017-18 was administered in Month 1. while Beginning of Year 2018-19 was administered in Month 2.

# Understanding: Academics - Student Achievement

Fountas & Pinnell Benchmark Assessment System  
 Percentage of Students at Instructional Text Reading Level  
 Beginning of Year (BOY) 2017-18 compared with 2018-19  
 Grades 1-3: **Cohort**

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



**Current Gr. 1 Cohort**

**Current Gr. 2 Cohort**

**Current Gr. 3 Cohort**

Above	A Or above	A Or above
On	P2/P3	P2/P3
Below	P1 Or below	P1 Or below

E Or above	E Or above
C/D	D
B Or below	C Or below

K Or above	K Or above
I/J	J
H Or below	I Or below

\*\*\*Note: Beginning of Year 2017-18 was administered in Month 1. while Beginning of Year 2018-19 was administered in Month 2.

# Understanding: Academics - Student Achievement

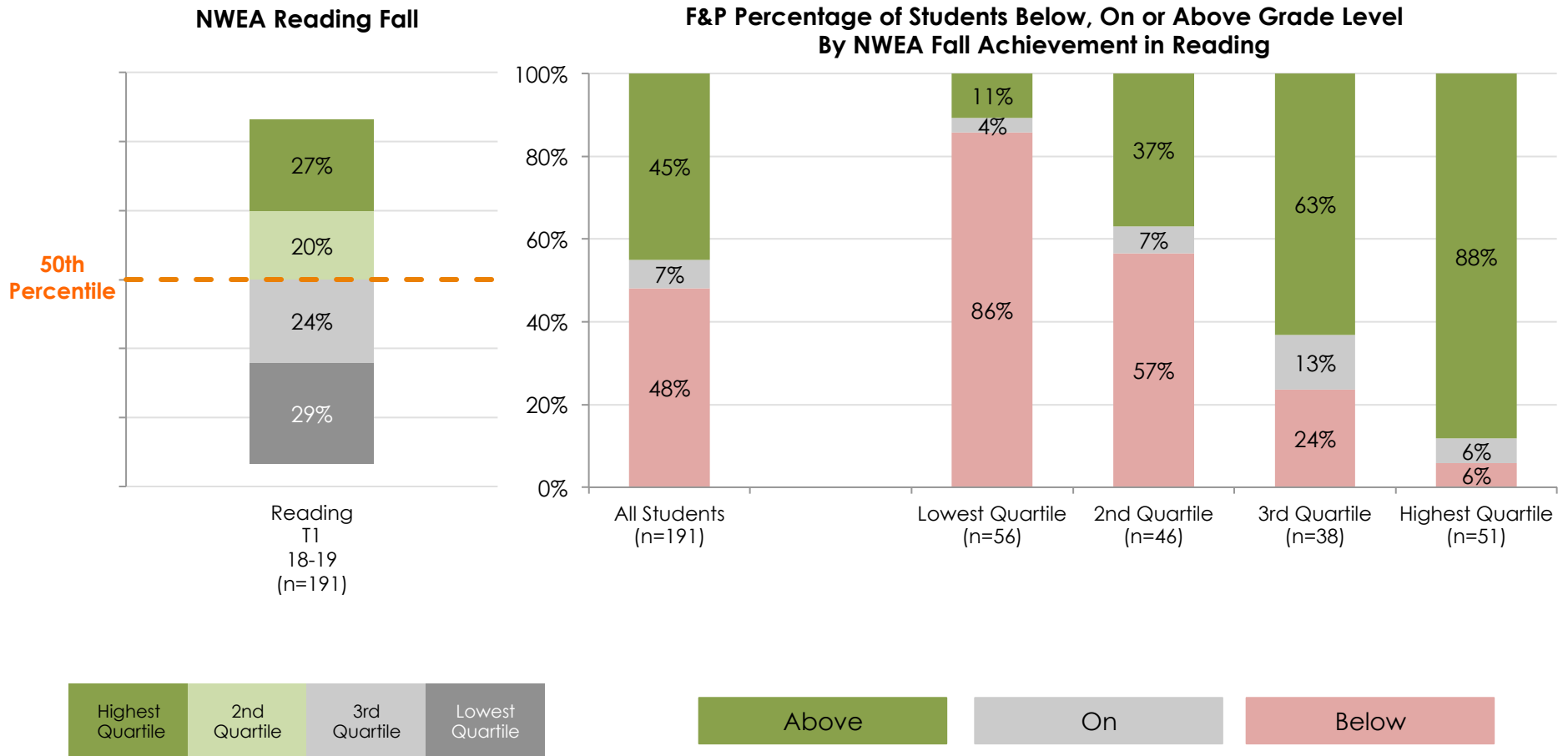
Fountas & Pinnell Benchmark Assessment System  
 Percentage of Students at Instructional Text Reading Level  
 2018-19: Beginning of Year (BOY)  
 By Student Grouping

	All Students	African American	Asian	Caucasian	Hispanic/Latino	Two or More Races
Above grade level	40%	31%	***	54%	20%	40%
On grade level	18%	16%	***	22%	15%	13%
Below grade level	43%	53%	***	24%	65%	47%
Total	100%	100%	***	100%	100%	100%
<b>On or above grade level</b>	<b>57%</b>	<b>47%</b>	<b>***</b>	<b>76%</b>	<b>35%</b>	<b>53%</b>
<i>Number of Students</i>	268	123	3	92	20	30

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

# Understanding: Academics - Student Achievement

Fountas & Pinnell Benchmark Assessment System  
 Percentage of Students at Instructional Text Reading Level  
 By NWEA Achievement Performance  
 Grades 1-3 Only





# CWCS Suggested Next Steps

As CWC engages in this work going forward, we seek to use our existing assessment tools to help inform current practice. While NWEA may only represent a small portion of what students know and can do, it also provides an opportunity for further analysis. CWCS identified the following suggested next steps for CWC KC's consideration:

## **Extend data informed approach**

CWC KC leadership currently reviews NWEA as one piece of several data sources to understand school performance. There is an opportunity to identify champions at the teacher level to extend this approach to support teachers in monitoring student progress towards learning goals.

## **Strengthen approaches and routines**

Incorporate consistent practices during teachers' common planning time, including opportunities to reflect on classroom data and instructional strategies. By modeling at the team level, teachers have the opportunity to strengthen knowledge, skills and mindset in leading this work.

## **Align with current planning**

Incorporate reflections on data with existing priorities at the school and Board levels. For the school, this may include reviewing the professional development cycle and coaching system. For the Board, this may include reviewing the role of the Academic Excellence Committee.

## **Share learnings, not necessarily actions**

Share reflections and learnings during the next Board meeting. Organizations may identify actions and next steps before properly reflecting on and identifying specific needs that best align with existing practices.