Table of Contents

Our Purpose and Our Mission 3

Trimester Reporting Overview 4

Note to Reader 5

Understanding: Academics 6
   Key Findings 6
   Student Growth 9
   Student Achievement 16
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.
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.

Thank you,

Citizens of the World Charter Schools
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.
Student Growth

Fountas & Pinnell: Expected Growth

• Across all grade levels, approximately 65% of students achieved expected or higher than expected growth in reading levels from the beginning to the end of the school year.
• Grades 2 and 3 had the largest proportion of students with higher than expected growth, with over 70% of students in that growth category.

NWEA Growth: Percentile Rankings – Achievement vs. Growth

• Median achievement and growth percentile rankings for Grades 1 and 2 fell behind the national average in both subjects, with the exception of Math in Grade 2.
• As a reminder, this indicates students grew less on average than peers in the same grade level, the same subject and with similar starting RIT scores from Trimester 1 of 2018-19.

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 Reading 38%, and in Math 38%, of all Grade 1-2 students* met projected growth targets from Trimester 1 to Trimester 3 of this school year.
• Compared to 2017-18, there is a higher percentage of students meeting projected growth targets from Trimester 1 to Trimester 3 in both subject areas.

Grade 3 did not administer the Spring NWEA assessment. Kindergarten did not administer the Fall and Winter NWEA assessments.
Student Achievement

Fountas & Pinnell: Below, On or Above Grade Level

- Across all grade levels, approximately 62% of students are on or above grade level for end of the year reading level expectations.

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

- Across all grade levels, 37% in Reading and 41% in Math performed on or above the national average (50th percentile).
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:

<table>
<thead>
<tr>
<th>Fountas &amp; Pinnell</th>
<th>NWEA Measures of Academic Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>F&amp;P is an assessment of reading fluency and comprehension.</td>
<td>The Reading portion of the NWEA MAP focuses on specific performance areas:</td>
</tr>
<tr>
<td></td>
<td>• Foundational Skills</td>
</tr>
<tr>
<td></td>
<td>• Language and Writing</td>
</tr>
<tr>
<td></td>
<td>• Literature and Information</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary Use and Functions</td>
</tr>
</tbody>
</table>
Fountas & Pinnell Benchmark Assessment System
Percentage of Students Meeting Expected Growth
2018-19: Beginning of Year (BOY) to End of Year (EOY)
By Grade Level

Kindergarten
- Expected or Higher: 57%
  - Higher than: > 4 F&P Levels
  - Expected: 4 F&P Levels
  - Just below: 3 F&P Levels
  - Less than: < 3 F&P Levels

Grade 1
- Expected or Higher: 53%
  - Higher than: > 5 F&P Levels
  - Expected: 5 F&P Levels
  - Just below: 4 F&P Levels
  - Less than: < 4 F&P Levels

Grade 2
- Expected or Higher: 74%
  - Higher than: > 3 F&P Levels
  - Expected: 3 F&P Levels
  - Just below: 2 F&P Levels
  - Less than: < 2 F&P Levels

Grade 3
- Expected or Higher: 80%
  - Higher than: > 2 F&P Levels
  - Expected: 2 F&P Levels
  - Just below: 1 F&P Levels
  - Less than: < 1 F&P Levels
### Understanding: Academics - Student Growth

Fountas & Pinnell Benchmark Assessment System

Percentage of Students Meeting Expected Growth

2018-19: Beginning of Year (BOY) to End of Year (EOY)

By Student Grouping

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>African American</th>
<th>Asian</th>
<th>Caucasian</th>
<th>Hispanic/Latino</th>
<th>Two or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher than expected growth</td>
<td>43%</td>
<td>41%</td>
<td>***</td>
<td>51%</td>
<td>38%</td>
<td>30%</td>
</tr>
<tr>
<td>Expected growth</td>
<td>22%</td>
<td>20%</td>
<td>***</td>
<td>26%</td>
<td>24%</td>
<td>13%</td>
</tr>
<tr>
<td>Just below expected growth</td>
<td>17%</td>
<td>22%</td>
<td>***</td>
<td>11%</td>
<td>14%</td>
<td>22%</td>
</tr>
<tr>
<td>Less than expected/no growth</td>
<td>18%</td>
<td>17%</td>
<td>***</td>
<td>11%</td>
<td>24%</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>***</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Expected or higher growth</td>
<td>65%</td>
<td>61%</td>
<td>***</td>
<td>78%</td>
<td>62%</td>
<td>43%</td>
</tr>
</tbody>
</table>

**Number of Students**

- 232
- 105
- 3
- 80
- 21
- 23

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

- High Growth
  - Low Achievement
  - High Achievement

- Low Growth
  - Low Achievement
  - High Achievement

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).

Note: Achievement and Growth Chart Example represents sample data.
Understanding: Academics - Student Growth

NWEA Growth: Student Median Percentile Rankings – Achievement vs. Growth
Trimester 1 to Trimester 3: 2018-19
By Grade Level

Achievement and Growth Chart*

Math - Gr. 1
Math - Gr. 2
Reading - Gr. 1
Reading - Gr. 2

CWC Kansas City

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Achievement</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Grade 1</td>
<td>37</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Grade 2</td>
<td>43</td>
<td>33</td>
</tr>
<tr>
<td>Math</td>
<td>Grade 1</td>
<td>27</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Grade 2</td>
<td>52</td>
<td>30</td>
</tr>
</tbody>
</table>

Grade 3 did not administer the Spring NWEA assessment. Kindergarten did not administer the Fall and Winter NWEA assessments.
Note: Teachers are able to access a version of this chart and view the achievement and growth results for each individual student.
NWEA: Student Growth Projections
Each student’s growth projection (or “growth target”) is based on the student’s grade, starting RIT score, and the subject in which that student is tested. The growth projection represents NWEA’s best estimate of the average growth for students.

Example: Ruby gained 9 RIT units since the Fall MAP test. Typical growth for students starting at the same level was 5 points.

Met Growth? Yes
Ruby exceeded the projected (typical) growth RIT score of 201 given the following factors:

Grade Level: 3rd
Starting RIT Score: 196
Subject: Math
**Understanding: Academics - Student Growth**

**NWEA Growth: Percentage of Students Who Met Projected Growth Target**
T1 to T3 2017-18 compared to T1 to T3 2018-19
By Student Grouping, Grades 1-2*

*Grade 3 did not administer the Spring NWEA assessment. Kindergarten did not administer the Fall and Winter NWEA assessments.

***Note: Data not included for sample sizes less than 11. Sample size (n) reflects 2018-19 student count.

### Reading

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>33%</td>
<td>44%</td>
</tr>
<tr>
<td>African Amer.</td>
<td>27%</td>
<td>13%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>11%</td>
<td>32%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>44%</td>
<td>27%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>55%</td>
<td>55%</td>
</tr>
</tbody>
</table>

### Math

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>33%</td>
<td>38%</td>
</tr>
<tr>
<td>African Amer.</td>
<td>21%</td>
<td>34%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>45%</td>
<td>47%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>18%</td>
<td>27%</td>
</tr>
</tbody>
</table>

---

*Note: Data not included for sample sizes less than 11. Sample size (n) reflects 2018-19 student count.*
Understanding: Academics - Student Growth

NWEA Growth: Percentage of Students Who Met Projected Growth Target
Trimester 1 to Trimester 3: 2018-19
By Race / Ethnicity and Student Grouping, Grades 1-2*

*Grade 3 did not administer the Spring NWEA assessment. Kindergarten did not administer the Fall and Winter NWEA assessments.
Fountas & Pinnell Benchmark Assessment System
NWEA Achievement: Percentage of Students On or Above the National Average Grades K-2*

*NNEA Spring Reading

- 21% 50th Percentile
- 18% 2nd Quartile
- 20% 3rd Quartile
- 41% Lowest Quartile

Reading T3
18-19
(n=225)

On or Above 39%

F&P End of Year

- 51% All Students (n=225)
- 8% Above
- 40% On

*Reflects data for the 225 students with both NWEA Spring and F&P End of Year data sets.
**Fountas & Pinnell Benchmark Assessment System**

Percentage of Students at Instructional Text Reading Level

2018-19: End of Year (EOY)

All Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level D or Above</th>
<th>Level J or Above</th>
<th>Level N or Above</th>
<th>Level Q or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>Level C</td>
<td>Level I</td>
<td>Level M</td>
<td>Level P</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Level B or Below</td>
<td>Level H or Below</td>
<td>Level L or Below</td>
<td>Level O or Below</td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>On or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>60%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>58%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>59%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>78%</td>
</tr>
</tbody>
</table>
Fountas & Pinnell Benchmark Assessment System
Percentage of Students at Instructional Text Reading Level
2018-19: End of Year (EOY)
All Grades

Below Grade Level

Above Grade Level

> 1 Grade Level Below
1 Grade Level Below
Less than 1 Grade Level Below
On Grade Level
Less than 1 Grade Level Above
1 Grade Level Above
2 Grade Levels Above
3 Grade Levels Above
4 Grade Levels Above

Below Grade Level

Above Grade Level

All Students (n=268)
Grade K (n=75)
Grade 1 (n=77)
Grade 2 (n=75)
Grade 3 (n=41)
Fountas & Pinnell Benchmark Assessment System
Percentage of Students at Instructional Text Reading Level
End of Year (EOY) 2017-18 compared with 2018-19
Current Grades 1-3 Cohort

2017-18
Prior Year Grades K-2

46% Above
7% On
47% Below

n = 152

2018-19
Current Year Grades 1-3

61% Above
9% On
30% Below

n = 152
Fountas & Pinnell Benchmark Assessment System
Percentage of Students at Instructional Text Reading Level
End of Year (EOY) 2017-18 compared with 2018-19
Grades 1-3 Cohort

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

<table>
<thead>
<tr>
<th>Current Gr. 1 Cohort</th>
<th>Current Gr. 2 Cohort</th>
<th>Current Gr. 3 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above</strong></td>
<td><strong>On</strong></td>
<td><strong>Below</strong></td>
</tr>
<tr>
<td>D Or above</td>
<td>C</td>
<td>B Or below</td>
</tr>
<tr>
<td>J Or above</td>
<td>I</td>
<td>H Or below</td>
</tr>
<tr>
<td>N Or above</td>
<td>M</td>
<td>L Or below</td>
</tr>
<tr>
<td>Q Or above</td>
<td>P</td>
<td>O Or below</td>
</tr>
</tbody>
</table>

2017-18 EOY (n=60)  | 2018-19 EOY (n=60)  | 2017-18 EOY (n=59)  | 2018-19 EOY (n=59)  | 2017-18 EOY (n=33)  | 2018-19 EOY (n=33)  |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>27%</td>
<td>67%</td>
<td>49%</td>
<td>79%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>55%</td>
<td>37%</td>
<td>42%</td>
<td>36%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>42%</td>
<td>8%</td>
<td>56%</td>
<td>7%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>3%</td>
<td>12%</td>
<td>18%</td>
<td>18%</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Fountas & Pinnell Benchmark Assessment System
Percentage of Students at Instructional Text Reading Level
2018-19: End of Year (EOY)
By Student Grouping

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>African American</th>
<th>Asian</th>
<th>Caucasian</th>
<th>Hispanic/Latino</th>
<th>Multiracial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above grade level</td>
<td>53%</td>
<td>39%</td>
<td>***</td>
<td>81%</td>
<td>33%</td>
<td>45%</td>
</tr>
<tr>
<td>On grade level</td>
<td>9%</td>
<td>12%</td>
<td>***</td>
<td>4%</td>
<td>4%</td>
<td>10%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>38%</td>
<td>49%</td>
<td>***</td>
<td>14%</td>
<td>63%</td>
<td>45%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>***</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>On or above grade level</td>
<td>62%</td>
<td>51%</td>
<td>***</td>
<td>86%</td>
<td>38%</td>
<td>55%</td>
</tr>
<tr>
<td>Number of Students</td>
<td>268</td>
<td>121</td>
<td>3</td>
<td>90</td>
<td>24</td>
<td>29</td>
</tr>
</tbody>
</table>

***Note: Data not included for sample sizes less than 11.
NWEA Achievement: Percentage of Students On or Above the National Average
Grades K-2

CWCS Goal 85%

T3 2017-18: Reading (n=223) 39%
T3 2018-19: Reading (n=241) 37%
T3 2017-18: Math (n=222) 40%
T3 2018-19: Math (n=235) 41%
Understanding: Academics - Student Achievement

NWEA Achievement: Percentage of Students On or Above the National Average
Grades K-2

![Bar chart showing NWEA Achievement for Grades K-2 in Trimester 3 of 2017-18 and 2018-19](chart_image)

- **Reading T3 17-18 (n=223):**
  - 50th Percentile: 18%
  - Top Quartile: 21%
  - 2nd Quartile: 23%
  - 3rd Quartile: 38%

- **Reading T3 18-19 (n=241):**
  - 50th Percentile: 20%
  - Top Quartile: 21%
  - 2nd Quartile: 21%
  - 3rd Quartile: 41%

- **Math T3 17-18 (n=222):**
  - 50th Percentile: 19%
  - Top Quartile: 21%
  - 2nd Quartile: 18%
  - 3rd Quartile: 42%

- **Math T3 18-19 (n=235):**
  - 50th Percentile: 18%
  - Top Quartile: 23%
  - 2nd Quartile: 18%
  - 3rd Quartile: 38%
Fountas & Pinnell Benchmark Assessment System
Percentage of Students at Instructional Text Reading Level
By NWEA Achievement Performance
Grades K-2 Only

F&P Percentage of Students Below, On or Above Grade Level
By NWEA Spring Achievement in Reading

*NReflects data for the 225 students with both NWEA Spring and F&P End of Year data sets.*