

# Citizens of the World Kansas City

Trimester 1 Report  
Fall 2016

# Table of Contents

Our Purpose	3
Trimester Reporting Overview	4
Note to Reader	6
Community: Diversity	
Diversity: Key Findings	7
Student Diversity	8
Understanding: Academics	
Academics: Key Findings (NWEA)	10
Academics: Key Findings (F&P)	18
Understanding: Social and Emotional Learning	
SELweb: Key Findings	19

## Our 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: Overview

## Trimester Reporting

Three times a year, we review school and organization progress toward key goals – organizational goals to indicate progress to 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. The Schools Team continues to explore different approaches for reviewing this data to better reflect organizational goals.

We also include student **SELweb** results by grade. 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 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

- CWC Kansas City exceeds its overall diversity goal ( $\leq 51\%$  non-Caucasian), stated as the Midtown Geographic Area Goals in the school's Charter.
- Regarding racial diversity, CWC Kansas City exceeds the African American goal of 36% and meets the Hispanic / Latino goal of 10%.
- Regarding socioeconomic diversity, 52% of the student population is eligible for the Free and Reduced Price Lunch program; this exceeds the goal of 50%.

### Student Attrition

- Going forward, the number of students who dis-enroll from school will be reported each Trimester starting with Trimester 2, 2017.

### Staff Attrition

- Going forward, the number of staff who no are longer employed with CWC Kansas City will be reported each Trimester starting with Trimester 2, 2017.

# Community: Student Diversity

Goal: Diversity of students to align with targets set in the charter by school.

	CWC Kansas City	
	Trimester 1 16-17	Midtown Geographic Area Goals
<b>Total Student Enrollment</b>	<b>125</b>	---
African American	49%	36%
Asian/Pacific Islander	1%	2%
Caucasian	34%	49%
Hispanic/Latino	10%	10%
Indian American/Alaskan	0%	---
Multiracial	6%	---
Not Specified	0%	3%
Free/Reduced Eligible	52%	50%
English Learners	10%	8%
Students with Disabilities	7%	---

Note: At all CWC schools students are enrolled by blind, random lottery. This data is not required or collected during student recruitment and/or enrollment processes. This data is collected as required by various state and federal reporting requirements.



# Community: Student Diversity

Goal: No student attrition variance among various subgroups

	CWC Kansas City	
	Trimester 1 16-17	Midtown Geographic Area Goals
<b>Total Student Attrition</b>		
African American		
Asian/Pacific Islander		
Caucasian		
Hispanic/Latino		
Indian American/Alaskan		
Multiracial		
Not Specified		
Free/Reduced Eligible		
English Learners		
Students with Disabilities		

Intentionally Left Blank -  
To be completed for  
Trimester 2 Report

Note: At all CWC schools students are enrolled by blind, random lottery. This data is not required or collected during student recruitment and/or enrollment processes. This data is collected as required by various state and federal reporting requirements.

# Academics: Key Findings

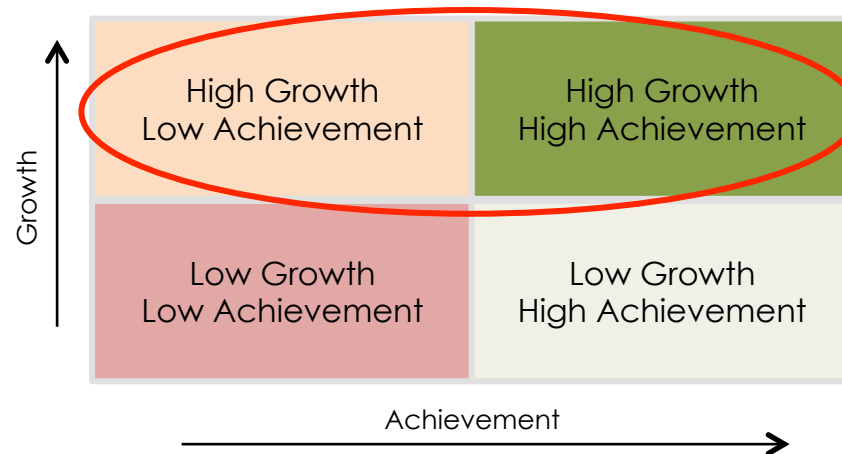
## NWEA Achievement: Percentage of Students On or Above the National Average

- Across all students, 59% perform on or above the national average for her or his grade level in Reading. In Math, 55% of students bested the national average.
- Performance varies by racial/ethnic subgroup, as a higher percentage of Caucasian students performed in the top two quartiles than the other racial / ethnic groups.
- Performance also varies by grade level as a higher proportion of Grade 1 students performed in the top quartile relative to Kindergarten students, especially in Reading.

## NWEA Growth: 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.

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. Given Trimester 1 was the first administration for CWC Kansas City, there are no growth measures included.



# Academics: Key Findings

## **NWEA Growth: Percentile Rankings – Achievement vs. Growth (continued)**

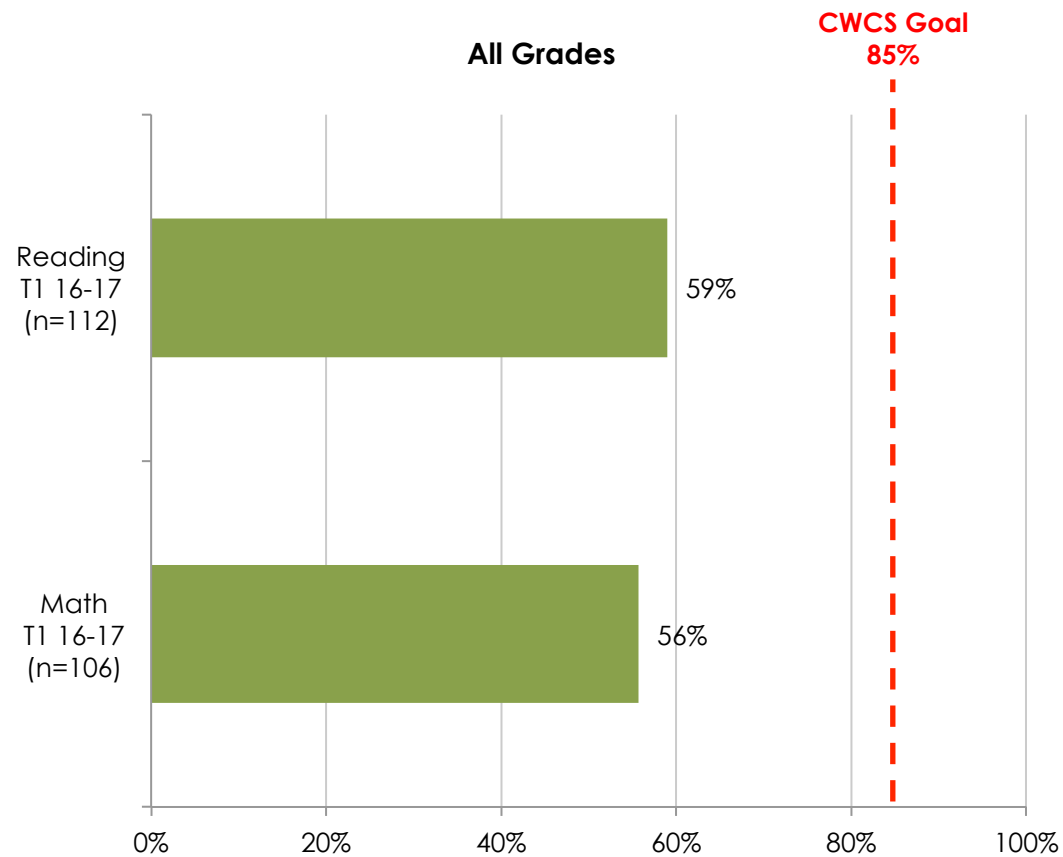
- Kindergarten students' median percentile rankings are 53rd and 50th in Reading and Math, respectively. Therefore, these students performed better than 53% of Kindergarten students who tested at about the same time in their instructional calendar in Reading.
- Grade 1 students' median percentile rankings are 67th and 62nd in Reading and Math, respectively.
- Growth median percentile rankings will be available in subsequent Trimester Reports.

## **NWEA Growth: Students who met their NWEA growth targets (preview only)**

- Going forward, Trimester Reports will include the percentage of students who met or exceeded their projected RIT.
- 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.
- Typically, 50-55% of students meet their respective projected RIT.

# Understanding: Academics

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

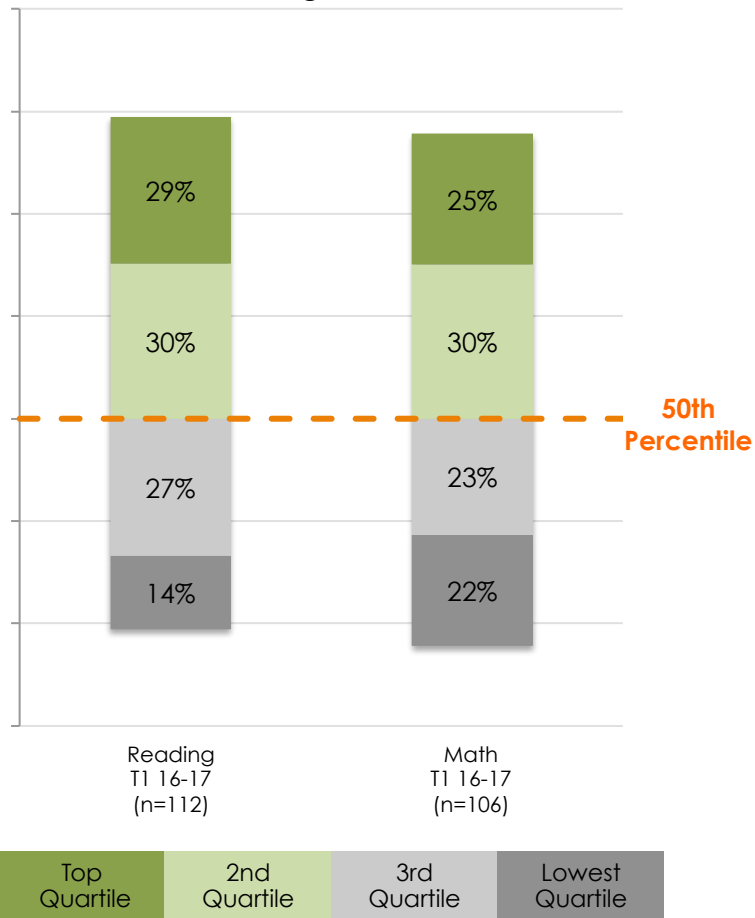


# Understanding: Academics

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

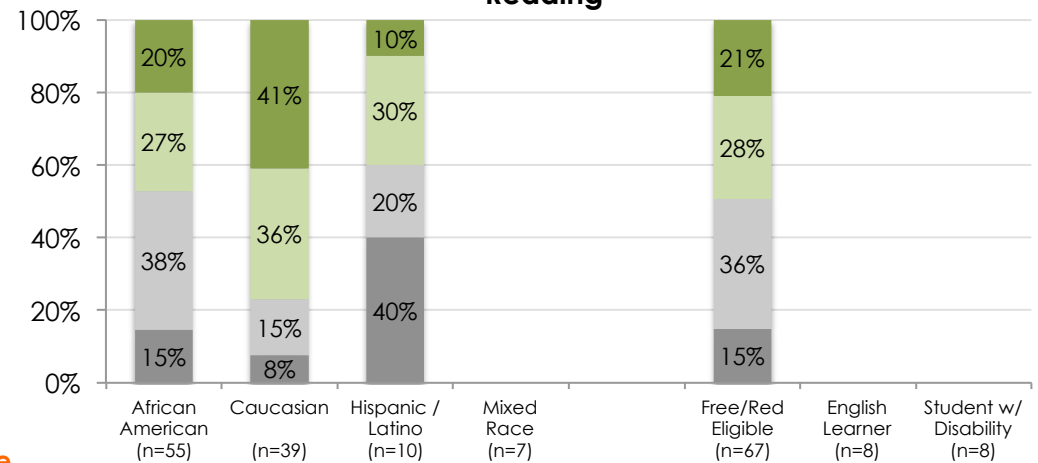
## All Grades: All Students

### Reading and Math

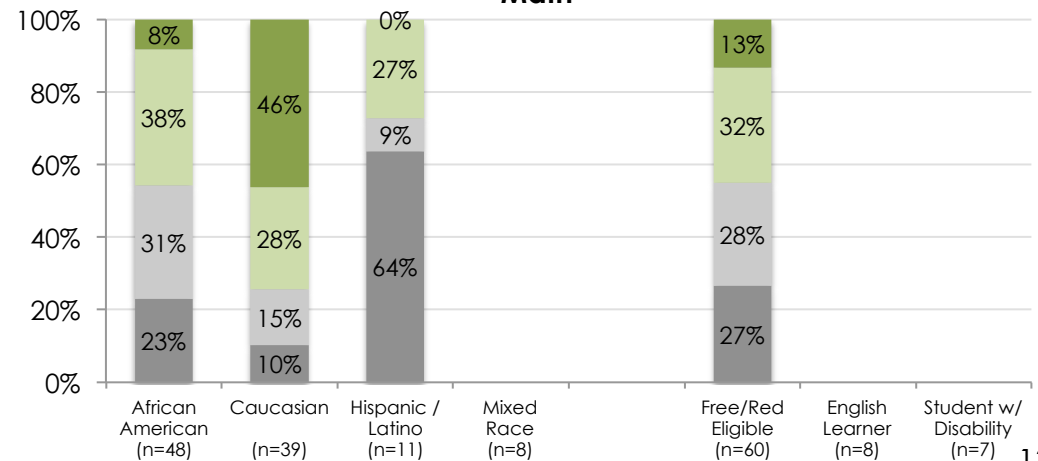


## All Grades: By Race / Ethnicity and Other Subgroup

### Reading



### Math

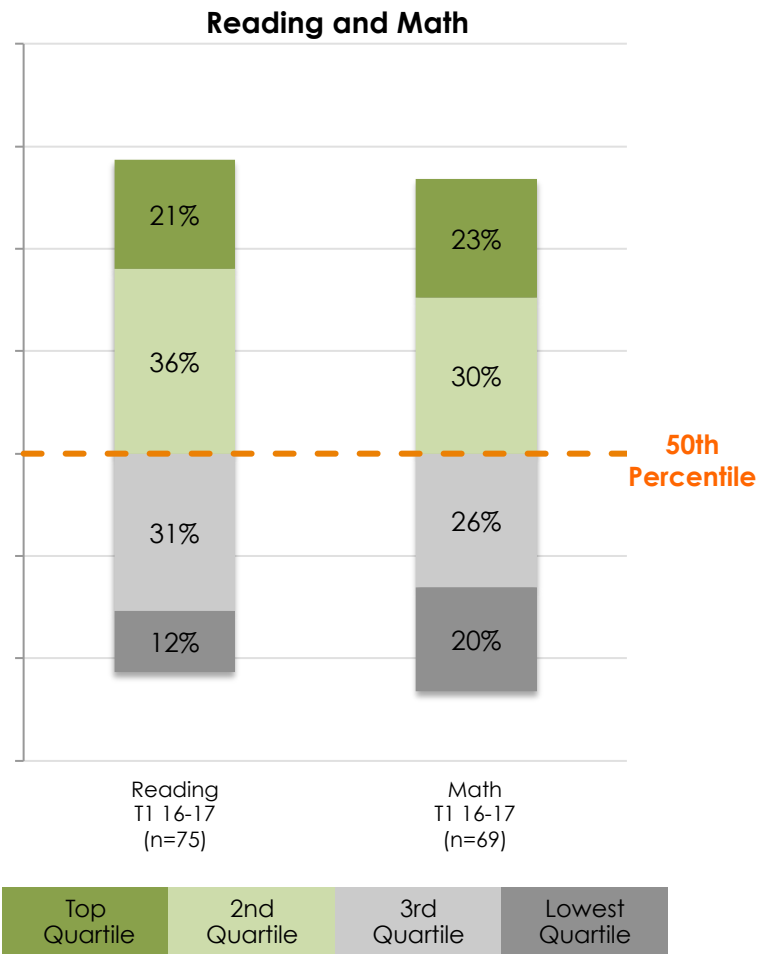


Note: Data not included for sample sizes less than 10.

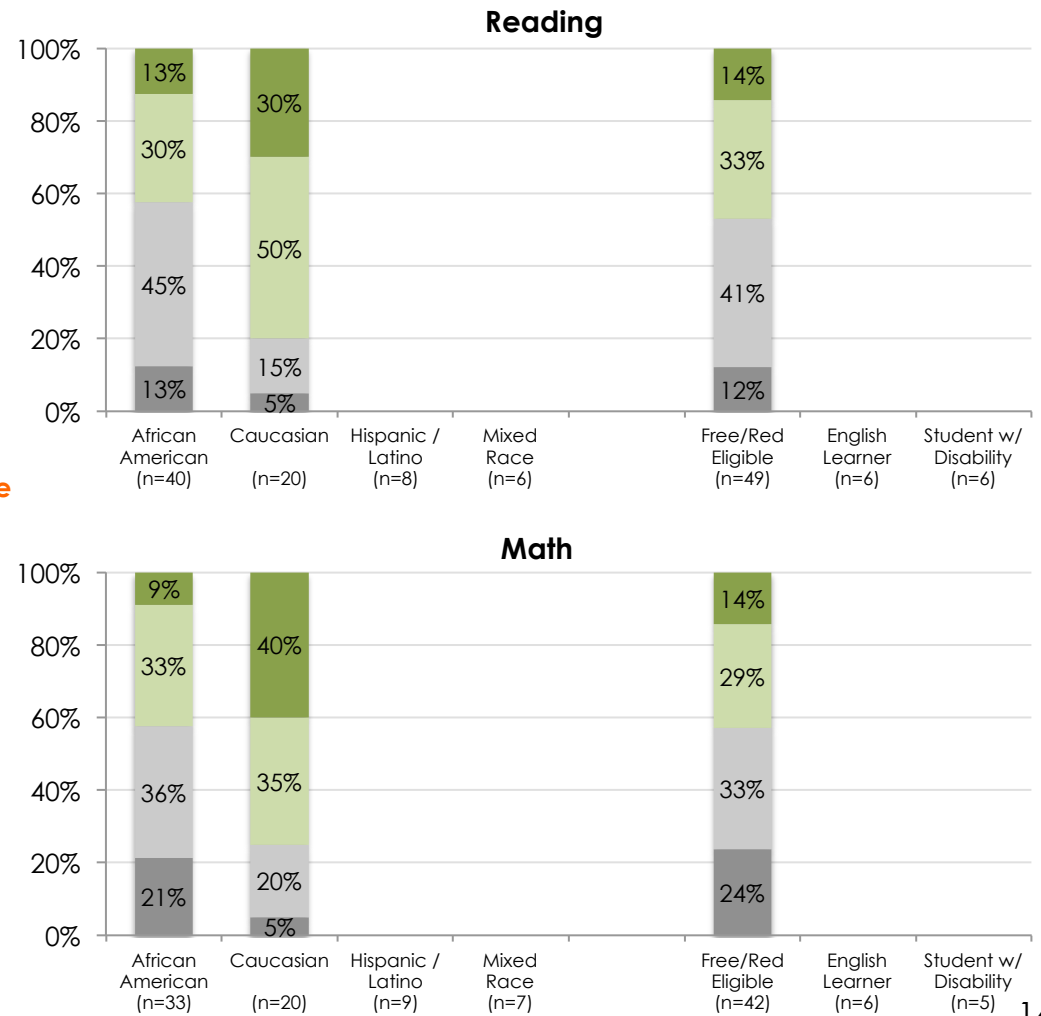
# Understanding: Academics

NWEA Achievement: Percentage of Students On or Above the National Average  
 Trimester 1: 2016-17  
 Kindergarten

**Kindergarten: All Students**



**Kindergarten: By Race / Ethnicity and Other Subgroup**

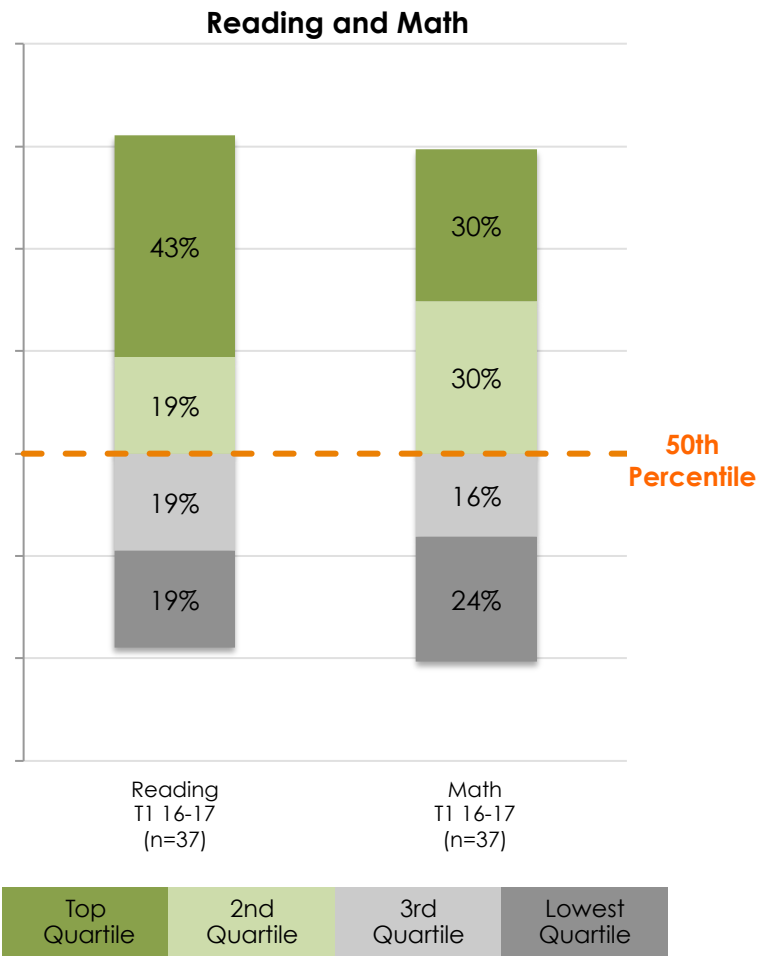


Note: Data not included for sample sizes less than 10.

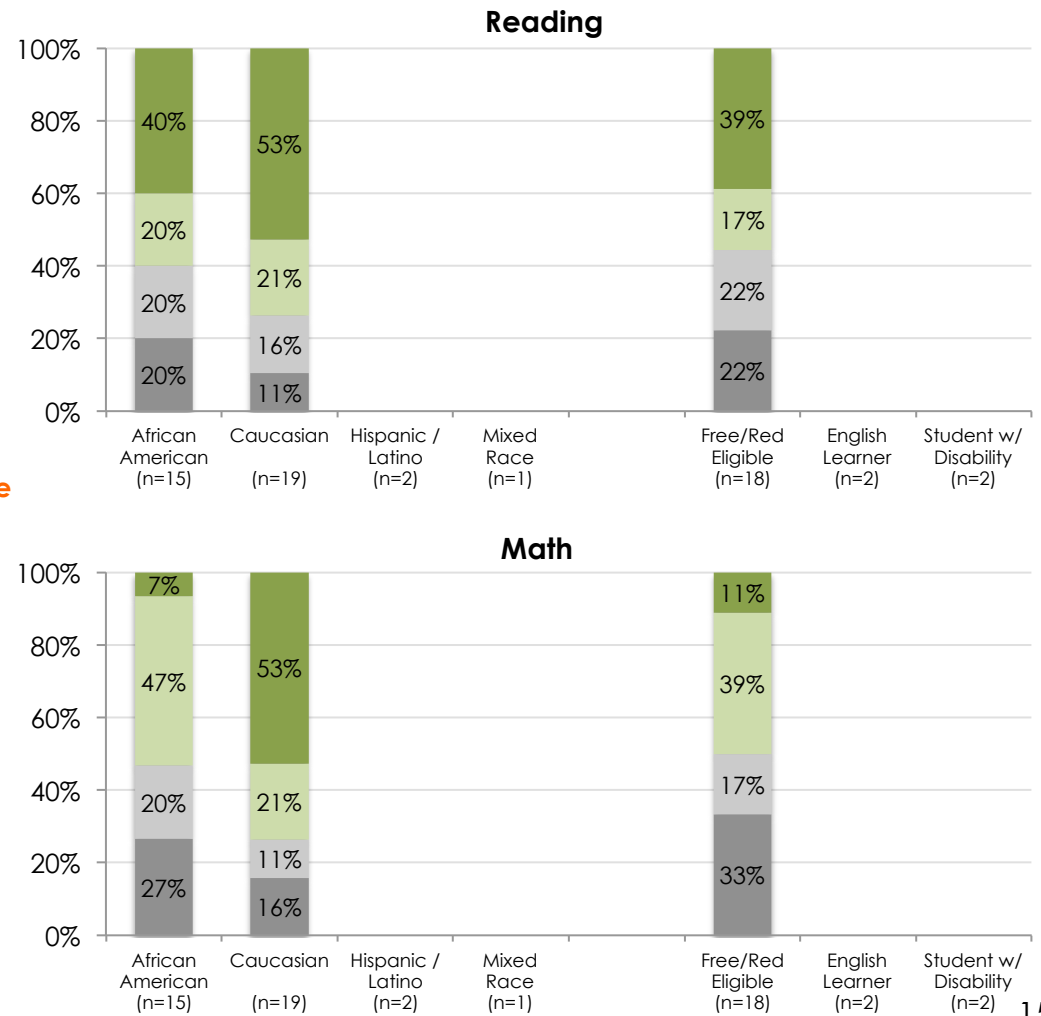
# Understanding: Academics

NWEA Achievement: Percentage of Students On or Above the National Average  
 Trimester 1: 2016-17  
 Grade 1

**Grade 1: All Students**



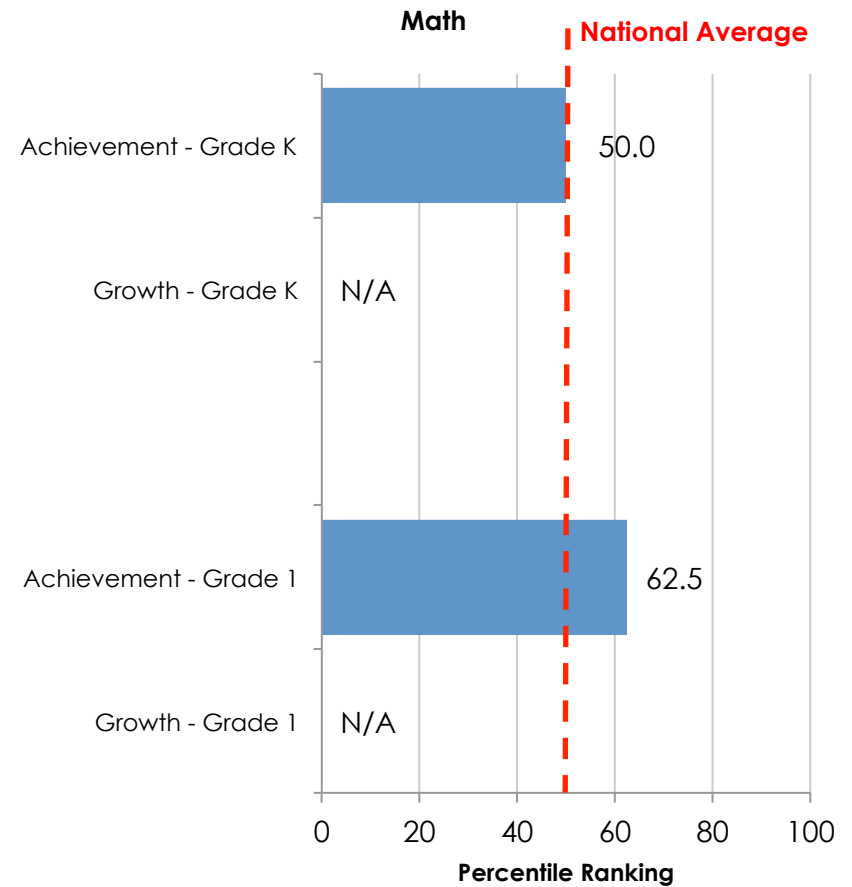
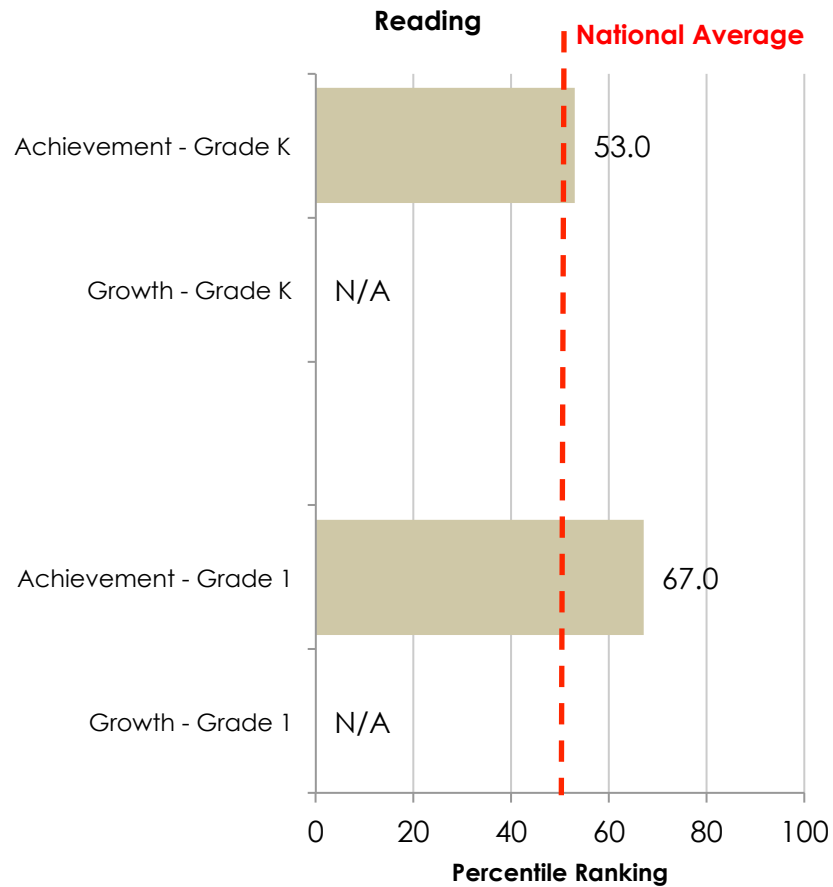
**Grade 1: By Race / Ethnicity and Other Subgroup**



Note: Data not included for sample sizes less than 10.

# Understanding: Academics

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

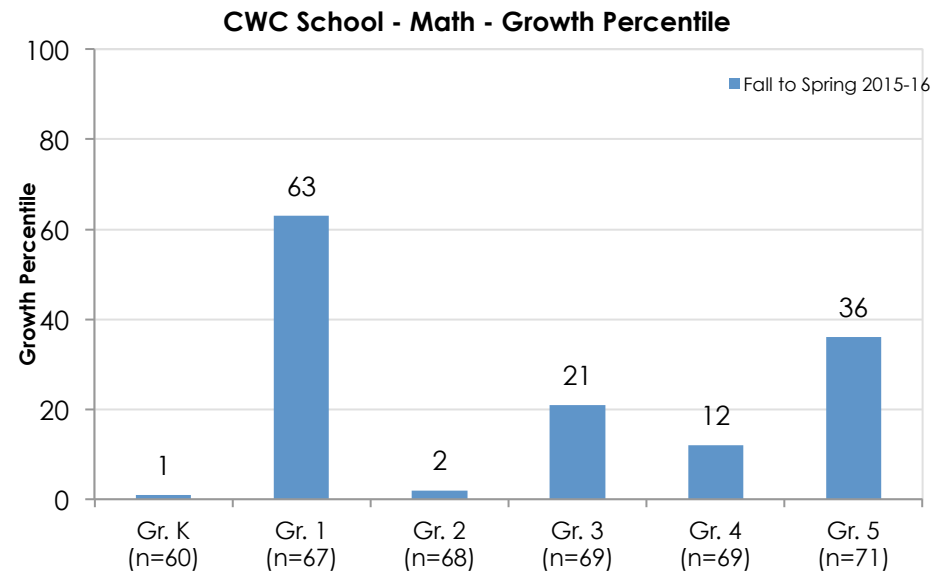
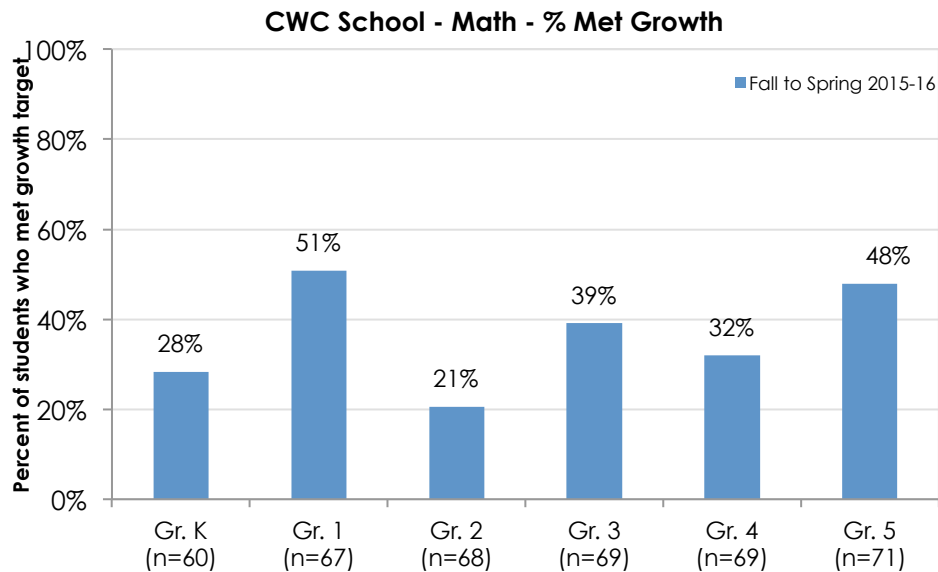




# Understanding: Academics

NWEA Growth: Students who met their NWEA growth targets (*sample data only*)  
Trimester 1 to Trimester 2: 2016-17

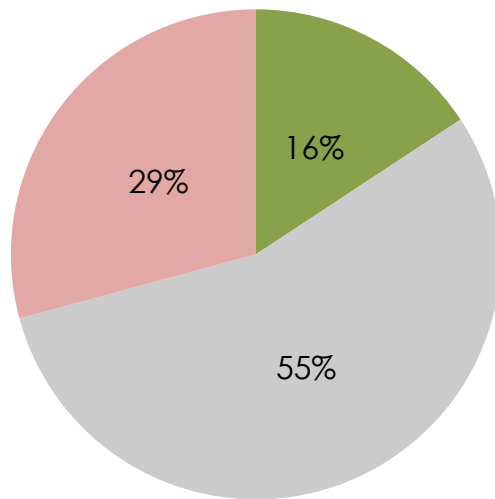
Sample Data Only



# Understanding: Academics

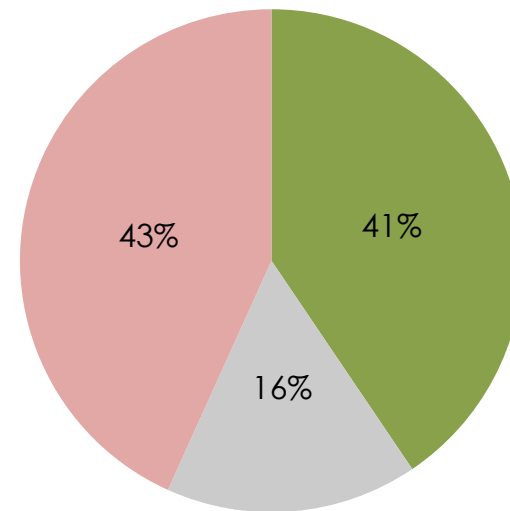
Fountas and Pinnell Benchmark Assessment System  
Percentage of Students At Instructional Text Reading Level  
Trimester 1 2016 (as shared at September 21, 2016 Board of Directors Meeting)

**Kindergarten**



Above	Level A or Above
On	Level P2/P3
Below	Level P1

**Grade 1**



Above	Level E or Above
On	Level C/D
Below	Less than C

# 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.

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

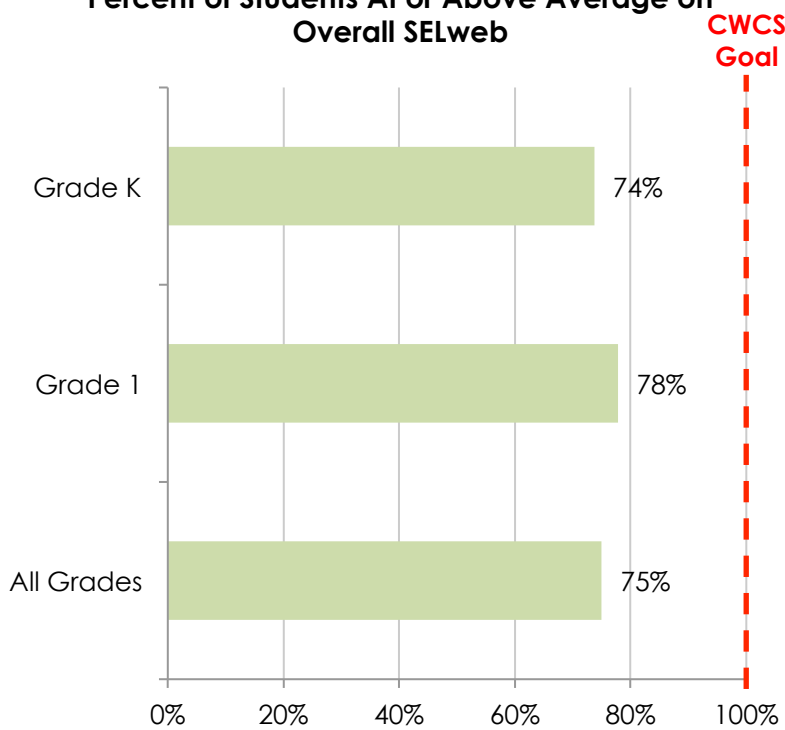
## **Key Findings**

- Approximately 75% of all students scored at or above 'average' on their SELweb total competency score.
- 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).
- Variances between racial / ethnic and other subgroup are evident across Overall SELweb performance.
- With regards to social acceptance, approximately 19% of all students are not socially accepted by peers.

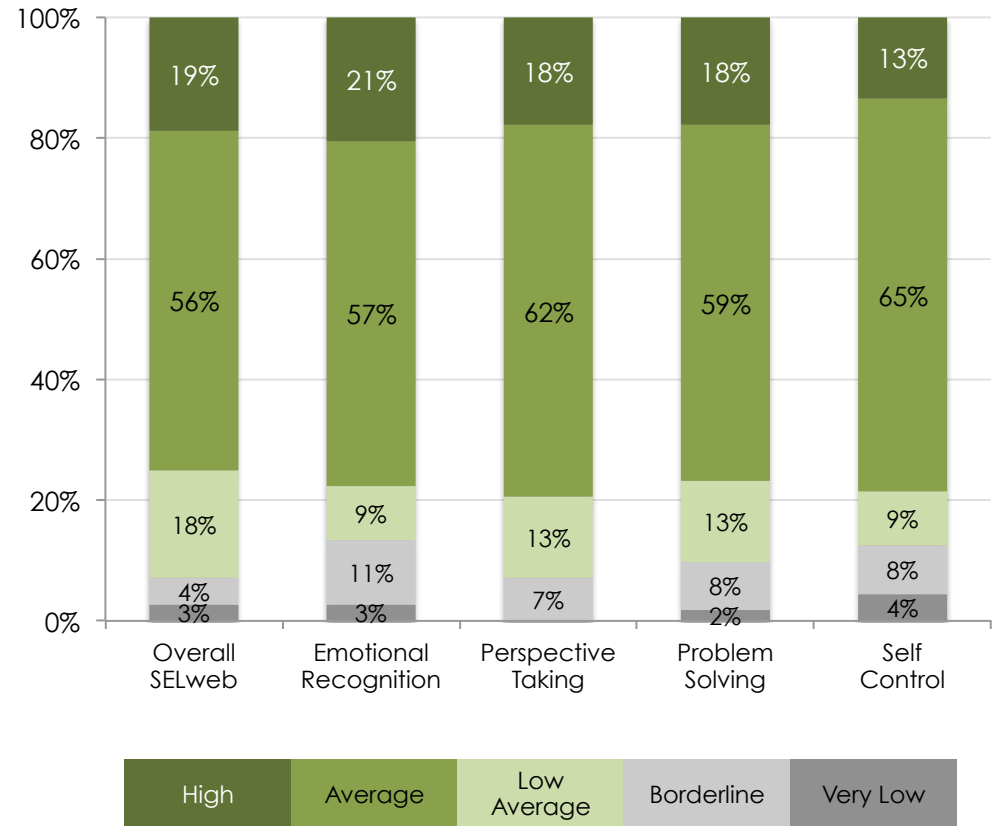
# Understanding: Social and Emotional Learning

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

Percent of Students At or Above Average on Overall SELweb

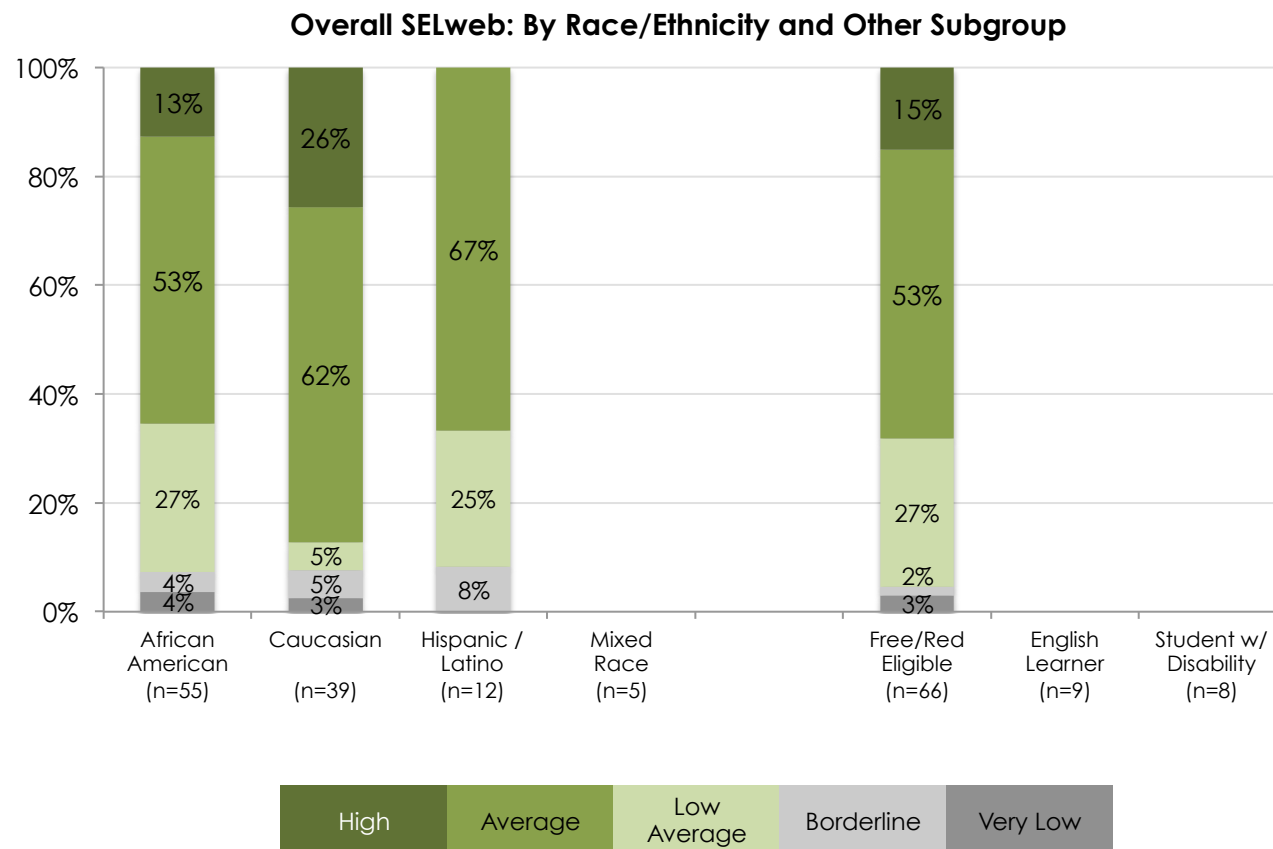


Scoring by SELweb Competency Area: All Grades



# Understanding: Social and Emotional Learning

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



Note: Data not included for sample sizes less than 10.

# Understanding: Social and Emotional Learning

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

## Social Acceptance: By Grade Level

