

# Citizens of the World Kansas City

Trimester Report  
Winter 2017

# Table of Contents

Our Purpose	3
Trimester Reporting Overview	5
Note to Reader	6
Community: Diversity	
Diversity: Key Findings	7
Student Diversity	8
Understanding: Academics	
Academics: Key Findings (NWEA)	10

## 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, 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.

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 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 (< 51% non-Caucasian). The Midtown Geographic Area targets from the school's original charter stated the goal of 49% for Caucasian students.
- Regarding racial diversity, CWC Kansas City exceeds both the African American goal of 36% and the Hispanic / Latino goal of 10%.
- Regarding socioeconomic diversity, 58% of the student population is eligible for the Free and Reduced Price Lunch program; this exceeds the goal of 50%.

### **Student Attrition**

- Approximately 8% of students withdrew between late September 2016 through the end of January 2017.
- Of those that withdrew, there were no significant variances between student subgroups relative to the school's enrollment or geographic area goals.

# Community: Student Diversity

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

	CWC Kansas City	
	Initial State Reporting	Midtown Geographic Area Goals
<b>Total Student Enrollment</b>	<b>125</b>	---
African American	48%	36%
Asian/Pacific Islander	1%	2%
Caucasian	34%	49%
Hispanic/Latino	11%	10%
Indian American/Alaskan	0%	---
Multiracial	6%	---
Not Specified	0%	3%
Free/Reduced Eligible	58%	50%
English Learners	9%	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			
	Attrition Data		Compared to School Enrollment	
			Initial State Reporting	Midtown Geographic Area Goals
From 9/28/16 to 1/27/17*	<b>11</b>	<b>8%</b>	125	---
African American	4	36%	48%	36%
Asian/Pacific Islander	0	0%	1%	2%
Caucasian	3	27%	34%	49%
Hispanic/Latino	2	18%	11%	10%
Indian American/Alaskan	0	0%	0%	---
Multiracial	2	18%	6%	---
Not Specified	0	0%	0%	3%
Free/Reduced Eligible	6	55%	58%	50%
English Learners	0	0%	9%	8%
Students with Disabilities	1	9%	7%	---

The initial state collection date for Missouri in 2016-17 is September 28, 2016.

\*Total attrition percentage for this report:

Total Number of Students that Withdrew from 9/28/16 through 1/27/17 divided by Total Enrollment on 9/28/16

# Academics: Key Findings

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

- Across all students, 37% in Reading and 40% 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 two quartiles than other racial / ethnic groups.
- Overall, all students - across race/ethnicity and program subgroups - reflect a decline relative to Trimester 1.

## 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.



# Academics: Key Findings

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

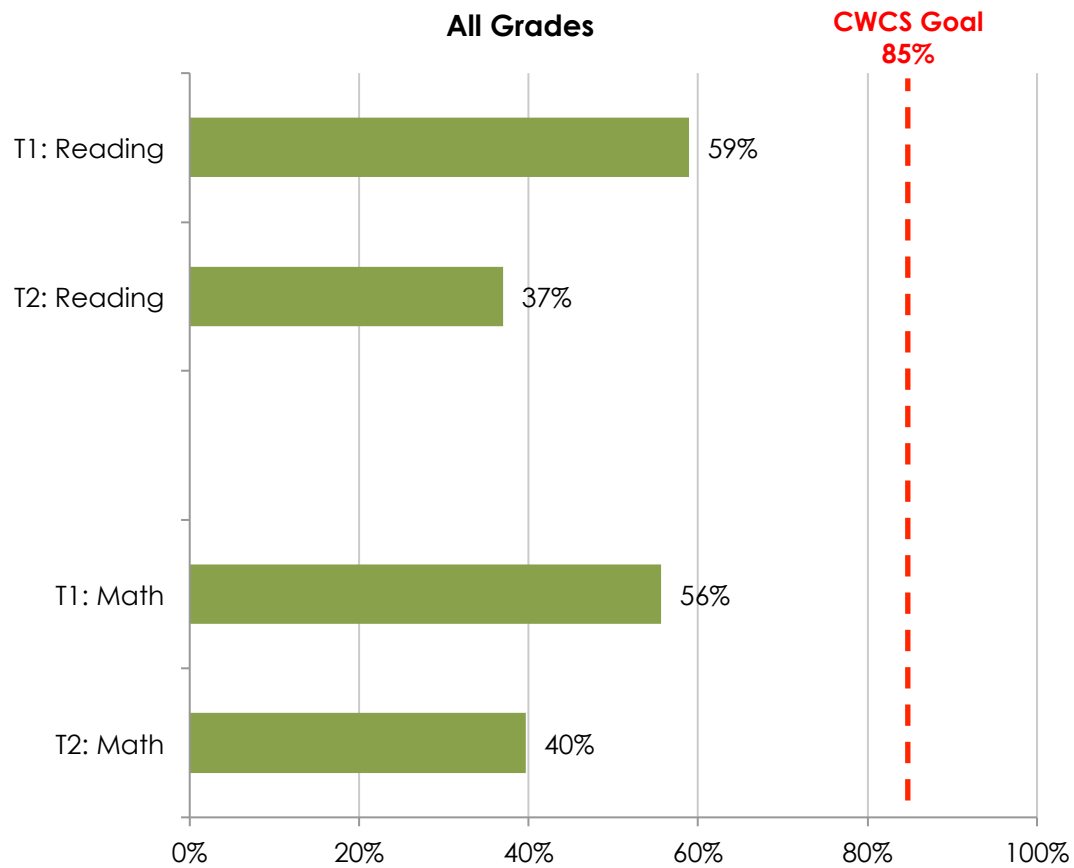
- Kindergarten students' median percentile rankings are 39th and 40th in Reading and Math, respectively. Therefore, these students performed better than 39-40% of Kindergarten students who tested at about the same time in their instructional calendar in each subject.
- Growth median percentile rankings 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 who similar starting RIT scores in Trimester 1.

## **NWEA Growth: Students Who Met Projected Growth Target**

- This Trimester Report includes 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.
- In Reading, 26% of all students met growth targets. This percentage was higher in Math, at 35%. Performance by grade level reflected similar trends.

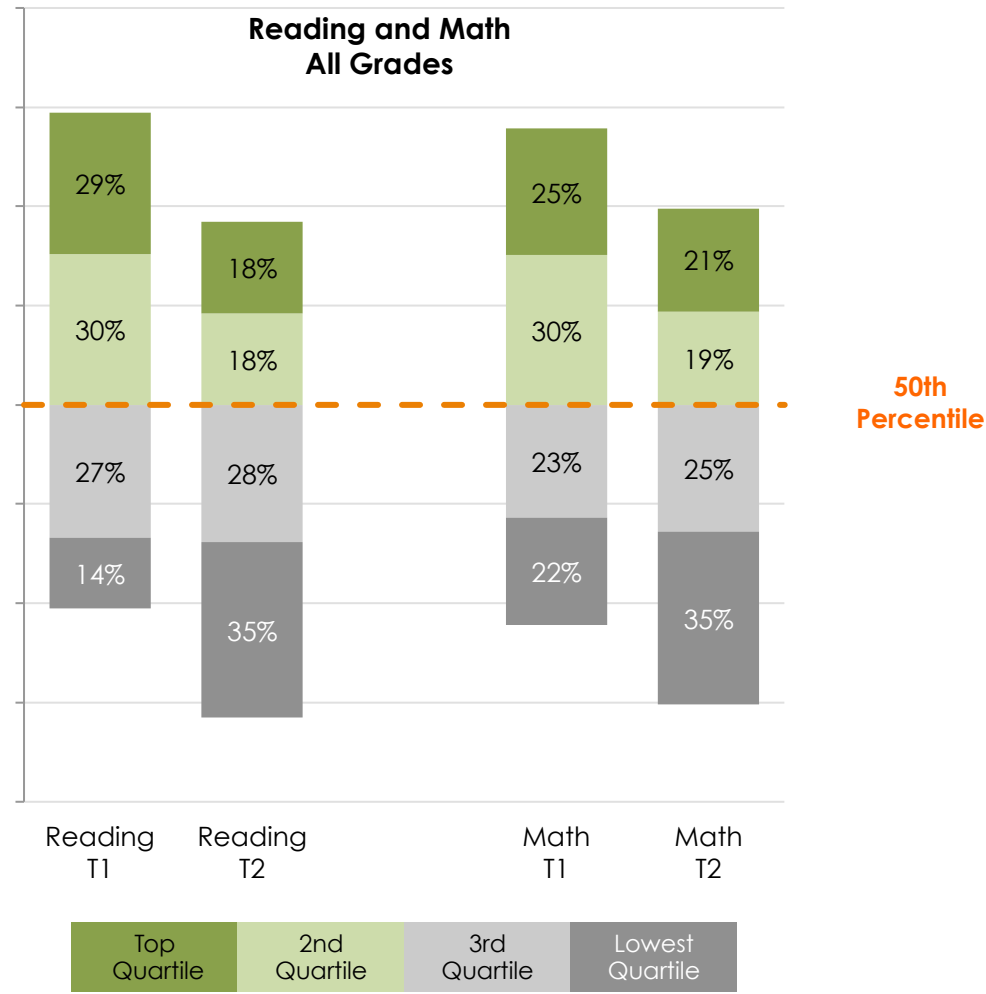
# Understanding: Academics

NWEA Achievement: Percentage of Students On or Above the National Average  
2016-17: Trimester 1 to Trimester 2  
All Grades



# Understanding: Academics

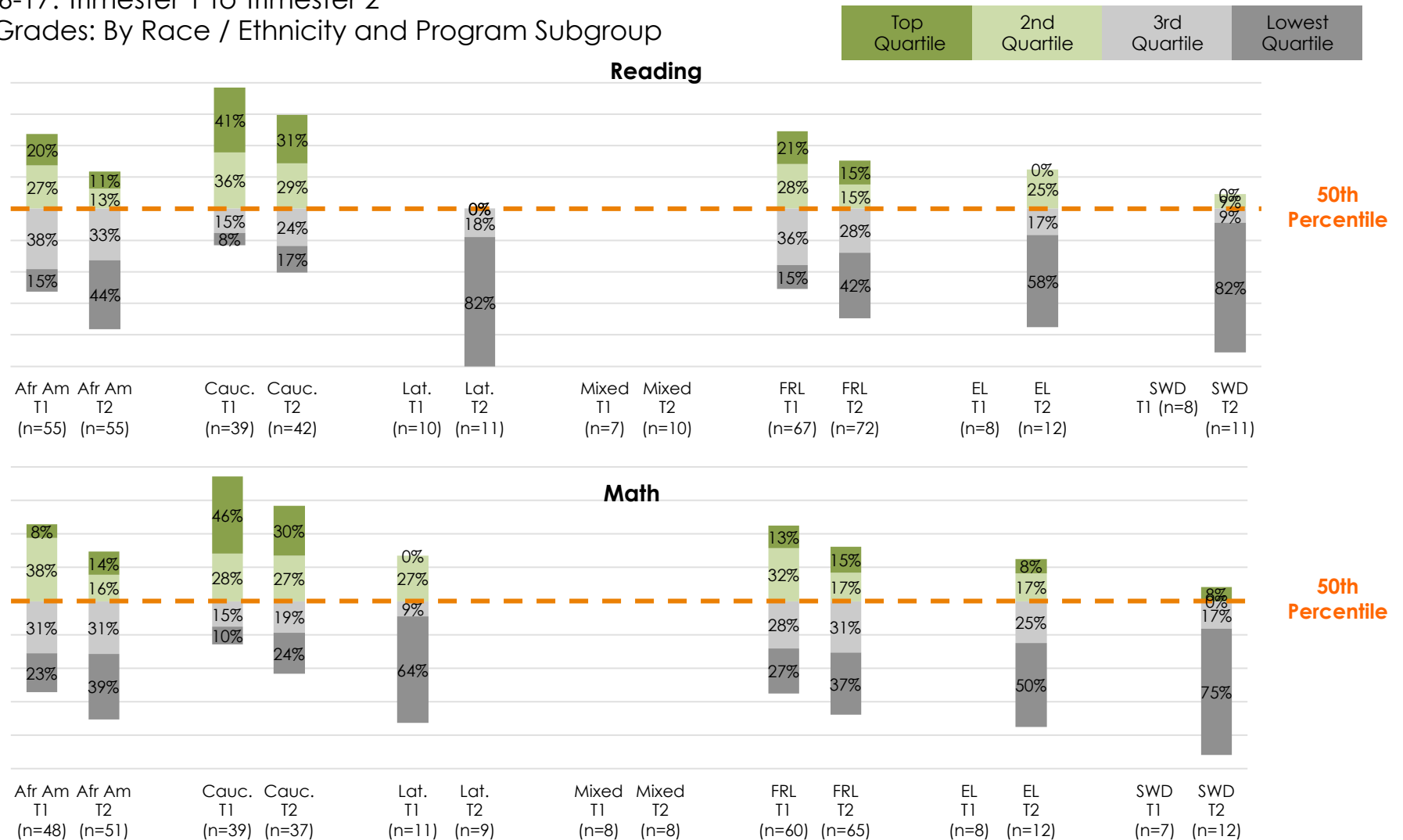
NWEA Achievement: Percentage of Students On or Above the National Average  
 2016-17: Trimester 1 to Trimester 2  
 All Grades: All Students



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

# Understanding: Academics

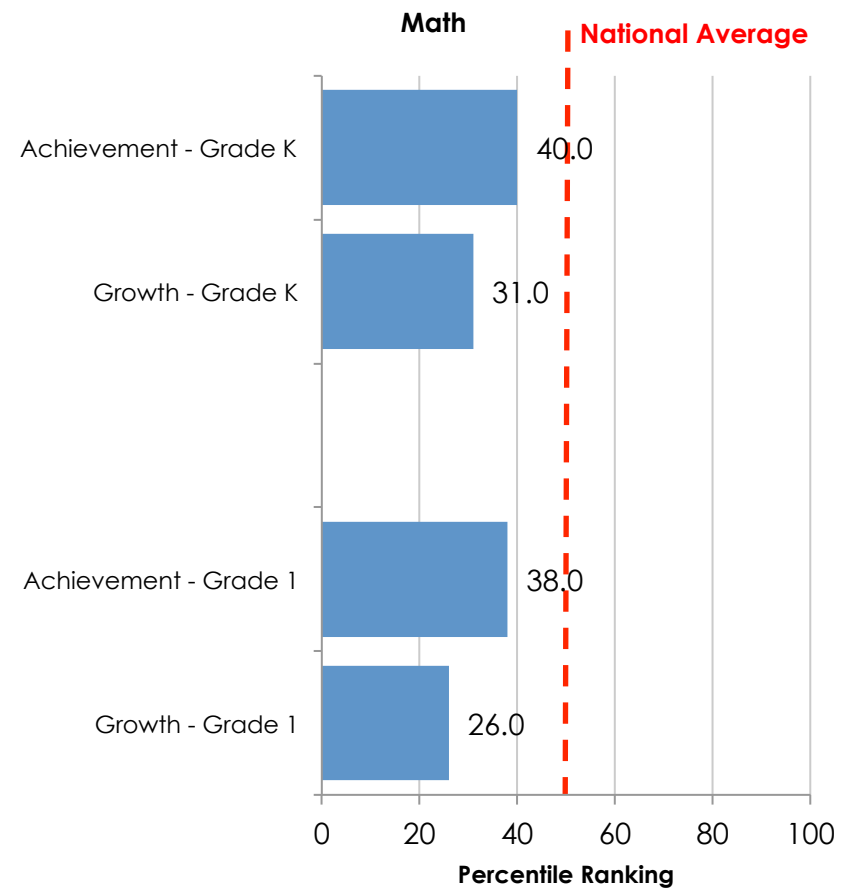
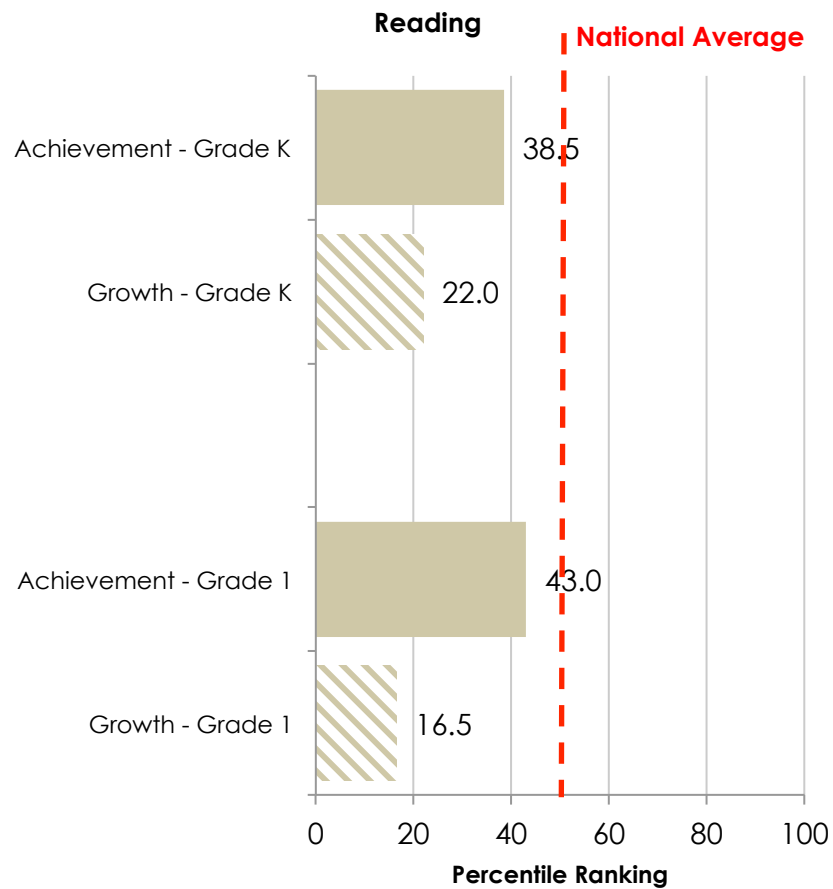
NWEA Achievement: Percentage of Students On or Above the National Average  
 2016-17: Trimester 1 to Trimester 2  
 All Grades: By Race / Ethnicity and Program Subgroup



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

# Understanding: Academics

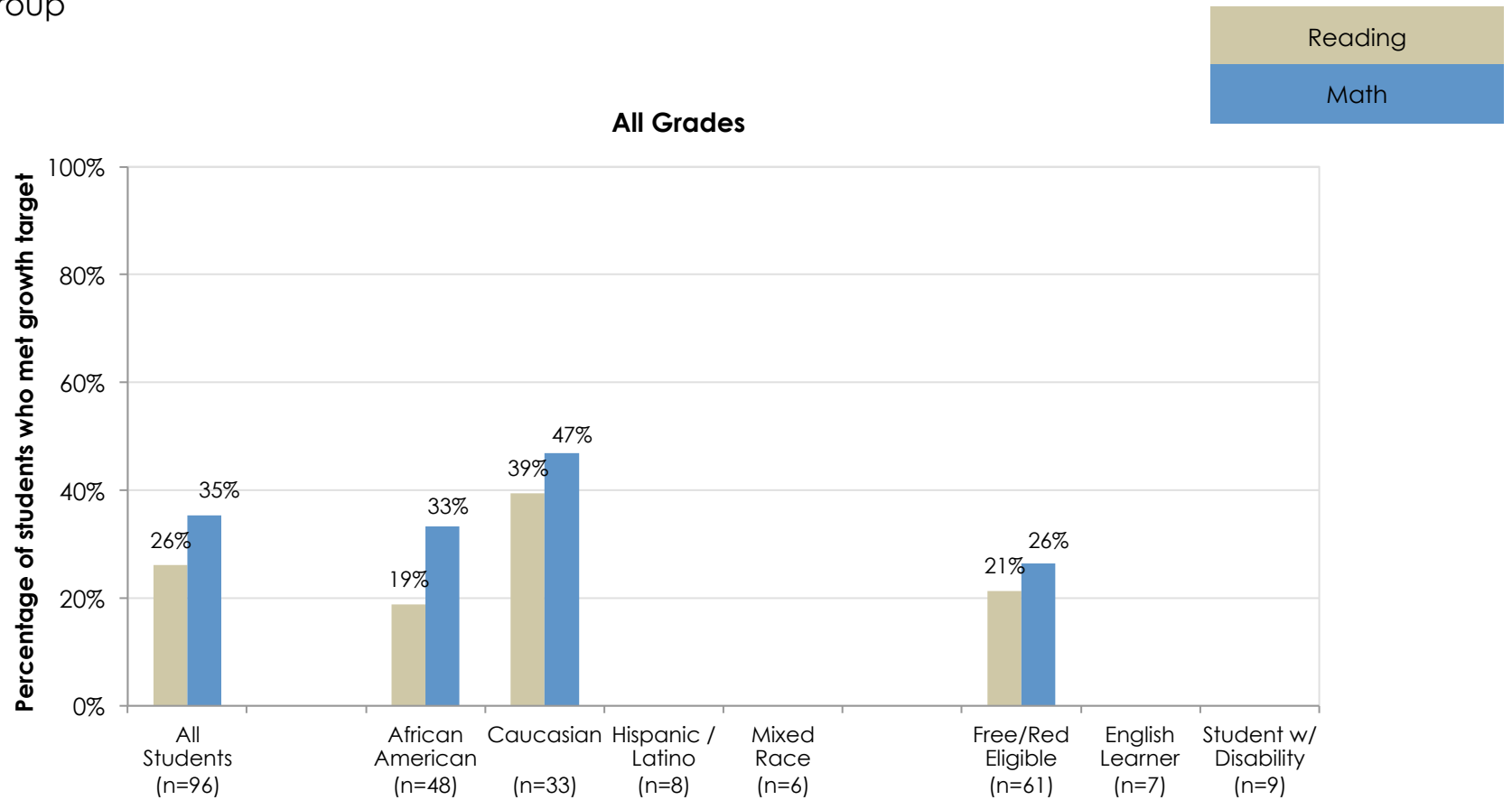
NWEA Growth: Student Median Percentile Rankings - Achievement vs. Growth  
2016-17: Trimester 1 to Trimester 2  
By Grade Level



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

# Understanding: Academics

NWEA Growth: Students Who Met Projected Growth Targets  
2016-17: Trimester 1 to Trimester 2  
By Subgroup



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