

Citizens of the World Kansas City

Trimester Report
Fall 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 Trimester 2. 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,

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 Goal:

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

- CWC Kansas City continues to exceed 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 the African American goal of 36% and falls slightly short of the Hispanic / Latino goal of 10%.
- Regarding socioeconomic diversity, 57% of the student population is eligible for the Free and Reduced Price Lunch program; this exceeds the goal of 50%.

Student Attrition Goal

No student attrition variance among various subgroups

- Approximately 20% of students that were enrolled on the last day of the prior school year did not return or withdrew through the end of September.
- Of those that withdrew, there were no significant variances between student subgroups relative to the school's enrollment in 2016-17.

Community: Student Diversity

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

	CWC Kansas City		
	2016-17 State Reporting	2017-18 Counts	Targets from Original Charter
Total Student Enrollment	125	226	---
African American	48%	49%	36%
Asian/Pacific Islander	1%	1%	2%
Caucasian	34%	34%	49%
Hispanic/Latino	11%	8%	10%
Indian American/Alaskan	0%	0%	---
Multiracial	6%	9%	---
Not Specified	0%	0%	3%
Free/Reduced Eligible	58%	57%	50%
English Learners	9%	8%	8%
Students with Disabilities	7%	8%	---

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		2016-17 State Reporting
Students enrolled on last day of school (2016-17)	119		
Students no longer enrolled through 9/27/17	22 (18% of 119)		
African American	11	50%	48%
Asian/Pacific Islander	0	0%	1%
Caucasian	6	27%	34%
Hispanic/Latino	4	18%	11%
Indian American/Alaskan	0	0%	0%
Multiracial	1	5%	6%
Not Specified	0	0%	0%
Free/Reduced Eligible	14	64%	58%
English Learners	5	23%	9%
Students with Disabilities	2	9%	7%

Note: Attrition data includes students who notified school at end of school year and students who returned but un-enrolled through 9/27/2017.

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:

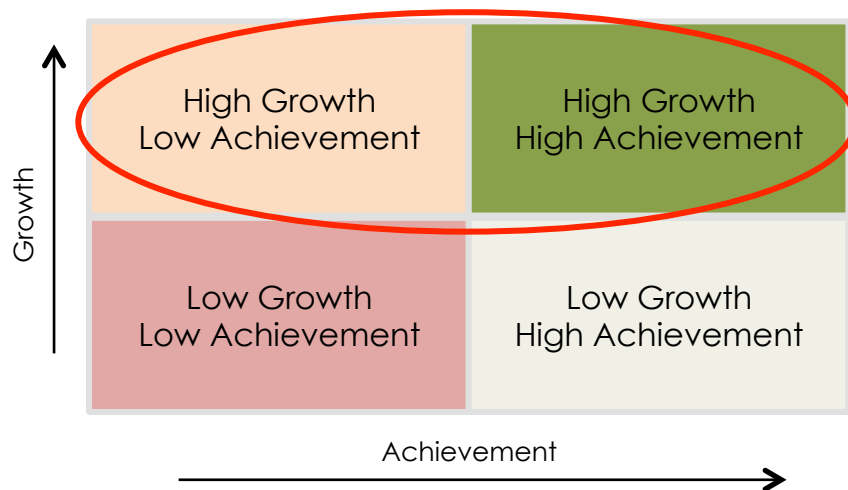
- Foundational Skills
- Language and Writing
- Literature and Information
- Vocabulary Use and Functions

Academics: NWEA Percentile Rankings

NWEA: Percentile Rankings – Achievement vs. Growth

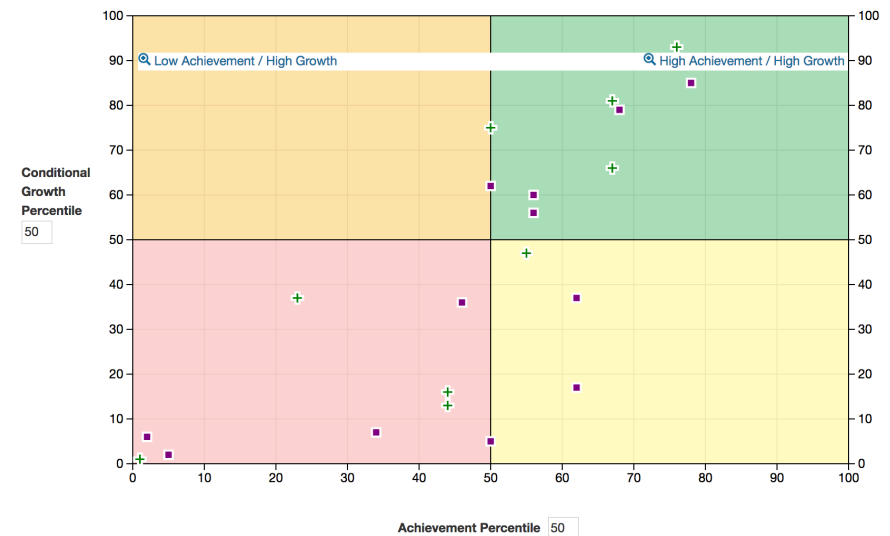
Percentile rankings can be useful in comparing an individual student's or group of students' performance with those of other students within a defined group. NWEA utilizes percentile rankings based on its nationally normed data set.

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

- For students in Grades 1 and 2, 60% in Reading and 56% in Math performed on or above the national average. These percentages are comparable compared to Trimester 1 of 2016-17.
- Caucasian students and students eligible for Free or Reduced Lunch demonstrated an increase in overall performance compared with Trimester 1 of 2016-17.

NWEA Growth: Percentile Rankings – Achievement vs. Growth

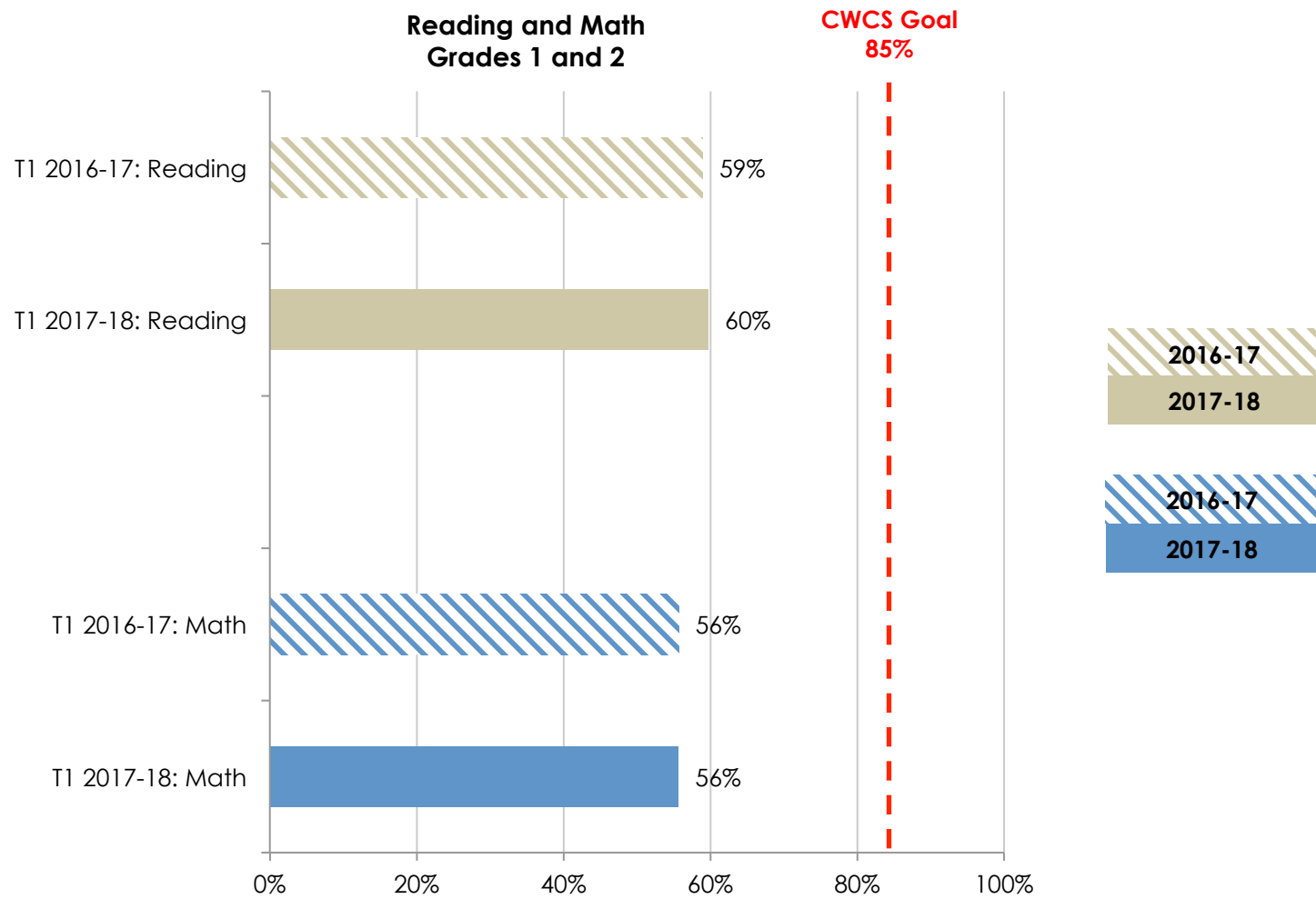
- Students in Grades 1 and 2 had median percentile rankings that bested the national average in both Reading and Math. The median percentile rankings for Grade 2 students were 66 in Reading and 74 in Math.
- Growth median percentile rankings in Grade 2 also exceeded the national average in both subjects, which indicates Grade 2 students grew more on average than peers in the same grade level, the same subject and with similar starting RIT scores in Trimester 1 of 2016-17.

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, approximately 48-49% of all students met growth targets from Trimester 1 2016-17 to Trimester 1 2017-18. Students eligible for Free or Reduced Lunch matched performance for all students in Math, while African American students had a smaller percentage meeting growth targets in both subject areas.

Understanding: Academics

NWEA Achievement: Percentage of Students On or Above the National Average
Trimester 1 2016-17 and Trimester 1 2017-18
Grades 1 and 2: All Students



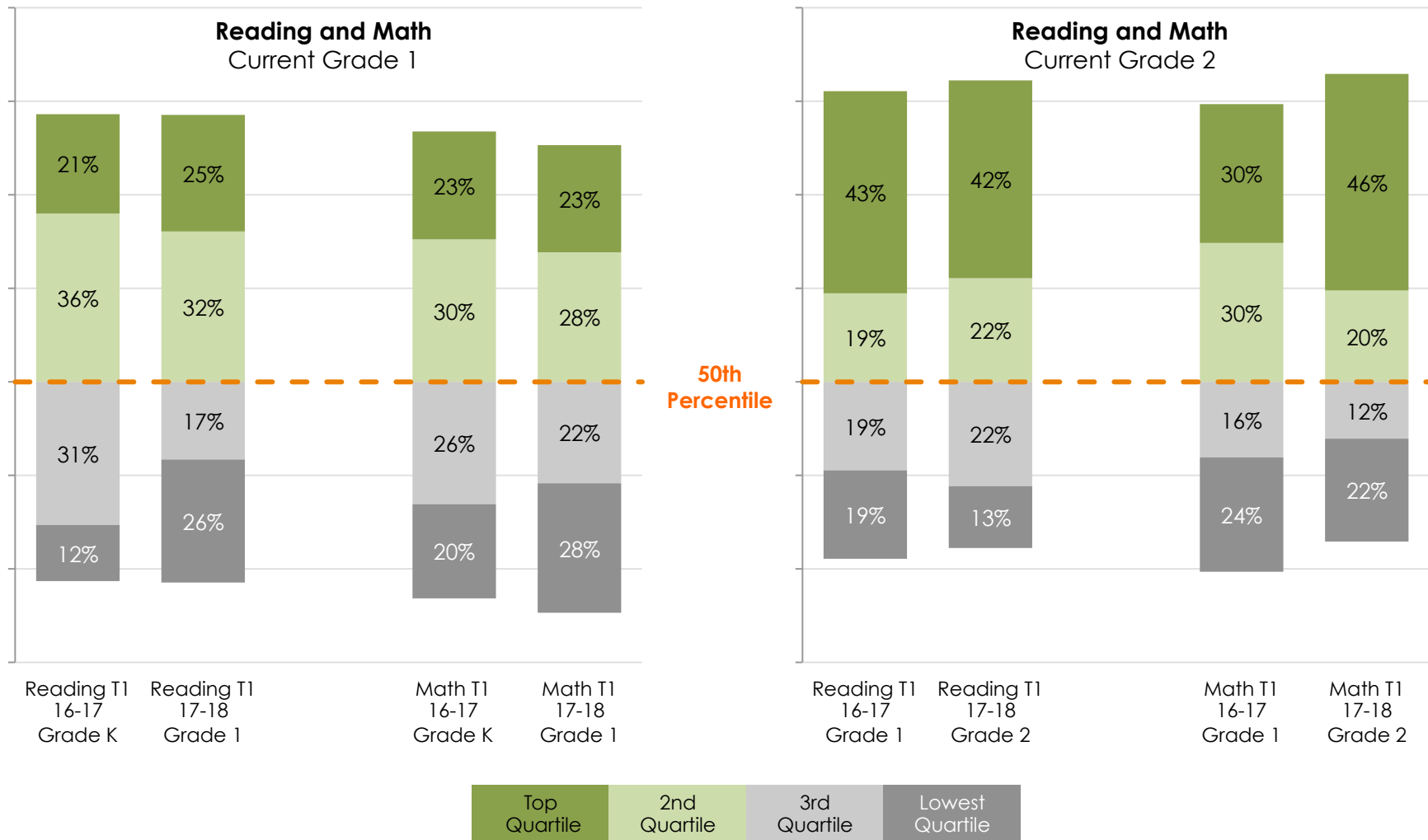
Understanding: Academics

NWEA Achievement: Percentage of Students On or Above the National Average
 Trimester 1 2016-17 and Trimester 1 2017-18
 Grades 1 and 2: All Students



Understanding: Academics

NWEA Achievement: Percentage of Students On or Above the National Average
 Trimester 1 2016-17 and Trimester 1 2017-18
 By Grade Level



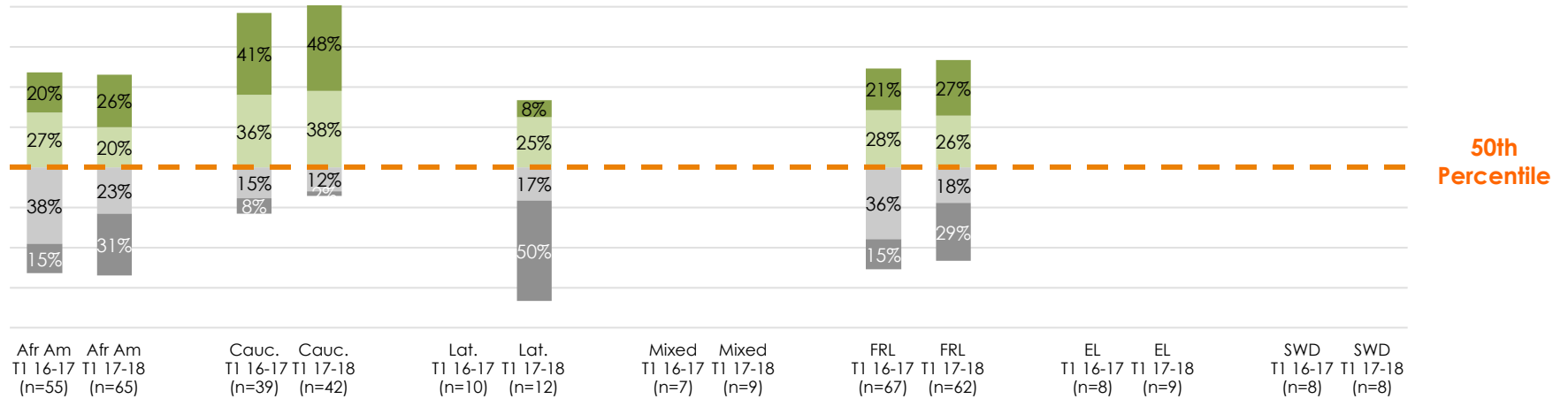
Note: Data does not reflect cohort analysis in which students are held constant year over year.

Understanding: Academics

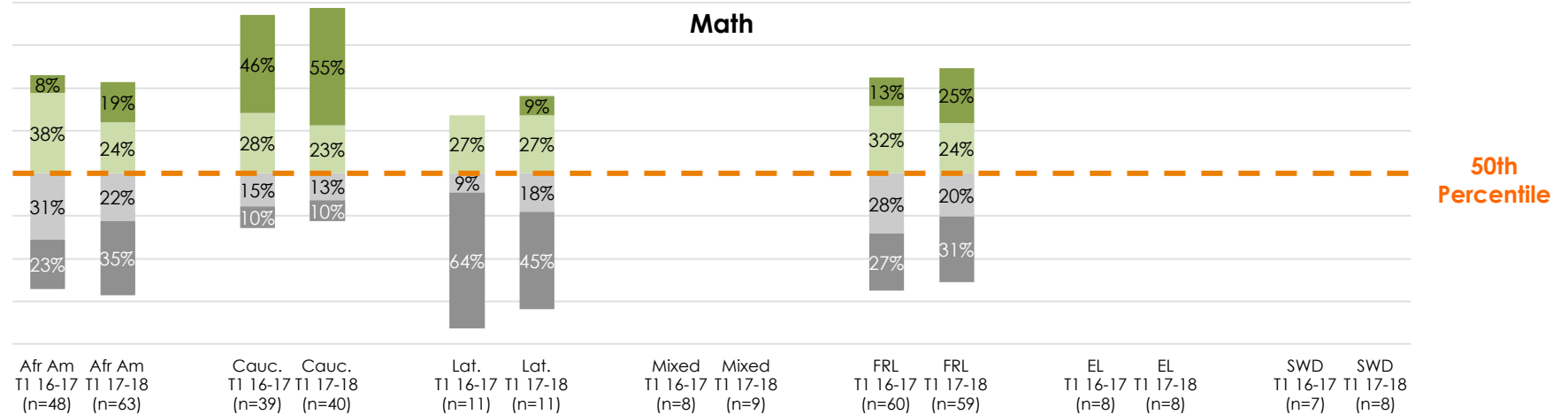
NWEA Achievement: Percentage of Students On or Above the National Average
 Trimester 1 2016-17 and Trimester 1 2017-18
 Grades 1 and 2: By Race / Ethnicity and Program Subgroup



Reading



Math

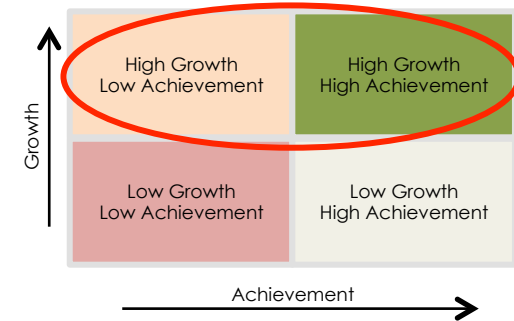
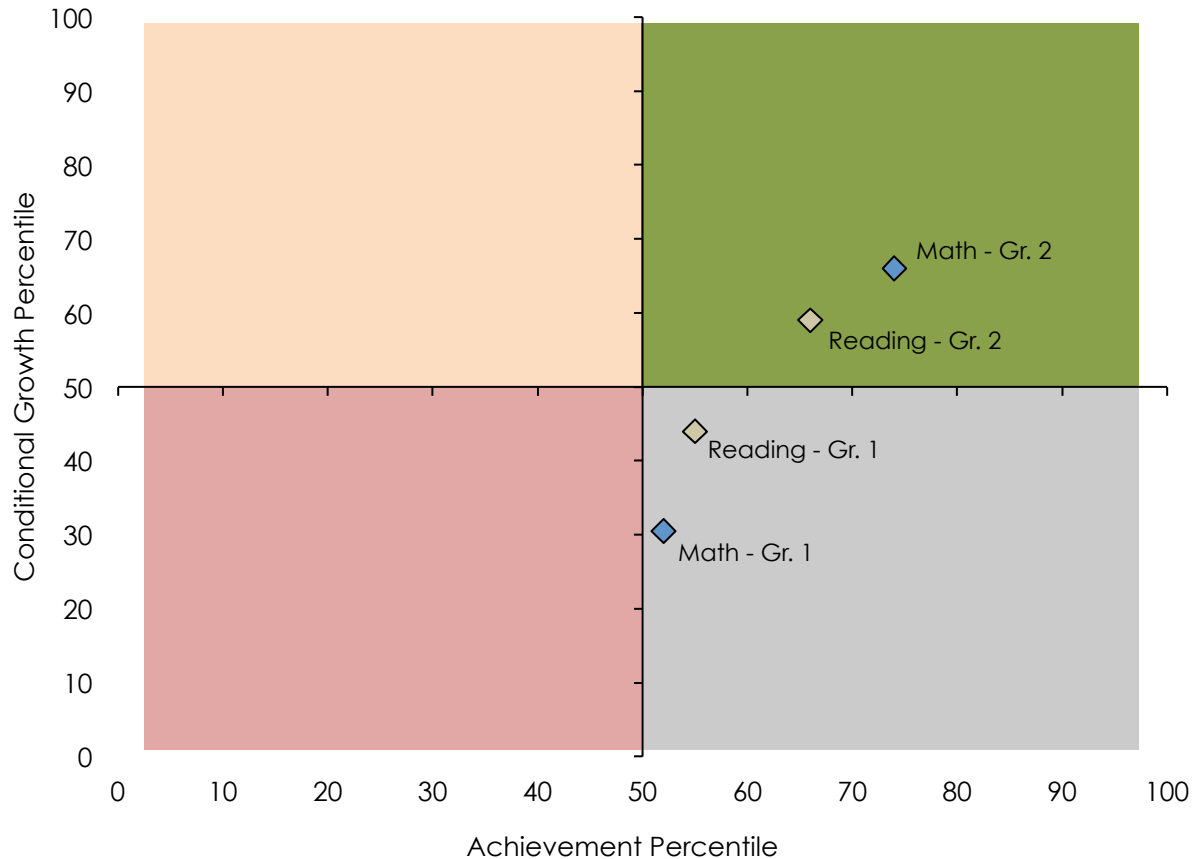


Note: Data not included for sample sizes less than 11.

Understanding: Academics

NWEA Growth: Student Median Percentile Rankings – Achievement vs. Growth
 Trimester 1 2016-17 to Trimester 1 2017-18
 By Grade Level

Achievement and Growth Chart

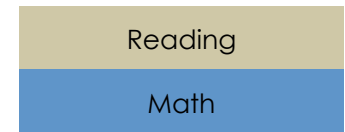


CWC Kansas City	Percentile Rankings	
	Ach.	Growth
Reading		
Grade 1	55	44
Grade 2	66	59
Math		
Grade 1	52	31
Grade 2	74	66

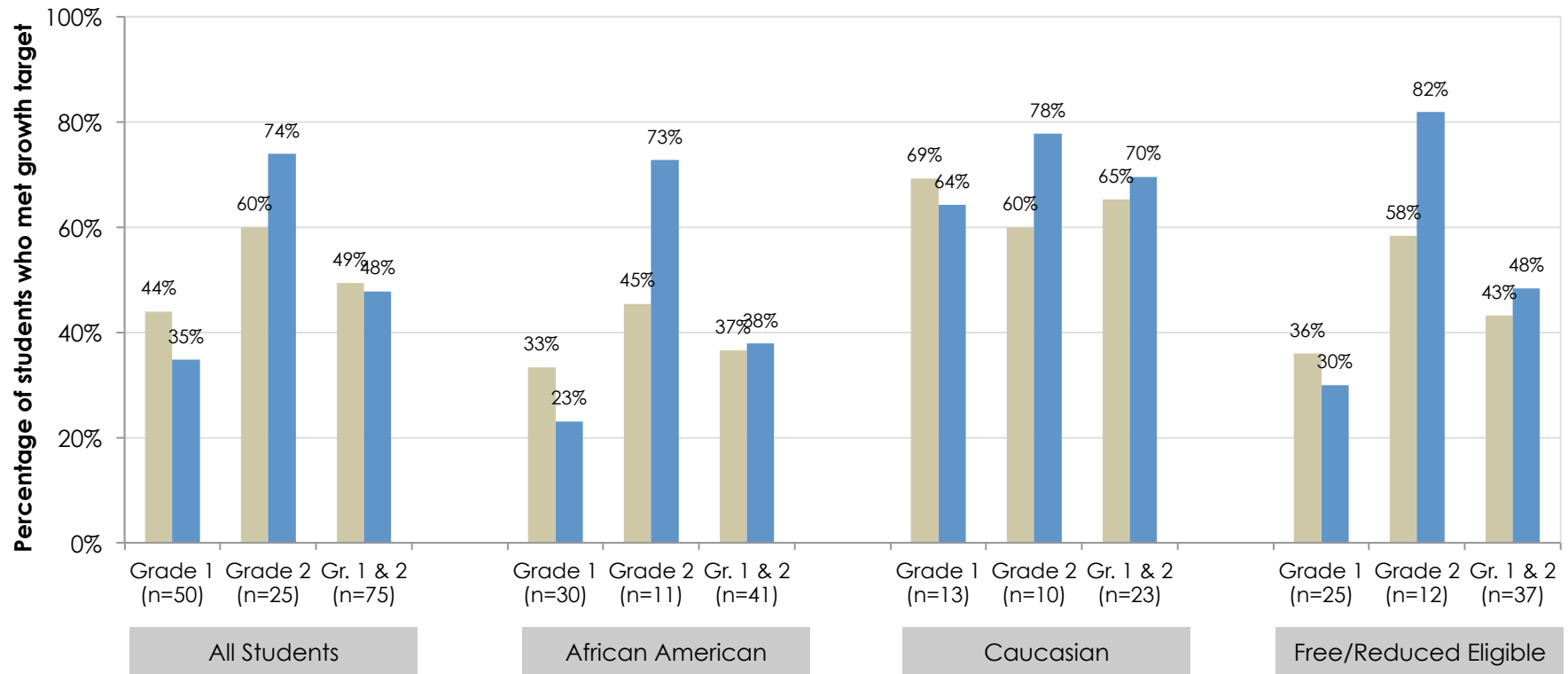
Note: Teachers are able to access a version of this chart and view the achievement and growth results for each individual student.

Understanding: Academics

NWEA Growth: Students Who Met Projected Growth Target
 Trimester 1 2016-17 to Trimester 1 2017-18
 By Race / Ethnicity and Program Subgroup



By Student Group

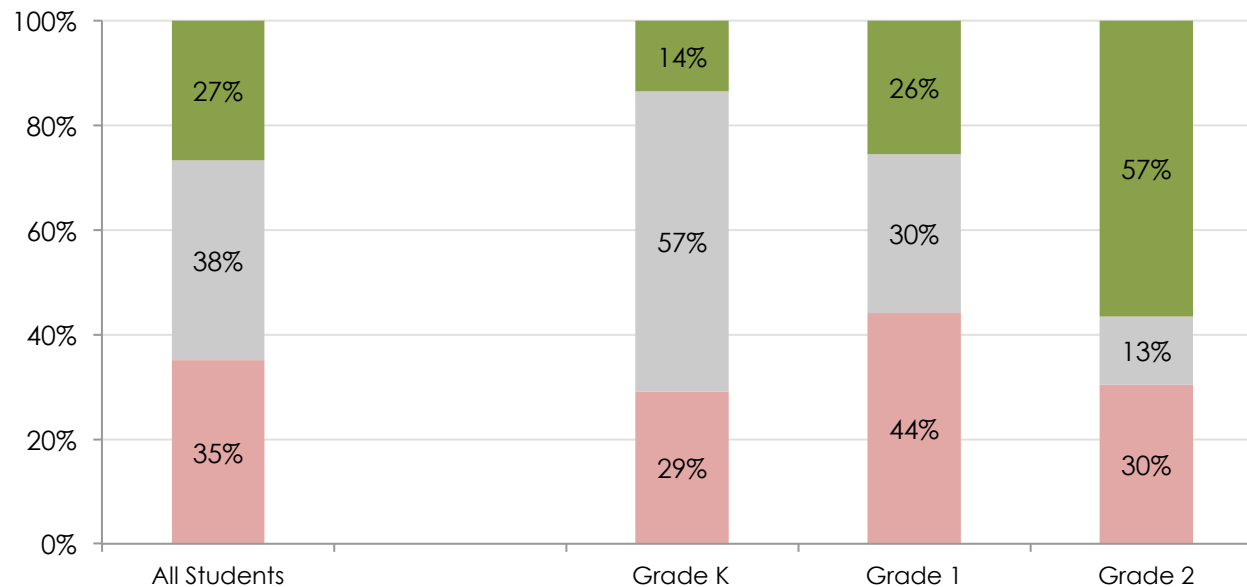


Note: Data not included for sample sizes less than 11.

Understanding: Academics

Fountas & Pinnell Benchmark Assessment System
 Percentage of Students at Instructional Text Reading Level
 2017-18: Beginning of Year (BOY)
 By Grade Level

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



	Grade K	Grade 1	Grade 2
Above	Level A or Above	Level E or Above	Level K or Above
On	Level P2/P3	Level C/D	Level I/J
Below	Level P1 or Below	Level B or Below	Level H or Below