

# Student Success Update



Program Evaluation

2018-2019

January 14, 2019

# Table of Contents

<b>Theme of Strategic Plan</b>	<b>3</b>
<b>Overview And Evaluators</b>	<b>3</b>
<b>Attendance Data</b>	<b>3</b>
<b>Student Demographic Overview</b>	<b>6</b>
<b>Discipline Data</b>	<b>6</b>
<b>Long-Term Hearing Data</b>	<b>8</b>
<b>Athletic Participation Data</b>	<b>12</b>
<b>Future Focus</b>	<b>14</b>
<b>Reference Listing</b>	<b>15</b>

## **Theme of the Strategic Plan:**

To support student well-being and participation fostering increases in academic achievement. Based on the current strategic plan, the district has committed resources to expand the support for students through the Director of Student and Family Services (Dr. John McKinney) and the Director of Athletics and Activities (Richard Kramer). Under the theme of Student/Employee Well-Being, the district has implemented the following goal: By May 2016, Shawnee Mission Schools will have a Student/Family Services office for students and families in need and specifically for families of ELL students, migrant students and McKinney Vento students to receive district support services, case management, community resource referral, and food assistance as needed and as evidenced by number of families recorded seeking assistance and data compiled recording number of services and referrals made on a yearly basis.

## **Overview:**

Numerous studies have endeavored to determine which student responsibility indicators are most predictive of student academic success (Allensworth, E.M., & Easton, J.Q., 2005 & 2007; Dweck, C., Walton, G.M., & Cohen, G.L., 2011). Equally important are those indicators predictive of academic failure (Snipes, J. & Tran, L., 2016). In identifying the indicators most predictive of student academic success and failure, the findings are surprisingly similar:

- Student Attendance: Attendance equates to at least 90% of a student's academic success. Having an attendance rate below 90% during the 8th grade is considered an indicator of risk.
- Student Motivation: Self-discipline with clearly defined academic goals and a commitment to achieving those goals is a key indicator of academic success.
- Student Academic Self-Confidence: Students with academic self-confidence have the ability to cope with and overcome academic challenges.
- Student Study Habits: Academically successful students have developed effective strategies and habits for learning.
- Student Perseverance: Academically successful students have the ability to problem-solve while showing tenacity, determination and resilience.
- Teamwork: Students who are able to work collaboratively with others and build relationships feel a connection with the learning environment.
- Self-Control: Academically successful students possesses self-regulation and can manage their feelings and emotions (Snipes, J., & Tran, L., 2016).
- Growth-Mindset: Students with a growth mindset have the belief that intelligence and academic ability are not fixed, but are malleable and can be increased through effort and learning (Dweck, Walton, & Cohen, 2011).

## **Evaluators:**

Dr. Ed Streich – Chief of Student Services

Mr. Richard Kramer – Director of Athletics and Activities

Dr. John McKinney – Director of Student and Family Services

Dr. Dan Gruman – Coordinator of Assessment and Research

## **Attendance Data:**

Attendance Values – If students are not in school, then learning is negatively impacted. The building block that must be in place to meet student achievement and high school graduation goals is attendance. Physically being present in school is one of the most basic conditions for a student's success – if students are not in school, they are not learning what is being taught and could be falling behind in earning the course credits needed to graduate.

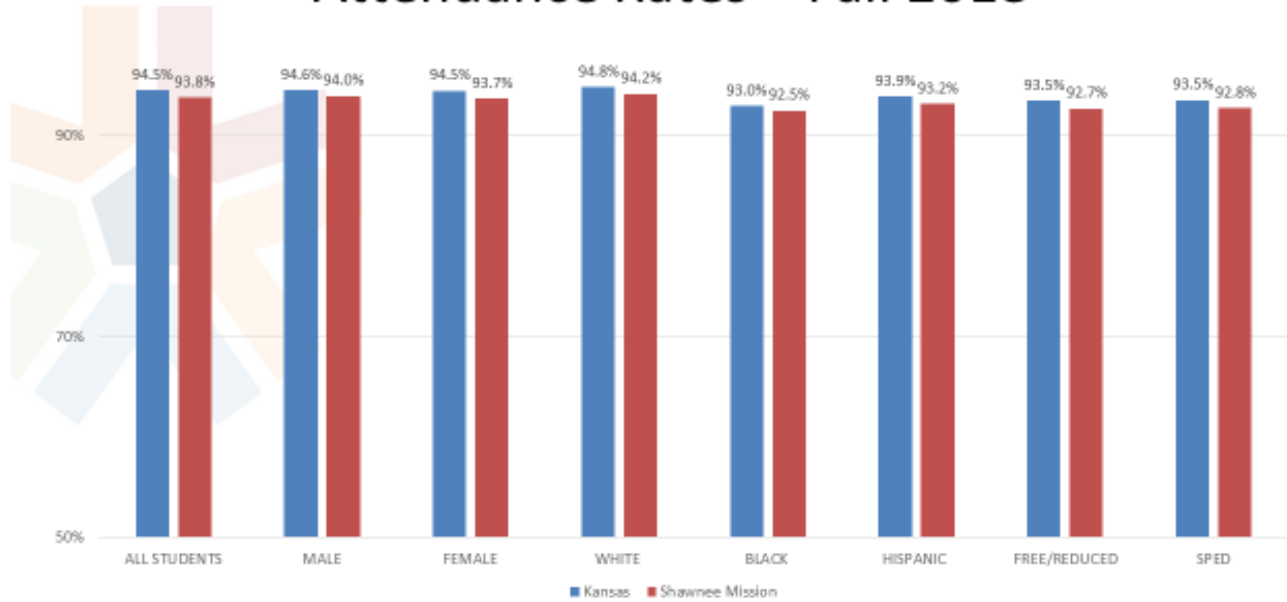
The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent.

As a disclaimer, the district is currently in the process of reviewing the attendance recording process within the district's student information system (Skyward). In the past, one hour of student absence was recorded as 0.5 days of absence, which negatively impacted the district's attendance rates. Attendance rate information is available for public review and analysis from the KSDE K-12 Reports (<http://uapps.ksde.org/k12/k12.aspx>). Shawnee Mission uploads each student's days of membership and days of attendance at the close of the school year. Attendance rate is equal to the number of days attended divided by the number of days of membership.

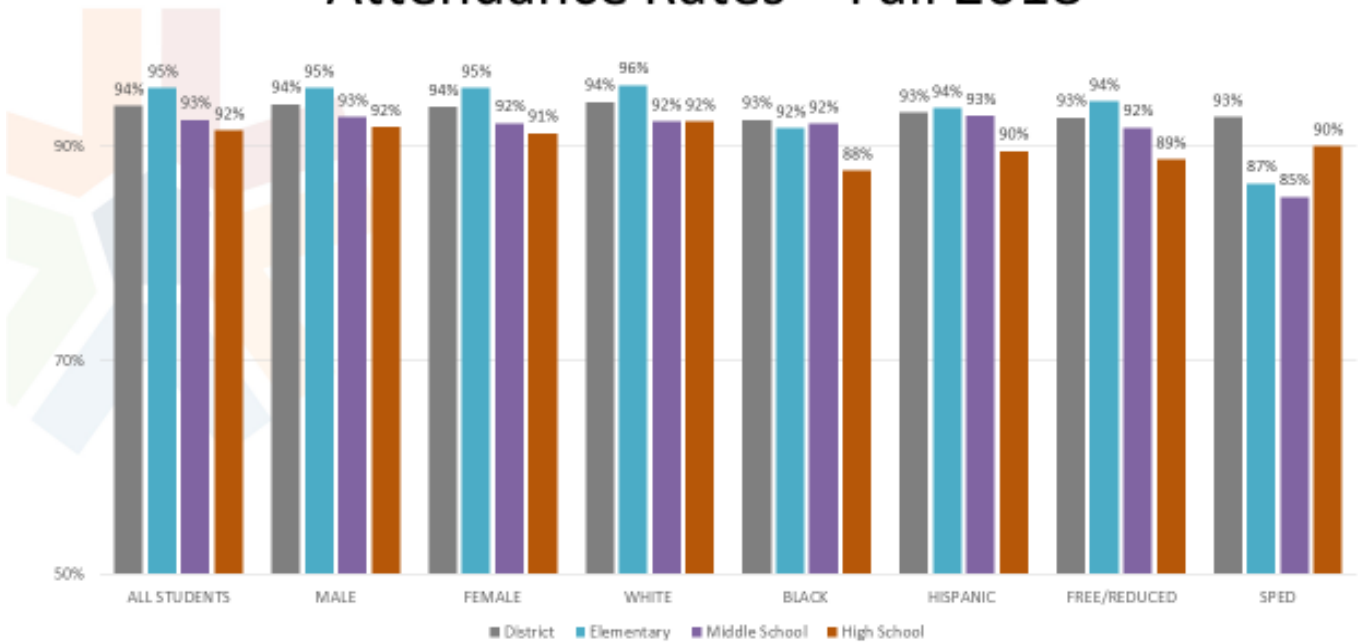
**Attendance Rates by Student Group**

<b>District</b>	<b>All</b>	<b>Male</b>	<b>Female</b>	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Free/Red.</b>	<b>SPED</b>
2014	95.7%	95.8%	95.6%	95.8%	95.2%	95.6%	94.9%	94.7%
2015	94.6%	94.8%	94.4%	94.7%	94.2%	94.3%	93.8%	93.6%
2016	92.6%	92.9%	92.4%	92.7%	91.6%	92.6%	91.9%	91.5%
2017	93.0%	93.2%	92.8%	93.3%	91.7%	92.3%	91.7%	91.8%
2018	93.8%	94.0%	93.7%	94.2%	92.5%	93.2%	92.7%	92.8%
<b>EA-Area</b>								
2014	95.8%	95.9%	95.7%	95.9%	93.2%	92.5%	94.6%	90.7%
2015	95.2%	95.3%	95.1%	95.0%	94.0%	94.5%	92.1%	94.9%
2016	92.2%	92.7%	91.7%	92.1%	51.9%	86.5%	88.1%	90.2%
2017	93.3%	93.6%	93.0%	93.3%	91.4%	91.4%	90.4%	92.2%
2018	94.1%	94.3%	93.8%	94.1%	78.2%	90.0%	92.4%	93.4%
<b>N-Area</b>								
2014	95.1%	95.2%	95.0%	95.1%	94.6%	95.4%	94.6%	94.1%
2015	93.8%	94.2%	93.5%	93.3%	93.7%	94.1%	93.5%	89.1%
2016	93.3%	93.4%	93.2%	93.1%	86.1%	93.4%	92.8%	90.1%
2017	92.5%	92.6%	92.3%	92.6%	88.6%	91.8%	91.6%	89.9%
2018	93.8%	94.0%	93.7%	94.1%	93.4%	92.5%	92.3%	86.6%
<b>NW-Area</b>								
2014	96.3%	96.5%	96.1%	96.4%	96.2%	94.7%	95.4%	95.4%
2015	94.8%	95.1%	94.6%	94.8%	94.9%	94.5%	94.2%	93.7%
2016	94.0%	94.2%	93.8%	94.2%	91.5%	93.7%	93.0%	91.8%
2017	94.7%	94.7%	94.8%	95.2%	91.6%	93.9%	92.5%	92.4%
2018	93.9%	93.9%	93.9%	94.4%	90.1%	91.7%	92.4%	92.0%
<b>S-Area</b>								
2014	96.0%	96.1%	95.8%	96.1%	95.4%	95.6%	95.2%	95.0%
2015	95.2%	95.4%	94.9%	95.3%	94.8%	95.0%	94.3%	88.0%
2016	92.7%	93.2%	92.1%	92.8%	90.9%	91.0%	91.1%	91.5%
2017	92.4%	92.8%	92.0%	92.8%	90.4%	91.4%	91.0%	90.5%
2018	94.2%	94.3%	94.0%	94.6%	89.0%	92.1%	92.9%	85.2%
<b>W-Area</b>								
2014	95.5%	95.5%	95.5%	95.6%	94.0%	95.7%	94.9%	91.9%
2015	94.0%	94.1%	93.9%	94.3%	92.5%	93.7%	93.4%	87.7%
2016	91.3%	91.5%	91.2%	91.8%	89.2%	89.1%	90.6%	85.8%
2017	92.2%	92.4%	92.1%	92.6%	89.6%	91.7%	91.2%	89.7%
2018	93.3%	93.4%	93.2%	93.7%	90.8%	93.1%	92.4%	82.7%

## Attendance Rates – Fall 2018



## Attendance Rates – Fall 2018



## District Demographic Overview:

### YEARLY TOTALS DISTRICT HEADCOUNT ENROLLMENT (K-12) BY YEAR and RACE

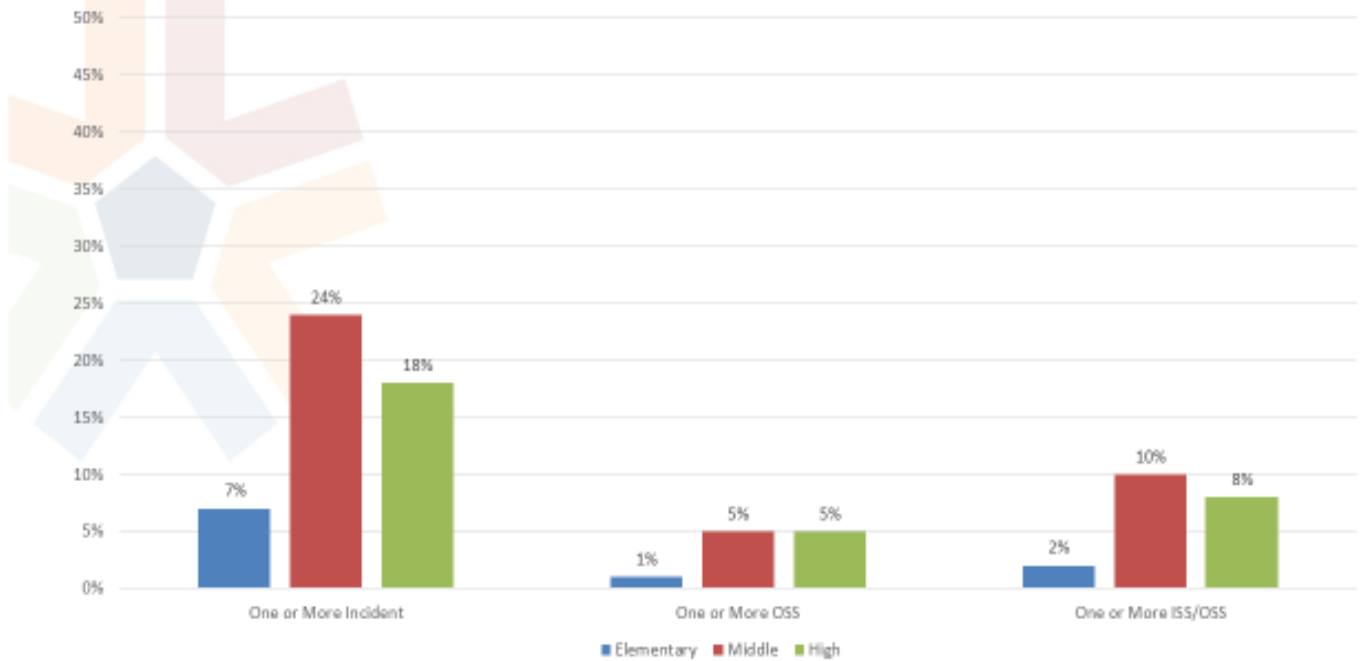
Year	Total	White	Black	Hispanic	American Indian or Alaska Native	Asian	Multi-Ethnic	Free Lunch	Reduced Lunch
2014-2015	27,482	64.6%	9.0%	17.9%	0.3%	3.1%	5.1%	29.3%	8.1%
2015-2016	27,655	64.1%	9.2%	18.3%	0.3%	2.9%	5.1%	29.9%	7.9%
2016-2017	27,333	63.8%	8.9%	18.7%	0.3%	3.0%	5.4%	28.3%	7.6%
2017-2018	27,270	63.8%	8.9%	18.7%	0.3%	2.9%	5.4%	27.0%	7.7%
2018-2019	26,706	63.6%	8.9%	18.9%	0.3%	2.8%	5.6%	27.1%	8.1%

## Discipline Data:

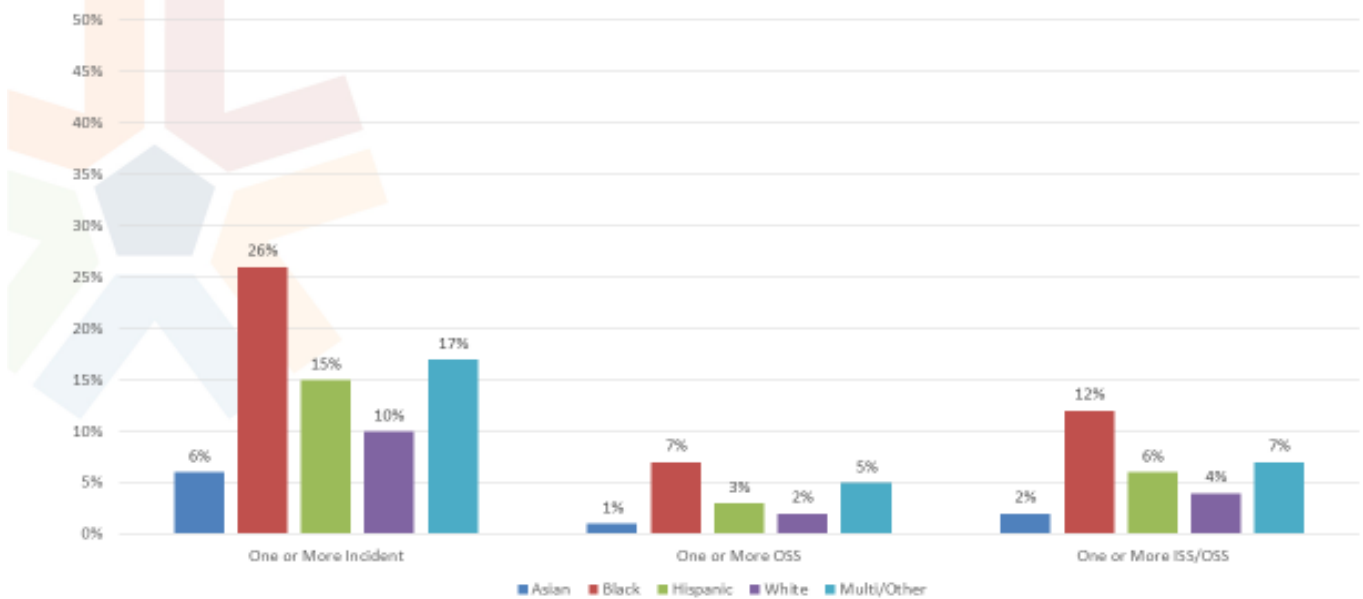
Discipline Overview – This information is compiled from Skyward. The data for years prior to 2018-2019 possesses inconsistencies due to duplications as a result of multiple entries of the same incident by the teacher and later by the administrator. The data is portrayed for the total incidents that were referred to the office, but not all incidents resulted in a disciplinary consequence. Some of the incidents might have been proactive in nature to attempt to provide additional counselor and/or social worker interventions. On the following pages, the discipline data is presented by grade span, percentage of students by lunch status & special services designation, and by ethnicity. As taken from *Education Week* (April 24, 2018) authored by Sparks & Klein, discipline disparities grow for students of color. The Shawnee Mission School District data is reflective of the national trend.

The U.S. Department of Education on Tuesday released two reports highlighting statistics from the 2015-16 school year's civil rights data collection on school safety and discipline. The new data—the most recent since information on the 2013-14 school year—come as the department considers significant changes in how its office for civil rights guides districts and handles complaints around equity in education, such as rolling back Obama-administration guidance for states on analyzing disproportionate use of suspensions and expulsions. For example, schools suspended 2.7 million students out of school in 2015-16, roughly 100,000 fewer than were suspended in 2013-14. Yet black boys still made up 25 percent of all students suspended out of school at least once in 2015-16, and black girls accounted for another 14 percent, even though they each only accounted for 8 percent of all students. Those are about the same discipline gaps black students faced five years ago. By contrast, white boys and girls made up greater shares of overall enrollment, but smaller proportions of all students suspended at least once.

# Discipline – Fall 2018 – Percent of Student Group

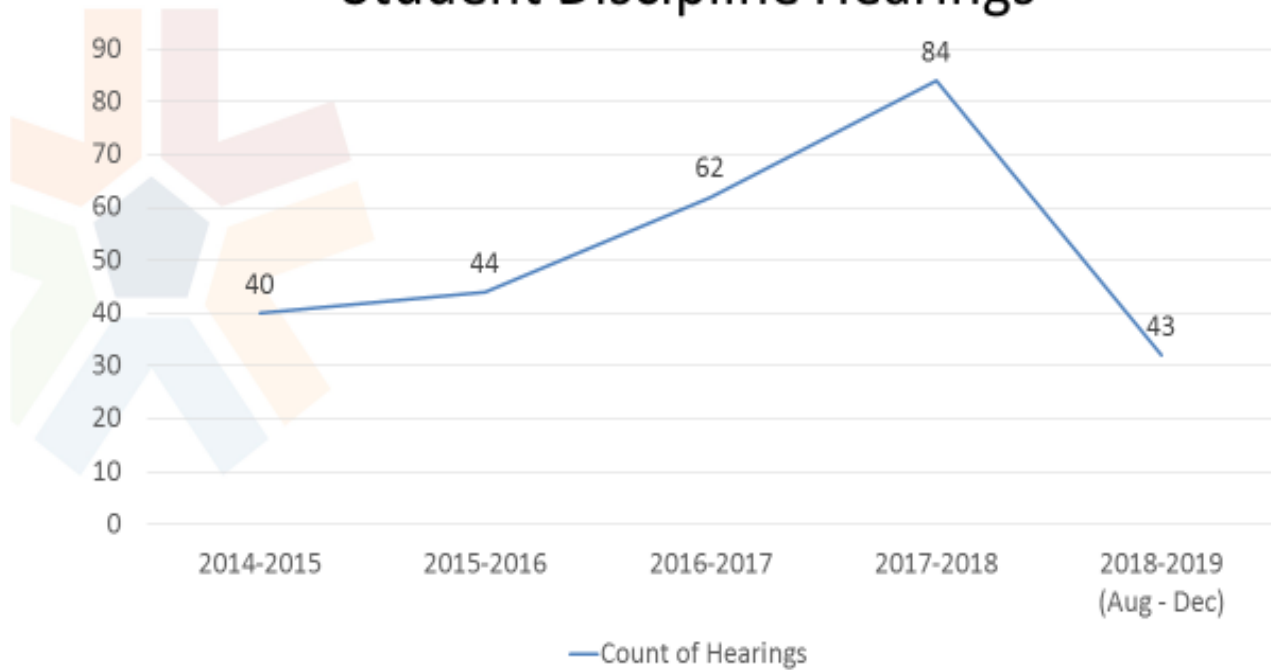


# Discipline – Fall 2018 – Percent of Student Group



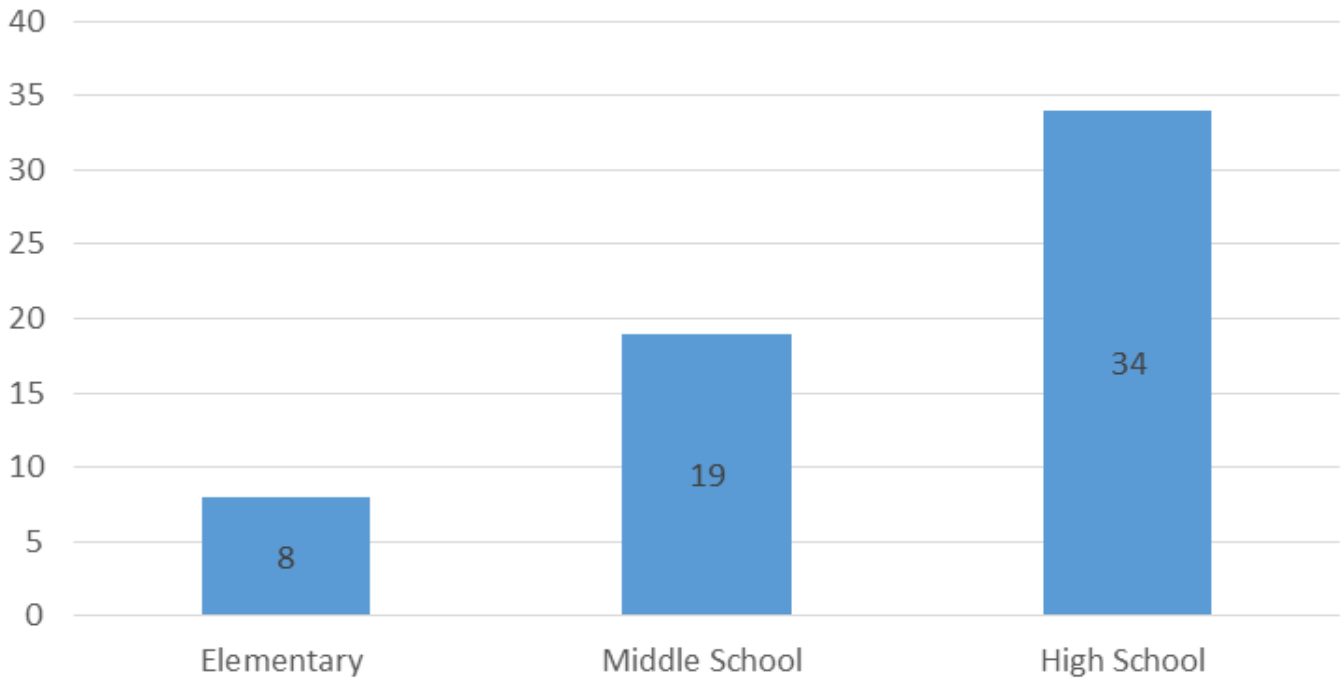
**Long-Term Hearing Overview** - Student long-term hearing data is represented for 2014-2015, 2015-2016, 2016-2017, 2017-2019 and fall 2018-2019.

## Student Discipline Hearings

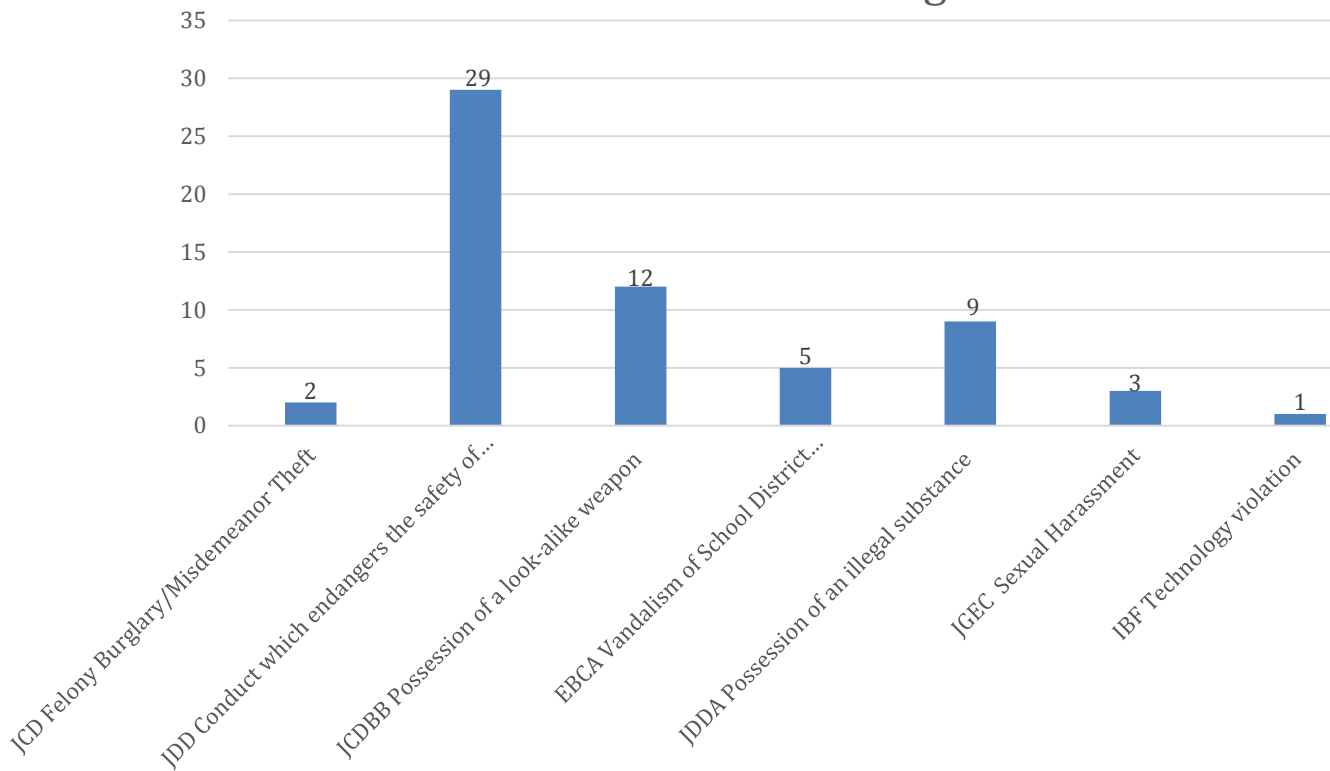




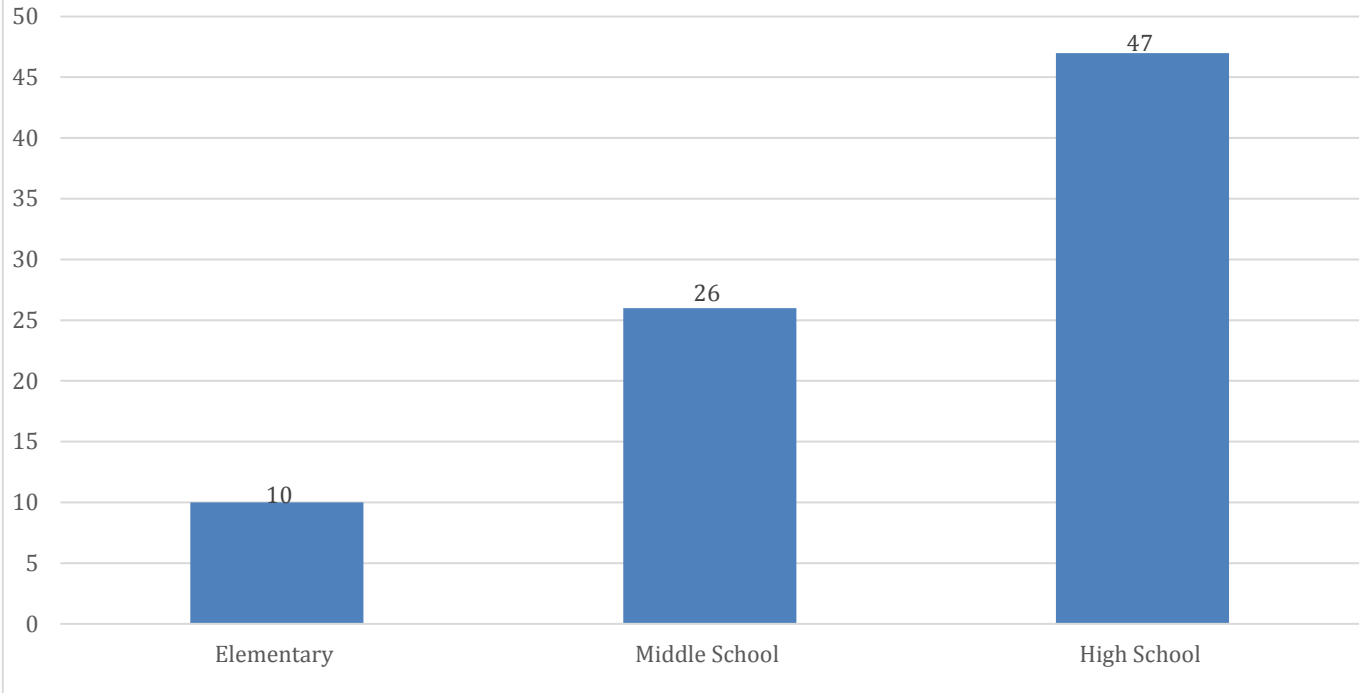
## 2016-2017 District Hearing Results



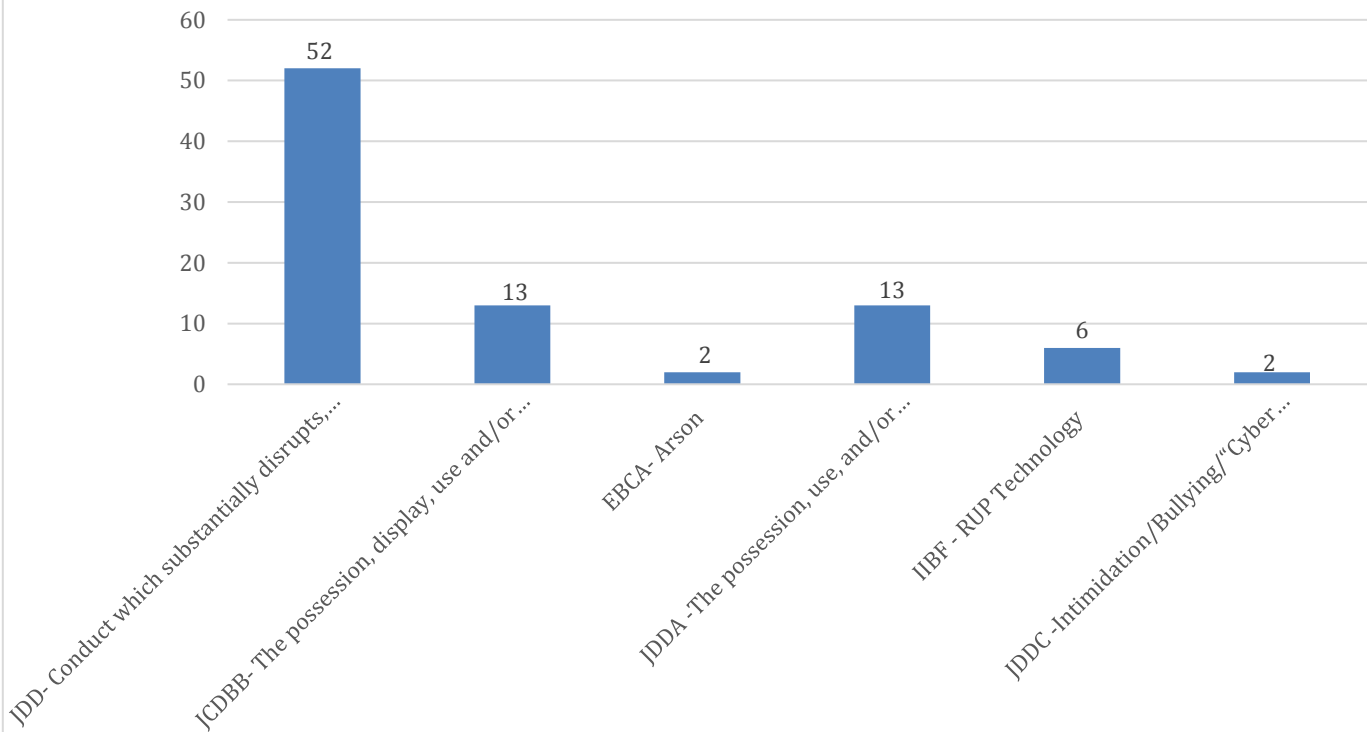
## 2016 - 2017 Detail Hearing Results



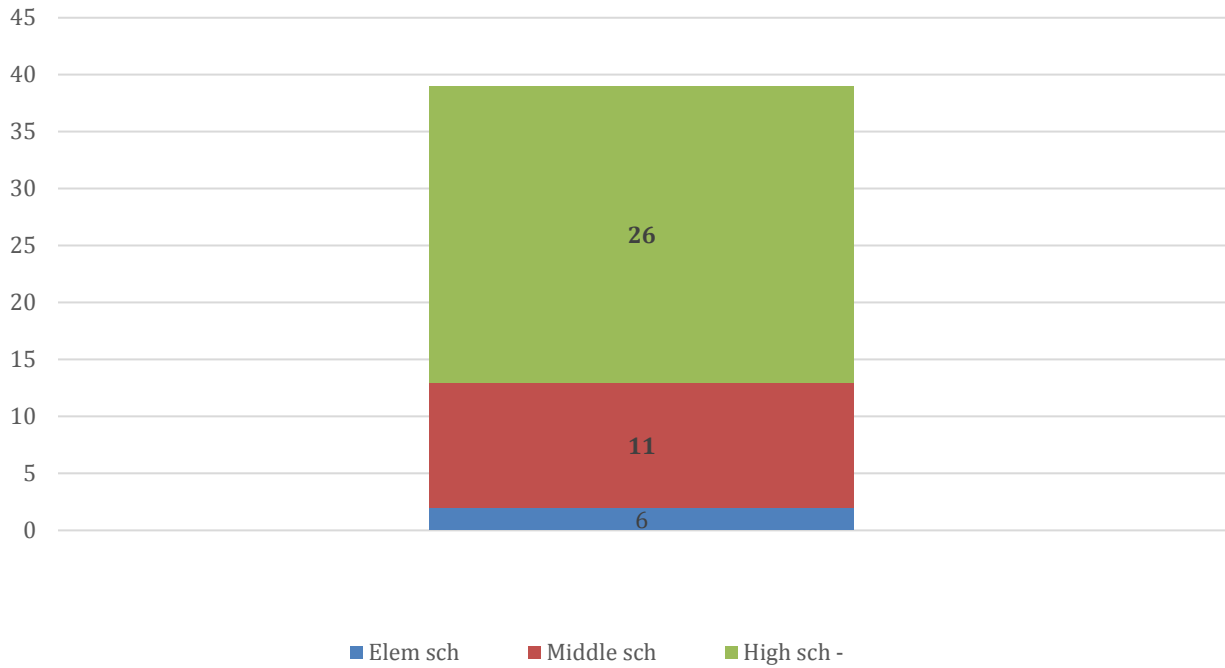
## 2017 - 2018 Hearing Results



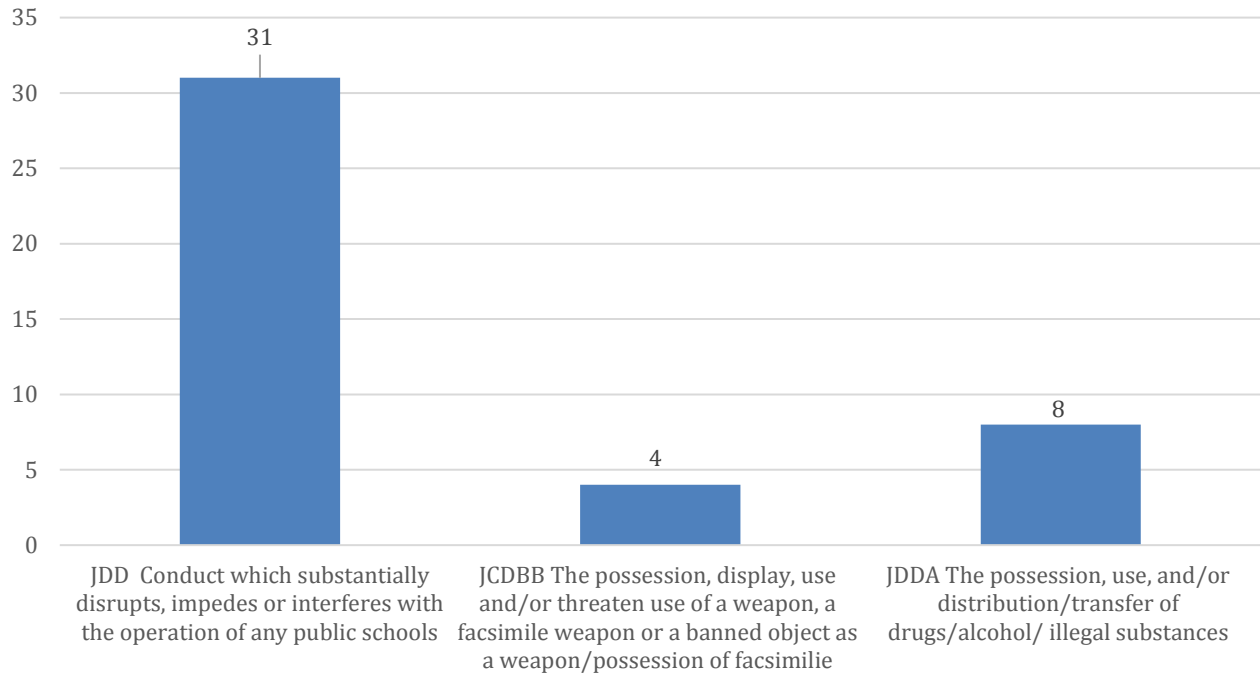
## 2017 - 2018 Detail Hearing Results



### 2018 - 2019 Hearing Results First Semester



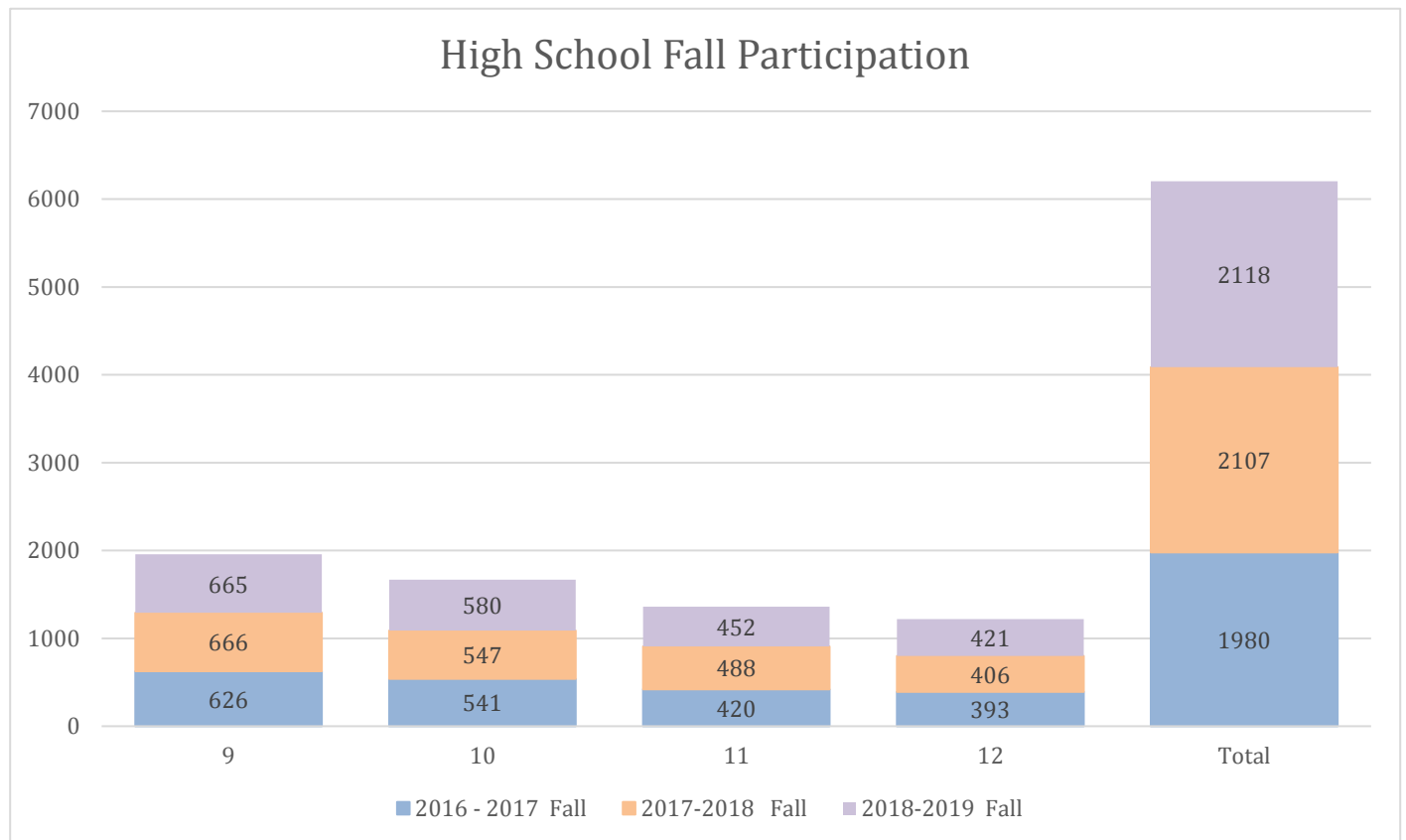
### 2018 - 2019 - Detail Hearing Results First Semester



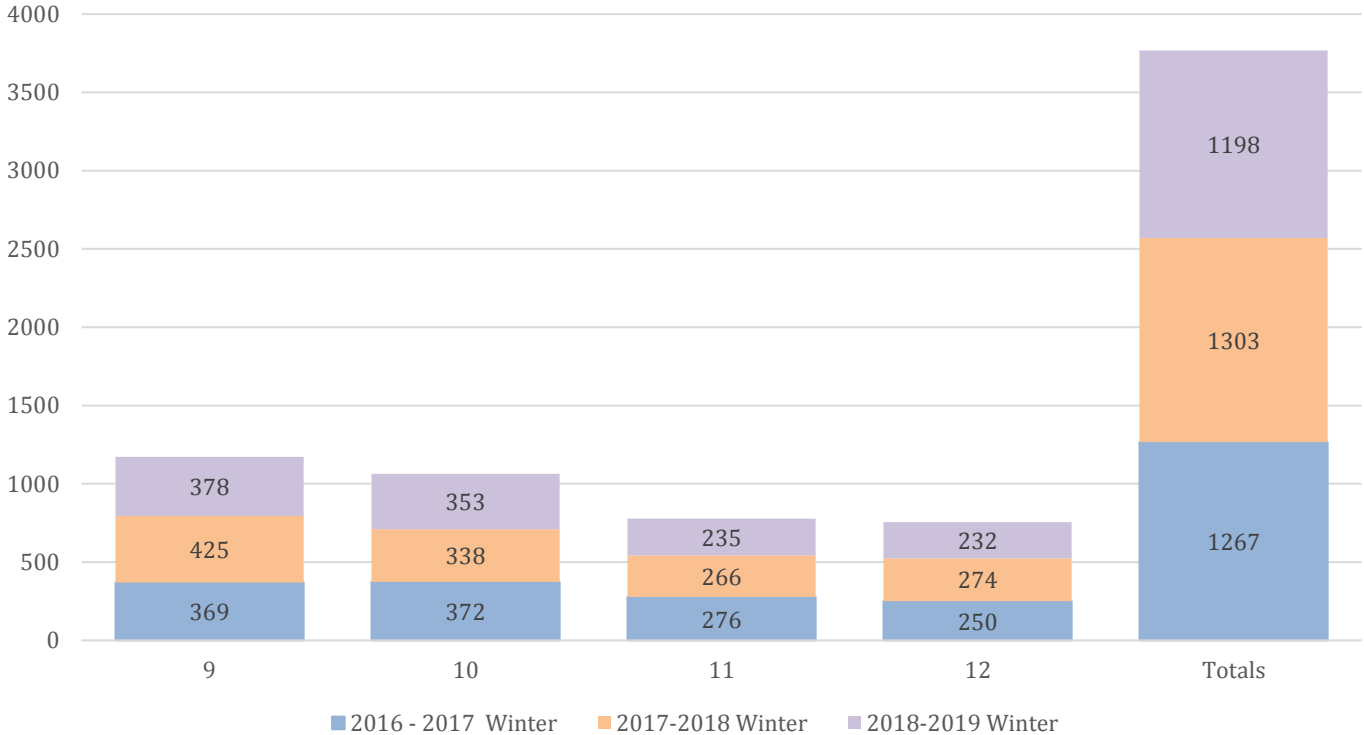
## Athletic Participation:

Nelson and Gordon-Larsen (2010) analyzed results from the U.S. National Longitudinal Study of Adolescent Health; they observed that adolescents who were active in school were more likely to have high grades. Athletics and co-curricular participation encourage educator-student relationships that transcend into the classroom. When students participate in athletics and co-curricular activities, they increase their interest in school for participation purposes as well as academic preparation. This focus on academics is enhanced due to the district's and the state's eligibility requirements.

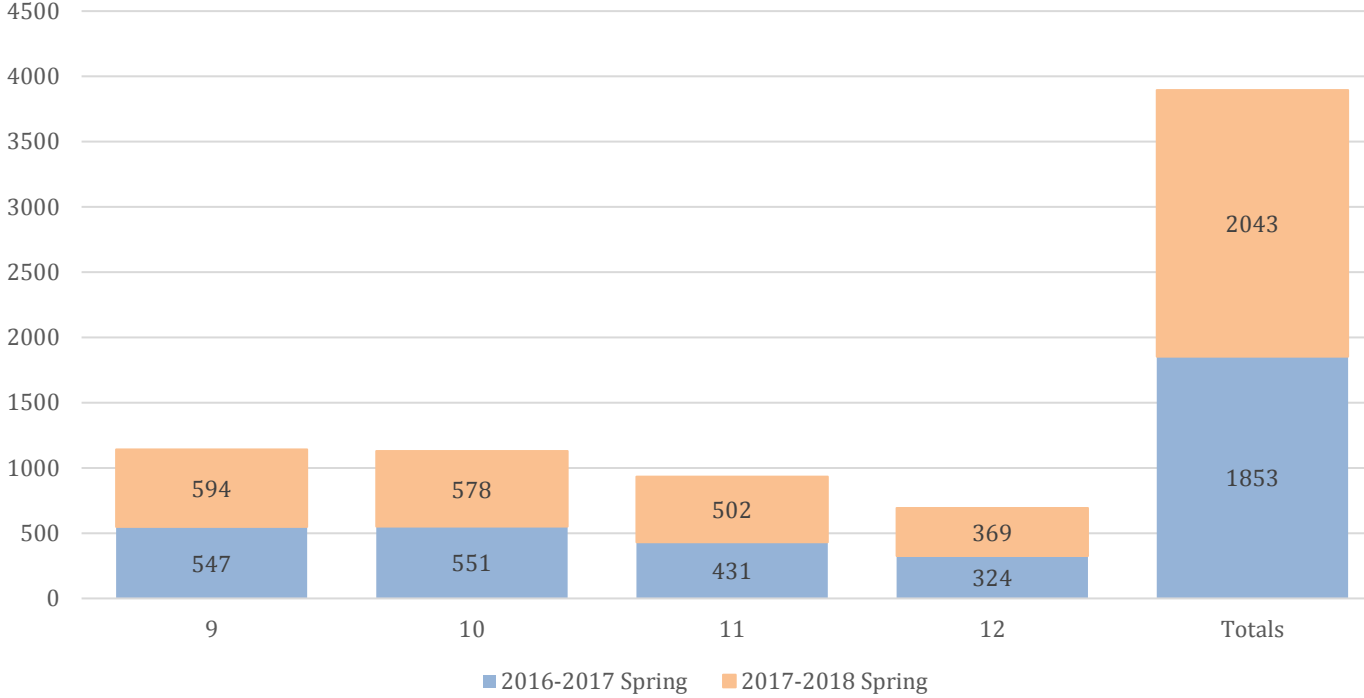
### High School Athletic Participation by Season:

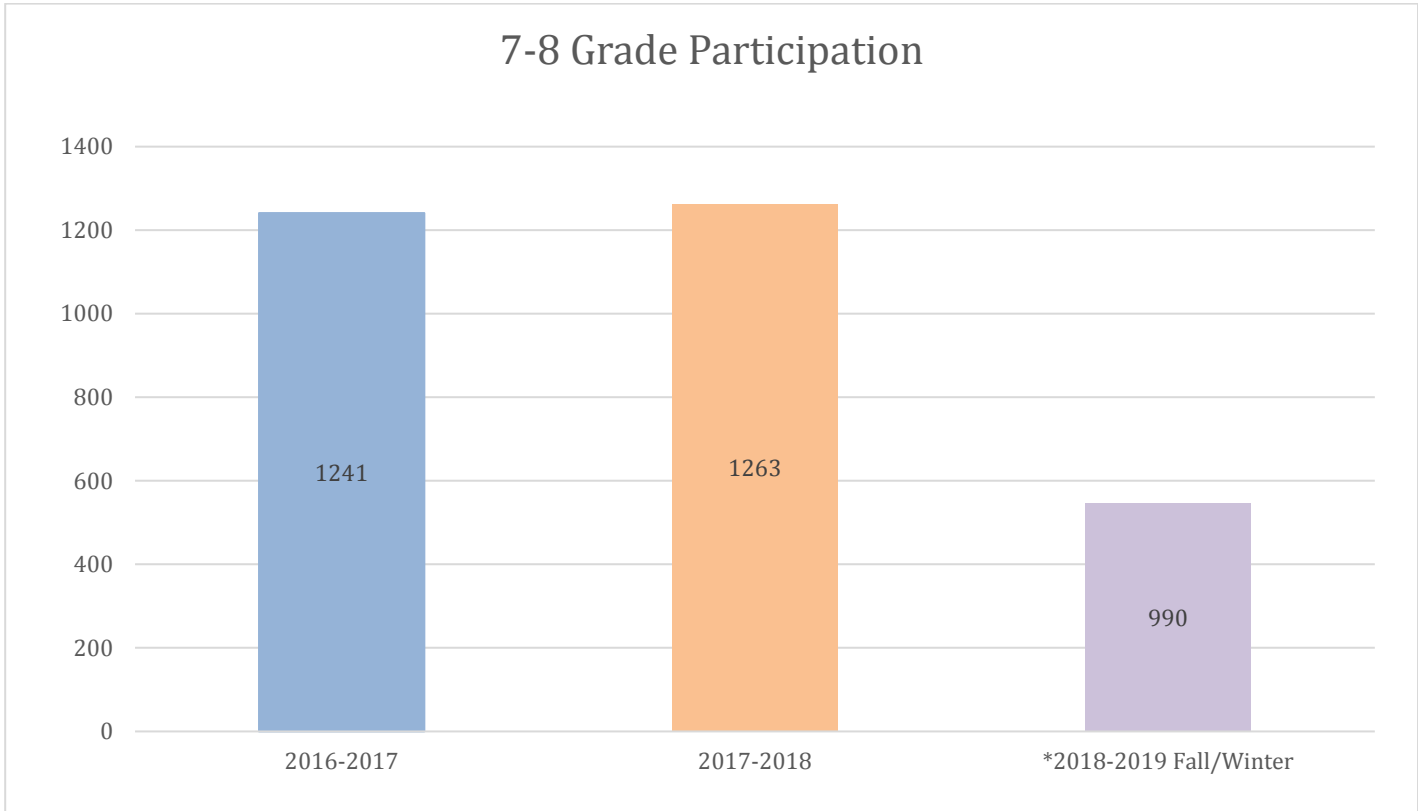


### High School Winter Participation



### High School Spring Participation





**Future Focus:**

- Research a methods to combat chronic absenteeism.
- Support schools in recording attendance data accurately in Skyward.
- Investigate systems to collect student indicators most predictive of student academic success at the classroom, building and district levels.
- Evaluate programs that support students in self-regulation as a means to reduce disciplinary activity.
- Develop a diversity and inclusion plan to enhance educators in meeting the needs of all students.
- Create a reflective practice to remove barriers for all students to reach their fullest potential.
- Foster relationship opportunities for students in both athletic and co-curricular activities.

## References:

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