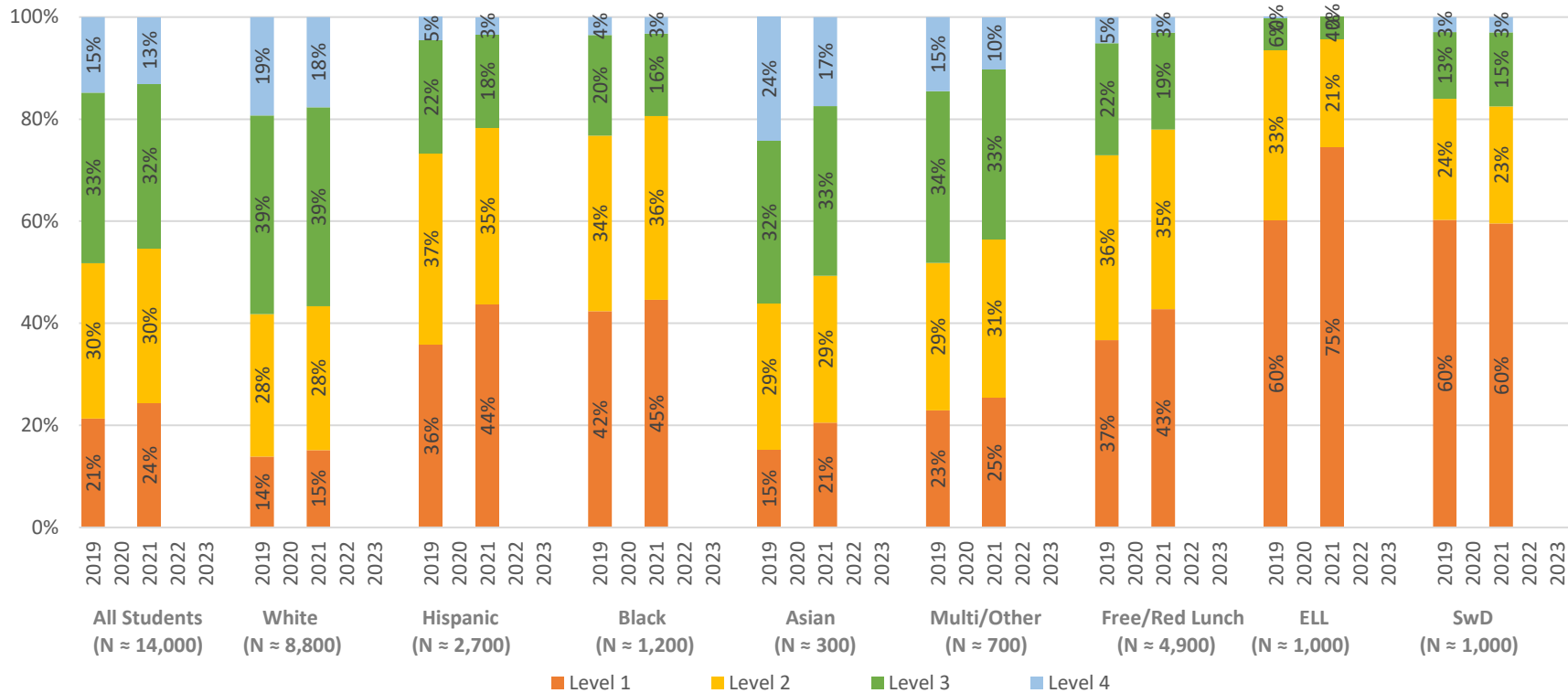


## Kansas Assessment Program English Language Arts – All Grade Levels



### Observations

- In 2019 79% of students performed at/above Level 2 in Reading.
- In 2019, the most at-risk groups included Hispanic (36% at Level 1), Black (42%), Free/Reduced Lunch (37%), ELL (60%), and Disabled (60%).  
\*\* Kansas assessments were not administered in 2020.
- During the 2020-2021 school year, up to 10% of students who chose to remain fully remote for their learning, also did not participate in the Kansas assessments.

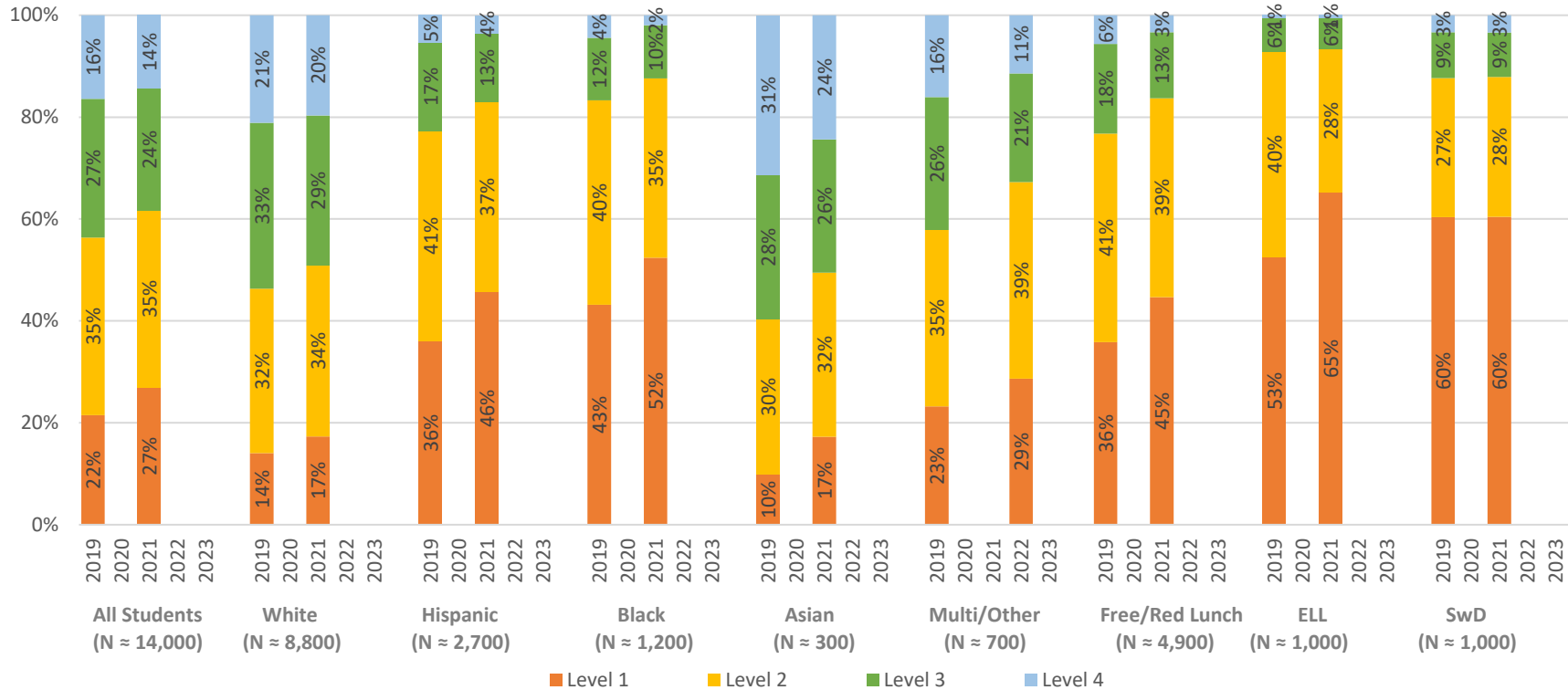
### Connections to the Strategic Plan

- Every student will achieve academic success through a challenging, relevant personalized learning plan.
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.

### Additional Notes

- Kansas Assessments are administered annually at grades 3-8 and 10.
- Final score summaries are typically released by KSDE annually in September. Additional details are available on the KSDE building report cards: <https://ksreportcard.ksde.org/>
- SwD = Students with Disabilities.

## Kansas Assessment Program Mathematics – All Grade Levels



### Observations

- In 2019, 78% of students scored at/above Level 2 in math.
- In 2019, the most at-risk groups include Hispanic (36% at Level 1), Black (43%), Free/Reduced Lunch (36%), ELL (53%), and Disabled (60%).  
\*\* Kansas assessments were not administered in 2020.
- During the 2020-2021 school year, up to 10% of students who chose to remain fully remote for their learning, also did not participate in the Kansas assessments.

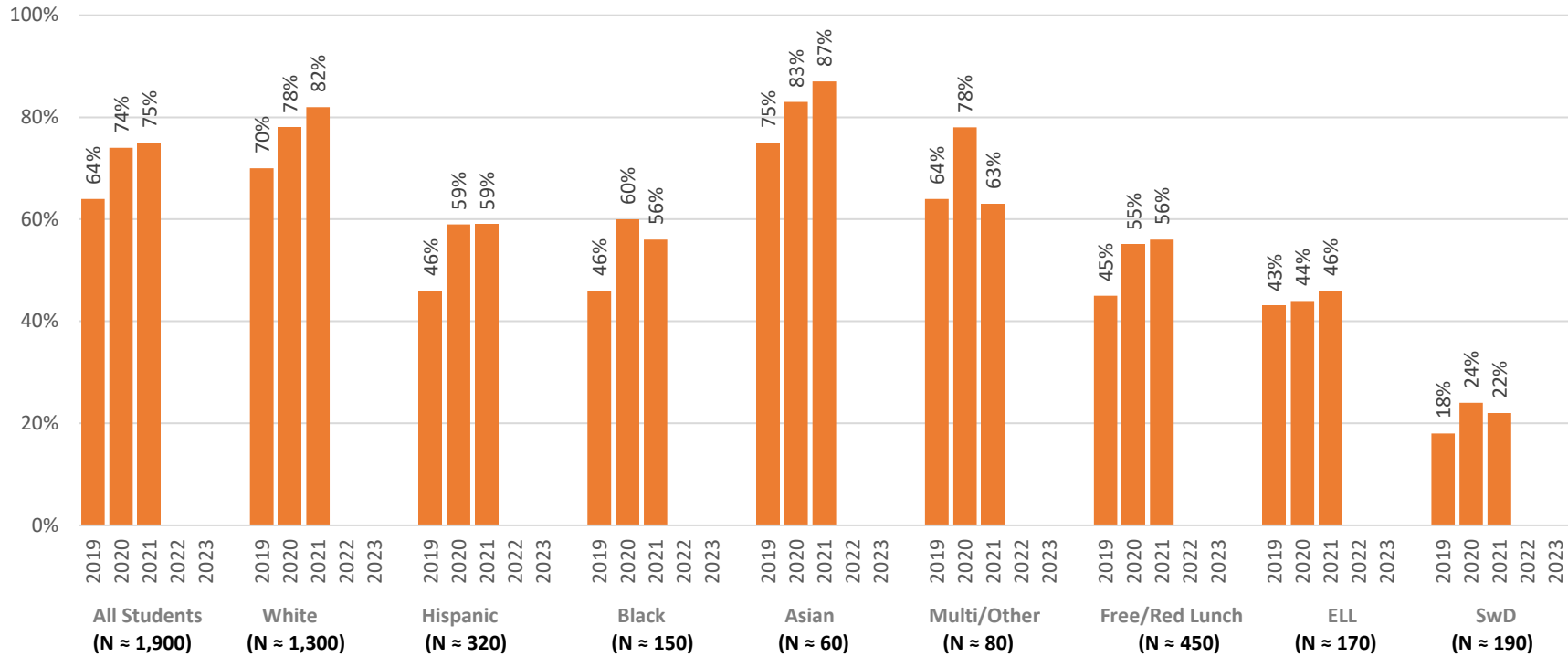
### Connections to the Strategic Plan

- Every student will achieve academic success through a challenging, relevant personalized learning plan.
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.

### Additional Notes

- Kansas Assessments are administered annually at grades 3-8 and 10.
- Final score summaries are typically released by KSDE annually in September. Additional details are available on the KSDE building report cards: <https://ksreportcard.ksde.org/>
- SwD = Students with Disabilities.

## ACT Participation Graduating Class Cohorts – Percent of Student Group



### Connections to the Strategic Plan

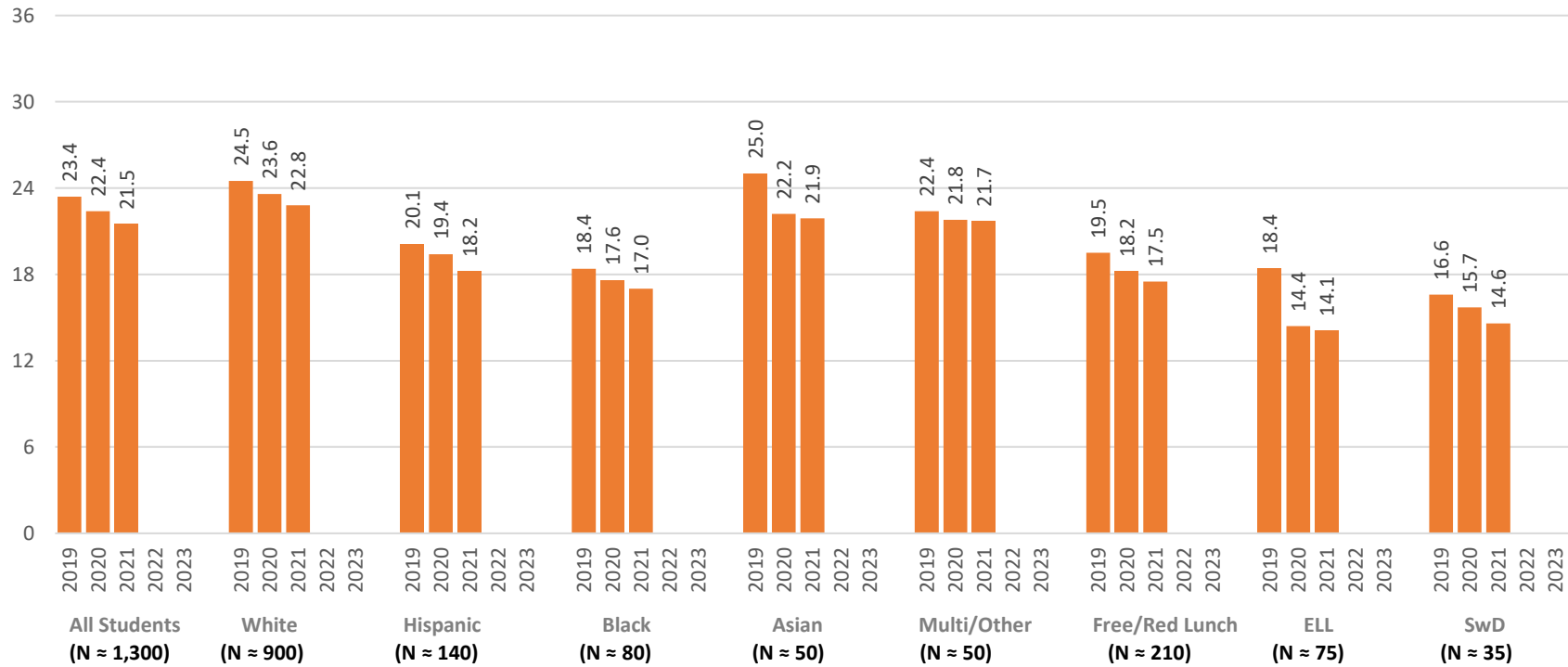
- Every student will achieve academic success through a challenging, relevant personalized learning plan.
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.

### Additional Notes

- Participation rates are based on an enrollment snapshot of 12<sup>th</sup> grade students taken on April 20 of each school year.
- Average scores are from a graduation cohort. For example, a student in the class of 2019 may have taken his/her last ACT exam in 2017 or 2018 or 2029. If a student takes the ACT more than once, only the last score is used for this report. SwD = Students with Disabilities.
- Beginning with the Class of 2020, the Kansas legislature offered a free opportunity for students to take the ACT. This action resulted in an increase in ACT participation.
- Graduation year cohort results are typically released to schools annually in late September or October. However, beginning with the Class of 2022, ACT will no longer provide their annual cohort reports. Districts will need to calculate our own graduation cohort averages moving forward using individual score date provided by ACT.

## ACT Performance

### Graduating Class Cohorts -Average Composite Scores



### Connections to the Strategic Plan

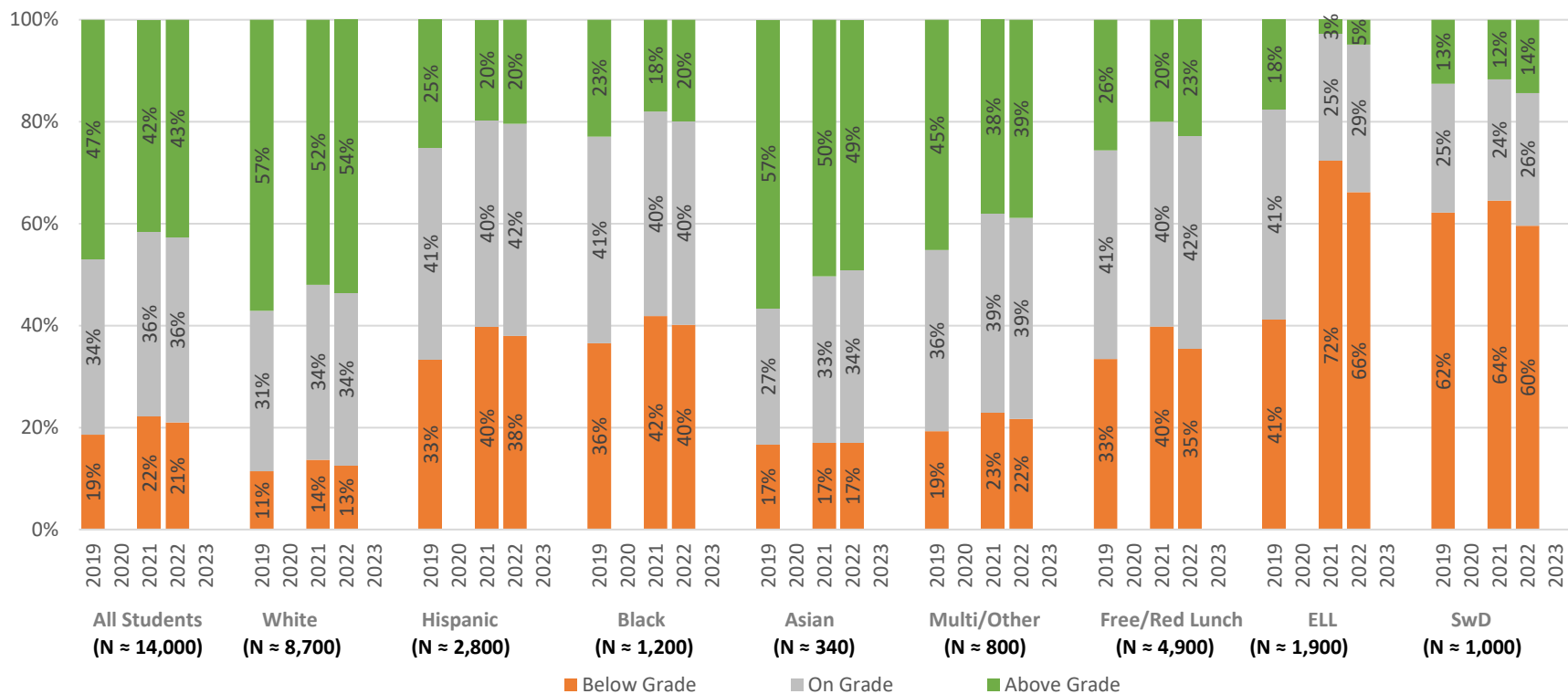
- Every student will achieve academic success through a challenging, relevant personalized learning plan.
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.

#### Notes

- ACT results are on a scale of 1 to 36. N-counts are approximate and offer a relative picture of whether the group is 'large' or 'small'.
- Average scores are from a graduation cohort. For example, a student in the class of 2019 may have taken his/her last ACT exam in 2017 or 2018 or 2019.
- If a student takes the ACT more than once, only the last score is used for this report. SwD = Students with Disabilities.
- Beginning with the Class of 2020, the Kansas legislature offered a free opportunity for students to take the ACT. This action resulted in an increase in ACT participation.
- Graduation year cohort results are typically released to schools annually in late September or October. However, beginning with the Class of 2022, ACT will no longer provide their annual cohort reports. Districts will need to calculate our own graduation cohort averages moving forward using individual score date provided by ACT.

## NWEA MAP Performance - READING

Results from Spring of Each School Year, Grades 3-9



### Observations

- 81% of all students in grades 3-8 scored at grade level or above in reading in 2019.
- The groups scoring below grade level in reading remained relatively stable from 2019 to 2022 for most groups. The percent of ELL students in grades 3-9 reading below grade level increased substantially. However, the number of students identified as ELL has been declining as it has become easier since 2019 for Advanced students to exit ELL services.

### Connections to the Strategic Plan

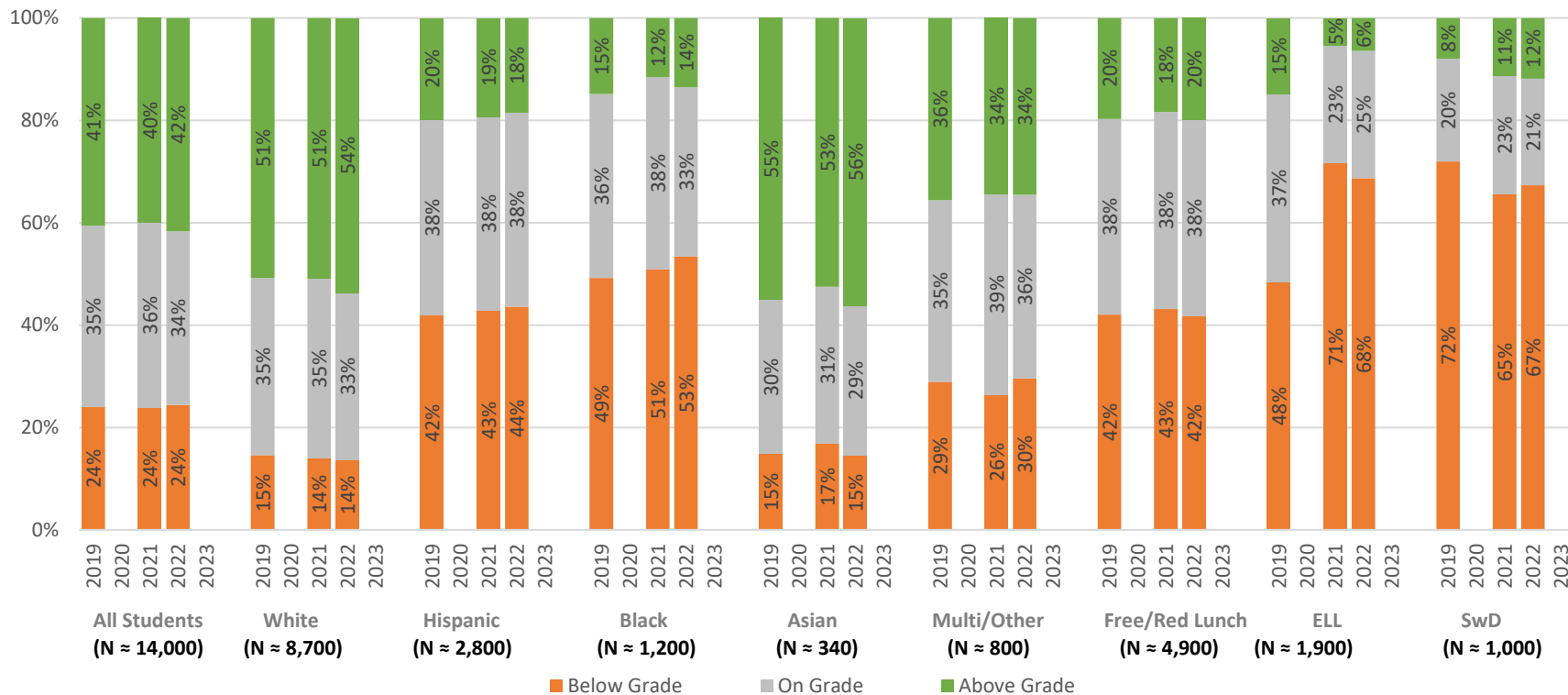
- Every student will achieve academic success through a challenging, relevant personalized learning plan.
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.

### Additional Notes

- Students identified as 'on grade level' are students who scored between the 32<sup>nd</sup> and 68<sup>th</sup> percentile.
- 2019 = Spring of the 2018-2019 school year, 2020 = Spring of the 2019-2020 school year, etc.
- Student demographics are determined by a Skyward enrollment snapshot from April 20 of each school year. SwD = Students with Disabilities.
- Students did not participate in NWEA MAP assessments in Spring 2020 due to the Covid-19 pandemic.

## NWEA MAP Performance - MATHEMATICS

Results from Spring of Each School Year, Grades 3-9



### Observations

- 76% of all students in grades 3-8 scored at grade level or above in mathematics in 2019.
- The groups scoring below grade level in mathematics remained relatively stable from 2019 to 2022 for most groups. The percent of ELL students in grades 3-9 reading below grade level increased substantially. However, the number of students identified as ELL has been declining as it has become easier since 2019 for Advanced students to exit ELL services.

### Connections to the Strategic Plan

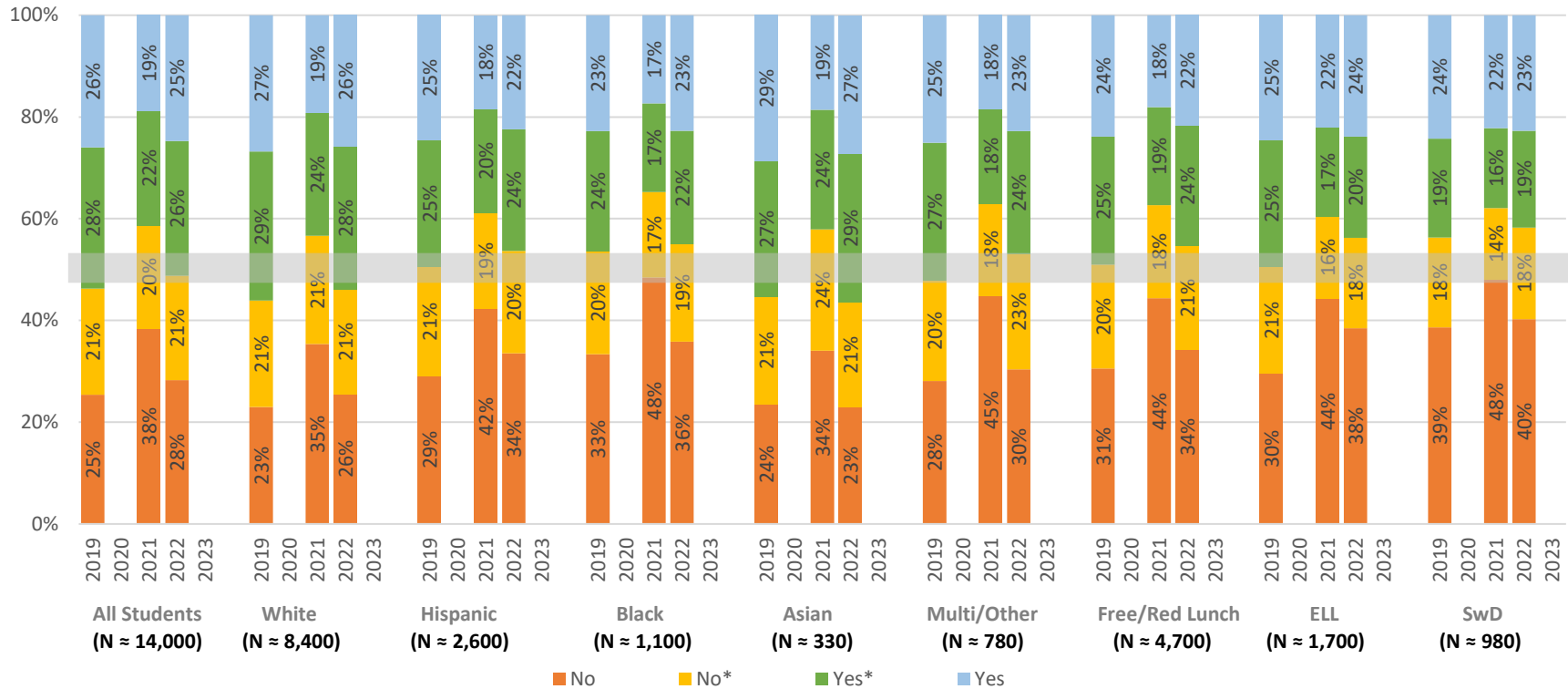
- Every student will achieve academic success through a challenging, relevant personalized learning plan.
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.

### Additional Notes

- Students identified as 'on grade level' are students who scored between the 32<sup>nd</sup> and 68<sup>th</sup> percentile.
- 2019 = Spring of the 2018-2019 school year, 2020 = Spring of the 2019-2020 school year, etc.
- Student demographics are determined by a Skyward enrollment snapshot from April 20 of each school year. SwD = Students with Disabilities.
- Students did not participate in NWEA MAP assessments in Spring 2020 due to the Covid-19 pandemic.

## NWEA MAP Annual Growth - READING

Percent Meeting or Exceeding Expected Growth from Fall to Spring



### Observations

- Readers of this graph should expect the orange and yellow sections to fall on or below the gray bar.
- The 2021-2022 growth rates are beginning to return to the 2018-2019 levels with ongoing room for improvement in several student groups (Hispanic, Black, Multi, Free/Reduced, ELL, SwD).

### Connections to the Strategic Plan

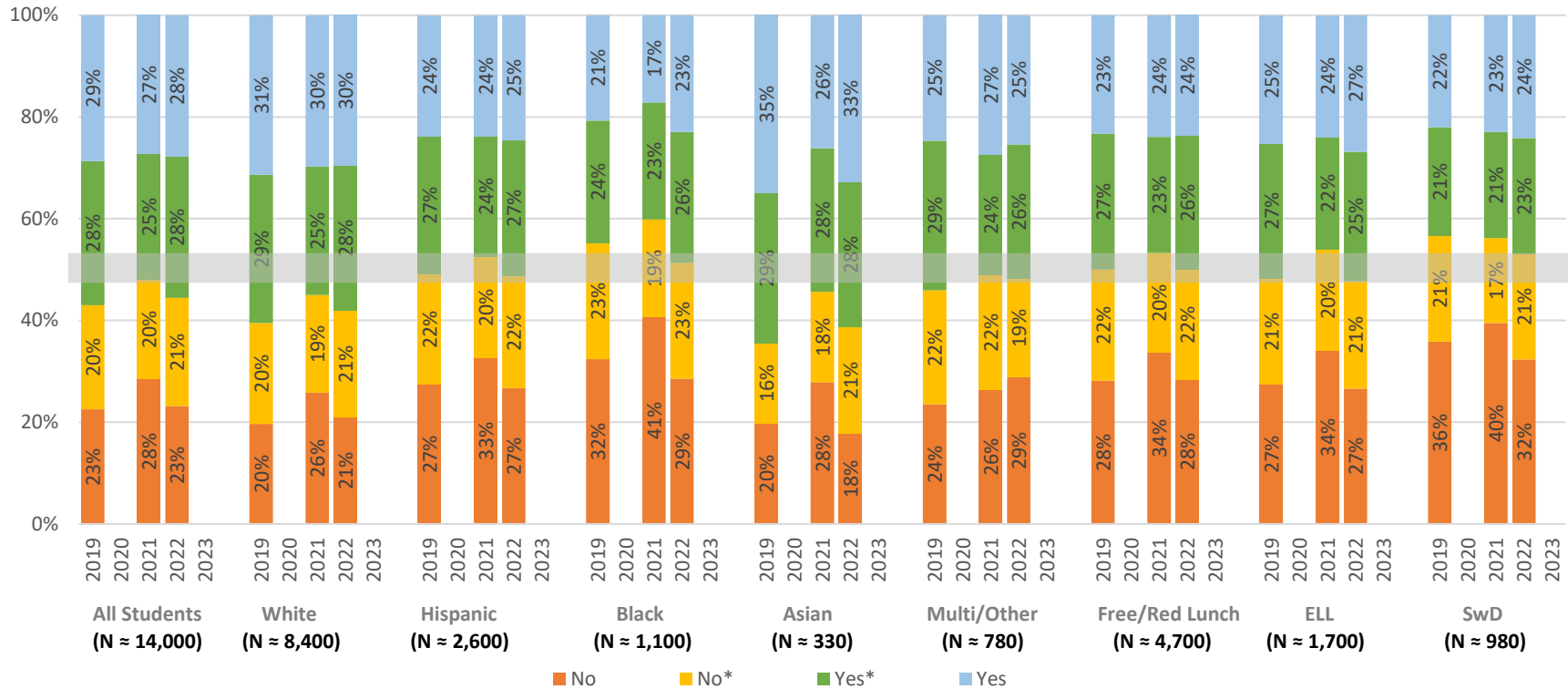
- Every student will achieve academic success through a challenging, relevant personalized learning plan.
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.

### Additional Notes

- 2019 = the 2018-2019 school year, 2020 = the 2019-2020 school year, etc.
- A “normal” percentage of expected growth is 50%. Data only includes students who had both a fall and a spring NWEA MAP score.
- No = Did not meet expected growth. No\* = Did not meet expected growth, but within a statistical margin of error. Yes\* = Met expected growth, but within a statistical margin of error. Yes = Met or exceeded expected growth. SwD = Students with Disabilities.

## NWEA MAP Annual Growth - MATH

### Percent Meeting or Exceeding Expected Growth from Fall to Spring



### Observations

- Readers of this graph should expect the orange and yellow sections to fall on or below the gray bar.
- The 2021-2022 growth rates are beginning to return to the 2018-2019 levels with some growth rates now outperforming their corresponding 2018-2019 levels (Black, ELL, SwD).

### Connections to the Strategic Plan

- Every student will achieve academic success through a challenging, relevant personalized learning plan.
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.

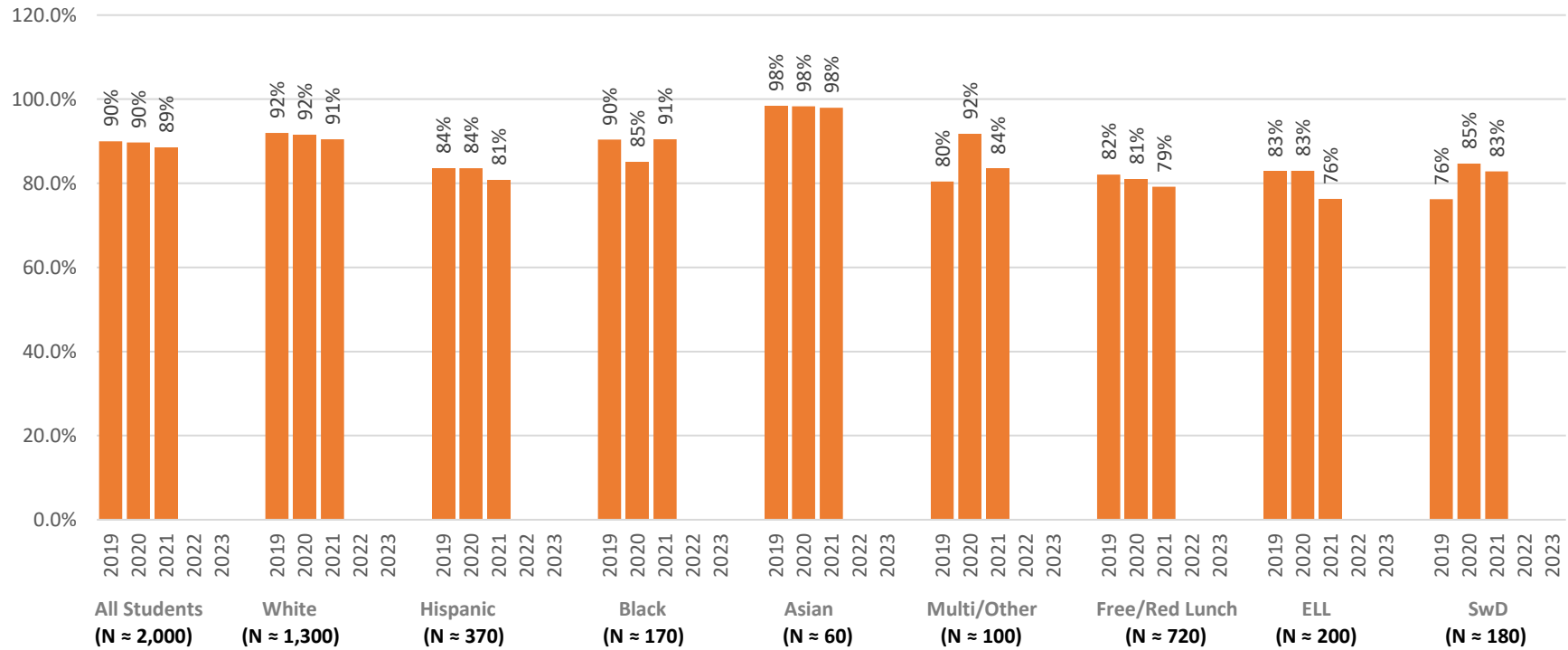
### Additional Notes

- 2019 = the 2018-2019 school year, 2020 = the 2019-2020 school year, etc.
- A “normal” percentage of expected growth is 50%. Data only includes students who had both a fall and a spring NWEA MAP score.
- No = Did not meet expected growth. No\* = Did not meet expected growth, but within a statistical margin of error. Yes\* = Met expected growth, but within a statistical margin of error. Yes = Met or exceeded expected growth. SwD = Students with Disabilities.



## Graduation Rates

KSDE Four Year Cohort Graduation Rate \ Class of ...



### Observations

- Recent graduation rates are relatively flat for all students. Groups with smaller sizes such as Black and Multi-Racial students and Students with Disabilities may fluctuate more from one year to the next.
- While graduation rate gaps exist between student groups, they are generally within 10% of the *All Students* group.

### Connections to the Strategic Plan

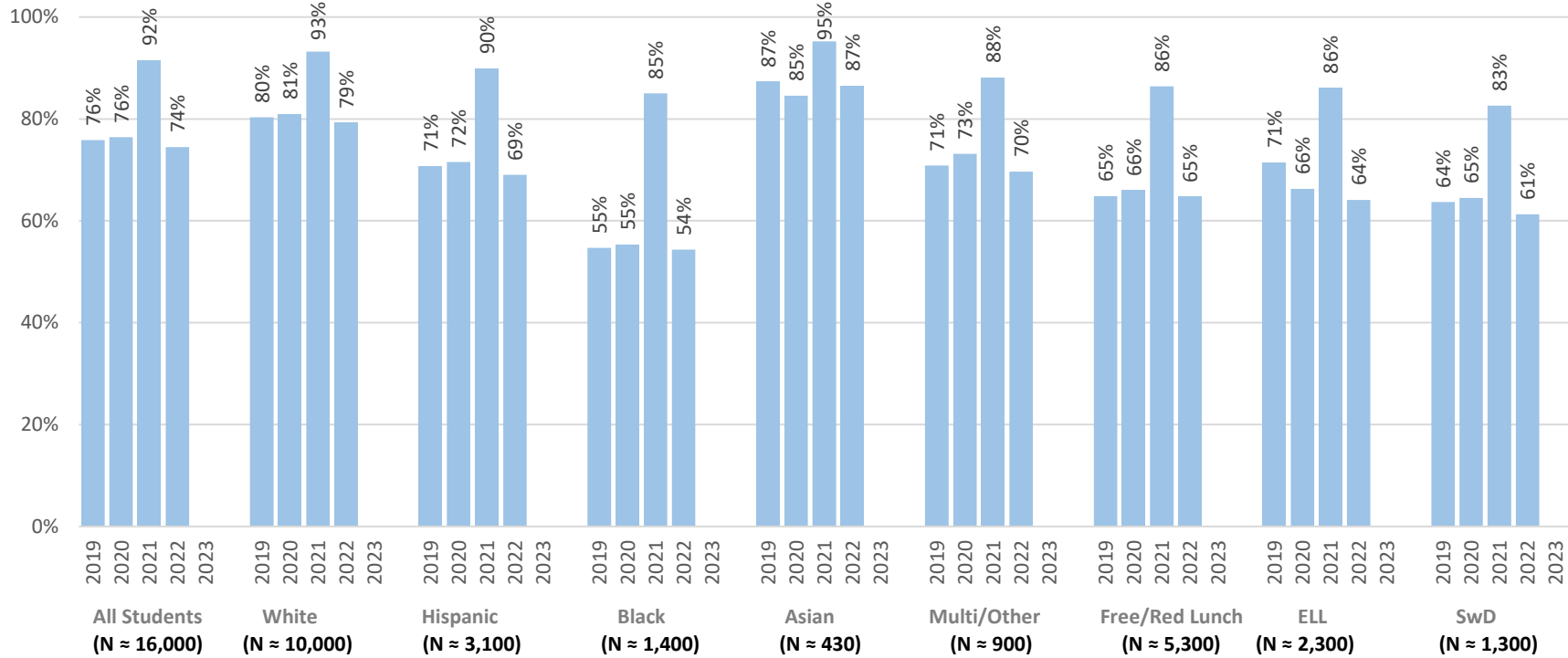
- Every student will achieve academic success through a challenging, relevant personalized learning plan.
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.

### Additional Notes

- Students have until September 30 of each school year to be counted in their four-year cohort.
- Data validation occurs in October. Final graduation rates become available in December/January. SwD = Students with Disabilities.

## Student Discipline

Students with Zero Referrals, Grades 5-12



### Observations

- Among all students enrolled on April 20, 76% have zero discipline referrals recorded in Skyward.
- The percentages of students with zero referrals in 2021-2022 were slightly better than the corresponding levels in 2018-2019 with decreases generally ranging from 1-2%.

### Connections to the Strategic Plan

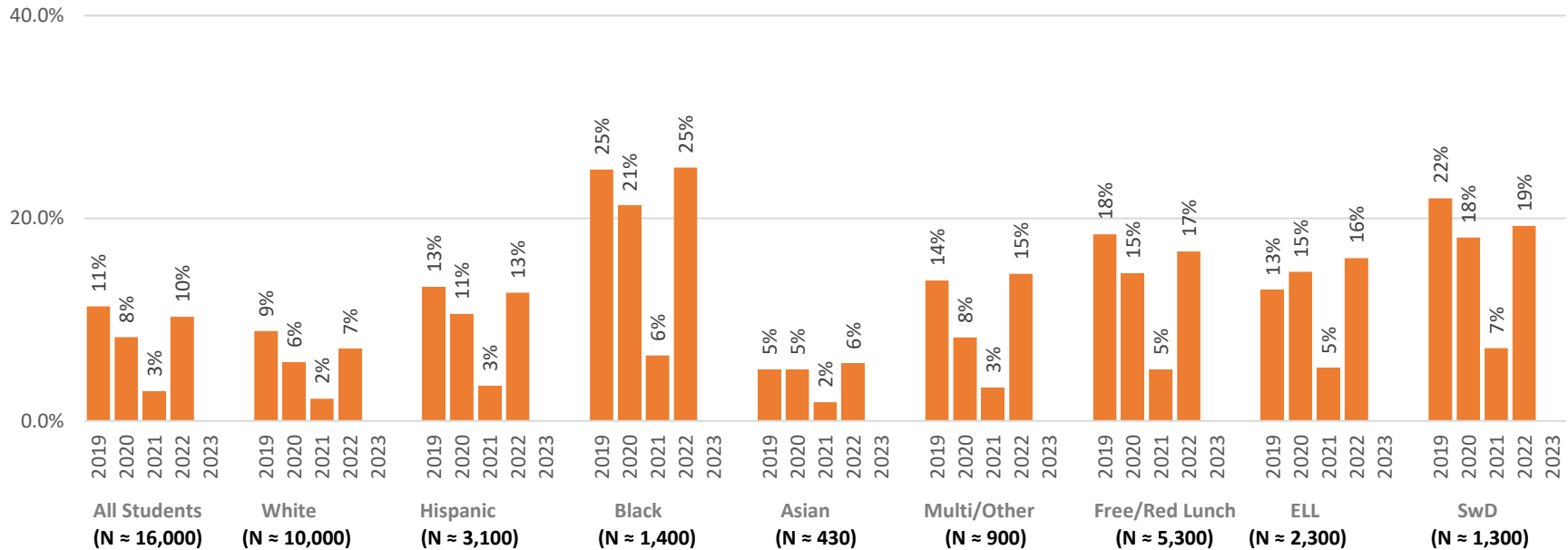
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.
- Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.

### Additional Notes

- Student demographics are determined by a Skyward enrollment snapshot from April 20 of each school year.
- Calculations use the April snapshot compared to all discipline referrals reported in Skyward during the school year.
- Data does not include students who dropped or enrolled before/after the April 20 snapshot date. SwD = Students with Disabilities.
- During the 2020-2021 school year, students received remote, hybrid, and in-person instruction due to the Covid-19 pandemic.

## Student Discipline

Suspensions & Expulsions (ISS, OSS, EXP) – Percent of Population, Grades 5-12



### Observations

- Among all grade 5-12 students enrolled in April, 11% received at least one suspension during the school year in 2018-2019. 10% received at least one suspension in 2021-2022.
- Among all Black students in grade 5-12 enrolled in April, 25% received at least one suspension during the school year in 2018-2019. Suspension rates in 2021-2022 returned to levels similar to the levels seen in 2018-2019.

### Connections to the Strategic Plan

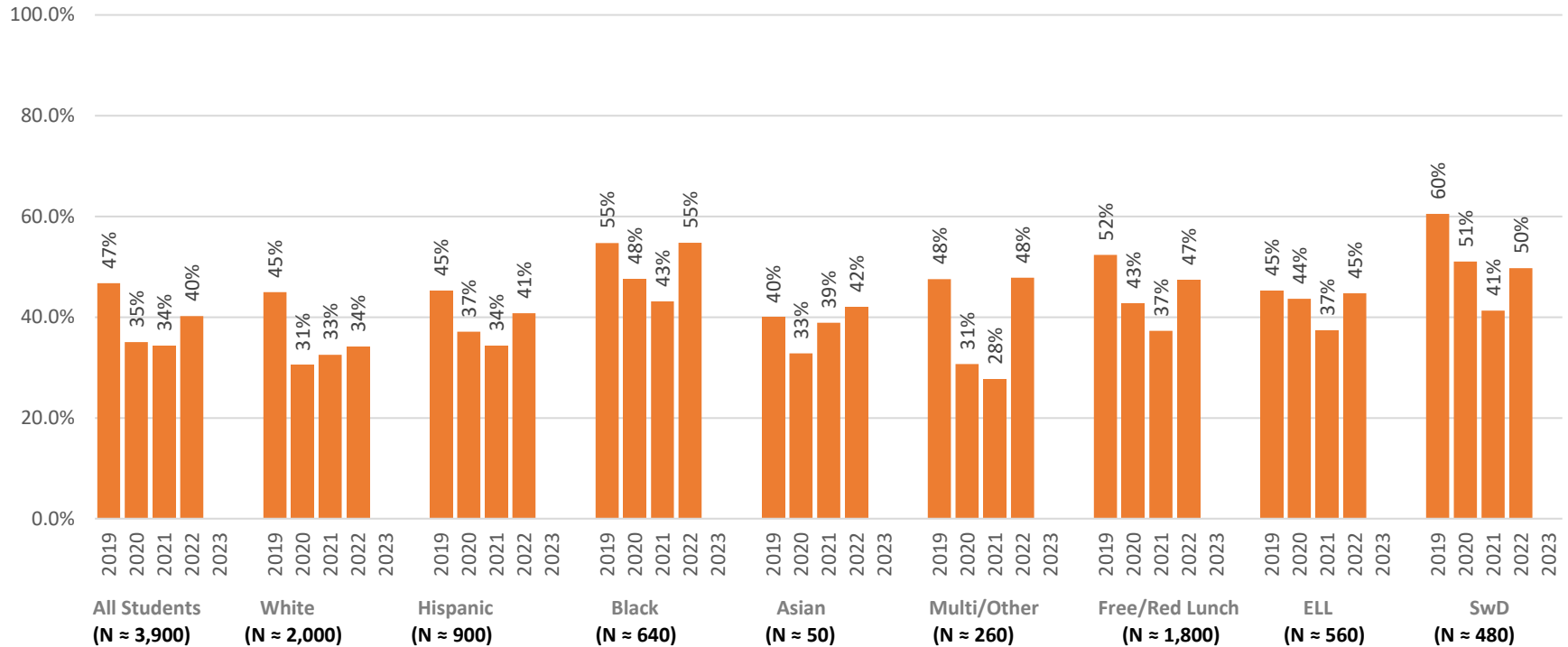
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.
- Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.

### Additional Notes

- Student demographics are determined by a Skyward enrollment snapshot from April 20 of each school year.
- Calculations use the April snapshot compared to all discipline referrals and actions reported in Skyward during the school year.
- Data does not include students who dropped or enrolled before/after the April 20 snapshot date. SwD = Students with Disabilities.
- During the 2020-2021 school year, students received remote, hybrid, and in-person instruction due to the Covid-19 pandemic.

## Student Discipline

Suspensions & Expulsions (ISS, OSS, EXP) – Percent of Students with One or More Incidents, Grades 5-12



### Observations

- This chart shows the suspension rates ONLY for students who received a discipline referral. Each year, approximately 3,900 students receive one or more office referrals. In 2019, 47% of students with one or more referral received a suspension as a result of one or more of those referrals.
- In 2022, the suspension rate among students with one or more referrals was 40%. Results from 2020 and 2021 were affected by the Covid-19 pandemic.

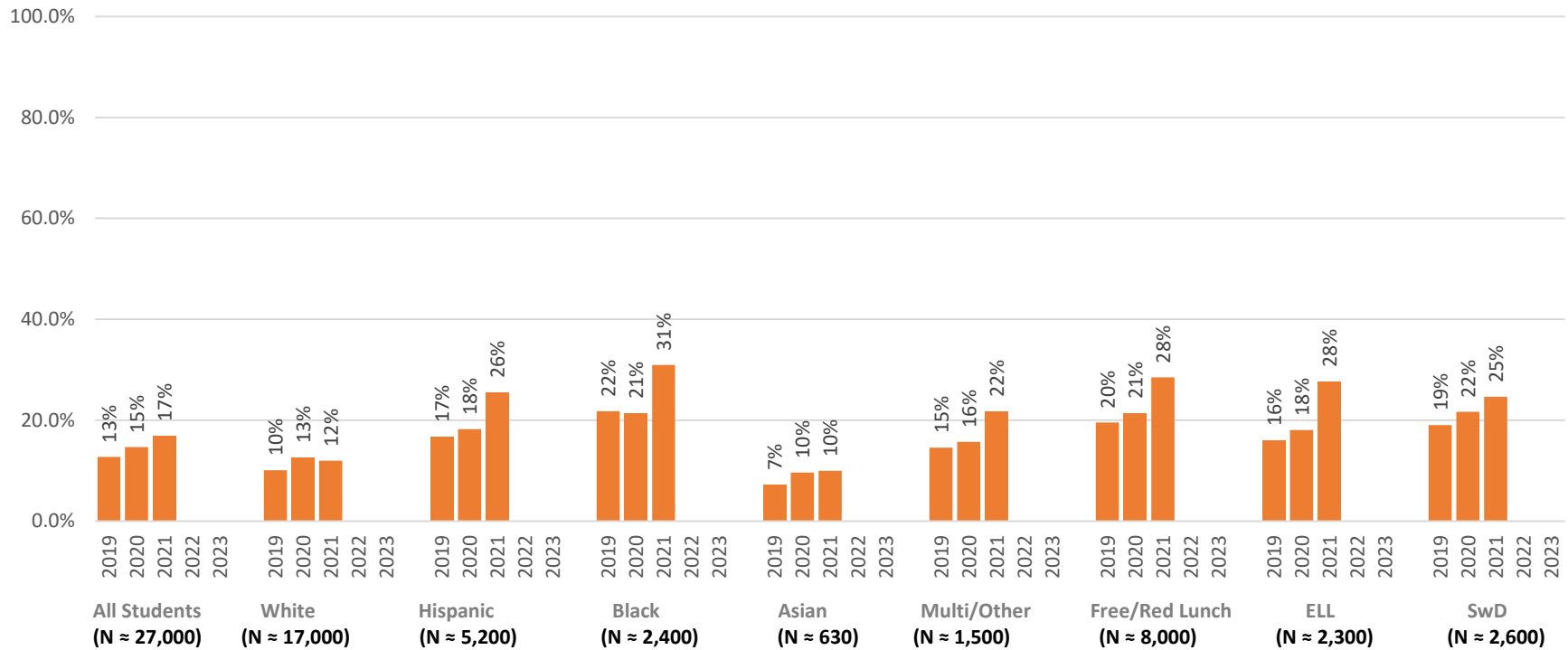
### Connections to the Strategic Plan

- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.
- Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.

### Additional Notes

- Student demographics are determined by a Skyward enrollment snapshot from April 20 of each school year.
- Calculations use the April snapshot compared to all discipline incidents and actions reported in Skyward during the school year.
- Data does not include students who dropped or enrolled before/after the April 20 snapshot date. SwD = Students with Disabilities.
- During the 2020-2021 school year, students received remote, hybrid, and in-person instruction due to the Covid-19 pandemic.

## Student Attendance Chronic Absenteeism K - 12



### Observations

- There was a notable increase in the levels of chronic absenteeism during the 2020-2021 school year through the height of the Covid-19 pandemic.

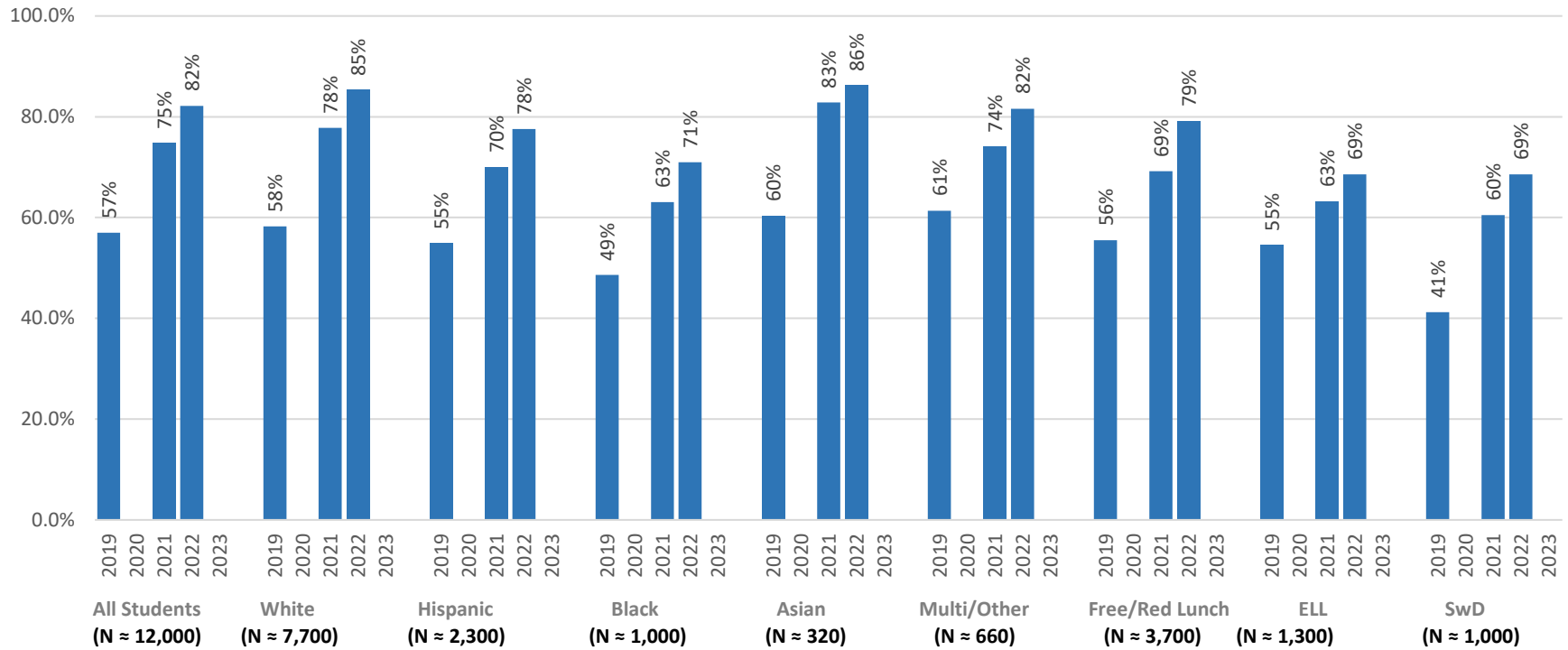
### Connections to the Strategic Plan

- Every student will achieve academic success through a challenging, relevant personalized learning plan.
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.

### Additional Notes

- SwD = Students with Disabilities.
- This data is obtained from the KSDE Building Report Card. A student is identified as chronically absent if their individual attendance rate is below 90%. For example, a student enrolled for 30 days who is absent for more than 3 days is considered to be chronically absent.
- During the 2020-2021 school year, students received remote, hybrid, and in-person instruction due to the Covid-19 pandemic.

## Student Individual Plans of Study Task Completion in Xello – Grades 7-12



### Observations

- In 2019, 57% of all students in grades 7-12 identified a learning style, a personality style, and career clusters in their learning plan. By 2022 these completion rates increased to 82%.
- In addition to the three surveys, 91% of all students completed their required grade-level lessons in Xello.
- Data was not collected for 2019-2020 due to the Covid-19 pandemic.

### Connections to the Strategic Plan

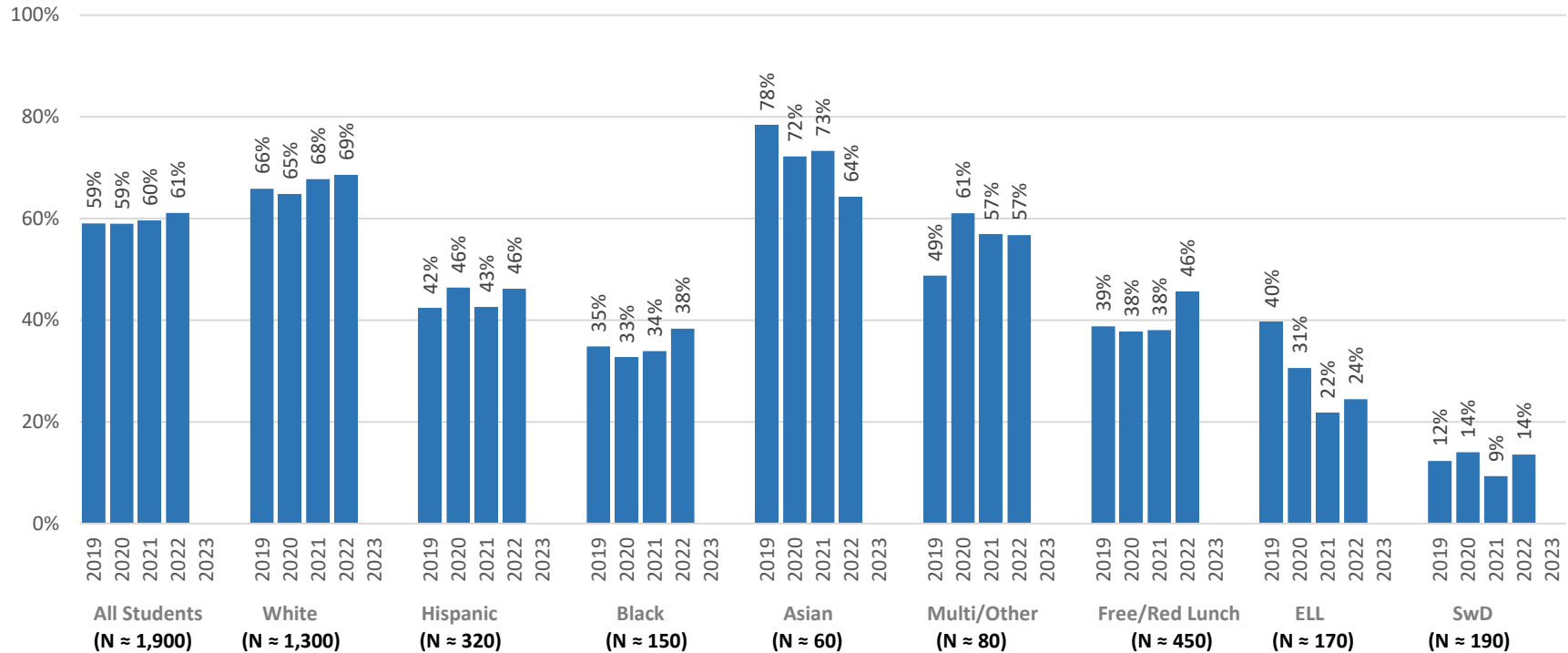
- Every student will achieve academic success through a challenging, relevant personalized learning plan.
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.

### Additional Notes

- Students are designated as 'complete' when they have identified a learning style, a personality style, and career clusters.
- Student demographics are determined by a Skyward enrollment snapshot from April 20 of each school year.
- Calculations use the April snapshot compared to Xello data extraction from the entire school year.
- Data does not include students who dropped or enrolled before/after the April 20 snapshot date. SwD = Students with Disabilities.

## Student Course Success

### Algebra 2 Success (C or better) by End of Grade 12



### Observations

- In 2019, 59% of 12<sup>th</sup> grade students completed Algebra 2 sometime while in high school with an average grade of C or higher. This means that 41% either did not complete Algebra 2 or they completed the course but averaged below a C level grade.
- In 2022, 61% of 12<sup>th</sup> grade students completed Algebra 2 sometime while in high school with an average grade of C or higher.

### Connections to the Strategic Plan

- Every student will achieve academic success through a challenging, relevant personalized learning plan.
- Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.

### Additional Notes

- **Algebra 2 Success = Earning a full credit in Algebra 2 (or Honors) with an average grade of C or higher.**
- Student demographics are determined by a Skyward enrollment snapshot from April 20 of each school year.
- Calculations use the April snapshot of 12<sup>th</sup> graders against the entire grade history in Skyward.
- Data does not include students who dropped or enrolled before/after the April 20 snapshot date. SwD = Students with Disabilities.
- Between 2019 and 2021, the number of 12<sup>th</sup> grade ELL students declined from approximately 170 to approximately 80 due to changes in ELL exit criteria.