

Strategic Plan

Academics



Program Evaluation
2018-19

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Theme of Strategic Plan

Ensure instructional programs are research-based and meet the needs of 21st-Century learners. Students must be equipped to face challenges, achieve in our classrooms, and succeed well beyond graduation day.

About the Academics Program

The primary goal in the Shawnee Mission School District has always been focused on the academic success of all students. This tradition will continue as we move forward.

Through this strategic planning process, there was a focus on developing a comprehensive curriculum model to increase achievement among all students. While aligning with state standards, the plan was written to include research-based instructional practices, digital resources, and common assessments to help measure student mastery. The plan also included components aimed at providing expanded learning opportunities for students, with the ultimate goal of helping students achieve their full potential.

Area of Focus

1. Universal Early Education
2. STEM K-12 - College and Career Readiness/Career and Technical Education
3. Alternative scheduling
4. Achievement
5. Research-Based
6. Recruit, Retain, Reward
7. Professional Development
8. Expanded Learning Opportunities
9. Universal Design for Learning

Evaluators

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Academic Program Goals and Evaluation

1. **By August 2016, the Curriculum & Instruction Department (C&I) will collaborate with teachers to develop a comprehensive curriculum model for all grade levels and content areas in order to increase student achievement. These inclusive curriculum documents will be aligned to current district and state standards, will include research-based instructional practices and digital resources to support quality instruction, and will contain common assessments to measure student mastery of the curriculum.**
 - a. The district has adopted a curriculum development process, outlined in this [document](#). The process involves curriculum cadres, who identify, prioritize, and align mastery for all state standards (Priority 1 and 2 Standards). During the 2018-2019 school year, the cadres will begin working to integrate social-emotional and character development standards (Cornerstone standards) into the curriculum. Curriculum documents have been standardized and updated to match Kansas academic standards ([elementary secondary CTE](#)).
 - b. In addition, the district has adopted the Solution Tree Response-to-Intervention model, which includes

the idea of a guaranteed and viable curriculum for all students focusing on prioritized standards in each content area, immediate intervention for students who need support on priority standards at grade level, and remediation for universal skills that are below grade level. The process has been introduced to principals, who have taken the message to teachers. The process will be monitored by principals through instructional rounds and common formative assessments.

Status: Complete and On-going

- 2. By the 2019-2020 school year, all middle and high school students will be graded using a standards-based grading process with a minimum of 70 percent of the grade reflecting achievement of specific curricular or course standards.**

- a. Educators from one middle school and one high school will participate in elementary pilot group discussions, described in #3. Most of the development work will be done at the curriculum cadre level with pilot schools providing feedback. Secondary schools will begin later than those at the elementary level but will have a similar deadline as the elementary schools. Standards-based grading will be implemented districtwide during the 2022-2023 school year.

Status: Scheduled Implementation

- 3. By the 2018-2019 school year, all elementary students will be graded using a standards-based grading process, which reflects student progress and achievement in mastering grade level standards.**

- a. A group of six elementary schools (Apache, Corinth, Crestview, Highlands, Rising Star, and Rosehill) have begun developing a standards-based grading system, which will serve as a pilot for the district. As the work has progressed, it has become clear that the complexity of the work will require that the timeline be revised in order to provide adequate professional learning and appropriate communication to teachers, parents, and the community. We anticipate that during 2018-2019 the pilot schools will provide feedback on proficiency scales tied to priority standards developed at the district level and participate in the development of common assessments tied to the standards. The districtwide implementation of standards-based grades will take place in the 2022-2023 school year.

Status: In Progress

- 4. By July 1, 2016, the district will have a high functioning District Leadership Team representing preK-12.**

- a. In July 2015, the district established a leadership retreat and continued professional learning for the school year. Additionally, a large number of team members participated in a variety of professional learning opportunities including national conferences outside of the district. This practice continues to thrive allowing the team multiple opportunities for learning and growth throughout the school year(s).
 - i. 2015-16 Leadership Retreat [agenda](#)
 - ii. 2016-17 Leadership Retreat [agenda](#)
 - iii. 2017-18 Leadership Retreat [agenda](#)
 - iv. 2018-19 Leadership Retreat [agenda](#)

Status: Complete and On-going

5. By May 2016, secondary students will have a course available to provide support for students and staff on Apple devices.

- a. Curriculum and Instruction and Information Communication Technology leaders met with post-secondary representatives to explore industrial certification programs for high school students.
- b. A capstone computer programming course (Advanced Programming Concepts), which provides Common Sector Workplace Competencies as well as internship experiences, has been developed.

Status: Implemented 2018-2019 and On-going

6. By May 2016, we will examine existing graduation requirements and provide recommendations for change.

- a. Graduation requirements have been revised to include a required financial literacy course (.5 unit) for students graduating in 2020 and beyond.
- b. Annually, district educators will review and discuss existing program of study graduation requirements for potential modification.

Status: On-going

7. By May 2016, the district will explore the possibility of partnering with other districts to provide additional Signature Programs or provide resources for programs with low enrollment.

- a. Discussion with area superintendents regarding future opportunities for partnership continues. Currently, Shawnee Mission School District serves students from area public and private schools in the Culinary Arts Signature Program.
- b. Students accessing JCCC Excel in Career and Technical Education (CTE) courses (formerly known as SB155) now receive both JCCC credit and SMSD elective credit. Discussions continue with JCCC staff regarding scheduling JCCC classes to better fit with a high school student schedule.

Status: On-going

8. By May 2016, establish a community based instructional environment in which to serve the Post-High Transition Students (18-21)

- a. In addition to community based work experiences already in place for 51 students in the 18-21 Post High School Program at Shawnee Mission South, Project SEARCH Shawnee Mission launched in August 2018 with the first cohort of 7 student interns at Shawnee Mission Health Campus. Project SEARCH is a unique, business-led, one-year school-to-work transition program providing real-life work experience combined with training in employability and independent living skills to help youth with significant disabilities make successful transitions from school to a productive adult life. The goal for each student participant is competitive employment. The Project SEARCH model involves an extensive period of training and career exploration, innovative adaptations, long-term job coaching, and continuous feedback from teachers, job coaches, and employers. As a result, at the completion of the training program, students with significant intellectual disabilities are employed in nontraditional, complex, and rewarding jobs.

Status: Complete in 2018-2019 school year and On-going

9. By May 2016, the district will provide expanded learning opportunities for all students through the implementation of flexible scheduling in secondary schools in order to promote opportunities for student participation in CTE program internships, Signature Programs, and required courses.

- a. Implemented Contemporary Communications course (English Language Arts credit for juniors and seniors) for CAA students in 2017-2018. In this course, credit is not tied to seat time.
- b. The eSchool courses offered through Edgenuity expanded from two in 2015-2016 (Government and Health) to six in 2018-2019 (American Government, Art History, Financial Literacy, Health, Lifetime Fitness, Psychology). The goal is to expand course offerings available through the eSchool delivery model.
- c. Enhanced internship experiences continue to be identified and developed through Signature and CTE programs.

Status: On-going

10. By May 2016, the district will explore expanded programming opportunities for students to determine feasibility in the areas including:

a. Summer and after-school programs

i. Jump Start Expansion

Jump Start to Learning, a summer readiness program for incoming kindergarten students, has expanded in the Shawnee Mission School District. Since its inception in 2014, the program has grown from three sites serving 46 kindergarten students to 20 sites, located in each of the five high school attendance areas, serving 348 kindergarten students in 2018. Below is a table detailing the expansion.

Year	# of Sites	# of Kindergarten Students
2014	3	46
2015	12	196
2016	13	226
2017	19	298
2018	20	348

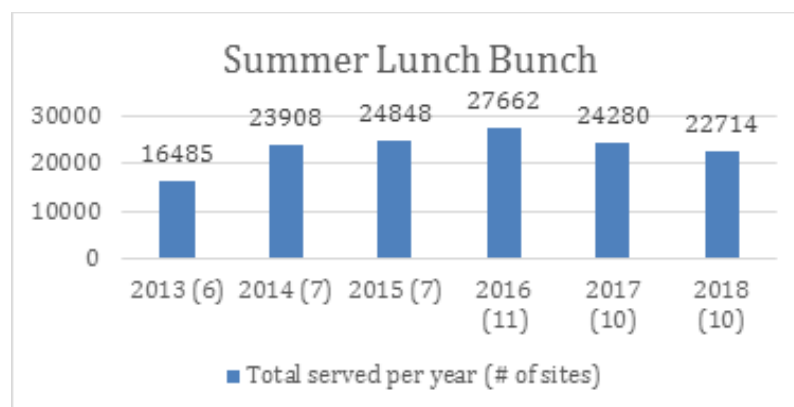
ii. eSchool

The eSchool program offers an alternative opportunity for students in the Shawnee Mission School District to earn credits toward graduation in a self-paced, virtual learning environment. Since its inception, this program has grown in course offerings and enrollment numbers and is projected to grow even more in the coming years. In addition to the two original courses offered prior to 2017 (American Government and Health), Financial Literacy and Psychology were added in fall 2017. In fall 2018, two more courses were added to the eSchool program of studies, Lifetime Fitness and Art History. Each of the current course offerings provides students flexible options to earn credits toward graduation. With the addition of new courses, enrollment has also increased in each of the three semesters, fall, spring, and summer. Since fall 2016, the eSchool program has been utilizing the virtual platform, *Edgenuity*, in addition to employing a content-certified teacher for each course. The eSchool course materials are

vetted and integrated with SMSD curriculum maps and pacing guides to ensure the course content matches the courses as they are taught in the traditional school environment.

Course	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Grand Total
Government	12	86	12	6	98	
Health	0	292	9	16	247	
Psychology	0	0	0	3	8	
Financial Literacy	0	0	4	7	106	
Totals	12	378	25	32	459	908

iii. Summer Lunch Bunch



iv. ELLevate Expansion

ELLevate, a summer ELL program formerly known as Step Up, has been expanded from one school to six schools. The program has undergone a complete curriculum revision with a focus on application of language skills in real-life situations.

v. Middle School Activities

Middle School Athletics began in the 2014-2015 school year with five sport offerings.

- Wrestling – 7/8 graders both boys and girls
- Cross Country – 7/8 graders both boys and girls
- Girls Basketball – 8 grade
- Boys Basketball – 8 grade

- Volleyball – 7/8 grade girls.

2017-2018

- Middle school associate principals added athletic director to their job description.
- Associate athletic coordinators assisted the associate principal with athletic duties.

2018-2019

- All activities were moved to match the KSHSAA calendar.
- Volleyball moved from the spring to the fall season.
- Wrestling moved from an August start date to an October start date.
- The middle school athletics program made a philosophical change in the 2018-2019 school year. The program became a competitive/instructional program for basketball and volleyball. Each program has three competitive teams and the remaining participants focus on skill development with a noncompetitive schedule.

2019-2020

- Sports under consideration for addition to the middle school program.
 - Soccer is being considered for implementation during the 2019-2020 or 2020-2021 school year. Boys soccer would be offered in the fall and girls in the spring.
 - A 7-on-7 football offering is being considered for the 2020-2021 school year during the spring season.

b. CTE Pathway Additions & Expansions

- Addition of Law, Public Safety, & Security Pathway (Project Blue Eagle) for students interested in law enforcement, fire science, or emergency medical technician careers
- Expansion of Computer Science course offerings
- Expansion of Culinary Arts to include Catering & Event Management
- Expansion of PLTW Engineering courses to include AutoCAD certification course
- Expansion of Medical Health Science program to include Sports Medicine and CNA certification
- Redesign of Fashion, Apparel, & Interior Design courses

c. Virtual learning

The district purchased the *Edgenuity* program in spring 2016. This online learning program provides students with expanded learning opportunities and flexibility. It is used for eSchool Courses, some Summer School Courses, and is implemented at the five high schools and Horizons.

Students benefit from this program by:

- Recovering credits to stay on track for graduation
- Earning initial credit for some courses (Health, Government, Financial Literacy, Psychology, Art History, Lifetime Fitness etc.), which frees up space within the schedule for other learning experiences
- Using this program to meet unique student needs (alternative setting/ delivery model, flexible scheduling etc.)

We continue to add courses and expand the use of this program to meet students' needs.

- Since June 1, 2016, students have successfully completed more than 2,500 semester credits needed for graduation.
 - Over 900 of these semester credits were for initial credit via enrollment in eSchool.

- Approximately 125 of these credits were completed by students enrolled in Summer School who needed credit recovery.
- Approximately 1,475 of these credits were completed by students enrolled in *Edgenuity* courses during the school day- mostly needed for credit recovery.
- d. International Languages - There have not been any additional international languages added. Enrollment in some languages has declined.
 - i. KSDE recently began awarding the [Seal of Biliteracy](#) to graduating seniors who exhibit proficiency in English and one or more international languages.
 - ii. 80 Shawnee Mission students earned Seal of Biliteracy in 2017 and 90 students earned this award in 2018.

Status: Complete and On-going

11. By spring 2016, all schools will have a high functioning Building Leadership Team that formatively evaluates academic and social learning outcomes linked to their School Improvement Plans.

- a. District and building representatives have attended Professional Learning Communities (PLC) training from 2016 to the present. Attendees included district administrators, coordinators, principals, instructional coaches, and teachers. Representatives from all schools have attended national training and further opportunities are scheduled for additional teachers and newly hired instructional coaches and administrators to attend future conferences. At this time, 267 Shawnee Mission team members will have attended PLC training through Solution Tree from 2016 to October 2018. Schools are monitoring the progress of the implementation and development of Professional Learning Communities through the district PLC survey. [PLC Survey Results](#) District and building representatives attending the PLC conferences submit feedback to provide guidance in next steps for Shawnee Mission PLC process. [PLC Conference Feedback Survey](#).
- b. Building Leadership Academy is hosted at the end of the school year for principals and building leadership teams. This training opportunity gives teams time to collaborate and attend sessions focused on student data, the district and school improvement process, instructional strategies, and school-wide supports for students. Sessions are led by national presenters, district staff, and building staff.
- c. District and building staff, a group comprised of administrators, coordinators, instructional coaches, a school psychologist and teachers, attended Response to Intervention (RTI) Training in May 2018. The district team met in May/June to develop a plan to revise the district's RTI process. The [SMSD Learning Vision](#) was developed and communicated at the administrator retreat and building level professional learning sessions at the start of the 2018-2019 school year. The crucial importance of providing quality Tier 1 instruction for all students is the focus. Tier II and Tier III academic supports for students needing additional intervention will also be part of the training at the district and building level in 2018-2019.
- d. The district RTI Team developed the [RTI Guide to Student Success](#). This district resource is a guide and reference for all staff members implementing RTI to communicate expectations and ensure consistency across the district.

Status: Complete and On-going

12. Over the course of the 2014-2015 school year, all first-year teachers will participate in a New Teacher Induction program to receive high quality professional development to support their growth as a new teacher as evidenced by teacher retention and student achievement data.

- a. A three-day onboarding program for employees new to Team 512 was developed. The induction program includes an opening keynote, breakout sessions, and a closing keynote.
- b. Breakout sessions include such relevant topics as: Skyward, substitute services, mentoring and support, curriculum and instructional materials, and research-based instructional practices.
- c. [New Teacher Academy 2017-18 Survey Results](#)
- d. [New Teacher Academy 2018-19 Survey Results](#)
- e. [Retention Data - 2017-18 Cohort](#). 89 percent of new hires from the 2017-18 school year were retained.

Status: Complete and On-going

13. Annually, all staff will receive high quality professional development and apply their learning to support effective instruction in order to increase student achievement as evidenced by needs assessments, surveys, and student achievement data.

- a. The Shawnee Mission School District is committed to high-quality and personalized professional learning for staff. It has instituted instructional fairs to provide teachers with choice and to differentiate learning opportunities for teachers. In addition, the district sets aside two days during the school year for teacher-directed professional learning. During these days, teachers choose professional learning activities that meet their individual needs. To support the implementation of high-quality professional development, the district has employed 39 instructional coaches, whose primary responsibility is to work with individual teachers to implement their learning and improve their instructional practice.

Status: On-going

14. By spring 2016, the district will have developed an evidence-based instructional framework to meet rigorous and relevant academic and social outcomes. (Daggett System of Effective Instruction)

- a. The district has sent staff members from across the district to attend the Model Schools Conference, founded by Bill Daggett. While the Shawnee Mission School District is no longer part of the Model Schools Network, the district has established an instructional playbook, a collection of effective research-based instructional strategies, designed to be utilized in the classroom and to serve as a focus for professional learning. These practices are also part of the Instructional Rounds process and documentation.

Status: On-going

15. By May 2016, and biennially thereafter, evaluate whether current district practices related to curriculum, instruction, assessment, personnel, and operations align with the most current research available for all areas of the SMSD.

- a. District leadership has committed to remaining current with the research on best practices in the field. Toward that end, Shawnee Mission has sent teams of administrators and teachers to national conferences focused around curriculum, instruction, and assessment over the past four years. These conferences have included the Model Schools Conference presented by the International Center for Leadership in Education, which brings together 25 schools from around the United States that have implemented best practice and improved learning outcomes for students, and the Professional

Learning Communities at Work Conference presented by Solution Tree, which focuses on how to successfully implement research around teacher collaboration.

Status: On-going

- 16. By 2017, the district will provide extended learning opportunities through the expansion of post-secondary and industry partnerships in order to increase college and career readiness and job-embedded learning opportunities, reducing the chasm between secondary education and industry standards (21st Century Learning).**

- a. The district has implemented Common Sector Competencies experiences in computer programming as well as in Signature Programs (Animation, Biotechnology, Culinary Arts, Engineering, Medical Health, Project Blue Eagle).
- b. The Signature Programs listed above offer extensive internship experiences through partnerships with post-secondary institutions and industry partners.

Status: On-going

- 17. By May 2017, early childhood centers will be located in each of the five high school attendance areas, which will disperse the Shawnee Mission Early Childhood Education Center (SMECEC) enrollment across the district and will provide space for wait-listed and new pre-school students within those areas.**

- a. Commencing with the 2017-2018 school year, the Shawnee Mission School District achieved the goal of offering pre-kindergarten at designated sites within all five high school attendance areas. The district expanded from 8 sites (including the SM Early Childhood Center) offering pre-kindergarten classes to 14 sites in 2017-2018. This increased pre-K classrooms by 60 percent (from 10 to 16). In 2018-2019, the expansion of early childhood offerings continued with the district meeting a milestone of offering pre-kindergarten programming in 50 percent of the elementary school sites (17 schools) within the school district. The expansion increased the number of classrooms by 19 percent (from 16 to 19 classrooms).

Status: On-going

- 18. By August 2015, all of the district's elementary schools will provide all-day kindergarten at no additional expense to families.**

- a. In August of 2015 the fee was eliminated for all-day kindergarten students.

Year	Full-Day	Half-Day	Total	% Half Day
2014-15	1649	438	2084	21.02%
2015-16	1969	89	2058	4.32%
2016-17	2077	9	2086	.99%
2017-18	2098	21	2119	.99%
2018-19	1991	3	1994	.15%

Status: Complete

19. By May 2016, will align current early childhood curriculum with the new Kansas Early Learning Standards.

- a. In 2017-2018, early childhood educators were included as members on the curriculum cadres. All early childhood educators use the Kansas Early Learning Standards to guide instruction in the classrooms. Curriculum mapping work is ongoing to ensure alignment with the Kansas Early Learning Standards and to incorporate curricular resources. In 2017-2018, the World of Wonders was piloted as a core instructional resource. Based on the feedback of the pilot teachers, a recommendation was made and approved by the Board of Education on March 26, 2018, to purchase the World of Wonders materials for all early childhood classrooms in the district. Professional development related to this resource began May 4, 2018 with a subsequent training session on September 14, 2018. Professional learning related to the Early Learning Standards, curriculum mapping and identification of priority standards, and instructional resources will continue during the 2018-2019 school year.

Status: On-going

20. By spring 2020, each district preschool center will have multi-tiered systems of support (MTSS) in place to meet the needs of preschool students in the areas of early literacy, numeracy, and social competencies.

- a. In the 2017-2018 school year, the district's application was accepted to receive technical assistance support for MTSS through the Kansas Technical Assistance System Network (TASN). The support continues in 2018-2019 to develop and implement MTSS across all areas in all early childhood classrooms in the district. A district leadership team for early childhood MTSS has been established as has a building leadership team to ensure clear and consistent channels of communication related to MTSS. Members of these teams attended the KSDE 2018 MTSS Symposium. The MTSS initiatives will be connected with the curriculum work that is being done in early childhood. We recognize the importance of vertically connecting the MTSS work at early childhood with the Response to Intervention initiatives that are being implemented at the elementary school level in the district. We are on-track to meet this goal.

Status: In Progress

Demographics

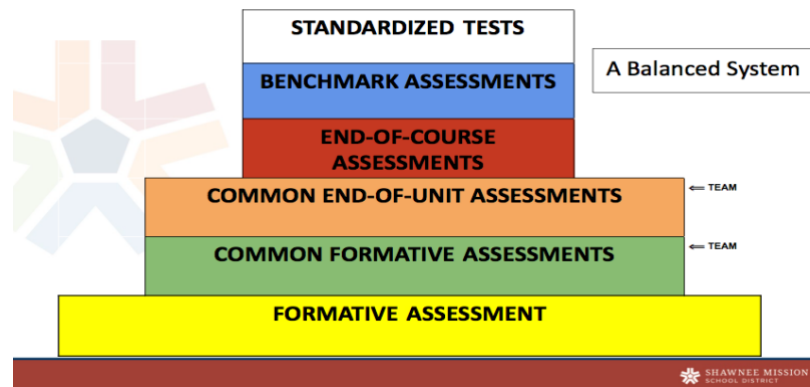
The Shawnee Mission School District serves approximately 27,000 students in K-12 in addition to nearly one thousand students served through Pre-K, early childhood special education, and other special education programs. From the year 2000 to around 2015, SMSD demographics were rapidly changing; more recent enrollment figures show that these changes have stabilized over the last five years. An overview of SMSD enrollment history can be found [here](#).

Assessment

The academic testing program includes the following assessments in Shawnee Mission:

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
myIGDI's														
ASQ Screening														
DIBELS Literacy**		Benchmark and PM in basic early reading skills			OPTIONAL Benchmark and PM in reading skills (especially in fluency)									
DIBELS Math**		Benchmark and PM in basic early math skills -			OPTIONAL Benchmark and PM in math skills (computation & skills)									
NWEA MAP**		Title Schools:			Achievement status, long-term growth, macro-level instructional planning, predictive.									
Kansas Math**					SUMMATIVE perspective on student performance on grade level Kansas standards									
Kansas ELA**					SUMMATIVE perspective on student performance on grade level Kansas standards									
Kansas Science**														
Kansas H/G (bi-annual)														
KELPA2 & IPT														
PSAT**												All Students	limited participation	
ACT**													College/Career readiness.	
AP** (various subjects)													College/Career readiness.	
IB** (various subjects)													College/Career readiness.	
Resource Embedded (Wonders, etc)														
KAP Interim Assessments														

In order to effectively measure student learning and adjust instruction as needed, educators must implement a **balanced assessment system** that provides timely standards-based information that drives daily instruction. Some assessments are high stakes; others are high value in that data drives changes to core instruction and intervention to meet the needs of every student. ALL means ALL.



Data Results

- ACT
 - Shawnee Mission School District graduates score, on average, approximately two points higher than the state and nation on the ACT.
 - Additional details, including results by demographic groups, can be found [here](#).

ACT Average Scores for the District, State, Nation, and Schools

Group	Class of ...	% Of Graduates Tested	English	Math	Reading	Science Reasoning	Composite
Shawnee Mission School District	2014	70%	23.7	23.5	24.6	23.5	24.0
	2015	71%	23.7	23.2	24.5	23.4	23.8
	2016	72%	23.9	23.1	24.6	23.6	23.9
	2017	72%	23.5	22.7	24.4	23.2	23.6
	2018	72%	23.9	22.8	24.6	23.4	23.8
Kansas	2014	NA	21.4	21.7	22.5	21.8	22.0
	2015	NA	21.3	21.6	22.4	21.8	21.9
	2016	NA	21.3	21.5	22.5	21.8	21.9
	2017	73%	21.1	21.3	22.3	21.7	21.7
	2018	71%	21.0	21.1	22.3	21.5	21.6
Nation	2014	NA	20.3	20.9	21.3	20.8	21.0
	2015	59%	20.4	20.8	21.4	20.9	21.0
	2016	NA	20.1	20.6	21.3	20.8	20.8
	2017	NA	20.3	20.7	21.4	21.0	21.0
	2018	NA	20.2	20.5	21.3	20.7	20.8

Advanced Placement

- Each year, more than 1200 students complete approximately 1900 Advanced Placement (AP) exams.

(2018)	Kansas	District	SME	SMN	SMNW	SMS	SMW
Exams	16,452	1,981	755	221	243	420	342
Students	10,162	1,217	450	152	170	243	201
% 3 or Higher	65%	65%	70%	51%	62%	75%	63%
Average Score	3.0	3.0	3.0	2.7	3.0	3.2	3.0

Career & Tech Ed

- SMSD Career & Tech Ed Pathway Concentrators (students completing 2.0+ units of credit in a Career Pathway)

	Pathways Offered	CTE Concentrators
2015	11	566
2016	11	499
2017	11	962
2018	14	2037

- [Federal CTE Accountability Data](#) (Definitions found by following the link)

	Technical Skill Attainment	CTE Concentrator Grad Rate	CTE Post-Secondary Placement	Non-Traditional Student Participation	Non-Traditional Student Completion
2015	100%	96.7%	90.7%	11.0%	10.6%
2016	100%	97.7%	92.9%	11.0%	7.0%
2017	100%	97.9%	89.4%	19.2%	12.2%

DIBELS

DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. There are two types of DIBELS assessments: DIBELS Next, which measures early reading skills, and DIBELS Math, which measures early numeracy skills. DIBELS consists of short individual subtests. Each DIBELS subtest focuses on a specific early reading or math skill.

DIBELS data appears in a few different formats. (1) Students receive a status level for each subtest as well as for their composite score indicating whether they are on track for meeting future grade level skills. At/Above Benchmark means that students are likely on grade level. Below Benchmark means that students are showing some risk of not being on grade level. Well Below Benchmark means that students are high risk of not being on grade level. (2) In addition to the performance status, DIBELS Next also provides an indicator for whether a student's growth over time is typical. This is known as the Pathways to Progress. Growth values range on a scale of 1 to 5. A value of 3 means that student growth was typical compared to students in the same grade level with a similar starting score. A value of 1 means that student growth was well below normal. A value of 5 means that student growth was

well above typical compared to peers with same grade level and similar starting composite scores. DIBELS Math is a relatively new product, so Pathways to Progress is not yet available in math.

Ideally, students At/Above Benchmark need to remain at that level for the school year and show at least typical growth. Students Below and Well Below Benchmark need to show accelerated growth, meaning that their average Pathways to Progress levels need to be well above 3 and that students need to be advancing to the higher performance levels.

DIBELS Pathways to Progress - Average Progress Levels

DIBELS Next (Literacy) Status and Growth – Grades K-6

Year	At or Above Benchmark	Below Benchmark	Well Below Benchmark	All
2015-2016	3.14 (N = 9959)	3.06 (1807)	3.13 (2287)	3.13 (14053)
2016-2017	3.21 (6045)	3.18 (1352)	3.14 (1775)	3.19 (9172)
2017-2018	3.17 (5973)	2.99 (1385)	3.12 (1933)	3.13 (9291)

To view a full report, click [HERE](#).

Graduation Rates - Four Year Cohort

Students have until September 30 to graduate with their respective cohort group. Final graduation rate results become available after November 1. Graduation rates for the Class of 2018 are preliminary at the time these tables were updated.

Graduating Class	Kansas	District	SME	SMN	SMNW	SMS	SMW
2015	85.7	88.6	94.8	84.4	88.4	87.6	87.5
2016	86.1	88.5	96.0	84.3	90.9	89.2	82.8
2017	86.9	89.7	94.7	83.8	91.3	88.1	90.2
2018*	TBA	89.9	96.0	84.1	90.4	90.2	88.0

Graduation Rates - Five Year Cohort

Graduating Class	Kansas	District	SME	SMN	SMNW	SMS	SMW
2015	87.2	92.5	97.0	88.0	93.6	91.0	92.1
2016	86.9	90.7	96.3	85.8	91.3	91.3	89.0
2017	87.3	90.7	96.5	86.7	93.5	91.5	85.6
2018*	TBA	91.5	95.5	87.3	93.0	90.3	91.4

Four Year Cohort Graduation Rates by Subgroup

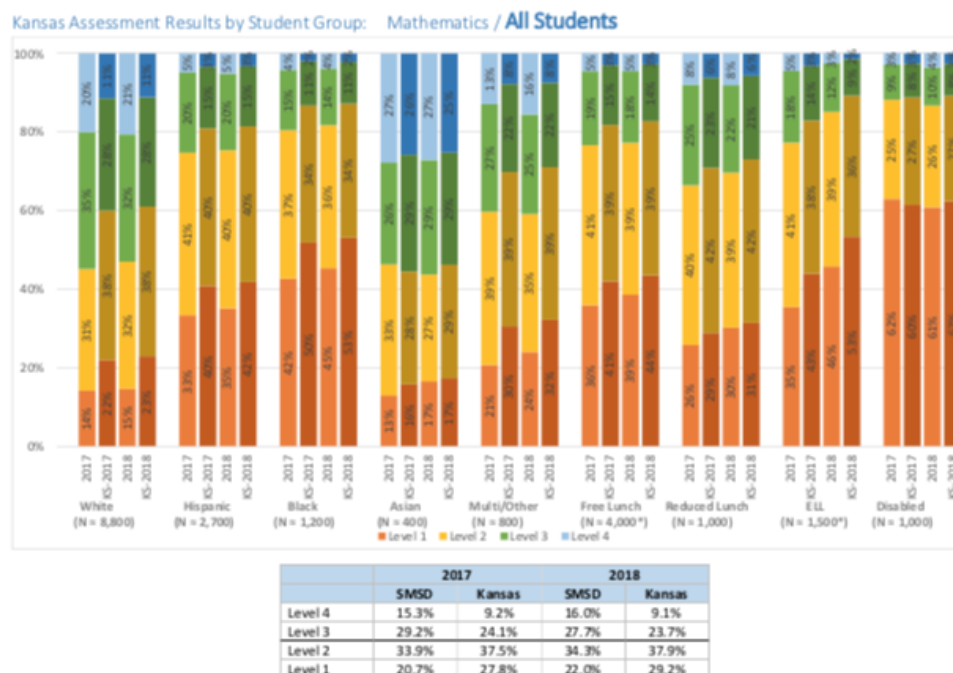
Class of...	Hispanic	White	Black	Asian	Multi-Racial	Free/Reduced	SPED	ELL
2016	82.0	91.2	81.3	95.5	84.9	77.6	80.4	80.7
2017	83.1	91.3	87.0	96.2	92.0	80.4	76.6	83.9
2018*	84.2	91.8	84.5	93.4	88.0	79.3	83.0	79.7

Complete Summary Coming Soon

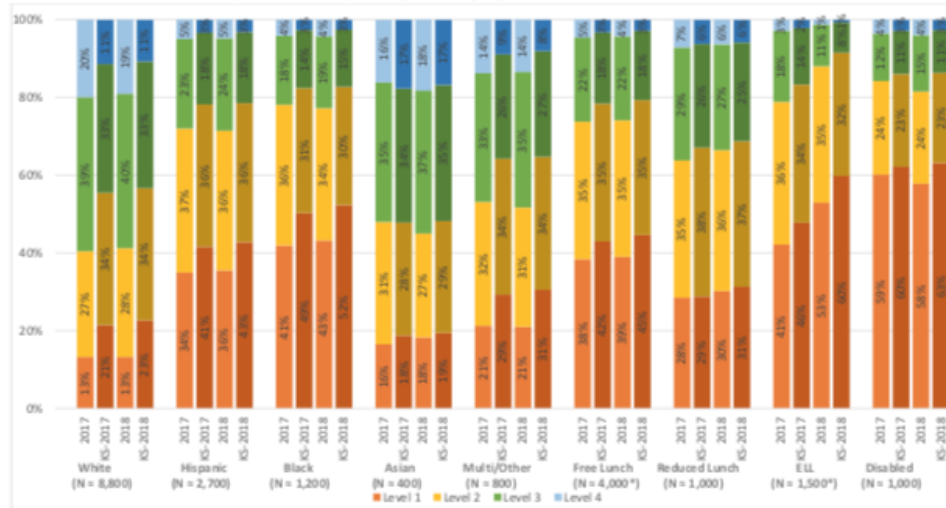
Kansas Assessment Program (KAP)

Scale scores on KAP assessments are used to place students' assessment scores into one of four possible categories: Level 1, Level 2, Level 3, and Level 4, with Level 3 being the target. These are known as performance levels. Performance Level Descriptors are available to define what students likely know and are able to do for each performance level in each grade and subject. These documents provide a more in-depth explanation of expected student capabilities than the summaries presented in score reports.

View performance level descriptors for each grade level [here](#).



Kansas Assessment Results by Student Group: English-Language Arts / All Students



	2017		2018	
	SMSD	Kansas	SMSD	Kansas
Level 4	15.0%	9.1%	14.6%	8.7%
Level 3	33.6%	28.1%	34.3%	28.2%
Level 2	30.1%	33.7%	30.2%	34.0%
Level 1	20.5%	27.4%	20.8%	29.2%

MAP Report

The NWEA MAP assessments are intentionally designed to measure student growth over time. The tables shown here offer a snapshot of student growth from fall to spring. On average, we expect at least 50% of any student group to meet or exceed their expected growth targets. Groups that exceed the 50% are showing an accelerated rate of growth. Groups falling short of the 50% line are at risk for falling behind their peers. Another metric used to measure student growth is the Index value. An Index of 1.0 means that the total of all student growth equals the total of all expected growth. Index values greater than 1.0 indicate an accelerated rate of growth. Index values less than one indicate that the group may be falling behind.

NWEA MAP Growth Fall to Spring – READING (Grades 3-9)

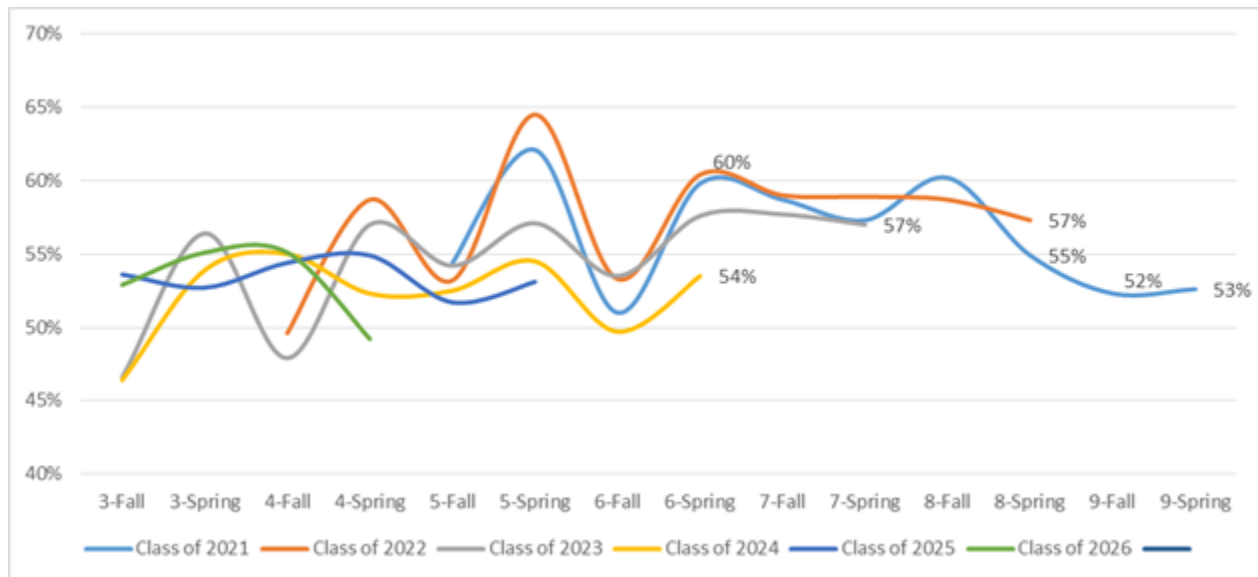
Entity	2015-2016			2016-2017			2017-2018		
	N	% Met	Index	N	% Met	Index	N	% Met	Index
Asian	389	54.5%	1.08	383	60.6%	1.20	357	62.7%	1.30
White	8652	55.1%	1.04	8508	61.1%	1.24	8452	58.1%	1.17
All Students	13583	53.8%	0.98	13505	58.6%	1.14	13397	56.5%	1.09
Multi-Racial	758	57.3%	1.02	764	56.8%	1.06	739	57.4%	1.06
Hispanic	2560	51.3%	0.92	2616	54.5%	1.01	2619	53.9%	1.00
Black	1180	47.8%	0.76	1175	50.0%	0.84	1166	48.5%	0.85
Am Indian/ Alaskan	33	54.5%	1.11	42	50.0%	1.07	44	43.2%	0.53

NWEA MAP Growth Fall to Spring – MATH (Grades 3-9)

Entity	2015-2016			2016-2017			2017-2018		
	N	% Met	Index	N	% Met	Index	N	% Met	Index
Asian	385	61.0%	1.21	386	61.1%	1.23	355	64.5%	1.22
White	8657	59.9%	1.13	8537	62.1%	1.18	8483	58.1%	1.10
All Students	13621	56.9%	1.07	13573	58.4%	1.11	13459	55.4%	1.05
Multi-Racial	754	56.1%	1.04	770	55.6%	1.06	740	53.8%	1.01
Hispanic	2590	51.9%	0.97	2639	52.9%	1.02	2639	49.6%	0.95
Am Indian/ Alaskan	33	48.5%	0.76	43	46.5%	0.92	46	50.0%	0.90
Black	1191	45.8%	0.82	1181	46.1%	0.86	1177	47.9%	0.87

- For full district report click [HERE](#)
- Students On-Track for Algebra 1 Success
NWEA's Algebra 1 readiness RIT score of 235 equates to a national percentile rank of 58. This implies that from a national perspective, approximately 42% of all students are on track for success in Algebra 1 by 9th grade.

The graph below indicates that on average, approximately 54% of all Shawnee Mission students are on track for success in Algebra 1 by 9th grade with values fluctuating between 50 and 65 percent.



MyIGDI

The Individual Growth and Development Indicators (IGDIs) were created in a collaborative effort under the Early Childhood Research Institute on Measuring Growth and Development (ECRI-MGD) at the University of Minnesota's Center for Early Education Development (CEED). IGDIs consist of nine probes, five in early literacy and four in early numeracy. This assessment is administered to Pre-K students three times per year.

Scores in each subtest are associated with one of three performance categories: Tier I, Cut Range, and Tier II/III. Tier I students are considered to be on track for that particular measure. Students who perform in the Cut Range may need some additional support. And students who perform in Tier II/III may need substantial support in the area measured.

Early Literacy – Performance by Collected Levels - Fall

School Year	Term	N (Entries)	Tier I	Cut Range	Tier II/III
2015-2016	1_Fall	742	12%	25%	63%
2016-2017	1_Fall	911	16%	32%	52%
2017-2018	1_Fall	1495	24%	38%	38%

Early Numeracy – Performance by Collected Levels - Fall

School Year	Term	N (Entries)	Tier I	Cut Range	Tier II/III
2015-2016	1_Fall	NA			
2016-2017	1_Fall	1038	24%	59%	17%
2017-2018	1_Fall	1660	31%	59%	11%

Early Literacy – Performance by Collected Levels - Spring

School Year	Term	N (Entries)	Tier I	Cut Range	Tier II/III
2015-2016	3_Spring	951	31%	32%	37%
2016-2017	3_Spring	1318	33%	33%	34%
2017-2018	3_Spring	2178	52%	29%	19%

Early Numeracy – Performance by Collected Levels - Spring

School Year	Term	N (Entries)	Tier I	Cut Range	Tier II/III
2015-2016	3_Spring	782	47%	46%	8%
2016-2017	3_Spring	1069	48%	45%	7%
2017-2018	3_Spring	1758	66%	32%	3%

National Merit Semifinalists

- 2015-16 24
- 2016-17 18
- 2017-18 13

Future Data Points as Evidence for College and Career Readiness:

*Monitoring and supporting **specific subgroups** on all outcomes.

1. Numeracy
 - a. MyIGDI
 - i. At least 50 percent of all students who start out in the Cut Range will reach Tier I by the end of the school year.
 - ii. At least 70 percent of students overall who start out in the discontinued or Tier II/III levels will reach Cut Range or higher by the end of the school year.
 - iii. 100 percent of all students who start out in Tier I remain in Tier I by the end of the school year.
 - iv. Overall, every child will show performance growth from the fall administration to the spring administration.
 - b. DIBELS
 - i. Increase the number of students who begin the year at Benchmark and remain at Benchmark by the end of the school year at all grade levels.
 - ii. Decrease the number of students scoring below Benchmark by the end of the school year at all grade levels.
 - c. NWEA MAP K-2 (*Primary MAP*)
 - d. NWEA MAP 3-9
 - i. Increase the percentage of students meeting and/or exceeding expected growth targets.
 - ii. Increase the average student RIT scores for spring assessment.
 - e. Kansas State Assessment
 - i. Increase the number of students scoring a 3 or 4 on the state assessment at all grade levels in Math and Science.
 - f. Common Assessments
2. Literacy
 - a. MyIGDI
 - i. At least 50 percent of all students who start out in the Cut Range will reach Tier I by the end of the school year.
 - ii. At least 70 percent of students overall who start out in the discontinued or Tier II/III levels will reach Cut Range or higher by the end of the school year.
 - iii. 100 percent of all students who start out in Tier I remain in Tier I by the end of the school year.
 - iv. Overall, every child will show performance growth from the fall administration to the spring administration.
 - b. DIBELS
 - i. For students scoring below Benchmark, increase the average Pathways to Progress levels to at least 3.25 to indicate accelerated growth.
 - ii. Increase the number of students who begin the year at Benchmark and remain at Benchmark by the end of the school year at all grade levels.
 - iii. Decrease the number of students scoring below Benchmark by the end of the school year at all grade levels.

- c. Primary MAP
- d. MAP
 - i. Increase the percentage of students meeting and/or exceeding growth goals.
 - ii. Increase the average student RIT scores for the spring assessment.
- e. Kansas State Assessment
 - i. Increase the number of students scoring a 3 or 4 on the state assessment at all grade levels in ELA.
- f. Common Assessments
- 3. Career & Technical Education
 - a. Increase number of students earning industry-recognized certifications
 - b. Increase number of students participating in Professional Learning Experiences (internships)
 - c. Increase course offerings for students in key areas of advanced manufacturing, computer science, and health sciences
- 4. AP course enrollment
- 5. ACT - college readiness
- 6. Graduation rates
 - a. Increase graduation rates for all students in the four and five year cohort groups in all five high schools.
- 7. End of Course Assessments

Future Focus

- 1. Transition from a Process Model to a Student Outcome Model
 - a. Response to Intervention Model
 - b. Dyslexia intervention/training
 - c. Professional Learning Communities
 - d. Continue work on Curriculum Model
 - Priority Standards
 - Curriculum Maps
 - Instructional Model
 - Assessment
 - Formative
 - Summative
- 2. Identify research focusing on needs of future successful graduates
- 3. Cultural competencies and professional learning to support students in academic achievement and social/emotional success
- 4. CTE growth and expansion of student opportunities in the areas of computer science, health science, biotechnology, and advanced manufacturing
- 5. Strengthen the special education continuum model
 - a. Explore a “grow your own” special education teacher model
- 6. Evaluate PreK - 12 funding sources
- 7. Adult degree completion program