

# 2018 Student Performance Results

# Highlights and Opportunities

- Lawrence demonstrates a percentage of students scoring at Level 3 or 4 that, in most cases, matches or exceeds the state in ELA, Math, and Science as measured by the Kansas Assessments
- The achievement gaps are narrowing at Grade 10 in both ELA and Math
- For some groups, performance between the two years is either flat or showing a downward trend (although for others we do see upward momentum)
- Achievement gaps between racial groups exist within all tested grade levels on the Kansas Assessments
- Our Curriculum work and standards alignment continue to focus on gaps

# Kansas Assessment Program

Comparison of 2017 and 2018

ESSA Goal Statement: By 2030, 75% of all students will score at Level 3 (or above)

Graphs all depict the 75% Goal as the top number

# Sample Test Items From Kansas Assessment Program: Mathematics

## Mathematics – proportional relationships

### Grade 7, Level 4

A proportional relationship is shown in this table.

x	2	4	6	8
y	6	12	18	24

Which tables show the same proportional relationship? Select all that apply.

☐

x	30	50	70	90
y	90	150	210	270

☐

x	5	6	11	12
y	8	18	14	15

☐

x	0	1	2	3
y	3	4	5	6

☐

x	0	2	3	4
y	0	4	6	8

☐

x	$\frac{1}{4}$	$\frac{3}{10}$	$\frac{2}{5}$	$\frac{1}{12}$
y	$\frac{3}{4}$	$\frac{9}{10}$	$\frac{6}{5}$	$\frac{1}{4}$

Correct Answers:

x	30	50	70	90
y	90	150	210	270

x	$\frac{1}{4}$	$\frac{3}{10}$	$\frac{2}{5}$	$\frac{1}{12}$
y	$\frac{3}{4}$	$\frac{9}{10}$	$\frac{6}{5}$	$\frac{1}{4}$

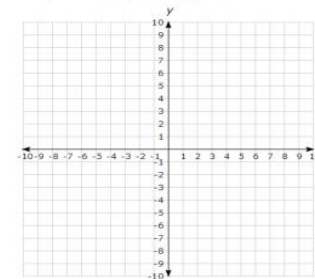
Aligned to: Claim 1, Target A / Analyze proportional relationships and use them to solve real-world and mathematical problems.

Students solve real-world and mathematical problems involving proportional relationships. Students who score at Level 4 are more likely to successfully compare proportional relationships presented in a table.

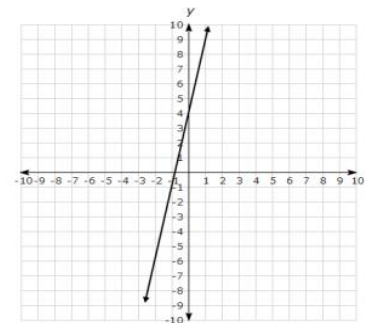
## Mathematics – Create equations that describe numbers or relationships

### Grade 10, Level 3

Graph the equation  $y = 5x + 4$ .



Correct Answer:



Aligned to: Claim 1, Target G / Create equations that describe numbers or relationships.

Students create equations to describe relationships. Students who score at Level 3 are more likely to successfully graph lines given equations.

# **Aggregate Data Across All Grade Level Groups (Grades 3 – 8 and 10):**

**ALL Students**

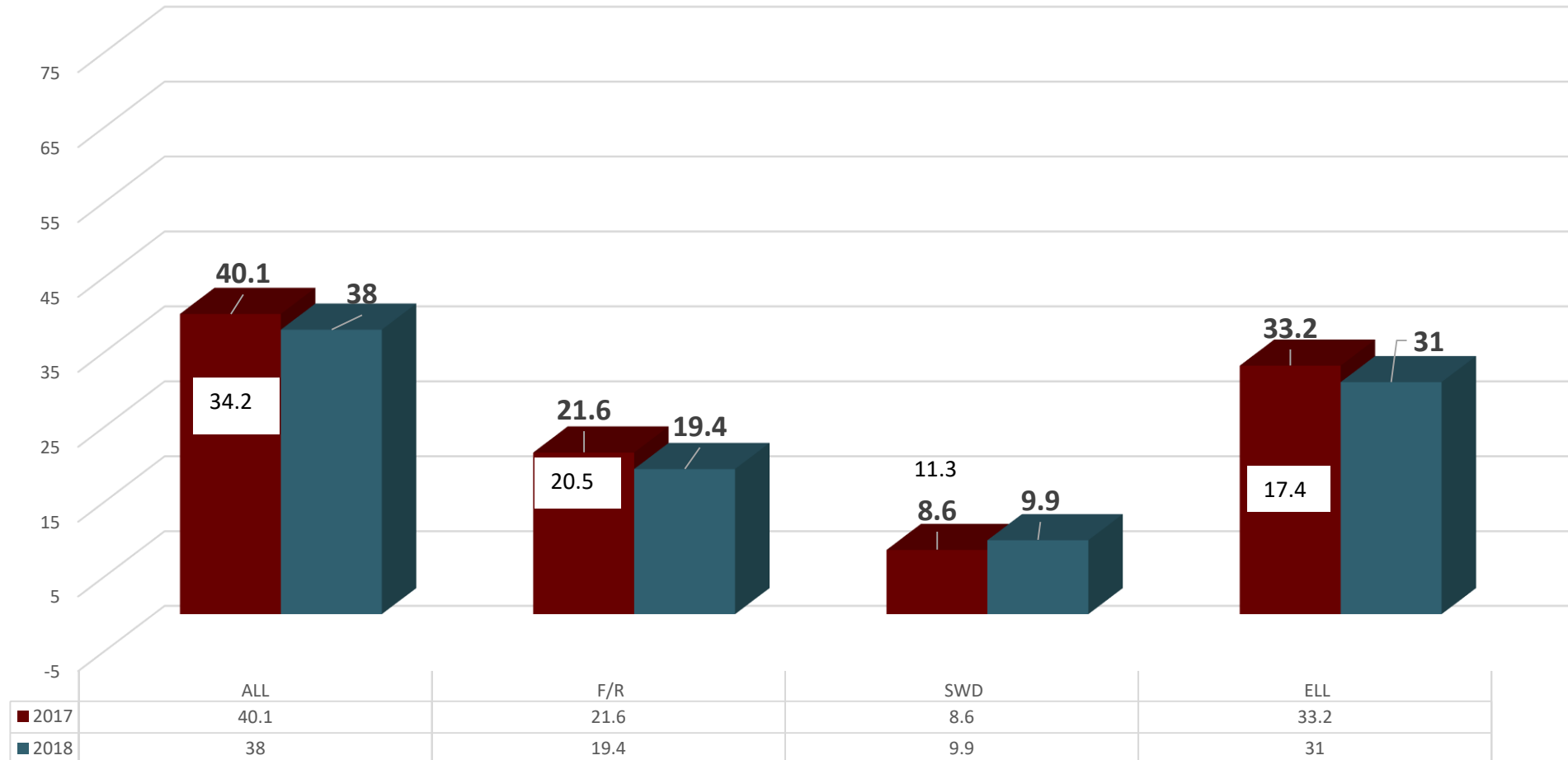
**Free/Reduced Lunch Students**

**Students with Disabilities**

**English Language Learners**

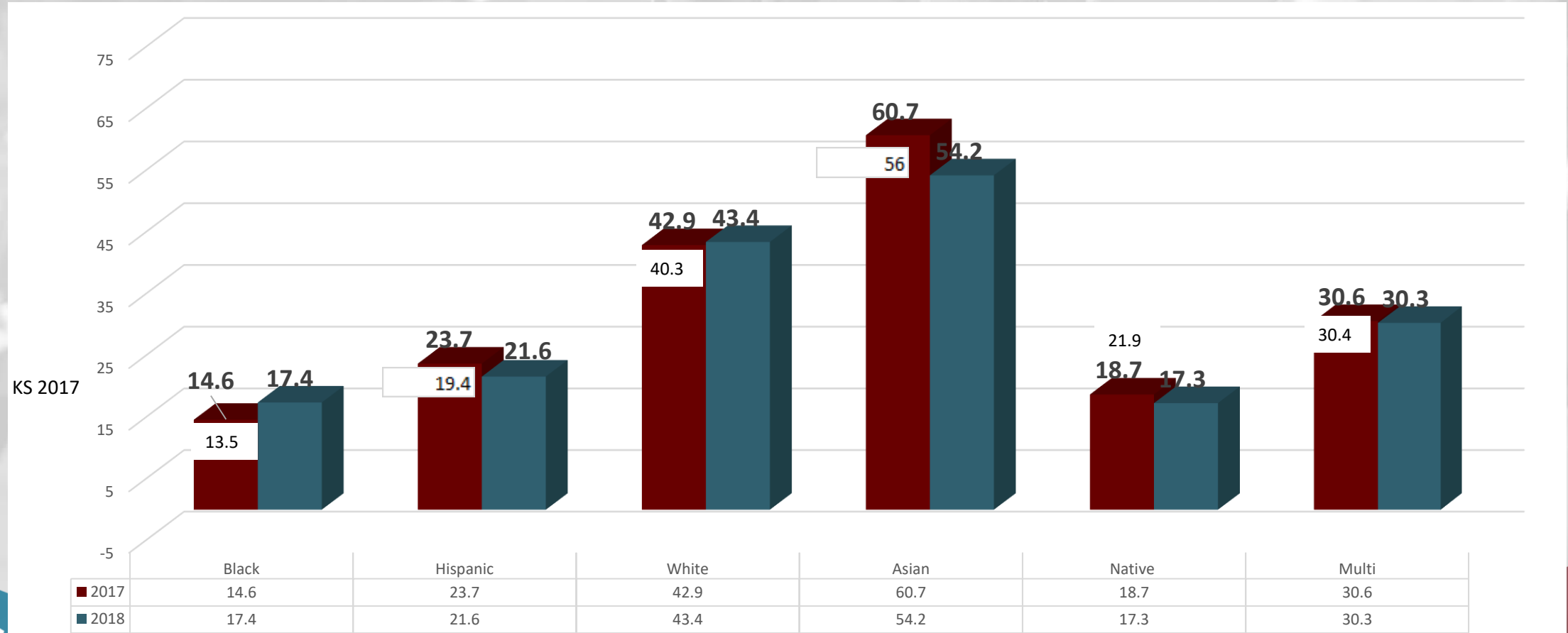
**Race/Ethnicity**

# KAP Mathematics: Percent of Students Scoring at Level 3 and 4 in 2017 and 2018





# KAP Mathematics: Percent of All Students Scoring at Level 3 and 4 in 2017 and 2018 by Race/Ethnicity



# **Kansas Assessment Program - Mathematics: Grade Level Performance; Grade Banded Performance – Disaggregated by Race/Ethnicity**

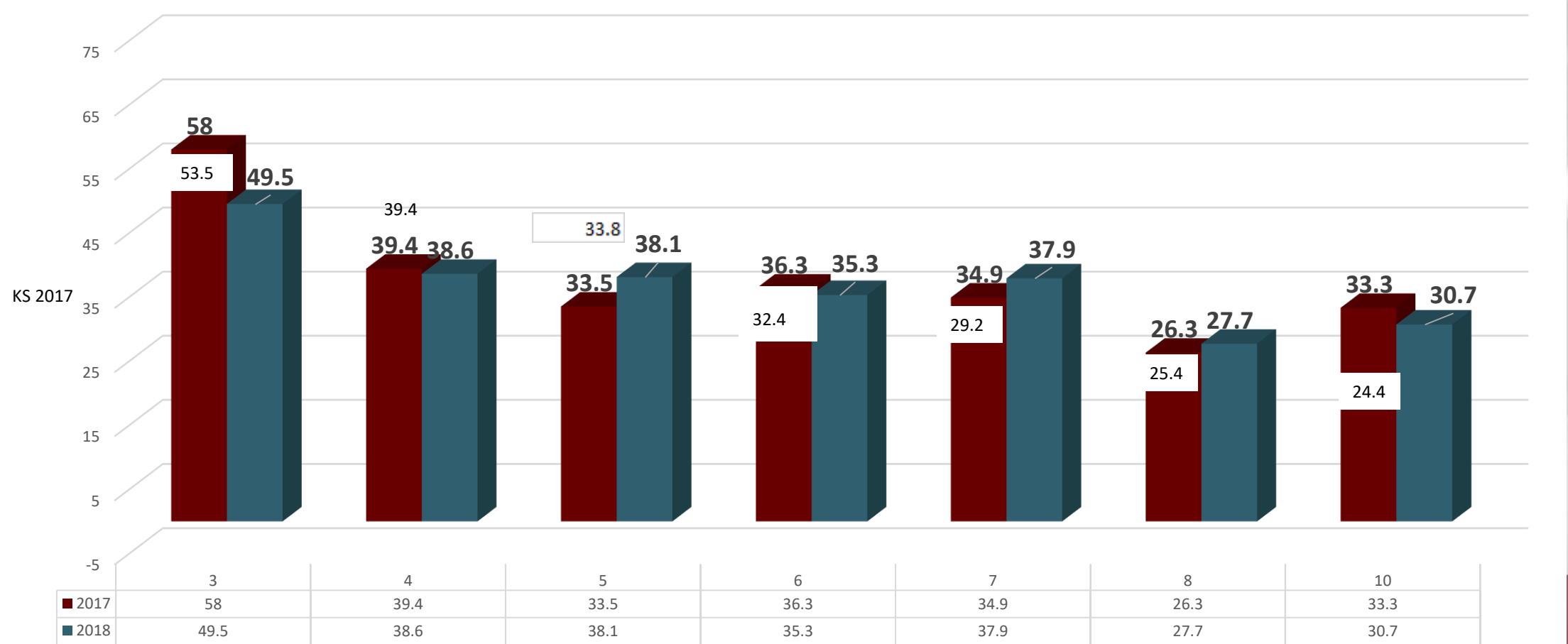
Grades 3 – 5

Grades 6 – 8

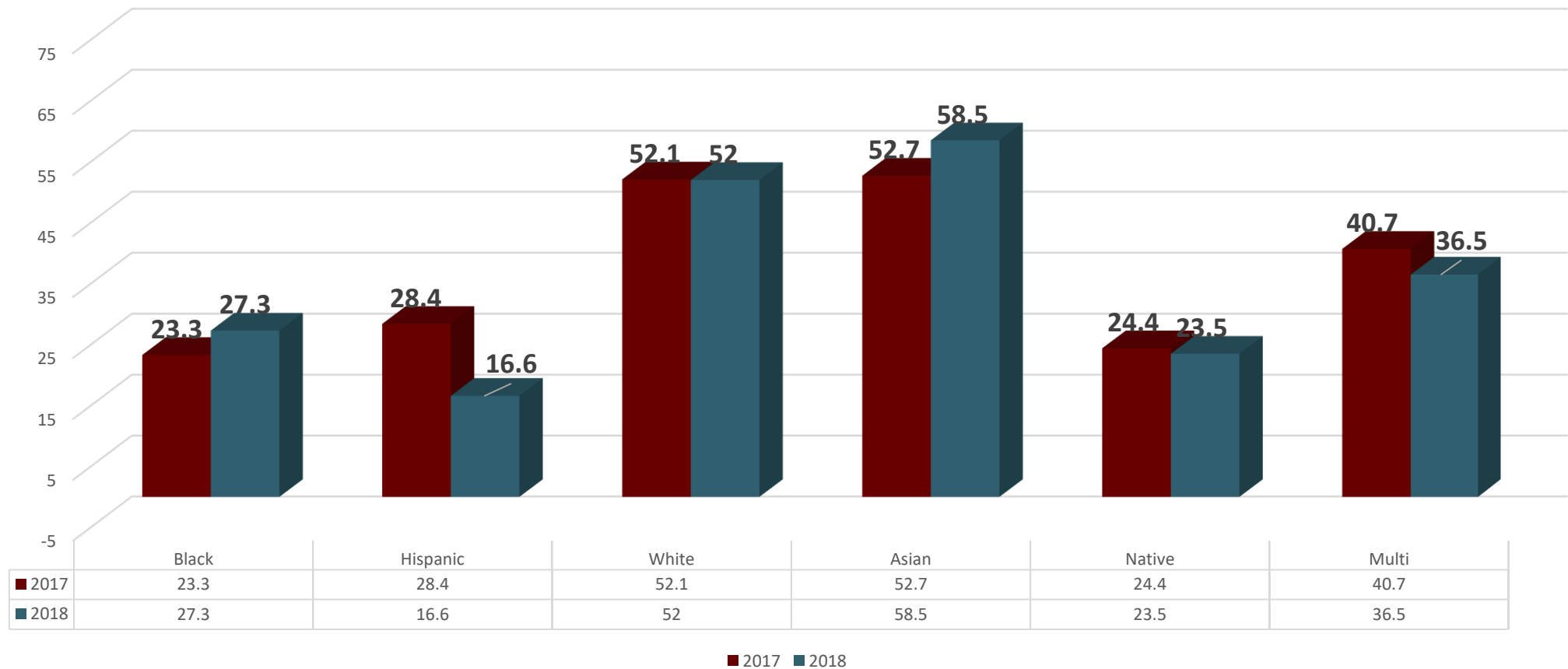
Grade 10



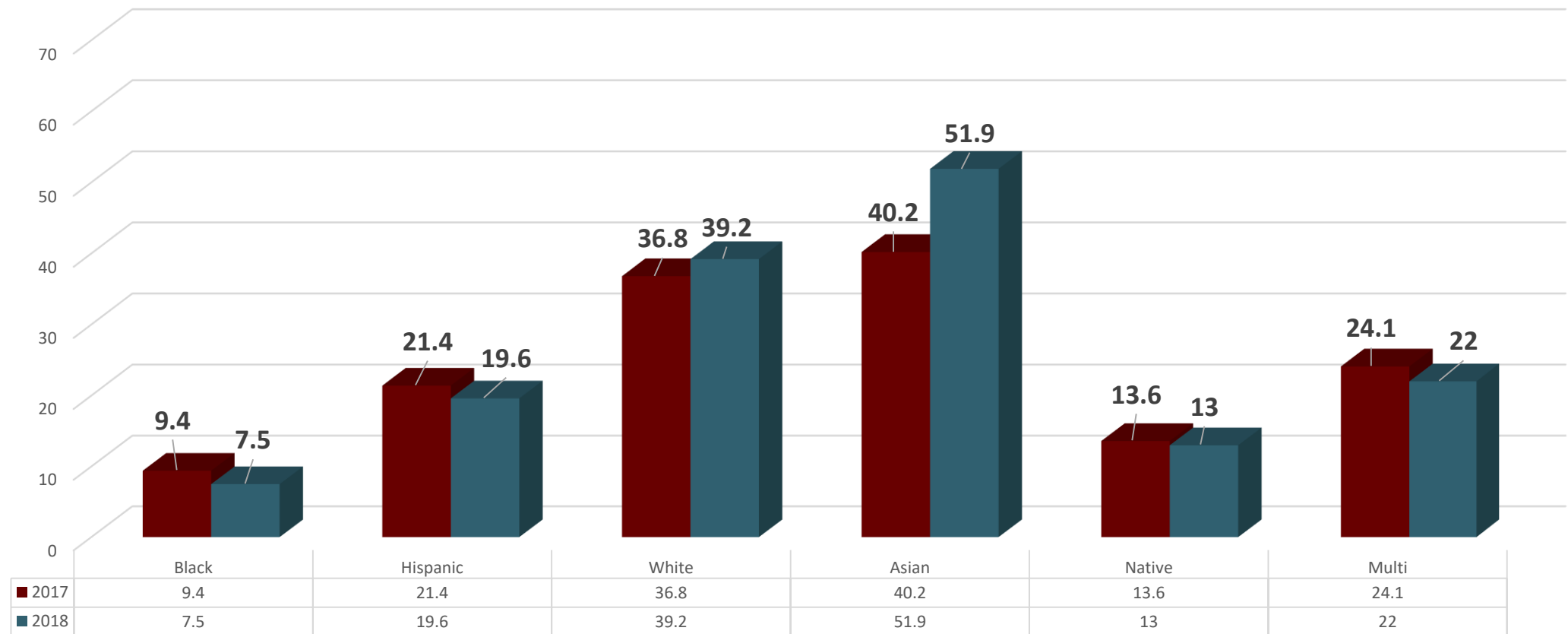
# KAP Mathematics: Percent of Students Scoring at Level 3 and 4 in 2017 and 2018 by Grade Level



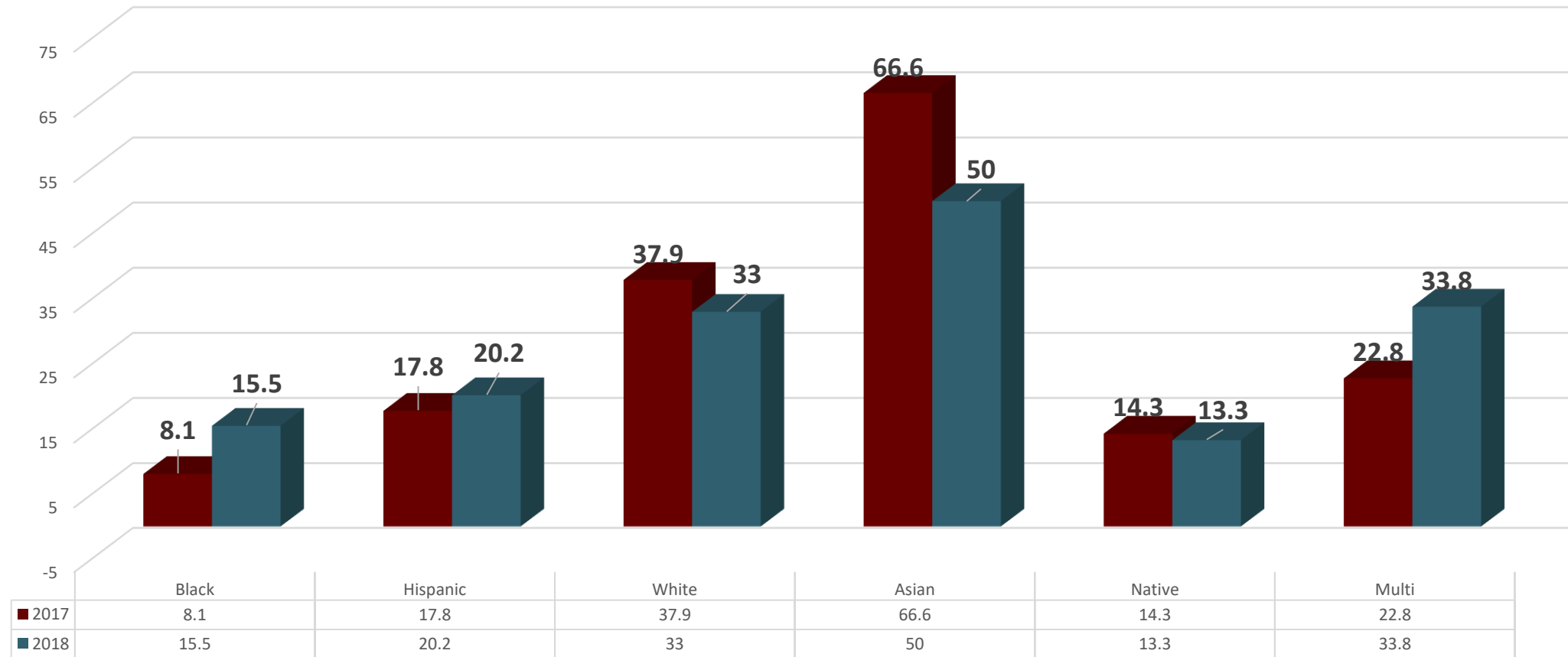
# KAP Math – Grades 3–5 – Percent of Students Scoring at Level 3 and 4 in 2017 and 2018 by Race



# KAP Math – Grades 6-8 – Percent of Students Scoring at Level 3 and 4 in 2017 and 2018 by Race



# KAP Math – Grade 10 – Percent of Students Scoring at Level 3 and 4 in 2017 and 2018 by Race



# Racial/Ethnic Achievement Gaps – Mathematics – Percent of Gap Between Each Racial Group and White

	White		Black	Hispanic	Asian	Native	Multi
2017		% Scoring 3 or 4	14.6	23.7	60.7	18.7	30.6
	42.9	% of Gap	28.3	19.2	-17.8	24.2	12.3
2018		% Scoring 3 or 4	17.4	21.6	54.2	17.3	30.3
	43.4	% of Gap	26	21.8	-10.8	26.1	13.1
		% increase/decrease	2.3	2.6	7	1.9	0.8

# Sample Test Items from Kansas Assessment Program: English Language Arts (ELA)

**ELA – Reading** (students would read a multi-paragraph selection, followed by 3 to 5 questions)

## Grade 6, Level 3

Read the sentence from the text.

"When he moved from painting on canvas to creating large murals, he realized how much he enjoyed working on a bigger scale."

What does scale mean in the sentence?

- ☐ balance
- ☐ load
- ☐ mass
- ☐ proportion

Correct Answer: proportion

Aligned to: Claim 1, Target 10 / Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools), with primary focus on the academic vocabulary common to complex texts in all disciplines.

Word-meaning items ask students to utilize clues in a reading selection to determine a definition or a replacement word or phrase for a targeted word or phrase. Students who score at Level 3 are more likely to successfully choose a word that maintains the same meaning and tone used by the author.

## ELA – Writing

### Grade 6, Level 3

Read the sentences from a report that a student is writing about Genghis Khan. The sentences are out of order. Put the sentences in the correct order.

1.	A) The Mongol Empire became the largest empire in the world.
2.	B) When he was 20 years old, he began to build an army in order to unite Northeast Asia under his rule.
3.	C) He succeeded and headed the Mongol Empire.
4.	D) Genghis Khan was born around 1155 in Mongolia.

Correct Answer:

Read the sentences from a report that a student is writing about Genghis Khan. The sentences are out of order. Put the sentences in the correct order.

1.	A) The Mongol Empire became the largest empire in the world.
2.	B) When he was 20 years old, he began to build an army in order to unite Northeast Asia under his rule.
3.	C) He succeeded and headed the Mongol Empire.
4.	D) Genghis Khan was born around 1155 in Mongolia.

Aligned to: Claim 2, Target 3 / Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.

# **Aggregate Data Across All Grade Level Groups (Grades 3-8 and 10):**

**ALL Students**

**Free/Reduced Lunch Students**

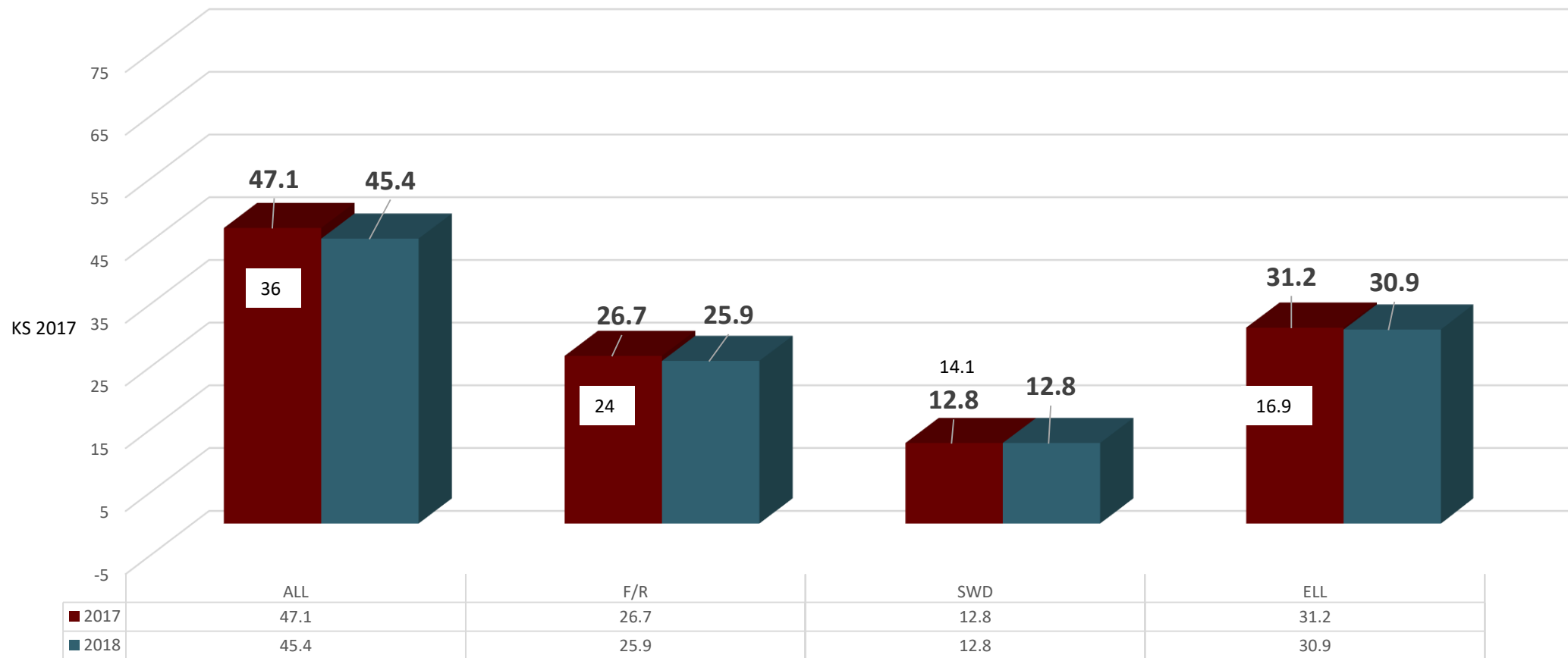
**Students with Disabilities**

**English Language Learners**

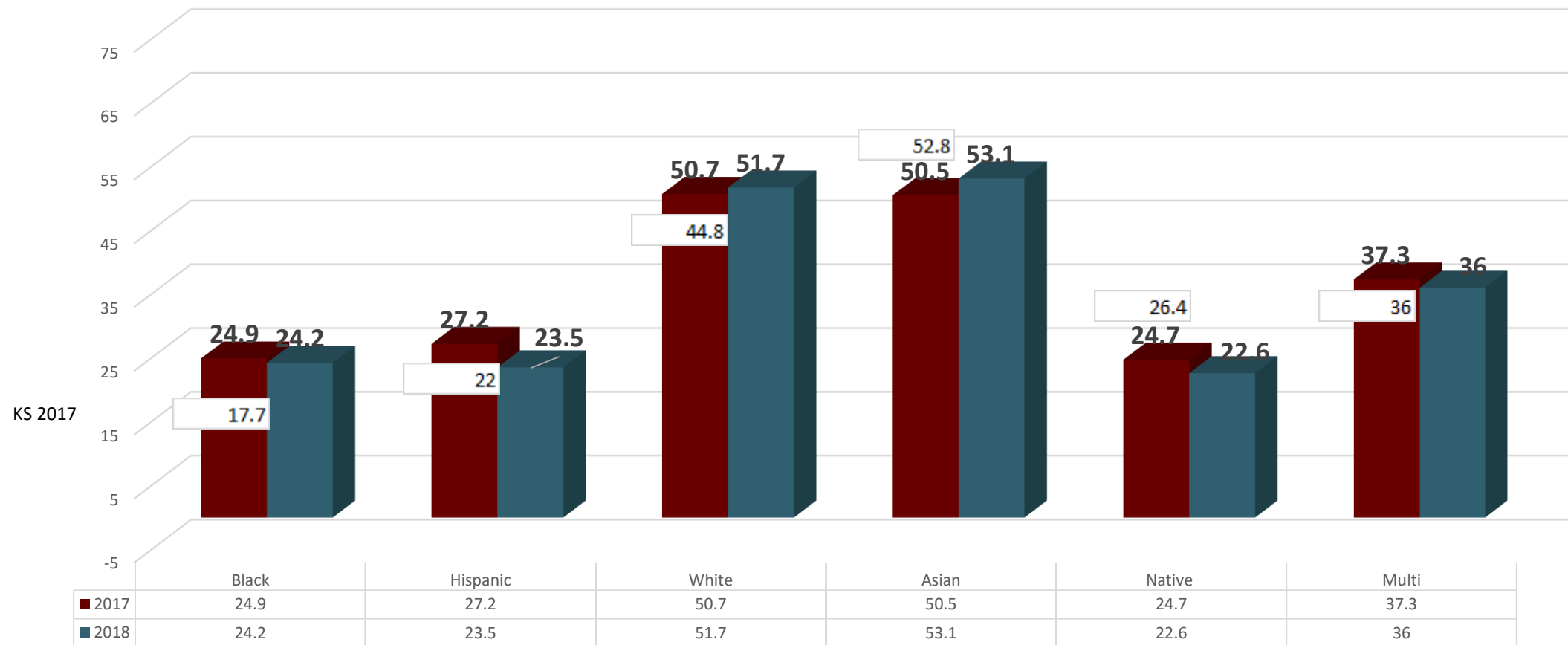
**Race/Ethnicity**



# KAP ELA: Percent of Students Scoring at Level 3 and 4 in 2017 and 2018



# KAP ELA: Percent of All Students Scoring at Level 3 and 4 in 2017 and 2018 by Race/Ethnicity



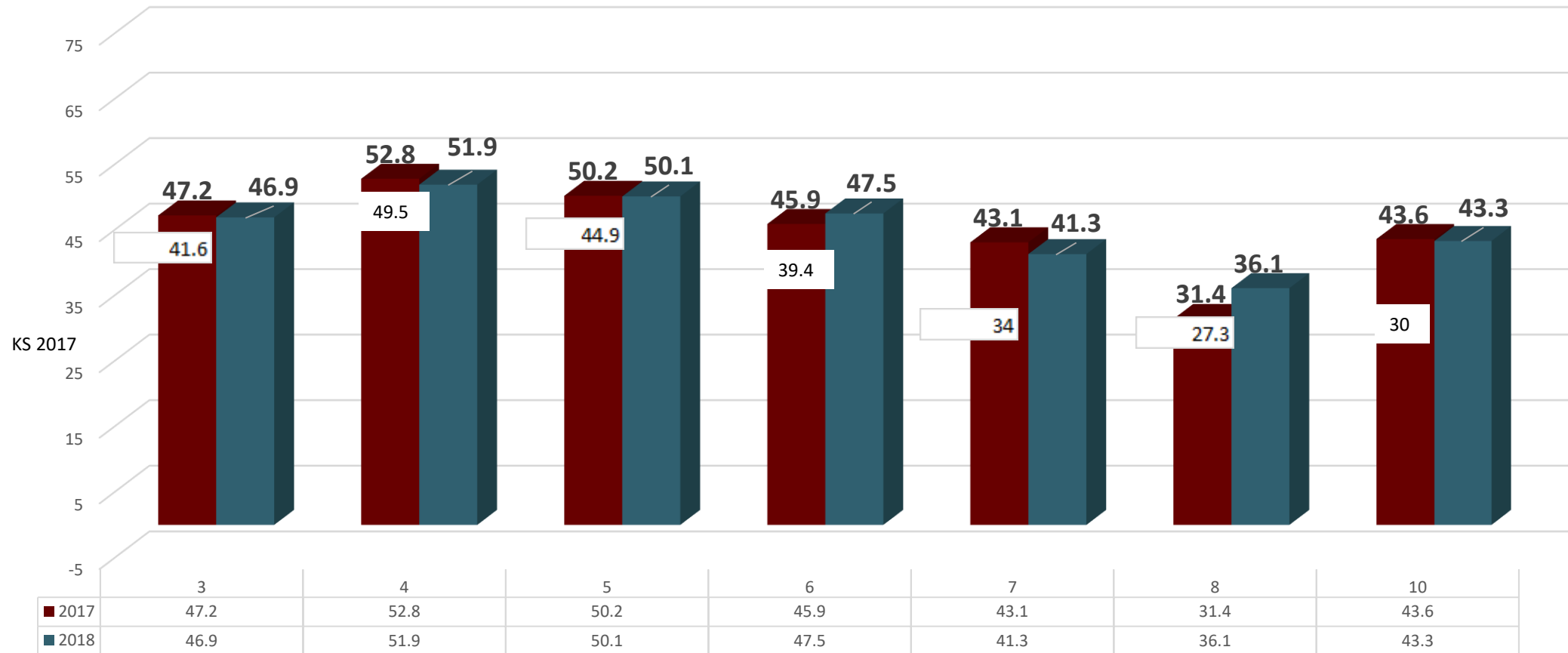
# **Kansas Assessment Program - ELA: By Grade Level; Grade Banded Performance – Disaggregated by Race/Ethnicity**

Grades 3 – 5

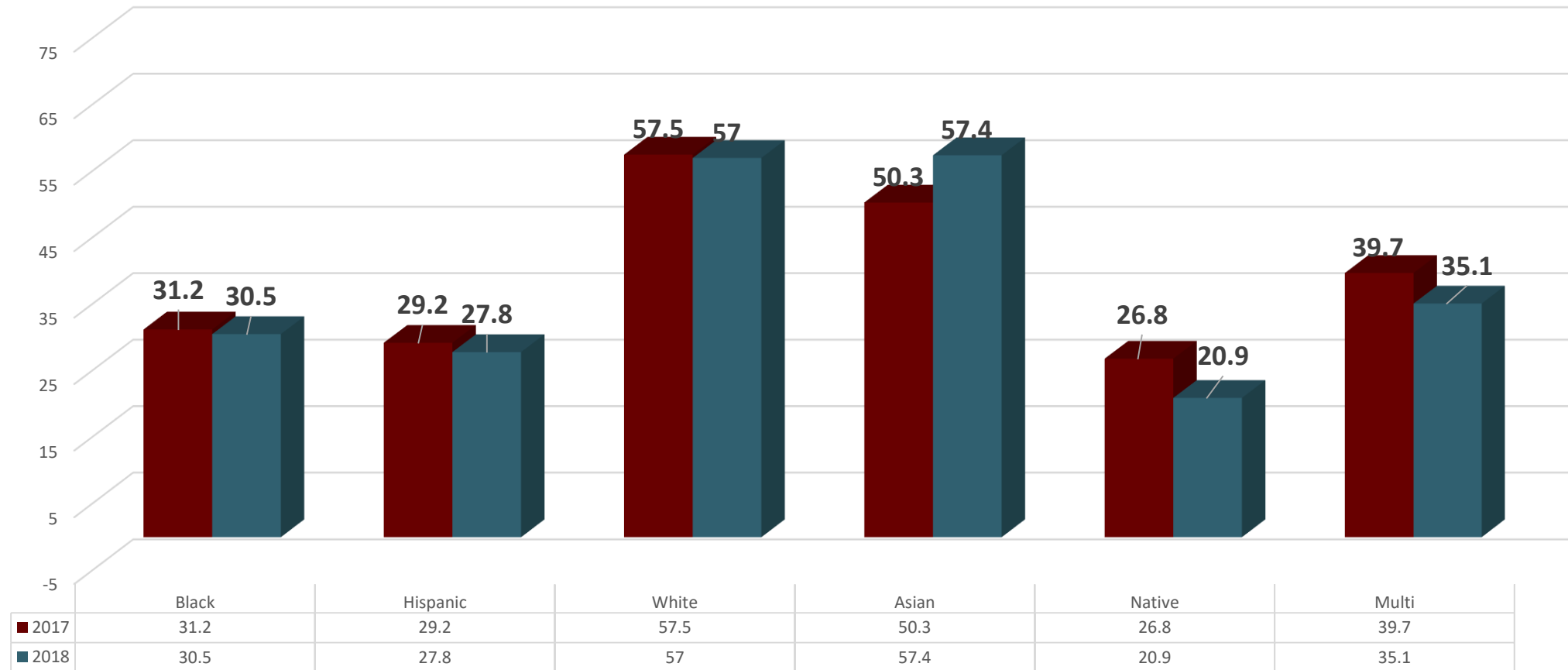
Grades 6 – 8

Grade 10

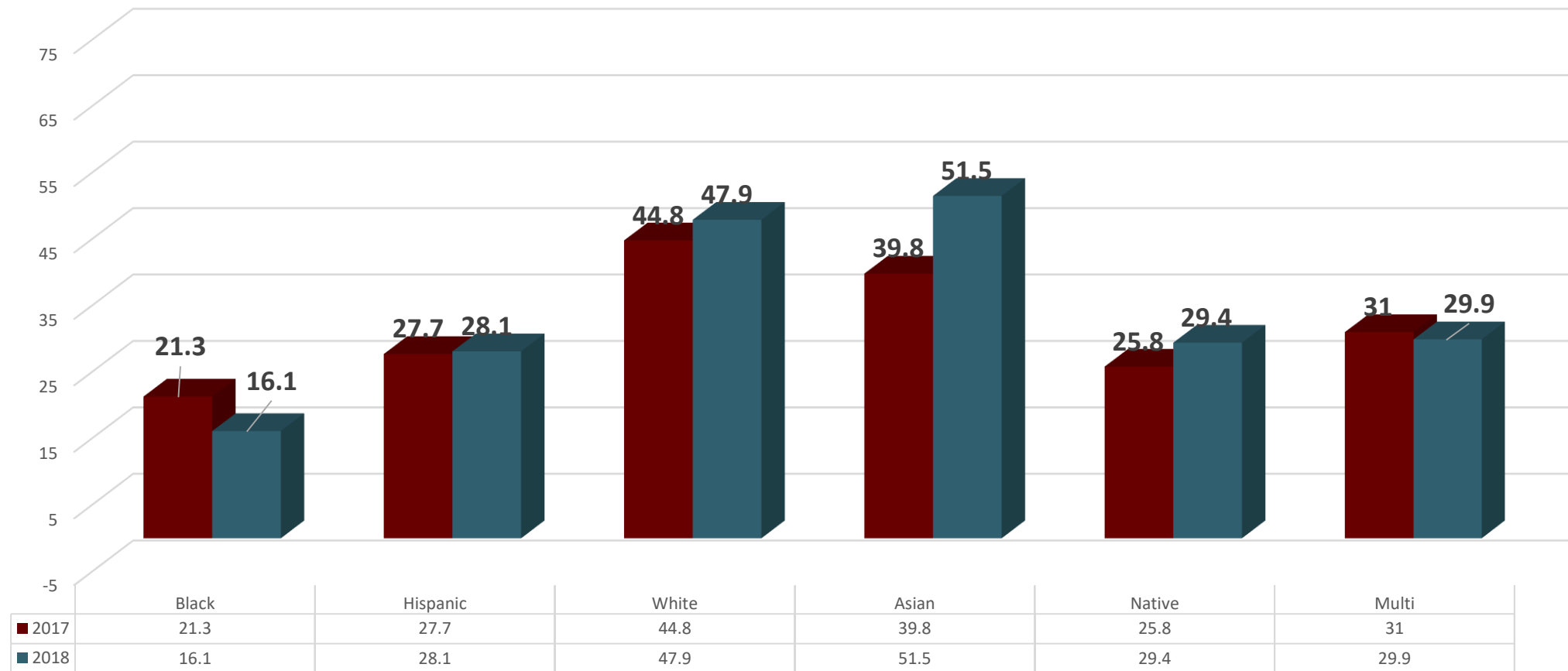
# KAP ELA: Percent of Students Scoring at Level 3 and 4 in 2017 and 2018 by Grade Level



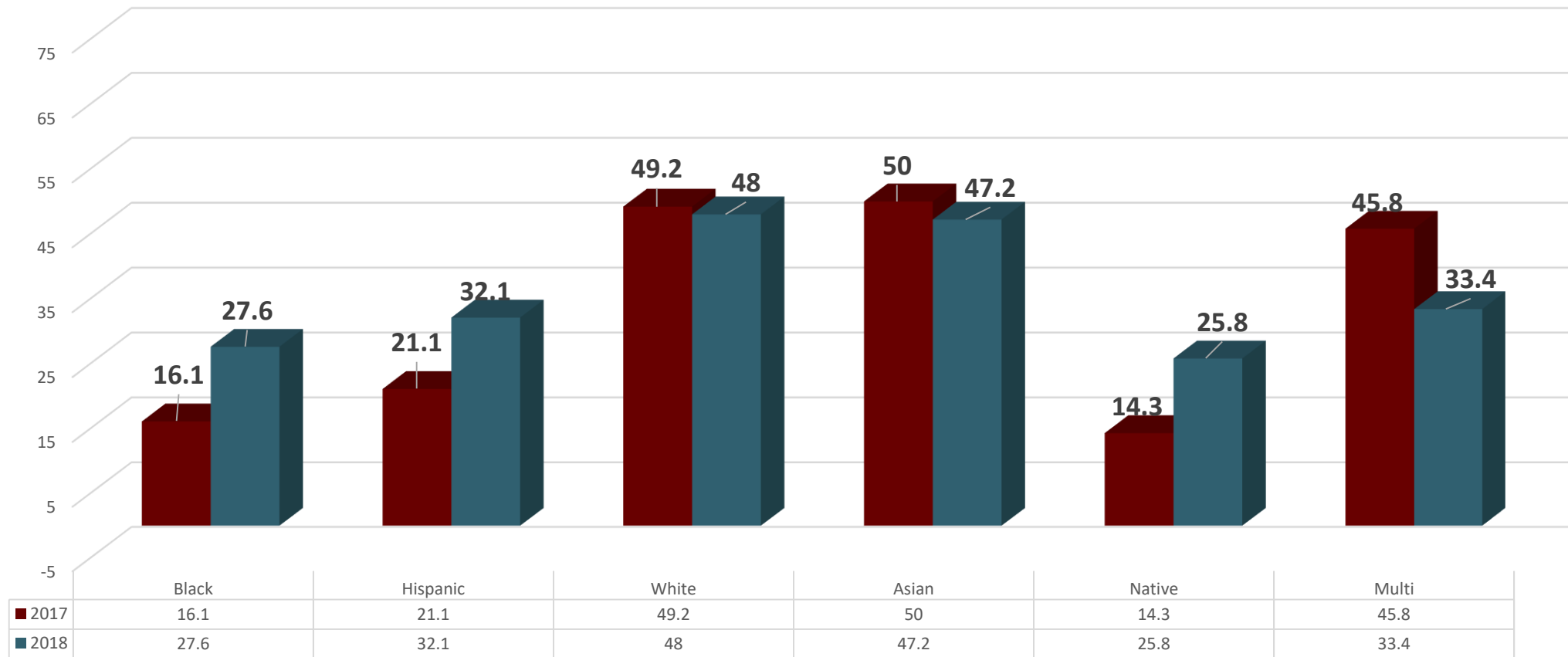
# KAP ELA – Grades 3–5 – Percent of Students Scoring at Level 3 and 4 in 2017 and 2018 by Race



# KAP ELA – Grades 6-8 – Percent of Students Scoring at Level 3 and 4 in 2017 and 2018 by Race



# KAP ELA – Grade 10 – Percent of Students Scoring at Level 3 and 4 in 2017 and 2018 by Race





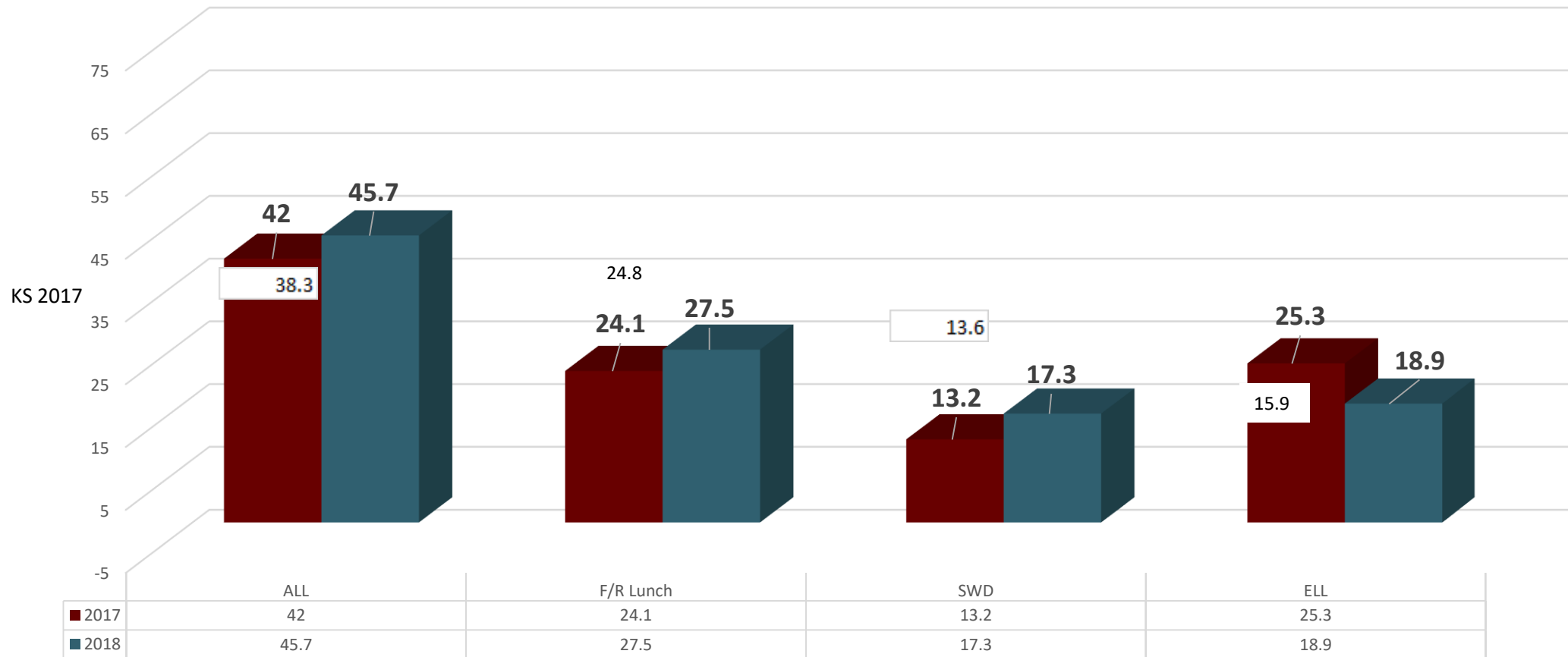
# Racial/Ethnic Achievement Gaps – ELA – Percent of Gap Between Each Racial Group and White

	White		Black	Hispanic	Asian	Native	Multi
2017	50.7	% Scoring 3 or 4	24.9	27.2	50.5	24.7	37.3
		% of Gap	25.8	23.5	0.2	26	13.4
2018	51.7	% Scoring 3 or 4	24.2	23.5	53.1	22.6	36
		% of Gap	27.5	28.2	-1.4	29.1	15.7
		% increase/decrease	1.7	4.7	1.2	3.1	2.3

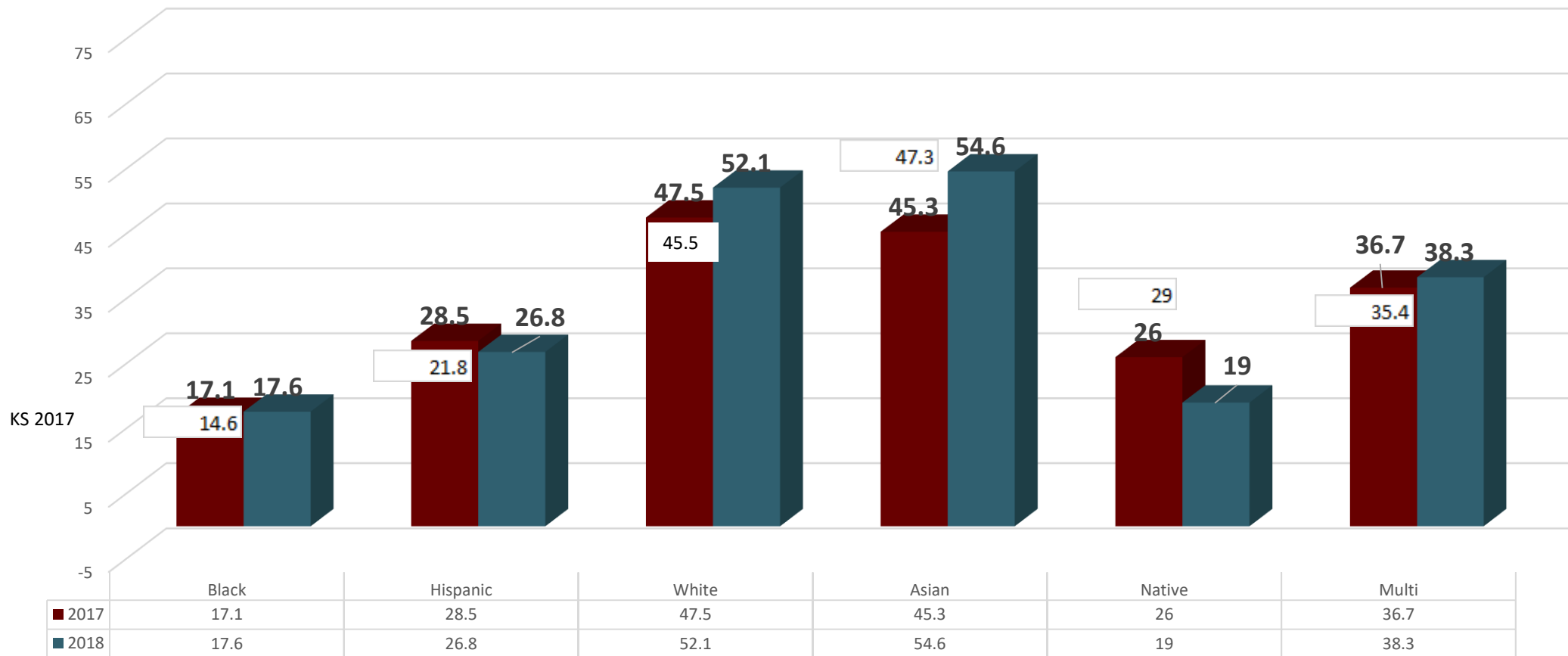
# **KAP Science – Administered Annually to Grades 5, 8, and 11**

**\*There are no released items for Science at this time**

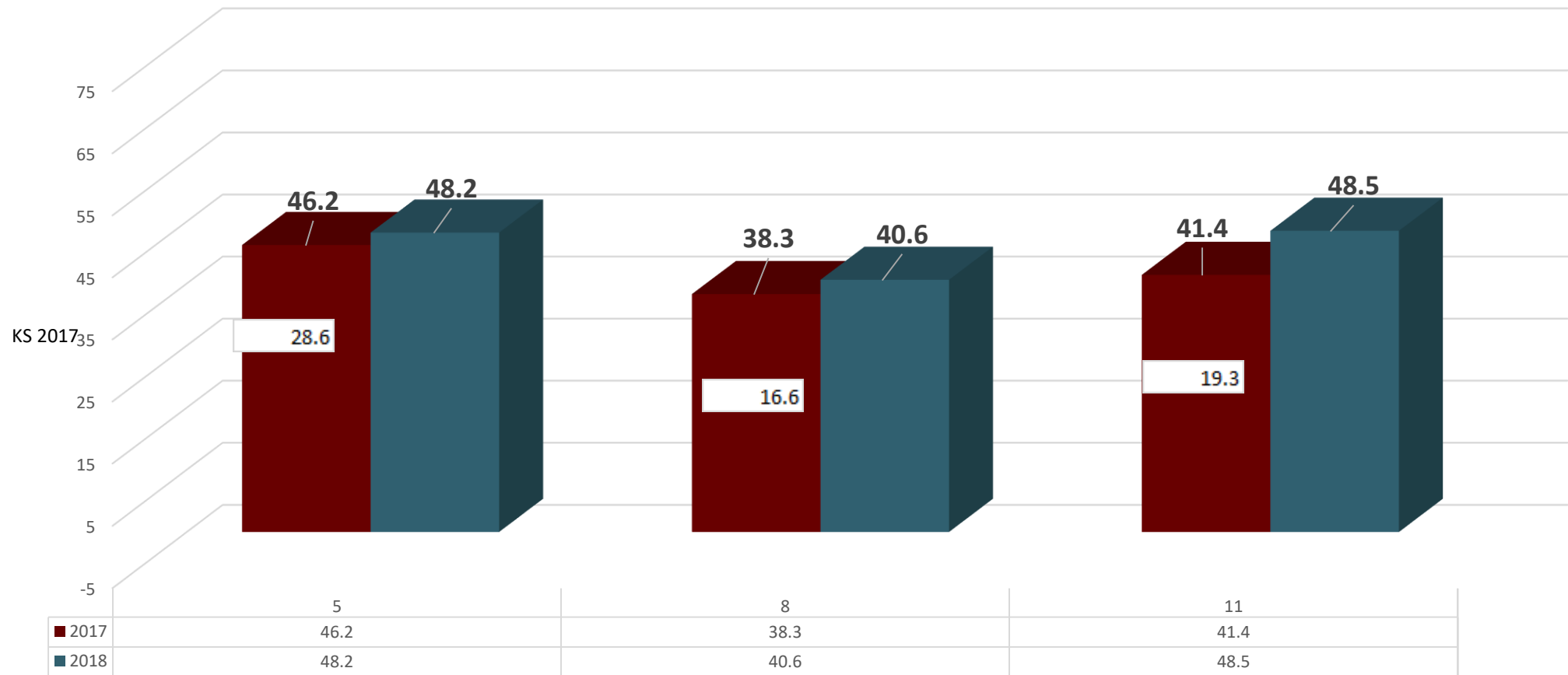
# KAP Science: Percent of Students Scoring at Level 3 and 4 in 2017 and 2018



# KAP Science – Grades 5, 8, and 11 – Percent of Students Scoring at Level 3 and 4 in 2017 and 2018 by Race



# KAP Science: Percent of Students Scoring at Level 3 and 4 in 2017 and 2018 by Grade Level



# Racial/Ethnic Achievement Gaps – Science – Percent of Gap Between Each Racial Group and White

	White		Black	Hispanic	Asian	Native	Multi
2017	47.5	% Scoring 3 or 4	17.1	28.5	45.3	26	26.7
		% of Gap	30.4	19	2.2	21.5	20.8
2018	52.1	% Scoring 3 or 4	17.6	26.8	54.6	19	38.3
		% of Gap	34.5	25.3	-2.5	33.1	13.8
		% increase/decrease	4.1	6.3	0.3	11.6	7