

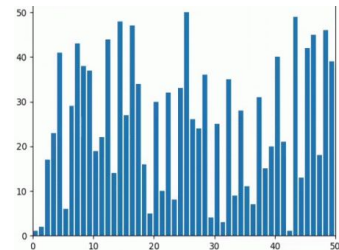


# Kenmore-Town of Tonawanda UFSD

## *Mid-Year Update*

📁 Student Data

📁 ESSA Accountability Status



# Student Enrollment & Demographics Trends



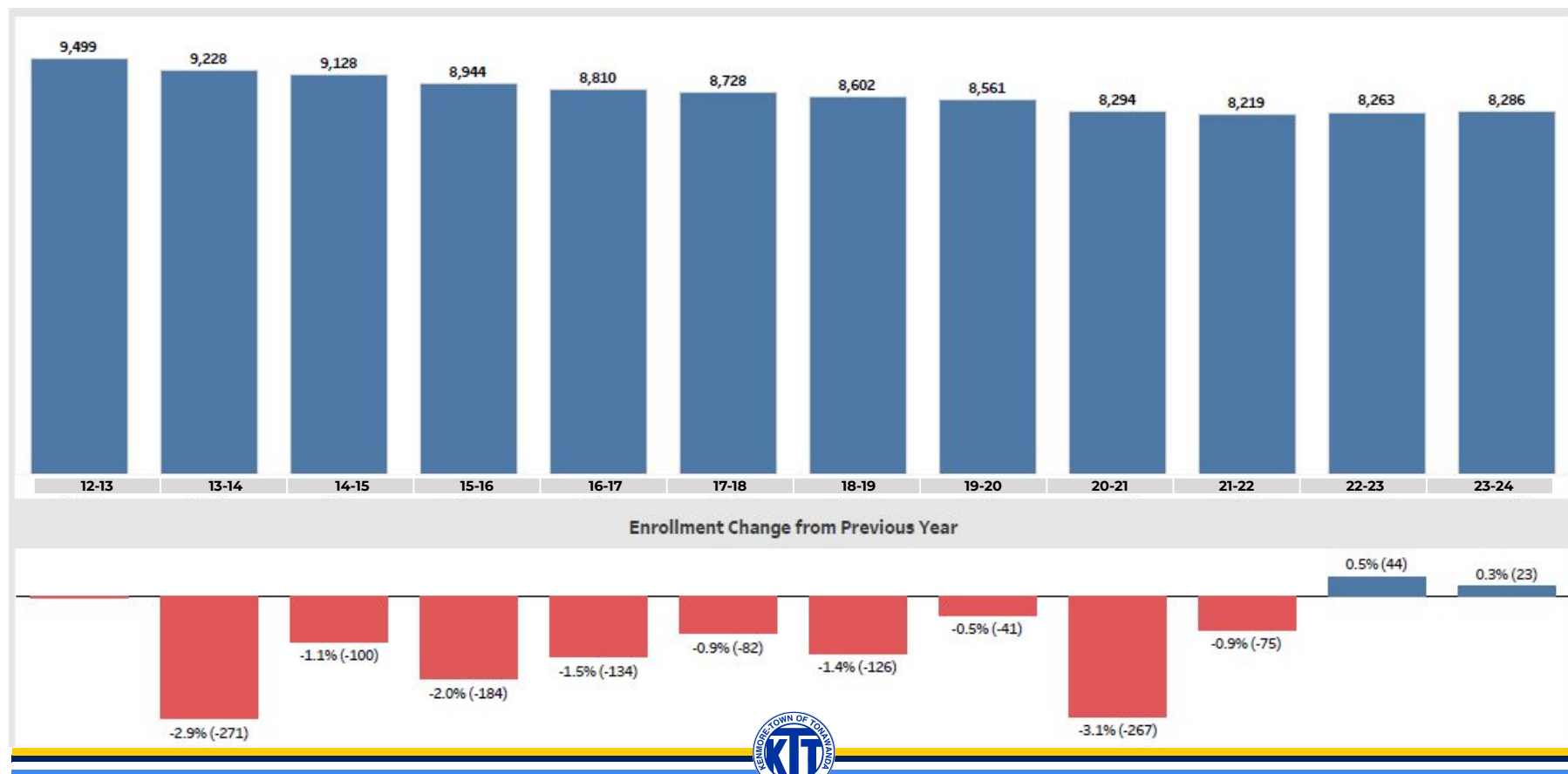
Data sets reflect a year over year enrollment snapshot date of February 1, or the mid-year point

2012-2013 through 2023-2024 School Years



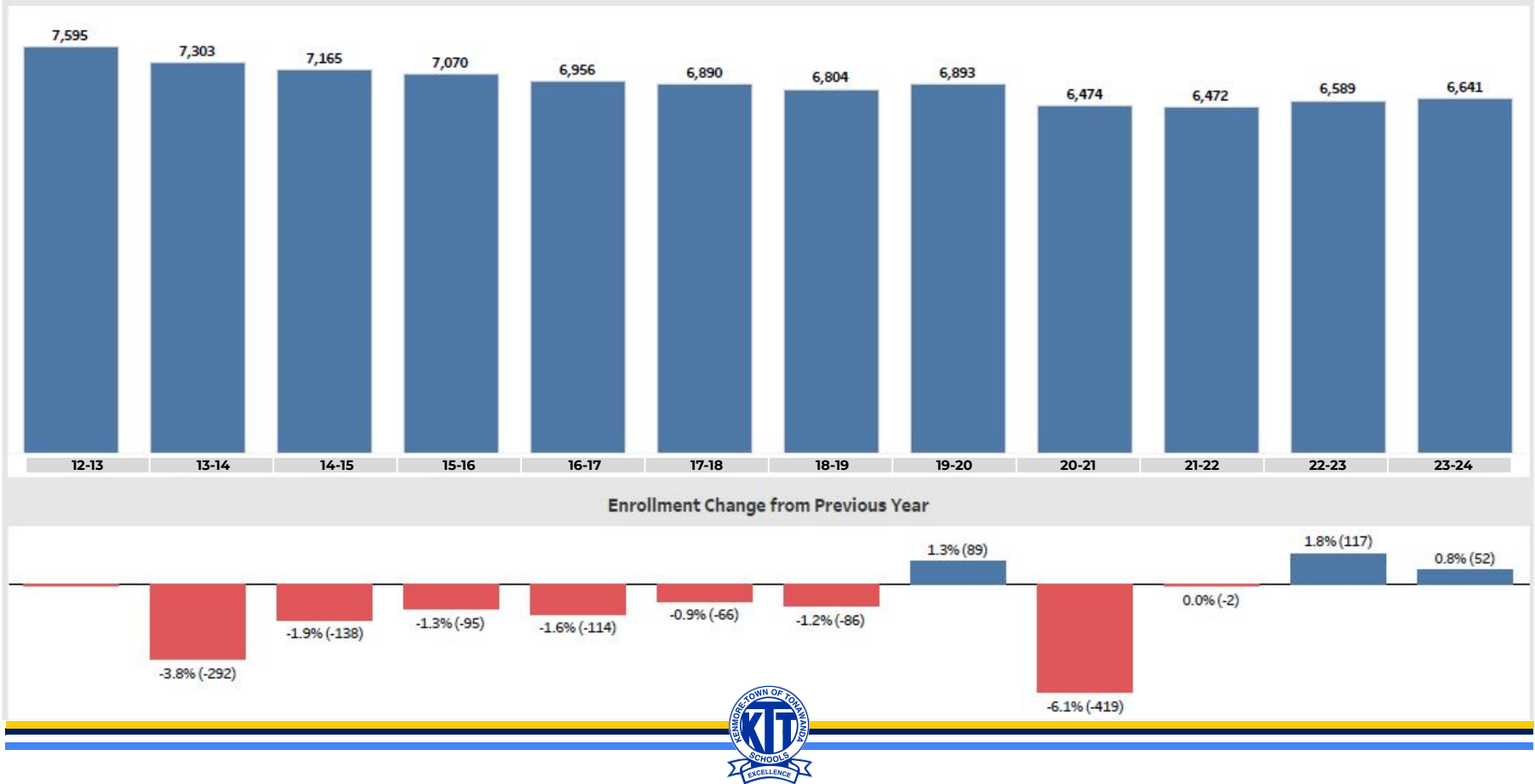
# Total Pre-K – Grade 12 Students Residing In District

*As of February 1, of each of these years*



# Total (In-District) Pre-K – Grade 12 Students

*As of February 1, of each of these years*

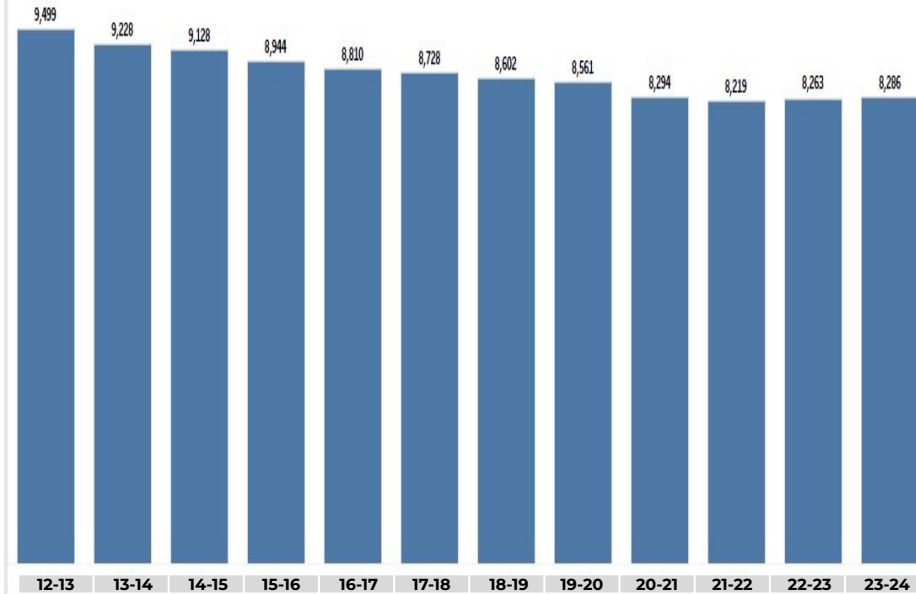


# Snapshot Comparison of Year over Year Trends

## Total PreK – Grade 12 Resident Students

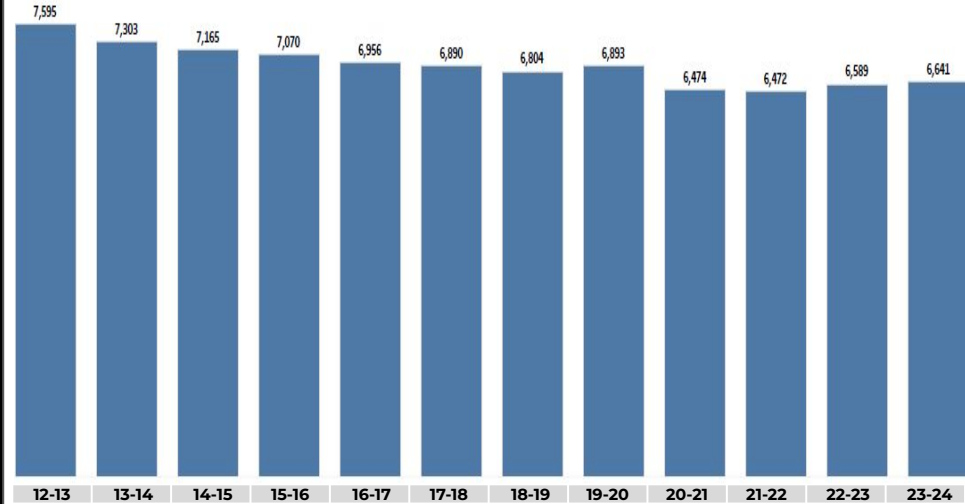
### Total of all resident students PreK – 12

*As of February 1, of each of these years*



### Total (In-District) Total Pre-K – Grade 12 Students

*As of February 1, of each of these years*



-1904	-1925	-1963	-1874	-1854	-1838	-1798	-1668	-1820	-1747	-1674	-1645
20%	21%	22%	21%	21%	21%	21%	20%	22%	22%	20%	20%



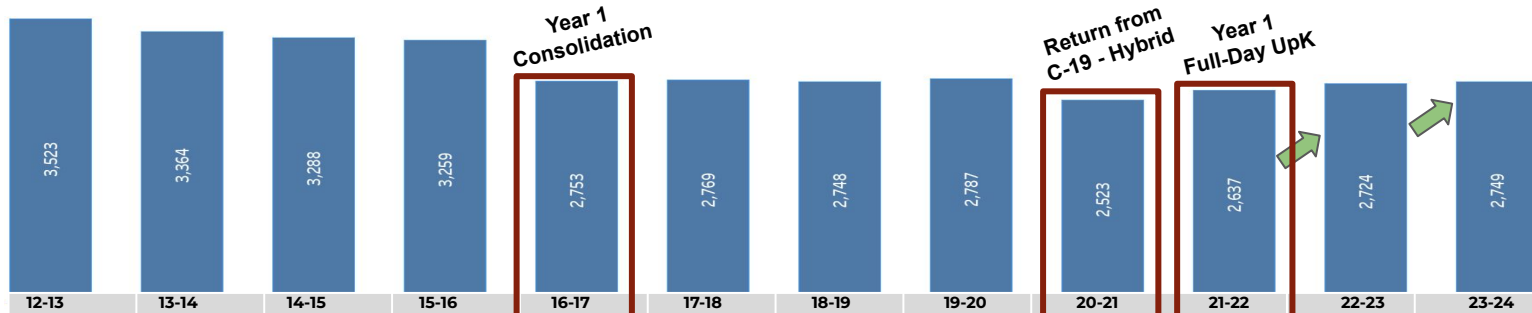


# Student Enrollment by Level

## UPK and Elementary

**Pre-K to 5**  
Upto 14-15  
in 15/16 consolidation  
transitions started

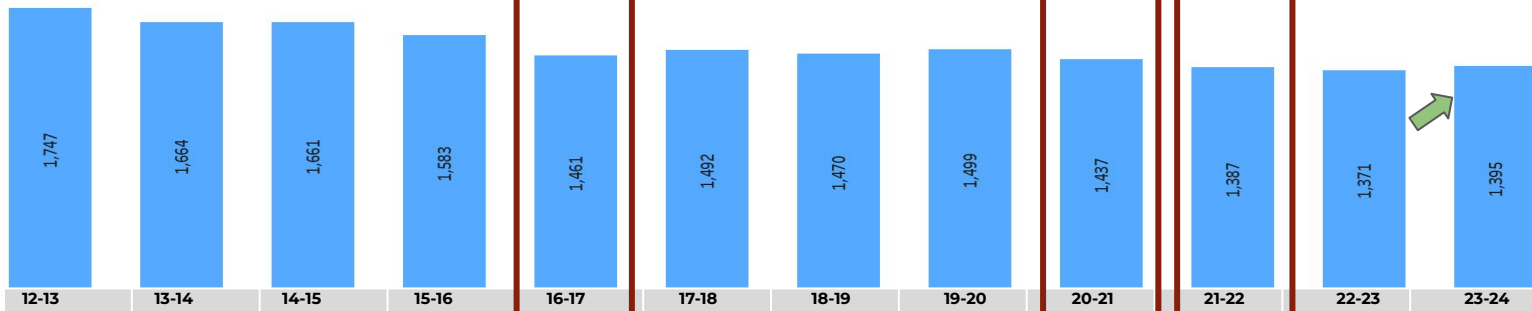
**Pre-K to 4**  
2016 to Today



## Middle School

**6 to 8**  
Upto 14-15  
in 15/16 consolidation  
transitions started

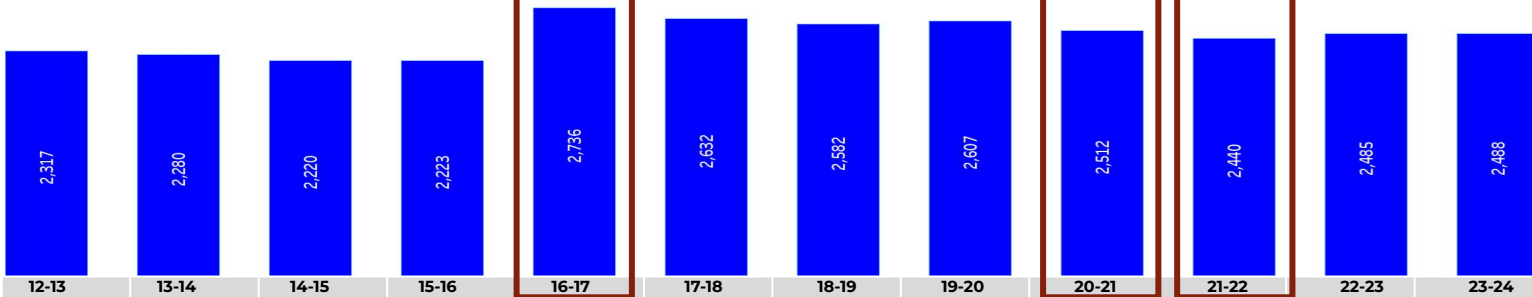
**5 to 8**  
2016 to Today



## High School

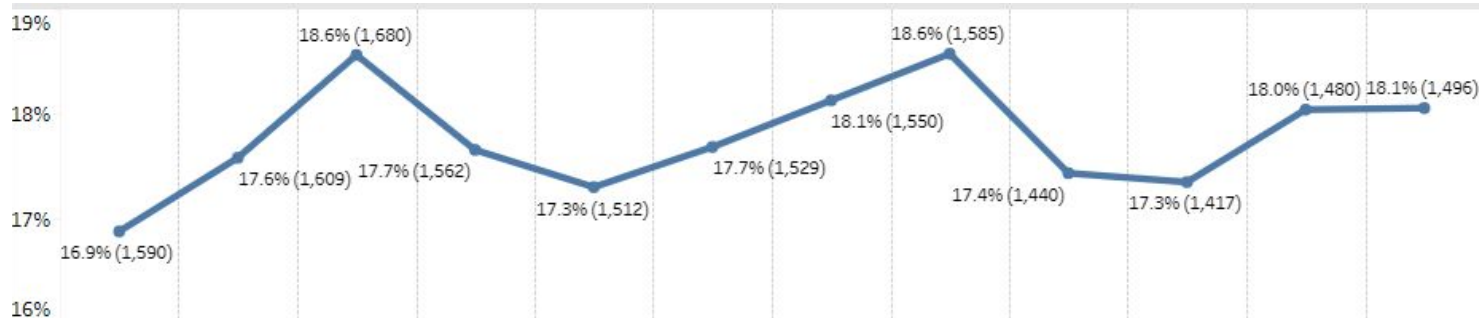
**9 to 12**  
Upto 14-15  
in 15/16 consolidation  
transitions started

**8 to 12**  
2016 to Today



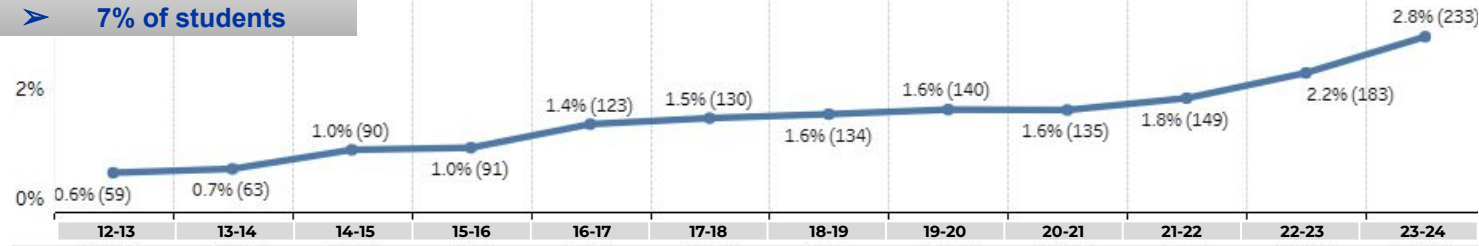
# Student Demographic Subgroup Trends

## % of Students with Disabilities



## % of Students Who are English Language Learners (who have not tested out)

- 32 Languages
- 478 Students
- 7% of students



➤ 72 Additional students receive mandated services



# Student Race / Ethnicity

American Indian / Alaskan	0.7%	0.7%	0.6%	0.6%	0.7%	0.5%	0.5%	0.6%	0.6%	0.5%	0.5%	0.4%
Asian	1.3%	1.6%	1.5%	1.9%	2.2%	2.5%	2.9%	3.0%	3.0%	3.6%	3.9%	4.1%
Black	5.5%	5.7%	5.8%	6.0%	6.3%	6.9%	7.0%	7.4%	7.8%	8.1%	8.5%	9.6%
Hispanic	4.8%	5.4%	6.2%	7.1%	7.5%	8.2%	8.6%	9.1%	9.3%	9.8%	9.9%	10.4%
Two or More Races	2.3%	3.0%	3.5%	4.0%	4.2%	4.8%	5.2%	5.8%	6.3%	6.6%	6.8%	7.0%
White	85.3%	83.7%	82.3%	80.3%	79.1%	77.0%	75.8%	74.1%	73.0%	71.5%	70.3%	68.4%
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24





# Duplicated Student Suspension Trends

	2021-22 <i>Sept 1 to Jan 31</i>	2022-23 <i>Sept 1 to Jan 31</i>	2023-24 <i>Sept 1 to Jan 31</i>		2019-20 <i>Sept 1 to Jan 31</i>
In School Suspension <i>one or more days</i>	321	377	205		388
Out of School Suspension <i>one or more days</i>	197	219	198		145
	Post - COVID				Pre-Covid



# Unduplicated Student Suspension Trends

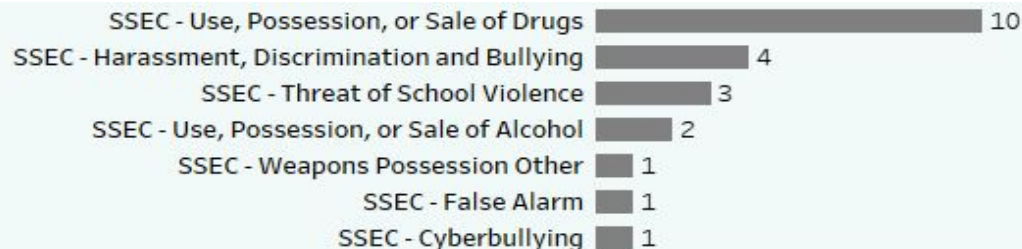
	2021-22 <i>Sept 1 to Jan 30</i>	2022-23 <i>Sept 1 to Jan 30</i>	2023-24 <i>Sept 1 to Jan 30</i>		2019-20 <i>Sept 1 to Jan 30</i>
	277	328	184		392
In School Suspension <i>one or more days</i>	166	190	178		162
Out of School Suspension <i>one or more days</i>	Post - COVID				Pre-Covid



# SSEC (State Reported Incidents) Leading to OSS

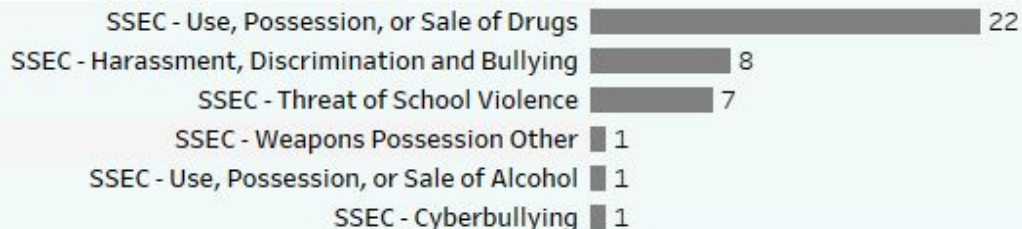
## School Safety and Educational Climate Data Reported by Schools Grades K-12

**2021-22**  
*Sept 1 to Jan. 30*



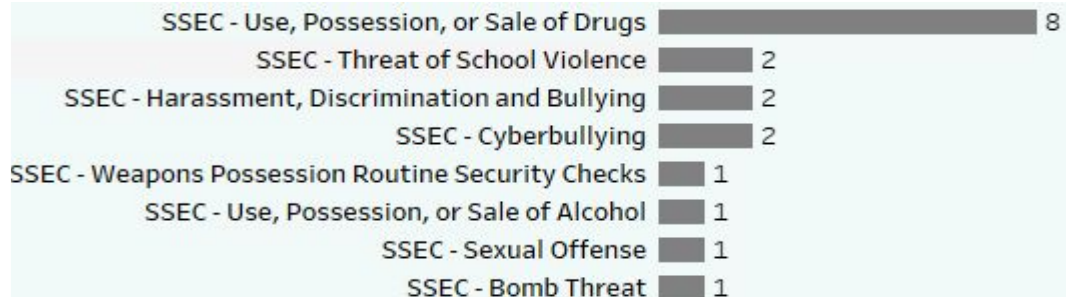
**Total  
Incidents  
22**

**2022-2023**  
*Sept 1 to Jan. 30*



**Total  
Incidents  
40**

**2023-24**  
*Sept 1 to Jan. 30*

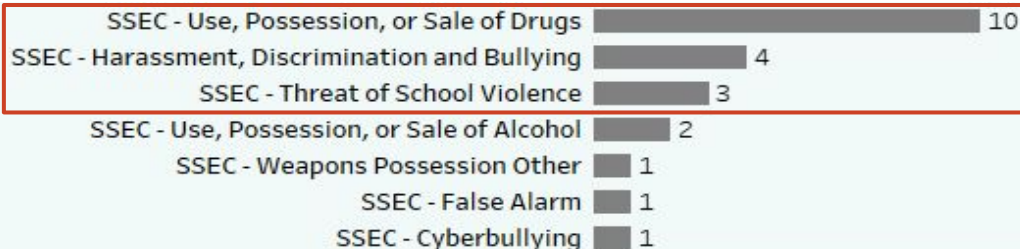


**Total  
Incidents  
18**

# SSEC (State Reported Incidents) Leading to OSS

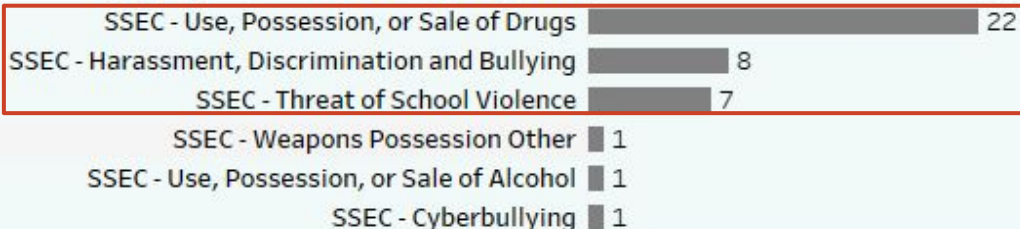
## School Safety and Educational Climate Data Reported by Schools Grades K-12

**2021-22**  
*Sept 1 to Jan. 30*



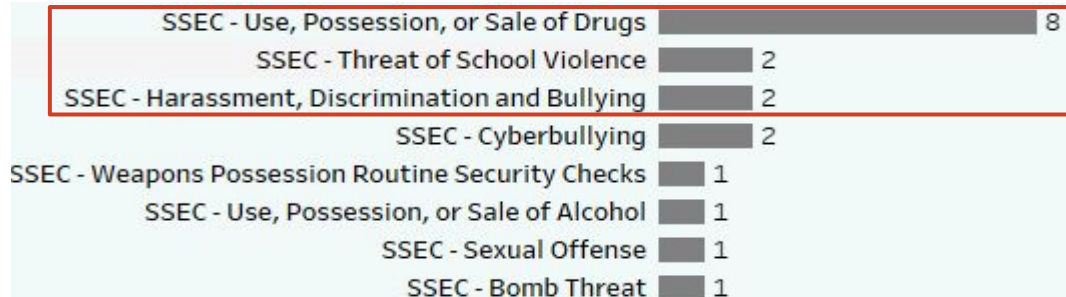
**Total  
Incidents  
22**

**2022-2023**  
*Sept 1 to Jan. 30*



**Total  
Incidents  
40**

**2023-24**  
*Sept 1 to Jan. 30*



**Total  
Incidents  
18**

# Accountability and Every Student Succeeds Act



- Federal K-12 education law of the United States-Signed into law in 2015
- The overarching goal of ESSA is to provide all students with opportunities to receive a fair, equitable, and high-quality education, regardless of zip code



# Accountability Status Determination

Level Assignment

Level	Rank Range
1	0 - 10%
2	10.1 - 50%
3	50.1 - 75%
4	>75%
4	>75%

If a subgroup has a Level 1 for any indicator, which falls within the bottom 10% in the state, improvement planning efforts must be made.

## NYSED Accountability Indicators

Indicators Calculated in the 2023-24 and 2024-25 SYs (using 2022-23 and 2023-24 SY results)

Elementary/Middle (EM)	High School (HS)
Weighted Average Achievement	Weighted Average Achievement
Core Subject Performance	Core Subject Performance
ELP	ELP
Chronic Absenteeism	Chronic Absenteeism
Student Growth (Informational)	Graduation Rate
	CCCR (Informational)

Indicators NOT Calculated for the 2023-24 and 2024-25 SYs

EM	HS
Academic Progress	Academic Progress







# Chronic Absenteeism

An ESSA Accountability measure for Elementary and Secondary Schools

- Absent 10% or more of days enrolled - For students enrolled in Gr. 1 - 12

**180 School Days = 18 days or more - 10%**

**100 School Days = 10 days or more - 10%**

Elementary / Middle - Grades 1-8				Secondary - Grades 9-12			
	2018-2019	2021-2022	2022-2023		2018-2019	2021-2022	2022-2023
<b>Students Enrolled</b>	4,146	3,909	3947	<b>Students Enrolled</b>	2,186	2,027	2054
<b>Students Chronically Absent</b>	451	1319	947	<b>Students Chronically Absent</b>	241	732	610
<b>Chronic Absenteeism Rate</b>	11% 	34% 	24%	<b>Chronic Absenteeism Rate</b>	11% 	36% 	30%

# Chronic Absenteeism - District Call to Action

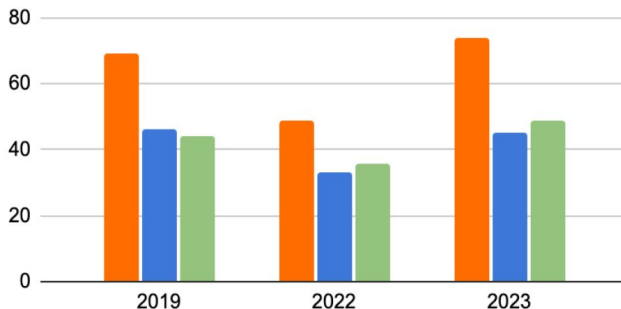
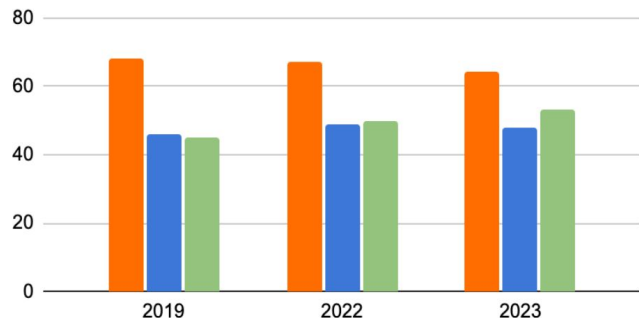
## Timeline of Events



# NYS ELA and Math 3-8 Assessment Participation Results



New York State Grades 3-8  
ELA and Mathematics  
Computer-Based  
Testing



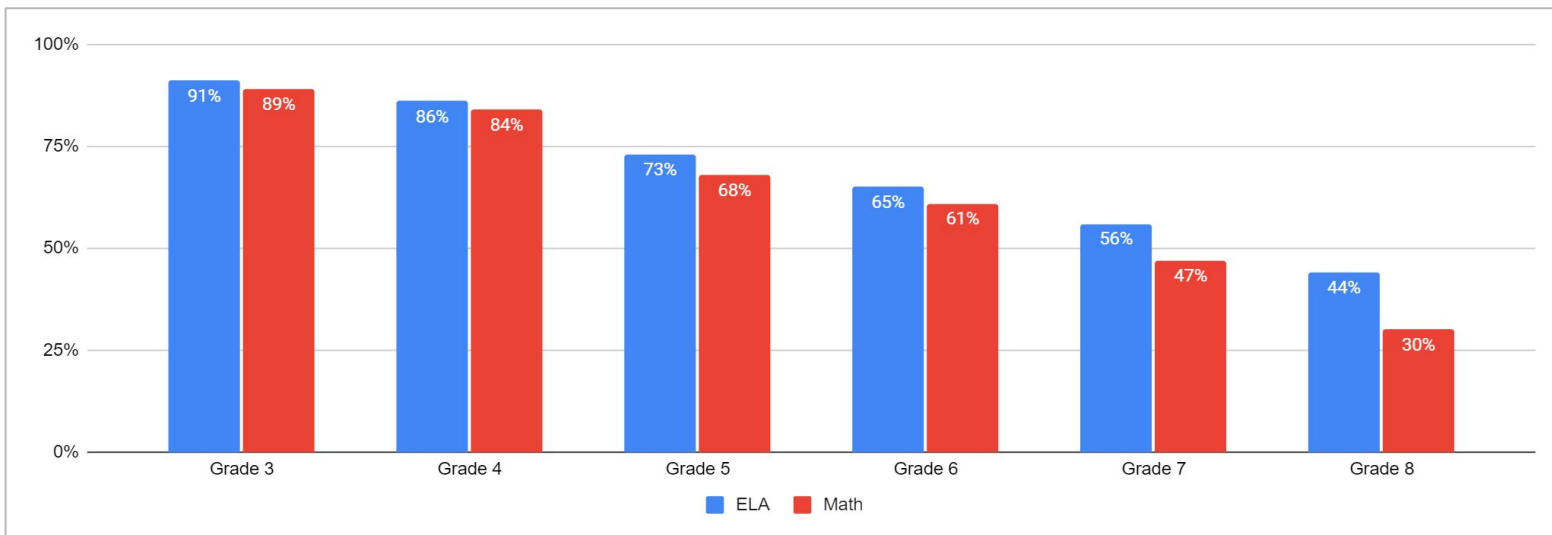
# District Participation in 3-8 State Assessments

## NYSED Participation Rate Requirement - 95%

**Overall -  
Average  
District  
Participation  
Rate**

	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23
ELA	57%	58%	62%	67%	72%	69%
Math	55%	55%	60%	65.7%	68%	65%

**% Tested by  
Grade Level  
in Spring  
2023**





**READY?**

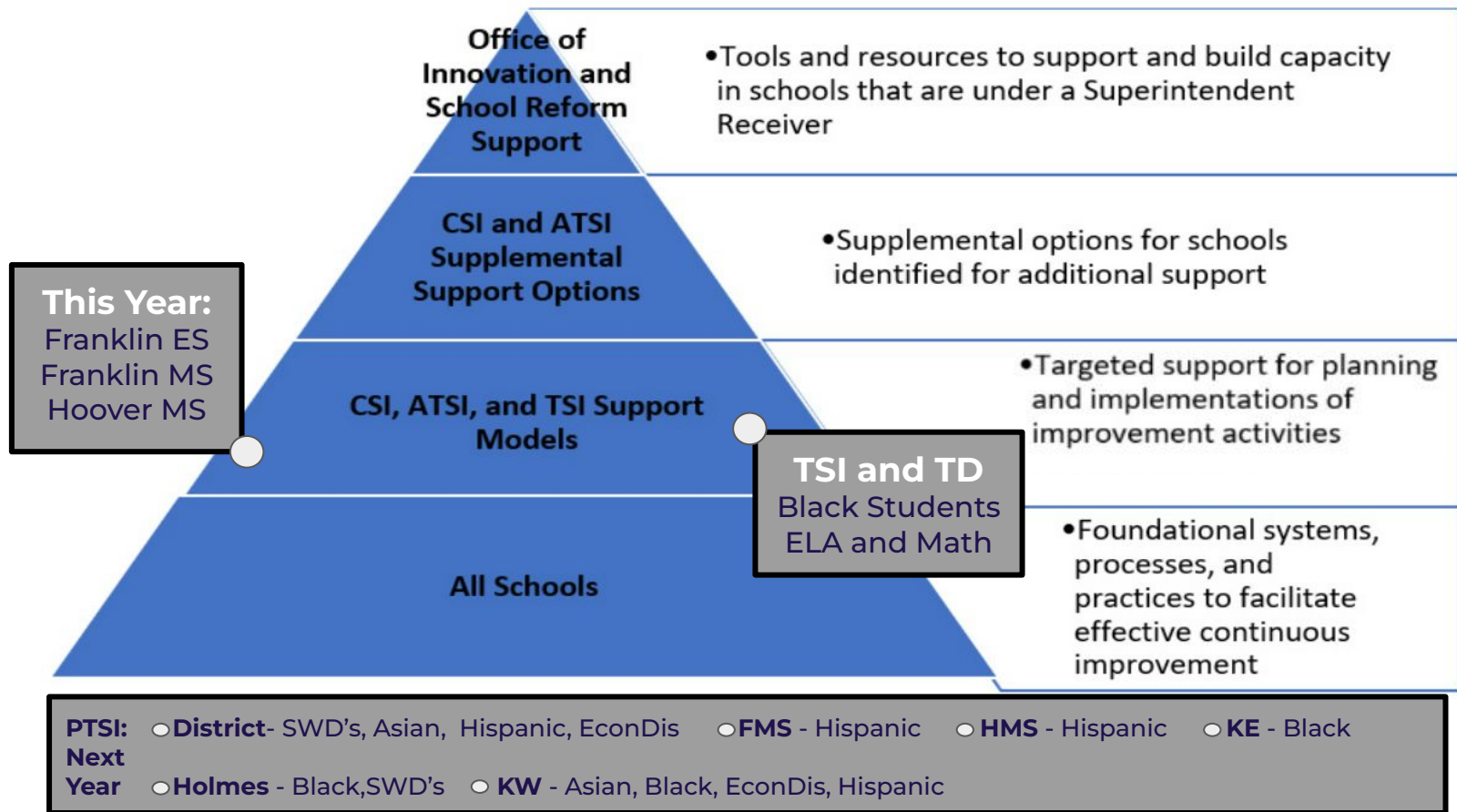
**SET?**

**TEST?**

**PARTICIPATION MATTERS**

ELA	Refused in '23		Math	Refused in '23
Scored Level 2 in '22	126		Scored Level 2 in '22	112
Scored Level 3 in '22	81		Scored Level 3 in '22	70

# NYSED Accountability Support Models





# Targeted Support and Improvement

## What Does It Mean to Be TSI?

**Schools in TSI are required to engage in the following:**

- Conduct annual spring surveys of students, families, and staff
- Complete\* an internal five-part Needs Assessment
- Write\* an annual improvement plan (*known as School Comprehensive Education Plan, or SCEP*) approved by the District
- Implement\* and monitor\* the SCEP



*\* These activities are completed by a school-based improvement planning team that represents a range of stakeholders*



# Thank you and Questions

# QUESTIONS

