

2018-2019 KSDE District Data					2020 KCTC District Student Survey Data					
	USD	HS	MS	KS		KSDE	KCTC			
Graduation Rate	92.1			88		49	50	District KCTC Participation	79.1	
Attendance Rate	93.5	91.56	95.4	94.5	Female	51	50	6th grade Participation	96.2	
Level 1 Math	29.1	41.8	32.6	28.3	White	85.7	83	8th grade Participation	80.5	
Level 1 ELA	39.55	54.9	50.1	29.5	African American	3.9	4.5	10th grade Participation	79.3	
ACT Average	19.1			21.1	Multi-Racial	11.4	12.5	12th grade Participation	65.7	
Data Color Coding Key:										
<b>BOLD:</b> significant difference btw buildings	Substantially Better than Kansas Average (10% or more)		Better than Kansas Average		Approximately equal to Kansas Average		Worse than Kansas Average		Substantially worse than Kansas Average (10% or more)	
<b>Trend Key:</b>	✓ Positive change from prior year	➔ No substantial change from prior year			✗ Negative / Undesireable change from prior year					
Risk Factor Scales: Lower Percentage is more desirable.										
KCTC questions comprising each scale	USD Trend	District	HS	KS HS	MS	KS MS	Evidence-Based Considerations			
DEPRESSED CLIMATE TYPE SCALE							If this area is elevated, prioritize:			
During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities? [yes]	✗	39.98	46.79	36.69	33.66	29.68	1. Ensure Jason Flatt Act is in place: a. Staff training; b. Parent outreach c. Referral, intervention & community coordination protocols d. tx, support, school re-entry;			
Have you ever seriously thought about killing yourself? [yes, past 30 days]	✗	8.32	9.56	7.93	8.26	8.22	2. Instructional practices such as: Positive Feedback; 2x10 Strategy			
Have you ever made a plan about how you would kill yourself? [yes, past 30 days]	➔	3.87	5.38	5.11	2.5	4.98	3. Structures such as: Evidence Based SEL Skills (eg: seeking help, practicing self-care, etc.)			
Have you ever tried to kill yourself? [yes, past 30 days]	✗	2.39	2.59	1.47	2.22	2.04				
ANXIOUS-CONFLICTUAL CLIMATE TYPE SCALE							If this area is elevated, prioritize:			
During this school year, how often have you been bullied at school? [sometimes-everyday]	✗	28.25	17.67	19.78	37.98	27.63	1. Instructional practices such as: Explicit Instruction, Active Supervision, Teacher Clarity			
During this school year how often have you seen someone being bullied? [sometimes-everyday]	✗	55.43	45.24	55.08	65.76	55.6	2. Structures such as: Clear Expectations or Norms; Evidence Based SEL Skills* & Competencies; Restorative Discipline Response System;			
During the past 12 months, have you ever been electronically bullied? (Include being bullied through e-mail, chat rooms, instant messaging, websites, or texting.) [sometimes-everyday]	✗	18.85	16.59	16.61	27.01	16.84	Annual Staff Bully Prevention Training and Bully Prevention Plan/ Policies / Reporting Procedures / Toolkit			
During this past school year, how often have you had your property stolen or deliberately damaged, such as your car, clothing, or books? [sometimes - everyday]	✗	21.96	21.35	18.07	22.78	21.69	*range is needed from calm-down skills, to assertiveness, to problem-solving, conflict management, empathy skills, etc			
During the past year, how often did you miss school because you felt unsafe, uncomfortable or nervous at school or on your way to or from school?	➔	16.89	17.77	15.78	17.3	15.4				
Protective Factor Scales: Higher Percentage is more desirable.										
EMPOWERING ENGAGEMENT CLIMATE TYPE							If either area is lower, prioritize:			
STUDENT VOICE SCALE										
How often did you enjoy being in school? [often, almost always]	✗	32.19	22.32	39.61	42.98	43.39	1. Instructional Practices such as: Choice-Making; Positive Feedback; Opportunities to Respond (Discussion, Active Engagement, etc.)			
How often did you hate being in school? [never, seldom]	➔	32.44	26.1	27.91	38.81	37.73				
How often do you feel the school work you are assigned is meaningful and important? [often, almost always]	✓	31.98	21.16	24.61	43.71	42.6				
How important do you think the things you are learning in school are going to be for your later life? [quite, very important]	✓	36.65	24.56	26.18	55.66	51.66				
How interesting are most of your courses to you? [very or quite]	➔	28.06	26.62	29.98	31.64	32.63				
How often did you try to do your best work in school? [often, almost always]	➔	85.18	78.95	73.85	89.19	84.44	2. Structures such as: Evidence Based SEL Skills & Competencies;* Individual Plans of Study to personalize learning; Involvement in Norm Setting for Special or Group Projects			
STUDENT AGENCY SCALE										
There are a lot of chances for students in my school to get involved in sports, clubs, and other school activities outside of class. [yes]	✓	96.74	96.83	94.58	96.72	91.09				
There are lots of chances in my school to talk with a teacher one-on-one. [yes]	✓	85.6	88.6	84.65	83.47	83.43				
I have lots of chances to be part of class discussions or activities. [yes]	➔	83.75	88.8	86.09	85.65	84.53	*range is needed from self-awareness to curiosity, self-efficacy, creative thinking, and goal setting, etc.			
I feel safe at school. [yes]	✓	80.54	92.12	81.23	88.7	84.1				
EMPOWERING RELATIONSHIPS CLIMATE TYPE							If this area is lower, prioritize:			
TEACHER-STUDENT RELATIONSHIPS SCALE										
My teachers praise me when I work hard in school. [yes]	✗	41.33	36.1	48.31	53.79	51.86	1. Instructional Strategies: Positive Feedback; 2x10 Strategy; Greetings at the Door			
My teacher notices when I do a good job and lets me know about it. [yes]	✗	57.65	52.29	66.04	62.3	71.81	2. Structures such as: Positive Teacher-Student Relationships; Family Engagement; Evidence Based SEL Skills & Competencies (eg: Relationship Skills, etc.)			
The school lets my parents know when I have done something well. [yes]	➔	36.68	31.12	32.3	43.57	46.58				
Teachers ask me to work on special classroom projects. [yes]	✗	39.19	31.08	42.06	38.33	41.56				
PARENT-STUDENT RELATIONSHIPS SCALE							If this area is lower, prioritize:			
Do you share your thoughts and feelings with your mother [yes]	✓	69.94	66.67	65.4	80.98	70.83	Structures such as: Family Engagement Plan; Home Links for Evidence Based SEL Skills & Competencies (eg: Relationship Skills, etc.); Information about the power & importance of Positive Childhood Experiences (PCEs)			
If I had a personal problem, I could ask my mom or dad for help [yes]	✓	83.33	78.5	77.3	92.65	82.59				
My parents ask me what I think before most family decisions affecting me are made. [yes]	➔	63.93	62.81	62.03	65.99	66.78				
Do you share your thoughts and feelings with your father [yes]	✓	59.67	55.54	51.81	70.1	59.69				
My parents notice when I do a good job & let me know about it. [all the time; often]	➔	62.21	59.24	60.12	69.28	68.12				
Climate Type Scale Scores Section:										
Climate Types Scale Scores:	Protective Risk	Depressed	47.62	52.62	36.66	42.1	38.76	Scale scores tell the percentage of students who are "at risk" or "protected" within each band of the climate types. Consider whether the percentages "at risk" and "protected" are at the desired levels for your district / buildings. What goals might you set? What practices might you amplify? What PD may you want to prioritize?		
		Anxious-Conflictual	42.22	32.11	33.89	62.11	40.86			
		Student Voice	40.34	30.22	41.05	50.42	41.43			
		Student Agency	62.01	63.44	62.95	60.22	66.23			
		Teacher-Student	56.69	41.98	64.59	59.29	66.1			
	Parent-Student	56	55.99	56.21	66.02	56.13				

This Sample Report contains fake data and fake calculations to be used for visual demonstration purposes only