

## VII. Performance Measures

### ACT Results

The four academic tests of the ACT assessment measure abilities in the academic areas traditionally identified with college preparatory high school programs: Math, Reading, English and Science Reasoning. This chart provides a five year comparison study for students in Olathe School District. The scores represent the average ACT scores for the graduating class of 2018, where only the last reported ACT score of each student is included. ACT test scores are reported on a scale that ranges from 1 to 36.

ACT data is not available until October of the following school year.

#### 5-Year ACT Results Comparisons

Year	English	Mathematics	Reading	Science	Composite
2017-2018	23.9	23.4	24.4	23.4	23.9
2016-2017	23.5	23.3	24.2	23.4	23.8
2015-2016	23.7	23.7	24.3	23.6	23.9
2014-2015	23.7	23.8	24.4	23.5	24.0
2013-2014	23.9	23.7	24.1	23.3	23.9

#### ACT Results

Year	Olathe	State of Kansas	Nation
2017-2018	23.9	21.6	20.8
2016-2017	23.8	21.7	21.0
2015-2016	23.9	21.9	20.8
2014-2015	24.0	21.9	21.0
2013-2014	23.9	22.0	21.0

### Highlights of Accomplishments for this Objective:

- 73% of our graduating seniors took the ACT exam in 2017-18.
- Composite scores continue to be strong for students in Olathe Public Schools.
- Students in Olathe continue to outscore their peers across the state and the nation.

**Teen Age Parents Program:**  
The TAPS program is designed to meet the needs of and to provide resources to students who have children or students who are expectant parents; available to students at each high school through advisory period.

**Title I Program:** Schools qualify for the federally funded Title I program based on the percentage of students within the school who have free or reduced lunch status. In Olathe, the range for qualifying schools is from a high of 83.14% down to 50.16% (based on September 20, 2018 data). The qualifying schools are Central, Fairview, Havencroft, Indian Creek, Northview, Ridgeview, Rolling Ridge, Washington and Westview.

Once a school is identified as a Title I site, any student in that building meeting the academic need criteria can be instructed. The free/reduced lunch status is not necessary for students within a Title I building to receive individual service. Staff supported by Title I funds assess student needs and provide strategic and focused reading and/or math instruction.

These staff members also work with the classroom teachers to coordinate reading and math instruction. The Title I program must supplement, not supplant service to students. Over 3000 students receive Title I benefits.

#### Benefits of the Program:

- A strong focus on meeting individual student needs.
- Extra opportunity for students to connect with another adult to receive instruction.
- An emphasis on parent involvement, which is a heavy focus of the program.
- Addition of highly-trained reading and/or math professionals in each building. These staff members are very involved in the school improvement process and help facilitate reading and/or math instruction in the buildings.
- Strong accountability program based on student results.

#### Expenditures:

- We will receive a total of \$2,092,243 for 2019-20, from Title I formula funds to support our programs in the 9 elementary schools.

