



RESULTS REPORT 2026-MATH

WHAT ARE “RESULTS REPORTS”?

- Annual reports made to the board of education on the progress made by our students in various academic disciplines.



ASSESSMENTS

- A variety of assessments are used to determine students mastery of the curriculum.
- Each building uses a variety of assessments to determine student success.
- **Types of assessments-**
 - a. Summative- used to gather data on the whole year's progress. Examples include the Kansas Assessment and End of Unit exams.
 - b. Formative – used to gather data to inform instructional decisions. Examples include quizzes, projects, end of unit exams, including local assessments.
 - c. Informal – used by the grade/subject level teacher to measure progress made over a particular unit. Examples of this include daily checks for understanding such as observation and daily classroom work.
 - d. Progress monitor- used by the teacher to determine if 1-2 specific skills have been mastered. This is an on-going process that is delivered through a variety of means such as oral, written, etc.
- **In the end, assessments are tools used by the staff to measure:**
 - a. Student progress
 - b. Curriculum alignment
 - c. Effectiveness of instructional strategies/practices

ASSESSMENTS

- **State Assessment**
 - A. Given at grade 3-8 and once at HS
 - B. Aligned to the common core standards
 - **AIMSweb Plus Assessment**
 - A. Given at grades K-4
 - **FastBridge Assessment**
 - A. Given at grades 5-12
 - **ACT Assessment**
 - A. Given at the high school level
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STATE ASSESSMENT MATH 2026 LEVEL DESCRIPTORS

Set proficiency levels and cut scores Scale Scores – range from 400 – 700 with 540 as the level 3 cut

Level 1: A student at Level 1 shows **LIMITED** ability to demonstrate their knowledge and skills of grade-level (content area) standards.

Level 2: A student at Level 2 shows **BASIC** ability to demonstrate their knowledge and skills of grade-level (content area) standards.

Level 3: A student at Level 3 shows **PROFICIENT** ability to demonstrate their knowledge and skills of grade-level (content area) standards.

Level 4: A student at Level 4 shows **ADVANCED** ability to demonstrate their knowledge and skills of grade-level (content area) standards.

STATE ASSESSMENT PERFORMANCE LEVEL CUT SCORES

(New cut scores, September 2025)

Mathematics

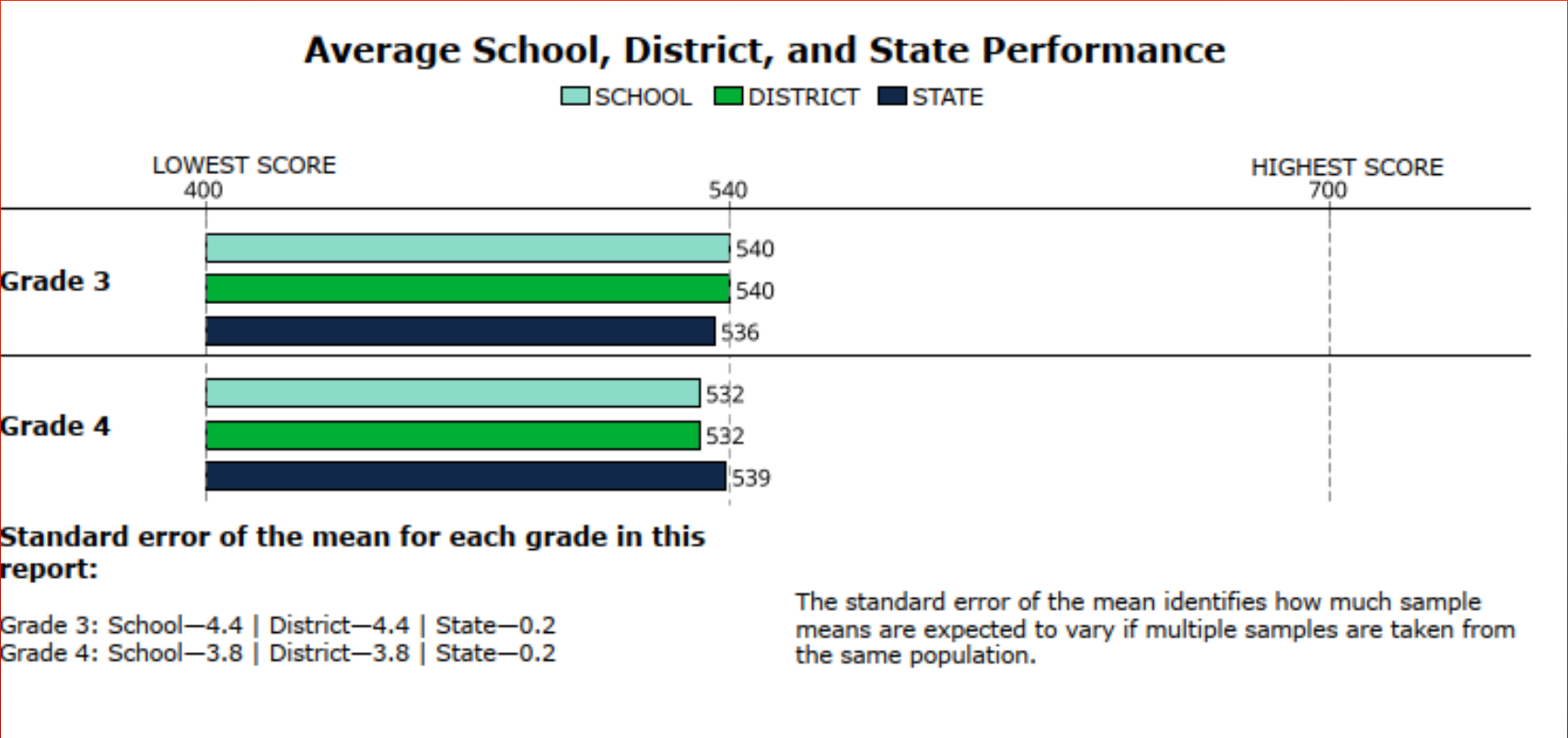
Grade	Lowest Score	Level 2 Cut Score	Level 3 Cut Score	Level 4 Cut Score	Highest Score
3	400	510	540	570	700
4	400	510	540	579	700
5	400	510	540	599	700
6	400	510	540	596	700
7	400	510	540	603	700
8	400	510	540	594	700
10	400	510	540	600	700

KANSAS ASSESSMENT PROGRAM

Mathematics test questions cover four main areas (also called claims) of the Kansas Mathematics Standards.

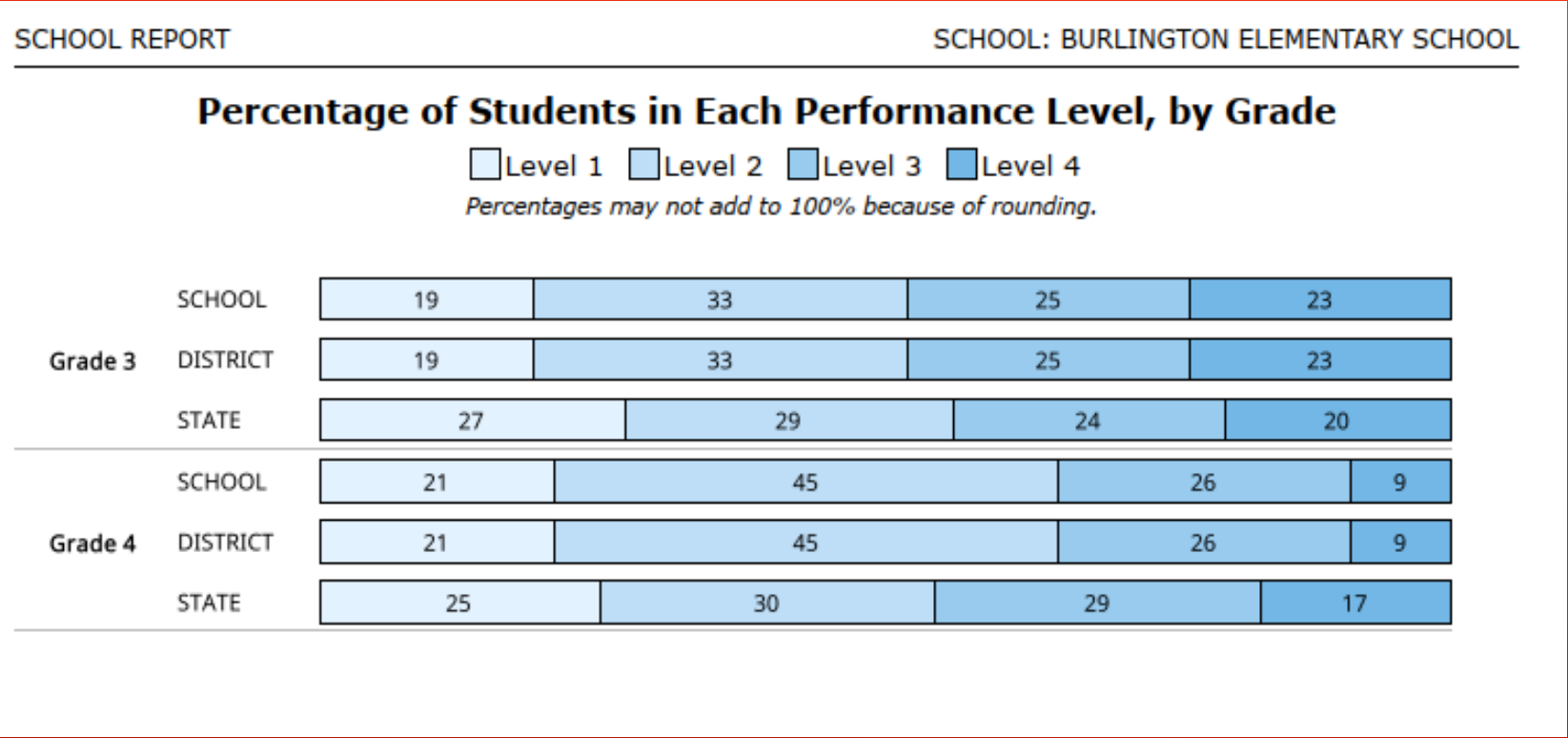
- **Claim 1: Concepts and Procedures**. These questions require students to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- **Claim 2: Problem Solving**. These questions require students to solve a range of complex problems using knowledge, problem solving strategies, and mathematical tools.
- **Claim 3: Communicating and Reasoning**. These questions require students to explain their reasoning, defend their answers, critique the reasoning of others and ask clarifying questions.
- **Claim 4: Modeling and Data Analysis**. These questions require students to analyze complex, real-world situations and construct and use mathematical models to solve problems, as well as interpret their result in the context of a situation.

BES STATE ASSESSMENT MATH 2026



Grade 3 remained above the state median, while grade 4 scores dropped below the state median this year. Our median score dropped 3 points in 3rd grade from 2025 and 10 points from 2025 in 4th grade.

BES STATE ASSESSMENT MATH 2026



- From 2025, we did realize an increase in the percentage of students in Level 1, with the most significant change (decline) in level 3 scores for both grades.
- At the 3rd grade level, we had a higher percentage of students in Levels 2, 3 and 4 than the state average.
- At the 4th grade level, we had fewer level 1 scores than the state average and a significant percentage of our students in level 2. This is consistent with 2025 scores.

BMS STATE ASSESSMENT MATH 2026

SCHOOL REPORT: Burlington Middle School 5 8 / #1165

SUBJECT: Mathematics

DISTRICT: Burlington / #D0244

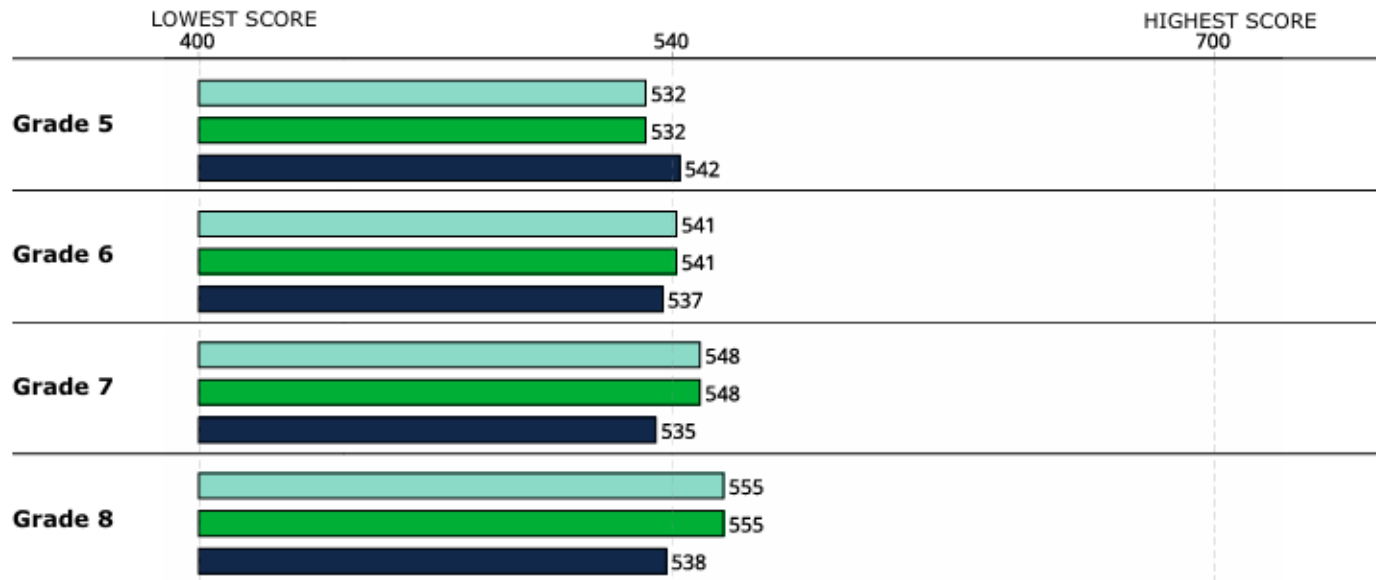
2025-2026



The KAP assessments measure students' understanding of the Kansas Standards at each grade. The Mathematics assessment asks students to answer computation questions and questions about data presented in word problems, equations, graphs, tables, and diagrams. Students may show what they know about Mathematics by selecting or providing the right answer, sorting or ordering items, creating graphs, and labeling pictures.

Average School, District, and State Performance

■ SCHOOL ■ DISTRICT ■ STATE



Standard error of the mean for each grade in this report:

Grade 5: School—5.9 | District—5.9 | State—0.2
Grade 6: School—4.7 | District—4.7 | State—0.2
Grade 7: School—7.4 | District—7.4 | State—0.3
Grade 8: School—6.1 | District—6.1 | State—0.3

The standard error of the mean identifies how much sample means are expected to vary if multiple samples are taken from the same population.

- All grade levels with the exception of 5th grade performed above the state average.
- 6th grade was 4 points above the state average.
- 7th grade was 13 points above the state average.
- 8th grade was above the state average, 17 points above the state average.

BMS STATE ASSESSMENTS 2026

SCHOOL REPORT

SCHOOL: BURLINGTON MIDDLE SCHOOL 5 8

Percentage of Students in Each Performance Level, by Grade

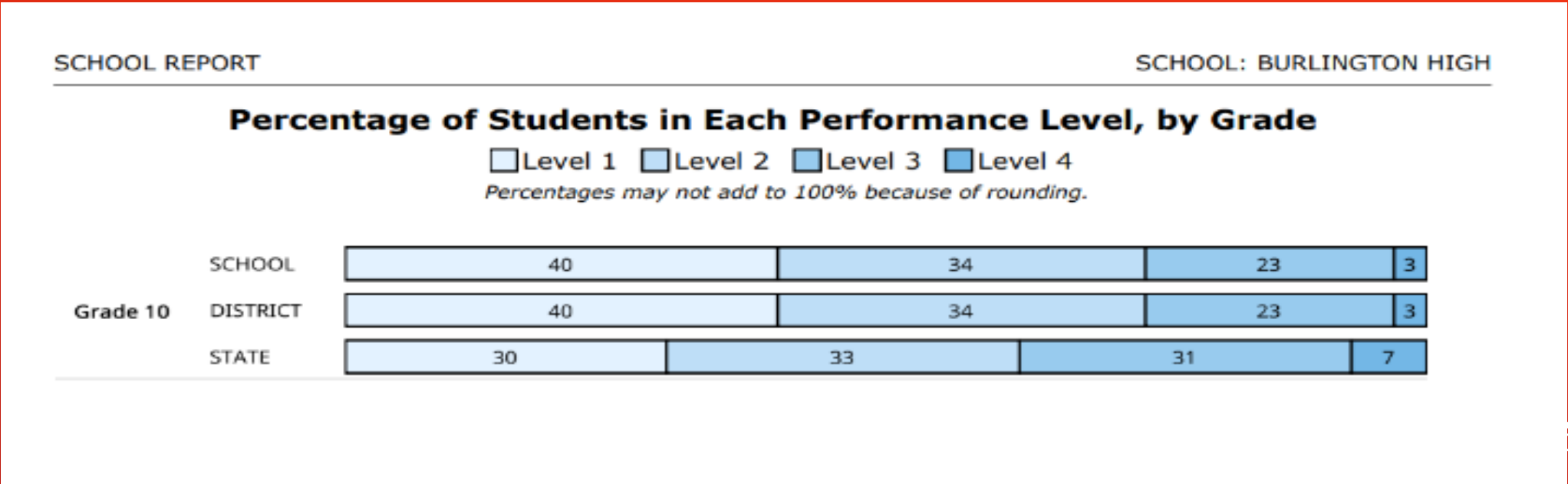
Level 1 Level 2 Level 3 Level 4

Percentages may not add to 100% because of rounding.

Grade 5	SCHOOL	28	38	28	6
	DISTRICT	28	38	28	6
	STATE	24	30	35	11
Grade 6	SCHOOL	14	30	46	9
	DISTRICT	14	30	46	9
	STATE	24	33	32	10
Grade 7	SCHOOL	15	36	34	15
	DISTRICT	15	36	34	15
	STATE	25	36	30	10
Grade 8	SCHOOL	5	36	39	20
	DISTRICT	5	36	39	20
	STATE	25	34	28	13

- Both 5th and 6th grade did not have any students in low level 1, we had 2 as a building
- 85% of our students performed at a level 2 or higher compared to the state at 74%.
- 50% of BMS students performed at Levels 3 and 4 compared to the state at 41%.

BHS STATE ASSESSMENT MATH 2026



The percentage of students at levels 1 is 10% higher than the state average.
We are on par for level two students
The percentage of students at level 3 and 4 are below the state averages.

BHS STATE ASSESSMENT MATH 2026

SCHOOL REPORT: Burlington High / #1154

SUBJECT: Mathematics

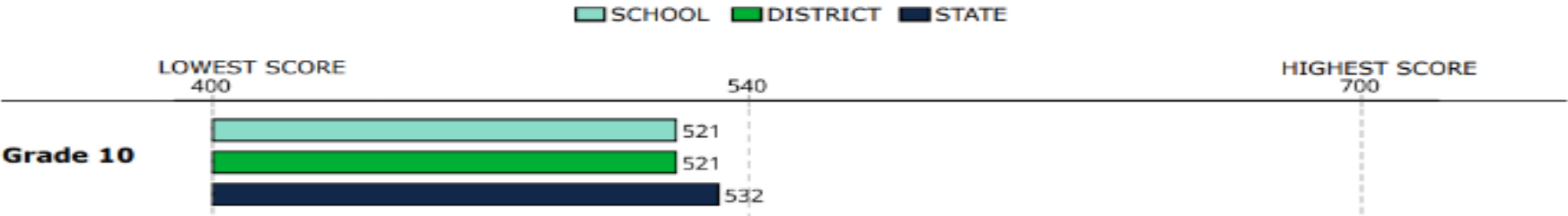
DISTRICT: Burlington / #D0244

2025–2026



The KAP assessments measure students' understanding of the Kansas Standards at each grade. The Mathematics assessment asks students to answer computation questions and questions about data presented in word problems, equations, graphs, tables, and diagrams. Students may show what they know about Mathematics by selecting or providing the right answer, sorting or ordering items, creating graphs, and labeling pictures.

Average School, District, and State Performance



Standard error of the mean for each grade in this report:

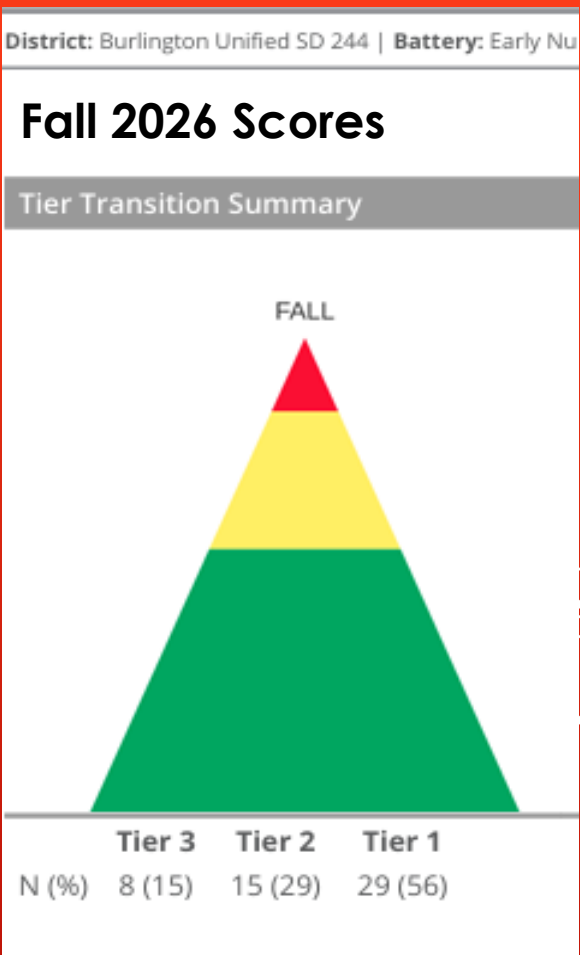
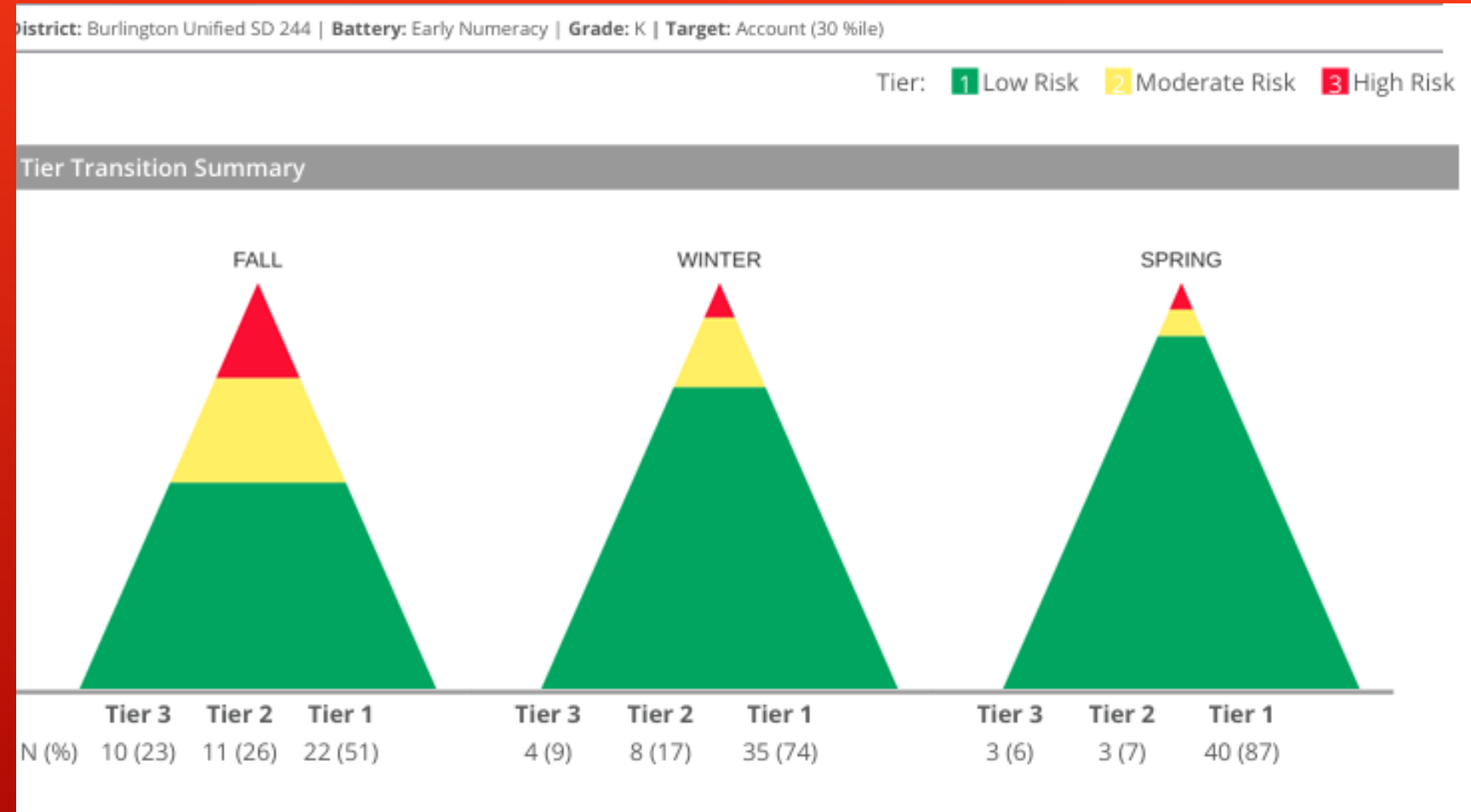
Grade 10: School—4.1 | District—4.1 | State—0.2

The standard error of the mean identifies how much sample means are expected to vary if multiple samples are taken from the same population.

BES- AIMSWEB OVERVIEW GRADES K-4

- Aimsweb is used as a screener and this data helps us determine who we may need to take a closer look at for intervention. This data is looked at in conjunction with MAP tests and teacher input. Aimsweb is also used for progress monitoring.
- Kindergarten and 1st grade take a battery of 3 tests that are given in a 1 on 1 setting. Grades 2 through 4 take four eight assessments that are administered by computer. All students are rated on each subtest and also given an overall composite score.
- Students are categorized by “risk” on Aimsweb math testing if they are below grade level benchmark on their composite test.
- Data continues to show that over a years time, many students move levels from high to moderate to low risk. We feel like this shows our MTSS process is working!

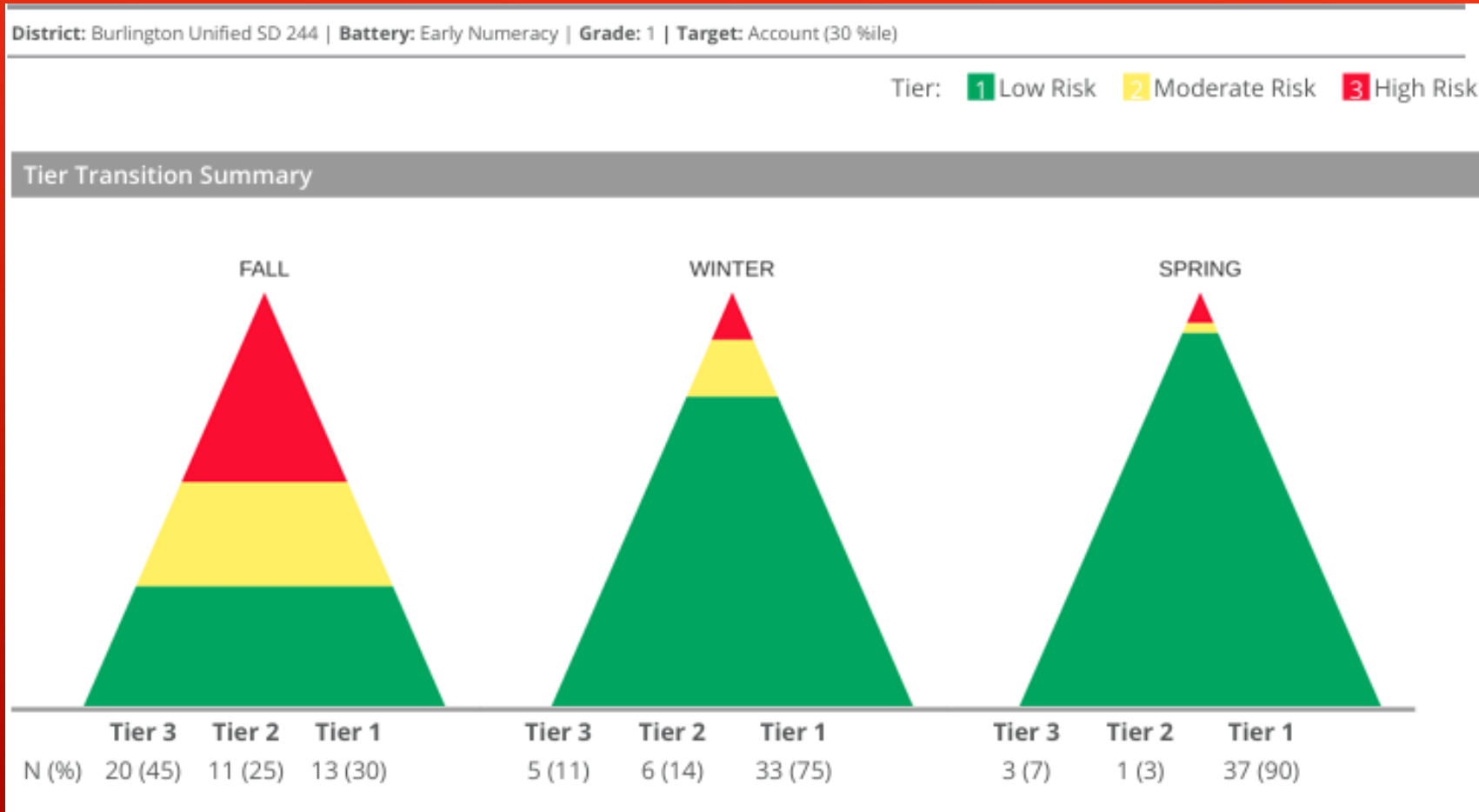
BES – KINDERGARTEN AIMSWEB TESTING



2025-2026 Scores

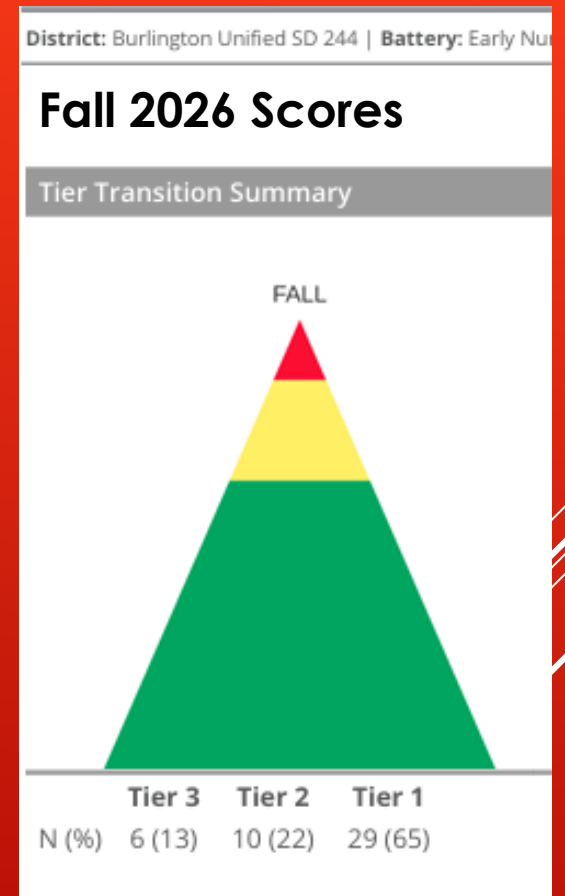
These triangles show the progression in the students moving into different tiers. Tier 3 decreased from 10 students to 3, while Tier 1 increased from 22 to 40.

BES – 1ST GRADE AIMSWEB TESTING



2025-2026 Scores

Again, considerable progress and growth is noted from Fall to Spring, noting only 3 students remained in the high risk category, decreased from 20.

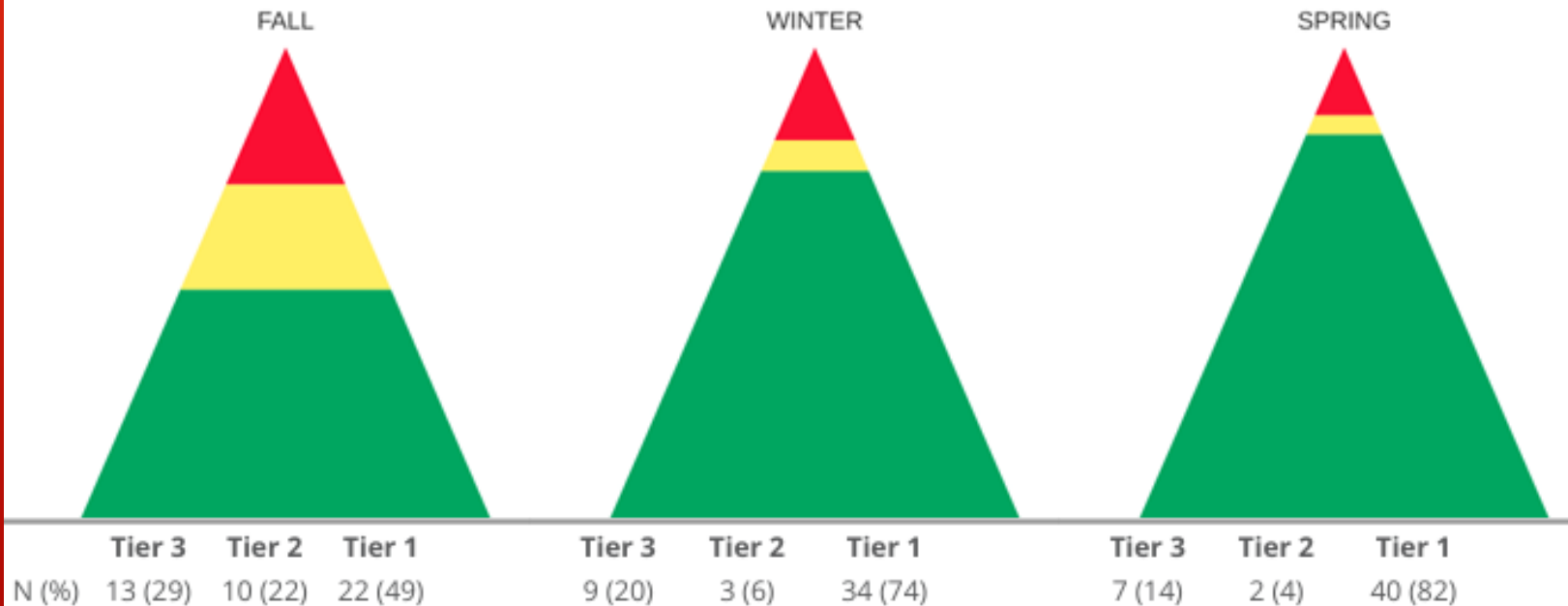


BES – 2ND GRADE AIMSWEB TESTING

District: Burlington Unified SD 244 | Battery: Math | Grade: 2 | Target: Account (30 %ile)

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



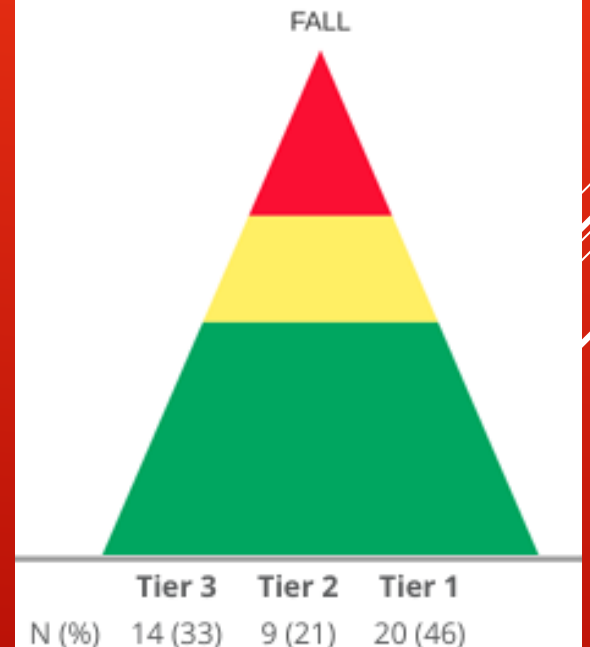
2025-2026 Scores

Second grade growth was strong last school year, ending the year with 82% of the class in the low risk category.

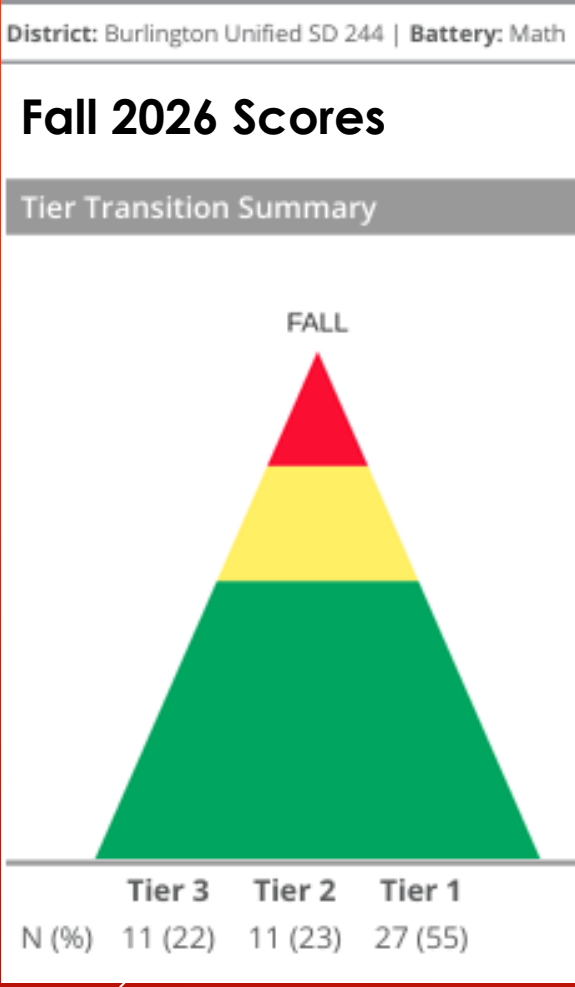
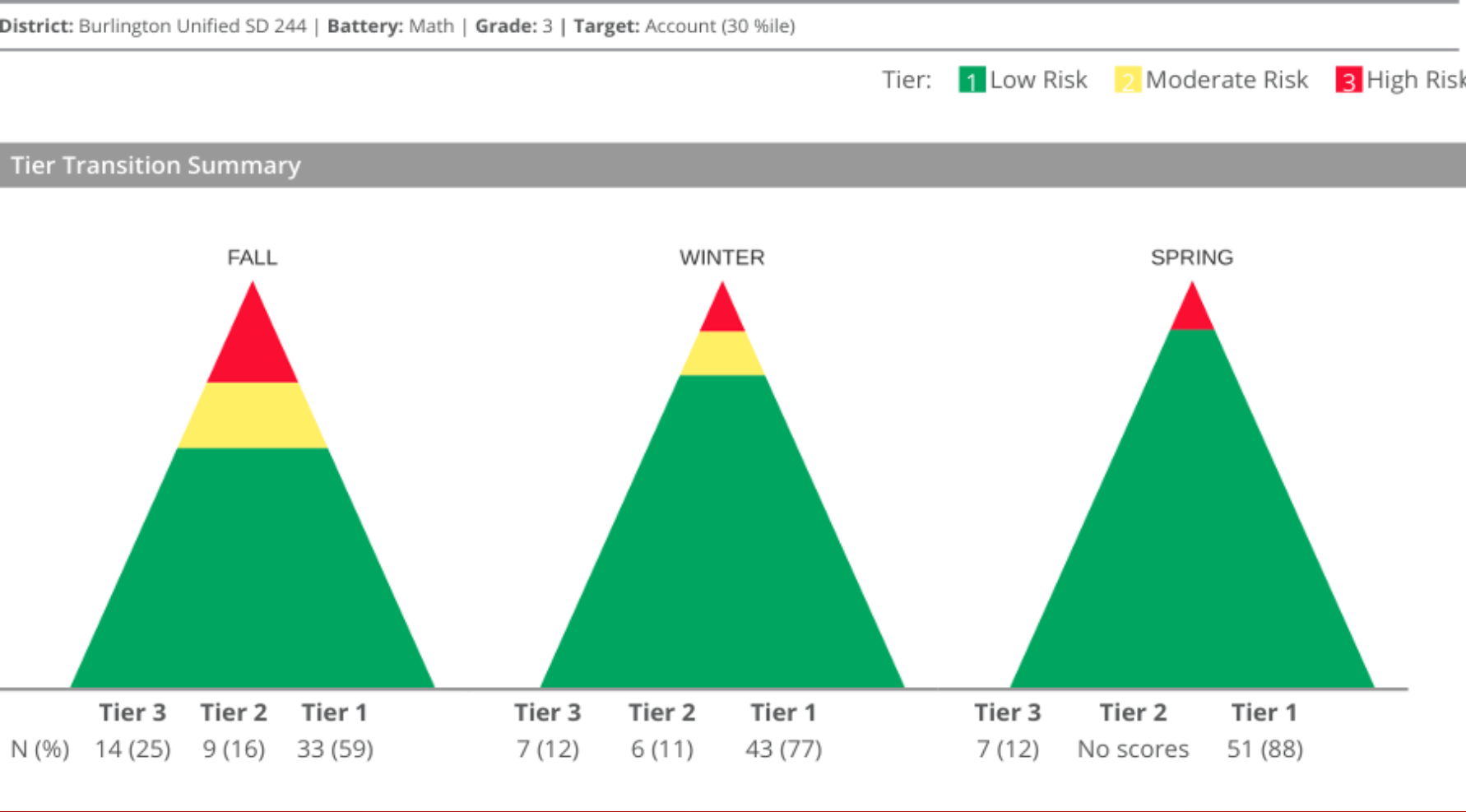
District: Burlington Unified SD 244 | Battery: Math |

Fall 2026 Scores

Tier Transition Summary



BES – 3RD GRADE AIMSWEB TESTING



2025-2026 Scores

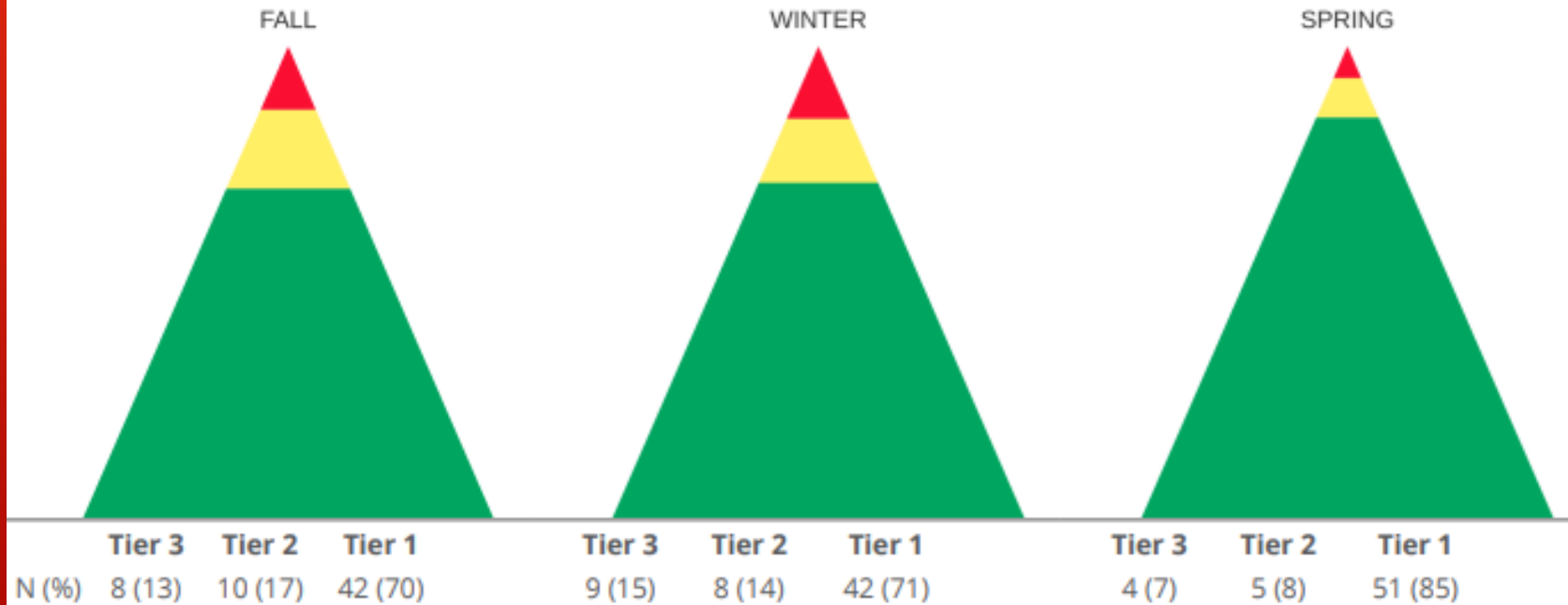
Third grade ended the year with 88% of students in low risk!

BES – 4TH GRADE AIMSWEB TESTING

District: Burlington Unified SD 244 | Battery: Math | Grade: 4 | Target: Account (30 %ile)

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

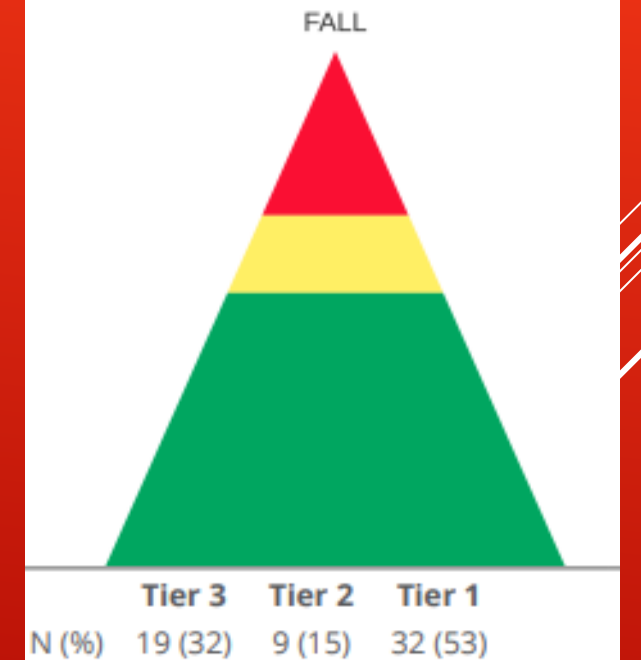
Tier Transition Summary



District: Burlington Unified SD 244 | Battery: Math | Grade: 4 | Target: Account (30 %ile)

Fall 2026 Scores

Tier Transition Summary



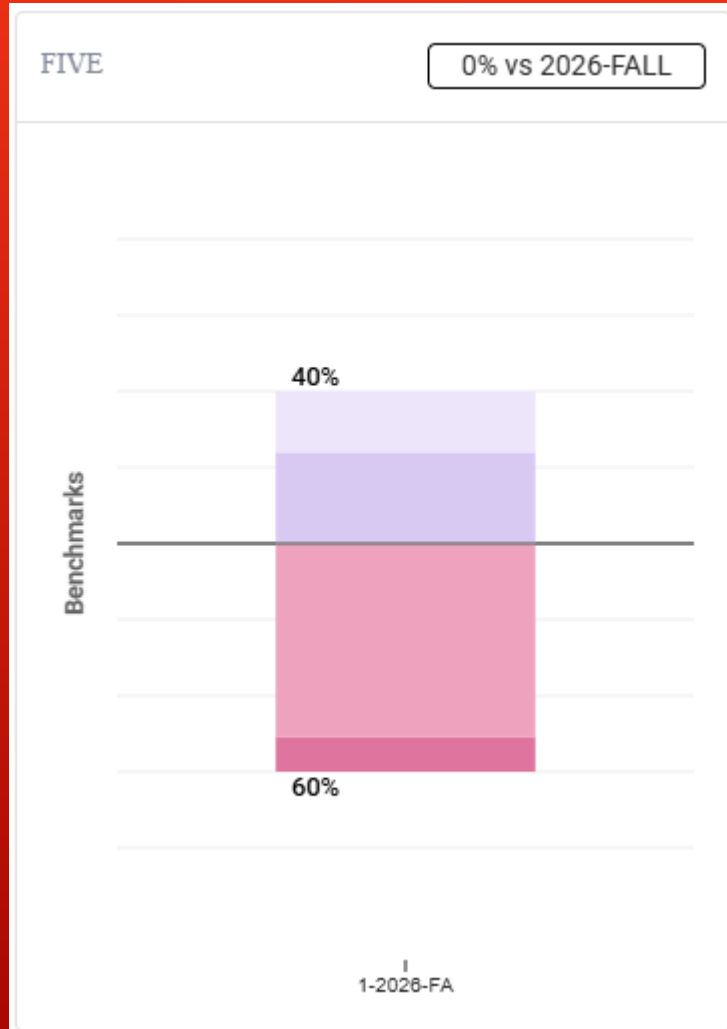
2025-2026 Scores

Fourth grade scores also indicate that 85% students are at low risk for math skills overall.

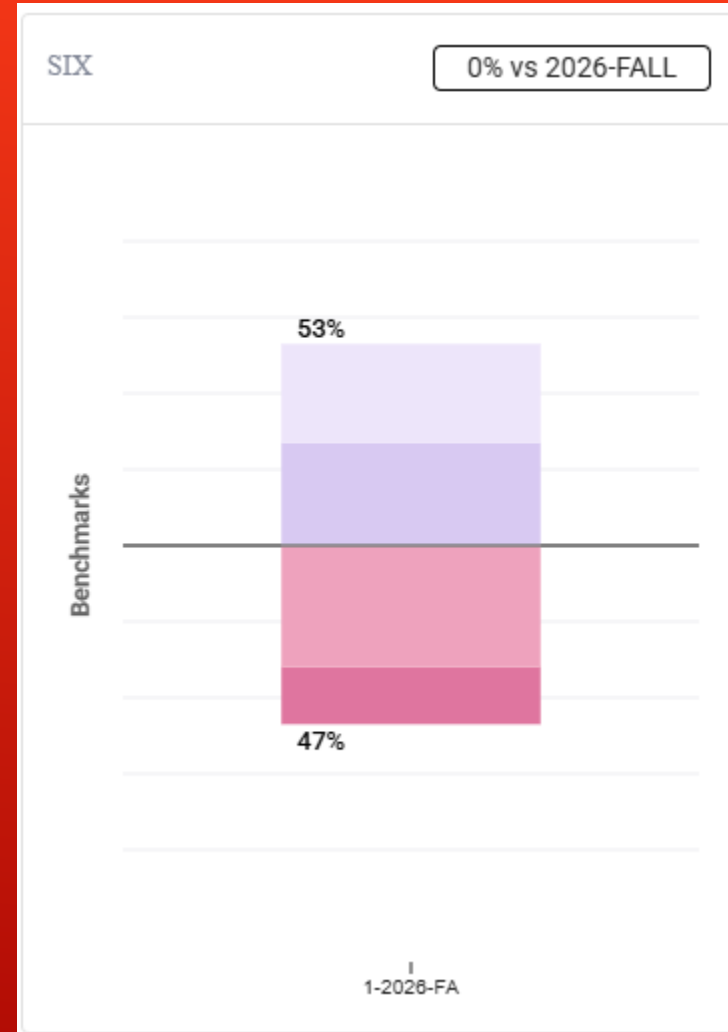
BMS/BHS- FASTBRIDGE OVERVIEW GRADES 5-12

- The fall of 2023 was the initial implementation for the FastBridge platform. This platform introduces new tests and test taking procedures at both the middle school and high school.
- FastBridge consist of two tests, aMath and an automaticity. aMath is similar to the NWEA MAP test as it provides how our students perform to students in the same grade level across the nation on a variety of skills. the CBMMath Automaticity test also compares how our students perform to others when it comes to basic math facts (addition, subtraction, multiplication, and division). All students are ranked on each test individually.
- Students are categorized by “risk” on FastBridge. Students are either high risk, some risk, or above benchmark. FastBridge is used as a screener and this data helps us determine who we may need to take a closer look at for intervention. This data is looked at in conjunction with local assessments (CLI), state assessments, and teacher input. FastBridge is also used for progress monitoring.
- The data presented shows the comparison of the same group of students from Fall 2023 and Fall 2024. Since this is our 2nd year administering the assessment, we will have longitudinal comparison data for each student throughout the year.

BMS FastBridge: 5th and 6th Grade Fall Testing (Current Year)

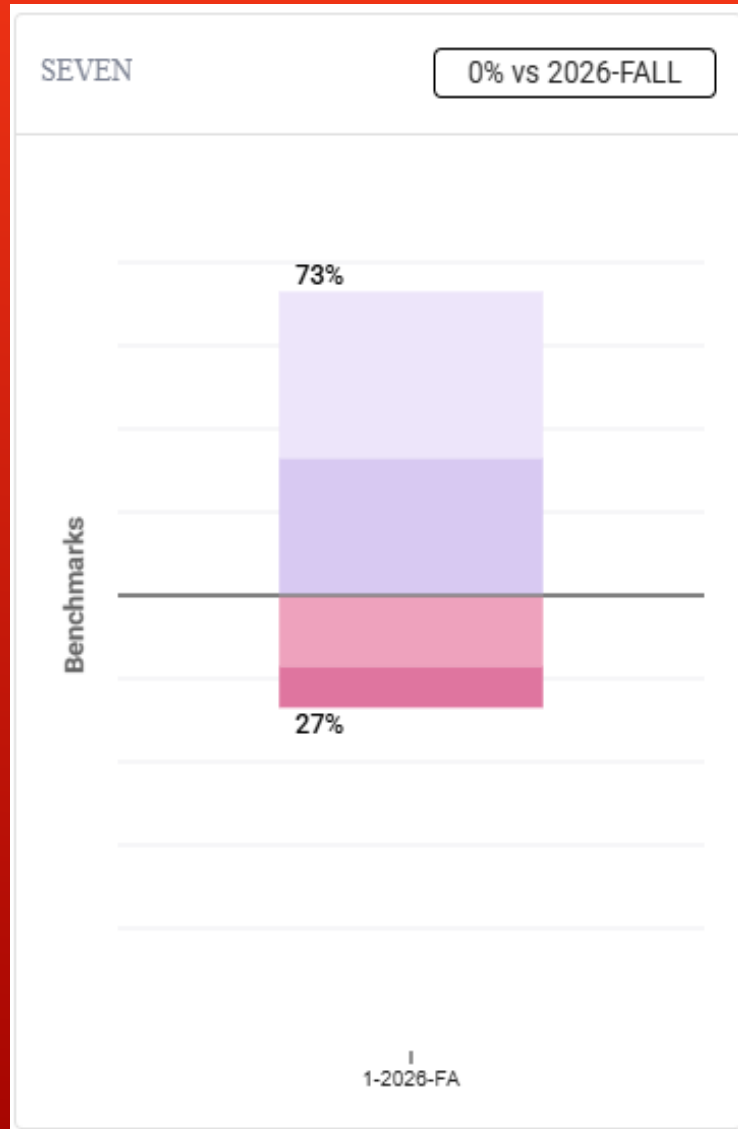


- 60% of our current 5th grade are either High-Risk or Low-Risk
- 5th grade is also a Benchmark year as the elementary utilizes AIMSweb

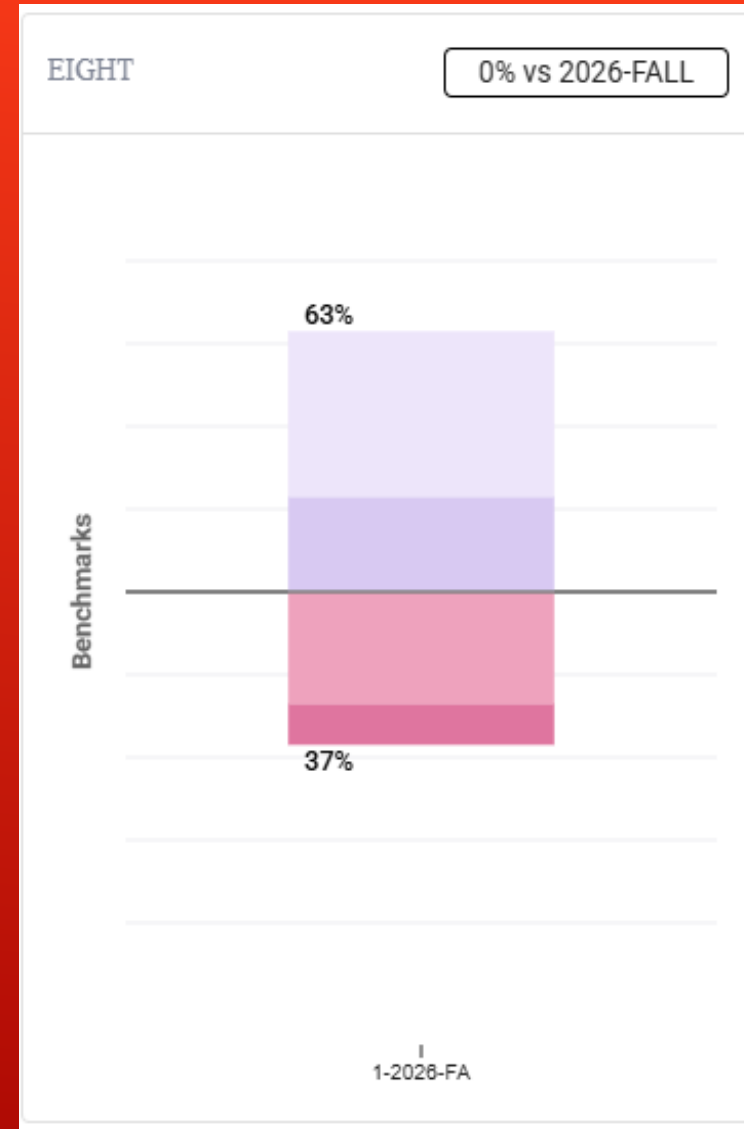


- 6th Grade, 53% of students are performing above benchmark
- 15% or 8 students are considered high risk

BMS FastBridge: 7th and 8th Grade Fall Testing (Current Year)

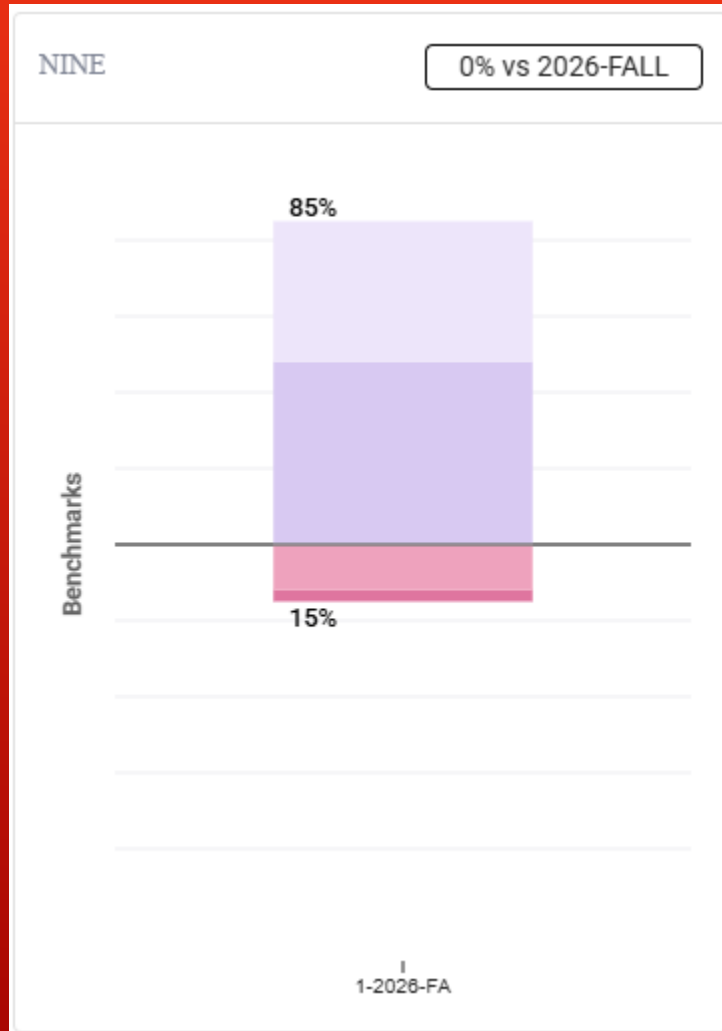


- 7th grade 73% performing above benchmark
- 10 % or 6 students considered high risk

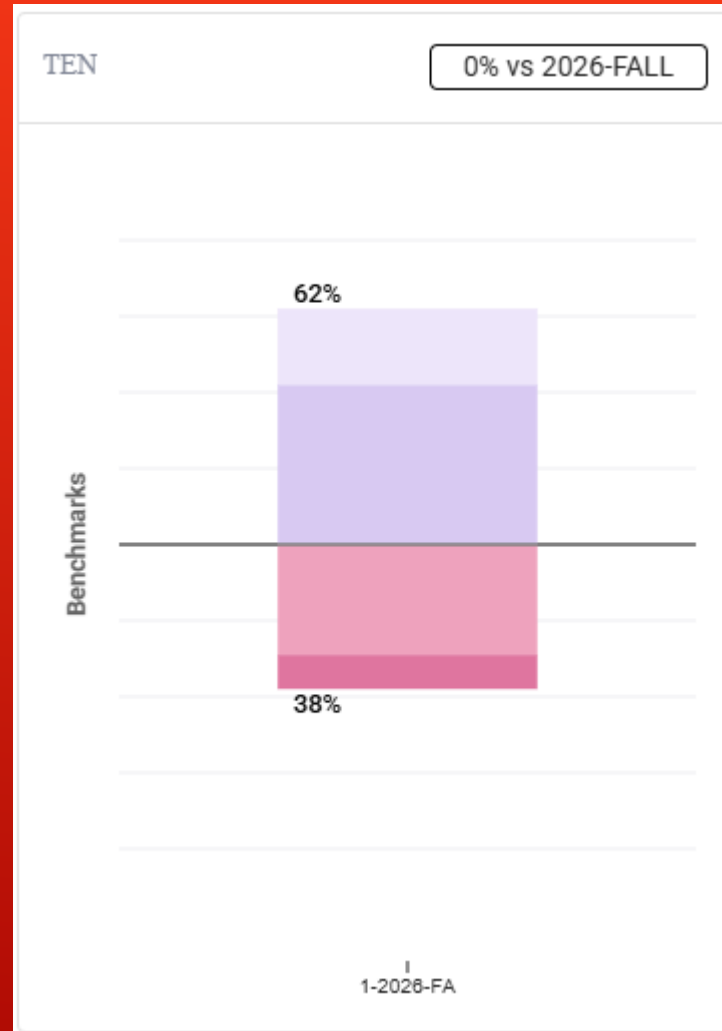


- 8th Grade 63% above benchmark
- 10% or 6 students are considered high risk

BHS Fastbridge 9th and 10th grade (Fall 26)



- This chart is for 9th grade. We have 85% of students scoring above Benchmark.
- 3% or 2 students are considered high risk



- This chart is for 10th grade. We have 62% of students scoring above Benchmark.
- 9% or students are considered high risk

ACT REPORTS- FIVE-YEAR TRENDS 2021-2025 (26 REPORTING WILL BE OUT IN OCTOBER)

Year	Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2021	64	29,284	20.4	18.9	20.7	19.5	21.3	20.6	21.4	20.2	21.1	19.9
2022	72	26,885	19.1	18.9	19.9	19.4	20.1	20.6	19.8	20.1	19.8	19.9
2023	48	27,470	18.3	18.3	19.4	18.9	19.8	20.1	19.4	19.7	19.4	19.4
2024	69	27,064	15.9	18.3	17.6	18.8	17.1	20.1	17.7	19.5	17.1	19.3
2025	56	27,968	16.8	17.9	18.7	18.7	19.7	20.0	19.1	19.4	18.7	19.1

- Table 1.2 illustrates the five-year data trend in the various areas tested by the ACT, including the overall composite score.
- All students of the Class of 2025 took the ACT February of 2024. To compile the report ACT uses the most recent ACT score for each student. BHS Class of 2024 had a high percentage of students attending vocational schools. Since 2020, Flint Hills Tech, Neosho County and Allen Community Colleges have a variety of ways for students to meet admission requirements. (GPA, Accuplacer OR ACT score) Due to the growing number of students attending technical schools, BHS is looking into allowing juniors to opt out of the free ACT offered by the State.
- Clearly, the scores, both composite and in math, vary from year to year. The state average sees less variance due to their substantially larger sample size.

ACT REPORTS- FIVE-YEAR TRENDS

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students		Percent Who Met Benchmarks									
	Tested		English		Mathematics		Reading		Science		Met All Four	
	District	State	District	State	District	State	District	State	District	State	District	State
2021	64	29,284	69	53	39	32	45	42	39	32	25	21
2022	72	26,885	56	54	36	31	38	42	29	32	18	21
2023	48	27,470	48	50	31	28	44	40	23	30	17	19
2024	69	27,064	35	50	17	27	23	39	19	29	10	18
2025	56	27,968	34	48	25	27	30	38	27	28	13	17

- Table 1.1 shows the percentage of those BHS students who have taken the ACT who are ready for College-Level coursework. This graph also shows how BHS students compare to the rest of the state.
- Depending on a student's technical program each student could earn ½ credit of technical math and/or technical science per year. (students who attend technical college for their junior and senior year could potentially earn 1 credit of technical math and/or technical science)

CONCLUSION- Assessments are an effective tool used to measure student progress and guide instruction.

- a. Our students have made adequate progress this past year.
- b. We must continue to target areas for growth.
- c. The administrative teams recommends the board continue to support the staff development fund to assist teachers in improving their skillset to help students continue to improve.
- d. Motion to accept the Results Monitoring report as a Reasonable Interpretation of the Board of Education's Results Policy.