



ACADEMIC ASSESSMENT SUMMARY

Executive Summary

This report is an in-depth analysis of the Platte County R-3 School District's results relative to our MSIP 5 Accreditation Report Card and our state-wide assessment (MAP, EOC, and ACT) results. The report also includes overall results from our Advanced Placement assessments. The District has reviewed and analyzed the results over the past few months with multiple internal District teams. The analysis identifies areas of high performance, as well as opportunities for improvement. The District uses the analysis results to take a deeper dive into current actions and/or processes and consider improvements that could increase performance results.

The following have been identified as areas of high performance:

- Overall, the District has identified high areas (above 80%) of performance in all four content areas relative to the required EOC exams. In addition, our students are scoring at high levels on these exams in comparison to suburban Northland schools and schools across the state.
- Platte County R-3 School District continues to perform above state average in state-wide assessments (MAP and EOC exams), with the exception 8th Grade Math.
- District Algebra 1 scores rose from 72.9% to 95.4% with Barry 8th grade Algebra 1 students scoring 98.1% proficient and advanced, PCMS 8th grade students scoring 100% proficient and advanced, and PCHS freshman Algebra 1 students who were identified as ready to take the exam, scoring 90.6% proficient and advanced.
- Platte County R-3 School District scored 100% in four of the five MSIP 5 Categories – Academic Performance, Sub-Group Achievement, College and Career Readiness, Attendance, and Graduation Rate. The category the District did not get the maximum number of points was Sub-Group Achievement.

The following have been identified as areas that offer opportunities for improvement:

- The District has identified a drop in percent of students proficient and advanced over the past two years relative to elementary and middle school math performance as students' progress through grade levels.
- While the District has performed well in four of the five MSIP 5 categories, Sub-Group Achievement is the only standard the district has not received full points for the past two years. In addition, our sub-group results relative to MAP (grades 3-8) performance have been below 50% for the past five years.
- The class of 2016 was the first class to experience statewide administration of the ACT. Our composite score was 20.9 and ranked 5th among the seven suburban Northland school districts.

Platte County R-3 School District is addressing the identified areas of that offer opportunities for improvement by:

- Developing a common scope and sequence for K-8 math standards, a consistent math instructional framework, consistent curricular resources, acceleration processes in the middle school grades, and targeted interventions for students. The plan is being developed collaboratively through a District Curriculum Council.
- Implementing a Multi-Tiered System of Support, including a tiered assessment plan for all elementary students for ELA, Math, and behavior needs. This system of support provides focused, evidenced-based instruction for students potentially at risk or those with special needs.
- Focusing on college and career readiness for each student. Currently, the focus is on ACT improvement with a long-range plan of broadening the scope to meet the individual college and career readiness goals of each child.



Measurement/Comparisons Rationale

Platte County R-3 School District recognizes that there are multiple comparisons that can be drawn from any data set. The District is striving to provide clear, relevant, and meaningful comparisons to meet the needs of its various stakeholders. Whenever possible, the District wants to compare three unique positions (as available):

- District's performance relative to state average;
- District's performance relative to other suburban northland districts; and
- District's performance as a percent rank, amongst all districts in the state

Data Analysis

Comparison Districts

In the past, Platte County R-3 has identified "benchmark" districts to compare against. These districts were the most like our district in key demographic factors, and were intended to allow our organization to see how we are performing relative to our peers. In an effort to provide more meaningful data to our public and also allow for identification of best-practices outside of our benchmark districts, we have broken our comparisons into two distinct groups.

The first group we have identified as our "comparison districts." Simply put, these are Platte County R-3 and the other 6 districts in Clay and Platte County with enrollments greater than 2000 students, K-12. These districts were selected because these are the districts our patrons are most often interested in comparing us to. Additionally, should any of these districts have exceptional performance in any one area, we can easily reach out to them and learn from their successes.

The other comparison we have begun to use is state percent rank. Percent rank is found by taking results, ranking them from worst to best, and placing all ranked scores in equal groups for 0 to 100. A district in the 50th percentile would have an equal number of districts scoring above and below them. While a district in the 85th percentile will have 15% of districts scoring better than them, and 85% of districts scoring lower than them. The use of percent ranking allows for comparison across years, even if the assessment given to all districts changes from year to year.

Three-Year Rolling Average

When there is a low number of participants in a given assessment, the effect a few low scores can have on an average can be significant. To account for this, the district has begun to explore the use of three-year rolling averages. While this is a new development at the district-level, the state of Missouri has used this approach for several years when calculating and analyzing district performance and academic achievement.

State Assessment Data

All school districts in the state of Missouri are required to give specific assessments at the completion of various grade levels or secondary courses. This data is used to determine district academic achievement levels for the MSIP5 review. The required assessments are:

- Grades 3-8 English Language Arts
- Grades 3-7 Mathematics
- Grade 8 Mathematics (if student is not completing Algebra I or higher coursework)
- Grades 5 and 8 Science
- Algebra I
- English II
- Biology I
- Government
- Algebra II (if student participated in Algebra I EOC assessment prior to 9th grade)

It is important to understand that because of changes in many of the assessments for 2014-15, comparisons are difficult to draw from year to year.

Overall district performance in these areas is shown in **Figure 1**. In **Figures 2 through 9**, subject area performance and rank are shown.



Figure 1. 2016 State Assessment Overall District Performance vs. Suburban Northland Districts, % Top 2 Levels.

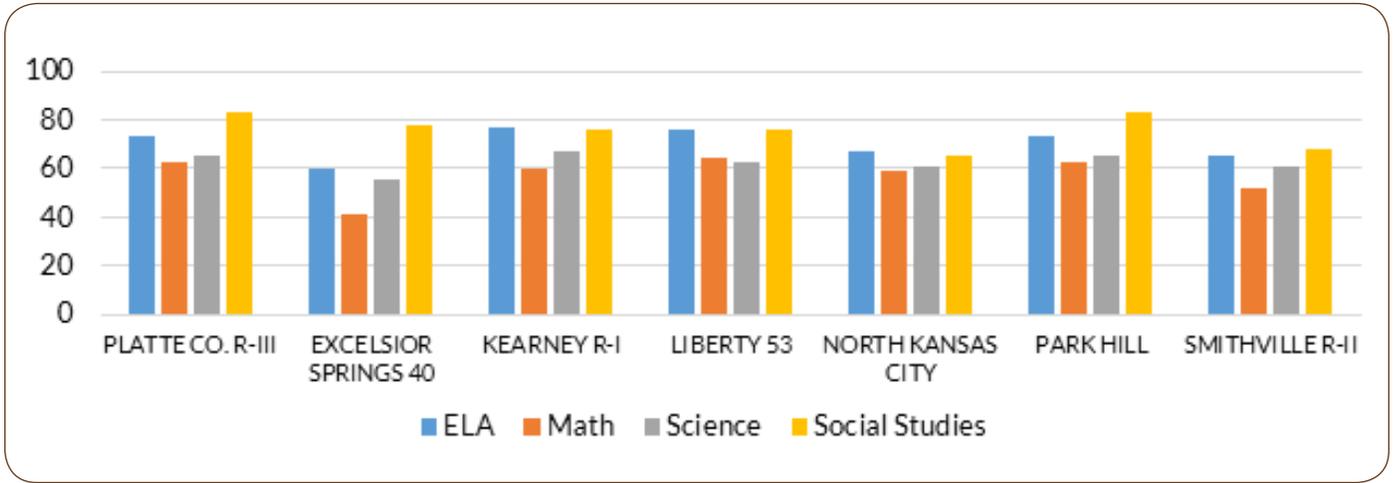


Figure 2. District and State ELA Performance, % Top 2 Levels, 2008-2016.

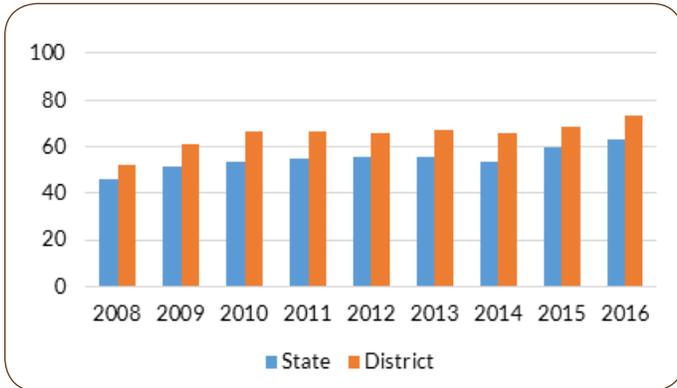


Figure 4. District and State Math Performance, % Top 2 Levels, 2008-2016.

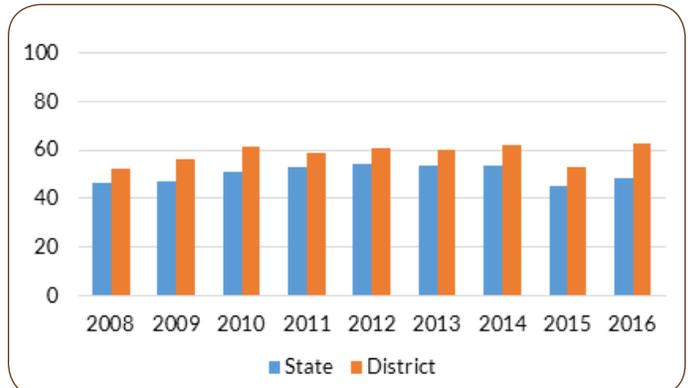


Figure 3. ELA Percent Rank, 2011-2016.

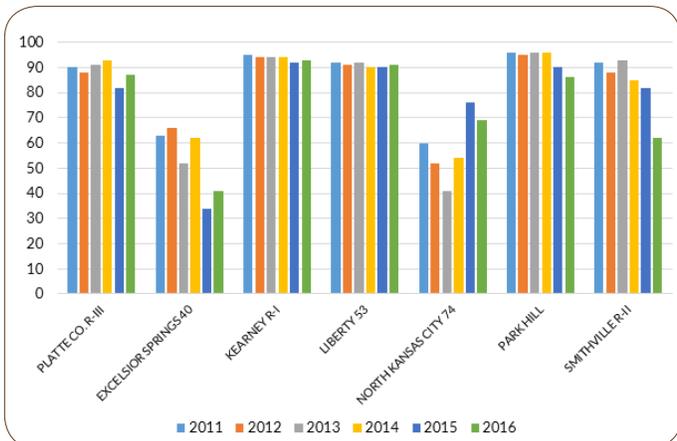


Figure 5. Math Percent Rank, 2011-2016.

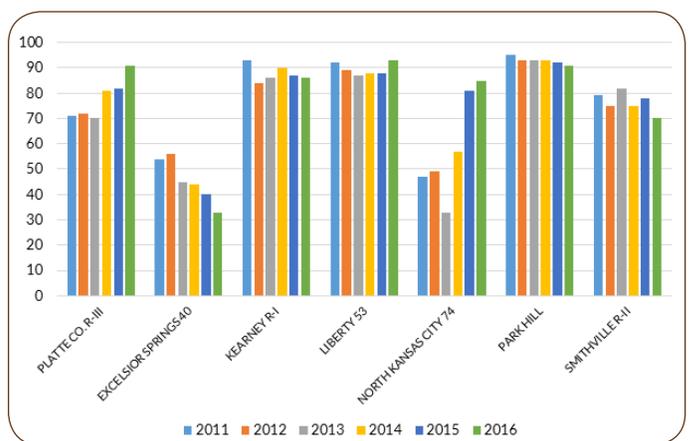




Figure 6. District and State Science Performance, % Top 2 Levels, 2008-2016.

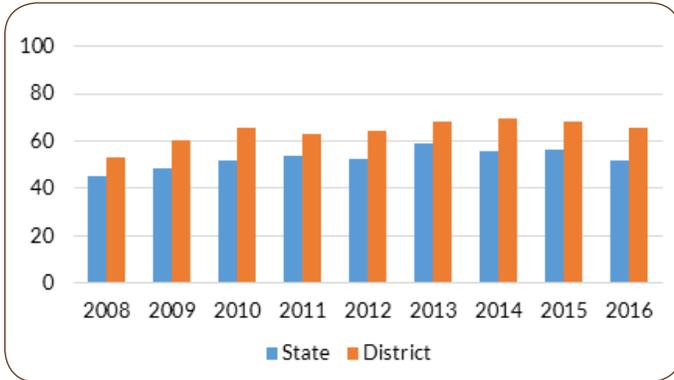


Figure 7. Science Percent Rank, 2011-2015.

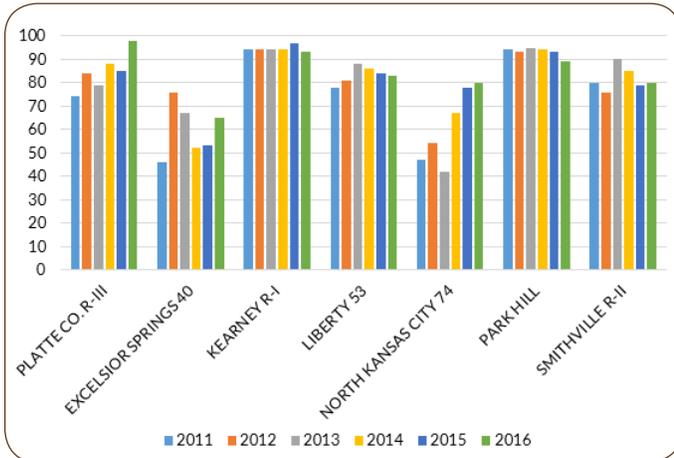


Figure 8. District and State Social Studies Performance, % Top 2 Levels, 2010-2016.

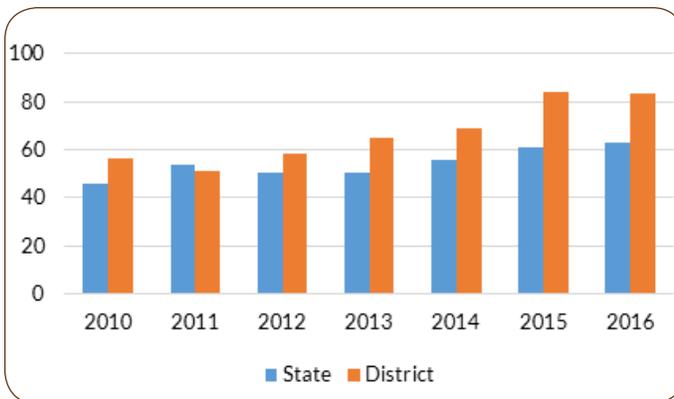
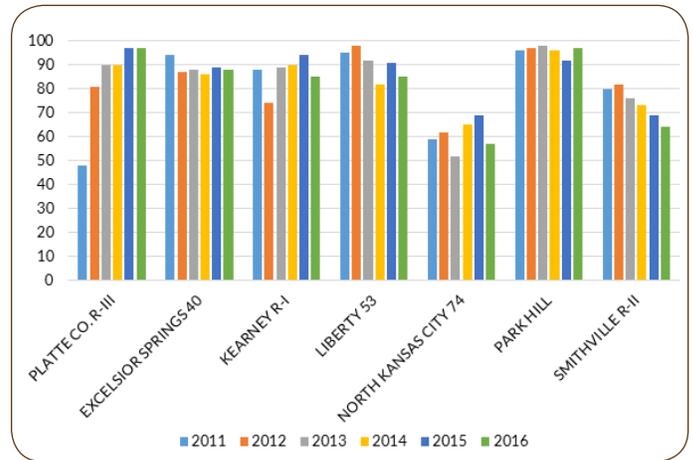


Figure 9. Social Studies Percent Rank, 2011-2016.



MAP Grade-Level (Grades 3-8) District-level Data

Figures 10 through 15 and Table 1 below show the district’s performance on the grade-level assessments at the district level in comparison to state averages, and in comparison to other suburban Northland districts. District performance relative to the entire state can be extrapolated by examining the state performance. It is important to note that there have been multiple significant changes in the testing systems and methodologies that make year-to-year comparisons difficult when looking at only local performance levels.

Figure 10. District and State, ELA Grades 3-8 Performance, % Top 2 Levels, 2011-2016.

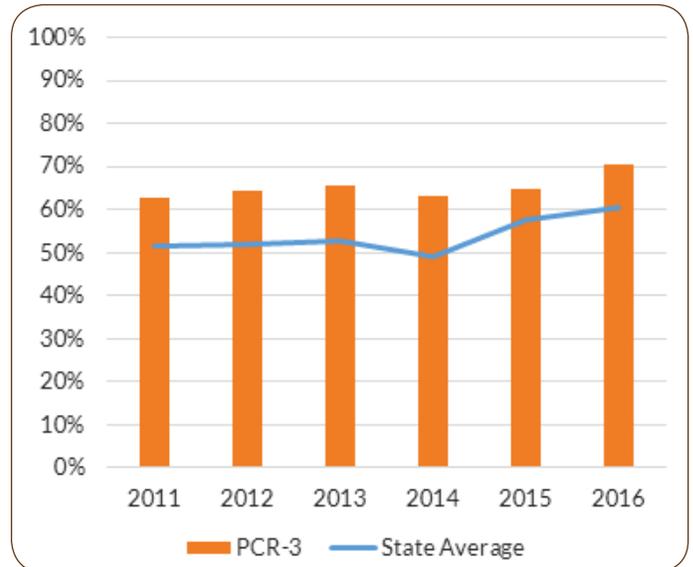




Figure 11. Grades 3-8 ELA, % in Top 2 Levels, Comparison Districts, 2015-2016.

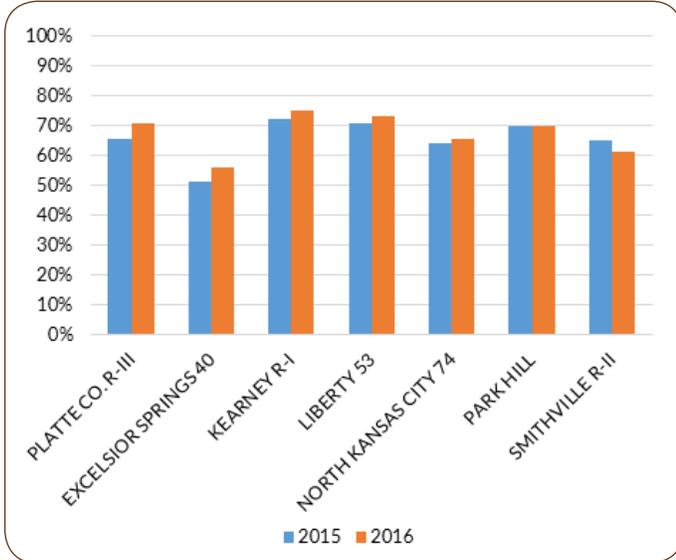


Figure 13. Grades 3-8 Math, % in Top 2 Levels, Comparison Districts, 2015-2016.

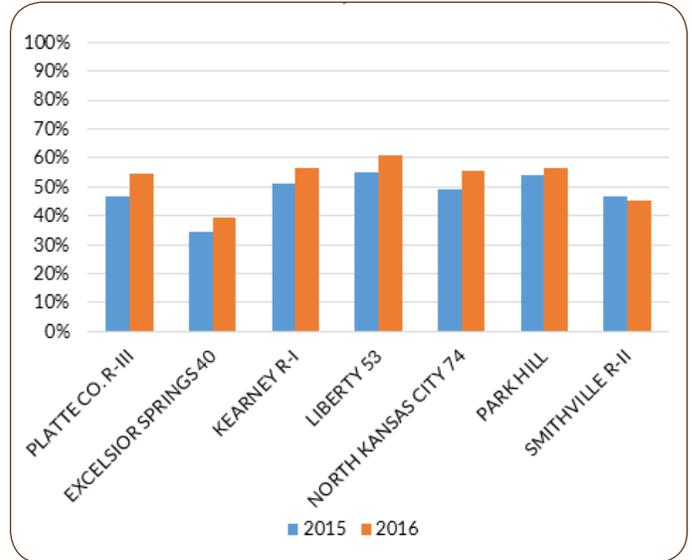


Figure 12. District and State Math Grades 3-8 Performance, % Top 2 Levels, 2011-2016.

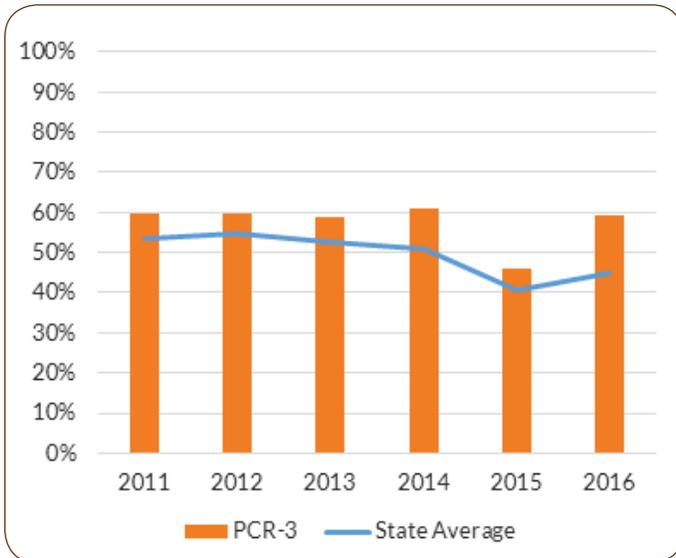


Figure 14. District and State Science Grades 5 & 8 Performance, % Top 2 Levels, 2011-2016.

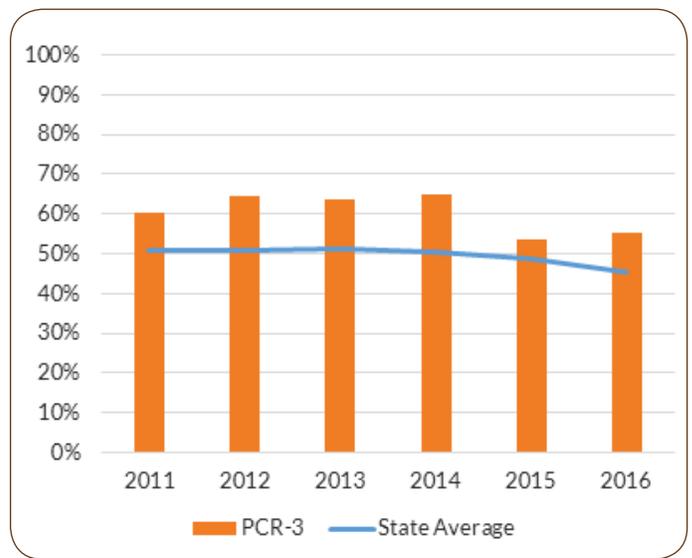




Figure 15. Grade 5 & 8 Science, % in Top 2 Levels, Comparison Districts, 2015-2016.

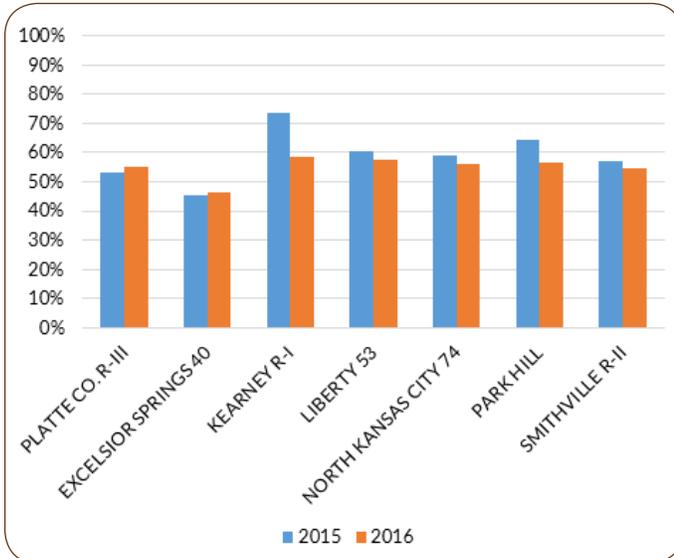


Table 1. District-level overall MAP and EOC performance by content area, % Top 2 Levels, 2016.

District-level overall MAP and EOC performance by content area, % Top 2 Levels, 2016								
Grade	ELA (English 2)		Math (Algebra 1)		Science (Biology 1)		Social Studies (Gov't)	
	PCR-3	State	PCR-3	State	PCR-3	State	PCR-3	State
3rd	74.6	60.7	72.8	52.1	-	-	-	-
4th	72	63.2	61.3	52.5	-	-	-	-
5th	73.3	62.1	61.3	46.4	56.1	42.7	-	-
6th	65.2	58.4	46.2	43	-	-	-	-
7th	66.1	58	48.2	41.8	-	-	-	-
8th	71.9	59.2	17.9	28.2	54.5	47.8	-	-
Required EOC	87.9	79.2	95.4	65.8	88.8	66.8	83	63.3



MAP End-of-Course (EOC) District-Level Data

Figures 16 through 23 below show the District's performance on required End-Of-Course (EOC) exams. The data is displayed both as the District's performance in relation to state average over the past several years as well as the District's performance in comparison to other suburban Northland districts for the past two years. District performance can also be extrapolated to the state-level by examining our percent rankings.

Figure 16. District and State English II Performance, % Top 2 Levels, 2011-2016.

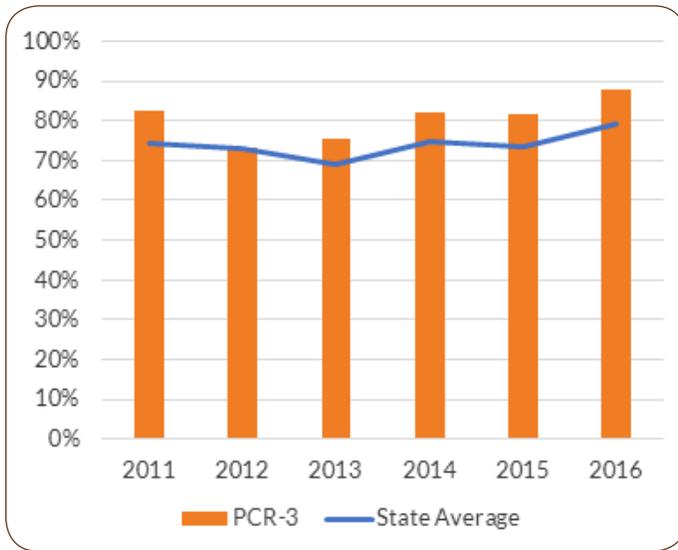


Figure 17. English EOC, % in Top 2 Levels, Comparison Districts, 2015-2016.

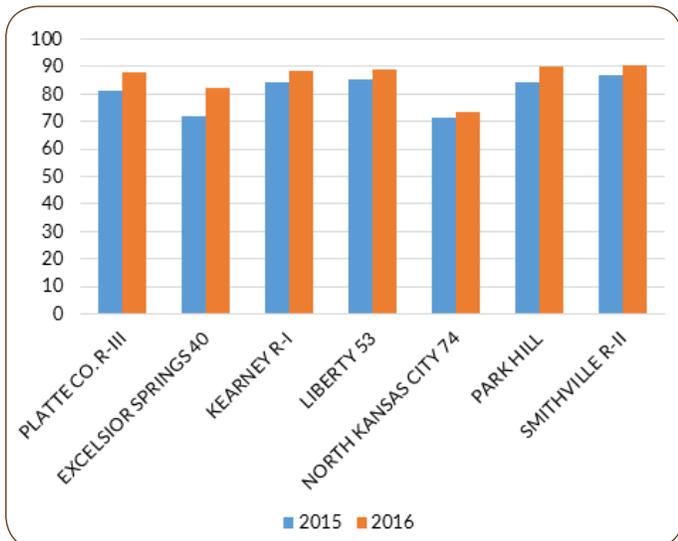


Figure 18. District and State Algebra I Performance, % Top 2 Levels, 2011-2016.

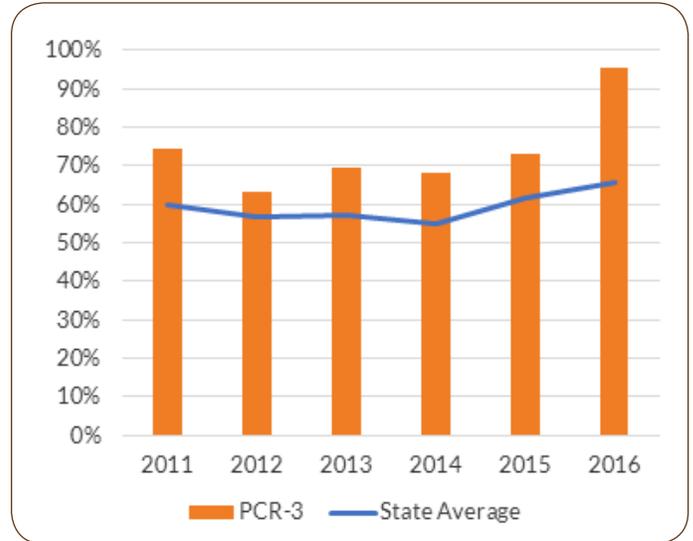


Figure 19. Algebra I EOC, % in Top 2 Levels, Comparison Districts, 2015-2016.

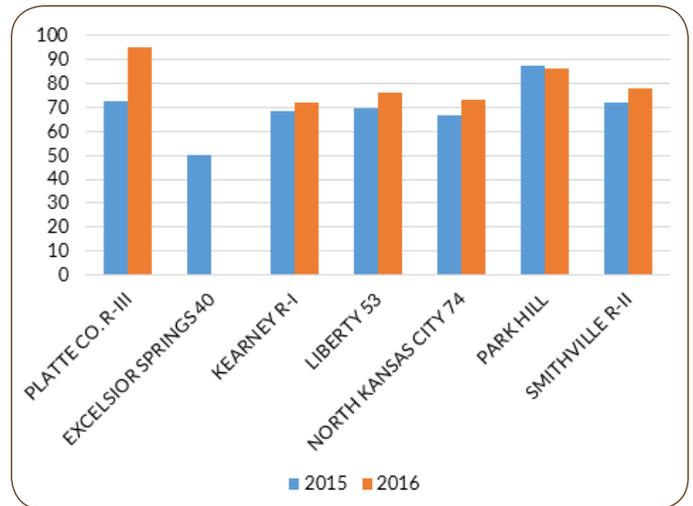




Figure 20. District and State Biology Performance, % Top 2 Levels, 2011-2016.

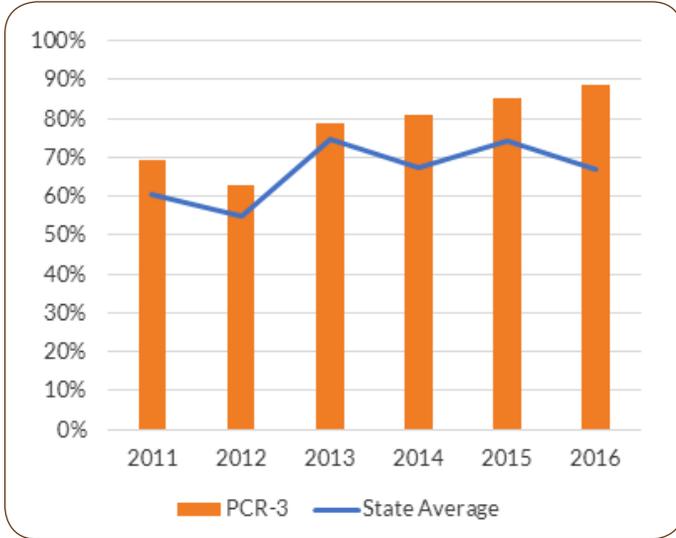


Figure 22. District and State Government Performance, % Top 2 Levels, 2011-2016.

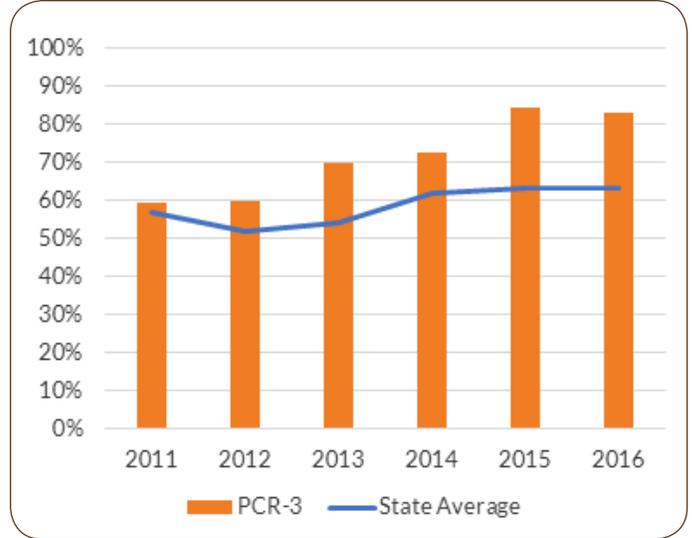


Figure 21. Biology I EOC, % in Top 2 Levels, Comparison Districts, 2015-2016.

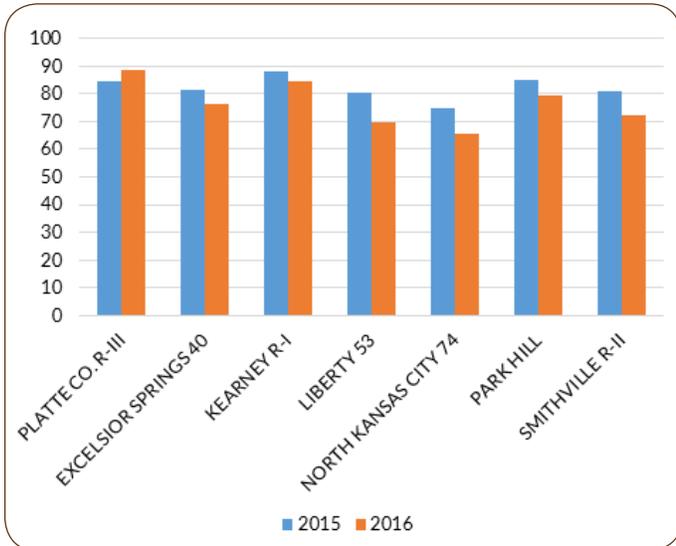
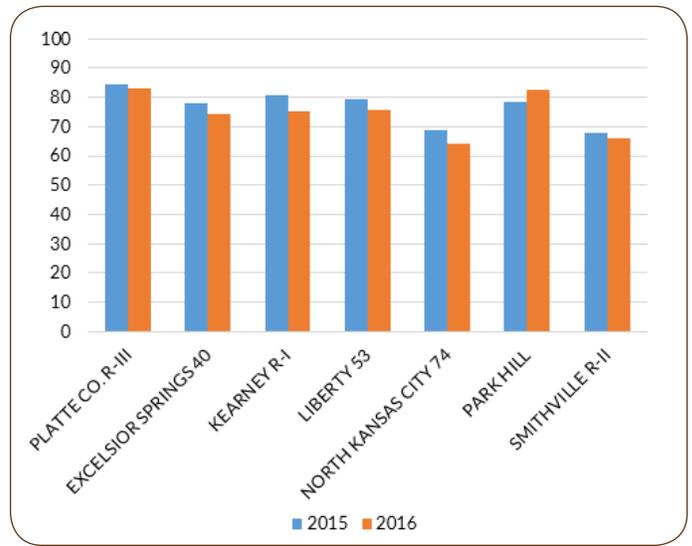


Figure 23. Government EOC Percent Rank, Comparison Districts, 2011-2015.





District Super Sub-group MAP and EOC Performance

The Missouri Department of Elementary and Secondary Education (DESE) identifies traditionally under-performing demographic groups to measure success in closing the achievement gap between these groups and the overall population. The five identified populations are identified students with disabilities, English Language Learners, students participating in the Free and Reduced Lunch Program, African-American students, and Hispanic students. **Figures 24 to 26** below show trend data of this super sub-group at various levels of assessment.

In the future, the populations included in Super Sub-groups will expand.

Figure 24. District Super Sub-group Performance, MAP (Grades 3-8), % Top 2 Levels, 2011-2016

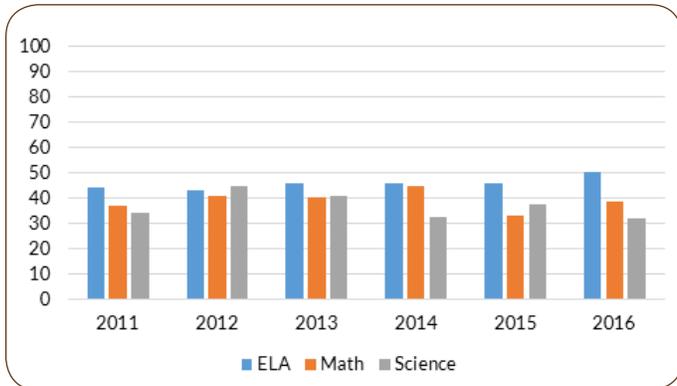


Figure 25. District Super Sub-group Performance, EOC (Grades 8-12), % Top 2 Levels, 2011-2016.

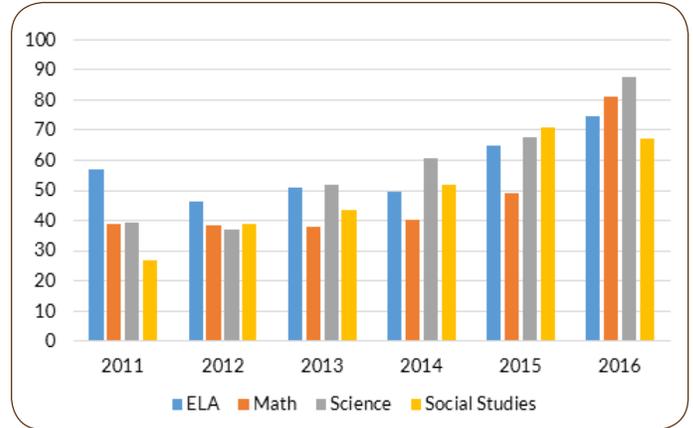
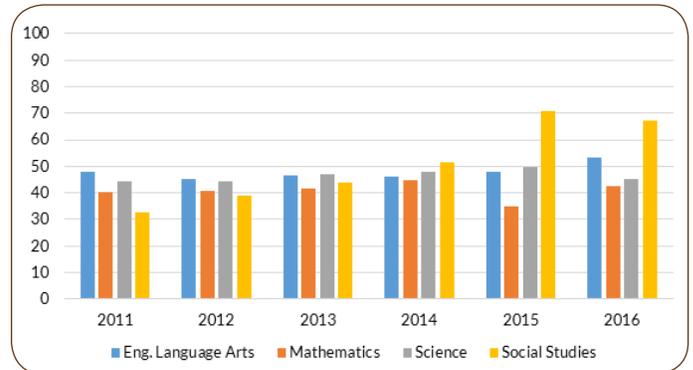


Figure 26. District Overall Super Sub-group Performance, % Top 2 Levels, 2011-2016.





District, State, and Comparison ACT Results

The data shown in **Figures 27 through 29** below represents the most recent graduating class's most recent ACT composite score before June 30, 2016. Beginning with the graduating class of 2016, nearly all Missouri students will be taking the ACT. Exceptions include students who were not a part of the Class of 2016 cohort in April of 2015. Beginning with next year's data, all districts' participation levels in ACT testing should approach 100%. It is doubtful districts will reach 100% testing in the reporting, however, due to transferring students and the limitations of the state data collection system.

Figure 27. Comparison District ACT Results, Annual Results.

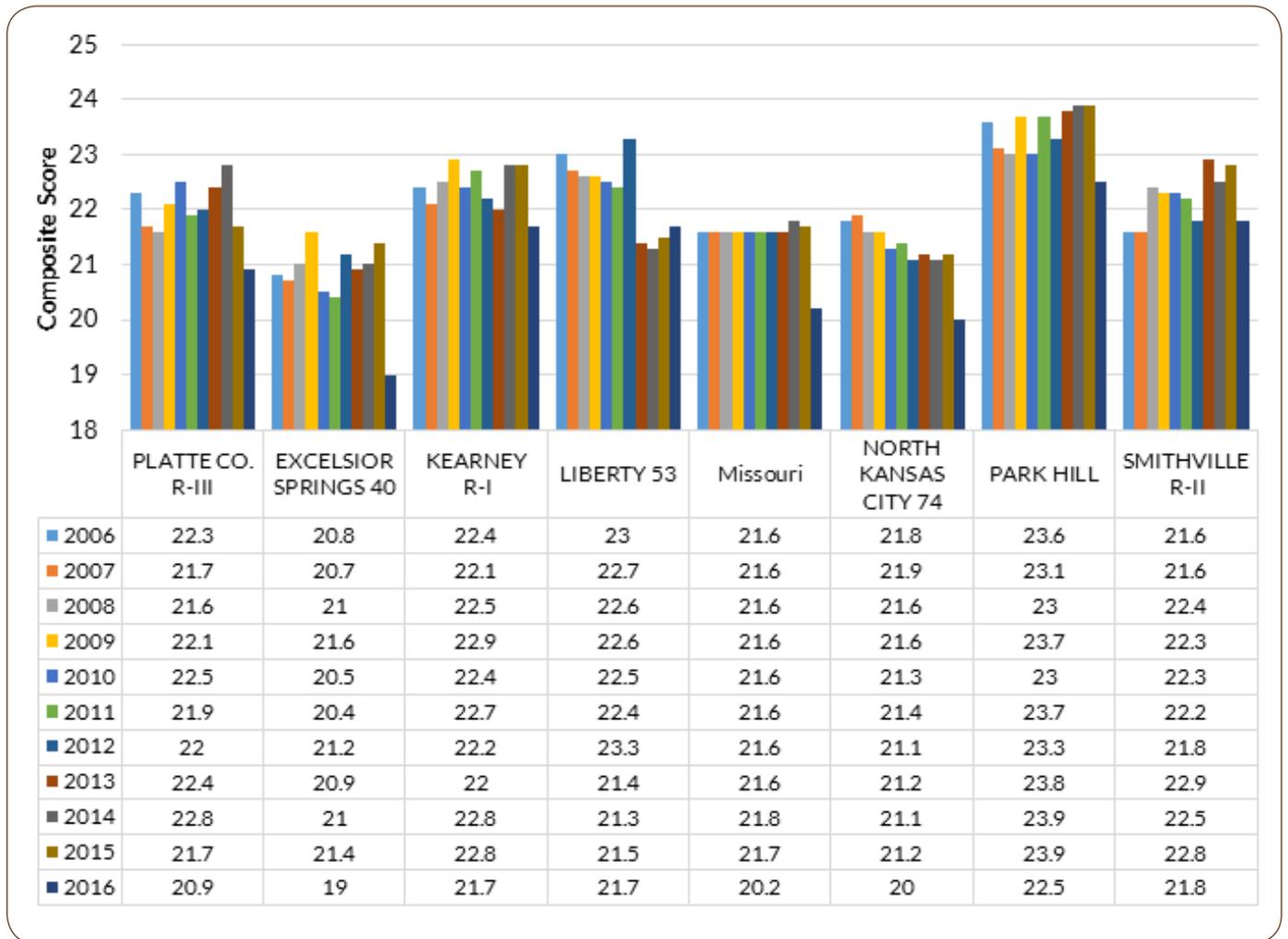




Figure 28. Comparison District ACT Results, 3-year Rolling Average.

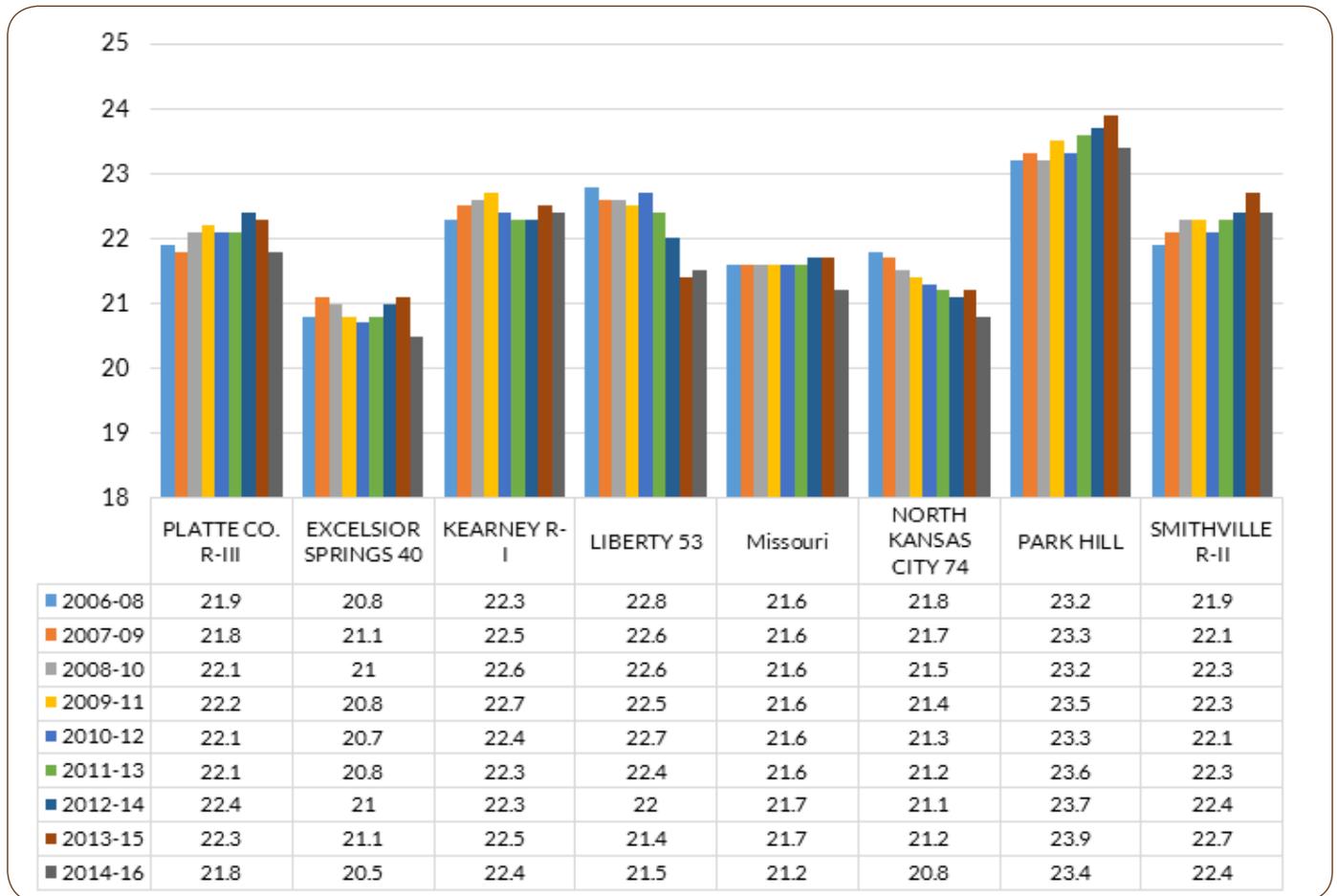
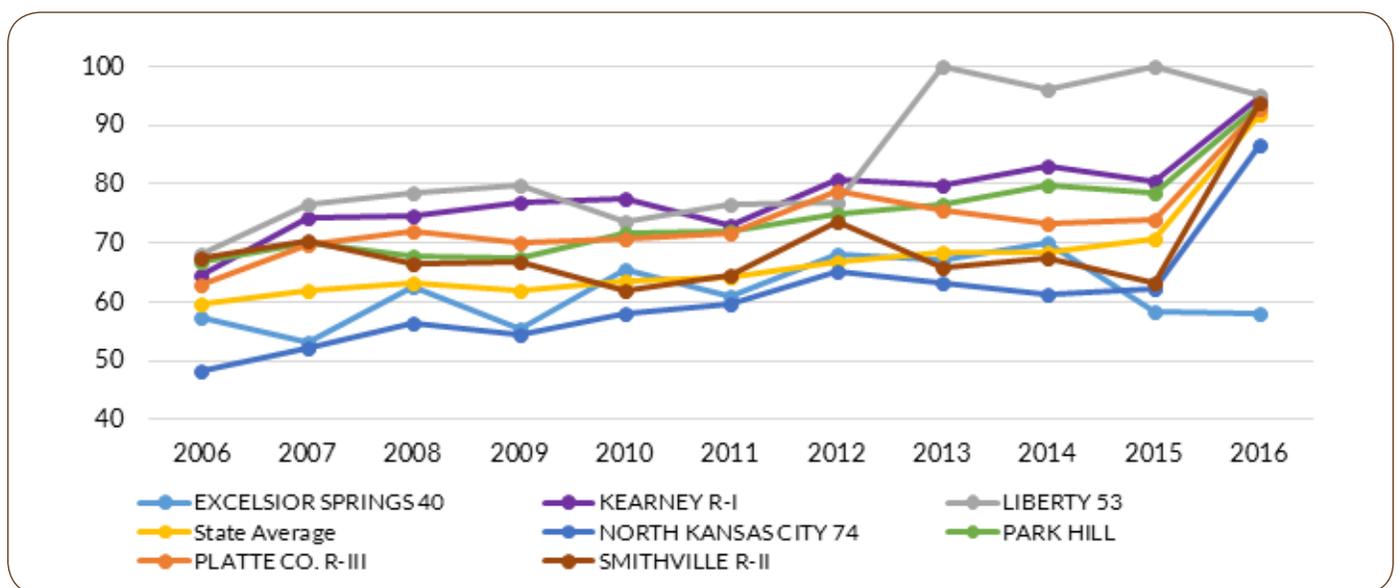


Figure 29. District, State and Comparisons, % of Graduates Taking ACT, 2006-2016.





Advanced Placement Performance

Advanced Placement (AP) exams are national assessments given to students at the conclusion of advanced placement coursework at the high school level. The exams are scored on a scale of 0-5, with levels of 3 or higher being considered for college/university credit, as determined by the institution the student chooses to attend.

Table 2. Advanced Placement Exams and Scores.

Advanced Placement Exams and Scores				
	2013	2014	2015	2016
Total AP Exams given, PCR-3	135	140	176	125
Percent of AP exams earning score of 3 or higher, PCR-3	60.8%	59.3%	59.5%	64.8%
Percent of AP exams earning a score of 3 or higher, Missouri	63.7%	64.8%	63.0%	63.9%
Percent of AP exams earning a score of 3 or higher, Globally	60.9%	61.3%	60.6%	58.0%
AP Exams taken at PCR-3 in 2015	Biology (3), Calculus AB (4), English Language and Composition (46), English Literature and Composition (10), Macro Economics (1), Micro Economics (1), Psychology (6), Studio Art 2-D Design (1), US Government (18), US History (6), World History (29)			

MSIP 5 Performance

Our overall MSIP 5 score of 97.5% is comprised of scores for each of the MSIP 5 Performance Standards (1) Academic Achievement (2) Subgroup Achievement (3) High School Readiness (K-8 districts) or College and Career Readiness (K-12 districts), (4) Attendance Rate, and (5) Graduation Rate (K-12 districts). Status, progress, and growth (where applicable) are used to calculate a comprehensive score used to determine the accreditation level of a school district.

Table 3. MSIP 5 District Performance by Standard, 2016.

MSIP 5 District Performance by Standard, 2016			
Standard	Points Earned	Points Possible	Percent
Academic Achievement	56	56	100%
Subgroup Achievement	10.5	14	75%
College and Career Ready (CCR)	30	30	100%
Attendance	10	10	100%
Graduation Rate	30	30	100%
Total	140	136.5	97.5%



Figure 30. Percent of MSIP 5 Points Earned, 2014-2016, Suburban Northland Districts.

