



# 2022 Teaching and Learning Results Summary

## *Executive Summary*

This report is a summary of results relative to our Academic Services data, measures, knowledge, and analysis. The information from this report is used to support the Academic and Pupil Services Team strategic planning process.

This summary specifically focuses on our summative assessment and stakeholder perception measures. Our summative measures include, the five Categories related to the Missouri School Improvement Program (MSIP) 5 Annual Performance Report (APR),– Academic Achievement, Subgroup Achievement, College and Career Readiness, Attendance Rate, and Graduation Rate; Missouri Assessment Program (MAP) performance, End-of-Course Exam (EOC) performance, Advanced Placement (AP), and ACT performance.

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:

- 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.

Student performance on state assessments is reported in terms of four achievement levels (Below Basic, Basic, Proficient and Advanced) that describe a pathway to proficiency. The Department of Elementary and Secondary Education (DESE) focuses on achievement at the top two levels from Grade Level and End-of-Course assessments. Data reported identifies the percentage of students performing in the top two proficiency levels of the grade level or course assessment.

## 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, comparisons may be difficult to draw from year to year.

Over the past several years, the state of Missouri has modified assessments or invalidated some assessment results causing some gaps in data:

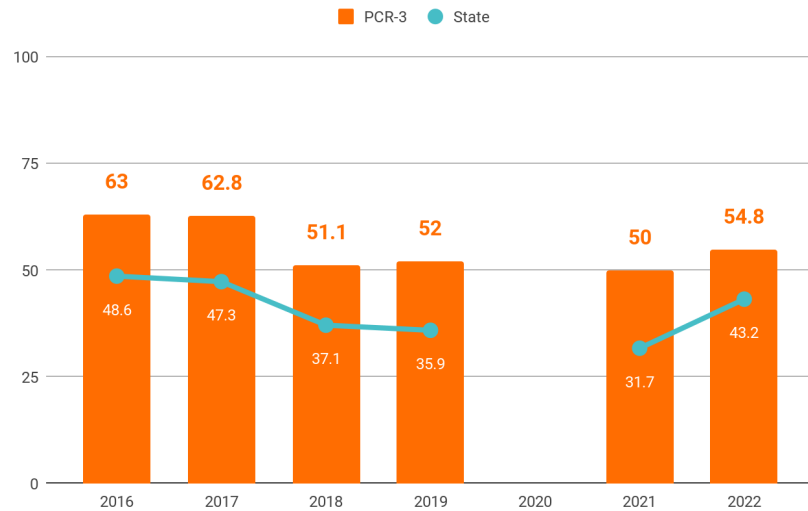
- In 2016-17, the District level Algebra I and English II assessment results were not released per DESE due to statewide irregularities
- In 2017-18, no Science test results were available because this year was a field test year for Science
- In 2018-19, no Social Studies test results were available because this year was a field test year for Social Studies
- In 2019-20, no MAP or EOC assessments were given due to the COVID-19 pandemic
- In 2020-21, no Social Studies test results were available because this year was a field test year for Social Studies
- In 2021-22, all required state assessments were administration and results determined

Overall District and state performance from 2016 to 2022 in each subject area (combined MAP and EOC results) is shown in the charts on the following pages. These charts outline the District and state performance from 2016 to 2022 in individual MAP and EOC subject areas, as well as subgroups.

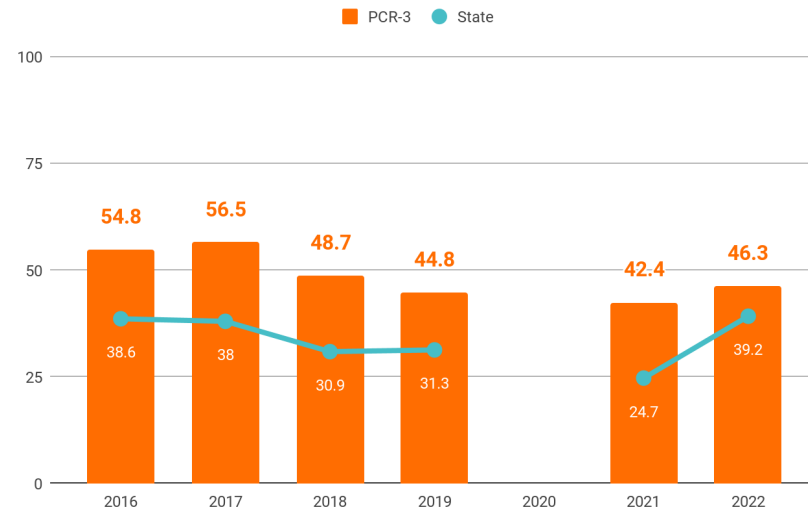
Data shared on the following pages show grade and subject area performance and trends (last six years of data available) as a District. This data combines MAP and EOC percent rankings for the last five years of available information. The data is presented as percent of students scoring in the proficient and advanced achievement levels in comparison to the state average. This methodology allows for longitudinal comparison, even with significant changes to the assessment tools.

## Overall Subject Area Performance Data

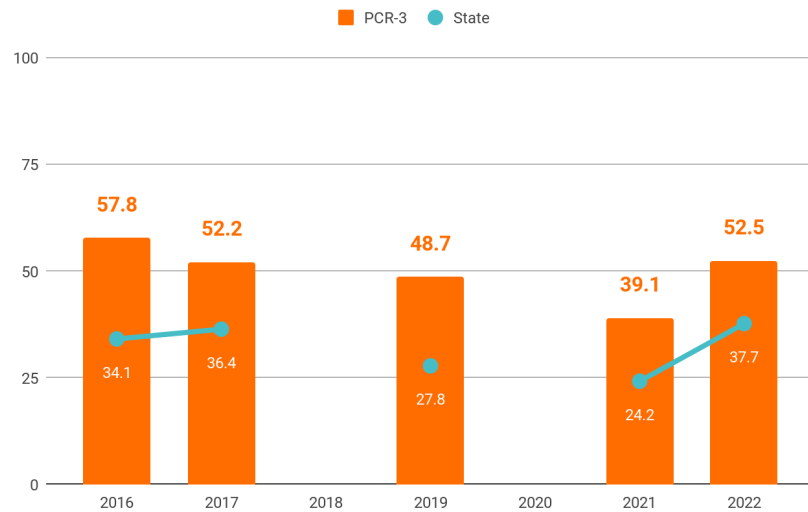
### Overall ELA: Percentage of Students in Top 2 Levels



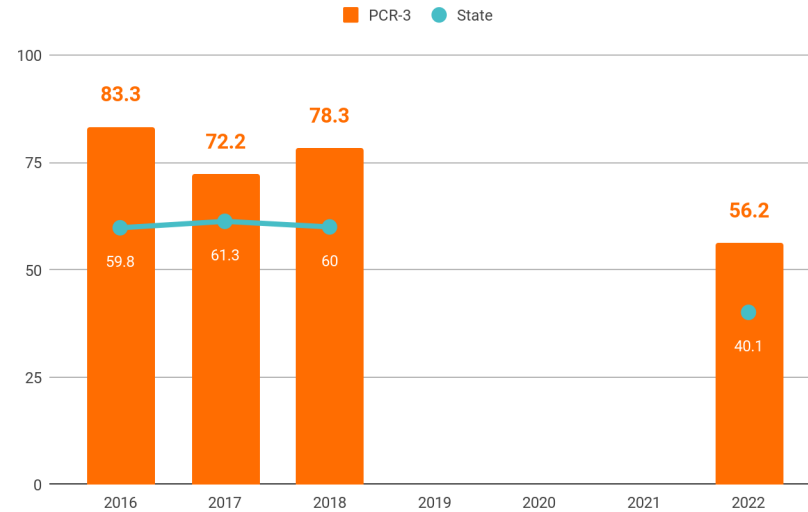
### Overall Math: Percentage of Students in Top 2 Levels



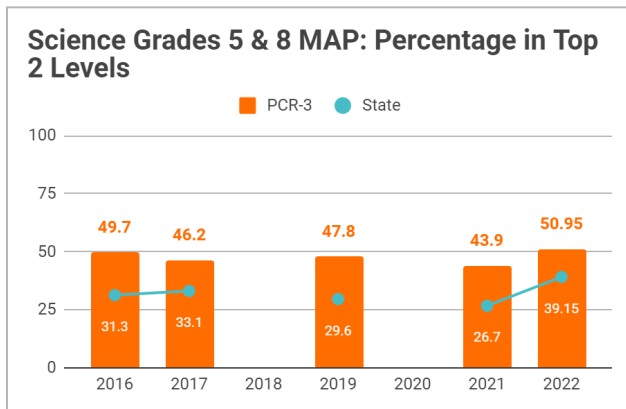
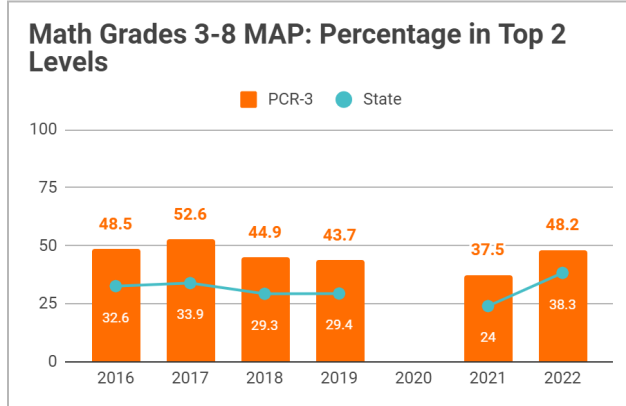
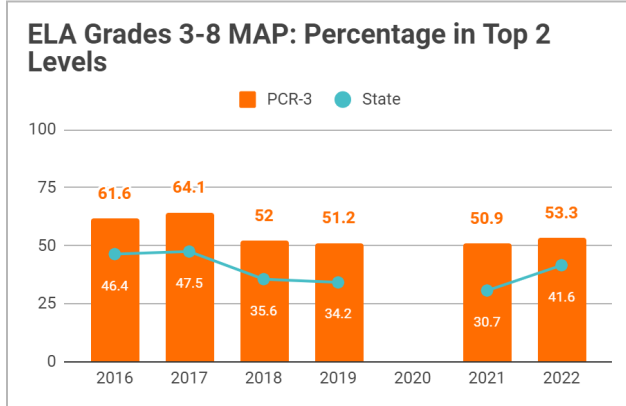
### Overall Science: Percentage of Students in Top 2 Levels



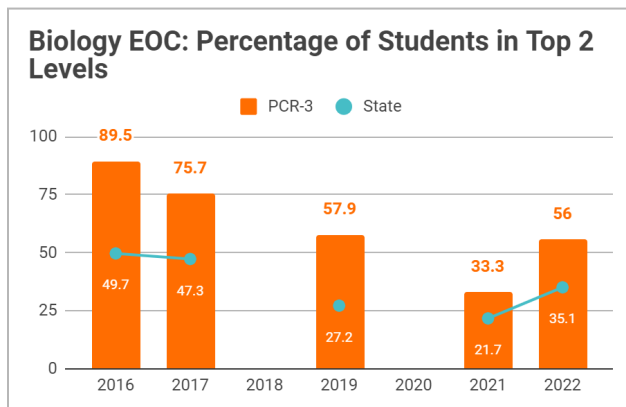
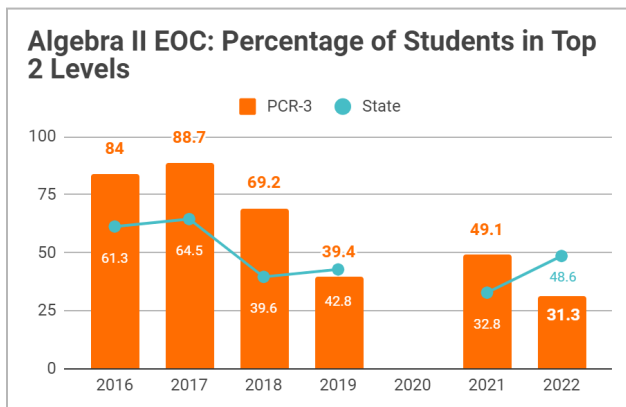
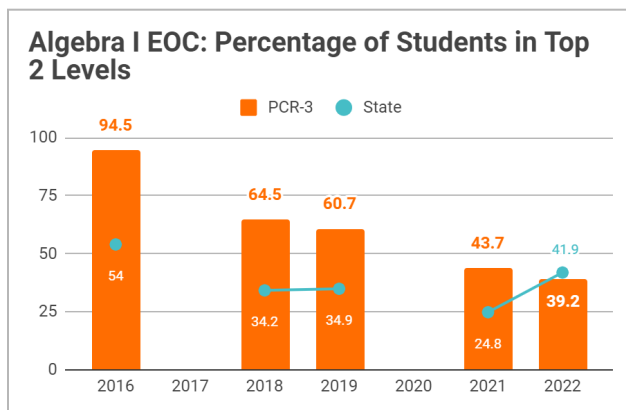
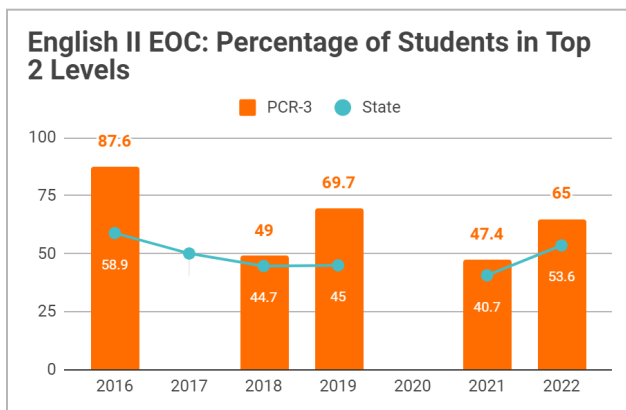
### Overall Social Studies: Percentage of Students in Top 2 Levels



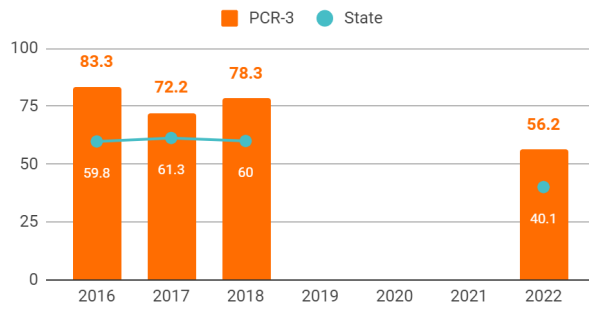
## MAP Grade-Level (Grades 3-8) Performance Data



## MAP End-of-Course (EOC) Performance Data

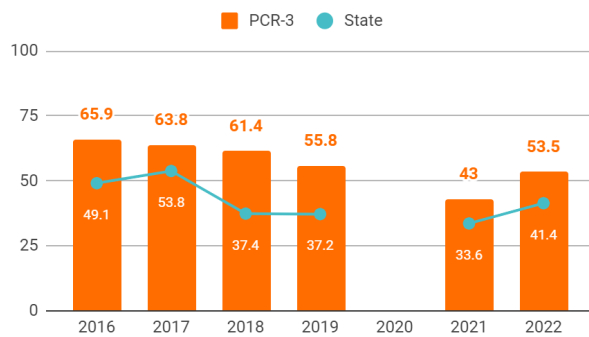


### Government EOC: Percentage of Students in Top 2 Levels

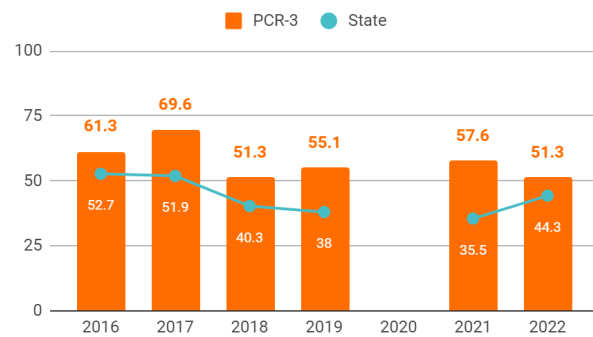


### Grade-Level MAP Data - ELA

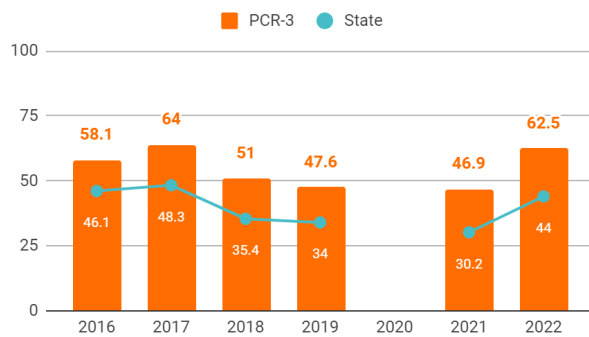
#### ELA Grade 3 MAP: Percentage in Top 2 Levels



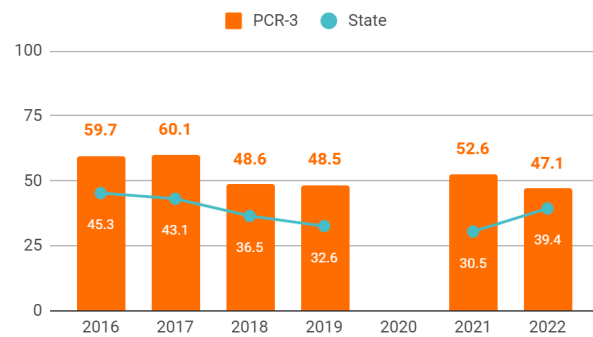
#### ELA Grade 4 MAP: Percentage in Top 2 Levels



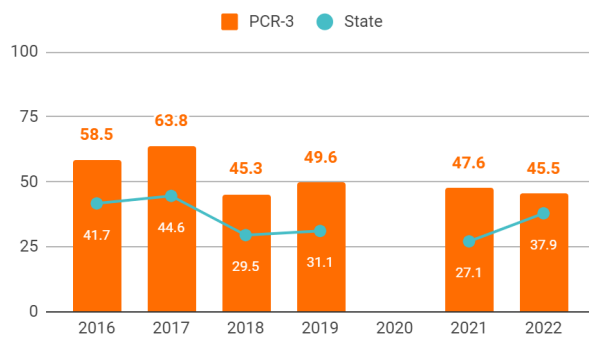
#### ELA Grade 5 MAP: Percentage in Top 2 Levels



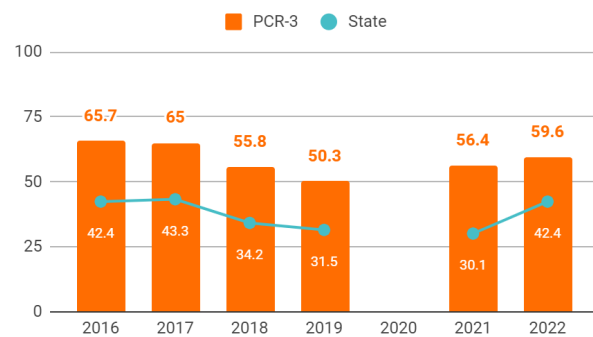
#### ELA Grade 6 MAP: Percentage in Top 2 Levels



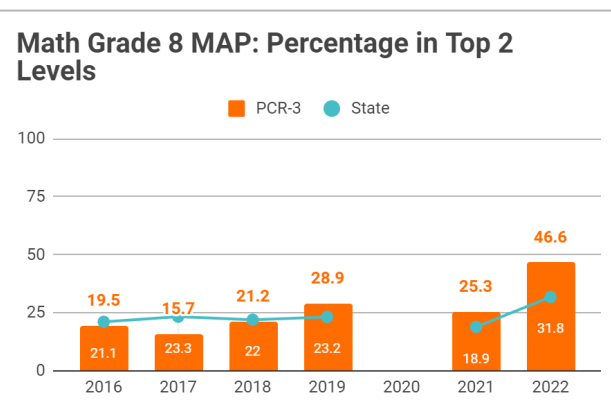
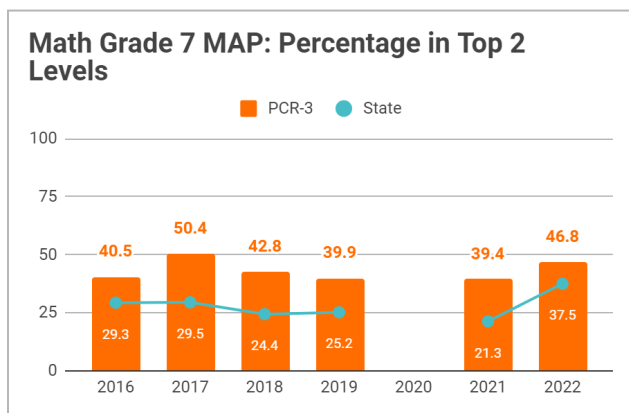
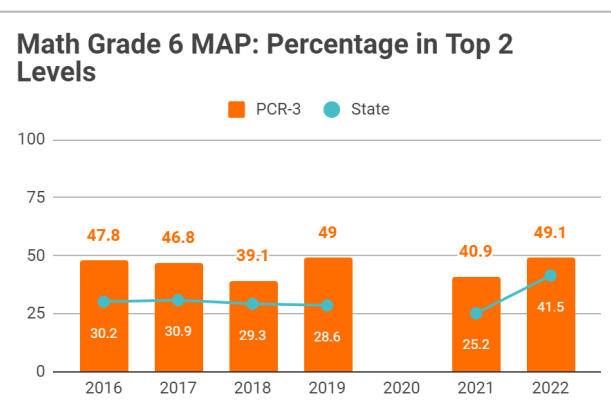
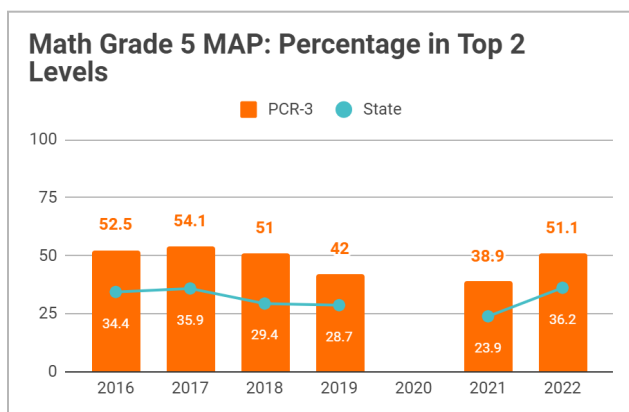
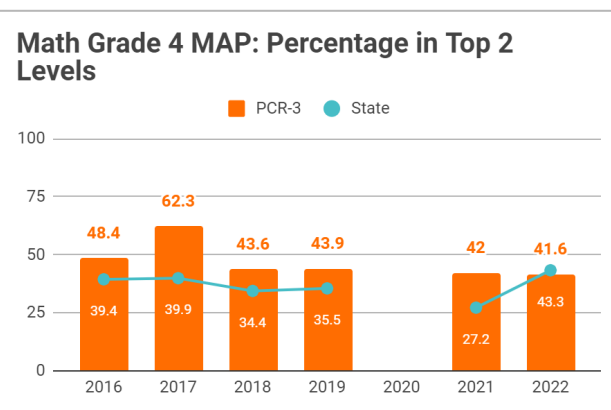
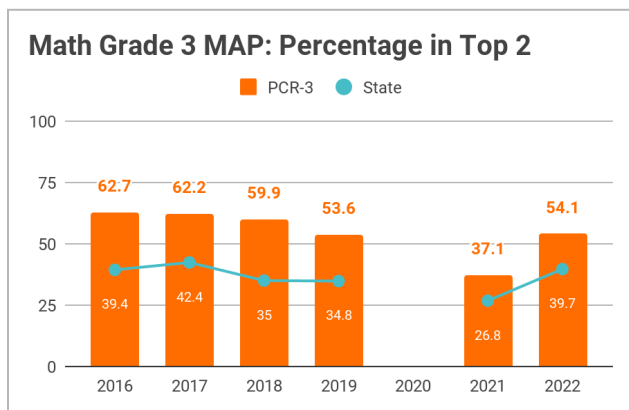
#### ELA Grade 7 MAP: Percentage in Top 2 Levels



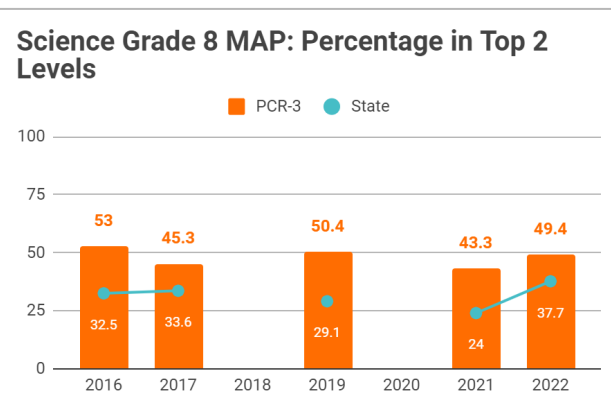
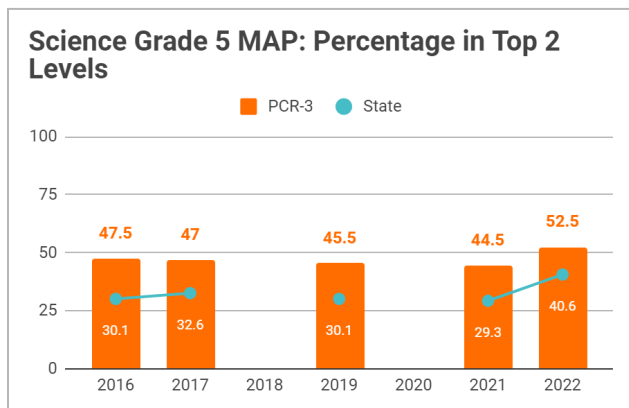
#### ELA Grade 8 MAP: Percentage in Top 2 Levels



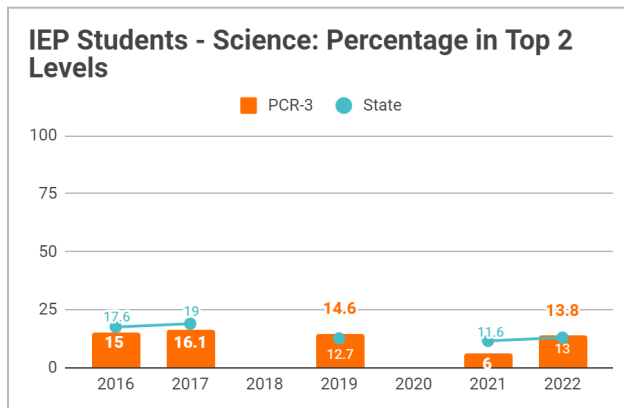
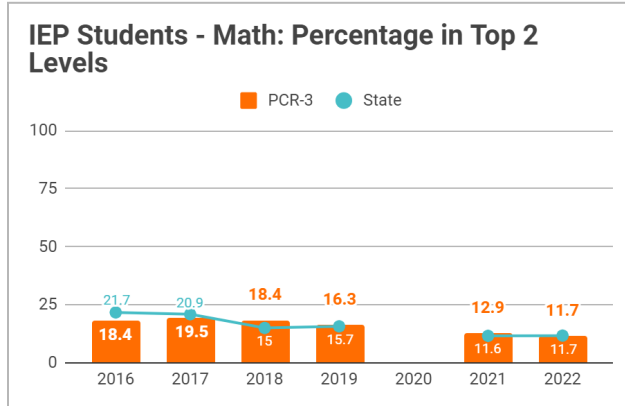
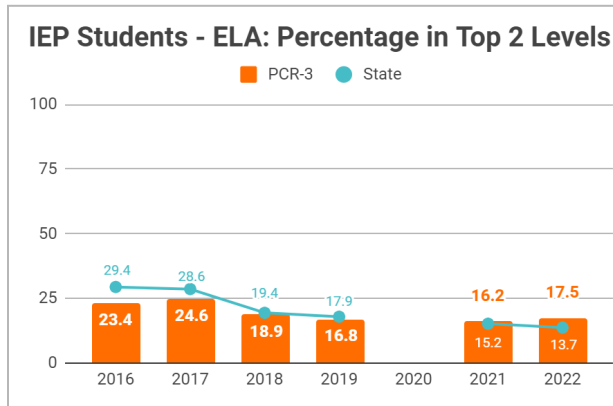
## Grade-Level MAP Data - Math



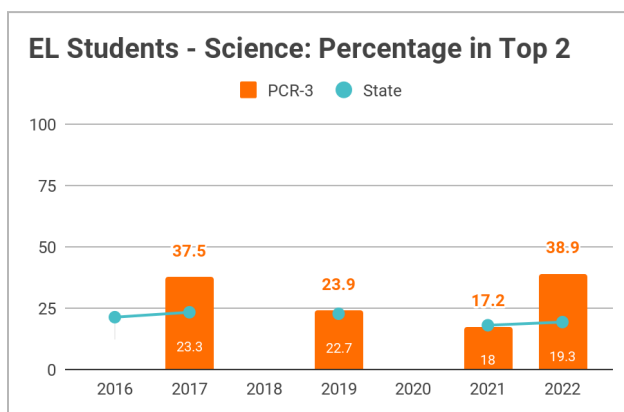
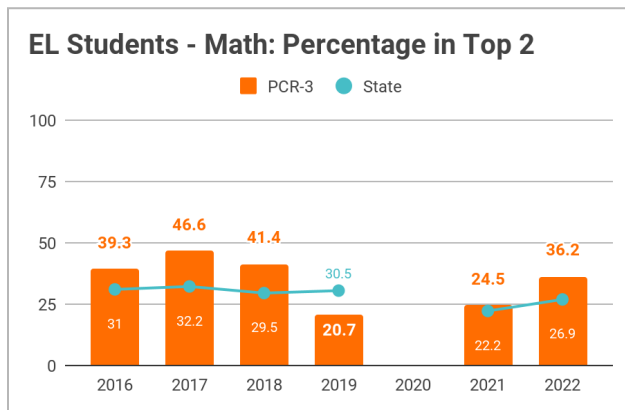
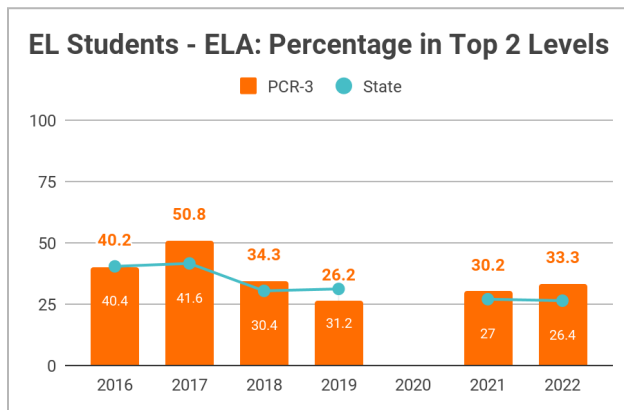
## Grade-Level MAP Data - Science



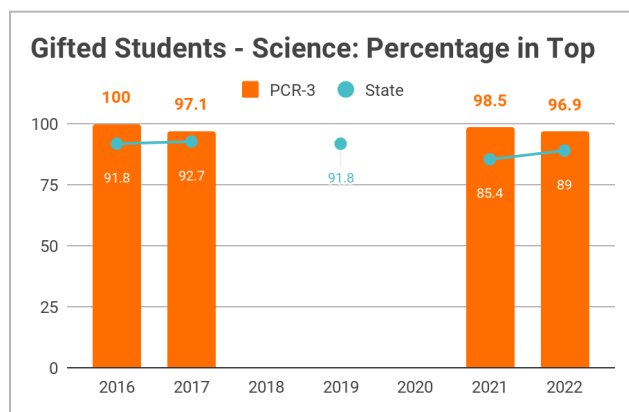
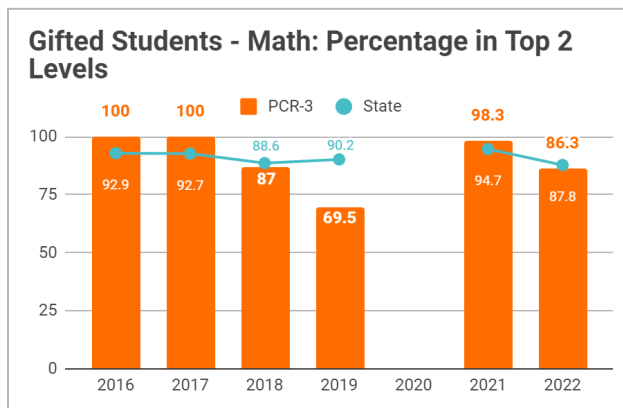
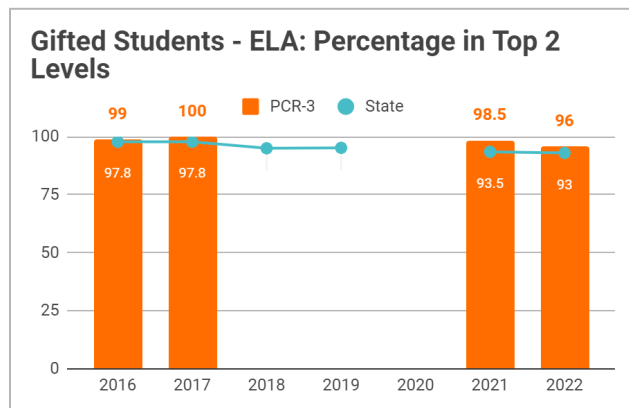
### Subgroup Data - Students with IEPs



### Subgroup Data - English Language Students



## Subgroup Data - Gifted Students

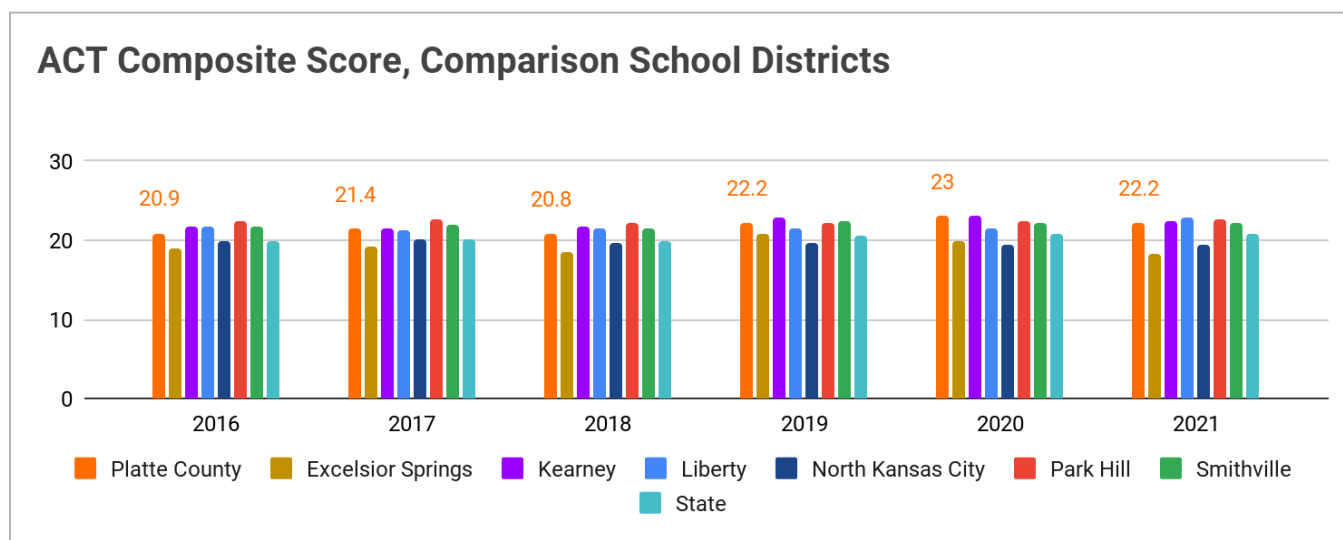




## District and State ACT Results

The data shown represents the most recent official ACT composite score (Platte County R-3 - 22.2, State - 20.8). The data shows the ACT composite scores from 2016-2021 as a District with our comparison districts and the state average. Until 2015, the ACT was a voluntary exam. For the classes of 2016, 2017, and 2018, nearly all Missouri students took the ACT during their junior year with the State of Missouri providing funding at no cost to the student or school district. Missouri could not fund statewide administration of the ACT in 2018, following a reduction in the state assessment budget. With this announcement, PCR-3 made the decision to fund the exam for all juniors exhibiting the need, desire, and readiness. Students and PCHS administration jointly determine readiness after reviewing several items including students' plans after graduation, previous ACT data, Practice ACT data, and enrollment in an ACT prep course, as well as in-progress grades.

The District's Graduating Class of 2021 ACT composite score was 22.2 and percent taking the test was 66.21%. The District is waiting on the release of the Graduating Class of 2022 ACT composite score. Based on our own data collection (ACT Success Website), our most recent updated composite score was 20.9 as of November 1, 2022. This will be updated with comparisons when results are finalized for 2022.



Source: DESE's Missouri Comprehensive Data System: "District ACT Results"

## 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. The data shows PCR-3's AP exam scores from 2017-2022.

PCR-3 Historical Advanced Placement (AP) Test Results						
	2017	2018	2019	2020	2021	2022
Number of Exams	248	206	174	230	244	263
Total AP Students	170	148	127	164	175	229
AP Students with Scores 3+	96	97	81	121	111	153
% of Total AP Students with Scores 3+	56.47	65.54	63.78	73.78	63.43	68

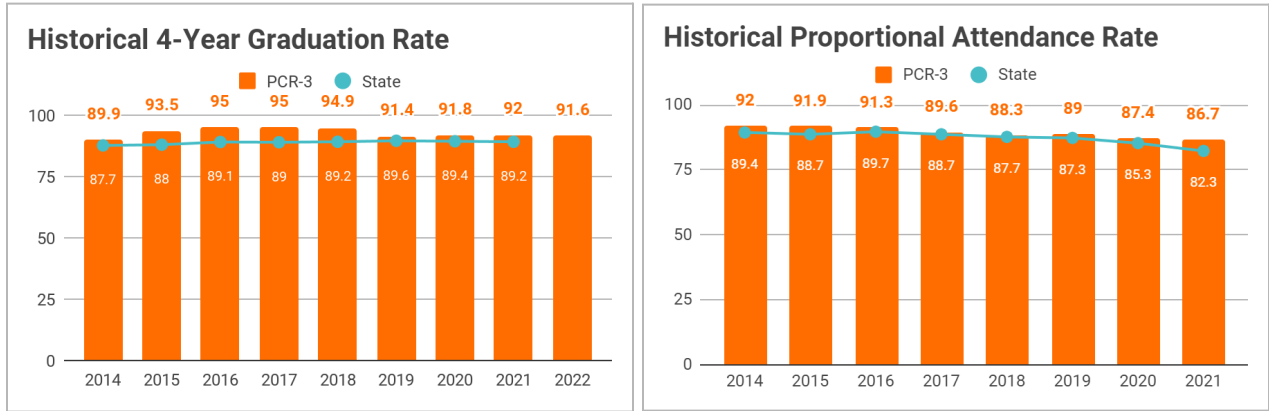
Source: "College Board AP Results District Report"

In 2022, AP Exams were given in Biology, Calculus AB, English Language, and Composition, English Literature and Composition, Psychology, Statistics, Studio Art 2-D Design, US Government, US History, and World History.

### Graduation and Attendance Rates

In addition to state assessment results and success ready assessments such as the ACT exam, the District also uses graduation and attendance rates as summative measures. The District's 4-year graduation rate and proportional attendance rates in comparison to state averages are shown below.

Beginning in 2019, DESE began using a new formula to calculate proportional attendance. Comparisons to prior years are not possible. 2022 data has not been reported by DESE.



Source: DESE's Missouri Comprehensive Data System: "State Report Card" and "District Report Card"

### Stakeholder Survey Results

Each year, PCR-3 surveys students, staff, and parents in an effort to collect and analyze data that supports our continuous improvement actions. The following results are key measures that the Academic Services and Pupil Services Team uses in their strategic planning from staff and students. Survey response data is shown with a Survey Performance Index (SPI). SPI is calculated by assigning each response a numerical value, with 1 being lowest, up to a variable high, which is equal to the number of response options. The sum of the response scores is divided by the total number of responses, then multiplied by 100. Any item will have a score that varies between 100 and the number of response options times 100. This allows for perception results to be easily compared year to year.

#### Certified Staff Survey

Certified Staff Survey - Academic Questions					
Question	2017-18	2018-19	2019-20	2020-21	2021-22
<i>I have the skills necessary to meet the needs of all learners in my classroom.</i>	413.36 N=217	403.57 N=252	395.65 N=253	417.56 N=205	404.65 N=215
<i>Our curriculum is easily accessible.</i>	369.3 N=215	361.51 N=252	371.54 N=253	365.53 N=206	363.89 N=216
<i>I have received adequate training in using (computers and other) technology to support my work with students.</i>	353.46 N=217	350.6 N=251	363.49 N=252	374.15 N=205	361.86 N=215
<i>Our professional development opportunities have improved my professional growth.</i>	344.24 N=217	335.71 N=252	337.38 N=254	337.38 N=206	313.89 N=216

## Certified Staff Survey - Academic Questions

Question	2017-18	2018-19	2019-20	2020-21	2021-22
<i>In our school, there is adequate support for classroom teachers to address special education students' needs.</i>	296.77 N=217	301.97 N=254	303.16 N=253	307.8 N=205	285.51 N=214
<i>There are effective supports in place to assist students who are struggling behaviorally.</i>	283.87 N=217	261.66 N=253	268.38 N=253	332.2 N=205	264.19 N=215
<i>There is adequate professional development for teachers working with special education students in our school.</i>	287.04 N=216	290.12 N=253	281.89 N=254	301.95 N=205	279.07 N=215
<i>I routinely utilize the Improvement Team process to guide my instruction.</i>	-	350.2 N=251	339.92 N=253	345.85 N=205	338.14 N=215

### Student Surveys

## Secondary Student - Academic Questions

Question	2017-18	2018-19	2019-20	2020-21	2021-22
<i>My teachers connect what I am learning to my world.</i>	327.1 N=1742	347.07 N=1740	336.48 N=1620	344.11 N=1036	336.99 N=1349
<i>My teachers help me track progress of my learning goals.</i>	327.8 N=1741	342.21 N=1739	339.99 N=1618	350.48 N=1038	346.88 N=1344
<i>My teachers make clear what I am supposed to learn.</i>	380.81 N=1746	397.36 N=1745	394.55 N=1616	401.06 N=1037	401.78 N=1348
<i>My teachers make learning interesting.</i>	323.24 N=1747	339.02 N=1740	330.64 N=1619	343.04 N=1041	324.54 N=1349
<i>My teachers try to meet my individual needs as a learner.</i>	369.53 N=1749	386.98 N=1743	389.28 N=1623	406.15 N=1040	393.62 N=1349

## Elementary Student - Academic Questions

Question	2017-18	2018-19	2019-20	2020-21	2021-22
<i>My teachers connect what I am learning to my world.</i>	402.58 N=854	385.1 N=933	398.41 N=882	404.76 N=862	388.76 N=854
<i>My teachers help me track progress of my learning goals.</i>	445.77 N=863	432.8 N=936	429.71 N=882	414.83 N=843	420.56 N=856
<i>My teachers let me know when I am doing a good job.</i>	423.48 N=856	413.1 N=939	415.72 N=878	413.63 N=866	400.35 N=857
<i>My teachers make clear what I am supposed to learn.</i>	451.11 N=857	443.13 N=932	455.07 N=877	447.07 N=871	440.05 N=854
<i>My teachers make learning interesting.</i>	411.77 N=858	401.38 N=941	402.05 N=878	408.81 N=863	389.47 N=855
<i>My teachers try to meet my individual needs as a learner.</i>	436.37 N=855	420.9 N=938	427.79 N=878	423.09 N=866	409.14 N=853