



# 2021 Academic Services 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 Services Team strategic planning process.

This summary specifically focuses on our summative 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 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

Overall District and state performance from 2016 to 2021 in each subject area (combined MAP and EOC results) is shown in the charts on the following page. These charts outline the District and state performance from 2016 to 2021 in individual MAP and EOC subject areas.

Data shared on the following pages show grade and subject area performance and trends (last five 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.

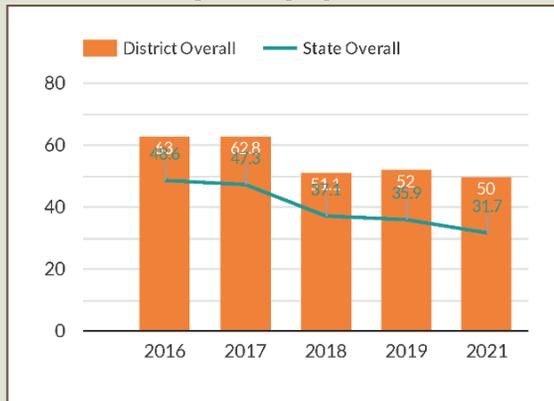


# District Level MAP and EOC Data\*

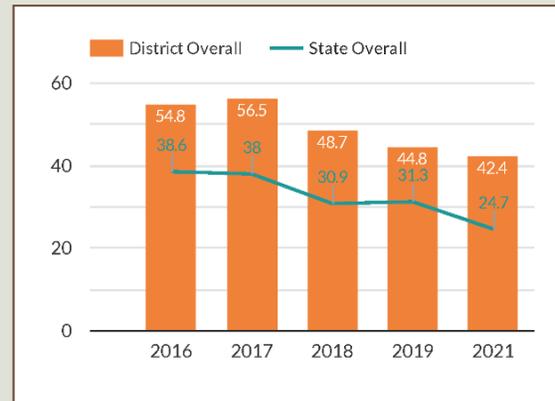
Data shown as % of students in Top 2 Levels

Grade or Subject ▼

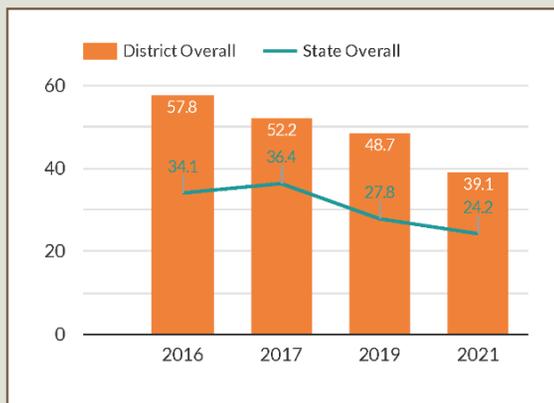
English Language Arts\*



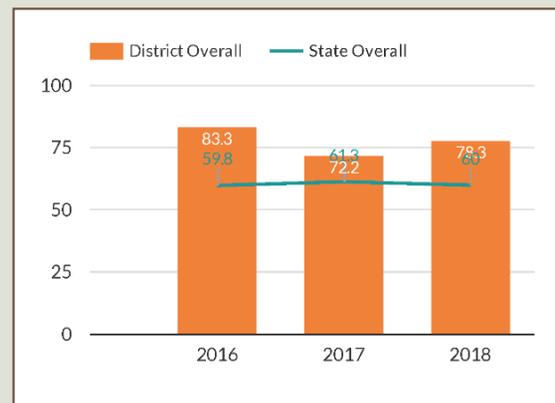
Mathematics\*



Science\*



Social Studies\*



Source: [DESE's Missouri Comprehensive Data System](#): "Achievement level 4 report (2021 data)" and "Achievement Level 4 report - Public - Historical"

\*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 and 2020-21, 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 stay-at-home order.

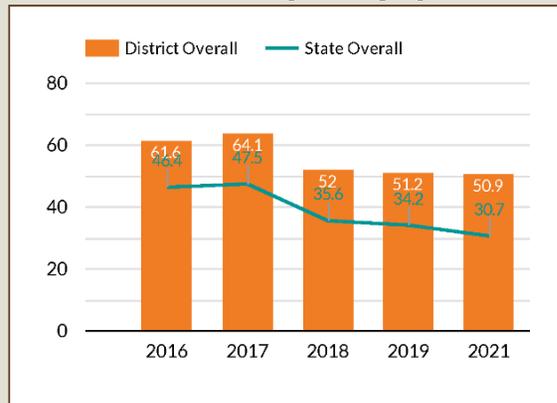


# Grade-Level MAP Data\*

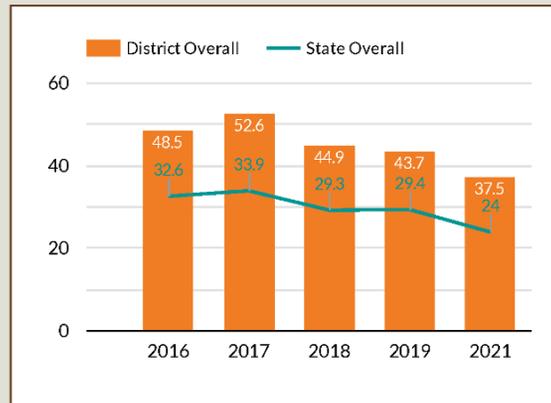
Data shown as % of students in Top 2 Levels

Grade or Subject

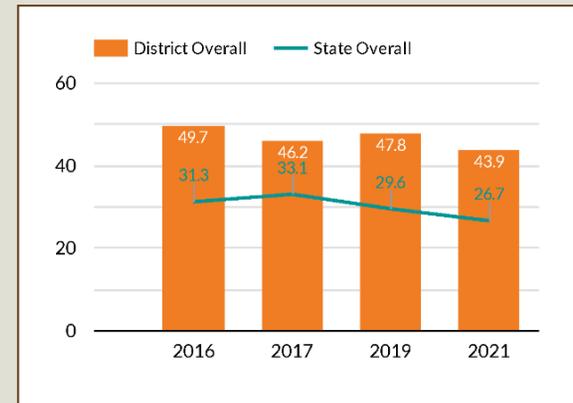
### Grades 3-8 MAP English Language Arts\*



### Grades 3-8 MAP Mathematics\*



### Grades 5 & 8 MAP Science\*



Source: [DESE's Missouri Comprehensive Data System](#): "Achievement level 4 report (2021 data)" and "Achievement Level 4 report - Public - Historical"

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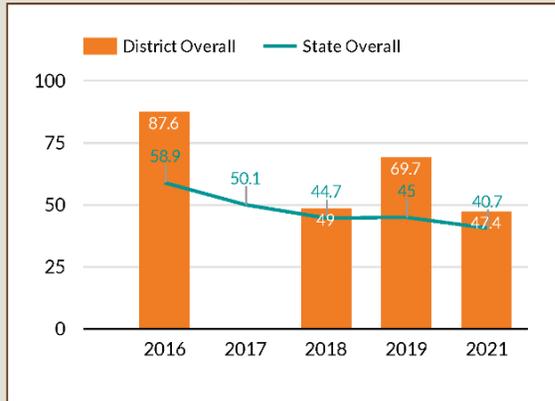


# EOC Exam Data\*

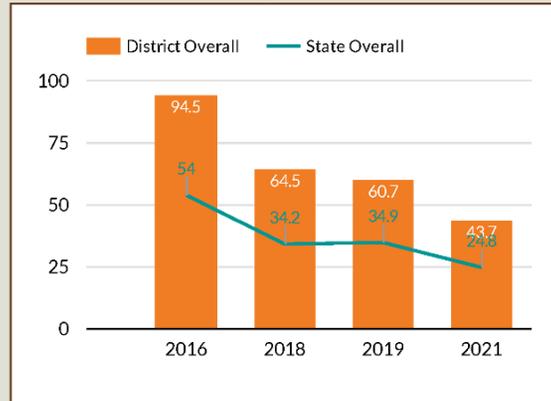
Data shown as % of students in Top 2 Levels

Grade or Subject ▼

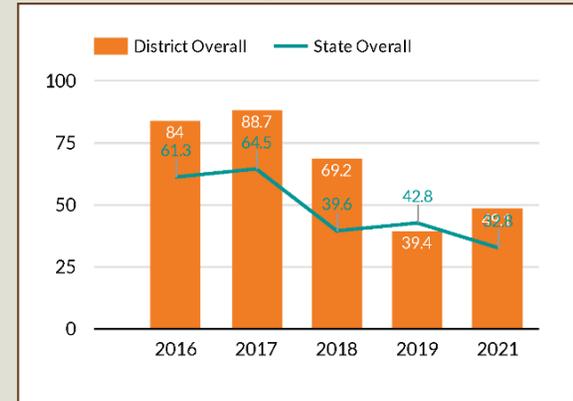
English II EOC\*



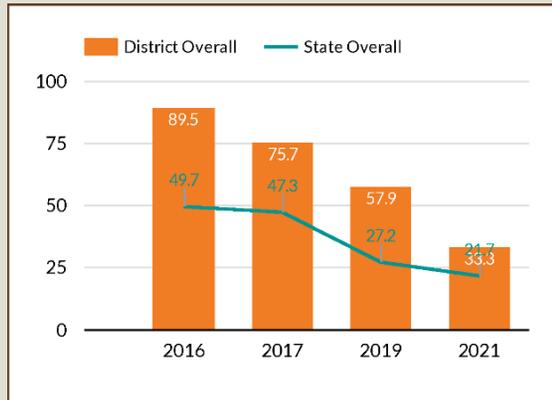
Algebra I\*



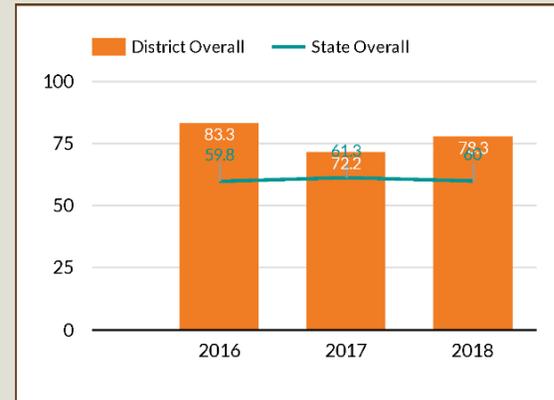
Algebra II\*



Biology EOC\*



Government EOC\*



Source: [DESE's Missouri Comprehensive Data System](#): "Achievement level 4 report (2021 data)" and "Achievement Level 4 report - Public - Historical"

\*2016 Algebra 1 scores reflect a change in process. Scores shown reflect those students "ready to take the EOC" as identified through assessment. Students not ready were enrolled in additional Algebra I instruction. Algebra II is only required if a student participated in Algebra I EOC assessment prior to the 9th grade. 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 and 2020-21, 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 stay-at-home order.



# Grade-Level MAP Data\*

Data shown as % of students in Top 2 Levels

Content Area: Eng. Language Arts (1) ▾

← Please select a single content area to the left to get actionable data.

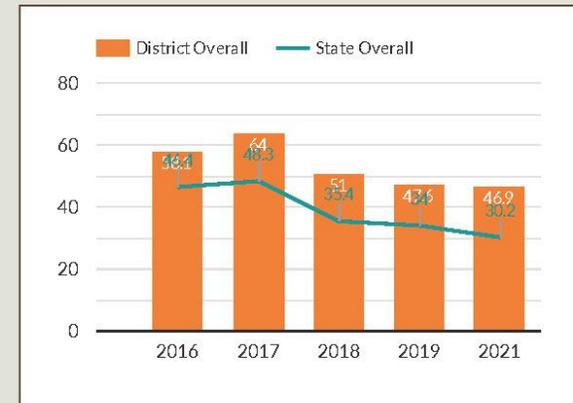
Grade 3



Grade 4



Grade 5



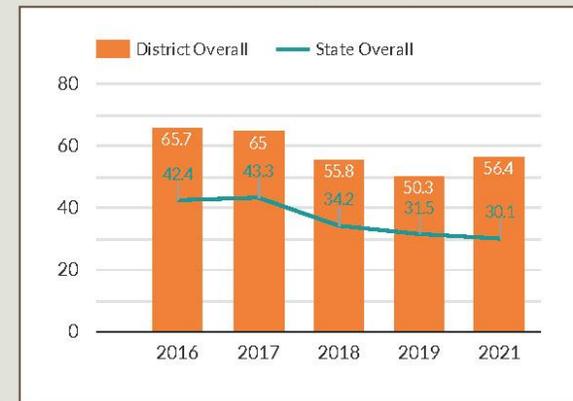
Grade 6



Grade 7



Grade 8



Source: [DESE's Missouri Comprehensive Data System](#): "Achievement level 4 report (2021 data)" and "Achievement Level 4 report - Public - Historical"

\*In 2017-18, no Science test results were available because this year was a field test year for Science. In 2019-20, no MAP or EOC assessments were given due to the COVID-19 pandemic stay-at-home order.



# Grade-Level MAP Data\*

Data shown as % of students in Top 2 Levels

Content Area: Mathematics (1) ▾

← Please select a single content area to the left to get actionable data.

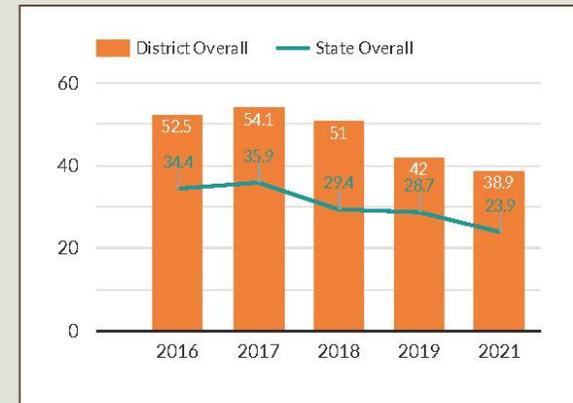
Grade 3



Grade 4



Grade 5



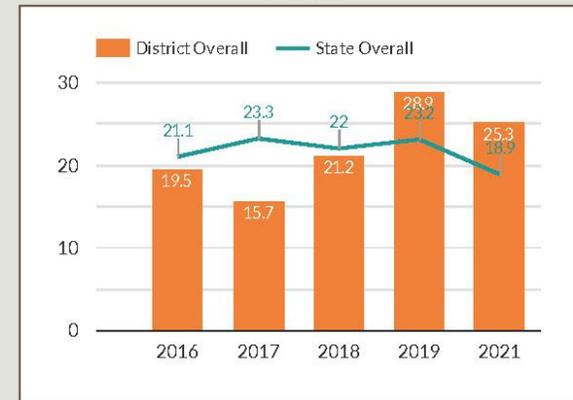
Grade 6



Grade 7



Grade 8



Source: [DESE's Missouri Comprehensive Data System](#): "Achievement level 4 report (2021 data)" and "Achievement Level 4 report - Public - Historical"

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# Grade-Level MAP Data\*

Data shown as % of students in Top 2 Levels

Content Area: Science

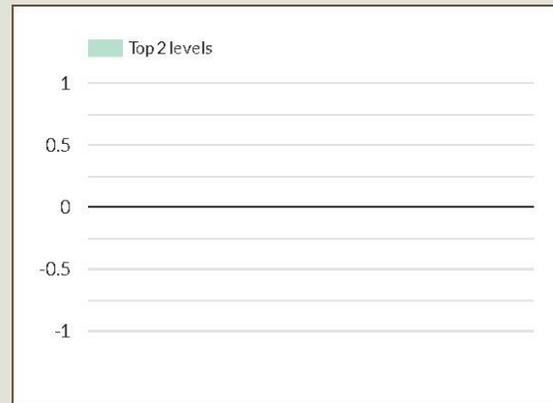
(1) ▾

← Please select a single content area to the left to get actionable data.

Grade 3



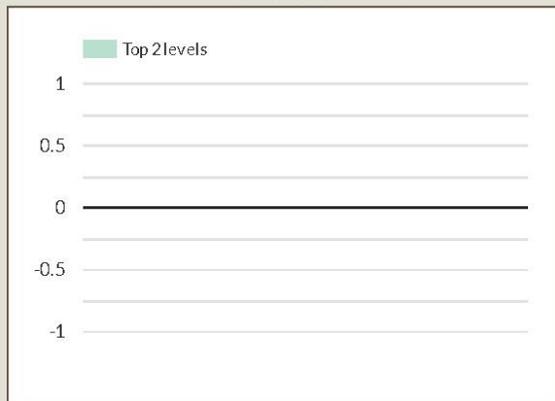
Grade 4



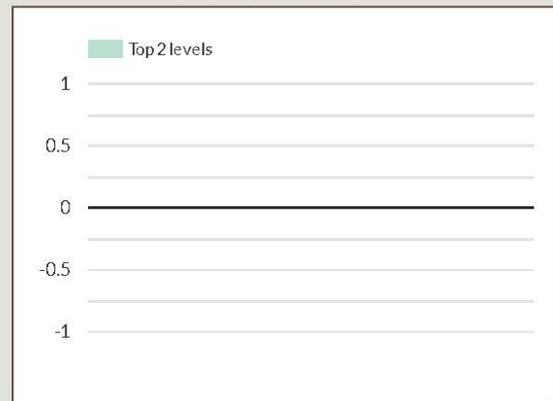
Grade 5



Grade 6



Grade 7



Grade 8



Source: [DESE's Missouri Comprehensive Data System](#): "Achievement level 4 report (2021 data)" and "Achievement Level 4 report - Public - Historical"

\*In 2017-18, no Science test results were available because this year was a field test year for Science. In 2019-20, no MAP or EOC assessments were given due to the COVID-19 pandemic stay-at-home order.



# District Level MAP and EOC Data\*

Data shown as % of students in Top 2 Levels

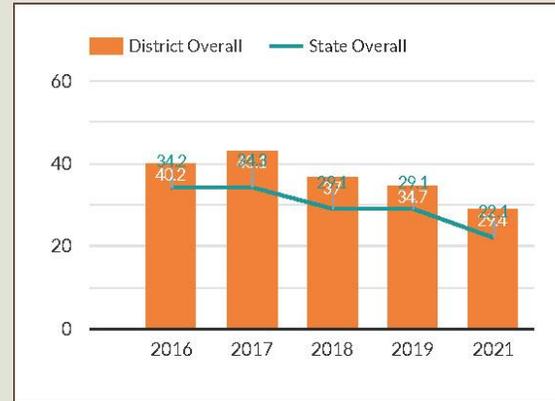
Grade or Subject ▼

TYPE: Super Subgroup (1) ▼

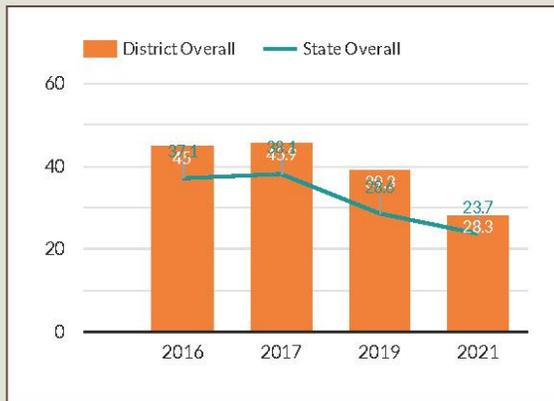
English Language Arts\*



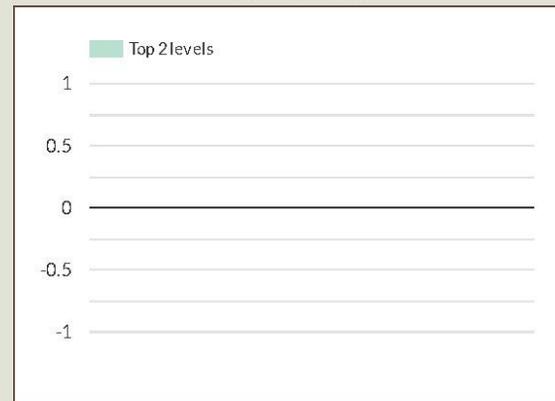
Mathematics\*



Science\*



Social Studies\*



Source: [DESE's Missouri Comprehensive Data System](#): "Achievement level 4 report (2021 data)" and "Achievement Level 4 report - Public - Historical"

\*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 and 2020-21, 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 stay-at-home order.

## ***District and State ACT Results***

The data shown represents the most recent official ACT composite score (Platte County R-3 - 23, State - 20.7). The data shows the ACT composite scores from 2016-2020 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 Class of 2020 ACT composite score is 23 and percent taking the test is 75.1%.

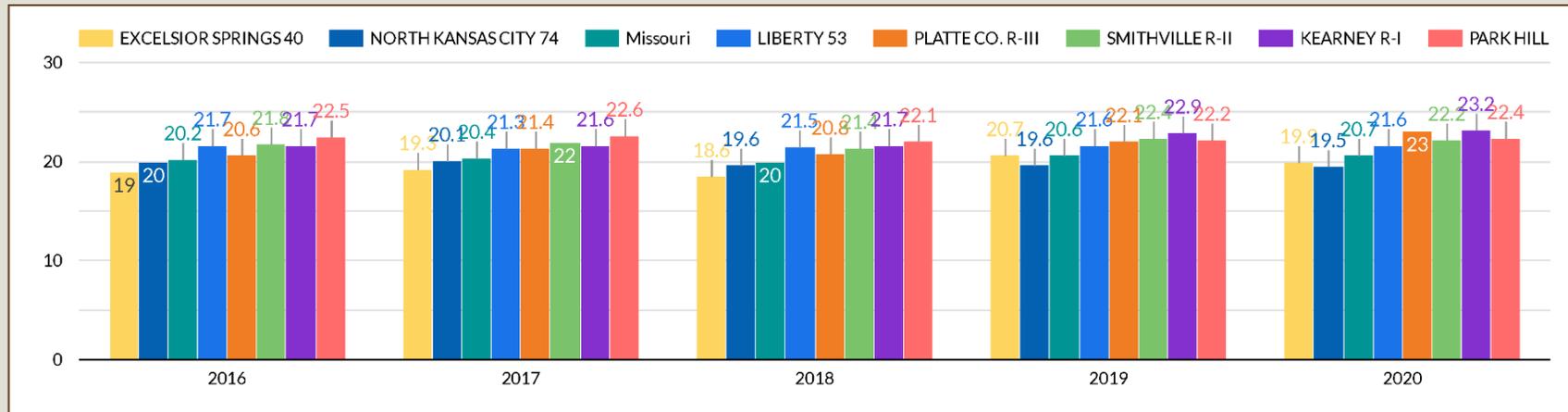
## ***Advanced Placement Performance***

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 2017-2021.



# ACT and Advanced Placement (AP) data

ACT Composite for Northland Districts and State of Missouri\*



PCR-3 Historical Advanced Placement (AP) Test Results\*\*

Measure	2017	2018	2019	2020	2021
Number of Exams	248	206	174	230	244
Total AP Students	170	148	127	164	175
AP Students with Scores 3+	96	97	81	121	111
% of Total AP Students with Scores 3+	56.47	65.54	63.78	73.78	63.43

Sources: [DESE's Missouri Comprehensive Data System](#); "District ACT Results"; College Board AP Results District Report

\*2021 ACT results are not yet available.

\*\*AP Exams given in 2021: Biology, Calculus AB, English Language, and Composition, English Literature and Composition, Psychology, Statistics, Studio Art 2-D Design, US Government, US History, World History

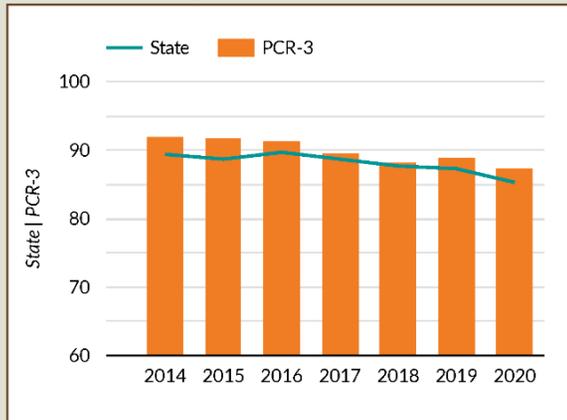
## ***Graduation and Attendance Rates***

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 on the following page.

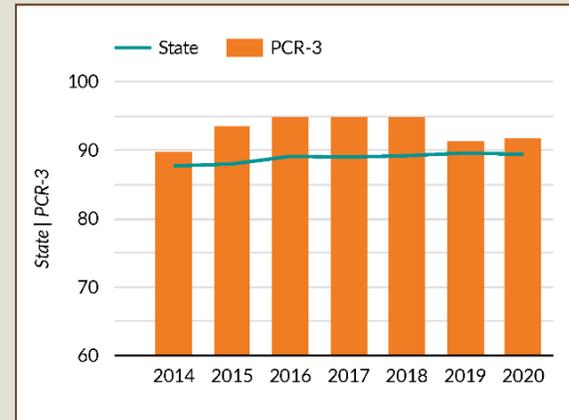


# Graduation and Attendance Results

Historical Proportional Attendance Rate Data\*



Historical 4-Year Graduation Rate Data



Source: [DESE's Missouri Comprehensive Data System](#): "State Report Card - UPDATED! 2020 Data" and "District Report Card - UPDATED! 2020 Data"

\*Beginning in 2019, DESE began using a new formula to calculate proportional attendance. Comparisons to prior years are not possible.

## ***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 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.



# Staff Survey Results

Data shown as Survey Performance Index (SPI)\*

## Certified Staff Survey Academic Questions

Question	2016-17	2017-18	2018-19	2019-20	2020-21
I have the skills necessary to meet the needs of all learners in my classroom.	417.73	413.36	403.57	395.65	417.56
Our curriculum is easily accessible.	361.7	369.3	361.51	371.54	365.53
I have received adequate training in using (computers and other) technology to support my work with students	371.13	353.46	350.6	363.49	374.15
Our professional development opportunities have improved my professional growth.	361.75	344.24	335.71	337.38	337.38
Our District's curriculum (development) process is effective.	354.39	333.33	320	315.48	317.24
In our school, there is adequate support for classroom teachers to address special education students' needs.	314.08	296.77	301.97	303.16	307.8
There are effective supports in place to assist students who are struggling behaviorally.	308.42	283.87	261.66	268.38	332.2
There is adequate professional development for teachers working with special education students in our school.	292.91	287.04	290.12	281.89	301.95
Our District's instructional framework is effective.	-	-	358.96	349.8	358.54
I routinely utilize the Improvement Team process to guide my instruction.	-	-	350.2	339.92	345.85
I routinely utilize assessment data to guide my instruction.	416.96	418.43	-	-	-
Our curriculum is effective.	367.61	363.13	-	-	-

Source: Annual PCR-3 Staff Survey

\*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. This allows for perception results to be easily compared year to year.



# Student Survey Results

Data shown as Survey Performance Index (SPI)\*

## Secondary Student Survey Academic Questions

Question	Year / Value				
	2016-17	2017-18	2018-19	2019-20	2020-21
My teachers connect what I am learning to my world.	321.84	327.1	347.07	336.48	344.11
My teachers help me track progress of my learning goals.	326.07	327.8	342.21	339.99	350.48
My teachers make clear what I am supposed to learn.	370.69	380.81	397.36	394.55	401.06
My teachers make learning interesting.	313.39	323.24	339.02	330.64	343.04
My teachers try to meet my individual needs as a learner.	359.9	369.53	386.98	389.28	406.15

## Elementary Student Survey Academic Questions

Question	Year / Value				
	2016-17	2017-18	2018-19	2019-20	2020-21
My teachers connect what I am learning to my world.	399.2	402.58	385.1	398.41	404.76
My teachers help me track progress of my learning goals.	442.68	445.77	432.8	429.71	414.83
My teachers let me know when I am doing a good job.	417.46	423.48	413.1	415.72	413.63
My teachers make clear what I am supposed to learn.	445.96	451.11	443.13	455.07	447.07
My teachers make learning interesting.	403.4	411.77	401.38	402.05	408.81
My teachers try to meet my individual needs as a learner.	433.6	436.37	420.9	427.79	423.09

Source: Annual PCR-3 Student Survey

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