



2024 Teaching and Learning Results Summary

Executive Summary

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

This summary specifically focuses on our summative assessment and stakeholder perception measures. Our summative measures include categories related to the Missouri School Improvement Program (MSIP) 6 Annual Performance Report (APR), – Academic Achievement, Student group Achievement, College and Career Readiness, Attendance Rate, Graduation Rate and Continuous Improvement Standards; 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 strives 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 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.

Academic Achievement Performance Level 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 MSIP 6 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.

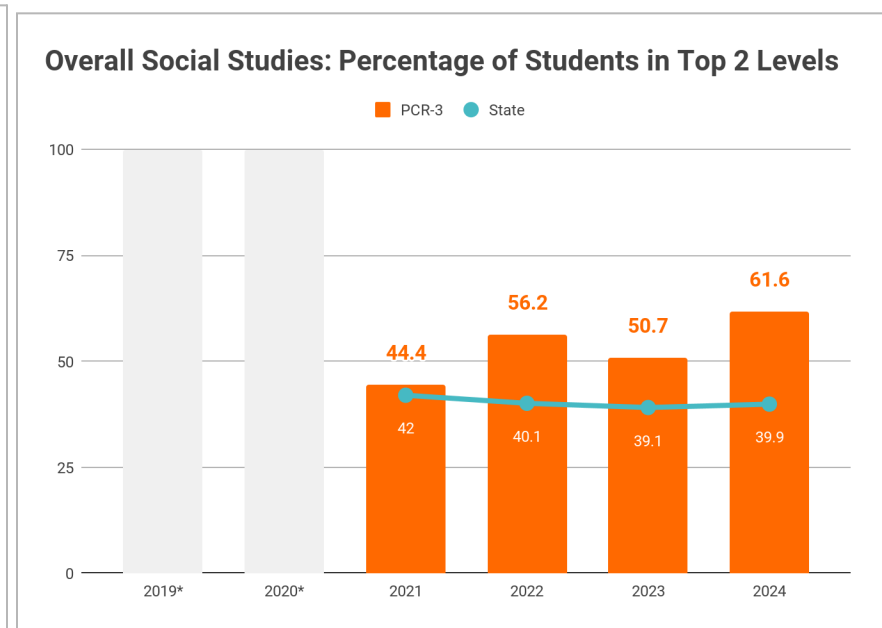
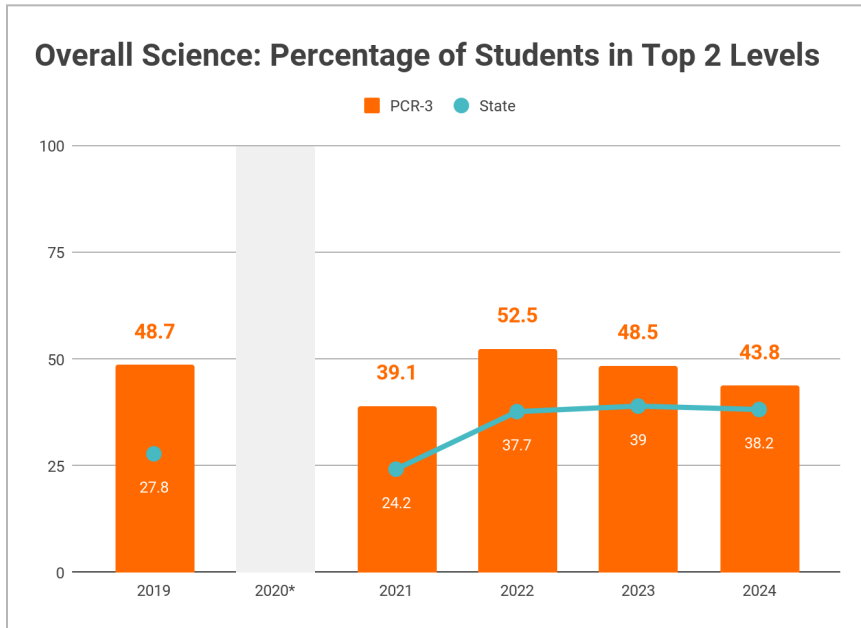
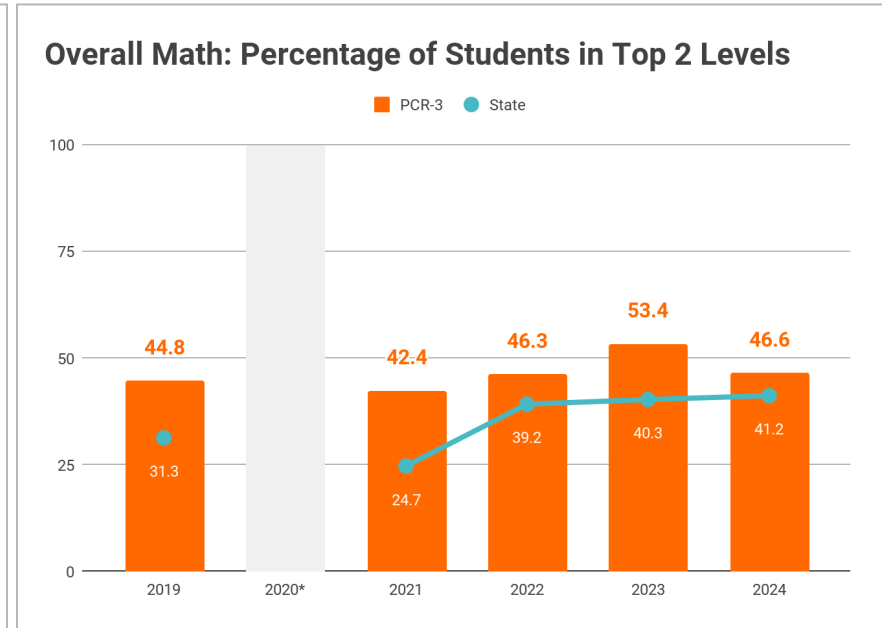
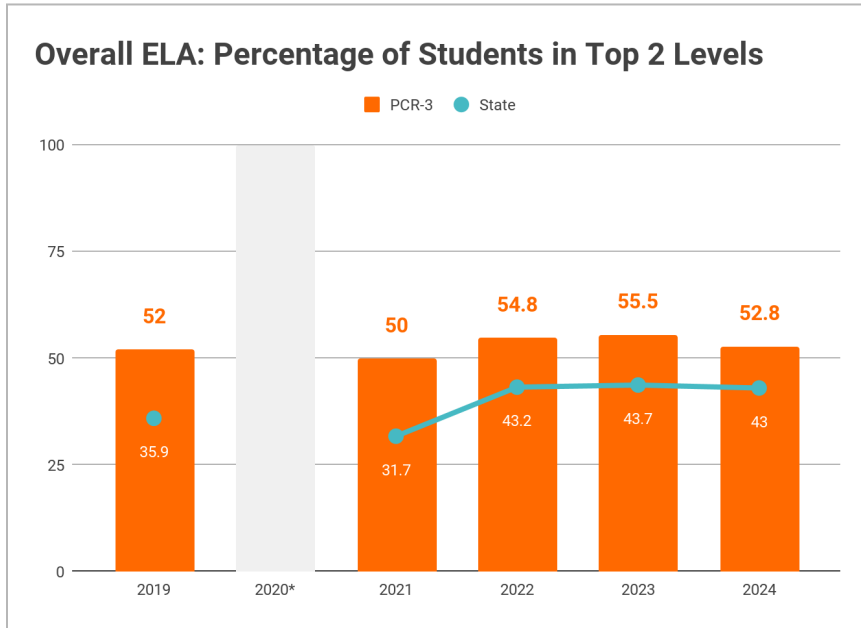
Over the past several years, the state of Missouri has modified assessments or invalidated some assessment results causing some gaps in data (*Source: Missouri Comprehensive Data System*):

- 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, 2021-22 and 2022-23, all required state assessments were administration and results determined

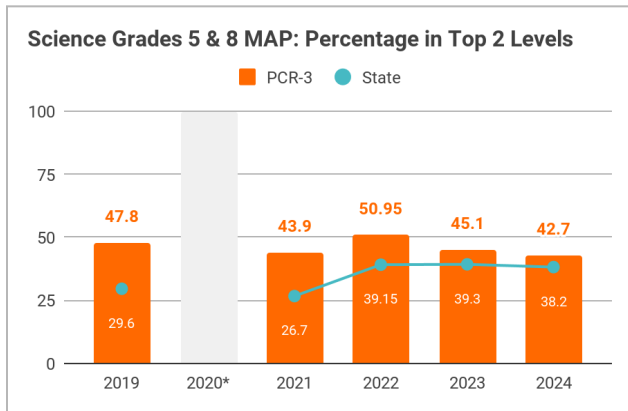
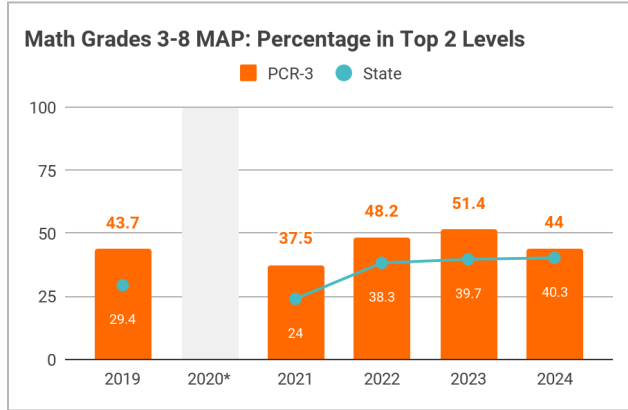
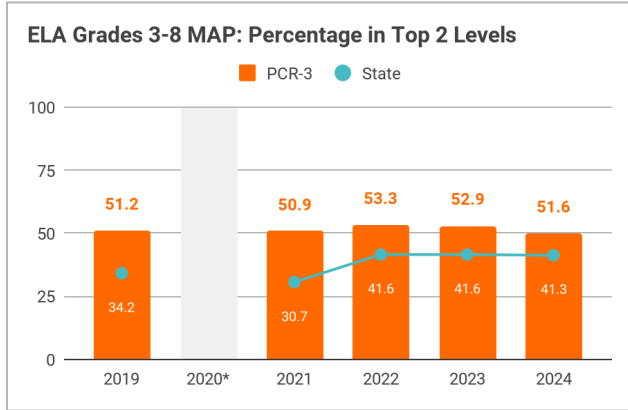
Overall District and state performance from 2016 to 2024 in each subject area (combined MAP and EOC results) is shown in the charts on the following pages. These charts outline the District and state performance from 2019 to 2024, individual MAP and EOC subject areas, as well as individual student groups in alignment with MSIP 6.

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

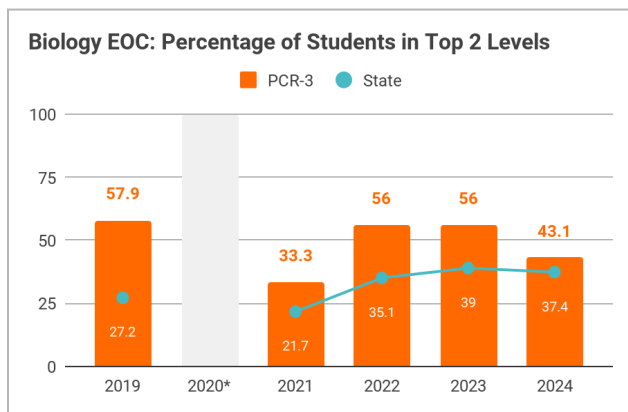
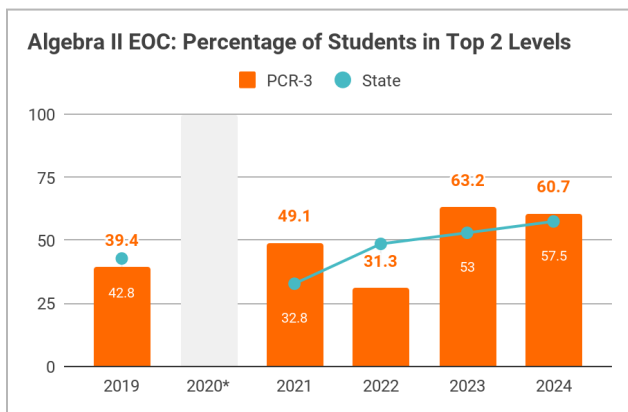
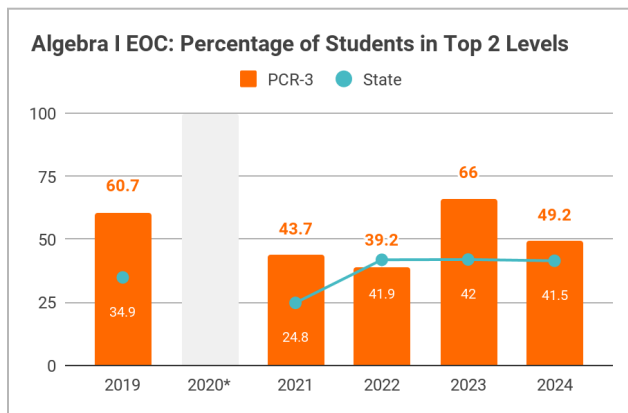
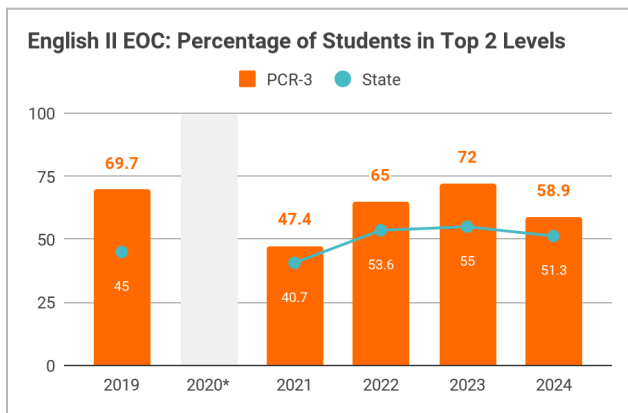
Overall Subject Area Performance Data

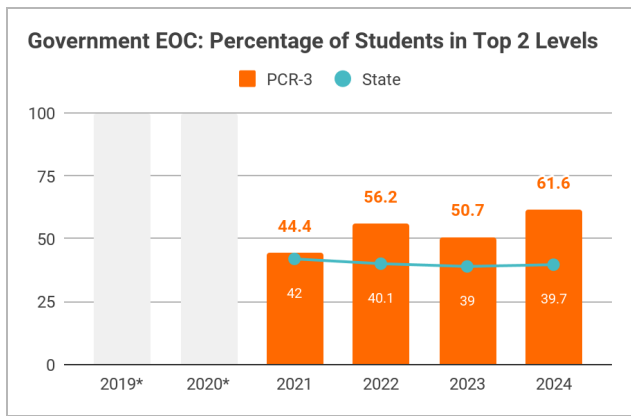


MAP Grade-Level (Grades 3-8) Performance Data

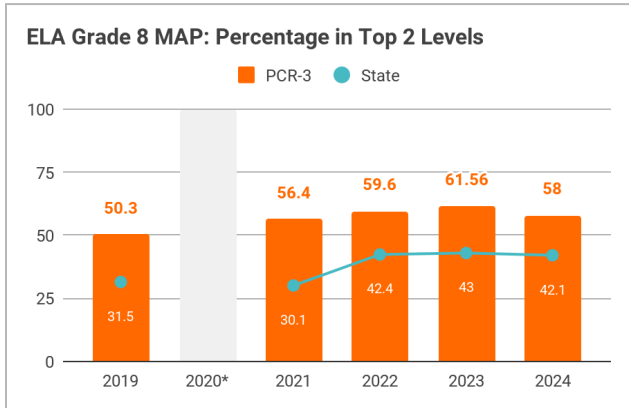
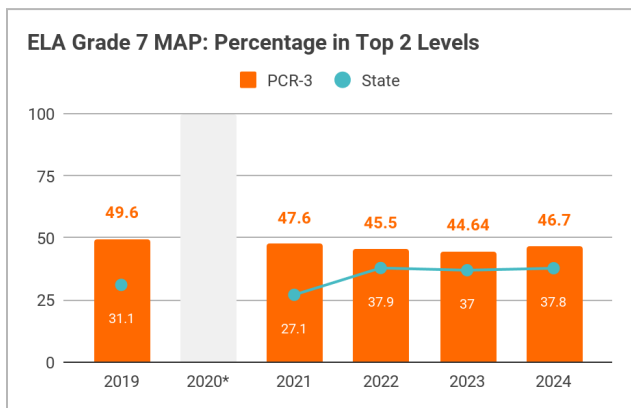
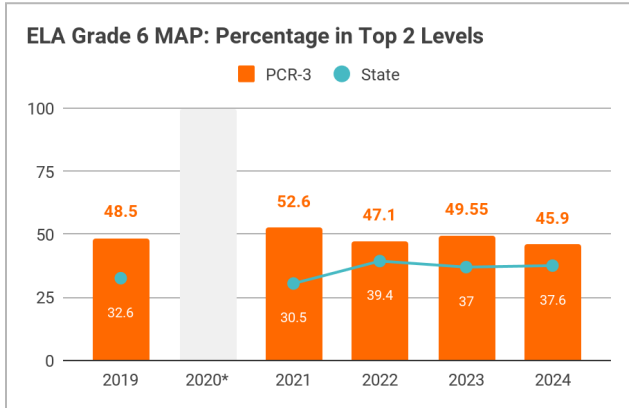
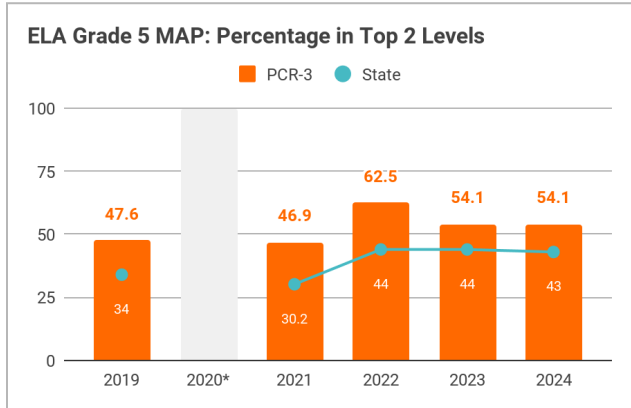
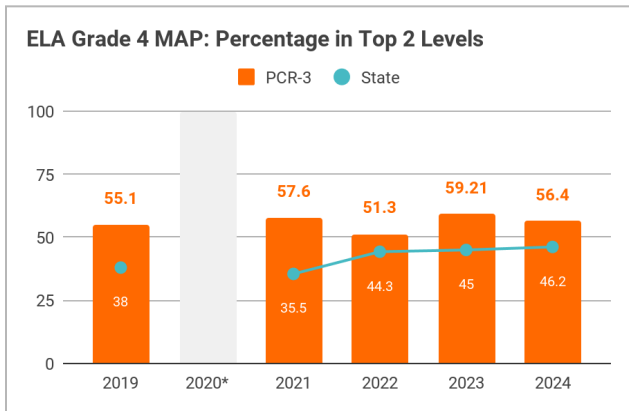
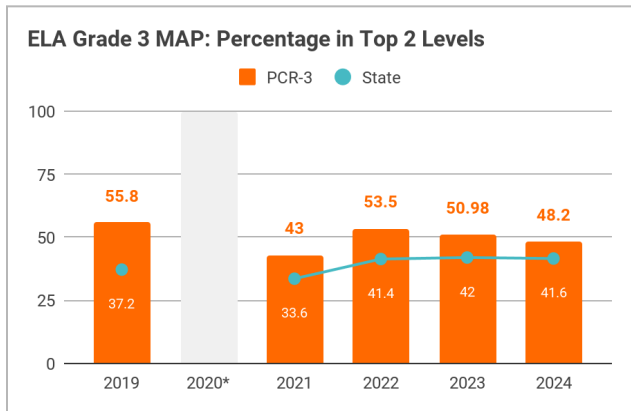


MAP End-of-Course (EOC) Performance Data

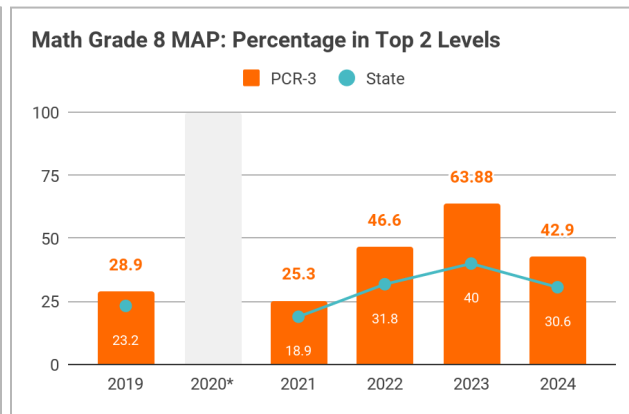
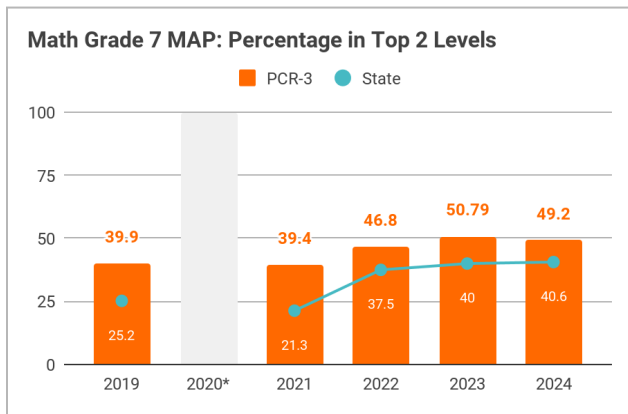
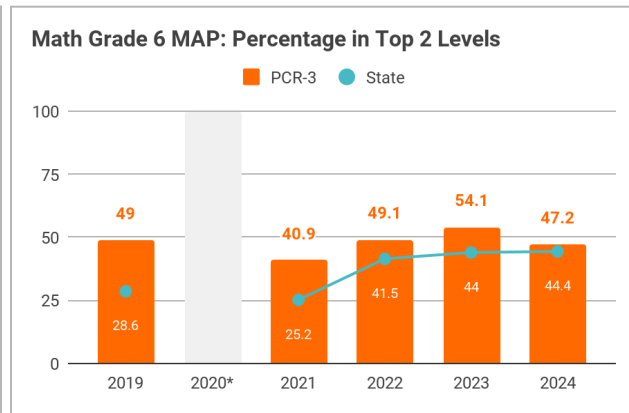
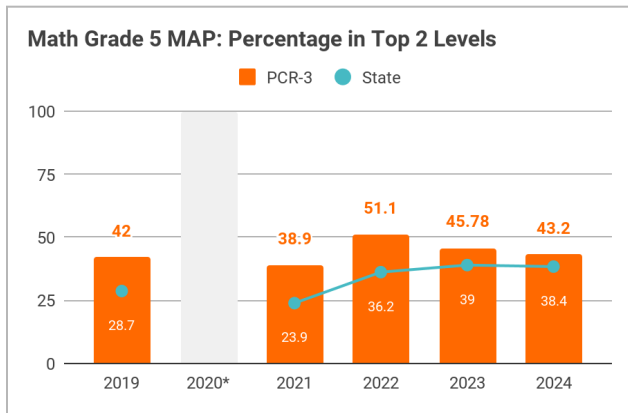
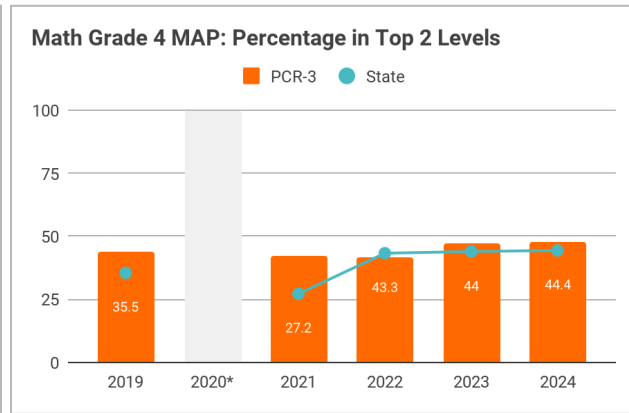
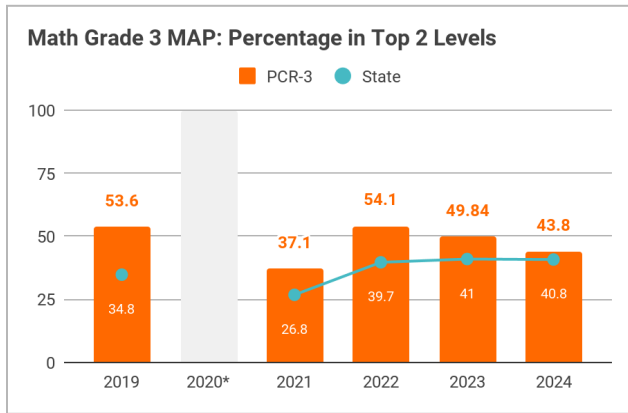




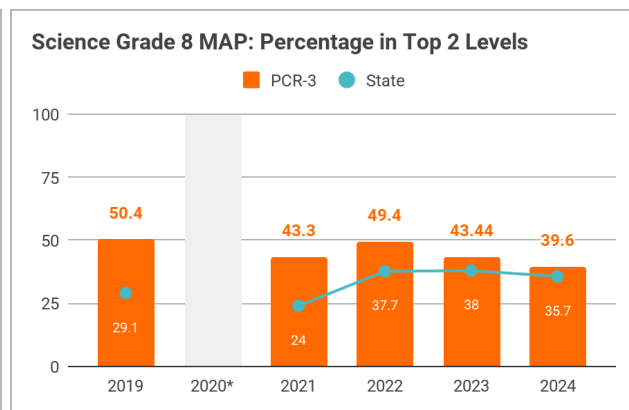
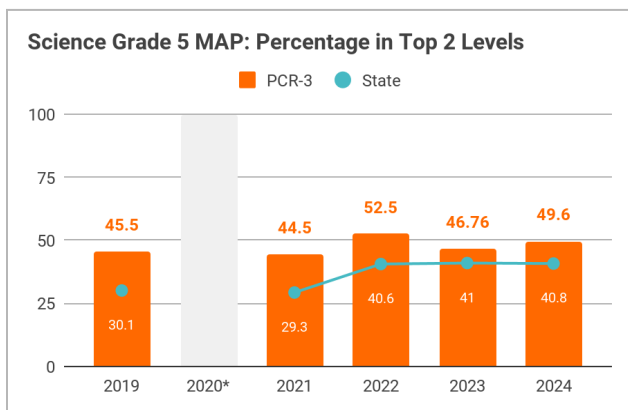
Grade-Level MAP Data - ELA



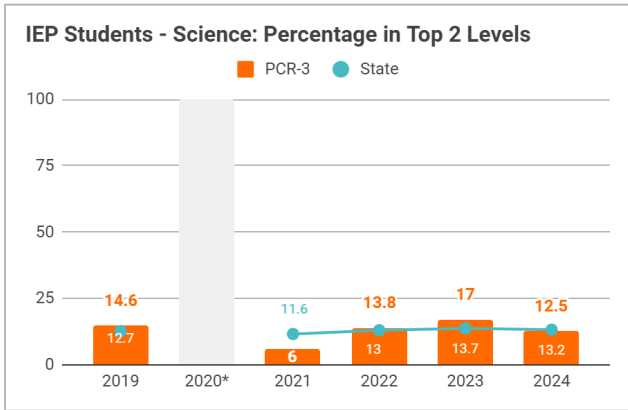
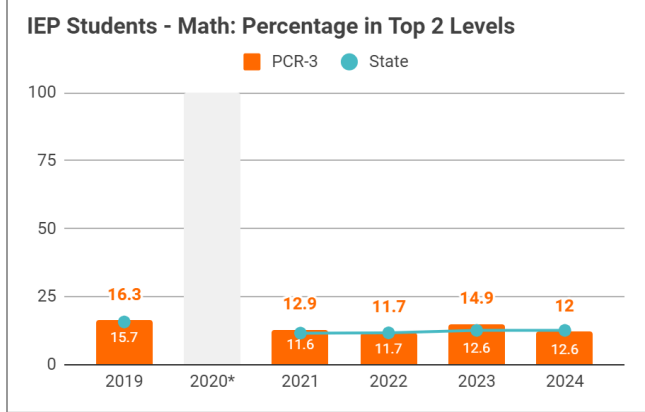
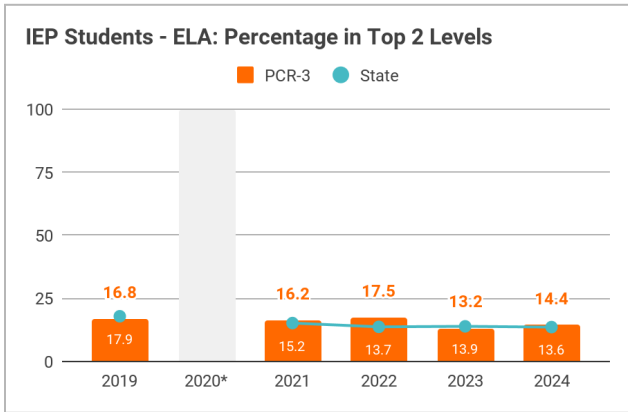
Grade-Level MAP Data - Math



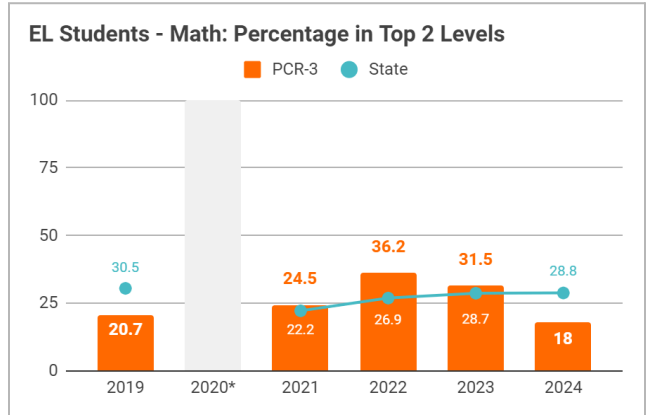
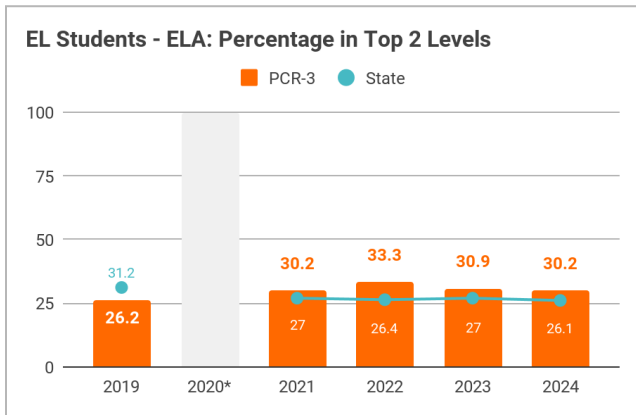
Grade-Level MAP Data - Science

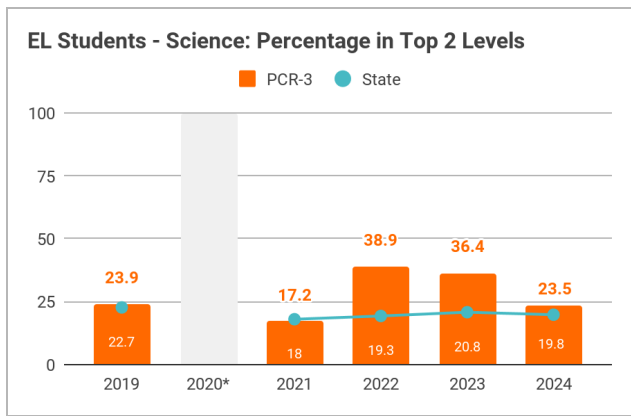


Subgroup Data - Students with Individualized Education Plans (IEPs)

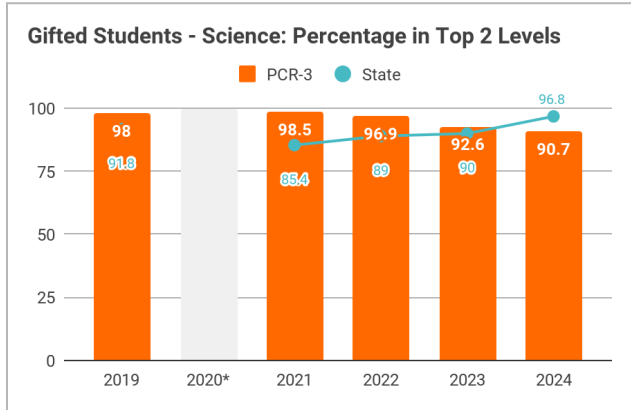
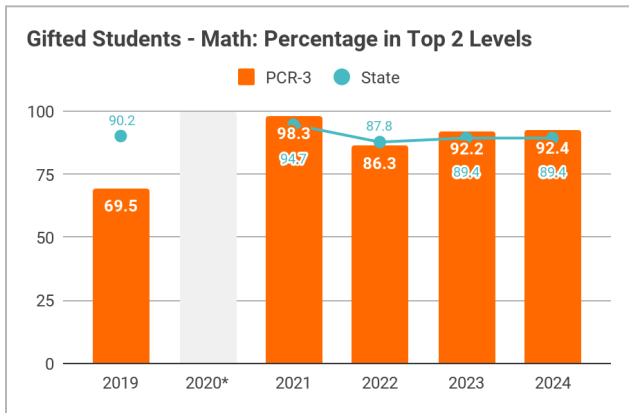
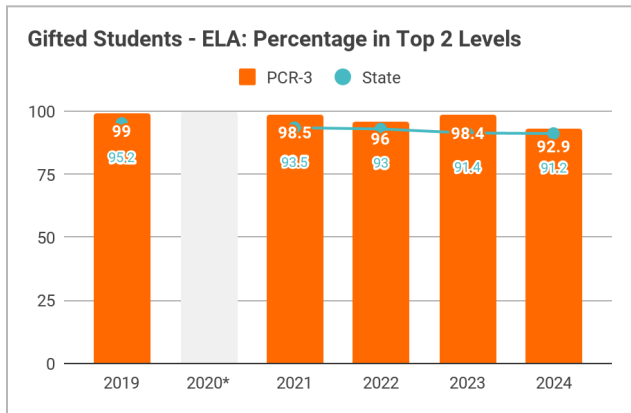


Subgroup Data - English Language Students

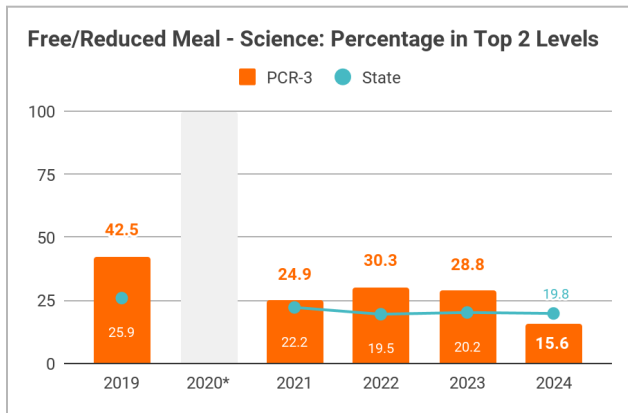
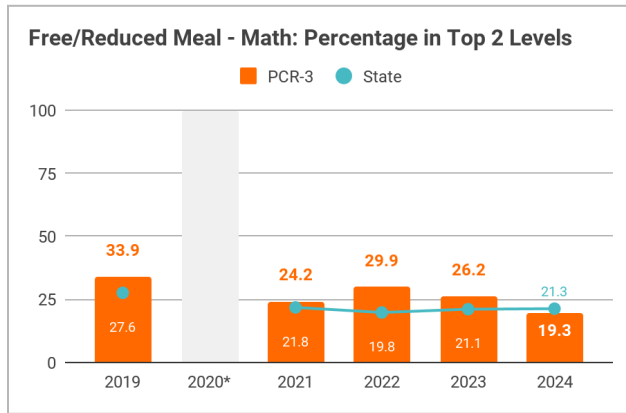
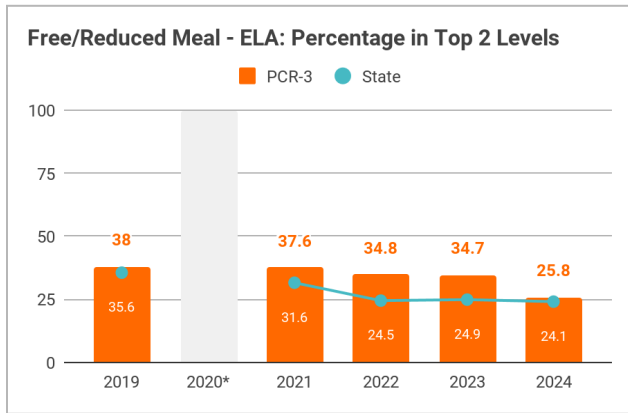




Subgroup Data - Gifted Students



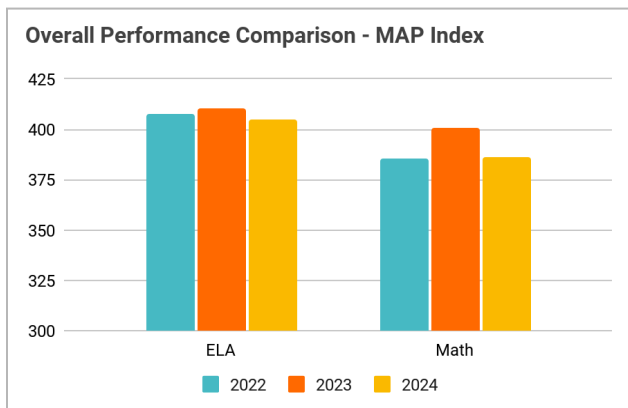
Subgroup Data - Students with Free/Reduced Price Meals

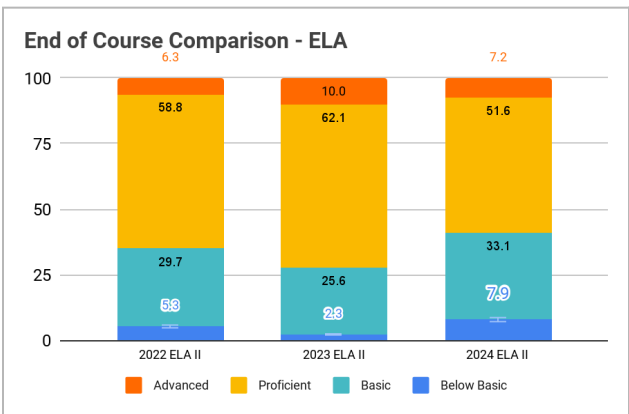
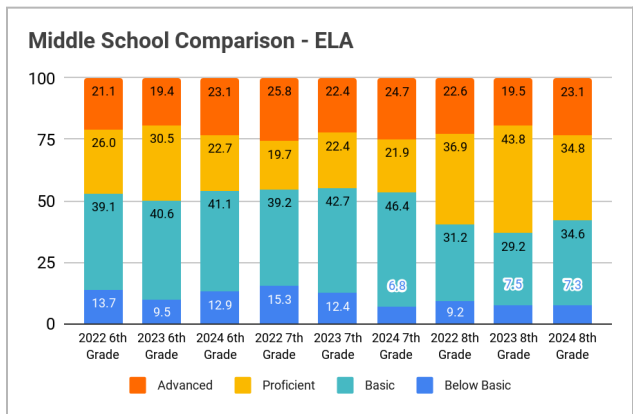
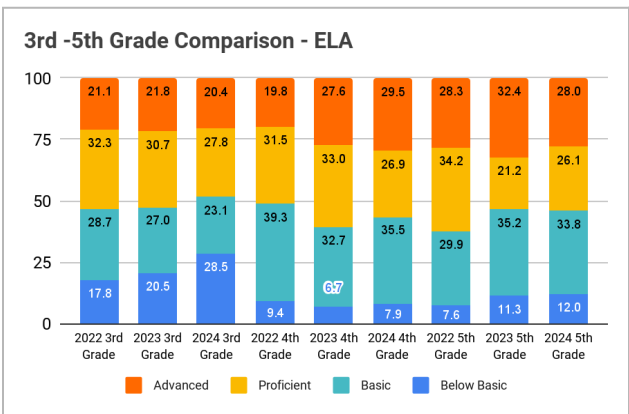
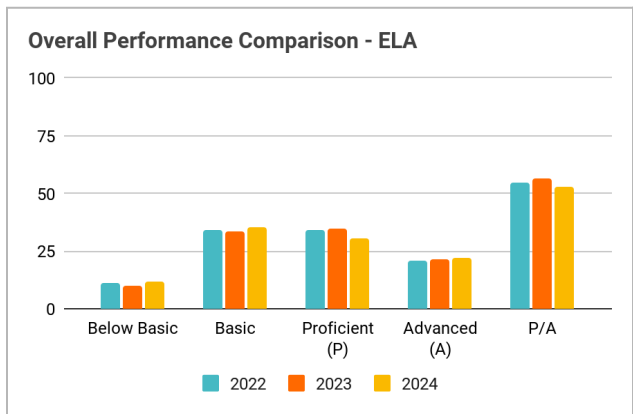
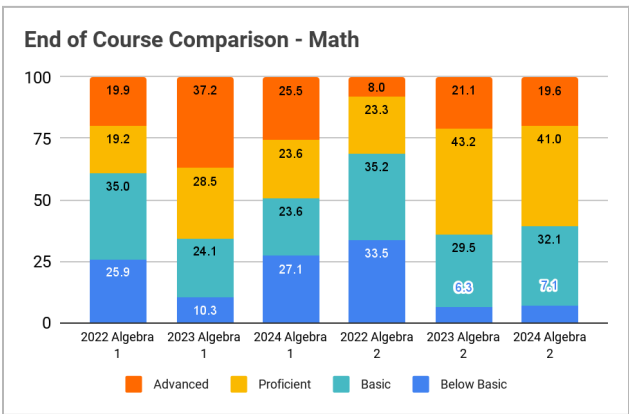
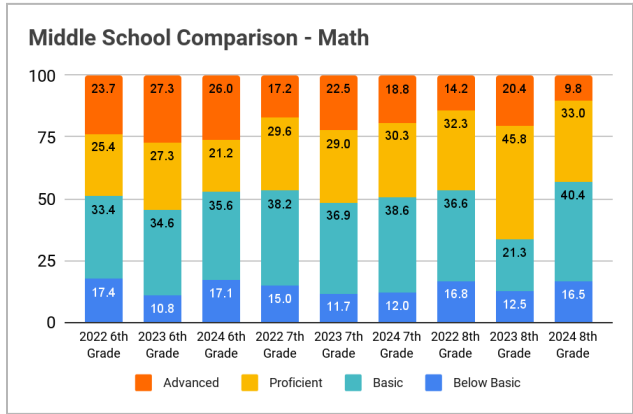
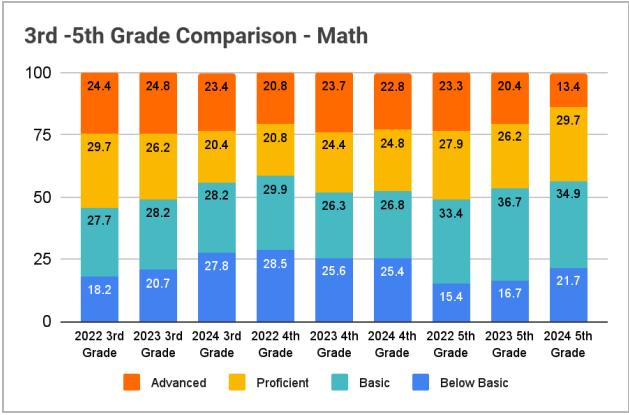
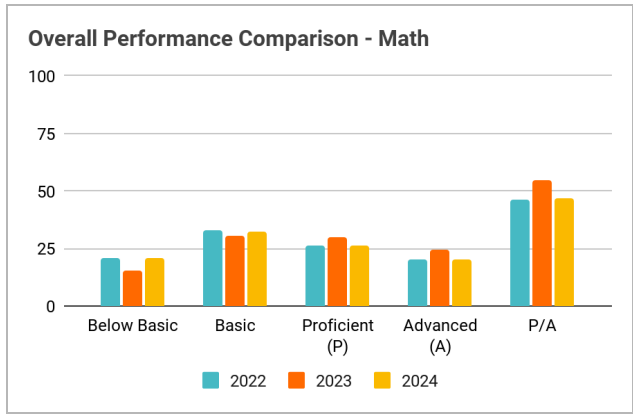


Academic Achievement Growth Data

In addition to performance level achievement, and in alignment with MSIP 6, Platte County School District monitors the overall health of the organization by adding a layer of data analysis focused on student growth. Growth in MSIP is calculated using the Missouri Growth Model. Growth in Platte County School District is monitored by comparing the percent of students scoring within each academic achievement performance level between years. Platte County School District monitors growth in two ways: student movement between performance levels and MAP Performance Level Index.

- **Performance Levels** - Assigned to students according to their assessment scale scores each year and are reported in terms of four achievement levels (Below Basic, Basic, Proficient and Advanced).
- **Performance Level Index** - A calculated score given to each reportable student according to where the student's scale score falls in the range of total possible scale scores for the Performance Level.

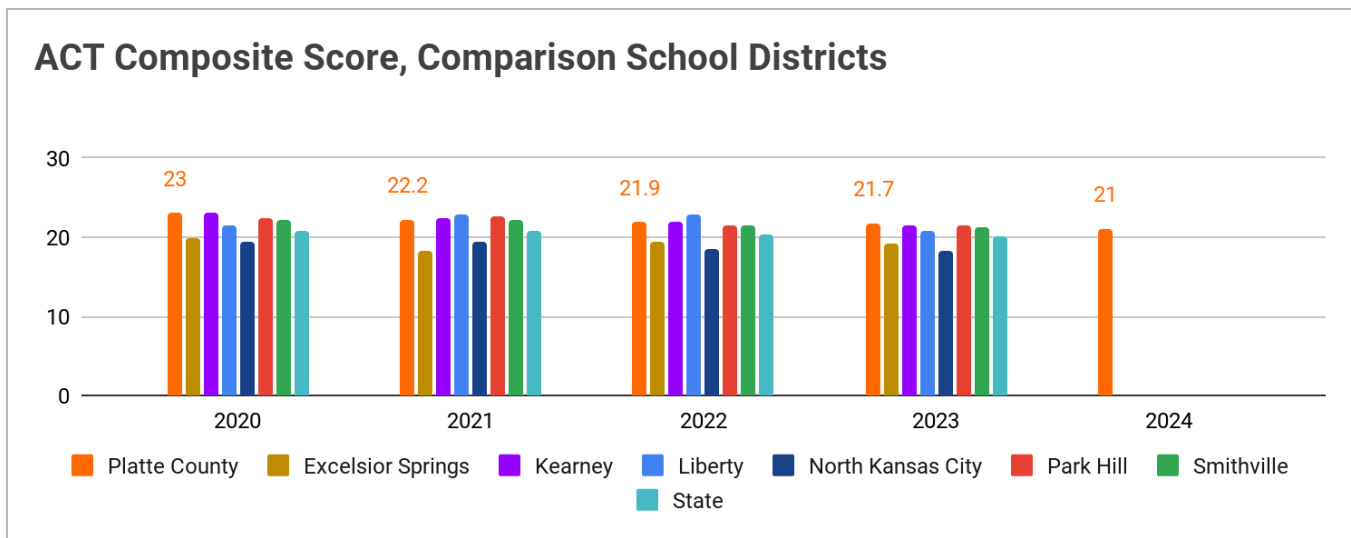




District and State ACT Results

The data shown represents the most recent official ACT composite score (Platte County R-3 - 21.7, State - 20.1). The data shows the ACT composite scores from 2020-2023 as a District with our comparison districts and the state average. 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. Our ACT improvement plan includes student workshops and prep courses, access to online prep materials, pre-ACT testing, and vouchers for students.

The District's Graduating Class of 2023 ACT composite score was 21.7 and percent taking the test was 62.80%. The District is waiting on the release of the Graduating Class of 2024 ACT composite score. Based on our own data collection (ACT Success Website), our most recent updated composite score was 21.0 as of October 8, 2024. This will be updated with comparisons when results are finalized for 2024.



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 2020-2024.

PCR-3 Advanced Placement (AP) Test Results					
	2020	2021	2022	2023	2024
Number of Exams	230	244	263	236	355
Total AP Students	164	175	229	164	222
AP Students with Scores 3+	121	111	153	120	174
% of Total AP Students with Scores 3+	73.78%	63.43%	68%	73.17%	78%

Source: "College Board AP Results District Report"

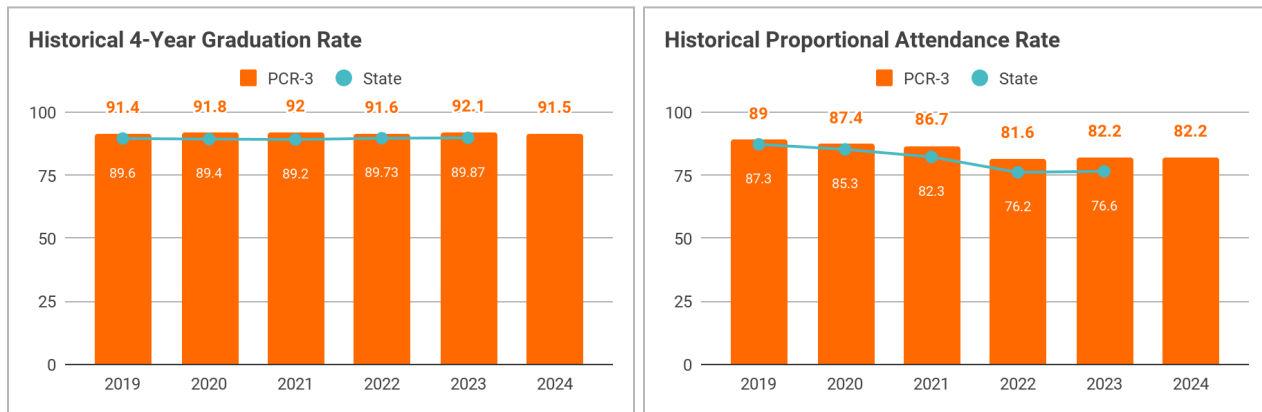
In 2024, AP Exams were given in Biology, Calculus AB, Calculus BC, English Language and Composition, English Literature, Environmental Science, Physics, Psychology, Spanish, Statistics, Studio Art 2-D Design, US Government,

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. 2024 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 Teaching & Learning 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	2019-20	2020-21	2021-22	2022-23	2023-24
<i>I have the skills necessary to meet the needs of all learners in my classroom.</i>	395.65 N=253	417.56 N=205	404.65 N=215	405.28 N=265	400.00 N=289
<i>Our curriculum is easily accessible.</i>	371.54 N=253	365.53 N=206	363.89 N=216	368.05 N=266	361.89 N=286
<i>I have received adequate training in using (computers and other) technology to support my work with students.</i>	363.49 N=252	374.15 N=205	361.86 N=215	350.00 N=266	309.41 N=170
<i>Our professional development opportunities have improved my professional growth.</i>	337.38 N=254	337.38 N=206	313.89 N=216	318.87 N=265	325.69 N=288

Certified Staff Survey - Academic Questions

Question	2019-20	2020-21	2021-22	2022-23	2023-24
<i>In our school, there is adequate support for classroom teachers to address special education students' needs.</i>	303.16 N=253	307.8 N=205	285.51 N=214	291.29 N=264	280.21 N=288
<i>There are effective supports in place to assist students who are struggling behaviorally.</i>	268.38 N=253	332.2 N=205	264.19 N=215	268.82 N=263	251.05 N=288
<i>There is adequate professional development for teachers working with special education students in our school.</i>	281.89 N=254	301.95 N=205	279.07 N=215	283.71 N=264	271.18 N=288
<i>I routinely utilize the Improvement Team process to guide my instruction.</i>	339.92 N=253	345.85 N=205	338.14 N=215	346.04 N=265	320.00 N=285

Student Surveys

Secondary Student - Academic Questions

Question	2019-20	2020-21	2021-22	2022-23	2023-24
<i>My teachers connect what I am learning to my world.</i>	336.48 N=1620	344.11 N=1036	336.99 N=1349	331.62 N=1540	326.23 N=1216
<i>My teachers help me track progress of my learning goals.</i>	339.99 N=1618	350.48 N=1038	346.88 N=1344	338.85 N=1547	344.90 N=1216
<i>My teachers make clear what I am supposed to learn.</i>	394.55 N=1616	401.06 N=1037	401.78 N=1348	394.90 N=1549	368.88 N=1221
<i>My teachers make learning interesting.</i>	330.64 N=1619	343.04 N=1041	324.54 N=1349	323.58 N=1544	317.80 N=1219
<i>My teachers try to meet my individual needs as a learner.</i>	389.28 N=1623	406.15 N=1040	393.62 N=1349	391.54 N=1549	364.60 N=1223

Elementary Student - Academic Questions

Question	2019-20	2020-21	2021-22	2022-23	2023-24
<i>My teachers connect what I am learning to my world.</i>	398.41 N=882	404.76 N=862	388.76 N=854	374.77 N=872	362.63 N=859
<i>My teachers help me track progress of my learning goals.</i>	429.71 N=882	414.83 N=843	420.56 N=856	395.98 N=870	392.20 N=859
<i>My teachers make clear what I am supposed to learn.</i>	455.07 N=877	447.07 N=871	440.05 N=854	430.76 N=868	405.12 N=859
<i>My teachers make learning interesting.</i>	402.05 N=878	408.81 N=863	389.47 N=855	378.49 N=874	372.64 N=859
<i>My teachers try to meet my individual needs as a learner.</i>	427.79 N=878	423.09 N=866	409.14 N=853	394.07 N=860	384.17 N=859