



2018 APR Report

March 2019



CRITICAL INFLUENCERS

1. 2014 MAP = GLEs (Old standards)
2. 2015 – 2017 CCSS (New standards) AND (Two vendors: CCSS and DRC; not all grade levels took PEs/WPs with DRC)
3. 2017 – Law required teachers to use new Missouri Learning Standards even though the test was based on previous CCSS standards
4. 2018 MO New Missouri standards; new Missouri assessments
5. **Recap: 4 separate/different item pools; 3 sets of standards in 5 years of data**

DESE Adjustments to APR

- Hold Harmless phasing out this year and next year.
- DESE lowered the Academic Achievement Status Targets for ELA and Math.
 - The goal was to adjust the targets so the percent of students in each target range will be the same as it was in 2013
 - This adjustment was made because the tests are more rigorous than they were then. The graphs will show this.
 - ELA target for Floor to Approaching was lowered 48.5 points from 299.9 to 251.4.
 - Math target for Floor to Approaching was lowered 64.1 points from 299.9 to 235.8.



2018 MSIP5 District/Charter Transitional APR Summary Report - Secured Final


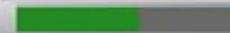
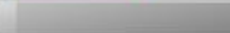




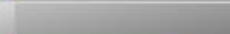



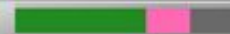


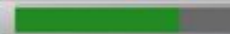
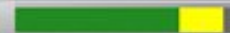
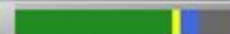
RAYTOWN C-2 (048073)

[To Supporting Data](#)

	2018
APR Total Points	102.5/120
Percent of Points	85.4%

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned
1. Academic Achievement	40.0	35.0	87.5%
2. Subgroup Achievement	10.0	7.5	75.0%
3. College and Career Ready (CCR)	30.0	24.0	80.0%
4. Attendance	10.0	7.5	75.0%
5. Graduation Rate	30.0	28.5	95.0%
Total	120.0	102.5	85.4%

Supporting Data

MSIP 5 Standards			2018	2018	2018	
	Points Possible	Points From Prior Year	Actual Points Earned	Adjusted Points Earned *	Percent Earned of Actual	
1. Academic Achievement						
English Language Arts	16.0	16.0	16.0	16.0		100.0%
Mathematics	16.0	15.0	9.0	13.0		56.3%
Science (Field Test)	0.0		0.0	0.0		
Social Studies	8.0		6.0	6.0		75.0%
Total Points Earned	40.0		31.0	35.0		77.5%
2. Subgroup Achievement						
English Language Arts	4.0	4.0	4.0	4.0		100.0%
Mathematics	4.0	2.0	2.0	2.0		50.0%
Science (Field Test)	0.0		0.0	0.0		
Social Studies	2.0		1.5	1.5		75.0%
Total Points Earned	10.0		7.5	7.5		75.0%
3. College and Career Ready (CCR)						
*1-3 CCR Assessments	10.0		6.0	6.0		60.0%
*4 Advanced Placement	10.0		8.0	8.0		80.0%
*5-6 Postsecondary Placement	10.0		10.0	10.0		100.0%
Total Points Earned	30.0		24.0	24.0		80.0%
4. Attendance	10.0		7.5	7.5		75.0%
5. Graduation Rate	30.0		28.5	28.5		95.0%
Total	120.0		98.5	102.5		82.1%
Percentage			82.1%	85.4%		

Color coding for Percent Earned: Green - status points. Yellow - progress points. Blue - growth points. Pink - CTE Expansion points.

District ELA

Target
382.1-500

On Track
348.9-382

Approaching
251.5-348.8

Floor
100-251.4



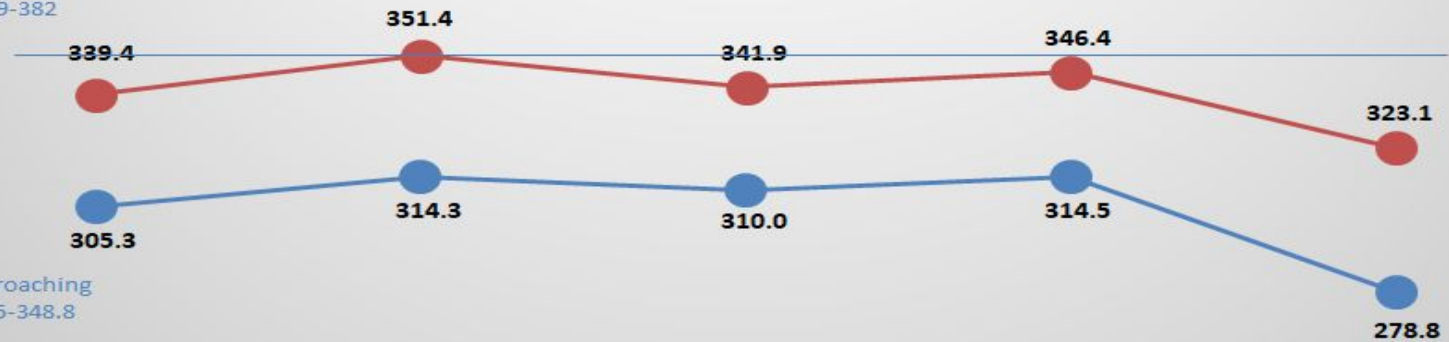
District 3rd Grade ELA

Target
382.1-500

On Track
348.9-382

Approaching
251.5-348.8

Floor
100-251.4



2014

2015

2016

2017

2018

State District

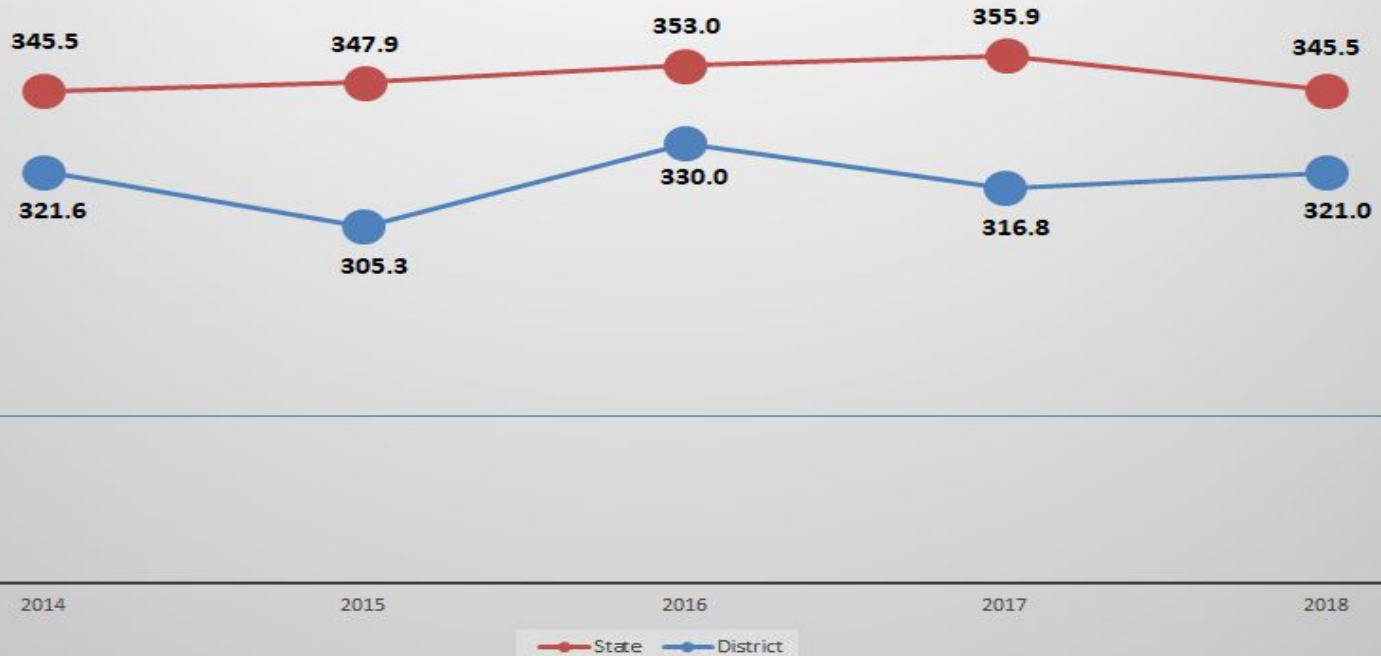
District 4th Grade ELA

Target
382.1-500

On Track
348.9-382

Approaching
251.5-348.8

Floor
100-251.4



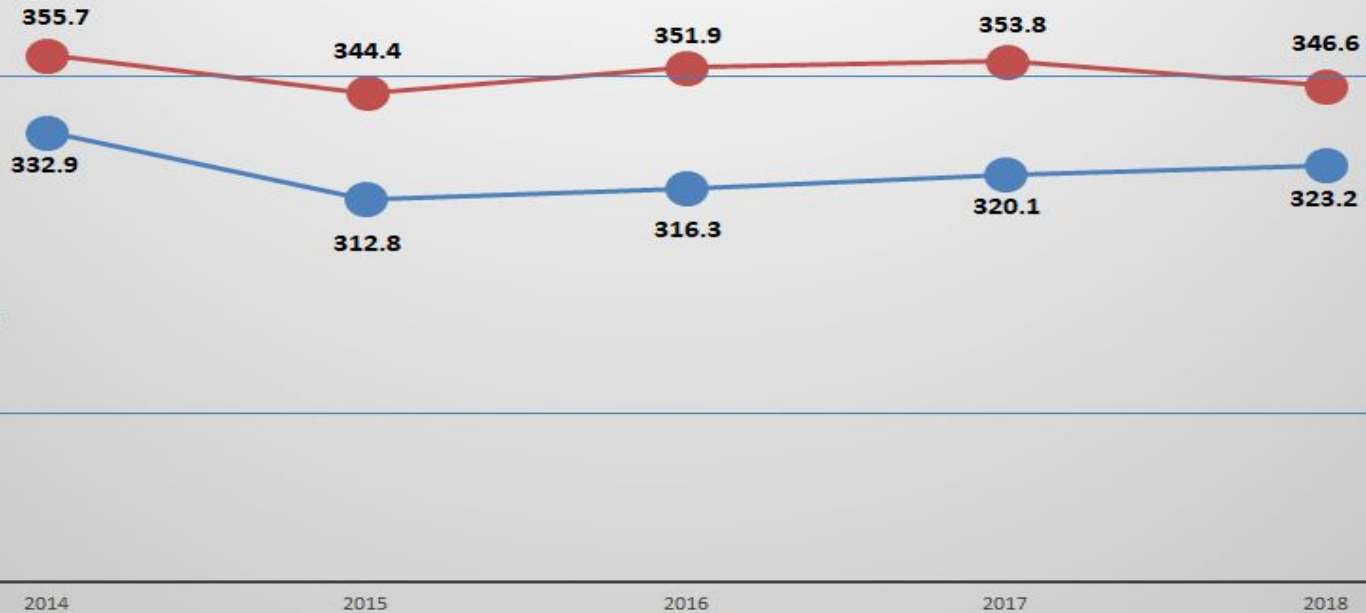
District 5th Grade ELA

Target
382.1-500

On Track
348.9-382

Approaching
251.5-348.8

Floor
100-251.4



State District

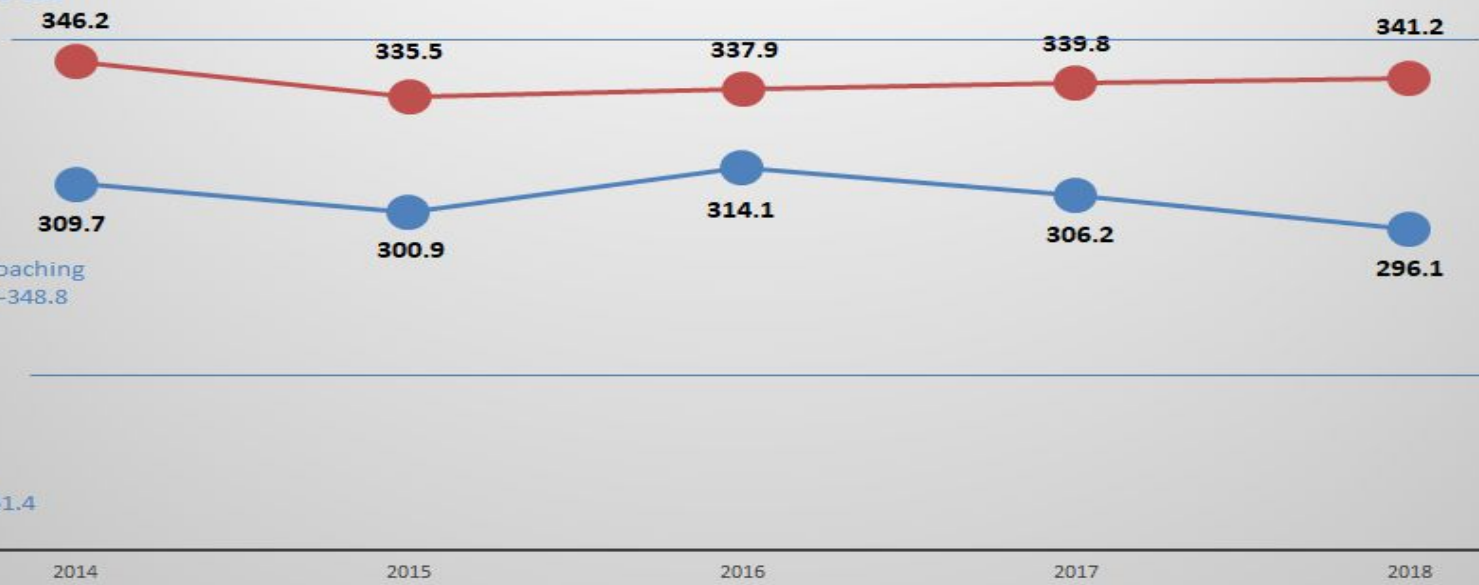
District 6th Grade ELA

Target
382.1-500

On Track
348.9-382

Approaching
251.5-348.8

Floor
100-251.4



State District

District 7th Grade ELA

Target
382.1-500

On Track
348.9-382

Approaching
251.5-348.8

Floor
100-251.4



State District

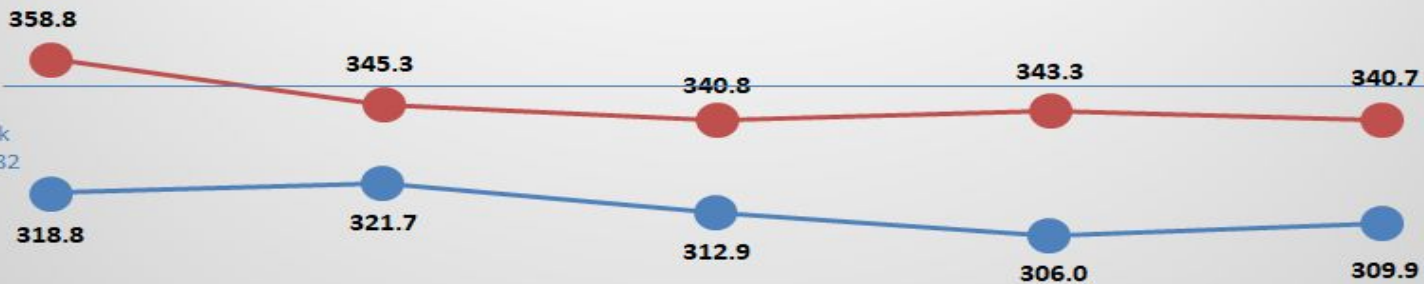
District 8th Grade ELA

Target
382.1-500

On Track
348.9-382

Approaching
251.5-348.8

Floor
100-251.4



2014

2015

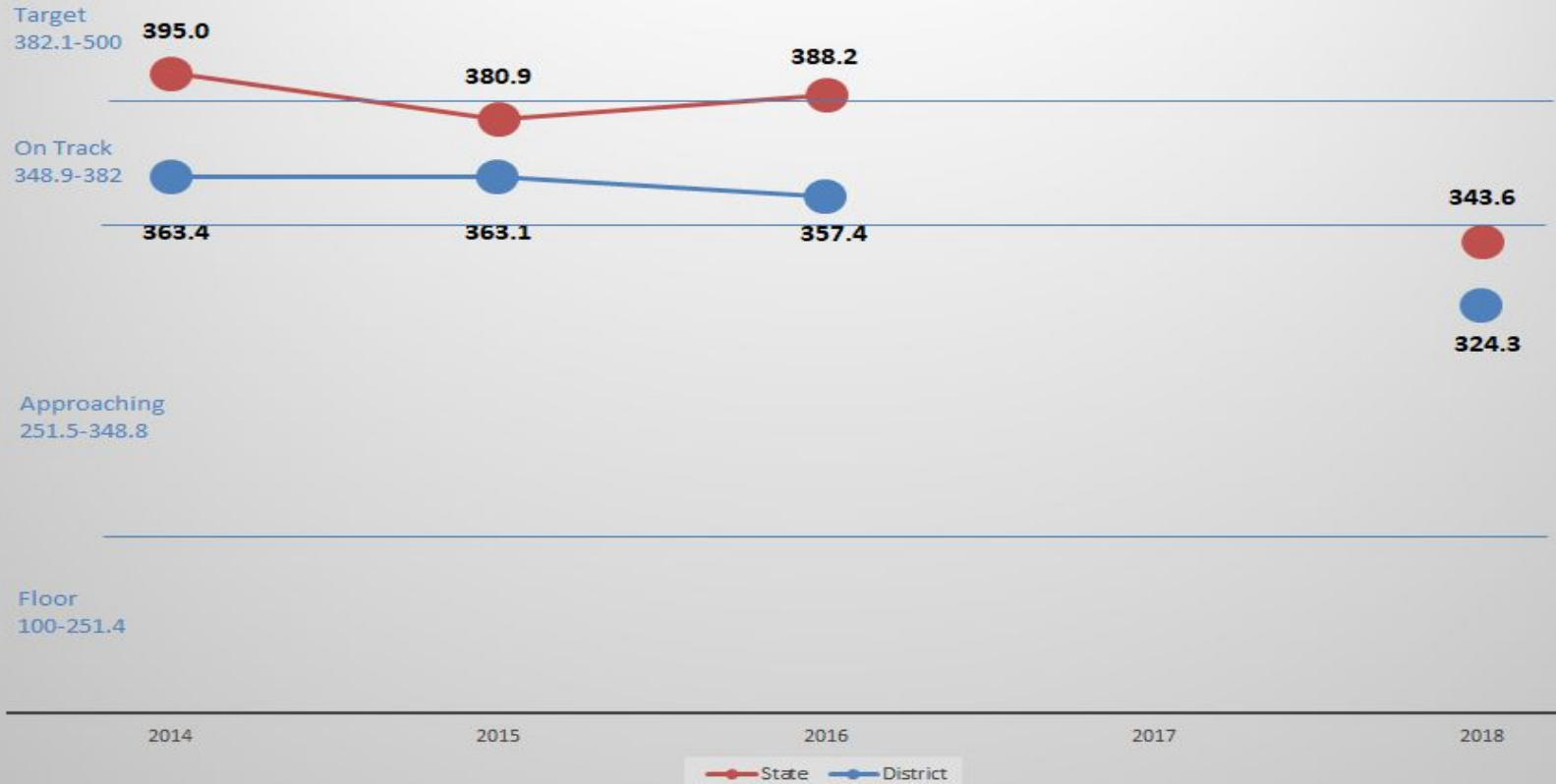
2016

2017

2018

State District

District English II



ELA Curriculum and Instruction Focus Areas

- Addition of the Heggerty Phonemic Awareness curriculum in K-2nd, providing students with explicit instruction in foundational skills for reading
- Emphasis on non-fiction reading in all grades
- Continued focus on argumentative writing across the content areas in secondary
- Actively Learn is used in secondary to build knowledge and literacy skills
- Reading Specialists at Elem and MS to implement RTI process
- Use of multiple assessment tools to identify specific reading deficits
- Use of Data Review Teams to differentiate instruction
- Addition of July summer learning opportunities

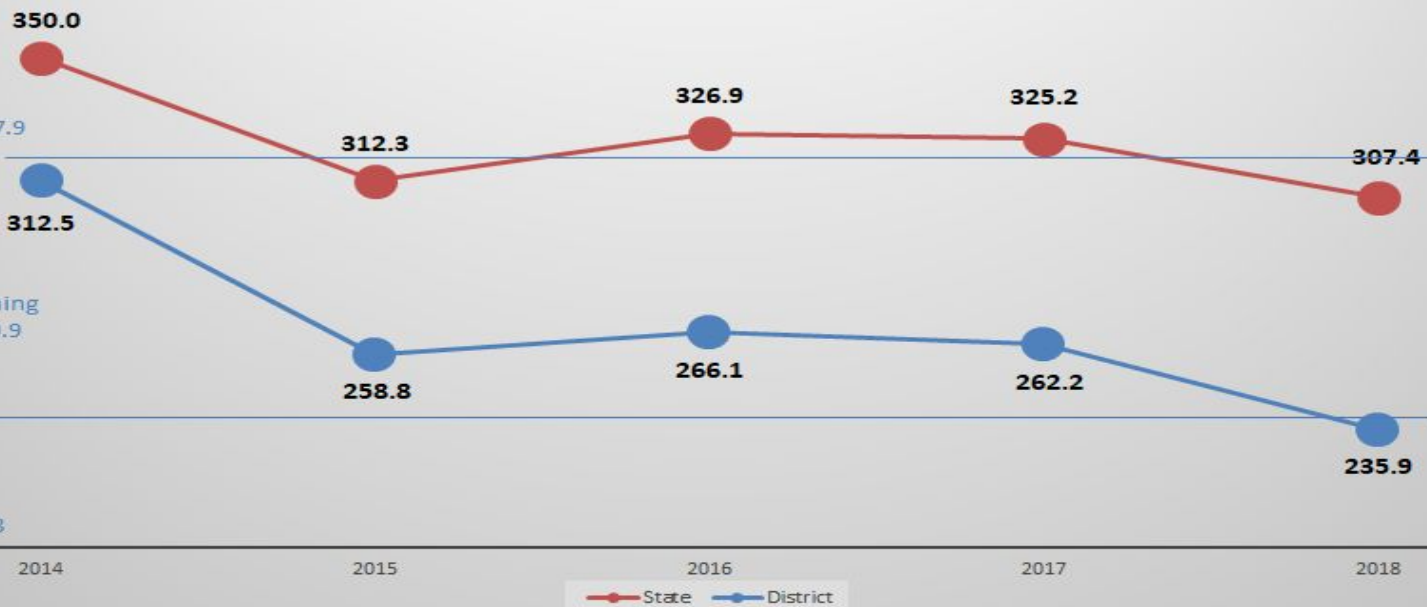
District Math

Target
378.0-500

On Track
321.0-377.9

Approaching
235.9-320.9

Floor
100-235.8



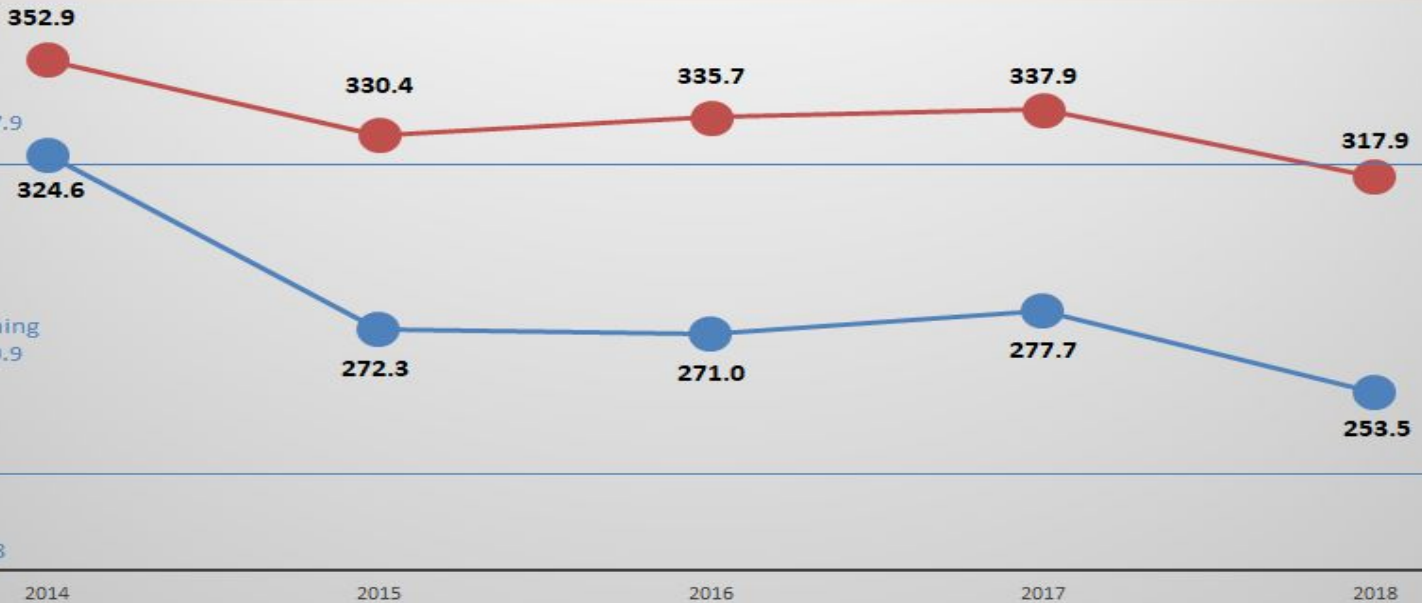
District 3rd Grade Math

Target
378.0-500

On Track
321.0-377.9

Approaching
235.9-320.9

Floor
100-235.8

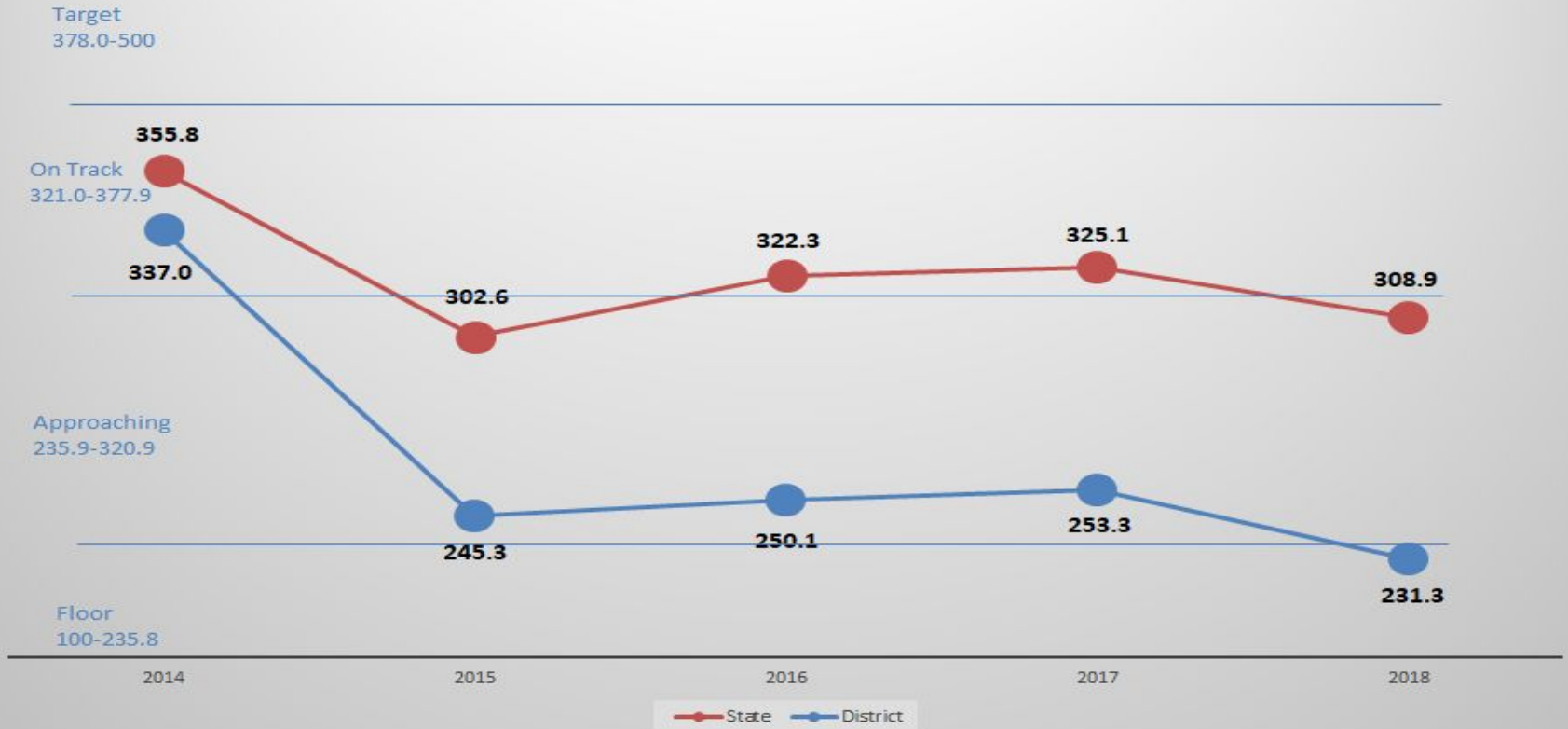


State District

District 4th Grade Math



District 5th Grade Math



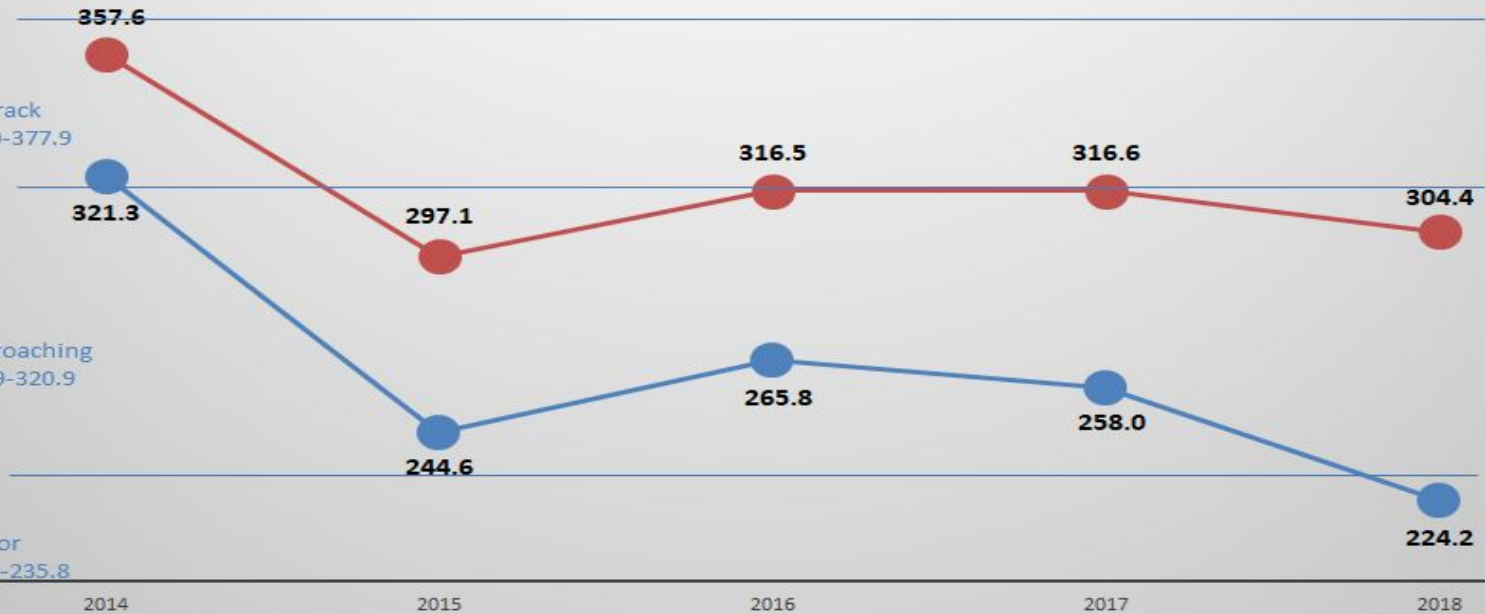
District 6th Grade Math

Target
378.0-500

On Track
321.0-377.9

Approaching
235.9-320.9

Floor
100-235.8



State District

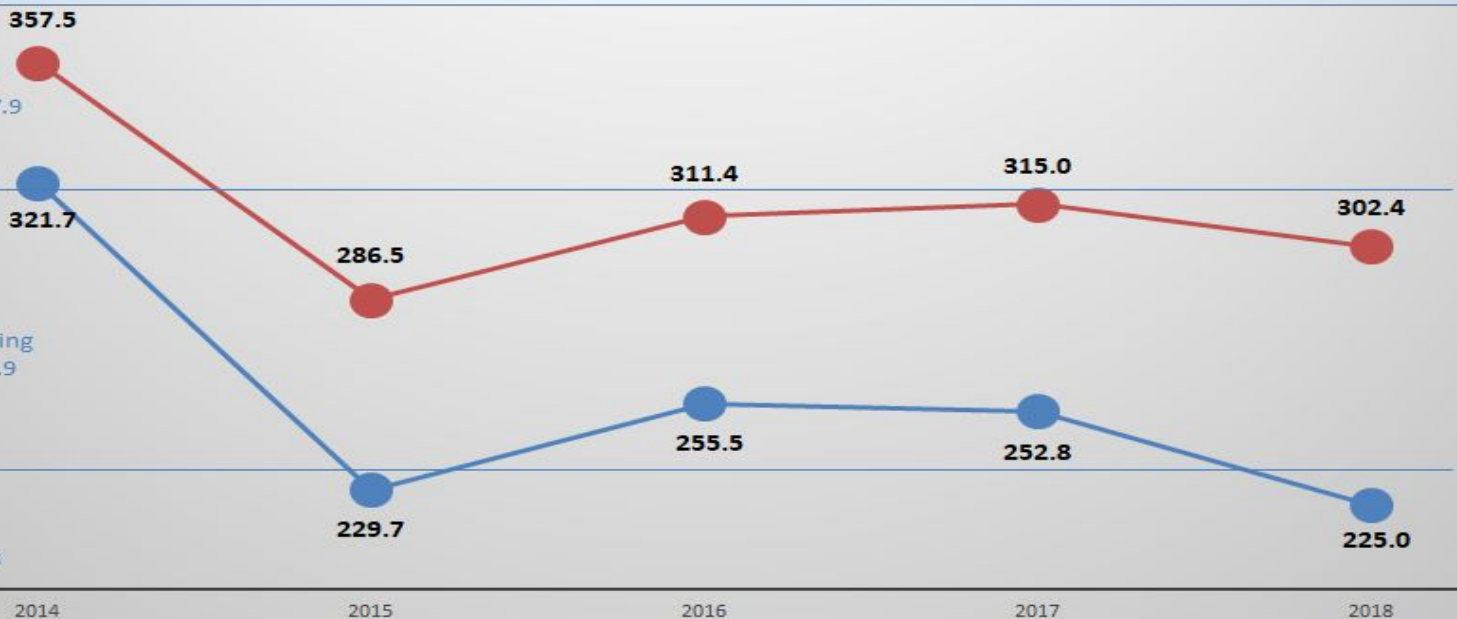
District 7th Grade Math

Target
378.0-500

On Track
321.0-377.9

Approaching
235.9-320.9

Floor
100-235.8



State District

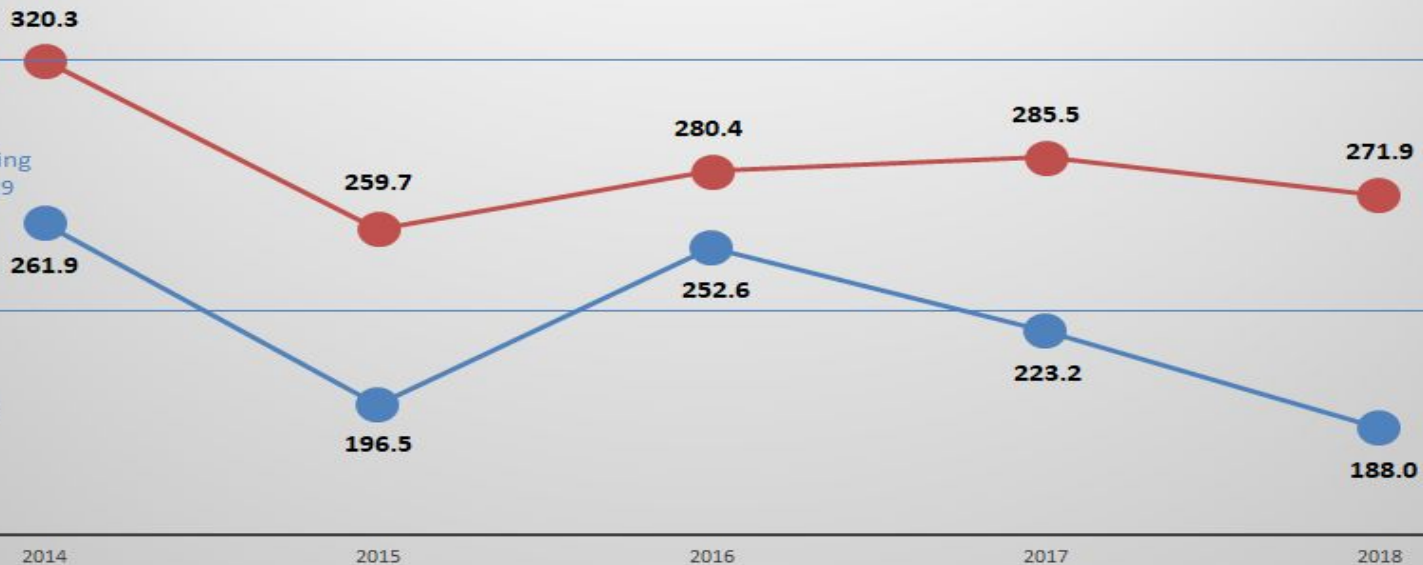
District 8th Grade Math

Target
378.0-500

On Track
321.0-377.9

Approaching
235.9-320.9

Floor
100-235.8



State District

District Algebra I

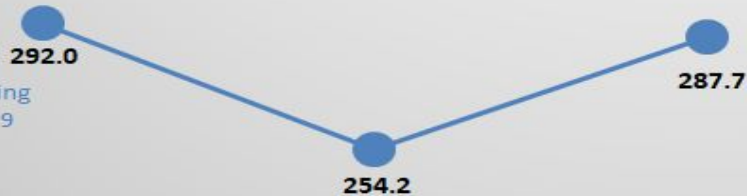
Target
378.0-500



On Track
321.0-377.9



Approaching
235.9-320.9



Floor
100-235.8

2014

2015

2016

2017

2018

State District

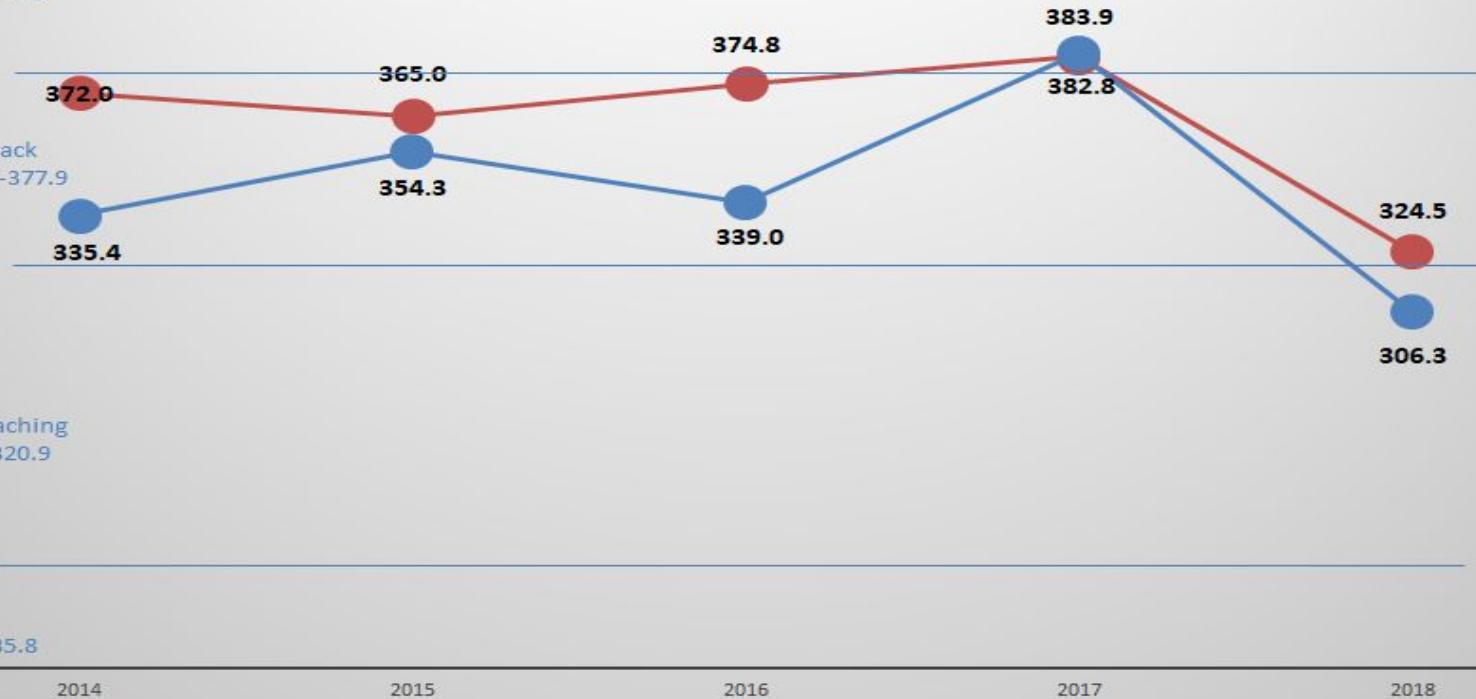
District Algebra II

Target
378.0-500

On Track
321.0-377.9

Approaching
235.9-320.9

Floor
100-235.8



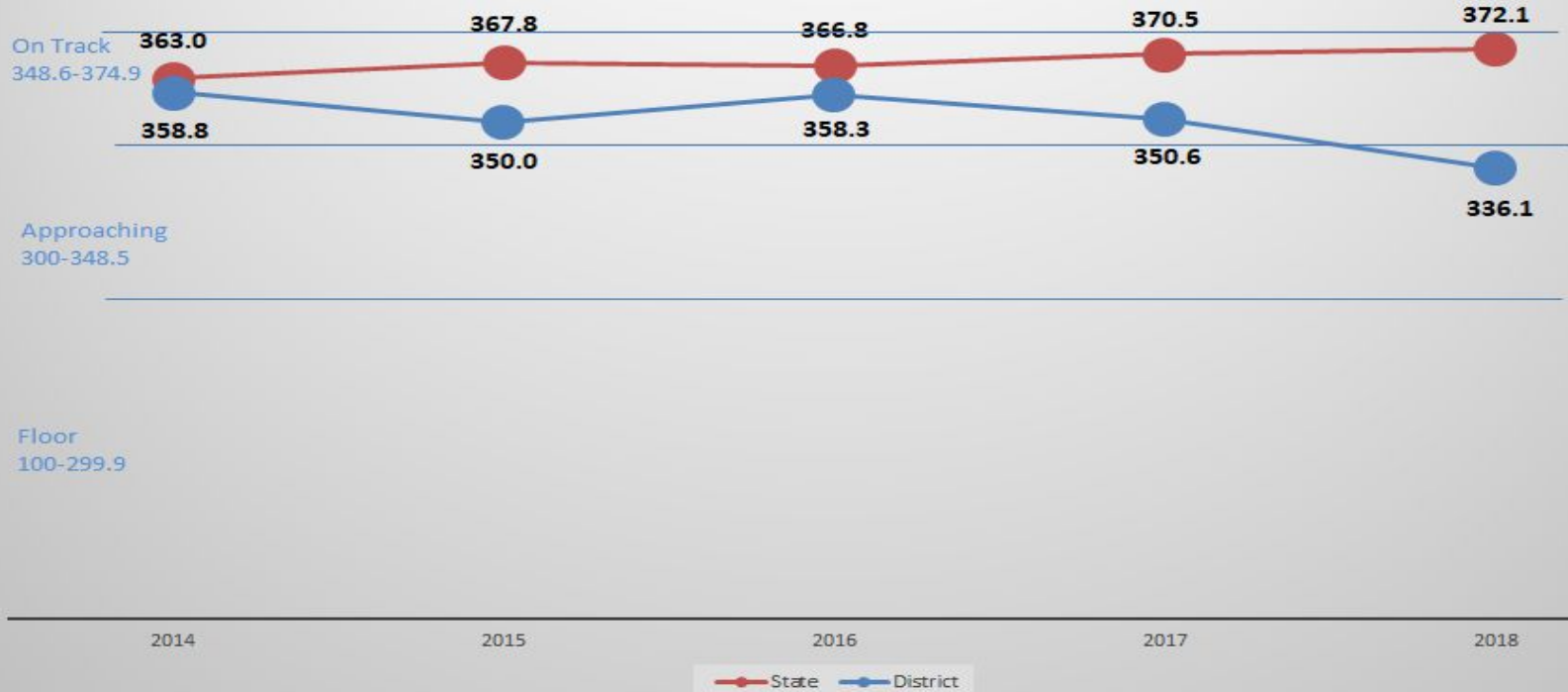
State District

Math Curriculum and Instruction Focus Areas

- Improve instruction through Greg Tang strategies with a focus on problem solving
- Remove gap in instruction by adjusting sequence of MS Advanced Math courses
- Tightening the vertical alignment of priority expectations
- Standardizing the instructional strategies and vocabulary with a vertical progression
- Elementary Mathematics Specialist at each elementary school
- MS and HS Tutoring
- Restructured Interactive Math Workshop from Math Flex
- Use of Data Review Teams to differentiate instruction
- Addition of July summer learning opportunities

District Government

Target
375.0-500



Math NCE for Growth

50%

49.9

49.8

49.3

49.5

48.9

2014

2015

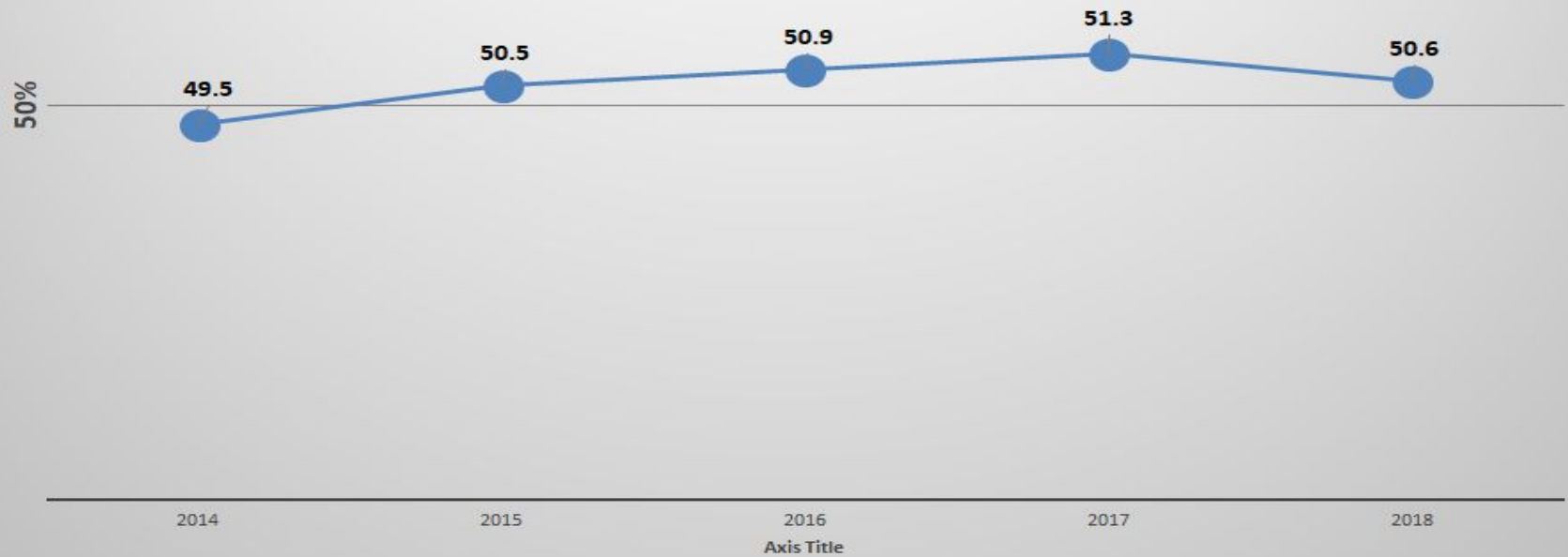
2016

2017

2018



ELA NCE for Growth



% at or Above State Benchmark on ACT, Compass, ASVAB or WorkKeys

2020 Target
71.5-100

On Track
67.2-71.4

Approaching
40.0-67.1

53

56.7

56.1

60

51.3

Floor
0-39.9

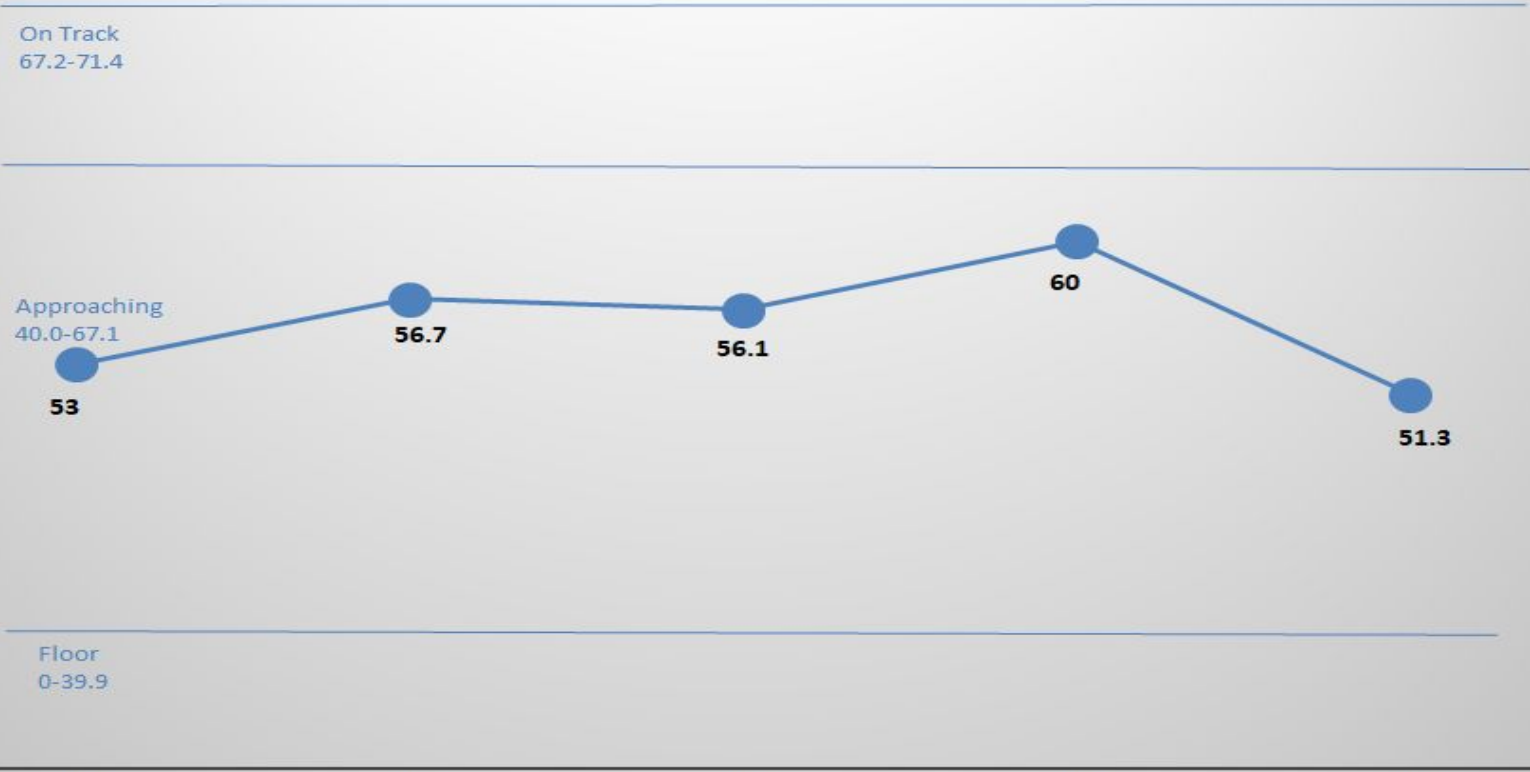
2014

2015

2016

2017

2018



% Earning Qualifying Score on Dual Credit, AP or PLTW

2020 Target
47.8-100

On Track
42.4-47.7

Approaching
5.0-42.5

Floor
5.0-38.5

38.1

32.9

43.3

41.7

34.8

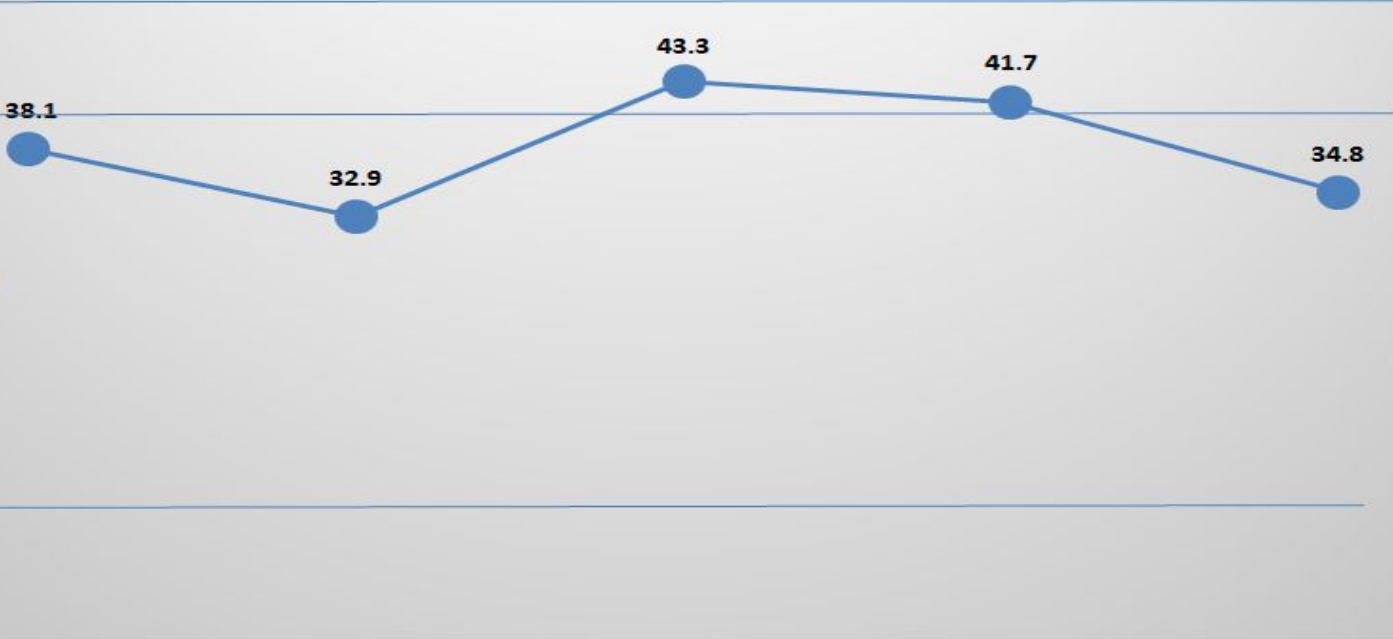
2014

2015

2016

2017

2018



% Placed in College or Career

2020 Target
90.0-100

On Track
80.0-89.9

Approaching
70.0-79.9

Floor
0-69.9

72

72.4

70.1

81.4

78.7

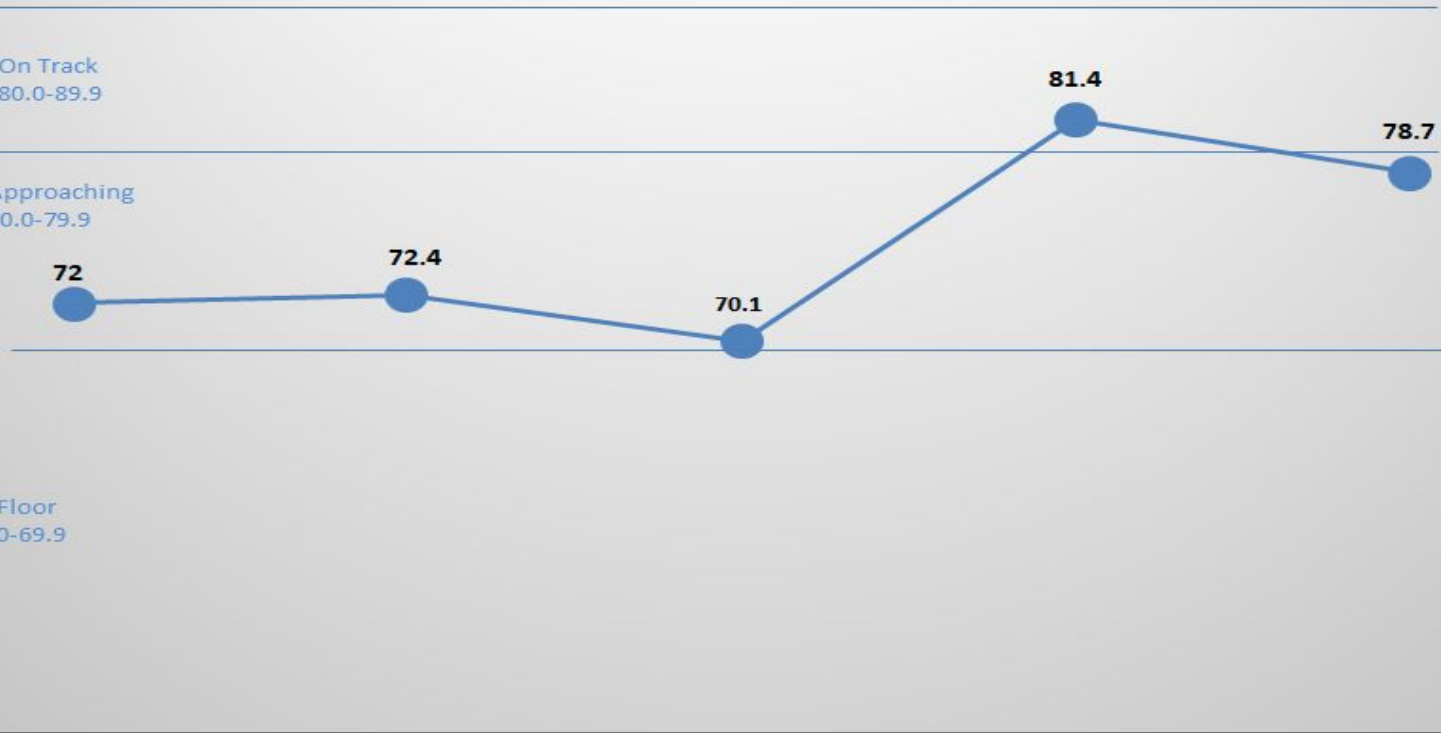
2014

2015

2016

2017

2018



District Attendance

2020 Target
90.0-100

On Track
85.0-89.9

Approaching
80.0-84.9

Floor
0-79.9

86.6

84.3

88.6

88

85.4

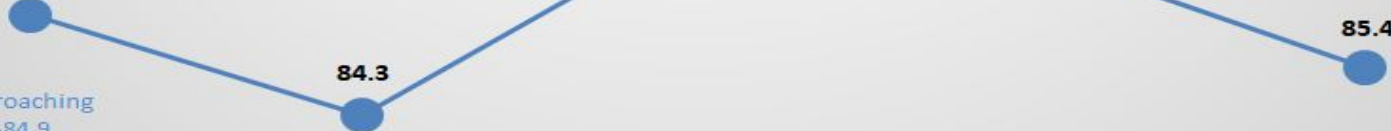
2014

2015

2016

2017

2018



5 Year Graduation Rate

2020 Target
92.0-100

On Track
82.0-91.9



Approaching
72.0-81.9

Floor
0-71.9

2014

2015

2016

2017

2018

Conclusion

- We have considerable work to do in math instruction.
- We need to continue to improve reading across all grade levels.
- We need to increase writing opportunities for students in all curricular areas.
- We need to get back on track for upper level and post graduate areas.
- We need to lean on the strengths we have through our DRT process and through Teacher Leaders.