



## 2019 APR Release Information for Districts and Charters

### About the Annual Performance Report (APR)

#### *New for 2019*

One of the purposes of the APR is to meaningfully distinguish the performance of school buildings and school systems. For public school districts, the APR is important when considering accreditation. For charter schools, the APR is part of the sponsor's renewal decisions. Until 2019, the MSIP 5 APR has used measures of student performance and a points system to distinguish the performance of school districts and charter schools.

The points system provides a concise way to summarize the performance of public schools in the form of a percentage of points earned. The format of the 2019 APR is both quite familiar and quite different from prior years. The APR continues to evaluate school performance against the performance standards previously used. Additionally, the calculations are the same as in the past. However, this year's APR release will display both statistical and visual representations of how districts and charter schools perform rather than point totals and percentages.

#### Key Takeaways Regarding the 2019 APR

1. All APR data will continue to be published for all content and standards.
2. The targets and expectations remain the same.
3. The APR change allows districts and charters to focus on the student data rather than points.
4. The APR allows districts and charters to better match their conversations to local context and priorities.

#### Guiding Questions

- What are area(s) of strength/celebration?
- What area(s) need our focus for improvement?
- How did we compare to our expectations for student growth?
- What might be impacting our data that we do not see (the Supporting Data Report may help)?
- Is our CSIP/Strategic Plan focused on the right areas?

## Measures Used to Generate 2019 APR

<b>Growth</b>	<p><b>What Does “Growth” Mean?</b> Growth measures the change in achievement scores for individual students over time.</p>	<p><b>Ask Yourself</b> Are individual students making achievement gains over time?</p>	<p><b>Additional Notes</b> --Uses labels: Floor (Below Expectations) On Track (Meeting Expectations) Exceeding (Exceeding Expectations)</p>
<b>Status</b>	<p><b>What Does “Status” Mean?</b> Status reflects a measurement of a school’s level of achievement based upon a three-year average of performance.</p>	<p><b>Ask Yourself</b> Are all students achieving at high levels at this point in time?</p>	<p><b>Additional Notes</b> --This can be thought of as: “How high are the scores?” or “How high is the graduation rate?”</p>
<b>Progress</b>	<p><b>What Does “Progress” Mean?</b> Progress indicates a measurement of annual improvement on MAP assessments. This measure is expressed as a percentage of improvement or a percentage of progress toward a goal.</p>	<p><b>Ask Yourself</b> Is the school, district or charter making improvements over prior years?</p>	<p><b>Additional Notes</b> --Calculations for Academic and Subgroup Achievement represent progress toward all students being either proficient or advanced. --Uses labels: Floor (Less than 1% improvement) Approaching (1% - 2.99% improvement) On Track (3% - 4.99% improvement) Exceeding (5%+ improvement)</p>

### **Additional Notes**

- For English language arts and mathematics in Standard 1 Academic Achievement and Standard 2 Subgroup Achievement of the APR, results will be reported in all three categories (Growth, Status and Progress).
  - Science, once available, will be reported in Status and Progress only (no Growth).
  - There will be no results reported in social studies, as 2019 was a field test only.
- For Standard 3 College and Career Readiness/High School Readiness, Standard 4 Attendance and Standard 5 Graduation Rate, information will be reported for both Status and Progress.
- Summary Reports will provide the district or charter data in comparison to the state average.

### **Crafting Your Message**

- If you have achieved On Track or Exceeding Growth, celebrate that fact.
- If you have achieved On Track or Target Status, celebrate that fact.
- If you have achieved On Track or Exceeding Progress, celebrate that fact.
- If the data supports the effectiveness of the district or charter’s initiatives then those data should be highlighted.
  - For instance, if there has been a local emphasis on increasing enrollment in Advanced Placement classes, the College and Career Readiness data can be cited as evidence.
- If the data do not show that there is either high status or improvement, then the message should focus on those areas that will be targeted for improvement.
- Comparisons can be made to the 2019 three-year state averages or the prior year data.
- If there are areas of the data that create concern, use those points to plan for improvement or to establish district goals.

## **About the Missouri School Improvement Program (MSIP)**

- The Missouri School Improvement Program is used to distinguish the performance of schools and districts in valid, accurate and meaningful ways so that districts in need of improvement can receive appropriate support and interventions.
- MSIP (pronounced EM-sip) is the state's accountability system for school districts. Established in 1990, MSIP is now in its fifth generation. The system has evolved from a focus solely on inputs - such as numbers of library books - to a focus on student performance.
- The MSIP 5 Performance Standards are designed to recognize the achievement and growth of all Missouri students and are used as the basis of the Annual Performance Report (APR).
- The APR is used to assist the State Board of Education in determining the accreditation level of a school district.

## Frequently Asked Questions

1. Why is science not included?  
**Science results are not yet available. The current information is being provided to support schools in planning and to give a preliminary report. Science information will be presented once it is available.**
2. Why didn't DESE wait to release all results at the same time?  
**DESE has implemented new assessments in several previous years that resulted in the delayed release of the APR. Districts and charters have requested an earlier release of the data in order to modify instruction if necessary. By not calculating points, the release can be staggered to support improvement planning.**
3. How do I access my district's APR and supporting data?  
**The Supporting Data Report is available on the MCDS Portal where the APR is located. Both reports are under secure release during the embargo pending the public release.**
4. Who can I call to explain this information?  
**The [MSIP 5 Comprehensive Guide](#) provides a detailed description of the calculations and underlying data. DESE recommends contacting your school's superintendent's office for additional clarification. If further information is needed, For questions about the APR, please contact the Office of Quality Schools, Missouri School Improvement staff at 573-751-4426.**
5. Why is there a 5, 6, and 7 year graduation rate?  
**It is important to notes that some students may need more than four-years to complete high school. The important thing is they graduate. DESE utilizes extended-year graduation rates provide incentives for schools to recover dropouts and to give more time for students who need it.**
6. How do I print my APR Summary Report?  
**The APR Summary Reports must be printed in two different documents. First, print the document as a PDF. This will allow you to print the Standard 1 Academic Achievement and Standard 2 Subgroup Achievement. This PDF will also print Standard 3 College and Career Readiness or High School Readiness as appropriate. Next, go to the Attendance hyperlink and print the document as a PDF. This will print Standard 4 Attendance and Standard 5 Graduation Rate.**