

2022-23

PEASD State Report Card



Things to consider when analyzing report cards

- Report cards are not intended to compare one district to another
 - Scores weigh differently for every district
- Report cards are released in November of the following school year
- Scores are a very complicated calculation that relies on your district demographics over a three year testing timespan including:
 - Achievement scores
 - Growth
 - Attendance/Graduation
 - Target Groups
- No data is included from the 2019-20 school year

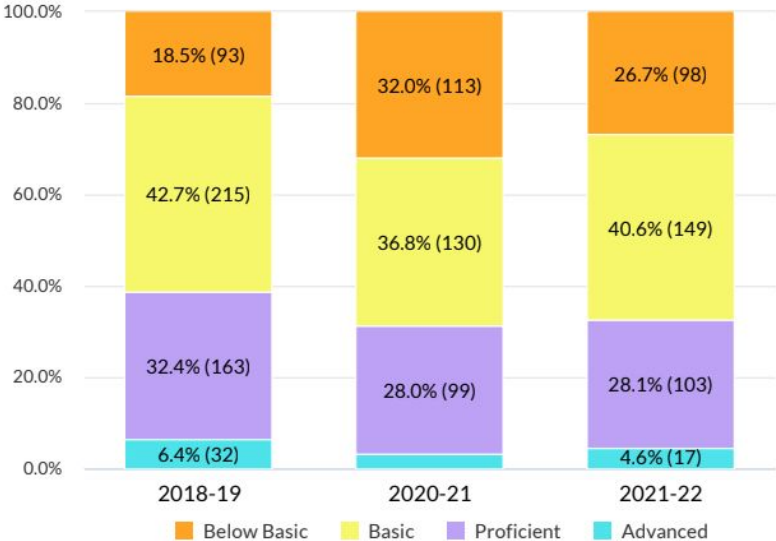
District Achievement

scores increased in all subcategories, across both learning areas.

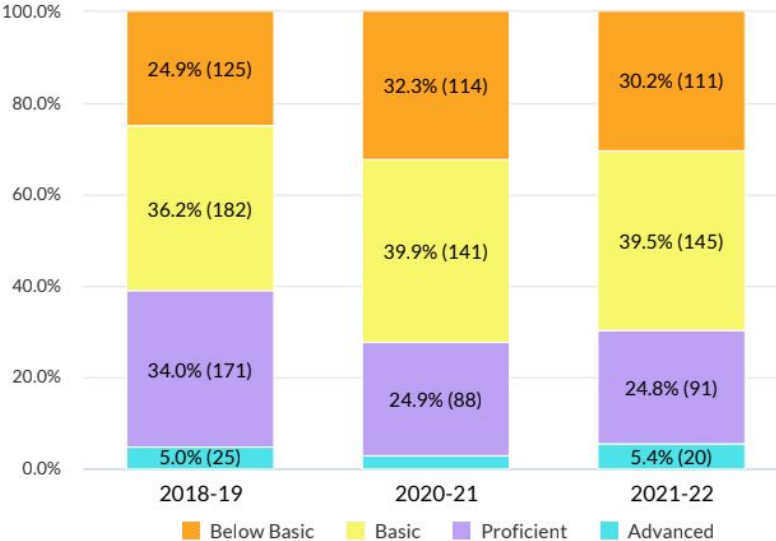
Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



District Demographics *no 2019-20 report card

	2018-2019	2020-2021	2021-22
Total Enrollment	769	587	595
Percent Open Enrolled (in)	Not reported	6.3%	8.9%
Race	White - 85% Hispanic/Latino - 12.2%	White - 82.5% Hispanic/Latino - 12.6%	White - 82.7% Hispanic/Latino - 12.4%
Students with Disabilities	15.6%	12.9%	13.9%
Economically Disadvantaged	31.5%	38.3%	35.6%
EL	2.9%	2.4%	2.7%

State Report Card Trend

	2018-19	2020-21	2021-22
PEASD	70.7 Meets Expectations	69.2 Meet Expectations	68.0 Meet Expectations
EES	74.0* Meets Expectations	74.3 Exceeds Expectations	62.5 Meets Expectations
PEMS	60.7 Meets Few Expectations	54.1 Meets Few Expectations	60.5 Meets Expectations
PEHS	77.2 Exceeds Expectations	78.2 Exceeds Expectations	75.3 Exceeds Expectations

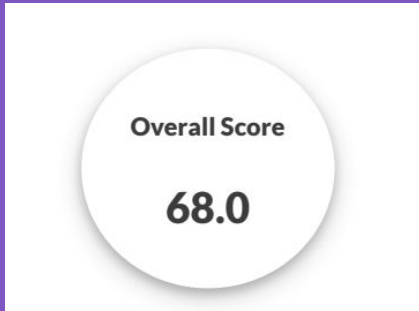
***Combined PES/EES**

Level cut scores changed from 2018-19 to current report card format

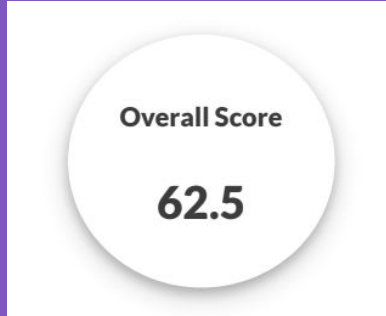
Accountability Ratings 2021-2022

Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations - ★★★★★	83	100
Exceeds Expectations - ★★★★☆	70	82.9
Meets Expectations - ★★★☆☆	58	69.9
Meets Few Expectations - ★★☆☆☆	48	57.9
Fails to Meet Expectations - ★☆☆☆☆	0	47.9

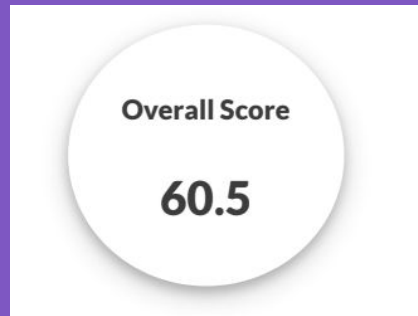
PEASD



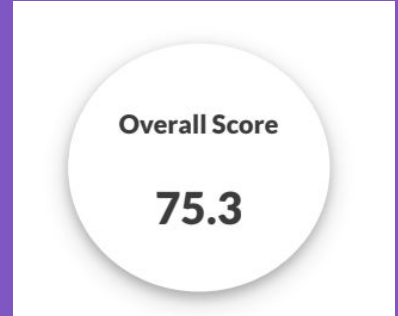
EES



PEMS



PEHS



Priority Area Weights

Priority area weights are calculated using the percentage of economically disadvantaged.

District Weights:

Achievement - 24.6% - up from 2020-21

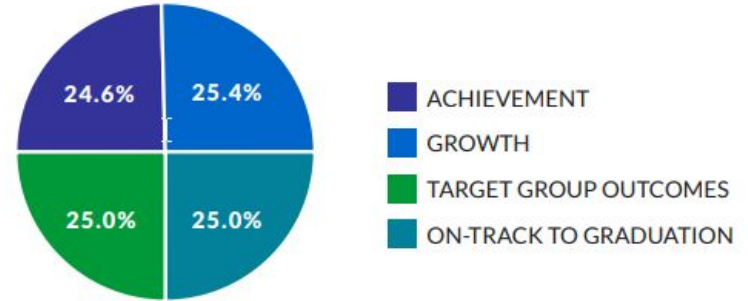
Growth - 25.4% - down from 2020-21

Target Group Outcomes - 25% - Same

On-track to Graduation - 25% - Same

**The accountability score is determined by multiplying the priority area weight by the priority area score

PRIORITY AREA WEIGHTS

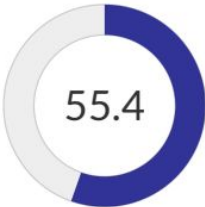


PEASD Achievement Priority Area Score

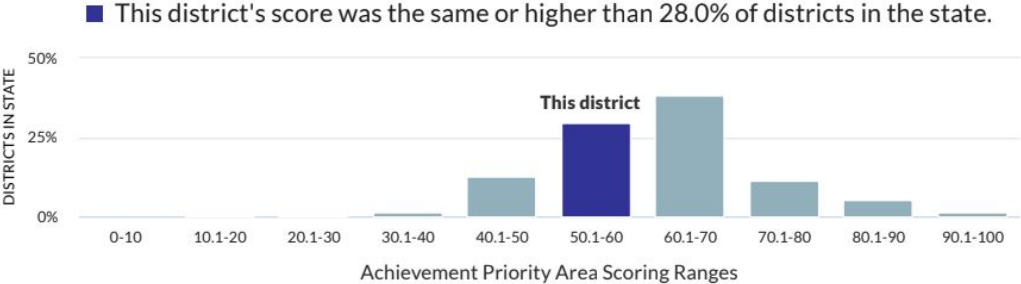
ACHIEVEMENT

This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 56.8
Mathematics Score: 54.0



Eagle Elementary

Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS

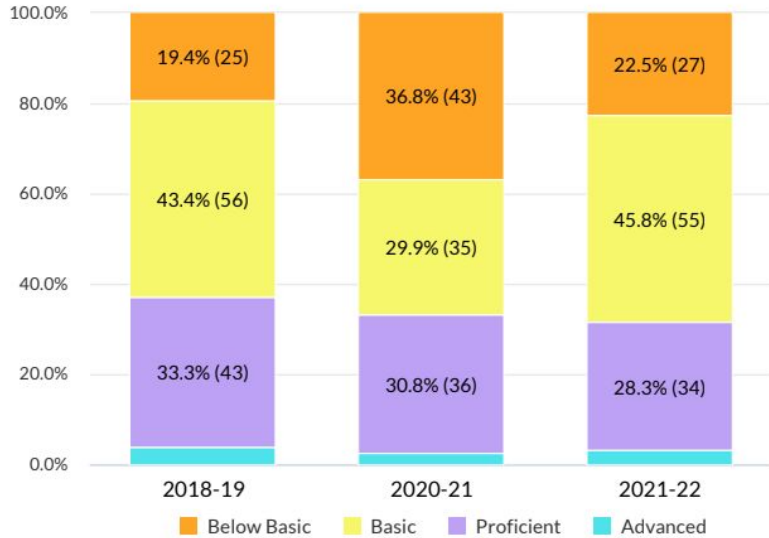


Palmyra-Eagle Middle School

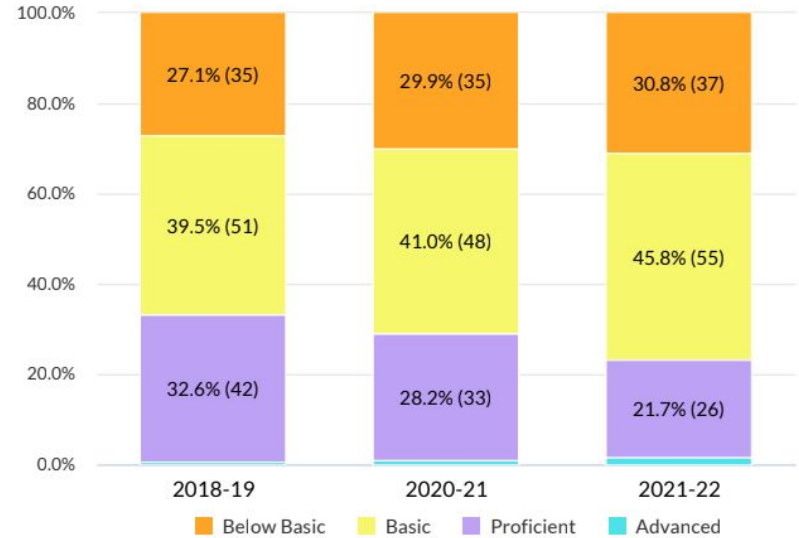
Performance Levels by Year

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ENGLISH LANGUAGE ARTS



MATHEMATICS

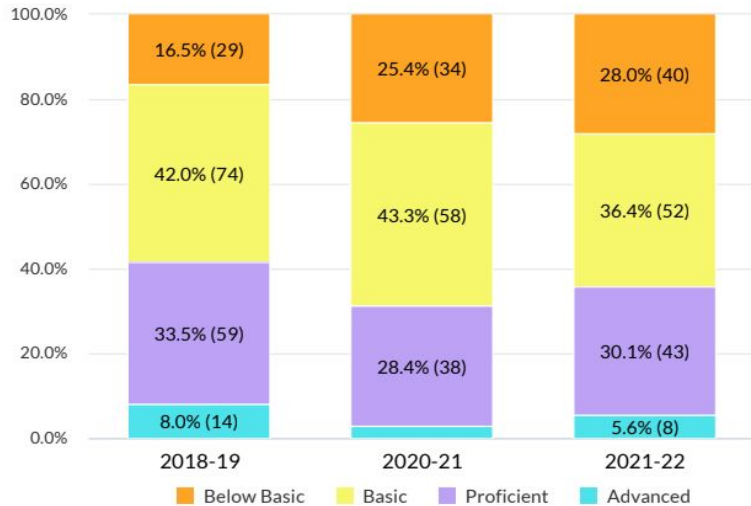


Palmyra-Eagle High School

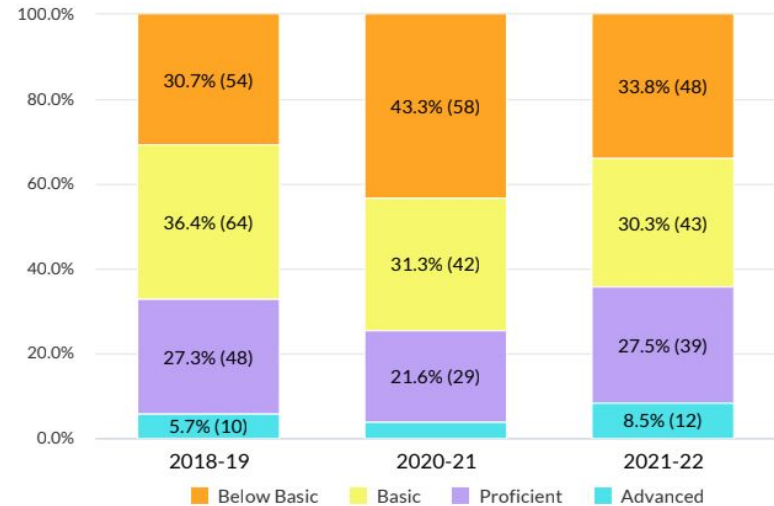
Performance Levels by Year

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ENGLISH LANGUAGE ARTS



MATHEMATICS



General Takeaways

1. Nearly 3% decrease in students identified as being low-socioeconomic status.
2. Increase 1% district wide in students identified as having disabilities.
3. Increase of .05% for students identified as having English as second language.
4. District data represents a $\frac{1}{3}$ split between below basic, basic and proficient.
5. Keep in mind this is based on one test taken once a year.

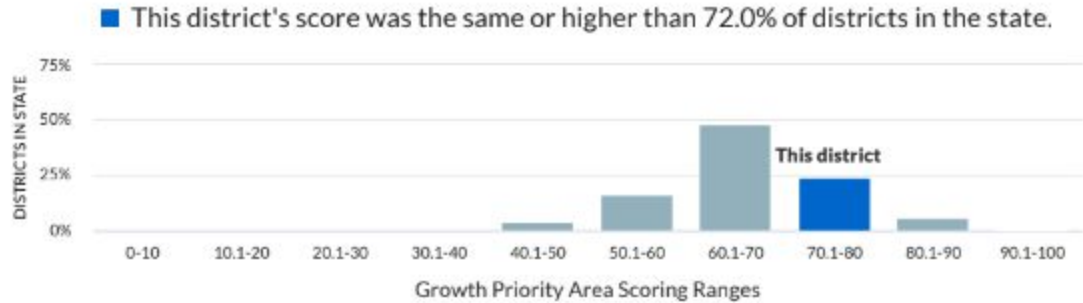
PEASD Growth Priority Area Score

Priority Area Score



English Language Arts Score: 71.7

Mathematics Score: 69.8



ELA - 71.7 Math - 69.8

Target Group

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students.

The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate.

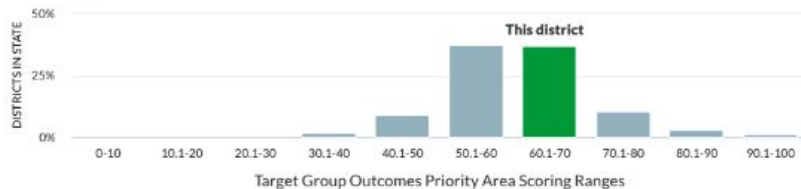
Data are not displayed when target groups have fewer than 20 students. Currently EES does not have a target group due to the small sample size.

The data is a mini report card for the target group.

Priority Area Score



■ This district's score was the same or higher than 59.2% of districts in the state.



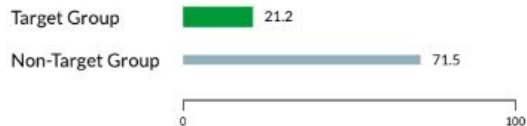
Component Scores

ACHIEVEMENT

Score: 19.3

Average points-based proficiency rates.

English Language Arts



Mathematics



GROWTH

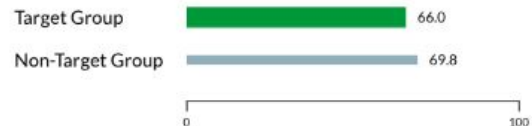
Score: 69.8

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



Mathematics

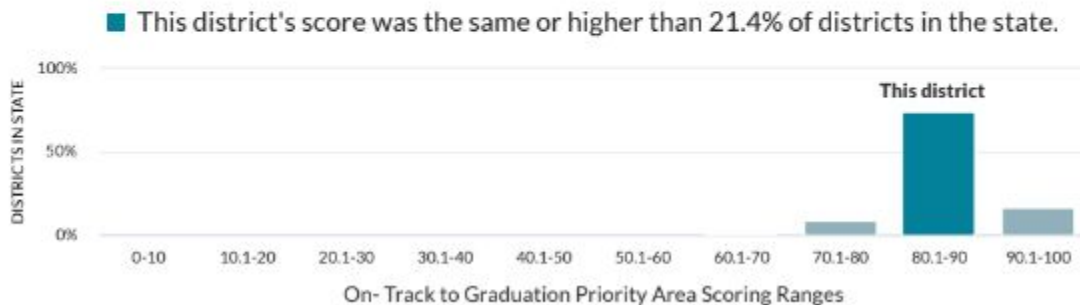


On-Track to Graduation

ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



Component Scores

CHRONIC ABSENTEEISM

Score: 84.6

Score is 100 minus the multi-year average chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 96.6

Average of 2020-21's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 51.6

Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 49.3

Multi-year average points-based proficiency rates.



Next Steps

1. Focus on Tier 1 instruction

- a. Replacement of C&I Coordinator
- b. Continue adaption of AVID
- c. Continued science pilot and adoptions
- d. Continued progress with the new phonics program
- e. Continued evaluation of of English Language Arts and math curriculums

2. Focus on teacher retention

- a. HR Committee evaluation of salary and benefits
- b. Focus on positive culture building district wide

3. Continued training on SEL, mental health strategies and trauma informed care.

4. Provide leadership and teacher training opportunities for staff to share expertise with colleagues.