

State Assessment Report

Report of School Year 2020-21 Results
February 2021



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The State Assessment report is produced annually by the **SSD Evaluation and Research Division**.

Executive Summary

The State Assessment Results report summarizes state accountability assessment results and trends for the 2020-21 school year. The report analyzes the performance of the District based on the academic assessment component of the MSIP accountability framework. Reporting and analysis of SSD student performance on state accountability assessments allows for identification of District trends, accomplishments, and opportunities for improvement.

Key Findings

- Administration of state assessments resumed in school year 2020-21 after having been cancelled in school year 2019-20 due to COVID-related school closures that spring.
- Given COVID-related impacts on both assessment participation and instructional delivery in 2020-21, the Department of Elementary and Secondary Education (DESE) has cautioned that, **“Results this year should not be viewed in the same way as in other years”**. **DESE has advised that districts should not: Use results to make certain high-stakes decisions; interpret test scores in the same way as in previous years; or use/interpret results without considering the learning environment and other contextual factors.**
- Fewer students participated in testing in 2020-21 given logistical challenges associated with virtual learning options. In comparison to 2018-19, there were 33% fewer scores/results in the area of English Language Arts (ELA) and 31% fewer scores/results in the area of Math.
- Despite reductions to instructional time and other logistical challenges posed by COVID / virtual learning, proportions of students performing in the Basic, Proficient, and Advanced achievement levels were only modestly lower in 2021 in comparison to 2019.
- 34% of students scored in the Basic range or higher in the content area of ELA in 2020-21.
- 16% of students scored in the Basic range or higher in the content area of math in 2020-21.
- 36% of students scored in the Basic range or higher in the content area of science in 2020-21.
- 88% of students assessed performed in the Basic range or better on the new Social Studies EOC.
- In contrast to past school years (when results were more comparable), White students as a group generally scored in the Basic range or above at higher rates than did Black students as a group.
- Students who were *ineligible* for free and reduced lunch (FRL) performed modestly better as a group than did students who were *eligible* for FRL in ELA, science, and social studies. Students performed similarly in math regardless of FRL status.

Description

This report summarizes state accountability assessment results and trends for the 2020-21 school year based on data files obtained from the Missouri DESE online Comprehensive Data System. The State Assessment Results report analyzes the performance of individual schools and the District as a whole based on the academic assessment component of the Missouri School Improvement Program (MSIP) accountability framework. Reporting and analysis of SSD student performance on state accountability assessments allows for identification of District trends, accomplishments, and opportunities for improvement.

Students whose state assessment results are accountable include those that take the grade-level MAP at grades 3-8; those that take the MAP-Alternative (MAP-A) assessments at grades 3-8 and 11¹; and secondary students who take a required End-of-Course (EOC) exam. The required EOCs include English II (English Language Arts), Algebra I or Algebra II (math), Biology (science), and Government (social studies). The point in time a particular EOC is taken during high school (or in some cases middle school) is typically dictated by when the associated course is taken.

State Assessment Interpretive Provisions

- Given COVID-related impacts on both assessment participation and instructional delivery in 2020-21, the Department of Elementary and Secondary Education (DESE) has cautioned that, **“Results this year should not be viewed in the same way as in other years”**.² **DESE has advised that districts should not: Use results to make certain high-stakes decisions; interpret test scores in the same way as in previous years; or use/interpret results without considering the learning environment and other contextual factors.**
- DESE establishes cut scores (i.e., the scores for a given test that determine achievement level) for new assessments after the assessments are given. Established cut scores were based on stakeholder review, measurement considerations, and public input. Per DESE, “The [most recently developed] standards set a higher bar, which is reflected in more challenging, teacher-developed state assessments.”
- The Dynamic Learning Maps (DLM)³ serves as the alternative assessment (MAP-A) in the content areas of ELA, math, and science. MAP-A scores are reported only for students in grade 11 at the secondary school level. Therefore the number of reportable scores for special education secondary schools is relatively small, and test outcomes for these schools may be a less reliable indicator of performance than for SSD K-8 schools, where all students in grades 3-8 are assessed.
- This report includes results for all students assessed who had a valid score. Note that APR/MSIP accountability calculations exclude some students, namely those who had attended the district for less than a year at the time of testing.
- Fewer students participated in testing in 2020-21 given logistical challenges associated with virtual learning options. In comparison to 2018-19, there were 33% fewer scores/results in the area of English Language Arts (ELA) and 31% fewer scores/results in the area of Math. See **Appendix A**.
- This report provides results for both school years 2020-21 and 2018-19. Similar test versions were administered in each of those years. Cross-year comparisons should be made with caution given the caveats described above.

¹ SSD requires the DLM (i.e., MAP-A) assessment be completed with students in grades 9 and 10 as well, though their scores are not “accountable” and thus they are omitted from this report.

² These cautions were included in the state-level assessment data files available for download on the [Missouri Comprehensive Data System](#) site.

³ Per the Missouri DESE website, “The Dynamic Learning Maps™ (DLM) project offers an innovative way for all students with significant cognitive disabilities to demonstrate their learning throughout the school year via the DLM Alternate Assessment System. The traditional multiple choice and status collection of data in a portfolio methods of testing do not always allow students with significant cognitive disabilities to fully demonstrate their knowledge. By integrating assessment with instruction during the year and providing a year-end assessment, the DLM system maps student learning aligned with college and career readiness standards in English language arts and mathematics.” Note that the DLM achievement categories of Emerging, Approaching the Target, At Target, and Advanced differ somewhat from the traditional state assessment achievement categories of Below Basic, Basic, Proficient, and Advanced. Further information about DLM can be found at <http://dynamiclearningmaps.org/missouri> and <http://dese.mo.gov/college-career-readiness/assessment/map-a>.

Results

Data/Reporting Element 1: Achievement Level Results Overall and by School

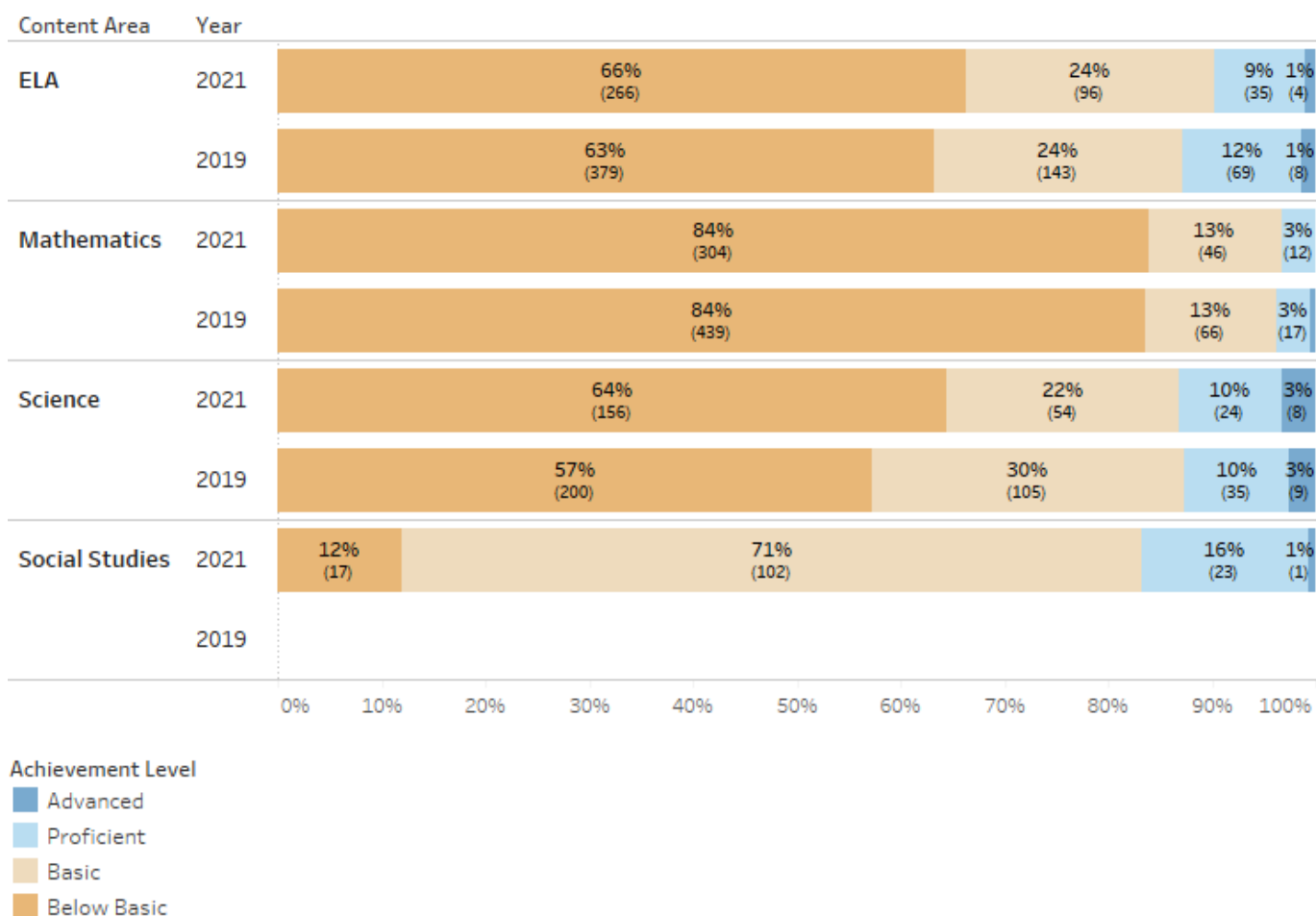
Performance/Effectiveness Question(s) These Data Inform: What proportion of students performed at each achievement level (Below Basic, Basic, Proficient, or Advanced) on the state accountability assessments? How do SSD results compare to those state-wide? For assessments that remained the same across annual administrations, how does performance compare to that from prior years?

The chart below displays the proportion of students performing at each achievement level in school years 2019 and 2021 for the District overall. Results for each SSD school can be found in **Appendix B**. State-level results for grade-level assessments and EOCs are available in **Appendix D**.⁴

SSD State Assessment Results

All schools and Assessment Types Combined

No assessments were administered in school year 2020. New social studies assessments were administered in 2021. Results shown include students attending less than one year. Student counts appear in parentheses.



⁴ Note that, while provided as a reference point, state-wide results represent a less-than-ideal comparison for SSD given that SSD's student population is comprised primarily of students with disabilities.

Data Summary

- Overall and across all three assessment types (i.e., grade-level MAP, EOC, and MAP-A), students attending SSD schools (including special education and CTE) who completed a state assessment achieved the following results.
 - ELA: 10% of students scored in the Proficient or Advanced range. 34% of students performed in either the Basic, Proficient, or Advanced range. The proportion of students scoring Basic or better was somewhat higher in 2019 than it was in 2021.
 - Math: 3% of students scored in the Proficient or Advanced range. 16% of students performed in either the Basic, Proficient, or Advanced range. The proportion of students scoring at each achievement level was about the same in 2019 and 2021.
 - Science: 13% of students scored in the Proficient or Advanced range. 36% of students performed in either the Basic, Proficient, or Advanced range. The proportion of students scoring Basic or better was somewhat higher in 2019 than it was in 2021 (though the percent Proficient or Advanced was similar).
 - Social Studies: 17% of students scored in the Proficient or Advanced range (only North Tech students scored Proficient or better). 88% of students performed in either the Basic, Proficient, or Advanced range. The new social studies assessment was first administered in 2021.
- Results breakdowns by school (grouped by level) and assessment type are provided for review in **Appendix B**.

Data/Reporting Element 2: Achievement Level Results by Test Type

Performance and Effectiveness Question(s) These Data Inform: How did student performance on the state assessments vary by test type (Grade-level MAP vs. MAP-A vs. EOC)? Does programming appear more or less effective for certain groups of students or for specific subject areas, as indicated by state test results?

The chart below displays 2019 and 2021 results disaggregated by grade-level MAP, EOC, and MAP-A assessment formats. Individual school results by assessment type can be found in **Appendix B**.

Data Summary

- **Grade-level MAP** (students in grades 3-8):
 - **36%** of students assessed performed in the Basic range or better in 2021 in the ELA content area. This is a slightly lower percentage than in 2019 (39%).
 - **21%** of students assessed performed in the Basic range or better in 2021 in the Math content area. This is a slightly lower percentage than in 2019 (24%).
 - **25%** of students assessed performed in the Basic range or better in 2021 in the Science content area. This is a slightly lower percentage than in 2019 (27%).
- **MAP-A**⁵ (students in grade 3-8, and 11):
 - **14%** of students assessed performed in the Basic range or better in 2021 in the ELA content area. This is a similar percentage in comparison to 2019 (15%).
 - **5%** of students assessed performed in the Basic range or better in 2021 in the Math content area. This is a similar percentage in comparison to 2019 (5%).
 - **6%** of students assessed performed in the Basic range or better in 2021 in the Science content area. This is a somewhat lower percentage in comparison to 2019 (10%).

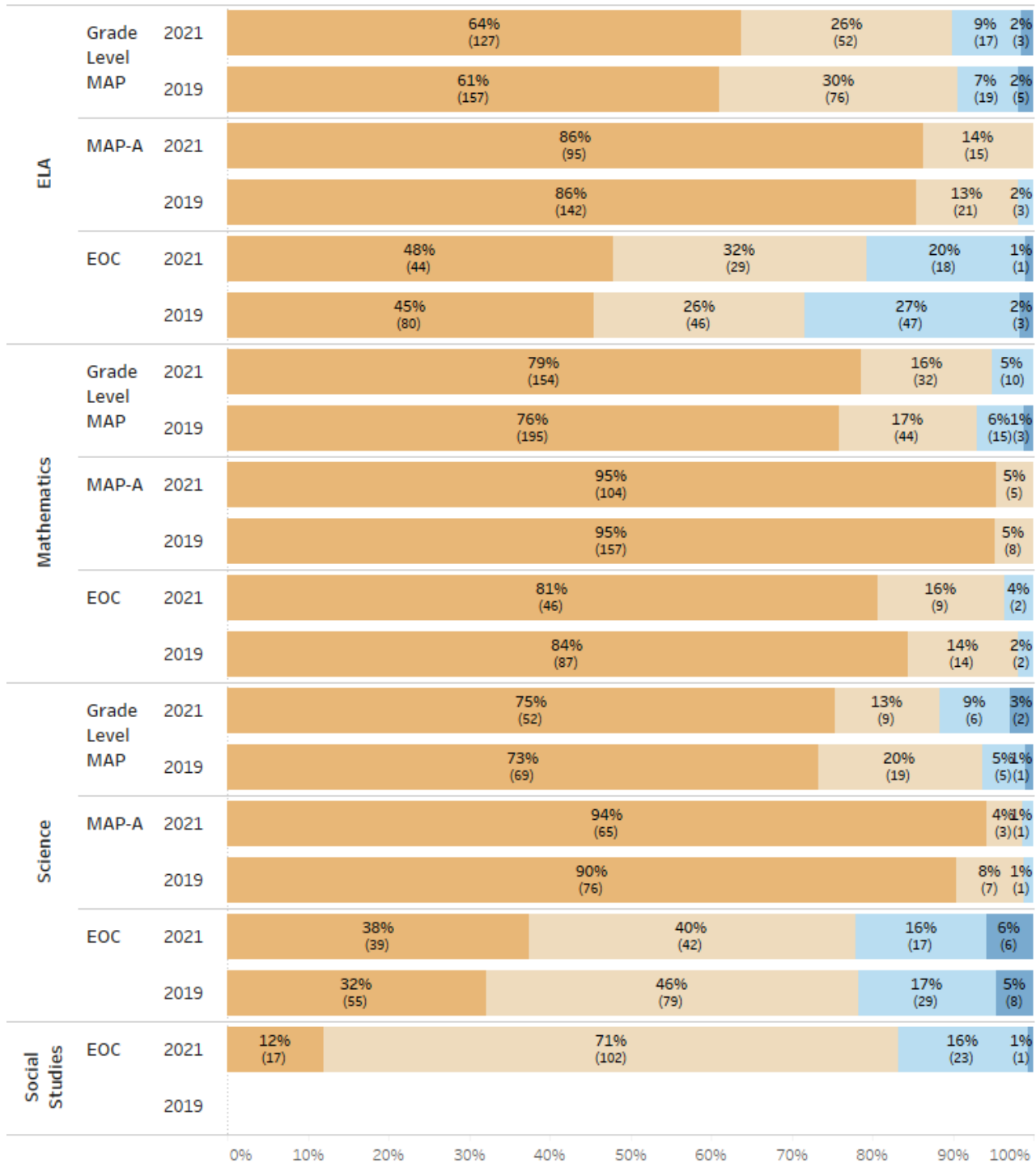
⁵ Keep in mind that MAP-A is accountable only for 11th graders only in high schools, so year-to-year comparisons are of separate cohorts, and the number of students tested for accountability purposes is small (e.g., only six Southview High students took the MAP-A in ELA and math in 2021).

- **EOC** (students in grades 9-12):
 - **52%** of students assessed performed in the Basic range or better in 2021 on the ELA EOC (97% of North Tech students and 23% of special education school/program students). This is a slightly lower percentage than in 2019 (55%).
 - **19%** of students assessed performed in the Basic range or better in 2021 on the Math EOC (63% of North Tech students and 12% of special education school/program students). This is a somewhat higher percentage than in 2019 (16%). Note that only eight North Tech students were assessed.
 - **63%** of students assessed performed in the Basic range or better in 2021 on the Science EOC (85% of North Tech students and 33% of special education school/program students). This is a somewhat lower percentage than in 2019 (68%).
 - **88%** of student assessed performed in the Basic range or better in 2021 on the Social Studies EOC (99% of North Tech students and 66% of special education school/program students).

SSD State Assessment Results

By Assessment Type, All Schools Combined

No assessments were administered in school year 2020. New social studies assessments were administered in 2021. Results shown include students attending less than one year. Student counts appear in parentheses.



Achievement Level
■ Advanced
■ Proficient
■ Basic
■ Below Basic

Note. MAP-A is accountable only at grade 11 in high schools.

Data/Reporting Element 3: Demographic Comparisons

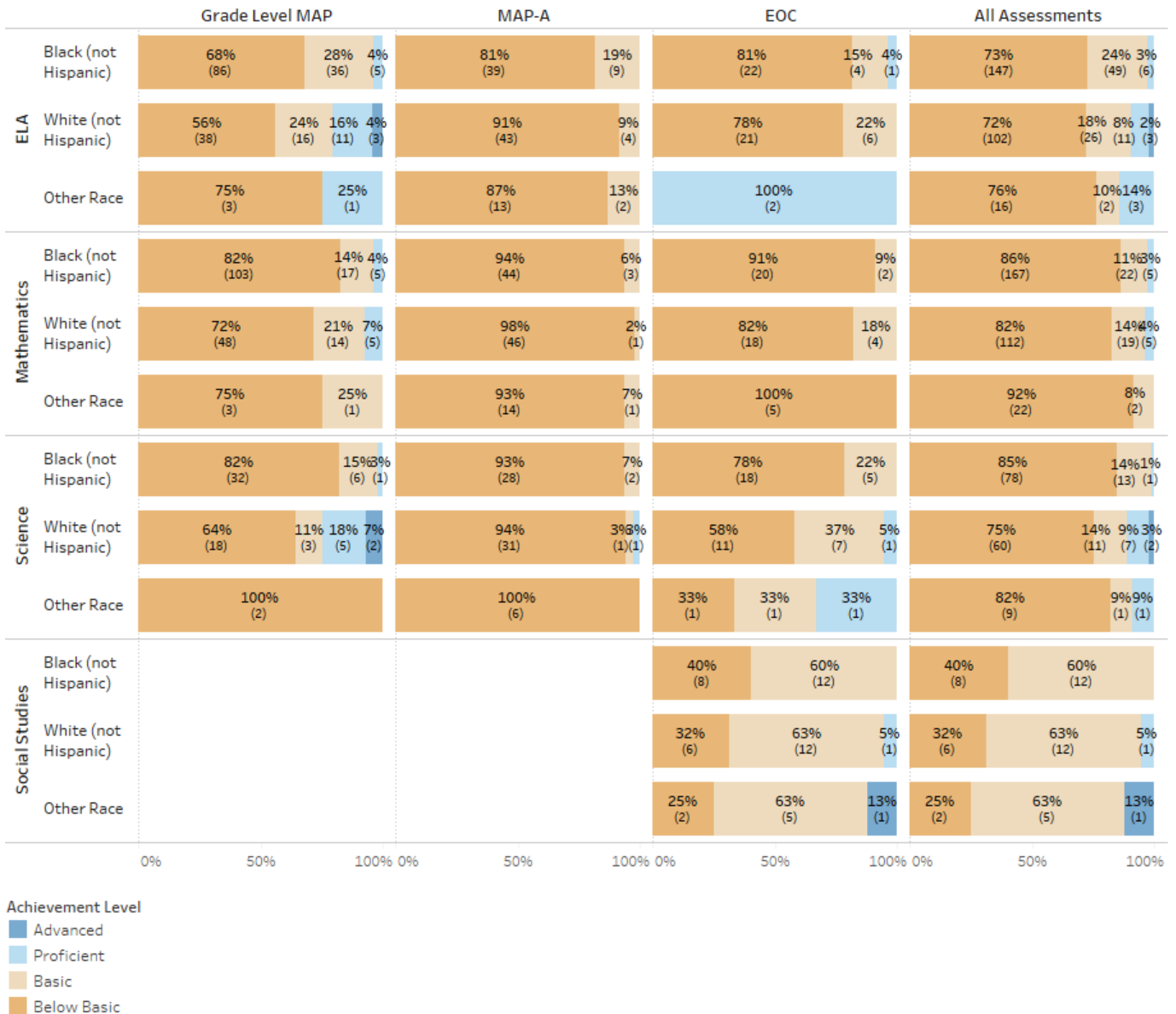
Performance and Effectiveness Question(s) These Data Inform: To what extent was performance among students in different race categories similar or different? How did students who are eligible for the Free and Reduced Lunch (FRL) program perform in comparison to students who are not eligible to receive FRL?

Breakdowns of state assessment results by DESE race category and FRL status appear in the charts below for SSD special education schools and programs. Results by race for North Tech can be found in **Appendix C**.⁶ Note that 100% of students attending Ackerman, Litzsinger, Northview and North Tech are eligible for FRL through the USDA Community Eligibility Provision.⁷ As a result, some students whose families would not individually qualify for the FRL program are included in the FRL Eligible group, and the results presented should be interpreted in light of that caveat.

SSD State Assessment Results

2021 Results by Race Category and Assessment Type for SSD Special Education Schools and Programs

Results shown include students attending less than one year. Student counts appear in parentheses.



⁶ The count of assessment results for CTE students in the White race category was very low in some cases, necessitating caution in interpretation.

⁷ See <https://www.fns.usda.gov/school-meals/community-eligibility-provision>.

Data Summary

Among students attending special education schools and programs in 2020-21:

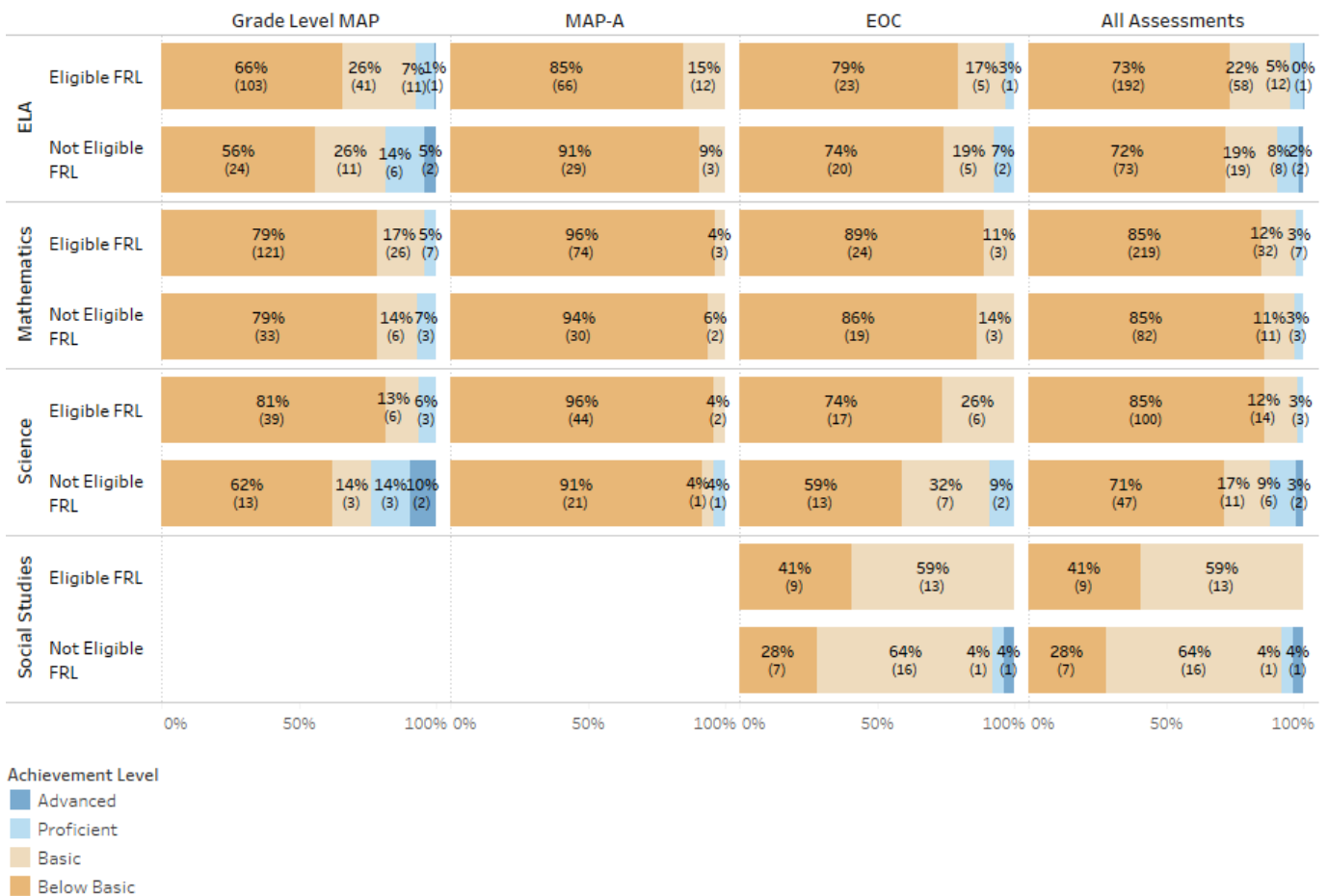
- Larger proportions of White students than Black students scored at the Basic achievement level or higher on the MAP grade-level assessments.
- Larger proportions of Black students than White students scored Basic or higher on MAP-A assessments.
- Larger proportions of White students than Black students scored at the Basic achievement level or higher on the EOC assessments (the difference being small in the ELA content area).
- Students who were *ineligible* for FRL scored in the Basic achievement level or better in higher proportions than those who were *eligible* for FRL across the content areas of ELA, science, and social studies. In math, performance was similar for students regardless of FRL eligibility.⁸

SSD State Assessment Results

2021 Results by Free and Reduced Lunch Status and Assessment Type for SSD Special Education Schools and Programs

Results shown include students attending less than one year. Student counts appear in parentheses.

*All students attending Ackerman, Litzsinger, Northview, and North Tech are eligible for Free and Reduced Lunch.



⁸ The proportion of students assessed who were eligible for FRL was 72% for ELA, 73% for math, 64% for science, and 47% for social studies.

Data/Reporting Element 4: Student Growth

Performance and Effectiveness Question(s) These Data Inform: *To what extent did individual students improve their performance on the grade-level assessment in comparison to expectations based on prior performance?*

For students in grades 4-8 who take the grade-level MAP, DESE calculates a normalized score that reflects the relative position of a student's performance in relationship to others who took the test in their grade that same year. DESE also projects what each student's performance might be in a given year based on their prior year performance and several other factors. This allows the state to estimate the extent to which an individual student performed better or worse than their "expected" score relative to same-grade peers in a given year. This metric is used to determine the "growth" points districts and schools earn on the APR. The data also allow individual districts to examine the extent to which students who take the grade-level MAP assessment make normative gains from year to year beyond that predicted based on past performance.

Growth data has been excluded from this report given that no state assessments were administered in school year 2020 and thus score predictions are based on less recent results from school years 2019 and prior.

Strengths and Opportunities for Improvement

Positive Trends / Strengths

- 88% of students assessed performed in the Basic range or better on the new Social Studies EOC.
- Despite reductions to instructional time and other logistical challenges posed by COVID / virtual learning, proportions of students performing in the Basic, Proficient, and Advanced achievement levels were only modestly lower in 2021 in comparison to 2019.
- Students performed similarly in the content area of math regardless of FRL eligibility.

Trends of Potential Concern and Opportunities for Improvement

- Significantly fewer students were assessed in 2021 given logistical challenges associated with virtual learning options.
- Only 16% of students scored in the Basic range or higher in the content area of math.
- In contrast to past school years (when results were more comparable), White students as a group generally scored in the Basic range or better at higher rates than did Black students as a group.
- Students who were ineligible for FRL performed modestly better as a group than did students who were eligible for FRL in the content areas of ELA, science, and social studies.

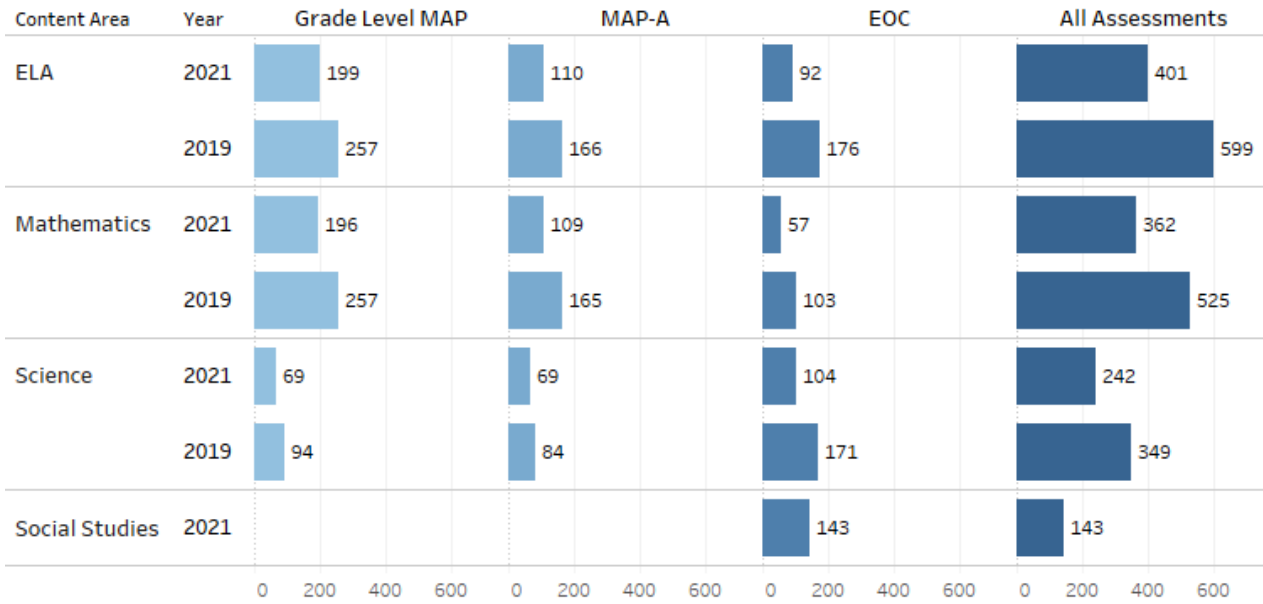
Appendix A Assessment Participation

SSD State Assessment Results

Counts of Assessments Administered by Test Type

No assessments were administered in school year 2020. New social studies assessments were administered in 2021. Results shown include student scores for which the district is not "accountable" (e.g., students attending less than one year). Excludes assessment invalidations.

Source: DESE Student Test Report

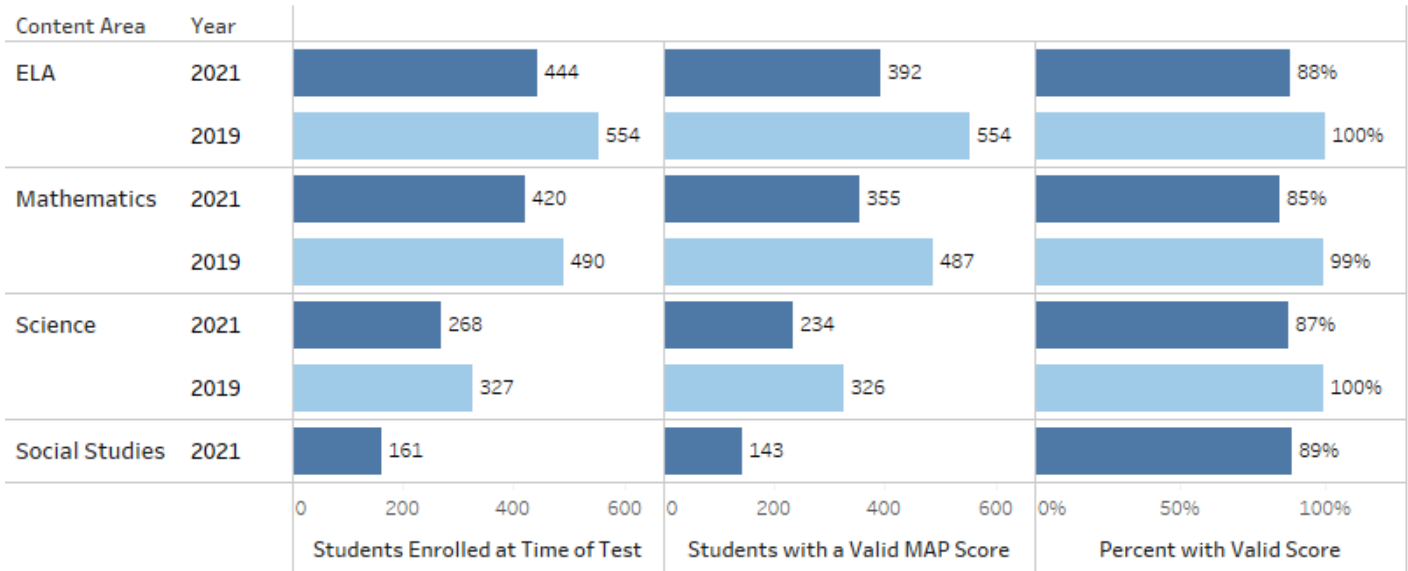


SSD State Assessment Results

Comparison of Students Accountable vs. Assessed

No assessments were administered in school year 2020. New social studies assessments were administered in 2021. Results shown include only students for whom the District is held "accountable" with respect to APR calculations.

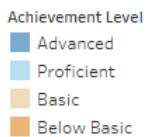
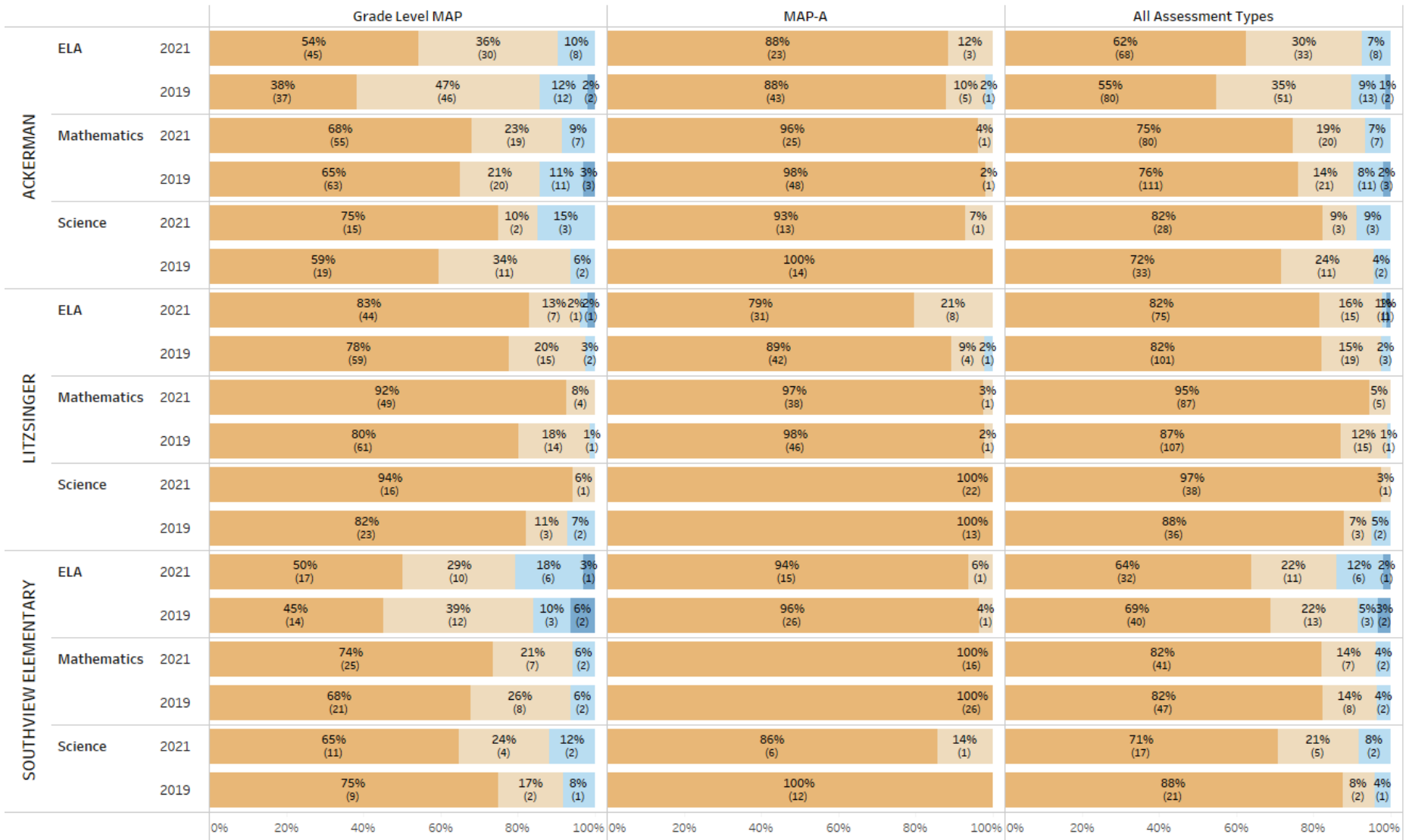
Source: DESE Achievement Level Report



Appendix B Results by School

SSD State Assessment Results Results by School

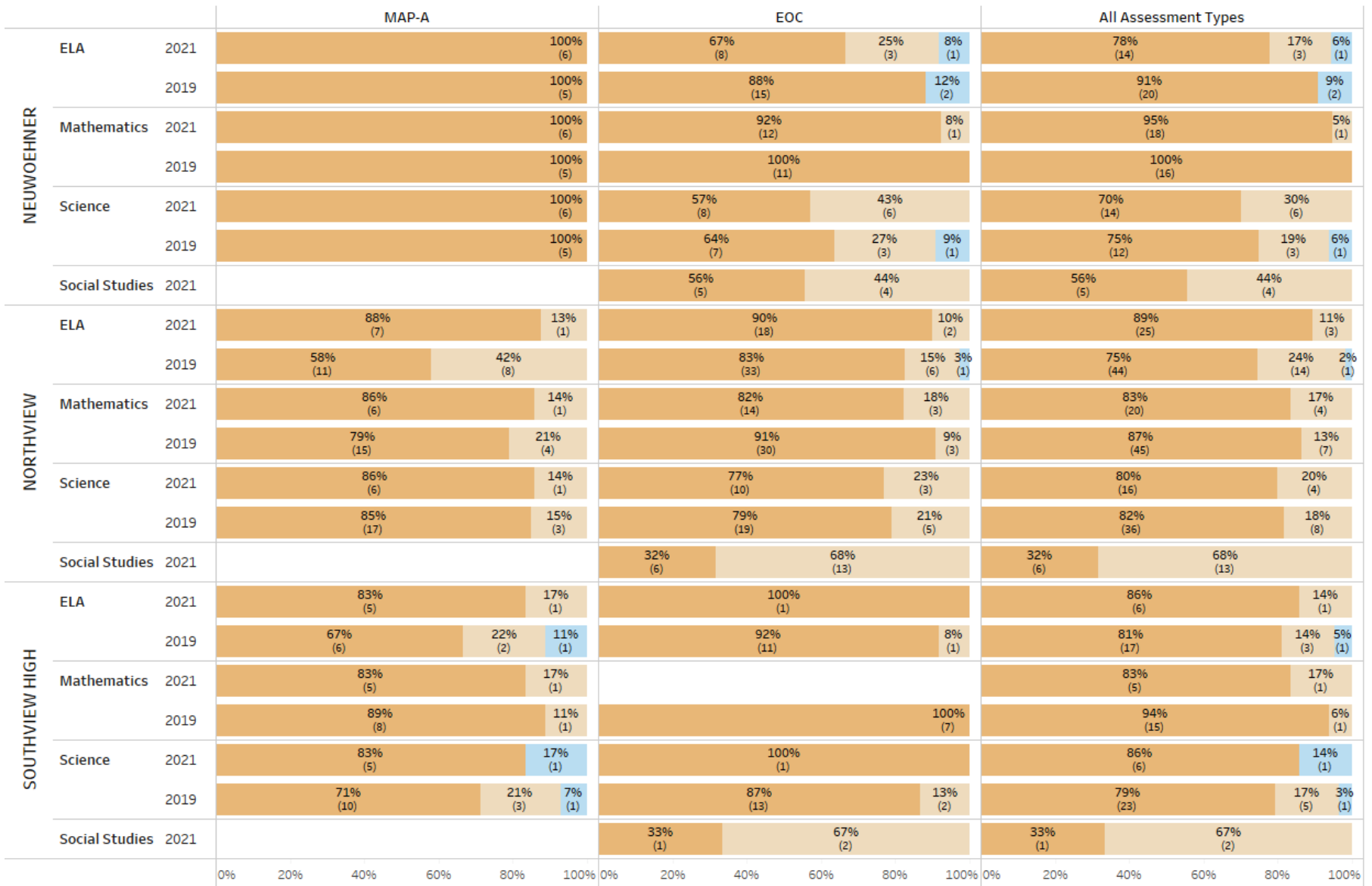
No assessments were administered in school year 2020. New social studies assessments were administered in 2021. Results shown include students attending less than one year.



SSD State Assessment Results

Results by School

No assessments were administered in school year 2020. New social studies assessments were administered in 2021. Results shown include students attending less than one year.



Achievement Level

Proficient

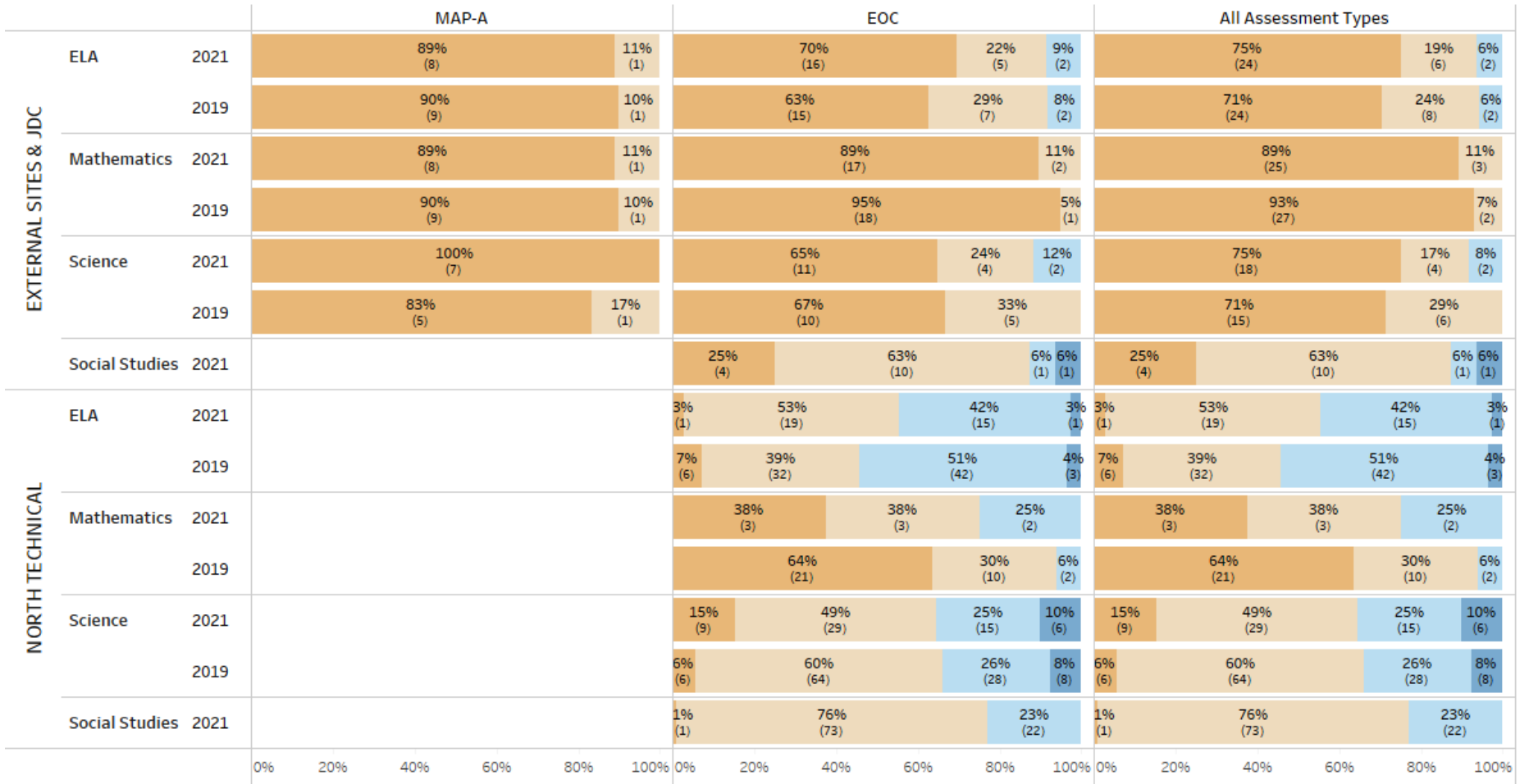
Basic

Below Basic

SSD State Assessment Results

Results by School

New social studies assessments were administered in 2021. Results shown include students attending less than one year. Student counts appear in parentheses.



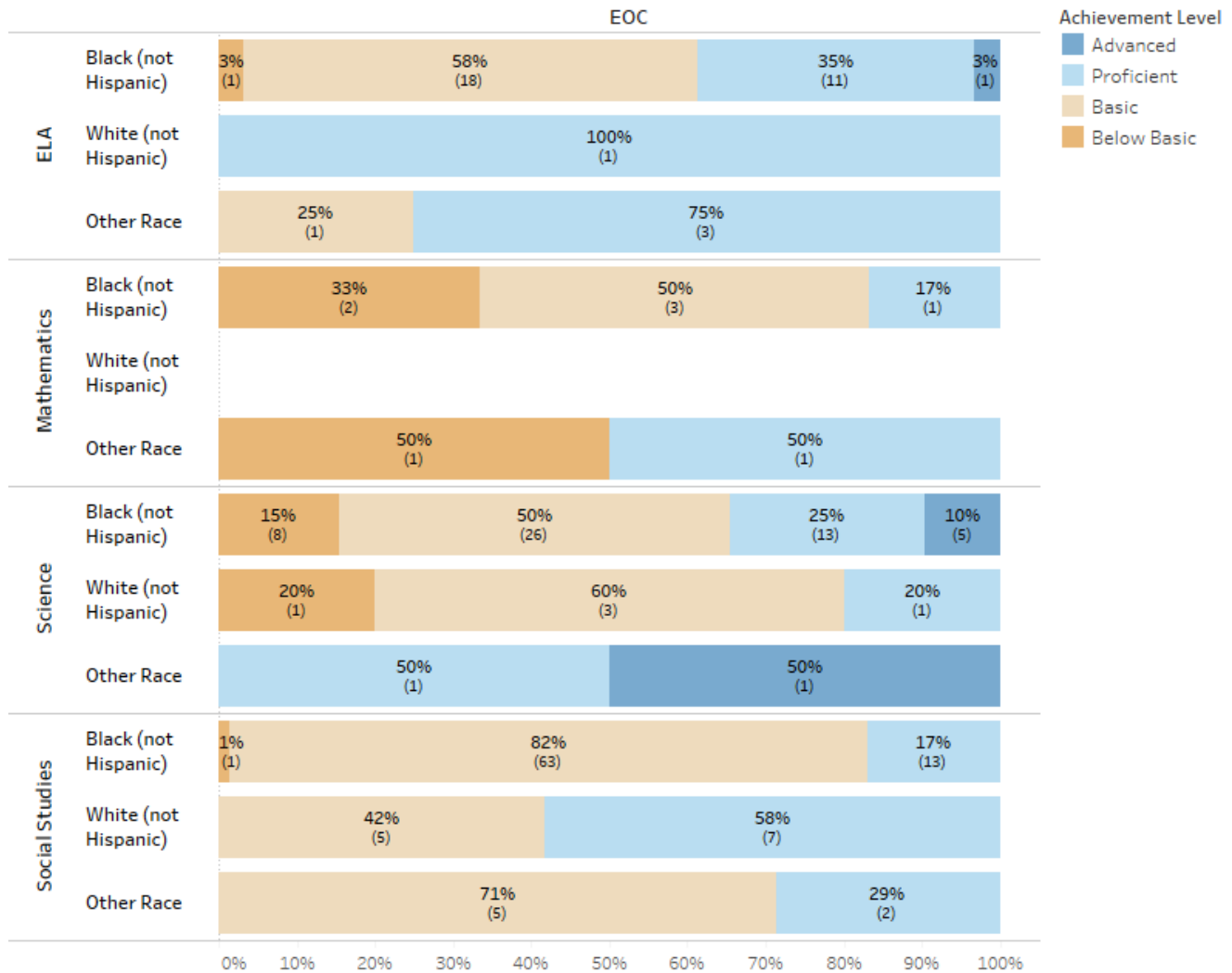
Achievement Level
 ■ Advanced
 ■ Proficient
 ■ Basic
 ■ Below Basic

Appendix C North Tech Results by Race Category

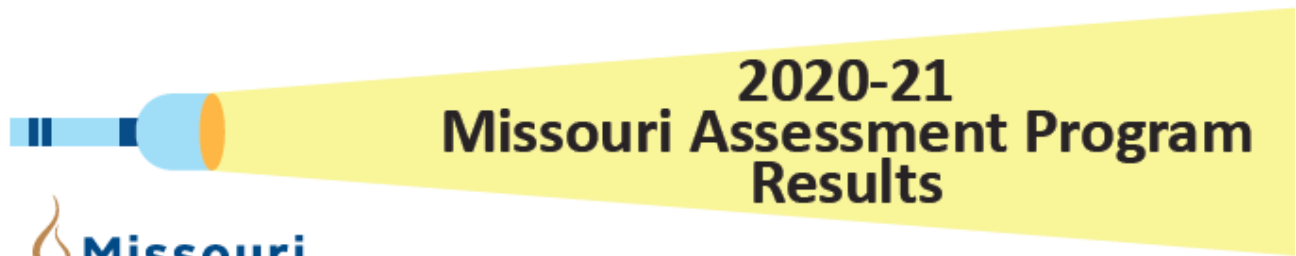
SSD State Assessment Results

2021 North Tech Results by Race Category

Results shown include students attending less than one year. Student counts appear in parentheses.



Appendix D DESE Statewide MAP Results Infographic⁹



Visit dese.mo.gov/assessment for more information, including flexibilities provided for the 2020-21 assessments as well as a look at preliminary statewide data takeaways.

Trustworthy Test Scores:

All assessments were administered in person using standardized testing processes

Assessment Participation Rate



COVID Challenges to Consider:

Local circumstances should be reviewed when analyzing data, including:

- Access to technology for remote learning, including devices and connectivity
- Attendance disruptions caused by quarantine or illness
- Various educational settings (onsite, virtual, distanced, hybrid)
- Test participation rates

How to Appropriately Use Test Scores:

Instead of misusing the data to make blanket comparisons to previous years or for accountability purposes, use the data to:

- Illuminate areas of need
- Focus on learning acceleration for students
- Create profiles of student performance in combination with local assessment scores
- Allocate federal relief resources where they are most needed
- Provide appropriate evidence-based educator training



2020-21 Statewide Performance Rates

Percent of students tested who scored at each performance level

		Below Basic	Basic	Proficient	Advanced
Grade-Level Assessments	English Language Arts	17.8%	38.5%	24.9%	18.8%
	Mathematics	32.4%	32.7%	21.3%	13.6%
	Science	26.9%	34.4%	26.2%	12.5%
End-of-Course Assessments	English Language Arts	15.1%	29.7%	44.5%	10.7%
	Mathematics	30.0%	33.1%	21.4%	15.5%
	Science	21.1%	45.0%	22.2%	11.7%

⁹ Copied from <https://dese.mo.gov/media/pdf/2020-21-missouri-assessment-program-results-infographic>