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Executive Summary

This report summarizes state accountability assessment results and trends for the 2019-20 school year. A separate Annual Performance Review (APR) report will analyze Missouri School Improvement Program (MSIP) and APR indicator results comprehensively.

The State Assessment Results 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. It is expected that the District's continuous improvement process will address opportunities for improvement and that the District will meet criteria for maintaining accreditation per DESE standards.

Key Conclusions

- Similar test formats, aligned to the updated Missouri Learning Standards grade level expectations, were administered in both 2018 and 2019, allowing for more valid year-to-year performance comparisons.
- A new social studies assessment was piloted in 2019 and thus results for that content area are unavailable.
- Overall performance declined in the English language arts (ELA) and math content areas in 2019. Science performance improved, though the 2018 comparison included results from the alternative test format (MAP-A) only. The overall percent of students performing in the proficient or advanced range in 2019 was 13% in ELA, 4% in math, and 11% in science.
- Re-examination of student eligibility to participate in MAP-A was undertaken prior to 2019 in response to DESE guidance. In connection with this review, 66 students who had taken the MAP-A format in 2018 took a grade-level assessment or End of Course Exam (EOC) in 2019. This change contributed to the decrease in District proficiency rates observed in 2019.
- The performance of students attending North Tech improved in 2019 in both ELA and math (though the algebra EOC proficiency rate remains low).
- A large proportion of students attending SSD special education schools scored in the below basic range, while few students performed proficient or advanced.
- Performance among African-American and white students attending SSD schools was relatively similar, with only modest achievement level percentage differences. Students classified as eligible for free or reduced lunch (FRL) performed equal to or better than students who were not FRL. These results suggest test performance among students attending SSD schools is not characterized by significant discrepancies related to race or socio-economic status.
- DESE calculates a standardized measure of growth for students in grades 4-8 who take the grade-level MAP. Average growth scores fell above 50 in both ELA and math, indicating that, on the whole, students improved more than predicted from 2018 to 2019.

Description

This report summarizes state accountability assessment results and trends for the 2019-20 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

- Students in grades 3-8 who take the grade-level MAP completed new assessments in the areas of English Language Arts (ELA) and mathematics starting in 2018. These new assessments are aligned to the revised Missouri Learning Standards that were first implemented in school year 2017.² Therefore 2018 and 2019 grade-level MAP results cannot be validly compared to those from prior years. Per DESE, “Moving forward, year-over-year comparisons will be possible and trends can be established.”³
- 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 new standards set a higher bar, which is reflected in more challenging, teacher-developed state assessments.”
- Use of the Dynamic Learning Maps (DLM)⁴ as the alternative assessment (MAP-A) in the content areas of ELA and math was initiated in 2014-15. Use of the DLM as the MAP-A for science was introduced in 2015-16. 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.
- New science tests were piloted in 2018 and first administered in 2019. A new social studies assessment was piloted in 2019. Social studies will not contribute to districts’ APR for school year 2019.
- In 2017-18, new DESE guidance prompted districts to begin re-assessing MAP-A determinations based upon the finding of undesirably high alternative assessment participation. Re-categorizing a proportion of students from MAP-A to grade-level MAP or EOC has had the effect of reducing proficiency rates, as such students are generally more likely to perform well on the MAP-A and less likely to perform well on the standard assessment. In connection with this review, 66 students who had taken the MAP-A format in 2018 took a grade-level assessment or End of Course Exam (EOC) in 2019 (in at least one content area).

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 See <https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards>

³ From memo, “DESE Key Messages for MAP 2018.”

⁴ 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>

- This report includes results for all students assessed who had a valid score. Note that APR/MSIP accountability calculations exclude some students, for example those who had attended the district for less than a year at the time of testing, as well as those whose test eligibility was changed from MAP-A to grade-level MAP or EOC in 2019.⁵

Annual summaries of state assessment results and the APR are reported to the Board of Education in order to support fulfillment of the MSIP5 resource and process provisions related to continuous improvement and program effectiveness monitoring, including but not limited to the following:

- The board annually reviews performance data disaggregated based on race/ethnicity, gender, identified disability, migrant, and/or limited English proficiency (LEP) students in order to effectively monitor student academic achievement and dropout/persistence-to-graduation rates.
- The local board of education and district leadership promote the achievement and success of all students by monitoring and continuously improving all programs and services that support the mission and vision of the district.

CSIP Strategies relevant to this report:

CSIP Strategy 1.1 Improve the quality of instruction in literacy for all students.

CSIP Strategy 1.2 Improve the quality of instruction in numeracy for all students.

CSIP Strategy 1.4 Improve development of communication skills to increase academic achievement, social-communication and positive post-secondary outcomes.

Recommendations From Most Recent Data Report

Recommendation: A consistent pattern of lower proficiency rates among students assessed via the DLM/MAP-A vs. the standard assessment format raises test validity and fairness issues. It is recommended that SSD further study MAP-A result patterns to evaluate the use of this assessment in an accountability context, and communicate with DESE regarding findings as needed.

Status of Recommendation: SSD executive leaders have engaged in discussions with DESE regarding MAP-A concerns, though there has been no resolution to date. Further internal research and analysis has been considered but not initiated to date.

⁵ Certain individual student test results are excluded from MSIP accountability calculations. In ELA, the MSIP Map Percentage Index (MPI) was based on scores of 475 out of 599 test participants in 2019. In math, the MPI was based on 422 of 525 participants. In science, 296 out of 349 participant scores contributed to the MPI.

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 charts below display the proportion of students performing at each achievement level in school years 2018 and 2019 for each SSD school/program and the District overall. State-level results both for all students and students with disabilities are also provided. Although state-wide results may represent a less-than-ideal comparison for SSD given our student population is comprised primarily of students with disabilities, they can still serve as a useful reference point.

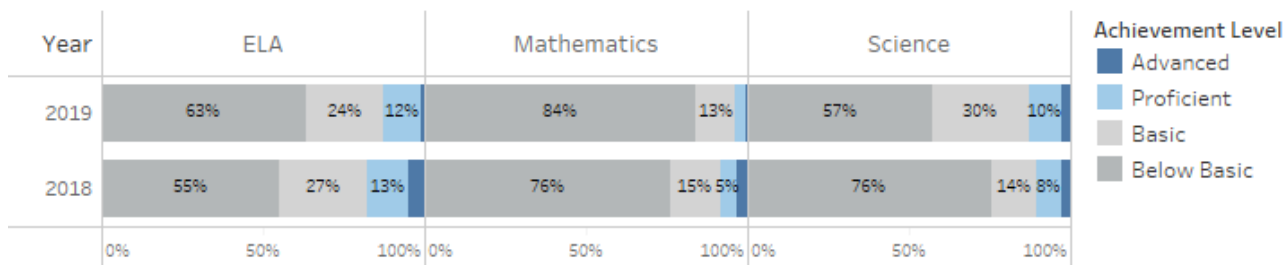
Data Summary

- Overall and across all three test types (i.e., grade-level MAP, EOC, and MAP-A), students attending SSD special education and career technical schools achieved scores falling in the proficient or advanced range at the rate of 13% for ELA, 4% for math, and 13% for science. In comparison to 2018, the proficiency rate declined in ELA and math, while slightly improving in science (though 2018 science results are based on MAP-A only). The proportion of students with scores falling in the below basic range in ELA and math increased as well.
- The percent proficient or advanced declined for all schools and content areas with the exception of North Tech for ELA and math, and Southview High for science. In addition, the ELA proficiency rate for External Sites increased slightly in 2019.
- Performance among North Tech students improved in 2019. A larger percentage (55%) scored proficient or advanced on the English EOCs. Though proficiency rates on the Algebra EOC remain low (6%), a smaller proportion of students scored in the below basic range in 2019.
- The state-wide achievement level distribution in ELA and math content areas remained very stable between 2018 and 2019. State-wide MAP-A results for 2019 were unavailable as of the completion of this report.

SSD MAP Assessment Results

Results over two years, all schools and test types combined

Includes students attending less than one year; social studies tests were piloted in 2019 and thus no results are available; 2018 science results are for MAP-A only

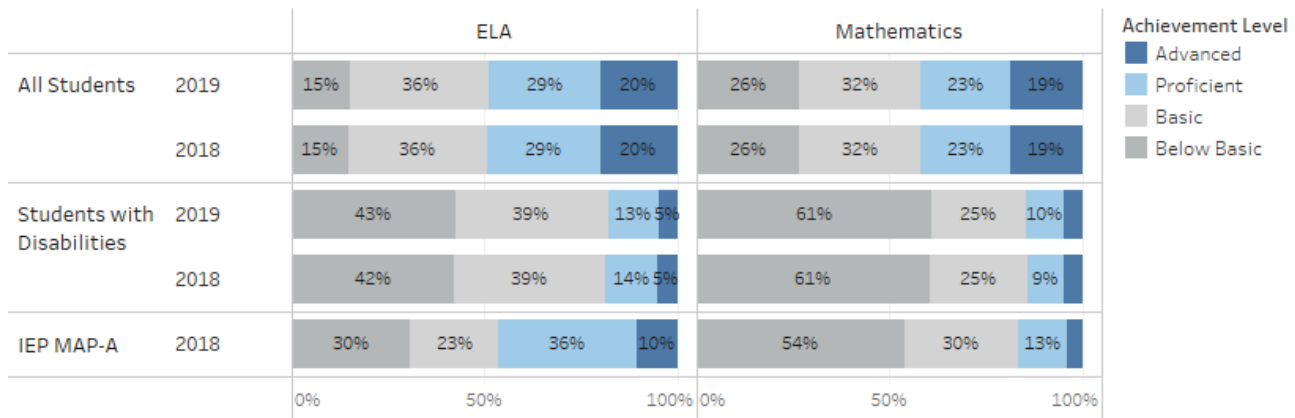


Note. MAP-A is administered only at grade 11 in high schools. 2018 science results are based on the MAP-A test format only.

State-Level MAP Results

State-wide achievement distributions over 2 years for: (1) all students, (2) students with disabilities, and (3) students who take the alternative assessment

2019 MAP-A results are not yet available



Note. State-level science results were unavailable at the time of this report. State-wide MAP-A science results are not reported.

SSD MAP Assessment Results

Results over two years disaggregated by school

Includes students attending less than one year; social studies tests were piloted in 2019 and thus no results are available.



Note. MAP-A is administered only at grade 11 in high schools. 2018 science results are based on the MAP-A test format only.

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 charts below display 2018 and 2019 results disaggregated by grade-level MAP, EOC, and MAP-A test formats.

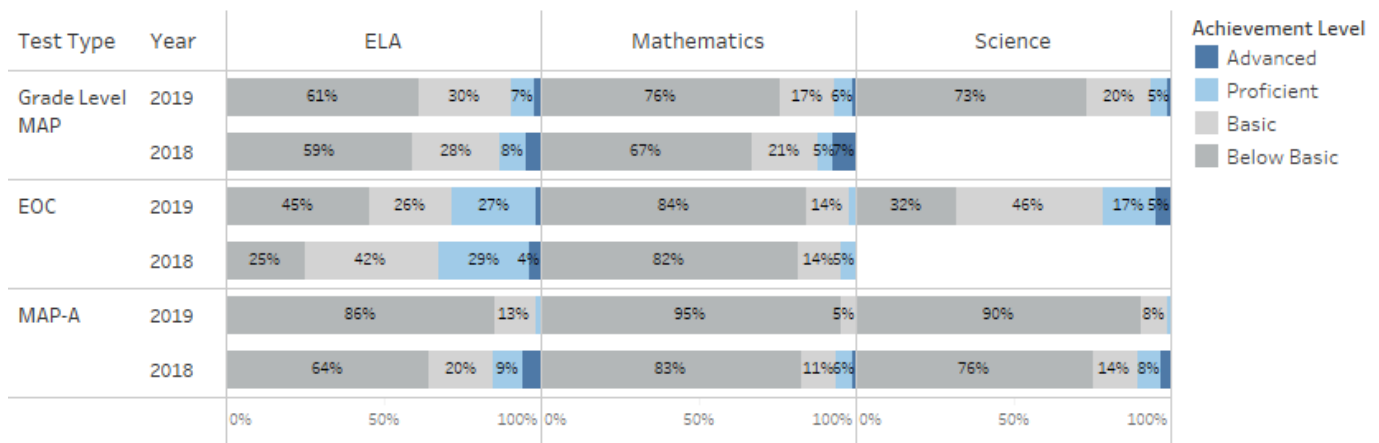
Data Summary

- Among students in grades 3-8 who take the grade-level MAP format, the proportion scoring proficient or advanced declined slightly in ELA, and more substantially in math, in 2019. Proficiency rates among students taking the grade-level MAP test format exceeded those among students taking the MAP-A format in 2019.
- Though North Tech improved (see second chart below displaying results by school), overall performance on the EOC assessments, including that of students attending special education schools, declined in the content area of ELA in 2019. The overall EOC math result declined slightly. The proportion of students scoring in the below basic range on the EOC increased markedly for special education schools in several cases.
- The DLM has now been used as the MAP-A assessment for 4 or more years in ELA, math, and science. Results between 2016 and 2018 were fairly consistent. MAP-A proficiency rates declined precipitously in 2019 for SSD public separate schools, however. The proportions of students taking the MAP-A in 2019 who scored proficient or advanced in the content areas of ELA, math, and science were 2%, 0%, and 11%, respectively. Furthermore, higher proportions of students taking the MAP-A test format scored in the below basic range in 2019.
- Southview High results represent an exception to the overall MAP-A trend, as performance improved in each content area in 2019.⁶

SSD MAP Assessment Results

Results over two years by test type

Includes students attending less than one year; social studies tests were piloted in 2019 and thus no results are available.



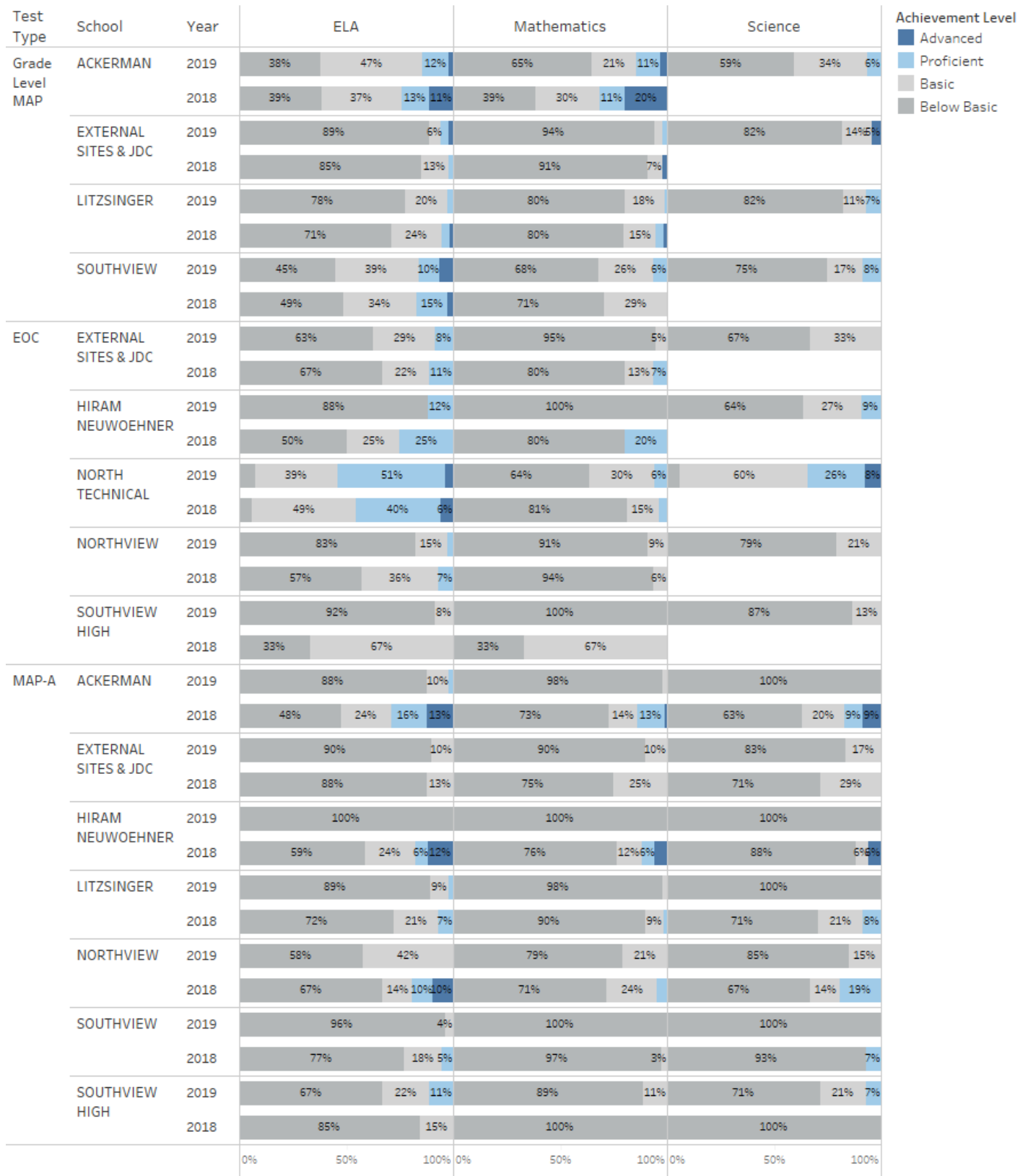
Note. MAP-A is administered only at grade 11 in high schools. 2018 science results are based on the MAP-A test format only.

⁶ Keep in mind that MAP-A is administered to 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 (i.e., nine Southview High students took the MAP-A in ELA and math in 2019).

SSD MAP Assessment Results

Results over two years by school and test type

Includes students attending less than one year; social studies tests were piloted in 2019 and thus no results are available.



Note. MAP-A is administered only at grade 11 in high schools. 2018 science results are based on the MAP-A test format only.

Data/Reporting Element 3: Demographic Comparisons

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

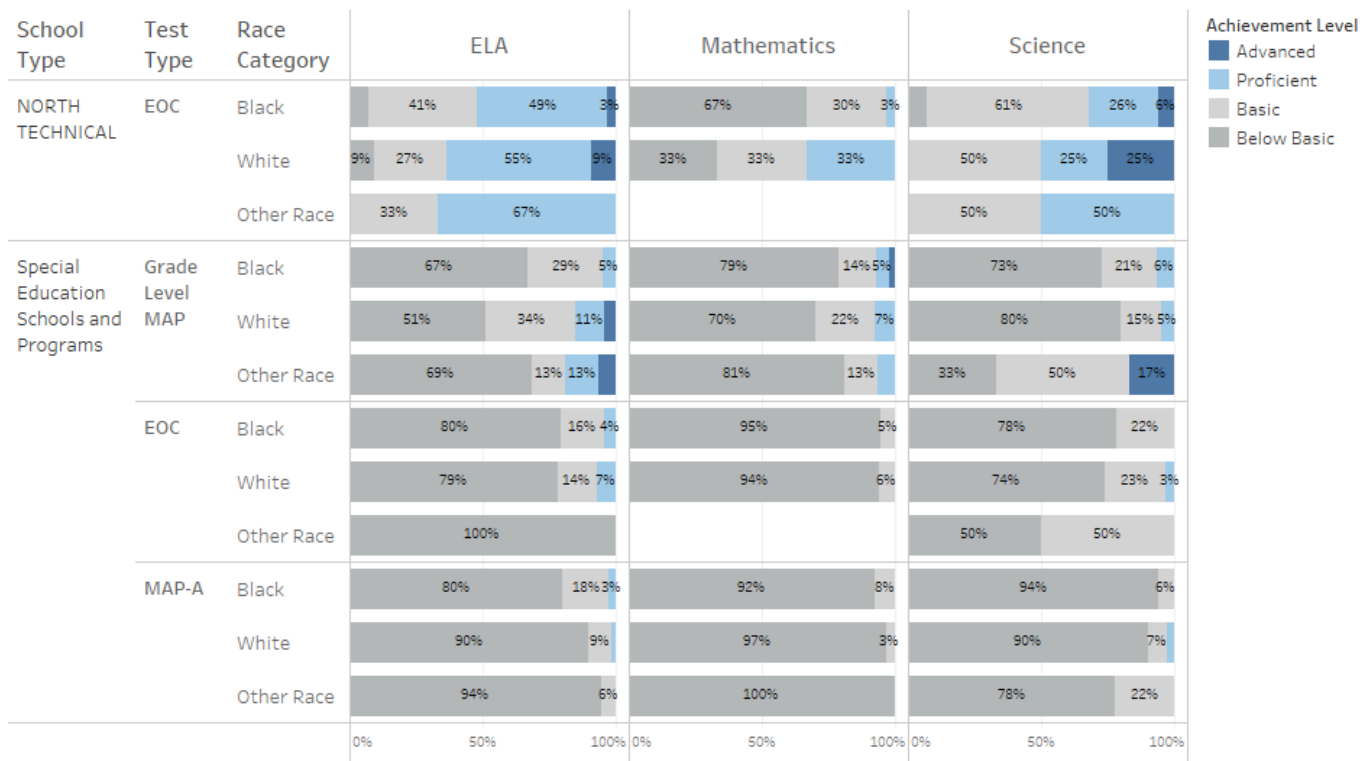
Breakdowns of state assessment results by race (white, black, and other) and FRL status appear in the charts below, disaggregated by test type. State-wide results by race and FRL are also provided for comparison purposes. The SSD data reflects results for all schools, including special education schools/programs and North Tech. With respect to FRL, note that students attending SSD schools other than Southview and Neuwoehner are 100% 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 group, and the results presented should be interpreted in light of that caveat.

Data Summary

- 2019 results suggest only minor differences in performance across student race groups. This lies in contrast to the large gaps (30 percentage points for both ELA and math) between white and African-American students' proficient/advanced rates state-wide. Performance on the EOC assessments at North Tech was better among white students, but the number of white students assessed was very small (11 white students with scores for ELA, only 3 with scores for math, and 12 with scores for science; see Appendix B), diminishing the value of the comparison. Among those in grades 3-8 taking the grade-level MAP test format, white students performed somewhat better in ELA than did African-American students. On the MAP-A test format, African-American students received marginally better achievement level scores than did white students.
- In almost all cases, the performance of students who were eligible for FRL exceeded or was roughly equivalent to that of students who were not eligible for FRL. Note that the majority of students tested were eligible for FRL; the proportion of FRL students in 2019 ranged from 77% to 79% (depending upon content area).

2019 SSD MAP Assessment Results by Race and Test Type

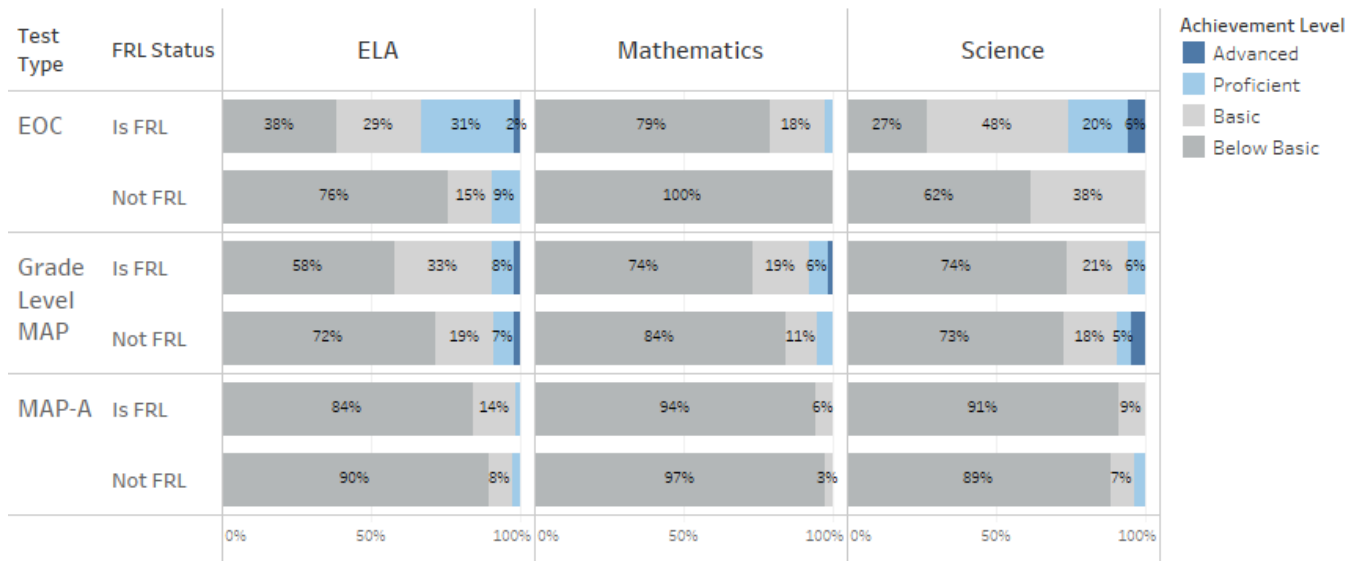
Includes students enrolled less than one year



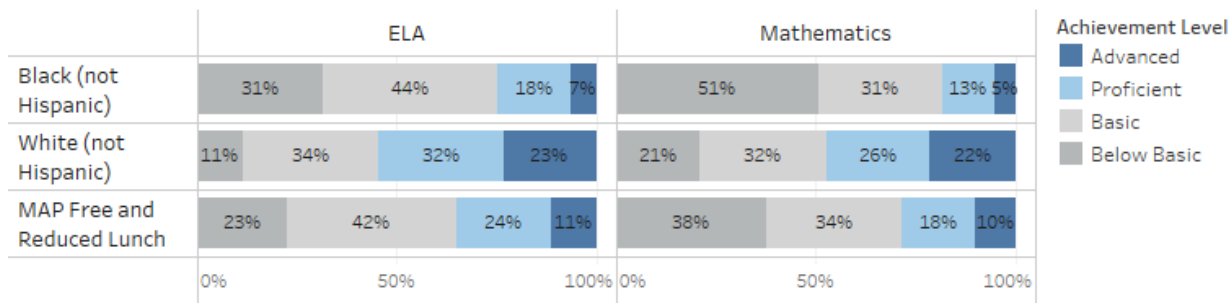
⁷ See <https://www.fns.usda.gov/school-meals/community-eligibility-provision>.

2019 SSD MAP Assessment Results by Free and Reduced Lunch Status

Includes students enrolled less than one year



2019 State-Level MAP Results by Race and Free and Reduced Lunch Status



Note. Statewide results by race and FRL for school years 2018 and 2019 were nearly identical.

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.

Average growth scores by school and overall for ELA and math for school year 2019 are displayed in the charts below.⁸ Counts of students whose scores contributed to the rates are included in parentheses. Growth predictions (and resulting

⁸ Note that growth scores cannot be calculated for some proportion of students due to missing prior year scores, and as such the data presented here likely do not include all fourth through eighth grade students who took the grade-level MAP.

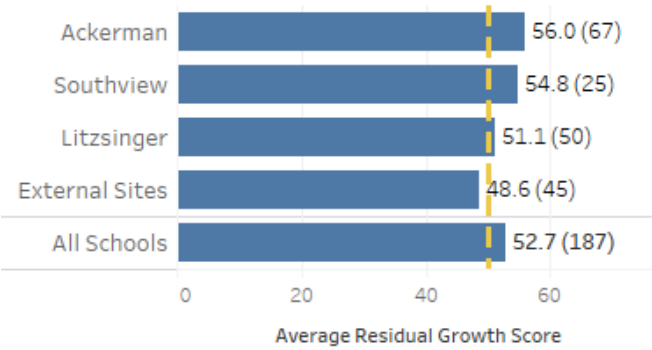
growth scores) may be more accurate in 2019 now that new tests have been taken in two consecutive years that have greater alignment (with the new standards) in test content and format across grade levels. The growth score can be interpreted as follows. A score of 50 equates to a student whose normative score gain (i.e., the gain relative to that of same-grade peers state-wide) from one year to the next was exactly as predicted. Students whose growth score falls above 50 made relative gains that were greater than predicted based on past performance (along with several other variables). Students with a growth score under 50 scored relatively lower than past performance (along with several other variables) would predict. The average growth score among students in a grade level, school, or district (and/or the proportion of students with a growth score above 50) provides an indicator of the magnitude of achievement gains students experienced from one school year to the next.

Data Summary

- SSD students in grades 4-8 who take the grade-level MAP, as a whole, made greater than expected normative gains in ELA and math in 2019.
- Ackerman and Southview students demonstrated relatively strong growth relative to predicted performance in ELA in 2019. Students attending external sites (these include Bridges, private separate, and homebound placements) demonstrated modestly below predicted growth, on average.
- Growth against prediction in the content area of math was fairly similar across schools in 2019.

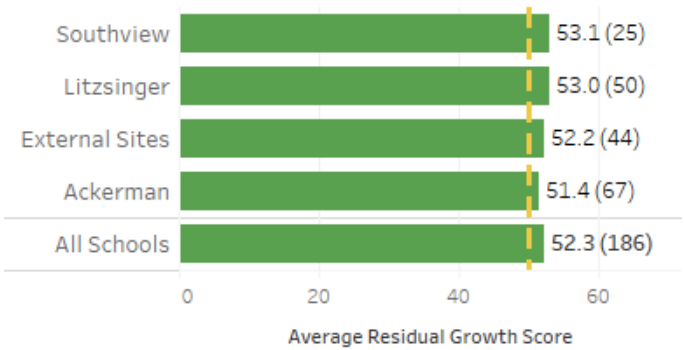
Average Student Growth vs. Predicted ELA

Grades 4-8, Grade-Level MAP Only
Scores Above 50 Exceed "Predicted" Performance



Average Student Growth vs. Predicted Math

Grades 4-8, Grade-Level MAP Only
Scores Above 50 Exceed "Predicted" Performance



Strengths and Opportunities for Improvement

Strengths

- The performance of students attending North Tech improved in 2019 in both ELA and math.
- Performance among African-American and white students attending SSD schools was relatively similar, with only modest achievement level percentage differences.
- Students classified as FRL performed as well or better than students who were not FRL (i.e., no performance discrepancies related to socio-economic status appear to exist, based on data available).
- Average growth scores (grades 4-8 only) fell above 50 in both ELA and math, indicating that students assessed via the grade-level MAP format improved more than predicted from 2018 to 2019, on the whole.

Opportunities for Improvement

- Overall performance declined in ELA and math content areas in 2019. Proficiency rates in math (4% overall) were very low.

- Among SSD public separate schools 2019, large proportions of students scored in the below basic range, while few students performed proficient or advanced.
- The percentage of North Tech students who achieved a score falling in the proficient or advanced range on an Algebra EOC remained small (6% in 2019).

Recommendations for Action

1. Continue previously-developed curriculum improvement actions (i.e., develop common assessments for all content areas and grade levels, develop pacing guides, develop a curricular resource guide for teachers; see 2019-20 Curriculum Monitoring Report). Assessing fidelity of curriculum implementation may be of benefit as well.
2. Pursue continued dialogue with the state Department of Elementary and Secondary Education around optimal approaches to measuring the achievement and growth of students with disabilities attending separate settings.

Ongoing initiatives related to improving student achievement can be found in the District's Strategic Plan.

Dissemination Plan

Evaluation and Research staff will distribute this report via email to SSD building and program administrators. The report will be posted on the District website and on SSD Life.

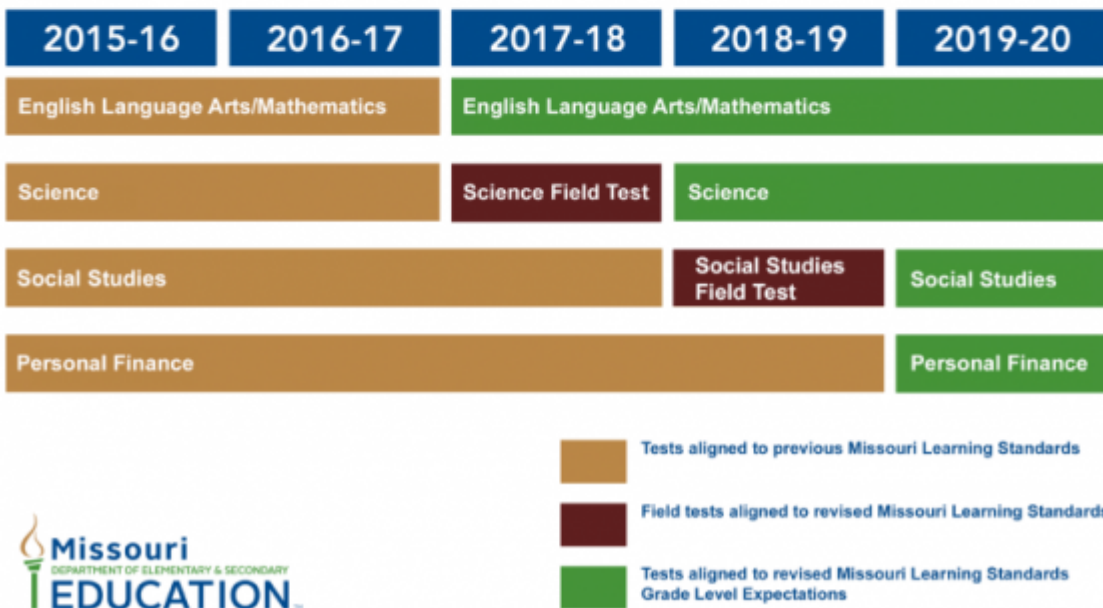
Appendix A DESE Assessment Implementation Schedule

Assessment Implementation Schedule

On Tuesday, May 17, 2016 the Missouri State Board of Education approved a schedule for implementing assessments aligned to the newly adopted expectations. Initial operational administration of new English language arts and mathematics assessments will take place in the 2017-2018 school year, followed by science in 2018-2019 (Field Testing to occur in 2017-2018 school year) and social studies in 2019-2020. Until new assessments are implemented as described, Grade-Level and End-of-Course assessments will remain unchanged and aligned to the previous MLS. The figure below illustrates the implementation schedule.

Implementation Schedule

On May 17, 2016, the Missouri State Board of Education approved a schedule for implementing assessments aligned to the newly adopted expectations. Initial operational administration of new English language arts and mathematics assessments will take place in the 2017-2018 school year, followed by science in 2018-2019 (field testing to occur in 2017-2018 school year) and social studies in 2019-2020 (field testing to occur in 2018-2019 school year). The figure below illustrates the implementation schedule.



Copied from Missouri DESE: <https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards>

Appendix B Score Counts

Counts of State Test Scores by School 2019

School	Test Type	ELA	Mathematics	Science
ACKERMAN	Grade Level MAP	97	97	32
	MAP-A	49	49	14
EXTERNAL SITES & JDC	Grade Level MAP	53	53	22
	EOC	24	19	15
	MAP-A	10	10	6
HIRAM NEUWOEHNER	EOC	17	11	11
	MAP-A	5	5	5
LITZINGER	Grade Level MAP	76	76	28
	MAP-A	47	47	13
NORTH TECHNICAL	EOC	83	33	106
NORTHVIEW	EOC	40	33	24
	MAP-A	19	19	20
SOUTHVIEW	Grade Level MAP	31	31	12
	MAP-A	27	26	12
SOUTHVIEW HIGH	EOC	12	7	15
	MAP-A	9	9	14
Grand Total		599	525	349

Counts of State Test Scores by Test Type and Race 2019

School Type	Test Type	Race Category	ELA	Mathematics	Science
NORTH TECHNICAL	EOC	Black	69	30	88
		White	11	3	12
		Other Race	3		4
		Null			2
Special Education Schools and Programs	Grade Level MAP	Black	147	147	48
		White	94	94	40
		Other Race	16	16	6
	EOC	Black	49	37	32
		White	42	33	31
		Other Race	2		2
	MAP-A	Black	79	78	33
		White	69	69	42
		Other Race	18	18	9
Grand Total			599	525	349

Counts of State Test Scores by Free and Reduced Lunch Status 2019

Test Type	FRL Status	ELA	Mathematics	Science
EOC	Is FRL	143	77	145
	Not FRL	33	26	26
Grade Level MAP	Is FRL	200	200	72
	Not FRL	57	57	22
MAP-A	Is FRL	127	126	57
	Not FRL	39	39	27
Grand Total		599	525	349