

Knox County R-I School District
Results of MAP/EOC Testing
Spring 2018



- **Introduction**

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

For example, today, high school graduation rates are at all-time highs. Dropout rates are at historic lows. And more students are going to college than ever before. These achievements provide a firm foundation for further work to expand educational opportunity and improve student outcomes under ESSA.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

Congress has now responded to that call.

The Every Student Succeeds Act reflects many of the priorities of this administration.

ESSA Highlights

President Obama signs the Every Student Succeeds Act into law on December 10, 2015.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.

- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our [Investing in Innovation](#) and [Promise Neighborhoods](#)
- Sustains and expands this administration's historic investments in increasing access to high-quality [preschool](#).
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Assessment Guidelines - In spring 2018 students in grade 3, 4, 5, 6, 7, and 8 were assessed in communication arts, and math with 5th and 8th graders also taking science using the Missouri Assessment Program (MAP). High school students were assessed in the areas of English I and II, Biology, Algebra I and II, Geometry, and Government using the MAP programs End of Course Exams (EOC). Alternate MAP or MAP-A was administered for students with the most significant cognitive disabilities.

- The MAP is one of several education reforms originally mandated by the Outstanding Schools Act of 1993. As a result of this act, the State Board of Education directed the Missouri Department of Elementary and Secondary Education to identify the knowledge, skills and competencies that Missouri students should acquire by the time they complete high school and to assess student progress toward those academic standards. The Department worked with teachers, school administrators, parents and business professionals throughout the state to develop the Show-Me Standards. The Department continued to work with the same constituencies to develop an assessment system that will evaluate students' proficiencies represented by the Show-Me Standards and the end results was the MAP.
- The assessment is performance-based and consists of three types of test items: multiple choice, constructed response and for certain grade levels and subject areas performance events. The constructed response questions require students to supply (rather than select) an appropriate response. Students are asked to show their work in answering questions. In addition to measuring student's content knowledge, constructed-response items can provide information about how students arrive at their answers. Performance events require students to work through more complicated items. They often allow for more than one approach to get a correct answer. The advantage of this type of assessment is that it provides insight into a student's ability to apply knowledge and understanding in various situations.
- The results found within this document make comparisons between the achievement of Knox County students and other students in the state of Missouri. When looking at the MAP results, it is the goal of the district for all students to score in either proficient or advanced category.

General Information

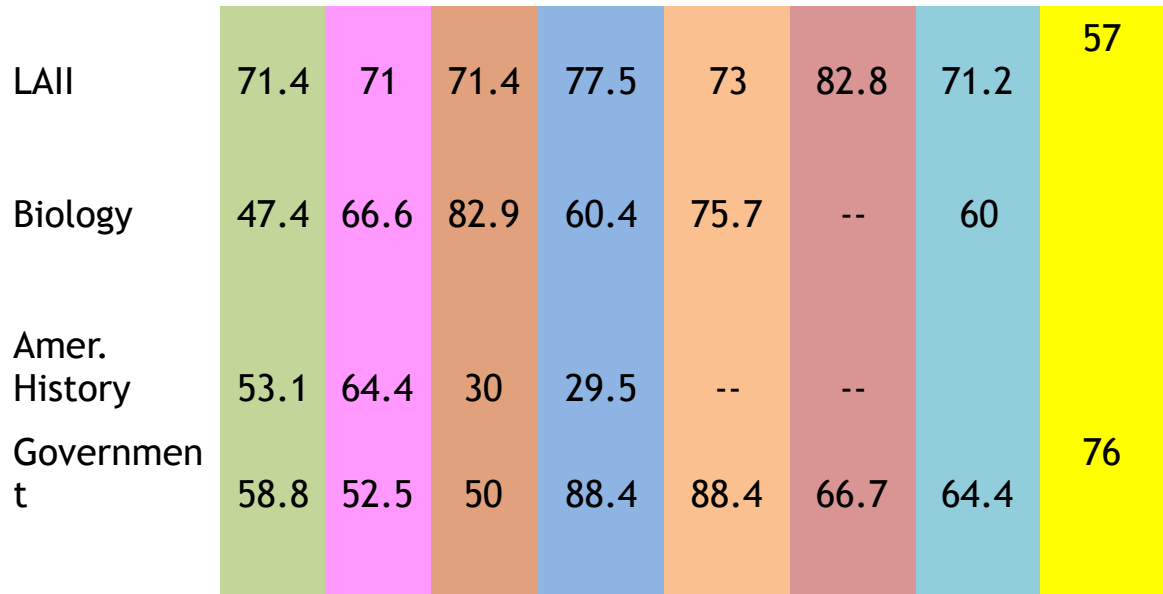
- APR- Annual Performance Report—State
- MAP - Missouri Assessment Program
 - CA and MA grades 3-8, SC Grades 5 &8
- EOC- End of Course Exams
 - Algebra I, Algebra II, Geometry, LA I, LA II, Biology, American History, and Government

Content Area	Grade	Top 2 State/Knox	
Comm. Arts	03	48.6	47.1
Comm. Arts	04	50.2	43.6
Comm. Arts	05	48	21.9
Comm. Arts	06	48.3	34.2
Comm. Arts	07	43.7	36
Comm. Arts	08	48.9	34.5
Comm. Arts	E1	59	65
Comm. Arts	E2	57	57
Mathematics	03	46.9	47
Mathematics	04	45.9	43.6
Mathematics	05	41	28.2
Mathematics	06	41.1	17
Mathematics	07	37.9	37.8
Mathematics	08	29.6	27.6
Mathematics	A1	44	39

Science	05		
Geometry	Geo	46	81
Algebra 2	A2	45	54
Science	08		
Science	B1		

Percent of Students in the Top Two
Comparison Data by Graduation Year and Content Area

	2011	2012	2013	2014	2015	2016	2017	2018
Algebra I	51.1	69	64.4	65.7	30.8	66.7	50	39
Algebra II	71.4	54.5	81.1	91.3		81.8	80	54
Geometry	64.2	91.3	74.2	72.2	74.4	69	75.9	81
LA I	55.1	71.4	59.4	61.9	76.4	74.2	65.5	65



Class of:

2010 2011 2012 2013 2014 2015 2016 2017 2018

2027 ELA

47.1

2027 MA

47

2026 CA

52.6

43.6

2026 MA

57.9

43.6

2025 CA

60.6

57.6

21.9

2025 MA

60.6

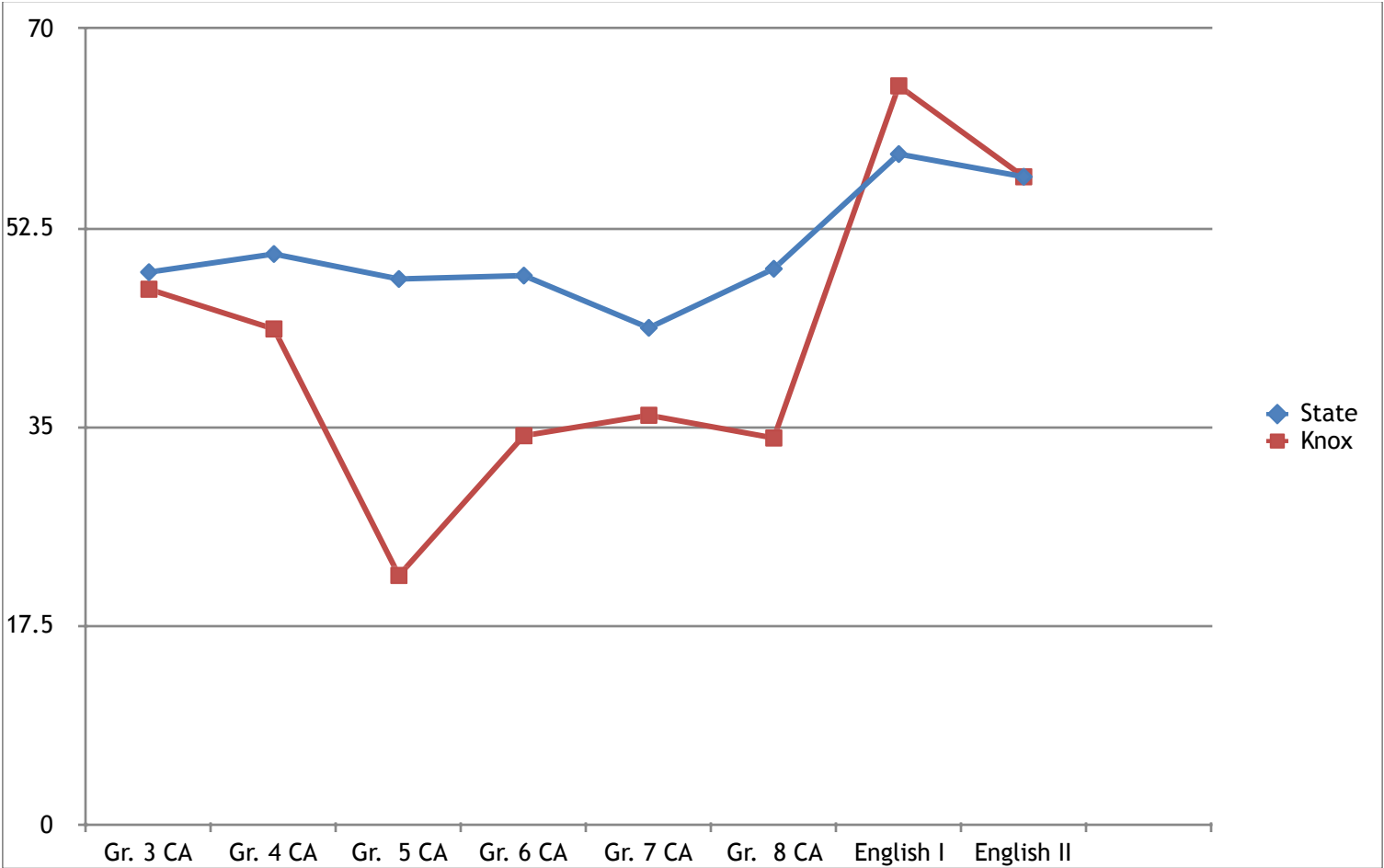
48.5

28.2

2024 CA					51.3	48.7	31	34.2	
2024 MA					67.5	19.5	35.7	17	
2023 CA				48.1	53.3	51.5	65.8	36	
2023 MA				63	63.3	54.5	47.4	37.8	
2022 CA			32.2	12.5	35.4	50	46.4	34.2	
2022 MA			45	25	25	33	32.1	27.6	
2021 CA		43.3	*50	56.7	58.6	70.5	64.7		
2021 MA		70	53	53.3	27.5	32.3	29.4		
									3rd Grade
2020 CA	*30.3	37.9	33	26.7	40	61.2			4th Grade
2020 MA	*36.3	34.4	23	33.3	23.3	25.8			5th Grade
									6th Grade
2019 CA	*40.5	58.8	40.5	58.8	61.1	76.9			7th Grade
2019 MA	*48.6	50	45.9	58.8	50	30.7			8th Grade

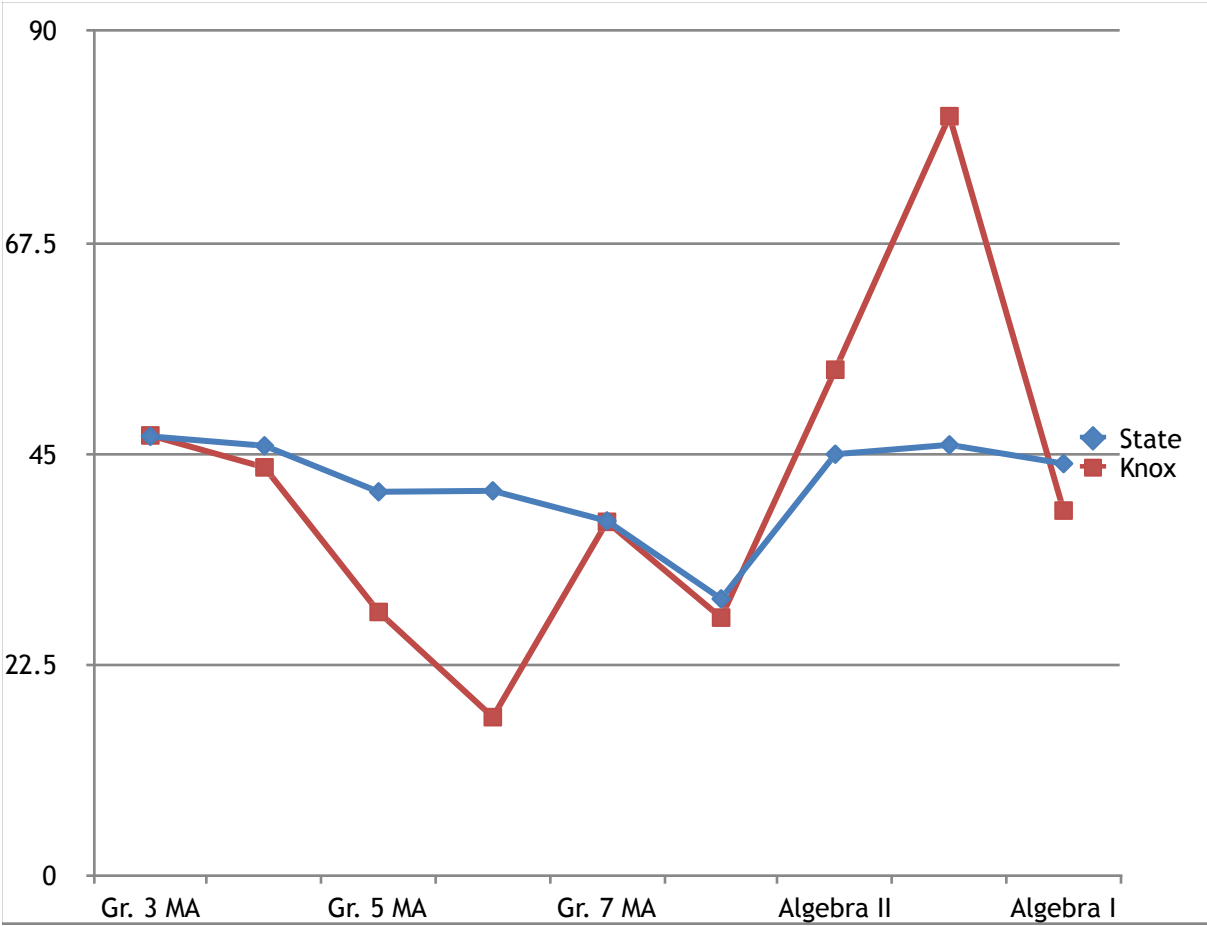
Knox County R-I School Data Compared to the State of Missouri Data

English Language Arts



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Mathematics



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Science and Social Studies

