State Assessment Results
2016-2017 Data Report

Special School District

Coordinators
Paul Bauer, Associate Superintendent
Matthew Traughber, Evaluation and Research Administrator

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Executive Summary

This report summarizes state accountability assessment results and trends for the 2015-16 school year. A subsequent 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

- Proficiency levels for SSD as a whole fell well below those for all students state-wide. Proficiency in math was particularly low (10.8% District wide).

- With several exceptions, proficiency rates in 2016 for SSD separate schools were lower than those among all students with IEPs state wide.

- Proficiency rates among the separate schools in science dropped precipitously with the advent of the Dynamic Learning Maps (DLM)[1] as the MAP-Alternative (MAP-A) assessment for this subject area.

- Results varied across SSD special education schools. Students at Ackerman demonstrated the comparatively highest levels of both proficiency and growth in English Language Arts (ELA) and math. Proficiency rates for students in a number of schools fell below 5% in some curricular areas assessed.

- Proficiency rates at North Tech either improved and/or were higher than the state-wide rate on several End of Course (EOC) exams, including English II in both regards.

- The large majority of students taking the alternative assessment have scored in the basic or below basic range the last two years.

- Where performance differences between white and non-white students exist, they are modest though most evident in the curricular area of ELA. White and non-white students performed relatively comparably on the EOC assessments in 2016. White students generally performed in the proficient range at a higher percentage than non-white students on the grade-level MAP. In contrast, among students who take the alternative assessment, non-white students performed in the proficient range at higher proportions than white students.

- Students designated as Free and Reduced Lunch (FRL) generally scored proficient at lower rates than non-FRL students on the EOC exams and grade-level MAP. In contrast, students who were FRL scored proficient on the MAP-A format test at higher rates than did students who were not FRL.

- Growth score analysis indicated that, on average, SSD students in grades 4-8 who take the grade-level MAP made greater than expected normative gains in math but lesser than expected gains in ELA. Ackerman students demonstrated strong growth relative to predicted performance in both subject areas, whereas students attending other SSD elementary schools/sites made normative gains that were near or fell below predictions.

Description

This report summarizes state accountability assessment results and trends for the 2015-16 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 11[2]; and secondary students who take a required End-of-Course (EOC) exam. The required EOCs include English II (English Language Arts), Algebra I (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 dictated by when the associated course is taken. Thus North Technical High generally has few students taking the Algebra I EOC, as most secondary students take that course and exam during their 8th or 9th grade year.

In 2016, students in grades 3-8 who take the grade-level MAP completed new assessments in the areas of English Language Arts (ELA) and mathematics. This is the second consecutive year of a new grade-level assessment. Use of the Dynamic Learning Maps (DLM) as the alternative assessment 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. Although test results from 2016 appear alongside those from the prior year in some figures provided, readers should interpret cross-year trends in the grade-level MAP and Science MAP-A results with caution given the new tests and associated benchmarks for proficiency in 2015-16. The grade-level MAP Science assessment (taken at grades 5 and 8), along with the EOC exams, remained unchanged in 2016 from the prior year.

Annual summaries of state assessment results and the Annual Performance Review (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 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 Objectives and PCF Elements relevant to this report:

CSIP Objective 1.1 Ensure achievement for all students.

Recommendations From Most Recent Data Report

Recommendation 1: Conduct further study of the 2015 MAP-A assessment (Dynamic Learning Maps) results for the purpose of identifying trends and developing strategies for improvement.

Status of Recommendation: Additional analyses of the MAP-A results were conducted internally. Proficiency rates of students at SSD separate schools who took the MAP-A fell well below that among students who took the MAP-A state-wide. The data suggest that students with significant cognitive and communication disabilities, which is characteristic of many students attending SSD schools, have a very low likelihood of obtaining a proficient score on the assessment. Anecdotally, the assessment design precludes many students who are nonverbal from demonstrating skill progression that would result in the attainment of score falling in the proficient range. Although districts were initially informed that schools would be able to use the

DLM assessment to formatively assess student progress across the year, DESE no longer advocates this use of the assessment. Thus SSD curriculum and instruction staff are in the process of designing formative measures that can be used to assess the progress of students with significant cognitive disabilities throughout the school year.

Current Results

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

Performance/Effectiveness Question(s) These Data Inform: *What proportion of students performed in the Proficient or Advanced range (i.e., the 'top two') on the state accountability assessments? How does the 'top two' proportion for SSD compare to that state-wide? How does the 'top two' proportion among separate schools compare to that for students with IEPs state-wide? For assessments that remained unchanged from 2015-16 (this includes EOCs, grade-level MAP science, and MAP-A English Language Arts and math), how does performance in 2016 compare to that from 2015?*
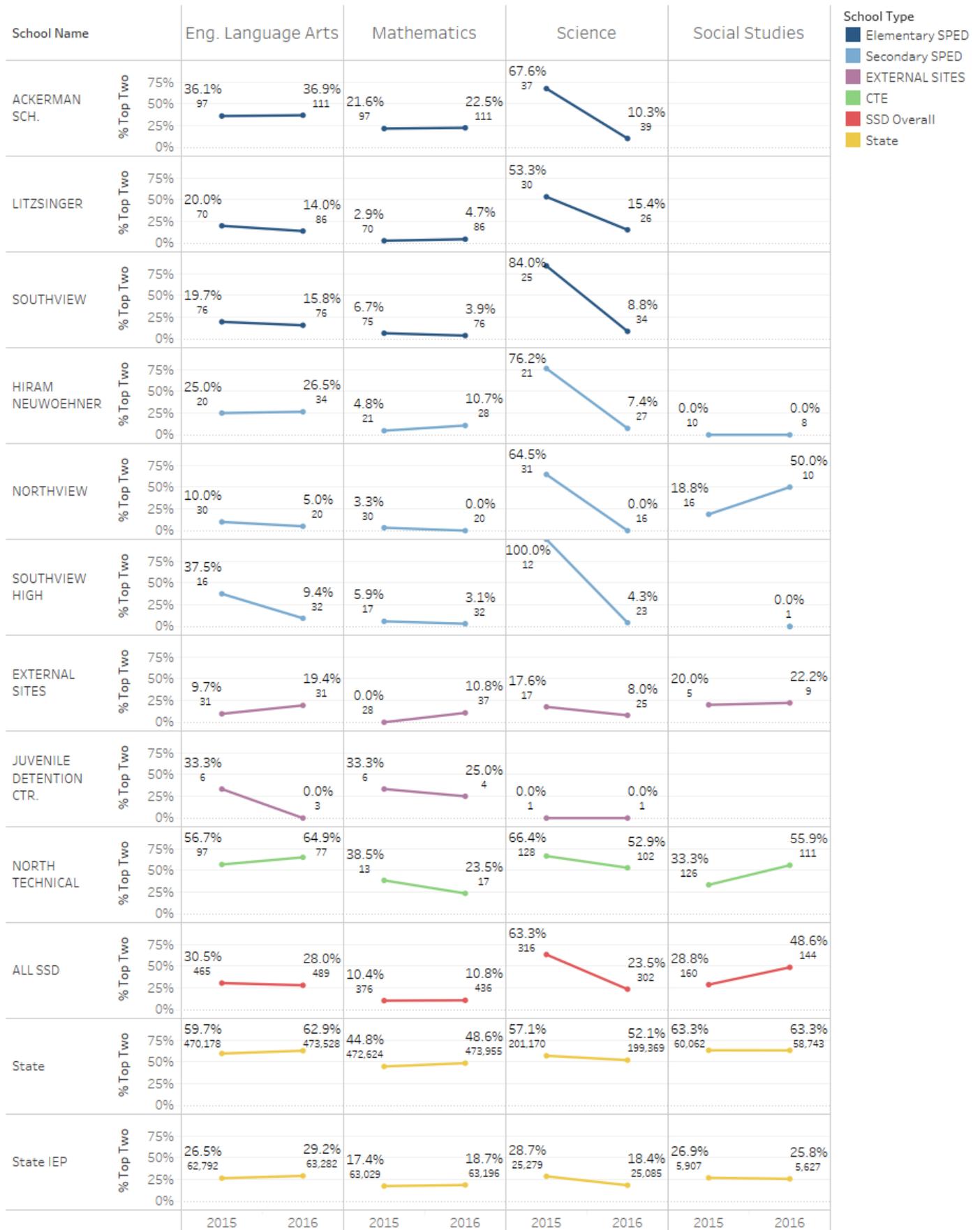
The figure on the following page displays the proportion of 'top two' scores over two years for each SSD school/program and the District overall. State-level results appear at bottom in the figure. To reiterate, new grade-level MAP tests in ELA and Math were administered in 2015-16; in addition, schools began administering the DLM as the alternative Science assessment in 2015-16. Interpretation of comparisons across years for these test types should thus be made with caution. Note that the count of students with reportable scores for the test appears underneath the top two percentage in the figure. In some cases, the number of students taking the test was small.

Data Summary:

- Proficiency levels for SSD as a whole lie well below those achieved by all students state wide.

- With the exception of Ackerman in ELA and math, and Northview in social studies, 'top two' percentages were lower among students attending SSD separate schools than they were for IEP students in total state wide.

- Proficiency rates in science dropped precipitously with the advent of the DLM as the alternative assessment for this subject area in 2016.

- Proficiency rates in math were low. District rates as a whole, including CTE, fell below the 'top two' rate for students *with IEPs* state-wide in math.

- There were some sizable differences across the separate schools in 'top two' proficiency rates in 2016 in ELA and Math. For instance, while 22.5% of students scored proficient or advanced in math at Ackerman, only 4.7% of students at Litzsinger performed proficient or advanced.

- In ELA and math, students at Ackerman scored in the proficient range at higher rates than did students at other elementary schools. Students at Neuwoehner scored proficient at higher proportions in ELA and math than did students at other secondary schools.

- In comparison to the prior year, a higher proportion of North Tech students scored proficient on the ELA (64.9%) and social studies (55.9%) assessments in 2016. In contrast, the proportion of students scoring proficient in math (23.5%) and science (52.9%) decreased. North Tech 'top two' rates in ELA and science were higher than that for the state overall, while the proficiency rates for social studies fell marginally below and for Math fell well below the state-wide rates. With respect to math results, a potential caveat is that whereas most secondary students complete the Algebra I EOC as 8th or 9th graders, students who are enrolled in Algebra I/complete this EOC while at North Tech are taking the course in 10th grade or above, which suggests they may have failed the course previously and/or required remedial math coursework prior to taking it.

State Test Top Two % Among "Reportable" Students Over Two Years

Student counts appear below the Top Two percentage. Note that the grade level (3-8) MAP test and science alternative assessments were new in 2016 and thus cross-year comparisons should be made with caution.

School Type
- Elementary SPED (dark blue)
- Secondary SPED (light blue)
- EXTERNAL SITES (purple)
- CTE (green)
- SSD Overall (red)
- State (yellow)

School Name	Eng. Language Arts		Mathematics		Science		Social Studies	
	2015	2016	2015	2016	2015	2016	2015	2016
ACKERMAN SCH.	36.1% (97)	36.9% (111)	21.6% (97)	22.5% (111)	67.6% (37)	10.3% (39)		
LITZSINGER	20.0% (70)	14.0% (86)	2.9% (70)	4.7% (86)	53.3% (30)	15.4% (26)		
SOUTHVIEW	19.7% (76)	15.8% (76)	6.7% (75)	3.9% (76)	84.0% (25)	8.8% (34)		
HIRAM NEUWOEHNER	25.0% (20)	26.5% (34)	4.8% (21)	10.7% (28)	76.2% (21)	7.4% (27)	0.0% (10)	0.0% (8)
NORTHVIEW	10.0% (30)	5.0% (20)	3.3% (30)	0.0% (20)	64.5% (31)	0.0% (16)	18.8% (16)	50.0% (10)
SOUTHVIEW HIGH	37.5% (16)	9.4% (32)	5.9% (17)	3.1% (32)	100.0% (12)	4.3% (23)		0.0% (1)
EXTERNAL SITES	9.7% (31)	19.4% (31)	0.0% (28)	10.8% (37)	17.6% (17)	8.0% (25)	20.0% (5)	22.2% (9)
JUVENILE DETENTION CTR.	33.3% (6)	0.0% (3)	33.3% (6)	25.0% (4)	0.0% (1)	0.0% (1)		
NORTH TECHNICAL	56.7% (97)	64.9% (77)	38.5% (13)	23.5% (17)	66.4% (128)	52.9% (102)	33.3% (126)	55.9% (111)
ALL SSD	30.5% (465)	28.0% (489)	10.4% (376)	10.8% (436)	63.3% (316)	23.5% (302)	28.8% (160)	48.6% (144)
State	59.7% (470,178)	62.9% (473,528)	44.8% (472,624)	48.6% (473,955)	57.1% (201,170)	52.1% (199,369)	63.3% (60,062)	63.3% (58,743)
State IEP	26.5% (62,792)	29.2% (63,282)	17.4% (63,029)	18.7% (63,196)	28.7% (25,279)	18.4% (25,085)	26.9% (5,907)	25.8% (5,627)

Note. Includes combined results from grade-level MAP, MAP-A, and EOC tests. A small number of optional EOCs were excluded.

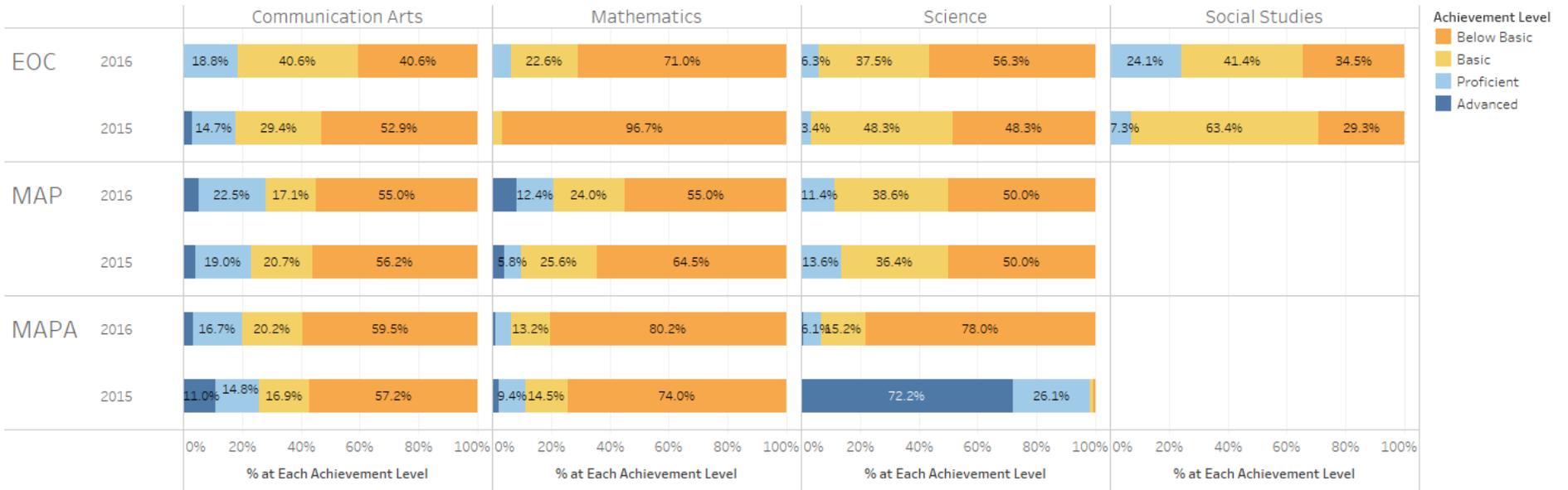## Data/Reporting Element 2: Achievement Level Results by School and Test Type

> ***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?*

Charts on the next two pages display a breakdown of student test performance by school type (separate public schools vs. CTE) and test type (grade-level MAP vs. EOC vs. MAP-A). Special education separate school results are shown on the next page and CTE results on the subsequent page. For each, the top chart shows the percentage of students that scored at each achievement level (below basic, basic, proficient, and advanced); the lower chart displays the counts of students that took each test.
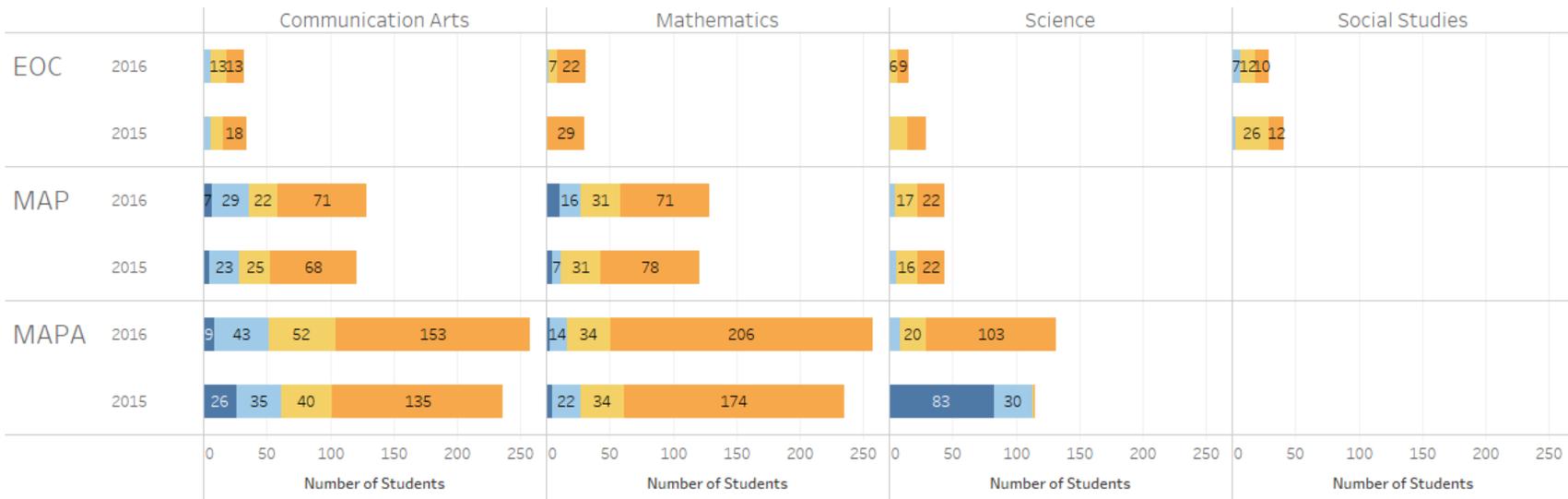
Data Summary:

- More students attending SSD separate schools took the MAP-A assessment format than took the grade-level MAP and EOC formats combined.

- The proportion of students scoring proficient or advanced on the MAP-A was lower in 2016 than it was the prior year. This was true across subject areas. A new MAP-A assessment for science (the DLM) was introduced in 2015-16. Under this new assessment format, the proportion of students scoring proficient or advanced decreased significantly, from 98.3% in 2015 to only 6.9% in 2016. A similar reduction in ELA and math proficiency rates was observed in 2015 following the initiation of the DLM as the MAP-A assessment in those curricular areas.

- 79.7% of students taking the MAP-A performed basic or below basic in ELA; 93.4% performed basic or below basic in math.

- Higher proportions of students scored in the 'top two' range on the grade-level MAP than did on the MAP-A.

- Though the 2015 and 2016 grade-level MAP tests were different and thus not directly comparable, a higher percentage of students taking this test type scored proficient in both ELA and math in 2016.

- While a relatively small number of students attending SSD special education secondary schools take the EOC, results there were improved over the prior year in ELA, math, and social studies.

- Comparing results from 2015 and 2016 for North Tech, a larger proportion of students scored proficient and advanced in 2016 in ELA, while a smaller proportion of students performed in the lowest score range of below basic. In contrast, a larger proportion scored in the below basic range on the math EOC. Proficiency rates at North Tech were improved in 2016 for social studies but decreased in science.
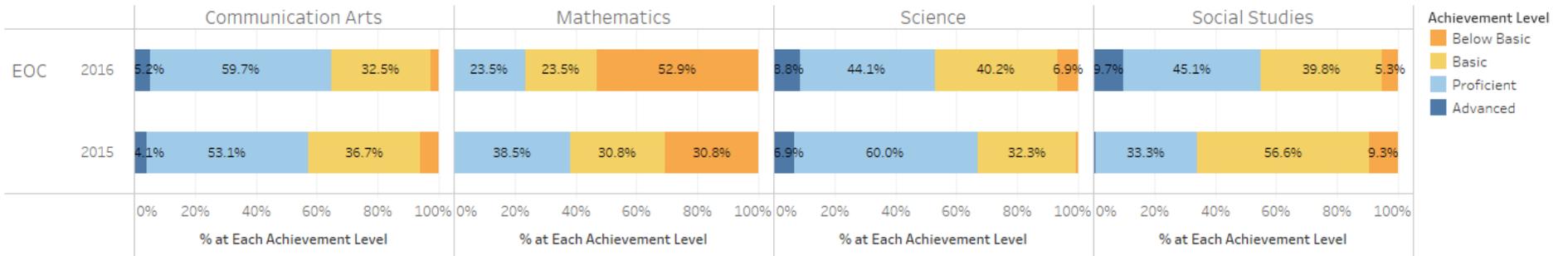
State Test Results Over Two Years for SSD Separate Schools (CTE and External Sites Excluded)
Percent at Each Achievement Level by Test Type

Achievement Level:
- Below Basic
- Basic
- Proficient
- Advanced

Communication Arts

		Below Basic	Basic	Proficient	Advanced
EOC	2016		18.8%	40.6%	40.6%
	2015	14.7%	29.4%	52.9%	
MAP	2016	22.5%	17.1%	55.0%	
	2015	19.0%	20.7%	56.2%	
MAPA	2016	16.7%	20.2%	59.5%	
	2015	11.0%	14.8%	16.9%	57.2%

Mathematics

EOC	2016	22.6%	71.0%		
	2015	96.7%			
MAP	2016	12.4%	24.0%	55.0%	
	2015	5.8%	25.6%	64.5%	
MAPA	2016	13.2%	80.2%		
	2015	9.4%	14.5%	74.0%	

Science

EOC	2016	6.3%	37.5%	56.3%	
	2015	3.4%	48.3%	48.3%	
MAP	2016	11.4%	38.6%	50.0%	
	2015	13.6%	36.4%	50.0%	
MAPA	2016	6.1%	15.2%	78.0%	
	2015	72.2%	26.1%		

Social Studies

EOC	2016	24.1%	41.4%	34.5%	
	2015	7.3%	63.4%	29.3%	

Count at Each Achievement Level by Test Type

Communication Arts

		Advanced	Proficient	Basic	Below Basic
EOC	2016		13	13	
	2015			18	
MAP	2016	7	29	22	71
	2015		23	25	68
MAPA	2016	9	43	52	153
	2015	26	35	40	135

Mathematics

EOC	2016	7	22		
	2015	29			
MAP	2016	16	31	71	
	2015	7	31	78	
MAPA	2016	14	34	206	
	2015	22	34	174	

Science

EOC	2016	6	9		
	2015				
MAP	2016	17	22		
	2015	16	22		
MAPA	2016	20	103		
	2015	83	30		

Social Studies

EOC	2016	7	12	10	
	2015	26	12		

State Test (EOC) Results for North Tech Over Two Years
Percent at Each Achievement Level by Test Type

		Communication Arts	Mathematics	Science	Social Studies
EOC	2016	5.2% / 59.7% / 32.5%	23.5% / 23.5% / 52.9%	8.8% / 44.1% / 40.2% / 6.9%	9.7% / 45.1% / 39.8% / 5.3%
	2015	4.1% / 53.1% / 36.7%	38.5% / 30.8% / 30.8%	6.9% / 60.0% / 32.3%	33.3% / 56.6% / 9.3%

Achievement Level
- Below Basic
- Basic
- Proficient
- Advanced

% at Each Achievement Level

Count at Each Achievement Level by Test Type

		Communication Arts	Mathematics	Science	Social Studies
EOC	2016	4 / 46 / 25 / 2	4 / 4 / 9	9 / 45 / 41 / 7	11 / 51 / 45 / 6
	2015	4 / 52 / 36 / 6	5 / 4 / 4	9 / 78 / 42	43 / 73 / 12

Number of Students
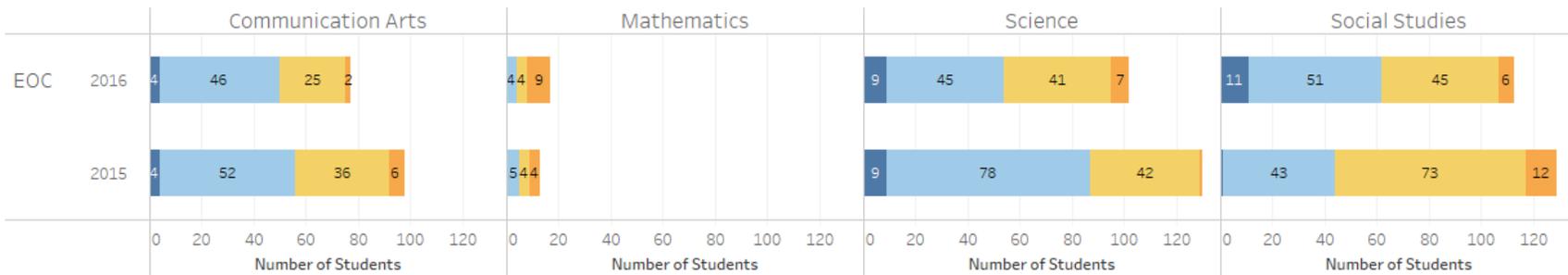
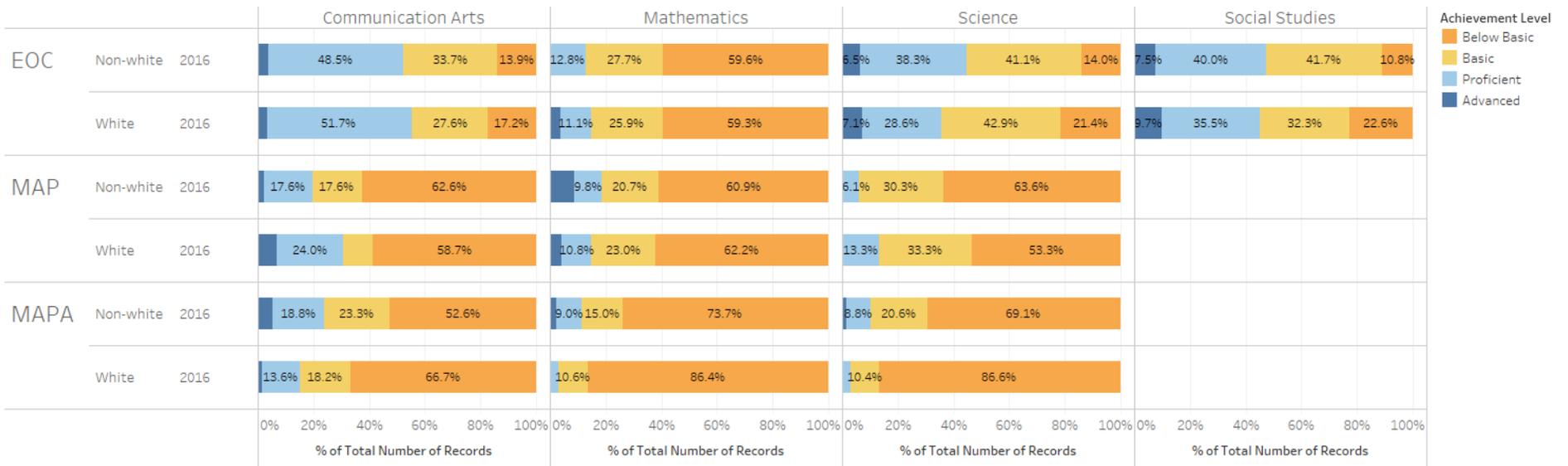## Data/Reporting Element 3: Demographic Comparisons

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

A breakdown of 2016-only state test results by race (white vs. non-white; next page) and FRL (following page) appear below, disaggregated by test type. As in the charts above, both proportion of students performing at each achievement level (top of page) and the counts of students tested (bottom of page) are displayed. These figures reflect results for all SSD schools, including special education schools/programs and North Technical High School.
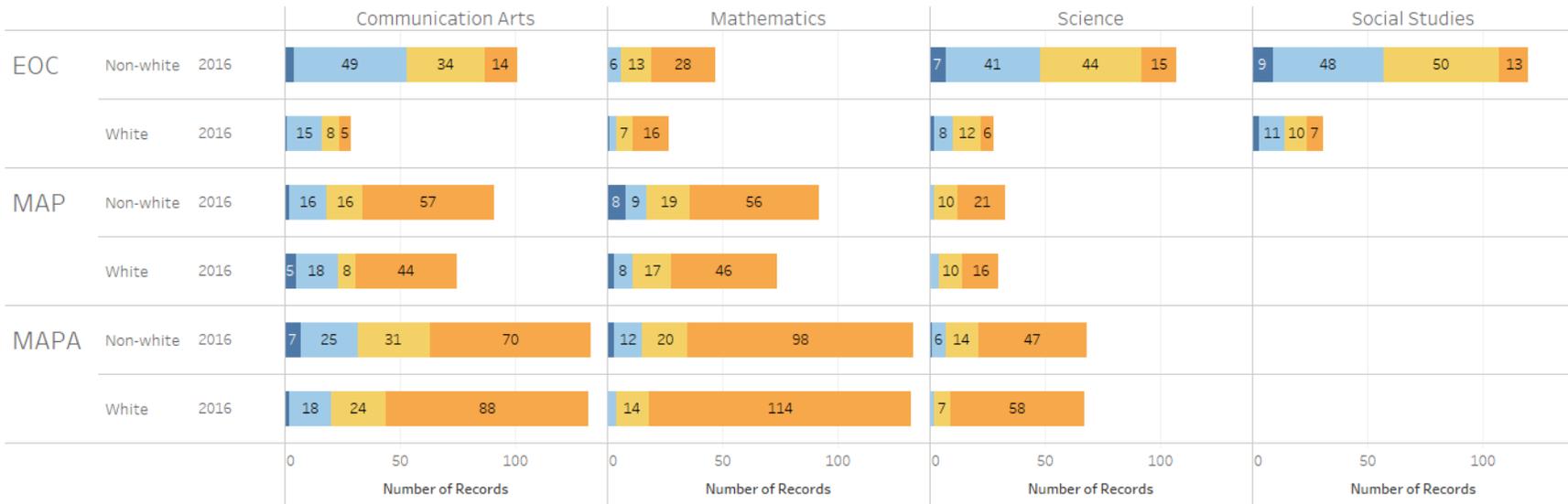
Data Summary:

- White and non-white students performed relatively comparably on the EOC assessments in 2016. Non-white students scored proficient at higher percentages on the science EOC than did white students, but at slightly lower percentages than white students in ELA. Many more non-white students took an EOC than did white students.

- On the grade-level MAP, white students performed in the proficient range at a higher percentage than non-white students in ELA and science, and at a slightly lower percentage in math.

- Non-white students performed in the proficient range on the MAP-A at higher proportions than did white students. Only a small percentage (< 5%) of white students taking the MAP-A test format performed proficient in math or science.

- Students designated as FRL generally scored proficient at lower rates than non-FRL students on the EOC exams and grade-level MAP, an exception being the grade-level MAP math assessment, where the achievement level distribution between FRL and non-FRL was similar.

- Students who were FRL scored proficient on the MAP-A format test at higher rates than did students who were not FRL.
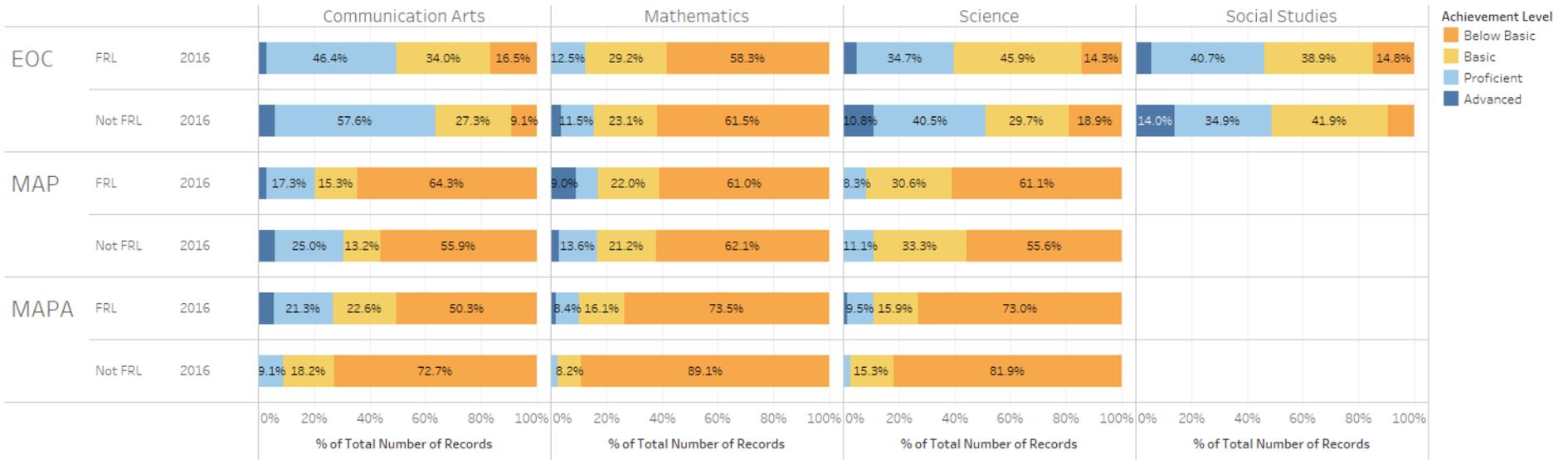
2016 State Test Results by Race
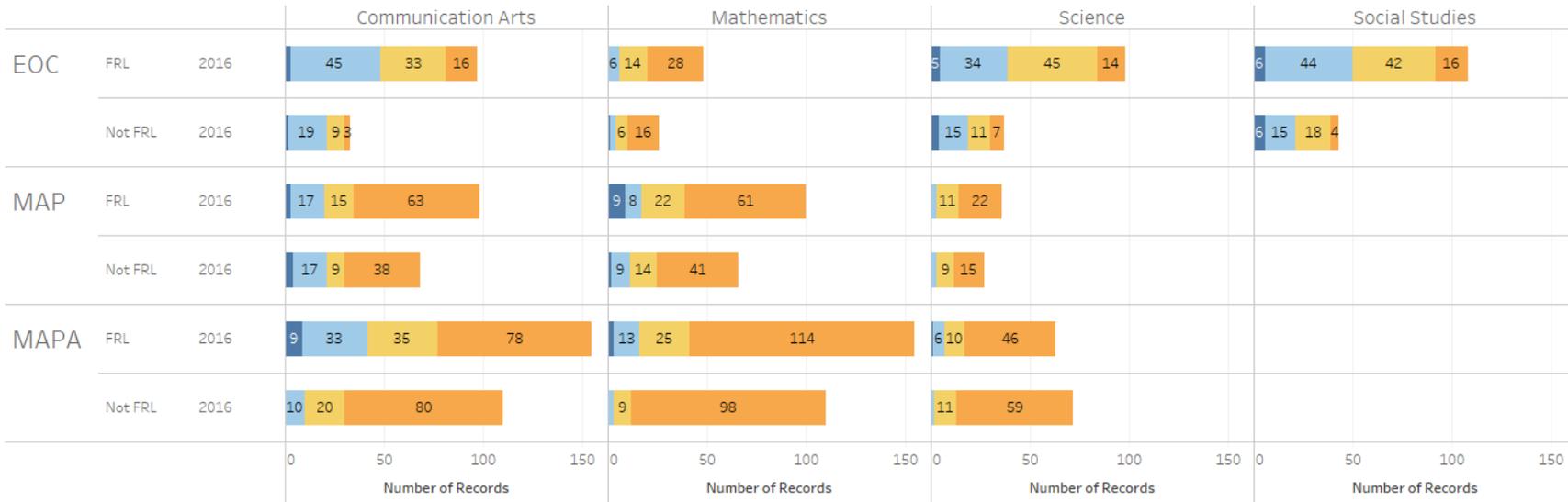### Percent at Each Achievement Level by Test Type

			Communication Arts	Mathematics	Science	Social Studies
EOC	Non-white	2016	48.5% / 33.7% / 13.9%	12.8% / 27.7% / 59.6%	6.5% / 38.3% / 41.1% / 14.0%	7.5% / 40.0% / 41.7% / 10.8%
	White	2016	51.7% / 27.6% / 17.2%	11.1% / 25.9% / 59.3%	7.1% / 28.6% / 42.9% / 21.4%	9.7% / 35.5% / 32.3% / 22.6%
MAP	Non-white	2016	17.6% / 17.6% / 62.6%	9.8% / 20.7% / 60.9%	6.1% / 30.3% / 63.6%	
	White	2016	24.0% / 58.7%	10.8% / 23.0% / 62.2%	13.3% / 33.3% / 53.3%	
MAPA	Non-white	2016	18.8% / 23.3% / 52.6%	9.0% / 15.0% / 73.7%	8.8% / 20.6% / 69.1%	
	White	2016	13.6% / 18.2% / 66.7%	10.6% / 86.4%	10.4% / 86.6%	

% of Total Number of Records

Count at Each Achievement Level by Test Type

			Communication Arts	Mathematics	Science	Social Studies
EOC	Non-white	2016	49 / 34 / 14	6 / 13 / 28	7 / 41 / 44 / 15	9 / 48 / 50 / 13
	White	2016	15 / 8 / 5	7 / 16	8 / 12 / 6	11 / 10 / 7
MAP	Non-white	2016	16 / 16 / 57	8 / 9 / 19 / 56	10 / 21	
	White	2016	5 / 18 / 8 / 44	8 / 17 / 46	10 / 16	
MAPA	Non-white	2016	7 / 25 / 31 / 70	12 / 20 / 98	6 / 14 / 47	
	White	2016	18 / 24 / 88	14 / 114	7 / 58	

Number of Records

Achievement Level
- Below Basic
- Basic
- Proficient
- Advanced

2016 State Test Results by Free and Reduced Lunch Status
Percent at Each Achievement Level by Test Type

			Communication Arts	Mathematics	Science	Social Studies
EOC	FRL	2016	46.4% / 34.0% / 16.5%	12.5% / 29.2% / 58.3%	34.7% / 45.9% / 14.3%	40.7% / 38.9% / 14.8%
	Not FRL	2016	57.6% / 27.3% / 9.1%	11.5% / 23.1% / 61.5%	10.8% / 40.5% / 29.7% / 18.9%	14.0% / 34.9% / 41.9%
MAP	FRL	2016	17.3% / 15.3% / 64.3%	9.0% / 22.0% / 61.0%	8.3% / 30.6% / 61.1%	
	Not FRL	2016	25.0% / 13.2% / 55.9%	13.6% / 21.2% / 62.1%	11.1% / 33.3% / 55.6%	
MAPA	FRL	2016	21.3% / 22.6% / 50.3%	8.4% / 16.1% / 73.5%	9.5% / 15.9% / 73.0%	
	Not FRL	2016	9.1% / 18.2% / 72.7%	8.2% / 89.1%	15.3% / 81.9%	

% of Total Number of Records

Achievement Level
- Below Basic (orange)
- Basic (yellow)
- Proficient (light blue)
- Advanced (dark blue)

Count at Each Achievement Level by Test Type

			Communication Arts	Mathematics	Science	Social Studies
EOC	FRL	2016	45 / 33 / 16	6 / 14 / 28	5 / 34 / 45 / 14	6 / 44 / 42 / 16
	Not FRL	2016	19 / 9 / 3	6 / 16	15 / 11 / 7	6 / 15 / 18 / 4
MAP	FRL	2016	17 / 15 / 63	9 / 8 / 22 / 61	11 / 22	
	Not FRL	2016	17 / 9 / 38	9 / 14 / 41	9 / 15	
MAPA	FRL	2016	9 / 33 / 35 / 78	13 / 25 / 114	6 / 10 / 46	
	Not FRL	2016	10 / 20 / 80	9 / 98	11 / 59	

Number of Records

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 years' 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 MSIP5 Annual Performance Review. The data also allow individual districts to examine the extent to 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 are displayed in the charts below. The number of students whose scores contributed to the rates are included at right in parentheses. 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 do not include all fourth through eighth grade students who took the grade-level MAP in 2016. The growth score can be interpreted as follows. A score of 50 equates to a student whose normative score gain from 2015 to 2016 was exactly as predicted. Students whose growth score falls above 50 made gains (in relation to all students at their grade level across the state) that were greater than predicted based on past performance. Students with a growth score under 50 scored less well in relationship to peers in 2016 than past performance 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 are experiencing.
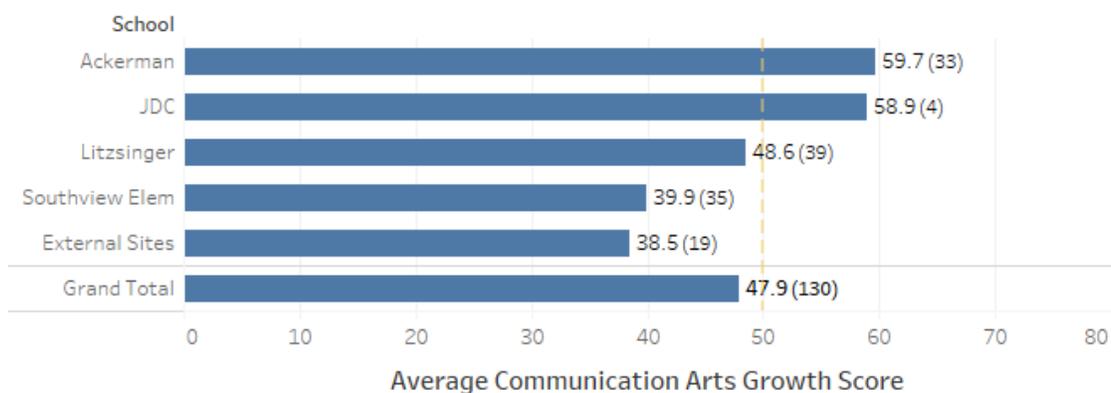
Data Summary:

- On average, SSD students in grades 4-8 who take the grade-level MAP made greater than expected normative gains in math but lesser than expected gains in ELA (see the "Grand Total" mean score toward the bottom of each chart).

- Ackerman students demonstrated the highest average growth relative to predicted performance in both ELA and math; average gains among Ackerman students in math were particularly high. Juvenile Detention Center (JDC) students experienced normative gains, though only four students had reportable scores.

- Students at Litzsinger, on average, exhibited normative growth relatively close to that predicted based on past performance.

- Fourth through eighth grade students attending Southview and external sites, on average, demonstrated normative growth that was lower than predicted.

Mean Comm Arts and Math Growth Scores by School 2016

Scores above 50 indicate growth exceeding that predicted based on past performance
Includes only MAP grades 4-8; student counts in parentheses

School	Average Communication Arts Growth Score
Ackerman	59.7 (33)
JDC	58.9 (4)
Litzsinger	48.6 (39)
Southview Elem	39.9 (35)
External Sites	38.5 (19)
Grand Total	47.9 (130)

Mean Growth Scores by School 2016

Scores above 50 indicate growth exceeding that predicted based on past performance
Includes only MAP grades 4-8; student counts in parentheses
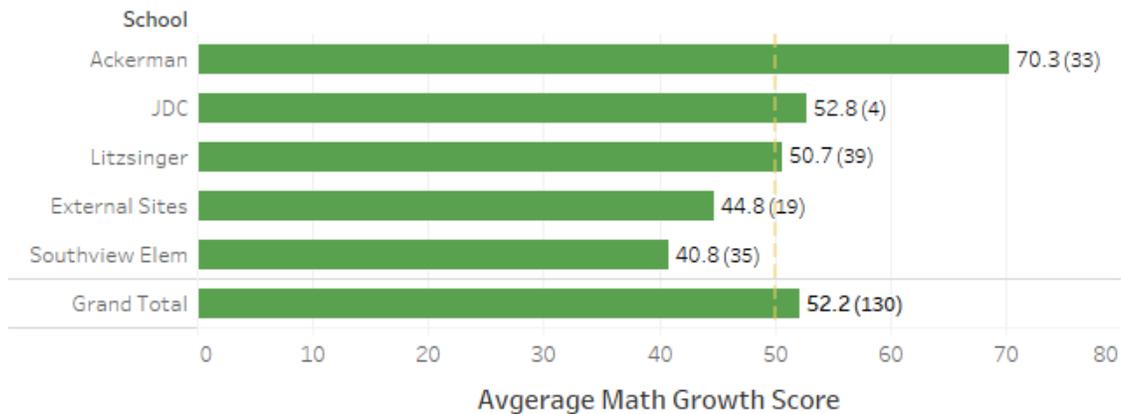
Strengths and Opportunities for Improvement

Strengths:

- Proficiency rates in ELA at North Tech both improved from the prior year and were higher than the state-wide rate. The 'top two' rate in science also fell above the state-wide rate. Though below the state-wide rate, proficiency on the Government EOC increased from the prior year.

- Though a relatively small number of students attending special education secondary schools take the EOC, results were improved over the prior year in ELA, math, and social studies.

- Examination of performance gaps related to race and/or socio-economic status (in the form of FRL) indicates that in many cases, students who are non-white or who receive FRL performed as well as or better than white students.

- Students at Ackerman and to a lesser degree Neuwoehner scored in the 'top two' range on ELA and math assessments at rates that approached or exceeded the state-wide rates for students with IEPs.

- Ackerman students demonstrated strong normative growth relative to predicted performance in both ELA and math.

Opportunities for Improvement:

- Proficiency levels for SSD as a whole fell well below those for all students state-wide. Proficiency in math was particularly low (10.8% District-wide).

- With the exception of Ackerman in ELA and math, and Northview in social studies, 'top two' percentages were lower among students attending SSD separate schools than they were for *IEP students* in total state wide.

- Performance varied across SSD special education schools. Proficiency rates in distinct curricular areas for students in a number of schools fell below 5%.

- The large majority of students taking the alternative assessment have scored in the basic or below basic range the last two years. The proportion of students scoring proficient or advanced on the MAP-A was lower in 2016 than it was the prior year across subject areas. The new MAP-A science assessment resulted in a marked decrease in proficiency rates in 2016.

- The proportion of North Tech students scoring proficient in math and science decreased from 2015. The proficiency rate for the Algebra I EOC fell well below the state-wide rate.

- Students designated FRL generally scored proficient at lower rates than non-FRL students on the EOC exams and grade-level MAP. Proficiency rates on the grade-level MAP for ELA and the English II EOC were lower for non-white students (vs. white students) and students who receive FRL (vs. those who do not) in 2016.

- Mean growth scores among elementary students who take the grade-level MAP fell well below 50 at some SSD schools and sites, suggesting students made less than expected progress based on past performance and in comparison to peers state-wide.

Recommendations For Action

- Continue to scrutinize the use of the DLM as the alternative accountability assessment for schools and districts such as SSD that serve a high proportion of students with significant cognitive and communication disabilities. Continue work focused on developing formative assessments for such students.
- Further explore differences in performance across schools in order to identify effective practices that might be shared or implemented more broadly, along with opportunities for improvement that might exist at individual schools.

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.

Notes:

1. 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.

2. 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.