

Knox County R-I School District
Results of MAP/EOC Testing
Spring 2022



- **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

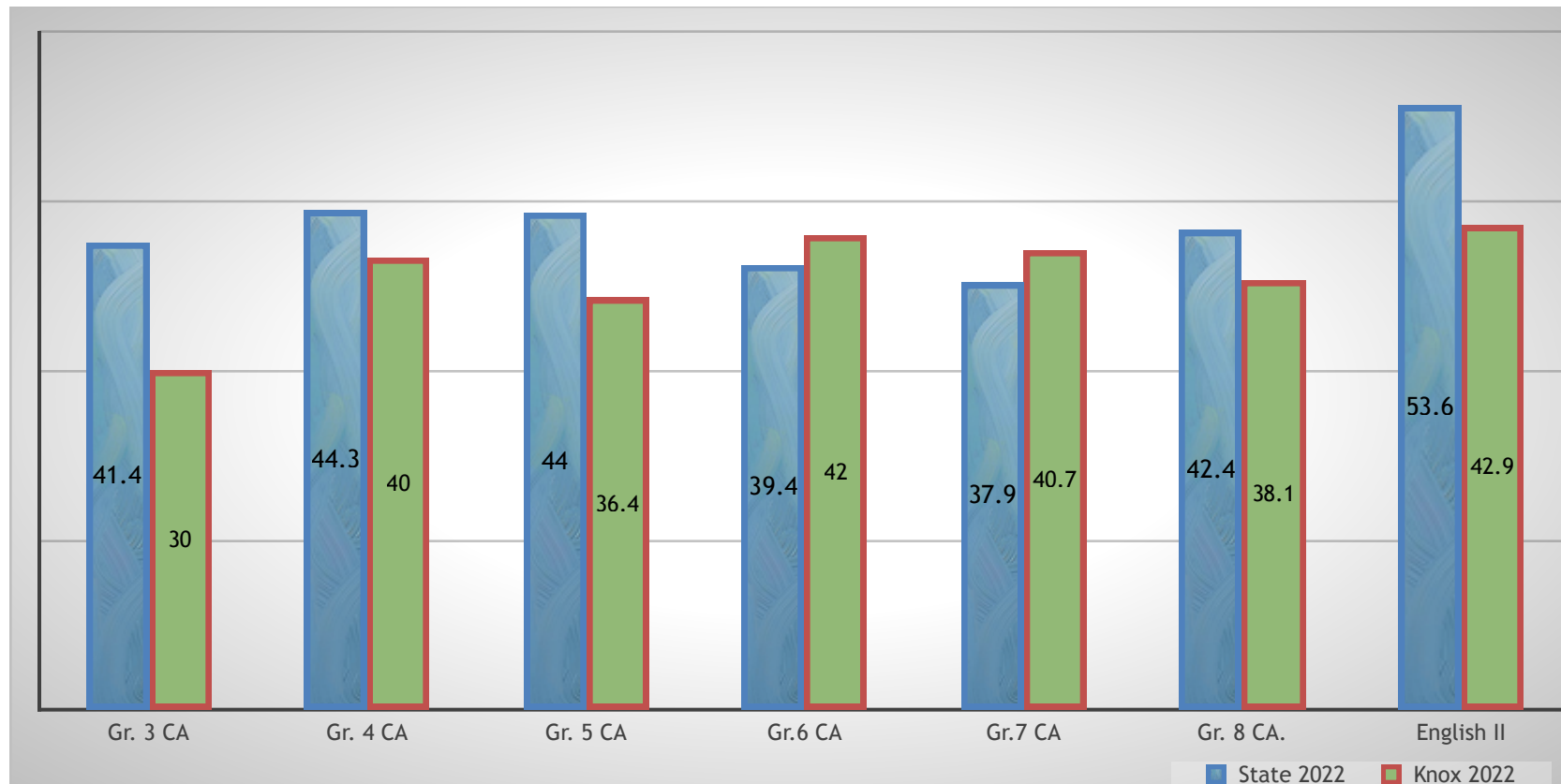
Content Area	Grade	Top 2 State/Knox	
Comm. Arts	03	41.4%	30%
Comm. Arts	04	44.3%	40%
Comm. Arts	05	44%	36.4%
Comm. Arts	06	39.4%	42%
Comm. Arts	07	37.9%	40.7%
Comm. Arts	08	42.4%	38.1%
Comm. Arts	E2	53.6%	42.9%
Mathematics	03	39.7%	20%
Mathematics	04	43.3%	70%
Mathematics	05	36.2%	36.4%
Mathematics	06	41.5%	38.8%
Mathematics	07	37.5%	21.9%
Mathematics	08	31.8%	33.3%
Mathematics	A1	41.9%	16.1%
Science	05	40.6%	31.8%
Science	08	37.7%	36.6%
Science	B1	35.1%	26.8%
Social Studies	Govt	41.1%	32.3%

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

	2013	2014	2015	2016	2017	2018	2019	2021	2022
Algebra I	64.4	65.7	30.8	66.7	50	39	52.8	38.2	16.1
Algebra II	81.1	91.3		81.8	80	54			
Geometry	74.2	72.2	74.4	69	75.9	81			
LA I	59.4	61.9	76.4	74.2	65.5	65			
LA II	71.4	77.5	73	82.8	71.2	57	57.2	75.8	42.9
Biology	82.9	60.4	75.7		60	Pilot	20.4	46.9	26.8
Amer. History	30	29.5							
Government	50	88.4	88.4	66.7	64.4	76	Pilot		32.3

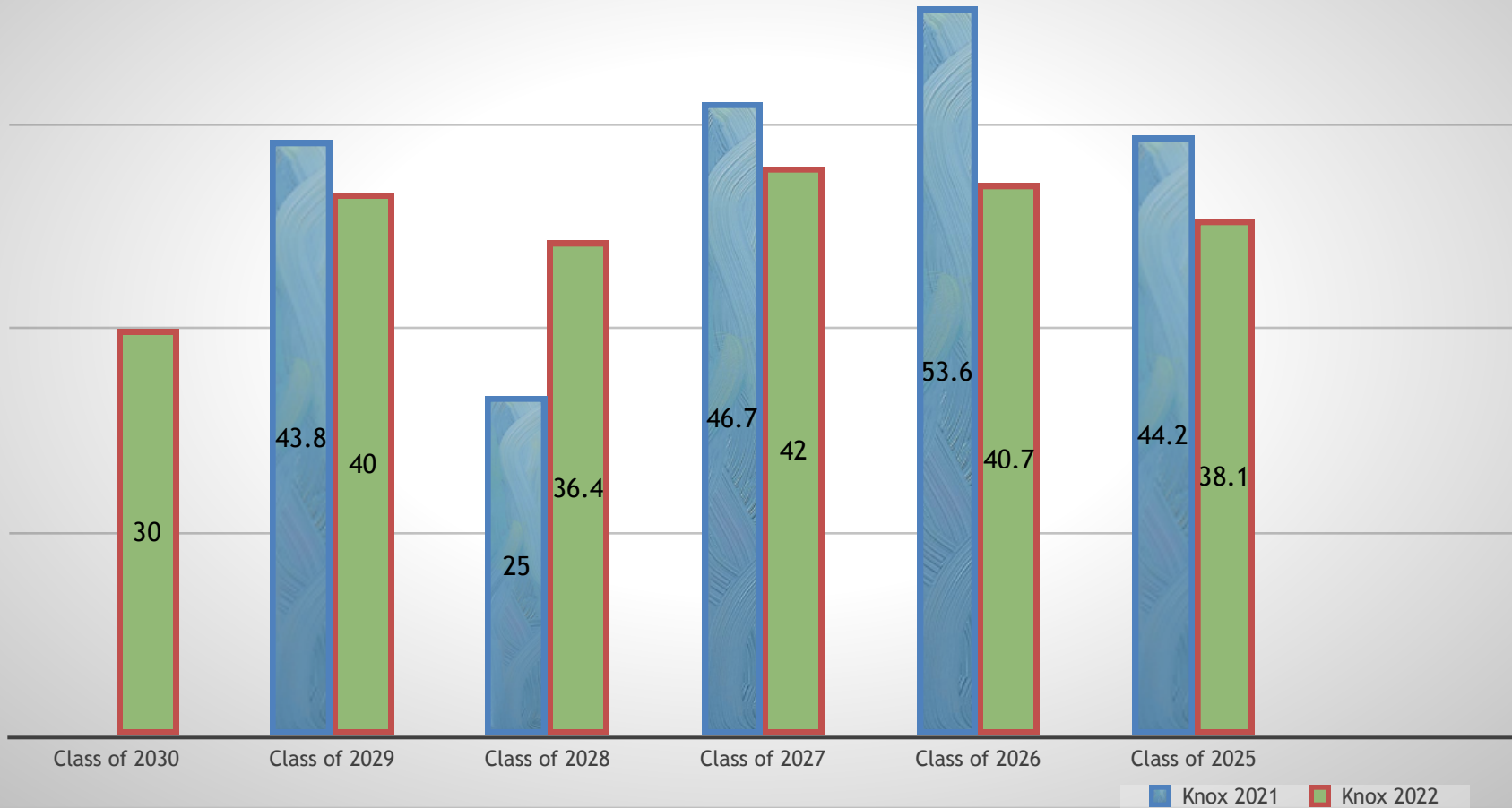
Spring 2022 MAP Data Comparison

Class of	2017	2018	2019	2020	2021	2022
2031 ELA						30
2031 MA	3rd Grade					20
	4th Grade					
2030 ELA	5th Grade				43.8	40
2030 MA	6th Grade				31.1	70
	7th Grade					
2029 ELA	8th Grade			COVID	25	36.4
2029 MA				COVID	30	36.4
2028 ELA			44.8	COVID	46.7	42
2028 MA			58.6	COVID	44.4	38.8
2027 ELA		47.1	46.9	COVID	53.6	40.7
2027 MA		47	53.2	COVID	45.4	21.9
2026 ELA	52.6	43.6	39	COVID	44.2	38.1
2026 MA	57.9	43.6	39	COVID	30.2	33.3



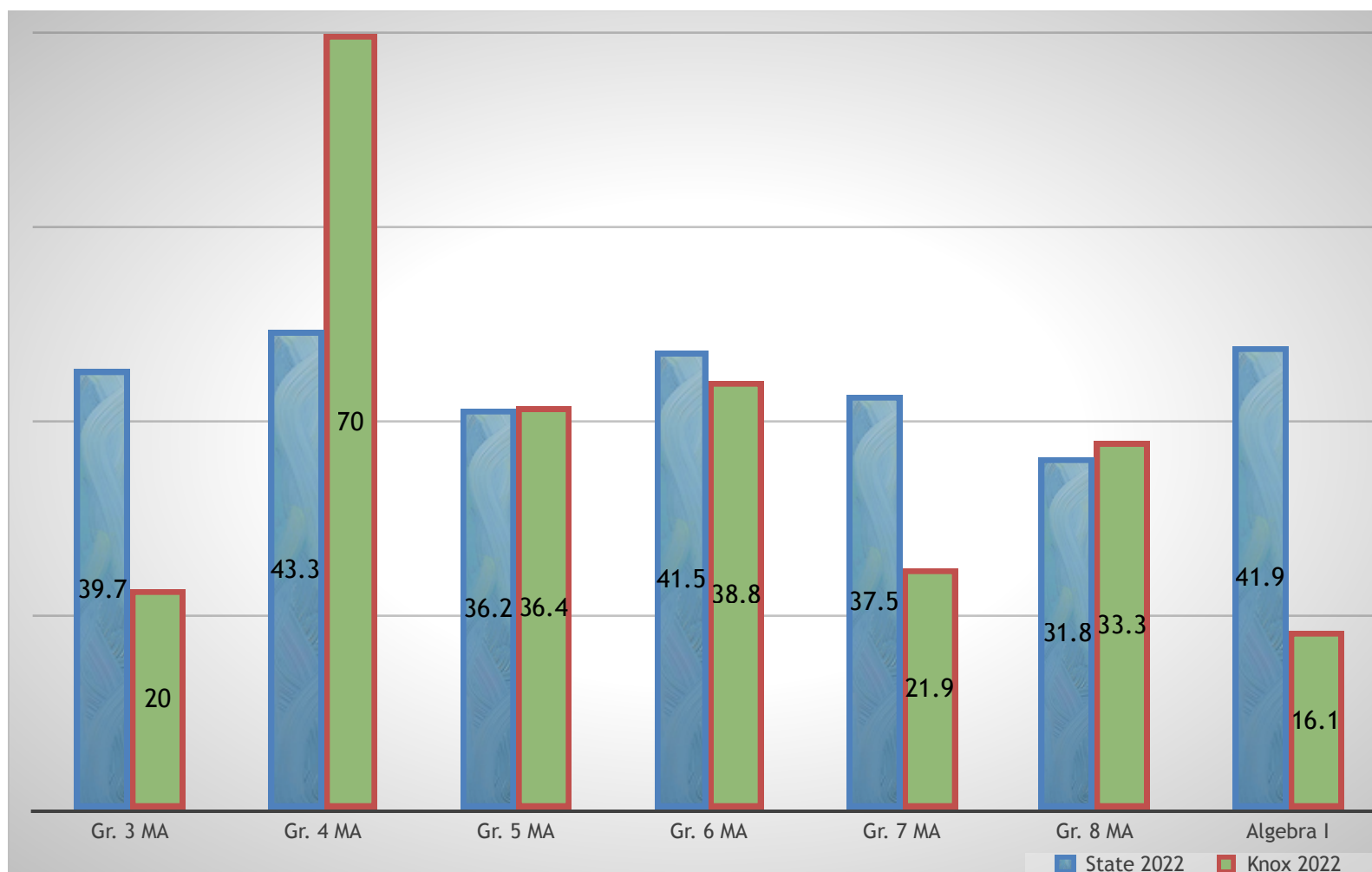
Knox County R-I School Data Compared to the State of Missouri Data
English Language Arts

Comparison of Knox County ELA Assessment Data for 2021 to 2022

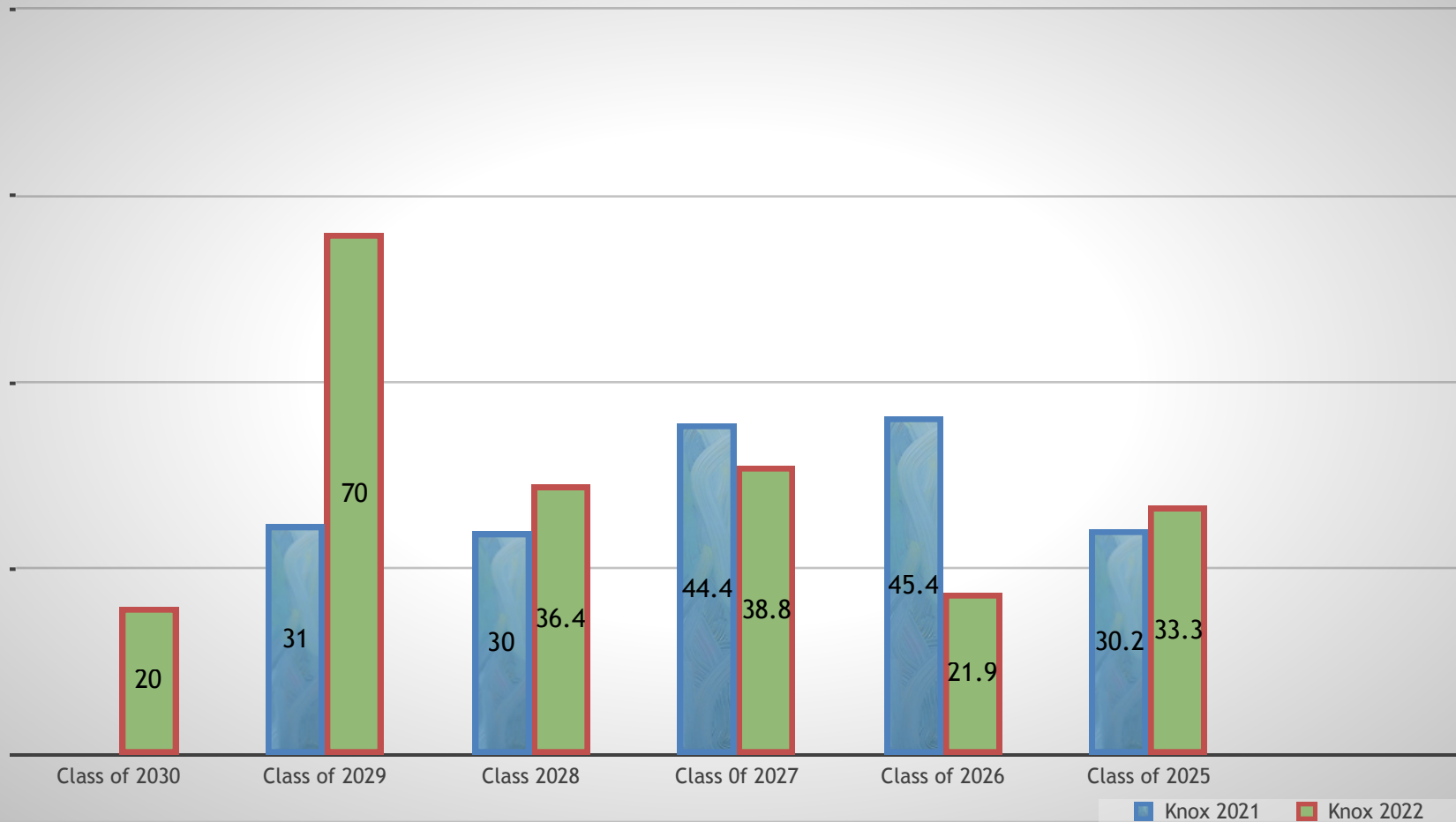


Knox County R-I School Data Compared to the State of Missouri Data

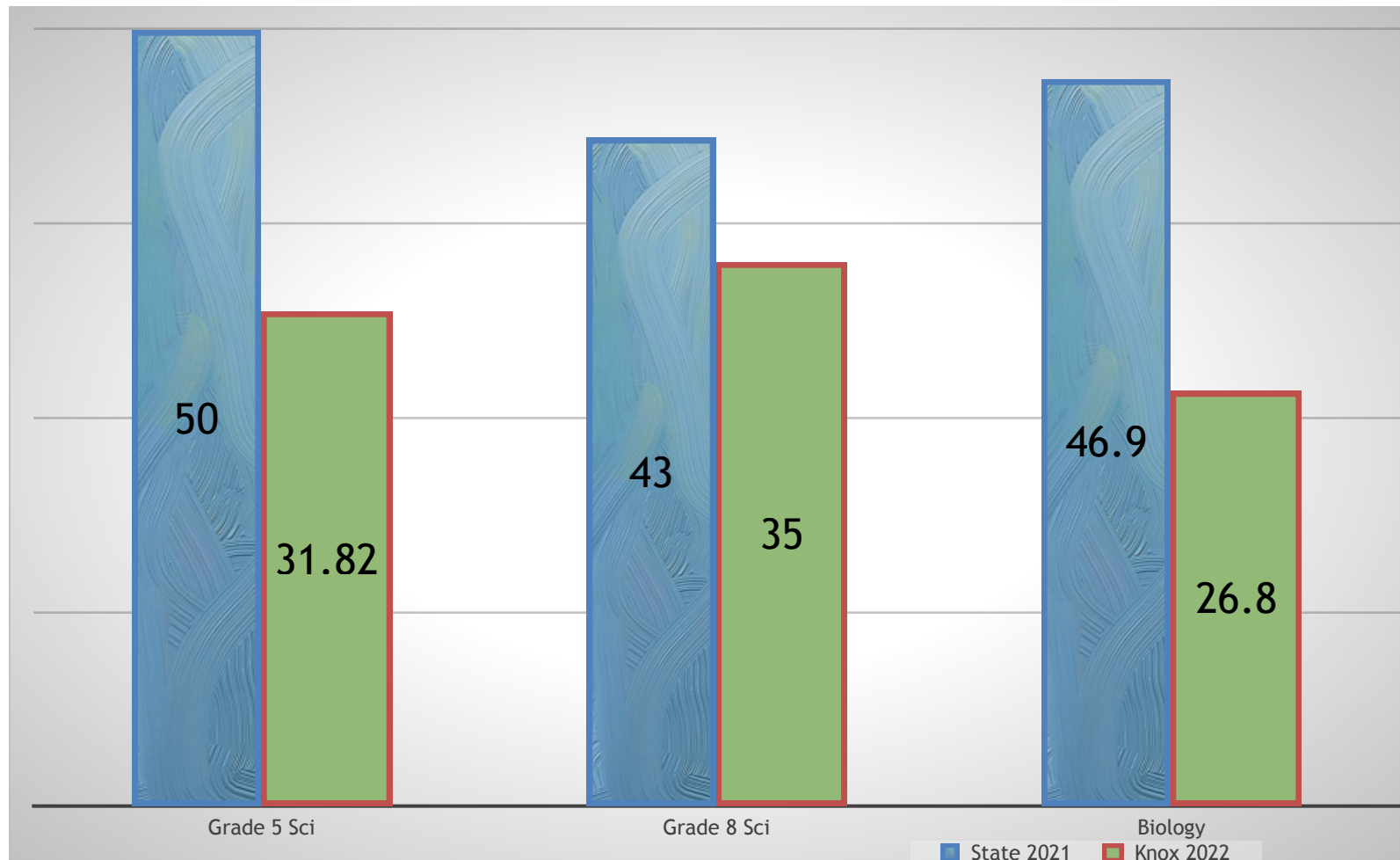
Mathematics



Comparison of Knox County Math Assessment Data 2021 to 2022



Knox County R-I School Data Compared to the State of Missouri Data Science and Social Studies



Grade Level	2018	2019	2020	2021	2022
Class of 2026	-6.6	-8.1	COVID	3.2	-4.9
Class of 2027	-1.7	-2.4	COVID	10.5	2.7
Class of 2028		-4.1	COVID	4.9	2.93
Class 2029			COVID	-23.5	-6.6
Class of 2030			COVID	2	-4
Class of 2031			COVID		-11

The table above shows how Knox County R-1 students performed against the state average of student who performed at the proficient or advanced levels.