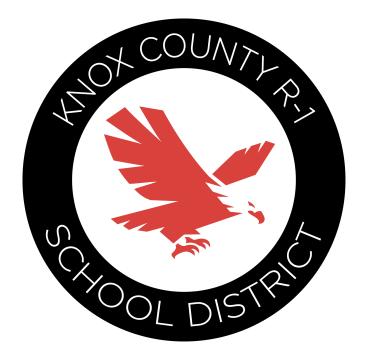# KNOX COUNTY R-I

2023-2024

ASSESSMENT PLAN

Introduction

The Knox County R-I Board of Education supports the establishment of a district wide educational testing program as one indication of the success and quality of the total education program in the school district. The purposes of the district wide testing program are to facilitate and provide information for the following:

-Student Achievement
-Student Counseling
-Instructional and Curricular Change
-School and District Assessment

For a complete explanation of the district's purposes, refer to Board Policy, 6420. The Assessment Coordinator for the 2023-2024 school year is Mr. Alex Van Delft

State-Level Assessments

Missouri Assessment Program (MAP) Grade Level Assessments

The MAP is designed to measure how well students acquire the skills and knowledge described in Missouri's Learning Standards (MLS). The assessments yield information on academic achievement at the student, class, school, district, and state levels. This information is used to diagnose individual student strengths and weaknesses in relation to the instruction of the MLS, and to gauge the overall quality of education throughout Missouri.

The MAP traces its origin to the 1993 Outstanding Schools Act. This act required that Missouri create a statewide assessment system that measured challenging academic standards. From this act, grade-span assessments were created that measured Missouri's Show-Me standards. Originally, MAP was designed to be a grade-span test: Grades 3, 7, and 11 in Communication Arts, Grades 4, 8, and 10 in Mathematics, and Grades 3, 7, and 10 in Science.

In 2001, the federal No Child Left Behind (NCLB) legislation was enacted. In accordance with the NCLB legislation, student performance, reported in terms of proficiency categories, is used to determine the adequate yearly progress of students at the school, district, and state levels. NCLB also required states to develop grade-level tests in both Reading and Mathematics to be administered in Grades 3 through 8 and once in high school. It also required that states have Science assessments to be administered at least once in Grades 3 through 5, once in Grades 6 through 9, and once in Grades 10 through 12 by the 2007–2008 school year. In 2008, grade-span tests were administered in Science in grades 5 and 8 for the first time.

The 2014-2015 school year was another time of transition for the Missouri Assessment Program. Grade-Level assessments in English language arts and mathematics at grades 3-8 and science in grades 5 and 8 were administered fully online for the first time.

Knox County R-I will administer the statewide testing as follows:

3rd-8th Grade MAP Testing

Subject	Course	Assessment Date
Mathematics	**3,4,5,6,7, and 8**	Spring 2024
Communication Arts	**3,4,5,6,7, and 8**	Spring 2024
Science	**5 and 8**	Spring 2024
MAP-Alternative	IEP Determined	2023-2024 School Year

The Missouri State Board of Education identified the following purposes for the MAP Grade Level Assessments:
- Measuring and reflecting student mastery toward post-secondary readiness
- Identifying students' strengths and weaknesses
- Communicating expectations for all students
- Serving as the basis for state and national accountability plans
- Evaluating programs
- Providing professional development for teachers

The MAP Grade-Level Assessments are designed to adapt testing to the needs of Missouri districts, schools, teachers, and students, while meeting state and federal requirements.

The Missouri Department of Elementary and Secondary Education (DESE) uses the information obtained through the MAP Grade-Level Assessments to monitor the progress of Missouri's students in meeting the Missouri Learning Standards, to inform the public and the state legislature about students' performance, and to help make informed decisions about educational issues.

Data Recognition Corporation (DRC) and DESE are collaborating to deliver Missouri's Spring 2021 Grade-Level Assessments. Missouri educators will use DRC's INSIGHT Portal or simply the Portal (formerly known as eDIRECT) online platform for enrollment and test administration and INSIGHT for test delivery. DRC will also provide hand scoring and reporting services. These cooperative efforts and systems comprise a fully integrated assessment platform to meet the needs of school districts, educators, students, and other Missouri stakeholders.

According to the law, the State Board of Education must consider data from the new assessments as one of the performance measures used in the Missouri School Improvement Program (MSIP), the state's accreditation system. MAP results will be considered when a district has at least two years of performance assessment data for a subject area.

Every student is required to participate in the state assessment. There are three ways for a student to take the assessment:

1. as part of the regular classroom participation
2. with special education accommodations
3. if eligible, the MAP-Alternate (MAP-A)

More detailed information can be found in the section titled, "Test Accommodations."

End-Of-Course (EOC) Assessments

End-of-Course assessments are taken when a student has received and mastered instruction on the Missouri Learning Standards for a course, regardless of grade level. Students in Missouri, including Missouri Option Program students, have four End-of-Course assessments that are required prior to high school graduation: Algebra I, Biology, English II and Government. Optional assessments are available for local accountability in: Algebra II, American History, English I, Geometry, Personal Finance and Physical Science. For students who complete the Algebra I EOC assessment prior to high school, Algebra II is the required high school mathematics assessment for accountability purposes.

Personal Finance

Personal Finance is now an EOC assessment. The testing requirements remain the same.

Students who are taking a course in which the Personal Finance competencies are embedded are required to take the Personal Finance assessment. For students who are enrolled in a stand-alone Personal Finance course, the assessment is optional. Districts have the flexibility to set their own passing rate for all other students who take the Personal Finance Assessment.

Districts have the option to allow students to "test out" in order to receive the ½ unit of credit in Personal Finance. To "test out," a student must attain a score of 90% or higher on the Personal Finance assessment.

High School EOC Testing

Subject	Course	Assessment Date
Mathematics	**Algebra I** , Algebra II, Geometry	Fall 2023 or Spring 2024
Communication Arts	Language Arts I, **Language Arts II**	Fall 2023 or Spring 2024
Science	**Biology**	Fall 2023 or Spring 2024
Social Studies	American History, **Government**	Fall 2023 or Spring 2024
MAP-Alternative	IEP Determined	2023-2024 School Year

*Classes in bold type are required assessments.

The Missouri State Board of Education identified the following purposes for EOC:

- Measuring and reflecting student mastery toward post-secondary readiness

- Identifying students' strengths and weaknesses

- Communicating expectations for all students

- Serving as the basis of state and national accountability plans

- Evaluating programs

Every student enrolled in Algebra I, Language Arts II, Government, and Biology is required to participate in the End-Of-Course assessment. Students may be assessed in the areas of Algebra II, Geometry, Language Arts I, and Physical Science if determined by the district. For students who complete the Algebra I EOC assessment prior to high school, Algebra II is the required high school mathematics assessment for accountability purposes.

ACT or Work Keys

Students in the graduating class of 2024 are taking the district administered ACT or Work Keys assessment during the Spring of 2024.

Scholastic Aptitude Battery

Senate Bill *658* authorized state finding for preschool screening. Knox County R-I offers screening through entrance into kindergarten in the areas of general development, hearing, vision, dental, general health (immunizations) and physical development as outlined below:

*Children birth to two enrolled in Parents as Teachers receive the Denver II as part of their regular services as provided by the parent educators.

Preschool Screening is scheduled for Spring of 2024. Participation is voluntary for children ages birth to four, and highly recommended for children who are eligible for kindergarten the following August. This service is free to families in Knox County.

Serving Students with Dyslexia

In the 2019-20 school year and subsequent years, each public school, including each charter school, shall conduct dyslexia screenings for students in the appropriate year consistent with the findings and recommendations of the task force created under section 633.420. "Dyslexia screening" is a short test conducted by a teacher or school counselor to determine whether a student likely has dyslexia or a related disorder in which a positive result does not represent a medical diagnosis but indicates that the student could benefit from approved support. Purpose of

Universal Screening

Data from the National Institute of Child Health and Human Development (NICHD) indicate that brain plasticity decreases over time, therefore early intervention is essential to close the gap between struggling readers and their "normally developing" peers (Stanovich, 1986).

● Identify students who are at risk for dyslexia or reading failure

● Form small groups for instruction and intervention

● Plan instruction and intervention

● Set individual goals for student achievement

● Set exit criteria for intervention window

Screening – Initial brief assessment that focuses on critical reading skills strongly predictive of future reading growth and development.

● Conducted at the beginning of the school year to identify children who need additional support and/or alternative forms of instruction

● Used to identify children who are at risk or not at risk for reading failure

● Followed by benchmark assessments completed mid-year and end of the year using same, comparable, and/or multiple test forms to determine reading development

Progress Monitoring - Ongoing assessment performed/administered to determine student progress toward targeted goals, identify students who are not making adequate progress, and evaluate the effectiveness of interventions in order to close the achievement gap.

● Focused on specific skill deficits aligned to the needs identified through diagnostic measures

● Typically administered bi-weekly to monthly for Tier II and once per week or every other week for Tier III

● Used to compare the efficacy of different forms of instruction and/or programs 4

Who should be screened?

Task Force's recommendations are that LEAs screen

● each student kindergarten through grade 3 each year.

    o Grades 1-3 should be screened within the first 30 days of the school year, with follow up at the middle and end of the year for systematic documentation of progress or lack of progress.

    o Kindergarten initial screening should occur no later than the first quarter of school and also at the end of the year for systematic documentation and progress monitoring.

● any student K-3 who transfers from a school within the state that has not previously been screened.

● any student K-3 who transfers from another state and cannot present documentation that the student has a previous screening.

● a student in grades 4 or higher who is experiencing consistent difficulty in the areas of weakness noted previously in this report as determined by the classroom teacher or as requested by the student's parent/guardian.

● Exemptions

o Existing diagnosis of dyslexia

o Students with a sensory impairment (visual/auditory)

o Severe intellectual disabilities

o English learners where native language assessments and properly trained bilingual staff related to administration and interpretation of results is unavailable.

Age of Child	Screening Instrument	Vision	Hearing	Dental	General Health	Motor
Birth-2	Denver II *	Yes	Yes	Yes	Yes	Yes
3-4 years	Brigance	Yes	Yes	Yes	Yes	Yes
Kindergarten	Brigance	Yes	Yes	Yes	Yes	Yes

Kindergarten and 1st Grade Reading Assessments

Kindergarten	Assessments
Beginning Benchmark	DIBELS Next Letter Naming Fluency DIBELS Next Phoneme Segmentation Fluency* DIBELS Nonsense Word Fluency* DIBELS Word Reading Fluency
Middle Benchmark	DIBELS Next Letter Naming Fluency DIBELS Next Phoneme Segmentation Fluency* DIBELS Nonsense Word Fluency* Rapid Naming Assessment
End Benchmark	DIBELS Next Letter Naming Fluency DIBELS Next Phoneme Segmentation Fluency* DIBELS Nonsense Word Fluency* DIBELS Word Reading Fluency
First Grade	**Assessments**
Beginning Benchmark	DIBELS Next Letter Naming Fluency DIBELS Next Phoneme Segmentation Fluency* DIBELS Nonsense Word Fluency* DIBELS Word Reading Fluency DIBELS Oral Reading Fluency Rapid Naming Assessment Spelling
Middle Benchmark	DIBELS Next Letter Naming Fluency DIBELS Next Phoneme Segmentation Fluency* DIBELS Nonsense Word Fluency* DIBELS Word Reading Fluency DIBELS Oral Reading Fluency Rapid Naming Assessment Spelling
End Benchmark	DIBELS Next Letter Naming Fluency DIBELS Next Phoneme Segmentation Fluency* DIBELS Nonsense Word Fluency* DIBELS Word Reading Fluency DIBELS Oral Reading Fluency Rapid Naming Assessment Spelling

2nd and 3rd Grade Reading Assessments

2nd Grade	Assessments
Beginning Benchmark	DIBELS Next Nonsense Word Fluency DIBELS Next Word Reading Fluency DIBELS Next Reading Fluency MAZE RAN Spelling
Middle Benchmark	DIBELS Next Nonsense Word Fluency DIBELS Next Word Reading Fluency DIBELS Next Reading Fluency MAZE RAN Spelling
End Benchmark	DIBELS Next Nonsense Word Fluency DIBELS Next Word Reading Fluency DIBELS Next Reading Fluency MAZE RAN Spelling
3rd Grade	**Assessments**
Beginning Benchmark	DIBELS Next Nonsense Word Fluency DIBELS Next Word Reading Fluency DIBELS Next Reading Fluency MAZE RAN Spelling
Middle Benchmark	DIBELS Next Nonsense Word Fluency DIBELS Next Word Reading Fluency DIBELS Next Reading Fluency MAZE RAN Spelling
End Benchmark	DIBELS Next Nonsense Word Fluency DIBELS Next Word Reading Fluency DIBELS Next Reading Fluency MAZE RAN Spelling

4th and 5th Grade Reading Assessments

4th Grade	Assessments
Beginning Benchmark	DIBELS Next Oral Reading Fluency MAZE
Middle Benchmark	DIBELS Next Oral Reading Fluency MAZE
End Benchmark	DIBELS Next Oral Reading Fluency MAZE
5th Grade	**Assessments**
Beginning Benchmark	DIBELS Next Oral Reading Fluency MAZE
Middle Benchmark	DIBELS Next Oral Reading Fluency MAZE
End Benchmark	DIBELS Next Oral Reading Fluency MAZE

I-Ready

i-Ready is a single K–12 adaptive Diagnostic for reading and mathematics pinpointing student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. The iReady assessment is used as a screening tool which means all students take the **test** under the same conditions three times a year. The assessments are used to measure student growth and identify students who may need support**s**.

Scholastic Aptitude Battery

Scholastic aptitude batteries are available to students at grades 10, 11 and 12. The students will be informed and assisted in registering for and taking the PSAT, SAT, and ACT. Results should be combined with other information to assist in the provision of educational and vocational guidance and counseling. For more information, contact the high school counselor/A+ coordinator in the counseling and career center in room.

B. Career Assessment
In order to assess students' interests and abilities, a series of career related assessments are given to the students as outlined below:
Grade 10 ASVAB
Grade 11 & 12 Work Keys
**See Career Pathways Guide for complete explanation.

Vocational Interest Inventory

The Kirksville Area Vocational Technical School will assess the interests, abilities and special needs of each student served in order to formulate a realistic, individualized vocational plan. Special population students participate in an extensive vocational assessment to fairly and accurately evaluate their level of functioning. Some examples of vocational assessment include Wonderlic Scholastic Level Examination, CAPS (Career Ability Placement Survey), VIAS (Career Preference Profile) and Vocational Learning Styles Profile.

Off-Grade, Off-Year Testing

Off-grade assessment of Missouri Learning Standards at the state level is not required. The Knox County R-I District will, however, be using the series unit tests and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as assessment tools to identify students in grades K-3 who are in need of remediation in reading and to monitor the progress of students in reading as required by No Child Left Behind. Students in grades 4-6 will be progress monitored using research-based holistic reading assessments as well as DIBELS. Students in grades K-8 will also

be assessed using i-Ready. The data from this assessment gives teachers information to meet the needs of all learners, but is not a requirement.

Local Assessment of Missouri Learning Standards
Specific areas of the Missouri Learning Standards that are important for each of the subject areas do not lend themselves to assessment on a statewide, on-demand test of the nature of the MAP and EOC. For example, standard 1.2 in social studies states that students should be able to conduct research to answer questions and evaluate information and ideas. That concept cannot be assessed well on such a test. It is better assessed at the local level. See the attached Assessment Plan Supplement for a listing of locally assessed standards.

Test Accommodations

Students with disabilities will be included in statewide and district assessment programs, with appropriate accommodations where necessary. Accommodations are designed to provide all students with an equal opportunity to demonstrate what they know and can do.
Decisions about students with disabilities and the extent of their participation in MAP or EOC assessments should be made by the IEP team annually, based on the goals of that student's instruction and the nature and severity of their disability. Students with disabilities whose instructional goals are expected to lead to typical work and life
experiences will participate in all subject areas in which they are receiving instruction in the related content-oriented Show-Me Standards. Students whose IEP team determines he/she cannot participate in State subject area assessments will be assessed by means of an alternate assessment. Decisions about participation will not be based on program setting, category of disability or percentage of time in the regular classroom. Reasons for exclusion from State testing will be documented in the IEP.

The MAP and EOC assessment will be administered to students whose first language is not English and whose proficiency in English is limited (LEP) as soon as it is determined that doing so will provide instructionally useful information. Documentation justifying district decisions made regarding the testing or non-testing of LEP students will be kept in the students' permanent files. Students will be required to participate in the MAP or EOC assessment after being in one or more Missouri schools for more than one calendar year, unless their level of English proficiency precludes participation. Once students have been exempted from one or more MAP or EOC assessments in a given year, those students may not be exempted from any State assessment in subsequent years.

Accommodation procedures and MAP and EOC codes are listed below:

Administration Accommodations

01 Braille edition of assessment
02 Large-print edition of the assessment
04 Oral reading of assessment see Note (1)
05 Signing of assessment (directions)
06 Paraphrasing, see Note (2)
10 Other Administrative Accommodations
    Use of assistive devices
    Use of visual aids
    Other: *Specify*

Timing Accommodations

20 Extend time allotted to complete Terra Nova survey see Note (3)
21 Administer test using more that allotted periods
22 Other Timing Accommodation: *Specify*

Response Accommodations

35 Use of a scribe to record student's response in test booklet
    Student-taped response
    Signed response
    Pointing to respond
    Oral Response
    Use of brailler
    Use of communication device
    Use of computer/word processor/typewriter for responding
39 Calculator, math tables etc.
44 Other: *Specify*

Setting Accommodations

50 Testing individually
51 Testing with small group
53 Other Setting Accommodations: *Specify*

Accommodations for Limited English Proficiency (LEP)

Administration Accommodations

04 Oral reading of assessment (not permissible for Communication Arts)
11 Oral Reading in native language (not permissible for Communication Arts)
20 Extend time allotted to complete Terra Nova Survey See Note (3)

Timing Accommodations

21 Administer test using more than allotted periods
22 Other: Specify

Response Accommodations

35 Use of scribe to record student response in test booklet
43 Use of bilingual dictionary (not permissible for Communication Arts)
Setting Accommodations
50 Testing individually
51 Testing with small group
53 Other: Specify
Note (1): Oral reading for Communication Arts invalidates the test resulting in the child being reported in Level Not Determined, except for children identified as Blind/Visually Impaired who use oral reading as their primary instructional method
Note (2): Paraphrasing test questions invalidates all MAP and EOC Assessments
Note (3): If used, the score cannot be compared with scores generated under standard conditions.
Note (4): Use of magnifying equipment, amplification equipment, graph paper and testing with teacher facing student are not listed as accommodations as these are no longer required to be reported as accommodations for the MAP and EOC subject area assessments

Test Security

Missouri Assessment Program (MAP), and the End Of Course (EOC) tests are secure materials. Procedures and security measures help prevent unfair practices (such as, any practice that results in scores that reflect more or less than is warranted by knowledge and competency of the student(s) taking the assessment.) Guidelines to protect the integrity of test results are outlined below:

-No testing material may be copied, duplicated or made accessible to personnel not responsible for testing.
-When not in use, test books and answer sheets are kept in a locked area to prevent unauthorized access.
-After test administration, all test booklets, used and unused are returned to appropriate offices and then to the district test coordinator's office to be returned.

The following staff members have access to **MAP and EOC** tests:

Taylar Parrish	Middle School Counselor
	High School Counselor
	A+ Coordinator
Amy Miller	Elementary Counselor
Andy Turgeon	Superintendent
Melissa Vannoy	Elementary School Principal
Nancy Goodwin	Federal Programs Coordinator
Alexander Van Delft	Secondary Principal
	District Testing Coordinator

-Training will be provided to staff responsible for the administration of MAP and EOC tests prior to the testing sessions.

-Actions that the district considers to be inappropriate are copying or duplicating test materials, sharing test information with personnel not responsible for testing, or providing students with answers or prompts.

-The district will enforce sanctions for staff members involved in actions deemed inappropriate.

-The district testing coordinator is responsible for the careful accounting procedures for all state assessment materials.

Test Administration

MAP and EOC testing will adhere to all procedures described in the Test Coordinator Manual and the Examiner's Manual that accompany the MAP and EOC assessments. Students are tested under conditions that enable them to perform to the best of their ability. The school will provide an appropriate testing environment, reasonably free of distractions and impediments. Students will have opportunities to learn test-taking skills. The district will purchase as needed practice tests and other materials to ensure that students' score are not adversely affected by lack of test-taking skills.

Training for Staff

Knox County R-I will provide training to its educational staff to ensure
skilled administration of tests in an appropriate testing environment, coordination of the testing program, effective teaching of test-taking skills, and appropriate use of test results in improving individual and group instruction at all grade levels.
Knox County R-I recognizes that student performance on the MAP and EOC exams is the responsibility of all professional staff, not only teachers of grade levels at which MAP and EOC exams are administered. The district's staff will be provided with targeted professional development activities and related training opportunities available through the Regional Professional Development Centers and Regional MAP offices.

Student Training in Test-Taking Skills.

Knox County R-I recognizes that the acquisition of test-taking skills should be an
ongoing process that is an integral part of student learning, and that training to perform well on assessments begins long before students are required to take the State
assessment. Therefore, classroom teachers at all grade levels teach skills designed to prepare students to be effective test takers.

Assessment Program Evaluation

Knox County R-I will evaluate their educational areas for all student populations at all levels. Annually, the board of education will be provided a composite of the test results, including longitudinal student performance data to evaluate the effectiveness of existing programs and to make decisions regarding changes in instructional material, instructional strategies, resource allocations and curricula.
The Title I director will utilize assessment results to determine adequate yearly progress for students participating in Title I programs in the district.
The district will utilize the IBDs to disaggregate results and provide teachers and administration with specific information regarding student progress.

Dissemination of Assessment Results

The school district will regularly inform students, parents and other constituents as well as the general public about its assessment program. Information will include the purposes for which assessments are administered, test dates, groups of students tested, the results of testing, changes in scores from previous years and plans for utilizing test results to improve instruction. Teachers shall be given the results of tests and shall be provided assistance in interpreting those results.

Assessment Used to Identify Special Populations

The Missouri School Improvement Program along with federal and state statutes require districts to develop a systematic means to identify and assess the educational needs of special populations.

Students with Disabilities: IDEA

The Individuals with Disabilities Education Act (IDEA) requires all children, ages birth to age 21, to be screened to identify potential problems in vision, hearing, health motor skills, cognition (including adaptive behavior), academic achievement) pre-academic for pre-kindergarten, transition vocational for older students), speech language, and social, emotional or behavioral development.
Review of screening data can assist the district in the identification of students who are in need of more in-depth, problem-specific assessment. Broad-spectrum screenings are not considered appropriate for diagnosing disabling conditions or determining placement for special education services. Diagnosis of an educational disability and eligibility for special education are part of a comprehensive evaluation process which also determines children's individual educational needs.

Students with Disabilities: Section 504

Individuals with disabilities under Section *504* are served by the Knox County R-I district. A person is considered disabled under Section *504* if he/she has a physical or mental impairment which substantially limits one or more major life activities, has a record or history of such an impairment or is regarded as having such an impairment. Section *504* is much broader than IDEA and there is no categorical listing of disabling conditions. However, if a child is IDEA eligible, he or she will also be protected under Section *504.* Some examples of disabling conditions under Section *504* are drug/alcohol addiction, heart disease, communicable diseases, temporary disabling conditions, attention deficit disorder, chronic asthma, severe allergies, physical impairments such as spinal bifada and diabetes.

Students with Limited English Proficiency

Knox County R-I identifies all students whose first language is not English upon entry into the district. A screening questionnaire, which is part of the enrollment process, gleans information about student's first language and the language spoken by members of the student's immediate family.

Once a student has been identified as "language minority", an assessment of English proficiency is required. This assessment is part formal and part informal. It addresses the areas of reading, writing, speaking and listening. In addition, some measure of the student's native language proficiency should be obtained. Sources for this information might include teacher observation, family interviews and prior school records. Students assessed as having English skills below their age appropriate "grade level" are considered "limited English proficient" (LEP).

Gifted/Talented Students

Gifted and talented students are identified at all grade levels and served at grades 2-12 by means of differentiated instruction. Student selection is based on screening through multiple criteria and individual evaluation based on general mental ability, academic achievement, assessments indicating outstanding creativity, reasoning and problem- solving ability, and documented evidence of exceptional performance in an academic area. **See current gifted application for specifics.

Educationally Disadvantaged Students

Title I is intended to ensure that all students, particularly low-income students, reach higher learning goals. The purpose of this project is to provide overall improvement in high poverty school (those in excess of 50% free and reduced lunch participation). Knox County Elementary School has been designated a school-wide Title I school. All students qualify to receive the benefits of Title I resources.

Students with Reading Difficulties

Knox County R-1 utilizes a variety of reading assessment tools to identify specific reading problems for students. These assessment tools range from formal, standardized reading tests (i.e. Rigby Benchmark Assessment) to informal checklists of reading behaviors and informal inventories of word analysis and comprehension skills. Teachers trained in Reading Recovery methods utilize those methods to assess reading problems in students. The Knox County R-I district has elected to utilize research-based core assessments, D.I.B.E.L.S. (Dynamic Indicators of Basic Early Literacy Skills), Gates-MacGinitie, and additional oral reading assessments to identify students in need of remediation in reading and to monitor the progress of students in reading as required by No Child Left Behind. The district is currently working on strategies/ interventions to ensure students are reading on grade level by grade three and by grade eight.

At-Risk Students

The district has developed a comprehensive, written procedure to identify students at risk of educational failure. Please refer to handbook for more details.

Migratory Students

The district identifies migratory children, ages 3-20 by means of a brief questionnaire that is completed at the time of enrollment. The district then notifies the Missouri Department of Elementary and Secondary Education, Division of Instruction. Migratory students are given frill access to all programs and services provided to other children in our district.

Homeless Students

Students classified as homeless lack a fixed, regular and adequate nighttime residence or have a primary nighttime residence in a supervised publicly or privately operated shelter for temporary accommodation. Information to assist in the identification of homeless students is obtained from the enrollment forms and informal interviews with parents/guardians. Knox County R-I strives to remove any barriers that might exist to the education of students classified as homeless.