St. Joseph School District

Assessment Plan

2018-19

Assessment is a critical part of school improvement and student learning. The district assessment program allows the district to gather information for a variety of purposes. Well-designed and appropriately used assessments provide the following benefits:

1. Teachers gain information about individual students' strengths and weaknesses.
2. Teachers can evaluate the effectiveness of their instruction.
3. Students are made aware of their skills in a variety of areas.
4. Teachers, parents, students, and policy makers make more informed decisions.
5. Programs can be evaluated for their impact on learning.
6. School buildings and districts as a whole can report on academic progress.

The Saint Joseph School District Assessment Program consists of a variety of assessment types and formats including norm-referenced tests, criterion-referenced tests, nationally developed tests, and locally developed assessments. The primary goal is to monitor and improve student performance and achievement. A second equally important role of assessment is to provide necessary information to improve curriculum and instructional practices. These two goals are inextricably linked and cannot be considered apart from each other.

No single assessment or assessment type can serve all the needs for information; therefore, the assessment program includes a wide range of instruments and procedures. Using multiple sources of assessments can frame the answers to key student performance and school improvement questions:

1. Is SJSD achieving at high levels of performance?
2. Which areas of student achievement are in need of improvement?
3. Are district and building educational programs improving learning outcomes for students?
4. Are SJSD's educational programs achieving the results for which they were designed?
5. Which students are in need of alternative strategies?
6. How much value is being added for SJSD students?

The answers to some questions carry high stakes for individual students and schools (i.e., district, state, and national accountability). The higher the stakes, the more vital it is to ensure that assessments used to gather information are reliable and valid for the intended use and administered in a standardized manner. Lower stakes questions can be answered with frequent, informal assessments, and varying assessment types because the answers to these questions do not carry such serious consequences (i.e., questions about trying a different instructional strategy). The purpose of an assessment is always considered when selecting/developing an assessment instrument and interpreting results.

For example, because the requirements of the MSIP 5 document accepted by the Missouri State Board of Education are foundational to this plan, instructional staff should use formative, interim, and summative assessments to monitor student learning and adjust instruction.

Additionally, instructional staff should regularly and systematically use assessment results and other student work to deliver personalized learning to support 21st Century Learning goal I accordance with the SJSD Academic Services Strategic plan and the SJSD CSIP. https://www.sjsd.k12.mo.us/Page/26577
https://docs.google.com/spreadsheets/d/1i91DjmT9_yg042tZVBeCeWXv1tqugSZmYZ93u4ZgZIc/edit#gid=0

The assessment plan is also in alignment with the district Professional Development Plan.

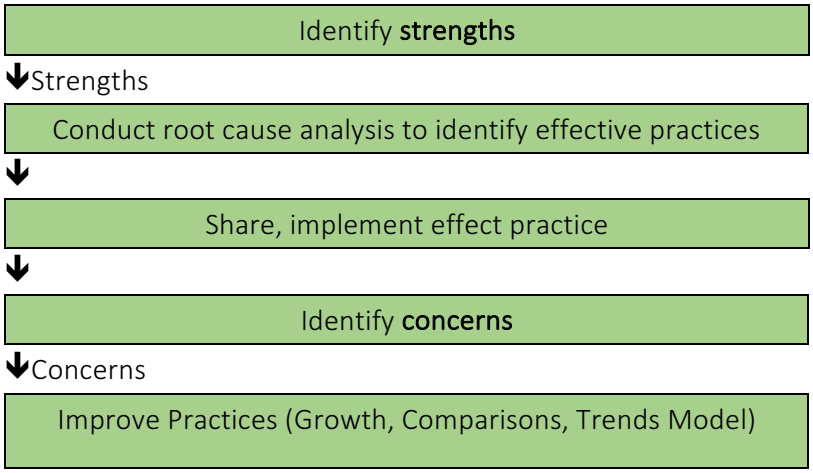
SJSD Testing Notes for 2018-2019

1. Spring EOC and GLMAP testing schedules for students will be due electronically to the assessment office on or before approximately one month before the window opens.
2. District and building level GLMAP/EOC training will take place prior to the MAP tests. As a result, all trained staff will maintain compliance outlined in trainings during deployment of testing. An online post-test will occur after building training. If staff is found to be out of compliance upon investigation, disciplinary action, including termination may result.
3. All buildings must send the principal, as well as a secondary test coordinator, to district training. Each of these individuals MUST be assigned to the building full-time.
4. Principals should utilize the test security statement. After participating in building level training, test examiners and proctors should each be given the opportunity to have questions fully addressed. Once this is complete, each test examiner should sign the test security statement. These statements are kept on file at the building level and district level and can only be shredded prior to submitting testing schedules the following year.
5. Edgenuity will be used to support the ACT Academy in 2018-2019. All High School staff will receive training in pre-service and in job-embedded to use this as to add to the platform of personalized learning.
6. Assessment plays are large role in measurement and knowledge management in the SJSD. While Matrix was used in the district to support access to data for decision making, BrightBytes will supplant this software. This software supports data interoperability and will exist as a platform for Multiple Tiered Student Supports (MTSS) district and building level teams. In addition, this will provide metrics used to monitor critical thinking and 21st Century learning targets outlined in the Academic Services Strategic Plan; data will be brought together for decision making in an unprecedented way in the SJSD. As a result, a diverse set of workforce groups will be better more equipped support personalized learning and early warning systems for the whole child.

Analysis and Use of Assessment Results

Assessment results are analyzed in a comprehensive manner, integrating multiple assessments in order to make inferences and draw conclusions regarding student achievement. While it is important that analysis of assessment data helps SJSD to see how students are performing, it is even more critical that results are translated into action plans. In order to ensure effective data analysis and action planning, the district will use a data analysis process (Figure 1) to analyze large-scale assessment data for improvement.

Figure 1. Data Analysis for Large Scale Assessments



Analysis of performance data includes examination of results from three perspectives. First, value-added analysis looks at the amount of value that was added during a given period of time relative to a typical value added during this same time period. Instead of looking just at how high performance levels are, value-added assessment determines the amount of improvement made, regardless of baseline levels.

Figure 2. Data Analysis Continua

Key Indicator	Concern	Strength
Growth	Less than 100%.	More than 100%.
Comparison	Poor Performance	Good Performance
Trend	Adverse Trends	Improvement Trends

Table 1.

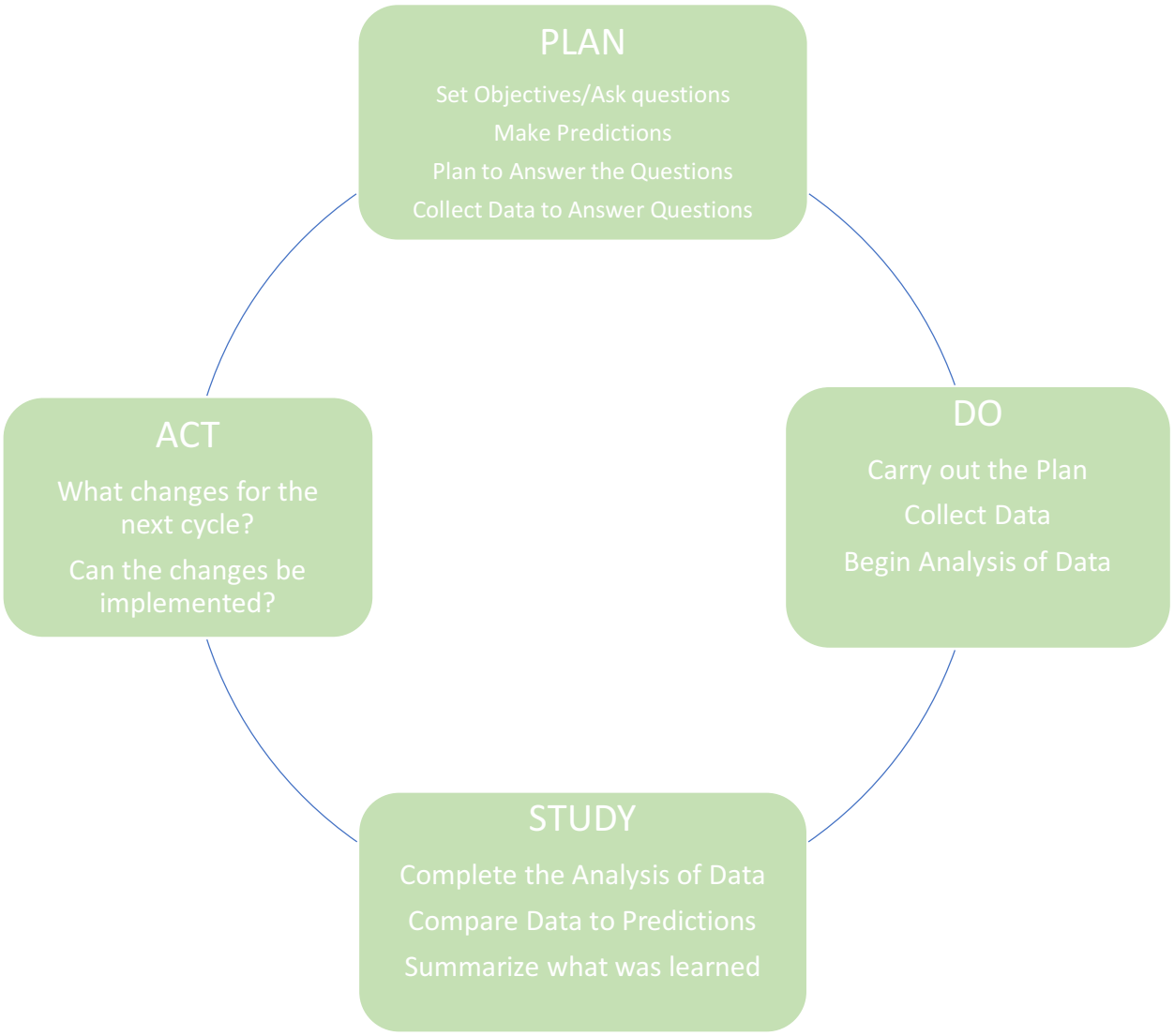
Measures		Value-Added Indicator	
Pre	Post	Grades	Content
I-ready Diagnostic 1	I-ready Diagnostic 4	3 4 5 6 7 8	CA MA Reading
Interim Science A	Interim Science C	5 8	Science
MAP last year	MAP this year	4 5 6 7 8	CA MA
EOC last year	EOC this year	9 10	Bio, Eng2, Alg1, Govt

The second aspect of data analysis is looking at comparative data. SJSD looks at results from competitors that share demographics similarities statewide. The most useful comparisons are those made with districts serving communities similar to SJSD demographically in the Northland metropolitan area as well as statewide. Analyzing our performance results relative to comparisons helps evaluate the effectiveness of our educational processes in the context of what others have been able to achieve (See Appendix B for comparison set selection process).

The final aspect of assessment data is trend analysis. Generally, one must have at least three data points, typically three years of data, for trends to be meaningful. Interpretations based on changes from one data point to the next are often unreliable. Trend analysis tends to filter out measurement error and anomalies such as cohort effects. This is particularly true when more than three data points are included. Trend analysis, along with value-added analysis, gives the most complete picture of performance improvement.

Once strengths and concerns are identified, a root cause analysis is conducted. Root cause analysis examines factors that underlie a particular result. In the case of strengths, root causes of good performance are identified so that they can be shared and replicated. For concern areas, root cause analysis determines the cause of adverse results so that they can be corrected. Root cause analysis is part of the Study phase of the PDSA (Plan-Do-Study-Act) model. This model is used to plan, develop, and monitor actions plans.

Figure 3. The PDSA Model



Large Scale Assessment Provisions for Special Populations

Modifications of the standardized testing procedure is allowable under the conditions of specified in the 1989 Assessment Standards for students with an Individualized Educations Programs (IEP), English Language Learners (ELL) students, or students with a Section 504 Individualized Accommodation Plan (IAP). Under certain circumstances, students with an IEP and ELL students may be exempted from certain testing. Accommodations and exemptions procedures follow those currently outlined by the Department of Elementary and Secondary Education.

Professional Development Related to Assessment

There are some means through which teachers receive professional development related to assessment. This year, there will be focus on assessment program updates. Additionally, there will be a focus on building scorecards and performance monitoring. There will also be several trainings surrounding the implementation of I-ready and supplemental literacy programming. In addition, strategies associated with ACT that can be embedded into instruction will be the focus of three high schools. Finally, prior to MAP testing each year, principals, and teachers attend training on test proctoring practices and ethics.

Test Ethics and Security

Standardized testing is an integral part of the education of all students. The purpose of the assessment is to determine the achievement level of students and to measure improvement of programs and schools. SJSD wants to ensure that its achievement test results are a valid reflection of how students are performing. While high scores are a priority of SJSD, this is never accomplished at the expense of the validity of those scores. In addition, testing practices meet state and national standards for ethics in testing. Valid achievement scores are in the students' best interest and this can only be accomplished when ethical testing practices are ensured by the whole organization. While the assessment department does not currently supervise principals or teachers, it is incumbent upon those that do to support the serious nature of test ethics and security so that as an organization, valid achievement scores are ensured. As such, the SJSD policies governing this assessment plan in regard to test ethics and security must be adhered to and implemented as written.

*Because the SJSD uses value added models, it is very important that test ethics and security are adhered to when students are taking interim types of assessments. Otherwise, the "pre" and "post" measurements will likely be skewed and not offer accurate, reliable, and valid data for decision-makers.

Sources that were used to inform the development of the following guidelines include but are not limited to:

2015 Missouri Assessment Program Test Coordinator's Manual

2015 Missouri Assessment Program Test Examiner's Manual

2015 Missouri Assessment End-of-Course Test Coordinator's Manual

2015 Missouri Assessment End-of-Course Test Examiner's Manual

Discussions with the DESE Assessment Department Staff

Test publisher publications

Professional journals

Two policies govern SJSD's assessment practices:

- Board Policy IL
- Board Policy ILA

Test Preparation

SJSD works to ensure that students are prepared to be successful on academic assessments. Test preparation must not significantly detract from instruction of students. Instead, test preparation activities are incorporated into regular, ongoing instructional activities, whenever possible. No test can do more than include a sample of curriculum that students are expected to master. Therefore, if teaching is focused on the specific content of a test, the curriculum presented to the students is narrower than it should be. This practice artificially raises test scores. One prominent test publisher, CTB/McGraw-Hill, states that targeted instruction should be avoided in preparation for district-wide testing, and should be used after testing to follow-up as results suggest.

Appropriate test preparation activities are those that contribute to student performing as near as possible to their true academic achievement levels. Appropriate activities include general test-taking skills and providing practice, familiarizing students with the format of the test, and teaching students how to prepare for tests.

Test Interpretation

A test score is one indicator of a student's performance within a content area tested. To have a complete and accurate understanding of a student's achievement, multiple sources of evidence are needed. Individual tests results must be used in conjunction with all other available information. This applies to groups and programs as well as individual students. Educators who interpret test scores for students, groups, or buildings should take caution not to be misled by spurious test score increases or decreases that may be unrelated to any fundamental educational improvement or decline. Decisions about a district, school program, or teacher based solely on one test score are inappropriate. In addition, test interpreters should avoid using results from tests for purposes they were not intended and have been validated. These include, but are not limited to:

- Comparing scores from tests or subject areas that are not equated. For example, if a school has more students in the advanced category in MAP mathematics than it does in science, that does not mean that students have greater learning in mathematics than in science. This applies to comparing MAP scores from different grades as well.
- Comparing districts, schools, or programs based on a test was taken by non-random sample of students. Examples of tests like this are the ACT or SAT because often, the examinees are self-selected (excluding the 11th grade administration of the statewide test).

Those who interpret test scores look for patterns in multiple years of data, multiple sources of data, and are up front about the limitations of the given interpretation. Also, interpretations of test results should consider variance in test scores that may be due to error. For example, differences that are not statistically significant must never be reported as if they are. If high stakes are applied based on invalid test interpretation, there is potential for serious harm.

Suspected Ethical Violations

Ethical assessment is a very serious matter. Any person who suspects a violation of assessment ethics should immediately report the information to the District Test Coordinator. Allegations of ethical violations are reviewed by the Academic Services Department for possible recommendation of action. These reports are also viewed and assessed by the Superintendent and Human Resources.

Participation Requirements for Large Scale Assessments

The SJSD accounts for all students enrolled at the time of state or district norm-referenced assessments. Students are determined to be in one of four categories:

1. Participate in state or district norm-referenced assessments under standard conditions
2. Participate in state or district norm-referenced assessments under accommodations approved by the Department of Elementary and Secondary Education (DESE) for the specific content area being assessed.
3. Participated in an alternate state assessment.
4. Did not participate in state or district norm-referenced assessments due to one of the following reasons: 1) prolonged illness; 2) extended absence from school; 4) physical recommendation. The reason must be documented. Every attempt must be made to have students make up tests missed.

Statewide Testing Participation Communication to Parents/Guardians

SJSD Statewide Assessment Opt Out Parent/Guardian Information

Dear Parent or Guardian:

The Department of Elementary and Secondary Education ("DESE") is requiring public and charter schools in Missouri to adopt the Missouri Learning Standards and gauge student mastery through the Missouri Assessment Program (MAP) assessments. As a result, the St. Joseph School District also requires that enrolled students participate in state assessment(s) to fulfill that state requirement.

St. Joseph School District Policy IL does not provide provisions for student opt out actions with state assessments nor does Board Policy allow for an appeals process in these cases. St. Joseph School District parents may not opt a student out of state assessments or out of reporting associated with state assessments.

Students who are enrolled and in attendance on state testing days will be expected to participate in state assessment. As scheduled testing will be the educational programming provided during that school day and time, no alternate setting or activity will be provided to students by SJSD educators during state assessment administration. Additionally, absences on testing days will be indicated on the student progress report(s)/grade cards(s) and/or student record. End-of-Course exams are included as part of course grades at the secondary level; any grades corresponding with state assessments will be entered as a zero in the grade book if state assessment is missed by a student.

State assessment has many purposes and values, including the external accountability for the District. However, state assessment also provides students, parents and educators an understanding of individual student mastery of curriculum standards. It remains the goal of educators to work toward curricular mastery for each St. Joseph School District student; state assessment is one way to measure that level of mastery.

We share with you a common goal of academic success for your child. Thank you for understanding the District obligation under DESE requirements and Board of Education policy that prevents allowing for opting out of state assessment.

If you have any questions or concerns, please do not hesitate to call the SJSD Assessment Office at 816-671-4000.

Communication of Assessment Results

The Missouri School Improvement Program and the Department of Elementary and Secondary Education requires that assessment information be communicated to all stakeholders, including parents, teachers, students, community members, Board of Education members, and administrators. All assessment information is communicated to the appropriate stakeholders in a timely and understandable format.

The Board of Education is informed annually of the SJSD results of large scale assessments. All such assessment information is presented in a global and disaggregated form for the current school year and longitudinally. Results are reported for each content area and grade level and if available, growth analysis, comparative data, and trend analysis.

Parents and community members are made aware of assessment information through the district website, SJSD Assessment Progress, reports to local newspapers, and through individual assessment reports for their own children. Teachers and administrators are provided with both individual and aggregate data for instructional planning and school improvement planning purposes. All district staff are provided appropriate assessment data for creating and revising school improvement plans. It is worthy to note that it would be vitally important to also provide this information to inform a program evaluation system to best inform and support the improvement of academic programs.

Summary

The SJSD assessment plan is a balanced assessment program designed to provide the information necessary to make important instructional and programmatic decisions. The high-level implementation of the new tools (e.g., I-ready and Lexia) have established the platform for personalized learning in the SJSD. This platform will be fortified with the expansion of Edgenuity in the middle school and high school level. The assessments, when administered and interpreted properly, can provide schools with valuable information that can be used to improve instructional and educational programs; this is the underpinning of 21st Century Learning.

It is the goal that all SJSD students achieve at continually improving levels. This goal is actualized when teachers ensure that students learn the curriculum and are prepared to demonstrate their knowledge and skills on tests. In this context, this assessment program is a vital support of student learning.

Comprehensive SJSD Assessment Calendar 2018-19

2018-2019 Seconday (High School) Assessment Calendar

Grade	DESE -- State of Missouri										ACT	AP	Access 2.0	WIDA Screener
	EOC													
	Alg. I		Alg. II		Biology		Gov.		Eng. II					
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring				
9														
10	12/3-12/11	4/18-4/26	12/3-12/11	4/18-4/26	12/3-12/11	4/15-4/23	12/3-12/11	4/25-5/3	12/3-12/11	4/25-5/3		5/6-5/17	1/7-3/1	Ongoing
11												5/6-5/17		
12												5/6-5/17		

Grade	District													
	Geography/Class & MED						Social Studies							
							SS I -- Geograph A		SS II -- US History A		SS III -- Am. Gov't A		SS IV -- Am. Gov't A	
	BME 1	BME 2	BME 3	BME 4	Unit 2 Vert	Unit 3 Vert	BME 1	BME 2	BME 1	BME 2	BME 1	BME 2	Pre-EOC 1	Pre-EOC 1
9	9/4-9/15	12/3-12/21	3/25-4/5	5/1-5/17										
10					9/10-12/21	1/8-3/8	12/3-12/21	5/1-5/17	12/3-12/21	5/1-5/17	12/3-12/21	5/1-5/17	8/16-9/14	1/8-2/1
11														
12														

Grade	District														
	World History						American History							American Government		
	BME 1	BME 2	BME 3	BME 4	Unit 1 Vert	Unit 2 Vert	BME 1	BME 2	BME 3	BME 4	Unit 1 Vert	Unit 3 Vert	Unit 4 Vert	Pre-EOC 1	Mid-Point	Constitution
9																
10	10/29-11-9	1/22-2/1	3/25-4/5	5/1-5/17	8/16-11/9	11/5-2/1										
11							10/29-11-9	12/3-12/21	3/25-4/5	5/1-5/17	8/16-11/9	1/8-3/8	3/25-5/17			
12														8/16-9/14 1/8-2/1	10/15-11/16 3/4-4/12	12/3-12/21 4/22-5/10

Grade	District													
	Algebra II				Geometry Benchmarks		ELA Benchmarks				iReady-- Diagnostic ELA & Math			iReady Diagnostics:
	Pre-EOC 1	Pre-EOC 2	BME 1	BME 2	BME 1	BME 2	BME 1	BME 2	Pre-EOC 1	Pre-EOC 2	Fall	Winter	Spring	ELA: 7, 8, 9, 10, A, B
9											8/27-9/14	12/3-12/21	5/6-5/17	MATH: 7, 8, Pre-Algebra, Algebra 1, Algebra A, Alegebra B
10	11/1-11/20	2/11-3/1			11/1-11/20	2/11-3/1			11/1-12/21	2/11-3/1	8/27-9/14	12/3-12/21	5/6-5/17	
11			11/1-11/20	2/11-3/1			10/22-12/21	3/25-5/17						
12							10/22-12/21	3/25-5/17						

2018-2019 Seconday (Middle School) Assessment Calendar

Grade	District			DESE -- State of Missouri						Access 2.0	WIDA Screener
	iReady-- Diagnostic ELA & Math			Practice GLMAP			GLMAP				
	Fall	Winter	Spring	MATH (Optional)	ELA (Optional)	SCIENCE	MATH	ELA	SCIENCE		
7	8/27-9/14	12/3-12/21	5/6-5/17	1/8-3/8	1/8-3/8		4/15-5/3	4/15-5/3		1/7-3/1	Ongoing
8	8/27-9/14	12/3-12/21	5/6-5/17	1/8-3/8	1/8-3/8	1/8-3/8	4/15-5/3	4/15-5/3	4/15-5/3		

Grade	District											
	Science Interims				Science Peformance Event (PE)			Social Studies Benchmarks				Vertical Gov't Assessment	
	Interim 1	Interim 2	Interim 3	Interim 4	PE 1	PE 2	PE 3	BME 1	BME 2	BME 3	BME 4	Unit 1	Unit 3
7	10/1-10/12	12/3-12/21	2/25-3/8	5/6-5/17	8/16-8/24	11/26-12/21	2/25-3/8	10/15-10/26	12/3-12/21	3/25-4/5	5/1-5/17		1/8-3/8
8	10/1-10/12	12/3-12/21	2/25-3/8	5/6-5/17	8/16-8/24	11/26-12/21	2/25-3/8	11/5-11/17	1/22-2/1	3/25-4/5	5/1-5/17	8/16-11/16	

2018-2019 Elementary Assessment Calendar

Grade	District						DESE - State of Missouri							
	i-Ready Diagnostic -- ELA & Math			Lexia Auto Placement (Optional)	DRDP		Practice GLMAP			GLMAP			Access 2.0	WIDA Screener
	Fall	Winter	Spring		Winter	Spring	MATH (Optional)	ELA (Optional)	SCIENCE	MATH	ELA	SCIENCE		
PreK					10/20-11/2	4/27-5/9								
K		9/17-10/5	5/6-5/17	8/27-9-7										
1	8/27-9/14	12/3-12/21	5/6-5/17	8/27-9-7										
2	8/27-9/14	12/3-12/21	5/6-5/17	8/27-9-7										
3	8/27-9/14	12/3-12/21	5/6-5/17	8/27-9-7			1/8-3/8	1/8-3/8		4/15-5/3	4/15-5/3		1/7-3/1	Ongoing
4	8/27-9/14	12/3-12/21	5/6-5/17	8/27-9-7			1/8-3/8	1/8-3/8		4/15-5/3	4/15-5/3			
5	8/27-9/14	12/3-12/21	5/6-5/17	8/27-9-7			1/8-3/8	1/8-3/8	1/8-3/8	4/15-5/3	4/15-5/3	4/15-5/3		
6	8/27-9/14	12/3-12/21	5/6-5/17	8/27-9-7			1/8-3/8	1/8-3/8		4/15-5/3	4/15-5/3			

Assessments and Purposes by School Level

Elementary School

SJSD Assessments and Purposes – Elementary School

LEVEL	CONTENT	ASSESSMENT	PURPOSE	DATE
Preschool	Language Literacy Creative Social Movement Music Mathematics Science	Desired Results Development Profile (DRDP)	• Used to guide what children should know and be able to do • Guide professional development • Inform parents regarding students' ongoing progress	Ongoing
Preschool	Language Motor Concepts	Developmental Indicators for the Assessment of Learning 4th Edition (DIAL 4)	• Identify student's that demonstrate the most need for early childhood services • Obtain baseline data • Determine strengths and needs • Identify children needing early interventions	Ongoing Primary screening in the Spring
Kindergarten	Literacy	Early Literacy Assessment	• Obtain baseline data • Determine strengths and needs • Monitor student progress • Provide data for measuring student progress and instructional improvement	Ongoing
Kindergarten – 1st Grade	Mathematics	Math Interview	• Obtain baseline data • Determine strengths and needs • Monitor student progress • Provide data for measuring student progress and instructional improvement	Ongoing
Kindergarten – 12th Grade	Language	ACCESS WIDA Consortium Testing (replaces LAS)	• State adopted WIDA instrument to measure student progress related to state standards for English language proficiency • Annual Measurable Achievement Objectives (AMAOs) for LEP students	February
3rd Grade – 6th Grade	Spelling	Wonders	• Obtain baseline data • Determine strengths and needs • Monitor student progress • Provide data for measuring student progress and instructional improvement	Weekly in Classrooms Monitored at District Level Fall and Spring

LEVEL	CONTENT	ASSESSMENT	PURPOSE	DATE
K-6	Literacy	I-Ready Lexile	• Obtain baseline data • Determine instructional reading level • Monitor student progress • Provide data for measuring student progress	Fall Winter Spring
K-6	Literacy	Lexia Predictor	• Obtain baseline data • Determine instructional reading level • Monitor student progress • Provide data for measuring student progress	Monthly
K-6	English Language Arts	I-Ready Diagnostic	• Measure student performance in written language and reading aligned with state standards • Measure student mastery of local curriculum • Local formative assessment in preparation for state summative assessment • Provide teachers a mechanism to gather data to inform instruction	3X/year K-6
K-6	Mathematics	I-Ready Diagnostic	• Measure student mastery of local curriculum • Local formative assessment in preparation for state summative assessment • Provide teachers a mechanism to gather data to inform instruction	3X/year K-6
5th Grade	Science	Data Recognition Corporation (DRC) Practice Science Interim	• Measure student performance in written language and reading aligned with state standards • Measure student mastery of local curriculum • Local formative assessment in preparation for state summative assessment • Provide teachers a mechanism to gather data to inform instruction	2 times/year

LEVEL	CONTENT	ASSESSMENT	PURPOSE	DATE
3rd Grade – 6th Grade	English Language Arts, and Mathematics	Grade-Level Missouri State Assessment Program (GL-MAP) • English Language Arts • Mathematics	• State adopted Missouri Learning Standards (MLS) instrument to measure student progress related to state standards • Provide accountability data	Spring
5th Grade	Science	Grade-Level Missouri Assessment Program (GL-MAP) • Science	• State adopted Missouri Learning Standards (MLS) instrument to measure student progress related to state standards • Provide accountability data	Spring
3rd Grade – 6th Grade	Physical Education	Fitnessgram	• To measure each child's Healthy Fitness Zone	Spring

MIDDLE SCHOOL

SJSD Assessments and Purposes – Middle School

LEVEL	CONTENT	ASSESSMENT	PURPOSE	DATE
7-8	Reading	I-ready Lexile	• Determine instructional reading level • Provide data for monitoring student progress	Fall Winter Spring
7-8	English Language Arts	I-ready Diagnostic	• Measure student performance in written language and reading aligned with state standards • Measure student mastery of local curriculum • Local formative assessment in preparation for state summative assessment • Provide teachers a mechanism to gather data to inform instruction	3 times per year
7-8	English Language Arts, Mathematics, Science (grade 8 only)	Grade-level Missouri State Assessment Program (GLMAP)	• State adopted Missouri Learning Standards (MLS) Instrument to measure student progress related to state standards • Provides accountability data	Spring
7-8	Language	Language Assessment Scales (LAS LINKS)	• State adopted Missouri Learning Standards (MLS) Instrument to measure English Language proficiency in students whose primary language is other than English • Assess English language proficiency for initial placement of English language learners into appropriate instructional programs	February
7-8	Mathematics	I-ready Diagnostic/Quantile	• Measure student performance in mathematics aligned with state standards • Measure student mastery of local curriculum • Local formative assessment in preparation for state summative assessment • Provide teachers a mechanism to gather data to inform instruction	3 times per year

LEVEL	CONTENT	ASSESSMENT	PURPOSE	DATE
7-8	Science	Science Benchmark Assessments And Performance Events	• Measure student performance in science aligned with state standards • Measure student mastery of local curriculum • Local formative assessment in preparation for state summative assessment Provide teachers a mechanism to gather data to inform instruction	4-6 times per year
8	Science	DRC Practice Interims	• Measure student performance in science aligned with state standards • Provides Growth Data at District Level	2 times per year
7-8	Social Studies	Social Studies Performance Events	• Measure student performance in social studies aligned with state standards and locally identified best instructional practice • Measure student mastery of local curriculum • Local formative assessment in preparation for state summative assessment Provide teachers a mechanism to gather data to inform instruction	4 times per year
7-8	Algebra 1	End of Course Exams- Missouri Assessment Program (EOC-MAP)	• State adopted, State approved Instrument to measure student progress related to state standards • Provides accountability data for MSIP 5	Spring

HIGH SCHOOL

SJSD Assessments and Purposes – High School

LEVEL	CONTENT	ASSESSMENT	PURPOSE	DATE
9-10	Reading	I-ready Diagnostic	• Determine instructional reading level • Provide data for measuring student progress and instructional improvement	Fall Winter Spring
9-12	Language	Language Assessment Scales LAS	• Assess English language proficiency for initial placement of English language learners into appropriate instructional programs in grades K through 12	February
9-12	Language Arts	I-ready 9-10 ELA Benchmarks 11-12	• Measure student performance in written language and reading aligned with state standards • Measure student mastery of local curriculum • Local formative assessment in preparation for state summative assessment • Provide teachers a mechanism to gather data to inform instruction	2-4 times per year
9-12	Mathematics	I-Ready Diagnostics/Quantile Pre EOC Algebra 1 Pre EOC Algebra 2 Mathematics and Algebra Exams: Algebra I, Algebra II and Geometry Algebra A, Algebra B, Algebra C	• Measure student performance in mathematics aligned with state standards • Measure student mastery of local curriculum • Local formative assessment in preparation for state summative assessment • Provide teachers a mechanism to gather data to inform instruction	2-4 times per year
9-10	Science	Pre EOC Biology Pre EOC Physical Science Science Benchmark Exams: Principles of Chemistry and Physics, Chemistry	• Measure student performance in science aligned with state standards • Measure student mastery of local curriculum • Local formative assessment in preparation for state summative assessment • Provide teachers a mechanism to gather data to inform instruction	2-6 times per year

LEVEL	CONTENT	ASSESSMENT	PURPOSE	DATE
9-12	Social Studies	Pre-EOC Government Social Studies Performance Events: 9th Grade Social Studies, World History, American History, Government. Government A & B,	• Measure student performance in social studies aligned with state standards and locally identified best instructional practice • Measure student mastery of local curriculum • Local formative assessment in preparation for state summative assessment Provide teachers a mechanism to gather data to inform instruction	2-4 times per year
9-12	Vocational Education Concentrators	Technical Skills Attainment (TSA) Examinations	• Maintain district compliance with Perkins IV federal requirement • MSIP 5 Implications	Spring
9-12	Algebra I, Algebra II, Biology, English II, and Government	End of Course Exams- Missouri Assessment Program (EOC-MAP)	• Nexterra Instrument to measure student progress related to state standards • Provides accountability data for MSIP 5	Three Windows Primary window- Spring
11-12	Multiple Content Areas	Advanced Placement Testing	• Optional assessment • College Board Instrument • Provides college credit for course work • MSIP 5 Implications	End of Year, first two weeks of May- testing is standardized nation-wide
10-12	Multiple Content Areas	Armed Services Vocational Aptitude Battery (ASVAB)	• Optional assessment • Used to determine qualification for enlistment in US Armed Forces • MSIP 5 Implications	Fall, on date designated by each high school
10-11	Multiple Content Areas	PSAT	• Optional Assessment • Used to determine readiness for SAT • Used to determine qualification for National Merit Scholarship Award	Fall, on date designated by each high school
9-12	English, Math, Science, Reading	Workkeys	• Mid-range step in series of exams, known as the EPAS system, designed by ACT to help students get ready for ACT and work readiness • Diagnose student strengths and weaknesses relative to ACT readiness indicators for the purpose of providing instruction and/or remediation work readiness • Provide information to students, parents, counselors, and potential employers regarding work related skills.	Spring

Appendix B: Comparison Districts (to be updated with 2018 APR State Results)

In order to find comparable districts with which to benchmark against, the St. Joseph School District (SJSD) follows a process based on the Pugh Method created by Stuart Pugh at University of Strathclyde in Glasgow, Scotland. This takes a list of criteria that help describe the SJSD and creates an index score to be attributed to other districts. The SJSD uses the Kaufmann Foundation's Edwise Database to generate the district comparison set and those districts that scored the closet to the SJSD were selected to be part of the comparison list.

The following criteria were selected for the comparison set: 1) socioeconomic status (percent of students eligible for free or reduced lunch); 2) diversity (percent of minority students); 3) urbanicity; 4) size (number of students); and 5) proximity to SJSD. Then, based on priority, weight was given to each criteria and index score. Tables A.1 show the list of school districts generated using the Edwise search.

The following districts were selected as comparison districts (the first six are the most like SJSD): North Kansas City 74, Independence 30, Raytown C-2, Columbia 93, Jefferson City Schools, Joplin Schools, Lee's Summit R VII, Blue Springs, Liberty 53, and Mehlville R-IX.

Table A.1: Comparison Matrix List Generated using Edwise Search

Rank	District	Score*Index	Score*Index	Score*Index	Score*Index	Score*Index	Total Index
		SES (x5)	Diversity (x4)	Urbanicity (2)	Size (x3)	Proximity (x3)	
	SJSD						51
2	Independence 30	15	8	6	9	6	44
3	Raytown C-2	15	8	6	9	6	44
1	North Kansas City 74	15	12	6	9	6	48
4	Columbia 93	15	8	6	9	3	41
5	Jefferson City	15	8	6	6	3	38
6	Joplin Schools	15	8	6	6	3	38
7	Lee's Summit R-VII	3	8	6	9	6	32
10	Mehlville R-IX	3	4	6	9	3	25
9	Liberty 53	3	4	6	6	6	25
8	Blue Springs	3	4	6	9	6	28