

**REPORT ON 2021-22 MISSOURI ASSESSMENT PROGRAM GRADE-LEVEL AND END-OF-COURSE
PRELIMINARY STATEWIDE RESULTS IN ENGLISH LANGUAGE ARTS, MATHEMATICS,
SCIENCE, AND SOCIAL STUDIES**

STATUTORY AUTHORITY:

Section 161.092, RSMo

Consent
Item

Action
Item

Report
Item

STRATEGIC PRIORITY

Success-Ready Students & Workforce Development

SUMMARY

This report will provide an overview of the results of the 2021-22 implementation of the Missouri Assessment Program (MAP). Presenters will discuss the meaning of the preliminary results in English language arts, mathematics, science, and social studies. The report will also reflect on the implications of the pandemic on student learning and on the assessment results.

PRESENTERS

Lisa Sireno, Assistant Commissioner, Office of Quality Schools; and Shaun Bates, Standards, Curriculum, and Assessment Coordinator, will assist in the presentation and discussion of this agenda item.

Missouri Assessment Program 2021-22

August 16, 2022



WHY ADMINISTER LARGE-SCALE ASSESSMENTS?



Improve educational systems
Ensure educational equity

- State and federal accountability
- Missouri School Improvement Program (MSIP)
- Every Student Succeeds Act (ESSA)

Provide public reporting and feedback

- Students, parents, schools, communities, taxpayers

Evaluate programs at local and state levels

- Curriculum reform, virtual learning, etc.

Provide comparisons and benchmarks

- Other measures of student performance and achievement gaps

Research

- Ongoing implications of unfinished learning and post-pandemic recovery
- Identify successes

Develop specific supports for students, teachers, and local education agencies (LEAs)



- How the pandemic disrupted student learning:*
- ❑ In general, Mathematics experienced a greater impact of lost instructional time compared to English Language Arts (ELA).
- ❑ In Math and ELA, grade 5 (the earliest grade reported) experienced a greater impact of lost instructional time compared to later grades.
- ❑ In terms of instructional delivery, distanced/virtual learning experienced a greater impact of lost instructional time compared to hybrid/onsite delivery.
- ❑ Some student groups experienced a greater impact than others.

*Prepared for the Missouri Department of Elementary and Secondary Education (2022): Impact of Lost Instruction Time During the COVID-19 Pandemic



**Preliminary Statewide
Results**

2021-22

**English Language Arts (ELA), Mathematics, Science,
and Social Studies**

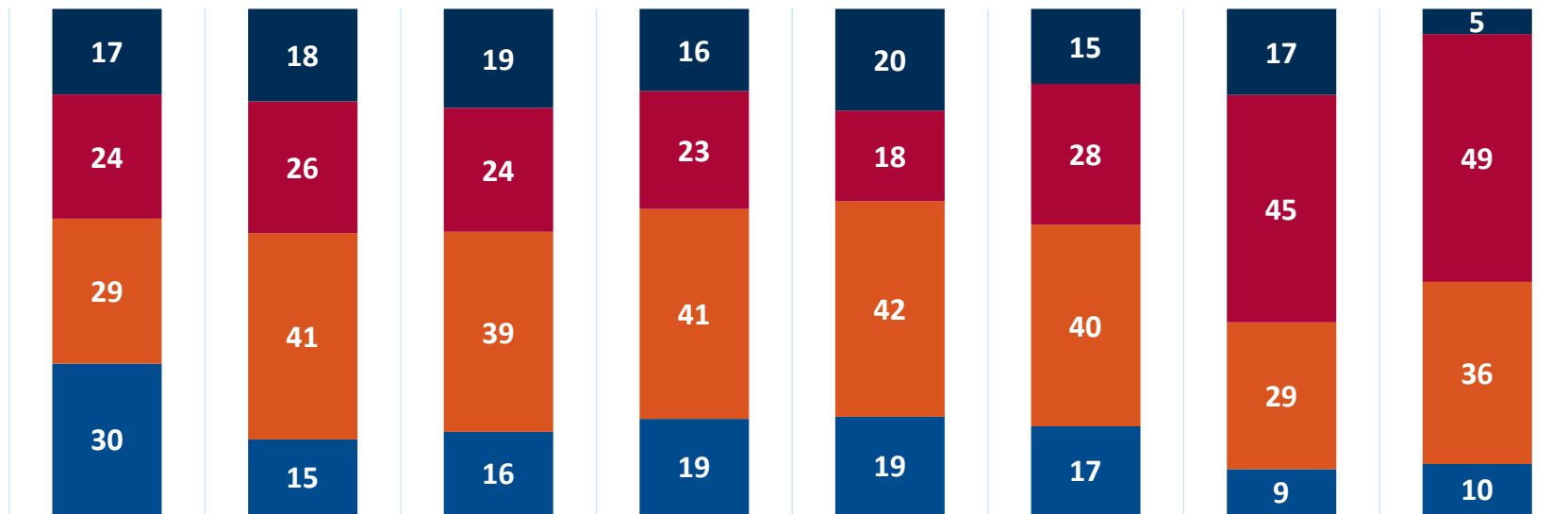
INITIAL OBSERVATIONS FROM 2021-22 RESULTS



- More students tested than last year.
- Overall proficiency rates have not reached pre-pandemic levels.
 - ❑ Since 2020-21, proficiency in Mathematics and Science has increased in all grades and courses. Some gains are slight.
 - ❑ Since 2020-21, proficiency in ELA has declined, except in grade 5 and English I.
 - ❑ Since 2020-21, proficiency in Social Studies has declined.
- Educational experiences varied across the state in 2021-22 and in general had not returned to what was typical before the pandemic.

ENGLISH LANGUAGE ARTS (ELA) 2021-22

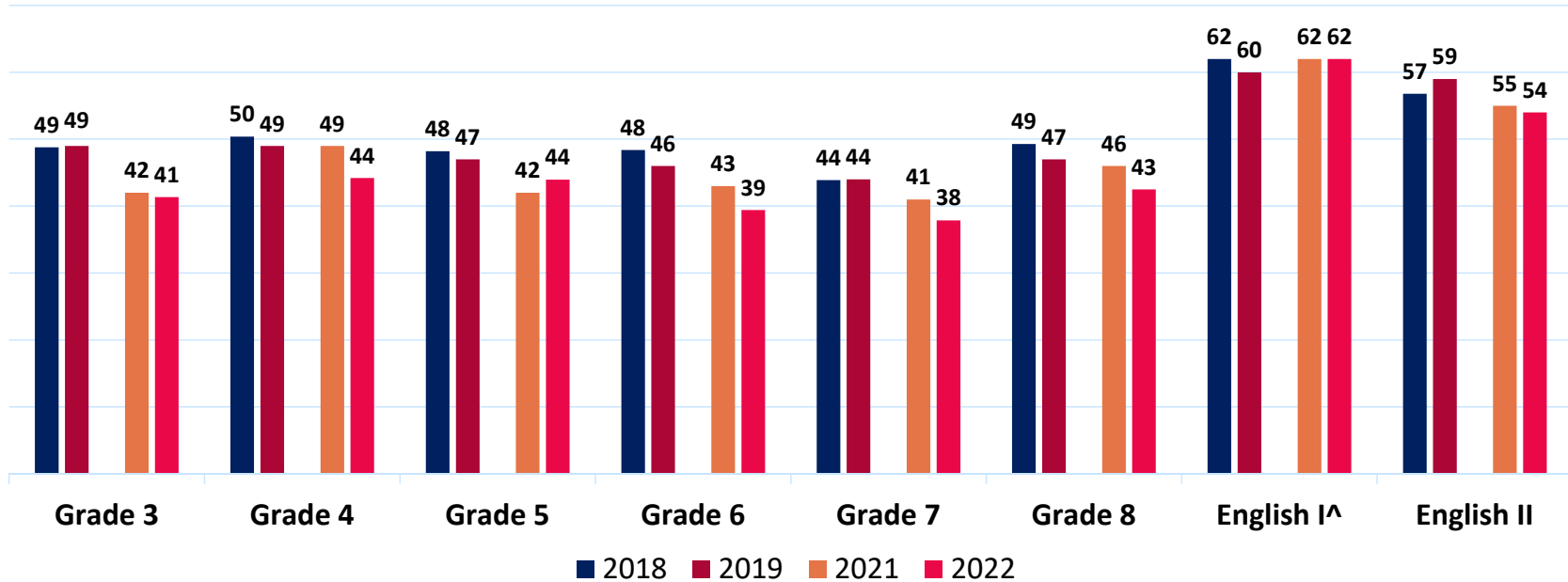
■ % Below Basic ■ % Basic ■ % Proficient ■ % Advanced



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I [^]	English II
# Tested	63,960	64,346	64,946	65,977	67,610	69,080	6,039	65,443

[^] Optional End of Course (EOC) assessment.

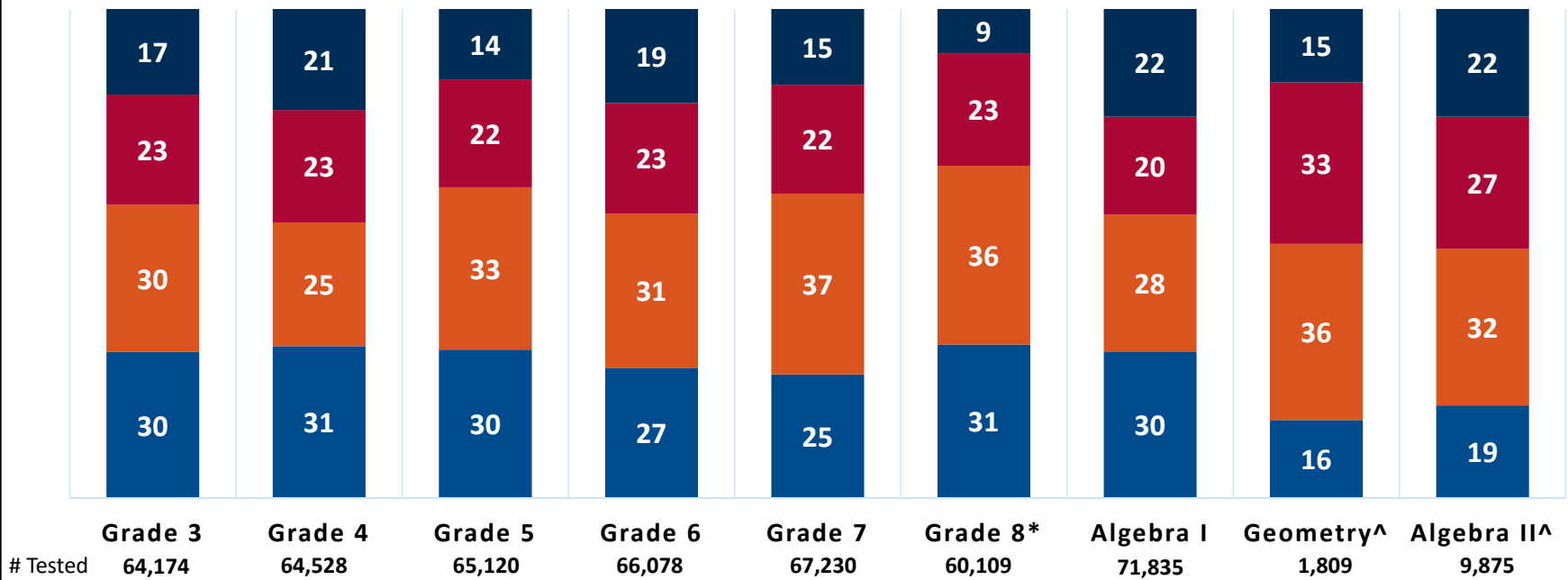
ELA PERCENT PROFICIENT + ADVANCED



^ Optional EOC assessment.

MATHEMATICS 2021-22

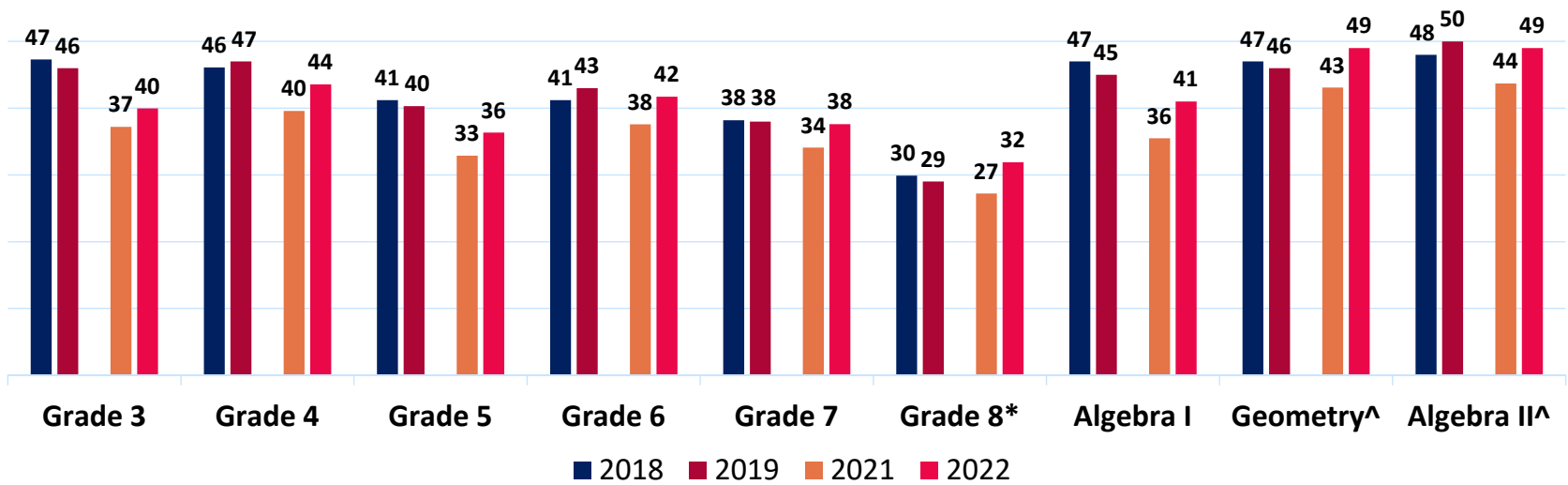
■ % Below Basic ■ % Basic ■ % Proficient ■ % Advanced



* Does not include 8th grade students who took Algebra I EOC assessments.

^ Optional EOC assessment for most high school students. May be required for high school students who took Algebra I prior to high school.

MATHEMATICS PERCENT PROFICIENT + ADVANCED



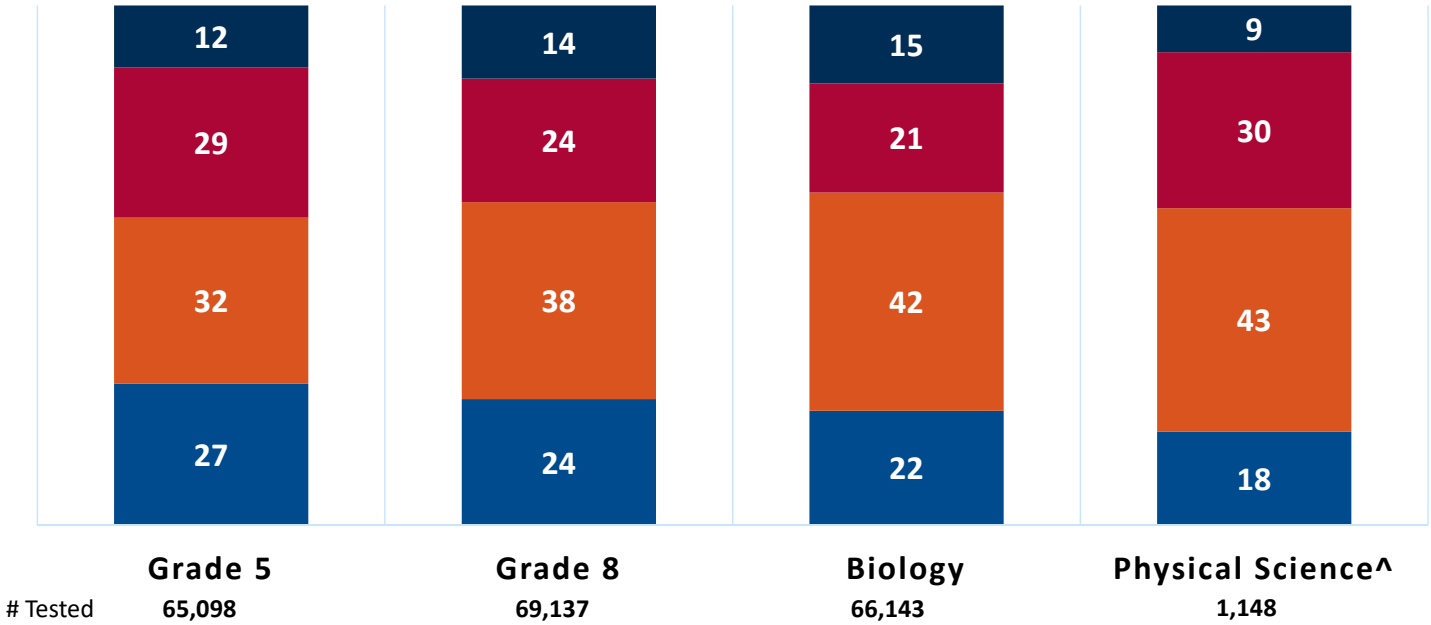
* Does not include 8th grade students who took Algebra I EOC assessments.

^ Optional EOC assessment for most high school students. May be required for high school students who took Algebra I prior to high school.

SCIENCE 2021-22

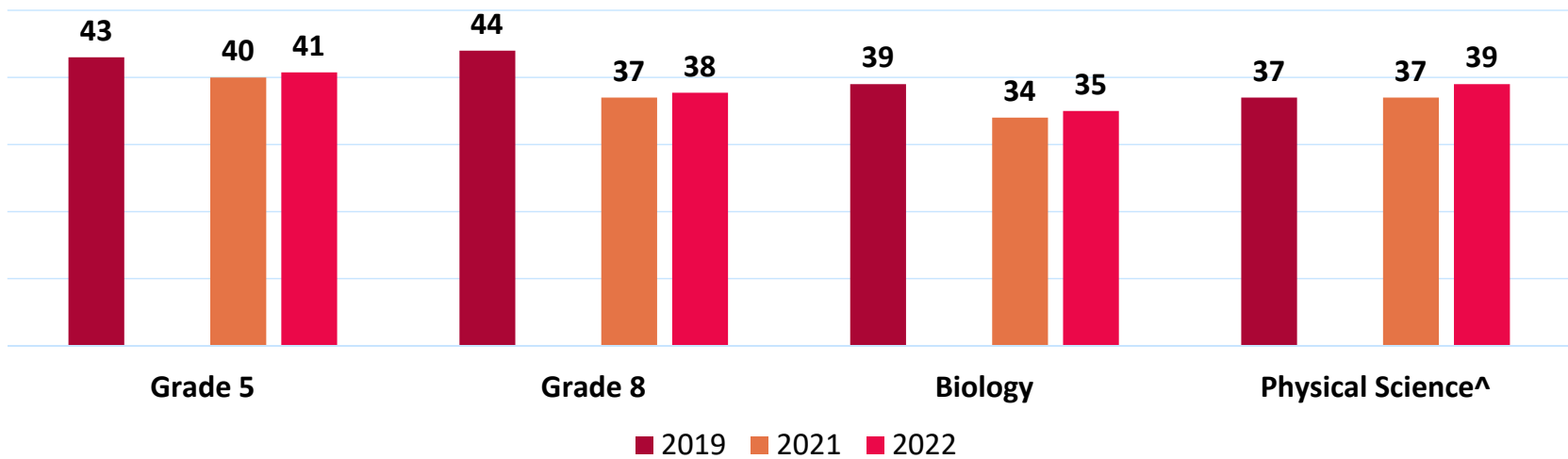


■ % Below Basic ■ % Basic ■ % Proficient ■ % Advanced



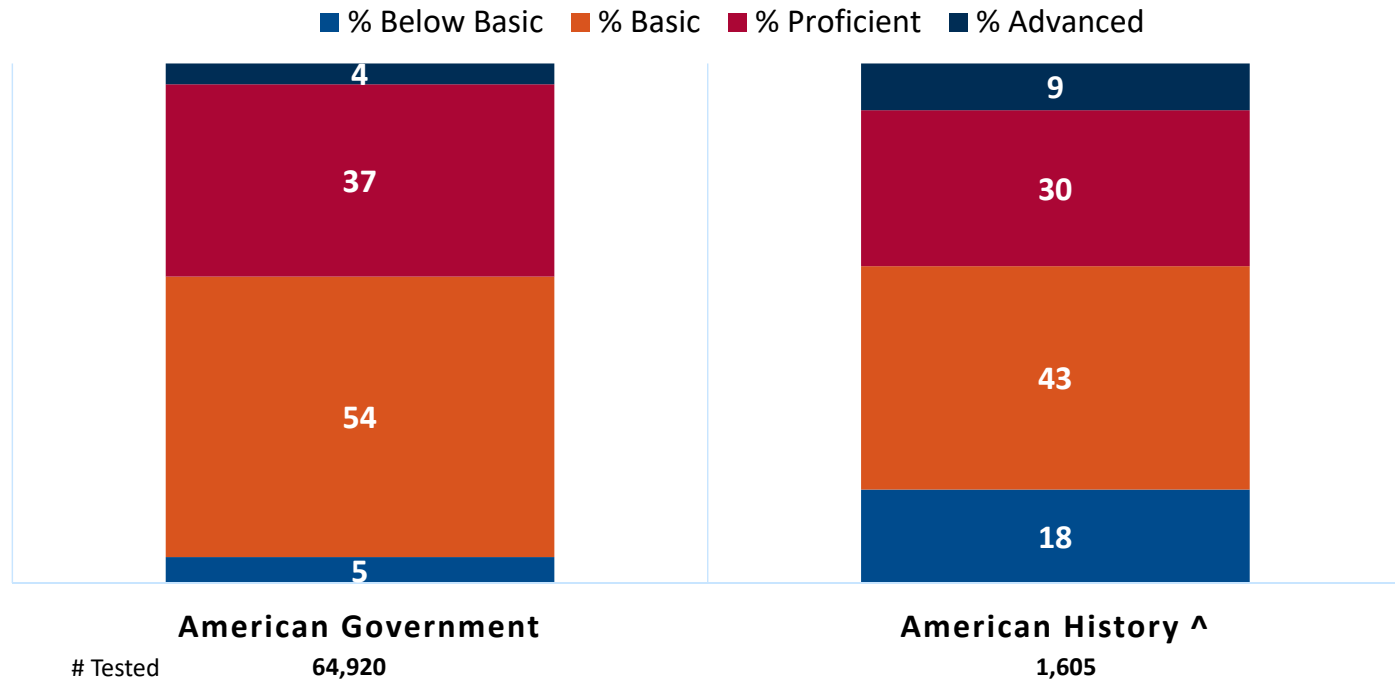
[^] Optional EOC assessment.

SCIENCE PERCENT PROFICIENT + ADVANCED



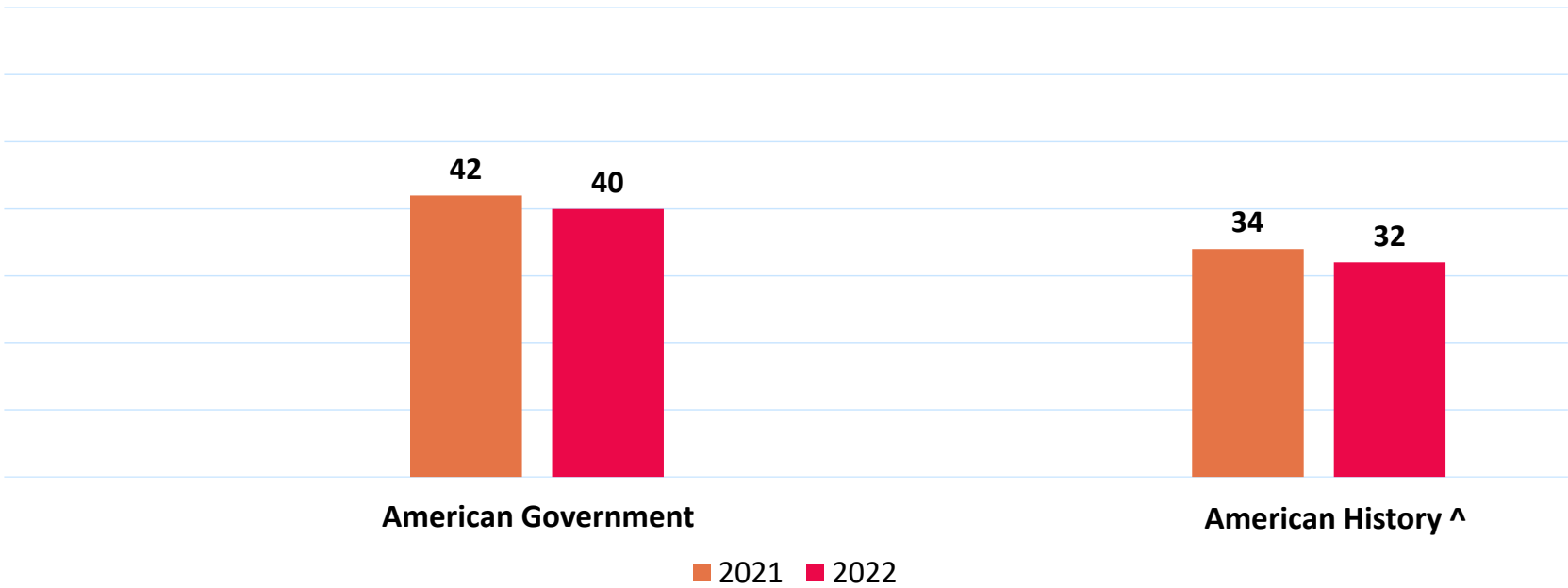
^ Optional EOC assessment.

SOCIAL STUDIES 2021-22



^ Optional EOC assessment.

SOCIAL STUDIES PERCENT PROFICIENT + ADVANCED



^ Optional EOC assessment.

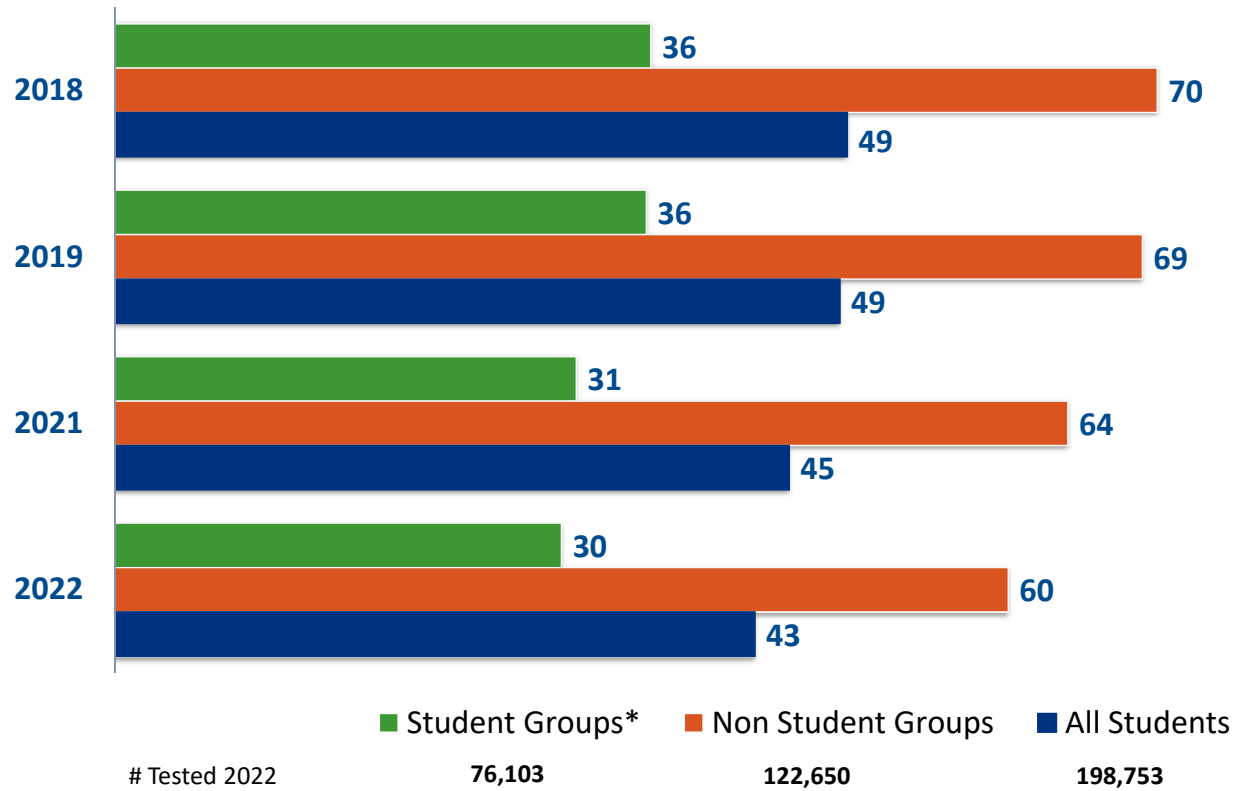
Demographic Analyses



2021-22

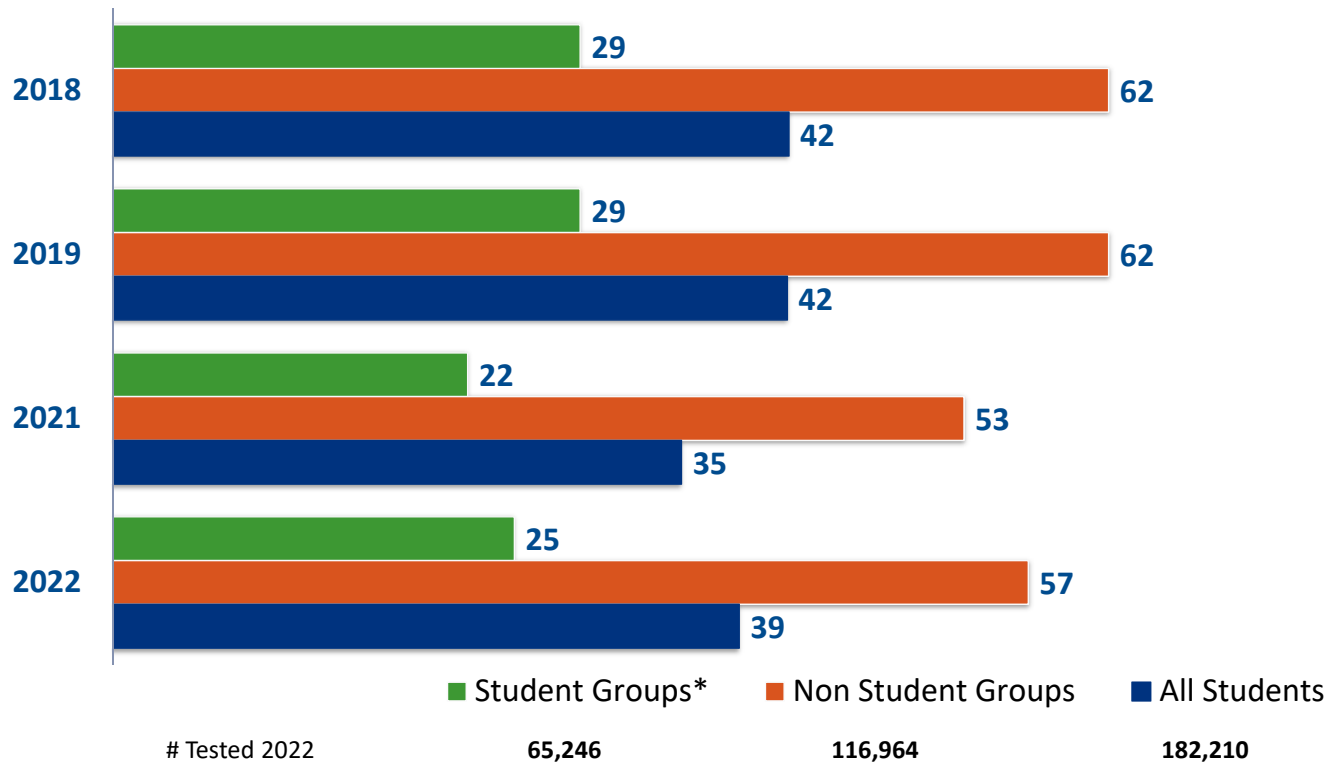
ELA, Mathematics, Science, and Social Studies

ENGLISH LANGUAGE ARTS – GRADE 3 THROUGH HIGH SCHOOL PERCENT PROFICIENT + ADVANCED



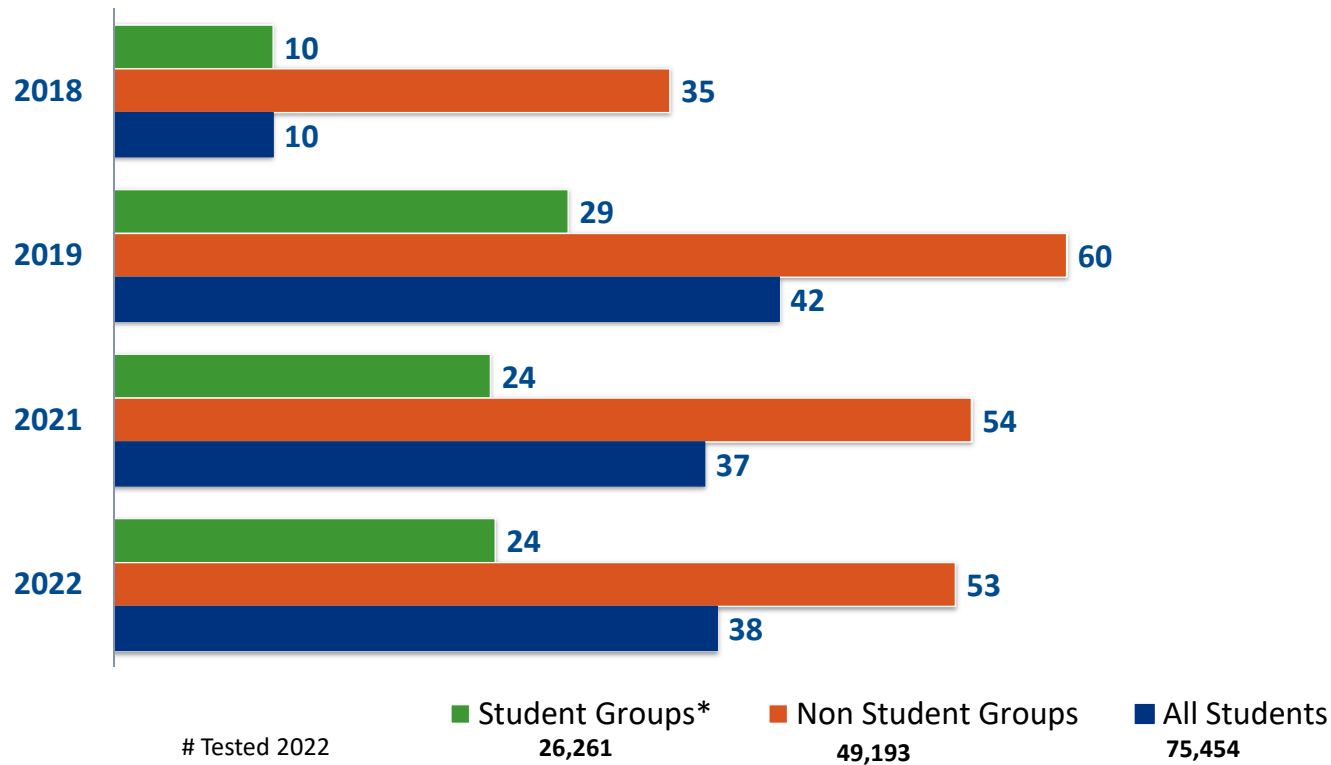
*Includes Black, English Learners (EL), Free and Reduced Lunch (FRL), Hispanic, and Individualized Education Plan (IEP) Student Groups.

MATHEMATICS – GRADE 3 THROUGH HIGH SCHOOL PERCENT PROFICIENT + ADVANCED



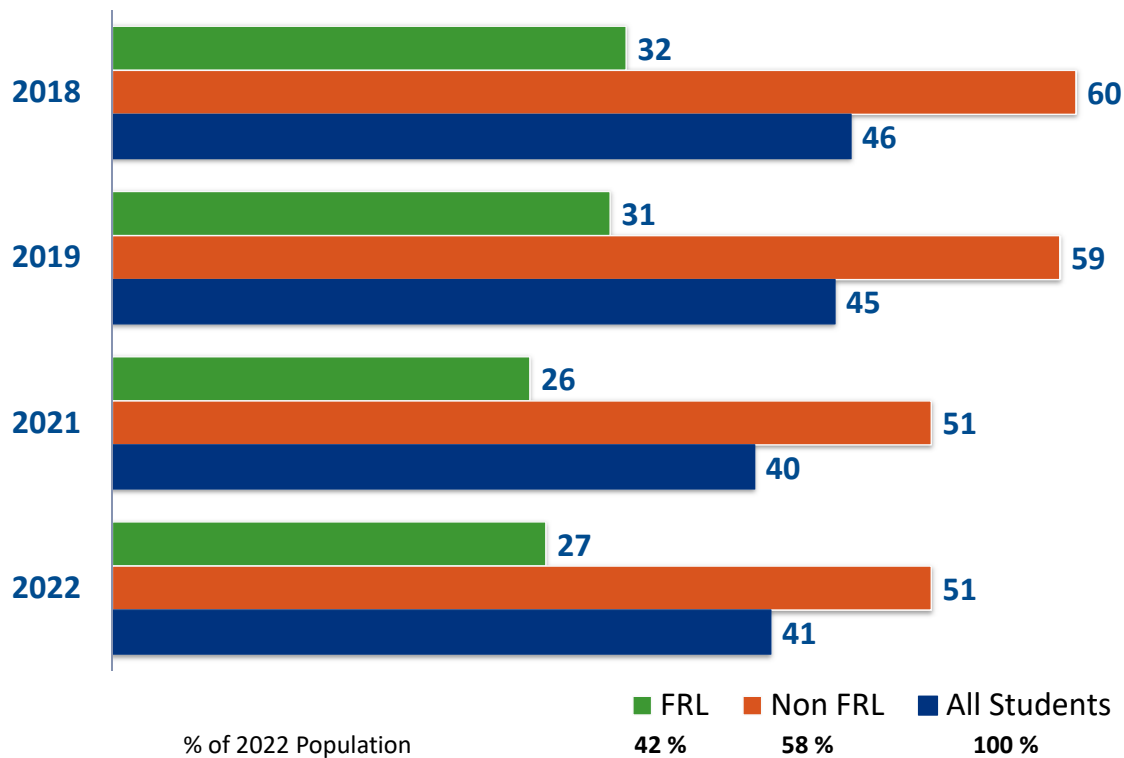
* Includes Black, EL, FRL, Hispanic, and IEP Student Groups.

SCIENCE – GRADE 3 THROUGH HIGH SCHOOL PERCENT PROFICIENT + ADVANCED

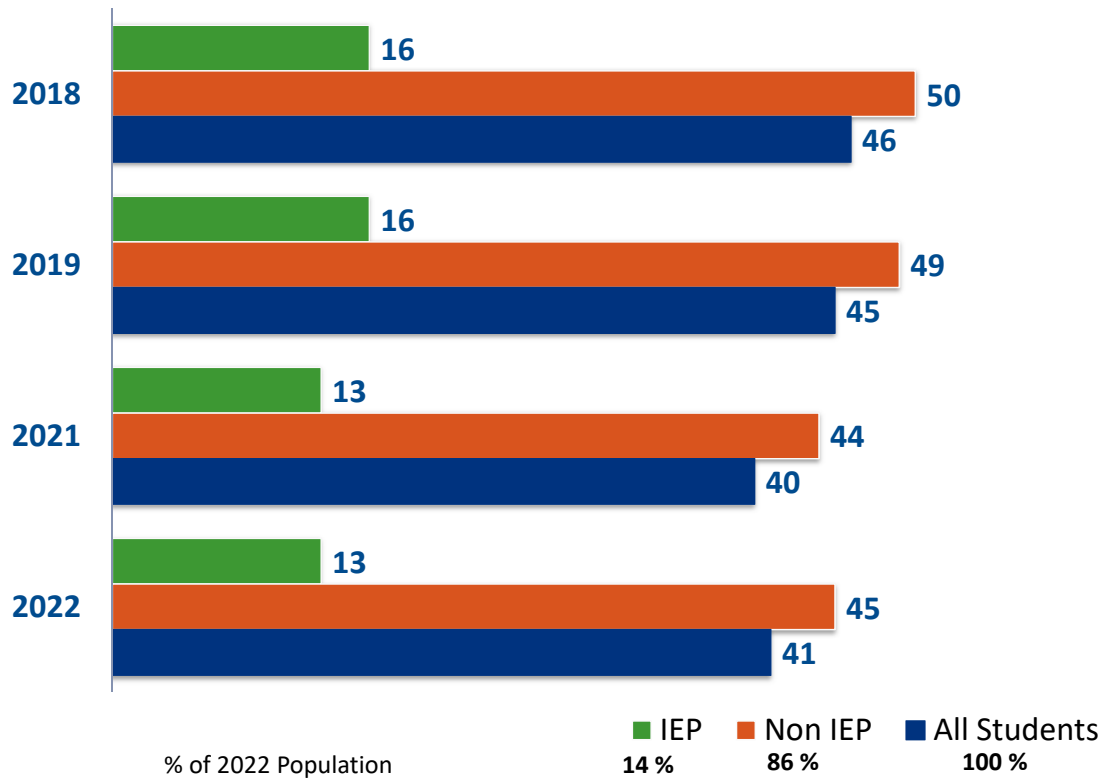


* Includes Black, EL, FRL, Hispanic, and IEP Student Groups.

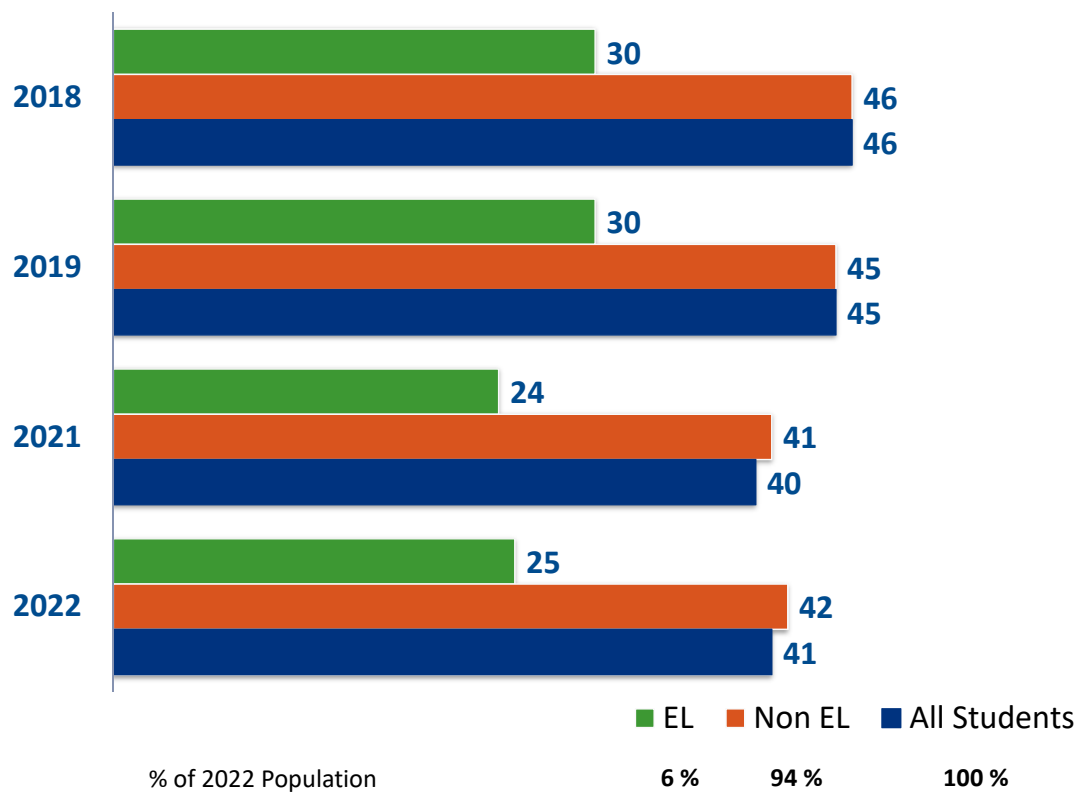
FREE AND REDUCED PRICE LUNCH (FRL) – ALL TESTED CONTENT AREAS & GRADES – PERCENT PROFICIENT + ADVANCED



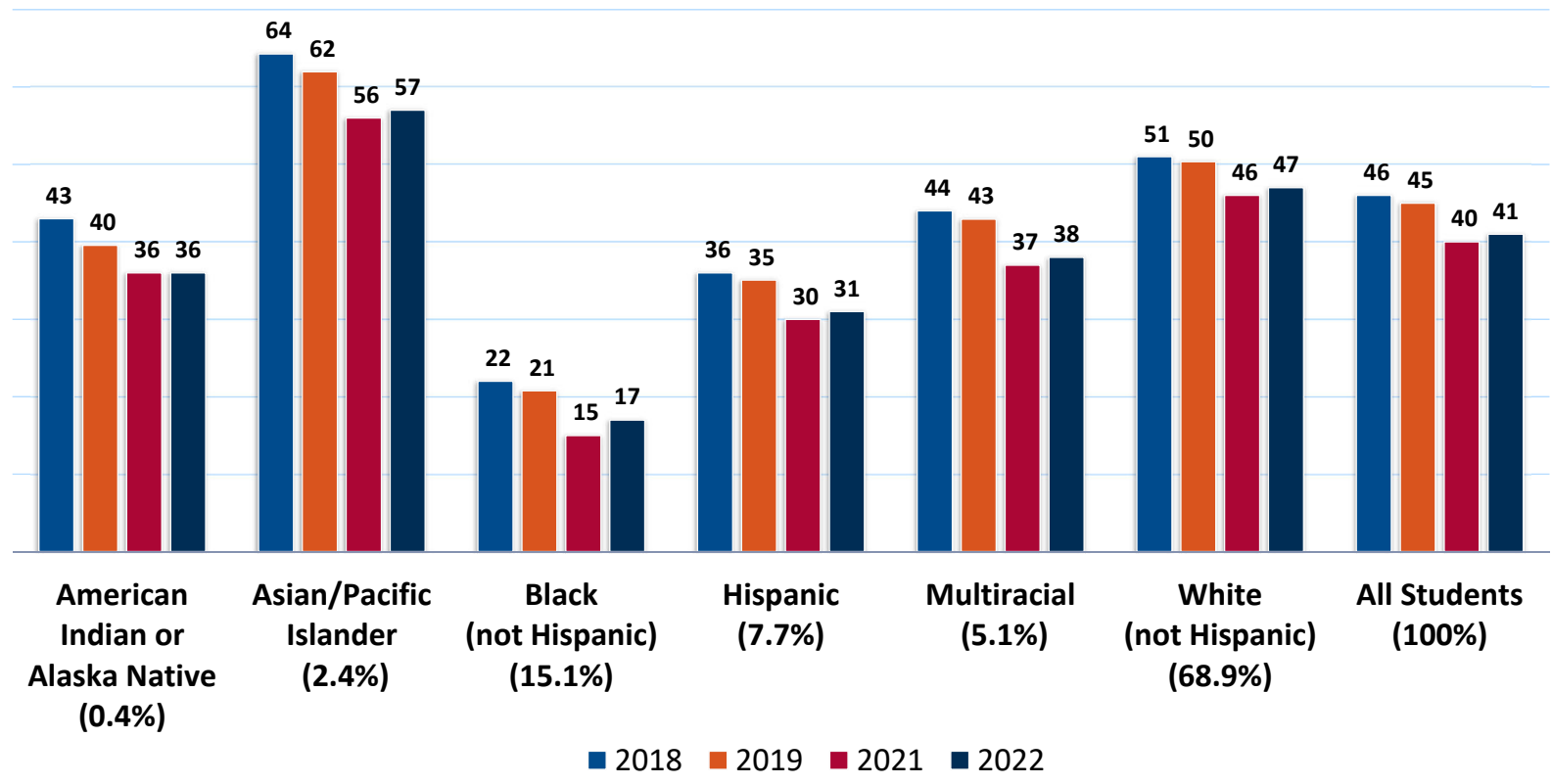
INDIVIDUALIZED EDUCATION PROGRAM (IEP) – ALL TESTED CONTENT AREAS & GRADES – PERCENT PROFICIENT + ADVANCED



ENGLISH LEARNERS (EL) – ALL TESTED CONTENT AREAS & GRADES PERCENT PROFICIENT + ADVANCED



ETHNICITY – ALL TESTED CONTENT AREAS & GRADES PERCENT PROFICIENT + ADVANCED



RESEARCH QUESTIONS



Study of the results and other influencing factors continues. Important research questions include:

- Which populations by region and demographics show evidence of recovery from pandemic-related disruptions? Which do not?
- Which populations experienced above or below expected growth between 2020-21 and 2021-22?
- Did the proficiency and growth differences observed among student populations in 2020-21 persist into 2021-22?
- What is the impact of mode of instruction on student performance?
- What is the impact of a four-day school week on student performance?

DESE RESPONSE EFFORTS



Research into Pandemic Effects

Continued investigation of most significant impacts, growth model, and effective local responses

Missouri Read, Lead, Exceed

Evidence-based training for teachers, high quality instructional materials, and promoting long-term success

Missouri Mathematics Initiative

Evidence-based training for teachers, emphasis on fluency and rigor, and elementary mathematics specialist scholarships

Competency-Based Education

Success-Ready Students Work Group, legislative task force on competency-based education, and competency-based education grant program

Educator Workforce

Blue Ribbon Commission addresses teacher recruitment and retention solutions

School-Based and Private Practice Mental Health Best Practices

Statewide supports of mental health resources



Questions?

Contact us at
assessment@dese.mo.gov
573-751-3545