



Coordinator Name

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Planning Team

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Description of the Program (2012-2013)

The Missouri School Improvement Program (MSIP) includes standardized assessments as an indicator of school and district performance. The MSIP V index score is a composite of the percentage of students in four performance categories from below Basic to Advanced.

Description of How the Program's Services are Developed and Delivered

Senate Bill 380, often referred to as the "Outstanding Schools Act," the state school-reform law enacted in legislature in 1993, requires the MAP assessments. This bill requires the State Board of Education to adopt no more than 75 academic performance standards which establish the knowledge, skills and competencies necessary for students to "successfully advance through the public elementary and secondary education system of this state; lead to or qualify a student for high school graduation; and prepare students for postsecondary education or the workplace or both." These "Show-Me Standards" are guides to what students should be able to know and to do: the MAP assessments measure the extent to which each student has mastered them. There are 40 knowledge standards and 33 performance standards. This report offers preliminary analysis. Deeper analysis will be detailed in a report to follow in the Disaggregated Data Analysis report.

Key Program Stakeholder Groups

- Students
- Parents
- Staff
- Administrators
- Board of Education
- Taxpayers
- Other (31T)

Student and/or Stakeholder Needs Addressed by the Program

A regular standardized assessment program can be a reliable indicator of student learning.

Overall Goals of the Program

Expected Measureable Outcomes

Goal 1: Show Progress on State Assessment	1.1 Comparison of scores for three years as measured by MSIP V index for State, District, and Schools will show improvement.
Goal 2: Make progress on reducing gap between subgroups.	2.1 Comparison of score differences for three years as measured by MSIP V index for race and for Free or reduced lunch status will show improvement.
Goal 3: MAP and MAP-A scores will be comparable	3.1 Comparison of MSIP V index scores for three years will show comparable scores for MAP and MAP-A.

Evaluation Questions

- What is the status of the program's progress toward achieving the goals?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should goals be changed? Any added or removed?

Data Collection Methods

- Surveys and questionnaires
- Interviews
- Document reviews
- Observations
- Focus groups
- Case studies
- Assessments
- Other (Specify)



Evaluation Results

What is the status of the program's progress toward achieving the goals?

MSIP Results



**2013 LEA Annual Performance Report (APR) - Final
LEA Summary Report
MSIP 5**

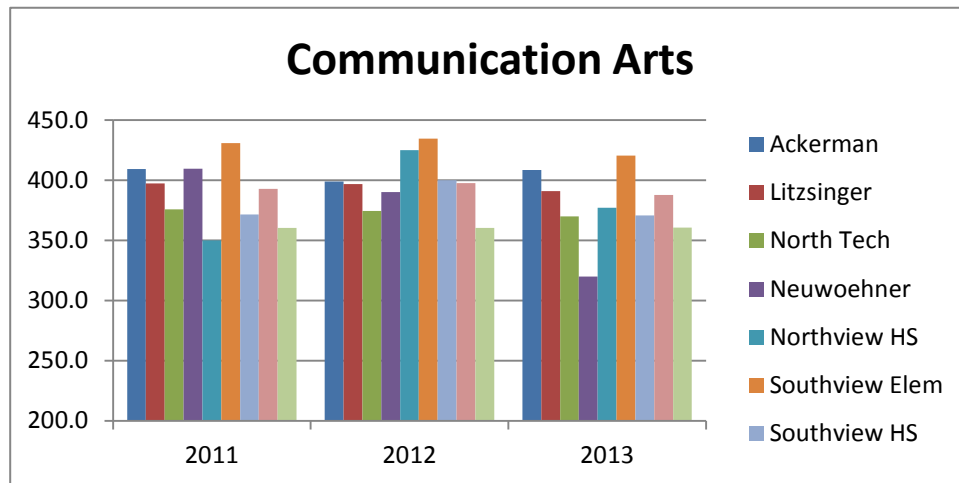
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MSIP 5 Standards	Points Possible	Points Earned	Percent Earned
1. Academic Achievement			
English Language Arts	16.0	16.0	100.0%
Mathematics	16.0	16.0	100.0%
Science	16.0	16.0	100.0%
Social Studies - #	8.0	0.0	0.0%
Total Points Earned	56.0	48.0	85.7%
2. Subgroup Achievement			
English Language Arts	4.0	4.0	100.0%
Mathematics	4.0	4.0	100.0%
Science	4.0	4.0	100.0%
Social Studies - #	2.0	0.0	0.0%
Total Points Earned	14.0	12.0	85.7%
3. College and Career Ready (CCR)			
3.1 - 3*	10.0	0.0	0.0%
3.4*	10.0	10.0	100.0%
3.5 - 6*	10.0	0.0	0.0%
Total Points Earned	30.0	10.0	33.3%
4. Attendance	10.0	0.0	0.0%
5. Graduation Rate	30.0	22.5	75.0%
Total	140	92.5	66.1%

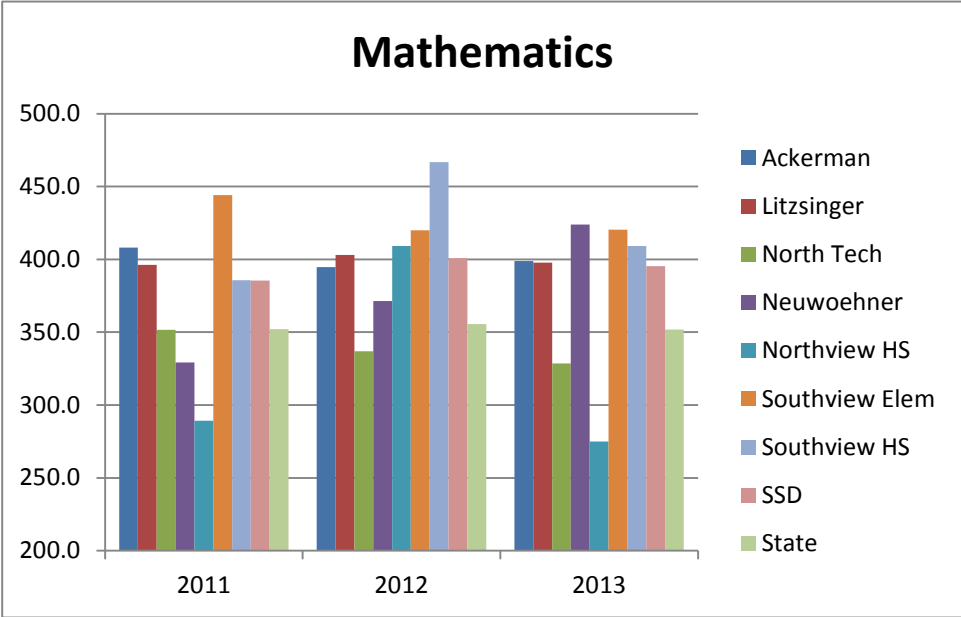
Goal 1: Show Progress on State Assessment

Measurable Objective 1:	1.1 Comparison of scores for three years as measured by MSIP V index for State, District, and Schools will show improvement.
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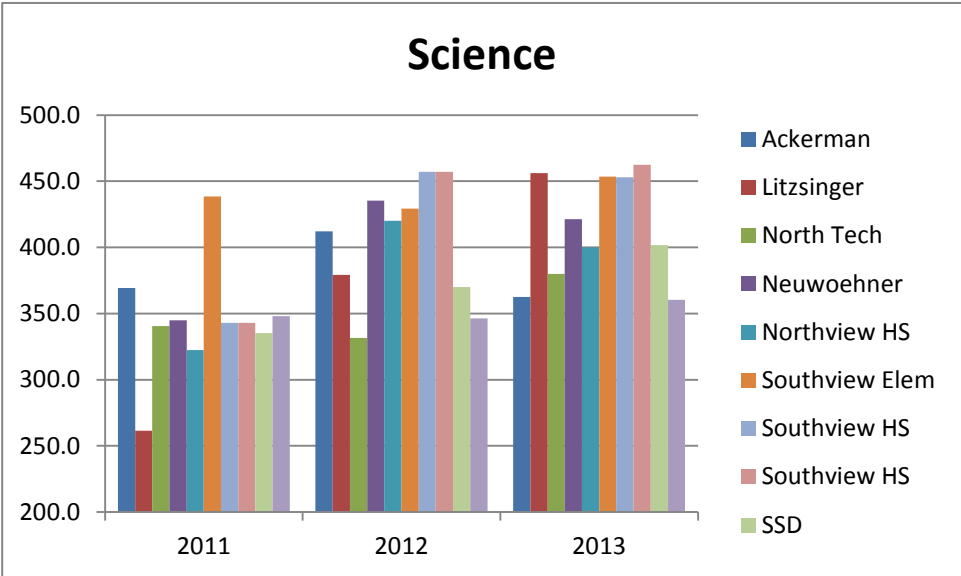
Results: Results are presented for inspection; statistical analysis will be done in later report. The MAP Performance Index (MPI) ranges from 100 to 500. The scores in this report include the MAP-A scores which are higher across all assessments than MAP scores. The charts show a slight increase from 2011 for Math and slight decreases for Communication Arts and Social Studies. Results for Science assessment showed solid increase with from a total SSD MPI of 335.3 in 2011 to 401.7 in 2013. Because of the structure of the Missouri Assessment Program there are no MAP-A scores for Social Studies. In Communication Arts, Mathematics and Science the total SSD MPI was higher than the State MPI. In Social Studies SSD was lower than the state average.



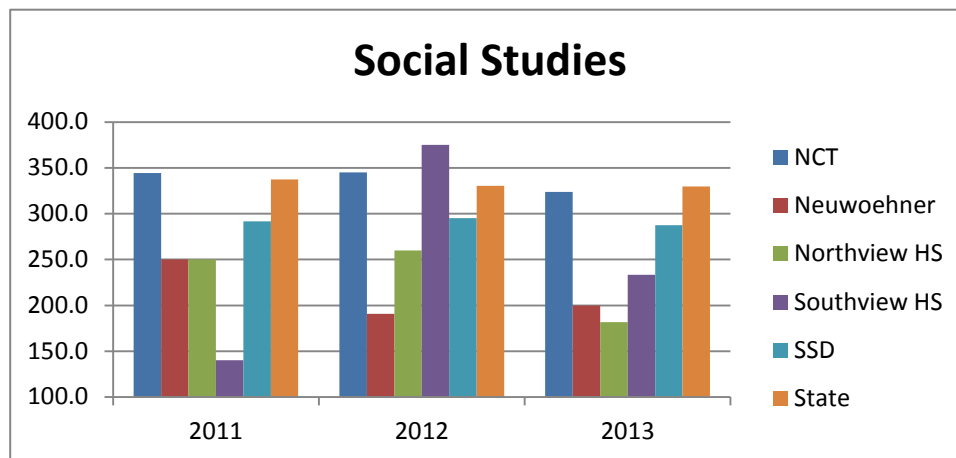
Communication Arts			
	2011	2012	2013
Ackerman	409.3	398.9	408.4
Litzsinger	397.2	396.9	390.8
North Tech	375.6	374.3	370.0
Neuwoehner	409.4	390.0	320.0
Northview HS	350.0	425.0	377.1
Southview Elem	430.8	434.5	420.3
Southview HS	371.4	400.0	370.6
SSD	392.8	397.5	387.6
State	360.3	360.3	360.6



Mathematics			
	2011	2012	2013
Ackerman	408.0	394.7	398.8
Litzsinger	396.3	403.1	397.7
North Tech	351.7	336.8	328.6
Neuwoehner	329.2	371.4	424.0
Northview HS	289.2	409.1	275.0
Southview Elem	444.2	420.0	420.3
Southview HS	385.7	466.7	409.1
SSD	385.5	400.9	395.3
State	352.1	355.7	351.9



Science			
	2011	2012	2013
Ackerman	369.2	412.1	362.5
Litzsinger	261.5	379.3	456.3
North Tech	340.5	331.6	379.9
Neuwoehner	345.0	435.3	421.4
Northview HS	322.4	420.0	400.0
Southview Elem	438.5	429.4	453.6
Southview HS	342.9	457.1	452.9
Southview HS	342.9	457.1	462.5
SSD	335.3	370.2	401.7
State	348.2	346.3	360.4

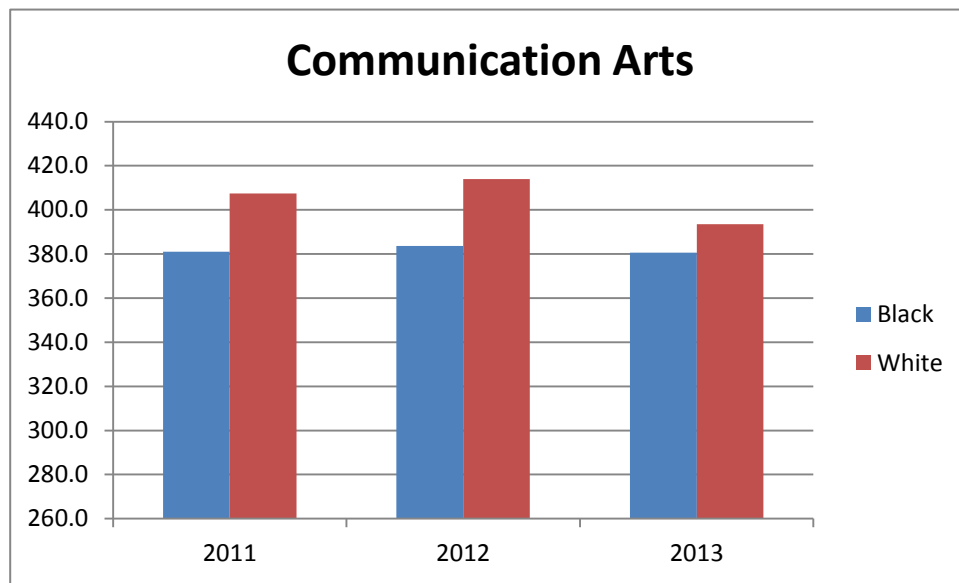


Social Studies			
	2011	2012	2013
North Tech	344.4	345.0	323.9
Neuwoehner	250.0	190.9	200.0
Northview HS	250.0	260.0	181.8
Southview HS	140.0	375.0	233.3
SSD	291.7	295.0	287.5
State	337.3	330.3	329.7

Goal 2: Make progress on reducing gap between subgroups.

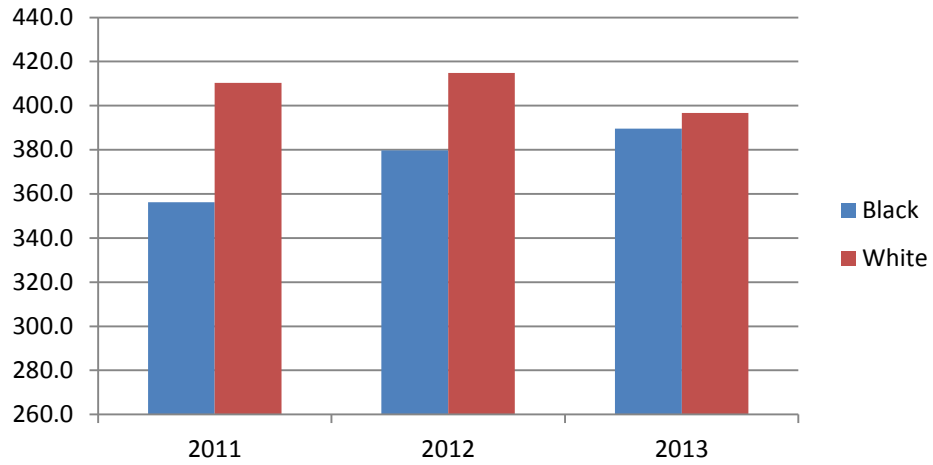
Measurable Objective 1:	2.1 Comparison of score differences for three years as measured by MSIP V index for Race, and Free or Reduced lunch status will show improvement.
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Results: Comparison of MPI scores for race show that in Communication Arts the gap between Black and White student scores has closed to 13 points. In Mathematics the gap has closed more dramatically to 6.9 points. In Science the gap remains at 50.1 points, but scores of Black students in 2013 were higher than those of White students for each of the two preceding years. In Social Studies scores of Black students were higher than those of White students in two of the last three years. Either no ELL or Migrant students took the assessments or the number doing so was too small to analyze.



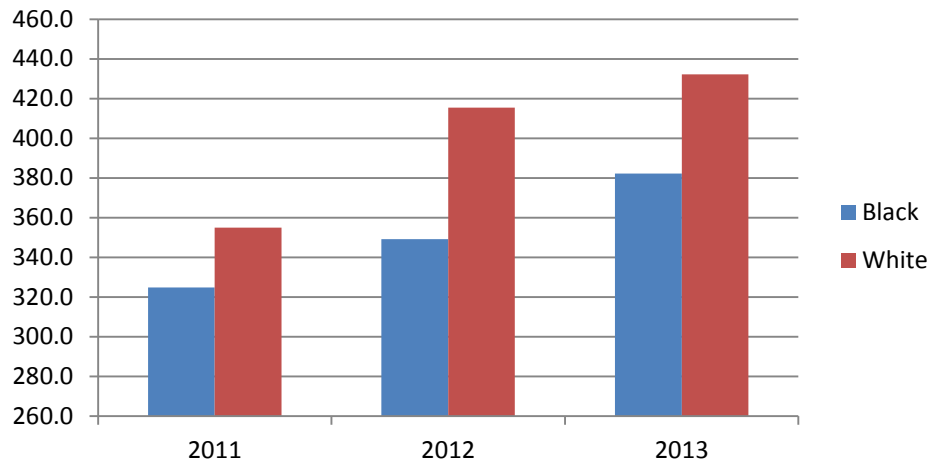
Communication Arts			
	2011	2012	2013
Black	381.1	383.6	380.6
White	407.5	413.9	393.6

Mathematics



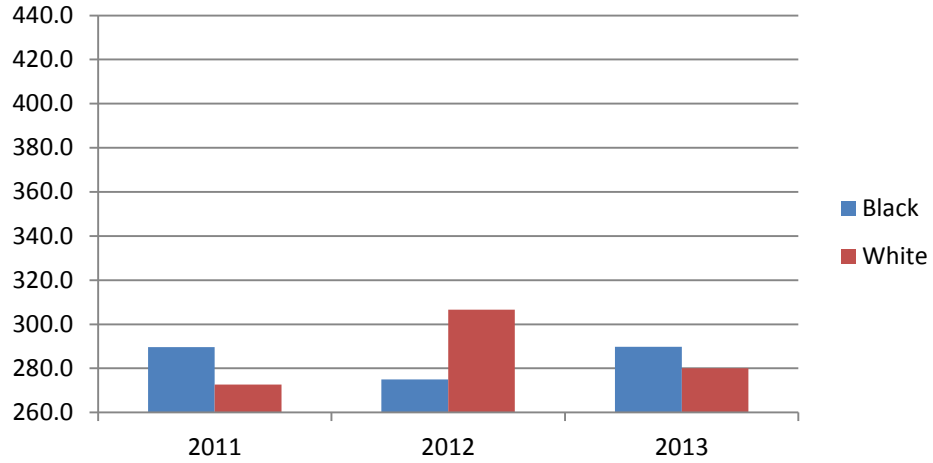
Mathematics			
	2011	2012	2013
Black	356.2	379.7	389.6
White	410.4	414.8	396.8

Science



Science			
	2011	2012	2013
Black	324.9	349.2	382.2
White	355.1	415.5	432.3

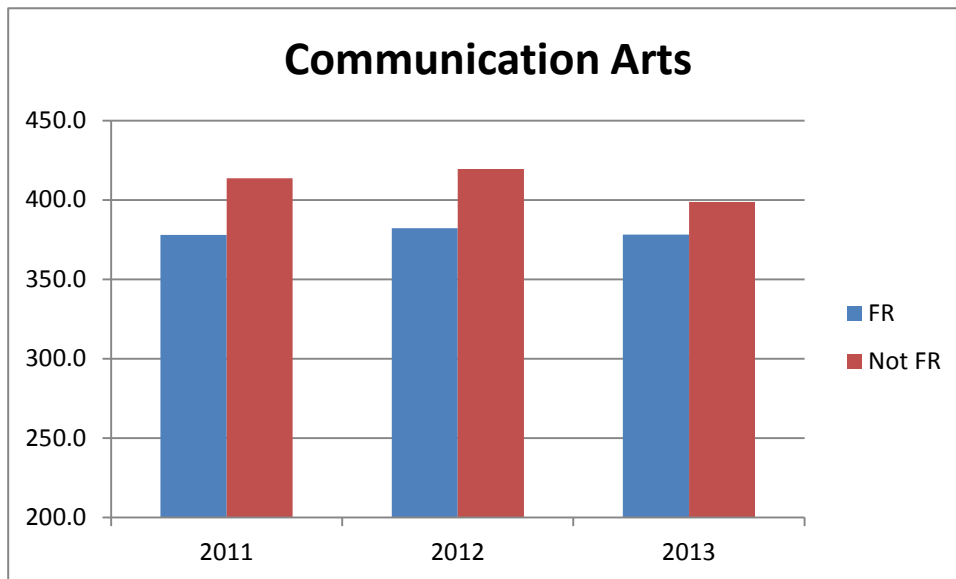
Social Studies



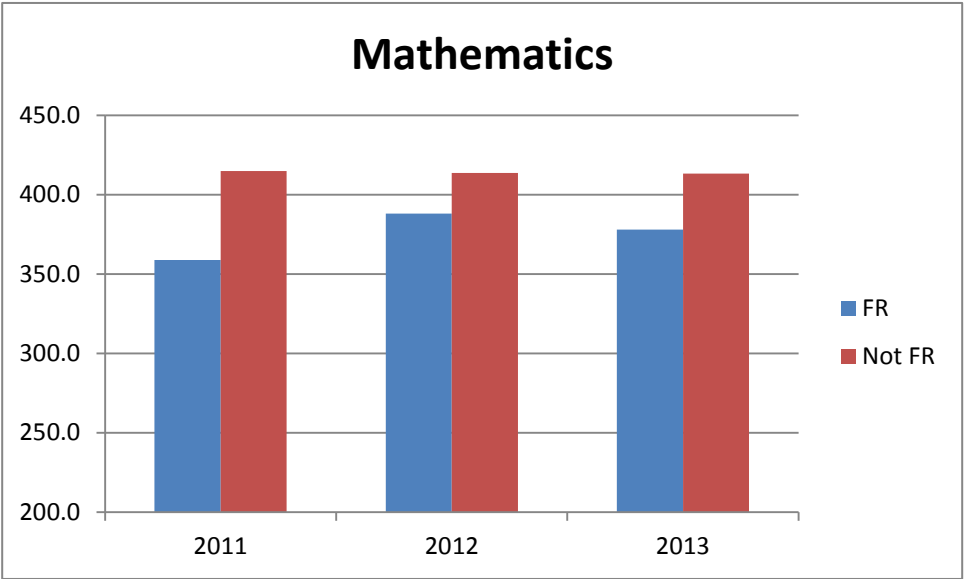
Social Studies			
	2011	2012	2013
Black	289.7	275.0	289.8
White	272.7	306.7	280.0

Comparison of Socio-economic status as indicated by Free or Reduced Lunch eligibility. Comparison of students receiving Free or Reduced lunch (FR) to those not receiving Free or Reduced lunch (Not FR) show that FR students lag behind their Not FR peers in every category in each of the last three years.

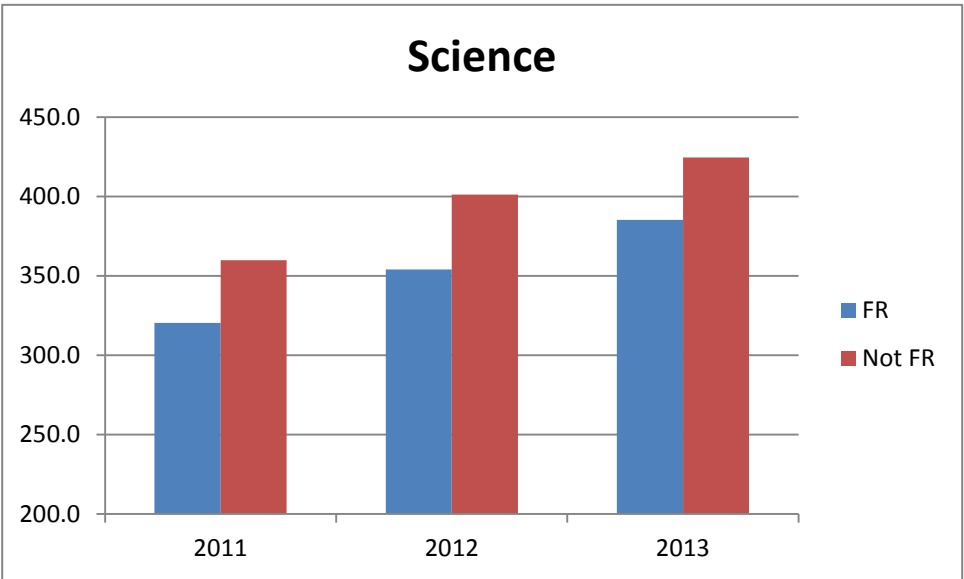
Communication Arts



Communication Arts			
	2011	2012	2013
FR	378.0	382.3	378.1
Not FR	413.6	419.6	398.7

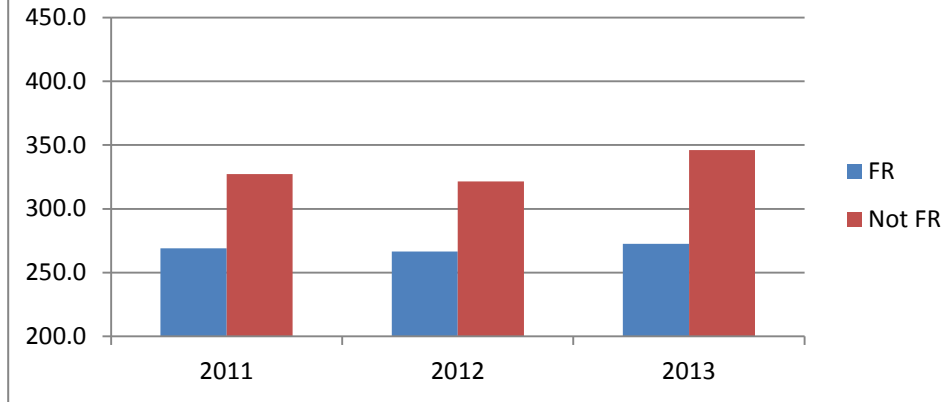


Mathematics			
	2011	2012	2013
FR	358.8	388.0	378.0
Not FR	414.9	413.6	413.3



Science			
	2011	2012	2013
FR	320.4	354.1	385.1
Not FR	359.8	401.1	424.5

Social Studies



Social Studies			
	2011	2012	2013
FR	269.0	266.7	272.5
Not FR	327.3	321.4	346.2

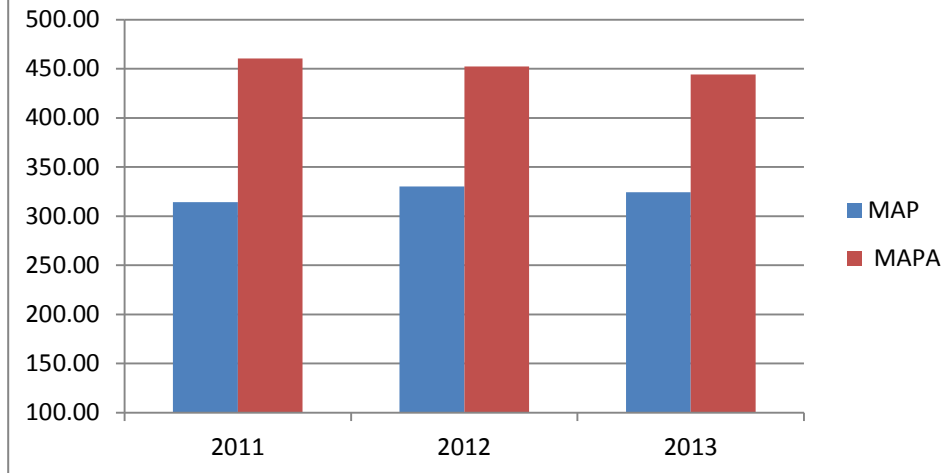
Goal 3: Goal 3: MAP and MAP-A scores will be comparable

Measurable Objective 1:

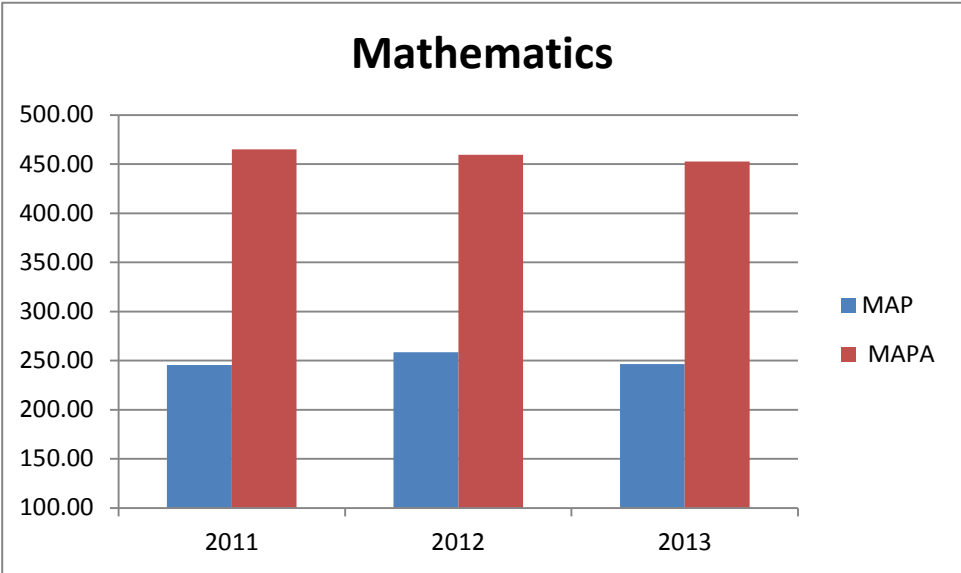
3.1 Comparison of MSIP V index scores for three years will show comparable scores for MAP and MAP-A.

Results: MAP-A scores are higher in each content area by a minimum of 100 MPI points. In Mathematics the difference is over 200 MPI points in each of the last three years. Science scores include only grades 5 and 8, grade 10 MAP-A and the Biology end of course assessment.

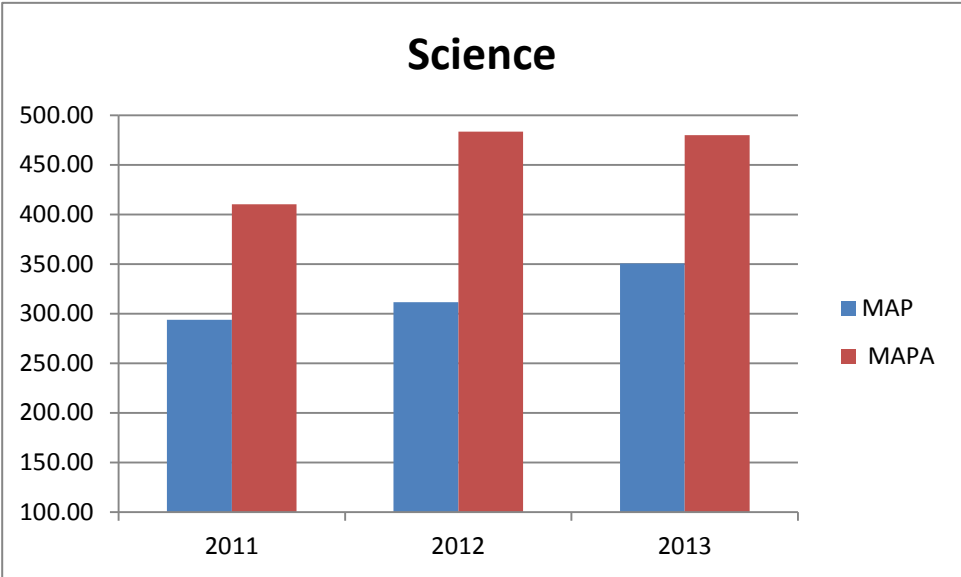
Communication Arts



Communication Arts			
	2011	2012	2013
MAP	314.15	330.05	324.23
MAP-A	460.50	452.44	444.24



Mathematics			
	2011	2012	2013
MAP	245.60	258.51	246.34
MAP-A	465.00	459.65	452.58



Science			
	2011	2012	2013
MAP	293.9	311.7	350.6
MAP-A	410.3	483.5	479.8

What do key staff and stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

Strengths <ul style="list-style-type: none">SSD received 100% of possible points for English Language Arts, Mathematics and Science for both total population and subgroup population.
Opportunities/Weaknesses <ul style="list-style-type: none">SSD received no points for Social Studies assessments.SSD received no points for attendance.

How well aligned are the program’s priorities and processes with the goals of the program?

The priorities and processes are well aligned with the goals of the program.
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Deployment Level of Program Services: Services are fully deployed without significant weaknesses or gaps in any areas or schools.

Should priorities be changed to put more focus on achieving the goals? Yes No
Should goals be changed, added or removed? Yes No

Evaluation Implications

General Recommendation Resulting from the Evaluation

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

Action Plans

Action Plans and review of status of previous action plans will be included in the more detailed Disaggregated Data Analysis report.

Cost and Funding Source

The costs are included in the budget.