



MAP Scores Move Up in Math

State education officials August 16, 2004 issued a first-of-its-kind report on the academic performance of Missouri's public schools, using not only the regular results of the state's annual MAP tests, but also incorporating rigorous new federal standards.

In a news conference in Jefferson City, Commissioner of Education Dr. Kent King said the results from this year's Missouri Assessment Program (MAP) tests show that students made significant gains in math in grades 4 and 10. Overall, through, the MAP scores are largely unchanged from 3002 in most subjects and grades.

"I am encouraged by the math scores because more students scored at the proficient and advanced levels in both grades 4 and 10, but I am disappointed by the lack of progress in communication arts across the board. These scores are barely, moving at all and they need to be moving up." King said.

The Department of Elementary and Secondary Education released complete MAP results for communication arts, math, science, and social studies to all school districts earlier this week. Complete state and local MAP results are now available on the Department's website.

(<http://www.dese.mo.gov/schooldata/index.html>)

MAP Scores are Key to "AYP" Results

For most local school districts, this year's MAP results were more important than ever because the test scores are used to determine if a school has achieved "adequate yearly progress" (AYP), the challenging standard that is required under No Child Left Behind, the federal education law passed in 2002.

AYP is a specific annual goal for improving student achievement in communication arts and math, as measured by MAP scores. This year, for example 20.4% of students had to score "proficient" or "advanced" in communication arts in order for a school to achieve AYP. This same goal must be achieved by all subgroups (white, black, students with disabilities, etc.), not just the student body as a whole.

If a school does not achieve AYP in the same subject area for two consecutive years, it may be required to give students the option of transferring to another school within the district. If a school repeatedly fails to achieve the annual AYP goals, it is subject to progressively tougher sanctions in following years.

Last year, barely half (50.9%) of all public schools in the state achieved the state's AYP targets. This year, however, 57.4% of all schools and 67.3% of Title I schools met the AYP targets in communication arts and math, King, said. In all, 1,167 of 2,034 buildings achieved AYP in both subject areas.

The count of public schools includes 26 charter schools operating in Kansas City and St. Louis.

"Missouri educators worked very hard last year to meet the AYP challenge and to concentrate on the needs of low-performing students. With two-thirds of our Title I schools achieving AYP this year, compared to 60 percent last year, I think we have made important progress as a state," King said.

Schedule for CA Model Curriculum Project

MAP Plus Regional Meetings

Jan. 13 and 14

March 9

RPDC Workshop for Comm. Arts

Feb. 25

State Regroup for CA(State Leaders only)

May 2

All meetings except RPDC workshop are scheduled in Scully 325





The Math Model Curriculum Begins!

Teachers from all over the state began their two-year task of writing the Model Curriculum for Mathematics this July at Lake of the Ozarks. Nineteen educators from Southeast Missouri joined over one hundred others to begin implementing the "backwards design" approach to curriculum development. They focused on the Grade Level Expectations (GLEs) for algebra and geometry with the goal of producing model instructional units at all grade levels. Like the units developed by curriculum writing teams in communication arts, the math units will include lesson goals and objectives, essential questions, necessary materials and prior knowledge, instructional activities, questions for students, teacher support, and assessments. As with communication arts, each unit will be piloted in classrooms so that revisions can be made as necessary.

The following educators from Southeast Missouri have been selected for the Math MAP Plus Program:

State Leaders

- Julie Antill
Cape Girardeau 63
- April VanWinkle
Van Buren R-I
- Carole DeVecchio
Oak Ridge R-VI

Regional Leaders

Elementary School:

- Shirley Hall
East Prairie R-II
- Tammy Simminger
Chaffee R-II
- Becky Stein
Neil Holcomb R-IV

Middle School:

- Linda Null
Twin Rivers R-X
- Becky Loenneke
Jackson R-II
- Shaun Bates
Malden R-I

High School:

- Gayle Baker
Sikeston R-VI
- Dana Engelmann
Ste. Genevieve R-II
- Jennifer Creecy
New Madrid R-I

Crystal Reports

This year's MPA results are being accessed electronically via the internet. Crystal Reports is the new technology that enables districts to have web-based access to MAP data behind the Department of Elementary and Secondary Education's security System. Crystal Reports will permit districts to generate reports, download their data into a variety of formats, and do ad hoc querying, much like ClearAccess but without the need to install or "manage" a computer program. (Goodbye to the ODBC!)

Since last February, thirty school districts have been helping pilot the MAP-Results System using Crystal

Reports via the web. On August 16th the system was turned on live for all school districts. To access the online MAP-Results System, it is necessary to have a DESE user ID and password, access to the internet and the use of a web browser (i.e. Internet Explorer or Netscape). Individual districts and schools will be determining how to distribute and monitor access to their data by their staff.

Pilot users reported that the system was "intuitive" and with instructions on how to get started and helpful hints they were able to access the reports. At this point DESE has no plans to offer training on the electronic system itself, although feedback from districts to DESE will aid in determining statewide training needs. Instead, MAP Regional Facilitators throughout the state will be offering workshops on data interpretation, designed to assist classroom teachers and curriculum leaders in analyzing school data to determine curriculum and instruction issues.

Link to the Crystal Reports Manual at https://k12apps.dese.mo.gov/webapps/reportmuen/map_help.aspx





Survey on Missouri High School graduation Requirements Summary of Findings

This survey was conducted during March and April 2004 by the Missouri Department of Elementary and Secondary Education. It included 519 "traditional" high schools and charter high schools. It did not include 61 alternative schools, technical schools and county juvenile centers that serve grades 9-12. The overall response rate was 66% (33 of 519 schools)

Characteristics of Respondents

76% of responding schools are in the "small town" (50), "rural metro" (42), and "rural non-metro" (170) categories. Responses are fairly evenly distributed according to size of school:

- o Schools under 250 students 37.6%
- o 251-500 students 28.3%
- o 501 or more students 34.1%

Almost 80% of responding schools have minority enrollments of 10% or less. Approximately 10% of the schools have minority enrollment between 10% and 25%, and 10.8% of the schools have minority enrollment of 25% or more. Half of all the schools (50.1%) have free-or reduced-priced lunch rates of 25% to 50%; 19% of the schools have rates greater than 50%. 203 schools (59%) follow a 7-period schedule 73 schools (21%) follow an 8-block schedule 22 schools (6%) follow a 10 block schedule

Units of Credit Required for Graduation

The current state minimum requirement is 22 units of credit. According to the survey:
 26 districts require 23 units
 101 districts require 24 units
 69 districts require 25 units
 35 districts require 26 units
 15 districts require 27 units
 38 districts require 28 units
 36 districts require from 28 to 38 units

Two-thirds of the respondents (67%) require between 23 and 26 units of credit. 123 schools (36%) require 4 units of English. 112 schools (33%) require 3 units of Math. 93 schools (27%) require 3 units of Science. 268 schools (78%) require 3 units of Social Studies. *Prepared by DESE Public Information Office/May 26, 2004.*

CONGRATULATIONS

Southeast Region 2004 Distinction in Performance

K-8 School Districts

- Altenburg*
- Kelso*
- Ripley Co. R-III*

K--12 School Districts

- Bell City*
- Bernie*
- Central*
- Kennett*
- Leopold*
- Puxico*
- West S. Francois Co.*
- Zalma*

Calendar of Events



Senior Leaders

Class 10, Meeting Three
 UC/ Party Room
 Feb. 16 9:00-3:00

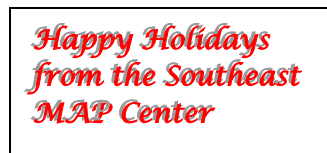
Sr. Leader Regroup 9:00-3:00
 UC/BallRoom
 February 22, 2005

Additional Meetings

Manuals Meeting 9:00-12:00
 March 7 or 8 (two different dates)
 Locations to be determined

Spring Administrators Meeting
 UC March 22 9:00-12:00

UC refers to University Center at Southeast Missouri State University





Improving Three Standards for MAP Success



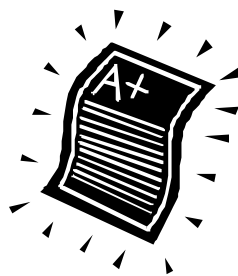
This interactive workshop will focus on three Show-Me Standards commonly proven to be problematic for students, based on data analysis, on MAP tests. Participants will learn the meaning of the standards as related to the various content areas, as well as strategies for teaching and assessing these standards. Ideas for immediate classroom use will be distributed and shared.

Date: February 18, 2005
 Time: 9:00 am — 3:00 pm
 Place: UC, Ballroom
 Cost: \$40 Members/\$75 Non-Members
 Presenter: Roblyn Hatch



To register call
 Maggie at (573)
 651-5161 or email
 maewood@semo.edu

Each participant will need to bring a teaching text commonly used as a resource in the classroom instructional process and/or samples of instructional activities and assessments.



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Cancellation Policy

Pre-registration for Southeast RPDC workshops is required. Cancellations will be honored with a full refund if received 3 business days prior to the workshop. Registrations received after the registration deadline will be charged the full price of the workshop. School districts may substitute pre-registrations without penalty.