

**CONSIDERATION OF AN ORDER OF RULEMAKING TO ADOPT 5 CSR 20-100.125,
MISSOURI SCHOOL IMPROVEMENT PROGRAM 6**

STATUTORY AUTHORITY:

Section 161.092, RSMo.

Consent
Item

Action
Item

Report
Item

PRIORITY AREA

Success-Ready Students & Workforce Development

SUMMARY

The State Board of Education (board) first established standards for the classification and accreditation of Missouri school districts in 1950. The Missouri School Improvement Program (MSIP) succeeded this classification and accreditation process in 1990. This transition allowed the Department of Elementary and Secondary Education (DESE) to review a district’s resources, processes and for the first time academic achievement. Further, MSIP incorporated a strategic priority of improving schools rather than simply classifying them.

Over time, revisions to the MSIP Standards and Indicators have reflected best practices, the changing needs of our schools and the changing demands and expectations of their stakeholders. MSIP is in its fifth iteration at this time. In 2015, DESE began internal conversations about the development of the next generation of MSIP. In the process of developing the sixth iteration of MSIP, DESE has sought input from stakeholders both within and outside of education. One enduring theme for constructing MSIP 6 was to provide a balanced approach to leading and lagging indicators with consideration for local context.

During their May 2019 meeting, the board approved the standards and indicators to begin the rulemaking process for 5 CSR 20-100.295. During the discussion, the board asked DESE to reorder several standards and solicit feedback from outside DESE to emphasize the importance of leadership and to strengthen the leadership standards. In June, the revised standards were presented to the board. DESE recommended and the board voted to withdraw the May authorization and to authorize the publication of the revised standards. Those standards were open for comment during August 2019 and were presented to the board in October. The changes resulting from the August comment period were significant and warranted an additional comment period. DESE recommended and the board voted to withdraw the rule presented in October. The board further authorized the publication of the revised rule under a new number.

In October 2019, the State Board of Education (board) approved the publication of proposed rulemaking to adopt 5 CSR 20-100.125, Missouri School Improvement Program 6. The notice of proposed rulemaking was published in the *Missouri Register* on December 16, 2019 (44 MoReg 3184-3190). The required 30-day comment period ended on January 15, 2020. There were six thousand six hundred sixty-five (6,664) comments received from educational organizations, vendors, and individuals.

DESE will address the comments and the changes to the rule. DESE will also note the standards to be measured.

PRESENTERS

Chris Neale, Assistant Commissioner; and Jocelyn Strand, Coordinator of School Improvement; and Lori Sallee, Director of MSIP, Office of Quality Schools, will assist in the presentation and discussion of this agenda item.

RECOMMENDATION

The Department recommends that the State Board of Education approve the Order of Rulemaking to adopt Rule 5 CSR 20-100.125, relating to the Missouri School Improvement Program 6.



MSIP 6

Order of Rulemaking

February 2020



MSIP 6 Policy Goals

- Articulate the state's expectations for high achievement and improvement of student performance
- Distinguish performance of schools and districts
- Provide accessible and actionable information
- Increase the focus on the preparation and welfare of each individual student
- Promote continuous improvement and innovation
- Recognize excellence

Comment and Response Overview

- 6,664 total comments in 6 domains
- Generally more focused than last time

Major Areas of Comment

Topic	Number
Planning Time	5,451
Counselor Ratios	275
Equity and Access	186
Overreach	114

Domains

- (L) Leadership
- (TL) Effective Teaching and Learning
- (CC) Collaborative Climate and Culture
- (DB) Data-based Decision Making
- (AS) Alignment of Curriculum and Assessments to Standards
- (EA) Equity and Access

Structure

- Domain
 - Standard
 - Indicator
 - ❖ Sub-indicator

Example of Standard Structure

LEADERSHIP – DOMAIN

SCHOOL SAFETY – TOPIC

L10 -- The school system actively addresses school safety and security in all facilities. – STANDARD

A. The school system, in consultation with public safety officials and stakeholders, develops, implements, and reviews annually a comprehensive school emergency operations plan for the school system and each school or site as applicable. -

INDICATOR

1. The plan broadly addresses safety, crises, and emergency operations. –

SUB-INDICATOR



Leadership

Leadership (L)

- Number of Comments – 105
 - ❑ Changes:
 - ❑ School Board Leadership (L1)
 - Removed one redundant indicator about board training and moved one indicator about student success to Continuous School Improvement (L3)
 - ❑ Superintendent Roles, Responsibilities and Evaluation (L6)
 - Employment and evaluation for shared superintendents
 - ❑ Personnel and Program Evaluation (L7)
 - Evaluation of all employees



Effective Teaching and Learning

Effective Teaching and Learning (TL)

- Number of Comments – 6,179 (5,451 related to planning time)
- Changes:
 - ❑ Academic Achievement, Graduation Rate, and Follow-Up Rate of Graduates (TL2 - TL4)
 - Moved to Equity and Access Domain
 - ❑ Teacher/Leader Standards (TL5)
 - Inclusion of all educators

Effective Teaching and Learning, cont.

- School Counseling (TL10)
 - Equity of access to responsive services, add school psychologists to student supports
- Library Media Services (TL11)
 - Diverse collection, supports curriculum, instruction, other programs
- Class Size and Assigned Enrollments (TL12)
 - PK class size and certification requirements, planning time recommendations



Collaborative Climate and Culture

Collaborative Climate and Culture (CC)

- Number of Comments – 25
 - ❑ Safe, Orderly and Caring Environment (CC1)
 - Safe and caring environment
 - ❑ Safe, Orderly and Caring Environment (CC1)
 - Violence, harassment and bullying prevention training
 - ❑ Collaborative Partnerships (CC3)
 - Broadened partnership language to include non-profit, etc.

Collaborative Climate and Culture, cont.

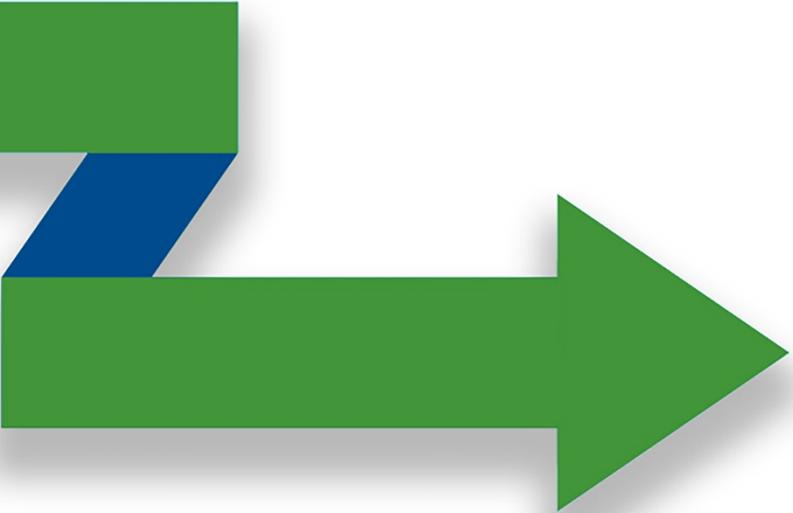
- ❑ Parent/Guardian Involvement (CC4)
 - Strengthened standard for parent engagement
- ❑ Equity of Educational Experiences (CC5)
 - Moved to Equity and Access



Data-Based Decision Making

Data-Based Decision Making (DB)

- Number of Comments – 21
- No changes



Alignment of Curriculum and Assessments

Alignment of Curriculum and Assessments (AS)

- Number of Comments – 19
- Changes:
 - Assessments Aligned to the Missouri Learning Standards (AS2)
 - Clarified adjustments to curriculum, instruction, and intervention strategies are based on the use data, rather than who makes the revisions



Equity and Access

Definition

- Educational equity exists when there is an intentional focus on learning outcomes and the allocation of resources ensure that *each* student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.

Equity and Access (EA)

- Number of Comments – 186
- Changes:
 - ❑ Three student performance standards returned to Equity and Access (EA1-EA3)
 - ❑ Follow-up Rate of Graduates (EA3)
 - School Systems will *analyze* five (5)-year follow-up data provide by DESE
 - ❑ Equity of Educational Experiences (EA 4):
 - Removed redundant language
 - Used school system throughout
 - Added one indicator addressing gaps

Recommendation

- The Department recommends that the State Board of Education approve the Order of Rulemaking to adopt Rule 5 CSR 20-100.125.

**Title 5 – Department of Elementary and Secondary Education
Division 20 – Division of Learning Services
Chapter 190 – Office of Quality Schools**

ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under section 161.092, RSMo 2016, the board adopts a rule as follows:

5 CSR 20-100.125 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 16, 2019 (44 MoReg 3184-3190). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received six thousand six hundred sixty-four (6,664) comments regarding the proposed rule.

Editor's Note: Due to the volume of comments received relating to 5 CSR 20-100.125 Missouri School Improvement Program 6, the Missouri Department of Elementary and Secondary Education (department) is unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments which is available upon request. Requests should be made to the Custodian of Records, Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

COMMENT #1: The department received one hundred eighty-six (186) comments requesting the Equity and Access domain that was not included in the October version of the MSIP 6 Standards be reinstated in the final version. Five (5) of these one hundred eighty-six (186) comments indicated a need to define educational equity. One (1) comment requested the inclusion of an indicator to monitor equity gaps between student groups, implement strategies to reduce barriers, and implement strategies to address equity gaps between student groups.

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to return the Equity and Access domain (including Standards EA1, EA2, EA3 and EA4) proposed in the June 2019 State Board of Education meeting. Modifications have been made to the following:

1. Standard EA1, Indicator A (Comment #93)
2. Standard EA3 (Comment #106)
3. Standard EA3, Indicator B (Comment #104)
4. Standard EA4, Indicator D from October 2019 State Board of Education materials
5. Added Standard EA4, Indicator D

A definition section for use in the implementation of this rule has been added as section (1) in the rule.

Academic Achievement

EA1 - The school system administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.

- A. The performance of all students on each assessment meets or exceeds the state standard and/or demonstrates the required growth or improvement.
- B. The performance of each student on each assessment and students in identified student groups meets or exceeds the state standard and/or demonstrates the required growth or improvement.
- C. The percentage of students and identified groups of students tested on each required

MAP assessment meets or exceeds the state standard.

Graduation Rate

EA2 - The school system ensures all students successfully complete high school.

- A. All students and identified student groups complete an educational program, which meets the graduation requirements as established by the local board and meets or exceeds the state standard and/or demonstrates the required improvement.

Follow-Up Rate of Graduates

EA3 - The school system prepares all students and identified groups of students for postsecondary success.

- A. All graduates and identified groups of graduates, who after graduation are successfully–
 1. enrolled in a college/university,
 2. enrolled in a trade/technical school (or program),
 3. employed, or
 4. in the military

and meet or exceed the state standard and/or demonstrate the required improvement.

- B. The school system analyzes five (5)-year follow-up data on their graduates and uses the results to inform–
 1. program evaluation,
 2. strategic planning, and
 3. other decision making

Equity of Educational Experiences

EA4 - The school system intentionally focuses on educational outcomes and the allocation of resources to ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.

- A. The school system ensures each student, particularly low-income and minority students, has equitable access to qualified, experienced, and effective teachers, learning experiences, academic, and social supports and other resources necessary for success in all content areas.
- B. The school system implements policies to address student misconduct in a positive, fair, and unbiased manner.
- C. The school system initiates and promotes collaborative relationships with community partners, agencies, and institutions that promote open dialogue and respect for multiple perspectives.
- D. The school system monitors equity gaps between student groups (e.g. gifted and/or enrichment, at-risk, special education, etc.), applies strategies to reduce barriers between student groups and implements strategies to address equity gaps between student groups.

COMMENT #2: The department received one hundred and eight (108) comments related to the proposed MSIP 6 Standards and Indicators suggesting that the standards are an overreach and an attempt to usurp local authority by either using language such as stakeholders rather than taxpayers, controlling local board leadership by including standards about governance and personnel, and rewriting the Missouri Constitution by adopting such standards.

RESPONSE: Section 161.092, RSMo, outlines the responsibilities of the board. Subsection (14) requires the board to “promulgate rules under which the board *shall* classify public schools in the state; provided

that the appropriate scoring guides, instruments, and procedures used in determining the accreditation status of a district...(emphasis added)” No change has been made to the rule because of these comments.

COMMENT #3: The department received four (4) comments providing suggested measurements for MSIP 6.

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation. The department will review this feedback when it develops the MSIP metrics. No change has been made to the rule as a result of these comments.

COMMENT #4: The department received one (1) comment indicating school systems would need to redesign their processes to track and document progress in meeting the Standards because of their complexity.

RESPONSE: While an individual school system may need to update its systems, this should not be a major change for most school systems. No change has been made to the rule because of this comment.

COMMENT #5: The department received one (1) comment requesting the use of the term “school system” be eliminated as it is undefined in statute and rule leaving too much ambiguity for charter schools and their sponsors.

RESPONSE AND EXPLANATION OF CHANGE: The Standards and Indicators use school system to include both school districts and charter schools. For clarification, a definition section for use in the implementation of this rule has been added as section (1) in the Order of Rulemaking.

COMMENT #6: The department received twelve (12) comments requesting clarification of the applicability of the MSIP 6 Standards and Indicators to charter schools.

RESPONSE: Section 160.405.15, RSMo, requires the department to calculate Annual Performance Reports (APRs) for charter schools and “to publish them in the same manner as annual performance reports are calculated and published for districts and attendance centers.” Section 160.400.17(1), RSMo, affirmatively obligates the board to evaluate charter sponsors for compliance with section 160.400, RSMo, *et seq.* Among the standards for charter sponsorship is an evaluation of charter sponsor decision making with regard to the charter schools they sponsor. Section 160.405.9(2)(a), RSMo, requires sponsors to consider charter schools’ APR as a part of the renewal decision making process and must determine whether the annual performance results “meet or exceed the district in which a charter school is located.”

Based on these statutory requirements, the department concludes that an APR must be produced in the same manner for all charter and traditional public schools. The department uses these reports to inform the classification of districts. More specifically, the department supplies these reports to charter sponsors so that the sponsors can fulfill their obligations. Further, the department utilizes the charter APR to fulfill its obligation to evaluate charter sponsor decision making. No change has been made to the rule because of these comments.

COMMENT #7: The department received two (2) comments in support of the Standards and Indicators as proposed.

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to the rule because of this comment

COMMENT #8: The department received one (1) comment suggesting that determining growth in a student’s knowledge based on a yearly assessment is illogical.

RESPONSE: The department respectfully disagrees with this comment. No change has been made to the rule because of this comment.

COMMENT #9: The department received one (1) comment requesting the MSIP6 Standards and Indicators be reorganized into the following domains: Leadership (L), Student Academic Achievement (SA), Teaching, Learning and Assessment (TLA), and Climate and Culture (CC).

RESPONSE: The standards and indicators are arranged to align with the department's Continuous Improvement System and Theory of Action. No change has been made to the rule because of this comment.

Leadership (L)

School Board Leadership (L1)

COMMENT #10: The department received one (1) comment requesting Standard L1 be modified to read, "The governing board and superintendent/chief executive officer engage in ongoing professional learning and self-evaluation in order to strengthen governance practices."

RESPONSE: The department declines to make the change to governing board from local board in order to clearly distinguish state and local governance.

COMMENT #11: The department received five (5) comments for Standard L1, Indicator B, suggesting it rewrites the Missouri Constitution and is an overreach of the state board's authority. These comments recommend that Standard L1, Indicator B be modified to read, "The local board ensures the academic preparation of each student."

RESPONSE AND EXPLANATION OF CHANGE: Standard L1, Indicator B, has been moved to Standard L3 as Indicator B based on Comment #20. Standard L3, Indicator B, will read, "The local board ensures that the Continuous School Improvement Plan (CSIP) focuses on the academic preparation and well-being of each student."

COMMENT #12: The department received one (1) comment for Standard L1, Indicator B, indicating it was too broadly worded and not within the scope of the district's responsibilities.

RESPONSE: Standard L1, Indicator B, has been moved to Standard L3 as Indicator B based on Comment #20. Standard L3, Indicator B, will read, "The local board ensures that the Continuous School Improvement Plan (CSIP) focuses on the academic preparation and well-being of each student."

COMMENT #13: The department received one (1) comment requesting Standard L1, Indicator B, be removed because the Standard is about professional development and not academic preparation.

RESPONSE AND EXPLANATION OF CHANGE: The department has moved Standard L1, Indicator B, to Standard L3, Indicator B.

COMMENT #14: The department received one (1) comment requesting Standard L1, Indicator C, be modified to read, "The local board president and superintendent/chief executive officer implement a formal new board member orientation process within the first three (3) months of a new board member's service", rather than twelve months (12) in the proposed rule.

RESPONSE AND EXPLANATION OF CHANGE: Standard L1, Indicator C, has been removed to improve clarity.

COMMENT #15: The department received one (1) comment requesting Standard L1, Indicator C, be modified to read, "The local board president and superintendent/chief executive officer implement a

formal new board member orientation process within the first six (6) months of a new board member's service", rather than twelve months (12) in the proposed rule.

RESPONSE AND EXPLANATION OF CHANGE: Standard L1, Indicator C, has been removed to improve clarity.

COMMENT #16: The department received one (1) comment for Standard L1, Indicator C, indicating that the Missouri School Board's Association (MSBA) provides training for new board members and that the expectations are outlined in state law. Local board members and the superintendent/chief executive officer should be allowed to conduct this training with that flexibility in mind.

RESPONSE: Standard L1, Indicator C, has been removed to improve clarity.

COMMENT #17: The department received two (2) comments requesting clarification about whether the new board member orientation process in Standard L1, Indicator D, is in addition to the legally required training in Indicator C.

RESPONSE AND EXPLANATION OF CHANGE: Standard L1, Indicator C, has been removed to improve clarity.

COMMENT #18: The department received one (1) comment indicating Standard L1, Indicator E, requires the local board and the superintendent/chief executive officer engage in professional learning designed to improve governance practices. Additionally, this commenter indicated that professional learning should be locally controlled and not evaluated by MSIP 6.

RESPONSE: On-going professional learning for local board members is critical to the operation of the district. No change has been made to the rule because of this comment.

COMMENT #19: The department received one (1) comment for Standard L1, Indicator F (now Indicator D), requesting the indicator include stakeholder feedback in the governance team evaluation.

RESPONSE: Local boards may make a determination to have other stakeholders participate in such evaluation process. No change has been made to the rule because of this comment.

COMMENT #20: The department received one (1) comment for Standard L1, Indicator F (now Indicator D), requesting the indicator be modified to eliminate redundancies to read, "The local board and the superintendent/chief executive officer regularly evaluate governance team strengths and opportunities for improvement."

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to make this change for clarity. Revised Standard L1, Indicator F (now Indicator D) will read, "The local board and the superintendent/chief executive officer regularly evaluate governance team strengths and opportunities for improvement."

COMMENT #21: The department received five (5) comments not related to or not requesting a change to Standard L1, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of these comments.

Ethics (L2)

COMMENT #22: The department received one (1) comment requesting additional guidance be provided for sub-indicators for Standard L2, Indicator A, relating to legal and professional ethics.

RESPONSE: While the commenter requested that additional guidance be provided, no comments for suggested modifications were received. No change has been made to the rule because of this comment.

COMMENT #23: The department received one (1) comment for Standard L2, Indicator D, suggesting the superintendent/chief executive officer has no role in conducting local board meetings and recommends the removal of the indicator.

RESPONSE: Standard L2, Indicator D, does not indicate that the superintendent/chief executive officer conducts local board meetings. No change has been made to the rule because of this comment.

COMMENT #24: The department received one (1) comment for Standard L1, Indicator E, saying local boards should determine their own continuing education needs.

RESPONSE: Standard L1, Indicator E, does not prohibit the local board from determining its own continuing education needs. No change has been made to the rule because of this comment.

COMMENT #25: The department received one (1) comment not related to or not requesting a change to Standard L2, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of this comment.

COMMENT #26: The department received one (1) comment for Standard L2 indicating disagreement with all of the indicators. In addition, this commenter requested that measurement for accountability will need to be defined.

RESPONSE: This standard addresses the ethical behavior of the local board and administration. No change has been made to the rule because of this comment.

COMMENT #27: The department received one (1) comment for Standard L2 suggesting that a local board should function as a whole and not as individual members.

RESPONSE: Standard L2, Indicator D, addresses the issue of individual requests from the local board and the need for them to be considered by the local board as a whole. No change has been made to the rule because of this comment.

Continuous School Improvement (L3)

COMMENT #28: The department received one (1) comment requesting Standard L3 be modified.

RESPONSE: The comment does not include a suggested change in the language. No change has been made to the rule because of this comment.

COMMENT #29: The department received three (3) comments not related to or not requesting a change to Standard L3, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of these comments.

COMMENT #30: The Department received one (1) comment requesting Standard L3, Indicator A, be modified to replace “stakeholder” with taxpayer.

RESPONSE: The proposed change to the indicator would limit public involvement to only taxpayers, which would change the intent of the standard. No change has been made to the rule because of this comment.

Operations and Resource Management (L4)

COMMENT #31: The department received five (5) comments requesting Standard L4 be modified to read, “The school system manages school operations and resources to promote each student’s academic success in accordance with priorities established in the CSIP” to eliminate “well-being.” The commenters assert that by including this language, the Standards re-write the Missouri Constitution.

RESPONSE: The department respectfully disagrees with the commenters. No change has been made to the rule because of these comments.

COMMENT #32: The department received one (1) comment requesting the definition of academic-success and well-being used in Standard L4.

RESPONSE AND EXPLANATION OF CHANGE: For clarification, a definition section for use in the implementation of this rule has been added as section (1) of the rule to address this comment.

COMMENT #33: The department received two (2) comments not related to or not requesting a change to Standard L4, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of these comments.

COMMENT #34: The department received one (1) comment requesting Standard L4 be modified so the emphasis is on the effective management of all resources, not just those included in the CSIP.

RESPONSE: The standard focuses the use of standards on supporting CSIP goals; but it does not exclude resources that are not in the CSIP. No change has been made to the rule because of this comment.

COMMENT #35: The department received three (3) comments for Standard L4, Indicator A, suggesting it should be modified to remove “and matters of equity” from the end of the sentence because the prior standard related to equity had been removed.

RESPONSE: Standard L4, Indicator A, was designed to ensure that local boards provide for an equitable distribution of resources among all buildings and for all students. No change has been made to the rule because of these comments.

COMMENT #36: The department received one (1) comment requesting the addition of Standard L4, Indicator F, to read, “The school system provides reliable transportation services in accordance with state statutes, regulations and [local] board policy.”

RESPONSE: Transportation requirements are set forth in statutes and regulations, including section 167.231, RSMo, and 5 CSR 30-261.010, et seq., and are not added to these standards. No change has been made to the rule because of this comment.

COMMENT #37: The department received one (1) comment requesting the addition of Standard L4, Indicator G, to read, “The school system provides food and nutritional services in accordance with the Professional Standards for State and Local School Nutrition programs.”

RESPONSE: Food and nutrition program requirements are set forth in statutes and regulations, including section 167.201, RSMo, 5 CSR 30-680.010, et seq., 7 CFR part 210, and are not added to these standards. No change has been made to the rule because of this comment.

School Board Policy (L5)

COMMENT #38: The department received two (2) comments for Standard L5, Indicator A, requesting the indicator be modified to read, “The local board and administration have a systematic process for establishing, revising, and communicating policies so that they are clear, current, and legally compliant.”

RESPONSE: The requested change appears to address making policies public. Section 162.208, RSMo, requires public school districts to post the district’s policies and related documents on the district’s website. No change has been made to the rule because of these comments.

Superintendent Roles, Responsibilities and Evaluation (L6)

COMMENT #39: The department received eleven (11) comments requesting the removal of Standard L6 in its entirety as well as the table referring to associate/assistant superintendents in Standard L9 because it infringes on the district's right to share a superintendent.

RESPONSE AND EXPLANATION OF CHANGE: Local boards of education have the flexibility in law to share superintendents. To address this issue, Standard L6 and supporting indicators have been modified to read:

“L6 - The local board(s) employs and evaluates the job performance of an appropriately certificated superintendent/chief executive officer to manage school system operations.

- A. The local board(s) delegates operational decisions to the superintendent/chief executive officer and administration.
- B. The local board(s) conducts a performance-based superintendent/chief executive officer evaluation process based upon clear, written, and measurable targets that are aligned with professional educator leader standards and school system performance measures.
- C. The superintendent/chief executive officer's evaluation process is implemented in accordance with the Essential Principles of Effective Evaluation and 5 CSR 20-400.375.
- D. The local board(s) establishes and follows a clear timeline for the superintendent/chief executive officer's evaluation process, contract decisions, and salary determination.”

The table in L9 provides recommended ratios for assistant or associate superintendents. The ratios outlined in the standard are best practice ratios. No change has been made to the rule because of these comments.

COMMENT #40: The department received one (1) comment requesting that Standard L6 to be modified to read, “The local board employs and evaluates job performance of a highly-qualified superintendent/chief executive officer to manage school system operations.”

RESPONSE AND EXPLANATION OF CHANGE: To improve clarity, the department agrees to change Standard L6 to read “The local board employs and evaluates the job performance of an appropriately certificated superintendent/chief executive officer to manage school system operations.”

COMMENT #41: The department received one (1) comment for Standard L6 indicating administrators, teachers, and other school employees should be responsible for evaluating the superintendent because of their day-to-day interaction with leadership.

RESPONSE: Local board policy governs who participates in the evaluation of the superintendent. No change has been made to the rule because of this comment.

COMMENT #42: The department received three (3) comments stating Standard L6, Indicator A, is in violation of state law and requested it be removed.

RESPONSE: The department respectfully disagrees with the commenters. No change has been made to the rule because of these comments.

COMMENT #43: The department received one (1) comment for Standard L6, Indicator C, suggesting that the local board should rely on a locally approved process for evaluation of the superintendent.

RESPONSE: Information about the evaluation of the superintendent or chief executive officer can be located on the department's website in the Educator Growth Toolbox. Additionally, this is consistent with 5 CSR 20-400.375. No change has been made to the rule because of this comment.

COMMENT #44: The department received one (1) comment requesting that Standard L6, Indicator B, be modified to read, “The local board conducts a performance-based superintendent/chief executive officer evaluation based upon clear, written, and measurable goals that are aligned with professional educator leader standards and school system performance measures.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to make this change to school system rather than school district for consistency. Revised Standard L6, Indicator B, will read, “The local board(s) conducts a performance-based superintendent/chief executive officer evaluation process based upon clear, written, and measurable targets that are aligned with professional educator leader standards and school system performance measures.”

COMMENT #45: The department received two (2) comments not related to or not requesting a change to Standard L7, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of these comments.

Personnel and Program Evaluation (L7)

COMMENT #46: The department received one (1) comment for Standard L7 requesting the Standard be modified to include the evaluation of personnel. The proposed Standard should be modified to read, “The local board and administration ensure the use of an effective evaluation process for all employees and a systematic program evaluation process for the school system’s programs, practices and procedures for the attainment of the vision, mission and goals.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to the proposed changes. Revised Standard L7 will read, “The local board and administration ensure the use of an effective evaluation process for all employees and a systematic program evaluation process for the school system’s programs, practices, and procedures for the attainment of the vision, mission, and goals.”

COMMENT #47: The department received one (1) comment requesting Standard L7, Indicator A, be removed from the standard because it is about decision making not program evaluation.

RESPONSE: Standard L7, is about decision making and personnel and program evaluation. No change has been made to the rule because of this comment.

COMMENT #48: The department received one (1) comment requesting Standard L7, Indicator B, be modified to correct subject-verb disagreement to read, “The local board and administration monitor the effectiveness of programs, practices, and procedures through an ongoing, systematic evaluation process that includes comprehensive analysis of relevant data.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to the modification. Standard L7, Indicator B, will be revised to read, “The local board and administration ensure the implementation of performance-based evaluations aligned to 5 CSR 20-400.375 for certificated staff and to appropriate job descriptions and duties for non-certificated staff.”

COMMENT #49: The department received one (1) comment requesting Standard L7, Indicator B, be modified to read, “The local board and administration ensure the implementation of performance-based evaluations aligned to 5 CSR 20-400.375 for certificated staff and to appropriate job descriptions and duties for non-certificated staff.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to the proposed revision as it provides additional clarity. Standard L7, Indicator B, will be revised to read, “The local board and administration ensure the implementation of performance based evaluations that are aligned to 5 CSR 20-400.375 for certificated staff and to appropriate job descriptions and duties for non-certificated staff.”

COMMENT #50: The department received two (2) comments requesting that Standard L7, Indicator D, be removed.

RESPONSE: Local boards are charged with oversight and therefore must regularly review goals, objectives, and the effectiveness of programs and services. No change has been made to the rule because of these comments.

COMMENT #51: The department received one (1) comment requesting Standard L7, Indicator E, be modified to remove redundancy to read, “The local board annually approves the Professional Development and other plans as required by statute and [local] board policy.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to remove this redundancy. Standard L7, Indicator E, will read, “The local board annually approves the Professional Development Plan and other plans as required by statute and local board policy.”

Communication (L8)

COMMENT #52: The department received one (1) comment requesting Standard L8, Indicators A and B, be modified to replace stakeholder with taxpayer.

RESPONSE: The proposed change to the indicator would change the meaning of the indicator. No change has been made to the rule because of this comment.

Personnel (L9)

COMMENT #53: The department received two (2) comments not related to or not requesting a change to Standard to L9, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of these comments.

COMMENT #54: The department received one (1) comment for Standard L9 requesting a modification for subject-verb agreement to read, “The local board and administration provide sufficient staffing of qualified and highly effective personnel to achieve the school system’s vision, mission and goals.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to make a change to Standard L9 to read, “The local board and administration provide sufficient staffing of qualified and highly effective personnel to achieve the school system’s vision, mission, and goals.”

COMMENT #55: The department received one (1) comment for Standard L9 requesting the staffing ratios for assistant/associate superintendents be similar to those established for principals, teachers, and school counselors (to include recommended and minimum standards).

RESPONSE: The ratios for assistant/associate superintendents are best practice recommendations. No change has been made to the rule because of this comment.

COMMENT #56: The department received one (1) comment requesting that Standard L9, Indicator C, be modified to read, “The local board provides for the employment of adequate staffing of administrators and staff to provide for effective instruction, leadership and management.” This comment also suggests moving all ratios to this standard.

RESPONSE: The proposed revision of Standard L9, Indicator C, does not address the provision of all services outlined in the rule. Individual ratios (for example counselors and librarians) are included for the standard addressed. No change has been made to the rule because of this comment.

COMMENT #57: The department received one (1) comment for Standard L9 requesting that the staffing ratios for administrative personnel be cut in half or more to allow districts to hire additional teachers.

RESPONSE: The ratios for assistant and associate superintendents are best practice recommendations. No change has been made to the rule because of this comment.

COMMENT #58: The department received one (1) comment for Standard L9 requesting clarification that preschool students should be included in establishing principal-student ratios.

RESPONSE AND EXPLANATION OF CHANGE: The number of preschool students in the building should be included when establishing principal-student ratios. For clarification, a definition section for use in the implementation of this rule has been added as section (1) of the rule.

COMMENT #59: The department received one (1) comment not related to or not requesting a change to Standard L9, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of this comment.

School Safety (L10)

COMMENT #60: The department received three (3) comments not related to or not requesting a change to Standard L10, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of these comments.

COMMENT #61: The department received one (1) comment requesting that Standard L10 be modified to read, "The school system actively addresses school safety and security in all facilities."

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to make this change for consistency. Standard L10 will read, "The school system actively addresses school safety and security in all facilities."

COMMENT #62: The department received five (5) comments for Standard L10, Indicator A, Sub-indicator 3, requesting the indicator be reworded to include only student, staff, and immediate families of those impacted by a crisis.

RESPONSE: The proposed change would exclude the consideration of volunteers and others who may be present during a school crisis. No change has been made to the rule as a result of these comments.

COMMENT #63: The department received one (1) comment requesting Standard L10, Indicator A, Sub-indicator 3, be modified to read, "The plan includes supporting mental health needs of all involved in any crisis."

RESPONSE: This comment is outside the scope of this standard. No change has been made to the rule as a result of this comment.

COMMENT #64: The department received five (5) comments requesting Standard L10, Indicator A, be modified to read, "The district, in consultation with public safety officials and taxpayers, develops, implements, and reviews annually a comprehensive school emergency operations plan for the district and each school or site as applicable."

RESPONSE: The proposed change to the indicator would limit public involvement to only taxpayers changing the intent of the standard. No change has been made to the rule because of these comments.

COMMENT #65: The department received one (1) comment request that Standard L10, Indicator A, be modified to read, "The school system, in consultation with public safety officials and stakeholders,

develops, implements, and reviews annually a comprehensive school emergency operations plan for the district and each school or site as applicable.

1. The plan broadly addresses safety, crises, and emergency operations.
2. The plan addresses prevention, preparation, operations, and follow-up.
3. The plan includes consideration of supporting mental health needs of all involved in any crisis.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to make this change for consistency. Revised Standard L10, Indicator A, will read, “The school system, in consultation with public safety officials and stakeholders, develops, implements, and reviews annually a comprehensive school emergency operations plan for the school system and each school or site as applicable.

1. The plan broadly addresses safety, crises, and emergency operations.
2. The plan addresses prevention, preparation, operations, and follow-up.
3. The plan includes consideration of supporting mental health needs of all involved in any crisis.”

COMMENT #66: The department received one (1) comment requesting Standard L10, Indicator B, be modified to focus on the importance of the safety coordinator collaborating with other administrators to implement research-based safety strategies.

RESPONSE: This comment is outside the scope of this standard. No change has been made to the rule because of this comment.

COMMENT #67: The department received one (1) comment for Standard L10, Indicator C, asking if the inclusion of “nationally accepted methodology” for conducting a physical security site assessment would preclude a School Resource Officer from completing the assessment.

RESPONSE: The proposed standard and indicator would not preclude a School Resource Officer (SRO) from completing the physical security site assessment. No change has been made to the rule as a result of this comment.

COMMENT #68: The department received one (1) comment requesting Standard L10, Indicator C, be clarified to include language about what is included in a physical security site assessment.

RESPONSE: The “Guide for Developing High-Quality School Emergency Operations Plans” (https://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf) includes guidance for conducting a physical security site assessment. No change has been made to the rule because of this comment.

COMMENT #69: The department received one (1) comment requesting Standard L10, Indicator F, be clarified and modified to read, “The school system ensures access to the state school violence anonymous reporting tip line.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to modify the rule for clarity. Standard L10, Indicator F, will be revised to read, “The school system ensures access to Missouri’s school violence anonymous reporting tip line.”

Effective Teaching and Learning (TL)

COMMENT #70: The department received eighty nine (89) comments requesting that an additional standard be added to the Effective Teaching and Learning domain to address the needs of gifted students. The proposed standard would read:

TL16 – The school system provides a comprehensive system to identify and support gifted learners to address their academic, emotional, social, and behavioral needs.

A. The school system ensures procedures are in place to systematically identify and serve gifted learners;

B. The school system ensures that if providing gifted education services provide identified students with instructional objectives and appropriate strategies to meet their identified needs;

C. The school system ensures a written curriculum for the gifted education program is utilized and in alignment with the Missouri Learning Standards.

RESPONSE: Standard AS1, Indicator E, includes language that the school system provides opportunities for each student to excel, including gifted students. The proposed addition to MSIP 6 exceeds the statutory requirement outlined in Section 162.720, RSMo. No change has been made to the rule because of these comments.

COMMENT #71: The department received one (1) comment requesting to separate the Effective Teaching and Learning domain into two separate categories: Student Academic Achievement and Teaching, Learning and Assessment with proposals for which standards and indicators would be used for measurement.

RESPONSE: The department declines to reorganize the standards as suggested. No change has been made to the rule because of this comment.

Success-Ready Students (TL1)

COMMENT #72: The department received one (1) comment indicating credit should be given in the development of the scoring guide for year over year growth.

RESPONSE: The department agrees with the value of the comment. However, the comment pertains to scoring rather than the Standard and Indicator. No change has been made to the rule because of this comment.

COMMENT #73: The department received three (3) comments not related to or not requesting a change to Standard TL1, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of these comments.

COMMENT #74: The department received five (5) comments not related to or not requesting a change to Standard TL1, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of these comments.

COMMENT #75: The department received one (1) comment in support of the variety of ways that a student could demonstrate postsecondary readiness in Standard TL1.

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to the rule because of this comment.

COMMENT #76: The department received one (1) comment requesting Standard TL1 be modified to correct the misspelling of measurable.

RESPONSE AND EXPLANATION OF CHANGE: The department agrees with this comment and will make that change.

COMMENT #77: The department received one (1) comment requesting the removal of Standard TL1, Indicator A.

RESPONSE: The proposed standard and indicator are aligned with the board’s priorities. No change has been made to the rule because of this comment.

COMMENT #78: The department received one (1) comment requesting Standard TL1, Indicator B, be modified because it is not measurable and should align with the attendance requirement under the Every Student Succeeds Act (ESSA). The proposed indicator would read, “Students demonstrate regular attendance that meets or exceeds the state standard or demonstrates improvement.”

RESPONSE: Attendance is one of several measures used in determining a student’s success-ready status and is not being used as a stand-alone measure in MSIP 6. No change has been made to the rule because of this comment.

COMMENT #79: The department received one (1) comment requesting Standard TL1, Indicator C, be modified to read, “Students’ (K-10) performance in grade-level literacy and numeracy skills meets the state standard or demonstrates the required improvement.”

RESPONSE: Existing tools are not in place to measure what the commenter is proposing for Standard TL1. No change has been made to the rule because of this comment.

COMMENT #80: The department received two (2) comments requesting Standard TL1, Indicator D, be modified to include the post-secondary Transition Plan and the ICAP to be inclusive of students with disabilities.

RESPONSE: The ICAP is also applicable to students with disabilities. No change has been made to the rule because of these comments.

COMMENT #81: The department received four (4) comments requesting Standard TL1, Indicator D, be modified to read, “No later than eighth grade, students have developed Individual Career Academic Plans (ICAP) that are based on a wide variety of career exploration experiences.”

RESPONSE: The proposed modification in the indicator changes the intent of the original language. No change has been made to the rule because of these comments.

COMMENT #82: The department received one (1) comment requesting Standard TL1, Indicator E, be modified to read, “Beginning in middle school, students demonstrate engagement through participating in curricular, co-curricular, extra-curricular, community based activities or service-learning opportunities.”

RESPONSE: The proposed modification to Standard TL1, Indicator E, changes the intent of the standard. No change has been made to the rule because of this comment.

COMMENT #83: The department received one (1) comment requesting clarification for Standard TL1, Indicator E, and whether the indicator would measure collaboration, leadership, or communication skills.

RESPONSE: Standard TL1, Indicator E, indicates that all three will be measured. No change has been made to the rule because of this comment.

COMMENT #84: The department received one (1) comment requesting Standard TL1, Indicator F, be removed because it is not measurable.

RESPONSE: The measurement of Standard TL1, Indicator F, will take place through a proxy measure such as A+ eligibility. No change has been made to the rule because of this comment.

COMMENT #85: The department received one (1) comment requesting Standard TL1, Indicator G, be removed because it would require the End-of-Course Assessment to be counted in two individual standards.

RESPONSE: The standard is measured as one of a set of on-track indicators rather than aggregated to evaluate the on-track status of individual students. No change has been made to the rule because of this comment.

COMMENT #86: The department received one (1) comment indicating Standard TL1, Indicator G, should exclude students who take the MAP-A.

RESPONSE: Students who take the MAP-A would be measured for TL1, Indicator G, using the appropriate assessments. No change has been made to the rule because of this comment.

COMMENT #87: The department received one (1) comment requesting Standard TL1, Indicator H, be removed because Career-Technical Student Organizations (CTSO) and the Seal of Biliteracy may not be offered by all school systems and demonstrate little connection to employability skills.

RESPONSE: Measurement of Standard TL1, Indicator H, at the high school level will not require a student meet every indicator. No change has been made to the rule because of this comment.

COMMENT #88: The department received four (4) comments requesting that Standard TL1, Indicator H, be modified to read, “Beginning in high school, students my demonstrate employability skills through participation in career-related organizations and/or Diploma Seals of Achievement in a variety of subjects.”

RESPONSE: The proposed change in the indicator changes the intent of the original language. No change has been made to the rule because of these comments.

COMMENT #89: The department received two (2) comments requesting Standard TL1, Indicator J, Sub-indicator 9, be modified to read, “Other department-approved work readiness measures and post-secondary education.”

RESPONSE: The proposed modification in the indicator changes the intent of the original language. No change has been made to the rule because of these comments.

COMMENT #90: The department received one (1) comment requesting Standard TL1, Indicator J, Sub-indicators 1-9, be consolidated into one standard and indicator to read, “All continuously enrolled students demonstrate postsecondary readiness by meeting one or more of the Academic Indicators **and** one or more of the Career Readiness Indicators by the end of 12th grade.”

RESPONSE: The proposed modification for Standard TL1, Indicator J, does not include all students served by a school system in the postsecondary readiness measure. No change has been made to the rule because of this comment.

COMMENT #91: The department received one (1) comment in support of Standard TL1, Indicator J, related to postsecondary readiness.

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to the rule because of this comment.

COMMENT #92: The department received one (1) comment indicating that students with severe disabilities would not be able to meet the criteria identified in TL1, Indicator J.

RESPONSE: Standard TL1, Indicator J, does not imply that students will need to meet all of the sub-indicators in the measurement of this standard. No change has been made to the rule because of this comment.

Academic Achievement (TL2 now EA1)

COMMENT #93: The department received three (3) comments not related to or not requesting a change to Standard TL2 (now EA1), or any other provision of this rule.

RESPONSE: No change has been made to the rule because of these comments.

COMMENT #94: The department received one (1) comment asking for clarification of the implication of the majority of students failing to meet the performance standards included in Standard TL2 (now EA1).

RESPONSE: The outcomes of Standard TL2 (now EA1) will be used in the calculation of the APR. No change has been made to the rule because of this comment.

COMMENT #95: The department received one (1) comment requesting Standard TL2 (now EA1), Indicator A, be modified to read, “Student performance on mandated MAP assessments meets or exceeds the state standard or demonstrates the required improvement or growth” for consistency with the Standard and Indicator B.

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to modify Standard TL2 (now EA1), Indicator A, for clarity. Standard TL2 (now EA1), Indicator A, will read, “The performance of all students on each required assessment meets or exceeds the state standard and/or demonstrates the required growth or improvement.”

COMMENT #96: The department received one (1) comment requesting Standard TL2 (now EA1), Indicator B, be modified to read, “The performance of students in identified subgroups on mandated MAP assessments meets or exceeds the state standard of demonstrates the required improvement or growth.”

RESPONSE: The proposed change to Standard TL2, Indicator B, changes the intent of the standard. No change has been made to the rule because of this comment.

COMMENT #97: The department received one (1) comment indicating Standard TL2 (now EA1), Indicators A and B, are not clearly written or convey the desired meaning.

RESPONSE: Standard TL2 (now EA1), Indicator A, refers to all students in a school system, known as total. Standard TL2, Indicator B, references individual student groups. No change has been made to the rule because of this comment.

COMMENT #98: The department received one (1) comment for Standard TL2 (now EA1), Indicator C, questioning testing students with disabilities.

RESPONSE: State and federal law require the participation of students with disabilities in the statewide assessment. Alternate assessments are available in math, science, and English language arts. No change has been made to the rule because of this comment.

COMMENT #99: The department received one (1) comment requesting the addition of an indicator to Standard TL2 (now EA1) that would read, “The percentage of students and identified groups of students tested on local assessments for areas not covered by the MAP meets or exceeds locally established benchmarks.”

RESPONSE: The department does not collect local assessment data. School systems are encouraged to establish and monitor these benchmarks at the local level. No change has been made to the rule because of this comment.

Graduation Rate (TL3 now EA2)

COMMENT #100: The department received three (3) comments not related to or not requesting a change to Standard TL3 (now EA2), or any other provision of this rule.

RESPONSE: No change has been made to the rule because of these comments.

COMMENT #101: The department received one (1) comment requesting the inclusion of 5-, 6- and 7-year graduation rates for students who graduate with IEP's.

RESPONSE: The department uses a 4-, 5-, 6- and 7-year graduation cohort for state accountability. No change has been made to the rule because of this comment.

COMMENT #102: The department received one (1) comment in support of Standard TL3 (now EA2).

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to the rule because of this comment.

COMMENT #103: The department received one (1) comment requesting Standard TL3 (now EA2), Indicator A, be modified to read, "The percent of students who complete an educational program that meets the graduation requirements as established by the local board meets or exceeds the state standard or demonstrates required improvement."

RESPONSE: The proposed modification to Standard TL3 (now EA2), Indicator A, changes the intent of the standard. No change has been made to the rule because of this comment.

Follow-Up Rate of Graduates (TL4 now EA3)

COMMENT #104: The department received fifteen (15) comments regarding Standard TL4 (now EA3) and the difficulty in collecting five-year follow-up data and the accuracy of the data given the transiency of some student populations.

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to change Standard TL4 (now EA3), Indicator B, to read, "The school system analyzes five (5)-year follow-up data on their graduates and uses the results to inform—".

COMMENT #105: The department received one (1) comment for Standard TL4 (now EA3) indicating that too much emphasis is being placed on students attending college.

RESPONSE: Standard TL4 (now EA3) measures the placement rates of students in post-secondary school as well as those employed or in the military. No change has been made to the rule because of this comment.

COMMENT #106: The department received one (1) comment not related to or not requesting a change to Standard TL4 (now EA3), or any other provision of this rule.

RESPONSE: No change has been made to the rule because of this comment.

COMMENT #107: The department received one (1) comment requesting a change in Standard TL4 (now EA3) for clarity to read, "The school system prepares all students and identified groups of students for postsecondary success."

RESPONSE AND EXPLANATION OF CHANGE: The department agrees with the proposed clarification. Standard TL4 (now EA3) will be modified to read, “The school system prepares all students and identified groups of students for postsecondary success.”

COMMENT #108: The department received two (2) comments requesting the 180-day follow-up in Standard TL4 (now EA3), Indicator A, be eliminated due to the inclusion of the five-year follow-up.

RESPONSE: The 180-day follow-up will be used for scoring purposes. The inclusion of the five-year data will be to allow the school system to self-evaluate programs and services. No change has been made because of this comment.

COMMENT #109: The department received one (1) comment requesting the “Planned Transition Outcomes” included in a student’s IEP be included in Standard TL4 (now EA3), Indicator A.

RESPONSE: The current Standard and Indicator as written provide school systems with the flexibility requesting and provides for positive placement outcomes for all students. No change has been made to the rule because of this comment.

COMMENT #110: The department received four (4) comments requesting modification of Standard TL4 (now EA4), Indicator A, to make it a complete sentence.

RESPONSE: The format of the rule as presented pushed the completion of this indicator onto another page, making it appear that the sentence is incomplete. It is not. No change has been made to the rule because of these comments.

COMMENT #111: The department received one (1) comment requesting Standard TL4 (now EA3), Indicator A, Sub-indicator 3, be modified to read, “Completed department approved Career Education course and are employed in an occupation related to their training.”

RESPONSE: State law requires the department to include all students who are positively placed or employed in this calculation not just students placed in occupations related to their training. No change has been made to the rule because of this comment.

COMMENT #112: The department received one (1) comment requesting the removal of Standard TL4 (now EA3), Indicator B, because it is not measurable.

RESPONSE AND EXPLANATION OF CHANGE: The department recognizes the inherent difficulties in collecting this data and will be responsible for providing the best available data to school systems. The change to this indicator is found in Comment 104.

COMMENT #113: The department received one (1) comment requesting the removal of Standard TL4 (now EA3), Indicator B. If it remains in MSIP 6, it should be moved from this standard.

RESPONSE: The inclusion of five-year follow-up data will allow school systems to conduct a self-evaluation of programs and services. No change has been made to the rule because of this comment.

High-Quality Early Learning (TL5 now TL2)

COMMENT #114: The department received one (1) comment asking for the deletion of Standard TL5 (now TL2) because of the expense and the possibility it would become mandatory.

RESPONSE: Standard TL15 (now TL2) provides guidance to school districts regarding the implementation of class size and access to course content for PK students. No change has been made to the rule because of this comment.

COMMENT #115: The department received four (4) comments not related to or not requesting a change to Standard TL5 (now TL2), or any other provision of this rule.

RESPONSE: No change has been made to the rule because of these comments.

COMMENT #116: The department received one (1) comment requesting Standard TL5 (now TL2) be modified to read, “The school system supports the birth through kindergarten population in attaining access to high-quality early learning experience” because not all school systems are able to provide Parents as Teachers (PAT) or preschool.

RESPONSE: Section 178.693, RSMo, requires school districts to provide a PAT program or contract for such services. No change has been made to the rule because of this comment.

COMMENT #117: The department received two (2) comments relating to Standard TL5 (now TL2), indicating that school systems should not be penalized for not having an early childhood center or program.

RESPONSE: Standard TL5 (now TL2) does not require a school district to have an early childhood center, rather it is about providing early learning experiences and information to parents/guardians. No change has been made to the rule because of these comments.

COMMENT #118: The department received one (1) comment requesting Standard TL5 (now TL2), Indicator A, be modified to read, “The school system has a systematic process for providing information to families on the importance of early learning and the availability of high-quality preschool or early learning experiences.”

RESPONSE: The PAT program is designed to provide this information to parents. No change has been made to the rule because of this comment.

COMMENT #119: The department received one (1) comment requesting Standard TL5 (now TL2), Indicator B, be modified to read, “School systems that provide the Parents as Teachers program for early learning opportunities demonstrate effectiveness according to the department’s Parents as Teacher Compliance Review Tool.

RESPONSE: The department’s PAT Compliance Review Tool is not designed to measure the effectiveness of the program. No change has been made to the rule because of this comment.

COMMENT #120: The department received one (1) comment for Standard TL5 (now TL2), Indicator B, requesting that a sub-indicator be added to measure whether this PAT program is meeting all of the requirements outlined in the ECDA Administrative Manual or the number of Parents as Teacher National Center Essential Requirements are being met.

RESPONSE: The PAT Compliance Review Tool is used by school districts for self-evaluation and department staff to review for compliance with the ECDA. No change has been made to the rule because of this comment.

COMMENT #121: The department received one (1) comment requesting the removal of Standard TL5 (now TL2), Indicator C, indicating that it is not the responsibility of the school system to identify quality preschool opportunities in the community.

RESPONSE: 5 CSR 20-100.330 sets forth the general provisions governing programs under the Early Childhood Development Act (ECDA), which includes PAT, and requires school districts providing such program to provide access to community resources for a minimum of nine months during the program year. No change has been made to the rule because of this comment.

COMMENT #122: The department received one (1) comment requesting Standard TL5 (now TL2), Indicator C, be modified to read, “The school system identifies developmentally-appropriate preschool opportunities available to children.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees that school systems should identify preschool opportunities for children that are developmentally-appropriate. Standard TL5 (now TL2), Indicator C, will be modified to read, “The school system identifies well-rounded, developmentally-appropriate preschool opportunities available to children.”

COMMENT #123: The department received one (1) comment supporting the use of well-rounded in Standard TL5 (now TL2), Indicator C, related to preschool opportunities.

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to this rule because of this comment.

COMMENT #124: The department received one (1) comment requesting that Standard TL5 (now TL2), Indicator D, be modified to include examples of tools for measuring the effectiveness of early learning experiences.

RESPONSE: Standard TL5 (now TL2), Indicator D, provides school systems with specific examples of tools that may be utilized for evaluating the effectiveness of the early learning program. No change has been made because of this comment.

COMMENT #125: The department received one (1) comment for Standard TL5 (now TL2), Indicator D, indicating it is not realistic to use the National Center Quality Endorsement and Improvement Process as the current level of state funding does not support it.

RESPONSE: Standard TL5 (now TL2), Indicator D, provides school systems with options for measuring the effectiveness of early learning experiences. No change has been made to the rule because of this comment.

High-Quality Career Education (TL6 now TL3)

COMMENT #126: The department received one (1) comment requesting Standard TL6 (now TL3) be modified to read, “The school system provides high-quality career and technical education and or advanced professional studies aligned to state career education program standards for all students.”

RESPONSE: The proposed modification to Standard TL6 (now TL3) changes the intent of the standard. No change has been made to the rule because of this comment.

COMMENT #127: The department received one (1) comment requesting Standard TL6 (now TL3), Indicator B, be modified to read, “The school system provides access to career-connected experiences, registered apprenticeships, internships, cooperative work experiences and mentorships that include working in professional environments.”

RESPONSE: Standard TL1, Indicator J, and supporting sub-indicators address the commenter’s inclusion of career and work related experiences. No change has been made to the rule because of this comment.

COMMENT #128: The department received one (1) comment for Standard TL6 (now TL3), Indicator B, requesting the inclusion of programs for students with disabilities.

RESPONSE: Standard TL6 (now TL3), Indicator B, provides school systems with the flexibility to include programs for students with disabilities. No change has been made to the rule because of this comment.

COMMENT #129: The department received one (1) comment requesting Standard TL6 (now TL3), Indicator C, be moved to another standard.

RESPONSE: Indicator C is aligned with Standard TL6 (now TL3) and focuses on the introduction of career awareness for Missouri's youngest students. No change has been made to the rule because of this comment.

COMMENT #130: The department received one (1) comment supporting the use of "broadly based" in Standard TL6 (now TL3), Indicator C.

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to the rule because of this comment.

COMMENT #131: The department received one (1) comment requesting Standard TL6 (now TL3), Indicator D, be modified to read, "The school system implements a career education curriculum for the program and all courses that is aligned with appropriate state and national academic and technical standards and leadership standards" in order to focus only on curriculum.

RESPONSE: Much of this comment is addressed by state statute that requires curriculum to be aligned to state standards. No change has been made to the rule because of this comment.

COMMENT #132: The department received (4) comments requesting Standard TL6 (now TL3), Indicator E, be modified to replace CTSO with "student organizations."

RESPONSE: Standard TL6 (now TL3) is specifically related to the provision of relevant, high-quality career technical education and advanced professional studies and are required by the Carl B. Perkins Act. The proposed change modifies the intent of the indicator. No change has been made to the rule because of these comments.

COMMENT #133: The department received one (1) comment requesting Standard TL6 (now TL3), Indicator E, be modified to read, "The school system ensures the appropriate CTSO is affiliated with the state and national organizations" as school systems cannot require student participation in a CTSO.

RESPONSE: The standard does not require that school systems compel student participation in CTSOs. No change has been made to the rule as a result of this comment.

Intra- and Interpersonal Skills (TL7 now TL4)

COMMENT #134: The department received one (1) comment not related to or not requesting a change to Standard TL7 (now TL4), or any other provision of this rule.

RESPONSE: No change has been made to the rule because of this comment.

COMMENT #135: The department received one (1) comment requesting Standard TL7 (now TL4) be modified to read, "The school system incorporates developmentally appropriate social and emotional skills within its curriculum."

RESPONSE: The Missouri Learning Standards have social emotional learning embedded in the content. No change has been made to the rule because of this comment.

COMMENT #136: The department received one (1) request to add three additional indicators to Standard TL7 (now TL4) related to self- and social-awareness and decision-making skills.

RESPONSE: The Missouri Learning Standards and the Missouri Comprehensive School Counseling Program have self- and social-awareness embedded in the content. No change has been made to the rule because of this comment.

COMMENT #137: The department received one (1) comment for Standard TL7 (now TL4), all indicators requesting clarification that “ensuring that there are opportunities” does not mean that a school system would be “judged on HOW MANY students participate.”

RESPONSE: Standard TL7 (now TL4) addresses the availability of opportunities for students. No change has been made to the rule because of this comment.

COMMENT #138: The department received one (1) comment requesting Standard TL7 (now TL4), Indicator A, be removed because it was not measurable.

RESPONSE: Standard TL7 (now TL4) will be measured for continuous improvement purposes based on the associated indicators. No change has been made to the rule because of this comment.

COMMENT #139: The department received one (1) comment requesting Standard TL7 (now TL4), Indicator B, be removed based on the commenters proposed reorganization of the Standards and Indicators.

RESPONSE: The department declines to reorganize the standards as suggested. No change has been made to the rule because of this comment.

COMMENT #140: The department received one (1) comment for Standard TL7 (now TL4), Indicator B, requesting CTSO be replaced with student organizations.

RESPONSE: Standard TL7 (now TL4), Indicator B, provides for students to be part of one or more co-curricular, extracurricular, leadership opportunities, and CTSOs. This standard provides the necessary flexibility being requested in this comment. No change has been made to the rule because of this comment.

COMMENT #141: The department received four (4) comments requesting Standard TL7 (now TL4), Indicator B, be modified to read, “The school system ensures opportunities for students to be part of one or more co-curricular, extracurricular, or leadership opportunities and student organizations.”

RESPONSE: The proposed modification to Standard TL7 (now TL4), Indicator B, changes the intent of the standard. No change has been made to the rule because of these comments.

COMMENT #142: The department received one (1) comment requesting that Standard TL7 (now TL4), Indicator C, be removed based on the commenters proposed reorganization of the Standards and Indicators.

RESPONSE: Standard TL7 (now TL4) and its indicators are aligned with the department’s strategic priorities of safe and healthy schools. No change has been made to the rule because of this comment.

COMMENT#143: The department received one (1) comment requesting Standard TL7 (now TL4), Indicator C, be modified to read, “The school system ensures that social emotional skills aligned with the Missouri Early Learning Standards, the Missouri Learning Standards and the Missouri Comprehensive School Counseling Program are integrated into the teaching process.”

RESPONSE AND EXPLANATION OF CHANGE: The inclusion of the Missouri Early Learning Standards is consistent with the board’s legislative priorities and the work of the Preschool Development Grant in collaboration of the department, Missouri Department of Social Services, Missouri Department of Mental Health, Missouri Department of Health and Senior Services, and the Head Start State Collaborative. Standard TL7 (now TL4), Indicator C, will be modified to read, “The school system ensures that social-emotional skills aligned with the Missouri Early Learning Standards, the Missouri

Learning Standards, and the Missouri Comprehensive School Counseling Program are integrated into the teaching process.”

Teacher/Leader Standards (TL8 now TL5)

COMMENT #144: The department received three (3) comments not related to or not requesting a change to Standard TL8 (now TL5), or any other provision of this rule.

RESPONSE: No change has been made to the rule as a result of these comments.

COMMENT #145: The department received one (1) comment requesting Standard TL8 (now TL5), Indicator A, be modified for clarity to read, “The school system uses professional educator standards when making decision on employing, evaluating and retaining instructional staff and administrators.”

RESPONSE AND EXPLANATION OF CHANGE: The department will make the proposed change to provide additional clarity. Standard TL8 (now TL5), Indicator A, will read, “The school system uses professional educator standards when making decisions on employing, evaluating, and retaining instructional staff and administrators.”

COMMENT #146: The department received one (1) comment requesting Standard TL8 (now TL5), Indicator B, be modified to include administrators to read, “The school system implements an educator evaluation process aligned to the Essential Principles of Effective Evaluation for all instructional staff and administrators.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees that administrators should be included in the evaluation process. Standard TL8 (now TL5), Indicator B, be will be modified to read, “The school system implements an educator evaluation process aligned to the Essential Principles of Effective Evaluation for all instructional staff and administrators.”

COMMENT #147: The department received one (1) comment requesting Standard TL8 (now TL5), Indicator C, be modified so that professional development opportunities extend to all educators. The proposed change would read “School system and building-level leaders provide leadership development opportunities for all educators.”

RESPONSE AND EXPLANATION OF CHANGE: Professional learning opportunities are critical to the continuous improvement process. The department will modify Standard TL8 (now TL5), Indicator C, to read, “School system and building-level leaders provide leadership development opportunities for all educators.”

COMMENT #148: The department received one (1) comment supporting the language of Standard TL8 (now TL5), Indicator C, which reads, “School building leaders provide opportunities for teacher leadership to qualified staff in all curricular areas.”

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to the rule because of this comment.

COMMENT #149: The department received five (5) comments requesting Standard TL8 (now TL5), Indicator D, be modified to read, “The school system provides an effective induction and mentoring process for all instructional staff and administrators.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to make this modification to be more inclusive by changing it to read, “The school system provides an effective induction and mentoring process for all instructional staff and administrators.”

Effective Instructional Practices (TL9 now TL6)

COMMENT #150: The department received one (1) comment not related to Standard TL9 (now TL6).

RESPONSE: No change has been made to the rule because of this comment.

COMMENT #151: The department received one (1) comment for Standard TL9 (now TL6) indicating that literacy instruction should be provided in all grades and across all content areas.

RESPONSE: The department provides guidance and resources for literacy instruction at all grade levels. No change has been made to the rule because of this comment.

COMMENT #152: The department received one (1) comment requesting the removal of Standard TL9 (now TL6), Indicator A, based on the proposed reorganization of the Standards and Indicators.

RESPONSE: The department declines to reorganize the standards as suggested. No change has been made to the rule because of this comment.

COMMENT #153: The department received one (1) comment requesting the removal of Standard TL9, Indicator C, based on the proposed reorganization of the Standards and Indicators (now TL6).

RESPONSE: The department declines to reorganize the standards as suggested. No change has been made to the rule because of this comment.

COMMENT #154: The department received three (3) comments for Standard TL9 (now TL6) requesting an additional indicator be added requiring building leaders and instructional staff design collaborative, cross-curricular learning opportunities for students.

RESPONSE: As written, Standard TL9 (now TL6), Indicator C, provides districts with the flexibility to design cross-curricular learning opportunities for students. No change has been made to the rule as a result of these comments.

Comprehensive School Counseling Program (TL13 now TL10)

COMMENT #155: The department received two hundred seventy-five (275) comments supporting the ratio for school counselors in Standard TL13 (now TL10) as it reflects current research and current best practice guidelines issued by the American School Counselor Association.

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to the rule because of these comments.

COMMENT #156: The department received ninety seven (97) comments supporting the ratio for school counselors in Standard TL13 (now TL10) as well as Standard TL13, Indicator G, which addresses the need to use an evaluation system for school counselors which is based on school counselor standards and indicators.

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to the rule because of these comments.

Multi-Tiered System of Support (TL10 now TL7)

COMMENT #157: The department received one (1) comment for Standard TL10 (now TL7) which indicated it was too far reaching and parents bear prime authority for their children.

RESPONSE: The standard does not remove parental authority. It addresses student need. No change has been made to the rule because of this comment.

COMMENT #158: The department received two (2) comments indicating additional funds would be necessary to conduct the work required by Standard TL10 (now TL7) in the domain of Multi-Tiered System of Support.

RESPONSE: The implementation of a Multi-Tiered System of Support is not an additional program, but is rather about the processes and procedures a school system uses to address student needs. No change has been made to the rule because of these comments.

COMMENT #159: The department received one (1) comment requesting Standard TL10 (now TL7), Indicator D, be modified to read, “The school system uses targeted student and program data to monitor, evaluate and inform decision-making to identify and implement successful learning and behavior supports.”

RESPONSE: The inclusion of program data may obscure the focus on individual student progress. No change has been made to the rule because of this comment.

COMMENT #160: The department received six (6) comments requesting that Standard TL10 (now TL7), Indicator D, be modified to read, “The school system uses on-going evidence-based progress monitoring tools, assessments, and data collection to monitor, evaluate, and inform decision-making to identify and implement successful learning and behavioral supports.”

RESPONSE: The assessments should be brief, reliable, and provide quantifiable data. The primary function is to provide an indication of student progress toward a general outcome. No change has been made to the rule because of this comment.

COMMENT #161: The department received one (1) comment requesting the removal of Standard TL10 (now TL7), Indicator F, as there are no commonly accepted and proven standards for social-emotional learning, culturally responsive teaching or trauma informed practices. Additionally, the commenter indicated that it was an improper burden to place on school systems.

RESPONSE: For many students, these issues must be addressed in order for students to learn effectively. No change has been made to the rule because of this comment.

Professional Learning (TL11 now TL8)

COMMENT #162: The department received one (1) comment requesting Standard TL11 (now TL8) be modified to read, “Professional learning activities support effective administrative and instructional practices in the school system.”

RESPONSE: The department declines to make this modification because it changes the intent of the standard. No change has been made to the rule because of this comment.

COMMENT #163: The department received one (1) comment for Standard TL11 (now TL8), requesting that school systems should be held accountable for a certain percentage of professional development being provided specifically in the content area being taught.

RESPONSE: Section 160.530, RSMo, governs the allocation of funds to the local professional development committee. The professional development committee determines how those funds are expended. No change has been made to the rule as a result of this comment.

COMMENT #164: The department received one (1) comment requesting Standard TL11 (now TL8), Indicator A, be modified for clarity to read, “The school system provides ongoing professional learning

opportunities for all instructional staff and administrators focused on evidence-based instructional practice, professional growth goals and student achievement goals.”

RESPONSE: The proposed modification changes the intent of the standard. No change has been made to the rule because of this comment.

COMMENT #165: The department received one (1) comment requesting Standard TL11 (now TL8), Indicator B, be removed as it is duplicative of Indicator A.

RESPONSE: The department declines to make this change. Indicator A, addresses the professional learning activities of instructional staff, while Indicator B addresses the professional learning of each staff member. No change has been made to this rule because of this comment.

COMMENT #166: The department received six (6) comments requesting Standard TL11 (now TL8), Indicator A, be modified to read, “The school system ensures all instructional staff participate in scheduled, on-going, job-embedded, and content appropriate professional learning focused on evidence-based academic and social-emotional/behavioral/mental health intervention and instructional practices, staff growth goals, and student performance goals outlined in the CSIP.”

RESPONSE: Social-emotional/behavioral/mental health intervention is addressed in Standard TL10 (now TL7) related to the Multi-Tiered System of Support. No change has been made to the rule because of these comments.

COMMENT #167: The department received one (1) comment supporting the use of “all instructional staff” in Standard TL11 (now TL8), Indicator A.

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to the rule because of this comment.

COMMENT #168: The department received one (1) comment not related to or not requesting a change to Standard TL11, Indicator B, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of this comment.

COMMENT #169: The department received one (1) comment supporting the use of “each staff member” in Standard TL11 (now TL8), Indicator B.

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to the rule because of this comment.

Use of Technology to Improve Instruction (TL12 now TL9)

COMMENT #170: The department received one (1) comment for Standard TL12 (now TL9) requesting the addition of a privacy and technology use plan and the creation of a district chief privacy officer.

RESPONSE: Standard L10 addresses the need for a cyber/privacy plan using nationally accepted Standards. The employment of a chief privacy officer is at the discretion of the school system. No change has been made to the rule because of this comment.

COMMENT #171: The department received one (1) comment requesting Standard TL12 (now TL9) and all of its supporting indicators be rolled into a single standard that reads, “The school district uses a variety of technological and non-technological within the teaching and learning program.”

RESPONSE: The proposed modification to Standard TL12 (now TL9) changes the intent of the standard. No change has been made to the rule because of this comment.

COMMENT #172: The department received one (1) comment not related to or not requesting a change to Standard TL12 (now TL9), or any other provision of this rule.

RESPONSE: No change has been made to the rule because of this comment.

COMMENT #173: The department received one (1) comment requesting Standard TL12 (now TL9) be modified to read, “The school system provides technological resources to support effective instruction and improve student learning.”

RESPONSE: The department declines to make this change. The provision of resources is addressed when saying that technology “effectively supports teaching and learning.” No change has been made to the rule because of this comment.

COMMENT #174: The department received one (1) comment supporting the use of “all instructional staff” in Standard TL12 (now TL9), Indicator B.

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to the rule because of this comment.

COMMENT #175: The department received one (1) comment requesting Standard TL12 (now TL9), Indicator B, be modified to read, “The school system provides access to current technologies, digital resources and ongoing professional learning for all instructional staff and administrators.”

RESPONSE AND EXPLANATION OF CHANGE: The department will agree to modify Standard TL12 (now TL9), Indicator B, to read, “The school system provides access to current technologies, digital resources, and ongoing professional learning for all instructional staff.”

COMMENT #176: The department received one (1) comment requesting Standard TL12 (now TL9), Indicator C, be modified to read, “The school system provides access to virtual learning experiences, programs and courses that are aligned to the school system’s curriculum.”

RESPONSE AND EXPLANATION OF CHANGE: The department will agree to a partial modification of Indicator C, to read, “The school system provides access to virtual learning experiences, programs, and courses.”

COMMENT #177: The department received one (1) comment requesting Standard TL12 (now TL9), Indicator D, be modified to read, “The school system uses a system of data collection and evaluation to conduct a program review on the effectiveness of technology in supporting instruction and student learning.”

RESPONSE: The proposed change does not provide additional clarity to the indicator. No change has been made to the rule because of this comment.

Comprehensive School Counseling Program (TL13 now TL10)

COMMENT #178: The department received two (2) comments not related to Standard TL13 (now TL10).

RESPONSE: No change has been made to the rule because of this comment.

COMMENT #179: The department received one (1) comment for Standard TL13 (now TL10) requesting that outside contracted support services be applied to the total number of counseling positions when determining whether the recommendation has been met.

RESPONSE: Contracted services may be an effective way for school systems to meet student need. This is a best practice standard, and school systems may consider contracting to address student needs. No change has been made to the rule because of this comment.

COMMENT #180: The department received two (2) comments requesting that the recommended counselor-student ratios included in Standard TL13 (now TL10) include social workers in the FTE count.
RESPONSE: This is a best practice standard. School systems may use social workers for the provision of services to students but are not to be included in the FTE count in Standard TL13 (now TL10). No change has been made to the rule because of these comments.

COMMENT #181: The department received one (1) comment requesting the table in Standard TL13 (now TL10) for school counselor-student ratios be modified to use a symbol other than an asterisk as that symbol indicates whether or not the standard will be measured for continuous improvement.
RESPONSE AND EXPLANATION OF CHANGE: The department agrees to make this change for clarity and will use the + symbol.

COMMENT #182: The department received one (1) comment indicating Standard TL13 (now TL10) does not include a recommended use of school counselor time.
RESPONSE: The recommended responsibilities for school counselors are outlined in the Missouri Comprehensive School Counseling Program manual available on the department's website. No change has been made to the rule because of this comment.

COMMENT #183: The department received one (1) comment requesting the MSIP 6 Standards and Indicators include recommended student enrollment/provider ratio recommendations for school psychologists, school social workers and school nurses.
RESPONSE: Standard TL13 (now TL10), Indicator F, allows districts to provide the services of school psychologists, school social workers, and school nurses based on local context and need. No change has been made to the rule because of this comment.

COMMENT #184: The department received four (4) comments indicating the proposed changes to TL13 (now TL10) related to school counselor ratios are an unfunded mandate.
RESPONSE: The changes to the school counselor-student ratio are based on research that indicates that additional social-emotional supports are necessary in many schools. As indicated in the proposed rule, this standard will not be included in the classification of school districts. No change has been made to the rule because of these comments.

COMMENT #185: The department received one (1) comment for Standard TL13 (now TL10), Indicator A, indicating that requiring school systems to fully implement the Missouri Comprehensive School Counseling Program framework is an unfunded mandate.
RESPONSE: Because this is a best practice standard, it will not be included in the classification of school districts. No change has been made to the rule because of this comment.

COMMENT #186: The department received one (1) comment for Standard TL13 (now TL10), Indicators B and C, suggesting that both are related to the development and review of the ICAP.
RESPONSE: Standard TL13, Indicators B and C, deal with different components of review and development. Indicator B is specifically about the building leader ensuring the process is occurring. Indicator C is about all appropriate individuals, including parents and guardians, participating in the process. No change has been made to the rule because of this comment.

COMMENT #187: The department received one (1) comment for Standard TL13 (now TL10), Indicator C, requesting that it be combined with Indicator B.
RESPONSE: Please see the response to Comment #186. No change has been made to the rule because of this comment.

COMMENT #188: The department received one (1) comment for Standard TL13 (now TL10), Indicator D, requesting it be modified to read, “Each student has equitable access to responsive services and resources to assist them in addressing issues and concerns that may affect their academic, career and social-emotional needs.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to make this change based on the provision of services and each student’s level of need. Standard TL13 (now TL10), Indicator D, will be modified to read, “Each student has equitable access to responsive services and resources to assist them in addressing issues and concerns that may affect their academic, career and social-emotional needs.”

COMMENT #189: The department received one (1) comment for Standard TL13 (now TL10), Indicator F, requesting a grammatical correction be made to read, “The school system provides student support in the form of school counseling and additional supports such as social workers, nurses, and therapists based on local context and student need.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to make this change. Standard TL13 (now TL10), Indicator F, will be revised to read as reflected in Comment #177.

COMMENT #190: The department received nine (9) comments requesting Standard TL13 (now TL10), Indicator F, be modified to include school psychologists as an additional support.

RESPONSE AND EXPLANATION OF CHANGE: The addition of school psychologists to this indicator provides school systems with additional flexibility to provide services to their students. The department agrees with these comments and will modify Standard TL13 (now TL10), Indicator F, to read, “The school system provides student support in the form of school counseling and additional supports such as school psychologists, social workers, nurses, and therapists, based on local context and student need.”

COMMENT #191: The department received one (1) comment requesting Standard TL13 (now TL10), Indicator G, be removed.

RESPONSE: The department declines to make this change. Information about the evaluation of the school counselor can be located on the department’s website in the Educator Growth Toolbox. No change has been made to the rule because of this comment.

COMMENT #192: The department received one (1) comment requesting the school counseling ratios in Standard TL13 (now TL10) be combined with Standard L9.

RESPONSE: Combining Standard TL13 (now TL10) and Standard L9 changes the intent of both standards. No change has been made to the rule because of this comment.

Library Media Services (TL14 now TL11)

COMMENT #193: The department received one (1) comment supporting the retention of the library staffing ratios in Standard TL14 (now TL11).

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to the rule because of this comment.

COMMENT #194: The department received one (1) comment for Standard TL14 (now TL11) requesting the Library Staffing Ratios be combined with Standard L9.

RESPONSE: Combining Standard TL14 (now TL11) and Standard L9 changes the intent of both standards. No change has been made to the rule because of this comment.

COMMENT #195: The department received one (1) comment requesting Standard TL14 (now TL11) be modified to read, “The school system provides high-quality library media resources that effectively serve the learners and educators.”

RESPONSE AND EXPLANATION OF CHANGE: The department will make this modification. Standard TL14 (now TL11) will be modified to read, “The school system provides high-quality library media resources that effectively serve learners and educators.”

COMMENT #196: The department received forty-five (45) comments requesting Standard TL14 (now TL11), be modified to reflect the recommendations in the Exemplary Library Program.

RESPONSE: The Exemplary Library Recognition Program is designed to recognize exemplary programs rather than establish minimum standards. No change has been made to the rule because of these comments.

COMMENT #197: The department received one (1) comment not related to or not requesting a change to Standard TL14 (now TL11), or any other provision of this rule.

RESPONSE: No change has been made to the rule because of this comment.

COMMENT #198: The department received one (1) comment requesting Standard TL14 (now TL11), Indicator B, be modified to read, “Library media staff collaborate with instructional staff to integrate library media resources into the instructional program.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to the proposed change. Standard TL14 (now TL11), Indicator B, will be modified to read, “Library media staff collaborate with instructional staff to integrate library media resources into the instructional program.”

COMMENT #199: The department received one (1) comment requesting Standard TL14 (now TL11), Indicator C, be modified to read, “The school system develops and maintains a diverse collection of digital, informational, and reading resources appropriate to the curriculum, learners and instructional practices and programs.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to the proposed change. Standard TL14 (now TL11), Indicator C, will be modified to read, “The school system develops and maintains a diverse collection of digital, informational, and reading resources appropriate to the curriculum, learners, and instructional practices and programs.”

Class Size and Assigned Enrollments (TL15 now TL12)

COMMENT #200: The department received eight (8) comments requesting lower student-teacher ratios in Standard TL15 (now TL12).

RESPONSE: Because this is a best practice standard, it will not be included in the standards measured for continuous improvement. No change has been made to the rule because of this comment.

COMMENT #201: The department received one (1) comment requesting Standard TL15 (now TL12) be deleted and included in Standard L9 to convey the message to teachers that they are held in the same regard as assistant/associate superintendents and principals.

RESPONSE: Combining Standard TL15 (now TL12) and Standard L9 changes the intent of both standards. No change has been made to the rule because of this comment.

COMMENT #202: The department received one (1) comment indicating local school systems funding their own early childhood programs should be allowed to establish class size for Pre-K programs unless funding is provided by the state to meet the proposed guidelines in standard TL15 (now TL12).

RESPONSE: Because this is a best practice standard, it will not be included in the standards measured for continuous improvement. No change has been made to the rule because of this comment.

COMMENT #203: The department received one (1) comment for Standard TL15 (now TL12), Indicator A (regarding class size and enrollments), requesting the language be clarified so it is clear the teacher must hold a valid Missouri teaching certificate.

RESPONSE AND EXPLANATION OF CHANGE: Standard TL15 (now TL12), Indicator A, will be modified to read, “The school system ensures that PK class sizes meet the requirements of 5 CSR 20-100.320 Prekindergarten Program Standards.”

COMMENT #204: The department received one (1) comment for Standard TL15 (now TL12), Indicator A, requesting class size for PK programs not exceed 15 students.

RESPONSE: Research from the National Association for the Education of Young Children indicates that the maximum class size for preschool age children should be 20. No change has been made to the rule because of this comment.

COMMENT #205: The department received six (6) comments indicating that the certification requirements for PK paraprofessionals should not be included in Standard TL15 (now TL12), Indicator A, and that they should be included in certification rules or the language should be clarified.

RESPONSE AND EXPLANATION OF CHANGE: Current certification rules do not include certification requirements for PK paraprofessionals or teacher aides. However, 5 CSR 20-100.320 Prekindergarten Program Standards outlines these requirements. The department will modify TL15 (now TL12), Indicator A, to read, “The school system ensures that PK class sizes meet the requirements of 5 CSR 20-100.320 Prekindergarten Program Standards.”

COMMENT #206: The department has received five thousand two hundred nineteen (5,219) comments requesting Standard TL15 (now TL12), Indicator D, be revised to include self-directed plan time of a minimum of two hundred-fifty (250) minutes per week. Three hundred and thirty nine (339) comments requested that professional staff engaged in instruction be included in the planning time guidelines.

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to modify Standard TL15 (now TL12), Indicator D, to read, “Adequate self-directed planning time, at least 250 minutes per week, is provided to certificated and licensed educators who provide instruction to students on a full-time basis (prorated as appropriate). Plan time is based on local context and is aligned to best practice guidelines.”

COMMENT #207: The department has received two hundred thirty two (232) comments requesting Standard TL15 (now TL12), Indicator D, be revised to include self-directed plan time of three hundred (300) minutes per week. Two hundred thirty (230) of two hundred thirty-two (232) comments requesting that this include planning librarians and guidance counselors in the planning time requirement.

RESPONSE: No change has been made to the rule because of these comments. Please see comment #206 for additional information.

Collaborative Culture and Climate (CC)

Safe, Orderly and Caring Environment (CC1)

COMMENT #208: The department received one (1) comment requesting that Standard CC1 be modified for clarity to read, “The school system provides a caring and safe environment that supports teaching, learning and student success.”

RESPONSE AND EXPLANATION OF CHANGE: For clarity, the department will modify Standard CC1 to read, “The school system provides a safe and caring environment that supports teaching, learning, and student success.”

COMMENT #209: The department received one (1) comment for Standard CC1, Indicator B, requesting that it be modified to include the behavior of adults when distributing the code of conduct.

RESPONSE: Adult behavior is part of local board policy and is available publicly on the school system’s website. No change has been made to this rule because of this comment.

COMMENT #210: The department received one (1) comment for Standard CC1, Indicator C, requesting the standard and indicator be revised to read, “The school system consistently and equitably enforces the written student and adult behavioral standards and consequences, including school related activities occurring on or off school property.”

RESPONSE: The proposed change modifies the intent of the standard. No change has been made to the rule because of this comment.

COMMENT #211: The department received one (1) comment for Standard CC1, Indicator D, requesting it be moved based on a request for reorganization of the Standards and Indicators.

RESPONSE: The department declines to reorganize this standard. No change has been made to the rule because of this comment.

COMMENT #212: The department received one (1) comment for Standard CC1, Indicator E, requesting it be modified to read, “The school system provides training on and enforces effective practices on violence prevention, including bullying and harassment, for student and staff.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to change Standard CC1, Indicator E, to read, “The school system provides training on and ensures the implementation of effective practices on violence prevention, including bullying and harassment, for each student and staff member.”

Culture of High Academic and Behavioral Expectations (CC2)

COMMENT #213: The department received two (2) comments for Standard CC2, all indicators, asking how they would be measured.

RESPONSE: A collaborative climate and culture survey is currently under development for use with this and other standards. No change has been made to the rule because of these comments.

COMMENT #214: The department received one (1) comment requesting Standard CC2 as well as Indicators A and B, be removed because the focus on a culture of learning, high academic, and behavioral standards are addressed throughout the Standards and Indicators.

RESPONSE: The department declines to make this change because the Standard and associated Indicators specifically addresses a school systems climate and culture. No change has been made to the rule because of this comment.

COMMENT #215: The department received one (1) comment requesting Standard CC2, Indicator C, be moved to Standard CC1 which addresses a safe, orderly, and caring environment.

RESPONSE: The department declines to reorganize the Standards and Indicators as this standard is distinctly different from Standard CC1. No change has been made to the rule because of this comment.

Collaborative Partnerships (CC3)

COMMENT #216: The department received one (1) comment requesting Standard CC3 be modified to read, “The school system creates and maintains effective collaborative relationships and partnerships that support student and educator success.”

RESPONSE: The proposed modification changes the intent of the Standard. No change has been made to the rule because of this comment.

COMMENT #217: The department received one (1) comment in support of broadening Standard CC3, Indicator A, to include non-profit charitable organizations and cultural organizations as it strengthens ties with the local community and provides more choices for students.

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to the rule because of this comment.

COMMENT #218: The department received one (1) comment requesting Standard CC3, Indicator A, be modified to read, “The school system develops reciprocal partnerships with postsecondary institutions, businesses, industry, commercial entities, non-profit organizations, and cultural organizations that are effective in supporting student and teacher success.”

RESPONSE AND EXPLANATION OF CHANGE: The department will agree to make a modification to this Standard and Indicator for clarification; however, some of the proposed modifications change the intent of the Standard. Revised Standard CC3, Indicator A, will be modified to read, “The school system develops reciprocal partnerships with postsecondary institutions, businesses, industry, charitable organizations, non-profit organizations, cultural organizations, and commercial entities for the benefit of students and educators.”

COMMENT #219: The department received one (1) comment requesting the addition of Standard CC3, Indicator C, to read, “The school system and building leaders develop and implement a systematic process to analyze the effectiveness of all partnerships and relationships in support of student and educator success.”

RESPONSE: Standard L7 addresses the issues of evaluating programs, practices, and procedures. No change has been made to the rule because of this comment.

Parent/Guardian Involvement (CC4)

COMMENT #220: The department received one (1) comment not related to or not requesting a change to Standard CC4, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of this comment.

COMMENT #221: The department received one (1) comment requesting Standard CC4 be modified to read, “The school system intentionally engages with parents/guardians to create effective partnerships that support the development and achievement of their students.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to modify the standard to read, “The school system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.”

COMMENT #222: The department received one (1) comment requesting the addition of a new indicator to Standard CC4 to read, “Each school building implements processes and strategies to create a welcoming environment for all families.”

RESPONSE AND EXPLANATION OF CHANGE: The department agrees to make this change.

Indicator D will be added to Standard CC4 and will read, “Each school building implements processes and strategies to create a welcoming environment for all families.”

COMMENT #223: The department received one (1) comment requesting Standard CC4, Indicator A, be modified to read, “The school system provides regular opportunities and strategies to engage families in the educational process.”

RESPONSE: Additional clarity is not provided by modifying the Standard and Indicator as suggested. No change has been made to the rule because of this comment.

COMMENT #224: The department received one (1) comment requesting Standard CC4, Indicator B, be modified to read, “The school system provides education activities for parents/guardians as required by the Early Childhood Development Act (ECDA).”

RESPONSE: Additional clarity is not provided by modifying the Standard and Indicator as suggested. No change has been made to the rule because of this comment.

COMMENT #225: The department received one (1) comment requesting that Standard CC4, Indicator C, be modified to read, “The school system actively cooperates with other agencies, parents/guardians, and community groups (e.g., parent teacher organizations) to provide information related to child development and parenting skills.”

RESPONSE: The department encourages school systems to provide evidence-based and promising practices. However, these decisions should be made at the local level. No change has been made to the rule because of this comment.

Equity of Educational Experiences (CC5 now EA4)

COMMENT #226: The department received five (5) comments requesting Standard CC5 (now EA4), Indicator A and B, be modified to include “in all content areas.”

RESPONSE AND EXPLANATION OF CHANGE: For consistency, the department agrees to the proposed changes in Indicator A. Standard CC5 (now EA4), Indicator A, will be modified to read, “The school system ensures each student, particularly low-income and minority students, has equitable access to qualified, experienced, and effective teachers, learning experiences, academic, social supports, and other resources necessary for success in all content areas.” The department declines to make the modification to Indicator B because it changes the intent of the standard.

COMMENT #227: The department received one (1) comment requesting Standard CC5 (now EA4), Indicator B, be moved to Standard L4 placing responsibility on the governance team for equity of access to programs and opportunities.

RESPONSE: The proposed modification of the Standard changes its intent. No change has been made to the rule because of this comment.

Data-Based Decision Making (DB)

Data Submission (DB1)

COMMENT #228: The department received one (1) comment requesting that Standard DB1 be moved and create a new Standard 11.

RESPONSE: The department declines to reorganize the Standards and Indicators as suggested. No change has been made to the rule because of this comment.

Continuous and Innovative Improvement (DB2)

COMMENT #229: The department received one (1) comment for Standard DB2 requesting it be modified to read, “The school system implements structures and process to create a culture of climate and continuous improvement.”

RESPONSE: The proposed modification changes the intent of the original standard. No change has been made to the rule because of this comment.

COMMENT #230: The department received one (1) comment requesting Standard DB2, Indicator C, be modified to read, “The school system and building leaders develop and implement a systematic process to analyze the effectiveness of all programs and services.

RESPONSE: The proposed modification to the standard would change the intent from the use of feedback to formal program evaluation which is included in Standard L7. No change has been made to the rule because of this comment.

Climate and Culture Data (DB3)

COMMENT #231: The department received two (2) comments not related to or not requesting a change to DB3, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of these comments.

COMMENT #232: The department received one (1) comment requesting Standard DB3 be modified to read, “The school system implements a systematic process for continual improvement of school culture and climate.”

RESPONSE: The proposed modification changes the intent of the standard. No change has been made to the rule because of this comment.

COMMENT #233: The department received one (1) comment requesting an additional indicator for Standard DB3 to read, “The school system annually collects and analyzes data on school climate and culture from all stakeholder groups, including students and educators.”

RESPONSE: The department declines to make this change because the collection of data from all stakeholders is addressed in the standard. No change has been made to the rule because of this comment.

COMMENT #234: The department received one (1) comment asking whether the climate and culture survey would be provided as it had been in previous versions of MSIP.

RESPONSE: Districts and charter schools will have access to a Collaborative Climate and Culture survey for MSIP 6. No change has been made to the rule because of this comment.

COMMENT #235: The department received one (1) comment requesting the removal of Standard DB3, Indicator B.

RESPONSE: The department believes that student voice is an important component in analyzing culture and climate data. No change has been made to the rule because of this comment.

COMMENT #236: The department received one (1) comment requesting Standard DB3, Indicator C, be modified to read, “The school system analyzes culture and climate data to develop and revise system-wide process, programs and procedures that support a positive school climate and culture.”

RESPONSE: The proposed modification does not provide additional clarity. No change has been made to the rule because of this comment.

COMMENT #237: The department received one (1) comment requesting Standard DB3, Indicator D, be modified to read, “The school system provides school culture and climate data and reports to all stakeholders, including students and educators.”

RESPONSE: The proposed modification does not provide additional clarity to the indicator. No change has been made to the rule because of this comment.

Collaborative Teams (DB4)

COMMENT #238: The department received one (1) comment in support of “inclusive of all educators” in Standard DB4 and requesting that all indicators be modified to include the same language.

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to the rule because of this comment.

COMMENT #239: The department received one (1) comment not related to or not requesting a change to Standard DB4, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of this comment.

COMMENT #240: The department received three (3) comments for Standard DB4, Indicator C, requesting it be modified to read, “Educator teams collaboratively analyze student data, from all curriculum areas, to provide appropriate interventions for students’ instructional and behavior needs.”

RESPONSE: Every school setting is different, but when appropriate, any or all of these educators should be actively engaged in educator teams. No change has been made to the rule because of these comments.

COMMENT #241: The department received two (2) comments for Standard DB4, Indicator F, requesting the indicator be modified to read, “Educator teams design lessons collaboratively using cross-curricular or integrated learning whenever practical.”

RESPONSE: The department does not prescribe how lesson plans and content are developed in school systems. No change has been made to the rule because of these comments.

COMMENT #242: The department received two (2) comments requesting Standard DB4, Indicator I, be modified to read, “Educator teams foster positive classroom learning environments.”

RESPONSE: The standard encourages the collective work of teachers and administrators and focuses on building positive classroom environments together. No change has been made to the rule because of these comments.

COMMENT #243: The department received one (1) comment for Standard DB4, Indicator H, requesting the indicator be modified to read, “Educator teams develop curriculum collaboratively using cross-curricular or integrated learning whenever practical.”

RESPONSE: The department does not prescribe how curriculum is developed in school systems. No change has been made to the rule because of this comment.

Alignment of Standards, Curriculum and Assessment (AS)

Viable Curriculum Aligned to Missouri Learning Standards (AS1)

COMMENT #244: The department received three (3) comments not related to or not requesting a change to Standard AS1, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of these comments.

COMMENT #245: The department received one (1) comment requesting Standard AS1, Indicator B, be revised for clarity to read, “Building leaders and instructional staff ensure that instruction and assessment practices are aligned to the school system’s approved curriculum.”

RESPONSE: The modification does not provide additional clarity to the indicator. No change has been made to the rule because of this comment.

COMMENT #246: The department received one (1) comment requesting Standard AS1, Indicator C, be revised to place the focus on a systematic process for curriculum review and evaluation. The proposed indicator would read, “The school system develops and implements a systematic plan for the evaluation of curriculum for all content areas that is inclusive of a variety of stakeholders, including educators across grade spans.”

RESPONSE: The proposed modification to the indicator changes the intent of the standard. No change has been made to the rule because of this comment.

COMMENT #247: The department received one (1) comment requesting that Standard AS1, Indicator D, be removed from the standards and indicators based on the proposed revision in comment #246.

RESPONSE: The proposed modification changes the intent of the standard. No change has been made to the rule because of this comment.

COMMENT #248: The department received one (1) comment requesting Standard AS1, Indicator E, be modified so that the indicator applies to all students, including gifted students.

RESPONSE: Gifted Students are already included in this indicator. No change has been made to the rule because of this comment.

COMMENT #249: The department received one (1) comment requesting the addition of Indicator G, for Standard AS1 to read, “The school system’s curriculum, courses and academic opportunities provides each student with challenging and equitable learning opportunities.”

RESPONSE: Standard CC5, Indicator A, includes this language. No change has been made to the rule because of this comment.

Assessments Aligned to the Missouri Learning Standards (AS2)

COMMENT #250: The department received one (1) comment not related to or not requesting a change to for Standard AS2, or any other provision of this rule.

RESPONSE: No change has been made to the rule because of this comment.

COMMENT #251: The department received one (1) comment requesting Standard AS2 be moved to Effective Teaching and Learning based on the proposed reorganization of the standards.

RESPONSE: The department declines to reorganize the standards as suggested. No change has been made to the rule because of this comment.

COMMENT #252: The department received two (2) comments for Standard AS2 indicating students are tested too frequently.

RESPONSE: Current information indicates that required state assessments take less than one percent of total instructional time for students tested. No change has been made to the rule because of this comment.

COMMENT #253: The department received one (1) requesting Standard AS2, Indicator B, be modified to include only formal assessments.

RESPONSE: The proposed modification to Standard AS2, Indicator B, changes the intent. No change has been made to the rule because of this comment.

COMMENT #254: The department received one (1) comment requesting Standard AS2, Indicator B, be modified because it appears that “identified student groups” only applies to the super subgroup.

RESPONSE: The proposed modification does not provide additional clarity. Identified student groups refers to all traditional student groups including gender, race/ethnicity, students with disabilities, etc. No change has been made to the rule because of this comment.

COMMENT #255: The department received one (1) comment requesting Standard AS2, Indicator E, be modified as revisions to curriculum should be completed at the school system level.

RESPONSE AND EXPLANATION OF CHANGE: The department is in agreement that curriculum revisions should be completed at the system level. Standard AS2, Indicator E, will be modified to read, “Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.”

COMMENT #256: The department received one (1) comment indicating Standard AS2, Indicator H, is broad and overreaching.

RESPONSE: 5 CSR 20-200.210(4), regarding Student Assessment, requires local district assessment plans to include methods to assess student progress on those standards which are not assessed by the Missouri Assessment Program. No change has been made to the rule because of this comment.

COMMENT #257: The department received two (2) comments in support of Standard AS2, Indicator H.

RESPONSE: The department is appreciative of individuals who volunteered their time to review the proposed regulation and voice their support. No change has been made to the rule because of this comment.

COMMENT #258: The department received one (1) comment requesting additional information be provided for Standard AS2, Indicator H, in terms of “reliable local assessments for standards not currently assessed on the MAP.”

RESPONSE: 5 CSR 20-200.210(4), regarding Student Assessment, requires local district assessment plans to include methods to assess student progress on those standards not assessed by the Missouri Assessment Program. No change has been made to the rule because of this comment.

5 CSR 20-100.125 Missouri School Improvement Program 6

(1) The following definitions will be used in administering this rule:

(A) Academic Success: Academic Success is defined as a compilation of Standards TL1 – Success-Ready Students, EA1 – Academic Achievement which lead to success in the next grade level or chapter in a student’s life.

(B) Educational Equity: Educational equity exists when there is an intentional focus on learning outcomes and the allocation of resources ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.

(C) School System: School system includes a local board and a school district or charter school. Standards used for measurement in each type of system have been noted in Appendix A.

(D) Student Groups: Identified student groups refers to all traditional student groups including: Asian/Pacific Islander, black, Hispanic, American Indian, white, multi-racial, students with disabilities, English language learners, and low-income students. Other demographic groups may be developed for reporting.

(E) Well-being: Well-being includes the physical (safety, environmental), social-emotional, and intellectual needs of students.

(F) Students: Students include all children age 3-21 who are enrolled in the school system.

(2) Pursuant to section 161.092, RSMo, this rule is to be effective two (2) years from the date of adoption of the proposed rule by the State Board of Education (board). The Missouri School Improvement Program (MSIP) 6 Standards and Indicators, Appendix A, included herein, is comprised of quantitative and qualitative standards for school districts and charter schools.

(3) School district and charter school performance will be reviewed annually by the Department of Elementary and Secondary Education (department) in accordance with this rule, including the standards, using the appropriate scoring guide, forms, and procedures outlined by the department. Review of these data will guide the department in determining school districts in need of improvement, in determining the appropriate level of intervention necessary for significant and sustained improvement in student achievement, and in evaluating charter sponsors. Decisions will be made using multiple years of data.

(4) The board will assign school district classification designations of unaccredited, provisionally accredited, accredited, and accredited with distinction.

(5) Districts identified through MSIP as needing improvement must submit a continuous school improvement plan for approval by the department.

(6) A classification designation based on the standards of MSIP will remain in effect until the board approves another classification designation. The board may consider changing a district's classification designation upon its determination that the district has—

(A) Failed to implement any required school improvement plan at an acceptable level;

(B) Demonstrated significant change in student performance over multiple years;

(C) Employed a superintendent or chief executive officer without a valid Missouri superintendent's certificate in a K-12 school district, or employed a superintendent or chief executive officer without a valid Missouri superintendent's or elementary principal's certificate in a K-8 school district;

(D) Experienced significant change in the scope or effectiveness of the programs, services, or financial integrity upon which the original classification designation was based; and/or

(E) Failed to comply with a statutory requirement.

(7) A local board of education (local board) that is dissatisfied with the classification designation assigned by the board shall request reconsideration within sixty (60) calendar days of notice received of the original classification. The request for reconsideration shall be submitted to the commissioner of education and state the specific basis for reconsideration, including any errors of fact to support reconsideration. Review by the board shall be scheduled within sixty (60) calendar days of receipt of the request for reconsideration and shall be based upon the materials submitted with the original classification, the request for reconsideration, and any materials offered by the commissioner of education or requested by the board.

* - Measured for Continuous Improvement Report

** - Measured for Student Performance Report

Department of Elementary and Secondary Education – MSIP 6
Standards and Indicators
Appendix A

Leadership (L)

School Board Leadership

***L1 - The local board and superintendent/chief executive officer engage in ongoing professional learning and self-evaluation in order to strengthen governance practices.**

- A. The local board ensures that the district is guided by a vision, mission, and limited number of focused goals, all of which are the basis for the district’s continuous improvement process.
- B. Local board members complete all legally required board training within the mandated timeframe.
- C. The local board and the superintendent/chief executive officer engage in professional learning designed to improve governance practices.
- D. The local board and the superintendent/chief executive officer regularly evaluate governance team strengths and opportunities for improvement.

Ethics

L2 - The local board and administration conduct school system business in an ethical, legal, and transparent manner.

- A. The local board adopts and administration enforces all policies related to legal and professional ethics for all employees.
- B. The local board adopts and adheres to its policy on legal and professional ethics for school board members.
- C. The local board and administration conduct business in compliance with the Missouri Open Meetings and Records Act.
- D. The superintendent/chief executive officer ensures that individual requests from local board members are considered by the local board as a whole.

* - Measured for Continuous Improvement Report

** - Measured for Student Performance Report

Continuous School Improvement

***L3 - The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.**

- A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of and based upon a data-based needs assessment.
- B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student.
- C. The CSIP contains:
 - 1. Clear statements of mission and vision;
 - 2. Limited number of focused goals and objectives;
 - 3. Evidence-based action steps and strategies;
 - 4. Timelines for implementation and monitoring;
 - 5. Persons responsible for implementation and monitoring;
 - 6. Funding sources; and
 - 7. Any other information needed to implement the plan.
- D. The local board regularly monitors the implementation and outcomes of the CSIP.
- E. The CSIP guides the development and implementation of other plans (Building Improvement Plan, Professional Development Plan, Facilities Plan, etc.).

Operations and Resource Management

L4 - The school system manages school operations and resources to promote each student's academic success and well-being in accordance with priorities established in the CSIP.

- A. The school system deliberately allocates both fiscal and non-fiscal resources to align with CSIP priorities and matters of equity.
- B. The local board and administration regularly and systematically engage in long-range financial, facilities, and infrastructure planning.
- C. The budget is developed through a transparent process that complies with law and is approved by the local board.
- D. The local board establishes budget parameters, including minimum fund balances, to guide budget development.

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- E. The local board and administration follow sound financial practices and follow all laws and regulations regarding audits, bids, contracts, and purchases.

School Board Policy

L5 - The local board establishes and implements policies that provide a framework within which the school system operates and ensures legal compliance.

- A. The local board and administration have a systematic process for establishing, adopting, and revising policies so that they are clear, current, and legally compliant.
- B. The local board, administration, and staff implement and enforce policy when conducting school system business.
- C. The local board approves documents and reports as required by policy and law.
- D. The school system's policies and handbooks are posted on the system's website or are otherwise available to the community.

Superintendent Roles, Responsibilities and Evaluation

L6 - The local board(s) employs and evaluates the job performance of an appropriately certificated superintendent/chief executive officer to manage school system operations.

- A. The local board(s) delegates operational decisions to the superintendent/chief executive officer and administration.
- B. The local board(s) conducts a performance-based superintendent/chief executive officer evaluation process based upon clear, written, and measurable targets that are aligned with professional educator leader standards and school system performance measures.
- C. The superintendent/chief executive officer's evaluation process is implemented in accordance with the Essential Principles of Effective Evaluation and 5 CSR 20-400.375.
- D. The local board(s) establishes and follows a clear timeline for the superintendent/chief executive officer's evaluation process, contract decisions, and salary determination.

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Personnel and Program Evaluation

L7 - The local board and administration ensure the use of an effective evaluation process for all employees and a systematic program evaluation process for the school system's programs, practices, and procedures for the attainment of the vision, mission, and goals.

- A. The local board and administration consistently use data to make decisions.
- B. The local board and administration ensure the implementation of performance-based evaluations that are aligned to 5 CSR 20-400.375 for certificated staff and to appropriate job descriptions and duties for non-certificated staff.
- C. The local board ensures that personnel evaluations are comprehensive, performance-based, and aligned with state standards.
- D. The local board regularly reviews goals, objectives, and the effectiveness of all programs and services, which support the mission and vision of the district.
- E. The local board annually approves the Professional Development Plan and other plans as required by statute and local board policy.
- F. The local board approves the leadership development plan to ensure continuity for staff turnover and succession.

Communication

L8 - The school system provides for two-way, reliable, and representative communication with all stakeholders.

- A. The school system implements and annually reviews a communications plan that outlines multiple methods for two-way, reliable communication with all stakeholders.
- B. The school system regularly communicates to all stakeholders the progress in attainment of the systems mission, vision, and goals.

Personnel

L9 - The local board and administration provide sufficient staffing of qualified and highly effective personnel to achieve the school system's vision, mission, and goals.

- A. Administration manages personnel resources, both professional and support staff, to address each student's learning needs.
- B. The school system maintains a system of recruitment and support to ensure a high-quality, student-centered staff.

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** - Measured for Student Performance Report

- C. The local board employs sufficient additional administrators to provide for the leadership and management of the district.

<i>Recommended Associate/Assistant Superintendent Ratios:</i>	
FTE	Certificated Staff Members (FTE)
0	1-100
1	101-200
2	201-300
3	301-400
4	401-500
5	501-600
6	601-700
7, etc.	701-800, etc.

<i>Principal/Building Ratios:</i>		
	<i>MINIMUM STANDARD</i>	<i>RECOMMENDED STANDARD</i>
FTE	Students	Students
1.00	1-400	1-300
1.50	401-600	301-450
2.00	601-800	451-600
2.50	801-1000	601-750
3.00	1001-1200	751-900
3.50	1201-1400	901-1050
4.00	1401-1600	1051-1200
4.50	1601-1800	1201-1350
5.00	1801-2000	1351-1500

School Safety

L10 - The school system actively addresses school safety and security in all facilities.

- A. The school system, in consultation with public safety officials and stakeholders, develops, implements, and reviews annually a comprehensive school emergency operations plan for the school system and each school or site as applicable.
1. The plan broadly addresses safety, crises, and emergency operations.
 2. The plan addresses prevention, preparation, operations, and follow-up.

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3. The plan includes consideration of supporting mental health needs of all involved in any crisis.
- B. Local board policy requires the school system to employ a designated safety coordinator who demonstrates knowledge of all federal, state, and local school violence and prevention programs and resources that are available to students, teachers, and district staff.
- C. The school system annually conducts a physical security site assessment at each facility, utilizing nationally accepted methodology.
- D. The school system ensures emergency preparedness drills are performed in compliance with state statute and local ordinance.
- E. The school system implements a cyber/privacy security plan, utilizing nationally accepted standards.
- F. The school system ensures access to Missouri's school violence anonymous reporting tip line.
- G. All school system staff participate in relevant school safety and violence prevention training.

Effective Teaching and Learning (TL)

Success-Ready Students

****TL1 - Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measurable improvement.**

- A. Students demonstrate readiness for school entry in alignment with the Missouri Early Learning Standards.
- B. Beginning in elementary school, students demonstrate regular school attendance.
- C. Beginning in elementary school, students demonstrate on-track performance through department designated measures of literacy and numeracy.
- D. No later than eighth grade, students have developed Individual Career Academic Plans (ICAP) that are based on career exploration experiences.
- E. Beginning in middle school, students demonstrate collaboration, leadership, and communication skills through participation in curricular, co-curricular, extra-curricular, community-based activities or service learning.
- F. Students demonstrate work ethic and character.

* - Measured for Continuous Improvement Report

** - Measured for Student Performance Report

- G. Beginning in high school, students demonstrate academic readiness by scoring proficient on at least two required End-of-Course Assessments.
- H. Beginning in high school, students may demonstrate employability skills through participation in Career and Technical Student Organizations (CTSO) and/or a Seal of Biliteracy.
- I. Students in high school progress through academic work on a schedule appropriate to graduate.
- J. Beginning in high school, students demonstrate postsecondary readiness through any of the following:
 - 1. A combination of a career readiness assessment score that meets the state standard combined with an Industry Recognized Credential (IRC) or Career and Technical Education Certificate (CTEC).
 - 2. A combination of a college readiness assessment and an IRC or CTEC.
 - 3. A combination of a college readiness assessment score that meets the state standard and advanced credit that meets the state standard.
 - 4. Successful completion of an advanced professional studies program, Registered Youth Apprenticeship, department-approved internship, or other department-approved work-connected experience.
 - 5. Participation in the Pre-Employment Transition Services Program through Vocational Rehabilitation.
 - 6. Confirmed postsecondary employment, college application, other postsecondary training, or military commitment.
 - 7. Completion of early college or associates degree or the CORE 42.
 - 8. Completion of stackable credentials.
 - 9. Other department-approved work readiness measures.

High-Quality Early Learning

***TL2 - The school system ensures the birth through prekindergarten population has access to high-quality early learning experiences.**

- A. The school system informs family and community members about the importance of early learning experiences.

* - Measured for Continuous Improvement Report

** - Measured for Student Performance Report

- B. The school system provides the Parents as Teachers program for early learning experiences.
- C. The school system identifies well-rounded, developmentally-appropriate preschool opportunities available to children.
- D. The school system measures the effectiveness of early learning experiences (e.g., self-assessments using Environmental Rating Scale, Classroom Assessment Scoring System, other department-approved classroom environmental assessment, or Parents as Teachers National Center Quality Endorsement and Improvement Process).

High-Quality Career Education

***TL3 - The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional studies based on students' ICAPs.**

- A. The school system implements department-approved career technical education program(s) leading students to attain an industry-recognized credential or CTEC, a postsecondary degree, or entry into the workplace with a skill set conducive toward career advancement.
- B. The school system provides access to career-connected experiences that include solving authentic problems, working in professional environments, and engaging in curriculum developed with industry professionals.
- C. The school system implements broadly-based elementary and middle school career awareness and exploration programs, which align with high school and career center curriculum.
- D. The school system ensures the career technical education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, professional competency development, personal learning, and assessment of technical skill attainment.
- E. The school system ensures the appropriate CTSO is affiliated with the state and national organizations and is an intra-curricular element of the associated program.
- F. The school system uses a system of data collection and evaluation to provide the necessary information for program review and development.

* - Measured for Continuous Improvement Report

** - Measured for Student Performance Report

Intra- and Interpersonal Skills

***TL4 - The school system prepares students through the development of essential intrapersonal and interpersonal skills.**

- A. The school system ensures opportunities for students to develop initiative and engage in collaborative problem solving.
- B. The school system ensures opportunities for students to be part of one or more co-curricular, extracurricular, or leadership opportunities and CTSOs.
- C. The school system ensures that social-emotional skills aligned with the Missouri Early Learning Standards, the Missouri Learning Standards, and the Missouri Comprehensive School Counseling Program are integrated into the teaching process.

Teacher/Leader Standards

***TL5 - The school system implements board-adopted teacher/leader standards to ensure effective instructional staff for each student.**

- A. The school system uses professional educator standards when making decisions on employing, evaluating, and retaining instructional staff and administrators.
- B. The school system implements an educator evaluation process aligned to the Essential Principles of Effective Evaluation for all instructional staff and administrators.
- C. School system and building-level leaders provide leadership development opportunities for all educators.
- D. The school system provides an effective induction and mentoring process for all instructional staff and administrators.

Effective Instructional Practices

***TL6 - Evidence-based instructional practices are implemented to ensure the success of each student.**

- A. Students receive literacy instruction throughout all grades using a variety of evidence-based methods.
- B. Building leaders monitor and provide feedback on the use of effective evidence-based practices.

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- C. Instructional staff design and use appropriate, meaningful, and rigorous learning tasks for each student.

Multi-Tiered System of Support

TL7 - The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.

- A. The school system establishes learning and behavioral supports that are identified, coordinated, and implemented with fidelity at the classroom, building, and system level.
- B. The school system monitors the implementation of these supports through observation, program evaluation, and data analysis.
- C. The school system implements a written process for the early identification of students' needs and implements differentiated learning and behavioral supports for each student.
- D. The school system uses targeted student assessment and data collection to monitor, evaluate, and inform decision-making to identify and implement successful learning and behavioral supports.
- E. The school system collaborates with community partners to provide information and resources to students and parents/guardians to address barriers impacting student success.
- F. The school system implements methodologies to support social-emotional learning, culturally responsive teaching, and trauma-informed practices based on student need.

Professional Learning

TL8 - Professional learning activities support effective instructional practices in the school system.

- A. The school system ensures all instructional staff participate in scheduled, ongoing, job-embedded, and content-appropriate professional learning focused on evidence-based instructional practices, staff growth goals, and student performance goals outlined in the CSIP.
- B. The school system provides time and resources for the professional learning of each staff member.

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Use of Technology to Improve Instruction

TL9 - The school system ensures that technology effectively supports teaching and learning.

- A. The school system supports curricular and assessment needs by providing adequate technology infrastructure, connectivity, personnel, and digital resources.
- B. The school system provides access to current technologies, digital resources, and ongoing professional learning for all instructional staff.
- C. The school system provides access to virtual learning experiences, programs, and courses.
- D. The school system evaluates the impact of information and communication technology on teaching and learning.

Comprehensive School Counseling Program

TL10 - The school system provides school counseling services to support the career, academic, and social/emotional development of all students.

- A. The school system ensures a system-wide school counseling program, consistent with the Missouri Comprehensive School Counseling Program framework, is fully implemented in every building.
- B. Beginning no later than 7th grade, building leaders ensure each student participates in an individual planning process designed to assist in a successful transition to postsecondary experiences (e.g. college, technical school, the military or the workforce, etc.).
- C. Individual Career and Academic Plans (ICAPs) are developed and annually reviewed for each student starting no later than 8th grade and continuing through 12th grade.
- D. Each student has equitable access to responsive services and resources to assist them in addressing issues and concerns that may affect their academic, career, and social-emotional needs.
- E. The school system monitors system supports as a crucial component in the full implementation of a comprehensive school counseling program.
- F. The school system provides student support in the form of school counseling and additional supports such as school psychologists, social workers, nurses, and therapists, based on local context and student need.

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- G. The school system implements an evaluation system for school counselors that provides feedback based on school counselor standards and indicators.

<i>MINIMUM+ COUNSELING STANDARD</i>		<i>RECOMMENDED COUNSELING STANDARD</i>	
Students	FTE	Students	FTE
1-50	.20	1-40	.20
51-100	.40	41-80	.40
101-150	.60	81-120	.60
151-200	.80	121-160	.80
201-250	1.00	161-200	1.00
251-300	1.20	201-240	1.20
301-350	1.40	241-280	1.40
351-400	1.60	281-320	1.60
401-450	1.80	321-400	1.80
451-500	2.00, etc.	401-480	2.00, etc.
+American School Counselor Association			

Library Media Services

TL11 - The school system provides high-quality library media resources that effectively serve learners and educators.

- A. The school system establishes library media services that support, enhance, and enrich the curriculum.
- B. Library media staff collaborate with instructional staff to integrate library media resources into the instructional program.
- C. The school system develops and maintains a diverse collection of digital, informational, and reading resources appropriate to the curriculum, learners, and instructional practices and programs.

<i>Library Staffing Ratios:</i>			
<i>MINIMUM STANDARD</i>		<i>RECOMMENDED STANDARD</i>	
Students	FTE	Students	FTE
1-200	.20	1-150	.20
201-400	.40	151-300	.40
401-600	.60	301-450	.60
601-800	.80	451-600	.80
801-1000	1.00	601-750	1.00
1001-1200	1.20	751-900	1.20
1201-1400	1.40	901-1050	1.40
1401-1600	1.60	1051-1200	1.60
1601-1800	1.80	1201-1350	1.80
1801-2000	2.00, etc.	1351-1500	2.00, etc.

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Class Size and Assigned Enrollments

TL12 - The school system ensures class-sizes are consistent with grade-level and program standards.

The school system ensures individual class enrollment is consistent with the following guidelines:

<i>Student – Teacher Ratios:</i>		
<i>GRADES</i>	<i>MINIMUM STANDARD</i>	<i>RECOMMENDED STANDARD</i>
Prekindergarten(PK)	20	10
K-2	25	17
3-4	27	20
5-6	30	22
7-12	33	25

- A. The school system ensures that PK class sizes meet the requirements of 5 CSR 20-100.320 Prekindergarten Program Standards.
- B. The school system ensures full-time elementary special (e.g. art, music, physical education, computers, library, etc.) teachers serve no more than seven hundred fifty (750) students per week (duplicated count).
- C. The school system ensures that other alternative class size limits are met for the following exceptions: Student enrollment in a classroom may increase by as many as ten (10) students for any period that a paraprofessional assists the classroom teacher full-time, or by as many as five students when a paraprofessional assists the teacher half-time (paraprofessionals paid for with Title I and special education funds cannot be used to increase class size).
 1. Multi-grade classrooms will not exceed standards for the lowest grade enrolled. High schools can combine sections of the same subject in beginning and advanced levels (e.g., Spanish I and Spanish II or Spanish III and Spanish IV). Total combined enrollment in such classes should not exceed twenty-five (25) students.
 2. Enrollment in performing arts and physical education classes may exceed regular class-size limits if adequate supervision and facilities are provided for safe and effective instruction.
- D. Adequate self-directed planning time, at least 250 minutes per week, is provided to certificated and licensed educators who provide instruction to students on a full-time

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basis (prorated as appropriate). Plan time is based on local context and is aligned to best practice guidelines.

Collaborative Climate and Culture (CC)

Safe, Orderly, and Caring Environment

CC1 - The school system provides a safe and caring environment that supports teaching, learning, and student success.

- A. The school system implements trauma-informed methodologies, implements youth suicide awareness and prevention practices, and provides responsive services based on student need and local context.
- B. The school system provides staff, teachers, parents/guardians, and students access to the school system's written code of conduct, which specifies unacceptable student behavior and consequences for that behavior.
- C. The school system's code of conduct is equitably and consistently enforced during any school related activity whether on or off school property.
- D. The school system promotes respect for individual differences (e.g. diversity training, diversity awareness, policies, and procedures).
- E. The school system provides training on and ensures the implementation effective practices on violence-prevention instruction, including information on preventing and responding to harassment and bullying, for each student and staff member.

Culture of High Academic and Behavioral Expectations

***CC2 - The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.**

- A. Leadership develops a systematic process for establishing and maintaining a positive learning climate.
- B. Staff and students share in the responsibility for learning by being actively engaged in learning and demonstrating appropriate standards of behavior and attendance.
- C. The school system gathers and analyzes data on student violence, substance abuse, and bullying and modifies programs and strategies to ensure safe and orderly schools.

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Collaborative Partnerships

***CC3 - The school system creates and maintains collaborative opportunities and relationships with school districts, business, industry, postsecondary institutions, and other entities to create or maintain well-rounded educational opportunities for students and educators.**

- A. The school system develops reciprocal partnerships with postsecondary institutions, businesses, industry, charitable organizations, non-profit organizations, cultural organizations, and commercial entities for the benefit of students and educators.
- B. The school system maintains strong collaborative relationships with parent organizations, industry-based programs, stakeholders, and other entities within the larger community to support students and educators.

Parent/Guardian Involvement

***CC4 - The school system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.**

- A. The school system incorporates formal strategies that include parents/guardians in the educational process.
- B. The school system ensures parent/guardian education activities take place as required by the Early Childhood Development Act (ECDA).
- C. The school system actively cooperates with other agencies, parents/guardians, and community groups (e.g., parent teacher organizations) to provide information related to child development and/or parenting skills.
- D. Each school building implements processes and strategies to create a welcoming environment for all families.

Data-Based Decision Making (DB)

Data Submission

DB1 - The school system submits data required by the department in an accurate and timely manner.

- A. The school system ensures the annual tax rate calculation and forms are submitted in an accurate and timely manner.
- B. The school system meets the requirements for an independent audit and submits the audit to the department on time.

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- C. The school system ensures the Annual Secretary of the Board Report is submitted in an accurate and timely manner.
- D. The school system ensures the underlying data used to generate accountability reports are accurate, and that corrections/appeals are submitted in a timely manner.
- E. The school system ensures that any other required data are submitted in an accurate and timely manner.

Continuous and Innovative Improvement

***DB2 - School system and building leaders are intentional agents of continuous and innovative improvement to provide relevant learning experiences that promote academic success so each student can meet the changing demands of the world around them.**

- A. School system and building leaders use a variety of data (e.g., longitudinal, demographic, diagnostic, and perceptual) to support and inform system-wide decisions.
- B. School system and building leaders establish a cycle of continuous improvement that includes reflection, data collection, analysis, planning, feedback, and evaluation.
- C. School system and building leaders use an intentional feedback system to improve and refine performance.
- D. School system and building leaders facilitate analysis of individual student data to improve the instructional process and student growth.

Climate and Culture Data

***DB3 - The school system gathers school climate and culture data from all stakeholder groups, analyzes and shares the results, and implements strategies for improvement.**

- A. The school system uses evidence-based methods of collecting data (e.g., surveys, observational methods, and behavior reports) that recognize the range of factors which shape school culture and climate.
- B. The school system assures student voices are heard and respected.
- C. The school system establishes procedures for using culture and climate findings to develop and revise systemwide improvement goals and implementation strategies.
- D. The school system provides school culture and climate data and reports periodically to all stakeholders.

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Collaborative Teams

***DB4 - School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices.**

- A. Educator teams collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement.
- B. Educator teams effectively implement group processes in collaborative meetings.
- C. Educator teams collaboratively analyze student data to provide appropriate interventions for students' instructional and behavioral needs.
- D. Educator teams engage in data-informed decision-making.
- E. Educator teams act reflectively.
- F. Educator teams design lessons collaboratively.
- G. Educator teams examine student work and assessments.
- H. Educator teams develop curriculum collaboratively.
- I. Educator teams address positive classroom learning environments.

Alignment of Standards, Curriculum and Assessment (AS)

Viable Curriculum Aligned to Missouri Learning Standards

AS1 - Instructional staff implement a comprehensive, rigorous, guaranteed, and viable curriculum for all instructional courses and programs aligned to the Missouri Learning Standards where applicable.

- A. The school system's curriculum aligns externally to all Missouri Learning Standards and the English language development standards and internally between grade levels and courses.
- B. Building leaders and instructional staff ensure the written, taught, and assessed curriculum are aligned.
- C. The school system develops written procedures to ensure the written curriculum is implemented and is evaluated. Prekindergarten instructional staff are included when the program is offered by the system.
- D. The school system implements a systematic plan for developing and/or revising the curriculum for all content areas.

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- E. The school system provides opportunities for each student to excel (e.g. gifted and/or enrichment, at-risk, special education, etc.).
- F. Educators provide learning opportunities that are aligned to the district curriculum and have clearly identified and communicated learning targets.

Assessments Aligned to Missouri Learning Standards

***AS2 - The school system implements a comprehensive assessment system including state required and locally selected assessments.**

- A. Instructional staff administer assessments required by the Missouri Assessment Program to measure academic performance for each student.
- B. The school system has a local board-approved comprehensive written student assessment plan that includes all assessments administered and the purposes for which the assessments are used.
- C. The school system regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.
- D. Instructional staff use disaggregated data to adjust instruction for identified student groups and has criteria for evaluating the effectiveness of these adjustments.
- E. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.
- F. Instructional staff ensure classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.
- G. Building leaders and instructional staff provide timely, descriptive, and constructive feedback from assessments to students and parents/guardians.
- H. The school system develops and conducts reliable local assessments for standards currently not assessed on the MAP.

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Equity and Access (EA)

Academic Achievement

****EA1 - The school system administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.**

- A. The performance of all students on each required assessment meets or exceeds the state standard and/or demonstrates the required growth or improvement.
- B. The performance of each student on each assessment and students in identified student groups meets or exceeds the state standard and/or demonstrates the required growth or improvement.
- C. The percentage of students and identified groups of students tested on each required MAP assessment meets or exceeds the state standard.

Graduation Rate

****EA2 - The school system ensures all students successfully complete high school.**

- A. All students and identified student groups complete an educational program, which meets the graduation requirements as established by the local board and meets or exceeds the state standard and/or demonstrates the required improvement.

Follow-Up Rate of Graduates

****EA3 - The school system prepares all students and identified groups of students for postsecondary success.**

- A. All graduates and identified groups of graduates, who after graduation are successfully–
 - 1. enrolled in a college/university,
 - 2. enrolled in a trade/technical school (or program),
 - 3. employed, or
 - 4. in the military,and meet or exceed the state standard and/or demonstrate the required improvement.
- B. The school system analyzes five (5)-year follow-up data on their graduates and uses the results to inform–

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1. program evaluation,
2. strategic planning, and
3. other decision making.

Equity of Educational Experiences

EA4 - The school system intentionally focuses on educational outcomes and the allocation of resources to ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.

- A. The school system ensures each student, particularly low-income and minority students, has equitable access to qualified, experienced, and effective teachers, learning experiences, academic and social supports, and other resources necessary for success in all content areas.
- B. The school system implements policies to address student misconduct in a positive, fair and unbiased manner.
- C. The school system initiates and promotes collaborative relationships with community partners, agencies, and institutions that promote open dialogue and respect for multiple perspectives.
- D. The school system monitors equity gaps between student groups (e.g. gifted and/or enrichment, at-risk, special education, etc.), applies strategies to reduce barriers between student groups and implements strategies to address equity gaps between student groups.

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MSIP 6 to MSIP 6 FINAL
Crosswalk of Standards and Indicators
Standards

Proposed Rulemaking MSIP 6 Standards		Order of Rulemaking MSIP 6 Standards	
	Indicator		Indicator
	Leadership (L)		Leadership (L)
	School Board Leadership		School Board Leadership
L1	<p>The local board and superintendent/chief executive officer engage in ongoing professional learning and self-evaluation in order to strengthen governance practices.</p> <p>A. The local board ensures that the district is guided by a vision, mission, and limited number of focused goals, all of which are the basis for the district’s continuous improvement process.</p> <p>B. The local board ensures the academic preparation and individual support of each student.</p> <p>C. Local board members complete all legally required board training within the mandated timeframe.</p> <p>D. The local board president and superintendent/chief executive officer implement a formal new board member orientation process within the first twelve (12) months of a new board member’s service.</p> <p>E. The local board and the superintendent/chief executive officer engage in professional learning designed to improve governance practices.</p> <p>F. The local board and the superintendent/chief executive officer regularly participate in governance team evaluation to identify governance team strengths and opportunities for improvement.</p>	L1	<p>The local board and superintendent/chief executive officer engage in ongoing professional learning and self-evaluation in order to strengthen governance practices.</p> <p>A. The local board ensures that the district is guided by a vision, mission, and limited number of focused goals, all of which are the basis for the district’s continuous improvement process.</p> <p>B. The local board ensures the academic preparation and individual support of each student.</p> <p>B. Local board members complete all legally required board training within the mandated timeframe.</p> <p>C. The local board president and superintendent/chief executive officer implement a formal new board member orientation process within the first twelve (12) months of a new board member’s service.</p> <p>D. The local board and the superintendent/chief executive officer engage in professional learning designed to improve governance practices.</p> <p>E. The local board and the superintendent/chief executive officer regularly participate evaluate in governance team evaluation to identify governance team strengths and opportunities for improvement.</p>
	Ethics		Ethics
L2	<p>The local board and administration conduct school system business in an ethical, legal, and transparent manner.</p> <p>A. The local board adopts and administration enforces all policies related to legal and professional ethics for all employees.</p> <p>B. The local board adopts and adheres to its policy on legal and professional ethics for school board members.</p>	L2	NO CHANGES

MSIP 6 to MSIP 6 FINAL
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L2 Cont.	<p>C. The local board and administration conduct business in compliance with the Missouri Open Meetings and Records Act.</p> <p>D. The superintendent/chief executive officer ensures that individual requests from local board members are considered by the local board as a whole.</p>	L2 Cont.	
	Continuous School Improvement		Continuous School Improvement
L3	<p>The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.</p> <p>A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of and based upon a data-based needs assessment.</p> <p>B. The CSIP contains:</p> <ol style="list-style-type: none"> 1. Clear statements of mission and vision 2. Limited number of focused goals and objectives 3. Evidence-based action steps and strategies 4. Timelines for implementation and monitoring 5. Persons responsible for implementation and monitoring 6. Funding sources, and 7. Any other information needed to implement the plan. <p>C. The local board regularly monitors the implementation and outcomes of the CSIP.</p> <p>D. The CSIP guides the development and implementation of other plans (Building Improvement Plan, Professional Development Plan, Facilities Plan, etc.).</p>	L3	<p>The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.</p> <p>A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of and based upon a data-based needs assessment.</p> <p>B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student.</p> <p>C. The CSIP contains:</p> <ol style="list-style-type: none"> 1. Clear statements of mission and vision; 2. Limited number of focused goals and objectives; 3. Evidence-based action steps and strategies; 4. Timelines for implementation and monitoring ; 5. Persons responsible for implementation and monitoring; 6. Funding sources; and 7. Any other information needed to implement the plan. <p>D. The local board regularly monitors the implementation and outcomes of the CSIP.</p> <p>E. The CSIP guides the development and implementation of other plans (Building Improvement Plan, Professional Development Plan, Facilities Plan, etc.).</p>

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Crosswalk of Standards and Indicators
Standards

	Operations and Resource Management		Operations and Resource Management
L4	<p>The school system manages school operations and resources to promote each student’s academic success and well-being in accordance with priorities established in the CSIP.</p> <p>A. The school system deliberately allocates both fiscal and non-fiscal resources to align with CSIP priorities and matters of equity.</p> <p>B. The local board and administration regularly and systematically engage in long-range financial, facilities, and infrastructure planning.</p> <p>C. The budget is developed through a transparent process that complies with law and is approved by the local board.</p> <p>D. The local board establishes budget parameters, including minimum fund balances, to guide budget development.</p> <p>E. The local board and administration follow sound financial practices and follow all laws and regulations regarding audits, bids, contracts, and purchases.</p>	L4	NO CHANGE
	School Board Policy		School Board Policy
L5	<p>The local board establishes and implements policies that provide a framework within which the school system operates and ensures legal compliance.</p> <p>A. The local board and administration have a systematic process for establishing, adopting, and revising policies so that they are clear, current, and legally compliant.</p> <p>B. The local board, administration, and staff implement and enforce policy when conducting school system business.</p> <p>C. The local board approves documents and reports as required by policy and law.</p> <p>D. The school system’s policies and handbooks are posted on the system’s website or are otherwise available to the community.</p>	L5	NO CHANGE

MSIP 6 to MSIP 6 FINAL
Crosswalk of Standards and Indicators
Standards

<p>L6</p>	<p>Superintendent Roles, Responsibilities and Evaluation</p> <p>The local board employs a superintendent/chief executive officer to manage school system operations and evaluates their job performance.</p> <p>A. The local board delegates operational decisions to the superintendent/chief executive officer and administration.</p> <p>B. The local board conducts a performance-based superintendent/chief executive officer evaluation process based upon clear, written, and measurable targets that are aligned with professional educator leader standards and district performance measures.</p> <p>C. The superintendent/chief executive officer’s evaluation process is implemented in accordance with the Essential Principles of Effective Evaluation and 5 CSR 20-400.375.</p> <p>D. The local board establishes and follows a clear timeline for the superintendent/chief executive officer’s evaluation process, contract decisions, and salary determination.</p>	<p>L6</p>	<p>Superintendent Roles, Responsibilities and Evaluation</p> <p>The local board(s) employs a superintendent/chief executive officer to manage school system operations and evaluates their job performance.</p> <p>A. The local board(s) delegates operational decisions to the superintendent/chief executive officer and administration.</p> <p>B. The local board(s) conducts a performance-based superintendent/chief executive officer evaluation process based upon clear, written, and measurable targets that are aligned with professional educator leader standards and district school system performance measures.</p> <p>C. The superintendent/chief executive officer’s evaluation process is implemented in accordance with the Essential Principles of Effective Evaluation and 5 CSR 20-400.375.</p> <p>D. The local board(s) establishes and follows a clear timeline for the superintendent/chief executive officer’s evaluation process, contract decisions, and salary determination.</p>
	<p>Personnel and Program Evaluation</p> <p>L7</p> <p>The local board and administration use sufficient and accurate data to make decisions and regularly evaluate district programs, practices, procedures, and attainment of the school system vision, mission, and goals.</p> <p>A. The local board and administration consistently use data to make decisions.</p> <p>B. The local board and administration monitors the effectiveness of programs, practices, and procedures through an ongoing, systematic evaluation process that includes comprehensive analysis of relevant data.</p> <p>C. The local board ensures that personnel evaluations are comprehensive, performance-based, and aligned with state standards.</p> <p>D. The local board regularly reviews goals, objectives, and the effectiveness of all programs and services, which support the mission and vision of the district.</p> <p>E. The local board annually approves the Professional Development Plan and approves other plans as required by statute and board policy.</p>	<p>L7</p>	<p>Personnel and Program Evaluation</p> <p>The local board and administration ensure the use of an effective evaluation process for all employees and a systematic program evaluation process for the sufficient and accurate data to make decisions and regularly evaluate district school system’s programs, practices, procedures, and attainment of the vision, mission, and goals.</p> <p>A. The local board and administration consistently use data to make decisions.</p> <p>B. The local board and administration ensure the implementation of performance-based evaluations that are aligned to 5 CSR 20-400.375 for certificated staff and to appropriate job descriptions and duties for non-certificated staff. monitors the effectiveness of programs, practices, and procedures through an ongoing, systematic evaluation process that includes comprehensive analysis of relevant data.</p> <p>C. The local board ensures that personnel evaluations are comprehensive, performance-based, and aligned with state standards.</p>

MSIP 6 to MSIP 6 FINAL
 Crosswalk of Standards and Indicators
 Standards

L7 Cont.	F. The local board approves the leadership development plan to ensure continuity for staff turnover and succession.		D. The local board regularly reviews goals, objectives, and the effectiveness of all programs and services, which support the mission and vision of the district. E. The local board annually approves the Professional Development Plan and approves other plans as required by statute and board policy. F. The local board approves the leadership development plan to ensure continuity for staff turnover and succession.
	Communication		Communication
L8	<p>The school system provides for two-way, reliable, and representative communication with all stakeholders.</p> <p>A. The school system implements and annually reviews a communications plan that outlines multiple methods for two-way, reliable communication with all stakeholders.</p> <p>B. The school system regularly communicates to all stakeholders the progress in attainment of the system mission, vision, and goals.</p>	L8	<p>The school system provides for two-way, reliable, and representative communication with all stakeholders.</p> <p>A. The school system implements and annually reviews a communications plan that outlines multiple methods for two-way, reliable communication with all stakeholders.</p> <p>B. The school system regularly communicates to all stakeholders the progress in attainment of the systems mission, vision, and goals.</p>

MSIP 6 to MSIP 6 FINAL
Crosswalk of Standards and Indicators
Standards

	Personnel		Personnel																																								
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			School Safety
L10	<p>The district actively addresses school safety and security in all facilities.</p> <p>A. The district, in consultation with public safety officials and stakeholders, develops, implements, and reviews annually a comprehensive school emergency operations plan for the district and each school or site as applicable.</p> <ol style="list-style-type: none"> 1. The plan broadly addresses safety, crises, and emergency operations. 2. The plan addresses prevention, preparation, operations, and follow-up. 3. The plan includes consideration of supporting mental health needs of all involved in any crisis. <p>B. Local board policy requires the school system to employ a designated safety coordinator who demonstrates knowledge of all federal, state, and local school violence and prevention programs and resources that are available to students, teachers, and district staff.</p> <p>C. The school system annually conducts a physical security site assessment at each facility, utilizing nationally accepted methodology.</p> <p>D. The school system ensures emergency preparedness drills are performed in compliance with state statute and local ordinance.</p> <p>E. The school system implements a cyber/privacy security plan, utilizing nationally accepted standards.</p> <p>F. The school system ensures access to the state school violence reporting system.</p> <p>G. All school system staff participate in relevant school safety and violence prevention training.</p>	L10	<p>The district school system actively addresses school safety and security in all facilities.</p> <p>A. The districtschool system, in consultation with public safety officials and stakeholders, develops, implements, and reviews annually a comprehensive school emergency operations plan for the district school system and each school or site as applicable.</p> <ol style="list-style-type: none"> 1. The plan broadly addresses safety, crises, and emergency operations. 2. The plan addresses prevention, preparation, operations, and follow-up. 3. The plan includes consideration of supporting mental health needs of all involved in any crisis. <p>B. Local board policy requires the school system to employ a designated safety coordinator who demonstrates knowledge of all federal, state, and local school violence and prevention programs and resources that are available to students, teachers, and district staff.</p> <p>C. The school system annually conducts a physical security site assessment at each facility, utilizing nationally accepted methodology.</p> <p>D. The school system ensures emergency preparedness drills are performed in compliance with state statute and local ordinance.</p> <p>E. The school system implements a cyber/privacy security plan, utilizing nationally accepted standards.</p> <p>F. The school system ensures access to the state Missouri’s school violence anonymous reporting system tip line.</p> <p>G. All school system staff participate in relevant school safety and violence prevention training.</p>

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	Effective Teaching And Learning (TL)		Effective Teaching And Learning (TL)
	Success-Ready Students		Success-Ready Students
TL1	<p>Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measureable improvement.</p> <p>A. Students demonstrate readiness for school entry in alignment with the Missouri Early Learning Standards.</p> <p>B. Beginning in elementary school, students demonstrate regular school attendance.</p> <p>C. Beginning in elementary school, students demonstrate on-track performance through department designated measures of literacy and numeracy.</p> <p>D. No later than eighth grade, students have developed Individual Career Academic Plans (ICAP) that are based on career exploration experiences.</p> <p>E. Beginning in middle school, students demonstrate collaboration, leadership, and communication skills through participation in curricular, co-curricular, extra-curricular, community-based activities or service learning.</p> <p>F. Students demonstrate work ethic and character.</p> <p>G. Beginning in high school, students demonstrate academic readiness by scoring proficient on at least two required End-of-Course Assessments.</p> <p>H. Beginning in high school, students may demonstrate employability skills through participation in Career and Technical Student Organizations (CTSOs) and/or a Seal of Biliteracy.</p> <p>I. Students in high school progress through academic work on a schedule appropriate to graduate.</p> <p>J. Beginning in high school, students demonstrate postsecondary readiness through any of the following:</p>	TL1	<p>Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measureable improvement.</p> <p>A. Students demonstrate readiness for school entry in alignment with the Missouri Early Learning Standards.</p> <p>B. Beginning in elementary school, students demonstrate regular school attendance.</p> <p>C. Beginning in elementary school, students demonstrate on-track performance through department designated measures of literacy and numeracy.</p> <p>D. No later than eighth grade, students have developed Individual Career Academic Plans (ICAP) that are based on career exploration experiences.</p> <p>E. Beginning in middle school, students demonstrate collaboration, leadership, and communication skills through participation in curricular, co-curricular, extra-curricular, community-based activities or service learning.</p> <p>F. Students demonstrate work ethic and character.</p> <p>G. Beginning in high school, students demonstrate academic readiness by scoring proficient on at least two required End-of-Course Assessments.</p> <p>H. Beginning in high school, students may demonstrate employability skills through participation in Career and Technical Student Organizations (CTSOs) and/or a Seal of Biliteracy.</p> <p>I. Students in high school progress through academic work on a schedule appropriate to graduate.</p>

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TL1 Cont.	<ol style="list-style-type: none"> 1. A combination of a career readiness assessment score that meets the state standard combined with an Industry Recognized Credential (IRC) or Career and Technical Education Certificate (CTEC). 2. A combination of a college readiness assessment and an IRC or CTEC. 3. A combination of a college readiness assessment score that meets the state standard and advanced credit that meets the state standard. 4. Successful completion of an advanced professional studies program, Registered Youth Apprenticeship, department-approved internship, or other department-approved work-connected experience. 5. Participation in the Pre-Employment Transition Services Program through Vocational Rehabilitation. 6. Confirmed postsecondary employment, college application, other postsecondary training, or military commitment. 7. Completion of early college or associates degree or the Core 42. 8. Completion of stackable credentials. 9. Other department-approved work readiness measures. 	TL1 Cont.	<ol style="list-style-type: none"> J. Beginning in high school, students demonstrate postsecondary readiness through any of the following: <ol style="list-style-type: none"> 1. A combination of a career readiness assessment score that meets the state standard combined with an Industry Recognized Credential (IRC) or Career and Technical Education Certificate (CTEC). 2. A combination of a college readiness assessment and an IRC or CTEC. 3. A combination of a college readiness assessment score that meets the state standard and advanced credit that meets the state standard. 4. Successful completion of an advanced professional studies program, Registered Youth Apprenticeship, department-approved internship, or other department-approved work-connected experience. 5. Participation in the Pre-Employment Transition Services Program through Vocational Rehabilitation. 6. Confirmed postsecondary employment, college application, other postsecondary training, or military commitment. 7. Completion of early college or associates degree or the Core 42. 8. Completion of stackable credentials. 9. Other department-approved work readiness measures.
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	Academic Achievement		
TL2	<p>The school system administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.</p> <p>A. The performance of all students on each assessment meets or exceeds the state standard and/or demonstrates the required growth or improvement.</p> <p>B. The performance of each student on each required assessment and students in identified student groups meets or exceeds the state standard and/or demonstrates the required growth or improvement.</p> <p>C. The percentage of students and identified groups of students tested on each required MAP assessment meets or exceeds the state standard.</p>		MOVED TO EA1
	Graduation Rate		
TL3	<p>The school system ensures all students successfully complete high school.</p> <p>A. All students and identified student groups complete a well-rounded educational program, which meets the graduation requirements as established by the local board and meets or exceeds the state standard and/or demonstrates the required improvement.</p>		MOVED TO EA2

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	Follow-up Rate of Graduates		Follow-up Rate of Graduates
TL4	<p>The school system ensures the success of student preparation for postsecondary work and education.</p> <p>A. All graduates and identified groups of graduates, who within six (6) months of graduation are successfully–</p> <ol style="list-style-type: none"> 1. enrolled in a college/university, 2. enrolled in a trade/technical school (or program), 3. employed, or 4. in the military <p>and meet or exceed the state standard and/or demonstrate the required improvement.</p> <p>B. The school system reports and analyzes five-year follow-up data on their graduates and uses the results to inform–</p> <ol style="list-style-type: none"> 1. program evaluation, 2. strategic planning, and 3. other decision making. 		<p>MOVED TO EA3</p>

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	High-Quality Early Learning		High-Quality Early Learning
TL5	<p>The school system ensures the birth through prekindergarten population has access to high-quality early learning experiences.</p> <p>A. The school system informs family and community members about the importance of early learning experiences.</p> <p>B. The school system provides the Parents as Teachers program for early learning experiences.</p> <p>C. The school system identifies well-rounded preschool opportunities available to children.</p> <p>D. The school system measures the effectiveness of early learning experiences (e.g., self-assessments using Environmental Rating Scale, Classroom Assessment Scoring System, other department-approved classroom environmental assessment, or Parents as Teachers National Center Quality Endorsement and Improvement Process).</p>	<p>TL5 TL2</p>	<p>The school system ensures the birth through prekindergarten population has access to high-quality early learning experiences.</p> <p>A. The school system informs family and community members about the importance of early learning experiences.</p> <p>B. The school system provides the Parents as Teachers program for early learning experiences.</p> <p>C. The school system identifies well-rounded, developmentally appropriate preschool opportunities available to children.</p> <p>D. The school system measures the effectiveness of early learning experiences (e.g., self-assessments using Environmental Rating Scale, Classroom Assessment Scoring System, other department-approved classroom environmental assessment, or Parents as Teachers National Center Quality Endorsement and Improvement Process).</p>

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	High-Quality Career Education		High-Quality Career Education
TL6	<p>The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional studies based on students' ICAPs.</p> <p>A. The school system implements department-approved career technical education program(s) leading students to attain an industry-recognized credential or CTEC, a postsecondary degree, or entry into the workplace with a skill set conducive toward career advancement.</p> <p>B. The school system provides access to career-connected experiences that include solving authentic problems, working in professional environments, and engaging in curriculum developed with industry professionals.</p> <p>C. The school system implements broadly-based elementary and middle school career awareness and exploration programs which align with high school and career center curriculum.</p> <p>D. The school system ensures the career technical education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, professional competency development, personal learning, and assessment of technical skill attainment.</p> <p>E. The school system ensures the appropriate CTSO is affiliated with the state and national organizations and is an intra-curricular element of the associated program.</p> <p>F. The school system uses a system of data collection and evaluation to provide the necessary information for program review and development.</p>	<p>TL6 TL3</p>	<p>The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional studies based on students' ICAPs.</p> <p>A. The school system implements department-approved career technical education program(s) leading students to attain an industry-recognized credential or CTEC, a postsecondary degree, or entry into the workplace with a skill set conducive toward career advancement.</p> <p>B. The school system provides access to career-connected experiences that include solving authentic problems, working in professional environments, and engaging in curriculum developed with industry professionals.</p> <p>C. The school system implements broadly-based elementary and middle school career awareness and exploration programs which align with high school and career center curriculum.</p> <p>D. The school system ensures the career technical education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, professional competency development, personal learning, and assessment of technical skill attainment.</p> <p>E. The school system ensures the appropriate CTSO is affiliated with the state and national organizations and is an intra-curricular element of the associated program.</p> <p>F. The school system uses a system of data collection and evaluation to provide the necessary information for program review and development.</p>

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	Intra- and Interpersonal Skills		Intra- and Interpersonal Skills
TL7	<p>The school system prepares students through the development of essential intrapersonal and interpersonal skills.</p> <p>A. The school system ensures opportunities for students to develop initiative and engage in collaborative problem solving.</p> <p>B. The school system ensures opportunities for students to be part of one or more co-curricular, extracurricular, or leadership opportunities and CTSOs.</p> <p>C. The school system ensures that social emotional skills aligned with the Missouri Learning Standards and the Missouri Comprehensive School Counseling Program are integrated into the teaching process.</p>	<p>TL7 TL4</p>	<p>The school system prepares students through the development of essential intrapersonal and interpersonal skills.</p> <p>A. The school system ensures opportunities for students to develop initiative and engage in collaborative problem solving.</p> <p>B. The school system ensures opportunities for students to be part of one or more co-curricular, extracurricular, or leadership opportunities and CTSOs.</p> <p>C. The school system ensures that social emotional skills aligned with the Missouri Early Learning Standards, the Missouri Learning Standards and the Missouri Comprehensive School Counseling Program are integrated into the teaching process.</p>

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	Teacher/Leader Standards		Teacher/Leader Standards
TL8	<p>The school system implements board-adopted teacher/leader standards to ensure effective instructional staff for each student.</p> <p>A. The school system implements professional teacher/leader standards.</p> <p>B. Leaders implement the board-adopted educator evaluation system aligned to the Essential Principles of Effective Evaluation.</p> <p>C. School building leaders provide opportunities for teacher leadership to qualified staff in all curricular areas.</p> <p>D. The school system provides an effective induction and mentoring process for instructional staff and administrators.</p>	<p>TL8 TL5</p>	<p>The school system implements board-adopted teacher/leader standards to ensure effective instructional staff for each student.</p> <p>A. The school system implements uses professional teacher/leader educator standards when making decisions on employing, evaluating, and retaining instructional staff and administrators.</p> <p>B. LeadersThe school system implements the board-adopted an educator evaluation system process aligned to the Essential Principles of Effective Evaluation for all instructional staff and administrators.</p> <p>C. School system and building-level leaders provide opportunities for teacher leadership to qualified staff in leadership development opportunities for all curricular areaseducators.</p> <p>D. The school system provides an effective induction and mentoring process for instructional staff and administrators.</p>

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	Effective Instructional Practices		Effective Instructional Practices
TL9	<p>Instructional staff provide effective instruction designed to meet the needs of each learner.</p> <p>A. Students receive literacy instruction throughout all grades.</p> <p>B. Building leaders monitor and provide feedback on the use of effective evidence-based practices.</p> <p>C. Instructional staff design and use appropriate, meaningful, and rigorous learning tasks for each student.</p>	<p>TL9 TL6</p>	<p>Evidence-based instructional practices are implemented to ensure the success of each student.</p> <p>A. Students receive literacy instruction throughout all grades using a variety of evidence-based methods.</p> <p>B. Building leaders monitor and provide feedback on the use of effective evidence-based practices.</p> <p>C. Instructional staff design and use appropriate, meaningful, and rigorous learning tasks for each student.</p>

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	Multi-Tiered System of Support		Multi-Tiered System of Support
TL10	<p>The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.</p> <p>A. The school system establishes learning and behavioral supports which are identified, coordinated, and implemented with fidelity at the classroom, building, and system level.</p> <p>B. The school system monitors the implementation of these supports through observation, program evaluation, and data analysis.</p> <p>C. The school system implements a written process for the early identification of students' needs and implements differentiated learning and behavioral supports for each student.</p> <p>D. The school system uses targeted student assessment and data collection to monitor, evaluate, and inform decision-making to identify and implement successful learning and behavioral supports.</p> <p>E. The school system collaborates with community partners to provide information and resources to students and parents/guardians to address barriers impacting student success.</p> <p>F. The school system implements methodologies to support social-emotional learning, culturally responsive teaching, and trauma-informed practices based on student need.</p>	<p>TL10 TL7</p>	<p>The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.</p> <p>A. The school system establishes learning and behavioral supports which are identified, coordinated, and implemented with fidelity at the classroom, building, and system level.</p> <p>B. The school system monitors the implementation of these supports through observation, program evaluation, and data analysis.</p> <p>C. The school system implements a written process for the early identification of students' needs and implements differentiated learning and behavioral supports for each student.</p> <p>D. The school system uses targeted student assessment and data collection to monitor, evaluate, and inform decision-making to identify and implement successful learning and behavioral supports.</p> <p>E. The school system collaborates with community partners to provide information and resources to students and parents/guardians to address barriers impacting student success.</p> <p>F. The school system implements methodologies to support social-emotional learning, culturally responsive teaching, and trauma-informed practices based on student need.</p>

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	Professional Learning		Professional Learning
TL11	<p>Professional learning activities support effective instructional practices in the school system.</p> <p>A. The school system ensures all instructional staff participate in scheduled, ongoing, job-embedded, and content-appropriate professional learning focused on evidence-based instructional practices, staff growth goals, and student performance goals outlined in the CSIP.</p> <p>B. The school system provides time and resources for the professional learning of each staff member.</p>	<p>TL11 TL8</p>	<p>Professional learning activities support effective instructional practices in the school system.</p> <p>A. The school system ensures all instructional staff participate in scheduled, ongoing, job-embedded, and content-appropriate professional learning focused on evidence-based instructional practices, staff growth goals, and student performance goals outlined in the CSIP.</p> <p>B. The school system provides time and resources for the professional learning of each staff member.</p>
	Use of Technology to Improve Instruction		Use of Technology to Improve Instruction
TL12	<p>The school system ensures that technology effectively supports teaching and learning.</p> <p>A. The school system supports curricular and assessment needs by providing adequate technology infrastructure, connectivity, personnel, and digital resources.</p> <p>B. The school system provides access to current and emerging technologies, digital resources, and ongoing professional learning for all instructional staff.</p> <p>C. Students have access to virtual learning experiences.</p> <p>D. The school system evaluates the impact of information and communication technology on teaching and learning.</p>	<p>TL12 TL9</p>	<p>The school system ensures that technology effectively supports teaching and learning.</p> <p>A. The school system supports curricular and assessment needs by providing adequate technology infrastructure, connectivity, personnel, and digital resources.</p> <p>B. The school system provides access to current and emerging technologies, digital resources, and ongoing professional learning for all instructional staff.</p> <p>C. Students have access to The school system provides access to virtual learning experiences, programs, and courses.</p> <p>D. The school system evaluates the impact of information and communication technology on teaching and learning.</p>

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	Comprehensive School Counseling Program		Comprehensive School Counseling Program
TL13	<p>The school system provides school counseling services to support the career, academic, and social/emotional development of all students.</p> <p>A. The school system ensures a system-wide school counseling program, consistent with the Missouri Comprehensive School Counseling Program framework, is fully implemented in every building.</p> <p>B. Beginning no later than 7th grade, building leaders ensure each student participates in an individual planning process designed to assist in a successful transition to postsecondary experiences (e.g. college, technical school, the military or the workforce, etc.).</p> <p>C. Individual Career and Academic Plans (ICAPs) are developed and annually reviewed for each student starting no later than 8th grade and continuing through 12th grade.</p> <p>D. Each student has access to responsive services to assist them in addressing issues and concerns that may affect their academic, career, and social/emotional needs.</p> <p>E. The school system monitors system supports as a crucial component in the full implementation of a comprehensive school counseling program.</p> <p>F. The school system provides student support in the form of school counseling and additional supports such as social workers, nurses, and therapists, based on local context and student need.</p> <p>G. The school system implements an evaluation system for school counselors that provides feedback on school counselor standards and indicators.</p>	<p>TL13 TL10</p>	<p>The school system provides school counseling services to support the career, academic, and social/emotional development of all students.</p> <p>A. The school system ensures a system-wide school counseling program, consistent with the Missouri Comprehensive School Counseling Program framework, is fully implemented in every building.</p> <p>B. Beginning no later than 7th grade, building leaders ensure each student participates in an individual planning process designed to assist in a successful transition to postsecondary experiences (e.g. college, technical school, the military or the workforce, etc.).</p> <p>C. Individual Career and Academic Plans (ICAPs) are developed and annually reviewed for each student starting no later than 8th grade and continuing through 12th grade.</p> <p>D. Each student has equitable access to responsive services to assist them in addressing issues and concerns that may affect their academic, career, and social/emotional needs.</p> <p>E. The school system monitors system supports as a crucial component in the full implementation of a comprehensive school counseling program.</p> <p>F. The school system provides student support in the form of school counseling and additional supports such as school psychologists, social workers, nurses, and therapists, based on local context and student need.</p> <p>G. The school system implements an evaluation system for school counselors that provides feedback based on school counselor standards and indicators.</p>

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TL13 Cont.	<p><i>Counseling Ratios:</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><i>MINIMUM* SCHOOL COUNSELING STANDARD</i></th> <th colspan="2" style="text-align: center;"><i>RECOMMENDED* COUNSELING STANDARD</i></th> </tr> <tr> <th style="text-align: center;">Students</th> <th style="text-align: center;">FTE</th> <th style="text-align: center;">Students</th> <th style="text-align: center;">FTE</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">1-50</td><td style="text-align: center;">.20</td><td style="text-align: center;">1-40</td><td style="text-align: center;">.20</td></tr> <tr><td style="text-align: center;">51-100</td><td style="text-align: center;">.40</td><td style="text-align: center;">41-80</td><td style="text-align: center;">.40</td></tr> <tr><td style="text-align: center;">101-150</td><td style="text-align: center;">.60</td><td style="text-align: center;">81-120</td><td style="text-align: center;">.60</td></tr> <tr><td style="text-align: center;">151-200</td><td style="text-align: center;">.80</td><td style="text-align: center;">121-160</td><td style="text-align: center;">.80</td></tr> <tr><td style="text-align: center;">201-250</td><td style="text-align: center;">1.00</td><td style="text-align: center;">161-200</td><td style="text-align: center;">1.00</td></tr> <tr><td style="text-align: center;">251-300</td><td style="text-align: center;">1.20</td><td style="text-align: center;">201-240</td><td style="text-align: center;">1.20</td></tr> <tr><td style="text-align: center;">301-350</td><td style="text-align: center;">1.40</td><td style="text-align: center;">241-280</td><td style="text-align: center;">1.40</td></tr> <tr><td style="text-align: center;">351-400</td><td style="text-align: center;">1.60</td><td style="text-align: center;">281-320</td><td style="text-align: center;">1.60</td></tr> <tr><td style="text-align: center;">401-450</td><td style="text-align: center;">1.80</td><td style="text-align: center;">321-400</td><td style="text-align: center;">1.80</td></tr> <tr><td style="text-align: center;">451-500</td><td style="text-align: center;">2.00, etc.</td><td style="text-align: center;">401-480</td><td style="text-align: center;">2.00, etc.</td></tr> <tr><td colspan="4" style="text-align: center;">*American School Counselor Association</td></tr> </tbody> </table>	<i>MINIMUM* SCHOOL COUNSELING STANDARD</i>		<i>RECOMMENDED* COUNSELING STANDARD</i>		Students	FTE	Students	FTE	1-50	.20	1-40	.20	51-100	.40	41-80	.40	101-150	.60	81-120	.60	151-200	.80	121-160	.80	201-250	1.00	161-200	1.00	251-300	1.20	201-240	1.20	301-350	1.40	241-280	1.40	351-400	1.60	281-320	1.60	401-450	1.80	321-400	1.80	451-500	2.00, etc.	401-480	2.00, etc.	*American School Counselor Association				TL13 TL10 Cont.	<p><i>Counseling Ratios:</i></p> <table border="1" style="width: 100%; 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TL14	<p>Library Media Services (LMS) support instruction.</p> <p>A. The school system establishes library media services that support, enhance, and enrich the curriculum.</p> <p>B. Building leaders ensure the library media staff collaborate with instructional staff to integrate LMS into the instructional program.</p> <p>C. Building leaders provide additional supports for learning based on local context and student need, including a full range of information, digital access, and reading resources.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4"><i>Library Staffing Ratios:</i></th> </tr> <tr> <th colspan="2"><i>MINIMUM STANDARD</i></th> <th colspan="2"><i>RECOMMENDED STANDARD</i></th> </tr> <tr> <th>Students</th> <th>FTE</th> <th>Students</th> <th>FTE</th> </tr> </thead> <tbody> <tr><td>1-200</td><td>.20</td><td>1-150</td><td>.20</td></tr> <tr><td>201-400</td><td>.40</td><td>151-300</td><td>.40</td></tr> <tr><td>401-600</td><td>.60</td><td>301-450</td><td>.60</td></tr> <tr><td>601-800</td><td>.80</td><td>451-600</td><td>.80</td></tr> <tr><td>801-1000</td><td>1.00</td><td>601-750</td><td>1.00</td></tr> <tr><td>1001-1200</td><td>1.20</td><td>751-900</td><td>1.20</td></tr> <tr><td>1201-1400</td><td>1.40</td><td>901-1050</td><td>1.40</td></tr> <tr><td>1401-1600</td><td>1.60</td><td>1051-1200</td><td>1.60</td></tr> <tr><td>1601-1800</td><td>1.80</td><td>1201-1350</td><td>1.80</td></tr> <tr><td>1801-2000</td><td>2.00, etc.</td><td>1351-1500</td><td>2.00, etc.</td></tr> </tbody> </table>	<i>Library Staffing Ratios:</i>				<i>MINIMUM STANDARD</i>		<i>RECOMMENDED STANDARD</i>		Students	FTE	Students	FTE	1-200	.20	1-150	.20	201-400	.40	151-300	.40	401-600	.60	301-450	.60	601-800	.80	451-600	.80	801-1000	1.00	601-750	1.00	1001-1200	1.20	751-900	1.20	1201-1400	1.40	901-1050	1.40	1401-1600	1.60	1051-1200	1.60	1601-1800	1.80	1201-1350	1.80	1801-2000	2.00, etc.	1351-1500	2.00, etc.	<p>TL14 TL11</p> <p>Library Media Services (LMS) support instruction The school system provides high-quality library media resources that effectively serve learners and educators.</p> <p>A. The school system establishes library media services that support, enhance, and enrich the curriculum.</p> <p>B. Building leaders ensure the library media staff collaborate with instructional staff to integrate LMS library media resources into the instructional program.</p> <p>C. Building leaders provide additional supports for learning based on local context and student need; The school system develops and maintains a diverse collection of including a full range of information, digital, informational, access, and reading resources appropriate to the curriculum, learners and instructional practices and programs.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4"><i>Library Staffing Ratios:</i></th> </tr> <tr> <th colspan="2"><i>MINIMUM STANDARD</i></th> <th colspan="2"><i>RECOMMENDED STANDARD</i></th> </tr> <tr> <th>Students</th> <th>FTE</th> <th>Students</th> <th>FTE</th> </tr> </thead> <tbody> <tr><td>1-200</td><td>.20</td><td>1-150</td><td>.20</td></tr> <tr><td>201-400</td><td>.40</td><td>151-300</td><td>.40</td></tr> <tr><td>401-600</td><td>.60</td><td>301-450</td><td>.60</td></tr> <tr><td>601-800</td><td>.80</td><td>451-600</td><td>.80</td></tr> <tr><td>801-1000</td><td>1.00</td><td>601-750</td><td>1.00</td></tr> <tr><td>1001-1200</td><td>1.20</td><td>751-900</td><td>1.20</td></tr> <tr><td>1201-1400</td><td>1.40</td><td>901-1050</td><td>1.40</td></tr> <tr><td>1401-1600</td><td>1.60</td><td>1051-1200</td><td>1.60</td></tr> <tr><td>1601-1800</td><td>1.80</td><td>1201-1350</td><td>1.80</td></tr> <tr><td>1801-2000</td><td>2.00, etc.</td><td>1351-1500</td><td>2.00, etc.</td></tr> </tbody> </table>	<i>Library Staffing Ratios:</i>				<i>MINIMUM STANDARD</i>		<i>RECOMMENDED STANDARD</i>		Students	FTE	Students	FTE	1-200	.20	1-150	.20	201-400	.40	151-300	.40	401-600	.60	301-450	.60	601-800	.80	451-600	.80	801-1000	1.00	601-750	1.00	1001-1200	1.20	751-900	1.20	1201-1400	1.40	901-1050	1.40	1401-1600	1.60	1051-1200	1.60	1601-1800	1.80	1201-1350	1.80	1801-2000	2.00, etc.	1351-1500	2.00, etc.
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	Class Size and Assigned Enrollments		Class Size and Assigned Enrollments																																										
TL15	<p>The school system ensures class-sizes are consistent with grade-level and program standards. 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The school system ensures that PK class sizes do not exceed the lesser of program funding guidelines or twenty (20). When more than ten (10) children are present a teacher assistant or paraprofessional is assigned to the classroom. A teacher or paraprofessional holds an associate's degree in early childhood or child development or sixty (60) college hours with a minimum of nine (9) college credit hours in early childhood, child development, or child/family related courses and experience working in a program with young children and their families.</p> <p>B. The school system ensures full-time elementary special (e.g. art, music, physical education, computers, library, etc.) teachers serve no more than seven hundred fifty (750) students per week (duplicated count).</p> <p>C. The school system ensures that other alternative class size limits are met for the following exceptions: Student enrollment in a classroom may increase by as many as ten (10) students for any period that a paraprofessional assists the classroom teacher full-time, or by as many as five students when a paraprofessional assists the teacher half-time (paraprofessionals paid for with Title I and special education funds cannot be used to increase class size).</p>	<i>Student – Teacher Ratios:</i>			<i>GRADES</i>	<i>MINIMUM STANDARD</i>	<i>RECOMMENDED STANDARD</i>	Prekindergarten(PK)	20	10	K-2	25	17	3-4	27	20	5-6	30	22	7-12	33	25	<p>TL15 TL12</p>	<p>The school system ensures class-sizes are consistent with grade-level and program standards. 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The school system ensures that PK class sizes do not exceed the lesser of program funding guidelines or twenty (20). When more than ten (10) children are present a teacher assistant or paraprofessional is assigned to the classroom. A teacher or paraprofessional holds an associate's degree in early childhood or child development or sixty (60) college hours with a minimum of nine (9) college credit hours in early childhood, child development, or child/family related courses and experience working in a program with young children and their familiesthat PK class sizes meet the requirements outlined in 5 CSR 20-100.320 Prekindergarten Program Standards.</p> <p>B. The school system ensures full-time elementary special (e.g. art, music, physical education, computers, library, etc.) teachers serve no more than seven hundred fifty (750) students per week (duplicated count).</p> <p>C. The school system ensures that other alternative class size limits are met for the following exceptions: Student enrollment in a classroom may increase by as many as ten (10) students for any period that a paraprofessional assists the classroom teacher full-time, or by as many as five students when a paraprofessional assists the teacher half-time (paraprofessionals paid for with Title I and special education funds cannot be used to increase class size).</p>	<i>Student – Teacher Ratios:</i>			<i>GRADES</i>	<i>MINIMUM STANDARD</i>	<i>RECOMMENDED STANDARD</i>	Prekindergarten(PK)	20	10	K-2	25	17	3-4	27	20	5-6	30	22	7-12	33	25
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<p>TL15 Cont.</p>	<ol style="list-style-type: none"> 1. Multi-grade classrooms will not exceed standards for the lowest grade enrolled. High schools can combine sections of the same subject in beginning and advanced levels (e.g., Spanish I and Spanish II or Spanish III and Spanish IV). Total combined enrollment in such classes should not exceed twenty-five (25) students. 2. Enrollment in performing arts and physical education classes may exceed regular class-size limits if adequate supervision and facilities are provided for safe and effective instruction. <p>D. Adequate collaboration and planning time is provided to teachers based on local context and needs of the school system.</p>	<p>TL12 Cont.</p>	<ol style="list-style-type: none"> 1. Multi-grade classrooms will not exceed standards for the lowest grade enrolled. High schools can combine sections of the same subject in beginning and advanced levels (e.g., Spanish I and Spanish II or Spanish III and Spanish IV). Total combined enrollment in such classes should not exceed twenty-five (25) students. 2. Enrollment in performing arts and physical education classes may exceed regular class-size limits if adequate supervision and facilities are provided for safe and effective instruction. <p>D. Adequate collaboration and self-directed planning time, at least 250 minutes per week, is provided to teachers certificated and licensed educators who provide instruction to students on a full-time basis (prorated as appropriate). Plan time is based on local context and needs of the school system and is aligned to best practice guidelines. <i>Modified 2/6/2020.</i></p>
<p>Collaborative Climate and Culture (CC)</p>		<p>Collaborative Climate and Culture (CC)</p>	
<p>Safe, Orderly, and Caring Environment</p>		<p>Safe, Orderly, and Caring Environment</p>	
<p>CC1</p>	<p>The school system provides an environment in which all are treated with respect and have a sense of safety and ownership of their work and learning.</p> <ol style="list-style-type: none"> A. The school system implements trauma-informed methodologies, implements youth suicide awareness and prevention practices, and provides responsive services based on student need and local context. B. The school system provides staff, teachers, parents/guardians, and students access to the school system’s written code of conduct, which specifies unacceptable student behavior and consequences for that behavior. C. The school system’s code of conduct is equitably and consistently enforced during any school related activity whether on or off school property. 	<p>CC1</p>	<p>The school system provides an a safe and caring environment in which all are treated with respect and have a sense of safety and ownership of their work that supports teaching, and learning, and student success.</p> <ol style="list-style-type: none"> A. The school system implements trauma-informed methodologies, implements youth suicide awareness and prevention practices, and provides responsive services based on student need and local context. B. The school system provides staff, teachers, parents/guardians, and students access to the school system’s written code of conduct, which specifies unacceptable student behavior and consequences for that behavior. C. The school system’s code of conduct is equitably and consistently enforced during any school related activity whether on or off school property.

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	<p>D. The school system promotes respect for individual differences (e.g. diversity training, diversity awareness, policies, and procedures).</p> <p>E. The school system ensures violence-prevention instruction, including information on preventing and responding to harassment and bullying, has been provided for each student and staff member.</p>		<p>D. The school system promotes respect for individual differences (e.g. diversity training, diversity awareness, policies, and procedures).</p> <p>E. The school system provides training on ensures and ensures implementation of effective practices on violence-prevention instruction, including information on preventing and responding to harassment and bullying, has been provided for each student and staff member.</p>
	Culture of High Academic and Behavioral Expectations		Culture of High Academic and Behavioral Expectations
CC2	<p>The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.</p> <p>A. Leadership develops a systematic process for establishing and maintaining a positive learning climate.</p> <p>B. Staff and students share in the responsibility for learning by being actively engaged in learning and demonstrating appropriate standards of behavior and attendance.</p> <p>C. The school system gathers and analyzes data on student violence, substance abuse, and bullying and modifies programs and strategies to ensure safe and orderly schools.</p>	CC2	NO CHANGE
	Collaborative Partnerships		Collaborative Partnerships
CC3	<p>The school system creates and maintains collaborative opportunities and relationships with business, industry, postsecondary institutions, and other entities to create or maintain well-rounded educational opportunities for students and educators.</p> <p>A. The school system develops reciprocal partnerships with community businesses, industry, non-profit charitable organizations, cultural organizations, and commercial entities for the benefit of students and educators.</p> <p>B. The school system maintains strong collaborative relationships with parent organizations, industry-based programs, stakeholders, and other entities within the larger community to support students and educators.</p>	CC3	<p>The school system creates and maintains collaborative opportunities and relationships with school districts, business, industry, postsecondary institutions, and other entities to create or maintain well-rounded educational opportunities for students and educators.</p> <p>A. The school system develops reciprocal partnerships with postsecondary institutions, community-businesses, industry, non-profit organizations, charitable organizations, cultural organizations, and commercial entities for the benefit of students and educators.</p> <p>B. The school system maintains strong collaborative relationships with parent organizations, industry-based programs, stakeholders, and other entities within the larger community to support students and educators.</p>

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	Parent/Guardian Involvement		Parent/Guardian Involvement
CC4	<p>The school system provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children, at all ages, and to participate constructively in their children’s education.</p> <p>A. The school system incorporates formal strategies that include parents/guardians in the educational process.</p> <p>B. The school system ensures parent/guardian education activities take place as required by the Early Childhood Development Act (ECDA).</p> <p>C. The school system actively cooperates with other agencies, parents/guardians, and community groups (e.g., parent teacher organizations) to provide information related to child development and/or parenting skills.</p>	CC4	<p>The school system provides opportunities for intentionally engages parents/guardians to learn about the intellectual and developmental needs of their children, at all ages, and to participate constructively in their children’s education create effective partnerships that support the development and achievement of their students.</p> <p>A. The school system incorporates formal strategies that include parents/guardians in the educational process.</p> <p>B. The school system ensures parent/guardian education activities take place as required by the Early Childhood Development Act (ECDA).</p> <p>C. The school system actively cooperates with other agencies, parents/guardians, and community groups (e.g., parent teacher organizations) to provide information related to child development and/or parenting skills.</p> <p>D. Each school building implements processes and strategies to create a welcoming environment for all families.</p>
	Equity of Educational Experiences		Equity of Educational Experiences
CC5	<p>The school system ensures the equity of educational experiences for all students.</p> <p>A. The school system ensures each student, particularly low-income and minority students, has equitable access to qualified, experienced, and effective teachers, learning experiences, academic, and social supports and other resources necessary for success.</p> <p>B. The school system takes deliberate action to address matters of inequity.</p>	CC5	MOVED TO EA4

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	Data-Based Decision Making (DB)		Data-Based Decision Making (DB)
	Data Submission		Data Submission
DB1	<p>The school system submits data required by the department in an accurate and timely manner.</p> <p>A. The school system ensures the annual tax rate calculation and forms are submitted in an accurate and timely manner.</p> <p>B. The school system meets the requirements for an independent audit and submits the audit to the department on time.</p> <p>C. The school system ensures the Annual Secretary of the Board Report is submitted in an accurate and timely manner.</p> <p>D. The school system ensures the underlying data used to generate accountability reports are accurate, and that corrections/appeals are submitted in a timely manner.</p> <p>E. The school system ensures that any other required data are submitted in an accurate and timely manner.</p>	DB1	NO CHANGE
	Continuous and Innovative Improvement		Continuous and Innovative Improvement
DB2	<p>School system and building leaders are intentional agents of continuous and innovative improvement to provide relevant learning experiences that promote academic success so each student can meet the changing demands of the world around them.</p> <p>A. School system and building leaders use a variety of data (e.g., longitudinal, demographic, diagnostic, and perceptual) to support and inform system-wide decisions.</p> <p>B. School system and building leaders establish a cycle of continuous improvement that includes reflection, data collection, analysis, planning, feedback, and evaluation.</p> <p>C. School system and building leaders use an intentional feedback system to improve and refine performance.</p> <p>D. School system and building leaders facilitate analysis of individual student data to improve the instructional process and student growth.</p>	DB2	NO CHANGE

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	Climate and Culture Data		Climate and Culture Data
DB3	<p>The school system gathers school climate and culture data from all stakeholder groups, analyzes and shares the results and implements strategies for improvement.</p> <p>A. The school system uses evidence-based methods of collecting data (e.g., surveys, observational methods, and behavior reports) that recognize the range of factors which shape school culture and climate.</p> <p>B. The school system assures student voices are heard and respected.</p> <p>C. The school system establishes procedures for using culture and climate findings to develop and revise systemwide improvement goals and implementation strategies.</p> <p>D. The school system provides school culture and climate data and reports periodically to all stakeholders.</p>	DB3	<p>The school system gathers school climate and culture data from all stakeholder groups, analyzes and shares the results, and implements strategies for improvement.</p> <p>A. The school system uses evidence-based methods of collecting data (e.g., surveys, observational methods, and behavior reports) that recognize the range of factors which shape school culture and climate.</p> <p>B. The school system assures student voices are heard and respected.</p> <p>C. The school system establishes procedures for using culture and climate findings to develop and revise systemwide improvement goals and implementation strategies.</p> <p>D. The school system provides school culture and climate data and reports periodically to all stakeholders.</p>

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	Collaborative Teams		Collaborative Teams
DB4	<p>School-based collaborative educator teams are operational and focus on effective practices.</p> <p>A. Educator teams collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement.</p> <p>B. Educator teams effectively implement group processes in collaborative meetings.</p> <p>C. Educator teams collaboratively analyze student data to provide appropriate interventions for students’ instructional and behavioral needs.</p> <p>D. Educator teams engage in data-informed decision-making.</p> <p>E. Educator teams act reflectively.</p> <p>F. Educator teams design lessons collaboratively.</p> <p>G. Educator teams examine student work and assessments.</p> <p>H. Educator teams develop curriculum collaboratively.</p> <p>I. Educator teams address positive classroom learning environments.</p>	DB4	<p>School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices.</p> <p>A. Educator teams collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement.</p> <p>B. Educator teams effectively implement group processes in collaborative meetings.</p> <p>C. Educator teams collaboratively analyze student data to provide appropriate interventions for students’ instructional and behavioral needs.</p> <p>D. Educator teams engage in data-informed decision-making.</p> <p>E. Educator teams act reflectively.</p> <p>F. Educator teams design lessons collaboratively.</p> <p>G. Educator teams examine student work and assessments.</p> <p>H. Educator teams develop curriculum collaboratively.</p> <p>I. Educator teams address positive classroom learning environments.</p>

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Alignment of Standards, Curriculum and Assessment (AS)		Alignment of Standards, Curriculum and Assessment (AS)	
Viable Curriculum Aligned to the Missouri Learning Standards		Viable Curriculum Aligned to the Missouri Learning Standards	
AS1	<p>Instructional staff implement a comprehensive, rigorous, guaranteed, and viable curriculum for all instructional courses and programs aligned to the Missouri Learning Standards where applicable.</p> <p>A. The school system’s curriculum aligns externally to all Missouri Learning Standards and the English language development standards and internally between grade levels and courses.</p> <p>B. Building leaders and instructional staff ensure the written, taught, and assessed curriculum are aligned.</p> <p>C. The school system develops written procedures to ensure the written curriculum is implemented and is evaluated. Prekindergarten instructional staff are included when the program is offered by the system.</p> <p>D. The school system implements a systematic plan for developing and/or revising the curriculum for all content areas.</p> <p>E. The school system provides opportunities for each student to excel (e.g. gifted and/or enrichment, at-risk, special education, etc.).</p> <p>F. Educators provide learning opportunities that are aligned to the district curriculum and have clearly identified and communicated learning targets.</p>	AS1	NO CHANGE

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	Assessments Aligned to Missouri Learning Standards		Assessments Aligned to Missouri Learning Standards
AS2	<p>The school system implements a comprehensive assessment system including state required and locally selected assessments.</p> <p>A. Instructional staff administer assessments required by the Missouri Assessment Program to measure academic performance for each student.</p> <p>B. The school system has a local board-approved comprehensive written student assessment plan that includes all assessments administered and the purposes for which the assessments are used.</p> <p>C. The school system regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.</p> <p>D. Instructional staff use disaggregated data to adjust instruction for identified student groups and has criteria for evaluating the effectiveness of these adjustments.</p> <p>E. Instructional staff use interim, formative, and summative assessment data, and other student work to adjust curriculum, instruction, and intervention strategies.</p> <p>F. Instructional staff ensure classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.</p> <p>G. Building leaders and instructional staff provide timely, descriptive, and constructive feedback from assessments to students and parents/guardians.</p> <p>H. The school system develops and conducts reliable local assessments for standards currently not assessed on the MAP.</p>	AS2	<p>The school system implements a comprehensive assessment system including state required and locally selected assessments.</p> <p>A. Instructional staff administer assessments required by the Missouri Assessment Program to measure academic performance for each student.</p> <p>B. The school system has a local board-approved comprehensive written student assessment plan that includes all assessments administered and the purposes for which the assessments are used.</p> <p>C. The school system regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.</p> <p>D. Instructional staff use disaggregated data to adjust instruction for identified student groups and has criteria for evaluating the effectiveness of these adjustments.</p> <p>E. Instructional staff use interim, formative, and summative assessment data, and other student work to adjust curriculum, instruction, and intervention strategies Adjustments to curriculum, instruction, and intervention strategies are made based on iterim, formative, and summative assessment data and other student work.</p> <p>F. Instructional staff ensure classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.</p> <p>G. Building leaders and instructional staff provide timely, descriptive, and constructive feedback from assessments to students and parents/guardians.</p> <p>H. The school system develops and conducts reliable local assessments for standards currently not assessed on the MAP.</p>

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	Equity and Access (EA)		
	Academic Achievement		
		EA1	<p>The school system administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.</p> <p>A. The performance of all students on each required assessment meets or exceeds the state standard and/or demonstrates the required growth or improvement.</p> <p>B. The performance of each student on each assessment and students in identified student groups meets or exceeds the state standard and/or demonstrates the required growth or improvement.</p> <p>C. The percentage of students and identified groups of students tested on each required MAP assessment meets or exceeds the state standard.</p>
	Graduation Rate		
		EA2	<p>The school system ensures all students successfully complete high school.</p> <p>A. All students and identified student groups complete an educational program, which meets the graduation requirements as established by the local board and meets or exceeds the state standard and/or demonstrates the required improvement.</p>

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	Follow-up Rate of Graduates		
		EA3	<p>The school system ensures prepares all of students and identified groups of students for preparation for postsecondary work and education success.</p> <p>A. All graduates and identified groups of graduates, who after graduation are successfully–</p> <ol style="list-style-type: none"> 1. enrolled in a college/university, 2. enrolled in a trade/technical school (or program), 3. employed, or 4. in the military <p>and meet or exceed the state standard and/or demonstrate the required improvement.</p> <p>B. The school system reports and analyzes five (5)-year follow-up data on their graduates and uses the results to inform–</p> <ol style="list-style-type: none"> 1. program evaluation, 2. strategic planning, and 3. other decision making

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		EA4	<p>Equity of Educational Experiences</p> <p>The school system intentionally focuses on educational outcomes and the allocation of resources to ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant the equity of educational experiences for all students.</p> <p>A. The school system ensures each student, particularly low-income and minority students, has equitable access to qualified, experienced, and effective teachers, learning experiences, academic, and social supports and other resources necessary for success.</p> <p>B. The school system implements policies to address student misconduct in a positive, fair, and unbiased manner.</p> <p>C. The school system takes deliberate action to address matters of inequity.</p> <p>D. The district school system initiates and promotes collaborative relationships with community partners, agencies, and institutions that promote open dialogue and respect for multiple perspectives.</p> <p>E. The school system monitors equity gaps between student groups (e.g. gifted and/or enrichment, at-risk, special education, etc.), applies strategies to reduce barriers between student groups and implements strategies to address equity gaps between student groups.</p>
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