

*Jocelyn Strand, coordinator  
School Improvement*



## State and Federal Accountability

September 27 , 2019  
Charter School Summit



## Three things...

- All Annual Performance Report (APR) Data will continue to be published
- The targets and expectations remain the same
- The APR change allows charter schools to focus on the student success measures that have been identified as important throughout MSIP 5

# MSIP Policy Goals

- Articulate the State's Expectations
- *Distinguish Performance of Schools and Districts*
- Empower all Stakeholders
- Promote Continuous Improvement and Innovation

# Statutory Impact on Accountability

- Section 161.855, RSMo – Cannot use first year of new assessment to lower classification
  - ❑ English Language Arts and Mathematics (2017-18)
  - ❑ ***Science (2018-19)***
  - ❑ Social Studies (2019-20)

Year	Change	Driver
2013	MSIP 5 Begins	State Board
2014	Extra Points for CTE Expansion	State Legislature
2015	New assessments (SBAC) - Hold Harmless Pilot year protection (161.855 RSMo)	DESE State Legislature
2016	New Missouri developed assessments – New standards	State Legislature
2017	Removed two EOCs	DESE
2018	New Standards and Assessments Science – field test only; no double testing Partial Attendance Credit Graduation Rate calculation	State Legislature DESE/Field DESE/Field
2019	MAP-A Cap Students Residing in Selected Residential facilities Social Studies – field test only	State Legislature DESE/Field

## MAP- Alternate (MAP-A)

- ESSA requirement for participation cap
- Not a statistically different change at state level
- The potential exists to have an impact at the district, charter or building level
- Scoring Guide has been adjusted to reduce the potential impact

# Science and Social Studies

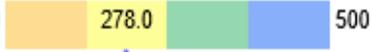
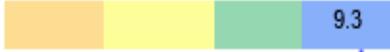
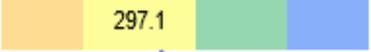
- **Science**
  - ❑ 3 years of data (2016, 2017, 2019)
- **Social Studies**
  - ❑ 2019 Field Test – No summary data reported

# Selected Residential Facilities Exclusion

- Section 167.128, RSMo. – effective August 20, 2018
- Implemented 2019 APR
- Generation of single APR for all excluded students
- Included in federal accountability

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# Summary Report Changes

Std.	Std. Name Substandard	Metrics		
1.	<b>Academic Achievement</b>	Are individual students making achievement gains over time?	Are all students achieving at high levels at this point in time?	Is the school, district or charter making improvements over prior years?
	Eng. Language Arts	 Exceeding	 297.1	 5.6
	Mathematics	 Exceeding	 278.0	 9.3
	Science		DATA WILL BE RELEASED SECURELY ON OCTOBER 16, 2019	
	Social Studies		NO DATA AVAILABLE - FIELD TEST ONLY	
2.	<b>Subgroup Achievement</b>	Are students making achievement gains over time?	Are all students achieving at high levels at this point in time?	Is the school, district or charter making improvements over prior years?
	Eng. Language Arts	 Exceeding	 297.1	 6.1
	Mathematics	 Exceeding	 278.0	 10.4
	Science		DATA WILL BE RELEASED SECURELY ON OCTOBER 16, 2019	
	Social Studies		NO DATA AVAILABLE - FIELD TEST ONLY	

**Std.** **Std. Name**  
**Substandard**

**Metrics**

**1. Academic Achievement**

Are individual students making achievement gains over time?

Are all students achieving at high levels at this point in time?

Eng. Language Arts



100 373.2 500

A horizontal bar chart with four segments: orange (left, ~20%), yellow (second, ~10%), green (third, ~50%), and blue (right, ~20%). The value '373.2' is written in the green segment. A vertical blue line is at the end of the green segment. A small black triangle points up to the yellow segment.

Mathematics



100 313.6 500

A horizontal bar chart with four segments: orange (left, ~20%), yellow (second, ~10%), green (third, ~50%), and blue (right, ~20%). The value '313.6' is written in the yellow segment. A vertical blue line is at the end of the green segment. A small black triangle points up to the yellow segment.

Science

DATA WILL BE RELEASED SECURELY ON  
OCTOBER 16, 2019

Social Studies

NO DATA AVAILABLE - FIELD TEST ONLY

**2. Subgroup Achievement**

Are students making achievement gains over time?

Are all students achieving at high levels at this point in time?

Eng. Language Arts



100 337.6 500

A horizontal bar chart with four segments: orange (left, ~20%), yellow (second, ~10%), green (third, ~50%), and blue (right, ~20%). The value '337.6' is written in the green segment. A vertical blue line is at the end of the green segment. A small black triangle points up to the yellow segment.

Mathematics



100 266.0 500

A horizontal bar chart with four segments: orange (left, ~20%), yellow (second, ~10%), green (third, ~50%), and blue (right, ~20%). The value '266.0' is written in the yellow segment. A vertical blue line is at the end of the green segment. A small black triangle points up to the yellow segment.

Science

DATA WILL BE RELEASED SECURELY ON  
OCTOBER 16, 2019

Social Studies

NO DATA AVAILABLE - FIELD TEST ONLY

Std.

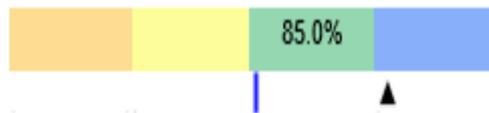
Std. Name  
Substandard

Metrics

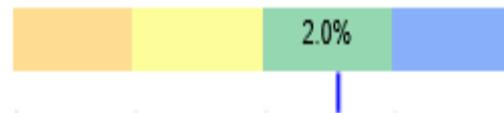
4.

Attendance

What percentage of students were present 90% of the time?



Is student attendance improving over time?

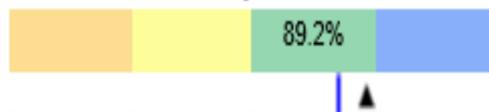


5.

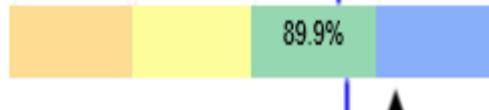
Graduation Rate

What percentage of students graduated after 4, 5, 6 or 7 years?

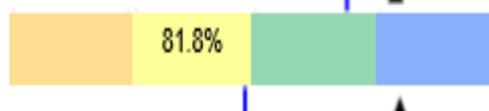
Four Year Graduation Rate



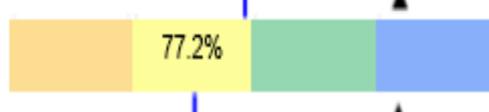
Five Year Graduation Rate



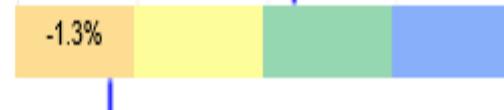
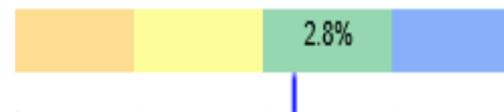
Six Year Graduation Rate



Seven Year Graduation Rate



Is the percentage of students graduating improving over time?



# Analyzing your APR-Guiding Questions

- What area(s) are a strength/celebration?
- What area(s) need our focus for improvement?
- How did we compare to our expectations for student growth?
- What might be impacting our data that we do not see? (the APR supporting data report can give more information)
- Is our CSIP/Strategic Plan focused on the right areas?



# Supporting Data Report

1. Academic Achievement	Metric		2017 *			2018 *			2019 *		
English Language Arts			% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI	NCE Score
Status	312.7	Approaching	48.6%	314.1	32.8	39.9%	319.0	40	38.7%	305.1	32.1
Progress	-0.3	Floor	Prior 2 Yr NCE Avg = 36.4				Current 2 Yr NCE Avg = 36.1				
Growth	49.2 / S	Floor									
	3 Yr Progress = Average(Current NCE and Year 2 NCE) - Average(Year 2 NCE and Year 3 NCE)										
			2017 *			2018 *			2019 *		
Mathematics			% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI	NCE Score
Status	268.7	Approaching	32.8%	286.3	31.3	28.8%	257.1	27.3	29.6%	262.8	31.1
Progress	-0.1	Floor	Prior 2 Yr NCE Avg = 29.3				Current 2 Yr NCE Avg = 29.2				
Growth	48.3 / S	Floor									
	3 Yr Progress = Average(Current NCE and Year 2 NCE) - Average(Year 2 NCE and Year 3 NCE)										
			2017		2018		2019				
Science			% Prof or Adv	MPI	% Prof or Adv	MPI	% Prof or Adv	MPI			
Status	339.0		50.3%	333.8	50.0%	350.0	33.3%	333.3			
Progress	-0.2	Floor	Prior 2 Yr MPI Avg = 341.9				Current 2 Yr MPI Avg = 341.7				
	3 Yr Progress = Average(Current MPI and Year 2 MPI) - Average(Year 2 MPI and Year 3 MPI)										
			2017		2018		2019				
Social Studies			% Prof or Adv	MPI	% Prof or Adv	MPI	% Prof or Adv	MPI			
Status	257.9	Floor	72.3%	397.9	67.2%	375.9	0.0%	0.0			
Progress	-198.9	Floor	Prior 2 Yr MPI Avg = 386.9				Current 2 Yr MPI Avg = 188.0				
	3 Yr Progress = Average(Current MPI and Year 2 MPI) - Average(Year 2 MPI and Year 3 MPI)										

1. Academic Achievement	Metric		2017 *			2018 *			2019 *		
English Language Arts			% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI	NCE Score	% Prof or Adv	MPI	NCE Score
Status	246.8	Floor	25.1%	235.6	-13.8	18.3%	253.6	-0.5	19.7%	251.1	-0.5
Progress	6.7	On Track	Prior 2 Yr NCE Avg = -7.2				Current 2 Yr NCE Avg = -0.5				
Growth	48.1 / S	Floor									
	3 Yr Progress = Average(Current NCE and Year 2 NCE) - Average(Year 2 NCE and Year 3 NCE)										

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# Comprehensive Guide

**Quality Indicators**

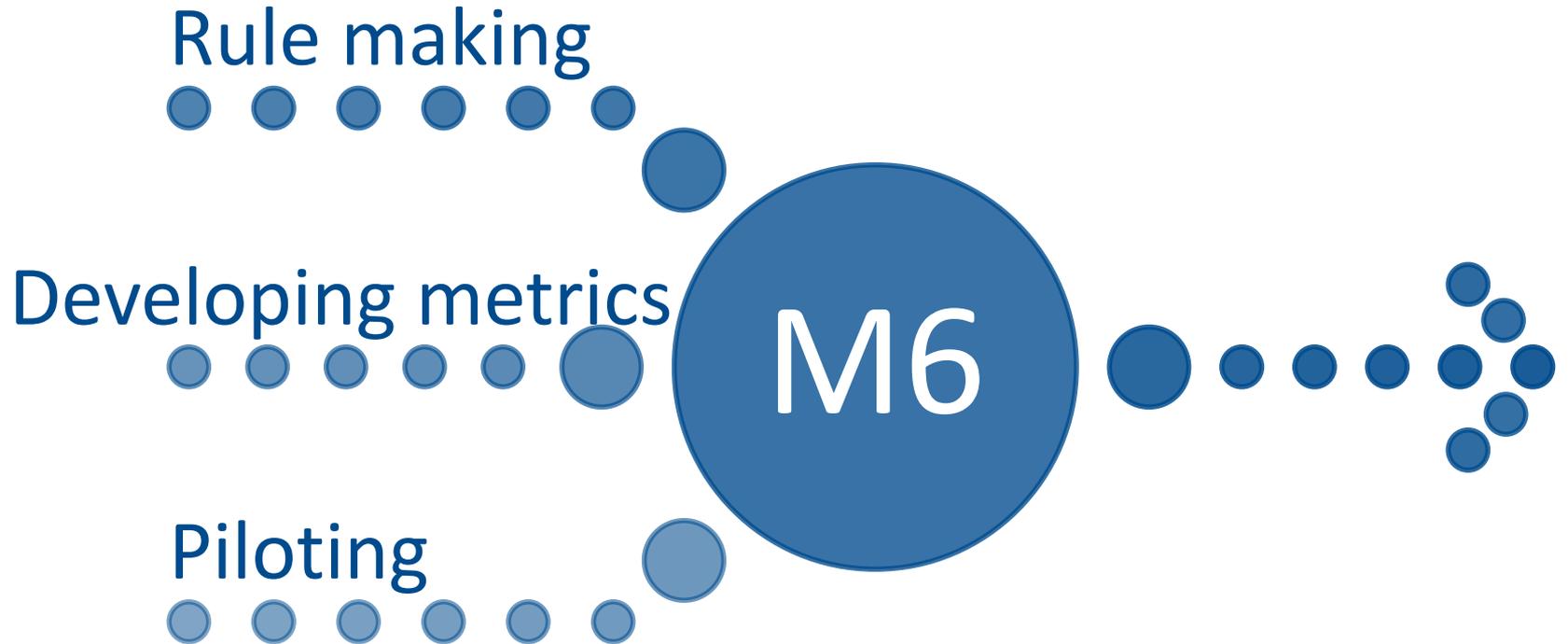
**Student Performance**

**MSIP 6**

# 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, and
- Recognize excellence

# Next steps



# Student Performance Metrics

- Academic Achievement
- Success-Ready Students
- Graduation Rate
- Follow-Up

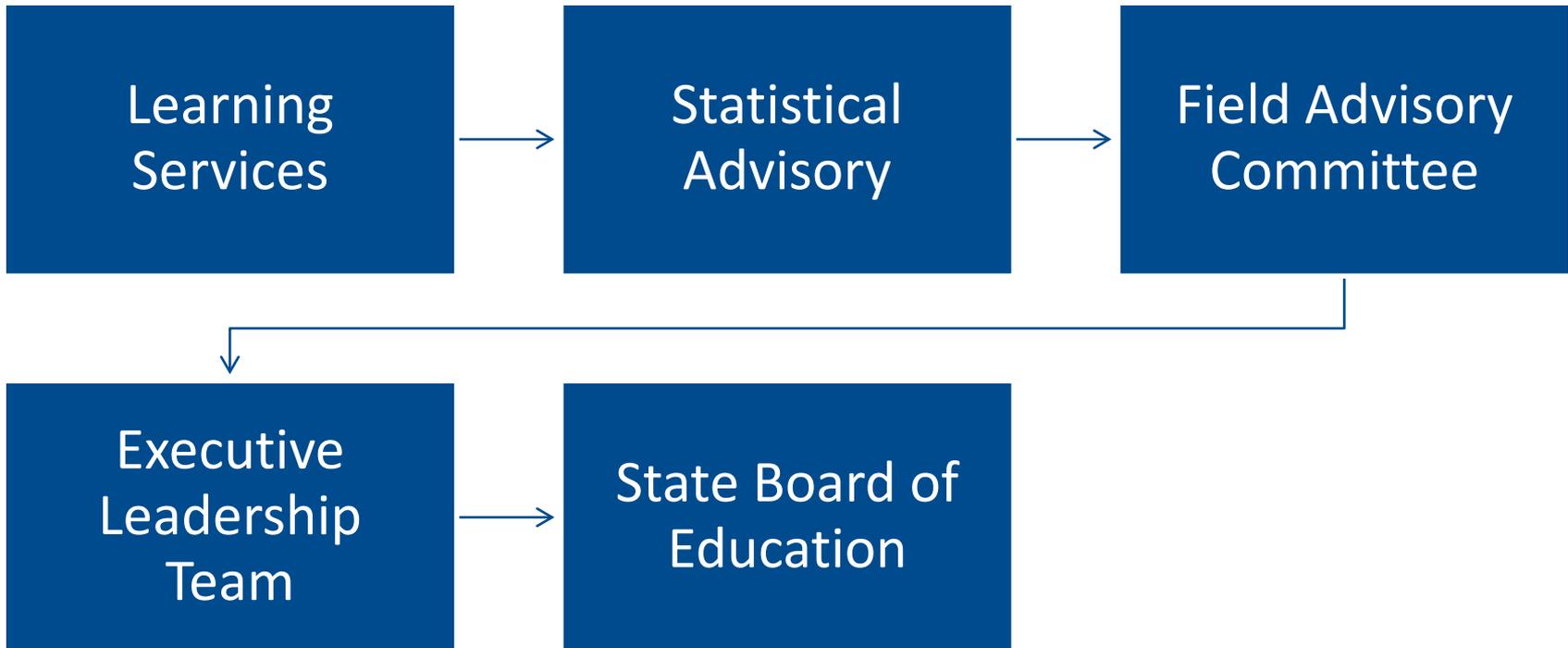
# Questions to be Answered

- Academic Achievement
  - ❑ How to balance growth and status?
  - ❑ What role does yearly learning play?
  - ❑ How is data disaggregated?

# Questions to be Answered

- What measures will we use at each level?
- How will we weigh them?

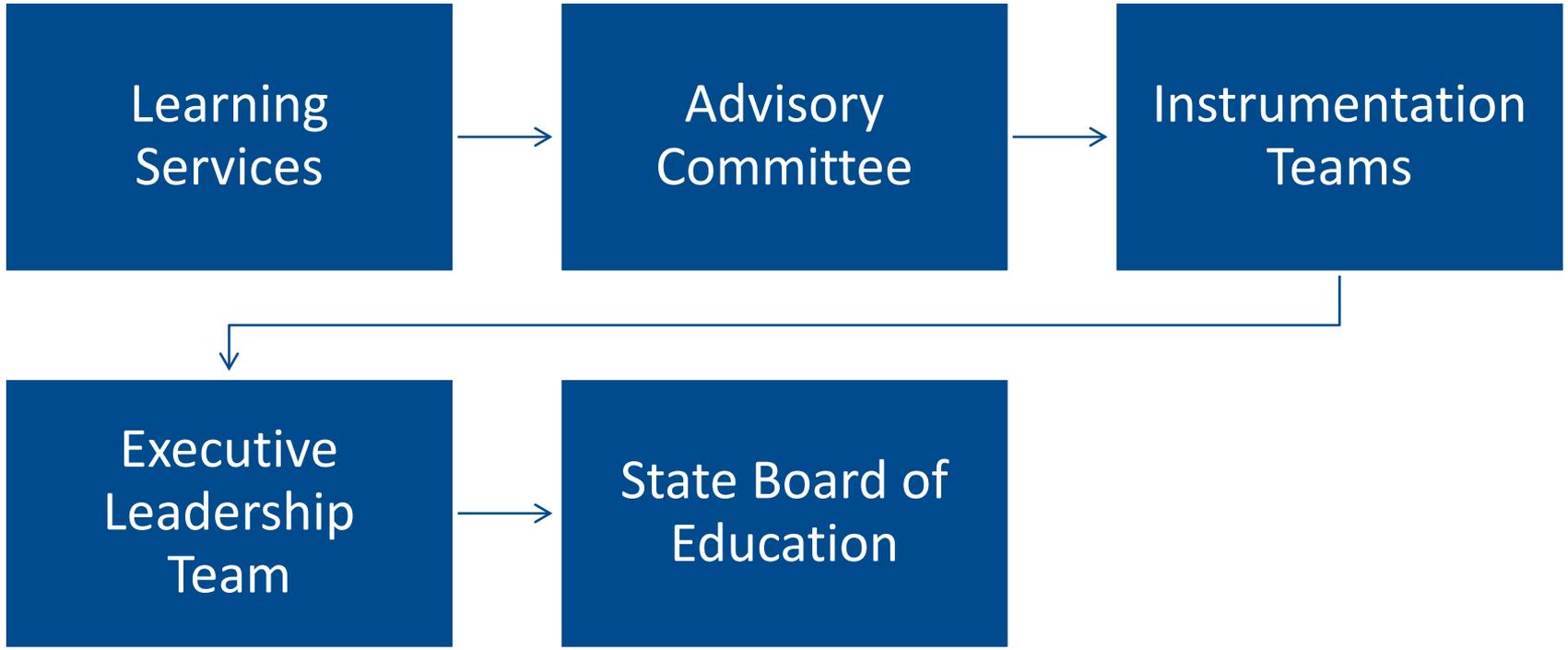
# Student Performance Metrics



# Quality Indicators

- Effective Teaching and Learning
- Student Support
- Collaborative Culture
- Data-Based Decision Making
- Instructional Alignment
- Equity and Access

# Quality Indicator Metrics



# Timeline

- Currently selecting
  - ❑ Advisory Committee
  - ❑ Instrumentation Teams
  - ❑ Pilot Schools
- Student performance – January 2020
- Quality indicators – Spring 2020



**Federal Accountability**

**Every Student Succeeds Act (ESSA)**

# ESSA Update

- Plan approved – January 16, 2018
- First Identification of January 2019
  - ❑ Comprehensive - 64
  - ❑ Targeted - 335

# ESSA School Identification

- Comprehensive Identification identifies the lowest 5% of Title 1 schools based on:
  - ❑ Academic Achievement for ELA and Math
  - ❑ Academic Growth—(EL, MS) or Graduation Rate (HS)
  - ❑ Progress in Achieving English Language Proficiency
  - ❑ Attendance

# ESSA School Identification

- **All** high schools with a four year graduation rate of 67% or below
- Schools that fail to meet the exit criteria for Targeted Support and Intervention

# ESSA School Identification

- ❑ Targeted School Identification will be based on schools that have individual subgroups that perform like a comprehensive school

# What Happens After a School Has Been Identified as Comprehensive?

- Comprehensive schools work with a Regional School Improvement Team (RSIT) - focus combining state and local supports for improvement and self-accountability
- The process starts with a needs assessment followed by the development, implementation, and monitoring of a Comprehensive School Improvement Plan (CSIP)

# What Happens After a School Has Been Identified as Targeted?

- The local school completes a needs assessment and then develops and implements a Comprehensive School Improvement Plan that is monitored by the school district or charter LEA

# Exiting Identified Status

- Comprehensive schools must meet or exceed the performance target for at least two of the three most recent years
- Targeted schools identified subgroup(s) must meet or exceed the performance target for at least two of the three most recent years
- Performance targets are in Appendix A of the ESSA plan



Jocelyn Strand, coordinator  
[jocelyn.strand@dese.mo.gov](mailto:jocelyn.strand@dese.mo.gov)

573-751-4104