

CONSIDERATION OF ACCREDITED WITH DISTINCTION CRITERIA

STATUTORY AUTHORITY:

Sections 161.092, 162.081, 167.131, and 168.081 RSMo

Consent Item Action Item Report Item

DEPARTMENT GOAL NO. 1:

All Missouri students will graduate college and career ready.

SUMMARY:

The State Board of Education first established standards for the classification and accreditation of Missouri school districts in 1950. Over time, the classification process has been systematically revised and improved to reflect changing needs in our schools and the changing demands and expectation of citizens and school patrons.

On December 1, 2011, the State Board of Education approved 5 CSR 20-100.105 Missouri School Improvement Program-5, Section (3). The Board will assign classification designations of unaccredited, provisionally accredited, accredited and accredited with distinction based on the standards of the MSIP. Accreditation classification recommendations will be made on APR status and APR status trends over multiple years and may include other factors as appropriate, e.g. CSIP goals, previous Department MSIP findings, financial status and/or leadership stability.

The percent of overall points earned on the APR defines one component of each district's *APR Accreditation Status*, as follows:

Unaccredited: The district earned less than 50% of the APR points possible;

Provisionally Accredited: The district earned 50% or more of the APR points possible;

Accredited: The district earned 70% or more of the APR points possible;

Accredited with Distinction: The district earned a minimum of 90% or more of the APR points possible *AND meets other criteria as established by the State Board of Education.*

PRESENTER(S):

Dennis Cooper, Assistant Commissioner, Office of Quality Schools will assist with the presentation and discussion of this agenda item.

Missouri School Improvement Program (MSIP 5) Accredited with Distinction Comment Summary Compiled from 17 Submitted Comments

Criteria-Specific Comments:

Criteria	Comments
Annual classification based on the most recent Annual Performance Report (APR)	<ol style="list-style-type: none"> 1. Two (2) comments were received opposing annual classification based on the most recent APR suggesting that a one year period is too volatile to bestow a classification such as Accredited with Distinction (AWD). 2. Two (2) comments were received expressing the belief that changing testing systems would limit success when reclassifying annually.
Earn \geq 90% of points possible on the APR	<ol style="list-style-type: none"> 3. Eight (8) comments were received indicating that the percentage of APR points should be the sole criterion for AWD. <ol style="list-style-type: none"> a. These comments indicate that the percentage of points earned on the APR serves as an adequate criterion for AWD and that this number could be raised higher than 90% (92-95%) to ensure quality. 4. One (1) comment was received expressing concern that a district could score 100% on its APR, yet fail to receive AWD.
APR status scores for all standards must be “On Track” or “2020 Target”, or sufficient status plus growth points; No status at the “Floor” (MSIP 5 Performance Standards 1-5)	<ol style="list-style-type: none"> 1. Five (5) comments were received expressing the belief that Progress should be included in the calculation of AWD. <ol style="list-style-type: none"> a. Two (2) comments were received opposing the use of Career and College Readiness Standard 3 in calculating AWD suggesting that these measures punish districts with high rates of student mobility. 2. One (1) comment was received expressing concern that no growth points would be available for Science and Social Studies.

General Comments:

1. Ten (10) comments were received expressing the belief that the criteria would not give equal opportunity to smaller districts, predominantly minority districts, and districts serving sizable economically disadvantaged populations.
2. Five (5) comments were received expressing the belief that AWD is an unnecessary classification and that the prior classifications of Accredited, Provisional Accreditation, and Unaccredited are sufficient.
3. Two (2) comments were received expressing the belief that the AWD criteria could encourage district to superficially increase the number of students in the IEP subgroup.
4. Two (2) comments were received expressing concern that Criteria 2 was not developed by a statewide committee.
5. One (1) comment was received expressing the belief that creating the classification of AWD would serve to denigrate those districts that don't meet the criteria.
6. One (1) comment was received expressing the belief that AWD should rather be two separate distinctions—distinguished in performance and distinguished in progress.
7. One (1) comment was received expressing the belief that AWD would foster competition rather than collaboration among districts.

8. One (1) comment was received expressing concern that the AWD criteria would create a small number of districts that receive the AWD classification.
9. One (1) comment was received expressing the belief that a new classification level would bring scrutiny to an assessment system in transition.
10. One (1) comment was received supporting decision to drop the additional criteria from the initial proposal of AWD.

Notes:

1. Pending state approval, the first classification for Accredited with Distinction will be made using the 2015 APR and annually thereafter.
2. Comments regarding the proposed criteria for Accredited with Distinction were received from August 14 to August 29, 2014.



MISSOURI ASSOCIATION OF SCHOOL ADMINISTRATORS

3550 AMAZONAS DRIVE • JEFFERSON CITY, MO 65109-5716 • 573-638-4825 • FAX 573-556-6270

Dr. John Jungmann
Springfield R-XII
President

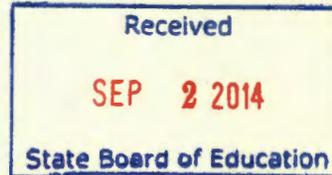
Mr. Scott Downing
Warsaw R-IX
President-Elect

Dr. Aaron Zalis
Rolla
Secretary

Dr. Allan Markley
Raytown C-2
Treasurer

Dr. Paul Ziegler
Northwest R-I
Past-President

Mr. Roger Kurtz
Executive Director



August 28, 2014

Missouri Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102

Dear Commissioner Nicastro and Members of the State Board of Education,

The Missouri Association of School Administrators (MASA) would like to go on record in opposition to the proposed criteria for Accredited with Distinction as presented to the State Board of Education at its August meeting.

MASA included a question related to the criteria in its current 2014 Legislative Issues Survey. The question on the criteria for Accredited with Distinction was completed by 302 of the 520 (58%) Missouri superintendents which makes this survey a true reflection of the feelings of superintendents on this issue. This survey was open for input from August 7, 2014 through August 28, 2014 and was open to all superintendents regardless of their membership in MASA. We asked superintendents, "What should constitute a district receiving the designation 'Accredited with Distinction?'" We provided five choices with an option to add other ideas. A copy of the survey results is enclosed which includes a summary of all data collected and 100% of the unedited "other" suggestions.

The survey clearly indicates that an overwhelming majority of superintendents (57%) believe that the designation should apply to any district that has a score of 90% or higher. Only 10% of the superintendents agreed with the DESE proposed criteria "APR Status for all standards must be 'on track' or '2020 target'".

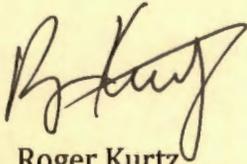
MASA believes that the proposed criteria is so restrictive that it will not serve as incentive, but will only be a reflection of the district's student body make-up and/or wealth. We also believe a list of districts qualifying for this distinction should be examined carefully for any racial or other bias before moving forward on approval of this criteria. Only through a careful and open analysis of districts qualifying to

receive this level of accreditation as reflected in current APRs can the State Board of Education truly understand the impact of the proposed criteria.

A financial issue also may be related to the accredited with distinction designation. The state statute regarding the calculation of the foundation formula defines a performance district as "any district that has met all performance standards and indicators as established by the department of elementary and secondary education for purposes of accreditation under section 161.092 and as reported on the final annual performance report for that district each year." Are only districts that qualify for accredited with distinction included in this definition? Performance districts are used to calculate the state adequacy target as well as the weighting for special education, free and reduced and limited English proficiency. If a very small number of districts are considered performance districts, it could have a profound impact on the foundation formula.

DESE has asked for input on this issue on numerous occasions and it appears that input has been ignored. The data enclosed from our recent survey is very clear. The vast majority of Missouri superintendents do not agree with the proposed criteria.

Sincerely,

A handwritten signature in black ink, appearing to read "Roger Kurtz", written in a cursive style.

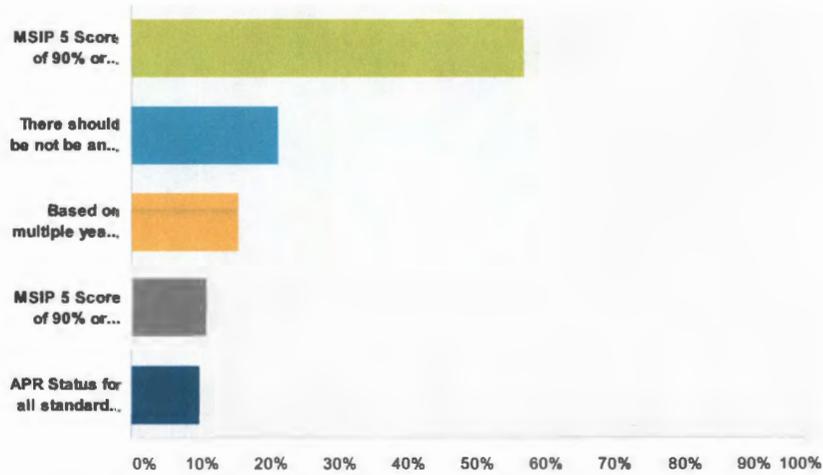
Roger Kurtz
MASA Executive Director

Enclosure

MASA Legislative Issues Survey

Q10 What should constitute a district receiving the designation "accredited with distinction"?

Answered: 302 Skipped: 6



Answer Choices	Responses
MSIP 5 Score of 90% or higher	57.28% 173
There should be not be an "accredited with distinction" designation.	21.52% 65
Based on multiple years of MSIP 5 scores of 90% or higher.	15.56% 47
MSIP 5 Score of 90% or higher and other program offerings.	10.93% 33
APR Status for all standards must be "on track" or "2020 Target".	9.93% 30
Total Respondents: 302	

#	Other (please specify)	Date
1	If we are giving points for progress why wouldn't we award progress?	8/28/2014 4:07 PM
2	Let's quit labeling districts.	8/28/2014 10:58 AM
3	If a student achieves an 'A' in class but cannot get an 'A' on transcript because they got a 'B' on one of the tests. Does this logic make sense in this form	8/28/2014 9:55 AM
4	There should be multiple options. Beyond status scores, being beyond target, there should be credit for target and growth for areas you are approaching and you are on target. Progress is a key component and not just status.	8/13/2014 4:57 PM
5	I would be fine with 95% or higher - but that was not an option given - DESE Committees met and never settled on "programs"	8/12/2014 9:53 AM
6	I could live without AWD, but if it is continued, performance should be high AND the gap between the majority population and the super subgroup should be far narrower than is allowed under MSIP5 goals. Affluent districts get the credit for extra parent resources, but that performance does not always cross to the needier groups.	8/12/2014 9:51 AM
7	Operation of a pre school should not be a roadblock to this classification. Only rewards districts with a lots of resources	8/12/2014 8:42 AM
8	Not sure I feel there should be an accredited with distinction designation. But, if so, multiple (2 or more) years of high performance and other criteria.	8/8/2014 1:52 PM
9	I believe alternative options should be made available for districts if they choose to complete a Missouri Quality Award Application and receive a site visit.	8/8/2014 1:28 PM
10	It may be a little early in MSIP5 implementation to define what Accredited with Distinction should be. For now I'm fine with the current definition.	8/7/2014 7:39 PM
11	I prefer a high criterion or criteria, but the scoring needs to be weighted to level the playing field for districts with high at-risk pupil populations. KCPS should not be measured by the same yardstick as Blue Springs. That's just inherently unfair. There are decades of research on the effect wealth plays in student achievement.	8/7/2014 3:25 PM
12	There is no way to level the playing field with this.	8/7/2014 11:53 AM
13	One or the other, probably just do away with it. Too many sliding scales keep it from being a true distinction. Adding all the other standards make it impossible to reach for most schools.	8/7/2014 10:48 AM
14	A truly distinguished district will be receiving full status points	8/7/2014 9:29 AM
15	Our system was fine with MSIP4, we changed with virtually no input from educators.	8/7/2014 9:13 AM
16	If we have to use MSIP 5. Time for MSIP 6.	8/7/2014 8:35 AM

Celebration of Educational Excellence

The purpose of the “Celebration of Educational Excellence” is to recognize and reward:

- school districts which have achieved exceptionally high levels of performance;
- districts that have developed and implemented programs or practices with proven results; and
- individual teachers who have been selected as finalists or recipients of the Teacher of the Year award.
- individual teachers who are the recipients of the Missouri Milken National Award

School district awards will be given as follows:

Accredited with Distinction

- Is an actual accreditation classification.
- Will be awarded each year based on three years of data as reflected in that year’s APR and based on the following criteria:
 1. Earn > 90% of points possible on the Annual Performance Report (APR)
 2. Status for all standards must be “On-Track” or “2020 Target”. No status at the “Floor”.
 - ✓ Standard 1: ACADEMIC ACHIEVEMENT: All four content areas (English Language Arts (ELA), Math, Science, Social Studies) status measures are “On-Track” or “2020 Target” or status + growth points > 15. Growth is applicable only to ELA and Math. Growth in Standard 1 measures individual student growth. Note: K-8 districts have three content areas: ELA, Math, Science
 - ✓ Standard 2: SUBGROUP ACHIEVEMENT: All four content areas (ELA, Math, Science, Social Studies) status measures are “On-Track” or “2020 Target” or status + growth points > 4. Growth is applicable only to ELA and Math. Growth in Standard 2 measures the degree in which the district is closing the achievement gap. Note: K-8 districts have three content areas: ELA, Math, Science.
 - ✓ Standard 3: College and Career Ready (K-12 districts): All indicators’ status measures “On-Track” or “2020 Target” High School Readiness (K-8 districts): Status measures “On-Track” or “2020 Target”
 - ✓ Standard 4: Attendance: Status measures “On-Track” or “2020 Target”
 - ✓ Standard 5: Graduation Rate: Status measures “On-Track” or “2020 Target”

Celebration of Educational Excellence

- The classification will be recognized with a banner for the district which states “Accredited with Distinction 2015” so it is year specific.

Recognition for Exemplary Practice

- The award will be given annually in 4 categories:
 - ✓ Student Growth
 - ✓ Career and Technical Education
 - ✓ Innovation
 - ✓ Growth in Sub-group Performance
- To be eligible, a district must be fully accredited and;
- A district’s APR must reflect student performance at or above the state average for each group and sub-group. This will not change the district’s accreditation classification.
- A committee will be convened to establish a process and timeline for application and selection. The committee may also recommend adding additional categories for recognition to the State Board of Education.
- Consideration will be based on application by the board and superintendent.

Annual Celebration

- “Celebration of Educational Excellence”

The Celebration will include all AWD and Recognition for Exemplary Practice recipients as well as the Milken Educator and Teacher of the Year semi-finalists and finalist.

- The Celebration will be hosted by the State Board of Education and the Department.