

DRAFT PLAN FOR 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.*

This report will provide an update on the proposed criteria to identify districts as Accredited with Distinction.

PRESENTER(S):

Dennis Cooper, Assistant Commissioner, Office of Quality Schools, will facilitate discussion of this item.

Accredited with Distinction Recommendation

Accredited with Distinction is an annual classification based on the most recent Annual Performance Report (APR).

CRITERIA

1. Earn $\geq 90\%$ 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”

Standard 3: 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”

RATIONALE

1. The criteria are consistent with the Performance Standards expected for all school districts.
2. The criteria measures status at a rigorous level for all standards and academic content areas (ELA, math, science and social studies).
3. To reach Top 10 x 20, our goal is that all districts perform at “On-Track” or “2020 Target” for all standards.

NEXT STEPS

Assign a statewide task force of Education Partners to develop a system to recognize districts, schools, and/or charter schools for innovative and/or exemplary practices that lead to:

1. Sustained high performance; or
2. Significant improvement in student performance; or
3. Significant gains in subgroup performance.