DEPARTMENT GOAL NO. 1:

All Missouri students will graduate college and career ready.

SUMMARY:

The Department issued the first Annual Performance Report (APR) under MSIP 5 in the fall of 2013. The Department produces the district’s APR as an objective analysis of each district’s attainment of the MSIP 5 Performance Standards and Indicators.

The Department reviews each district’s accreditation status and the APR supporting data for at least the three most recent APRs to identify trends and status in performance outcomes. Other considerations may include Comprehensive School Improvement Plan Goals, previous Department MSIP findings, financial status, leadership stability, etc. A district’s accreditation classification remains intact until the State Board of Education rules otherwise.

In accordance with Section 161.855.4, RSMo, the Department will not use the results of new assessments, in this case English language arts and mathematics, to lower a district’s classification.

PRESENTER:

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

RECOMMENDATION:

The Department recommends that the State Board of Education classify St. Louis Public Schools as accredited effective immediately.
CLASSIFICATION OF ST. LOUIS PUBLIC SCHOOLS

Missouri School Improvement Program 5
MSIP 5 Policy Goals

- Articulate the State's Expectations
- Distinguish Performance of Schools and Districts
- Empower All Stakeholders
- Promote Continuous Improvement and Innovation
MSIP 5 Performance Standards

1. Academic Achievement
2. Subgroup Achievement
3. College and Career Readiness (K-12)
   Or
3. High School Readiness (K-8)
4. Attendance
5. Graduation (K-12)
Classification Considerations

- Multiple years of APR data
- Upgrade only on earned data (not Hold Harmless)
- Other factors
  - Legal compliance
  - Parent education program
  - Financial condition
  - Superintendent certification
Annual Performance Report
Context

- Transitional District (Section 162.1100, RSMo)

- Unaccredited (June 2007)

- Provisionally Accredited (October 2012)
Governance
- No coherent system for development, implementation, and evaluation
- Financially stressed

Instructional Program
- Lack of alignment across curriculum, assessment, instruction, and professional development
- Lack of rigor
# Instructional Program

## Academic Achievement

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td>292.7</td>
<td>294.3</td>
<td>264.0</td>
<td>269.6</td>
</tr>
<tr>
<td><em>(ELA Growth)</em></td>
<td>Floor</td>
<td>On Track</td>
<td>Exceeding</td>
<td>On Track</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>278.7</td>
<td>279.7</td>
<td>227.0</td>
<td>254.8</td>
</tr>
<tr>
<td><em>(Math Growth)</em></td>
<td>Floor</td>
<td>Floor</td>
<td>Exceeding</td>
<td>Exceeding</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>262.0</td>
<td>265.3</td>
<td>273.1</td>
<td>264.9</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>252.7</td>
<td>284.4</td>
<td>309.9</td>
<td>307.8</td>
</tr>
</tbody>
</table>

MPI Scores: scale of 100 to 500

Non-comparable assessments
# Instructional Program

Percentage at or above state standard

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR Assessments</td>
<td>35.7%</td>
<td>41.3%</td>
<td>43.8%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>16.3%</td>
<td>28.5%</td>
<td>40.6%</td>
<td>39.3%</td>
</tr>
<tr>
<td>Post-Secondary Placement</td>
<td>79.5%</td>
<td>75.4%</td>
<td>80.5%</td>
<td>85.1%</td>
</tr>
</tbody>
</table>
### Student Performance

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(students present 90% of the time)</td>
<td>79.5%</td>
<td>87.9%</td>
<td>83.3%</td>
<td>87.9%</td>
</tr>
<tr>
<td><strong>Graduation Rates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 yr.</td>
<td>67.7%</td>
<td>71.1%</td>
<td>72.1%</td>
<td>71.5%</td>
</tr>
<tr>
<td>5 yr.</td>
<td>66.8%</td>
<td>71.2%</td>
<td>76.4%</td>
<td>75.8%</td>
</tr>
<tr>
<td>6 yr.</td>
<td>59.1%</td>
<td>68.3%</td>
<td>73.1%</td>
<td>77.1%</td>
</tr>
<tr>
<td>7 yr.</td>
<td></td>
<td>59.9%</td>
<td>70.0%</td>
<td>73.6%</td>
</tr>
</tbody>
</table>
Leadership

- Special Administrative Board
  - Richard Sullivan
  - Darnetta Clinkscale
  - Richard Gaines

- Superintendent since 2007
  - Dr. Kelvin Adams
Governance

- Quality Assurance System
  - Curriculum
  - Professional Development
  - Human Resources
  - Finance
  - Operations

- Policies revised periodically
Fiscal Condition

![Graph showing fiscal condition with key years FY 06 to FY 16. The graph includes an 'Op. Rsrv.' line and a 'Stress' line. Values range from -20.0 to 15.0. Key points include:

- FY 06: -5.8
- FY 07: -1.9
- FY 08: -0.7
- FY 09: -9.0
- FY 10: -15.7
- FY 11: -13.6
- FY 12: 5.2
- FY 13: 9.5
- FY 14: 9.4
- FY 15: 7.9
- FY 16: 9.3]
Transformation Plan (SLPS CSIP)

- Goal areas:
  - Excellent schools
  - School leadership
  - Success-ready students
  - Partnership support
Educator Evaluation

- Using the Danielson Model
- Buildings aligned to seven principles
  - Research-based expectations and targets
  - Multiple performance ratings
  - Sufficient probationary period
  - Student learning objectives
  - Meaningful feedback
  - Evaluator training
  - Evaluation-based personnel decision making
Challenges

- Staffing (building and classroom level)
  - Vacancies
- Level of rigor

(Summarized from School Improvement Teams)
Successes

- Attendance
- Increased utilization of data to inform instruction
- Improvement in content areas measured by interim assessments
- Improvement in proficiency rates in state assessment

*(Summarized from School Improvement Teams)*
Percentage of points earned by standard

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td>0%</td>
<td>21%</td>
<td>59%</td>
<td>57%</td>
</tr>
<tr>
<td>Subgroup Achievement</td>
<td>0%</td>
<td>14%</td>
<td>68%</td>
<td>61%</td>
</tr>
<tr>
<td>College and Career Readiness</td>
<td>27%</td>
<td>47%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Attendance</td>
<td>40%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Graduation</td>
<td>75%</td>
<td>75%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Recommendation

- Classify St. Louis Public Schools as Accredited effective immediately.

- Consider next steps:
  - Leadership stability
  - Conditions for ending transitional district status
Contact Us

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dese.mo.gov/quality-schools