

SHOW-ME TASK FORCE ON ACCREDITATION AND ASSESSMENT REPORT

MISSOURI ASSOCIATION OF SCHOOL ADMINISTRATORS

May 17, 2016



Task Force Charge

Goal: *Identify and recommend to the Missouri Commissioner of Education a plan for accreditation and assessment that emphasizes:*

- local control;
- continuous improvement;
- individual student growth with continued attention to subgroup achievement;
- right test, right time;
- adaptability (flexible enough to meet current and future federal/state guidelines);
- clarity of purpose (can be explained by a third grader to an adult audience); and
- achieving Top 10 state status one student at a time.

Task Force Members

Co-Chairs: John Jungmann, Springfield
Mike Fulton, Pattonville (STL)

Southeast: Chris Wilson, Kennett
Ken Cook, Malden

Southwest: Kent Medlin, Willard
Doug Hayter, Branson

Northwest: Aerin O'Dell, Orrick
Paul Mensching, E Buchanan

Northeast: Jim Masters, Monroe City
Andy Turgeon, Knox County

South Central: Jenny Ulrich, Lonedell
Aaron Zalis, Rolla

West Central: Scott Downing, Warsaw
Mary Beth Scherer, Concordia

Greater KC Dale Herl, Independence
Allan Markley, Raytown
Jeremy Tucker, Liberty
Ralph Teran, Grandview
Dennis Carpenter, Hickman
Mills

Greater STL:
Keith Marty, Parkway
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MASA: Roger Kurtz
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Chris Straub

DESE: Chris Neale
Blaine Henningsen

Cooperatives:
Don Senti, Education Plus
Gayden Carruth, CSD KC
Jim Horton, SW Center
Dennis Cooper, Ozarks



Our process and timeline

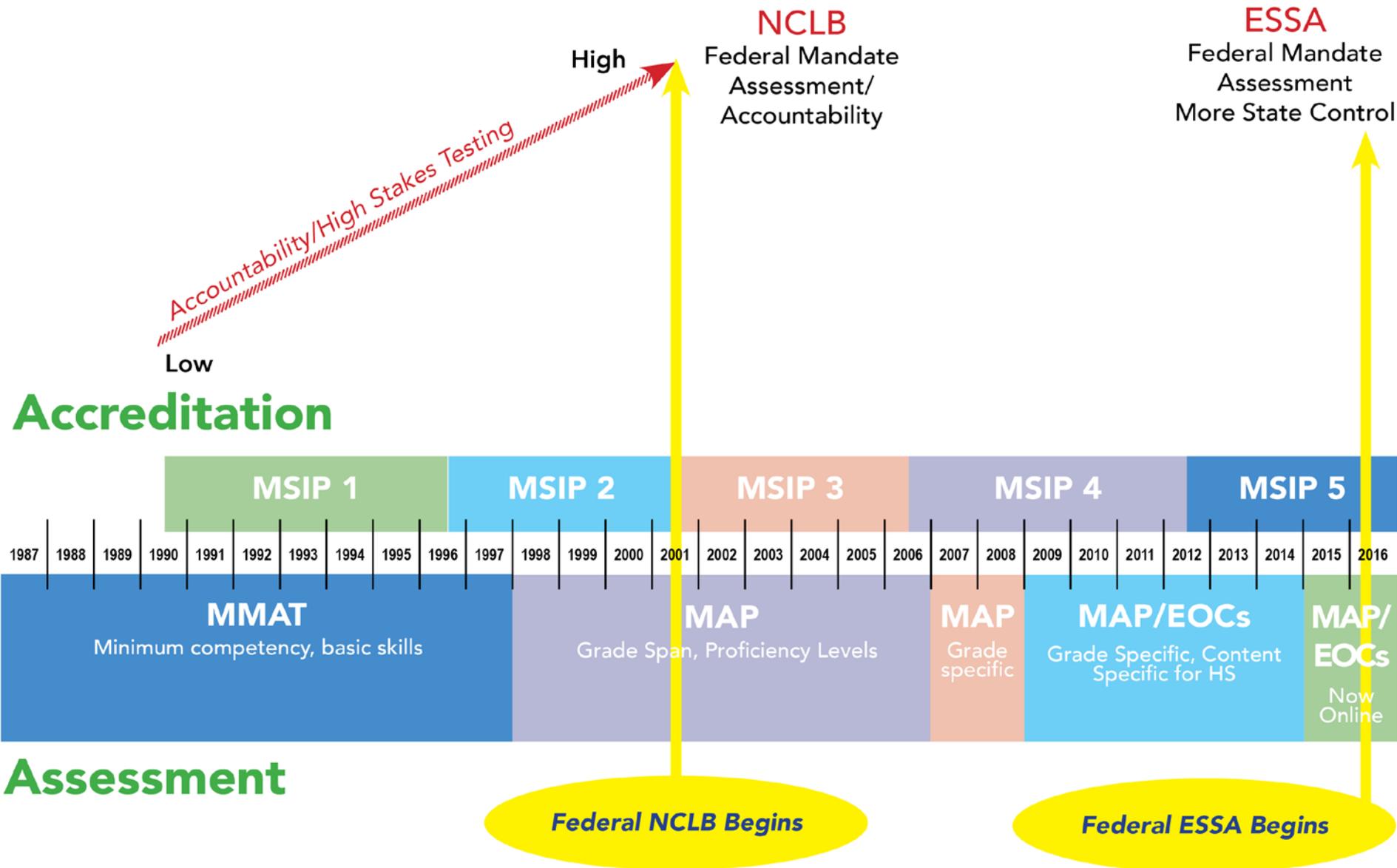
- Group was established one year ago
- Monthly meetings of task force
- Collected feedback from membership through multiple avenues
- Research of other state practices



Recent Federal Shift

- No Child Left Behind (NCLB) put more emphasis on standardized test scores.
- Eventually created backlash from parents, educators and other stakeholders who want more balanced approach to measuring student learning and school performance.
- Every Child Succeeds Act (ESSA) restores control to the states to design accountability systems and move beyond academic measures as the sole measure of school effectiveness.

Honoring the Past



Accountability/Accreditation Systems

- All 50 states have accountability structures
- 26 of 50 states accredit school districts
- 24 states do not accredit (typically regional or national accreditation organizations are used)
- 11 of 26 states who accredit fold their accountability and accreditation system into one integrated system
- Only one top ten state (Virginia) integrates their accountability and accreditation system



Desired Future State System

- Support local differentiation that achieve statewide goals (e.g. One size does not fit all).
- Set high, attainable expectations for our students.
- Empower local improvement through collaboration and innovation.
- Balance accountability and support.
- Additional resources needed for DESE and school districts to meet goals

A New Model

- A multi-metric approach with district ownership and input.
- Mirrors the Teacher Evaluation Process developed by DESE including allowing local flexibility to best meet student learning needs.

New Generation Accreditation System

- Set high standards
- Be a quality assurance program
- Use multi-metric approach for inputs and outcomes
- Recognize academic and non-academic measures
- Empower local ownership of goals and measures
- Recognize that one size does not fit all
- Foster collaboration and innovation



Standards For Successful Students

System Inputs

- School Climate and Culture
- Effective Instructional Staff and Practices
- Stable and Effective Leadership and Governance

System Outcomes

- Academic Achievement
- Success-Ready Graduates



Accreditation Considerations

- Poverty
- Mobility/Stability
- Community Resources (investment)

District Evaluation

All Districts

- Academic Achievement
- Success-Ready graduates

District may select one of the following input standards

- School Climate and Culture
- Effective Instructional Staff and Practices
- Stable and Effective Leadership and Governance

Measuring Success

Academic Achievement

- Standardized Assessments
- Formative/Interim Assessments

District rankings on academic achievement would be similar to teacher evaluation rankings and factors in social context:

- Exceeds
- Meets
- Progressing
- Needs Improvement

Measuring Success

Success-Ready Graduates

- No more than five DESE identified measures
- Up to three additional locally-created measures

Measuring Success

Measuring Input Standards:

- DESE, in collaboration with the district, will identify one measurement of the selected input standard.
- District will identify one additional locally-developed measure.
- District will report progress annually to local board and DESE.

Reporting Success

- DESE will annually report district status on academic achievement and success-ready graduates at both the district level and building level.
- This is a status report and will not be used for accreditation purposes.
- Accreditation will be reviewed on a four-year cycle with a mid-cycle desk review.
- End-of-cycle review also will include a 2-3 day visit from a review team.

Review Team Visits

- Encourages feedback from practitioners
- Creates improved collaboration
- Identifies best practices and innovative practices
- Promotes sharing between districts

Accredited with Distinction

- MASA membership does not believe this classification is necessary
- However, if it remains, DESE may want to consider distinction for districts that:
 - Earn “Met” or “Exceeds” levels in 90% of standards for academic achievement and success-ready graduates.
 - Add one additional input standard to be measured with an annual monitoring report submitted to local Board of Education and DESE.

Implementation Recommendation

- Use as the basis for next MSIP cycle.
- Undertake an input and engagement process for all stakeholder groups in Missouri.
- Allow 10% of Missouri districts to be “waiver” districts in 2016-17 and pilot new system in collaboration with DESE and other “waiver” districts

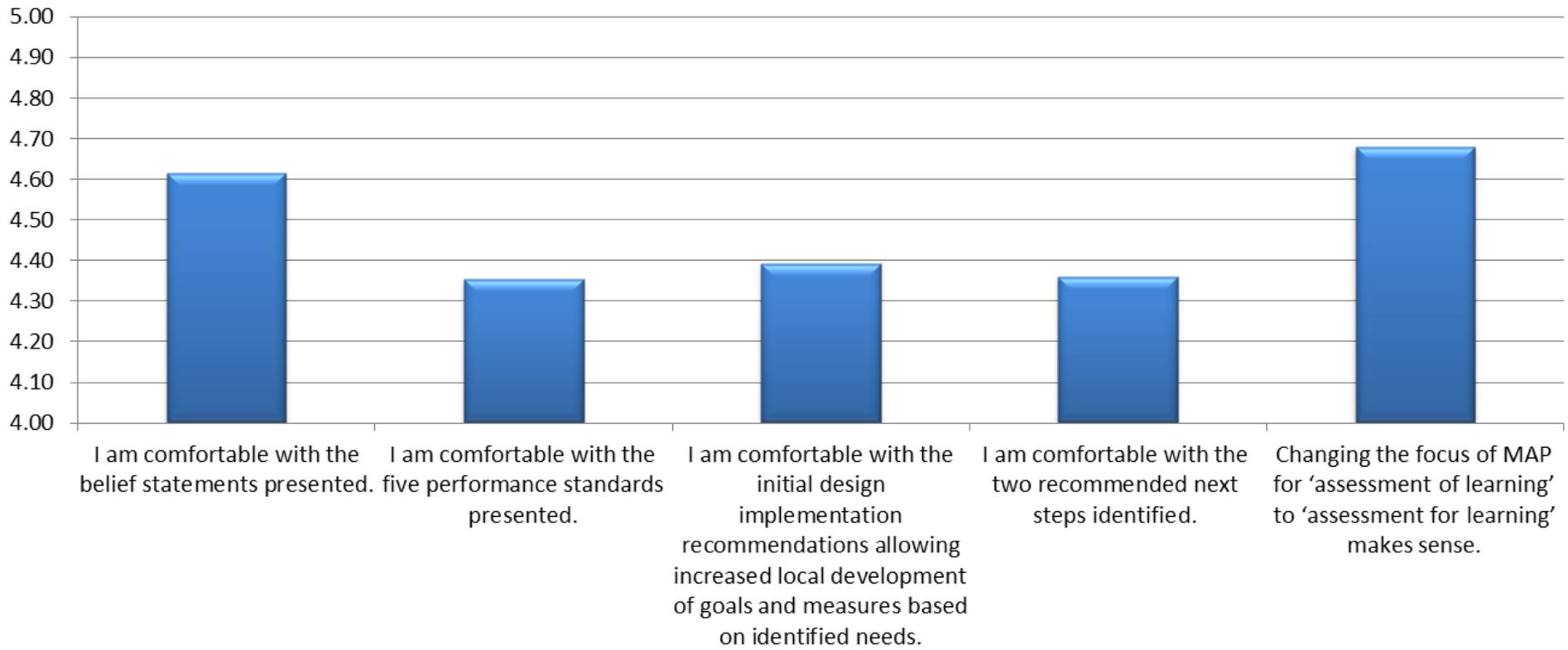
ASSESSMENT REPORT

MISSOURI ASSOCIATION OF SCHOOL ADMINISTRATORS

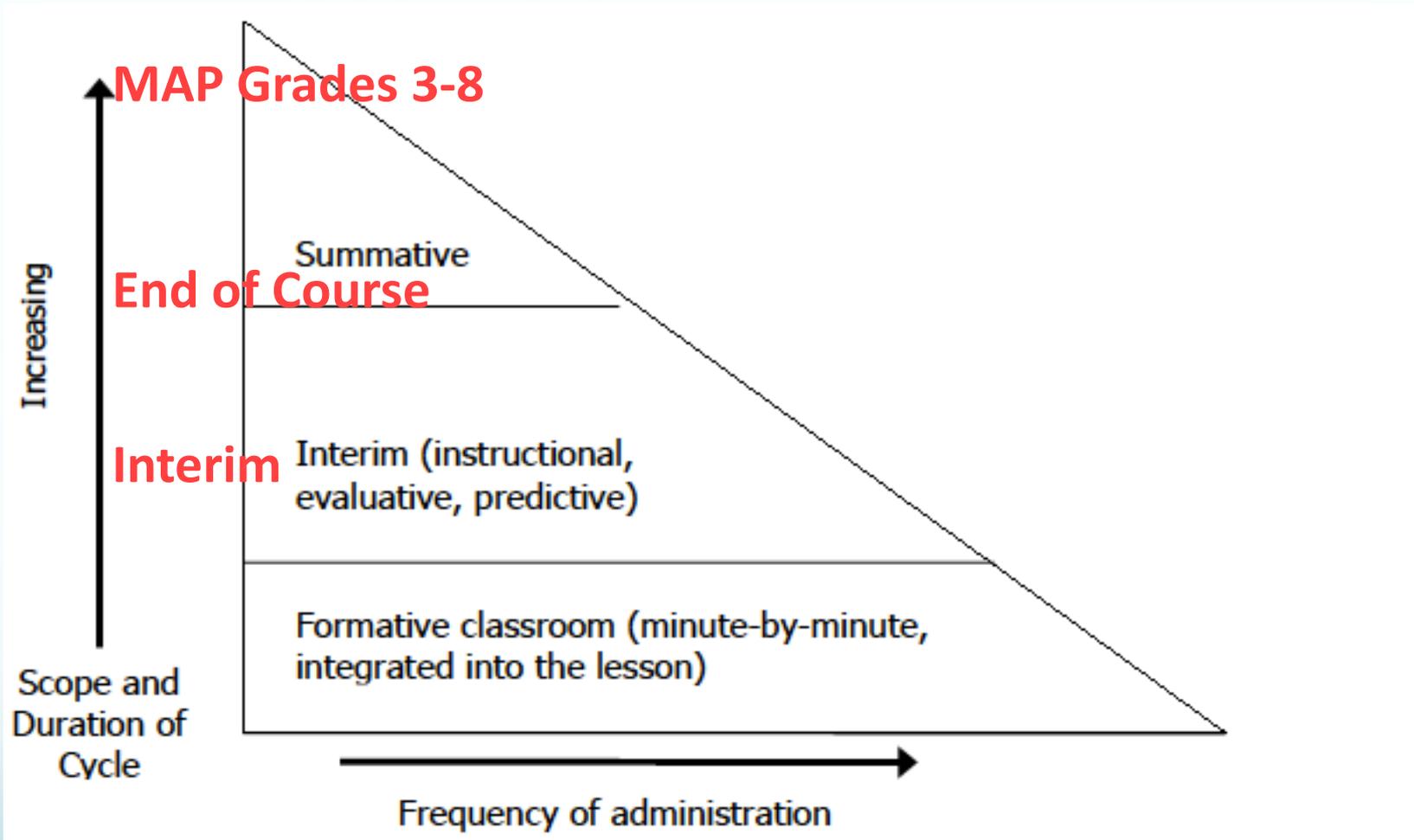


Superintendents Support Change

MASA Accreditation and Assessment Task Force Feedback Indexes



Tiers of Assessment



Source: A Framework for Considering Interim Assessments; Marianne Perie, Scott Marion, Gong National Center for the Improvement of Educational Assessment Feb 13, 2007

Current Reality

MAP Grades 3-8

- *Adults primary audience*
- *Fuzzy, moving target*



End of Course Exams

- *Students primary audience*
- *Clear, fixed target*



Better Reality

MAP Grades 3-8 (EOC-like)

Student is first audience



Clear, fixed learning targets

Timely, meaningful feedback

Multiple administration windows within a school year

Adaptive format measures growth over time toward high school course content readiness

In the students' words ...

https://youtu.be/3_Olp5bmdJw



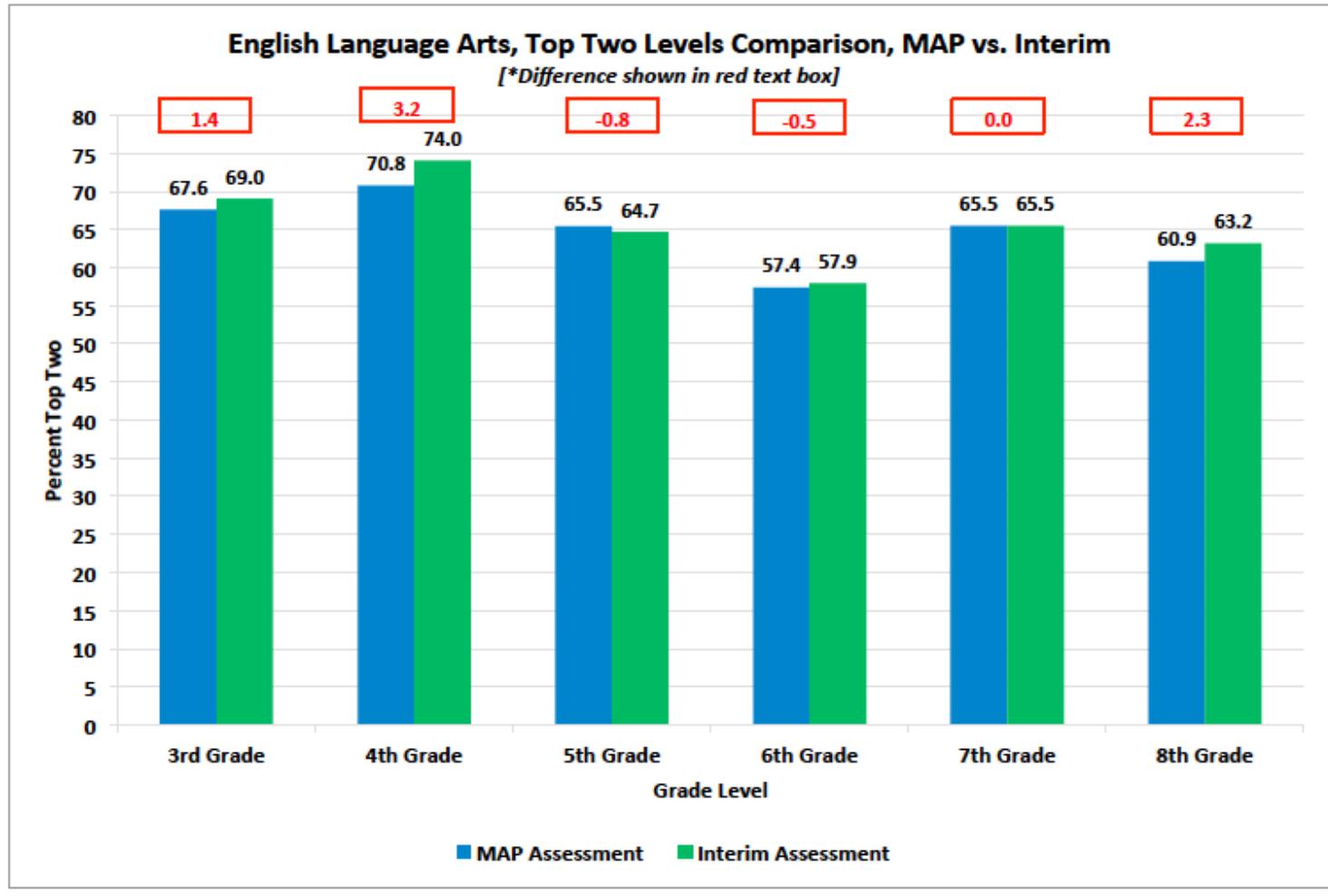
Making Assessment Meaningful

Interim Assessments and MAP

- Research Question, “How well do interim assessments predict performance on the MAP?”
- From a Fall 2015 survey, the Assessment Subcommittee identified five interim assessments to study
 - (Acuity Readiness/Acuity Readiness-Adaptive, eValueate, iReady, NWEA-MAP, Star)
- 24 districts provided data for the study

Sample ELA Interim Assessment Outcome

Comparing Percent Top Two (Proficient/Advanced) on MAP Vs. Predicted by interim



Why is changing MAP important?

- Students need timely, meaningful feedback that supports goal setting and tracking progress toward high school course content readiness.
- Educators need timely, meaningful data in order to use time, structure and teaching strategies in ways that lead to student mastery of important competencies.
- Communities need honest feedback and fair reporting, recognizing that in our reporting processes:
 - Family income/poverty impact the child;
 - Mobility/stability impact the child; and
 - Community resources (investment) impact the child.

Learning Ladder of Success

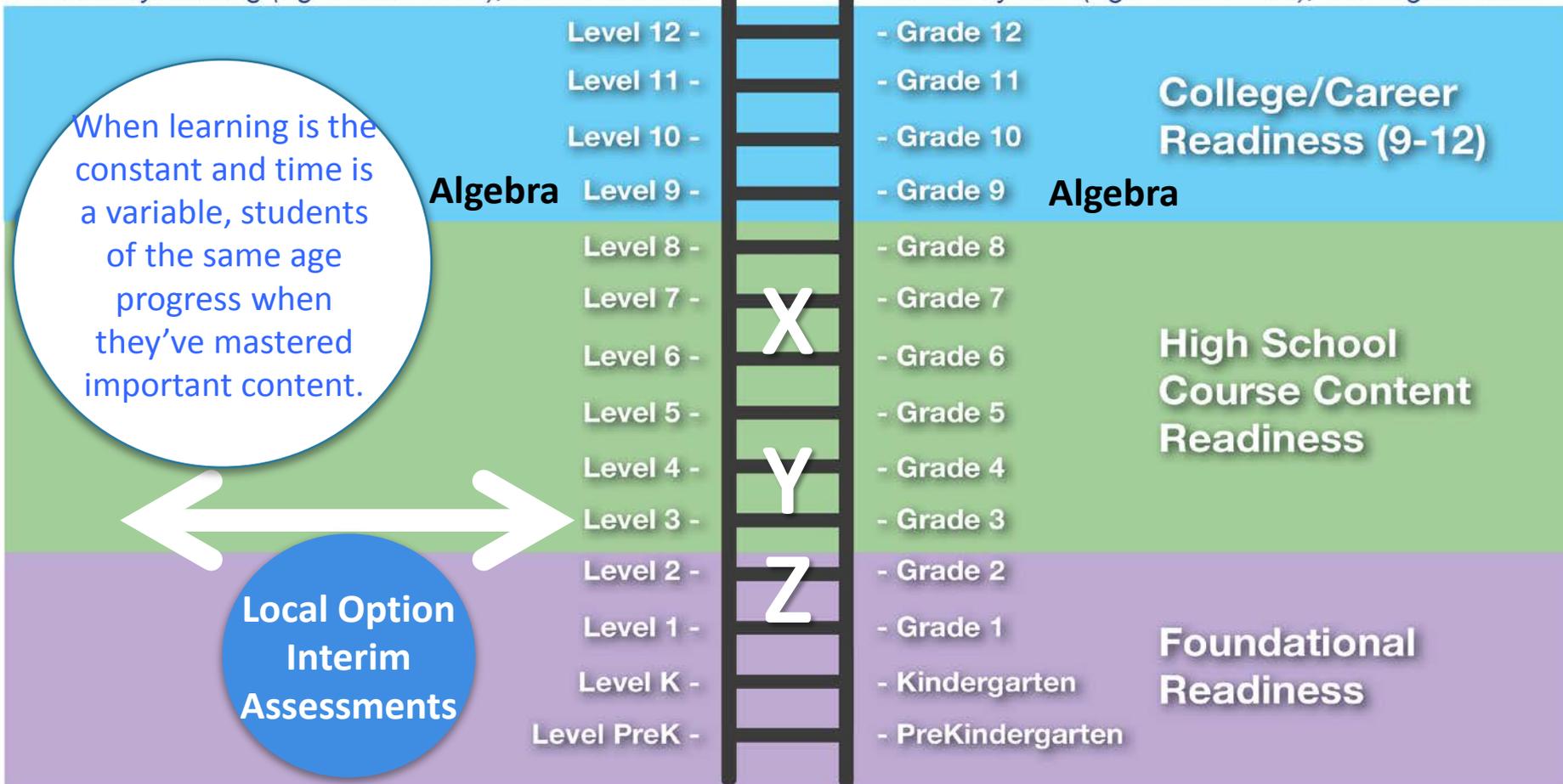


Proficiency Based

Defined by learning (Age≠Grade level), time is variable

Traditional

Defined by time (Age=Grade level), learning is variable



Learning Ladder of Success

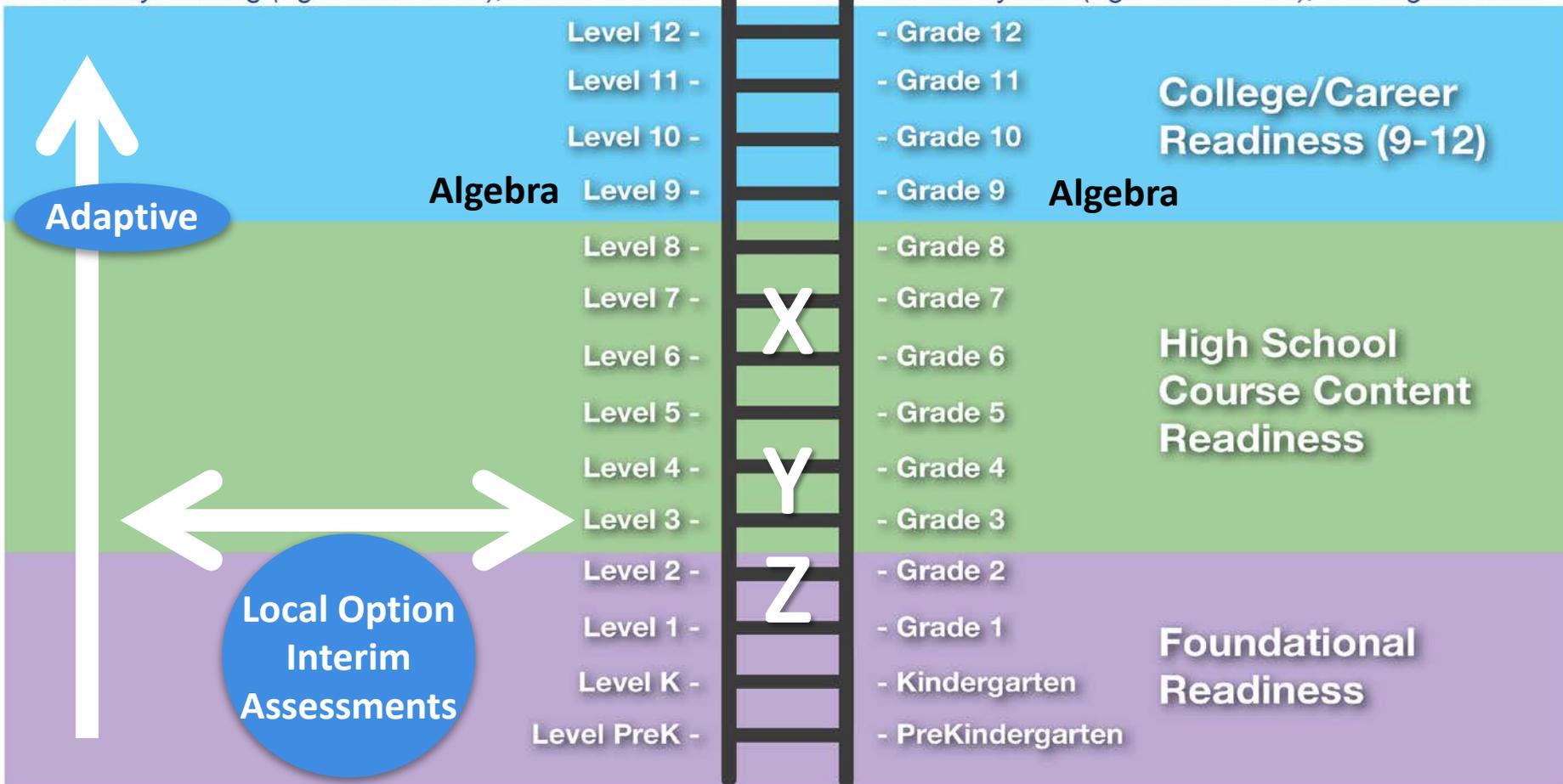


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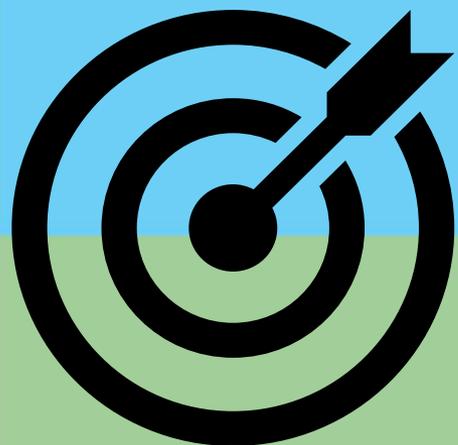


Proficiency Based

Defined by learning (Age≠Grade level), time is variable

Traditional

Defined by time (Age=Grade level), learning is variable



- ✓ Clear, fixed learning targets
- ✓ Power standards identified
- ✓ EOC-like assessments
- ✓ Timely feedback

Algebra

Level 12 -
 Level 11 -
 Level 10 -
 Level 9 -
 Level 8 -
 Level 7 -
 Level 6 -
 Level 5 -
 Level 4 -
 Level 3 -
 Level 2 -
 Level 1 -
 Level K -
 Level PreK -

X

Y

Z

- Grade 12
 - Grade 11
 - Grade 10
 - Grade 9

Algebra

- Grade 8
 - Grade 7
 - Grade 6
 - Grade 5
 - Grade 4
 - Grade 3
 - Grade 2
 - Grade 1
 - Kindergarten
 - PreKindergarten

**College/Career
 Readiness (9-12)**

**High School
 Course Content
 Readiness**

**Foundational
 Readiness**

Recommendation 1

Next Generation MAP Grades 3-8

Begins Fall 2017

Qualities

- Student as first and most important audience with immediate, meaningful feedback to the learner
- EOC-like
- Measures growth toward high school course content readiness

A third grader should be able to explain how MAP informs them where they are as a learner and, along with formative assessment, support them in setting personal learning goals



Recommendation 1 Continued

Next Generation MAP Grades 3-8

Begins Fall 2017

Design

- **Adaptive** with *embedded power standards* to provide clear fixed learning targets
- **Multiple Administration Opportunities within Year**
- **Achievable** grade level competency
- **Learning Level Progression** accurately reflecting a student's starting point in the accountability process
- **MOSIS** captures learning progression by ELA, Math, Science allowing students to test when formative data say they are ready



Recommendation 2

MSIP 6 Innovation Pilot 2016-2017

- Apply for federal pilot to support innovative state assessments.
- 2016-2017 - Allow up to 10% of Missouri districts to be “waiver” districts in 2016-17 and pilot new assessment approaches linked to MSIP 6 student success standards. Research from this process will inform continued modification to MAP and MSIP 6. The districts will:
 - ✓ Represent every DESE region;
 - ✓ Support federal assessment innovation pilot process;
 - ✓ Align local policy with practice;
 - ✓ Test drive next generation MSIP 6 standards for student success measures; and
 - ✓ Participate in and collaborate with other districts on research to determine effectiveness of pilot.

Overview

MSIP 6 Pilot Districts

Help create:

- ✓ Multiple-measures approach to accreditation for student achievement and success-ready graduates (e.g., MAP, EOCs, interim assessment, local performance tasks, extended learning opportunities, etc.)
- ✓ Metrics for input categories and peer review process (school climate/culture; effective instructional staff and practice; stable and effective leadership and governance)
- ✓ Next-generation accreditation reporting

All Districts

- Federal Accountability –
 - ✓ MAP grade-level assessments 3-8, high school assessment (EOCs)
 - ✓ Disaggregated data by student group
 - ✓ Graduation rate (4-year)
- Variance allowed if Missouri awarded federal innovation grant
- Customized support from DESE for 5% lowest performing districts in state per ESSA requirements

MSIP 5 Districts

- Academic Achievement (MAP 3-8, EOCs)
- Subgroup Achievement (MAP 3-8, EOCs for African American, Hispanic, ELL, Free/reduced lunch, IEP)
- College/Career Readiness (ACT, AP, post-secondary placement, etc.)
- Attendance (90% attending 90% of the time)
- Graduation Rate (4-7 year)

Recommendation 2

MSIP 6 Innovation Pilot 2016-2017

- Multiple-measures approach
 - ✓ Use formative and interim assessment for learning strategies that hold promise to meet federal accountability guidelines
 - ✓ Measure student growth toward high school course content readiness
 - ✓ Use growth measures to demonstrate improvement across disaggregated groups with individual learning plans for students whose learning level is different than that typically associated with their age. Growth rates are primary score reported to the public.
 - ✓ MAP – 3rd grade baseline, 5th grade to benchmark learning level progression and 8th grade for status
 - ✓ District assessments for learning that are valid and reliable measures of growth predictive of learning level mastery. Assessment validity and reliability requires third party verification.

Conclusion

- MASA and the task force members appreciate the partnership of DESE and the State Board of Education in this discussion.
- Innovation in school districts should occur as a result of the accreditation system not in spite of the accreditation system.
- Local involvement will spur local buy-in to the standards, accountability and assessment system.
- We hope this report will be the beginning of a statewide conversation about school quality, accountability and assessments.