MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM: May 2016

REPORT ON MASA TASK FORCE RECOMMENDATIONS ON ASSESSMENT AND ACCREDITATION

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DEPARTMENT GOAL NO. 1:

All Missouri students will graduate college and career ready.

SUMMARY:

The Missouri Association of School Administrators commissioned an Accreditation and Assessment Task Force for the purpose of providing recommendations for the future of Missouri’s assessment and accountability systems. This statewide task force has been working for the last year. Their work includes a broad-based survey of national practices, state specific study in New Hampshire, and surveys and studies within Missouri. The task force will present their findings and recommendations relative to accreditation and accountability. Assessment recommendations are expected in June 2016.

PRESENTERS:

Mike Fulton, Superintendent, Pattonville School District; John Jungmann, Superintendent, Springfield School District; Chris Neale, Assistant Commissioner, Office of Quality Schools; and Blaine Henningsen, Assistant Commissioner, Office of College and Career Readiness, will assist in the presentation and discussion of this agenda item.
SHOW-ME TASK FORCE
ON ACCREDITATION
AND ASSESSMENT REPORT
MISSOURI ASSOCIATION OF SCHOOL ADMINISTRATORS
May 17, 2016
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: | David Buck, Wright City  
Keith Marty, Parkway  
Sarah Riss, Webster Groves  
Pam Sloan, Francis Howell  
Paul Zeigler, Northwest  
Joylynn Pruitt, University City |
| MASA: | Roger Kurtz  
Mike Lodewegen  
David Luther |
| Wisdom: | Bob Bartman  
Chris Straub |
| DESE: | Chris Neale  
Blaine Henningsen |
| Cooperatives: | Don Senti, Education Plus  
Gayden Carruth, CSD KC  
Jim Horton, SW Center  
Dennis Cooper, Ozarks  
Matt Goodman, EdPlus |
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 Student Succeeds Act (ESSA) restores control to the states to design accountability systems and move beyond academic measures as the sole measure of school effectiveness.
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
Assessment

- The Task Force will report to the State Board in June findings from their study on assessment. Recommendations will focus on ways to design assessments for learning that also meet ESSA accountability requirements.
Measuring Success

Success-Ready Graduates

- A set of DESE identified measures
- A set of 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 multiple day site 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
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 and accountability system.

- We hope this report will be the beginning of a statewide conversation about school quality and accountability.

- Will share task force work on assessments at a future state board meeting.