

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:	February 2017
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REPORT ON MISSOURI SCHOOL IMPROVEMENT PROGRAM AND CONSOLIDATED APPLICATION FOR THE EVERY STUDENT SUCCEEDS ACT (ESSA)

STATUTORY AUTHORITY:	<input type="checkbox"/> Consent Item <input type="checkbox"/> Action Item <input checked="" type="checkbox"/> Report Item
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Section 161.092, RSMo

DEPARTMENT GOAL NOS. 1 and 3:

All Missouri students will graduate college and career ready.

Missouri will prepare, develop, and support effective educators.

SUMMARY:

School improvement in Missouri is accomplished by two tightly aligned systems of accountability. The Missouri School Improvement Program (MSIP) satisfies four policy goals, including informing district classification decisions. The current generation of MSIP is due for review and update. Missouri education leaders and the public have indicated a desire to broaden the scope of review for districts.

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. ESSA reauthorizes the Elementary and Secondary Education Act of 1965. The state's consolidated application provides the mechanism by which the programs and funds associated with ESSA are administered.

The Department plans to submit the ESSA Consolidated Application to the United States Department of Education on the April 3, 2017. A draft of the plan will be open for public comment, from February 21 through March 24.

The presentation will provide an overview of the next generation of MSIP and of the Consolidated State Application.

PRESENTERS:

Chris Neale, Assistant Commissioner; and Jocelyn Strand, Coordinator for School Improvement, Office of Quality Schools, will assist in the presentation and discussion of this agenda item.



SCHOOL IMPROVEMENT IN MISSOURI

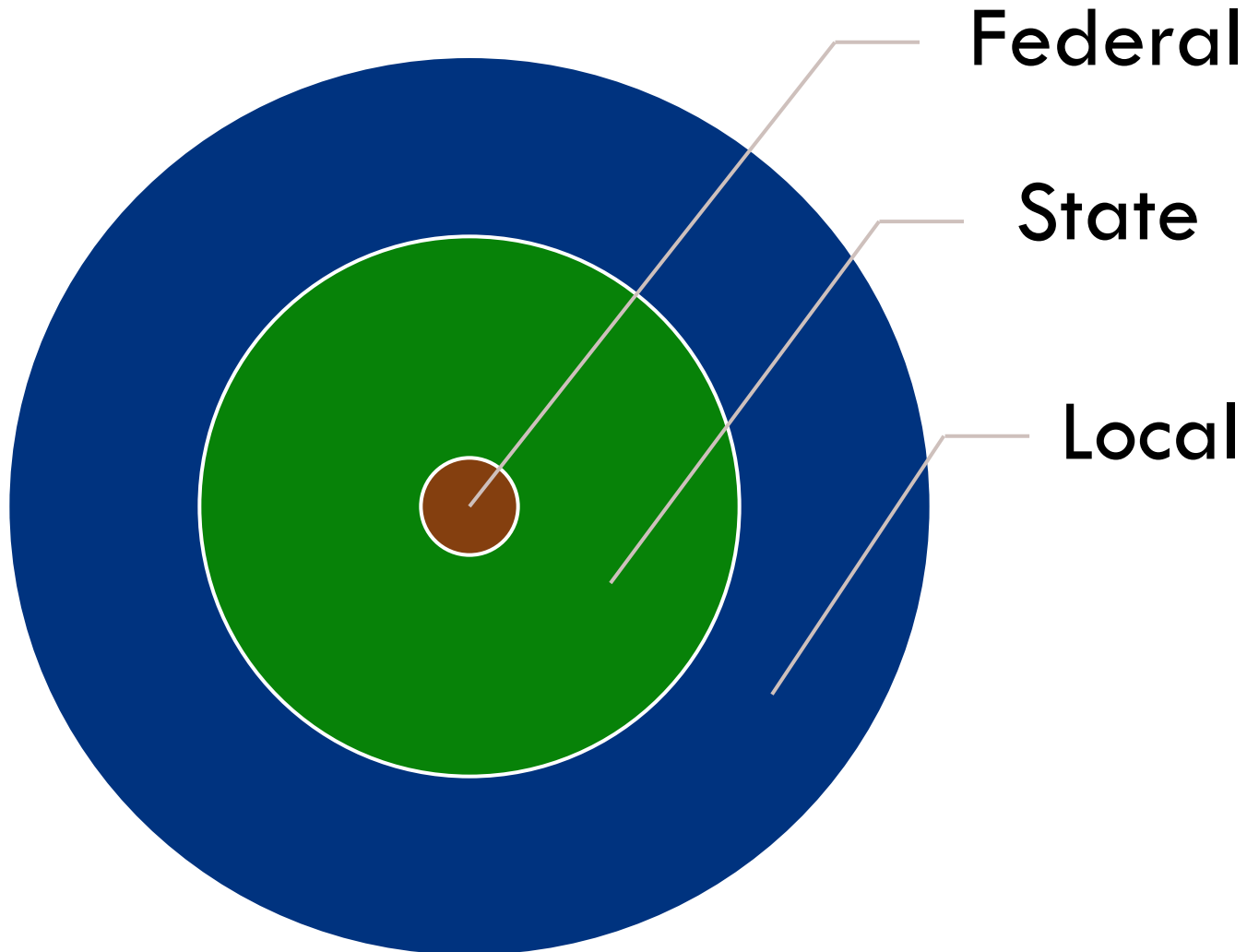
*Progress Report for the State Board
of Education*

February 2017

Missouri Department
of Elementary and Secondary Education

Educational Policy Alignment

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School Improvement in Missouri

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- Missouri School Improvement Program
 - Articulate the State's Expectations
 - Distinguish Performance of Schools and Districts
 - Empower All Stakeholders
 - Promote Continuous Improvement and Innovation

- Every Student Succeeds Act
 - Protection of equitable access to educational opportunities





MISSOURI SCHOOL IMPROVEMENT PROGRAM



MSIP 5

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- Focuses on student outcomes
- Prior generations gave more consideration to resources and processes.



MASA Recommendations for Standards

- Lagging Indicators
 - Academic Achievement
 - Success Ready Graduates

- Leading Indicators
 - Effective and Stable Leadership and Governance
 - Effective Educators and Instructional Practices
 - Climate and Culture



MSIP 6

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MASA Recommendations

- On-site visits
- Local selection of certain indicators
- Robust reporting
- Student outcomes disaggregated by stable and mobile populations



MSIP 6

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- Pilot
 - Effective Educators and Instructional Practices

- Workgroups
 - Culture and Climate
 - Success Ready Graduates
 - Leadership and Governance

- Workgroup for Process and Reporting



MSIP 6

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□ Timeline

□ Spring 2017

- Piloting
- Initial workgroup meetings
- System development

□ Fall 2017

- Piloting and progress reporting
- Final workgroup meetings





EVERY STUDENT SUCCEEDS ACT



Programs in ESSA

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- Title I, Part A-Improving Basic Programs
- Title I, Part C-Education of Migratory Children
- Title I, Part D-Neglected and Delinquent
- Title II, Part A-Supporting Effective Instruction
- Title III, Part A-Language Instruction, EL
- Title IV, Part A-Student Support and Academic Enrichment
- Title IV, Part B-21st Century Community Learning Centers
- Title V, Part B-Rural and Low-Income School Program
- Title VII, McKinney-Vento Homeless Assistance Act



Consolidated Application Structure

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1. Long-Term Goals
2. Consultation and Performance Management
3. Academic Assessments
4. Accountability, Support, and Improvement for Schools
5. Supporting Excellent Educators
6. Supporting All Students
7. Program Requirements
8. Assurances



1. Long-term Goals

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- ELA and Math Goals
 - Established in relationship to NAEP

- Current long-term goals are rigorous
 - UMC review
 - CCSSO Critical Friends Evaluation

- Defer submitting goals until stable ELA and Math data are available



1. Long-term Goals

□ Graduation Rate

Four-Year Adjusted Cohort Graduation Rate						
Subgroup	2015-16 baseline	2016-17	2017-18	2018-19	2019-20	2020-21
All students	88.8%	89.8%	90.8%	91.3%	91.8%	92.3%
Economically disadvantaged	81.8%	82.8%	83.8%	84.8%	85.8%	86.8%
Children with disabilities	77.3%	78.8%	80.3%	81.3%	82.3%	83.3%
English learners	67.5%	69.0%	70.5%	72.0%	73.5%	75.0%
Asian/Pacific Islander	92.4%	92.9%	93.4%	93.9%	94.4%	94.9%
Multiracial	88.7%	89.7%	90.7%	91.2%	91.7%	92.2%
Black	78.3%	79.8%	81.3%	82.3%	83.3%	84.3%
Hispanic	82.9%	83.9%	84.9%	85.9%	86.9%	87.9%
American Indian/Alaskan Native	85.6%	86.6%	87.6%	88.6%	89.6%	90.6%
White	91.5%	92.0%	92.5%	93.0%	93.5%	94.0%

1. Long-term Goals

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English Learners

Percentage of students attaining exit criteria

Years of instruction	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Three or fewer	9.8%	10.8%	11.8%	12.8%	13.8%	14.8%
Four or more	11.7%	12.7%	13.7%	14.7%	15.7%	16.7%



2. Consultation

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- 9 Regional Meetings
- Monthly Communications
- Quarterly SBE Presentations
- 25 Conferences and Meetings
- 5 ESSA Workgroups
- 8 Standards Workgroups



2. Performance Management

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- Current processes
 - Plan submission and monitoring continue

- Future processes
 - Streamlined consolidated application for LEAs



3. Academic Assessments

- Standards requirement complete (HB 1490)
- Assessment development in process
- Advanced Middle School mathematics waiver
- Assessments to be given in English



4. Accountability (School Identification)

Elementary / Middle	High	Weight	
English Language Arts*	English Language Arts*	20	
Mathematics*	Mathematics*	20	
ELA Growth*	Graduation Rate	15	30
Math Growth*		15	
English Language Acquisition*	English Language Acquisition*	20	
Attendance	Attendance	10	
Total		100	

*95% participation



4. Accountability

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- Continue *accountability* subgroups (n=30)
- Add *reporting* subgroups (n=10)
 - Homeless
 - Foster
 - Military
- Continue current practice
 - Averaging
 - Pooling
 - Attendance-only buildings



4. Support and Improvement

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- Improvement Resources
 - Systems reviews
 - Needs Assessment
 - Evidence-based Practices
 - Technical Assistance
 - Regional School Improvement Teams



4. Support and Improvement

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- More rigorous interventions
 - Revised needs assessment
 - Greater evidence for intervention selection
 - Fidelity of Implementation

- Annual review of resources
 - Personnel
 - Financial



5. Supporting Excellent Educators

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- Multiple Licensure Routes
 - Traditional, Temporary, Provisional, ABCTE
- Educator Preparation Program Strategies
 - Ed. Prep. APR
- Educator Growth and Development Systems
 - Missouri Educator Evaluation System
- State-level Strategies
 - Missouri Leadership Development System
 - Equity Plan



5. Educator Equity

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- Defines:
 - Ineffective
 - Inexperienced
 - Out-of-field
- Incorporates Educator Equity Plan



6. Supporting All Students

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- PreK – 12 continuum support
 - Pre-school
 - Blended funding

- Well-rounded education
 - AP/IB/IRCs
 - Other program support

- Access to technology



6. Supporting All Students

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- School-wide Title I.A Implementation
- Support of Neglected, Delinquent, At-Risk Youth
- Education of Migrant Children
- 21st Century Community Learning Grants
- Rural and Low-Income Schools
- Support of Homeless Youth



Assurances

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- Coordination with other laws
- Challenging academic standards and assessments
- Periodic review of improvement plans
- Participation of non-public schools
- IDEA identification
- Equitable access to federal programs



Reporting (Requirements in 6.5 font)

..IMPLEMENTATION.—The State report card required under this paragraph shall be—S. 1177—46

“(i) concise;

“(ii) presented in an understandable and uniform format that is developed in consultation with parents and, to the extent practicable, in a language that parents can understand; and

“(iii) widely accessible to the public, which shall include making available on a single webpage of the State educational agency’s website, the State report card, all local educational agency report cards for each local educational agency in the State required under paragraph (2), and the annual report to the Secretary under paragraph (5).

“(C) MINIMUM REQUIREMENTS.—Each State report card required under this subsection shall include the following information:

“(i) A clear and concise description of the State’s accountability system under subsection (c), including—

“(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

“(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

“(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

“(IV) the State’s system for meaningfully differentiating all public schools in the State, including—

“(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

“(bb) the methodology by which the State differentiates all such schools;

“(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

“(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

“(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

“(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. S. 1177—47

“(ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code) on active duty (as defined in section 101(d)(5) of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).

“(iii) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), and for purposes of subclause (II) of this clause, homeless status and status as a child in foster care—

“(I) information on the performance on the other academic indicator under subsection (c)(4)(B)(ii) for public elementary schools and secondary schools that are not high schools, used by the State in the State accountability system; and

“(II) high school graduation rates, including four-year adjusted cohort graduation rates and, at the State’s discretion, extended-year adjusted cohort graduation rates.

“(iv) Information on the number and percentage of English learners achieving English language proficiency.

“(v) For all students and disaggregated by each of the subgroups of students, as defined in subsection

(c)(2), information on the performance on the other indicator or indicators of school quality or student success under subsection (c)(4)(B)(v) used by the State in the State accountability system.

“(vi) Information on the progress of all students and each subgroup of students, as defined in subsection (c)(2), toward meeting the State-designed long term goals under subsection (c)(4)(A), including the progress of all students and each such subgroup of students against the State measurements of interim progress established under such subsection.

“(vii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), the percentage of students assessed and not assessed.

“(viii) Information submitted by the State educational agency and each local educational agency in the State, in accordance with data collection conducted pursuant to section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)), on—

“(I) measures of school quality, climate, and safety, including rates of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment; and S. 1177—48

“(II) the number and percentage of students enrolled in—

“(aa) preschool programs; and

“(bb) accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs.

“(ix) The professional qualifications of teachers in the State, including information (that shall be presented in the aggregate and disaggregated by high poverty compared to low-poverty schools) on the number and percentage of—

“(I) inexperienced teachers, principals, and other school leaders;

“(II) teachers teaching with emergency or provisional credentials; and

“(III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

“(x) The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year. “(xi) The number and percentages of students with the most significant cognitive disabilities who take an alternate assessment under subsection (b)(2)(D), by grade and subject.

“(xii) Results on the State academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)), compared to the national average of such results.

“(xiii) Where available, for each high school in the State, and beginning with the report card prepared under this paragraph for 2017, the cohort rate (in the aggregate, and disaggregated for each subgroup of students defined in subsection (c)(2)), at which students who graduate from the high school enroll, for the first academic year that begins after the students’ graduation—

“(I) in programs of public postsecondary education in the State; and

“(II) if data are available and to the extent practicable, in programs of private postsecondary education in the State or programs of postsecondary education outside the State.

“(xiv) Any additional information that the State believes will best provide parents, students, and other members of the public with information regarding the progress of each of the State’s public elementary schools and secondary schools, which may include the number and percentage of students attaining career S. 1177—49

and technical proficiencies (as defined by section 113(b) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2323(b)) and reported by States only in a manner consistent with section 113(c) of such Act (20 U.S.C. 2323(c)).



Timeline

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- March
 - Public comment period
 - Review and revision
 - Committee of practitioners
 - Consultation with elected officials
- April 3
 - Submission
- August 3 (soonest)
 - Approval



Questions?

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