MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM: October 2019

WORK-STUDY RELATED TO THE DEPARTMENT’S SHOW-ME SUCCESS PLAN

STATUTORY AUTHORITY:

Section 161.092, RSMo

| Consent Item | Action Item | Report Item |

STRATEGIC PRIORITIES

Access, Opportunity, Equity – Provide all students access to a broad range of high-quality educational opportunities from early learning into post-high school engagement.

Teachers and Leaders – Prepare, develop and support educators to ensure an effective teacher in every classroom and an effective leader in every school.

Efficiency and Effectiveness – Create an internal environment of continuous improvement, effective programming and efficient business operations.

SUMMARY

The State Board of Education (State Board), Commissioner and Department have been engaged in several initiatives that will potentially influence the next reiteration of the Show-Me Success Plan and its goal/s and metrics. The actions identified from these initiatives’ recommendations, ultimately, will have positive impacts on educational outcomes for students.

Recommendations from the Hunt Institute Policy Committee Report, the Council of Chief State School Officers’ (CCSSO) organizational capacity review, and the results from the March work-study session with the State Board and Department leadership, facilitated by the National Association of State Boards of Education (NASBE), were overlaid with strategic priorities and action steps in the current strategic plan.

Discussion with the State Board will assist in setting priorities and provide direction for the agency.

PRESENTER

Pam Thomas, Chief of Strategic Initiatives and Talent Development, will assist in the presentation and discussion of this agenda item.
Show-Me Success: The Department’s Strategic Plan

October 21, 2019
The purpose of strategic planning is:

- Forward-thinking
- S.W.O.T. analysis
- Key roles
- Strategic vs. operational goals

The key activities to align are:

- The current Strategic Plan: *Show-Me Success* 2018-19
- The State Board of Education Retreat with the National Association of State Boards of Education (NASBE)  
  March 25, 2019
- The Commissioner’s Educational Policy Committee with the Hunt Institute  
  Summer 2019
- Council of Chief State School Officers (CCSSO) Capacity Review  
  September 30 - October 2, 2019
The alignment revealed:

- Early Learning & Early Literacy (includes school readiness & reading by third grade)
- Educator Recruitment & Retention (includes effective teachers & leaders)
- Workforce Development (includes college/career readiness & five-year follow-up)
- Equitable Access (includes safe & healthy school environments)
- Data Systems (includes data collection & data requests)
- Accountability (includes standards & state expectations)
The CCSSO capacity review revealed:

<table>
<thead>
<tr>
<th>What’s Working</th>
<th>What’s Not Working</th>
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<tbody>
<tr>
<td><strong>Team:</strong> Widespread respect for the work of the agency and the DESE team.</td>
<td><strong>Focus:</strong> Align strategies to focus and operationalize the agency’s vision and mission.</td>
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<td><strong>Data:</strong> DESE described as a “hub for data.”</td>
<td><strong>Data:</strong> Need to improve usability and focus on data that drive the work.</td>
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<td><strong>Skill:</strong> Staff possess the skill and will to deliver on the goals.</td>
<td><strong>Communication:</strong> Channels are unclear and messaging is inconsistent (internal &amp; external)</td>
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SOURCE: CCSSO school improvement visit September 30, 2019 – October 2, 2019
A strategic plan needs five components:

1. The Vision
2. What is our Mission?
3. What does Success look like?
4. What are our Strategic Goals to achieve the Vision?
5. What are our Core Values?
Our vision: Missouri public schools: the best choice...the best results!

Our mission: The Missouri Department of Elementary and Secondary Education’s mission is to guarantee the superior preparation and performance of every child in school and in life.

Our goal: All Missouri students will graduate ready for success.
Proposed vision, mission and core values:

**Vision**
Every student will graduate ready for success in school and in life.

**Mission**
Providing access to opportunity for every student, every step of the way.

**Core Values**
Excellence, Future Focused, Supportive, Dependable, and Joy

A five-year plan for 2020-2025
Proposed strategic goals:

Determine the following for each Strategic Goal:

• What does Success look like in five years?

• How will we know we are making Progress toward the Vision?
Proposed next steps are:

- Finalize and disseminate vision, mission and core values
- Finalize the strategic goals
- Develop success measures and related targets & timelines for each strategic goal
### Show-Me Success Strategic Plan: 2018-2019

- **Vision:** Missouri public schools: the best choice...the best results!
- **Mission:** to guarantee the superior preparation and performance of every child in school and in life.
- **Goal:** All Missouri students will graduate ready for success.
- **Three (3) priority areas of Access, Opportunity, Equity; Teachers and Leaders; Efficiency and Effectiveness, with 38 related action steps.

- The National Association of State Boards of Education (NASBE) assisted the State Board with brainstorming topics for study and legislative priority.
- Board members identified eight (8) priorities for the state’s strategic plan, using Governor Parson’s two (2) areas of focus – infrastructure and workforce development – and the Department’s existing strategic plan to guide their conversations.

- A committee of 33 bipartisan leaders from across Missouri discussed six (6) foundational topics and a series of action steps for each.
- Committee recommendation to use this work to prioritize goals in the strategic plan and develop specific next steps.

- The CCSSO team collected input on the Department’s organizational capacity from over 80 key stakeholders including Board members, Department leadership and staff, district leaders, teachers, political partners and higher education.
- The CCSSO team provided 13 recommendations for building the Department’s organizational capacity to deliver goals for Continuous and School Improvement.

### Early Learning & Early Literacy

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<tr>
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<tbody>
<tr>
<td><strong>A. Access, Opportunity, Equity</strong></td>
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</table>
| A.1 Establish infrastructure that enhances and improves Missouri’s capacity to implement a cohesive statewide system to serve preschool age child, equitably available to all.  
  - PDG grant activities: needs assessment, strategic planning, best practices, Quality Assurance Report cohort 1 and 2. |                                             |                                                |                                                             |
| A.7 Revise ESSA consolidated state plan to ensure equal opportunity all students.  
  - Develop goals  
  - Revise methods |                                             |                                                |                                                             |
| **1. Early Learning**                  |                                             |                                                |                                                             |
|   a. Available to all (voluntary)  
   b. Consistent quality  
   c. Universally funded |                                             |                                                |                                                             |
| **7. Literacy** (this could become a subset if the definition of Early Learning is broadened)  
  a. Reading by third grade  
  b. Literacy skills for high school students |                                             |                                                |                                                             |
| **Building the Workforce through Early Childhood Education** |                                             |                                                |                                                             |
|   - Develop a shared definition of “early childhood education”  
   - Create a statewide framework that supports alignment in governance and standards between various early childhood programs  
   - Allocate additional and equitable funding across the state for early learning centers |                                             |                                                |                                                             |
<table>
<thead>
<tr>
<th>DESE Strategic Plan and Activities Alignment Chart – October 2019</th>
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<tbody>
<tr>
<td><strong>Educator Recruitment &amp; Retention</strong></td>
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<tr>
<td><strong>Show-Me Success Strategic Plan: 2018-2019</strong></td>
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<td><strong>State Board of Education Retreat: March 25, 2019</strong></td>
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<td><strong>Commissioner’s Educational Policy Committee (Hunt Institute): Summer 2019</strong></td>
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<tr>
<td><strong>Council of Chief State School Officers (CSSO) Capacity Review: September 30-October 2, 2019</strong></td>
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<tr>
<td><strong>A. Access, Opportunity, Equity</strong></td>
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<tr>
<td>A.2 (1) Develop state-level frameworks to engage students and businesses in high-quality, meaningful, and applicable internships and apprenticeships.</td>
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<td>• RAPIDS activities: increase registered youth and college/adult apprenticeships, collaborate with Economic Development to make and distribute guidelines, present advantages.</td>
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<td>A.2.2 Enhance the Grow Your Own campaign.</td>
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<td>A.3 Outline clear pathways at the state level that allow students to track progress along these pathways in order to effectively prepare them for their future.</td>
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<tr>
<td>• ICAP, STEAM, Learning blade, CTE</td>
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<td>A.6 Students attending charter schools have access to quality educational opportunities.</td>
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<td>• NACSA evaluation and pilot activities</td>
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<td><strong>B. Teachers and Leaders</strong></td>
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<tr>
<td>B.1 Improve quality of instruction for English learners (ELs) in Missouri school districts and charter schools by the number of qualified English learner endorsed educators by one percent annually.</td>
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<td>B.2 Gather and use current teacher workforce data and the teacher predictor module to inform recruiting strategies implemented collectively with local education agencies (LEAs), educator preparation programs, and the Department.</td>
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<td><strong>6. Educator Development</strong></td>
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<td>a. Leadership development and deployment</td>
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<tr>
<td>b. Enhancing the profession of teaching</td>
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<tr>
<td>c. Diversity of the educator workforce</td>
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<tr>
<td><strong>Teacher Preparation, Recruitment, and Retention</strong></td>
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<tr>
<td>• Create a marketing and communications campaign that rebrands the teacher profession</td>
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<tr>
<td>• Create opportunities for districts to develop innovative pathways to teaching</td>
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<tr>
<td>• Work to change the traditional structure of the teaching profession so that it is a sustainable field in which one can grow</td>
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<td><strong>2(A). Identify high-leverage strategies</strong></td>
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<td>• Stakeholders were able to identify a variety of high-impact initiatives that they see from the state that could be made to serve the agency’s stated vision when articulated. For example, leadership development, program, streamlined certification, and a push for local grow your own strategies were all cited as example of instances when the Department seemed to prioritize some work in service of the field.</td>
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</table>
### Educator Development, continued...

**B. Teachers and Leaders**

- **B.3** Support development of effective leadership practices through MLDS.
  - MLDS participation rates
- **B.4** Disseminate MLDS content/training.
- **B.5** Expand MLDS specialist teams to accommodate additional principals serving schools identified for CSI and TSI.
- **B.6** Improve support of new teachers through training...regarding the new mentor standards and beginning teacher guidelines ensure high quality first-year teachers.
- **B.7** Provide training for Career Technical Education (CTE) teachers entering the profession directly from industry.
  - Survey activities regarding their New Teacher Institute (NTI) experience
- **B.9** Promote and support the development of high-quality instruction aligned to the new Computer Science Learning Standards.
  - Workshops, online training, PD
- **B.11** Promote and support the development of high-quality instruction aligned to the MLS expectations.
  - Relevant resources, data
- **B.13** Promote career awareness, exploration and preparation for teachers and educational leaders.
  - Training on ICAP and CTE
- **B.15** Elevate the teaching profession.
  - Increase minimum entry-level teacher salaries, legislation

### C. Efficiency and Effectiveness

- **C.10** Improve teacher prep and recruitment models to encourage diverse selection of candidates.
**Educator Development, continued...**

**C.11** Enact policies that encourage teachers to continue teaching through increased support and professional development.
- Educator Preparation programs
- Effective Evaluation Implementation Rubric (EEIR)
- Uploading the EEIR in the VLP for MMD and DCI cohorts

**C.12** Use a third party organization to evaluate the effectiveness of MLDS training and support to ensure all schools have an effective principal.

### Success Ready Students & Workforce Development

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<tr>
<td><strong>B. Teachers and Leaders</strong></td>
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<tr>
<td><strong>B.12</strong> Grow and maintain existing career pathway networks that support educators in equipping student with skills and credentials needed in the labor market.</td>
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<tr>
<td>- School teams and partnerships</td>
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**C. Efficiency and Effectiveness**

**C.6** Research and develop ways to measure follow-up information for employment and postsecondary success for AEL offices.
- Develop pilot projects

**C.7** Make High School Equivalency funding available to eligible test-takers.

**C.8** Increase the number of competitive integrated employment (CIE) outcomes for youth with disabilities in Missouri.
- Expand pre-Employment Transition Services to every public high school

<table>
<thead>
<tr>
<th>2. General Education Improvement</th>
<th>Workforce Development &amp; Tomorrow’s Economy</th>
<th>5(A). Cultivate relationship with and among stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Rigor, relevance, and relationships</td>
<td>• Strengthen partnerships between education leaders and business leaders to better inform workforce needs</td>
<td>• There is a need for a strategic effort to engage a broader group of stakeholders, both from business and philanthropy, and intentionally across historically marginalized groups.</td>
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<tr>
<td>b. Proficiency-based learning vs. Carnegie unit (seat time)</td>
<td>• Develop a state framework that establishes clear pathways for students to enter the workforce</td>
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<tr>
<td>c. Workforce ready graduates (career skills/work skills)</td>
<td>• Expand access to postsecondary credentialing opportunities for all students</td>
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| **A. Access, Opportunity, Equity**  
A.5 Ensure students and teachers have a safe and healthy school environment conducive to the teaching and learning process.  
- School safety plan activities  
- Social emotional wellness  
| **3. Increased Access for All**  
a. Open enrollment  
b. Revamped funding system to support access  
c. Delivery of education via systemic restructure  
d. Redefining “school”  
e. Increased options for students and parents  
| **Innovative & Flexible School Structures**  
- Develop a clear vision around what students should know and be able to do by the end of high school  
- Implement a plan to support schools and districts in understanding what flexibility they have  
- Rethink accountability standards for districts based on a redesigned school model  
| **Redesigning Accountability Systems**  
- Develop a system for measuring abstract elements of school quality, such as school climate, leadership, and social emotional competencies  
| **B. Teachers and Leaders**  
B.8 The New Counselor Institute (NCI) will have a positive impact on the development of new school counselors.  
- Survey activities  
| **5. Social Emotional Learning**  
a. School safety  
b. Counseling and mental health  
| **Using Data Systems**  
- Identify what Missouri is trying to measure and what information needs to be collected  
- Create a plan to engage stakeholders to define outcomes for a longitudinal data system  
- Create a communications plan to educate audience on how a data continuum can be useful for their needs  
| **1(B). Evaluate and understand past and present performance**  
- Multiple stakeholders described DESE as a “hub for data”  
- Data are not being used to drive continuous improvement because of capacity constraints at the state and timeliness issues.  
| **4(D). Support continuous improvement at all levels**  
- DESE has a plethora of data available that can be used to strategically inform decision making about which supports to provide to schools.  
| **B. Teachers and Leaders**  
B.13 Ensure the state has the necessary data systems accessible and data available that will allow teachers and leaders to use the data to improve practice and prioritize equity.  
- Improve customer experience with the User Manager system  
- Improve the three-week completion rate of data requests by 10%  
| **B.15 Increase timeliness of data submission and determine the precise timeline for collecting data so it can be as useful as possible.**  
| **Data Systems**  
| **Using Data Systems**  
- Identify what Missouri is trying to measure and what information needs to be collected  
- Create a plan to engage stakeholders to define outcomes for a longitudinal data system  
- Create a communications plan to educate audience on how a data continuum can be useful for their needs  
| **1(B). Evaluate and understand past and present performance**  
- Multiple stakeholders described DESE as a “hub for data”  
- Data are not being used to drive continuous improvement because of capacity constraints at the state and timeliness issues.  
| **4(D). Support continuous improvement at all levels**  
- DESE has a plethora of data available that can be used to strategically inform decision making about which supports to provide to schools.  
| **Council of Chief State School Officers (CSSO) Capacity Review: September 30-October 2, 2019**  
|
|----------------|------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------|
| **A. Access, Opportunity, Equity** | **4. Assessment and Accountability** a. MAP testing b. Efficiency and Effectiveness as part of accountability | **Redesigning Accountability Systems** • Determine the purpose of the accountability system and clearly communicate that message to various audiences • Build out accountability standards for project-based learning, internships, and other innovative programs to ensure that they are adequately preparing students | **2(B). Understand the implementation chain** • Because most schools’ APR falls into one category, differentiating and targeting strategies is a challenge. Stakeholders generally found the system for school identification under ESSA confusing. **2(C). Set targets and establish trajectories** • With complexities in accountability and a new statewide assessment, setting current targets and trajectories for improvement – at any level – has not been possible. | **3(A). Establish routines to drive and monitor performance** • The staff referenced MSIP and the strategic plan as potential tools to drive routines and monitoring; however, there are no systemic structures that currently align to either documents that measure performance outside of assessment scores. **4(D). Support continuous improvement at all levels** • Mechanisms to set, monitor and evaluate progress towards goals for LEAs are not aligned to Missouri’s current accountability system. After the accountability system identifies low-performing schools, districts feel that the responsibility to decide how to improve falls only on them. • There are high-leverage opportunities available to partner with researchers in the state who are willing to support DESE in order to inform research-based decision making. |
| **A.4 Develop and implement Missouri School Improvement Program (MSIP) Standards and Indicators and the metrics used to classify school districts.** | **• Develop measurement, reporting and decision-making framework for MSIP 6** | | | |


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<th>Communication</th>
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1(A). **Define your vision**<br>• DESE has some work to do in order to articulate its role, expectations and aspirations for the field.<br>• The field believes in Commissioner Vandeven’s leadership and the potential of DESE; in fact they are eager to see a bolder stake in the ground for education in Missouri.

1(C). **Ensure consistent two-way communication across the agency**<br>• Two-way communication at the Department is an area of need.<br>• Channels for communication within the agency are unclear and messaging internally is inconsistent.

2(A). **Identify high-leverage strategies**<br>• There is a plan – Show-Me Success – but it’s not driving the work.

2(C). **Set targets and establish trajectories**<br>• Evidence indicates DESE has been better recently at establishing working groups with diverse representation in order to create an opportunity for feedback loops.

3(B). **Maintain focus**<br>• DESE can take advantage of this opportunity - with strong leadership back in place – to align strategies and establish a person or team responsible for operationalizing the agency’s vision and strategies for continuous and school improvement, managing the process for implementation, and putting in place regular agency-wide routines on progress.
Communication, continued…

4(B). Establish a problem-solving culture
- There is not a clear focus on problem solving in order to drive for improve student outcomes across the agency.
- It’s not that innovation isn’t encouraged, or that new ideas are rejected, but there is little time in the day to plan, process, and act on ideas.

4(C). Assess organizational health
- Staff members enjoy working at DESE and feel welcome and valued.
- Processes and structures are in place across the agency for conducting work; however, it is unclear how the work connects to an overall vision.
- The abundance of work and lack of prioritization seems to limit the agency’s ability to reflect and grow.

5(A). Cultivate relationship with and among stakeholders
- Widespread respect for the Commissioner and the work of the agency.
- Participants feel that they are listened to and are often asked to engage... They are less sure how they are selected for that participation, or that the engagement is systemic.