MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM: April 2016

UPDATE ON TRANSITION FROM APPOINTED TO LOCALLY-ELECTED BOARD OF EDUCATION

STATUTORY AUTHORITY:

Sections 161.092, 162.081, 162.083 and 162.1100, RSMo

☐ Consent Item ☐ Action Item ☒ Report Item

DEPARTMENT GOAL NO. 1:

All Missouri students will graduate college and career ready.

SUMMARY:

Missouri statutes permit the appointment of a Special Administrative Board or an alternative governing structure for a school district that has been classified as unaccredited and has had its corporate organization lapsed by the State Board of Education. However, the laws do not address the criteria to be met which would indicate the appropriate time to begin a transition back to a locally-elected board of education.

At its February 2016 meeting, the State Board of Education (State Board) directed Department staff to develop criteria, that when met, provide a certain level of confidence that a district under the governance of a Special Administrative Board is ready to transition back to local control.

Proposed criteria will be presented to the State Board to solicit comments and feedback.

PRESENTERS:

Robin Coffman, Chief of Staff, and Margie Vandeven, Commissioner of Education, will assist in the presentation and discussion of this agenda item.
Overview of Proposed Criteria for Transition from Appointed to Locally-Elected Board of Education
State Board of Education Questions

1. “When is it appropriate to transition from an appointed Special Administrative or Governing Board back to a locally-elected board of education?”

2. “How does that transition take place?”
Purpose of Presentation

- Present proposed criteria regarding the transition from a Special Administrative Board (SAB) or other alternative governing structure back to local governance
The State Board of Education Authority

St. Louis Public Schools Transitional District SAB

- Section 162.1100, RSMo
  - The State Board of Education may terminate the transitional school district at any time upon a determination that the transitional district has accomplished the purpose for which it was established and is no longer needed.
Section 162.621, RSMo

The powers and duties shall immediately revert to the board of directors for any period of time for which no transitional school district is in existence.
State Board of Education Authority

Riverview Gardens School District SAB

- Section 162.081, RSMo
  - The SAB appointed under this section shall be responsible for operation of the district until such time that the district is classified as provisionally accredited for at least two successive academic years.
  - The State Board of Education may, then, provide for transition pursuant to 162.083, RSMo.
State Board of Education Authority

Riverview Gardens School District SAB (continued)

- Section 162.083, RSMo
  - The State Board of Education may set a final term of office for any member of an SAB, after which a successor member is elected by the voters of the district.
  - The State Board of Education shall set a date for any district operating under the governance of an SAB to return to local governance.
Normandy Schools Collaborative

- Section 162.081, RSMo
  - The State Board of Education shall review and recertify the alternative form of governance every three years of the unaccredited district.
Proposed Criteria and Evidence

- Proposed criteria have been identified from the Missouri School Improvement Program (MSIP) Resource, Process and Performance standards and indicators. Key categories include:
  - Leadership
  - Finance
  - Effective Teaching and Learning
  - Climate/Culture
  - Parents and Community
District leadership is demonstrably ethical, fair, and is characterized by a focus on instruction, student-centered decision making, and continuity. Leaders know their roles and execute their responsibilities.

Evidence:
- Board minutes, policy manual, budget document, annual financial audit
- Comprehensive School Improvement Plan
Leadership (continued)

- Compliance with state and federal laws and State Board of Education regulations
- Board member training documentation
- Professional learning/development plan
- Educator evaluation system aligned to the Essential Principles
  - Retention of effective building and district leaders
The district demonstrates financial stability and complies with all provisions, rules and regulations of state and federal programs it implements.

Evidence:

- Unrestricted operating fund balance of 10% or greater for the most recent three fiscal years’ Annual Secretary of the Board Report (ASBR)
District’s annual financial audit findings free of material weakness

Compliance monitoring documents, including the MSIP Items Not Waived checklist and Tiered Monitoring checklist, with no significant findings
The district demonstrates sustainable improved academics.

**Evidence:**

- Annual Performance Reports (APRs) at or above accredited level for the most recent three years with a positive trend line in Academic Achievement measures
- Instructional staff use evidence-based instructional practices to meet the learning needs of all students.
Effective Teaching and Learning (continued)

- Instructional staff regularly and systematically use assessment results and other student work to make adjustments to curriculum, instruction and intervention strategies to assist students.
- Professional learning/development plan
- Educator evaluation system aligned to the Essential Principles
  - Retention of effective teachers
  - Human Resource practices support assignment of effective educators to struggling buildings.
Climate/Culture

The district’s culture is focused on student learning, conveys high academic and behavioral expectations, is physically and emotionally safe, and is implementing strategies to address exposure to adverse childhood experiences.

**Evidence:**

- Advance Questionnaire results
- Program (safety, trauma-informed schools, etc.) documentation and evaluation
Climate/Culture (continued)

- Comprehensive School Improvement Plan
- Board policies and procedures, including anti-bullying/cyberbullying and training of students and staff
District leadership and staff collaborate with families and community members who represent diverse interests and needs to mobilize community resources that improve teaching and learning. The community supports the return of district governance back to a locally-elected board of education.

**Evidence:**
- Advance Questionnaire results
- Program advisory committee(s) membership
Parents and Community (continued)

- Cooperative projects with community or business organizations, local and/or national foundations
- Communications with and feedback from families as well as the community
Questions and Feedback

Contact Us

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