



MISSOURI SCHOOL IMPROVEMENT PROGRAM: SUPPORT AND INTERVENTION

**A presentation to
New Superintendents**

July 16, 2014

Missouri Department
of Elementary and Secondary Education

Purpose of Presentation

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- ❑ To provide an overview of the Department's plan for supporting and, *if necessary*, intervening in districts and schools

State Board of Education Authority

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- ❑ Under previous law:
 - replace the elected board with a Special Administrative Board
 - attach the district to another district
 - divide the district and assign to adjoining districts
- ❑ Under SB 125: (Effective 8-28-13)
 - all the above plus “something else”

Principles

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- ❑ Focus on children and families
- ❑ Access to good schools
- ❑ Solutions to meet district /community needs
- ❑ Early intervention and PREVENTION
- ❑ High expectations for all

Missouri School Improvement Program

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Performance, Resource & Process Standards

(Appendix F)

- ❑ Articulate expectations for student achievement
- ❑ Distinguish among districts and schools in valid, accurate and meaningful ways
- ❑ Promote continuous improvement

*Accreditation Guides Support Level

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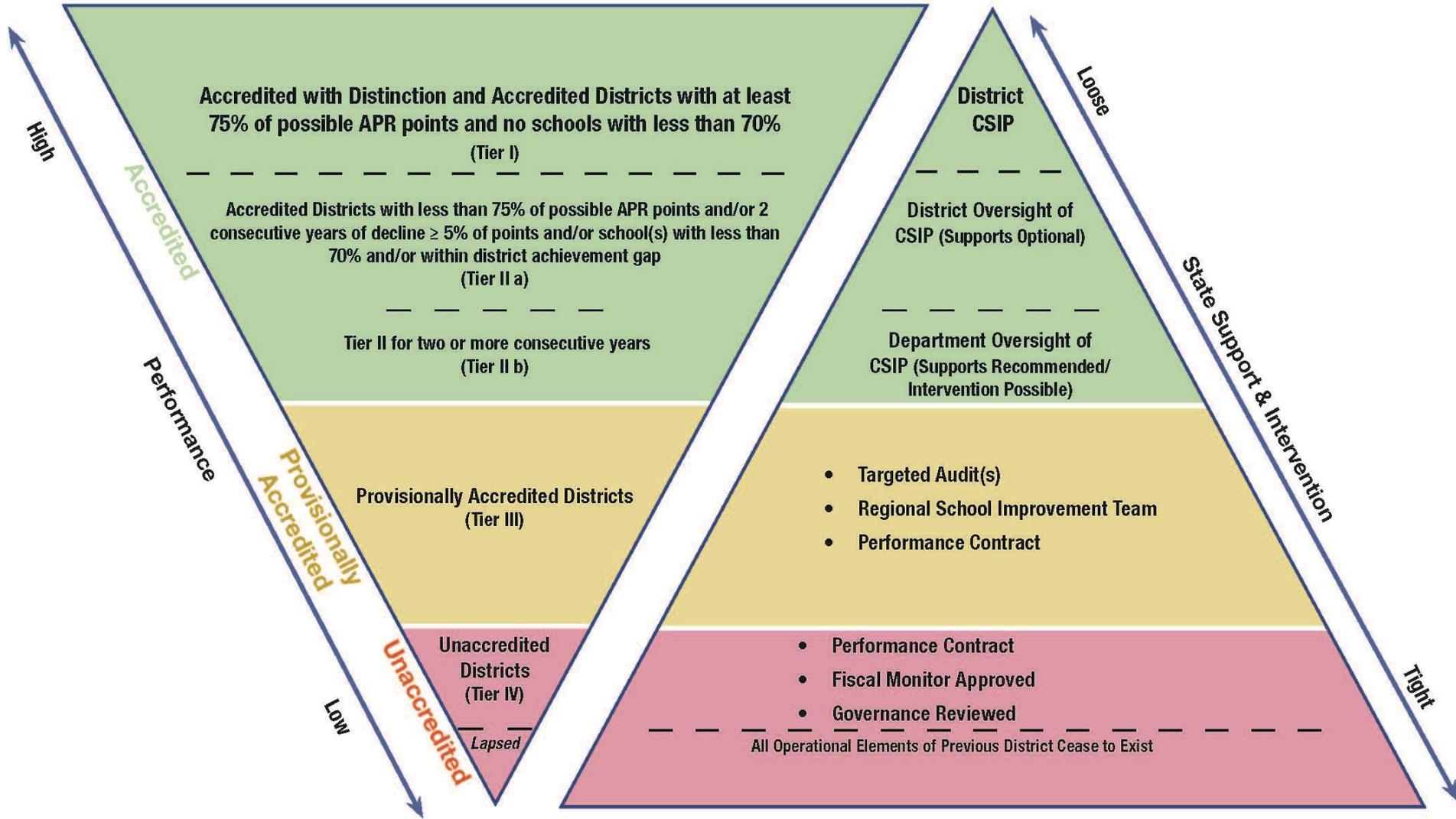
Performance Standards:

- ❑ Multiple measures over multiple year

Accreditation Levels	Percent of Points Earned
Accredited with Distinction	$\geq 90\%$ of APR points possible AND meets other criteria established by the SBE
Accredited	$\geq 70\%$ or more of the APR points possible
Provisionally Accredited	$\geq 50\%$ or more of the APR points possible
Unaccredited	$< 50\%$ of the APR points possible

* Recommendations are made based on APR status and APR trends and may include other factors as appropriate, e.g., Comprehensive School Improvement Plan (CSIP) goals, previous audit reports, financial status, and/or leadership stability.

Missouri School Improvement Program: Support and Intervention



Supports

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- ❑ Model Comprehensive Literacy Plan
- ❑ Model curriculum
- ❑ Data team training
- ❑ Webinars, videos, and professional development
- ❑ Summer training sessions
- ❑ Digital library of formative assessments
- ❑ Educator Evaluation System
- ❑ Missouri Growth Model
- ❑ Missouri Comprehensive Data System Portal

Tier I Support

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□ Identification

- Accredited or Accredited with Distinction
- District earns $\geq 75\%$ of possible APR points
- ALL schools earn $\geq 70\%$ of possible APR points

□ Support

- Comprehensive School Improvement Plan
 - District Oversight and Implementation
- Optional supports from DESE

Tier II (a) Support and Intervention

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□ Identification

➤ Accredited

- District earns <75% of possible APR points
- District demonstrates consecutive 5% decline of possible APR points
- District school(s) earns <70% of possible APR points
- District demonstrates largest within district achievement gap

□ Support and Intervention

➤ Local Intervention – Recommended Best Practices

➤ Comprehensive School Improvement Plan

- District Oversight and Implementation with DESE monitoring

➤ Optional supports

➤ Quarterly monitoring

Tier II (b) Support and Intervention

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□ Identification

- Accredited
 - Tier II status for more than two years

□ Intervention

- Continued call for local intervention
- Comprehensive School Improvement Plan
 - Department Oversight
 - Comprehensive or Targeted Audit(s)
 - MSIP Process and Resource Standards
- Recommended best practices and supports
- Focused monitoring

Audit(s)

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- ❑ Comprehensive or Targeted
- ❑ Onsite or Desk Audit

Audit(s) – Appendix A

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- ❑ Community involvement
- ❑ Comprehensive School Improvement Plan
- ❑ Curriculum and Assessment
- ❑ Data
- ❑ Educator Effect
- ❑ Finance
- ❑ Governance
- ❑ Parent involvement
- ❑ Professional Learning

Tier III Supports and Intervention

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□ Identification

- Provisional Accreditation

□ Intervention

- Call for collective intervention
 - Comprehensive or focused audit(s)
 - School level intervention
 - Regional School Improvement Team Activated (Appendix B)
 - Comprehensive School Improvement Plan
 - Performance Contract (Appendix D)
 - Community-School Compact (Appendix E)

Tier III – Performance Contract Appendix D

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- ❑ Binding Contract between Local Board and State Board of Education
- ❑ Annual Performance Targets with Consequences
- ❑ Terms of Agreement
- ❑ Interventions Outlined in Contract
- ❑ Accountability Plan Tracks Progress

Tier III – Contract Requirements

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- ❑ Teacher/Leader Standards
- ❑ Leadership Development
- ❑ Educator Evaluation System
- ❑ Research-Based Effective Practices
- ❑ Comprehensive Literacy Plan
- ❑ State-Provided Formative Assessment System
- ❑ Data Teams (district, school, classroom)
- ❑ Early Childhood Education
- ❑ Extended Learning Opportunities for All Kids

Community – School Compact

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- ❑ Model Compact – Appendix E
 - Goal
 - Committee Appointment
 - Work Plan
 - Accountability Framework
 - Authority
 - Oversight
 - General Terms

- ❑ Parent Compact

Tier III – Extended Period

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- ❑ Additional Intervention Possible
 - Onsite Instructional Monitor
 - Fiscal Monitor
 - Other

Tier IV Supports and Interventions

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❑ Identification

- Unaccredited

❑ Intervention

- Public engagement
- Governance reviewed
 - Establish conditions under which the existing school board shall continue to govern; or
 - Determine alternative governance structure
- Inter-district transfer enacted
- Department fiscal monitor appointed

Tier IV – Option A

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- ❑ Continue existing school district board of education governance under terms and conditions established by the State Board of Education
- ❑ Extend Performance Contract
 - ❑ Three years maximum
- ❑ Provide guidance for student transfers
- ❑ Maintain employee contracts

Option A - EXIT CONDITIONS

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- ❑ Meeting Specified Performance Standards=
Recommendation for Provisional Accreditation
- ❑ Insufficient Improvement = New Tier IV Option

Tier IV – Option B

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- ❑ Lapse the Corporate Organization
 - Replace elected board with a special administrative board (SAB)
 - Authorizes SAB to determine future contacts and contract provisions
 - Provide guidance for student transfers

Option B - EXIT CONDITIONS

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- ❑ Classified as Provisionally Accredited for at least two successive academic years = section 162.083 RSMo transition
- ❑ Insufficient Improvement = New Tier IV Option

Tier IV – Option C

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- Lapse the Corporate Organization
 - Replace elected board with alternate governance structure such as an administrator reporting to the State Board of Education
 - Authorizes governing body to determine future contracts and contract provisions
 - District has “new school status” for accountability
 - No Accreditation until 3 years of data
 - Alternate governing body may provide transfer options subject to terms established by the State Board of Education

Option C - EXIT CONDITIONS

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- ❑ Meeting Specified Performance Standards=
Recommendation for SAB (See Option B)
- ❑ Insufficient Improvement = New Tier IV Option

Tier IV – Option D

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- Lapse the Corporate Organization
 - Attach the territory of the lapsed district to one or more districts
 - Divide the district into multiple school districts within the territory of the lapsed district

Option D - EXIT CONDITIONS

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- N/A

Option D

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- State Board may:
 - Assign students to one or more accredited districts or to one of the multiple restructured districts
 - Direct Department to
 - work with districts to address
 - transfer of assets
 - pending liabilities
 - work with local taxing entities to ensure appropriate
 - property assignment
 - process to collect annual revenues
 - notify general assembly
 - Effective 60 days after end of session (following board action)

Questions?



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