

Goals of the Missouri School Improvement Program

The goals of the Missouri School Improvement Program (MSIP 5) are to:

- Promote **continuous improvement and innovation** within each district on a statewide basis to advance the opportunity for success for each student.
- Establish the **state's expectations** for districts in driving actions for moving student achievement to Top 10 status with the ultimate goal of all students graduating ready for success in college and careers.
- **Distinguish performance** of schools and districts in valid, accurate, and meaningful ways so that districts in need of improvement can receive appropriate support and interventions to meet expectations and high-performing districts can be recognized as models of excellence.
- Empower all stakeholders through regular communication and **transparent reporting** of clear data on performance and results so that they can take action appropriate to their roles.

1. What is the difference between MSIP 5 Performance, Process and Resource standards?

The standards are organized in three sections: **Resource Standards**, **Process Standards** and **Performance Standards**. The **Resource Standards** address the basic requirements that all districts should have in place. They are generally quantitative in nature and include such components as class size, course offerings, and appropriate certification. Some standards are appropriate for all districts. Other standards need to be tailored for districts in different contextual settings.

The **Process Standards** address the instructional and administrative processes used in schools. They include standards on instructional design and practices, effective teachers and leaders, and governance.

Performance Standards include multiple measures of student performance. The standards against which all school districts will be assessed include academic achievement; subgroup achievement; college and career readiness (K-12) or high school readiness (K-8); attendance; and graduation rate. The Department annually collects and analyzes data for the performance standards as part of the accreditation process.

2. When will districts be held accountable to the Performance Standards in MSIP 5?

The Performance Standards and Indicators are used to generate a district's Annual Performance Report (APR). The 2013 APR—which will be published during the summer of 2013—is the first MSIP 5 APR that will be used to inform district classification recommendations. Three APRs, reflecting three years of performance data, will be used for classification recommendations. This means that for the vast majority of districts, the department will review a district's 2013 APR, 2014 APR, and 2015 APR for MSIP 5 accreditation classifications made in fall of 2015. If a district's accreditation should warrant a change from its classification prior to 2015, the district's fourth cycle APR will be reviewed in conjunction with the MSIP 5 APR. If this should occur, the 4th Cycle APR will be reviewed in relation to district performance as measured by the 4th Cycle standards and indicators and the MSIP 5 APR in relation to district performance as measured by the MSIP 5 standards and indicators. MSIP 5 is a completely different system than 4th Cycle MSIP; therefore, the APRs generated from the two systems should not be compared.

State Board of Education (SBE) Action	APRs reviewed							
	2008	2009	2010	2011	2012	2013	2014	2015
Fall 2012 (Districts not previously classified in 4 th cycle or those with a recommendation for a change in 4 th Cycle classification were taken to SBE.)	4 th Cycle 2008	4 th Cycle 2009	4 th Cycle 2010	4 th Cycle 2011	4 th Cycle 2012			
*Fall 2013 (A school district's classification designation remains in effect until the SBE approves another designation. The SBE may consider changing a district's classification designation at any time.)				4 th Cycle 2011	4 th Cycle 2012	MSIP 5 2013		
*Fall 2014 (A school district's classification designation remains in effect until the SBE approves another designation. The SBE may consider changing a district's classification designation at any time.)					4 th Cycle 2012	MSIP 5 2013	MSIP 5 2014	
Fall 2015 (All districts reviewed annually to determine if a recommendation for classification designation is needed.)						MSIP 5 2013	MSIP 5 2014	MSIP 5 2015

*The Department does not intend to make MSIP 5 classification recommendations to the SBE until the district has acquired three MSIP 5 APRs, fall 2015. However, the SBE may consider changing a district's classification designation at any time as outlined in the MSIP 5 rule <http://dese.mo.gov/qs/documents/MSIP-5-Performance-Standard-Rule.pdf>.

3. What is the difference between a district's accreditation status and a district's accreditation classification?

The term "accreditation status" is used when describing the status of district's APR for a given year. For example, in MSIP 5 a district's APR may show that it has earned 89% of the overall points possible. The APR reflects a fully accredited status. The term "accreditation classification" is used to describe the official SBE designation for the district. Since multiple APRs are used to recommend an official accreditation classification, there are times when a district's APR accreditation status for a given year may differ from the district's official accreditation classification.

4. For College and Career Readiness Standard *1-3 (CCR *1-3), which measures post-secondary placement for all students, may we use scores from any of the four assessments listed (ACT, SAT, COMPASS or ASVAB)?

Yes. While in 4th Cycle the APR included only the ACT for this measure, the intent of MSIP 5 is to broaden the measures used to meet the standard through assessments that best meet the needs of individual students.

5. As we implement higher standards, is it reasonable to expect that fewer districts will be designated as "Accredited with Distinction" in MSIP 5 than have received "Distinction in Performance" (DIP) in previous cycles?

The criteria for earning "Accredited with Distinction" will be different than the criteria utilized for DIP in prior cycles of MSIP. For a district to be "Accredited with Distinction", they must earn 90% or greater of the points available as well as other criteria to be determined.

6. When will the Resource and Process standards go into effect?

The Resource and Process Standards were approved by the State Board of Education at the September 2012 board meeting. The public comment period began on November 1, 2012 and closed on November 30, 2012. The comments will be reviewed by the State Board of Education. Comments will be responded to during the January meeting. If approved, the resource and process standards will take effect during the spring of 2015.

7. In what way will the revised Resource and Process Standards impact accreditation?

During the 4th cycle of the Missouri School Improvement Program (MSIP), the Department began utilizing performance as the main factor in determining a district's classification level. The Department will continue to utilize performance measures as the main determinant for classification during MSIP 5. Resource and Process Standards will not be used to determine a district's classification, but will be used to provide feedback to districts who may be in jeopardy of receiving a classification other than fully accredited.

8. If a district cannot afford to implement the desirable Resource Standards, what is the impact on a district?

As has been the practice since 2006, the department will monitor the district's Annual Performance Report for accreditation purposes. The district should continue to tailor the Resource Standards to meet the needs of the students in the district.

9. Because the district must choose between the Algebra I test and the grade level mathematics assessment for each student and is no longer able to include two scores for some students, will our scores go down from prior years?

The MSIP 5 DRAFT APR calculates data from the 2010, 2011 and 2012 assessments consistent with the Department's algebra policy. Data from those assessment years are not included as a duplicated count in mathematics if the student took both the grade level and EOC assessment. The grade level results are removed so that appropriate annual progress can be calculated.

Scores from all mathematics assessment are reported in total rather than by grade span for the MSIP 5 DRAFT APR.

10. The A+ program now requires a student to score proficient on the Algebra I EOC in order to be eligible for A+. May a student take the EOC each semester until he or she passes the test? If a student takes the Algebra I EOC multiple times, will their score count for our school each time?

A student may take the Algebra I EOC multiple times to attain A+ scholarship eligibility. If the student has been assessed in a prior accountability year and is simply retesting for A+ eligibility, the district may submit a letter of appeal to have the additional scores(s) removed from accountability for the current year. Any time a district assesses a student on the state assessment, the results are included in the district's data. It is up to the district to ensure that the appeal is filed during the current accountability year. The accountability year begins with the summer administration and ends with the spring administration (summer, fall, spring).

11. What are the main differences in 4th Cycle and MSIP 5?

MSIP 4th Cycle	MSIP 5
APR indicates whether each indicator is MET or NOT MET. Each indicator is weighted equally and accreditation recommendations are made on the total number of METs earned.	APR indicates the number of points earned for each indicator. Indicators are not weighted equally. Accreditation recommendations are made on the total percentage of overall points earned.
APR includes 5 years of data.	APR includes 3 years of data.
APR includes MET/NOT MET for each grade span (3-5, 6-8, high school) for English Language Arts and Mathematics.	APR includes percent of points earned by each subject area for English Language Arts, Mathematics, Science and Social Studies. Performance is calculated for grade span, grade level and subgroup to assist in school improvement planning.
District-level APRs provided.	District-level and building-level APRs provided.
State targets are set using the state norm.	State targets are set using the goal of reaching Top 10 by 20 goal.
Standards and Indicators are calculated using Status and Progress.	Standards and Indicators are calculated using Status, Progress and Growth where applicable.
Post-secondary preparation standard includes a measure for ACT performance.	Post-secondary preparation includes a measure for ACT or SAT or COMPASS or ASVAB performance.
Post-secondary preparation measures enrollment in Advanced Courses.	Post-secondary preparation measures successful completion in Advanced Courses.
Post-high school preparation measures the student's high school GPA. (K-8 districts)	Post-high school preparation measures the district's proficiency rate on MAP end-of-course assessments. (K-8 districts)
Attendance standard measures aggregate attendance.	Attendance standard measures attendance of the individual child.
Graduation rate standard measures the cohort graduation rate.	Graduation rate standard measures the 5-year adjusted cohort graduation rate.
The focus is on continuous improvement.	The focus is on continuous improvement.
MSIP 5 is a completely different system than 4 th Cycle MSIP; therefore, the APRs generated from the two systems should not be compared.	

Additional Questions about MSIP 5

1. **I'm reviewing our district's data and would like additional information on how each performance standard is calculated.**

Additional information on the calculation of the data for each standard may be found in the Guidance Document for the fifth version of the Missouri School Improvement program located at: http://www.dese.mo.gov/qs/documents/MSIP_5_APRcalculationsOctober30topost.pdf.

2. **What are the new accreditation levels and how will a district earn each classification?**

There are four levels of accreditation as follows:

Accredited With Distinction – Equal to or greater than 90% of the points possible on the APR and meets other criteria yet to be determined by the State Board of Education.

Accredited – Equal to or greater than 70% of the points possible on the APR.

Provisional – Equal to or greater than 50% to 69.9% of the points possible on the APR.

Unaccredited – Less than 50% of the points possible on the APR.

3. **Is there additional information available that our district can share with stakeholders about MSIP 5?**

The Department has developed a variety of resources for districts, parents and other stakeholders to assist districts in the transition from 4th Cycle MSIP to MSIP 5. These resources can be located at <http://www.dese.mo.gov/qs/MSIP5.html> and include Commissioner Nicastro's video message, a toolkit, recorded webinars and other tools developed to assist districts in the transition from 4th Cycle MSIP to MSIP 5.