Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

Missouri's 2017 Nomination of National Blue Ribbon School Criteria

Accountability System

Ambitious Performance Targets: Missouri has developed and adopted rigorous new performance targets based on the percentage of students proficient or advanced in English language arts (ELA) and mathematics. The trajectory of the performance targets is based on an increase of proficiency of students by 25 percent by 2020 while cutting the achievement GAP of Missouri's student GAP group in half over the same period.

Missouri's accountability system for academic achievement is based primarily on the results of the Missouri Assessment Program (MAP). The SEA (State educational agency) utilizes the most recent three years of data accountability determinations with all years having equal weight. All students enrolled in public schools are required to participate in the MAP. Students with cognitive disabilities who are unable to participate in regular MAP testing, even with modifications and based on the IEP (Individual Education Program), participate in the MAP-Alternate (MAP-A). Each Missouri public school district must account for all students, including those participating in the MAP-A and those participating in MAP content assessments with appropriate accommodations.

Below are the administered MAP grade level and End-of-Course assessments.

English Language Arts
Grade Level Assessment 3-8
MAP Alternate grades 3-8 and 11
End-of-Course English II

Mathematics
Grade Level Assessment 3-8
MAP Alternate grades 3-8 and 11
End-of-Course Algebra I

The SEA uses additional assessments and indicators for a comprehensive accountability system that include additional End-of-Course assessments, attendance, college and career readiness assessments, and graduation rate (specific descriptions are available in the *Comprehensive Guide to the Missouri School Improvement Program* http://dese.mo.gov/sites/default/files/MSIP-5-comprehensive-guide.pdf). Missouri utilizes English language arts and mathematics assessments for ESEA Flexibility.

To capture more schools in the accountability system, Missouri uses a super-subgroup, the "student GAP group," that includes Black students, Hispanic students, students with disabilities, English language learners, and students eligible for free or reduced-price lunch.

Many Missouri schools and subgroups do not meet the minimum "n" size of 30 students for issuing accountability determinations in these high-needs populations. By measuring progress and performance for the super subgroup rather than each subgroup individually, more schools are held accountable for necessary progress in these high-needs populations. This approach allows the Department and LEAs to retain a focus on all students, including all traditional subgroups, while placing a special emphasis on underlying issues frequently associated with low student performance.

Missouri continues to report AMO (Annual Measureable Objectives) determinations for students in the aggregate, low income students, students with disabilities, English language learners, and the state's major racial and ethnic subgroups.

The State has determined the minimum number of students for accountability purposes to be 30. The academic achievement AMOs are expressed as expected proficiency rates on state assessments. Reward, priority, and focus schools will also be determined using proficiency rates.

One of the four guiding principles used in developing Missouri's next generation accountability system is to distinguish performance of schools in valid, accurate and meaningful ways so that schools in need of improvement can receive appropriate support and interventions to meet expectations, and high-performing districts and schools can be recognized as models of excellence.

The state of Missouri will recognize schools with the overall highest achievement and highest progress of all students in English language arts and mathematics to receive reward school status.

The tables below present our AMO targets through 2020. The AMOs refer to the percent proficient on the ELA and mathematics Missouri Assessment Program (MAP) tests. Using guidance from the United States Department of Education, all schools are ranked based on the AMO's established by the State's Flexibility Waiver. The 2017 Blue Ribbon proficiency rates will be examined to determine if the State's goals and targets need to be adjusted and are aligned to the Missouri's Every Student Succeeds Act (ESSA) Consolidated State Plan.

Proficiency AMOs – All ESEA Subgroups

*AMOs apply to the all students group and all ESEA Subgroups.

	Mathematics	**English language arts**
Year	AMO	AMO
2012	56.40%	56.20%
2013	58.60%	57.90%
2014	60.80%	59.60%
2015	63.00%	61.30%
2016	65.20%	63.00%
2017	67.40%	64.70%
2018	69.60%	66.40%
2019	71.80%	68.10%
2020	74.00%	69.80%

Proficiency AMOs – Super-subgroup "Student GAP Group"

*AMOs are based on the goal of cutting the proficiency gap in half for the Student GAP Group.

	Mathematics	**English language arts**
Year	AMO	AMO
2012	44.78%	44.21%
2013	47.67%	46.61%
2014	50.55%	49.02%
2015	53.43%	51.42%
2016	56.32%	53.83%
2017	59.20%	56.23%
2018	62.08%	58.64%
2019	64.97%	61.04%
2020	67.85%	63.45%

Criteria for Blue Ribbon Nominees
Missouri can nominate up to eight schools for the national Blue Ribbon Award. One third of the schools must be identified as disadvantaged schools. To be nominated, schools must have at least 100 students enrolled. In addition, nominated schools must have assessment data for at least 10 students in each tested grade for both English language arts (ELA) and mathematics.

Public schools must meet their AMO targets in reading (English language arts) and mathematics in each of the two years prior to nomination (2014-2015 and 2015-2016) and must do the same for the year in which they are nominated (2016-2017).

Exemplary High Performing Schools: "High performing" is defined by the CSSO (Chief State School Officer) of each state, but at a minimum means:

A. The performance of all tested students in the school in the most recent year tested in both reading (English language arts) and mathematics must be in the top 15 percent of all schools in the state when schools are ranked based on the performance of all tested students.
B. For each of the school's subgroups, the performance of all tested students in the subgroup in the most recent year tested in both reading (English language arts) and mathematics must be in the top 40 percent of all schools in the state when schools are ranked based on the performance of tested students in that subgroup.
C. For the most recent year in which graduation rates are available in the state, the graduation rate of a high school must be in the top 15 percent of all high school graduation rates in the state.

Methodology for identifying schools meeting the requirements for high performing:

A. Identify schools in the top 15 percent in the most recent year tested based on student performance in both reading (English language arts) and mathematics;
    1. The AMO targets for 2016 will be applied to this year's assessment results, as well as the AMO targets for 2015 will be applied to last year's assessment results to determine the schools that have met the State's expectations for the past two years in ELA and mathematics.
    2. Qualifying schools must meet the AMO targets in both the total and super subgroup (student GAP group).
    3. Missouri has defined "disadvantaged" as percentage of students eligible for free or reduced-priced meals.
    4. To determine the cut score for the "top 15 percent" criterion, each school's ELA and mathematics proficiency rates for the 2016 total are averaged to create a combined proficiency rate. Then the schools are placed in rank order. Once the proficiency rate is calculated, the cut score is used for the total.

B. Determine that the performance of subgroups in these schools in both reading (English language arts) and mathematics is in the top 40 percent of all schools in the state for their respective subgroups in the most recent year tested,
    - To determine the cut score for the "top 40 percent" criterion, each school's ELA and mathematics proficiency rates for the 2016 super subgroup (student GAP group) are averaged to create a combined proficiency rate. Then the schools are placed in rank order.

C. Determine that a high school's graduation rate in the most recent year available is in the top 15 percent of graduation rates of all high schools in the state for that year.
    - To identify the "top 15 percent" criterion for graduation rate, the 2016 four-year cohort graduation rate is used. The schools are placed in rank order to make the selection.

Other National Blue Ribbon Schools Eligibility Requirements

1. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
2. If the school includes grades 7 or higher, the school must offer foreign language as a part of its curriculum.
3. The school has been in existence for five full years, that is, from at least September 2011 and tested grades must have been part of the school for at least the past three years.
4. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015 or 2016.
5. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
6. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
7. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

State Plan for Nominating National Blue Ribbon Schools Additional Questions

1. What measure of student performance will be used to rank order schools based on the performance of all or subgroups of students on the state assessments (e.g., average student scale score, percentage of proficient students, student growth based on value added or growth percentiles)?

    - To determine the cut score for the "top 15 percent" criterion, each school's ELA and mathematics proficiency rates for the 2016 total are averaged to create a combined proficiency rate. Then the schools are placed in rank order. Once the proficiency rate is calculated, the cut score is used for the total.

2. Will schools be ranked separately for reading and mathematics, requiring a school to be ranked sufficiently high in both subjects, or after combining each school's performance in reading and mathematics?

    - To determine the cut score for the "top 15 percent" criterion, each school's ELA and mathematics proficiency rates for the 2016 total are averaged to create a combined proficiency rate. Then the schools are placed in rank order. Once the proficiency rate is calculated, the cut score is used for the total.

3. Will certain types of schools be excluded from the ranking process (e.g., enrollments under 100, fewer than 10 tested students in each grade in reading or mathematics) or will those schools be filtered out after the ranking process is completed?

- Schools are excluded from the ranking process if the schools do not have at least 100 students enrolled and fewer than 10 tested students in each grade in ELA or mathematics before the ranking process.

4. Will schools be ranked within each grade, within grade levels (e.g., elementary, middle, high), or across all grades tested? If not across all grades tested, how will schools that serve more than one grade or grade level be ranked?

    - Schools will be ranked across all grades tested.

5. For which subgroups, including special low-performing groups or super subgroups, will schools be ranked based on subgroup performance?

    - To capture more schools in the accountability system, Missouri uses a super subgroup, the student GAP group, that includes Black students, Hispanic students, students with disabilities, English language learners, and students eligible for free- or reduced-price lunch.

6. What is the minimum for the number of students tested in a subgroup in a school in order to include a school in a ranking based on that subgroup's performance?

    - The minimum number of students in a subgroup for a school to be included is 30.

7. What is the minimum for the number of students tested in a subgroup in a school before the school is held accountable for being in the top 40 percent for that subgroup?

    - To determine the cut score for the "top 40 percent" criterion, each school's ELA and mathematics proficiency rates for the 2016 super subgroup (student GAP group) are averaged to create a combined proficiency rate. Then the schools are placed in rank order.

8. What type of graduation rate based on which year was used to rank order high schools on graduation rate?
    - To identify the "top 15 percent" criterion for graduation rate, the 2016 four-year cohort graduation rate is used. The schools are placed in rank order to make the selection.

Additional information requested:
Please provide your state's definition of what constitutes a student from a disadvantaged background.

- Missouri defines a student from a disadvantaged background to be a student eligible for free or reduced-priced meals.

Please provide the correct terminology for the student performance levels on your state assessment.

- Advanced
- Proficient
- Basic
- Below Basic