



MISSOURI SCHOOL IMPROVEMENT PROGRAM

Advisory Committee Meeting
Resource and Process Standards

March 12, 2012

Missouri Department of Elementary
and Secondary Education

Why we're here!



MSIP 5 Policy Goals

- 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 Ten 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 her 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.

Research



“ If we follow the research, we can enter an era of unprecedented effectiveness for schools— one in which the vast majority of schools can be highly effective in promoting student achievement.”

Robert Marzano

What do we need to do?

Creating the “effective schools process”
requires educators...

to use the best available research

to create a plan of action that would
have a chance of success.



MSIP and the Show-Me Standards

All Missouri content standards are related back to the Show-Me Standards by state statute.

2nd Cycle of MSIP

- MMAT Core Competencies and Key Skills
- Transitioned to Show-Me Standards as reflected as the Curriculum Frameworks.
- Transition from the MMAT to the Missouri Assessment Program's Grade-Span Assessments

3rd Cycle of MSIP

- Curriculum Frameworks for most content areas and competencies for Career Education
- Grade-Span Assessments

4th Cycle of MSIP

- GLEs/CLEs developed over time for most content areas
- Moved from Curriculum Frameworks over time to GLEs.
- Developed CLEs from GLEs and course models
- Include Career Education competencies
- Grade –Level assessments and End-of-Course assessments introduced
- Model curriculum units for mathematics and communication arts.

5th Cycle of MSIP

- GLEs and CLEs for many content areas.
- Transition current communication arts and mathematics GLEs and CLEs to Common Core based grade-level and course content
- Career Education competencies
- Grade-Level assessments, End-of-Course assessments, and the introduction of an End-of-High School College/Career-Ready Assessment
- Model curriculum form all content areas.



Top 10 by 20 Goals and Objectives

GOAL 1: All Missouri students will graduate college and career ready.

OBJECTIVE 1: The percentage of students:

- A. Scoring at or above proficient level on National Assessment of Educational Progress (NAEP) will increase by 1 percentage point at each test administration.
- B. Scoring at or above proficient level on state assessments will increase each year to exceed 75% of students in all subgroups by 2020.
- C. Scoring at or above the mean of the top 10 states on college and career ready assessments (e.g. ACT, SAT, COMPASS, ASVAB, TSA) will increase annually.

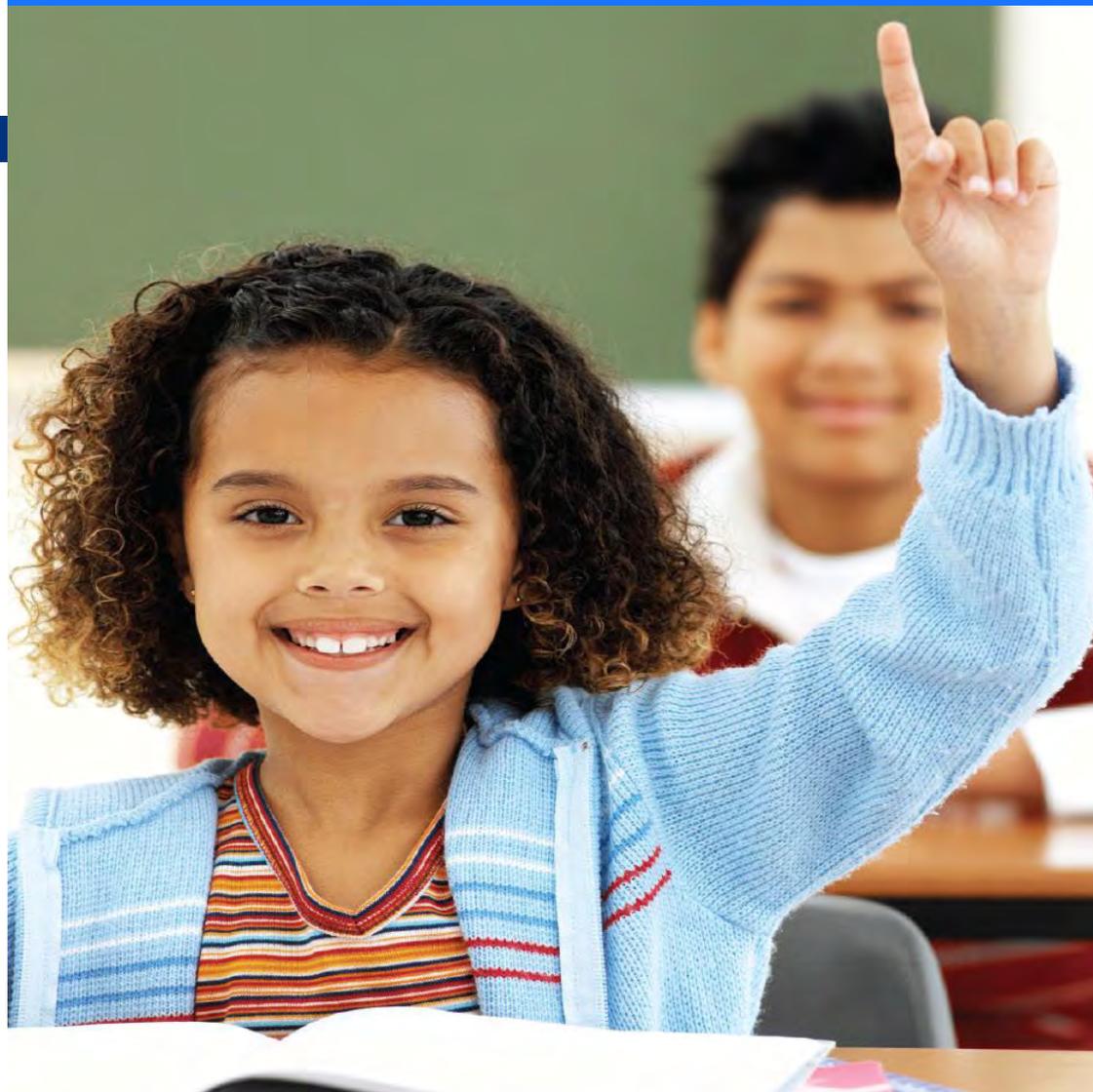
OBJECTIVE 2: By 2020, all students will qualify for entrance into post secondary education/training.

<http://dese.mo.gov/top10by20/goals.html>



Missouri Model Teacher and Leader Standards

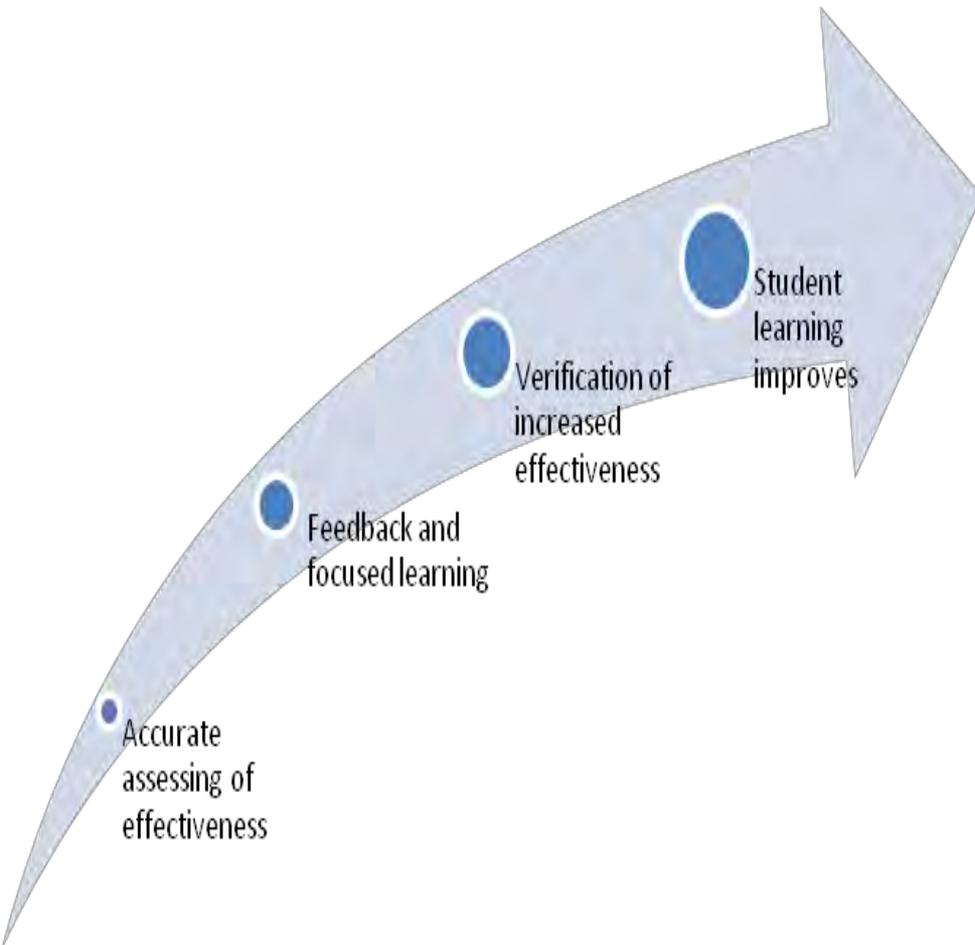
A Resource for State Dialogue



Adopted and approved by the Missouri State Board of Education: June 2011

<http://dese.mo.gov/eq/documents/StandardsInformationDocument.pdf>

Missouri Educator Evaluation System



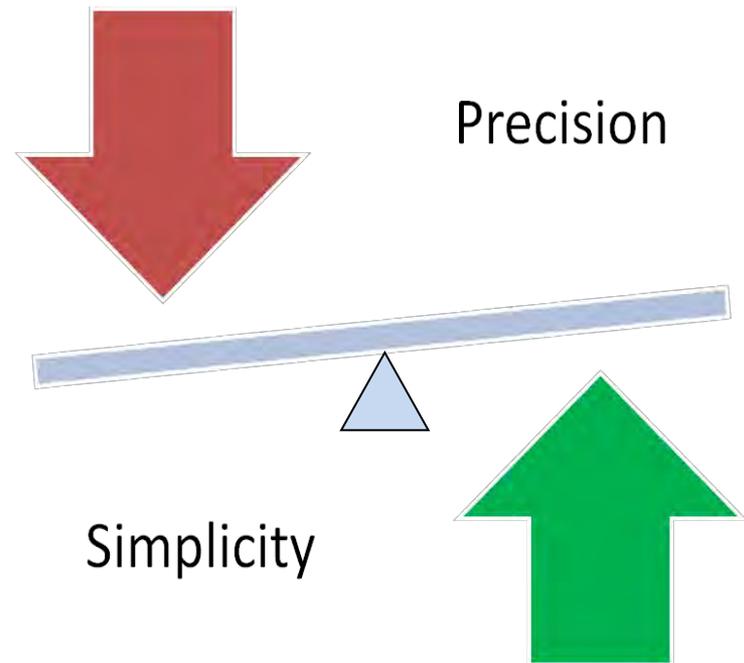
A deliberate and intentional process to use evaluation to

- Provide accurate, reliable assessment of current status
- Increase competency through focused feedback and learning
- Verify higher level of teacher effectiveness
- Confirm an increase in student achievement

Getting it right: Two Key Principles

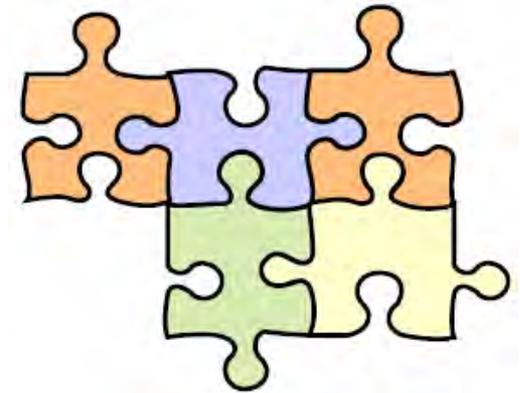
An effective evaluation system:

- Must be **systemic** and address improvement of professional practice at all levels
- Must be **precise** enough to ensure that improvement occurs while being **simple** enough that it is manageable and workable



5 Effectiveness Indicators

- **Observations**
 - Train and certify evaluators
 - Use multiple observations to increase reliability
 - Periodic reliability check with impartial observers
- **Student achievement gains**
 - Use of informal student performance measures to guide formative development
 - Use of state assessment data verifies accuracy of the system
- **Feedback on performance**
 - Include the voice of the recipient
 - Surveys to students, teachers, principals, board members, community, etc.
- **Applied professional learning**
 - Applied learning should address targeted areas of growth
- **Quality of the Unit of Instruction/Improvement Plans**
 - Evidence of organization, presentation, and appropriate objectives



Essential Components of Effective Evaluation Systems

- **Is aligned to research-based performance targets**
- **Includes a minimum of 3 performance levels (ideally 4 or maybe 5)**
- **Highlights the importance of probationary period**
 - Includes multiple observations/evaluations and deliberate feedback
- **Uses student performance measures and evidence of student learning**
 - As a “preponderant” criterion, it “significantly” informs evaluation
- **Provides ongoing, regular, timely and meaningful feedback for all**
 - Theory of Action: Everyone at every level grows every year
- **Includes ongoing training for evaluators to ensure rating reliability**
- **Use results/data to inform personnel decisions, determinations and policy**
 - Identifies who is in need of targeted interventions (includes timeframes)
 - Identifies who has earned recognition, tenure and/or compensation

Outcomes for Expert Groups

- To what extent should the MSIP process prompt districts and schools to utilize effective schools research as a part of their school improvement efforts?
- Meet with Small Group of Experts
 - Implications of the research
 - Determine what research is still needed.
 - Report out

Expert Groups

- Librarians
- Counselors
- Principals (*In room 460*)
- Central Office (e.g. Superintendents, Assistant Superintendents) (*In room 470*)
- Teachers/CTE
- Parents/PTA
- Gifted
- Special Education
- PE/Health
- Fine Arts

Expert Small Group Activity



Small Group/Working Lunch

- Process Standards Activity Continued from the last meeting
- Report Out



Meeting



Monday, April 2