

## Do We Need a Statewide System of Supports?

- Mobility between/among schools and districts
  - Administrators—near 20%
  - Teachers - 11.1% (Range 0% – 35.3%)
  - Students—within and among
- No tangible resources to provide people capacity for each district
- Can develop mass customization
- Districts often do not have large blocks of PD time
- All districts have underperforming students

## NAEP Participants

2

**Missouri - 53% eligible (60% of SWDs are F/R)**  
**National - 54% eligible**

	4 <sup>th</sup> Reading	4 <sup>th</sup> Math	8 <sup>th</sup> Reading	8 <sup>th</sup> Math
<b>Eligible for F/R</b>	19 <sup>th</sup>	32 <sup>nd</sup>	20 <sup>th</sup>	25 <sup>th</sup>
<b>Not eligible for F/R</b>	25 <sup>th</sup>	39 <sup>th</sup>	23 <sup>rd</sup>	32 <sup>nd</sup>



## John Hattie—Visible Learning

3

- Educators claim that a school or system is only as good as the teacher.
- Too much reliance on the individual teacher.
- Evidence --great educational outcomes rest on:
  - Teachers (plural)
  - Leaders (plural)
  - Supported by the system as a whole



## Marc Tucker—International Benchmarking

4

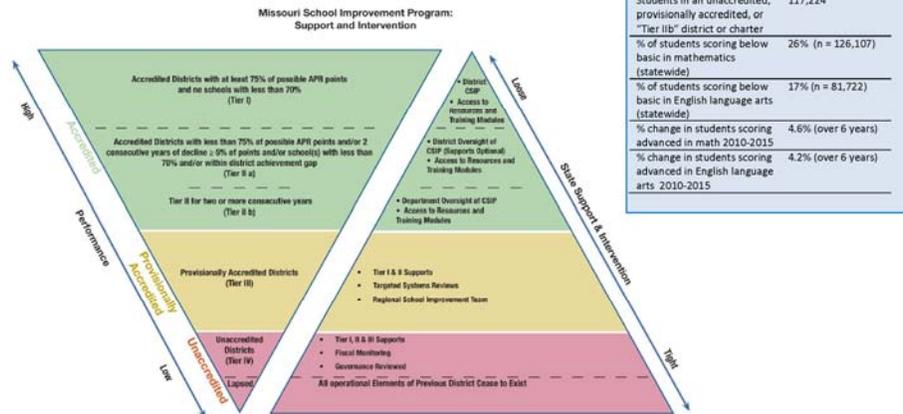
- Americans not clamoring for evidence of what works best
- No indication they would use it if available
- Superior results from top performing countries result from integrated systems used by all
- Underlying principles driving the whole design key and each element reflects those principles
  - Is it “I” or is it “We”?
  - Is the driver improvement or accountability?



# Supports and Interventions

## Identification of Need

Districts' annual performance reports (APRs) indicate overall student achievement outcomes. \* A district's accreditation classification and/or APR identify the level of support needed.



\*The APR includes measures of performance in academic achievement (full population and subgroups), attendance, college and career readiness, and graduation rate (K-12).

## Implementation of Supports and Interventions

DESE staff, working with regional education service providers, will deliver training and ongoing support under a flexible system adaptable to each district's needs helping them to provide the highest quality learning opportunities for the children they serve.



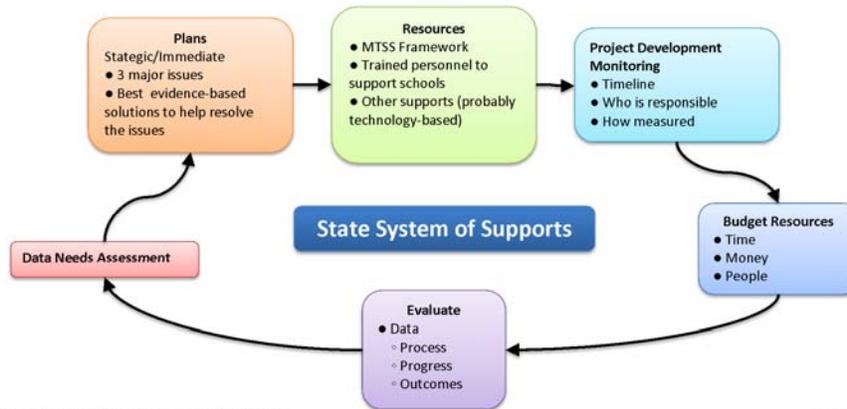
### Examples

Observation	Analysis	Support
High rate of student discipline issues	Inconsistent, unclear expectations	Positive Behavioral Interventions and Supports (PBIS)
High rate of absenteeism	High percentage of students with one or more adverse childhood experiences (ACEs)	MO Model for Trauma Informed Schools
Inconsistent student performance within grades or content areas	Curriculum not aligned to standards	Curriculum Systems Review
No evidence of adjustment to curriculum or instruction based on student outcome data	Curricular and instructional decisions not being driven by student outcome data	Data-Driven Decision Making Collaborative Work Module
High teacher turnover	Insufficient supports and collaborative opportunities	Professional Learning Communities
Low fund balances	Insufficient tracking of income and expenditures	Finance Systems Review

The complete "Missouri School Improvement Program: Support and Intervention Plan" can be found at <http://dese.mo.gov/sites/default/files/MissouriSchoolImprovementPlan.pdf>.

February 2016

# State System of Supports



Missouri Department of Elementary and Secondary Education

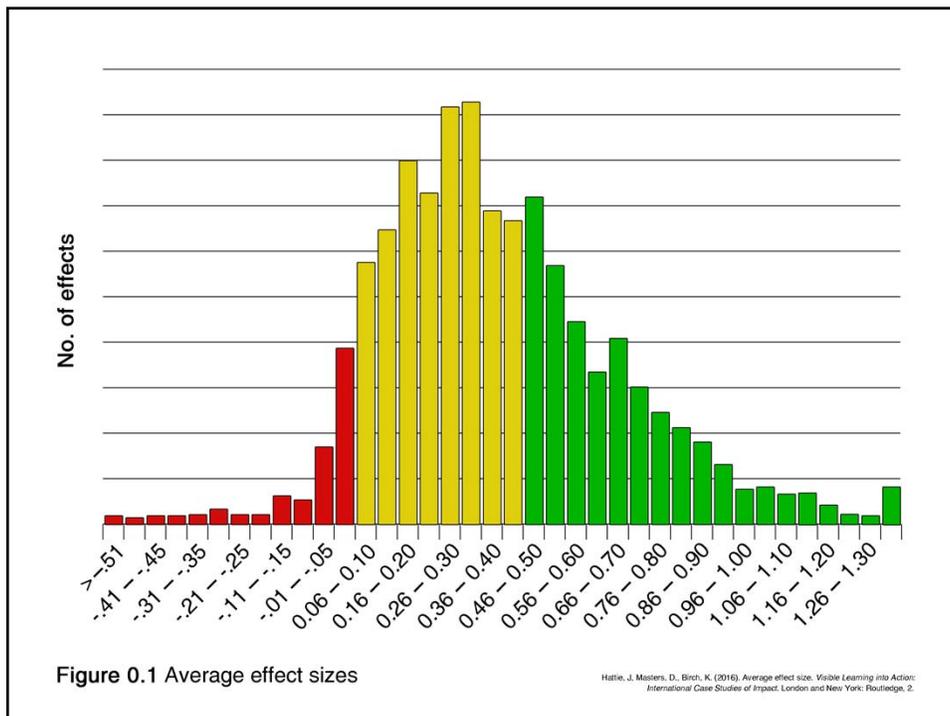
February 2016

## DRAFT COPY

	Leadership (Systems and comprehensive approach)	Collaborative Culture (Comprehensive vs. Collaborative Structures)	Effective Teaching/Learning (High quality of instruction)	Measures and Assessment (Balanced and comprehensive approach)	Data Based Decision Making (Data informs all educational decisions)	Parent and Community Engagement
<b>Regional</b>						
<b>District</b>	EQ					PAT
<b>Universal</b>	Building	Supports for building level administrators and/or building level teams CW Instructional Leadership training module	Protocol to create and support collaborative environments	Evidence based practices Evidence based strategies	Formal/Informal measures and standardized processes for assessing progress and performance	Protocol for building level data.
	Classroom	Training in teacher leadership standards (exemplary).	Protocol to create and support collaborative environments Example training module: • Collaborative data teams	Instructional practices • Behavioral Modules • Curriculum modules Example training modules: • Feedback • Assessment Capable Learners • Spaced vs. Mass	Formal/Informal measures and processes for assessing student progress and performance Formative assessment item banks Example training modules: • Common Formative Assessments	Protocols for data-based decision making for classroom level data. PAT Example training modules: • Common Formative Assessments
<b>Targeted</b>	Building	Protocol for leadership to support Tier 2 interventions	Protocol to standardize processes of implementing, monitoring, and reviewing systems, data and practices for Tier 2 support	Project Access Provide evidence based Tier 2 interventions	Formal/Informal measures and standardized processes for assessing progress and performance (behavior only)	Standardized protocol for building and student level data
	Classroom	Protocol for implementing Tier 2 interventions	Protocol for supporting individuals who implement and monitor Tier 2 interventions	Provide evidence based Tier 2 interventions	Formal/Informal measures and standardized processes for assessing progress and performance	Standardized protocol for data-based decision making for student level data
<b>Intensive</b>	Building					
	Classroom					

## Common Training

- Everyone at the district and school levels is trained and experienced in:
  - Leadership
  - Collaborative teaming
  - Data-based decision making
- Districts/schools provided on-line training resources
- What should those resources look like??
- What additional supports should be provided?



## Collaborative Climate and Culture

- Everyone thinks they have it
- Meetings/discussions—egos left at the door
- Educators support each other every day
- All students are our students
- Students are taught/helped to accept responsibility for behaviors/performance
- A set of norms is standard across the building/district

## Data-Based Decision-Making

- Standard and Poors—intentional decisions create best budgets
- Data identifies 2-3 priorities
  - Resource those priorities across the district
    - People
    - Time
    - Money
- Work on those priorities until ...
- What tools would be helpful—district, building, classroom to help organize, analyze and internalize?

## Questions

- What types of on-line supports would be helpful?
- Can/would you make use of on-line training?
- What types of tools would make your jobs easier and increase quality/reduce error?

15-16 Consultant Log Data

## Initiative Activity Data Recorded in Consultant Logs

**Table 1: Count of Activities by Initiative Type 7/1/2015 to 1/19/2016**

Initiative Type	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8	Region 9
BSS							105		
CCR					3	1	5		
CW	663	89	336	376	309	413	235	1194	277
DRDP	10					2			
MELL-ELL			425					3	8
MELL-MIG	124							1	108
PBIS	193	80	244		101	112	199	264	109
PBIS-CS	5		9		6	41		18	
PLC	92	11	144	75	79	94	102	398	137
PLC-CS	20	22	2	11		5	2	5	1
RPDC-CS	614	72	335	174	430	379	216	156	72
Sped CC	104	4	156	82	50		34	1	7
Sped IC	163		146	140	47	77	203	6	4
TLE		1			34	8	46		34

\*Data Source: Consultant Logs  
Date: 1/19/2016

**Table 2a: Count of All Initiative Activities by Event Type 7/1/2015 to 1/19/2016**

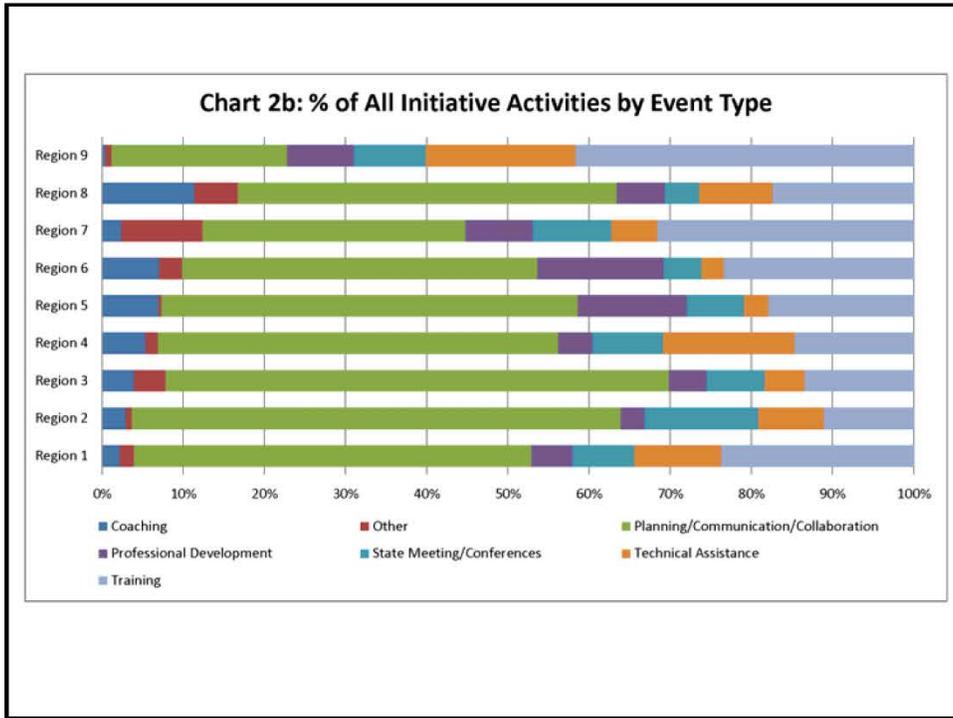
Event Type	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8	Region 9
Coaching	43	8	70	46	74	79	27	233	3
Other	34	2	69	13	4	32	114	110	6
Planning/Communication/Collaboration	951	164	1100	422	543	491	368	955	164
Professional Development	98	8	82	36	142	175	94	120	62
State Meeting/Conferences	148	38	127	74	75	52	110	87	67
Technical Assistance	209	22	87	139	32	31	65	185	140
Training	459	30	238	125	189	262	358	355	315
Totals	1942	272	1773	855	1059	1122	1136	2045	757

\*Data Source: Consultant Logs  
Date: 1/19/2016

**Table 2b: % of All Initiative Activities by Event Type 7/1/2015 to 1/19/2016**

Event Type	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8	Region 9
Coaching	2%	3%	4%	5%	7%	7%	2%	11%	0%
Other	2%	1%	4%	2%	0%	3%	10%	5%	1%
Planning/Communication/Collaboration	49%	60%	62%	49%	51%	44%	32%	47%	22%
Professional Development	5%	3%	5%	4%	13%	16%	8%	6%	8%
State Meeting/Conferences	8%	14%	7%	9%	7%	5%	10%	4%	9%
Technical Assistance	11%	8%	5%	16%	3%	3%	6%	9%	18%
Training	24%	11%	13%	15%	18%	23%	32%	17%	42%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%

\*Data Source: Consultant Logs  
Date: 1/19/2016



**Table 3a: Sum of All Initiative Hours by Type 7/1/2015 to 1/19/2016**

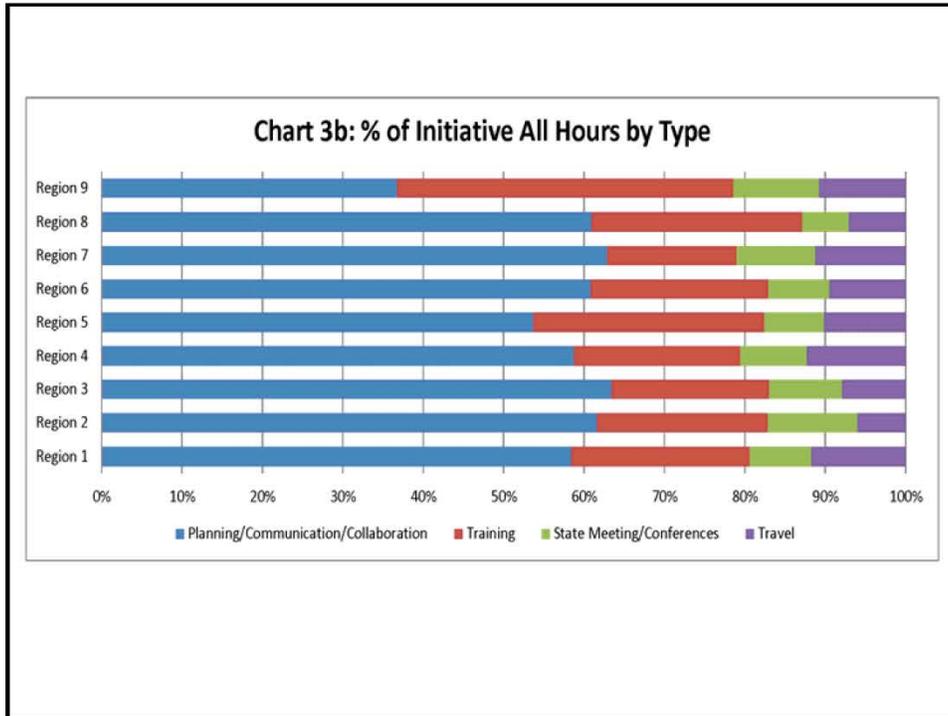
Hours Type	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8	Region 9
Planning/Communication/Collaboration	6551.5	1301.25	6399.5	3278.75	4388.5	4437	4106.75	6936.75	1747
Training	2494	448.5	1982.5	1155.25	2352.5	1611.5	1050	2988.5	1990
State Meeting/Conferences	860	236	914.25	459.75	607.5	556	638.25	657.5	504.5
Travel	1315	125.75	795.5	685.5	827.5	689	731	803.25	513
Totals	11220.5	2111.5	10091.75	5579.25	8176	7293.5	6526	11386	4754.5

\*Data Source: Consultant Logs  
Date: 1/19/2016

**Table 3b: % of All Initiative Hours by Type 7/1/2015 to 1/19/2016**

Hours Type	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8	Region 9
Planning/Communication/Collaboration	58%	62%	63%	59%	54%	61%	63%	61%	37%
Training	22%	21%	20%	21%	29%	22%	16%	26%	42%
State Meeting/Conferences	8%	11%	9%	8%	7%	8%	10%	6%	11%
Travel	12%	6%	8%	12%	10%	9%	11%	7%	11%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%

\*Data Source: Consultant Logs  
Date: 1/19/2016



**Table 4a: CW-Count of Activities by Learning Packages 7/1/2015 to 1/19/2016**

CW Detail	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8	Region 9
Assessment Capable Learners	26	36	29	56	38	13	16	83	16
Collaborative Data Teams	68		60	16	51	19	8	153	36
Common Formative Assessments	60	4	2	16	34	17	14	64	63
Collaborative Work Overview	27	4	35	9	10	43	13	89	21
Data Based Decision Making	48	40	9	53	54	137	11	135	37
Effective Teaching/Learning Practices	155		1	44	25	8		33	62
Feedback	20		4	11	3			32	2
Metacognition	4		9	2	1	10	9	9	12
Other	242	5	185	162	80	161	163	583	27
Reciprocal Teaching	4			5	10	5	1	25	1
Spaced vs. Massed Practice	15		3	2	4				2
<b>Totals</b>	<b>669</b>	<b>89</b>	<b>337</b>	<b>376</b>	<b>310</b>	<b>413</b>	<b>235</b>	<b>1208</b>	<b>277</b>

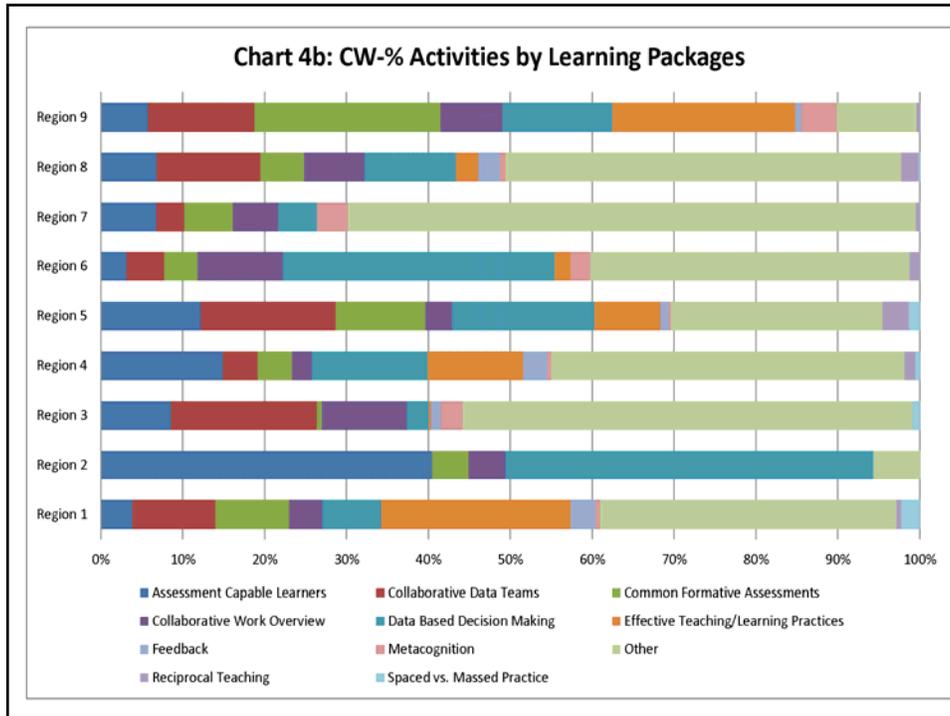
\*Data Source: Consultant Logs  
Date: 1/19/2016

**Table 4b: CW-% of Activities by Learning Packages 7/1/2015 to 1/19/2016**

CW Detail	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8	Region 9
Assessment Capable Learners	4%	40%	9%	15%	12%	3%	7%	7%	6%
Collaborative Data Teams	10%	0%	18%	4%	16%	5%	3%	13%	13%
Common Formative Assessments	9%	4%	1%	4%	11%	4%	6%	5%	23%
Collaborative Work Overview	4%	4%	10%	2%	3%	10%	6%	7%	8%
Data Based Decision Making	7%	45%	3%	14%	17%	33%	5%	11%	13%
Effective Teaching/Learning Practices	23%	0%	0%	12%	8%	2%	0%	3%	22%
Feedback	3%	0%	1%	3%	1%	0%	0%	3%	1%
Metacognition	1%	0%	3%	1%	0%	2%	4%	1%	4%
Other	36%	6%	55%	43%	26%	39%	69%	48%	10%
Reciprocal Teaching	1%	0%	0%	1%	3%	1%	0%	2%	0%
Spaced vs. Massed Practice	2%	0%	1%	1%	1%	0%	0%	0%	0%
<b>Totals</b>	<b>100%</b>								

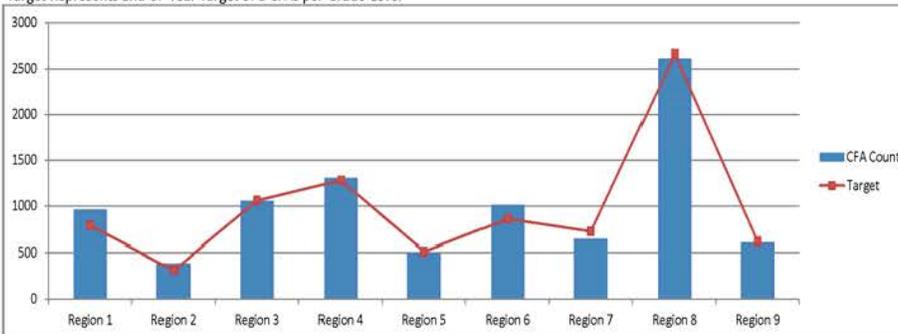
\*Data Source: Consultant Logs  
Date: 1/19/2016



CFA Data Submissions for 14-15

### CFA Count by Region

Target Represents End-of-Year Target of 5 CFAs per Grade-Level



### Collaborative Work - Grade-level Data - July 13, 2015 Region 1

