



THE MISSOURI VISION(S)

June, 2012

Missouri Department of Elementary
and Secondary Education

Vision



- The vision of the Missouri Department of Elementary and Secondary Education is to be one of the Top 10 states in performance outcomes by the year 2020.
- The vision of the Statewide System of Support is to provide essential supports for all Missouri districts and schools to succeed at levels which allow the state to reach its vision.

10 by 20 Plan Goals



- **All** Missouri students will graduate college and career ready.
- **All** Missouri children will enter kindergarten prepared to be successful in school.
- Missouri will prepare, develop, and support effective educators.
- The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.

Why We Needed to Rethink the SSOS--Problems

- **Funding changes** which are leaving parts of the SSOS (especially the RPDCs) at high risk
- An undefined **business model** that lacks the ability to sustain let alone expand effective practices
- A collection of **program models** often competing with each other
- Almost universal **poor performance** for Students with Disabilities (SWD) and other subgroups

What to Do?



When you come to a fork
in the road, take it —

Yogi Berra

Funding Changes



- State funds = \$0
- Title I School Improvement Grant (SIG) - Funds go to Priority buildings - 57 buildings
- Title I School Improvement 1003 (a) - Funds go to Focus buildings - 115 buildings
- Special Education funds - support regional work but often lack an intentional focus to improve outcomes for SWDs

Business model



- The current model depends solely on federal funds for sustaining/expanding all components
 - To expand ask for more money from DESE
- The current model requires unprecedented funding increases to bring a program to statewide scale—we are facing a possible 8-9% sequestration
- The current model was never developed it just happened

Program Based Model



- Independent programs created to:
 - Fix a problem
 - Promote a concept
- Often have overlapping strategies
- Often compete with each other for the same small amount of federal funds
- Often are provided in the same schools
- Stretch resources to the limit

Performance of SWD: Indicator 7

Measurement	Description	Outcome
ECO Social/Emotional	Positive social-emotional skills including social relationships	51.28%
ECO Knowledge/Skills	Acquisition and use of knowledge and skills (including early language/communication and early literacy)	40.02
ECP Appropriate Behavior	Use of appropriate behaviors to meet their needs	56.96%

Performance of SWDs: Indicator 3

Area	Proficiency Target for All Students 10-11	Actual Proficiency for All Students	Proficiency for SWD	GAP
Comm Arts	75.5%	54.6%	27.0%	27.6%
Math	72.5%	54.2%	29.6%	24.6%

Special Education Performance Indicators

RPDC	Districts	Sp Ed Buildings Missing AYP CA/Math	Sp Ed District Missing AYP CA/Math	Proficient CA	Proficient Math
1-Southeast	65	39 CA/33M	32CA/35M	22.3%	30.5%
2-Heart of MO	56	42CA/36M	27CA/26M	20.2%	22.2%
3-Kansas City	55	80CA/82M	25CA/25M	25.9%	29.4%
4-Northeast	51	10CA/9M	12CA/10M	26.1%	30.2%
5-Northwest	59	26CA/22M	11CA/11M	19.1%	24.9%
6-South Central	63	32CA/38M	24CA/26M	27.6%	30.8%
7-Southwest	90	59CA/60M	40CA/36M	25.0%	28.4%
8-St. Louis	59	161CA/157M	38CA/36M	30.7%	31.6%
9-Central	66	16CA/17M	16CA/14M	21.5%	24.2%
Totals	564	465CA/454M	225CA/219M		
Totals %		59%CA/57%M	40%CA/39%M		

CA-Communication Arts
 AYP – Adequate Yearly Progress

Sp Ed Buildings AYP = 794 buildings with sufficient N size
 Sp Ed District AYP = districts with sufficient N size

Category	% of SWD Pop	HE/Comp Employ	Rank	Employ/ContEd	Rank	MAP Prof CA	Rank
Intellect Disability	8.9%	39.2%	12	49.6%	12	47.9%	3
Emotional Disturbance	5.8%	49.3%	11	53.1%	11	21.4%	10
Orthopedic Handicap	0.5%	54.2%	10	70.8%	7	45.5%	5
Visual Impairment	0.4%	66.7%	5	83.3%	2	35.2%	7
Hearing Impairment	1.0%	62.9%	7	73%	4	25.2%	9
Learning Disability	29.9%	67.3%	4	73.1%	5	14.8%	12
Other Health Impaired	16.2%	64.8%	6	70.7%	8	20.5%	11
Deaf and Blind	0.02%	100%	1	100%	1	41.2%	6
Multiple Disabilities	1.3%	17.6%	13	28.4%	13	69%	1
Autism	6.2%	57.7%	8	63.2%	10	47.4%	4
Traumatic Brain Injury	0.4%	57.1%	9	63.3%	9	32.6%	8
Language Impaired	9%	68%	3	71.1%	6	12.0%	13
Speech Impaired	18.5%	73.9%	2	78.3%	3	48%	2

National Assessment of Educational Progress (NAEP)

Percentage of students scoring at or above proficient

Area	Grade	% Proficient	% Not Proficient	Rank
Math	4	41%	59%	24 th
Math	8	32%	68%	33 rd
Reading	4	34%	66%	22 nd
Reading	8	35%	65%	20 th
Science	8	40%	60%	18 th

Questions to Ponder



- If you continue to do what you've always done, you'll get ...?
- Do you believe the US Office of Special Education Programs expects MO to expend SpecEd funds aligned to the needs of SWDs?
- Do you believe MO needs to focus on improved outcomes for SWDs and other at-risk populations?
- Do you believe SWDs can learn at high levels?

Do We Really Need a Vision?



If you don't know now where
you are going, you will
wind up somewhere
else—Yogi Berra

The vision for the SSOS



- A philosophy which drives decisions
- A structure that acknowledges state and federal roles and supports
- A business model that promotes sustaining and expanding **effective** practices
- An intentional focus on improving student outcomes especially for those students with risk characteristics
- A systems approach to make the most efficient use of resources while improving student outcomes:
 - Remove redundancy of services
 - Integrate the work

SSOS Philosophy



- Support **all** _____ to be highly competent
 - Districts
 - Schools
 - Administrators
 - Teachers
 - Paraprofessionals

SSOS – THE STRUCTURE



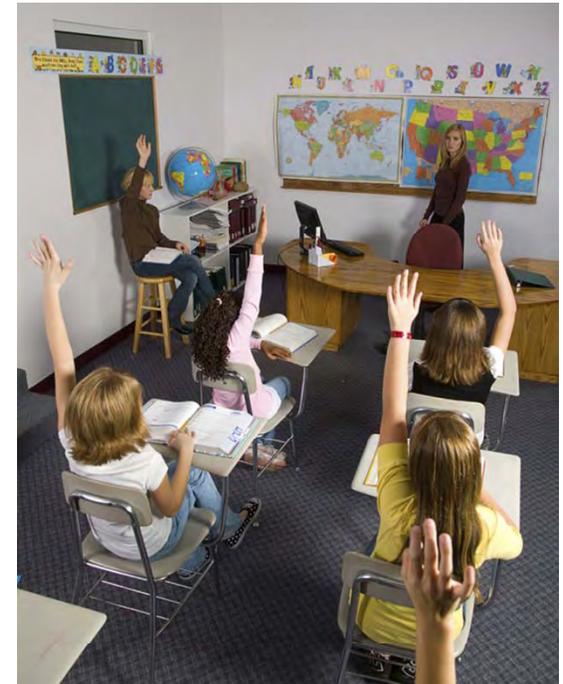
- **Level I**—all districts/schools (regardless of accreditation status): documents, funding, reviews, technical assistance, resources (on line), etc. (yes, this includes compliance reviews and desk audits)
- **Level II**—Supports (Consolidated work, Rtl, SW-PBS, PLC, transition, drop-out prevention, etc) provided thru DESE or RPDCs to districts/schools with:
 - Low performance for certain subgroups
 - GAPS in performance for certain subgroups
 - Compliance questions or needs

SSOS – THE STRUCTURE (continued)

- **Level III**—Additional supports to provisionally accredited districts and Focus buildings
 - Federal school improvement funding (\$6 M) awarded to targeted buildings (115 buildings) for focused uses
 - Can pay for services
- **Level IV**—Additional supports to unaccredited districts and Priority buildings
 - Federal SIG awarded to Priority buildings for focused turnaround activities (\$20+ M)
 - Can pay for services

Business Model

- Where funding is distributed to high risk districts/schools, provide a set of effective services which they can purchase for a fee (fee-for-services) using those funds
- Where funds are not readily available to districts/schools, provide a set of services which they can commit to implementing (direct services model)—RPDC **contract**
- Allow all districts to receive support for a fee (fee-for-services)—this permits sustaining and expanding **strategies**



Intentional Focus

Visible Learning — John Hattie

- The Good
 - Self-report grades—student—(effect size = 1.44)
 - Piagetian programs—student—(1.28)
 - Formative evaluation—teacher—(0.90)
 - Micro teaching—teacher—(0.88)
 - Acceleration—school—(0.88)
 - Classroom behavioral—school—(0.80)

Intentional Focus--continued

Visible Learning —John Hattie

- More Good
 - Comprehensive interventions for LD students—teacher--(0.77)
 - Teacher clarity—teacher—(0.75)
 - Reciprocal teaching—teaching—(0.74)
 - Feedback—teaching—(0.73)
 - Teacher-student relationships—teacher—(0.72)
 - Spaced vs massed practice—teacher—(0.69)

Intentional Focus

Visible Learning —John Hattie

- The bad:
 - #100--Individualized instruction (0.23)
 - # 111—Co-/ team teaching (0.19)
 - #112—Web-based learning (0.18)
 - #125—Teacher subject matter knowledge (0.09)
 - #129—Whole language (0.06)
 - #136—Retention (-0.16)
 - #137—Television (-0.18)
 - #138—Mobility (-0.34)

What Work is Continued but at reduced staffing?

- Compliance
- Transition/ Dropout Prevention/ Response to Intervention (RtI)
- School-wide Positive Behavior Supports (SWPBS)
- Professional Learning Communities (PLC)



What is the new work?

- Core Elements--teachers
 - **High expectations for student learning**
 - MO standards and model curriculum
 - School culture
 - Collaborative Teaching Teams
 - Use of data to drive instruction
 - **Formative assessments**
 - **Effective teaching practices**
- Core Elements—leaders
 - High expectations for staff
 - Implementing the core elements
 - Evaluate implementation of the core elements—teacher evaluation

Systems



- Systems thinking is not one thing but a set of habits or practices within a framework that is based on the belief that the component parts of a system can best be understood in the context of relationships with each other and with other systems, rather than in isolation. Systems thinking focuses on cyclical rather than linear cause and effect.
- Functional systems do not layer one program on top of another.

Functional Systems



- A functional system
 - Goes beyond integrating to unification.
 - Redesigns work at all levels to be about improving capacity at other levels (coherence)
 - Redefines scale by designing products and tools for universal access and applicability
 - Ensures intentional use by all providers/participants of a consistent process and connected set of tools

Functional Educational Support System



- Redesigned/Reengineered to support scalability and sustainability
 - Supports **shared work** on improvement of instructional practice and achievement
 - Promotes culture of **shared accountability**
 - **Redefines leadership** as set of essential practices that must be implemented at all levels
 - **Provides consistent structures** for helping people put essential practices in place

This sounds like a lot of work so...



You better cut the pizza in
four pieces because I'm
not hungry enough to eat
six—Yogi Berra

Work in the Regions -- 2012-13

Region	Priority	Focus	Consolidated	SWPBS	PLC	EA/PST
1-S East	4	4	36	22/22	16/18	12
2-Heart of MO	1	12	39	33/38	12/21	20
3-KC	15	27	60	44/46	24/18	6
4-N East	0	3	27	11/13	12/13	19
5-N West	0	7	27	22/15	12/11	33
6-S Central	0	4	42	33/30	16/17	7
7-S West	0	7	48	44/70	16/18	7
8-St. Louis	37	40	66	33/26	40/23	2
9-Central	0	11	33	22/18	12/10	25
Totals (1050)	57	115	378	215	154	131

Regional Support FTE—2012-13

Region	IDEA Compliance	Sp Ed Consolidated Work	Transition/ Dropout/ RtI	SWPBS	PLC	MELL/ Migrant IS/ Migrant IDR	Blind Skills Specialist
1 SE - Cape Girardeau	1.0	3.0	1.0	1.0	1.0	0.0/1.0/0.0	
2 Heart of MO - Columbia	1.0	2.75	0.5	1.5	0.75	.75/.25/0.0	1.0?
3 KC area - Kansas City	1.0	5.0	1.5	2.0	1.5	.75/.25/0.0	
4 NE - Kirksville	1.0	2.25	1.0	0.5	0.75	0.0/0.0/1.0	1.0
5 NW - Maryville		2.75	1.0	1.0	0.75	0.0	
6 South Central		3.5	1.0	1.5	1.0	0.0	1.0?
7 SW - Springfield	1.0	4.0	1.0	2.0	1.0	.75/.25/1.0	1.0
8 St. Louis area - St. Louis	1.0	5.5	1.5	1.5	2.5	1.5/.5/1.0	
9 Central - Warrensburg		2.75	1.0	1.0	0.75	0.0/1.0/1.0	
10							
Total (84)	6.0	31.5	9.5	12.0	10.0	11.0	3

RtI – Response to Intervention
 SWPBS – School-wide Positive Behavior Support
 PLC – Professional Learning Community
 MELL – Migrant English Language Learners

What Could We Measure?



- % of teachers aligning their work to the MO standards
- % of teachers building positive student relationships
- % of teachers engaging in CTTs at least 2 times per month
- % of CTTS using common formative assessments to guide instructional practice
- % of teachers demonstrating high levels of competency in the use of effective teaching strategies

Can We Get It Done?

I always thought
that record would
stand until it was

