

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM: March 2014**CONSIDERATION OF MISSOURI SCHOOL IMPROVEMENT PROGRAM:
SUPPORT AND INTERVENTION****STATUTORY AUTHORITY:**

Sections 161.092 and 162.081, RSMo

Consent
ItemAction
ItemReport
Item**DEPARTMENT GOALS NO. 1 and 3:**

All Missouri students will graduate college and career ready.

Missouri will prepare, develop, and support effective educators.

SUMMARY:

After decades of school improvement initiatives, over 62,000 Missouri students are currently enrolled in unaccredited or provisionally accredited school districts. Missouri's achievement gap is still growing. Less than 30% of the students attending unaccredited districts score proficient on English language arts, math, science or social studies MAP tests. The average graduation rate for unaccredited districts is 69.9%. Additionally, impending bankruptcy of unaccredited districts makes the development of a plan imperative.

With the new authority under SB 125 (162.081 RSMo), effective August 28, 2013, the Missouri State Board of Education raised the question, "What is the appropriate role for the state in supporting and, if necessary, intervening in unaccredited school districts?" In response to this question, numerous plans were submitted, public testimony was heard, written feedback was provided and legislation was proposed. In February, the State Board of Education participated in a full-day work session and discussed a draft of a statewide plan at the regularly scheduled board meeting.

Department staff solicited additional public feedback, through public hearings and written comment, to further inform the state plan. This presentation focuses on the state's plan.

PRESENTER(S):

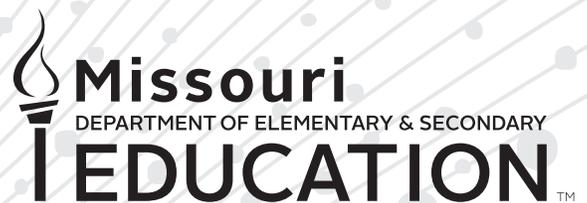
Ron Lankford and Margie Vandeven, Deputy Commissioners, will participate in the presentation and discussion of this agenda item; others will assist in responding to questions.

RECOMMENDATION:

We recommend the State Board of Education approve the plan and direct the Department to begin developing specific applications for the currently unaccredited school districts.



Missouri School Improvement Program: Support and Intervention



Missouri School Improvement Program:

Support and Intervention

The Missouri State Board of Education and the Department of Elementary and Secondary Education (Department) are dedicated to ensuring that children have access to good community schools that prepare them for college and career success.

The Missouri School Improvement Program: Support and Intervention holds districts and schools accountable for the same performance standards and indicators, yet takes a differentiated approach to state support based on district performance and need. The following principles are central to the development of this plan:

- A focus on children and families
- Access to high-quality schools for every child
- Solutions to meet the needs of each district and community
- Early intervention and prevention
- High expectations for all students

WHY THE URGENCY

Thousands of Missouri's children are attending school in provisionally accredited or unaccredited districts. According to the Department's classification system, such districts are not providing children with education that meets the state's standards for academic achievement. The majority of students in our unaccredited districts across the state are falling devastatingly short of attaining the basic numeracy and literacy skills necessary for success in school and in life.

The 1993 Outstanding Schools Act allows parents of children who are attending school in such a district to transfer their children to a school in an accredited district. Upheld twice by the Missouri Supreme Court in 2013, the law demands that the unaccredited school district pay tuition to the other school district and provide for the transportation of a student attending a school in an accredited district. A consequence of the law as currently written and interpreted by the courts is that an unaccredited district faces the danger of financial collapse when the transfer provisions are enacted.

ACCREDITATION

The Missouri School Improvement Program, or MSIP, is the Department's process for distinguishing the performance of schools in valid, accurate and meaningful ways. The goal of the system is to promote continuous improvement in the public schools of the state. Missouri has a dual responsibility for the quality of education provided to its citizens. First, it must ensure that all schools meet certain minimum standards. Second, it has a responsibility to see that the schools continue to strive for excellence in preparing students for an increasingly competitive world. MSIP incorporates these two responsibilities.

Begun in 1990, this evaluation system has evolved to include a wide range of student test scores, career and



college readiness measures, graduation rates, attendance rates and subgroup achievement scores. These measures are then calculated and reflected in school- and district-level Annual Performance Reports (APRs). Each year, the Department reviews the APRs and follows a four-step process in making recommendations to the State Board of Education.

Step 1 - The Department releases district Annual Performance Reports. The percent of overall points earned on the APR defines the *APR Status* that year, using one of the following classification categories. Multiple APRs are used to determine district classification; one year of APR status does not represent a district’s classification by the State Board of Education.

Accreditation Levels	Percent of Points Earned
Accredited with Distinction	The district earned a minimum of 90% or more of the APR points possible AND meets other criteria established by the State Board of Education.
Accredited	The district earned 70% or more of the APR points possible.
Provisionally Accredited	The district earned 50% or more of the APR points possible.
Unaccredited	The district earned less than 50% of the APR points possible.

Step 2 - The Department reviews each district’s accreditation status and the APR supporting data for the three most recent APRs to identify trends and status in performance outcomes. This information is used to determine support and, if necessary, interventions in districts.

Step 3 - The Department reviews each school’s accreditation status and the APR supporting data for the three most recent APRs to identify trends and status in performance outcomes. This information is used to determine support and, if necessary, interventions in schools with coordination at the district level.

Step 4 - The Department uses the data review process described in “Step 2” to make district accreditation classification recommendations to the State Board of Education. Recommendations are made based on APR status and APR trends and may include other factors as appropriate, e.g., Comprehensive School Improvement Plan (CSIP) goals, previous audit reports, financial status, and/or leadership stability.

More information about MSIP accreditation criteria and methodology is available at: <http://dese.mo.gov/qs/documents/MSIP-5-comprehensive-guide-3-13.pdf>.

SUPPORT

All Missouri public schools have access to numerous school improvement supports provided by the Department including, but not limited to:

- Model Comprehensive Literacy Plan
- Model curriculum
- Data team training
- Webinars, videos, and professional development presentations
- Summer training sessions
- Digital library of formative assessments
- Educator Evaluation System
- Missouri Growth Model
- Missouri Comprehensive Data System Portal

In an effort to further advance the goal of reaching the Top 10 x 20 in student performance (a major improvement effort that aims for student achievement in Missouri to rank among the top 10 performing states by 2020), the Department is using a tiered support system aligned to the approved MSIP Process Standards. The Process Standards address the instructional and administrative processes used in schools. They include standards on the following:

- Teachers and Leaders
- Quality Instruction – including curriculum, assessment (both formative and summative), effective use of data to inform decisions, effective teaching/learning practices and professional development
- Governance

Parent and community involvement are integrated throughout all areas. A complete description of the Resource and Process Standards can be located in Appendix F.

As stated earlier, the Department uses the APR to distinguish the performance of schools in valid, accurate and meaningful ways. Identifying trends in student performance allows for a data-driven, early-detection support system for schools and districts. A tiered system provides optional access to high-quality educational supports for all schools and targeted, required supports and interventions to schools most in need. This approach maximizes the use of resources and is flexible enough to meet the many unique needs of the diverse schools in the state.

INTERVENTION

The Department has the authority and the responsibility to offer more supervision, assistance and, if necessary, intervention to prevent districts or schools from falling below accredited levels or, if already below accredited levels, to provide assistance and intervention to prevent districts or schools from failing. Incremental change has been tried for years and has not worked. This plan outlines when and how the Department will provide support, assistance and, if necessary, intervention to ensure all children are provided access to a local, high-quality education.

The Missouri School Improvement Program: Support and Intervention is a tiered approach to early identification and early intervention for schools and districts. Optional support components are available to all schools and districts (Tier I). When schools do not perform adequately, additional supports are applied (Tier II, Tier III and Tier IV). Supports and interventions intensify if schools continue to demonstrate a lack of improvement or a decline in performance. An increasing level of support is provided with each tier.



SUMMARY OF MSIP DESIGNATION CRITERIA AND REQUIREMENTS

Drawing from lessons learned in both the MSIP and other school improvement initiatives, the following table outlines the supports and interventions that will be provided to districts and schools as part of the Missouri School Improvement Program. The Department will provide increasing levels of support to districts and schools that are underperforming.

Designation	Plan Requirements	Monitoring Requirements	Supports
Accredited with Distinction	Comprehensive School Improvement Plan (CSIP)	Items Not Waived Checklist	Supports available to all districts such as: <ul style="list-style-type: none"> - Formative and Summative Assessments - Growth Model - Teacher/Leader Evaluation Model
Accredited District	(CSIP)	Items Not Waived Checklist	Supports available to all districts such as: <ul style="list-style-type: none"> - Formative and Summative Assessments - Growth Model - Teacher/Leader Evaluation Model
<p>Accredited District (Tier II a)</p> <p>A score below 75% on the Annual Performance Report (APR)</p> <p>Two consecutive years of \geq 5% decline on the APR</p> <p>One or more of the district's schools score less than 70% on the APR</p> <p>Largest within-district achievement gap</p>	(CSIP)	Items Not Waived Checklist	<p>Supports available to all districts such as: <ul style="list-style-type: none"> - Formative and Summative Assessments - Growth Model - Teacher/Leader Evaluation Model </p> <p>District notified of status and recommended research-based practices</p>

Designation	Plan Requirements	Monitoring Requirements	Supports
<p>Accredited District (Tier II b)</p> <p>Meets criteria indicated in Tier II a above for two consecutive years</p>	<p>Department-approved district CSIP</p>	<p>Items Not Waived Checklist</p> <p>Targeted audit(s) based on review of the district's data</p> <p>Focused monitoring determined by the Department</p>	<p>Supports available to all districts such as:</p> <ul style="list-style-type: none"> - Formative and Summative Assessments - Growth Model - Teacher/Leader Evaluation Model <p>Targeted audit(s) determine research-based interventions</p>
<p>Provisionally Accredited District (Tier III)</p>	<p>Performance contract between local board and the State Board of Education</p> <p>Department-approved district CSIP and school level improvement plan outline the actions necessary to meet the terms of the performance contract</p>	<p>Items Not Waived Checklist</p> <p>Targeted audit(s) based on review of the district's data</p> <p>Regional School Improvement Team (RSIT) is activated – Chaired by the Department</p> <p>Monthly monitoring and assistance from the Department</p>	<p>Department may appoint an on-site instructional monitor</p> <p>Supports available to all districts such as:</p> <ul style="list-style-type: none"> - Formative and Summative Assessments - Growth Model - Teacher/Leader Evaluation Model <p>Targeted audit(s) determine research-based interventions that must be implemented by the district and/or school. Audits include such areas as:</p> <ul style="list-style-type: none"> - Teacher/Leader Effectiveness - Quality Instruction - Governance and Finance <p>Community-school compact executed</p>
<p>Unaccredited District (Tier IV)</p>	<p>Performance contract between local board and the State Board of Education continues</p> <p>Implementation of Department-approved district CSIP and school-level improvement plan continue</p>	<p>Regional School Improvement Team (RSIT) continues</p> <p>Monthly monitoring and assistance from the Department</p>	<p>Department may appoint an on-site instructional monitor</p> <p>Supports available to all districts such as:</p> <ul style="list-style-type: none"> - Formative and Summative Assessments - Growth Model - Teacher/Leader Evaluation Model <p>Targeted audit(s) determine research-based interventions that must be implemented by the district and/or school. Audits include such areas as:</p> <ul style="list-style-type: none"> - Teacher/Leader Effectiveness - Quality Instruction - Governance and Finance

Designation	Plan Requirements	Monitoring Requirements	Supports
Unaccredited District (Tier IV) (continued)			<p>Community-school compact executed</p> <p>Department appoints transition task force</p> <p>State Board of Education reviews district's governance structure</p> <p>Department appoints fiscal monitor and conducts onsite finance audit to determine fiscal solvency</p>
Lapsed			<p>All operations of previous district cease</p> <p>State Board of Education determines appropriate reconstitution option relative to governance</p> <p>Community-school compact executed</p>

ACCREDITED OR ACCREDITED WITH DISTINCTION

If the district is accredited or accredited with distinction the Department offers the district access to, but does not require, support and assistance.

Districts in this classification category must maintain a Comprehensive School Improvement Plan (CSIP) and continue to submit the MSIP Items Not Waived Checklist (<http://dese.mo.gov/forms/MO5002723.pdf>).

In an effort to prevent districts from declining to provisional or unaccredited designations, the Department offers support for success, assistance and intervention if a district meets any one of these criteria:

- A district receives a score of less than 75 percent on the Annual Performance Report (APR), the summary of the state's evaluation and accountability tool (MSIP)
- A district's Annual Performance Report shows two consecutive years of ≥ 5 percent decline
- One or more of the district's schools score less than 70 percent on the Annual Performance Report that year
- The district has a large within-district achievement gap for one or more of the five super subgroup populations (Black, Hispanic, English Language Learners, students with Individualized Education Plans, or students who qualify for Free and Reduced Price Lunch)

DEPARTMENT ASSISTANCE

The Department identifies the district's performance trends through a review of the three most recent Annual Performance Reports for the district and its schools. If the review shows that any of the criteria in this section are met, the Department issues a letter to the district superintendent and school board recommending research-based practices.

If the downward trend continues for two or more years after identification, the Department asks the district to submit for review its Comprehensive School Improvement Plan (CSIP).

The Department follows up quarterly and offers additional assistance toward meeting the improvement goals outlined in the CSIP until the district scores more than 75 percent on its Annual Performance Report, all schools in the district receive more than 70 percent on their Annual Performance Reports, and the district is not identified for a significant within-district achievement gap.

LOCAL BOARD EXPECTATIONS

The district administration has the responsibility to inform its local board of education of the district's status on the Annual Performance Report (APR) and the steps being taken to improve student performance. The local board should closely monitor progress when the district earns a score of less than 75 percent on the Annual Performance Report or has two consecutive years of $\geq 5\%$ decline on its Annual Performance Report, has one or more schools with scores of less than 70 percent on the report, and/or has been identified as having a significant within-district achievement gap.

District leadership and school board members will ensure the following:

- Resources are directed toward improvement initiatives.
- The district maintains financial stability.
- All MSIP requirements are met.

A district that continues in this status after two years receives increased Department attention. At that point, the attention may include a targeted audit(s) conducted by a review team. These may or may not be conducted on-site. The purpose of the audit is to examine a district's capacity to improve student performance as aligned with the Process Standards in the Missouri School Improvement Program (MSIP). The audits may focus on one or more of the following (Appendix A):

- Community Involvement
- Comprehensive School Improvement Plan
- Curriculum and Assessment
- Data
- Educator Effect
- Finance
- Governance
- Parent Involvement
- Professional Learning

A district exits this level of assistance by improving district performance so that the district earns more than 75 percent on its Annual Performance Report, all schools in the district earn above 70 percent on their Annual Performance Report, and the district is not identified as having a significant within-district achievement gap.

PROVISIONALLY ACCREDITED

In addition to the supports available in the previously outlined tiers, a provisionally accredited district receives a more intensive level of intervention and monitoring. Focus is placed on district-level systems and on individual schools with less than 70 percent of the possible points on the Annual Performance Report.

Under the leadership of the Area Supervisor, the

Regional School Improvement Team (RSIT) starts the intervention process with a review of all relevant data. Appropriate audits will be directed by the RSIT, if not previously completed, and the results will be used to develop the revised district Comprehensive School Improvement Plan (CSIP) and appropriate School-Level Improvement Plan (SIP) to inform the development of the performance contract. The audits may focus on one or more of the following (Appendix A):

- Community Involvement
- Comprehensive School Improvement Plan
- Curriculum and Assessment
- Data
- Educator Effect
- Finance
- Governance
- Parent Involvement
- Professional Learning

REGIONAL SCHOOL IMPROVEMENT TEAM AND CSIP APPROVED BY THE DEPARTMENT

The Regional School Improvement Team (Appendix B) is comprised of the district superintendent, school board member(s), building personnel as determined by the superintendent, local project manager, the Department's Area Supervisor, and other key stakeholders.

The modified CSIP/SIP outlines how and when the district and/or school shall fulfill contract expectations. The Regional School Improvement Team will hold the district accountable for implementing its improvement plan and will assist in removing barriers that are counter to improvement.

CONTRACT DEVELOPMENT

At this point, the district's local board of education and the State Board of Education will engage in the creation of a performance contract (Appendix D), which binds the district and schools to annual targets and specific interventions. Members of the local board will present the performance contract to the State Board of Education for its consideration and approval.

As part of the performance contract, the district will:

- Provide high-quality early childhood education for all 3-4 year olds.
- Create opportunities for meaningful parent/community involvement.
- Extend school year programming.
- Extend opportunities for school day programming beyond the traditional 6½ hour school day.
- Provide a structured afterschool program for students who are not proficient in English language arts and

mathematics.

- Provide a structured afterschool program in partnership with a community agency, non-profit group, or other organization.
- Participate in the Missouri Leadership for Excellence, Achievement and Development (MOLEAD) program or Leadership Academy.
- Determine and provide local wraparound services.

The school district exits Tier III designation after regaining accreditation by State Board of Education classification. Failure to meet or make substantial progress toward meeting the annual targets, to implement the selected interventions with fidelity, or to fully meet all terms and conditions results in more intensive levels of intervention and monitoring.

UNACCREDITED

SUPPORTS AND INTERVENTIONS

Districts that are classified as unaccredited continue to build on the supports that are available to all districts in Tiers I and II, and the interventions provided in Tier III.

The State Board of Education is authorized to review district governance as provided by the authority in 162.081 RSMo, which states that whenever any school district is classified unaccredited, the State Board of Education will:

- Review the governance of the district to establish the conditions under which the existing school board shall continue to govern; or
- Determine the date the district shall lapse and determine an alternative governing structure for the district.

While the Department has the authority to take immediate action in districts that have been classified as unaccredited, there will be a transition period from the interventions in Tier III to those in Tier IV.

To assist the State Board of Education in its review of district governance, a Transition Task Force is appointed by the Department. The task force is charged with developing a transition plan for any change in governance. The transition plan should provide recommendations for:

- Organization and school oversight with a detailed description of the governance structure and responsibilities at each level.
- Advisory committees.
- Community partnerships.
- Recruiting and identifying high-quality educators to teach and lead in the schools.
- Identifying sponsors to maintain the local operation

of school buildings.

- Other recommendations for serving the educational needs of the students residing in the unaccredited district.

GOVERNANCE

The State Board of Education determines whether to restructure the district, maintain the current governance structure, or lapse the district. The State Board of Education in its sole authority can take any option at any time. The options include:

Option A:

- Allowing continued governance by the existing school district board of education under terms and conditions established by the State Board of Education
 - Extends for a maximum of two additional years the performance contract signed by the elected board and State Board of Education at the provisionally accredited level of intervention.
 - Makes transfers available for students to an accredited school district in the same or adjoining county.
 - Maintains employee contracts.

Option B:

- Replacing the elected board with a special administrative board (SAB)
 - Makes transfers available for students to an accredited school district in the same or adjoining county.
 - May void all existing contracts.
 - Bases re-issuance of employee contracts beyond initial year of operational control on educator evaluation.

Option C:

- Replacing the elected board with an alternate governance structure that reports to the Commissioner of Education.
 - Makes transfers available for students to an accredited school district in the same or adjoining county.
 - May void all existing contracts.
 - Bases re-issuance of employee contracts beyond initial year of operational control on educator evaluation.

Option D:

- Lapsing the district

TRANSFERS

The 1993 Outstanding Schools Act allows students in an unaccredited district the option of inter-district transfer as required by 167.131 RSMo.

EXIT OPTIONS

If the unaccredited district improves sufficiently, the Department will recommend to the State Board of Education that the district may be reclassified as provisionally accredited, and that the provisionally accredited level of intervention be continued.

If the unaccredited district does not improve sufficiently to meet provisionally accredited criteria, the district may be lapsed and reconstituted by the State Board of Education.

LAPSED

If a district fails to regain accreditation, the Department will recommend that the State Board of Education lapse the district, which results in the dissolution of the school district.

Although students will no longer have a statutory right to transfer, one of the key goals of district reconstitution is to ensure access to quality educational options for students.

RECONSTITUTION OPTIONS

The State Board of Education will implement one or more of the following reconstitution options related to school governance. The decision is based on such factors as the size of the school district, district financial status, classification of neighboring school districts, and geographic proximity of other adequately performing districts.

Option A:

- The State Board of Education directs the Department to take one or more of the following actions:
 - Determine and appoint necessary staff to oversee the transition.
 - Appoint a Transition Task Force.
 - Create a collaborative to provide administrative support and educational programs in autonomous schools within the boundaries of the former (lapsed) school district.
 - Operate schools directly or under contract.
 - Develop contracts with high-performing neighboring districts to operate the schools in a network within the now lapsed district.

Option B:

- The State Board of Education restructures all or part of the lapsed school district into one or more new school districts within the territory of the lapsed district.

Option C:

- The State Board of Education assigns students of the lapsed district to one or more accredited districts. The effect of assigning students to the receiving district is reviewed annually to ensure the accepting district's accreditation designation is not endangered.

Once a district has lapsed, the Department will:

- Work with district(s) to which all or parts of a lapsed district are attached to ensure the proper transfer of assets and plans for dealing with pending liabilities.
- Work with local taxing entities to assure that properties are appropriately assigned to the new taxing jurisdictions.
- Work with local taxing entities to assure a process is in place to collect annual revenues to satisfy interest and principal for any outstanding general obligation bonds.





Appendices



Targeted Audits

When additional state supports and/or interventions are deemed necessary, targeted audits – specific to the needs of the district – are conducted. They are guided by MSIP standards and may consist of a desk audit(s) or a targeted review with a small team. Results of the audit(s) are used to inform school improvement efforts in the district. A sample menu of audits, each with a corresponding MSIP standard and primary focus, is listed below. Other MSIP standards may be reviewed through this process.

Community Involvement Audit

The local board of education, district leadership, and staff collaborate with families and community members who represent diverse interests and needs to mobilize community resources that improve teaching and learning (Governance-9).

Focus of audit, including but not limited to:

- Communication with and feedback from the community
- Procedures used to involve community members in educational activities
 - Relationships with the business community, other civic groups and nonprofit organizations
 - Cooperative projects with other governmental bodies, educational institutions, community or business organizations, local and/or national foundations

Climate and Culture Audit

The district establishes a culture focused on learning, characterized by high academic and behavioral expectations for all students (Instruction-7).

The district provides a safe and orderly environment for all students and staff (Instruction-8).

The local board of education and district leadership manage organizational systems and resources for a safe, high-performing learning environment.

Focus of audit, including but not limited to:

- Mission and vision of district
- Policies and procedures
- Perceptual data
- Climate checklists (if onsite)
- Curricular choices, course offerings and extracurricular opportunities
- Faculty and student handbooks
- Classroom management strategies

Comprehensive School Improvement Plan (CSIP) Audit

The local board of education adopts and district leadership implements a Comprehensive School

Improvement Plan (CSIP) to ensure the achievement and success of all students (Governance-2).

Focus of audit, including but not limited to:

- Board-approved Comprehensive School Improvement Plan
- Revised Processes and Procedures
- Required CSIP Components
- Level of Implementation
- Program evaluation

Curriculum and Assessment Audit

The local board of education adopts and district staff implement, review, and revise a rigorous, guaranteed, and viable curriculum for all instructional courses and programs (Instruction-5).

Instructional staff use effective assessment practices to monitor student learning and to adjust instruction (Instruction-2).

Focus of audit, including but not limited to:

- All written curriculum materials for each grade, content area and high school course
- Examples of local formative assessments
- Examples of non-identifiable student work that demonstrate rigor
- Perceptual data

Data Audit

The district administers state-required tests and other assessments and uses disaggregated and longitudinal data to inform and adjust systems, curriculum, and instructional practices (Instruction-4).

The local board of education and district leadership collect qualitative and/or quantitative data to guide and monitor the development and implementation of a shared mission and vision with systemic goals that ensure high expectations for every student (Governance-3).

Focus of audit, including but not limited to:

- Core Data
- Missouri Student Information System (MOSIS) data
- Policies and procedures used for collecting, reporting and using data
- Findings found from the required local audit, “Schedule of Selected Statistics”

Educator Effect Audit

The district develops and implements teacher/leader standards designed to ensure effective instructional staff for all students (Teacher/Leader-1).

Focus of audit, including but not limited to:

- Policies and procedures that inform and support the local evaluation process
- Implementation data that provide insight on the application of evaluation policies and procedures
 - Frequency and quality of feedback
 - Perceptual data

Finance Audit

The district complies with all provisions, regulations, and administrative rules applicable to each state and/or federal program implemented (Governance-5).

The board may consider changing a district’s classification designation upon its determination that the district has experienced significant change in the scope or effectiveness of the programs, services, or financial integrity upon which the original classification designation was based (MSIP-5 Rule (5)(d)).

Focus of audit, including but not limited to:

- Most recent financial audit
- Projected revenue for current year to date
- Projected expenditures for current year to date
- Documentation of state and federal compliance

Governance Audit

The local board of education understands the role and responsibilities of the local board and acts accordingly (Governance-7).

Focus of audit, including but not limited to:

- Board policymaking function and role in implementation
- Board involvement in the development and implementation of the CSIP focused on high expectations for every student
- District’s annual financial audit
- Board minutes
- Board training
- Perceptual data

Parent Involvement Audit

The local board of education, district leadership, and staff collaborate with families and community members who represent diverse interests and needs to mobilize community resources that improve teaching and learning (Governance-9).

The district provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children’s education (Governance-11).

Focus of audit, including but not limited to:

- Communication with and feedback from parents
- Procedures used to involve parents in educational activities
 - Parent awareness and understanding of district policies and procedures
 - Parent education opportunities
 - Parent perceptual data

Professional Learning Audit

Professional learning drives and supports instructional practices in the district and leads to improved student learning (Teacher/Leader-2).

Focus of audit, including but not limited to:

- District Learning Plan
- Professional learning committee
- Allocation of professional development funding/spending per school
- Time commitment to professional learning and support during the school day
- Role of teacher evaluation in decisions made around professional learning
- Evidence that professional learning is ongoing, sustained over-time, research-based, and supported by collaborative teams.

Role and Responsibilities of the Regional School Improvement Team (RSIT)

The Regional School Improvement Team's role is to provide the expertise and guidance necessary in the modification of the district's CSIP and the school improvement plan (SIP).

- The introductory meeting of the RSIT should:
 - Discuss leading indicators and lagging indicators.
 - Determine the deliverables and responsibilities of all partners.
 - Develop an accountability calendar for the year.
 - Align project oversight.
 - Assess the district's/school(s) capacity for implementation of the plan.
 - Determine structures to support professional learning.
 - Determine what resources are essential components of the professional learning plan.
 - Address all other outstanding issues related to implementation.
 - Determine how to communicate and engage students, parents and communities in school improvement.
 - Review of the district's Resource Report based on the MSIP Resource Standards.

- The primary work of the RSIT is to:
 - Facilitate the design, development, implementation and evaluation of improvement efforts.
 - Provide coaching to district/school teams in teaching and student learning.
 - Identify and assist in removing barriers that prevent districts/schools from effectively implementing the improvement plan.
 - Facilitate technical assistance and professional learning sessions that support the improvement plan.
 - Assist districts/schools in analyzing school data from a variety of sources.
 - Conduct regular visits (at a minimum monthly) to assigned district/schools to monitor the fidelity to and effectiveness of plan implementation.
 - Monitor the district/schools leading indicator data.
 - Measure, analyze and report district/school progress toward meeting the terms of the performance contract.

Districts and/or schools identified as provisionally accredited will utilize the following and be prepared to update the RSIT monthly on the following:

- **Monthly Progress Report:** This report captures the work the district/school is conducting to address the improvement targets identified in its CSIP and/or performance contract. The tool helps to examine and assess what has been completed and what still needs to be done. It is updated on a monthly basis or as required by the RSIT.
- **30 Day Leadership Plan:** The plan causes the principal to give special attention to the opening of the school year. The principal identifies the key early wins and identifies/clarifies the adult and student related behaviors that need to improve immediately. This is submitted to the RSIT and reviewed prior to the opening of school. The goal is to produce a very successful and results-oriented opening month of school.
- **Mapping Chart for Instructional Support:** The mapping chart is a coaching tool designed for principals to “map” the abilities of each staff member in key, critical instructional areas. The principal assesses the needs of each staff member, provides strategies for designing personalized support for individuals or groups of teachers and the intensity of the support that is necessary.
- **Action Research Project:** Each principal is charged with a project that establishes practices to intervene at the student level to improve student performance. These practices should be replicable. This project engages the principal in direct ownership and responsibility for these students. The principal does whatever it takes to meet the needs of these students.
- **Data Dashboard:** The data dashboard is used to monitor and report on the leading indicators. The dashboard is designed to display critical data that is examined and reviewed at a glance and to streamline the need for multiple reports.

Alternative Governance Structures

The State Board of Education directs the Department to appoint a Transition Task Force to determine the appropriate reconstitution option (alternative governance structure) for a lapsed school district. The State Board of Education implements one or more of the reconstitution options relating to school governance. The decision is based on such factors as the size of the school district, district financial status, classification of neighboring school districts, and geographic proximity of other adequately performing districts. These options include:

Special Administrative Board (SAB)

The State Board of Education appoints a Special Administrative Board, which:

- Consists of at least five members.
- Reflects the population characteristics of the district
- Elects officers within fourteen days of appointment.
- Appoints a superintendent of schools/chief executive officer with approval by the State Board of Education.
- Retains authority for operation of district until such time the district is classified by the State Board of Education as provisionally accredited for at least two consecutive academic years.
- May enter into contracts with accredited districts or other education service providers to deliver high quality educational programs to the residents of the district.

Collaborative

The State Board of Education establishes a Collaborative within the boundaries of the former (lapsed) school district(s) in a region and provides administrative support and educational programs in autonomous schools. Necessary staff members are appointed to oversee the transition. It may operate schools directly or under contract.

The State Board of Education appoints an Advisory Board to advise the Collaborative.

Composition of Advisory Board includes:

- One representative from each of the former district(s) boundaries.
- Three representatives appointed by the State Board of Education.
- Chair appointed by the Commissioner of Education.

One of the three members appointed by the State Board must be a resident of one of the former districts. The decisions of the Advisory Board are subject to review and approval by the State Board of Education. The Advisory Board members serve for a term of four

years, unless the former district they represent regains accreditation and exits the Collaborative, in which case their term expires.

Students served by the Collaborative have the option to attend any school within its boundaries. Students may also transfer to any accredited school/district with an approved Collaboration Contract.

The Collaboration Contract addresses:

- The agreed tuition for student attendance.
- The terms of attendance for all transferring students including guaranteed transfer for the duration of a student's attendance until graduation.
- The terms of transportation to and from school during the regular school day and for after school activities.
- Support services are provided for students including, but not limited to, special education, counseling, social service support, and other interventions as necessary to support the academic success of the child.
- Documentation of established partnerships with social service agencies, health care and mental health care providers, family court, youth services and others necessary to deliver the services outlined above.
- An executed Community-School Compact which commits all parties to the school's success.

Restructure into New District(s)

The State Board of Education restructures all or part of the lapsed school district into one or more new school districts within the territory of the lapsed district.

Assignment of Students

The State Board of Education assigns students of the lapsed district to one or more accredited districts.

In the event that a district with an enrollment over 5,000 students lapses, no school district shall have all or any part of the lapsed district attached without the approval of the board of the receiving school district.

Contracts

Performance Contract Between School District's Board of Education & the Missouri State Board of Education

This District Performance Contract identifies the annual targets based on the Annual Performance Report (APR) and major interventions required of the struggling school district and the district's schools which have not performed at levels adequate to ensure student access and opportunity to a quality education. The terms and conditions of this District Performance Contract and the attached School Performance Contract have been agreed to by the authorized agent of the District's Board of Education and approved by the Missouri State Board of Education. Once signed by the District-authorized representative and by the authorized signature of the Missouri State Board of Education, the terms and conditions are binding on the District and its schools. Failure to meet or make substantial progress toward meeting the annual targets, to implement the selected interventions with fidelity, or to fully meet all terms and conditions will result in more intensive levels of intervention and monitoring.

1. DEFINITIONS

- 1.1 "Performance Contract" means this contract between the District and the Missouri State Board of Education/ Department of Elementary and Secondary Education, which includes the District Contract and the School Contract for each District school identified by the Department as a low-performing school.
- 1.2 "Applicable Law" means all state and federal laws and rules applicable to Missouri School Districts and any regulations and guidelines issued pursuant to those laws and rules. This includes changes made to applicable law by Congress, the Missouri Legislature, and/or appropriate federal and state agencies.
- 1.3 "District" means the XXXXXXXXXXXXXXXXXXXX School District.
- 1.4 "School" means any low-performing school administered by the XXXXXXXXXXXXXXXXXXXX School District.
- 1.5 "Low-Performing School" means any school with an Annual Performance Report below 70% and non-assessed schools identified as feeder schools to the low-performing school.
- 1.6 "Department" means the Missouri Department of Elementary and Secondary Education.
- 1.7 "Resources" means people, scheduled time and funding.
- 1.8 "Feeder School" means any school that contains grade levels not assessed in the Missouri Assessment Program that sends a majority of its students to another school.

2. TERMS OF AGREEMENT

- 2.1 Effective Date. July 1, 20XX.
- 2.2 Expiration Date. June 30, 20XX.
- 2.3 Governing Law, Jurisdiction, and Venue. This Agreement shall be governed by, and construed in accordance with, the laws of the State of Missouri. District and Department agree and consent to the exclusive jurisdiction of the courts of the State of Missouri for all purposes regarding this Agreement.

3. STRUCTURE

- 3.1 District Authority. Except as otherwise provided by this Agreement or applicable law, the District has authority, control, power, and administrative or financial responsibility over the District and its schools.
- 3.2 Liaison. The District designates a liaison and will inform the Department if the liaison changes.
- 3.3 Performance Contract Schools. The following schools have been identified as low-performing schools. A School Performance Contract for each school is attached to and incorporated into this District Performance Contract.

4. OPERATING REQUIREMENTS

- 4.1.1 Compliance With Law. The School will at all times comply with all federal and state laws that apply to the district.
- 4.1.2 Resources. The District and Schools will ensure that adequate resources are provided to implement the provisions of the District and attached School contracts. Further, the District and Schools agree to minimize

time spent on other interventions and/or strategies except those that further enhance the implementation of the interventions agreed to in the District and School contracts or those necessary to fulfill requirements of student Individualized Education Programs (IEPs).

4.2 Other Requirements. The District must perform the following:

4.2.1 Budget. The District shall adopt annual budget no later than July 1 of each fiscal year. The budget must allocate sufficient financial resources to implement this Contract.

4.2.2 Financial Reports. The District shall produce and provide upon request District and School financial reports including a balance sheet, an actual-vs.-budget income statement, cash flow projections, check register, contracts and an accounts payable aging report for all bills older than 30 days.

4.2.3 Student Assignment. The District may not re-assign pupils on the basis of intellectual ability, measures of achievement, or aptitude in order to meet any of the performance requirements of the District or attached School contracts. The School may not limit admission to pupils on the basis of ability, race, religion, or any other factors, other than the capacity of the program, class, grade level or building.

4.2.4 Staffing. The District and Schools must assign staff in a manner that provides high-quality educational opportunities for all students in all schools.

4.2.5 Reporting by the District and Schools. The District and Schools will use standard data and report filing systems. Additional information required to monitor performance of this Contract and its attachments will be provided in a form and at specified times agreed to by the District and the Department.

4.2.6 Cooperation/collaboration. The District and Schools will cooperate with the Regional School Improvement Team (RSIT) and other supports provided by and through the Department in conformance with Missouri School Improvement Program: Support and Intervention.

4.2.7 Community Compacts. The District and Schools will develop compacts with community and other external entities to provide additional supports and resources directed toward meeting the terms of this contract.

4.3 Targets. The District will meet the following annual targets based on the APR:

Performance Targets	Measurement Tool	Annual Targets
Graduation Rate	APR – 4-year graduation rate	District must be “on target” or “exceeding” in status or improvement
Mathematics	APR – MAP Performance Index (MPI)	District must be “on target” or “exceeding” in status, improvement or growth
Science	APR – MAP Performance Index (MPI)	District must be “on target” or “exceeding” in status or improvement

1. Interventions

1.1 The District will implement the interventions selected below across the District (descriptions of these interventions are provided in the **Missouri School Improvement Program: Support and Intervention**). Please select all that apply, even if duplicated in the district and school column:

Intervention	Implement throughout District	Implement in Selected School (specified in School contract)
Missouri Leadership for Excellence, Achievement and Development (MOLEAD)	X	X
Model Comprehensive Literacy Plan		X
Teacher/Leader Standards	X	X
Educator Evaluation System	X	X
Research-Based Effective Practices	X	X
Data Teams (district, school, classroom)	X	X
State provided formative assessment system	X	X
Early childhood education for children one (1) year prior to kindergarten entry	X	X
Early childhood education for children two (2) years prior to kindergarten entry	X	X
Extended learning opportunities for all students	X	X

2. RENEWAL, NONRENEWAL AND TERMINATION

2.1 Discretionary Renewal or Non-Renewal by the District. The State may, at its sole discretion, elect to renew, renew with modifications, or not renew this Contract at the end of the term of this Contract.

2.2 Non-Renewal or Termination for Cause. Termination of the Performance Contract on the part of the District may result in a change of accreditation.

3. OVERSIGHT

3.1 Comprehensive School Improvement Plan (CSIP). The District and each School will re-develop a CSIP which describes the implementation of the District or attached School contract(s). The CSIP will include at a minimum: detailed implementation timeline for major interventions, person responsible at the district and within each school, and how process and progress will be measured. The District will use intervention tools provided by the Department whenever those tools exist unless the Department permits the District to use another tool. The plan must include a component which identifies the Regional School Improvement Team, including internal and external stakeholders who will monitor finances, staff, professional learning, student assignment and

performance, communications, and other data related to the implementation of the District and attached School Contracts. The plan must include frequency of monitoring and checklists and other tools to be used to make determination about the implementation fidelity.

3.2 Evaluation. The District and Schools will be annually evaluated in accordance with the Missouri School Improvement Program and with the terms included in the attached Performance Contract(s).

4. GENERAL TERMS

4.1 Amendments. No changes to this Contract are valid unless they are in writing and signed by the parties.

4.2 Severability. If any provision in this Contract is held to be invalid or unenforceable, it will be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the Contract.

4.3 Authority of Signatories: The signatories below represent that they have the authority to bind the District and the Schools and the Department to full compliance with this Contract.

District

Department

Signature _____

Signature _____

Name _____

Name _____

Title _____

Title _____

Date _____

Date _____

Performance Contract **Between XXXX District and XXXX School**

Acknowledgement: The XXXXX District has submitted a District Performance Contract on behalf of the District and this School Performance Contract is attached to the District Performance Contract on behalf of the XXXX School. The school has been identified as a low- performing school. The School Performance Contract identifies the annual targets based on the APR and interventions aligned to the District’s Performance Contract. The terms of this School Contract are binding on the School.

1. DEFINITIONS,

- 1.1 "Performance Contract" means this contract between the District and the Missouri Department of Elementary and Secondary Education, which includes the District contract and the School Contract for each District school identified by the Department as a low-performing school.
- 1.2 "Applicable Law" means all state and federal laws and rules applicable to Missouri School Districts and any regulations and guidelines issued pursuant to those laws and rules. This includes changes made to applicable law by Congress, the Missouri Legislature and/or appropriate federal and state agencies.
- 1.3 “District” means the XXXXX School District.
- 1.4 “School” means any low-performing school administered by the XXXX School District.
- 1.5 “Low-Performing School” means any school with an Annual Performance Report below 70% and non-assessed schools identified as feeder schools to the low-performing school.
- 1.6 "Department" means the Missouri Department of Elementary and Secondary Education.
- 1.7 “Resources” means people, scheduled time, and funding.

2. TERMS OF AGREEMENT

- 2.1 Effective Date. July 1, 20XX.
- 2.2 Expiration Date. June 30, 20XX.
- 2.3 Governing Law, Jurisdiction, and Venue. This Agreement shall be governed by, and construed in accordance with, the laws of the State of Missouri. District and Department agree and consent to the exclusive jurisdiction of the courts of the State of Missouri for all purposes regarding this Agreement.

3. STRUCTURE

- 3.1 District Authority. Except as otherwise provided by this Agreement or Applicable Law, the District has authority, control, power, and administrative or financial responsibility over the District and its schools.

4. OPERATING REQUIREMENTS

- 4.1 Compliance With Law. The School will at all times comply with all federal and state laws that apply to the district.
 - 4.1.1 Resources. The District and Schools will ensure that adequate resources are provided to fully implement the provisions of the District and attached School contracts. Further, the District and Schools agree to minimize time spent on other interventions and/or strategies except those necessary to fulfill requirements of student Individualized Education Programs (IEPs) or that further enhance the implementation of the interventions agreed to in the District and School Contracts.
- 4.2 Other Requirements. The District and/or School must perform the following:
 - 4.2.1 Budget. The District shall adopt annual budget no later than July 1 of each fiscal year. The budget must provide for sufficient financial resources to fully implement this Agreement.
 - 4.2.2 Financial Reports. The District shall produce and provide upon request District and School financial reports including a balance sheet, an actual-vs.-budget income statement, cash flow projections, check register and an accounts payable aging report for all bills older than 30 days.
 - 4.2.3 Admissions. The District may not re-assign pupils on the basis of intellectual ability, measures of achievement, or aptitude in order to meet any of the performance requirements of the District or attached School contracts. The School may not limit admission to pupils on the basis of ability, race, religion, or any other factors, other than the capacity of the program, class, grade level or building.
 - 4.2.4 Staffing. The District and Schools may not re-assign staff for the purpose of meeting any of the

performance requirements.

4.2.5 Reporting by the District and Schools. The District and Schools will use standard data and report filing systems. Additional information required to monitor/evaluate performance this Contract and its attachments will be provided in a form and at times agreed to by the District and the Department.

4.2.6 Cooperation/collaboration. The District and Schools will cooperate with the Regional School Improvement Team (RSIT) and other supports provided by and through the Department in conformance with **Missouri School Improvement Program: Supports and Interventions.**

4.3 Targets. The XXXXXX School will meet the following annual targets.

Performance Targets	Measurement Tool	Annual Targets
Graduation Rate	APR – 4-year graduation rate	District must be “on target” or “exceeding” in status or improvement
Mathematics	APR – MAP Performance Index (MPI)	District must be “on target” or “exceeding” in status, improvement or growth
Science	APR – MAP Performance Index (MPI)	District must be “on target” or “exceeding” in status or improvement

5. Interventions

5.1 The XXXX School will implement the interventions selected below (descriptions of these interventions are provided in the Missouri School Improvement Program: Support and Intervention document (select all that apply)).

Intervention	Implement throughout School	Implement in selected grade levels
MOLEAD	X	X
Missouri Turnaround		X
Model Comprehensive Literacy Plan	X	
Teacher/Leader Standards	X	
Research-Based Effective Practices	X	
Educator Evaluation System	X	
School Level Data Team	X	
Grade level/grade span/content area data teams		X
State provided formative assessment system		
Early childhood education for children two (2) years prior to kindergarten entry		
Early childhood education for children one (1) year prior to kindergarten entry		

6. OVERSIGHT

6.1 Comprehensive School Improvement Plan (CSIP). The School will develop a SIP which is clearly aligned to the District’s CSIP and describes the implementation of the School contract. The CSIP will include at a minimum: detailed implementation timeline for major interventions, person responsible at the School, and how process and progress will be measured. The School will use intervention tools provided by the Department whenever those tools exist unless the Department permits the School to use another tool.

6.2 Evaluation. The School will be annually evaluated in accordance with the Missouri School Improvement Program and with the terms of this Performance Contract.

7. GENERAL TERMS

7.1 Amendments. No changes to this Contract are valid unless they are in writing and signed by the parties.

7.2 Severability. If any provision in this Contract is held to be invalid or unenforceable, it will be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the Contract.

7.3 Authority of Signatories: The signatories below represent that they have the authority to bind the District and the Schools and the Department to full compliance with this Contract.

District

Department

Signature _____

Signature _____

Name _____

Name _____

Title _____

Title _____

Date _____

Date _____

Model Community-School Compact

Statement of Goal:

The relationship between the health of a community and state and the quality of education is well-documented. Our state, and the communities in our state, cannot be successful without high-quality education. The educational requirements for occupations are increasing, particularly for new and emerging occupations, high-skilled and high-wage jobs. Changes to the economy, job requirements and society now demand that every high school student graduate prepared to continue to postsecondary education and the workforce. With the goal of guaranteeing that all students have access to high-quality public schools, the signatories commit to work together to improve educational outcomes within the school district.

Statement of Joint Activities:

This Compact documents the commitment of the XYZ Community Group, hereafter, “school support group,” and the XXXXXXXXXXXXXXXX School District, hereafter “school district” to cooperate in supporting the school district in the following areas:

(Statement of activities under the Compact)

Compact Implementation:

No later than 45 days after the signing of this Compact, the signatories will establish a committee (the “Compact Committee”) to implement the Compact.

Committee Appointment:

The Compact Committee is comprised of members appointed by each of the signatories, with an equal number appointed by the school support groups and by the school district. The chair of the Committee is appointed from among the members of the Committee by agreement of the Compact signatories. The Compact Committee may from time to time appoint additional ex officio members, establish subcommittees or working groups, or seek input from community groups for purposes of executing and addressing key elements of the Compact.

Work Plan:

Within 45 days of the formation of the Compact Committee, the Committee establishes a work plan to guide implementation of the Compact. The work plan includes specific commitments by the signatories with deadlines for completion. These activities shall be aligned with any district or building performance contract with the state education authority.

Accountability Framework:

Within 90 days of the formation of the Compact Committee, it reports to the signatories on the status of all Compact activities. Status reports are provided to the signatories on at least a semi-annual basis or upon request. The Compact Committee is responsible for organizing and supervising work under the Compact and will adopt a process and timeline for preparing Committee procedures.

Authority:

Each signatory states that it has full power and authority to enter into this Compact and to perform its obligations hereunder; that the signatory participation in the Compact is permissible under the laws of the State of Missouri; that the signatory has been authorized by all necessary legislative, administrative or other governmental authority; and that the signatory’s entry into and performance of this Compact does not and will not violate any other agreements to which the signatory member is a party or is otherwise bound.



Limitation of Liability:

To the maximum extent permitted by law, no signatory shall be liable for any act of another signatory, including indirect, exemplary, punitive, special, or consequential damages arising out of the acts of another signatory. Further, the exclusive remedy regarding any allegation of breach of this Compact will be cancellation of the agreement.

Cancellation of the Compact:

Any signatory may cancel this Compact with at least sixty (60) days prior written notice to all other signatories.

Intellectual Property Rights:

Subject to any contrary agreement between the signatories, the school district shall own all intellectual property rights in work or content resulting from work under the Compact.

Confidentiality:

Each signatory that uses confidential information obtained from any other signatory in connection with activities under this Compact subject to applicable laws and regulations. Specifically, any signatory receiving personally identifiable student data must sign a confidentiality agreement compliant with the Family Educational Rights and Privacy Act (FERPA) and advise each employee receiving such information of the obligations under this Compact

Resource and Process Standards for Missouri Public School Districts

R-1—Elementary (typically self-contained)—Each elementary student receives regular instruction in English language arts, mathematics, science, social studies, comprehensive health, art, music, and physical education. In K-8 elementary schools, students will have access to a total of four (4) exploratory classes.

1. Each elementary student will receive regular instruction in English language arts, mathematics, science, social studies, comprehensive health, and career awareness education. Instruction in each of the core areas will reflect the current version of Missouri’s academic standards.
2. Each elementary student will receive instruction in art, music, and physical education for a minimum of fifty (50) minutes in each area each week (twenty-five (25) minutes in each area for half-day kindergarten classes). These classes shall be taught by teachers with appropriate certification.
3. If the district is a K-7 or K-8 elementary district, the following must also be addressed:
 - a. Beginning no later than seventh grade, regular instruction in the United States and Missouri Constitutions and American History and Institutions will be provided (as required by section 170.011, RSMo).
 - b. Students in grades 7-8 will have access to a total of four (4) exploratory classes (e.g., speech, agriculture, family and consumer sciences, industrial technology, world languages, and computer literacy). Each class is taught for a minimum of one thousand two hundred (1,200) minutes each year.
4. Elementary school students shall have a minimum of one (1) recess period of twenty (20) minutes per day, which may be incorporated into the lunch period (as required by section 167.720, RSMo).
5. The school district ensures that students in elementary schools participate in moderate physical activity for the entire school year for an average of one hundred fifty (150) minutes per week, or thirty (30) minutes per day. Students with disabilities must participate to the extent appropriate (as required by section 167.720, RSMo).
6. School districts may offer virtual instruction (e.g., intranet and Internet methods) that may take place outside of the regular school district facility (as described by section 162.1250, RSMo).
7. School districts may offer department-approved gifted education services (as described by sections 167.675, RSMo, 162.720, RSMo, and 163.031.4(7)(c), RSMo).

R-2—Junior High/Middle School (typically departmentalized)—Each junior high/middle school student will receive regular instruction in English language arts, mathematics, science, social studies, career education, health, and physical education and will have access to art and music plus four (4) exploratory classes. Students in grades 7-8 will have regular instruction in United States and Missouri Constitutions and American History and Institutions.

1. English language arts, mathematics, science, and social studies are scheduled and taught to all students for at least nine hundred (900) minutes each week in the aggregate (or one thousand eight hundred (1,800) minutes every two (2) weeks).
2. Physical education is scheduled and taught to all students for a minimum of three thousand (3,000) minutes each year and comprehensive health and safety education is scheduled and taught to all students for a minimum of one thousand five hundred (1,500) minutes each year.
3. Art and music are scheduled and taught so that all students have access to each for a minimum of one thousand five hundred (1,500) minutes each year.
4. Students in grades 7-8 will have access to a total of four (4) exploratory classes (e.g., speech, agriculture,

family and consumer sciences, industrial technology, world languages, and computer literacy). Each class is taught for a minimum of one thousand five hundred (1,500) minutes each year.

5. Beginning no later than seventh grade, regular instruction in the United States and Missouri Constitutions and American History and Institutions will be provided (as required by section 170.011, RSMo).
6. School districts may offer virtual instruction (e.g., intranet and Internet methods) that may take place outside of the regular school district facility (as described by section 162.1250, RSMo).
7. School districts may offer department-approved gifted education services (as described by sections 167.675, RSMo, 162.720, RSMo, and 163.031.4(7)(c), RSMo).

R-3—High School—Each high school provides all students in grades 9-12 sufficient access to content required to meet the minimum graduation credit requirements and meets the specific needs of students and communities. Content areas must include: English language arts, mathematics, science, department-approved career education (e.g., agriculture education), social studies, world languages, fine arts (art and music), physical education, health, practical arts, and personal finance, as appropriate for each high school.

1. School districts may offer virtual instruction (e.g., intranet and Internet methods) that may take place outside of the regular school district facility (as described by section 162.1250, RSMo).
2. Students will have access to postsecondary preparation (e.g., Advanced Courses, Advanced Placement, International Baccalaureate, Technical Skills Attainment, Dual Enrollment, and Dual Credit).
3. School districts may offer department-approved gifted education services (as described by sections 167.675, RSMo, 162.720, RSMo, and 163.031.4(7)(c), RSMo).

R-4—Class Size and Assigned Enrollments—Enrollments will be consistent with both class-size and program standards and total enrollment requirements.

1. Student enrollment in individual classes will be consistent with the following guidelines:

<i>GRADES</i>	<i>STANDARD</i>	<i>DESIRABLE STANDARD</i>
K-2	25	17
3-4	27	20
5-6	30	22
7-12	33	25

2. Full-time elementary art, music, and physical education shall serve no more than seven hundred fifty (750) students per week.

Options:

1. Student enrollment in a classroom may increase by as many as ten (10) students for any period that a paraprofessional assists the classroom teacher full time, or by as many as five (5) students when a paraprofessional assists the teacher half time. (Paraprofessionals paid for with Title I and special education funds cannot be used to increase class size. See the Consolidated Federal Programs Administrative Manual for guidelines on compliance and the use of paraprofessionals for Title I purposes).
2. Elementary school classes may enroll students from two (2) consecutive grade levels. Total enrollment in such classes shall not exceed the class-size standards listed above for the lowest grade included in the combination.
3. High schools can combine sections of a same subject in beginning and advanced levels (e.g., Spanish I and Spanish II or Spanish III and Spanish IV). Total combined enrollment in such classes shall not exceed twenty-

five (25) students.

4. Enrollment in performing arts classes may exceed regular class-size limits if adequate supervision and facilities are provided.

5. High school physical education classes may enroll up to forty-five (45) students if appropriate supervision and facilities are provided.

R-5—Library Media Staff—Certificated librarians and/or library media specialists are assigned consistent with the following ratios, based on the student enrollment at each building.

<i>STANDARD</i>		<i>DESIRABLE STANDARD</i>	
<u>Students</u>	<u>FTE</u>	<u>Students</u>	<u>FTE</u>
1-200	.20	1-150	.20
201-400	.40	151-300	.40
401-600	.60	301-450	.60
601-800	.80	451-600	.80
801-1000	1.00	601-750	1.00
1001-1200	1.20	751-900	1.20
1201-1400	1.40	901-1050	1.40
1401-1600	1.60	1051-1200	1.60
1601-1800	1.80	1201-1350	1.80
1801-2000	2.00, etc.	1351-1500	2.00, etc.

R-6—Guidance and Counseling Staff—Certificated counselors are assigned consistent with the following ratios, based on the student enrollment at each building.

<i>STANDARD</i>		<i>DESIRABLE STANDARD</i>	
<u>Students</u>	<u>FTE</u>	<u>Students</u>	<u>FTE</u>
1-100	.20	1-50	.20
101-200	.40	51-100	.40
201-300	.60	101-150	.60
301-400	.80	151-200	.80
401-500	1.00	201-250	1.00
501-600	1.20	251-300	1.20
601-700	1.40	301-350	1.40
701-800	1.60	351-400	1.60
801-900	1.80	401-450	1.80
901-1000	2.00, etc.	451-500	2.00, etc.

R-7—Superintendent—A certificated superintendent is assigned to serve full-time as the district’s chief administrative officer.

Options:

1. For a period of one (1) year, any two (2) adjacent districts, that are classified “accredited,” may upon prior approval from the Department of Elementary and Secondary Education (department) share a superintendent who possesses a valid Missouri superintendent’s certificate. Any two (2) such districts which wish to share a superintendent for more than one (1) year shall obtain prior approval from the State Board of Education (board).
2. A superintendent of schools in a district which employs twenty-five (25) certificated Full Time Equivalent (FTE) or fewer must hold a valid Missouri superintendent’s certificate and may serve as the elementary or secondary principal, regardless of principal certification type.

3. Elementary districts (K-8) with over twenty-five (25) certificated FTE must employ a certificated superintendent as chief administrative officer. Elementary districts with twenty-five (25) certificated FTE or fewer may employ either a certificated superintendent or certificated elementary principal as chief administrative officer.

R-8—Associates/Assistants to the Superintendent—Associates/assistants to the superintendent in the areas of curriculum and instruction must have, as a minimum, a master’s degree and a valid Missouri teaching certificate. All other associates/assistants to the superintendent should have appropriate training in their field.

STANDARD

<u>Certificated Staff Members (FTE)</u>	<u>Assistants to Superintendent (FTE)</u>
1-100	0
101-200	1
201-300	2
301-400	3
401-500	4
501-600	5
601-700	6
701-800, etc.	7, etc.

Assistant superintendents must have a master’s degree and a valid Missouri teaching certificate if their primary responsibilities involve curriculum and instruction. Other assistant superintendents should have training in their field (e.g., Masters in Business Administration might be appropriate for an assistant superintendent of finance). Please note that there is no reference to title in this requirement. Districts may elect to call these positions associate superintendents, deputy superintendents, assistant superintendents, assistants to the superintendent, coordinators, or directors.

R-9—Principals/Building Administrators—Certificated principals, career education directors, and assistant administrators are employed and assigned consistent with the MSIP-5 staff ratios.

<i>STANDARD</i>		<i>DESIRABLE STANDARD</i>	
<u>Students</u>	<u>FTE</u>	<u>Students</u>	<u>FTE</u>
1-400	1.00	1-300	1.00
401-600	1.50	301-450	1.50
601-800	2.00	451-600	2.00
801-1000	2.50	601-750	2.50
1001-1200	3.00	751-900	3.00
1201-1400	3.50	901-1050	3.50
1401-1600	4.00	1051-1200	4.00
1601-1800	4.50	1201-1350	4.50
1801-2000	5.00	1351-1500	5.00
2001-2200	5.50	1501-1650	5.50
2201-2400	6.00	1651-1800	6.00

R-10—Certification and Licensure—All personnel must hold a valid certificate or license appropriate for each assignment.

R-11—Planning Time—Each full-time classroom teacher, including kindergarten teachers, shall have a minimum of two hundred fifty (250) minutes of scheduled planning time each school week. It is desirable to have fifty (50) minutes of planning time each day. Planning time is calculated between the official start and close of the school day and does not include travel time, lunch time, or time before or after school. (Planning time is not required for administrators, counselors, or librarians.)

Teacher/Leader

TL-1—The district develops and implements teacher/leader standards designed to ensure effective instructional staff for all students.

1. The district adopts and implements an educator evaluation system that is aligned to the essential principles of effective evaluation, adopted by the state board of education, designed to ensure effective teachers and leaders.
2. The district develops and implements professional teacher standards as required by section 160.045, RSMo.
3. The district develops and implements professional leader standards.
4. Teachers and leaders apply professional judgment and use the teacher/leader standards developed by the district to inform and improve practice.

TL-2—Professional learning drives and supports instructional practices in the district and leads to improved student learning.

1. All staff participate in regularly scheduled, ongoing professional learning focused on student performance goals as outlined in the Comprehensive School Improvement Plan (CSIP).
2. Professional learning is an ongoing process that occurs in the context of all instructional staff positions and promotes the use of evidence-based instructional practices.
3. District leaders monitor teachers for consistent implementation of effective practices, as designed by routinely observing, monitoring, and supervising classroom instruction.
4. Effective practices are monitored for fidelity of implementation through observation and supervision of classroom practices.
5. The district regularly monitors instructional employees to determine whether professional learning is implemented in classroom instruction and demonstrates positive impact on student learning.
6. School-based collaborative teams are in place and focus on data informed decision-making, reflective practices, collaborative lesson design, examination of student work and student assessment,

curriculum development, positive classroom learning environments, utilization of case studies, and action research.

7. The district has a written procedural plan for professional learning that includes the required components.
8. The district provides time and resources for the professional learning of each staff member.

Instruction

I-1—Instructional staff routinely provide effective instruction designed to meet the needs of all learners.

1. Instructional staff routinely collaborate and use student data to provide appropriate interventions to address a range of student instructional and behavioral needs.
2. Instruction is routinely differentiated to address the needs of all students.
3. Instructional staff use evidence-based instructional practices to meet the learning needs of all students.
4. Comprehensive K-12 literacy instruction is provided. When Prekindergarten (PK) is offered by the district, comprehensive literacy instruction is provided.
5. All staff are an integral part of the instructional practices in every building.
6. All staff demonstrate effective use of available instructional time.
7. Instructional staff design and use appropriate, meaningful, and rigorous learning tasks for all students.
8. Building leaders demonstrate that supervision of instruction is a priority.
9. The district requires instructional staff to consistently utilize evidenced-based instructional practices as they were designed to be implemented and routinely monitors instructional staff for implementation of these practices.

I-2—Instructional staff use effective assessment practices to monitor student learning and adjust instruction.

1. Instructional staff use both formative and summative assessments to monitor student learning

and adjust instruction.

2. Instructional staff regularly and systematically uses assessment results and other student work to make adjustments to curriculum, instruction, and intervention strategies to assist students in meeting state achievement standards.
3. Classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.
4. Timely, descriptive, and constructive feedback from assessments is provided to students and parents.

I-3—The district identifies and provides effective differentiated learning and behavioral support systems for all students.

1. A written process is in place for the early identification and implementation of differentiated learning and behavioral supports for all students.
2. Learning and behavioral supports are identified and coordinated at the classroom, building, and district level.
3. The district uses a variety of student and program data to monitor, evaluate, and inform decision-making to identify and implement successful learning and behavioral supports.
4. The district collaborates with community partners to provide information and resources to students and parents to address barriers impacting student success, including but not limited to academic, physical, and mental health needs.
5. The district requires instructional staff to consistently implement learning and behavior supports as they were designed. District leaders routinely monitor the implementation of these practices by instructional staff through observation and supervision of classroom instruction.

I-4—The district administers state-required tests and other assessments and uses disaggregated and longitudinal data to inform and adjust systems, curriculum, and instructional practices.

1. The district has a written assessment plan that includes the required components.
2. The district uses a variety of data (e.g., longitudinal, demographic, diagnostic, and perceptual) to support and inform district-wide decisions.
3. The local board of education annually reviews performance data disaggregated for any subgroup of five (5) or more students per assessment in order to effectively monitor student academic achievement and persistence to graduation rates.
4. The district uses disaggregated data to adjust instruction for subgroups and has criteria for evaluating the effectiveness of these adjustments.

I-5—The local board of education adopts and district staff implement, review, and revise a rigorous, guaranteed, and viable curriculum for all instructional courses and programs.

1. The district has a rigorous, written curriculum that includes the required components and is aligned to the most recent version of Missouri’s academic standards and the English language development standards.
2. Essential content and skills that all students should know and be able to do have been identified.
3. Adequate instructional time is available to implement the written curriculum.

4. The written, taught, and assessed curriculums are the same.
5. Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.
6. The district's written curriculum development and revision processes include K-12 vertical teams of instructional staff and administrators (including teachers of all student populations) who meet regularly to ensure articulation and vertical alignment. When Prekindergarten (PK) is offered by the district, instructional staff shall be included in the curriculum and development revision processes.

I-6—Guidance and counseling is an essential and fully integrated part of the instructional program.

1. A district-wide guidance and counseling program has been developed and is fully implemented in every building consistent with the Missouri Comprehensive Guidance and Counseling Program framework.
2. The K-12 guidance curriculum is in place, integrated into the regular curriculum where appropriate, and is regularly reviewed and revised as part of the district's evaluation plan.
3. All students, beginning no later than seventh grade, participate in an individual planning process designed to assist in a successful transition to college, technical school, the military, or the workforce.
4. All students have access to responsive services that assist them in addressing issues and concerns that may affect their academic, career, and personal/social needs.
5. System support and management activities are in place to ensure full implementation, evaluation, and continued improvement of the district's comprehensive guidance program.

I-7—The district establishes a culture focused on learning, characterized by high academic and behavioral expectations for all students.

1. A systemic process for establishing and maintaining a positive learning climate is evident in each building.
2. Responsibility for the success of all students is evident in the shared mission and vision of the district.
3. Staff, administrators, and students all share in the accountability for academic achievement by being actively engaged in learning and demonstrating appropriate standards of behavior.
4. Curricular choices and course offerings reflect an increasing and ongoing dedication toward future success of all students.
5. A well-balanced, comprehensive co-curricular and extracurricular activities program is in place and aligned to the mission and vision of the district.

I-8—The district provides a safe and orderly environment for all students and staff.

1. Students and staff indicate that they feel safe at school.
2. The district provides staff, teachers, parents, and students access to the district's written code of conduct, which specifies unacceptable student behavior and consequences for that behavior. The code of conduct is enforced during school, on school property, on district-provided transportation, and during school-sponsored events, regardless of whether the events occur on or off of school property.
3. Standards of conduct are consistently and equitably enforced by all staff.

4. Violence-prevention instruction, including information on preventing and responding to illegal harassment and bullying, has been provided for all students and staff.
5. Data are gathered on student violence, substance abuse, and bullying and are used to modify programs and strategies to ensure safe and orderly schools.
6. Written procedures are in place to proactively identify and prevent potential disruptions to a safe and orderly school climate.

I-9—High-quality, fully integrated career education is available to all secondary students.

1. The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, an industry-recognized certificate or credential, or entry into the workplace with a skill set conducive toward career advancement.
2. The career education program has a written curriculum for each course with a balance among classroom/ laboratory instruction, leadership, and personal learning.
3. Written curriculum drives classroom instruction and assessment of technical skill attainment.
4. The appropriate Career and Technical Student Organization (CTSO) is affiliated with the state and national organization and is an intra-curricular element of the program.
5. A system of data collection and evaluation provides the information necessary for program review and development so that students are prepared for postsecondary success leading to quality employment opportunities.

I-10—Library Media Centers (LMC) are an essential and fully integrated part of the instructional program.

1. The library media center and its resources support, enhance, and enrich the curriculum.
2. The library media staff collaborate with instructional staff to integrate LMC resources and services into the instructional program.
3. Students have access to a full range of information, digital access, and reading resources and services in the LMC.
4. The LMC program is evaluated annually.

I-11—The district advances excellence in teaching and learning through innovative and effective uses of technology.

1. The district has a systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technology (ICT) and digital learning resources.
2. The district provides consistent, adequate, and ongoing support of technology infrastructure, personnel, and digital resources.
3. The district provides equitable and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders.
4. The district provides access to ongoing professional learning in technology and opportunities for dedicated time to practice and share ideas.

5. The district evaluates the impact of information and communication technology on teaching and learning.
6. The district maintains technology that supports current assessment practices.

Governance

G-1—The local board of education, district leadership, and staff contribute to the success of every student by being ethical and acting with fairness and integrity.

1. The local board of education has adopted and the district leadership enforces a professional code of ethics for all employees.
2. The local board of education has adopted and adheres to its own code of ethics.
3. District policies, procedures, and practices demonstrate respect for students, employees, and others.

G-2—The local board of education adopts and district leadership implements a Comprehensive School Improvement Plan (CSIP) to ensure the achievement and success of all students.

1. The local board of education and district leadership, in collaboration with the community, use qualitative data, quantitative data, and evaluation results to create a written, board-approved CSIP which drives improvement in student learning and guides the overall improvement of its educational programs and services.
2. The school district maintains a current CSIP that includes all of the required components.
3. There is a written evaluation process for the CSIP and the CSIP is regularly evaluated and updated.
4. The local board of education utilizes the CSIP to monitor progress and continuous improvement of programs and services.

G-3—The local board of education and district leadership collect qualitative and/or quantitative data to guide and monitor the development and implementation of a shared mission and vision with systemic goals that ensure high expectations for every student.

1. The local board of education and district leadership, with input from all stakeholders, guide the development of a district-wide, learning-focused mission and vision that are reviewed annually and revised as needed.
2. The local board of education and district leadership hold all staff accountable for continuous school improvement and increased student learning.

G-4—The local board of education and district leadership promote the achievement and success of all students by monitoring and continuously improving all programs and services that support the mission and vision of the district.

1. The board of education regularly reviews, no less than once every two (2) years, the goals, objectives, and effectiveness of all programs and services that support the mission and vision of the district based on data provided by district leadership.
2. The local board of education adopts and the district implements an evaluation plan that analyzes the effectiveness of all programs and services.
3. The district collects perceptual data from students and uses that information to make informed decisions about its programs and services.

4. Patrons, parents, staff, and students have opportunities to serve on committees, including those required by state or federal regulations, to study specific issues and provide feedback on district programs and services.

5. The district reviews and analyzes postsecondary success rates to make informed decisions.

G-5—The district complies with all provisions, regulations, and administrative rules applicable to each state and/or federal program implemented.

G-6—The local board of education and district leadership facilitate collaboration with state and local agencies, non-profit organizations, and other community groups that promote the success, health, safety, and welfare of students.

1. The district identifies programs that promote equitable learning opportunities and success for all students, regardless of socio-economic background, ethnicity, gender, disability, or other individual characteristics.

2. The district collaborates with community leaders to collect, describe, and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and organization.

3. The district collects and accurately communicates data about educational performance in a clear and timely way to improve policies and inform community decisions.

4. District leadership implements processes to facilitate regular collaboration with other agencies/organizations to respond to student needs in a timely manner.

G-7—The local board of education understands the role and responsibilities of the local board and acts accordingly.

1. Policymaking functions are carried out by the local board of education, while administrative functions are carried out by the superintendent and the staff. All formal contact between the local board of education and the staff is channeled through the superintendent.

2. The local board of education has established policies and written procedures are in place to guide district decision-making and to meet federal and/or state requirements. Policies and procedures are reviewed on a regular basis and reflect current legal requirements.

3. The local board of education meets regularly in accordance with applicable statutes, keeps accurate and complete records of its decisions, and makes the records available as required by law.

4. Members of the local board of education receive training as required by law.

5. Local board of education members participate in continued training and professional learning.

G-8—The local board of education and district leadership manage organizational systems and resources for a safe, high-performing learning environment.

1. The local board of education and the district leadership regularly communicate with district employees and the community regarding the district's vision and mission.

2. District staff use documented evidence (e.g., observations, walkthroughs, collaborative teams, and mentoring) to develop professional growth plans.

3. The community, through the local board of education, provides sufficient financial resources to ensure an educational program of quality.

4. The local board of education has adopted and enforces policies requiring effective fiscal management and accountability and the district leadership implements procedures to support the board's policies.
5. The local board of education and district leadership employ appropriate procedures to ensure the accurate and timely reporting of required data to state and federal agencies.
6. The local board of education and district leadership provide facilities that are healthful, adequate in size, clean, well-maintained, and appropriate to house the educational programs of the district.
7. The local board of education and district leadership ensure all facilities are safe.
8. The district leadership has developed and implemented a coordinated approach to school health services.
9. The district ensures a school nutrition program is available which provides at least one (1) nutritionally balanced meal available to all students each day in accordance with Federal and State Child Nutrition Program regulations and guidelines.
10. The district ensures safe and efficient transportation to and from school is provided in compliance with Missouri statutes, regulations, and local board of education policy.

G-9—The local board of education, district leadership, and staff collaborate with families and community members who represent diverse interests and needs to mobilize community resources that improve teaching and learning.

1. The local board of education, district leadership, and staff systematically and frequently provide information to the public about school programs.
2. The district has procedures to involve family and community members in educational activities.
3. District leadership identifies preschool opportunities available to children and informs family and community members about the importance of early childhood education.

G-10—The district's birth-through-prekindergarten population will have access to high-quality early learning experiences that will prepare them to succeed in school.

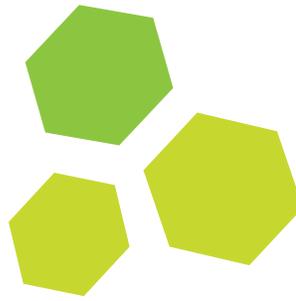
G-11—The district provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children's education.

1. Parent education activities are provided as required by the Early Childhood Development Act (ECDA).
2. The district actively cooperates with other agencies and parent and community groups (e.g., parent teacher organizations and Title I) to provide information related to child development and/or parenting skills.
3. Formal strategies are in place to include parents/guardians in the educational process.



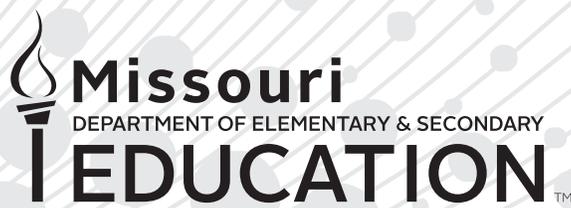
Acknowledgements





The Department would like to acknowledge and thank all of those who submitted plans and input:

Children’s Education Alliance of Missouri
Cities Education Entrepreneurial Trust
Cooperating School District of Greater Kansas City
EducationPlus, St. Louis
Kansas City Federation of Teachers and School-Related Personnel (AFT)
Kansas City Mayor Sly James
Kansas City School District
Metro Organization for Racial and Economic Equality
Metropolitan Congregations United for St. Louis
Missouri Association of School Administrators (Superintendents’ Plan)
Missouri Charter Public School Association
Missouri School Boards’ Association
National Council on Educating Black Children
Normandy School District
Normandy Schools Town Hall Organization
Riverview Gardens School District
Southwest Center for Excellence
Urban Engagement Solutions on behalf of Restoration
Schools Steering Committee of Kansas City
Urban Summit of Greater Kansas City
Many parents, teachers, administrators and community members



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MISSOURI SCHOOL IMPROVEMENT PROGRAM: SUPPORT AND INTERVENTION

**A presentation to the
State Board of Education**

March 21, 2014

Missouri Department
of Elementary and Secondary Education

Purpose of Presentation

2

- ❑ To provide an overview of the Department's plan for supporting and, if necessary, intervening in districts and schools

State Board of Education Authority

3

- ❑ Under previous law:
 - replace the elected board with a Special Administrative Board
 - attach the district to another district
 - divide the district and assign to adjoining districts
- ❑ Under SB 125: (Effective 8-28-13)
 - all the above plus “something else”



Principles

4

- ❑ Focus on children and families
- ❑ Access to good schools
- ❑ Solutions to meet district /community needs
- ❑ Early intervention and PREVENTION
- ❑ High expectations for all



Missouri School Improvement Program

5

Performance, Resource & Process Standards

(Appendix F)

- ❑ Articulate expectations for student achievement
- ❑ Distinguish among districts and schools in valid, accurate and meaningful ways
- ❑ Promote continuous improvement



*Accreditation Guides Support Level

6

Performance Standards:

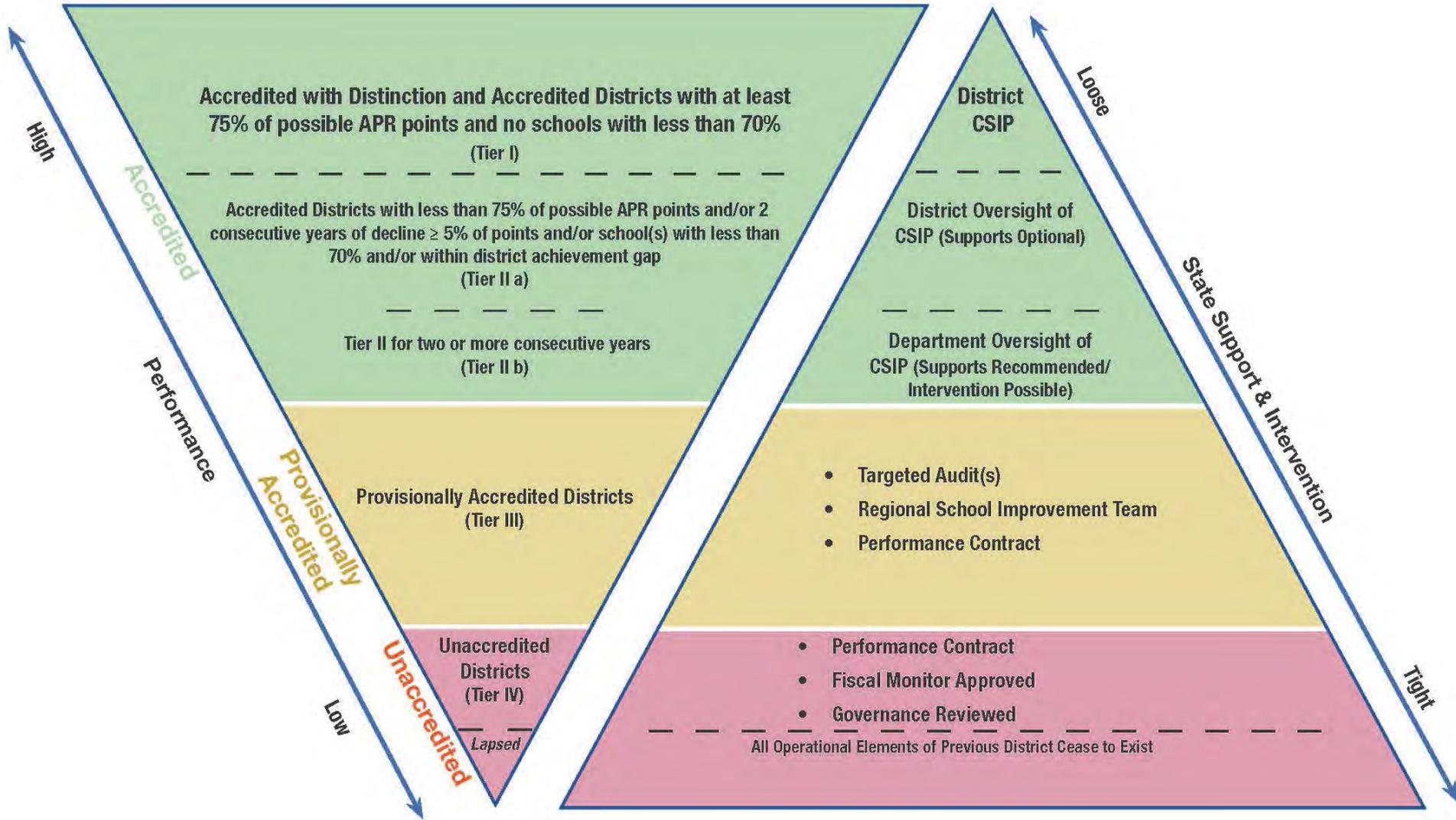
- ❑ Multiple measures over multiple years

Accreditation Levels	Percent of Points Earned
Accredited with Distinction	$\geq 90\%$ of APR points possible AND meets other criteria established by the SBE
Accredited	$\geq 70\%$ or more of the APR points possible
Provisionally Accredited	$\geq 50\%$ or more of the APR points possible
Unaccredited	$< 50\%$ of the APR points possible

* Recommendations are made based on APR status and APR trends and may include other factors as appropriate, e.g., Comprehensive School Improvement Plan (CSIP) goals, previous audit reports, financial status, and/or leadership stability.



Missouri School Improvement Program: Support and Intervention



Supports

8

- ❑ Model Comprehensive Literacy Plan
- ❑ Model curriculum
- ❑ Data team training
- ❑ Webinars, videos, and professional development
- ❑ Summer training sessions
- ❑ Digital library of formative assessments
- ❑ Educator Evaluation System
- ❑ Missouri Growth Model
- ❑ Missouri Comprehensive Data System Portal



Tier I Support

9

❑ Identification

- Accredited or Accredited with Distinction
- District earns $\geq 75\%$ of possible APR points
- ALL schools earn $\geq 70\%$ of possible APR points

❑ Support

- Comprehensive School Improvement Plan
 - District Oversight and Implementation
- Optional supports from DESE



Tier II (a) Support and Intervention

10

❑ Identification

➤ Accredited

- District earns <75% of possible APR points
- District demonstrates consecutive 5% decline of possible APR points
- District school(s) earns <70% of possible APR points
- District demonstrates largest within district achievement gap

❑ Support and Intervention

➤ Local Intervention – Recommended Best Practices

➤ Comprehensive School Improvement Plan

- District Oversight and Implementation with DESE monitoring

➤ Optional supports

➤ Quarterly monitoring



Tier II (b) Support and Intervention

11

- Identification
 - Accredited
 - Tier II status for more than two years
- Intervention
 - Continued call for local intervention
 - Comprehensive School Improvement Plan
 - Department Oversight
 - Comprehensive or Targeted Audit(s)
 - MSIP Process and Resource Standards
 - Recommended best practices and supports
 - Focused monitoring



Audit(s)

12

- ❑ Comprehensive or Targeted
- ❑ Onsite or Desk Audit



Audit(s) – Appendix A

13

- ❑ Community involvement
- ❑ Comprehensive School Improvement Plan
- ❑ Curriculum and Assessment
- ❑ Data
- ❑ Educator Effect
- ❑ Finance
- ❑ Governance
- ❑ Parent involvement
- ❑ Professional Learning



Tier III Supports and Intervention

14

❑ Identification

- Provisional Accreditation

❑ Intervention

- Call for collective intervention
 - Comprehensive or focused audit(s)
 - School level intervention
 - Regional School Improvement Team Activated (Appendix B)
 - Comprehensive School Improvement Plan
 - Performance Contract (Appendix D)
 - Community-School Compact (Appendix E)



Tier III – Performance Contract Appendix D

15

- ❑ Binding Contract between Local Board and State Board of Education
- ❑ Annual Performance Targets with Consequences
- ❑ Terms of Agreement
- ❑ Interventions Outlined in Contract
- ❑ Accountability Plan Tracks Progress





Tier III – Contract Requirements

16

- ❑ Teacher/Leader Standards
- ❑ Leadership Development
- ❑ Educator Evaluation System
- ❑ Research-Based Effective Practices
- ❑ Comprehensive Literacy Plan
- ❑ State-Provided Formative Assessment System
- ❑ Data Teams (district, school, classroom)
- ❑ Early Childhood Education
- ❑ Extended Learning Opportunities for All Kids



Community – School Compact

17

- ❑ Model Compact – Appendix E
 - Goal
 - Committee Appointment
 - Work Plan
 - Accountability Framework
 - Authority
 - Oversight
 - General Terms

- ❑ Parent Compact



Tier III – Extended Period

18

- ❑ Additional Intervention Possible
 - Onsite Instructional Monitor
 - Fiscal Monitor
 - Other



Tier IV Supports and Interventions

19

❑ Identification

- Unaccredited

❑ Intervention

- Public engagement
- Governance reviewed
 - Establish conditions under which the existing school board shall continue to govern; or
 - Determine alternative governance structure
- Inter-district transfer enacted
- Department fiscal monitor appointed



Tier IV – No one size fits all

20

□ Option A

- Continue existing school district board of education governance under terms and conditions established by the State Board of Education
- Extend Performance Contract
 - Two years maximum
- Provide guidance for student transfers
- Maintain employee contracts



Tier IV – No one size fits all

21

□ Option B

- Replace elected board with a special administrative board
- Provide guidance for student transfers
- May void all existing contracts and offer new probationary one-year contracts to employees
 - Contracts beyond initial year offered based on performance-based evaluation



Tier IV – No one size fits all

22

□ Option C

- Replace elected board with alternate governance structure such as an administrator reporting to the Commissioner of Education
- Provide guidance for student transfers
- May void all existing contracts and offer new probationary one-year contracts to employees
 - Contracts beyond initial year offered based on performance-based evaluation



Tier IV– No one size fits all

23

- ❑ Option D
 - Lapsed
 - Dissolution of the school district



Reconstitution Options

24

❑ Option A

➤ Department Operational Oversight

- Department determines and appoints necessary staff to oversee the transition
- SBE directs Commissioner to appoint a transition task force
- Creates a collaborative
 - Provide administrative support and educational programs in autonomous schools within the boundaries of one or more (lapsed) school districts in a region
 - Operate schools directly or under contract
 - Develop contracts with high-performing neighboring districts or others to operate the schools in a network within the now lapsed district.



Reconstitution Options

25

- ❑ Option B
 - Restructure all or part of the lapsed school district into one or more school districts within the territory of the lapsed district



Reconstitution Options

26

- ❑ Option C
 - Assign students of the lapsed district to one or more accredited districts
 - Annual review of data impact on receiving school's accreditation



Questions?

27

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