Missouri School Improvement Program

Third-Cycle Procedures Handbook
Revision 5

For Districts Being Reviewed
2005-2006

August 2005

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to the Title IX Coordinator, Jefferson State Office Building, 5th Floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-4212.

TABLE OF CONTENTS

I. OVERVIEW – MISSOURI SCHOOL IMPROVEMENT PROGRAM 1
II. PREPARATIONS FOR THE ON-SITE REVIEW 2
Leadership (Required) 3
Alternative Strategies (Optional) 3
Advance Questionnaires (Required) 3
General Review Schedule (Required) 3
Orientation for Staff and Board Members (Optional) 4
District Response to the Process Standards (Required) 4
Documentation File (Required) 4
Resource Report (Developed by the MSIP Section using Core Data) 5
Performance Report (Developed by the MSIP Section) 5
Interview Schedule (Required) 7
III. THE ON-SITE REVIEW 9
Logistics 9
MSIP Advance Questionnaire Data 10
Pre-Review Information Check 10
District Orientation (15 minutes) 10
Team Orientation (30 minutes) 10
Team Consensus 10
Exit Conference (15-30 minutes) 10
IV. THE MISSOURI SCHOOL IMPROVEMENT PROGRAM (MSIP) REPORT 11
MSIP Preliminary Report 11
MSIP Final Report 12
Report to the State Board of Education/Accreditation Decision 12
Sharing Information with the Public 12
Guidelines for Re-Reviews 12
MSIP Waiver Plan 13
Monitoring Progress 14
Administrative Response Letter 14
The Comprehensive School Improvement Plan 15
Annual Distinction in Performance Award 15
APPENDIX A: WEB SITE DIRECTIONS 16
APPENDIX B: MSIP SCORING GUIDE 17
Overall Accreditation Determination (Draft) 18
Definitions of Accreditation Levels (Draft) 19
Resource Scoring Guide (Draft) 20
Process Scoring Guide (Draft) 22
Performance Scoring Guide (Draft) 29

I. OVERVIEW – MISSOURI SCHOOL IMPROVEMENT PROGRAM

School Improvement is a continuous, systematic process to enhance student learning, improve educational opportunities and increase the effectiveness of the educational programs and services provided to students. It involves studying the effectiveness of current programs, services and performance levels; expanding one's knowledge of effective educational practices; developing goals or outcomes for improvement based upon this information; and, organizing the school and community to accomplish the needed improvements. The process, to be successful, requires continuous follow-up and support activities, including professional development; allowing changes to be adopted and assimilated by those who must implement them; and, in order to increase ownership in this process, input from as many people as possible.

In summary, the Missouri School Improvement Program (MSIP) is an ongoing process, which includes:

- assessing the strengths and needed improvements in district educational programs and services
- organizing staff and other resources to support school improvement efforts
- developing and implementing a formal plan to improve educational programs

The report completed during the on-site review provides a comprehensive description of the educational services provided by the local district in relation to the MSIP Standards and Indicators. A State Board Summary of the Missouri School Improvement Program's Final Report is used by the State Board of Education to determine the district's classification level (Accredited, Provisionally Accredited or Unaccredited) 5 CSR30-345.010 (3). The district is required to submit to the State Supervisor a Comprehensive School Improvement Plan (CSIP), which must be in place at the time of the on-site review. After the review, the district must incorporate identified MSIP concerns into the district's CSIP. A Comprehensive School Improvement Plan represents the district's plans for improving student performance in areas related to the MSIP performance standards. A district must have a Comprehensive School Improvement Plan to receive a classification level other than "unaccredited" 5 CSR30-345.010 (4).

The Procedures Handbook is based upon requirements of Section 161.092 of the revised statutes of Missouri and administrative rules adopted by the State Board of Education pursuant to that statute. It has been developed to serve as a guide for school district staff members as they prepare for the Missouri School Improvement Program's on-site review.

MSIP documents such as the Comprehensive School Improvement Plan Handbook, Integrated Standards and Indicators Manual, Graduation Requirements for Students in Missouri's Public Schools, District Response to the Standards, Understanding Your Annual Performance Report (APR), report writing forms, and interview forms are located at the Department's Web site (**http://dese.mo.gov**). Specific directions for locating these MSIP materials are found in Appendix A (p. 16).

II. PREPARATIONS FOR THE ON-SITE REVIEW

TIMELINE FOR MSIP PREPARATION ACTIVITIES	
PRE-REVIEW ACTIVITIES	**APPROXIMATE DATES**
Review Student Performance Data	Continuously
To be initiated 1-2 years before the team visit:	
Staff Members attend Team Member Training and Serve on an MSIP Team	1-2 years before review
Begin work on District Response to the Standards and Documentation	1 year before the review
To be initiated during the year before the team visit:	
Administer MSIP Advance Questionnaires	
February/March/April for Fall review	Return to MSIP Section by June 1st
Sept./Oct./Nov. for Spring review	Return to MSIP Section by December 1st
Meet with State Supervisor Re: Logistics	Summer prior to review
Attend Session for Districts scheduled for Review	Summer Admin. Conference
To be completed in the months immediately before the team visit:	
Review Team Member List with State Supervisor, Finalize Logistics/Overall Review Schedule	8 weeks prior to review
Review list of staff members to be interviewed received from MSIP Section (DESE). State Supervisor will help develop the individual Interview schedules.	6-7 weeks prior to review
Complete (on-line) District Response to the Process Standards and the Documentation File.	2-4 weeks prior to review
Send Individual Interview Schedule(s) to State Supervisor/Verify all Arrangements with State Supervisor	2-3 weeks prior to review

Leadership (Required)
The State Supervisor will contact the Superintendent to work out details of the general MSIP review schedule and to discuss which leadership responsibilities have been assigned to others. It is strongly recommended that the Superintendent remain actively involved throughout the preparation process although specific responsibilities may be delegated to others. If the Superintendent delegates the leadership of the overall preparations for the review, it should be to a person who is thoroughly knowledgeable about all of the district's programs and who will keep the Superintendent apprised of the progress that is made.

Alternative Strategies (Optional)
Districts may submit Alternative Strategies for any Standard to the Coordinator of School Improvement and Accreditation to show how services are being provided in nontraditional ways. For example, guidance or health services may be available through community agencies or through specially trained staff members. Districts should consider submitting Alternative Strategies if they feel that the intent of any standard is being met, but believe that review Team Members may not be able to observe how these services are provided. It is not necessary to write Alternative Strategies to describe cooperative services provided with other districts.

Advance Questionnaires (Required)
Specific directions for administering the MSIP advance questionnaires are provided to the Superintendent two to four weeks prior to the district receiving these questionnaires. These directions are also sent with the forms shipped to each district. Districts should review these directions carefully in order to facilitate the administration process and to provide as much confidentiality to respondents as possible. Districts also have the option of adding up to ten (10) questions to the parent and secondary student survey forms, as described in these directions. All parents of students (grades K-12) enrolled in the district and all staff members are provided the opportunity to complete a survey through the MSIP advance questionnaire process. Students in grades 3-12 are also given the opportunity to complete a student survey. Individual students, parents, and staff members always have the option not to respond to any item on the survey or not to complete a survey at all. (Districts may ask that the questionnaires be administered early; in most cases, it is possible to accommodate such requests.) Advance questionnaire results are made available to districts through the Internet as soon as they are scanned after being returned to the Department (scanning times for small and large districts vary). Specific directions for locating these data are included in Appendix A, p. 16. In addition, a report containing all advance questionnaire items used by the team in the report writing process will be given to the district at the time of the on-site review.

General Review Schedule (Required)
The State Supervisor, in consultation with the Superintendent, will develop the general review schedule. The MSIP Section, through the State Supervisor, will advise the district as to the size of the review team and the length of time the team will spend in the district.
Typical Review Schedule – The district and team orientation will take place early in the morning of the first review day. Interviews always begin the morning of the first scheduled review day and usually conclude by 1:00 p.m. Review length maybe extended in very large districts or shortened in very small districts. The Team Leader and the State Supervisor will conduct an exit conference with the school administration after the team consensus session.
Maps/Directions to Schools – The district should provide the State Supervisor with maps or directions to each of its buildings in order for the State Supervisor to share these with the team prior to the review. In addition, districts should provide directions to the site chosen for the first team meeting and any other necessary information regarding parking arrangements, etc.
Lodging – The State Supervisor will reserve a block of rooms at an area motel to be held for Team Members. Expenses of the team are <u>not</u> a responsibility of the district.

Meals – The district should not provide any evening meals. It is helpful if the team is invited to have a school lunch in the cafeteria. Light snacks may be provided in the workroom.

Orientation for Staff and Board Members (Optional)
Within two weeks of the review, a brief orientation, perhaps by a district staff member, who has served as a review Team Member, may be used to provide district staff and the board of education with information about the overall MSIP process. It is helpful to emphasize the following key points:

- the review process focuses on educational services, not personnel
- there are no right or wrong answers to the on-site questions
- confidentiality of the interview responses is protected both while on site and in the report writing process (responses are summarized)

District Response to the Process Standards (Required)
A self-study is not required in the Third Cycle of MSIP. In its place, **districts are required to provide responses to only the indicators marked "Written Response Required" in the District Response to the Standards (DRS).** These required responses are used either verbatim in the final report or are summarized by the team in the final report. Districts may also elect to write to the indicators marked "Written Response Optional," thus creating a self-study. This extra step is not required by MSIP, but districts may choose to create self-studies for their own use.

The District Response to the Standards also contains a list of the required documentation for each indicator, which the district should carefully review. (In a few cases, Special Education, Vocational Education, and State and Federal Programs may also submit required documentation lists to the district either annually or just before the MSIP review.)

All districts must use the Web-based application to enter the District Response to the Standards. Districts must provide at least two complete printed copies of the DRS for team review. Districts should also insert sections of the DRS into the corresponding sections of the documentation file where appropriate and may provide Team Members with copies of the sections which pertain to the standard(s) assigned to them (i.e., Curriculum, Climate, etc.). Responses and documentation are not required for the Resource and Performance Standards; however, the district should review carefully the Resource and Performance Reports prepared by the MSIP Section (DESE).

The Web application can be accessed at: http://k12apps.dese..mo.gov/webapps/logon.asp Districts may also download the MSIP Integrated Standards and Indicators from the Department's Web site (Appendix A, p. 16).

Documentation File (Required)
It is the district's responsibility to provide the documentation required for the Process Standards and Indicators as specified in the DRS manual. The team asks for additional documentation if it is necessary to clarify issues that arise during the on-site review. If the district has no programs or services in a given area, then this should be stated.
Cross-Referenced Materials – In cases where the documentation is extensive, the district may simply note in the documentation file where certain records are kept (e.g., "Curriculum guides for grades K-12 will be found in the team's workroom."). There are documents requested under different Standards that are found in a single document (i.e., board policies and procedures manual, board minutes, student handbook, staff handbook, and other sources). The district can either copy and highlight the relevant sections of these documents or prepare page references to these documents to insert into the documentation file.
Organization of the File – Simple manila file folders, labeled by both Standard and Indicator numbers and arranged within boxes, are frequently used. It helps to have each item within the folders labeled or numbered by the applicable Standard and Indicator. Large documents such as district audits, the budget, ADA plans,

curriculum guides, board policy manuals, board minutes, and compliance plans should be clearly labeled and placed in the team workroom.

How Much Documentation Is Needed? – The district should review the materials in the documentation file to ensure that visiting Team Members who are unfamiliar with the district can understand (in a relatively short time) the programs and services offered by the district. It is also helpful to use the team report writing form to ensure the evidence that has been collected adequately addresses the responses sought in the report writing process. (A draft copy of the Report Writing Form for 2003-2004 is available through the Department's Web site. See Appendix A, p. 16.)

Resource Report (Developed by the MSIP Section using Core Data)

A Resource Report is developed by the MSIP Section using information submitted by the district on Core Data. Districts do not have to provide any additional information related to the Resource Report. The Resource Report always reflects the current year's data. **It is very important for districts being reviewed in October to submit their Core Data as soon as possible after the last Wednesday in September. In addition, districts must make all necessary corrections or updates to Core Data within 7 working days from the first day of the on-site review.**

Performance Report (Developed by the MSIP Section)

In the Third Cycle, all performance data for the district's performance report comes from data the district has submitted to Core Data and from data supplied by CTB and ACT (for the General Achievement, Reading and ACT measures). In the summer of 2000, districts had the opportunity to provide corrections to the historical Core Data files in certain areas. These corrections are stored as a part of each district's historical Core Data file at the Department. The historical data, and any corrections submitted, are used by MSIP to produce the district's Annual Performance Report (APR), as well as the MSIP Performance Report.

Districts have 7 working days from the first day of their on-site review to make all necessary corrections to their MSIP performance data for the current school year and the year immediately preceding the current year.

Annual Performance Report

After receiving the preliminary APR each fall, districts have a designated period of time to correct Core Data for the preceding year (the final year of data in each of the tables in the APR). Corrections must be completed within the time specified on the cover letter that accompanies the APR in order to ensure that the corrections are included in the official APR used for department decision-making purposes. No corrections to the historical data (years 1, 2, 3, and 4 on the charts of the APR) can be made unless it can be demonstrated that an error has been made in reporting data. Districts should take special care to see that Core Data submissions are made correctly. In addition, it is important that all issues related to the MAP (including Level Not Determined (LND) percentages) be addressed annually through the Data Analysis and Reporting Section and CTB during the correction period immediately following dissemination of these results.

MSIP will use the MAP data provided by CTB through the Data Analysis and Reporting Section of the Department in both the APRs and the accreditation report. Only MAP data corrections certified by the Data Analysis and Reporting Section will be considered. MSIP will use ACT data furnished by ACT. ACT will provide the Department with the number of district students who score at or above the national average on the ACT each year for those students who were enrolled in the district at the time they took the test. Only data provided by ACT or corrections provided through ACT will be used in the MSIP Performance Report, with one exception. If a student failed to provide ACT with the name of their high school/district at the time the test was taken and the district can document that the student was indeed enrolled in the district when the test was taken, the district may submit this information to the Coordinator of School Improvement and Accreditation. The Department will verify whether the student appears on ACT's list of students scoring at or above the national average and credit will be given for any students meeting these conditions.

For further information on the data and calculations used in the APR, refer to the document entitled Understanding Your Annual Performance Report, which can be found on the Department's Web site (Appendix A, p. 16).

IMPORTANT NOTICES:

1) Hours of absence/hours of attendance: The submission of hours of absence on Screen 14 of Core Data is required beginning in 04-05 and will allow MSIP to calculate the percent of attendance as precisely as the computerized attendance reporting programs used by districts. For districts unable to submit hours of absence for prior years as a part of Core Data, ADA (attendance hours divided by the hours in the school calendar) divided by January membership will be used to calculate the percent of attendance. For districts submitting hours of absence through Core Data, hours of absence and hours of attendance will be summed and this sum will be divided into the hours of attendance to derive the percent of attendance. Hours of absence must be submitted for all grade levels and all years being analyzed in order to be used in the attendance calculation. Refer to the document entitled Understanding Your Annual Performance Report for further explanation (Appendix A, p. 16).

2) Student stability/mobility: For MSIP purposes, districts with highly mobile, unstable student populations may be granted permission to use only the MAP results of students who were enrolled in the district for an extended period of time. Upon request and approval, for purposes of calculating MSIP Standards 9.1 and 9.2, the Department will disaggregate the test results of students who were not enrolled prior to the second preceding January membership count date.(Example: If the MAP tests were administered in April 2001, only the results from students enrolled in the district prior to the last Wednesday in January 2000, would be used for MSIP Performance purposes). In order for the appropriate disaggregation to be completed, districts that make a mobility appeal must provide an auditor-certified list of all students tested in 1999 and 2000 who entered the district after the second preceding January membership count prior to the date of each administered test. Beginning in 2001, MAP Student Information Sheets (SIS) enabled districts to identify students "In district less than 18 months." Upon request and approval, this bubble is used to disaggregate MAP data for years 2001, 2002, 2003, 2004, and 2005.

Since the beginning of MAP testing, districts have been able to indicate on the MAP answer sheets those students who were not enrolled prior to the previous September enrollment count date. In lieu of an auditor-certified list of students assessed in 1999 and 2000, districts may request that the Department disaggregate and use only the MAP results for students enrolled prior to the previous September's enrollment count.

In order for a district to request data disaggregation due to student mobility factors, the district must have tested 90 percent or more of its students. The district must present a letter of appeal that:

- **documents the degree to which the student populations in the district are not stable and the effect that this mobility has had on the MAP results; and**
- describes all district programs and services that are available to assist those students who transfer into the district; and
- describes the district's expectations for those students and includes the measurable improvements to each student population's MAP scores.

Districts are required to use such disaggregated student MAP results for all years and all tested subjects, as specified in the MSIP Scoring Guide for the Third Cycle.

3) English Language Learners (ELL) Students: ELL students are those (a) whose native language is other than English and (b) who are from other countries or whose home environment includes languages other than English. **ELL students are exempt from the Missouri Assessment Program (MAP).** For MSIP accountability purposes, the Department will disaggregate scores for ELL students coded "ELL 1st-3rd Year in

the USA or ELL in USA less than a Year" on the MAP Student Information Sheet (SIS). This disaggregation will apply to all of the district's MAP results and any calculated scores (such as subject area MAP and reading scores for MSIP).

Interview Schedule (Required)

The State Supervisor will work with the local school district to develop a composite interview schedule, based on the list of teachers selected for interviews by the MSIP Section. Team Members will be assigned to one of the process area (report writing) committees, based on recommendations by the State Supervisor and DESE requirements. It is strongly recommended that most interviews be scheduled between 9:00 a.m. and 1:00 p.m. on the first full review day. For teachers and administrators, a 45-60 minute interview schedule should be established, with five minutes between interviews. **Group interviews for the support staff are optional and should last no more than 15-20 minutes each.** Some free time should be allowed in Team Members' schedules so they can look at the facilities, observe interactions between the staff and students, and observe the general climate of each school building.

A composite schedule, including each Team Member's entire interview schedule, should be sent to the State Supervisor at least two weeks prior to the review. The name and the position of each staff member and the time and the location of the interview should be included on this schedule.

Interview Locations – Team Members should interview district staff in a location which provides as much privacy as possible. Staff members should be directed to go to the interviewer who remains at an established location in each building.

Interview with the Board – Approximately an hour should be allowed for the Team Leader and State Supervisor to visit with board members. The Superintendent is expected to attend this session, but does not participate in the interview unless asked to clarify issues or board responses. This session gives board members a chance to ask questions about the Missouri School Improvement Program and provides the team with information about the board's goals and procedures. This interview is considered a Special Board Meeting, and appropriate notices should be posted.

Professional Staff Interviews – Several weeks prior to the review, the MSIP Section will provide a list of district staff members who will be interviewed. If a listed staff member is no longer employed, the person hired to fill this position should be interviewed; other substitutions are not permitted. Usually teachers should be interviewed only one time; administrators may need to be interviewed by several Team Members, depending on the number of the assigned responsibilities held by these administrators.

Scheduling Considerations Related to Specific Assignments – Additional staff members may have to be interviewed in order to ensure that appropriate personnel are interviewed by each Team Member. If the PDC chairperson is not on the original list provided to the State Supervisor, this person should be added to the interview list and interviewed by the Team Member writing to the professional development standard. (The chart on page 9 will help clarify which additional staff members should be interviewed by which team members.) All regular Team Members should have approximately the same number of interviews (five to six forty-five minute interviews) or the same total interviewing time.

TEAM MEMBERS	STAFF TO BE INTERVIEWED
Curriculum Standard (6.1)	Curriculum Director and/or Curriculum Chair(s)
Professional Develop. Standard (6.7)	PDC Chairperson

LMC Standard (6.8)	Librarians – and visit LMC facilities/resources
Guidance Standard (6.9)	Counselors – and visit Guidance offices
Differentiated Instruction Standards* (7.1-7.7)	
Governance and Administration Standards (8.1-8.8)	Superintendent, budget director, principals (required) clerical staff (optional)
Facilities and Safety Standards (8.9-8.10)	Maintenance director/custodians/safety coordinator (required) and provide time to tour the facilities
Other Support Services Standards** (8.11-8.13)	Bus drivers (optional), the transportation director (required), nutrition services workers and director (optional unless State Food Services staff on the review team), and nurses/other health care providers (required)

* State Special Education Staff and Federal/State Programs Staff will contact the staff representative for each state and federal program (except vocational programs) to plan their on-site schedules. State programs and provisions regarding services to educationally disadvantaged, migrant, ESOL/ELL, and homeless students will be reviewed on all MSIP reviews. If the district completes the federal programs' self-monitoring checklist, a federal programs review may or may not be held during the on-site MSIP review. Some districts will be selected for an on-site federal programs review each year, but some will not. Career Education personnel (state, college, area vocational school) should be scheduled to interview district vocational staff members (1 hour interviews with vocational staff in each vocational program area) and others, if time permits.

** State Food Services Staff, if present on the review team, will review food service procedures and interview food service personnel. Group interviews with cooks and bus drivers are optional in the third-cycle reviews. However, the health director/nurse and safety coordinator should be interviewed in each district.

III. THE ON-SITE REVIEW

ON-SITE REVIEW ACTIVITIES	APPROXIMATE TIMES*
Review Resource and Performance Reports—Initiate any Core Data Corrections needed (State Supervisor, Team Leader, and Superintendent)	Day before Team arrives (Prior to start of the review)
District/Team Orientation	First Day of Review
Special Education Reviews	Scheduled by Special Education Staff
State and Federal Programs Reviews	Scheduled by Federal/State Staff
Board Interview (State Supervisor, Team Leader, Superintendent and Board)	Evening before review begins or evening of first review day
Staff Interviews	First morning of review
Documentation Review/Report Writing	Afternoon of first day
Preliminary Discussion	Afternoon of first review day
Team Consensus	Late morning or early afternoon of last review day
Exit Conference – District provides documents or screen prints to correct data in the Resource and Performance Reports (State Supervisor, Team Leader, Superintendent, etc.); Process standards reviewed	Afternoon of last review day

* Times may vary for extended or abbreviated reviews.

Logistics

Team Workroom – The team will need a large, private workroom. The documentation and the DRS materials should be assembled in this location prior to the arrival of the team. It is helpful if the team can have access to a copier from the afternoon of the first day to the morning of the second review day.

Lunch Arrangements on Interview Day – The district is asked to make arrangements for Team Members to eat in the school cafeteria(s) on the interview day. This arrangement allows the team to observe another aspect of the school climate and services. The district may also choose to provide beverages and/or simple snacks in the workroom. The State Supervisor will discuss lunch arrangements for the last review day with the Superintendent.

MSIP Advance Questionnaire Data
The MSIP advance questionnaire data used in the report writing process will be given to the district administrator during the on-site review. Other advance questionnaire data, including district and building reports, will be posted on the Internet and can be printed by the district. (See Appendix A, p. 16, for directions for locating and printing this data.)

Pre-Review Information Check
The State Supervisor and the Team Leader will review with the Superintendent all data in the Resource and Performance Reports (both of which are developed by the MSIP Section and brought to the district at the time of the on-site review). District responses to these reports should be noted on the official form and returned to the MSIP Section with the Team Leader. Core Data corrections for these reports should be made in the on-line Data Collection System, and screen prints of these corrections must be attached prior to the exit conference. Failure to provide this information by the time of the exit conference could result in a delay in the Preliminary Report.

District Orientation (15 minutes)
During the district orientation session, the Superintendent or district representative(s) will provide the team with additional information about the district, as well as the logistical arrangements made for the team (the team's workroom, directions to school buildings, travel arrangements, etc.). Some information may be provided on the unique political, economic, sociological, and geographic factors which impact the district; characteristics of parents, students, and district patrons; staff/personnel issues; the administration's view of the major problems facing the district, as well as the significant accomplishments and strengths of the district; and/or, major changes facing the district. A map of the district's facilities, including all interview sites, would be helpful to Team Members.

Team Orientation (30 minutes)
Usually the team orientation session occurs immediately after the district orientation and is attended only by Team Members, the Team Leader, and the State Supervisor.

Team Consensus
During the team consensus sessions, the district should provide the team with complete privacy.

Exit Conference (15-30 minutes)
At the conclusion of the on-site review, an exit conference to identify the team's preliminary findings is held with the Superintendent. Screen prints of the district's Core Data corrections related to the Resource and Performance Reports should be given to the Team Leader at this time. The district can provide additional information at this time that will be reviewed and may be incorporated into the report.

IV. THE MISSOURI SCHOOL IMPROVEMENT PROGRAM (MSIP) REPORT

POST-REVIEW PROCESS	
POST-REVIEW ACTIVITIES	**APPROXIMATE DATES**
Department School Improvement Committee (DSIC) reviews draft report with Team Leader, evaluates team findings and identifies strengths and concerns	3-4 weeks after the on-site review
Preliminary Report sent to the District and the State Supervisor	4-5 weeks after review
Superintendent meets with State Supervisor to review Preliminary Report	5-6 weeks after review
Response to Preliminary Reports received by MSIP Section	6 weeks after review
MSIP Section develops Final Report	7-8 weeks after review
Final Report and State Board Summary prepared by MSIP Section and sent to District	8-10 weeks after review
Summary and Classification Recommendation presented to the State Board of Education	8-10 weeks after review
District submits to DESE and State Supervisor Administrative Response Letter to Short-Range concerns identified by DSIC	3 months after Final Report received by District
Administration incorporates Long-Range, DSIC-identified concerns into the district's Comprehensive School Improvement Plan (CSIP)	10 months after review
State Supervisor reviews student Performance reports to determine the effectiveness of the district's CSIP	Annually

MSIP Preliminary Report

The Team Leader will edit the draft report, which will be reviewed by the Department School Improvement Committee (DSIC). This report will describe the programs and services observed during the on-site review. DSIC will review the draft report, identify strengths and concerns, and develop the Preliminary Report. The Preliminary Report, as well as the preliminary evaluation recommendations of DSIC, will be sent to the district approximately 4-5 weeks after the on-site review. After the district has had time to review the report, the State Supervisor will discuss this report with the Superintendent. Any factual errors in the report should be identified and discussed with the State Supervisor. **Based on written documentation submitted to the**

MSIP Section (DESE), changes in the Preliminary Report may be made. The district may respond to the Preliminary Report by either accepting this report (with or without changes) or by appealing to the Department School Improvement Committee (DSIC). Districts may submit a written appeal to DSIC on the process, the resource, or the performance reports. The Department School Improvement Committee will consider all such appeals. Specifically, districts may appeal performance concerns related to exceeding the Level Not Determined (LND) provision in any MAP subject area to the Director of Data Analysis and Reporting. Final appeal of the LND provision may be made during the review year, if necessary. Any information that the district provides as supporting evidence will be reviewed by the Department School Improvement Committee during the review year. Draft evaluation guidelines are included in Appendix B.

MSIP Final Report

After the district reviews and comments on the Preliminary Report, the MSIP Section will develop the Final Report. The district may respond to the Final Report by accepting it or by first appealing to the Department School Improvement Committee through the Coordinator of School Improvement and Accreditation and then to the State Board of Education through the Commissioner of Elementary and Secondary Education.

Report to the State Board of Education/Accreditation Decision

DSIC will make a recommendation regarding accreditation, and a summary report will be developed for the State Board of Education which will include all strengths, the concerns which must be addressed in the district's Comprehensive School Improvement Plan (CSIP), and a recommended accreditation rating. The State Board of Education will, by official action, determine an accreditation rating for each district. Retention of this rating is contingent upon the district including the MSIP-identified concerns in its Comprehensive School Improvement Plan within one year following the date of the on-site review and the district making progress in implementing this plan. An accreditation rating will remain in effect for five years unless the Department initiates, or the district requests, a re-review at an earlier date.

Sharing Information with the Public

The district will share the results of the Missouri School Improvement Program review with its staff, the board of education, students, and the community.

Guidelines for Re-Reviews

The guidelines for re-reviews vary according to the accreditation status of the district. Requests for re-reviews are made through the State Supervisor and the MSIP Section (DESE).

"Provisionally Accredited" Districts

A. DESE will make no more than one re-review visit during the five years between scheduled MSIP reviews.
B. If the "Provisional" accreditation is a result of the district's being provisional or unaccredited on Performance, MSIP will not consider a request until at least two years of new performance data are available.
C. If the "Provisional" accreditation is because of the district's being provisional or unaccredited in the Resource or Process area, MSIP will not consider a request until at least two full school years have been completed after the year in which the last scheduled MSIP review occurred.
D. A re-review must be conducted no later than eighteen months prior to the next regularly scheduled MSIP review.
E. A re-review will not be conducted unless a district meets at least the provisional level of student performance as measured by the current Performance Scoring Guide.

"Unaccredited" Districts

A. A re-review will be conducted no earlier than nine months following the State Board action on accreditation, but no later than eighteen months following such action.
B. A second re-review may be requested if the district is determined to be unaccredited during the first re-review. The re-review must be conducted early enough to have State Board action by February 1 of the second year of the "two-year clock."

"Additional Guidelines for Districts Previously 'Provisionally Accredited' or 'Unaccredited'"

The following procedures will be followed when a district is recommended to the State Board of Education for a second, sequential Provisionally Accredited rating during the Third Cycle of the Missouri School Improvement Program (MSIP) or when a district has received a Provisionally Accredited Rating after being Unaccredited.

I. If a district receives a second, sequential Provisionally Accredited rating, but improvement has been made in performance, it will be recommended that the district be Provisionally Accredited for five (5) years. Improvement for a K-12 district is defined as meeting one more performance standard than the district met during 2nd cycle; a K-8 district must meet at least three (3) performance measures. At least 18 points must be earned from one of the three MAP grade spans or two reading measures for both K-8 and K-12 districts. The Step I Re-test will be removed for the purpose of determining improvement after the 2001-2002 school year. Additional assistance will be provided by the State Supervisor to help the district develop an effective Comprehensive School Improvement Plan. Assistance from Regional Professional Development Center (RPDC) staff, including a Success Team, will be made available to the district.

II. If a district receives a second, sequential Provisionally Accredited rating and improvement in performance is not demonstrated, it will be recommended that the district be Provisionally Accredited for three (3) years. A district thus designated will be required to work with the RPDC staff and a Success Team to improve its performance scores. After three (3) years of new performance data is acquired, a re-review will be conducted.
   A. If improvement is demonstrated during the re-review, and other measures are acceptable, the district will receive a rating of Provisionally Accredited or Accredited, based on the MSIP Scoring Guide for that school year. A district showing improvement in performance and receiving a rating of Provisionally Accredited or Accredited during the re-review will maintain that rating until the next regularly scheduled MSIP review.
   B. If improvement is not documented during the re-review, the district will be designated as Unaccredited and will be subject to the provisions of that designation under MSIP regulations and state statutes.

III. A district that has been designated as Unaccredited, but demonstrates enough improvement to become Provisionally Accredited after a re-review, must continue to maintain this Provisionally Accredited status by earning the required performance points on each successive Annual Performance Report (APR) or the district will revert to an Unaccredited status upon action of the State Board of Education. A district so designated as Unaccredited is also subject to the provisions of that designation under MSIP regulations and state statutes.

MSIP Waiver Plan

State Board of Education rule provides four different waivers of MSIP standards: A+ School Waiver, MSIP On-site Review Waiver, Outstanding School Waiver and Hold Harmless Waiver. According to the rule, waivers are for a specific period of time. A waiver of regulations is valid until June 30 of the year in which the district no longer meets the requirements. If a district meets the criteria for one of these waivers, the district will be notified of this by the Commissioner of Education. The district must accept a waiver by the deadline set out in the notification and agree to the waiver conditions listed in the waiver policy. The district may request that all of the MSIP Resource and Process Standards be waived except those listed below. No Performance Standards will be waived. The on-site MSIP team will evaluate the district's adherence to these Standards or Indicators and any other Standards not selected for waiver.

A. All MSIP Resource Standards and Indicators will be waived except the following:

_____1. The state high school graduation requirements. (MSIP 1.3)

_____2. Regular instruction in United States and Missouri Constitutions, as well as American History and Institutions, must be provided, and all students must pass at least a ½ unit of credit course in the institutions, branches, and functions of federal, state and local governments and in the electoral process, as required by Section 170.011 RSMo. (MSIP 1.1-1.3)

_____3. All administrators and teachers must be certificated to teach in Missouri Schools. "Appropriately certificated for their assignments" is waived under this provision, unless funding sources require specific certification. (MSIP 5.1)

B. All MSIP Process Standards and Indicators will be waived except the following:

_____1. Districts must have cross-referenced all curricular areas to the Show-Me Standards. (MSIP 6.1.1)

_____2. The district reports dropouts from school to the Missouri Literacy Hot Line. (MSIP 8.3.5)

_____3. The district meets state and federal requirements for special education for students with disabilities, economically disadvantaged students, migratory children, students whose native or home language is other than English, and homeless youth. (MSIP 6.3.6, 7.1)

_____4. The district complies with all the regulations of the state and federal categorical programs in which the district participates. (MSIP 7.1-7.5 and 7.7)

_____5. The district distributes a student code of conduct and provides a protected, orderly environment. (MSIP 6.6.1-6.6.3)

_____6. Professional development programs and services are provided as required by Sections 168.400 and 160.530 RSMo. (MSIP 6.7.5)

_____7. Board of Education members must be trained as prescribed by Section 162.203 RSMo. (MSIP 8.3.4)

_____8. The district complies with the salary compliance requirements of Section 163.031 RSMo and with the minimum salary requirements as defined in Section 163.172 RSMo. (MSIP 8.4.3) Does not apply to "hold harmless" districts.

_____9. The community, through the board of education, provides sufficient financial resources, and the district is not identified as a "financially stressed district." (MSIP 8.5)

_____10. The district annually reviews its Comprehensive School Improvement Plan and updates it if necessary. (MSIP 8.2.3)

_____11. The district provides a safe physical environment for students. (MSIP 8.10)

_____12. The district implements effective and efficient fiscal management systems that ensure the accountability of district funds. (MSIP 8.6)

_____13. Cumulative health records, including immunizations as required by state law, are maintained and regularly updated for all students. (MSIP 8.11.1)

_____14. The district complies with all laws related to the transportation of students. (MSIP 8.13)

C. No MSIP Performance Standards will be waived.

Monitoring Progress

The district will submit a Comprehensive School Improvement Plan (CSIP) to the State Supervisor who will work with the district to review progress on the district plan as necessary. The State Supervisor will annually review student performance data to determine that the district is either making adequate improvement or is maintaining performance at a high level. If performance data suggests a lack of progress, the Department may request a review and update of the CSIP or may initiate a re-review.

Administrative Response Letter

The MSIP Section (DESE) will identify some concerns, which are minor, short-range, or "easy to fix." Districts will not be expected to incorporate these concerns into their CSIP. The district administrator must, within three months after receiving the final report from the Department, submit an administrative response

letter to the MSIP Section and to the State Supervisor detailing what action has been taken or will be taken in the twelve months following the on-site review to alleviate or correct these minor concerns.

The Comprehensive School Improvement Plan

The district's Comprehensive School Improvement Plan (5 CSR30-345.010 [4]) must incorporate all long-range concerns identified by the Department School Improvement Committee. Special emphasis should be placed on specifically addressing concerns related to student performance. A **Comprehensive School Improvement Plan Handbook** provides information regarding the comprehensive planning process. This publication is available through the Department's Web Site (See Appendix A, p. 16). **To help districts plan to improve student achievement and monitor the progress of their improvement efforts, the Department will provide all districts with an Annual Performance Report that assesses their performance data as if the districts were being reviewed during the current year (using the current year's scoring guidelines). MSIP scoring guidelines are updated annually.**

Annual Distinction in Performance Award

Each year, the Department identifies school districts that qualify for an annual Distinction in Performance Award. To qualify for this award in K-12 districts and K-8 districts must meet all but one of the MSIP Performance measures and all MAP-and Reading standards according to the most recent Annual Performance Report (APR). The decision to grant the Distinction in Performance Award is based solely on the **official** Department-published APR, using the data described in the Procedures Handbook in the section "Performance Report (Developed by MSIP Section)" (pages 5-7). These awards will be granted each year unless, in the judgment of the Commissioner, a district is found to be seriously out of compliance with Missouri law.

APPENDIX A: WEB SITE DIRECTIONS

The Missouri Department of Elementary and Secondary Education maintains a **World Wide Web Home Page on the Internet at:**

http://dese.mo.gov

Advance questionnaire data for each school district and all buildings within the district may be accessed through the **DESE Home Page** address using the following directions:

1. Click on **School Improvement/MSIP**.
2. Click on **MSIP-School Improvement Program**.
3. Click on **Advance Questionnaire Data & Forms**.
4. Click on **Advance Questionnaire Data**.
5. Choose **School District** to view and click on **Load Profile**.
6. Click on **MSIP Review AQ Report** or **Frequency Distribution Report** under **Educational Process Data**.

To access other MSIP publications/forms, access the **DESE Home Page** and then:
1. Click on **School Improvement/MSIP**.
2. Click on **MSIP-School Improvement Program**.
3. Click on one of the following publications/forms:

Advanced Courses List
Comparison of Standards and Procedures Second- vs. Third-Cycle
Comprehensive School Improvement Plan (CSIP) Handbook - PDF
Curriculum Review Worksheet – PDF
District Response to the Standards for Reviews (2003-2004) – PDF
Integrated Standards and Indicators Manual (Third Cycle) – PDF
Letter regarding Second- and Third-Cycle Comparisons – PDF
Report Writing Form (Third Cycle) – PDF
Report Writing Form (Third Cycle) – Definitions – PDF
Third-Cycle Procedures Handbook, Revision 5 – PDF
Understanding Your Annual Performance Report – PDF

MSIP Publications for the Third Cycle will be placed on the DESE website as soon as these are approved or completed by the MSIP Section. Some publications are reviewed and revised annually. These updated documents will be placed on the website each year.

To access **School District Profiles** or **Annual Reporting of School Data,** access the **DESE Home Page** and then:
1. Click on **School Improvement/MSIP**. (Internet will switch to new site.)
2. Click on **School Improvement & Accreditation**. (Internet will switch to new site.)
3. Click on **School Core Data**. (Internet will switch to new site.)
4. Click on **School District Profiles**. (Internet will switch to new site.)

The Missouri Public Schools Safe Facilities Guide may be accessed at:
http://dese.mo.gov/divvoced/Resources/school_facilities_guide

APPENDIX B: MSIP SCORING GUIDE

INTRODUCTION

In the third cycle of MSIP, one overall accreditation level will be assigned considering Resource, Process, and Performance. Districts must have **BOTH** the total required number of points in Resource, Process, and Performance **AND** the required number of Performance Points to meet the overall accreditation requirements**.** **Concerns may be identified even if points are awarded or a measure is "Met."**

RESOURCE/PROCESS EVALUATION

Points for the 40 Resource/Process Standards will be awarded by applying the Scoring Guide that follows and with the judgment of the Department School Improvement Committee (DSIC). The decisions of DSIC will be guided by the indicators for each standard. At least two out of the three readers of each standard must agree on the number of points awarded, and the other members of this committee must concur.

Points Possible for Resource/Process Standards:

Standard Areas	Points Possible	K-12	K-8
Resource	1 point per standard	11 pts	10 pts.
Instructional Design and Practice [Curriculum, Assessment, Instruction, Climate, Professional Development, LMC, Guidance]	2 points per standard	18 pts.	18 pts.
Differentiated Instruction [Special Ed., Gifted, Career Ed., Preschool, Parent Ed., Community Ed., State and Federal Programs]	1 point per standard	7 pts.	6 pts.
School Services [Governance, Facilities, Transportation, Health Services, Food Services]	1 point per standard	13 pts.	13 pts.
Total Possible Resource/Process Points =		**49 pts.**	**47 pts.**

Potential Deduction of Points in Resource and Process Areas:

If any of the following Standards/Indicators are found by DSIC to be "Unacceptable," **points will be deducted up to the following maximums:**

7.1 (Special Education)	-1 point
7.3 (Career Education)	-1 point
7.7 (State and Federal Programs)	-1 point
8.3 (Board Training)	-1 point
8.3.5 (Reporting Dropouts)	-1 point
8.8.1 (Annual Public Reporting of Information)	-1 point
6.6 (School Safety)	-2 points
8.5.2 (Budget Compliance)	-2 points
8.10 (Safe Facilities)	-2 points
8.6 (Financial)	-4 points

DRAFT

PERFORMANCE EVALUATION (K-12)
Each of the 12 Performance Measures for K-12 districts will be designated either "Met" or "Not Met" according to the published Scoring Guide for that school year. Points will be awarded, as follows, for each measure that is determined to be "Met."

Points Possible for Performance Standards in K-12 Districts:

Standard Areas		Points Possible	
9.1.1	(MAP at three grade spans/9 points for each "Met")	3 x 9 points	
9.2	(Reading at two grade levels/9 points for each "Met")	2 x 9 points	
9.3	(ACT)	1 x 9 points	
10.1.1	(Dropout)	1 x 9 points	
10.1.2	(Attendance)	1 x 9 points	
		8 x 9 points	**= 72 points**
9.4	(Career/educational preparation/7 points for each "Met")	4 x 7 points	
		4 x 7 points	**= 28 points**
	2005-2006 : Total Possible Performance Points (K-12)		**=100 points**

Points Possible for Performance Standards in K-8 Districts:
Each of the 6 Performance Measures will be designated either "Met" or "Not Met" according to the published Scoring Guide for that school year. Points will be awarded, as indicated, for each "Met."

Standard Areas		Points Possible	
9.1.1	(MAP at two grade spans/9 points for each "Met")	2 x 9 points	
9.2	(Reading at two grade levels/9 points for each "Met")	2 x 9 points	
10.1	(Attendance)	1 x 9 points	
11.1	(Grade Point Average)	1 x 9 points	
		6 x 9 points	**= 54 points**
	2005-2006 : Total Possible Performance Points (K-8)		**= 54 points**

OVERALL ACCREDITATION DETERMINATION FOR 2005-2006

Each district's overall Accreditation Level will be determined by **BOTH** the total required number of Resource/Process/Performance Points **AND** the total required number of Performance Points earned by the district. **Adaptions will be made each year to reflect the total number of performance measures.**

Accredited: K-12 districts must earn at least 106 total points, with 66 of these points earned in Performance. K-8 districts must earn at least 71 total points, with 36 of these points earned in Performance.

Provisionally Accredited: K-12 districts must earn at least 83 total points, with 46 of these points earned in Performance. K-8 districts must earn at least 57 total points, with 27 of these points earned in Performance. At least 9 points from one of the three MAP grade spans or the two reading measures must be earned.

Unaccredited: A district earns less than 83 (K-12) or 57 (K-8) total points **OR** earns less than 46 (K-12) or 27 (K-8) Performance points.

Accreditation Level Lowered: If a district substantially violates a State Board rule or a federal/state statute or regulation, the Accreditation Level that is indicated by the point system may be lowered one full Accreditation Level.

DRAFT

Definitions of Accreditation Levels

ACCREDITED
Districts that are classified as "Accredited" are those that have met most of the Missouri School Improvement Program's Standards and Indicators at a consistently improving or high level over an extended period of time. In addition, these districts have adjusted their curriculum and instruction on a regular basis to meet the challenges of changing circumstances outside the district (increasing demands for highly skilled workers and technology-literate students/workers) or inside the district (at-risk programs, alternative instructional programs, summer school, preschool programs, etc.)

PROVISIONALLY ACCREDITED
Districts that are classified as "Provisionally Accredited" are those that have not met as many of the MSIP Standards and Indicators as the districts classified as "Accredited," but that have shown some improvement over time. There is an expectation that these districts will continue to improve, and that Accredited status can be obtained with continuing efforts. Some Provisionally Accredited districts face special challenges, but most of these districts have shown an ability to implement new programs and a capacity to make those changes necessary for continued progress. The MSIP review indicates that many of the programs and services that the district has set in place have the potential of improving student performance results.

UNACCREDITED
Districts that are classified as Unaccredited are those that will find it more difficult to become Accredited by continuing their current procedures and practices. In general, Unaccredited districts have met few of the Performance Standards and Indicators and have not demonstrated the capacity to make the changes necessary to ensure continued progress. The procedures and processes that are in place have not significantly impacted the district's results in Performance.

For further information regarding re-reviews of Provisional and Unaccredited School Districts, see pages 12-13.

DRAFT

Resource Scoring Guide

PROGRAM OF STUDIES

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

1 Point Awarded if:
Instruction is provided in accord with the standard and a locally developed schedule. 50 minutes of art, music, and physical education instruction are provided weekly for grades 1-6. 25/50 minutes of instruction in art, music, and physical education are provided each week for half-/full-day kindergarten.

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

1 Point Awarded if:
Instruction is provided in accord with the standard and a locally developed schedule. Four exploratory/elective courses are available over a period of 2 years; two of these courses may be additional art and music courses.

1.3 High School – Each high school has a current minimum offering of at least 40.5 units of credit, with sufficient sections in each course to meet the needs of all students in grades 9-12 and the state high school graduation requirements.

1 Point Awarded if:
The district meets the minimum standards (40.5) overall and has no more than one "deficiency" in the high school course of studies. Courses in 4 of 7 career education areas are offered over a two-year period. Courses in two subjects may be offered over a two-year period; these credits count to meet subject area requirements, but not to meet the overall credits (40.5).

CLASS SIZE/ASSIGNED ENROLLMENTS

2.1 Class Size and Assigned Enrollments – Enrollments are consistent with both class-size standards and total enrollment requirements.

1 Point Awarded if:
95% of the self-contained classes meet minimum requirements. 95% of the individual classes in a departmentalized structure meet the minimum requirements. Categorically funded program classes meet program standards.

DRAFT

PROFESSIONAL SUPPORT STAFF

3.1 <u>Library Media Staff</u> – Certificated librarians and/or library media specialists are assigned consistent with the ratios, based on the student enrollment at each building.

1 Point Awarded if:
Services are provided at all sites, and total certificated staffing is within 95% of the minimum standards, at both the elementary and secondary levels.

3.2 <u>Guidance and Counseling Staff</u> – Certificated counselors are assigned consistent with the ratios, based on the student enrollment in each building.

1 Point Awarded if:
Services are provided at all sites, and total professional staffing is within 95% of the minimum at the elementary and secondary levels.

ADMINISTRATIVE STAFF

4.1 <u>Superintendent</u> – A certificated superintendent is assigned to serve full-time as the district's chief administrative officer.

1 Point Awarded if:
A properly certificated, full-time superintendent is employed, except as specified in the options included in the Standards and Indicators.

4.2 <u>Associates/Assistants to the Superintendent</u> – Associates/assistants to the superintendent in the areas of curriculum and instruction have, as a minimum, a Master's Degree and a valid Missouri teaching certificate. All other associates/assistants to the superintendent have appropriate training in their field.

1 Point Awarded if:
The number of assistants/associates to the superintendent is within 95% of the minimum standards.

4.3 <u>Principals/Building Administrators</u> – Certificated principals, career education directors, and assistant administrators are employed and assigned consistent with the MSIP staff ratios.

1 Point Awarded if:
Staffing ratios are met. Total staffing is within 95% of the minimum standards at all levels.

CERTIFICATION AND PLANNING TIME

5.1 <u>Teacher Certification</u> – All administrators and teachers are appropriately certificated for their assignments in accordance with the guidelines contained within the Core Data Manual.

1 Point Awarded if:
All professional staff members hold a current Missouri certificate. Five percent or less of the district's professional staff are not properly certificated. Individual assignments for which appropriate certification is not held are converted to staff FTEs according to the amount of assigned time used for such classes.
Certification applications are submitted to DESE for all staff, if needed, before the on-site review.

DRAFT

5.2 <u>Planning Time</u> – Each full-time classroom teacher, including kindergarten teachers, has a minimum of 250 minutes of scheduled planning time each school week. It is desirable to have 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.)

1 Point Awarded if:
Ninety-five percent (95%) or more of the district's classroom teachers have the minimum required planning time.

Process Scoring Guide

INSTRUCTIONAL DESIGN AND PROCESSES

6.1 The district implements written curriculum for all its instructional programs.

2 Points Awarded if:
The curriculum standard was "Met" in the second-cycle MSIP report or if the team in the third-cycle MSIP review indicates that the second-cycle MSIP requirements are "Met". <u>Written curriculum will be reviewed only if the district failed to meet this standard during second cycle.</u>

6.2 The district administers state-required tests and other tests and uses disaggregated and longitudinal assessment data to adjust its curriculum and instruction.

2 Points Awarded if:
The district assessment plan contains all required features. A variety of assessment data is used in the district's decision-making process. The board reviews disaggregated performance data on at least a yearly basis. Changes have been made to instructional and assessment programs based on the board's review of performance data. An evaluation of the effect of those changes on student performance has been done. Strategies have been implemented to motivate students to perform their best on standardized tests.

6.3 The district has implemented instructional programs designed to meet the assessed needs of its students, as well as the practices and procedures needed to support these programs.

2 Points Awarded if:
The district has focused on a set of instructional strategies for all teachers that are supported by an ongoing professional development initiative. It is clear that the instructional strategies are selected based on an analysis of student performance and that teachers are using the selected strategies in the delivery of instruction. Opportunities for student learning outside the regular school day/year are in place. Adequate alternative delivery systems are in place. An organized, deliberate approach including formal identification procedures, targeted instruction, and other services, as well as an evaluation of the results of those services, is used to identify and serve various sub-populations of students. The district has implemented a balanced reading program based on research of effective reading instructional strategies.

6.4 Instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

DRAFT

2 Points Awarded if:
Instructional resources and technology that support the curriculum are adequate. Technology is integrated into classroom instruction and is supported by appropriate training. Staff clearly articulate how they use technology in their classroom instruction.

6.5 The district has created a positive climate for learning and established a focus on academic achievement.

2 Points Awarded if:
Advance questionnaire responses indicate that each building has created a positive climate for learning. Staff, students, and parents agree that each building has established a focus on academic achievement. Specific requirements have been established for promotion, and programs are in place to address the instructional needs of students at risk of retention.

6.6 The schools are orderly; students and staff indicate they feel safe at school.

2 Points Awarded if:
A written code of conduct in is place and is enforced consistently. Staff have received training on the district's code of conduct. Students and teachers feel safe at school. Data are gathered on student violence and substance abuse, and are used to modify programs and strategies to ensure safe and orderly schools.

6.7 Professional development is an integral part of the educational program and all school improvement initiatives.

2 Points Awarded if:
Staff development initiatives are long-term and include follow-up, coaching, and evaluation activities; these activities address issues directly related to student achievement, and evidence suggests that all faculty members are involved in professional development activities. Professional development activities provide opportunities for teachers and administrators to work together to enhance their professional skills. The professional development program focuses on specific instructional strategies. Professional development activities are clearly related to goals in the CSIP. Professional development activities have been evaluated in terms of their impact on improving student achievement. A written procedural professional development plan, which meets all legal requirements, is in place. Adequate time and resources for professional development are provided.

6.8 Library Media Center (LMC) resources and services are an integral part of the instructional program.

2 Points Awarded if:
LMC resource acquisitions are collaboratively selected and support the improved academic achievement of the students served. Each LMC is open and staffed before, during, and after school, and students have access to the LMC resources. Evidence suggests that the LMC resources are appropriate and adequate for the populations they serve. Appropriate technological resources are available in each LMC. Modifications to the LMC procedures, policies, and programs reflect student achievement improvement priorities in the building or district; and, a regular review of the LMC resources is conducted. All LMC materials are cataloged, classified, and processed. The LMC handbook contains all required policies and procedures and has been cooperatively developed by teachers, administrators, and the LMC staff.

6.9 Guidance services are an integral part of the instructional program.

2 Points Awarded if:

A written guidance program/procedural plan is in place with all required components. A needs assessment to determine the specific guidance curriculum has been conducted, and the overall effectiveness of the guidance program has been evaluated. Guidance competencies reflect student needs at all grade levels. Career-awareness and educational-planning activities are implemented at the middle school and high school levels. A formal educational planning process is in place by grade eight. Adequate resources and responsive services (both inside and outside the district) are available to meet the personal counseling needs of students. System support activities are in place.

DIFFERENTIATED INSTRUCTION AND SUPPLEMENTAL PROGRAMS

7.1 Comprehensive services for all resident children with disabilities, as required by the Individuals with Disabilities Education Act (IDEA) and Chapter 162, RSMo, are an integral component of the district's educational program.

1 Point Awarded if:

The district is in compliance with state and federal regulations implementing the IDEA. Students with disabilities are provided services that provide them access to the general education curriculum and general education environment. The performance of students with disabilities is increasing or is being maintained at a high level. General and special education staff indicate that they are provided with the necessary supports to provide for the needs of students with disabilities in their classrooms. Postsecondary opportunities for students with disabilities are provided through activities focusing on persistence to graduation, college preparatory studies, and vocational preparation programs.

7.2 The district identifies gifted/talented students at all levels and provides them differentiated instruction suitable for their levels of intellectual and social maturity.

1 Point Awarded if:

The district identifies and provides services to gifted students in grades K-12.

7.3 Career education is an integral component of the district's educational program.

1 Point Awarded if:

Career education is an integral part of the instructional programs of the district. There is a competency-based curriculum, appropriate student organizations, transition activities, and an accountability system.

7.4 Preschool educational activities/programs are available to the district's children.

1 Point Awarded if:

Preschool activities/programs are available to most of the preschool children in the district. The district has collected information from the community related to any preschool program needs.

7.5 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 Point Awarded if:

The district has created, implemented, and evaluated strategies to increase parental involvement in the educational processes related to their children. Parents as Teachers (PAT) services are provided to eligible families within the district at an acceptable level. Evidence suggests that parents feel welcome at school and are knowledgeable about their child's educational experiences. The district cooperates with other agencies or groups to provide information related to child development and/or parenting skills.

7.6 The school district provides or arranges with other local groups, agencies and organizations to provide educational, vocational, recreational, cultural, enrichment and/or other services for the local community.

1 Point Awarded if:

The district assesses the continuing education needs of the community and informs the community about adult education opportunities (including AEL and GED classes) available within the community.

7.7 The district complies with all provisions, regulations and administrative rules applicable to each state and federal program, which it has implemented.

1 Point Awarded if:

The district is in substantial compliance with all applicable state and federal program rules and regulations.

SCHOOL SERVICES

8.1 At least biennially, the district reviews the goals and objectives of each program and service; receives reports of the effectiveness of each program and service; and, takes action to ensure that these programs efficiently achieve their goals.

1 Point Awarded if:

A districtwide program evaluation plan is in place that clearly contains all required components and is used for all programs in the district. Evidence suggests that changes in programs have been made as a result of the evaluation process. Required follow-up studies of graduates have been conducted. Formal surveys of employers and colleges have also been completed.

8.2 The district has an ongoing, written Comprehensive School Improvement Plan (CSIP), which directs the overall improvement of its educational programs and services.

1 Point Awarded if:

A majority of the measurable objectives in the district's CSIP are directly related to improving student achievement. The district has evaluated the effectiveness of its strategies for improving student performance and has data that substantiates those improvements. The district has made modifications to those strategies that have not resulted in improved student performance. Representatives of the entire community have participated in the CSIP process.

DRAFT

8.3 The board has adopted a current set of policies and procedures, meets regularly, and has secured the required training for its members.

1 Point Awarded if:
Board policy manuals are comprehensive and updated regularly. Required policies are in place. The board of education meets regularly and keeps accurate minutes, which are available to the public as required. All board members have completed required training. The board carries out policy-making functions, and administrative functions are carried out by the superintendent and other administrators. Dropouts are reported to the Missouri Literacy Hotline.

8.4 The board of education employs staff members in accordance with statutory requirements and local employment policies and procedures.

1 Point Awarded if:
Job descriptions are available for each category of employee. Job applications and vacancy notices include assurances of equal employment opportunity, and the district has a policy of nondiscrimination. No prohibited lines of inquiry are included in district job applications. The district meets minimum salary requirements.

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

1 Point Awarded if:
The district's budget contains all required components. The board regularly reviews the fiscal condition of the district. Staff members have opportunities for input into the budget preparation process. The district's levy is sufficient to provide an adequate instructional program. The district complies with all Missouri statutes related to fiscal operation and is not financially stressed.

8.6 The board establishes and the administrators implement systematic procedures to ensure efficient fiscal management and accountability.

1 Point Awarded if:
Systematic procedures are in place to ensure effective fiscal management. The most recent audit indicates the district's operations conform to all state and federal requirements for audited programs. The district has acceptable fund balances, and expenditures conform to Missouri statutory requirements. Financial and audit reports are prepared and submitted in a timely manner to appropriate agencies. The Chief Administrative Officer (CAO) has received training in Missouri school finance.

8.7 Patrons, parents, and students have opportunities to discuss concerns with the district, file complaints, and serve on committees, including those required by state or federal regulations, to study specific issues and problems.

1 Point Awarded if:
Required committees are functioning and include community representation. The district has a written complaint policy or procedures for resolving complaints. Parents, patrons, and students have a defined procedure for presenting ideas and concerns to the board.

DRAFT

8.8 The board of education and the staff systematically and frequently provide information to the public about the condition of school programs.

1 Point Awarded if:
The board creates an Annual Report that meets state guidelines and distributes that report to the media and area legislators. Current information about programs, services, and student performance is made available.

8.9 Facilities are healthful, adequate in size, clean, well maintained, and appropriate to house the educational programs of the district.

1 Point Awarded if:
The district's facilities are adequate for the instructional programs they house, are in good repair, are clean, and have an entrance and a restroom accessible to people with disabilities.

8.10 The district's facilities are safe.

1 Point Awarded if:
No district facilities contain serious safety hazards. All required safety inspections and equipment are present and functional in each building. Required emergency procedures and drills have been conducted in each building. A safety coordinator has been appointed and is knowledgeable about local, state, and national violence-prevention programs. Training has been provided on the safe and proper use of all safety and emergency devices.

8.11 The district has developed and implemented a program for school health services, which includes goals and objectives, service activities, and an evaluation design.

1 Point Awarded if:
A written comprehensive health services procedural plan containing all required components has been implemented. Program improvement strategies have been identified, implemented and evaluated for effectiveness. The health services plan and program is reviewed by a registered nurse and/or consulting physician.

8.12 A school foods program is available which makes at least one nutritionally balanced meal available to all students each day in accordance with Federal and State Child Nutrition Program regulations and guidelines.

1 Point Awarded if:
The district's food services program is operated in accordance with all applicable regulations and guidelines.

8.13 Safe and efficient transportation to and from school is provided in compliance with Missouri statutes, regulations, and local board policy.

1 Point Awarded if:
The district's transportation services are operated in a safe and efficient manner and are in compliance with Missouri statutes, regulations, and local board policy.

DRAFT

MSIP PERFORMANCE SCORING MATRIX FOR 2005-2006

Standard	Indicator	Topic*	Scoring Guide Points Possible**	Scoring Guide Points Required	Overall Accreditation Points (if Met)
9.1	**1**	Index Approach MAP Grades 3-5	16 12 8	8 6 4	9
		Percentage Improvement Approach MAP Grades 3-5	32 24 16	16 12 8	
	2	Index Method MAP Grades 6-8	16 12 8	8 6 4	9
		Percentage Improvement Approach MAP Grades 6-8	32 24 16	16 12 8	
	3	Index Approach MAP Grades 9-11	16 12 8	8 6 4	9
		Percentage Improvement Approach MAP Grades 9-11	32 24 16	16 12 8	
9.2	**1**	Index Approach Reading Grade 3	4	3	9
		Percentage Improvement Approach Reading Grade 3	4	3	
	2	Index Approach Reading Grade 7	4	3	9
		Percentage Improvement Approach Reading Grade 7	4	3	
9.3		ACT	15	9	9
9.4	**1**	Advanced Courses	15	9	7
	2	Career Education Courses	15	9	7
	3	College Placement	15	9	7
	4	Vocational Placement	15	9	7
10.1	**1**	Dropout	15	9	9
	2	Attendance	15	9	9

*** The index approach is used for MAP standards to calculate points within a grade span. If a district fails to meet the standard for a grade span using the index approach, the percentage improvement approach is then used. If a district does not meet the standard for a grade span using either approach, scoring results are reported using the index approach.**

**** The points possible for the grade spans included in Standard 9.1 are determined by the number of subject area tests administered (2, 3, or 4) and by the scoring approach used (index or percentage improvement).**

Performance Scoring Guide

DRAFT

Note: Further explanations and examples of the calculations used in the Annual Performance Report are available in the document entitled <u>Understanding Your Annual Performance Report (APR).</u>

Standard 9.1
Indicators 1, 2, and 3 (MAP)

Source of data used in calculation: Data are obtained from CTB McGraw-Hill, which is the contracted, testing publisher for the Missouri Assessment Program. This CTB data file is used to create online reports for district use.

Notes:

- *For 2005 APRs, data from the past five years are used in the MSIP scoring guidelines for math, communication arts, science, and social studies.*
- *If the MAP testing schedule is reconfigured, the MAP scoring guidelines may be redesigned to maintain the continuity of MAP measurement for MSIP purposes.*
- *All MAP performance data are reported to the nearest tenth.*
- *MAP data for K-8 districts include only two grade spans (3-5 and 6-8).*

Two approaches are used to analyze improvement in MAP performance: the index approach and the percentage improvement approach. The index approach calculates the movement of students throughout all five MAP levels (Step I, Progressing, Nearing Proficient, Proficient, and Advanced). The percentage improvement approach calculates movement of students out of the bottom two levels and into the top two levels of the MAP. Data for each approach are analyzed and displayed by grade span (3-5, 6-8, and 9-11) using the five scoring guide methods outlined for each approach (high, average high, yearly increase, multiple-year over the base year, and rolling average). A grade span may be met using only one approach; however, each content/subject area may earn points using a different scoring guide method (high, average high, yearly increase, multiple-year average over the base year, and rolling average.). The same scoring guide method must be used for both the top two levels and the bottom levels whenever the percentage improvement approach is used.

During the 2002-2003 and 2003-2004 school years, social studies and science assessments were not state-funded. Districts were allowed to choose whether or not to use local funds to administer one or both of these assessments. **If a district that participated in one or both of these voluntary subjects in 2005 does not meet a standard using voluntary data, the standard is evaluated using only math and communication arts results.** Scoring procedures are not applied to science or social studies without the 2005 data. Districts that did not participate in all four assessments are considered "Met" on the MAP standards for a grade span if they receive half of the possible points. In other words, districts participating in assessments of three subject areas can meet the MAP standard for a grade span by earning 6 out of 12 points using the index approach or 12 out of 24 points using the percentage improvement approach. Districts participating in assessments of only two subject areas (or districts that do not meet the standard using voluntary subjects) can meet the MAP standard for a grade span using math and communication arts results by earning 4 out of 8 points using the index approach or 8 out of 16 points using the percentage improvement approach.

MAP Scoring Guidelines Using the Index Approach

For each subject in each grade span, MSIP uses the index approach to compare improvement on the MAP. The index approach is based on a composite of the performance of all students across all five MAP achievement levels. The assessment results in each subject tested for each year are converted to index points, and these index points are used to measure improvement from year to year. Index points are calculated by first multiplying the percent of students scoring at each achievement level for each subject and each year by the following values: Advanced by 3, Proficient by 2.5, Nearing Proficient by 2, Progressing by 1.5, and Step

1 by 1. These products are then summed to produce the index. (See Appendix Subsection A1 for further explanation and an example of how the index is calculated.) The index scoring guide methods are then applied to each subject in each grade span. The method awarding the maximum total points is used for each subject area, and the grade span is considered "Met" if at least half of the possible points are earned. The following tables explain each of the index methods that are applied to assessment results:

High (H)		**Points**
Math	Using 5 years of data, 4 points if in 4 of 5 years the index is equal to or greater than 220 in grades 3-5, 181 in grades 6-8, and 168 in grades 9-11.	4
Communication Arts	Using 5 years of data, 4 points if in 4 of 5 years the index is equal to or greater than 211 in grades 3-5, 205 in grades 6-8, and 195 in grades 9-11.	4
Science	Using 5 years of data, 4 points if in 4 of 5 years the index is equal to or greater than 225 in grades 3-5, 183 in grades 6-8, and 179 in grades 9-11.	4
Social Studies	Using 5 years of data, 4 points if in 4 of 5 years the index is equal to or greater than 211 in grades 3-5, 217 in grades 6-8, and 185 in grades 9-11.	4

Average High (AH)		**Points**
Math	Using 5 years of data, 4 points if the average index for all years is equal to or greater than 220 in grades 3-5, 181 in grades 6-8, and 168 in grades 9-11.	4
Communication Arts	Using 5 years of data, 4 points if the average index for all years is equal to or greater than 211 in grades 3-5, 205 in grades 6-8, and 195 in grades 9-11.	4
Science	Using 5 years of data, 4 points if the average index for all years is equal to or greater than 225 in grades 3-5, 183 in grades 6-8, and 179 in grades 9-11.	4
Social Studies	Using 5 years of data, 4 points if the average index for all years is equal to or greater than 211 in grades 3-5, 217 in grades 6-8, and 185 in grades 9-11.	4

Yearly Increase (Y)		**Points**
Math Communication Arts Science Social Studies	Using 5 years of data, 1 point for each yearly increase of 2 or more index points.	4

Multiple-Year Average Over the Base Year (A)		**Points**
Math Communication Arts Science Social Studies	Using 5 years of data, 3 points if the four-year average (years 2, 3, 4, and 5) increases 6 index points or more over the base year and no more than one score in the four averaged years falls below the base year.	3

Rolling Average (R) – see next page for explanation/calculation		**Points**
Math Communication Arts Science Social Studies	Using 5 years of data, 1 point for each increase of 2 or more index points in the rolling average.	3

Level Not Determined (LND): This is the percent of students for which the district is accountable that do not receive a valid MAP score in a subject area. Students who take MAP-A are included in the LND for years 2001-2003, however for years 2004-2005 MAP-A students with a scorable MAP-A portfolio in a grade level tested on the MAP will be assigned an achievement level. No points are awarded in a subject area/grade span if the average LND in that subject area over the years analyzed exceeds 10%. If the LND in one or more years exceeds 14%, the average LND must be 10% or less **and** the LND in the final year of analysis must be 6% or less in order to earn scoring guide points. If a subject area is not scored due to the LND percentage, the # symbol appears next to the subject area on the APR summary sheet. Scores for LEP students who have been in the United States three years or less are disaggregated from the LND if the district selects "LEP first through third year in the U.S.A." on the student information sheets. (See Appendix Subsection A2 for an explanation and example of the LND calculation.)

Rolling Average: The rolling average is years 1 and 2 averaged, years 2 and 3 averaged, years 3 and 4 averaged, and years 4 and 5 averaged; these averages are then used for comparison.

Example:

4th Grade Math	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Index Score	195.6	192.1	196.8	209.6	213.9

For the above scores, the rolling average would be calculated as follows:

- **STEP 1** – Add the score for each year to the score for the following year.
  Years 1 and 2: 195.6 + 192.1 = 387.7
  Years 2 and 3: 192.1 + 196.8 = 388.9
  Years 3 and 4: 196.8 + 209.6 = 406.4
  Years 4 and 5: 209.6 + 213.9 = 423.5
- **STEP 2** – Divide each of the preceding sums by 2 to determine the two-year average.
  Years 1 and 2: 387.7 ÷ 2 = 193.85
  Years 2 and 3: 388.9 ÷ 2 = 194.45
  Years 3 and 4: 406.4 ÷ 2 = 203.2
  Years 4 and 5: 423.5 ÷ 2 = 211.75
- **STEP 3** – Compare the two-year averages to determine the number of scoring points earned using the rolling average method.

4th Grade Math	**Yr 1-Yr 2 Average**	**Yr 2-Yr 3 Average**	**Yr 3-Yr 4 Average**	**Yr 4-Yr 5 Average**
Two-Year Average	193.85	194.45	203.2	211.75

For math, a district earns 1 point for each increase of 2 index points or more on the rolling average. In this example, the index score increases by .6 from the first to the second comparison, by 8.75 from the second to the third comparison, and by 8.55 from the third to the fourth comparison. A district with these scores would earn 2 points using the rolling average method.

Index Floor (+): The + symbol on the APR summary chart indicates that the index score in the final year of analysis is below the established floor. Half-point values may be earned if the district improves the required points using any of the five scoring guide methods **and** shows progress equal to or greater than the state average increase from year one through the final year used for analysis (see Appendix Subsection A3 for the calculation used for comparison of state and district average improvement).

Full scoring guide points are not awarded in a subject if the index score on the last year tested falls below the following floor levels:

Mathematics:	Communication Arts:	Science:	Social Studies:
Grade 4 -- 190	Grade 3 -- 179	Grade 3 -- 191	Grade 4 -- 177
Grade 8 -- 148	Grade 7 -- 171	Grade 7 -- 152	Grade 8 -- 180
Grade 10 -- 140	Grade 11 -- 163	Grade 10 -- 156	Grade 11 -- 155

MAP Bonus Points:
Districts that have 20 or more students in an ethnic/racial minority in a grade tested may earn MAP bonus points if the improvement of the minority group(s) is greater than or equal to the improvement of the majority group in more than half of the years of comparison. Bonus points are awarded based only on the approach (index or percentage improvement) for which the district receives overall scoring guide points. See Appendix Subsection A5 for an explanation of the bonus point calculation using the index approach.

MAP Scoring Guidelines Using the Percentage Improvement Approach

If a district fails to meet a grade span using any of the five methods included in the index approach, the following methods of the percentage improvement approach are applied to each subject in each grade span. The percentage improvement approach is used to analyze the percent of students in the bottom two MAP levels (Step 1 and Progressing) and the top two MAP levels (Proficient and Advanced). The method awarding the maximum total points for the bottom two and the top two levels for each grade span is used, and the grade span is considered "Met" if at least half of the possible points are earned. The following tables explain each of the percentage improvement methods that are applied to assessment results:

High (H)		**Points**
Upper two levels for each subject		
Math Communication Arts Science Social Studies	Using 5 years of data, 4 points if for 4 of 5 years the percent of students in the top two levels is equal to or greater than 50%.	4
Bottom two levels for each subject		
Math Communication Arts Science Social Studies	Using 5 years of data, 4 points if for 4 of 5 years the percent of students in the bottom two levels is equal to or less than 5%.	4

Average High (AH)		**Points**
Upper two levels for each subject		
Math Communication Arts Science Social Studies	Using 5 years of data, 4 points if the average percent of students in the top two levels for all years is equal to or greater than 50%.	4
Bottom two levels for each subject		
Math Communication Arts Science Social Studies	Using 5 years of data, 4 points if the percent of students in the bottom two levels for all years is equal to or less than 5%.	4

Yearly Increase (Y)		**Points**
Upper two levels for each subject		
Math Communication Arts Science Social Studies	Using 5 years of data, 1 point for each 3% or more yearly increase in the percent of students in the top two levels.	4
Bottom two levels for each subject		
Math Communication Arts Science Social Studies	Using 5 years of data, 1 point for each 3% yearly decrease in the percent of students in the bottom two levels.	4

Multiple-Year Average Over the Base Year (A)		**Points**
Upper two levels for each subject		
Math Communication Arts Science Social Studies	Using 5 years of data, 3 points for an increase of 7% or more in the four-year average (years 2, 3, 4, and 5) of the percent of students in the top two levels over the base year, and no more than 1 score in the four averaged years falls below the base year.	3
Bottom two levels for each subject		
Math Communication Arts Science Social Studies	Using 5 years of data, 3 points for a decrease of 7% or more in the four-year average (years 2, 3, 4, and 5) of the percent of students in the bottom two under the base year, and no more than 1 score in the four averaged years falls above the base year.	3

Rolling Average (R) – see next page for explanation/calculation		**Points**
Upper two levels for each subject		
Math Communication Arts Science Social Studies	Using 5 years of data, 1 point for each 3% or more increase in the top two levels in the rolling average.	3
Bottom two levels for each subject		
Math Communication Arts Science Social Studies	Using 5 years of data, 1 point for each 3% or more decrease in the bottom two levels in the rolling average.	3

Level Not Determined (LND): This is the percent of students for which the district is accountable that do not receive a valid MAP score in a subject area. Students who take the MAP-A are included in the LND for years 2001-2003, however for years 2004-2005 MAP-A students with a scorable MAP-A portfolio in a grade level tested on the MAP will be assigned an achievement level. No points are awarded in a subject area/grade span if the average LND in that subject area over the years analyzed exceeds 10%. If the LND in one or more years exceeds 14%, the average LND must be 10% or less **and** the LND in the final year of analysis must be 6% or less in order to earn scoring guide points. If a subject area is not scored due to the LND percentage, the # symbol appears next to the subject area on the APR summary sheet. Scores for ELL students who have been in the United States three years or less are disaggregated from the LND if the district selects "ELL first through third year in the U.S.A." or "ELL in United States less than a year" on the student information sheets. (See Appendix Subsection A2 for an explanation and example of the LND calculation.)

Rolling Average: The rolling average is years 1 and 2 averaged, years 2 and 3 averaged, years 3 and 4 averaged, and years 4 and 5 averaged; these averages are then used for the comparison.

Example:

Math	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Advanced and Proficient	25.6%	23.9%	27.4%	28.2%	33.1%
Step 1 and Progressing	48.3%	51.9%	50.1%	44.9%	43.8%

For the above scores, the rolling average would be calculated as follows:

- **STEP 1** – Add the percentage of students in Advanced and Proficient for each year to the percentage of students in Advanced and Proficient for the following year.
  Years 1 and 2: 25.6 + 23.9 = 49.5
  Years 2 and 3: 23.9 + 27.4 = 51.3
  Years 3 and 4: 27.4 + 28.2 = 55.6
  Years 4 and 5: 28.2 + 33.1 = 61.3

- **STEP 2** – Divide each of the preceding sums by 2 to determine the two-year average.
  Years 1 and 2: 49.5 ÷ 2 = 24.75
  Years 2 and 3: 51.3 ÷ 2 = 25.65
  Years 3 and 4: 55.6 ÷ 2 = 27.8
  Years 4 and 5: 61.3 ÷ 2 = 30.65

- **STEP 3** – Add the percentage of students in Step 1 and Progressing for each year to the percentage of students in Step 1 and Progressing for the following year.
  Years 1 and 2: 48.3 + 51.9 = 100.2
  Years 2 and 3: 51.9 + 50.1 = 102.0
  Years 3 and 4: 50.1 + 44.9 = 95.0
  Years 4 and 5: 44.9 + 43.8 = 88.7

- **STEP 4** – Divide each of the preceding sums by 2 to determine the two-year average.
  Years 1 and 2: 100.2 ÷ 2 = 50.1
  Years 2 and 3: 102 ÷ 2 = 51.0
  Years 3 and 4: 95 ÷ 2 = 47.5
  Years 4 and 5: 88.7 ÷ 2 = 44.35

- **STEP 5** -- Compare the two-year averages to determine the number of scoring points earned using the rolling average method.

Math	**Yr 1-Yr 2 Average**	**Yr 2-Yr 3 Average**	**Yr 3-Yr 4 Average**	**Yr 4-Yr 5 Average**
Advanced and Proficient	24.75	25.65	27.8	30.65
Step 1 and Progressing	50.1	51.0	47.5	44.35

For math, a district earns 1 point for each 3% or more increase in Advanced and Proficient and each 3% or more decrease in Step 1 and Progressing using the rolling average. In this example, the percentage in Advanced and Proficient increases by .9 from the first to the second comparison, by 2.15 from the second to the third comparison, and by 2.85 from the third to the fourth comparison. The percentage in Step 1 and Progressing does not decrease from the first to the second comparison, then decreases by 3.5 from the second to the third comparison, and decreases by 3.15 from the third to the fourth comparison. A district with these scores would earn 2 points using the rolling average method.

Percentage Improvement Floor (+): The + symbol on the APR summary chart indicates that the percent of students scoring in Step 1 and Progressing in the final year of analysis is above the established floor for the percentage improvement approach. Full scoring guide points are not awarded in a subject if the percentage of students in Step 1 and Progressing on the last year tested is above (in other words, if the percentage is higher than) the floor levels listed below. Half-point values may be earned if the district improves the required percentage points using any of the five scoring guide methods **and** shows progress equal to or greater than the state average increase from year one through the final year used for analysis.

Mathematics:	**Communication Arts:**	**Science:**	**Social Studies:**
Grade 4 -- 35%	Grade 3 -- 46%	Grade 3 -- 29%	Grade 4 -- 49%
Grade 8 -- 76%	Grade 7 -- 60%	Grade 7 -- 78%	Grade 8 -- 45%
Grade 10 -- 81%	Grade 11 -- 83%	Grade 10 -- 72%	Grade 11 -- 61%

MAP Bonus Points:
Districts that have 20 or more students in an ethnic/racial minority in any grade tested may earn MAP bonus points if the improvement of the minority group is greater than or equal to the improvement of the majority group in more than half of the years of comparison. Comparisons between each minority group and the majority group are made using both the index and percentage improvement approaches; however, bonus points are awarded using only the approach for which the district earns scoring guide points in that grade span. See Appendix Subsection A5 for an explanation of the bonus point calculation using the percentage improvement method.

Standard 9.2
Indicators 1 and 2 (Reading, Grades 3 & 7)

Source of data used in calculation: Data are obtained from CTB McGraw-Hill, which is the contracted testing publisher for the Missouri Assessment Program. This CTB data file is used to create online reports for district use.

Two approaches are used to analyze improvement in reading performance: the index approach and the percentage improvement approach. The index approach calculates the movement of students throughout three reading levels (Unsatisfactory, Satisfactory, and Proficient). The percentage improvement approach evaluates the percentage of students scoring at the Proficient level. Data for each approach are displayed and analyzed by grade (3 and 7) using the five scoring guide methods outlined for each approach (High, Average High, Yearly Increase, Multiple-Year Average Over the Base Year, and Rolling Average).

Reading Scoring Guidelines Using the Index Approach
(A district is considered "Met" at each grade with 3 points.)

The index is calculated based on three reading levels (Unsatisfactory, Satisfactory, and Proficient). The percent of students scoring at each of these achievement levels is multiplied by the following values: Proficient by 3, Satisfactory by 2, and Unsatisfactory by 1. These products are summed to produce the index for grades 3 and 7. (See Appendix Section B for further explanation and an example of how the index is calculated.) The index is then analyzed using the following methods:

Method	Description	Points
High (H):	Using 5 years of data, 4 points if in 4 of 5 years the index is equal to or greater than 222 in grade 3 and 210 in grade 7.	4
Average High (AH):	Using 5 years of data, 4 points if the average index is equal to or greater than 222 in grade 3 and 210 in grade 7.	4
Yearly Increase (Y):	Using 5 years of data, 1 point for each yearly increase of 2 or more index points.	4
Multiple-Year Average Over the Base Year (A):	Using 5 years of data, 3 points if the four-year average (years 2, 3, 4, and 5) increases 6 index points or more over the base year and no more than one score in the four averaged years falls below the base year.	3
Rolling Average (R)*:	Using 5 years of data, 1 point for each increase of 2 or more index points in the rolling average.	3

Index Floor: The + symbol on the APR summary chart indicates that the reading index score in the final year of analysis and at least one of the two preceding years is below the established floor. In other words, for the 2005 APR any district with index scores that fall below the reading floor in both 2005 and 2004, or 2005 and 2003, receives a + symbol on the APR summary chart. No scoring guide points are awarded at a grade level if the reading index scores on the last year tested and at least one of the preceding two years falls below the following floor levels:

3rd Grade – 173
7th Grade – 162

Level Not Determined (LND): This is the percent of students for which the district is accountable that do not receive a valid MAP score in a subject area. Students who take the MAP-A are included in the LND for

years 2001-2003, however for years 2004-2005 MAP-A students with a scorable MAP-A portfolio in a grade level tested on the MAP will be assigned an achievement level. No points are awarded in a subject area/grade span if the average LND in that subject area over the years analyzed exceeds 10%. If the LND in one or more years exceeds 14%, the average LND must be 10% or less **and** the LND in the final year of analysis must be 6% or less in order to earn scoring guide points. If a subject area is not scored due to the LND percentage, the # symbol appears next to the subject area on the APR summary sheet. Scores for ELL students who have been in the United States three years or less are disaggregated from the LND if the district selects "ELL first through third year in the U.S.A." or "ELL in United States less than a year" on the student information sheets. (See Appendix Subsection A2 for an explanation and example of the LND calculation.) The Communication Arts LND is used for Reading calculations.

Reading Scoring Guidelines Using the Percentage Improvement Approach. (A district is considered "Met" at each grade with 3 points.)

If a district fails to meet a reading grade level using the index approach, the following methods of the percentage improvement approach are applied. The method yielding the highest number of points is used. A grade is considered "Met" if 3 or more points are earned.

Method	Description	Points
High (H):	Using 5 years of data, 4 points if in 4 of 5 years 50% or more of the students score at the proficient level on the MAP.	4
Average High (AH):	Using 5 years of data, 4 points if an average of 50% or more of the students score at the proficient level on the MAP.	4
Yearly Increase (Y):	Using 5 years of data, 1 point for each 2% or more yearly increase in the percent of students scoring at the proficient level on the MAP.	4
Multiple-Year Average Over the Base Year (A):	Using 5 years of data, 3 points for an increase of 4% or more in the percent of students scoring at the proficient level in the four-year average (years 2, 3, 4, and 5) over the base year, and no more than 1 score in the four averaged years falls below the base year.	3
Rolling Average (R)*:	Using 5 years of data, 1 point for each 2% increase or more in the percent of students scoring at the proficient level on the MAP as measured by the rolling average.	3

***See page 4 for an explanation of the procedures used to calculate the rolling average.**

Percentage Improvement Floor: The + symbol on the APR summary chart indicates that the percent of students scoring at the Proficient level in the final year of analysis and at least one of the two preceding years is below the established floor for the percentage improvement approach. In other words, for the 2005 APR any district whose percent of students scoring Proficient falls below the reading floor in both 2005 and 2004, or 2005 and 2003, receives a + symbol on the APR summary chart. No scoring guide points are awarded at a grade level if the percent of students scoring Proficient in the last year tested and at least one of the preceding two years falls below the following floor levels:

3rd Grade – 15%
7th Grade – 17%

Level Not Determined (LND): This is the percent of students for which the district is accountable that do not receive a valid MAP score in a subject area. Students who take the MAP-A are included in the LND for years 2001-2003, however for years 2004-2005 MAP-A students with a scorable MAP-A portfolio in a grade

level tested on the MAP will be assigned an achievement level. No points are awarded in a subject area/grade span if the average LND in that subject area over the years analyzed exceeds 10%. If the LND in one or more years exceeds 14%, the average LND must be 10% or less **and** the LND in the final year of analysis must be 6% or less in order to earn scoring guide points. If a subject area is not scored due to the LND percentage, the # symbol appears next to the subject area on the APR summary sheet. Scores for ELL students who have been in the United States three years or less are disaggregated from the LND if the district selects "ELL first through third year in the U.S.A." or "ELL in United States less than a year" on the student information sheets. (See Appendix Subsection A2 for an explanation and example of the LND calculation.) The Communication Arts LND is used for Reading calculations.

Standard 9.3

(ACT -- A district is considered "Met" with 9 points.)

Method	Description	Points
High (H):	12 points if in 4 of the last 5 years of data 31% or more of the graduates scored at or above the national average on the ACT.	12
Average (A):	9 points if during the last 5 years of data the percentage of graduates scoring at or above the national average on the ACT averaged at least 27%.	9
Yearly Increase (Y):	3 points for each of the last 5 years of data the percent of graduates scoring at or above the national average on the ACT increased from the previous year by at least 1%.	12
Rolling Average (R)*:	5 points for each of the last five years the rolling average increased by at least 1%.	15

***See page 4 for an explanation of the procedures used to calculate the rolling average.**

Standard 9.4

Indicator 1 (Advanced Courses -- A district is considered "Met" with 9 points.)

Method	Description	Points
High (H):	12 points if in 4 of the last 5 years the percent of credits taken by juniors and seniors in approved advanced courses as reported in Core Data (screen 20) is 35% or higher.	12
Average High (AH):	12 points if the average percent of credits taken by juniors and seniors in approved advanced courses as reported in Core Data (screen 20) is 35% or higher.	12
Yearly Increase (Y):	3 points for each of the last 5 years that the percent of credits taken by juniors and seniors in approved advanced courses as reported in Core Data (screen 20) increases by 2% or more from the previous year.	12
Rolling Average (R)*:	5 points for each of the last 5 years the rolling average increases by 2% or more.	15
Combined (C):**	If during 4 out of the last 5 years a district has 50% or more of the credits taken by juniors and seniors in Advanced Courses (9.4.1) and Vocational Courses (9.4.2) combined, then both standards will be considered "Met".	

***See page 4 for an explanation of the procedures used to calculate the rolling average.**
****See Appendix Subsection D3 for an explanation of the calculation used in the "combined" method.**

Standard 9.4

Indicator 2 (Vocational Courses -- A district is considered "Met" with 9 points.)

Method	Description	Points
High (H):	12 points if during 4 of the last 5 years the percent of credits taken by juniors and seniors in approved vocational courses, as reported in Core Data (screen 20), is 25% or higher.	12
Average High (AH):	12 points if the average percent of credits taken by juniors and seniors in approved vocational courses, as reported in Core Data (screen 20), is 25% or higher.	12
Yearly Increase (Y):	3 points for each of the last 5 years the percent of credits taken by juniors and seniors in approved vocational courses, as reported in Core Data (screen 20), increases by 1% or more from the previous year.	12
Rolling Average (R)*:	5 points for each of the last 5 years the rolling average increases by 1% or more.	15
Combined (C):**	If during 4 out of the last 5 years a district has 50% or more of the credits taken by juniors and seniors in Advanced Courses (9.4.1) and Vocational Courses (9.4.2) combined, then both standards will be considered "Met".	

***See page 4 for an explanation of the procedures used to calculate the rolling average.**
****See Appendix Subsection D3 for an explanation of the calculation used in the "combined" method.**

Standard 9.4

Indicator 3 (College Placement -- A district is considered "Met" with 9 points.)

Method	Description	Points
High (H):	12 points if in 4 out of 5 years 60% or more of the graduates participate in postsecondary education at a community college, a four-year college/ university, or technical school within six months of graduating.	12
Average High (AH):	12 points if an average of 60% or more of the graduates participate in postsecondary education at a community college, a four-year college/university, or technical school within six months of graduating.	12
Yearly Increase (Y):	3 points for each yearly increase of 1% or more in the percent of graduates who participate in postsecondary education at a community college, a four-year college/university, or technical school within six months of graduating.	12
Rolling Average (R)*:	5 points for each of the last 5 years the rolling average increases by 1% or more.	15
Combined (C):**	If during 4 out of the last 5 years the combined percent of graduates placed in college (9.4.3), and vocational graduates who entered in the military, or were placed in a job related to their vocational training (9.4.4) is 85% or higher, then both standards will be considered "Met".	

***See page 4 for an explanation of the procedures used to calculate the rolling average.**
****See Appendix Subsection D6 for an explanation of the calculation used in the "combined" method.**

Standard 9.4

Indicator 4 (Vocational Placement -- A district is considered "Met" with 9 points.)

Method	Description	Points
High (H):	12 points if during 4 of the last 5 years at least 70% of the graduates who completed a vocational program were successfully placed in occupations related to their vocational education program, continued their education or entered military service.	12
Average High (AH):	12 points if an average of 70% or more of the graduates who completed a vocational program were successfully placed in occupations related to their vocational education program, continued their education or entered military service.	12
Yearly Increase (Y):	3 points for each of the last 5 years that the percent of graduates who were successfully placed in occupations related to their training, continued their education or entered military service increased by 1% or more from the previous year.	12
Rolling Average (R)*:	5 points for each of the last 5 years the rolling average increased by 1% or more.	15
Combined (C):**	If during 4 out of the last 5 years the combined percent of graduates placed in college (9.4.3), and vocational graduates who entered in the military, or were placed in a job related to their vocational training (9.4.4) is 85% or higher, then both standards will be considered "Met".	

***See page 4 for an explanation of the procedures used to calculate the rolling average.**
****See Appendix Subsection D6 for an explanation of the calculation used in the "combined" method.**

Standard 10.1

Indicator 1 (Dropout -- A district is considered "Met" with 9 points.)

Method	Description	Points
High (H):	12 points if during 4 of the last 5 years the dropout rate reported in Core Data (screen 13) is 3% or below.	12
Yearly Increase (Y):	3 points for each year the dropout rate reported in Core Data (screen 13) decreases by .5% or more from the previous year during the past 5 years.	12
Average (A):	9 points if the average annual dropout rate for the past 5 years reported in Core Data (screen 13) is 4% or less and no more than 1 of the 5 years has an annual dropout rate above 5%.	9
Rolling Average (R)*:	5 points for each of the last 5 years the rolling average decreases by .5% or more.	15
Zero points will be given if the average of the annual dropout rates for the past 5 years is 10% or higher.		

***See page 4 for an explanation of the procedures used to calculate the rolling average.**

GED Bonus Points: In the year of a district's MSIP review, bonus points will be awarded or points will be deducted for this standard under the following conditions. Two points will be deducted from 10.1.1 if the district does not consistently report students who drop out of school to the Missouri Literacy Hotline, as required by Standard 8.3.5. One point will be added for each of the past five years in which at least 5% of the district's five-year average number of seniors earned a GED within 5 years of dropping out of school.

Standard 10.1

Indicator 2 (Attendance -- A district is considered "Met" with 9 points.)

Method	Description	Points
High (H):	12 points if in 4 of the last 5 years the district ADA is 95% or higher and no level (K-8 or 9-12) is below 93%.	12
Yearly Increase (Y):	3 points for each year the district ADA increases from the previous year by at least .5% and no more than 1 year at a level (K-8 or 9-12) is below 90% during the past 5 years.	12
Average (A):	9 points if the district ADA is 92% or above for each of the past 5 years and the ADA for a level (K-8 or 9-12) is below 90% for no more than 1 of the past 5 years.	9
Rolling Average (R)*:	5 points for each year the rolling average increases by at least .5% and no more than 1 year at a level (K-8 or 9-12) is below 90% during the past 5 years.	15

***See page 4 for an explanation of the procedures used to calculate the rolling average.**

Standard 11.1 (K-8 districts only)

(Post-Elementary School GPA, -- A district is considered "Met" with 8 points.

Method	Description	Points
High (H):	10 points if the grade point average (GPA) of ninth- and tenth-grade students from the K-8 district is equal to or higher than the GPA of students from the receiving district(s) for 4 of the past 5 years.	10
Yearly 5% (Y)	8 points if the yearly GPA of the sending district is no less than 95% of the receiving district's GPA for 4 of the past 5 years.	8
Average 5% (A)	8 points if the sending district average GPA for the past 5 years combined is no less than 95% of the receiving district's 5 year average GPA.	8
Rolling Average (R)*:	5 points for each year the rolling average of the sending district's GPA increases by at least .1 with no more than one year below a 2.0.	15
MultipleYear Average Over the Base (M):	8 points if using 5 years of data, the four-year average (2, 3, 4, and 5) of the sending district's GPA increases by .2 over the base year.	8

***See page 4 for an explanation of the procedures used to calculate the rolling average.**