

Addressing Systems Change

in Compliance with MSIP 5 and the New Missouri Learning Standards



Dr. John Mulford, Superintendent

**Dr. Julie Thompson, Assistant Sup. CIA, PD, Tech
West Plains Public Schools**

**Title 5—DEPARTMENT OF
ELEMENTARY AND
SECONDARY EDUCATION**

**Division 20—Division of Learning Services
Chapter 100—Office of Quality Schools**

**5 CSR 20-100.105 Missouri School
Improvement Program-5**



PURPOSE: This rule implements an accountability system for Missouri public school districts and is designed to stimulate and encourage improvement in student performance. An assessment of school districts' educational outcomes will enable the State Board of Education to classify districts as required by state law.



APPENDIX A
Missouri School Improvement Program
MSIP-5 Performance Standards and Indicators

PERFORMANCE STANDARDS FOR K-12 DISTRICTS

1. Academic Achievement—The district administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.

1. Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time.
2. The percent of students tested on each required MAP assessment meets or exceeds the state standard.
3. Growth data indicate that students meet or exceed growth expectations.

2. Subgroup Achievement—The district demonstrates required improvement in student performance for its subgroups.

1. The performance of students identified on each assessment in identified subgroups, including free/reduced price lunch, racial/ethnic background, English language learners, and students with disabilities, meets or exceeds the state standard or demonstrates required improvement.

3. College and Career Readiness—The district provides adequate post-secondary preparation for all students.

1. The percent of graduates who scored at or above the state standard on any department-approved measure(s) of college and career readiness, for example, the ACT[®], SAT[®], COMPASS[®] or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrates required improvement.
2. The district's average composite score(s) on any department-approved measure(s) of college and career readiness, for example, the ACT[®], SAT[®], COMPASS[®], or ASVAB, meet(s) or exceed(s) the state standard or demonstrate(s) required improvement.
3. The percent of graduates who participated in any department-approved measure(s) of college and career readiness, for example, the ACT[®], SAT[®], COMPASS[®], or ASVAB, meets or exceeds the state standard or demonstrates required improvement.
4. The percent of graduates who earned a qualifying score on an Advanced Placement (AP), International Baccalaureate (IB), or Technical Skills Attainment (TSA) assessments and/or receive college credit through early college, dual enrollment, or approved dual credit courses meets or exceeds the state standard or demonstrates required improvement.
5. The percent of graduates who attend post-secondary education/training or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.
6. The percent of graduates who complete career education programs approved by the department and are placed in occupations directly related to their training, continue their education, or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.

4. Attendance Rate—The district ensures all students regularly attend school.

1. The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement.

5. Graduation Rate—The district ensures all students successfully complete high school.

1. The percent of students who complete an educational program that meets the graduation requirements as established by the board meets or exceeds the state standard or demonstrates required improvement.



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Missouri School Improvement Program
MSIP-5 Performance Standards and Indicators

PERFORMANCE STANDARDS FOR K-8 DISTRICTS

1. Academic Achievement—The district administers assessments required by the MAP to measure academic achievement and demonstrates improvement in the performance of its students over time.

1. Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time.
2. The percent of students tested on each required MAP assessment meets or exceeds the state standard.
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2. Subgroup Achievement—The district demonstrates required improvement in student performance for its subgroups.

1. The performance of students identified on each assessment in identified subgroups, including free/reduced price lunch, racial/ethnic background, English language learners, and students with disabilities, meets or exceeds the state standard or demonstrates required improvement.

4

CODE OF STATE REGULATIONS

(2/29/12)

ROBIN CARNAHAN
Secretary of State



3. High School Readiness—The district provides adequate post-elementary preparation for all students.

1. The percent of students who earn a proficient score on one (1) or more of the high school end-of-course (EOC) assessments while in elementary school meets or exceeds the state standard or demonstrates required improvement.

4. Attendance Rate—The district ensures all students regularly attend school.

1. The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement.

The public school establishment is one of the most stubbornly intransigent forces on the planet. Is full of people and organizations dedicated to protecting established programs and keeping things just the way they are. Administrators talk of reform even as they are circling the wagons to fend off change, or preparing to outflank your innovation...To understand many of the problems besetting U.S. schools, it is necessary to know something about the education establishment... (Marzano & Waters, 2009, p. 1)

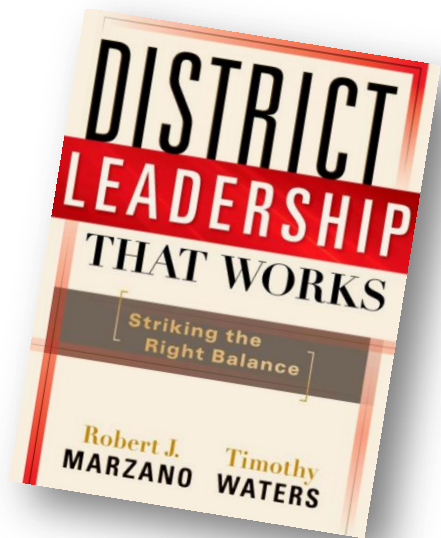
in·tran·si·gent
/in 'transijənt, -zi-/ ◀▶

adjective

1. unwilling or refusing to change one's views or to agree about something.
synonyms: uncompromising, inflexible, unbending, unyielding, diehard, unshakable, unwavering, resolute, rigid, unaccommodating, uncooperative, stubborn, obstinate, obdurate, pigheaded, single-minded, iron-willed, stiff-necked [More](#)

noun

1. an intransigent person.



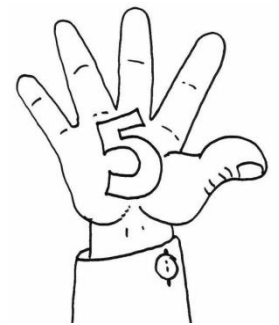
Marzano, R.J. & Waters, T. (2009). *District leadership that works: Striking the right balance*. Bloomington, IN: Solution Tree

Finding 1: District-level leadership matters

Finding 2: Effective superintendents focus their efforts on creating goal-oriented districts

Finding 3: Superintendent tenure is positively correlated with student achievement

Five district-level leadership responsibilities that have a statistically significant correlation with average student academic achievement. All five of these responsibilities relate to setting and keeping districts focused on teaching and learning goals.



Marzano, R.J. & Waters, T. (2009). *District leadership that works: Striking the right balance*.
Bloomington, IN: Solution Tree



Collaborative goal-setting



Non-negotiable goals for achievement and instruction



Board alignment and support of district goals



Monitoring goals for achievement and instruction



Use of resources to support achievement and instruction goals

Marzano, R.J. & Waters, T. (2009). *District leadership that works: Striking the right balance*.
Bloomington, IN: Solution Tree

Ready-Fire-Aim

9 Insights



1. Relationships first (too fast/too slow)
2. Honor the implementation dip
3. Beware of fat plans
4. Behaviors before beliefs
5. Communication during implementation is paramount
6. Learn about implementation during implementation
7. Excitement prior to implementation is fragile
8. Take risks and learn
9. It is okay to be assertive

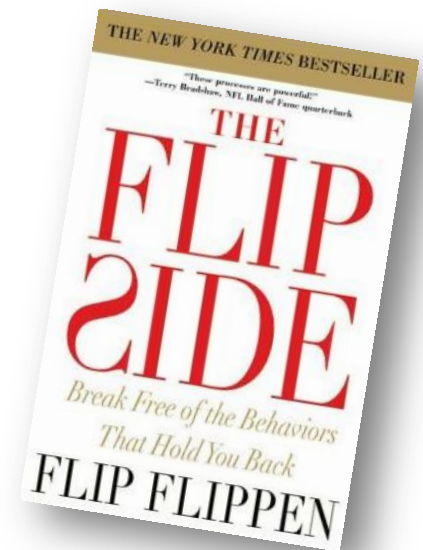
Fullan, M. (2010). *Motion leadership: The skinny on becoming change savvy*. Thousand Oaks, CA: Corwin.

LEADERSHIP BLUEPRINT
ORGANIZATION BLUEPRINT
PROCESS CHAMPIONS
TEEN LEADERSHIP CERTIFICATION
FLIPPEN READING CONNECTION

"If you have a child's heart,
you have his head."™
Flip Flippen

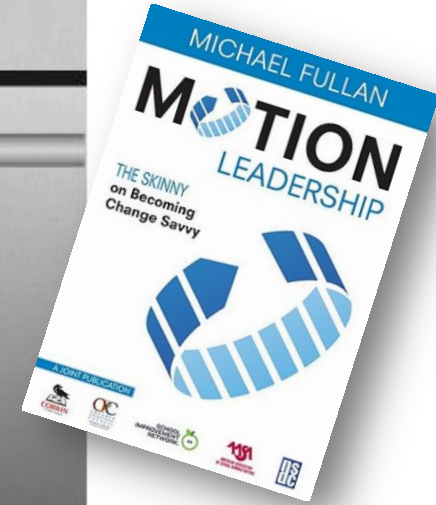
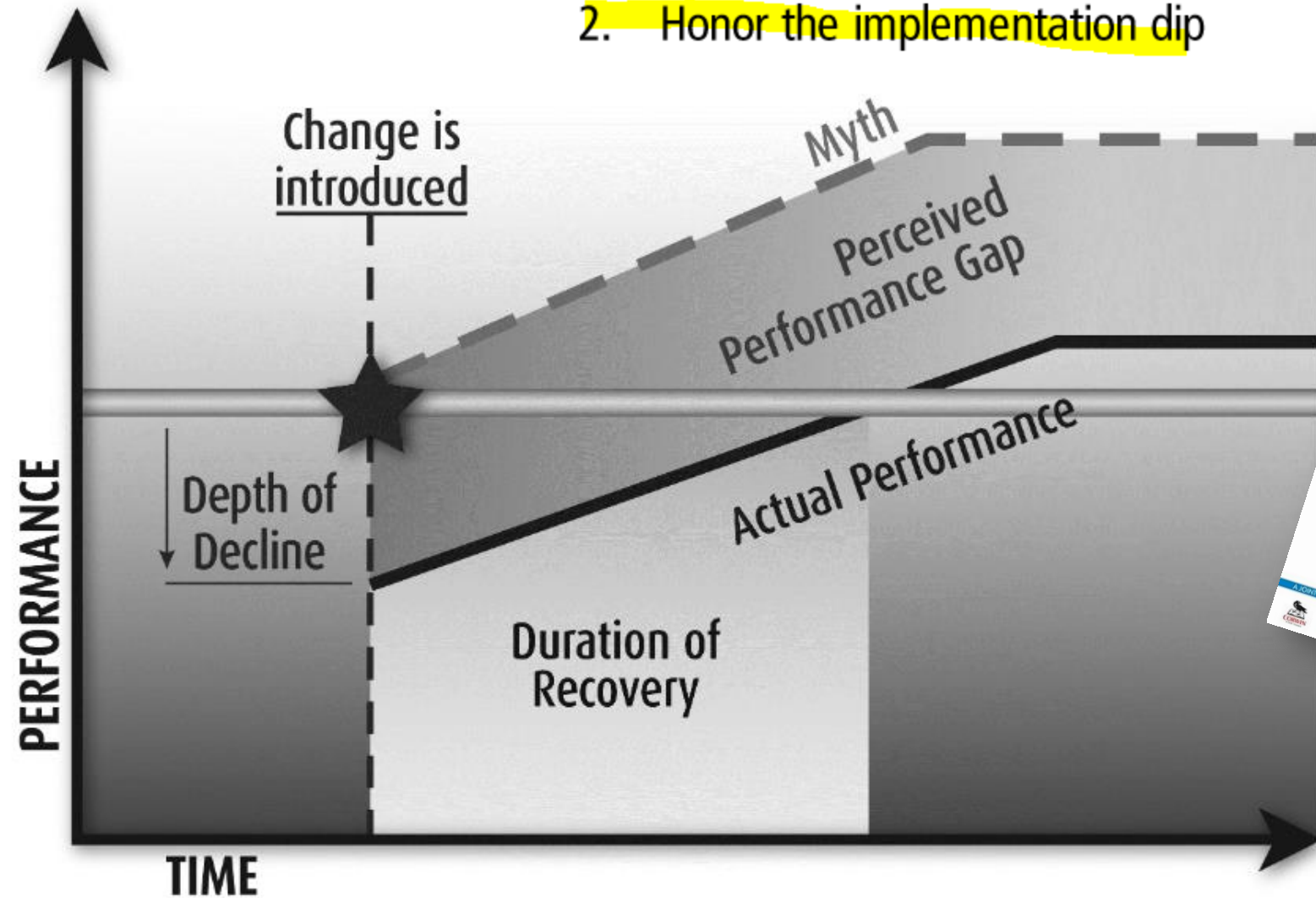


Promoting FIRST Relationships



Flippen, F. (2008). *The flip side: Break free of the behaviors that hold you back.*
New York, NY: Hatch

2. Honor the implementation dip



—Herold & Fedor, 2008

Fullan, M. (2010). *Motion leadership: The skinny on becoming change savvy*. Thousand Oaks, CA: Corwin.

Ready-Fire-Aim

9 Insights

4. Behaviors before beliefs



Research on attitudinal change has long found that most of us change our behaviors somewhat before we get insights into new beliefs. The implication for approaching new change is clear. Do not load up on vision, evidence, and sense of urgency. Rather, give people new experiences in relatively non-threatening circumstances, and build on it, especially through interaction with trusted peers.

Fullan, M. (2010). *Motion leadership: The skinny on becoming change savvy*. Thousand Oaks, CA: Corwin.

Ready-Fire-Aim

9 Insights



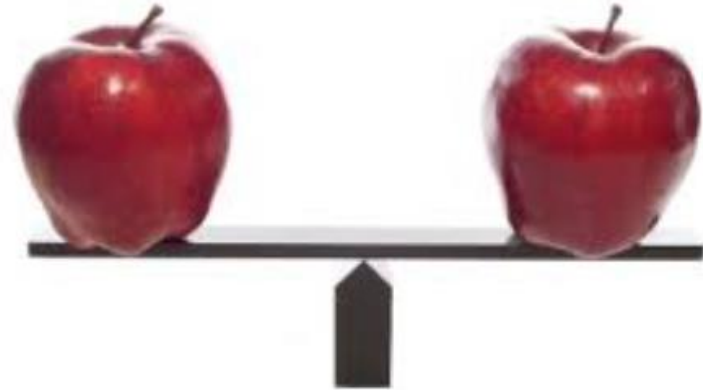
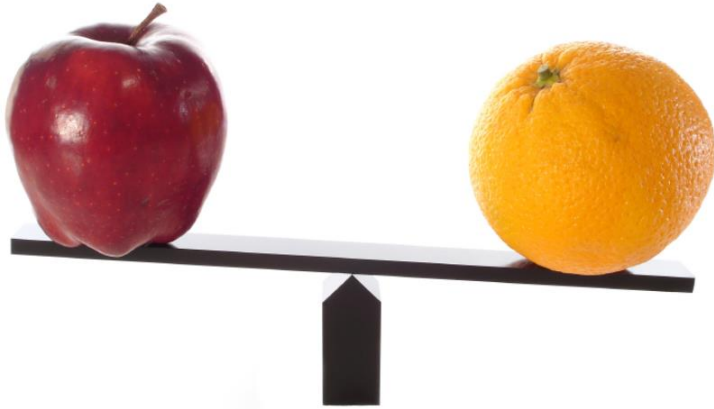
5. Communication during implementation is paramount

The change savvy leader accomplishes several critical things at this stage:

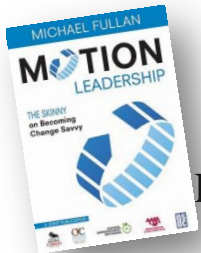
- Problems get identified through constant **two-way communication**
- Information is based on the specific happenings
- Leaders have multiple opportunities to communicate and refine the vision in relation to concrete implementation
- Problems get solved, a **we-we identity** around a common vision gets strengthened, and people come to know the implementation strategy

Fullan, M. (2010). *Motion leadership: The skinny on becoming change savvy*. Thousand Oaks, CA: Corwin.

Secret Five: Transparency Rules



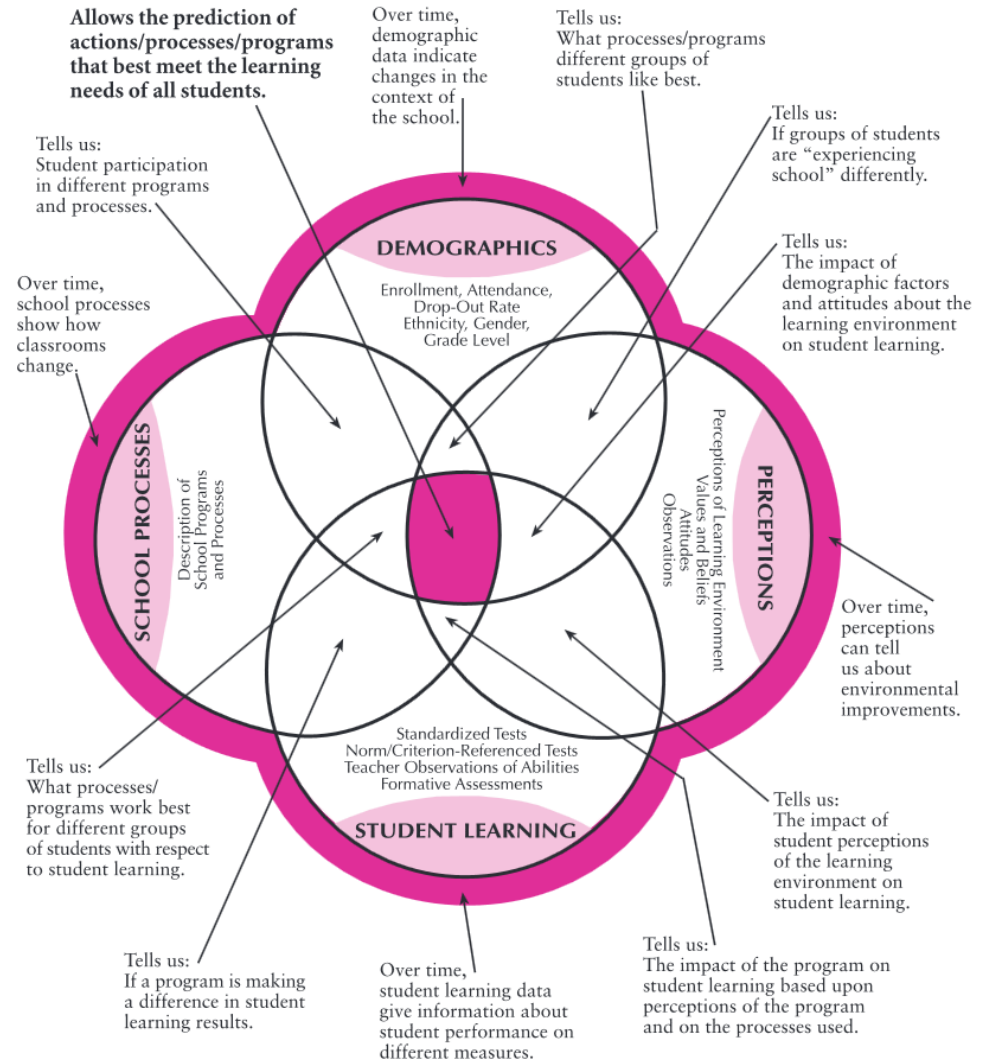
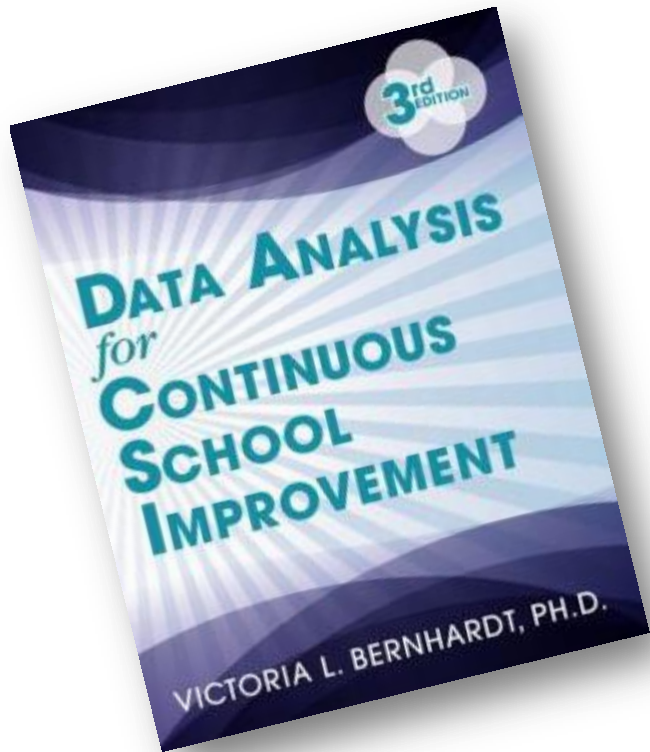
- Help schools compare themselves with themselves—that is, look at what progress they are making compared to previous years;
- Help schools compare themselves with their statistical neighbours, comparing apples with apples;
- Help schools examine their results relative to an external or absolute standard, such as how other schools in the province are faring and how close they are to achieving 100 percent success in literacy and numeracy.



— Fullan, 2008a

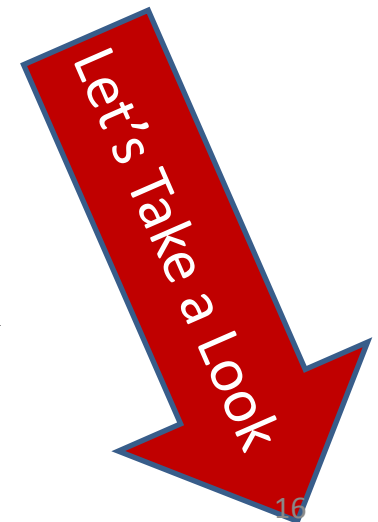
Fullan, M. (2010). *Motion leadership: The skinny on becoming change savvy*. Thousand Oaks, CA: Corwin.

Analyzing state assessment results is only the beginning of effective data-driven decision making.





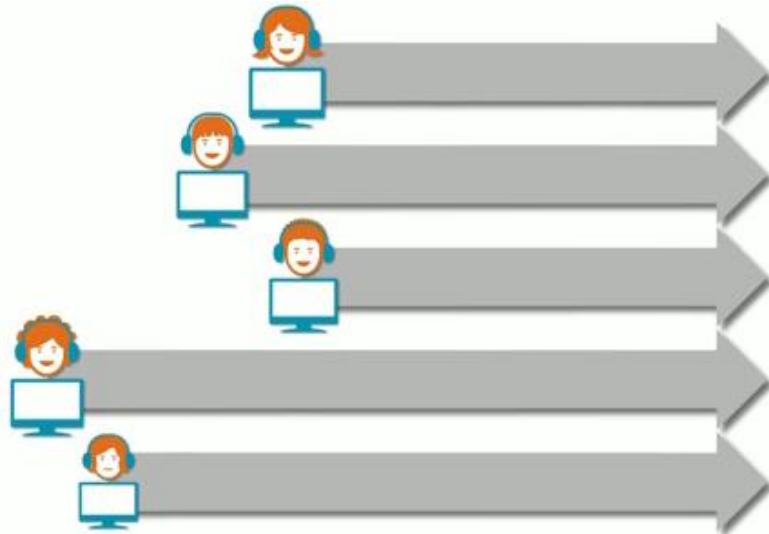
1. FastForward
2. myOn Learning
3. Rosetta Stone
4. Study Island
5. Standards-Based Grading K-4
6. Elementary and Middle School Spanish
7. Professional Learning Communities
8. Positive Behavior Supports
9. Response to Intervention
10. Concrete Calendar and Full-Day PD Release
11. Ozarks Educational Research Initiative
12. Lausanne International Learning Institute
13. Missouri S & T Teaching and Learning Institute
14. Missouri State University—Missouri Educators for Tomorrow's Schools
15. Online/AP Courses/Dual Enrollment Associates Degree Program
16. Blackboard
17. Fantastechs and Technology Academy
18. Capturing Kid's Hearts



Fast ForWord®

Real kids. Real research. Real results.

Neuroscience research has shown that **with the right input, the brain can change and reconfigure itself throughout life**, proving that student potential is endless. Fast ForWord is an online reading intervention that uses the principles of neuroplasticity – the ability of the brain to rewire and improve – to treat the underlying cause of language and reading difficulties, once and for all.



Differentiated Learning Paths



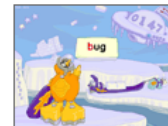
Fast ForWord® LANGUAGE Series

Build Critical Elementary School Reading Skills

Our Fast ForWord LANGUAGE Series products build foundational elementary school reading and language skills to help students learn successfully in the general classroom. Support all children in meeting challenging state academic standards and improve state test scores with the Fast ForWord LANGUAGE Series. Provide extra academic support and learning opportunities in reading and language for struggling students, including at-risk students, ELL students, and special education students.



Fast ForWord Language v2
Develops listening accuracy, phonological awareness, and language structures and moves elementary students who are reading below grade level toward grade level reading skills.



Fast ForWord Language to Reading v2
Emphasizes the link between spoken and written language to guide young students to become proficient grade level readers.

<http://thefutureinreading.myon.com/>

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Magic inside. Metrics included.™

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With over 4000+ lexile measured enhanced digital books,

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With student-targeted level based measures,

myON is Assessment





Visual search

Text search

Recommended

All Books

Teacher's List

My List

Advanced

Showing:

Fiction & Non-Fiction

Fiction Only

Non-Fiction Only

+

Graphic Novels Only

Library



Genres



Science



Language Arts



Social Studies



Math Fun



Animals



Hobbies & How To



Sports & Vehicles



Scary & Gross



About Me



Visual search

Text search

Recommended

All Books

Teacher's List

My List

Advanced

Showing:

Fiction & Non-Fiction

Fiction Only

Non-Fiction Only

+

Graphic Novels Only

Library

Social Studies



Field trips



Biographies



History



Money



Disasters!



Holidays, Customs
& Cultures



Inventions



Countries &
Geography

Visual search

Text search

Recommended

All Books

Teacher's List

My List

Advanced

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Fiction & Non-Fiction

Fiction Only

Non-Fiction Only

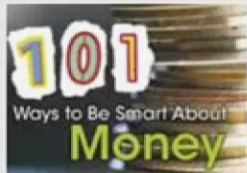
+

Graphic Novels Only

Library

Social Studies

Money



101 Ways to Be Smart About Money



Economy



Dollar Bill in Translation



Cash, Credit Cards, or Checks



Contemos el dinero



Counting Money



Counting Money!



Dólares y centavos



Dollars and Cents



Ganar dinero



In the Money



Lemons and Lemonade

RosettaStone®

Language Learning Success

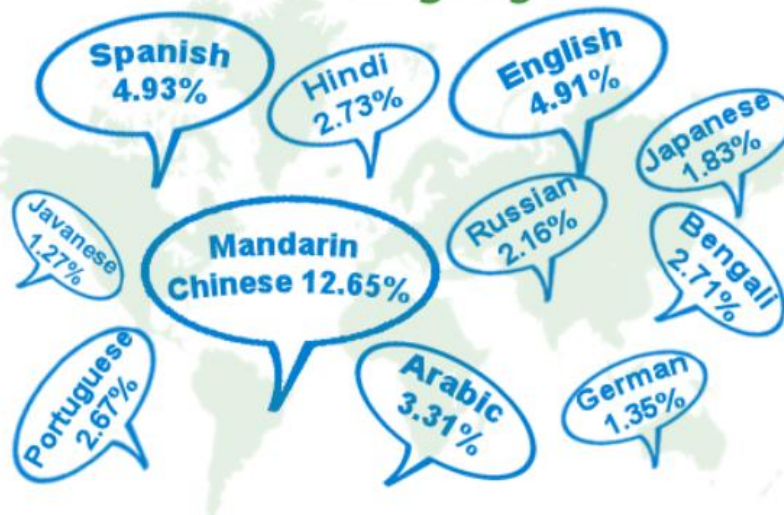


TOTALE®



Elementary and Middle School Spanish

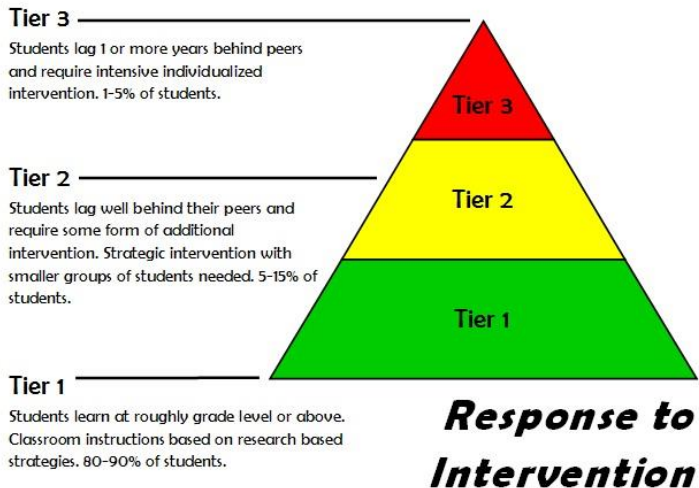
World languages



SELECT YOUR LANGUAGE HERE ▶

- | | | | |
|---------------------------|-----------------|---------------------|--------------------------------|
| Arabic | German | Korean | Spanish (Latin America) |
| Chinese (Mandarin) | Greek | Latin | Spanish (Spain) |
| Dari | Hebrew | Pashto | Swahili |
| Dutch | Hindi | Persian (Farsi) | Swedish |
| English (American) | Indonesian | Polish | Turkish |
| English (British) | Irish | Portuguese (Brazil) | Urdu |
| Filipino (Tagalog) | Italian | Russian | Vietnamese |
| French | Japanese | | |

Professional Learning Community



Positive Behavior Support To positively support student behavior, the team must work together.		
Target Behavior 	Observation 	Data Collection
Function To get... To avoid... 	Replacement Behavior 	Interventions teach cue prompt model
Reinforcement 	Implement the Plan 	Continue the Process



2013-14 School Calendar
 West Plains Schools
 For more info visit www.ZIZZERS.org

July 2013						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
August 2013						
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22	23	24	25	26	27	28
29	30	31				
September 2013						
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29	30					
October 2013						
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22	23	24	25	26	27	28
29	30					
November 2013						
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22	23	24	25	26	27	28
29	30					
December 2013						
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29	30	31				
January 2014						
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29	30	31				
February 2014						
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29	30					
March 2014						
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April 2014						
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May 2014						
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22	23	24	25	26	27	28
29	30	31				

- Jul 29,30 West Plains High School New Student Registration
- Jul 29,30 West Plains Middle School New Student Registration
- Jul 29,30 West Plains Elementary New Student Registration
- Jul 31-Aug 1 West Plains High School Registration
- Aug. 8 West Plains Elementary Kindergarten Open House
- Aug. 12, 13, 14 Teacher Workshop
- Aug. 13 South Fork Open House (5:00 – 6:30 PM)
- Aug. 13 WP Elementary Open House (5:30 – 7:00 PM)
- Aug. 13 Middle School Open House (6 – 7:30 PM)
- Aug. 13 High School Open House (6:30 – 8:00 PM)
- Aug. 15 Classes Begin
- Aug. 15 Labor Day (No School)
- Sept. 2 Teacher In Service (No School)
- Sept. 2 End of First Quarter (40 Days)
- Sept. 2 Issue Grade Cards - Parent Teacher Conferences
- Sept. 2 Parent Teacher Conferences (No School)
- Sept. 2 Teacher In-Service (No School)
- Oct. 11 Fall Break (No School)
- Oct. 17 End of Second Quarter (43 Days)
- Nov. 1st Christmas Vacation-No School
- Nov. 25-29 Teacher Work Day
- Dec. 20 School Resumes after Christmas Break
- Dec. 21-Jan.5 Issue Grade Cards
- Jan. 3 Dr. Martin Luther King Holiday (No School)
- Jan. 6 Teacher In-Service (No School)
- Jan. 10 President's Day (No School)
- Jan. 20 End of Third Quarter (41 days)
- Feb. 14 Spring Break (No School)
- Feb. 17 Issue Grade Cards
- Mar. 7 No School - Spring Break
- Mar. 10-14 No School - Spring Break
- Mar. 21 Middle School 8th Grade Promotion
- Apr. 18 High School 12th Grade Graduation
- Apr. 21 End of Fourth Quarter (43 days)
- May 13 Last Day of Classes (4 hour day, dismiss 12:15pm)
- May 13 Teacher Workday
- May 15
- May 16

First Semester		Second Semester	
August	12	January	19
September	19	February	16
October	22	March	20
November	15	April	11
December	15	May	
Total 1st Semester	85	Total 2nd Semester	84

January 2014						
S	M	T	W	T	F	S
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29	30	31				
February 2014						
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29	30					
March 2014						
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29	30	31				
April 2014						
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May 2014						
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PROFESSIONAL*DEVELOPMENT

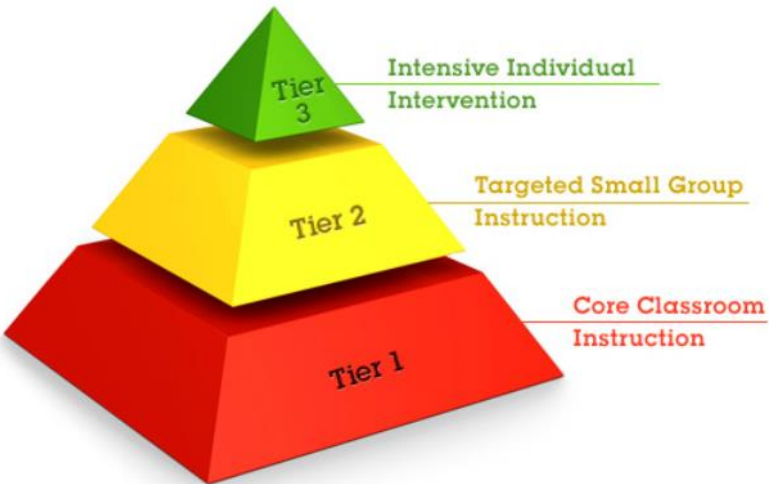
- New Teacher Orientation
- 3 days Before School
- Full-Release Days
- Guest Speakers (Todd Whitaker, Rita Pierson, Chris Biffle, etc.)
- Summer Academy
- Summer School
- Spring Tutoring
- Technology Academy
- Online PD for College Credit
- Blackboard Accountability

The performance of the top school systems in the world suggest three things that matter most:

1. Getting the right people to become teachers
2. Developing them into effective instructors
3. Ensuring that the system is able to deliver the best possible instruction for every child (intervene early to address gaps)

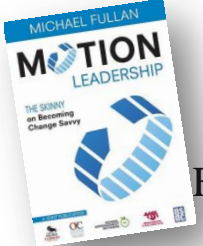


— Barber & Mourshed, 2007



RTI (Response To Intervention)
3 Tiers of Support

— Fullan, 2008a



Fullan, M. (2010). *Motion leadership: The skinny on becoming change savvy*. Thousand Oaks, CA: Corwin.



NEE

Network for Educator Effectiveness

College of Education

University of Missouri

ESEA Waiver/State Model Compliant

- Meets the requirements for the approved Missouri ESEA waiver
- Exceeds the seven requirements for the Missouri teacher evaluation model

Web-Based Accessibility

- Data for educators can be securely stored for multiple years
- Artifact storage is included for easy retrieval
- Access to data is available with password-secured permission

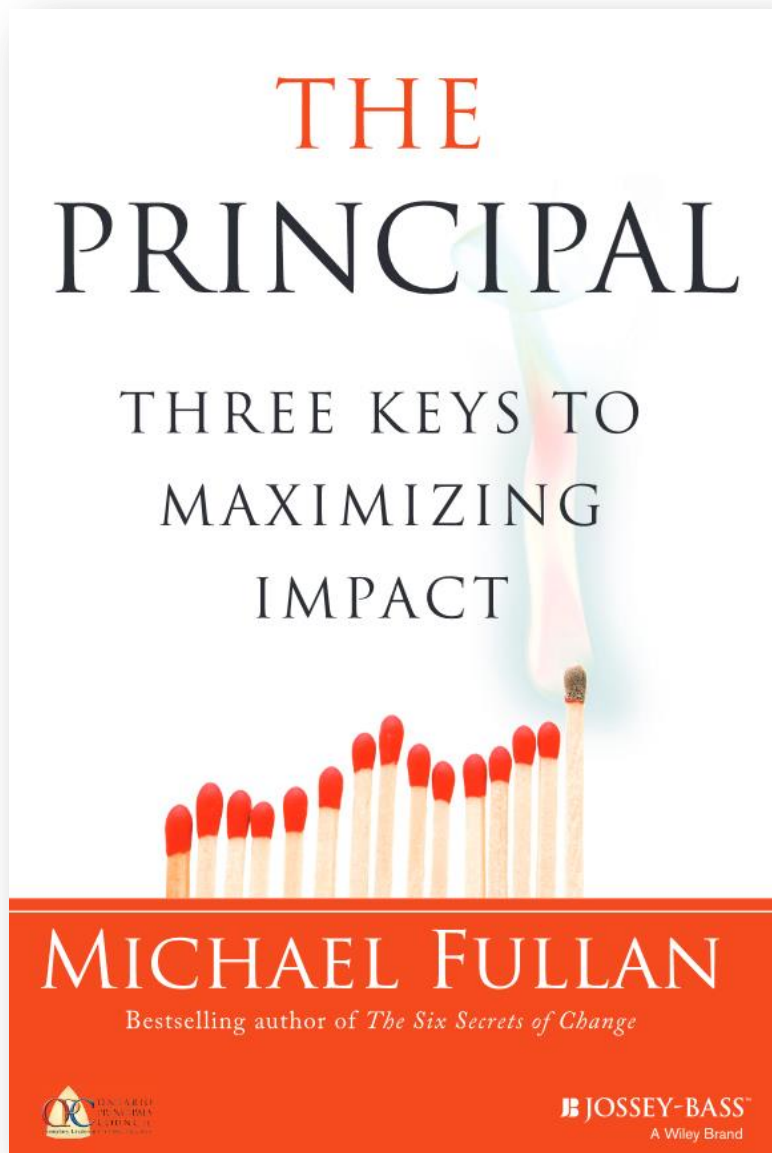
Growth Orientation

- Identifies professional development needs by individual, building, and district.
- Professional development resources embedded in the system for use on a local level

Five Sources of Data for Evaluation

- Classroom Observation
- Unit of Instruction
- Professional Development Plan
- Student Survey
- Student Achievement





Fullan explains how to choose the right versus wrong drivers--loosening focus on accountability and instead concentrating on capacity-building; focusing less on technology and more on pedagogy; abandoning fragmented strategies and striving for "systemness"; and forgoing individualistic solutions in favor of collaborative effort.

1. Become a Lead Learner,
2. a System Player, and
3. a Change Agent

Fullan, M. (2014). *The principal: Three Keys to maximizing impact*. San Francisco, CA: Jossey-Bass

THE PRINCIPAL

THREE KEYS TO
MAXIMIZING
IMPACT



MICHAEL FULLAN

Bestselling author of *The Six Secrets of Change*



JOSSEY-BASS
A Wiley Brand

Fink and Resnick (2001) examined school districts' efforts to develop principals into instructional leaders who could achieve a large-scale turnaround in literacy and numeracy. They described some core strategies for developing the role of the principal as instructional leader, including five mutually reinforcing sets of strategic activities:

1. nested learning communities,
2. principal institutes,
3. leadership for instruction,
4. peer learning, and
5. individual coaching.

Fullan, M. (2014). *The principal: Three Keys to maximizing impact*. San Francisco, CA: Jossey-Bass

THE PRINCIPAL

THREE KEYS TO
MAXIMIZING
IMPACT

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JOSSEY-BASS
A Wiley Brand

Moral purpose is social responsibility to others and the environment. School leaders with moral purpose seek to make a difference in the lives of students. They are concerned about closing the gap between high-performing and lower-performing schools and raising the achievement of—and closing the gap between—high-performing and lower-performing students. They act with the intention of making a positive difference in their own schools as well as improving the environment in other district schools.

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THE PRINCIPAL

THREE KEYS TO
MAXIMIZING
IMPACT



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The single factor common to successful change is that **relationships** improve. If relationships improve, schools get better. If relationships remain the same or get worse, ground is lost.

Fullan, M. (2014). *The principal: Three Keys to maximizing impact*. San Francisco, CA: Jossey-Bass

Right vs Wrong Drivers

Wrong

- Accountability
- Individual teacher and leadership quality
- Technology
- Fragmented strategies

Right

- Capacity building
- Collaborative work
- Pedagogy
- Systemness

Good Accountability

- Is a function of good data, used as a strategy for improvement.
- Requires non-judgmentalism.
- Depends on widespread transparency.
- Produces strong 'internal accountability' which in turn produces strong public accountability.
- Fuses assessment and instruction.

Fullan, M. (2014). *The principal: Three Keys to maximizing impact*. San Francisco, CA: Jossey-Bass

Systemness

- Beware of school autonomy



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Systemness

- Beware of school autonomy



- Team work trumps individual work (do both).
- Be careful: focusing on school principal competencies and professional development of teachers is NOT the driver (it is an enabler).
- 'Learning is the work' is the driver, not personnel decisions.

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Systemness

- 'Learning is the work' is the driver, not personnel decisions.
- Beware of school autonomy



Teacher
Standards

MISSOURI'S EDUCATOR EVALUATION SYSTEM



Teacher
Evaluation

MISSOURI'S EDUCATOR EVALUATION SYSTEM

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Change Leader Checklist

Do I have a small number of priorities?

PERFORMANCE STANDARDS FOR K-12 DISTRICTS

1. Academic Achievement—The district administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.

1. Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time.
2. The percent of students tested on each required MAP assessment meets or exceeds the state standard.
3. Growth data indicate that students meet or exceed growth expectations.

2. Subgroup Achievement—The district demonstrates required improvement in student performance for its subgroups.

1. The performance of students identified on each assessment in identified subgroups, including free/reduced price lunch, racial/ethnic background, English language learners, and students with disabilities, meets or exceeds the state standard or demonstrates required improvement.

3. College and Career Readiness—The district provides adequate post-secondary preparation for all students.

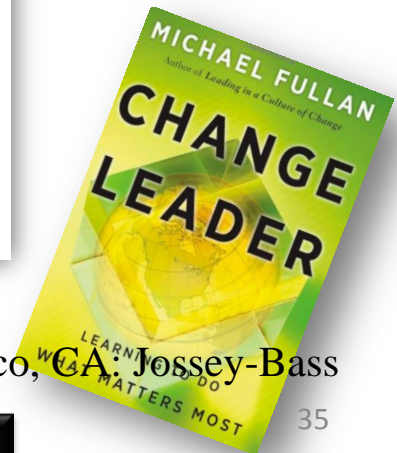
1. The percent of graduates who scored at or above the state standard on any department-approved measure(s) of college and career readiness, for example, the ACT[®], SAT[®], COMPASS[®] or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrates required improvement.
2. The district's average composite score(s) on any department-approved measure(s) of college and career readiness, for example, the ACT[®], SAT[®], COMPASS[®], or ASVAB, meet(s) or exceed(s) the state standard or demonstrate(s) required improvement.
3. The percent of graduates who participated in any department-approved measure(s) of college and career readiness, for example, the ACT[®], SAT[®], COMPASS[®], or ASVAB, meets or exceeds the state standard or demonstrates required improvement.
4. The percent of graduates who earned a qualifying score on an Advanced Placement (AP), International Baccalaureate (IB), or Technical Skills Attainment (TSA) assessments and/or receive college credit through early college, dual enrollment, or approved dual credit courses meets or exceeds the state standard or demonstrates required improvement.
5. The percent of graduates who attend post-secondary education/training or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.
6. The percent of graduates who complete career education programs approved by the department and are placed in occupations directly related to their training, continue their education, or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.

4. Attendance Rate—The district ensures all students regularly attend school.

1. The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement.

5. Graduation Rate—The district ensures all students successfully complete high school.

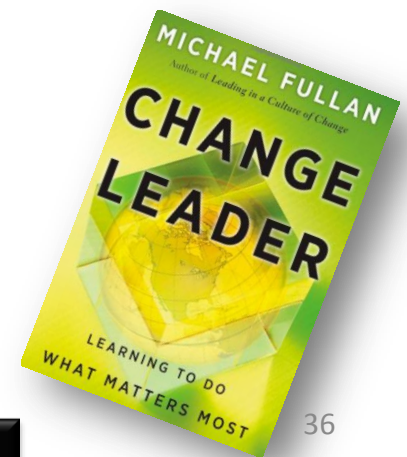
1. The percent of students who complete an educational program that meets the graduation requirements as established by the board meets or exceeds the state standard or demonstrates required improvement.



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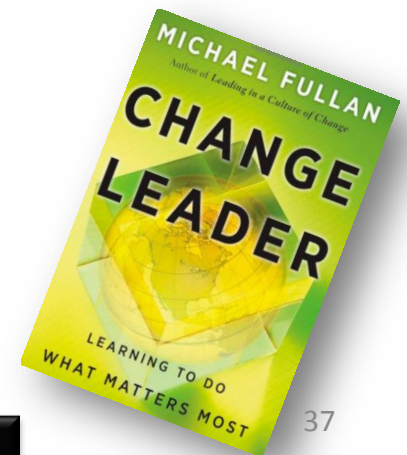
Change Leader Checklist

What am I doing to communicate with organization members both initially and on an ongoing basis?



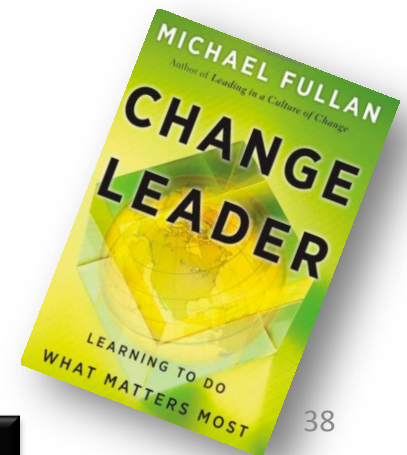
Change Leader Checklist

Have I stopped to see if I am practicing impressive empathy in relation to potential naysayers?



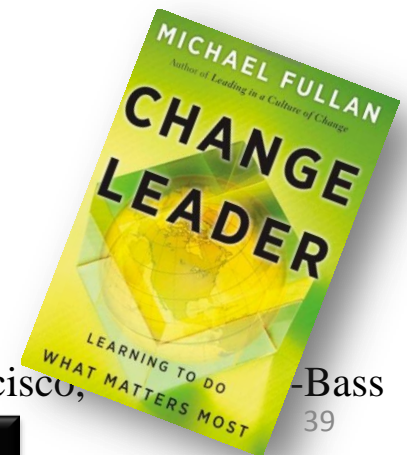
Change Leader Checklist

Have I spelled out the norm of speaking up when there are persistent problems and provided opportunities for people to identify problems?



Change Leader Checklist

Are we gathering data that are simple, ongoing, and used for quick feedback on how well things are going? Are the data helping us to focus or are we drowning in it?

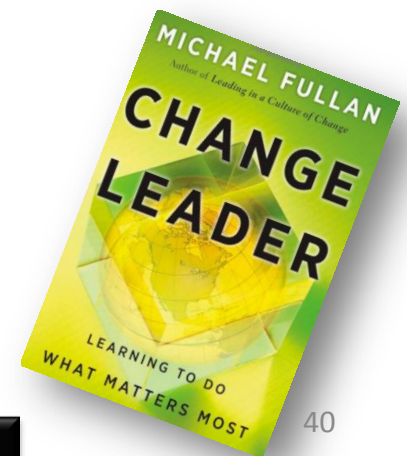


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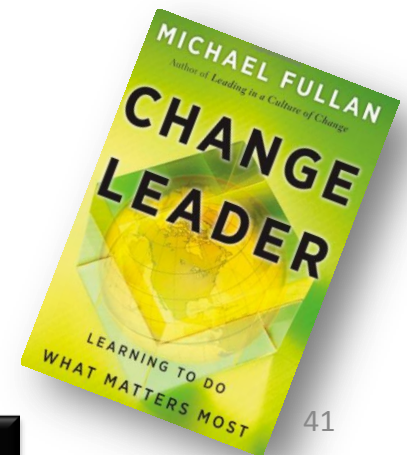
Change Leader Checklist

Have I specified when the team needs to meet periodically to discuss progress and problem solve? In the past six months have I stopped to acknowledge mistakes publicly, and to learn from them?



Change Leader Checklist

Do we have a fat or skinny plan—one that is clear, actionable, and sticky?



Addressing Systems Change

in Compliance with MSIP 5 and the New Missouri Learning Standards



MSIP 5



Preparing every child for success in school and in life.

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West Plains Public Schools