

A person's hands are shown writing on a document with a pencil. The background is blurred, showing a desk and a window with a view of a city. A large blue circle is overlaid on the center of the image, containing the text 'Utilizing Available Tools to Enhance District Improvement'. The circle is surrounded by several smaller circles in various colors (yellow, red, orange, white, teal) and icons: a puzzle piece, a lightbulb, and a thumbs up.

**Utilizing  
Available Tools  
to Enhance  
District  
Improvement**





**Bryan Dunn**

DCI Consultant

EdPlus / St. Louis RPDC

[bdunn@edplus.org](mailto:bdunn@edplus.org)

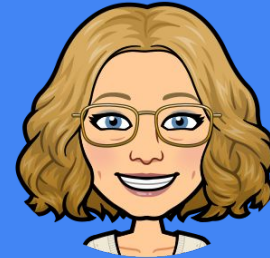


**Tanya Garcia**

DCI Consultant

EdPlus / St. Louis RPDC

[tgarcia@edplus.org](mailto:tgarcia@edplus.org)



**Amy Ramsdell**

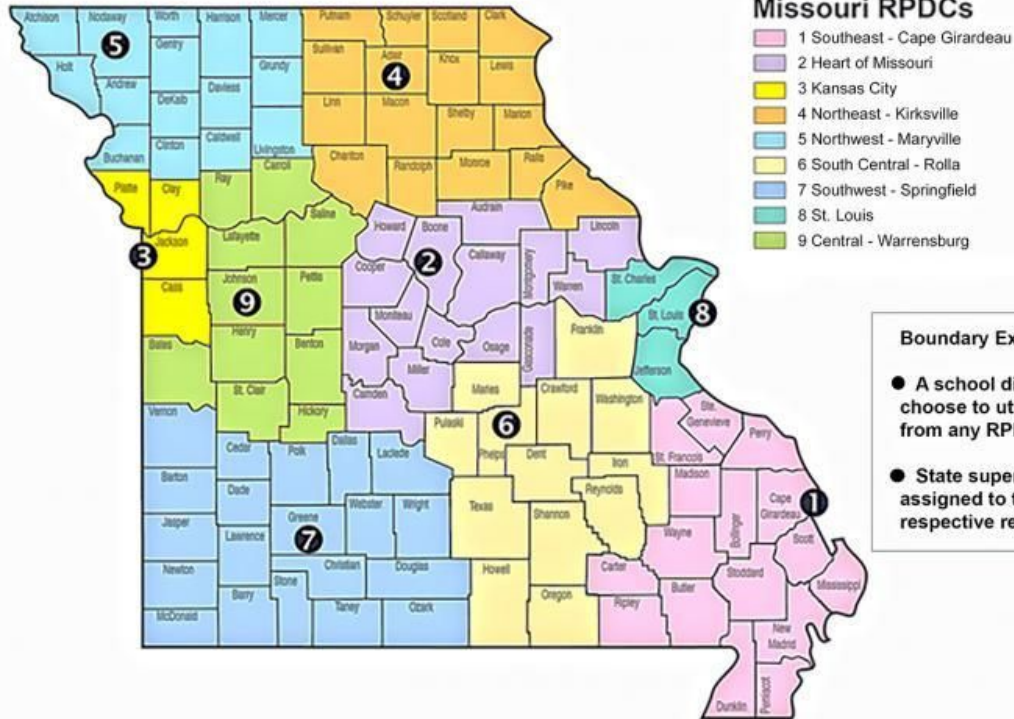
Director

Heart of MO RPDC

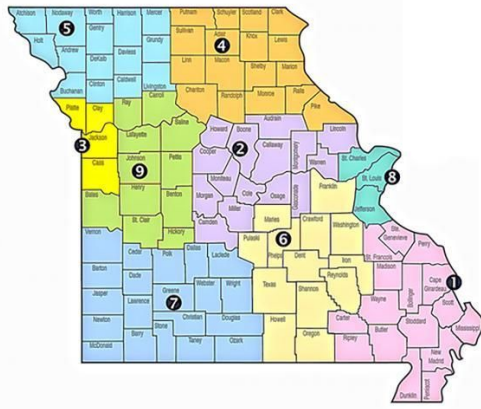
[ramsdella@missouri.edu](mailto:ramsdella@missouri.edu)



# Missouri RPDCs



# Missouri RPDCs



<p><b>1. SOUTHEAST RPDC</b></p> <p>Southeast Missouri State University 1 University Plaza, MS0120 Cape Girardeau, MO 63701 800-401-6680</p> <p>James Welker, Director jwelker@semo.edu</p>	<p><b>2. HEART OF MO RPDC</b></p> <p>University of Missouri-Columbia 321A Townsend Hall Columbia, MO 65211 800-214-2753</p> <p>Amy Ramsdell, Director ramsdella@missouri.edu</p>	<p><b>3. KANSAS CITY RPDC</b></p> <p>University of Missouri-Kansas City 30 West Pershing Road Union Station Ste. 401 Kansas City, MO 64108 816-235-5486</p> <p>Michael Pragman, Director pragmanm@umkc.edu</p>
<p><b>4. NORTHEAST RPDC</b></p> <p>Truman State University 2200 Violette Hall 100 E. Normal Kirksville, MO 63501 888-878-7732</p> <p>Tammy Ratliff, Director tratliff@truman.edu</p>	<p><b>5. NORTHWEST RPDC</b></p> <p>Northwest Missouri State University 800 University Dr. Maryville, MO 64468 800-663-3348</p> <p>Jennee Gregory, Director JBARNES@nwmissouri.edu</p>	<p><b>6. SOUTH CENTRAL RPDC</b></p> <p>Missouri University of Science and Technology 1100 W 10th Street Rolla, MO 65409-1530 800-667-0665</p> <p>Aaron Zalis, Director zalisa@mst.edu</p>
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# ***MSIP6***

***Comprehensive Guide  
to the Missouri School  
Improvement Program***

# **ALL THINGS DATA**



## 2021-22 Annual Performance Report

Each year, the Department of Elementary and Secondary Education (DESE) generates an Annual Performance Report (APR) for each local education agency (LEA) and building. The APR is one tool used by DESE to review performance and continuous improvement measures and to help inform classification decisions made by the State Board of Education. Where appropriate, data have been suppressed to protect small student populations. Suppression is indicated by an asterisk.

### Performance

The Performance score measures concrete, quantifiable measures of educational achievement, growth, and career-readiness at various points along the K-12 spectrum. Performance metrics hold LEAs accountable for whether students consistently attain positive educational outcomes and measures whether the students of a particular LEA or school are gaining the knowledge and skills they need to succeed in the next step of their education, including post-graduation.

#### Academic Achievement: Status

Status is a measure of academic performance at a given point in time.





# Annual Performance Report (APR)

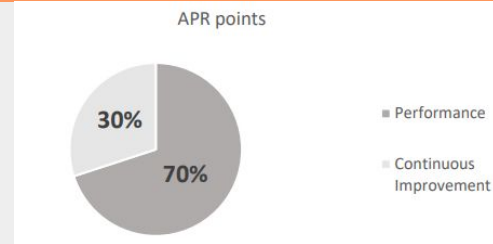
The APR consists of two parts under MSIP 6: the Performance score and the Continuous Improvement score. MSIP 6 incorporates these two components with the following weight, scored out of 200 points total.



# Annual Performance Report (APR)

The APR consists of two parts under MSIP 6: the Performance score and the Continuous Improvement score. MSIP 6 Accreditation will incorporate these two components with the following weight in the 2023-24 APR:

*APR = Performance Score (140 pts) + Continuous Improvement Score (60pts)*



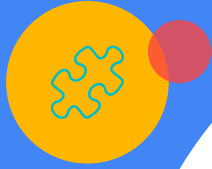
$$\text{APR percentage} = \frac{\text{Total Points Earned}}{\text{Total Points Possible}} * 100\%$$



# 2023-24 APR Scoring Table

Academic Achievement: Status	ELA	Math	Science	Social Studies	Subtotal
All Students Points Possible	12	12	4	4	<b>32</b>
Student Group Points Possible	6	6	2	2	<b>16</b>
Academic Achievement: Growth	ELA	Math	Science	Social Studies	Subtotal
All Students Points Possible	12	12	4	4	<b>32</b>
Student Group Points Possible	6	6	2	2	<b>16</b>
Success-Ready (Performance)					
Possible Points	20				<b>20</b>
Graduation Rate					
Possible Points	20				<b>20</b>
Follow-Up					
Possible Points	4				<b>4</b>

# PERFORMANCE SCORE





# Performance Score

	Percentage of Overall Score
<b>Achievement: Status</b>	24%
<input type="checkbox"/> Overall (All Students)	16% (subset percentage of 24%)
<input type="checkbox"/> Student Group	8% (subset percentage of 24%)
<b>Achievement: Growth</b>	24%
<input type="checkbox"/> Overall (All Students)	16% (subset percentage of 24%)
<input type="checkbox"/> Student Group	8% (subset percentage of 24%)
	Percentage of Overall Score
<b>Success-Ready</b>	10%
<b>Graduation Rate</b>	10%
<b>Follow-up</b>	2%
<b>Total</b>	<b>70%</b>

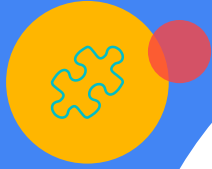




## Performance

- Collaborative Team Building
  - Common Formative Assessment Building
  - Data Based Decision Making
  - Developing Assessment Capable Learners
  - School Wide Coaching
  - Literacy Coaching
  - Math Coaching
  - Special Education Coaching/Compliance
- 
- 

# CONTINUOUS IMPROVEMENT SCORE



# Continuous Improvement Score

	Percentage of Overall Score
<b>Improvement Planning</b>	21%
<input type="checkbox"/> Continuous School Improvement Plan (CSIP) <input type="checkbox"/> Response to Standards <input type="checkbox"/> Climate and Culture Survey	15% (subset percentage of 21%) 4% (subset percentage of 21%) 2% (subset percentage of 21%)
<b>MSIP Required Documentation</b>	3%
<b>Success-Ready</b>	6%
<b>Total</b>	<b>30%</b>



# Continuous Improvement

- **ICAP Completion**
- **CSIP Development and Review**
- **Response to Standards**
- **Climate and Culture Survey**



# DCI is research- based



## Hattie

Visible Learning research is seen in much of the DCI work, including those practices proven to influence learning at a greater than average rate:

Teacher clarity, self-reported grades, feedback, learning goals, metacognition, among others.

## *Moving Your Numbers*

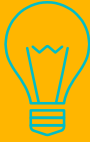
By Thurlow, NCEO, OSEP

Six practices common to effective district-level school improvement:

Use data well, focus your goals, select and implement shared instructional practices, implement deeply, monitor and provide feedback and support, and inquire and learn.







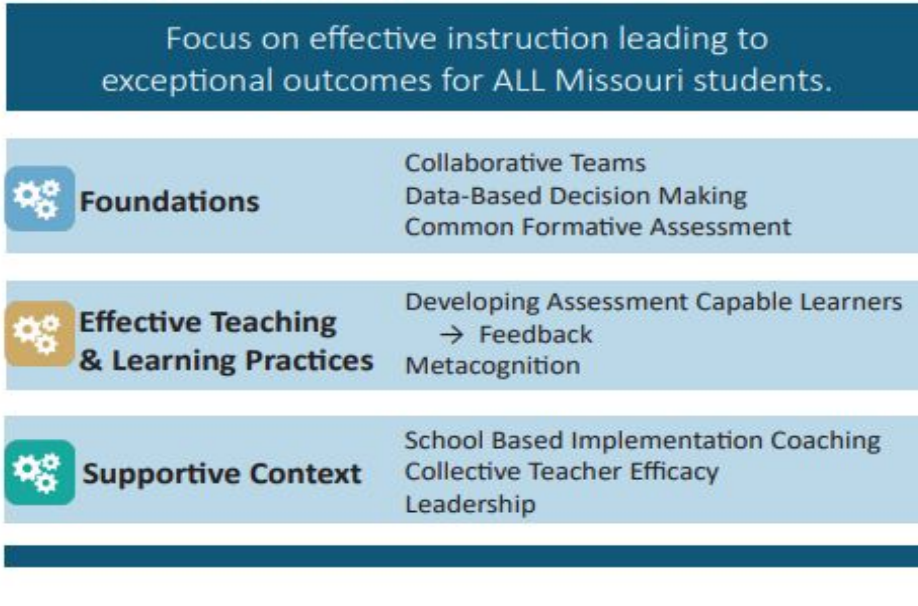
# Benefits of DCI participation

- Teachers and administrators benefit from professional development activities that focus on policy, process and instruction - all research-based and data driven.
- Districts decide on their focus, determine their plan of action and discuss appropriate PD with coaching support team members.
- Internal capacity is built to support ongoing district/school-based coaching.
- Multiple opportunities to interact with participating districts to share lessons learned, strategies, and insights.
- Districts engage in a data-driven process.







Figure 1. MMD/DCI Framework

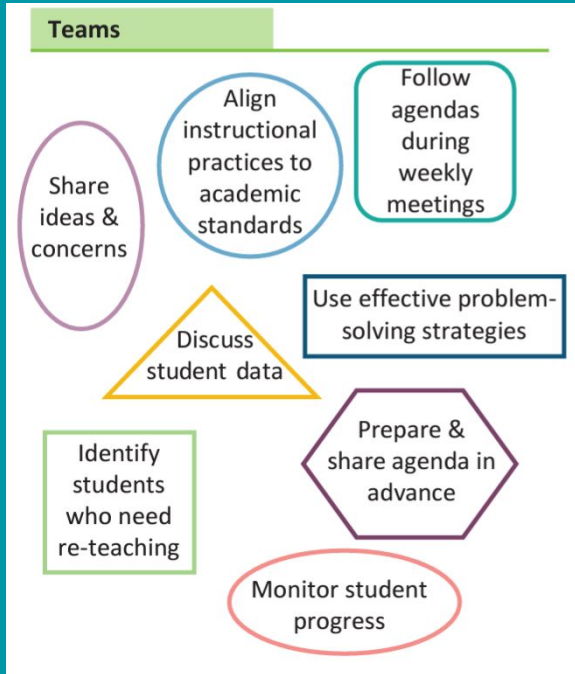


As we walk through the practices, consider:

How does this tie to your current district practices?



# Collaborative Teams

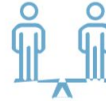


# Common Formative Assessment

## Benefits of Team-Developed CFA



More efficient use of educators' time



More equitable for students



More effective in monitoring & improving student learning



Can inform & improve individual and teacher team practices



Helps build the capacity of the team to achieve at higher levels



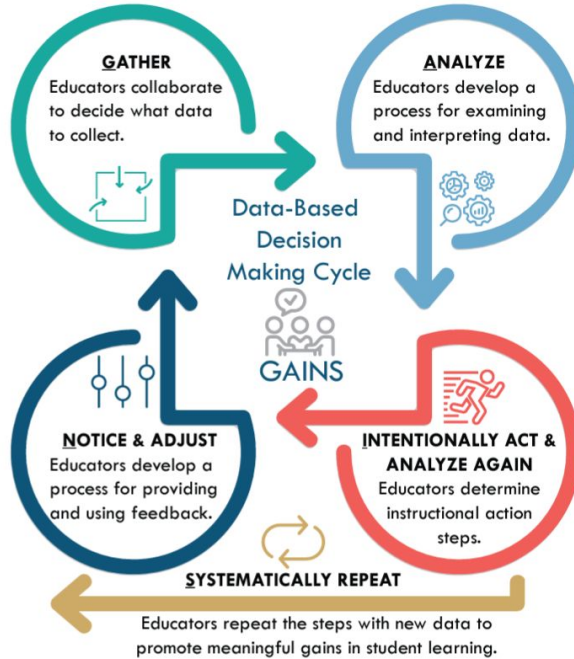
Essential to systematic interventions when students struggle

(DuFour et al., 2007)



## Making a Difference

When data is collected, analyzed, prioritized, and synthesized it becomes “actionable knowledge” for making decisions.



## Data-based Decision-Making

Data-Based Decision Making (DBDM) is a way of collecting, organizing, and analyzing data for the purposes of problem-solving and making instructional decisions.

### Data Teams

Use team roles to improve meeting effectiveness & efficiency

Reflect on & discuss what worked, what did not work, and why

Can predict a link to teacher practice

Members share a common interest (content, grade level, etc.)











Design a lesson or set of lessons addressing the learning goal

Organize and track data-informed decisions made by the team

Determine new or revised instructional strategies to address learning problem(s)



# Developing Assessment Capable Learners

DACL Classroom Characteristics		collaborating	teacher
 Activities aimed at helping students understand their progress in relation to learning targets	 Visible examples of student goals in relation to learning target		
 Rubrics displayed	 Indications of student reflections		
 Examples of students tracking their learning progress	 Evidence of DACL language posted		
 Room arranged for easy sharing	 Daily learning targets displayed		
 Examples of ongoing assessment of student progress can be found	 Notebooks, charts, checklists, folders, web-based portfolios of students tracking their learning progress are present		

“Assessment capable” does not focus on how well students perform on tests. Rather, it means that students are able to gauge their own learning. It means that students understand whether they have met a learning target and in what areas they need extra help.



# Metacognition

## Impact of Metacognition



Facilitates active rather than passive learning



Gives students a greater awareness of their learning



Promotes “deeper learning”



Makes students aware of their own thinking

(McElwee, 2009)

## Collective Teacher Efficacy

### When CTE is high in schools, educators

- find new ways to tackle difficult challenges,
- have high expectations for improving instruction and student learning,
- are open to new ideas,
- are willing to experiment,
- are resilient,
- work collaboratively, and
- welcome parent participation.

### When CTE is low in schools, educators

- extend less effort,
- give up more easily,
- perform at lower levels,
- experience burnout more often,
- feel isolated, and
- experience more uncertainty.

(Brinson & Steiner, 2007)



## Instructional Leadership

Effective educational leaders are systems thinkers, who implement a cycle of continuous improvement and support the implementation of effective practices.

### Making a Difference

Leaders make the greatest difference by accomplishing the following.



Creating safe & collaborative environments for learning



Emphasizing, modeling, monitoring, & evaluating the impact of the building's focus work



Striving continually for improvement

(Hattie, 2015)

### Importance

Educational leaders directly impact teachers and their ability to provide effective instruction. Systems leadership is essential to helping districts adapt to changing needs and become more innovative and effective.



Student achievement



Teacher well-being



Effective school systems



Effective instructional practices

## Systems Leadership

23

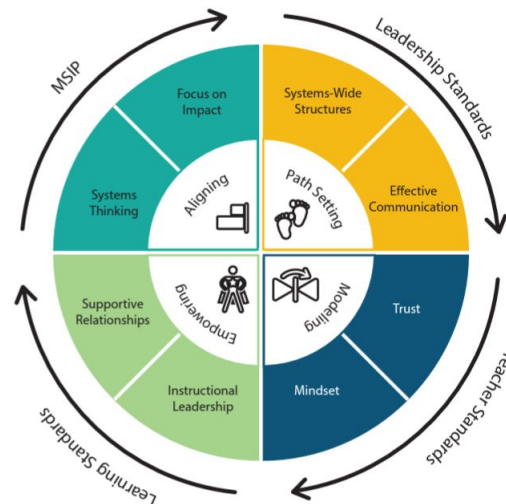
### Leadership Framework

**Aligning** - performance goals and district-wide initiatives

**Path Setting** - structures and processes to support collaboration and communication

**Modeling** - leading within a context of a growth-centered, trust-based culture

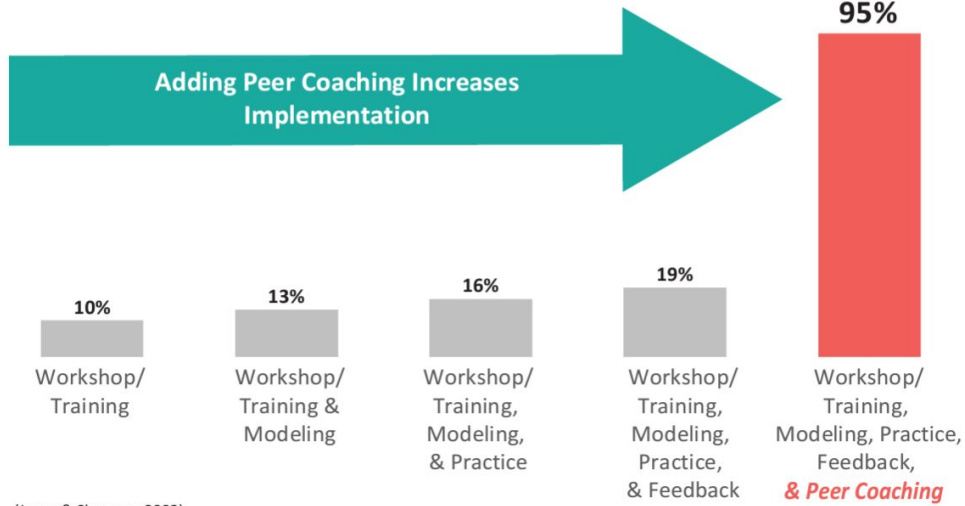
**Empowering** - supporting and monitoring active use of effective practices





## School-based Implementation Coaching

Effective implementation of new skills is more probable when training and coaching are combined



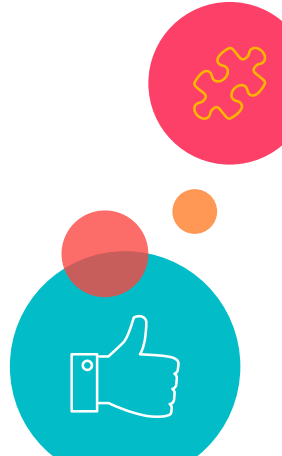
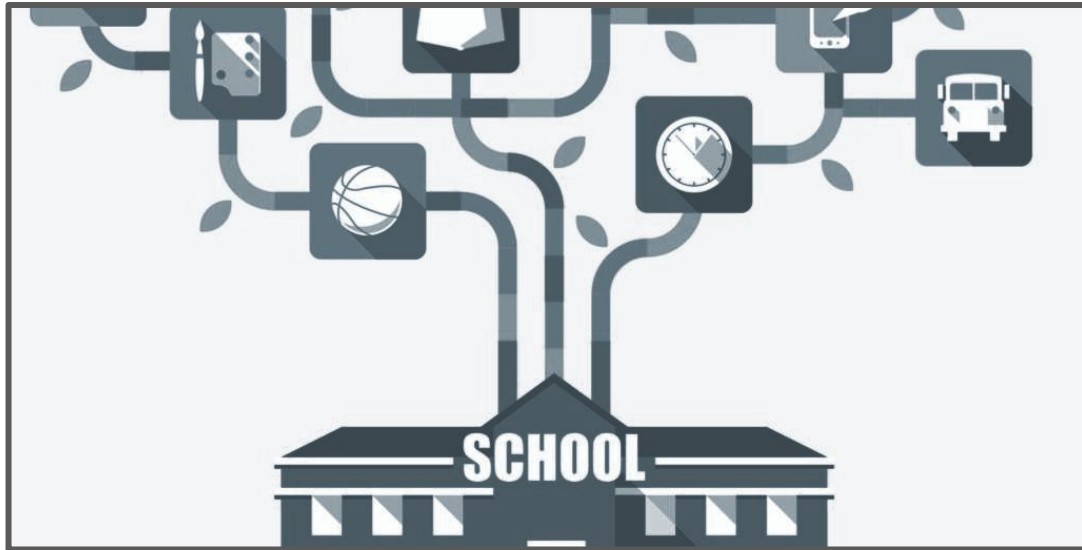
(Joyce & Showers, 2002)

School-Based Implementation Coaching (SBIC) is a non-evaluative method of professional learning that supports an educator in applying new learning to their unique context. SBIC can take many forms, but requires a collaborative relationship between at least two professionals; the coach and the person(s) being coached.



Take a moment to consider:

What connections do you see within the systems?





# DCI Considerations

## System-building

DCI plays well with other initiatives and will attempt to build a system to support them.



## DLT

There is no one right place to start, though establishing a district leadership is often done early in the process.



Open communication between CST members and the appointed district contact is a necessity.



## Communication

Tools are included to monitor progress and check for fidelity during implementation.



## Tools

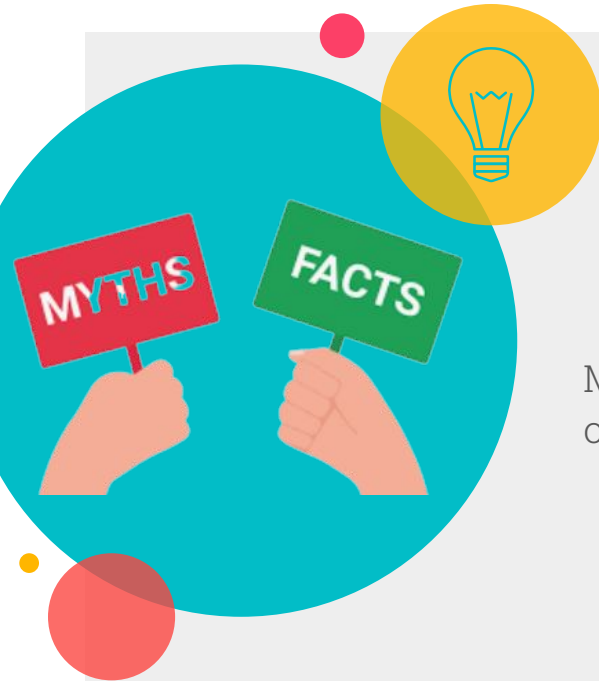


**FACTS**

**VS**

**MYTHS**



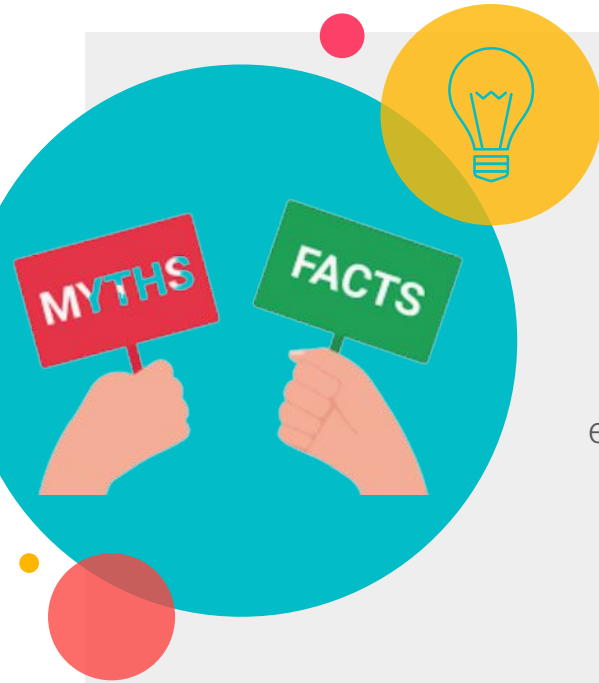
**Statement:**

My RPDC does most of their professional development for districts on PD days.

**Myth or Fact:****Response:**

Your RPDC can provide training on PD days, but the bulk of our work is done through ongoing training and coaching.

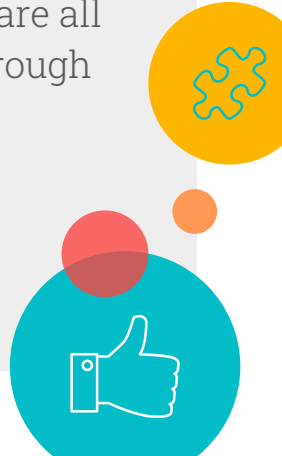


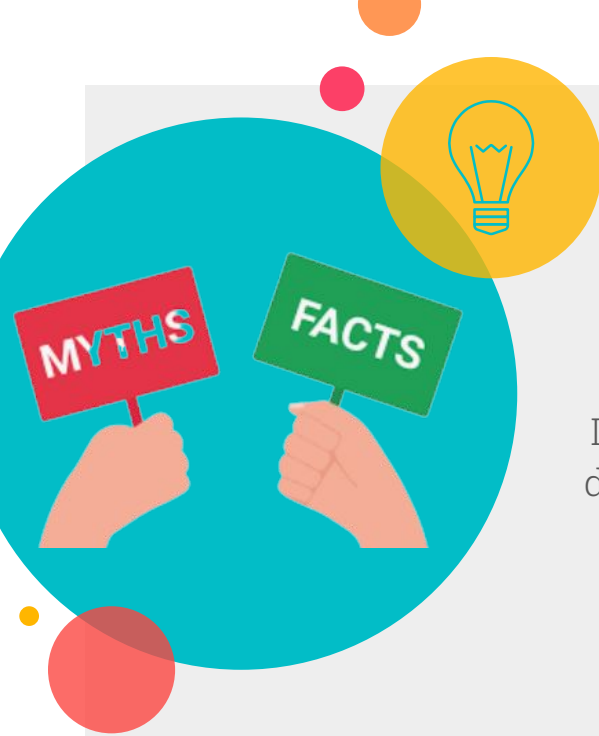
**Statement:**

I do not have enough PD funds to bring in my RPDC for my district or school.

**Myth or Fact:****Response:**

Many of the RPDC initiatives are free of charge. Math, literacy, and DCI consultants are all provided through grants.





### Statement:

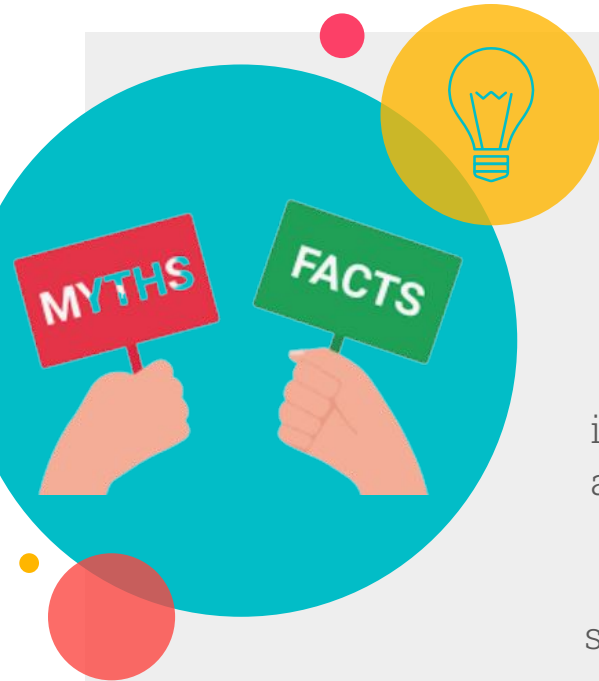
I am a small school district with limited funds. I can not afford the customized PD I want.

### Myth or Fact:



### Response:

You are not alone! Many surrounding districts have the same wants and needs. PD can be provided to multiple districts at the same time, by combining funds.

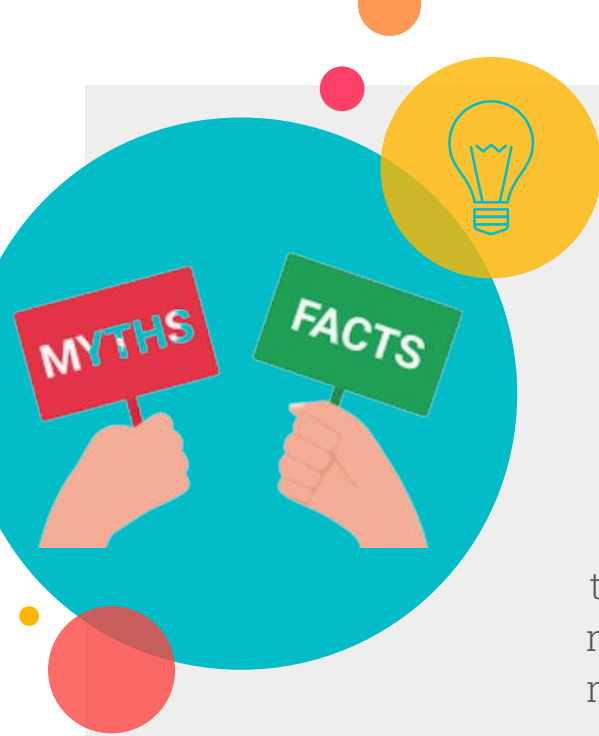
**Statement:**

I have many individual teachers and administrators that need support.  
My RPDC can't support individuals.

**Myth or Fact:****Response:**

Your RPDC can support individual teachers and leaders through a variety of free initiatives or the MTDS and MLDS programs.





### Statement:

My RPDC can provide strategies for “quick fixes” in the classroom, but I need an overhaul of my district systems.

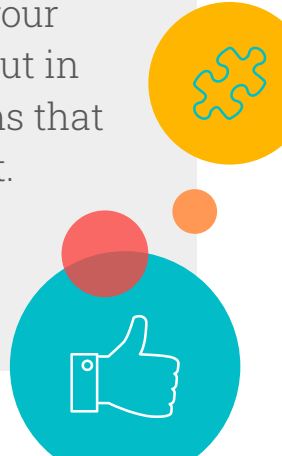
### Myth or Fact:



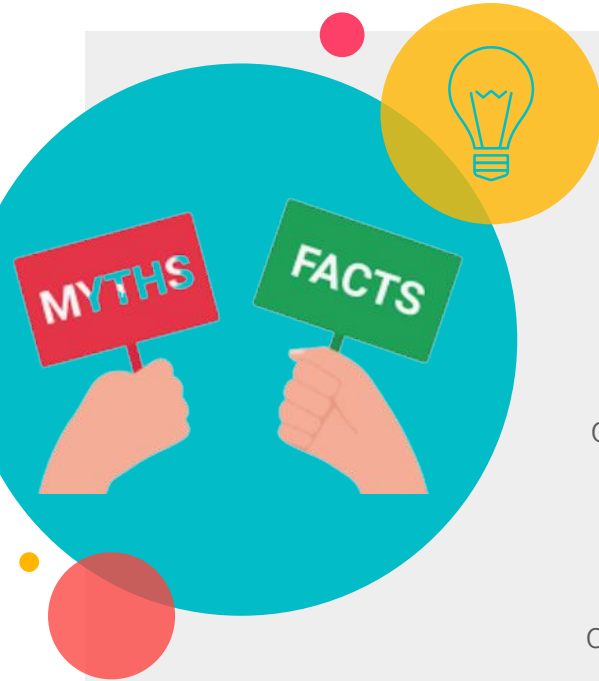
### Response:

The work of the District Continuous Improvement (DCI) grant does just that.

It allows your district to put in place systems that will last.





**Statement:**

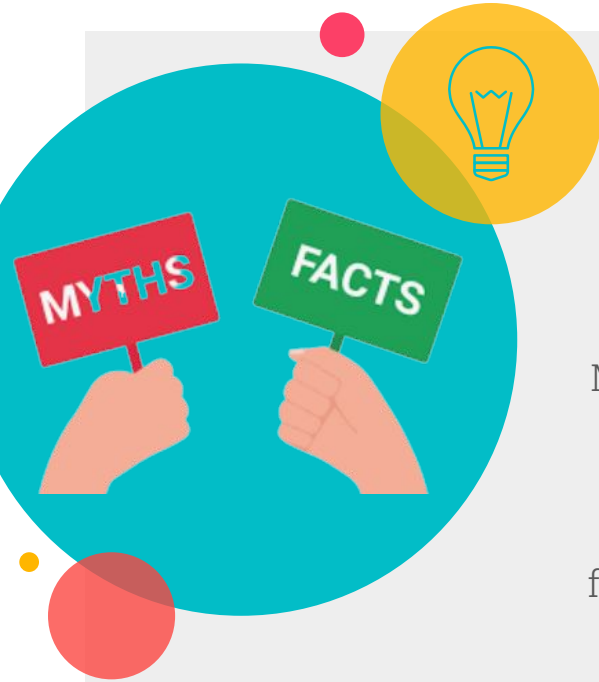
I had an RPDC consultant come to my district, and they were not a good fit with our culture. I don't want to use them again.

**Myth or Fact:****Response:**

Don't let one bad experience ruin the possibilities!!

Building relationships and finding consultants that fit your needs is part of the job.



**Statement:**

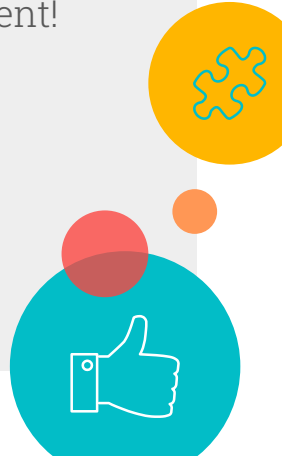
My RPDC can work with me to work through problems, solutions, create future plans, and be there for what I need.

**Myth or Fact:**

 **FACT**

**Response:**

We are here to help with all of your needs to improve student achievement!





# Missouri Leadership Academy / MLDS





[dese.mo.gov/educator-quality/educator-development/leadership-academy](https://dese.mo.gov/educator-quality/educator-development/leadership-academy)

# LA LEADERSHIP ACADEMY



**Register now to be part of the 38th class of Leadership Academy, which begins June 2023!**



Leadership Academy is part of the Missouri Leadership Development System (MLDS), which develops effective school leaders who:

- Engage with school and community
- Serve as catalysts for meaningful and productive change
- Recognize and develop excellent



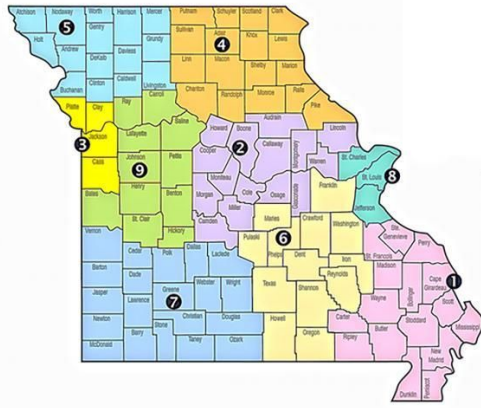


# Missouri Teacher Academy





# Missouri RPDCs



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