

MSIP 6 REMAINS UNDER DEVELOPMENT – INFORMATION IN THIS DOCUMENT IS SUBJECT TO CHANGE

MSIP 6 Overview

Overview

MSIP 6 is the state’s accountability system for reviewing and accrediting LEAs.

The MSIP system was established in 1990.

[MSIP 6 Standards and Indicators](#) were approved by the State Board of Education in February 2020.

MSIP 6 Standards and Indicators are divided into three sets:

- Continuous Improvement
- Performance Standards
- Best Practice

LEAs will be recognized for distinction in performance.

The Annual Performance Report will be calculated under MSIP 6. It is comprised of Performance and Continuous Improvement Standards.

2022 marks the beginning of the MSIP 6.

Each LEA will have an Improvement Review every 3 years by DESE.

Not all LEAs will have an Improvement Plan score in 2022 or 2023. Accreditation scores will be adjusted accordingly.

Performance Standards

Performance Standards for the APR will include:

- Status Achievement
(Standard EA1-Academic Achievement)
(Standard TL1-Equity & Access)
- Growth Achievement
(Standard EA1-Academic Achievement)
(Standard TL1-Equity & Access)
- Success Ready Students
(Standard TL1-Teaching & Learning)
- Graduation Rate
(Standard EA2-Equity & Access)
- Follow-Up Rate of Graduates
(Standard EA3-Equity & Access)

Scoring Breakdown	% of Performance Score	% of Overall Score
Achievement Status	40%	28%
Overall (All Students)	23%	16%
Student Groups	17%	12%
Achievement Growth	27%	20%
Overall (All Students)	17%	12%
Student Groups	10%	8%
Success Ready	15%	10%
Graduation Rate	15%	10%
Follow-Up	3%	2%
Total	100%	70%

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Continuous Improvement

The largest difference between MSIP 5 and MSIP 6 is signified by the Continuous Improvement Process and Cycle.

The included elements comprise the representation of the set of “daily life” inputs and activities an LEA takes on to continuously improve and support student growth and development.

The Continuous Improvement process will require DESE review of the following. Each LEA will receive an improvement planning review every 3 years by DESE.

- Strategic Planning Document
The CSIP is each LEA’s strategy, understanding of strengths and opportunities, and planning development that is relevant to their LEA and their students. DESE seeks to understand and evaluate these plans and this work.
- Climate and Culture Survey
The Climate and Culture survey is a representation of the LEA’s engagement with stakeholders. It must

include essential DESE questions.

- Response to Standards (Self-Study)
LEAs will reflect upon their current practices and data as compared to MSIP 6 standards and indicators.
- Components of Standard TL1 – Success Ready Students
See page 3.

Scoring Breakdown	% of Continuous Improvement	% of Overall Score
Improvement Planning	80%	24%
CSIP Plan	60%	18%
Self-Study	15%	4%
Survey	5%	2%
Success Ready	20%	6%
Total	100%	30%

Annual Performance Report

Four Levels of Accreditation

Accredited with Distinction
Full Accreditation
Provisionally Accredited
Unaccredited

2022 APR Release Provisions

- The performance score alone cannot correspond to a decline in accreditation rating, but can improve it.
- An LEA may decline in status due to a change in other criteria.
- 2022 will be reported on one year of data.
- The Continuous Improvement Cycle will be phased in under a 3-year cycle.

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Success Ready (Standard TL1)

What is Success Ready?

Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measurable improvement in the following areas:

- A. Students demonstrate readiness for school entry in alignment with the Missouri Early Learning Standards.
- B. Beginning in elementary school, students demonstrate regular school attendance.
- C. Beginning in elementary school, students demonstrate on-track performance through department-designed measures of literacy and numeracy.
- D. No later than eighth grade, students have developed Individual Career Academic Plans (ICAP) that are based on career exploration experiences.
- E. Beginning in middle school, students demonstrate collaboration, leadership, and communication skills through participation in curricular, co-curricular, extra-curricular, community-based activities or service learning.
- F. Students demonstrate work ethic and character.
- G. Beginning in high school, students demonstrate academic readiness by scoring proficient on at least two required End-of-Course Assessments.
- H. Beginning in high school, students may demonstrate employability skills through participation in Career and Technical Student Organizations (CTSO) and/or a Seal of Biliteracy.
- I. Students in high school progress through academic work on a schedule appropriate to graduate.
- J. Beginning in high school, students demonstrate postsecondary readiness through any of the following:
 1. A combination of a career readiness assessment score that meets the state standard combined with an Industry Recognized Credential (IRC) or Career and Technical Education Certificate (CTEC).
 2. A combination of a college readiness assessment and an IRC or CTEC.
 3. A combination of a college readiness assessment score that meets the states standard and advanced credit that meets the state standard.
 4. Successful completion of an advanced professional studies program, Registered Youth Apprenticeship, department-approved internship, or other department-approved work-connected experience.
 5. Participation in the Pre-Employment Transition Services Program through Vocational Rehabilitation.
 6. Confirmed postsecondary employment, college application, other postsecondary training, or military commitment.
 7. Completion of early college or associates degree or the CORE 42.
 8. Completion of stackable credentials.
 9. Other department-approved work readiness measures.

****Yellow highlights indicate the standard/indicator will be captured and measured within Continuous Improvement. All remaining TL1 standards/indicators would fall within the performance score and associated data.**

MSIP 6 Overview

Continuous School Improvement Plan (CSIP)

What will the Continuous School Improvement Plan look like?

The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.

- A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of and based upon a data-based needs assessment.
- B. The local board ensures that the CSIP focuses on the academic preparation and wellbeing of each student.
- C. The CSIP contains:
 - 1. Clear statements of mission and vision
 - 2. Limited number of focused goals and objectives
 - 3. Evidence-based action steps and strategies
 - 4. Timelines for implementation and monitoring
 - 5. Persons responsible for implementation and monitoring
 - 6. Funding sources
 - 7. Any other information needed to implement the plan
- C. The local board regularly monitors the implementation and outcomes of the CSIP.
- D. The CSIP guides the development and implementation of other plans (Building Improvement Plan, Professional Development Plan, Facilities Plan, etc.).

DESE will create a template that will be available for LEAs to utilize in the development of their Continuous School Improvement Plan. While many LEAs will choose to follow this template, others will develop their own format or continue to utilize a previously developed format.

Key Areas that will need to be addressed in the template will include the following:

- Leadership
- Effective Teaching and Learning
- Collaborative Climate and Culture
- Data Based Decision Making
- Alignment of Standards, Curriculum and Assessment
- Equity and Access

The Continuous School Improvement Plan will be reviewed every 3 years by DESE. A few examples of possible “look fors” are provided below:

- When was the CSIP approved/reviewed/revised by the BOE?
- Who were the members of the stakeholder group?
- How was the needs assessment utilized in the CSIP development?
- Was the climate/culture survey utilized CSIP development?
- Are the CSIP goals reflective of improved student outcomes and continuous school improvement?
- Who is responsible for monitoring and documenting the overall progress on each CSIP goal?
- Does the CSIP reflect the regular monitoring of performance data?

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