



Coordinator
Name Randy Barnes

Planning
Team Walter Garrett

Program Description

Summary Description of Program

Disaggregated Data reporting is a regular reporting of MSIP data results broken down by groups and has been interpreted to mean all aspects of the MSIP report from DESE. In 2013-14 a second report was added to include more in-depth analysis of the data. This report will include an in-depth analysis of each criterion in the MSIP report and suggest strategies for maximizing MSIP scoring.

Purpose or Mandate

The purpose of the Disaggregated Data reporting cycle is to inform the Board of Education on the results and implications of the MSIP report.

Which specific CSIP/MSIP goals does this Program support?

This program supports all of the objectives in Goal 1. Student Success.

Who are the Customers/Stakeholders?

- | | | | |
|--|------------------------------------|---|--|
| <input type="checkbox"/> Students | <input type="checkbox"/> Parents | <input checked="" type="checkbox"/> Staff | <input checked="" type="checkbox"/> Administrators |
| <input checked="" type="checkbox"/> Board of Education | <input type="checkbox"/> Taxpayers | <input type="checkbox"/> Other _____ | |

What are the Customer/Stakeholder requirements?

Customers require accurate data, analysis that addresses the needs of students and district accreditation and clear interpretation of the analysis.

What is this program expected to accomplish?

Disaggregated data reporting is expected to provide analysis of the MSIP report that can be used to improve student performance..

Briefly describe how this Program works

Data from the MSIP reporting cycle are broken down by different groupings and the tests scores are reported to the Board of Education in the beginning of the year following the assessment. In the second report, data are analyzed in more depth.

What resources (type and quantity) are required to execute this plan?

Resources required for this report include the supporting data files from DESE that accompany the MSIP report along with any data tools DESE provides. For this report, the EXCEL spreadsheet DESE provides which has the calculations for MSIP points is very useful.

Action Plan Summary

Budgeted Total Annual Costs: \$1,000
 20 hours x \$50/hour = \$1,000

Source(s) of Funds

Evaluation and Research budget

How many customers (students) are served by this program? 24,725
 All students served by SSD are impacted by SSD accreditation.

What is this program's cost per customer (student)? \$.04

Expected Cost-Effectiveness Comparison

No direct cost comparisons are available, but large school districts should have similar costs in terms of time and personnel.

Evaluation Plan Summary

Program Evaluation Authority

Disaggregated data reporting is required by the Board of Education.

Qualitative Measures - Evaluation questions to be used

- What are the major accomplishments or benefits of this program?
- How well did this program fulfill its purpose or mandate?
- What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?
- How well-aligned are the program's processes with the goals of the program?
- What is the level of deployment of this program's services?
- How should resources be changed to improve this program?
- How should goals be changed, added, or removed?
- Additional (if any)

Quantitative Measures - Evaluation questions to be used

- What is the status of the program's progress toward achieving its goals?
- What is the estimated actual benefit-cost or cost-effectiveness of this program?

Quantitative Measures – Criteria for Evaluation

Measure to be used	2014-2015 Target
All MSIP criteria scores	Continuation of District Accreditation



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Executive Summary

Increases in the following areas would yield a total of 80.7% of possible MSIP points which would lead to full accreditation without oversight by DESE.

Indicator	Percentage Increase	Gain in MSIP Points
1.1 English Language Arts	2.6%	4
1.2 Mathematics	3.6%	3
2.1 Subgroup ELA	1.7%	1
2.2 Subgroup Mathematics	3.5%	1
3.5-6 CCR placement	1%	2
4. Attendance	4.9%**	4
5. Graduation Rate (7 yr cohort)	3.8%***	4.5

** Attendance based on 1st semester would meet this target.

*** Graduation rate based on 2014 six year cohort and current students would meet this target.

Evaluation Summary

Introduction

This report makes projections of scores for each item on the Missouri School Improvement Program (MSIP) report which determines accreditation for Missouri school districts. These projections are based on the MSIP data for the last three years since points on the MSIP report are based on three year averages and annual progress towards achieving the goals.

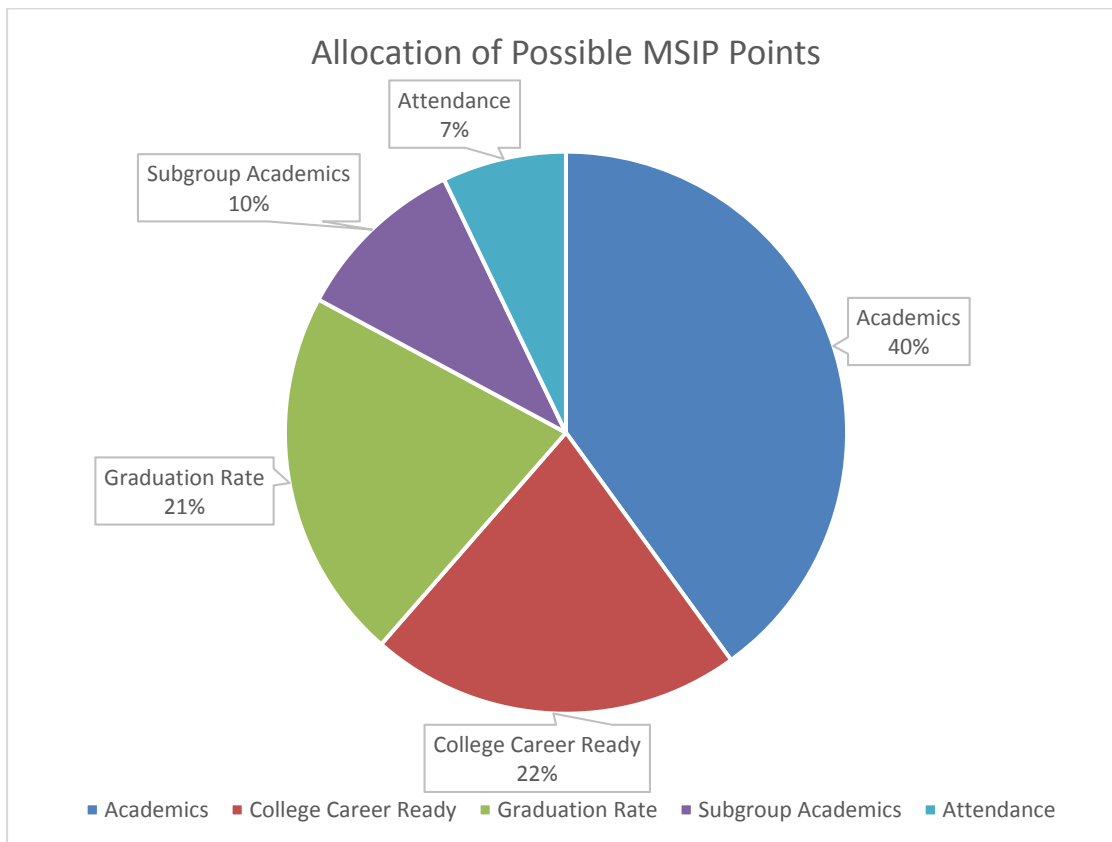
The method for identifying a projection was to identify the achievement level that would give the most MSIP points. Increases in achievement level of more than five percent were considered unlikely, and so were not included as a projection. In these cases the projection was equal to the 2014 scoring level. When an increase in five percent or less would lead to an increase in MSIP points, then that achievement level was selected as the projection. For each item in the report two tables will be included: (a) a table showing the points we would receive if we scored at the same level as in 2014 highlighted in yellow and (b) a table showing the projection for possible scoring based on a maximum of 5% increase in achievement level highlighted in green.

Purpose or Mandate

The purpose of the Disaggregated Data reporting cycle is to inform the Board of Education on the results and implications of the MSIP report.

Program Description

Disaggregated Data reporting is a regular presentation of MSIP data results broken down by groups to the Board of Education. In 2013-14 a second report was added to include more in depth analysis of the data. This report will include an in depth analysis of each criterion in the MSIP report and suggest strategies for maximizing MSIP scoring.



What were the major accomplishments or benefits of this program?

This analysis uses new data tools provided by DESE to make realistic estimates of MSIP scoring for each indicator. The benefit will be in enabling targeted and strategic action plans to maximize MSIP scoring.

How well did this program fulfill its purpose or mandate?

Inadequate
 Approaching Satisfactory
 Satisfactory
 Excellent

What factors made essential contributions (+/-) to this rating?

The MSIP 5 calculation worksheet provided by DESE allows scenario building to calculate the effect of different possible levels of achievement on each category. A projection of the most realistic target to give us the most points was made based on less than five percent change from 2014. These projections are identified in the charts below with a green background.

Growth points will not be estimated since they involve individual student results. Our calculations will only include improvement at the district level. Growth points are possible for categories 1 and 2 which might make SSD's overall score higher than the scenario we are projecting.

Evaluation Results

What is the status of the program's progress toward achieving its goals?

In the following section the projections of improvement were limited to scores that were less than 5% higher than the previous year. While increases above 5% are certainly possible, we did not include them in our projection of MSIP scores for 2015. Projected scores are highlighted in green and the overall projection of percent of MSIP scores for accreditation are based on the scores in green. In other words, if we are able to make up to 5% improvement in key areas we can calculate a final percentage of MSIP points for accreditation.

Goal 1: Calculate target for Category 1. Academic Achievement

Measurable Objective 1.1:	Calculate target for English Language Arts (ELA)	
Results: The area of English Language Arts offers one of the best opportunities to gain MSIP points. With a 2.6% increase in MPI* scores we would earn 4 additional points for 16 total.		
(a) Same MPI as 2014. MPI = 365.6		
Status pts	Progress pts	Total Pts
12	0	12
(b) Maximum points : MPI = 375		
Status pts	Progress pts	Total Pts
12	6	16*

Measurable Objective 1.2:	Calculate targets for Mathematics	
Results: Mathematics presents more a challenge for attaining additional points. With a 3.6% increase in MPI scores to 372 we would earn 3 additional points for 15 total.		
(a) Same MPI as 2014. MPI = 359		
Status pts	Progress pts	Total Pts
12	0	12
(b) Projection : MPI = 372		
Status pts	Progress pts	Total Pts
12	3	15

Measurable Objective 1.3:	Calculate targets for Science						
Results: Science scores are so strong that we could see a decline of 8.6% and still earn maximum points.							
(a) Same MPI as 2014. MPI = 359							
<table border="1"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">16</td> <td style="text-align: center;">0</td> <td style="text-align: center;">16</td> </tr> </tbody> </table>		Status pts	Progress pts	Total Pts	16	0	16
Status pts	Progress pts	Total Pts					
16	0	16					
(b) Projection: MPI = 359							
<table border="1"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">16</td> <td style="text-align: center;">0</td> <td style="text-align: center;">16</td> </tr> </tbody> </table>		Status pts	Progress pts	Total Pts	16	0	16
Status pts	Progress pts	Total Pts					
16	0	16					

Measurable Objective 1.4:	Calculate targets for Social Studies						
Results: In Social Studies, our MPI score has risen dramatically from 250 in 2013 to 309.5 in 2014. However, our three year average will still be very low so that it would take a 9.8% increase in MPI scores to 340 to gain additional points. Since this amount of increase almost twice our level for reasonably expected increase we are projecting the same points as 2014.							
(a) Same MPI as 2014. MPI = 309.5							
<table border="1"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> </tr> </tbody> </table>		Status pts	Progress pts	Total Pts	0	6	6
Status pts	Progress pts	Total Pts					
0	6	6					
(b) Projection : MPI = 309.5							
<table border="1"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> </tr> </tbody> </table>		Status pts	Progress pts	Total Pts	0	6	6
Status pts	Progress pts	Total Pts					
0	6	6					

Goal 2: Calculate target for Category 2. Subgroup Achievement

Subgroup scores represent the combined scores of students who are either in special education, eligible for free or reduced lunch, or are in an ethnic minority. These categories overlap significantly with the previous categories. These categories have fewer maximum possible points than the overall categories.

Measurable Objective 2.1:	Calculate targets for English Language Arts						
Results: We have the opportunity to pick up an additional point in subgroup ELA scores. With an increase of 1.7% we would be able to gain an additional point.							
(a) Same MPI as 2014. MPI = 364.9							
<table border="1"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> <td style="text-align: center;">3</td> </tr> </tbody> </table>		Status pts	Progress pts	Total Pts	3	0	3
Status pts	Progress pts	Total Pts					
3	0	3					
(b) Projection: MPI = 371							
<table border="1"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">4</td> </tr> </tbody> </table>		Status pts	Progress pts	Total Pts	3	1	4
Status pts	Progress pts	Total Pts					
3	1	4					

Measurable Objective 2.2:	Calculate targets for Mathematics	
Results: With an increase of 3.5% in the MPI score we could gain an additional MSIP point.		
(a) Same MPI as 2014. MPI = 359.4		
Status pts	Progress pts	Total Pts
3	0	3
(b) Projection : MPI = 372		
Status pts	Progress pts	Total Pts
3	1	4

Measurable Objective 2.3:	Calculate targets for Science	
Results: As with the overall category for Science above,1.3, we could earn the maximum score of 4 points even if our scores fell over 8%. We are projecting the same MPI as 2014.		
(a) Same MPI as 2014. MPI = 358.8		
Status pts	Progress pts	Total Pts
4	0	4
(a) Projection: MPI = 358.8		
Status pts	Progress pts	Total Pts
4	0	4

Measurable Objective 2.4:	Calculate targets for Social Studies	
Results: It would require an increase of over 12.3% in social studies to earn any extra points, so we are not projecting a change in score.		
(a) Same MPI as 2014. MPI = 307.1		
Status pts	Progress pts	Total Pts
0	1.5	1.5
(b) Projection: MPI = 307.1		
Status pts	Progress pts	Total Pts
0	1.5	1.5

Goal 3: Calculate target for Category 3. College and Career Ready (CCR)

Measurable Objective 1:	Calculate targets for 3.1-3 CCR ACT, SAT, COMPASS or ASVAB						
Results: This calculation is based on the percentage of graduating students who meet the state expectation on ACT, SAT, COMPASS or ASVAB*. It would require an increase of 27.8% to gain any additional points, so we are projecting the same points for 2015.							
(a) Same percent as 2014. 39%							
<table border="1"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>		Status pts	Progress pts	Total Pts	0	2	2
Status pts	Progress pts	Total Pts					
0	2	2					
(b) Projection: 39%							
<table border="1"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>		Status pts	Progress pts	Total Pts	0	2	2
Status pts	Progress pts	Total Pts					
0	2	2					

Measurable Objective 2:	Calculate targets for 3.4 CCR Advanced Placement (AP), International Baccalaureate (IB), Dual Credit, Technical Skills Assessment (TSA), Industry Recognized Certification (IRC) or Early College.						
Results: This calculation is based on the percentage of graduating students who meet the state expectation on Advanced Placement (AP), International Baccalaureate (IB), Dual Credit, Technical Skills Assessment (TSA), Industry Recognized Certification (IRC) or Early College. It would require an increase of 9.3% to gain any additional points, so we are projecting the same points for 2015.							
(a) Same percent as 2014. 41.8%							
<table border="1"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> </tbody> </table>		Status pts	Progress pts	Total Pts	6	2	8
Status pts	Progress pts	Total Pts					
6	2	8					
(b) Projection. 41.8%							
<table border="1"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> </tbody> </table>		Status pts	Progress pts	Total Pts	6	2	8
Status pts	Progress pts	Total Pts					
6	2	8					

Measurable Objective 3:	Calculate targets for 3.5-6 CCR Placement						
Results: Calculating the percentage for positive placement is based on placements that have already happened, but have not yet been reported. If when the reporting is completed the data show a 1% increase in positive placement that would yield a gain of 2 points.							
(a) Same percent as 2014. 79.7%							
<table border="1"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> </tbody> </table>		Status pts	Progress pts	Total Pts	6	2	8
Status pts	Progress pts	Total Pts					
6	2	8					
(b) Projection. 81.9%							
<table border="1"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">4</td> <td style="text-align: center;">10</td> </tr> </tbody> </table>		Status pts	Progress pts	Total Pts	6	4	10
Status pts	Progress pts	Total Pts					
6	4	10					

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Goal 4: Calculate target for Category 4. Attendance

Measurable Objective 1:	Calculate targets for proportional attendance.												
<p>Results: Calculations of proportional attendance include whether or not the student was in attendance over 90% of the time enrolled, and what percentage of the year the student was enrolled. A student who was only for half of the year would count only half as much as a student who was enrolled for the entire year. If our proportional attendance is the same as last year at 78% then we would receive no points. However, if we continue the attendance pattern from first semester of this year at 82.9% we would receive 4 points.</p> <p style="text-align: center;">(a) Same percent as 2014. 78%</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center; background-color: yellow;">0</td> </tr> </tbody> </table> <p style="text-align: center;">(b) First semester attendance 82.9%</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">4</td> <td style="text-align: center; background-color: lightgreen;">4</td> </tr> </tbody> </table>		Status pts	Progress pts	Total Pts	0	0	0	Status pts	Progress pts	Total Pts	0	4	4
Status pts	Progress pts	Total Pts											
0	0	0											
Status pts	Progress pts	Total Pts											
0	4	4											

Goal 5: Calculate targets for Category 5 Graduation Rate

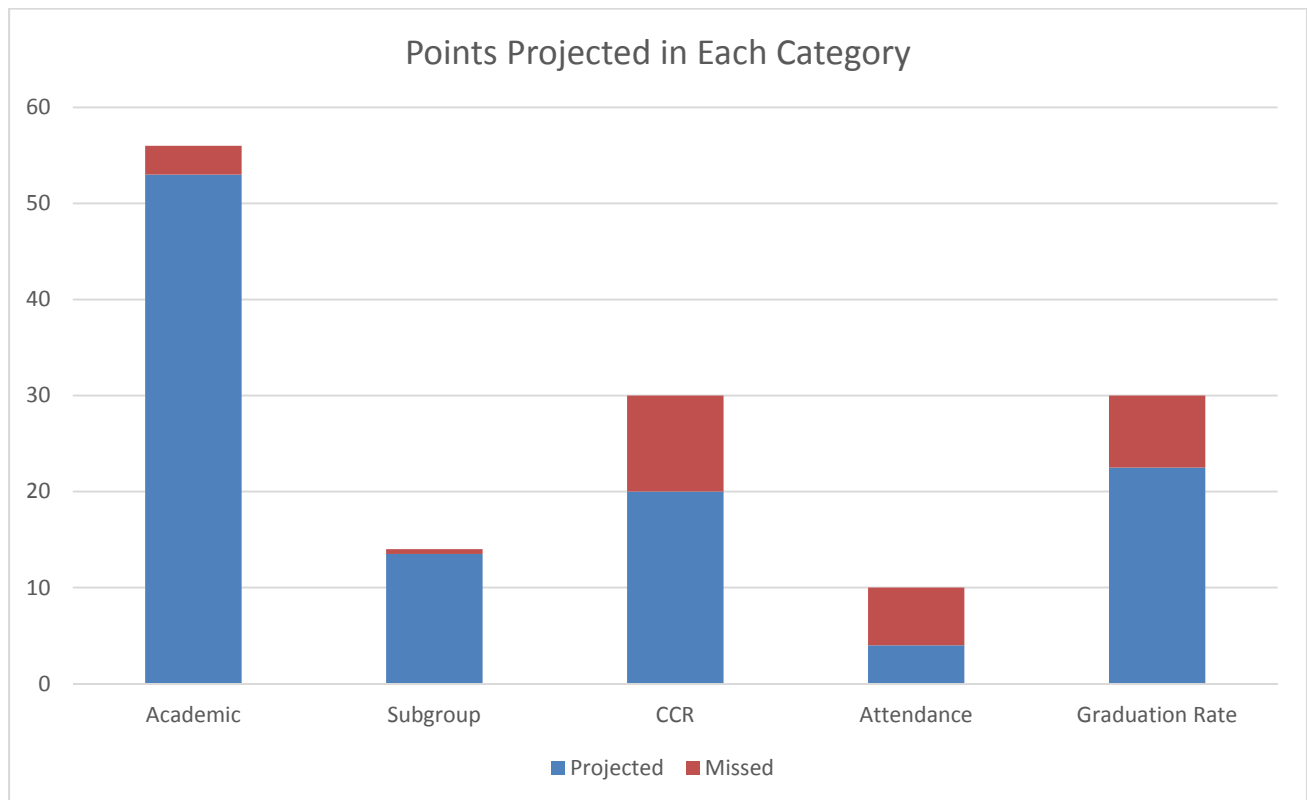
Measurable Objective 1:	Calculate targets for Graduation rate. (7 Year Cohort)												
<p>Results: The 7 year cohort graduation rate is based on students who entered 9th grade seven years ago plus any in that cohort who transferred in and minus any students who transferred out. If we have the same percentage of students as last year we will earn 18 points. However, based on the students who were in the six year cohort last year and those who are in our schools this year, we can predict that we will have an 84.9% graduation rate if all of the seven year seniors currently in our schools graduate. 84.9% would give us 22.5 points for an increase of 4.5 points.</p> <p style="text-align: center;">(a) Same percent as 2014. 80.1%</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">18</td> <td style="text-align: center;">0</td> <td style="text-align: center; background-color: yellow;">18</td> </tr> </tbody> </table> <p style="text-align: center;">(b) Estimate based on 6 year cohort 84.9%</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Status pts</th> <th>Progress pts</th> <th>Total Pts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">22.5</td> <td style="text-align: center;">0</td> <td style="text-align: center; background-color: lightgreen;">22.5</td> </tr> </tbody> </table>		Status pts	Progress pts	Total Pts	18	0	18	Status pts	Progress pts	Total Pts	22.5	0	22.5
Status pts	Progress pts	Total Pts											
18	0	18											
Status pts	Progress pts	Total Pts											
22.5	0	22.5											

Limitations of the projections

These projections do not take into account possible growth points that we receive when individual students exceed the expected growth trajectory based on past test scores. Growth calculations are based on the distribution of the test scores throughout the state which DESE does not make public. Because we are not including growth points we are estimating lower than will probably be the case. However, other factors may offset this effect.

Since SSD has traditionally had a high proportion of students taking the alternate MAP assessment (MAPA) and MAPA results have been higher than MAP results, SSD has had an inflationary benefit from MAPA scores. DESE has adopted the Dynamic Learning Maps (DLM) which will probably results in a more normal distribution, so that we will not get the benefit of the MAPA inflation. This change will probably bring academic scores down over time. At the time of this report it is not clear how DESE will calculate the academic scores for 2015 to include DLM. Also, the change to Smarter Balance Assessments are widely expected to result in lower test scores.

Summary projections



2014-2015 Projections (Scenario based on improvements less than 5%)		
ACADEMIC ACHIEVEMENT		
Points Possible	Points Projected	Standard 1
16	16	1.1 English Language Arts
16	15	1.2 Mathematics
16	16	1.3 Science
8	6	1.4 Social Studies
56	53	Total Points
SUBGROUP ACHIEVEMENT		
Points Possible	Points Projected	Standard 2
4	4	2.1 English Language Arts
4	4	2.2 Mathematics
4	4	2.3 Science
2	1.5	2.4 Social Studies
14	13.5	Total Points
COLLEGE AND CAREER READY		
Points Possible	Points Projected	Standard 3
10	2	3.1-3
10	8	3.4
10	10	3.5-6
30	20	Total Points
ATTENDANCE		
Points Possible	Points Projected	Standard 4
10	4	Attendance
10	4	Total Points
GRADUATION RATE		
Points Possible	Points Projected	Standard 5
30	22.5	Grad Rate
30	22.5	Total Points
Total Points		
Points Possible	Points Projected	
140	113	Total Points
	80.7%	Pct. Pts.

This projection would result in full accreditation of SSD without oversight.

What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

Strengths

- *This projection shows a reasonable path to full accreditation without oversight.*
- *Graduation rates are improving with the 7 year cohort*
- *First semester attendance rates indicate an improvement over last year.*
- *Growth points could improve our overall score.*

Opportunities/Weaknesses

- *Changes in the alternate assessment, DLM will probably result in lower academic scores.*
- *Adoption of the Smarter Balanced Assessment may depress academic scores.*

Action Plans

What specific actions are needed?

Short-term (within the next school year)

- English Language Arts and Mathematics are areas in which small improvements could result in significant gain in MSIP points. Targeting these areas especially in preparation for MAP testing is cost efficient in terms of instructional time to MSIP points.
- Efforts to maintain attendance at first semester levels could result in scoring points on attendance for the first time. If we can maintain student attendance we can earn points.
- Provide principals with logical targets for students in their building based on previous MAP scores and formative assessments.

Medium-term (1-2 years)

- Monitor the effects of DLM and Smarter Balanced assessments and provide DESE with evidence of any unfair implications for students with special needs.

Long-term (3 years and more)

- Work closely with DESE to establish reasonable measures of accountability in cases where the measures for other districts is not appropriate for our student population.

***Notes and Operational Defintions**

Status and Progress points may add up to more than the total points when the maximum possible points level is reached.

ACT, SAT and COMPASS refer to standardized assessments of college readiness.

ASVAB refers to the Armed Services Vocational Aptitude Battery used by the United States Armed Services to to determine qualification for enlistment.

CCR refers to the College and Career Readiness indicators on the MSIP report.

MPI refers to the Map Performance Index which is an indicator of student performance.