

MISSOURI



Adopted Revised Missouri Learning Standards in 2016

Missouri School Demographics

Total #Schools	2,420	
Total #Students	918,288	
Total #Black Students	151,159	16%
Total #Hispanic Students	49,192	5%
Total #Asian/Pac Islander	19,477	2%
Total #Two or More Races	22,340	2%
Total #White Students	672,129	73%
Total #Free and Reduced Lunch	456,566	50%
Total #ELL	27,355	3%
Total #Students with Disabilities	123,284	13%

In July 2014, Missouri Governor Jay Nixon signed into law [House Bill 1490](#), legislation requiring the review and update to the state's learning standards in English language arts (ELA), math, science and social studies. Missouri adopted Common Core State Standards in 2010 in ELA and math, but the passage of HB 1490 required the standards to be updated by Missouri parents and teachers.

The legislation specified a process by which groups, appointed by the legislature, governor and others, would propose recommendations for new standards. There were multiple groups at the elementary and secondary levels for each subject area. These groups worked independently to craft their recommended standards and were required to present their proposed standards in their individual subjects to the Missouri State Board of Education in October 2015.

Following the presentation to the State Board of the work group suggestions, the Missouri Department of Elementary and Secondary Education (the Department) began to review the suggested standards. The groups that created the standards worked separately, which led to a lack of alignment and commonality across grades and subject areas.

Beginning in the fall of 2015 the Department's curriculum directors were able to review the proposed standards. They took standards developed by the work groups and began to compare and contrast them with best practices throughout the country. The curriculum directors were able to enhance and improve the standards, developing more scope and sequence and creating more comprehensive guidelines.

In addition to the best practices review, Department staff held a series of public hearings and solicited feedback on the standards from educators and other stakeholders. They developed an online survey and sent out requests to professional groups seeking their feedback.

"We wanted to be transparent and inclusive in the process. We had a lot of work to do on the standards as a result of the comments," said Blaine Henningsen Assistant Commissioner, Office of College and Career Readiness. "One of the most frequent comments we received was the need to implement the new standards in a phased-in process."

Department staff presented their recommendations for new Missouri Learning Standards, and the State Board of Education approved them in April 2016. In response to feedback during the public input process the Department proposed a phased-in implementation process. School districts should begin work to develop and implement new curricula in the



2016-17 school year. Students will be assessed on new standards in ELA and math in 2017-18; new science assessments begin in the 2018-19 school year and new social studies assessments in the 2019-20 school year.

One of the biggest challenges has been the tight timeline in reviewing, revising and implementing the new Missouri Learning Standards. Originally, the plan was to approve the new standards in February 2016, but because the public comment was so overwhelming and the Department wanted to be responsive to the comments, the schedule was pushed back several months. The delay created pressure to get materials ready in time for the 2016-17 school year. The Department has developed a [webpage](#) that contains resources, including the standards and crosswalks, to help districts begin their transition.

The Department has begun providing professional development opportunities to local educators in order to assist with the implementation of the new college- and career-ready standards. In June 2016, they hosted 200 elementary educators in Jefferson City for a week. Teachers were able to choose sessions on the specific content areas, immersing themselves in implementation strategies and exploring in depth the new standards. In July 2016, 250 secondary educators were offered similar opportunities.

“It has forced us to reflect on what we’re doing here and how we’re trying to be partners with districts and not be the accountability police.” said Henningsen.

The response for professional development has been so great the Department has had to rethink how they deliver professional learning opportunities because they have had to turn away some teachers who wanted to participate in the weeklong

immersions. They are currently developing a series of workshops they will hold in various locations throughout the state in late summer and fall. The Department’s curriculum directors have developed a version that is more compact than the weeklong workshop that can be taken on the road, providing additional professional development opportunities throughout the state.

“This has really emphasized that we are here to support districts and listen to their feedback. We didn’t just hand them something and say ‘here you go,’” said Henningsen. “They have been very involved. It has forced us to reflect on what we’re doing here and how we’re trying to be partners with districts and not be the accountability police.”

Department staff say the main challenge has been balancing the changes to the various subject areas. In the future they plan to work with lawmakers to develop a review schedule that does not require all four subjects to be reviewed and revised simultaneously.



MISSOURI - DISTRICT



Liberty 53 Public School District

Liberty 53 Public School District

Suburban

K-12

19 Schools

12,319 Students

20% Free and Reduced

standards would be incorporated into the new Missouri State Learning Standards. They then prioritized the standards they wanted to focus on in their community, keying in on anchor standards as the work to review and revise state standards was being done.

The district administration, from the local board to building and teacher leaders, have abandoned a view that education is static, instead adopting a mindset that change is good, and that stopping, pausing and reflecting on what works, allows them to do what's right for the students they serve.

In Liberty 53 Public School District just outside of Kansas City, district leaders say Missouri's switch from the Common Core State Standards adopted to 2010, to a new set of state learning standards in 2015 did not derail their progress in implementing new learning standards. Superintendent Jeremy Tucker says historically the district has been known to embrace change and jump out front when it comes to experimentation and innovation of learning activities. The district administration, from the local board to building and teacher leaders, have abandoned a view that education is static, instead adopting a mindset that change is good, and that stopping, pausing and reflecting on what works, allows them to do what's right for the students they serve.

As the state debated a change in learning standards in 2014, leadership in the Liberty School District knew they would have to put some work on hold for implementing new learning standards. However, instead of simply stopping the implementation, they reviewed the state's existing college- and career-ready standards and decided that many of the same

In Liberty, they have framed their work around three key areas; necessary life skills students need to succeed after they leave the local school system, how standards and curriculum build on one another for the next grade level, and what local assessments need to be in place in order to measure how students are progressing and what changes need to be made in order to improve instruction.

"It all starts with a collaborative culture and environment. We really rely on teacher teams and teacher leaders to train and facilitate what it looks like in the classroom," said Tucker. "Allow grade level teams to be the leaders, identify the essential standards and then support them with professional development and leaning opportunities. Then work with them to generate the local assessments and what it looks like to master those standards."

In Liberty they say they have an advantage that many districts may not have in their regional partnerships. Liberty has worked with a number of other districts to partner together on professional development and professional learning



opportunities. They look at it from a regional approach, not simply what's best for Liberty students, but what is best for all students. Even as standards changed, they worked with other districts and regional professional development centers to continue providing professional development to staff based on anchor standards they felt would be included in the new Missouri Learning Standards.

Liberty staff provided feedback to the state as they went through the process of revising the state learning standards. It was important that local districts were able to make their voices heard and be involved in developing the new standards.

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Now that the new standards have been adopted, Liberty district staff are working with their state counterparts to implement the new learning standards with fidelity. Liberty staff have attended professional development meetings in Jefferson City as well as via webinar. This fall, they will also work with other districts on a regional professional development meeting in the northern Kansas City area.

“I can’t overemphasize the value that SEA connections give to our districts. They are a tremendous support for us and are what we want in an SEA,” said Tucker.

A tool that has been particularly helpful for Liberty staff has been the [crosswalks of the standards](#). It has allowed local educators to see

commonalities between previous standards, the Common Core and the new, revised Missouri Learning Standards.

“I can’t overemphasize the value that SEA connections give to our districts. They are a tremendous support for us and are what we want in an SEA,” said Tucker. “Having that public input and willingness to listen at the state level has been great. We continue to have help from them as we move forward and really dig into the new standards.”

In Liberty, they feel their culture of being willing to have conversations around doing things differently and embracing innovation has led to their success in working with new college- and career-ready standards. It’s not a top down change, but rather a collaborative effort where teacher leadership drives classroom instruction and each teacher is valued as an expert in improving instruction.

