



**2018 Application**  
 Performance Area:  
 Teaching, Learning & Assessment

Please complete all sections of this application form, save the file and email to [Training@msbanet.org](mailto:Training@msbanet.org) by 5:00 p.m. on Friday, March 9, 2018.

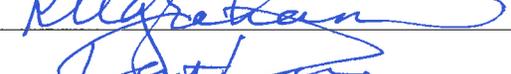
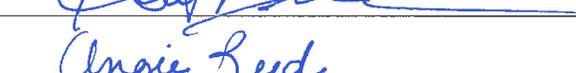
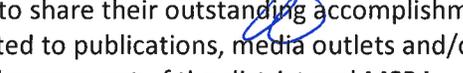
School District: Liberty 53 School District

Board President: David Evans President Daytime Phone: 816-591-6533

President Email: david.evans@lps53.org

**Names of and Titles Who Contributed to the Application:**

Board Members: AJ Byrd, Scott Connor, David Evans, Kim-Marie Graham, Kent Peterson, Angie Reed, Andy Roffmann; Dr. Jeremy Tucker, Superintendent; Beth Heide, Assistant Superintendent for Academic Services  
 We attest that this application has been completed and reviewed by the board members listed above and made with the knowledge and approval of at least a quorum of the board. We attest that the information provided in this application is true and accurate. **Signatures Required.**

Print Name:	Signature:
<u>A.J. Byrd</u>	
<u>D. Scott Connor</u>	
<u>David Evans</u>	
<u>Kim-Marie Graham</u>	
<u>Kent Peterson</u>	
<u>Angie Reed</u>	
<u>M. Andrew Roffmann</u>	

If selected as a winner, the Board of Education agrees to share their outstanding accomplishments through MSBA communication channels, including but not limited to publications, media outlets and/or presentations at meetings and conferences, on mutual agreement of the district and MSBA.

Yes  No

**Teaching, Learning & Assessment Criteria**

- 1. Current Comprehensive Curricula:** A current, comprehensive curricula is externally aligned with Missouri standards approved by the State Board of Education and internally aligned within and across grade levels and all subject areas. Current board policies support a systematic review, evaluation and revision of curricula that includes input from all stakeholder groups. All curricula are formally approved by the board. The board approved curricula are accessible to professional staff and communicated to parents/guardians. There is evidence of implementation of board approved curricula in all classrooms.
- 2. Strong Instructional Leadership and Effective Instruction:** Instructional leadership and instructional practices are based on evidence from a body of high quality research and demonstrate high expectations for all students. The board periodically reviews instructional leadership and instruction for effectiveness and impact on student performance. The board supports plans that proactively seek improved instructional leadership and effective instruction. There is evidence that improvement in instructional leadership and instruction has led to increased student performance.

**Current Comprehensive Curriculum:** Describe what occurred that is outstanding in the criteria area; the board’s role and/or actions that led to the accomplishment; and evidence that demonstrates the board’s practices are effective. **Be sure to address all areas in the description of the criteria.**

**Outstanding Practice(s)**

Liberty Public Schools identifies a vertically aligned curriculum that provides all students access to college and career opportunities as one of six key areas of focus in our Strategic Plan. To accomplish this goal, we utilize a research based curriculum development process, modeled after Larry Ainsworth’s research on **Identifying the Standards that Matter Most**. This process includes:

- Creating a model of essential standards to define scope/sequence K-12.
- Directly aligning to Missouri Learning Standards K-12 in core content.
- Ensuring electives use National, International and Trade Content Standards
- Our process is led by teachers, department heads, and a curriculum council for each content area. Content area curriculum councils and department heads meet to review, update, and revise curriculum based on Board-established LPS requirements.

LPS is a leader in the use of Open Educational Resources, created from our innovative and technology rich curriculum. In 2016, LPS hosted the nation’s first GoOpen Summit, designed to share curriculum to OER users across the country. LPS is one of only 3 GoOpen Ambassador districts in Missouri.

The Board-approved curricula are available to staff, parents, guardians and other stakeholders through the district’s website, as well as through Parent Teacher Conferences, Parent Information Nights, Proficiency Based Report Cards, and teacher/principal communication.

**Role of the Board of Education**

The Board of Education annually approves curriculum as well as reviews and approves the Curriculum Program Evaluation, which outlines the District review process. The Board further supports this process through ongoing review at monthly Board meetings and study sessions, and through financial support. Board members participate in biannual learning rounds offered at each school to experience the curriculum in action, such as the data team process, Visible Learning (based on the research of John Hattie), Project Based Learning and Project Lead The Way. The Board of Education also reviews district annual performance, including MAP, EOC, ACT, attendance, graduation rate and sub-group performance.

**Evidence of Success**

Evidence of implementation of Board approved curricula exist across all content areas and in all classrooms in LPS. Upon adoption of elementary and secondary curricula, teachers, department heads, and administrators operationalize the written, taught, and tested curriculum. The district’s learning management system houses curriculum and accompanying resources. Additionally, Open Education Resources courses are housed on a shared website so that all LPS faculty and staff may collaborate virtually on the 15 courses developed utilizing OER. The transition to OER has resulted in continued high performance in LPS. The District’s Annual Performance Score reflects continued success over time. LPS has an overall MSIP 5 score of 97.5% and earned a 100% score in the areas of Academic Achievement, College and Career Readiness, Attendance and Graduation. Additionally, the percentage of LPS graduates participating in remedial Math and Reading courses at the university level has declined. Joseph South from the The U.S. Department of Education Office of Education Technology recently stated “Liberty Public Schools is the poster child for sustainability for OER.

**Strong Instructional Leadership and Effective Instruction:** Describe what occurred that is outstanding in the criteria area; the board’s role and/or actions that led to the accomplishment; and evidence that demonstrates the board’s practices are effective. **Be sure to address all areas in the description of the criteria.**

### ***Outstanding Practice***

Innovation in instruction, through a technology enhanced curricular and instruction program, is a mission critical commitment in the LPS Strategic Plan. This is accomplished through a variety of means, including instructional leadership and instructional practices based on evidence from a body of high quality research and demonstrating high expectations for all students. Various forms of research are used to help guide and lead instructional practices, but John Hattie’s work on Visible Learning is instrumental in guiding our instructional practices. Innovation and Learning Coaches, Curriculum Council, and Heads of State help guide this work. The Professional Development Committee also approves and aligns district instructional Professional Development to best practices as seen in Visible Learning. Project Based Learning has also been widely adopted throughout the district, based on the research and findings of the Buck Institute. Learning rounds are conducted at each campus biannually and are open to leaders across the district, including Board members. Learning rounds focus attention on practices that support the district’s vision and priorities and offer an opportunity for leaders to observe and learn successful practices.

### ***Role of the Board of Education***

The Board reviews instructional leadership and instruction for effectiveness and impact on student performance through annual reports on assessment data, building data, and student growth and achievement. The Board has also encouraged the adoption of innovative, research based strategies that increase student engagement and achievement. Professional development for PBL training through the Buck Institute has been approved by the Board to increase the number of PBL trained educators. Visible Learning was Board approved and implemented in all of the schools. The Board has also approved the Network for Educator Evaluation, a research based process, as the standard for teacher evaluation and annually receives reports on the effectiveness and completion of the evaluation process and practice. As referenced previously, the Board participates in biannual learning rounds that take place at each campus in order to see the instruction taking place. The Board also reports out at monthly meetings about their experiences in the schools and their observations. Through learning rounds and participation as experts, on panels, and as judges, the Board has been directly involved in student learning experiences in the classroom that are a result of PBL training.

### ***Evidence of Success***

There is evidence that improvement in instructional leadership and instruction has led to increased student performance as monitored by data on Lexia, iReady, MAP, NWEA, ACT, and EOC’s, including a perfect score at EPIC elementary on the science MAP in 2017. Integration of technology into the curriculum is assessed annually through administration of the Clarity Brightbytes survey given to students, teachers, and parents. Survey areas include Curriculum, Infrastructure, Curriculum, Accessibility, Professional Development, and 21st Century Learning. In the area of Curriculum, all Liberty Public Schools CASE (Classroom, Access, Skills, Environment) scores were in the Proficient (1000-1099), AdvancED (1100-1199), and Exemplary (1200-1300) ranges. On the Gallup Student Poll, 80% of students indicate a positive perception of rigorous instruction in their classes. Professional Development opportunities for teachers have included training on Project Based Learning through the Buck Institute for Education. To date, approximately 70% of all teachers have participated in Project Based Learning training. As part of the AdvancEd certification process, 279 stakeholders were interviewed regarding their perspectives on LPS’ effectiveness and student performance. LPS exceeded performance levels in Quality of Learning as compared to the AdvancEd Network (AEN): (LPS = 4.00, AEN = 2.96.)

**Data-based Decision Making Regarding Instruction and Programming:** Describe what occurred that is outstanding in the criteria area; the board’s role and/or actions that led to the accomplishment; and evidence that demonstrates the board’s practices are effective. **Be sure to address all areas in the description of the criteria.**

### **Outstanding Practice**

Instructional programs and practices demonstrate alignment to the district’s priorities outlined in the strategic plan priority, Vertically Aligned Curriculum. The strategic plan is revised and updated annually to ensure continued progress toward increased achievement.

Decisions about programs are made after systematic collection and review of applicable and reliable data regarding the effectiveness of instructional programs and practices that will increase achievement in identified areas. For example, the AVID program will begin in 2018 at the high school level. This program was selected after a process of identifying a gap in sub-group performance, researching appropriate programs, visiting showcase/model schools, considering implementation needs at LPS, and assessing necessary professional development and focus areas. Progress will be monitored to ensure effectiveness.

Other programs that have been introduced after similar research and consideration include: Project Based Learning (PBL,) Equal Opportunity Schools, offering a Seal of Bi-Literacy for qualifying bilingual students, Visible Learning, and iReady Instruction

### **Role of the Board of Education**

The Board supports plans that proactively seek proven, research-based instructional programs and practices that will help close gaps in achievement, while also embracing innovation. The Board periodically reviews district programs and practices for effectiveness in achieving district priorities, including establishing a schedule for Program Evaluation for all departments in Academic Services and reviewing all completed evaluations.

### **Evidence of Success**

There is evidence of improvement in the district’s instructional programs and practices, as well as embracing innovation. EPiC Elementary is an Apple Distinguished School, one of only 3 such elementary schools in the state. We also have multiple Distinguished Project Lead The Way (PLTW) Schools: Lewis & Clark Elementary, Discovery Middle School, Liberty High School, and Liberty North High School. The school district has embarked on assessing the impact of classroom instructional strategies through John Hattie’s Visible Learning Assessment. Teachers and administrators utilize effect size calculations in analyzing data, personalizing learning, and ensuring learner agency. The Board reviews student performance and instructional programs annually through an analysis of Return on Investment (ROI). Specifically, using department evaluations and district academic measurements such as AP, ACT, EOC and MAP. Utilizing the Effective Learning Environments Observation Tool (ELEOT) through the AdvancED accreditation external review process, the school district exceeded performance levels in all categories as compared to the 32,000 institutions internationally that make up the AdvancED Network (AEN): Equitable Learning (LPS = 3.19, AEN = 2.69), High Expectations (LPS = 3.30, AEN = 2.80), Supportive Learning (LPS = 3.43, AEN = 3.05), Active Learning Progress Monitoring and Feedback (LPS = 3.37, AEN = 2.76), Well-Managed Learning (LPS = 3.51, AEN = 3.12), Digital Learning (LPS = 2.80, AEN = 1.86). On the April 2017, AdvancED Certification exit report, a highlighted Powerful Practice was “Liberty Public Schools supervision and evaluation processes result in improved professional practices, as leaders monitor and support instructional improvement ensuring student success.”

**Balanced and Comprehensive System of Student Assessment:** Describe what occurred that is outstanding in the criteria area; the board’s role and/or actions that led to the accomplishment; and evidence that demonstrates the board’s practices are effective. **Be sure to address all areas in the description of the criteria.**

**Outstanding Practice**

LPS’ National Assessments include PSAT, AP, ACT and SAT. Pre-ACT is required for all high school freshmen and sophomores and LPS continues to administer the ACT to all high school juniors. In 2016-2017, 880 students from the Class of 2019 from both Liberty North and Liberty High participated. Data from the PreACT are utilized in projecting student progression in meeting the College and Career Readiness standards. State Assessments include MAP, EOC, TSA, Certification Tests. Local Assessments include: iReady, NWEA, Lexia, Reflex Math, SRI. Data Teams conduct Common Formative Assessments and Benchmark Assessments. Additionally, Individual Remedial and Enrichment MTSS/RTI (Multi-tiered System of Support/Response to Intervention) is conducted for students not meeting benchmarks. Data Teams also work to identify and individually meet the learning targets of students.

Over the last seven years, all LPS students in grades 1-8 were given the iReady online diagnostic in the areas of Reading and Math. iReady Diagnostic adapts to each student, providing questions at the most appropriate level of challenge, depending on students’ answers to previous questions. By adapting across grades K–12, iReady Diagnostic helps educators understand the root causes behind student challenges and to adjust instruction to individual student needs.

Interim review of performance includes Lexia, iReady, and NWEA. Disaggregated building data is compiled using Pugh Research method, allowing us to compare performance to similarly sized schools with comparable characteristics, including urbanicity, demographics, socio-economic factors.

Disaggregated student performance data is communicated in ways that are clear and meaningful for all stakeholders, such as through the District Assessment Website, Coffee with the Community, and Newsletters. Student level MAP results are mailed home to all students, pre-ACT is given and sent home to all freshmen and sophomores, EOC data and iReady scores are sent home to all students.

**Role of the Board of Education**

The Board periodically reviews the effectiveness of the student assessment system and clarity of the communication of student performance data. The Board supports plans that proactively seek improved assessment practices to improve instruction and student performance and approve financial resources to adopt and/or continue effective assessment programs. The Board also receives multiple scheduled reports on effectiveness of assessment including the Assessment Program Evaluation, Board of Education Annual Performance Report, Annual Superintendent State of the District Report, Annual College and Career Board Report, Coffee with the Community Academic Services Report, Annual Special Education State of the District Report and the Annual Assessment Overview. The Board of Education supports the continued administration of the ACT for all high school students. Additionally, the Board approved the administration of the PreACT in Liberty Public Schools for the first time in 2016-2017.

**Evidence of Success**

Use of interim assessments throughout the year in Mathematics, English Language Arts, and Science have resulted in 62.2% of students scoring Proficient or Advanced in Mathematics (Grades 3-8), 75.1% of students scoring Proficient or AdvancED in English Language Arts (Grades 3-8), and 64.3% of students scoring Proficient or AdvancED in Science (Grades 3 & 8). End of Course performance data reflects a high percentage of students scoring at the Proficient or AdvancED levels: EOC Algebra 1 = 71.7%, EOC Algebra II 87.2%, EOC Government 76.9%, EOC English II 83.1%, and EOC Biology = 65.6%. During the 2016-2017 school year, 820 students participated in ACT testing. Performance on the ACT has resulted in 26% of the LPS Class of 2017 meeting all four ACT College Readiness Benchmark Scores. Additionally, 57% of the LPS graduate students in the cohort reported taking courses that would be considered “Core or More.” Data shows that 49% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were deemed college ready and 45% of students who took at least three years of science coursework were college ready. Both Liberty North and Liberty High Schools ACT Composite scores exceeded the state average. As part of the AdvanceEd certification process, 279 stakeholders were interviewed regarding their perspectives on LPS’ effectiveness and student performance. LPS exceeded performance levels on Assessment Quality and Test Administration as compared to the AdvanceED Network (AEN): (LPS = 4.0 on both categories, AEN: Assessment Quality=3.33, Test Administration=3.52).

**Access to Educational Programming and Resources:** Describe what occurred that is outstanding in the criteria area; the board’s role and/or actions that led to the accomplishment; and evidence that demonstrates the board’s practices are effective. **Be sure to address all areas in the description of the criteria.**

**Outstanding Practice**

All student populations are provided access to educational programming and resources determined by their individual needs through Data Team analysis, iReady, Lexia, Instructional Coaches, and various instructional tools and resources. Recent updates to course access include Spanish for Heritage speakers, PLTW courses, increased course offerings to align to Mid America Regional Council competencies and Common Sector Competencies for 21st Century standards, and electives aligned to national, international and trade content standards.

There is a focus on closing achievement gaps by using data to improve practices and provide targeted programs, interventions, or supports to sub-group populations, including differentiated instruction, RTI (Response to Intervention,) AVID (Advancement via Individual Determination,) EOS (Equal Opportunity Schools.)

LPS participates in Northland CAPS, giving high school students opportunities to attend profession-based learning where they are fully immersed in the business community, treated as professionals and participate in real projects, using industry standard tools with real business partners.

Secondary schools have implemented WIN (What I Need) time that allows students structured time to choose how to best meet their individual learning needs, whether with additional study, practice or individualized instruction, a seminar or other activity.

LPS is integrating the arts into its curriculum so that all students have access to arts as part of the Partners in Education program affiliated with the John F. Kennedy Center for the Performing Arts. As a result, students are improving their critical thinking, collaboration, communications and creativity skills. Teachers are combining arts with core Missouri and Art Standards which is helping students succeed academically.

**Role of the Board of Education**

The Board reviews and evaluates the access to and effectiveness of educational programming and resources for all students according to their instructional needs. The Board supports plans that proactively seek improved access and effectiveness of educational programming, including approving financial resources to support programs. The Board has prioritized continued funding of the Fine Arts programs, including a dedicated Fine Arts Director.

**Evidence of Success**

During the 2016-2017 school year, LPS students were offered the opportunity to earn college credit in 18 AdvancED Placement (AP) classes and 24 Dual Credit (DC) classes at both Liberty High School and Liberty North High School. The AP courses account for 393 AP exams taken by 273 students at LNHS and 290 AP exams taken by 196 students at LHS. Over 70% of all AP examinees at LNHS earned a score of 3+, compared to the Missouri average of 63.0%. In total, 95 students were recognized in the AP scholars program with an average score of 3.5 on all exams. Numerous students attained the AP Scholars with Honors (23), Distinction (18), or National AP Scholars (2) awards. As part of the AdvanceEd certification process, 279 stakeholders were interviewed regarding their perspectives on LPS’ effectiveness and student performance. LPS exceeded performance levels in the category of Equitable Learning categories as compared to the AdvanceED Network (AEN): LPS = 3.0, AEN = 2.54. Participation in the NCAPS program has increased from 75 students at the program’s inception to 100 students in this school year.

**Application Process:** describe the process the board used to complete the application so as to ensure participation of board members in the application process. Include information on the board's process for deciding to apply for the award; how board members contributed ideas for the content of the application; board member involvement in the drafting of the application; and board approval of the final application to be submitted to MSBA.

The Board discussed the application at a regularly scheduled Study Session and made the decision to seek the award. During that meeting we reviewed the categories and selected the category of Teaching, Learning and Assessment Criteria. Two board members offered to lead the application process and facilitate further discussion at a subsequent study session. District Administrators created an outline of curriculum data points that they felt would be helpful. The two board members leading the process, met with the superintendent, and further outlined appropriate data points along with additional context and created a first draft of the application. The full board reviewed the first draft at a study session. The draft was revised to include feedback and input from the full board. Multiple district administrators double checked the draft for clarity and accuracy. The final draft was reviewed by the board and superintendent before being submitted.