

Alternate 2025 Annual Performance Report (APR) Draft

In [August 2023](#), the State Board of Education approved a State School Innovation Waiver Plan for twenty (20) local education agencies (LEAs) that are members of the Success-Ready Students Network (SRSN). One aspect of the waiver allows these LEAs to draft an alternative to DESE's current MSIP 6 APR, over a period of three years. The Department's 2025 APR release includes the first of these drafts. As part of the 2025 alternate APR draft, each of these 20 LEAs has created a descriptive dashboard that blends performance data with narrative content to explain results in detail. These alternate APRs are designed to provide a view of LEA performance in the context of personalized learning and competency-based education. Visit their dashboards at the links below.

[Afton 101](#)

[Belton 124*](#)

[Branson R-IV](#)

[Cassville R-IV](#)

[Center 58](#)

[Confluence Academies](#)

[Fayette R-III](#)

[Ferguson-Florissant R-II](#)

[Grandview C-4](#)

[Hazelwood](#)

[Jackson R-II](#)

[Jennings](#)

[Kearney R-I](#)

[Kirkwood R-VII](#)

[Ladue](#)

[Lebanon R-III](#)

[Lee's Summit R-VII](#)

[Lewis Co. C-1](#)

[Liberty 53](#)

[Lindbergh Schools](#)

[Lonedell R-14](#)

[Maplewood Richmond Heights](#)

[Mehlville R-IX](#)

[Neosho School District](#)

[Ozark R-VI](#)

[Park Hill*](#)

[Parkway C-2](#)

[Pattonville R-III](#)

[Raymore-Peculiar R-II](#)

[Ritenour](#)

[Sedalia 200](#)

[Shell Knob 78](#)

[Ste. Genevieve Co. R-II](#)

[Taneyville R-II*](#)

[Washington](#)

[Waynesville R-VI](#)

[Webb City R-VII](#)

The development of alternate APRs is only one element of the School Innovation Waiver Plan approved for these 20 LEAs. The plan is focused on developing personalized learning systems that support real-world learning throughout the Pre-K-12 experience.

The 2025 alternate APR draft will be revised each year during the three-year period. The alternative APR drafts must contain the following:

- metrics for each of the MSIP 6 standards/indicators required to be evaluated;
- methodology for combining the metrics into an overall evaluation at the building and LEA level; and
- process for using the overall evaluation to classify districts as specified by 5 CSR 20-100.125.

Descriptive Accountability Systems

Descriptive accountability systems aim to engage local stakeholders by presenting information that tells the LEA's continuous improvement story and outlines how the LEA supports every student's readiness for high school, college, career, and workplace. This type of accountability system may include:

- **Quantitative Data:** Charts, graphs, or tables showcasing student performance metrics, graduation rates, or attendance figures from the LEA's data dashboard.
- **Qualitative Evidence:** Documents like curriculum plans, teacher evaluations, or student surveys that provide a more descriptive picture of the LEA's practices and their impact.
- **Multimedia:** Videos showcasing successful teaching strategies, student presentations, or school events.
- **Survey Data:** Data from a Competency-Based Survey Instrument Report may be used to indicate areas of growth at the administrator, teacher, and student levels.
- **Narrative:** A brief explanation that supports the understanding of the connections between data and other elements in the accountability system.