Every Student Succeeds Act

Missouri's Consolidated State Plan

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

January 16, 2018

Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

U.S. Department of Education
Issued: March 2017

OMB Number: 1810-0576
Expiration Date: September 30, 2017

Missouri Department of Elementary and Secondary Education

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017; or**
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

Alternative Template

If an SEA does not use this template, it must:

1. Include the information on the Cover Sheet;
2. Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3. Indicate that the SEA worked through CCSSO in developing its own template; and
4. Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

[1]Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures

SEA Contact (Name and Position): Stacey Preis Deputy Commissioner, Division of Learning Services	Telephone: 573-751-3563
Mailing Address: 205 Jefferson Street P.O. Box 480 Jefferson City, MO 65102-0480	Email Address: Stacey.Preis@dese.mo.gov

By signing this document, I assure that:
To the best of my knowledge and belief, all information and data included in this plan are true and correct.

The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.

Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.

Authorized SEA Representative (Printed Name) Roger Dorson, Interim Commissioner of Education	Telephone: 573-751-4446
Signature of Authorized SEA Representative (b)(6)	Date: January 16, 2018
Governor (Printed Name)	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children
- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

Introduction

Missouri's Commitment: Ensuring Equitable Access to Opportunity

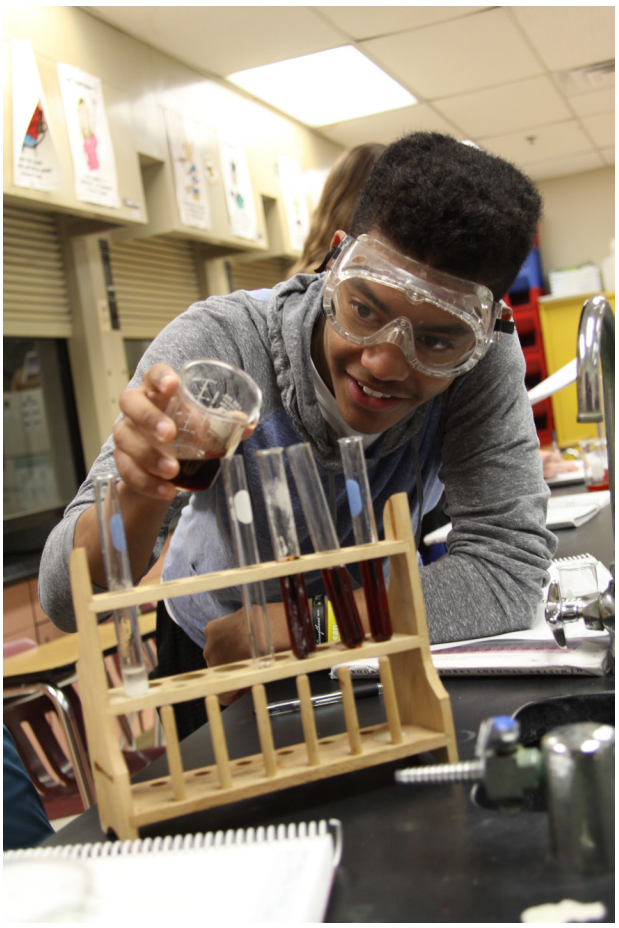
The Missouri State Board of Education and the Missouri Department of Elementary and Secondary Education (MO-DESE) are dedicated to ensuring that all children have equitable access to opportunities that prepare them for success in school and in life.

Our priority goal is for all Missouri students to graduate college and career ready. Three key strategic priorities support this goal:

- **Access, Opportunity, Equity** – Best practices and quality programs must be available to every child from preschool through postsecondary to provide students with a broad range of opportunities leading to success.
- **Effective Teachers and Leaders** – All educators must receive support throughout their career to ensure an effective teacher in every classroom and an effective leader in every school.
- **Efficiency and Effectiveness** – MO-DESE must implement effective programming and efficient business operations, as well as support agency and individual employee growth, to ensure the agency exemplifies an environment of continuous improvement.

Missouri Department of Elementary and Secondary Education

Missouri's focus on equitable opportunities for all children includes learning opportunities spanning their educational careers from Parents as Teachers programs available in every school district through access to advanced courses and career and technical education in high school.



Missouri's school districts and charter schools represent a wide array of student needs. The 518 school districts and 38 charter schools range in enrollment from 23 students to 25,670 students, enrolling a total of over 900,000 students in preschool through grade 12. The top languages spoken by our English learners include Spanish, Arabic, Vietnamese, Bosnian and Swahili. One in every eight students in Missouri has an Individual Education Plan (IEP). Student mobility affects continuity of learning in many of our communities. The average mobility rate for the state is 23.3 percent; the highest mobility rate of any district is 73.9 percent.

MO-DESE's goals support all children in all school districts and charter schools, while targeting resources to those areas with the greatest need and where access to opportunities is a continual challenge.

School Improvement

The Missouri School Improvement Program (MSIP) is MO-DESE's process for distinguishing the performance of districts in valid, accurate and meaningful ways. MSIP was first introduced in 1990 and is currently in its fifth revised iteration. The goal of the system is to promote continuous improvement in the public school districts of the state. Missouri has a dual responsibility for the quality of education provided to its citizens. First, it must ensure that all school districts and charter schools meet certain minimum standards. Second, it has a responsibility to see that the Local Education Agencies (LEAs) continue to strive for excellence in preparing students for an increasingly competitive world.

MSIP has been the foundation of Missouri school improvement for more than two decades. With each new cycle, stakeholders from across the state have worked to identify and revise metrics that reflect Missouri's priorities and measure school quality and student learning. In the current version, MSIP 5, school districts and charter schools receive Annual Performance Reports (APRs) based on student data in five categories: academic achievement, subgroup academic achievement, attendance, college-and-career readiness and graduation rate. (For Missouri's 88 K-8 LEAs, high school readiness is used in place of graduation rate and college-and-career readiness.) The academic achievement metrics for both the full population and the subgroup include status, growth and progress. Attendance is measured on the "90/90" principle: 90 percent of the students must be in attendance 90 percent of the time. The college-and-career readiness measures include multiple opportunities for students to demonstrate they are prepared for postsecondary success, including earning qualifying scores on AP or IB courses, dual credit, or industry-recognized credentials. In addition, each LEA submits 180-day follow-up data on their graduates.

Missouri Department of Elementary and Secondary Education

MO-DESE provides support and resources to LEAs through the MSIP: Support and Intervention Plan. This plan takes a differentiated approach to state support based on student needs and LEA performance. Resources and tools are provided to LEAs online, and MO-DESE directs technical support where it is most needed using these resources and tools. The following principles are central to the development of this plan:

- A focus on children and families
- High expectations for all students
- Access to high-quality schools for every child
- Solutions to meet the needs of each LEA and community
- Early intervention and prevention

1. A focus on children and families
2. High expectations for all students
3. Access to high-quality schools for every child
4. Solutions to meet the needs of each LEA and community
5. Early intervention and prevention

The instructional improvements in the MSIP: Support and Intervention Plan are based in John Hattie's meta-analyses of research on instructional strategies and classroom conditions with the most impact on student achievement.[2] By identifying high-impact strategies, we can more efficiently and effectively direct resources and support where they are most needed.

[2]Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge.
Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY: Routledge.

Missouri Department of Elementary and Secondary Education

Missouri's Statewide System of Support (SSOS) is the primary mechanism employed by MO-DESE to hold LEAs and schools accountable for achievement. The SSOS further provides differentiated recognition, accountability and support to all LEAs. This statewide system includes 11 Area Supervisors of Instruction (ASIs), plus two assigned to charter public schools, and additional instructional improvement specialists who support schools identified for Comprehensive Support and Improvement. These supervisors and specialists work in collaboration with regional educational service agencies.

It is through the SSOS that schools receive targeted technical assistance in developing and implementing accountability plans. The SSOS allows for MO-DESE to focus its efforts on LEAs with the most need, while also providing a standard level of support and accountability to all LEAs and schools. The SSOS framework ensures all students, schools and LEAs are receiving the necessary support appropriate to their needs.

The SSOS includes site visits to

- promote and develop the school's responsiveness to internal accountability;
- monitor and document indicators of progress pertinent to the LEA and/or building plans;
- gather data specific to the school;
- identify promising practices; and
- provide specific and timely feedback to the principal and other turnaround staff.

The SSOS will assist in the development of a timeline for improvement and the planning of high-quality, evidence-based professional development focusing on strategic instructional strategies that will result in increased academic achievement.

Educator Quality

Central to any school improvement plan are highly effective teachers and building leaders. MO-DESE's goal is for every classroom to have an effective teacher and every school an effective leader. Missouri's Educator Equity Plan, approved by the U.S. Department of Education in September 2015, outlines several strategies for achieving educator equity, including Grow Your Own plans and approaches to recruiting and retaining excellent educators in rural and urban settings.

Stakeholders from numerous education organizations are partners in MO-DESE's Educator Equity Plan. Using Missouri data on teacher shortages, future supply from Educator Preparation Programs, attrition and qualifications, the equity collaborative has identified gaps and their root causes and formulated strategies accordingly.

In addition, MO-DESE's vision for educator quality includes effective leaders in every school and LEA. This year, Missouri launched the first cohort of leaders participating in the Missouri Leadership Development System (MLDS), a multi-year effort to align and streamline various leadership programs into one continuous professional development system that will support school leaders in each phase of their careers.

MISSOURI'S ESSA CONSOLIDATED STATE PLAN

The Every Student Succeeds Act (ESSA) reinforces our fundamental belief that ALL children means ALL children, and Missouri's ESSA plan details specific strategies and initiatives MO-DESE uses to serve all our children.

In September and October 2016, MO-DESE hosted nine, open-invitation regional meetings throughout the state that were attended by more than 1,000 people.[1] The goal was to engage Missourians in reflecting on education priorities for the state in anticipation of the upcoming revision of MSIP and the development of the Missouri ESSA Consolidated State Plan.

Participants included parents, students, educators, legislators, school board members, higher education faculty, and business and community leaders. Working in small groups, participants were asked to respond to the following questions:

- What does student success look like to you?
- What do school communities need to do to prepare students for success after graduation?
- How will you know Missouri schools have been effective in preparing students for success after graduation?
- What matters most in Missouri public education?

While the responses reflected a wide variety of perspectives, central themes emerged. Individualized learning needs, problem-based learning and access to opportunities were noted as academic priorities. However, in all of the meetings, there was a clear sense of the importance of education in a larger societal context. Participants spoke to economic growth, engaged citizens and thriving communities as evidence of the effectiveness of public education.

Missouri's ESSA Consolidated State Plan is a component of and complement to our overall state plan under MSIP. MO-DESE is committed to the success of all children and stands ready to assist educators and school leaders in developing and sustaining strong LEAs and schools. Missouri's children deserve high-quality educational opportunities that will prepare them for a successful future.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Understanding that the purpose of Title I, Part A of the Every Student Succeeds Act is to ensure that all students have a significant opportunity to have a fair and equitable, high-quality education and to close educational achievement gaps, MO-DESE provides the following information relative to this title. First, Missouri has had academic and performance standards since 1986. Core-content academic standards for some, but not all, subjects underwent revision from 2014 through 2015, prior to the directive in ESSA. School improvement standards are currently under revision as a part of the Missouri School Improvement Program (MSIP) update. Second, new assessments aligned to the recently adopted standards are being implemented on a phased-in basis beginning with the 2017-18 school year. While MSIP is often seen primarily as

[1] An online survey of the questions from the regional meeting was made available on the MO-DESE website for anyone who could not attend but wished to comment.

a tool for district accreditation, the ancillary reports provide summary analysis of achievement data for all students, subgroups and super-subgroups for LEAs and schools. These reports can and do drive improvement for all students, helping to close educational achievement gaps. These two actions and the process of annual review under MSIP are closely aligned to the purposes of Title I, Part A.

1. Challenging State Academic Standards and Assessments *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)*[2]

2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4))*:
   - Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
     ☒ Yes
     ☐ No

   - If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
     a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
     b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
     c. In high school:
        1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
        2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
        3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

     ☒ Yes
     ☐ No

[2] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

MO-DESE will continue its implementation of its "right test, right time" administration of End-of-Course (EOC) assessments, particularly in the area of mathematics.

MO-DESE's plan encourages LEAs to offer students access to courses that prepare them for college and a career, and similarly to offer elementary students access to courses that prepare them for high school. For many students, an accelerated course pattern is optimal because it keeps them engaged in rigorous content. Further, this approach provides subsequent flexibility in high school schedules for advanced mathematics and/or advanced career and technical opportunities. It is imperative that students be provided the opportunity to move into the advanced content once individual readiness has been established.

MO-DESE will implement the process outlined in the partially approved Waiver (December 2017). The following will be used for accountability purposes:

- Proficient Algebra I in middle school + Algebra II in high school
- Proficient Algebra I and Geometry in middle school + Algebra II in high school
- Proficient Algebra I, Geometry and Algebra II in middle school + plan from LEA that includes advanced math content and a more advanced, state-administered mathematics End-of-Course (EOC) or nationally recognized high school mathematics assessment that meets the requirements in 34 C.F.R. 200.3(d).

For accountability purposes, LEAs and schools will need to determine which assessment, the Grade Level Assessment (GLA) or EOC, is the most appropriate measure for each individual student. When a student fails to score proficient or better on Algebra I prior to ninth grade, the student may be reassessed on the same or a higher mathematics examination in high school for school accountability purposes.

Students are able to participate in the assessment that is most appropriate to the content they have successfully completed at the middle school/junior high level. For example, students who take the Algebra I EOC in grade 7 and subsequently complete either Geometry or Algebra II content participate in the appropriate EOC, rather than the GLA.

The Missouri Virtual Instruction Program (MOVIP), which began operation in 2007, provides classes virtually on a statewide basis. Among the courses offered through MOVIP are AP classes in mathematics. MOVIP will ensure that MO-

DESE's approach to advanced mathematics is available to all students, regardless of the availability of classes locally.

3. Native Language Assessments *(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii))*:

   i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

      MO-DESE defines "languages other than English that are present to a significant extent in the participating student population" as five percent of the statewide tested population and the most prevalent language. MO-DESE's definition of tested population is the unduplicated count of students who participated in a given content assessment in the prior year. The numerator is defined as the number of students LEAs report as having a specific non-English language code in the statewide data system. Missouri's greatest reported language other than English, while below this threshold, is Spanish. This constitutes 2.41 percent of the tested population in ELA and 2.45 percent of the population in mathematics. All other reported languages are below .25 percent of the tested population.

   ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

      MO-DESE does not have any existing academic assessments in languages other than English.

   iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.
      English is the only language that meets the five percent threshold; however, Spanish is included by definition, as it is the most prevalent language other than English.

   iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
      a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
      b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
      c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

a. If a specific language other than English reaches the five percent threshold, MO-DESE will make every effort to develop and administer required assessments in a reasonable time frame. In the event the threshold is reached, MO-DESE will include such languages in the Request for Proposal (RFP) as part of the assessment procurement process. MO-DESE will require its assessment vendors to incorporate and document industry-accepted best practices and federal peer-review requirements. Based on Missouri's statutory requirements for and recent experience with assessment development, a reasonable timeline for this process is three academic years from the issuance of the RFP to implementation.

b. MO-DESE gathered input on assessments in languages other than English as a part of the ESSA assessment work group process subsequent to the statewide meetings in the fall of 2016. Seventy-five stakeholders participated in four work group meetings in November and December regarding standards and assessments.

In addition, MO-DESE's director of Migrant and English Language Learner Programs and the director of English language curriculum conducted three additional regional meetings, two in the fall of 2016 and one in February of 2017, to gain feedback related to the need for assessments in languages other than English.

c. Until a significant change in funding is available for assessments, the likelihood of developing high-quality assessments in other languages will remain compromised.

4. Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d))*:
   i. Subgroups *(ESEA section 1111(c)(2))*:
      a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

         MO-DESE will continue to use the following subgroups in the state's accountability system: Black (not Hispanic), Asian/Pacific Islander, Hispanic, American Indian/Alaska Native, White (not Hispanic), and Multi-Racial. MO-DESE will report on other groups including Homeless, Foster, Military Dependent, and Gifted. However, these groups will not be included in accountability determinations.

      b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

MO-DESE does not include any additional subgroups of students other than those statutorily required subgroups in the statewide accountability system.

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒ Yes

☐ No

If applicable, choose one of the following options for recently arrived English learners in the State:

☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ii. Minimum N-Size *(ESEA section 1111(c)(3)(A))*:

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

MO-DESE has determined that 30 is the minimum number of students necessary to be included to carry out the requirements of any provision under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

b. Describe how the minimum number of students is statistically sound.

MO-DESE uses 30 as the minimum number of students in a subgroup for accountability. Standard reference tables of statistics use 30 as the minimum large group size. This is consistent with Title I regulations issued on April 9, 2007.

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

MO-DESE convened an accountability work group specifically to address accountability measures required by ESSA. The group represented teachers; librarians; district and building leaders; specialists in assessment, ESL, federal programs, and special education; and charter school sponsors. The work group discussed the topic of the minimum number of students. The consensus of the group was that 30 is the advisable number for decision making and accountability.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[3]

MO-DESE's rules around protection of personally identifiable information are based on the best practices of the National Center for Educational Statistics Data Quality Campaign. Statistical analysis will exclude populations of less than 30.

B. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

MO-DESE's minimum number of students for reporting purposes is 10. MO-DESE's data suppression policy was informed by the best practices of the National Center for Educational Statistics Data Quality Campaign.

i. Establishment of Long-Term Goals *(ESEA section 1111(c)(4)(A))*:

a. Academic Achievement. *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

Missouri, and Missouri's stakeholders, seeks to be competitive nationally as evidenced by input received during MO-DESE's regional meetings of 2016. MO-DESE believes that one of the most important ways to achieve that outcome is to address the

[3] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

rate at which students fail to achieve success, both in graduation and achievement. Said another way, MO-DESE believes that our students will be successful and competitive if we address their learning rather than simply the competitive standing of the state.

MO-DESE's first strategic goal is for all students to graduate from high school ready for college, career, and life. MO-DESE currently measures progress toward this goal by examining achievement and improvement on several standards, with data aggregated at the school and LEA levels. MO-DESE's work is guided by a strategic plan that includes targets for academic achievement and graduation rates, as well as other metrics. MO-DESE has set a 10-year target of reducing by half the rate at which students fail to graduate. MO-DESE has set a 10-year target of reducing by half the rate at which students fail to achieve proficiency.

These targets and measures of yearly improvement are expressed in the Missouri Assessment Program (MAP) Performance Index (MPI). The MPI is a measure of achievement that examines four discrete levels of achievement, including proficiency. An explanation of the calculation of MPI is contained in Appendix B. The relationship between MPI and proficiency rates is approximate, rather than exact. However, a one-percent change in proficiency rates will produce a one-point change in the MPI. MO-DESE emphasizes the use of MPIs for goal setting and school evaluation because it continues to value improvement at all levels. Consequently, the goals are expressed primarily in terms of current and future MPI targets. For the sake of stakeholders that find proficiency rates more desirable, those goals are also translated to proficiency rates.

Missouri's state assessments continue to be evaluated as rigorous when mapped against the National Assessment of Educational Progress. However, MO-DESE and the stakeholders of Missouri are not satisfied that current performance indicates that all students are prepared to be competitive in their futures. We believe that cutting the rate at which all students fail to achieve proficiency, as measured by MPI scores, is a critical issue for each student and for all of Missouri. Based on 2016 achievement data, Missouri would expect 81.5 percent of students to be proficient (MPI of 367.5) in English language arts and 74.3 percent of students to be proficient in mathematics (MPI of 360.9) by 2026. While these goals are for all students, each subgroup of students has a goal set in the same manner. The goals, expressed both in MPI and proficiency rates are

available in Appendix A as a part of the measures of interim progress.

MO-DESE notes that once the implementation of new assessments has been fully realized, these goals may require recalculation. The ultimate aim of reducing failure to achieve is not negotiable, but proficiency rates on the new assessment may not be comparable to the current ones.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

   While MO-DESE values the MPI for the measurement of student achievement at the school and LEA level, a discussion based on that metric may become excessively technical. For the sake of simplicity, this discussion will be based on proficiency rates. This view, while admittedly reductionist, is more accessible for conceptualizing. As noted earlier, the relationship is not lockstep between MPI, which includes four levels of achievement, and proficiency rates. However, a one-percent change in proficiency will produce a one-point change in MPI. With that in mind, the long-term goals for academic achievement in Missouri are to reduce the percentage of students not scoring proficient or advanced in ELA and mathematics by half in the next 10 years. These goals are for all students and for each subgroup of students. By taking this approach, subgroups with an average score less than that of the whole group will necessarily have a rate of improvement (reduction of percentage less than proficient) greater than the whole group.

b. Graduation Rate. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

   MO-DESE's first goal in its strategic plan is that all students graduate ready for college, career and life. This goal embodies the belief that all students should graduate from high school.

While readiness is addressed in MO-DESE's goals for academic achievement and college-and-career readiness, graduation rate expectations are made explicit in the metrics associated with the graduation rate goals.

The ambitious long-term goals and interim-progress measures for the four-year adjusted cohort graduation rate were established in a manner similar to the method for establishing academic achievement goals. MO-DESE has set the goal of reducing the rate of failure to graduate by half over the next 10 years. This translates into an annual improvement rate of one-half of one percentage point per year for all students. Again, parallel to the academic achievement goals, the goals for each subgroup of students is to cut the rate of failure to graduate in half over the next 10 years.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

   Not applicable.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

   MO-DESE used a similar approach to the one used for goal setting for academic achievement in setting the long-term goals and measures of interim progress for the four-year adjusted cohort graduation rate. The goal is to reduce the percentage of students failing to graduate in four years by half in the next 10 years. The goals are set similarly for each subgroup so that gaps will close because of differential rates of improvement. Similarly to the academic achievement goals, the goals for students with disabilities are aligned to Missouri's Statewide Special Education Performance Plan but result in gap closure by the end of the 10-

year window, per the requirement of coordination with other laws, including IDEA, found in ESSA.

c. English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.

   MO-DESE has developed student-level targets, the basis for long-term goals and measures of interim progress, by reviewing research and analyzing data. The following steps were taken to establish these targets. First, a standard measure of academic English proficiency (AEP) was established. For the sake of clarity, AEP does not connote proficiency on the English language arts assessment. AEP indicates that a student is proficient in English at a level that allows him or her to properly use and process academic language. This is distinct from being proficient in English at an everyday functional level. Next, research was reviewed to determine rigorous yet realistic timelines for attaining AEP. Finally, data was analyzed to examine whether the research conclusions could be applied to Missouri ELs in a manner that ensured annual progress for all.

   MO-DESE established that a composite score of 4.7 on the WIDA ACCESS 2.0© assessment constitutes AEP. This was determined through examining data analysis performed by the WIDA Consortium. MO-DESE supplied MAP data for both ELs and English-only students to WIDA. WIDA then created a box plot analysis that allowed the comparison of MAP scale scores across subsets of students. English-only students were compared to ELs with outcomes aggregated by ACCESS 2.0© bracket (1=1.0 to 1.9, etc.). MAP data included both ELA and mathematics scale scores. Box plots are included in Appendix C. The box plots illustrate that ELs scoring just below the 5th level bracket (5.0-5.9), have MAP outcomes that are congruent with English-only students scoring proficient. More specifically, the top three quartiles of ELs scoring in this bracket were proficient. The exceptions to these analyses were at third grade, where an ACCESS 2.0©bracket score of 4.0 was congruent to English-only students, and in eighth grade mathematics, where 5.0 ELs far out performed English-only students. The later data were skewed because eighth grade Algebra I scores were not present in the data.

To determine how quickly ELs could be expected to become AEP, MO-DESE reviewed research performed by the WIDA Consortium and the Center for Applied Linguistics (CAL). While WIDA bases its research on student outcomes from consortium members, CAL examines the same data on a nation-wide scale. MO-DESE compared outcomes for Missouri students to the CAL data. The primary conclusion was that Missouri students perform very similarly to those in the national datasets. For an English learner (EL) to become AEP, research indicates that ELs become AEP orally more quickly than they do in written form. MO-DESE does not discount the former modality but has determined to use the written form due to schools' reliance on abilities in writing. According to Hakuta, Butler and Witt (2000)[4], even under the best of circumstances, attaining AEP may take four to seven years. MO-DESE has determined that student targets built on a six-year expectation, and further divided to consider length of time in an English language instructional program, provide both equity and rigor as a basis for expectations.

MO-DESE determines a starting proficiency level at the time of the first English language proficiency assessment, which is administered within five months of the student's initial identification. MO-DESE also takes into consideration grade level and time spent in an English language acquisition program. It is important to understand that while many other factors affect the rate at which learners attain AEP, they do not lend themselves to accurate or consistent data collection. Therefore, research tends to present its conclusions in ranges rather than precise time frames. The students who have received less than four years of English language instruction have different targets for AEP than those receiving four or more years. To be specific, the probability of becoming academically English proficient is less for students receiving less than four years of instruction than it is for those receiving four or more years of instruction. As a reminder, AEP indicates that a student is functional in English using academic language, not that they are proficient on the ELA assessment.

With a metric for AEP established, MO-DESE determined that it would use two mechanisms to ensure that all students made progress in acquiring the English language. First, the long-term

[4] Hakuta, K., Butler, Y.G., Witt, D. (2000) How Long Does it Take English Learners to Attain Proficiency? The University of California Linguistic Minority Research Institute, Policy Report 2000-1.

goals and measures of interim progress in appendix A establish increasing expectations for the entire population. Second, MO-DESE proposes an accountability structure that rewards LEAs for the progress each student makes.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

ii. Indicators *(ESEA section 1111(c)(4)(B))*

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Indicator	Measure(s)	Description
Academic Achievement	Combined ELA and mathematics MAP Performance Index (MAP MPI)	The academic indicator for Title I accountability will consist of the three-year average MPIs for ELA and mathematics. These average MPIs are combined and the scale for this average ranges from 100 to 500. As previously mentioned, MO-DESE uses the MPI to evaluate outcomes on statewide assessments. The MPI takes into account the achievement of students at four discrete achievement levels, including proficiency. An explanation of the MPI calculation is found in Appendix B. Missouri's long-term goals and measures of interim progress are expressed primarily in MPI, with proficiency rates provided for simplicity. The use of the MPI in ELA and math allows the MO-DESE to evaluate a school's performance and improvement over time as well as its distance from the state's goals.

Indicator	Measure(s)	Description
		MO-DESE collects data in sufficient detail to calculate MPI for all students and for each subgroup of students.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Indicator	Measure(s)	Description
Academic Progress	For elementary and middle schools, MO-DESE uses the Normal Curve Equivalent (NCE) derived from the growth calculation associated with MAP Grade Level assessments in ELA and mathematics.	MO-DESE's growth calculation is a Valued Added Model (VAM) that compares individual student results to predictions based on statewide results in ELA and mathematics. MO-DESE will use a combined three-year NCE average from each content area. Technical information on the calculation of the growth model and intermediate NCE results are contained in Appendix D. MO-DESE will rank the summed NCEs. Per the explanation in iv. a. above, these assessments are given annually, and NCEs are calculated annually as well. Results can be disaggregated for all subgroups required by ESSA.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section

1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Indicator	Measure(s)	Description
Graduation Rate	Four-year graduation rate	MO-DESE's strategic plan and dashboard includes a long-term goal for graduation rates statewide. Because student demographics are included in the annual cycle of data collection, results can be disaggregated by subgroup. MO-DESE will average the most recent three years of graduation rates. Missouri does not have a state-defined alternate diploma. Section (v) of question c. is not applicable in Missouri.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

Indicator	Measure(s)	Description
Progress in Achieving English Language Proficiency	MO-DESE will employ an English Acquisition Index (EAI) that credits schools for the percentage of students attaining AEP and growth on WIDA ACCESS 2.0©.	MO-DESE has developed an index score that provides an incentive for schools to address the needs of English learners by including two factors in the index. An explanation of this index is found in Appendix A. The total scale of this indicator ranges from 0 -200. The first factor credits schools for the percentage of students achieving AEP. This factor is given 50 points. The second factor credits schools for the growth shown by each EL on WIDA ACCESS 2.0© as shown in Appendix A. This factor is given up to 150 points.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and

separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Indicator	Measure(s)	Description
i. School Quality or Student Success	The percentage of students attending school 90% of the time.	Three years of data will be averaged to determine the percent of students attending school at least 90% of the time. An NCE will be calculated and will be ranked.

iii. Annual Meaningful Differentiation *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

MO-DESE will calculate an index score based on all the indicators of the accountability system. The index will be calculated for all schools. This index score will be used for improvement identification purposes for schools receiving Title I, Part A funds. The index will also be calculated for each subgroup of 30 or greater present in each of those schools. Because the scale of each indicator is of a significantly different magnitude and range, MO-DESE will calculate and assign an NCE for each indicator that does not already have one. This will normalize the scales so that weighting of indicators is proportional.

1. Academic Achievement – MO-DESE will average the MPIs for ELA and mathematics and rank the resulting average MPI. An NCE will be calculated based on this rank and assigned to each school. The calculated NCE will be multiplied by four.

2. Student Progress – MO-DESE will average the NCEs for ELA and mathematics derived in the growth model calculation. The resulting average NCE will be ranked and the rank will be multiplied by three.

3. Graduation Rate – MO-DESE will rank the three-year average graduation rates and calculate NCEs. The NCE will be multiplied by three.

4. English language acquisition – MO-DESE will assign up to 50 points for meeting the rate at which students become AEP on WIDA ACCESS 2.0©, and 150 points for gains on the WIDA ACCESS 2.0©. These total points will be ranked and NCEs calculated. The NCE

will be multiplied by two.

5. Student Success/School Quality – MO-DESE will measure attendance, defined as the percentage of students attending at least 90 percent of the time. Attendance rates will be ranked and NCEs calculated. The NCE will be multiplied by one.

The resulting calculations will be summed to arrive at the Accountability Index Score. Schools will be ranked on their respective index scores and the lowest five percent of schools receiving Title I funds. The highest index score of the lowest five percent of schools will establish the Identification Threshold for that year.

In addition to identifying the lowest-performing five percent of schools receiving Title I, Part A funds, MO-DESE will identify any high school that fails to graduate at least two-thirds of its seniors for Comprehensive Support and Improvement.

In cases where ELs are not present or present in numbers below which calculation is possible, the remaining standards will be weighted by redistributing the points associated with that indicator. Academic Progress and Graduation Rate will be multiplied by 3.75, and Attendance by 1.25.

In order to identify schools with low performing subgroups, each subgroup identified in 1111(c)(2), including students who are economically disadvantaged, students from major racial and ethnic groups, children with disabilities, and ELs, will then be treated as if they were their own building and examined using the same accountability structure. These subgroup calculations will be subject to n size restrictions and will be pooled if necessary. Those schools with subgroups whose index score is at or below the Identification Threshold (lowest five percent) will be identified for Targeted Support and Improvement.

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

The indicators will be weighted as follows:

Indicator	EL present	EL fewer than 30 (minimum n)
Academic Achievement	4	5
English Language Arts (2)		
Mathematics (2)		

Indicator	EL present	EL fewer than 30 (minimum n)
Academic Progress / Grad. Rate	3	3.75
English Language Acquisition	2	-
Progress to Proficiency (1.5)		
AEP Attainment(.5)		
Attendance	1	1.25
Total Weighting	10	10

The following is an example of the calculation of the index score for accountability purposes:

Academic Achievement

Average MPI = $\left((\text{ELA MPI Y1}+\text{ELA MPI Y2}+\text{ELA MPI Y3})/3\right) + \left((\text{Math MPI Y1}+\text{Math MPI Y2}+\text{Math MPI Y3})/3\right)/2$

Academic Progress

Average Growth NCE = $\left((\text{ELA NCE Y1}+\text{ELA NCE Y2}+\text{ELA NCE Y3})/3\right) + \left((\text{Math NCE Y1}+\text{Math NCE Y2}+\text{Math NCE Y3})/3\right)/2$

Normal Curve Equivalents

NCEs are calculated for Average MPI, Graduation Rate, English Language Acquisition Index, and Attendance Rate using the following formula. The purpose for using NCEs is to normalize the scale across all factors so that factor weighting in the Accountability Index calculation is accurate.

$$NCE = \left(50 + 21.06*\left((X - \bar{X})/SD\right)\right)$$

Once NCEs are calculated for each indicator, the result is multiplied by its weight to determine the index subscore. These subscores are summed and then all schools ranked based on the accountability index score total.

Sample Middle School

Achievement	**Year 1**	**Year 2**	**Year 3**	**3 yr Avg**	**NCE**	**Weight**	**Index**
ELA MPI	339.5	361.3	357.3	352.7			
Math MPI	320.2	351.5	313.3	328.3			
			Average MPI	340.5	54.9	4	219.6
Progress							
ELA Growth	45.8	54.9	57.7	52.8			
Math Growth	50.3	56.2	52.3	52.9			
			Average NCE	52.9	52.9	3	158.7

Achievement	Year 1	Year 2	Year 3	3 yr Avg	NCE	Weight	Index
EL Acquisition	101	89	123	104	74.3	2	148.6
Attendance	90.6	90.7	88.4	89.9	49.8	1	49.8
Total						Accountability Index Score	576.2

c. If the States uses a different methodology for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

MO-DESE will include one additional statewide category of schools. This category of schools will be comprised of schools that would otherwise be included in Comprehensive Support and Intervention that administer no assessments (MAP grade level assessments or WIDA ACCESS 2.0©) and have only a single indicator of school quality or success. In this example, schools will have only attendance data available to make a determination about identification. If a school that administers no assessments has an attendance rate consistent with the schools identified for comprehensive support and improvement, MO-DESE will assign an ASI to further analyze the school before identification. At a minimum, analysis will be based on a site visit and analysis of students' academic outcomes in subsequent grade levels. Following analysis, the school will be identified for improvement if advisable.

iv. Identification of Schools *(ESEA section 1111(c)(4)(D))*

Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the state will first identify schools.

MO-DESE's methodology for identifying schools for Comprehensive Support and Improvement will result in the identification of schools that are

1. among the lowest five percent of schools receiving Title I funds, based on the indicators outlined above;
2. high schools with an average four-year adjusted cohort graduation rate less than 67 percent over a period of three years; or
3. schools that fail to meet the exit criteria as a school identified for Targeted Support and Intervention that have chronically low-performing subgroups.

The method for annual meaningful differentiation above will result in scores for every receiving Title I school in the state. MO-DESE will rank the schools by these scores and identify the lowest-performing five percent of schools from the ranking. There will be approximately 62 schools identified under this method. The schools will be identified for Comprehensive Support and Improvement. MO-DESE estimates that approximately six high schools will be identified for Comprehensive Support and Improvement because of low graduation rate.

Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the state will first identify schools.

Any public high school that fails to graduate one third or more of its students for three years will be identified for Comprehensive Support and Improvement.

Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the state will first identify schools.

If schools are identified for targeted support and improvement and receive additional targeted support yet fail to meet the state's exit criteria in three years, then those schools will be identified for Comprehensive Support and Improvement.

a. Frequency of Identification. Provide, for each type of schools identified for comprehensive support and improvement and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Timeline for Identification of Schools for Comprehensive Support and Improvement	
	Activities
2016-17	Continue to provide services to schools identified as Priority and Focus schools under ESEA Flexibility Waiver
2017-18	Continue to provide services to schools identified as Priority and Focus schools under ESEA Flexibility Waiver

Timeline for Identification of Schools for Comprehensive Support and Improvement	
	Activities
Spring 2018	Administer new ELA and mathematics assessments based on Missouri Learning Standards (MLS)
Fall 2018	Identify schools for Comprehensive Support and Improvement based on criteria outlined above
Fall 2021	Identify schools for Comprehensive Support and Improvement based on criteria outlined above and schools that were previously classified for Targeted Support and Improvement, who have failed to exit status for three consecutive years, as chronically underperforming

MO-DESE will review the data used to identify schools on a yearly basis using the identification method to determine the progress of previously identified schools.

Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*

In accordance with federal law, schools in which a subgroup's performance is congruent with schools identified for Comprehensive Support and Improvement for two consecutive years will be identified as having one or more consistently underperforming subgroups. MO-DESE will run each school and all subgroups previously identified through the same calculation used for original identification to determine the progress in order to make a determination about whether the school needs to be placed on the list of schools identified for targeted support and improvement.

b. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

Again, in accordance with federal law, beginning in 2018, any school that has one or more subgroups of students which, on its own, would lead to identification for Comprehensive Support and Improvement will be identified for additional Targeted Support. Schools will be identified every two years. MO-DESE will evaluate this data on an annual basis as described previously to determine each individual

schools current status.

c. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

MO-DESE will include one additional statewide category of schools. This category of schools will be comprised of schools that would otherwise be included in Comprehensive Support and Intervention that administer no assessments (MAP grade level assessments or WIDA ACCESS 2.0©) and have only a single indicator of school quality or success. In this example, schools will have only attendance data available to make a determination about identification. If a school that administers no assessments has an attendance rate consistent with the schools identified for comprehensive support and improvement, MO-DESE will assign an ASI to further analyze the school before identification. At a minimum, analysis will be based on a site visit and analysis of students' academic outcomes in subsequent grade levels. Following analysis, the school will be identified for improvement if advisable.

v. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Participation on state assessments will remain a primary component of MO-DESE's accountability system. All LEAs, schools and subgroups will be required to assess at least 95 percent of their students on assessments required by the MAP.

Any school with less than a 95 percent participation rate in ELA or mathematics will automatically fail to earn points for academic achievement in the state's system for meaningfully differentiating schools. MO-DESE will utilize the same criteria for any subgroup(s), including students with disabilities and ELs, for which the rate falls below 95 percent.

vi. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A))*

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

MO-DESE's uniform statewide exit criteria for a school identified for

comprehensive support and improvement are based on the long-term goals and measures of interim progress. Schools identified for Comprehensive Support and Improvement must make progress equal to or greater than the average step size established for the "all students" category in both English language arts and mathematics for two of the most recent three years. However, they may be immediately re-identified if they meet the Identification Threshold for the current year.

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

MO-DESE's uniform statewide exit criteria for a school identified for targeted support and improvement will require that the identified subgroup(s) improve at a rate congruent with the rate for that subgroup outlined in the state's measures of interim progress for at least two of the most recent three years. For example, if a school is identified for improvement because students with disabilities, when treated as if they constituted a building, performed congruent with schools identified for CSI, and if the same subgroup of students achieved a rate of improvement of two MPI per year for two of three years, the school would meet the exit criteria. The yearly MPI improvement goals for this subgroup and all subgroups are included in Appendix A.

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

At initial identification, Comprehensive Support and Improvement schools will have conducted a needs assessment based on accountability and any other relevant data. As a part of the initial improvement process, the LEA will have selected evidence-based interventions related to the areas of focus identified by the needs assessment. Additionally, MO-DESE will have required participation in professional development associated with high-effect-size teaching and instructional practices. MO-DESE Area Supervisors of Instruction (ASIs) will have met monthly to monitor accountability plan implementation through the existing Regional School Improvement Team (RSIT) process.

Schools that have not met the exit criteria after year three or have not shown improvement as determined by MO-DESE will first undergo an analysis of why the original interventions did not produce the desired results. The analysis will be conducted in partnership with MO-DESE staff. This analysis will inform a new comprehensive needs assessment. MO-DESE may require that this needs assessment be conducted in partnership with or wholly by an entity outside the LEA with expertise in school improvement. The level of evidence for the selected interventions will necessarily be more rigorous than those originally selected. MO-DESE will engage school improvement specialists, to meet on a monthly basis with the schools requiring more rigorous interventions. These specialists will provide principal coaching and will closely monitor the fidelity of intervention implementation using 30-, 60-, and 90-day action plans.

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Beginning in 2019, MO-DESE will review the Annual Secretary of the Board Report (ASBR) each year to determine that resource inequities do not exist at the building level in LEAs with buildings identified for Comprehensive or Targeted Support and Improvement.

MO-DESE will report resource allocations at the LEA and building level on the appropriate Annual Report Card.

e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Fair, flexible and focused accountability and support systems are critical to continuously improving the academic achievement of all students, closing persistent achievement gaps and improving equity. Missouri's Statewide System of Support (SSOS) is the primary mechanism employed by MO-DESE to hold LEAs and schools accountable for achievement and to provide accountability and differentiated support to all LEAs. It is also through the SSOS that schools receive targeted technical assistance in developing and implementing accountability plans. This system includes evidence-based interventions that support improved student achievement, graduation rates and closing achievement gaps for all subgroups. It allows for MO-DESE to focus its efforts on schools identified for Comprehensive Support and Improvement, while also providing a standard level of support and accountability to all LEAs and schools.

To ensure that LEAs and/or schools are implementing the requirements for schools identified for Comprehensive Support and Improvement, the SSOS will provide ongoing support for and monitoring of the implementation of the activities identified above. The SSOS will conduct site visits to

- promote and develop the school's responsiveness to internal accountability;
- monitor and document indicators of progress pertinent to the district and/or building plans;
- gather data specific to the school;
- identify promising practices; and
- provide specific and timely feedback to the principal and other LEA staff.

The SSOS will assist in the development of a timeline for improvement and the planning of high-quality, evidence-based professional development focused on strategic instructional strategies that will result in increased language proficiency and improved academic results for ELs and students with disabilities.

MO-DESE is dedicated to focusing resources on ensuring that an excellent educational system is accessible to all Missouri students. This means holding each LEA and school accountable for student outcomes along the students' journey in preparation for postsecondary success. If a school is not demonstrating the expected outcomes for students, MO-DESE will intervene on behalf of the students with rapid and targeted interventions. The intervention system includes tools and strategies to build capacity at the LEA level to improve both schools and the entire system. There are four fundamental principles underlying Missouri's SSOS:

1. Students cannot wait for incremental improvement in their educational conditions.
2. The process of targeted intervention requires a systematic evaluative focus on implementation, dedicated project management and instructional improvement support.
3. Monitoring progress in LEAs and schools must be based on outcomes.
4. Collaboration between and among stakeholders is essential for sustainable improved student learning.

MO-DESE will provide dedicated supports specifically to those schools that have been identified for comprehensive support and improvement. Schools identified for Targeted Support and Improvement will have access to the same tools. However, personnel

support will be limited by resources. Those schools will participate in a similar process with their RSIT:

Step	Action
Pre-Implementation	Activities begin to relay expectations of contracted staff that will be working with the identified school to implement the accountability plan.
School Leadership	School/LEA staff implements a 30-day planning process. This process is used by the principal and contracted staff to give special attention to the opening of the school year. Principals must identify key early wins and clarify adult and student behaviors that are in need of improvement. Contracted staff/RSIT leader, LEA and building level leaders meet every other month to discuss school climate and culture and, implementation of the accountability plan, as well as to review specific data that is pertinent to plan implementation. These meetings focus on the use of data to show evidence of implementation and the impact on critical indicators of improvement. School leader is assisted in the use of perceptual data that is collected and the setting of short- and long-term goals. Regional staff provides on-site coaching for building principals and other members of the school's leadership team.
Effective Instruction	• Site visits are conducted by contracted staff with knowledge of the region. Site visits include classroom observations which provide feedback to the leadership team on the following: student learning objectives, complexity of the instruction, engagement of teachers and students, content, classroom management and assessment, and instruction practices. • School leaders are debriefed to discuss and review observations. Written and verbal feedback is provided. • Contracted staff work with school leaders to use the data generated by their own classroom walkthroughs and observations to map the effectiveness of their staff.

Step	Action
Teacher/Leader Effectiveness	• Schools utilize the Missouri teacher/leader standards and evaluation protocols that align with the Seven Principles of Effective Evaluation. • School Leaders use mapping procedures to analyze the abilities and effectiveness of each staff member. The school leader and leadership team use this tool to assess the strengths and weaknesses in order to determine the intensity of support necessary to improve instructional practice and make informed personnel decisions.
Data Teams (utilization)	• Monthly progress reports (running record) are used to capture the work that is being done to address the improvement targets in the accountability plan. These reports are used in the monthly meeting. • Data dashboards are used to display critical data and include school-specific indicators, behaviors and practices.
Climate/Culture/Collaboration	• Contracted staff/RSIT, LEA and school leadership conduct an on-site visit prior to plan implementation to review climate and culture. • School leader must create a culture of high expectations for students and adults. • School leaders with assistance of contracted staff/RSIT and LEA staff redesign instructional time to allow collaborative teaming opportunities.
Statewide Professional Development Opportunities	• A summit is held to focus on critical needs of all identified schools (i.e. literacy).

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.[5]

Missouri recognizes that inequities exist in students' access to great teachers and school leaders across the United States. Students of color, students from low-income families, rural students, students with disabilities, students with limited English proficiency, and students who struggle academically are less likely than their peers to have such access. The causes of these inequities vary from place to place and context to context, with numerous policy, practice, economic and socio-cultural factors at play. Because of the multiple causes for inequity in teacher and leader distribution, the solutions must be systemic rather than merely treating the symptoms.

Providing systemic solutions to equity gaps begins with an analysis of data. What follows is a comparison of data of minority and low-income children enrolled in schools assisted under Title I, Part A to all students in the state.

The data table below indicates the rates at which low-income and minority students enrolled in Title I schools are served by inexperienced and out-of-field educators as compared to all students in other non-Title I schools. The rates of service by the third category of educators addressed under the disproportionality requirements of ESSA, those deemed to be ineffective, cannot be calculated at this time. MO-DESE anticipates being able to collect and summarize those data not later than January 2019 and will submit an amended plan by April 1, 2019.

[5] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

Measure	Students in Title I Schools	Students in Non-Title I Schools
Inexperienced Teachers		
Minority	3.6%	6.3%
Low-Income	8.6%	6.3%
Out-Of-Field Teachers		
Minority	9.5%	1.6%
Low-Income	5.6%	1.6%

MO-DESE will also monitor LEA data submitted through the MOSIS/Core Data System through MOSIS/Core Data Screen 18A to confirm the accuracy of assurances by LEAs that low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective teachers. MO-DESE provides a model Educator Evaluation System for LEA and school use. Using MO-DESE's model, a teacher cannot be considered effective if any one of the following three criteria exist (see page 3 of the Summative Evaluation Form, Appendix F):

1. There is a significant area of concern initiating an improvement protocol.
2. There is less-than-expected performance by the teacher, as determined by years in the current position, on quality indicators selected by the LEA or school.
3. Student growth targets have not been fully met.

LEAs that elect not to use the MO-DESE's model Educator Evaluation System must align their local process to the Essential Principles of Effective Evaluation approved by the State Board of Education and effective April 30, 2014. There are seven principles

1. Performance of educators is measured against research-based, proven expectations and performance targets consistent with the improvement of student achievement.
2. Multiple ratings are used to differentiate levels of educator performance.
3. A probationary period of adequate duration is provided to ensure sufficient induction and socialization through developmental support for new teachers and leaders.
4. Measures of growth in student learning across two points in time are included as a significant contributing factor in the evaluation of professional teacher and leader practice at all levels.

5. Ongoing, timely, deliberate and meaningful feedback is provided on teacher and leader performance relative to research-based targets.
6. Standardized, periodic training is provided for evaluators to ensure reliability and accuracy.
7. Evaluation results and data are used to inform decisions regarding personnel, employment determinations and human resource policies such as promotion, retention, dismissal, tenure, compensation, and so forth.

At the conclusion of each academic year, an LEA submits building-level data on the alignment of their local evaluation process to the Essential Principles of Effective Evaluation. This submission of data occurs for all schools, including those assisted with Title I, Part A funds. Schools must identify the number of performance levels in their local evaluation process and teachers rated in each of these levels. The lowest level are those categorized as ineffective teachers. This performance data is used to confirm assurances provided by schools assisted under Title I, Part A that low-income and minority children enrolled ~~in~~ are not served at disproportionate rates by ineffective teachers. Based on these assurances and school-level data submitted through the MOSIS/Core Data Collection System and reviewed through the federal programs monitoring process,, MO-DESE will monitor and publicly report on the degree to which low-income and minority children enrolled in schools assisted under Title I, Part A are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers and the progress toward reducing those rates to negligible levels at the following URL address on the MO-DESE site:

https://dese.mo.gov/educator-quality/equitable-access-excellent-education

2. School Conditions (*ESEA section 1111(g)(1)(C)):* Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

   MO-DESE is developing a robust online content delivery system that will include professional development that addresses positive social and behavioral practices to support LEAs in improving school conditions. LEAs will be made aware of this content through the SSOS. When mature, this system will tie the MO-DESE's data collection systems such as Core Data, consultant logs, teacher/leader evaluation, system reviews and tiered monitoring with access for all district staff to online curricula materials, career/technical education supports, common formative assessments, educator evaluation tools, self-assessment tools, professional development focusing on leadership, effective teaching and learning practices including social/behavioral practices, etc. The Virtual Learning Platform, currently under development, is an online portal that will provide MO-DESE endorsed, evidenced-based training. The materials in the virtual platform are organized to provide maximum flexibility of access of all users, from totally self-directed to highly directed and structured. During the development period, MO-DESE will continue to provide professional development for LEAs in the Multi-tiered System of Support that includes Positive Behavior Interventions and

Supports.

3. School Transitions *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

   MO-DESE's online content delivery system will include material from the Missouri Comprehensive School Counseling Program Curriculum that will support LEAs in providing students with effective transitions to middle and high school grades. The Missouri Postsecondary Success Project (MPSS) is a college-and-career competency framework educators may use to systematically embed these competencies into course content. These competencies are integral to both in-school and postsecondary success by supporting students to be career-equipped, lifelong learners who are socially and emotionally engaged. This training is available to any LEA free of charge in both face-to-face and electronic formats.

Title I, Part C: Education of Migratory Children

Missouri's migratory children face challenges not often seen by others. MO-DESE provides grants to schools to meet the needs of migratory students. Further, regionally based Migrant English Language Learner (MELL) Instructional Specialists serve to support schools through student recruitment, parent engagement, and teacher training. MO-DESE provides technical assistance to schools to connect with supports and services outside MO-DESE's area of responsibility.

5. Supporting Needs of Migratory Children *(ESEA section 1304(b)(1))*: Describe how, planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

   I. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
   II. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
   III. The integration of services available under Title I, Part C with services provided by those other programs; and
   IV. Measurable program objectives and outcomes.

The MO Migrant Education Program (MEP) is state administered and locally directed through funded districts and regionally based personnel in accordance with the state Service Delivery Plan (SDP). Annually LEAs with significant numbers of identified eligible migratory students can apply for funding through the department's Consolidated Application Process. Other LEAs are provided services through regional services providers and the SEA.

The Comprehensive Needs Assessment (CNA) and SDP process are conducted every three to five years resulting in a statewide set of program objectives that address the unique needs of migratory students in MO. At the end of each CNA/SDP cycle, SDP implementation and outcomes are evaluated. The CNA

process addresses the needs of all eligible migrant students: preschool, school age and those who have dropped out of school. Missouri's CNA was developed by a needs-assessment committee composed of MEP staff and stakeholders. The committee identified four goal areas: English Language Arts, Math, School Readiness and High School graduation. Missouri is conducting a MEP SDP evaluation in 2018 and will begin a new CNA/SDP round in 2018-19.

Districts receive migrant funds through a Request for Application (RFA) process. The RFA and subsequent proposals describe key programmatic areas that must be addressed and evaluated. LEA are required to describe how grant funds will be used and how those funds will meet the state's measureable program outcomes as determined though the CNA process.

In addition to the statewide SDP document and RFA process, the unique needs of migratory students are determined through local needs assessments protocols. LEAs that receive migrant funds document that a needs assessment has been conducted for each identified child that resides within district boundaries. LEAs are required to provide the methods used to identify the unique needs of migrant children. Methods used by LEAs to identify needs include, but are not limited to family interviews/needs assessments, language proficiency assessments, skills checklists, teacher referrals, surveys and questionnaires, input from parents, support staff referrals, attendance records, and the review of academic records. Specific assessments are selected depending on the ages of the students. For example, school readiness and early learning skills assessments like the Dial 3, Diagnostic Online Reading Assessment (DORA) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are noted in the district plans. Additionally, recruiters use an OSY profile to ascertain immediate needs and goals of students who have dropped out of school.

Eligible children who reside within the boundaries of a school district receiving migrant funds receive direct services through MO-DESE's Migrant Education Program (MEP). Students who do not live within the boundaries of an LEA receiving migrant funds are provided services through regionally-based MELL Instructional Specialists. The MEP employs regionally based migrant education Instructional Specialists who work with school districts that do not receive migrant funds in developing and conducting needs assessments. The MEP also conducts a needs assessment protocol for all children attending migrant summer school.

i. Migratory students are eligible for all services provided by LEAs from appropriate local, state and federal education programs, and LEAs that receive funding under Title I, Part C are monitored by a representative of the state agency as part of the Tiered Monitoring system at least every three years. As part of that monitoring process, LEAs are required to document the inclusion of migratory students' educational programs that best fit their needs. The MEP first ensures that students have equitable access to existing programs and services as they apply that include Title I, Part A, Title III, Special Education, McKinney-Vento, and Gifted and Talented. MEP staff make referrals to existing providers and programs, both school and community based. The MO MEP then directly provides a variety of academic and support services to address remaining needs due to the migratory lifestyle.

- Preschool students are provided referrals to existing, high-quality programs such as Parents as Teachers (PAT) and Head Start. Young students may also be provided with direct home-based services using age appropriate materials and a family literacy approach to address school readiness. The focus is on language, literacy, math, and social-emotional skills development. Parent involvement activities are held at the local and regional levels where parents can learn

more about developmental benchmarks; Kindergarten readiness and expectations; and, at home activities to development emergent literacy and math skills.

- School Age students are provided with supplemental instruction in key content areas, homework help, credit recovery assistance, support with transition from elementary to middle or middle to high school, college and career readiness and summer learning opportunities.

- Out of School Youth (OSY) can receive a variety of MEP support services that include: English language proficiency development; assistance with re-enrollment into a high school/high school equivalency program; and health and well-being lessons and referrals. The OSY population is also provided with information on workplace safety and health and nutrition. LEAs serving OSY are required to counsel students on the importance of completing high school.

Evaluation of the local programs is done through a monitoring protocol established by the MO-DESE. LEAs that receive funding under Title I, Part C are monitored by a representative of the state agency as part of the Tiered Monitoring system at least every three years. During a three year cycle, each subgrantee will complete a desk audit where they respond to questions and submit documents electronically and will also receive an onsite review by a member of the SEA staff. As part of the monitoring process, LEAs are required to document the inclusion of migratory students' educational programs that best fit their needs.

In addition to the established Tiered Monitoring process, a targeted Services Review will be conducted annually. The Services Review involves identifying a small number of migrant students and closely examining what happens once the COE is approved. A review team will collect documentation pertaining to the needs assessments, referrals and services provided as well as conduct interviews with local MEP and school staff, parents, and students. This snapshot of the case management of individual students will complement the program monitoring that is already in place and will illuminate successes and areas in need of improvement.

ii. Joint planning and integration of services among local, state, and federal education agencies is imperative in order to optimize services for migratory students. The state director of Migrant Education also supervises the Title III, Part A program and is required to provide for coordination between the two programs. The state migrant director is also part of the MO-DESE Office of Quality Schools, which administers other federally funded educational programs including Title I Part A and the McKinney-Vento Act for Homeless Children and Youth.

Joint planning occurs regionally throughout the state through bi-annual Regional Coordination Meetings with MO-DESE staff, MELL staff, funded-district administrators and service providers, and recruiters. Regional MELL offices also provide a number of activities and trainings for funded districts. Specific topics are selected based on state data and input from LEAs. Improving needs assessments and services to migratory students not in school buildings (ages 0-2, preschool 3-5, and OSY) are identified topics to be addressed.

Integration of services happens not only within each LEA and its federal programs, but also with community agencies. Local MEPs attend meetings and regularly work with organizations such as Catholic Migrant Farmworkers' Network, MO Department of Social Services and MO HealthNet to foster professional relationships and communication, enhance referrals to those agencies and improve access

to services for migratory families. Local migrant staff liaise with Adult Basic Education programs, High School Equivalency Programs, and the CAMPs (Drury University and Crowder College) to engage at-risk high school students, re-engage students who have dropped out, and promote high school graduation overall. The MO-MEP conducts joint program with Lincoln University to provide a Migrant STEM Camp for high-school age students in the summer and works with school districts in the southeast portion of the state to provide summer learning opportunities for pre-K through Grade 8 student

The administration of the Title I, Part C program is part of the consolidated planning system. Budgets and plans for all federally funded programs are evaluated and approved as a consolidated unit.

iv. The evaluation of the Missouri MEP will be completed by the State with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, federal reporting requirements and Office of Migrant Education (OME) guidelines, and the Missouri MEP. The evaluation will be designed to collect information to improve the program and to help the State make decisions about program improvement and success.

The evaluation will report both implementation and outcome data to determine the extent to which the measurable outcomes for the MEP in communication arts, math, school readiness, and secondary/Out of School Youth (OSY) achievement and high school graduation have been addressed and met.

Questions answered by implementation data include the examples below:

- Were local projects implemented as described in their approved MEP applications? If yes, what worked and why? If not, what didn't work and why not?
- What challenges were encountered by the MEP? What was done to overcome these challenges?
- What adjustments can be made to the MEP to improve instruction, professional development, and the involvement of migrant parents?
- To what extent were the procedures used for identification and recruitment of eligible migrant students found to yield reliable results?
- To what extent were MEP staff better prepared to help migrant students close the achievement gap?
- To what extent did migrant parents report being involved with their children's learning in literacy, mathematics, school readiness, and high school graduation?

Questions answered by outcome data include the examples below.

- To what extent did migrant students demonstrate proficiency on the MAP in Communication Arts and Mathematics?
- To what extent did 3-4 year old pre-K migrant children receive referrals to appropriate early childhood education programs designed to increase readiness for school?
- To what extent did secondary migrant students earn sufficient credits to remain on track for graduation?

Data on migrant students and services will be collected by the State from each of its sub-grantees. Data sources include migrant parents, recruiters, migrant program administrators and instructional service providers, and other staff as appropriate.

Data will be collected through surveys, focus groups, structured interviews, and records reviews (including assessment results reported in the State's data collection and reporting system). Data

analysis will include descriptive statistics based on Missouri migrant student demographics, program implementation, and student and program outcomes. Means and frequencies will be calculated. Tests of educational significance will be completed, and trend analyses done.

Missouri will prepare an annual implementation and outcome evaluation. Through the evaluation, data will be collected and reviewed by the State to systematically and methodically improve the program. Further, a written report on the progress made by the Missouri MEP toward meeting its MPOs will be prepared annually. This report will include recommendations for improving MEP services to help ensure that the unique educational needs of migrant students who are served in Missouri are being met.

Student Assessment and Progress Monitoring Plan

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described in sections 3 and 4 of this Service Delivery Plan will be collected, compiled, analyzed, and summarized by the Missouri MEP. These activities will help the State determine the degree to which the MEP is on target to reach the stated performance targets and effective based on the chosen measurable program outcomes. This will be done through the district migrant reporting process as well as through an annual program evaluation.

Specifically, data will be collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data to be collected for these purposes are listed in the tables on the following pages. Following each data element is information on the individual/agency responsible, method of data collection, and frequency of data collection.

Measureable Program Objectives and Outcomes

The following are the Measurable program objectives and outcomes stated in MO's SDP:

English Language Arts

A. The gap in proficiency in English language arts on the state standardized test between migrant students participating in supplemental supports during the regular school year and non-migrant students will decrease by three percent annually.
B. Annually, 80 percent of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the English language arts strategies provided by the state MEP into their instruction.
C. Annually, 80 percent of migrant parents participating in parent involvement activities (such as Parent Advisory Council meetings) will report on a parent survey that the activity helped them support their children's reading achievement.

Mathematics Achievement

A. The gap in proficiency in mathematics on the state standardized test between migrant students participating in supplemental supports during the regular school year and non-migrant students will decrease by three percent annually.
B. Annually, 80 percent of students receiving language-of-mathematics instruction will demonstrate a nine percent gain on LEA-approved semester assessment.

C. Annually, 80 percent of migrant students will demonstrate a nine percent gain on a LEA-approved pre/post assessment of mathematics skill development.
D. Annually, 80 percent of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the mathematics strategies from the training to their instruction.
E. Annually, 80 percent of migrant parents participating in parent involvement activities (such as Parent Advisory Council meetings) will report on a parent survey that the activity helped them support their children's mathematics achievement.

School Readiness

A. Annually, 80 percent of migrant parents participating in family literacy activities will report on a parent survey that the strategies helped them prepare their children for school.
B. Annually, 80 percent of migrant children ages four or five and not in kindergarten will receive referrals to appropriate early childhood education services as indicated on the LEA migrant report.

High School Graduation

A. The four-year and extended graduation rates for migrant students will increase by 0.5 percent annually.
B. Annually, 80 percent of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the college-and-career readiness strategies from the training to their instruction.
C. Annually, 80 percent of migrant parents participating in parent involvement activities related to high school graduation will report on a parent survey that the activity helped them support their children in making progress toward high school graduation.
D. Annually, 80 percent of staff involved in providing support services for Out of School Youth will report on a staff survey that the services met the needs of migrant students.

The Missouri MEP implements joint planning among local, state and federal education programs through its Tiered Monitoring process of local programs. Each local program must implement strategies around collaboration with service providers (social service agencies, health providers, College Assistance Migrant Program (CAMP) and High School Equivalency Program (HEP). When monitoring local programs, the Missouri MEP uses indicators that are aligned with program requirements and the Measureable Program Outcomes (MPO) to examine the extent of fidelity of program implementation and integration of services and supports for all students including migratory children and youth. The detailed monitoring tools include the requirements of Title I.C along with those of Title I, II, and III to ensure all program requirements are being implemented.

The SDP evaluation will report both implementation and outcome data to determine the extent to which the measureable outcomes for the MEP have been addressed and met. Data will inform

- whether local projects have been carried out as described in their approved MEP applications;
- successes and challenges encountered by local projects, regional MELL offices, and State MEP staff;
- identification & recruitment procedures and results;
- MEP staff professional learning;
- parent involvement;

- student proficiency in English language arts and mathematics;
- secondary student credit accrual/graduation preparedness; and
- preschool student access to early childhood education programs.

The cyclical and reflective CNA/SDP/Evaluation process ensures that the needs of the migratory population within a state are continually monitored, prioritized and effectively addressed.

6. Promote Coordination of Services (*ESEA section 1304(b)(3))*: Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

MO-DESE has determined that the Migrant Student Information Exchange (MSIX) provides a viable method to both share student information and serve student needs. The MEP is responsible for promoting interstate and intrastate coordination of services for migrant children, including the provision of educational continuity through a timely transfer of pertinent school records and relevant health information. Missouri participates in and contributes student information to the national MSIX to input, report and share accurate and timely migrant student information across the state and across the country. MO-DESE will also provide assistance to LEAs in acquiring and sending pertinent school records. As part of the MSIX system, MO-DESE has thoroughly reviewed the security protocols required for protection of personally identifiable student information. MO-DESE has received approval from the Missouri State Auditor's Office for participation in MSIX as a part of a comprehensive review of data security. MO-DESE is a member of OME-sponsored Consortium Incentive Grants and collaborates with other member states; shares information about programs, policies, and practices; and provides additional PK students high-quality, evidence-based services.

7. Use of Funds *(ESEA section 1304(b)(4))*: Describe the State's priorities for the use of Title I, Part C funds and how such priorities relate to the State's assessment of needs for services in the State.

CNA/SDP establishes statewide, targeted priorities based on input from key stakeholders such as Migrant and other educational staff, MEP parents, OSY, and community leaders who routinely work with migratory students and families.

In accordance with ESEA, Section 1304, programs for migratory children in Missouri must give priority of services to children who have made a qualifying move within the previous one-year period and who are failing, or are most at risk of failing, to meet the state's academic standards, or who have dropped out of school. Key factors that are considered by the Missouri MEP in determining "failing" or "at risk of failing" include, but are not limited to, the following:

- Scored at Below Basic on the state assessment
- Is an EL (students coded LEP)
- Has an age and or grade discrepancy
- Was retained
- Is at risk of failing to meet the state graduation requirements in one of the following areas
    - An unweighted GPA of 2.0 or below
    - Insufficient credits for promotion or graduation

Weighted allocation determinations take into account the number of migratory children that meet the above criteria.The qualifying arrival date from the student's Certificate of Eligibility is used to identify the students with a qualifying move within the previous one-year period.

The state's priorities are drawn from the comprehensive needs assessment for migrant education. Specifically, the state has identified the need for services to support greater achievement in English and mathematics as measured by state assessments, greater persistence to graduation, and improved readiness for school. These priorities are the basis for the state's MPOs. Subgrantees are required to indicate how they will address the state's MPOs as part of the budget approval process. Data is collected as to how each subgrantee is budgeting funds toward the MPOs and reported annually as part of the state MEP.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

MO-DESE provides grants to support students who have been placed by courts and agencies in facilities operated by the Missouri Department of Youth Services and the Missouri Department of Corrections. The programs support educational services while students are placed and support transition programs when students move out of those placements. Currently, 25 institutions serve 812 students. Of those institutions, 14 are purely correctional in nature. The remaining address substance use or mental health needs of youth. Clearly, many of the youth served by these programs may be affected by multiple issues, including criminal behavior associated with substance use, mental health issues, or both.

1. Transitions Between Correctional Facilities and Local Programs *(ESEA section 1414(a)(1)(B))*: Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

   MO-DESE provides technical assistance to the Department of Corrections, the Division of Youth Services (part of the Department of Social Services), other Title I. D. recipients and LEAs concerning transitional services that will enable neglected or delinquent youth to successfully enter an institution (including the provision of records, etc.), reenter school successfully and/or to find employment after they leave the institution and return to the local community. Detailed transition plans will be included and required for LEAs and agencies to complete in their application for funding.

   MO-DESE continues to provide in-service training on programs and activities that other state agencies and LEAs may use to promote transitional services. These programs and activities are designed to assist the LEA and other agencies in developing a working relationship to accomplish a high-quality transitional program for the neglected or delinquent population.

   In order to be granted funding under Title I, Part D, applicants must provide for timely transfer of records upon change of placement or assessment of student need, and offer

an appropriate program that provides for academic education, career and technical education, and transitions to employment or further education.

While specifics will vary across subgrantees, each application must provide for the following:

1. Timely transfer of student records between correctional facilities and locally operated programs
2. Timely implementation of the Individual Career and Academic Plan (ICAP), or, if necessary, adaptation and implementation of the ICAP
3. Implementation of the Individual Education Plan (IEP), if applicable
4. Availability of academic and career and technical education
5. Provision for state approved assessment
6. Provision for postsecondary education
7. Availability of transitional services and supports for students changing placement (to/from correctional facilities from/to locally operated programs)
8. Transitional services and supports to employment or further education

MO-DESE will monitor that subgrantees transfer records and adapt and implement ICAPs and IEPs in a timely manner. Further, MO-DESE will ensure that subgrantees provide for academic, career and technical, and postsecondary education as applicable. Finally, MO-DESE monitoring will examine transitional services and supports to ensure that student transitions to/from correctional institutions and locally operated programs, as well as to further education or employment, are implemented.

Subgrantees may fulfill the requirements for transitional supports and further education through the following, non-exhaustive list of methods:

- Replacement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses or through programs provided in institutional settings
- Work-site schools in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary education and employment
- Essential support services to ensure the success of the youth such as

    - re-entry orientation programs, including transition centers in high schools;
    - pupil services, including counseling, psychological, and social work services designed to meet the needs of neglected or delinquent children and youth;
    - tutoring and mentoring programs;
    - instruction and training at alternative schools and learning centers;
    - services of in-school advocates on behalf of individual neglected or delinquent youth;
    - information concerning and assistance in obtaining available student financial aid; and
    - job placement services.

Needed services will be provided for such children and youth so they can make a successful transition from institutionalization to further schooling or employment. The LEA, with technical support from the SEA, will provide students who are at-risk with accurate information about the costs and consequences of dropping out of school. Schools districts and charter LEAs will work with students, families and available community resources to assist students who drop out and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth to complete their high school education and, when possible, to obtain postsecondary education.

2. Program Objectives and Outcomes *(ESEA section 1414(a)(2)(A))*: Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

Educational services will be provided for neglected, delinquent, and at-risk children and youth in local and state institutions so that such children and youth have the opportunity to meet the same challenging state academic content standards that all children in the state are expected to meet.

MO-DESE has established the following objectives for the Title I, Part D program to ensure that the program results in improving the academic, career and technical skills of students being served:

- Goal 1: Provide for efficient and effective transitions for students
  - Objective 1: Student records will be transferred between institutions within 10 days of change of placement.
  - Objective 2: Appropriate ICAP (or replacement ICAP) will be developed and implemented within 15 days of change of placement.
- Goal 2: Improve student performance
  - Objective 1: Students will improve on English language arts and mathematics achievement as measured by MAP scores.
  - Objective 2: Students will improve on measures of College and Career Readiness or Success-Readiness as measured by the Missouri School Improvement Program, including appropriate assessments and completion of advanced coursework or Industry Recognized Credential (IRC) as appropriate.
  - Objective 3: Students will improve in postsecondary follow-up as measured by MSIP.

  MO-DESE will collect such data as is necessary to monitor progress toward the goals and objectives. Where data analysis indicates the need for improvement at the institutional level, MO-DESE will collaborate with the institution to develop a corrective action plan.

D. Title II, Part A: Supporting Effective Instruction

The Office of Educator Quality (OEQ), a subsection of MO-DESE, provides rapid response to clients seeking certification and has gone beyond the simple act of ensuring that teachers are properly licensed. OEQ has been in pursuit of four primary efforts to improve the quality of educators and educational leaders. First, standards for teacher and leader evaluation have been adopted and are the basis for the model evaluation systems for these two classes of educators. The system addresses appropriate evaluation methods at all points in the professional career. Second, MO-DESE has developed its own Educator Equity Plan to address the statewide needs of teacher supply. Third, educator preparation institutions receive an Annual Performance Report-Educator Preparation Programs (APR-EPP) that provides information to the public on the quality of each preparation program in each Missouri institution. MO-DESE, while not responsible for higher education, does have authority to license educator preparation programs. Finally, the Missouri Leadership Development System (MLDS) is under development. It is currently ready to address the needs of emergent educational leaders and will be further developed to address the needs of educational leaders at all stages of their careers on a statewide basis. All Missouri students deserve access to a sufficient quantity of high-quality educators to meet their educational needs.

1. Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

   The strategies below are offered to ensure that all students have access to excellent teachers and leaders. Training and support are provided on developing local equity plans that address strategies for ensuring that low-income and minority students have greater access to effective teachers and leaders. Strategies are also offered for building leadership capacity in the state and providing support for the use of the Beginning Teacher Assistance Programs (BTAP) and Professional Learning Guidelines. Support and training will also be provided to LEAs on the use of effective evaluation systems.

Strategy	Timeline	Funding Sources
Host Equity Labs that provide assistance to LEAs in drafting local equity plans to address inequities of educational opportunities.	2016-17	Title II A
The primary purpose of the MLDS is the development and support of effective school leaders. An array of professional learning experiences has been developed to support principal growth across a continuum of leadership competencies. Individual competencies are not addressed separately or in sequence, but are embedded in distinct Learning Experiences across five identified leadership domains: Visionary, Instructional, Managerial, Relational and Innovative. The MLDS serves as a blueprint for developing and supporting transformational school principals through a comprehensive system of learning modules	2016-19	Title II A

Strategy	Timeline	Funding Sources
that are engaging and relevant. Productive learning environments require skillful leadership. Through the collaboration of multiple stakeholders and applied understandings, the aim of putting a capable leader in every building across Missouri is possible. MLDS training and support are provided to all principals through leadership specialists located in regions across the state.		
The State Board of Education establishes standards for successful mentoring programs. State Board of Education Rule 5 CSR 20-400.380 outlines the critical components of a mentoring program which include introduction to the cultural environment of the community/district/school/classroom, program evaluation, individualized educator plan, collaborative mentor selection, mentor training and support, roles and responsibilities of new teachers, administrators and mentors, and sufficient time for observations. These standards were developed through a collaborative effort with representation from teacher organizations, administrator organizations, school districts, career and technical education educators, school counselors, and regional service centers. In addition, Rule 5 CSR 20-400.385 establishes the minimum requirements for topics to be addressed in a new teacher's Beginning Teacher Assistance Program (BTAP). Training modules and materials have been created to assist with developing and implementing programs that align to the mentor standards and BTAP guidelines. LEAs and teacher education programs will receive this training to ensure first and second year teachers are effectively supported during critical early years. The training will highlight particular areas of need specific to be a first or second year teacher including topics such as effective instructional practices, classroom management, student engagement and motivation, professional communication, and education related law.	2016-19	Title II A
Professional Learning Guidelines have been developed which provide clarification and guidance on the key components and characteristics of high quality support and training to improve the instructional practice of educators. Training modules and materials have been created to assist educators in using these guidelines to assess and improve the quality of the support and training that is provided to educators. LEAs will receive this training to enhance the quality and impact of the professional learning they provide in their school community. Trainings include topics such as an overview of the guidelines, the role of the professional development committee, how to use educator evaluation data and goals in the Comprehensive School Improvement Plan (CSIP) to inform the type of professional development that will be provided to teachers and school	2016-19	Title II A

Strategy	Timeline	Funding Sources
leaders.		
Training and support will be provided to school districts and charter schools to ensure, as required by State Board Rule 5 CSR 20-400.375, that their local evaluation system is aligned to the Seven Essential Principles of Effective Evaluation.		Title II A

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

   Title II funds will also be used to assist LEAs in developing a local equity plan through an equity lab. This interactive lab serves as an exciting and unique opportunity to ensure equitable access to excellent educators for every student regardless of race, socio-economic status, or geographic location. LEAs and other stakeholders engage in crucial conversations focused on addressing educational inequities that exist across our state by exploring data, identifying causes, and developing strategies to build a framework for the development of LEA-level plans to support the implementation of the Missouri Equity Plan.

   Among the possible outcomes of an LEA developing a local equity plan through a local equity lab is a Grow Your Own program. Many Missouri LEAs are developing their own teacher pipelines through this initiative. Growing your own teachers is a viable means of creating a continuous supply of quality, prospective candidates who are reflective of the diverse teacher workforce needs within a local school community. A recent survey of educators by the National Education Association indicated that 60 percent of teachers were teaching within 20 miles of the school they graduated from. The Office of Educator Quality has identified key components of a framework that can be utilized as a resource for LEAs to launch a Grow Your Own program. These include building awareness of the teaching profession, more in-depth exposure to teaching practice, hands-on experiences in teaching, and ensuring high-quality education. In selected areas of the state, scholarship programs have been developed to provide incentives for students to return to their home areas to teach. By recruiting and supporting current students to prepare and return in the future as teachers, they are helping to ensure an excellent education for all.

3. System of Certification and Licensing *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

MO-DESE's system of certification and licensing of teachers, principals and other school leaders to practice is based on revised content assessments and performance assessments aligned to the state's teacher and leader standards. Missouri has several methods for an individual to enter the education profession with a "certificate of license to teach." The following routes are available:

- Traditional route: An individual completes a four-year, college-recommended course of study, does student teaching, passes the designated assessment test, and graduates with a bachelor's degree in a field of education and is issued an initial certificate.

- Alternative or Innovative route: An individual with a bachelor's degree in a content area (such as English or Mathematics) returns to a college of education for a program of study that may enable him to take courses and teach simultaneously. The teacher works under a two-year, provisional certificate and usually completes about 30 semester hours of education courses. When the college program is completed and the designated assessment test passed, the college recommends and the individual receives an initial certificate. Some of these programs are offered via distance learning, some programs offer a master's degree plus certification and some offer only the certification.

- Temporary Authorization route: An individual with a bachelor's degree in a content area (such as English or Mathematics) takes self-directed courses – a maximum of 24 college credits (varies for different areas) to meet specified competencies, teaches for two years, is mentored by the school district and passes at least two exit examinations. The individual works under a one-year, renewable certificate that requires nine semester hours of college credit each year in order to be renewed. When requirements are completed, the individual receives an initial certificate.

- ABCTE: An individual who holds a bachelor's degree and meets the ABCTE requirements is eligible for a regular Missouri teaching certificate. The individual will be issued an Initial Professional Certificate by MO-DESE. ABCTE certificate holders are subject to the same mentoring and professional development requirements that apply to all new teachers in Missouri.

State statute, State Board of Education rules, guidelines and standards have been developed for teacher induction, which includes mentoring and beginning-teacher assistance programs. Professional Learning Guidelines have been developed and are used by LEAs to ensure the ongoing growth and improvement of practice. By law, one percent of a school district's state funding must be used for the professional development of its educators. The expenditure of these local funds is directed by a professional development committee. State-sponsored professional learning includes a Teacher Academy that provides teachers the opportunity to improve their instructional practice within a statewide network of teachers.

Administrative certificates require a candidate to pass new content and performance assessments. State Board of Education rule requires two years of mentoring for principals and directors, and one year for school superintendents.

A group of key stakeholders are members of the Leadership Development System (LDS) Commission. Members of the LDS Commission include representatives of the three professional organizations for administrators, higher education, regional service providers and MO-DESE. The LDS commission has developed a comprehensive system for supporting school leaders beginning with pre-certificate and extending throughout their career.

4. Improving Skills of Educators *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

   MO-DESE will improve the skills of teachers, principals and other school leaders in identifying students with special learning needs by conducting statewide training on the initial evaluation process for determining student eligibility for services. This training will

   - outline the steps teachers, principals, and other school leaders should take prior to proposing an evaluation to ensure the student is not at risk due to inadequate instruction or interventions. Staff must clearly describe the evidence-based classroom and intervention practices provided prior to proposing a student evaluation.

   - assist staff in recognizing and understanding any biases which could lead to unnecessary evaluations and/or placements.

   - assist LEAs in reviewing their intervention processes and strategies to ensure students are not being identified for special education simply because other supports for struggling students are not available.

   Additionally, MO-DESE will create a virtual platform to provide training and resources to increase the use of evidence-based interventions. MO-DESE will focus on the high-effect size interventions and strategies outlined in John Hattie's[6] meta-analysis. The virtual platform will provide training and resources that will be accessible to all LEAs and teachers. This training will improve the skills of teachers, principals and other school leaders in identifying students with other learning needs such as English learners, students who are gifted and talented, and students with low literacy levels. Additionally, the platform will provide guidance on the provision of timely and meaningful feedback for staff and students. The platform will be designed to

[6] Hattie, John A. C. (2009) Visible Learning; Routledge, New York.

- increase the universal (classroom level) use of effective teaching and learning practices;
- increase the use of data to guide instructional practice;
- increase the appropriate usage using common formative assessments;
- build collaborative cultures that result in high levels of learning and increased student achievement;
- create positive behavior supports for the regular classroom and help staff connect these activities as part of the typical school day; and
- provide training and resources for all teachers to support students with challenging academic and behavioral needs, especially for students in need of targeted and intensive levels of support.

These effective practices and strategies will provide rich resources for meeting the goals of students with disabilities.

5. Data and Consultation *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.

MO-DESE will collect and utilize data to continually update and improve activities that are being supported by Title II, Part A funds in the following ways:

- The Missouri Leadership Development System (MLDS) will use a six-level evaluation model (Appendix E) to evaluate the delivery of training, the knowledge gained, the application of new learning and its impact as a result of the training and support provided to principals. In meaningful consultation through focus groups and committee work with central office school leaders, principals, charter school leaders and the state's leadership specialists, this data will be used to improve the quality of training and to determine impact on teachers and learning. Consultation will also occur with teachers and associations and other professional communities through presentations or webinars to provide information about the training and support being provided to school leaders as well as to gather feedback about the perceived needs of school leaders.

- LEAs will receive training and support on effective practices in the educator evaluation process. This includes the use of student growth measures as a part of the local evaluation of educators. Data will be gathered to evaluate the quality of training provided, the extent of knowledge gained, the degree in which new learning was applied, and the overall impact of this new learning. The data gathered through surveys will be used in meaningful consultation with K-12 stakeholders including central office school leaders, principals, charter school leaders, teachers and professional associations regarding the effectiveness of the evaluation system for improving the quality of teaching and learning.

- Teams from LEAs will receive training and support on the guidelines for Beginning Teacher Assistance Program (BTAP) and the state's Mentor Standards. Data will be gathered to evaluate the impact of these guidelines and standards on the quality of induction provided by LEAs and its impact on teacher retention. Data collected at the end of trainings and in follow-up, focused discussions will be used to consult with LEA school leaders and teachers to refine the language

of the standards and guidelines and to assess and improve the quality of induction provided to new teachers and principals.

- Missouri's Equity Plan includes various strategies for determining root causes of gaps in equitable educational opportunities for students. This is determined by an analysis of various measures of data across different types of schools (see Appendix G, pages 105-106). Once causes are identified, strategies are developed and implemented to eliminate the gaps. Data will be gathered to determine the quality and usefulness of training and support provided to LEAs on this process and the impact it has on addressing gaps of inequitable educational opportunities for various populations of students. In meaningful consultant with LEA school leaders and teachers, data will be reviewed through follow-up studies and in focus groups to determine the extent that equity gaps have been addressed and possible modifications needed to increase the impact of the strategies on improving learning for each student. Consultation with professional associations, parents and other community stakeholders through surveys, focus groups or in committees will also take place regarding changes in learning opportunities for all students based on strategies implemented from Missouri's Equity Plan.

- High quality preparation is essential for ensuring first year teachers are ready and able to begin making a positive impact on student learning. Missouri is implementing a process of continuous improvement for all preparation programs in the state. Data will be gathered through the Annual Performance Report for Educator Preparation Programs (APR-EPP) to determine the impact on the quality of first year teachers. Meaningful consultation will occur with educator preparation program stakeholders and their associations through committees and webinars on how the data can promote improvement through. Consultation will also occur with K-12 stakeholders including LEA school leaders and teachers on the readiness of first year teachers using annual surveys conducted through the Core Data Collection System. Additionally, the data will be used to communicate through the MO-DESE website on the quality of programs to parents and their children as they make determinations about higher education selections.

6. Teacher Preparation *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

   MO-DESE is doing extensive work along the entire education workforce continuum. Significant reform efforts have occurred in the preparation of all teachers and school leaders, including those that will serve low-income students, students with disabilities and English learners. This work includes the development of the Annual Performance Report for Educator Preparation Programs (APR-EPP) for all four-year preparation programs. The APR-EPP is used to guide the continuous improvement of Educator Preparation Programs. A state team comprised of key association members, stakeholders, MO-DESE, the Missouri Department of Higher Education and practitioners participate as part of the MO-DESE Missouri Transforming Educator Preparation (MOTEP) initiative. This group assists in the development and revision of the APR-EPP for all educator preparation programs.

The APR-EPP generates a rating based on several types of data. This data includes whether the educator is knowledgeable of the content and can perform effectively in the classroom, and perceptual data. The APR-EPP is used for accrediting all certification programs on an annual basis. MO-DESE will compile the performance data to determine whether or not an individual certification program continues to meet the state performance standards: Academics, Field and Clinical Experiences, and Candidates. MO-DESE uses the following categories to accredit certification programs:

1. Accredited: Certification programs that meet all of the standards for the preparation of educators will be accredited and may continue to recommend candidates for certification.

2. Provisional Accreditation: Certification programs rated as Tier 3 will be issued a status of Provisional Accreditation based on points earned on at least two of the four indicators. If a particular certification program does not meet cell size requirements for generating an accountability determination, the corresponding certification cluster may instead be subject to this classification if the combined performance of the certification areas is rated Tier 3. If possible, a particular certification program within a cluster may be identified for improvement. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those areas of certification.

3. Conditional Accreditation: Certification programs already classified as provisionally accredited that have remained in Tier 3 or certification programs that are classified as Tier 4 on at least two of the four APR indicators become conditionally accredited. It is possible for a particular certification program within a cluster to be identified for improvement.

An extension of this work will be the development of an APR for community colleges. Some Missouri educators begin in community colleges and subsequently complete their preparation in a four-year program. It is the four-year program which ultimately recommends candidates for certification. The community college APR will be used to ensure the quality of programs offered through the community colleges. As with the four-year programs, continuous improvement of the two-year community college programs ensures that candidates will be ready to impact student learning on day one. The quality of two-year programs will be measured with similar indicators as used with four-year programs, including indicators that assess mastery of content knowledge.

Title II funds will also be used to support enhanced communication with all educator preparation programs in the state on improving the quality of teacher candidate preparation. For example, communication will focus on the implementation of the new Teacher Preparation Regulations in all preparation programs. Common language used across all preparation programs and standardization of communications contributes to the overall effectiveness of the preparation process of teacher candidates.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

School age English learners are served through the Migrant and English Language Learner specialists noted under Title I, Part C. These regionally-based professionals support students by providing technical assistance and professional development to local school staff. MO-DESE provides grant funds to schools to further support English learners. Students for whom English is not their primary language concentrate in selected urban and suburban schools but are also dispersed across outstate Missouri. The largely dispersed nature of the English learner subgroup adds is a significant challenge to providing language specific support.

1. Entrance and Exit Procedures *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

   MO-DESE gathered input on statewide entrance and exit procedures from practitioners and postsecondary institutions, as a part of the ESSA assessment work group, two regional English language learner work groups subsequent to the statewide meetings in the fall of 2016, and one meeting with English learner experts and field staff. Seventy-five stakeholders participated in four work group meetings in November and December regarding standards and assessments.

   The LEA administers a Language Use Survey (LUS) in a language the parents or guardians understand, through translation and/or interpreting, for all students new to the LEA for the purpose of identifying students of non-English backgrounds. The LUS must include the following three questions:

   - What was your child's first language?
   - Which language(s) does your child currently speak?
   - Which language(s) does your child hear and understand?

   If a language other than English is noted on the LUS or the LEA discovers crucial information was withheld, the LEA must begin the LEA-approved EL Identification Protocol and, if appropriate, assess the student using the WIDA-ACCESS© 2.0 Placement Test (W-APT). The student must be assessed within 30 days from enrollment. Students who score below the state-defined minimum for English language proficiency on the language screening tool are eligible for services and must be placed into the LEA-approved language support program. Parents or guardians must be notified in writing of the student's eligibility for and placement in the LEA's language support program.

   Once placed in the LEA's language support program, LEAs must annually assess the English language proficiency of all four language domains (listening, speaking, reading, and writing) from kindergarten through grade 12 using ACCESS® for ELs 2.0 for the purpose of determining individual students' need for continued language support services. Under federal obligations within Title I, all identified EL students are required to take the ACCESS© for ELs 2.0 each year until they reach AEP. Districts may dispute

domain scores on the ACCESS for ELs© with objective, valid and reliable complementary evidence. The annual assessment is based on the 2012 Amplification of the English Language Development (ELD) Standards kindergarten through grade 12, published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium. In response to the most recent standards setting by WIDA, MO-DESE convened stakeholders to review the WIDA recommendations regarding cut points for proficiency. MO-DESE's definition of AEP takes these new standards into account.

2. SEA Support for English Learner Progress *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:
   i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
   ii. The challenging State academic standards.

MO-DESE's long-term goals and measurements of interim progress were established based on a report from the WIDA Consortium7. The following steps were used to determine the benchmarks established as prescribed under No Child Left Behind:

- MO-DESE defined the English proficiency level (ACCESS Overall Composite Score of 5.0 or higher with no less than 4.5 in Reading or Writing. Subsequent research indicated that recalibration was necessary under WIDA ACCESS 2.0©. The AEP composite score required is now 4.7).

- MO-DESE determined the cohort of ELs for analysis (Cohort 1 – Students who have been in the district receiving ELL instruction three years or fewer, Cohort 2 – Students who have been in the district receiving ELL instruction four years or more).

- MO-DESE set the starting point for AMAO 2 targets (To meet the AMAO 2, 15 percent of students in Cohort 1 who have taken the state ELP assessment must score at least an overall 5, and 20 percent of students in Cohort 2 who have taken the state ELP assessment must have scores of at least an overall 5. AMAO targets for each cohort will increase by one percent annually).

- MO-DESE determined the rate of annual growth.

MO-DESE has elected to continue with the benchmarks established as part of the previous law.

Progress to English Language Proficiency							
English Learners	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Cohort 1	8.8%	9.8%	10.8%	11.8%	12.8%	13.8%	14.8%

[7] Research Brief, AMAO Guidance, November 2007, H. Gary Cook

Progress to English Language Proficiency							
Cohort 2	10.7%	11.7%	12.7%	13.7%	14.7%	15.7%	16.7%

All Title III-funded schools will receive annual reports on progress made toward meeting the long-term goals, and technical assistance is provided at the state level by the director of English Language Programs and the director of English Language Curriculum. Additional assistance is provided through a network of regional English language instructional specialists who work directly with LEAs that have been identified as having not met either the progress goals outlined in the accountability section of this plan or the proficiency intervals of the long-term goals. LEAs receive personalized technical assistance via MO-DESE representatives and instructional coaches. MO-DESE representatives proactively hold technical assistance workshops throughout the state as part of the ELD Curriculum, Instruction and Assessment program.

To ensure that LEAs are continuously improving their plans to address the unique needs of ELs and immigrant students, the SEA includes instructional coaches on the Regional School Improvement Teams (RSIT). In addition, various MO-DESE sponsored Train the Trainer opportunities are available during the year along with statewide regional and virtual ongoing professional development workshops addressing the needs of all ELs including low-incidence districts, ELs with disabilities, students with interrupted formal education (SIFE), and recently arrived ELs (RAELs) as part of the ELD Curriculum, Instruction and Assessment Program.

3. Monitoring and Technical Assistance *(ESEA section 3113(b)(8))*: Describe:
   i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
   ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

Each LEA that receives funding is monitored through MO-DESE's Tiered Monitoring System. All LEAs are placed in one of three cohorts (desk monitoring, desk review, or on-site monitoring).

The desk review consists of the director or supervisor reviewing the plans and budgets of each LEA in their region. In the 2017-18 school year, Cohort I will participate in the desk monitoring by submitting the ESEA Self-Monitoring Checklist (SMC) for each of four cycles: October, December, February and April. Each SMC includes questions the LEA must answer about requirements in ESSA. LEAs are also required to upload supporting documentation. MO-DESE staff will review these materials to ensure LEA compliance with the law. LEAs in Cohort II will participate in follow-up from prior on-site or phone monitoring conducted in the 2016-17 school year. Twenty percent of the LEAs in Cohort III will receive an on-site visit from their Federal Programs supervisor. LEAs that were out of compliance are required to write a plan of action to demonstrate how they will provide services to students who are English learners in order to achieve AEP.

Technical Assistance is provided at the state level by the director of English Language Programs and the director of English Language Curriculum. Additional assistance is provided through a network of regional English language instructional specialists who work directly with LEAs that have been identified for services.

LEAs receive personalized technical assistance via MO-DESE representatives and MELL instructional coaches. MO-DESE representatives proactively hold technical assistance workshops throughout the state as part of the ELD Curriculum, Instruction and Assessment program.

To ensure that LEAs are continuously improving their plans to address the unique needs of ELs and immigrant students, the SEA includes Migrant & English Language Learner (MELL) instructional coaches on the Regional School Improvement Teams (RSIT). In addition, various MO-DESE sponsored Train the Trainer opportunities are available during the year along with statewide regional and virtual ongoing professional development workshops addressing the needs of all ELs including low-incidence districts, ELs with disabilities, students with interrupted formal education (SIFE), and recently arrived ELs (RAELs) as part of the ELD Curriculum, Instruction and Assessment Program.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

Local schools have significant latitude to determine the allowable uses of Title IV, Part A funds most closely aligned to local need. The state level perspective for these needs includes an understanding that many schools, especially smaller and outstate ones, lack adequate resources to provide access to advanced coursework. While this is often attributed to a lack of qualified teachers, a confounding factor is the fact that outstate schools often lack sufficient connectivity to supply coursework virtually. Missouri is fortunate to have a current statewide government effort to ensure that every school has a minimum bandwidth of 100 kbps per student.

Use of Funds *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

MO-DESE has a single area of critical need for state-level activities under Title IV, Part A, Subpart 1. A recent statewide analysis of advanced course offerings in mathematics and science indicated that a significant number of high schools do not offer, and consequently a significant number of students do not have access to, advanced coursework. The table below provides examples of courses that have limited availability to students.

The need for proper preparation in STEM areas is critical for both students' future success and for the economic health of our state and nation. In addition to the content of the courses, the development of critical thinking through problem solving is embedded in the pedagogy of these courses.

Course	Number of high schools not offering the course in the last three years	Percentage of high schools not offering the course in the last three years	Number of Juniors and Seniors lacking access to course during the 2016-17 school year
Trigonometry	124	23.6%	10,508
Calculus	151	28.7%	3,833
Statistics	290	55.1%	13,537
Physics	451	85.7%	26,761
Advanced Biology	76	14.4%	2,211

To overcome the lack of course availability, MO-DESE intends to improve access to advanced coursework for all students, but particularly for minorities and economically disadvantaged students and for those whose rural or small school settings reduce their access. MO-DESE may also subsidize fees for AP and IB courses. Furthermore, where advanced coursework, including advanced mathematics and science are locally unavailable, MO-DESE will subsidize course fees for the Missouri Virtual Instruction Program. To the extent that students access to this advanced coursework would be improved by better early school counseling programming, MO-DESE may use funds to support efforts in this area.

1. Awarding Subgrants *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

   MO-DESE will ensure no allocation is below $10,000 through its internal fiscal and performance management controls. Missouri received sufficient funding in 2017-18 to award by formula with at least $10,000 to all eligible LEAs. If future funding does not permit Missouri to meet the minimum of $10,000 by formula, allocations shall be ratably reduced, per Sec. 4105(b).

Title IV, Part B: 21st Century Community Learning Centers

Many young people and families stand to benefit from extended opportunities for learning, both academic and otherwise, as well as opportunities for meaningful engagement with others. MO-DESE supports these students and families through grants to establish and expanded 21st Century Community Learning Centers. These competitive grants are awarded across the state but the priority will be to support communities in which a Comprehensive Support and Improvement School is located.

2. Use of Funds *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

   MO-DESE will

   i. reserve no less than 93 percent of the amount allotted to the state for making awards to eligible entities to implement a 21st CCLC program.

ii. reserve no more than two percent of the amount made available to the state for the administrative costs of carrying out the SEA responsibilities of the program and convening of a rigorous peer-review process for competitive applications received for consideration of awards.

iii. reserve no more than five percent of the amount made available to the State for activities such as monitoring, technical assistance, training, capacity building, comprehensive evaluations and other possible activities as listed under Section 4202(c).

Awarding Subgrants *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

The 21st Century Community Learning Center (CCLC) program will be made available as a competitive grant. Grant opportunity announcements will be shared through webpages and other social media, miscellaneous organizations/entities around the state (Missouri Accreditation, 4-H, Missouri AfterSchool Network, etc.), newspapers, distribution lists, stakeholders, etc. The SEA will review all applications submitted for completeness and eligibility. The SEA will use a rigorous peer review process consisting of qualified reviewers using a weighted rubric to evaluate and score each application based on the quality of the proposed activities and the evidence provided to demonstrate the capability of the applicant to implement the proposed program. Reviewers will use an objective analysis in conducting a comparative assessment of the application in accordance with the evaluation criteria specified in the application guidance (i.e. need for program, program design including how the center will help participating students meet the challenging academic standards, cost of program, program evaluation, partnerships, etc.).

Priority for awarding 21st Century Community Learning Centers grants is given to applicants proposing to primarily serve students who attend schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); or other schools determined by the LEA to be in need of intervention and support; or schools that enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models. Each award will be funded at an amount of not less than $50,000 federal funds and will be of sufficient size, scope, and quality to give reasonable promise of meeting the purposes of the 21st CCLC program. All funds will be awarded on a competitive basis.

Measurable goals and objectives for the 21st Century Community Learning Center Program include the following:

Goal 1: Support or increase student achievement and sense of competence in the areas of English language arts, mathematics, and science.

Objective 1.1: At least 50 percent of youth per site will maintain and/or increase their grades in English language arts during the school year as measured by pre-/post-grades entered into Kids Care Center.

Objective 1.2: At least 50 percent of youth per site will maintain and/or increase their grades in math during the school year as measured by pre-/post-grades entered into Kids Care Center.

Objective 1.3: At least 50 percent of youth per site will maintain and/or increase their grades in science during the school year as measured by pre-/post-grades entered into Kids Care Center.

Objective 1.4: At least 70 percent of youth per site will report a medium to high level of reading efficacy as measured by items on the youth survey (average score of 3.5 or higher).

Objective 1.5: At least 70 percent of youth per site will report a medium to high level of math efficacy as measured by items on the youth survey (average score of 3.5 or higher).

Objective 1.6: At least 70 percent of youth per site will report a medium to high level of interest and engagement in STEM as measured by questions on the youth survey (total score of 3.0 or higher).

Goal 2: Develop and maintain a quality program that includes a safe and supportive environment, positive interactions, and meaningful opportunities for engagement.

Objective 2.1: All sites will score at least an average 2.9 on the Program Quality Assessment tool.

Objective 2.2: All sites will score at least an average 3.0 on the Organizational Context Leading Indicators of Staffing Model and Continuous Improvement.

Objective 2.3: All sites will score at least an average 3.0 on the Instructional Context Leading Indicators of Academic Press and Engaging Instruction.

Objective 2.4: All sites will score at least an average 3.0 on the External Relationships Leading Indicators of Family Communication and School Alignment.

Goal 3: Enhance youth's college-and-career readiness skills and behaviors, including positive school behaviors, personal and social skills, and commitment to learning.

Objective 3.1: At least 50 percent of youth per site will meet or exceed the school district's average rate of school-day attendance.

Objective 3.2: At least 50 percent of total youth enrolled in the afterschool program per site will have at least 60 days of attendance in the afterschool program.

Objective 3.3: At least 50 percent of youth per site will have no in-building or out-of-school suspensions.

Objective 3.4: At least 70 percent of youth per site will indicate a medium to high level of personal and social skills as measured by the youth survey (average score of 3.5 or higher).

Objective 3.5: At least 70 percent of youth per site will indicate a medium to high level of commitment to learning as measured by the youth survey (average score of 3.5 or higher).

G. Title V, Part B, Subpart 2: Rural and Low-Income School Program

The statistical landscape of Missouri schools is that eight percent of the 547 LEAs serve fifty percent of the public school students. While that statistic illustrates the level of student concentration in large districts, it also implies that the other ninety-two percent of districts tend to be rural, outstate, and small, often facing significant economic disadvantage. The Rural and Low-Income School Program will be used by MO-DESE to provide compensatory grant funds to offset the competitive and allocation disadvantages of these districts.

1. Outcomes and Objectives *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

   The purpose of Title V.B.2 is to provide for equity in cases where rural or low-income schools receive allocations insufficient for their needs and are at a competitive disadvantage for other grants. The allowable uses of Title V.B.2 include alignment with the purposes of

   - Title I, Part A
   - Title II, Part A
   - Title III
   - Title IV, Part A or Part B

   Each of those title programs attempts to improve student achievement through either school improvement, support of English learners or access to a well-rounded education. Because Title V.B.2 is an equity mechanism with allowable uses aligned to other specific Titles under ESEA as modified by ESSA, the program goals for Title V.B.2 will be the same as the program goals associated with the chosen allowable use.

   LEAs have needs assessments and associated plans with each of these title programs. Clearly, those LEAs that are disadvantaged due to poverty, size or rural setting require some additional support to meet their students' needs through those plans.

MO-DESE will ensure that LEAs use Title V.B.2 for purposes of improving academic achievement by requiring LEAs to indicate how Title V.B.2 funds will be aligned to the work outlined in the other Title(s). The goals for academic achievement for Title V.B.2 will consequently be those set as the state's long-term goals for academic achievement and graduation.

Each LEA will be required to submit an assurance to MO-DESE that the funds received under Title V, Part B will be expended for needs outlined in the LEA's needs assessment or as outlined in the state's Consolidated Plan.

The following list provides examples of how LEAs might use funds under Title V.B.2. This list is provided for illustrative purposes but is not intended to be comprehensive nor exhaustive.

Title I.A

- Professional development on evidence-based effective practices for Title I. A. teachers

Title II.A

- Training for principals on evidence-based school improvement practices

Title IV.A

- AP, IB, or on-line coursework fees to increase access to rigorous coursework

MO-DESE will make grant awards by formula proportionate to the numbers of students in average daily attendance served by eligible LEAs.

2. Technical Assistance *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

MO-DESE's Office of Quality Schools hosts an annual Federal Programs Conference for stakeholders to provide technical assistance on the federal law, regulations and requirements. The Federal Programs staff conducts webinars throughout the year for specific requirements from the law concerning special populations (homeless students, foster students and nonpublic students/requirements). When reasonable and necessary, the Federal Programs staff conducts regional meetings to assist LEAs on completing the budget, plan, tiered monitoring, and/or the self-monitoring checklist. MO-DESE Federal Programs supervisors also provide technical assistance during on-site monitoring visits and during the approval of plans and budgets.

A. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

Homelessness is present in schools throughout Missouri. Children and youth experience the uncertainty of housing and other basic needs. Through technical assistance and direct consultation, MO-DESE supports local districts and charter LEAs to meet the needs of these

students. To the extent that federal allocations allow, MO-DESE provides grants to schools in the greatest need.

Student Identification *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

MO-DESE collects data at the individual level through the Missouri Student Information System (MOSIS) and aggregates the counts for data reporting and collections at the state and federal level. The Student Core File includes a single record for each student which includes an indicator as to the student's homeless status. This information is collected as necessary in the October, December, February, April and June data submissions.
Each LEA assesses the needs of the students who have been identified as homeless. The LEA may contact the state homeless coordinator if they are in need of technical assistance in assessing the needs of the identified student.

1. Dispute Resolution *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The LEA homeless liaison will handle disputes concerning eligibility, school selection or the enrollment in school for homeless students or youth. During the dispute, homeless children or youth must be enrolled and fully participating in school activities as well as receive transportation, if requested, to the school in which the parent/guardian or unaccompanied homeless youth seeks enrollment during the dispute. LEA liaisons will carry out the dispute resolution procedures as quickly as possible after receiving notice of a dispute.

Every effort must be made to resolve the complaint or dispute at the LEA level before it is brought to MO-DESE. It is the responsibility of the LEA to inform the complainant of the LEA's Complaint Resolution Procedure when a question arises concerning the education of a homeless child or youth. MO-DESE recommends that LEAs use the following complaint resolution process when a dispute arises regarding the education of a homeless child or youth:

- LEA Level

A. The complainant notifies the LEA's homeless liaison in writing of their complaint. The homeless liaison serves as the intermediary between the parent/guardian or unaccompanied homeless youth and the school where the child is seeking enrollment.

1. The parent/guardian or unaccompanied homeless youth shall receive a copy of or access to the LEA's policies addressing the education of homeless children and youths from the LEA.

2. The LEA's homeless liaison will provide a written resolution of the dispute or a plan of action within five days of the date the written complaint was received.*

B. If the dispute is not resolved with the LEA's homeless liaison, the complainant can file a complaint in writing to the superintendent/administrator for further review.

1. The LEA's superintendent/administrator will provide a written resolution of the dispute or a plan of action within five days of the date the written complaint was received by the superintendent/administrator.*

C. If the dispute is not resolved at the superintendent/administrator level, the complainant may file the written complaint before the LEA's board of education for resolution.

1. The LEA's board of education will provide a written resolution of the dispute or a plan of action within thirty days of the date the written complaint was received by the board of education.*

- State Level -- If the dispute is not resolved in a satisfactory manner at the LEA level, the complaint may be brought to MO-DESE. Complaints made under this process must be made in writing and signed by the complainant. The following steps are to be taken:

A. Address the complaint to State Homeless Coordinator
Federal Programs
P.O. Box 480
Jefferson City, Missouri 65102-0480

B. The complaint must include

1. a detailed description of the dispute;

2. the name(s) and age(s) of the children involved;

3. the name(s) of involved LEA personnel and the LEA(s) they represent; and

4. copies of the unresolved written resolutions from the LEA.

C. The director of Federal Programs (director) will inform the involved LEA(s) of the complaint. The director or the director's designee will gather needed information including documentation and statements of the parties and may conduct an independent investigation through an on-site visit if necessary.

D. Within 30 days of receipt of the complaint, the director will inform the parties, in writing, of the decision.**

E. If a complainant disagrees with the director's decision, the complainant may, within 10 business days, appeal the decision to the Deputy Commissioner of Learning Services. This appeal must be in writing and indicate why the complainant disagrees with the decision.

F. Within 30 days of receiving the appeal, the Deputy Commissioner of Learning Services will render a final administrative decision and notify the complainant and all other interested parties in writing.**

G. During the dispute, the child(ren) must be enrolled and fully participating in school activities as well as receive transportation, if requested, to the school in which the parent/guardian or unaccompanied homeless youth seeks enrollment.

*The parties may mutually agree to an extension; however, every effort should be made to resolve the complaint in the shortest possible time.

**Although the standard procedure allows 30 days for a response, every effort will be made to resolve the complaint in the shortest possible time.

- Support for School Personnel *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

  The following efforts to build awareness of school personnel to the specific needs of homeless children and youths are undertaken by the MO-DESE and the state homeless coordinator:

  - The 2017-20 Homeless Children and Youth Grant Program Administrative Manual includes guidance on children who are runaways. Children who are runaways should be considered homeless even if their parents have provided or are willing to provide a home for them based on 1995 USDE issued non-regulatory guidance. The eligibility for runaway children and youth is covered as part of ongoing professional development provided by MO-DESE. MO-DESE provides guidance to LEAs that staff development activities should be provided for school personnel that are designed to heighten their sensitivity to the needs of homeless children and youth, the rights of such children and youth, and the specific educational needs of runway and homeless youth.

  - Posters explaining the educational rights of homeless children and youths are made available on MO-DESE's website. Posters have a space for each homeless liaison to provide his or her contact information.

- The state homeless coordinator conducts at least two webinars per year and presents at a number of conferences (Governor's Council to End Homelessness, Continuum of Care, Department of Higher Education FAFSA Frenzy, Missouri Association of Student Financial Aid Personnel, Federal Programs Conference, DHSS School Nurses Conference, National Association for the Education of Homeless Children and Youth Conference, and the Conference on the Young Years) in order to raise awareness on topics relevant to the Education of Homeless Children and Youth (EHCY) Program.

- The state coordinator's office maintains a listserv dedicated to LEA homeless liaisons. The listserv is utilized to disseminate pertinent information about the EHCY Program and update liaisons about upcoming meetings, webinars, conferences, and program updates and legislative changes.

- MO-DESE posts an updated list of LEA homeless liaisons on MO-DESE's website at least twice per year. The updated list is also disseminated through the homeless education listserv. This list is also used to keep liaisons updated about upcoming meetings, webinars, conferences, web site changes and additions and program and legislative updates as needed throughout the school year.

- MO-DESE maintains a website dedicated to the EHCY Program. It contains information from recently attended trainings and workshops, district homeless liaison job responsibilities, Missouri best practices for homeless education, forms, federal and state guidance on homeless issues, homeless data, and other guidance pertinent to the EHCY Program.

- MO-DESE maintains an Administrative Manual for the Homeless Children and Youth Grant Program. The manual provides guidance on the following: the EHCY grant program, the identification of homeless children and youths, responsibilities of the homeless liaison, school assignment and placement of homeless children and youth, school records, testing, immunization, comparable services, transportation, grant funding, staff development, data, and uses of local Title I funds. The manual is available on MO-DESE's website.

- MO-DESE is also in the developmental stages of a statewide professional development online tool, similar to the model being used in Michigan, which will be used to provide ongoing professional development training for the state's LEA homeless liaisons. MO-DESE will utilize the data from this system to provide targeted professional development based on LEA needs.

2. Access to Services *(722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:

   i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

   ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary

education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

3. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

Access to Services *(722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:

i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

MO-DESE ensures Homeless children and youth and youth separated from public schools are identified and accorded access to preschool, secondary education, and academic and extracurricular programs through procedures that address resource development and training, monitoring, and collaboration.

Training

MO-DESE maintains and updates yearly an Administrative Manual for the EHCY Program. The manual contains information on identification of homeless children and youths and youth separated from public schools, responsibilities of the homeless liaison, school assignment and placement of homeless children and youth, school records, testing, immunization, comparable services, transportation, grant funding, staff development, and use of local Title I funds.(https://dese.mo.gov/sites/default/files/qs-hmls-admin-manual-16-17.pdf) Further, the manual addresses the requirement that students experiencing homelessness and youth separated from public schools in Missouri will not be segregated from their housed peers on the basis of their homelessness and are included in the appropriate educational programs, including advanced placement, magnet schools, summer school, compensatory educational programs for the disadvantaged, educational programs for the handicapped, programs for students with limited English language proficiency, career and technical education programs, programs for the gifted and talented, preschool programs, online learning, charter school programs and school meal programs.

The manual is specifically useful for LEAs applying for funds under the McKinney-Vento Act. However, from a broader perspective, the content of the Administrative Manual for the EHCY Program is the basis for periodic training provided to LEAs through webinars, regional workshops, and statewide conferences.

Monitoring

MO-DESE personnel, through the Tiered Monitoring System, monitor all LEA policies and procedures pertaining to homeless children and youths, identification of homeless children and youths, and the identification of the LEA's homeless liaison. These policies are not limited to but must address the requirements of access to preschool, secondary education, and academic and extracurricular programs.

Each LEA in the state of Missouri must have policies and procedures in place outlining how they identify and assess the educational needs of homeless children and youths and youth separated from public schools including removal of barriers to homeless students' education, which may include immediate enrollment, transportation, immunization, residency, records and guardianship.

Collaboration

The state homeless coordinator continues to collaborate with state social service agencies (through the Special Education Advisory Panel and State Interagency Coordinating Council) which includes providers of health, mental health, and child development series; preschool programs; community organizations; and other agencies to improve the provision of comprehensive education and related services to homeless preschool-aged children the their families. The state coordinator and the assistant director of Missouri State Head Start Collaboration Office are participating members of the Governor's Task Force on Homelessness.

Preschool Specific Information

The SEA will provide ongoing training to ensure all LEAs are compliant with the school of origin inclusion for preschool students and to ensure that preschoolers experiencing homelessness have equal access to public preschool programs administered by the SEA and LEAs as provided to other children.

The SEA reviews and monitors preschool policies and practices of LEAs through the Tiered Monitoring System, including the requirement that LEAs ensure that homeless preschool-aged children are identified by school personnel. This includes children with disabilities under Part B of the IDEA or qualified students with disabilities under section 504 of the Rehabilitation Act of 1973.

LEAs are required to remove barriers to enrollment and retention for homeless children and youth separated from public schools including preschool students. For preschool students, LEAs must provide transportation to and from the child's school of origin at the request of the parent, or for unaccompanied youth, at the request of the liaison.

Secondary Specific Information

Missouri's state minimum graduation requirements are set by the State Board of Education. LEAs grant credit toward those requirements and have latitude in how those requirements are met. Whether through the traditional Carnegie Unit, transfer credit, or demonstrated mastery of content, students' progress toward graduation is based on local determinations. However, local policies regarding credit must be non-discriminatory in nature and applied uniformly to all students, including homeless children and youth.

The state provides non-regulatory guidance to LEAs regarding the conversion of transfer credit under some circumstances. For example, when students transfer between LEAs with significantly different schedule structures, LEAs (in order to be equitable to students as well as to maintain district graduation requirements) may transcribe credit through translation tables. Instances may include students transferring across four-, eight-, and ten-block schedules. Further, credit structures from other states may require multiplication or division of existing credit by comparing state graduation requirements. For example, an algebra class worth 10 credits in one state may translate to a single credit in Missouri. To recognize and accommodate these differences, LEAs are encouraged to establish a clearly written policy detailing how to manage such transfers when they occur.

Access to Academic and Extra Curricular Programs

As noted above, the administrative manual and ongoing monitoring emphasize the importance of equal and fair access to all programs for homeless children and youth and youth separated from public schools. LEAs are obligated to remove obstacles to enrollment, including uniform requirements, etc. Homeless children and youth and youth separated from public schools must be considered on a fair and equal basis for inclusion in all programs where they meet programmatic requirements.

4. Strategies to Address Other Problems *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
    i. requirements of immunization and other required health records;
    ii. residency requirements;
    iii. lack of birth certificates, school records, or other documentation;
    iv. guardianship issues; or

iv. uniform or dress code requirements.

Immunization and Other Health Records
Once LEA officials have determined that an enrolling student is homeless, the LEA's homeless liaison must assist the student in obtaining his/her education, immunization, medical, and other records. According to McKinney-Vento, the student must be enrolled in the interim. If the homeless liaison is unable to obtain prior immunization records within 30 days of enrolling and the student is still eligible for services under the homeless education program; the student must begin the immunization series and demonstrate that satisfactory progress has been accomplished within 90 days. If the homeless student maintains that he/she is exempted from receiving immunizations, then after 30 days the student must provide documentation in accordance with the exemption requirements provided for in state statute Section 167.181.3, RSMo.

Residency Requirements
Homeless children and youth are not subject to the same residency requirements as other students as defined in Section 167.020.2 and 3, RSMo.

School Records or Other Documentation
Once LEA officials have determined that an enrolling student is homeless, the LEA's homeless liaison must assist in the student in obtaining his/her education, immunization, medical and other records.

Uniform or Dress Code Requirements
The lack of school uniform or ability to meet other dress code requirements cannot delay the enrollment or attendance of homeless students in Missouri's LEAs. Once LEA officials have determined that an enrolled student is homeless, the LEA's homeless liaison must assist the students (and their families) in obtaining the required uniform or provide assistance in meeting requirements related to the dress code. LEAs may use local funds to assist families or their Title I.A homeless set-aside funding to address these needs.

LEAs must have policies and procedures (adopted by the local board of education) that address any barriers homeless students may face related to enrollment, including the lack of school uniforms or ability to meet dress code requirements.

Other Services and Opportunities
Children and youths in homeless situations are entitled to services comparable to those offered to other students. These include, but are not limited to, services for children and youths with disabilities, programs for students with limited English proficiency, vocational and technical education programs, and programs for gifted and talented students.

Children and youths who are homeless are also eligible for school nutrition programs sponsored by the U.S. Department of Agriculture and for services under Title I of the Elementary and Secondary Education Act that target students most at risk of failing in school.

5. Policies to Remove Barriers (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

   The SEA monitors LEAs through the Tiered Monitoring of Federal Programs and reviews LEAs policies used to identify homeless children and youth. This includes a review of enrollment and retention policies for homeless children and youth. SEA staff also reviews policies and procedures concerning homeless students for any barriers to enrollment and retention due to outstanding fees, fines, or absences. Through the use of the Tiered Monitoring, LEAs are required to submit documentation to the SEA outlining the procedures that are used to survey the enrolled student body and how the LEA identifies those students who are homeless. Those identification efforts must be coordinated with school personnel and community agencies. LEAs are required to use student enrollment forms to help identify homeless students and are required to have ongoing communication and professional development with community partners in an effort to increase awareness of McKinney-Vento and help the LEA identify potentially homeless students.

6. Assistance from Counselors *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

   Every LEA in Missouri is required to have a staff member designated as the homeless liaison. Homeless liaisons advocate for youths described under 725(2). Among the advocacy duties are ensuring that students receive support from counselors and other school support personnel (school psychologists, social workers, etc.) to assist such youths to prepare and improve readiness for college.

   School counseling programs are essential in the educational process and learning environment for all students in Missouri schools. School counselors plan an important role in crisis intervention in school districts and charter LEAs which includes providing services to students experiencing homelessness.

   As part of the comprehensive school counseling program, school counselors work with all students, including those who are homeless and in foster care, on individual student planning. This includes setting personal goals, decision-making skills, course selection (including those required for entry into postsecondary institutions), and transitions (school to school including postsecondary education). Counselors provide advisement to homeless students specific to their needs about postsecondary readiness specifically

navigating the costs and waivers of exam fees for AP, college entrance exams (ACT and SAT) as well as a waiver for application fees for students in need.

MO-DESE will create, in collaboration with the Missouri School Counselor Association, professional development opportunities for school counselors on the resources that are available to assist homeless youths and students in foster care as they prepare for the transition to postsecondary education. MO-DESE will also present information about assisting homeless students and students in foster care in the transition to postsecondary education at other education related conferences. Additionally, Missouri includes resource links from the Department of Higher Education on the School Counseling and Homeless webpages.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

B. Graduation Rates

C. Progress in Achieving English Language Proficiency

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION™

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Appendix A – Measures of Interim Progress

A: Academic Achievement

MO-DESE will evaluate, and revise if necessary, the goals and measures of interim progress as data from new assessments is available.
Long-term goals and measures of interim progress for Academic Achievement – MPI-based

ELA – MPI	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026		Average Step
All	348.9	350.8	352.6	354.5	356.3	358.2	360.0	361.9	363.7	365.6	367.5		1.9
Asian/Pacific Island	388.5	389.7	391.0	392.2	393.4	394.7	395.9	397.1	398.3	399.6	400.8		1.2
Black	282.3	285.3	288.3	291.3	294.3	297.3	300.3	303.3	306.3	309.3	312.4		3.0
Hispanic	322.4	324.7	327.1	329.4	331.8	334.1	336.4	338.8	341.1	343.5	345.8		2.3
Indian/Alaskan	335.0	337.1	339.1	341.2	343.2	345.3	347.4	349.4	351.5	353.5	355.6		2.1
White	364.8	366.4	368.0	369.5	371.1	372.7	374.3	375.8	377.4	379.0	380.6		1.6
Multi-Race	348.2	350.1	352.0	353.9	355.8	357.7	359.6	361.5	363.4	365.3	367.2		1.9
Free/Reduced Lunch	311.4	313.9	316.4	318.9	321.4	324.0	326.5	329.0	331.5	334.0	336.5		2.5
Limited English Proficient	287.1	290.1	293.1	296.0	299.0	302.0	305.0	307.9	310.9	313.9	316.9		3.0
Special Education	245.3	249.0	252.6	256.3	259.9	263.6	267.2	270.9	274.5	278.2	281.8		3.7

Mathematics – MPI	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026		Average Step
All	326.9	329.5	332.0	334.6	337.2	339.8	342.3	344.9	347.5	350.0	352.6		2.6
Asian/Pacific Island	387.9	389.4	391.0	392.5	394.1	395.6	397.1	398.7	400.2	401.8	403.3		1.5
Black	253.6	257.3	261.1	264.8	268.6	272.3	276.1	279.8	283.6	287.3	291.1		3.7
Hispanic	300.0	303.1	306.1	309.2	312.2	315.3	318.3	321.4	324.4	327.5	330.5		3.1
Indian/Alaskan	307.5	310.4	313.4	316.3	319.2	322.2	325.1	328.0	330.9	333.9	336.8		2.9
White	343.7	346.0	348.3	350.6	352.9	355.2	357.5	359.8	362.1	364.4	366.7		2.3
Multi-Race	323.4	326.1	328.7	331.4	334.0	336.7	339.3	342.0	344.6	347.3	350.0		2.7
Free/Reduced Lunch	287.3	290.6	293.8	297.1	300.3	303.6	306.9	310.1	313.4	316.6	319.9		3.3
Limited English Proficient	278.5	281.9	285.3	288.7	292.1	295.6	299.0	302.4	305.8	309.2	312.6		3.4
Special Education	224.1	228.2	232.3	236.4	240.5	244.6	248.7	252.8	256.9	261.0	265.1		4.1

Long-term goals and measures of interim progress – Proficiency-based (Proficient and Advanced)

ELA - State P&A	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026		Average Step
All	62.9	64.8	66.6	68.5	70.3	72.2	74.0	75.9	77.7	79.6	81.5		1.9
Asian/Pacific Island	75.4	76.6	77.9	79.1	80.3	81.6	82.8	84.0	85.2	86.5	87.7		1.2
Black	39.9	42.9	45.9	48.9	51.9	54.9	57.9	60.9	63.9	66.9	70.0		3.0
Hispanic	53.2	55.5	57.9	60.2	62.6	64.9	67.2	69.6	71.9	74.3	76.6		2.3
Indian/Alaskan	58.8	60.9	62.9	65.0	67.0	69.1	71.2	73.2	75.3	77.3	79.4		2.1
White	68.5	70.1	71.7	73.2	74.8	76.4	78.0	79.5	81.1	82.7	84.3		1.6
Multi-Race	62.0	63.9	65.8	67.7	69.6	71.5	73.4	75.3	77.2	79.1	81.0		1.9
Free/Reduced Lunch	49.8	52.3	54.8	57.3	59.8	62.4	64.9	67.4	69.9	72.4	74.9		2.5
Limited English Proficient	40.5	43.5	46.5	49.4	52.4	55.4	58.4	61.3	64.3	67.3	70.3		3.0
Special Education	27.0	30.7	34.3	38.0	41.6	45.3	48.9	52.6	56.2	59.9	63.5		3.7

Mathematics - State P&A	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026		Average Step
All	48.6	51.2	53.7	56.3	58.9	61.5	64.0	66.6	69.2	71.7	74.3		2.6
Asian/Pacific Island	69.2	70.7	72.3	73.8	75.4	76.9	78.4	80.0	81.5	83.1	84.6		1.5
Black	25.1	28.8	32.6	36.3	40.1	43.8	47.6	51.3	55.1	58.8	62.6		3.7
Hispanic	39.0	42.1	45.1	48.2	51.2	54.3	57.3	60.4	63.4	66.5	69.5		3.1
Indian/Alaskan	41.4	44.3	47.3	50.2	53.1	56.1	59.0	61.9	64.8	67.8	70.7		2.9
White	54.0	56.3	58.6	60.9	63.2	65.5	67.8	70.1	72.4	74.7	77.0		2.3
Multi-Race	46.9	49.6	52.2	54.9	57.5	60.2	62.8	65.5	68.1	70.8	73.5		2.7
Free/Reduced Lunch	34.8	38.1	41.3	44.6	47.8	51.1	54.4	57.6	60.9	64.1	67.4		3.3
Limited English Proficient	31.8	35.2	38.6	42.0	45.4	48.9	52.3	55.7	59.1	62.5	65.9		3.4
Special Education	18.0	22.1	26.2	30.3	34.4	38.5	42.6	46.7	50.8	54.9	59.0		4.1

B: Long Term Goals and Measures of Interim Progress - Graduation Rates

4-year graduation rate	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Missouri	89.0%	89.6%	90.1%	90.7%	91.2%	91.8%	92.3%	92.9%	93.4%	94.0%	94.5%
Asian	93.1%	93.4%	93.8%	94.1%	94.5%	94.8%	95.2%	95.5%	95.9%	96.2%	96.6%
Black	79.0%	80.1%	81.1%	82.2%	83.2%	84.3%	85.3%	86.4%	87.4%	88.5%	89.5%
Hawaiian or Pacific Islander	86.8%	87.5%	88.1%	88.8%	89.4%	90.1%	90.8%	91.4%	92.1%	92.7%	93.4%
Hispanic	83.1%	83.9%	84.8%	85.6%	86.5%	87.3%	88.2%	89.0%	89.9%	90.7%	91.6%
Indian	85.9%	86.6%	87.3%	88.0%	88.7%	89.4%	90.1%	90.8%	91.5%	92.2%	93.0%
White	91.6%	92.0%	92.4%	92.9%	93.3%	93.7%	94.1%	94.5%	95.0%	95.4%	95.8%
Multi-Race	88.6%	89.2%	89.7%	90.3%	90.9%	91.5%	92.0%	92.6%	93.2%	93.7%	94.3%

4-year graduation rate	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Free/Reduced Lunch	82.2%	83.1%	84.0%	84.9%	85.8%	86.7%	87.5%	88.4%	89.3%	90.2%	91.1%
Limited English Proficient	68.1%	69.7%	71.3%	72.9%	74.5%	76.1%	77.7%	79.3%	80.9%	82.5%	84.1%
Special Education	73.0%	74.4%	75.7%	77.1%	78.4%	79.8%	81.1%	82.5%	83.8%	85.2%	86.5%

C: Long Term Goals and Measures of Interim Progress - Achieving English Language Proficiency

Progress to English Language Proficiency												
English Learners	2016	2017	2018	2018	2019	2020	2021	2022	2023	2024	2025	2026
	32.3%	35.6%	38.9%	42.2%	45.5%	48.8%	52.1%	55.4%	58.7%	61.0%	64.3%	67.6%

Table C outlines the percentage of students meeting progress toward proficiency expectations annually. Expectations for progress are defined below.

Expectations for Defining Progress

MO-DESE has established AEP to be an overall composite score of 4.7 on the ACCESSS for ELLs 2.0, and that on average it should take ELs six years to achieve proficiency. With those goals in mind, MO-DESE has established measurements of interim progress toward the long-term goal by first establishing a baseline for each student depending upon their starting point on the AEP spectrum. The chart below provides interim progress measurements with the goal of AEP in six years.

Starting Grade	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
KG	1	2.2	3	3.6	4.2	4.6	5	
1st	1	2	2.8	3.6	4.2	4.6	5	
2nd	1	2	2.8	3.6	4.1	4.5	4.9	

3rd	1	1.9	2.8	3.4	3.9	4.4	4.8	
4th	1	1.9	2.7	3.4	3.9	4.3	4.7	
5th	1	1.8	2.6	3.3	3.7	4.1	4.5	4.9
6th	1	1.8	2.6	3.3	3.7	4.1	4.5	Graduated
7th	1	1.8	2.5	3.1	3.5	3.9	Graduated	
8th	1	1.7	2.4	3	3.4	Graduated		
9th	1	1.7	2.4	3	Graduated			
10th	1	1.7	2.4	Graduated				
11th	1	1.7	Graduated					

Progress to English Language Proficiency							
English Learners	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Less than four years	8.8%	9.8%	10.8%	11.8%	12.8%	13.8%	14.8%
Four or more years	10.7%	11.7%	12.7%	13.7%	14.7%	15.7%	16.7%

The two-factor EL index score credits schools in the following manner.

1. Progress to Proficiency: Schools are given up to 150 points based on this formula: Percentage of students meeting progress expectations multiplied by 150.
2. Attainment: Schools that meet the percentage of students attaining AEP (see Table D) are given 50 points.

Appendix B– Calculation of MAP Performance Index (MPI)

The ***MAP Performance Index (MPI)*** is used to develop scores within the Status and Progress metrics and to set academic achievement targets for LEA, school and student group achievement. Student performance on tests administered through the MAP is reported in terms of four (4) achievement levels (Below Basic, Basic, Proficient and Advanced) that describe a pathway to proficiency. The MPI is a single composite number that represents the MAP assessment performance of every student by awarding points to each student based on the four achievement levels. The points for all students in the LEA, school or student group in a subject area are summed together, divided by the number of students in the group being measured and then multiplied by 100 rounded to the tenth. The result is the MPI for that group and subject. All assessment results from a single accountability year and for a single subject/content area are combined when generating the LEA, school, or student group MPI.

MPI Point Values

Numeric values are assigned to each of the achievement level scores as follows:

Achievement Level	Index Point Value
Below Basic	1
Basic	3
Proficient	4
Advanced	5

Points are purposefully assigned to each achievement level in a manner that prevents high performing students from masking or compensating for students still performing at the lowest levels. For example, a school earns the highest amount of points, five, for a student's advanced score and the fewest amount of points, one, for a below basic score. While awarding the highest amount of points incents movement to the top, it cannot fully compensate for a student scoring at the lowest level. The mean of five + one is three; in Missouri's proposed system, a three equates to Basic. A four represents Proficient.

Assigning one point to the Below Basic achievement level and three points for the Basic achievement level supports Missouri's expectation of placing every child on a path towards Proficiency. The additional point spread is designed to recognize, through year-to-year improvement in the MPI, the movement of students from this least desirable achievement level. The use of the index also allows for distinction between the Proficient and Advanced student, holding LEAs and schools accountable for continuous improvement beyond proficiency.

MPI Example Calculation

Achievement levels are provided by the testing companies for the total number of Reportable Students in each subject area. In the following example of a single content area for a grade 6 through 8 school, achievement levels generated through the grade-level MAP, the MAP-A, and the EOC assessments may be utilized. To generate the MPI, the number of Advanced scores are multiplied by five, Proficient scores by four, Basic scores by three and Below Basic scores by one. These products are then summed, divided by the total number of reportable and multiplied by 100 then rounded to the tenth to produce the MPI which ranges from 100-500. The following example shows how the index is calculated in a single subject and school:

Step 1 – The number of students in each achievement level is determined for each year.

	Number Reportable						Total Reportable
	Grade 6	Grade 7	Grade 8	EOC	MAP-A		
Below Basic	10	5	5	0		=	20
Basic	10	10	15	0		=	35
Proficient	5	10	15	9	1	=	40
Advanced	15	8	5	2		=	30
Total Reportable						=	125

Step 2 – The index point value assigned to each achievement level is multiplied by the number of students in each achievement level.

Achievement Level	Index Point Value		# of Students		Index Points
Below Basic	1	*	20	=	20
Basic	3	*	35	=	105
Proficient	4	*	40	=	160
Advanced	5	*	30	=	150
Total			125		435

Step 3 – The total index points is divided by the total number of reportable students and multiplied by 100 rounded to the tenth.

Total Index Points		Reportable Students					MPI
435	/	125	=	3.48	*	100	**348**

-The same method is used when calculating at the LEA level.

Our analysis indicates that MPI is a valid and reliable measure of student achievement that accounts for performance at all levels. Note that schools are the units of analysis.

Correlation of MPI (1,3,4,5) to Percent Proficient by Content Area and Student Type

	English Language Arts		Mathematics	
TYPE	***Correlation***	***# Schools***	***Correlation***	***# Schools***
Asian	0.95	244	0.96	248
Black	0.92	945	0.90	946
Hispanic	0.93	491	0.91	492
American Indian	0.96	17	0.98	17
Multiracial	0.90	28	0.90	29
White	0.95	1,931	0.96	1,930
Free and Reduced	0.93	2,094	0.92	2,089
IEP Student	0.90	1,650	0.90	1,644
LEP Student	0.86	288	0.88	301
Total	0.96	2,133	0.96	2,139

Notes: *Correlations were run only on groups containing at least 30 individuals.*

"# Schools" refers to the number of schools for which the given subgroup meets 'n' size of 30.

These uniformly high correlation coefficients mitigate concerns about the potential of the MPI to mask student performance. They suggest that MPI and proficiency rate are highly interdependent, and that the values of the two variables are closely clustered.

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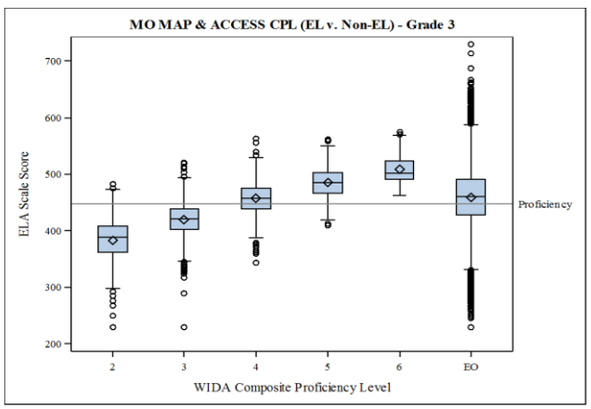
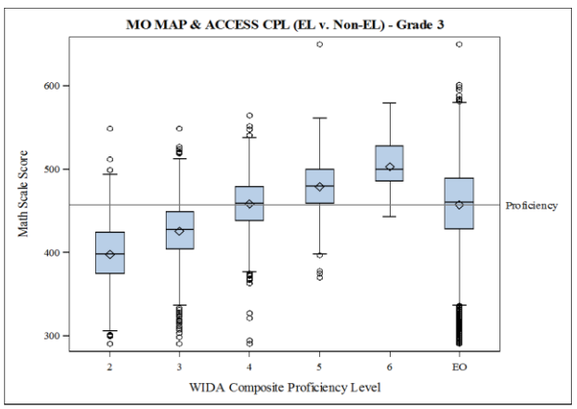
Appendix C- Entry & Exit Criteria Data for English Learners

The following table shows how the current composite proficiency scores for all three sets of reclassification criteria correlate to the new scale.

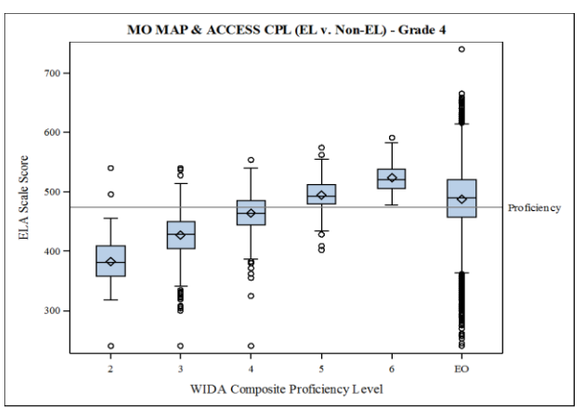
Grade	ACCESS 1.0	ACCESS 2.0	Grade	ACCESS 1.0	ACCESS 2.0
1	4.7	4.0	7	4.7	4.2
	5.0	4.2		5.0	4.4
	6.0	5.0		6.0	5.0
2	4.7	3.9	8	4.7	4.2
	5.0	4.2		5.0	4.4
	6.0	4.9		6.0	5.0
3	4.7	4.0	9	4.7	4.2
	5.0	4.2		5.0	4.4
	6.0	4.9		6.0	5.0
4	4.7	4.0	10	4.7	4.2
	5.0	4.2		5.0	4.4
	6.0	4.9		6.0	5.0
5	4.7	4.1	11	4.7	4.1
	5.0	4.3		5.0	4.3
	6.0	5.0		6.0	4.9
6	4.7	4.2	12	4.7	4.1
	5.0	4.4		5.0	4.3
	6.0	5.0		6.0	4.9

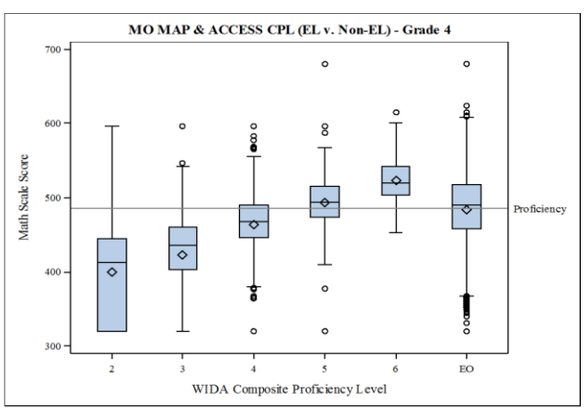
The following boxplots display how Missouri ELs would have performed on the MAP ELA and mathematics tests in 2016. The horizontal line is the minimum score to be considered proficient on the content assessment. The final box in the chart, labeled EO, stands for English-only and refers to all non-ELs which may include former ELs and other language minority students.



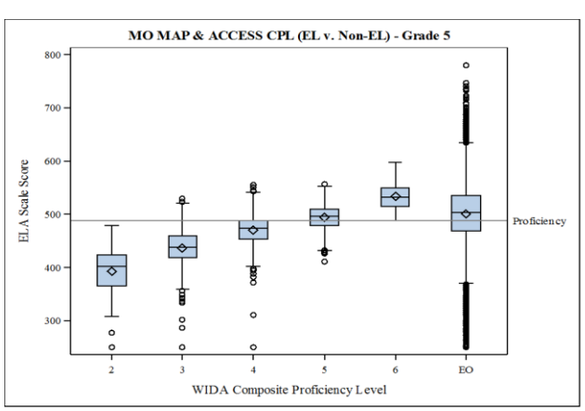


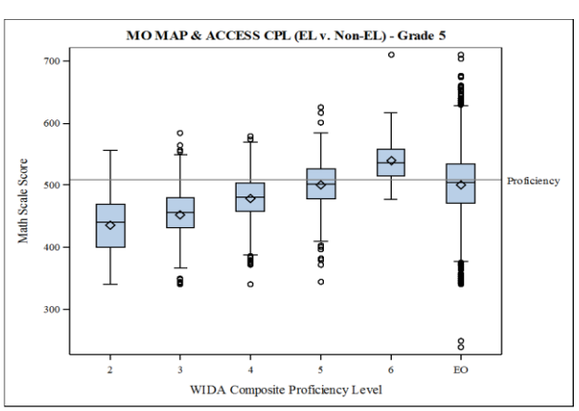
Note: All students who scored a 5 or above in grade 3 were above proficient; many of them outscored the Non-ELs.



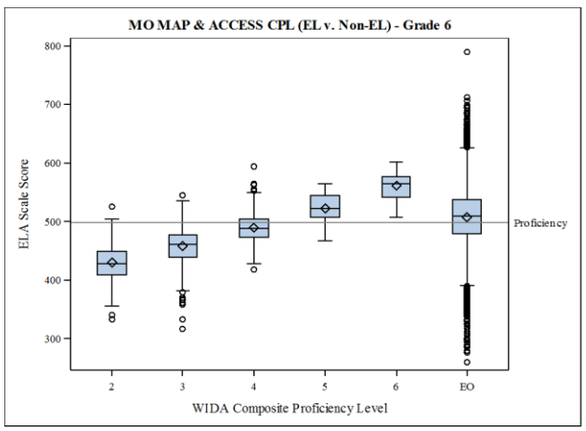


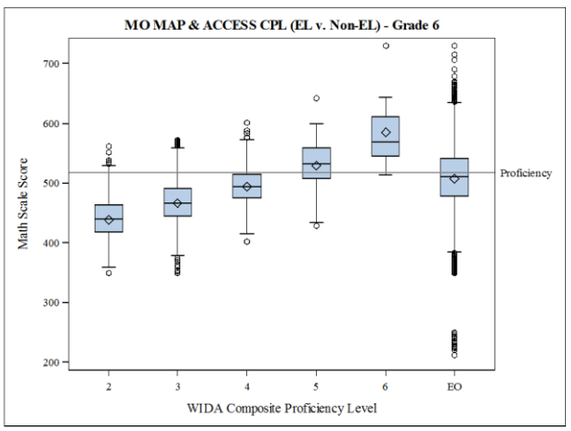
Note: All fourth graders who scored at a 5 or above scored proficient on LA MAP, while mathematics proficiency was somewhere in the 5 range.



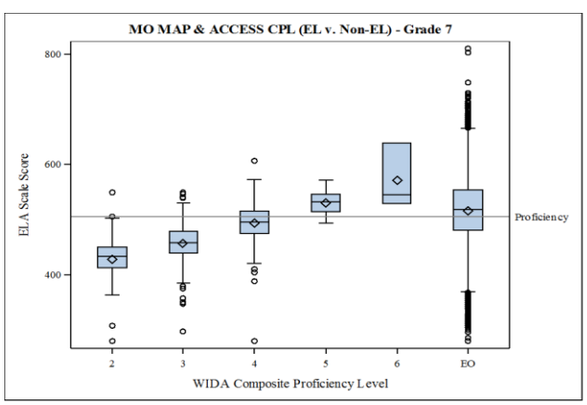


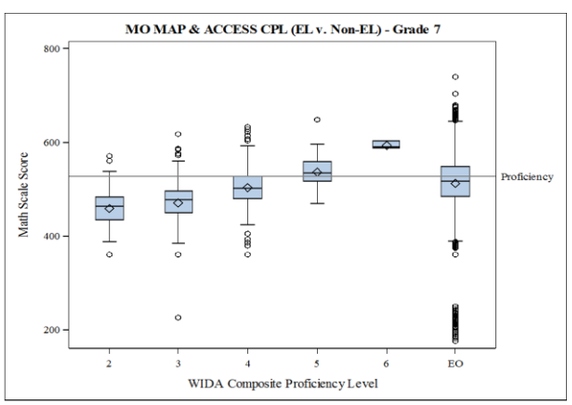
Note: Proficiency in grade 5 was in the 5 range for both ELA and math.



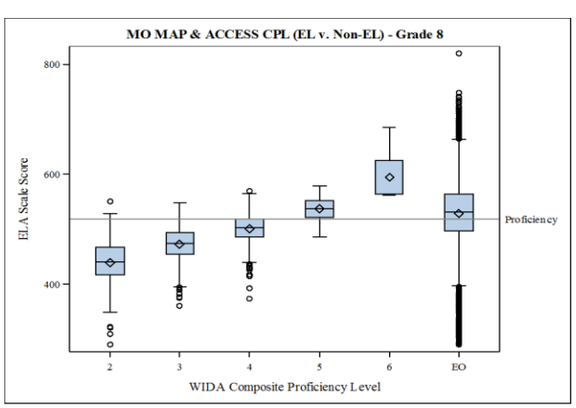


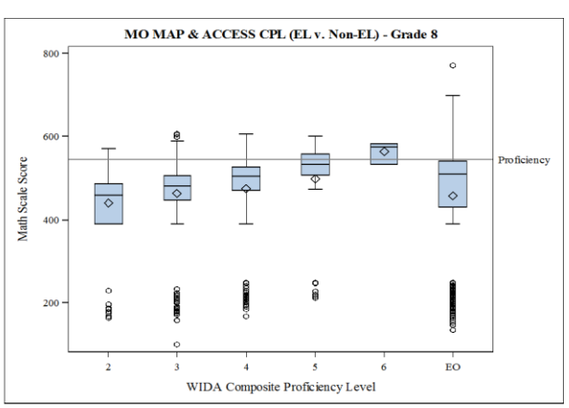
Note: All students who scored a 5 or above in grade 6 were proficient in ELA. Proficient in mathematics was somewhere in the 5 range.





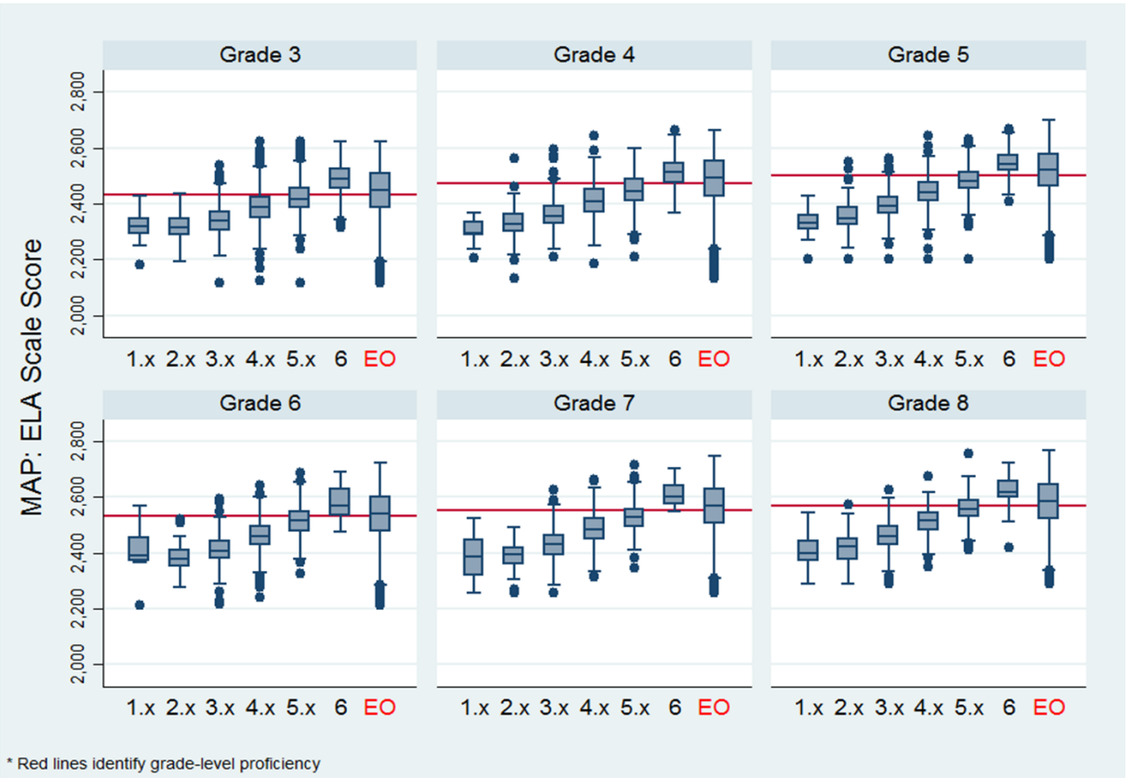
Note: All students who scored a 5 or above in grade 7 were proficient in ELA. Proficient in mathematics was somewhere in the 5 range.

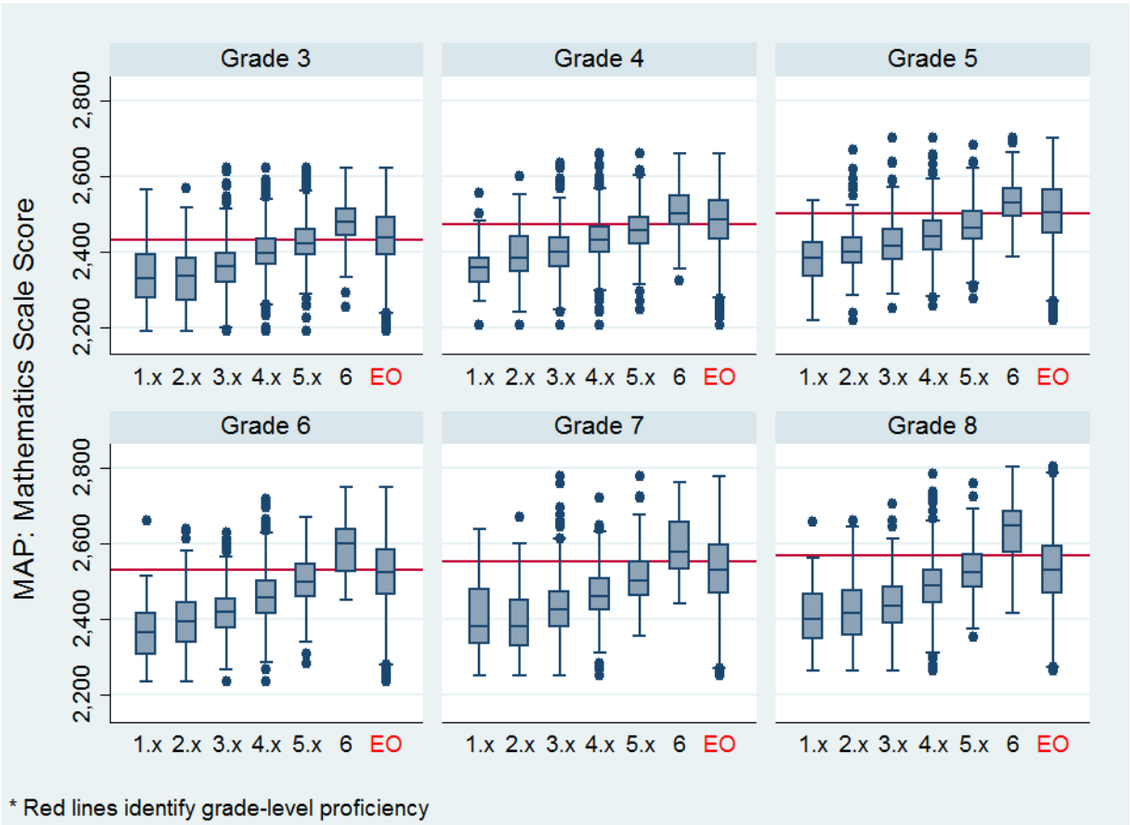




Note: All students who scored a 5 or above in grade 8 were proficient in ELA. Proficient in mathematics was somewhere in the 5 range.

The following is a similar boxplot, only using the scale for ACCESS 1.0 from 2015.


Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
MAP: ELA Scale Score
2,000
2,200
2,400
2,600
2,800
1.x 2.x 3.x 4.x 5.x 6 EO
* Red lines identify grade-level proficiency



After converting scale score ranges for 2015, similar trends can be seen. For all ELA scores and all but grades 5 and 7 mathematics, content proficiency was somewhere in the 5 range. If one were to translate the 1.0 scale to the 2.0 scale, proficiency would be between 4.2-4.9 in grades 3-4, 4.3-4.9 in grade 5, 4.4-4.9 in grade 6, and 4.4-5.0 in grades 7-8.

Finally, the following chart shows how many students earned a score at each WIDA level prior to and after the standards setting.

	1	2	3	4	5	6
ACCESS 1.0	2654	3335	6604	8095	6863	2522
ACCESS 2.0	3264	4411	11521	8383	2208	284

Appendix D - Missouri Growth Model Technical Documentation

Standard 1 & 2: Academic and Subgroup Achievement

1: INTRODUCTION

This document describes the estimation procedure employed by the Missouri Growth Model to generate growth measures for LEAs and schools. These measures are reported on the MSIP 5 APR and reflect systematic differences in academic achievement gains compared to baseline predictions.

It is important to note that these measures are just one gauge of effectiveness. They are not designed to be a measure of progress toward the state's 2020 performance targets, for example. Instead, they indicate how achievement gains among similarly circumstanced students in similarly circumstanced LEAs or schools differ as a function of the *particular* LEAs or schools where students were enrolled when they took the MAP exams. In this way, estimates generated by the Missouri Growth Model are relative.

2: DATA

The Missouri Growth Model is estimated using individual student test results from the Missouri Assessment Program (MAP) exams given annually to public school students in the state of Missouri. Currently, the Missouri Growth Model uses data from the mathematics and English language arts exams administered to all students in grades 3 through 8.

At the current time, a three-year rolling panel is used as the analytic data sample. For example, following the 2012 academic year, exam scores from 2012, 2011 and 2010 were included as outcome variables in the model estimation. The use of multiple years of data improves the stability of the growth estimates. Of course, the tradeoff in including multiple years of data in the model estimation is that real improvements in school and LEA quality take longer to appear in the effect estimates. The three-year panel strikes a balance between the goal of improving the stability of effect estimates and the desire to help LEAs and schools demonstrate improvements more quickly.

2.1 Standardizing MAP Scale Scores

Growth measures in MSIP 5 are designed to provide estimates of schooling effectiveness for units (LEAs or schools) as a whole. It is therefore important that the measures have a meaningful interpretation at the unit-level. Moreover, the generalized predictive relationship between a student's exam score in a given year and his or her prior-year exam score cannot be estimated appropriately in cases when apparent gains may be confounded by differences in scaling from one grade to the next. Due to these considerations, MAP scale scores are standardized by year and grade prior to being submitted to the model.

Standardization is accomplished by converting MAP scale scores to z-scores. Z-score standardization is commonly performed on data that exist on different scales. A z-score of zero represents the mean for a given subject, year, and grade. The following example explains how a z-score is calculated:

Table 1: Calculation of z-scores

Step	Explanation
1. Find the mean scale score for the given	The mean ($\bar{x}$) is the sum of the scale scores for

Step	Explanation
assessment. Each combination of grade level, content area, and school year is treated as a different assessment in this context.	all students with a valid score, divided by the number of students with a valid score (N).
2. Find the standard deviation of the scale score for the same assessment.	The formula for standard deviation is $$s = \sqrt{\frac{1}{N-1}\sum_{i=1}^{N}(x_i - \bar{x})^2},$$ where x_i is the scale score for a given student.
3. Take the student's scale score and subtract the mean. Then divide by the standard deviation. The result is the z-score.	If the mean is 640; the standard deviation is 38; and the student's actual scale score is 700; then: z = (700-640) / 38 z = 60 / 38 z = 1.5789

2.2 Method of Pairing Scores

The model uses test score pairs for estimation. A score pair is formed by matching an exam score for a student tested in year *t* (the outcome score) to a prior exam score for the same student in the same subject and previous grade from year *t-1* (a predictor score). As a result, scores from fourth grade students are the first scores that can appear as outcome scores in the model. Scores from students who take the exam twice at the same grade level, due to being retained in grade, do not generate a valid score pair for the year the retest occurred.

The example below shows how an individual student's exam scores are arrayed as pairs:

Table 2: Arrangement of Data as Score Pairs

Year *t*	Grade Level in Year *t*	Standardized MAP Scale Score for Year *t* *(Outcome Scores)*	Grade Level in Year *t-1*	Standardized MAP Scale Score for Year *t-1* *(Predictor Scores)*
2012	8	1.30	7	1.10
2011	7	1.10	6	0.80
2010	6	0.80	5	0.60
2009	5	0.60		

2.3 Treatment of Missing Data

A prior-year same-subject exam score (predictor score) is required for an outcome score to be included in model estimation. Specifically, if a student is missing the mathematics MAP score in year *t-1* when the outcome score in the model is the mathematics MAP score in year *t*, then that student's score is dropped from the analysis. The same rules are used to construct the English language arts estimation sample, i.e., both the year *t* and year *t-1* English language arts scores must be available to include the student's score pair in the analysis. This method was chosen because the absence of a lagged same-subject score can be seen as conceptually problematic in a gains model.

The model also uses prior year exam scores from the "other subject" to predict current year scores. For example, when a mathematics MAP score is the outcome score, a prior year English language arts score for the same student from the previous grade also is used as a predictor score. In cases where the lagged off-subject score is unavailable, the lagged off-subject score is set to zero, the standardized mean. This maximizes the amount of data included in the estimation and accounts for students with poor attendance during the week of examinations (a group that is likely to be non-random).

This data strategy sets a student's missing, lagged off-subject score equal to the statewide exam average. However, students with missing exam scores may systematically over or underperform relative to students that truly scored at the statewide average on the previous year off-subject exam (and for whom these data are available). To control for this possibility, an indicator variable signifying the presence of a missing score is also included in the model. Moreover, the model includes an interaction term to give more weight to the same-subject lagged MAP score for the observations where the lagged off-subject MAP score is missing, as it is now the sole source of empirical information about prior test performance. The full model estimation strategy is discussed in the next section.

3: MODEL SPECIFICATION

3.1 First-Stage Predictive Model

The estimation procedure used to measure growth consists of two steps. In the first step, individual students' MAP scores, standardized by year, subject, and grade are regressed on student and unit-level characteristics. The following equation is estimated using Ordinary Least Squares (OLS).

$$Y_{ijt}(x) = \beta_0 + \beta_1 Y_{ij(t-1)}(m) + \beta_2 Y_{ij(t-1)}(ela) + \beta_3 Missing + \beta_4 Missing \times Y_{ij(t-1)}(x) + \beta_5 M_{ijt} + \beta_6 S_{ijt} + \beta_7 Grade + \beta_8 Year + e_{ijt} \quad (1)$$

Where

$Y_{ijt}(x) =$ A test score in subject x (m=math or ela=English language arts) for student i at unit j in year t.

The unit component is flexibly defined and can be applied at the LEA level, school level, etc. This flexibility is one of the benefits of the model. Models are currently being estimated at the LEA and school levels only.

$Missing =$ a binary indicator variable where the indicator is set to one if the lagged off-subject MAP score is missing and is set to zero (0) otherwise.

$Missing \times Y_{ij(t-1)}(x) =$ an interaction term between the *Missing* indicator variable and the lagged same-subject MAP score.

$M_{ijt} =$ a binary indicator variable set to one if the student was in the building where tested for less than the full academic school year and zero (0) otherwise.

$S_{ijt} =$ a vector of variables controlling for unit-specific characteristics.

The unit characteristics are also calculated from the MAP score records and measure average lagged mathematics and English language arts MAP scores, the percentage of students with missing lagged off-subject MAP scores (e.g., the percent missing lagged English language arts scores in the mathematics model), and the percentage of tested students that were in the building in which they were tested for less than a full school year. Note that the average lagged exam scores are based on the prior scores of students who took the MAP test at the unit in year *t*, and not on the year *t-1* scores of students that were actually in the unit at that time (although there may be substantial overlap between the two sets).

Grade = A set of binary indicator variables where the indicator is set to one if the student is in the relevant grade when the exam was taken, while all others are set to zero.

Year = A set of binary indicator variables where the indicator for the year when the test was taken is set to one, while all others are set to zero.

These two sets of indicator variables account for differences in the testing data that are observed across grades and over time and that are correlated to current-year MAP scores.

$e_{ijt} =$ The OLS error term from the regression.

The model presented in equation (1) is then estimated using statewide exam score data. The OLS parameter estimates (regression coefficients) for this first-stage regression are presented in the Parameter Estimates from First-Stage OLS chart (found at the end of this technical report). These estimates define the independent linear relationship between the predictor variables presented above and the outcome exam scores. Given these relationships, the model can then be used to predict each student's outcome scores given the values of his or her predictor variables. For example, consider a student with the data record for one year presented in table 3.

Table 3: Student Exam Score Prediction Sample Data

Variable	Value
Current-Year Math Score (z-score units)	0.226
Prior-Year Math Score (z-score units)	0.127
Prior-Year English Language Arts Score (z-score units)	0.675
Missing Off-Subject (ELA) Prior-Year Score Indicator	0
Mobility Indicator	1
LEA Average Lagged Math Score	0.213
LEA Average Lagged English Language Arts Score	0.011
LEA Percent Mobile	5.12
LEA Percent of Students with Missing Off-Subject Scores	3.86
Grade 4 Indicator	0
Grade 5 Indicator	1
Grade 6 Indicator	0
Grade 7 Indicator	0
2010 School Year Indicator	0
2011 School Year Indicator	0

This record describes a grade-5 student who took the MAP mathematics exam in 2012 (the grade 5 indicator is set to one, while the 2010 and 2011 school year indicators are set to zero (0). Note that this student also could have a data record included in the model estimation where the fourth grade MAP score is the outcome score and the third grade scores are predictors). Moreover, the student was not present in the school in which the exam was taken for the entire year (the mobility indicator is set to one) but did take the MAP exam in an LEA with above average lagged exam scores and a low overall percentage of mobile students. The student also has lagged exam scores available in both subjects (note that the missing off-subject prior-year exam indicator is set to zero). Given these values and the coefficients from the Parameter Estimates from First-Stage OLS chart (found at the end of this technical report) the following calculation is used to determine the student's predicted 2012 exam score:

$$\hat{Y}_{ijt}(m) = \hat{\beta}_0 + \hat{\beta}_1 Y_{ij(t-1)}(m) + \hat{\beta}_2 Y_{ij(t-1)}(ela) + \hat{\beta}_3 Missing + \hat{\beta}_4 Missing \times Y_{ij(t-1)}(x) + \hat{\beta}_5 M_{ijt} + \hat{\beta}_6 S_{ijt} + \hat{\beta}_7 Grade + \hat{\beta}_8 Year \quad (2)$$

$$= 0.014 + (0.625)0.127 + (0.220)0.675 + (-0.077)0 + (0.043)(0 \times 0.127) + (-0.114)1 + (0.222)0.213 + (-0.068)0.011 + (0.004)5.12 + (-0.002)3.86 + (0.003)0 + (0.002)1 + (0.001)0 + (0.000)0 + (-0.000)0 + (0.001)0$$

= 0.189.

Hence, this student would be predicted to score 0.189 standard deviations above the mean on the 2012 MAP mathematics grade-5 exam.

Once the predicted scores are calculated, they are subtracted from the observed scores to generate residuals, which reflect the unexplained growth in student scores. For the above student, this value is $\hat{e}_{ijt} = 0.226 - 0.189 = 0.037$. In other words, the student scored higher than predicted by the model and would figure positively into the LEA effect estimate.

3.2 Second-Stage Effect Model

Once the residuals from the first-stage regression ($\hat{e}_{ijt}$) are calculated and captured for each student, they are used as the dependent variable in a second-stage regression:

$$\hat{e}_{ijt} = \theta \cdot (Unit\ Indicator\ Variables) + u_{ijt} \quad (3)$$

The residuals, $\hat{e}_{ijt}$, are the part of outcome test scores not predicted from students' prior year scores and unit characteristics. The second-stage regression then captures how much of the variation in the residuals can be explained by the units under study, be it LEAs or schools. (For purposes of exposition, the assumption is that the units are schools throughout the rest of the model description). Thinking of the model in terms of the baseline prediction in stage 1, and noting that the dependent variable in the second stage is the student-level deviation from the baseline prediction, the second-stage regression can be used to identify schools where the students systematically perform above or below their predicted values.[8] Equation (3) is estimated twice to produce two separate sets of school effect estimates – one calculated using all student residuals associated with each school ($\hat{\theta}^{s1}_{j,uncentered}$) and one calculated using only the student residuals from super-subgroup students ($\hat{\theta}^{s2}_{j,uncentered}$). In both cases, the standard errors for the second-stage regression are calculated to be robust in the presence of heteroskedasticity and are clustered at the student-level to account for the fact that a single student can appear up to three (3) times in the data, once for each of his/her exam score pairs included in the model. This effectively lowers the number of independent observations used in the estimation procedure.

[8] Also note that the second-stage regression is estimated without an intercept. This is beneficial, as it allows an effect and, more importantly, a corresponding standard error to be estimated for every school under consideration.

Once the effects of all schools are estimated, they are centered appropriately. For MSIP 5, Standard 1, this is accomplished by calculating the average effect for all schools and then subtracting that average from each school effect. Specifically,

$$\hat{\theta}_j^{s1} = \hat{\theta}_{j,uncentered}^{s1} - \bar{\hat{\theta}}_{uncentered}^{s1} \tag{4}$$

where $\bar{\hat{\theta}}_{uncentered}^{s1}$ is the average of the uncentered effects for all schools in the state. As a result of this centering, the mean value for $\hat{\theta}_j^{s1}$ will be zero. For MSIP 5, Standard 2, the comparison group is the average residual for all non-super-subgroup students in the state. Hence, the centered effect estimate in this case is given by:

$$\hat{\theta}_j^{s2} = \hat{\theta}_{j,uncentered}^{s2} - \bar{\hat{e}}_{non-ssg}.^{9} \tag{5}$$

3.3 Shrinkage and Conversion to NCE Units

After the estimates are centered, shrinkage techniques are then applied to them to help account for the fact that individual school effects are measured with differing amounts of noise.[10] This variation in the reliability of estimates is the result of a variety of factors including sample size differences across schools and variability in exam score measurement error across students. The shrinkage estimate for each school is a weighted average of that school's centered effect estimate, $\hat{\theta}_j$, and the overall average school effect, $\bar{\hat{\theta}}$. Schools with noisy estimates have relatively more weight placed on the overall average, while schools with less noisy estimates have relatively more weight placed on the effect estimate. The weight applied to the estimate for each school *j* is given by the following formula.[11]

$$r_j = \frac{\hat{\sigma}_\theta^2}{\hat{\sigma}_\theta^2 + \hat{\sigma}_j^2} \tag{6}$$

In (6), $\hat{\sigma}_\theta^2$ is an estimate the overall variance of the school effects (minus estimation error) and is calculated as the variance of the estimated school effects, $\hat{\sigma}_{\hat{\theta}}^2$, minus the adjusted mean of the estimated variance of each individual school's effect estimate, $\hat{\sigma}_j^2$, where $\hat{\sigma}_j^2$ is the square of each effect estimate's standard error.[12]

The shrunken effect estimates and the corresponding upper and lower bounds of their 95% confidence intervals are converted to normal curve equivalent (NCE) units via the following formula

$$\hat{\theta}_{j,shrunken,NCE} = 50 + 21.06\,\hat{\theta}_j. \tag{7}$$

Additionally, the shrunken effects can be tested for statistical significance using the shrunken standard errors associated with the effect estimate for each school.[13] For both MSIP 5 Standard 1 and 2, the test statistic is calculated via the following formula:

---

[9] In the calculation the centered effect estimates, it is assumed that the mean value for the reference group is equal to the true population value, so that the standard errors for the uncentered estimates are equal to the standard errors for the centered effect estimates.

[10] All of the procedures described in this section are performed separately on the estimates for MSIP 5 Standard 1 and MSIP 5 Standard 2. To simplify exposition, the superscripts on the effect estimates are suppressed and a single, general effect estimate ($\hat{\theta}$) is presented for illustration.

[11] This school-specific weight, r_j, is known as the reliability ratio, and it is used to calculate the shrunken effect estimate in the following manner: $\hat{\theta}_{j,shrunken} = r_j\hat{\theta}_j + (1 - r_j)\bar{\hat{\theta}}$.

[12] Specifically, the adjusted mean is calculated as $\frac{1}{n-1}\sum_{j=1}^{n}\hat{\sigma}_j^2$. This procedure is based on Aaronson et al. (2007), who use the same calculation to estimate the estimation-error variance of teacher fixed effects in their study.

[13] The shrunken standard errors are simply the unshrunken standard errors multiplied by the reliability ratio, i.e. $\hat{\sigma}_{j,shrunken} = r_j\hat{\sigma}_j$.

$$t_j = \frac{\hat{\theta}_{j,shrunken} - 0}{\hat{\sigma}_{j,shrunken}} = \frac{\hat{\theta}_{j,shrunken}}{\hat{\sigma}_{j,shrunken}}. \quad (8)$$

In both cases, the null hypothesis compares the shrunken effect estimate to zero. However, it is important to remember that the comparison group (the zero) differs by standard. For Standard 1, this value is simply the average statewide school effect. For Standard 2, the centering is in comparison to the average residual for all non-super-subgroup students in the state.

Given the high number of student observations in each model (nearly one million in the Standard 1 specification) and the convergence property of the t-distribution, these test statistics are then compared to the standard normal distribution to determine statistical significance.[14] For Standard 1, significant positive effects indicate the school performed above the state average in a statistically distinguishable way, while significant negative effects indicate the school performed below the state average. School effects that are not statistically significant cannot be differentiated from the mean with available data. For Standard 2, significant positive effects indicate that the super-subgroup students in the school, on average, outperformed the non-super-subgroup students in the state in a statistically distinguishable way; conversely, significant negative effects indicate that the opposite is true. Insignificant effects indicate that the test score growth of super-subgroup students in the school cannot be statistically differentiated from the statewide test score growth of non-super-subgroup students.

[14] All statistical tests are conducted at the 0.05 significance level.

Appendix E - Levels of Leadership Development System Evaluation

Evaluation Levels	…to answer the question(s)…	…as evidenced by	Information used to…?
Level One: Satisfaction with training	• Was the training useful? • Was the time well spent? • Did the trainer know the content? • Did the presenter deliver effectively? • Was the setting conducive to learning? • Was the training implemented the same way and with fidelity from site to site? • Was it delivered to the appropriate participants?	• Participant sign-in forms • Survey data collected at the end of the training • Informal questions throughout the training • Exit tickets	• Improve participant selection • Improve the quality of training content/materials • Improve the training delivery • Inform revisions of the training design
Level Two: Learning from the training	• Did principals learn the intended content? • Can principals demonstrate relevant skills? • Did principals support to other principals? • Did training address principal concerns?	• Surveys collected prior/post training • Information on chart pads/handouts • Role playing activities • Use of exit tickets	• Improve training content • Improve delivery of content • Improve format/structure • Document near term impact
Level Three: District/school support and change	• Was there support from central office/superintendent for implementation? • Were needed resources provided? • Did changes occur to the school's structure? • Did the training inform school climate change?	• Follow-up surveys 3-4 weeks after training • Follow-up questions from trainers at the next training • Structured interviews or focus groups with principals, teachers or central office • Surveys with teachers, parents or students	• Provide feedback to central office/superintendent • Document system support • Develop training for central office/superintendent • Inform working conditions

Level Four: Use of knowledge and skills	• Are principals able to apply the new knowledge? • Are principals able to demonstrate new skills? • Do principals demonstrate mastery of appropriate competencies?	• Structured interviews with principals 3-4 weeks after to gather principal reflections • Direct observation of principals • Feedback from central office/superintendents	• Document application of knowledge and skills • Improve train/implement • Inform CO/superintendent evaluation
Level Five: Increased effectiveness of teachers	• Did teacher effectiveness improve? • Is there evidence of a change in culture? • Is there an increase of teacher morale? • Has effective teacher retention increased? • Were effective intervention/supports applied?	• An increase in teacher performance based on evaluation data • Changes in culture from climate surveys • School data on teacher retention • Improvement plan data on interventions	• Inform revisions to design, implementation and format • Develop growth plans • Inform school PD process • Assess overall impact of Leadership Development System
Level Six: Improved student learning	• Was there a positive, statistically significant, change in student growth data? • Does school culture/climate support students' physical or emotional well-being? • Did dropout rates or absenteeism decrease? Did graduation rates increase?	• Data contained in student records • Data contained in school records • Structured interviews with students, parents and/or administrators • Parent and student surveys	• Inform revisions to design, implementation and format • Inform student services • Assess overall impact of LDS • Inform continued rollout and implementation

Guskey's Five Critical Levels of Professional Development Evaluation, Guskey, 2002

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Appendix F: Teacher Evaluation Summative Report Date: _____

Teacher: _____ Probationary: _____ Permanent: _____

School: _____ Subject: _____ Academic Year: _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher effectively plans for the delivery of the essential content of the discipline; subject matter learning activities are meaningful and engaging for students; and students demonstrate mastery and application of content.			
Standard 1 Comments:			
Standard 2: Student Learning Growth and Development	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher uses research-based practices and student information to design meaningful lessons; the teacher's instructional strategies use current theories of growth and development, including assisting students in goal setting; and students' level of growth and development is the foundation for new learning.			
Standard 2 Comments:			
Standard 3: Curriculum Implementation	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher designs lessons aligned with state and district standards; the teacher facilitates student learning based on state and district standards; and students master essential learning objectives based on state and district standards.			
Standard 3 Comments:			
Standard 4: Critical Thinking	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher's lesson design and use of instructional resources promotes critical thinking; the teacher's instructional strategies promote critical thinking and problem-solving; and students demonstrate their ability to think critically and problem-solve.			
Standard 4 Comments:			
Standard 5: Positive Classroom Environment	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The rules, routines and structures in the classroom create an environment conducive to learning; the teacher's strategies create a positive classroom environment conducive to learning; and students are self-directed, exhibit positive relationships and are engaged in learning.			
Standard 5 Comments:			
Standard 6: Effective Communication	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The non-verbal communication (written/electronic) offered is			

Appendix F: Teacher Evaluation Summative Report Date:

effective, correct and appropriate; the teacher demonstrates correct and appropriate communication; and students exhibit correct and appropriate communication.			
Standard 6 Comments:			
Standard 7: Student Assessment and Data Analysis	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher maintains accurate data on each student's progress based on multiple data points; the teacher effectively collects and uses student data to inform and improve instruction; and students are knowledgeable of their own progress and plan personal learning goals.			
Standard 7 Comments:			
Standard 8: Self-Assessment and Improvement	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher maintains a professional growth plan to document the application of new knowledge and skills; the teacher engages in professional learning to improve practice and increase student learning; the teacher follows district policies and procedures regarding ethical practices & responsibilities; and the teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
Standard 8 Comments:			
Standard 9: Professional Collaboration	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher engages with colleagues to promote the district/school vision, mission and goals and works collaboratively regarding improvements in student learning and well-being.			
Standard 9 Comments:			

*A "Growth Opportunity" rating on a standard "may result" in a Growth Plan for that area.
**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

Teacher Performance Growth Chart Academic Year: _____

Indicator and Rationale	Baseline Assessment				Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Follow-Up Assessment			
#1	0	1	2	3			0	1	2	3
	4	5	6	7			4	5	6	7

Teacher Performance Growth Chart Academic Year:

#2	0	1	2	3			0	1	2	3
	4	5	6	7			4	5	6	7
#3	0	1	2	3			0	1	2	3
	4	5	6	7			4	5	6	7

Indicator #1 Growth	Indicator #2 Growth	Indicator #3 Growth	Average Growth (Total Growth/# of Indicators

Student Performance Growth Chart

Insufficient Attainment: Less than 65% of students meet the learning target

Partial Attainment: 65 – 79% of students meet the learning target

Acceptable Attainment: 80 – 93% of students meet the learning target

Exceptional Attainment: 94% and above of students meet the learning target

Year 1 Students meeting Growth Target			**Year 2 Students meeting Growth Target**			**Year 3 Students meeting Growth Target**			**Overall Average Student Growth Attainment (% and rating)**		
Growth Samples	Students meeting target	Total Students	Growth Samples	Students meeting target	Total Students	Growth Samples	Students meeting target	Total Students	Years Combined	Students meeting target	Total Students
Sample 1			Sample 1			Sample 1			Years 1-3		
Sample 2			Sample 2			Sample 2			Avg. % Attainment		

Teacher Performance Growth Chart Academic Year:

Total Year 1			Total Year 2			Total Year 3			Attainment Rating	
Avg. %			Avg. %			Avg. %				

Yrs in Position	Highly Effective	Effective	Minimally Effective	Ineffective
0-2	No Areas of Concern ***and*** All indicators rate 3 or above ***and*** Student Growth Exceptional	No Areas of Concern ***and*** All indicators rate 2 or above ***and*** Student Growth Acceptable	1 Area of Concern ***or*** All indicators rate less than 2 ***or*** Avg. growth less than 1 ***or*** Student Growth Partial	Multiple Areas of Concern ***or*** An indicator rating below 1 ***or*** Avg. growth less than 2 ***or*** Student Growth Insufficient
3-5	No Areas of Concern ***and*** All indicators rate 4 or above ***and*** Student Growth Exceptional	No Areas of Concern ***and*** All indicators rate 3 or above ***and*** Student Growth Acceptable	1 Area of Concern ***or*** All indicators rate less than 3 ***or*** avg. growth less than 1 ***or*** Student Growth Partial	Multiple Areas of Concern ***or*** All indicators rate less than 2 ***or*** Avg. growth less than 2 ***or*** Student Growth Insufficient
6-10	No Areas of Concern ***and*** All indicators rate 5 or above ***and*** Student Growth Exceptional	No Areas of Concern ***and*** All indicators rate 4 or above ***and*** Student Growth Acceptable	1 Area of Concern ***or*** All indicators rate less than 4 ***or*** Avg. growth less than 1 ***or*** Student Growth Partial	Multiple Areas of Concern ***or*** All indicators rate less than 3 ***or*** Avg. growth less than 2 ***or*** Student Growth Insufficient
Over 10	No Areas of Concern ***and*** All indicators rate 6 or above ***and*** Student Growth Exceptional	No Areas of Concern ***and*** All indicators rate 5 or above ***and*** Student Growth Acceptable	1 Area of Concern ***or*** All indicators rate less than 5 ***or*** Avg. growth less than 1 ***or*** Student Growth Partial	Multiple Areas of Concern ***or*** All indicators rate less than 4 ***or*** Avg. growth less than 2 ***or*** Student Growth Insufficient

Teacher Performance Growth Chart

Academic Year: _____

Teacher's Name	is rated as	Effectiveness Rating	for the	Academic Year	school year

Overall Comments:

Teacher's Signature	Date	Evaluator's Signature	Date

Measure	Group 1 Highest Minority	Group 2 Highest FRPL	Group 3 Title I Schools	Group 4 *Most Rural	Group 5 Non-Title Schools	Group 6 Lowest FRPL
*FRPL rate	90.8%	100%	65.6%	60.5%	43.6%	12.1%
*% of Minority (Students)	91.4%	64.8%	30.6%	4.9%	17.4%	20.3%
*% of Minority (Teachers)	33.6%	26.5%	8.9%	0.9%	3.3%	3.3%
*Discipline Incident Rate	2.6%	2.0%	0.7%	0.4%	1.0%	0.5%
• Elementary	1.0%	1.0%	0.3%	0.1%	0.1%	0%
• Secondary	3.9%	3.0%	2.1%	.8%	1.2%	.9%
Average years of experience	10.5	11.1	10.0	12.7	12.5	13.2
Average Salaries	$34,096.18	$41.310.42	$40,846.61	$32,380,44	$32,380.44	$43,189.04
• 1st year teacher w/Bacc	$36,282.20	$35,266.68	$33,201.73	$29,356.49	$32,682.55	$33,863.25
• 1st year teacher w/Mast	$38,893.19	$35,989.49	$39,728.64	$41,032.26	$39,333.44	$36,381.11
• Teachers w/ 5 years of experience or less	$38,627.90	$37,058.29	$36,143.65	$33,385.58	$36,468.59	$38,494.67
• Teachers w/ 6-10 years of experience or less	$46,166.26	$43,984.60	$42,255.52	$39,087.13	$42,877.02	$45,762.03
• Teachers w/ 11+ years of experience	$56,677.59	$54,253.03	$52,903.47	$49,049.70	$54,279.59	$61,444.14
*Retention Rate 1 year (2015-2016)	97.7%	97.6%	98.7%	98.6%	99.0%	99.2%
*Retention Rate 3 year (2013-2016)	70.9%	74.7%	80.7%	82.6%	83.7%	86.9%
*Absent 10 days or more	24.0%	20.9%	19.9%	14.6%	23.2%	26.1%
*% First year teachers	8.5%	7.5%	9.9%	6.7%	6.3%	4.5%
% of Teachers with less than 3 years of experience	22.1%	24.5%	26.2%	13.0%	12.5%	9.2%
1st Year Principals	3.1%	0.8%	1.3%	0.3%	3.1%	0.4%
1st year teachers assigned a mentor	89.1%	89.2%	93.1%	95.1%	96.3%	93.8%
Avg. overall preparation 1st year Teacher response (%) Fair/Good/Very Good	94.6%	94.8%	96.9%	98.9%	98.1%	97.8%

Avg. overall preparation 1st year Principal response (%) Fair/Good/Very Good	89.2%	90.8%	93.7%	94.4%	94.7%	95.2%
*% Less than fully Qualified	12.0%	11.0%	6.1%	9.2%	5.6%	3.4%
• Elementary	7.0%	7.2%	4.6%	6.7%	1.6%	1.9%
• Secondary	16.1%	14.6%	11.7%	11.7%	6.6%	4.9%
*% Teaching Out-of-Field	2.4%	2.3%	2.1%	3.7%	1.6%	1.5%
• Elementary	1.2%	2.0%	1.8%	3.8%	0.6%	1.1%
• Secondary	3.3%	3.5%	3.0%	3.7%	1.9%	1.8%
*Effectiveness Index Overall teacher impact	70.6%	70.0%	76.5%	75.7%	77.7%	80.1%
Student Performance: ELA Proficient or Advanced	42.1%	45.3%	58.3%	63.3%	70.3%	80.4%
Student Performance: Math Proficient or Advanced	30.9%	34.5%	46.1%	48.1%	54.0%	68.9%

Appendix G - Equity Plan Data Chart

- **Group 1**—Highest Minority schools (261 schools). Non-White students and Hispanics of any race
- **Group 2**—Highest FRPL of schools (261 schools). Students eligible for Free/Reduced lunch
- **Group 3**—Title I Schools (1206 schools: Targeted (257) or Schoolwide (949))
- **Group 4**—Most Rural Schools (353 schools). NCES Urbanicity Classification "Rural: Remote"
- **Group 5**— Non-Title Schools (1036 Schools)
- **Group 6**— Lowest FRPL of schools (261 schools). Students eligible for Free/Reduced lunch

The data and related discussion to follow draw upon the most recent data available. In most cases, the data correspond to the 2015-16 school year. The "Definitions" section below indicates specific exceptions to this rule where applicable, as well as cases in which multiple years were combined.

All Missouri public elementary and secondary schools are included in the analysis.

To assist with interpreting the data contained in the chart, the following definitions and information are offered for each of the measures in the table:

*__Poor student__: A student eligible for a free or reduced priced lunch (FRPL). The 261 schools with the highest rates of FRPL students (100 percent) are referred to as "high-poverty" schools. These are compared with the 261 schools with the lowest rates of FRPL students (0 – 21.7 percent), referred to as "low-poverty" schools. (DESE database [dbo] [SUMMARY_BUILDING_DEMOGRAPHIC])

*__Rural: Remote:__ Census-defined rural territory that is more than 25 miles from an urbanized area and also 10 miles from an urban cluster. The "rural: remote" designations used in this plan were extracted from the National Center for Education Statistics' Elementary/Secondary Information System (ELSI) and correspond to the 2015-16 school year (most recent available data). Schools that meet these criteria are referred to as "rural schools". (DESE database [dbo].[NCES_STATISTICS_DISTRICT])

*__Minority__: Non-white students, including Hispanic of any race. 261 schools with the highest average (91.4 percent) of minority students are referred to as "high-minority" schools.
(DESE database [dbo].[SUMMARY_BUILDING_DEMOGRAPHIC])

*__Discipline rate__: The number of incidents divided by the number of students (incident is when a student is removed from the regular classroom half (1/2) a day or more).
(DESE database [dbo].[SUMMARY_BUILDING_DISCIPLINE])

*__Retention rate:__ Percent of teachers retained from 2015 to 2016 (one-year retention rate), or from 2013 to 2016 (three-year retention rate). A teacher is considered to be retained if, in 2014, he or she remained employed as a teacher in the same school where he or she was employed in either 2015 (for the one-year analysis) or 2013 (for the three-year analysis).
(DESE database [dbo].[EDUCATOR_CORE] / [dbo].[EDUCATOR_SCHOOL])

*__Absenteeism__: A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to teach students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. This does not include administratively approved leave for professional development, field trips or other off-campus activities with students. Absenteeism data were extracted from the U. S. Department of Education's 2012-13 Civil Rights Data Collection (CRDC).

*Inexperienced teacher: A first- year teacher. (DESE database [dbo].[EDUCATOR_CORE])

*Less than fully qualified (for the statutory term "unqualified") – A teacher who meets one or more of the following criteria: (DESE database [dbo].[HQT_APPROPRIATE_CERT])

- Is teaching on a provisional certificate
- Is teaching on a temporary authorization certificate
- Is lacking the necessary credential to be considered appropriately certified for at least one teaching assignment

***Out-of-field:** A teacher who is considered inappropriately certified by virtue of teaching a subject that does not correspond to one or more of the teacher's active certifications. (DESE database [dbo].[HQT_APPROPRIATE_CERT])

***Effective Index**: An average overall rating of the general collective effectiveness of the teachers in a school. Since MO-DESE does not mandate a single evaluation model for all LEAs, an index was developed to summarize aggregate teacher effectiveness ratings for each school in the most consistent manner possible. On Screen 18a of Core Data, an annual data collection by MO-DESE that occurs at the end of the school year, LEAs submit the number of teachers evaluated that year within each of the summative performance levels used in the local evaluation system. The data are reported in order of increasing effectiveness. The number of teachers in each level is assigned a point value equal to the rank position of the level. The total point value of the teachers' collective ratings is then divided by the maximum points possible based on the parameters of the local system. For example, in a five-level system in which 10 teachers were evaluated, the maximum point value possible would be 50 (10 x 5 = 50). If each teacher were rated at the second highest effectiveness level, that collective effectiveness would be worth 40 points (10 x 4 = 40). In this situation, the index would be calculated at .80 (40/50 = .80). (DESE database [dbo].[DC_EDUCATOR_EVALUATION])

According to a number of measures contained in the table, these data suggest that the learning experience of students in high-poverty, high-minority and rural schools compared to students in low-poverty schools is quite different. High-poverty, high-minority and rural students appear to learn from less-experienced, unqualified, out-of-field, or less-effective teachers at higher rates than occur in low-poverty schools.

Appendix H – Glossary

ABCTE	American Board for Certification of Teacher Excellence
AEP	Academic English Proficiency
AP	Advanced Placement
APR	Annual Performance Report
APR-EPP	Annual Performance Report for Educator Preparation Programs
ASI	Area Supervisor of Instruction
Consolidated Plan	Consolidated State Plan for the Every Student Succeeds Act (ESSA)
CCSSO	Council of Chief State School Officers
Department	United States Department of Education (ED or USED)
DESE	Missouri Department of Elementary and Secondary Education
EL	English Language Learners
ELA	English language arts
EOC	End of Course Assessment
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FAY	Full Academic Year
FY	Fiscal Year
GLA	Grade-level assessments
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
ISLLC	Interstate School Leaders Licensure Consortium
LEA	Local Education Agency
MA	Mathematics
MAP	Missouri Assessment Program
MCDS	Missouri Comprehensive Data System Portal
MELL	Migrant English Language Learners
MLDS	Missouri Leadership Development System
MO-DESE	Missouri Department of Elementary and Secondary Education
MOSIS	Missouri Student Information System
MOVIP	Missouri Virtual Instruction Program
MPI	MAP Performance Index
MSIP	Missouri School Improvement Program
MSIX	Migrant Student Information Exchange
NCLB	No Child Left Behind

OCR	Office for Civil Rights
PAT	Parents as Teachers Program
PBS	Positive Behavior Support
Plan	Consolidated State Plan for the Every Student Succeeds Act (ESSA)
RFP	Request for Proposal
RtI	Response to Intervention
SEA	State Education Agency
Secretary	United States Secretary of Education
STEM	Science Technology Engineering and Math
SSOS	Statewide System of Support
Title	One of the nine sections included in Consolidated State Plan
WIDA	World-class Instructional Design and Assessments

Appendix I: Section 427 of the General Education Provisions Act (GEPA)

Instructions: In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the following instructions.

Missouri's Outstanding Schools Act (OSA) addressed educational equity by requiring changes to the foundation formula which applies a base of support for all schools in the State. The Act also required schools to set aside a percentage of their foundation formula funds for professional development activities to support the continuous improvement of all educators. To support districts in this requirement, Regional Professional Development Centers have been established throughout the state and are accessible to all educators.

Technology is also an important tool for promoting equity providing shared educational data, information, training, and research. Technology also allows for alternative education opportunities for economically disadvantaged, limited English, homebound, and geographically isolated students.

Districts are required to annually disaggregate and review achievement scores and dropout rates by race/ethnicity, gender, and disabilities. Districts are also encouraged to disaggregate and review data in other areas, such as special programs, attendance rates, retentions/suspensions/expulsions, etc., changes in instruction and assessment necessitated by the State's performance standards and assessments. This will promote successful learning for all students.

To ensure equitable access to and participation in federally funded, state-level activities for schools, students, teachers, and other beneficiaries with special needs, MO-DESE will take the following steps. These measures will address equitability based on gender, race, national origin, color, age, disability, or other categories which may be identified.

1. All districts, regardless of size or resources, receive state funding.
2. MO-DESE has transitioned grants to a uniform application and application process for districts and provides technical assistance to help them develop and submit approvable applications.
3. All applicants must assure that they will take all reasonable measures to ensure equitable access to and participation in the project.
4. State assessments are structured to address all student needs.
5. Documents are translated, at the state and/or local level, into other languages and formats as needed.
6. All meetings, workshops and conferences sponsored by the Department are located in accessible facilities.
7. MO-DESE conducts diversity training for all staff.
8. Meeting notices always carry a clause regarding accessibility for individuals with disabilities.

At the local level, each district will assure equitable access to and participation in federally assisted programs as part of its overall assurances.