State of Missouri

ESEA Flexibility

Request

Revised June 8, 2015

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

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5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	N/A
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10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	N/A

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

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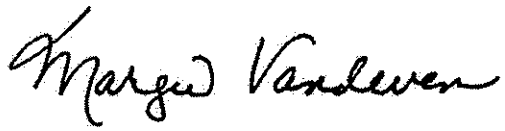
Signature of the Chief State School Officer: 	Date: June 8, 2015

The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to

serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☐ 10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

☒ 12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA

section 1113.

☐ 13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

N/A

☒ 14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

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ASSURANCES

By submitting this request, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.

☒ 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)

☒ 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

☒ 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in

the 2016–2017 school year.

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

☒ 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the "all students" group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
☐ 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will: ☐ 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and ☐ 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.	If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled *ESEA Flexibility* as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will: ☒ 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the state's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.
2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Missouri's Tradition of Collaboration

The state of Missouri has long recognized the importance of collaboration between the SEA and the practitioners and education organizations of our state. The efforts described in each of the three principles of this request were underway before the invitation for ESEA flexibility was issued by the US Department of Education. Stakeholder input articulated in this section reflects years of collaborative effort summarized in the efforts listed in this request.

Active Engagement of Stakeholders

In moving forward with implementation of the state's reform plan and the efforts expressed in this request, the SEA will continue with this long-standing tradition of partnership and collaboration. The Commissioner of Education routinely conducts regional meetings to share information and gather feedback on critical issues such as the implementation of this ESEA flexibility request. Additional key stakeholder groups that provide regular input to the SEA on a variety of issues, including implementation of this ESEA flexibility request, include:

- Commissioner's Advisory Council
  - Comprised of district superintendents
- Committee of Practitioners
  - Comprised of district superintendents; educators, including educators for English Language Learners (ELL) and Students with Disabilities (SWD); Missouri NEA; Missouri Council for American Private Education; Missouri PTA; Charter LEAs; and higher education
- Missouri's Advisory Council for the Certification of Educators
  - Comprised of educators, including educators for ELL and SWD, and higher education
- Office of Educator Quality Evaluation System Design Team
  - Practitioners and representatives from the Educator Preparation Program
- Missouri's Education Roundtable
  - Comprised of statewide education organizations

Parent and Stakeholder Review and Input

The SEA established a No Child Left Behind Flexibility Waiver webpage dedicated to the work of preparing this request. All drafts created prior to this submission were posted on this webpage and educators, including educators for ELL and SWD, parents and stakeholders across the state were invited to review and provide input. This webpage also provided a unique e-mail address through which the public could submit comments and feedback. Missouri has provided these public emails and comments. This webpage and unique e-mail address will serve as active communication loops during the implementation of the ESEA flexibility request.

The Missouri Department of Elementary and Secondary Education's (the Department) website also serves as a mechanism for communication and provides a wide variety of information. The Department's site facilitates additional consultation activities listed below.

- A series of webinars are hosted to provide detailed information
- A side by side comparison chart details the specific changes that would occur as a result of applying for an extension of the waiver
- A frequently asked questions document addresses specific issues
- News releases are sent to all school administrators
- Copies of electronic newsletters, sent to over 60,000 subscribers, are posted

In December 2011, the MSIP 5 Steering Committee (described below) was expanded to include ESEA Flexibility Request. The Commissioner invited all members to serve as the MSIP 5/ESEA Flexibility Request Steering Committee to advise the Department on the ESEA flexibility request.

Updates on the ESEA Flexibility Request were provided to the State Board of Education during the January 2015 meeting. Members of the Department's Executive Leadership team led in-depth discussion regarding the request with the board. During that meeting, the board authorized the Commissioner to apply for renewed ESEA flexibility.

In addition, the Department has utilized the Committee of Practitioners (COP) to provide feedback on the various drafts of the application. The COP also provides guidance and feedback to the Department on issues related to the implementation of No Child Left Behind including associated grant programs. They will continue to serve, provide input, and offer guidance regarding the implementation of components included in the ESEA Flexibility Request. In February 2015, the COP reviewed the renewal application for ESEA flexibility and offered their feedback. The Department utilized this feedback in creating its final submission.

The Department composed executive summaries that detail the major changes made to each of the three principles in the waiver renewal request. These executive summaries were sent to Missouri's leading education organizations and posted online for stakeholder access. In addition, the final redline text of the waiver renewal request was also posted online for public comment. The Department collected no comments over the 30-day comment period.

Multiple Stakeholders Representing Diverse Student Populations

The Office of Special Education at the Department directly consulted with state organizations representing diverse student populations. This consultation was specifically directed to the principles of the waiver request. The organizations included the Missouri Council of Administrators of Special Education (MO-CASE) and the Missouri Planning Council for Developmental Disabilities (MPCDD).

In addition to the consultation that occurred in the overall creation of the Flexibility Waiver Request, specific feedback and consultation occurred on each of three principles.

Principle 1: College- and Career- Ready Standards

Missouri educators, including educators for ELL and SWD, actively participated in the development and review of all draft versions of the Common Core State Standards (CCSS) and had opportunities to provide feedback and conferencing with CCSS development staff. Upon release of the final draft of the standards for public comment, there were 272 Missouri feedback submissions, of which 53 percent were from K–12 teachers.

In addition, Missouri educators, including educators for ELL and SWD, were selected to conduct an alignment analysis, or crosswalk, between current state standards documents and the new standards. The SEA organized a series of workshops in all regions of the state for stakeholders to build awareness of the standards and roll out the crosswalk information.

A Literacy Advisory Committee developed Missouri's new *Comprehensive Literacy Plan* aligning with the new English language arts standards to support implementation of those standards and the model curriculum.

A unique focus for Missouri's integration of more rigorous standards has been the inclusion of career and technical education (CTE) teachers in the implementation of the college- and career-ready standards. Teachers and administrators have been involved from the beginning, working alongside core academic teachers in analyzing the knowledge and skill requirements of the new standards. Together, teachers in all areas are working collaboratively to incorporate appropriate content into their courses.

The Department has convened a committee of Missouri educators to coordinate the development of a model curriculum which will support implementation of CCSS and increase the rigor of instruction in all content areas.

The Common Core State Standards have been incorporated into the Missouri Learning Standards (MLS) and now stand as the foundation of high-quality public education in English language arts and mathematics in Missouri. The Missouri Learning Standards include expectations in all content areas.

Considerable collaboration has occurred between the Department and the Department of Higher Education regarding implementation of the Missouri Learning Standards (MLS), model curriculum development and adjustment of educator preparation curriculum. Both departments are participating in a collaborative initiative to support this work.

Districts currently transitioning to curriculum and instruction aligned to the Missouri Learning

Standards have received and will continue to receive information and study sessions. These have been provided to various professional teacher groups. A partial listing appears below.

- Missouri State Council - International Reading Association
- Missouri Association of Teachers of English
- Missouri Health Science Technology Educators
- Missouri Department of Elementary and Secondary Education staff
- Southwest Missouri Mathematics Teacher Organization
- Missouri Mathematics Association for the Advancement of Teacher Training
- Missouri Council of Teachers of Mathematics
- National Council of Teachers of Mathematics
- Show-Me Curriculum Administrators Association
- South Central Curriculum Administrators Association
- Missouri Association of Colleges for Teacher Education
- Missouri Advisory Council of Certification for Educators
- Various Statewide Conferences:
    - DESE Interface Conferences
    - Powerful Learning Conference
    - Write to Learn Conference
    - Missouri Writing Project
    - Missouri Reading Initiative Trainers
    - Regional Service Center Directors
    - Kansas City Literacy Roundtable
    - Conference on the Young Years

Principle 2: Differentiated Recognition, Accountability and Support

Missouri continues to engage and solicit meaningful input from students; parents; teachers, including teachers of SWD and ELL; civil rights organizations; organizations representing students with disabilities; teacher organizations; and business organizations on its revised statewide accountability system and statewide system of support.

The State Board of Education has regularly discussed the current accountability model and its implementation as part of the formal agenda since March 2009.

In May 2011, the Department created a steering committee comprised of 14 representatives from education, business, civic, and parent organizations to assist in the design of the public engagement process. In addition to advising the Department, this group identified participants who served on five regional advisory committees. The steering committee considered diversity when selecting the representatives of superintendents, principals, teachers, teachers of ELL and SWD, local board members, community members, students, and others.

The Department conducted this series of multiple regional advisory committee meetings in summer 2011 to provide an additional avenue for meaningful input from stakeholders. The purpose of these meetings was to:

- Share accurate and timely information about the Missouri School Improvement Program (MSIP);

- Gather specific feedback from stakeholders about the proposed MSIP 5;
- Identify principles and practices requiring additional information, clarification or correction; and
- Advise the Department in developing recommendations for the State Board of Education's consideration at its August 2011 meeting.

In an effort to ensure that all stakeholders, including those not participating in a regional advisory committee, were informed about the ongoing progress in the development of the accountability system, a crosswalk (August 10, 2011) was developed. It contains the performance standards for the state's former statewide accountability system, MSIP 4; the Department's original proposal for MSIP 5; and the revised MSIP 5 proposal based on input gathered through the regional advisory committee meetings. The crosswalk catalogues both the recommendations made by stakeholders and the Department's response to these recommendations.

The State Board of Education authorized publication of a notice of proposed rulemaking for the MSIP 5 Performance Standards during its August 2011 meeting. The notice of proposed rulemaking was published in the Missouri Register on October 3, 2011, for a 30-day public comment period. Over 2,000 comments were received. The rule was formally approved by the state board during the December 2011 meeting.

During the final stages of the performance standard approval process, Missouri incorporated a MSIP 5 Scoring Guide Work Plan for measurement of the standards designed to result in an accountability system that is:

- Research based, focusing on actionable indicators shown to differentiate among effective and less effective schools/LEAs;
- Sufficiently reliable for a range of state and federal improvement and accountability purposes; and
- Supported by the various constituencies within and beyond the education community.

To begin implementation of the plan, additional regional advisory committee meetings were held in fall 2011 to develop the guiding principles for the next generation accountability system for all Missouri students, including those representing SWD and ELL. A list of the meetings and participants is summarized on the Department's MSIP 5 website. The scoring guide was used to generate reports beginning in summer 2012. The Department reviews each district's accreditation status and the Annual Performance Report (APR) supporting data for the three (3) most recent APRs to identify trends and status in performance outcomes. The English language arts, mathematics and graduation rate components in the scoring guide methodology were first used for federal accountability beginning in summer 2012. Since 2012, the Department has reviewed and updated MSIP5 on an annual basis.

Upon completion of the regional meetings, the Department convened a much smaller group of local, state and national education leaders to serve on a technical advisory committee (TAC). The technical advisory committee assisted the Department in determining how to incorporate the values of the stakeholders who participated in the regional meeting into Missouri's next generation accountability system. This work included determining the weight of status, progress, and growth as well as subgroup achievement in the accountability system.

Work continues on the refinement of the MSIP 5 Scoring Guide and its implementation. A series of

webinars and face-to-face meetings have taken place annually since 2012. The meetings-addressed questions and solicited additional feedback regarding the decision frameworks used in scoring guide development, piloting data use and building reporting models for the various purposes the system is designed to fulfill. There were three rounds of monthly meetings that covered different components of the scoring guide. The same material was covered multiple times within each round of meetings and all rounds concluded with a recorded webinar that was later posted on the MSIP 5 Scoring Guide webpage.

In the fall of 2010, Missouri initiated a timely and important project to pilot measures of student growth in achievement. The pilot was designed to learn more about policies and procedures required to accurately report and appropriately use valid and reliable student growth data. All Missouri LEAs and schools were invited to participate. One hundred and fifty-six school districts participated in the pilot, which included a series of professional development opportunities related to student growth achievement.

Principle 3: Supporting Effective Instruction and Leadership

In July 2011, the Department organized and initiated a working group of key stakeholders to develop and adopt teaching standards. This working group included all major educational organizations in the state, nearly two-thirds of the educator preparation institutions, and representation from over thirty public school districts. This effort was the beginning of the development of Missouri's Educator Evaluation System.

Building upon the work of the Missouri Advisory Council of Certification for Educators (MACCE), the working group developed the Missouri Model Teacher and Leaders Standards. A full listing of the teacher and leader standards, including a description of the effort of the working group and the research that informed the development of standards, is presented in the Standards Information Document.

Not only is the Missouri Model Teacher and Leader Standards stakeholder group driving the design of the Educator Evaluation System, but it is also impacting the redesign of educator preparation. The work of this redesign effort includes a wide variety of educators and stakeholders from across the state. Making the model standards the foundation of both preparation and evaluation establishes a seamless partnership between the states 52 educator preparation institutions and its PK-12 schools. Workgroups were established and are currently redesigning field and clinical experiences and leadership preparation.

Feedback and input from field-testing on the indicators and rubrics in the 173 participating pilot projects were used to inform and finalize the design of the Missouri's Educator Evaluation System.

The Office of Educator Quality and a design team comprised of practitioners and members of higher education finalized the Missouri Educators Evaluation System by June 2012 based on the feedback from pilot projects conducted across the state.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Top 10 by 20 Initiative

The key to Missouri achieving its goal of preparing all students to be college and career ready is in the development and implementation of a focused education reform plan that identifies specific goals and provides specific strategies implemented with precision and fidelity. To ensure the success of all students in the state, Missouri has implemented the Top 10 by 20 Initiative.

This comprehensive reform plan measures whether students are prepared for college and careers. It focuses on student growth and gain, rather than absolute test scores, and maintains a commitment to disaggregating data to track whether schools are closing the achievement gap. The Top 10 by 20 Initiative is a solid, actionable plan for improving the education provided to all students in the state. The plan provides a road map for raising the bar for academic achievement enabling Missouri to achieve the status as one of the top ten performing states in the country by 2020. The strategic goals included in the plan are supported by specific and measureable objectives that serve as key milestones. Progress toward identified objectives is made available to the public through the Missouri Comprehensive Data System Portal (MCDS), which provides state dashboard data.

The ESEA Flexibility Waiver Request provides an excellent opportunity for the state of Missouri to move this reform initiative forward allowing for important shifts in state policy, practice, and a new generation accountability system. The ESEA principles outlined in the waiver request align well to Missouri's Top 10 by 20 reform plan. The state has adopted the Missouri Learning Standards, and LEAs and educator preparation institutions have transitioned to college and career ready standards. Missouri's state accountability system was first developed nearly two decades ago and has undergone four revision cycles. Each revision cycle further refines the accountability system to enhance the system's identification of schools in need of targeted support. Recently adopted teacher and leader standards are the foundation of Missouri's educator evaluation system. Its focus is an increase in the quality of instruction and overall improvement of profession practice as the primary way to improve student achievement.

Missouri's Flexibility Waiver Request is the articulation of this state's comprehensive plan for improving education for all of its students. The future of Missouri's students rests with our collective commitment to its successful implementation.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	**Option B**
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of states, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the state has adopted the standards, consistent with the state's standards adoption process. (Attachment 4)	☐ The state has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a state network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the state has adopted the standards, consistent with the state's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a state network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

1B. Transition to College- and Career-Ready Standards

The State Education Agency (SEA) has transitioned to college- and career-ready standards statewide in English language arts and mathematics for all students and schools. During the 2014 legislative session the Missouri General Assembly passed HB 1490, which requires independent workgroups to review standards in four content areas: English language arts, mathematics, science, and social studies. Members of the workgroups are appointed by various state organizations and legislative offices. The product from those groups is to be submitted to the State Board of Education by October 1, 2015. The law states that the State Board has final authority to approve and recommend revisions.

The following is an explanation of how this transition plan is likely to lead to all students - including English language learners, students with disabilities, economically disadvantaged students, and low-achieving students - gaining access to and learning content aligned with such standards.

Context and Rationale

From 1993 until 2010, Missouri operated under highly regarded content and performance standards that specified what content students should know and be able to perform at each grade level and upon graduating from high school. Missouri's state standards have been acclaimed nationally as among the top three in the country; a perspective confirmed by close alignment between our statewide assessment scores and National Assessment of Educational Progress (NAEP) scores, indicating high cut scores for proficiency. However, it was confusing that many of Missouri's schools were already labeled as failing when schools of similar quality in other states were not due to differences in standards and the rigor of the assessments used from one state to the next. Since its inception, the No Child Left Behind Act of 2001 (NCLB) has provided useful and necessary focus to standards-based reform by increasing the urgency to close achievement gaps and improve student academic achievement. However, NCLB regulations have sometimes been counterproductive to fully implementing standards-based improvement across all districts and schools. Despite the many challenges that Missouri, like many other states, faces in striving for ***all*** students to graduate from high school college- and career-ready, Missouri is steadfast in its commitment to maintain high standards and provide districts and schools with the processes and resources needed to realize these high standards.

Missouri's accountability system, the Missouri School Improvement Program (MSIP), has been continually refined since 1990 and serves as a thorough process for helping struggling districts and schools. A deep diagnosis of need - based upon school site reviews by peers and focusing on all aspects of district operations, such as a curriculum audit; a financial audit; classroom walk-through; and information from parents, teachers, students, and board members - culminates in a summary report of findings. Districts are then required to develop and submit an accountability plan and the state, through a regional school improvement team, actively monitors the progress of schools in meeting plan benchmarks and goals. In spite of these efforts, the academic performance of students in Missouri's public schools has hovered around 50 percent proficient on NAEP. The Department and the education community are united in aspiring to improve student achievement. The State Board's goal of achieving Top 10 by 2020 articulates this vision.

The Missouri State Board of Education formally adopted the Common Core State Standards (CCSS) in English language arts and mathematics in June of 2010. The Common Core State Standards have been incorporated into the Missouri Learning Standards (MLS) and now stand as the foundation of high-quality public education in English language arts and mathematics in Missouri. However, it is crucial that Missouri's educators are provided with the support needed to fully implement the Missouri Learning Standards and ensure that all students, including students with disabilities (SWD), English language learners (ELL), and economically disadvantaged students, are provided with high-quality instruction that will lead to lifelong learning and success. The flexibility afforded through the Flexibility Waiver Request will create the conditions necessary for Missouri's teachers and educational leaders to fully implement the Missouri Learning Standards.

Missouri's plan for transitioning to and fully implementing the Missouri Learning Standards builds upon expert capacity and an analysis of the alignment between our previous state standards for English language arts and mathematics and the Missouri Learning Standards, including alignment with English Language Proficiency (ELP) standards. Great care has been and will be taken to ensure that the Missouri Learning Standards are accessible to special needs students and students from all economic and cultural backgrounds. Already underway, the Department provides a detailed description of its systems-based approach to disseminating information and building awareness, providing training for teachers and leaders, and aligning efforts with the state's Institutions of Higher Education (IHE) that is intended to streamline and accelerate our transition to full implementation of the Missouri Learning Standards.

Upon formal adoption of the Common Core State Standards (in 2010), the Department staff initiated a process to revise academic standards in other subject areas (e.g., Science, Arts, Career and Technical Education) to ensure that all of Missouri's academic standards are equally rigorous and reflective of the new college- and career-ready standards (the Missouri Learning Standards.) Districts and schools have made necessary curricular adjustments. State-level information and professional development activities continue to be provided to districts and schools to ensure that educators have the information and resources necessary to make the transition to the Missouri Learning Standards.

As part of the Department's tiered monitoring system, the Office of College and Career Readiness reviews curriculum submissions either digitally or in hard copy by cohort. A rubric and accompanying self-assessment questions are available to districts prior to the review and are used by the review team to determine resources needed to ensure that all instruction meets the necessary level of rigor. Responses are then shared with the school and its area supervisor who will then follow up on curriculum improvement and implementation.

Alignment between Missouri's state's standards and college- and career-ready standards

Missouri educators, including educators for ELL, SWD, and economically disadvantaged students, actively participated in the initial development and review of all draft versions of the Common Core State Standards (CCSS). The SEA also created opportunities to provide feedback and arranged state conference calls with specific CCSS development staff. Upon release of the final draft of the standards for public comment, there were 272 separate Missouri feedback submissions, of which 53 percent were from K–12 teachers. Several of these submissions represented feedback compiled by groups of teachers and professional associations, so the total number involved was much larger than 272.

The Missouri Learning Standards (MLS) encompass all of Missouri's state content standards, including the Common Core State Standards (CCSS). The title *Missouri Learning Standards* (MLS) appears on the SEA website and in state documents. The MLS include the CCSS, which have enhanced Missouri's previous state standards for English and mathematics.

Immediately upon adoption of the Common Core State Standards, the staff recognized that teachers and administrators would want to know where marked changes exist between the current state documents and the new college- and career-ready standards. Missouri educators were selected to conduct an alignment analysis, or crosswalk, between current state standards documents and the new standards. This analysis produced two documents: (1) a crosswalk between both sets of standards, indicating presence or absence of alignment and the quality of that alignment (complete or partial), and (2) a similarities and differences document for English language arts (http://dese.mo.gov/college-career-readiness/curriculum/english-language-arts/ela-crosswalks (http://www.missourilearningstandards.com/math/gle-cle-crosswalk/).

Results of the analysis revealed a high degree of alignment between Missouri's former Grade Level Expectations and the newly adopted Missouri Learning Standards in English language arts and mathematics, confirming the close correlation between Missouri assessment results and NAEP results, as documented in previous alignment studies. Major differences were identified in the types of writing required in the MLS, specifically the emphasis on argumentative writing, the change in text complexity required at each grade level, and mathematics concept differences at certain grade levels. Not only did the new standards require changes to be made in grade-level assignments of content, but teachers have also been required to change instruction to reflect the increased rigor required of the college- and career-ready standards.

Aligning Career and Technical Education and Core Academic Standards

A unique focus for Missouri's integration of more rigorous standards has been the inclusion of career and technical education (CTE) teachers in the implementation of the college- and career-ready standards. These teachers have been involved from the beginning, working alongside core academic teachers in analyzing the knowledge and skill requirements of the new standards. Together, teachers in all areas are working collaboratively to incorporate appropriate content into their courses.

For example, Missouri's Mathematic in CTE and Literacy in CTE initiatives, both of which are based on integrating content and aligning content with college-and career-ready standards, have contributed to better alignment of standards and increased collaboration among CTE and core academic teachers. Because of the study of new standards and resulting changes in curriculum, CTE teachers (and state CTE staff) are learning how to incorporate technical writing into their courses and use common rubrics in scoring. Sessions on technical writing will now be included in the CTE summer professional development conference for all CTE teachers in the state.

Another example of increased alignment is evident in changes in the state's Interface Conference. For 31 years, the Interface Conference has provided professional development to state core academic science and mathematics teachers and is now being used as a vehicle to build connections and support the state's transition to college- and career-ready standards. As a result of formal collaboration among CTE and core academic teachers, career and technical center directors and instructors present at the state Interface Conference. Core academic mathematics teachers have testified to the real world application of mathematics concepts and how those will be incorporated into their lessons and assessments as a result of their pairing with CTE teachers.

This application is especially helpful in their study of mathematical practices in the Missouri Learning Standards, such as the use of geometry in cutting sheet metal or the use of proportion in figuring wiring for electricity. For the first time, the strong connections between core content areas and career and technical education will be demonstrated for teachers across the state through professional development within this conference.

English Learner Proficiency Standards Analysis and Student Support

Like many states, Missouri's English language learner (ELL) population is growing. Because of this expanding group of students and families, the Department convened a committee of English language learner teachers and administrators in the spring 2009. That committee conducted an analysis of Missouri's existing standards and studied available resources and services. It was determined that Missouri should make the ELL student population a focus and that the Department should prioritize efforts to support districts and schools in meeting the needs of ELLs. Committee work included consultation with stakeholders across the state through three conference calls that were available to all districts. The ELL consultant with the Mid-Continent Comprehensive Center as well as regional ELL Department consultants studied existing standards and options for change.

The committee made the decision to adopt the English Language Proficiency (ELP) Standards published by the World-Class Instructional Design and Assessment (WIDA) Consortium. In November 2010, Missouri educators participated in the WIDA Standards to Common Core State Standards Alignment Study, conducted by the University of Oklahoma Department of Educational Training, Evaluation, Assessment, and Measurement. The study showed that the language functions and example topics in the 2007 WIDA ELP Standards, PreK–12 strongly associate with the content expectations of the Missouri Learning Standards in English language arts and mathematics.

Key findings of this report include:

- The WIDA ELP standards strongly link (i.e., have an associated match) to the Missouri Learning Standards across a majority of grade-level clusters.
- The language domains of speaking and listening strongly link for all grades.
- The language domains of reading, writing and the language of mathematics link for a majority of grades.
- In many cases, the alignment indicates that the WIDA ELP Standards go beyond what is currently required in federal guidance by not only matching, but also broadly covering and meeting, the cognitive demands of the Missouri Learning Standards.

The WIDA standards provide a solid foundation and set of resources for schools and teachers to use to strengthen instruction for ELLs and develop high-quality English language development programs, ultimately enhancing students' access to the Missouri Learning Standards Missouri regional services include ELL consultants who serve as liaisons between the Department and the regions and work with other regionally based consultants (e.g., mathematics, science, special education) to provide professional development and support to ELL teachers and general education teachers. With the adoption of the WIDA standards, the Department initially conducted a series of daylong sessions for the regional consultants on the standards themselves as well as the accompanying screening tools and assessments.

The NCLB focus on subgroups has helped the state highlight the importance of continuing to work with schools so that ELL teachers and classroom teachers jointly understand their roles in students' English language acquisition and academic proficiency. The WIDA support materials are an invaluable resource for all teachers; however, having *all* teachers understand their importance in the academic success of ELL students continues to be a challenge. To address this challenge and ensure that ELL students are able to fully access the Missouri Learning Standards, the Department has taken actions intended to incorporate an ELL perspective and provide related supports both within and outside the Department.

In some districts and schools, there is a tendency to delegate the responsibility for English language learners' success to the ELL teacher. However, state goals and the accountability system require that all students meet more rigorous standards and demonstrate college- and career-readiness. Both ELL and general education teachers need to know as much about the curriculum, standards, assessments, and language development as possible to accelerate the progress of under-performing groups. To this end, the Department has added the position of Director of English Language Learners to the curriculum and assessment section of the Office of College and Career Readiness during the 2012-13 school year. This position means that, for the first time, ELL student challenges and opportunities will be represented in Department work around the Missouri Learning Standards so that all materials and professional development will be designed with an eye toward this student population. The addition of this position demonstrates the state's commitment to ensuring that all curricula include information on differentiation of instruction for English language learners. The director has been involved in all summer support sessions as core academic teacher trainers prepare to disseminate detailed instructional support across the state.

A major outcome of the ELL Director position at the state level has been the Diverse Learner Amplification (DLA) Project, completed in October 2014. ELL teachers, teachers of SWD,and core academic teachers from all parts of Missouri have participated in focused work to ensure that ELL, SWD and economically disadvantaged students not only develop the academic language required to be successful in academic core curriculum, but also develop skills that will allow them to go on to a successful post-secondary program. Technical reading and writing, application of academics in the workplace, and 21st century skills are important for all students to be productive citizens.

The DLA project required ELL specialists to team with core content and SWD specialists to analyze the cognitive language functions required to address each standard. They then designed activities that complemented the existing unit based on the Missouri Learning Standards to create a support for teachers and students in working through that unit. A sample unit amplification may be found here. Although these language supports were designed for ELL students and SWD, many students come to existing standards with language differences, including economically disadvantaged students. These activities will provide teachers with a way to support many students—even monolingual English speakers—as they access the more rigorous standards.

Missouri's model curriculum unit online structure is undergoing a change. The amplification materials will be attached to the appropriate units in the new design intended to make all materials more easily accessible to teachers.

Students with Disabilities and Access to College- and Career-Ready Standards

State leaders have been actively involved in a review of the performance of students with disabilities. Based on the review of performance data, Missouri understood the need to focus more time on helping schools improve outcomes for students with disabilities. Fortunately, the U.S.

Office of Special Education Programs was also heading in that direction. What is evolving is a better balance between compliance and student outcomes. The state has identified two specific areas to focus on over the next several years.

Those two areas of focus are Early Childhood Outcomes (ECOs) and Missouri Assessment Program (MAP) proficiency in English language arts and mathematics. Missouri's ECO data show results going in a negative direction for the past several years and proficiency data for students with disabilities continues to lag behind all students.

Our challenge

Missouri's ECO data show results going in a negative direction for the past several years.

Table 1. Early Childhood Outcomes Data, 2011-2014

Indicator 7: Percent of Pre-school Children (ages 3-5) with IEPs Who Demonstrate...	2011-12	2012-13	2013-14
ECO positive social emotional skills: summary statement #2	52.9%	51.3%	48.1%
ECO acquisition and use of knowledge and skills: summary statement #2	43.50%	43.30%	40.50%
ECO appropriate behaviors: summary statement #2	58.5%	59.5%	56.8%

The review of Early Childhood Outcome (ECO) data (Table 1) helped shed light on the need to improve the data quality. One of the main concerns is that Missouri has neither a uniform statewide ECO assessment nor a system of training on administering ECO assessments. To address the problem, the Office of Special Education worked collaboratively with the Office of Early and Extended Learning, the Office of Quality Schools (where Title I resides), and the Office of College and Career Readiness to identify an early learning assessment the State Board of Education could endorse and to provide statewide training on the appropriate administration and scoring of the assessment. The State Board recommends but does not require LEAs to use the Desired Results Developmental Profile (DRDP). It is left up to the Department to promote the need for improving the quality of data that can occur from using a similar instrument. The various offices worked together to identify and train a sizable group of state trainers. The state trainers were trained in the fall and spring of 2013-14. Training is being delivered statewide to all LEAs with an interest in adopting the DRDP.

Research indicates that early childhood outcomes are important for students to be successful in school, but without strong follow-up activities beginning in kindergarten, the effects tend to trail off. Therefore, it is important to begin working immediately on the early learning outcomes and connect the work to student achievement. The MAP data indicate that students with disabilities are not performing at expected levels.

In the area of K-12 proficiency (Table 2), Missouri Assessment Program (MAP) data show modest proficiency improvement each year for all students, but the progress is not as good for many at risk populations including students with disabilities. Thus, in districts where "all" students are doing reasonably well, the gap between all students and students with disabilities continues to widen.

Table 2. MAP proficiency data for children with IEPs

Indicator 3: Performance of Children with IEPs on Statewide Assessments—All Grade Levels	2009-10	2010-11	2011-12	2012-13	2013-14
MAP proficiency— English language arts	26.2%	27.0%	27.40%	225.8%	223.2%
MAP proficiency— Mathematics	29.2%	29.6%	29.8%	28.4%	26.5%

Emphasizing Classroom Responsibility for the Academic Success of Students With Disabilities

The Department's Office of Special Education feels compelled to explore and address the slow progress in improving achievement of students with disabilities. Public school districts are required to implement the Missouri Learning Standards for all students. NCLB clarified and required that adequate yearly progress be the same for all public elementary and secondary students in the state—including students with disabilities. This requirement set a clear expectation for uniform success.

The IEP is specific to each student and may be helping each child achieve his/her goals. However, MAP trend data indicate that the IEP implementation is not significantly improving the percent of SWDs achieving proficiency similar to that of all other students. If the same level of achievement is expected, something more is needed to help SWDs. Statewide data (Table 3) indicate that SWD are spending more of their time in the regular classroom. The additional something must be focused on activities that have the potential for success for many SWDs (the notion of scale) and, if used in the regular classroom, also have a positive effect on the learning of other students. We cannot trade the success of one category of students for another.

Table 3. Percent of children served, by setting, 2009-2014

Indicator 5: Percent of Children with IEPs ages 6-21 Served:	2009-10	2010-11	2011-12	2012-13	2013-14
Inside regular education >79%	58.4%	558.6%	58.9%	58.1%	58.1%
Inside regular education 40-79%	28.3%	28.5%	28.1%	29.0%	29.2%
Inside regular education <40%	9.6%	9.3%	9.4%	9.4%	9.1%
Separate settings -0.2% 0.1%	3.7%	3.76%	3.6%	3.5%	3.6%

Taking a more holistic approach is consistent with one of the purposes of IDEA as described by Congress: "to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services."

Ensuring that Students with Disabilities Successfully Access the Missouri Learning Standards

To accomplish higher achievement for all Missouri students, including those in traditionally under-performing subgroups, a more focused and systematic instructional program will be

implemented across the state. The Missouri Learning Standards in English language arts and mathematics have as their core a set of standards that involve more time to teach deeply to concepts. As classroom teachers have been introduced to these standards and as instructional implications have been explored, professionals in special education have been involved in all training opportunities from the point of adoption.

Key instructional specialists in each of the regions will meet monthly with Department staff for curriculum updates and the development of professional development modules and materials. Those specialists will include core academic educators, ELL specialists, and one special education consultant. It will be the responsibility of these groups to then disseminate this information to the regions and serve as the content specialists to other Department personnel and to educators in the regions.

The Missouri Interagency Transition Team (MITT) actively works to analyze transition data and identify areas of need to increase outcomes for students. This team is currently collaborating with curriculum developers to ensure that strategies for success are built into the curriculum and that transition is closely tied to the Missouri Learning Standards. The team continuously collaborates with experts and advocates for students with disabilities to identify research-based practices to include in the plan for transitioning to college- and career-ready standards.

Model Curriculum Development for Special Populations

Missouri has adopted the Universal Design for Learning Framework in thinking through its model curriculum components. This means that teachers will be expected to plan for variability in students and include differentiation in planning. The curriculum is intended to build upon the idea that students need varied pathways, tools, strategies and scaffolds for reaching mastery. UDL curricula facilitate differentiation of methods, based on learner variability in the context of the task; learner's social/emotional resources; and the classroom climate.

To facilitate core academic teachers' consideration of the needs of special populations, and especially the needs of dual language learners, economically disadvantaged students, and students with disabilities, and to support those teachers' planning of instruction, the curriculum has embedded information specific to instructional differentiation in every unit. For example, a third grade unit in mathematics has a link to the Department's UDL summary page, which describes each population and the need for differentiated instruction. The teacher chooses the population—English Language Learner (ELL) or Students with Disabilities (SWD) —clicks on the link in that section, and is then given an array of resources and strategies specific to that particular sub-group at that grade level in that content area. This page, with links may be found at http://www.dese.mo.gov/sites/default/files/intro-strategies-udl.pdf.

As stated earlier, the DLA project was designed to provide specific language supports for ELL students. However, the "amplification units" are designed to support teachers in instruction of any student who may need additional help, including economically disadvantaged students. A sample unit amplification may be found here. Again, although these language supports were designed for ELL students, many students come to existing standards with language differences. These activities will provide teachers with a way to support all students as they access the more rigorous standards.

Diverse Learner Amplification Teams

The Diverse Learner Amplification project provides detailed instructional strategies with support materials for model curriculum units in mathematics, English language arts, and social studies. A Diverse Learner Amplification Team (DLAT) was formed to review the Model Curriculum units making necessary revisions based on the comments of the teachers who initially piloted the units, and on comments from curriculum directors. The team created differentiation strategies to address the academic language demands of the unit.

The DLAT consisted of content specialists for each grade level (K-8) and course level (9-12) for mathematics, English language arts, and social studies, and English language acquisition specialists. In each content area, the grade/course level specialist (original unit authors when possible) partnered with an English language acquisition specialist. The content specialist collaborated with the language specialist to provide grade/course level content feedback on the unit while the language specialist determined academic language demands of the unit. The partners then decided the language target and objectives for each unit and the language specialist-developed differentiation strategies to make the content comprehensible to diverse learners.

The overall goal of the Diverse Learner Amplification Team Project was to create at least four amplified units of the model curriculum for each grade level and the content areas of English language arts, mathematics, and social studies. This work involved three cohorts of educators. The final cohort had as its goal to review, revise as necessary, and format the amplifications of the 83 units that were submitted.

Amplification units include:

- Differentiation for the diverse learner in the model curriculum units to provide core teachers and ESL teachers with a tool to support linguistically and culturally diverse learners in accessing content instruction while developing academic English.

- The **Standards** section includes the Missouri Learning Standards as well as English Language Development Standards are addressed in the activity of the unit.
- The **Learning Objectives** section includes the specific content-based knowledge being addressed in the unit, while the **Language Objectives** display the language needed to express understanding in the content learning objective as stated in the instructional activity.
- The **Instructional Activity** section corresponds to the original unit and has been included for each of the modalities of language (listening, speaking, reading, and writing). For each instructional activity, an example of how students will use **Receptive** (listening and reading) and **Productive** (speaking and writing) language has been provided.
- The **Cognitive Function** listed for each strand is reflective of the New Bloom's Taxonomy. Teachers should be aware that the cognitive demand of the activity is not always reflected in a linguistic demand of the activity. Educators need to maintain the cognitive demand of a task as they differentiate the language of instruction and assessment to ensure educational equity for all students.
- The **Strands of Model Performance Indicators** (MPIs) are meant to be examples and not fixed guidelines of the language with which students may engage during instruction and

assessment. The MPI for each strand includes the language function, content stem, and supports (sensory, interactive, or graphic). Each strand distinguishes five levels of language proficiency, defined by specific criteria. This arrangement helps teachers envision how language may look as a progression from one level of language proficiency to the next.

- **Topic-Related Language** includes examples of content-related words and expressions to which all students should be exposed, regardless of their language proficiency to demonstrate understanding of the learning objective. Teachers should consider pre-teaching this vocabulary in order to assist students' acquisition of the content.

Support documents included after each instructional activity outline provide examples of how the activity can be differentiated based on English proficiency level and provide resources for use in the classroom.

Students acquire English proficiency for each modality at varying rates so teachers need to keep in mind that students performing at a certain level in one modality may not perform at that same level in another modality. It is advised to consult a student's most recent ACCESS score as this will provide a baseline for English proficiency levels for each modality. The CAN DO Descriptors for each modality will assist teachers in determining the expected performance of a student based on a specific proficiency level.

A sample Diverse Learner Amplification Unit may be found here.

Assessments have been developed using a variety of methods and materials in order to determine learners' knowledge, skills and motivation for the purpose of making informed educational decisions. The goal is to improve the accuracy and timeliness of assessments and to ensure that they are comprehensive and articulate enough to guide instruction—for all.

Professional Learning Series

To ensure that core academic teachers understand the Missouri Learning Standards and are equipped to use the methods of instructional differentiation, the state organized core groups of experts in both English language arts and mathematics to design professional development modules that were presented to a group of trainers representing all regions of the state beginning with the summer of 2012. The fourth cohort will be trained in the summer of 2015. These sessions build on the awareness sessions previously disseminated around the state and focus directly on the shifts in instruction needed to result in proficiency on the Missouri Learning Standards. The trainees have then organized sessions and documented participation from all Missouri districts and schools. The titles and dates of these sessions, as well as monthly follow-up sessions, may be found at http://dese.mo.gov/college-career-readiness/curriculum/news-and-updates.

Providing accommodations for special populations

Modules for the professional learning series on access to the Missouri Learning Standards include power points, collaborative activities for participants, resources, and opportunities for participants to examine model lessons as they analyze standards.

For example, a Grade 8 unit, "To Be or Not To Be Rational", provides instruction on academic vocabulary used with real numbers:

1. Real Numbers (8.NS.1/MP3, 4, 7)
Students expand their knowledge of the real number system to include irrational numbers.
Materials – paper, set of signs (one labeled, real, rational, irrational, integer, whole, natural), set of number cards that include examples of real, rational, irrational, integer, whole, natural numbers, multiple sizes of rectangles cut out of various colors of construction paper, copies of formative assessment

Activities - Each of the activities A-E are described in detail on Instructional Activity 1_Real Numbers

- *A. Previewing Content Vocabulary*
- *B. Define and Classify*
- *C. What's My Line?*
- *D. Construct It*
- *E. Name a Number*

Formative Assessment 1_Concept Circle

Along with the study of the content of the unit, teachers will examine the varied methods to use in addressing vocabulary with students who have little experience with it or with students to whom the language is new:

- *Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge*
- *Provide graphic symbols with alternative text descriptions*
- *Highlight how complex terms, expressions, or equations are composed of simpler words or symbols*
- *Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations)*
- *Embed support for unfamiliar references within the text (e.g., domain specific notation, lesser known properties and theorems, idioms, academic language, figurative language, mathematical language, jargon, archaic language, colloquialism, and dialect)*

Each module has a focus on implementation of the standards, but development of that standard relies on sound instructional strategies, and Universal Design for Learning will be used as the primary resource for strategies that have been shown to be effective for students in these traditionally underachieving subgroups.

Final copies of all module materials are available on the Missouri Learning Standards website.

Outreach, Dissemination, and Professional Development: Transitioning to College- and Career-Ready Standards

Missouri is taking great care to thoughtfully communicate and support the rollout of the Missouri Learning Standards in a manner that will maximize people's time and efforts. This section, inclusive of Tables 4, 5, and 6, provides a detailed description of activities with the transition to college- and career-ready standards. While the state is involved in a variety of activities related to

building capacity around the Missouri Learning Standards, the following key areas of activity constitute the focus of our efforts:

- **Information and awareness** sessions
- **Professional development for teachers**, including the development of professional development modules to be used by regional centers
- State-level development of **model curriculum**
- **Professional development for principals**
- **Professional materials**
- **Regional centers** as a primary delivery mechanism for information, professional development, and resources

Table 4 provides a timeline of state work to date regarding the dissemination of information and major activities.

Table 4. Information Dissemination Timeline

Timeline	Key Milestone or Activity	Party or Parties Responsible
June 2010	**Adoption of Missouri Learning Standards (MLS)**	State Board of Education
Fall 2010	Alignment: Development of crosswalk between standards and MLS	Department content specialists
Winter 2011	Information and Awareness: Regional sessions for educators on standards and crosswalk	Department content specialists
Spring 2011	Professional Development: Creation of professional development modules	Department content specialists
Spring 2011	Information and Awareness: Development of MLS website	Office Web support personnel
Summer 2011 Ongoing	Professional Development: Ongoing professional development	Department content specialists; content experts; Missouri educators
Fall 2010 - Summer 2012	Model curriculum: Development of model curriculum in English language arts, mathematics, social studies, and selected CTE courses	Department content specialists
Fall 2012 - Summer, 2013	Model curriculum: Field test	Assistant commissioner for college and career readiness
Spring 2012 Ongoing	Model curriculum: Development of model curriculum in fine arts, physical education, and additional CTE courses	Department coordinator of curriculum; content specialists
Fall 2012 Ongoing Fall 2014	Professional Development: Model curriculum professional development Diverse Learner Amplification Project	Department coordinator of curriculum; content specialists Department ELL director

Information and Awareness Sessions

In the winter of 2011, Department content specialists organized eight daylong regional sessions across the state to introduce all educators to the standards and spent time analyzing the crosswalk and commonalities documents. Mathematic sessions were divided into primary, intermediate and high school groups. English language arts sessions were divided into primary, intermediate, middle level, high school, and content literacy sessions. Each session was videotaped and made available on the Department's Missouri Learning Standards webpage.

Professional Development for Teachers

To provide hands-on support to teachers, Department staff created a set of professional development modules, including presentation and resource materials, to be used for more in-depth study of the Missouri Learning Standards. Key content specialists in mathematics, English language arts, teachers of ELL, teachers of the economically disadvantaged, and teachers of students with disabilities, including representatives from those areas currently assigned to the nine regional professional development centers, are participating in ongoing train-the-trainer sessions. Those sessions are intended to prepare them for work with core academic teachers, as well as teachers of ELL, teachers of the economically disadvantaged, and students with disabilities. They are ongoing due to a wider variety of quality resource materials consistently becoming available. All materials are available on the Missouri Learning Standards webpage.

An important part of the development of these sessions is an effort to ensure that materials are useful to the field. To that end, Department English language arts (ELA) content specialists selected and have partnered with two districts—one rural and one urban—as focus sites for the phase-in of new standards and curriculum development. This work will help document how the curriculum and teaching strategies can be made successful to both general education students and to those students with disabilities or those who are learning English. District leaders meet together as a professional learning community once a month to discuss their needs and to inform the development of professional development materials (or resources or networking opportunities) needed to support the implementation of the Missouri Learning Standards. Information gleaned from these sessions will be used to develop further implementation guidance and be made available to all Missouri districts.

Districts have transitioned to curriculum and instruction aligned to the Missouri Learning Standards. Information and study sessions have been provided to various professional teacher groups.

An extensive statewide plan for dissemination of mathematics information has been created through the Department content specialist and the Missouri Council of Teachers of Mathematics. The schedule is located here.

Model Curriculum

As a state, Missouri has not designed a comprehensive curriculum for schools; curriculum development has historically been left to districts. As accountability has increased, the lack of resources in many districts—often those that are very small—has meant that many teachers have no real curriculum to use. A particular textbook or textbook series has been their only guide for teaching. In other cases, administrators have directed teachers to be sure to address all grade level and course level expectations in their teaching, so instruction has become a series of isolated skills rather than a cohesive plan for mastery of important competencies.

Lack of a coherent curriculum can be a major factor in low student achievement. The Department has begun developing model curriculum, beginning with mathematics, English language arts and social studies. The writers of the curriculum will include Department content specialists, K-12 core academic teachers, teachers from career and technical education, special education, ELL teachers, teachers of the economically disadvantaged, and higher education faculty.

A major part of the model curriculum effort has been professional learning opportunities for all educators regarding curriculum content, instructional strategies and formative assessment. For the first time, all Missouri districts and students have easy access to curriculum aligned to rigorous standards. Although not required to be used by districts, it is expected that many

districts with no written curriculum will adopt the model curriculum. Table 5 provides a detailed plan and timeline for the development of model curriculum, a key aspect of Missouri's transition to college- and career-ready standards.

Table 5. Statewide Model Curriculum Development Timeline

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Significant Obstacles
Department internally developed a common curriculum template	August 2011	Coordinator for curriculum	N/A
Assembled teams of model curriculum writers (teachers) for English/language arts, mathematics, social studies, and selected CTE courses	December 2011	Coordinator for curriculum	District release time for practicing teachers to participate in long-term project
Curriculum writers complete first drafts of assigned units	April and May 2011	Content specialists	Aggressive timeline; coordination of Department/district schedules
Final copy of model curriculum units ready for data entry on Department Web	July 2012	Coordinator for curriculum	Aggressive timeline; coordination of Department/district schedules
Completion of new web prototype design for curriculum online publication	August 2012	Coordinator for curriculum	Aggressive timeline; massive amounts data input
Model curriculum field test	Fall 2012-Summer 2013	Coordinator for curriculum	Communication
Model curriculum revisions	Summer 2013	Coordinator for curriculum; content specialists	N/A
Diverse Learner Amplification Units	Fall 2013 – Fall 2014	Department Director for English Language Learners	N/A

Professional Development for Administrators

Principal and district leadership play a major role in the transition to college- and career-ready standards. From the state's perspective, it is essential that principals and district leadership understand the demands of the Missouri Learning Standards. Administrators can then develop policies and procedures that proactively support teachers through the process of curriculum alignment and development of aligned instructional units. As the primary evaluators of teacher practice, principals are responsible for promoting teachers' professional learning and growth and building instructional capacity within the school. District administrators are responsible for creating the policy conditions needed to cultivate district-level instructional capacity. Informational sessions provided by Department officials have focused on the expectations and roles of principals and district leaders with respect to implementing the Missouri Learning Standards, using Missouri's Teacher and Leader Standards (See description in Principle 3 for additional information) as a basis for session materials. For instance, standard 3, quality indicator 2 of the leader standards is focused on building teachers' capacity. Principals are responsible for building teachers' instructional capacity around the content as articulated in the Missouri Learning Standards. Similarly, principals are responsible for assessing the professional practice of teachers in standard 1 on content knowledge, and the Missouri Learning Standards are a significant component of this teaching standard.

Department staff has worked with and provided information to administrator organizations to

prepare them for the provision of strong leadership on the Missouri Learning Standards. Sessions have included awareness of the standards, work with the crosswalk and emphasis on the changes needed in both English language arts and mathematics to help students reach proficiency with the new standards. Those organizations are listed at http://www.dese.mo.gov/sites/default/files/ccr-ccss-pro-org.pdf.

The Department also recognizes the importance of having principals and administrators understand how the Missouri Learning Standards apply to ELLs, and in particular the implications that the WIDA English language development (ELD) proficiency standards framework may have on how schools are organized and the instruction that takes place in classrooms with ELLs. At this time, (February 2012) Department ELL Consultants in regional centers have either completed training to be a certified WIDA instructor or are in the process of doing so. Beginning in May 2012 (after the release of new ELP standards and completed training), the state will be offering the following professional development sessions to districts:

1. **Introduction to the ELD Standards Workshop:** Intended for educators and administrators, this workshop provides an overview of WIDA ELD Standards framework and is designed for educators new to the ELD Standards. Participants will explore the background and structure of the ELD Standards and possible applications to instructional practice.
2. **ELD Standards in Action - Curriculum Development Workshop**: Intended for educators and administrators, this workshop will provide an in-depth opportunity for teams to integrate the ELD Standards into new or existing curriculum. Participants will adapt and differentiate materials to include academic language development in their lessons and make content accessible to students of varying ELL proficiency levels.
3. **ELD Standards in Action - Differentiation Workshop:** Intended for educators and administrators, this workshop will provide opportunities to explore language differentiation during content instruction and assessment. Participants will explore the use of the CAN DO Descriptors and/or transformed model performance indicators (MPIs) to enhance students' understanding and engagement of the content.
4. **ELD Standards in Action - Lesson Planning Workshop:** Intended for educators and administrators, this workshop will provide an in-depth opportunity to apply the ELD Standards to classroom instruction. Participants will explore the purpose and process of transforming the model performance indicators (MPIs) and apply these ideas to their specific educational settings.

Professional Materials

Missouri has developed and disseminated materials aligned to the Missouri Learning Standards. Those now available and those being developed are resource materials for educators and personnel who may be training others. Although additional materials are being developed, those developed by the agency content specialists with Missouri educators and now available are listed below. The materials also are available for review on the Department's website at http://www.corestandards.org/ELA-Literacy/.

Table 6. Department Developed English/Language Arts and Mathematic College- and Career-Ready Standards Materials

Primary Audience	Resource Content	Grade Level	
		ELA	Mathematics
District/state trainers	CCSS general transition PowerPoint and session handouts	All	
All educators	Regional meeting general session video	All	
All educators	Regional meeting general session PowerPoint	All	
Teachers and administrators; state trainers	ELA regional meeting presentation video and PowerPoint: *Instructional Implications of MLS*	K-2	K-4
		3-5	5-8
		6-8	9-12
		9-12	
	ELA regional meeting presentation PowerPoint: *Instructional Implications of MLS Content Literacy Standards*	6-12	
All educators	Document: *Crosswalk Between MLS and Current State Standards*	Grades K-8; 9 and10; 11and12	K-8; algebra I; algebra II; geometry
All educators	Commonalities document: *Where Are Standards Similar?*	Grades K-8; 9 and10; 11and12	Grades K-8; high school
All educators	Document: *MLS: What Districts Can Do*		
All educators	Video vignettes links: The Hunt Institute		

Expansion of College Level Courses

Missouri's state accountability system has traditionally encouraged student enrollment in advanced classes, such as Advanced Placement or International Baccalaureate. Also encouraged was the offering of dual credit or dual enrollment. (Dual credit refers to a high school course approved and designed by a higher education institution but taught by a qualified high school teacher through which the student receives both high school and college credit.) In that system, districts were awarded points for the number of students enrolled in such courses.

As part of the state's revised accountability system, students must obtain a sufficient score in advanced courses or on the accompanying assessment in order for the district or school to receive these points. Dual credit courses have in the past varied greatly in quality. State staff has been meeting with the Department of Higher Education (DHE) to develop guidelines by which a student is guaranteed to receive a course of high quality and able to enter a post-secondary institution without need for remediation.

The requirement of a certain score on advanced courses and the establishment of guidelines for dual credit represent a significant move toward increased rigor at the secondary level. Schools also have the option to award competency-based credit as they see fit, so that a proficiency score on an end-of-course assessment can allow a student to receive credit for a required course, and then to proceed to advanced courses either in content or career-related areas.

Connection with Institutions for Higher Education for Teacher and Leader Training

Missouri has recognized from the inception of the college- and career-ready standards process that a close relationship with the Department of Higher Education (DHE) is critical. K-12 standards must be rigorous enough to prepare students to enter post-secondary education without remediation or successfully achieve industry licensure or certification.

A first step in pulling the two departments together was the inclusion of a DHE and community college representation on the state team participating in the *Implementing Common Core State Standards* Collaborative. Because of that team, all higher education institutions in the state received regular updates on assessment consortium work. The DHE also convened a committee to consider the use of the consortium 11th grade assessments for placement in entry-level college courses.

This new close collaboration has also resulted in the joint work of K-12 and college faculty in the creation of a model curriculum for schools. Many of the participating faculty members are from arts and sciences as well as teacher education, which has strengthened the content.

Largely because of this strong new collaboration, Missouri was chosen as one of seven states to join in a partnership to better prepare new teachers for next-generation standards. The Department is part of the College Readiness Partnership, a collaborative effort led by the American Association of State Colleges and Universities (AASCU), the Council of Chief State School Officers (CCSSO) and the State Higher Education Executive Officers (SHEEO). At its first meeting in November 2011, these three objectives were defined:

- Identify how the Common Core State Standards should be implemented in each participating state in order to actually improve college and career readiness for all students.
- Define how leaders and faculty across K-12 and higher education need to work together to improve both teaching and learning in ways essential to achieving the goal of college and career readiness.
- Delineate the specific steps that higher education and states must take together in order to make effective implementation a reality. In other words, to make college and career readiness expectations more transparent; align curricula; assess student performance more effectively; and improve teacher preparation and professional development.

The Department of Higher Education has created a Curriculum and Assessment committee, which is looking into the development of assessments for the 42-hour general education core. K-12 representatives are a part of that committee and its work.

Finally, in 2012, the Department of Higher Education created a Task Force on College and Career Readiness to specifically define what it means to be "college and career ready." The task force – which includes representatives from colleges, universities and high schools throughout the state – has developed a set of recommendations to help students prepare for college and a career. The recommendations are also designed to help colleges and universities unify their policies regarding college readiness.

Table 7 summarizes Missouri's major collaborative projects involving the Department and the Department of Higher Education.

Table 7. Major Collaborative Projects - Department of Elementary and Secondary Education and Department of Higher Education

Project	Agency Initiating Work	Agencies Represented
Implementing Common Core State Standards Collaborative	Department of Elementary and Secondary Education	Department of Elementary and Secondary Education staff Missouri Department of Higher Education research associate Community Colleges Executive Director
Model Curriculum Project	Department of Elementary and Secondary Education	Department Project including multiple IHE faculty
College Readiness Partnership	Joint effort: Department of Elementary and Secondary Education and Department of Higher Education	Superintendent, Wentzville R-IV School District President, Southeast Missouri State University Interim Vice President of Academic Affairs and Provost, Lincoln University Assistant Commissioner, Department of Elementary and Secondary Education Vice Chancellor for Academic and Student Affairs, Metropolitan Community College President, Lincoln University Assistant Commissioner for Academic Affairs, Missouri Department of Higher Education Commissioner, Department of Elementary and Secondary Education Commissioner, Missouri Department of Higher Education Chair, Department of Education, Truman State University
Curriculum Alignment Initiative	Department of Higher Education	Cohort of higher education faculty representatives from every content area Department of Elementary and Secondary Education Assistant Superintendent for Curriculum, Mehlville Schools
Curriculum and Assessment Committee	Department of Higher Education	Small committee of higher education chief academic officers Department of Elementary and Secondary Education Assistant Superintendent, Morgan County R-II School District
Task Force on College and Career Readiness	Department of Higher Education	Representatives from community colleges and four-year institutions, Missouri high schools, and Department of Elementary and Secondary Education.

Since 2005, Missouri has required all new principals, special education directors, career education directors and superintendents to receive mentoring as a part of the requirement to renew their administrative certification. New principals receive training and support on Missouri's Leader Standards. These standards promote instructional leadership (Leader Standard 2), the effective management of personnel (Leader Standard 3), and the growth and development of staff (Teacher Standard 8 and 9). The standards at both the teacher and leader level support the implementation of the Missouri Learning Standards. They establish the role of the principal as having the primary responsibility of ensuring that teachers teach to these standards to all students.

The Missouri Association of Colleges of Teacher Education has worked closely with the Department's Office of Educator Quality in the development, preparation and implementation of the new leader standards. As part of the professional development plan for leaders during the summer of 2012, college- and career-ready standards content and implementation will be an integral part of the leader training. Department staff in Educator Quality and in College and Career Readiness are working together to ensure that all messages to teachers and leaders are consistent.

With the transition to the Missouri Learning Standards in English language arts and mathematics, the Department, in conjunction with the Missouri Department of Higher Education, is moving forward with a three-stage process to improve the preparation of incoming teachers:

1. A gap analysis is currently under way that aligns MLS with both the current Missouri Subject Specific Competencies (content specific state standards) and the national content specific standards from the National Council of Teachers of English and the National Council of Teachers of Mathematics.
2. At the conclusion of the initial gap analysis, K-12 district representatives will review the alignments and provide a broader perspective between teacher preparation expectations and effective classroom practice.
3. Based on this alignment work, the Department will review the current state content standards for teacher preparation in order to ensure that teacher preparation program outcomes are aligned to the performance expectations and student outcomes as defined by the MLS.

Evaluation of Current Assessments

Prior to adopting the Common Core State Standards, Missouri completed an alignment study comparing high school end-of-course assessments with DHE's college entrance competencies. The results of this study indicated partial alignment between Missouri's end-of-course and Missouri's college- and career-ready standards. Plans to address the alignment issues were suspended due to a budget crisis in intervening years. However, an informal alignment, completed in 2011 by higher education professors in mathematics and English, indicated a close alignment between the two sets of standards.

Missouri's end-of-course (EOC) assessments have been well-received by parents and educators. Teachers have indicated that course-specific standards with corresponding assessments have helped them focus instruction and have increased student performance. Missouri has aligned the EOCs to the Missouri Learning Standards and continues to require that those assessments are used as part of student grades for courses in the core content areas as they are available. Missouri currently has EOCs in English I and II, Algebra I and II, Geometry, Biology, Government, and American History.

In order to bring Missouri assessments into alignment with college- and career-ready standards and to prepare schools for transition to next-generation assessments based on new standards, Missouri has revised its English language arts and mathematics end-of-course assessments to reflect the rigor of the Missouri Learning Standards. The updated end-of-course assessments include multiple item types, including performance events that match the rigor expected in the Missouri Learning Standards. In addition, a new standard setting will be conducted to assure college- and career-ready standards. In the 2012-2013 school year, the state reported item level assessment results to districts using both the current grade level expectations and course level expectations. Effective in 2013-2014, the state began reporting assessment results aligned to the Missouri Learning Standards so that districts could revise curriculum and instruction.

As mentioned above, Missouri increased the rigor of its EOC assessment achievement levels to reflect the rigor of the Missouri Learning Standards through a formal standards-setting process in February 2015. This process included a validation of proficient as college- and career-ready by including higher education and career-readiness stakeholders.

Missouri believes, based on existing alignment studies, that updating end-of-course assessments and conducting a new standards setting - where the proficient achievement level cut score indicates college and career readiness - will contribute to increased rigor of instruction in Missouri classrooms. Missouri educators have always been included in standards-setting and item development. An increased understanding of targeted student behaviors accompanied by focused professional development will positively impact instruction and performance in Missouri schools.

All grade-level assessments are aligned with college and career ready standards and include items that reflect performance on standards against which student achievement has traditionally been difficult to measure. The 2015-2016 grade-level assessments will be refreshed using items field tested in fall 2015. The newly field tested items will be used, as part of the continuous improvement process, to fulfill the existing test design and test blueprint. The newly field tested items are aligned with the state's college- and career-ready content standards, the Missouri Learning Standards.

Table 8. Assessment Transition Timeline

Testing Year	Grades 3-8 Assessments	End of Course Assessments	Grade-Level Assessments, Grades 3-8 ~~11~~
2011-12	Administer current assessments	Administer current assessments	Developing
2012-13	Align current test items/tests to MLS and report with individual benchmark descriptors (IBD) based on new standards to include both GLEs/CLEs and MLS Add performance events Administer current assessments	Align current test items/tests to MLS and report with IBDs based on new standards Add performance events Field test new EOC items Administer current assessments	Pilot exams
2013-14	Align current test items/tests to CCSS and report with new MLS IBD report only	New MLS aligned EOC	Field tests
2014-15	MLS grade level assessments	MLS EOC assessment	Operational
2015-16	MLS grade level assessments	MLS EOC assessment	Under Review
2016-17	MLS grade level assessments	MLS EOC assessment	Under Review

Missouri is one of 19 member states of the Dynamic Learning Maps (DLM) Alternate Assessment Systems Consortium. This consortium is led by the Center for Educational Testing and Evaluation and includes experts from a wide range of assessment fields, as well as key partners. The DLM project offers an innovative way for all students with significant cognitive disabilities to demonstrate their learning throughout the school year via the DLM Alternate Assessment System. The DLM system has a spring summative assessment that tests what the students have been studying throughout the year. It also has instructionally relevant assessments that are embedded in day-to-day lessons throughout the school year that are used to provide teachers, parents and other IEP members with information about a student's performance throughout the year. By integrating assessment with instruction during the year and providing a year-end assessment, the

DLM system maps student learning aligned with college and career readiness standards in English language arts and mathematics.

The DLM system is accessible by students with significant cognitive disabilities, including those who also have hearing or visual disabilities, and/or neuromuscular, orthopedic, or other motor disabilities. DLM assessments are flexible. They allow for the use of common assistive technologies in addition to keyboard, mouse and touch-screen technology.

1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	**Option B**	**Option C**
☐ The SEA is participating in one of the two state consortia that received a grant under the Race to the Top Assessment competition. i. Attach the state's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two state consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☒ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

To be submitted for Peer Review:

Academic Accountability Assessments 2014-2015 and 2015-2016 (AMOs)				
Grade	**Content Area**		**Characteristics**	**Peer Review Status**
Grade 3	Mathematics		Fixed form	New Assessment
	English language arts		Fixed form	New Assessment
Grade 4	Mathematics		Fixed form	New Assessment
	English language arts		Fixed form	New Assessment
Grade 5	Mathematics		Fixed form	New Assessment
	English language arts		Fixed form	New Assessment
Grade 6	Mathematics		Fixed form	New Assessment
	English language arts		Fixed form	New Assessment
Grade 7	Mathematics		Fixed form	New Assessment
	English language arts		Fixed form	New Assessment
Grade 8	Mathematics		Fixed form	New Assessment
	English language arts		Fixed form	New Assessment
HS	Algebra I EOC (Algebra II EOC for accelerated students)		Updated to new content standards	New Assessment
	English II		Updated to new content standards	New Assessment

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Overview

The State of Missouri utilizes a well-established system of accountability, the Missouri School Improvement Program (MSIP), as an integral component of holding districts accountable for student achievement. Refining our goals and accountability system has given Missouri the opportunity to continuously work with stakeholders. The ESEA Flexibility provides an aligned system of accountability that better fits the needs of our schools and LEAs. In 2011, prior to the announcement for the opportunity to apply for ESEA Flexibility, the Department launched Top 10 by 20, a major improvement effort that aims for student achievement in Missouri to rank among the top 10 states by the year 2020. This initiative provides the vision for the future of Missouri's educational system.

Missouri's Top 10 by 20

This effort comes at a critical moment when our education system must adapt to a changing world. In order for Missouri to compete for jobs both nationally and internationally, our school system must produce a well-trained, highly qualified workforce.

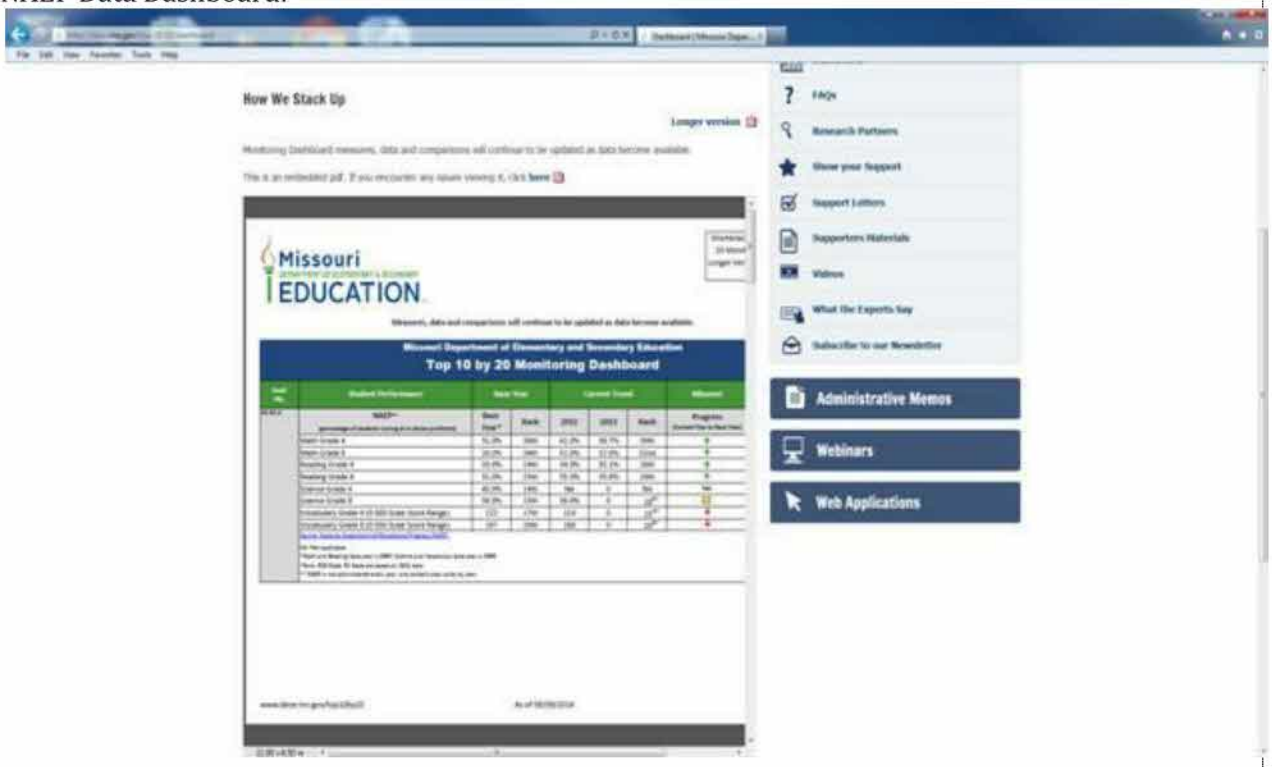
Missouri cannot be successful without high-quality education. Currently, Missouri ranks in the middle of the 50 states in terms of educational performance. In his "Leadership and Policy Strategies For Top Ten" report, Dr. Douglas B. Reeves, thought leader of The Leadership and Learning Center, identified key characteristics of top 10 performing states: an emphasis on writing; quality early childhood education programs; quality standards and assessments; an appointed chief state school officer ;and an effective use of scarce resources.

To achieve this important effort, the Department developed four primary goals:

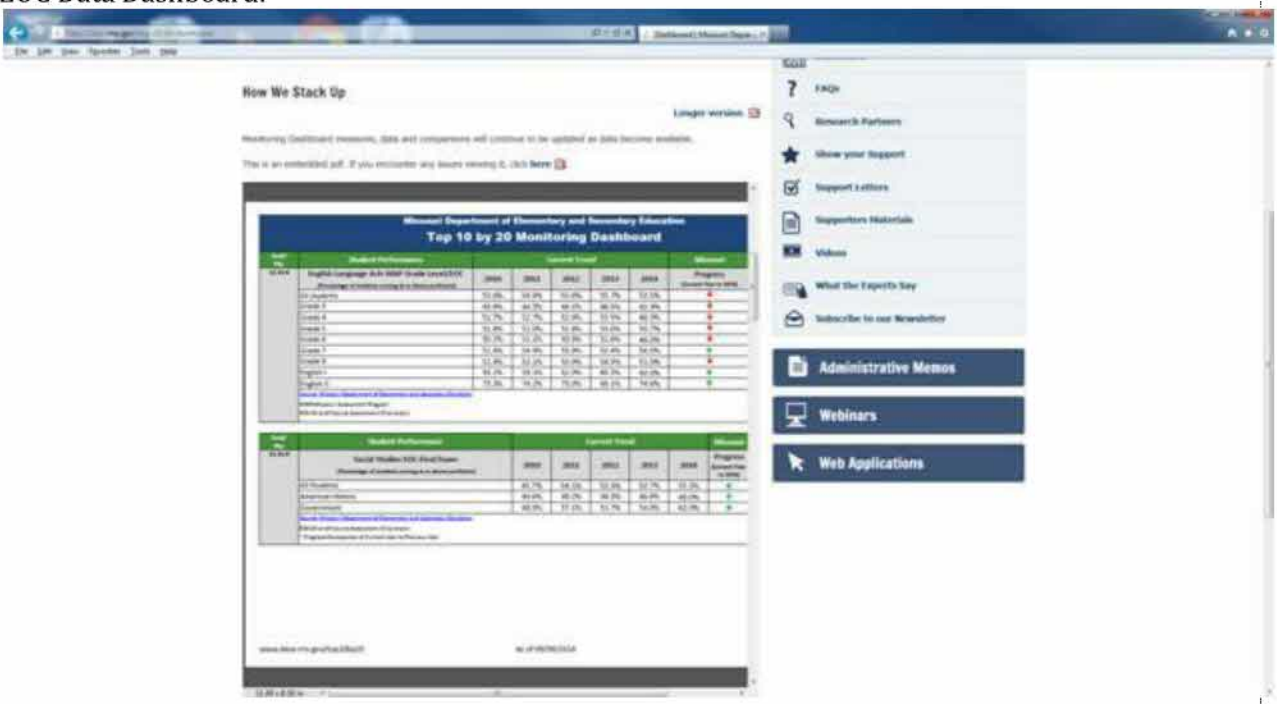
1. **All Missouri students will graduate college and career ready.**
2. **All Missouri children will enter kindergarten prepared to be successful in school.**
3. **Missouri will prepare, develop and support effective educators.**
4. **The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.**

The Department spent a full year developing its implementation plan. One of the key components of the Top 10 by 20 plan is measurement. A number of measures, data and comparisons make up the monitoring dashboard available on our website. This dashboard provides transparent information to the public regarding the current achievement of Missouri schools compared to other states and allows us to track our progress. The data presented show a number of benchmarks including: NAEP, Missouri Assessment Program (MAP), and ACT/SAT scores; attendance, graduation and remediation rates; and early childhood outcomes. The dashboard is updated when new information becomes available. Following is an example of the data that are presented.

NAEP Data Dashboard:



EOC Data Dashboard:



The monitoring dashboard provides focused and transparent information on Missouri's progress toward reaching our goal of Top 10 by 20.

Missouri School Improvement Program (MSIP)

Missouri takes pride in its rich history of promoting continuous school improvement in every district on a statewide basis through our state accountability system, MSIP. First utilized for district accountability purposes in the early 1990s, MSIP precedes the federal requirements contained in the *No Child Left Behind Act of 2001(NCLB).* Missouri's accountability system is a key piece of our overall state goals under the Top 10 by 20. The Top 10 by 20 initiative clearly addresses the vision and goals of Missouri. MSIP is a proven accountability system that addresses district resources, processes and student achievement for every school in every district on a statewide basis. MSIP is used to identify district accreditation status and to determine levels of differentiated support.

MSIP is comprised of standards and indicators that are organized into three groups: resource standards, process standards, and performance standards.

Resource Standards address the basic components that all districts must have in place to operate most effectively. They are generally quantitative in nature and include standards regarding areas such as program of studies, class size, and appropriate certification.

Process Standards address the instructional and administrative processes used in schools. They include standards regarding areas such as instructional design and practices, differentiated instruction, supplemental programs, school services. Each of the process standards incorporates multiple criteria and cannot be easily quantified. Assessment of the process standards is accomplished through an on-site diagnostic review by a team of trained observers.

Performance Standards include multiple measures of student performance. These are standards against which all school districts are assessed and include academic achievement, subgroup achievement, college and career readiness, attendance, and educational persistence. The Department annually collects and analyzes data through the Annual Performance Report (APR) for these standards as part of the systemic evaluation process. Review of these data guide the Department in determining school districts and schools in need of improvement as well as the appropriate level of intervention necessary for significant and sustained improvement in student achievement. These data are also utilized in determining high-performing school districts that may serve as models of excellence. A core component of any accountability system is evaluation, monitoring and continuous improvement of the accountability system itself. MSIP has undergone four revisions over the past 20 years. Each revision of MSIP utilizes current research and builds upon lessons learned in previous versions, paving the way for an authentic next generation accountability system.

Beginning with the end in mind, the performance standards and indicators for the 5th version of the Missouri School Improvement Program, MSIP 5, were approved by the State Board of Education in December 2011. Stakeholders and practitioners from across Missouri worked together to revise process and resource standards for MSIP 5.The revised process and resource standards reflect current research and best practices and were approved by the State Board of Education in January 2013.

The opportunity to implement an aligned accountability system for MSIP 5 through the flexibility of the ESEA waiver allows Missouri to identify schools and districts in highest need with a unified accountability system. In addition, Missouri is able to more fully coordinate support systems with a focus on improved student achievement and closing the achievement gap through strategies contained in the Missouri's Top 10 by 20 plan.

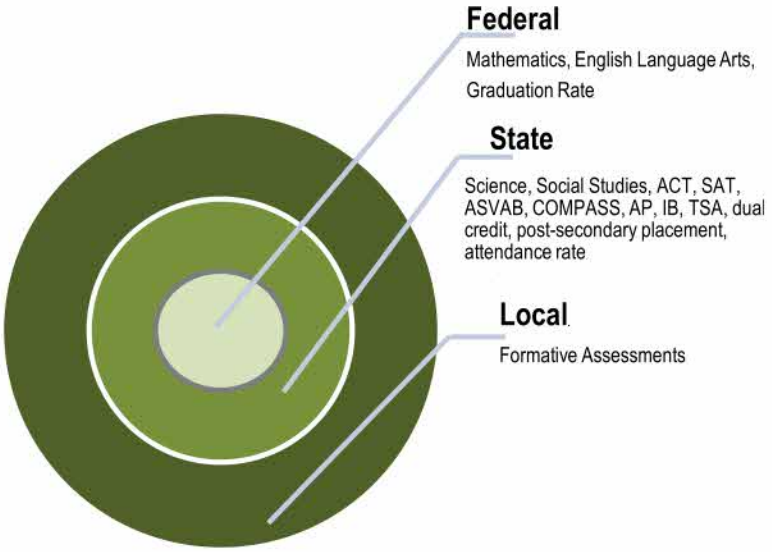
State and Federal Accountability Efforts

Beginning in 2002, Missouri schools and districts were held accountable to both the state's MSIP and the requirements of NCLB. Implementing these dual systems simultaneously generated confusion for schools and the public, especially when reports from each system produced conflicting results. Since district and school improvement plans were informed by these state and federal reports, differing determinations contributed to disjointed improvement interventions and duplication of effort. Additionally, far too many schools and local education agencies (LEAs) were being identified under NCLB as in need of improvement. This over identification of schools in need of improvement did not allow the state to distinguish among those schools in most need of assistance and intervention. The requirements under NCLB resulted in administrative and fiscal burden, masking their intended purpose of driving improved student achievement and school performance, closing achievement gaps, and increasing the quality of instruction for students.

Missouri applauds the national attention given to evaluating the effectiveness of education accountability systems. The ESEA flexibility renewal request provides the opportunity to continue the state's focus on accountability and improvement efforts by enabling systemic supports at the LEA, school and classroom levels. Missouri is using this ESEA flexibility renewal request as an opportunity to maintain its aligned accountability system for federal and state requirements. Formerly, there were two calculation systems and achievement goals for our students' proficiency rate: the federal calculation and the state calculation. Calculating English language arts, mathematics and graduation rate in the same way for our state performance report and for our

federal report gives schools a clear and accurate focus for improvement, realistic attainable goals and non-duplication of reporting and services; therefore, supporting our students in most need of improvement. By maintaining an aligned accountability system through the flexibility of the ESEA waiver, Missouri can continue to appropriately distinguish among schools and LEAs in valid, accurate and meaningful ways so that schools and LEAs in need of improvement can receive appropriate support and interventions to meet expectations. High-performing schools and LEAs can also be recognized as models of excellence. This aligned system supports accurately identifying schools while simultaneously supporting all schools with information to guide efforts to improve student achievement and close achievement gaps.

The current state system contains the federal requirements at its core, as improved academic achievement for all students in English language arts and mathematics is critical in attaining the state's vision of reaching the Top 10 in academic performance by the year 2020. Monitoring improvement in the state's graduation rate for all students and subgroups is consistent with the first goal of the Top 10 by 20 plan: All Missouri students will graduate from high school college- and career-ready.



Aligned System of Accountability

Missouri desires to maintain its ambitious-yet-attainable annual measurable objectives (AMOs) for English language arts, mathematics and graduation rate. The AMOs provide schools and LEAs with clear and precise information that prioritize areas for improvement, allow for the setting of realistic and attainable goals, and ensure non-duplication of reporting and services.

The academic achievement AMOs are expressed as expected proficiency rates on state assessments. These AMOs are designed to be at least as rigorous as the performance benchmarks set according to state standards within the framework of Missouri's Top 10 by 20 education agenda. Reward, priority, and focus schools will also be determined using proficiency rates.

In an effort to simplify the accountability system for our users (e.g., districts, schools, teachers, students, and the public), while maintaining a high degree of statistical validity supporting accountability designations, the following components are included in our accountability system:

- Missouri calculates performance for an aggregated **all student group** (an aggregate unduplicated count of all participants in a subject area), using both percent proficient and the associated MAP Performance Index.
- Missouri calculates performance for a **Student Gap Group** (an aggregate unduplicated count of low income students, students with disabilities, English Language Learners, and the state's major racial and ethnic subgroups in a subject area), using both percent proficient and the associated MAP Performance Index.

Methodology

Missouri uses percent proficient and advanced and MAP Performance Index (MPI) to distinguish schools and LEAs in levels under the framework for accountability and assistance, while AMOs will serve as transparent reporting measures that inform the public and other stakeholders of the progress schools and districts are making toward college and career readiness for all students. Definitions of key metrics used to develop Missouri's system of accountability are provided below.

Status: Status is a measurement of the school's or LEA's level of achievement based upon a three-year average of the MAP Performance Index (MPI), unless three years of data are not available. A detailed description of how to calculate the MPI can be found later in this document. The MPI is used to determine whether the LEA, school, or subgroup exceeds, is on target, is approaching, or is substantially not meeting the state performance targets for English language arts and mathematics MAP assessments.

Progress: The MPI also will be used to measure annual improvement on the English language arts and mathematics MAP assessments. This indicator holds LEAs and schools accountable for continuous improvement in the LEA, school, or subgroup year to year. Using three years of data to set targets, it recognizes movement of students throughout all MAP achievement levels, ensuring that the focus remains on all students and not just those closest to being proficient. Differentiated improvement targets will be set for LEAs, schools and subgroups based on the individual group's two prior years' achievement.

Growth: Growth measures in English language arts and mathematics grades 4-8 will also be calculated and may contribute to the subscore for the subject area. Up to five years of test data will be used to determine whether the LEA, school, or subgroup exceeds, is on target, is approaching, or is substantially not meeting the expected growth targets for English language arts and mathematics MAP assessments.

Performance Targets: Performance targets are defined and used to determine whether the LEA, school, or subgroup exceeds, is on target, is approaching, or is substantially not meeting the expected status, progress or growth (when applicable) or proficiency rate targets for English language arts and mathematics MAP assessments.

Using the achievement measures described above (status, progress, and growth) and graduation rate, Missouri's accountability reporting constitutes a multi-year, comprehensive indicator of LEA and school progress towards college and career readiness that incorporates the best measures of readiness available in Missouri today.

The following pages provide a detailed description of our methodology for computing (1) Test Participation, (2) School-level Academic Achievement, (3) Student Gap Group Academic Achievement, and (4) Graduation Rate.

1. Test Participation

Participation on state assessments will remain a primary component of the accountability system. All LEAs, schools, and subgroups will be required to assess at least 95 percent of their students on assessments required by the Missouri Assessment Program (MAP).

Any school with less than a 95 percent participation rate in English language arts or

mathematics will automatically fail to make its performance targets in the aggregate or the subgroup(s) for which the rate falls below 95 percent. To meet the participation standard, English Language Learners in their first year of U.S. schooling must participate in the state English Language Proficiency (ELP) assessment and the MAP for mathematics. ELLs in their second year of U.S. schooling and beyond must participate in both the English language arts and mathematics MAP and the state ELL assessment. Exceptions to the ELL assessment requirement will be made only where accommodations for ELLs with disabilities are not available for a particular test.

Level Not Determined Calculation. The percent for Level Not Determined (LND) is calculated to determine if the school meets the 95 percent participation rate requirement. LND is the percent of students for whom the district is accountable but do not receive a valid MAP score in a subject or content area. Districts may not earn points toward meeting a MAP performance standard when the maximum percent of students in LND is exceeded. The maximum is five percent. Students who have been identified as English Language Learners are exempt from taking the English language arts test their first year in the United States. The following are the steps used to determine LND.

Step 1 – The number of students identified as Level not Determined is determined. "Accountable Students" minus "Reportable Students" equals "LND Students"

Accountable Students		Reportable Students	LND Students
132	-	130	2

Step 2 – "LND Students" divided by "Accountable Students" = "Annual Percent of Students in LND"

LND Students		Accountable Students	*Annual Percent of Students in LND
2	/	130	1.5%

*No points are awarded for test data if the percent of students in LND is greater than 5%.

Missouri uses MAP assessments in English language arts and mathematics grades 3-8 to measure the performance of schools and school systems. The state uses the English II end-of-course assessment to measure high school content in English language arts performance and the end-of-course Algebra I high school assessment to measure performance in high school mathematics content.

Missouri continues with its "right test, right time" stance on end-of-course assessments. The state'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, this accelerated course pattern is optimal in that it keeps them engaged in rigorous content and allows room 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. While the prior three years of state data reveal that the majority of students take the Algebra I and English II end-of-course assessments in high school, approximately 20 percent of students participate in the Algebra I test prior to high school. Under NCLB, Missouri had been required to assess students who have completed Algebra I or English II courses while in elementary/middle school on both the grade level assessment and the end-of-course assessment.

Further, the state was formerly required to bank the end-of-course scores until the student

physically reaches high school. This arrangement was deemed no longer suitable. Missouri uses results from the assessment to measure performance of schools and school systems so that proper intervention or recognition can be considered. The banking of test scores is counter-active to this intended purpose. Banking does not reflect the instructional practice occurring where the content was attained by the student and assigns scores to a receiving school that may have had little influence on the specified content for this student. The past three years of data confirm that Missouri schools have been judicious in implementing the right test – right time testing policy.

Table 9a. Number and percent of students taking Algebra I prior to high school

Year	Test	Number of students who participated prior to high school	Percentage of Total Alg I Tested Population	Proficiency Rates for Participants prior to high school	Proficiency Rates for Total Population
2009	Algebra I	13,747	21.8%	83.3%	52.6%
2010	Algebra I	14,190	21.2%	88.5%	57.3%
2011	Algebra I	14,281	20.4%	91.1%	59.7%
2012	Algebra I	15,236	21.8%	87.8%	56.6%
2013	Algebra I	15,301	22.0%	88.3%	57.0%
2014	Algebra I	15,274	22.1%	86.2%	54.9%

Therefore, Missouri proposed that beginning with the 2011-12 assessment data, end-of-course test scores will be reported and used for accountability during the school year in which the test was administered. When an end-of-course proficient or advanced Algebra I score is used for accountability purposes prior to grade nine, the student must participate in the Algebra II end-of-course assessment in order for the LEA to meet its accountability requirement at the high school. When an end-of-course non-proficient score is used for accountability purposes prior to grade nine, the student must participate in the Algebra I or Algebra II end-of-course assessment at the high school in order for the LEA to meet its accountability requirement at the high school. Additionally, LEAs and schools may substitute a middle school student's proficient Algebra I end-of-course assessment score in place of participation and use of the student's grade-level assessment when appropriate.

When tracking individual students over time, Missouri 8th graders who took Algebra 1 in 2009 *are more than 5 times as likely* to have taken a dual-credit math course by junior year in high school compared to peers who did not take Algebra 1 in 8th grade. A review of the data by subgroup however shows a degree of variation in course participation.

Table 9b. Percent of grade 7 and 8 students taking Algebra I prior to high school by subgroup in 2014

Subgroup	Course	Number of grade 7 and 8 students taking Alg I	Number of Grade 7and 8 students	Percent of grade 7 and 8 students taking Alg I
IEP	Algebra I	300	16,974	1.8%
ELL	Algebra I	235	3,688	6.4%
FRL	Algebra I	4,207	67,499	6.2%
Asian	Algebra I	580	2,434	23.8%
Black	Algebra I	1,530	22,259	6.9%
Hispanic	Algebra I	630	7,002	9.0%
Am. Indian	Algebra I	54	579	9.3%
Multi-racial	Algebra I	289	2,750	10.5%
Pac. Islander	Algebra I	17	231	7.4%
White	Algebra I	12,116	99,872	12.1%

Since we believe it is imperative that ALL students be provided the opportunity to move into the advanced content once individual readiness has been established, the state accountability system has been designed so that LEAs and schools may not earn all of their points in the state's accreditation system if students do not complete advanced courses in mathematics. This system of accountability provides an incentive for LEAs to offer expanded access to Algebra I course content prior to high school.

A further review of the data shows even greater variance by region and size of district. Fewer than 24 percent of our K-8 districts had students participate in an end-of-course assessment in 2011 while our urban and suburban areas had the greatest participation rates. Since we believe it is imperative that ALL students be provided the opportunity to move into the advanced content once individual readiness has been established, the revised state accountability system has been designed so that LEAs and schools may not earn all of their points in the state's accreditation system if students do not complete advanced courses in mathematics.

K-8 districts are held accountable through the High School Readiness Standard to ensure that the district provides adequate post-elementary preparation for all students. This performance standard is measured by the percent of students who earn a proficient score on one (1) or more of the high school end-of-course (EOC) assessments while in elementary school. Using exiting grade 8 students as the denominator, the current "on track" percentage is set at 19% scoring proficient or advanced, stair-stepping to 25% proficient or advanced. Including this standard and indicator in the state's accountability system establishes the expectation that 100% of our K-8 districts establish a method to provide this opportunity for their students who have demonstrated readiness. By the end of the 2013-2014 school year, 85.3% of K-8 districts had met this expectation. This supports our goal of 100% of our students having access to advanced content. Setting a proficiency targets for districts establishes the expectation that a minimum of 19% of their overall grade 8 population will have

demonstrated proficiency on the state assessment. This target moves to an eventual 25%.

K-12 districts are held accountable through a revised College and Career Readiness Standard: The district provides adequate post-secondary preparation for all students. This performance standard is measured by the percent of students who earn a qualifying score in courses that provide advanced content (Advanced Placement [AP], International Baccalaureate [IB], Project Lead The Way™ [PLTW], dual credit, dual enrollment, or earn an industry recognized credential [IRC]). Using graduates as the denominator, the current "on track" percentage is set at 39.9% earning a qualifying score, stair-stepping to 47.8% success rate. Including this standard and indicator in the state's accountability system establishes the expectation that 100% of our K-12 districts have established a method to provide this opportunity for their students who have demonstrated readiness. This supports our goal of 100% of our students having access to advanced content. Setting a proficiency target for districts establishes the expectation that a minimum of 39.9% of their overall graduate population will need to have demonstrated successful completion. This target moves to an eventual 47.8% success rate.

Assessment Plan (Begins in 2014-2015 school year)

Class of 2015 and beyond (5)	English II
	Algebra I
	Biology
	Government
	ACT

The SEA received significant feedback statewide regarding the number of assessments required for students under the prior assessment calendar. In response, the SEA adjusted its assessment plan to ensure that students are not being over-tested. This policy change allows for several advantages, including more class time dedicated to instruction.

While these specific standards measure success of both K-8 and K-12 districts' upper grade-level students, Missouri recognizes that a focused, coherent progression of mathematics learning, with an emphasis on proficiency with key topics needs to become the norm in elementary and mathematics curricula. Success in implementing the Missouri Learning Standards and student success in advanced content in mathematics will require increased focus and attention to the learning of algebraic concepts at earlier grade levels which can only be accomplished by first revising the elementary and middle school curriculum. The Department is using a number of strategies to assist in statewide implementation, focused on accelerating learning opportunities for all students.

In its work with educators throughout the state, the Department has been utilizing the recommendations of the National Mathematics Advisory Panel, a panel charged with the responsibility of relying upon the "best available scientific evidence" and recommending ways "to foster greater knowledge of and improved performance in mathematics among American students."

In collaboration with national experts, higher education faculty, and practicing teachers, Missouri has developed a model curriculum which has been provided to all districts for use with all students including ESEA subgroups. That curriculum includes a focus on mathematics content and practices based on rigor required in the Missouri Learning Standards.

The model curriculum provides the necessary skills and knowledge for all students, including ESEA subgroups, to be successful in Algebra I at the middle school level. Should a district choose not to use the model curriculum, the SEA will review the LEA's mathematics curriculum to ensure its rigor. One hundred percent of all students, including ESEA subgroups, will have access to Algebra I level instruction. The goal is to increase access to and proficiency in Algebra I in middle school for all students, especially ESEA subgroups.

To ensure that teachers are prepared to provide instruction that will accomplish this goal, Missouri has developed training modules based on this model curriculum and the Missouri Learning Standards for mathematics, emphasizing needed shifts in content. Specialists for students with disabilities and English language learners have helped design each module to include teaching strategies specific to those students. Strategies emphasize academic vocabulary and variation of presentation to support students who need scaffolded instruction. A group of expert trainers is participating in five days of training to then provide this training to teachers in every region of the state--especially reaching rural and isolated schools.

The Missouri Virtual Instruction Program (MOVIP) began operation in 2007 to expand the range of content and to provide students access to coursework, such as higher level/AP courses, not offered by their school districts. Currently MOVIP and other online educational providers offer opportunities for students to choose from an expansive list of higher level coursework. Missouri is providing guidance to districts so that they understand the availability of these online courses and other in-state distance learning opportunities.

On June 19, 2012, the State Board of Education approved a new Elementary Mathematics Specialist certification to increase the number of elementary teachers with expertise in mathematics content and mathematical practices.

2. School-level Academic Achievement

As noted, student achievement for LEAs, schools and subgroups will be measured using four indicators:

1. Status: Proficiency in English language arts and mathematics as measured by the MAP Performance Index
2. Progress: Increasing proficiency levels annually in English language arts and mathematics as measured by the MAP Performance Index
3. Growth: Demonstrating student growth outcomes in English language arts and mathematics
4. Proficiency Rates: The percent of students scoring proficient or advanced on the English language arts and mathematics MAP assessments

The ***MAP Performance Index (MPI),*** a metric used in Missouri since 2000, will be used to develop scores within the status and progress metrics for school-level achievement and Student Gap Group achievement. The index approach calculates the movement of students throughout all MAP achievement levels, ensuring that the focus remains on all students and not just those closest to being proficient. The MPI is a single composite number that represents the performance of every student in all MAP achievement levels. It awards points to each student based on their achievement on the English language arts and mathematics assessments. The points for all students in the LEA, school or subgroup in a subject area are summed together, divided by the number of students in the group being measured and then multiplied by 100. The result is the MPI for that group and subject.

All assessment results from a single accountability year and for a single subject area are combined when generating the LEA, school, or Student Gap Group MPI. Student performance on tests administered through the MAP is reported in terms of four achievement levels (below basic, basic, proficient and advanced) that describe a pathway to proficiency. Each achievement level represents standards of performance for each assessed content area. Panels drawn from educational, business, and professional communities determined the achievement standards. Achievement-level scores provide a description of what students can do in terms of the content and skills assessed, as described in the Missouri Learning Standards.

MPI Point Values

While Missouri shares the vision of every child proficient and prepared for success, it also embraces the continuous progression of each child. The index approach honors both principles as it calculates the movement of students throughout all MAP achievement levels. Numeric values are assigned to each of the achievement-level scores as follows:

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 also 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 districts 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 grade 6-8 building, achievement levels generated through the grade-level MAP, the MAP-Alternate, and the end-of-course assessments may be utilized. To generate the MPI, the number of Advanced are multiplied by 5, Proficient by 4, Basic by 3, and Below Basic by 1. These products are then summed, divided by the total number of reportable and multiplied by 100 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		
Below Basic	10	10	5	=	25
Basic	10	10	15	=	35
Proficient	5	10	25	=	40
Advanced	15	10	5	=	30
Total Reportable				=	130

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	*	25	25
Basic	3	*	35	105
Proficient	4	*	40	160
Advanced	5	*	30	150
Total				440

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

Total Index Points		Reportable Students				MPI
440	/	130	=	3.39	*100	**339**

Our analysis indicates that MPI is a valid and reliable measure of student achievement that accounts for performance at all levels. The following table reports Pearson product-moment correlations between MPI and percent proficient or above by content area and student type. 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		Mathematic	
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
Student Gap Group	0.93	2,122	0.93	2,120
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 inter-dependent, and that the values of the two variables are closely clustered. The chart presented to the left portrays this statistical dependence within the Asian subgroup specifically, but similar patterns are observed across all student groups analyzed.

Status Measure Calculation. The MPI is used to determine whether the LEA, school, or subgroup exceeds, is on target, is approaching, or is substantially not meeting the performance targets for English language arts and mathematics MAP assessments. Using three years of data, this indicator holds LEAs and schools accountable for student performance in relation to statewide performance targets.

For "all students" group:

a. **2020 Target** – represents level of performance approximately equivalent to the projected 2020 performance of the top 10 states on the corresponding NAEP exam.
b. **On Track**—our 2020 target represents a level of performance about equal to 75 percent proficient – if Basic achievement is worth 300 points and Proficient achievement is worth 400 points, an MPI of 375 would result from 75 percent of students scoring at Proficient and 25 percent scoring at Basic. Current performance is compared to this target, and then a linear trajectory is created that requires equal annual progress increments to reach the 2020 target.
c. **Approaching**—represents a level of performance about equal to 100 percent Basic if each score at the Basic level yields 300 points. (This change is proposed to allow for better differentiation of lower-performing schools and would not impact buildings identified as priority, focus or reward schools.)

Table 10. MPI (1,3,4,5) Targets for Status: Academic Achievement*

	Mathematic			English language arts		
Year	Approaching	On Track	2020 Target	Approaching	On Track	2020 Target
2012	300-352.7	352.8-392.7	392.8-500	300-362.2	362.3-385.6	385.7-500
2013	300-355.5	355.6-392.7	392.8-500	300-363.8	363.9-385.6	385.7-500
2014	300-358.3	358.4-392.7	392.8-500	300-365.4	365.5-385.6	385.7-500
2015	300-361.0	361.1-392.7	392.8-500	300-367.0	367.1-385.6	385.7-500
2016	300-363.8	363.9-392.7	392.8-500	300-368.6	368.7-385.6	385.7-500
2017	300-366.6	366.7-392.7	392.8-500	300-370.1	370.2-385.6	385.7-500
2018	300-369.4	369.5-392.7	392.8-500	300-371.7	371.8-385.6	385.7-500
2019	300-372.1	372.2-392.7	392.8-500	300-373.3	373.4-385.6	385.7-500
2020	300-374.9	375.0-392.7	392.8-500	300-374.9	375.0-385.6	385.7-500

*Targets established above are subject to review pending results of new 2015 Missouri Learning Standard-aligned assessments.

Hypothetical Example: Using three years of data to calculate the three-year MPI for ABC school population for mathematics.

Year 1 MPI		Year 2 MPI		Year 3 MPI				3-year MPI
361.0	+	364.7	+	365.8	=	1090.5	/3	**363.8**

In this example, the MPI for mathematics from Years 1, 2, and 3 are averaged and the mean is used to determine whether the ABC school meets 2020 Target, is On Track, is Approaching or is substantially not meeting the performance targets. Using the measureable objective ranges in Table 11 (above), a 363.8 MPI in year 3 = **On Track** in 2015.

The three-year MPI and the corresponding designation of Approaching/On Track/2020 Target are then used to assign points (e.g., a score) to each standard.

Table 11. Status Scores

Academic Achievement	**English Language Arts:** Inclusive of grades 3-8 MAP, MAP-Alternate, Eng II	**Mathematics:** Inclusive of grades 3-8 MAP, MAP-Alternate, Alg I
Status (3 year average)	2020 Target = 16 On Track = 12 Approaching = 9 Floor =0	2020 Target = 16 On Track = 12 Approaching = 9 Floor = 0

Using the hypothetical example, **a three-year MPI of 363.8 falls in the On Track column and receives 12 points as its status score in mathematics.**

Progress Measure Calculation: The MPI also will be used to measure annual improvement on the English language arts and mathematics MAP assessments using a rolling average. This indicator holds LEAs and schools accountable for continuous improvement in the LEA, school or subgroup year to year. It recognizes movement of students throughout all MAP achievement levels, ensuring that the focus remain on all students and not just those closest to being Proficient. Differentiated improvement targets will be set for LEAs, schools and subgroups based on the individual group's two prior year's achievement.

Hypothetical Example: Calculating the progress measure for ABC school based on two years of MPI. The following example shows how the progress measure is calculated in a single subject and school level:

Mathematics	Year 1	Year 2	Year 3
MPI	358.1	346.6	365.3

Step 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average.

(358.1 + 346.6) / 2 = 352.4

Step 2 - The average MPI for Years 1 and 2 is subtracted from 450 to determine the MPI gap.

Baseline MPI		Year 1 & 2 Average School MPI		MPI gap
450	-	352.4	=	97.6

Step 3 - The MPI gap is used ***to establish progress performance targets***, as determined by multiplying the MPI gap by the associated percentage.

Table 12. Generating Targets for Progress Measure

	Prior Year MPI GAP			MPI Increase Needed	Years 1 and 2 Avg MPI	Years 2 and 3 Avg Progress Performance Targets
2020 Target	97.6	*5%	=	4.9	352.4	357.3-500
On Track	97.6	*3%	=	2.9	352.4	355.3-357.2
Approaching	97.6	*1%	=	1.0	352.4	353.4-355.2

Step 4 – Add the scores for Years 2 and 3 and divide by 2 to determine the average.

(346.6 + 365.3) / 2 = 356.0

Step 5 - The school's Years 2 and 3 average MPI is used to determine if the school is exceeding, on target, or approaching the required MPI increase. In the hypothetical example**, the ABC school has a Year 2 and 3 average MPI of 356.0, which means that it is designated as meeting the improvement target and subsequently receives 6 points as its Progress Score in mathematics.**

Table 13. Progress Scores

Academic Achievement	**English Language Arts:** Inclusive of Grades 3-8 MAP, MAP-Alternate, Eng II	**Mathematics:** Inclusive of Grades 3-8 MAP, MAP-Alternate, Alg I and II
Progress (annual improvement)	2020 Target = 12 On Track = 6 Approaching = 3 Floor =0	2020 Target = 12 On Track = 6 Approaching = 3 Floor =0

A system incorporating the MPI gap is being used so that differentiated improvement targets can be generated for each building and LEA. In order to generate differentiated targets, a baseline number was needed to establish a consistent measure. The MSIP Technical Advisory Committee (TAC)

discussed various approaches before the 450 was selected. A 400 could equate to 100 percent proficient and could have been selected. However, a review of the data showed there are buildings that are already exceeding this MPI target. The committee believed it was important for all buildings and LEAs to have an improvement target. As such, a 450 was selected to set the expectation of improvement for all.

Example A - Prior Year's MPI = 325

Approaching	((450 - 325)*.01)+325 = 326.25
On Track	((450 - 325)*.03)+325 = 328.75
2020 Target	((450 - 325)*.05)+325 = 331.25

Example B - Prior Year's MPI = 150

Approaching	((450 - 150)*.01)+150 = 153
On Track	((450 - 150)*.03)+150 = 159
2020 Target	((450 - 150)*.05)+150 = 165

The 450 baseline MPI in the calculation of improvement targets, in conjunction with our proposed thresholds for MPI increases associated with Approaching, On Track and 2020 Target, creates a system that incentivizes accelerated improvement for low-achieving schools. At the same time, for moderately-performing schools like the one portrayed in Example A, the level of improvement required to meet the state standard (3.75 MPI) approximates the amount of increase needed to meet the state accountability's current standard of improvement (3 MPI).

The system also has advantages over the Safe Harbor Adequate Yearly Progress (AYP) provision. Under Safe Harbor, a school with a subgroup comprised of 30 individuals in each of the four achievement levels (Below Basic, Basic, Proficient and Advanced) would have 50 percent of its students scoring below Proficient and require a five percent reduction in this percentage as an alternative method of achieving AYP. By moving six students out of Basic and into Proficient, the school could meet its Safe Harbor objective.

In the proposed state system of accountability, this change would equate to an MPI increase of five points (330 vs. 325). While a five-point increase is technically more ambitious than the amount of increase—3.75 points—needed to reach our target under the state's new improvement standard, meeting this standard carries proportionally less weight under the new system as well. Whereas meeting Safe Harbor in the previous system meant making AYP, under the new system, schools would only be able to earn 50 percent of the possible points for subgroup achievement by being on target with the proposed improvement standard. Our academic achievement indicators comprise measures of status as well as progress with the expectation that schools will meet state standards on these indicators through a combination of status and progress points.

Only schools meeting their 2020 Target would be able to earn enough points through improvement alone to meet the state's overall standard of academic achievement. Returning to our Example A school, the calculated exceeds target would equate to a required MPI increase of 6.25 points. This represents a more rigorous objective compared to the five-point increase needed to meet our prior Safe Harbor requirement.

Growth Measure. Since 2008, Missouri has included a measure of student growth on MAP English

language arts and mathematics assessment data in making annual Adequate Yearly Progress determinations. The inclusion of student growth was well-received throughout the state, and the method for calculating growth was well-suited for its earliest stages of implementation. However, the more the state learned about the use of growth data, the more it recognized the need for a more robust method, in particular a method that would ensure an expectation of growth for all students, even those who had already reached proficiency.

Beginning in the fall of 2010, Missouri initiated a timely and important project to pilot measures of student growth in achievement. The pilot was designed to learn more about policies and procedures required to accurately report and appropriately use valid and reliable student growth data. All Missouri LEA's and schools were invited to participate. Recipients of the 1003(g) School Improvement Grants were required to participate. Materials related to this pilot may be found on the Department's website. Missouri proposes in its waiver renewal request to maintain the inclusion of growth measures in grades 4-8 English language arts and mathematics in order to calculate a growth score.

A growth score in English language arts and mathematics grades 4-8 will be calculated and may contribute to the points granted for the overall school-level academic achievement score used to determine a school's accountability status. Similar to status and progress determinations, growth targets will be established to determine whether the LEA, school, or subgroup exceeds, is on target, is approaching, or is substantially not meeting the expected growth targets for English language arts and mathematics MAP assessments. This will result in the corresponding growth score, based on the following table.

Table 15. Growth Scores

Academic Achievement	**English Language Arts:** Inclusive of Grades 3-8 MAP, MAP-Alternate, Eng II	**Mathematics:** Inclusive of Grades 3-8 MAP, MAP-Alternate, Alg I
Growth (grades 4-8)	2020 Target = 12; On Track = 6 Approaching = 3; Floor =0	2020 Target = 12; On Track = 6 Approaching = 3; Floor =0

If the ABC school district is on target with the expected growth target in mathematics, the school would earn six growth points in mathematics. The school may apply progress points (progress or growth points – whichever is higher) to the academic achievement score.

Computing the school-level academic achievement score involves adding the status score with the progress or growth score, as described and presented in Table 16.

Table 16. Computing the School-Level Academic Achievement Score

Academic Achievement	**English Language Arts:** Grades 3-8 MAP, MAP-Alternate, Eng II **Mathematics:** Grades 3-8 MAP, MAP-Alternate, Alg I **Points Possible**
Status	2020 Target = 16; On Track = 12; Approaching = 9; Floor = 0
Progress Target	2020 Target = 12; On Track = 6; Approaching = 3; Floor = 0
Growth: Grades 4-8	2020 Target = 12; On Track = 6; Approaching = 3; Floor = 0

Academic Achievement Total: Status + Progress Status + Progress or Growth (whichever is higher)	Maximum of 16 points per subject area (Communication and Mathematic) **Total possible score for School-Level Academic Achievement = 32**

3. Student Gap Group Achievement

To better differentiate among needs of the LEAs or schools and to ensure broader inclusion of students whose subgroups have historically performed below the state total, Missouri will continue to issue and report AMO determinations for students in the unduplicated aggregate--low income students, students with disabilities, English Language Learners, and the state's major racial and ethnic subgroups. Additionally, Missouri will use a super subgroup—labeled the Student Gap Group—for purposes of making accountability determinations (e.g. reward, focus, or priority). A review of Missouri data identifies five significant gaps in subgroup performance (Black, Hispanic, low income students, Students with Disabilities and English Language Learners). Many Missouri schools and subgroups do not meet the minimum "n" size of 30 students for issuing accountability determinations in these high needs areas. ***By measuring progress and performance for the Student Gap Group rather than considering each of the five groups individually, we are able to hold more schools accountable for necessary progress in these high needs areas***. This approach allows the Department and LEAs to retain a focus on all students, including racial and ethnic minorities, while placing a special emphasis on underlying issues frequently associated with low student performance.

The following chart contains proficiency rates on the state assessment by grade level and traditionally-reported subgroups. Statistical analysis indicates that the likelihood of achieving proficiency varies according to subgroup membership.

- The rows highlighted in red indicate those subgroups with a lower likelihood of achieving proficiency compared to non-subgroup members. For example, compared to non-Blacks, Black students were significantly less likely to score at the Proficient level.
- For the Asian/Pacific Islander subgroup (see rows highlighted in green), membership is associated with an increased likelihood of proficiency.
- For the Hispanic subgroup (see rows highlighted in peach), membership is associated with decreased likelihood of proficiency when LEP/ELL membership is excluded from the statistical model.
- Rows without highlights indicate no statistically significant relationship between subgroup membership and likelihood of achieving proficiency. Note that the total group is excluded from the statistical model due to lack of a comparison group. It is included below for purposes of providing additional context.

These results continue to support the inclusion of five subgroups—Blacks, Hispanics, IEP students, LEP/ELL students and Free/Reduced Lunch students—in the Student Gap Group.

Proficiency Rates by Grade, Subgroup, and content Area, 2014

		Grade						
	TYPE	*03*	*04*	*05*	*06*	*07*	*08*	*HS*
ELA	Amer. Indian or Alaska Native	35.9	45.0	46.4	41.9	57.9	49.8	68.8
	Asian/Pacific Islander	54.0	60.8	64.8	64.8	69.6	62.7	77.6
	Black(not Hispanic)	20.6	27.1	28.0	26.6	32.3	28.7	54.6
	Hispanic	29.7	34.2	40.1	36.1	45.9	39.6	67.0
	IEP student	23.6	23.1	25.3	19.4	21.7	17.5	29.5
	LEP/ELL Students	22.5	24.4	27.8	22.8	25.8	17.8	41.9
	Map Free and Reduced Lunch	30.0	33.8	38.0	35.5	42.4	37.2	61.9
	Multiracial	40.4	43.5	47.8	47.5	54.7	51.8	75.6
	All-Students Group	42.3	46.3	50.7	48.0	56.0	21.0	74.6
	White(not Hispanic)	48.0	51.2	56.2	53.3	61.6	56.4	79.1
MA	Amer. Indian or Alaska Native	45.5	44.7	50.4	54.9	57.2	42.7	50.3
	Asian/Pacific Islander	68.5	63.4	71.4	75.5	73.6	53.5	71.3
	Black(not Hispanic)	28.6	21.2	27.0	30.8	33.4	24.2	28.9
	Hispanic	40.0	33.1	41.9	47.4	48.6	37.0	49.1
	IEP student	30.6	24.8	28.6	26.6	26.3	21.9	18.1
	LEP/ELL Students	38.1	28.7	34.2	37.5	34.8	23.4	34.4
	Map Free and Reduced Lunch	38.5	30.5	39.2	43.3	44.1	33.8	40.1
	Multiracial	47.9	39.1	48.6	51.8	55.7	42.0	54.7
	All Students Group	50.7	42.9	52.8	56.2	58.1	43.6	54.9
	White(not Hispanic)	56.2	48.0	58.9	62.1	63.9	48.8	60.2

Specific achievement targets for the Student Gap Group are displayed in Table 17. These targets reflect the following considerations:

a. **2020 Target** – represents level of performance approximately equivalent to the projected 2020 performance of the top 10 states on the corresponding NAEP exam.
b. **On Track**— represents level of performance needed to cut achievement gap in half by 2020 while also taking into account our increasing expectations over time for the state as a whole. The differences between the "all students" group MPI and Student Gap Group MPI for 2011 in English language arts and mathematics are 28.2 and 27.4 points, respectively. Dividing these amounts by two yields 14.1 and 13.7, respectively. If we subtract these from the 2020 targets for the total groups, we get the student gap group targets shown here for 2020 (about 361). Current performance is compared to this target and then a linear trajectory is created that requires equal annual progress increments to reach the 2020 target.
c. **Approaching**—300 represents a level of performance about equal to 100 percent Basic if each score at the Basic level yields 300 points. (This change is proposed to allow for better differentiation of lower-performing schools and would not impact buildings identified as priority, focus or reward schools.)

Table 17. MPI Targets for Subgroup Achievement*

	Mathematics			English Language Arts		
Year	Approaching	On Track	2020 Target	Approaching	On Track	2020 Target
2012	300-326.8	326.9-392.7	392.8-500	300-335.6	335.7-385.6	385.7-500
2013	300-331.1	331.2-392.7	392.8-500	300-338.8	338.9-385.6	385.7-500
2014	300-335.4	335.5-392.7	392.8-500	300-341.9	342.0-385.6	385.7-500
2015	300-339.7	339.8-392.7	392.8-500	300-345.1	345.2-385.6	385.7-500
2016	300-344.0	344.1-392.7	392.8-500	300-348.2	348.3-385.6	385.7-500
2017	300-348.3	348.4-392.7	392.8-500	300-351.4	351.5-385.6	385.7-500
2018	300-352.6	352.7-392.7	392.8-500	300-354.5	354.6-385.6	385.7-500
2019	300-356.9	357.0-392.7	392.8-500	300-357.7	357.8-385.6	385.7-500
2020	300-361.2	361.3-392.7	392.8-500	300-360.8	360.9-385.6	385.7-500

The composite Student Gap Group score is calculated through the same method used to compute the School-level Academic Achievement score. Two differences include that a status target is established based on cutting the achievement gap in half and the amount of points granted for 2020 Target, On Track, Approaching, or falling significantly below the target, as displayed in Table 18.

*Targets established above are subject to review pending results of new 2015 Missouri Learning Standard-aligned assessments.

Table 18. Computing the Student Gap Group Achievement Score

Student Gap Group Achievement	**English Language Arts:** Grades 3-8 MAP, MAP-Alternate, Eng II **Mathematics:** Grades 3-8 MAP, MAP-Alternate, Alg I **Points Possible**
Status	2020 Target = 4; On Track = 3; Approaching 2; Floor = 0
Progress Target	2020 Target = 3; On Track = 2; Approaching = 1; Floor = 0
Growth: Grades 4-8	2020 Target = 3; On Track = 2; Approaching = 1; Floor = 0
Student Gap Group Total: Status + Progress or Growth (whichever is higher)	Maximum of 4 points per subject area (English Language Arts and Mathematics) **Total possible score for School-Level Gap Group Achievement = 8**

4. Graduation Rate

For high schools and LEAs with high schools, Missouri will include graduation rates in the overall accountability calculations. High schools will be held accountable for their cohort graduation rate and will be required to meet the state target to receive full credit. Missouri's extended-year graduation rate tracks students for one additional year. The extended year students would remain in their original cohort and that cohort will be recalculated based on the aggregate number of students graduating with a regular diploma within a five-year timeframe. Both four- and five-year graduation rates will be calculated. The four-year and then five-year graduation rate will be used to determine if schools and LEAs have met the graduation rate target or have shown sufficient improvement.

Status Targets (Percent)

Approaching	72%
On Track	82%
2020 Target	92%

Improvement Targets (Percent)

Status: Floor		*Status: Approaching*		*Status: On Track*	
Approaching	3%	Approaching	2%	Approaching	1%
On Track	6%	On Track	4%	On Track	2%
2020 Target	9%	2020 Target	6%	2020 Target	3%

Three years of graduation rate data will be averaged to determine school performance with respect to status targets. Year-to-year comparisons of the change in graduation rate will be used to determine performance relative to improvement targets. Improvement targets vary depending on a school's status rating. For example, schools scoring at the floor would be expected to increase their graduation rate by six percentage points in order to be on track for improvement.

The chart below describes points assigned for2014-2015. Missouri will further analyze results and increase its four- and five-year graduation rate targets accordingly.

Table 19. Computing Graduation Rate Scores

	Graduation Rate: 4 and 5 year rates **Points Possible**
Status	2020 Target = 20; On Track = 15; Approaching 12; Floor = 0
Progress Target	2020 Target = 15; On Track = 8 ; Approaching = 4; Floor = 0
Student Gap Group Total: Status + Progress	**Total possible score for Graduation Rate = 20**

Risk Factors/Exemplars

Risk factors identified through the accountability system will be utilized to further distinguish among those schools and LEAs most in need of support to identify areas in need of improvement and to guide their school improvement plan. For example, one school may have an overall high MPI, but also have a risk factor for a given subgroup and subject area based on proficiency rates on state assessments of academic achievement. This risk factor would need to be addressed in the Comprehensive School Improvement Plan. Similarly, exemplar flags will be utilized to spotlight schools demonstrating high achievement, high progress or success in closing the achievement gap. Business rules for assigning risk factors and exemplar flags are detailed in the following section.

Business Rules for Risk Factor/Exemplar Flag Assignment

As part of our proposed system of accountability, school officials will have access to detailed information to better target services for underperforming student groups. Additionally, to facilitate identification and proliferation of best practices designed to improve student achievement, the state will also highlight exemplary performance of student groups within schools. The state's Annual Performance Report will indicate **risk factors** and **exemplar flags**, respectively, in an effort

to promote these important school improvement processes.

Risk factors and exemplar flags would be assigned under the following circumstances:

Rules for School-Level Risk Factor/Exemplar Flag Assignment

(1) The percent proficient (i.e., percent with Proficient or Advanced-level achievement) will be calculated for each combination of subject area and grade level annually. School-level percent proficient values within each combination will be ranked, and the 10th and 90th percentiles will be determined. Performance at or below the 10th percentile, or at or above the 90th percentile, will be flagged for reporting.
   a. *For example*, in schools with a grade 3 population for which at least 30 reportable English language arts scores are available, grade 3 English language arts proficiency rates will be calculated, then schools will be ranked according to this measure. Those schools with a grade 3 English language arts proficiency rate in the bottom 10th percentile would be assigned one risk factor. Risk factor reporting will include descriptive labels so that school officials can readily determine that the risk factor resulted from poor grade 3 English language arts performance.
   b. Identical reporting processes would be used for exemplar flags, except scores would be flagged if they meet or exceed the 90th percentile.

(2) The percent proficient (i.e., percent with Proficient or Advanced-level achievement) will be calculated annually for each ESEA subgroup—i.e., White, Black, Hispanic, Multiracial, Asian, American Indian, students with IEPs, ELL, and FRL—and subject area. A proficiency gap will be calculated for each group reflecting the distance between that group's proficiency rate and the proficiency rate of the state as a whole (i.e., "all students" group). The proficiency gaps within each subgroup will be ranked, and the 10th and 90th percentiles—denoting the largest and smallest gaps, respectively—will be determined. Performance at or below the 10th percentile, or at or above the 90th percentile, will be flagged for reporting, much as above.

Rules for District-Level Risk Factor / Exemplar Flag Assignment

While the above rules specifically refer to risk factor and exemplar flag assignment for schools, LEAs would also be evaluated for potential risk factors and exemplar flags. For subgroup determinations, the same rules provided above under (1) and (2) would be applied to LEAs in an effort to identify systemic issues affecting multiple schools and highlight district-wide policies contributing to poor or exemplary student performance.

Additionally, risk factors and exemplar flags will be assigned based on grade span performance by subject area. This would be accomplished by pooling district-wide assessment scores into three groupings based on student grade level—grades 3-5 (elementary), 6-8 (middle), and 9-12 (high school)—and calculating proficiency rates for each grade span/subject area combination. Thus, districts could be assigned up to three risk factors or exemplar flags per district per subject area.

Consistent with the school-level methodologies, performance at or below the 10th percentile, or at or above the 90th percentile, indicates a risk factor or exemplar flag, respectively.

Incentives to promote subgroup achievement

Missouri's accountability system features academic achievement measures that focus on a single

Student Gap Group. As detailed further in 2.B., these measures contribute a substantial number of points to district and school Annual Performance Reports such that poor Student Gap Group performance cannot be easily mitigated by strong performance on other indicators. As such, school officials have an incentive to improve education for all students, not just those most likely to perform well against state standards.

The following tables present the results of simulations using recent assessment data to estimate likely performance distributions of schools within the overall accountability system. Note that schools falling within a given range of the overall points earned are evaluated on all state accountability measures for which preliminary metrics exist. These metrics continue to be refined. As a result, the distribution of schools across the various performance ranges reported below may be subject to changes.

Table Distribution of Schools by Total Points Earned for English Language Arts Student Gap Group Achievement and Percentage of Overall Points Earned

		Total Points Earned for Student Gap Group in Comm. Arts					
Percentage of Overall Points Earned		*0*	*1*	*2*	*3*	*4*	*Total*
90%+	Frequency	59	0	132	236	668	1095
	Row Pct	5.4%	0.0%	12.1%	21.6%	61.0%	
80% - 89.9%	Frequency	6	0	173	236	192	507
	Row Pct	1.2%	0.0%	34.1%	26.8%	37.9%	
70% - 79.9%	Frequency	17	3	111	57	53	241
	Row Pct	7.1%	1.2%	46.1%	23.7%	22.0%	
60% - 69.9%	Frequency	19	0	64	15	10	108
	Row Pct	17.6	0.0%	59.3%	13.9%	9.3%	
50% - 59.9%	Frequency	5	2	38	5	3	53
	Row Pct	9.4%	3.8%	71.7%	9.4%	5.7%	
40% - 49.9%	Frequency	8	1	19	2	0	30
	Row Pct	26.7%	3.3%	63.3%	6.7%	0.0%	
0% - 39.9%	Frequency	33	2	16	2	0	53
	Row Pct	62.3%	3.8%	30.2%	%	0.0%	
Total	Frequency	147	8	553	453		2087

Note: Overall Points refers to the cumulative total points earned across current projections of operationalized MSIP 5 measures.

Table Distribution of Schools by Total Points Earned for Mathematic Student Gap Group Achievement and Percentage of Overall Points Earned

		Total Points Earned for Student Gap Group in Mathematics					
Percentage of Overall Points Earned		*0*	*1*	*2*	*3*	*4*	*Total*
90%+	Frequency	63	2	81	229	720	1095
	Row Pct	5.8%	0.2%	7.4%	20.9%	65.8%	
80% - 89.9%	Frequency	21	4	146	150	185	506
	Row Pct	4.2%	0.8%	28.9%	29.6%	36.6%	
70% - 79.9%	Frequency	35	2	107	54	43	241
	Row Pct	14.5%	0.8%	44.4%	22.4%	17.8%	
60% - 69.9%	Frequency	20	2	50	18	18	108
	Row Pct	18.5%	1.9%	46.3%	16.7%	16.7%	
50% - 59.9%	Frequency	7	4	34	3	5	53
	Row Pct	13.2%	7.5%	64.2%	5.7%	9.4%	
40% - 49.9%	Frequency	7	2	15	4	2	30
	Row Pct	23.3%	6.7%	50.0%	13.3%	6.7%	
0% - 39.9%	Frequency	34	6	12	1	0	53
	Row Pct	64.2%	11.3%	22.6%	1.9%	0.0%	
Total	Frequency	187	22	445	459	973	2086

Note: Overall Points refers to the cumulative total points earned across current projections of operationalized MSIP 5 measures.

These data demonstrate that while it is possible to achieve a relatively high score within Missouri's system of accountability while earning no points or just a single point on Student Gap Group achievement indicators, these occurrences are quite rare. For example, in schools scoring at least 90 percent of the possible points overall, only 59 out 1095 buildings, or 5.4%, scored no points on the Student Gap Group achievement measure for English language arts. Since it is unlikely for schools to achieve a high ranking without also addressing the academic achievement of its subgroups, schools are incentivized to focus their continuous improvement efforts on **all** students.

Reporting Tool for State and Federal Accountability: Annual Performance Report (APR)
School district and building performance are reviewed annually through the Annual Performance Report (APR.) Review of these data contained in school level and LEA level APRs guide the Department in determining schools and LEAs in need of improvement, as well as the appropriate level of intervention necessary for significant and sustained improvement in student achievement. These data are also used in determining and recognizing high performing school districts and buildings that may serve as models of excellence. District decisions are made using multiple years of data. The State Board of Education assigns district classification designations of unaccredited, provisionally accredited, accredited and accredited with distinction based on the standards of the MSIP.
Schools within the district may also receive differentiated support or recognition if their building meets the designation requirements of a priority school, focus school or reward school through the reporting system. In an LEA with an unaccredited or provisionally accredited APR and/or with

building(s) identified as a priority school, the Statewide System of Support (SSOS) coordinates district-wide embedded professional development with a focus on high levels of data analysis and application and highly effective instructional strategies for learning. Support provided to LEAs with buildings identified as focus buildings will be determined upon review of the identified focus area.

Table Accountability Transition and Reporting Plan

Accountability	**Federal**	
	AYP	Federal AMO
2011-2012 Testing Year 2011-2012 Federal Accountability Determinations Fall 2012	Transition out of AYP	Building APR for Academic Achievement and Graduation Rate. Used to determine Reward, Priority, Focus and Targeted Support
2012-2013	N/A	Building APR for Academic Achievement and Graduation Rate. Used to determine Reward, Priority, Focus and Targeted Support.
2013-2014	N/A	Building APR for Academic Achievement and Graduation Rate. Used to determine Reward, Priority, Focus and Targeted Support.
2014-2015 Transition to New Assessments	N/A	Review new assessment data and current status targets to establish appropriate Annual Measurable Objectives.
2015-2016 Federal Accountability Determinations Fall 2015	N/A	Building APR for Academic Achievement and Graduation Rate. Used to determine Reward, Priority, Focus and Targeted Support.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☒ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability and support system and to identify reward, priority and focus schools.	☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability and support system or to identify reward, priority and focus schools, it must: a. provide the percentage of students in the all students group that performed at the proficient level on the state's most recent

	administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the state and all LEAs, schools and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school or subgroup, the AMOs for LEAs, schools or subgroups that are further behind must require greater rates of annual progress.

Option A	**Option B**	**Option C**
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the all students group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the state's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts

		and mathematics for the all students group and all subgroups. (attachment 8)

The first goal of Missouri's Top 10 by 20 plan is that all Missouri students will graduate high school, college-, and career-ready. The performance targets articulated within MSIP, the state's long-standing accountability system, have been carefully calibrated to propel the state toward a top 10 ranking on national assessments of academic achievement. Corresponding to these targets, Missouri's Annual Measurable Objectives (AMOs) likewise reflect high standards of student achievement. **Consistent progress toward meeting these objectives will contribute significantly toward college and career readiness for all students in the state.**

As a complement to the state scoring system, **Missouri will continue to report AMO determinations for students in the aggregate, low-income students, students with disabilities, and the state's major racial and ethnic subgroups.**

Setting Achievement Targets

AMO targets are set for overall academic achievement and for the Student Gap Group. Overall academic achievement targets are based on the *goal of improving total student proficiency levels on state assessments by 25 percent by 2020*. Student Gap Group targets are based on the *goal of cutting the achievement gap in half for students in historically under-performing subgroups* (Black, Hispanic, FRL, Students with Disabilities and English Language Learners).

All ESEA subgroups will be evaluated against the same set of proficiency AMOs and must meet the 95 percent participation rate requirement. To determine the AMOs based solely on proficiency, regression analysis was used to estimate proficiency targets that are approximately equivalent to the on-target calculated according to state performance indices. Then, a linear trajectory linking current proficiency rates to the estimated 2020 targets was established. Finally, the trend in statewide proficiency rates for English language arts and mathematics was reviewed, and targets were compared against projected proficiency rates. Based on these results, AMOs were set that expect accelerated performance gains of 1.7 percent and 2.2 percent in English language arts and mathematics, respectively, each year through 2020 for the all students group.

For the Student Gap Group, AMOs were set based on the goal of cutting the proficiency gap roughly in half by 2020. The current gap is about 13 percent in both English language arts and mathematics when comparing the performance of our Student Gap Group to that of the all students group. We expect our all students group to meet our 2020 targets. Therefore, the proficiency gap would need to be reduced to 6 percent or less in both subject areas to demonstrate that the achievement gap has been cut in half. Correspondingly, the 2020 AMOs for the Student Gap Group are equal to the 2020 targets for ESEA subgroups minus half the current proficiency gap. The Student Gap Group AMOs reflect a linear trajectory of progress gains needed to reach this goal by 2020.

The tables below present our AMO targets through 2020. These targets will be reviewed and revised based on new assessment data.

Proficiency AMOs – All ESEA Subgroups

*AMOs are based on the goal of increasing proficiency rates by 25%.
*AMOs apply to the all students group and all ESEA Subgroups.

	Mathematic	English language arts
Year	AMO	AMO
2012	56.40%	56.20%
2013	58.60%	57.90%
2014	60.80%	59.60%
2015	63.00%	61.30%
2016	65.20%	63.00%
2017	67.40%	64.70%
2018	69.60%	66.40%
2019	71.80%	68.10%
2020	74.00%	69.80%

Proficiency AMOs – Student Gap Group

*AMOs are based on the goal of cutting the proficiency gap in half for the Student Gap Group.

	Mathematic	English language arts
Year	AMO	AMO
2012	44.78%	44.21%
2013	47.67%	46.61%
2014	50.55%	49.02%
2015	53.43%	51.42%
2016	56.32%	53.83%
2017	59.20%	56.23%
2018	62.08%	58.64%
2019	64.97%	61.04%
2020	67.85%	63.45%

Missouri's standards and related assessments are considered to be among the most rigorous in the nation. (See National Center for Educational Outcomes (NCEO) Brief, January 12, 2012, no. 5.) As a result, Missouri tends to exhibit slightly lower percentages of students identified as proficient/advanced compared to other states; variance is due to differences in standards, not in the quality of teaching and learning among our students. The credibility of Missouri's state standards also has been validated through NAEP outcomes. Due to the rigor of Missouri's achievement level standards, a 25 percent increase in student proficiency levels on Missouri's state assessments and a reduction in achievement gaps are ambitious goals, supported by the State Board and constituents from across the state. Missouri believes its AMOs must be ambitious to ensure that the system reflects our highest aspirations for all students to graduate college- and career-ready. Yet, they must also be attainable so that schools and districts find them to be

meaningful and useful goals that guide improvement efforts. A study of the implementation of the 2012 Annual Measurable Objectives based on 2011 assessment results demonstrates the rigorous expectations represented by these AMO's for all students and subgroups in the state.

Throughout this section, measures are based on the Missouri Assessment Program (MAP), our existing state testing system. However, as new assessments are available that align to the Missouri Learning Standards, the Department will reset its annual measurable objectives accordingly.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools. If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

One of the four guiding principles used in developing Missouri's next generation accountability system is to distinguish performance of schools in valid, accurate, and meaningful ways so that schools in need of improvement can receive appropriate support and interventions to meet expectations, and high-performing districts and schools can be recognized as models of excellence.

The state of Missouri will recognize schools with the overall highest achievement and highest progress of all students in English language arts and mathematics.

The specific steps for identifying reward schools are detailed below.

Reward School Identification: Highest Performing

1. List Title 1 schools that have met the state's AMO proficiency targets for all ESEA subgroups in both English language arts and mathematics. For Title 1 high schools, the graduation rate AMO must also be met. Additionally, schools must have a participation rate of at least 95 percent in both English language arts and mathematics in any ESEA subgroup containing at least 30 accountable students.
2. Calculate three-year proficiency rates for English language arts and mathematics by using student counts pooled across a three-year period. For these rates, the total number of students scoring at or above proficient-level achievement during the past three years is the numerator, and the denominator is the total number of reportable students for that same period.
3. Calculate the combined subject area percent proficient by adding the three-year percent proficient in mathematics to the three-year percent proficient in English language arts and dividing by two.
4. Rank schools in order from highest to lowest combined subject area percent proficient.
5. Remove schools with a significant achievement gap between its lowest-performing subgroup and its highest-performing subgroup based on the most recent available assessment data. A significant gap is defined as a difference of at least 20 percent between the highest and lowest performing subgroups in a given school in a given subject area among groups that meet the minimum cell size requirement of 30.

6. Remove high schools with a graduation rate lower than 90 percent based on the most recent data available.
7. In compliance with federal guidance, remove all identified Priority and Focus schools.
8. If the number of remaining schools is greater than 5 percent of the state's Title 1 schools, remove schools with a combined subject area proficiency rate below 70 percent. Then, remove schools with a proficiency rate below 60 percent in either mathematics or English language arts.

Reward Schools –High Progress

1. List the state's Title 1 schools.
2. For the all students group in each school, calculate the change in proficiency rates over a three-year period for both English language arts and mathematics by subtracting the proficiency rate two years ago from the most recent available proficiency rate. For example, if the most recent proficiency rates are for 2012, the change in proficiency rates is determined by subtracting the 2010 proficiency rates from the 2012 proficiency rates.
3. Rank schools on the change in proficiency rates in English language arts, numbering the position of each school starting with one for the school with the greatest change in the proficiency rate and incrementing by one for every subsequent school on the ranked list.
4. Repeat step 3 for mathematics.
5. Add the ranks for the change in proficiency in English language arts and mathematics together to compute a combined rank.
6. Reorder the list according to the combined rank, from lowest rank to highest rank.
7. Remove the highest ranked (lowest combined change in proficiency rate) schools from the list until 10 percent or fewer of the state's Title 1 schools remain.
8. Remove high schools from the list whose graduation rate has declined year to year or has not increased at a rate that places the school at or above the 75th percentile of schools ranked according to the change in graduation rates since two years ago.
9. Remove schools with a significant achievement gap between its lowest-performing subgroup and its highest-performing subgroup based on the most recent available assessment data. A significant gap is defined as a difference of at least 20 percent between the highest and lowest performing subgroups in a given school in a given subject area among groups that meet the minimum cell size requirement of 30.

2.C.ii Provide the SEA's list of reward schools in Table 2.

As indicated in assurance 8,the SEA will use achievement data from the 2014-2015 school year assessments identify new reward schools in the fall of 2015. The SEA will provide an updated list of reward schools to the U.S. Department of Education by January 31, 2016.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Missouri will recognize reward schools throughout the state as models of excellence. Recognition will be based on **measures of high achievement** for all students and the Student Gap Group (based on percent proficient and status score for academic achievement) and **measures of progress** for all students and the Student Gap Group, recognizing schools that are making significant progress in closing the achievement gap. Schools identified as reward schools for their high achievement in both English language arts and mathematics will be publically recognized by

the state for their success and will serve as models of excellence throughout the state. Reward schools will be publicly recognized each summer based on the prior year's school data. For example, the announcement of reward schools in the fall of 2015 will be based on three years of data including data from the 2014-2015 school year. Reward schools will receive a letter of congratulations from the Department. Reward Schools whose all students group is performing at 75 percent proficient and above will be recognized through the State Board of Education to receive an award in their honor.

One of the four fundamental principles of Missouri's statewide system of support holds collaboration between and among stakeholders as essential for sustainable improved learning. In a statewide collaborative culture of learning, a struggling school or LEA can be greatly assisted instead of further resisted by its neighboring systems. The community asks of reward schools, "What practices contributed to obtaining these results and how can these practices be replicated in other settings?" Department field staff will serve as a liaison between reward schools and other schools who would like to replicate the strategies of the reward school.

Missouri recognizes that in order to achieve its goal of all students graduating college- and career-ready, a special emphasis will need to be placed on the performance of all subgroups. Schools that demonstrate a high rate of success in improving the achievement of the Student Gap Group are identified as high progress reward schools and will be publically acknowledged for their success. As we have witnessed through the monthly reports from our leaders of LEAs and schools who are recipients of the 1003(g) funds to the State Board of Education, we anticipate that educators from the state's high progress schools will welcome the opportunity to share their lessons learned with others, including leadership teams from other schools.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the state's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Missouri's methodology for identifying priority schools will result in the identification of schools that are:

a. Among the lowest 5 percent of Persistently Low Achieving (PLA) Title I schools in the state, based on the achievement of students in the total population group in terms of proficiency on assessments that are part of the SEA's differentiated accountability system and have demonstrated minimal progress in improving the achievement of the school's total population over a period of years;
b. Title I participating or eligible high schools with a graduation rate less than 60 percent over a period of years;
c. Tier I and Tier II schools receiving funding and support at a component of the 1003(g) School Improvement Grants (SIG).

Utilizing the previous methodology for determining whether or not schools met AYP resulted in

the identification of 1,545 Missouri schools. Utilizing the criteria established below will allow Missouri to focus on those schools most in need of targeted assistance and intervention.

Priority School Identification

1. Determine number of schools to be identified -- i.e., 5 percent of Title 1 schools (1,166 x .05 = 58).
2. Reduce the number to be identified by the number of SIG schools, as they are automatically identified as Priority.
3. From the remaining number to be identified, determine whether there are any Title I eligible/participating high schools that have a graduation rate less than 60 percent for three consecutive years. Schools meeting that criteria are automatically on the list.
4. The remaining number to be identified comes from using the percent proficient or advanced from the most recent assessment data available for English language arts (from the group of Total with an "n" size of 30 or greater), rank schools from the greatest percentage to the lowest percentage (greatest percentage would receive a rank of 1).
5. Repeat for mathematics.
6. Repeat steps 4 and 5 for the two previous years of assessment data.
7. Combine all six ranks (three for English language arts and three for mathematics), and sort from greatest to least. Schools must have met cell size requirements for all three years in both content areas.
8. Use this data to identify the lowest performing, and to complete the identification of 5 percent.

2.D.ii Provide the SEA's list of priority schools in Table 2.

As indicated in assurance 8,the SEA will use achievement data from the 2014-2015 school year assessments to make final determinations for the priority list. The final list will be generated in the fall of 2015, and the SEA will provide an updated list of priority schools to the U.S. Department of Education by January 31, 2016.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Providing Targeted Assistance to Priority Schools

The Department is dedicated to focusing resources on ensuring an excellent educational system is accessible to all Missouri students. This means holding each 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, the Department will intervene on behalf of the students with rapid and targeted interventions. The intervention system includes tools and strategies to build capacity at the local level for LEA-focused school improvement.
There are four fundamental principles underlying Missouri's system of support:

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.*

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 the Department to hold LEAs and schools accountable for achievement and to provide differentiated recognition, accountability and 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 incentives and interventions that support improved student achievement, graduation rates and closing achievement gaps for all subgroups. It allows for the Department to focus its efforts on priority and focus groups, while also providing a standard level of support and accountability to all LEAs and schools.

LEAs with schools that are identified as priority schools will be required, at a minimum, to implement the turnaround principles:

- Review the performance of the current principal to determine effectiveness, ability to be successful in the turnaround effort, prior history and track record of improving students' achievement, and grant the principal with flexibility in the areas of scheduling, staffing, curriculum, and budget.
    - Utilize a principal evaluation system that adheres to the state's seven essential principles of effective evaluation.
- Improve classroom instruction (rigor, engagement, classroom management, differentiated instructional practice, alignment to the state's academic content standards and assessment practices) as evidenced by ongoing observations conducted by the SSOS.
- Ensure that teachers are effective and able to improve instruction by:
    - Reviewing the effectiveness of teachers using an evaluation system that adheres to the state's seven essential principles of effective evaluation.
    - Preventing ineffective teachers from transferring to these schools; and
    - Providing job-embedded, ongoing professional development informed by the teacher evaluation and support system and tied to teacher and student needs;
- Increase staff effectiveness in using data to inform and improve instruction.
    - Participate in data team training.
    - Use data in monthly meetings with the SSOS to document progress.
- Establish a culture of professional collaboration that focuses on a school climate that is conducive to high expectations and provides a safe environment for learning.
- Redesign the school day, week, or year to provide increased time for learning and professional collaboration.
- Establish and implement family and community engagement that includes consultation with parents.

At a minimum, the SSOS will continue to work with priority schools for a period of three years in the same fashion that it currently works with recipients of the 1003(g) SIG grant. If the Department has 1003(g) funds available that are not currently committed to schools recognized as Tier I and Tier II buildings for purposes of SIG, those monies may be allocated for use in schools receiving priority identification.

To ensure that districts and/or buildings are implementing the requirements identified for priority schools, 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
- Provide specific and timely feedback to the principal and other turnaround staff

Schools identified as priority schools with low proficiency rates for English language learners and/or students with disabilities, will work directly with the SSOS to implement research- and evidence-based interventions. 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 language proficiency and improved academic results for English language learners and students with disabilities. Implementation process includes:

Step	Action
School Leadership	• School staff implement the 30-day planning process. This process is utilized by the principal to give special attention to the opening of the school year. The principal must identify key early wins and clarify adult and student behaviors that need to improve immediately. • The RSIT leader, district and building level leaders meet every other month to discuss school climate and culture, implementation of the accountability plan and review specific data pertinent to the goals/targets included in the plan. These meetings focus on data. Schools present evidence of implementation and the impact on critical indicators of improvement. • Turnaround leadership surveys are designed and administered to collect data to examine relationships between leader behaviors and student/school data, assist the leader in utilization of the perceptual data collected and to promote the setting of goals. • The turnaround leaders actions table (adapted from the research conducted by the Center of Improvement and Innovation) is utilized to address the 14 leadership actions most commonly associated with school turnaround. The actions are incorporated into the leadership survey. This information is utilized to support building leaders. • Regional staff provide on-site coaching for building principals and other members of the school's leadership team.
Effective Instruction	• Site visits are conducted by regional staff. Site visits include classroom observations which provide feedback on the following: learning objectives, complexity of the task and

	thinking, engagement of teachers and students, content, classroom management, assessment and instruction. • Regional staff conduct debriefing sessions with the school leader to discuss and review observations. Written and verbal feedback is provided. • Principals in priority schools utilize the data generated from classroom observations conducted by the RSIT, as well as their own classroom walkthroughs and observations to map the effectiveness of staff members.
Teacher/Leader Effectiveness	• Priority buildings utilize the teacher/leader standards and evaluation protocols developed and adopted by the Department. • Principals utilize mapping procedures to analyze the abilities and effectiveness of each staff member. The principal and leadership team use this tool to assess the strengths and weaknesses to determine intensity of the support necessary to improve instructional practice and to make informed personnel decisions.
Data Teams and Utilization	• Monthly progress report (running record) is utilized to capture the work the school is conducting to address the improvement targets included in their plan. This tool is designed to be updated on an as needed basis. This report is utilized during the monthly meeting with the RSIT. • Data dashboards are utilized to display critical data that can be reviewed at a glance. The dashboard focuses on school-specific indicators such as behaviors, practices, and the leading indicators. • Data from the running record, classroom observations and survey tools are hosted via a website. PowerPoints and other resources for buildings and districts implementing turnaround principles are available to districts on this site as well. • On a yearly basis, building principals and other members of the leadership team present to the State Board of Education the progress the school is making toward meeting the goals outlined in the accountability plan.
Culture/Climate/Collaboration	• The RSIT, district/LEA leadership, and building leadership conduct an on-site evaluation and review of the climate/culture prior to the beginning of the implementation of the accountability plan. • The building leadership eliminates conditions that have previously been a barrier to improved student learning and achievement and creates conditions necessary for improved student performance. • The building leadership must create a culture of high expectations for students as well as expectations for adult behaviors. • The redesign of the building's instructional time allows instructional staff to participate in collaborative teaming

	opportunities that assist in developing the culture, climate and expectations necessary for school-wide change.
Redesign of Instructional Time and Time for Professional Collaboration	• Priority buildings utilize early start, late dismissal, Saturday school or reconfiguration of the building's current schedule to maximize the number of minutes available for instruction. • The redesign of the building's instructional time allows for instructional staff to participate in collaborative teaming opportunities that assist the school in developing the culture, climate and expectations necessary for school-wide change.
Parent/Community Engagement	• Parents and community members are involved in the development of the accountability plan. • Parents participate in a focus group survey that includes 20 indicators of school climate, expectations of student performance, and notification of student performance.

English Language Learners

Strategic instructional strategies work not only for ELLs but also for ALL students because they activate prior knowledge, encourage students to work together, and provide sensible foundations for teaching and learning in a classroom setting. They can be realistically integrated into the classroom and provide all learners with opportunities in an authentic context. Instructional strategies include, but are not limited to:

- Differentiating instruction and recognizing multiple intelligences when designing lessons. Activities should include different kinds of opportunities for individual, paired and group work, as well as tasks that appeal to a range of learners, like creating charts, drawing, gathering information and presenting.
- Teaching thematically whenever possible so that students have multiple opportunities to use the words they are learning in context.
- Guiding and evaluating students' work with a rubric.
- Repeating vocabulary in a variety of ways through reading, writing, listening and speaking experiences.
- Infusing activities with higher-level thinking skills, such as comparing, evaluating, extrapolating, and synthesizing.

Missouri's ELLs represent a variety of home/native languages, cultural backgrounds, and levels of English proficiency. They may be refugees or U.S born, and they may have extensive formal school experiences or little/no prior schooling. Although ELLs have limited English proficiency, their native/home language skills and cultural experiences can be useful assets in their learning process. When teachers are aware of the background, needs and strengths of their students, and have an understanding of strategies and resources under the framework, they can work together to help their ELLs access Missouri's revised standards. For additional resources, visit the Missouri English Language Learning website at http://dese.mo.gov/quality-schools/migrant-education/english-language-learners.

Students with Disabilities

The Office of Special Education Programs (OSEP) of the U.S. Department of Education is shifting the focus of its monitoring visits to obtain a better balance between outcomes for students with disabilities and program compliance. This provides states an opportunity to identify one or more improvement areas that they will focus on to move the numbers in a positive direction. The Department conducted a review and discussion of student performance. There was full agreement that, consistent with the intent of OSEP, more focus on student outcomes was a positive decision. The Department has placed special emphasis on areas where progress is relatively flat for the past several years and the need for improvement is clear. Important instructional components for these schools may include:

- Sequencing
- Drill, repetition, practice
- Segmenting information into parts or units for later synthesis
- Controlling task difficulty through prompts and cues and scaffolding
- Systematically modeling problem solving steps
- Making use of small interactive groups
- Extended deliberative practice (effective for higher-order processing)

The Missouri Office of Special Education is working with the National Dropout Prevention Center for Student with Disabilities (NDPC-SD) to improve graduation rates and decrease dropout rates for all students. The NDPC-SD provides training, support and technical assistance. In addition, schools work with their data to analyze and identify areas which contribute to poor results in the areas of persistence to graduation/dropout rate. The Office of Special Education is also receiving training, support and technical assistance for the NDPC-SD for post-school outcomes to assist in gathering additional data and information, which can inform programs in the area of graduation and dropout for ALL students.

In working with schools to decrease episodes of students dropping out and to increase school completion there are six areas of focus. These focus areas and accompanying strategies are:

1. School climate
    a. Ensure a safe and inviting environment
    b. Create small learning communities
    c. Support enhancements that increase school-wide social competence and positive behavioral supports to decrease disciplinary actions that lead to dropout
2. Academic success
    a. Implement an aligned and well-designed curricula
    b. Increase academic rigor
    c. Design engaging classroom activities
    d. Improve instructional practice
    e. Use effective academic interventions for struggling students
    f. Teach learning strategies to assist in improving and demonstrating student competence in content
3. Family engagement
    a. Model strategies on how to build better relationships with parents
    b. Assist parents in finding resources

c. Personalize programs as needed to address individual student needs/improve post-school outcomes

4. Student engagement
   a. Enhance personal relationships with caring adults
   b. Assist students in determining what they want to do in life – basis for a productive adulthood
   c. Enlist class work that is connected to their lives or future
   d. Ensure rigor and engagement in the learning process
   e. Check and connect
5. Attendance
   a. Analyze data to determine who is at risk
   b. Review policies to determine how they may impact student attendance
   c. Provide support to attend class and stay focused on school
6. Prosocial Behavior
   a. Provide cognitive behavioral intervention – problem solving skills, situational awareness
   b. Provide counseling interventions
   c. PBIS

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Table 22. Timeline for Ensuring Priority Schools Implement Interventions

Timeline For Implementation	Activity
2009-2010	31 schools identified as Persistently Low Achieving (PLA) and are awarded 1003(g) SIG grants.
2010-2011	Work began with 30 schools identified as Cadre I, Tier I and Tier II schools to begin implementing the required components for Transformation and Turnaround
	55 LEAs identified with schools meeting the criteria to be identified as PLA for Cadre II.
2011-2012	Work continued for the Cadre I schools as they continue the implementation of their improvement plans and work with field staff.
	11 schools are awarded 1003(g) awards. Pre-implementation activities began March 1, 2012 and must conclude by June 30, 2012.
2012-2013	11 schools began implementation of the plans included in the approved 1003(g) SIG application.
	Based on approved ESEA waiver application, ***13 additional buildings identified as Priority schools.***
2013-2014	Work began with new schools identified as Priority buildings. Funds not committed to previous Cadres of 1003(g) SIG schools utilized to conduct the same work as was done previously with those schools identified as PLA.

Justification for Timeline: Our expectation is that priority schools will be identified during the 2015-2016 school year following the release of 2015 assessment data, with newly identified priority schools to implement the appropriate intervention model during that school year. The newly identified schools will then begin implementation of turnaround or transformation intervention models in 2016-2017. This timeline will continue as priority schools annually exit status, new priority schools will be identified. The newly identified schools will have the school year immediately following identification to develop their intervention model, with implementation beginning the next school year after plan development. The timeline for priority schools will follow the timeline (including technical assistance and support) that has been established for School Improvement Grant funded schools. Missouri will provide its updated list of priority schools to the US Department of Education by January 31, 2016.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Focus group and perceptual survey data are used to assess progress in improving the school's climate and learning culture. However, student performance data are used as the determinant for exiting priority school status. A school will be exited from priority school status when the school no longer meets the definition of a priority school for three consecutive years and has demonstrated at least three percent improvement in combined English language arts and mathematics proficiency between the year of initial identification and the most recent year of plan implementation. High schools identified as priority schools based on graduation rate must meet two additional conditions in order to be exited: (1) either on target for the state's graduation rate status target or on target for the school's individualized graduation rate progress target for three consecutive years; and (2) have a graduation rate of no less than 60 percent based on the most recent available data.

Priority schools that have not reached exit criteria after year three or have not shown significant improvement as determined by the Department will be required to conduct another comprehensive needs assessment for the school and select a new intervention option(s) to address the identified needs. Further, these buildings will be responsible for conducting an analysis of the reasons for which they did not exit status in the initial three-year window. This analysis will drive future improvement by identifying potential pitfalls and ensuring that ineffective strategies are not repeated.

The area supervisors will also play an active role in ensuring improved performance for priority schools that do not exit status. The area supervisor will identify key areas for improvement and arrange for the Department to complete targeted audits for each school in one or more of the following categories:

- Community Involvement
- Climate and Culture
- Comprehensive School Improvement Plan (CSIP)
- Curriculum and Assessment
- Data
- Educator Effect
- Finance

- Governance
- Parent Involvement
- Professional Learning

The area supervisor will continue to conduct monthly monitoring visits for priority schools that have not exited status. In addition, the area supervisor will convene an additional monthly meeting to be attended by representatives from these priority and focus schools that have not exited. These meetings will encourage the exchange of best practices and positive educational strategies.

Schools that have reached exit criteria will continue to be monitored and will receive ongoing supports following their exit from priority status. Located across all regions of the state, Missouri's area supervisors will continue to meet with superintendents of districts and school principals of former priority schools. Area supervisors will offer targeted supports to any building that performs at below 70% on Missouri's Annual Performance Report (APR). These targeted supports include targeted audits, continuation of the RSIT, and continued regular monitoring visits.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as focus schools. If the SEA's methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Missouri's methodology for identifying focus schools has resulted in the identification of schools that are:

a. Equal to at least 10 percent of the Title I schools in the state;
b. Title I schools with a low achieving Student Gap Group;
c. Title I high schools with graduation rates of less than 60 percent over a period of years for one or more subgroups.

As indicated in the identification of priority schools, the utilization of the previous methodology for determining whether or not schools met AYP resulted in the identification of 1,545 Missouri schools. Utilizing the criteria established below will allow Missouri to focus on those schools most in need of targeted assistance and intervention.

Focus School Identification

1. Use the Student Gap Group population, which is an unduplicated group of students that are any combination of Black, Hispanic, Free or Reduced Lunch, IEP Student, and/or LEP/ELL Student.
2. Determine number of schools to be identified -- i.e., 10 percent of Title I schools (1,166 x .10 = 117).

3. From the remaining number to be identified, determine whether there are any Title I eligible/participating high schools that have a graduation rate, for this ESEA subgroup, less than 60 percent for three consecutive years. Schools meeting that criteria are automatically on the list.
4. Remove from the list any school previously identified as a Priority School.
5. Using three years of English language arts data, determine whether a cumulative number of reportable students is equal to or greater than 30 needed to meet the cell size requirements.
6. Repeat for mathematics.
7. Cell size requirements must be met for English language arts and mathematics.
8. Determine the cumulative percent proficient or advanced for English language arts using three years of data (combine all three years counts of proficient and advanced, and divide by a combination of three years count of reportable).
9. Repeat for mathematics.
10. Calculate a combined subject area percent proficient or advanced between English language arts and mathematics to use for ranking.
11. Rank schools, using the combined subject area percent proficient or advanced, from greatest to least.
12. Use this data to identify the lowest performing, and to complete the identification of 10 percent.

2.E.ii Provide the SEA's list of focus schools in Table 2.

As indicated in assurance 8,the SEA will use achievement data from the 2014-2015 school year assessments to make final determinations for the focus list. The final list will be generated in the fall of 2015 and provided to the US Department of Education by January 31, 2016.

Total number of reward schools: 33
Total number of priority schools: 58
Total number of focus schools: 117
Total number of Title I schools in the state: 1166
Total number of Title I-participating high schools in the state with graduation rates less than 60 percent: 7

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

The Department is dedicated to focusing resources on ensuring an excellent educational system that is accessible to all Missouri students. This means holding each school accountable for student outcomes along the student's journey in preparation for postsecondary success. The Department will intervene on behalf of students in schools that are not demonstrating the expected outcomes for a specific subgroup(s) with targeted interventions designed to significantly reduce or eliminate performance gaps.

The type of required interventions and supports will assist identified schools in improving the performance of all students, with particular focus on improving the performance of groups of students that, based on data, have the greatest achievement gap. The intervention system will include tools and strategies to build capacity at the local level for LEA-focused school improvement.

Once identified as a focus school, the LEA will be required to submit an accountability plan that has been developed in collaboration with SSOS. This plan will identify the intervention model and the specific strategies necessary to remedy shortcomings in student achievement and/or graduation rate. The SSOS will assume responsibility for ongoing oversight of LEA progress toward meeting the objectives outlined in the accountability plan. Additionally, they will assist the focus school in remaining attentive to the implementation of the plan and will ensure that implementing one plan for improving student performance is the LEA's main priority.

It is essential that all accountability plans complete the approval process in time to allow implementation of the plan and interventions to begin no later than the end of the second semester of school year 2015-2016. This is of particular importance for LEAs with multiple focus schools. These LEAs frequently have systemic issues resulting in the need for extensive targeted professional development. Department regional staff, including the SSOS, will assume responsibility for ongoing oversight of progress made toward meeting targets and objectives. As schools annually exit focus status, new focus schools will be identified. These newly identified schools will have the school year immediately following identification to develop their accountability plan, with implementation beginning the next school year after plan development.

The Department's area supervisor for each region utilizes a monitoring report as part of their monthly school visits to ensure that the school is implementing improvement activities and interventions to address the reason the school was identified. This report will include a recap of the school's progress toward meeting the goals outlined in their Accountability Plan and the steps that must be taken prior to the next scheduled meeting.

The area supervisor submits the report to the Office of Quality Schools and the LEA. The area supervisor provides the school with immediate feedback from the report on any changes that must be made to ensure that the activities and interventions align with the plan, address the reasons for identification and are implemented with fidelity. The report is reviewed at the state level to determine what resources must be monitored to ensure that identified schools are successful.

LEAs with schools that are identified as focus schools will be required to, at a minimum, focus on the following interventions with the assistance of the SSOS:

- Improve classroom instruction (rigor, engagement, classroom management, differentiated instructional practice, implement and ensure alignment to the state's academic content standards and assessment practices as the state implements the new Missouri Learning Standards) Develop and implement appropriate, evidence-based instructional strategies found to be effective for all students and subgroups
- Develop common formative and summative assessments
- Establish a culture of professional collaboration that focuses on a school climate that is conducive to high expectations and provides a safe environment for learning
- Increase staff effectiveness in using data to inform and improve instruction

  - Participate in data team training
  - Use data to document progress and inform instructional practices
- Provide increased time for professional collaboration
- Utilize mapping to support continuous development of all adults (teachers and leaders)
- Implement Missouri's leader standards
- Implement with fidelity the strategies identified in the LEA and school improvement plans
- Maintain and report monthly on the dashboard of leading indicators
- Utilize feedback from regional partners to improve instruction, learning and leadership

Schools identified as focus schools with sizable gaps for English language learners and or students with disabilities will work directly with the SSOS to implement research- and evidence-based interventions. The SSOS will assist in the development of a timeline for improvement and the planning of high-quality, evidence-based, professional development that will result in increased language proficiency and improved academic results for English language learners and students with disabilities.

Specific English language learner strategies are described in the priority school section. The director of the Migrant Education and English Language Learning (MELL) program will be notified of schools that have been identified as either a priority or focus school, and the director will assign a MELL instructional specialist to work within the team of support to assist those schools by:

- assisting in the planning of high-quality, evidence-based, English language services that will result in increased language proficiency and improved academic results for ELLs.
- providing professional development designed to meet the needs of all school personnel so they can better instruct ELLs.
- developing with school officials a timeline for improvement and an evaluation process.

Specific strategies for students with disabilities are described in the priority section. The Department has placed special emphasis on those areas where progress has been relatively flat for the last several years and the need for improvement is clear. Research strongly suggests that some instructional practices have more potential to help students with disabilities succeed than others. The consistent and coordinated use of these effective strategies and training will be provided through the SSOS.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Accountability plans will require both qualitative and quantitative measures of progress as periodic benchmarks. These measures will be utilized to determine whether an adequate level of improvement has been reached, which will allow the school to be removed from focus school status. To ensure these gains are a result of systemic change(s), the Department will utilize the same data composites utilized to determine the schools original designation as a focus school. Schools will be exited from focus school status when the school no longer meets the definition of a focus school for three consecutive years and demonstrates that the Student Gap Group that

caused the school to be identified as a focus school has demonstrated at least three percent improvement in combined English language arts and mathematics proficiency between the year of initial identification and the most recent year of plan implementation. High schools identified as focus schools due to subgroup graduation rates must meet the following conditions in order to exit focus school status: (1) either achieve a graduation rate that is at or above the state subgroup graduation rate average for three consecutive years or meet their graduation rate progress target for three consecutive years; and (2) have no subgroup graduation rates below 60 percent based on the most recent available data.

The most recent four-year graduation rates available for the five ESEA subgroups that comprise the Student Gap Group are reported below.

Table 24. Four-Year Graduation Rates for ESEA Subgroups Comprising the Student Gap Group, 2014

Subgroup	Graduation Rate
Black	75.08%
Hispanics	80.01%
IEP Students	75.19%
LEP/ELL Students	64.48%
Free or Reduced Lunch	80.47%

If a focus school does not reach exit criteria after three years or has not shown significant improvement as determined by the Department, the LEA will be required to conduct another comprehensive needs assessment for the school and select a new intervention option(s) to address the identified needs. Further, these buildings will be responsible for conducting an analysis of the reasons for which they did not exit status in the initial three-year window. This analysis will drive future improvement by identifying potential pitfalls and ensuring that ineffective strategies are not repeated.

The area supervisors will also play an active role in ensuring improved performance for focus schools that do not exit status. The area supervisor will identify key areas for improvement and arrange for the Department to complete targeted audits for each school in one or more of the following categories:

- Community Involvement
- Climate and Culture
- Comprehensive School Improvement Plan (CSIP)
- Curriculum and Assessment
- Data
- Educator Effect
- Finance
- Governance
- Parent Involvement
- Professional Learning

The area supervisor will continue to conduct monthly monitoring visits for focus schools that have not exited status. In addition, the area supervisor will convene an additional monthly meeting to be attended by representatives from the priority and focus schools that have not exited. These meetings will encourage the exchange of best practices and positive educational

strategies.

When a school meets the exit criteria, the SEA will continue to review individual subgroup academic performance and individual subgroup graduation rates, and will continue interventions for any subgroups that do not meet the exit criteria.

Schools that have reached exit criteria will continue to be monitored and will receive ongoing supports following their exit from focus status. Located across all regions of the state, Missouri's area supervisors will continue to meet with superintendents of districts and school principals of former focus schools. Area supervisors will offer targeted supports to any building that performs at below 70% on Missouri's Annual Performance Report (APR). These targeted supports include targeted audits, continuation of the RSIT, and continued regular monitoring visits.

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps and increase the quality of instruction for students.

Missouri's differentiated recognition, accountability and support system will continue to provide incentives and supports to other Title I schools that are not making progress in improving student achievement or narrowing achievement gaps, based on the Department's new AMOs. The Department will continue to monitor the student achievement data of all Title I buildings to determine their current status. Services will continue to be provided to these schools based on a regional priority, specifically to those buildings identified as priority and focus buildings, but also to those Title I buildings that are not making necessary progress. Missouri will utilize the SSOS for the services and in some cases recommend an accountability plan be put in place by schools with the support of the SSOS.

Accountability Plans

The performance of each LEA and building is reviewed annually by the Department using the Annual Performance Report (APR). Review of these data guide the Department in determining LEAs and buildings that may serve as models of excellence, as well as LEAs and schools in need of improvement and the appropriate level of intervention necessary for significant and sustained improvement in student achievement. The State Board of Education assigns classifications of unaccredited, provisionally accredited, accredited and accredited with distinction based on the standards of the MSIP. As a condition of receiving a classification designation other than unaccredited, each school district reviewed under MSIP must maintain and implement a Comprehensive School Improvement Plan (CSIP) for local accountability in a format approved by the Department. Districts are identified through MSIP as needing improvement when the APR reflects multiple years at an unaccredited or provisional status, or demonstrates a trend of decline in student performance. When this occurs the district must submit a CSIP for approval by the Department, and the CSIP is elevated to an accountability plan. All schools maintain building level improvement plans aligned to the district CSIP. When a school is identified as a priority or focus

school as defined in this request, the building level CSIP is elevated to an accountability plan and must be submitted to the Department for approval. The implementation of support and interventions described for the priority, focus and other Title I schools will be included in the school's school improvement plan which is aligned to the district's CSIP or, if required, the accountability plan. Department staff provide guidance and technical support to schools in developing the school improvement plan. They monitor for improved student achievement and for the integrity and fidelity of implementation of the CSIP/accountability plan.

A district or school's accountability plan must be a collaborative effort to ensure that all stakeholders have reviewed the plan and agree that it contains strategies and action steps that, with fidelity of implementation, will lead to improved student performance. The local board of education and area supervisor, sign off on the plan. The plan holds all stakeholders accountable for their active participation in the implementation of the strategies and action steps indentified.

The SSOS framework ensures all students, schools, and districts are receiving the necessary support appropriate to their needs. To improve student achievement and to close achievement gaps, resources are distributed in a manner that is targeting specific student needs. The implementation of support and interventions described for the priority, focus and other Title I schools will be aligned to the Comprehensive School Improvement Plan (CSIP) and, if required, an aligned accountability plan. All districts in Missouri are required to maintain and implement a CSIP for local accountability. If an accountability plan is required by the Department, Department staff, including federal instructional improvement supervisors, will give guidance and technical support to buildings in developing their accountability plans. They will monitor for student improvement, integrity and fidelity of implementation of the accountability plan.

Regional School Improvement Team (RSIT)

In Under MSIP 5, unaccredited districts, provisionally accredited districts, or in districts where full accreditation is at risk, a Regional School Improvement Team (RSIT) is formed. The RSIT is a subgroup of the statewide system of support with targeted expertise in the components of the accountability plan. The RSIT team, under the umbrella of the SSOS, aligns efforts to support the needs of districts and schools. With the approval of the waiver, they oversee the delivery of school improvement services to LEAs/schools defined as priority, focus or other schools with consistently low student achievement or stagnant subgroup scores that are not closing the achievement gap.

The RSIT is comprised of a team of experts including the district superintendent, a district school board member, building personnel as determined by the superintendent, project manager, area supervisor, the federal instructional improvement supervisor, a regional representative, regional service center representative and other agencies/key stakeholders as directed by the Department. The team works directly with the Department to align SSOS's services to meet improvement requirements. The RSIT's role is to provide the organization, expertise and guidance necessary in the development of the school district's accountability plan and plan for targeted supports. They also assist in the acquisition of resources to facilitate successful implementation and collaboratively monitor data and progress.

Support for All Other Title I Schools

All schools, including reward schools, will be identified on an annual basis, for overall improvement within each metric (status, progress, and growth), and within the Student Gap Group category. Focusing on overall improvement will identify truly exemplary schools. Identifying Reward schools

for progress and growth—overall and for high-need students—will highlight schools that are making significant progress and provide a positive incentive for schools that may be doing incredible work, but have yet to fully close achievement gaps.

Other Title I schools (not identified as priority and focus schools) will be monitored by the Department. Schools not recognized as a priority or focus school, but with multiple risk factors (see Business Rules in section 2A) that indicate significant achievement gaps in subgroups, subject area or graduation rate, will be targeted for support and required to submit an assurance plan and CSIP with interventions targeted at the subgroup AMOs not met. Accountability data will be reviewed including school and subgroup progress toward meeting proficiency AMOs and any local assessments that will support the improvement process. Missouri will review data for all schools not meeting an AMO in any subgroup in ELA, mathematics or graduation rate for three consecutive years and require the LEA to revise their CSIP with interventions targeted at the subgroup AMOs not met. The Department will conduct a monitoring of the CSIP to ensure the LEA is addressing interventions to support student achievement in the identified area.

In addition, approximately 800 schools receive access to, Professional Learning Communities, Consolidated Work with Students with Disabilities, and/or Positive Behavior Supports direct services. Of the 800 school buildings, 370 receiving academic supports for student with disabilities based on achievement gaps or low proficiency rates for students with disabilities. Those schools with subgroup achievement gaps for students with disabilities and English language learners work directly with an area consultant to implement best practices for student achievement. Seventy-one districts that have been identified as not meeting their ELL AMOs l receive direct services from the SSOS specifically targeted at correcting the issues that caused them to not meet the AMO.

2.G Build SEA, LEA, and School Capacity to Improve Student Learning

2.G Describe the SEA's process for building SEA, LEA and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools and other Title I schools identified under the SEA's differentiated recognition, accountability and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with state and local resources); and

iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA and school capacity.

As Missouri began working with schools identified as persistently low achieving, as defined by the 1003(g) School Improvement Grant (SIG) program, it became clear that the capacity of the state,

LEA and schools would need to be augmented if the buildings in the project were to see sustainable improvements in instruction and student learning. As a result, the Department has developed and is utilizing a process that provides the LEA and identified building(s) with professional development, mentoring, coaching, leadership training and other forms of technical assistance, as well as the collection of perceptual data and classroom observations on a monthly basis. The goal is to provide these struggling schools with the tools and skills necessary to create systemic change that will continue after the closure of the grant period. The Department has built upon this process. Department officials engage in timely, comprehensive monitoring and technical assistance in an effort to build the capacity of the LEA.
To develop state-level capacity to effectively monitor and support LEAs and schools, the Department organizes and convenes a cross-office quality control team charged with building state capacity (e.g., sharing and maximizing knowledge about how to turn around districts and schools, cultivating skills and resources specifically designed for persistently low achieving schools, reducing duplication of state supports) and ensuring that supports provided to LEAs and schools are focused on building district and school capacity.

The Department utilizes the financial flexibility allowed through the waiver to effectively support the implementation of targeted interventions and professional development in low achieving schools. Priority and focus schools are required to use 1003(g) or 1003(a) funds to support the implementation of interventions as indicated in the waiver. LEAs with identified priority and/or focus school(s) are required to demonstrate sufficient support to fund improvement activities included in the school's accountability plan, or the LEA is required to set-aside up to 20 percent of its Title I.A LEA allocations previously required under 1116(b)(10) funds (funds for transportation and supplemental education services) to fund implementation of interventions in these schools. LEAs are expected to fund building-level Comprehensive School Improvement Plans (CSIP) for other Title I schools not identified as priority or focus schools. They may use funds previously required under 1116 (b)(10).

Statewide System of Support
Once districts and schools are identified as in need or have targeted areas of need based on the risk factors, Missouri has an extensive, well-developed system of support that responds to their needs. Missouri's Statewide System of Support (SSOS) is the framework that ensures all students, schools and districts are receiving the necessary support to improve student achievement, to close achievement gaps, and to ensure resources are distributed in a manner that is targeting specific student needs. A variety of supports and interventions are available to all schools such as professional development, online data mining tools, and technical assistance. Missouri has an established support system through Department field staff and staff in regional centers. The regional centers are located in strategic areas throughout the state. The SSOS serves as the primary mechanism for coordinating embedded professional development focused on the precise use of data to determine interventions and the implementation of highly effective instructional strategies for learning in priority and focus schools. The Department has aligned supports to provide focused and targeted interventions in and resources to LEAs and schools. In addition, the Department's staff, including area supervisors and internal specialized instructional staff, coordinate services guided by the needs of schools and districts.

All other schools will continue to be monitored by the Department. Targeted support for Title I schools not identified as priority or focus schools, will be based on risk factors that indicate significant achievement gaps in subgroups, subject area or graduation rate. The SEA has established risk factor and exemplars flag business rules. Supports are limited to those research-based

practices identified as highly effective and on which field staff has been trained. Schools with subgroup achievement gaps for students with disabilities and English language learners work directly with area consultant(s) to implement best practices for student achievement.

Regional School Improvement Team (RSIT)

In unaccredited districts, provisionally accredited districts or districts where full accreditation is in danger, a Regional School Improvement Team (RSIT) is formed. The RSIT is a subgroup of the statewide system of support with targeted expertise in the components of the accountability plan. The SSOS and RSIT team align efforts to support the needs of districts and schools. They oversee the delivery of school improvement services to LEAs/schools defined as priority and focus, and other schools based on risk factors that indicate significant achievement gaps in subgroups, subject area or graduation rate.

The RSIT is comprised of a team of experts including the district superintendent, school board member, building personnel as determined by the superintendent, project manager, area supervisor, the federal instructional improvement supervisor, a regional representative, regional service center representative, and other agencies/key stakeholders as directed by the Department. The team works directly with the Department to align SSOS's services to meet improvement requirements. The RSIT's role is to provide the organization, expertise, and guidance necessary in the development of the school district's accountability plan and plan for targeted supports. They also assist in the acquisition of resources to facilitate successful implementation and collaboratively monitor data and progress.

The regional team begins by examining the district's Annual Performance Report as well as the diagnostic data utilized to generate the MSIP onsite report. The MSIP onsite report includes multiple types of data:

- perceptual data generated by surveying parents, students, teachers, administrators and board members;
- classroom observation data generated during the onsite visit; and
- the school district's response to the MSIP standards, which provides supporting evidence addressing each standard.

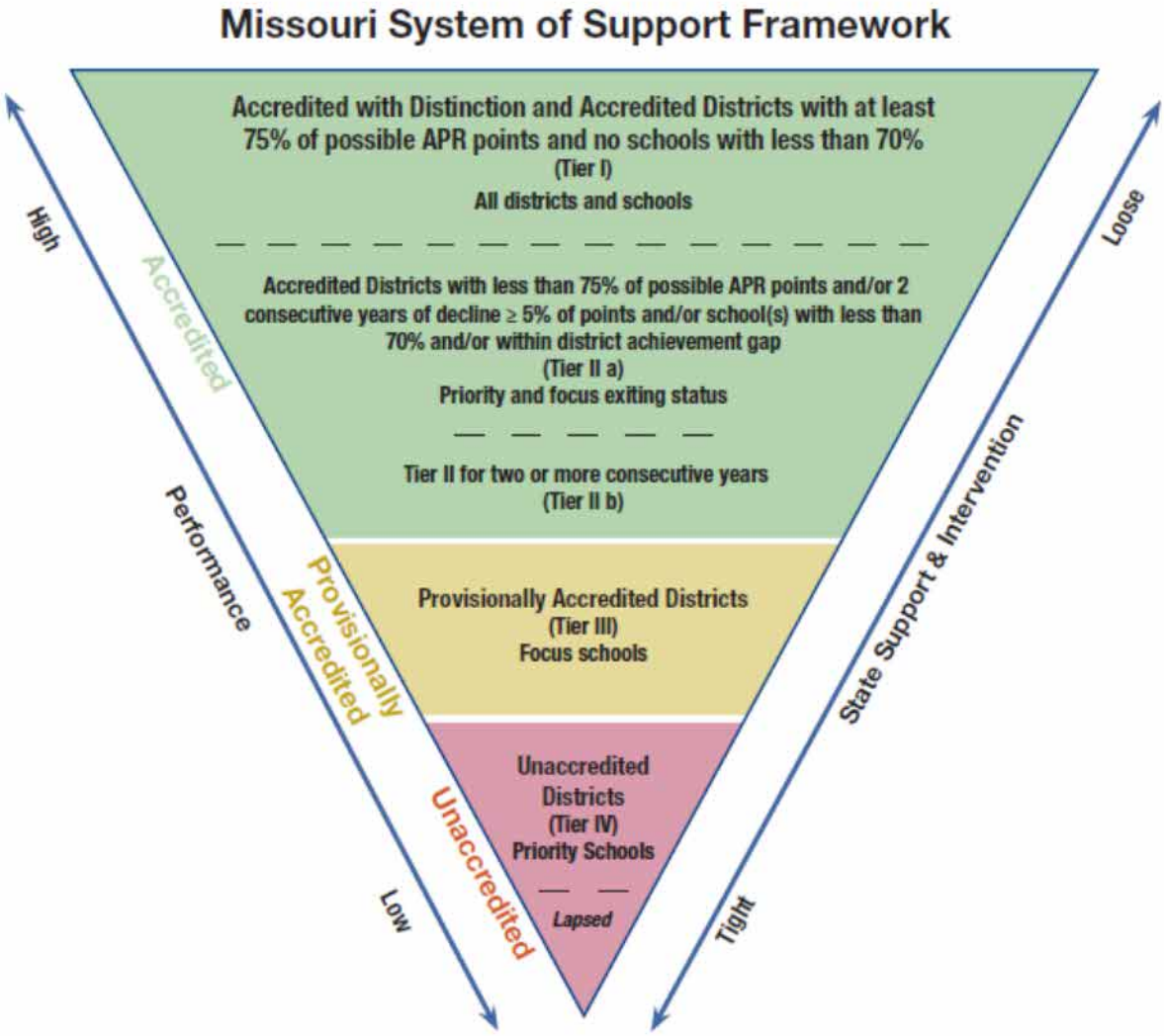
All districts in Missouri are required to maintain and implement a CSIP for local accountability. All schools maintain building level improvement plans aligned to the district CSIP. When a school is identified as a priority or focus school as defined in this request, the building level CSIP is elevated to an accountability plan and must be submitted to the Department for approval. The implementation of support and interventions described for the priority, focus and other Title I schools is included in the school improvement plan which is aligned to the district's Comprehensive School Improvement Plan (CSIP) or, if required, the accountability plan. Department staff provide guidance and technical support to schools in developing the school improvement plan. They monitor for improved student achievement and for the integrity and fidelity of implementation of the CSIP/accountability plan.

A district or school's accountability plan must be a collaborative effort. To ensure that all stakeholders have reviewed the plan and agree that it contains strategies and action steps that, with fidelity of implementation, will lead to improved student performance, the local board of education, and area supervisor sign off on the plan. The plan holds all stakeholders accountable for their active participation in the implementation of the strategies and action steps indentified.

The process identified below helps districts and schools with the development and implementation of their accountability plan and is used specifically for Tier III and IV districts as outlined on page 109.

Step	Action	Timeline
Identification	The Department releases information to the SSOS, district, and schools about the percent proficient and advanced along with risk factor identification for targeted support.	Summer
Orientation and Readiness	Build a common understanding for the school's improvement that includes school readiness and orientation of stakeholders to a systematic and targeted district or school improvement process. Conduct a review of building curriculum in comparison to LEA curriculum and state standards.	Summer/Fall
Collect and select data for review	Review accountability data including school and subgroup progress toward meeting AMOs and any local assessments that will support the improvement process.	Summer and continue throughout the school year
Clarify root causes and prioritize needs	Data-driven decisions about areas of focus regarding student achievement and desired goals are made.	Summer /Fall
Set goals and create accountability plans	Measureable statements are developed that can be used to determine the effectiveness of the improvement efforts which also establishes timelines, collaborative structures, desired adult behaviors that are achievable and address the urgent needs of the school or district.	Completed by Fall
Study and select research-based practices to support the action plan and goals	Conduct extensive research to find strategies and rationale for use to improve learning in each goal area (this may include data team training, specific support and targeted interventions for students with disabilities and English Language Learners).	Begin Fall and continue throughout the school year
Implementation of the plan	Implement the action plan and targeted interventions.	School year
Monitor and support of the action plan	Monitor progress of planned activities and tasks to determine if desired outcomes are being accomplished within given timelines.	Adapt benchmarks throughout the year
Review impact of student achievement	Create a routine system of the effectiveness of the action plan.	School year

The following offers an overall view of Missouri's SSOS:



Tier I:
Includes support documents, tools, reviews and technical assistance available to all districts/schools (including reward schools). Some district/school-based assistance (such as compliance reviews and technical assistance) is scheduled as part of cohort monitoring or can be requested by districts. Other locally based assistance is often available through regional centers and may require a fee depending on the regional structure and capacity.

Tier II:
Includes additional support often in the form of assistance provided directly by the Department or through contracts with the regional centers (including Title I schools) that are identified due to low performance of all students or to low performance or gaps for certain subgroups within the district/school by risk factors. Supports will be limited to those research based practices identified as highly effective on which field

staff have been trained, and schools/districts must commit to implementing with high levels of integrity. Funding and capacity may limit the numbers of schools/district receiving assistance at no cost.

Tier III:
Includes additional support available to provisionally accredited districts or focus schools. Funding often goes directly to districts/schools agreeing to implement a narrow set of evidence-based strategies identified as appropriate to their needs. Additional technical assistance/oversight is provided by regionally assigned area supervisors.

Tier IV:
Additional support available to unaccredited districts or priority buildings. Funding goes directly to districts/schools agreeing to implement evidence-based strategies consistent with the turnaround principles or turnaround plans approved by the Department. Additional technical assistance/oversight is provided by area supervisors and federal programs personnel.

All schools including reward schools/Level I support will be identified on an annual basis, for overall improvement, within each metric (status, progress, and growth), and within the Student Gap Group category. Focusing on overall improvement will identify truly exemplary schools. Identifying reward schools for progress and growth—overall and for high-need students—will highlight schools that are making significant progress and provide a positive incentive for schools that are doing incredible work, but have yet to fully close achievement gaps.

Other Title I schools/ Level II support will be monitored by the Department. Schools not recognized as a priority or focus school, but with risk factors (see Business Rules in section 2A) that indicate significant achievement gaps in subgroups, subject area, or graduation rate, are targeted for support. Accountability data will be reviewed, including school and subgroup progress toward meeting proficiency AMOs and any local assessments that will support the improvement process. Approximately 800 schools receive Professional Learning Communities, Consolidated Work with students with disabilities, and/or Positive Behavior Supports direct services. Of the 800 school buildings, 370 are receiving academic and/or behavioral supports for students with disabilities based on achievement gaps or low proficiency rates. Those schools with subgroup achievement gaps for students with disabilities and English language learners work directly with an area consultant to implement best practices for student achievement. Sixty-nine districts that have been identified as not meeting their ELL AMOs receive direct services from the SSOS specifically targeted at correcting the issues.

Focus schools/Level III support/approximately 115 schools identified are also required to develop and submit an accountability plan for accelerated improvement. While the state will continue to monitor the improvement of focus schools and their use of federal and state dollars, the primary responsibility for monitoring focus schools will rest with shared responsibility with the district. SSOS staff and staff from the regional centers continue to work with district leaders to develop monitoring processes and develop systems to build district capacity.

Priority schools/Level IV support/approximately 57 schools identified (the 5 percent of persistently underperforming schools) are provided with intensive support, through the SSOS, to

develop and submit an accountability plan for accelerated improvement, building upon the transformation and turnaround approaches to dramatic school improvement, as described in the federal School Improvement Grant (SIG). Priority schools are monitored on an ongoing basis to ensure that plans are implemented with fidelity and that all of the conditions are in place so that the school can make necessary changes. The state uses available federal and state accountability levers (and resources) to accelerate improvement efforts and reduce achievement gaps in priority schools.

Missouri is submitting the number of reward, priority, and focus schools that were identified in Missouri's initial waiver application. Once newly proposed exit criteria is approved, the state will then re-run reward, priority, and focus school lists. The schools who meet the criteria will be exited, and the state will identify new buildings using 2015 assessment data. This process will be repeated annually for reward, priority, and focus schools. Missouri will provide its updated lists to the U.S. Department of Education by January 31, 2016.

All other schools, including other Title I schools, are monitored by the Department. Schools not recognized as a priority or focus school, but with risk factors that indicate significant achievement gaps in subgroups, subject area, or graduation rate will be targeted for support. The SEA has established risk factor and exemplars flag business rules. Supports are limited to those research-based practices identified as highly effective and on which field staff have been trained. Schools with subgroup achievement gaps for students with disabilities and English language learners work directly with area consultants to implement best practices for student achievement.

The risk factors ensure that any subgroup achievement gaps are identified for targeted interventions of support. Risk factors identify schools with overall acceptable to high performance that are in need of targeted assistance. For example, if a school's overall mathematics proficiency rate is high, yet the mathematics proficiency rate of a particular subgroup is low, a risk factor will be reported to the school for mathematics.

Missouri Comprehensive Data System (MCDS)

Missouri has been proactive in making data accessible to the public. Beginning in 2002, prompted by the need for a robust data-driven decision-making capacity, state education officials completed a visioning process for the establishment of a comprehensive K-12 data and reporting system. In the subsequent years, the Department implemented a multi-phase strategy to develop this capacity. In 2010, the foundational phase of the Missouri Comprehensive Data System (MCDS) was launched in the Department's website to provide student achievement results for the state, school districts and individual school buildings, along with state and federal accountability results, student characteristics data, early childhood education data, career education data, special populations data and education staff data. The next phase included incorporating linked longitudinal student data, providing the ability to securely drill into reports and easily manipulate measures specific to the user's needs. This portal has been adapted to accommodate the revisions of the updated AMO calculations for federal accountability and also serves as a transition tool by making 4th Cycle MSIP data available as well as MSIP 5. Following is an example of how to access data in the quick facts, accountability selection, to review a district's APR report.

Data can be selected by subgroup, year, and content area, providing districts a tool for analyzing each of these areas for targeted support

Table 25. Capacity Building Activities through the SSOS

Build Capacity	Activity
Priority Schools	Develop, train and implement regional SSOS to assist schools on utilization of the teacher and leader standards
	Train the regional SSOS on the implementation and alignment of the Missouri Learning Standards and assessments
	Develop tools needed for extended learning time and professional collaboration
	Develop and provide data team training to regional SSOS to increase staff effectiveness and inform instruction
	Develop supports for professional collaboration which focuses on school climate and high expectations and collaborative teaching practices
	Develop tools, practices and procedures to ensure parental and family engagement
	Develop and implement interventions and instructional strategies for all students including all subgroups
Focus Schools	Develop, train and implement regional SSOS to assist schools on utilization of the teacher and leader standards
	Train the regional SSOS on the implementation and alignment of the Missouri Learning Standards and assessments
	Develop and train on the use of common formative and summative assessments
	Develop and provide data team training to regional SSOS to increase staff effectiveness and inform instruction
	Develop tools that support accelerated improvement within accountability plans
	Develop supports for professional collaboration which focuses on school climate and high expectations and collaborative teaching practices
	Develop and implement interventions and instructional strategies for all students including all subgroups
	Develop tools, practices and procedures to ensure parental and family engagement
	Maintain fidelity of the accountability plans
Other Title I Schools not meeting AMO's, schools not meeting subgroup achievement and all other schools choosing services	Train the regional SSOS on the implementation and alignment of the Missouri Learning Standards and assessments and other work as described in focus schools above
	Monitor to the extent in which goals and targets are being met
	Develop and implement interventions for ELL students or students with disabilities
RSIT (Regional School Improvement Team)	See Page 107

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	**Option B**
☒ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Option A was selected due to the fact that Missouri has finalized the elements and core features of Missouri's Educator Evaluation System, which was approved by the State Board of Education during their June 2012 meeting and was piloted and field-tested beginning in 2012-13, with full implementation by 2014-2015. A brief description of the development effort including considerable input from teachers and stakeholders across the state, is provided as background information. Also provided is a brief summary of the key elements of the planned Educator Evaluation Model to illustrate how the model addresses the guidelines consistent with Principle 3.

Overview

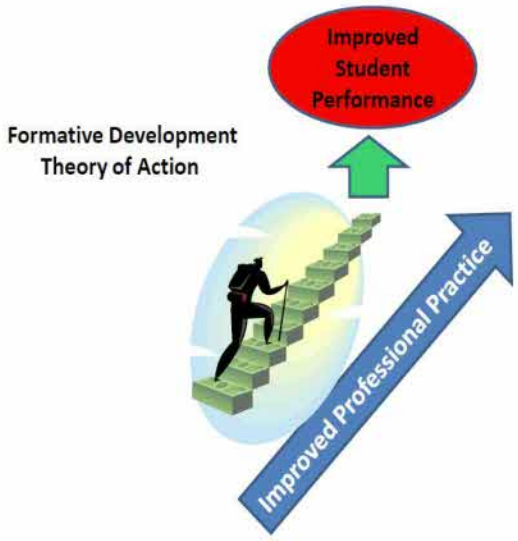
In 1983, the Missouri legislature adopted statute 168.128 RSMo directing the board of education of each school district to cause a comprehensive performance-based evaluation for each teacher employed by the district and the Department to provide suggested procedures for such an evaluation. Preliminary model evaluation instruments were subsequently created and made available for district use. In June 2010, state Senate Bill 291 was passed directing school districts to adopt teaching standards which were to include the following elements: students actively participate and are successful in the learning process; various forms of assessment are used to monitor and manage student learning; the teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; the teacher uses professional communication and interaction with the school community; the teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; and the teacher acts as a responsible professional in the overall mission of the school.

In response to the need to develop and adopt teaching standards, in July 2010 the Department organized and initiated a working group of key stakeholders which included all major educational organizations in the state, nearly two-thirds of the educator preparation institutions and representation from over thirty public school districts. Building upon the work of the Missouri Advisory Council of Certification for Educators (MACCE), the working group developed the Missouri Model Teacher and Leaders Standards. A full listing of the Teacher and Leader Standards, including a description of the effort of the working group and the research that informed the development of standards, is presented in the standards information document. Also developed were quality indicators for each standard and professional continuum articulating multiple performance levels for each standard. As the Teacher and Leaders Standards were under development, every educator in Missouri was given an opportunity to provide feedback and the working group used this feedback to improve the standards and indicators prior to their approval by Missouri's State Board of Education in June 2011 (June 2011 Board Minutes, Item #11738).

The approval of the Teacher and Leaders Standards and quality indicators in June 2011 and approval of the counselor, librarian and superintendent standards and indicators by the State Board of Education in December 2011 resulted in collective agreement regarding educator performance targets at all levels and serve as the foundation of Missouri's Educator Evaluation System. The process of creating these standards and indicators engaged stakeholders in discussions about the types of measures and evidence necessary to ensure improvement in professional practice for the purpose of improving student performance.

Continual Improvement of Instruction

The theory of action guiding the development of Missouri's Model Evaluation System is based on the assertion that improving student achievement is accomplished only within a collaborative culture focused on improving the professional practice of those teaching in classrooms and providing leadership in schools. A substantial body of research establishes the teacher as the most significant factor in a student's learning, followed next by effective leadership. As such, Missouri's system focuses on the formative development of its teachers and leaders by using the standards and quality indicators as the essential targets and the professional continuum as the blueprint for improvement.



The Missouri Model Teacher and Leader Standards employ a developmental sequence defining a professional continuum that articulates how knowledge and skills of educators mature and strengthen. The professional continuum identifies expectations of performance at the candidate level (pre-service educator preparation) and at four levels of performance for the practicing teacher and leader. By intentional design, the professional continuum includes expectations at the candidate level to ensure that new teachers and leaders have the knowledge and skills necessary to be successful at meeting the accountability expectations of the Missouri Learning Standards. The state's accreditation process for preparation institutions is currently being redesigned to align and support performance targets at this initial level of the continuum. Performance targets at the pre-service level establish a seamless partnership between the state's 39 educator preparation institutions and its PK-12 schools. The standards, indicators, and professional continuum establish a shared focus on improving student achievement from preparation through practice using high-quality standards for students and effective processes for determining candidate and practitioner performance.

The professional continuum and quality indicators serve as the primary metrics used to evaluate teachers and leaders as part of Missouri's Educator Evaluation System. Measures of evidence have been identified at each level of the continuum and are used to determine current status of professional performance and a blueprint for growth to achieve improved practice. The measures of evidence and artifacts of teacher and leader performance at each level along the continuum come from a wide variety of sources and include measures of student performance.

Organizing Professional Practice into Professional Frames

The Teacher and Leader Standards and quality indicators are organized into three professional frames, reflecting the research base on educator development and feedback from Missouri educators on how to make the standards meaningful to teachers and leaders. The entire set of teacher standards documents and leader standards documents is available on the Department's website. The three frames are professional commitment, professional practice, and professional impact. These frames, which together constitute the effective educator, organize the standards and indicators to facilitate the formative development of teachers and leaders.

The **professional commitment frame** includes indicators that articulate performance targets related to the commitments a teacher and leader make as a result of their role as educators. Measures of evidence articulated through growth guides for each indicator in this frame verify that the teacher or leader is fulfilling these essential agreements. These include a commitment to current content and curriculum as articulated through the state's alignment to the Missouri Learning Standards; to the learning and application of high impact research-based instructional strategies; to the use of data to clearly articulate the needs of students; to transparent and accurate communication to community stakeholders, parents and students regarding student performance; and to modeling and engaging in collaborative, professional practices using collective strategies to best meet student needs.

For leaders, the indicators in this professional frame include a commitment to a vision, mission and goals that promote success for all students; to strategies that address the diversity of student learning needs; to strategies that promote collaborative strategies for the benefit of all students; and to promoting and modeling ethical practices.

The **professional practice frame** is specific to effective actions or behaviors in which a teacher and leader engage. Measures of evidence articulated through growth guides for each indicator in this frame verify the degree to which the teacher or leader can demonstrate these specific actions or behaviors. For teachers, these include the effective delivery of appropriate content; recognizing and addressing unique learning needs of students; delivery of district and state curriculum aligned to the Missouri Learning Standards; promoting critical thinking skills; creating an environment that promotes high levels of learning; enhancing the overall communication skills of students; and effectively using student data.

For leaders, these indicators articulate specific practices promoting a vision, mission and goals that support student learning; building the capacity of effective teaching strategies for their staff; effectively managing the facility and resources; evaluating and developing staff to instruct students at high levels; and promoting a collaborative culture to support improved student learning.

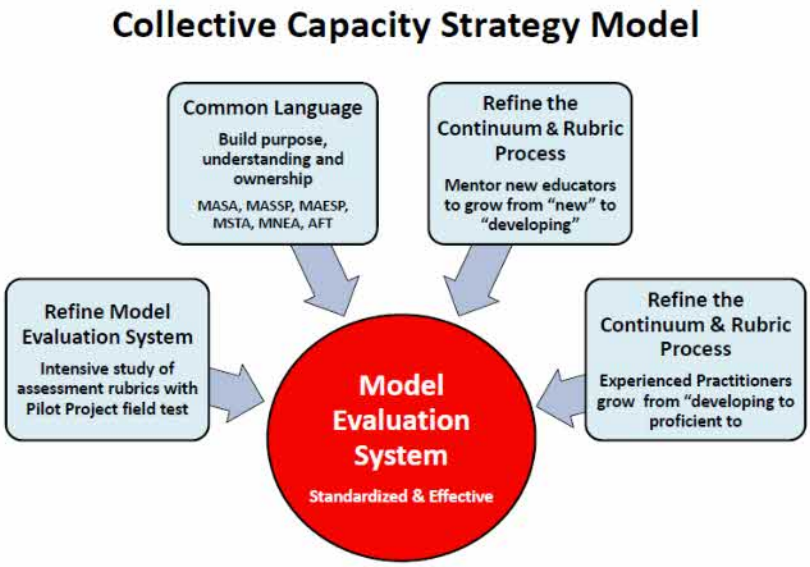
The **professional impact frame** is specific to the effect, consequence or result that occurs due to the behaviors and commitments of the teacher and leader. Measures of evidence articulated through growth guides for each indicator in this frame verify the extent to which the teacher or leader has had an impact. Teachers fulfilling their professional commitment and engaging in proven practices create measureable impact. A demonstration of impact occurs when students increase their learning of content and use of academic language; set learning goals and monitor their own learning progress; expand and enhance critical thinking capabilities; improve their overall communication skills; and understand and use data about their own learning to enhance further acceleration.

For leaders, a demonstration of impact occurs when teachers are motivated to achieve the school's vision, mission and goals; implement effective instruction and assessment practices; support the priorities of the building on educational equity; collaboratively engage with others to promote the learning of all students; and contribute to documented evidence that overall improvement of student learning is occurring.

Current Activities and Plan to Develop and Finalize the Educator Evaluation System

The Department of Elementary and Secondary Education developed the Educator Evaluation System to build collective capacity on the fundamental guidelines of the state's evaluation model

through four specific strategies.



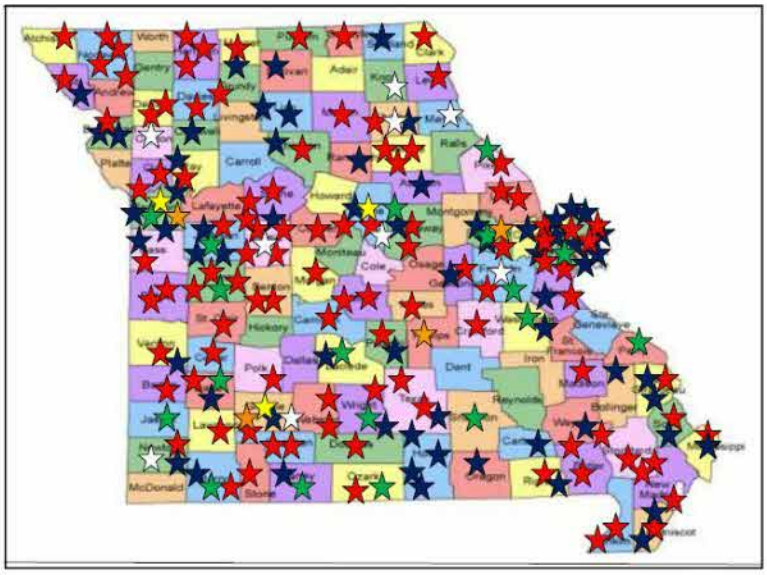
These four strategies were designed and enacted following the adoption of the standards, quality indicators and professional continuum in June 2011. Education partners and LEAs involved in all four strategies providing specific input and feedback in articulating Missouri's Flexibility Waiver Request. The State Board of Education approved a one-year pilot of the model evaluation system.

The following narrative provides a brief description of the process used to refine the professional continuum and rubrics for use in the Educator Evaluation System and an overview of the essential elements of the system.

Refining the Continuum and Growth Guides

Growth guides created for each indicator within each professional frame were field-tested with multiple LEAs to assure their accuracy. This is one of two major pilot projects that occurred in the state of Missouri. The specificity and precision the growth guides offer in regard to performance targets and measures of evidence establish a process of formative development. This resulted in higher levels of performance in teachers and leaders, and associated with higher levels of student performance. This required that the growth guides be valid and reliable.

Missouri Model Educator Standards Pilot Project



The first pilot project involved feedback and input from field-testing occurring in 173 participating districts. The stars on the map indicate different types of pilots that occurred in districts. The feedback from these LEAs was used to inform and finalize Missouri's Educator Evaluation System.

The Office of Educator Quality and a design team comprised of practitioners and members of higher education finalized the Missouri Educator Evaluation System in June 2012. A detailed implementation timeline, including an ongoing review and revision process, is provided in table

24:

Table 24. Educator Evaluation System Timeline

Timeline	Key Milestone or Activity	Party Responsible
June 2011	Adopt State Guidelines	Stakeholder group; Office of Ed Quality
August 2011 to June 2012	Pilot projects inform final design of model	173 districts; Model design team
May 2011 to June 2012	Final editing to quality indicators Final design for the evaluation tool	Model design team
June 2012	State Board of Education approves model system	Office of Ed Quality; State Board
Summer 2012	Reliability/validity study on indicator language Training modules for evaluators	Research study/Office of Ed Quality
August 2012	Official rollout at the Administrator Conference Engage communication plan	Model design team Office of Ed Quality
2012-2013	Large scale pilot of the model evaluation system Pilot for LEAs not adopting the state model Training on model evaluation system Continued testing on validity /reliability of indicators Pilot on evaluator training	Office of Ed Quality Piloting districts Design team
2013-2014	Statewide trainings on effective evaluation	Office of Ed Quality Certified trainers
2014-2015	Local evaluation aligns to six of the seven Essential Principles of Effective Evaluation	All

Pilot Project 2012 – 2013

A pilot project was conducted in the 2012-2013 school year to gather further feedback from Missouri districts on the Educator Evaluation System. LEAs not adopting the state model will participated in trainings on alignment efforts to the essential principles of effective evaluation. The trainings included general information and technical assistance to LEAs adopting the state model and LEAs revising their local process.

The 2012-2013 pilot project year provided LEAs not adopting the state model the opportunity to align their local evaluation process to the essential principles set forth in the state's evaluation system. Gap analysis data generated through the regional fall trainings provided specific direction on the particular essential principle(s) that were to be addressed to ensure alignment to the same foundational principles present in the state's model.

The overview of the pilot project conducted was as follows:

- Summer 2012– districts were provided an overview of the state model through the school administrator's conference. A webinar per week series was offered throughout the months of August and September and LEAs were encouraged to incorporate this information into opening year teacher in-service meetings. A special workshop was provided in August to all education associations in the state.
- Fall 2012 – all districts in the state of Missouri were invited to participate in formal regional

trainings. These trainings included an overview of the state's model Educator Evaluation System. This overview provided basic information necessary to assist districts in determining if the state model is most appropriate for their system.

- The regional training day provided an overview of the Essential Principles of Effective Evaluation (see page 124) which include: use of research-based performance targets; differentiated levels of performance; probationary periods for new teachers and leaders; use of student performance measures; ongoing deliberate, and meaningful feedback, ongoing training for evaluators; and the use of evaluation results to inform personnel determinations, decisions and policy. These seven essential principles of effective evaluation provide direction and guidance in accurately assessing performance in all teachers including those who work with all populations of students (i.e. special education students, ELL students, etc). Input from teachers working with unique student populations (i.e. ELL students) was gathered to examine how research that supports the state model is appropriately applied to teachers of students with unique needs. Additionally, specific work was done with national researchers to best determine how to effectively evaluate teachers working with unique student populations.
- Finally the regional training day was used to conduct a review of local evaluation processes to provide districts with the necessary information to determine the overall effectiveness of their current evaluation system based on the seven essential principles of effective evaluation. A gap analysis tool was used to generate appropriate data regarding next steps that districts took in either deciding to participate in the pilot project of the state model or planning specific steps to address revisions in their own local evaluation systems.

Regional service center consultants, an integral part of Missouri's Statewide System of Support, provided technical support and follow-up to districts adopting the state model and revising local models. In addition, regional area supervisors and instructional improvement consultants, also a critical element of the System of Support, provided follow-up to districts as well. All those participating in the statewide pilot project provided feedback on the system to guide revisions in the summer 2013. A structured process of feedback including surveys and focus groups were conducted to help with language revision and clarifying indicator priorities based on highest impact on student learning.

The purpose of the 2012-2013 state pilot project was to determine which measures and processes are most effective at improving practices resulting in the increase of student achievement. One particular area of focus for the pilot was to test the relationship between ratings of teacher and leader performance and low student growth. Specifically, the SEA, with input from its external evaluator REL Central under the leadership of Dr. Bob Marzano, explored the requirement that a teacher and/or leader cannot be rated proficient or distinguished with low evidence of student growth. The outcome of this work was the creation of an Effectiveness Determination Chart. This chart established the relationship between overall ratings of effectiveness and student growth ratings. Use of the chart ensures that ratings of proficient or distinguished also include acceptable evidence of student growth.

Teacher performance and growth should align to student performance and growth. Should a misalignment occur, the growth plan for teacher and principal should identify strategies for aligning the ratings between educator and student performance.

TABLE 25. TEACHER GROWTH GUIDE 1.1

New	Developing	Proficient	Distinguished
1N1) The new teacher… Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	1D1) The developing teacher also… Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.	1P1) The proficient teacher also… Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	1S1) The distinguished teacher also… Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Professional Frames			
Evidence of Commitment *Is well prepared to guide students to a deeper understanding of content* ***Evidence of Practice*** *Instruction reflects accuracy of content knowledge* ***Evidence of Impact*** *Students are generally familiar with academic language*	***Evidence of Commitment*** *Stays current on new content and incorporates it into lessons* ***Evidence of Practice*** *Instruction indicates an appreciation of the complexity and ever evolving nature of the content* ***Evidence of Impact*** *Students are able to use academic language*	***Evidence of Commitment*** *Use of supplemental primary sources that are aligned to local standards* ***Evidence of Practice*** *Instructional focus is on the most important concepts of the content and includes new content as appropriate* ***Evidence of Impact*** *Students accurately use academic language related to their discipline*	***Evidence of Commitment*** *Continually expands knowledge base on content and infuses into content* ***Evidence of Practice*** *Continually seeks out new information and applies it to learning in their classroom* ***Evidence of Impact*** *Students communicate effectively using academic language from a variety of sources*
Score = 0 1 2	**3 4**	**5 6**	**7**

Regional Educational Library Midwest (REL) tested additional components of the Educator Evaluation system during the 2012-2013 pilot year and included:

- A review of the teacher indicators within the professional practice frame in order to ensure their progression aligns with the research base for cognitive development associated with skill acquisition. Based on this review, language was altered in some of the indicators to reflect a progression of growth.
- Testing to determine if three indicators are the appropriate minimum requirement to encourage change in practice resulting in improved student growth and yet maintain the manageability of the system. The resulting outcome was a recommendation that teachers and leaders focus on no more than three indicators at a time. Additional indicators can be

added if necessary.

- Testing to determine if the use of 0-7 rating scale for each growth guide includes enough granular detail to improve practice on discrete elements of performance and yet not be overly detailed and challenge the reliability of the overall process. The 0-7 scale was kept and incorporated into the final model.

The 2012-2013 pilot project provided findings and information from these areas and informed revisions made in summer 2013 (noted above). With those final revisions complete, the entire system was then released in the 2013-2014 school year with full implementation in 2014-2015.

In addition to the statewide pilot project, two specific initiatives sponsored by the Office of Educator Quality were involved in providing feedback. The Leadership Academy, a yearlong development program for school leaders, had 64 participating districts in the 2011-2012 pilot and contributed a great deal of feedback and input on the leader indicators. The Academy participated in the 2012-2013 pilot as well. The Administrator Mentor Program, a statewide induction support program for all first and second year principals, career education directors, special education directors and superintendents, had 103 participating districts that year and contributed feedback and input regarding the leader indicators. This program was involved in the 2012-2013 pilot as well. Charter schools and private schools were invited to participate in the 2012-2013 pilot project. Charter schools are treated as public schools. Private schools, which contribute to the overall learning of Missouri students, were invited to participate on a fee-for-service basis. These initiatives provided findings and information and informed revisions made insummer 2013. With those final revisions complete, the entire system was then piloted in the 2013-2014 school year with full implementation in 2014-2015.

Essential Principles of Effective Evaluation

Missouri's model Educator Evaluation System focuses on growth at all levels of an LEA—from the superintendent to the principal to the teacher—in order to impact the quality of instruction provided to students. The system is informed by research-based and stakeholder developed teacher and leaders standards; it includes valid measurement tools and protocols framed by the three professional frames, the quality indicators, and assessed through a professional continuum; and it measures growth in teacher and leader practice and growth in student learning. The essential principles of effective evaluation are the foundation for the state's model. Local evaluation models align to these principles, with implementation beginning in the 2014-2015 school year, to create consistency in assessing educator performance across the state.

- Measures performance against **research-based practices** aligned to those articulated in the state's model teacher and leader standards
- Uses multiple ratings to **differentiate levels of performance**
- Highlights a **probationary period** of adequate duration which results in sufficient induction and socialization support for new teachers and leaders
- Uses **measures of student growth in learning** as a significant part of the evaluation of professional practice at all levels and ensures that a proficient or distinguished rating cannot be received in educator performance if student growth is low
- Provides ongoing, regular, timely, and meaningful **feedback on performance**
- Includes standardized and ongoing **training for evaluators**
- **Uses evaluation results to inform** decisions, determinations and policy regarding

personnel

Essential Principle 1: Performance Targets

Key stakeholders, including all major educational organizations in the state, nearly two-thirds of the educator preparation institutions, and representation from over thirty public school districts, created the model teacher and leader standards which were approved by the State Board of Education in June 2011. The standards include a wide research base. LEAs adopting or aligning local standards to the state's standards are assured that their performance targets align to research-based practices. The criteria indicating alignment to this principle includes the following:

Principle 1: Performance of educators is measured against research-based, proven expectations and performance targets consistent with the improvement of student achievement.

- Educator performance targets are research-based and proven.
- Performance targets align to appropriate state and national standards.
- Performance targets articulate essential practices.
- Performance targets are clearly articulated.
- Performance targets of the educator link to improvements in student learning.

Alignment of the local evaluation process to this principle is required in 2014-2015. This alignment is verified by school level data submitted by districts through Screen 18a of the state's Core Data System.

Essential Principle 2: Differentiated Levels of Performance

Stakeholders also created quality indicators articulated across a professional continuum for each standard that specifies expectations at the pre-service level and four levels of practice. A professional continuum has been created for the superintendent, principal and teacher. Every educator in Missouri was given an opportunity to provide feedback that was used for the refinement of the standards, quality indicators and professional continuum prior to their approval. The criteria indicating alignment to this principle includes the following:

Principle 2: Multiple ratings are used to differentiate levels of educator performance.

- Includes a minimum of 3 differentiated levels.
- Includes clear statements of performance at each level.
- Each level allows for discrete, independent, measureable performance targets.
- Each level appropriately describes practice.
- Levels provide clear direction for growth and development in practice.

Alignment of the local evaluation process to this principle is required in 2014-2015. This alignment is verified by school level data submitted by districts through Screen 18a of the state's Core Data System.

Essential Principle 3: A Probationary Period for New Educators

Missouri law indicates that the first five years of teaching is a probationary period for new teachers. This time period provides for the accurate and appropriate accumulation of performance data on a

new teacher's practice. During the probationary period, additional induction and socialization support, aligned to the state's new teachers' mentor standards, is provided. This support is confidential and non-evaluative and is provided for all beginning teachers and leaders. The probationary period for the principal is two years and one year for superintendent. The Department offers a statewide mentor program, the Administrator Mentor Program, for new leaders. The criteria indicating alignment to this principle includes the following:

Principle 3: A probationary period of adequate duration is provided to ensure sufficient induction and socialization through developmental support for new teachers and leaders.

- Includes required mentoring as a component of a comprehensive induction process.
- Complies with Missouri statute regarding the probationary period.
- Is informed by the state's mentor standards.
- Includes confidential, non-evaluative support linked to the district's overall plan for professional development.
- Focuses on essential practices of particular significance for novice practitioners.

Alignment of the local evaluation process to this principle is required in 2014-2015. This alignment is verified by school level data submitted by districts through Screen 18a of the state's Core Data System.

Essential Principle 4: Use of Measures of Student Growth in Learning

Because Missouri's system of educator evaluation has as its ultimate goal the improvement of student performance, standards, indicators and measures of evidence are designed to gauge student learning. The professional impact frame, one of three frames used to assess educator effectiveness, is organized using multiple measures of student evidence. This frame focuses on the impact that a teacher, principal, and superintendent can have on the learning of students. Evidence for the growth guides in this frame examines how well students are learning as a result of personnel, structures, and resources.

Student growth, as defined in the ESEA Flexibility Waiver guidelines, is a change in student achievement between two or more points in time. This includes state assessments as required under ESEA section 1111(b)(3) and alternate, district generated assessments comparable across schools within an LEA. Evidence in the professional impact frame includes, but are not limited, to: common, benchmark and formative district-generated assessments; peer reviewed performance assessments; mutually developed student learning objectives by evaluator and teacher; individualized student growth objectives defined by the teacher; results on pre-tests and post tests or end-of-course tests; student work samples such as presentations, papers, projects, portfolios; and state assessments.
The professional impact frame includes student evidence in 21 of the quality indicators at the teacher level, 10 quality indicators at the leader (principal) level, and 14 quality indicators at the superintendent level. Each quality indicator is articulated across a professional continuum of differentiated performance levels (one pre-service and four levels for the practitioner). Each level incorporates data on student performance and growth in student learning from a wide variety of different measures.

The Educator Evaluation System protocol requires that the assessment of performance occur using a minimum of three indicators and that evidence of practice and impact be included in at least two

of the three indicators. Measures of growth in student learning are included as a part of the impact evidence. This evidence is assessed at minimally two points in time and articulated across the professional continuum. This guarantees that measures of growth in student learning be a significant part of the evaluation process.

As a part of the 2012-2013 pilot project, LEAs revising their local evaluation process tested their system to ensure that growth in student learning is a significant factor. Multiple measures will be included that provide data on growth across two points in time. Student growth data should be one component of a balanced set of measures of educator performance. Other measures likely include observation data, review of artifacts or survey data. Student growth data includes multiple measures over multiple years.

As with the state model that requires that teachers be rated proficient or distinguished only if students are achieving growth, LEAs piloted ways to incorporate growth in student learning in their local evaluation process to ensure that teachers and leaders that are rated proficient or higher achieve student growth based on state assessments for tested grades and tested areas or district generated for non-tested grades and areas and other multiple measures of growth in student learning.

The state of Missouri conducted a pilot project which focused on student growth and value-added measures. There were 156 districts participating in this pilot project. The Growth Model Technical Advisory Committee (GMTAC) analyzed data on these two models to determine the most appropriate metric for evaluating educators. Recommendations from this committee were used to inform the state's evaluation guidelines and its model educator evaluation system.

The GMTAC offered support and guidance to the SEA and to LEAs as they explored the most effective way to incorporate data of student learning into evaluation processes.

The SEA is supporting and building capacity in districts as they determine appropriate measures of growth in student learning. Assistance is being provided by the SEA through regional service centers which are offering trainings to all school districts across the state on Student Learning Objectives. SLOs provide the means for gathering student growth data for all students regardless of the content they are learning or their particular grade level. Trainings are being provided during the current year for implementation to begin next year.

To ensure high quality, consistent trainings in all regional service centers, the SEA conducted multiple collaborative work sessions throughout the development phase and during the early stages of training for all those who work with school districts. The materials used to provide these trainings are located in the Department's Educator Growth Toolbox and located here http://dese.mo.gov/educator-growth-toolbox/student-growth-data. The criteria indicating alignment to this principle includes the following:

Principle 4: Measures of growth in student learning across two points in time are included as a significant contributing factor in the evaluation of professional practice at all levels.

- Is a significant contributing component of the overall evaluation process.
- Uses multiple measures of student performance, including both formative and summative assessments.
- Includes multiple years of comparable student data.
- Highlights growth in student learning across two points in time as opposed to simple

measures of status.
- Includes the state assessment where available and additional district and school determined common assessments.

Alignment of the local evaluation process to this principle is required beginning in 2015-2016. This alignment is verified by school level data submitted by districts through Screen 18a of the state's Core Data System. Data collected through the 2015-2016 submission will ensure that systems, policies and structures are in place for gathering credible student growth data for all teachers of all content and in all grade levels. This is verified by ensuring alignment to four of the five criteria listed above (the first two and last two) through Screen 18a of the Core Data System.

In 2016-2017, the second year of student growth data will be collected for all teachers providing two years of growth data. This second year of data collection ensures compliance with the final criteria for this essential principle (i.e. includes multiple years of comparable data). These two years of data are then used as a determining factor in the summative evaluation process in the spring 2017 to determine employment status in the 2017-2018 school year.

Essential Principle 5: Ongoing, Deliberate, Meaningful and Timely Feedback

Performance is assessed on a regular basis and focused feedback provided for all teachers and leaders based on the assumption that everyone at every level of the organization should grow every year. Deliberate, meaningful and timely feedback aligned to professional learning to promote formative development is valuable for teachers or leaders at any stage of their career and supports a systemic approach to overall improvement. Non-evaluative feedback is valuable and may include surveys to students and families, observations by peers, and self-reflection.

Feedback is provided using multiple sources of evidence gathered from analysis and use of student data; classroom observations focused on what teachers do and what students learn; and an analysis of artifacts including lesson plans, professional development plans, supplemental resources, participation in coursework, workshops or reading articles, etc. The criteria indicating alignment to this principle includes the following:

Principle 5: Ongoing, timely, deliberate and meaningful feedback is provided on performance relative to research-based targets.
- Is delivered effectively and is meaningful to the improvement of practice.
- Focuses on the impact of professional practice to increase student learning.
- Is offered at least once annually to everyone either formally, informally or both.
- Is offered in close proximity to the data gathering process (i.e. observation, survey, artifact review, etc.).
- Occurs within the context of a professional, collaborative culture.

Alignment of the local evaluation process to this principle is required in 2014-2015. This alignment is verified by school level data submitted by districts through Screen 18a of the state's Core Data System.

Essential Principle 6: Standardized and Ongoing Training for Evaluators

Reliable and valid measures of performance are essential factors in ensuring that annual growth for teachers and leaders results in growth for students. Evaluators who collect these measures of evidence and provide feedback must be highly trained and objective to ensure that ratings are fair, accurate, and reliable. Evaluators demonstrating skills aligned to minimum quality assurance

standards may include master teachers and peers as well as other external, trained third party people from within or outside the district that assist the building principal with the overall responsibility of moving staff to higher levels of performance. The Department, in partnership with regional service centers, the state's educational associations, preparation institutions, and local LEAs will provide quality standards and processes for training evaluators. Training will be delivered in-person, but may also utilize online resources in order to keep the cost of training as minimal as possible. An established process of training allows districts the capability of identifying the specific personnel who are certified to conduct evaluations in its schools.

Evaluator training will include topics such as conducting effective classroom observations and walk-throughs that focus on the quality of instruction, assessing student data, analysis of artifacts, interpreting survey information and providing clear, constructive timely feedback. In response to staff turnover and the need to keep evaluators current and consistent in their practice, evaluators can periodically engage in follow-up training. Annual reports regarding the process for training evaluators can be easily provided to and reviewed by the Department as a function of its already existent statewide accreditation system. The criteria indicating alignment to this principle includes the following:

Principle 6: Standardized, periodic training is provided for evaluators to ensure reliability and accuracy.

- Evaluators demonstrate skills aligned to minimum quality assurance standards established by districts and/or state.
- Training includes conducting observations focused on the quality of instruction.
- Assessing student data, analyzing artifacts, and interpreting survey information occur.
- Time for the effective delivery of meaningful feedback is incorporated.
- Training is offered both initially and periodically to those who evaluate educator performance.

Alignment of the local evaluation process to this principle is required in 2014-2015. This alignment is verified by school level data submitted by districts through Screen 18a of the state's Core Data System.

Essential Principle 7: Evaluation Results Inform Personnel Determinations, Decisions and Policy

Ratings of educator effectiveness should guide district decisions regarding determinations, recognition, development, interventions and policies that impact the extent of student learning in the system. As a result of the evaluation system, districts are empowered to recognize and utilize highly effective educators to improve student learning. Highly effective educators are an excellent resource to LEAs to assist with the challenges of high need students in high need locations, to serve as mentors, peer observers, and coaches for less effective educators, and perhaps assume other critical additional duties that contribute to a school system's overall success. Ongoing development and growth of all educators, as well as determinations of status (i.e. probationary, tenure) should be informed by the data generated from the evaluation process. The Department recommends that ineffective educators (those demonstrating sustained periods of minimal growth and low levels of student learning as documented by unsatisfactory evaluations) receive targeted interventions and support to encourage ongoing formative development. Established timelines should be articulated through local policy and aligned to the state's minimum standards and provide further clarification in terms of duration of interventions and the nature of additional support. If demonstration of

minimal growth as articulated through an unsatisfactory evaluation rating occurs for two consecutive years, a local dismissal protocol should be enacted. The criteria indicating alignment to this principle includes the following:

Principle 7: Evaluation results and data are used to inform decisions regarding personnel, employment determinations, and human resource policies such as promotion, retention, dismissal, induction, tenure, compensation, etc.

- Guides district decisions regarding employment determinations.
- Informs in particular those policies that impact the extent of student learning. Empowers the district to recognize and utilize highly effective educators.
- Informs district strategies for providing targeted interventions and support.

Alignment of the local evaluation process to this principle is required in 2014-2015. This alignment is verified by school level data submitted by districts through Screen 18a of the state's Core Data System.

These essential principles are the overall framework of Missouri's model Educator Evaluation System. LEAs not adopting the state model align their local evaluation process to these same principles creating statewide consistency in the approach to evaluating educator performance and ensuring growth in student learning.

3.B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

LEA Implementation

Missouri's LEAs have the option of using or adopting all or portions of the state's model Educator Evaluation System. LEAs may also create and implement their own local system. By the 2014-2015 school year, districts throughout the state will have established evaluation processes that align to six of the seven the essential principles of an effective evaluation system as articulated in the state's model. Alignment to the final essential principle will begin in 2015-2016. Regardless of whether an LEA adopts the state model or implements their own local evaluation process, all LEAs in the state will commit to the essential principles, as listed and described in 3A and provided here, as reference:

- Measures performance against research-based practices aligned to those articulated in the state's model teacher and leader standards;
- Uses of multiple ratings to differentiate levels of performance;
- Highlights a probationary period of adequate duration which results in sufficient induction and socialization support for new teachers and leaders;
- Uses measures of student growth in learning as a significant part of the evaluation of

professional practice at all levels and ensuring that you can't receive a proficient or distinguished rating in educator performance if student growth is low;
- Provides ongoing, regular, timely, and meaningful feedback on performance;
- Includes standardized and ongoing training for evaluators;
- Uses evaluation results to inform decisions, determinations, and policy regarding personnel.

Historically, the number of LEAs not adopting the state model has been relatively small. The performance-based teacher evaluation instrument, released in 1999, was adopted by approximately 80 percent of the state's LEAs. Based on this informal data and initial reaction to the development of the state's model Educator Evaluation System, it is anticipated that a majority of LEAs will either adopt fully the new model, or will use the new model to guide adaptations and modifications to local models.

Implementation Support Overview

The Department, in partnership with regional service centers, the state's educational associations, preparation institutions, and local LEAs are building awareness and enacting technical assistance strategies to build collective capacity throughout the state.

An advisory team was created to inform the Department on developing strategies and mechanisms to offer assistance to LEAs, including teachers and principals as they develop their local systems. In addition, the evaluator training field-testing informed local efforts to establish reliable and valid measures.

Field-testing involved 173 of the state's LEAs (approximately 33 percent). Following the rollout in the summer of 2012, a larger scale pilot project took place in the 2012-2013 year in preparation for the full alignment by the 2014-2015 year. To support LEAs in their implementation, online modules and resources were designed and created by the advisory team.

Implementation Support for LEAs that Utilize the State Model

The Department provided an overview of the model evaluation system that clearly states the overall philosophy and theory of action and a thorough understanding of the seven essential principles. LEAs implementing the state model were offered intense technical assistance on the state's performance targets, quality indicators and professional continuum, the professional frames and rubrics, scoring guides and evaluation instruments and observation tools. LEAs also received evaluator training on the reliable use of these tools. In addition, this technical assistance and training will be delivered through regional service centers and online modules and resources.

Implementation Support for LEAs that Choose Not to Utilize the State Model

The Department provided an overview of the model evaluation system that clearly states the overall philosophy and theory of action and a thorough understanding of the seven essential principles. More in-depth training and assistance was provided to LEAs in assessing and aligning their local evaluation processes to the essential principles in order to enable the LEA to verify to the SEA that this alignment is in place. In addition, assistance was provided to LEAs in analyzing the effectiveness of their local systems. This assistance and training was delivered through regional service centers and online modules and resources. The timeline for LEAs that do not adopt the state's model evaluation system is as follows:

- Fall 2012 — Initial orientation and gap analysis on the incorporation of the seven essential principles of effective evaluation into the local evaluation process
- Fall 2012-May 2013 — Pilot project for LEAs not adopting the state model. Regional service center consultants provide technical support and follow-up to districts; regional area supervisors and instructional improvement consultants follow-up on district progress in efforts to revise their local evaluation process
- Fall 2013 — Full pilot projects of all components of the local evaluation model. Second regional training for all LEAs in the state. A follow-up gap analysis will be conducted to determine progress in aligning to the essential principles during the second pilot project
- Fall 2014 — Full implementation of local evaluation systems aligned to six of the seven essential principles of effective evaluation as articulated in the state Model
- 2015-2016 — Collection of data on student growth measures begins for all teachers, representing all content and grade levels, and is included within the evaluation process to inform setting future growth targets, providing feedback and supports, guiding professional development, etc. It is not included on the final summative form and therefore does not impact employment determinations for the following school year
- 2016-2017 — Collection of data on student growth measures continues for all teachers, representing all content and grade levels, and is included within the evaluation process to inform setting future growth targets, providing feedback and supports, guiding professional development, etc. It is also included on the final summative form and is used as a factor in employment determinations for the following school year
- 2017-2018 — Employment determinations are based on ratings from the final summative form of the previous school year and includes multiple years of student growth data

Local evaluation systems, based on local policies, require time and planning to ensure successful implementation. Ongoing technical support is provided to LEAs throughout the revision and transition process and includes the following:

- LEAs had the opportunity to attend a regional training in Fall 2012 to receive additional information about the state's educator evaluation system. This training included an understanding of the essential principles that support effective evaluation. LEAs conducted a review of their own local evaluation system, resulting in a gap analysis between the essential principles of effective evaluation and their local evaluation process guidelines using a gap analysis tool developed by the Office of Educator Quality at the SEA.
- Based on the gap analysis, LEAs made determinations regarding the revision of their local evaluation process to align to and incorporate the essential principles. LEAs were able to

develop a plan of action for closing gaps between the essential principles and their current system. Regional service centers are providing ongoing technical assistance as requested. In addition, regional area supervisors and instructional improvement consultants continually follow-up on LEA efforts at revising their local model to more fully align to the essential principles.

- Follow-up orientation trainings were offered in Fall 2013 to provide information on any revisions to the state educator evaluation system and to assess the progress the LEA has made on revisions to their local evaluation process. Technical assistance was made available through regional service centers to assist LEAs in the revising of local systems to align to the essential principles of effective evaluation, ensuring consistency across the state and local systems on measures of educator performance and growth in student learning.

In the Fall 2014, regional trainings continued in support of local efforts to align local evaluation processes to essential principles of effective evaluation for those LEAs choosing not to adopt the state model. This is establishing statewide consistency between the state's model and LEAs that adopt it and LEAs with local models aligned to the essential principles. This ongoing process of working with LEAs will continue each year, checking for adjustments and refinements and offering technical assistance as needed.

Regional area supervisors will conduct on-site follow-up and provide assistance to LEAs as they engage in the process of ensuring that the local evaluation system they use aligns to the essential principles. This follow-up may include assurance that the local evaluation system is used for all teachers working with all populations of students (i.e. special education students, ELL students, etc). Ongoing discussions and research for teachers working with unique student populations (i.e. ELL students) were conducted to determine how effective evaluation can most appropriately be applied to teachers of students with unique needs.

The essential principles are embedded in the process standards as a part of the state's accountability system. All LEAs are accountable for incorporating these principles into their local evaluation process, consistent with SEA guidelines. There are no collective-bargaining agreement issues or other obstacles preventing an LEA from adopting the state's model educator evaluation system or aligning their local evaluation system to the essential principles. If an LEA is challenged in aligning their local evaluation process to the essential principles, the SEA will assist the LEA in becoming compliant. LEAs that do not comply with aligning their local evaluation process to the essential principles are subject to an MSIP review, which is an on-site audit.

In addition to on-site monitoring, the SEA will also monitor aggregate data using its annual data collection system. For the past three years, districts have been submitting data on screen 18a of the Department's Core Data System. This system specifically requests building level data on the extent that the local evaluation process aligns to the essential principles of effective evaluation, including measures of growth in student learning. This provides the Department the opportunity to address and assist in areas where LEAs seem to struggle most.

In the 2014-15 school year, Core Data screen 18a—the Department's electronic data collection system—has been updated to require additional detailed information at the building level regarding particular criteria of the Essential Principles of Effective Evaluation.

- First, the system now includes a requirement that each building indicates the name of the

evaluation system model they are using by selecting from a menu of choices. In this way, the Department will have specific information about the various components and tools of the evaluation system being implemented.

- Second, screen 18a breaks down analysis of the student growth requirement much further than previously required: the system now requires that buildings distinguish how the buildings ~~of~~ in each district will use student growth data in state tested courses as well as in non-state tested courses.
- Third, screen 18a requires that each building explain the performance levels used in their evaluation systems and indicate how many teachers were rated at each performance level per academic year.
- Finally, screen 18a also requires data on the extent that each building in the district is aligning to the Essential Principles of Effective Evaluation based on specific criteria for each of the principles. This criteria requires submission of data with specific assurances in the following areas:
    - Training is provided for evaluators to address inter-rater reliability issues
    - Extent that feedback is provided to all teachers on performance each year
    - Use of student growth measures as a significant factor in the evaluation process for all tested and non-tested grades and subjects
    - Use of performance data to inform employment determinations

In addition to modifications to Core Data to gather more accurate data on implementation, the Department, in collaboration with the REL Midwest, has developed an Effective Evaluation Implementation Rubric which provides intensive data on the extent of alignment to the essential principles. The data is gathered in two different ways:

- Policy data is collected through a comprehensive review of various district documents related to the local evaluation process (i.e. board policies, school regulations and protocols, manuals, etc.); and
- Practice data is collected through the use of surveys to teachers, ~~and~~ administrators, mentors and central office personnel regarding the actual impact of educator evaluation implementation.

The Implementation Process has been refined based on findings from the pilot and is available for use next year as the Department gathers information on district implementation of teacher and principal evaluation and support systems.

Charter schools are considered public schools and are subject to the same guidelines as those outlined in Principle 3. All guidelines referenced to LEAs include charter schools as well.

In an effort to support the learning of all Missouri students, the SEA is providing outreach to all schools including private and parochial. While the SEA has no funds to pay for this and will not use federal funds, it nevertheless makes available the opportunity. These services are available to private/parochial schools if they are willing and able to pay for it. A fee for service structure has been developed that includes the cost of the training based on materials, room, meals, etc. This cost will be assessed to non-public schools wishing to attend.

Implementation Support for Priority and Focus Schools

Strict adherence to the seven essential principles of the model evaluation system is particularly necessary for those priority and focus schools in need of dramatic improvement. The state's

accountability system as articulated in Principle 2 identifies those schools in most need of dramatic improvement. Providing support and guidance to priority and focus schools (as well as districts) on their use of effective evaluation processes to further dramatic improvement is a central role of Missouri's System of Support and is referenced in the state's Process Standards. Focus and priority schools identified through the state's accountability system will receive direct technical assistance and support from Missouri's System of Support and exemplary (e.g. reward) districts. Audits have been developed to assist schools in need of intensive technical assistance. The Effective Evaluation Implementation Rubric is used to audit the extent of alignment of the local evaluation process to the essential principles. Additionally, a Professional Learning audit determines the extent of the effectiveness of strategies related to professional learning in the system. This includes an analysis of the link between evaluation data and whether it informs the professional learning provided throughout the system.

Ensuring the Involvement of All Teachers in the Educator Evaluation System

Missouri's Educator Evaluation System and its seven essential principles support effective instructional practice to ensure that all students, including ELLs and students with disabilities, develop academic language to experience success in academic core curriculum. The Teacher and Leader Standards, and related quality indicators and performance continuum, were developed by a diverse set of stakeholders and apply to all teachers. All teachers, regardless of the populations they serve, can improve their professional practice in order to achieve better outcomes for students. In particular, the evaluation system includes the expectation that teachers use teaching strategies that research shows particularly effective with the various populations they serve (i.e. students with disabilities, English language learners, minority, low socio-economic, etc.).

Performance targets articulated through the Educator Evaluation System assist all teachers in meeting the diverse needs of their students. Specific quality indicators assist teachers to increasingly understand the diversity of their students, to identify students' unique needs, develop differentiated instructional strategies to meet those needs, and continually utilize data to assess the effectiveness of their strategies. Monitoring of, and assistance to, the accountability plans developed by priority and focus schools will include specific questions, indicators, and protocols to ensure that districts are using appropriate evaluation tools and including all teachers in the evaluation process.

Strategic Communication Plan

A comprehensive communication plan was developed to assist LEAs in their understanding and implementation of the minimum standards of Missouri's Educator Evaluation Systemand increase collective capacity including building public awareness of the state's evaluation system and the intended outcomes it is designed to achieve. Designated members of the Department and regional service centers provided targeted information to key audiences across the state and within districts. The communication plan includes:

- A clear plan, resources and strategies to help districts in communicating to principals, teachers, other staff, parents and key community members.
- Concise, compelling materials customized for all key audiences with, handbooks, formalized training materials and other companion documents.
- A user-friendly website to assist in the dissemination of information and updates, and provide opportunity for questions and feedback.
- Training modules which include conducting effective classroom observations, analyzing and using student data; providing clear, constructive feedback; managing time and

resources in support of implementation; tracking evaluation data; and communicating with teachers and key stakeholders about the new system.

Data for Monitoring and Evaluation

The Department provides suggested procedures and guidelines as a part of its model evaluation system, but also collects data on evaluation processes developed and used by LEAs through Screen 18a of Core Data. An example of one area of data collected is on the use of evaluation results and student growth or achievement indicators as a part of the evaluation process.

	Is Evaluation used for teacher retention?			Is Evaluation used for teacher removal?			Is student data/student achievement a part of the evaluation?			Is student data/student growth a part of the evaluation?		
City-district	N	Y	Grand Total	N	Y	Grand Total	N	Y	Grand Total	N	Y	Grand Total
Totals	89	2247	2336	57	2277	2334	1707	625	2332	1830	496	2326
Averages			96.1%			97.5%			26.8%			21.3%

The data suggests an emerging effort to link performance at the student level with the performance of the teacher. This data collection process provides the Department a mechanism for meeting Assurance #8 of the Flexibility Waiver Request regarding the use of student growth data. It also provides an opportunity to determine successful implementation of the essential principles of effective evaluation as articulated in the state's model evaluation system as well as gather aggregate data on effectiveness ratings.

Policy support for Implementation

Currently, Missouri law Section 168.128 RSMo requires school districts to cause a comprehensive performance-based evaluation for each teacher that is *ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability.* It also directs the Department to *provide suggested procedures to such an evaluation.*

Essential Principles of Effective Evaluation

In August 2013, the Missouri State Board of Education adopted a rule establishing the seven principles of effective evaluation. The rule states that "school districts not electing to adopt the state model shall align their local evaluation process to these same principles and shall submit their process to the department for review and approval."

School districts submit for approval the details regarding their local evaluation process through Screen 18a of the Core Data System of Missouri's Department of Elementary and Secondary Education. Through this submission, school districts indicate their alignment to the essential principles through the following criteria:

Principle 1: Performance of educators is measured against research-based, proven expectations and performance targets consistent with the improvement of student achievement.

- Educator performance targets are research-based and proven.
- Performance targets align to appropriate state and national standards.
- Performance targets articulate essential practices.
- Performance targets are clearly articulated.

- Performance targets of the educator link to improvements in student learning.

Principle 2: Multiple ratings are used to differentiate levels of educator performance.

- Includes a minimum of three differentiated levels.
- Includes clear statements of performance at each level.
- Each level allows for discrete, independent, measureable performance targets.
- Each level appropriately describes practice.
- Levels provide clear direction for growth and development in practice.

Principle 3: A probationary period of adequate duration is provided to ensure sufficient induction and socialization through developmental support for new teachers and leaders.

- Includes required mentoring as a component of a comprehensive induction process.
- Complies with Missouri statute regarding the probationary period.
- Is informed by the state's mentor standards.
- Includes confidential, non-evaluative support linked to the district's overall plan for professional development.
- Focuses on essential practices of particular significance for novice practitioners.

Principle 4: Measures of growth in student learning across two points in time are included as a significant contributing factor in the evaluation of professional practice at all levels.

- Is a significant contributing component of the overall evaluation process.
- Uses multiple measures of student performance, including both formative and summative assessments.
- Includes multiple years of comparable student data.
- Highlights growth in student learning across two points in time as opposed to simple measures of status.
- Includes the state assessment where available and additional district and school determined common assessments.

Principle 5: Ongoing, timely, deliberate and meaningful feedback is provided on performance relative to research-based targets.

- Is delivered effectively and is meaningful to the improvement of practice.
- Focuses on the impact of professional practice to increase student learning.
- Is offered at least once annually to everyone either formally, informally or both.
- Is offered in close proximity to the data gathering process (i.e. observation, survey, artifact review, etc.).
- Occurs within the context of a professional, collaborative culture.

Principle 6: Standardized, periodic training is provided for evaluators to ensure reliability and accuracy.

- Evaluators demonstrate skills aligned to minimum quality assurance standards established by districts and/or state.
- Training includes conducting observations focused on the quality of instruction.
- Assessing student data, analyzing artifacts, and interpreting survey information occur.
- Time for the effective delivery of meaningful feedback is incorporated.

- Training is offered both initially and periodically to those who evaluate educator performance.

Principle 7: Evaluation results and data are used to inform decisions regarding personnel, employment determinations, and human resource policies such as promotion, retention, dismissal, induction, tenure, compensation, etc.

- Guides district decisions regarding employment determinations.
- Informs in particular those policies that impact the extent of student learning. Empowers the district to recognize and utilize highly effective educators.
- Informs district strategies for providing targeted interventions and support.

Summary

Missouri continues its commitment to the intent of the assurances required in the ESEA Flexibility Waiver Request relative to Principle 3 because it is the collective agreement of the education community that it is the right thing to do for its students. It is a completion of the work that first began in 2008 with initial development of the Teacher and Leaders Standards and the professional continuum. Collective agreement on performance targets indicating effectiveness of a teacher or leader only matters if they are supported by a systemic process that enables formative development as a process for achieving these performance targets. This formative development, and the process that enables it, holds the promise of a better education for all Missouri children.

The requirements of NCLB have not been without their benefit, in that the discourse around schools and their success has been elevated and increasingly data-driven. Missouri, however, must now assign itself to acting on the conclusions that discourse has generated. What matters most is what schools, districts, and states will do to guarantee improvement and the essential role that the formative development of its educators will play in creating this improvement. Missouri's Educator Evaluation system is a vital element in our state's capacity to deliver on that guarantee.